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Chicago Public Schools Striving Readers Initiative

Year Four Evaluation Report

SUBMITTED TO:

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I. Executive Summary of Findings: Implementation and Impact

This report describes the evaluation of the fourth year of implementation of the five-year Chicago Striving Readers program.¹ The fourth year evaluation involved 29 treatment schools (16 from Cohort 1 and 13 from Cohort 2) and 30 control schools (15 per cohort).²

Variations by Component and by School in Fidelity of Implementation:

Whole-school, Targeted and Intensive Interventions, Years 1 through 4

For first and second year implementation results, it was in many cases difficult to assign evidence about implementation to specific intervention models because the phrasing of the data collection instruments often was not explicit about the context. Thus, most of the evidence reflects fidelity of implementation of the overall program, rather than any particular intervention model. This problem was corrected for Year 3, however, through modifications of data collection instruments.

Year 1 Implementation Study

Overall Program Implementation

In Year 1, instructional technology was provided through classroom listening centers and computer stations (media centers). Half of Striving Readers teachers surveyed reported that they used listening centers at least once a week; use of media centers increased during the course of the year, with 60% of teachers observed during the fall of 2006 using them, and 85% of those observed in spring 2007.

Roughly half of all teachers were observed using a whole-part-whole instructional framework, although these teachers only spent a moderate amount of time doing so. A majority of teachers in all classrooms and content areas also reported that they regularly covered at least some of the comprehension strategies. The majority of teachers reported adjusting instructional practices based on diagnostic and assessment results. Insufficient data were available to determine whether the gradual

¹ The first year of this study was conducted by Learning Point Associates; the balance of the study is being conducted by Metis Associates.

² Cohort 1 schools began the program in school year 2006-2007; Cohort 2 began in 2007-2008. During Year 4 (school year 2009-2010), two of the original Cohort 2 treatment schools had closed or became turnaround schools, as did one control school from each Cohort. All schools, or students who were enrolled in these schools before they closed, are still included in impact analyses to the extent possible.

release model was being used, although important components of the model were observed fairly regularly.

The program had a slower start using Partner Reading in the Content Area, Too (PRC2); Literacy Intervention Teachers (LITs) were trained and felt prepared to introduce this method, but associated materials were not available. Text sets were not acquired until near the end of the year and were only used approximately one third of the time. Finally, although two fifths of teachers felt that the program was *very effective* in helping them develop the use of partner reading for vocabulary development and another two fifths felt that it was at least *moderately effective*, fewer than one third of all observed language arts classes included small-group activities focusing on vocabulary.

Targeted and Intensive Interventions

Collaboration of teachers and LITs was fostered through initial professional development activities. By winter 2007, all LITs reported actively collaborating with teachers. By spring, collaboration was supported in about two thirds of schools through school Literacy Leadership Teams and grade-level teams. Targeted intervention instruction of Tier 2 students by LITs took place in 46% to 59% of the observed literacy blocks. Intensive intervention through the AMP after-school program, including guided fluency practice, was provided to Tier 3 students at all schools, with attendance averaging 81%, and AMP classes took place in small-group settings with an average of one teacher for every 10 students. However, LITs noted that some topics in AMP were tedious or of limited relevance to some students.

Year 2 Implementation Study

Year 2 data sources that were used to provide evidence about key program features—including staff interviews, teacher surveys, observations and program schedules and attendance records—were used to create a series of rubrics to generate ratings of program fidelity within the classroom and professional development models.³ On a 10-point scale, on average, all schools in both cohorts were implementing the Striving Readers program at a medium level of overall fidelity (with an average score of 6.6) during the 2007–2008 program year, with no overall difference between cohorts. Among the major program components, the highest mean ratings were obtained for the intensive intervention, for which ratings approached a high fidelity level.

Implementation of Classroom Model (Whole School, Targeted and Intensive Interventions)

Within the Whole School (blended) intervention component, the highest mean fidelity ratings were obtained for use of the whole-part-whole instructional model and the gradual release model, both of which received mean fidelity scores across all schools at the “high implementing” level (averaging 8.9 and 8.5, respectively). Implementation appeared to be the most problematic for anchoring instruction in comprehension, for which ratings averaged 5.2.

³ Because of the transition to a new evaluator during the second program year, these scores could not be calculated for Year 1.

Within the Targeted and Intensive interventions, the most successful program component was the creation of small-group settings during the after-school program: all schools in both cohorts met, or at least came very close to, the required 15:1 student-to-teacher ratio. Nevertheless, there was still considerable variability by school, and several did not reach the “high implementing” level of fidelity on this sub-component. Providing increased instructional time for Tier 3 students remained limited by irregular student attendance, and by program schedules at some schools.

Implementation variation among schools was greatest for collaboration between the LIT and classroom teachers and for increased instructional time for the intensive intervention, both of which ranged from perfect or near perfect fidelity scores to the “low implementing” level of fidelity. Cohort 2 schools received the lowest fidelity rating in this area among all program sub-components. Substantial variations among schools were also observed for direct vocabulary instruction and whole-part-whole instruction.

Implementation of Professional Development Model

A substantial number of respondents to school leader interviews cited the importance of the professional development program, particularly for helping them integrate literacy into other content areas. Teacher survey respondents also expressed a desire for more training and support. However, the professional development component was rated at a “medium implementing” level of fidelity for most schools (5.5 overall), implying that principals, LITs, and/or teachers had low average attendance rates at least some of the professional development sessions, with lower attendance rates among Cohort 1 schools. The lower attendance rates for Cohort 1 schools may have been due to the fact that professional development activities for Year 2 were not differentiated by cohort and therefore Cohort 1 staff may have felt they had already received sufficient training in Year 1.

Year 3 Implementation Study

For the Year 3 study, data sources that provided evidence of program implementation were updated to provide more complete and targeted data about each program component, and the implementation fidelity rubrics were modified accordingly. Comments on district-level program leader interviews, district-wide principal interviews and case study interviews, and classroom observations at case study schools, were used to further illuminate some of the quantitative results of the fidelity rubrics.

Implementation of Classroom Model

Whole School (Blended) Intervention

All schools in both cohorts were implementing the classroom model at a medium level of overall fidelity during Year 3, with no notable difference between cohorts. The blended intervention model was also implemented at a medium level of fidelity, with higher ratings for reading comprehension strategies and small-group instruction. Questioning, predicting and inferring were taught most commonly, while text

structure and metacognition were used least frequently. Small-group instruction continued to be used with increasing frequency throughout the program.

Differentiated instruction varied widely among schools, although buy-in appeared to be increasing. Facilitating conditions included collaboration with the LIT, strong classroom management skills, availability of leveled materials, actively involving the students and providing supportive feedback. Challenges included traditional teaching habits, time constraints, large class sizes, discipline problems, lack of timely access to assessment results (which were more often used for “grouping” than for “differentiating instruction”) and limited opportunity to meet with the LIT.

The PRC2 framework was used by the large majority of literacy teachers, but it was not used as regularly as expected, and was sometimes less student-focused than the model intends. Most schools implemented systematic instruction in academic content vocabulary using Marzano’s Vocabulary and Words Their Way, at a medium fidelity level, but less frequently than expected.

Targeted Intervention

The targeted intervention model was implemented at a high level of fidelity, on average, although more Cohort 1 schools had high ratings for direct instruction, while more Cohort 2 schools had higher ratings for teacher/LIT collaboration. Challenges to targeted intervention included different pacing needs for struggling readers, and time constraints aggravated by large class sizes and by LITs’ involvement in coaching for the whole class.

Intensive Intervention

AMP implementation was rated at a high fidelity level across all schools in both cohorts. Instruction in comprehension strategies was provided several times a week, and virtually all programs maintained a low student:teacher ratio. The major challenge for the intensive intervention was providing increased instructional time to all eligible students. Only three fifths of eligible Tier 3 students enrolled in the after-school class (with enrollment rates even lower at Cohort 1 schools), and attendance varied widely among those who did enroll.

Purposeful Assessment and Data Driven Instruction

The use of authentic assessments was rated at a medium fidelity level, as the use of data was beginning to become part of the culture in Striving Readers schools, with spelling inventories and fluency snapshots specifically cited as useful assessments that are easy to implement. However, Cohort 1 schools were somewhat more successful than Cohort 2. Assessment data were often used more to monitor individual progress than for broader lesson planning, and its importance for differentiated instruction was not always recognized. Other challenges to using assessments included the timing of the release of the data or the time needed to administer them.

Materials

Non-technology materials. Use of materials received the least favorable fidelity score of the five major classroom model components. Among non-technology materials, classroom libraries received higher ratings, but ratings for school libraries were considerably lower. Classroom libraries were used regularly and almost universally to support literacy instruction, and instructional staff were enthusiastic about their value for supporting all aspects of the program. Text sets were used to support content area instruction in almost all schools, and were also used in almost all literacy classrooms, although in many cases they were not used on a regular basis. Ratings of text sets were inconclusive, however, both because of the low response rates from subject-area teachers, and because of the ambiguity of whether survey respondents distinguished Striving Readers text sets from traditional collections of topical materials.

Computer-assisted Instruction. LITs' use of the Palm Pilots to support the targeted intervention was rated at a low level of fidelity, with one in four LITs reporting that they never used them for this purpose. They were often also used during AMP classes, and by literacy teachers for whole class instruction. Both groups used them to support vocabulary development, knowledge of key concepts and writing skills; LITs also used them to teach comprehension strategies, while classroom teachers also used them to develop self-directed learning. Many instructors believed that students found the Palm Pilots engaging; however, as many still did not feel comfortable using them, and a quarter of respondents felt that they were not "worth the trouble."

Both media and listening centers were used by most literacy teachers. However, media centers were used even more frequently and were better integrated into the curriculum, in part because of a shortage of materials for the listening centers, and in part because of greater familiarity with the more traditional technology.

Content Area Instruction

Striving Readers schools seemed generally very supportive of integrating literacy into the content areas. There was recognition that the disciplines are mutually supportive, although this may be less true in content area lessons based on inquiry-driven, experiential learning. Differentiated instruction presented an even greater challenge in content area classes than in literacy classes. Generally, school coordinators felt that content teachers who are more open to less traditional techniques tended to be more successful at integrating literacy.

Implementation of Professional Development Model

Teachers and school administrators expressed appreciation for the inclusiveness and timing of the Striving Readers professional development program. Principals were a great help in bringing LITs on board with program philosophies, and as a result of LITs' role providing feedback about teachers' needs, many teachers have also found the training to be highly responsive.

Overall fidelity scores for the professional development model were at a medium level of fidelity, but the fidelity of components of training that were specific to the targeted and/or intensive interventions was somewhat higher. Fidelity of the training was limited by two primary factors. Although most LITs

were highly involved in weekly meetings with coordinators, attendance by teachers was problematic, and often not sufficient to prepare them to fully implement the model. At the same time, some staff feel that certain sessions have been repetitive. Leadership is still exploring ways to further strengthen its efforts to provide differentiated training.

Year 4 Implementation Study and Variation in Implementation Across Four Years

Implementation fidelity rubrics were again modified for the Year 4 study. Unlike the modifications that were implemented in Year 3, however, which were needed to account for the lack of specificity in the original data sources, the modifications in the fourth program year were much less substantial. In Year 4, relatively small refinements were made to provide more precise measurements of each program component. As before, comments on district-level program leader interviews and district-wide principal interviews were used to further illuminate some of the quantitative results of the fidelity rubrics. In addition, case studies were conducted at six of the higher fidelity schools, where qualitative and quantitative data sources were analyzed to gain a comprehensive picture of each school and obtain insights into the factors that facilitate and hinder program implementation.

Implementation of the Classroom Model

All schools in both cohorts were implementing the classroom model at least at a medium level of overall fidelity during Year 4, including several that were implementing with high overall fidelity, showing progress over Years 2 and 3. Increased collaboration between project leadership and District Coordinators, and improved alignment between Striving Readers and other district priorities, have helped strengthen implementation. Nevertheless, substantial challenges remained.

Whole School (Blended) Intervention

Most schools implemented the blended intervention model at a medium level of fidelity. The strongest implementation was in teaching reading comprehension strategies, but small-group and differentiated instruction, and specific instructional frameworks and techniques, continued to pose a challenge. Nevertheless, these results also reflect progress: since the fidelity scales were first implemented in Year 2, the proportion of schools reporting implementation of the blended intervention at a high fidelity level has nearly doubled.

Targeted Intervention

Almost three out of four Striving Readers schools implemented the targeted intervention with high fidelity. Teachers and LITs formed strong collaborations, and new techniques were used project leadership to review and strengthen intervention strategies. However, many LITs continued to face a challenge to their capacity to serve the whole school. Once again, these results show that the proportion reporting implementation at high fidelity increased since Year 3, approaching three out of four Striving Readers schools during Year 4.

Intensive Intervention

All schools reported implementing the intensive intervention at least at a medium fidelity level, but implementation was less successful than that of the targeted intervention. As with the other intervention models, there was at least initial improvement in implementation from Year 2 to Year 3; but in this case, the gains achieved during Year 3 were lost again in the fourth program year. Nevertheless, almost half of the schools were reported implementing the intensive intervention model with high fidelity in Year 4.

Among the largest challenges that schools encountered was achieving high rates of enrollment and attendance. Schools reported being largely successful in providing instruction in comprehension, but were less so in fluency and vocabulary instruction. Many LITs also questioned the relevance and appropriateness of the AMP program for substantial numbers of students.

Purposeful Assessment and Data Driven Instruction

Based on teachers', principals' and LITs' self-reports, some of the greatest improvements in program implementation have been achieved in the area of using assessment data to inform instructional planning: while only one in ten Striving Readers schools rated itself as using data-driven instruction with high fidelity during Year 2, half of all schools did so during Year 4. Teachers reported utilizing a wide variety of assessments beyond the state test, including informal assessments, fluency snapshots, spelling inventories, the Reading Benchmark Assessment and the Basic Reading Inventory. Assessment was conducted not merely to meet state requirements, but to actively inform the instructional program by monitoring students' progress, identifying skills that need to be taught or retaught, differentiating instruction and creating instructional groups in class.

Materials

In Year 4, the use of high interest, high quality materials was still at a medium level of fidelity in most schools, although there was some progress since prior years in that no schools were implementing at low fidelity, and several had achieved high fidelity. Particular achievements were seen in the use of classroom libraries, which teachers were very satisfied with and reported using extensively, including to support grouping strategies and/or differentiation. Striving Readers text sets were also being used in social studies and science classrooms in most or all program schools, and content area teachers consistently reported finding them very useful. In addition, according to principals, technology was “thoroughly” integrated into the literacy curriculum at far more Striving Readers schools than control schools. Use of handheld computers continued to expand, but they were still used by only just over half of surveyed literacy teachers. They were used to support a wide variety of instructional activities in support of Striving Readers literacy goals, but they were generally still not being used to support differentiation specifically. Among the least consistently used resources were school libraries, in part because many schools did not have a school librarian.

Content Area Instruction

According to principals, literacy instruction has been integrated into content area classrooms “to a large extent,” especially in social studies and science classrooms, in a majority Striving Readers schools, and to a considerably larger degree than in control schools. Nevertheless, it remains a challenge to convince

some content area teachers to acknowledge the importance of incorporating literacy. At all Striving Readers schools, content area teachers consulted with school or external literacy experts on at least a monthly basis.

Implementation of Professional Development Model

Striving Readers continued to offer a comprehensive professional development program throughout the fourth program year for teachers at all grades and all content areas. Training addressed Striving Readers concepts, techniques and technologies, and an 18 hour course on special topics in school libraries. LITs and District Coordinators continued to meet bi-weekly, and principal sessions occurred bi-monthly.

Based on attendance rates and participants' perceptions of the relevance of training, all schools implemented the professional development component with medium or high fidelity, although implementation was stronger among Cohort 1 schools. There has been considerable progress across years, possibly due to a combination of improved attendance (perhaps because the schedule has become increasingly more manageable and accessible in recent years), and/or increased recognition of the usefulness and impacts of these activities – a perception that was echoed by principals as well as teachers. Nevertheless, the Senior Literacy Advisor expressed concern that the training might not have brought staff to the level that they had hoped, in part because the district team realized in retrospect that many staff possessed less foundational knowledge prior to beginning Striving Readers than the model may have required.

Case Study Findings

In-depth case studies conducted at six of the higher-implementing Striving Readers schools revealed that, while the strategies that these schools used to address challenges to implementation were as varied as the circumstances that each school faced, there were also several clear themes that might provide insight into the fundamental characteristics necessary for success. While the specifics of implementation varied, these higher implementing schools shared five overarching traits:

- a supportive and actively involved school administration;
- principals, teachers, and staff who valued and pursued professional development opportunities;
- frequent opportunities for staff collaboration through structures such as grade-level and literacy-team meetings that explored instructional issues in-depth;
- Literacy Intervention Teachers who were able to support teachers while also filling their primary roles as interventionists; and
- the integration of data-driven instruction and decision making into the school's overall literacy approach.

In many respects, students at these case study schools performed better than their peers at non-case study program schools or at control schools. While this finding for case study schools does not come from a rigorous impact study and can not therefore be interpreted as evidence of program impact, it does point to the possibility that the Chicago Striving Readers program is more effective at certain types of schools under specific conditions, and it provides considerable insight into what those conditions might be. It is notable that virtually all of the characteristics that were common to the six case study schools should be achievable by other schools as well.

Overall Program Impacts on Students

When considering the combined group of all students who had been offered blended intervention services during school year 2009–2010 (all tiers combined), analyses from a randomized controlled trial where randomization was preserved by grouping students according to an intent-to-treat (ITT) design, revealed no detectable overall program impacts on reading performance. Looking specifically at groups of sixth graders (across all tiers) who had been offered services for either one, two or three years also did not reveal detectable program impacts. Among all students (all tiers) who had been offered blended intervention services during school year 2009–2010, sixth graders responded more positively to the program than students in seventh grade, and Hispanic students responded more positively than students who were neither Black nor Hispanic. However, the program could not be considered “effective” for grade 6 or for Hispanic students, since impact was not significantly greater than for their control counterparts.

Impacts on Students of Targeted and Intensive Interventions

Although there were no detectable impacts for overall program effects for all students combined, there was a positive and statistically significant overall impact on reading performance for one of the groups of students whom Striving Readers is primarily designed to support: specifically, sixth-grade Tier 2 students who had been offered one year of whole-school and targeted intervention services. However, no detectable impact was found for sixth-grade Tier 3 students who had been offered one year of whole-school, targeted, and intensive interventions, nor were there detectable impacts for Tier 2 or Tier 3 sixth graders who had been offered relevant services for either two years or three years.

Among sixth-grade Tier 3 students who had been offered one year of the whole-school, targeted and intensive intervention services, students who were not eligible for free or reduced-price lunch responded more positively to the program than those who were eligible. Among sixth-grade Tier 3 students who had the opportunity to participate for three years, female students responded more positively to the program than male students. However, the program could not be considered “effective” for students in either of these subgroups, because impact was not significantly greater than for their respective control counterparts.

Conclusions

Given concerns expressed in previous years’ reports that program impact was likely to have been diminished as a result of less than optimal program implementation, the improvements that were observed in several aspects of program fidelity during the fourth program year offered the possibility that detectable impacts might emerge, assuming that the Striving Readers program (when implemented properly) did have a real effect. Indeed, this possibility was born out with the finding of significant impacts for Tier 2 students with one year of intervention.

There are a number of reasons why program impacts might remain undetectable for other tiers and cohorts. First, although notable improvements in fidelity of implementation were observed in several

areas during Year 4, there was still a considerable amount of variability in implementation. Many students, therefore, still did not receive the full intervention as intended. In addition, because the analyses are based on intent-to-treat samples, among Tier 2 students with the opportunity to receive two or three years of intervention, it is likely that a larger proportion (compared with the one-year sample) left the program and therefore did not actually receive that amount of intervention. A similar pattern exists for Tier 3 students. This problem is exacerbated even further among Tier 3 students, since even those who remained in Striving Readers schools (and therefore at least received the targeted intervention) often had sporadic or no attendance in the AMP intensive intervention program. In short, irregular implementation, irregular attendance and program attrition all conspire to dampen the impacts of even the most effective model.

In addition, as discussed in the past, similarities in the initiatives (and, potentially, in the impacts) at control schools can result in impacts for target students that are very real and even substantial, but simply are not significantly *greater* than those for control students. There were meaningful programmatic differences between these groups in Year 4 that might have provided the opportunity to test the Striving Readers model. However, those differences were limited. Indeed, district level professional development efforts around literacy and differentiated instruction have been informed by the Striving Readers training model, resulting in greater similarities between treatment and control schools. (This alignment in focus and priorities has become even more notable in Year 5.) Thus, efforts to strengthen Striving Readers implementation—which may thereby increase its impacts—may at the same time reduce the ability of the current study to *detect* those impacts.

Finally, and by no means least importantly, the senior literacy advisor and other testing experts have expressed concern that the Illinois Standards Achievement Test (ISAT) is least reliable for students with the lowest literacy skills—the very students for whom Striving Readers would hope to obtain the greatest impacts.

The impacts for Tier 2 students were meaningful and statistically significant, albeit modest. Given all of the factors just discussed that make it difficult to detect impact, this finding should still be considered highly notable. When considered in combination with findings from the Year 3 study implying that impact may be greater for Tier 3 students with higher AMP attendance, and with the observed associations between high fidelity schools and more positive overall ISAT results, there is clearly reason to train our lens specifically on the more successful schools. This is the focus of the final study year that is currently underway. If this study were to provide further evidence that Chicago Striving Readers has positive and consistent impacts when properly implemented, it would leave the district with the question, How can proper implementation be ensured? The Year 5 study will attempt to shed additional light on this question as well.

II. Introduction and Study Background

Context for the Study

In 2005, the U.S. Department of Education’s Office of Elementary and Secondary Education issued a request for proposals (RFP) for programs to improve adolescent literacy. The Department’s stated goal was to improve the performance of struggling adolescent readers and help build a strong scientific research base around specific strategies to help struggling readers. In response to the RFP, the Chicago Public Schools (CPS) proposed the Chicago Striving Readers (SR) program. This five-year program aims to transform teaching and learning through a seamless, aligned approach to literacy instruction for grades 6–8 across 31 schools.

The framework of the Chicago Striving Readers program was designed to transform the teaching and learning of middle-grade comprehension-focused literacy strategies and to drive long-term, systemic improvement in adolescent literacy in the district through a research-based model of prevention and intervention. The Chicago Striving Readers framework, which is based on an analysis of data and research reviews, encompasses optimal instructional strategies and infrastructural support services to improve the reading achievement of CPS middle-grade students. The framework provides a seamless and unifying, yet flexible, system that redesigns how reading is taught in grades 6–8.

The Chicago Striving Readers program uses a tiered approach to working with adolescent readers. At the start of the school year, students are classified into three groups: those meeting or exceeding state performance standards for their grade (Tier 1), struggling readers who could reach grade level with focused support in the classroom (Tier 2); and struggling readers who require long-term intensive support and customized instruction (Tier 3). All three tiers receive the benefits of a whole-school (“blended”⁴) intervention. Tiers 2 and 3 benefit from both whole-school and targeted interventions, and Tier 3 students benefit from the whole-school, targeted, and intensive interventions.

The Chicago Striving Readers program has seven original key components, including three intervention models:

- A whole-school (blended) intervention model consisting of reading comprehension instruction for all students (Tiers 1, 2, and 3) in grades 6–8, including the use of literacy instruction methods in subject-area classrooms other than English language arts;

⁴ The blended intervention model is designed to support the needs of students at all reading levels.

- A targeted intervention model consisting of reading comprehension instruction for struggling readers (Tiers 2 and 3) in grades 6–8;⁵
- An intensive intervention model consisting of reading comprehension instruction for struggling readers (Tier 3) primarily in grade 6;⁶
- Frequent, purposeful assessment and adjustment of instruction with screening, diagnostic, and progress-monitoring tools, including Learning First, ISAT, Basic Reading Inventory (BRI), fluency snapshots, spelling inventories, teacher observation and checklists, student self-assessment, and student interest inventories;
- Data-driven instruction structured through a team-based system of leadership and support;
- High-quality, high-interest materials—including “text set” units featuring nonfiction texts at different reading levels and with varied structures and organizational features—that are integrated with engaging technology and audio resources; and
- Integrated, progressive, and high-quality professional development.

As of the third program year, the project officially added an additional key component that was being developed on a pilot basis during Years 1 and 2:

- Facilitation of small-group differentiated instruction and assessment through the use of computer-assisted reading instruction (handheld computers).

The literacy achievement gaps of middle-grade students in the Chicago Striving Readers program are an outgrowth of complex socioeconomic and educational factors endemic to large urban areas like Chicago. Research in adolescent literacy has established that the most common problem of adolescent struggling readers is that they are not able to comprehend what they read (Biancarosa & Snow, 2004). In the 16 schools where the Striving Readers Initiative was implemented during the first year (Cohort 1), more than half (53%) of the students do not meet reading standards at the end of fifth grade. Although this deficit is reduced to 41% by the end of eighth grade, it has already taken a large toll on student achievement in other subject areas. The vast majority of schools in the Chicago Striving Readers program are located in communities that are economically disadvantaged and racially segregated. An average of 90% of students in these schools receive free or reduced-price lunches, and the No Child Left Behind (NCLB) Title I Poverty Indices range from 49% to 68%. Geographic isolation by race and ethnicity compounds the pedagogical challenges of educating students with learning disabilities and English language learners (ELLs) who come from homes where English is not always spoken.

⁵ The targeted intervention model is provided to Tier 2 and 3 students in Grades 7 and 8 to the extent that each school’s Literacy Intervention Teacher (LIT) is able to provide instruction at these grades. In larger schools, however, the larger number of sixth-grade classes does not permit the LIT sufficient time to work at the upper grades.

⁶ The intensive intervention model is also provided to Tier 3 students in grades 7 and 8 by classroom teachers to the extent possible; however, grant funds were only sufficient to directly support this intervention for 6th graders.

Theoretical Rationale for and Description of the Intervention Models

No single explanation accounts for why some students struggle with reading after the fifth grade while others do not. Although struggling adolescent readers are often characterized by terms such as *at-risk*, *unmotivated*, *disenchanted*, or *generally unsuccessful in school literacy tasks*, research suggests that these descriptors are secondary consequences of underlying problems, not the primary causes (Peterson et al., 2000; Moats, 2001). Socio-cultural, motivational, and linguistic factors may be involved to varying degrees, but most of the research focuses on a cognitive basis or “deprivation approach” as the major underlying problem. This approach assumes that students must master a stable set of tasks or milestones to qualify as developmentally competent readers. Below-average performance on these tasks indicates that students have not developed the requisite skills for reading competency at a particular grade or in a particular set of tasks. The assumption is that below-average performance indicates deficits in varying combinations of word recognition and decoding skills; language processing ability at the word, sentence, or conversation levels; vocabulary; background knowledge; awareness of one’s own comprehension processes (metacognition); and comprehension and/or study strategies (Moore, Alvermann, & Hinchman, 2000).

The intervention component of the Chicago Striving Readers program is based on the deprivation approach—CPS identifies students who are struggling with reading, tracks the nature and state of their deficits on an ongoing basis, and provides intensive and targeted support within school-wide language arts and subject-area classes and through an extended-day class.

Administrative Structure

The Chicago Striving Readers Program is managed by a team of leaders in the field of literacy instruction. The roles of the key players on this administrative team are summarized below.

Project Director. Ms. Elizabeth Cárdenas-Lopez, who had served as one of the Striving Readers Project Coordinators during the first program year, was appointed as project director in April 2008. The project director is responsible for overseeing day-to-day project operation; maintaining communications and meeting regularly with staff and partners at the school and district levels; ensuring fiscal integrity and adherence to grant requirements; monitoring and ensuring the quality of professional development; managing data collection and dissemination; coordinating general scheduling; planning, developing, and executing presentations for local events and national conferences; and interfacing with the evaluator. Ms. Cárdenas-Lopez also has a broader role building departmental capacity and financial sustainability by working with the Office of Reading and Language Arts (ORLA, formerly the Office of Literacy) to develop middle school curriculum, select classroom materials, assess use of diagnostic instruments, and support district office initiatives. As of February 2011, Ms. Cárdenas-Lopez was appointed Director of ORLA, but also continues to serve as the Project Director for Chicago Striving Readers.

Senior Literacy Advisor. Dr. Donna Ogle, Professor of Reading and Language at National-Louis University (NLU), holds the position of Senior Literacy Advisor, serving on the Striving Readers advisory board. Dr. Ogle is a specialist and an innovator in instructional strategies that support increased literacy and instructional change in schools. Her responsibilities include providing both group and individual leadership training for Striving Readers Coordinators and for school principals and Literacy Intervention Teachers (LITs), including coordinating graduate-level coursework through NLU toward

the Illinois Reading Endorsement required of each LIT who had not already received endorsement. She has also provided professional development for teachers and has coordinated the offering of two courses for librarians at Striving Readers schools. In addition, Dr. Ogle provides a critical, ongoing advisory role during individual meetings with the Project Director, and frequently participates in meetings with the Metis evaluation team. She has also taken on a degree of responsibility for supporting the LITs' efforts in coordinating literacy integration at the schools.

School Coordinators. Through spring 2010, the program was supported by four Striving Readers School Coordinators—each of whom had direct responsibility for seven to eight schools. Coordinators provide the schools with classroom instructional guidance and support and facilitate instructional planning. This includes conducting school-based professional development and one-on-one technical assistance for both teachers and LITs, and assisting LITs with observing and modeling lessons for teachers, providing lesson planning support. School Coordinators mentor classroom teachers and literacy intervention teachers in the use of comprehension strategies and techniques and other program components during classroom instruction, as needed or requested by teachers and/or the school principal. While the Coordinators work primarily with language arts classrooms and teachers, they also work directly with school principals, although the extent of this aspect of their role varies depending on the principal's needs. Work with principals might include one-on-one coaching and support, planning of school-wide professional development and conferences, and discussion of specific classroom needs. While the majority of their time is spent on-site at the schools, the Coordinators also participate in meetings with other program leaders at the district office, in addition to their interactions with the Senior Literacy Advisor while they are receiving training.

Technology Coordinator and Technology Consultant. The Striving Readers program employed two technology specialists during the 2008–2009 school year: a technology coordinator, who is an employee of CPS (and had served as an LIT during Year 1); and an external technology consultant, employed by SchoolTech Consulting. Both technology specialists were fully involved in program implementation, participating in district-level team meetings, supporting the project director's planning efforts, and visiting the schools. Through the 2008–2009 school year, these two specialists shared parallel roles, with their responsibilities divided geographically. Among their primary responsibilities were supporting the integration of technology into literacy instruction through curriculum planning and strategizing with teachers. They also played a critical role in supporting each school's technological capacity by installing and troubleshooting hardware and software, and providing instruction to school staff on the use of the program's technological resources. During the 2009–2010 school year, in part because of schools' reduced need for technology troubleshooting, these roles were filled entirely by the technology coordinator.

Literacy Intervention Teachers (LITs). Grant funds are used to support one teacher in each participating school (for a total of 31 LITs per year through Year 3 and 29 LITs in Year 4) with full-time responsibilities in support of the Striving Readers program. LITs were selected from among existing CPS teachers, coaches, and literacy specialists, who were recommended, most often, by the school principal. All candidates were screened and interviewed by the Striving Readers Project Director and School Coordinators; but in all cases, the principal made the final hiring decision. These staff provide targeted and intensive instruction for struggling sixth- (and, wherever possible, seventh- and eighth-) grade students during classroom instruction and after-school programming. The LIT is responsible for conducting diagnostic assessments of Tier 3 students; targeting instruction to individualized student

needs; focusing intensively on priority weaknesses during the extended-day class; planning instruction with collaborating teachers; analyzing and using student data to inform instruction and collaborating with school-based literacy teams. The LIT is also required to attend weekly training meetings and to actively participate in professional development sessions.

Targeted and Intensive Interventions

To meet the needs of struggling readers, the Chicago Striving Readers program features a two-pronged approach: (1) small-group, focused instruction for Tier 2 and Tier 3 students that is blended within language arts and subject-area classes in the school-wide model (targeted intervention); and (2) intensive, strategic, targeted instruction for approximately 15–20 Tier 3 students in grades 6–8 that occurs after the regular school day (intensive intervention).

The targeted intervention within the school-wide model starts as soon as possible after the students have been tiered and continues for the duration of the school year. It involves differentiated instruction and scaffolding within regular classroom settings as well as increased individualized in-class support during the crucial sixth-grade year, when students are laying the foundation for middle-grade and future academic success. These activities take place during the regular English language arts (ELA) class, while Tier I students continue to receive instruction from the classroom teacher according to the Whole-School Intervention model described below. While the sixth grade takes priority, in smaller schools where the number of sixth-grade classrooms does not require all of the LIT's time, the targeted intervention is also provided in seventh and eighth grade ELA classes.

The intensive intervention through the extended-day approach also begins as soon as possible after Tier 3 students are identified (ideally by October 1), and is intended to continue through the first week in May (although schedules vary from school to school, and usually end in March or April). LITs conduct the after-school classes for sixth-grade students, and (where school finances allow) classroom teachers conduct the classes for students in grades 7 and 8. Intervention at this level features one hour of customized instruction for small homogeneous groups on four days each week. This provides: (1) an additional 240 minutes each week of direct and supported instruction beyond the intervention that occurs during the regular school day; (2) instruction in small groups of three to four students per teacher (within a maximum class size of 15 students to one teacher); (3) more frequent assessment and adjustment of instruction; and (4) highly motivating reading materials integrated with technology and audio. The after-school classes for the intensive intervention are built around the *Achieving Maximum Potential* (AMP) literacy program, a complete intervention system for striving middle school students who are reading at the third to fifth grade reading level. The AMP reading system combines research-based strategies with high interest, student-selected topics and incorporates an instructional model developed by Dr. Timothy Shanahan (Shanahan, 2006).

The LITs are central to the targeted intervention component of the Striving Readers program. These teachers divide their time among sixth-grade classrooms to assist in providing differentiated literacy instruction. The classroom teacher is responsible for providing the overall literacy instruction in the classroom, assigning grades, and collaborating with the LITs to create weekly lesson and intervention plans. The LITs and the sixth-grade classroom teachers, who are responsible for collaborative planning, meet regularly to prioritize and coordinate instruction (e.g., skill review, assessment, explicit teaching, responsibilities, student groupings), and in small schools, LITs also meet with seventh- and eighth-grade

classroom teachers. The focus of the LITs on targeted, differentiated instruction to meet the needs of all students within the regular classroom is of particular benefit to Tier 2 and Tier 3 students who are struggling, including ELL students and students with learning disabilities. The identification of specific literacy challenges of Tier 2 and Tier 3 students enables LITs and classroom teachers to focus literacy instruction on the reading comprehension and vocabulary needs of these students. The use of differentiated materials and monitoring of the students' progress is critical to the targeted intervention.

Whole-School (Blended) Intervention

The whole-school intervention occurs within both language arts and subject-area classrooms. In many language arts classes, direct explicit instruction in comprehension, fluency, vocabulary, and word identification occurs within a research-recommended 90-minute instructional model.⁷ This model facilitates the gradual release of responsibility from teacher to students within a whole group/small group/whole group (whole-part-whole) configuration. Research by Atwell (1998) informs the reader/writer workshop approach for small groups. Students start with 10–20 minutes of whole-group instruction; move to 60 minutes of practice and application in small groups; and conclude with 10–20 minutes of whole-group sharing.⁸ During the small-group period, students rotate, as assigned, among three 20-minute workshop activities.

The instructional organization of subject-area classes mirrors the language arts structure. Adaptation of this structure takes into account the shorter time period of 45 minutes allotted for each subject as well as the unique purposes of each class (e.g., social studies projects, science experiments, practice of math computation). Current research on reading is clearly supportive of teaching adolescents to be strategic (and efferent) in interacting with informational text, primary sources, and relevant fiction in subject-area classes where comprehension strategies are taught in the service of interpreting text, not as ends in and of themselves (Snow, 2002).

Based on research suggesting that new technology-based models of teaching and learning have the power to dramatically improve educational outcomes (Dede, 1998), the Chicago Striving Readers program is funding various tools to enrich student learning during small-group rotations. Each classroom has:

- A listening center where students can listen to audiobooks and access models of fluency;
- A media center with three computers and access to one classroom printer to support special intervention software and group or individual research; and

⁷ Because of scheduling difficulties, other schools have adopted a 60-minute literacy block.

⁸ While the original model recommends a 90-minute structure, due to class scheduling constraints, it is most often implemented within a 60-minute time frame in the Chicago Striving Readers schools.

- Ten (10) Palm Pilots (handheld computers), which are student friendly alternatives to using paper and pencil for activities such as note taking, brainstorming, preparing graphic organizers, and taking spelling tests. Palm Pilots are particularly beneficial to students who have poor handwriting or motor skills or have difficulty in communicating their ideas in writing and organizing their work.⁹

During the 2004–2005 school year, CPS collaborated with university experts to develop three reading instructional approaches that, after proving successful, became integral parts of the Chicago Striving Readers school-wide component:

Direct and explicit vocabulary instruction. This method evolved from CPS’ work with Robert Marzano and the Association for Supervision and Curriculum Development (ASCD). Vocabulary development focuses on a list of subject-specific specialized and technical words, on which direct instruction occurs within regular comprehension instruction and small-group activities. This approach borrows from Robert Marzano’s *Building Academic Vocabulary* (Marzano: 2004, 2005), and is referred to throughout this report as “Marzano’s Vocabulary”.

Partner reading for fluency, comprehension, and vocabulary development. Developed by Dr. Donna Ogle, professor at National-Louis University and senior literacy advisor for the Chicago Striving Readers program, this model provides an opportunity for two students to read aloud to each other and also apply multiple comprehension strategies within a before-during-after framework. This exercise, which can take place during the small-group period in both language arts and subject-area classes, is designed to help students increase reading fluency, improve higher order thinking skills, and build vocabulary.

Word Study. As of Year 2, Striving Readers began implementation of word study guided by Bear and Templeton in their *Words Their Way* work.

Striving Readers text sets. In addition to these instructional methods, Striving Readers text set units related to subject-area content in social studies, science, and math are designed to increase student motivation and self-directed learning and stimulate the practice of comprehension strategies through guided reading, partner reading, self-selected individual reading, and book club discussions. These units, also developed in collaboration with Dr. Ogle, feature a variety of highly engaging informational nonfiction texts at different reading levels and with varied text structures and organizational features.

Targeted Schools, Grades, and Students

During its fourth year of implementation, the Chicago Striving Readers program evaluation involved 61 target schools, including 30 treatment schools (16 from Cohort 1 and 14 from Cohort 2) and 31 control schools (15 from Cohort 1 and 16 from Cohort 2). Most of these schools served grades pre-K–8 or K–

⁹ These computers were distributed to all Striving Readers classrooms by the end of school year 2007-2008, and were in use as of the 2008-2009 school year.

8, with the exception of two Striving Readers schools in the control group that were middle schools serving grades 4–8. Among the original 64 schools, one of the Cohort 2 schools that was originally assigned as a treatment school declined to participate before the program began. Additional closures and restructuring¹⁰ occurred during the course of the program, as summarized in Table 1 below.

Table 1: Summary of School Closures and Restructuring Among Striving Readers Treatment and Control Schools

Group	Original Schools			School Closures		School Restructurings	
	Total	Cohort 1 (as of SY06-07)	Cohort 2 (as of SY07-08)	Cohort 1	Cohort 2	Cohort 1	Cohort 2
Control	32	16	16	1 (Closed after SY 08-09)	1 (Closed after SY 08-09)	1 (Consolidated with feeder after SY 07- 08)	1 (Turnaround after SY 07-08)
Treatment	31	16	15	0	1 (Closed after SY 08-09)	0	1 (Turnaround after SY 08-09)

Among both the treatment and control schools above, restructuring occurred as a result of low performance, while the schools that closed did so as a result of low enrollment and low performance. Although survey data, school documentation and fidelity scores were not available for these schools, the intent-to-treat analyses discussed in Sections IV and V included all available student achievement and demographic data from students who enrolled in these schools while they were participating in the study.

Within the treatment schools, all students in regular grade 6–8 classrooms received at least the whole-school intervention.¹¹ Students’ eligibility for receiving the targeted interventions, intensive interventions, or both was based primarily on their reading proficiency in English, as determined by their achievement on the previous school year’s standardized reading assessment. Along with other characteristics, reading test results were used to assign students to tiers that determine their eligibility for services. Students at the highest level of proficiency (Tier 1) were not eligible for targeted or intensive interventions. Students at the next lower level (Tier 2) were assigned to receive the targeted intervention. Finally, those at the lowest level (Tier 3) were assigned to receive the targeted and the intensive

¹⁰ Schools that become “turnaround” schools experience a complete restructuring of their staff. This is effectively comparable to closing the school and opening a new school in the same building.

¹¹ The exception is special education students who are not served in regular classrooms.

interventions. Following is a summary of the procedures for assigning students to tiers that were used during the first four program years.¹²

In Year 1, students were assigned to tiers based on their scores on the Stanford Achievement Test series 10 (SAT-10), which constitutes a portion (30 items) of the Illinois Standards Achievement Test (ISAT) that is administered annually in Chicago.¹³ For those students with missing SAT-10 test scores, an individually-administered informal reading inventory, the Basic Reading Inventory or BRI (Johns, 2008) was administered and the scores from this test were used to generate preliminary tier assignments, which were later modified (as necessary) as soon as SAT-10 data became available. In addition, in some cases, students in treatment schools with SAT-10 scores that were close to the tier cutoff values were also given the BRI as a check on the results of the SAT-10 assessments; those students whose BRI scores indicated a different reading level than the SAT-10 were re-tiered. This policy was not implemented in all schools, however.

The tier definitions that CPS program staff had originally established for program Year 1 were as follows:¹⁴

- students with SAT-10 reading scores at or above grade level would be placed in Tier 1;
- students with scores below grade level but not more than one year below grade level would be placed in Tier 2; and
- students who were more than one year below grade level would be placed into Tier 3.

Because these assessments were based on the students' prior-year test results, "grade level" for incoming sixth-grade students should have been based on grade equivalents for fifth-grade students. However, for the 2006–2007 school year, tier assignments for these students inadvertently used grade equivalents for students in sixth grade.¹⁵ As a result, students scoring below the grade equivalent of 5.7 (more than one year below grade level according to the SAT-10 grade equivalents for sixth-grade students) were placed into Tier 3. However, because 5.7 represents reading at grade level for fifth-grade students, this means that all students scoring below grade level were offered intensive intervention services, those reading up to one year above grade level were placed into Tier 2, and those reading more than one year above grade level were placed into Tier 1.

CPS program staff identified additional assignment criteria that applied to special education and bilingual/ELL students to ensure that all students in the Striving Readers program could benefit from

¹² Information about Years 1 and 2 assignment procedures, which took place before Metis Associates' involvement in the evaluation, was obtained from reviews of syntax files from the original evaluator, Learning Point Associates (LPA); databases from LPA and CPS; past memoranda from LPA, CPS, and the U.S. Department of Education; and conversations with CPS staff.

¹³ Additional criteria, discussed below, were applied to assign ELLs and special education students.

¹⁴ Grade-level equivalents were determined from SAT-10 scores based on cutoffs extracted from Table C of the *Spring Multilevel Norms Book* (Harcourt Assessments, 2003).

¹⁵ Memorandum from LPA dated August 22, 2007.

the services and be capable of meeting project goals. Staff had considered omitting special education students with any disabilities other than learning disability from the program; however, there was no evidence from Year 1 memoranda, nor from tier assignment syntax files,¹⁶ that any special education students were systematically excluded from the tier assignment process (although special education students other than learning disabled were removed from the original Year 1 impact analyses). For English language learners, most of whom did not take the standard statewide literacy exam during the first two program years, the original intention was to place these students in tiers based on their results from the Illinois Measure of Annual Growth in English (IMAGE), an assessment of language development for English language learners. However, IMAGE data were not made available to the district at the time that the Year 1 tier assignments were completed. As a result, only mainstreamed ELL students who were tested on the Illinois Standards Achievement Test (ISAT) were systematically assigned to tiers, based on their SAT-10 scores, using the same criteria that were used for English-proficient students. However, since some schools received the IMAGE data before it was available to the district, teachers from those schools were able to assign ELL students to tiers based on the intended IMAGE benchmarks. These students were assigned as follows: students who tested as meeting or exceeding standards on the IMAGE were placed in Tier 1, students testing as below standards were placed in Tier 2, and those with an IMAGE score categorized as academic warning were placed in Tier 3. Other non-mainstreamed ELL students were assigned to tiers once the remaining IMAGE data became available. The BRI was also administered to ELL students, and their tier assignments were adjusted based on these results.

For Year 2 of the program, the same tier definitions were used as in Year 1, but the application of grade equivalents was corrected. The originally intended tier definitions were thus achieved, with students at or above grade level in Tier 1, those up to one year below grade level in Tier 2, and those more than one year below grade level in Tier 3. The same procedures from Year 1 were also used to assign tiers for students with missing SAT-10 data,¹⁷ special education students, and mainstreamed ELL students. In addition, in Year 2 IMAGE data were available to the district at the time tier assignments were being made, and ELL students who were tested on the IMAGE rather than the ISAT were assigned to tiers based on their IMAGE results.

In the summer before Year 3 began, district program developers realized that, according to the developers of the AMP program, the intensive intervention was not appropriate for students who were reading below the third grade level. The tiering criteria were therefore revised so that only students who were not more than three years below grade level were assigned to Tier 3; those with lower reading performance were considered ineligible for Striving Readers services. At the same time, project staff felt that under the previous tier definitions, the intensive intervention services provided to Tier 3 students were not focused on those most in need. For this reason, staff felt that the lower cutoff for Tier 2 should be moved down one year (to two years below grade level) in order to focus on students reading at lower levels. However, BRI results were inconsistent with the ISAT for a number of students, for whom

¹⁶ Data and syntax files for Year 1 were obtained from LPA between January and March 2008.

¹⁷ In Year 2 of the program, SAT-10 scale scores were not available at the time the tier assignments were made. Instead, tier assignments were based on SAT-10 national percentile ranks (NPRs), which were converted into scale scores—and corresponding grade equivalents—using a conversion table from the SAT-10 *Technical Data Report* (Harcourt Assessments, 2004).

BRI scores indicated that they should have been in Tier 3, while their ISAT result (under the new cutoff) would have placed them in Tier 2. Because the BRI, which is not administered at control schools, cannot be used for tier assignments, project staff agreed with Metis' recommendation to readjust the boundary between Tiers 2 and 3 upward using the ISAT scores. This ensured that at least some of the students who otherwise would have been assigned to Tier 2 according to their ISAT scores, but should have been in Tier 3 according to the BRI, would be placed in Tier 3, while still using an assignment criterion that could be replicated at control schools. As a compromise between providing Tier 3 services to more students with BRI results that were lower than their ISAT results, while trying to avoid providing AMP services to higher-performing students who did not really need them, the cutoff between Tier 2 and Tier 3 was changed to 1.5 instead of two years below grade level. The criteria for Tier 1 remained unchanged.

Prior to Year 3, for the purpose of tiering, grade equivalence was determined by the SAT-10 portion of the ISAT. For Year 3 however, SAT-10 scores were not available at the time that tier assignments were being made. Because grade-level equivalents were not provided for the ISAT scores, they were inferred for these scores by determining the ISAT scores equivalent to each SAT-10 grade-equivalent cutoff, as predicted using a conversion from SAT-10 to ISAT derived from a bridge study aligning the two measures¹⁸ (MetriTech, 2006).

Because of changes in district policies for testing English language learners, the process for assigning these students to tiers also changed in Year 3. As of the 2008–2009 school year, the state replaced the IMAGE test of English proficiency with the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) exam, which became a state requirement for all students of limited English-speaking ability in kindergarten through grade 12. In addition, while the ISAT exam had previously only been administered to mainstreamed ELL students, as of the 2008–2009 school year the district required it for all students. For ELLs, both ISAT and ACCESS results were taken into consideration for tier placement during Year 3. ELL students who had an ACCESS score of 3.0 or higher were assigned to tiers based on their ISAT score, using the same criteria as for English-proficient students. Those with an ACCESS score below 3.0 were excluded from the Striving Readers extended-day program because it was felt that their English proficiency would be too low to function in and benefit from AMP.¹⁹

Students receiving special education services were supported by Striving Readers as suggested by their Individualized Education Plan (IEP). Such students would qualify for the extended- day program (Tier 3) as long as they performed within the range of the tiering criteria (one and one-half to three years below grade level) provided that the intervention treatment did not conflict with their IEPs. As in previous years, all students receiving special education services who were not pulled out of the regular classroom received the same whole-school intervention support as other students.

¹⁸ *Predicted ISAT score = SAT-10 score * 0.72192 - 248.02832*; see the bridge study (MetriTech, 2006), Table 16.

¹⁹ Although they were not officially considered Striving Readers participants, those ELL students who were in mainstreamed English classes continued to receive scaffolding and differentiated instruction from the classroom teacher and/or LIT as needed along with the rest of the class.

Tiering strategies and criteria remained the same in Year 4 as in Year 3.

The specific tier assignment criteria used for students entering grade 6 are summarized in Table 2, while the changes in tier cutoffs from year to year are depicted in Figure 1. Assignment criteria for grades 7 and 8 were exactly parallel (based on grade-level equivalents) to those for sixth-grade students. Generally, students at all grades were assigned to tiers at the beginning of each year based on their test results from the prior spring. This assignment process was the same for all students regardless of whether or not they were new to the school or the program. Since tier assignment was always based on the most recent scores, a student could (in theory) receive targeted and/or intensive intervention services for up to three consecutive years (grades 6 through 8), if they remain eligible according to these criteria; and while students did not move into or out of intervention services in the middle of a school year (with the exception of late enrollments), they might have moved in either direction at the beginning of any given year. In practice, however, participation in services beyond grade 6 depended on whether the LIT or another teacher was available to provide these services at the upper grades, which was more often the case in smaller schools.

Table 2: Tier Assignment Criteria for Entering 6th-Grade Students Program Years 1-4

Tier	Assignment Criteria	Year 1 ^[a]	Year 2	Year 3	Year 4
Tier 1	Grade equivalent	At or above 6.7	At or above 5.7	At or above 5.7	At or above 5.7
	SAT-10 NPR ^[b] range	--	50–99	--	--
	SAT-10 scale score range	≥659	≥643	--	--
	ISAT scale score range	--	--	≥216 ^[c]	≥216 ^[c]
	IMAGE range (ELLs)	--	≥207	--	--
	ACCESS range (ELLs)	--	--	>3.0	>3.0
Tier 2	Grade equivalent	5.7 up to 6.7	4.7 up to 5.7	4.2 up to 5.7	4.2 up to 5.7
	SAT-10 NPR ^[b] range	--	37–49	--	--
	SAT-10 scale score range	642-658	629–642	--	--
	ISAT scale score range	--	--	202-215 ^[c]	202-215 ^[c]
	IMAGE range (ELLs)	--	173–206	--	--
	ACCESS range (ELLs)	--	--	>3.0	>3.0
Tier 3	Grade equivalent	Less than 5.7	Less than 4.7	2.7 up to 4.2	2.7 up to 4.2
	SAT-10 NPR ^[b] range	--	1–36	--	--
	SAT-10 scale score range	≤641	≤628	--	--
	ISAT scale score range	--	--	179-201 ^[c]	179-201 ^[c]
	IMAGE range (ELLs)	--	≤172	--	--
	ACCESS range (ELLs)	--	--	>3.0	>3.0
Students in special education		All special education students with SAT-10 scores: same criteria as general education students.	All special education students with SAT-10 scores: same criteria as general education students.	All special education students with ISAT scores: same criteria as general education students.	All special education students with ISAT scores: same criteria as general education students.
Bilingual/ELL students		Mainstreamed ELL students with SAT-10 scores: same criteria as English proficient students. All other ELL students assigned based on BRI results.	Mainstreamed ELL students with SAT-10 scores: same criteria as English proficient students. ELL students with IMAGE scores: assigned based on cutoff scores specified above.	ELL students with ACCESS scores greater than 3.0: same criteria as English proficient students.	ELL students with ACCESS scores greater than 3.0: same criteria as English proficient students.

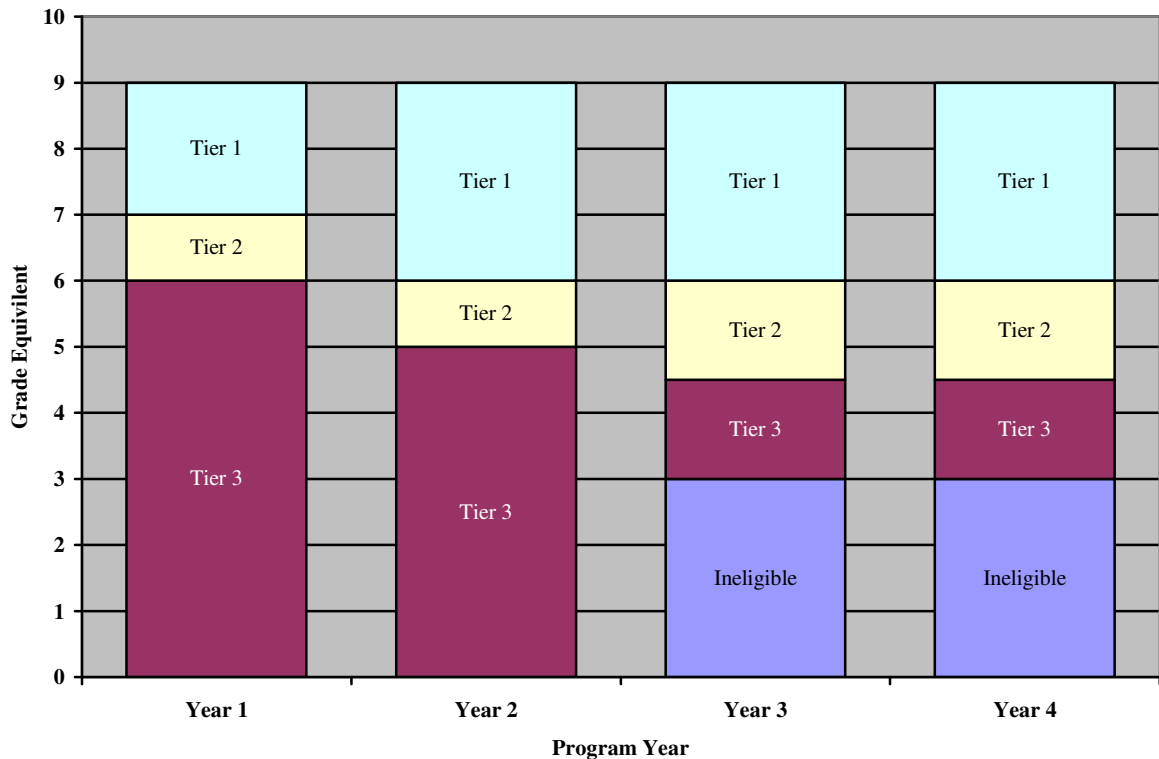
Tier	Assignment Criteria	Year 1 ^[a]	Year 2	Year 3	Year 4
Other tier assignment criteria		<p>Students with missing SAT-10 data: preliminary assignment based on BRI results, adjusted once SAT-10 data available.</p> <p>Students who enrolled in the target schools between June and September 2006 were assigned after the second week of school, using the same criteria as above.</p>	<p>Students with missing SAT-10 data: preliminary assignment based on BRI results, adjusted once SAT-10 data available.</p> <p>Students who enrolled in the target schools after the initial tier assignments were assigned once their test data became available, using the same criteria as above.</p>	<p>Students who enrolled in the target schools after the initial tier assignments were assigned once their test data became available, using the same criteria as above.</p>	<p>Students who enrolled in the target schools after the initial tier assignments were assigned once their test data became available, using the same criteria as above.</p>

^[a] The data for Year 1 represent the *actual* criteria and results. However, it is important to note that these data were not consistent with the *intended* criteria, which would have used grade equivalents one year lower across all tiers.

^[b] NPR = National Percentile Rank.

^[c] Grade-level equivalent ranges for ISAT scale scores were inferred from predicted scores from the MetriTech bridge study (MetriTech, 2006).

Figure 1: 6th-Grade Tier Assignments by Program Year



During the 2009–2010 school year, out of a total population of 3,163 students in grades 6–8 among the 29 Striving Readers schools and 3,226 in the 29 control schools, there were 2,895 and 2,931,

respectively, in the “intent-to-treat” (ITT) populations.²⁰ Among these, complete data (baseline and posttest reading scores, tier assignments, and demographic variables used as covariates) were available for 2,693 Striving Reader students (93% of the ITT sample) and 2,692 control students (92% of the ITT sample). All program students, except for the small percentage who are served outside of the regular classroom, received the whole-school (blended) intervention. In addition, as a result of the tier assignment criteria described above, there were a total of 660 students assigned to Tier 2 who were to receive targeted intervention services (and 628 control students reading at the same grade levels), and an additional 602 students in Tier 3 who were assigned to receive both targeted and intensive intervention services (with 632 Tier 3 control students). These distributions of the final ITT analysis samples are illustrated in Appendix P; distributions by grade and other demographic characteristics of these students are described further in “Description of Fourth-Year Samples” in Section IV.

Logic Model

The logic model for Year 4 of the Chicago Striving Readers program is presented on the following page. This model includes both professional development and classroom model components for both the whole-school and the targeted and intensive interventions. Year 2 modifications from the Year 1 model are highlighted in yellow; additional Year 3 modifications are highlighted in blue, and Year 4 modifications are highlighted in green. Tables 3a and 3b on the following pages summarize the changes in the Classroom and Professional Development models, respectively, in each year.

²⁰ Intent-to-treat refers to those students initially eligible for program services, even if they do not ultimately receive services (e.g. because they change schools or do not come to class). Specific definitions of the ITT populations for the Chicago Striving Readers program are provided in Section IV below.

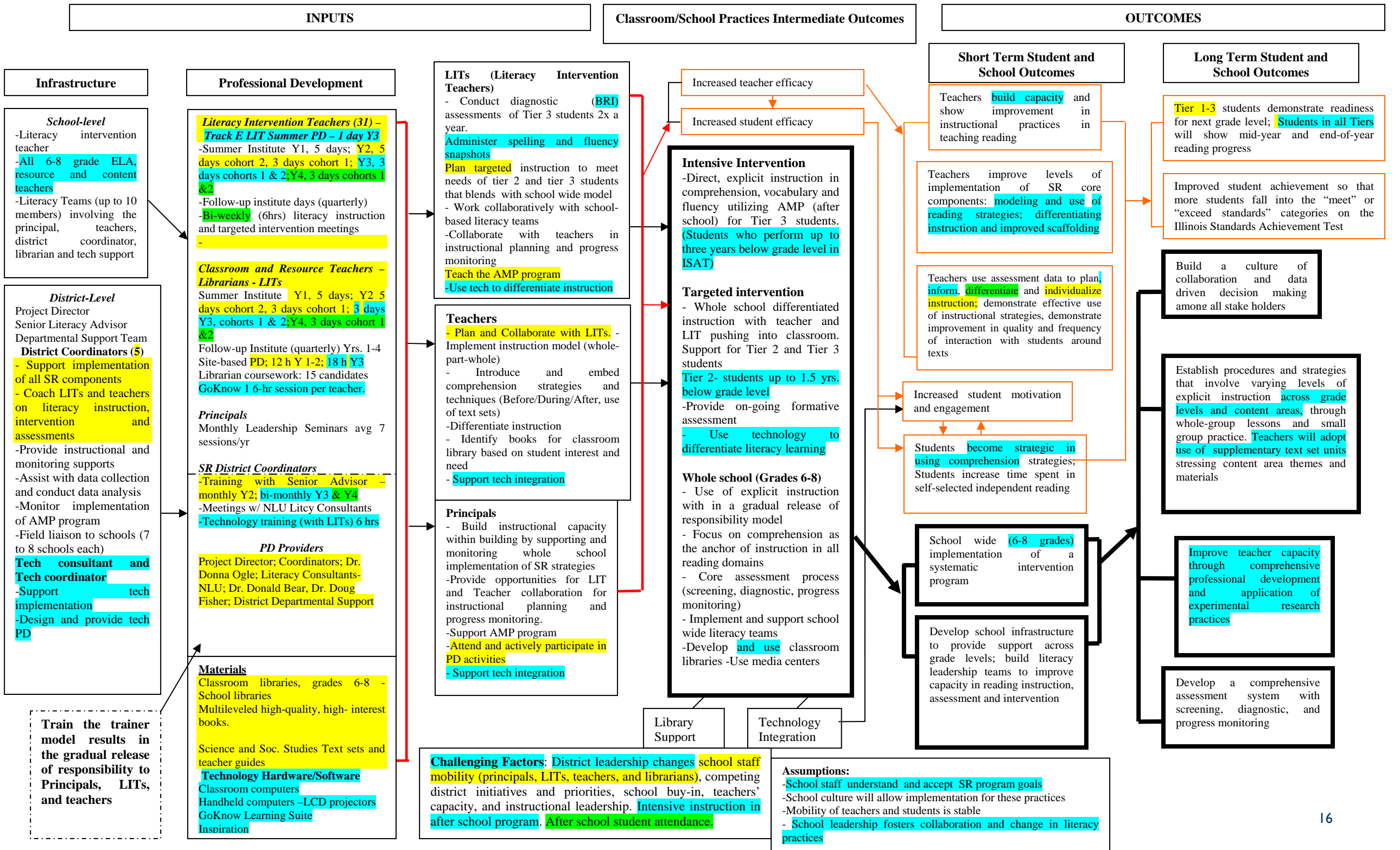


Table 3a: Changes to Components of Classroom Model from Year 1 to Year 4

Intervention Model	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)	Year 4 6/2009 to 6/2010 (29 schools)
<p>Whole School</p> <p>All 6-8 grade students</p> <p>All 6-8 grade teachers</p> <p>Literacy Interventionists (LITs)</p> <p>Principals</p> <p>Librarians</p>	<p>Targeted all 6-8 grade students as recipients of improved teacher capacity</p> <p>Collaborated with principals in ensuring program implementation</p> <p>Built classroom and school libraries</p> <p>Built media centers</p> <p>Established in-school literacy teams</p>	<p>Targeted all 6-8 grade students as recipients of improved teacher capacity</p> <p>Collaborated with principals in ensuring program implementation</p> <p>Continue to build classroom and school libraries and add Cohort 2</p> <p>Built media centers (cohort 2)</p> <p>Established in-school literacy teams (cohort 2)</p>	<p>Targeted all 6-8 grade students as recipients of improved teacher capacity across content areas. Collaborated with principals in ensuring program implementation</p> <p>Strengthened use of media centers, classroom and school libraries</p> <p>Continue building 6-8 grade classroom and school libraries in all participating schools</p> <p>Reinforced literacy teams as systems of change</p> <p>Introduced the use of handhelds to differentiate instruction in ELA classrooms and to improve struggling readers engagement and motivation</p>	<p>Targeted all 6-8 grade students as recipients of improved teacher capacity across content areas</p> <p>Continued to collaborate with principals in ensuring program implementation</p> <p>Continued to build classroom and school libraries</p> <p>Provided 40 laptops to each Case Study school to further support technology instruction and differentiation</p> <p>Continued to support literacy teams as systems of change</p> <p>Differentiated PD support to LITs and all targeted teachers</p> <p>Improved support in technology implementation and leveraged teacher and LIT expertise in workshops and on-site demonstrations</p>

Intervention Model	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)	Year 4 6/2009 to 6/2010 (29 schools)
<p>Targeted</p> <p>6th grade teachers (7th & 8th grade teachers in small schools) Literacy Interventionists Tier 2 and Tier 3 students</p>	<p>Began core assessment process – focused on use of diagnostic assessment (BRI)</p> <p>LITs and classroom teachers (6th grade) followed co-teaching model in working collaboratively</p> <p>LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction</p>	<p>LITs administered diagnostic assessment 2x/ yr to Tier 3 students</p> <p>LITs administered fluency snapshots and spelling inventories 2x/yr to all students in 6th grade ELA classrooms</p> <p>LITs and ELA teachers (6th grade) followed co-teaching model in working collaboratively in planning targeted instruction</p> <p>LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction</p>	<p>LITs Administered diagnostic assessment 2x/ yr to Tier 3 students</p> <p>LITs and ELA teachers administered fluency snapshots and spelling inventories 3x/yr to all 6-8 students in ELA classrooms</p> <p>LITs and classroom teachers (6th grade) planned targeted instruction to meet needs of Tier 2 and Tier 3 students</p> <p>LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction</p> <p>LITs used progress monitoring data to guide student support and targeted instruction</p>	<p>LITs Administered diagnostic assessment 2x/ yr to Tier 3 students</p> <p>LITs and ELA teachers administered fluency snapshots and spelling inventories 3x/yr to all 6-8 students in ELA classrooms</p> <p>Improved LIT and teacher collaboration (6th & 7th grade where possible) in planning and executing targeted instruction of Tier 2 and Tier 3 students</p> <p>LITs provided targeted support to Tier 2 and Tier 3 students during classroom instruction</p> <p>LITs and teachers used progress monitoring data to guide student support and targeted instruction</p>
<p>Intensive</p> <p>Literacy Interventionists Afterschool teachers Tier 3 students</p>	<p>LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model</p>	<p>LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model</p>	<p>LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model</p>	<p>LITs and afterschool teachers (based on number of Tier 3 students and principals' choice) taught afterschool program and planned instruction that aligned with whole school and targeted model</p>

Table 3b: Changes to Components of Professional Development Model from Year 1 to Year 4

Program Implementation	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)	Year 4 6/2009 to 6/2010 (29 schools)
Participants/ Stakeholders	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 16 Literacy Interventionists	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 31 Literacy Interventionists School Technology Coordinators	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 30 Literacy interventionists School Technology Coordinators Project Director District Coordinators	All 6-8 Classroom Teachers Principals Librarians Reading Specialists 29 Literacy interventionists School Technology Coordinators Project Director District Coordinators
Professional Development Sessions	Summer Institute: 5 days, 6hrs/ day Follow-up Institutes: quarterly, 3hrs/day Saturday Seminars: monthly (approx. 4-5 total ²¹), 3hrs/day Principal Training: monthly, 3 hrs/day LIT Training Sessions: weekly, 6hrs/ day National-Louis university LIT/teacher coursework: 4 terms School based: Literacy Teams	Summer Institute: Cohort 2: 5 days, 6 hrs/ day; Cohort 1: 3 days, 6 hrs/day Follow-up Institutes: quarterly, 3hrs/day Saturday Seminars: monthly (5 total ²¹), 3hrs/day Principal Training: monthly, 3 hrs/day LIT Training Sessions: weekly, 6hrs/ day National-Louis university LIT/teacher coursework: 4 terms School based: Literacy Teams & Grade Level Teams	Summer Institute: 3 days, 6 hrs/ day (both cohorts) Follow-up Institutes - quarterly, 3hrs/day Principal Training: bi-monthly, 3 hrs/day ^{21,22} LIT Training Sessions: weekly, 6 hrs/ day National-Louis university LIT/ teacher coursework 4 terms NLU-Librarian workshop: monthly Project Director Training: as needed Coordinator Training: bi-monthly ²³ School based: Literacy Teams; Grade Level Teams; Individual & Group Coaching; Study Groups; Cross-site Visitation	Summer Institute: 3 days, total 14 hours (both cohorts) Follow-up Institutes - quarterly, 3hrs/day Principal Training: bi-monthly, 3 hrs/day LIT Training Sessions: bi weekly, 6 hrs/ day NLU-Librarian workshop: monthly Coordinator Training bi-monthly Project Director Training: as needed School based: Literacy Teams; Grade Level Teams; Individual & Group Coaching; Study Groups; Cross-site Visitation

²¹ These sessions met less frequently than indicated by the model due to scheduling conflicts.

²² Includes 7 sessions; 5 1/2-day sessions plus 2 full day sessions. The latter included attendance at a 12 hour Principal Academy that encompassed the 2009 International Reading Association conference.

²³ The model also called for monthly coordinator training beginning in Year 2, as indicated in the logic model; however, this activity did not begin until Year 3.

Program Implementation	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)	Year 4 6/2009 to 6/2010 (29 schools)
Professional Development Focus	<p>Trained all 6-8 grade teachers on program components with focus on comprehension in all reading domains</p> <p>Focused support on ELA teachers – mainly in 6th grade</p> <p>Supported LITs with content knowledge, use of assessment and application of program components</p> <p>Enrolled qualified LITs and teachers in reading coursework</p> <p>Built principals’ capacity in literacy and program components</p> <p>LITs and afterschool teachers received intensive training on use and implementation of AMP program</p>	<p>Trained all 6-8 grade teachers with focus on comprehension, explicit and differentiated instruction and gradual release of responsibility framework</p> <p>Focused support on ELA teachers – mainly in 6th grade (7 & 8 grade in small schools)</p> <p>Supported LITs with content knowledge, use of assessment, application of program components, and knowledge of struggling adolescent learners</p> <p>Enrolled qualified LITs and teachers in reading coursework</p> <p>Built principals’ capacity in literacy and program components</p> <p>Cohort 1 LITs and afterschool teachers received follow up training on use and implementation of AMP program</p> <p>Cohort 2 LITs and afterschool teachers received intensive training on use and implementation of AMP program</p> <p>Began technology training (including use of GoKnows) to LITs, 6-8 grade classroom teachers, and technology coordinators</p>	<p>Trained all 6-8 grade teachers with focus on comprehension, explicit and differentiated instruction and gradual release of responsibility framework across content areas</p> <p>Focused support on ALL teachers across content areas</p> <p>Supported LITs with content knowledge, use of assessment, application of program components, and knowledge of struggling adolescent learners</p> <p>Enrolled qualified LITs and teachers in reading coursework</p> <p>Built principals; capacity in literacy and program components</p> <p>New LITs and after school teachers were trained on use and implementation of AMP program as needed</p> <p>Provided customized training to LITs and ELA classroom teachers in using handhelds for teaching and learning and to promote struggling readers engagement & motivation</p> <p>General technology training for teachers for all technology resources, such as media centers and listening centers</p>	<p>Trained all 6-8 grade teachers with focus on comprehension, word study/vocabulary, explicit and differentiated instruction and gradual release of responsibility framework across content areas</p> <p>Focused support for all teachers across content areas</p> <p>Support LITs with all components of the program including use of assessment , intervention planning and implementation</p> <p>Enrolled qualified LITs and teachers in reading coursework and supported their completion of the program. Build principals’ capacity in literacy and program components</p> <p>New LITs and teachers were trained on Striving Readers components and AMP training was provided as needed.</p> <p>Provided onsite, customized training to LITs and teachers in using handhelds and media centers (desktop computers) for teaching and learning.</p>

Program Implementation	Year 1 8/2006 to 6/2007 (16 schools)	Year 2 7/2007 to 6/2008 (31 schools)	Year 3 6/2008 to 6/2009 (30 schools)	Year 4 6/2009 to 6/2010 (29 schools)
Professional Development Providers	Dr. Donna Ogle National-Louis University Various Literacy and Leadership Consultants Pearson Consultant Group Tim Shanahan Project Director District Coordinators	Dr. Donna Ogle National-Louis University Various Literacy and Leadership Consultants Pearson Consultant Group Tim Shanahan Project Director District Coordinators GoKnow Technology Consultants Donald Bear Doug Fisher	Dr. Donna Ogle National-Louis University Various Literacy and Leadership Consultants Project Director District Coordinators GoKnow Technology Consultants Donald Bear Doug Fisher	Dr. Donna Ogle, Senior Consultant to Striving Readers – National-Louis University (NLU) Dr. Debbie Gurvitz and Dr. Jennifer Berne from NLU Donald Bear Doug Fisher Project Director District Coordinators including Technology Coordinator & Tech Consultant Literacy Intervention Teachers Classroom Teachers

Brief Overview of Key Evaluation Design Features

The evaluation of Chicago Striving Readers is a five-year study designed to assess the implementation and impact of the initiative in 31 Title I schools in the Chicago Public School District.²⁴ Metis Associates, a national research and consulting firm with offices in New York City, Atlanta, and Philadelphia, was selected by CPS to take over the evaluation in January 2008.²⁵

The study examines the implementation and impact of both the *whole-school (blended) intervention* model and the *targeted* and *intensive intervention* models. The research questions and key design features of the evaluation are summarized below.²⁶

Research Questions

Year 4 of the evaluation used data from a variety of sources to examine the following categories of research questions (the specific research questions are provided in Sections IV and V below):

I. Overall Program Impact on Student Achievement

- What is the overall impact of the Chicago Striving Readers program on all participating students' reading scores?
- Is there a differential overall impact of the Chicago Striving Readers program on the reading scores of students at different grades?
- Is there a differential impact of the Chicago Striving Readers program on the reading scores of students in grades 6–8 in different NCLB subgroups, including gender, race, socioeconomic status, and ELL status subgroups?
- What is the overall impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for two years?
- What is the overall impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for three years?

²⁴ The random assignment process for Cohort 1 schools originally placed 16 schools into the treatment group and 16 into the control group; however, one of the treatment schools did not send a representative to program start-up meetings and never became part of the study. The study therefore focuses on 31 treatment schools (15 in Cohort 1 and 16 in Cohort 2).

²⁵ The transition from the original evaluator took place in January and February 2008, and the evaluation restarted in March of that year.

²⁶ These research questions have been modified slightly from Metis' original Evaluation Design Plan of February 2008 to better reflect the current program status.

2. Program Impact on Student Achievement for Struggling Readers²⁷

- What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on Tier 2 students' reading scores?
- What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of Tier 2 students who had the opportunity to participate for two years?
- What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of Tier 2 students who had the opportunity to participate for three years?
- What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on Tier 3 students' reading scores?
- Is there a differential impact of the Chicago Striving Readers program on the reading scores of Tier 3 students in different NCLB subgroups?
- What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of Tier 3 students who had the opportunity to participate for two years?
- What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of Tier 3 students who had the opportunity to participate for three years?

3. Impact on Classroom Practices

- Were the Chicago Striving Readers schools different than control schools on the eight key program components, comprised of the classroom model (reading comprehension instruction for the whole-school (blended) intervention; reading comprehension instruction for the targeted intervention model for Tier 2 and 3 students; reading comprehension instruction for the intensive intervention model for Tier 3 students; purposeful assessment; data-driven instruction; highly motivating reading materials; and use of handheld computers) and the professional development model?²⁸
- Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to the eight key components?

²⁷ Because Tier 3 students receive both targeted and intensive interventions, and all students receive the whole-school intervention, it is not possible to isolate the impact of the targeted or intensive interventions, as originally proposed. Instead, program impact is isolated for subgroups of struggling readers.

²⁸ The five original key components, which included professional development; comprehensive assessments; data-driven decision making; high-quality, high-interest materials; and comprehensive instruction, were redefined for the August 2008 Implementation Executive Summary report to create these seven components. While other types of technology-based reading instruction were being fully implemented, implementation of the handheld computers occurred on a pilot basis during the 2007–2008 school year. With approval of the U.S. Department of Education, an additional key component for the integration of technology was officially added in Year 3, as discussed above.

An experimental design was established for the assessment of the research questions about program impact. As described further in Section IV, below, this design used random assignment at the school level for each of the two cohorts of schools. Cohort 1 included 32 schools that were randomly assigned to create equal numbers of treatment and control schools that entered the study during the 2006–2007 school year. Cohort 2, which entered the study during school year 2007–2008, originally enrolled an additional 32 schools that were also randomly divided between treatment and control schools. However, one of the Cohort 2 schools that was designated as a treatment school declined to participate in the program, leaving the study with a total of 63 schools. All 63 schools include grades 6–8 among the grades they serve. As of the 2009–2010 school year, four of these schools (two treatment and two control) either closed or were restructured by the district (resulting in a complete overhaul in staff and students). This left the program and the study with a total of 59 schools during the fourth program year.

The primary measures of student and teacher outcomes that were used during Year 4 of the study are listed below. A detailed matrix of data sources by research question is presented in Section III, Table 6b.

Student Achievement:

- ISAT – Reading²⁹

Classroom Practices and Program Fidelity:³⁰

- Principal interviews
- Expanded Literacy Improvement Survey (LIS) of teachers of English language arts³¹
- LIS surveys of LITs and non-ELA teachers³²
- AMP after-school program schedules
- AMP attendance records
- Principal meeting attendance records
- Teacher professional development schedules and agendas
- Teacher professional development attendance records
- Program leader interviews (program director, senior literacy advisor, district coordinators and district technology coordinator)
- Case study observations of grades 6 - 8 English language arts classes

²⁹ The original study design also included the Stanford Learning First ClassViews as a second measure of student achievement; however, these assessments were never administered.

³⁰ In addition to the listed measures, the Surveys of Enacted Curriculum (SEC) were also administered to teachers in treatment and control schools during Year 2. However, this extremely lengthy survey generated very low response rates, particularly from the control schools, and therefore could not be used in fidelity or impact analyses. Use of the survey was therefore eliminated from the Year 3 and 4 studies, but key topics from the SEC were incorporated into a revised version of the Literacy Improvement Surveys.

³¹ Including self-contained teachers, lead literacy teachers, and other positions involving ELA instruction.

³² Librarians were not surveyed during Year 4, as discussed below.

- Case study observations of grades 6 AMP classes
- Case study observations of grades 6 - 8 science and social studies classes
- Case study pre- and post-observation interviews
- Case study principal interviews
- Case study LIT interviews
- Case study focus group interviews with classroom teachers

Content and psychometric characteristics of the ISAT, which was used as the primary outcome measure for student achievement, are summarized in Table 4 (ISBE, 2007; DeStefano et al., 2006).

Table 4: Characteristics of the Illinois Student Achievement Test – Reading

Grades	Metric	Reading Content Emphasized	Norming Sample and Psychometric Information
3-8	<p>Scale Scores</p> <p>Performance Levels are derived from the scale scores for each grade level.</p>	<p>ISAT emphases are based on 1985 State Learning Goals and include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with understanding and fluency. <input type="checkbox"/> Read and understand literature representative of various societies, eras, and ideas. 	<p>Validity:</p> <p>For the purpose of determining Illinois students' relative standing within the national population, the ISAT is equated to the Stanford Achievement Test – Tenth Edition (SAT – 10).</p> <p>Correlations with the SAT – 10 exceed .94 across the six grades, demonstrating good convergent validity with the nationally accepted norm.</p> <p>Gender- and race-specific confounds were identified using Differential Item Functioning Analysis and systematically replaced until the ISAT functioned comparably for all individuals.</p> <p>Discriminant validity was established using Pearson Separation Values, which exceeded 2.5 in grades 3 through 6 and exceeded 2.1 in grades 7 and 8.</p> <p>Reliability:</p> <p>Alpha coefficients for internal consistency, calculated using a parallel testing design, ranged from .86 to .91 for grades 3 through 8.</p> <p>Inter-rater reliability scores for the open-ended response questions exceed 97% for all grade-level versions</p>

III. Evaluation of the Implementation of the Whole-School, Targeted, and Intensive Interventions: Years 1 to 4

Study Design

Research Questions

The following research questions relating to assessment of the implementation of the three intervention models (whole-school intervention, targeted intervention, and intensive intervention) were explored during each of the first four years of the Chicago Striving Readers program evaluation.

Question 1: Were the Chicago Striving Readers schools different from control schools on the seven key components:³³ a whole-school (blended) intervention model; a targeted intervention model; an intensive intervention model; comprehensive assessments; data-driven decision making; high-quality, high-interest materials; and professional development?

Question 2: Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to the seven key components?³³

In addition to the above, to reflect the addition of an eighth key component for computer-assisted reading instruction, the following research questions were added to the implementation study in Years 3 and 4:

Question 1a: Were the Chicago Striving Readers schools different from control schools on the use of computer-assisted reading instruction?

Question 2a: Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to the use of computer-assisted reading instruction?

Data Sources

Evaluation of the Chicago Striving Readers Initiative uses a mixed-method approach to obtain evidence of program implementation as well as program impact. This approach capitalizes on the different

³³ The original program design and research questions defined the program as having five key components: comprehensive assessments; data-driven decision making; high-quality, high-interest materials; comprehensive instruction; and professional development. During Year 2, these were redefined as the seven key components shown here.

relative advantages of qualitative and quantitative methods so that the findings from parallel measures can be triangulated in order to maximize confidence in the validity of the study’s conclusions.

The data collection methods used in the first four years of the study to address research questions relating to assessment of program implementation were summarized in Section II above. These data sources—many of which served as evidence of both fidelity of program implementation and impact on classroom practices—are described further below. Copies of all locally developed instruments are included in Appendix A.

Surveys

The Literacy Improvement Survey (LIS)—originally developed by Learning Point Associates (LPA)³⁴ for Year 1, and modified and adapted by Metis in each subsequent year to address changes in program status and evaluation goals—was administered each spring to all grade 6–8 English language arts teachers and included sets of items related to various aspects of program implementation. In Year 3, adapted versions of the LIS were also administered to treatment and control school librarians, as well as to the LITs; and other AMP teachers, where applicable) at treatment schools. In addition, a version of the LIS survey has been administered to content area teachers (CATs) since Year 3, when the Striving Readers techniques and strategies to improve students’ literacy were expanded to social studies and science teachers. The LIT, librarian, and content area teacher surveys covered topics that were parallel to those addressed by the English Language Arts (ELA) teacher surveys, including—for LITs and librarians—those that were covered in school leader interviews in prior years.

In Year 4, the LIS survey was administered to similar constituents as in Year 3—English language arts teachers, LITs, content area teachers, and other AMP teachers, where applicable. Librarians were not surveyed in Year 4 because many schools did not have a librarian on staff.

The LIS survey was modified somewhat in Year 4. Some items were removed in order to make the surveys less time consuming for respondents. In addition, some of the survey items were reorganized so that they were asked only of those staff for whom they were most pertinent. For example, the Year 4 LIS survey for ELA teachers eliminated items about the gradual release model and text sets because they are more applicable to the targeted and intensive interventions and content area class work, respectively, than to whole-school instruction in literacy classes.

Topics addressed by the Year 4 Literacy Improvement Survey, including the survey for ELA teachers and its adaptations for LITs and content area teachers, included the following:

- grouping practices;
- differentiation of instruction;
- teachers’ degree of comfort in using Striving Readers techniques and materials;
- literacy instructional purposes supported by teachers’ use of materials;

³⁴ LPA served as the original evaluator for the Chicago Striving Readers program, during Year 1 and the first half of Year 2.

- frequency of use, and instructional objectives supported by the use, of handheld computers;
- organization of books in teachers' classroom libraries; and
- collaboration with the LIT.

The Surveys of Enacted Curriculum (SEC)—published by LPA, the Council of Chief State School Officers and the Wisconsin Center for Education Research—were administered in the spring of Years 1 and 2 to all English language arts teachers who taught students in grades 6, 7, or 8 in treatment and control schools. The English language arts SEC is designed to facilitate objective comparisons of what teachers teach with what they are expected to teach. The instrument allows classroom instruction to be compared to state standards, the content of the standards to be compared to the content of assessments, and the assessments to be compared to instruction. These comparisons are designed to measure the teachers' depth of understanding of what is taught, how lessons are articulated across target grades, and how well instruction aligns with state content standards and state assessments.³⁵ Because of the sheer length of the surveys that were administered to teachers under the original evaluation design, which may have adversely affected response rates, and because much of the information that was collected through the SEC was not directly related to research questions established for the evaluation, the use of this survey was discontinued as of Year 3. However, some topics relating to descriptions of implementation of program activities that had been covered by the SEC were addressed instead by the expanded Literacy Improvement Survey, as discussed above.

Interviews

In Years 1 and 2, principals, lead literacy teachers (LLTs), LITs, technology coordinators, and librarians in both treatment and control schools were interviewed by the independent evaluators (LPA in Year 1, Metis in Year 2) twice a year (fall and spring) using a structured interview protocol. In Years 3 and 4, principals at treatment and control schools were again interviewed by Metis staff in the spring. In Year 3, LITs and librarians were surveyed in lieu of interviews (as discussed above) to facilitate covering a larger number of issues. LITs were surveyed in Year 4 as well. (LLTs were not surveyed or interviewed in Years 3 or 4, as it was found during the Year 2 interviews that many schools did not have anyone in this position. For the same reason, librarians were not surveyed or interviewed in Year 4.) The principal interviews covered topics that were parallel to those in the LIS discussed above.

Observations

Classroom observations conducted in Years 1 and 2 of the program used a formal observation protocol designed to code all observed activities in 5- to 10-minute intervals. Three waves of observations (fall, winter, and spring) took place during Year 1; in Year 2, as a result of the transition to a new evaluator midyear, only fall and spring observations were conducted. Observations were conducted in up to three sixth-grade English language arts classrooms in each school. The observations were conducted by trained observers among the evaluation staff, using the structured Adolescent Literacy Observation Protocol, or ALOP (see Appendix A-3).

³⁵ As previously explained, low response rates prevented the use of this survey in fidelity and impact analyses.

Case Study

In Years 3 and 4, the original observations of classrooms across the district were replaced by a descriptive case study of six “high-implementation” schools, in an effort to obtain a more in-depth understanding of the factors that facilitate (and hinder) program implementation. The case study used multiple methods and respondent groups, including: observations of lessons at different grade levels and in different subjects; interviews with principals and LITs; and focus groups with teachers from different grade levels and subject areas. All observations, interviews, and focus groups were conducted by Metis staff.

The primary goals of the case study were to identify best practices and factors facilitating or hindering implementation both at the school level and for each main program component. The six schools included in the case study were selected collaboratively by Metis and district staff from among those considered to be stronger by program leadership, so as to provide a better opportunity to gain insights about best practices and conditions facilitating implementation. They were also chosen to represent the diversity of types of schools that are participating in the program. Program quality was represented by an implementation rubric, created and completed in spring 2008 by the district coordinators, which reflected the perceptions of the coordinators about each school’s level of implementation of each of several program characteristics.³⁶ Among the higher implementing schools, additional selection criteria were employed to ensure that case study schools also represented both cohorts, reflected both large and small schools, and reflected both high and low overall performance in language arts (as measured by the percentage of students at or above grade level on the spring 2008 Illinois Standards Achievement Test (ISAT) reading assessment).³⁷ As of spring 2010, the district determined that program quality at three of the original six case study schools was not as strong as it had been. Three new high-implementing schools that had similar demographic characteristics were identified, and replaced these original three schools in the case study.

In all cases, since these schools were not selected to be representative of the program as a whole, it was not expected that the findings would be used to identify program-wide trends. Rather, the intention of the case study methodology was to describe examples of implementation that, even if unique, could provide useful insights into best practices and potential or existing challenges encountered in the district.

In Years 3 and 4, case study visits were conducted by Metis staff in two waves, one in the fall and one in the spring. Observations were conducted of ELA, science, and social studies classes. In Year 3, these subject areas were observed at grades 6 and 7. During Year 4, observations of eighth-grade classes were added to reflect the intent that the Striving Readers model would expand to progressively higher grades each year, and to provide the opportunity to observe classes with students who had been

³⁶ These included collaboration through Literacy Teams, the principal’s leadership qualities, the role of the LIT, teacher practices, integration of professional development, student engagement and use of Striving Readers techniques and strategies, and integration of technology to support implementation.

³⁷ It should be noted that, as a result of the effort to obtain variation on three variables among only six case study schools, the resulting group should not be assumed to include the six schools with the strongest program implementation, although all were considered to be implementing at a higher than average level at the time the schools were selected.

receiving SR instruction for three years. In addition, observations of the AMP after-school intensive intervention for sixth graders were conducted in both years. Table 5, below, shows information on the Year 4 case studies, including the respondent groups, data sources, and selection criteria for each school and wave. A description of each method used for the case study is presented after the table.

Table 5: Year 4 Case Study Design Matrix, per Wave and School

Respondent Group	Grade Level	Subject Area	Data Source	Selection Criteria
Teachers	6	ELA	1 Focus Group	Variation in implementation; Availability and willingness of teachers
	7, 8	ELA	1 Focus Group	
	6, 7, and 8	SS and science	1 Focus Group	
Regular classes (teachers and students)	6	ELA	2 Observations	High-implementing classrooms; Presence of LIT; Availability and willingness of teachers
	7	ELA	1 Observation	
	8	ELA	1 Observation	
	6, 7, or 8	SS or science	2 Observations	
After-school classes	6	AMP	1 Observation	Availability and willingness of teachers
LIT	N/A	ELA	1 Interview	No selection; these leaders were interviewed in every case study school
Principal	N/A	N/A	1 Interview	

Case study interviews and focus groups. Individual case study interviews for principals and LITs were conducted by Metis staff in addition to the program-wide interviews described above. The case study interview protocols were designed to address the same topics and themes as the program-wide interviews, but also to provide opportunities for respondents to elaborate on each theme in order to provide greater insights into factors facilitating and hindering implementation. During the fall visits, interview questions emphasized aspects such as planning, preparation and anticipated support, professional development needs, and changes with respect to the prior year.

Focus group interviews with teachers were also designed to complement the program-wide teacher surveys: where the surveys focused on describing what the program looks like at each school, the interviews (consistent with the goals of a descriptive case study) focused more on explanations of why things were as they were described in the surveys.

For both the teacher focus groups and the LIT and principal interviews, the spring interviews explored changes in program implementation, procedures, and policies that may have taken place at each school since the fall, and further explored the issues that respondents had raised in the fall to determine whether anticipated developments had taken place, whether identified challenges were overcome, and what best practices and strengths in implementation were realized. In Year 4, however, since the three new case study schools had not participated in the fall visits, the interviews were structured to address these topics more generally and to focus on changes with respect to prior years.

In Year 3, to interpret findings from case study interview and focus group comments, Metis used NVivo (version 8) software to conduct content analyses. These analyses were based on a coding framework that categorized responses according to the primary components of the Striving Readers model, valuation (successes or challenges), and respondent characteristics, and trends in the data were inferred from summaries of these codes. To cross-check the conceptual validity of these findings, the NVivo software was used to link the underlying data to summary statements about each finding, so that the relevance of original comments to each finding could be confirmed. A conceptually similar approach was used to identify themes from the Year 4 interviews, but the analyses were conducted by hand.

Case study observations. To support the case study observations, Metis and Chicago Public Schools (CPS) staff collaborated to create a formal observation protocol that was designed to focus the collection of observation data on the techniques, strategies, frameworks, grouping structures, materials, and technologies that were used during the lesson. The protocol required observers to record both the teacher’s plans for the lesson, which were gathered through a pre-observation interview, and the actual observed lesson. The protocol also required observers to provide brief narrative summaries of the observation overall, including a description of each individual activity in the sequence in which the activities occurred, with concurrent small-group activities identified separately. Observers were instructed to address the time frame (approximate start and end times) and sequence of activities; student grouping structure(s); the roles of the teacher, LIT, and other adults; and the types of interactions among students and between students and adults. Finally, the protocol included space for the observers to provide a brief description of the extent to which they saw evidence that the expected characteristics of each instructional framework, technique, or learning strategy were present during the observed lesson. These expected characteristics were derived from the definitions of each technique or strategy as described in CPS’s *Striving Readers Implementation Handbook*. In Year 4, the observers also created school-level summaries that provided a synthesis of themes relating to each of the major program components that emerged across the classes observed.

Case study analyses. For each of the six case study schools, Metis engaged in an iterative triangulation of qualitative findings derived from the case study group and individual interviews and the observational data. These school case study analyses focused on identifying the unique characteristics of each school that helped account for each site’s relative success in implementing the Striving Readers model, taking into consideration differences between respondent types, grade levels, content areas, and intervention models (whole school, targeted, and intensive). Particular attention was paid to findings relating to school context, professional development, collaboration, instructional leadership, assessment of progress and use of data, benefits to students, barriers to change, and outcomes of the program model. Data for each school were analyzed separately to create five case study reports,³⁸ while common themes and overarching trends across schools were analyzed to create a synthesized cross-site summary.

Changes in the data collection process over these four years included the following:

³⁸ The sixth school had limited qualitative data due to its smaller size, fewer focus group participants, and logistical challenges that resulted in fewer observations. Because the principal was misinformed that case study findings would only be reported in aggregate, and these conditions made it impossible to ensure confidentiality in an individual case study analysis, a school-level report was not prepared for this school. However, findings from this school are included in the cross-site summary.

- As of Year 2, documentation of program activities was maintained at the unit record level wherever possible, to accommodate correlational analyses of patterns of fidelity of program implementation, and to facilitate analyses of variations in implementation for different program components and under different circumstances.
- A more targeted data collection plan was established for Year 2 (and beyond) that uses a smaller variety of data sources expected to have the most direct relevance to the study. The sheer volume of qualitative and quantitative data sources collected during Year 1 had proven onerous for some school personnel, and was impractical to analyze thoroughly.
- A case study of higher implementing schools, including classroom observations, interviews, and focus groups, began in Year 3, at which time the district-wide ALOP classroom observations were discontinued.
- Visits to each case study school occurred in the fall and spring of Year 3. In Year 4, three of the six case study schools were replaced before the spring visits; case study analyses at these three schools are therefore based on only one wave of observations and interviews.

Tables 6a and 6b summarize the specific data sources that were used program-wide and for the case study and compare those that were used in Years 1 through 4. Table 6a summarizes how the data sources changed between years, while Table 6b focuses on how each data source was used to address the research questions related to program implementation and impacts on instruction. As these tables show, the Chicago Striving Readers program has relied on a broad spectrum of data sources since the beginning of the evaluation.

Table 6a: Changes in Data Collection Methods from Year 1 to Year 4

Data Collection Instruments and Methods		Yr 1	Yr 2	Yr 3	Yr 4	Changes Over Time
Data Collection Instruments	ALOP Classroom Observations/ Pre-Observation Checklists	√	√	--	--	ALOP observation protocols were used for the district-wide observations in Years 1 and 2. In Years 3 and 4, the district-wide observations were replaced by the case study observations and interviews.
	ALOP Extended-Day Observations	√	√	--	--	
	Case Study Observations	--	--	√	√	
	Case Study Individual and Focus group Interviews	--	--	√	√	
	Program Leader Interviews	√	√	√	√	Protocols were modified based on observed and expected changes in program oversight and expansion of program leadership such as inclusion of technology coordinators.
	Principal Interviews	√	√	√	√	The protocols were revised to better inform the fidelity scales: most open-ended questions were translated into quantifiable items. Protocols were also expanded to include collection of data on topics such as integration of technology (including handheld computers), assessment data, and grade-level teams.
	LIT & Librarian Interviews	√	√	--	--	In Year 3, LITs and Librarians were surveyed in lieu of interviews to facilitate covering more topics. Librarians were not surveyed or interviewed in Year 4.
	SEC Surveys	√	√	--	--	The use of this survey was discontinued as of Year 3 because of low response rates in previous years. Critical information collected through the SEC was incorporated into the LIS survey as of Year 3.
	LIS Surveys	√	√	√	√	The LIS was expanded in Year 3 to include topics that had been covered by the SEC as well as additional items about collaboration with the LIT, the use of materials, grouping practices, differentiation, and technology.
	LIT Surveys	--	--	√	√	In Years 3 and 4, LITs were surveyed in lieu of interviews to facilitate covering more topics.
Librarian Surveys	--	--	√	--	In Year 3, Librarians were surveyed in lieu of interviews to facilitate covering more topics. Librarian surveys were discontinued in Year 4 because many schools did not have a librarian.	

Data Collection Instruments and Methods		Yr 1	Yr 2	Yr 3	Yr 4	Changes Over Time
School/District Documentation	Teacher Lesson Plans	√	--	--	--	While the district continues to maintain this documentation, it was no longer used for the evaluation after Year 1.
	LIT Team Meeting Reflections	√	--	--	--	
	Grade-Level Meeting Agendas	√	--	--	--	
	LIT Time and Effort Reporting Log	√	--	--	--	
	Literacy-Rich Classrooms	√	--	--	--	
	School Improvement Plans	√	--	--	--	
	Needs Assessment: Coordinator Class Observations	√	--	--	--	
	Literacy Team Agendas	√	--	--	--	
	Fidelity of Implementation Form	√	√	--	--	Year 2 forms were used to identify the case study schools. While the district still completes them each year, they were not used for the evaluation in Years 3 or 4.
	AMP Schedules	√	√	√	√	No changes.
	AMP Attendance Records	√	√	√	√	A documentation template was provided in Years 3 and 4 to ensure completeness of data (number of days attended, start and end dates, total enrollment, etc.).
	Principal Meeting Attendance	√	√	√	√	A documentation template was provided in Year 4 to ensure completeness of data.
	Professional Development Schedule and Agendas	√	√	√	√	A documentation template was provided in Year 4 to ensure completeness of data.
Professional Development Attendance	√	√	√	√	A documentation template was provided in Year 4 to ensure completeness of data.	

Table 6b: Matrix of Research Questions and Data Collection Methods to Assess Program Implementation: Program Years 1-4

Research Questions: Implementation of Treatment and Impacts on Instruction		Data Sources (# in Target Population for Year 4 Data Collection)																							
		Data Collection Instruments ^[a]									School/District Documentation														
		ALOP Classroom Observations/ Pre-Observation Checklists (NA in Y4)	ALOP Extended-Day Observations (NA in Y4)	Case Study Observations (N=84)	Case Study Interviews (N=60)	District Leader Interviews (N=6)	Principal Interviews (N=29 treatment, 29 control)	LIT & Librarian Interviews (NA in Y4)	SEC ^[b] (NA in Y4)	LIS Survey ^[c] (N= 256 SR and 205 control teachers)	LIT Surveys (N=29)	Teacher Lesson Plans (NA in Y4)	AMP Schedules (N=29)	AMP Attendance Records (N=29)	Principal Meeting Attendance (N=29)	Literacy Team Agendas (NA in Y4)	LIT Team Meeting Reflections (NA in Y4)	Grade-Level Meeting Agendas (NA in Y4)	Professional Development Schedule & Agendas	Professional Development Attendance	LIT Time and Effort Reporting Log (NA in Y4)	School Improvement Plans (NA in Y4)	Literacy-Rich Classrooms (NA in Y4)	Needs Assessment: Coordinator Class Observations (NA in Y4)	Fidelity of Implementation Form (NA in Y4)
Was the Chicago Striving Readers program faithful in its implementation of the proposed program with regard to.../ Were the treatment schools different than control schools on...																									
1...professional development?	Y1				--	X	X	X	X	X	--		X		X		X	X			X	X			X
	Y2				--	X	X	X	X	X	--		X		--		X	X			--	--			X
	Y3			X	X	X	X	--	--	X	X		X		--		X	X			--	--			--
	Y4			X	X	X	X	--	--	X	X		X		--		X	X			--	--			--
2...comprehensive assessments?	Y1	X	X	--	--	X	X	X	X	X	--	X			X	X	X			X	X				X
	Y2	X	X	--	--	X	X	X	X	X	--	--			X	--	--			--	--				X
	Y3	--	--	X	X	X	X	--	--	X	X	--	--		--	--	--			--	--				--
	Y4	--	--	X	X	X	X	--	--	X	X	--	--		--	--	--			--	--				--
3...data-driven decision making?	Y1				--	X	X	X	X	X	--	X			X	X	X			X	X				X
	Y2				--	X	X	X	X	X	--	--			X	--	--			--	--				X
	Y3			X	X	X	X	--	--	X	X	--	--		--	--	--			--	--				--
	Y4			X	X	X	X	--	--	X	X	--	--		--	--	--			--	--				--

Research Questions: Implementation of Treatment and Impacts on Instruction	Data Sources (# in Target Population for Year 4 Data Collection)																								
	Data Collection Instruments ^[a]											School/District Documentation													
	ALOP Classroom Observations/ Pre-Observation Checklists (NA in Y4)	ALOP Extended-Day Observations (NA in Y4)	Case Study Observations (N=84)	Case Study Interviews (N=60)	District Leader Interviews (N=6)	Principal Interviews (N=29 treatment, 29 control)	LIT & Librarian Interviews (NA in Y4)	SEC ^[b] (NA in Y4)	LIS Survey ^[c] (N= 256 SR and 205 control teachers)	LIT Surveys (N=29)	Teacher Lesson Plans (NA in Y4)	AMP Schedules (N=29)	AMP Attendance Records (N=29)	Principal Meeting Attendance (N=29)	Literacy Team Agendas (NA in Y4)	LIT Team Meeting Reflections (NA in Y4)	Grade-Level Meeting Agendas (NA in Y4)	Professional Development Schedule & Agendas	Professional Development Attendance	LIT Time and Effort Reporting Log (NA in Y4)	School Improvement Plans (NA in Y4)	Literacy-Rich Classrooms (NA in Y4)	Needs Assessment: Coordinator Class Observations (NA in Y4)	Fidelity of Implementation Form (NA in Y4)	
4...high-quality, high-interest materials?	Y1	X	X	--	--	X	X	X	X	X	--	X													
	Y2	X	X	--	--	X	X	X	X	X	--	--			X	--	--								X
	Y3	--	--	X	X	X	X	--	--	X	X	--			--	--	--								--
	Y4	--	--	X	X	X	X	--	--	X	X	--			--	--	--								--
5... comprehensive instruction?	Y1	X	X	--	--	X	X	X	X	X	--	X	X	X	X	X	X			X	X			X	X
	Y2	X	X	--	--	X	X	X	X	X	--	--	X	X	X	--	--			--	--			--	X
	Y3	--	--	X	X	X	X	--	--	X	X	--	X	X	--	--	--			--	--			--	--
	Y4	--	--	X	X	X	X	--	--	X	X	--	X	X	--	--	--			--	--			--	--

^[a] Copies of locally developed instruments are included in Appendix A.

^[b] The SEC was administered in the spring of Year 2 but the response rate was too low for the results to be useable.

^[c] The LIS for teachers was administered in the spring of Years 2–4. In all three annual administrations, response rates from control schools were too low to assess differences in program impact on instruction between treatment and control schools, but the results were used to assess program implementation in the treatment schools.

Year 1 Implementation Study

Intervention as Implemented³⁹

Although the program model is differentiated by design to meet the varying needs of different schools, classrooms, staff, and students, successful implementation of the Striving Readers model includes explicit expectations about the nature and frequency of implementation of certain critical components. The role that these key components play in moving toward programmatic goals and objectives was represented graphically in the logic model presented in Section II, which also provided a summary of the key program components.

Tables 7 through 9 below summarize the findings, where available, regarding variations in fidelity of implementation of each of the first three key program components of the classroom model during Year 1, as originally described in the Year 1 Implementation Report. It should be noted that, as was often also the case with evidence about implementation in Year 2 (as reported below), the nature of the data collection instruments made it difficult to assign evidence about implementation to specific intervention models, because the phrasing of these instruments often was not explicit about the context. For this reason, most of this evidence should be interpreted as reflecting fidelity of implementation of the overall Chicago Striving Readers program, rather than any particular intervention model.⁴⁰ (Data that did provide explicit evidence relevant to particular intervention models are described in Table 8 [targeted intervention] and Table 9 [intensive intervention].)

³⁹ As part of the August 2008 Executive Summary of the Year 1 Implementation Report, fidelity scales were developed by Metis Associates in collaboration with CPS, in order to provide a quantifiable summary of the fidelity of program implementation. However, because of the transition of the study to a new evaluator as of January 2008, these fidelity scales were not applied to data collected prior to that transition. Summaries of variations in the fidelity of program implementation for Year 1 that are reported here were obtained from Learning Point Associates (2007).

⁴⁰ As of Year 3, this problem was corrected by modifying the data collection instruments so that they address whether particular activities, strategies, and resources are taking place during small group instruction, during the AMP program, or during regular classroom activities.

Table 7: Variability in Implementation of Striving Readers Instructional Activities and Strategies: Overall Program Implementation

Program Features	Summary of Status of Intervention, Year 1
<p>PRC2; text sets and technology integration are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.</p> <p>Partner Reading in the Content Area, Too (PRC2): a reading instructional framework to support reading comprehension and fluency of nonfiction text</p> <p>Text sets: high-interest books used to help students read strategically, promote engagement and motivation, and deepen their content knowledge</p> <p>Technology integration: integration of classroom computers, listening centers, and other technology materials designed to support small-group differentiated instruction</p>	<p>LITs were trained on PRC2 and reported being prepared to immediately introduce partner reading when possible. However, text materials necessary for PRC2 were unavailable in Year 1. Therefore, content-related literacy support through this avenue had not yet begun.</p> <p>Text sets were widely distributed by CPS but only used about one-third of the time. Text sets were provided to the schools by the Striving Readers program, and utilized in instruction as part of the whole-school (blended) intervention. There was some disconnect, however, between availability and use of these materials: according to summaries of classroom observations in Year 1, they were used approximately one third of the time (i.e., such materials were used during 33% of the “potentially relevant opportunities”).</p> <p>Listening centers and media centers were used fairly regularly. Technological resources were already implemented fairly regularly during Year 1. Listening centers were used at least once a week by half (51%) of the teachers, and less than once a week but more than once a month by an additional 28% of teachers. Media centers were used by 60% of the teachers in the fall of 2006 and 85% of the teachers in the spring of 2007.</p>
<p>Whole-part-whole instructional framework</p>	<p>Roughly half of all teachers participating in the Striving Readers program (from 44% to 53%) were observed using a whole-part-whole instructional framework. On average, however, these teachers only spent a “moderate” amount of time doing so. Furthermore, findings were ambiguous as to whether entire literacy blocks were structured around this framework and the extent to which whole-group and small-group instructional activities were integrated and connected.</p>
<p>Use of gradual release model to provide direct, explicit instruction and scaffold learning for students</p>	<p>Year 1 data were inconclusive about use of the gradual release model. Insufficient data were reported from Year 1 to explicitly determine whether a comprehensive gradual release model was being used. Nevertheless, important components of the model were reported to have been observed fairly regularly. For example, coaching and scaffolding in small-group activities took place in more than two thirds (69%) of small-group activities observed in spring 2007.</p>

Table 7 (continued) **Variability in Implementation of Striving Readers Instructional Activities and Strategies: Overall Program Implementation**

Program Features	Summary of Status of Intervention, Year 1
<p>Instruction anchor for all classrooms and content areas is focused on comprehension</p>	<p>Most teachers regularly covered at least some comprehension strategies. Although a majority of teachers reported that they regularly covered at least some of the comprehension strategies, it is unclear whether coverage was consistently sustained for all seven core comprehension strategies. What follows is the percentage of teachers reporting that they regularly covered each strategy: The majority of teachers reported sustained coverage of <i>prediction</i> and <i>metacognitive strategies</i> (74% and 63%, respectively). However, only about one third of respondents reported “sustained” or “considerable” coverage of <i>questioning strategies</i> and <i>inferring</i> (38% and 32%, respectively), and only 14% reported “considerable” coverage of <i>summarization strategies</i>. No information was available from the Year 1 reports regarding the degree to which teachers implemented comprehension strategies relating to <i>visualization</i> or <i>text structure</i>.</p>
<p>Highly motivating reading materials integrated with engaging technology and audio resources</p>	<p>Integration of text sets and technology centers was reported by most teachers, albeit still in the beginning stages. However, this was limited by delays in distribution of materials and not observed as often as reported.</p> <p>Although there were some delays in integrating some of the program-related technology, tremendous strides were made during Year 1. The vast majority (87%) of interviewed staff reported that technology was at least <i>somewhat integrated</i> by spring 2007. However, only two fifths (40%) of those interviewed felt that technology was <i>thoroughly integrated</i>. The majority of teachers (65%) also reported spending at least <i>some</i> instructional time using computers and technology to learn, practice, or explore language arts, although only two fifths (39%) reported spending at least <i>moderate</i> instructional time using computers and technology.</p> <p>However, delays in acquisition and distribution of some materials created limitations. According to the Year 1 report, “classroom observations suggest... that even once materials were in place, they were not being fully used. Looking across three of the major types of materials targeted for use by the program—text sets, listening centers, and computer media centers—classroom observations show a use of these resources in about one third of the classrooms.”</p>

Table 7 (cont.) Variability in Implementation of Striving Readers Instructional Activities and Strategies: Overall Program Implementation

Program Features	Summary of Status of Intervention, Year I
<p>Frequent assessment and adjustment of instruction</p>	<p>The majority of teachers reported using student assessments to inform instruction, as well as for benchmarking and screening—although the assessment process was initially prolonged by delays in hiring LITs. The large majority (86%) of teachers in the Striving Readers schools reported that their instructional practices have been positively influenced by diagnostic and assessment results, and two thirds (66%) also indicated that they worked with their schools’ LLTs to “use assessment data for instructional planning.” A solid majority (74%) of Striving Readers teachers also reported that they “use assessments to directly inform and drive instruction,” and 76% reported that district-level tests had at least a <i>somewhat positive</i> influence on what they teach (although only 29% reported that they had a <i>strong positive influence</i>). Assessment data—including from Learning First, ISAT, BRI, and informal assessment—were used for a variety of instructional purposes, from screening and benchmarking to assessing outcomes. The majority (66%) of teachers, however, did not use Running Records as part of their instruction. Some additional setbacks to the use of assessments also occurred as a result of an initial delay in the hiring of the LITs from March to June 2006, which prevented them from receiving training (including orientation to the use of the BRI) prior to the start of the program and prolonged the initial period of assessment.</p>
<p>Direct/explicit vocabulary instruction: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano’s <i>Building Academic Vocabulary</i></p>	<p>Most teachers felt the program was helping them use partner reading for vocabulary development, but only about one quarter of observed classes focused on vocabulary. Approximately one fifth to one third of all observed English language arts classes (27%, 31%, and 19% of observed classes during fall, winter, and spring observations, respectively) included small-group activities focusing on vocabulary. Two fifths (40%) of surveyed teachers felt that the Striving Readers program was <i>very effective</i> in helping them develop the use of partner reading for vocabulary development, and almost another two fifths (38%) felt it was at least <i>moderately effective</i>. Evidence from Year I was not sufficient, however, to determine whether vocabulary instruction was systematic or content focused, or whether it specifically used Marzano’s techniques.</p>

Table 8: Variability in Implementation of Striving Readers Instructional Activities and Strategies: Targeted Intervention

Program Features	Summary of Status of Intervention, Year 1
<p>Teachers and LITs collaborate in instructional planning and progress monitoring</p>	<p>LITs from all schools reported collaboration with teachers, focusing especially on using assessment data for grouping and to inform instruction. Collaborative working relationships between classroom teachers and LITs were fostered through initial professional development activities. These staff specifically collaborated on the incorporation of assessment-informed instructional planning; by winter 2007, all LITs reported actively collaborating with teachers—primarily “helping teachers use their assessment data to group their students and to inform and drive instruction.” Through the collaboration process, the role of the LITs transformed from that of advisor to that of a peer. For example, in the fall of 2006, the primary role of the LIT was to administer the assessments while in the spring of 2007, the primary role of the LIT was to “collaborate with teachers on curriculum.” Teachers and LITs also had the opportunity to collaborate through two types of instructional teams. Literacy Leadership Teams, which work at the school level to ensure the program is on track, were meeting weekly in 63% of the schools by spring 2007, and grade-level teams were meeting weekly in 67% of the schools by this time.</p>
<p>Increased direct and supported instruction: Approximately 20–30 minutes per day within a 60- to 90-minute language arts block</p>	<p>Small group instruction by LITs occurred in about half of observed literacy blocks. Direct teaching of targeted youth during 20-minute periods of small-group instruction by LITs took place in 46% to 59% of the literacy blocks that were observed during Year 1. However, it is likely that other classrooms were also using supported instruction at times other than when the observations took place.</p>
<p>Explicit instruction in seven core comprehension strategies</p>	<p>See Table 7, above, regarding overall focus on comprehension strategies. No evidence was available specific to the implementation of these strategies during the small-group activities.</p>

Table 9: Variability in Implementation of Striving Readers Instructional Activities and Strategies: Intensive Intervention

Program Features	Summary of Status of Intervention, Year 1
<p>Increased time: An additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day</p>	<p>AMP classes convened from October through April or May, with attendance averaging 81%. Additional direct and supported literacy instruction was provided through the AMP after-school program for Tier 3 students. Increased time was therefore systematically provided when these programs were offered and when students attended. AMP classes generally met from October 2006 through April or early May 2007. Student attendance in the AMP classes throughout Year 1, averaging 81%, was reasonably high but might not have been high enough to ensure that all Tier 3 students received the full weekly average of 240 minutes of additional instruction.</p>
<p>Small-group setting: 15:1 ratio of students to teacher</p>	<p>The student:teacher ratio averaged 10:1, but some schools exceeded the target of 15:1. The intensive intervention took place in settings that exceeded the goal of an average 15:1 student-teacher ratio. Across all classes, there was an average of one teacher for every 10 students (although some individual schools ran programs with more than 15 students per teacher).</p>
<p>Explicit and systematic instruction in seven core comprehension strategies: Strategies introduced one at a time</p>	<p>See Table 7, above, regarding overall focus on comprehension strategies. No evidence was available specific to the implementation of these strategies in the AMP classes.</p>
<p>Teaching of high volume and depth of academic vocabulary</p>	<p>See Table 7, above, regarding overall focus on vocabulary instruction. No evidence was available specific to the implementation of this focus in the AMP classes.</p>
<p>Guided fluency practice</p>	<p>Guided fluency practice was provided to Tier 3 students through vocabulary building, fluency, word identification skills, and background knowledge in the AMP program. However, LITs felt AMP was tedious or less relevant for some students. These were provided through interactive and diagnostic-based computer software, and the AMP program was implemented in every after-school program. The value of the AMP reading materials may have been hindered by the extent to which students were engaged with them: LITs noted that some of the topics were of limited relevance and that others became tedious for students when spread over several days.</p>

Implications for Impact Analyses

Recognizing that systemic change is a slow process, it was notable that **Striving Readers got off to a strong start in the first year, although some program components were not fully in place. Especially strong starts were seen in the AMP schedules, instruction in comprehension strategies, use of assessments for instructional planning, and widespread (if not fully integrated) use of technology to support instruction. Teachers felt ready to implement PRC2, but the necessary materials were not yet acquired. Among the most notable obstacles was the delay in the hiring of LITs. To the extent that program components were not fully integrated, it would be expected that impacts on student achievement would be limited.**

Many scholars have reminded us that change is a slow process, and it is to be expected that any large, complex instructional program involving systemic change at the school and district level would take some time to get up to speed. A relevant example is found in a report by Horizon Research, Inc., which has been studying local systemic change initiatives in math and science for many years. Findings in that report addressing the likelihood of institutionalization over time indicate that it takes at least two years (Banilower, Boyd, Pasley, & Weiss, 2006). The report also showed the over-time trajectory of three “systems” necessary for district-wide adoption: “systems for professional development,” “systems for aligning district policies,” and “systems for garnering and maintaining stakeholder support.” According to this study, these systems also do not reach equilibrium before the completion of the second year. Others—most notably Sarason (1971, 1996)—have found that change often takes between three and five years before its effects are fully felt.

The Chicago Striving Readers Initiative is no exception. As indicated from the Year 1 findings summarized above, there were a number of program components that were not yet fully in place—and in some cases, not in place at all—during the first program year, while others had a slow start early in the year. This could result from delays in starting the training of LITs or in obtaining materials and resources, as well as from the time that teachers require to become comfortable using particular instructional strategies and methods.

Nevertheless, Chicago’s Striving Readers program got off to a strong start on a number of important dimensions. As summarized above, the AMP schedule was fully implemented during Year 1 and, overall, teachers were already reporting wide use of assessments for instructional planning. Most teachers also reported using computers to support instruction, although in many cases technology was not yet thoroughly integrated. There was also widely reported use of instruction in at least some of the seven comprehension strategies, although this was considerably more limited for *questioning* and *summarization*. Although teachers reported feeling ready to implement the PRC2 instructional method, the necessary materials were not acquired during the first program year. Perhaps the most notable obstacle was the delay in the hiring of Literacy Intervention Teachers, who play such a central role in both the targeted and intensive instruction models, but who began their training even as they were beginning to fulfill their responsibilities. In addition (and possibly related to the challenge of LITs beginning their jobs while they were being oriented), there was limited observation of small-group instruction by LITs and only “moderate” time using the whole-part-whole method according to self-reports. Finally, although the program started on time, student attendance at AMP classes could have been better, and it was not clear whether enrollment was aligned with tier assignments.

Obviously, to the extent that any program components did not get started or were not fully integrated from early in the year, analyses would be expected to show limited (if any) impact on student achievement in the first year. Similarly, for the current analyses, although the Cohort 1 students should have had at least as much exposure to the intervention as those in Cohort 2 during Year 2, the additional dosage of exposure that would normally be expected from their having started a year earlier would be

attenuated by these delays. As a result, it would be less likely that cohort would serve as a significant explanatory variable in the Year 2 analyses of overall program impact.⁴¹

Year 2 Implementation Study

Intervention as Implemented

Based on the data sources used to provide evidence about key program features, as discussed above, a series of rubrics were created that were used to generate scores representing level of program implementation.⁴² In addition, interviews with district-level program leadership were used to further illuminate some of the quantitative results of the fidelity rubrics. Rubric scores represent the adequacy with which the program has been implemented for a particular school, classroom, or demographic group relative to the original program model. They are generated by comparing actual versus intended levels of implementation on factors such as the following:

Professional development model. The proportion of targeted staff attending trainings and amount of different types of training received.

Classroom model. The degree of emphasis on key instructional and assessment components, proportion of targeted students receiving targeted instruction, amount of time students receive intensive instruction (AMP after-school program attendance), availability of resources, extent of librarian support, and extent of integration of technology and other subject areas into literacy instruction.

It should be noted that, depending on the source of implementation data, it was possible to calculate some scales at the grade, tier, or classroom level, but others could only be measured at the school level. However, because total scores for each major program component were derived by aggregating across data sources, final scores were only calculated at the school level. All scores except the professional development scale were defined on a 10-point scale, where a 1 indicates that none of the key program characteristics are being implemented (according to observations and self-reports on surveys and interviews), and a 10 indicates that all key components were being implemented with the expected regularity. (The professional development scale starts at 0, which represents a low average rate of attendance at all of the key training activities.) It should be noted, however, that a 10 does not represent a “perfect” score. It is always theoretically possible for any school, classroom, or teacher to do more; however, scale values were capped at 10, which represents implementation as defined by the model. Further details about the fidelity scale definitions are presented in Appendix B.⁴³

⁴¹ Because analyses of impacts specific to Tiers 2 and 3 included only sixth-grade students, this phenomenon would not have affected the degree to which cohort might serve as an explanatory variable in these analyses, since Year 1 variations in dosage for grade 6 students would only affect outcomes for grade 7 students in Year 2.

⁴² Because of the transition to a new evaluator during the second program year, these scores could not be calculated for Year 1.

⁴³ As explained above, SEC data were not incorporated into these scales due to low response rates.

CPS interprets fidelity scores ranging from 8 to 10 as representing *high implementation (H)*, scores above 5 but less than 8 as representing *medium implementation (M)*, and scores of 5 or lower as representing *low implementation (L)*. Results of the fidelity scales for Year 2 program implementation are presented in Tables 10a and 10b and Figure 2 below.

Table 10a: Results of Year 2 Implementation Fidelity Scales Mean Scores by Program Component

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Overall fidelity	Cohort 1	16	6.6 (M)	0.36	6.6 (M)	6.0 (M)	7.2 (M)
	Cohort 2	15	6.6 (M)	0.41	6.6 (M)	5.7 (M)	7.4 (M)
	Total	31	6.6 (M)	0.38	6.6 (M)	5.7 (M)	7.4 (M)
Component 1: Whole-school (blended) Intervention	Cohort 1	16	7.6 (M)	0.44	7.6 (M)	6.9 (M)	8.8 (H)
	Cohort 2	15	7.1 (M)	0.59	7.0 (M)	5.8 (M)	8.5 (H)
	Total	31	7.3 (M)	0.58	7.4 (M)	5.8 (M)	8.8 (H)
Sub-Component 1: Whole-part-whole	Cohort 1	16	9.1 (H)	0.75	9.2 (H)	7.5 (M)	10.0 (H)
	Cohort 2	15	8.6 (H)	1.05	8.8 (H)	6.3 (M)	10.0 (H)
	Total	31	8.9 (H)	0.93	9.1 (H)	6.3 (M)	10.0 (H)
Sub-Component 2: Gradual release model	Cohort 1	16	8.6 (H)	0.49	8.7 (M)	7.7 (M)	9.5 (H)
	Cohort 2	15	8.3 (H)	0.47	8.3 (M)	7.5 (M)	9.1 (H)
	Total	31	8.5 (H)	0.49	8.5 (M)	7.5 (M)	9.5 (H)
Sub-Component 3: Comprehension focus	Cohort 1	16	5.3 (M)	0.61	5.2 (M)	4.2 (L)	6.2 (M)
	Cohort 2	15	5.1 (M)	0.69	5.1 (M)	4.1 (L)	6.2 (M)
	Total	31	5.2 (M)	0.64	5.2 (M)	4.1 (L)	6.2 (M)
Sub-Component 4: PRC2	Cohort 1	16	7.3 (M)	0.85	7.4 (M)	5.9 (M)	8.6 (H)
	Cohort 2	15	6.8 (M)	0.91	6.4 (M)	5.6 (M)	8.2 (H)
	Total	31	7.1 (M)	0.91	7.1 (M)	5.6 (M)	8.6 (H)
Sub-Component 5: Marzano's Vocabulary	Cohort 1	16	7.6 (M)	1.16	7.6 (M)	4.9 (L)	9.4 (H)
	Cohort 2	15	6.5 (M)	1.65	6.7 (M)	3.8 (L)	9.7 (H)
	Total	31	7.0 (M)	1.50	7.3 (M)	3.8 (L)	9.7 (H)
Component 2: Targeted Intervention	Cohort 1	16	5.9 (M)	1.05	5.9 (M)	3.9 (L)	7.6 (M)
	Cohort 2	15	5.9 (M)	1.02	5.9 (M)	4.2 (L)	7.8 (M)
	Total	31	5.9 (M)	1.01	5.9 (M)	3.9 (L)	7.8 (M)
Sub-Component 6: Teacher/LIT collaboration	Cohort 1	16	6.5 (M)	2.09	6.0 (M)	2.0 (L)	10.0 (H)
	Cohort 2	15	6.7 (M)	1.79	6.0 (M)	4.0 (L)	10.0 (H)
	Total	31	6.6 (M)	1.92	6.0 (M)	2.0 (L)	10.0 (H)
Sub-Component 7: Direct instruction in comprehension	Cohort 1	16	5.3 (M)	0.61	5.2 (M)	4.2 (L)	6.2 (M)
	Cohort 2	15	5.1 (M)	0.69	5.1 (M)	4.1 (L)	6.2 (M)
	Total	31	5.2 (M)	0.64	5.2 (M)	4.1 (L)	6.2 (M)
Component 3:	Cohort 1	16	8.1 (H)	0.85	8.1 (H)	6.6 (M)	9.9 (H)

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Intensive Intervention	Cohort 2	15	7.5 (M)	1.30	7.5 (M)	4.9 (L)	10.0 (H)
	Total	31	7.8 (M)	1.13	7.9 (M)	4.9 (L)	10.0 (H)
Sub-Component 8: Increased instructional time	Cohort 1	16	6.8 (M)	1.56	6.8 (M)	3.2 (L)	9.7 (H)
	Cohort 2	15	5.1 (M)	2.32	5.0 (M)	1.9 (L)	10.0 (H)
	Total	31	6.0 (M)	2.12	6.0 (M)	1.9 (L)	10.0 (H)
Sub-Component 9: Small-group setting	Cohort 1	16	9.5 (H)	0.88	10.0 (H)	7.3 (M)	10.0 (H)
	Cohort 2	15	9.8 (H)	0.56	10.0 (H)	7.9 (M)	10.0 (H)
	Total	31	9.6 (H)	0.75	10.0 (H)	7.3 (M)	10.0 (H)
Components 4 & 5: Purposeful Assessment & Data-Driven Instruction	Cohort 1	16	6.9 (M)	0.78	7.0 (M)	5.7 (M)	8.6 (H)
	Cohort 2	15	6.8 (M)	0.84	6.7 (M)	5.0 (L)	8.3 (H)
	Total	31	6.8 (M)	0.80	6.8 (M)	5.0 (L)	8.6 (H)
Component 6: Materials	Cohort 1	16	6.5 (M)	0.69	6.6 (M)	5.3 (M)	7.8 (M)
	Cohort 2	15	6.0 (M)	0.62	5.9 (M)	5.0 (L)	7.2 (M)
	Total	31	6.3 (M)	0.70	6.2 (M)	5.0 (L)	7.8 (M)
Component 7: Professional Development	Cohort 1	16	4.8 (L)	1.19	4.7 (L)	2.7 (L)	6.7 (M)
	Cohort 2	15	6.2 (M)	1.30	6.7 (M)	4.0 (L)	8.0 (H)
	Total	31	5.5 (M)	1.43	5.3 (M)	2.7 (L)	8.0 (H)

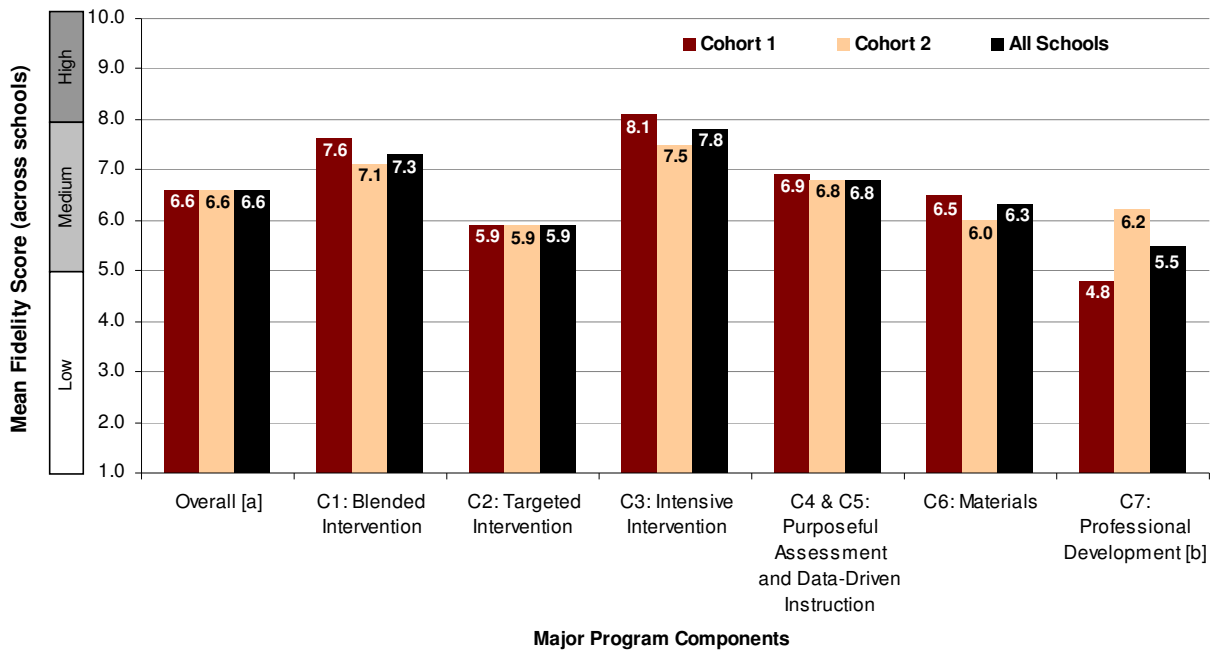
Table 10b: Results of Year 2 Implementation Fidelity Scales Percent of Schools at Each Fidelity Level by Program Component

Cohort	School Fidelity	Overall ^[a]	C1: Blended Intervention	C2: Targeted Intervention	C3: Intensive Intervention	C4 & C5: Purposeful Assessment and Data Driven Instruction	C6: Materials	C7: Professional Development ^[b]
Cohort 1	High	0%	12.5%	0%	62.5%	6.3%	0%	0%
	Medium	100%	87.5%	81.3%	37.5%	93.8%	100%	43.8%
	Low	0%	0%	18.8%	0%	0%	0%	56.3%
Cohort 2	High	0%	6.7%	0%	20%	13.3%	0%	6.7%
	Medium	100%	93.3%	86.7%	73.3%	80.0%	93.3%	73.3%
	Low	0%	0%	13.3%	6.7%	6.7%	6.7%	20%
All Schools Combined	High	0%	9.7%	0%	41.9%	9.7%	0%	3.2%
	Medium	100%	90.3%	83.9%	54.8%	87.1%	96.8%	58.1%
	Low	0%	0%	16.1%	3.2%	3.2%	3.2%	38.7%

^[a] Includes professional development scores

^[b] This score is based on a scale ranging from 0-10.

Figure 2: Results of Year 2 Implementation Fidelity Scales Mean Scores by Program Component by Cohort and Overall



Results for the Classroom Model

All schools in both cohorts were implementing the Striving Readers program at a medium level of overall fidelity during school year 2007–2008, with no overall difference between cohorts. The most successful components were creation of small-group settings in the intensive intervention (although concerns resurfaced about this program’s relevance and adaptability), whole-part-whole and the gradual release model. The most problematic program components included instruction in comprehension and increased instructional time for the AMP after-school program.

Interpretation of variations in fidelity among different program components was hindered because the data sources that some scales were based on did not distinguish between whole-school, targeted or intensive intervention activities, and some did not fully define the program components. Since many ratings were based on self-report, their accuracy also depends on the respondents’ level of understanding of the methods that they were rating.

Variations among schools, which were more reliable than variations among components, were often considerable. This was particularly true for collaboration between LITs and teachers, increased instructional time in AMP, direct vocabulary instruction and use of the whole-part-whole instructional framework.

As the fidelity scale data show, all schools in both cohorts were implementing the Striving Readers program at a medium level of overall fidelity during the 2007–2008 program year, with no overall difference between cohorts. While variations in scores for different scales would seem to indicate that certain program components were implemented more successfully than others, such comparisons must

be interpreted with caution, since the extent to which the scales fully reflect all aspects of the program model varies from component to component. For example, at the component level, the highest mean ratings were observed for the intensive intervention (Component 3). However, the fidelity scales as defined only reflect the extent to which additional instructional time was provided to Tier 3 students and the extent to which instruction was provided in small-group settings. In addition, data sources relating to other aspects of program implementation were not explicit about which model they applied to. For example, survey questions about the use of instructional methods (such as direct vocabulary instruction) that are part of the intensive intervention model did not ask respondents to distinguish between their implementation of such activities during the regular class period or during the AMP program. Thus, the scores for Component 3 do not reflect either the completeness or the quality of implementation of the *content* of the intensive intervention classes. Indeed, as was also discussed in reference to the Year 1 implementation, both LITs and district staff have expressed concerns about the content of the AMP program, which has been described as having limited relevance for some students and limited adaptability.

Similar limitations restrict the extent to which Component 2 reflects the content of the targeted intervention. For these reasons, these scales might best be interpreted as reflecting *overall* program fidelity.⁴⁴ Fidelity of specific program components should be interpreted within the limitations of the focus of the data sources on which they are based.

With these caveats about the limitations of the fidelity scales as they were defined for Year 2, the most successful measured program component was the creation of small-group settings during the after-school program—all schools in both cohorts met, or at least came very close to, the required 15:1 student-teacher ratio. Nevertheless, there was still considerable variability by school; several schools did not reach the “high implementing” level of fidelity on this sub-component.

Among the specific instructional methods that make up the Chicago Striving Readers program, the highest mean fidelity ratings were obtained for use of the whole-part-whole and the gradual release model, both of which had mean ratings across all schools at the “high implementing” level (scoring 8.9 and 8.5, respectively, out of 10). Again, it should be noted that a major component of the original fidelity scale for whole-part-whole was to be based on classroom observation codes; since there was no clear way to interpret whether patterns of activities coded in 5-minute intervals really represented a whole-part-whole structure, this component was instead scored based only on LIS responses. As a result, both of the highest ratings were for scales for which ratings were based only on self-report. Although there is no reason to expect that responding teachers would consciously distort their ratings, their accuracy also depends on the respondents’ level of understanding of the methods that they are

⁴⁴ The relatively limited range of fidelity scores among schools on most components also does not reflect district staff’s impressions of the actual range of program implementation. In order to determine the extent to which such discrepancies may have been due in part to the design of the fidelity scales and/or the implementation rubrics used by program staff, fidelity scores were compared to results of the implementation rubric and to staff’s impressions of implementation by school and by component. As a result of these comparisons, and extended conversations with the program director and senior literacy advisor, substantial modifications of several instruments and of the fidelity scales that are based on them were implemented for Year 3. These modifications are described under Data Sources above and in the discussion of the Year 3 Implementation Study, below.

rating (a concern that has been echoed by several members of the project’s district leadership team). It is also notable that, despite the high overall score for the whole-part-whole model, several schools were rated only in the “medium implementing” level of fidelity on this scale, with the lowest ratings, among Cohort 2 schools, at 6.9 or below (Appendix Table C-2).

The next-highest fidelity ratings were found for implementation of the gradual release model. In this case again, none of the original data sources used during Year 2 provided explicit evidence for implementation of this model; however, the LIS did ask questions about the use of instructional practices that are important components of the model, including scaffolding, differentiated instruction, guided reading, and monitoring comprehension through questioning. Almost all schools ranked in the “high implementing” level of fidelity on this sub-component, while only one Cohort 1 school and three Cohort 2 schools fell slightly short of that mark (Appendix Table C-2).

The program components in which implementation appeared to be the most problematic included anchoring instruction in comprehension (Table 10a, sub-component 3), explicit instruction in comprehension during small-group activities (sub-component 7), and increased instructional time for the after-school program (sub-component 8), with mean scores across schools of 5.2, 5.2 and 6.0, respectively. For both of the comprehension sub-components, five of 16 Cohort 1 schools and seven of 15 Cohort 2 schools fell into the “low implementing” range; while for increased instructional time, two of 16 Cohort 1 schools and eight of 15 Cohort 2 schools fell into the “low implementing” range (see Appendix Tables C-2 through C-4).

Implementation varied more dramatically from school to school on some program components than others. Most notable were ratings of collaboration between the LIT and classroom teachers (see Appendix Table C-3 for sub-component 6) and increased instructional time for the intensive intervention (sub-component 8), both of which ranged from perfect or near perfect scores to the low end of the “low implementing” level of fidelity. In addition, rather substantial variations among schools were observed for direct vocabulary instruction and implementation of whole-part-whole instructional structures (Appendix Table C-2, sub-components 5 and 1, respectively).

District-level program staff emphasized the strengths of the program in purposeful assessment and data-driven instruction. While some facets of these components were not yet fully implemented, Striving Readers made great progress in creating a “community of learners” that use student assessment data to assign students to interventions, individualize instruction, conduct small-group activities, monitor progress, and purchase and select appropriate reading materials. Data-driven program management, based on LIT reflections, also increased.

In addition to measures of implementation fidelity obtained through surveys of school-based staff, interviews of district-level program staff were conducted during winter 2009 in order to obtain a perspective from project leadership on the initiative’s implementation status during its second year. Among those interviewed were the program director, the senior literacy advisor, and the four district coordinators. Results of these interviews are discussed throughout this report.

Additional insights into certain key program components—beyond the numerical results of the fidelity scales—emerged from these interviews. Although the program components of purposeful assessment and data-driven instruction received only medium fidelity ratings on average, a closer look

provides a clearer image of how the Striving Readers community is learning to use such data. The fidelity scores for this component reflect numerous facets of the efforts to use assessment data, including whether the use of data for instructional planning occurs through collaboration with a school literacy coach, during grade-level team meetings, and/or during literacy team meetings. It also reflects to what purposes different assessment data are used and to what extent. It is possible therefore that schools can be fairly strong in a number of these areas, but still receive modest fidelity scores if they are missing some of these facets.

Project leadership affirm that the program was making substantial progress in major aspects of this objective during Year 2. They speak of creating a “community of learners” that, through the venue of literacy team meetings and with the critical support of the LITs, use student assessment data to assign students to targeted intervention models, individualize and differentiate instruction, group students for small-group activities (such as during whole-part-whole and PRC2 activities), determine class level progress, and purchase and select appropriate reading materials. This habit of mind, according to the coordinators, has also led to an increase in data-driven program management, using data from LIT reflections, which provide them “a good understanding of where more support is needed.”

Mixed success was encountered in integrating media centers and listening centers. Many teachers see the benefits of this approach, but they are challenged to learn applications and adapt their instruction. Acquisition of audiobooks for the listening centers was delayed, but teachers also did not make as much use of the centers as they could have to enable students to listen to themselves read.

Project leaders also spoke to the initiative’s use of technology to support instruction. Although the handheld computers had not yet been widely distributed until the end of Year 2 and technology use was not included as a formal objective until Year 3, the use of classroom media centers and listening centers formed a significant part of the program design from its inception. District staff explained that the Striving Readers schools had a mixture of successes and challenges in their use of technology during Year 2. Many teachers see benefits in the use of technology to support instruction, although even among those who do, it often poses a significant challenge in requiring them to learn the applications and, perhaps more significantly, to adapt their instructional methods.

The classroom media centers, for example, are most often used for small-group work, such as for conducting research on a project during group work conducted as part of whole-part-whole activities. A question was raised, however, as to whether these resources were being used for independent work—which could limit, in part, the extent to which they can be used to differentiate instruction. Use of the listening centers was limited somewhat during Year 2 due to delays in acquiring some of the audiobooks and associated software. While these delays may have temporarily limited the usefulness of the listening centers in helping students access models of fluency, one district coordinator pointed out that they could still be used to allow students to record themselves and listen to themselves read. That teachers were not always accessing this feature of the centers was seen as an indication that teachers still needed more professional development in the use of these technologies.

Results for the Professional Development Model

Professional development fidelity scales rated the schools on staff attendance rates in the core elements of training. School leaders and teachers cited professional development as a strength of the program. However, fidelity of professional development was rated at a “medium implementing” level of fidelity, and “low implementing” for 12 schools, mostly from Cohort 1, due to low attendance. Attendance was especially problematic at Saturday Seminars, and attendance problems were exacerbated by teacher turnover. An increase in the availability of on-site technical assistance was cited as a possible strategy that could help provide additional support for new teachers.

The professional development component of the fidelity scales (Table 10a, Component 7) was also rated at a “medium implementing” level of fidelity for most schools; however, with a mean score of 5.5, it only just met this criterion, and for a number of schools—including nine of the 16 Cohort 1 schools and three of the 15 Cohort 2 schools—it fell into the “low implementing” range (Appendix Table C-1). This fidelity scale did not reflect all aspects of the initiative’s professional development program, but it was designed to rate the schools on their level of participation in the core elements of training. Low scores on this scale mean that principals, LITs, and/or teachers had low average attendance rates at at least some of the following training sessions:

- LIT weekly meetings with coordinators;
- principals’ monthly professional development;
- teachers’ summer institute;
- teachers’ monthly Saturday seminars; and
- teachers’ quarterly follow-up institutes.

The project director noted that it is particularly difficult for many teachers to attend the Saturday seminars, and this may be a significant reason for the lower fidelity scores on this component. The director suggested that additional on-site assistance for classroom teachers could provide an important source of support to help make up for this gap. A substantial number of the respondents to the spring 2008 school leader interviews cited the importance of the professional development program to the Striving Readers Initiative, particularly for helping them to integrate literacy into other content areas, and staff from the Striving Readers schools concurred that professional development was one of the main strengths of the literacy curriculum. Respondents also expressed a desire for more training and more support, although a number of respondents cited a lack of buy-in among teachers as a challenge to implementation. Attendance problems at professional development activities are also further exacerbated by turnover among teachers, which—although formal data could not be obtained in time for this report—district staff have noted is high in many Striving Readers schools. Although the coordinators have observed that new teachers usually are excited about the initiative, they have expressed concerns about the disadvantage that new teachers have due to having missed a portion of the training. Although the district coordinators and the LITs already strive to target their support where it is needed most, their efforts can be stretched thin, especially in larger schools. An increase in the availability of on-site technical assistance, if possible, could help provide additional support for new teachers who have not received the entire complement of training. A few principals commented that some of the professional development activities that they were expected to attend went into more detail than necessary—but on

the whole the comments about the Striving Readers professional development program were very positive, and Striving Readers schools reported more participation in training around literacy than did control schools.

Because the interview data were not disaggregated by cohort, it is difficult to find an explanation in these data for why Cohort 1 schools had lower attendance rates. Certainly it was the intent of the initiative that all of these activities should continue into the second program year. It is possible that the lower attendance among Cohort 1 personnel reflects a feeling that they had already received sufficient training in some areas—or that they found the training less useful than did Cohort 2 participants. On the other hand, it might simply be that Cohort 1 schools are encountering greater scheduling problems. Given the importance of the training program to the initiative, it may be worthwhile to survey staff more directly about their perceptions of professional development and the factors influencing their attendance.

Results of the Year 2 fidelity scales are presented by school in Appendix C. Additional insights into the fidelity and variability of program implementation were derived from interviews with principals, LITs, LLTs, librarians, and technology coordinators. A detailed summary of these findings, including school leaders' perceptions of the professional development program, are presented in Appendix D.

Implications for Impact Analyses

To the extent that certain essential program components were slow in getting started—even where impediments occurred only at particular schools—this would again be expected to reduce the chances of detecting student impact. This situation was exacerbated by the lack of consistency in teacher training due to low attendance.

Because several of the data sources used to measure implementation provided incomplete measures of fidelity, it is difficult to infer the implications of these results for program impacts. This is especially true regarding expected impacts of the targeted and intensive interventions, since most fidelity measures did not explicitly focus on program characteristics specific to these models. Nevertheless, certain generalizations can be made. The finding that overall program implementation, on average, was rated at the “medium level” of program fidelity is perhaps consistent with where one would expect a comprehensive five-year reform initiative to be in its second year. For this very reason, however, it is unlikely that the full potential of the program to affect student achievement would be observable at this stage. To the extent that certain essential program components, such as the focus on comprehension strategies, may have been slow in getting started, this would be expected to reduce the chances of achieving impact even further. Even where impediments to quality or dosage of implementation occurred only at particular schools—such as with instructional time in AMP and the extent of small-group instruction—it would still reduce the likelihood of being able to measure program impact, since these impacts are measured across all schools.

Year 3 Implementation Study

Intervention as Implemented

For the Year 3 study, the rubrics that were used in Year 2 to generate scores representing fidelity of program implementation were modified to reflect the updated data sources that were used in Year 3 (see Table 6b above). In addition, comments on district-level program leader interviews and district-wide principal interviews were used to further illuminate some of the quantitative results of the fidelity rubrics.

Findings from the case study (staff interviews and classroom observations) were also used to obtain more in-depth examples of what successful implementation looked like in these six schools, as well as the types of challenges that they encountered and how they addressed them. As previously discussed, however, it is important to remember that the case study schools were not intended to be representative of the program as a whole. Thus, while case study findings provide important insights about Chicago Striving Readers, they should not be interpreted as necessarily reflecting the specific conditions encountered in the program as a whole. Generally, insights from the case study may be included in the following discussion of implementation even if they were derived from the unique experiences of a small number of respondents. Results are discussed in terms of multiple respondents if they were derived from multiple comments, or from a comment from a school leader describing a pattern believed to apply across teachers or classrooms within a school. The experiences of individual respondents may also be discussed in cases where they represent an example of, or counter example to a pattern. In a few cases, discussion of findings are preceded by a qualifier (e.g., “many,” “consistent,” “clearly”). Such phrasing is used in reference to case study results only if the pattern applied to at least half of the individuals who were described or who commented about a particular topic.⁴⁵ The strength of a finding is also related to the degree of variation among the descriptions or opinions that inform a finding: the less variation, the stronger the finding is. Nevertheless, even when a pattern is described as “consistent” within the case study, it still can not be assumed to be generalizable to all Striving Readers schools.

The fidelity rubric scores for Year 3 were again generated by comparing actual versus intended levels of implementation on various factors for the professional development model and the classroom model. However, these scales underwent substantial modifications in Year 3 to provide a more accurate and complete representation of fidelity of program implementation for each main program component. These changes reflected modifications to LIT and teacher surveys and district-wide principal interviews to reflect topics that had been omitted from the original (Years 1-2) instruments, or had been previously addressed through the SEC, district-wide observations, or both (both were eliminated in Year 3). Some of the major fidelity scale revisions included the following⁴⁶:

⁴⁵ Because the open-ended nature of these interviews and observations does not explicitly prompt respondents to comment on particular opinions, patterns that are consistent across even a slight majority of respondents should be considered highly noteworthy.

⁴⁶ Plans for the Year 3 fidelity scales had also included the creation of a new component to assess fidelity of program implementation among content area teachers. However, the development of this component was not possible due to low survey response rates among this subgroup of teachers.

- Creating or modifying scales to reflect new or modified items that clarified the use of strategies, materials, resources, and assessment data specific to the blended, targeted, and intensive interventions.
- Creating new sub-components within Component 5 (Materials) to separately assess fidelity in the use of each type of material or resource and reflect new survey items about the school library, teacher-librarian interactions, and handheld computers.
- Adding items under Component 6 (Professional Development) to assess the perceptions of teachers, LITs, and principals about the quality and usefulness of the Striving Readers professional development, and creating separate sub-components for the whole-school intervention vs. the targeted and intensive interventions.

As in Year 2, fidelity scores were only calculated at the school level. All scores except the professional development scale were again defined on a 10-point scale, where a 1 indicates that none of the key program characteristics were being implemented (according to self-reports on surveys and interviews), and a 10 indicates that all key components were being implemented with the expected regularity. (The professional development scale starts at 0, which represents a low average rate of attendance at all of the key training activities.) As discussed for the Year 2 study, it should again be noted that a 10 does not represent a “perfect” score. Implementation levels for fidelity scores were interpreted the same way as in Year 2 (8–10 = *high implementation (H)*, 5.1–7.9 = *medium implementation (M)*, and 0–5 = *low implementation (L)*).

Table 11 below summarizes the major changes in the fidelity scales from Year 2 to Year 3. For a complete list of the Year 3 survey and interview items used in the creation of scales for each component and sub-component, and the formulas indicating the weights given to each item and responses to each item, please see Appendix E. For a detailed comparison of the changes in the scales, these Year 3 scale definitions can be compared to those for Year 2, which are provided in Appendix B.

Table 11: Changes in Fidelity Scales from Year 2 to Year 3

Components and Sub-components	Yr 2	Yr 3	Changes from Year 2 to Year 3
Component 1: Whole-school (blended) intervention	√	√	
Sub-component 1: Whole-part-whole (Year 2)/ Small-group instruction (Year 3)	√	√	Changed sub-component 1 from whole-part-whole to small-group instruction due to limitations in the ability to assess whole-part-whole. Refined/added/removed survey items assessing sub-components 2–5 (e.g., moved items about text sets to materials, excluded vocabulary items from observations).
Sub-Component 2: Gradual release model	√	√	
Sub-Component 3: Comprehension focus	√	√	
Sub-Component 4: Use of PRC2 instructional frameworks, text sets, and technology to support differentiated instruction	√	√	
Sub-Component 5: Marzano’s Vocabulary	√	√	
Component 2: Targeted Intervention	√	√	Added survey items about the nature of teachers/LIT collaboration.
Sub-Component 6: Teacher/LIT collaboration	√	√	Added items in the LIT survey about the use of practices to help students improve comprehension, vocabulary, and fluency during the targeted intervention.
Sub-Component 7: Small-group setting for Tier 2-3 students with direct instruction in comprehension, vocabulary, and fluency	√	√	
Component 3: Intensive Intervention	√	√	Incorporated Tier 3 sixth graders who were not enrolled in AMP into sub-component 8 as 0% attendance.
Sub-Component 8: Increased instructional time	√	√	
Sub-Component 9: Small-group setting	√	√	
Sub-Component 10: Direct instruction in comprehension		√	Added items in the LIT/AMP survey to assess the use of strategies and techniques during the intensive intervention.
Sub-Component 11: Direct instruction in vocabulary		√	
Sub-Component 12: Direct instruction in guided fluency practice		√	Added sub-components 10 through 12 to reflect new survey items on issues not previously addressed.
Component 4: Purposeful Assessment & Data- Driven Instruction	√	√	Added sub-components about fidelity of use of assessments by intervention type.
Sub-Component 13: Whole-School (Blended) Intervention		√	Added principal interview items about the school’s use of assessment data for a variety of purposes, as well as principal ratings about the quality of the literacy and grade-level teams in using assessment data, under sub-component 13.
Sub-Component 14: Intensive Intervention		√	
Component 5: Materials	√	√	Reorganized items to create sub-components for each type of material and resources used.
Sub-Component 15: Text sets ^[a]		√	
Sub-Component 16: School library		√	

Components and Sub-components	Yr 2	Yr 3	Changes from Year 2 to Year 3
Sub-Component 17: Classroom library		√	components 15 through 20 (e.g., removed items from the pre-observation checklists and the district-wide observations, added teacher and LIT survey items about the use of handheld computers and school libraries)
Sub-Component 18: Other non-technology resources		√	
Sub-Component 19: Handheld computers		√	
Sub-Component 20: Other technology resources		√	
Component 6: Professional development	√	√	Disaggregated PD component into separate sub-components for the whole-school intervention vs. the targeted and intensive interventions
Sub-Component 21: Whole-school PD		√	
Sub-Component 22: PD for targeted and intensive intervention		√	Added teacher and LIT survey items and principal interview items about staff perceptions of the usefulness of PD they participated in.

^[a] Because of missing data for seven of the 31 schools, this sub-component was not included in the calculations of Component 5 or the overall fidelity scale.

The following discussion of implementation of the Chicago Striving Readers program during the 2008-2009 school year is organized around the seven main components of the program model (including one component, integration of literacy into content area instruction, that is not included in the fidelity scales for reasons discussed above). Within each component, more specific findings related to the sub-components of the model, as well as to other topics that are important to the program but are not explicit model components, or that apply across more than one component, are also discussed. Results of the fidelity scales for Year 3 program implementation are presented in Tables 11 through 19 and Figures 3 through 9 (scale results by school are presented in Appendix F). These results are discussed below along with findings from additional survey items, interviews with program leadership, and case study interviews and observations that help illuminate the fidelity scale results. As previously discussed, case study results can not be assumed to be representative of the program as a whole, and should be interpreted only as illustrative examples.

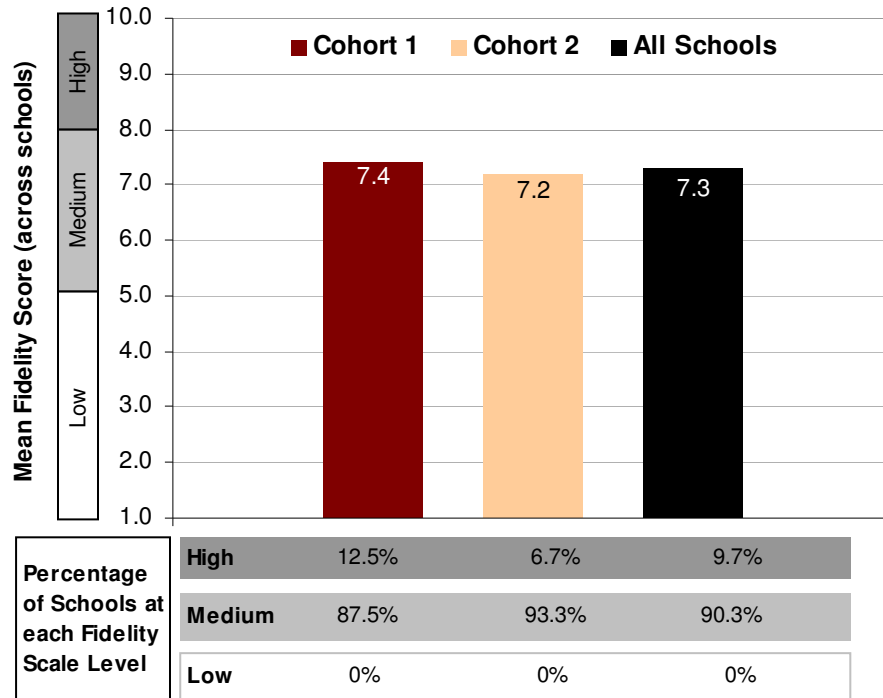
Overall Fidelity

Results for overall fidelity scores for the classroom model are presented in Table 12 and Figure 3.

Table 12: Results of Year 3 Classroom Model Implementation Fidelity Scales: Overall Fidelity

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Overall fidelity for classroom model	Cohort 1	16	7.4 (M)	.5	7.3 (M)	6.8 (M)	8.5 (H)
	Cohort 2	15	7.2 (M)	.6	7.2 (M)	6.0 (M)	8.1 (H)
	Total	31	7.3 (M)	.5	7.2 (M)	6.0 (M)	8.5 (H)

**Figure 3: Results of Year 3 Implementation Fidelity Scales
Classroom Model – Overall Fidelity**



All schools in both cohorts were implementing the classroom model at a medium level of overall fidelity during school year 2008–2009, with similar scores (7.4 and 7.2) for each cohort.

As the overall fidelity scores in Table 12 above and by school in Appendix F show, all schools in both cohorts were implementing the classroom model of the Striving Readers program at a medium level of overall fidelity (with a score of 7.3 out of 10) during the 2008–2009 program year. Despite the fact that Cohort 2 schools had one year less experience with implementation, generally, overall fidelity scores (7.4 and 7.2, respectively) were similar for the two cohorts. Because the data collection instruments, and consequently the fidelity scales, were strengthened in Year 3 in the extent to which they reflect the various components of the program model, variations in scores for different scales should provide a more reliable representation of whether certain program components were implemented more successfully than others. Nevertheless, since the conversion of primarily qualitative and categorical information from surveys and interviews into a numeric scale is necessarily imprecise, comparisons of the relative success of different components are also correspondingly imprecise. Since each component and sub-component was measured on the same basis for all schools and classrooms, however, the results should provide a reliable indicator of the *range* of implementation among schools (or between cohorts) within the same component.

Additional insights about the implementation of the Striving Readers model that were obtained from case study observations and interviews, district-wide principal interviews, and individual teacher and LIT survey items are discussed below in relation to each component of the model. When considering these summaries, it is important to bear in mind that, while case study findings are valuable in providing a

deeper understanding of the factors that can facilitate or hinder program implementation, they are not necessarily representative of the conditions encountered in the program as a whole.

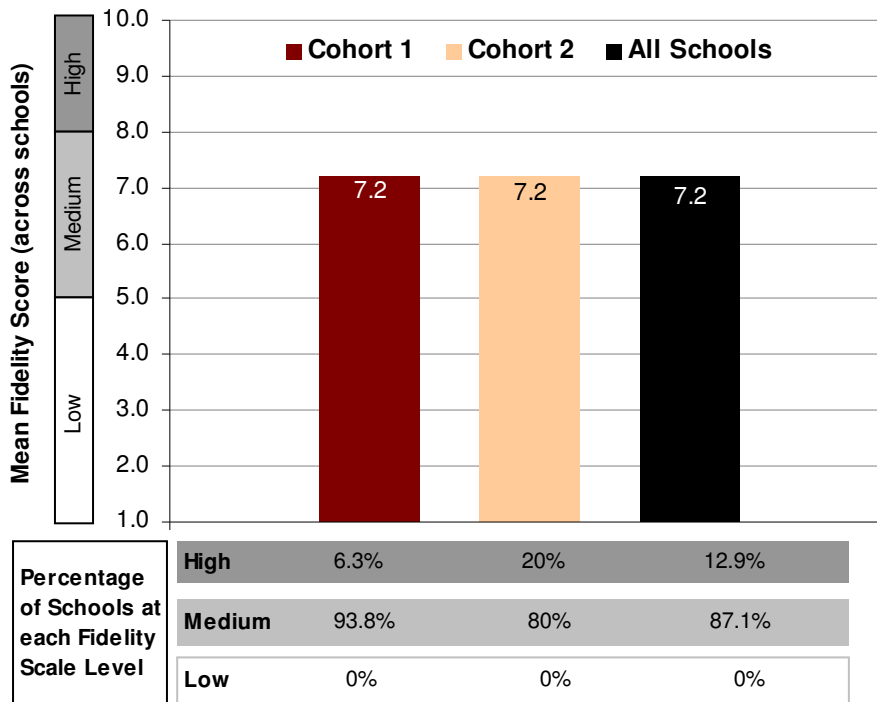
Component 1: Whole-school (blended) intervention

Fidelity scale results for the whole-school intervention are presented in Table 13 and Figure 4.

Table 13: Results of Year 3 Classroom Model Implementation Fidelity Scales: Whole-school (blended) intervention

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 1: Whole-school (blended) intervention	Cohort 1	16	7.2 (M)	.6	7.3 (M)	6.3 (M)	8.3 (H)
	Cohort 2	15	7.2 (M)	.9	7.2 (M)	5.8 (M)	8.9 (H)
	Total	31	7.2 (M)	.7	7.2 (M)	5.8 (M)	8.9 (H)
Sub-Component 1: Small- group instruction	Cohort 1	16	7.4 (M)	.9	7.5 (M)	5.7 (M)	9.3 (H)
	Cohort 2	15	7.5 (M)	1.1	7.1 (M)	6.0 (M)	10.0 (H)
	Total	31	7.5 (M)	1.0	7.5 (M)	5.7 (M)	10.0 (H)
Sub-Component 2: Gradual release model	Cohort 1	16	6.7 (M)	1.2	6.9 (M)	3.8 (L)	8.3 (H)
	Cohort 2	15	6.8 (M)	1.3	6.8 (M)	4.4 (L)	8.8 (H)
	Total	31	6.8 (M)	1.2	6.8 (M)	3.8 (L)	8.8 (H)
Sub-Component 3: Comprehension focus	Cohort 1	16	7.8 (M)	.5	7.9 (M)	6.7 (M)	8.6 (H)
	Cohort 2	15	7.9 (M)	.8	8.1 (H)	6.3 (M)	9.0 (H)
	Total	31	7.9 (M)	.6	7.9 (M)	6.3 (M)	9.0 (H)
Sub-Component 4: Use of PRC2 instructional frameworks, text sets, and technology to support differentiated instruction	Cohort 1	16	7.1 (M)	1.1	7.5 (M)	4.9 (L)	8.7 (H)
	Cohort 2	15	6.6 (M)	1.3	6.0 (M)	4.6 (L)	10.0 (H)
	Total	31	6.8 (M)	1.2	7.1 (M)	4.6 (L)	10.0 (H)
Sub-Component 5: Marzano's Vocabulary	Cohort 1	16	7.0 (M)	.8	6.9 (M)	6.0 (M)	8.1 (H)
	Cohort 2	15	7.1 (M)	.7	6.9 (M)	6.4 (M)	8.4 (H)
	Total	31	7.1 (M)	.7	6.9 (M)	6.0 (M)	8.4 (H)

**Figure 4: Results of Year 3 Implementation Fidelity Scales
Component I: Blended Intervention**



The blended intervention model was implemented at a medium level of fidelity, with higher ratings for reading comprehension strategies and small-group instruction, and almost half of the schools from each cohort rated at high implementation for comprehension.

Implementation of the blended intervention model for all students occurred at a medium level of implementation (7.2 out of 10), on average. Implementation of the focus on teaching reading comprehension strategies and the use of small-group instruction fell just shy of “high implementation” across schools, while average ratings for teaching academic vocabulary, use of the gradual release of responsibility model, and supporting differentiated instruction fell into the medium level of fidelity, with scores of 7.1, 6.8 and 6.8, respectively, on a 10-point scale. While some schools implemented the blended intervention with fidelity scores below 7.0, a few demonstrated a high level of implementation of this component, and almost half of the schools from each cohort (14 out of 31 in total) were rated at high implementation for the focus on reading comprehension (see Table F-2, Appendix F).

Teaching comprehension strategies.⁴⁷ Teachers in the case study schools generally placed a high priority on teaching comprehension strategies, recognizing that the process helps students develop critical thinking skills. Evidence has begun to emerge of the benefits of longer-term program participation supporting the gradual release model, as was seen in case study schools from students in higher grades who have begun to use these comprehension strategies spontaneously during their reading. As one teacher noted, “[Striving Readers students] definitely come in knowing the strategies and you definitely can tell what students have been here since sixth grade, and what students have just transferred in—just because of what we do here, you know, the idea of knowing these strategies, knowing how to apply them, even when the teacher’s not telling you to apply them.”

Observed lessons made use of the full portfolio of comprehension strategies, but surveys showed that questioning, predicting and inferring were taught most commonly, while text structure and metacognition were used least frequently. In observations, strategies were more often taught through explanation and direct instruction than through modeling, and most often were selected by the teacher rather than the students.

Activities designed to teach comprehension strategies were observed in the large majority of case study observations, including those of both sixth and seventh grade ELA lessons, as well as many social studies and science lessons. According to the district-wide teacher surveys, the strategies that literacy teachers taught most commonly included questioning, predicting, and inferring, each of which were taught on at least a weekly basis by at least 90% of respondents, and almost daily by at least 37% of respondents. (It should be noted however that in quite a few case study observations, the lessons involved comprehension strategies applied to vocabulary review but not to extended reading). In case study observations, the use of comprehension strategies was built into many of the Striving Readers instructional methods. For example, as part of the PRC2 process, teachers might model the use of **text structure** by showing how to preview the table of contents, glossary, index, headings, and internal structure of a text. During the partner reading, students practiced **questioning** by writing down a question they had about the selection their partner had just read. Discussions about these questions with their partners often involved **summarizing** and making **predictions** and **inferences** about the text. Teachers found that this “portfolio” of comprehension strategies can be very useful for differentiating instruction to varied learning styles, as different students “understand in different ways ...because one student wants to make a prediction, [while]...it’s better for another one to ask a question.” During interviews, case study teachers also noted that the supportive literacy materials (both print and audio) provided through Striving Readers helped make instruction in comprehension strategies more effective.

⁴⁷ Findings about teaching comprehension strategies that are discussed here apply to the targeted intervention model (Table 14, sub-component 7) as well as the blended intervention model (Table 12, sub-component 3), which ideally should be coordinated with each other. The teaching of comprehension strategies during AMP classes is addressed in the discussion of the intensive intervention below.

During observed lessons, comprehension strategies were more often taught through explanation and direct instruction than through modeling, however, and in most cases it appeared that the strategy or strategies being taught were selected by the teacher rather than the students. Also, program-wide, some specific strategies were used less frequently than others, as evidenced by teacher surveys. Most notably, while the large majority of literacy teachers (89% or more) reported providing explicit instruction in most other comprehension strategies at least once a week, only three fourths (76%) and just over two thirds (71%), respectively, provided as frequent instruction in the use of **text structure** and **metacognition** for comprehension.

It is not clear whether the smaller focus on these strategies was related to teachers believing that other strategies were more useful to students given their current reading skills, or whether it was related to the teachers' own comfort levels for conceptualizing and communicating the strategy. The latter explanation seems most plausible in regard to metacognition, which was the most frequently cited (by 59% of literacy teachers program-wide) of all Striving Readers techniques and strategies for which teachers would like to receive more training. At one case study school, the principal reported that instruction in comprehension strategies was taking place even before the program began; but several teachers at other case study schools commented that they needed more targeted training to help clarify the concepts and support their instruction in the comprehension strategies in general.

Small-group instruction.

Small-group instruction was being used with increasing frequency throughout the program—often within the context of a whole-part-whole framework—and was among the higher rated program components. Nevertheless, it was not always clear that the small group activity fully supported differentiated instruction.

Small-group instruction within the whole-school model also received one of the higher ratings among the sub-components of the blended intervention. This finding is consistent with the program leadership's observation that Striving Readers schools have been reconstructing how instruction is provided and that grouping is happening a lot more frequently—a condition that greatly helps to pave the way for differentiated instruction. One third (10 out of 31) of the treatment schools attained fidelity scores at the high level of implementation in this area, indicating that they used small-group, paired, and/or individual instruction on a regular basis, and specifically used Striving Readers materials such as the listening centers and classroom libraries to support these grouping strategies. This finding was very consistent with the case study observations, during which small-group, paired, and/or individual activities were used during almost every observed class.

These small-group activities were frequently conducted within the context of a whole-part-whole framework. During case study observations, this structure was seen in use during the substantial majority of observed classes. Typical examples included a lesson starting out with the class working together as a whole, reviewing vocabulary, previewing a story, and/or receiving instructions or modeling from the teacher on how to approach the small-group activities. The classes would then separate into groups or pairs for small-group activities (examples of which are provided in more detail in the next section), and ultimately reconvene to discuss the activities with the whole class. In one well-designed use of this structure, for example, the whole class discussed the main character of a story they had read in order to discuss external features of the characters. The teacher then modeled the process of creating

her own fictional character by deciding what characteristics the character would possess. Students then worked in pairs to develop their own characters for a short story. Finally, the whole class discussed how an author can use characters' internal qualities to influence their external look. Additional work on character development was planned for the following day.

Examples from case study observations of where this structure was implemented well included classes that received clear guidelines, modeling of the assignment, or both, and where students moved seamlessly between whole-class and small-group activities, clearly demonstrating familiarity and comfort with the process. Ideally, the small-group portion of the structure should have been used to facilitate differentiated instruction; however, the extent to which this took place was not always clear, as discussed below. In addition, there were several observed lessons in which the structure did not close with a regrouping of the whole class. This may have been due to time constraints, and it was apparent that in at least some of these cases, there were plans to complete the whole-class regrouping on the following day. Indeed, this approach was seen in some classes that were observed for two consecutive days.

Differentiated instruction.

Among schools, fidelity ratings in differentiated instruction ranged from low to high levels of implementation, although buy-in from school administrators and teachers, as well as acceptance by students, appeared to be increasing. Collaboration with the LIT was considered an important condition, as was strong classroom management skills, availability of leveled materials, actively involving the students and supportive feedback.

Less consistent than the use of small-group (and whole-part-whole) structures was the use of Striving Readers techniques, frameworks, materials, and technologies to support differentiated instruction. Several schools (four out of 31) did receive fidelity scores reflecting high implementation for this component, but program schools overall were rated at the middle level of implementation, and this was one of only two areas within the whole-school model (the other was gradual release) in which any school was rated at low implementation.

Case study results indicate that, at least within these schools, buy-in to the concept of differentiated instruction continues to improve among teachers and administrators, who are encouraged by student successes observed through Striving Readers assessments such as reading benchmarks and fluency snapshots. Particularly given some teachers' reluctance or discomfort around differentiation, support from the school administration was found to be an important factor in its success; in some cases the LITs noted that working with the school administration proved effective in encouraging some reluctant teachers. In this context, it is promising that principals acknowledged the need for additional support in differentiation. Equally important, students in case study schools have been found to be increasingly accepting of differentiated instruction, becoming less self-conscious about being separated into different groups. Some teachers have attributed this improvement in attitudes to a shift in their own emphasis, in which learning objectives and the concept of "success" are defined differently for different students. In other cases, however, staff have noted that this self-consciousness remains a problem, exacerbated in part by the fact that the students are less familiar with the LIT than they are with the classroom teacher.

In their efforts to strengthen differentiation for all students, case study teachers have remarked on the importance of being able to work closely with the LIT, who is often more highly trained and

experienced in using this technique. Strong classroom management skills also have been found to be important in facilitating successful differentiation. Case study teachers have noted that differentiation is challenged by the difficulty of getting some students to focus; and the management skills needed to accomplish this are further challenged by the large class sizes found in many Chicago schools. In case study interviews, teachers have lauded the value of leveled literacy materials provided through Striving Readers to support differentiation (and observers confirmed the rich variety of print materials available in the classroom library of virtually every observed classroom); and the process is further facilitated by the availability of program-developed materials such as word-study and text sets that are explicitly structured to accommodate differentiation. However, some teachers have expressed concern that there is not always a sufficient quantity of any given text to have all students at a given level working on the same book. Access to a variety of assessment methods and to a varied instructional tool kit are also critical to support differentiated instruction, as they enable teachers and LITs to identify and address students' needs within specific skill areas. Increasing sophistication with differentiation has been observed among case study teachers who recognize the importance of their familiarity with and consideration of students' personalities and interpersonal relationships as additional factors in forming groups.

While program leaders feel there is still much progress to be made, true differentiation appears to be happening more frequently at case study schools, and a number of examples of lessons that clearly and explicitly used differentiation techniques were seen during case study observations. At the most basic level, the teacher, the LIT, or, most often, both, circulated among the groups to assess students' understanding through observation and probing, and provided support targeted to particular groups or individuals as needed. This active involvement from the instructors seemed essential to the process, as students cannot always be counted on to seek out help on their own; indeed, spontaneous requests for help were seen only infrequently during observed lessons, and even collaboration with their peers often depended on teacher guidance to keep students focused. (Feedback from the instructor could prove counterproductive, however, if it was not delivered with encouragement. In one case in which the teacher's comments were sharp and critical, for example, the students became withdrawn and reticent about interacting either with the teacher or among themselves.) Other clear examples of differentiation during observed lessons included groups organized by level and using distinct methods to develop vocabulary—studying vocabulary sheets, looking up words in a dictionary, or discussing metaphors in haiku; a class in which each learning station targeted specific skills—fluency, word knowledge, or comprehension; and small groups working on the same activity but each allowed to progress at its own pace.

Expanding the use of differentiated instruction is challenged by factors such as traditional teaching habits, time constraints, large class sizes, discipline problems, lack of timely access to assessment results (which were more often used for “grouping” than for “differentiating instruction”) and, in some cases, limited opportunity to meet with the LIT. Some misunderstandings about the technique were evident from the infrequent use of modeling and rotation of learning stations among the whole class.

While the above successes are notable, there remain substantial challenges, as well as ambiguities about how differentiation is being understood and applied; and the project director and senior literacy advisor, as well as many principals, have acknowledged these challenges. Traditionally, middle school teachers are accustomed to teaching to the whole group, and some case study teachers continue to push back against the use of leveled groupings. Case study observations and teacher interviews revealed that

time constraints and large classes interfere with instructors' ability to provide individualized feedback, and discipline problems make it difficult to get struggling students to focus. In many cases, even where the groups were working on distinct activities at different learning stations, the groups rotated during the course of the lesson, making it less clear whether the different activities were really achieving differentiation.

Intervention is also intended to be supported through the use of scaffolding techniques (such as expanding on students' ideas, asking probing questions to prompt students to deepen their thinking, and providing initial modeling of activities) to help struggling readers catch up. During case study observations, discussion and expansion of ideas and targeted probing were common occurrences; however, modeling was seen much less often than providing instructions about the activity followed by class discussion to ensure understanding. While this approach seemed to be effective for many students, the apparent infrequency of modeling may put students with certain learning styles at a disadvantage.

Teachers indicated that time constraints present an ongoing challenge, interfering with their opportunities to explore and interpret achievement data; develop leveled activities in learning centers; work directly with all student groups (especially in larger classes); and collaborate with the LIT. Indeed, while the vast majority of surveyed ELA and self-contained teachers district-wide reported that they met with their LIT informally or through team meetings (85% and 82%, respectively) at least once a month, only about half (55%) were able to meet individually on at least a weekly basis (see Table 14).

Table 14: Spring 2009 Literacy Improvement Survey: Literacy Teachers
How often do you meet or collaborate with the LIT in the following settings?

	Total N	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	177	12.4%	7.9%	24.9%	35.6%	19.2%
Literacy (vertical and horizontal) team meetings	175	12.6%	5.7%	56.6%	22.3%	2.9%

Given some case study teachers' concerns that too much time during team meetings is devoted to "administrative" issues (which they distinguish from planning time), the additional time that they spend with LITs during such meetings may not be providing as much value added as it could. In addition, while some teachers continue to express a need for additional training in differentiation—particularly (though not exclusively) as it applies to English language learners—others feel that redundancy in the professional development program is exacerbating time constraints and that the time could be better used for analysis of assessment results.

Case study teachers have also expressed concerns that lack of timely access to assessment data can interfere with their ability to identify student needs and plan differentiated instruction. Indeed, even among LITs, fewer than half of the respondents to the LIT survey (45%) reported that student assessment data were used for differentiating instruction "to a large extent."

Concerns have also been raised by project leadership that teachers often confound the concepts of differentiation with small-group instruction, and to the extent that some teachers' or administrators' understanding of differentiation may be incomplete, the fidelity ratings based on surveys of these staff may be inflated. Unfortunately it was often difficult for an interviewer to infer what a case study respondent meant by their use of the term, and even during "differentiated" activities in observed classrooms, it wasn't always possible to know whether each activity was specifically targeted to the needs and strengths of the students in each group. It is notable, however, that, even though many of the observed small-group activities were reported by the instructor to have been formed by ability level, there were many cases where all groups were working from the same materials and engaged in the same assignment. (This was true even more often during lessons in the content areas, where the class was all working from the same textbook.) The fact that, program-wide, a larger proportion of LITs reported using assessment data for creating in-class instructional groups than for differentiating instruction (65% vs. 45% of survey respondents, respectively, reported doing each "to a large extent") seems consistent with the possibility that LITs, at least in some cases, are recognizing the distinction but are perhaps not fully prepared to implement differentiation.

Instructional frameworks and techniques.

The PRC2 framework was used by the large majority of literacy teachers, but it was not used as regularly as expected. Teachers used it to help develop comprehension, fluency and vocabulary, and also as a vehicle for differentiated instruction. In some cases, however, application of the technique was less student-focused than the model intends.

The PRC2 framework was used by the large majority of literacy teachers in the Striving Readers schools to support small-group activity and differentiated instruction: over 90% of these teachers program-wide reported that they used it at least monthly to help develop comprehension; and 84% and 78%, respectively used it at least monthly to develop fluency and vocabulary. (However, many teachers did not use this framework as regularly as expected—only 50% to 59% did so at least weekly for each of these purposes, and nontrivial numbers—9% and 7%, respectively, program-wide—said they never used it to develop vocabulary or fluency.) As one of the most frequently employed Striving Readers techniques, PRC2 was widely considered to be successful by the majority of case study interviewees. During case study focus groups, teachers noted that PRC2 was valuable for enabling students to work with others who share their fluency level, building their ability to have independent, thoughtful conversations about literature, and increasing their interest in reading nonfiction texts.

Among case study schools, many classes were observed in which there were clearly established PRC2 routines that students followed readily, showing engagement in their readings and active collaboration with their partners. Within the PRC2 activities, differentiation was accomplished by assigning partners to activities addressing specific skills (fluency, word patterns, comprehension, etc.) and/or to work with informational materials targeted to each pair's independent reading level. Teachers or LITs provided scaffolding to partners having difficulty clarifying their questions, but in some cases, student pairs responded to questions on a teacher-prepared work sheet rather than discussing their own questions. While a few lessons were observed during which pairs exchanged ideas from different texts during the whole-class discussion, in many cases all pairs worked from the same text or even the same passage—although differentiation can still occur in these circumstances to the extent that the LIT and/or classroom teacher provide individualized feedback and scaffolding to partners as they are working.

Most schools implemented a systematic approach to teaching academic content vocabulary at a medium level of fidelity, using methods from Marzano’s Vocabulary, but not as frequently as expected.

On fidelity ratings reflecting the implementation of a systematic approach to teaching academic content vocabulary for the whole class, five schools attained a high level of fidelity. High ratings in this area reflect frequent use of and comfort with instructional methods that are built in to Marzano’s Vocabulary, such as explicit instruction; modeling word parts; vocabulary notebooks; and before, during, and after reading strategies (although the ratings do not necessarily indicate that teachers were using Marzano’s Vocabulary per se). The remaining schools implemented at a medium fidelity level, indicating that they used these practices to build students’ vocabulary, but used each one less than once a week, on average. Observed lessons at case study schools that did provide vocabulary instruction built it in to activities such as reading articles on content area topics, deriving definitions from a story, or reviewing vocabulary lists with each word used in a sentence provided by the teacher. Many of these lessons focused on vocabulary relevant to the content areas, such as a social studies lesson in which students used Marzano’s Vocabulary as part of a study of inventions, and a science lesson in which students reviewed vocabulary related to botany.

Large class sizes and time constraints made it difficult to implement a wide variety of Striving Readers techniques; but teachers might address these challenges, while also improving differentiation, by applying techniques more selectively. Some teachers also perceived that PRC2, or the program in general, is less well-suited proficient readers than to struggling readers.

Implementation of these instructional techniques at the whole-school level encountered several challenges as well. Although not specific to Striving Readers, large class sizes make it more difficult to implement many of these techniques, and case study teachers expressed concern that there is often insufficient time during each class to implement a variety of techniques. Since there is no expectation in the program model that all students participate in all instructional techniques, this concern may indicate a continued need for teachers to further strengthen their skills in applying techniques selectively and, perhaps, concurrently, as a means of differentiating instruction. As discussed above in relation to differentiated instruction, some case study teachers also expressed concern that they do not have a sufficient quantity of certain materials, which can be an impediment to implementation for a variety of instructional activities, depending on the materials. (However, this may be another indication that teachers are resorting to having the whole class work on the same activities or with the same materials, rather than assigning activities and materials according to need.)

Some case study teachers have also indicated that they feel that the PRC2 framework is targeted to struggling readers, but is not appropriate for the whole classroom because the books are leveled below grade level. Indeed, related comments were made that the program as a whole is conceptualized more for supporting struggling readers, and the techniques and materials do not adequately challenge other students. Program leadership contends, however, that Striving Readers materials are leveled appropriately for more proficient readers as well. This perception among some teachers may therefore indicate a need for further training.

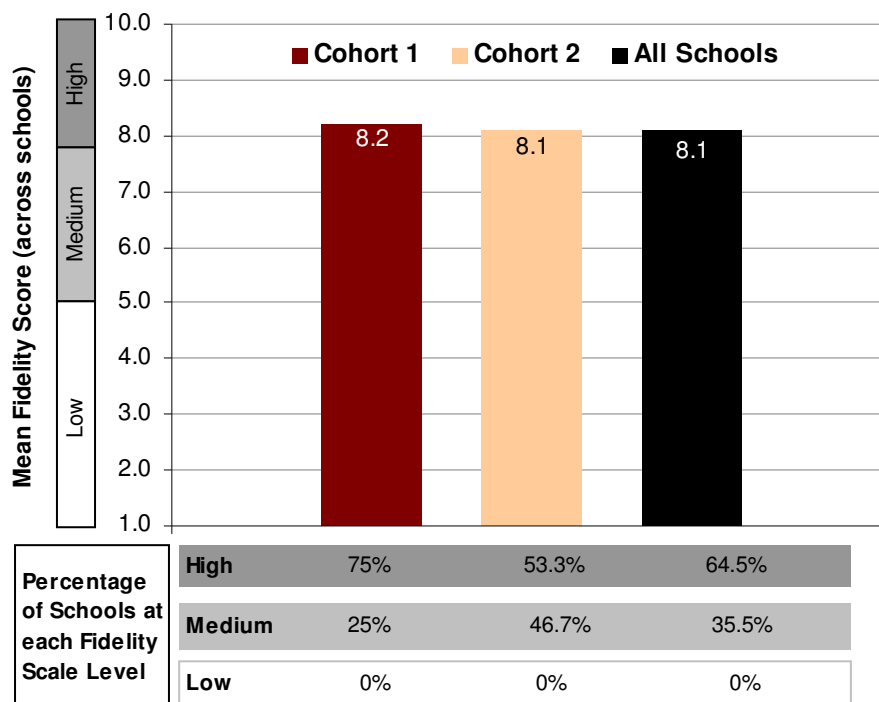
Component 2: Targeted Intervention

Fidelity scale results for the targeted intervention are presented in Table 15 and Figure 5.

Table 15: Results of Year 3 Classroom Model Implementation Fidelity Scales: Targeted intervention

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 2: Targeted Intervention	Cohort 1	16	8.2 (H)	.8	8.3 (H)	6.6 (M)	9.5 (H)
	Cohort 2	15	8.1 (H)	1.0	8.1 (H)	5.5 (M)	9.4 (H)
	Total	31	8.1 (H)	.9	8.1 (H)	5.5 (M)	9.5 (H)
Sub-Component 6: Teacher/LIT collaboration	Cohort 1	16	8.0 (H)	1.1	7.9 (M)	5.9 (M)	9.5 (H)
	Cohort 2	15	8.1 (H)	1.3	8.3 (H)	4.4 (L)	9.6 (H)
	Total	31	8.1 (H)	1.2	8.3 (H)	4.4 (L)	9.6 (H)
Sub-Component 7: Small-group setting for Tier 2-3 students with direct instruction in comprehension, vocabulary, and fluency	Cohort 1	16	8.4 (H)	1.0	8.6 (H)	6.0 (M)	9.8 (H)
	Cohort 2	15	8.0 (H)	1.1	8.1 (H)	6.5 (M)	9.6 (H)
	Total	31	8.2 (H)	1.0	8.5 (H)	6.0 (M)	9.8 (H)

Figure 5: Results of Year 3 Implementation Fidelity Scales Component 2: Targeted Intervention



The targeted intervention model was implemented at a high level of fidelity, on average, although a larger number of Cohort 1 schools had high sub-ratings of direct instruction for Tier 2 and 3 students, while a larger number of Cohort 2 schools had higher ratings for teacher/LIT collaboration. Teachers, principals and LITs agreed that the targeted interventions had helped to improve their struggling readers' literacy skills, as has been verified in some cases by authentic assessments.

Fidelity ratings for the targeted intervention model reflected the quality of targeted instruction for Tier 2 and 3 students from the LIT. Relevant aspects of implementation include the frequency, content, and effectiveness of the collaboration between literacy teachers and the LIT for the purpose of planning instruction for struggling readers (a part of their overall collaboration goals as discussed in the previous section), and the implementation of grouping strategies to provide direct and explicit instruction in comprehension strategies, vocabulary, and fluency to Tier 2 and 3 students. This model was implemented at a high level of fidelity, on average. Cohort 1 and Cohort 2 schools had average implementation ratings on this component of 8.2 and 8.1, respectively, although at the building level, a larger number of Cohort 1 than of Cohort 2 schools (12 out of 16, vs. 8 out of 15) had a high level of implementation (see Table F-3, Appendix F). This was also true of sub-ratings of direct instruction in comprehension, vocabulary, and fluency for Tier 2 and 3 students, in which 13 of 16 Cohort 1 schools and 8 of 15 Cohort 2 schools were rated as having high implementation. For the second sub-component—teacher/LIT collaboration for the purpose of planning targeted instruction—schools again achieved an average rating at a high level of fidelity; in this case, however, a larger number of Cohort 2 schools than Cohort 1 schools were rated at high fidelity (11 out of 15, vs. 7 out of 16). One Cohort 2 school, however, appears to have experienced difficulty with this collaboration, as evidenced by an implementation score at the low end of fidelity.

According to the program-wide surveys, most literacy teachers believed that the efforts of the LIT had helped to improve their struggling readers' literacy skills, with over three fifths (62%) judging them as *effective*, including one third (34%) reporting that they had been *very effective*. Their principals generally shared this appreciation for the role of the LITs. These positive assessments were reflected by the comments of some LITs in the case study schools, who were confident that the targeted interventions have shown successes, demonstrating the potential for the process to increase student confidence and engagement. As one LIT noted, "There's more student engagement because you're able to put them in small groups, or you're able to give them the one-on-one attention that they need." The comments of these LITs also indicated that there have been increases in concrete literacy performance as measured by the authentic assessments being promoted by the program.

While the majority of teachers and principals clearly valued their LITs, a troubling number of teachers felt that their LITs had been ineffective. Challenges to targeted intervention included different pacing needs for struggling readers, time constraints aggravated by large class sizes and by LITs' involvement in coaching for the whole class, and a sense that some Tier 2 students need the intensive intervention.

While the above findings about the perceived value of the LITs are very encouraging, it is of concern that one in five classroom literacy teachers responding to the survey (21%) felt that their LIT had been minimally effective or ineffective in these efforts.

A number of challenges have been observed that hamper the targeted intervention process. Pacing can present significant difficulty, as the LIT strives to keep up with the rest of the class, even if the targeted students may still need continued work. As one LIT observed during the case study, “The challenge is to be able to work with them consistently, every day, because they move so fast. You’re never quite sure if they have mastered or if the intervention has served its purpose, because oftentimes the class constantly moves on so you don’t want to hold them back from not moving on with the class. There’s always a constant infusion of new material without you having definite assurance that they’ve mastered what you just taught them. You have to move on, and then you offer the assistance on the new lesson.” The LITs’ additional role of providing the classroom teacher with coaching assistance for all students puts an additional strain on their time and adds to this challenge. Given the belief that has been expressed by program staff at all levels since the Tier 3 cutoff was lowered, that some Tier 2 students require the support of the after-school program, the difficulty of keeping struggling readers apace with the rest of the class is even greater. Furthermore, the large class sizes mean larger numbers of Tier 2 students receiving targeted intervention services from the LIT.

Teacher/LIT planning for struggling readers.

Staff clearly valued the opportunities for teacher/LIT collaboration during literacy team meetings. Grade level meetings, however, were often perceived as less productive due to their much broader focus.

Collaboration between LITs and classroom teachers can occur in a variety of settings, including formal meetings such as literacy team meetings and “horizontal” (grade-level) meetings, as well as informal, one-on-one meetings during staff planning periods or free time. During interviews and focus groups at the case study schools, staff clearly indicated that they valued the literacy team meetings, consistently describing them as opportunities for ideas and classroom practices to be shared and developed. They described using these meetings to identify best practices and plan new strategies for implementation in the classroom.

At smaller schools where there are few teachers at a given grade, grade-level team meetings often do not occur, and formal planning meetings for the Striving Readers program occur primarily through the literacy team. Where they do occur, however, many case study teachers have spoken less favorably about the value of grade-level meetings for program planning. In theory at least, the structure provides a unique opportunity for teachers and LITs to discuss the application of literacy instructional techniques and differentiation in other content areas, and this sharing does take place to some extent. However, quite a few teachers spoke about various obstacles to effective collaboration during these meetings. Time constraints are a challenge for both grade-level and literacy meetings. In grade-level meetings, however, teachers (and at least one principal) note that these constraints are exacerbated by the much broader focus of such meetings. Some case study schools have learned to use the meeting time more productively by asking team leaders to come prepared with specific agendas and a “vision” of what they want to accomplish in the hour. At another school, the principal makes a point of ensuring that there are 20 minutes of highly structured time dedicated to discussing literacy instruction during each meeting. These solutions were more the exception than the rule, however, even among other case study schools, where teachers were frustrated that the meetings were less productive because of the broad focus. These teachers felt that there just was not enough time to address all the topics they should, address everyone’s professional development needs, and focus on lesson planning rather than just “administrative issues.”

As the seventh-grade teachers at one school said, “It’s just too distracting, there are way too many people, too many conversations going on...and you feel as though you have to explain to everybody else what you’re talking about.”

Component 3: Intensive Intervention

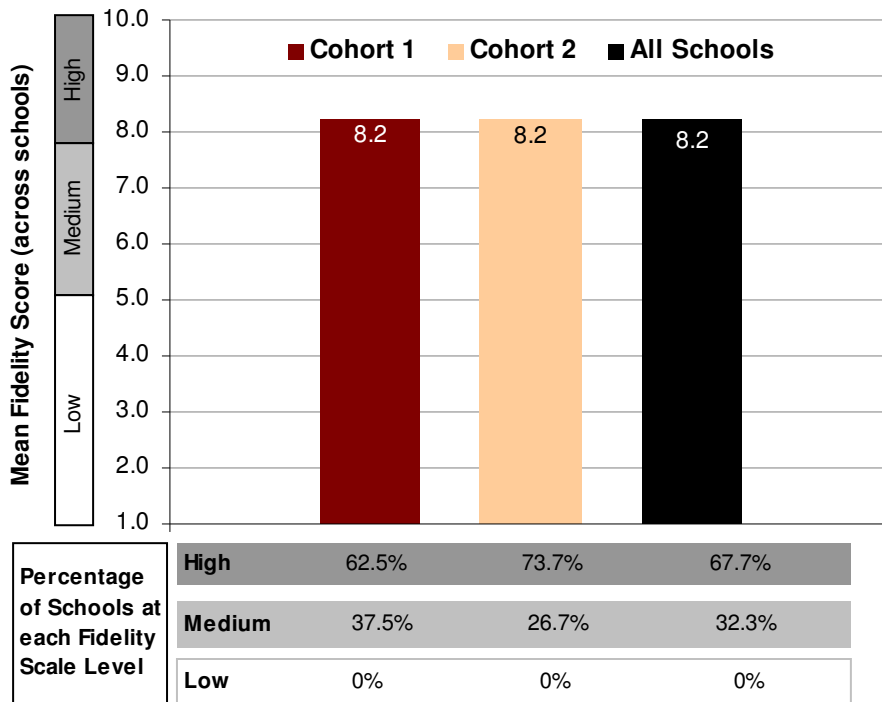
Fidelity scale results for the intensive intervention are presented in Table 16 and Figure 6.

Table 16: Results of Year 3 Classroom Model Implementation Fidelity Scales: Intensive intervention

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 3: Intensive Intervention ^[a]	Cohort 1	16	8.2 (H)	.6	8.2 (H)	7.3 (M)	9.1 (H)
	Cohort 2	15	8.2 (H)	.5	8.3 (H)	6.8 (M)	9.0 (H)
	Total	31	8.2 (H)	.5	8.2 (H)	6.8 (M)	9.1 (H)
Sub-Component 8: Increased instructional time ^[a]	Cohort 1	16	6.1 (M)	1.1	5.8 (M)	4.3 (L)	8.3 (H)
	Cohort 2	15	5.4 (M)	1.2	5.1 (M)	2.8 (L)	7.6 (M)
	Total	31	5.8 (M)	1.2	5.6 (M)	2.8 (L)	8.3 (H)
Sub-Component 9: Small-group setting	Cohort 1	16	9.6 (H)	.9	10.0 (H)	6.8 (M)	10.0 (H)
	Cohort 2	15	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
	Total	31	9.8 (H)	.7	10.0 (H)	6.8 (M)	10.0 (H)
Sub-Component 10: Direct instruction in comprehension	Cohort 1	16	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
	Cohort 2	15	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
	Total	31	10.0 (H)	.0	10.0 (H)	10.0 (H)	10.0 (H)
Sub-Component 11: Direct instruction in vocabulary	Cohort 1	16	7.7 (M)	1.2	7.5 (M)	5.3 (M)	10.0 (H)
	Cohort 2	15	7.5 (M)	.9	7.5 (M)	5.9 (M)	8.8 (H)
	Total	31	7.6 (M)	1.1	7.5 (M)	5.3 (M)	10.0 (H)
Sub-Component 12: Direct instruction in fluency	Cohort 1	16	7.7 (M)	1.6	8.1 (H)	4.0 (L)	9.6 (H)
	Cohort 2	15	7.8 (M)	1.6	8.0 (H)	3.5 (L)	10.0 (H)
	Total	31	7.8 (M)	1.6	8.0 (H)	3.5 (L)	10.0 (H)

^[a] Students who were not enrolled in AMP were scored as having 0% attendance.

**Figure 6: Results of Year 3 Implementation Fidelity Scales
Component 3: Intensive Intervention**



AMP implementation was rated at a high level of fidelity across all components, and across all schools in both cohorts. Instruction in comprehension strategies was provided several times a week, and almost all programs maintained a low student:teacher ratio.

Implementation of the AMP program was rated at a high level of overall fidelity across all components and schools, with ratings for Cohort 1 and Cohort 2 schools both averaging 8.2 out of 10. Most notably, all 31 treatment schools had perfect scores for *explicit instruction in comprehension strategies*, indicating that they provided such instruction in at least one of the seven comprehension strategies several times a week. (It was not expected that they provide instruction in *each* strategy at any particular frequency, since the strategies that a class focuses on depend on the students’ specific needs.) In addition, the schools were very successful, overall, in maintaining small-group settings with student:teacher ratios of 15:1 or less; only three schools (all Cohort 1) had classes above this ratio, and only two exceeded this class size by more than two students (with a total of 19 and 22 students enrolled, respectively). Explicit instruction in vocabulary and in fluency occurred at a medium level of fidelity, averaging 7.7 and 7.5, respectively, for Cohort 1 schools, and 7.7 and 7.8 for Cohort 2. Three schools (two from Cohort 1 and one from Cohort 2) had low fidelity in fluency. Overall, however, implementation of the AMP classes was judged as quite successful.

Increased instructional time.

The major challenge for the intensive intervention was providing increased instructional time to all eligible students. Classes started late due to delays in release of ISAT data and tier

assignments, and ended a week early due to other scheduling needs. More significantly, only three-fifths of eligible Tier 3 students enrolled in the class (with enrollment rates even lower at Cohort 1 schools). Factors contributing to low enrollment included access to transportation; safety concerns; competition with other academic and extra-curricular after-school programs; and, in substantial numbers of cases, perceptions that program content was not motivating, appealing, and/or appropriate to the reading levels or learning styles of all participants. In addition, attendance varied widely among those who did enroll.

A much greater problem for the intensive intervention was the extent to which schools succeeded in providing increased instructional time for all eligible students. According to the model, intensive intervention should be provided for at least four hours per week on average, and program leadership indicate that AMP classes should meet from early October through the first week of May. While most, if not all, schools did hold AMP classes for four hours per week,⁴⁸ classes were not able to start until the third week in October due to delays in availability of ISAT data, which held up the tier assignment process. In addition, all AMP classes ran only through the end of April, in part because of the need for schools to align their AMP schedule with other after-school programs.

More serious than these scheduling limitations, however, were enrollment levels and variations in students' attendance rates. Among those who were enrolled, attendance varied widely. More importantly, 42% of all sixth-graders who were assigned to Tier 3 at the beginning of the 2008–2009 school year did not enroll in AMP. As a result, fidelity scores for *increased instructional time* were at the lower end of a medium level of fidelity, with a total of nine schools (of which seven were Cohort 2) receiving low fidelity ratings in this area. Even in spite of the shorter time frame, most schools were still able to offer an AMP schedule that provided almost as many hours as would have been in the full 26 weeks; however, actual attendance averaged only about one-third (35% among Cohort 1 schools and 32% among Cohort 2) of the total hours that students should have attended according to the model.⁴⁹ The degree to which this resulted from non-enrollments (which were counted as 0% attendance) was greater for Cohort 1 schools, in which only 55% of Tier 3 students enrolled in AMP, than for Cohort 2 schools, in which 67% enrolled.

The project director, senior literacy advisor, and many principals have expressed awareness that they are not serving all Tier 3 students, and have agreed that lowered participation rates have a lot to do with the fact that AMP is provided through an after-school program. Among the factors that have been cited as interfering with enrollment in after-school programs are access to transportation options, safety issues in some neighborhoods related to staying late, and competition with other after-school programs—including the federal Supplemental Educational Services (SES) programs that provide academic support at many schools, as well as extracurricular programs in sports, music, and art. As collaboration between the district team and schools continues to improve, project leadership report that some principals have made efforts to improve AMP attendance, including offering child care to younger siblings, providing

⁴⁸ Several schools reported attendance schedules only in days rather than hours; however, program leadership reported that all schools met for a total of four hours per week regardless of the number of days.

⁴⁹ The dramatic change from past years' attendance rates probably reflected the fact that previous attendance rates did not account for non-enrollment.

attendance incentives, and calling parents directly. In other cases, however, the project director feels that they need to get other principals to take more ownership in the program.

Enrollment is ultimately the parents’ decision, however, and quite a few opt out. This decision may be related to the factors discussed above in many cases (parents are not required to provide a reason for opting out), but even AMP instructors have acknowledged that the program may not be ideal for all students. In response to spring surveys, the vast majority of AMP instructors⁵⁰ (95%) felt that the program was at least “somewhat” appropriate (including 44% who felt it was “very appropriate”) to the reading levels of the students who were participating; and majorities (68% and 61%, respectively) also felt that the program was appropriate to the literacy needs and learning styles of “most” participating students. However, similar proportions (61% each) felt that the program is “motivating” and “relevant to [the] interests” of only half of participants or fewer (see Table 17).

Table 17: Spring 2009 Literacy Improvement Survey: LITs and Other AMP Instructors
Proportion of Students for Whom You Think the Following Statements About AMP Are True

The AMP after-school program is...	Total N	All or almost all students	Most students	About half	A few students	Hardly any students
...engaging.	41	19.5%	36.6%	26.8%	12.2%	4.9%
...relevant to their interests.	41	14.6%	24.4%	41.5%	17.1%	2.4%
...motivating.	41	12.2%	26.8%	39.0%	12.2%	9.8%
...appropriate to their literacy needs.	41	24.4%	43.9%	17.1%	12.2%	2.4%
...appropriate to their learning style.	41	19.5%	41.5%	17.1%	12.2%	9.8%

It is not clear whether parents share this impression nor whether this may be a factor in some parents’ decision to opt out. Nevertheless, the question remains whether AMP is effective for those students who *do* attend, even among those for whom it may not be as engaging as it could. This question is addressed under Section V below.

Direct instruction in comprehension, vocabulary, and fluency in a small-group setting.

Observed AMP implementation at the case study schools was generally successful, with well-planned activities, established routines, use of grouping structures, focus on comprehension and vocabulary, and differentiation through use of concurrent instructional methods and individualized support from the instructor.

The perceived appropriateness of the AMP program as discussed above necessarily reflects the appropriateness of the program as it is being implemented, and as it is understood by responding staff,

⁵⁰ Includes all 31 LITs, plus 10 classroom teachers teaching AMP at grades 7 or 8.

not necessarily the appropriateness of the intended model. Given that fidelity ratings, while very high in comprehension instruction, were somewhat less positive—and in a few cases, problematic—in vocabulary and fluency instruction, it is possible that this distinction is an important one.

The 10 AMP classes that were observed at the case study schools, however, provided generally positive examples of AMP implementation. Activities seemed well planned and orchestrated and students were clearly involved in and accustomed to the various instructional techniques. The framework for differentiated instruction was apparent through varied grouping structures that included whole-class, small-group, and individual activities as needed. Examples of further refinement of instruction were also observed through mid-course adjustments to activities. For example, when a group of students indicated that the vocabulary in an activity was too difficult, the LIT revised the lesson to do the activity with the whole class. At the same time, differentiation was still maintained through the instructor's individualized, targeted questioning and support for vocabulary and pronunciation. While differentiation may have been achieved even more effectively by providing different activities to groups at different levels, this example demonstrates that differentiation still can be achieved even when planning time is limited.

In other observed AMP classes, efforts to provide differentiation through varied activities were more apparent. These classes frequently involved a variety of activities happening at any given time, such as small-group instruction with teacher guidance, independent reading, partner reading, or completing AMP workbook activities. Observed classes frequently included substantial focus on comprehension strategies, particularly predicting, summarizing, questioning, and visualization, often within the context of partner or independent reading; as well as other instructional techniques, including Marzano's Vocabulary and KWL.

- More generally, case study observations of AMP classes provided several examples of appropriate activities, including the following:
- Use of a variety of targeted, concurrent instructional methods, activities, and tools while the LIT circulated and provided guidance and feedback.
- Appropriate applications of technology that incorporated student-student and student-teacher interactions. Applications included using the handheld computers for KWL, to complete graphic organizers on PicoMap for vocabulary study, and to create drawings in Sketchy for visualization; conducting partner reading using materials from the Internet; and using Playaways for fluency practice.
- Lessons included a clear focus on vocabulary with embedded writing activities, using real-life analogies for scaffolding.
- Use of AMP workbooks individually and in pairs.

During these observations, most students were fully engaged, focused, and on task, while teachers worked to draw in quiet students and gently guide them to on-task activities.

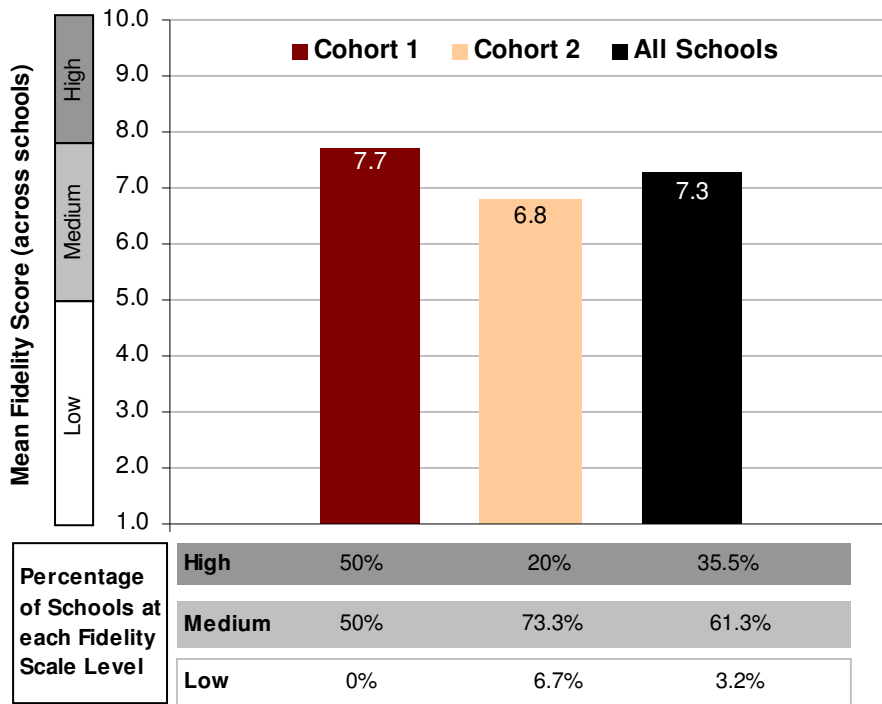
Component 4: Purposeful Assessment and Data-Driven Instruction

Fidelity scale results for purposeful assessment and data-driven instruction are presented in Table 18 and Figure 7.

Table 18: Results of Year 3 Classroom Model Implementation Fidelity Scales: Purposeful Assessment and Data-Driven Instruction

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 4: Purposeful Assessment & Data-Driven Instruction	Cohort 1	16	7.7 (M)	1.1	8.1 (H)	5.3 (M)	8.9 (H)
	Cohort 2	15	6.8 (M)	1.2	6.9 (M)	4.4 (L)	8.4 (H)
	Total	31	7.3 (M)	1.2	7.6 (M)	4.4 (L)	8.9 (H)
Sub-Component 13: Whole-school (blended) intervention	Cohort 1	16	7.2 (M)	1.0	7.4 (M)	4.8 (L)	8.6 (H)
	Cohort 2	15	6.9 (M)	1.0	7.1 (M)	4.8 (L)	8.1 (H)
	Total	31	7.0 (M)	1.0	7.3 (M)	4.8 (L)	8.6 (H)
Sub-Component 14: Intensive intervention	Cohort 1	16	8.3 (H)	1.8	9.2 (H)	5.0 (L)	10.0 (H)
	Cohort 2	15	6.7 (M)	2.1	6.7 (M)	3.3 (L)	10.0 (H)
	Total	31	7.5 (M)	2.1	7.5 (M)	3.3 (L)	10.0 (H)

**Figure 7: Results of Year 3 Implementation Fidelity Scales
Component 4: Purposeful Assessment and Data-Driven Instruction**



The implementation and use of authentic assessments was rated at a medium level of fidelity overall, with mean scores of 7.7 for Cohort 1 schools and 6.8 for Cohort 2. There were indications that the use of data was beginning to become part of the culture in Striving Readers schools, including recognition that a variety of assessments were needed to provide a full picture. This culture is enabling some schools to see progress in students' literacy skills that may not be detected by the ISAT.

However, assessment data were often used more to monitor individual progress than for broader lesson planning, and its importance for differentiated instruction was not always recognized. Other challenges to using assessments included the timing of the release of the data or the time needed for teachers or LITs to administer them (especially in large classes). However, spelling inventories and fluency snapshots have been cited as useful yardsticks that are easy to implement.

The use of purposeful, authentic assessments and application of assessment results to data-driven instruction was rated at a medium level of fidelity overall, with an average score of 7.7 among Cohort 1 schools, and 6.8 among Cohort 2. At the individual school level, 8 of 16 Cohort 1 schools were rated at high implementation in this area, compared with 3 of 15 Cohort 2 schools (and one Cohort 2 school that rated at low fidelity). These scores reflect the extent and quality with which principals said that assessment data was used in their schools for purposes such as screening, diagnosing, and monitoring student progress and planning differentiation and professional development. Scores also reflect the

extent to which classroom literacy teachers reported that assessment data were used for these purposes, as well as whether teachers used various specific authentic assessments for the purposes for which the model intended them.⁵¹

While significant challenges remained during Year 3 in the effective use of assessment for data-driven instruction, there were also significant indications that the use of data was beginning to become part of the culture in Striving Readers schools, even before this occurred citywide with the new district administration. Case study interviews revealed that teachers were coming to understand that various types of assessment data need to be considered in order to get the “whole picture of the child.” For example, these teachers pointed out to interviewers that fluency snapshots are not intended to provide a measure of comprehension, while the BRI is not intended to assess fluency, and that looking at either one in isolation would not provide as complete a picture of a student’s abilities. Using a variety of assessments that focus on different skills has also enabled teachers to recognize gains that their students are making, even though they may not be detected by the ISAT. As a result, teachers began focusing more not only on performance levels, but also on “celebrating growth.” These more nuanced understandings of student progress have also been used, in some cases, to foster self-reflection among students about their own progress, which has proven important to improving student motivation. In the best examples in the case study, assessment data were used, often through planning during literacy team meetings, throughout the school hierarchy—from teachers to LITs to assistant principals to principals—creating a common language so that the whole staff was on same page about student progress and areas of need.

During district-wide interviews, however, principals often indicated that they recognized that many teachers were still not that good at using “real time” assessment data to inform instruction. While principals often seemed to understand the distinction between grouping strategies and true differentiation—as evidenced by comments such as one describing a school’s efforts to “determine [students’] needs in terms of reading standards, and trying to do small group intervention based on their academic deficits”—there were indications that classroom teachers were not always making this distinction. Often, data were being used more to determine individual students’ progress than for broader strategizing and lesson planning around classroom-wide trends. Some case study teachers described the time spent reviewing assessment data during literacy team meetings as a trade-off with planning differentiated instruction, which would seem to indicate that these teachers—and perhaps other literacy team members as well—may have been missing a fundamental point about the role that such data play in differentiated instruction.

Time constraints and timing of assessments have also posed challenges to the optimal use of data. During the case study, both teachers and LITs expressed frustration about the time it took to receive certain assessment results. They also wished they had had access to more easily-implemented assessments that they could administer themselves as needed, so that results would be available on a timely basis to guide differentiated instruction.

⁵¹ These scales included separate ratings that were specific to the use of assessments for planning the whole-school intervention and the intensive intervention; however, distinctions in the ratings between these two components were less reliable than the score as a whole, since the intensive intervention sub-score was based on only four items.

This concern applied to tier assignments as well, which typically are not completed until more than a month into the school year due to the timing of availability of ISAT data. During one teacher interview from the case study, frustration with this situation was palpable. As one teacher commented, “I would say that there is a huge glitch in the [tiering] system, because the kids didn’t get identified until, like, mid-October. So, what happens is, I suggested certain children for after-school tutoring, assuming that some of my lowest readers would be in the LIT’s after-school program, and they weren’t. ...[T]hey were changed. When they finally came in, remember, they were changed too. Some of the children were identified as Tier 3, and then they went to Tier 2.” These comments stand in contrast, however, to project leadership’s observation that, at least at the beginning of the year, it was difficult getting schools to make assessment a priority, and it took a long time for some LITs to complete the reading inventories that were critical for work with struggling readers.

The need to utilize assessments that can be administered quickly emerged as an important consideration, given that most assessments are time intensive, and their administration is often constrained by the large class sizes. (This may have been part of the problem in completing the reading inventories in the fall.) At least some of the assessments that are already used in the program, however—particularly spelling inventories and fluency snapshots—have been cited by teachers and LITs as providing useful yardsticks while still being easy to implement.

Component 5: Materials

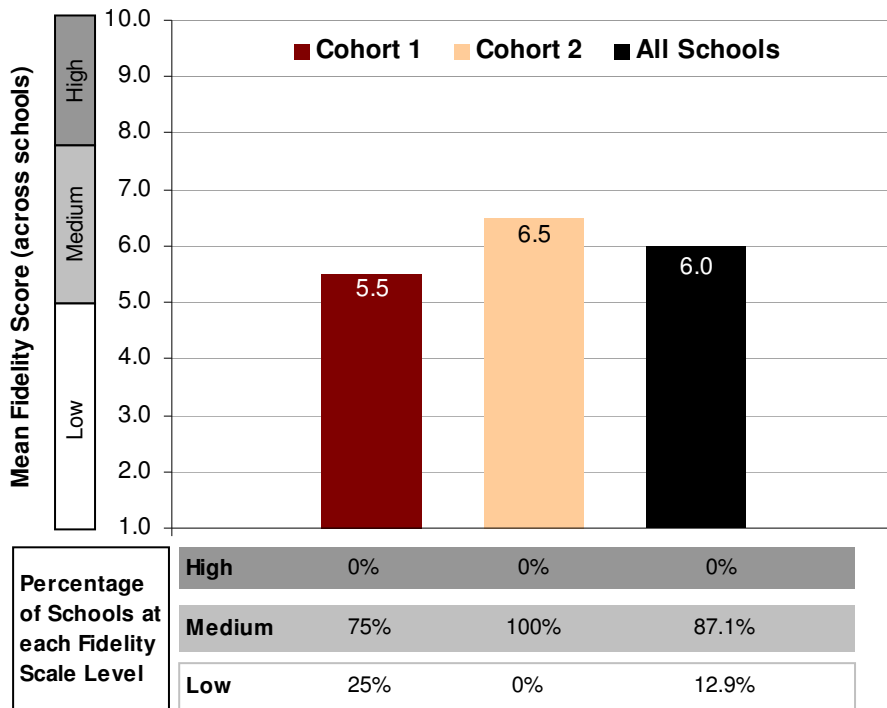
Fidelity scale results for integrating high-quality, high-interest materials are presented in Table 19 and Figure 8.

Table 19: Results of Year 3 Classroom Model Implementation Fidelity Scales: Materials

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 5: Materials ^[a]	Cohort 1	16	5.9 (M)	.9	6.1 (M)	4.8 (L)	7.9 (M)
	Cohort 2	15	6.0 (M)	1.0	6.0 (M)	4.1 (L)	7.5 (M)
	Total	31	5.9 (M)	1.0	6.0 (M)	4.1 (L)	7.9 (M)
Sub-Component 15: Text sets ^[a]	Cohort 1	13	9.0 (H)	1.6	10.0 (H)	6.7 (M)	10.0 (H)
	Cohort 2	11	7.9 (M)	2.7	10.0 (H)	3.3 (L)	10.0 (H)
	Total	24	8.5 (H)	2.2	10.0 (H)	3.3 (L)	10.0 (H)
Sub-Component 16: School library	Cohort 1	16	5.9 (M)	2.3	6.2 (M)	1.4 (L)	8.7 (H)
	Cohort 2	15	5.5 (M)	2.2	6.1 (M)	1.0 (L)	8.4 (H)
	Total	31	5.7 (M)	2.2	6.1 (M)	1.0 (L)	8.7 (H)
Sub-Component 17: Classroom library	Cohort 1	16	7.8 (M)	1.0	8.1 (H)	5.5 (M)	9.1 (H)
	Cohort 2	15	7.8 (M)	.9	7.8 (M)	6.4 (M)	9.0 (H)
	Total	31	7.8 (M)	.9	7.9 (M)	5.5 (M)	9.1 (H)
Sub-Component 18: Other non-technology resources	Cohort 1	16	5.4 (M)	1.7	5.7 (M)	2.7 (L)	8.1 (H)
	Cohort 2	15	6.1 (M)	1.5	5.6 (M)	4.1 (L)	8.2 (H)
	Total	31	5.7 (M)	1.6	5.6 (M)	2.7 (L)	8.2 (H)
Sub-Component 19: Handheld computers	Cohort 1	16	3.9 (L)	3.1	5.3 (M)	.0 (L)	7.9 (M)
	Cohort 2	15	4.6 (L)	2.6	5.3 (M)	.0 (L)	7.6 (M)
	Total	31	4.2 (L)	2.9	5.3 (M)	.0 (L)	7.9 (M)
Sub-Component 20: Other technology resources	Cohort 1	16	6.5 (M)	1.0	6.4 (M)	4.7 (L)	8.3 (H)
	Cohort 2	15	6.0 (M)	1.4	6.3 (M)	3.9 (L)	8.1 (H)
	Total	31	6.3 (M)	1.2	6.3 (M)	3.9 (L)	8.3 (H)

^[a] Sub-component 15 (text sets) is not included in the calculation of Component 5 (Materials) or the overall fidelity scale due to missing data for 7 of the 31 schools.

**Figure 8: Results of Year 3 Implementation Fidelity Scales
Component 5: Materials**



Use of materials received the least favorable fidelity score of the five major classroom model components. Among the specific, non-technology materials, classroom libraries received higher ratings, but school libraries were rated lower. Ratings of text sets were inconclusive, both because of the low response rates from subject-area teachers, and because of the ambiguity of whether survey respondents distinguished Striving Readers text sets from traditional, school-wide text sets.

Ratings of the fidelity of the use of “high-quality, high-interest materials that are integrated with engaging technology and audio resources” reflected the schools’ use of Striving Readers text sets in content area classrooms; teachers’ and LITs’ frequency and comfort of use of the school library to teach literacy, including extent of collaboration with the school librarian; frequency and purposes for which teachers and LITs use the classroom library to teach literacy, and the alignment of library materials with students’ interests; the use of other non-technology materials such as vocabulary notebooks, reading response notebooks, and other informational texts (other than text sets); and teachers’ and LITs’ frequency, focus, and quality of use of technologies (other than the handheld computers), including listening centers and media centers. In addition, a full section of the materials fidelity scale was also dedicated to LITs’ extent, comfort with, and focus on use of handheld computers for the targeted intervention.

Use of materials received the least favorable fidelity score of the five major classroom model components, with an overall score (5.9) at the middle level of fidelity. Among the specific types and sources of materials, the use of Striving Readers text sets received the highest rating, indicating a high level of implementation, with Cohort 1 schools (with an implementation score of 9.0 at a high level of

fidelity) achieving higher fidelity than Cohort 2 (with an average implementation score of 7.9). However, these fidelity ratings reflected only one dimension of the use of the text sets (whether principals reported that they were being used in content area classrooms); items providing further nuances about how content area teachers used the text sets could not be reported on because of low response rates from content area teachers.⁵² In addition, responses about text sets were missing for seven schools. As a result, these scores may be misleading at the program level, and for this reason were not included in the overall materials scores.

Classroom libraries also received high ratings, with scores overall and for both cohorts averaging 7.8 out of 10. At the building level, 8 of 16 Cohort 1 schools and 7 of 15 Cohort 2 schools received ratings at the high level of fidelity. School libraries, in contrast, received an overall score (5.7) reflecting medium fidelity level, with scores among Cohort 1 schools averaging 5.9, compared with 5.5 among Cohort 2. While the libraries at four schools (three in Cohort 1 and one in Cohort 2) functioned at a high level of fidelity in relation to the goals of Striving Readers, nine (four in Cohort 1 and five in Cohort 2) were rated at a low level of fidelity. One factor that lowered fidelity ratings in this area is that several program schools did not have a librarian. This is an important position that can support both classroom teachers and LITs by identifying and acquiring literacy materials, collaborating on lesson planning and providing resources, and providing direct instruction to students on library skills as well as literacy. Even where a librarian was available, however, it is possible that at least for some purposes, teachers and LITs felt less need to use their school libraries because their classroom libraries were so well supplied.

Handheld computers.

LITs' use of the Palm Pilots to support the targeted intervention was rated at a low level of fidelity. Among the 31 treatment schools, 8 LITs never used them for this purpose, mostly because they were used primarily for whole class instruction.

Fidelity score for use of the Palm Pilots reflected the frequency, comfort and focus with which LITs used these devices to provide instruction for the targeted intervention.⁵³ This sub-component received the lowest implementation rating within the materials component, with an overall score (4.2) reflecting a low level of fidelity. The majority of LITs reported using the Palm Pilots at least occasionally. However, the expectation is that they all should be using them to teach literacy to Tier 2 and 3 students during targeted intervention instruction; yet, in eight schools—five from Cohort 1 and three from Cohort 2—the LITs reported that they were not using them for this purpose at all during 2008-2009. Among those who did not, by far the most common reason cited for not using them (mentioned by 7 of the 8 LITs) was that they were being used primarily for whole class instruction. It is notable however that none of them reported not having received the units.

⁵² This low response rate resulted in part from the fact that self-contained teachers were asked to respond to the ELA survey, but not the content area survey.

⁵³ While these devices were often also used during the whole school and intensive interventions, it was the LITs' use for the targeted intervention that was incorporated into fidelity scales, reflecting the primary original purpose of the Palm Pilots.

Among those LITs who reported using Palm Pilots for targeted instruction on the district-wide survey, the most commonly used applications were Freewrite, Sketchy, and iKWL, which were used at least occasionally by 85% or more of those using the units. All three of these applications were used by the large majority of these LITs to support reading comprehension, while iKWL and Sketchy were also used to support vocabulary development and Freewrite was used to develop writing skills.

Palm Pilots were often also used during AMP classes, and by literacy teachers during the school day. Both groups used them to support vocabulary development, knowledge of key concepts and writing skills; LITs also used them to teach comprehension strategies, while classroom teachers also used them to develop self-directed learning.

Almost three fifths (58%) of all LITs and other AMP teachers⁵⁴ responding to the survey also reported using the Palm Pilots during the AMP after-school program. Of these, almost all (92%) used them at least monthly, but only one fifth (21%) used them weekly or more. The instructional objectives that were most frequently supported with the Palm Pilots during AMP classes were development of vocabulary, comprehension strategies, knowledge of key concepts, and writing skills, each of which was supported with activities on the units by two thirds or more of the instructors who reported using them.

A very similar proportion of surveyed literacy teachers (57%) also reported using handheld computers to teach literacy during the 2008–2009 school year. Among those who were using them, the largest proportion (41%) felt moderately comfortable (rated as a 3 on a scale ranging from 1 = not at all comfortable to 5 = very comfortable) doing so, while almost one third felt comfortable using the units (31% rated their comfort as a 4 or 5). Even amongst those who were using them, however, over a quarter (27%) still felt uncomfortable with them (rated as a 1 or 2). The majority of these respondents (70%) reported that they used the Palm Pilots to support differentiated instruction, while the most commonly supported instructional objectives included vocabulary development and demonstrating knowledge of key concepts, each of which were cited by three fourths (76% and 74%, respectively) of those using the devices. In addition, three fifths of these teachers also reported using the units to support writing skills and to develop students' self-directed learning (61% and 59%, respectively). This latter objective is of particular interest given its alignment with teachers' efforts to provide differentiated instruction, and with the program's goal to promote a transfer of responsibility from the teacher to the student ("gradual release").

Many case study instructors believed that students found the Palm Pilots engaging. At least some had begun to take advantage of their added value for promoting instructional goals, but at other times they were used simply as word processors.

Within the case study schools, among teachers and LITs who were using the Palm Pilots, there was a general consensus that students find them engaging. But beyond the "wow" factor of new technology, at least some teachers have realized that using the devices can amplify the benefits of certain instructional activities. As one teacher commented during a case study focus group, for example, "I think the Palms ... [have] helped us because they really narrow down, it's not pencil and paper anymore,

⁵⁴ In some of the larger schools where the LIT is unable to teach all of the AMP classes, classroom literacy teachers teach the class for grades 7 and 8.

it's them thinking and you really have to limit yourself on the Palm, so they have to get to the nitty gritty. They can't write like you would on a sheet of paper and I think that makes the difference." In another example, a teacher described using the Palms to complete graphic organizers for a KWL activity: "The students were used to doing it in the form of a written graphic organizer, but once they got their hands on the Palm Pilots, and saw that they can do it, and half of their short phrases were already programmed in for them, they really got a kick out of that. I actually see more input and more ideas from the students." In other cases, teachers have used the devices for perhaps more prosaic purposes—such as drafting and printing class papers—in which they are serving the same function as a desktop computer. Nevertheless, since part of the purpose of acquiring the Palm Pilots was to have a less expensive means of making computers accessible to more students, these kinds of applications are still appropriate.

Activities during observed lessons at the case study schools at which students used the handheld computers included a class working to make connections to a novel they were reading on iKWL; identifying character traits on PicoMap; and, following a whole-class activity where the LIT modeled the process, breaking up into small groups to use Sketchy to represent story development and practice visualization skills by drawing characters and scenes. Among numerous other observed applications of the Palms were students, working individually, learning to use Inspiration to create graphic organizers representing cause and effect; recording notes about problems and solutions; and creating Venn diagrams to compare and contrast vocabulary words.

Challenges to using the handheld computers included the same factors that hindered differentiation in general. Some teachers also struggled with ways to differentiate instruction on the devices when the whole class was working on them together.

Among the challenges that case study classes encountered in these activities were some that related to the instructors' continuing learning process on use of differentiated instruction, and others that were more specific to the devices themselves. For example, in one activity, the LIT oversaw one group as they worked on the Palms, but the LIT provided limited feedback to students. It may have been that the LIT saw that the students were comfortable with the process (including the technology), but did not focus enough on providing scaffolding around the content of the students' work. It is also possible, however, that the activity was not conceptually challenging enough for this group. In other cases, there was no apparent structure to the lesson to facilitate differentiation, for example because all groups were doing the same activity and working with the same materials.

Comments by some teachers during case study focus groups revealed that more fundamental misunderstandings about how to use the Palms existed. Because students enjoy working with them so much—and possibly, in part, because teachers' were still not fully comfortable with using them for differentiation—most classrooms have decided to involve all students when using the handheld computers, rather than providing them as instructional supports to particular students. Some teachers, however, perceived this situation as creating an obstacle to differentiation. In another observed lesson, an activity intended for small, leveled groups was restructured as a whole-class activity because students had difficulty understanding how to use the software. In this example, however, the problem was clearly circumstantial and likely to be resolved once students became more comfortable with the technology.

Although Palm Pilots were distributed to all schools, classroom teachers who were not yet using them reported that they either had not yet received them, or that they still did not feel comfortable using them. A quarter of respondents felt that they were not “worth the trouble.”

Among those classroom literacy teachers responding to the district-wide survey, 30% of those who did not use the handheld computers reported that they had not yet received them. It should also be noted that many teachers were new to the program and never received the initial training. Given that the program had distributed the devices to all schools, it is possible that some of this had to do with internal distribution issues within particular schools. The most common reason for not using them, however (cited by 37% of those not using the units) was that they had “not yet received sufficient professional development to feel comfortable using them.” (Although 80% of the respondents citing this reason reported that they did receive training, it is not clear how *much* of the offered training these respondents attended.) The Striving Readers technology specialists confirmed that teachers are often still uncertain about how the devices should be integrated with instruction, and adapting to this new instructional modality adds further to their time constraints. About a quarter (26%) of surveyed classroom literacy teachers felt that the units “do not offer sufficient added benefit compared to traditional media (e.g. print, paper, and pencil) to be worth the trouble.” Indeed, the project director has acknowledged that the use of technology—and of the Palm Pilots in particular—to support differentiated instruction has been one of the greatest challenges facing Striving Readers staff. As exemplified above, this is true both because differentiation itself has required time to become established, and because use of the technologies presents challenges of its own. School coordinators also noted that throughout Year 3, teachers and students were still becoming acclimated to their use. As a result, according to one coordinator, some lessons focused more on how to use the technology than on how to use it to strengthen literacy-based instructional goals.

Where Palm Pilots were being used, classes were often still focusing on learning how to use the technology itself. Because LITs were a critical link in informing technology coordinators of problems and in supporting the development of lesson plans, schools where the LIT did not advocate strongly for technology, or had more limited computer experience, had greater difficulty integrating the Palm Pilots. Some LITs, in turn, were dissatisfied with technology support services, which may have been hampered by ambiguity about delineation between district- and school-based technology coordinators’ roles. Frustrations with these challenges might have reduced teachers’ motivation to use the devices.

Clearly, the introduction of an unfamiliar instructional modality would be expected to require considerable training, support, and experience before optimal implementation is achieved. In recognition of this fact, the Chicago Striving Readers program has provided substantial hours of professional development in the use of handheld computers, beginning in program Year 2. However, with the exception of a few pilot schools at which they were introduced in the spring of 2008, the Palm Pilots had been introduced to most schools relatively recently at the time that the Year 3 surveys and interviews were conducted, and even at the case study schools, teachers consistently indicated that they were just learning how to use them. Many teachers reported that they were still at the stage of getting the entire class acquainted and comfortable with the Palms. Moving past this introductory stage would likely be necessary before instructors could use the devices for more complex applications that might better support differentiation.

Although it might reflect the fact that they were still relatively inexperienced with the Palm Pilots, during case study focus groups, many teachers said they felt that professional development had been insufficient, both in terms of how to operate the devices and how to use them to support literacy instruction. A number of teachers also reported that the training they received had used a different model of handheld computer than the ones that were distributed—a surprising finding, given the project director’s assurance that this was not the case.

In order to ensure adequate support to teachers as they learned to use the Palm Pilots, the school coordinators and the district technology coordinator all described the LITs’ role as liaisons between them and classroom teachers as being critical. In addition to making sure that the technology specialists were aware of any technical problems teachers may have encountered, the LITs also were directly responsible for supporting the development of lesson plans that used the devices. One LIT who agreed with this point put it succinctly: “If they have the support of the LIT then I think they are more apt to use the Palms.”

Precisely because of the importance of the LITs’ roles in this regard, the technology specialists felt that a few LITs who were not advocating for technology at their schools as much as they could, and/or who still needed basic computer instruction themselves, were the “weakest link” in adopting technology at their schools. And because time constraints prevent LITs from serving the upper grades in larger schools, some staff have noted that use of the devices occurs less frequently at grades 7 and 8.

While the technology specialists expressed concerns about the LITs’ role, in the case study, several LITs expressed dissatisfaction with the adequacy of support services for resolving technological issues, while teachers reported that the Palm Pilots were frequently not working. Project leadership has continued to work to resolve such impediments, in part by strengthening and clarifying the roles of the technology specialists. (An area about which these specialists still express concern is ambiguity about the delineation of their responsibilities with those of the school-based technology coordinators—a situation that will likely become crucial when the grant expires.)

Unfortunately, the various challenges to using the handheld computers has generated considerable frustration, and may have contributed to reduced conviction about their value on the part of a number of teachers. For some teachers, the value added by the Palms above and beyond that of desktop computers—or even paper and pencil—was still unclear. The comments from classroom teachers during two of the case study focus groups state this rather pointedly:

I just think between a keyboard not working and the Palm not turning on, and the responsibility of keeping track of them and charging them and putting them away and how do you to put it on the computer so that they can see what you’re doing, all of that takes three times as much as it does for them to actually do something on the Palm. And what I’ve seen so far is that they’re making either some kind of a PowerPoint on ViewPoint or a KWL and I just think if there’s money out there, the technology is great, but all I’ve really heard is, ‘it’s engaging.’

[T]he Palm Pilot computing power is a lot less than the desktops that we already have. ... [I]n our case, we already have ready access to computers and desktops. I could see these Palm Pilots with their keyboards being a lot more useful or appropriate in a setting that did not have access to desktop computers, Internet, or things like that. The fact is, we don’t have access to the Internet on the Palm Pilots, anyway.

Other technology resources. In addition to the handheld computers, the Striving Readers model incorporates several other types of technology that are provided through the program. These include classroom media centers (three computers and a classroom printer); as well as classroom listening centers, where students can listen to audiobooks and models of fluency (many listening centers used Playaways for this purpose). The AMP program utilized the computer-based AMP software program, and the classes also often had access to many of the other technology resources mentioned above.

Both media and listening centers were used by most literacy teachers. However, media centers were used even more frequently and were better integrated into the curriculum, in part because of a shortage of materials for the listening centers, and in part because of greater familiarity with the more traditional technology.

Although both were used by the large majority of classroom literacy teachers, media centers, which utilize more traditional technologies with which teachers are more familiar, were used somewhat more frequently than the listening centers. Part of this difference was apparently related to access: Among the 15% of surveyed teachers who were not using the listening centers, about half—8% of all respondents—said they did not have one. A somewhat smaller proportion of teachers (5%) said they did not have a media center, and a total of only 6% said they were not using one. In addition, the district technology coordinator attributed the less frequent use of literacy centers to a shortage of materials (such as audiobooks) with which to use them. Nevertheless, the program director has pointed out that, if teachers are resourceful, the centers can still be used productively without the need for materials provided by the program. For example, many classrooms and/or school libraries already have their own books on tape or CD, or they could borrow them from public libraries.

Program-wide, media centers were used quite regularly, with almost 4 out of 5 teachers (78%) reporting that they used them at least once a week. Among LITs, 90% reported using them for the specific purpose of targeted instruction for Tier 2 and 3 students, including 60% who did so at least weekly. In addition, more than three fifths of all Striving Readers principals (63%) believed that the media centers were “thoroughly integrated” into their school’s literacy curriculum.

Despite some concerns about access, the listening centers were nevertheless generally well used: the large majority of teachers (85%) reported using them, including almost half (48%) on at least a weekly basis. (Among those LITs responding to the question, 80% were using them for targeted instruction, including one in four who were doing so at least weekly. However, the LITs who did not respond to this question may have skipped it because they were not using the centers. If so, this would imply that only 53% of LITs were using them.) Only two fifths (41%) of interviewed principals felt that the listening centers were “thoroughly integrated” into their school’s literacy curriculum, but the remainder felt that they were at least “somewhat integrated.”

During the case study, class observations presented numerous examples of teachers integrating technology into their literacy instruction. These included a class in which students developed their listening and comprehension skills by using their Playaways to read along with novels that were leveled to their ability but self-selected according to their interests; students then responded to discussion and reflection questions that each had chosen from the Readers’ Notebook. In another literacy lesson, students worked in small groups studying grammar on the Internet. Technology use was also observed in content area lessons, including, for example, in one science class in which students worked in pairs to

research cell structure on the Internet, and in a seventh-grade class in which students prepared for a debate by researching their topics on the Internet and using the computers to prepare their evidence cards.

Technology is also expected to be a significant component of the AMP program, and this too was supported by the case study observations, which often included efforts to achieve differentiation through concurrent small-group activities, many of which depended on technology. Examples included partner reading using online materials, followed by the partners asking each other questions about what they had read; students conducting Internet searches; and students conducting read-alongs while listening to their Playaways. During these observations (as with the class observations during the school day), while it was generally not apparent to the observer whether the various activities were appropriately assigned according to each group's strengths, needs, and interests, differentiation through technology use appeared to be further supported by virtue of the LIT's individualized involvement and interaction with the students.

Classroom libraries.

Classroom libraries were used regularly and almost universally to support literacy instruction, and instructional staff were enthusiastic about their value for supporting all aspects of the program. Many teachers commented that they helped to foster a love for reading.

According to the spring surveys, virtually all teachers (98%) and almost all LITs (93%) had used the classroom libraries to support their literacy instruction. Among LITs, over one third (37%) had done so on a daily basis, and the large majority (80%) at least weekly. Classroom literacy teachers used them even more regularly: over half (56%) had used their classroom library on a daily basis, and an even larger majority than among LITs (86%) did so at least weekly. (It is notable that both teachers and LITs used the school library considerably less frequently than this, which may be related to the previously stated speculation that the quality of classroom libraries may have reduced the perceived need to use school libraries. Specifically, among literacy teachers and LITs, respectively, only 51% and 31% used their school libraries at least weekly.)

During case study interviews and focus groups, teachers and LITs commented on the rich quantity and variety of books available through the libraries—a perception that was strongly confirmed by district-wide surveys: 80 percent of teachers felt that it was “very true” that their libraries included a variety of materials appropriate for different reading abilities, and 77 percent said it was “very true” that the materials appealed to a range of student interests. Indeed, the classroom libraries made possible through the Striving Readers program were extolled by teachers and LITs alike for their value in supporting multiple aspects of the program model. The variety of subjects, genres, and levels of materials supported small-group and whole-class leveled reading activities. Case study teachers also noted the benefit of being given funds instead of particular books, as it allowed them to select according to their classroom needs and the interests of their students; indeed, 80% of surveyed literacy teachers reported that they used interest inventories to guide their purchases for their libraries. This attention to high-interest materials helped build student excitement and motivation to read and encouraged independent reading.

Teachers' enthusiasm for the value of the classroom libraries was captured by one teacher's comments during a case study interview: "Having been here for three years, I've seen change over the years, considering the first class I had and their interest in independent reading. . . . It was better last year, and the kids I have this year are even more into it; so I can kind of see them going through Striving Readers and having access to all of those books and they want to read more, and they do. Last year, that wouldn't have happened."

Some teachers found it difficult to identify materials for classroom libraries that adequately challenged their higher-achieving students, and delays at the school level in filling book orders also made it more difficult to use them to support student assessment. Despite the variety of these reading materials and their appeal to most students, efforts to foster a love of reading were sometimes hindered by families and cultures that do not encourage it.

Even with this level of enthusiasm, the classroom libraries were not without their challenges. One problem, which in one sense may be the kind of problem that most teachers would like to have, was that a number of case study teachers indicated that they did not have enough shelf space for all the materials. More significantly, at least one case study teacher described having some difficulty providing appropriate reading materials for the higher achieving students—a concern that paralleled those voiced by quite a few case study respondents who felt that Striving Readers does not adequately challenge their high-achieving students. Given that Striving Readers teachers are responsible for acquiring their own classroom library materials (with support from program funds), and project leadership's contention that the difficulty using standardized program materials for more advanced students reflect a limited repertoire in how to use them rather than a limitation of the materials themselves, these concerns seem to indicate a need for further training.

Another difficulty that case study teachers said they encountered was the time it took to order books through the program. This situation exacerbated the problem (discussed above) with being able to implement student assessments in a timely fashion so that they could be used to inform instruction. Delays in book orders (which are the responsibility of each school) made it more difficult to tailor library purchases to such assessments. Some teachers noted that they had had to purchase books prior to the start of the year so that they would arrive early enough during the academic year.

Content area teachers also received funds from Striving Readers to support acquisition of reading materials. Apparently misinformed, some of the content teachers in the case study indicated that they believed that the program requires them to use a portion of their funds to purchase materials that are more literacy specific than content specific, such as fiction books, graphic organizers and books on tape (for the listening centers), as well as genres like fantasy and science fiction that appeal to students' interests but do not support the content as well. In fact, the leadership team reports that it encourages content area teachers to purchase non-fiction materials primarily. Encountering challenges that would be more generally applicable to both content area and ELA teachers, at a focus group at one case study school, self-contained teachers noted that they had had difficulty finding materials for their higher level readers. They also encountered trouble with long delays between ordering and receiving the texts.⁵⁵

⁵⁵ The latter comments were made in reference to acquiring text sets. However, this term is commonly used to refer to sets of materials developed by teachers, that are not the same as the sets that were specifically developed and

Finally, the use of classroom library materials to motivate students and foster a love for reading was hampered by a problem that was more broadly related to the larger goals of the Striving Readers program. The senior literacy advisor observed that some cultures and families do not encourage reading, and that there was a lack of initiative among teachers and LITs to explore strategies to overcome this orientation. For a program designed to develop literacy skills, these are clearly issues of real concern.

Text sets.

Text sets were used to support content area instruction in almost all schools, and were also used in almost all literacy classrooms, although in many cases they were not used on a regular basis. Some teachers praised the quality of the materials but felt there was not enough, while others did not feel that they adequately supported the content areas.

In addition to the use of the text sets in content area classrooms, as reported by principals, these materials were used quite regularly in literacy instruction. (This aspect of their use was not included in the fidelity scales because program leadership indicated that it was not an explicit expectation of the model.) Almost all LITs (93%) responding to the survey reported using text sets to teach literacy. While the large majority (80%) reported doing so at least monthly, only about a quarter (27%) did so at least weekly. A similar proportion of classroom literacy teachers (90%) reported using text sets to teach literacy, with over half (54%) doing so at least weekly. In self-contained classrooms, integration between literacy and content area instruction often occurred fairly seamlessly, as the teacher (and LIT) were more prepared to use informational texts as the basis of literacy activities, such as read alouds and independent reading. In content area lessons, principals pointed out, text sets are often used to support project-based learning. Some teachers would divide the text set materials for a particular topic among small groups for a jigsaw activity. Presumably this distribution would be based on reading level, although this was not explicitly stated, and may have been more difficult for content area teachers (who may have less access to reading assessments or to the LIT) than for self-contained teachers to do.

Challenges hindering use of the text sets included those that were specific to content area teachers and classes, and others that were more generally relevant. In some case study interviews, content area teachers indicated that the text set materials were high quality but that there were not enough of them, or that they were distributed at their school in only one subject, or that they did not receive the text sets at all. Some content area teachers felt that the text sets touch on content only superficially and focus

distributed by the Chicago Striving Readers program. While interview and survey questions related to the Striving Readers text sets provided clarifying definitions, it is apparent that some respondents nevertheless remained confused about this distinction, as was the case with these comments.

more on literacy, while others felt that the materials in the sets do not align well with the curriculum in their subject.

Even the project director conceded that, as of the third program year, the text sets had not proven as useful as they could have, largely because they were not as far along in implementation as they should have been due to delays in distribution during Years 1 and 2. Professional development was provided around the use of text sets and classrooms began using them for PRC2. Further development of additional sets that took place during summer 2009, and additional training and support during the current school year, were expected to improve implementation of this component.

Content Area Instruction.

Striving Readers schools seemed generally very supportive of integrating literacy into the content areas. There was recognition that the disciplines are mutually supportive, although this may be less true in content area lessons based on inquiry-driven, experiential learning. Differentiated instruction also appeared to present an even greater challenge in content area classes. School coordinators felt that content teachers who are more open to less traditional techniques tended to be more successful at integrating literacy.

On principle at least, there appeared to be fairly broad support for the concept of integrating literacy into content area instruction. During program-wide interviews, principals explicitly expressed support for the program's interdisciplinary approach and practices that make it possible for content area teachers to support literacy. One case study principal was gratified that "all teachers know that no matter what subject they teach or department they belong to, literacy instruction is everybody's job." Content area teachers at the case study schools also seemed broadly accepting of the goal of integrating literacy. More important, many of their comments demonstrated that they were specifically aware of the value of such efforts. While staff often alluded to the value of integration to support literacy, some teachers also talked explicitly about the corollary that developing good reading skills is necessary to acquire content. During a case study focus group, one content teacher described some specific examples of this benefit: "[As a result of the program,] I think that my kids are better at picking out the main idea and summarizing—especially in science and social studies ... just from focusing on looking at the text structure, the headings, and that kind of thing." Case study teachers pointed out that because the reading students do for Striving Readers includes a lot of informational text, and because of the focus on vocabulary through Marzano's vocabulary and *Words Their Way* word study processes, they are developing their grasp of content area vocabulary and acquiring more content knowledge.

Some of the strongest examples of support for integrated instruction were seen at two K–8 case study schools, where principals described having expanded the Striving Readers program school-wide, across all subjects and grades, creating a high level of coherence in their curriculum. In at least one of these schools, the school-wide motivation to enlist in this initiative was reinforced by improving test scores. This motivation was likely a significant factor in its success.

The recognition of the value of integrating literacy and content, however, was not necessarily a predictor of success in its execution. In case study interviews, some content area teachers found it difficult to incorporate literacy into content lessons when these lessons utilize inquiry-driven, experiential

learning—which is also often included as an instructional goal. One teacher summarized the situation by stating that “by design, both math and science are exploratory works—which leads less to a literacy approach than to a hands-on physical approach.”

During case study observations of subject area lessons, some content area teachers seemed to struggle—even more so than ELA and self-contained teachers—with techniques for differentiating instruction. After providing instructions for a particular activity, although students often seemed familiar with the tasks, the teachers’ instructions in several instances were not followed through to make certain that students understood the assignment. And in some observed content area lessons, the entire period seemed devoted to whole-class instruction. While other groupings may have been used in those classes on other days, it would seem unusual for an appropriately designed Striving Readers lesson to include a whole period with no small-group activities. In some whole-class activities observed during subject area lessons, all students were seen to be working individually on the same task with the same instructional materials. Activities with similar, class-wide consistency were also observed during language arts lessons (and other content area lessons) when they were structured in small groups, but in these cases the small group structure afforded a better opportunity for instructors to provide intervention and guided instruction to specific students.

During fall 2009 interviews, the school coordinators acknowledged that Striving Readers had been expanded to the content areas only to a limited extent during the 2008–2009 school year. In contrast to expansion of the program to the upper grades, where success depended strongly on the availability of the LIT to those grades and, therefore, on school size, coordinators suggested that the success of integration into the content areas depends more on the individual teacher. They felt that teachers who are more comfortable with new techniques and less committed to traditional instructional strategies tended to be more successful at integrating literacy in the content areas. While it is yet to be seen, it is also possible that, with the district’s shift to a departmentalized structure as of the current (2009-2010) school year, teachers with prior experience in self-contained classrooms who are now teaching content area subjects may be well positioned to provide instruction that integrates literacy.

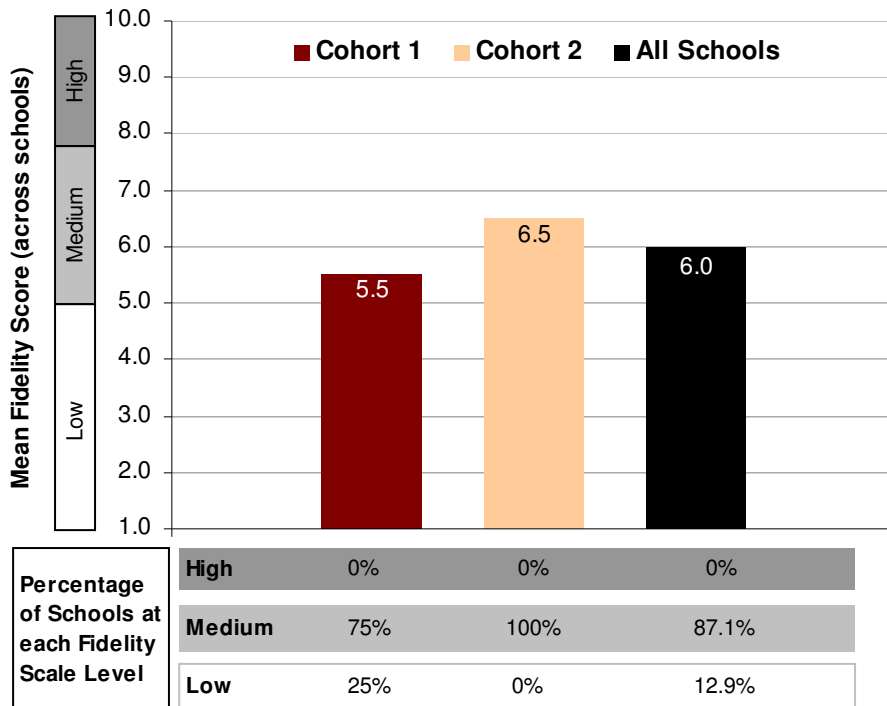
Component 6: Professional Development

Fidelity scale results for professional development are presented in Table 20 and Figure 9.

Table 20: Results of Year 3 Professional Development Model Implementation Fidelity Scales

Fidelity Component	Cohort	N	Mean Score	Standard Deviation	Median Score	Minimum Score	Maximum Score
Component 6: Professional Development	Cohort 1	16	5.5 (M)	.8	5.6 (M)	4.1 (L)	6.8 (M)
	Cohort 2	15	6.5 (M)	.9	6.7 (M)	5.1 (M)	7.8 (M)
	Total	31	6.0 (M)	1.0	5.8 (M)	4.1 (L)	7.8 (M)
Sub-Component 21: Whole-school PD	Cohort 1	16	4.8 (L)	.7	4.9 (L)	3.0 (L)	5.8 (M)
	Cohort 2	15	4.9 (L)	.6	5.0 (L)	3.7 (L)	5.7 (M)
	Total	31	4.9 (L)	.7	4.9 (L)	3.0 (L)	5.8 (M)
Sub-Component 22: PD for targeted and intensive intervention	Cohort 1	16	6.3 (M)	1.3	6.3 (M)	3.3 (L)	8.8 (H)
	Cohort 2	15	8.1 (H)	1.7	8.4 (H)	5.0 (M)	10.0 (H)
	Total	31	7.2 (M)	1.8	7.5 (M)	3.3 (L)	10.0 (H)

Figure 9: Results of Year 3 Implementation Fidelity Scales Component 6: Professional Development



Program implementation for the professional development model was based on two fidelity scales: one reflecting training activities in support of the whole-school (blended) model, and one reflecting activities that were specific to the targeted and/or intensive interventions. It should be noted, however, that in the Chicago Striving Readers program the large majority of professional development that is designed to develop the targeted and intensive interventions is built into the training activities that

support the blended model more broadly. For this reason, fidelity scores from activities specific to these interventions should not be considered in isolation; rather, fidelity ratings for all activities combined (including those *specific* to the targeted and intensive interventions) should be interpreted as representing fidelity for the targeted and intensive intervention training.

For these scales, scores reflected the average attendance rates across all of the primary-targeted staff for a particular category of sessions, across all staff who were expected to attend. While many of these sessions could be attended by other staff as well (for example, principals could attend trainings targeted primarily for teachers), this additional attendance was not incorporated into the fidelity ratings. In addition, there were several types of professional development that were not incorporated into the fidelity scales because they were not considered as core training by program leadership. Categories of professional development that were reflected in the scales included:

- Monthly professional development (principals)
- Weekly meetings with coordinators (LITs)
- Annual summer institute (teachers)
- Monthly Saturday seminars (teachers)
- Quarterly follow-up institutes (teachers)

Professional development fidelity scales also reflected the extent to which the primary participants considered each session useful, the amount of impact they felt it had on their comfort with each teaching practice, or both. Detailed definitions of the professional development fidelity scales are provided in Appendix E; while the complete professional development schedule for the 2008–2009 school year is shown in Appendix G.

Teachers and school administrators expressed appreciation for the inclusiveness and timing of the Striving Readers professional development program. Principals were a great help in bringing LITs on board with program philosophies, and as a result of LITs' role to provide feedback about teachers' needs, many teachers have also found the training to be highly responsive.

Fidelity of the training was limited by two primary factors. Although most LITs were highly involved in weekly meetings with coordinators, attendance by teachers has been problematic, and often not sufficient to prepare them to fully implement the model. At the same time, some staff feel that certain sessions have been repetitive. Leadership is still exploring ways to further strengthen its efforts to provide differentiated training.

Results of these scales show that implementation of the professional development for the whole-school intervention—including attendance and perceived impact—occurred at a low fidelity level, overall and for both cohorts. At the building level, there were fewer schools at low fidelity among Cohort 2 than Cohort 1 (9 out of 15 compared with 12 out of 16). Training for the targeted and intensive intervention models was rated at a medium level of fidelity overall and for all schools except four Cohort 1 schools, which were rated a low fidelity. However, these higher ratings for targeted and intensive intervention training (in which the whole-school ratings are embedded) primarily reflect stronger

attendance by LITs at their weekly meetings with coordinators. Even in the latter area, however, while Cohort 2 schools received ratings at a high level of fidelity (overall and for 9 out of 15 schools), only one Cohort 1 school was rated at high fidelity, and three were rated at low fidelity.

Principals, most of whom have had extensive professional development from other sources, have been generally positive about the training offered through Striving Readers, and have expressed appreciation for being included in these sessions. During case study interviews, teachers also expressed appreciation for the program's responsiveness to specific requests for learning opportunities. Teachers commented that the summer sessions were helpful because they helped prepare them before the school year started. Case study teachers also said that they appreciated the summer sessions, because they enabled them to determine what kind of training they needed and choose which sessions to attend. These comments seem to indicate a misunderstanding about attendance requirements, however, as the project director had stated that all participants were expected and strongly encouraged to attend all sessions. This misunderstanding may have been one reason for low attendance rates, at least during the summer session. In addition, the Summer Institute convened shortly after major changes in program leadership occurred, including appointment of a new project director and school coordinators, and the new director felt that this situation generated some initial skepticism among school staff until the new leadership was able to re-establish trust. Project leadership believe that attendance rates at Saturday seminars had also been adversely affected by teachers' personal obligations and need for free time. (During Year 4, the program has moved these sessions to coincide with district staff development days in an effort to improve attendance.)

As liaisons between teachers and the district team, LITs served an important role in the professional development program by providing feedback to inform the types of training that were needed, as well as identifying which teachers needed particular assistance. Many LITs, who often entered this position directly from the classroom, had had extensive experience as classroom teachers. While this experience ensured strong qualifications for the role, it often had the additional effect, according to the senior literacy advisor, of crystallizing their approach to instruction. As a result, program leadership indicated that many LITs initially were not eager to adopt the methods and philosophies of the Striving Readers program; however, the principals have been a major support in helping bring the LITs on board. One of the primary foci of the professional development program during the third program year was to set expectations and create a shared vision. These efforts helped to facilitate communications among teachers, LITs, and the project team, thereby strengthening the structured training that district coordinators provided to the schools.

In addition, the project team also made efforts to differentiate the professional development opportunities according to the needs of different staff members. Consistent with the program philosophy of data-driven instruction, project leadership uses its own implementation rubrics to monitor program implementation at the schools. These rubrics are used primarily to enable the district team to provide better targeted support and professional development. Differentiation of training included providing sessions designed specifically for new teachers—a critical consideration given high turnover rates in the district—as well as specific sessions addressing content area instruction. Because their numbers are smaller, training for LITs was easier to differentiate, and these sessions were conducted to address LITs' individual needs and comfort levels. In addition, during the third program year, the senior literacy advisor met individually with principals from approximately 8 to 10 of the Striving Readers schools in an effort to help link the program to other aspects of their curricula. These meetings

originated by principal invitation, or as a result of conversations with the principals during project meetings.

In order to further individualize the training, LITs and classroom literacy teachers collaborated on conducting action study groups during the third program year. Each group would focus on one of the key program components, selected according to the needs of students and teachers. The group would fully implement the selected component in their classrooms, and follow up by examining the successes and challenges encountered and exploring its impacts on students. Findings from each study group were then presented during training sessions.

Unfortunately, however, most of the project team's focus on providing differentiated professional development, according to the project director, did not start in earnest until late in the third project year (and she acknowledges that the program still needs to better differentiate the principal trainings). Indeed, at the case study schools, both principals and teachers have commented frequently that they thought that certain professional development activities were repetitive of past sessions. One principal even went so far as to say that the teachers felt "insulted" as a result. It seems likely that this impression might be a significant factor in the low fidelity ratings for professional development, both in terms of attendance and of participants' impact ratings. The perception of redundancy in the training program might also explain why fidelity scores were lower among Cohort 1 schools, where staff have been attending trainings for an additional year. It should also be noted that several Cohort 1 schools are high performing Autonomously Managed Performance schools. Because of their students' high performance, teachers in these schools sometimes feel less compelled to attend additional training. In addition, attendance from some Cohort 1 schools is further impacted by practical considerations: since these schools are larger, on average, they often send only one teacher per grade level to professional development, and this teacher would then turnkey the training to her colleagues. While this model has helped to further disseminate program training, it results in lower official attendance rates.

One final consideration that appears to have been a source of frustration for at least some participants—although it is not clear whether it is a problem generally—has to do with the extent to which staff are coming away from the extensive program of professional development with the "big picture." The teachers from at least one case study school expressed frustration that they never received a summary of what the Striving Readers model is and what is expected of them. These teachers characterized their training as providing them with "all little bits and pieces that we put together," and they still do not feel sure they are meeting expectations. Even veteran teachers feel that the sheer number of techniques and the recency with which they were introduced has made it challenging, not only to implement them correctly but to feel confident in knowing when and if they should be incorporated at all. As one principal explained, "Often times teachers might feel a little overwhelmed knowing *when* to use the different strategies, or often feel trapped that they have to cover all of those different techniques." Instead, they may opt to stick with those techniques with which they feel most comfortable.

Broader Considerations of Program Implementation and Management

Maintaining the motivation and ownership of all stakeholders has been an ongoing challenge. Motivation is increased when test scores improve, but the ISAT may be less sensitive than some of the program-based assessments. The time it takes for change to become established, combined with difficulty detecting impacts, can reduce ownership at all levels.

During Year 3, the project director worked to strengthen collaboration within the project team by building trust and establishing clearer roles and responsibilities, while school coordinators' involvement in dissemination efforts helped them to find a voice. These efforts helped to make the district team more professional and focused.

While there are myriad practical challenges to implementing a program as broad in scope as Chicago's Striving Readers, a theme underlying all of these challenges, that has been cited consistently by all members of the program leadership team, has been the challenge of maintaining the motivation and ownership of all stakeholders. In some cases, this effort has been greatly facilitated by the encouragement that staff received from improving test scores. On the other hand, in cases where staff have not yet seen enough evidence of improving scores, they may be easily discouraged. No teacher is willing to think of the students in her current class as test cases to be used to improve instruction for future cohorts. There is an inherent dilemma in this, however: an educator's personal concern for each individual student would never be questioned, but the focus on the personal may be difficult to reconcile with a focus on the big picture. Some teachers have been encouraged by evidence of progress from more finely-grained assessment instruments even when it has not been evident in standardized test scores. Even where other assessments may show evidence of impact, however, the reliance on the ISAT for the evaluation—the only available outcome measure that is universally implemented in Chicago at these grades—may discourage staff at all levels from putting as much stock in other assessments.

The time it takes for systemic change to become established, combined with difficulty in detecting impacts, have likely contributed substantially to frustrations and resulting interpersonal tensions. These tensions have been manifest not only as skepticism or impatience among teachers, but also with some school administrations that were reluctant to take ownership of the program. In addition, major changes in program management during Year 3—including appointment of a new program director in April 2008 and turnover among school coordinators—have further challenged the cohesiveness of the project team. In response, the new program director has worked closely with the all members of the team to agree on a clearer set of roles and responsibilities in an effort to strengthen collaboration. In addition, school coordinators' involvement in recent program dissemination efforts through presentations at conferences of the International Reading Association has helped them to “find a voice,” while a well-established relationship between the program director and senior literacy advisor has supported a strongly trustful collaboration. As a result of these developments, according to the literacy advisor, the district team became more professional and focused during the third program year.

Implications for Impact Analyses

As previously discussed, assuming that a program model is in fact effective (and that its essential components are accurately identified)—it would be expected that program impact should vary with the fidelity of implementation. Implementation of several program components was rated at high fidelity, but it was significantly limited for many other components. Obstacles to implementation included lack of ownership from key stakeholders, low attendance at training sessions, and high staff turnover rates at many schools.

Even for components with high fidelity, ratings may be inflated due to respondents' imperfect understanding of the model, and variations in implementation among schools and sub-components would still attenuate the strength of program impacts. Variability in program

components that are part of the blended model would tend to reduce impact for all participants, while low participation and attendance in the AMP program would tend to reduce impact specifically for Tier 3 students.

As has been discussed in relation to previous program years, assuming an effective program model, program impact would be expected to vary with the intensity and fidelity with which the model was implemented. Several aspects of Chicago's Striving Readers program were rated, according to teacher, LIT and principal reports, as having been implemented with high fidelity during the third program year. Notable among these were the overall targeted and intensive intervention models. However, even among the highest-rated program components, there was substantial variation among schools and among sub-components in many areas, and such variations would continue to attenuate the strength of any impacts that could be detected for the program overall. In addition, to the extent that the fidelity measures rely on participants' understanding of the model to be able to provide accurate self-assessments, they may be imprecise and, perhaps, over-stated in some cases, as previously discussed. For example, program staff consistently reported substantial effort towards collaboration between teachers and LITs, and frequent use of small group instructional settings. However, deeper understanding of the implementation of the targeted intervention, as obtained through interviews with district and school leaders and through the case study, reveal that there remained important aspects of the model—most notably, the authentic use of differentiated instruction—that were implemented inconsistently. Similarly, even though the intensive intervention model received generally high fidelity ratings in most sub-components, there were indications that the model may be more effective for some students than others; but more importantly, low overall enrollment rates (42% of eligible Tier 3 students did not even sign up for AMP) and frequently low attendance rates severely limited the amount of exposure that Tier 3 students received.

A major factor that is directly relevant to variations in fidelity of program implementation is staff turnover. It was noted above (Banilower *et al.*, *op. cit.*; Sarason, *op. cit.*) that full institutionalization of systemic change can take several years. However, this process is set back even further every time a trained teacher is replaced by a new one, and teacher turnover is a significant problem in Chicago. Although CPS does not maintain regular data on turnover rates, a study conducted by the Consortium on Chicago School Research (Allensworth *et al.*, 2009) underscored the severity of the problem. According to the study, 100 Chicago schools suffered at that time from chronically high turnover rates, losing a quarter or more of their teaching staff every year. In the last year of the study (school year 2006-2007), 12 of the 31 Striving Readers schools had lost at least 24% of their teachers since the previous year, including eight that lost at least a third of their teachers in just one year. If similar turnover rates were to continue throughout the duration of the Striving Readers program, these 12 schools could see virtually complete turnover of their teaching staff with a year of the program still to go. Even the schools with the three highest stability rates that year—holding onto between 91% and 93% of their teachers—would have seen a turnover of more than a third of their teaching staff during the course of the five-year program. This turnover occurs not only among classroom teachers; there has also been a significant amount of turnover among LITs, and to a lesser extent, principals. Such lack of stability hinders the establishment of the Striving Readers program not only at the classroom level, but at the administrative, management and interpersonal levels as well.

While limited implementation fidelity can reduce actual program impacts, initiatives at control schools designed to improve performance can narrow the gap and make real impacts for

treatment students harder to detect. Although Striving Readers principals did perceive their schools more positively than control school principals in a number of important respects, principals' perceptions of the success of their schools' literacy efforts were indistinguishable between Striving Readers and control schools in a number of key areas. These included purposeful assessment and data-driven instruction, integration of literacy into the content areas, and integration of technology into literacy instruction.

In addition to factors affecting the quality of program implementation, instructional efforts at the control schools can also make treatment effects difficult to detect. As pointed out during a presentation at the 2009 Research Conference of the U.S. Education Department's Institute of Education Sciences (Buckley *et al.*, 2009), detectable treatment effects may be reduced not only when imperfect program implementation results in a reduction in actual impact, but also because of conditions that result in greater than expected impacts at control schools.

Because of the low survey response rates from control schools, it was not possible to make explicit adjustments to the impact estimate to account for this phenomenon. However, there was a considerable amount of evidence that the phenomenon exists and would be expected to further reduce the impact estimates. As discussed in the Year 2 report, control schools have been (not unexpectedly) undertaking their own initiatives to improve literacy instruction, including some that may have been inspired by the Striving Readers program. Additional evidence from principal interviews, which *were* completed for a representative majority of both treatment and control schools, indicates that principals from the two groups of schools often do not perceive conditions differently, on average. (Detailed comparisons of selected principal interview results are presented in Appendix H.)

The perceptions of treatment and control school principals about their schools were indistinguishable in many respects. These included their perceptions of the success of their literacy teams with efforts such as addressing the needs of struggling readers, using student assessments to drive instruction, and supporting vertical and horizontal teacher collaboration; and their schools' overall success in using assessment data to screen students for intervention programs, assess the success of instructional programs, and support differentiated instruction. In addition, there were no detectable differences between groups of principals in their perceptions of the extent to which literacy instruction was integrated into the content areas, nor in the overall integration of technology into their literacy programs.

Nevertheless, there were a number of important areas in which Striving Readers and control school principals *did* perceive their schools differently, and that would be expected to contribute to measurable differences in impact. Among these were the success of their literacy teams at improving their school's literacy instruction, which Striving Readers principals rated higher than control school principals. In addition, Striving Readers principals rated their schools more positively in several aspects of implementing technology, including the proportion who said they had handheld computers or laptops⁵⁶ available to support literacy instruction (100% of Striving Readers principals vs. 52% of control school principals); the extent to which handheld computers or laptops were integrated into the literacy

⁵⁶ Since Palm Pilots serve a purpose very similar to what a laptop might, but are seen very infrequently at most schools, control school principals were asked on these questions about their use of laptops instead of handheld computers.

curriculum (among those schools that had them, 37% vs. 9% of principals, respectively, felt they were very well integrated); and the extent to which media centers were well integrated (63% vs. 27% of principals, respectively, felt they were very well integrated).

It is also important to note that evidence that focuses on the availability of resources, and the frequency of use of resources or instructional methods, does not necessarily reflect additional differences between Striving Readers and control schools resulting from differences in the specific content, nature and quality of these resources and methods. Thus, even to the extent that many of the control schools report using technology to support literacy instruction or using text sets to support the integration of literacy into the content areas, it is still expected that the quality and alignment of the training and specific resources provided through Striving Readers would result in greater impact. Nevertheless, while more objective implementation measures might reveal greater distinctions between Striving Readers and control schools, the similarities in principals' perceptions imply that the control schools may be making considerable progress in independently improving their own literacy programs.

Year 4 Implementation Study

Intervention as Implemented and Comparison of Implementation in Years 1 to 4

In order to calculate scores representing each school's program implementation fidelity for the Year 4 study, the rubrics that were used in Year 3 to generate these scores were modified to reflect the updated data sources that were used in Year 4 (see Table 21 below). In addition, comments on district-level program leader interviews and district-wide principal interviews, as well as results of individual items from teacher and LIT surveys, were used to further illuminate some of the results of the fidelity rubrics.

The fidelity rubric scores for Year 4 were again generated by comparing actual versus intended levels of implementation on various factors for the professional development model and the classroom model. However, these scales underwent some additional modifications in Year 4. These changes reflected modifications to LIT and teacher surveys, which primarily included removing or streamlining some items in order to make the surveys less time consuming for respondents. In addition, some of the survey items were reorganized so that they were only asked of those staff for whom they were most pertinent. Finally, librarians were not surveyed in Year 4 because many schools did not have a librarian on staff.

Adjustments were made to the fidelity scores rubric that reflected these changes. Some of the major fidelity scale revisions included the following:

- Addition of a new component to assess fidelity of integration of literacy into content area instruction.⁵⁷

⁵⁷ This component could not be created in Year 3 due to low survey response rates among content area teachers.

- Removing the sub-component score for use of the gradual release model from the whole-school intervention fidelity score, as this practice is more applicable to the targeted and intensive interventions than the whole school, blended intervention. (Items addressing gradual release are now incorporated into the targeted and intensive intervention components.)
- Modifying scales to reflect new or modified items that clarified the use of instructional strategies and practices, materials, resources, and assessment data specific to the blended, targeted, and intensive interventions.
- Modifying scales to reflect new or modified items regarding the school library and teacher-librarian interactions, text sets, other non-technology resources and materials, and the use of handheld computers.
- Adding items to the sub-component score for targeted and intensive professional development to assess the perceptions of LITs about the quality and usefulness of the Striving Readers professional development for these interventions.

As in Year 2, fidelity scores were only calculated at the school level. All scores except the professional development scale were again defined on a 10-point scale, where a 1 indicates that none of the key program characteristics were being implemented (according to self-reports on surveys and interviews), and a 10 indicates that all key components were being implemented with the expected regularity. (The professional development scale starts at 0, which represents a low average rate of attendance at all of the key training activities.) As discussed for the Year 2 study, it should again be noted that a 10 does not represent a “perfect” score. Implementation levels for fidelity scores were interpreted as in Year 3: scores ranging from 8 to 10 represent *high implementation (H)*, scores above 5 but lower than 8 represent *medium implementation (M)*, and scores of 5 or lower represent *low implementation (L)*.

Table 21 below summarizes the major changes in the fidelity scales from Year 3 to Year 4. For a complete list of the Year 4 LIS survey and interview items used in the creation of scales for each component and sub-component, and the formulas indicating the weights given to each item and responses to each item, see Appendix I. For a detailed comparison of the changes in the scales, these Year 4 scale definitions can be compared to those for Year 3, which are provided in Appendix E.

Table 21: Changes in Fidelity Scales from Year 2 to Year 4

Components and Sub-components	Yr 2	Yr 3	Yr 4	Changes from Year 2 to Year 4
Component 1: Whole-School (Blended) Intervention	√	√	√	Year 2–Year 3: Changed sub-component 1 from whole-part-whole to small-group instruction due to limitations in the ability to assess whole-part-whole. ^[a]
<i>Sub-component 1: Whole-part-whole (Year 2)/ Small-group instruction (Year 3)/ Individual and small-group instruction (Year 4)</i>	√	√	√	Refined/added/removed survey items assessing sub-components 2–5 (e.g., moved items about text sets to materials, excluded vocabulary items from observations).
<i>Sub-Component 2: Gradual release model</i>	√	√	--	
<i>Sub-Component 3: Comprehension focus</i>	√	√	√	Year 3–Year 4: Eliminated sub-component 2 and moved items relating to gradual release from the whole-school model to the targeted and intensive models.
<i>Sub-Component 4: Use of PRC2 instructional frameworks, text sets, and technology to support differentiated instruction</i>	√	√	√	Refined/added LIS survey items assessing sub-components 3 and 5 (e.g., reading comprehension item, vocabulary instruction).
<i>Sub-Component 5: Marzano’s Vocabulary</i>	√	√	√	
Component 2: Targeted Intervention	√	√	√	Year 2–Year 3: Added survey items about the nature of teacher/LIT collaboration.
<i>Sub-Component 6: Teacher/LIT collaboration</i>	√	√	√	Added items in the LIT survey about the use of practices to help students improve comprehension, vocabulary, and fluency during the targeted intervention.
<i>Sub-Component 7: Small-group setting for Tier 2-3 students with direct instruction in comprehension, vocabulary, and fluency</i>	√	√	√	Year 3–Year 4: Refined/added LIT survey items assessing sub-component 7 (e.g., differentiated instruction, gradual release model, reading comprehension, and vocabulary instruction).
Component 3: Intensive Intervention	√	√	√	Year 2–Year 3: Incorporated Tier 3 sixth graders who were not enrolled in AMP into sub-component 8 as 0% attendance.
<i>Sub-Component 8: Increased instructional time</i>	√	√	√	Added items in the LIT/AMP survey to assess the use of strategies and techniques during the intensive intervention.
<i>Sub-Component 9: Small-group setting</i>	√	√	√	
<i>Sub-Component 10: Direct instruction in comprehension</i>		√	√	Added sub-components 10 through 12 to reflect new survey items on issues not previously addressed.
<i>Sub-Component 11: Direct instruction in vocabulary</i>		√	√	Year 3–Year 4:

Components and Sub-components	Yr 2	Yr 3	Yr 4	Changes from Year 2 to Year 4
<i>Sub-Component 12: Direct instruction in guided fluency practice</i>		√	√	Refined/added LIT survey items assessing sub-components 10 through 12 (e.g., gradual release model, reading comprehension, and vocabulary instruction).
Component 4: Purposeful Assessment and Data-Driven Instruction	√	√	√	Year 2–Year 3: Added sub-components about fidelity of use of assessments by intervention type.
<i>Sub-Component 13: Whole-school (blended) intervention</i>		√	√	Added principal interview items about the school’s use of assessment data for a variety of purposes, as well as principal ratings about the quality of the literacy and grade-level teams in using assessment data, under sub-component 13.
<i>Sub-Component 14a: Targeted intervention</i>			√	Added LIT/AMP sub-component 14 to reflect new survey items about the use of assessment data during the after-school program.
<i>Sub-Component 14b: Intensive intervention</i>		√	√	Year 3–Year 4: Added targeted intervention sub-component
Component 5: Materials	√	√	√	Year 2–Year 3: Reorganized items to create sub-components for each type of material and resources used.
<i>Sub-Component 15: Text sets</i>		√	√	Refined/added/removed LIS survey items assessing sub-components 15 through 20 (e.g., removed items from the pre-observation checklists and the district-wide observations, added teacher and LIT survey items about the use of handheld computers and school libraries).
<i>Sub-Component 16: School library</i>		√	√	
<i>Sub-Component 17: Classroom library</i>		√	√	Year 3–Year 4: Eliminated ELA teacher survey items regarding text sets from sub-component 15, as text set use is more applicable to content-area instruction. This sub-component is now based only on principal interview items about content teachers’ use.
<i>Sub-Component 18: Other non-technology resources/materials</i>		√	√	
<i>Sub-Component 19: Handheld computers</i>		√	√	Refined/added/removed LIS survey items assessing sub-components 16 through 19 (e.g., removed items about the school librarian because many schools had no librarian, expanded the number of non-technology resources and materials in the materials section of the teacher and LIT surveys, and added LIT survey items about using handheld computers for differentiation).
<i>Sub-Component 20: Other technology resources</i>		√	√	
Component 6: Integration of Literacy into Content Area Instruction			√	This component was calculated for the first time in 2009-10 based on responses to the LIS survey from teachers providing content area instruction.

Components and Sub-components	Yr 2	Yr 3	Yr 4	Changes from Year 2 to Year 4
Component 7: Professional Development	√	√	√	Year 2–Year 3: Disaggregated PD component into separate sub-components for the whole-school intervention vs. the targeted and intensive interventions.
<i>Sub-Component 21: Whole-school PD</i>		√	√	Added teacher survey items and principal interview items about staff perceptions of the usefulness of PD they participated in.
<i>Sub-Component 22: PD for targeted and intensive intervention</i>		√	√	Year 3–Year 4: Added items to assess the perceptions of LITs about the quality and usefulness of the Striving Readers professional development.

^l Although this component was not specifically assessed, it was still expected that teachers follow this model.

The following discussion of implementation of the Chicago Striving Readers program during the 2009-2010 school year is organized around the seven main components of the program model. Within each component, more specific findings related to the sub-components of the model, as well as to other topics that are important to the program but are not explicit model components, or that apply across more than one component, are also discussed. Results of the fidelity scales for Year 4 program implementation are presented in Figures 10 through 25 (scale results by school are presented in Appendix J). These results are discussed below along with findings from additional survey items and interviews with program leadership that help illuminate the fidelity scale results. In addition, findings from case studies that were conducted during the school year at six of the higher implementing schools are also discussed at the end of this section.

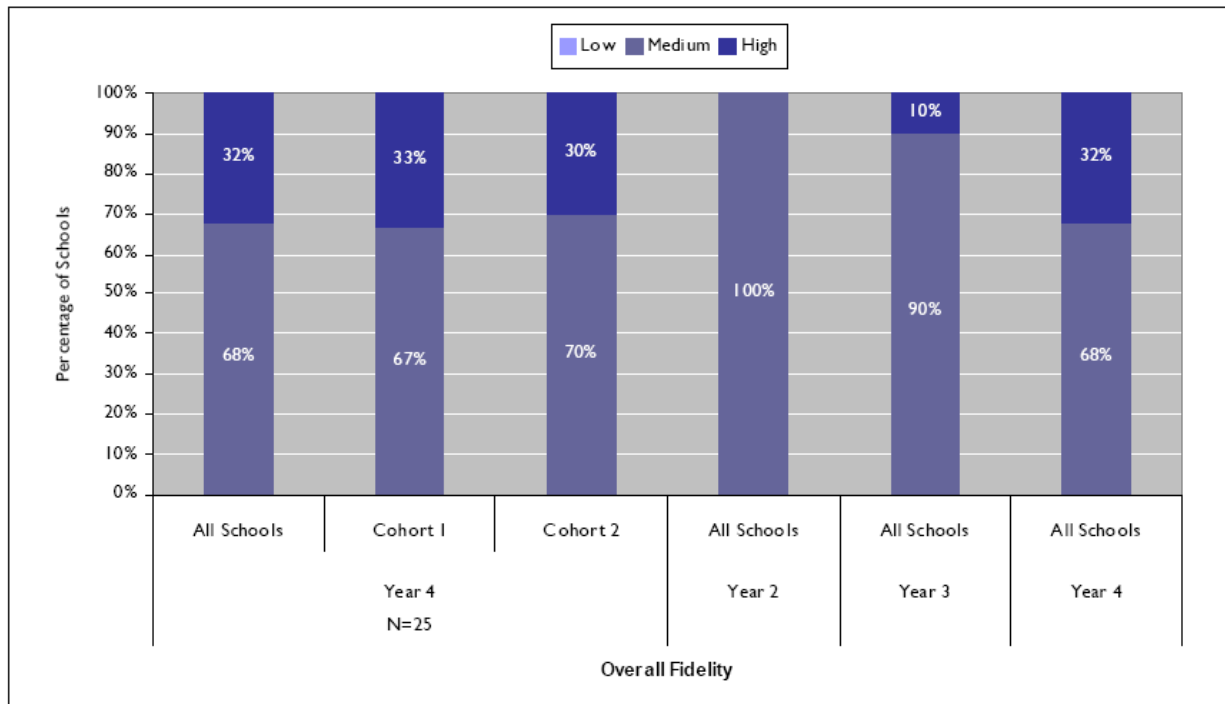
Overall Fidelity⁵⁸

All schools in both cohorts were implementing the classroom model at least at a medium level of overall fidelity during school year 2009–2010, including several that were implementing with high overall fidelity, showing progress over Years 2 and 3. Increased collaboration between project leadership and District Coordinators and improved alignment between SR and other district priorities have helped strengthen implementation, but substantial challenges remain.

Results for overall fidelity scores for the overall classroom model are presented in Figure 10.

⁵⁸ To maintain comparability to prior years, Component 6 for integration of fidelity into content area instruction was not included in the overall fidelity score.

Figure 10: Results of Years 2 through 4 Implementation Fidelity Scales Classroom Model – Overall Fidelity



As the overall fidelity scores in Figure 10 above and by school in Appendix J show, all schools in both cohorts were implementing the classroom model of the Striving Readers program at least at a medium level of overall fidelity during the 2009-2010 program year. Reflecting an improvement over Years 2 and 3, this included eight schools (32%)—including two schools from Cohort 1 and three from Cohort 2—that were implementing at a high level of fidelity.

Evidence of similarities and differences between Striving Readers and control schools also indicate that, at least in some areas, the program appears to have had a meaningful impact on the implementation and delivery of literacy instruction in the schools. For example, according to the Year 4 principal interviews, although similar proportions of Striving Readers and control schools (92% vs. 96%, respectively) had grade level teams providing a horizontal focus on instruction across subject areas, somewhat greater proportions of Striving Readers schools (89%, compared with 78%) had a vertically organized literacy team focusing on literacy issues across grade levels.

The composition and schedules of these teams were also somewhat different for the two groups. Among those schools that had such teams, all literacy teams at Striving Readers schools included the LIT and almost all (96%) included a special education teacher, compared to less than half (47%) of control school teams that had a reading specialist and only about four fifths (82%) that had special education teachers. In addition, literacy teams at many Striving Readers schools met more frequently than control school teams: the large majority of the former (86%) met at least biweekly—including two that met several times a week—compared with only 61% of control school teams that met this often. For grade level teams, while their schedules were comparable, team compositions again differed in some ways. Almost all Striving Readers teams included their principal as a member (92%) as well as the LIT (92%),

compared to 77% and 46% of control teams, respectively, that included the principal or a reading specialist. Other differences pointed to the efforts of the Striving Readers grade level teams to address all student needs: compared with control schools' teams, larger proportions included a special education teacher (87% vs. 77%) and an ESL teacher (46% vs. 32%). In contrast, a *smaller* proportion of grade level teams at Striving Readers schools than control schools included content area teachers (62% vs. 86%, respectively). However, the latter result is difficult to interpret: since most teachers teach more than one subject, it may reflect principals interpreting ELA as their grade level team members' *primary* subject, rather than a lack of representation of other subjects on the team.

Striving Readers principals also seemed to have somewhat more confidence in the effectiveness of both their literacy and grade level teams, at least in relation to literacy instruction: although they were slightly less positive about these teams' performance in "addressing the needs of all students," Striving Readers principals were somewhat more likely to give high ratings to their literacy teams' performance in "improving literacy instruction at your school" (56% rated it as *excellent*, compared to 44% of control school principals). More notably, their confidence in their grade level teams might reflect a greater focus on literacy among many Striving Readers schools: over half of Striving Readers principals (54%) rated grade level teams' performance in improving literacy instruction as *excellent*, compared to less than a fourth (23%) of control school principals. Other differences in Striving Readers and control school principals' perceptions of their literacy programs are described in the discussions of the various program components, below.

A number of factors have been cited by program staff at the school and district levels as having helped support implementation. The Project Director has continued her close collaboration with the District Coordinators to develop their skills and establish priorities. Further support was provided by the senior literacy advisor, who also began to work directly with the Coordinators as of Year 4. This collaboration helped to further strengthen the Coordinators' roles, while providing the literacy advisor with more direct input into project implementation. Perhaps as a result of this collaboration, District Coordinators also reported having fewer responsibilities extending beyond the SR program during Year 4, which helped them to focus on Striving Readers. In addition, the literacy advisor continued to work closely with SR school principals, helping to foster within-school accountability.

Since the staff's sense of priorities and accountability is largely molded by that of the principal, it is clear that the principal's commitment to and involvement in the program are critical, and these characteristics have been frequently cited by district staff as factors in some schools' success—and as a challenge for others. Principals in turn have cited the availability of the LIT as a strength of the program, as well as the program's positive impact on collaboration amongst teachers. This collaboration is strengthened by the model's instructional consistency across classrooms and by teachers' shared knowledge base and pedagogical vocabulary, even while it is challenged by difficulty finding the time needed for active collaboration.

As has been discussed in relation to prior years' findings, various CPS initiatives to strengthen literacy instruction have been taking place district-wide, including at the control schools. And to some extent at least, the Striving Readers program may be influencing these initiatives. (For example, district level professional development efforts around literacy and differentiated instruction have been informed by the work of ORLA, and by the Striving Readers training model in particular.) This strengthening of control programs and alignment of focus may have resulted in further narrowing some of the differences

between Striving Readers and control schools' literacy programs. For example, based on principal interviews, differences between the two groups in their use of student data for grouping or to assess instructional programs, and in their integration of literacy into math and science curricula, were almost indistinguishable. Many other aspects of control schools' literacy curricula are probably also more similar to Striving Readers as a result of the alignment in priorities. While this is a positive outcome for both Striving Readers *and* control schools, it might further obscure the evidence of impact of the Striving Readers program, as discussed further under Implications for Impact Analyses, below.

While Chicago Striving Readers enjoyed greater success in Year 4, it still has to compete with other district requirements; the Project Director and the rest of the district SR team can work to establish strong relationships with schools and to convince them of the value of the model, but cannot mandate participation. Despite the improvements discussed above, the literacy advisor has noted a “lack of energy” around implementation. In spite of the positive message that might be inferred from the fact that district training efforts have been informed by Striving Readers, conflicting signals about priorities and expectations remain. For example, in some cases Chief Area Officers⁵⁹ have required their schools to shift the focus of their LITs more toward coaching than interventionist. Schools with higher achievement levels that become Autonomous Management and Performance schools (which retain autonomy from Area management) tended to struggle less with implementation. These mixed signals—combined with the difficulties that the evaluation has encountered in identifying measurable impact relative to control schools—are likely one reason for the indifference in some schools. As discussed in prior years, school size also remains an additional confounding factor, as the LIT's time is spread out more in larger schools. (Nevertheless, even some larger schools have been able to achieve relative success in their implementation of Striving Readers, as illustrated by the case studies, discussed below.) Other obstacles to program implementation that have been cited by Striving Readers principals—perennial challenges that affect all instructional initiatives—include high student and staff mobility, large class sizes, and the absence for many students of an academically supportive home environment. In addition, the Senior Literacy Advisor has observed that student behavior problems sometimes makes teachers reluctant to take on small-group activities.

Additional insights about the implementation of the Striving Readers model are discussed below in relation to each component of the model. Since each component and sub-component was measured on the same basis for all schools and classrooms, the results should provide a reliable indicator of the range of implementation among schools (or between cohorts) within the same component.

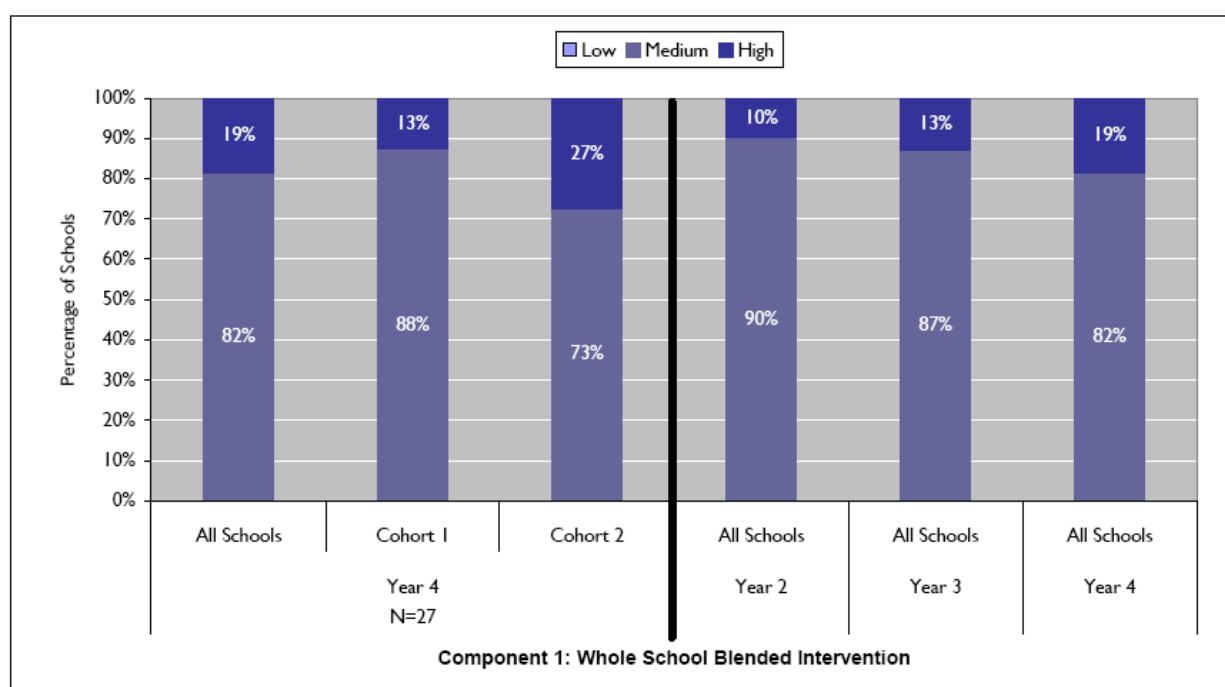
⁵⁹ Each Chief Area Officer is responsible for ensuring school improvement and specified outcomes for a geographic cluster of schools.

Component I: Whole-School (Blended) Intervention

Most schools implemented the blended intervention model at a medium level of fidelity. The strongest implementation was in teaching reading comprehension strategies, but small-group and differentiated instruction, and specific instructional frameworks and techniques, continued to pose a challenge.

Fidelity scale results for the whole-school intervention are presented in Figure 11, overall and by cohort for Year 4, as well as for Years 2 through 4 overall.

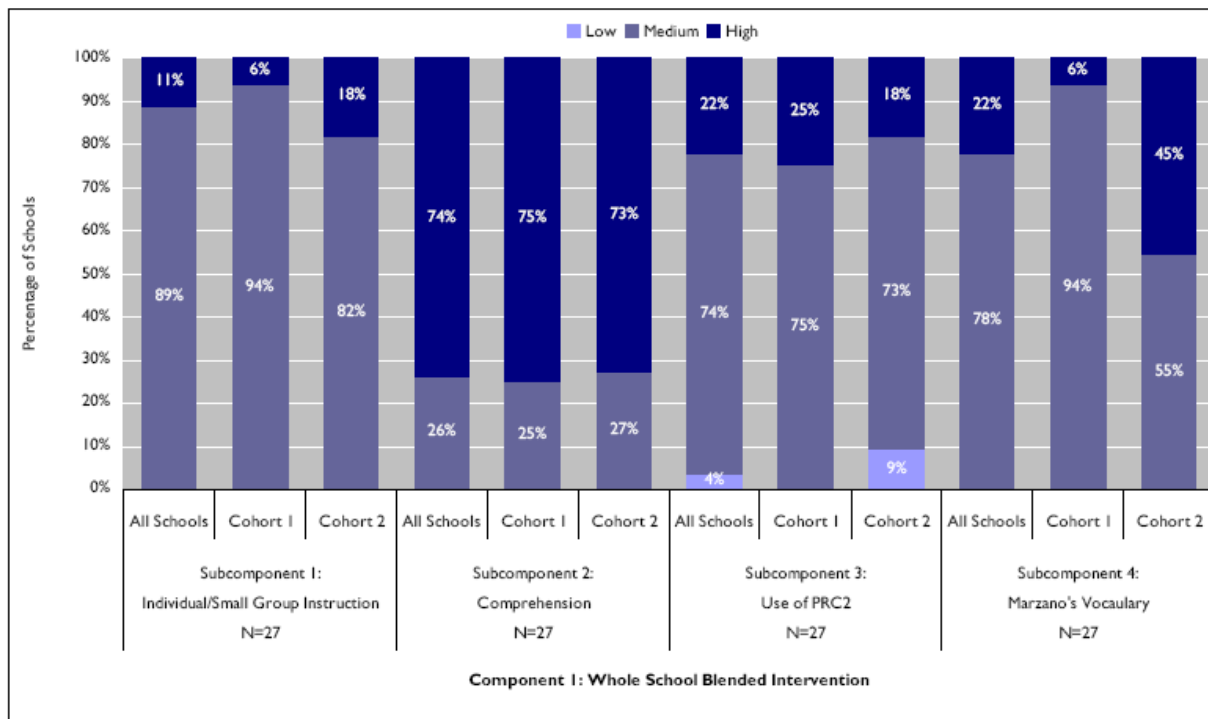
**Figure 11: Results of Years 2 through 4 Implementation Fidelity Scales
Component I: Whole School (Blended) Intervention**



At most schools—82% overall, including 88% of Cohort 1 schools and 73% of Cohort 2 schools—the blended intervention model for all students was implemented at a medium level of fidelity. All other schools, including over a fourth (27%) of Cohort 2 schools, implemented this model at high fidelity. These results also reflect progress since the fidelity scales were first implemented in Year 2: while no schools have reported implementing the blended model at a low level of fidelity, the proportion implementing at a high fidelity level has nearly doubled, from 10% in Year 2 to 19% in Year 4.

Fidelity scores were also calculated separately for each of the sub-components of the blended intervention model. Figure 12 presents these results.

**Figure 12: Results of Year 4 Implementation Fidelity Scales by Sub-Component
Component I: Whole School (Blended) Intervention**



Teaching comprehension strategies. The strongest implementation was on the focus on teaching reading comprehension strategies, on which 20 of 27 schools for which ratings were available⁶⁰ (74%) achieved high fidelity). Although different teachers focused on different strategies depending on the needs of their students, almost all ELA teachers responding to the spring survey (98%) reported teaching one type of comprehension strategy or another on at least a weekly basis, and three fourths (75%) did so almost daily. Other techniques that most teachers (58% or more) used multiple times a week included establishing the purpose for reading and making connections to background knowledge.

Small-group and differentiated instruction. Survey respondents were less consistent in the use of other techniques: although all Striving Readers schools implemented small-group instruction with at least a medium level of fidelity, only three attained high fidelity in this technique. In addition, although it was not uncommon for teachers to report using differentiated instruction (94% reported doing so at least weekly, and 57% on an almost daily basis), project leadership remained skeptical about whether teachers' understanding of the technique was adequate for their self-ratings to be reliable, and District Coordinators noted that more "traditional" teachers were often slower to embrace this technique.

⁶⁰ Fidelity ratings could not be calculated for two schools that did not return any ELA teacher surveys.

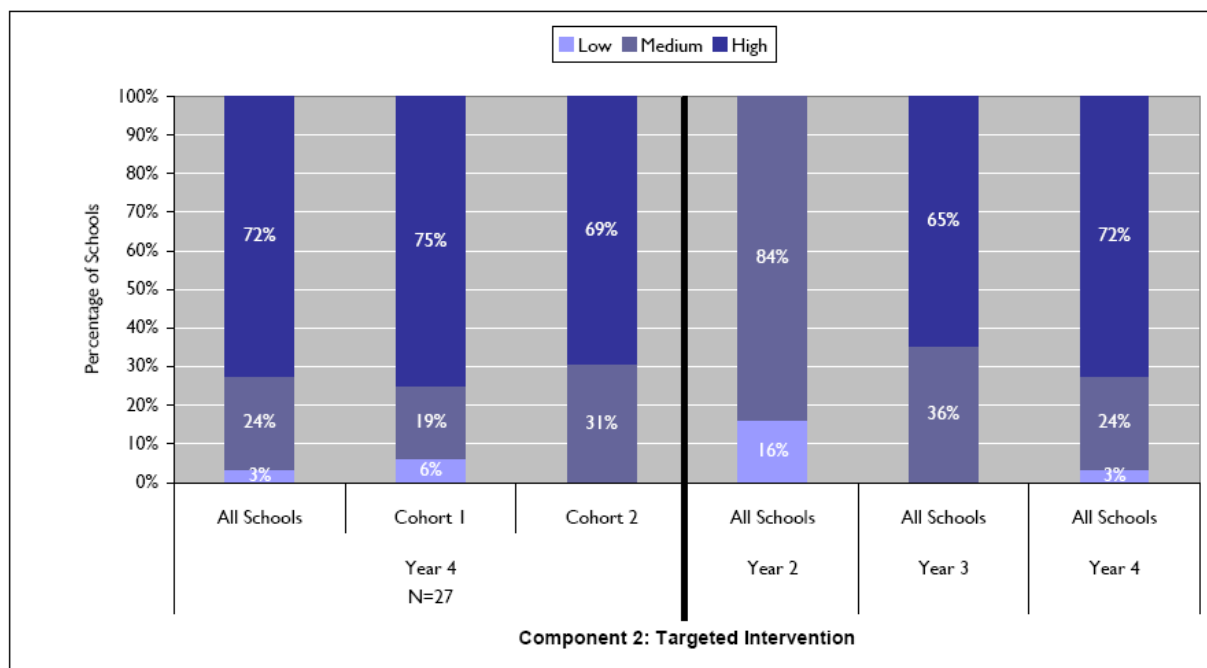
Instructional frameworks and techniques. ELA teachers’ self-reports also indicated that their use of instructional techniques such as Partner Reading in the Content Area, Too (PRC2) and Marzano’s vocabulary occurred at a medium level of fidelity in most schools. Cohort 1 schools were more successful in the former, with 25% implementing the “use of PRC2, text sets and technology to support differentiated instruction” at a high fidelity level (compared with 18% of Cohort 2 schools), while Cohort 2 schools were more successful in the implementation of vocabulary instruction and word study (including Marzano’s vocabulary, Words Their Way and/or Donald Bear’s Word Study): almost half (45%) of Cohort 2 schools reported conducting this instruction with high fidelity, compared to only one of 16, or 6%, of Cohort 1 schools.

Component 2: Targeted Intervention

Almost three out of four Striving Readers schools implemented the targeted intervention with high fidelity. Teachers and LITs formed strong collaborations, and new techniques were used to review and strengthen intervention strategies. However, many LITs continued to face a challenge to their capacity to serve the whole school.

Fidelity scale results for the targeted intervention are presented in Figure 13, overall and by cohort for Year 4, as well as for Years 2 through 4 overall.

**Figure 13: Results of Years 2 through 4 Implementation Fidelity Scales
Component 2: Targeted Intervention**



Teachers at the majority of Striving Readers schools reported implementing the targeted intervention at a high level of fidelity: 72% of schools (21 out of 29 across both cohorts) received high fidelity ratings

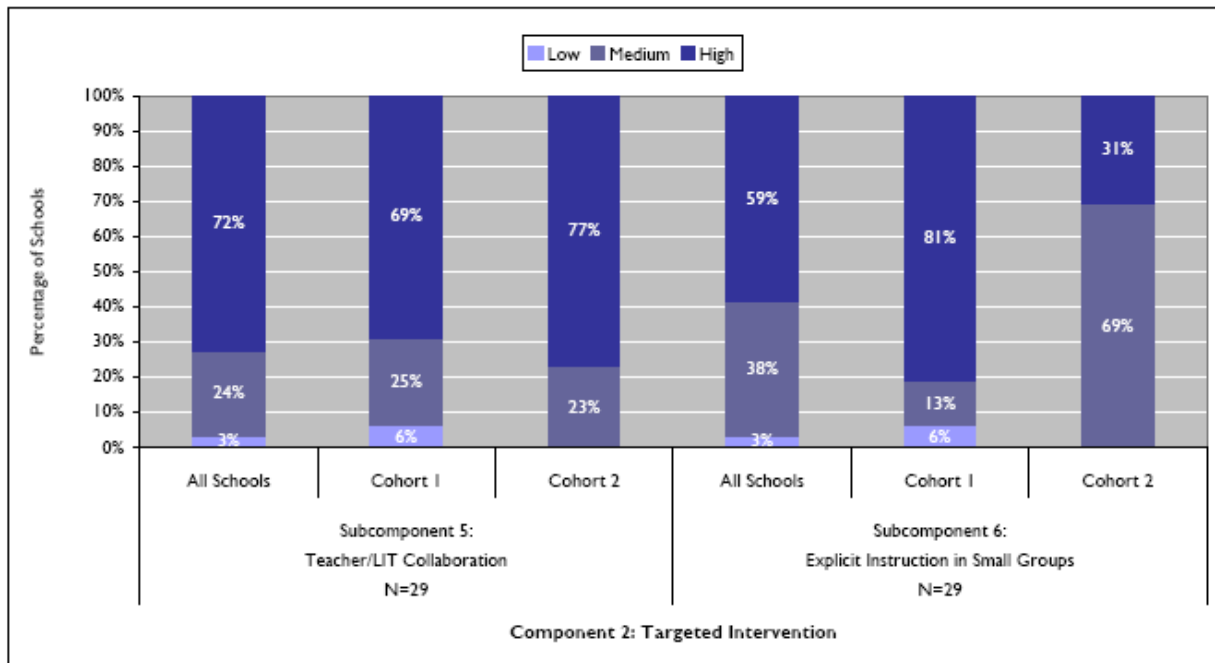
for this component. A slightly greater proportion of Cohort 1 schools than Cohort 2 schools (75% vs. 69%, respectively) reported implementing at high fidelity. These results also reflect some improvement over time, as the proportion implementing at high fidelity increased from 65% in Year 3.⁶¹

Principals' confidence in the effectiveness of their grade level and literacy teams showed similar patterns in relation to the teams' performance in supporting struggling readers as they did regarding their overall effectiveness in improving literacy instruction. Specifically, while overwhelmingly positive, Striving Readers principals had slightly less enthusiasm than control principals about their literacy teams' ability to support struggling readers (83% vs. 88% rating it as at least good, and 52% vs. 65% rating it as excellent). However, they had much greater confidence about their grade level teams' performance in this area, with considerably more Striving Readers principals (42% vs. 23%) rating them as excellent.

Fidelity scores were also calculated separately for each of the components of the targeted intervention. Figure 14 presents these results.

⁶¹ The dramatic increase from Year 2 to Year 3 in the proportions rated at high fidelity can not be assumed to reflect program improvement, since there were also substantial changes in the definition of this fidelity scale in Year 3, as summarized in Table X above.

**Figure 14: Results of Year 4 Implementation Fidelity Scales by Sub-Component
Component 2: Targeted Intervention**



Teacher/LIT planning for struggling readers. The strongest aspect of the targeted intervention was the collaborative relationships established between teachers and LITs. The majority of schools (72%, or 21 out of 29) reported highly positive collaborations between teachers and LITs, a necessary dynamic to support effective targeted intervention. The senior literacy advisor has been pushing schools to focus more attention on Tier 3 students, and has been working with the district coordinators to implement a case study approach to gain more detailed insights into implementation. This has involved reviewing individual students' BRI and spelling inventory scores to obtain a more accurate understanding of their abilities than can be obtained from ISAT scores alone, and using these findings to explore individualized intervention strategies. Although they reported maintaining tier groups, district coordinators did not seem to find the official tiering process particularly beneficial, largely because of widely shared concerns about the validity of the ISAT results for struggling readers. Nevertheless, the active use of other data sources such as the BRI to assess students' needs helped facilitate instructional planning and progress monitoring.

At those schools that utilized their LITs more as coaches than interventionists, as discussed above, it would follow that these LITs would have less opportunity to directly support struggling readers, further confounding the aforementioned difficulty that LITs at the larger schools faced in serving all those in need. In a number of cases, classroom teachers were also found to have acquired an expectation or at least preference for their LIT to support them through coaching—a pattern that became apparent, even among some of the stronger schools, from the case studies.

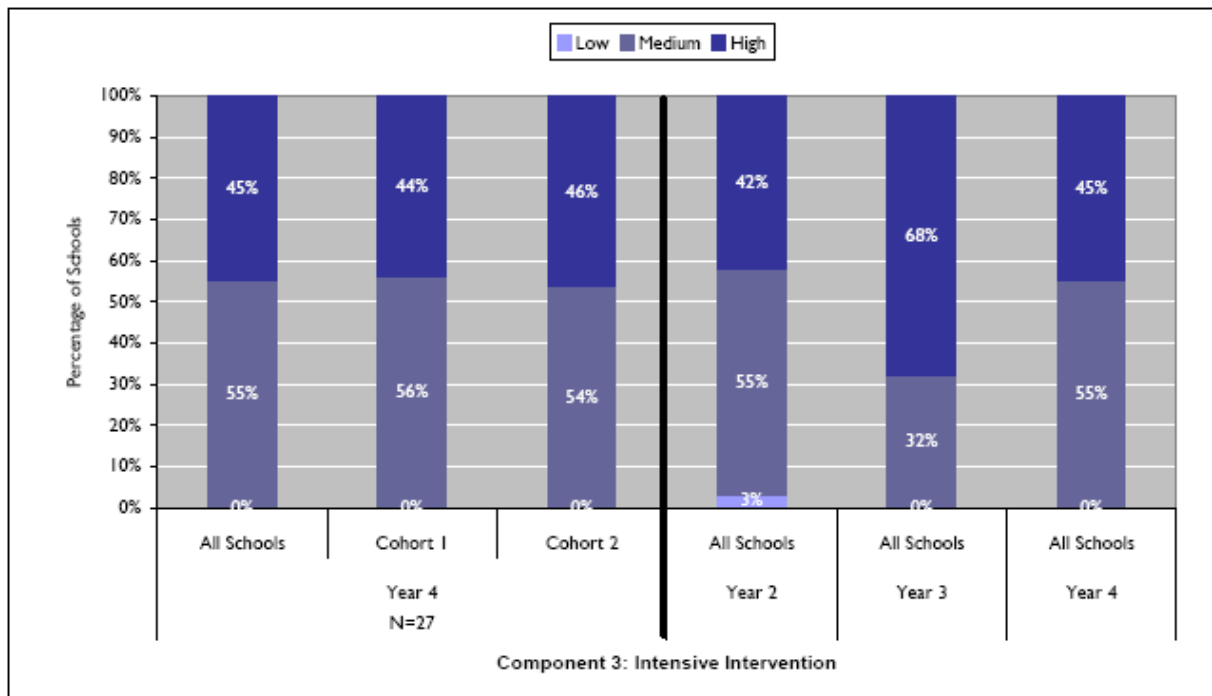
Another challenge for serving struggling readers was that, according to concerns expressed by several principals, the SR model may be less effective for English language learners. (Results of program impact analyses provide mixed evidence about principals' impressions. Hispanic students, many of whom are English language learners, responded more positively than other ethnic groups in terms of overall program effects for all students; however among Tier 3 struggling readers, non-ELL students responded more positively than ELL students. These findings are discussed in more detail in Sections IV and V below.) During case study interviews, several teachers shed further light on this phenomenon, explaining that it is more difficult to find text sets and other literacy materials in other languages, or that are designed specifically for language learners, who tend to require more focus on vocabulary building before they can fully participate in other SR instructional techniques.

Component 3: Intensive Intervention

All schools reported implementing the intensive intervention at least at a medium fidelity level, but implementation was less successful than that of the targeted intervention. Among the largest challenges was achieving high rates of enrollment and attendance. Schools reported being largely successful in providing instruction in comprehension, but were less so in fluency and vocabulary instruction. Many LITs questioned the relevance and appropriateness of the AMP program for substantial numbers of students.

Fidelity scale results for the intensive intervention are presented in Figure 15, overall and by cohort for Year 4, as well as for Years 2 through 4 overall.

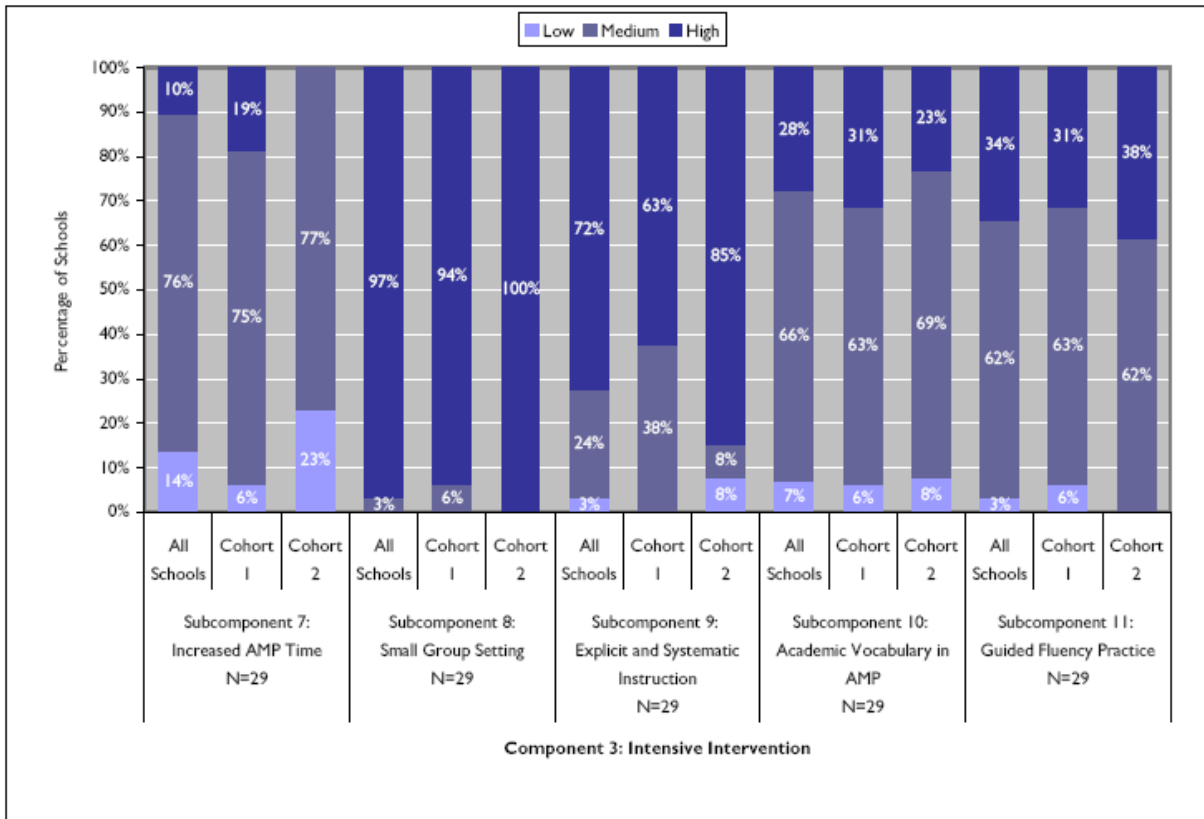
**Figure 15: Results of Years 2 through 4 Implementation Fidelity Scales
Component 3: Intensive Intervention**



Implementation of the intensive intervention was less successful than that of the targeted intervention. Although all schools reported implementing this component at least at a medium fidelity level, fewer than half did so with high fidelity. There was substantial improvement in implementation from Year 2 to Year 3, with the proportion of schools implementing at high fidelity increasing from 42% to 68%; however, this proportion fell back to 45% during Year 4.

Some of the challenges that schools encountered are apparent from the analyses of the specific sub-components of the intensive intervention. These analyses include summaries of fidelity scores calculated separately for each of the components of the intensive intervention, shown in Figure 16.

**Figure 16: Results of Year 4 Implementation Fidelity Scales by Sub-Component
Component 3: Intensive Intervention**



Increased instructional time. As in prior years, one of the most significant challenges of implementing the AMP program was providing the amount of increased instructional time called for by the model. This requires conducting an after-school program that provides at least the requisite number of additional hours of training, a criterion met by virtually all schools. However, instructional time can only be supplemented if the targeted students participate in the program. Although enrollment rates among eligible Tier 3 students (76% overall⁶²) were improved compared to prior years, average overall attendance rates remained at only 46% across all schools.⁶³

As was found in previous years, even AMP instructors have acknowledged that the program may not be ideal for all students—a phenomenon that has been acknowledged by the senior literacy advisor, and

⁶² Unweighted average across schools for eligible sixth grade students.

⁶³ This figure represents attendance for sixth grade students only. It is calculated by dividing the number of minutes that each student attended by the minimum number of minutes that the programs should have been offered according to the model, rather than the time that AMP was actually offered at each school. For the purpose of this fidelity score, eligible students who did not enroll in AMP were counted as having a 0% attendance rate.

that may help explain the relatively low enrollment and attendance rates. On spring 2010 surveys, the vast majority of LITs (93%) still felt that the program was at least “somewhat” appropriate (including 41% who felt it was “appropriate” or “very appropriate”) to the reading levels of the students who were participating. However, considerably smaller proportions than last year—48% and 35%, respectively—felt that the program was appropriate to the literacy needs and learning styles of “most” participating students (see Table 22).

Table 22: Spring 2010 Literacy Improvement Survey: LITs Proportion of Students for Whom You Think the Following Statements About AMP Are True

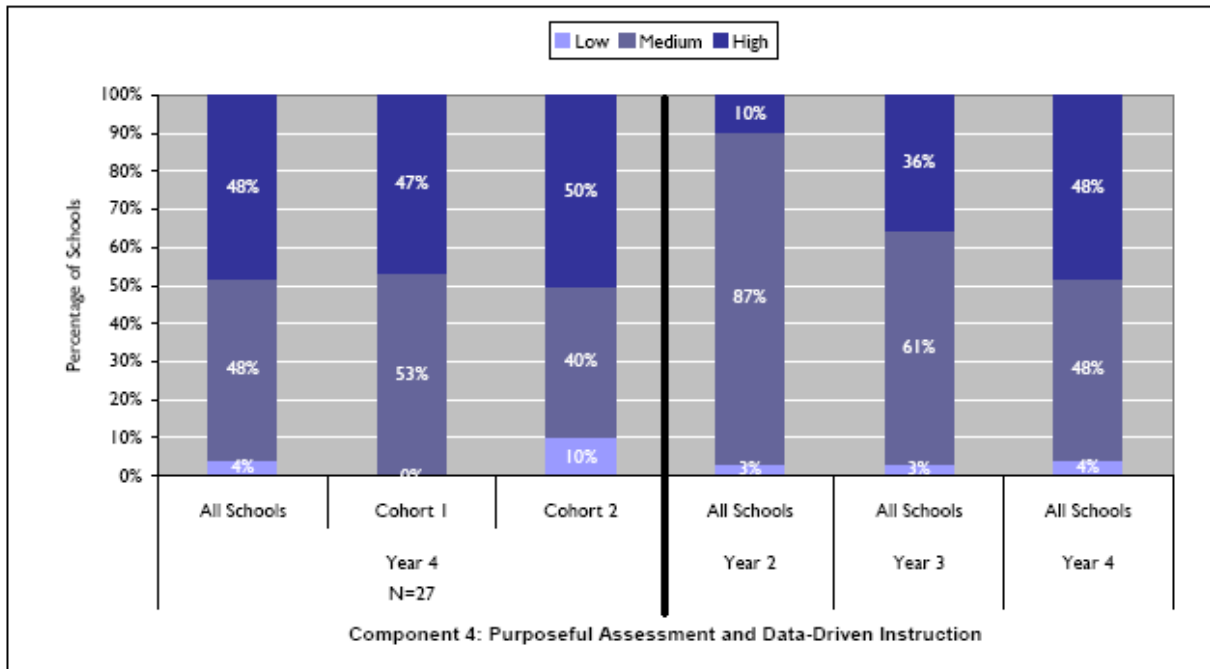
The AMP after-school program is...	Total N	All or almost all students	Most students	About half	A few students	Hardly any students
...engaging.	29	10.3%	20.7%	31.0%	20.7%	17.2%
...relevant to their interests.	29	3.4%	24.1%	27.6%	27.6%	17.2%
...motivating.	29	6.9%	13.8%	27.6%	27.6%	24.1%
...appropriate to their literacy needs.	29	24.1%	24.1%	34.5%	6.9%	10.3%
...appropriate to their learning style.	29	13.8%	20.7%	34.5%	13.8%	17.2%

Direct instruction in comprehension, vocabulary, and fluency in a small-group setting . The Striving Readers schools were highly successful in providing the AMP courses in a small-group setting; indeed, all schools but one met or exceeded the teacher:student ratio required by the model. The large majority (21 out of 29, or 72%) also reported providing explicit instruction in comprehension with high fidelity. They were less successful, however, in their implementation of the other instructional techniques. Only 34% of all schools implemented guided fluency practice during the AMP classes with high fidelity, and only 28% did so for explicit instruction in vocabulary.

Component 4: Purposeful Assessment and Data-Driven Instruction

Fidelity scale results for purposeful assessment and data-driven instruction are presented in Figure 17 for Year 4, overall and by cohort, as well as for Years 2 through 4, overall.

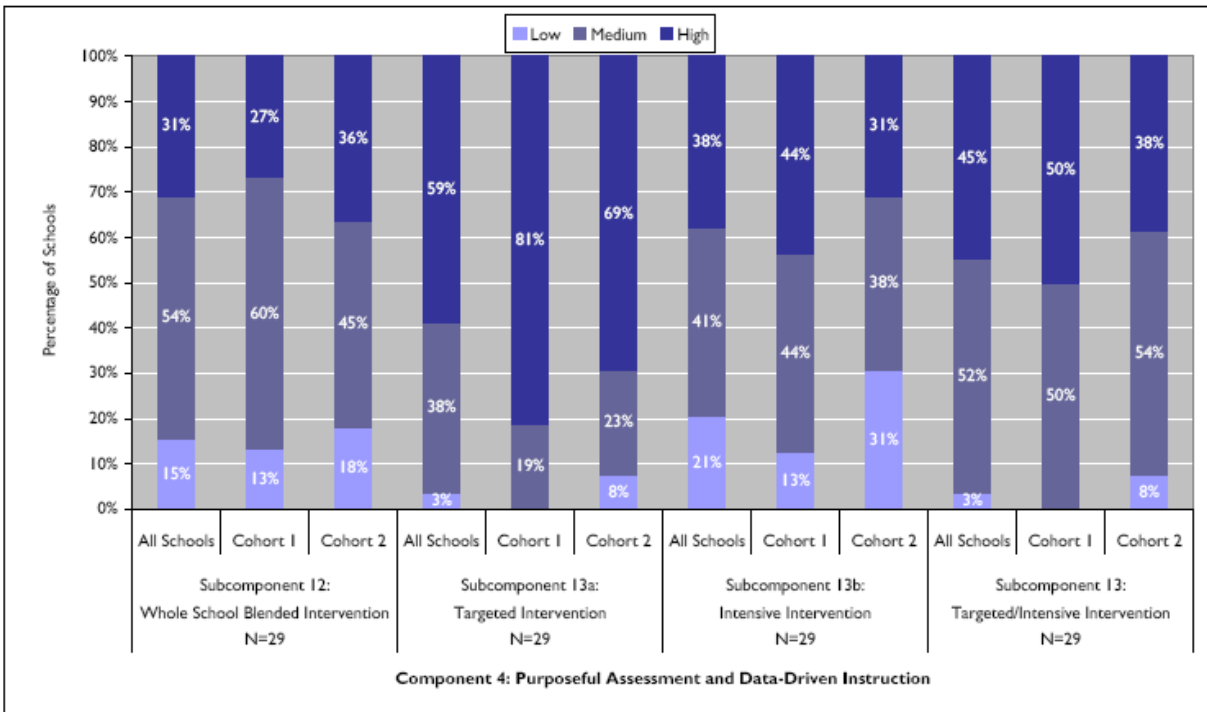
**Figure 17: Results of Years 2 through 4 Implementation Fidelity Scales
Component 4: Purposeful Assessment and Data-Driven Instruction**



As shown in Figure 17, almost all the schools (96%) were rated as middle or high implementers in their use of assessment data and data-driven instruction (48%, respectively). Only one Cohort 2 school was rated low in this area. When looking at changes over time, results show that Striving Readers has made substantial progress in this area. For example, the proportion of schools implementing this component with high fidelity increased from 10% in Year 2 to 36% in Year 3 and 48% in Year 4. The Project Director feels that this increase may be attributable, in part, to a push for more rigorous performance and accountability measures from Area Officers and district mandates. Nevertheless, it remains unclear whether self-reports of increased use of data necessarily reflect more *effective* use of data to drive instruction.

Fidelity scores were also calculated for purposeful assessment specific to the whole school blended intervention and the targeted and intensive interventions. Figure 18 presents these results.

**Figure 18: Results of Year 4 Implementation Fidelity Scales by Sub-Component
Component 4: Purposeful Assessment and Data-Driven Instruction**



Results seem to indicate greater use of assessment data for struggling readers (through the targeted and intensive interventions) than for the whole school blended intervention. Specifically, 13 schools (45%) reported high levels of fidelity in the use of data for the targeted and intensive interventions as compared to 8 schools (31%) for the whole school intervention. On the other end of the spectrum, 4 schools were rated as low implementers for the whole school blended intervention compared to only one school for the targeted and intensive interventions. Cohort 1 schools had a slightly higher level of fidelity for the targeted and intensive interventions than Cohort 2 schools. When comparing the targeted and intensive interventions to each other, data presented in Figure 18 show that schools had higher levels of implementation fidelity for the targeted intervention than the intensive intervention (59% of schools were high implementing compared to 38%, respectively).

Results from principal interviews suggest that Striving Readers schools have made significant progress in this area and in some instances are outperforming their control counterparts. For example, a considerably higher proportion of principals in treatment schools than in control schools rated the quality of the literacy team’s performance in using assessment data and/or student work to drive instruction as “excellent” (52% and 28%, respectively). Furthermore, more principals in treatment than control schools also rated the quality of grade-level teams in using assessment data to plan for instruction as “excellent” (50% compared to 18%) and using assessment data to establish vertical and horizontal literacy goals by grade level as “good” or “excellent” (88% compared to 68%).

There was also additional evidence that Striving Readers schools have continued to integrate the use of assessment data into their school culture. For example, the large majority of school principals

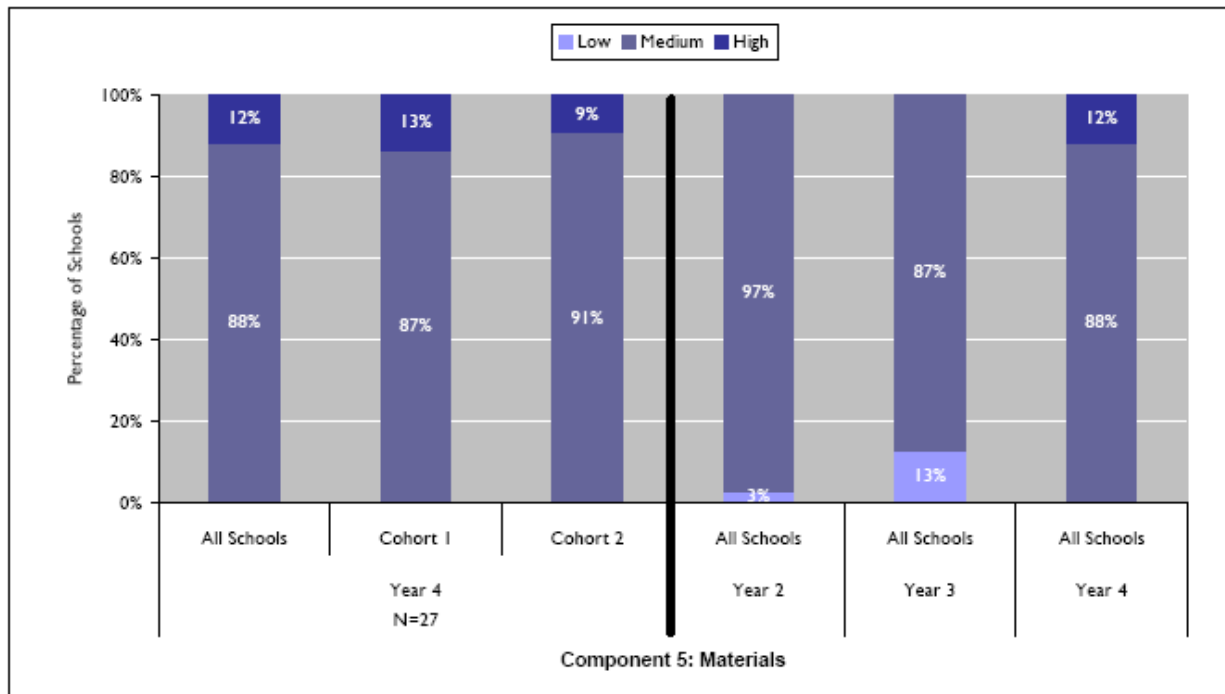
reported using student assessment data for a variety of purposes to a “moderate” or “large extent.” Purposes included screening students’ ability levels for placement in intervention programs (96% reported using data for this purpose to a moderate or large extent), diagnosing students’ strengths and support needs for placement in specific courses or instructional groups (96%), identifying trends in fluency and comprehension abilities across groups of students (100%), identifying trends in vocabulary knowledge across groups of students (85%), monitoring overall student progress for the purpose of assessing success of instructional programs or methods (100%), differentiating instruction (92%) and planning on-site professional development (100%). Furthermore, significant differences were observed between treatment and control schools in their use of assessment data to screen students’ ability levels for placement in intervention programs, with a much larger proportion of treatment principals than control principals reporting that they use data for this purpose to a “large extent” (77% compared to 44%, respectively). Table 5 in Appendix K shows the detailed results.

In the surveys, literacy teachers also reported high levels of use of assessment data. For example, over 90% of teachers indicated using data from a variety of assessments, including the Reading Benchmark Assessment (94%), the ISAT (98%), the BRI (90%), informal assessments (98%), fluency snapshots (98%), and spelling inventories (97%), among others. Furthermore, a majority of teachers indicated that they use data from these assessments to a “moderate” or “large extent” for a variety of purposes, including placing students in intervention programs (68%), differentiating instruction (92%), identifying skills that need to be taught or retaught (93%), monitoring students’ progress (94%) and creating instructional groups in class (89%).

Component 5: Materials

Fidelity scale results for integrating high-quality, high-interest materials into the literacy curriculum and instruction are presented in Figure 19 for Year 4, overall and by cohort, and for Years 2 through 4, overall.

**Figure 19: Results of Years 2 through 4 Implementation Fidelity Scales
Component 5: Materials**



Results show that, in Year 4, the “high interest, high quality materials” component of Striving Readers was implemented at a medium level of fidelity in a majority of schools (88%). Cohort 1 schools showed a slightly stronger level of implementation than Cohort 2 schools. When comparing results across years, data show that, in Year 4, there was some progress in the area of integration of high interest, high quality materials into the literacy curricula. For example, although the proportion of schools who implemented this component at a medium level remained constant from Year 3 to Year 4 (87% and 88%, respectively), in Year 4, the remaining schools scored at a high level of implementation (12%), whereas in Year 3, the remaining schools scored at a low level of implementation (13%).

Fidelity scores were also calculated for each of the main types of materials and resources emphasized in the Striving Readers model, including technology resources (i.e., handheld computers, media centers, and listening centers) and non-technology resources (i.e., text sets, classroom libraries, school library, and other). Each of these is described in more detail in the following paragraphs, complemented by findings from other sources such as the teacher surveys, principal interviews and district staff interviews.

Technology Resources. Technology integration is an important component emphasized by the Striving Readers model. Treatment schools have been provided with several technology resources, including handheld computers, media centers and listening centers, and teachers have received ongoing professional development on the use of these resources.

Results from the principal interviews were very positive and suggest that Striving Readers has had a strong impact on technology use. For example, significant differences were found between treatment and

control schools, with treatment schools reporting higher levels of integration of overall technology, as well as specific technology resources, into the literacy curriculum. As shown in Table 23 below, a much larger proportion of principals in treatment schools than control schools reported that technology has been thoroughly integrated into the literacy curriculum (54% compared to 18%, respectively), including media centers (58% compared to 10%), listening centers (39% compared to 10%) and handhelds/laptops (50% compared to 9%).

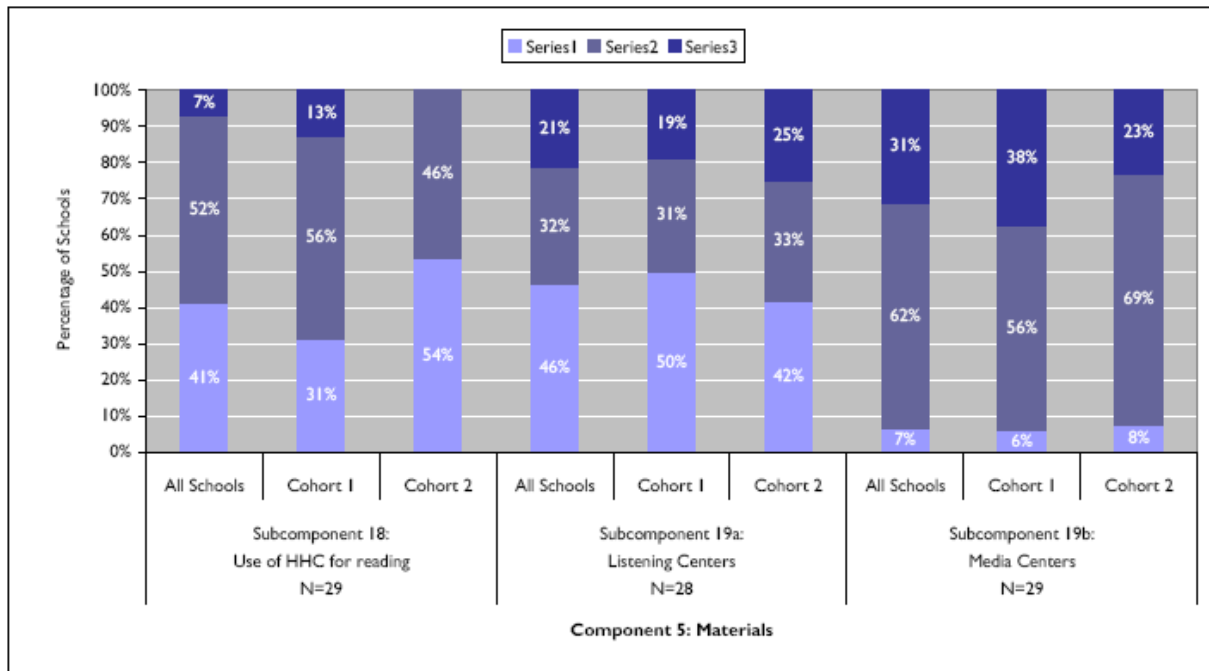
Table 23: Integration of Technology Resources Into Literacy Curricula

To what extent have the following technology resources been integrated into the literacy curriculum?*	Treatment Schools (N = 26)				Control Schools (N = 21, 21, 22, 22)			
	NA	Not at all integrated	Somewhat integrated	Thoroughly integrated	NA	Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers*	3.8%	0%	38.5%	57.7%	19%	0%	71.4%	9.5%
Listening Centers*	0%	3.8%	57.7%	38.5%	19%	0%	71.4%	9.5%
Handhelds/Laptops*	0%	3.8%	46.2%	50%	19%	4.5%	50%	9.1%
Overall technology*	--	0%	46.2%	53.8%	--	0%	81.8%	18.2%

* An asterisk in this column denotes a statistically significant difference ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

Despite these positive findings, additional results from the fidelity analyses suggest that Striving Readers schools were still struggling with the implementation and use of both the handheld computers and the listening centers—although most of the case study schools were using handheld computers more frequently than other schools. Figure 20 below shows the detailed fidelity results for the technology subcomponents.

**Figure 20: Results of Year 4 Implementation Fidelity Scales, by Subcomponent
Component 5: Materials – Technology Resources**



As shown in Figure 20, over 40% of the schools reported a low level of fidelity of implementation for the handheld computers, while 52% reported a medium level and 7% reported a high level of implementation. This is consistent with survey findings, which show that just over half (55%) of the literacy teachers use handheld computers to teach literacy. The main reasons for not using the handheld computers included: not participating in sufficient professional development to feel comfortable using them (36%), not believing they offer sufficient added benefit compared to traditional media (26%), and not receiving the handheld computers (24%).

Of those teachers who reported using the handheld computers, most indicated using them in a variety of grouping strategies, including whole class and/or large group (73%), small groups and/or pairs (89%), and individual work (76%). The large majority of teachers reported that students use them less than once a week, including 51% who said one to three times a month and 37% who said less than once a month. The most common uses of the handheld computers, as reported by at least half of the teachers, included: vocabulary development (82%), organizing information (65%), developing students' self-directed learning (62%), teaching word parts (62%) and writing skills (61%), locating information (59%), activating students' prior knowledge (55%), and synthesizing information (55%). Detailed survey findings are presented in Appendix L.

Findings from the technology coordinator interview also suggest that the use of handheld computers was mixed, with varying degrees of implementation across schools and within schools. The technology coordinator noted that teachers use them in the whole class blended instruction model but not for differentiation purposes. The LITs also use them during targeted interventions to provide extra support

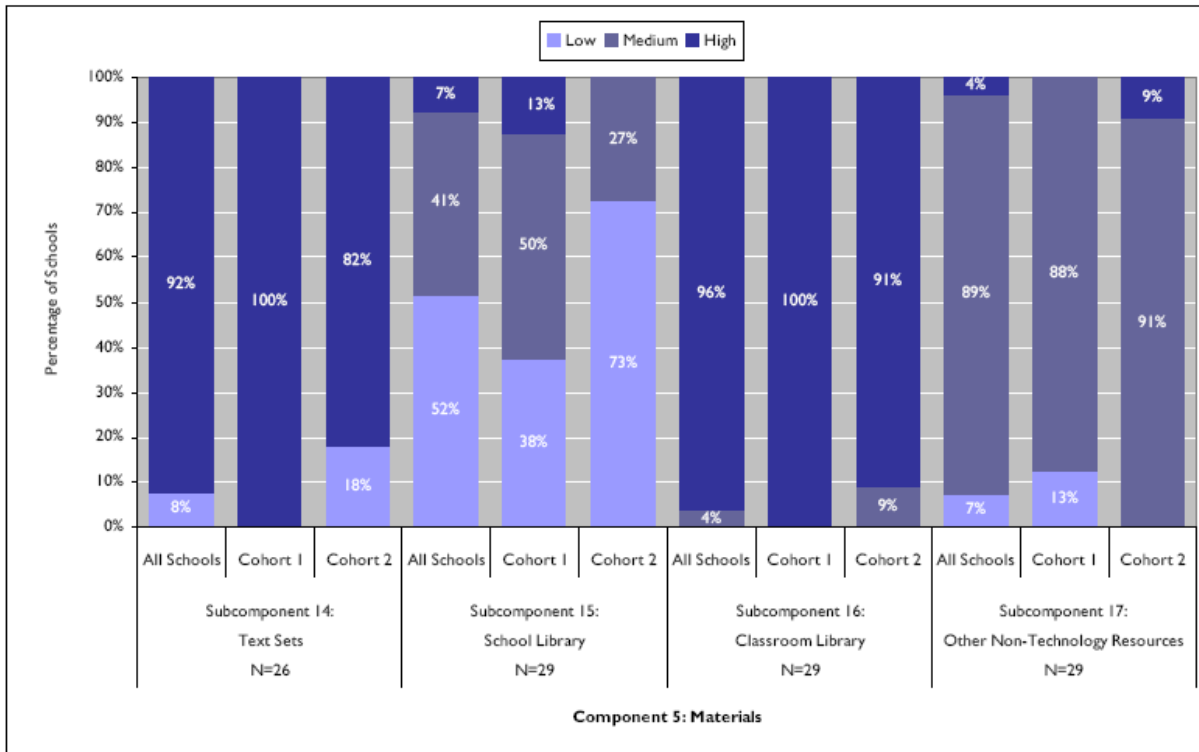
to Tier 2 and Tier 3 students. However, the coordinator added that there was some confusion among LITs about whether they were supposed to use the handheld computers during the afterschool program, which resulted in a much more limited use of handhelds in that setting. When used, the handheld computers were found to be particularly useful in building fluency. Teachers were also able to use them to monitor student performance, but according to the coordinator, this did not happen as often as it could because the LITs are responsible for overseeing the handheld computers and therefore need to be present when in use. Handhelds were considered to substantially increase the motivation and engagement of students.

Use of the listening centers occurred at somewhat higher fidelity than the handhelds, but was still problematic. Almost half of treatment schools (46%) reported low levels of implementation, 32% reported medium levels, and 21% reported high levels. Results show better fidelity of implementation of the media centers, with 31% of the schools reporting high fidelity levels, 62% reporting medium levels and 7% reporting low levels of fidelity. According to teacher survey results, both listening and media centers were used mostly for differentiated instruction and small group and individual work, but media centers were used more frequently than listening centers. Specifically, 73% of teachers reported using the media centers at least once a week, compared to 38% for the listening centers. The most common uses of the media centers, as reported by at least half of the teachers, included: developing students' self-directed learning (70%), teaching reading comprehension (68%), vocabulary (54%) and writing skills (54%), supplementing students' textbook readings (59%) and activating students' prior knowledge (55%). As for the listening centers, the most common uses were teaching reading comprehension (71%) and fluency (60%) and supplementing students' textbook readings (61%).

Information about the integration of technology was also obtained through the district staff interviews. According to the technology coordinator, the district's support of technology has changed over the last two years, with the position of technology consultant phasing out and the role of the technology coordinator solidifying as a position with a strong focus on supporting schools in their integration of technology into the curriculum and use within the classroom. This was also possible because many of the technical difficulties that schools had experienced had been solved in previous years. In Year 4, the technology coordinator visited the schools on average once a month or more often when needed. During school visits, the coordinator attended literacy team meetings, met with the principals and teachers, and observed classrooms. The focus of these visits was to help schools devise ways in which technology could forward their literacy goals. Within this context, the technology coordinator reported focusing mostly on the classrooms where the LIT also pushed in.

Non-technology resources. Figure 21 below shows the detailed fidelity results for the non-technology subcomponents.

**Figure 21: Results of Year 4 Implementation Fidelity Scales, by Subcomponent
Component 5: Materials – Non-Technology Resources**



As shown in Figure 21, classroom libraries had the highest implementation fidelity ratings among all non-technology resources. Specifically, 92% of schools (including all Cohort 1 schools and all but one Cohort 2 schools) reported high levels of implementation. In the surveys, almost all literacy teachers (92%) reported using this resource at least on a weekly basis, including 60% of teachers who reported using it four to five times a week. Most of the teachers also reported being “very comfortable” using this resource and indicated using it for multiple purposes, including: teaching reading comprehension (83%), helping students’ self-directed learning (70%), supplementing students’ textbook reading (68%), fluency (62%), vocabulary (60%), teaching content themes (55%), and activating students’ prior knowledge (53%). All teachers who use their classroom libraries also mentioned using them to support grouping strategies and/or differentiated instruction.

Over 90% of these teachers also indicated that they use interest inventories to help students self-select reading materials and to guide their purchases for the classroom. When selecting classroom reading materials, almost all teachers reported considering both the students’ needs and reading abilities and their interests and motivation. Teachers were highly satisfied with their classroom libraries, with most of them (between 60% and 88%) reporting that the following statements are “very true”: classroom libraries are easily accessible to students, well organized and in good shape, representing a variety of reading materials that are appropriate for readers of different abilities and readers with different interests, include both fiction and nonfiction materials, are grouped by genre, are clearly labeled and have a checkout system in place. Detailed survey results are presented in Appendix L.

On the other hand, the school library had the lowest fidelity ratings among all of the high quality, high interest materials. As shown in Figure 21, over half of the schools reported a low level of implementation in this area, 41% had medium levels and 7% had high levels; although Cohort 1 schools implemented with higher fidelity than Cohort 2 schools. According to survey results, the majority of literacy teachers take their class to the library at least once a week or more (55%). However, almost one third (32%) of teachers said they never or rarely bring their class to the library. In Year 4 of the project, a total of 17 Striving Readers schools had a librarian on staff. In schools with a librarian, the large majority of teachers reported that the librarian had worked with them and their students in a variety of ways, including providing resources for class projects, collaborating on how to supplement lessons with library resources, working with students on research skills, directing students to resources tied to the curriculum, and assisting students with class projects, among others.

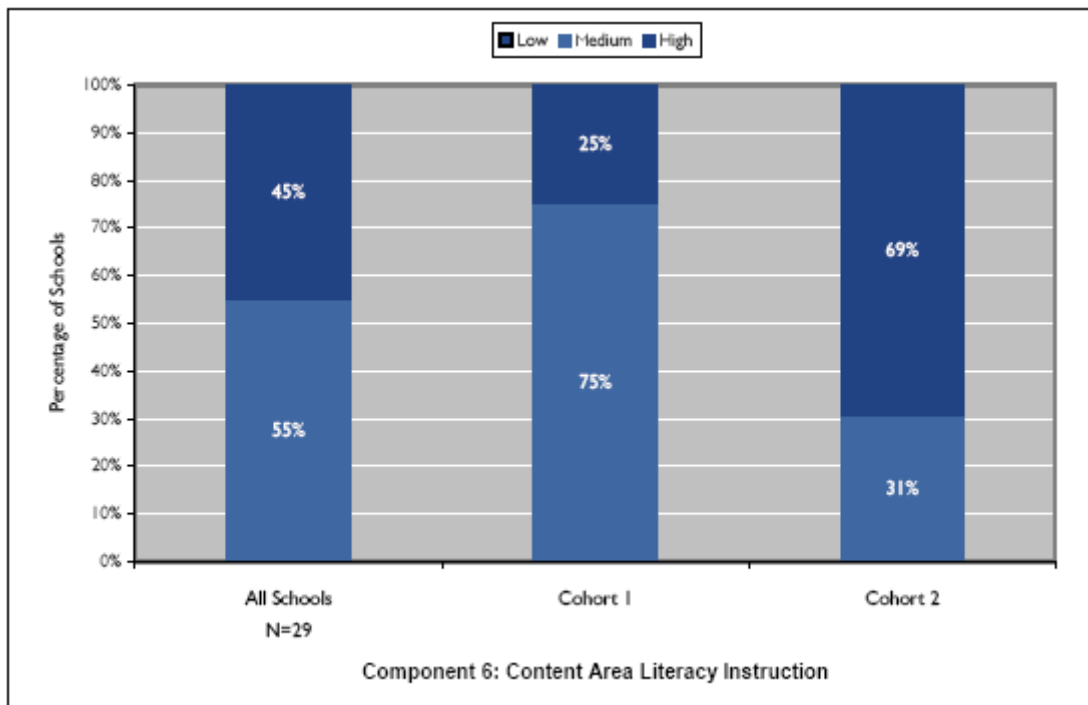
The use of text sets received very high fidelity ratings, with all Cohort 1 schools and nine of the 11 Cohort 2 schools reporting a high level of implementation in this area. The remaining two Cohort 2 schools reported low levels of implementation. According to the principals, Striving Readers text sets are being used in Social Studies classrooms in all 26 schools where the principal was interviewed, and they are also being used in Science classrooms in 23 of the schools. This was somewhat consistent with teacher survey results. Specifically, over three-quarters (77%) of content area teachers indicated that they use the text sets provided by Striving Readers. Teachers who reported using the text sets had very positive views about the usefulness of this resource. For example, most teachers thought that, for a majority of students, the Striving Readers text sets were appropriate to their reading levels and their literacy needs, were relevant to their interests, were appropriate to their learning styles and had motivated them to learn more about a specific topic. At schools where they were not being used, the most commonly cited reason was that content teachers felt that they were not sufficiently aligned to their curricula. Detailed results are presented in Appendix L.

Finally, according to fidelity data, almost all (89%) schools implemented other non-technology resources at a medium level of fidelity. Specifically, a large percentage of literacy teachers responding to the surveys indicated using these other non-technology resources at least once a week, including vocabulary notebooks (60%), reading response notebooks (57%), reading anthologies (32%), reading basals (50%) and other informational texts (71%). Most teachers also reported using all these materials for a variety of purposes, such as teaching reading comprehension, vocabulary and fluency, and to support grouping strategies and/or differentiated instruction. Detailed survey results are presented in Appendix L.

Component 6: Content Area Literacy Instruction

Fidelity scale results for integration of literacy instruction into the content areas are presented in Figure 22 for Year 4, overall and by cohort. Comparisons across years were not possible due to low response rates to content area teacher surveys in previous years.

**Figure 22: Results of Year 4 Implementation Fidelity Scales
Component 6: Content Area Literacy Instruction**

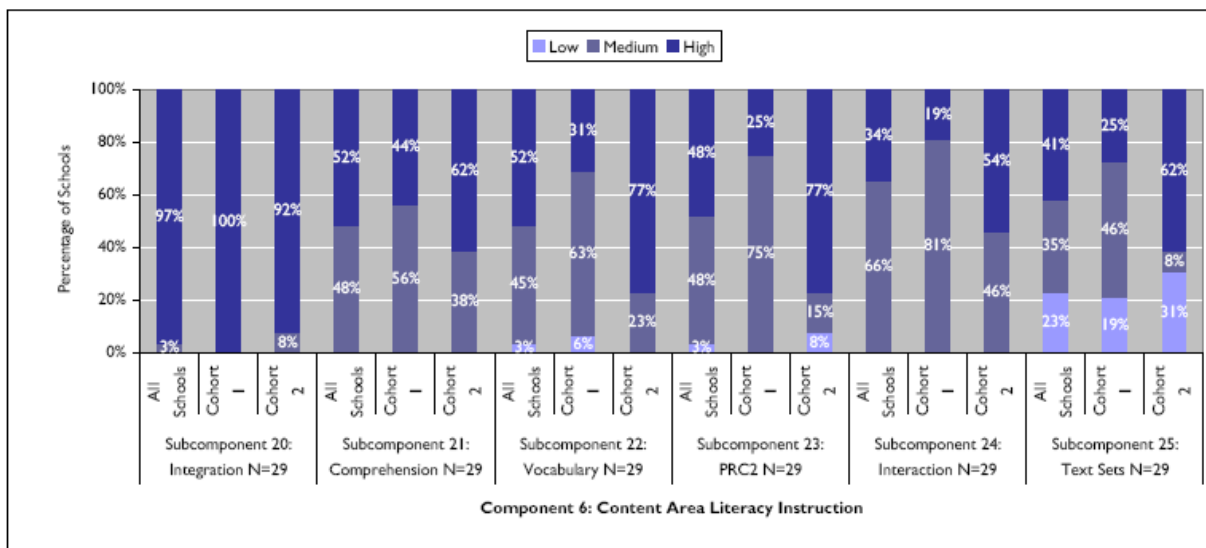


As shown in Figure 22, all Striving Readers schools implemented this component with medium (55%) or high fidelity (45%). Cohort 2 schools reported a higher degree of implementation than cohort 1 schools, with, 69% of Cohort 2 schools reporting high fidelity, compared to 25% of Cohort 1 schools.

Content area literacy instruction has been taking place mostly in social studies and science classrooms and to a lesser extent in math instruction. For example, the majority of principals who were interviewed reported that literacy has been integrated “to a large extent” in social studies (73%) and science (58%), while less than one-third (31%) reported the same for math. Particularly in social studies, these proportions exceeded those of the control schools, where only 56% of principals reported that literacy was integrated “to a large extent.” According to their survey results, over half (62%) of the content area teachers at Striving Readers schools had already started integrating literacy into their content area instruction before Striving Readers began. Nevertheless, not all teachers were so open to this process, and in fact District Coordinators as well as some principals reported that getting content area teachers to acknowledge the importance of incorporating literacy was a significant challenge in some program schools.

Fidelity scores were also calculated for each subcomponent, including comprehension, vocabulary, the use of PRC2, interaction with literacy experts and the use of text sets. Figure 23 presents these results.

**Figure 23: Results of Year 4 Implementation Fidelity Scales by Sub-Component
Component 6: Content Area Literacy Instruction**



As shown in Figure 23, fidelity results show that all or almost all schools scored at a medium or high level of fidelity in their knowledge and use of comprehension, vocabulary strategies and skills and PRC2. For example, in the area of reading comprehension, over three quarters of the content area teachers reported doing the following at least once a week: helping students make connections to background knowledge (96%), monitoring students’ comprehension through questioning (95%), using differentiated instruction (91%), establishing the purpose for reading (89%), explicit instruction in a variety of comprehension strategies (87%), synthesizing information within or across texts (84%), making connections between texts (82%), and using before, during and after reading strategies (78%). Over half (52%) also reported using PRC2 strategies at least weekly. In the area of vocabulary knowledge, a large proportion of teachers reported using explicit instruction in vocabulary (92%), reviewing vocabulary words (89%), modeling the use of word parts (70%), using academic vocabulary for content terms (e.g., Marzano) (66%), using before, during and after strategies (64%), and using vocabulary notebooks (62%) at least once a week. Smaller percentages reported using PRC2 (37%), word study sorts and concepts (35%), Words Their Way (34%), and morphology instruction (30%).

In addition, most teachers reported using specific techniques, such as KWL, Guided Reading and Summarizing Procedure and ABC Graffiti, to help students develop their reading strategies and skills. Other techniques (e.g., ReQuest, Everybody Reads To, Predict-Locate-Add-Note or Interactive Notation System for Effective Reading and Thinking) were used less often. Detailed survey results are presented in Appendix L.

All Striving Readers schools had at least medium fidelity ratings (including 34% with high ratings) for content area teachers’ interactions with “literacy experts” such as the LIT, literacy team members, literacy coaches, district staff, or academic or other consultants. In the survey, a majority of content teachers indicated talking at least once a month with literacy experts about the following topics: using student assessment data for instructional planning (87%), differentiated instruction (87%), using specific

Striving Readers instructional techniques for comprehension instruction (83%), student groupings (82%), using specific Striving Readers instructional techniques for vocabulary instruction (81%), discussing specific students' reading progress (78%), using Striving Readers text sets and teacher guides (74%), using technology resources (73%), and using the PRC2 instructional framework (62%).

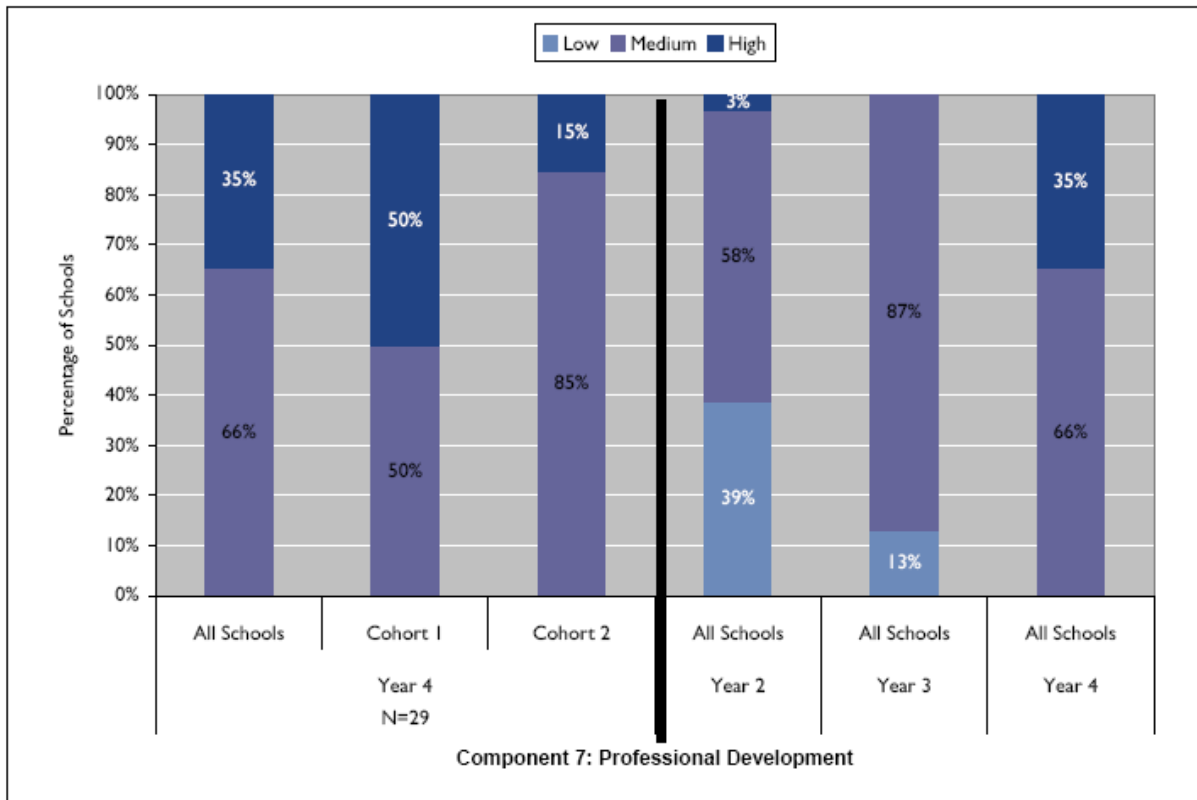
Finally, fidelity analyses also revealed medium to high fidelity across schools in their use of Striving Readers text sets. As mentioned previously, about 77% of content area teachers responding to the survey indicated using text sets in their content area. In general, teachers felt these text sets were appropriate for their students, and helped them be more motivated and want to learn more about the topics (see Component 5 for more detailed results).

Component 7: Professional Development

As described in more detail in Table 3b above, Striving Readers continued to offer a comprehensive professional development program throughout the fourth program year. The focus of these activities included training in Striving Readers concepts and techniques (including Palm Pilots and other technologies) for teachers at all grades and all content areas, meetings between LITs and District Coordinators on a roughly bi-weekly basis, and building principals' capacity in literacy and program components through bi-monthly sessions. New this year, professional development also included an 18 hour workshop on special topics in school libraries. A detailed professional development schedule is presented in Appendix M.

Fidelity scale results for professional development are presented in Figure 24 for Year 4, overall and by cohort, as well as for Years 2 through 4, overall.

**Figure 24: Results of Years 2 through 4 Implementation Fidelity Scales
Component 7: Professional Development**

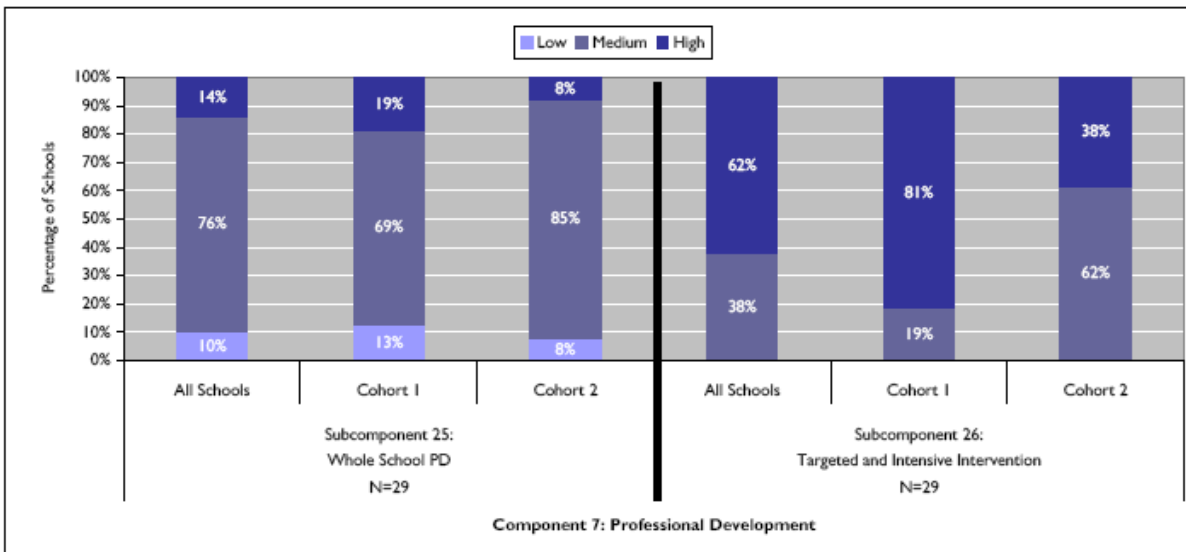


As shown in Figure 24, all the schools implemented the professional development component with medium (66%) or high fidelity (35%); however, a much larger percentage of Cohort 1 schools than Cohort 2 schools implemented this component with high fidelity (50% compared to 15%, respectively). A comparison across years shows that there has been considerable progress in this area. Specifically, the percentage of schools with a low level of fidelity of implementation has decreased from 13% in Year 3 to none in Year 4, whereas those implementing with high fidelity has also increased from none in Year 3 to 35% in Year 4. These improvements may have resulted from a combination of improved attendance (perhaps because the schedule has become increasingly more manageable and accessible in recent years), and/or increased perceptions of the usefulness and impacts of these activities.⁶⁴

Fidelity scores were also calculated separately for professional development activities specific to the whole school blended intervention and the targeted and intensive interventions. Figure 25 presents these results.

⁶⁴ Improvements in fidelity of this component from Year 2 to Year 3 can not be interpreted because of changes in the definition of the fidelity scales, as summarized in Table X above.

**Figure 25: Results of Year 4 Implementation Fidelity Scales by Sub-Component
Component 7: Professional Development**



Results suggest a higher degree of fidelity of implementation of the PD component for the targeted and intensive interventions than for the whole school model, with 62% compared to 14%, respectively scoring high in this area.

Of all literacy teachers responding to the survey, the majority reported attending the Summer Institute (70%) and school-year follow-up institutes (61%), the technology training (75%) and the school-based professional development sessions (83%). About half (48%) indicated receiving training in LIT/teacher collaboration, but only those teachers with whom the LITs push-in are expected to attend these sessions. Only one fifth (18%) of literacy teachers received training on the AMP intensive intervention program; however, most literacy teachers are not directly involved in this program, and those who are not were not expected to attend. When asked to rate the sessions that they did attend, the large majority of participants (between 71% and 90%, depending on the training) felt that the trainings were moderately or extremely useful. The topics in which teachers most often reported having received training through these sessions included: differentiating instruction, building academic vocabulary, using student assessments to guide and inform instruction, using the PRC2 model, using the whole-part-whole classroom instruction model, and using handheld computers. The large majority of literacy teachers reported that these trainings have had a moderate to large impact on their teaching practices.

Most content area teachers have also attended a variety of professional development opportunities on similar topics as the literacy teachers, and the large majority reported using these teaching practices (and being comfortable using them) as part of their content area instruction. Detailed results are presented in Appendix L.

Finally, principals were very appreciative of the professional development that they and their schools have received from Striving Readers. All principals reported attending the monthly principals meetings and most indicated that these opportunities have been moderately (28%) or extremely useful (64%). Two

thirds or more have also attended the summer institutes (67%) and school-year follow up institutes (83%), as well as the on-site training during literacy team meetings (68%) and the school-based professional development (73%). As with the monthly principal meetings, principals overwhelmingly rated these opportunities as moderately to extremely useful.

These results confirm that teachers and principals found the trainings useful—at least among those who attended. Nevertheless, while principals cited a high level of literacy expertise amongst their staff that was brought about by the Striving Readers professional development program, this perception was not universally shared, and there remained factors that likely created impediments to efforts to bring staff's knowledge and skills to a level that would ensure full implementation. During the spring interview, the senior literacy advisor noted that, in retrospect, she realized that many staff possessed less foundational knowledge prior to beginning Striving Readers than the model may have required. As a result, a considerable amount of effort had to be devoted to building understanding of what had been thought to be more basic concepts such as differentiation. This necessity, in turn, detracted from the program's ability to develop staff skills in specific Striving Readers techniques. Further compounding these problems was the fact that staff turnover remains quite high in many Chicago schools: the one year average⁶⁵ teacher turnover rate from school year 2008-2009 to school year 2009-2010 was 55% among all Striving Readers schools, ranging from 14% to 82% per school. (The impacts of instability were felt among other positions as well, from LITs and principals to district coordinators.) As a result, training needed to start from scratch each year in many cases. Even among case study schools, some teachers commented that they were uncertain of just what was expected of them from the model. This confusion might have been related at least in part to these impediments to the training process; although the teachers who made this assertion tended to attribute it to a lack of clear guidelines.

Case Study Findings

Case studies of six of the higher-implementing schools revealed similarities in the ways these schools facilitated program implementation, as well as variations in the challenges they faced. Among the characteristics that were common to these schools were an actively engaged and supportive school administration; a culture of professional learning that valued and pursued professional development opportunities; formal and structured opportunities for collaboration; LITs who served as interventionists while also providing staff support; and strong and consistent use of student data to inform instruction and planning.

Preliminary trend analyses imply that the case study schools may also have been among the most successful at strengthening students' literacy skills. At five of six case study schools, ISAT scores of the 2009–2010 cohort of eighth graders exceeded those of the pre-program cohort, and the magnitude of the mean difference between these cohorts was greater at five of the six case study schools than it was for the remaining treatment schools combined, which in turn exceeded the magnitude of the mean difference between eighth-grade cohorts at the control schools.

⁶⁵ Unweighted.

In addition to the above fidelity analyses, further insights about SR program implementation were again obtained through case studies of six treatment schools that were considered by program leadership to be among the higher fidelity programs during the 2009-2010 school year.⁶⁶ A cross-site summary of the key findings from these case studies is presented below (school-specific case study summaries are presented in Appendix N⁶⁷). In these summaries, results are discussed in terms of multiple respondents if they were derived from multiple comments, or from a comment from a school leader describing a pattern believed to apply across teachers or classrooms within a school. The experiences of individual respondents may also be discussed in cases where they represent an example (or counterexample) of a pattern. In a few cases, discussions of findings are preceded by a qualifier (e.g., “many,” “consistent,” “clearly”). Such phrasing is used in reference to case study results only if the pattern applied to at least half of the individuals who were described or who commented about a particular topic.⁶⁸ The strength of a finding is also related to the degree of variation among the descriptions or opinions that inform a finding: the less variation, the stronger the finding is. Nevertheless, even when a pattern is described as “consistent” within the case study, it still cannot be assumed to be generalizable to all Striving Readers schools.

Implementation of the Striving Readers program during the 2009–2010 academic year was explored for each of these six schools through interviews with teachers, principals, and Literacy Intervention Teachers; observations of ELA, content area, and AMP class sessions; and review of school-level quantitative indicators such as demographics, survey results, and achievement scores. What follows is a cross-site summary of those findings, starting with a summary of the major themes about implementation that emerged across the six schools, followed by a short description of the major sources of variation in implementation among these schools, and ending with a brief summary of literacy gain as measured by changes in mean ISAT scores.

Implementation Themes. Across the six case study schools, certain broad characteristics emerged—similar ways in which the Striving Readers grant was fostered and facilitated. While the specifics of implementation varied, these higher implementing schools shared five overarching traits:

- a visibly supportive school administration;
- principals, teachers, and staff that valued and pursued professional development opportunities;
- the use of grade-level and literacy-team meetings as productive means of formal collaboration;
- Literacy Intervention Teachers who were able to support teachers while also filling their primary roles as interventionists; and

⁶⁶ See section X above for details of the process used to select the case study schools.

⁶⁷ For one school, an individual case study report was not created so as to protect the confidentiality of respondents who preferred not to have their comments associated with their school. However, with the permission of the respondents, findings from this school are incorporated into the cross-site summary.

⁶⁸ Because the open-ended nature of these interviews and observations does not explicitly prompt respondents to comment on particular opinions, patterns that are consistent across even a slight majority of respondents should be considered highly noteworthy.

- the integration of data-driven instruction and decision making into the school's overall literacy approach.

Administrative Support and Leadership

A key factor identified by respondents in each of the six schools was the commitment and leadership shown by each school's administration. Not only were the principals at these schools found to be very knowledgeable about their schools' literacy activities, they also supported Striving Readers through concrete actions. This included, first and foremost, becoming personally involved in the activities of the grant rather than delegating responsibility. For example, schools benefited from principals who participated in literacy team and grade-level team meetings, engaged in conversations around data, and monitored classroom-by-classroom use of techniques and strategies. Principals were also found to take the lead in ensuring accountability to the model by directly expressing their expectations of teachers. In some cases, this entailed encouraging reluctant teachers to embrace pedagogies that they may not have used in the past, such as differentiated instruction and the integration of technology into the classroom. Other times it entailed working to make sure that specific teachers received the extra assistance they needed to effectively implement Striving Readers strategies. Additionally, teachers cited the benefits of school leaders who remained receptive to teacher and staff requests pertaining to literacy instruction, for example regarding needed professional development and time for collaboration. Finally, the commitment shown by school administrators extended to considering ways in which the Striving Readers approach could be supplemented and extended. For some, this meant extrapolating best practices for use in content area instruction or to elementary grades. For one administrator, it meant allocating discretionary funding towards literacy instruction.

Strong Use of Professional Development

At each case study school, teachers pursued and took advantage of a variety of training opportunities. Teachers and staff (including the principals) attended formal professional development trainings offered by the Striving Readers program and simultaneously organized on-site trainings by district staff. These opportunities were sometimes augmented by supplemental, school-led trainings, organized by literacy and grade-level teams, the LIT, and/or the school administration. The focuses of these supplemental trainings were found to be informed by classroom, grade, and school-level data to help ensure that they responded to the areas of greatest need. Participation was also found to be wide-ranging, with veteran and new teachers attending sessions, along with both English Language Arts and content area teachers. While professional development was generally well received, the case study respondents identified ways in which it could be enhanced. Teachers cited the benefits of incorporating "hands-on" training and opportunities to practice techniques and strategies, the benefits of balancing "just-in-time" training opportunities with those that reinforced core Striving Readers tenets, and the presentation of concrete models of best-practice implementation. Teachers also consistently requested that trainings be differentiated by staff experience and teaching area (content or ELA).

Significance of Formal Collaboration

Another major theme identified was the high level of formal collaboration taking place among teachers and staff. At all six schools, both grade-level and literacy teams met regularly and covered topics beyond logistics and lesson planning. A wide range of topics were discussed addressing substantive issues such as student groupings and individual student progress monitoring through the sharing of observations and assessment data. Additionally, it was found that the grade-level and literacy teams often had functionally different but complementary roles at these schools. Literacy teams were focused on “set[ting] the tempo for all facets” of literacy instruction at the school, working to hone Striving Readers strategies, identifying research-based best practices, and planning professional development; while grade-level teams tended to focus on curriculum planning and “assuring that . . . [the] curriculum is cohesive and there is flow from one grade level to the next.” Grade-level teams also sometimes benefited from a clustering approach wherein “vertical collaboration” could take place across grade levels. Team-based collaboration also benefited from the broad participation of many different school personnel, including the principal, the LIT, and in certain cases specialists brought in based on the challenges faced by the schools. For example, at one school, the team meetings became a place for teachers to collaborate with literacy staff in tailoring the school’s instructional approach to the substantial limited-English-proficient student population. Finally, literacy and grade-level team meetings were identified as useful methods of sharing concrete expectations about Striving Readers with the schools and ensuring that all components of the model were clearly and consistently understood by everyone involved.

Importance of the Literacy Intervention Teacher

The Literacy Intervention Teacher also emerged as a keystone of each school’s implementation. Teachers and staff described their LITs as providing valued services above and beyond their primary roles. The model defines the LIT’s role primarily as an interventionist for Tiers 2 and 3 students, which includes direct instruction as well as supporting lesson planning and conducting analysis of assessment data for sixth-grade teachers. In particular, teachers across grades looked to the LIT for in-depth coaching and in-class modeling of techniques and strategies. Teachers in the seventh and eighth grades looked to the LIT for the services provided to their colleagues in grade 6. To a certain extent, across the six case study schools, teachers came to expect the LIT to carry out these added activities, and were disappointed when they did not occur or had to be limited to the sixth-grade English Language Arts teaching staff (e.g. in larger schools). Unexpectedly, the classroom presence of the LIT was also described as being tied to the successful use of technology and the differentiation of instruction, both important components of the blended whole-school model. Teachers indicated that having a second individual in the room to help monitor the students was essential. Therefore, for a portion of teachers, the involvement of the LIT became critical to their adoption of even those aspects of the Striving Readers model for which they would normally have had primary responsibility. Overall, these findings also suggest that teachers might benefit from additional training on how to independently carry out the techniques and strategies of the Striving Readers model. The extent to which teachers rely on their LITs for support beyond their originally intended role might signal that these teachers are not sufficiently prepared to carry out their own programmatic roles independently. This could be a result of a program and training plan that assumed too much baseline knowledge, as the senior literacy advisor has suggested.

Integration of Data-driven Instruction and Decision Making

Teachers and staff at each case study school integrated data collection and analysis into their approach to literacy instruction. At the student level, academic and assessment data were used to monitor student progress, while teachers reported also incorporating behavioral and socio-emotional information to provide a context for better understanding the struggles and successes of each student. In addition, each of the six schools used aggregate data for purposes including the selection of professional development topics, grade-level curriculum planning, and the tracking of classroom outcomes for the purpose of ensuring accountability to the Striving Readers model. Teachers and staff also supplemented the data collected through their Striving Readers–prescribed assessments by using additional tests and measures to gain information about the literacy skills of their students. For example, some schools used independently funded NWEA assessments and some schools applied the results of CPS-mandated Scantron assessments to their literacy planning and Striving Readers discussions. Other indicators of an attention towards data included schools independently verifying the tiering of students using in-house data and the distribution of responsibility for data analysis across multiple staff positions and levels (instead of relying solely on the LIT or a specific “data person” to manage the information).

Variations in Implementation Among Case Study Schools. Apparent throughout the findings of the Year 4 evaluation report is that there is a range of ways in which the Striving Readers program has been carried out by participating schools. Within this broad context, the case study approach taken with the six relatively high-fidelity schools provides an excellent opportunity to explore the underlying sources of these between-school differences in implementation. While each case study encapsulates the unique unfolding of Striving Readers at that particular school, three influential factors consistently appeared: the characteristics of the student population; the characteristics of the school itself (including of the teachers and underlying pedagogical approach); and the characteristics of any concurrent mandates, programs, and grants.

Student Characteristics

Among the student characteristics most commonly cited by teachers and staff as influencing program implementation at the case study schools were the percentage of special education and English language learning students, the overall degree of homogeneity of the school population—which impacted the extent to which teachers could hold the interests of all students with the same materials and topics—and the level of student turnover (mobility). The latter is important because more benefits accrued to students the longer they participated in Striving Readers. The cumulative benefits of longer exposure included increased familiarity with techniques and strategies, which allowed teachers to spend less time explaining the methods and more time carrying them out. In addition, of course, if the program does impact literacy skills, longer exposure would allow greater accrual of those benefits.

School Characteristics

One of the school characteristics most commonly cited by teachers and staff as influencing program implementation was size, which affected the proportion of literacy teachers and students the LIT was able to work with, as well as the composition of the grade-level and literacy teams. Another was teacher turnover rate. Schools with large numbers of new teachers (or teachers who were recently transferred into a Striving Readers grade level) were forced to continuously provide introductory trainings, which led

to frustration among experienced teachers looking for professional development at a higher level. (At two of the case study schools, 40% or more of their Striving Readers teachers were new to the school or to the program that year, and at all schools but one, at least one in four teachers were new to the program.) More broadly, teachers across case study schools were found to hold certain misunderstandings about the model (such as the role of the LIT), which may, in part, have been due to a lack of familiarity with the program. The percentage of newly certified teachers compared to veteran teachers at each school was also cited as being an important characteristic, particularly as a mediator of technology integration and use of differentiated instruction. Despite less general experience, newer teachers were described as being more open to and familiar with technology as a teaching tool, as well as other innovative techniques associated with the Striving Readers program.

Concurrent Mandates, Programs, and Grants

In some case study schools, the adoption of other literacy grants—even those focusing on different grades—were described as having a positive impact on Striving Readers. Reading First, for example, was described as placing a similar emphasis on differentiated instruction, thereby improving the school's overall attentiveness to this method. The district's newly established policy to departmentalize middle school grades⁶⁹ also had a substantial impact on some of the case study schools, particularly those that had not been departmentalized previously. In some instances, departmentalization fostered the spread of Striving Readers techniques and strategies to the content areas, as teachers trained in the model began to teach science, math, and social studies in addition to ELA, and were able to transfer the literacy practices they had used in ELA to these other content areas. This policy also had a negative effect to the extent that it reduced the amount of uninterrupted class time dedicated specifically to literacy instruction during ELA classes.

Measures of Literacy Gain Among Case Study Schools. Table 24 presents the mean difference in ISAT reading scores, by grade, for the 2009–2010 academic year cohorts (immediately prior to the start of Striving Readers) compared with the 2005–2006 academic year cohorts.

⁶⁹ Departmentalization was mandated by the Chicago Public School system for all middle school grades beginning in the 2009–2010 school year and entailed restructuring classrooms so that each subject is taught independently by dedicated teachers during single classroom blocks.

Table 24: Mean Differences in ISAT Reading Scale Scores: 2009-10 Cohorts Compared to 2005-06 Cohorts

Grade	Case Study Schools							All Non-Case Study Treatment Schools	All Control Schools	All Other Non-SR Program District Schools
	Sch 1	Sch 2	Sch 3	Sch 4	Sch 5	Sch 6	All Case Study Schools			
6th	-4.9	-1.5	5.5	6.8	-0.3	8.6	3.4	5.4	4.26	6.2
7th	-2.4	12.3	0.9	-6.0	1.2	-4.3	-0.3	-1.5	3.25	2.8
8th	2.3	4.9	-2.35	6.4	8.3	5.6	4.5	1.7	1.03	1.8

At the eighth grade, where the potential duration of exposure to Striving Readers was greatest, the findings are highly positive: at five out of the six case study schools, the ISAT scores of their 2009–2010 cohort of eighth graders exceeded those of their 2005–2006 (pre-program) cohort, and the magnitude of the mean difference between these cohorts was greater at five of the six case study schools than it was for the remaining treatment schools combined, which in turn exceeded the magnitude of the mean difference between eighth-grade cohorts at the control schools. Furthermore, at each grade there are particular schools where the mean difference between cohorts far exceeds that of the treatment group, control group, and district-wide means. Indeed, the overall mean difference between 2006 and 2010 cohorts in the eighth grade for all case study schools combined (4.5 scale score points) was higher than the difference among non–case study treatment schools (1.7 points), higher than the control schools (1.0 points), and higher than the remainder of the Chicago Public Schools district (1.8 points). These findings help substantiate the usefulness of looking to the case study schools for best-practice examples of how the Striving Readers model is best facilitated in different contexts. However, there are many reasons why these results cannot be assumed to be attributable to program impact. The most notable reasons are that the mean differences do not represent individual students’ gains, but compare cohorts of different students to each other; and that baseline equivalence has not been established between the control group and this subsample of treatment schools. Nevertheless, the findings provide preliminary evidence that Chicago Striving Readers might have positive, verifiable impact on student reading scores when it is implemented well. This hypothesis will be studied more rigorously during the final program year.

Implications for Impact Analyses

Results of the Year 4 implementation evaluation for Chicago Striving Readers revealed a number of important areas where there was evidence that program fidelity has been continuing to improve. Following refinements in fidelity scale definitions during Year 3, scores increased in several areas, sometimes dramatically, implying that some of the scores from Year 2 may have been under-estimated. Even in Year 4 (when scale definitions were changed only slightly), modest but fairly consistent increases were once again observed. Given that many of the staff had one more year of training and experience under their belts, it is reasonable to expect that their self-ratings of fidelity might be more accurate. Since increased knowledge is often known to have the paradoxical effect of *lowering* self-assessments as participants become more aware of what they do not know, the fact that fidelity scores still increased, even modestly, in Year 4 is all the more encouraging. To the extent that these improved scores are indeed a true reflection of program fidelity, it would be expected that the program should have a greater chance of achieving measurable impacts.

Nevertheless, there simultaneously remained a number of contravening factors that would have reduced the probability of achieving measurable impacts program-wide. The district continues to struggle with persistently high turnover rates among teachers. Among all Striving Reader schools, teacher turnover averaged 55% in the single year from Year 3 to Year 4 alone. While Year 4 was one of the most stable in terms of turnover among administrative staff, there were several cases where the principal or the LIT had changed, and continuity had already been lost as a result of turnover in these positions, as well as among District Coordinators, in previous years. This situation handicaps the program in a number of ways. The result is that staff at many schools have less experience with, and likely less understanding of the program. They would therefore tend to be less capable of providing accurate self-assessments and less likely to implement the program with fidelity, and the program would be less likely to become institutionalized.

Staff turnover is quite likely one of the major reasons that substantial variations in fidelity among schools and program sub-components remained into Year 4. As a result of this variation, if the program model were effective, it would be reasonable to expect that the greatest impacts would occur at those schools with the highest fidelity; but when averaged with the lesser impacts of lower fidelity schools, they may become undetectable.

Another important consideration for detecting impacts through a randomized controlled trial (RCT) is the contrast between the treatment and control groups. As has been discussed previously, since RCT studies measure differential, not absolute, impact, real impacts resulting from the program under study may be undetectable if the control group achieves similar impacts through other means. Striving Readers and control schools have been pursuing similar goals, and control schools have even been adopting some similar techniques, for several years, while all schools have been moving towards more rigorous instructional programs under the guidance of the Area Officers. During Year 4, control school principals have cited an increasing use of data-driven instruction, and some also cited the importance of literacy coaches who manage testing, help with professional development and facilitate staff collaboration.

Nevertheless, there were also notable differences between Striving Readers and control school principals' descriptions of their literacy programs. While many control schools employ literacy coaches, these individuals are not typically serving as interventionists. Some of the needs that control school principals cited for their literacy programs also serve to highlight some of the benefits provided by Striving Readers, at least in theory. These included a need for literacy specialists dedicated to the middle grades, staff training on differentiation, greater technology integration, more purposeful use of student data, and more print resources to support the integration of literacy in the content areas.

Finally, there were important differences in the strategies used in supplemental literacy programs provided by Striving Readers and control schools. While, like Striving Readers, most control schools also reported providing after-school (or before-school) literacy programs, the eligibility criteria and focus of these programs were often quite different. Among control schools, rather than targeting them specifically for struggling readers, after-school programs most commonly were grouped heterogeneously, allowing open enrollment regardless of literacy level; or in at least one case, specifically including stronger readers as a way of conveying high expectations. Other programs focused on students who were just below grade level or at the threshold between performance levels, rather than being targeted to all

students who struggle with reading. It may be telling that control school principals' confidence in the effectiveness of their schools' overall literacy programs for struggling readers was often low.

Given the limited data that could be obtained from control schools in this study, it is difficult to know where the balance falls in the similarities and differences between Striving Readers and control schools. Some of the evidence discussed here seems to indicate that it is exactly in the realm of serving struggling readers—the primary purpose of the Striving Readers program—where the differences may be the most substantial. These differences would seem to provide the contrast needed to assess Striving Readers' impact for such students. Unfortunately, the fact that the only available outcome measure that is administered to all students—the ISAT—is thought to be a poor assessment for struggling readers clearly makes the opportunity less useful.

IV. Evaluation of the Overall Program Impact of the Chicago Striving Readers Initiative in Year 4

Study Design

Research Questions

The research questions relating to assessment of the overall impact of the Chicago Striving Readers initiative that were explored during the first four years of the evaluation are presented in Table 25, below. In Year 2, research questions relating to exploring the initiative's differential impact on students in different demographic subgroups were added to the study. In Year 3, an additional research question regarding the program impact on students who had the opportunity to receive two years of the blended intervention was investigated. In Year 4, research questions were added to examine the program impacts on students who had the opportunity to receive the blended intervention for either one year or three years.

Table 25: Research Questions Relating to the Overall Program Impact of the Chicago Striving Readers Initiative

Year 1	Years 2 and 3	Year 4
1) What is the impact of the Chicago Striving Readers program on sixth-through eighth-grade students' (i.e., school-wide impact) reading scores, as measured by ClassViews and the ISAT?	1) What is the impact of the Chicago Striving Readers program on sixth-through eighth-grade students' (i.e., school-wide impact) reading scores, as measured by the ISAT ^[a] ?	1) What is the impact of the Chicago Striving Readers program on sixth-through eighth-grade students' (i.e., school-wide impact) reading scores, as measured by the ISAT ^[a] ?
2) Is there a differential impact of the Chicago Striving Readers program on sixth- vs. seventh- vs. eighth-grade students' reading scores (i.e., grade impact), as measured by ClassViews and ISAT?	2) Is there a differential impact of the Chicago Striving Readers program on sixth- vs. seventh- vs. eighth-grade students' reading scores, as measured by the ISAT ^[a] ?	2) Is there a differential impact of the Chicago Striving Readers program on sixth- vs. seventh- vs. eighth-grade students' reading scores, as measured by the ISAT ^[a] ?
--	3) Is there a differential impact of the Chicago Striving Readers program on the reading scores of sixth- through eighth-grade students in different NCLB subgroups, including gender, race/ethnicity, socioeconomic status, special education status, and ELL status, as measured by the ISAT ^[a] ?	3) Is there a differential impact of the Chicago Striving Readers program on the reading scores of sixth- through eighth-grade students in different NCLB subgroups, including gender, race/ethnicity, socioeconomic status, special education status, and ELL status, as measured by the ISAT ^[a] ?
--	--	4) What is the impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for one year (entered grade 6 either in SY 2008-2009 or in SY 2009-2010), as measured by the ISAT ^[a] ?
--	4) What is the impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for two years (entered grade 6 in SY 2007-2008), as measured by the ISAT ^[a] ?	5) What is the impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for two years (entered grade 6 in SY 2008-2009), as measured by the ISAT ^[a] ?
--	--	6) What is the impact of the Chicago Striving Readers program on the reading scores of students who had the opportunity to participate for three years (entered grade 6 in SY 2007-2008), as measured by the ISAT ^[a] ?

[a] As discussed above, ClassViews has not been used as an outcome measure since Year 2 because it is not administered consistently outside of Striving Readers schools.

Summary of Analytic Approach to the Impact Analysis

Hierarchical linear modeling (HLM) was used to assess the overall impact of the Striving Readers Initiative on students' reading performance, as well as whether there were differential impacts of the program on different grade-level and No Child Left Behind (NCLB) subgroups. These impact analyses focused on the intent-to-treat (ITT) populations that are described later in this section. Because school was the unit of assignment but impacts are measured at the student level, two-level models were used for these cross-sectional analyses in order to account for the clustering of students within schools. For all HLM analyses, listwise deletion was used to remove students with missing data from the analytic samples.

Main effects models were fitted to address the research questions regarding the overall program impacts of the Chicago Striving Readers initiative. Separate analyses were conducted to assess the overall impacts on students who had the opportunity to participate in the program for either one year, two years, or three years, in addition to examining the average impact of the blended intervention on all students with different amounts of intended treatment at the end of the fourth year. Additional analyses exploring the interactions between treatment and subgroups were also conducted to address research questions pertaining to differential impact by grade and by demographic group. Results of these latter analyses are presented under “Additional Analyses” later in this section.

A number of covariates were included in the HLM models to assess the overall program impact on students. At the student level, the full models included the following covariates: baseline reading score, baseline math score, grade level, types of interventions being offered, gender, race/ethnicity,⁷⁰ special education status,⁷¹ eligibility for free or reduced-price lunch, and English language learner status. At the school level, the full models included the following variables: proportion of minority (non-White) students, proportion of female students, proportion of students reading at or above grade level, proportion of special education students, proportion of ELLs, proportion of students eligible for free/reduced-price lunch, school size in targeted grades, school cohort, and treatment. The additional analyses examining the differential program impact on the subgroups of students also included terms for the interactions between treatment and each subgroup indicator.

Appendix O describes in greater detail the approaches used to fit these models, the specification of the models, the selection of covariates, and the treatment of missing data. An overall description of the intent-to-treat samples used for these analyses is provided below.

Sampling Plan

To facilitate an unbiased assessment of the impacts of Striving Readers, the study randomly assigned participating schools to either a treatment or control condition. As described in the *Year 1 Impact Report*:⁷²

⁷⁰ American Indian, Asian, White, and Other/Multiracial were combined into one category due to small sample sizes.

⁷¹ Identified as students with an Individualized Education Plan (IEP).

⁷² Learning Point Associates, December 2007.

The process of random assignment began with CPS generating a list of schools having a high percentage of struggling readers, as measured by their performance on a standardized test. These schools were invited to participate in the program and informed that by agreeing to participate, they also were agreeing to be either a treatment or a control school. Control schools were promised a stipend of \$5,000 per year for their assistance with the evaluation. From this pool of eligible and willing participants, treatment and control schools were randomly selected by LPA. Willingness to participate in the activities of the program and the evaluation was confirmed in writing during an informational session run by the CPS Office of Literacy.

As further detailed in Appendix A of the Year 1 report, a power analysis established that a minimum sample of 32 schools (16 treatment and 16 control) would achieve adequate power (approximately 85%) to detect an effect size of roughly one-third standard deviation change over time with $\alpha = 0.05$. Random assignment of schools occurred over two years, creating two cohorts of schools. Thirty-two schools were randomly assigned to either the treatment or control condition in school year 2006–2007 (Cohort 1), and another 32 schools were randomly assigned in 2007–2008 (Cohort 2). As previously discussed, however, one of the Cohort 2 schools assigned to the treatment group did not join the study, so the resulting sample included a total of 31 treatment (Striving Readers) and 32 control schools.⁷³

The intent-to-treat analyses of the overall program impacts include all students in grades 6–8 in the 63 study schools who were eligible for services according to the tier assignment criteria in respective school years (described in greater detail in Section II, above). In Striving Readers schools, students at all three tiers were exposed to the whole-school intervention. Students at Tier 2 were offered the whole-school intervention with additional support through scaffolded instruction that is provided during the regular classroom reading block (the targeted intervention). The students in Tier 3, the lowest performing students, were offered the intensive intervention (the AMP after-school program) in addition to the targeted and whole-school interventions. Therefore, the program impacts estimated by these analyses are actually the overall impacts of the integrated model of blended interventions on students at all three tiers while controlling for the types of interventions being offered to individual students.⁷⁴

Sample Size and Power

Table 26 below shows the number of intent-to-treat students who were included in the various analytic samples used to answer research questions about the impact of the blended intervention on students across tiers. Data are also disaggregated by treatment group and cohort.

⁷³ Although the 32nd treatment school did not participate in the study, it dropped out after the random assignment process. Nevertheless, comparisons of students in the 31 treatment and 32 control schools revealed that the two groups remained comparable on all measured characteristics (see Table 24). In addition, several other schools have since dropped out of the study, because they either closed or became “turnaround” schools, including four control schools and two treatment schools (see Section II for details). However, since the intent-to-treat population is defined at the time of random assignment (at the beginning of the study), students who were in these schools before they closed are still included in the intent-to-treat analyses to the extent possible, and restructured schools are also still in the ITT database.

⁷⁴ In these intent-to-treat analyses, targeted and intensive interventions were two covariates in the student-level model.

Table 26: Numbers of Intent-To-Treat Students with Complete Data^[a] by Treatment Group and Cohort

Population Group	Treatment Schools			Control Schools		
	Total	Cohort 1	Cohort 2	Total	Cohort 1	Cohort 2
All students at Tiers 1-3 in grades 6-8 at the end of SY 2009-2010 (Analytic Group 1)	4,074	2,535	1,539	4,053	2,457	1,596
All students entering grade 6 either in SY 2008-2009 or SY 2009-2010 (Analytic Group 2)	2,693	1,767	926	2,692	1,667	1,025
All students entering grade 6 in SY 2008-2009 (Analytic Group 3)	1,318	859	459	1,281	775	506
All students entering grade 6 in SY 2007-2008 (Analytic Group 4)	1,316	771	545	1,287	759	528

^[a] Baseline scores, tier assignments, demographics, and outcome data were available for all students in this analysis.

As shown in Table 26, there were a total of 4,074 Striving Readers students and 4,053 control students in the Year 4 study with complete data (respectively representing 76% and 77% of the total intent-to-treat populations).⁷⁵ This final analysis sample (Analytic Group 1) included 2,535 treatment and 2,457 control students in Cohort 1, and 1,539 treatment and 1,596 control students in Cohort 2. The reasons for the difference between the original intent-to-treat populations and the final analysis sample are summarized in the flowchart in Appendix P, page P-1.

⁷⁵ The following groups of students were included in this intent-to-treat analytic sample: (1) students who were assigned to a study school (i.e., treatment or control school) in school year 2006-2007 (for Cohort 1 schools) or school year 2007-2008 (for Cohort 2 schools) and were in one of the target grades in school year 2009-2010; (2) students who were new to one of the study schools in school year 2007-2008 and were in one of the target grades in school year 2009-2010; (3) students who were new to one of the study schools in school year 2008-2009 and were in one of the target grades in school year 2009-2010; and (4) students who were new to one of the study schools in school year 2009-2010 and were in one of the target grades in school year 2009-2010. Only students with complete data were included in the HLM analyses.

Also shown in Table 26, analyses were conducted for three additional analytic groups: students who had the opportunity to receive either one year (Analytic Group 2), two years (Analytic Group 3), or three years (Analytic Group 4) of the blended intervention.⁷⁶ (Note that the Analytic Group 1 was used to address research questions 1–3, while Analytic Groups 2, 3, and 4 were used to answer research questions 4, 5, and 6, respectively.) The flowcharts in Appendix P, pages P-2 – P-4 summarize the reasons for the differences between the original intent-to-treat populations and these final analysis samples.

In order to determine the probability of detecting real treatment effects in the tested populations, power analyses were carried out for each analysis model that was conducted. Power analyses were conducted using *Optimal Design* software for cluster randomized trials.⁷⁷ All power analyses used the following assumptions:

- Two-level HLM model (students within schools)
- Type I error rate (alpha) = 0.05
- Intra-class correlation (rho) = 0.05
- Number of clusters (schools) = 63

The power to detect an effect size of at least .33, as well as the smallest effect size that could be detected at an acceptable power level of 80%, were determined. Results of the power analyses are presented below.

Analytic Group 1: All students at Tiers 1–3 in grades 6–8 at the end of SY 2009–2010 (average impact of the blended intervention over different doses at the end of the fourth project year)

Additional assumption: Cluster size (n) = 129 (average number of students in grades 6–8 and in Tiers 1–3 per school at end of SY 2009–2010)

Results:

Effect size = .333 Power = 100%
Effect size = .171 Power = 80% (acceptable power level)

⁷⁶ These three analytic groups consisted of subsamples of Analytic Group 1. Specifically, Analytic Group 2 included students who were new sixth graders assigned to one of the study schools either in school year 2008-2009 or in school year 2009-2010 and were in one of the targeted grades in school year 2009-2010 (two student cohorts combined); Analytic Group 3 included students who were new sixth graders assigned to one of the study schools in school year 2008-2009 and were in one of the targeted grades in school year 2009-2010 (one student cohort); Analytic Group 4 included students who were new sixth graders assigned to one of the study schools in school year 2007-2008 and were in one of the targeted grades in school year 2009-2010 (one student cohort).

⁷⁷ Retrieved from http://sitemaker.umich.edu/group-based/optimal_design_software.

Analytic Group 2: All students entering sixth grade either in SY 2008–2009 or in SY 2009–2010 (1-year overall program impact)

Additional assumption: Cluster size (n) = 85 (average number of students entering sixth grade per school either in SY 2008–2009 or in SY 2009–2010)

Results:

Effect size = .333 Power = 100%

Effect size = .177 Power = 80% (acceptable power level)

Analytic Group 3: All students entering sixth grade in SY 2008–2009 (2-year overall program impact)

Additional assumption: Cluster size (n) = 41 (average number of students entering sixth grade per school in SY 2008–2009)

Results:

Effect size = .333 Power = 100%

Effect size = .194 Power = 80% (acceptable power level)

Analytic Group 4: All students entering sixth grade in SY 2007–2008 (3-year overall program impact)

Additional assumption: Cluster size (n) = 41 (average number of students entering sixth grade per school in SY 2007–2008)

Results:

Effect size = .333 Power = 100%

Effect size = .194 Power = 80% (acceptable power level)

Power analysis results show that there is sufficient statistical power to detect a program effect of less than one-fifth standard deviation for all analytic groups.

Description of the Counterfactual

Parallel to the implementation of Striving Readers in treatment schools, control schools have also engaged in school-wide literacy initiatives and a number of cases have adopted literacy interventions that incorporate some of the key elements emphasized in the Striving Readers model. As discussed in Section III above, under an RCT evaluation, such similarities may result in making some of the program's impacts undetectable. Control schools, for example, reported increasing efforts to incorporate the use of student data to drive instruction into their school's culture. Examples of other literacy initiatives that control schools are currently implementing include: Scholastic Reading Inventory, Read

180, Reading First, Lucy Hawkins Writing Series, the Balanced Literacy model, and Lexia, among others. A more detailed description of the similarities and differences between treatment and control schools is provided under the “implications for impact analyses” section.

Data Collection Plan

The main outcome measure for student impact is reading scores on the Illinois Standards Achievement Test (ISAT), a statewide exam administered to all students in Chicago in grades 6 through 8 in the spring of each year.⁷⁸ The 2010 ISAT in reading is comprised of items from the SAT-10, published by Pearson Education, and items written by Illinois teachers. Pearson Education has created a standard, norm-referenced, abbreviated version of the SAT-10 assessment (SAT-10/Abb), which comprises 30 items that are also consistent with Illinois Assessment Frameworks. The inclusion of these 30 SAT-10 items on the ISAT allows for the reporting of nationally norm-referenced results such as national percentile ranks (ISBE, 2008). The overall ISAT exam in reading is made up of multiple-choice items (51 items in each grade for grades 5 through 8) as well as one extended-response item for each grade. Scoring of the ISAT is based on the number of correct items, with weighting based on item difficulty. Because test items change each year, the Rasch model of item response theory is applied to the ISAT multiple-choice tests in order to equate the scores from year to year and thereby create a vertically scaled test that allows for longitudinal comparisons. Details of the test development can be found in the technical manual (ISBE, 2007).

Students’ ISAT achievement in reading is measured using performance levels of *exceeds standards*, *meets standards*, *below standards*, and *academic warning*. All ISAT reading scores are also reported on a continuous vertical scale from grade 3 through grade 8. Although the minimum score has been set at 120 for all grades and subjects, the maximum score is determined based on each year’s ISAT data. Table 27 presents the scale score ranges for reading performance for grades 3 through 8.

⁷⁸ Prior to school year 2007–2008, English language learners in Illinois took a different language test (the IMAGE) in place of the ISAT. As of spring 2008, however, all ELL students took the ISAT in addition to the ACCESS.

Table 27: Scale Score Ranges Defining Student Performance Levels on the 2010 ISAT Scales*

Grade	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
3	120–155	156–190	191–226	227+
4	120–157	158–202	203–236	237+
5	120–160	161–214	215–246	247+
6	120–166	167–219	220–256	257+
7	120–173	174–225	226–266	267+
8	120–179	180–230	231–277	278+

*Table retrieved from http://www.isbe.state.il.us/assessment/pdfs/cut_points_10.pdf.

Description of the Fourth-Year Samples

Description of Study Schools

Overall, characteristics of treatment and control schools were very similar in most respects, with the exception of ethnic distribution: treatment schools had somewhat larger proportions of Hispanic students and somewhat smaller proportions of African American students than control schools.

Because the proportion of students in a school who possess certain characteristics can influence the school environment in ways that affect all students over and above the ways that these characteristics might affect the individual students who possess them, we examined the proportion of students in each school (within the grades targeted by Striving Readers) who were female, English language learners (ELL), special education, or low income, as well as racial and ethnic distributions and school-wide attendance rates. We also examined school size in the targeted grades because, among other reasons, total enrollment can be a significant factor for a Striving Readers program, as it determines the number of students for whom each school’s LIT is responsible. School characteristics by cohort and treatment group are presented in Table 28. These data are presented for individual schools in Appendix Q, Tables Q-1 – Q-4.

Table 28: School Characteristics: Summary by Treatment Group by Cohort

Group	Cohort	Target Grades 6-8 for School Year 2009–2010											
		Total N	% Female	% LEP ^[a]	% Special Education	% Low Income	% Attendance	% Race/Ethnicity					
								Amer. Indian	Asian	African American	Hispanic	White	Other/Multiracial
Control	1	2969	51%	10%	14%	93%	94.8%	1%	1%	43%	48%	7%	0%
	2	1844	49%	2%	17%	98%	92.7%	<1%	<1%	93%	7%	<1%	0%
Treatment	1	3218	48%	10%	14%	95%	95.7%	1%	2%	23%	70%	4%	0%
	2	1687	50%	1%	17%	98%	93.4%	<1%	<1%	98%	2%	<1%	0%
Control	Overall	4813	50%	6%	15%	95%	93.9	1%	1%	62%	32%	4%	0%
Treatment		4905	49%	7%	15%	96%	94.9	<1%	2%	48%	47%	3%	0%
Treatment vs. Control (overall)	t-statistic		-1.870	-0.219	-1.226	-0.278	-1.576	0.371	-0.479	0.567	-0.856	0.561	--
	df		58	58	58	58	58	58	58	58	58	58	--
	p-value		0.067	0.827	0.225	0.782	0.120	0.712	0.634	0.573	0.396	0.577	--

^[a] Limited English proficiency

Number and Basic Characteristics of Students in Fourth-Year Sample

The Striving Readers and control students who were included in ITT analyses were statistically comparable on all tested demographic variables, as well as on baseline reading and math performance.

The demographic characteristics of all Striving Readers and control students, across all three tiers and across both cohorts, are summarized in Table 29.⁷⁹ As these data show, the overall Striving Readers and control groups were demographically very similar.⁸⁰

When looking at differences by cohort, results show that Cohort 2 schools were selected from an applicant pool that represented African American students much more heavily and Hispanic students less heavily than the Cohort 1 schools. This was also associated with a larger proportion of ELL students in Cohort 1 schools.

⁷⁹ Table 24 presents detailed descriptive data by cohort, while Table 24a reports the baseline equivalence test results. Both focus on Analytic Group 1.

⁸⁰ Differences between treatment and control schools (across cohorts) were not statistically significant ($p < .05$) on most of these demographic characteristics, based on independent samples *t*-tests conducted on school-level data that were reported in the Year 3 study, demonstrating that the school-level random assignment yielded two very similar groups of schools.

Table 29: Characteristics of Intent-To-Treat Students with Complete Data:^[a] Tiers I–3

Characteristics		All Students		Cohort 1 Students		Cohort 2 Students	
		Control (N=4053)	Treatment (N=4074)	Control (N=2457)	Treatment (N=2535)	Control (N=1596)	Treatment (N=1539)
Grade level	6	33.7%	32.5%	35.3%	34.6%	31.1%	30.1%
	7	34.3%	36.0%	33.9%	37.0%	35.0%	34.6%
	8	32.0%	31.5%	30.8%	28.3%	33.9%	35.3%
Gender	Female	52.5%	50.8%	52.6%	50.6%	52.4%	51.2%
	Male	47.5%	49.2%	47.4%	49.4%	47.6%	48.8%
Race/Ethnicity	American Indian	0%	0%	0.1%	0.1%	0%	0%
	Asian	0.5%	1.3%	0.8%	2.0%	0.1%	0.1%
	African American	65.1%	51.3%	46.5%	23.4%	93.9%	97.3%
	Hispanic	28.4%	42.1%	43.8%	66.6%	4.8%	1.8%
	White	3.8%	2.7%	6.1%	4.2%	0.2%	0.2%
	Other/Multiracial	2.0%	2.5%	2.7%	3.6%	1.0%	0.7%
Special education		8.1%	9.0%	8.3%	8.1%	8.0%	10.5%
ELL		2.5%	2.1%	3.8%	3.2%	0.4%	0.2%
Free/reduced-price lunch eligible		94.9%	96.0%	92.6%	94.9%	98.4%	97.8%
Mean baseline reading scores	Grade 6	218.51	219.57	221.26	222.20	213.73	220.77
	Grade 7	218.96	218.55	221.65	220.81	214.95	222.44
	Grade 8	214.90	215.30	215.15	216.44	214.55	224.94
Mean baseline math scores	Grade 6	227.92	228.84	232.01	232.75	214.40	221.17
	Grade 7	228.54	228.16	232.62	231.66	214.52	221.91
	Grade 8	224.46	224.20	224.12	225.74	213.85	222.24

^[a] Baseline scores, tier assignments, and outcome data were available for all students, making it possible to include them in impact analyses.

Baseline Equivalency Tests

Additional baseline equivalency tests were conducted at the student level for each analytic sample; results are presented in Tables 30a through 30d. It was observed that, for all analytic samples, the treatment students and their control counterparts were balanced on baseline tests in both reading and math. Baseline equivalence was also well established for most student characteristics. Although the two groups showed statistically significant differences in some demographic characteristics (e.g., race/ethnicity and free/reduced lunch eligibility status), since these variables were included as student-level covariates in the HLM analyses, they should not bias the impact estimates.

Table 30a: Baseline Equivalence for Analytic Group I—ITT Students at Tiers 1–3 in Grades 6–8 in SY 2009–2010
(average impact of the blended intervention over different doses at the end of the fourth project year)

Characteristics		Control (N=4053)	Treatment (N=4074)	χ^2 -statistic	df	p-value
Gender	Female	52.53%	50.81%	2.404	1	0.121
	Male	47.47%	49.19%			
Race/Ethnicity ^[a]	American Indian	0.05%	0.05%	174.635	2	0.000
	Asian	0.54%	1.28%			
	African American	65.14%	51.33%			
	Hispanic	28.42%	42.12%			
	White	3.80%	2.70%			
	Other/Multiracial	2.05%	2.53%			
Special education		8.14%	9.03%	2.053	1	0.152
English language learners		2.47%	2.06%	1.509	1	0.219
Free/reduced-price lunch eligible		94.89%	96.00%	5.723	1	0.017
Grade Level	6	33.65%	32.52%	2.567	2	0.277
	7	34.32%	35.98%			
	8	32.03%	31.49%			
Baseline Tests ^[b]		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading – Grade 6		218.51	219.57	1.256	2687	0.209
Baseline reading – Grade 7		218.96	218.55	-0.487	2855	0.627
Baseline reading – Grade 8		214.90	215.30	0.458	2579	0.647
Baseline mathematics – Grade 6		227.92	228.84	0.955	2687	0.340
Baseline mathematics – Grade 7		228.54	228.16	-0.410	2855	0.682
Baseline mathematics – Grade 8		224.46	224.20	-0.275	2579	0.784

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] Students' baseline test scores were based on the ISAT scores from the spring prior to being assigned to a study school.

Table 30b: Baseline Equivalence for Analytic Group 2—ITT Students Entering Grade 6 at Tiers 1–3 either in SY 2008–2009 or SY 2009–2010 (1-year overall program impact)

Characteristics		Control (N=2692)	Treatment (N=2693)	χ^2 -statistic	df	p-value
Gender	Female	52.71%	49.91%	4.239	1	0.040
	Male	47.29%	50.09%			
Race/Ethnicity ^[a]	American Indian	0.04%	0.07%	149.836	2	0.000
	Asian	0.63%	1.19%			
	African American	62.18%	46.64%			
	Hispanic	30.79%	46.86%			
	White	4.27%	2.71%			
	Other/Multiracial	2.08%	2.53%			
Special education		8.21%	9.77%	3.987	1	0.046
English language learners		4.16%	4.90%	1.709	1	0.191
Free/reduced-price lunch eligible		94.32%	95.66%	5.067	1	0.024
Baseline Tests^[b]		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		218.84	219.16	0.531	5383	0.596
Baseline mathematics		227.98	228.43	0.668	5383	0.504

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] Students' baseline test scores were based on the ISAT scores from the spring prior to being assigned to a study school. Therefore, the baseline scores for students entering grade 6 in SY 2008–2009 were based on the spring 2008 examination, whereas the baseline scores for students entering grade 6 in SY 2009–2010 were based on the spring 2009 administration.

Table 30c: Baseline Equivalence for Analytic Group 3—ITT Students Entering Grade 6 at Tiers 1–3 in SY 2008–2009 (2-year overall program impact)

Characteristics		Control (N=1281)	Treatment (N=1318)	χ^2 -statistic	df	p-value
Gender	Female	52.77%	49.62%	2.581	1	0.108
	Male	47.23%	50.38%			
Race/Ethnicity ^[a]	American Indian	0.08%	0.00%	70.500	2	0.000
	Asian	0.86%	1.37%			
	African American	61.90%	46.66%			
	Hispanic	30.84%	46.74%			
	White	4.61%	2.58%			
	Other/Multiracial	1.72%	2.66%			
Special education		7.26%	11.00%	10.932	1	0.001
English language learners		2.50%	2.50%	0.000	1	0.993
Free/reduced-price lunch eligible		94.54%	96.36%	4.979	1	0.026
Baseline Tests^[b]		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		218.79	218.46	-0.386	2597	0.700
Baseline mathematics		227.73	227.9	0.178	2597	0.859

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] The baseline scores for students entering grade 6 in SY 2008–2009 were based on the spring 2008 ISAT examination.

Table 30d: Baseline Equivalence for Analytic Group 4—ITT Students Entering Grade 6 at Tiers 1–3 in SY 2007–2008 (3-year overall program impact)

Characteristics		Control (N=1287)	Treatment (N=1316)	χ^2 -statistic	df	p-value
Gender	Female	50.19%	50.61%	0.045	1	0.833
	Male	49.81%	49.39%			
Race/Ethnicity ^[a]	American Indian	0.23%	0.08%	47.923	2	0.000
	Asian	0.70%	1.60%			
	African American	69.08%	56.23%			
	Hispanic	24.40%	36.17%			
	White	3.50%	3.42%			
	Other/Multiracial	2.10%	2.51%			
Special education		12.67%	14.51%	1.892	1	0.169
English language learners		0.70%	0.30%	2.047	1	0.153
Free/reduced-price lunch eligible		94.72%	94.91%	0.049	1	0.825
Baseline Tests^[b]		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		211.44	212.32	0.882	2601	0.378
Baseline mathematics		224.95	224.73	-0.209	2601	0.834

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] The baseline scores for students entering grade 6 in SY 2007–2008 were based on the spring 2007 ISAT examination.

Impacts on Students

There were no detectable overall impacts on reading performance for the group of all students (all tiers) who had been offered blended intervention services during school year 2009–2010; nor were there detectable impacts for groups of all sixth graders (all tiers) who had been offered services for either one, two, or three years.

In order to obtain unbiased estimates of the program impacts, all outcome analyses were based on the intent-to-treat (ITT) samples, using the four analytic groups defined above. Table 31 shows the estimates of the overall impacts of the Chicago Striving Readers program on each of these four analytic groups.⁸¹

⁸¹ Note that the outcome for the analyses of Groups 1, 3, and 4 were the ISAT scores in spring 2010. In the analysis of Group 2, for the students entering sixth grade at all tiers in school year 2008–2009, the outcome was their ISAT scores in spring 2009; while for the new sixth graders in school year 2009–2010, the outcome was the ISAT scores in spring 2010.

While Analytic Group 1 includes a small percentage of students who were retained in grade, Analytic Groups 2, 3, and 4 did not include any retained sixth graders from the previous year; only new incoming sixth graders were included in the 1-year, 2-year, and 3-year impact analyses.

For students who had been offered multiple years of intervention, i.e., Analytic Groups 3 and 4, the ITT samples were generated by identifying the students who were in the schools when they were randomized, and then following them for multiple years. For example, Analytic Group 4 identified new incoming sixth graders in school year 2007–2008 who were tested in spring 2010 (whether or not they actually received the intended intervention or remained in their originally assigned schools).

Due to changes in the tiering definition in the first three project years (see Figure 1), the ITT samples for 2-year and 3-year impact analyses did not combine the current cohort with any previous student cohorts. Therefore, the ITT sample for estimating the 2-year overall program impact (i.e., Analytic Group 3) was distinct from the analysis sample on which the 2-year impact was estimated as reported in the Year 3 study.

Impact estimates are based on the final simple models that did not include interaction terms. These relevant full and final models are presented in Tables O-6 and O-7, and Table O-10 through Table O-15 in Appendix O.

Table 31: Estimated Overall Impacts of Striving Readers (Main Effects Models)

Population Group	Unadjusted Means		Regression-Adjusted Means		Corresponding NCE Scores		Estimated Impact	Effect Size ^[a]	p Value	Power (MDES) ^[b]
	Control	Treatment	Control	Treatment	Control	Treatment				
All students at Tiers 1-3 in Grades 6-8 at end of SY 0910 (Analytic Group 1, average impact)	237.48	238.09	237.64	237.52	45.962	45.341	-0.121	-0.006	0.874	0.102
All students entering 6 th grade either in SY 0809 or SY 0910 (Analytic Group 2, one-year impact)	230.45	231.99	230.62	231.54	43.362	44.137	0.925	0.045	0.363	0.137
All students entering 6 th grade in SY 0809 (Analytic Group 3, two-year impact)	237.40	235.37	237.09	235.92	45.627	44.731	-1.174	-0.052	0.301	0.138
All students entering 6 th grade in SY 0708 (Analytic Group 4, three-year impact)	242.33	242.91	242.61	242.88	44.047	44.307	0.268	0.014	0.718	0.107

^[a] Effect sizes included in this report were derived based on Glass’s Δ . They were calculated using point estimates of fixed effects divided by the standard deviation of the control group with complete data in each analytic sample.

^[b] The power (MDES) in this table is the actual power the study has after implementation and data collection, measured by the minimum impact in standard deviation units that the study can detect with confidence. This calculation produces the MDES for a two-tailed test with 80% power, and with an alpha level of 0.05, and accounts for clustering and for the inclusion of the covariates in the model.

As shown in Table 31, the analyses did not reveal any significant overall impact of the Striving Readers Initiative on students’ reading performance, as measured by their ISAT reading outcome scale scores, for any of the four analytic groups. The differences in performance between students in each treatment group and students in the respective control groups were not statistically significant and the effect sizes were very small. However, further examination of the covariates in the model provides a better understanding of the differential program impacts for various demographic subgroups. These results are discussed in the next section.

Additional Analyses

Among all students (all tiers) who had been offered blended intervention services during school year 2009–2010, sixth and eighth graders responded more positively to the program than those in seventh grade, and Hispanic students responded more positively than students who were neither Black nor Hispanic. However, the program could not be considered “effective” for grade 6 or grade 8 or Hispanic students, since impact was not significantly greater than for their control counterparts.

Additional analyses were conducted to assess whether there was a differential impact of the Striving Readers Initiative for students in different grades and in different NCLB subgroups. For these analyses, grade level and NCLB subgroup variables, among others, were entered into the models as covariates and their interactions with treatment were explored. Analyses were conducted for all students in the ITT sample at the end of the fourth project year (i.e., Analytic Group 1). Results are reported in Tables O-8 and O-9 in Appendix O, which present results for the full model and for the final model, respectively.

It can be seen that there was no overall treatment effect for all students in the ITT sample at the end of the fourth project year, which is consistent with the findings from the main effects model shown in Table 31. As shown in the final model (Table O-9 in Appendix O), however, the interaction between seventh grade and treatment was significantly negative and that between the Hispanic students and treatment was significantly positive, indicating that there were differential program impacts on different grades and different racial and ethnic groups. Specifically, a differential program impact was found for students who were in seventh grade in 2009–2010 compared with those in grades 6 and 8, and for Hispanic students compared with Black students and students who were neither Black nor Hispanic.⁸² However, it should be noted that these “differential impacts” might only reflect differences in performance when comparing seventh graders vs. other grades, or Hispanic students vs. other races/ethnicities (i.e., the difference between treatment and control students was greater for sixth and eighth graders than for seventh graders, and the difference was greater for Hispanic students than for Black students and students other than Black or Hispanic). It still would not demonstrate that the program was “effective” for sixth or eighth graders or for Hispanic students, because the average performance of the treated sixth or eighth graders was not statistically different from that of sixth or eighth graders in the control schools, and the average performance of the treated Hispanic students was not statistically different from that of Hispanic students in the control schools.⁸³

No other interactions between treatment and NCLB subgroups were statistically significant, implying that the program has not had a differential impact on any of these subgroups of students.

⁸² Further investigation was conducted by changing reference groups in HLMs to compare between three grades and also between different racial and ethnic groups.

⁸³ Main treatment effects were tested for each subgroup (i.e., for each grade and for each racial/ethnic group) using additional HLM analyses. None of these treatment effects were statistically significant.

V. Evaluation of the Impact of the Chicago Striving Readers Initiative on Struggling Readers in Year 4

Study Design

Research Questions

The research questions relating to assessment of the impacts of the targeted and intensive intervention models that were explored during the first four years of the evaluation of the Chicago Striving Readers Initiative are presented in Table 32, below. In Year 2, research questions regarding the initiative's differential impact on students in different demographic subgroups were added to the study, while additional research questions relating to the program impacts on students who had the opportunity to participate for two years were addressed in Year 3.⁸⁴ In Year 4, additional research questions were added so that the study now investigates the program impacts on students who had the opportunity to receive different combinations of interventions for either one, two, or three years.

⁸⁴ Research questions relating to the program's impact on classroom practices were discussed in Section III.

Table 32: Research Questions Relating to Impact of the Targeted and Intensive Interventions^[a]

Year 1	Years 2 and 3	Year 4
--	1) What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students who had the opportunity to participate for one year, as measured by the ISAT?	1) What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students who had the opportunity to participate for one year, as measured by the ISAT?
1) What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program ^[b] on the reading scores of 6th-grade Tier 3 students who had the opportunity to participate for one year, as measured by ClassViews and the ISAT?	2) What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students who had the opportunity to participate for one year, as measured by the ISAT?	2) What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students who had the opportunity to participate for one year, as measured by the ISAT?
--	3) Is there a differential combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students, who had the opportunity to participate for one year, in different NCLB subgroups, including gender, race/ethnicity, socioeconomic status, special education status, and ELL status, as measured by the ISAT?	3) Is there a differential combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students, who had the opportunity to participate for one year, in different NCLB subgroups, including gender, race/ethnicity, socioeconomic status, special education status, and ELL status, as measured by the ISAT?
--	4) What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students who had the opportunity to participate for two years, as measured by the ISAT? ^[c]	4) What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students who had the opportunity to participate for two years, as measured by the ISAT? ^[c]
--	5) What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students who had the opportunity to participate for two years, as measured by the ISAT? ^[c]	5) What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students who had the opportunity to participate for two years, as measured by the ISAT? ^[c]

Year 1	Years 2 and 3	Year 4
--	--	6) Is there a differential combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students, who had the opportunity to participate for two years, in different NCLB subgroups, including gender, race/ethnicity, socioeconomic status, special education status, and ELL status, as measured by ISAT? ^[c]
--	--	7) What is the combined impact of the whole-school and targeted interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 2 students who had the opportunity to participate for three years, as measured by the ISAT? ^[d]
--	--	8) What is the combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students who had the opportunity to participate for three years, as measured by the ISAT? ^[d]
--	--	9) Is there a differential combined impact of the whole-school, targeted, and intensive interventions of the Chicago Striving Readers program on the reading scores of 6th-grade Tier 3 students, who had the opportunity to participate for three years, in different NCLB subgroups, including gender, race/ethnicity, socioeconomic status, special education status, and ELL status, as measured by the ISAT? ^[d]

^[a] Because grant resources enable schools to consistently provide targeted and intensive intervention services only at grade 6, an assessment of the impact of these models at other grades is not supported at present.

^[b] The original wording of this research question stated that they explored the “intensive intervention impact”; however, because Tier 3 students are also supported by the whole-school and targeted intervention models, the evaluation of the program impact on this particular group of students cannot isolate the impact of any particular intervention model.

^[c] These include students who progressed to the seventh grade in their second year, as well as those who were retained in grade 6. For the same reason that the one-year analysis focused on grade 6, they did not include students who entered the program at grade 7 or 8.

^[d] These include students who progressed to eighth grade in their third year, as well as those who were retained in grade 6 or 7. For the same reason that the one-year and two-year analyses focused on grade 6, they did not include students who entered the program at grade 7 or 8.

Summary of Analytic Approach to the Impact Analysis

HLM analyses were again conducted to assess the combined impacts of the Striving Readers interventions on Tier 2 and Tier 3 students' reading performance, as well as whether there were differential impacts of the interventions on different grade-level and NCLB subgroups. The impact analyses were based on the intent-to-treat samples that will be described later in this section. Because school was the unit of assignment but impacts are measured at the student level, two-level models were again used for these cross-sectional analyses in order to account for the clustering of students within schools. Listwise deletion was again used to remove students with missing data from the analytic samples.

Main effects models were fitted to answer the research questions regarding the overall combined impacts of the whole-school, targeted, and intensive interventions on struggling readers who were either sixth-grade Tier 2 or sixth-grade Tier 3 students and had the opportunity to participate in the Chicago Striving Readers program for either one year, two years, or three years. Additional analyses exploring the interactions between treatment and subgroups were also conducted to investigate the differential impact on sixth-grade Tier 3 students by demographic group. Results of these latter analyses are presented under "Additional Analyses" later in this section.

Similar to the HLM analyses conducted for the evaluation of the overall program impact in Section IV, the two-level models used to assess the program impact on sixth-grade Tier 2 and sixth-grade Tier 3 students also included a number of pertinent covariates. At the student level, the full models included the following variables: baseline reading score, baseline math score, gender, race/ethnicity,⁸⁵ special education status,⁸⁶ eligibility for free or reduced-price lunch, and English language learner status. At the school level, the full models included the exactly same list of covariates as in the analyses of the overall program impact, in addition to the major treatment predictor. The further analyses examining the differential program impact on the subgroups of students also included terms for the interactions between treatment and each subgroup indicator.

Appendix R describes in greater detail the approaches used to fit these models, the specification of the models, the selection of covariates, and the treatment of missing data. An overall description of the intent-to-treat samples used for these analyses is provided below.

Sampling Plan

The process for selection of participating schools and random assignment to treatment and control groups was described in Section IV, as were the definition of the intent-to-treat population and the process for matching to students at control schools. For the purpose of evaluating the program impacts on students eligible for the targeted and intensive interventions, only sixth-grade students at Tier 2 or Tier 3 were included in the corresponding analyses.

⁸⁵ American Indian, Asian, White, and Other/Multiracial were combined into one category due to small sample sizes.

⁸⁶ Identified as students with an Individualized Education Plan (IEP).

Because there is no group of students in the Chicago Striving Readers schools who receive either the targeted or intensive intervention exclusively (all students are also offered at least the whole-school intervention, and Tier 3 students have the opportunity to receive all three intervention models), it is not possible to isolate the impacts of any one intervention model. Rather, the analytic approach was designed to isolate the impacts of the Chicago Striving Readers initiative as implemented on specific groups of students. The analyses of impacts on Tier 2 and Tier 3 students focused on the sixth grade only, since LITs' availability was less consistent in the higher grade classrooms in some schools. Specifically, the program focus expanded into grade 7 in Year 2 and to grade 8 in Year 3, but while most Cohort 2 classrooms were supported by the LIT, because of the larger size of the 16 Cohort 1 schools, seventh- and eighth-grade classrooms in most of these schools were not.⁸⁷ As a result, the targeted intervention was not implemented as consistently in grades 7 and 8, and for this reason, the impact analyses in this section did not include students who entered the program at grade 7 or 8.

Sample Size and Power

Table 33, below, presents the number of intent-to-treat students who were included in the various analytic samples used to answer research questions about the program impacts on sixth-grade Tier 2 and sixth-grade Tier 3 students. Data are also disaggregated by treatment group and cohort.

⁸⁷ Larger schools with more sections of sixth grade classes leave the LIT less available to provide support at Grades 7 and 8. Nevertheless, all teachers are still able to participate in school literacy teams and in program-sponsored professional development.

Table 33: Numbers of Intent-To-Treat Sixth-Grade Tier 2 and Tier 3 Students with Complete Data^[a] by Treatment Group and Cohort

Population Group	Treatment Schools			Control Schools		
	Total	Cohort 1	Cohort 2	Total	Cohort 1	Cohort 2
Students entering 6th grade at Tier 2 in SY 2008-2009 or SY 2009-2010 (Analytic Group 5)	660	412	248	628	376	252
Students entering 6th grade at Tier 3 in SY 2008-2009 or SY 2009-2010 (Analytic Group 6)	602	336	266	632	318	314
Students entering 6th grade at Tier 2 in SY 2008-2009 (Analytic Group 7)	331	216	115	319	194	125
Students entering 6th grade at Tier 3 in SY 2008-2009 (Analytic Group 8)	298	157	141	284	134	150
Students entering 6th grade at Tier 2 in SY 2007-2008 (Analytic Group 9)	214	106	108	219	126	93
Students entering 6th grade at Tier 3 in SY 2007-2008 (Analytic Group 10)	452	208	244	452	214	238

^[a] Baseline scores, tier assignments, demographics, and outcome data were available for all students in this analysis.

As shown in Table 33, intent-to-treat analyses of impacts for struggling readers were carried out for a total of six analytic groups: students who had the opportunity to participate for either one year (Analytic Groups 5 and 6),⁸⁸ two years (Analytic Groups 7 and 8),⁸⁹ or three years (Analytic Groups 9 and 10).⁹⁰ (Note that Analytic Groups 5, 7, and 9 were used to address research questions 1, 4, and 7, respectively,

⁸⁸ Analytic Group 5 included students who were new Tier 2 sixth graders assigned to one of the study schools either in school year 2008–2009 or in school year 2009–2010 and were in one of the targeted grades in school year 2009–2010 (two student cohorts combined); Analytic Group 6 included students who were new Tier 3 sixth graders assigned to one of the study schools either in school year 2008–2009 or in school year 2009–2010 and were in one of the targeted grades in school year 2009–2010 (two student cohorts combined).

⁸⁹ Analytic Group 7 included students who were new Tier 2 sixth graders assigned to one of the study schools in school year 2008–2009 and were in one of the targeted grades in school year 2009–2010 (one student cohort); Analytic Group 8 included students who were new Tier 3 sixth graders assigned to one of the study schools in school year 2008–2009 and were in one of the targeted grades in school year 2009–2010 (one student cohort).

⁹⁰ Analytic Group 9 included students who were new Tier 2 sixth graders assigned to one of the study schools in school year 2007–2008 and were in one of the targeted grades in school year 2009–2010 (one student cohort); Analytic Group 10 included students who were new Tier 3 sixth graders assigned to one of the study schools in school year 2007–2008 and were in one of the targeted grades in school year 2009–2010 (one student cohort). Only students with complete data were included in the corresponding HLM analyses.

while Analytic Groups 6, 8, and 10 were used to answer research questions 2–3, 5–6, and 8–9, respectively.) All six of the above analytic groups consisted of subsamples of the analytic groups used to evaluate the overall program impact of one year, two years, or three years of the blended interventions in Section IV (i.e., Analytic Groups 2, 3, and 4, respectively).

Power analyses for the outcome evaluation of the targeted and intensive interventions were conducted using the same assumptions as those used for assessing the overall program impact. Specifically:

Two-level HLM model (students within schools)
Type I error rate (α) = 0.05
Intra-class correlation (ρ) = 0.05
Number of clusters (schools) = 63

In each case, the power to detect an effect size of at least .33, and the minimum detectable effect size at an acceptable power level of 80%, were determined. Results of the power analyses are presented below.

Analytic Group 5: Students entering 6th grade at Tier 2 either in SY 2008–2009 or in SY 2009–2010 (1-year whole-school plus targeted interventions impact)

Additional assumption: Cluster size (n) = 20 (average number of students entering sixth grade at Tier 2 per school either in SY 2008–2009 or in SY 2009–2010)

Results:

Effect size = .333 Power = 98%
Effect size = .225 Power = 80% (acceptable power level)

Analytic Group 6: Students entering sixth grade at Tier 3 either in SY 2008–2009 or in SY 2009–2010 (1-year whole-school plus targeted plus intensive interventions impact)

Additional assumption: Cluster size (n) = 19 (average number of students entering sixth grade at Tier 3 per school either in SY 2008–2009 or in SY 2009–2010)

Results:

Effect size = .333 Power = 98%
Effect size = .227 Power = 80% (acceptable power level)

Analytic Group 7: Students entering sixth grade at Tier 2 in SY 2008–2009 (2-year whole-school plus targeted interventions impact)

Additional assumption: Cluster size (n) = 10 (average number of students entering sixth grade at Tier 2 per school in SY 2008–2009)

Results:

Effect size = .333 Power = 93%

Effect size = .275 Power = 80% (acceptable power level)

Analytic Group 8: Students entering sixth grade at Tier 3 in SY 2008–2009 (2-year whole-school plus targeted plus intensive interventions impact)

Additional assumption: Cluster size (n) = 9 (average number of students entering sixth grade at Tier 3 per school in SY 2008–2009)

Results:

Effect size = .333 Power = 91%

Effect size = .285 Power = 80% (acceptable power level)

Analytic Group 9: Students entering sixth grade at Tier 2 in SY 2007–2008 (3-year whole-school plus targeted interventions impact)

Additional assumption: Cluster size (n) = 7 (average number of students entering sixth grade at Tier 2 per school in SY 2007–2008)

Results:

Effect size = .333 Power = 86%

Effect size = .309 Power = 80% (acceptable power level)

Analytic Group 10: Students entering sixth grade at Tier 3 in SY 2007–2008 (3-year whole-school plus targeted plus intensive interventions impact)

Additional assumption: Cluster size (n) = 14 (average number of students entering sixth grade at Tier 3 per school in SY 2007–2008)

Results:

Effect size = .333 Power = 97%

Effect size = .247 Power = 80% (acceptable power level)

As these results show, the distribution of students and schools in this study provides sufficient statistical power to detect a program effect of approximately one third standard deviation and even smaller effective sizes could be detected for some analytic groups.

Description of the Counterfactual

As described under the whole school blended intervention section, control schools have been adopting literacy interventions that often incorporate many of the key elements of the Striving Readers model, including the use of data to inform instruction, research-based literacy strategies and practices, technology integration, and professional development around these topic areas. These schools have also been implementing additional interventions for their struggling readers, which bear some similarities to the Striving Readers’ targeted and intensive interventions, but are also different in important ways. For example, some control school principals mentioned the use of reading and literacy coaches as an important component for the success of their school’s literacy efforts. The role of these coaches included leading professional development efforts, facilitating collaborative work among teachers, managing the testing for students and maintaining a resource room. However, although some of these responsibilities are also often in the purview of literacy intervention teachers, none of the control schools described their literacy coaches as providing in-class support for struggling readers or acting as interventionists.

In addition, slightly over three-quarters of the control schools reported offering on-site literacy programs that provided increased instructional time before or after school. However, only one-fourth of these programs were targeting struggling readers exclusively. In many cases, there was either an open enrollment policy, or the eligibility criteria included broader considerations such as demographic requirements (e.g., free/reduced-lunch eligibility), space limitations, teacher referrals/recommendations, and student interest. All of these criteria tended to create more heterogeneous groupings than are found in the AMP classes. An additional discussion of the similarities and differences between treatment and control schools is provided under the “implications for impact analyses” section.

Data Collection Plan

The same reading assessment instrument, the ISAT, and the same data collection schedule were used for analyses of program impact on achievement of sixth-grade Tier 2 or Tier 3 students as previously described for the overall (blended) program impact analyses in Section IV.

Description of Fourth-Year Samples

Numbers and Basic Characteristics of Students

School characteristics were presented in Section IV. Table 34, below, presents the demographic characteristics and baseline achievement data of Striving Readers and control students at Tiers 2 and 3 (struggling readers) in grades 6 through 8 with complete data at the end of the fourth project year, disaggregated by treatment group and cohort. As these data show, the treatment and control students were demographically very similar, although there were a few notable differences. For example, a slightly larger percentage of students in control schools than treatment schools were African American, while a larger percentage of students in treatment schools than control schools were Hispanic. Data by cohort shows that almost all Tier 2 and 3 students in the targeted grades in Cohort 2 schools were African American, whereas Cohort 1 schools had similar percentages of African American and Hispanic students

at Tiers 2 and 3 in the targeted grades. In addition, consistent with their higher proportions of Hispanic students, Cohort 1 schools also had higher proportions of ELL students than Cohort 2 schools.

Table 34: Characteristics of Intent-To-Treat Tier 2 and Tier 3 Students with Complete Data^[a]

Characteristics		All Students		Cohort 1 Students		Cohort 2 Students	
		Control (N=1,798)	Treatment (N=1,754)	Control (N=939)	Treatment (N=953)	Control (N=859)	Treatment (N=801)
Grade level	6	36.0%	35.1%	38.8%	38.2%	32.9%	31.5%
	7	33.5%	37.1%	32.2%	38.2%	35.0%	35.8%
	8	30.5%	27.8%	29.1%	23.6%	32.0%	32.7%
Gender	Female	48.3%	47.9%	49.2%	47.6%	47.3%	48.3%
	Male	51.7%	52.1%	50.8%	52.4%	52.7%	51.7%
Race/Ethnicity	American Indian	0.1%	0%	0.1%	0%	0%	0%
	Asian	0.2%	0.6%	0.3%	0.9%	0%	0.1%
	African American	70.7%	62.8%	48.7%	32.9%	94.8%	98.4%
	Hispanic	25.7%	33.1%	45.4%	60.1%	4.2%	1.0%
	White	1.9%	2.2%	3.5%	3.7%	0.1%	0.4%
	Other/Multiracial	1.5%	1.3%	2.0%	2.3%	0.9%	0.1%
Special education		15.4%	17.6%	17.9%	18.0%	12.6%	17.0%
English language learners		4.9%	4.6%	8.9%	8.2%	0.5%	0.4%
Free/reduced-price lunch eligible		98.1%	98.4%	97.3%	97.6%	98.8%	99.4%
Mean baseline reading score	Grade 6	200.41	200.65	201.01	201.42	199.65	199.55
	Grade 7	203.22	204.00	202.71	204.69	203.73	203.12
	Grade 8	201.18	201.80	199.08	200.03	203.27	203.33
Mean baseline math score	Grade 6	213.50	213.04	215.68	214.63	210.70	210.74
	Grade 7	214.29	214.01	215.31	215.47	213.26	212.16
	Grade 8	212.77	211.72	209.43	209.86	216.08	213.33

^[a] Baseline scores, tier assignments, demographics, and outcome data were available for all students in this analysis.

Baseline Equivalency Tests

Tables 35a through 35f report the results from baseline equivalency tests for each of the six analytic samples. It was observed that, for each analytic sample, the treatment students and their control counterparts were balanced on baseline tests in both reading and math. Baseline equivalence was also well established for most student characteristics. Even where the two groups showed statistically significant differences in some demographic characteristics (e.g., race/ethnicity and special education status), the magnitude of the differences were generally not large; the differences should not bias the

impact estimates because these demographic variables were included as student-level covariates in all HLM analyses.

Table 35a: Baseline Equivalence for Analytic Group 5—ITT Students Entering Grade 6 at Tier 2 either in SY 2008–2009 or in SY 2009–2010 (1-year whole-school plus targeted interventions impact)

Characteristics		Control (N=628)	Treatment (N=660)	χ^2 -statistic	df	p-value
Gender	Female	50.00%	49.85%	0.003	1	0.957
	Male	50.00%	50.15%			
Race/Ethnicity ^[a]	American Indian	0.00%	0.00%	12.751	2	0.002
	Asian	0.00%	1.36%			
	African American	63.69%	54.09%			
	Hispanic	32.48%	40.15%			
	White	2.39%	2.58%			
	Other/Multiracial	1.43%	1.82%			
Special education		7.80%	10.00%	1.911	1	0.167
English language learners		4.62%	4.85%	0.038	1	0.846
Free/reduced-price lunch eligible		96.50%	97.88%	2.262	1	0.133
Baseline Tests		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		209.04	208.88	-0.66	1286	0.509
Baseline mathematics		219.05	218.88	-0.185	1286	0.853

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

Table 35b: Baseline Equivalence for Analytic Group 6—ITT Students Entering Grade 6 at Tier 3 either in SY 2008–2009 or in SY 2009–2010 (1-year whole-school plus targeted plus intensive interventions impact)

Characteristics		Control (N=632)	Treatment (N=602)	χ^2 -statistic	df	p-value
Gender	Female	48.58%	43.36%	3.382	1	0.066
	Male	51.42%	56.64%			
Race/Ethnicity ^[a]	American Indian	0.16%	0.00%	17.012	2	0.000
	Asian	0.47%	0.83%			
	African American	69.15%	58.64%			
	Hispanic	26.90%	37.87%			
	White	2.22%	1.99%			
	Other/Multiracial	1.11%	0.66%			
Special education		22.63%	26.91%	3.041	1	0.081
English language learners		10.92%	14.45%	3.487	1	0.062
Free/reduced-price lunch eligible		97.47%	98.01%	0.403	1	0.526
Baseline Tests		Control mean score	Treatment mean score	t-statistic	df ^[b]	p-value
Baseline reading		191.79	191.53	-0.677	1232	0.499
Baseline mathematics		206.52	206.87	0.421	1227.33	0.674

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] *Df* were adjusted when Levene's test of homogeneity of variances indicated unequal variances.

**Table 35c: Baseline Equivalence for Analytic Group 7—ITT Students Entering Grade 6 at Tier 2 in SY 2008–2009
(2-year whole-school plus targeted interventions impact)**

Characteristics		Control (N=319)	Treatment (N=331)	χ^2 -statistic	df	p-value
Gender	Female	49.84%	48.94%	0.053	1	0.818
	Male	50.16%	51.06%			
Race/Ethnicity ^[a]	American Indian	0.00%	0.00%	8.412	2	0.015
	Asian	0.00%	2.11%			
	African American	62.07%	51.06%			
	Hispanic	34.17%	42.90%			
	White	2.51%	2.11%			
	Other/Multiracial	1.25%	1.81%			
Special education		5.33%	10.27%	5.489	1	0.019
English language learners		2.82%	2.72%	0.006	1	0.937
Free/reduced-price lunch eligible		96.55%	98.49%	2.54	1	0.111
Baseline Tests		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		208.7	208.52	-0.541	648	0.589
Baseline mathematics		218.14	219.03	0.702	648	0.483

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

Table 35d: Baseline Equivalence for Analytic Group 8—ITT Students Entering Grade 6 at Tier 3 in SY 2008–2009
(2-year whole-school plus targeted plus intensive interventions impact)

Characteristics		Control (N=284)	Treatment (N=298)	χ^2 -statistic	df	p-value
Gender	Female	48.94%	41.95%	2.873	1	0.090
	Male	51.06%	58.05%			
Race/Ethnicity ^[a]	American Indian	0.35%	0.00%	14.961	2	0.001
	Asian	1.06%	0.67%			
	African American	71.83%	61.07%			
	Hispanic	22.89%	36.58%			
	White	2.82%	1.34%			
	Other/Multiracial	1.06%	0.34%			
Special education		23.94%	29.19%	2.052	1	0.152
English language learners		7.39%	8.05%	0.089	1	0.766
Free/reduced-price lunch eligible		98.24%	98.66%	0.167	1	0.683 ^[b]
Baseline Tests		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		191.03	191.33	0.530	580	0.596
Baseline mathematics		204.77	206.54	1.550	580	0.122

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] Chi-square test result may be invalid because one cell has expected cell counts less than 5.

Table 35e: Baseline Equivalence for Analytic Group 9—ITT Students Entering Grade 6 at Tier 2 in SY 2007–2008

(3-year whole-school plus targeted interventions impact)

Characteristics		Control (N=219)	Treatment (N=214)	χ^2 -statistic	df	p-value
Gender	Female	55.25%	47.66%	2.495	1	0.114
	Male	44.75%	52.34%			
Race/Ethnicity ^[a]	American Indian	0.00%	0.00%	2.679	2	0.262
	Asian	0.00%	0.93%			
	African American	71.69%	64.49%			
	Hispanic	23.29%	29.91%			
	White	3.65%	3.27%			
	Other/Multiracial	1.37%	1.40%			
Special education		8.22%	7.48%	0.082	1	0.774
English language learners		0.00%	0.00%	NA ^[b]	NA ^[b]	NA ^[b]
Free/reduced-price lunch eligible		96.80%	94.39%	1.500	1	0.221
Baseline Tests		Control mean score	Treatment mean score	t-statistic	df^c	p-value
Baseline reading		207.05	208.45	1.811	427.001	0.071
Baseline mathematics		220.63	218.00	-1.558	431	0.120

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

^[b] Chi-square test was not conducted because all the students were non-ELLs.

^[c] *Df* were adjusted when Levene's test of homogeneity of variances indicated unequal variances.

Table 35f: Baseline Equivalence for Analytic Group 10—ITT Students Entering Grade 6 at Tier 3 in SY 2007–2008 (3-year whole-school plus targeted plus intensive interventions impact)

Characteristics		Control (N=452)	Treatment (N=452)	χ^2 -statistic	df	p-value
Gender	Female	42.92%	47.35%	1.787	1	0.181
	Male	57.08%	52.65%			
Race/Ethnicity ^[a]	American Indian	0.22%	0.00%	3.485	2	0.175
	Asian	0.66%	0.22%			
	African American	80.53%	75.44%			
	Hispanic	16.59%	20.58%			
	White	0.88%	1.77%			
	Other/Multiracial	1.11%	1.99%			
Special education		29.42%	36.28%	4.819	1	0.028
English language learners		1.77%	0.88%	1.351	1	0.245
Free/reduced-price lunch eligible		98.23%	97.57%	0.484	1	0.487
Baseline Tests		Control mean score	Treatment mean score	t-statistic	df	p-value
Baseline reading		185.49	185.56	0.073	902	0.942
Baseline mathematics		204.4	203.12	-1.291	902	0.197

^[a] American Indian, Asian, White, and Other/Multiracial were combined into one category when conducting the chi-square test.

Impacts on Students

There was a statistically significant overall impact on reading performance for the group of sixth-grade Tier 2 students who had been offered one year of the whole-school and targeted intervention services. However, no detectable overall impact was found for the group of sixth-grade Tier 3 students who had been offered one year of the whole-school, targeted, and intensive interventions, in part because many of them did not actually enroll in the after-school program. There were also no detectable impacts for groups of sixth graders (Tier 2 or Tier 3) who had been offered relevant services for either two years or three years.

All outcome analyses in this section were also based on the intent-to-treat (ITT) samples in order to produce unbiased estimates of the program impacts. A total of six groups were analyzed in the impact evaluation of the targeted and intensive interventions, as shown in Table 36 below.⁹¹

⁹¹ Note that the outcome measure for the analyses of Groups 7 through 10 was the spring 2010 ISAT. In the analysis of Groups 5 and 6, for the students entering 6th grade at Tier 2 or Tier 3 in school year 2008–2009, the outcome measure was the spring 2009 ISAT; while for the new 6th graders at Tier 2 or Tier 3 in school year 2009–2010, the outcome was the spring 2010 ISAT.

Analytic Groups 5 through 10 did not include any retained 6th graders from the previous year—only new incoming 6th graders were included in the 1-year, 2-year, and 3-year impact analyses.

For students who had been offered multiple years of intervention, i.e., Analytic Groups 7 through 10, the ITT samples were generated by identifying the students who were in the schools when they were randomized, and then following them for multiple years. For example, Analytic Group 10 identified new incoming 6th graders at Tier 3 in school year 2007–2008 who were tested in spring 2010 (whether or not they actually received the intended intervention or remained in their originally assigned schools).

Due to changes in the tiering definition in the first three project years (see Figure 1), the ITT samples for 2-year and 3-year impact analyses did not combine the current cohort with any previous student cohorts. Therefore, the ITT samples for estimating the 2-year combined impacts (i.e., Analytic Groups 7 and 8) were distinct from the analysis samples on which the corresponding two-year impacts were estimated and reported in the Year 3 study.

Table 36: Analytic Groups for Analyses of Impacts on Tier 2 and 3 Students

Analytic Group	Students in the Analyses	Focus of the Analyses
Analytic Group 5	Students entering 6th grade at Tier 2 either in SY 2008-2009 or in SY 2009-2010	The analysis of this group investigates the 1-year combined impact of the whole-school and targeted interventions.
Analytic Group 6	Students entering 6th grade at Tier 3 either in SY 2008-2009 or in SY 2009-2010	The analysis of this group explores the 1-year combined impact of the whole-school, targeted, and intensive interventions.
Analytic Group 7	Students entering 6th grade at Tier 2 in SY 2008-2009	The analysis of this group examines the 2-year combined impact of the whole-school and targeted interventions.
Analytic Group 8	Students entering 6th grade at Tier 3 in SY 2008-2009	The analysis of this group explores the 2-year combined impact of the whole-school, targeted, and intensive interventions.
Analytic Group 9	Students entering 6th grade at Tier 2 in SY 2007-2008	The analysis of this group investigates the 3-year combined impact of the whole-school and targeted interventions.
Analytic Group 10	Students entering 6th grade at Tier 3 in SY 2007-2008	The analysis of this group examines the 3-year combined impact of the whole-school, targeted, and intensive interventions.

Table 37 presents the estimates of the combined impact of the Chicago Striving Readers program on each of the six ITT analytic samples described above.⁹²

⁹² Impact estimates are based on the final simple models that did not include interaction terms. These relevant full and final main effects models are presented in Table R-6 through Table R-9, Table R-12 through Table R-15, and Table R-18 through Table R-21 in Appendix R.

Table 37: Estimated Impacts of Striving Readers on Tier 2 and Tier 3 Students (Main Effects Models)

Population Group	Unadjusted Means		Regression-Adjusted Means		Corresponding NCE Scores		Estimated Impact	Effect Size ^[a]	p-value	Power (MDES) ^[b]
	Control	Treatment	Control	Treatment	Control	Treatment				
Students entering 6th grade at Tier 2 in SY 2008-09 or in SY 2009-10 (Analytic Group 5, one-year impact on Tier 2)	222.98	224.34	222.49	224.65	36.513	38.333	2.156	0.174	0.048	0.242
Students entering 6th grade at Tier 3 in SY 2008-09 or SY 2009-10 (Analytic Group 6, one-year impact on Tier 3)	209.77	210.10	209.38	210.52	25.469	26.430	1.139	0.073	0.295	0.192
Students entering 6th grade at Tier 2 in SY 2008-09 (Analytic Group 7, two-year impact on Tier 2)	229.61	228.36	229.85	228.55	40.083	39.087	-1.297	-0.089	0.378	0.281
Students entering 6th grade at Tier 3 in SY 2008-09 (Analytic Group 8, two-year impact on Tier 3)	215.28	214.37	216.18	214.26	29.614	28.144	-1.920	-0.113	0.224	0.257
Students entering 6th grade at Tier 2 in SY 2007-08 (Analytic Group 9, three-year impact on Tier 2)	240.80	239.97	241.05	240.28	42.547	41.807	-0.771	-0.064	0.544	0.295
Students entering 6th grade at Tier 3 in SY 2007-08 (Analytic Group 10, three-year impact on Tier 3)	226.40	226.60	226.69	226.73	28.738	28.777	0.044	0.003	0.966	0.173

^[a] Effect sizes included in this report were derived based on Glass's Δ . They were calculated using point estimates of fixed effects divided by the standard deviation of the control group with complete data in each analytic sample.

^[b] The power (MDES) in this table is the actual power the study has after implementation and data collection, measured by the minimum impact in standard deviation units that the study can detect with confidence. This calculation produces the MDES for a two-tailed test with 80% power, and with an alpha level of 0.05, and accounts for clustering and for the inclusion of the covariates in the model.

As shown in Table 37, results indicate that sixth-grade Tier 2 students in Striving Readers schools who had been offered one year of the whole-school and targeted interventions significantly outperformed their counterparts in control schools, although the ITT analyses did not reveal any significant overall impact of the program on the reading achievement for the other analytic groups (one-

year impact for Tier 3 students, or two- and three-year impacts for Tier 2 and 3 students). It should be noted, however, that average impacts for Tier 3 students would have been lower because of their low participation rates in AMP. Further examination of the covariates in the model may provide a better understanding of the differential program impacts on various demographic subgroups. These results are discussed in the following section.

Additional Analyses

Among sixth-grade Tier 3 students who had been offered one year of the whole-school, targeted, and intensive intervention services, students who were not eligible for free or reduced-price lunch responded more positively to the program than those who were eligible. Among sixth-grade Tier 3 students who had the opportunity to participate for three years, female students responded more positively to the program than male students. However, the program could not be considered “effective” for students in either of these subgroups, because impact was not significantly greater than for their respective control counterparts.

Additional analyses were conducted to assess whether there was a differential impact of the Striving Readers program on the reading performance of different NCLB subgroups among sixth-grade Tier 3 students who had been offered the intervention services for either one year, two years, or three years. For these analyses, NCLB subgroup variables were entered into the models as covariates and their interactions with treatment were explored. Analyses were carried out for Analytic Groups 6, 8, and 10 respectively. Corresponding results are reported in Tables R-10 and R-11, Tables R-16 and R-17, and Tables R-22 and R-23 in Appendix R, which present results for the full models and for the final models. For all these interaction models, the overall treatment effect was not statistically significant, which is consistent with the findings from the corresponding main effects models.

For Analytic Group 6, sixth-grade Tier 3 students who had been offered the intervention services for one year, the interaction between free and reduced-price lunch (FRL) eligibility and treatment in the final model was significantly negative, indicating that there were differential program impacts on students of different socioeconomic status. Specifically, a differential program impact was found for students who were eligible for FRL compared with those who were not eligible. However, it should be noted that the “differential impact” might only reflect a difference in performance when comparing FRL-eligible students vs. FRL-ineligible students (i.e., the difference between treatment and control students was greater for FRL-ineligible students than for FRL-eligible students). It still would not demonstrate that the program was “effective” for FRL-ineligible students, because the average performance of the treated FRL-ineligible students was not statistically different from that of FRL-ineligible students in the control schools.⁹³

Regarding Analytic Group 8, sixth-grade Tier 3 students who had the opportunity to participate for two years, the interaction between English language learner (ELL) status and treatment in the final

⁹³ Main treatment effects were tested for each relevant subgroup using additional HLM analyses. None of these treatment effects were statistically significant.

model was negative and approaches statistical significance ($p = 0.052$). This result hints at the possibility that the intervention services had a differential impact on non-ELL students and ELL students that was not detectable by the current evaluation design. Nevertheless, even a statistically significant “differential impact” might only reflect a difference in performance when comparing non-ELLs vs. ELLs (i.e., the difference between treatment and control students was greater for non-ELLs than for ELLs); it still would not demonstrate that the program was “effective” for non-ELL students, because the average performance of non-ELLs in the treatment group was not statistically different from that of non-ELLs in the control group.⁹³

For Analytic Group 10, sixth-grade Tier 3 students who had been provided with three years of the intervention services, the interaction between gender⁹⁴ and treatment in the final model was significantly positive, indicating that there were differential program impacts on boys and girls. Specifically, this “differential impact” might only indicate a difference in performance when comparing girls vs. boys (i.e., the difference between treatment and control students was greater for girls than for boys). It still would not demonstrate that the program was “effective” for girls, because the average performance of the girls in the treatment group was not statistically different from that of girls in the control schools.⁹³

No other interactions between treatment and NCLB subgroups were statistically significant for the three analytic groups, indicating that there was no evidence that the program has had a differential impact on any of these subgroups of students.

⁹⁴ Female students were coded as 1, while male students served as the reference group.

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Appendix A-1: Year 4 Measures

This Appendix includes copies of the following surveys, instruments, and protocols used in the evaluation of the Chicago Striving Readers program:

- Surveys
 - Spring 2010 Literacy Improvement Survey for Teachers – Treatment Schools
 - Spring 2010 Survey of Literacy Intervention Teachers
 - Spring 2010 Literacy Improvement Survey for Content Area Teachers – Treatment Schools
 - Spring 2010 Literacy Improvement Survey for Teachers – Control Schools
 - Spring 2010 Literacy Improvement Survey for Content Area Teachers – Control Schools
- Interview Protocols:
 - Principal Interview Protocol – Treatment Schools
 - Principal Interview Protocol – Control Schools
 - Project Director Interview Protocol
 - Literacy Consultant (Senior Literacy Advisor) Interview Protocol
 - District Coordinator Interview Protocol
 - District Technology Coordinator Interview Protocol
- Case Study
 - Observation Protocol
 - Self Contained Teachers Focus Group Protocols (Fall '09 & Spring '10)
 - ELA Teachers Focus Group Protocols (Fall '09 & Spring '10)
 - Non-ELA Teachers Focus Group Protocols (Fall '09 & Spring '10)
 - LIT Interview Protocols (Fall '09 & Spring '10)
 - Principal Interview Protocols (Fall '09 & Spring '10)
 - Spring '10 Self Contained Teachers Focus Group Protocols for new case study schools
 - Spring '10 ELA Teachers Focus Group Protocols for new case study schools
 - Spring '10 Non-ELA Teachers Focus Group Protocols for new case study schools
 - Spring '10 LIT Interview Protocols for new case study schools
 - Spring '10 Principal Interview Protocols for new case study schools

Chicago Public Schools (CPS) Striving Readers
Spring 2010 Literacy Improvement Survey for Teachers

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. Survey results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. What is your primary role or teaching assignment?

(Select the single best option.)

If you are a Literacy Intervention Teacher (LIT), please select that role even if you also have other duties.

- Literacy Intervention Teacher ([Link to LIT Survey](#))
- General education teacher (self-contained classroom teacher) ([Continue with LIS](#))
- English language arts teacher ([Continue with LIS](#))
- Teach English language arts *and* other academic subject areas ([Continue with LIS](#))
- Teach other academic subjects *but not* English language arts ([Link to CAT survey](#))
- Bilingual/ELL teacher ([Continue with LIS](#))
- Special education teacher ([Continue with LIS](#))
- Reading specialist ([Continue with LIS](#))
- Other (please specify): _____

Does this role include teaching of English language arts?

- Yes ([Continue with LIS](#))
- No ([Jump to "Thank you for completing this survey!"](#))

Please answer the following questions with regard to your role in providing instruction in English language arts. This survey will take you about 45 minutes to complete (approximately 1 hour if you also teach content area subjects and/or the AMP after-school program). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

This part of the survey relates to general classroom instruction for *all* students (not only struggling readers).

Comprehensive Instruction

2. In a typical classroom, how often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structurevisualization, inferring and metacognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In a typical classroom, how often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Use of the PRC2 for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words Their Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Vocabulary for content terms (e.g., Marzano)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word study sorts and concepts (e.g., Donald Bear)					
Morphology instruction (e.g., Shane Templeton)					

4. In a typical classroom, how often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. In a typical classroom, how often do you use the following **grouping structures**?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups or Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Considering *your own instruction* (not that of the LIT or other instructors in your classroom), in a typical classroom, how often do you apply differentiated instruction (providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles) in your classroom?

Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Purposeful Assessment

8. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Reading Benchmark Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Standards Achievement Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Inventory (BRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency Snapshots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling Inventories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data-Driven Instruction

9. Please indicate the *extent* to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Placing students in intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction (i.e. providing different content, resources and/or instructional techniques and materials specifically tailored to meet students' individual educational needs and/or learning styles)e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be taught or retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade-Level Teams

10. Do you currently have grade-level teams at your school? (Grade-Level Teams are teams consisting of staff across subject areas from the same grade, or in grade level "bands".)
- Yes
 - No (If no, skip to Question 13)

11. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the literacy needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalize lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students who are eligible for targeted interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify teaching and learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve classroom practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Literacy Teams

12. Do you currently have a literacy team in place at your school? (A literacy team is a team that focuses on literacy issues across grade levels.)
- Yes
 - No (If no, skip to Question 15)

13. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	Poor	Fair	Good	Excellent	Not Sure
Using assessment data to pinpoint the staff's professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials

14. For each of the materials listed below,

- Indicate how frequently you currently use the materials to teach literacy in your typical classroom.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) Frequency						b) IF USING: Please rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Listening centers (Classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Anthologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Basals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom. (check all that apply.)

Instructional goals that each material is used to support:	Materials:						
	Listening centers ↓	Media centers ↓	Classroom library ↓	Vocabulary notebooks ↓	Reading anthologies ↓	Readingbasals ↓	School Library ↓
Not Using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Skills		<input type="checkbox"/>					
Word Parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Word Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To teach content themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To develop students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To supplement students' textbook reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students to identify and use text structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching students to identify and use the organizational features of expository writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. For each of the materials listed below, please indicate whether the following grouping strategies or differentiated instruction are supported by your use of these materials in your classroom. (Check all that apply)

Materials	Not Using	Instructional Groupings and Differentiation			
		Whole Class/ Large Group	Small Group/ Pairs	Individual Work	Support Differentiated Instruction
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading anthologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readingbasals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Handheld Computers

17. a) Do you use handheld computers (Palm Pilots) to teach literacy?

- Yes (Skip to Question 19.)
- No

b) If you are NOT yet using handheld computers, please indicate why you are not using them below (Check all that apply) and then **SKIP to Question 24**:

- I have not received the handheld computers.
- Some or all of the computers are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

18. In a typical classroom, how often do your students use handheld computers (Palm Pilots) during literacy instruction?

- Less than once a month
- 1-3 times a month
- 1-3 times a week
- 4-5 times a week

19. Rate how comfortable you are with using the Palm Pilotsto support your literacy instruction

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots)? (Check all that apply)

- Fluency
- Vocabulary development
- Developing students' reading comprehension strategies
- Writing skills
- Word parts
- Word recognition
- Spelling
- Grammar
- Locating information
- Evaluating information
- Synthesizing information
- Organizing information
- To develop students' self-directed learning
- Teaching students to identify and use the organizational features of expository writing
- To activate students' prior knowledge

21. Which of the following instructional activities and practices do you support with the use of handheld computers (Palm Pilots)? (Check all that apply)

- Whole class/ Large group
- Small group/ Pairs
- Individual Work
- Monitoring distribution and completion of assignments
- Assessing students' literacy skills
- Monitoring students' progress
- Differentiating instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles) for struggling readers (Tiers 2 & 3)
- Differentiating instruction for English language learners/special education students
- Guided reading
- Partner reading
- Individual reading
- Book club discussions

22. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers for literacy instruction.

a) Indicate how frequently students in your typical classroom currently use each software application on the Palm Pilots during literacy instruction.

b) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	a) Frequency						b) IF USING: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Browser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspiration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PAAM management software application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Library

23. Please check the ways that you use your classroom libraries. (Check all that apply)

- For content area instruction
- For independent reading
- For small group instruction
- For read alouds

24. Do you use interest inventories to help students self select reading material?

- Yes
- No

25. Do you use interest inventories to guide your purchases for the classroom library?

- Yes
- No

26. Please indicate how true each of the following statements are about the organization of books in your classroom library.

My classroom library...	Not At All True	Slightly True	Somewhat True	Very True
...is easily accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...is well organized and in good shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a checkout system in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of reading materials that are appropriate for readers of differing abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of texts that appeal to readers with differing interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials grouped by genre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials clearly labeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has both nonfiction and fiction books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. To what extent are you able to consider students' *needs and reading abilities* when ordering books and other reading material with Striving Readers funds for your classroom library?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

28. To what extent are you able to consider students' *interests and motivation* when ordering books and other reading material with Striving Readers funds for your classroom library?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

School Library

29. In a typical classroom, how often do you take your class to the library?

- Never
- Rarely (less than once a month)
- Sometimes (at least once a month)
- Often (at least once a week)

- Almost daily or daily
30. To what extent do the library resources support the Striving Readers program?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
31. Do you have a school librarian?
- Yes
 - No [Skip to question 35]
32. How does the librarian work with you? (Check all that apply.)
- The librarian does not work with me.
 - The librarian provides resources for class projects.
 - The librarian and I collaborate on how to supplement lessons with library resources.
 - Other (please specify): _____
33. To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
34. How does the librarian work with your students? (Check all that apply.)
- Does not work with my students.
 - Works with students on research skills.
 - Directs students to resources tied to curriculum.
 - Conducts read-alouds.
 - Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
 - Assists students with class projects.
 - Teaches students how to navigate Internet resources.
 - Guides struggling readers to summer programs.
 - Other (please specify): _____

Collaboration with LIT

35. How often do you meet or collaborate with the LIT in the following settings?

Meeting Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Scheduled one-on-one meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade-level team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support *struggling readers* in your class?

Instructional methods	Extent to which collaboration with LIT facilitated use of methods			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Scaffolding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using the media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using handheld computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using assessment data to monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?

Academic areas	Extent to which collaboration with LIT facilitated effective instruction			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Word recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reading/literacy in content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Overall, how effective has the literacy intervention teacher (LIT) push-in been in improving the reading skills of struggling readers in your classroom?

- Not at all effective
- Minimally effective
- Somewhat effective
- Effective
- Very effective

Professional Development

39. For each of the following Striving Readers professional development sessions conducted during the 2009-2010 school year, please indicate:

- Whether you participated, and
- If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
AMP Intensive Intervention Program Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2009 Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology training (use of handhelds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in LIT/ teacher collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. For each of the following topics, indicate:

- Whether you received professional development addressing this topic during the current year
- If so, rate the impact that professional development you received has had on your comfort with each teaching practice.

Teaching practices	Received PD?		If YES, what impact did the professional development have on your comfort with each teaching practice?			
	No	Yes	No Impact	Slight Impact	Moderate Impact	Major Impact
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessments to guide and inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (Palm Pilots) for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the PRC2 model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Please check the techniques in the list below for which you would like to receive more training. (Check all that apply)

- Academic Vocabulary for content terms (e.g., Marzano)
- Morphology instruction (e.g., Shane Templeton)
- Word study sorts and concepts (e.g., Donald Bear)
- Words Their Way(e.g., Donald Bear & Shane Templeton)
- KWL
- Using PRC2 for comprehension instruction.
- Using PRC2 for vocabulary development.
- Differentiating instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)
- Everybody Reads To (ERT)
- Exclusion Brainstorming
- List-Group-Label
- Predict-Locate-Add-Note (PLAN)
- ReQuest
- Interactive Notation System for Effective Reading and Thinking (INSERT)
- Read Aloud/Think Aloud
- ABC Graffiti
- Guided Reading and Summarizing Procedure (GRASP)
- Teaching **summarizing** as a comprehension strategy
- Teaching **questioning** as a comprehension strategy
- Teaching **predicting** as a comprehension strategy
- Teaching **text structure** as a comprehension strategy
- Teaching **visualization** as a comprehension strategy
- Teaching **inferring** as a comprehension strategy
- Teaching **metacognition** as a comprehension strategy

Struggling Readers: Extended Day (Afterschool) Intervention

42. In addition to English language arts, what other subject areas do you teach?

- Mathematics ([Link to CAT questions](#))
- Science ([Link to CAT questions](#))
- Social studies ([Link to CAT questions](#))
- Other: (Please Specify: _____)

About You [\[All types of respondents\]](#)

43. What is the name of your school?

[drop down list]

	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE

CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

44. At which grade level(s) are you teaching reading/English language arts this year (2009-10)? (Check all that apply):

- K 1 2 3 4 5 6 7 8 9 10 11 12

45. In which of the following settings do you teach literacy? (Check all that apply)

- Self-contained
- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify): _____

46. How many years have you been teaching? [INSERT TEXTBOX]

47. How many years have you been teaching at this school? [INSERT TEXTBOX]

48. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

**Chicago Public Schools Striving Readers
Spring 2010 Survey of Literacy Intervention Teachers**

The following is a survey designed to gather your feedback on the push-in intervention and AMP after-school components of the Striving Readers program for Tier 2 and 3 students. It will take you approximately 60 minutes to complete (approximately 30 minutes for AMP-only teachers). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Please answer the following questions with regard to your work with students in the Targeted intervention group (i.e., additional instruction in small group setting for Tier 2-3 students).

1. In a typical classroom, how often do you use the following grouping structures?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups or Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Considering *your push-in intervention with Tier 2 and 3 students*, in a typical classroom, how often do you apply differentiated instruction (providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)?

Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), in a typical classroom, how often do you use the following practices to help struggling readers increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
instruction (A student constructed a mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)					
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), in a typical classroom, how often do you use the following practices to help struggling readers build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words Their Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Vocabulary for content terms(e.g. Marzano)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word study – word sorts and concepts (e.g. Bear & Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morphology instruction(e.g. Bear & Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), in a typical classroom, how often do you use the following practices to help struggling readers develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. The gradual release model (Leading students from *modeled instruction* to *shared instruction* to *guided practice* and finally students' *independent practice*) and explicit instruction in guided reading are intended to be use on an "as needed" basis.

During your work in the regular classroom with students in the Targeted intervention group, in a typical classroom, to what extent do you feel you are able to meet your Tier 2 and 3 students' individual needs through these instructional practices?

Instructional Practices and Purposes	Not Using	Extent the technique meets Tier 2 and 3 Students' needs in this area			
		Not at all	To some extent	To a moderate extent	To a large extent
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model to build vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model to develop fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading to develop fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), in a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work **with students in the Targeted intervention group**?

	Frequency of Meetings with Grade-Level Teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Grade 6 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade 8 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. In which setting(s) do you typically meet or collaborate with ELA classroom teachers? (Check all that apply for each grade)

Settings for Meetings with Classroom Teachers	Grade 6	Grade 7	Grade 8
a. Scheduled one-on-one meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Impromptu one-on-one meetings (e.g., during lunch, prep periods, before/after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Grade-level team meetings (i.e., teams consisting of staff across subject areas from the same grade, or in grade level "bands")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Literacy team meetings (i.e., teams focusing on literacy issues across grade levels.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. On average, how often do you meet with each **SIXTH-GRADE** classroom teacher to discuss implementing each of the following instructional methods for students in the in-class Targeted Intervention group (Tiers 2-3)?

Instructional methods and activities for Targeted Intervention	How often discussed with classroom teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of specific Striving Readers comprehension strategies for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using specific Striving Readers instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using specific Striving Readers instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using specific Striving Readers instructional techniques for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Discussing specific students' reading progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please indicate the extent to which you use student assessment data for each of the following purposes related to your work *with students in the Targeted intervention group*?

Use of Data	Not at All	To some extent	To a moderate extent	To a large extent
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be taught or retaught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schoolwide Intervention Materials

12. Please use the table below to tell us about your use of various Striving Readers materials during your push-instruction of Tier 2 and 3 students *in the regular classroom*. Please rate the use of these materials only in reference to your *own* instructional activities; do not include those of the classroom teacher or other adults who may be assisting in the classrooms you serve.

For each of the materials listed below,

- Indicate, in a typical classroom, how often you use the materials to teach literacy.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) Frequency						b) IF USING: Please rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Listening centers (Classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Anthologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Basals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Handheld Computers during Targeted Intervention Instruction

13. a) Do you use handheld computers (Palm Pilots) to teach literacy during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*?

- Yes (Skip to Question 14.)
- No (Complete 13b. then skip to Question 21)

b) If you are NOT yet using handheld computers, please indicate why you are not using them below (Check all that apply) (Then SKIP to the After-school Program [AMP] section):

- I have not received the handheld computers.
- Some or all of the computers are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
- They are being used primarily for whole class instruction.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

14. In a typical classroom, how often do your students use handheld computers (Palm Pilots) during *Targeted Intervention* instruction of Tier 2 and 3 students?

- Less than once a month
- 1-3 times a month
- 1-3 times a week
- 4-5 times a week

15. Rate how comfortable you are with using the Palm Pilotsto support your literacy instruction *during targeted intervention instruction*.

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction? (Check all that apply)

- Fluency
- Vocabulary development
- Developing students' reading comprehension strategies
- Writing skills
- Word parts
- Word recognition
- Spelling
- Grammar
- Organizing information

- Locating information
 - Evaluating information
 - Synthesizing information
 - Demonstrate knowledge of key concepts
 - To develop students' self-directed learning
 - Teaching students to identify and use the organizational features of expository writing
 - To activate students' prior knowledge
17. Which instructional methods do you support with the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction? (Check all that apply)
- Monitoring distribution and completion of assignments
 - Assessing students' literacy skills
 - Monitoring students' progress
 - Teaching comprehension strategies
 - Using comprehension techniques
 - Guided reading
 - Partner reading
 - Individual reading
 - Book club discussions
18. Please indicate whether you use handheld computers (Palm Pilots) to support **grouping structures** and/or **differentiated instruction** during *Targeted Intervention* instruction of Tier 2 and 3 students in the regular classroom, by checking the appropriate strategies below. (Check all that apply)
- Whole class/ Large group
 - Small group/ Pairs
 - Individual Work
 - Differentiating instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles) for struggling readers
 - Differentiating instruction for English language learners/special education students

19. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers during your *Targeted Intervention* instruction of Tier 2 and 3 students in the regular classroom.

- a) Indicate how frequently your typical Tier 2-3 students use each software application on the Palm Pilots during literacy instruction.
- b) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	a) Frequency						b) IF USING: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ViewPoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Browser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspiration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PAAM management software application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application during your *Targeted Intervention* instruction of Tier 2 and 3 students. (Please check all that apply.)

Handheld Computer Software	Not Using	Instructional Objectives supported by this application							
		Vocabulary Development	Fluency	Reading Comprehension	Writing Skills	Word parts	Word recognition	Spelling	Grammar
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet browser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspiration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development

21. For each of the following Striving Readers professional development sessions conducted during the 2009-2010 school year, please indicate:

- Whether you participated, and
- If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
AMP Intensive Intervention Program Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2009 Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bi-weekly LIT training sessions/ Teacher/LIT collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. For each of the following topics, indicate:

- Whether you received professional development addressing this topic during the current year
- If so, rate the impact that the professional development you received has had on your comfort with each teaching practice.

Teaching practices	Received PD?		If YES, what impact did the professional development have on your comfort with each teaching practice?			
	No	Yes	No Impact	Slight Impact	Moderate Impact	Major Impact
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning (Gradual release model)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching practices	Received PD?		If YES, what impact did the professional development have on your comfort with each teaching practice?			
	No	Yes	No Impact	Slight Impact	Moderate Impact	Major Impact
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the PRC2 model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Please check the techniques in the list below for which you would like to receive more training. (Check all that apply)

- Academic Vocabulary for content terms(e.g. Marzano)
- Morphology instruction (e.g. Bear & Templeton)
- Word study - word sorts and concepts (e.g. Bear & Templeton)
- Words Their Way
- KWL
- Using PRC2 for comprehension instruction.
- Using PRC2 for vocabulary development.
- Differentiating instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)
- Everybody Reads To (ERT)
- Exclusion Brainstorming
- List-Group-Label
- Predict-Locate-Add-Note (PLAN)
- ReQuest
- Interactive Notation System for Effective Reading and Thinking (INSERT)
- Read Aloud/Think Aloud
- ABC Graffiti
- Guided Reading and Summarizing Procedure (GRASP)
- Teaching **summarizing** as a comprehension strategy
- Teaching **questioning** as a comprehension strategy
- Teaching **predicting** as a comprehension strategy
- Teaching **text structure** as a comprehension strategy
- Teaching **visualization** as a comprehension strategy
- Teaching **inferring** as a comprehension strategy
- Teaching **metacognition** as a comprehension strategy

After-School Program Section

The following section of the survey is designed to gather your feedback on the AMP after-school program for Tier 3 students. It will take you approximately 15 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Please answer the following questions with regard to your work with students in the AMP after-school program.

Grouping Structure

1. In a typical AMP after-school class, how often do you use the following **grouping structures**?

Grouping Structures	Never	Once per class	2-3 times per class	4 or more times per class
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups or Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In a typical AMP after-school class, how often do you apply differentiated instruction (providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)?

Rarely or Never	Occasionally (once or twice a week)	Usually (in most lessons)	In every or nearly every lesson	In every or nearly every activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Participants

3. Do you feel that the AMP after-school program is appropriate to the reading levels of the students who are currently participating?

- Not at all appropriate
- Somewhat appropriate
- Appropriate
- Very appropriate

4. Please indicate the proportion of your AMP students for whom the following statements are true.

	All or almost all students	Most students	About half	A few students	Hardly any students
These students should not be in the AMP class because their reading levels are too high .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
These students should not be in the AMP class because their reading levels are too low .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are there students who are *not* in the after-school program who should be?
- o Yes – Please explain: _____
 - o No

6. Please rate the proportion of your students for whom you think the following statements about the AMP after-school program are true.

The AMP after-school program is...	All or almost all students	Most students	About half	A few students	Hardly any students
a. engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. relevant to their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. motivating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. appropriate to their literacy needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. appropriate to their learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of AMP Software

7. How comfortable are you with using the Achieving Maximum Potential (AMP) software program?
- o Not comfortable
 - o Somewhat comfortable
 - o Comfortable
 - o Very comfortable
8. How frequently do you use the Achieving Maximum Potential (AMP) software for struggling readers in the after-school program?
- o Never (Continue to 8b)
 - o Less than once a month (Skip to Q9)
 - o 1-3 times a month (Skip to Q9)
 - o 1-3 times a week (Skip to Q9)
 - o 4-5 times a week (Skip to Q9)
 - o Multiple times a day (Skip to Q9)

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8b. If you said that you “never” use the AMP software, please indicate why by checking the appropriate responses below. (Check all that apply)

- I do not have computers in the classroom where I teach AMP.
- The AMP software is not installed on my computers.
- The computers in the classroom where I teach AMP are not working.
- I do not believe that the AMP software is effective at building students’ literacy skills.
- I do not know how to use the AMP software.
- The reading level of the AMP software is too high for the students who are currently participating.
- The reading level of the AMP software is too low for the students who are currently participating.
- Other (Please specify) _____

Instructional Practices

9. In a typical AMP after-school class, how often do you use the following practices or materials with Tier 3 students to help them increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in the use of one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure, visualization, inferring and metacognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed a mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In a typical AMP after-school class, how often do you use the following practices with Tier 3 students to help them build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic vocabulary for content terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word study- word sorts and concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morphology instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. In a typical AMP after-school class, how often do you use the following practices or materials with Tier 3 students to help them develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading					
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. The gradual release model (Leading students from *modeled instruction* to *shared instruction* to *guided practice* and finally students' *independent practice*) and explicit instruction in guided reading are only intended to be use on an "as needed" basis.

During your work with students in the AMP after-school program, in a typical classroom, to what extent do you feel you are able to meet your Tier 3 students' individual needs through these instructional practices?

Instructional Practices and Purposes	Not Using	Extent the technique meets Tier 3 Students' needs			
		Not at all	To some extent	To a moderate extent	To a large extent
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model to build vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model to develop fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading to develop fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Assessment Data

13. Please indicate the extent to which you use student assessment data for each of the following purposes *within the AMP after-school program*.

Use of Assessment Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Differentiating instruction(i.e. providing different instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be taught or retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. How often do you meet with English language arts teachers at the following grade levels to discuss instruction-related issues regarding your work *with students in the AMP after-school program*?

	Frequency of Meetings with Grade-Level Teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Grade 6 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall (consider all the teachers that you work with regardless of the grade level they teach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How often do you meet with **SIXTH-GRADE** classroom teachers to discuss implementing each of the following instructional methods *with students in the AMP after-school program*?

Instructional methods and activities for AMP program	How often discussed with classroom teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Differentiated instruction(i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of AMP materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using specific AMP and Striving Readers instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using specific AMP and Striving Readers instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using specific AMP and Striving Readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional methods and activities for AMP program	How often discussed with classroom teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
instructional techniques for fluency instruction					
Discussing specific students' reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Handheld Computers in the AMP After-School Program

16. a) Do you use handheld computers (Palm Pilots) to teach literacy *during the AMP class*?

- Yes (Skip to Question 17)
- No

b) If you are NOT using handheld computers *during the AMP class*, please indicate why you are not using them below

- The computers have not been made available for the AMP classes.
- The computers and associated software do not integrate well with the AMP program.
- Some or all of the computers are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

Respondent Information

17. a) At which grade level(s) are you providing targeted intervention support for Tier 2 and 3 students in ELA classrooms this year (2009-10)? (Check all that apply):

- 6 7 8

b) For which grade level(s) are you conducting AMP classes this year (2009-10)? (Check all that apply):

- 6 7 8

18. What is the name of your school? [drop down list]

	HENDRICKS
BEETHOVEN	HENSON
	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE

COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

19. How many years have you been teaching? [INSERT TEXTBOX]
20. How many years have you been teaching at this school? [INSERT TEXTBOX]
21. How many years have you been teaching reading? [INSERT TEXTBOX]
22. How many years have you been an LIT? [INSERT TEXTBOX]

**CPS Striving Readers
Non-ELA Content Area Teachers – Treatment Schools**

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 30 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. When, if at all, did you start integrating literacy into your content area instruction?
 - This year
 - Last school year
 - Before Striving Readers began
 - I do not integrate literacy instruction into my content area. (Skip to Question 5)

Comprehensive Instruction

2. In a typical classroom, how often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in the use of one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure (the organizational arrangements used to present information), visualization, inferring and metacognition (students select appropriate comprehension strategies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (i.e. providing different content and/or instructional techniques and resources specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRC2 for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Vocabulary for content terms (e.g., Marzano)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morphology instruction (e.g., Shane Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word study sorts and concepts (e.g., Donald Bear)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words Their Way (e.g., Donald Bear & Shane Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate how often (if at all) you discussed each of the following topics with any literacy experts during the current school year.

(Literacy experts could include any of the following: school staff [Literacy Team members, Literacy Coaches]; district staff [the LIT, the Striving Readers Coordinator]; NLU consultants [Donna Ogle, Debbie Gurvitz]; other consultants [Donald Bear, Shane Templeton, Doug Fisher]; speakers at SR conferences; course instructors; etc.)

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction (i.e. providing different content and/or instructional techniques and resources specifically tailored to meet students' individual educational needs and/or learning styles) f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of <i>Striving Readers</i> text sets and text sets teacher guides. [These are sets developed and distributed by the Striving Readers program that include collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of technology resources: desktop computers, handhelds- palms, LCD projector, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use of PRC2 instructional framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using specific Striving Readers instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using specific Striving Readers instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Specific students' reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials

Use of *Striving Readers* Text Sets and Text Sets Teacher Guides

Striving Readers text sets are defined here as collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently. These text sets were developed and distributed by the Striving Readers program

6. a) Do you use Striving Readers text sets to teach literacy through your content area?
- Yes **(SKIP to Question 7)**
 - No **(Continue to 7b)**
- b) If you are NOT yet using Striving Readers text sets, please indicate why you are not using them below (Check all that apply) **(After this item, respondents will proceed to Question 11)**
- They have not been made available to me.
 - The content is not relevant/interesting to my students.
 - The Striving Readers text sets are not sufficiently aligned to the curriculum of my subject area.
 - The range of reading levels covered by the Striving Readers texts sets is too high for my students.
 - The range of reading levels covered by the Striving Readers texts sets is too low for my students.
 - I did not receive Striving Readers text sets for the topics that we are covering in my class.
 - I have Striving Readers texts sets, but not the text sets teacher guides.
 - Other (specify):
-

7. Please indicate the proportion of your students for whom the following statements are true.

	All or almost all students	Most students	About half	A few students	Hardly any students
The range of reading levels covered by the Striving Readers text sets is too high for these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The range of reading levels covered by the Striving Readers text sets is too low for these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The range of reading levels covered by the Striving Readers text sets is appropriate for these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Striving Readers text sets are relevant to their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Striving Readers text sets are appropriate to their learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Striving Readers text sets motivate students to learn more about a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Striving Readers text sets are appropriate to their literacy needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please describe your use of the *Striving Readers* text sets to teach comprehension strategies and to provide access to leveled content reading materials in your typical content area classroom. Use the table below to indicate the units with which they are used and the duration of those units.

Identify those units for which you use SR text sets	Identify text set(s) used for this unit	Typical duration of unit
1) _____		___ days / ___ weeks
2) _____		___ days / ___ weeks
3) _____		___ days / ___ weeks
4) _____		___ days / ___ weeks
5) _____		___ days / ___ weeks

9. Rate how comfortable you are with using the Striving Readers text sets to support student learning in language arts.

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In your opinion, how well are the Striving Readers text sets aligned to the curriculum of your subject area?

1 Poorly Aligned	2	3 Adequately Aligned	4	5 Very well aligned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development in Literacy Instructional Practices

11. For each of the following literacy teaching practices, indicate:

a. Did you receive professional development through the Striving Readers program during the current school year?

- Yes
- No (Skip to Q 14)

If so:

b. Please indicate whether you are using this practice as part of your content area instruction, and

c. Rate your comfort implementing each teaching practice within your content area instruction.

Literacy based teaching practices	a) Received PD?		IF YES:						
			b) Using as part of content instruction?		c) Rate your comfort level				
	No	Yes	No	Yes	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets and teacher guides in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using formal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using informal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the PRC2 model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please check the techniques and strategies in the list below for which you would like to receive more training. (Check all that apply)

- Academic Vocabulary for content terms (e.g., Marzano)
- Morphology instruction (e.g., Shane Templeton)
- Word study sorts and concepts (e.g., Donald Bear)
- Words Their Way
- KWL
- Using PRC2 for fluency instruction.
- Using PRC2 for comprehension instruction.
- Using PRC2 for vocabulary development.
- Everybody Reads To (ERT)
- Exclusion Brainstorming
- List-Group-Label
- Predict-Locate-Add-Note (PLAN)
- ReQuest
- Interactive Notation System for Effective Reading and Thinking (INSERT)
- Read Aloud/Think Aloud
- ABC Graffiti
- Guided Reading and Summarizing Procedure (GRASP)
- Teaching **summarizing** as a comprehension strategy
- Teaching **questioning** as a comprehension strategy
- Teaching **predicting** as a comprehension strategy
- Teaching **text structure** as a comprehension strategy
- Teaching **visualization** as a comprehension strategy
- Teaching **inferring** as a comprehension strategy
- Teaching **metacognition** as a comprehension strategy

Respondent Information

13. What is your position? General Education Teacher Bilingual/ELL teacher Special education teacher LIT Reading Specialist Other (Please Specify: _____)

14. What subject(s) do you teach? (Check all that apply)

- All subjects
- Literacy/Reading/English language arts
- Mathematics
- Science
- Social studies
- Other: (Please Specify: _____)

15. At which grade level(s) are you teaching *this* year (2009-10)? (Check all that apply):

- K 1 2 3 4 5 6 7 8 9 10 11 12

16. What is the name of your school? [drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

17. How many years have you been teaching? [INSERT TEXTBOX]

18. How many years have you been teaching at this school? [INSERT TEXTBOX]

19. How many years have you been teaching math? [INSERT TEXTBOX]

20. How many years have you been teaching science? [INSERT TEXTBOX]

21. How many years have you been teaching social studies? [INSERT TEXTBOX]

22. How many years have you been teaching English language arts? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools (CPS) Striving Readers
Spring 2010 Literacy Improvement Survey for Teachers – CONTROL SCHOOLS

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. Survey results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

49. What is your primary role or teaching assignment?

(Select the single best option.)

- General education teacher (self-contained classroom teacher) (Continue with LIS)
- English language arts teacher (Continue with LIS)
- Teach English language arts *and* other academic subject areas (Continue with LIS)
- Teach other academic subjects *but not* English language arts (Link to CAT survey)
- Bilingual/ELL teacher (Continue with LIS)
- Special education teacher (Continue with LIS)
- Reading specialist (Continue with LIS)
- Other (please specify): _____

Does this role include teaching of English language arts?

- Yes (Continue with LIS)
- No (Jump to "Thank you for completing this survey!")

Please answer the following questions with regard to your role in providing instruction in English language arts. This survey will take you about 45 minutes to complete (approximately 1 hour if you also teach content area subjects). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

This part of the survey relates to general classroom instruction for *all* students (not only struggling readers).

Comprehensive Instruction

1. In a typical classroom, how often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading strategies for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In a typical classroom, how often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of partner reading strategies for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words Their Way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Academic Vocabulary for content terms (e.g., Marzano)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word study sorts and concepts (e.g., Donald Bear)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morphology instruction (e.g., Shane Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. In a typical classroom, how often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In a typical classroom, how often do you use the following grouping structures?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups or Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Considering *your own instruction* (not that of literacy support staff or other instructors in your classroom), in a typical classroom, how often do you apply differentiated instruction (providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles) in your classroom?

Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Purposeful Assessment

7. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Reading Benchmark Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Standards Achievement Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Inventory (BRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency Snapshots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling Inventories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data-Driven Instruction

8. Please indicate the *extent* to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Placing students in intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction (i.e. providing different content, resources and/or instructional techniques and materials specifically tailored to meet students' individual educational needs and/or learning styles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be taught or retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade-Level Teams

9. Do you currently have grade-level teams at your school? (Grade-Level Teams are teams consisting of staff across subject areas from the same grade, or in grade level "bands".)
- Yes
 - No (If no, skip to Question 12)

10. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the literacy needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalize lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students who are eligible for targeted interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify teaching and learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve classroom practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Literacy Teams

11. Do you currently have a literacy team in place at your school? (A literacy team is a team that focuses on literacy issues across grade levels.)

- Yes
- No (If no, skip to Question 14)

12. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	Poor	Fair	Good	Excellent	Not Sure
Using assessment data to pinpoint the staff's professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials

13. For each of the materials listed below,

- Indicate how frequently you currently use the materials to teach literacy in your typical classroom.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) Frequency						b) IF USING: Please rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Listening centers (Classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Anthologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Basals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom. (check all that apply.)

Instructional goals that each material is used to support:	Materials:						
	Listening centers ↓	Media centers ↓	Classroom library ↓	Vocabulary notebooks ↓	Reading anthologies ↓	Readingbasals ↓	School Library ↓
Not Using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing Skills		<input type="checkbox"/>					
Word Parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Word Recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To teach content themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To develop students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To supplement students' textbook reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students to identify and use text structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching students to identify and use the organizational features of expository writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. For each of the materials listed below, please indicate whether the following grouping strategies or differentiated instruction are supported by your use of these materials in your classroom. (Check all that apply)

Materials	Not Using	Instructional Groupings and Differentiation			
		Whole Class/ Large Group	Small Group/ Pairs	Individual Work	Support Differentiated Instruction
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading anthologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readingbasals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Classroom Computers for Literacy Instruction

16. a) Do you use classroom computers (desktop, laptop, or handheld computers) to teach literacy?

- Yes (Skip to Question 18.)
- No

b) If you are NOT yet using classroom computers to teach literacy, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 22:

- We do not have computers in our classrooms.
- Some or all of the computers are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- We do not have enough computers for every student and I do not like to have some students use them while others can not.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

17. In a typical classroom, how often do your students use classroom computers during literacy instruction?

- Less than once a month
- 1-3 times a month
- 1-3 times a week
- 4-5 times a week

18. Rate how comfortable you are with using the classroom computers to support your literacy instruction

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Which specific academic foci or instructional objectives do you support with the use of the classroom computers? (Check all that apply)

- Fluency
- Vocabulary development
- Developing students' reading comprehension strategies
- Writing skills
- Word parts
- Word recognition
- Spelling
- Grammar
- Locating information
- Evaluating information
- Synthesizing information
- Organizing information
- To develop students' self-directed learning
- Teaching students to identify and use the organizational features of expository writing
- To activate students' prior knowledge

20. Which of the following instructional activities and practices do you support with the use of the classroom computers? (Check all that apply)

- Whole class/ Large group
- Small group/ Pairs
- Individual Work
- Monitoring distribution and completion of assignments
- Assessing students' literacy skills
- Monitoring students' progress
- Differentiating instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles) for struggling readers
- Differentiating instruction for English language learners/special education students
- Guided reading
- Partner reading
- Individual reading
- Book club discussions

Classroom Library

21. Please check the ways that you use your classroom libraries. (Check all that apply)

- For content area instruction
- For independent reading
- For small group instruction
- For read alouds
- I do not have a classroom library [SKIP to Q28]

22. Do you use interest inventories to help students self select reading material?

- Yes
- No

23. Do you use interest inventories to guide your purchases for the classroom library?

- Yes
- No

24. Please indicate how true each of the following statements are about the organization of books in your classroom library.

My classroom library...	Not At All True	Slightly True	Somewhat True	Very True
...is easily accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...is well organized and in good shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a checkout system in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of reading materials that are appropriate for readers of differing abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of texts that appeal to readers with differing interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials grouped by genre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials clearly labeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has both nonfiction and fiction books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent are you able to consider students' *needs and reading abilities* when ordering books and other reading material for your classroom library?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

26. To what extent are you able to consider students' *interests and motivation* when ordering books and other reading material for your classroom library?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

School Library

27. In a typical classroom, how often do you take your class to the library?

- Never
- Rarely (less than once a month)

- Sometimes (at least once a month)
- Often (at least once a week)
- Almost daily or daily

28. To what extent do the library resources support your school's literacy goals?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

29. Do you have a school librarian?

- Yes
- No [Skip to question 34]

30. How does the librarian work with you? (Check all that apply.)

- The librarian does not work with me.
- The librarian provides resources for class projects.
- The librarian and I collaborate on how to supplement lessons with library resources.
- Other (please specify): _____

31. To what extent does the librarian consult with classroom teachers to order reading materials that are grade level and content appropriate?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

32. How does the librarian work with your students? (Check all that apply.)

- Does not work with my students.
- Works with students on research skills.
- Directs students to resources tied to curriculum.
- Conducts read-alouds.
- Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
- Assists students with class projects.
- Teaches students how to navigate Internet resources.
- Guides struggling readers to summer programs.
- Other (please specify): _____

Collaboration with Literacy Support Staff

33. Does your school have a literacy enrichment specialist such as a Reading Specialist or Literacy Coach?

Yes

Please indicate this person's title: _____

No (Skip to Question 39)

34. How often do you meet or collaborate with the literacy enrichment specialist in the following settings?

Meeting Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Scheduled one-on-one meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade-level team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. To what extent has your collaboration with the literacy enrichment specialist facilitated your efforts to use the following methods to support *struggling readers* in your class?

Did not collaborate (skip to Question 37)

Instructional methods	Extent to which collaboration with the literacy enrichment specialist facilitated use of methods			
	Not at all	To a small extent	To a moderate extent	To a large extent
j. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Scaffolding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Using the media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Using listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Using handheld computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Using assessment data to monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. To what extent has your collaboration with the literacy enrichment specialist facilitated your ability to provide effective instruction in the following areas for struggling readers?

Did not collaborate (skip to Question 38)

Academic areas	Extent to which collaboration with the literacy enrichment specialist facilitated effective instruction			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Word recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reading/literacy in content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. Overall, how effective has the literacy enrichment specialist been in improving the reading skills of struggling readers in your classroom?
- Not at all effective
 - Minimally effective
 - Somewhat effective
 - Effective
 - Very effective

Professional Development

38. For each of the following topics, indicate:

- Whether you received professional development addressing this topic during the current year
- If so, rate the impact that professional development you received has had on your comfort with each teaching practice.

Teaching practices	Received PD?		If YES, what impact did the professional development have on your comfort with each teaching practice?			
	No	Yes	No Impact	Slight Impact	Moderate Impact	Major Impact
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessments to guide and inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Struggling Readers: Extended Day (Afterschool) Intervention

39. Does your school currently offer after or before school programming specifically targeting struggling readers?
- o Yes
 - o No (If no, skip to Question 43.)
40. How many of your current students are involved in the after or before school program?
- o None (If none, skip to Question 43.)
 - o 1 to 3
 - o 4 to 6
 - o 7 to 9
 - o 10 or more
41. Overall, how effective has the after or before school component been in improving the literacy abilities of struggling readers?
- o Not at all effective
 - o Minimally effective
 - o Somewhat effective
 - o Effective
 - o Very effective
 - o Don't Know

About You

42. In addition to English language arts, what other subject areas do you teach?
- Mathematics ([Link to CAT questions](#))
 - Science ([Link to CAT questions](#))
 - Social studies ([Link to CAT questions](#))
 - Other: (Please Specify: _____)

About You [\[All types of respondents\]](#)

43. What is the name of your school?
[drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEYPARK	WALSH
MIRELES	WHISTLER

44. At which grade level(s) are you teaching reading/English language arts this year (2009-10)? (Check all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12

45. In which of the following settings do you teach literacy? (Check all that apply)

- Self-contained
- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify): _____

46. How many years have you been teaching? **[INSERT TEXTBOX]**

47. How many years have you been teaching at this school? **[INSERT TEXTBOX]**

48. How many years have you been teaching reading? **[INSERT TEXTBOX]**

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

**CPS Striving Readers
Non-ELA Content Area Teachers – CONTROL SCHOOLS**

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. It will take you approximately 30 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@melisassoc.com or 212-425-8833.

1. When, if at all, did you start integrating literacy into your content area instruction?
 - This year
 - Last school year
 - Two or more years ago
 - I do not integrate literacy instruction into my content area. (Skip to Question 5)

Comprehensive Instruction

2. In a typical classroom, how often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in the use of one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure (the organizational arrangements used to present information), visualization, inferring and metacognition (students select appropriate comprehension strategies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (i.e. providing different content and/or instructional techniques and resources specifically tailored to meet students' individual educational needs and/or learning styles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading to enhance comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of partner reading to enhance vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Vocabulary for content terms (e.g., Marzano)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morphology instruction (e.g., Shane Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Word study sorts and concepts (e.g., Donald Bear)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words Their Way (e.g., Donald Bear & Shane Templeton)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate how often (if at all) you discussed each of the following topics with any literacy experts during the current school year.

(Literacy experts could include any of the following: school staff [Literacy Team members, Literacy Coaches]; CPS district staff; academic or other consultants; speakers at literacy conferences; course instructors; etc.)

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction (i.e. providing different content and/or instructional techniques and resources specifically tailored to meet students' individual educational needs and/or learning styles) f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of text sets. [These are sets of texts that include collections of short books of different reading levels, centered around specific content area themes.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of technology resources: desktop computers, classroom computers/laptops, LCD projector, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use of the partner reading instructional technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using specific instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using specific instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Specific students' reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials

Use of Text Sets

Text sets are defined here as collections of texts at different reading levels, centered around specific content area themes.

6. a) Do you use text sets to teach literacy through your content area?
- Yes **(SKIP to Question 7)**
 - No **(Continue to 6b)**
- b) If you are not using text sets, please indicate why you are not using them below (Check all that apply) **(After this item, respondents will proceed to Question 11)**
- They have not been made available to me
 - The content is not relevant/interesting to my students.
 - Available text sets are not sufficiently aligned to the curriculum of my subject area.
 - The range of reading levels covered by available texts sets is too high for my students.
 - The range of reading levels covered by available texts sets is too low for my students.
 - I did not receive text sets for the topics that we are covering in my class.
 - Other (specify):
-

7. Please indicate the proportion of your students for whom the following statements are true.

	All or almost all students	Most students	About half	A few students	Hardly any students
The range of reading levels covered by the available text sets is too high for these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The range of reading levels covered by the available text sets is too low for these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The range of reading levels covered by the available text sets is appropriate for these students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available text sets are relevant to their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available text sets are appropriate to their learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available text sets motivate students to learn more about a topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available text sets are appropriate to their literacy needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please describe your use of text sets to teach comprehension strategies and to provide access to leveled content reading materials in your typical content area classroom. Use the table below to indicate the units with which they are used and the duration of those units.

Identify those units for which you use text sets	Typical duration of unit
1) _____	___ days / ___ weeks
2) _____	___ days / ___ weeks
3) _____	___ days / ___ weeks
4) _____	___ days / ___ weeks
5) _____	___ days / ___ weeks

9. Rate how comfortable you are with using the available text sets to support student learning in language arts.

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In your opinion, how well are the available text sets aligned to the curriculum of your subject area?

1 Poorly Aligned	2	3 Adequately Aligned	4	5 Very well aligned
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development in Literacy Instructional Practices

11. For each of the following literacy teaching practices, indicate:
- d. Did you receive professional development during the current school year?
If so:
 - e. Please indicate whether you are using this practice as part of your content area instruction, and
 - f. Rate your comfort implementing each teaching practice within your content area instruction.

Literacy based teaching practices	a) Received PD?		IF YES:				
	No	Yes	b) Using as part of content instruction?		c) Rate		
			No	Yes	1 Not at all Comfortable	2	
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explicit vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using formal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using informal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using classroom computers (laptops, desktops, and or handled computers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using partner reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Respondent Information

12. What is your position? General Education Teacher Bilingual/ELL teacher Special education teacher Literacy Enrichment Specialist Reading Specialist Other (Please Specify: _____)

13. What subject(s) do you teach? (Check all that apply)
 All subjects
 Literacy/Reading/English language arts
 Mathematics
 Science
 Social studies
 Other: (Please Specify: _____)

14. At which grade level(s) are you teaching *this* year (2009-10)? (Check all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12

15. What is the name of your school? [drop down list]

Aldridge
Carnegie
Casals
Clark
Dubois
Dvorak
Emmet
Esmond
Gregory
Henderson
Madison
Mann
McKinley
Mireles
Morgan
O'Keefe
Otis
Parkman
Pasteur
Pullman
Reinberg
Schiller
Sexton
Spry
Swift
Turner-Drew
Wacker
Walsh
Whistler

16. How many years have you been teaching? [INSERT TEXTBOX]
17. How many years have you been teaching at this school? [INSERT TEXTBOX]
18. How many years have you been teaching in your subject area? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

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Questions, contact: Artis Bergman, Research Analyst
abergman@metisassociates.com or 212.425.8833

Chicago Public Schools Striving Readers Evaluation

Spring 2010 Principal Interviews – Treatment Schools – Copy of Questions for Interviewees

Note: For this study, we are surveying and interviewing staff both from schools that are using the Striving Readers curriculum, and those from a comparison sample of schools that are not using Striving Readers. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, most of the questions will be short-answer; however, please feel free to comment on any questions that you would like to. You will also have an opportunity to elaborate further at the end of the interview.

This interview will take about 30 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. We also may ask to tape the interview to ensure it has been recorded accurately. You may decline to be recorded.

1. Has your role in the Striving Readers Initiative changed since last year?

- Yes
 No (SKIP TO Q2)

a. If so, how?

Literacy Leadership Teams and Supports

2. Does your school have a librarian?

- Yes
 No (IF NO, skip over librarian as response option in future questions)

3. Does your school have a Literacy Team (a “vertical” team focusing on literacy issues across grade levels)?

- Yes
 No (IF NO, SKIP TO Q4)

a. Which of your staff are members of the Literacy Team?

- | | | |
|---------------------------------------|---|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Grade level teacher(s) | <input type="checkbox"/> Literacy Intervention Teacher |
| <input type="checkbox"/> Librarian(s) | <input type="checkbox"/> ELL/ESL Teacher(s) | <input type="checkbox"/> Special education teacher(s) |

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Treatment Schools

Other: _____

b. How often does the Literacy Team meet?

- Has not met Less than once per month Once per month
 Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the literacy team’s performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of individual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing school wide needs (grades 6-8) included in SIPAAA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data and or student work to drive instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting vertical and horizontal teacher collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Does your school have grade level teams (“horizontal” teams consisting of staff across subject areas from the same grade)?

- Yes
 No (IF NO, Skip to Q5)

a. Which of your staff are members of the grade level teams?

- Principal ELA teacher(s)
 Content area teachers Literacy Intervention Teacher
 Lead Literacy Teacher ELL/ESL Teacher(s)
 Special education teacher(s) Librarian(s)
 Other: _____

b. How often do the grade level teams meet?

- Has not met Less than once per month Once per month
 Biweekly Weekly Several times a week or more

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Treatment Schools

c. Overall, rate the quality of the grade level team’s performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to establish vertical and horizontal literacy goals by grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Assessment Data

We would like to learn more about the use of assessment data and how that impacts instruction.

5. In what ways, if any, is your school using student assessment data beyond mandated reporting to the district and state? For each of they uses of assessment data listed below, please indicatethe extent to which student assessment data in your school are used for each purpose.

Is student assessment data used for this purpose?	a) To what extent?			
	Not at all	To a small extent	To a moderate extent	To a large extent
Screening students’ ability levels for placement in intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnosing students’ strengths and support needs for placement in specific courses or instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying trends in fluency and comprehension abilities across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying trends in vocabulary knowledge across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction (<i>more than small group structures, this refers to providing different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles.</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning on-site professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integration of Literacy Instruction in Content Areas

6. We would like to know more about your school’s efforts to integrate literacy into the content areas.

To what extent do non-literacy teachers integrate literacy into the content areas?	To what extent?			
	Not at all	To a small extent	To a moderate extent	To a large extent
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Through the Striving Readers program, all participating schools received a series of text sets with accompanying teacher guides. These are sets developed and distributed by the Striving Readers program that include collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently.

Are these SR text sets being used in the content area classrooms in each subject?

a) Social Studies

- Yes
- No
- Don't Know

b) Science

- Yes
- No
- Don't Know

8. Have staff at your school other than ELA teachers been attending professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers)

- Yes ↓
- No

<p>If YES: Who has received professional development? Please specify staff positions:</p>
--

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Treatment Schools

If Yes: In what topics did they receive training? (check all that apply)

<input type="checkbox"/> Building academic vocabulary	<input type="checkbox"/> Supporting students' self-directed learning
<input type="checkbox"/> Using classroom libraries	<input type="checkbox"/> Using before, during, and after reading strategies
<input type="checkbox"/> Creating literacy-rich classroom environments	<input type="checkbox"/> Using formal assessments to guide instruction
<input type="checkbox"/> Differentiating instruction (<i>more than small group structures, this refers to providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles.</i>)	<input type="checkbox"/> Using informal assessments to guide instruction
<input type="checkbox"/> Direct vocabulary instruction	<input type="checkbox"/> Using classroom computers
<input type="checkbox"/> Incorporating text sets in your instruction	<input type="checkbox"/> Using literacy-based software
<input type="checkbox"/> Increasing student motivation	<input type="checkbox"/> Using partner-reading

Has any of your staff taken any courses towards their Masters or English language arts endorsement in NationalLouisUniversity as part of Striving Readers?

- Yes: ↓
 No

If Yes: Who, When?	
---------------------------	--

Technology

11. For each of the following technology resources, please indicate:
- if your teachers are using this resource to teach literacy
 - for those resources your teachers are *not* using, please indicate why (Check all that apply)

Resources	Using?		If NO, why not? (Check all that apply)					
	Yes	No	Not working properly	Software applications have not been installed	Students do not have sufficient access to the resources	Teachers do not feel comfortable using the technology	I do not feel that they offer sufficient added benefit compared to traditional media	Other (please specify):
Media Centers (classroom-based station with computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(please specify):
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(please specify):
Handheld Computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(please specify):

12. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.

Resources	NA	Extent integrated		
		Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers (classroom-based station with desktop computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handheld Computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Overall, how well is technology integrated into the literacy curriculum? Would you say it is:

Not at all integrated

Somewhat integrated

Thoroughly integrated

Comments:

Professional Development

14. Have you participated in Striving Readers professional development related to literacy this school year or last summer?

Yes

No (SKIP TO Q16)

15. For each of the following Striving Readers professional development sessions conducted during the 2009-2010 school year, please indicate:

- Whether you participated, and
- If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
Monthly Principals Meetings (Leaders Seminars)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2009 Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On site training during literacy team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based Striving Readers professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Perceptions of the Literacy Curriculum

16. Overall, what are the strengths of your school’s literacy curriculum?

17. Overall, what are the challenges to your school’s literacy curriculum?

18. What does your school need to better support literacy instruction?

19. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

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Questions, contact: Artis Bergman, Research Analyst
abergman@metisassociates.com or 212.425.8833

Chicago Public Schools Striving Readers Evaluation

Spring 2010 Principal Interviews – Control Schools – Copy of Questions for Interviewees

Note: For this study, we are surveying and interviewing staff both from schools that are using the Striving Readers curriculum, and those from a comparison sample of schools that are not using Striving Readers. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, most of the questions will be short-answer; however, please feel free to comment on any questions that you would like to. You will also have an opportunity to elaborate further at the end of the interview.

This interview will take about 30 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. We also may ask to tape the interview to ensure it has been recorded accurately. You may decline to be recorded.

1. Has your role in supporting the literacy instruction that takes place at your school changed since last year?

- Yes
- No (SKIP TO Q2)

a. If so, how?

Literacy Leadership Teams and Supports

2. Does your school have a librarian?

- Yes
- No (IF NO, skip over librarian as response option in future questions)

3. Does your school have a Literacy Team (a “vertical” team focusing on literacy issues across grade levels)?

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Control Schools

- Yes
- No (IF NO, SKIP TO Q4)

a. Which of your staff are members of the Literacy Team?

- Are you a member? Grade level teacher(s) Reading Specialist
- Librarian(s) ELL/ESL Teacher(s)
- Special education teacher(s) Other: _____

b. How often does the Literacy Team meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the literacy team’s performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of individual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing school wide needs (grades 6-8) included in SIPAAA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data and or student work to drive instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting vertical and horizontal teacher collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Control Schools

4. Does your school have grade level teams (“horizontal” teams consisting of staff across subject areas from the same grade)?

- Yes
- No (IF NO, Skip to Q5)

a. Which of your staff are members of the grade level teams?

- Are you a member?
- ELA teacher(s) Content area teachers Reading Specialist
- ELL/ESL Teacher(s) Special education teacher(s)
- Librarian(s) Other:

b. How often do the grade level teams meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the grade level team’s performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to establish vertical and horizontal literacy goals by grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Assessment Data

We would like to learn more about the use of assessment data and how that impacts instruction.

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Control Schools

5. In what ways, if any, is your school using student assessment data beyond mandated reporting to the district and state? For each of the uses of assessment data listed below, please indicate the extent to which student assessment data in your school are used for each purpose.

Is student assessment data used for this purpose?	a) To what extent?			
	Not at all	To a small extent	To a moderate extent	To a large extent
Screening students' ability levels for placement in intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying trends in fluency and comprehension abilities across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying trends in vocabulary knowledge across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction <i>(more than small group structures, this refers to providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning on-site professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Extended Day Literacy Program

6. a) Does your school have an onsite, after-school or before-school intervention program?

- Yes,
- No (Skip to Q8)

b) Who is the program targeting?

- Struggling Readers Only
- Students at or Above Grade Level (Skip to Q8)
- All Students, including struggling readers

c) What criteria are used to determine students' eligibility for the after-school or before-school literacy program?

[Probe: test scores (specific cut-offs?); other literacy assessments (specify type and cut-off criteria); teacher referrals; etc.]

Criteria:

7. a) Overall, how appropriate would you say that the after-school or before-school program is to the reading levels and needs of the students who are currently participating?

- Not at all appropriate
- Somewhat appropriate
- Appropriate
- Very appropriate

b) Overall, how effective has the after-school or before-school literacy program been in improving the literacy abilities of struggling readers?

Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Integration of Literacy Instruction in Content Areas

8. We would like to know more about your school’s efforts to integrate literacy into the content areas.

To what extent do non-literacy teachers integrate literacy into the content areas?	To what extent?			
	Not at all	To a small extent	To a moderate extent	To a large extent
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Many schools have developed and use school-wide text sets for content area instruction (*i.e.*, collections of reading materials centered around specific content area themes). Does your school use such text sets?

- Yes
- No [skip to Q11]
- Don’t Know [skip to Q11]

a) Are these text sets being used in social studies classrooms?

- Yes ↓
- No
- Don’t Know

If YES: Do the social studies text sets include books written at a variety of reading levels so students can access them independently?

- Yes
- No
- Don’t Know

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Control Schools

b) Are these text sets being used in Science classrooms?

- Yes
- No
- Don't Know



If YES: Do the science text sets include books written at a variety of reading levels so students can access them independently?

- Yes
- No
- Don't Know

CPS Striving Readers Evaluation – Spring 2010 Principal Interviews – Control Schools

Technology

10. For each of the following technology resources, please indicate:

- a. if your teachers are using this resource to teach literacy
- b. for those resources your teachers are *not* using, please indicate why (Check all that apply)

Resources	Using?		If NO, why not? (Check all that apply)						
	Yes	No	We do not have	Not working properly	Software applications have not been installed	Students do not have sufficient access to the resources	Teachers do not feel comfortable using the technology	I do not feel that they offer sufficient added benefit compared to traditional media	Other (please specify):
Media Centers (classroom-based station with computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):
Laptop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other (please specify):

11. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.

Resources	NA	Extent integrated		
		Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers (classroom-based station with desktop computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Overall, how well is technology integrated into the literacy curriculum? Would you say it is:

- Not at all integrated Somewhat integrated Thoroughly integrated

<u>Comments:</u>

Other Literacy Initiatives

13. Is your school providing any formal literacy initiatives or programs for grade 6 through 8 students during this academic year (SY 2009-2010)?

[Probes: Names of programs (e.g. Read180) if using formal programs; Groups of students targeted by the initiatives (especially lower readers); Whether the initiative is implemented during the school day or after school; Primary instructional strategies and techniques involved]

Perceptions of the Literacy Curriculum

14. Overall, what are the **strengths** of your school’s literacy curriculum?

15. Overall, what are the **challenges** to your school’s literacy curriculum?

16. What does your school need to better support literacy instruction?

17. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and am one of the members of the Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about 75 minutes. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as the Project Director of the Striving Readers program?

- a. Have your responsibilities changed during the past three years? If so, how?
- b. What is your role in monitoring program implementation?
- c. What other responsibilities do you have (separate from Striving Readers)? Has the extent or type of these responsibilities changed over time? How do these responsibilities impact your ability to fulfill your role in SR?

2. Please describe your work with the following key Striving Readers staff. Has your work with these staff changed over time? If so, how?

- a. District coordinators.
 - How do you communicate with them?
 - How often do you meet with each coordinator individually? As a group?
 - How do you determine individual responsibilities on the project?
 - Describe how you ensure accountability for the coordinators accountable?
 - What types of support do you provide to district coordinators?
- b. Senior Literacy Consultant
 - How do you communicate with her?
 - How often do you meet with her?
 - What is the nature of the collaboration?
- c. Director of Reading and Language Arts (Paul Whitsitt)
 - How do you communicate with him?
 - How often do you meet with him?
 - What is the nature of the collaboration?
- d. Individual schools.
 - How often do you visit the schools?
 - With whom do you meet (e.g., principals, LITs, teachers, students, librarian, tech coordinator, other)?
 - What is the nature of the collaboration?
 - Do you conduct observations of instruction?
 - Have you had sufficient opportunity to follow up on these visits to the extent you would like?

3. Have any district level changes and/or restructuring affected program implementation?

How are district SR leadership adapting to these changes?

4. Describe the support you receive from the district for this program.

- a. Has the support changed over time? If so, how?

5. **How have *school-based* changes and/or restructuring affected program implementation?** (Probe for: changes in school administrations, changes from self-contained to departmentalized structure.)
- How are district SR leadership adapting to these changes?
6. **To what extent has the district SR leadership been able to convey expectations of accountability for program implementation? How has this been accomplished?**
- Have recent district-level changes affected this process?
 - What impediments, if any, have been encountered to establishing accountability?
 - To what extent do you believe that *school* administrators are communicating these expectations and holding their staff accountable?
7. **We would like to learn more about the District-Level Team’s use of data to inform project management.** In what ways, if any, does the district-level team use the following types of data to inform project management? (Probe for: rubrics, surveys, implementation/evaluation data, professional development, assessment, and other, data.)
- Has the team used these data to make adjustments to address implementation challenges? Please provide examples.
8. **Now I would like to ask some questions about the professional development plan for Year 4 (SY 2009-2010).**
- Did you personally facilitate professional development activities during year 4? If so, how did this fit into the overall PD plan for SR?
 - Considering the overall PD plan for Year 4, in what ways, if any, was professional development differentiated for different schools and different staff?
 - Have there been any changes over time? If so, why?
 - How many new teachers were in Striving Readers schools in Year 4? Were they offered specific professional development opportunities (or will they be in Yr 5)?
 - What were the successes of the professional development activities of Year 4?
 - What challenges did you encounter with the implementation of professional development activities in Year 4? How were these challenges addressed?
9. **In what ways has the Chicago Striving Readers program used each of the following types of technology as a tool to help improve differentiated literacy instruction for readers at all levels?** What have been the successes and challenges of these efforts? To what extent have schools succeeded in using these technologies to support differentiated instruction?
- Classroom media centers¹
 - Listening centers²
 - Handheld computers (Palm Pilots)
10. **To what extent has program implementation expanded into upper grades and into other subject areas in the past year?** Please describe factors facilitating or hindering this process. (*Probes: role of SR text sets (developed and distributed by SR), PD for grade 7 and 8 teachers and for non-literacy staff, variations among schools*)

¹3 computers and a printer

²students access models of fluency, record and listen to themselves reading, and listen to audio books

- 11. Describe the major successes of the Striving Readers program in Year 4 (SY 2009-2010). When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**

- 12. What are some of the challenges that have been encountered in Year 4 (SY 2009-2010)? When possible, please differentiate between the blended model, the targeted intervention, and the intensive intervention.**
 - a. How have these challenges been addressed or how will they be addressed in Year 5?

- 13. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

Interviewee Name:	Donna Ogle	Interviewee Title:	
Date:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____; I am one of the members of the Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as Senior Literacy Advisor of the Striving Readers program?

- a. Have your responsibilities changed during the past four years? If so, how?
- b. Describe your role in project-level components of Striving Readers (Probe for: participation in summer institutes; participation in Saturday seminars; coordination of coursework with National-Louis University; establishing goals and identifying and addressing challenges to meeting them).
Have these roles changed during the past four years? If so, how?

2. Please describe your work with the following key Striving Readers staff.

- a. Project director.
 - How do you communicate with her?
 - How often do you meet with her?
 - What is the nature of the collaboration?
 - If at all, how does your work with the Project Director strengthen project leadership?
- b. District coordinators.
 - How do you communicate with them?
 - How often do you meet with them?
 - What is the nature of the collaboration?
- c. Individual schools.
 - How often, if at all, do you visit the schools?
 - How often, if at all, do you work directly with the principals of the schools?
 - With whom else do you meet (e.g., teachers, students, librarian, tech coordinator, other)?
 - Do you conduct observations of instruction?
 - What is the nature of the collaboration?

3. We would like to learn more about the District-Level Team's use of data to inform project management. In what ways, if any, does the district-level team use the following types of data to inform project management? (Probe for: rubrics, surveys, implementation/evaluation data, professional development, assessment, and other, data.)

- a. Has the team used these data to make adjustments to address implementation challenges? Please provide examples.

4. What progress do you feel the project has made in moving beyond small group instruction into authentic use of differentiated instruction? What successes and challenges have been encountered in these efforts during Year 4?

- 5. Describe the major successes of the Striving Readers program in Year 4 (SY 2009-2010). When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
 - a. Do you feel that the program is reaching maturity? How do you think “maturity” should be defined?

- 6. What are some of the challenges that have been encountered in Year 4 (SY 2009-2010)?**
 - a. How were these challenges addressed last year and how will they be addressed in year 5?

- 7. What do the schools need to better support literacy instruction?**

- 8. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

Interviewee Name:		Date:	
Interviewer:		Start Time:	End Time:

Introduction: I'm _____ and am one of the interviewers with the Chicago Public Schools Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about one hour. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as a District Coordinator of the Striving Readers Program?

- a. Have your responsibilities changed over time? If so, how?
- b. What training have you received to help you execute these responsibilities?

2. Please describe how you work with the individual schools.

- a. How often do you visit each school?
- b. With whom do you primarily work? What is the nature of your collaboration? Has your work with the following stakeholders changed over time? If so, how?
 - School administration
 - Teachers
 - Literacy Intervention Teacher
 - Students
 - Librarian
 - School technology coordinator
 - Other?

3. To what extent (and in what ways) do you communicate SR expectations to school administrators and teachers and ensure accountability for the implementation of Striving Readers? (*Probes: focus is as much on how they define the expectations as on how they communicate them. How do they monitor program implementation at the school level? The classroom level?*)

4. Describe the support you receive from the district for this program.

- a. Has the support changed over time? If so, how?
- b. Do you have other non-SR competing priorities? If so, how do they affect your SR work?

5. What supports do you provide to the school? (*Probes: support of data collection and analysis processes; collaboration with LITs; role in school literacy team meetings; what types of on-site PD do you offer and to whom?*)

6. Have any district level changes and/or restructuring affected program implementation? How?

7. How have school-based changes and/or restructuring affected program implementation at the school level? On the program as a whole? (*Probe: changes in school administrations, changes from self-contained to departmentalized structure*)

- 8. We would like to learn more about the leadership team responsible for implementation of Striving Readers at the district level.**
- Who comprises this district-level team?
 - How often do you meet with other District Coordinators? With the Project Director? With the Literacy consultant [Donna Ogle]?
 - What is the nature of this collaboration?
 - What topics do you discuss?
 - How does the district-level team respond to challenges to implementation of the Striving Readers program? Please provide some examples.

- 9. What types of data, if any, do you and/or the district team use to inform your work? (Probe for: implementation, professional development, student assessment, evaluation data)**
- Please explain how and for what purposes you use each type of data.

Next, we would like to know more about this year's implementation of SR in grades 7 and 8, in non-ELA classrooms, and in schools of different sizes.

- 10. To what extent is SR being implemented in the seventh and eighth grades?**
- Does this vary by school and/or teacher? Please describe factors facilitating and/or hindering this process.
 - Has the expansion of the SCRMA initiative affected the extent of implementation?
- 11. To what extent are non-literacy teachers integrating literacy instruction into their content areas as part of the Striving Readers program?**
- Does this vary by school and/or teacher? Please describe factors facilitating and/or hindering this process.
 - Has the expansion of the SCRMA initiative affected the extent of integration?
- 12. Have you observed any differences in program implementation between smaller and larger schools in each of the following areas:**
- Work of the LIT (e.g., grade-levels with which they work, intensity, collaboration with teachers)
 - Availability of staffing such as literacy coaches, librarian or technology coordinator
 - Structures such as grade-level teams and/or literacy team
 - Intersection between SCRMA initiative and Striving Readers
 - Other
- 13. What have been the major successes and challenges in utilizing technology to improve differentiated literacy instruction? (Probe: availability of hardware, software, teacher comfort level; use to support differentiated instruction, not just small group instruction.)**
- Handheld Computers (Palm Pilots)
 - Media Centers
 - Listening Centers
- 14. Describe the major successes of the Striving Readers program in Year 4. When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
- What district-level, school-level and classroom-level factors facilitate the implementation and success of the program at each of these levels?

15. What are some of the challenges that have been encountered in Year 4? When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.

a. How have these challenges been addressed or how will they be addressed in year 5?

16. What do the schools need to better support literacy instruction?

17. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?

Interviewee Name:		Title:	
Interviewer:		Date:	
		Start Time:	
		End Time:	

Introduction: I'm _____; I am one of the members of the CPS Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about one hour. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as [Technology Coordinator/Technology Consultant] of the Striving Readers program?

- a. Have your responsibilities changed over time? If so, how?
- b. How does your role relate to that of the other Technology Co-Coordinator [Rob Residori/Lamarr Wilson]? Please describe how you work together. Have these roles changed since last year?

2. Please describe the technology support provided to individual schools.

- a. How often do you visit each school?
- b. Who do you primarily work with? What is the nature of your collaboration?
 - Principals
 - Teachers
 - Students
 - Librarian
 - School technology coordinator
 - Other?
- c. Apart from your own services, do the schools receive any other technology-focused support?
- d. Are different levels of support provided for schools that previously had no technology?

3. Do you differentiate your school support and or professional development services?

- a. If yes, at what level (e.g., individual, staff type, grade, cluster, focus area)?
- b. How do you determine school or teacher needs?
- c. Has the shift from a self-contained to a departmentalized structure in the six through eighth grades impacted how you provide technology support?
- d. How many new teachers were in Striving Readers schools in Year 4? Were they offered specific professional development opportunities (or will they be in Yr 5)?

4. Describe the support you receive from the district for this program.

- a. Has the support changed since over time? If so, how?

5. In what ways is the Chicago Striving Readers program using Handheld computers (Palm Pilots) as a tool to help improve differentiated literacy instruction for the following groups of students? Please respond to each of the questions below and indicate how the status differs for each of the following groups:

- Whole class/blended instruction model (all students)
- In-class targeted intervention for Tier 2 and 3 students
- After-school Intensive intervention for Tier 3 students

For each of the above groups (where applicable)...

[Probe for each: What have been the successes and challenges of these efforts? How have these successes and challenges changed over time? Provide examples.]

- a. To what extent are Palms used specifically to implement SR frameworks, strategies and instructional methods?
[Probe: How are students using them (e.g. completing projects)? How are teachers using them (e.g. designing lessons, reviewing student work, assessment)?]
- b. To what extent are Palms used to monitor student performance or teacher effectiveness in literacy instruction? Please describe these processes.
- c. What evidence is there that use of the Palms increases student motivation and engagement in these activities?
- d. What evidence is there that use of the Palms improves student learning?
- e. What evidence is there of teachers' and/or LITs' preparedness and comfort level using the Palms for these activities? What specific factors facilitate or hinder staff's use of the Palms?
- f. What evidence is there of school level administrative support for use of the Palms? What form does this support take, where it exists?

6. What is the status of the following features of the Palm Pilots?

- a. Teachers and students uploading their usage data to the server. How is this feature being used to further augment literacy instruction?
- b. Automatically syncing Palms with desktop computer
- c. Using the palms for wireless internet access for teachers and students
- d. Designing more usable literacy based lesson plans that integrate handhelds or desktops in small group instruction

7. In what ways is the Chicago Striving Readers program currently using each of the following additional types of technology as a tool to help improve differentiated literacy instruction for readers at all levels? [Probe: If/how other technologies are used to monitor student performance or teacher effectiveness in literacy instruction.] What have been the successes and challenges of these efforts? How have these changed over time?

- Classroom media centers³
- Listening centers⁴

8. What does the Striving Readers program need to better support the use of technology to improve literacy instruction?

9. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?

³3 computers and a printer

⁴students access models of fluency, record and listen to themselves reading, and listen to audio books

**Chicago Public Schools Striving Readers Program
Spring 2010 Case Study Observation Protocol**

INSTRUCTIONS

The Observation data will be submitted to Metis Associates in this Word database, which has been pre-formatted for each section of the Observation protocol. In order to facilitate the data analysis process, please ensure that the following steps are followed when you enter and submit your data.

>> Please re-name the Word file with the name of the school and the date of the observation, using the following naming convention:

School_Grade_Subject_Day [1 or 2]_Date_Consultant Initials

>> Please be sure that a selection is made for each closed-ended item by mark an “X” in the appropriate box. If you select ‘Don’t Know’ for any items, please explain your response in the respective box.

>> For each of the Striving Readers frameworks, strategies, and techniques that are indicated during the pre-observation interview, indicate in Part IV, “Specific Striving Readers Frameworks, Strategies and Techniques” whether that technique was observed; and if so, make sure to complete the corresponding description of that technique in the pages that follow.

>> If you believe that a strategy, framework or technique was implemented that was *not* indicated during the pre-observation interview, describe the activity under “General Notes”

>> In descriptions of observed strategies, frameworks and techniques (in Part IV), indicate the extent to which the indicated characteristics were present, and provide evidence/examples of the extent to which they were/were not present.

>> Where possible, include comments on factors that facilitated or hindered the implementation of these characteristics.

>>Specify if evidence of a characteristic was absent, not observed, or unknown

It is very important that you do not modify this structure. Please do not add or remove rows, columns or pages.

If you have any questions or problems using this database, please contact Rebecca Swann-Jackson at 212-430-9113 or rswann@metisassoc.com.

PreObservation Interview/Survey

1. What are the primary goals of the lesson I will be observing? What specific skills or knowledge will this lesson help students develop? Will there be any formal or informal assessment of students?

Primary Goals of the Lesson

Specific Skills/Knowledge to be Developed

Formal/Informal Assessment

2. Will there be any other adults in the room other than the classroom teacher? Who?

Other Adults (Describe.)

3. Will the lesson include any of the designated SR instructional techniques and strategies? Which ones? (Check all that apply.)

SR Frameworks	Response (Enter an 'X' in the appropriate box)	
	Yes	No
Whole Part Whole		
Independent Reading		
Small Group Instruction		
Intervention		
Reading Comprehension Strategies	Response (Enter an 'X' in the appropriate box)	
	Yes	No
Summarizing		
Questioning		
Predicting		
Visualization		
Text structure		
Inferring		
Metacognition		
Reading Comprehension Techniques	Response (Enter an 'X' in the appropriate box)	
	Yes	No
Marzano's Vocabulary		
PRC2		
Word Study/Word Sorting (Words Their Way)		
Interactive Read Aloud		
Reading Response		
INSERT Notes		
PLAN		
ReQuest		
KWL		
List-group-label		
Other 1 (Describe at right -->)		

PreObservation Interview/Survey

Other 2 (Describe at right -->)

Other 3 (Describe at right -->)

AMPAfter-School Program	Response (Enter an 'X' in the appropriate box)	
	Yes	No
Achieving Maximum Potential (AMP) Program		
AMP Software		
Any Additional Notes for Question 3	Response	
If there are any additional comments on the items in the lists above (Question 3), please enter them at right.		
4. Will the lesson utilize any of the designated SR classroom materials?		
Materials	Response (Enter an 'X' in the appropriate box)	
	Yes	No
Textbook or novel		
Text sets small books (<i>developed and distributed by Striving Readers</i>)		
Classroom libraries		
Vocabulary or reading response notebooks		
AMP materials		
Academic vocabulary notebooks (Marzano)		
PRC2 folders		
Graphic Organizers		
Word Sorting/Words their Way materials and notebooks		
Writing folder or notebook		
Trade novels		
Basals		
Materials for Handheld Computers (Palm Pilots)		
Other 1 (Describe at right -->)		
Other 2 (Describe at right -->)		
Any Additional Notes for Question 4		
If there are any additional comments on the items in the lists above (Question 4), please enter them here.		

5. Will the lesson utilize any instructional technologies?

Instructional Technology	Response (Enter an 'X' in the appropriate box)	
	Yes	No
Media centers		
Listening centers		
Word processing		
Spreadsheets		
Internet		
Digital Media (e.g., camera, video, etc.)		
Handheld Computers (Palm Pilots)		
AMP Software		
Other 1 (Describe at right -->)		
Other 2 (Describe at right -->)		
Any Additional Notes for Question 5	Response	
If there are any additional comments on the items in the lists above (Question 5), please enter them here.		

6. Please briefly describe what will take place during this lesson.

<p>Brief Summary</p>	
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7. How does this session fit in the sequence of literacy instruction for these students? (What have these students been working on recently prior to this lesson? What will they do next?)

Context of today's lesson	
---------------------------	--

8. How will content be differentiated during this lesson? (e.g., distinct tasks, grouping strategies, etc. specifically tailored to meet students' individual educational needs and/or learning styles)

--

9. Is there anything in particular I should know about these students?

Approximate # in Tier 1	
Approximate # in Tier 2	
Approximate # in Tier 3	
Approximate # of Special Education students	
Approximate # of English Language Learners	
Anything else we should know?	

Post-Observation Interview

1. Did the lesson go as you expected? Were there any "surprises" that caused you to make changes in your lesson plans for today? Please explain.

Results/Surprises

2. Based on what took place in this lesson, do you anticipate needing to change the plans you described in the pre-interview/survey for what these students will be doing next? [Refer to pre-interview and remind teacher what s/he had said if necessary.]

Lesson Changes

Continue with the next two questions if time permits:

3. There were some things that took place during the lesson that I was unsure about. Can you explain...

[Use this question to obtain any clarifications about the lesson that you might need to help you fill out the protocol. However, do not ask the teacher to interpret or assess anything such as the appropriateness of what took place or the effectiveness of the lesson.]

Clarifying Information

4. Do you have any questions or concerns you would like to ask me about?

Questions/Concerns

Observation Protocol – Part I

Subject	
Grade	
Class Session Start Time	
Class Session End Time	
Observation Start Time	
Observation End Time	
Number of Male Students	
Number of Female Students	
Adults in the Room	Response
Classroom Teacher	
LIT	
Others (Describe at right -->)	

*****Please remember to take detailed field notes during the observation and to complete the remainder of this protocol only after leaving the classroom.*****

I. Summary of the Lesson

<p>Please provide a brief narrative account summarizing the lesson as observed and describe each individual activity in the sequence in which they occurred (include concurrent small group activities as separate activities).</p> <p><u>Narrative Account</u></p> <p>Be sure to address the following issues for each activity identified:</p> <ul style="list-style-type: none"> • the timeframe (approximate start and end times) and sequence in which they occur; • grouping structure(s) (whole class, small group, partners, individual work) • the numbers of students involved (specify whether more than one small group is working on the same activity) • whether the teacher, LIT and/or other adults are involved and their roles (lecturing, modeling, explaining, etc.) • format (presentation, discussion, silent reading, etc.) • types of interactions (student-student, student-teacher, LIT-teacher, LIT-student, etc.) 	<p>Response</p>
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Submit field notes, the lesson plan and any handouts separately.

Observation Protocol – Part II

Complete the Classroom Physical Characteristics/Management and Affective Quality section below, and the General Notes section that follows, based on your entire observation. Provide details as appropriate when answering questions if the responses differ by activity.

II. Classroom Physical Characteristics/ Management and Affective Quality of Lesson

Check yes or no for each question and provide clarifying information as appropriate.	Response (Enter an 'X' in the appropriate box)		
	Yes	No	Not Seen
1. Is the daily schedule posted?			
2. Is student authentic work posted?			
3. Are there are student/teacher created charts?			
4. Is there a classroom library?			
5. Is there a listening center?			
6. Is there a media center?			
7. Are there desktop or laptop computers?			
8. Are there handheld computers?			
Any Additional Notes for Part II	Response		
If there are any additional comments on the items in the lists above, please enter them here.			

II. Classroom Physical Characteristics/ Management and Affective Quality of Lesson

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. Resource material related to the activities is accessible to groups and/or individual students? 2. The adult is positioned so all students can easily view modeling and/or materials being introduced and used during instruction? 3. There are sufficient books and materials for independent, paired, or grouped student work? 4. There are there high interest and varied (reading level) reading materials for students? 5. There is a sense of order and routine? 6. There is a respectful atmosphere? 7. There is a purposeful interaction taking place between teacher and student or student and student? 	
<ol style="list-style-type: none"> 8. There are shared expectations for learning and achievement? 9. Students understand the importance of content? 10. Students collaborate and construct knowledge in respectful and responsive ways? 11. Students and teachers use language that shows respect like “thank you”, “that was a good idea”, “I hadn’t thought of that”, “that is interesting”. 12. The classroom creates a safe environment for expressing ideas? 13. The teacher and students embrace cultural differences and honor each student’s identity? 14. Students are interacting with peers, teachers and LITs? 15. Students are discussing or talking about the content of learning activities (reading/writing)? 16. The physical and emotional environment support learning? 	

Observation Protocol– Part III: General Notes

Complete the General Notes section based on your entire observation. Provide details as appropriate when answering questions if the responses differ by activity.

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. The teacher/LIT provides reading comprehension instruction for whole class with blended intervention (small group guided practice, differentiated work)? 2. The teacher is engaged with instruction (not grading papers or otherwise occupied)? 3. The teacher/LIT moves from whole class introduction with explicit instruction to small group work so students can try out the strategies or questioning routines in materials and with other students working at their own level? 4. The teacher/LIT guides students toward reading materials that are individualized for different students (differentiated instruction)? 5. The teacher/LIT activates prior knowledge and/or builds background knowledge with students? 6. The teacher/LIT is assessing students during instruction formally or informally? 7. The teacher and LIT work together to differentiate instruction? 8. The teacher/LIT encourage students to make connections about the activity to other outside selections and/or to make personal connections? 9. The teacher/LIT models the specific strategy/skill to be employed during the activity? 10. The teacher/LIT introduce vocabulary and concepts in context and/or discussion? 11. The teacher/LIT use writing models (or exemplars) to stimulate student thinking? 12. The teacher/LIT provide explicit guided instruction at various times during the lesson? 13. The teacher/LIT use different modes of activities (e.g. partnered activities, teacher guided instruction, independent activities) to meet individual student needs? 14. The teacher/LIT or other adults meet the needs of special needs students who require additional support by incorporating additional strategies (is there a Special Education teacher available...an aide)? 	

15. The teacher/LIT assess students' understanding of the lesson and task directions?

16. The teacher/LIT provide students with opportunities to demonstrate learning outcomes (assessments)?

17. The teacher/LIT provide feedback to students on progress made?

18. The teacher/LIT encourage students to work with technology?

19. The teacher/LIT use scaffolding to help students understand content.

20. Students show sustained reading when reading independently?

Please complete the following sections by checking off all Striving Readers frameworks and techniques listed below that you observe during the lesson. For each area observed, go to the corresponding worksheet tab and answer the questions listed, briefly but specifically.

Provide details as appropriate when answering questions if the responses differ by activity.

Refer to the Striving Readers Implementation Handbook for additional clarification of frameworks and techniques.

SR Frameworks	Response (Enter an 'X' in the appropriate box)		
	Yes	No	Don't Know
Whole Part Whole			
Independent Reading			
Small Group Instruction			
Intervention			
Please explain any "Don't Know" responses.			
Reading Comprehension Strategies	Response (Enter an 'X' in the appropriate box)		
	Yes	No	Don't Know
Summarizing			
Questioning			
Predicting			
Visualization			
Text structure			
Inferring			
Metacognition			
Please explain any "Don't Know" responses.			
Reading Comprehension Techniques	Response (Enter an 'X' in the appropriate box)		
	Yes	No	Don't Know
Marzano's Vocabulary			
PRC2			
Word Study/Word Sorting (Words Their Way)			
Interactive Read Aloud			
Reading Response			
INSERT Notes			
PLAN			
ReQuest			
KWL			
List-group-label			
Please explain any "Don't Know" responses.			
Other 1 (Describe at right -->)			
Other 2 (Describe at right -->)			
AMPAfter-School Program	Response (Enter an 'X' in the appropriate box)		

	Yes	No	Don't Know
Achieving Maximum Potential (AMP) Program			

Whole-Part-Whole

Characteristics of good implementation: Indicate the extent to which...

Evidence of extent to which characteristics are present

1. The teacher has organized the class such that there is whole group instruction at the beginning of an activity.
2. The teacher has small group or individual activities for students (following) the whole group piece of the lesson.
3. The teacher facilitates whole group instruction or follow-up after the small group/individual activities that is a recap of the initial whole group session.
4. The teacher has clear guidelines for students regarding the organization of individual/small group activities.
5. Students move easily between whole group and individual/small group instruction and seem comfortable with this organization of class activities.

Independent Reading

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. The teacher has selected a topic for mini-lesson based on student needs/interests and curriculum goals. 2. The teacher monitors and analyzes students' reading records. 3. The teacher confers with students during independent reading session to teach and reinforce skills and strategies. 4. The teacher assesses students using running records. 5. The teacher assists students with the routines of independent reading. 6. The teacher gives book talks to heighten engagement and motivation for reading. 7. The teacher concludes each session with whole group sharing that evaluates independent reading session and ties student reading back to mini-lesson focus. 8. The teacher establishes procedures and routines for independent reading. 9. The teacher schedules a consistent time for independent reading. 10. The LIT assists in identifying students' independent reading level. 11. The LIT administers formative assessments for Tier Three students during independent reading time. 12. The LIT guide students in selecting appropriate texts for independent reading. 13. Students read accessible texts. 14. Students are actively engaged in reading and in responding to what they have read. 15. The classroom library that contains a variety of genres and a topics and titles at various reading levels, including graphic novels, magazines, newspapers, and other media. 16. Student self-selected reading materials and response notebooks conveniently housed. 17. Teacher actively engages students in conversation about books in which reading strategies and student self-evaluation of independent reading process are included. 	

Small Group Instruction

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. There is a sufficient quantity of leveled narrative and expository texts matched to the students' independent and instructional levels. 2. The teacher/LIT introduces the text, consistent with the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader. 3. The teacher/LIT interacts with students individually observing strategy use, difficulties and successes with problem-solving attempts. 4. The teacher/LIT returns to the text for one or two teaching opportunities to demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text. 5. Students engage in pre-reading conversation about text. 6. Students read a text or part of a text silently or quietly. 7. Students request problem-solving help when needed. 8. Students revisit the text at points of problem-solving as guided by the teacher. 9. Students engage in collaborative discussion about the text. 10. Students engage in activities that involve extending understanding and responding to the text. 11. There are a variety of instructional practices used to meet individual students' needs. 12. Students are grouped flexibly, including homogeneous and heterogeneous groups for different reasons at different times. 13. The teacher assesses literacy performance in a variety of ways over time, including checklist observations of student literacy behaviors. 	

Intervention

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. The teacher models what expert readers do by modeling before, during, and after reading literacy strategies. 2. The teacher/Interventionist (LIT) explicitly teach literacy strategies and include the supporting skills of vocabulary to support word study in context. 3. The teacher/Interventionist (LIT) provide whole group instruction, incorporating read-alouds. 4. The teacher/Interventionist (LIT) provide small group instruction by bringing students with similar needs together and giving them attention tailored to those needs. 5. The teacher provides opportunities for partners/pairs to have time to think through their reading. 6. The Interventionist (LIT) assesses student needs. 7. The Interventionist (LIT) assesses, teaches/reteaches, practices, applies, and reassesses. 8. Students self-monitor their reading and select strategies needed for comprehension. 9. Students participate with others in their differentiated groups. 10. The interventionist (LIT) is working one-on-one with a student. 11. The interventionist (LIT) is weaving in and out of students' activities. 12. There are flexible grouping of students relative to student needs and types of class activities. 13. The classroom seems to be a collaborative setting where students monitor and discuss their own progress. 	

Comprehension Strategies

Characteristics of good implementation: Indicate the extent to which...

Evidence of extent to which characteristics are present

The teacher/LIT is helping students develop reading comprehension strategies, including:

- a. summarizing
- b. questioning
- c. predicting
- d. visualization
- e. text structure
- f. inferring
- g. metacognition

Marzano's Vocabulary

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<p>1. The teacher has established routines, rituals, and expectations to students around the 6-step process and are using the academic vocabulary notebooks.</p> <p>2. The teacher follows the 6 step process to ensure systematic, direct vocabulary instruction. (See six step process below and reflect on its usage in this observation)</p> <ul style="list-style-type: none"> • <i>Step 1: Provide a description, explanation, or example of the new term.</i> • <i>Step 2: Ask students to restate the description, explanation, or example in their own terms.</i> • <i>Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.</i> • <i>Step 4: Engage students periodically in activities that help add to their knowledge in their notebooks.</i> • <i>Step 5: Periodically ask students to discuss terms with one another.</i> • <i>Step 6: Involve students periodically in games that allow them to play with terms.</i> <p>3. Students utilize the 6 step process in order to build knowledge of academic content vocabulary.</p> <p>4. Students use their academic vocabulary notebooks to record and monitor understanding of content concepts.</p> <p>5. There is direct instruction on words that are critical to content concepts.</p> <p>6. Students are engaged in writing and drawing about words and concepts in their notebooks.</p> <p>7. Teachers and students are using a variety of methods to deepen and extend understanding of terms (e.g. comparing, classifying, creating metaphors, creating analogies).</p> <p>8. Teachers and students are involved in review activities and games, such as Jeopardy, vocabulary charades, \$100,000 Pyramid, etc.</p>	

Words Their Way/Word Study

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none">1. The teacher/interventionist select word sorts at the students' instructional level that will support and scaffold their word knowledge.2. The teacher/interventionist introduce new sorts to students by modeling and then guiding their work.3. The teacher/interventionist interact with students individually and in small groups to guide them and assist in problem solving.4. The teacher/interventionist monitor word study through observation, note-taking, and targeted instruction.5. Students engage in collaborative discourse with other students.6. Students engage in activities that will extend understanding of the word parts, word meanings, and general and specific word knowledge.7. Students engage in problem solving with the word sorts.	

PRC2

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<p>1. Classrooms have inviting materials at a range of reading levels and the PRC2 routine clearly established.</p> <p>2. Classrooms have students productively engaged with partners comfortably using the PRC2 framework.</p> <p>3. All students are reading informational materials on a common theme or topic at their independent or instructional level.</p> <p>4. Students discuss answers to questions they have asked each other and use the texts as resources.</p> <p>5. Teachers move around the room observing some partners in depth - listening to students as they read and discuss and make notes about their performance.</p> <p>6. Students keep a record of pages they read with questions and responses, and new vocabulary.</p> <p>7. Opportunities exist for students in differentiated practice using features of informational texts (structure and visual information), learning new vocabulary (morphology and concept clusters), developing fluency, and thinking critically by comparing and contrasting texts.</p> <p>8. Classroom is a learner-centered environment with opportunities for sharing across texts and learning experiences.</p> <p>9. There is an established routine in the classroom so students know exactly how to locate their materials, engage productively with their partner, and keep record of their PRC2 sessions.</p> <p>10. The teacher models how to preview texts and attend to the Table of Contents, text resources (glossary, index, and on-line references), external features (headings, sub-headings, highlighted vocabulary and visual information) and the internal structure.</p> <p>11. The teacher models for students the process of preparing for, reading and discussing the content with a partner.</p>	
<p>13. The teacher or LIT provides positive feedback to students about their partner process.</p> <p>14. The teacher presents “mini-lessons” to refresh the process if students get off track.</p>	

PRC2

Characteristics of good implementation: Indicate the extent to which...

Evidence of extent to which characteristics are present

15. The teacher leads discussions at the conclusion of PRC2 sessions in which students can share information they have learned, connections they have made, and questions they have.

16. Students prepare for each page by reading silently, thinking about oral prosody, and identifying unfamiliar words so they can be pronounced accurately and then recorded in the vocabulary notebook so they can be learned over time.

17. Students select or create questions to ask one's partner.

18. Students listen attentively as the partner reads orally and respond to the partner's questions.

19. Students read designated pages orally with fluency.

20. Students participate in discussion courteously and with interest.

Interactive Read Aloud

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none">1. The teacher shows an enthusiasm for reading and communicates interest in reading.2. The teacher shares books and articles with students and to model reading behavior.3. The teacher models persistence and stamina for reading long and sometimes difficult text.4. The teacher occasionally stops to define a word, to wonder aloud, to ask questions, and to respond to the reading.5. The teacher gives students opportunities to respond to the reading by discussing and writing about the text.6. The teacher has chart paper, overhead transparencies, and markers to record student questions, comments, and ideas, especially if the same text will be used for several days.7. The teacher provides a format for students to keep a record of the read alouds in order to remember authors, genres, and topics for further reading and investigation.8. The teacher gives clear expectations of student behavior during the read aloud.9. Students seem to enjoy listening and to discuss the read aloud.10. Students explain, question, and explore ideas in what they have heard.11. Students keep a record of the read aloud along with responses and reactions.12. The teacher is respectful of all students' cultures and backgrounds.	

Reading Response

Characteristics of good implementation: Indicate the extent to which...

1. Teacher creates a safe environment where students are encouraged and respected.
2. Teacher has established routines for Reading Response Notebook/Learning Log usage and record-keeping.
3. Teacher explicitly instructs, models, scaffolds, and coaches skill lessons for writing different types of responses and for talking about literary elements.
4. Teacher uses read-alouds to generate and model discussion.
5. Teacher scaffolds students toward accountable talk and establishes routines for conversation (e.g., staying on topic, discussion etiquette, adherence to the text, active listening, and including everyone in conversation).
6. The students demonstrate understanding of a text through written response and classroom discussions.
7. The students share thoughts and opinions during whole group and small group discussion.
8. The students make a judgment and support it with specific references to the text and background knowledge.
9. The students actively listen to classmates and contribute to the conversation collaboratively.
10. The teacher provides opportunities to use writing to respond in all content areas.
11. The teacher encourages participation and collaborative discussion based on the writing students have completed.
12. There is conferencing between the teacher and individual or small group of students.

Evidence of extent to which characteristics are present

INSERT Notes

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none">1. The teacher is leading a whole group demonstration of the INSERT note strategy or students independently using the strategy with independently read text.2. The teacher describes the INSERT notes strategy and why it is helpful.3. The teacher selects a piece of text to demonstrate the strategy.4. The teacher thinks aloud the reasons for choosing a particular symbol.5. The teacher elicits student responses on which symbol to use and why.6. The LIT demonstrates INSERT note strategy and work intensively with individual or small groups of Tier 2 and Tier 3 students.7. Students use the strategy with a common text in pairs or teams.8. With common texts, students compare and discuss their INSERT notes.9. With independently read text, students write notes reflecting their thoughts, questions and comments directly on photocopied text, on 4 column charts, or on post-it notes which are inserted onto text.	

Predict-Locate-Add-Note (PLAN)

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none">1. Students create a graphic organizer showing the major sections of the text being used as their reading materials (textbook, magazine article, etc.). Then students use this organizer to make notes as they read.2. Students write a summary of their notes and the major points from the graphic organizer at the conclusion of the summary.3. The teacher/LIT explains the process and models if this is the first use.4. The teacher/LIT supports students as they create their own organizers.	

ReQuest

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. Teacher and LIT modeling and providing feedback in small group activity 2. Teacher, LIT and students engaged in discussion about segments of text stemmed from questions developed by teacher, LIT or student 3. Students applying strategy in whole class and small group instruction 4. The teacher and LIT choose a passage of text, then designate short segments within the passage 5. The teacher and LIT provide an example through modeling and feedback 6. The teacher and LIT conducts first round of ReQuest activity so that he/she is the one to answer questions generated by the students 7. The teacher and LIT keeps book closed during the questioning 8. The teacher and LIT tailor ReQuest to suit the specific needs of students 9. The teacher and LIT provide task cards to struggling readers with specific questions from text segments 10. The teacher and LIT scaffold questioning and answering process to struggling readers (Tier 2 & Tier 3 students) 11. Students watch carefully for teacher's modeling and feedback 12. Students read passage silently. Pay attention to the information it contains. 13. Students think of questions they may be asked if they were the respondent. 14. Students use own words and check passage for possible answers 15. Students keep book open while asking question. 16. Students keep book closed while they answering question. 17. Students listen to answers and check in text for accuracy. 18. Students change roles – take turns in being questioner or respondent 19. Students apply strategy during whole class or small group discussion 	

KWL

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. Teacher is leading a large group introductory discussion of the topic to be studied and writing down the student contributions. 2. Teacher stimulates disagreement and helps focus questions for inquiry. 3. Students are engaged in listening to each other and sharing what they know and their questions. 4. The teacher models active comprehension by helping students activate their prior knowledge and formulate questions. 5. Teacher is scribe and records contributions. 6. Teacher elicits questions and disagreements. 7. The LIT sits with and assists Tier 2 & 3 students during large group discussion. 8. The LIT helps students write their own KWL notes or enter them on their Palm. 9. The LIT may discuss part of the text with students so they can access difficult sections. 10. Students listen to each other 11. Students contribute ideas and questions 12. Students use their own KWL sheets to record their ideas and personal questions. As they read the text they make notes of what they learn. 13. Students use their Palms during this activity. 	

List-Group-Label

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none"> 1. Small groups of students are working together to generate a list of words related to a content area topic and then grouping the words into logical categories. This activity will take 15 to 20 minutes with the teacher and LIT working with the small groups. 2. The teacher selects a main topic or concept from a content area reading selection and models the process by brainstorming and charting with the class words that are related to the topic. 3. The LIT is working intensely with the tier 2 & 3 students to support the grouping and labeling process. 4. Students are working in teams of three to four, students join together related terms from the brainstormed list based on common features. 5. Students generate a descriptive title, or label for the collections of related terms. 6. Following the reading of the pre-selected content area text, students eliminate any of the terms or groups that do not match the concept's meaning in the context of the selection or add new terms or groups as needed. 	

AMP

Characteristics of good implementation: Indicate the extent to which...	Evidence of extent to which characteristics are present
<ol style="list-style-type: none">1. The teacher provides strategic tutoring.2. The teacher teaches one comprehension strategy at a time directly and explicitly.3. The teacher teaches strategies intensely and systematically.4. The teacher provides intensive writing opportunities.5. The teacher provides successful learning by delivering the direct instruction, practice, and evaluation students need to achieve maximum success.6. The teacher utilizes the technology component.7. Students seem to give full attention and effort.8. Students demonstrate a cooperative learning attitude toward fellow students and teacher.9. Students stay on task and follow directions.10. Students are engaged with reading strategies.11. The teacher uses small group and differentiated instruction.	

**CPS Striving Readers
Case Study – Fall 2009 School Visits
Self-Contained Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you may know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. This interview is designed to gather information parallel to what was discussed in the prior two program years, but focusing on program plans and activities for the current school year. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**
2. **We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**
 - a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?

Probe:

- **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies** (*i.e.*, Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)
- b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why? Please provide examples.

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

- a. Do you use fluency snapshots and interest inventories to guide students’ selection of reading materials for their wide reading? Please provide examples.
- b. Are student reading levels used to help select appropriate materials? Please explain and provide examples.
- c. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student’s needs.

4. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q5)

- a. Are any of you involved in these teams? (IF NO, SKIP TO Q5)
- b. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a Literacy Team? Yes No (IF NO, SKIP TO Q6)

- a. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q6)
- b. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like to know more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

- a. In which setting(s) do you meet or collaborate with the LIT?
- One-on-one meetings:
 - Grade-level team meetings:
 - Literacy team meetings:
- b. Do you collaborate with the LIT in scaffolding instruction (modeling strategies of comprehension, vocabulary and fluency while supporting steadily increasing levels of independence)? Please provide examples.
- c. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.

- Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples.
- d. Do you plan together with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during in-class targeted intervention sessions and AMP after-school lessons? Please provide examples.
- e. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
 - If yes, please describe.
 - Why did these changes come about?
- f. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
 - How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

- a. Do you meet with him/her? If so, how often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily
- b. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?
- c. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

- a. Which kinds of data are you using?
- b. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Leadership Team, other) do you use these data?
- c. For what purposes? Please describe and provide examples.
 - Probe & request examples:
 - Plan for small group activities,
 - Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
 - Select appropriate materials at students' independent and instructional levels.

We would like to know more about your efforts, if any, to integrate literacy into other content area instruction.

9. When, if at all, did you start integrating literacy into your instruction in other content areas? (Probe for: this year, last year, before Striving Readers began?)

10. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant in other content areas?

- a. If not, how have you approached integrating literacy in other subjects?
- b. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples. (See probes for Q2a.)

11. We would also like to know more about the types of support that you have received to help you integrate literacy instruction into other content areas.

- a. Have you met with any literacy experts to specifically discuss the integration of literacy into other content area instruction? How often? What did you discuss with them? [Probe for: Literacy Intervention Teacher, Lead Literacy Teacher/Literacy Coach, Striving Readers Coordinator, other]

- b. Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction?

Yes No

- o If yes, when/what year did you start participating in this type of trainings?
- o Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
- o Which trainings were most useful and why? Which trainings were least useful and why?
- o What areas or topics would you like to receive additional support or training in?

- c. Does your school have Striving Readers text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? Yes No

If yes, are the text sets being used in the content area classrooms?

- o Social Studies Not Used—why? Used—how? Don't Know
- o Mathematics Not Used—why? Used—how? Don't Know
- o Science Not Used—why? Used—how? Don't Know

- d. What other kinds of support are available to help you integrate literacy into your content area instruction?

- e. What other kinds of support would you need to help you integrate literacy into your content area instruction?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

12. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries?

Probe & request examples:

- For independent reading?
- For small group instruction?
- To support content area instruction?
- For read alouds?

- b. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.
- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)
- d. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
- o How have or will these challenges be addressed?

13. Does your school have Listening Centers (where students can access models of fluency and

record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q14)

- a. Where are these Listening Centers located?

- In the classrooms only
- Outside of the classrooms only (e.g., computer lab)
 - o How accessible are they?
- Both

- b. Do you use the Listening Centers? Yes No

- c. (If not used) Why not?

- d. (If used) How are you using them?

- o For which type of activities? (Probe: activities designed to access models of fluency; to assess students' own fluency)
- o Are you using the Listening Centers with all students or subgroups of these students?
- o Please provide an example of how you use the Listening Centers to help differentiate instruction.

- e. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.

- o How were or will these challenges be addressed?

14. Do you have Media Centers (3 computers and 1 printer) in your classrooms)?

Yes No (IF NO SKIP TO Q15)

- a. Do you use the Media Centers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Media Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Media Centers to help differentiate literacy instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

15. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q16)

- a. Do you and/or your students use them in your classroom? Yes No
- b. (If not used either by Teachers *or* by Students) Why not?
- c. (If used), how are they being used?
 - o For which type of activities do you use the Handheld Computers?
 - o Are the Handheld Computers being used with all students or subgroups of students?
 - o Please provide an example of how you use the Handheld Computers to help differentiate literacy instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

16. Overall, what are the strengths of the Striving Readers initiative?

- a. In your opinion, what factors do you anticipate will help to facilitate the successful implementation (or fidelity to the model) of Striving Readers during the current school year? At the school level? At the classroom level?

17. Overall, what challenges have you encountered or do you anticipate in the current year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

18. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits, Wave II
Self-Contained Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other classroom teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this [focus group/interview] to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For *all topics*, probe also for the resolution of any challenges since the last interview and any new challenges that have arisen since the last interview, including any challenges, successes or changes in program implementation that may not have been identified or anticipated in the fall.
- c) Make sure to leave time for questions 19 and 20.

1. Please introduce your[self/selves] and tell us how long have you been in this school, and which grade level(s) you teach this year.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. Specific Striving Readers instructional frameworks and materials

- **Instructional Frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, Words their Way, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers Instructional Materials**(reading response notebooks, vocabulary notebooks, text sets distributed by the Striving Readers program (*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently) reading anthologies/basals, teacher text set guides, etc.)

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

3. Selecting appropriate student reading materials

- use of fluency snapshots, interest inventories, identifying student reading levels; use of classroom libraries for self selected reading

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

4. Use of Grade-Level Team(s) to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction, which refers to providing to groups of students different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles.

Probe: ensure that grade level team is understood as a “horizontal” team consisting of staff across subject areas from the same grade.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

5. Use of a Literacy Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction

Probe: ensure that literacy team is understood as a “vertical” team focusing on literacy issues across grade levels.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

6. Collaboration with the Literacy Intervention Teacher to provide blended instruction (scaffolding, differentiation for all students; addressing the needs of Tier 2 & 3 students)

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

7. Collaboration with the District Coordinator to support implementation of Striving Readers

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

8. Using student data to plan small group activities, monitor success, and select appropriate reading materials

- assessment data, demographic data, behavioral records, etc.

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

9. Comfort and successes/challenges integrating literacy as part of content area instruction, including specific Striving Readers instructional frameworks

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

10. Support from key experts for integrating literacy into content area instruction

- a. Literacy Intervention Teacher**
- b. Literacy Coach**
- c. Striving Readers Coordinator**
- d. Regular ELA teachers**
- e. Other staff member**

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

11. Professional Development provided by Striving Readers to support integration of literacy into other content areas

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

12. Other kinds of support to help non-literacy staff integrate literacy into your content area instruction?

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

13. Use of Striving Readers texts (i.e. sets of reading materials with differentiated structures and levels centered around specific content area themes, designed to improve student literacy in other subject area classes)

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

14. Building and using classroom libraries to support instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

15. Using Listening Centers to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

16. Using Media Centers to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

17. Using Palm Pilots/Handheld Computers to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

18. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

19. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2010-2011 school year?

20. What factors might hinder implementation next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2009 School Visits
English Language Arts (ELA) Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you may know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. This interview is designed to gather information parallel to what was discussed in the prior two program years, but focusing on program plans and activities for the current school year. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

9. Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.

10. We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.

- a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?

Probe:

- **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies** (i.e., Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- o **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

- b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why? Please provide examples.

11. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

- a. Do you use fluency snapshots and interest inventories to guide students’ selection of reading materials for their wide reading? Please provide examples.
- b. Are student reading levels used to help select appropriate materials? Please explain and provide examples.
- c. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student’s needs.

12. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q5)

- a. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q5)
- b. What is *your* role in these teams? What topics are discussed in these meetings?

13. Does your school have a Literacy Team? Yes No (IF NO, SKIP TO Q6)

- a. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q6)
- b. What is *your* role in this team? What topics are discussed in these meetings?
- c. Is this team specific to the grades that Striving Readers serves (6th through 8th)?

14. We would like to know more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

- a. In which setting(s) do you meet or collaborate with the LIT?
 - o One-on-one meetings:
 - o Grade-level team meetings:
 - o Literacy team meetings:
 - o Other:
- b. Do you collaborate with the LIT in scaffolding instruction (modeling strategies of comprehension, vocabulary and fluency while supporting steadily increasing levels of independence)? Please provide examples.

- c. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
 - o Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples.
- d. Do you plan together with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during classroom push-in sessions and AMP after-school lessons? Please provide examples.
- e. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
 - o If yes, please describe.
 - o Why did these changes come about?
- f. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
 - o How were or will these challenges be addressed?

15. We would like to learn more about your collaboration with the District Coordinator.

- a. Do you meet with him/her? If so, how often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily
- b. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?
- c. Is there any additional support they could provide you with?

16. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

- a. Which kinds of data are you using?
- b. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Leadership Team, other) do you use these data?
- c. For what purposes? Please describe and provide examples.
 - Probe & request examples:
 - o Plan for small group activities,
 - o Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
 - o Select appropriate materials at students' independent and instructional levels.

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

17. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries?

Probe & request examples:

- For independent reading?
 - For small group instruction?
 - To support content area instruction?
 - For read alouds?
- b. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.
- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)
- d. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
- o How have or will these challenges be addressed?

18. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q11)

- a. Where are these Listening Centers located?

- In the classrooms only Outside of the classrooms only (e.g., computer lab)
 - o How accessible are they?
- Both

- b. Do you use the Listening Centers? Yes No

- c. (If not used) Why not?

- d. (If used) How are you using them?

- o For which type of activities? (Probe: activities designed to access models of fluency; to assess students' own fluency)
 - o Are you using the Listening Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Listening Centers to help differentiate instruction.
- e. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
- o How were or will these challenges be addressed?

19. Do you have Media Centers (3 computers and 1 printer) in your classrooms)?

Yes No (IF NO SKIP TO Q12)

- a. Do you use the Media Centers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
- o For which type of activities?
 - o Are you using the Media Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Media Centers to help differentiate instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
- o How were or will these challenges be addressed?

20. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q13)

- a. Do you and/or your students use them in your classroom? Yes No
- b. (If not used either by Teachers *or* by Students) Why not?
- c. (If used), how are they being used?
- o For which type of activities do you use the Handheld Computers?
 - o Are the Handheld Computers being used with all students or subgroups of students?
 - o Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
- o How were or will these challenges be addressed?

21. Overall, what are the strengths of the Striving Readers?

- a. In your opinion, what factors do you anticipate will help to facilitate the successful implementation (or also described as high fidelity to the model) of Striving Readers during the current school year? At the school level? At the classroom level?

22. Overall, what challenges have you encountered or do you anticipate in the current year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

23. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits, Wave II
English Language Arts (ELA) Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other ELA teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For *all topics*, probe also for the resolution of any challenges since the last interview and any new challenges that have arisen since the last interview, including any challenges, successes or changes in program implementation that may not have been identified or anticipated in the fall.
- c) Make sure to leave time for questions 14 and 15.

1. Please introduce your[self/selves] and tell us how long have you been in this school, and which grade level(s) you teach this year.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. Specific Striving Readers instructional frameworks and materials

- **Instructional Frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, Words their Way, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers Instructional Materials** (reading response notebooks, vocabulary notebooks, reading anthologies, reading basals, teacher text set guides (*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently), etc.)

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

3. Selecting appropriate student reading materials.

- use of fluency snapshots, interest inventories, identifying student reading levels; use of classroom libraries for self selected reading

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

4. Use of Grade-Level Team(s)to plan and coordinate instruction and student groupings for differentiated instruction which refers to providing to groups of students different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles.

Probe: ensure that grade level team is understood as a “horizontal” team consisting of staff across subject areas from the same grade.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

5. Use of a Literacy Teamto share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction.

Probe: ensure that literacy team is understood as a “vertical” team focusing on literacy issues across grade levels.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

6. Collaboration with the Literacy Intervention Teacher to provide blended instruction (scaffolding, differentiation for all students; addressing the needs of Tier 2 - 3 students)

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

7. Collaboration with the District Coordinator to support implementation of Striving Readers

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

8. Using student data to plan small group activities, monitor success, and select appropriate reading materials

- assessment data, demographic data, behavioral records, etc.

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

9. Using your classroom libraries to support instruction

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

10. Using Listening Centers to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

11. Using Media Centers (3 computers and 1 printer) to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

12. Using Palm Pilots/Handheld Computers to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

13. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Probe: new successes since the fall interview, including concrete examples
Probe: have any of the challenges faced during the fall been resolved during the year
Probe: have any *new* challenges arisen since the fall interview.

14. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2010-2011 school year?

15. What factors might hinder implementation next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2009 School Visits
Non-ELA Content Area Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you may know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. This interview is designed to gather information parallel to what was discussed in the prior two program years, but focusing on program plans and activities for the current school year. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. [Interviewer: please go around the room and ask participants to introduce themselves] Please introduce yourselves and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you teach this year.

We would like to know more about the types of support that you have received this year to help you integrate literacy into other content area instruction.

2. Have you met with any of the following literacy experts? How often? What did you discuss with them?

- a. Literacy Intervention Teacher?
- b. Lead Literacy Teacher/Literacy Coach?
- c. Striving Readers School/District Coordinator?
- d. Striving Readers Technology Coordinators?
- e. English Language Arts teachers?
- f. Other staff member(s)? Please specify: _____

3. Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction? Yes No

- a. If yes, when/what year did you start participating in this type of training?
 - b. Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
 - c. Which trainings were most useful and why? Which trainings were least useful and why?
 - d. What areas or topics would you like to receive additional support or training in?
4. What other kinds of support are available to help non-literacy staff integrate literacy into your content area instruction?
5. What other kinds of support would you need to help you integrate literacy into your content area instruction?

The next few questions are about the extent and relative success of your efforts to integrate literacy as part of your content area instruction.

6. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)

7. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?

Probe:

- Striving Readers Instructional Frameworks (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- Core Comprehension Strategies (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- Core Comprehension Techniques (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

- a. If not, how have you approached integrating literacy in your classroom?
- b. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

8. Does your school have Striving Readers text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? Yes No (IF NO SKIP TO Q9)

- a. Are the text sets being used in the content area classrooms?

- Social Studies Not Used—why? Used—how? Don’t Know

- Science Not Used—why? Used—how? Don't Know

- Mathematics Not Used—why? Used—how? Don't Know

9. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries? To what extent do they support your efforts to integrate literacy into your instruction in other content areas?

Probe & request examples:

- For content area?
- For independent reading?
- For small group instruction?
- For read alouds?

- b. Do you use interest inventories to help students self select reading material and to guide your purchases?

- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

10. To what extent have you used technology to help integrate literacy into instruction in other content areas?

- a. Please describe and provide examples. [*Probe: media centers (classroom computers and printers), listening centers, hand held computers*]

- b. Have there been any changes in the use of technology as compared to last year?

- c. Have you and/or the students encountered any challenges when using technology? If so, please describe.
 - How were or will these challenges be addressed?

We would also like to know more about the factors facilitating or hindering the implementation of Striving Readers as it relates to the integration of literacy instruction into the other content areas.

11. In your opinion, what factors do you anticipate will help to facilitate the successful integration of literacy instruction into the other content areas during the current school year? At the school level? At the classroom level?

12. Overall, what challenges have you encountered or do you anticipate in the current year related to integrating literacy into the content areas?

- a. How might these challenges be addressed?

13. Is there anything else you would like to add?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits, Wave II
Non-ELA Content Area Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other subject area teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this [focus group/interview] to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For *all topics*, probe also for the resolution of any challenges since the last interview and any new challenges that have arisen since the last interview, including any challenges, successes or changes in program implementation that may not have been identified or anticipated in the fall.
- c) Make sure to leave time for questions 12 and 13.

11. Please introduce your[self/selves] and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you teach this year.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

12. Support from key experts for integrating literacy into content area instruction

- a. **Literacy Intervention Teacher**
- b. **Literacy Coach**
- c. **Striving Readers Coordinator**
- d. **Regular ELA teachers**
- e. **Other staff member**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

13. Professional Development provided by Striving Readers to support integration of literacy into other content areas

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

14. Other kinds of support to help non-literacy staff integrate literacy into your content area instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

15. Integrating literacy as part of content area instruction, including specific Striving Readers instructional frameworks and materials

- o **Instructional Frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- o **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- o **Core Comprehension Techniques** (for example: Marzano’s vocabulary, Words their Way, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- f. **Striving Readers Instructional Materials** (reading response notebooks, vocabulary notebooks, text sets (*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently), teacher text set guides, etc.)

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

16. Use of Striving Readers text sets (i.e. sets of reading materials with differentiated structures and levels centered around specific content area themes, designed to improve student literacy in other subject area classes)

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

17. Building and using classroom libraries to support literacy instruction in your content area

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

11. Use of technology to support integration of literacy into content area instruction

- a. **Listening Centers**
- b. **Media Centers (3 computers and 1 printer)**
- c. **Palm Pilots/Handheld Computers**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

12. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

13. What factors do you anticipate will help to facilitate the successful integration of literacy into the content areas in the 2010-2011 school year?

14. What factors might hinder integration of literacy into the content areas next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2009 School Visits
Literacy Intervention Teacher (LIT) Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. This interview is designed to gather information parallel to what was discussed in the prior two program years, but focusing on program plans and activities for the current school year. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

24. How long have you been an LIT? If you were in this role last year, has your role as the Literacy Intervention Teacher (LIT) in the Striving Readers Initiative changed from last year?

a. If so, how?

25. We would like to learn more about your collaboration with the District Coordinator.

a. How often do you meet with him/her?

Once a month or less
 Several times a month
 Once a week
 Several times a week
 Daily or almost daily

b. What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?

c. Is there any additional support they could provide you with?

Next, I would like to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings.

26. Do you have one-on-one meetings with the teachers outside of instruction time?

Yes No (IF NO SKIP TO Q4)

- a. When do you have these meetings?
____ Once a month or less ____ Several times a month ____ Once a week ____ Several times a week ____ Daily or almost daily
- b. Please describe how these meetings are used to facilitate the differentiation of instruction for Tier 2 and 3 students during the classroom targeted intervention and/or after school classes.
- c. What topics are discussed in these meetings?
- d. Do you discuss assessment data or other types of student data (such as demographic data or behavioral records) in these meetings? If so, for what purposes?

27. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q5)

- c. Are you involved in these teams? Yes No (IF NO, SKIP TO Q5)
- d. Please describe how these meetings are used to facilitate the differentiation of instruction for Tier 2 and 3 students during the classroom targeted intervention and/or after school classes (if at all). *[If applicable]*: How does this function differ from that of the one-on-one meetings?
- e. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]*: How does this differ from the use of data during one-on-one meetings?

28. Does your school have a Literacy Team? Yes No (IF NO, SKIP TO Q6)

- a. Are you involved in this team? Yes No (IF NO, SKIP TO Q6)
- b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. *[If applicable]*: How does this function differ from those of the one-on-one and Grade-Level Team meetings?
- c. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]*: How does this differ from the use of data during one-on-one and Grade-Level Team meetings?

29. Have you encountered any challenges in collaborating with classroom teachers one-on-one or as part of the team meetings?

If so, please describe the challenges and discuss how they were or will be addressed.

30. I would like to know more about the targeted intervention and the work that you do with Tier 2 and Tier 3 students during the regular school day.

- a. Which grades do you work with? How many classes? For how long (e.g., length of targeted instruction, number of periods per week per class)?

- b. On average, how many kids are there in the targeted group per class?
- c. How do you determine the needs of your students that might impact on their literacy development?
- d. How do you develop appropriate instruction for them?
- e. What types of strategies, activities and resources do you use when you meet with your Tier 2 & 3 students?
 - o What types of student grouping do you use?
 - o What strategies do you use to differentiate instruction for students of different ability levels within this group?
- f. Have you encountered any challenges when working in the language arts classroom with Tier 2 and 3 students and/or their teachers this year? If so, please describe.
 - o How were or will these challenges be addressed?
- g. Have there been any changes in the strategies, activities and resources that you use during these targeted intervention sessions, as compared to last year?
 - o If yes, please describe.
 - o Why did these changes come about?

31. I would like to know more about the intensive intervention and the work that you do with Tier 3 students during the after school program.

- a. What is your role in the after-school component of Striving Readers?
- b. Please describe the structure and content of the after-school *Achieving Maximum Potential (AMP)* programming for struggling readers.
- c. Are you using the AMP intervention software during the after-school program?
 - Yes No
 - o (If not used) Why not?
 - o (If used) How is it being used?
 1. For which type of activities?
 2. Are you using it with all students or subgroups of students?
 - o (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
 - How were or will these challenges be addressed?
 - o (If used) In what ways, if any, has this technology improved instruction and student learning in language arts?
- d. What successes has the school had with the after school component of Striving Readers?
- e. What challenges has the school encountered with the after school component of Striving Readers?
 - o How were or will these challenges be addressed?
- f. Have there been any changes in the strategies, activities and resources that you use during the afterschool program, as compared to last year?

- If yes, please describe.
- Why did these changes come about?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

32. Do your teachers utilize the professional library (a collection of professional development resources *on the topic of classroom-based literacy instruction* provided through Striving Readers) in the school? If so, how?

33. In what ways are the classroom libraries being used by the teachers? For what types of activities?

- a. What is your role, if any, in helping teachers use their classroom libraries?

34. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q12)

- a. Do you use the Listening Centers to support your role in providing differentiated instruction to struggling readers? Yes No

b. (If not used) Why not?

c. (If used) How are you using them?

- For which type of activities? (Probe: activities designed to access models of fluency; to assess students' own fluency)
- Are you using the Listening Centers with all struggling students or subgroups of these students?
- Please provide an example of how you use the Listening Centers to help differentiate instruction.

d. (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.

- How were or will these challenges be addressed?

35. Does your school have Media Centers (3 computers and 1 printer in the classroom)?

Yes No (IF NO SKIP TO Q13)

- a. Do you use the Media Centers to support your role in providing differentiated instruction to struggling readers? Yes No

b. (If not used) Why not?

c. (If used) How are you using them?

- For which type of activities?
- Are you using the Media Centers with all struggling students or subgroups of these students?
- Please provide an example of how you use the Media Centers to help differentiate instruction.

- d. Have you, students, and/or teachers encountered any challenges when using this technology?
If so, please describe.
- o How were or will these challenges be addressed?

36. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q14)

- a. Do you use the Handheld Computers to support your role in providing differentiated instruction to struggling readers? Yes No
- b. Do your students use the Palm Pilots/Handheld Computers? Yes No
- c. (If not used either by LIT *or* by Students) Why not?
- d. (If used) Are they being used during the afterschool program? Yes No
- o If yes, how are they being used?
 1. For which type of activities do you use the Handheld Computers?
 2. Are the Handheld Computers being used with all struggling readers or subgroups of students?
 3. Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- e. (If used) Are they being used as part of the targeted intervention during the regular school day?
- Yes No
- o If yes, how are they being used?
 - For which type of activities do you use the Handheld Computers?
 - Are the Handheld Computers being used with all struggling readers or subgroups of students?
 - Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- f. Have you, students, and/or teachers encountered any challenges when using this technology?
If so, please describe.
- o How were or will these challenges be addressed?

37. Overall, what are the strengths of your school's literacy curriculum?

- a. In your opinion, what factors do you anticipate will help to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level?
At the classroom level?

38. Overall, what challenges have you encountered or do you anticipate in the coming year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

39. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits, Wave II
Literacy Intervention Teacher (LIT) Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed you about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For *all topics*, probe also for the resolution of any challenges since the last interview and any new challenges that have arisen since the last interview, including any challenges, successes or changes in program implementation that may not have been identified or anticipated in the fall.
- c) Make sure to leave time for questions 14 and 15.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

1. Collaboration with the District Coordinator to support the implementation of Striving Readers

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 2. One-on-one collaboration with teachers outside of instruction time to plan how to differentiate instruction (which refers to providing to groups of students different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles) during classroom targeted interventions or to discuss assessment/student data**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 3. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction or to discuss assessment/student data**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 4. Use of a Literacy Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction or to discuss assessment/student data**

Probe: ensure that literacy team is understood as a “vertical” team focusing on literacy issues across grade levels.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 5. Collaborating with classroom teachers one-on-one or as part of the team meetings**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 6. Targeted Intervention and work done with Tier 2 and Tier 3 students during regular school day – identifying and meeting the needs of struggling readers**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 7. The intensive intervention and your work with Tier 3 students during the after school program (AMP)**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

- 8. Your teachers' use of the school's professional library**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

9. Your teacher's use of classroom libraries to support instruction?

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

10. Using Listening Centers to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

11. Using Media Centers (3 computers and 1 printer in the classroom) to support differentiated instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

12. Using Palm Pilots/Handheld Computers to support differentiated instruction?

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

13. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

14. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2010-2011 school year?

15. What factors might hinder implementation next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2009 School Visits
Principal Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. This interview is designed to gather information parallel to what was discussed in the prior two program years, but focusing on program plans and activities for the current school year. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

40. How long have you been the principal in this building? [If more than one year] Has your role in the Striving Readers Initiative changed from last year?

a. If so, how?

41. Does your school have a Literacy Team? Yes No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

Principal AP or other Senior Administrator Grade level teacher(s)

Literacy Intervention Teacher Lead Literacy Teacher ELL/ESL Teacher(s)

Librarian(s) Special education teacher(s) Other: _____

b. How often does the Literacy Team meet?

Has not met Less than once per month Once per month

Biweekly Weekly Several times a week or more

- c. What role does the Literacy Team play at your school?
- d. What role do you play in the Literacy Team?
- e. How does the team address the needs of struggling readers?

42. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q4)

- a. Which of your staff are members of the Grade-Level Teams?
- b. How are the Grade-Level Teams structured? (single grades, clustered)
- c. How often do these teams meet?

Have not met Less than once per month Once per month

Biweekly Weekly Several times a week or more

- d. What role do these teams play at your school?
- e. How do these teams address the needs of struggling readers?

We would like to learn more about the use of assessment data and how that impacts instruction.

43. In what ways, if any, is your school using assessment data beyond mandated reporting to the district and state?

- a. Please describe and provide examples, including distinctions between how different teams or individuals use the data.
 - Student placement in specific groups, programs, etc.
 - Differentiate instruction
 - Planning professional development
 - Other
- b. By whom?
 - Principal/APs
 - Literacy Team
 - Grade-Level Teams
 - LIT
 - Other

44. Are any other types of data (e.g., demographic, behavioral) being used?

- a. By whom?

- b. For what purposes? Please describe and provide examples.

45. The AMP after school program is part of Striving Readers. We want to know more about your school's use of this program.

- a. Do you feel that the AMP program is appropriate to the reading levels of the students who are currently participating? Are there any students in AMP who you feel should not be there? (Reading levels too high/too low?) Are there students who are *not* in AMP who should be?
- b. Are the LIT or other after-school teachers using the AMP activities and materials? Are they using any supplemental materials or strategies?
- c. Are students using the AMP software? Yes No
 - o If not, why not?
- d. What successes has the school had with implementing the AMP program strategies, including the use of the AMP software?
- e. What challenges has the school encountered with the AMP program and software?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

46. To what extent has the use of technology been integrated into literacy instruction?

- a. Please describe and provide examples. [*Probe: media centers (classroom computers and printers), listening centers, hand held computers*]
- b. Have there been any changes in the use of technology as compared to last year?
- c. Have the students and/or teachers encountered any challenges when using technology? If so, please describe.
 - o How were or will these challenges be addressed?
 - o Have you or your teachers had any interaction with one or both of the Striving Readers Technology Coordinator? If so, please describe.
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

47. Now I would like to ask about your school's efforts, if any, to integrate literacy into the content areas.

- a. Please describe your school's efforts, if any, to integrate literacy into the content areas.
- b. Does your school have text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes) provided through the Striving Readers program? Yes No
 - o If yes, are the text sets being used in the content area classrooms?

Social Studies Not Used—why? Used—how? Don't Know

Science Not Used—why? Used—how? Don't Know

Mathematics Not Used—why? Used—how? Don't Know

- c. Do non-literacy staff participate in professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) Yes No
 - o If yes, who has received professional development? Please specify staff positions.
 - o What topics were covered?
- d. What other kinds of support are there to help non-literacy staff integrate literacy into their content areas?
- e. What are some of the challenges that these teachers are facing?
 - o How might these challenges be addressed?

Now we would like to know more about different types of support that your school has received for the implementation of Striving Readers.

48. Please describe your school's partnership with National-Louis University and Donna Ogle.

- a. In what ways has her support been helpful to the implementation of Striving Readers?
- b. Is there any additional support she could provide you with?

49. What type of support has the District Coordinator provided to you and your school? Please describe.

- a. To what extent has his or her support been helpful for the implementation of Striving Readers? Please explain.
- b. Is there any additional support they could provide you with?

50. Has your role as instructional leader changed as a result of your participation in Striving Readers? If so, how?

51. Overall, what are the strengths of your school's literacy curriculum?

- a. In your opinion, what factors do you anticipate will help to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level?
At the classroom level?

52. Overall, what challenges have you encountered or do you anticipate in the coming year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

53. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits, Wave II
Principal Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed you about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For *all topics*, probe also for the resolution of any challenges since the last interview and any new challenges that have arisen since the last interview, including any challenges, successes or changes in program implementation that may not have been identified or anticipated in the fall.
- c) Make sure to leave time for questions 11 and 12.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

1. Use of a Literacy Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction which refers to providing to groups of students different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles.

Probe: ensure that literacy team is understood as a “vertical” team focusing on literacy issues across grade levels.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

2. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction.

Probe: ensure that grade level team is understood as a “horizontal” team consisting of staff across subject areas from the same grade.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

3. Use of assessment data to inform literacy instruction or plan professional development

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

4. Use of other student data (e.g., demographic, behavioral) to inform literacy instruction

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

5. Use of the AMP after school program to support literacy instruction at your school

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

6. Use of technology to support literacy instruction

- **Listening Centers**
- **Media Centers (3 computers and 1 printer)**
- **Palm Pilots/Handheld Computers**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

7. Integration of literacy instruction into content areas

- Use of **Striving Readers text sets**(*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently)
- **professional development for non-literacy staff**

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

8. Support provided by National-Louis University and Donna Ogle.

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

9. Support provided by Striving Readers District Coordinator

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

10. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Probe: new successes since the fall interview, including concrete examples

Probe: have any of the challenges faced during the fall been resolved during the year

Probe: have any *new* challenges arisen since the fall interview.

11. What factors do you anticipate will help to facilitate the successful integration of literacy into the content areas in the 2010-2011 school year?

12. What factors might hinder implementation next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits [New Schools]
Self-Contained Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

- 1. Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**

- 2. We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**
 - a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?
 - b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why?

Probe and request examples:

- **Striving Readers instructional frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

Probe: If respondents mention differentiated instruction, probe for difference between true differentiation and small group instruction, i.e., providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles

- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, Words their Way, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

- a. Do you use fluency snapshots and interest inventories to guide students’ selection of reading materials for their wide reading? Please provide examples.
- b. Are student reading levels used to help select appropriate materials? Please explain and provide examples.
- c. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student’s needs.

4. Does your school have Grade-Level Teams (“horizontal” teams consisting of staff across subject areas from the same grade)? Yes No (IF NO, SKIP TO Q5)

- f. Are you all involved in these teams?
- g. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a Literacy Team (a “vertical” team focusing on literacy issues across grade levels)? Yes No (IF NO, SKIP TO Q6)

- d. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q6)
- e. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like to know more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

- a. In which setting(s) do you meet or collaborate with the LIT?
 - One-on-one meetings:
 - Grade-level team meetings:
 - Literacy team meetings:
- b. Do you collaborate with the LIT in scaffolding instruction (comprehension, vocabulary and fluency)? Please provide examples.

- c. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
 - o Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples. (*Interviewer: be sure respondent understands 'differentiation' to mean providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles*)
- d. Please describe other topics you discuss when meeting with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during in-class targeted intervention sessions and AMP after-school lessons. (*Interviewer: be sure respondent understands 'differentiation' to mean providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles*)
- e. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
 - o If yes, please describe.
 - o Why did these changes come about?
- f. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
 - o How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

- a. Do you meet with him/her? If so, how often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily
- b. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?
- c. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

- a. Which kinds of data are you using?
- b. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Team, other)
- c. For what purposes? Please describe and provide examples.
 - Probe & request examples:
 - o Plan for small group activities,
 - o Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
 - o Select appropriate materials at students' independent and instructional levels.

We would like to know more about your efforts, if any, to integrate literacy into other content area instruction.

9. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)

10. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?

- a. If not, how have you approached integrating literacy in your classroom?
- b. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

11. We would also like to know more about the types of support that you have received to help you integrate literacy instruction into other content areas.

- a. Have you met with any literacy experts to specifically discuss the integration of literacy into other content area instruction? How often? What did you discuss with them? [Probe for: Literacy Intervention Teacher, Literacy Coach, Striving Readers Coordinator, other]
- b. Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction? Yes
 No
 - o If yes, when/what year did you start participating in this type of trainings?
 - o Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
 - o Which trainings were most useful and why? Which trainings were least useful and why?
 - o What areas or topics would you like to receive additional support or training in?
- c. Does your school have text sets developed and distributed by the Striving Readers program (*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently) with accompanying teacher guides? Yes No

If yes, are the Striving Readers text sets being used in the content area classrooms?

- o Social Studies Not Used—why? Used—how? Don't Know
- o Science Not Used—why? Used—how? Don't Know
- d. What other kinds of support are available to help you integrate literacy into your content area instruction?
- e. What other kinds of support would you need to help you integrate literacy into your content area instruction?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

12. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries?

Probe & request examples:

- For independent reading?
 - For small group instruction?
 - To support content area instruction?
 - For read alouds?
- b. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.
- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)
- d. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
- o How have or will these challenges be addressed?

13. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q14)

- f. Where are these Listening Centers located?
- In the classrooms only
 - Outside of the classrooms only (e.g., computer lab)
 - o How accessible are they?
 - Both
- g. Do you use the Listening Centers? Yes No
- h. (If not used) Why not?
- i. (If used) How are you using them?
- o For which type of activities?
 - o Are you using the Listening Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Listening Centers to help differentiate instruction.

Probe for evidence of true differentiation, i.e., providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles

- j. (If used) Have you or your students encountered any challenges when using this technology?
If so, please describe.
- o How were or will these challenges be addressed?

14. Do you have Media Centers (3 computers and 1 printer) in your classrooms)? Yes No (IF NO SKIP TO Q15)

- e. Do you use the Media Centers? Yes No
- f. (If not used) Why not?
- g. (If used) How are you using them?
- o For which type of activities?
 - o Are you using the Media Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Media Centers to help differentiate instruction.

Probe for evidence of true differentiation i.e., providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles

- h. (If used) Have you or your students encountered any challenges when using this technology?
If so, please describe.
- o How were or will these challenges be addressed?

15. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?
Yes No → If no, why not? (THEN SKIP TO Q16)

- e. Do you and/or your students use them in your classroom? Yes No
- f. (If not used either by Teachers *or* by Students) Why not?
- g. (If used), how are they being used?
- o For which type of activities do you use the Handheld Computers?
 - o Are the Handheld Computers being used with all students or subgroups of students?
 - o Please provide an example of how you use the Handheld Computers to help differentiate instruction.

Probe for evidence of true differentiation i.e., providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles

- h. (If used) Have you or your students encountered any challenges when using this technology?
If so, please describe.
- o How were or will these challenges be addressed?

16. Overall, what are the strengths of the Striving Readers?

- a. In your opinion, what factors are helping to facilitate the implementation of Striving Readers as defined by the model during this school year? At the school level? At the classroom level?

17. Overall, what challenges to implementing the Striving Readers initiative have you encountered during this school year?

- b. How might these challenges be addressed?

18. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits [New Schools]
English Language Arts (ELA) Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

- 1. Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**

- 2. We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**
 - a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?
 - b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why?

Probe and request examples:

- **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

Probe: If respondents mention differentiated instruction, probe for difference between true differentiation and small group instruction, i.e., providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles

- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example:Marzano’s vocabulary, Words their Way, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

- a. Do you use fluency snapshots and interest inventories to guide students’ selection of reading materials for their wide reading? Please provide examples.
- b. Are student reading levels used to help select appropriate materials? Please explain and provide examples.
- c. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student’s needs.

4. Does your school have Grade-Level Teams(“horizontal” teams consisting of staff across subject areas from the same grade)?

Yes No (IF NO, SKIP TOQ5)

- a. Are you all involved in these teams?
- b. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a Literacy Team (a “vertical” team focusing on literacy issues across grade levels)?

Yes No (IF NO, SKIP TO Q6)

- f. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q6)
- g. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like toknow more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

- a. In which setting(s) do you meet or collaborate with the LIT?
 - One-on-one meetings:
 - Grade-level team meetings:
 - Literacy team meetings:
- b. Do you collaborate with the LIT in scaffolding instruction (comprehension, vocabulary and fluency)? Please provide examples.

- c. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
 - o Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples (*Probe for examples of how instruction is differentiated*).
- d. Please describe other topics you discuss when meeting with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during classroom push-in sessions and AMP after-school lessons.
- e. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
 - o If yes, please describe.
 - o Why did these changes come about?
- f. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
 - o How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

- a. Do you meet with him/her? If so, how often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily
- b. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?
- c. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

- a. Which kinds of data are you using?
- b. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Team, other)
- c. For what purposes? Please describe and provide examples.
 - Probe & request examples:
 - o Plan for small group activities,
 - o Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
 - o Select appropriate materials at students' independent and instructional levels.

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

9. One of the components of Striving Readers is building your classroom libraries.

a. How do you use the classroom libraries?

Probe & request examples:

- For independent reading?
- For small group instruction?
- To support content area instruction?
- For read alouds?

b. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.

c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

d. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.

- o How have or will these challenges be addressed?

10. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q11)

a. Where are these Listening Centers located?

- In the classrooms only
- Outside of the classrooms only (e.g., computer lab)
 - o How accessible are they?
- Both

b. Do you use the Listening Centers? Yes No

c. (If not used) Why not?

d. (If used) How are you using them?

- o For which type of activities?
- o Are you using the Listening Centers with all students or subgroups of these students?
- o Please provide an example of how you use the Listening Centers to help differentiate instruction.

Probe for evidence of true differentiation per above definition.

e. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.

- o How were or will these challenges be addressed?

11. Do you have Media Centers (3 computers and 1 printer) in your classrooms)?

Yes No (IF NO SKIP TO Q12)

- a. Do you use the Media Centers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
- For which type of activities?
 - Are you using the Media Centers with all students or subgroups of these students?
 - Please provide an example of how you use the Media Centers to help differentiate instruction.
- Probe for evidence of true differentiation per above definition.*
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
- How were or will these challenges be addressed?

12. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q13)

- a. Do you and/or your students use them in your classroom? Yes No
- b. (If not used either by Teachers *or* by Students) Why not?
- c. (If used), how are they being used?
- For which type of activities do you use the Handheld Computers?
 - Are the Handheld Computers being used with all students or subgroups of students?
 - Please provide an example of how you use the Handheld Computers to help differentiate instruction.

Probe for evidence of true differentiation per above definition

- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
- How were or will these challenges be addressed?

13. Overall, what are the strengths of the Striving Readers?

- a. In your opinion, what factors are helping to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level? At the classroom level?

14. Overall, what challenges to implementing the Striving Readers initiative have you encountered during the current school year?

c. How might these challenges be addressed?

15. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits [New Schools]
Non-ELA Content Area Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **[Interviewer: please go around the room and ask participants to introduce themselves] Please introduce yourselves and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you taught this year.**

We would like to know more about the types of support that you have received this year to help you integrate literacy into other content area instruction.

2. **Have you met with any of the following literacy experts? How often? What did you discuss with them?**
 - a. Literacy Intervention Teacher?
 - b. Literacy Coach?
 - c. Striving Readers Coordinator?
 - d. Regular Language Arts teachers?
 - e. Other staff member(s)? Please specify: _____

3. Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction? Yes No

- e. If yes, when/what year did you start participating in this type of trainings?
- f. Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
- g. Which trainings were most useful and why? Which trainings were least useful and why?
- h. What areas or topics would you like to receive additional support or training in?

4. What other kinds of support are available to help non-literacy staff integrate literacy into your content area instruction?

5. What other kinds of support would you need to help you integrate literacy into your content area instruction?

The next few questions are about the extent and relative success of your efforts to integrate literacy as part of your content area instruction.

6. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)

7. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?

- c. If not, how have you approached integrating literacy in your classroom?
- d. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

Probe and request examples:

- **Striving Readers Instructional Frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

If respondents mention differentiated instruction, probe for difference between true differentiation and small group instruction, i.e., providing different content and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles

- **Core Comprehension Strategies** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano's vocabulary, Words their Way, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

8. **Does your school have text sets** developed and distributed by the Striving Readers program (*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently) with accompanying teacher guides?
- Yes No (IF NO SKIP TO Q9)
- b. Are the Striving Readers' text sets being used in the content area classrooms?
- Social Studies Not Used—why? Used—how? Don't Know
 - Science Not Used—why? Used—how? Don't Know

One of the components of Striving Readers is building your classroom libraries.

- d. How do you use the classroom libraries? To what extent do they support your efforts to integrate literacy into other content area instruction?

Probe & request examples:

- For content area?
 - For independent reading?
 - For small group instruction?
 - For read alouds?
- e. Do you use interest inventories to help students self select reading material and to guide your purchases?
- f. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

16. To what extent have you used technology to support your efforts to integrate literacy into other content area instruction?

- a. Please describe and provide examples. [*Probe: media centers (classroom computers and printers), listening centers, hand held computers*]
- b. Have there been any changes in the use of technology as compared to last year?
- c. Have you and/or the students encountered any challenges when using technology? If so, please describe.
- How were or will these challenges be addressed?

We would also like to know more about the factors facilitating or hindering the implementation of Striving Readers as it relates to the integration of literacy instruction into the other content areas.

17. In your opinion, what factors are helping to facilitate the implementation of Striving Readers as defined by the model? At the school level during the current school year?

14. Overall, what challenges to integrating literacy into the content areas have you encountered during the current school year?

- b. How might these challenges be addressed?

15. Is there anything else you would like to add?

Thank you for your time today.

CPS Striving Readers
Case Study – Spring 2010 School Visits [New Schools]
Literacy Intervention Teacher (LIT) Interview Protocol

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

- 1. How long have you been an LIT? If you were in this role last year, has your role as the Literacy Intervention Teacher (LIT) in the Striving Readers Initiative changed from last year?**
 - a. If so, how?

- 2. We would like to learn more about your collaboration with the District Coordinator.**
 - a. How often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily

 - b. What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?

 - c. Is there any additional support they could provide you with?

Next, I would like to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings.

3. Do you have one-on-one meetings with the teachers outside of instruction time?

Yes No (IF NO SKIP TO Q4)

a. When do you have these meetings?

____ Once a ____ Several ____ Once ____ Several ____ Daily or
month or less times a month a week times a week almost daily

b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately differentiated instruction during the classroom targeted intervention and/or after school classes. (*Interviewer: be sure respondent understands “differentiation” means, more than small group structures, refers to providing different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles*)

c. What topics are discussed in these meetings?

d. Do you discuss assessment data other types of student data (such as demographic data or behavioral records) in these meetings? If so, for what purposes

4. Does your school have Grade-Level Teams (“horizontal” teams consisting of staff across subject areas from the same grade)?

Yes No (IF NO, SKIP TO Q5)

a. Are you involved in these teams? Yes No (IF NO, SKIP TO Q5)

b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. [*If applicable*]: How does this function differ from that of the one-on-one meetings? (*Interviewer: be sure respondent understands “differentiation” means, more than small group structures, refers to providing different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles*)

c. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? [*If applicable*]: How does this differ from the use of data during one-on-one meetings?

5. Does your school have a Literacy Team (a “vertical” team focusing on literacy issues across grade levels)?

Yes No (IF NO, SKIP TO Q6)

- d. Are you involved in this team? Yes No (IF NO, SKIP TO Q6)
- e. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. *[If applicable]: How does this function differ from those of the one-on-one and Grade-Level Team meetings? (Interviewer: be sure respondent understands “differentiation” means, more than small group structures, refers to providing different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles)*
- f. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]: How does this differ from the use of data during one-on-one and Grade-Level Team meetings?*

6. Have you encountered any challenges in collaborating with classroom teachers one-on-one or as part of the team meetings?

- a. If so, how were or will these challenges be addressed?

7. I would like to know more about the targeted intervention and the work that you do with Tier 2 and Tier 3 students during the regular school day.

- h. Which grades do you work with? How many classes? For how long (e.g., length of targeted instruction, number of periods per week per class)?
- i. On average, how many kids are there in the targeted group per class?
- j. How do you determine the needs of your students that might impact on their literacy development?
- k. How do you develop appropriate instruction for them?
- l. What types of strategies, activities and resources do you use when you meet with your tier 2 & 3 students?
- o What types of student grouping do you use?
 - o What strategies do you use to differentiate instruction for students of different ability levels within this group? *(Interviewer: be sure respondent understands “differentiation” per above definition)*
- m. Have you encountered any challenges when working in the language arts classroom with Tier 2 and 3 students and/or their teachers this year? If so, please describe.
- o How were or will these challenges be addressed?
- n. Have there been any changes in the strategies, activities and resources that you use during these targeted intervention sessions, as compared to last year?
- o If yes, please describe.
 - o Why did these changes come about?

8. I would like to know more about the intensive intervention and the work that you do with Tier 3 students during the after school program.

- g. What is your role in the after school component of Striving Readers?
- h. Please describe the structure and content of the after school *Achieving Maximum Potential (AMP) programming for struggling readers*.
- i. Are you using the AMP intervention software during the afterschool program? Yes No
 - o (If not used) Why not?
 - o (If used) How is it being used?
 1. For which type of activities?
 2. Are you using it with all students or subgroups of students?
 - o (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
 - How were or will these challenges be addressed?
 - o (If used) In what ways, if any, has this technology improved instruction and student learning in language arts?
- j. What successes has the school had with the after school component of Striving Readers?
- k. What challenges has the school encountered with the after school component of Striving Readers?
 - o How were or will these challenges be addressed?
- l. Have there been any changes in the strategies, activities and resources that you use during the afterschool program, as compared to last year?
 - o If yes, please describe.
 - o Why did these changes come about?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

9. Do your teachers utilize the professional library in the school? If so, how?

10. In what ways are the classroom libraries being used by the teachers? For what types of activities?

- a. What is your role, if any, in helping teachers use their classroom libraries?

11. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q12)

e. Do you use the Listening Centers to support your role in providing differentiated instruction to struggling readers? (*Interviewer: be sure respondent understands “differentiation” per above definition*)

Yes No

f. (If not used) Why not?

g. (If used) How are you using them?

- For which type of activities?
- Are you using the Listening Centers with all struggling students or subgroups of these students?
- Please provide an example of how you use the Listening Centers to help differentiate instruction.

Probe for evidence of true differentiation per above definition.

h. (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.

- How were or will these challenges be addressed?

12. Does your school have Media Centers (3 computers and 1 printer in the classroom)? Yes No (IF NO SKIP TO Q13)

e. Do you use the Media Centers to support your role in providing differentiated instruction to struggling readers? (*Interviewer: be sure respondent understands “differentiation” per above definition*)

Yes No

f. (If not used) Why not?

g. (If used) How are you using them?

- For which type of activities?
- Are you using the Media Centers with all struggling students or subgroups of these students?
- Please provide an example of how you use the Media Centers to help differentiate instruction.

Probe for evidence of true differentiation per above definition.

h. Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.

- How were or will these challenges be addressed?

13. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q14)

g. Do you use the Handheld Computers to support your role in providing differentiated instruction to struggling readers? (*Interviewer: be sure respondent understands “differentiation” per above definition*)

Yes No

h. Do your students use the Palm Pilots/Handheld Computers? Yes No

i. (If not used either by LIT *or* by Students) Why not?

j. (If used) Are they being used during the afterschool program? Yes No

o If yes, how are they being used?

1. For which type of activities do you use the Handheld Computers?
2. Are the Handheld Computers being used with all struggling readers or subgroups of students?
3. Please provide an example of how you use the Handheld Computers to help differentiate instruction.

Probe for evidence of true differentiation per above definition

k. (If used) Are they being used as part of the targeted intervention during the regular school day? Yes No

o If yes, how are they being used?

- For which type of activities do you use the Handheld Computers?
- Are the Handheld Computers being used with all struggling readers or subgroups of students?
- Please provide an example of how you use the Handheld Computers to help differentiate instruction.

Probe for evidence of true differentiation per above definition

l. Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.

o How were or will these challenges be addressed?

14. Overall, what are the strengths of your school’s literacy curriculum?

a. In your opinion, what factors are helping to facilitate the implementation of Striving Readers as defined by the model? At the school level during the current school year? At the classroom level?

15. Overall, what challenges to implementing the Striving Readers initiative have you encountered during the current school year?

b. How might these challenges be addressed?

16. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2010 School Visits [New Schools]
Principal Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

1. How long have you been the principal in this building? [If more than one year] Has your role in the Striving Readers Initiative changed from last year?

a. If so, how?

2. Does your school have a Literacy Team? (Note for the interviewer: ensure that literacy team is understood as a “vertical” team focusing on literacy issues across grade levels)

Yes No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

- Principal Grade level teacher(s) Literacy Intervention Teacher
- Librarian(s) ELL/ESL Teacher(s)
- Special education teacher(s) Other: _____

b. How often does the Literacy Team meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

- c. What role does the Literacy Team play at your school?
- d. What role do you play in the Literacy Team?
- e. How does the team address the needs of struggling readers?

3. Does your school have Grade-Level Teams?(Note for the interviewer: ensure that grade level team is understood as a “horizontal” team consisting of staff across subject areas from the same grade.)

- Yes No (IF NO, SKIP TO Q4)
- a. Which of your staff are members of the Grade-Level Teams?
- b. How often do these teams meet?
 - Have not met Less than once per month Once per month
 - Biweekly Weekly Several times a week or more
- c. What role do these teams play at your school?
- d. How do these teams address the needs of struggling readers?

We would like to learn more about the use of assessment data and how that impacts instruction.

4. In what ways, if any, is your school using assessment data beyond mandated reporting to the district and state?

- a. Please describe and provide examples, including distinctions between how different teams or individuals use the data.
 - o Student placement in specific groups, programs, etc.
 - o Differentiating instruction (*i.e., more than small group structures, this refers to providing different content and/or instructional techniques specifically tailored to meet students’ individual educational needs and/or learning styles.*)
 - o Planning professional development
 - o Other
- b. By whom?
 - o Principal
 - o Literacy Team(s)
 - o Grade-Level Teams
 - o Other

5. Are any other types of data (e.g., demographic, behavioral) being used?

- a. By whom?
- b. For what purposes? Please describe and provide examples.

6. The AMP after school program is part of Striving Readers. We want to know more about your school’s use of this program.

- f. Do you feel that the AMP program is appropriate to the reading levels of the students who are currently participating? Are there any students in AMP who you feel should not be there? (Reading levels too high/too low?) Are there students who are *not* in AMP who should be?
- g. Are the LIT or other after-school teachers using the AMP activities and materials? Are they using any supplemental materials or strategies?
- h. Are students using the AMP software? Yes No
 - o If not, why not?
- i. What successes has the school had with implementing the AMP program strategies, including the use of the AMP software?
- j. What challenges has the school encountered with the AMP program and software?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

7. To what extent has the use of technology been integrated into literacy instruction?

- a. Please describe and provide examples. [*Probe: media centers (classroom computers and printers), listening centers, hand held computers*]
- b. Have there been any changes in the use of technology as compared to last year?
- c. Have the students and/or teachers encountered any challenges when using technology? If so, please describe.
 - o How were or will these challenges be addressed?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

8. Now I would like to ask about your school's efforts, if any, to integrate literacy into the content areas.

- a. Please describe your school's efforts, if any, to integrate literacy into the content areas.
- b. Does your school have text sets developed and distributed by the Striving Readers program (*i.e.*, collections of short books centered around specific content area themes, written at a variety of reading levels so students can access the books independently) with accompanying teacher guides?
 - Yes No
 - o If yes, are the Striving Readers text sets being used in the content area classrooms?
 - Social Studies Not Used—why? Used—how? Don't Know
 - Science Not Used—why? Used—how? Don't Know

- c. Do non-literacy staff participate in professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) Yes No
 - o If yes, who has received professional development? Please specify staff positions.
 - o What topics were covered?
- d. What other kinds of support are there to help non-literacy staff integrate literacy into their content areas?
- e. What are some of the challenges that these teachers are facing?
 - o How might these challenges be addressed?

Now we would like to know more about different types of support that your school has received for the implementation of Striving Readers.

9. Please describe your school's partnership with National-LouisUniversity and Donna Ogle.

- a. In what ways has her support been helpful to the implementation of Striving Readers?
- b. Is there any additional support she could provide you with?

10. What type of support has the District Coordinator provided to you and your school? Please describe.

- a. To what extent has his or her support been helpful for the implementation of Striving Readers? Please explain.
- b. Is there any additional support they could provide you with?

11. Has your role as instructional leader changed as a result of your participation in Striving Readers? If so, how?

12. Overall, what are the strengths of your school's literacy curriculum?

13. In your opinion, what factors are helping to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level? At the classroom level?

14. Overall, what challenges to implementing the Striving Readers initiative have you encountered during the current school year?

- a. How might these challenges be addressed?

15. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Appendix A-2: Year 3 Measures

This Appendix includes copies of the following surveys, instruments, and protocols used in the evaluation of the Chicago Striving Readers program:

- Surveys
 - Spring 2009 Literacy Improvement Survey for Teachers – Treatment Schools
 - Spring 2009 Survey of Literacy Intervention and AMP Teachers
 - Spring 2009 Literacy Improvement Survey for Librarians – Control Schools
 - Spring 2009 Literacy Improvement Survey for Content Area Teachers – Treatment Schools
 - Spring 2009 Literacy Improvement Survey for Teachers – Control Schools
 - Spring 2009 Literacy Improvement Survey for Librarians – Control Schools
 - Spring 2009 Literacy Improvement Survey for Content Area Teachers – Control Schools
- Interview Protocols:
 - Principal Interview Protocol – Treatment Schools
 - Principal Interview Protocol – Control Schools
 - Project Director Interview Protocol
 - Literacy Advisor Interview Protocol
 - School Coordinator Interview Protocol
 - District Technology Coordinator Interview Protocol
- Case Study
 - Observation Protocol
 - Self Contained Teachers Focus Group Protocols (Fall '08, Spring '09)
 - ELA Teachers Focus Group Protocols (Fall '08, Spring '09)
 - Non-ELA Teachers Focus Group Protocols (Fall '08, Spring '09)
 - LIT Interview Protocols (Fall '08, Spring '09)
 - Principal Interview Protocols (Fall '08, Spring '09)

Chicago Public Schools (CPS) Striving Readers Spring 2009 Literacy Improvement Survey for Teachers

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. Survey results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

49. What is your primary role or teaching assignment?

(Select the single best option.)

- If you are a Literacy Intervention Teacher (LIT), please select that role even if you also have other duties.
- If you teach English language arts as well as other subject area(s), please respond to the survey with your role as an ELA teacher in mind.)

- Literacy Intervention Teacher ([Link to LIT Survey](#))
- General education teacher (self-contained classroom teacher) ([Continue with LIST Q3](#))
- English language arts teacher ([Continue with LIST Q3](#))
- Teach English language arts *and* other academic subject areas ([Continue with LIST Q2](#))
- Teach other academic subjects *but not* English language arts ([Link to NonELA Survey](#))
- Bilingual/ELL teacher ([Continue with LIST Q3](#))
- Special education teacher ([Continue with LIST Q3](#))
- Librarian ([Link to librarian Survey](#))
- Reading specialist ([Continue with LIST Q3](#))
- Other (please specify): _____
 - Does this role include teaching of English language arts?
 - Yes ([Continue with LIST Q3](#))
 - No ([Jump to "Thank you for completing this survey!"](#))

50. What other subjects do you teach?

- o Math
- o Science
- o Social Studies/Humanities
- o Other (please specify) _____

Please answer the following questions with regard to your role in providing instruction in English language arts. This survey will take you about 45 minutes to complete (approximately 1 hour if you also teach the AMP after-school program). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

This part of the survey relates to general classroom instruction for *all* students (not only struggling readers).

Comprehensive Instruction

1. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of summarizing as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of questioning as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of predicting as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in using text structure (the organizational arrangements used to present information) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of visualization as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of inferring as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of metacognition (students select appropriate comprehension strategies) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for fluency instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do you use the following **grouping structures** in your classes?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups or Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Considering *your own instruction* (not that of the LIT or other instructors in your classroom), how often do you apply differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or for different individuals within groups, to address the unique learning needs of different students) in your classroom?

Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Purposeful Assessment

7. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Reading Benchmark Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Standards Achievement Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Inventory (BRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency Snapshots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling Inventories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data-Driven Instruction

8. Please indicate the *extent* to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Placing students in intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be taught or retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade-Level Teams

9. Do you currently have grade-level (horizontal) teams at your school?
- Yes
 - No (If no, skip to Question 15)

10. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the literacy needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalize lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students who are eligible for targeted interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify teaching and learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve classroom practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Literacy Teams

11. Do you currently have a (vertical) literacy team in place at your school?

- Yes
- No (If no, skip to Question 17)

12. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	Poor	Fair	Good	Excellent	Not Sure
Using assessment data to pinpoint the staff's professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials

13. For each of the materials listed below,

- Indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) <i>Frequency</i>						b) IF USED: <i>Rate your comfort level</i>				
	N/A (Do Not Have/Not Working)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Listening center (Classroom CD or cassette player, read-along audio books, playaways and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media center (classroom-based station with three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets (content related books of different reading levels, genres and subject themes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom. (check all that apply.)

Instructional goals that each material is used to support:	Materials					
	Listening centers ↓	Media centers ↓	Text sets ↓	Classroom library ↓	Vocabulary notebooks ↓	Textbooks ↓
Not Using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Writing Skills		<input type="checkbox"/>				
Word Parts		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Word Recognition		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Spelling		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Grammar		<input type="checkbox"/>			<input type="checkbox"/>	
To teach content themes			<input type="checkbox"/>			<input type="checkbox"/>
To develop students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To supplement students' textbook reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Teaching students to identify and use text structure			<input type="checkbox"/>			<input type="checkbox"/>
Teaching students to identify and use the organizational features of expository writing		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
To activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. For each of the materials listed below, please indicate which literacy instructional practices are supported by your use of that material in your classroom. (Please check all that apply.)

Materials	Not Using	Instructional Practices					
		Guided reading	Partner reading	Individual reading	Book club discussions	Differentiating instruction for struggling readers (Tiers 2 & 3)	Differentiating instruction for English language learners/special education students
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom. (Check all that apply)

Materials	Not Using	Grouping Strategies		
		Whole Class/ Large Group	Small Group/ Pairs	Individual Work
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Handheld Computers

17. a) Do you use handheld computers (Palm Pilots) to teach literacy?

- Yes (Skip to Question 20.)
- No

b) If you are NOT yet using handheld computers, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 28:

- I have not received the handheld computers.
- Some or all of the computers are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

18. Which grouping strategies do you support through the use of handheld computers (Palm Pilots) during literacy lessons? (Check all that apply)

- Whole class/ Large group
- Small group/pairs
- Individual work

19. How often do students use handheld computers (Palm Pilots) during literacy instruction in your classroom?

- Less than once a month
- 1-3 times a month
- 1-3 times a week
- 4-5 times a week

20. Rate how comfortable you are with using the Palm Pilotsto support your literacy instruction

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots)? (Check all that apply)
- Fluency
 - Vocabulary development
 - Developing students' reading comprehension strategies
 - Writing skills
 - Word parts
 - Word recognition
 - Spelling
 - Grammar
 - Locating information
 - Evaluating information
 - Synthesizing information
 - Organizing information
 - To develop students' self-directed learning
 - Teaching students to identify and use the organizational features of expository writing
 - To activate students' prior knowledge
22. Which of the following instructional activities and practices do you support with the use of handheld computers (Palm Pilots)? (Check all that apply)
- Monitoring distribution and completion of assignments
 - Assessing students' literacy skills
 - Monitoring students' progress
 - Differentiating instruction for struggling readers (Tiers 2 & 3)
 - Differentiating instruction for English language learners/special education students
 - Guided reading
 - Partner reading
 - Individual reading
 - Book club discussions

23. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers for literacy instruction.

- a) Indicate how frequently students in your class currently use each software application on the Palm Pilots during literacy instruction.
- b) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilot to support your literacy instruction.

Handheld Computer Software Applications	a) Frequency						b) IF USING: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
CPS ON-Demand (Safari Montage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flingit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PAAM management software application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application in your classroom. (Please check all that apply.)

Handheld Computer Software	Not Using	Instructional Objectives supported by this application							
		Fluency	Vocabulary Development	Reading Comprehension	Writing Skills	Word Parts	Word Recognition	Spelling	Grammar
CPS ON-Demand (Safari Montage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flingit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Library

25. Please check the ways that you use your classroom libraries. (Check all that apply)
- For content area instruction
 - For independent reading
 - For small group instruction
 - For read alouds
26. Do you use interest inventories to help students self select reading material?
- Yes
 - No
27. Do you use interest inventories to guide your purchases for the classroom library?
- Yes
 - No
28. Please indicate how true each of the following statements are about the organization of books in your classroom library.

My classroom library...	Not At All True	Slightly True	Somewhat True	Very True
...is easily accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...is well organized and in good shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a checkout system in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of reading materials that are appropriate for readers of differing abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of texts that appeal to readers with differing interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials grouped by genre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials clearly labeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has both nonfiction and fiction books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Library

29. How often do you take your class to the library?
- Never
 - Rarely (less than once a month)
 - Sometimes (at least once a month)
 - Often (at least once a week)
 - Almost daily or daily
30. To what extent do the library resources support the Striving Readers program?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
31. How does the librarian work with you? (Check all that apply.)
- The librarian does not work with me.
 - The librarian provides resources for class projects.
 - The librarian and I collaborate on how to supplement lessons with library resources.

Other (please specify): _____

32. To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
33. To what extent does the librarian consider students' *needs and reading abilities* when ordering books and other reading material with Striving Readers library funds?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
34. To what extent does the librarian consider students' *interests and motivation* when ordering books and other reading material with Striving Readers library funds?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
35. How does the librarian work with your students? (Check all that apply.)
- Does not work with my students.
 - Works with students on research skills.
 - Directs students to resources tied to curriculum.
 - Conducts read-alouds.
 - Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
 - Assists students with class projects.
 - Teaches students how to navigate Internet resources.
 - Guides struggling readers to summer programs.
 - Other (please specify): _____

Collaboration with LIT

36. How often do you meet or collaborate with the LIT in the following settings?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Scheduled one-on-one meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade-level (horizontal) team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy (vertical and horizontal) team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support *struggling readers* in your class?

Instructional methods	Extent to which collaboration with LIT facilitated use of methods			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Scaffolding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of the Whole-Part-Whole instructional model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using the media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using handheld computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Using text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using assessment data to monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?

Academic areas	Extent to which collaboration with LIT facilitated effective instruction			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Word recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reading/literacy in content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. Overall, how effective has the literacy intervention teacher (LIT) push-in been in improving the reading skills of struggling readers in your classroom?

- Not at all effective
- Minimally effective
- Somewhat effective
- Effective
- Very effective

Professional Development

40. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate:

- Whether you participated, and
- If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
AMP Intensive Intervention Program Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2008 Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology training (use of handhelds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training in LIT/ teacher collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. For each of the following topics, indicate:

- Whether you received professional development addressing this topic during the current year
- If so, rate the impact that professional development you received has had on your comfort with each teaching practice.

Teaching practices	Received PD?		If YES, what impact did the professional development have on your comfort with each teaching practice?			
	No	Yes	No Impact	Slight Impact	Moderate Impact	Major Impact
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the PRC2 model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. Please check the techniques in the list below for which you would like to receive more training. (Check all that apply)

- Marzano’s vocabulary
- KWL
- Word Study/word sorting
- Using PRC2 for fluency instruction.
- Using PRC2 for comprehension instruction.
- Using PRC2 for vocabulary development.
- Everybody Reads To (ERT)
- Exclusion Brainstorming
- List-Group-Label
- Predict-Locate-Add-Note (PLAN)
- ReQuest
- Interactive Notation System for Effective Reading and Thinking (INSERT)
- Read Aloud/Think Aloud
- ABC Graffiti
- Guided Reading and Summarizing Procedure (GRASP)
- Teaching**summarizing** as a comprehension strategy
- Teaching**questioning** as a comprehension strategy
- Teaching**predicting** as a comprehension strategy
- Teaching**text structure** as a comprehension strategy
- Teaching**visualization** as a comprehension strategy
- Teaching**inferring** as a comprehension strategy
- Teaching**metacognition** as a comprehension strategy

Struggling Readers: Extended Day (Afterschool) Intervention

43. Do you teach the Striving Readers (AMP) after-school program?
- Yes (Link to AMP questions)
 - No

About You [All types of respondents]

44. What is the name of your school?
[drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J

FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

45. At which grade level(s) are you teaching reading/English language arts this year (2008-09)? (Check all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12

46. In which of the following settings do you teach literacy? (Check all that apply)

- Self-contained
- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify): _____

47. How many years have you been teaching? [INSERT TEXTBOX]

48. How many years have you been teaching at this school? [INSERT TEXTBOX]

49. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools Striving Readers Spring 2009 Survey of Literacy Intervention and AMP Teachers

The following is a survey designed to gather your feedback on the push-in intervention and AMP after-school components of the Striving Readers program for Tier 2 and 3 students. It will take you approximately 60 minutes to complete (approximately 30 minutes for AMP-only teachers). Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Please answer the following questions with regard to your work with students in the Targeted intervention group (i.e., additional instruction in small group setting for Tier 2-3 students).

1. How often do you use the following **grouping structures** during the *push-in intervention with Tier 2 and 3 students*?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups/Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of summarizing as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of questioning as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of predicting as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in using text structure (the organizational arrangements used to present information) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of visualization as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of inferring as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of metacognition (students select appropriate comprehension strategies) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed a mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts					
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for vocabulary development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **During your work in the regular classroom with students in the Targeted intervention group** (Tier 2 and 3 students), how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work *with students in the Targeted intervention group*.

	Frequency of Meetings with Grade-Level Teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Grade 6 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. In which setting(s) do you meet or collaborate with ELA classroom teachers? (Check all that apply for each grade)

Settings for Meetings with Classroom Teachers	Grade 6	Grade 7	Grade 8
a. Scheduled one-on-one meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Grade-level team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Literacy leadership team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How often do you meet with **SIXTH-GRADE** classroom teachers to discuss implementing each of the following instructional methods *for students in the in-class Targeted Intervention group* (Tiers 2-3)?

Instructional methods and activities for Targeted Intervention	How often discussed with classroom teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of specific Striving Readers comprehension strategies for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using specific Striving Readers instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using specific Striving Readers instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using specific Striving Readers instructional techniques for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Discussing specific students' reading progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate the extent to which you use student assessment data for each of the following purposes related to your work *with students in the Targeted intervention group*?

Use of Data	Not at All	To some extent	To a moderate extent	To a large extent
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be retaught or retaught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Schoolwide Intervention Materials

7. Please use the table below to tell us about your use of various Striving Readers materials during your instruction of Tier 2 and 3 students *in the regular classroom*. Please rate the use of these materials only in reference to your *own* instructional activities; do not include those of the classroom teacher or other adults who may be assisting in the classrooms you serve.

For each of the materials listed below,

- Indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) <i>Frequency</i>						b) <i>IF USING:</i> <i>Please rate your comfort level</i>				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Listening centers (Classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets (content related books of different reading levels, genres and subject themes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Handheld Computers During Targeted Intervention Instruction

8. a) Do you use handheld computers (Palm Pilots) to teach literacy during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*?
- Yes (Skip to Question 9.)
 - No
- b) If you are NOT yet using handheld computers, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 15:
- I have not received the handheld computers.
 - Some or all of the computers are not working properly.
 - Some or all of the necessary software applications have not been installed on the computers.
 - I have not received sufficient professional development to feel comfortable using them.
 - Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
 - They are being used primarily for whole class instruction.
 - I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
 - Other (please specify): _____
9. Which grouping strategies do you support through the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*? (Check all that apply)
- Whole class/ Large group
 - Small group/pairs
 - Individual work
10. How often do your students use handheld computers (Palm Pilots) during *Targeted Intervention* instruction of Tier 2 and 3 students *in the regular classroom*?
- Less than once a month
 - 1-3 times a month
 - 1-3 times a week
 - 4-5 times a week
11. Rate how comfortable you are with using the Palm Pilot to support your literacy instruction *during targeted intervention instruction*.

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction? (Check all that apply)
- Fluency
 - Vocabulary development
 - Developing students' reading comprehension strategies
 - Writing skills
 - Word parts
 - Word recognition
 - Spelling
 - Grammar
 - Organizing information
 - Locating information
 - Evaluating information
 - Synthesizing information
 - Demonstrate knowledge of key concepts
 - To develop students' self-directed learning
 - Teaching students to identify and use the organizational features of expository writing
 - To activate students' prior knowledge
13. Which instructional methods do you support with the use of handheld computers (Palm Pilots) during *Targeted Intervention* instruction? (Check all that apply)
- Monitoring distribution and completion of assignments
 - Assessing students' literacy skills
 - Monitoring students' progress
 - Differentiating instruction
 - Teaching comprehension strategies
 - Using comprehension techniques
 - Guided reading
 - Partner reading
 - Individual reading
 - Book club discussions

14. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers during your *Targeted Intervention* instruction of Tier 2 and 3 students in the regular classroom.

- a) Indicate how frequently your Tier 2-3 students currently use each software application on the Palm Pilots during literacy instruction.
- b) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	a) Frequency						b) IF USING: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
CPS ON-Demand (Safari Montage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flingit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ViewPoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PAAM management software application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go Manage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application during your *Targeted Intervention* instruction of Tier 2 and 3 students. (Please check all that apply.)

Handheld Computer Software	Not Using	Instructional Objectives supported by this application							
		Vocabulary Development	Fluency	Reading Comprehension	Writing Skills	Word parts	Word recognition	Spelling	Grammar
CPS ON-Demand (Safari Montage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flingit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After-School Program Section

The following section of the survey is designed to gather your feedback on the AMP after-school program for Tier 3 students. It will take you approximately 15 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Please answer the following questions with regard to your work with students in the AMP after-school program.

Grouping Structure

1. How often do you use the following **grouping structures** in the after-school class?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups/Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program Participants

2. Do you feel that the AMP after-school program is appropriate to the reading levels of the students who are currently participating?
- Not at all appropriate
 - Somewhat appropriate
 - Very appropriate (Skip to Q17)

16b. Please indicate the proportion of your AMP students for whom the following statements are true.

	All or almost all students	Most students	About half	A few students	Hardly any students
These students should not be in the AMP class because their reading levels are too high .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
These students should not be in the AMP class because their reading levels are too low .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Are there students who are *not* in the after-school program who should be?
- Yes – Please explain: _____
 - No

4. Please rate the proportion of your students for whom you think the following statements about the AMP after-school program are true.

The AMP after-school program is...	All or almost all students	Most students	About half	A few students	Hardly any students
a. engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. relevant to their interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. motivating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. appropriate to their literacy needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. appropriate to their learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of AMP Software

5. How comfortable are you with the after-school Achieving Maximum Potential (AMP) software program for struggling readers?
- Not comfortable
 - Somewhat comfortable
 - Moderately comfortable
 - Extremely comfortable
6. How frequently do you use the Achieving Maximum Potential (AMP) software for struggling readers in the after-school program?
- Never
 - Less than once a month (Skip to Q21)
 - 1-3 times a month (Skip to Q21)
 - 1-3 times a week (Skip to Q21)
 - 4-5 times a week (Skip to Q21)
 - Multiple times a day (Skip to Q21)

14b. If you said that you “never” use the AMP software, please indicate why by checking the appropriate responses below. (Check all that apply)

- I do not have computers in the classroom where I teach AMP.
- The AMP software is not installed on my computers.
- The computers in the classroom where I teach AMP are not working.
- I do not believe that the AMP software is effective at building students’ literacy skills.
- I do not know how to use the AMP software.
- The AMP software is not appropriate to the reading levels of the students who are currently participating
- Other (Please specify) _____

Instructional Practices

7. How often do you use the following practices or materials with Tier 3 students *in the AMP after-school program* to help them increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of summarizing as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of questioning as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of predicting as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in using text structure (the organizational arrangements used to present information) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of visualization as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of inferring as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of metacognition (students select appropriate comprehension strategies) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)					
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed a mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How often do you use the following practices or materials with Tier 3 students *in the AMP after-school program* to help them build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts					
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How often do you use the following practices or materials with Tier 3 students *in the AMP after-school program* to help them develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for fluency instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. During your work with Tier 3 students *in the AMP after-school program*, how often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Assessment Data

11. Please indicate the extent to which you use student assessment data for each of the following purposes *within the AMP after-school program*.

Use of Assessment Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be retaught or retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work *with students in the AMP after-school program*?

	Frequency of Meetings with Grade-Level Teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Grade 6 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8 teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall (consider all the teachers that you work with regardless of the grade level they teach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. How often do you meet with **SIXTH-GRADE** classroom teachers to discuss implementing each of the following instructional methods *with students in the AMP after-school program*?

Instructional methods and activities for AMP program	How often discussed with classroom teachers				
	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of AMP materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using specific AMP and Striving Readers instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using specific AMP and Striving Readers instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using specific AMP and Striving Readers instructional techniques for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Discussing specific students' reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Coordinating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Handheld Computers in the AMP After-School Program

22. a) Do you use handheld computers (Palm Pilots) to teach literacy *during the AMP class*?

- Yes (Skip to Question 26.)
- No

b) If you are NOT yet using handheld computers *during the AMP class*, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 32:

- The computers have not been made available for the AMP classes.
- The computers and associated software do not integrate well with the AMP program.
- Some or all of the computers are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

23. Which grouping strategies do you support through the use of handheld computers (Palm Pilots) *during the AMP class*? (Check all that apply)

- Whole class/ Large group
- Small group/pairs
- Individual work

24. How often do your Tier 3 students use handheld computers (Palm Pilots) *during the AMP class*?

- Less than once a month
- 1-3 times a month
- 1-3 times a week
- 4-5 times a week

25. Rate how comfortable you are with using the Palm Pilot to support your literacy instruction *during the AMP class*.

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) *during the AMP class*? (Check all that apply)

- Fluency
- Vocabulary development
- Developing students' reading comprehension strategies
- Writing skills
- Word parts
- Word recognition
- Spelling

- Grammar
 - Locating information
 - Evaluating information
 - Synthesizing information
 - Organizing information
 - To develop students' self-directed learning
 - Teaching students to identify and use the organizational features of expository writing
 - To activate students' prior knowledge
27. Which of the following instructional activities and practices do you support with the use of handheld computers (Palm Pilots) *during the AMP class?* (Check all that apply)
- Monitoring distribution and completion of assignments
 - Assessing students' literacy skills
 - Monitoring students' progress
 - Differentiating instruction
 - Teaching comprehension strategies
 - Using comprehension techniques
 - Guided reading
 - Partner reading
 - Individual reading
 - Book club discussions

28. In the table below, please indicate your frequency and comfort of use of each software application when using the handheld computers *during the AMP class*.

- a) Indicate how frequently your Tier 3 students currently use each software application on the Palm Pilots during AMP.
- b) For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

Handheld Computer Software Applications	a) Frequency						b) IF USING: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
CPS ON-Demand (Safari Montage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flingit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PAAM management software application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GoManage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. For each of the handheld computer software applications listed below, please indicate which literacy instructional objectives are supported by your use of that application during your instruction of Tier 3 students *during AMP classes*. (Please check all that apply.)

Handheld Computer Software	Not Using	Instructional Objectives supported by this application							
		Vocabulary Development	Fluency	Reading Comprehension	Writing Skills	Word parts	Word recognition	Spelling	Grammar
CPS ON-Demand (Safari Montage).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iKWL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freewrite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PiCo Maps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet Reciprocal Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flingit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Viewpoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sketchy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MS Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slideshow to Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cells	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respondent Information

30. What is your position? General Education Teacher Bilingual/ELL teacher Special education teacher LIT Reading Specialist Other (Please Specify: _____)

31. What subject(s) do you teach? (Check all that apply)
 All subjects
 Literacy/Reading/English language arts
 Mathematics
 Science
 Social studies
 Other: (Please Specify: _____)

32. At which grade level(s) are you teaching *reading*? this year (2008-09)? (Check all that apply):
 K 1 2 3 4 5 6 7 8 9 10 11 12

33. What is the name of your school?
 [drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

34. How many years have you been teaching? [INSERT TEXTBOX]

35. How many years have you been teaching at this school? [INSERT TEXTBOX]

36. How many years have you been teaching reading? [INSERT TEXTBOX]

Chicago Public Schools Striving Readers Spring 2009 Librarian Survey

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 15 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. Do you currently work as a full-time or part-time librarian?

- Full-time
- Part-time

2. Have you been endorsed as a librarian?

- Yes
- No

3. Are there any other librarians on staff?

- Yes If yes, how many? _____
- No

4. Are there any library aides on staff?

- Yes If yes, how many? _____
- No

5. How long have you been a librarian? ____

6. How long have you been a librarian at this school? ____

Please answer the following questions about the library schedule and access.

7. a) Please use the tables below to indicate the library hours during the school year .

Weekday Hours

Time of Day	<i>Number of hours open each day during the school year</i>				
	Mon.	Tues.	Wed.	Thurs.	Fri.
Before school:	_____	_____	_____	_____	_____
During school:	_____	_____	_____	_____	_____
After school:	_____	_____	_____	_____	_____
Evenings (after 5:00):	_____	_____	_____	_____	_____

Weekend Hours

Time of Day	<i>Number of hours open each day during the school year</i>	
	Sat.	Sun.
Daytime Hours:	_____	_____
Evenings (after 5:00):	_____	_____

b) Students can come to the library:

- Only with their class
- On their own, if they have a pass
- On their own, without a pass

c) Do students or teachers need to schedule a visit to come to the library...

...to come as a class?

- Yes
- No

...for students to come on their own?

- Yes
- No
- Not Applicable

...for teachers to come on their own?

- Yes
- No
- Not Applicable

8. To what extent do the library resources support the Striving Readers program?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent

9. How has your school used the funds provided through the Striving Readers program to supplement school library resources? Briefly describe materials and resources acquired through these funds in the space provided.

8. Please use the table below to describe the nature of your collaboration with the school literacy team, grade level teams, individual teachers and your work with students during assigned library time. For each activity listed,

a) in the first column indicate whether this is part of your responsibilities.

b) If it is, indicate in the remaining columns which groups you collaborate with directly in support of that activity.

Responsibilities:	a) Is this part of your responsibility?	b) IF YES: Check which groups you collaborate with in fulfilling this responsibility:			
		Grade Level Teams	Literacy Team	Individual teachers	Working directly with students
Participating in collaborative decision-making about student literacy	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and maintain high quality materials for recreational reading	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a middle-grade area in the library	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer struggling readers to summer programs that support literacy skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop summer reading activities for struggling readers who do not attend summer school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct read-alouds	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct literature circles	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct book clubs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct students to resources tied to the curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify resources for class projects	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify resources to supplement classroom lessons	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach students how to navigate Internet resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction on using print information resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction on using electronic information resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach students research skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. For each of the following professional development sessions, please indicate:

a. Whether you participated, and

b. If so, how useful the session was in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was (were) these session(s) in helping you fulfill your responsibilities to the Striving Readers program?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
2008 Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sessions during literacy team meetings such as study groups, literacy week, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate courses at National-Louis University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Librarian workshops through National-Louis University/CPS department of libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology training: use of handhelds and software application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. As a librarian, what do you need to better support the literacy needs of middle grade students?

12. What do you need to improve collaboration with classroom teachers?

About You

13. What is the name of your school? [drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

Thank you for your time.

CPS Striving Readers Non-ELA Content Area Teachers LIST Section

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 30 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. When, if at all, did you start integrating literacy into your content area instruction?
 - This year
 - Last school year
 - Before Striving Readers began
 - I do not integrate literacy instruction into my content area. (Skip to Question 6)

Comprehensive Instruction

2. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of summarizing as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of questioning as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of predicting as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in using text structure (the organizational arrangements used to present information) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of visualization as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of inferring as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of metacognition (students select appropriate comprehension strategies) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction (Leading students from 'Modeled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')					
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts					
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the PRC2 for fluency instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play ays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate how often (if at all) you have met with each of the following literacy experts during the current school year.

Meetings with Literacy Experts	NA (Do not have)	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Literacy Intervention Teacher		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead Literacy Teacher/Literacy Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Team Members		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Striving Readers Coordinator (district-based staff)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular ELA teachers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate how often (if at all) you discussed each of the following topics with any of the above literacy experts during the current school year.

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of Striving Readers text sets and text sets teacher guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of technology resources: desktop computers, handhelds- palms, LCD projector, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use of PRC2 instructional framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using specific Striving Readers instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
g. Using specific Striving Readers instructional techniques for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Using specific Striving Readers instructional techniques for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Specific students' reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grouping Structure

8. How often do you use the following **grouping structures** in your classes?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials [Hide Qs 9-11 if response to Q1 = “I do not integrate literacy”]

9. For the following school-wide intervention materials:

- Indicate how frequently you currently use the materials to teach literacy through your subject area.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) Frequency						b) IF USED: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Text sets – Text sets teacher guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening centers (Classroom CD or cassette player, read-along audio books, playaways and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handheld computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom when teaching literacy through your content area. (Check all that apply)

Materials	Not Using	Grouping Strategies		
		Whole Class/ Large Group	Small Group/ Pairs	Individual Work
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets and Text sets teacher guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handheld computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Text Sets and Text Sets Teacher Guides

11. a) Do you use text sets (informational reading and listening materials at different levels and with varied text structures and organizational features that offer perspectives on a theme) to teach reading or literacy?

- Yes (SKIP to Question 12)
- No

b) If you are NOT yet using text sets, please indicate why you are not using them below (Check all that apply)

- They have not been made available to me
- The reading level is not appropriate for my students.
- The content is not relevant/interesting to my students
- I did not receive text sets for the topics that we are covering in my class
- I have texts sets, but not the text sets teacher guides
- Other (specify): **Professional Development in Literacy Instructional Practices**

12. For each of the following literacy teaching practices, indicate:

a. Did you receive professional development through the Striving Readers program during the current school year?

If so:

b. Please indicate whether you are using this practice as part of your content area instruction, and

c. Rate your comfort implementing each teaching practice within your content area instruction.

Literacy based teaching practices	a) Received PD?		IF YES:						
			b) Using as part of content instruction?		c) Rate your comfort level				
	No	Yes	No	Yes	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using formal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using informal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the PRC2 model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Please check the techniques in the list below for which you would like to receive more training.
(Check all that apply)

- Marzano’s vocabulary
- KWL
- Word Study/word sorting
- Using PRC2 for fluency instruction.
- Using PRC2 for comprehension instruction.
- Using PRC2 for vocabulary development.
- Everybody Reads To (ERT)
- Exclusion Brainstorming
- List-Group-Label
- Predict-Locate-Add-Note (PLAN)
- ReQuest
- Interactive Notation System for Effective Reading and Thinking (INSERT)
- Read Aloud/Think Aloud
- ABC Graffiti
- Guided Reading and Summarizing Procedure (GRASP)
- Teaching**summarizing** as a comprehension strategy
- Teaching**questioning** as a comprehension strategy
- Teaching**predicting** as a comprehension strategy
- Teaching**text structure** as a comprehension strategy
- Teaching**visualization** as a comprehension strategy
- Teaching**inferring** as a comprehension strategy
- Teaching**metacognition** as a comprehension strategy

Respondent Information

14. At which grade level(s) are you teaching this year (2008-09)? (Check all that apply):

- K 1 2 3 4 5 6 7 8 9 10 11 12

15. What is the name of your school? [drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR

FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

16. How many years have you been teaching? [INSERT TEXTBOX]

17. How many years have you been teaching at this school? [INSERT TEXTBOX]

18. How many years have you been teaching in your subject area? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools (CPS) Striving Readers Spring 2009 Literacy Improvement Survey for Teachers – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. Survey results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. What is your primary role or teaching assignment?

(Select the single best option.)

- If you teach English language arts as well as other subject area(s), please respond to the survey with your role as an ELA teacher in mind.)
 - General education teacher (self-contained classroom teacher) (Continue with LIST Q3)
 - English language arts teacher (Continue with LIST Q3)
 - Teach English language arts *and* other academic subject areas (Continue with LIST Q2)
 - Teach other academic subjects *but not* English language arts (Link to NonELA Survey)
 - Bilingual/ELL teacher (Continue with LIST Q3)
 - Special education teacher (Continue with LIST Q3)
 - Librarian (Link to librarian Survey)
 - Reading specialist (Continue with LIST Q3)
 - Other (please specify): _____
 - Does this role include teaching of English language arts?
 - Yes (Continue with LIST Q3)
 - No (Jump to "Thank you for completing this survey!")

2. What other subjects do you teach?

- Math
- Science
- Social Studies/Humanities
- Other (please specify) _____

Please answer the following questions with regard to your role in providing instruction in English language arts. This survey will take you about 45 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

This part of the survey relates to general classroom instruction for *all* students (not only struggling readers).

Comprehensive Instruction

3. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of summarizing as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of questioning as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of predicting as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in using text structure (the organizational arrangements used to present information) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of visualization as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of inferring as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of metacognition (students select appropriate comprehension strategies) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students' comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading to enhance comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
instruction						

4. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of partner reading to enhance vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of partner reading to enhance fluency instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How often do you use the following **grouping structures** in your classes?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups or Pairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Considering *your own instruction* (not that of other instructors in your classroom), how often do you apply differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or for different individuals within groups, to address the unique learning needs of different students) in your classroom?

Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Purposeful Assessment

9. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Reading Benchmark Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Standards Achievement Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Inventory (BRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency Snapshots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling Inventories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data-Driven Instruction

10. Please indicate the *extent* to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Placing students in intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be taught or retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade-Level Teams

11. Do you currently have grade-level (horizontal) teams at your school?
- Yes
 - No (If no, skip to Question 15)

12. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the literacy needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Address the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalize lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students who are eligible for targeted interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify teaching and learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve classroom practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Literacy Teams

13. Do you currently have a (vertical) literacy team in place at your school?

- Yes
- No (If no, skip to Question 17)

14. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	Poor	Fair	Good	Excellent	Not Sure
Using assessment data to pinpoint the staff's professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials

15. For each of the materials listed below,

- Indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) <i>Frequency</i>						b) IF USED: <i>Rate your comfort level</i>				
	N/A (Do Not Have/Not Working)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Listening center (Classroom CD or cassette player, read-along audio books, Playaways and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media center (classroom-based station with three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets (content related books of different reading levels, genres and subject themes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other informational texts (other than text sets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom. (check all that apply.)

Instructional goals that each material is used to support:	Materials					
	Listening centers ↓	Media centers ↓	Text sets ↓	Classroom library ↓	Vocabulary notebooks ↓	Textbooks ↓
Not Using	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Writing Skills		<input type="checkbox"/>				
Word Parts		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Word Recognition		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Spelling		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Grammar		<input type="checkbox"/>			<input type="checkbox"/>	
To teach content themes			<input type="checkbox"/>			<input type="checkbox"/>
To develop students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To supplement students' textbook reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Teaching students to identify and use text structure			<input type="checkbox"/>			<input type="checkbox"/>
Teaching students to identify and use the organizational features of expository writing		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
To activate students' prior knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. For each of the materials listed below, please indicate which literacy instructional practices are supported by your use of that material in your classroom. (Please check all that apply.)

Materials	Not Using	Instructional Practices					
		Guided reading	Partner reading	Individual reading	Book club discussions	Differentiating instruction for struggling readers	Differentiating instruction for English language learners/special education students
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom. (Check all that apply)

Materials	Not Using	Grouping Strategies		
		Whole Class/ Large Group	Small Group/ Pairs	Individual Work
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Classroom Computers for Literacy Instruction

19. a) Do you use classroom computers (desktop, laptop, or handheld computers) to teach literacy?

- Yes (Skip to Question 20.)
- No

b) If you are NOT yet using computers to teach literacy, please indicate why you are not using them below (Check all that apply) and then SKIP to Question 28:

- I do not have computers available for my students to use.
- I have computers but some or all of them are not working properly.
- Some or all of the necessary software applications have not been installed on the computers.
- I have not received sufficient professional development to feel comfortable using them.
- There are not enough computers for every student and I do not like to have some students use them while others can not.
- I do not feel that they offer sufficient added benefit compared to traditional media (e.g. print, paper and pencil) to be worth the trouble.
- Other (please specify): _____

20. Which grouping strategies do you support through the use of classroom computers during literacy lessons? (Check all that apply)

- Whole class/ Large group
- Small group/pairs
- Individual work

21. How often do students use classroom computers during literacy instruction in your classroom?

- Less than once a month
- 1-3 times a month
- 1-3 times a week
- 4-5 times a week

22. Rate how comfortable you are with using classroom computers to support your literacy instruction

1 Not at all Comfortable	2	3	4	5 Very Comfortable
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Which specific academic foci or instructional objectives do you support with the use of classroom computers ? (Check all that apply)

- Fluency
- Vocabulary development
- Developing students' reading comprehension strategies
- Writing skills
- Word parts
- Word recognition
- Spelling
- Grammar
- Locating information
- Evaluating information
- Synthesizing information
- Organizing information
- To teach content themes
- To develop students' self-directed learning
- Teaching students to identify and use the organizational features of expository writing
- To activate students' prior knowledge

24. Which of the following instructional activities and practices do you support with the use of classroom computers ? (Check all that apply)

- Monitoring distribution and completion of assignments
- Assessing students' literacy skills
- Monitoring students' progress
- Differentiating instruction for struggling readers
- Differentiating instruction for English language learners/special education students
- Guided reading
- Partner reading
- Individual reading
- Book club discussions

Classroom Library

25. Please check the ways that you use your classroom libraries. (Check all that apply)

- For content area instruction
- For independent reading
- For small group instruction
- For read alouds
- I do not have a classroom library

26. Do you use interest inventories to help students self select reading material?

- Yes
- No

27. Do you use interest inventories to guide your purchases for the classroom library?

- Yes
- No

28. Please indicate how true each of the following statements are about the organization of books in your classroom library.

My classroom library...	Not At All True	Slightly True	Somewhat True	Very True
...is easily accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...is well organized and in good shape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has a checkout system in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of reading materials that are appropriate for readers of differing abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...includes a variety of texts that appeal to readers with differing interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials grouped by genre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has reading materials clearly labeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...has both nonfiction and fiction books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Library

29. How often do you take your class to the library?

- Never
- Rarely (less than once a month)
- Sometimes (at least once a month)
- Often (at least once a week)
- Almost daily or daily

30. To what extent do the library resources support your school's literacy program?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

31. How does the librarian work with you? (Check all that apply.)
- The librarian does not work with me.
 - The librarian provides resources for class projects.
 - The librarian and I collaborate on how to supplement lessons with library resources.
 - Other (please specify): _____
32. To what extent does the librarian consult with classroom teachers to order reading materials that are grade level and content appropriate?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
33. To what extent does the librarian consider students' *needs and reading abilities* when ordering books and other reading material?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
34. To what extent does the librarian consider students' *interests and motivation* when ordering books and other reading material?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent
 - Don't know
35. How does the librarian work with your students? (Check all that apply.)
- Does not work with my students.
 - Works with students on research skills.
 - Directs students to resources tied to curriculum.
 - Conducts read-alouds.
 - Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
 - Assists students with class projects.
 - Teaches students how to navigate Internet resources.
 - Guides struggling readers to summer programs.
 - Other (please specify): _____

Collaboration with Literacy Support Staff

36. Does your school have a literacy enrichment specialist such as a Reading Specialist or Literacy Coach?
- Yes
Please indicate this person's title: _____
- No (Skip to Question 38)

37. How often do you meet or collaborate with the literacy enrichment specialist in the following settings?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Scheduled one-on-one meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade-level (horizontal) team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy (vertical and horizontal) team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. To what extent has your collaboration with the literacy enrichment specialist facilitated your efforts to use the following methods to support *struggling readers* in your class?

Instructional methods	Extent to which collaboration with the literacy enrichment specialist facilitated use of these methods			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Scaffolding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using the media center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using classroom computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Using assessment data to monitor student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. To what extent has your collaboration with the literacy enrichment specialist facilitated your ability to provide effective instruction in the following areas for struggling readers?

Academic areas	Extent to which collaboration with the literacy enrichment specialist facilitated effective instruction			
	Not at all	To a small extent	To a moderate extent	To a large extent
a. Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Word parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Word recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Reading/literacy in content areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40. Overall, how effective has the the literacy enrichment specialist been in improving the reading skills of struggling readers in your classroom?

- Not at all effective
- Minimally effective
- Somewhat effective
- Effective
- Very effective

Professional Development

41. For each of the following topics, indicate:

- Whether you received professional development addressing this topic during the current year
- If so, rate the impact that professional development you received has had on your comfort with each teaching practice.

Teaching practices	Received PD?		If YES, what impact did the professional development have on your comfort with each teaching practice?			
	No	Yes	No Impact	Slight Impact	Moderate Impact	Major Impact
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students’ self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner-reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Struggling Readers: Extended Day (Afterschool) Intervention

42. Does your school currently offer afterschool programming specifically targeting struggling readers?
- Yes
 - No (If no, skip to Question 42.)
43. How many of your current students are involved in the afterschool program?
- None (If none, skip to Question 42.)
 - 1 to 3
 - 4 to 6
 - 7 to 9
 - 10 or more
44. Overall, how effective has the afterschool component been in improving the literacy abilities of struggling readers?
- Not at all effective
 - Minimally effective
 - Somewhat effective
 - Effective
 - Very effective
 - Don't Know

About You [All types of respondents]

45. What is the name of your school?
[drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEYPARK	WALSH
MIRELES	WHISTLER

46. At which grade level(s) are you teaching reading/English language arts this year (2008-09)? (Check all that apply):

- K 1 2 3 4 5 6 7 8 9 10 11 12

47. In which of the following settings do you teach literacy? (Check all that apply)

- Self-contained

- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify): _____

48. How many years have you been teaching? [INSERT TEXTBOX]

49. How many years have you been teaching at this school? [INSERT TEXTBOX]

50. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools Striving Readers Spring 2009 Librarian Survey – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school's literacy program. It will take you approximately 15 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. Do you currently work as a full-time or part-time librarian?

- Full-time
- Part-time

2. Have you been endorsed as a librarian?

- Yes
- No

3. Are there any other librarians on staff?

- Yes If yes, how many? _____
- No

4. Are there any library aides on staff?

- Yes If yes, how many? _____
- No

5. How long have you been a librarian? _____

6. How long have you been a librarian at this school? _____

Please answer the following questions about the library schedule and access.

7. a) Please use the tables below to indicate the library hours during the school year .

Weekday Hours

Time of Day	<i>Number of hours open each day during the school year</i>				
	Mon.	Tues.	Wed.	Thurs.	Fri.
Before school:	_____	_____	_____	_____	_____
During school:	_____	_____	_____	_____	_____
After school:	_____	_____	_____	_____	_____
Evenings (after 5:00):	_____	_____	_____	_____	_____

Weekend Hours

Time of Day	<i>Number of hours open each day during the school year</i>	
	Sat.	Sun.
Daytime Hours:	_____	_____
Evenings (after 5:00):	_____	_____

b) Students can come to the library:

- Only with their class
- On their own, if they have a pass
- On their own, without a pass

c) Do students or teachers need to schedule a visit to come to the library...

...to come as a class?

- Yes
- No

...for students to come on their own?

- Yes
- No
- Not Applicable

...for teachers to come on their own?

- Yes
- No
- Not Applicable

8. To what extent do the library resources support your school's literacy curriculums?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent

9. Please use the table below to describe the nature of your collaboration with the school literacy team, grade level teams, individual teachers and your work with students during assigned library time. For each activity listed,
- in the first column indicate whether this is part of your responsibilities.
 - If it is, indicate in the remaining columns which groups you collaborate with directly in support of that activity.

Responsibilities:	a) Is this part of your responsibility?	b) IF YES: Check which groups you collaborate with in fulfilling this responsibility:			
		Grade Level Teams	Literacy Team	Individual teachers	Working directly with students
Participate in collaborative decision-making about student literacy	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and maintain high quality materials for recreational reading	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a middle-grade area in the library	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refer struggling readers to summer programs that support literacy skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop summer reading activities for struggling readers who do not attend summer school	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct read-alouds	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct literature circles	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan and conduct book clubs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct students to resources tied to the curriculum	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify resources for class projects	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify resources to supplement classroom lessons	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach students how to navigate Internet resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction on using print information resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instruction on using electronic information resources	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teach students research skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. As a librarian, what do you need to better support the literacy needs of middle grade students?

10. What do you need to improve collaboration with classroom teachers?

About You

11. What is the name of your school? [drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEYPARK	WALSH
MIRELES	WHISTLER

Thank you for your time.

CPS Striving Readers Non-ELA Content Area Teachers LIST Section – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school’s literacy program. It will take you approximately 30 minutes to complete. Results will be reported in the aggregate only; we will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

1. When, if at all, did you start integrating literacy into your content area instruction?
 - This year
 - Last school year
 - Two or more years ago
 - I do not integrate literacy instruction into my content area. (Skip to Question 6)

Comprehensive Instruction

2. How often do you use the following practices to help students increase reading comprehension?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in use of summarizing as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of questioning as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of predicting as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in using text structure (the organizational arrangements used to present information) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of visualization as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of inferring as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in use of metacognition (students select appropriate comprehension strategies) as a comprehension strategy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring students’ comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using differentiated instruction (using different instructional methods, modalities, materials, etc. for different groups or individuals to address unique learning needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction (Leading students from 'Modeled instruction' to 'Shared instruction' to 'Guided practice' and finally 'Students' independent practice')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading to enhance comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you use the following practices to help students build their vocabulary knowledge?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Explicit instruction in vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling the use of word parts	<input type="checkbox"/>					
Review of vocabulary words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of partner reading to enhance vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How often do you use the following practices to help students develop fluency?

Use of Instructional Practices	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Teacher read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher interactive read aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shared reading (students and teacher take turns in reading)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modeling reading for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit instruction in guided oral reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focusing instruction on proper and meaningful phrasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of partner reading to enhance fluency instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students listen to audio books, play-aways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of the <i>gradual release of responsibility</i> model for fluency instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do you use the following techniques to help students develop better reading strategies and skills?

Techniques	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate how often (if at all) you have met with each of the following literacy experts during the current school year.

Meetings with Literacy Experts	NA (Do not have)	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Lead Literacy Teacher/Literacy Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Team Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular ELA teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Please indicate how often (if at all) you discussed each of the following topics with any of the above literacy experts during the current school year.

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
a. Differentiated instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student groupings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Use of text sets (content related books of different reading levels, genres and subject themes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use of technology resources: desktop computers, classroom computers/laptops, LCD projector, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Use of the partner-reading instructional technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How to use specific instructional techniques for comprehension instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How to use specific instructional techniques for vocabulary instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Topics with a Literacy Expert	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
h. How to use specific instructional techniques for fluency instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Specific students' reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using student assessment data for instructional planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grouping Structure

8. How often do you use the following **grouping structures** in your classes?

Grouping Structures	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Whole class/Large group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-wide Intervention Materials [*Hide Qs 9-11 if response to Q1 = “I do not integrate literacy”*]

9. For the following school-wide intervention materials:

- Indicate how frequently you currently use the materials to teach literacy through your subject area.
- For those that you are using, rate how comfortable you are with using these materials to support student learning in language arts.

Materials	a) Frequency						b) IF USED: Rate your comfort level				
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (classroom-based station with three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening centers (Classroom CD or cassette player, read-along audio books, playaways and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom when teaching literacy through your content area. (Check all that apply)

Materials	Not Using	Grouping Strategies		
		Whole Class/ Large Group	Small Group/ Pairs	Individual Work
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets and Text sets teacher guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Text Sets and Text Sets Teacher Guides

11. a) Do you use text sets (informational reading and listening materials at different levels and with varied text structures and organizational features that offer perspectives on a theme) to teach reading or literacy?

- Yes (SKIP to Question 12)
- No

b) If you are NOT yet using text sets, please indicate why you are not using them below (Check all that apply)

- They have not been made available to me
 - The reading level is not appropriate for my students.
 - The content is not relevant/interesting to my students
 - I did not receive text sets for the topics that we are covering in my class
 - Other (specify):
-

Professional Development in Literacy Instructional Practices

12. For each of the following literacy teaching practices, indicate:

- a. Did you receive professional development on this topic during the current school year?
If so:
- b. Please indicate whether you are using this practice as part of your content area instruction, and
- c. Rate your comfort implementing each teaching practice within your content area instruction.

Literacy based teaching practices	a) Received PD?		IF YES:						
			b) Using as part of content instruction?		c) Rate your comfort level				
	No	Yes	No	Yes	1 Not at all Comfortable	2	3	4	5 Very Comfortable
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using formal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using informal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using classroom computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner-reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Respondent Information

13. At which grade level(s) are you teaching this year (2008-09)? (Check all that apply):

K 1 2 3 4 5 6 7 8 9 10 11 12

14. What is the name of your school? [drop down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
DUBOIS	PULLMAN
DVORAK S	SCHILLER
EMMET	SEXTON
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEYPARK	WALSH
MIRELES	WHISTLER

15. How many years have you been teaching? [INSERT TEXTBOX]

16. How many years have you been teaching at this school? [INSERT TEXTBOX]

17. How many years have you been teaching in your subject area? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS-Striving Readers for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in the previous item. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Your Name: _____ Email: _____

Thank you for completing this survey!

SPRING 2009 DISTRICT-WIDE PRINCIPAL INTERVIEW TREATMENT SCHOOLS

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are surveying and interviewing staff both from schools that are using the Striving Readers curriculum, and those from a comparison sample of schools that are not using Striving Readers. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, most of the questions will be short-answer; however, please feel free to comment on any questions that you would like to. You will also have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Has your role in the Striving Readers Initiative changed since last year?

- Yes
- No (SKIP TO Q2)

a. If so, how?

Literacy Leadership Teams

2. Does your school have a Literacy Team?

- Yes
- No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

- Principal Grade level teacher(s) Literacy Intervention Teacher
- Librarian(s) Lead Literacy Teacher ELL/ESL Teacher(s)
- Special education teacher(s) Other: _____

b. How often does the Literacy Team meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the literacy team's performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of individual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing school wide needs (grades 6-8) included in SIPAAA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data and or student work to drive instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting vertical and horizontal teacher collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. Does your school have grade level teams?

- Yes
- No (IF NO, Skip to Q4)

a. Which of your staff are members of the grade level teams?

- Principal
- ELA teacher(s) Content area teachers Literacy Intervention Teacher
- Lead Literacy Teacher ELL/ESL Teacher(s) Special education teacher(s)
- Librarian(s) Other: _____

b. How often do the grade level teams meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the grade level team's performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to establish vertical and horizontal literacy goals by grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

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Use of Assessment Data

We would like to learn more about the use of assessment data and how that impacts instruction.

4. In what ways, if any, is your school using student assessment data beyond mandated reporting to the district and state? For each of they uses of assessment data listed below, please indicate:

- a. the extent to which student assessment data in your school are used for each purpose.; and,
- b. for those uses to which assessment data are being applied, which individuals or groups are using the data in this way.

Is student assessment data used for this purpose?	a) To what extent?				b) IF USED for this purpose: By whom?				
	Not at all	To a small extent	To a moderate extent	To a large extent	Principal (beyond involvement in the Literacy Team)	Literacy Team	ELA Teachers (beyond involvement in the Literacy Team)	Literacy Intervention Teacher (beyond involvement in the Literacy Team)	Other:
Screening students' ability levels for placement in intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Identifying trends in fluency and comprehension abilities across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Identifying trends in vocabulary knowledge across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Planning on-site professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

Comments:

AMP After-School Literacy Program

5. Overall, how appropriate would you say that the AMP after-school program is to the reading levels and needs of the students who are currently participating?

- Not at all appropriate
- Somewhat appropriate
- Appropriate
- Very appropriate (Skip to Q6)

6. Overall, how effective has the AMP after-school component been in improving the literacy abilities of struggling readers?

Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<u>Comments:</u>

Integration of Literacy Instruction in Content Areas

7. We would like to know more about your school's efforts to integrate literacy into the content areas.

To what extent do non-literacy teachers integrate literacy into the content areas?	To what extent?			
	Not at all	To a small extent	To a moderate extent	To a large extent
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Through the Striving Readers program, all participating schools received a series of text sets (*i.e.*, sets of non-fiction reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes) with accompanying teacher guides.

Are these text sets being used in the content area classrooms in each subject?

Social Studies

- Yes
 No
 Don't Know

If YES: How are they used?

If NO: Why not? [*Probe:* distribution problems, teachers' access, alignment with curriculum]

Science

- Yes
 No
 Don't Know

If YES: How are they used?

If NO: Why not? [*Probe:* distribution problems, teachers' access, alignment with curriculum]

Mathematics

- Yes
 No
 Don't Know

If YES: How are they used?

If NO: Why not? [*Probe:* distribution problems, teachers' access, alignment with curriculum]

9. Have staff at your school other than ELA teachers been attending professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers)

Yes

No

If YES:

Who has received professional development? Please specify staff positions:
--

In what topics did they receive training? (check all that apply)

<input type="checkbox"/> Building academic vocabulary	<input type="checkbox"/> Supporting students' self-directed learning
<input type="checkbox"/> Using classroom libraries	<input type="checkbox"/> Using before, during, and after reading strategies
<input type="checkbox"/> Creating literacy-rich classroom environments	<input type="checkbox"/> Using formal assessments to guide instruction
<input type="checkbox"/> Differentiating instruction	<input type="checkbox"/> Using informal assessments to guide instruction
<input type="checkbox"/> Direct vocabulary instruction	<input type="checkbox"/> Using classroom computers
<input type="checkbox"/> Incorporating text sets in your instruction	<input type="checkbox"/> Using literacy-based software
<input type="checkbox"/> Increasing student motivation	<input type="checkbox"/> Using partner-reading
<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Other: _____	

If NO:

Why haven't they been participating?

Who provided this training? (Check all that apply)

In-house staff. Please specify:

District experts. Please specify: _____

Outside consultants (e.g., literacy experts, universities, organizations). Please specify: _____

Has any of your staff taken any courses towards their Masters or English language arts endorsement in NationalLouisUniversity as part of Striving Readers?

Yes (Who, when)

No

Technology

13. For each of the following technology resources, please indicate:

a. if your teachers are using this resource to teach literacy

b. for those resources your teachers are *not* using, please indicate why (Check all that apply)

Resources	Using?		If NO, why not? (Check all that apply)					
	Yes	No	<i>not working properly</i>	software applications have not been installed	Students do not have sufficient access to the resources	<i>teachers</i> do not feel comfortable using the technology	I do not feel that they offer sufficient added benefit compared to traditional media	Other (please specify):
Media Centers (classroom-based station with computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Handheld Computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

14. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.

Resources	NA	Extent integrated		
		Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers (classroom-based station with desktop computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handheld Computers (Palm Pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Overall, how well is technology integrated into the literacy curriculum? Would you say it is:

- Not at all integrated Somewhat integrated Thoroughly integrated

Comments:

21. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

- No impact Some impact Moderate impact Large impact

Please explain your rating:

Professional Development

22. Have you participated in Striving Readers professional development related to literacy this school year or last summer?

- Yes
 No (SKIP TO Q17)

23. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate:

- Whether you participated, and
- If so, how useful the session(s) was (were) in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
Monthly Principals Meetings (Leaders Seminars)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2008 Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On site training during literacy team meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based Striving Readers professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Perceptions of the Literacy Curriculum

24. Overall, what are the strengths of your school’s literacy curriculum?

25. Overall, what are the challenges to your school’s literacy curriculum?

26. What does your school need to better support literacy instruction?

27. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

SPRING 2009 DISTRICT-WIDE PRINCIPAL INTERVIEW CONTROL SCHOOLS

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are surveying and interviewing staff both from schools that are using the Striving Readers curriculum, and those from a comparison sample of schools that are not using Striving Readers. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, most of the questions will be short-answer; however, please feel free to comment on any questions that you would like to. You will also have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Has your role in supporting the literacy instruction that takes place at your school changed since last year?

- Yes
- No (SKIP TO Q2)
- a. If so, how?

Literacy Leadership Teams

2. Does your school have a Literacy Team?

- Yes
- No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

- Are you a member? Grade level teacher(s) Reading Specialist
- Librarian(s) Lead Literacy Teacher ELL/ESL Teacher(s)
- Special education teacher(s) Other: _____

b. How often does the Literacy Team meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the literacy team's performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of individual teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing school wide needs (grades 6-8) included in SIPAAA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data and or student work to drive instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting vertical and horizontal teacher collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

3. Does your school have grade level teams?

- Yes
- No (IF NO, Skip to Q4)

a. Which of your staff are members of the grade level teams?

- Are you a member?
- ELA teacher(s) Content area teachers Reading Specialist
- Lead Literacy Teacher ELL/ESL Teacher(s) Special education teacher(s)
- Librarian(s) Other:

b. How often do the grade level teams meet?

- Has not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

c. Overall, rate the quality of the grade level team's performance in the following areas.

	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment data to establish vertical and horizontal literacy goals by grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

No comments.

Use of Assessment Data

We would like to learn more about the use of assessment data and how that impacts instruction.

4. In what ways, if any, is your school using student assessment data beyond mandated reporting to the district and state? For each of the uses of assessment data listed below, please indicate:

- a. the extent to which student assessment data in your school are used for each purpose; and,
- b. for those uses to which assessment data are being applied, which individuals or groups are using the data in this way.

Is student assessment data used for this purpose?	a) To what extent?				b) IF USED for this purpose: By whom?				
	Not at all	To a small extent	To a moderate extent	To a large extent	Principal (beyond involvement in Literacy Team)	Literacy Team	ELA Teachers (beyond involvement in Literacy Team)	Reading Specialist (beyond involvement in Literacy Team)	Other:
Screening students' ability levels for placement in intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Identifying trends in fluency and comprehension abilities across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Identifying trends in vocabulary knowledge across groups of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Planning on-site professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
<u>Comments:</u>									

After-School Literacy Program

5. a) Does your school have an onsite, after-school intervention program?

- Yes,
- No(Skip to Q8)

b) Who is the afterschool program targeting?

- Struggling Readers Only
- Students at or Above Grade Level (Skip to Q8)
- All Students, including struggling readers

c) What criteria are used to determine students' eligibility for the after-school literacy program?

[Probe: test scores (specific cut-offs?); other literacy assessments (specify type and cut-off criteria); teacher referrals; etc.]

Criteria:

6. a) Overall, how appropriate would you say that the after-school program is to the reading levels and needs of the students who are currently participating?

- Not at all appropriate
- Somewhat appropriate
- Appropriate
- Very appropriate

7. Overall, how effective has the after-school literacy program been in improving the literacy abilities of struggling readers?

Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Integration of Literacy Instruction in Content Areas

8. We would like to know more about your school's efforts to integrate literacy into the content areas.

To what extent do non-literacy teachers integrate literacy into the content areas?	To what extent?			
	Not at all	To a small extent	To a moderate extent	To a large extent
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you use text sets (*i.e.*, sets of non-fiction reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes) and their accompanying teacher guides?

Are these text sets being used in the content area classrooms in each subject?

Social Studies

- Yes
 No
 Don't Know

If YES: How are they used?

If NO: Why not? [*Probe:* distribution problems, teachers' access, alignment with curriculum]

Science

- Yes
 No
 Don't Know

If YES: How are they used?

If NO: Why not? [*Probe:* distribution problems, teachers' access, alignment with curriculum]

Mathematics

- Yes
 No
 Don't Know

If YES: How are they used?

If NO: Why not? [*Probe:* distribution problems, teachers' access, alignment with curriculum]

Technology

10. For each of the following technology resources, please indicate:

a. if your teachers are using this resource to teach literacy

b. for those resources your teachers are *not* using, please indicate why (Check all that apply)

Resources	Using?		If NO, why not? (Check all that apply)						
	Yes	No	We do not have	Not working properly	software applications have not been installed	Students do not have sufficient access to the resources	<i>teachers</i> do not feel comfortable using the technology	I do not feel that they offer sufficient added benefit compared to traditional media	Other (please specify):
Media Centers (classroom-based station with computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Laptop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

11. For each of the following technology resources that your teachers *are* using to teach literacy, please indicate to what *extent* that technology resource is integrated into the literacy curriculum.

Resources	NA	Extent integrated		
		Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers (classroom-based station with desktop computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening Centers (Classroom CD or cassette player, read-along audio books and headphones)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laptop computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Smart Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Overall, how well is technology integrated into the literacy curriculum? Would you say it is:

Not at all integrated Somewhat integrated Thoroughly integrated

<u>Comments:</u>

13. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

No impact Some impact Moderate impact Large impact

Please explain your rating:

Professional Development

14. Has any literacy-related professional development been made available for staff at your school during this school year or last summer?

Yes
 No (Skip to Question 17)

If YES:

On what topics was training provided? (check all that apply)

<input type="checkbox"/> <input type="checkbox"/> Building academic vocabulary	<input type="checkbox"/> <input type="checkbox"/> Supporting students' self-directed learning
<input type="checkbox"/> <input type="checkbox"/> Using classroom libraries	<input type="checkbox"/> <input type="checkbox"/> Using before, during, and after reading strategies
<input type="checkbox"/> <input type="checkbox"/> Creating literacy-rich classroom environments	<input type="checkbox"/> <input type="checkbox"/> Using formal assessments to guide instruction
<input type="checkbox"/> <input type="checkbox"/> Differentiating instruction	<input type="checkbox"/> <input type="checkbox"/> Using informal assessments to guide instruction
<input type="checkbox"/> <input type="checkbox"/> Direct vocabulary instruction	<input type="checkbox"/> <input type="checkbox"/> Using classroom computers
<input type="checkbox"/> <input type="checkbox"/> Incorporating text sets in your instruction	<input type="checkbox"/> <input type="checkbox"/> Using literacy-based software
<input type="checkbox"/> <input type="checkbox"/> Increasing student motivation	<input type="checkbox"/> <input type="checkbox"/> Using partner-reading
<input type="checkbox"/> <input type="checkbox"/> Other: _____	
<input type="checkbox"/> <input type="checkbox"/> Other: _____	
<input type="checkbox"/> <input type="checkbox"/> Other: _____	

Who provided this training? (Check all that apply)

- In-house staff. Please specify: _____
- District experts. Please specify: _____
- Outside consultants (e.g., literacy experts, universities, organizations). Please specify: _____

15. [IF NOT MENTIONED IN RESPONSE TO ABOVE]: Have you participated in professional development related to literacy this school year or last summer?

- Yes
- No (SKIP TO Q17)

If yes, please describe:
[prompt: topics, who conducted training, who participated]

16. [IF NOT MENTIONED IN RESPONSE TO ABOVE]: Have any *non-literacy* staff at your school been attending professional development related to literacy this school year or last summer? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers)

- Yes

Who has received professional development? Please specify staff positions:

What topics were covered?
Same as above

- No

Why haven't they been participating?

Perceptions of the Literacy Curriculum

17. Overall, what are the strengths of your school's literacy curriculum?

18. Overall, what are the challenges to your school's literacy curriculum?

19. What does your school need to better support literacy instruction?

20. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Project Director Interview Protocol

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and am one of the members of the Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about 75 minutes. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

- 1. What is your role as the Project Director of the Striving Readers program?**
 - a. Have your responsibilities changed during the past three years? If so, how?
 - b. **What is your role in monitoring program implementation?**
 - c. What other responsibilities do you have (separate from Striving Readers)? Has the extent or type of these responsibilities changed over time? How do these responsibilities impact your ability to fulfill your role in SR?

- 2. Please describe your work with the following key Striving Readers staff.** Has your work with these staff changed over time? If so, how?
 - a. District coordinators.
 - How do you communicate with them?
 - How often do you meet with each coordinator individually? As a group?
 - How do you determine individual responsibilities on the project?
 - Describe how you ensure accountability for the coordinators accountable?
 - What types of support do you provide to district coordinators?
 - b. Senior Literacy Consultant
 - How do you communicate with her?
 - How often do you meet with her?
 - What is the nature of the collaboration?
 - c. District Reading and Language Manager
 - How do you communicate with him or her?
 - How often do you meet with her?
 - What is the nature of the collaboration?
 - d. Individual schools.
 - How often do you visit the schools?
 - With whom do you meet (e.g., principals, LITs, teachers, students, librarian, tech coordinator, other)?
 - What is the nature of the collaboration?
 - Do you conduct observations of instruction?
 - Have you had sufficient opportunity to follow up on these visits to the extent you would like?

- 3. How do you anticipate that the recent district-level changes, such as the restructuring of the district or new or newly expanded initiatives, will affect implementation of SR and the program as a whole?** (*Probes: district staffing changes; restructuring from Office of Literacy to Office of*

Reading and Language Arts; citywide expansion of SCRMA and associated changes in literacy materials)

4. **Describe the support you receive from the district for this program.**
 - a. Has the support changed over time? If so, how?
5. **How have *school-based* changes and/or restructuring affected program implementation?** (Probe for: changes in school administrations, changes from self-contained to departmentalized structure.)
 - a. How are district SR leadership adapting to these changes?
6. **To what extent has the district SR leadership been able to convey expectations of accountability for program implementation? How has this been accomplished?**
 - Have recent district-level changes affected this process?
 - What impediments, if any, have been encountered to establishing accountability?
 - To what extent do you believe that *school* administrators are communicating these expectations and holding their staff accountable?
7. **We would like to learn more about the District-Level Team’s use of data to inform project management.** In what ways, if any, does the district-level team use the following types of data to inform project management? (Probe for: rubrics, surveys, implementation/evaluation data, professional development, assessment, and other, data.)
 - a. Has the team used these data to make adjustments to address implementation challenges? Please provide examples.
8. **Now I would like to ask some questions about the professional development plan for Year 3 (SY 2008-09).**
 - a. Did you personally facilitate professional development activities during year 3? If so, how did this fit into the overall PD plan for SR?
 - b. Considering the overall PD plan for Year 3, in what ways, if any, was professional development differentiated for different schools and different staff?
 - c. Have there been any changes over time? If so, why?
 - d. How many new teachers were in Striving Readers schools in Year 3? Were they offered specific professional development opportunities (or will they be in Yr 4)?
 - e. What were the successes of the professional development activities of Year 3?
 - f. What challenges did you encounter with the implementation of professional development activities in Year 3? How were these challenges addressed?
9. **In what ways has the Chicago Striving Readers program used each of the following types of technology as a tool to help improve differentiated literacy instruction for readers at all levels?** What have been the successes and challenges of these efforts? To what extent have schools succeeded in using these technologies to support differentiated instruction?
 - Classroom media centers⁵
 - Listening centers⁶
 - Handheld computers (Palm Pilots)

⁵3 computers and a printer

⁶students access models of fluency, record and listen to themselves reading, and listen to audio books

- 10. To what extent has program implementation expanded into upper grades and into other subject areas in the past year?** Please describe factors facilitating or hindering this process. *(Probes: role of SR text sets, PD for grade 7 and 8 teachers and for non-literacy staff, variations among schools)*
- 11. Describe the major successes of the Striving Readers program in Year 3 (SY 2008-2009). When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
- 12. What are some of the challenges that have been encountered in Year 3 (SY 2008-2009)? When possible, please differentiate between the blended model, the targeted intervention, and the intensive intervention.**
 - a. How have these challenges been addressed or how will they be addressed in Year 4?
- 13. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

Literacy Consultant Interview Protocol

Interviewee Name:	Donna Ogle	Interviewee Title:	
Date:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____; I am one of the members of the Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as Senior Literacy Advisor of the Striving Readers program?

- a. Have your responsibilities changed during the past three years? If so, how?
- b. Describe your role in project-level components of Striving Readers (Probe for:
participation in summer institutes;
participation in Saturday seminars;
coordination of coursework with National-Louis University;
establishing goals and identifying and addressing challenges to meeting them).
Have these roles changed during the past three years? If so, how?

2. Please describe your work with the following key Striving Readers staff.

- a. Project director.
 - How do you communicate with her?
 - How often do you meet with her?
 - What is the nature of the collaboration?
 - If at all, how does your work with the Project Director strengthen project leadership?
- b. District coordinators.
 - How do you communicate with them?
 - How often do you meet with them?
 - What is the nature of the collaboration?
- c. Individual schools.
 - How often, if at all, do you visit the schools?
 - How often, if at all, do you work directly with the principals of the schools?
 - With whom else do you meet (e.g., teachers, students, librarian, tech coordinator, other)?
 - Do you conduct observations of instruction?
 - What is the nature of the collaboration?

3. We would like to learn more about the District-Level Team's use of data to inform project management. In what ways, if any, does the district-level team use the following types of data to inform project management? (Probe for: rubrics, surveys, implementation/evaluation data, professional development, assessment, and other, data.)

- a. Has the team used these data to make adjustments to address implementation challenges? Please provide examples.

4. **How do you anticipate that the recent district-level changes, such as the restructuring of the district or newly expanded initiatives, affected your relationship with the district staff and/or your work on the Striving Readers program? How have they affected program implementation?***(Probes: district staffing changes; restructuring from Office of Literacy to Office of Reading and Language Arts; citywide expansion of SCRMA; shift from self-contained to departmental structure in the six through eighth grades.)*
5. **In its first two years, the SR program made substantial progress in increasing the amount of small group instruction that takes place in literacy classes. What progress do you feel the project has now made in moving beyond small group instruction into authentic use of differentiated instruction? What successes and challenges have been encountered in these efforts during Year 3?**
6. **Describe the major successes of the Striving Readers program in Year 3 (SY 2008-2009). When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**
 - a. Do you feel that the program is reaching maturity? How do you think “maturity” should be defined?
7. **What are some of the challenges that have been encountered in Year 3 (SY 2008-2009)?**
 - a. How were these challenges addressed last year and how will they be addressed in year 4?
8. **What do the schools need to better support literacy instruction?**
9. **Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?**

School Coordinator Interview Protocol

Interviewee Name:		Date:	
Interviewer:		Start Time:	End Time:

Introduction: I'm _____ and am one of the interviewers with the Chicago Public Schools Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about one hour. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as a District Coordinator of the Striving Readers Program?

- a. Have your responsibilities changed over time? If so, how?
- b. What training have you received to help you execute these responsibilities?

2. Please describe how you work with the individual schools.

- a. How often do you visit each school?
- b. With whom do you primarily work? What is the nature of your collaboration? Has your work with the following stakeholders changed over time? If so, how?
 - School administration
 - Teachers
 - Literacy Intervention Teacher
 - Students
 - Librarian
 - School technology coordinator
 - Other?

3. To what extent (and in what ways) do you communicate SR expectations to school administrators and teachers and ensure accountability for the implementation of Striving Readers? (*Probes: focus is as much on how they define the expectations as on how they communicate them. How do they monitor program implementation at the school level? The classroom level?*)

- a.

4. Describe the support you receive from the district for this program.

- a. Has the support changed over time? If so, how?
- b. Do you have other non-SR competing priorities? If so, how do they affect your SR work?

5. What supports do you provide to the school? (*Probes: support of data collection and analysis processes; collaboration with LITs; role in school literacy team meetings; what types of on-site PD do you offer and to whom?*)

6. How do you anticipate that recent district-level changes, such as the restructuring of the district or new or newly expanded initiatives, might affect the SR program? (*Probes: district staffing changes; restructuring from Office of Literacy to Office of Reading and Language Arts; citywide expansion of SCRMA and associated changes in literacy materials*)

7. How have school-based changes and/or restructuring affected program implementation at the school level? On the program as a whole? (*Probe: changes in school administrations, changes from self-contained to departmentalized structure*)

- 8. We would like to learn more about the leadership team responsible for implementation of Striving Readers at the district level.**
- a. Who comprises this district-level team?
 - b. How often do you meet with other District Coordinators? With the Project Director? With the Literacy consultant [Donna Ogle]?
 - c. What is the nature of this collaboration?
 - What topics do you discuss?
 - How does the district-level team respond to challenges to implementation of the Striving Readers program? Please provide some examples.

- 9. What types of data, if any, do you and/or the district team use to inform your work? (Probe for: implementation, professional development, student assessment, evaluation data)**

- a. Please explain how and for what purposes you use each type of data.

Next, we would like to know more about this year's implementation of SR in grades 7 and 8, in non-ELA classrooms, and in schools of different sizes.

- 10. To what extent is SR being implemented in the seventh and eighth grades?**

- a. Does this vary by school and/or teacher? Please describe factors facilitating and/or hindering this process.
- b. Has the expansion of the SCRMA initiative affected the extent of implementation?

- 11. To what extent are non-literacy teachers integrating literacy instruction into their content areas as part of the Striving Readers program?**

- a. Does this vary by school and/or teacher? Please describe factors facilitating and/or hindering this process.
- b. Has the expansion of the SCRMA initiative affected the extent of integration?

- 12. Have you observed any differences in program implementation between smaller and larger schools in each of the following areas:**

- a. Work of the LIT (e.g., grade-levels with which they work, intensity, collaboration with teachers)
- b. Availability of staffing such as literacy coaches, librarian or technology coordinator
- c. Structures such as grade-level teams and/or literacy team
- d. Intersection between SCRMA initiative and Striving Readers
- e. Other

- 13. What have been the major successes and challenges in utilizing technology to improve differentiated literacy instruction? (Probe: availability of hardware, software, teacher comfort level; use to support differentiated instruction, not just small group instruction.)**

- a. Handheld Computers (Palm Pilots)
- b. Media Centers
- c. Listening Centers

- 14. Describe the major successes of the Striving Readers program in Year 3. When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.**

- a. What district-level, school-level and classroom-level factors facilitate the implementation and success of the program at each of these levels?

15. What are some of the challenges that have been encountered in Year 3? When possible, please differentiate between the blended model, the targeted intervention and the intensive intervention.

a. How have these challenges been addressed or how will they be addressed in year 4?

16. What do the schools need to better support literacy instruction?

17. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?

Technology Coordinator Interview Protocol

Interviewee Name:		Title:	
Interviewer:		Date:	
		Start Time:	
		End Time:	

Introduction: I'm _____; I am one of the members of the CPS Striving Readers evaluation team at Metis. We are interviewing members of the SR district leadership team to learn more about the program; this interview will take about one hour. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. What is your role as [Technology Coordinator/Technology Consultant] of the Striving Readers program?

- a. Have your responsibilities changed over time? If so, how?
- b. How does your role relate to that of the other Technology Co-Coordinator [Rob Residori/Lamarr Wilson]? Please describe how you work together.

2. Please describe the technology support provided to individual schools.

- a. How often do you visit each school?
- b. Who do you primarily work with? What is the nature of your collaboration?
 - Principals
 - Teachers
 - Students
 - Librarian
 - School technology coordinator
 - Other?
- c. Apart from your own services, do the schools receive any other technology-focused support?
- d. Are different levels of support provided for schools that previously had no technology?

3. Do you differentiate your school support and or professional development services?

- a. If yes, at what level (e.g., individual, staff type, grade, cluster, focus area)?
- b. How do you determine school or teacher needs?
- c. Has the shift from a self-contained to a departmentalized structure in the six through eighth grades impacted how you provide technology support?
- d. How many new teachers were in Striving Readers schools in Year 3? Were they offered specific professional development opportunities (or will they be in Yr 4)?

4. Describe the support you receive from the district for this program.

- a. Has the support changed since over time? If so, how?

5. In what ways is the Chicago Striving Readers program using Handheld computers (Palm Pilots) as a tool to help improve differentiated literacy instruction for the following groups of students? Please respond to each of the questions below and indicate how the status differs for each of the following groups:

- Whole class/blended instruction model (all students)
- In-class targeted intervention for Tier 2 and 3 students
- After-school Intensive intervention for Tier 3 students

For each of the above groups (where applicable)...

[Probe for each: What have been the successes and challenges of these efforts? How have these successes and challenges changed over time? Provide examples.]

- a. To what extent are Palms used specifically to implement SR frameworks, strategies and instructional methods?
[Probe: How are students using them (e.g. completing projects)? How are teachers using them (e.g. designing lessons, reviewing student work, assessment)?]
- b. To what extent are Palms used to monitor student performance or teacher effectiveness in literacy instruction? Please describe these processes.
- c. What evidence is there that use of the Palms increases student motivation and engagement in these activities?
- d. What evidence is there that use of the Palms improves student learning?
- e. What evidence is there of teachers' and/or LITs' preparedness and comfort level using the Palms for these activities? What specific factors facilitate or hinder staff's use of the Palms?
- f. What evidence is there of school level administrative support for use of the Palms? What form does this support take, where it exists?

6. What is the status of the following features of the Palm Pilots?

- a. Teachers and students uploading their usage data to the server. How is this feature being used to further augment literacy instruction?
- b. Automatically syncing Palms with desktop computer
- c. Using the palms for wireless internet access for teachers and students
- d. Designing more usable literacy based lesson plans that integrate handhelds or desktops in small group instruction

7. In what ways is the Chicago Striving Readers program currently using each of the following additional types of technology as a tool to help improve differentiated literacy instruction for readers at all levels? [Probe: If/how other technologies are used to monitor student performance or teacher effectiveness in literacy instruction.] What have been the successes and challenges of these efforts? How have these changed over time?

- Classroom media centers⁷
- Listening centers⁸

8. What does the Striving Readers program need to better support the use of technology to improve literacy instruction?

9. Is there anything else you would like to add regarding the program or literacy activities for struggling readers in the district?

⁷3 computers and a printer

⁸students access models of fluency, record and listen to themselves reading, and listen to audio books

Observation Protocol Form(from Excel)

Instructions:

The Observation data will be submitted to Metis Associates in this Excel database, which has been pre-formatted for each section of the Observation protocol (as noted by the worksheet tabs at the bottom of the spreadsheet). In order to facilitate the data analysis process, please ensure that the following steps are followed when you enter and submit your data:

>> Please re-name the Excel file with the name of the school and the date of the observation.

>> Be sure that the identifying information for each observation is completed on the top of each worksheet tab, including Observer, Date, Time of Lesson, School, Classroom Number, Teacher Name, and Observation Day (whether this was the first or second day of observation for this class). You may copy and paste these data from tab to tab.

>> For the items in the protocol that have check boxes, a drop-down list has been provided for you to select your response. There is a note indicating this within the spreadsheet in **blue font**. Please be sure that a selection is made for each item.

>> For the Striving Readers frameworks, strategies, and techniques that are covered in the lesson (as indicated during the pre-observation interview and Part IV Specific Striving Readers Frameworks, Strategies and Techniques of the Observation protocol), please make sure that you complete the corresponding worksheet tab. For example, if the teacher implemented Small Group Instruction, you will need to provide evidence of the instruction on the 'Small Group Instruction' tab.

>> With the exception of the drop-down list responses, all of the cells in the Excel database will allow for over 32,000 characters, which equates to more than six pages of text in Word. It is possible that you will write more than is visible in the Excel field. Please rest assured that your text has not been truncated.

It is very important that you do not modify this structure. Please do not add or remove rows, columns, or worksheets.

If you have any questions or problems using this database, please contact Rebecca Swann-Jackson at 212-430-9113 or rswann@metisassoc.com.

Pre-Observation Interview

PreObservation Interview/Survey Observation Information		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
1. What are the primary goals of the lesson I will be observing? What specific skills or knowledge will this lesson help students develop? Will there be any formal or informal assessment of students?		
Primary Goals of the Lesson		
Specific Skills/Knowledge to be Developed		
Formal/Informal Assessment		
2. Will there be any other adults in the room other than the classroom teacher? Who?		
Other Adults		
3. Will the lesson include any of the designated SR instructional techniques and strategies? Which ones? (Check all that apply.)		
SR Frameworks	Response (Choose response from the drop down list)	
Whole Part Whole		
Independent Reading		
Small Group Instruction		
Intervention		
Reading Comprehension Strategies	Response (Choose response from the drop down list)	
Summarizing		
Questioning		
Predicting		
Visualization		
Text structure		
Inferring		
Metacognition		

Reading Comprehension Techniques	Response (Choose response from the drop down list)	
Marzano's Vocabulary		
PRC2		
Word Study/Word Sorting		
Interactive Read Aloud		
Reading Response		
INSERT Notes		
PLAN		
ReQuest		
KWL		
List-group-label		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 3 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
AMPAfter-School Program	Response (Choose response from the drop down list)	
Achieving Maximum Potential (AMP) Program		
Any Additional Notes for Question 3	Response	
If there are any additional comments on the items in the lists above (Question 3), please enter them here.		
3.a. If today's lesson will include any activities in small groups or pairs, what criteria will be used to form the groups? (check all that apply)		
Grouping Criteria	Response (Choose response from the drop down list)	
Similar groups by tier/reading ability		
Mixed groups by tier/reading ability		
Similar groups by other special needs		
Mixed groups by other special needs		
Students' preference		
Randomly assigned		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
3.b. If different grouping criteria will be used for different activities, please explain:		
Materials	Response (Choose response from the drop down list)	
Different grouping criteria		

4. Will the lesson utilize any of the designated SR classroom materials?		
Materials	Response (Choose response from the drop down list)	
Textbook or novel		
Text set small books		
Classroom libraries		
Vocabulary or reading response notebooks		
AMP materials		
Academic vocabulary notebooks (Marzano)		
PRC2 folders		
Graphic Organizers		
Word Sorting/Words their Way materials and notebooks		
Writing folder or notebook		
Trade novels		
Basals		
Materials for Handheld Computers (Palm Pilots)		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Any Additional Notes for Question 4	Response	
If there are any additional comments on the items in the lists above (Question 4), please enter them here.		
5. Will the lesson utilize any instructional technologies?		
Instructional Technology	Response (Choose response from the drop down list)	
Media centers		
Listening centers		
Word processing		
Spreadsheets		
Internet		
Digital Media (e.g., camera, video, etc.)		
Handheld Computers (Palm Pilots)		
AMP Software		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Any Additional Notes for Question 5	Response	
If there are any additional comments on the items in the lists above (Question 5), please enter them here.		

Brief Summary		
7. How does this session fit in the sequence of literacy instruction for these students? (What have these students been working on recently prior to this lesson? What will they do next?)		
Context of today's lesson		
8. Is there anything in particular I should know about these students?		
Approximate # in Tier 1		
Approximate # in Tier 2		
Approximate # in Tier 3		
Special Needs?		
ELLs?		
Anything else I should know?		

Post-Observation Interview

<u>Post-Observation Interview Information</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
1. Did the lesson go as you expected? Were there any "surprises" that caused you to make changes in your lesson plans for today? Please explain.		
Results/Surprises		

2. Based on what took place in this lesson, do you anticipate needing to change the plans you described in the pre-interview/survey for what these students will be doing next? [Refer to pre-interview and remind teacher what s/he had said if necessary.]		
Lesson Changes		
Continue with the next two questions if time permits: 3. There were some things that took place during the lesson that I was unsure about. Can you explain... [Use this question to obtain any clarifications about the lesson that you might need to help you fill out the protocol. However, do not ask the teacher to interpret or assess anything such as the appropriateness of what took place or the effectiveness of the lesson.]		
Clarifying Information		
4. Do you have any questions or concerns you would like to ask me about?		
Questions/Concerns		

Observation Protocol Part I

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Observation Information		
Subject (Choose from drop-down list)		
Grade (Choose from drop-down list)		
Class Session Start Time		
Class Session End Time		
Observation Start Time		
Observation End Time		
Number of Male Students		
Number of Female Students		
Adults in the Room	Response (Choose from drop-down	

	list)	
Classroom Teacher		
LIT		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Submit the Classroom Sketch separately.		
*** Please remember to take detailed field notes during the observation and to complete the remainder of this protocol only after leaving the classroom. ***		
<u>I. Summary of the Lesson</u>		
Please provide a brief narrative account summarizing the lesson as observed and describe each individual activity in the sequence in which they occurred (include concurrent small group activities as separate activities).	Response	
<p><u>Narrative Account</u></p> <p>Be sure to address the following issues for each activity identified:</p> <ul style="list-style-type: none"> • the timeframe (approximate start and end times) and sequence in which they occur; • grouping structure(s) (whole class, small group, partners, individual work) • the numbers of students involved (specify whether more than one small group is working on the same activity) • whether the teacher, LIT and/or other adults are involved and their roles (lecturing, modeling, explaining, etc.) • format (presentation, discussion, silent reading, etc.) • types of interactions (student-student, student-teacher, LIT-teacher, LIT-student, etc.) 		
Submit the Lesson Plan and any Handouts separately.		

II. Classroom Data

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Complete the Classroom Physical Characteristics/Management and Affective Quality section below, and the General Notes section that follows, based on your entire observation. Provide details as appropriate when answering questions if the responses differ by activity.		
<u>II. Classroom Physical Characteristics/ Management and Affective Quality of Lesson</u>		
Check yes or no for each question and provide clarifying information as appropriate.	Response (Choose response from the drop down list)	
1. Is the daily schedule posted?		
2. Is student authentic work is posted?		
3. Are there are student/teacher created charts?		
4. Is there a classroom library?		
5. Is there a listening center?		
6. Is there a media center?		
7. Are there desktop or laptop computers?		
8. Are there handheld computers?		
Any Additional Notes for Part II	Response	
If there are any additional comments on the items in the lists above, please enter them here.		

What evidence is there that...	Response	
1. Resource material related to the activities is accessible to groups and/or individual students?		
2. The adult is positioned so all students can easily view modeling and/or materials being introduced and used during instruction?		
3. There are sufficient books and materials for independent, paired, or grouped student work?		
4. There are there high interest and varied (reading level) reading materials for students?		
5. There is a sense of order and routine?		
6. There is a respectful atmosphere?		
7. There is a purposeful interaction taking place between teacher and student or student and student?		
8. There are shared expectations for learning and achievement?		
9. Students understand the importance of content?		
10. Students collaborate and construct knowledge in respectful and responsive ways?		
11. Students and teachers use language that shows respect like "thank you", "that was a good idea", "I hadn't thought of that", "that is interesting".		
12. The classroom creates a safe environment for expressing ideas?		
13. The teacher and students embrace cultural differences and honor each student's identity?		
14. Students are interacting with peers, teachers and LITs?		
15. Students are discussing or talking about the content of learning activities (reading/writing)?		
16. The physical and emotional environment support learning?		

III. General Notes

<u>Observation Protocol</u>		Notes(Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
III. General Notes		
Complete the General Notes section based on your entire observation. Provide details as appropriate when answering questions if the responses differ by activity.		
What evidence is there that ...	Response	
1. The teacher/LIT is helping students develop reading comprehension strategies, including:		
a. summarizing		
b. questioning		
c. predicting		
d. visualization		
e. text structure		
f. inferring		
g. metacognition		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
2. The teacher/LIT provides reading comprehension instruction for whole class with blended intervention (small group guided practice, differentiated work)?		
3. The teacher is engaged with instruction (not grading papers or otherwise occupied)?		
4. The teacher/LIT moves from whole class introduction with explicit instruction to small group work so students can try out the strategies or questioning routines in materials and with other students working at their own level?		
5. The teacher/LIT guides students toward reading materials that are individualized for different students (differentiated instruction)?		
6. The teacher/LIT activates prior knowledge and/or builds background knowledge with students?		
7. The teacher/LIT is assessing students during instruction formally or informally?		
8. The teacher and LIT work together to differentiate instruction?		
9. The teacher/LIT encourage students to make connections about the activity to other outside selections and/or to make personal connections?		
10. The teacher/LIT models the specific strategy/skill to be employed during the activity?		
11. The teacher/LIT introduce vocabulary and concepts in context and/or discussion?		
12. The teacher/LIT use writing models (or exemplars) to stimulate student thinking?		
13. The teacher/LIT provide explicit guided instruction at various times during the lesson?		
14. The teacher/LIT use different modes of activities (e.g. partnered activities, teacher guided instruction, independent activities) to meet individual student needs?		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
15. The teacher/LIT or other adults meet the needs of special needs students who require additional support by incorporating additional strategies (is there a Special Education teacher available...an aide)?		
16. The teacher/LIT assess students' understanding of the lesson and task directions?		
17. The teacher/LIT provide students with opportunities to demonstrate learning outcomes (assessments)?		
18. The teacher/LIT provide feedback to students on progress made?		
19. The teacher/LIT encourage students to work with technology?		
20. The teacher/LIT use scaffolding to help students understand content.		
21. Students show sustained reading when reading independently?		

IV. Specific SR Frameworks, etc.

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
<u>IV. Specific Striving Readers Frameworks, Strategies and Techniques</u>		

Please complete the following sections by checking off all Striving Readers frameworks and techniques listed below that you observe during the lesson. For each area observed, go to the corresponding worksheet tab and answer the questions listed, briefly but specifically.

Provide details as appropriate when answering questions if the responses differ by activity.

Refer to the Striving Readers Implementation Handbook for additional clarification of frameworks and techniques.

SR Frameworks	Response (Choose response from the drop down list)	
Whole Part Whole		
Independent Reading		
Small Group Instruction		
Intervention		
Reading Comprehension Strategies	Response (Choose response from the drop down list)	
Summarizing		
Questioning		
Predicting		
Visualization		
Text structure		
Inferring		
Metacognition		
Reading Comprehension Techniques	Response (Choose response from the drop down list)	
Marzano's Vocabulary		
PRC2		
Word Study/Word Sorting		
Interactive Read Aloud		
Reading Response		
INSERT Notes		
PLAN		
ReQuest		
KWL		
List-group-label		
Other 1 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 2 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
Other 3 (Select "Checked" from the drop down list to the right, and specify the technique in the blue cell below it)		
AMP After-School Program	Response (Choose response from the drop down list)	
Achieving Maximum Potential (AMP) Program		

Whole-Part-Whole

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Whole-Part-Whole		
Describe the Whole - Part - Whole Activities	Whole-Part-Whole Response	
1. What are the teacher(s) and students doing during the whole class activity?		
2. What are the teacher(s) and students doing during the small group/pairs activity? Describe the grouping structures.		
3. What are the teacher(s) and students doing during the final whole class activity?		
What evidence is there that...	Whole-Part-Whole Response	
1. The teacher has organized the class such that there is whole group instruction at the beginning of an activity?		
2. The teacher has small group or individual activities for students (following) the whole group piece of the lesson?		
3. The teacher facilitates whole group instruction or follow-up after the small group/individual activities?		
4. The teacher has clear guidelines for students regarding the organization of individual/small group activities?		
5. Students move easily between whole group and individual/small group instruction and seem comfortable with this organization of class activities?		

Independent Reading

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Independent Reading		
What evidence is there that...	Independent Reading Response	
1. The teacher has selected a topic for mini-lesson based on student needs/interests and curriculum goals?		
2. The teacher monitors and analyzes students' reading records?		
3. The teacher confers with students during independent reading session to teach and reinforce skills and strategies?		
4. The teacher assesses students using running records?		
5. The teacher assists students with the routines of independent reading?		
6. The teacher gives book talks to heighten engagement and motivation for reading?		
7. The teacher concludes each session with whole group sharing that evaluates independent reading session and ties student reading back to mini-lesson focus?		
8. The teacher establishes procedures and routines for independent reading?		
9. The teacher schedules a consistent time for independent reading?		
10. The LIT assists in identifying students' independent reading level?		

11. The LIT administers formative assessments for Tier Three students during independent reading time?		
12. The LIT guide students in selecting appropriate texts for independent reading?		
13. Students read accessible texts.		
14. Students are actively engaged in reading and in responding to what they have read.		
15. The classroom library that contains a variety of genres and a topics and titles at various reading levels, including graphic novels, magazines, newspapers, and other media.		
16. Student self-selected reading materials and response notebooks conveniently housed.		
17. Teacher actively engages students in conversation about books in which reading strategies and student self-evaluation of independent reading process are included.		

Small Group Instruction

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Small Group Instruction		
What evidence is there that...	Small Group Instruction Response	
1. There is a sufficient quantity of leveled narrative and expository texts matched to the students' independent and instructional levels?		
2. The teacher/LIT introduces the text, consistent with the meaning, language, and visual information in the text, and the knowledge, experience, and skills of the reader.		
3. The teacher/LIT interacts with students individually observing strategy use, difficulties and successes with problem-solving attempts?		
4. The teacher/LIT returns to the text for one or two teaching opportunities to demonstrate how a reader constructs meaning from text, makes personal connections with text, and goes beyond text?		
5. Students engage in pre-reading conversation about text?		
6. Students read a text or part of a text silently or quietly?		
7. Students request problem-solving help when needed?		
8. Students revisit the text at points of problem-solving as guided by the teacher?		
9. Students engage in collaborative discussion about the text?		
10. Students engage in activities that involve extending understanding and responding to the text?		
11. There are a variety of instructional practices used to meet individual students' needs.		
12. Students are grouped flexibly, including homogeneous and heterogeneous groups for different reasons at different times?		
13. The teacher assesses literacy performance in a variety of ways over time, including checklist observations of student literacy behaviors?		

Intervention

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Intervention		
What evidence is there that...	Intervention Response	
1. The teacher models what expert readers do by modeling before, during, and after reading literacy strategies?		
2. The teacher/Interventionist (LIT) explicitly teach literacy strategies and include the supporting skills of vocabulary to support word study in context?		
3. The teacher/Interventionist (LIT) provide whole group instruction, incorporating read-alouds.		
4. The teacher/Interventionist (LIT) provide small group instruction by bringing students with similar needs together and giving them attention tailored to those needs?		
5. The teacher provides opportunities for partners/pairs to have time to think through their reading?		
6. The Interventionist (LIT) assesses student needs?		
7. The Interventionist (LIT) assesses, teaches/reteaches, practices, applies, and reassesses.		
8. Students self-monitor their reading and select strategies needed for comprehension.		
9. Students participate with others in their differentiated groups.		
10. The interventionist (LIT) is working one-on-one with a student.		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
11. The interventionist (LIT) is weaving in and out of students' activities.		
12. There are flexible grouping of students relative to student needs and types of class activities.		
13. The classroom seems to be a collaborative setting where students monitor and discuss their own progress.		

Marzano's Vocab

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Marzano's Vocabulary		
What evidence is there that...	Marzano's Vocabulary Response	
1. The teacher has established routines, rituals, and expectations to students around the 6 step process and are using the academic vocabulary notebooks?		
2. The teacher follows the 6 step process to ensure systematic, direct vocabulary instruction? (See six step process below and reflect on its usage in this observation)		
<i>Step 1: Provide a description, explanation, or example of the new term.</i>		
<i>Step 2: Ask students to restate the description, explanation, or example in their own terms.</i>		
<i>Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.</i>		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
<i>Step 4: Engage students periodically in activities that help add to their knowledge in their notebooks.</i>		
<i>Step 5: Periodically ask students to discuss terms with one another.</i>		
<i>Step 6: Involve students periodically in games that allow them to play with terms.</i>		
3. Students utilize the 6 step process in order to build knowledge of academic content vocabulary?		
4. Students use their academic vocabulary notebooks to record and monitor understanding of content concepts?		
5. There is direct instruction on words that are critical to content concepts?		
6. Students are engaged in writing and drawing about words and concepts in their notebooks?		
7. Teachers and students are using a variety of methods to deepen and extend understanding of terms (e.g. comparing, classifying, creating metaphors, creating analogies)?		
8. Teachers and students are involved in review activities and games, such as Jeopardy!, vocabulary charades, \$100,000 Pyramid, etc?		

PRC2

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Observation Protocol		Notes (Use this space for additional comments about Column B)
PRC2		
What evidence is there that...	PRC2 Response	
1. Classrooms have inviting materials at a range of reading levels and the PRC2 routine clearly established?		
2. Classrooms have students productively engaged with partners comfortably using the PRC2 framework?		
3. All students are reading informational materials on a common theme or topic at their independent or instructional level?		
4. Students discuss answers to questions they have asked each other and use the texts as resources?		
5. Teachers move around the room observing some partners in depth - listening to students as they read and discuss and make notes about their performance?		
6. Students keep a record of pages they read with questions and responses, and new vocabulary?		
7. Opportunities exist for students in differentiated practice using features of informational texts (structure and visual information), learning new vocabulary (morphology and concept clusters), developing fluency, and thinking critically by comparing and contrasting texts?		
8. Classroom is a learner-centered environment with opportunities for sharing across texts and learning experiences?		
9. There is an established routine in the classroom so students know exactly how to locate their materials, engage productively with their partner, and keep record of their PRC2 sessions?		
10. The teacher models how to preview texts and attend to the Table of Contents, text resources (glossary, index, and on-line references), external features (headings, sub-headings, highlighted vocabulary and visual information) and the internal structure.		
11. The teacher models for students the process of preparing for, reading and discussing the content with a partner?		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
12. The teacher or LIT monitors students during the time they are engaged in PRC2 and keep notes on the sessions?		
13. The teacher or LIT provides positive feedback to students about their partner process?		
14. The teacher presents “mini-lessons” to refresh the process if students get off track?		
15. The teacher leads discussions at the conclusion of PRC2 sessions in which students can share information they have learned, connections they have made, and questions they have?		
16. Students prepare for each page by reading silently, thinking about oral prosody, and identifying unfamiliar words so they can be pronounced accurately and then recorded in the vocabulary notebook so they can be learned over time?		
17. Students select or create questions to ask one’s partner?		
18. Students listen attentively as the partner reads orally and respond to the partner’s questions?		
19. Students read designated pages orally with fluency?		
20. Students participate in discussion courteously and with interest?		

Word Sorting Study

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

Word Sorting/Word Study

What evidence is there that...	Word Sorting/Word Study Response	
1. The teacher selects word sorts at the students' instructional level that will support and scaffold their word knowledge?		
2. The teacher introduces new sorts to students by modeling and then guiding their work.		
3. The teacher interacts with students individually and in small groups to guide them and assist in problem solving?		
4. The teacher monitors word study through observation, note-taking, and targeted instruction?		
5. The teacher creates a supportive environment for word learning?		
6. Students engage in word sorts independently and in small groups?		
7. Students engage in collaborative discourse with other students?		
8. Students engage in activities that will extend understanding of the word parts, word meanings, and general and specific word knowledge?		
9. Students request problem-solving help when needed?		
10. The teacher circulates the classroom assisting students and asking guided questions?		
11. The teacher is engaged in targeted, small group instruction with students?		
12. The students explain their thinking to the teacher and the students?		
13. Students use their Palms during this activity?		

Interactive Read Aloud

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Interactive Read Aloud		
What evidence is there that...	Interactive Read Aloud Response	
1. The teacher shows an enthusiasm for reading and communicates interest in reading?		
2. The teacher shares books and articles with students and to model reading behavior?		
3. The teacher models persistence and stamina for reading long and sometimes difficult text?		
4. The teacher occasionally stops to define a word, to wonder aloud, to ask questions, and to respond to the reading?		
5. The teacher gives students opportunities to respond to the reading by discussing and writing about the text?		
6. The teacher has chart paper, overhead transparencies, and markers to record student questions, comments, and ideas, especially if the same text will be used for several days?		
7. The teacher provides a format for students to keep a record of the read alouds in order to remember authors, genres, and topics for further reading and investigation?		
8. The teacher gives clear expectations of student behavior during the read aloud?		
9. Students seem to enjoy listening and to discuss the read aloud?		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
10. Students explain, question, and explore ideas in what they have heard?		
11. Students keep a record of the read aloud along with responses and reactions?		
12. The teacher is respectful of all students' cultures and backgrounds.		

Reading Response

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
Reading Response		
What evidence is there that...	'Reading Response' Response	
1. Teacher creates a safe environment where students are encouraged and respected?		
2. Teacher has established routines for Reading Response Notebook/Learning Log usage and record-keeping?		
3. Teacher explicitly instructs, models, scaffolds, and coaches skill lessons for writing different types of responses and for talking about literary elements?		
4. Teacher uses read-alouds to generate and model discussion?		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
5. Teacher scaffolds students toward accountable talk and establishes routines for conversation (e.g., staying on topic, discussion etiquette, adherence to the text, active listening, and including everyone in conversation)?		
6. The students demonstrate understanding of a text through written response and classroom discussions?		
7. The students share thoughts and opinions during whole group and small group discussion?		
8. The students make a judgment and support it with specific references to the text and background knowledge?		
9. The students actively listen to classmates and contribute to the conversation collaboratively?		
10. The teacher provides opportunities to use writing to respond in all content areas?		
11. The teacher encourages participation and collaborative discussion based on the writing students have completed.		
12. There is conferencing between the teacher and individual or small group of students.		

INSERT Notes

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		

INSERT Notes	
What evidence is there that...	INSERT Notes Response
1. The teacher is leading a whole group demonstration of the INSERT note strategy or students independently using the strategy with independently read text.	
2. The teacher describes the INSERT notes strategy and why it is helpful.	
3. The teacher selects a piece of text to demonstrate the strategy	
4. The teacher thinks aloud the reasons for choosing a particular symbol.	
5. The teacher elicits student responses on which symbol to use and why.	
6. The LIT demonstrates INSERT note strategy and work intensively with individual or small groups of Tier 2 and Tier 3 students.	
7. Students use the strategy with a common text in pairs or teams.	
8. With common texts, students compare and discuss their INSERT notes.	
9. With independently read text, students write notes reflecting their thoughts, questions and comments directly on photocopied text, on 4 column charts, or on post-it notes which are inserted onto text.	

Predict-Locate-Add-Note

Observation Protocol	Notes (Use this space for additional comments about Column B)
Observer	
Date	
Time of Lesson	
School	
Classroom Number	
Teacher Name	
Observation for this class (Choose from drop-down list)	

Predict-Locate-Add-Note (PLAN)		
What evidence is there that...	Predict-Locate-Add-Note (PLAN) Response	
1. Students create a graphic organizer showing the major sections of the text being used as their reading materials (textbook, magazine article, etc.). Then students use this organizer to make notes as they read.		
2. Students write a summary of their notes and the major points from the graphic organizer at the conclusion of the summary.		
3. The teacher/LIT explains the process and models if this is the first use.		
4. The teacher/LIT supports students as they create their own organizers.		

ReQuest

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
ReQuest		
What evidence is there that...	ReQuest Response	
1. Teacher and LIT modeling and providing feedback in small group activity		
2. Teacher, LIT and students engaged in discussion about segments of text stemmed from questions developed by teacher, LIT or student		
3. Students applying strategy in whole class and small group instruction		

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
4. The teacher and LIT choose a passage of text, then designate short segments within the passage		
5. The teacher and LIT provide an example through modeling and feedback		
6. The teacher and LIT conducts first round of ReQuest activity so that he/she is the one to answer questions generated by the students		
7. The teacher and LIT keeps book closed during the questioning		
8. The teacher and LIT tailor ReQuest to suit the specific needs of students		
9. The teacher and LIT provide task cards to struggling readers with specific questions from text segments		
10. The teacher and LIT scaffold questioning and answering process to struggling readers (Tier 2 & Tier 3 students)		
11. Students watch carefully for teacher's modeling and feedback		
12. Students read passage silently. Pay attention to the information it contains.		
13. Students think of questions they may be asked if they were the respondent.		
14. Students use own words and check passage for possible answers		
15. Students keep book open while asking question.		
16. Students keep book closed while they answering question.		
17. Students listen to answers and check in text for accuracy.		
18. Students change roles – take turns in being questioner or respondent		
19. Students apply strategy during whole class or small group discussion		

KWL

Observation Protocol		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
KWL		
What evidence is there that...	KWL Response	
1. Teacher is leading a large group introductory discussion of the topic to be studied and writing down the student contributions.		
2. Teacher stimulates disagreement and helps focus questions for inquiry.		
3. Students are engaged in listening to each other and sharing what they know and their questions.		
4. The teacher models active comprehension by helping students activate their prior knowledge and formulate questions.		
5. Teacher is scribe and records contributions.		
6. Teacher elicits questions and disagreements.		
7. The LIT sits with and assists Tier 2 & 3 students during large group discussion.		
8. The LIT helps students write their own KWL notes or enter them on their Palm. .		
9. The LIT may discuss part of the text with students so they can access difficult sections.		
10. Students listen to each other		
11. Students contribute ideas and questions		
12. Students use their own KWL sheets to record their ideas and personal questions. As they read the text they make notes of what they learn.		
13. Students use their Palms during this activity.		

List-Group-Label

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
List-Group-Label		
What evidence is there that...	List-Group-Label Response	
1. Small groups of students are working together to generate a list of words related to a content area topic and then grouping the words into logical categories. This activity will take 15 to 20 minutes with the teacher and LIT working with the small groups.		
2. The teacher selects a main topic or concept from a content area reading selection and models the process by brainstorming and charting with the class words that are related to the topic.		
3. The LIT is working intensely with the tier 2 & 3 students to support the grouping and labeling process.		
4. Students are working in teams of three to four, students join together related terms from the brainstormed list based on common features.		
5. Students generate a descriptive title, or label for the collections of related terms.		
6. Following the reading of the pre-selected content area text, students eliminate any of the terms or groups that do not match the concept's meaning in the context of the selection or add new terms or groups as needed.		

AMP

<u>Observation Protocol</u>		Notes (Use this space for additional comments about Column B)
Observer		
Date		
Time of Lesson		
School		
Classroom Number		
Teacher Name		
Observation for this class (Choose from drop-down list)		
AMP		
What evidence is there that...	AMP Response	
1. The teacher provides strategic tutoring?		
2. The teacher teaches one comprehension strategy at a time directly and explicitly?		
3. The teacher teaches strategies intensely and systematically?		
4. The teacher provides intensive writing opportunities?		
5. The teacher provides successful learning by delivering the direct instruction, practice, and evaluation students need to achieve maximum success?		
6. The teacher utilizes the technology component?		
7. Students seem to give full attention and effort?		
8. Students demonstrate a cooperative learning attitude toward fellow students and teacher?		
9. Students stay on task and follow directions?		
10. Students are engaged with reading strategies?		
11. The teacher uses small group and differentiated instruction.		

**CPS Striving Readers
Case Study – Fall 2008 School Visits
Self Contained Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**
2. **We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**
 - a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?
 - b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why?

Probe and request examples:

- **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies** (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

- a. Do you use fluency snapshots and interest inventories to guide students’ selection of reading materials for their wide reading? Please provide examples.
- b. Are student reading levels used to help select appropriate materials? Please explain and provide examples.
- c. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student’s needs.

4. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q5)

- a. Are you all involved in these teams?
- b. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q6)

- a. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q6)
- b. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like toknow more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

- a. In which setting(s) do you meet or collaborate with the LIT?
 - One-on-one meetings:
 - Grade-level team meetings:
 - Literacy leadership team meetings:
- b. Do you collaborate with the LIT in scaffolding instruction (comprehension, vocabulary and fluency)? Please provide examples.
- c. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
 - Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples.
- d. Please describe other topics you discuss when meeting with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during in-class targeted intervention sessions and AMP after-school lessons.

- e. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
 - If yes, please describe.
 - Why did these changes come about?
- f. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
 - How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

- a. Do you meet with him/her? If so, how often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily
- b. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?
- c. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

- a. Which kinds of data are you using?
- b. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Leadership Team, other)
- c. For what purposes? Please describe and provide examples.

 Probe & request examples:
 - Plan for small group activities,
 - Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
 - Select appropriate materials at students' independent and instructional levels.

We would like to know more about your efforts, if any, to integrate literacy into other content area instruction.

9. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)

10. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?

- a. If not, how have you approached integrating literacy in your classroom?
- b. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

11. We would also like to know more about the types of support that you have received to help you integrate literacy instruction into other content areas.

- a. Have you met with any literacy experts to specifically discuss the integration of literacy into other content area instruction? How often? What did you discuss with them? [Probe for: Literacy Intervention Teacher, Lead Literacy Teacher/Literacy Coach, Striving Readers Coordinator, other]
- b. Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction?
Yes No
- o If yes, when/what year did you start participating in this type of trainings?
- o Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
- o Which trainings were most useful and why? Which trainings were least useful and why?
- o What areas or topics would you like to receive additional support or training in?
- c. Does your school have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? Yes No

If yes, are the school-wide text sets being used in the content area classrooms?

- o Social Studies Not Used—why? Used—how? Don't Know
- o Mathematics Not Used—why? Used—how? Don't Know
- o Science Not Used—why? Used—how? Don't Know
- d. What other kinds of support are available to help you integrate literacy into your content area instruction?
- e. What other kinds of support would you need to help you integrate literacy into your content area instruction?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

12. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries?

Probe & request examples:

- For independent reading?
- For small group instruction?
- To support content area instruction?
- For read alouds?

- b. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.
- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)
- d. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
 - o How have or will these challenges be addressed?

13. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q14)

- a. Where are these Listening Centers located?
 - In the classrooms only
 - Outside of the classrooms only (e.g., computer lab)
 - o How accessible are they?
 - Both
- b. Do you use the Listening Centers? Yes No
- c. (If not used) Why not?
- d. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Listening Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Listening Centers to help differentiate instruction.
- e. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

14. Do you have Media Centers (3 computers and 1 printer) in your classrooms)? Yes No (IF NO SKIP TO Q15)

- a. Do you use the Media Centers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Media Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Media Centers to help differentiate instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

15. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q16)

- a. Do you and/or your students use them in your classroom? Yes No
- b. (If not used either by Teachers *or* by Students) Why not?
- c. (If used), how are they being used?
 - o For which type of activities do you use the Handheld Computers?
 - o Are the Handheld Computers being used with all students or subgroups of students?
 - o Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

16. Overall, what are the strengths of the Striving Readers?

- b. In your opinion, what factors do you anticipate will help to facilitate the successful implementation (or also described as high fidelity to the model) of Striving Readers during the current school year? At the school level? At the classroom level?

17. Overall, what challenges have you encountered or do you anticipate in the current year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

18. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2009 School Visits
Self Contained Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other classroom teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondents have achieved since the fall interview, and request concrete examples of each.
- b) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

1. Please introduce your[self/selves] and tell us how long have you been in this school, and which grade level(s) you teach this year.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. Specific Striving Readers instructional frameworks and materials

- **Instructional Frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)

- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers Instructional Materials** (reading response notebooks, vocabulary notebooks, text sets, teacher text set guides, etc.)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

3. Selecting appropriate student reading materials

- use of fluency snapshots, interest inventories, identifying student reading levels; use of classroom libraries for self selected reading

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

4. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

5. Use of a Literacy Leadership Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

6. Collaboration with the Literacy Intervention Teacher to provide blended instruction (scaffolding, differentiation for all students; addressing the needs of Tier 2 & 3 students)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. Collaboration with the District Coordinator to support implementation of Striving Readers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Using student data to plan small group activities, monitor success, and select appropriate reading materials

- assessment data, demographic data, behavioral records, etc.

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Comfort and successes/challenges integrating literacy as part of content area instruction, including specific Striving Readers instructional frameworks

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. Support from key experts for integrating literacy into content area instruction

- e. Literacy Intervention Teacher
- f. Lead Literacy Teacher/Literacy Coach
- g. Striving Readers Coordinator
- h. Regular ELA teachers
- i. Other staff member

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. Professional Development provided by Striving Readers to support integration of literacy into other content areas

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. Other kinds of support to help non-literacy staff integrate literacy into your content area instruction?

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

13. Use of Striving Readers texts (i.e. sets of reading materials with differentiated structures and levels centered around specific content area themes, designed to improve student literacy in other subject area classes)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

14. Building and using classroom libraries to support instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

15. Using Listening Centers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

16. Using Media Centers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

17. Using Palm Pilots/Handheld Computers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

18. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

19. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2009-2010 school year?

20. What factors might hinder implementation next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2008 School Visits
ELA Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **Please introduce yourselves and tell us how long have you been in this school, and which grade level(s) you teach this year.**
2. **We would like to know about your use of specific Striving Readers instructional frameworks, techniques and strategies.**
 - a. How comfortable are you with the different frameworks, techniques and strategies identified in the Striving Readers grant? When did you start using them?
 - b. Which ones have you found to be the most successful and why? Which ones have presented the greatest challenges and why?

Probe and request examples:

- **Striving Readers instructional frameworks** (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)

- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)

3. We would like to know more about the process that you, teachers and students use to select appropriate student reading materials.

- a. Do you use fluency snapshots and interest inventories to guide students’ selection of reading materials for their wide reading? Please provide examples.
- b. Are student reading levels used to help select appropriate materials? Please explain and provide examples.
- c. To what extent do students know how to select materials for wide reading that are appropriate to their abilities? Please explain and provide examples.

Next, I would like to ask you a few questions about the specifics of when you meet with other teachers to plan and coordinate instruction and student groupings for the purpose of providing differentiated instruction that is appropriate to each student’s needs.

4. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TOQ5)

- a. Are you all involved in these teams?
- b. What is *your* role in these teams? What topics are discussed in these meetings?

5. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q6)

- a. Are any of you involved in this team? Yes No (IF NO, SKIP TO Q6)
- b. What is *your* role in this team? What topics are discussed in these meetings?

6. We would like toknow more about your collaboration with the Literacy Intervention Teacher and how you plan together to provide blended, differentiated instruction.

- a. In which setting(s) do you meet or collaborate with the LIT?
 - One-on-one meetings:
 - Grade-level team meetings:
 - Literacy leadership team meetings:
- b. Do you collaborate with the LIT in scaffolding instruction (comprehension, vocabulary and fluency)? Please provide examples.
- c. Do you plan together with the LIT for blended instruction that differentiates small group work? Please provide examples.
 - Do you collaborate with the LIT to use assessment or other data to fine-tune differentiated instruction? Please provide examples.
- d. Please describe other topics you discuss when meeting with the LIT to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during classroom push-in sessions and AMP after-school lessons.

- e. Have there been any changes in the strategies, activities and resources that you use during these push-in sessions, as compared to last year?
 - If yes, please describe.
 - Why did these changes come about?
- f. What challenges, if any, have you encountered while working with the LIT and/or Tier 2 and 3 students this year?
 - How were or will these challenges be addressed?

7. We would like to learn more about your collaboration with the District Coordinator.

- a. Do you meet with him/her? If so, how often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily
- b. In what ways do you collaborate? What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?
- c. Is there any additional support they could provide you with?

8. In what other ways, on your own or in collaboration with the LIT, do you use student data? (This might include assessment data as well as other types of student data such as demographic and behavioral records.)

- a. Which kinds of data are you using?
- b. In which setting(s) (e.g., individually, as part of grade-level teams, as part of the Literacy Leadership Team, other)
- c. For what purposes? Please describe and provide examples.

 Probe & request examples:
 - Plan for small group activities,
 - Monitor students' success in learning techniques for developing comprehension and using reading strategies appropriately,
 - Select appropriate materials at students' independent and instructional levels.

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

9. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries?

- Probe & request examples:
- For independent reading?
 - For small group instruction?
 - To support content area instruction?
 - For read alouds?

- b. Do you use interest inventories to help students self select reading material and to guide your purchases? Please describe the process.
- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)
- d. Have you or your students encountered any challenges in using your classroom libraries to support instruction? If so, please describe.
 - o How have or will these challenges be addressed?

10. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q11)

- a. Where are these Listening Centers located?
 - In the classrooms only
 - Outside of the classrooms only (e.g., computer lab)
 - o How accessible are they?
 - Both
- b. Do you use the Listening Centers? Yes No
- c. (If not used) Why not?
- d. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Listening Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Listening Centers to help differentiate instruction.
- e. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

11. Do you have Media Centers (3 computers and 1 printer) in your classrooms)? Yes No (IF NO SKIP TO Q12)

- a. Do you use the Media Centers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Media Centers with all students or subgroups of these students?
 - o Please provide an example of how you use the Media Centers to help differentiate instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.

- How were or will these challenges be addressed?

12. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q13)

- a. Do you and/or your students use them in your classroom? Yes No
- b. (If not used either by Teachers *or* by Students) Why not?
- c. (If used), how are they being used?
 - For which type of activities do you use the Handheld Computers?
 - Are the Handheld Computers being used with all students or subgroups of students?
 - Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- d. (If used) Have you or your students encountered any challenges when using this technology? If so, please describe.
 - How were or will these challenges be addressed?

13. Overall, what are the strengths of the Striving Readers?

- a. In your opinion, what factors do you anticipate will help to facilitate the successful implementation (or also described as high fidelity to the model) of Striving Readers during the current school year? At the school level? At the classroom level?

14. Overall, what challenges have you encountered or do you anticipate in the current year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

15. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2009 School Visits
ELA Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other ELA teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondents have achieved since the fall interview, and request concrete examples of each.
- b) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

1. Please introduce your[self/selves] and tell us how long have you been in this school, and which grade level(s) you teach this year.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. Specific Striving Readers instructional frameworks and materials

- **Instructional Frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers Instructional Materials** (reading response notebooks, vocabulary notebooks, text sets, teacher text set guides, etc.)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

3. Selecting appropriate student reading materials.

- use of fluency snapshots, interest inventories, identifying student reading levels; use of classroom libraries for self selected reading

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

4. Use of Grade-Level Team(s)to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

5. Use of Literacy Leadership Teamto share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

6. Collaboration with the Literacy Intervention Teacher to provide blended instruction (scaffolding, differentiation for all students; addressing the needs of Tier 2 3 students)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. Collaboration with the District Coordinator to support implementation of Striving Readers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Using student data to plan small group activities, monitor success, and select appropriate reading materials

- assessment data, demographic data, behavioral records, etc.

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Using your classroom libraries to support instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. Using Listening Centers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. Using Media Centers (3 computers and 1 printer)to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. Using Palm Pilots/Handheld Computers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

13. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

14. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2009-2010 school year?

15. What factors might hinder implementation next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2008 School Visits
Non-ELA Content Area Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the focus group.

This focus group will take about 60 minutes. I would like to tape this focus group to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

1. **[Interviewer: please go around the room and ask participants to introduce themselves] Please introduce yourselves and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you teach this year.**

We would like to know more about the types of support that you have received this year to help you integrate literacy into other content area instruction.

2. **Have you met with any of the following literacy experts? How often? What did you discuss with them?**
 - a. Literacy Intervention Teacher?
 - b. Lead Literacy Teacher/Literacy Coach?
 - c. Striving Readers Coordinator?
 - d. Regular ELA teachers?
 - e. Other staff member(s)? Please specify: _____
3. **Have you ever participated in any professional development conducted by the Striving Readers program related to integrating literacy into other content area instruction?** Yes No

- a. If yes, when/what year did you start participating in this type of trainings?
 - b. Which trainings did you participate in? (Probe and request specific examples: site-based professional development, Summer Institute and follow-up Institutes, Saturday Seminars)
 - c. Which trainings were most useful and why? Which trainings were least useful and why?
 - d. What areas or topics would you like to receive additional support or training in?
4. What other kinds of support are available to help non-literacy staff integrate literacy into your content area instruction?
5. What other kinds of support would you need to help you integrate literacy into your content area instruction?

The next few questions are about the extent and relative success of your efforts to integrate literacy as part of your content area instruction.

6. When, if at all, did you start integrating literacy into your content area instruction? (Probe for: this year, last year, before Striving Readers began?)
7. Have you been able to use any of the specific frameworks, techniques and strategies identified in the Striving Readers grant?
- a. If not, how have you approached integrating literacy in your classroom?
 - b. If you have used specific Striving Readers frameworks, techniques and strategies, please provide examples.

Probe and request examples:

- Striving Readers Instructional Frameworks (for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
 - Core Comprehension Strategies (Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
 - Core Comprehension Techniques (for example: Marzano's vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, PLAN, ReQuest, List-Group-Label, etc.)
8. Does your school have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? Yes No (IF NO SKIP TO Q9)
- a. Are the school-wide text sets being used in the content area classrooms?
 - Social Studies Not Used—why? Used—how? Don't Know
 - Science Not Used—why? Used—how? Don't Know

9. One of the components of Striving Readers is building your classroom libraries.

- a. How do you use the classroom libraries? To what extent do they support your efforts to integrate literacy into other content area instruction?

Probe & request examples:

- For content area?
- For independent reading?
- For small group instruction?
- For read alouds?

- b. Do you use interest inventories to help students self select reading material and to guide your purchases?
- c. How do you organize books in your classroom library? (Probe: Is there more than one criterion used to organize the libraries?)

16. To what extent have you used technology to support your efforts to integrate literacy into other content area instruction?

- a. Please describe and provide examples. [*Probe: media centers (classroom computers and printers), listening centers, hand held computers*]
- b. Have there been any changes in the use of technology as compared to last year?
- c. Have you and/or the students encountered any challenges when using technology? If so, please describe.
- o How were or will these challenges be addressed?

We would also like to know more about the factors facilitating or hindering the implementation of Striving Readers as it relates to the integration of literacy instruction into the other content areas.

16. In your opinion, what factors do you anticipate will help to facilitate the successful integration of literacy instruction into the other content areas during the current school year? At the school level? At the classroom level?

17. Overall, what challenges have you encountered or do you anticipate in the current year related to integrating literacy into the content areas?

- a. How might these challenges be addressed?

18. Is there anything else you would like to add?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2009 School Visits
Non-ELA Content Area Teachers Focus Group Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed some of you and/or other subject area teachers about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This focus group will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondents have achieved since the fall interview, and request concrete examples of each.
- b) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

1. Please introduce your[self/selves] and tell us how long you have been a teacher in this school, and which subject area(s) and what grade level(s) you teach this year.

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

2. Support from key experts for integrating literacy into content area instruction
 - a. Literacy Intervention Teacher
 - b. Lead Literacy Teacher/Literacy Coach
 - c. Striving Readers Coordinator

- d. **Regular ELA teachers**
- e. **Other staff member**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

3. Professional Development provided by Striving Readers to support integration of literacy into other content areas

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

4. Other kinds of support to help non-literacy staff integrate literacy into your content area instruction?

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

5. Integrating literacy as part of content area instruction, including specific Striving Readers instructional frameworks and materials

- **Instructional Frameworks**(for example: whole part whole instruction, differentiating instruction, independent reading, small group instruction)
- **Core Comprehension Strategies**(Summarizing, Visualizing, Questioning, Metacognition, Inferring, Predicting, Text structure)
- **Core Comprehension Techniques** (for example: Marzano’s vocabulary, PRC2, KWL, Word Study/word sorting, Read Aloud/Think Aloud, Reading Response, INSERT notes, ReQuest, List-Group-Label, etc.)
- **Striving Readers Instructional Materials** (reading response notebooks, vocabulary notebooks, text sets, teacher text set guides, etc.)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

6. Use of school-wide texts (i.e. sets of reading materials with differentiated structures and levels centered around specific content area themes, designed to improve student literacy in other subject area classes)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. Building and using classroom libraries to support literacy instruction in your content area

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Use of technology to support integration of literacy into content area instruction

- f. Listening Centers
- g. Media Centers (3 computers and 1 printer)
- h. Palm Pilots/Handheld Computers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. What factors do you anticipate will help to facilitate the successful integration of literacy into the content areas in the 2009-2010 school year?

11. What factors might hinder integration of literacy into the content areas next year?

Thank you for your time today.

**CPS Striving Readers
Case Study – Fall 2008 School Visits
Literacy Intervention Teacher (LIT) Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to yourself or your school. Is this all right?

- 1. How long have you been an LIT? If you were in this role last year, has your role as the Literacy Intervention Teacher (LIT) in the Striving Readers Initiative changed from last year?**
 - a. If so, how?

- 2. We would like to learn more about your collaboration with the District Coordinator.**
 - a. How often do you meet with him/her?
 ___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily

 - b. What topics do you discuss? In what ways does he/she support your implementation of Striving Readers?

 - c. Is there any additional support they could provide you with?

Next, I would like to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings.

- 3. Do you have one-on-one meetings with the teachers outside of instruction time?**
 - Yes No (IF NO SKIP TO Q4)

 - a. When do you have these meetings?

___ Once a month or less ___ Several times a month ___ Once a week ___ Several times a week ___ Daily or almost daily

- b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately differentiated instruction during the classroom targeted intervention and/or after school classes.
- c. What topics are discussed in these meetings?
- d. Do you discuss assessment data other types of student data (such as demographic data or behavioral records) in these meetings? If so, for what purposes

4. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q5)

- a. Are you involved in these teams? Yes No (IF NO, SKIP TO Q5)
- b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. *[If applicable]:* How does this function differ from that of the one-on-one meetings?
- c. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]:* How does this differ from the use of data during one-on-one meetings?

5. Does your school have a Literacy Team? Yes No (IF NO, SKIP TO Q6)

- a. Are you involved in this team? Yes No (IF NO, SKIP TO Q6)
- b. Please describe how these meetings are used to ensure that Tier 2 and 3 students receive appropriately targeted, differentiated instruction during the classroom targeted intervention and/or after school classes. *[If applicable]:* How does this function differ from those of the one-on-one and Grade-Level Team meetings?
- c. Do these teams use assessment data, or other types of student data (such as demographic data or behavioral records)? If so, for what purposes? *[If applicable]:* How does this differ from the use of data during one-on-one and Grade-Level Team meetings?

6. Have you encountered any challenges in collaborating with classroom teachers one-on-one or as part of the team meetings?

- a. If so, how were or will these challenges be addressed?

7. I would like to know more about the targeted intervention and the work that you do with Tier 2 and Tier 3 students during the regular school day.

- a. Which grades do you work with? How many classes? For how long (e.g., length of targeted instruction, number of periods per week per class)?
- b. On average, how many kids are there in the targeted group per class?

- c. How do you determine the needs of your students that might impact on their literacy development?
- d. How do you develop appropriate instruction for them?
- e. What types of strategies, activities and resources do you use when you meet with your tier 2 & 3 students?
 - o What types of student grouping do you use?
 - o What strategies do you use to differentiate instruction for students of different ability levels within this group?
- f. Have you encountered any challenges when working in the language arts classroom with Tier 2 and 3 students and/or their teachers this year? If so, please describe.
 - o How were or will these challenges be addressed?
- g. Have there been any changes in the strategies, activities and resources that you use during these targeted intervention sessions, as compared to last year?
 - o If yes, please describe.
 - o Why did these changes come about?

8. I would like to know more about the intensive intervention and the work that you do with Tier 3 students during the after school program.

- a. What is your role in the after school component of Striving Readers?
- b. Please describe the structure and content of the after school Achieving Maximum Potential (AMP) programming for struggling readers.
- c. Are you using the AMP intervention software during the afterschool program? Yes No
 - o (If not used) Why not?
 - o (If used) How is it being used?
 1. For which type of activities?
 2. Are you using it with all students or subgroups of students?
 - o (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
 - How were or will these challenges be addressed?
 - o (If used) In what ways, if any, has this technology improved instruction and student learning in language arts?
- d. What successes has the school had with the after school component of Striving Readers?
- e. What challenges has the school encountered with the after school component of Striving Readers?
 - o How were or will these challenges be addressed?
- f. Have there been any changes in the strategies, activities and resources that you use during the afterschool program, as compared to last year?

- If yes, please describe.
- Why did these changes come about?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

9. Do your teachers utilize the professional library in the school? If so, how?

10. In what ways are the classroom libraries being used by the teachers? For what types of activities?

- a. What is your role, if any, in helping teachers use their classroom libraries?

11. Does your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q12)

- a. Do you use the Listening Centers to support your role in providing differentiated instruction to struggling readers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - For which type of activities?
 - Are you using the Listening Centers with all struggling students or subgroups of these students?
 - Please provide an example of how you use the Listening Centers to help differentiate instruction.
- d. (If used) Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
 - How were or will these challenges be addressed?

12. Does your school have Media Centers (3 computers and 1 printer in the classroom)? Yes No (IF NO SKIP TO Q13)

- a. Do you use the Media Centers to support your role in providing differentiated instruction to struggling readers? Yes No
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - For which type of activities?
 - Are you using the Media Centers with all struggling students or subgroups of these students?
 - Please provide an example of how you use the Media Centers to help differentiate instruction.
- d. Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
 - How were or will these challenges be addressed?

13. Do you and/or students in your school have access to Palm Pilots/Handheld Computers?

Yes No → If no, why not? (THEN SKIP TO Q14)

- a. Do you use the Handheld Computers to support your role in providing differentiated instruction to struggling readers? Yes No
- b. Do your students use the Palm Pilots/Handheld Computers? Yes No
- c. (If not used either by LIT *or* by Students) Why not?
- d. (If used) Are they being used during the afterschool program? Yes No
 - o If yes, how are they being used?
 1. For which type of activities do you use the Handheld Computers?
 2. Are the Handheld Computers being used with all struggling readers or subgroups of students?
 3. Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- e. (If used) Are they being used as part of the targeted intervention during the regular school day? Yes No
 - o If yes, how are they being used?
 - For which type of activities do you use the Handheld Computers?
 - Are the Handheld Computers being used with all struggling readers or subgroups of students?
 - Please provide an example of how you use the Handheld Computers to help differentiate instruction.
- f. Have you, students, and/or teachers encountered any challenges when using this technology? If so, please describe.
 - o How were or will these challenges be addressed?

14. Overall, what are the strengths of your school's literacy curriculum?

- b. In your opinion, what factors do you anticipate will help to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level? At the classroom level?

15. Overall, what challenges have you encountered or do you anticipate in the coming year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

16. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

**CPS Striving Readers
Case Study – Spring 2009 School Visits
Literacy Intervention Teacher (LIT) Interview Protocol**

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:		End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed you about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

1. Collaboration with the District Coordinator to support the implementation of Striving Readers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
 Discuss update in status of above challenges, including changes in implementation
 Probe: have any *new* challenges arisen since the fall interview.

2. One-on-one collaboration with teachers outside of instruction time to plan how to differentiate instruction during classroom targeted interventions or to discuss assessment/student data

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction or to discuss assessment/student data

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. Use of Literacy Leadership Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction or to discuss assessment/student data

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. Collaborating with classroom teachers one-on-one or as part of the team meetings

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. Targeted Intervention and work done with Tier 2 and Tier 3 students during regular school day – identifying and meeting the needs of struggling readers

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation

Probe: have any *new* challenges arisen since the fall interview.

7. The intensive intervention and your work with Tier 3 students during the after school program (AMP)

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Your teachers' use of the school's professional library

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Your teacher's use of classroom libraries to support instruction?

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. Using Listening Centers to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. Using Media Centers (3 computers and 1 printer in the classroom) to support differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. Using Palm Pilots/Handheld Computers to support differentiated instruction?

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

13. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

14. What factors do you anticipate will help to facilitate the successful implementation of Striving Readers in the 2009-2010 school year?

15. What factors might hinder implementation next year?

Thank you for your time today.

CPS Striving Readers Case Study – Fall 2008 School Visits Principal Interview Protocol

Interviewee Name:		Date:	
Interviewee Title:			
School:	Start Time:	End Time:	
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. Your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in learning about the implementation of this program in your school, overall and for each program component, identifying best practices, and gaining a better understanding of the facilitating conditions and challenges to implementation. Since we are requesting a lot of information and I know you have a busy schedule, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis; however, your comments may be used in reporting findings from this case study. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

1. How long have you been the principal in this building? [If more than one year] Has your role in the Striving Readers Initiative changed from last year?

a. If so, how?

2. Does your school have a Literacy Team? Yes No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Team?

- | | | |
|---|---|--|
| <input type="checkbox"/> Principal | <input type="checkbox"/> Grade level teacher(s) | <input type="checkbox"/> Literacy Intervention Teacher |
| <input type="checkbox"/> Librarian(s) | <input type="checkbox"/> Lead Literacy Teacher | <input type="checkbox"/> ELL/ESL Teacher(s) |
| <input type="checkbox"/> Special education teacher(s) | <input type="checkbox"/> Other: _____ | |

b. How often does the Literacy Team meet?

- | | | |
|--------------------------------------|---|---|
| <input type="checkbox"/> Has not met | <input type="checkbox"/> Less than once per month | <input type="checkbox"/> Once per month |
| <input type="checkbox"/> Biweekly | <input type="checkbox"/> Weekly | <input type="checkbox"/> Several times a week or more |

c. What role does the Literacy Team play at your school?

- d. What role do you play in the Literacy Team?
- e. How does the team address the needs of struggling readers?

3. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q4)

- a. Which of your staff are members of the Grade-Level Teams?
- b. How often do these teams meet?

- Have not met Less than once per month Once per month
- Biweekly Weekly Several times a week or more

- c. What role do these teams play at your school?
- d. How do these teams address the needs of struggling readers?

We would like to learn more about the use of assessment data and how that impacts instruction.

4. In what ways, if any, is your school using assessment data beyond mandated reporting to the district and state?

- a. Please describe and provide examples, including distinctions between how different teams or individuals use the data.
 - o Student placement in specific groups, programs, etc.
 - o Differentiate instruction
 - o Planning professional development
 - o Other
- b. By whom?
 - o Principal
 - o Literacy Leadership Team
 - o Grade-Level Teams
 - o Other

5. Are any other types of data (e.g., demographic, behavioral) being used?

- a. By whom?
- b. For what purposes? Please describe and provide examples.

6. The AMP after school program is part of Striving Readers. We want to know more about your school's use of this program.

- a. Do you feel that the AMP program is appropriate to the reading levels of the students who are currently participating? Are there any students in AMP who you feel should not be there? (Reading levels too high/too low?) Are there students who are *not* in AMP who should be?
- b. Is the LIT or other after-school teachers using the AMP activities and materials? Are they using any supplemental materials or strategies?

- c. Are students using the AMP software? Yes No
 - If not, why not?
- d. What successes has the school had with implementing the AMP program strategies, including the use of the AMP software?
- e. What challenges has the school encountered with the AMP program and software?

We would like to know more about your use of Striving Readers classroom-based intervention materials and technology.

7. To what extent has the use of technology been integrated into literacy instruction?

- a. Please describe and provide examples. [*Probe: media centers (classroom computers and printers), listening centers, hand held computers*]
- b. Have there been any changes in the use of technology as compared to last year?
- c. Have the students and/or teachers encountered any challenges when using technology? If so, please describe.
 - How were or will these challenges be addressed?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

8. Now I would like to ask about your school's efforts, if any, to integrate literacy into the content areas.

- a. Please describe your school's efforts, if any, to integrate literacy into the content areas.
- b. Does your school have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)? Yes No
 - If yes, are the school-wide text sets being used in the content area classrooms?
 - Social Studies Not Used—why? Used—how? Don't Know
 - Science Not Used—why? Used—how? Don't Know
 - Mathematics Not Used—why? Used—how? Don't Know
- c. Do non-literacy staff participate in professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) Yes No
 - If yes, who has received professional development? Please specify staff positions.
 - What topics were covered?

- d. What other kinds of support are there to help non-literacy staff integrate literacy into their content areas?
- e. What are some of the challenges that these teachers are facing?
 - o How might these challenges be addressed?

Now we would like to know more about different types of support that your school has received for the implementation of Striving Readers.

9. Please describe your school's partnership with National-LouisUniversity and Donna Ogle.

- a. In what ways has her support been helpful to the implementation of Striving Readers?
- b. Is there any additional support she could provide you with?

10. What type of support has the District Coordinator provided to you and your school? Please describe.

- a. To what extent has his or her support been helpful for the implementation of Striving Readers? Please explain.
- b. Is there any additional support they could provide you with?

11. Has your role as instructional leader changed as a result of your participation in Striving Readers? If so, how?

12. Overall, what are the strengths of your school's literacy curriculum?

- a. In your opinion, what factors do you anticipate will help to facilitate the implementation of Striving Readers as defined by the model during the current school year? At the school level? At the classroom level?

13. Overall, what challenges have you encountered or do you anticipate in the coming year to implementing the Striving Readers initiative?

- a. How might these challenges be addressed?

14. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

CPS Striving Readers Case Study – Spring 2009 School Visits Principal Interview Protocol

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. As you know, your school was among six schools that were selected for an in-depth case study in part because they were identified by the district as being successful in their implementation of the Striving Readers initiative. We are interested in identifying best practices and gaining a better understanding of how your work can be better supported. [I/another member of the evaluation team] had interviewed you about this last fall, and today I'd like to follow-up on that conversation. In particular, I'd like to focus on any changes in the implementation of the program at your school—overall and for each program component—that have occurred since the fall interview. I'd also like to touch upon any new successes since last fall, as well as the challenges and anticipated developments that you had identified during the fall interview.

This interview will take about 60 minutes. I would like to tape this interview to be sure I have recorded it accurately. The recordings will not be shared with anyone outside of Metis. If there are any specific comments that you would like to keep confidential, let us know and we will make sure they cannot be tied to you or your school. Is this all right?

Note to interviewer – How to conduct this interview:

- a) For *all topics*, probe first for new successes respondent has achieved since the fall interview, and request concrete examples of each.
- b) For topics where challenges or anticipated changes are listed that were mentioned last fall, inquire about update in the status, including changes in implementation

We would like to ask you about additional successes you have had in each area since the fall interview, as well as the status of any challenges or anticipated changes that you had mentioned last fall. Let's discuss these successes and challenges as they relate to each of the topics that we discussed in the fall.

- 1. Use of a Literacy Team to share knowledge and to plan and coordinate instruction and student groupings for differentiated instruction**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples

Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

2. Use of Grade-Level Team(s) to plan and coordinate instruction and student groupings for differentiated instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

3. Use of assessment data to inform literacy instruction or plan professional development

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

4. Use of other student data (e.g., demographic, behavioral) to inform literacy instruction

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

5. Use of the AMP after school program to support literacy instruction at your school

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

6. Use of technology to support literacy instruction

- **Listening Centers**
- **Media Centers (3 computers and 1 printer)**
- **Palm Pilots/Handheld Computers**

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

7. Integration of literacy instruction into content areas

- Use of school-wide text sets
- professional development for non-literacy staff

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

8. Support provided by National-LouisUniversity and Donna Ogle.

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

9. Support provided by Striving Readers District Coordinator

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

10. Effect of Striving Readers on your role as instructional leader

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

11. Additional Miscellaneous Challenges/Anticipated Changes from the Fall Interview

Challenges/anticipated changes from fall interview

Probe: new successes since the fall interview, including concrete examples
Discuss update in status of above challenges, including changes in implementation
Probe: have any *new* challenges arisen since the fall interview.

12. What factors do you anticipate will help to facilitate the successful integration of literacy into the content areas in the 2009-2010 school year?

13. What factors might hinder implementation next year?

Thank you for your time today.

Appendix A-3: Year 2 Measures

This Appendix includes copies of the following surveys, instruments, and protocols used in the evaluation of the Chicago Striving Readers program:

- Spring 2008 Literacy Improvement Survey for Teachers – Control Schools
- Spring 2008 Literacy Improvement Survey for Teachers – Treatment Schools
- Observation Forms:
 - Pre-Observation Literacy Environment Checklist
 - Checklist of Observation Codes
 - Observation Code Definitions
 - Literacy Instruction Observation Field Notes Form
 - Observation Summary Form
 - Pre-Observation Form for Teachers
- Interview Protocols:
 - Literacy Intervention Teacher Interview Protocol – Treatment Schools
 - Principal Interview Protocol – Control Schools
 - Principal Interview Protocol – Treatment Schools
 - Lead Literacy Teacher Interview Protocol – Control Schools
 - Lead Literacy Teacher Interview Protocol – Treatment Schools
 - Librarian Interview Protocol – Control Schools
 - Librarian Interview Protocol – Treatment Schools
 - Technology Coordinator Interview Protocol – Control Schools
 - Technology Coordinator Interview Protocol – Treatment Schools
 - Librarian/Technology Coordinator Interview Protocol – Control Schools
 - Librarian/Technology Coordinator Interview Protocol – Treatment Schools

Chicago Public Schools (CPS) Striving Readers Spring 2008 Literacy Improvement Survey for Teachers – Control Schools

The following is a survey designed to gather your feedback on the essential components of your school’s literacy program. It will take you approximately 30 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

COMPREHENSIVE INSTRUCTION

1. How often do you use the following practices to help struggling readers develop better reading strategies and skills?

Practices and Techniques	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Don't know
Employing direct vocabulary instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using guided reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading for fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading for comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the arrangement of text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STRUGGLING READERS: EXTENDED DAY (AFTERSCHOOL) INTERVENTION

3. Does your school currently offer afterschool programming specifically targeting struggling readers?

- Yes
- No (If no, skip to Question 6.)

4. How many of your current students are involved in the afterschool program?

- None (If none, skip to Question 6.)
- 1 to 3
- 4 to 6
- 7 to 9
- 10 or more

5. Overall, how effective has the afterschool component been in improving the literacy abilities of struggling readers?
- Not at all effective
 - Minimally effective
 - Somewhat effective
 - Effective
 - Very effective
 - Don't know

PURPOSEFUL ASSESSMENT

6. Does your school have a lead literacy teacher or literacy coach?
- Yes
 - No (If no, skip to Question 8.)
7. To what extent do you work with your lead literacy teacher/literacy coach to use assessment data for instructional planning?
- Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent

8. Indicate how you use the data from the following assessments. (Check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Learning FirstClassViews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning First ClassLinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mClass Running Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IllinoisStandards Achievement Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Inventory (BRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DATA-DRIVEN INSTRUCTION

9. Please indicate the extent to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate extent	To a Large extent
Placing students in intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRADE-LEVEL TEAMS

10. Do you currently have grade-level teams at your school?

- Yes
- No (If no, skip to Question 13.)

11. Overall, rate the grade-level team's ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalize lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students who are eligible for targeted interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify teaching and learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve classroom practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How well does the grade-level team support your instructional goals?

- Not at all
- Somewhat well
- Moderately well
- Extremely well
- Don't know

LITERACY TEAMS

13. Do you currently have a literacy team in place at your school?

- Yes
- No (If no, skip to Question 16.)

14. Overall, rate the quality of the literacy team’s performance in the following areas.

Performance Areas	Poor	Fair	Good	Excellent	Not Sure
Using assessment data to pinpoint the staff’s professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How well does the literacy team support your instructional goals?

- Not at all
- Somewhat well
- Moderately well
- Extremely well
- Don’t know

QUALITY, HIGH-INTEREST MATERIALS

Schoolwide Intervention Materials

16. For each of the materials listed below,

- indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how effective they are in supporting student learning in language arts.

Materials	a) How <i>frequently</i> do you currently use the materials to teach literacy?						b) For those you are currently using, rate how <i>effective</i> the materials are in supporting student learning in language arts?					
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	Not at all Effective	Minimal -ly Effective	Some-what Effective	Effective	Very Effective	Don't Know
Listening centers (in the classroom)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Handheld computers (palm pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Reading response notebooks												

Library-Based Materials

17. How often do you take your class to the library?

- Never
- Rarely (less than once a month)
- Sometimes (at least once a month)
- Often (at least once a week)
- Almost daily or daily

18. To what extent do the library resources support your school's literacy curriculum?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

19. How does the librarian work with you? (Check all that apply.)

- The librarian does not work with me.
- The librarian provides resources for class projects.
- The librarian and I collaborate on how to supplement lessons with library resources.
- Other (please specify): _____

20. How does the librarian work with your students? (Check all that apply.)

- Does not work with my students.
- Works with students on research skills.
- Directs students to resources tied to curriculum.
- Conducts read-alouds.
- Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
- Assists students with class projects.
- Teaches students how to navigate Internet resources.
- Guides struggling readers to summer programs.
- Other (please specify): _____

PROFESSIONAL DEVELOPMENT

21. For each of the following topics, indicate:

- Did you receive professional development during the current year?
- If so, rate the extent to which the professional development you received has improved your teaching practices

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Organizing the classroom to support instruction and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using formal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using informal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology to support literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (palm pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using hardware such as media centers and listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using partner reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with librarians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABOUT YOU

22. What is the name of your school?

[Drop-down list]

ALDRIDGE	MORGAN
CARNEGIE	O'KEEFFE
CARVER MIDDLE	OTIS
CASALS	PARKMAN
CLARK	PASTEUR
COPERNICUS	PULLMAN
DUBOIS	SCHILLER
DVORAK S	SEXTON
EMMET	SOUTH CHICAGO
ESMOND	SPRY
GREGORY	STEINBERG
HENDERSON	SWIFT
MADISON	TURNER-DREW
MANN	WACKER
MCKINLEYPARK	WALSH
MIRELES	WHISTLER

23. Which grade level is considered your primary teaching role this year (2007–08)?

- 6
- 7
- 8
- Other (please specify): _____

24. What is your primary professional teaching position? (Select the single best option.)

- General education teacher (classroom teacher)
- Bilingual/ELL teacher
- Mathematics teacher
- Reading teacher
- Reading specialist
- Science teacher
- Social studies teacher
- Special education teacher
- Other (please specify): _____

25. In which of the following settings do you teach literacy?

- Self-contained
- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify): _____

26. How many students are in the classroom(s) in which you teach literacy this year (2007–08)? (If you teach literacy in more than one classroom, provide an average.) [INSERT TEXTBOX]

27. How many years have you been teaching? [INSERT TEXTBOX]

28. How many years have you been teaching at this school? [INSERT TEXTBOX]

29. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS for their time to complete this survey. In addition, CPS will be conducting a drawing to award a \$50 gift certificate to Barnes and Noble to one teacher from each eligible school from among those who complete both this survey and the SEC (details of the drawing were provided to your principal). In order to participate, we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed and participate in the drawing, please provide your name and email address below, and be sure that you identified your school in Q22 above. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Please print clearly:

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools (CPS) Striving Readers Spring 2008 Literacy Improvement Survey for Teachers – Treatment Schools

The following is a survey designed to gather your feedback on the essential components of the Striving Readers program. It will take you approximately 30 minutes to complete and results will be reported in the aggregate only. We will not use your name or identify individual respondents. Your feedback is extremely valuable to the success of this program. If you have questions about this survey, please contact Rebecca Swann at rswann@metisassoc.com or 212-425-8833.

Comprehensive Instruction

1. How often do you use the following practices to help struggling readers develop better reading strategies and skills?

Practices and Techniques	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Don't know
Employing direct vocabulary instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using guided reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using PRC2 for fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using PRC2 for comprehension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using PRC2 for vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scaffolding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the purpose for reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections to background knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding the arrangement of text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making connections between texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring comprehension through questioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesizing information within text or across texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?

Techniques	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
Everybody Reads To (ERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclusion Brainstorming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
List-Group-Label	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Predict-Locate-Add-Note (PLAN)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ReQuest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactive Notation System for Effective Reading and Thinking (INSERT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reciprocal teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC Graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guided Reading and Summarizing Procedure (GRASP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Overall, how effective has the literacy intervention teacher (LIT) push-in been in improving the reading skills of struggling readers in your classroom?

- Not at all effective
- Minimally effective
- Somewhat effective
- Effective
- Very effective

Struggling Readers: Extended Day (Afterschool) Intervention

4. How many of your current students are involved in the Striving Readers afterschool program?
 - None (If none, skip to Question 6.)
 - 1 to 3
 - 4 to 6
 - 7 to 9
 - 10 or more

5. Overall, how effective has the afterschool component been in improving the literacy abilities of struggling readers?
 - Not at all effective
 - Minimally effective
 - Somewhat effective
 - Effective
 - Very effective
 - Don't know

Purposeful Assessment

6. Does your school have a lead literacy teacher or literacy coach?
 - Yes
 - No (If no, skip to Question 9.)

7. To what extent do you work with your lead literacy teacher/literacy coach to use assessment data for instructional planning?
 - Not at all
 - To a small extent
 - To a moderate extent
 - To a large extent

8. Indicate how you use the data from the following assessments. (Please check all that apply.)

Assessments	Not Using	Screening	Diagnostic	Benchmarking	Progress Monitoring	Assess Outcomes
Learning FirstClassViews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning First ClassLinks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mClass Running Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Illinois Standards Achievement Test	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic Reading Inventory (BRI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Data-Driven Instruction

9. Please indicate the extent to which you use student assessment data for each of the following purposes.

Use of Data	Not at All	To Some extent	To a Moderate Extent	To a Large Extent
Placing students in intervention programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying skills that need to be retaught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating instructional groups (in-class).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grade-Level Teams

10. Do you currently have grade-level teams at your school?

- Yes
- No (If no, skip to Question 13.)

11. Overall, rate the grade-level team’s ability to use classroom assessment data in the following ways.

Use of Data	Poor	Fair	Good	Excellent	Not Sure
Address the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formalize lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify students who are eligible for targeted interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify teaching and learning strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve classroom practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. How well does the grade-level team support your instructional goals?

- Not at all
- Somewhat well
- Moderately well
- Extremely well
- Don’t know

Literacy Teams

13. Do you currently have a literacy team in place at your school?

- Yes
- No (If no, skip to Question 16.)

14. Overall, rate the quality of the literacy team's performance in the following areas.

Performance Areas	Poor	Fair	Good	Excellent	Not Sure
Using assessment data to pinpoint the staff's professional development needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of struggling readers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressing the needs of grade-level teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving literacy instruction at your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. How well does the literacy team support your instructional goals?

- Not at all
- Somewhat well
- Moderately well
- Extremely well
- Don't know

Quality, High-Interest Materials

Schoolwide Intervention Materials

16. For each of the materials listed below,

- indicate how frequently you currently use the materials to teach literacy.
- For those that you are using, rate how effective they are in supporting student learning in language arts.

Materials	a) How <i>frequently</i> do you currently use the materials to teach literacy?						b) For those you are currently using, rate how <i>effective</i> the materials are in supporting student learning in language arts?					
	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week	Not at all Effective	Minimal -ly Effective	Some-what Effective	Effective	Very Effective	Don't Know
Listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media centers (three computers and a printer)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Text sets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handheld computers (palm pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading response notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Struggling Readers Intervention Materials

17. How familiar are you with the afterschool Accelerating Maximum Potential (AMP) program for struggling readers?
- Not familiar (Skip to Question 19.)
 - Somewhat familiar
 - Moderately familiar
 - Extremely familiar

18. To what extent are you using the Accelerating Maximum Potential (AMP) program for struggling readers in each of the following settings?

Settings	Extent of use			
	Not at all	To a small extent	To a moderate extent	To a large extent
Afterschool literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-contained special education classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Library-Based Materials

19. How often do you take your class to the library?
- Never
 - Rarely (less than once a month)
 - Sometimes (at least once a month)
 - Often (at least once a week)
 - Almost daily or daily

20. To what extent do the library resources support the Striving Readers program?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- Don't know

21. How does the librarian work with you? (Check all that apply.)

- The librarian does not work with me.
- The librarian provides resources for class projects.
- The librarian and I collaborate on how to supplement lessons with library resources.
- Other (please specify): _____

22. How does the librarian work with your students? (Check all that apply.)

- Does not work with my students.
- Works with students on research skills.
- Directs students to resources tied to curriculum.
- Conducts read-alouds.
- Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).
- Assists students with class projects.
- Teaches students how to navigate Internet resources.
- Guides struggling readers to summer programs.
- Other (please specify): _____

Professional Development

23. For each of the following professional development sessions, please indicate:

- Whether you participated, and
- If so, how useful the session was in helping you support student learning in language arts

Professional Development Sessions	Did you participate?		If YES, how useful was the session?			
	No	Yes	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
AMP Intensive Intervention Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-year follow-up institutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-based professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. For each of the following topics, indicate:

- Did you receive professional development during the current year?
- If so, rate the extent to which the professional development you received has improved your teaching practices.

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Building academic vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating literacy-rich classroom environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direct vocabulary instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development Areas	Received PD?		If YES, to what extent did the professional development improve your teaching practice?			
	No	Yes	No Improvement	Slight Improvement	Moderate Improvement	Major Improvement
Guided reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating text sets in your instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increasing student motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizing the classroom to support instruction and practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting students' self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using before, during, and after reading strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using formal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using informal assessments to guide instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology to support literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using handheld computers (palm pilots)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using literacy-based software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using media centers and listening centers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the PRC2 model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the whole-part-whole classroom instruction model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with librarians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About You

25. What is the name of your school?

[drop down list]

ABBOTT	HENDRICKS
BEETHOVEN	HENSON
BETHUNE	LINNE
BURR	LOVETT
BURROUGHS	MANIERRE
CARSON	MARSH
COLEMON,	MCCORKLE
COLES	POPE
COOK	PRICE
DETT	REAVIS
EBERHART	SALAZAR
FISKE	SMYTH, J
FULLER	TALCOTT
GALE COM	TELPOCHCALLI
GOMPERS	VOLTA
GRAY	

26. Which grade level is considered your primary teaching role this year (2007–08)?

- 6
- 7
- 8
- Other (please specify): _____

27. What is your primary professional teaching position? (Select the single best option.)

- General education teacher (classroom teacher)
- Bilingual/ELL teacher
- Mathematics teacher
- Reading teacher
- Reading specialist
- Science teacher
- Social studies teacher
- Special education teacher
- Other (please specify): _____

28. In which of the following settings do you teach literacy?

- Self-contained
- Subject-Area specialist
- Departmentalized
- Double block
- Other (Please specify): _____

29. How many students are in the classroom(s) in which you teach literacy this year (2007–08)? (If you teach literacy in more than one classroom, provide an average.) [INSERT TEXTBOX]

30. How many years have you been teaching? [INSERT TEXTBOX]

31. How many years have you been teaching at this school? [INSERT TEXTBOX]

32. How many years have you been teaching reading? [INSERT TEXTBOX]

Teachers will be reimbursed by CPS for their time to complete this survey. In order to be reimbursed we need you to identify yourself so that we can verify that you completed the survey. If you would like to be reimbursed, please provide your name and email address below, and be sure that you identified your school in Q25 above. Your survey responses will still remain strictly confidential and will never be reported in any form that would allow anyone to connect your responses with your name. Providing this information is optional.

Please print clearly:

Your Name: _____ Email: _____

Thank you for completing this survey!

Chicago Public Schools Pre-Observation Literacy Environment Checklist

SCHOOL:	DATE:
TEACHER:	LESSON START TIME:
CLASS/GRADE: /	LESSON END TIME:
OBSERVER:	

1. MediaCenter: How many computers and printers:

- Computers _____
- Printers _____

Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work? **Yes** **No**

2. Listening Center:

- in working order **Yes** **No**
- several sets of headphones **Yes** **No**
- audio materials for use by students **Yes** **No**

3. Classroom Library (books grouped by genre, leveling, a checkout system, labels)

- Is it easily accessible to students? **Yes** **No**
- Is it organized and in good shape? **Yes** **No**
- Is there a checkout system in place? **Yes** **No**
- Variety of texts that appeal to readers of differing abilities and interests? **Yes** **No**
- Are books grouped by genre? **Yes** **No**
- Are materials clearly labeled? **Yes** **No**
- Are there both NF and Fiction books? **Yes** **No**

4. Text Sets **Yes** **No**

5. Handhelds **Yes** **No**

6. Other materials

- Newspapers **Yes** **No**
- Magazines **Yes** **No**
- Other:

Chicago Public Schools Checklist of Observation Codes

SCHOOL:		CLASS/GRADE: /						DATE:																				
TEACHER:						OBSERVER:																						
TIME (5-MINUTE INTERVAL) START:						END:																						
Level	Code	Activity								Level	Code	Activity																
		1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8									
1-Who												5a-Type of Material																
Classroom Teacher	c									Literary Text	lt																	
Reading Specialist	s									Informational Text	i																	
Other special teacher	sp									Poetry	p																	
Literacy Intervention Teacher	lit									5b-Specific Material																		
Aide	a									Board/Chart	bc																	
Librarian	lb									Computer – Web based	wb																	
No one	n									Computer Software	cs																	
Not applicable	9									Computer to write on	cw																	
2-Grouping												Listening Center	lc															
Whole class/Large group	w									Newspapers, magazines	nm																	
Small Group	s									Other Books	ob																	
Pairs	p									Palm	pm																	
Other	o									Paper and pen/pencil	pp																	
Not Applicable	9									Student Writing	sw																	
2a-Small Groups Code												Text book	tb															
Individual Reading	ir									Text sets	ts																	
Partner Reading	pr									Worksheet	w																	
Teacher Guided Reading	tg									Other	o																	
Written Response	wr									Not Applicable	9																	
Book Clubs	bc									6-Interaction Style																		
MediaCenter	mc									Telling	t																	
Other	o									Modeling	m																	
3-Major academic focus												Recitation	r															
Reading	r									Coaching/scaffolding	c																	
Comprehension	c									Listening/watching	l																	
Composition/Writing	w									Reading aloud	ra																	
Other Language	l									Assessment	a																	
Other/ Not Applicable	o/9									Discussion	d																	
4-Activity												Other/ Not Applicable	o/9															
Reading connected text	r									7-Expected Pupil Response																		
Listening to connected text	l									Reading	r																	
Comprehension skill	c									Reading, turn-taking	r-tt																	
Comprehension Strategy::										Orally responding	or																	
Summarizing	sm									Oral turn-taking	or-tt																	
Questioning	qu									Listening	l																	
Predicting	pr									Writing – long response	we																	
Text Structure	ts									Writing – short response	ws																	
Visualizing	vz									Manipulating	m																	
Inferencing	in									Multi-modal representation	mr																	
Metacognition	mcg									Other/ Not applicable	o/9																	
Writing	w																											
Vocabulary	v																											

Word parts (Letter ID, Phonemic Awareness, Phonics, Decoding)	wp									(A) # of Students on Task:	
Spelling	S										
Grammar	g									(B) Total # of Students:	
Word recognition strategy, Word ID, Sight words	wr										
Other/ Not applicable	o/9										

Observation Code Definitions

1. MediaCenter: How many computers and printers: Computers_____ Printers_____ Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work? **Yes** **No**
2. Listening Center: in working order, several sets of headphones, audio materials for use by students **Yes** **No**
3. Classroom Library (books grouped by genre, leveling, a checkout system, labels)
 - o Is it easily accessible to students? **Yes** **No**
 - o Is it organized and in good shape? **Yes** **No**
 - o Is there a checkout system in place? **Yes** **No**
 - o Are there a variety of texts that appeal to readers of differing abilities and interests? **Yes** **No**
 - o Are books grouped by genre? **Yes** **No**
 - o Are materials clearly labeled? **Yes** **No**
 - o Are there both NF and Fiction books? **Yes** **No**
4. Text Sets **Yes** **No**
5. Handhelds **Yes** **No**
6. Other materials
 - o Newspapers **Yes** **No**
 - o Magazines **Yes** **No**
 - o Other? **Yes** **No**

Level 1 –Who in the classroom is providing instruction/working with students?
Observer will need to ask about the adults in the room

Who	Codes	Definition
Classroom teacher	c	Classroom teacher
Reading Specialist	s	Reading teacher, Title 1 teacher, reading resource teacher, literacy lead
Other special teacher	sp	Speech and language teacher, ESL teacher, bilingual teacher, Special Education teacher
LIT	li	Literacy intervention teacher
Aide	a	Paraprofessional or instructional aid
Librarian	lb	
No one	n	No one is in the room, or no one is directly working with the students (e.g., the students are working in their seats independently and no one is circulating.)
Not applicable	9	No instruction is occurring

Level 2 – What instructional groupings do you see?

If grouping patterns for an adult change during 5 minutes, code all that apply.

Grouping	Codes	Definition
Whole class/Large group	w	All of the students in the class (except for 1 or 2 individuals working with someone else), or a group of more than 10 students. If there are 10 or less in the room, code this as a small group.
Small Group	s	Students are working in 2 or more groups of 3-10 students each. If there are more than 10 students in a group, call this a large group.
Pairs	p	Students are working in pairs
Other	o	Some other grouping practice is in place
Not Applicable	9	None of the above seem to apply; no instruction is taking place

Level 2a—If small group was selected as an instructional grouping, what activities are taking place in the small groups?

Small Groups	Codes	Definition
Individual Reading	ir	Students are reading independently.
Partner Reading	pr	Students are reading and discussing collaboratively with a partner.
Teacher Guided Reading	tg	Students are grouped with others at a similar reading level and supported by the teacher to use effective reading strategies. There may be “before, during, and after” activities where students talk about, think about, and read through text.
Written Response	wr	Students are writing in response to text they have read.
Book Clubs	bc	A student led discussion about one book. Teachers use book clubs for grouping students along common interest or common reading level.
MediaCenter	mc	Students are using the media center.
Other	o	Other

Level 3 – What major academic area is being covered?

Who	Codes	Definition
Reading	r	Reading, word recognition, vocabulary, fluency practice.
Comprehension	c	Reading comprehension, answering oral comprehension questions, literature study (discussion groups), writing response to reading (where this is the major purpose for the writing is to demonstrate comprehension)
Composition/Writing	w	Writing for the purpose of expressing or communicating ideas (but not writing in which major purpose is to respond to reading); learning how to write; writers workshop, creative writing, report writing.
Other Language	l	Aspect of language arts other than the above; grammar, mechanics, oral expression, etc.
Other	o	Focus is academic but not in literacy
Not Applicable	9	None of the above seem to apply; no instruction is taking place

Level 4 – What is the specific literacy activity or activity of the classroom teacher? (can choose up to four, recording number of minutes as we go.)

Code levels 5, 6, 7 at the same time for each literacy event observed during the 5-minute observation.

Code each literacy activity or event that has one of the specific foci below. For example, students are reading silently (r) and then switch to taking about lower-level meaning of text (m1); students stop to talk about the meaning of a word (v); they go back to talking about lower-level meaning of text. Each event or activity should be coded as having one particular focus. Code each literacy activity only ONCE as opposed to multiple times during a 5-minute segment. Hence, for the above, “r”, “m1”, and “v” would be coded.

Activity	Codes	Definition
Reading connected text	r	Students are engaged in reading text. This includes silent reading, choral reading, and oral turn-taking reading.
Listening to connected text	l	Students are engaged in listening to text. (If teacher is reading to students, code even if students are following along.)
Comprehension skill	c	Comprehension activity other than a comprehension strategy which is at a lower level of thinking (e.g. traditional skill work such as identifying main idea, cause-effect, fact-opinion) This differs from comprehension strategies in that it is more likely to be a <u>decontextualized</u> lesson than tied to a particular text. <i>Example: A lesson about identifying main idea or distinguishing between facts and opinions.</i>
Comprehension Strategy: Summarizing	sm	Students are asked to identify the topic and main idea of the text, and then, either verbally or in writing, tell (in their own words) what they just read.
Comprehension Strategy: Questioning	qu	Students ask a goal setting question prior to reading, use question statements or words as they read (i.e., Who? What? Where? etc.), or ask questions that go beyond the text.
Comprehension Strategy: Predicting	pr	Students preview the text and then make predictions about what might happen next.
Comprehension Strategy: Text Structure	ts	Text structure is the framework that helps students organize their thinking about the text. Examples include description, sequential text, compare and contrast, problem and solution, or cause and effect.
Comprehension Strategy : Visualizing	vz	Visualizing consists of making mental pictures while reading in a way that helps students see “in their mind’s eye” what is happening in the text. Teachers may ask, “What pictures do these words or phrases create in your mind?”
Comprehension Strategy: Inferencing	in	Inferencing consists of using previous knowledge to go beyond what students already know. Students may be asked to use their experience or clues in the text to make inferences, to identify cause and effect, or to distinguish between fact and fiction. The teacher may ask, “How does what you have just read add to what you already know about this topic?”
Comprehension Strategy: Metacognition	mcg	Students are asked to monitor their comprehension and use strategies that are most helpful to them.

Writing	w	Students are engaged in writing ideas, not words or a sentence or two. The focus of this task is comprehension
Vocabulary	v	Students are engaged in work around the meaning of words. Students may record words, define or explain them, use symbols to represent their meaning or be engaged in activities with vocabulary.
Word parts (Letter ID, Phonemic Awareness, Phonics, Decoding)	wp	Students are focused on letter name and letter sound. They maybe learning letters names or sounds in isolation or blending sounds to make words.
Spelling	s	Students are focused on how to spell word(s). May include learning about patterns or word families.
Grammar	g	Students are focused on learning to define or use the parts of language. They may be diagramming sentences, or working with a variety of sentence structures.
Word recognition strategy, Word ID, Sight words	wr	Students are asked to read words they already know or learned (this may include sight words). Any word wall work should be coded in this category.
Other	o	Literacy focus other than above
Not applicable	9	None of the above apply

Level 5 - What type of materials are the classroom teacher and students using for this event?

Type of Material	Codes	Definition
Literary Text	lt	Narrative text (e.g. novel, short stories, trade books, realistic fiction)
Informational Text	i	Informational text, trade book, reference book (e.g. encyclopedia, etc.), newspapers, magazines, weekly readers.
Poetry	p	All forms of poetry (rhyming, verse, etc.)

Level 5b - What are the materials the classroom teacher and students are using for this event?

Code for each specific literacy activity or event coded. If more than one type of material is used for a specific level 4 activity, code all that apply (e.g. students switch from the listening center to a worksheet).

Material	Codes	Definition
Board/Chart	bc	Board, chart, or card is being used (e.g. blackboard, pocket chart, hanging chart, flashcards)
Computer – Web based	wb	
Computer Software	cs	(for example, AMP)
Computer to write on	cw	Word processing
Listening Center	lc	Students are listening to books on audiotape or CD
Newspapers, magazines	nm	
Other Books	ob	
Palm	pm	
Paper and pen/pencil	pp	(for writing)
Student Writing	sw	Student writing (more than words or disconnected sentences) is being used (finished or in progress)
Text book	tb	Include science, social studies or other content areas
Text sets	ts	All materials will be about one topic. Students maybe reading different books at different levels on one topic. One group of students maybe reading about one title, while another reads a different book on the same topic.
Worksheet	w	Worksheet, workbook page, sheet of paper, individual white boards for one-word or one-sentence answers.
Other	o	Something other than the above is being used
Not Applicable	9	None of the above seem to apply

Level 6 – What is the interaction style being used by the classroom teacher during this level 4 event?

For each literacy activity or event, code each style that is observed during the 5 minute period, but code each style only once.

Interaction Style	Codes	Definition
Telling	t	Telling or giving students information, explaining how to do something
Modeling	m	The teacher is coded as explicitly showing/demonstrating the steps of how to do something or how to do a process as opposed to simply explaining it. <i>Example: The teacher is reading aloud to the students. Every time she places a sticky note in the book, she stops and makes a prediction. After reading the prediction, she explains to her students what information she used to make this prediction.</i>
Recitation	r	The teacher is coded as engaging the students in answering questions, or responding, usually low-level q-a-q-a. The purpose primarily appears to be getting the students to answer the questions rather than engaging them in a formal discussion or fostering independence in terms of answering questions with more complete thinking.
Coaching/scaffolding	c	The teacher is coded as prompting/providing support which will transfer to other situations as students are attempting to perform a strategy or activity or to answer a question. The teacher's apparent purpose is to foster independence to get a more complete action or to help students elaborate on an answer (rather than to simply get a student to answer a question).
Listening/watching	l	Teacher is listening or watching and giving feedback as students are engaged in activity. Do not code as listening if the listening is only part of recitation.
Reading aloud	ra	Teacher is reading aloud to students.
Assessment	a	Engaging in questioning/explaining/providing of directions for the purpose of assessing student performance. Typically this would involve record keeping.
Discussion	d	Students engaged in a discussion, which may or may not be led by the teacher, in which formal conventions of a discussion apply. Discussion is thought-provoking, getting students to express their ideas. Even if led by the teacher, students start to offer their own ideas rather than simply respond to the teacher. Exchange may be t-s-s-s rather than t-s-t-s.
Other	o	Interaction style other than what is listed above.

		Listening or watching without giving feedback would be coded as “other”.
Not Applicable	9	None of the above seem to apply

Level 7 – Expected Students Activity

Code all that apply.

Type of expected pupil response	Codes	Definition
Reading	r	Students are to be reading (individually or in pairs)
Reading, turn-taking	r-tt	Students in group are to be reading by taking turns
Orally responding	or	Students are to be orally responding. Oral responding is coded when there is choral responding, partners sharing ideas, or a majority or students in the group responding at the same time (include choral readings)
Oral turn-taking	or-tt	Students in a group either wait to be called on or wait to take turns as the orally respond. Recitation most likely would have been coded at level 6.
Listening	l	Students in a group are listening (and no students is reading or orally responding). Typically this is coded when the teacher is telling students information (at level 6) or is reading aloud to the students (at level 4 and 6). Audio books, on computer.
Writing – long response	we	Students are writing a paragraph or longer.
Writing – short response	ws	Students are note taking, or writing a short answer.
Manipulating	m	Students are to be manipulating, using their hands (Examples include: any type of typing, word cards or letters)
Multi-modal representation	mr	Projects, drawing, bulletin boards, video clips, scrapbooks, computer based projects
Other	o	Some form of responding other than what is listed above is expected.
Not applicable	9	None of the above seem to apply

**Chicago Public Schools
Literacy Instruction Observation Field Notes Form**

SCHOOL: _____	CLASS/GRADE: _____ / _____	DATE: _____
TEACHER: _____	OBSERVER: _____	
TIME INTERVAL START: _____ END: _____		

NOTES:

TIME INTERVAL START: _____ END: _____

NOTES:

Observation Summary Form

School _____ Teacher _____ Date _____

Overall Impressions and Emphases in this Classroom/Lesson (e.g. focus on literature/skills/strategies, child/curriculum, centered, integrated/discrete subjects, instructional balance, etc.) –

Instruction: a) type(s) of lesson (s) and content (introduction, new content, review, application, b) discussion of purpose, c) clarity of explanations/directions, d) type of interaction with the students (e.g., telling them information, using recitation, engaging students in an authentic discussion, providing coaching/scaffolding, providing modeling, having students initiate the talk, e) encouragement of self-regulation, f) teacher expectations, g) instructional density –

Grouping Practices, Auxiliary Personnel, and instructional Activities of Other Students in the Room –

Materials Used During the Observation (including the teacher being observed and the other students in the room) -

Student Participation and Engagement: What were the students doing? Were they actively engaged in the activities? How successful were the students in achieving the goals of the activities? -

Classroom Management: How did the teacher maintain academic focus during her lesson, maintain pupil engagement, handle behavioral disruptions, establish classroom routines and use organizational techniques? –

Classroom Environment and Other: Comment on any other aspects of the environment or other factors you think might be helpful in analysis -

Pre-Observation Form for Teachers

School _____ Teacher _____ Date _____

1. What will you be doing during the observation?
2. What are the purposes of the lesson that will be observed?
3. How do today's activities fit in with your overall reading program?
4. Is there anything special that I need to understand about today's activities?

Literacy Intervention Teacher Interview Protocol – Treatment Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Has your role as the Literacy Intervention Teacher (LIT) in the Striving Readers Initiative changed since the last fall?

- a. If so, how?

We would like to know more about your use of Striving Readers classroom-based intervention materials.

2. Does your school have Listening Centers(where students can access models of fluency and record themselves to assess their own fluency)? Yes No (IF NO SKIP TO Q3)

- a. To what extent are you using the Listening Centers?
 ___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Listening Centers with all students or subgroups of students?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

3. Does your school have Media Centers (3 computers and 1 printer in the classroom)?

Yes No (IF NO SKIP TO Q4)

- a. To what extent are you using the Media Centers?
___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How are you using them?
 - o For which type of activities?
 - o Are you using the Media Centers with all students or subgroups of students?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

4. Do you and/or students in your school have Handheld Computers? Yes No (IF NO SKIP TO Q5)

- a. To what extent are you using the Handheld Computers?
___ Not used at all ___ Somewhat used ___ Extensively used
- b. To what extent are students using the Handheld Computers?
___ Not used at all ___ Somewhat used ___ Extensively used
- c. (If not used either by LIT *or* by Students) Why not?
- d. (If used) How are they being used?
 - o For which type of activities do teachers use the Handheld Computers?
 - o Are the Handheld Computers being used with all students or subgroups of students?
- e. In what ways, if any, has this technology improved instruction and student learning in language arts?

5. Has the *Achieving Maximum Potential (AMP)* intervention software been installed in your school's computers? Yes No (IF NO SKIP TO Q6)

- a. To what extent are you using the software?
___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How is it being used?
 - o For which type of activities?
 - o Are you using it with all students or subgroups of students?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

6. Have you used the Striving Readers website (chicagostrivingreaders.org)? Yes No

- a. If so, please describe how you have used it.
- b. If not, why not?

7. Does your school have Grade-Level Teams? Yes No (IF NO, SKIP TO Q8)

- a. Are you involved in these teams? Yes No (IF NO, SKIP TO Q8)
- b. Please describe your role in these teams, including your role in addressing the needs of struggling readers.

8. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q9)

- a. Are you involved in this team? Yes No (IF NO, SKIP TO Q9)
- b. Please describe your role on this team in general, including your role in addressing the needs of struggling readers.

9. Please describe the structure of your after school programming for struggling readers.

- a. What is your role in the after school component of Striving Readers?
- b. What successes have you had with the after school component of Striving Readers?
- c. What challenges have you encountered with the after school component of Striving Readers?

10. I would like to learn more about the work that you do with students during the regular school day.

- a. What kinds of needs do your students have that might impact on their literacy development?
- b. In what ways does your work address their needs?
- c. What types of activities and resources do you use when you meet with them?

11. Now I want to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings.

- a. How often do you meet with classroom teachers? When do you have these meetings?
____ Once a month or less ____ Several times a month ____ Once a week ____ Several times a week ____ Daily or almost daily
- b. Please describe the topics you discuss when meeting with classroom teachers.

- c. Please describe the specifics of how you work with teachers to promote Striving Readers related practices (differentiated instruction/grouping, use of Striving Readers materials, etc.).

12. Describe your role and responsibilities in using student data.

- a. Which assessment data are you using? For what purposes?
- b. What other types of data are you using? For what purposes?

13. Overall, what are the strengths of your school's literacy curriculum?

14. Please rate the impact you think the Striving Readers program has had on the reading achievement of students in general and struggling readers in particular.

a. Reading achievement – all students

- No impact Some impact Moderate impact Large impact

Please explain your rating.

b. Reading achievement – struggling readers

- No impact Some impact Moderate impact Large impact

Please explain your rating.

15. Overall, what are the challenges to your school's literacy curriculum?

16. What do you or your school need to better support literacy instruction?

17. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Principal Interview Protocol – Control Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. This interview will take about 60 minutes. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. As principal of your school, has your role in supporting the literacy curriculum in your school changed since the fall?

a. If so, please explain.

2. We would like to know more about your school's literacy curriculum.

a. Is your school currently participating in any formal initiative or intervention to improve literacy? Yes No

o If so, please provide the name of the initiative and briefly describe it, including materials and resources.

b. Does your school have specific literacy resources for struggling readers? Yes No

o If yes, please describe.

c. Please rate the impact you think the school's literacy curriculum and/or literacy initiatives have had on the reading achievement of students in general and struggling readers in particular.

o Reading achievement – all students

No impact Some impact Moderate impact Large impact

Please explain your rating.

- Reading achievement – struggling readers

No impact Some impact Moderate impact Large impact

Please explain your rating.

3. We would like to know more about your school's efforts to integrate literacy into the content areas.

- a. Please describe your school's efforts, if any, to integrate literacy into the content areas.

- b. Do you have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to improve student literacy in other subject area classes)?

Yes No (IF NO SKIP TO Q4)

- Are the school-wide text sets being used in the content area classrooms?

Social Studies Not Used—why? Used—how? Don't Know

Science Not Used—why? Used—how? Don't Know

Mathematics Not Used—why? Used—how? Don't Know

- c. Are non-literacy staff involved in professional development related to literacy? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) Yes No

- If yes, who has received professional development? Please specify staff positions.
- What topics were covered?

4. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q5)

- a. Which of your staff are members of the Literacy Leadership Team?

Grade level teacher(s) Literacy Intervention Teacher Librarian

Lead Literacy Teacher Principal ELL/ESL Teacher(s)

Special education teacher(s) Other: _____

- b. How often does the Literacy Leadership Team meet?

Has not met Less than once per month Once per month Biweekly

Weekly Several times a week or more

- c. What role does the Literacy Leadership Team play at your school?
- d. How does the team address the needs of struggling readers?
- e. Does the Literacy Leadership Team use assessment data? Yes No
 - o What types of assessment data does the team use? For what purposes?
 - o Does the team use assessment data to inform PD? If yes, how?
- f. What other data sources does the team consider in addressing student needs?

5. Please describe your role and responsibilities as a principal in using student assessment data...

**[INTERVIEWER: If the school has a Literacy Leadership Team, add the following:]
...in addition to the Literacy Leadership Team's use of assessment data.**

- a. Do you use assessment data? Yes No (IF NO, SKIP TO Q6)
- b. When do you use assessment data? For what decisions or information needs?

6. Does your school currently offer after school programming specifically targeting struggling readers? Yes or No (IF NO, SKIP TO Q7)

- a. Was the after school program in place in the fall? Yes No

If program was in place in the fall:

- o Have there been any changes in the structure, scheduling, and enrollment since the fall? Yes or No
- o If so, please explain.

If program was NOT in place in the fall:

- o When did the after school program start (date)?
- o What staff members are involved and what role do they play?
- o Are the students who attend the after school program of a specific grade or ability level?
- o How many students are involved?
- o What activities and materials do you use in the after school program?
- b. What successes has the school had with the after school component?
- c. What challenges has the school encountered with the after school component?

7. How well is technology integrated into the literacy curriculum? Would you say it is:

Not at all integrated Somewhat integrated Thoroughly integrated

Please explain your rating.

8. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

No impact Some impact Moderate impact Large impact

Please explain your rating.

9. Overall, what are the strengths of your school's literacy curriculum?

10. Have you participated in professional development related to literacy this school year or last summer? Yes No (IF NO, SKIP TO Q11)

a. Who sponsored each professional development activity?

b. What topics were covered?

c. How useful would you say the professional development has been in providing **you** with the skills and tools needed to support your school's literacy efforts?

Not at all useful Somewhat useful Very useful

Please explain your rating.

11. Overall, what are the challenges to your school's literacy curriculum?

12. What does your school need to better support literacy instruction?

13. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Principal Interview Protocol – Treatment Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Has your role in the Striving Readers Initiative changed since the beginning of the school year? Yes No (IF NO, SKIP TO Q2)

a. If so, how?

2. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q3)

a. Which of your staff are members of the Literacy Leadership Team?

Grade level teacher(s) Literacy Intervention Teacher Librarian

Lead Literacy Teacher Principal ELL/ESL Teacher(s)

Special education teacher(s) Other: _____

b. How often does the Literacy Leadership Team meet?

Has not met Less than once per month Once per month

Biweekly Weekly Several times a week or more

c. What role does the Literacy Leadership Team play at your school?

d. How does the team address the needs of struggling readers?

e. Does the Literacy Leadership Team use assessment data? Yes No

- What types of assessment data does the team use? For what purposes?
- Does the team use assessment data to inform professional development?how?

f. What other data sources does the team consider in addressing student needs?

3. Please describe your role and responsibilities as a principal in using student assessment data...

**[INTERVIEWER: If the school has a Literacy Leadership Team, add the following:]
...in addition to the Literacy Leadership Team's use of assessment data.**

- a. Do you use assessment data? Yes No(IF NO, SKIP TO Q4)
- b. When do you use assessment data? For what decisions or information needs?

4. We would like to know more about the after school programming for struggling readers.

- a. Was the after school program in place in the fall? Yes No

If program was in place in the fall:

- Have there been any changes in the structure, scheduling, and enrollment since the fall? Yes No
- If so, please explain.

If program was NOT in place in the fall:

- When did the after school program start (date)?
- What staff members are involved and what role do they play?
- Are the students who attend the after school program of a specific grade or ability level?
- How many students are involved?
- What activities and materials do you use in the after school program?
- b. What successes has the school had with the after school component of Striving Readers?
- c. What challenges has the school encountered with the after school component of Striving Readers?

5. We would like to know more about your school's efforts to integrate literacy into the content areas.

- a. Please describe your school's efforts, if any, to integrate literacy into the content areas.
- b. Do you have school-wide text sets (i.e., sets of reading materials of different structures and levels, centered around specific content area themes, designed to

improve student literacy in other subject area classes)? Yes No (IF NO SKIP TO Q6)

- o Are the school-wide text sets being used in the content area classrooms?
Social Studies Not Used—why? Used—how? Don't Know
Science Not Used—why? Used—how? Don't Know
Mathematics Not Used—why? Used—how? Don't Know

c. Are non-literacy staff involved in professional development for the Striving Readers project? (Includes: Bilingual, SPED, Math, Science, Social Studies teachers) Yes No

- o If yes, who has received professional development? Please specify staff positions.
- o What topics were covered?

6. How well is technology integrated into the literacy curriculum? Would you say it is:

Not at all integrated Somewhat integrated Thoroughly integrated

Please explain your rating.

7. What impact would you say technology has had on the reading achievement of struggling readers in your school? Would you say it had:

No impact Some impact Moderate impact Large impact

Please explain your rating.

8. Have you participated in the Striving Readers professional development related to literacy this school year or last summer? (Some examples of Striving Readers professional development include the Summer Institute, the school-year institutes, the leaders seminars, and the NLU coursework) Yes No (IF NO, SKIP TO Q9)

a. How useful would you say the Striving Readers professional development has been in providing **you** with the skills and tools needed to effectively implement the Striving Readers program?

Not at all useful Somewhat useful Very useful

Please explain your rating.

9. Overall, what are the strengths of your school's literacy curriculum?

10. Please rate the impact you think the Striving Readers program has had on the reading achievement of students in general and struggling readers in particular.

a. Reading achievement – all students

No impact Some impact Moderate impact Large impact

Please explain your rating.

b. Reading achievement – struggling readers

No impact Some impact Moderate impact Large impact

Please explain your rating.

11. Overall, what are the challenges to your school's literacy curriculum?

12. What does your school need to better support literacy instruction?

13. Is there anything else you would like to add regarding the literacy activities in your school?

Thank you for your time today.

Lead Literacy Teacher Interview Protocol – Control Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Please describe your role as [state interviewee's title] at your school.

- a. Has your role changed since the fall? Yes No
 - o If so, how?

2. We would like to know more about your school's grade 6-8 literacy curriculum.

- a. Is your school currently participating in any formal initiative or intervention to improve literacy? Yes No
 - o If so, please provide the name of the initiative and describe it briefly, including materials and resources used.
- b. Does your school have specific resources for struggling readers? Yes No
 - o If yes, please describe.
- c. Please rate the impact you think the school's literacy curriculum and/or literacy initiatives have had on the reading achievement of students in general and struggling readers in particular.
 - o Reading achievement – all students
 - No impact Some impact Moderate impact Large impact

Please explain your rating.

- o Reading achievement – struggling readers

No impact Some impact Moderate impact Large impact

Please explain your rating.

We would like to know more about literacy-based intervention materials that are being used in the classrooms to support literacy instruction.

3. Do grade 6-8 literacy teachers in your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency)? Yes

No (IF NO SKIP TO Q4)

- a. To what extent are teachers using the Listening Centers?
___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How are they being used?
 - o For which type of activities do teachers use the Listening Centers?
 - o Are the Listening Centers being used with all students or subgroups of students?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

4. Do grade 6-8 literacy teachers in your school have Media Centers (computers and printer in the classroom)? Yes No (IF NO SKIP TO Q5)

- a. To what extent are teachers using the Media Centers?
___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How are they being used?
 - o For which type of activities do teachers use the Media Centers?
 - o Are the Media Centers being used with all students or subgroups of students?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?

5. Do grade 6-8 literacy teachers and/or students in your school have Handheld Computers? Yes No (IF NO SKIP TO Q6)

- a. To what extent are teachers using the Handheld Computers?
___ Not used at all ___ Somewhat used ___ Extensively used
- b. To what extent are students using the Handheld Computers?
___ Not used at all ___ Somewhat used ___ Extensively used

- c. (If not used) Why not?
 - d. (If used) How are they being used?
 - o For which type of activities do teachers use the Handheld Computers?
 - o Are the Handheld Computers being used with all students or subgroups of students?
 - e. In what ways, if any, has this technology improved instruction and student learning in language arts?
- 6. Does your school use literacy-based computer software designed for grade 6-8 students?**
Yes No (IF NO SKIP TO Q7)
- a. Please provide a name and describe briefly.
 - b. To what extent is the software being used?
 ___ Not used at all ___ Somewhat used ___ Extensively used
 - c. (If not used) Why not?
 - d. (If used) How is it being used?
 - o For which type of activities?
 - o Is it being used with all students or subgroups of students?
 - e. In what ways, if any, has this technology improved instruction and student learning in language arts?
- 7. Do grade 6-8 literacy teachers in your school use any other technology component to support literacy instruction?** Yes No
- a. If so, please describe.
- 8. Does your school currently offer after school programming specifically targeting struggling readers in grades 6-8?** Yes No (If NO, SKIP TO Q9)
- a. Are you involved in the afterschool programming? Yes No (If NO, SKIP TO Q10)
 - b. Please describe your role and responsibilities.
 - c. What successes has the school had with the after school component?
 - d. What challenges has the school encountered with the after school component?
- 9. Does your school have Grade-Level Teams?** Yes No (IF NO, SKIP TO Q10)
- a. Are you involved in those teams? Yes No (IF NO, SKIP TO Q10)
 - b. What are the roles/positions of the staff members who comprise each grade-level team?

Grade level teachers Literacy Intervention Teacher Librarian
Lead Literacy Teacher Principal ESL/ELL Teacher
Special education teacher Other: _____

c. How often do the grade-level teams meet?

- Has not met Less than once per month Once per month
 Biweekly Weekly Several times a week or more

d. What are the responsibilities of the teams?

e. How do the teams address the needs of struggling readers?

f. What types of student data do the teams review? For what purposes?

- g. Do the grade-level teams review lesson plans? Yes No
o If so, how frequently do they review lesson plans? What is their purpose in reviewing the plans?
o If not, why not?

10. Does your school have a Literacy Leadership Team? Yes No (IF NO, SKIP TO Q11)

a. Are you involved in those teams? Yes No (IF NO, SKIP TO Q11)

b. Please describe your role in general, as well as your role as it relates to addressing the needs of struggling readers.

11. Please describe how grade 6-8 literacy teachers in your school are using data.

a. Which assessment data are they using? For what purposes?

b. What other types of data are they using? For what purposes?

12. Overall, what are the strengths of your school's literacy curriculum?

13. Overall, what are the challenges to your school's literacy curriculum?

14. What do you or your school need to better support literacy instruction?

15. Is there anything else you would like to add regarding your school's literacy curriculum?

Thank you for your time today.

Lead Literacy Teacher Interview Protocol – Treatment Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction: I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 60 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. Please describe your role as the [state interviewee's title] at your school.

- a. Has your role changed since the fall? Yes No
 o If so, how?

We would like to know more about the use of Striving Readers classroom-based intervention materials by the middle school grade literacy teachers in your school.

2. Do grade 6-8 literacy teachers in your school have Listening Centers (where students can access models of fluency and record themselves to assess their own fluency

Yes No (IF NO SKIP TO Q3)

- a. To what extent are teachers using the Listening Centers?
 ___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How are they being used?
 o For which type of activities do teachers use the Listening Centers?
 o Are the Listening Centers being used with all students or subgroups of students? Which subgroups?

- d. In what ways, if any, has this technology improved instruction and student learning in language arts?
- 3. Do grade 6-8 literacy teachers in your school have Media Centers (i.e., 3 computers and 1 printer)?** Yes No (IF NO SKIP TO Q4)
- a. To what extent are teachers using the Media Centers?
 ___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How are they being used?
 For which type of activities do teachers use the Media Centers?
 Are the Media Centers being used with all students or subgroups of students? Which subgroups?
- d. In what ways, if any, has this technology improved instruction and student learning in language arts?
- 4. Do grade 6-8 literacy teachers and/or students in your school have Handheld Computers?** Yes No (IF NO SKIP TO Q5)
- a. To what extent are teachers using the Handheld Computers?
 ___ Not used at all ___ Somewhat used ___ Extensively used
- b. To what extent are students using the Handheld Computers?
 ___ Not used at all ___ Somewhat used ___ Extensively used
- c. (If not used by teachers *or* students) Why not?
- d. (If used) How are they being used?
 For which type of activities are the Handheld Computers used?
 Are the Handheld Computers being used with all students or subgroups of students? Which subgroups?
- e. In what ways, if any, has this technology improved instruction and student learning in language arts?
- 5. Has the *Achieving Maximum Potential* (AMP) intervention software been installed in your school's computers?** Yes No (IF NO SKIP TO Q6)
- a. To what extent is the software being used by grade 6-8 literacy teachers in your school?
 ___ Not used at all ___ Somewhat used ___ Extensively used
- b. (If not used) Why not?
- c. (If used) How is it being used?
 For which type of activities?
 Is it being used with all students or subgroups of students? Which subgroups?

d. In what ways, if any, has this technology improved instruction and student learning in language arts?

6. **Are you involved in the after school component of the Striving Readers?** Yes No
(IF NO, SKIP TO Q7)

a. Please describe your role and responsibilities.

b. What successes has the school had with the after school component?

c. What challenges has the school encountered with the after school component?

7. **Does your school have Grade-Level Teams?** Yes No (IF NO, SKIP TO Q8)

a. Are you involved in these teams? Yes No (IF NO, SKIP TO Q8)

b. What are the roles/positions of the staff members who comprise each grade-level team?

Grade level teachers Literacy Intervention Teacher (LIT) Librarian

Lead Literacy Teacher Principal ELL/ESL Teacher

Special education teacher Other: _____

c. How often do the grade-level teams meet?

Have not met Less than once per month Once per month
 Biweekly Weekly Several times a week or more

d. What are the responsibilities of the teams?

e. How do the teams address the needs of struggling readers?

f. To what extent do the teams use Striving Readers materials? For what purposes?

g. What types of student data do the teams review? For what purposes?

h. Do the grade-level teams review lesson plans? Yes No

o If so, how frequently do they review lesson plans? What is their purpose in reviewing the plans?

o If not, why not?

8. **Does your school have a Literacy Leadership Team?** Yes No (IF NO, SKIP TO Q9)

a. Are you involved in this team? Yes No (IF NO, SKIP TO Q9)

- b. Please describe your role in this team, including your role as it relates to addressing the needs of struggling readers.
- 9. We would like to know how grade 6-8 literacy teachers in your school are using data.**
- a. Which assessment data are they using? For what purposes?
- b. What other types of data are they using? For what purposes?
- 10. Overall, what are the strengths of your school's grade 6-8 literacy curriculum?**
- 11. Please rate the impact you think the Striving Readers program has had on the reading achievement of students in general and struggling readers in particular.**
- a. Reading achievement – all students
- No impact Some impact Moderate impact Large impact
- Please explain your rating.
- b. Reading achievement – struggling readers
- No impact Some impact Moderate impact Large impact
- Please explain your rating.
- 12. Overall, what are the challenges to your school's grade 6-8 literacy curriculum?**
- 13. What does your school need to better support grade 6-8 literacy instruction?**
- 14. Is there anything else you would like to add regarding the implementation of the Striving Readers initiative?**

Thank you for your time today.

Librarian Interview Protocol – Control Schools

[INTERVIEWER: If the librarian is also responsible for the technology in the school, please use the combined protocol]

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 30 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

12. Do you currently work as a full-time or part-time librarian? Full-time Part-time

13. Have you been endorsed as a librarian? Yes No

14. Are there any other librarians on staff? Yes No

a. If yes, how many? _____

15. Are there any library aides on staff? Yes No

a. If yes, how many? _____

16. We would like to know more about you're the library's role in supporting class projects and literacy activities.

a. Please describe the nature of your collaboration with individual classroom teachers.

b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

c. Do you play a role in supporting the integration of technology into instruction? Yes No

o If so, please describe.

17. Does your school have grade-level teams? Yes No
- Do you work with these teams? Yes No
 - If so, please describe your role in these teams.
18. Does your school have a literacy leadership team? Yes No
- Do you work with this team? Yes No
 - If so, please describe your role in this team.
19. Please describe the schedule of student access to the library.
- What are the scheduled times during the school day when students have access to the library?
 - Are there open times during the regular school day and/or afterschool hours? If so, please describe.
20. Do you or other librarians participate in any after school component targeting struggling readers? Yes No
- If so, please describe your role and responsibilities.
21. Have you received any professional development related to literacy this school year or last summer? Yes No (IF NOT, SKIP TO Q11)
- Who sponsored each professional development?
 - What topics were covered?
 - How useful do you feel these professional development activities were in providing you with the skills and tools needed to support your school's literacy efforts? Would you say:
Not at all useful Somewhat useful Very useful
Please explain your rating.
22. Does the library role in supporting the school's literacy curriculum work well? Please explain.
23. Overall, what are the challenges to your role in supporting the school's literacy curriculum?
24. What do you need to better support literacy instruction?
25. Is there anything else you would like to add regarding literacy activities in your school?

Thank you for your time.

Librarian Interview Protocol – Treatment Schools

[INTERVIEWER: If the librarian is also responsible for the technology in the school, please use the combined protocol]

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 30 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

1. **Do you currently work as a full-time or part-time librarian?** Full-time Part-time

2. **Have you been endorsed as a librarian?** Yes No

3. **Are there any other librarians on staff?** Yes No
 - a. If yes, how many? _____

4. **Are there any library aides on staff?** Yes No
 - a. If yes, how many? _____

5. **We would like to know more about the library's role in supporting class projects and literacy activities.**
 - a. Please describe the nature of your collaboration with individual classroom teachers.
 - b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.
 - c. Has your relationship with them changed as a result of the Striving Readers program? If so, how?

- d. Do you play a role in supporting the integration of technology into instruction? Yes
 No
o If so, please describe.
6. **Have you ordered any new materials as a part of the Striving Readers program?** Yes
 No
- a. If so, please list and describe them.
- b. In what ways are the 6th – 8th grade students using these additional materials? Describe.
7. **Do you work with grade-level teams at your school?** Yes No
- a. If so, please describe your role in these teams.
8. **Do you work with the literacy leadership team at your school?** Yes No
- a. If so, please describe your role in this team.
9. **Please describe the library schedule.**
- a. What are the scheduled times during the school day when students have access to the library?
- b. Are there open times during the regular school day and/or afterschool hours? If so, please describe.
10. **Are you involved in the after school component of the Striving Readers?** Yes No
- a. If so, please describe your role and responsibilities.
11. **Have you participated in Striving Readers professional development?** (Examples include the summer institute, school year institutes, and other PD opportunities related to literacy and/or struggling readers) Yes No (IF NO SKIP TO Q12)
- a. What topics were covered in these trainings?
- b. How useful do you feel the Striving Readers professional development is in providing you with the skills and tools needed to effectively implement the Striving Readers program? Would you say it is:
- Not at all useful Somewhat useful Very useful
- Please explain your rating.
12. **Does the library role in supporting the Striving Readers initiative work well? Please explain.**
13. **Overall, what are the challenges to your role in supporting the school's literacy curriculum?**

14. What do you need to better support literacy instruction?

15. Is there anything else you would like to add regarding literacy activities in your school?

Thank you for your time.

Technology Coordinator Interview Protocol – Control Schools

[INTERVIEWER: If the librarian also acts as the technology coordinator in the school, please use the combined protocol *in place of this one.*]

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 20 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

We would like to know more about the types of technology, if any, that are being used in the classrooms to support literacy instruction.

1. **Do grade 6-8 literacy teachers in your school have Listening Centers(where students can access models of fluency and record themselves to assess their own fluency)?** Yes
No (IF NO SKIP TO Q2)
 - a. Are they currently in use? Yes No
 - b. If not, why not?

2. **Do grade 6-8 literacy teachers in your school have Media Centers (computers and printer) in their classrooms?** Yes No (IF NO SKIP TO Q3)
 - a. Are they currently in use? Yes No
 - b. If not, why not?

3. **Do grade 6-8 literacy teachers and/or students in your school have Handheld Computers?** Yes No (IF NO SKIP TO Q4)
 - a. Are they currently in use? Yes No

- b. If not, why not?
4. **Do grade 6-8 literacy teachers in your school have Literacy-Based Software?** Yes
 No (IF NO SKIP TO Q5)
- a. Is it currently in use? Yes No
- b. If not, why not?
5. **Have you received any professional development related to literacy this school year or last summer?** Yes No (IF NO SKIP TO Q6)
- a. Who sponsored each professional development?
- b. What topics were covered?
- c. How useful do you feel these professional development activities were in providing you with the skills and tools needed to support the school's literacy efforts? Would you say the professional development has been:
- Not at all useful Somewhat useful Very useful
- Please explain your rating.
6. **What would you need to better support the integration of technology into literacy instruction in your school?**
7. **Is there anything else you would like to add regarding the technology in your school?**

Thank you for your time.

Technology Coordinator Interview Protocol – Treatment Schools

[INTERVIEWER: If the librarian also acts as the technology coordinator in the school, please use the combined protocol *in place of this one.*]

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 20 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

We would like to know more about the types of technology, if any, that are being used in the classrooms to support literacy instruction.

1. **Have grade 6-8 literacy teachers received the Listening Centers(where students can access models of fluency and record themselves to assess their own fluency)?** Yes
No (IF NO SKIP TO Q2)
 - a. Are they currently in use? Yes No
 - b. If not, why not?

2. **Have grade 6-8 literacy teachers received Media Centers (3 computers and 1 printer) for their classrooms?** Yes No (IF NO SKIP TO Q3)
 - a. Are they currently in use? Yes No
 - b. If not, why not?

3. **Have grade 6-8 literacy teachers and/or students received Handheld Computers?** Yes
No (IF NOT SKIP TO Q4)

- a. Are they currently in use? Yes No
- b. If not, why not?
4. **Is the *Achieving Maximum Potential*(AMP) software installed in the school's computers?**
Yes No (IF NO SKIP TO Q5)
- a. Is it currently in use? Yes No
- b. If not, why not?
5. **What issues or barriers have you encountered in using the Striving Readers intervention materials in your school?**
- a. Did you receive all of the materials when they were needed?
- b. Did you have enough information and training to use the materials effectively?
- c. Are there any other issues or barriers?
6. **Have you participated in Striving Readers professional development?**(Examples include the summer institute, school year institutes, and other PD opportunities related to literacy and/or struggling readers) Yes No (IF NO SKIP TO Q7)
- a. What topics were covered in these trainings?
- b. How useful do you feel the Striving Readers professional development is in providing you with the skills and tools needed to effectively implement the Striving Readers program? Would you say it is:
- Not at all useful Somewhat useful Very useful
- Please explain your rating.
7. **What would you need to better support the integration of technology into literacy instruction in your school?**
8. **Is there anything else you would like to add regarding implementation of Striving Readers materials in your school?**

Thank you for your time.

Librarian/Technology Coordinator Interview Protocol – Control Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 45 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

The first questions in this interview relate to library's role in supporting the curriculum. At the end of the interview, I will also ask you a few questions about the technology component in your school.

1. **Do you currently work as a full-time or part-time librarian?** Full-time Part-time
2. **Have you been endorsed as a librarian?** Yes No
3. **Are there any other librarians on staff?** Yes No
 - a. If yes, how many? _____
4. **Are there any library aides on staff?** Yes No
 - a. If yes, how many? _____
5. **We would like to know more about you're the library's role in supporting class projects and literacy activities.**
 - a. Please describe the nature of your collaboration with individual classroom teachers.
 - b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

- c. Do you play a role in supporting the integration of technology into instruction? Yes
 No
 o If so, please describe.
6. Does your school have grade-level teams? Yes No
- a. Do you work with these teams? Yes No
- b. If so, please describe your role in these teams.
7. Does your school have a literacy leadership team? Yes No
- a. Do you work with this team? Yes No
- b. If so, please describe your role in this team.
8. Please describe the library schedule.
- a. What are the scheduled times during the school day when students have access to the library?
- b. Are there open times during the regular school day and/or afterschool hours? If so, please describe.
9. Do you or other librarians participate in any after school component targeting struggling readers? Yes No
- a. If so, please describe your role and responsibilities.
10. Have you received any professional development related to literacy this school year or last summer? Yes No (IF NO, SKIP TO Q11)
- a. Who sponsored each professional development?
- b. What topics were covered?
- c. How useful do you feel these professional development activities were in providing you with the skills and tools needed to support your school's literacy efforts? Would you say:
- Not at all useful Somewhat useful Very useful
- Please explain your rating.
11. Does the library role in supporting the school's literacy curriculum work well? Please explain.
12. Overall, what are the challenges to your role in supporting the school's literacy curriculum?

The next few questions relate to your school's use of technology to support literacy instruction.

13. Do grades 6-8 literacy teachers in your school have Listening Centers(where students can access models of fluency and record themselves to assess their own fluency)?

Yes No (IF NO SKIP TO Q14)

a. Are they currently in use? Yes No

b. If not, why not?

14. Do grades 6-8 literacy teachers in your school have Media Centers (computers and printer) in their classrooms? Yes No (IF NO SKIP TO Q15)

a. Are they currently in use? Yes No

b. If not, why not?

15. Do grades 6-8 literacy teachers and/or students in your school have Handheld Computers? Yes No (IF NO SKIP TO Q16)

a. Are they currently in use? Yes No

b. If not, why not?

16. Do grades 6-8 literacy teachers in your school have Literacy-Based Software? Yes No (IF NO SKIP TO Q17)

a. Is it currently in use? Yes No

b. If not, why not?

17. What other types of technology, if any, are teachers in your school using to support literacy instruction? Please describe.

18. What would you need to better support the integration of technology into literacy instruction in your school?

19. Is there anything else you would like to add regarding literacy activities and/or technology in your school?

Thank you for your time.

Librarian/Technology Coordinator Interview Protocol – Treatment Schools

Interviewee Name:		Date:	
Interviewee Title:			
School:		Start Time:	End Time:
Interviewer:			

Introduction. I'm _____ and I am one of the interviewers with the Chicago Public Schools Striving Readers external evaluation team. For this study, we are visiting both schools that are using the Striving Readers curriculum and a comparison sample of schools that are not using Striving Readers. Please note that we are asking many of the same questions as in the fall because we are interested in understanding whether there have been any changes since then. We are interested in learning about the literacy interventions for grades 6 through 8, so please respond to all of the questions as they relate to those grades only. Since we are requesting a lot of information and we have a limited period of time, please be as succinct as you can in your answers. You will have an opportunity to elaborate further at the end of the interview.

This interview will take about 45 minutes. Your responses will be kept confidential. We don't identify individual respondents or their schools. I would like to tape this interview to be sure I have recorded it accurately. Is this all right?

The first questions in this interview relate to your role as librarian in supporting the curriculum. At the end of the interview, I will also ask you a few questions about the technology component in your school.

1. **Do you currently work as a full-time or part-time librarian?** Full-time Part-time
2. **Have you been endorsed as a librarian?** Yes No
3. **Are there any other librarians on staff?** Yes No
 - a. If yes, how many? _____
4. **Are there any library aides on staff?** Yes No
 - a. If yes, how many? _____
5. **We would like to know more about the library's role in supporting class projects and literacy activities.**
 - a. Please describe the nature of your collaboration with individual classroom teachers.
 - b. What are the major resources that you and the other librarians provide for class projects and literacy activities? Please list these resources.

- c. Has your relationship with them changed as a result of the Striving Readers program?
If so, how?
- d. Do you play a role in supporting the integration of technology into instruction? Yes
 No
o If so, please describe.
- 6. Have you ordered any new materials as a part of the SR program?** Yes No
- a. If so, please list and describe them.
- b. In what ways are the 6th – 8th grade students using these additional materials?
Describe.
- 7. Do you work with grade-level teams at your school?** Yes No
- a. If so, please describe your role in these teams.
- 8. Do you work with the literacy leadership team at your school?** Yes No
- a. If so, please describe your role in this team.
- 9. Please describe the library schedule.**
- a. What are the scheduled times during the school day when students have access to the library?
- b. Are there open times during the regular school day and/or afterschool hours? If so, please describe.
- 10. Are you involved in the after school component of the Striving Readers?** Yes No
- a. If so, please describe your role and responsibilities.
- 11. Have you participated in Striving Readers professional development?** (Examples include the summer institute, school year institutes, and other PD opportunities related to literacy and/or struggling readers) Yes No (IF NO SKIP TO Q12)
- a. What topics were covered in these trainings?
- b. How useful do you feel the Striving Readers professional development is in providing you with the skills and tools needed to effectively implement the Striving Readers program? Would you say it is:
- Not at all useful Somewhat useful Very useful
- Please explain your rating.
- 12. Does the library role in supporting the Striving Readers initiative work well? Please explain.**

13. Overall, what are the challenges to your role as a librarian in supporting the school's literacy curriculum?

The next few questions relate to your school's use of technology to support literacy instruction.

14. Have grades 6-8 literacy teachers received the Listening Centers(where students can access models of fluency and record themselves to assess their own fluency)?

Yes No (IF NO SKIP TO Q15)

a. Are they currently in use? Yes No

b. If not, why not?

15. Have grades 6-8 literacy teachers received Media Centers (3 computers and 1 printer) for their classrooms? Yes No (IF NO SKIP TO Q16)

a. Are they currently in use? Yes No

b. If not, why not?

16. Have grades 6-8 literacy teachers and/or students received Handheld Computers?

Yes No (IF NO SKIP TO Q17)

a. Are they currently in use? Yes No

b. If not, why not?

17. Is the *Achieving Maximum Potential*(AMP) software installed in the school's computers?

Yes No (IF NO SKIP TO Q18)

a. Is it currently in use? Yes No

b. If not, why not?

18. What issues or barriers have you encountered in using the Striving Readers intervention materials in your school?

a. Did you receive all of the materials when they were needed?

b. Did you have enough information and training to use the materials effectively?

c. Are there any other issues or barriers?

19. What would you need to better support the integration of technology into literacy instruction in your school?

20. Is there anything else you would like to add regarding literacy activities and/or technology in your school?

Thank you for your time.

Appendix B: Definitions of Year 2 Fidelity Scales

Program fidelity scales are defined in the following tables. For each of the key program components,¹ a table is presented that outlines (where applicable) the particular characteristics or “sub-components” that define the main component. For each component or subcomponent, in the second column the tables present specific items (interview or survey questions, observation codes, etc.), organized by data collection instrument, that address that sub-component. In the third column, scales are defined to provide a rating from each item of each instrument for each component by assigning scores to the applicable response scales of each item. Scores are then aggregated across items and instruments to create total summary scores by sub-component and ultimately by component. All sub-component and component scores are converted to a 10-point scale so that they are equally weighted, and a total fidelity score is computed as the mean of the six component scores. Missing data was imputed by using the mean value for all other non-missing cases.

¹ Note that these scales combine program components 4 (purposeful assessment) and 5 (data driven instruction) into a single scale, since data sources that were used during Year 2 did not adequately distinguish these concepts.

FIDELITY OF CLASSROOM MODEL SCALES

Component 1: Reading comprehension instruction for whole school, blended intervention

Sub-Components	Individual/Summary Items	Scores
Sub-Component 1: Whole-part-whole instructional framework	LIST Survey	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Using whole-part-whole classroom instruction model 	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Total Score WPW	Sum of the Above Items/1= Range from 0 to 10
Sub-Component 2: Use of <i>gradual release model</i> to provide direct, explicit instruction and scaffold learning for students.	LIST Survey	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Scaffolding • Differentiating Instruction • Using Guided Reading • Monitoring comprehension through questioning. 	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Total Gradual Release Model Setting Score	Sum of the Above/4 (Scale from 0 to 10)
Sub-Component 3: Instruction anchor for all classrooms and content areas is focused on comprehension.	LIST Survey	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Using guided reading. • Using PRC2 for comprehension. • Making connections to background knowledge. • Understanding the arrangement of text. • Making connections between texts. • Monitoring comprehension through questioning. • Synthesizing information within text or across texts. 	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q2. How often do you use the following techniques to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Everybody Reads To (ERT) • Exclusion Brainstorming • List-Group-Label • Predict-Locate-Add-Note (PLAN) • ReQuest 	Never/ Not Familiar=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10

Sub-Components	Individual/Summary Items	Scores
	<ul style="list-style-type: none"> • Interactive Notation System for Effective Reading and Thinking (INSERT) • Reciprocal teaching • ABC Graffiti • Guided Reading and Summarizing Procedure (GRASP) 	
	Total Systematic Comprehension Score	Sum of the Above/16 (Scale from 0 to 10)
Sub-Component 4: PRC2 instructional framework, text sets, and technology are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.	LIST Survey	
	Q1. How often do you use the following practices to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Differentiating instruction • Using PRC2 for fluency. • Using PRC2 for comprehension. • Using PRC2 for vocabulary development. 	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q16a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy. <ul style="list-style-type: none"> • Listening centers • Media centers (three computers and a printer) • Text sets • Software 	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Q16b. For each of the materials listed below, for those that you are using, rate how effective they are in supporting student learning in language arts. <ul style="list-style-type: none"> • Listening centers • Media centers (three computers and a printer) • Text sets • Software 	Not at all Effective=0; Minimally Effective=2.5; Somewhat Effective=5; Effective=7.5; Very Effective=10; Don't Know= missing
	Principal Interview	
	Q5. Do you have <u>school-wide text sets</u> (i.e., supplemental reading materials designed to improve student literacy in other subject area classes)	Yes=10; No=0
	Q5b. Are the school-wide text sets being used in the content area classrooms? <ul style="list-style-type: none"> ○ Social Studies ○ Science ○ Mathematics 	Not Used=0; Used=10; Don't Know=missing
Pre-Observation Literacy Environment Checklist		

Sub-Components	Individual/Summary Items	Scores
	Q1. Media Center: How many computers? and printers?	3 or more = 10, 2 = 6.66, 1 = 3.33, 0=0; 1 or more=10, 0=0.
	Q1b. Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work?	Yes=10; No=0
	Q2a. Listening Center: In working order?	Yes=10; No=0
	Q2b. Listening Center: Several sets of headphones?	
	Q2c. Listening Center: Audio materials for use by students?	
	Q4. Text Sets	Yes=10; No=0
	Total PRC2 Score	(Sum of above items)/23 items = Range from 0 to 10
Sub-Component 5: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano's <i>Building Academic Content Vocabulary</i>	Classroom Observation Codes	
	<p>Any of the following codes:</p> <p>4-Activity Vocabulary (v) Word parts (Letter ID, Phonemic Awareness, Phonics, Decoding) (wp) Word recognition strategy, Word ID, Sight words (wr)</p> <p>Combined with one of the following:</p> <p>6-Interaction Style Telling (t) Modeling (m) Coaching/scaffolding (c)</p>	<p>Proportion of class time that includes evidence of direct instruction in Vocabulary</p> <p>Average proportion across all ELA class observations within a school</p> <p>Score = (Average Proportion)/3, max = 10 (i.e., maximum score for 30% or more class time on vocabulary)</p>
	LIST Survey	
	<p>Q1 How often do you use the following practices to help struggling readers develop better reading strategies and skills? Employing direct vocabulary instruction.</p>	<p>Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0</p>
	<p>Q16 For each of the materials listed below, for those that you are using, rate how effective they are in supporting student learning in language arts. Vocabulary notebooks</p>	<p>Not at all Effective=0; Minimally Effective=2.5; Somewhat Effective=5; Effective=7.5; Very Effective=10; Don't Know= missing</p>
	Total Vocabulary Score	Sum of the Above/3 (Score from 0 to 10)
Total Component 1 - Blended Intervention Score:		(Sum of above Sub-component Scores)/5 = Range from 0 to 10

Component 2: Reading comprehension instruction for targeted intervention model for Tier 2 and Tier 3 students²

Sub-Components	Individual/Summary Items	Scores
Sub-Component 6: Teachers and Literacy Intervention Teachers collaboration in instructional planning and progress monitoring.	LIT Interview	
	Q11 Now I want to ask you a few questions about the specifics of when you meet with classroom teachers to plan, prioritize and coordinate instruction, responsibilities, and student groupings. <ul style="list-style-type: none"> • How often do you meet with classroom teachers? 	Once a month or less=2; Several times a month=4; Once a week=6; Several times a week=8; Daily or almost daily=10
	Total Collaboration Score	Scale from 2 to 10
Sub-Component 7: Explicit instruction in small group setting for Tier 2-3 students for approximately 20-30 minutes per day, in 7 core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure.	LIST Survey	
	Q1 How often do you use the following practices to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Using guided reading. • Using PRC2 for comprehension.. • Making connections to background knowledge. • Understanding the arrangement of text. • Making connections between texts. • Monitoring comprehension through questioning. • Synthesizing information within text or across texts. 	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Don't know=0
	Q2 How often do you use the following techniques to help struggling readers develop better reading strategies and skills? <ul style="list-style-type: none"> • Everybody Reads To (ERT) • Exclusion Brainstorming • List-Group-Label • Predict-Locate-Add-Note (PLAN) • ReQuest • Interactive Notation System for Effective Reading and Thinking (INSERT) • Reciprocal teaching • ABC Graffiti • Guided Reading and Summarizing Procedure (GRASP) 	Never/ Not Familiar=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10
	Total Comprehension Score	Sum of the Above/16 items (Score 0 to 10)
Total Component 2 - Targeted Intervention Score:		(Sum of above Sub-component Scores)/2 = Range from 0 to 10

² Note that the second sub-component of the Targeted Intervention model, “Increased direct and supported instruction—an additional 20-30 minutes per day,” could not be directly measured through existing data sources and is not included in the fidelity scale.

Component 3: Reading comprehension instruction for intensive intervention model for Tier 3 students

Sub-Components	Individual/Summary Items	Scores
Sub-Component 8: Increased time—an additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day.	AMP Schedule and Attendance Records	
	Total # minutes AMP Classes should meet per week (240) * Number of Weeks (26) = 6240 minutes	Average attendance in AMP for the year across all Tier 3 students, using full annual attendance (6240 minutes) as baseline.
	Total number of minutes attended by each student .	Score = (average attendance)/26, max=10
	Total Increased Time Score	
Sub-Component 9: Small groups setting: 15 to 1 teacher student ratio.	AMP Enrollment Records	
	Number of Students Per Class	(# Teachers)/(# Students) X 150, max=10
	Total Small Group Setting Score	
Classroom Observations of AMP After-School Program		
Sub-Component 10: Explicit and systematic instruction in seven core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure (strategies introduced one at a time) during the additional 240 minutes of supported instruction.	Total Systematic Comprehension Score	<i>(Only 10 observations were conducted of AMP classes during Wave 3 because of scheduling difficulties. As a result, these data were considered a non-representative sample of AMP classes and were excluded from the Component 3 score.)</i>
Sub-Component 11: Teaching of high volume and depth of academic vocabulary.	Total Vocabulary Score	
Sub-Component 12: Guided fluency practice.	Total guided fluency practice score	
Total Component 3 - Intensive Intervention Score:		(Sum of above Sub-component Scores)/2 = Range from 0 to 10

Component 4: Frequent, purposeful assessment and adjustment of instruction with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support

Components	Individual/Summary Items	Scores
Purposeful assessments with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support	Principal Interviews	
	Q2e Does Literacy Leadership Team use assessment data?	Not Used=0; Used=10
	Q3a Do you use assessment data?	
	LIST Surveys	
	Q6/7 Does your school have a lead literacy teacher or literacy coach? If YES: To what extent do you work with your lead literacy teacher/literacy coach to use assessment data for instructional planning?	No coach or Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
	Q8 Indicate how you use the data from the following assessments:	[From Not used=0 to Used in all intended ways=10. No extra points for additional applications.]
	a) ClassViews	Not using=0; Benchmarking=+5; Assess outcomes=+5
	c) mClass Running Records	Not Using=0; Diagnostic=+5; Progress monitoring=+5
	d) ISAT	Not Using=0; Outcome=10
	e) BRI	Not Using=0; Diagnostic=10
	f) Informal assessments	Not Using=0; Progress monitoring=10
	Q9a-e Indicate extent you use student assessment data for each of the following purposes: a) Placing students in intervention programs; b) Differentiating instruction; c) Identifying skills that need to be re-taught; d) Monitoring student reading progress; e) Creating instructional groups	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
	Q10/Q11a-f Do you currently have grade-level teams at your school? If YES: Overall, rate the grade-level team's ability to use classroom assessment data in the following ways: a) Address the needs of struggling readers; b) Formalize lesson plans; c) Identify students who are eligible for targeted interventions; d) Identify strengths; e) Identify teaching and learning strategies f) Improve classroom practice	No grade-level team= 0 on all items; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=missing
	Q13/14 Do you currently have a literacy team in place at your school? If YES: Overall, rate the quality of the literacy team's performance in: Using assessment data to pinpoint the staff's professional development needs.	No literacy team= 0; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=missing
	Total Score: Component 4 - Purposeful Assessments	

Component 5: High-quality, high-interest materials

Components	Individual/Summary Items	Scores
Highly motivating reading materials integrated with engaging technology and audio resources.	Principal Interviews	
	Q5. Do you have <u>school-wide text sets</u> (i.e., supplemental reading materials designed to improve student literacy in other subject area classes)	Yes=10; No=0
	Q5b. Are the school-wide text sets being used in the content area classrooms?	
	<ul style="list-style-type: none"> • Social Studies 	No or Not Used=0; Used=10; Don't Know=Missing
	<ul style="list-style-type: none"> • Science 	
	<ul style="list-style-type: none"> • Mathematics 	
	Pre-Observation Literacy Environment Checklist	
	Q1. Media Center: How many computers? and printers?	3 or more = 10, 2 = 6.66, 1 = 3.33, 0=0; 1 or more=10, 0=0.
	Q1b. Are at least 3 computers and 1 printer in working order and easily accessible to students for individual and small group work?	Yes=10; No=0
	Q2a. Listening Center: In working order?	Yes=10; No=0
	Q2b. Listening Center: Several sets of headphones?	
	Q2c. Listening Center: Audio materials for use by students?	
	Q3a. Classroom library: Is it easily accessible to students?	Yes=10; No=0
	Q3b. Classroom library: Is it organized and in good shape?	
	Q3c. Classroom library: Is there a checkout system in place?	
	Q3d. Classroom library: Are there a variety of texts that appeal to readers of differing abilities and interests?	
	Q3e. Classroom library: Are books grouped by genre?	
	Q3f. Classroom library: Are materials clearly labeled?	
	Q3g. Classroom library: Are there both NF and Fiction books	
	Q4. Text Sets	Yes=10; No=0
	Q6a. Other materials: Newspapers	Yes=10; No=0
	Q6b. Other materials: Magazines	
	Observation Codes Checklist	
	Q5a1. Type of Material: Literary Text	Check=10/Not-checked=0
	Q5a2. Type of Material: Informational Text	
	Q5b1. Specific Material: Board/Chart	
	Q5b2. Specific Material: Computer-Web based	
	Q5b3. Specific Material: Computer Software	
Q5b4. Specific Material: Computer to write on		
Q5b5. Specific Material: Listening Center		

Components	Individual/Summary Items	Scores
	Q5b6. Specific Material: Text book	
	Q5b7. Specific Material: Text sets	
	Q5b7. Specific Material: Newspapers/Magazines	
	LIST Surveys	
	Q16a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy.	
	<ul style="list-style-type: none"> • Listening centers 	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> • Media centers (three computers and a printer) 	
	<ul style="list-style-type: none"> • Text sets 	
	<ul style="list-style-type: none"> • Software 	
	<ul style="list-style-type: none"> • Classroom library 	
	<ul style="list-style-type: none"> • Vocabulary notebooks 	
	<ul style="list-style-type: none"> • Textbooks 	
	<ul style="list-style-type: none"> • Reading response notebooks 	
	Q16b. For each of the materials listed below, for those that you are using, rate how effective they are in supporting student learning in language arts.	
	<ul style="list-style-type: none"> • Listening centers 	Not at all Effective=-0; Minimally Effective=2.5; Somewhat Effective=5; Effective=7.5; Very Effective=10; Don't Know=0
	<ul style="list-style-type: none"> • Media centers (three computers and a printer) 	
	<ul style="list-style-type: none"> • Text sets 	
	<ul style="list-style-type: none"> • Software 	
	<ul style="list-style-type: none"> • Classroom library 	
	<ul style="list-style-type: none"> • Vocabulary notebooks 	
	<ul style="list-style-type: none"> • Textbooks 	
	<ul style="list-style-type: none"> • Reading response notebooks 	
	Q20. To what extent do the library resources support the Striving Readers program?	Not at all=0; To a small extent=3.33; To a moderate extent=6.67; To a large extent=10; Don't know=0
	Total Score: Component 5 - HQ Materials	(Sum of above items)/46 = Range from 0 to 10

Component 6: Integrated, progressive, high-quality professional development

Components	Individual/Summary Items	Scores
Integrated, progressive, high quality professional development	Professional Development Attendance Records	
		<i>The percents below refer to the percent of meetings attended by LIT or principals, respectively.</i>
	LIT Weekly Meetings with Coordinators	[<60%]=0; [60-74%]=1; [75-89%]=2; [90-100%]=3
	Principals' Monthly Professional Development	[<30%]=0; [30-59%]=1; [60-79%]=2; [80-100%]=3
		<i>The percents below refer to the session attendance rates averaged across teachers</i>
	Teachers' Summer Institute (Yearly)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Saturday Seminar (Monthly, Years 1-2)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Quarterly Follow-Up Institutes	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Total Score Component 6 - Professional Development	Sum of the Above Items (Scale of 0 to 15)/ * 10

Appendix C: Year 2 Fidelity Scale Results by School

Table C-1
Results of Year 2 Implementation Fidelity Scales by School
Major Program Components

Cohort	School Number	Mean Score						
		Overall	Component 1 <i>Blended Intervention</i>	Component 2 <i>Targeted Intervention</i>	Component 3 <i>Intensive Intervention</i>	Component 4 & 5 ³ <i>Data-Driven Instruction & Assessment</i>	Component 6 <i>Materials⁷</i>	Component 7 <i>Professional Development⁷</i>
Cohort 1	4	6.1	7.5	5.2	5.7	5.9	6.9	5.3
	5	6.6	6.9	5.5	9.9	7.0	5.3	5.3
	6	7.4	7.6	5.4	9.1	7.2	7.8	7.3
	8	6.5	7.4	6.6	6.9	6.7	6.2	5.3
	11	6.5	7.4	5.5	8.0	7.4	6.6	4.0
	13	7.3	7.4	7.6	7.7	8.6	6.2	6.0
	16	6.6	7.7	3.9	7.6	7.3	6.4	6.7
	17	7.4	8.8	6.4	8.5	7.5	7.3	6.0
	19	6.0	7.6	4.1	9.0	5.8	6.6	2.7
	20	6.8	7.6	6.3	8.1	6.6	6.7	5.3
	22	6.9	8.2	4.9	8.5	7.4	6.9	5.3
	24	6.4	7.1	6.6	8.8	5.7	5.5	4.7
	27	7.0	7.7	5.8	8.4	7.3	7.4	5.3
	29	6.9	7.2	6.2	7.2	6.8	5.9	8.0
	30	6.5	7.3	7.6	6.6	5.8	5.8	6.0
31	7.1	7.9	5.9	8.0	6.7	6.8	7.3	
	Cohort 1	6.7	7.6	5.9	8.0	6.9	6.5	5.7
Cohort 2	1	6.2	7.3	7.8	7.7	5.0	5.6	4.0
	2	6.4	6.6	5.1	7.2	6.8	5.8	6.7
	3	6.6	6.7	6.3	7.9	6.3	5.2	7.3
	7	5.9	6.9	6.1	4.9	7.6	5.4	4.7
	9	6.3	7.0	5.5	6.5	6.7	6.2	6.0
	10	6.4	7.1	5.7	6.4	6.4	6.7	6.0
	12	5.7	7.0	6.2	6.1	5.9	5.0	4.0
	14	6.9	7.5	5.6	7.7	6.6	6.9	7.3
	15	7.4	8.5	7.8	6.3	8.0	6.4	7.3
	18	7.0	7.6	5.9	7.5	7.1	7.2	6.7
	21	6.2	6.7	4.2	7.8	6.0	5.6	6.7
	23	6.6	6.8	6.4	7.5	8.3	6.1	4.7
	25	6.7	7.4	4.4	8.6	6.5	6.5	6.7
	26	6.1	5.8	6.0	8.4	6.8	5.8	4.0
	28	6.7	6.7	5.2	9.1	7.3	5.9	6.0
	Cohort 2	6.5	7.1	5.9	7.3	6.8	6.0	5.8
	Overall	6.6	7.3	5.9	7.8	6.8	6.3	5.8

³ Separate tables are not provided for these components because they did not include any sub-components.

Table C-2
Results of Year 2 implementation fidelity scales by school
Component 1: Blended intervention

Cohort	School Number	Mean Score					
		Component 1 <i>Blended Intervention</i>	Sub-Component 1 <i>Whole-Part-Whole</i>	Sub-Component 2 <i>Gradual Release Model</i>	Sub-Component 3 <i>Comprehension Focus</i>	Sub-Component 4 <i>PRC2</i>	Sub-Component 5 <i>Marzano's Vocabulary</i>
Cohort 1	4	7.5	9.6	8.0	4.4	7.7	7.6
	5	6.9	7.5	8.4	5.0	5.9	7.8
	6	7.6	8.9	8.4	4.9	8.5	7.3
	8	7.4	9.1	8.9	5.3	6.9	7.1
	11	7.4	9.7	7.7	4.9	7.7	7.0
	13	7.4	10.0	9.1	5.2	7.1	5.4
	16	7.7	9.1	8.8	5.9	7.1	7.6
	17	8.8	10.0	9.5	6.2	8.6	9.4
	19	7.6	9.3	8.0	4.2	7.7	8.7
	20	7.6	8.5	8.6	6.0	7.1	7.9
	22	8.2	10.0	8.7	5.8	7.9	8.7
	24	7.1	10.0	9.4	5.2	6.3	4.9
	27	7.7	8.8	8.8	5.6	7.4	8.1
	29	7.2	8.8	8.8	4.4	6.3	7.6
	30	7.3	9.2	8.1	5.2	6.5	7.4
	31	7.9	7.9	8.7	5.7	8.5	8.6
		Cohort 1	7.6	9.1	8.6	5.3	7.3
Cohort 2	1	7.3	9.4	8.8	5.6	5.9	6.7
	2	6.6	10.0	8.8	4.2	6.2	3.8
	3	6.7	6.3	8.2	6.0	5.6	7.6
	7	6.9	8.5	8.1	6.2	5.7	5.9
	9	7.0	8.3	8.3	5.1	6.4	7.0
	10	7.1	9.3	8.8	5.4	7.6	4.5
	12	7.0	8.8	8.1	4.4	6.0	7.9
	14	7.5	9.3	8.4	5.1	7.6	7.2
	15	8.5	10.0	9.1	5.7	8.1	9.7
	18	7.6	8.0	8.8	5.7	8.2	7.1
	21	6.7	8.3	8.5	4.4	6.3	6.1
	23	6.8	9.2	7.5	4.8	7.5	5.2
	25	7.4	8.0	7.9	4.8	7.6	8.5
	26	5.8	6.9	7.5	4.1	6.0	4.8
	28	6.7	9.0	8.3	4.4	6.8	4.8
		Cohort 2	7.1	8.6	8.3	5.1	6.8
Overall		7.32	7.3	8.9	8.5	5.2	7.1

Table C-3
Results of Year 2 implementation fidelity scales by school
Component 2: Targeted intervention

Cohort	School Number	Mean Score		
		Component 2 <i>Targeted Intervention</i>	Sub-Component 6 <i>Teacher/LIT Collaboration</i>	Sub-Component 7 <i>Explicit Instruction in Comprehension</i>
Cohort 1	4	5.2	6.0	4.4
	5	5.5	6.0	5.0
	6	5.4	6.0	4.9
	8	6.6	8.0	5.3
	11	5.5	6.0	4.9
	13	7.6	10.0	5.2
	16	3.9	2.0	5.9
	17	6.4	6.6	6.2
	19	4.1	4.0	4.2
	20	6.3	6.6	6.0
	22	4.9	4.0	5.8
	24	6.6	8.0	5.2
	27	5.8	6.0	5.6
	29	6.2	8.0	4.4
	30	7.6	10.0	5.2
	31	5.9	6.0	5.7
	Cohort 1	5.9	6.5	5.3
Cohort 2	1	7.8	10.0	5.6
	2	5.1	6.0	4.2
	3	6.3	6.6	6.0
	7	6.1	6.0	6.2
	9	5.5	6.0	5.1
	10	5.7	6.0	5.4
	12	6.2	8.0	4.4
	14	5.6	6.0	5.1
	15	7.8	10.0	5.7
	18	5.9	6.0	5.7
	21	4.2	4.0	4.4
	23	6.4	8.0	4.8
	25	4.4	4.0	4.8
	26	6.0	8.0	4.1
	28	5.2	6.0	4.4
	Cohort 2	5.9	6.7	5.1
Overall		5.87	5.9	6.6

Table C-4
Results of Year 2 implementation fidelity scales by school
Component 3: Intensive intervention

Cohort	School Number	Mean Score		
		Component 3 <i>Intensive Intervention</i>	Sub-Component 8 <i>Increased Instructional Time</i>	Sub-Component 9 <i>Small Group Setting (15:1)</i>
Cohort 1	4	5.7	1.5	10.0
	5	9.9	9.7	10.0
	6	9.1	8.9	9.4
	8	6.9	5.4	8.3
	11	8.0	6.0	10.0
	13	7.7	5.4	10.0
	16	7.6	7.8	7.3
	17	8.5	8.1	8.8
	19	9.0	8.0	10.0
	20	8.1	6.2	10.0
	22	8.5	7.0	10.0
	24	8.8	7.5	10.0
	27	8.4	6.8	10.0
	29	7.2	6.4	7.9
	30	6.6	3.2	10.0
	31	8.0	6.0	10.0
	Cohort 1	8.0	6.5	9.5
Cohort 2	1	7.7	5.7	9.6
	2	7.2	4.4	10.0
	3	7.9	5.8	10.0
	7	4.9	1.9	7.9
	9	6.5	3.6	9.4
	10	6.4	2.8	10.0
	12	6.1	2.1	10.0
	14	7.7	5.3	10.0
	15	6.3	2.6	10.0
	18	7.5	5.0	10.0
	21	7.8	5.6	10.0
	23	7.5	4.9	10.0
	25	8.6	7.2	10.0
	26	8.4	6.8	10.0
28	9.1	8.1	10.0	
	Cohort 2	7.3	4.8	9.8
Overall		7.8	7.8	6.0

Appendix D: Year 2 Program Implementation **Findings from Staff Interviews**

The findings discussed herein are based on interviews with principals, LITs, LLTs, librarians and technology coordinators, which were conducted as part of school visits that took place in spring 2008.

Component 1: Reading Comprehension Instruction for Whole-School, Blended Intervention

As a result of their participation in the Striving Readers Initiative, all treatment schools are involved in a formal initiative to improve students' literacy. In comparison, fewer control schools (54% according to principals, 45% according to LITs) are participating in formal literacy initiatives. Despite this variation in involvement, there were few differences between Striving Readers and control school staff's responses when asked about their school's efforts to integrate literacy into content areas, and concerning the strengths and weaknesses of their school's literacy curricula.

Literacy Initiatives in Control Schools

Approximately half of the principals (54%) and LLTs (45%) at control schools reported that their school was participating in a formal initiative to improve students' literacy. Two principals specified that their schools have Supported Core Reading Material Adoption (SCRMA), which provides CPS elementary schools an opportunity to adopt a comprehensive district-supported and endorsed PreK–5 basal reading program. Other programs mentioned included the Chicago Reading Initiative, READ 180, Targeted Intervention Plan (TIP), Glencoe Reading Series, and DePaul Connected Curriculum. One LLT described a grant that their school had received to support teams of teachers holding book discussions with students. One principal described their school's partnership with National-Louis University through which classroom teachers are obtaining Master's degrees in reading, and worked collaboratively with their school to improve literacy instruction. Several LLTs and principals described materials or curricula that their school was using; however, it was unclear if the materials were part of a *formal literacy initiative*.

Integrating Literacy into Content Areas

Principals had much to say when asked to describe their school's efforts at integrating literacy into the content areas. Those from Striving Readers schools described professional development around integration as being important (including the summer workshop and other Striving Readers-related professional development), as well as common planning time for teachers. Others said that personnel, such as the Striving Readers Coach and/or LLTs, have been important in supporting teachers with integration and demonstrating that integration is possible. Others mentioned the PRC2 process, having more content area books and materials available, assigning projects that link literacy skills to content, AMP strategies, and school standards that cut across content areas.

Similar to Striving Readers schools, several principals at control schools noted that professional development on the topic of literacy integration had been important and that their schools had purchased additional subject-related materials and books. A few interviewees said that vocabulary study, reading aloud, and writing had been integrated into science, social studies, and math classes, as had projects that tie together literacy and content area knowledge. In one school, the principal modeled how to teach reading in content area classrooms. One control school had a faculty book club that studied the use of literacy strategies to improve mathematics, and the club reported out to the entire faculty the strategies they reviewed.

Strengths and Challenges of the Literacy Curriculum

The responses of Striving Readers and control school staff were similar when asked about the strengths of the literacy curriculum. The strength of personnel was one common theme. Classroom teachers, literacy teachers, and coaches were praised for creating an environment of collaboration, for their willingness to teach and learn new strategies, and for their creativity and engagement. In addition, many staff noted high-quality materials and technology resources, the use of data to drive instruction, and differentiated instruction as strengths. Principals, LLTs, and LITs at Striving Readers schools in particular mentioned professional development as a main strength of the literacy curriculum.

Challenges to the reading curriculum in both Striving Readers and control schools were related to the need—or perceived need—for more resources. Interviewees said that they would like to have more staff (e.g., more reading coaches) to enable the provision of individualized instruction to struggling readers. Several mentioned that they have too many students to facilitate a high degree of differentiation.

Although materials and professional development were mentioned as *strengths* of the reading curriculum, some respondents from both Striving Readers and control schools clearly felt challenged by a need for more materials and resources, as well as for teacher training and support. More than one respondent characterized a lack of motivation and buy-in among teachers as a challenge. A shortage of time was another theme, including too little time for collaboration and planning among teachers *and* too little time in the classroom with students. Several interviewees mentioned parental involvement as a challenge and felt that it was important for parents to reinforce literacy practices at home.

When staff from Striving Readers and control schools were asked what they or their schools would need to better support literacy instruction, responses reflected their opinions concerning the main challenges to the literacy program (described above). In both Striving Readers and control schools, the most common responses were: more staff, more training for the staff, literacy materials and technology resources, more time, and more parental involvement. Principals in particular tended to focus on staffing issues when discussing what they needed to better support literacy instruction. Control school principals said that they would like to have additional teachers, LLTs, literacy coaches, and tutors. Striving Readers principals said that they would like more librarians and

LITs. The responses of LLTs tended to focus on professional development as well as materials and resources, such as handheld computers, listening centers, books, and computers. They also mentioned that having additional staff would create more opportunities for individualized and differentiated instruction. In addition, LITs at Striving Readers schools mentioned that more common planning time, collaboration, and coordination was needed among staff.

Component 2: Reading Comprehension Instruction for Targeted Intervention Model for Tier 2 and Tier 3 Students

The LIT staff position is unique to Striving Readers schools. Because LITs are a resource that control schools do not have, they and the work that they perform can be considered a direct impact of the initiative. Interviews with LITs revealed that the majority of these staff members met with teachers on a weekly basis (or more often) and helped teachers plan lessons and literacy strategies. Other roles that they played included helping to facilitate assessment processes and use assessment results, working one-on-one or in small groups with students, and teaching or coordinating the targeted after-school intervention.

Meetings with Teachers

Almost all LITs reported meeting with classroom teachers on a regular basis. Specifically, 80% reported meeting with teachers at least once a week, and 14% reported meeting with teachers several times a month. Only 3% reported meeting with classroom teachers less than once a month, and another 3% of LITs said that they never met with teachers.

According to many LITs, their meetings with teachers focused on reviewing and planning lessons, strategies, and materials. A few LITs noted that they discussed with teachers the needs of specific students and planned strategies for providing individualized attention to these students. A few also mentioned that they discussed student progress and findings from assessments. One LIT said that they planned extension activities to help students connect reading to other aspects of their life, and another said that they discussed behavioral issues and student grouping with teachers.

Student Needs

When asked to describe the needs of students that might impact literacy development, several LITs explained that many students are behind grade level in terms of their literacy development. As a consequence, these students have many needs. Those that were mentioned several times include the need to build vocabulary, background knowledge, comprehension strategies, de-coding skills, greater fluency, and pronunciation. A few LITs mentioned that, for many of their students, English is a second language, and these students need more exposure to English at home or through extracurricular activities. A few LITs noted that their students need support and encouragement because they have low motivation.

How the LITs Address Students' Needs

When describing their work and how it addresses the student needs described above, several LITs explained that they help to facilitate assessment processes. In particular, the results of assessments are used by LITs to provide appropriate support to students. A few LITs said that they work one-on-one or in small groups with students. Some specified that they help students to develop and strengthen their strategies for comprehension, decoding, and vocabulary building, and others said that they model the use of comprehension strategies and fluency.

Specifically related to Striving Readers practices, several LITs said that they help teachers to remember Striving Readers strategies and model the strategies for them. Strategies mentioned included whole-part-whole instruction, differentiation, PRC2, and grouping students. LITs also said that they discuss and review with teachers the Striving Readers strategies that have been covered during professional development, and help teachers plan how they can use these strategies in the classroom. A few LITs said that they help teachers think about what types of assessment strategies are appropriate to use, and when to administer assessments. One LIT said that every time the school receives Striving Readers materials, they think about how to best use the materials with students. One LIT said that they co-teach using Striving Readers strategies, and one allows teachers to observe each other using these strategies (while the LIT is covering their class).

Most LITs reported that they are a teacher for the after-school component of Striving Readers, and many specified that they teach Grade 6 students using AMP. One LIT specified that they coordinate the program, including making sure that teachers have supplies, rotating to observe the various classes, and substituting for absent teachers as needed.

Component 3: Reading Comprehension Instruction for Intensive Intervention Model for Tier 3 Students

As part of the Striving Readers Initiative, all Striving Readers schools have an after-school component for Tier 3 students who struggle with literacy. This after-school component uses AMP literacy-based software. Most control schools reported that they, too, have after-school programming targeting struggling readers in Grades 6–8; however, fewer reported having literacy-based software. Staff from Striving Readers schools were more confident than those from control schools about the perceived successes of their after-school literacy program and believe the program has improved student achievement and literacy skills.

Description of the After-School Component

Compared to Striving Readers schools, which *all* have an after-school component, most principals (85%) and LLTs (85%) at control schools reported that their school offers after-school programming targeting struggling readers in Grades 6–8. All Striving Readers principals (100%) and almost all control school principals (96%) said that their after-school program has been in place since the fall. Similar percentages of principals

(38% at Striving Readers schools and 42% at control schools) reported that changes in the structure, scheduling, and enrollment of the after-school component have occurred since the fall.

Concerning staffing of the after-school program, school librarians and LLTs from Striving Readers schools were less likely to be involved in the after-school program than librarians and LLTs in control schools. In Striving Readers schools, 12% of librarians and 20% of LLTs reported that they (or another librarian) participated in the after-school program. In control schools, these percentages were 32% and 44%, respectively.

Successes and Challenges of the After-School Component

When asked to describe the successes of their after-school component, several principals and LITs from Striving Readers schools said that student achievement and reading abilities have improved, as evidenced by test scores, grades, and teacher feedback. Several LITs specified that the program has increased students' fluency, vocabulary, and comprehension. Striving Readers principals and LITs also noted that motivation and confidence have increased among students who participate in the program. A few Striving Readers school staff noted that the program created opportunities for the LIT to build stronger, closer relationships with students, and that some parents have also become engaged in the program.

Control school principals were less certain than Striving Readers principals about the success of their after-school program. Several said that their program has led to improved achievement and test scores; however, several others said that they were not certain because they do not yet have data. Those who cited improvement based their assessment on Learning First data, grades of participating students, and the school's attainment of adequate yearly progress. Similar to Striving Readers principals, a few control school principals said that some students and parents seem to be engaged in and satisfied with the program.

Very few LLTs at Striving Readers or control schools commented on the success of the after-school component, although a few LLTs at control schools noted that the after-school program has good materials, promotes student self-esteem, and provides a safe environment for students.

Concerning challenges to the after-school component, staff at both Striving Readers and control schools characterized attendance as the main challenge (indeed, as discussed in Section III of the report, increased instructional time was among the lowest rated items on the fidelity scales). Some specified that it is difficult to get the students who need the program to attend; others said that students attend the program but that attendance is erratic. Issues that contribute to attendance problems include a lack of parental support, competition with other after-school activities that students find more appealing (e.g., sports), transportation issues, safety concerns, and inclement weather. Discipline and finding enough qualified staff to teach the program were also mentioned as challenges by staff at both Striving Readers and control schools.

Several LITs at Striving Readers schools also commented that the AMP program presents unique challenges. They said that students find the program boring and that it doesn't include incentives to motivate students. A few LITs mentioned that AMP is difficult for struggling readers who do not have a lot of background knowledge and are already tired upon arriving at the program at the end of the day. One LIT said that implementing the technical component of AMP is a challenge because the technology works only intermittently.

AMP and Literacy-Based Software

Most staff members at Striving Readers schools (100% of LLTs, 93% of LITs, and 86% of technology coordinators) reported that AMP software is installed on the school's computers. In comparison, fewer staff in control schools (79% of technology coordinators and 47% of LLTs) reported that Grade 6–8 literacy teachers have literacy-based software on school computers. When asked if AMP software (or literacy-based software) was *currently* in use in their school, 80% of technology coordinators at Striving Readers schools and 100% of technology coordinators at control schools responded affirmatively.

Reports concerning the frequency with which the software is used varied widely by staff position in Striving Readers schools, making it difficult to get a clear idea of the frequency of use. Half (50%) of LLTs reported that they or other literacy teachers use the AMP software *extensively*; the other half said that the software is used *somewhat*. However, only 11% of LITs reported that the AMP software is used *extensively*. Approximately half (52%) said that it is used *somewhat*, and more than one third (37%) said that it is *not used at all*. In control schools, the responses of LLTs were similar to those of LLTs in Striving Readers schools. Slightly more than half (56%) reported that literacy software is used *extensively*, and 44% reported that it is used *somewhat*.

To gather more information about the challenges of using AMP software in Striving Readers schools, LLTs and LITs who reported that the software is *not* used extensively were asked why. One LLT reported a high rate of turnover among LITs in the school, which has resulted in difficulties with getting the new LIT trained on AMP. A few LITs reported having problems with computers, not having enough computers for the students in the program, or having difficulties with the AMP software itself. In particular, one LIT said that the software is not working, and one reported that the school could not figure out how to use the software. A few LITs reported that students do not like the software, including one who believed that it was too difficult for the students and one who said that students do not stay on task when using AMP. Two LITs mentioned that they use other media (including listening centers and MP3 players) instead of AMP.

Uses of AMP and Literacy-Based Software

LLTs and LITs were asked how AMP (or literacy-based software) was being used, including for which activities and by which groups or subgroups of students. In Striving Readers schools, LLTs and LITs reported that AMP is being used for individualized instruction, and to support standards, review books with students, read story selections, and reinforce reading skills. One LIT said that AMP software is also used for assessment

purposes. Most LLTs and LITs at Striving Readers schools said that AMP is being used with those students who attend the after-school program.

In control schools, LLTs said that literacy-based software is used for drills and practice; learning games; to improve student understanding of texts; to promote comprehension, fluency, word knowledge, and writing; and for guided independent reading. Some LLTs reported that *all* students use literacy-based software, and some said that only struggling readers use the software.

When LLTs and LITs were asked if and how AMP or literacy-based software had improved instruction, responses were similar across Striving Readers and control schools. A few staff interviewed at Striving Readers schools said that AMP allows students to have more individualized instruction, and that it allows teachers to work one-on-one with students while others are engaged in their own work. Two staff noted that students prefer to work on computers than with pencil and paper, and that using computers helps to engage and motivate the students. A few staff said that AMP reinforces skills learned in the classroom. Similarly, LLTs from control schools said that literacy-based software allows for individualized instruction and allows teachers to work with small groups and one-on-one with students. One LLT from a control school said that literacy-based software does *not* improve instruction.

LLTs in control schools only were asked to describe any *other* technology used to support literacy instruction in their school. Several mentioned overheads, LCD projectors, DVDs, computers, and Power Point presentations. A few mentioned classroom Jeopardy, smart boards, audio tapes of stories, and listening centers.

Component 4: Frequent, Purposeful Assessment and Adjustment of Instruction with Screening, Diagnostic, and Progress-Monitoring Tools

The vast majority of Striving Readers and control school principals reported that they *and* their school's Literacy Leadership Team use assessment data to plan and differentiate instruction, determine when additional instruction is needed, and plan professional development and teacher supports. The Lead Literacy Teachers reported that literacy teachers use assessment data for similar purposes.

Sources and Uses of Data

All principals (100%) at Striving Readers schools and control schools reported using assessment data. In addition, almost all Striving Readers principals (97%) and all control school principals (100%) said that the school's Literacy Leadership Team uses assessment data. When asked what types of assessment data the Literacy Leadership Team uses, principals at Striving Readers and control schools responded similarly—mentioning data from Learning First, the ISAT, the BRI, reading fluency snapshots, DIBELS, classroom assessments, and observations.

Striving Readers and control school principals specified that assessment data are used to plan and differentiate instruction and determine areas where additional instruction is

needed. Some principals in Striving Readers schools said that assessment data are used to identify students for the after-school program and to group students according to their literacy abilities. Most principals at Striving Readers schools responded affirmatively when asked if the Literacy Leadership Team uses assessment data to inform professional development, and they explained that assessment data helps the team pinpoint areas where training and support (or additional training and support) is needed. A few principals said that professional development has occurred around how teachers can use assessment data to inform their practice, and that interpreting data is often a topic addressed at Saturday sessions, literacy coaches' meetings, and principals' meetings.

Principals were also asked what *other* data sources the Literacy Leadership Team considers in addressing student needs. Here again, responses were similar between Striving Readers and control schools. In both cases, many principals mentioned data from teacher-made exams and observations, students' grades, assessments of student projects and performances, and data relating to attendance, behavior, and retention. A few principals mentioned that they look at students' needs and backgrounds, including social and physical issues, although they did not specify their data source. One principal reported looking at social and emotional development data from parent reports and from the school nurse. Two principals in Striving Readers schools mentioned survey data, including parent and student surveys as well as a University of Chicago survey of parents and teachers that is new to CPS.

Principals discussed *when* (how often) they use assessment data and for what decisions or informational needs, and here again, responses were similar among those from Striving Readers and control schools. Answers concerning frequency of data use varied considerably among both groups. Very few principals reported *infrequent* use of data, and many reported using it on an *ongoing* or even a *constant* basis. Some specified that they tend to use data a lot over the summer, at the beginning of the school year, or when data become available.

Many principals in both Striving Readers and control schools described using data to determine students' strengths and needs and to make decisions about instruction based on that information. Many said that they use data to help them make decisions about professional development and the types of supports that teachers need. Several mentioned that data are used to group students and strategize about what different groups need, and others said that data are used to determine *teachers'* strengths and needs, to plan what types of books and resources are needed in the school, and to identify students for tutoring or special programming (for example, the after-school program). Some principals said that they use data to help them make decisions about classroom and teacher assignments, and a few use data to help determine priorities and future programming needs for their school, as well as decisions about promotions.

Although answers among Striving Readers and control school principals were generally very similar, principals at Striving Readers schools mentioned a few uses that were not mentioned by those at control schools. Specifically, they said that data are used to help them identify Tier 3 students, for SIPAA school improvement planning, to set

improvement or growth goals, and to inform parents about how they can support their child's learning at home.

Data Use among Literacy Teachers

LLTs at Striving Readers and control schools were also asked what types of assessment data are being used by Grade 6–8 literacy teachers, and for what purposes. LLTs at Striving Readers schools mentioned the ISAT, Learning First, BRI, fluency snapshots, and formative classroom assessments as their main data sources. These data are used in Striving Readers schools to pinpoint areas where students need help and to target instruction to those needs. Data are also used to group students, provide feedback to students, and measure progress. Responses among LLTs in control schools were similar; however, they also mentioned data from sources including reading benchmarks, extended response prompts, Go for the Green, and the new ELL English assessment, the Assessing Comprehension and Communication in English State-to-State (ACCESS) test.

In addition to assessment data, LLTs at Striving Readers schools said that literacy teachers use data collected from handheld computers, data from other teachers, conversations with students, and their own knowledge of students. LLTs at control schools use data from student portfolios, the KTEA (for special education students), Buckle-down assessment books, teacher-made tests, and student journals, and LLTs at Striving Readers and control schools mentioned using data from student observations. LLTs at both Striving Readers and control schools use these additional data sources to inform and improve their instruction.

Component 5: Data-Driven Instruction Structured through a Team-Based System of Leadership and Support

All Striving Readers schools have a Literacy Leadership Team, which is a resource that only some control schools have. The role of these teams includes providing support to school staff around literacy strategies; observing classes; and planning and providing professional development. Staff reported that Literacy Leadership Teams at Striving Readers schools met more frequently than those at control schools. In addition to the Literacy Leadership Team, *grade-level teams* are another type of school resource. Most Striving Readers *and* control schools report having grade-level teams, and staff from Striving Readers schools reported that their teams meet less frequently than teams at control schools. Grade-level teams share and collaborate about strategies and materials, exchange information, create common lessons, map curricula, and review individual student work.

Literacy Leadership Teams

All principals, Lead Literacy Teachers, and LITs in Striving Readers schools reported having a Literacy Leadership Team in their school. In comparison, three quarters (76%) of control school principals and slightly more than two thirds of librarians (68%) and Lead Literacy Teachers (65%) at control schools reported having a Literacy Leadership Team. Almost all LITs (97%) and most Lead Literacy Teachers (90%) and librarians (84%) reported being involved in or working with the Literacy Leadership Team at

Striving Readers schools. At control schools, all Lead Literacy Teachers (100%) and the majority of librarians (79%) reported being involved or working with the Literacy Leadership Team.

When Striving Readers principals were asked which staff members participated in the Literacy Leadership Team at their school, the most common answers were: the LIT (93% of principals gave this response), grade-level teachers (86%), the principal (69% of principals said that they were involved in the team), librarians, (66%), and special education teachers (59%). In control schools, the most common answers were: the principal (66% said that they were involved in the team), other⁴ (66%), grade-level teachers (59%), and special education teachers (52%). Slightly less than half of principals in both Striving Readers and control schools (48% and 45%, respectively) said that the Lead Literacy Teachers was involved in the Literacy Leadership Team.

According to principals, the Literacy Leadership Teams at Striving Readers schools met more frequently than those at control schools: 41% of Striving Readers principals said that their school's team met weekly, another 26% said that their team met biweekly, and another 26% said that the team met once a month. In comparison, more than half (55%) of control school principals reported that their team met once a month, another 20% reported that it met weekly, and another 15% reported that the team met biweekly.

Principals were queried about the role that the Literacy Leadership Team plays at their school. Responses among principals at Striving Readers schools were similar to but slightly more expansive than those at control schools. Striving Readers principals said that the Literacy Leadership Team in their school makes sure that the Striving Readers Initiative is fully implemented and well-coordinated, holds monthly book clubs (for teachers), discusses research-based practices related to literacy instruction, makes sure that teachers are well-informed about upcoming student assessments, takes part in school improvement planning, and evaluates the ongoing success of literacy instruction. Striving Readers *and* control school principals said that the Literacy Leadership Team recommends and provides support to school staff around literacy strategies. Team members observe classes, support teachers, and plan and provide professional development. Some control school principals said that the team makes decisions about materials needed by the school, plans literacy-focused activities, and communicates with parents. Some responded that the team looks at student assessment instruments and assessment data.

Principals at Striving Readers and control schools responded similarly when asked how the Literacy Leadership Team addresses the needs of struggling readers. Many said that the team uses data to assess the needs of struggling readers and to offer them appropriate support, for example through the after-school program, tutoring, before-school assistance, or small-group instruction. Many principals also said that the team works with teachers around using strategies that are appropriate for struggling readers. Principals in Striving Readers schools specifically mentioned whole-part-whole instruction and differentiated instruction.

⁴ Among the "other" responses, assistant principal was most common.

Lead Literacy Teachers in control schools, and Lead Literacy Teachers and LITs at Striving Readers schools, were asked to describe their role on the Literacy Leadership Team. Many respondents from both Striving Readers and control schools said that they chaired or coordinated the team and that their role included holding team meetings, facilitating meetings, planning meeting agendas, and making sure that teachers attend and participate. Many described their role as that of an information conduit; for example, they share information from other meetings or from professional development sessions with team members and bring up for discussion issues that teachers are encountering in classrooms. Other roles mentioned by both Striving Readers and control school staff included looking at student data, making decisions about strategies and materials being used, reviewing instructional materials, and making sure that teachers are implementing research-based strategies.

Grade-Level Teams

All LLTs (100%) and almost all LITs (97%) at Striving Readers schools reported that their school has grade-level teams, and most LLTs (95%) and librarians (91%) at control schools reported the same. Concerning their involvement with these teams, all LLTs (100%), most LITs (97%), and two thirds of librarians (64%) at Striving Readers schools reported being involved with or working with grade-level teams. At control schools, 89% of LLTs and 60% of librarians reported involvement with grade-level teams.

LLTs were asked which staff members comprise grade-level teams. The most popular responses, which were given by at least half of LLTs at Striving Readers schools, were: grade-level teachers (90% of LLTs gave this response), LITs (80%), LLTs (70%), other (70%), the principal (60%), and special education teachers (60%). Responses among LLTs at control schools were slightly different. The responses given by at least half of LLTs at control schools were: grade-level teachers (88%), special education teachers (82%), the principal (65%), and other (65%). In both Striving Readers and control schools, literacy coaches and assistant or vice principals were common responses in the “other” category.

The frequency of grade-level team meetings at Striving Readers and control schools varied. Half of LLTs at Striving Readers schools said that grade-level teams met *weekly*, 20% reported that the teams met *biweekly*, 20% said they met *once per month*, and 10% said that teams met *several times a week or more*. In comparison, most (88%) LLTs at control schools said that grade-level teams met *weekly*, and 6% each said that teams met *biweekly* or *less than once per month*.

Although half (50%) of LLTs at Striving Readers schools said that the grade-level teams review lesson plans, 87% of LLTs at control schools reported that the teams perform this function. Overall, LLTs at Striving Readers and control schools described the responsibilities of grade-level teams similarly. LLTs from Striving Readers schools said that the teams’ responsibilities include sharing and collaborating about strategies and materials used in the classroom; exchanging information from workshops, book talks, and other professional development events; creating common lessons to ensure

consistency across the grade level; mapping the curriculum for next year; and reviewing individual student work. In addition to these responsibilities, LLTs from control schools said that grade-level teams also plan grade-wide activities, provide updates to teachers, look at data, read articles, and have a study group. Only a few LLTs from Striving Readers schools said that grade-level teams in their school review lesson plans. They said this is a role that generally falls outside of the teams, usually to an assistant principal or other administrator. In control schools, many LLTs said that their school's grade-level teams review lesson plans; however, their comments suggest that the teams talk about lessons or plan lessons during meetings but do not necessarily look at written lesson plans.

When asked how grade-level teams address the needs of struggling readers, both groups of LLTs said that the teams review and assess the needs of particular students and determine how to address those needs, share successes and challenges in working with struggling readers, discuss the implementation of strategies for struggling readers, look at data, and share ideas about structuring student groups. Control school LLTs mentioned pairing struggling teachers with experienced teachers on the teams to ensure that modeling takes place, and said that coaching from the Literacy Coach is an important aspect of the teams' efforts to address struggling readers. LLTs from Striving Readers schools mentioned that teams discuss differentiated instruction and how it can be used with struggling readers.

Striving Readers and control school LLTs reported that grade-level teams review several types of data, including data from the ISAT, fluency snapshots, Learning First, teacher-made assessments, and extended response writing prompts. LLTs at Striving Readers schools also reported using data from the BRIs and observations of students. Data are used to identify student strengths and areas of weakness, target instruction to areas where students are struggling, group students, set the pace of instruction, assess progress, and identify students for the after-school program.

Component 6: High-Quality, High-Interest Materials

Striving Readers encourages the use of high-quality, high-interest materials such as text sets, listening centers, media centers, and handheld computers. Most Striving Readers and control schools reported having text sets. Interestingly, control school staff were slightly more likely than Striving Readers staff to report that text sets were being used in content area classrooms. Regarding listening centers and media centers, Striving Readers schools were slightly more likely than control schools to report having these resources. Striving Readers schools appear to be using listening centers for a greater variety of purposes, including differentiating instruction. Finally, although the majority of Striving Readers schools reported having handheld computers, very few reported that teachers and students are using these resources. Overall, principals in both Striving Readers and control schools felt that technology was *somewhat* integrated into their literacy curriculum.

Text Sets

Most principals at both Striving Readers (89%) and control schools (89%) reported having school-wide text sets. A higher percentages of control school principals reported that the text sets were being used in content area classrooms. For example, 88% of control school principals, compared to 79% of Striving Readers principals, said that text sets were being used in social studies classrooms, 88% of control school principals and 71% of Striving Readers principals said that text sets were being used in science classrooms, and 65% of control school principals and 57% of Striving Readers principals said that text sets were being used in mathematics classrooms.

Listening Centers

Control school staff were slightly less likely than Striving Readers school staff to report that their school had listening centers. Specifically, at Striving Readers schools, all technology coordinators and LLTs and almost all (97%) LITs said that Grade 6–8 literacy teachers in their school had listening centers. In comparison, 89% of technology coordinators and 85% of LLTs in control schools reported the same. Most (94%) of the technology coordinators in both Striving Readers and control schools said that the listening centers were currently in use. Concerning the frequency of use, 89% of LLTs at Striving Readers schools reported that teachers use the listening centers *somewhat*, and the other 11% reported that teachers use the centers *extensively*. At control schools, responses were more varied. Approximately two thirds of LLTs (65%) reported that teachers use the listening centers *somewhat*, 24% reported that teachers use the centers *extensively*, and 12% reported that teachers *do not use the centers at all*. Slightly more than two thirds (68%) of LITs at Striving Readers schools reported that they personally use the centers *somewhat*.

LLTs and LITs were asked how listening centers are being used, and with which students. In both Striving Readers and control schools, some staff reported that the centers are used with all students and some reported that they are used primarily for subgroups, including struggling readers, special education students, and ELL students. A few staff specified that the centers are used by small groups of students on a rotating basis. LLTs from control schools said that the centers are primarily used for listening to books and to enhance students' comprehension and fluency. One LLT said that students record themselves and listen to themselves read. Responses among LLTs and LITs in Striving Readers schools were more varied. In addition to read-alouds and as a means to improve fluency and comprehension, these staff said that the centers are used to implement Striving Readers strategies, for AMP, to help teachers differentiate instruction, as a way to review science lessons (one staff said that a science teacher records lessons for those students who need review), and to help students who were absent to catch up.

When asked how listening centers have improved instruction, LLTs and LITs from Striving Readers and control schools said that the centers and the technology improve student engagement and motivation, which they believe has an impact on the effectiveness of instruction. They also said that the listening centers allow students to

hear fluent readers. LLTs and LITs in Striving Readers schools also said that listening centers help them to differentiate instruction.

Media Centers

All staff (100%) at Striving Readers schools (technology coordinators, LLTs, and LITs) reported that Grade 6–8 literacy teachers in their school have media centers, and all technology coordinators reported that these centers are currently in use. In comparison, 92% of technology coordinators and 79% of LLTs in control schools reported having media centers, and 96% of technology coordinators said that they are currently in use. Striving Readers staff also reported that teachers use the media centers more frequently than control school staff. Specifically, 100% of LLTs at Striving Readers schools reported that teachers use the media centers *extensively*, and 61% of LITs reported that they themselves use the media centers extensively. Of those LITs who use the media centers less frequently, most said that this was due to the fact that they do not have good materials to use in the centers, or that there is not enough time. In control schools, less than half (41%) of LLTs reported that teachers use the media centers *extensively*. Approximately half (47%) said that they are used *somewhat*, and 12% said that they are *not used at all*. One LLT who said that they do not use the media centers at all said that the technology is challenging, teachers don't have enough time, and that there are too many students for the number of computers available.

When LLTs and LITs in Striving Readers schools were asked how and with whom media centers are used, many said that the centers are used to allow students to listen to books, novels, or passages before, during, or after reading them directly. Several Striving Readers staff mentioned that students listen to readings and then ask and answer questions about it; that the centers are set up as literacy stations that students rotate through; that they help with differentiated instruction; and that they are used to improve fluency, intonation, and comprehension. A few staff said that they are used for AMP, to allow students to catch up on work that they have missed, for literacy circles or groups, and for PRC2 (to allow students to listen to their conversations). Staff at Striving Readers schools had varying responses regarding which students the media centers are used with/for—some said all students, others said small groups of students, and others specified struggling readers (particularly in the after-school program), ELL students, and/or special education students. Some said that the centers are used with different groups of students at different times of the day (e.g., with all students during classes, but with struggling readers during the after-school program).

Answers given by LLTs in control schools were slightly different. Some said that students use the centers to do research and projects, and others said that the centers are used to reinforce skills and learning, prepare for tests, and measure comprehension. A few said that the centers are used as a means of providing support for struggling readers. In terms of who uses the centers, responses varied between all students and struggling readers. A few mentioned that teachers use the media centers to plan and prepare lessons, print papers, and keep records.

When staff were asked in what ways media centers have improved instruction, responses were similar among Striving Readers and control school staff. Both groups said that media centers help teachers to differentiate instruction for students and help to engage and motivate students. They also said that having media centers allows teachers to provide many models of fluency to students, who hear different voices reading text selections. A few said that media centers help to facilitate student reading of nonfiction for informational purposes.

Handheld Computers

Grade 6–8 literacy teachers in Striving Readers schools were supposed to receive handheld computers late in the second year of the initiative and are expected to begin using the handheld computers in Year 3. Because the interview data discussed in this section are from Year 2 of the initiative, the teachers were not yet expected to be actively using the handheld computers.

In Striving Readers schools, 76% of technology coordinators and 40% of LLTs reported that Grade 6–8 literacy teachers have handheld computers. In addition, 76% of LITs reported that they and/or students in their school have handheld computers. In control schools, only 8% of technology coordinators and 10% of LLTs reported that literacy teachers have handheld computers.

Although the majority of Striving Readers staff reported having handheld computers, 67% of LLTs reported that teachers were not using them, and 71% of LITs reported that they themselves were not using them. All LLTs (100%) and most (91%) LITs also said that *students* in Striving Readers schools were not using the handheld computers. When these staff were asked why the handheld computers were not being used, many said that the school had just received the computers and that staff and/or students needed training on how to use them. One said that there was a problem with the software. Very few staff answered questions about how the handheld computers were being used or how they may improve instruction. Two respondents said that, at this point, the handheld computers are for personal use (e.g., to keep their calendar or contact information). One staff said that they are being used in AMP, and one said that they are being used for developing stories with pictures and for getting novels online.

Integration of Technology

Principals at Striving Readers and control schools were asked how well they believe technology is integrated into the literacy curriculum of their school. In both Striving Readers and control schools, the majority of principals (75% in Striving Readers schools and 79% in control schools) reported that technology is *somewhat* integrated. Approximately one fifth (21% in Striving Readers schools and 17% in control schools) reported that it is *thoroughly* integrated, and the remainder (4% in Striving Readers schools and 3% in control schools) said that technology is *not integrated at all*.

When asked to explain their answers, Striving Readers and control school principals responded similarly. Many simply described the technology resources available at their school. As an example, one principal (each) said that every classroom in their school has

four to five computers, their school just got 18 laptops, or that all classrooms in their school have computers with Internet. In general, principals considered the level of technology resources at their school to be good but not great, and thought that it would be ideal to have even more technology available. Some principals—particularly in Striving Readers schools—were more specific and said that although the school has adequate technology, teachers need to make better use of it for instruction. They said that right now the students mainly use computers to do research, look at web sites, and produce (type and print) papers, and that only a few teachers are using technology for instructional purposes. Several principals said that additional professional development is needed to facilitate teachers using technology effectively.

When asked to rate the impact of technology on the reading achievement of struggling readers in their school, principals from Striving Readers schools rated the impact higher than those from control schools. In particular, 70% of Striving Readers principals rated the impact of technology as *moderate* or *large*, but only 34% of control school principals rated it the same way. The majority of principals in control schools (62%) said that the technology had had *some* impact on the achievement of struggling readers.

Other Resources in Control Schools

Because the Striving Readers Initiative provides participating schools with resources for struggling readers, principals and LLTs in control schools *only* were asked whether their schools have specific literacy resources for struggling readers. Approximately three quarters of principals (79%) and LLTs (74%) said yes. When asked to describe these resources, they listed a wide range of strategies, materials, and programs. Examples include classroom libraries or book rooms, teacher resource rooms, leveled books, an online program for struggling readers, tutoring/mentoring programs, before-school and after-school reading programs, one-on-one coaching by a literacy teacher or paraprofessional, and reduced class sizes for literacy instruction. No one resource was cited by more than a few respondents at control schools.

Component 7: Integrated, Progressive, and High-Quality Professional Development

Higher percentages of staff from Striving Readers schools, including librarians, technology coordinators, and principals, reported participating in professional development related to Striving Readers or literacy in general either this school year or last summer. Specifically, 92% of librarians, 95% of technology coordinators, and all principals (100%) at Striving Readers schools reported participating in such professional development, compared to 68% of librarians, 73% of technology coordinators, and 96% of principals at control schools. Most principals in Striving Readers schools (89%) and all principals in control schools (100%) said that non-literacy staff were involved in professional development related to literacy. When asked to list the staff members involved in professional development, many principals from both Striving Readers and control schools said that *all staff* who are involved with students in Grades 6–8 participate in professional development. They named staff positions including teachers of all subject areas, paraprofessionals, assistant teachers, principals, assistant principals,

computer/technology staff, librarians, gym teachers, art teachers, counselors, and math specialists. Many principals from both Striving Readers and control schools said that there are no staff members in their school who do *not* deal with literacy.

Principals were also asked what topics had been covered in professional development sessions. In most cases, responses of principals from Striving Readers and control schools were similar. They both mentioned topics such as building and using classroom libraries, differentiating instruction, using small group instruction, using data to inform instruction, using technology, developing strategies for use with low-performing students or ELL students, using extended response, building vocabulary, and writing activities. Principals from Striving Readers schools mentioned a few topics not covered by those from control schools, including creating literacy stations, using handheld computers, and PRC2.

The majority of staff members in both Striving Readers and control schools who participated in professional development said that it was *very useful* in providing the skills needed to effectively implement Striving Readers or the school's literacy efforts. Three fifths (61%) of librarians, half of technology coordinators, and more than three quarters (76%) of principals in Striving Readers schools said that the professional development was *very useful*. In control schools, 69% of librarians, 75% of technology coordinators, and 70% of principals said that the professional development was *very useful*.

When asked to explain their ratings of the usefulness of the professional development, Striving Readers principals had many positive things to say. In particular, they said that the professional development sessions provided knowledge about literacy strategies and techniques, allowed principals to observe in classrooms, provided the research basis behind the strategies used in Striving Readers, and allowed them to know what the expectations were of the initiative and what they should look for in their schools in terms of literacy instruction. A few mentioned that the networking opportunities were very valuable, and a few said that it was valuable to attend professional development with other staff from their school. A few principals commented on aspects of the professional development that they did *not* find useful. One said that they do not believe that principals need to know about Striving Readers in such great detail. Another felt similarly and did not think that principals need to observe classrooms in other schools.

Principals in control schools felt that professional development was useful in helping them understand what should be covered—and how—in each grade level. They felt that the professional development helped them to become better instructional leaders and know what to look for when observing classrooms. They also felt that the professional development helped them to stay current on best practices and procedures that are currently being used in classrooms.

Appendix E: Definitions of Year 3 Fidelity Scales

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION			
Sub-Components	Individual/Summary Items	Scores	
Sub-Component 1: Individual and small group instruction	LIST Survey - from ELA Teachers only		
	Q7. How often do you use the following grouping structures in your classes?	Never=0; Less than once a month=2; 1-3 times a month=4; 1-3 times a week=6; 4-5 times a week=8; Multiple times a day=10	
	<ul style="list-style-type: none"> • Individual Work • Small groups or Pairs 		
	Score	Sum of the Above Items/2 (Range from 0 to 10)	
	Q18. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom.	For each item: =0 if small group AND individual work are NOT checked =5 if either small group OR individual work are checked =10 if BOTH small group AND individual work are checked	
	<ul style="list-style-type: none"> • Listening centers • Media Centers • Classroom Library • Vocabulary Notebooks • Reading response notebooks 		
	Score		Sum of the Above Items/5 (Range from 0 to 10)
	Total Sub-Component 1 Score (Individual and Small Group Instruction)		Sum of the Above Scores/2 (Range from 0 to 10)
LIST Survey - from ELA Teachers only			
Sub-Component 2: Use of <i>gradual release model</i> to provide direct, explicit instruction and scaffold learning for students.	Q3. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;	
	<ul style="list-style-type: none"> • Use of the <i>gradual release of responsibility</i> model 		
	Q4. How often do you use the following practices to help students build their vocabulary knowledge?		
	<ul style="list-style-type: none"> • Use of the <i>gradual release of responsibility</i> model 	Total Sub-Component 2 Score (Gradual Release Model Setting)	Sum of the Above items/2 (Range from 0 to 10)
LIST Survey - from ELA Teachers only			
Sub-Component 3: Instruction anchor for all classrooms and content areas is focused on comprehension.	Q3. How often do you use the following practices to help students increase reading comprehension?	For each item, give the following values: Never=0; Less than once a month=1; 1-3 times a month=2; 1-3 times a week=3; 4-5 times a week=4 Then sum all items and recode as following: 0=0; 1=2.5; 2=5; 3=7.5; and 4 through highest=10	
	Explicit instruction in use of...		
	- ... summarizing		
	- ... Questioning		
	- ... Predicting		
	- ... Text structure		
	- ... Visualization		
	- ... Inferring		
- ... Metacognition			

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION

Sub-Components	Individual/Summary Items	Scores
	Score	Range from 0 to 10
	Q3a. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	- Establishing the purpose for reading.	
	- Monitoring students' comprehension through questioning.	
	- Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction	
	Q3b. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	- Making connections to background knowledge.	
	- Making connections between texts.	
	- Synthesizing information within text or across texts.	
	Score	Sum of the Above Items/6 (Range from 0 to 10)
	Q6. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	• Everybody Reads To (ERT)	
	• Exclusion Brainstorming	
	• List-Group-Label	
	• Interactive Notation System for Effective Reading and Thinking (INSERT)	
	Q6. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	Never/ Not Familiar=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	• ReQuest	
	• Predict-Locate-Add-Note (PLAN)	
	• ABC Graffiti	
	Score	Sum of the Above Items/8 (Range from 0 to 10)
	Q16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Reading Comprehension	Not checked = 0; Checked=10
	• Listening centers	
	• Media centers	
	• Classroom library	
	Score	Sum of the Above Items/3 (Range from 0 to 10)
	Total Sub-Component 3 Score (Systematic Comprehension)	Sum of the Above Scores/4 (Range from 0 to 10)
Sub-Component 4: PRC2 instructional framework, text sets,	LIST Survey - from ELA Teachers only	
	Q3. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION		
Sub-Components	Individual/Summary Items	Scores
and technology are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.	<ul style="list-style-type: none"> • PRC2 	week=10; 4-5 times a week=10;
	Q4. How often do you use the following practices to help students build their vocabulary knowledge?	
	<ul style="list-style-type: none"> • PRC2 	
	Q3. How often do you use the following practices to help students increase reading comprehension?	
	<ul style="list-style-type: none"> • Using differentiated instruction 	Never=0; Rarely=2.5; Occasionally=5; About half the time=7.5; Most of the time=10; Almost every lesson or activity=10
	Q8. Considering <i>your own instruction</i> , how often do you apply differentiated instruction in your classroom?	
	Q17 Use of Listening Centers for differentiating instruction for struggling readers	Not checked = 0; Checked=10
	Q17 Use of Media Centers for differentiating instruction for struggling readers	
Q24 Use of Palm Pilots for differentiating instruction for struggling readers		
Total Sub-Component 4 Score (Use of PRC2, Text Sets and Technology for Differentiated Instruction)		Sum of the Above Items/7 (Range from 0 to 10)
Sub-Component 5: Systematic approach to teaching academic content vocabulary in all subjects using Robert Marzano's <i>Building Academic Content Vocabulary</i>	LIST Survey - from ELA Teachers only	
	Q4. How often do you use the following practices to help students build their vocabulary knowledge?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	<ul style="list-style-type: none"> • Explicit instruction in vocabulary 	
	<ul style="list-style-type: none"> • Modeling the use of word parts 	
	<ul style="list-style-type: none"> • Review of vocabulary words 	
	<ul style="list-style-type: none"> • Use of vocabulary notebooks 	
	<ul style="list-style-type: none"> • Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction 	
	Score	Sum of the Above Items/5 (Range from 0 to 10)
	Q16. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Vocabulary Development	Checked =0; Not Checked =10.
	<ul style="list-style-type: none"> • Listening centers 	
	<ul style="list-style-type: none"> • Media centers 	
<ul style="list-style-type: none"> • Classroom library 		
<ul style="list-style-type: none"> • Vocabulary notebooks 		
Score	Sum of the Above Items/4 (Range from 0 to 10)	
Total Sub-Component 5 Score (Vocabulary)		Sum of the Above Scores/2 (Range from 0 to 10)
Total Component 1 - Blended Intervention Score:		Sum of the Above Sub-Components/5 (Range from 0 to 10)

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students

Sub-Components	Individual/Summary Items	Scores
Sub-Component 6: Teachers and Literacy Intervention Teachers collaboration in instructional planning and progress monitoring.	LIST Survey – from LIT only (about targeted intervention)	
	Q6. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work <i>with students in the Targeted intervention group</i> .	For Q6a, 6b, and 6c: Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	<ul style="list-style-type: none"> • Grade 6 teachers 	
	<ul style="list-style-type: none"> • Grade 7 teachers 	
	<ul style="list-style-type: none"> • Grade 8 teachers 	Sum of the Above Items/3 (Range from 0 to 10)
	Score	
	Q7. In which setting(s) do you meet or collaborate with ELA classroom teachers? (Check all that apply for each grade)	For Q7a, 7b, and 7c: Sum of the following (for a total score of 10): Scheduled one-on-one meetings = 3.3 or 0 (if not checked); Grade-level team meetings = 3.3 (if checked) or 0 (if not checked); Literacy leadership team meetings =3.3 (if checked) or 0 (if not checked)
	<ul style="list-style-type: none"> • Grade 6 teachers 	
	<ul style="list-style-type: none"> • Grade 7 teachers 	
	<ul style="list-style-type: none"> • Grade 8 teachers 	
Score	Sum of the Above Items/3 (Range from 0 to 10)	
Q8. How often do you meet with SIXTH-GRADE classroom teachers to discuss implementing each of the following instructional methods <i>for students in the in-class Targeted Intervention group</i> (Tiers 2-3)?	Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10	
<ul style="list-style-type: none"> • Differentiated instruction 		
<ul style="list-style-type: none"> • Student groupings 		
<ul style="list-style-type: none"> • Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library 		
<ul style="list-style-type: none"> • Use of specific Striving Readers comprehension strategies for reading 		
<ul style="list-style-type: none"> • Using specific Striving Readers instructional techniques for comprehension instruction 		
<ul style="list-style-type: none"> • Using specific Striving Readers instructional techniques for vocabulary instruction 		
<ul style="list-style-type: none"> • Using specific Striving Readers instructional techniques for fluency instruction 		
<ul style="list-style-type: none"> • Discussing specific students' reading progress 		
<ul style="list-style-type: none"> • Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group 		
<ul style="list-style-type: none"> • Using student assessment data for instructional planning 		
Score	Sum of the Above Items/10 (Range from 0 to 10)	

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students

Sub-Components	Individual/Summary Items	Scores	
	LIST Survey – from ELA Teachers		
	Q38. How often do you meet or collaborate with the LIT in the following settings?	For 6th grade teachers: Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10 For 7th or 8th grade teachers: Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10	
	a) Scheduled one-on-one meetings		
	c) Grade-level team meetings		
	Score	Sum of the Above Items/2 (Range from 0 to 10)	
	Q39. To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support <i>struggling readers</i> in your class?	Not at all=0; To a small extent=5; To a moderate extent=10; To a large extent=10. (Also 0 if Q38a and 38c=0)	
	• Differentiating instruction		
	• Scaffolding of instruction		
	• Student groupings		
	• Use of the Whole-Part-Whole instructional model		
	• Using the media center		
	• Using listening centers		
	• Using assessment data to monitor student progress • Using student assessment data for instructional planning		
	Score	Sum of the Above Items/8 (Range from 0 to 10)	
	Q40. To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?	Not at all=0; To a small extent=5; To a moderate extent=10; To a large extent=10. (Also 0 if Q38a and 38c=0)	
• Comprehension			
• Fluency			
• Vocabulary			
• Writing skills			
• Word parts			
• Word recognition			
• Spelling • Reading/literacy in content areas			
Score	Sum of the Above Items/8 (Range from 0 to 10)		
Total Sub-Component 6 Score (Collaboration)		Sum of the Above Scores/6 (Range from 0 to 10)	
Sub-Component 7: Explicit instruction in small group setting for Tier 2-3 students for	LIST Survey - from LIT only (section about targeted intervention)		
	Q1 How often do you use the following grouping structures during the <i>push-in intervention with Tier 2 and 3 students</i> ?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Multiple times a day=10	
	• Small groups/Pairs		
Score	Range from 0 to 10		

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students

Sub-Components	Individual/Summary Items	Scores
<p>approximately 20-30 minutes per day, in 7 core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure. [Also addresses grouping, vocabulary instruction, fluency</p>	<p>Q2. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?</p>	<p>For each item, give the following values: Never=0; Less than once a month=1; 1-3 times a month=2; 1-3 times a week=3; 4-5 times a week=4</p> <p>Then sum all items and recode as following: 0=0; 1=2.5; 2=5; 3=7.5; and 4 through highest=10</p>
	<ul style="list-style-type: none"> • Explicit instruction in use of summarizing 	
	<ul style="list-style-type: none"> • Explicit instruction in use of questioning 	
	<ul style="list-style-type: none"> • Explicit instruction in use of predicting 	
	<ul style="list-style-type: none"> • Explicit instruction in using text structure 	
	<ul style="list-style-type: none"> • Explicit instruction in use of visualization 	
	<ul style="list-style-type: none"> • Explicit instruction in use of inferring 	
	<ul style="list-style-type: none"> • Explicit instruction in use of metacognition 	
	<p>Score</p>	<p>Range from 0 to 10</p>
		<p>Q2. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?</p>
<ul style="list-style-type: none"> • Establishing the purpose for reading 		
<ul style="list-style-type: none"> • Monitoring students’ comprehension through questioning 		
<ul style="list-style-type: none"> • Making connections to background knowledge 		
<ul style="list-style-type: none"> • Making connections between texts 		
<ul style="list-style-type: none"> • Synthesizing information within text or across texts 		
<ul style="list-style-type: none"> • Using differentiated instruction 		
<ul style="list-style-type: none"> • Use of BDA reading strategies for comprehension instruction 		
<ul style="list-style-type: none"> • Use of the <i>gradual release of responsibility</i> model for reading comprehension instruction 		
<p>Q2. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?</p>		
<ul style="list-style-type: none"> ▪ Using PRC2 for comprehension instruction 	<p>Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;</p>	
<p>Score</p>	<p>Sum of the Above Items/9 (Range from 0 to 10)</p>	
	<p>Q3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?</p>	<p>Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;</p>
	<ul style="list-style-type: none"> • Explicit instruction in vocabulary 	
	<ul style="list-style-type: none"> • Modeling the use of word parts 	
	<ul style="list-style-type: none"> • Use of the PRC2 for vocabulary development 	
	<ul style="list-style-type: none"> • Use of the <i>gradual release of responsibility</i> model for vocabulary instruction 	

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students

Sub-Components	Individual/Summary Items	Scores
	<p>Q3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?</p> <ul style="list-style-type: none"> • Review of vocabulary words • Use of vocabulary notebooks • Use of BDA reading strategies for vocabulary instruction 	<p>Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10</p>
	Score	Sum of the Above Items/7 (Range from 0 to 10)
	<p>Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?</p> <ul style="list-style-type: none"> • Teacher interactive read aloud • Shared reading • Explicit instruction in guided oral reading • Students listen to audio books, play aways 	<p>Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10</p>
	<p>Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?</p> <ul style="list-style-type: none"> • Teacher read aloud • Modeling reading for students 	<p>Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10</p>
	Score	Sum of the Above Items/6 (Range from 0 to 10)
	<p>Q5 How often do you use the following techniques to help struggling readers develop better reading strategies and skills?</p> <ul style="list-style-type: none"> • ReQuest • ABC Graffiti • Predict-Locate-Add-Note (PLAN) 	<p>Never =0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10</p>
	<p>Q5 How often do you use the following techniques to help struggling readers develop better reading strategies and skills?</p> <ul style="list-style-type: none"> • Everybody Reads To (ERT) • Exclusion Brainstorming • List-Group-Label • Interactive Notation System for Effective Reading and Thinking (INSERT) • Guided Reading and Summarizing Procedure (GRASP) 	<p>Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10</p>
	Score	Sum of the Above Items/8 (Range from 0 to 10)
	Total Sub-Component 7 Score (Comprehension)	Sum of the Above Scores/6 (Range from 0 to 10)
Total Component 2 - Targeted Intervention Score:		(Sum of above Sub-component Scores)/2 = Range from 0 to 10

COMPONENT 3: Reading comprehension instruction for intensive intervention model for Tier 3 students

Sub-Components	Individual/Summary Items	Scores
Sub-Component 8: Increased time—an additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day.	AMP Schedule and Attendance Records	
	Total # minutes AMP Classes should meet per week (240) * Number of Weeks (26) = 6240 minutes	Score = (Total Number of Minutes the Program Operated at Each School)/624, max=10
	Average number of minutes attended by student by school.	Score = (Total Number of Minutes Attending Averaged Across Students)/624, max=10
	Total Sub-Component 8 Score (Increased Time)	
Sub-Component 9: Small groups setting: 15 to 1 teacher student ratio.	AMP Enrollment Records	
	Number of Students and Teachers Per Class	(# Teachers)/(# Students) X 150, max=10
	Total Sub-Component 9 Score (Small Group Setting)	
Sub-Component 10: Explicit and systematic instruction in seven core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure (strategies introduced one at a time) during the additional 240 minutes of supported instruction.	LIST Survey - from LIT and AMP teachers only (section about intensive intervention)	
	Q15. How often do you use the following practices or materials with Tier 3 students in the AMP after-school program to help them increase reading comprehension?	For each item, give the following values: Never=0; Less than once a month=1; 1-3 times a month=2; 1-3 times a week=3; 4-5 times a week=4 Then sum all items and recode as following: 0=0; 1=2.5; 2=5; 3=7.5; and 4 through highest=10
	<ul style="list-style-type: none"> • Explicit instruction in use of summarizing 	
	<ul style="list-style-type: none"> • Explicit instruction in use of questioning 	
	<ul style="list-style-type: none"> • Explicit instruction in use of predicting 	
	<ul style="list-style-type: none"> • Explicit instruction in using text structure 	
	<ul style="list-style-type: none"> • Explicit instruction in use of visualization 	
	<ul style="list-style-type: none"> • Explicit instruction in use of inferring 	
	<ul style="list-style-type: none"> • Explicit instruction in use of metacognition 	
Total Sub-Component 10 Score (Systematic Comprehension)		Range from 0 to 10
Sub-Component 11: Teaching of high volume and depth of academic vocabulary.	LIST Survey - from LIT and afterschool teachers only (section about intensive intervention)	
	Q16. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them build their vocabulary knowledge?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	<ul style="list-style-type: none"> • Explicit instruction in vocabulary 	
	<ul style="list-style-type: none"> • Modeling the use of word parts 	
	<ul style="list-style-type: none"> • Use of the gradual release of responsibility model for vocabulary 	
	Q16. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them build their vocabulary knowledge?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	<ul style="list-style-type: none"> • Review of vocabulary words 	
	<ul style="list-style-type: none"> • Use of vocabulary notebooks 	
<ul style="list-style-type: none"> • Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction 		

COMPONENT 3: Reading comprehension instruction for intensive intervention model for Tier 3 students			
Sub-Components	Individual/Summary Items	Scores	
	Total Sub-Component 11 Score (Vocabulary)	Sum of the Above Items/6 (Range from 0 to 10)	
	LIST Survey - from LIT and afterschool teachers only (section about intensive intervention)		
Sub-Component 12: Guided fluency practice.	Q17. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them develop fluency?	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10	
	• Teacher interactive read aloud		
	• Shared reading		
	• Students listen to audio books, play aways		
	• Use of the <i>gradual release of responsibility</i> model for fluency instruction		
	Q17. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them develop fluency?	Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10	
	• Teacher read aloud		
	• Modeling reading for students		
		Total Sub-Component 12 Score (Guided fluency practice)	Sum of the Above Items/6 (Range from 0 to 10)
	Total Component 3 - Intensive Intervention Score:		(Sum of above Sub-component Scores)/5 = Range from 0 to 10

COMPONENT 4: FREQUENT, PURPOSEFUL ASSESSMENT AND ADJUSTMENT OF INSTRUCTION WITH SCREENING, DIAGNOSTIC, AND PROGRESS-MONITORING TOOLS AND DATA-DRIVEN INSTRUCTION STRUCTURED THROUGH A TEAM-BASED SYSTEM OF LEADERSHIP AND SUPPORT

Sub-Components	Individual/Summary Items	Scores
Sub-Component 13: Purposeful assessments with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support FOR WHOLE SCHOOL BLENDED INTERVENTION	Principal Interviews	
	Q4. To what extent is student assessment data being used for this purpose?	Not at all=0; To s Small Extent=3.3; To a Moderate Extent=6,7; To a Large Extent=10
	<ul style="list-style-type: none"> • Screening students’ ability levels for placement in intervention programs 	
	<ul style="list-style-type: none"> • Diagnosing students’ strengths and support needs for placement in specific courses or instructional groups 	
	<ul style="list-style-type: none"> • Identifying trends in fluency and comprehension abilities across groups of students 	
	<ul style="list-style-type: none"> • Identifying trends in vocabulary knowledge across groups of students 	
	<ul style="list-style-type: none"> • Monitoring overall student progress for the purpose of assessing success of instructional programs and methods 	
	<ul style="list-style-type: none"> • Differentiating instruction 	
	<ul style="list-style-type: none"> • Planning on-site professional development 	Sum of above Items/7 (Range from 0 to 10)
	Q2c. Overall, rate the quality of the literacy team’s performance in the following areas	[If school does not have a literacy team=0] Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not Sure=0
	<ul style="list-style-type: none"> • Using assessment data and or student work to plan instruction 	
	Score	Range from 0 to 10
	Q3c. Overall, rate the quality of the grade level team’s performance in the following areas	[If school does not have a grade-level team=missing] Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not Sure=0
	<ul style="list-style-type: none"> • Using assessment data to plan instruction 	
	<ul style="list-style-type: none"> • Using assessment data to establish vertical and horizontal literacy goals by grade level 	
	Score	Sum of above Items/2 (Range from 0 to 10)
LIST Surveys – from ELA Teachers		
Q9 Indicate how you use the data from the following assessments:	[From Not used=0 to Used in all intended ways=10. No extra points for additional applications.]	
Reading Benchmark Assessment	Not using=0; Screening = +2.5; Benchmarking=+2.5; Progress monitoring= +2.5 Assess outcomes=+2.5	
ISAT	Not Using=0; Screening=+5; Outcome=+5	

COMPONENT 4: FREQUENT, PURPOSEFUL ASSESSMENT AND ADJUSTMENT OF INSTRUCTION WITH SCREENING, DIAGNOSTIC, AND PROGRESS-MONITORING TOOLS AND DATA-DRIVEN INSTRUCTION STRUCTURED THROUGH A TEAM-BASED SYSTEM OF LEADERSHIP AND SUPPORT		
Sub-Components	Individual/Summary Items	Scores
	Informal assessments	Not using=0; Diagnostic = +2.5; Benchmarking=+2.5; Progress monitoring= +2.5 Assess outcomes=+2.5
	Fluency Snapshots	Not Using=0; Screening=+10
	Spelling inventories	Not using=0; Screening=+2; Diagnostic = +2; Benchmarking=+2; Progress monitoring= +2 Assess outcomes=+2
	Score	Sum of above Items/5 (Range from 0 to 10)
	Q10. Indicate extent you use student assessment data for each of the following purposes:	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
	a) Placing students in intervention programs;	
	b) Differentiating instruction;	
	c) Identifying skills that need to be re-taught;	
	d) Monitoring student reading progress;	
	e) Creating instructional groups	
	Score	Sum of above Items/5 (Range from 0 to 10)
	Q11-12 Do you currently have grade-level teams at your school? If YES: Overall, rate the grade-level team's ability to use classroom assessment data in the following ways:	No grade-level team= missing on all items; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=0
	Address the literacy needs of all students	
	Address the needs of struggling readers;	
	Formalize lesson plans;	
	Identify students who are eligible for targeted interventions;	
	Identify strengths;	
	Identify teaching and learning strategies	
	Improve classroom practice	
	Score	Sum of above Items/7 (Range from 0 to 10)
	Total Sub-Component 13 Score	Sum of the Above Scores/6 (Range from 0 to 10)
Sub-Component 14: Data-driven instruction FOR INTENSIVE INTERVENTION	LIST Surveys – from LIT Teacher and AMP Teachers (about the intensive intervention)	
	Q19. Please indicate the extent to which you use student assessment data for each of the following purposes within the afterschool program:	Not at all=0; To Some Extent=3.3; To a Moderate Extent=6.7; To a Large Extent=10
	<ul style="list-style-type: none"> • Differentiating instruction • Identifying skills that need to be retaught 	

COMPONENT 4: FREQUENT, PURPOSEFUL ASSESSMENT AND ADJUSTMENT OF INSTRUCTION WITH SCREENING, DIAGNOSTIC, AND PROGRESS-MONITORING TOOLS AND DATA-DRIVEN INSTRUCTION STRUCTURED THROUGH A TEAM-BASED SYSTEM OF LEADERSHIP AND SUPPORT		
Sub-Components	Individual/Summary Items	Scores
	<ul style="list-style-type: none"> • Monitoring student reading progress • Creating instructional groups 	
	Total Sub-component 14 Score	Sum of the Above Items/4 (Range from 0 to 10)
Total Component 4 - Assessment Score:		(Sum of above Sub-component Scores)/2 = Range from 0 to 10

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	Individual/Summary Items	Scores
Sub-Component 15: Text Sets (NOTE: Not included in the calculation of Component 5 Score)	Principal Interviews	
	Q8. Are the school-wide text sets being used in the content area classrooms?	No or Not Used=0; Used=10; Don't Know=Missing
	<ul style="list-style-type: none"> • Social Studies 	
	<ul style="list-style-type: none"> • Science • Mathematics 	
Total Sub-Component 15 Score (Text Sets)		Sum of Above Scores/3 (Range from 0 to 10)
Sub-Component 16: School Library	LIST Surveys – From ELA Teachers	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy: School Library	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	Range from 0 to 10
	Q15b Rate you comfort level: School Library	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Range from 0 to 10
	Q31. How often do you take your class to the library?	Never=0; Rarely=2.5; Sometimes=5; Often=7.5; Almost daily or daily=10
	Score	Range from 0 to 10
	Q33. How does the librarian work with you?	a) Does not work with me=0; If checked b) or c)=5; If checked b) and c)=10 (Also, if no librarian, then =0)
	Score	Range from 0 to 10
	Q34. To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=0
	Score	Range from 0 to 10
	Q35. To what extent does the librarian consider students' <i>needs and reading abilities</i> when ordering books and other reading material with Striving Readers library funds?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=missing
	Score	Range from 0 to 10
	Q36. To what extent does the librarian consider students' <i>interests and motivation</i> when ordering books and other reading material with Striving Readers library funds?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=missing
Score	Range from 0 to 10	
Q37. How does the librarian work with your students? (Check all that apply.)	"Does not work with my students" or "no librarian" = 0 Otherwise: give 2.5 points per check with a maximum of 10 points	
<ul style="list-style-type: none"> • Does not work with my students. 		
<ul style="list-style-type: none"> • Works with students on research skills. • Directs students to resources tied to curriculum. 		
<ul style="list-style-type: none"> • Conducts read-alouds. 		

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.

Components	Individual/Summary Items	Scores	
	<ul style="list-style-type: none"> Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events). 		
	<ul style="list-style-type: none"> Assists students with class projects. 		
	<ul style="list-style-type: none"> Teaches students how to navigate Internet resources. 		
	<ul style="list-style-type: none"> Guides struggling readers to summer programs. 		
	Score	Range from 0 to 10	
	LIST Surveys – From LITs		
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	<ul style="list-style-type: none"> School Library 	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Q7b Rate you comfort level:	<ul style="list-style-type: none"> School Library 	
			N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Sum of Above Items/2 (Range from 0 to 10)	
Total Sub-Component 16 Score (School Library)		Sum of Above Scores/9 (Range from 0 to 10)	
Sub-Component 17: Classroom Library	LIST Surveys – From ELA Teachers		
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy: Classroom Library		N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	Range from 0 to 10	
	Q15b Rate you comfort level: Classroom Library		N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Range from 0 to 10	
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Classroom Library		Not Using = 0; Checked=10
	<ul style="list-style-type: none"> Vocabulary development 		
	<ul style="list-style-type: none"> Fluency 		
	<ul style="list-style-type: none"> Reading Comprehension 		
	<ul style="list-style-type: none"> Word Recognition 		
	<ul style="list-style-type: none"> To develop students’ self-directed learning 		
	<ul style="list-style-type: none"> To supplement students’ textbook reading 		
	<ul style="list-style-type: none"> To activate students’ prior knowledge 	Sum of Above Items/7 (Range from 0 to 10)	
Q27. Please check the ways that you use your classroom libraries:		For each item: Not checked=0; Checked=10	
<ul style="list-style-type: none"> For content area instruction 			
<ul style="list-style-type: none"> For independent reading 			
<ul style="list-style-type: none"> For small group instruction 			
<ul style="list-style-type: none"> For read alouds 			

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.

Components	Individual/Summary Items	Scores
	Score	Sum of Above Items/4 (Range from 0 to 10)
	Q28. Do you use interest inventories to help students self select reading materials?	No=0; Yes=10
	Score	Range from 0 to 10
	Q29. Do you use interest inventories to guide your purchases for the classroom library?	No=0; Yes=10
	Score	Range from 0 to 10
	Q30 My classroom library...	Not at all true=0; Slightly true=3.3; Somewhat true=6.7; Very true=10
	• Is easily accessible to students	
	• Is well organized and in good shape	
	• Has a checkout system in place	
	• Includes a variety of reading materials	
	• Includes a variety of texts	
	• Has reading materials grouped by genre	
	• Has reading materials clearly labeled	
	• Has both non-fiction and fiction books	
	Score	Sum of the Above Items/8 (Range from 0 to 10)
LIST Surveys – From LITs		
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Classroom Library	
	Q7b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Classroom Library	
	Score	Sum of Above Items/2 (Range from 0 to 10)
Total Sub-Component 17 Score (Classroom Libraries)		Sum of the Above Scores/8 (Range from 0 to 10)
Sub-Component 18: Other Non-Technology Resources/Materials	LIST Surveys – From ELA Teachers	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Vocabulary Notebooks	
	Score	Range from 0 to 10
	• Reading response notebooks	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	Range from 0 to 10
	• Other informational text sets	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	Range from 0 to 10
	Q15b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
• Vocabulary Notebooks		
Score	Range from 0 to 10	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.

Components	Individual/Summary Items	Scores
	<ul style="list-style-type: none"> Reading response notebooks 	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Range from 0 to 10
	<ul style="list-style-type: none"> Other informational text sets 	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Range from 0 to 10
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Vocabulary Notebooks	Not Using = 0; Checked=10
	<ul style="list-style-type: none"> Vocabulary development 	
	<ul style="list-style-type: none"> Word parts 	
	<ul style="list-style-type: none"> Spelling 	
	<ul style="list-style-type: none"> Grammar 	
	<ul style="list-style-type: none"> To develop students' self-directed learning 	
	<ul style="list-style-type: none"> To activate students' prior knowledge 	
	Score	Sum of Above Items/7 (Range from 0 to 10)
LIST Surveys – From LITs		
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> Vocabulary Notebooks 	
	Q7b Rate your comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> Vocabulary Notebooks 	
	Score	Sum of Above Items/2 (Range from 0 to 10)
Total Sub-component 18 Score (Other Non-Technology Materials)		Sum of the Above Scores/8 (Range from 0 to 10)
Sub-Component 19: Use of HHC for reading instruction as part of the targeted intervention model	LIST Survey - from LIT only (section about targeted intervention)	
	Q10. How often do students use handheld computers (Palm Pilots) during Targeted Intervention instruction?	Don't use=0 (from Q8); Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	Score	Range from 0 to 10
	Q11. Rate how comfortable you are with using the Palm Pilots to support your literacy instruction	Don't use or Not at all comfortable=0; 2=3.3; 3=6.7; 4=10; 5 Very comfortable=10
	Score	Range from 0 to 10
	Q12. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during Targeted Intervention instruction? (Check all that apply)	Not checked=0; Checked=10
	<ul style="list-style-type: none"> Fluency 	
	<ul style="list-style-type: none"> Vocabulary development 	
	<ul style="list-style-type: none"> Developing students' reading comprehension strategies 	
	<ul style="list-style-type: none"> Writing skills 	
<ul style="list-style-type: none"> Word parts 		
<ul style="list-style-type: none"> Word recognition 		
<ul style="list-style-type: none"> Spelling 		

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.

Components	Individual/Summary Items	Scores
	<ul style="list-style-type: none"> Grammar Locating information Evaluating information Synthesizing information Organizing information To develop students' self-directed learning Teaching students to identify and use the organizational features of expository writing To activate students' prior knowledge 	
	Score	Sum of Above Items/14 (Range from 0 to 10)
	Q13. Which instructional methods do you support with the use of handheld computers (Palm Pilots) during the Targeted Intervention instruction? (Check all that apply)	
	<ul style="list-style-type: none"> Monitoring distribution and completion of assignments Assessing students' literacy skills Monitoring students' progress Differentiating instruction Guided reading Partner reading Individual reading Book club discussions 	Not checked=0; Checked=10
	Score	Sum of Above Items/8 (Range from 0 to 10)
Total Sub-component 19 Score (Handheld Computers for Targeted Intervention)		Sum of the Above Items/4 (Range from 0 to 10)
Sub-Component 20: Other technology resources	LIST Surveys – From ELA Teachers	
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> Listening Centers 	
	Q15b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> Listening Centers 	
	Score	Sum of Above Items/2 (Range from 0 to 10)
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Listening Centers	
	<ul style="list-style-type: none"> Vocabulary development Fluency Reading Comprehension To develop students' self-directed learning To supplement students' textbook reading To activate students' prior knowledge 	Not Using = 0; Checked=10
	Score	Sum of Above Items/6 (Range from 0 to 10)
Principal Interviews		

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.

Components	Individual/Summary Items	Scores
	Q12. For each of the following technology resources that your teachers <i>are</i> using to teach literacy, please indicate to what <i>extent</i> that technology resource is integrated into the literacy curriculum.	N/A or Not at all integrated=0; Somewhat integrated=5; Thoroughly integrated=10
	<ul style="list-style-type: none"> Listening Centers 	
	Score	Range from 0 to 10
	Total Sub-sub-component 20a Score (Listening Centers)	Sum of the Above Items/3 (Range from 0 to 10)
LIST Surveys – From ELA Teachers		
	Q15a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> Media Centers 	
	Q15b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> Media Centers 	
	Score	Sum of Above Items/2 (Range from 0 to 10)
	Q16. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Media Centers	Not Using = 0; Checked=10
	<ul style="list-style-type: none"> Vocabulary development 	
	<ul style="list-style-type: none"> Fluency 	
	<ul style="list-style-type: none"> Reading Comprehension 	
	<ul style="list-style-type: none"> Writing skills 	
	<ul style="list-style-type: none"> Word Parts 	
	<ul style="list-style-type: none"> Word Recognition 	
	<ul style="list-style-type: none"> Spelling 	
	<ul style="list-style-type: none"> Grammar 	
	<ul style="list-style-type: none"> To develop students’ self-directed learning 	
	<ul style="list-style-type: none"> To supplement students’ textbook reading 	
	<ul style="list-style-type: none"> Teaching students to identify and use the organizational features of expository writing 	
	<ul style="list-style-type: none"> To activate students’ prior knowledge 	
	Score	Sum of Above Items/12 (Range from 0 to 10)
Principal Interviews		
	Q12. For each of the following technology resources that your teachers <i>are</i> using to teach literacy, please indicate to what <i>extent</i> that technology resource is integrated into the literacy curriculum.	N/A or Not at all integrated=0; Somewhat integrated=5; Thoroughly integrated=10
	<ul style="list-style-type: none"> Media Centers 	
	Score	Range from 0 to 10
LIST Surveys – From LITs		
	Q7a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> Media Centers 	

COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.		
Components	Individual/Summary Items	Scores
	Q7b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Media Centers	
	Score	Sum of Above Items/2 (Range from 0 to 10)
	Total Sub-sub-component 20b Score (Media Centers)	Sum of the Above Items/4 (Range from 0 to 10)
Total Sub-Component 20 Score (Listening Centers and Media Centers)		Sum of the Above Sub-sub-Component Scores/2 (Range from 0 to 10)
Total Component 5 Score (Materials)		(Sum of above Sub-component Scores)/5 = Range from 0 to 10

COMPONENT 6: Integrated, progressive, high quality professional development		
Components	Individual/Summary Items	Scores
Sub-component 21: Whole School Professional Development	Professional Development Attendance Records	
	<i>The percents below refer to the percent of meetings attended by principals.</i>	
	Principals' Monthly Professional Development	[<30%]=0; [30-59%]=1; [60-79%]=2; [80-100%]=3
	<i>The percents below refer to the session attendance rates averaged across teachers</i>	
	Teachers' Summer Institute (Yearly)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Quarterly Follow-Up Institutes	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Total Sub-Component 21a Score- Professional Development Attendance	(Sum of the Above Items/9)*10
	LIST Survey - from ELA Teachers only	
	Q42b. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	· 2008 Summer institute	
	· School-year follow-up institutes	
	· Technology training (use of handhelds)	
	· School-based professional development	
	Q43b. For each of the following topics, rate the impact that professional development you received has had on your comfort with each teaching practice.	Not Participated=missing; No Impact=0; Some Impact=3.3; Moderate Impact=6.7; Large Impact=10
	· Building academic vocabulary	
	· Classroom libraries	
	· Creating literacy-rich classroom environments	
	· Differentiating instruction	
	· Direct vocabulary instruction	
	· Incorporating text sets in your instruction	
	· Increasing student motivation	
	· Supporting students' self-directed learning	
	· Using before, during, and after reading strategies	
· Using student assessments to guide instruction		
· Using handheld computers (Palm Pilots)		
· Using literacy-based software		
· Using the PRC2 model		
· Using the whole-part-whole classroom instruction model		
Score	Sum of the Above Items (Range from 0 to 10)/N of items with available data	
Principal Interviews		

COMPONENT 6: Integrated, progressive, high quality professional development		
Components	Individual/Summary Items	Scores
	Q16b. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	
	· Monthly Principal Meetings (Leaders Seminars)	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	· 2008 Summer institute	
	· School-year follow-up institutes	
	· Saturday seminars	
	· On-site training during literacy team meetings	
	· School-based Striving Readers professional development	
	Total Score For Principals	
	Total Sub-Component 21b Score - Professional Development Survey Responses	(Sum of the Above Items)/2 = Range from 0 to 10
Total Sub-Component 21 Score		Sum of Above Scores/2 (Range from 0 to 10)
Sub-Component 22: Targeted and Intensive Intervention	LIST Survey - from ELA Teachers only	
	Professional Development Attendance Records	
	<i>The percents below refer to the percent of meetings attended by LIT or principals, respectively.</i>	
	LIT Weekly Meetings with Coordinators	[<60%]=0; [60-74%]=2.5; [75-89%]=5; [90-100%]=10
	Total Score	Range from 0 to 10
	LIST Survey - from ELA Teachers only	
	· Training in LIT/ teacher collaboration	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
Total Score	Range from 0 to 10	
Total Sub-Component 22 Score		Sum of Above Scores/2 (Range from 0 to 10)
Total Component 6 Score - Professional Development		(Sum of above sub-components)/2 (Range from 0 to 10)

Appendix F: Year 3 Fidelity Scale Results by School

Table F-1
Results of Year 3 Implementation Fidelity Scales by School
Major Program Components

Cohort	School Number	Mean Score						
		Overall Fidelity Score ¹	Component 1 <i>Blended Intervention</i>	Component 2 <i>Targeted Intervention</i>	Component 3 <i>Intensive Intervention</i>	Component 4 <i>Data-Driven Instruction & Assessment</i>	Component 5 <i>Materials</i>	Component 6 <i>Professional Development</i>
Cohort 1	4	7.0	6.7	8.7	8.2	5.8	5.8	6.8
	5	7.2	6.5	7.9	7.6	8.1	5.6	5.0
	6	7.2	7.2	6.6	7.4	8.9	6.1	5.3
	8	7.2	6.3	8.7	8.6	7.1	5.1	5.4
	11	7.1	7.4	7.3	8.0	7.8	4.8	4.4
	13	7.9	7.2	9.2	8.9	7.8	6.5	6.4
	16	8.0	7.7	8.0	8.1	8.8	7.7	5.3
	17	8.5	8.3	9.5	9.0	7.6	7.9	6.7
	19	6.8	6.8	6.8	7.9	6.1	6.1	5.6
	20	7.3	6.4	8.0	7.9	8.3	6.1	5.3
	22	7.7	7.3	8.4	7.9	8.6	6.1	4.1
	24	6.9	7.3	8.5	8.6	5.3	5.0	5.8
	27	7.1	7.5	8.3	7.3	7.2	5.4	5.6
	29	7.5	6.7	8.1	9.1	8.7	5.0	4.6
	30	7.8	7.9	9.1	8.7	8.5	4.8	5.8
31	7.9	7.9	8.0	8.3	8.9	6.2	6.7	
	Cohort 1	7.4	7.2	8.2	8.2	7.7	5.9	5.5
Cohort 2	1	7.2	7.1	8.1	8.1	6.9	6.0	7.7
	2	8.1	7.9	8.8	8.5	7.8	7.4	7.3
	3	7.8	8.9	7.4	7.6	8.2	6.9	5.3
	7	6.9	7.0	7.9	8.5	5.3	5.8	6.5
	9	7.6	6.9	9.0	8.1	8.4	5.6	7.2
	10	7.7	8.4	9.0	8.3	6.9	6.0	6.9
	12	7.8	8.1	7.6	8.4	7.3	7.5	5.3
	14	7.2	6.2	9.3	8.3	6.0	6.4	7.1
	15	7.8	7.3	8.7	8.7	8.4	6.1	5.3
	18	7.0	6.7	8.2	8.1	7.8	4.1	6.7
	21	6.9	7.2	7.5	7.9	6.6	5.4	6.5
	23	6.0	5.8	5.5	8.3	6.0	4.6	7.1
	25	6.5	7.2	7.1	6.8	4.4	7.1	7.8
	26	6.9	6.0	9.4	9.0	5.7	4.5	5.1
28	7.0	7.2	7.4	7.6	6.3	6.5	6.2	
	Cohort 2	7.2	7.2	8.1	8.2	6.8	6.0	6.5
	Overall	7.3	7.2	8.1	8.2	7.3	5.9	6.0

¹The overall fidelity score is based on components 1 through 5.

Table F-2
Results of Year 3 implementation fidelity scales by school
Component 1: Blended intervention

Cohort	School Number	Mean Score					
		Component 1 <i>Blended Intervention</i>	Sub-Component 1 <i>Small Group Instruction</i>	Sub-Component 2 <i>Gradual Release Model</i>	Sub-Component 3 <i>Comprehension Focus</i>	Sub-Component 4 <i>Use of PRC2, text sets and technology to support differentiated instruction</i>	Sub-Component 5 <i>Marzano's Vocabulary</i>
Cohort 1	4	6.7	7.1	6.3	6.9	7.2	6.2
	5	6.5	7.5	5.0	8.0	5.6	6.6
	6	7.2	6.9	7.2	7.5	7.6	6.9
	8	6.3	6.0	6.6	7.8	4.9	6.4
	11	7.4	7.7	6.9	8.0	7.1	7.4
	13	7.2	7.5	3.8	8.1	8.7	8.1
	16	7.7	7.8	6.7	7.6	8.1	8.0
	17	8.3	9.3	7.7	8.6	7.9	8.0
	19	6.8	6.5	6.6	7.5	6.7	6.8
	20	6.4	5.7	6.3	7.9	5.5	6.5
	22	7.3	7.3	5.9	8.0	7.5	7.8
	24	7.3	7.5	7.1	7.8	8.0	6.0
	27	7.5	8.3	7.8	7.9	7.5	6.0
	29	6.7	6.8	7.9	6.7	6.2	6.2
	30	7.9	8.0	8.3	8.0	7.6	7.8
	31	7.9	8.6	7.9	8.4	7.7	7.0
	Cohort 1	7.2	7.4	6.7	7.8	7.1	7.0
Cohort 2	1	7.1	8.3	6.3	8.2	6.0	6.7
	2	7.9	7.1	8.4	8.9	7.7	7.3
	3	8.9	10.0	8.8	8.5	10.0	7.2
	7	7.0	6.8	6.6	7.8	7.3	6.8
	9	6.9	6.8	6.9	8.2	6.0	6.4
	10	8.4	8.3	8.8	9.0	7.9	7.9
	12	8.1	9.3	7.7	8.3	7.5	8.0
	14	6.2	6.6	5.2	6.9	5.3	6.8
	15	7.3	8.3	6.8	8.1	6.0	7.4
	18	6.7	8.0	5.7	7.5	6.0	6.4
	21	7.2	7.7	7.0	7.8	6.6	6.9
	23	5.8	6.0	5.8	6.3	4.6	6.4
	25	7.2	6.7	7.5	7.5	6.4	7.9
	26	6.0	6.5	4.4	7.1	5.6	6.5
	28	7.2	6.7	6.7	8.6	5.6	8.4
		Cohort 2	7.2	7.5	6.8	7.9	6.6
Overall		7.2	7.5	6.8	7.9	6.8	7.1

Table F-3
Results of Year 3 implementation fidelity scales by school
Component 2: Targeted intervention

Cohort	School Number	Mean Score		
		Component 2 <i>Targeted Intervention</i>	Sub-Component 6 <i>Teacher/LIT Collaboration</i>	Sub-Component 7 <i>Direct instruction in comprehension, vocabulary and fluency</i>
Cohort 1	4	8.7	9.5	8.0
	5	7.9	7.9	8.0
	6	6.6	7.2	6.0
	8	8.7	9.0	8.5
	11	7.3	5.9	8.7
	13	9.2	9.4	9.0
	16	8.0	7.4	8.6
	17	9.5	9.3	9.8
	19	6.8	7.2	6.5
	20	8.0	7.2	8.7
	22	8.4	7.5	9.3
	24	8.5	8.7	8.3
	27	8.3	8.9	7.7
	29	8.1	7.3	9.0
	30	9.1	9.0	9.3
31	8.0	7.4	8.5	
	Cohort 1	8.2	8.0	8.4
Cohort 2	1	8.1	8.3	7.9
	2	8.8	9.4	8.1
	3	7.4	8.1	6.7
	7	7.9	8.4	7.3
	9	9.0	9.1	8.8
	10	9.0	9.6	8.5
	12	7.6	6.6	8.7
	14	9.3	9.0	9.6
	15	8.7	8.3	9.1
	18	8.2	8.1	8.3
	21	7.5	7.8	7.2
	23	5.5	4.4	6.5
	25	7.1	7.0	7.2
	26	9.4	9.3	9.5
28	7.4	8.3	6.5	
	Cohort 2	8.1	8.1	8.0
Overall		8.1	8.1	8.2

Table F-4
Results of Year 3 implementation fidelity scales by school
Component 3: Intensive Intervention

Cohort	School Number	Mean Score					
		Component 3 <i>Intensive Intervention</i>	Sub-Component 8 <i>Increased Instructional Time</i>	Sub-Component 9 <i>Small Group Setting (15:1)</i>	Sub-Component 10 <i>Explicit Instruction in Comprehension</i>	Sub-Component 11 <i>Explicit Instruction in Vocabulary</i>	Sub-Component 12 <i>Explicit Instruction in Fluency</i>
Cohort 1	4	8.2	5.8	10.0	10.0	8.2	7.0
	5	7.6	6.4	10.0	10.0	7.0	4.8
	6	7.4	7.3	6.8	10.0	5.3	7.5
	8	8.6	6.1	10.0	10.0	7.5	9.2
	11	8.0	5.7	10.0	10.0	7.0	7.4
	13	8.9	5.8	10.0	10.0	9.5	9.0
	16	8.1	7.2	7.9	10.0	7.4	8.1
	17	9.0	5.9	10.0	10.0	9.6	9.6
	19	7.9	5.4	10.0	10.0	7.0	7.1
	20	7.9	4.7	10.0	10.0	8.0	6.8
	22	7.9	7.6	8.8	10.0	6.8	6.5
	24	8.6	5.6	10.0	10.0	8.2	9.2
	27	7.3	5.5	10.0	10.0	7.0	4.0
	29	9.1	8.3	10.0	10.0	7.9	9.2
	30	8.7	4.3	10.0	10.0	10.0	9.2
	31	8.3	5.4	10.0	10.0	7.5	8.6
		Cohort 1	8.2	6.1	9.6	10.0	7.7
Cohort 2	1	8.1	5.6	10.0	10.0	7.8	7.1
	2	8.5	4.9	10.0	10.0	7.8	10.0
	3	7.6	4.8	10.0	10.0	7.0	6.4
	7	8.5	7.6	10.0	10.0	8.2	6.5
	9	8.1	4.5	10.0	10.0	6.7	9.2
	10	8.3	6.3	10.0	10.0	7.4	8.0
	12	8.4	4.8	10.0	10.0	8.3	8.6
	14	8.3	5.1	10.0	10.0	8.8	7.9
	15	8.7	6.6	10.0	10.0	8.3	8.6
	18	8.1	5.3	10.0	10.0	7.0	8.1
	21	7.9	4.5	10.0	10.0	7.5	7.7
	23	8.3	6.7	10.0	10.0	6.9	7.8
	25	6.8	4.9	10.0	10.0	5.9	3.5
	26	9.0	7.1	10.0	10.0	8.8	9.2
	28	7.6	2.8	10.0	10.0	6.3	9.2
		Cohort 2	8.2	5.4	10.0	10.0	7.5
Overall		8.2	5.8	9.8	10.0	7.6	7.8

Table F-5
Results of Year 3 implementation fidelity scales by school
Component 4: Purposeful Assessment & Data Driven Instruction

Cohort	School Number	Mean Score		
		Component 4	Sub-Component 13	Sub-Component 14
		<i>Purposeful Assessment & Data Driven Instruction</i>	<i>Whole School/Blended Intervention</i>	<i>Intensive Intervention</i>
Cohort 1	4	5.8	6.7	5.0
	5	8.1	6.2	10.0
	6	8.9	7.9	10.0
	8	7.1	6.6	7.5
	11	7.8	7.3	8.4
	13	7.8	6.5	9.2
	16	8.8	7.5	10.0
	17	7.6	8.5	6.7
	19	6.1	6.4	5.9
	20	8.3	6.7	10.0
	22	8.6	8.0	9.2
	24	5.3	4.8	5.9
	27	7.2	7.8	6.7
	29	8.7	7.4	10.0
	30	8.5	8.6	8.4
	31	8.9	7.9	10.0
	Cohort 1	7.7	7.2	8.3
Cohort 2	1	6.9	7.1	6.7
	2	7.8	8.1	7.5
	3	8.2	6.5	10.0
	7	5.3	7.4	3.3
	9	8.4	7.5	9.2
	10	6.9	7.1	6.7
	12	7.3	6.2	8.4
	14	6.0	5.4	6.7
	15	8.4	7.7	9.2
	18	7.8	8.1	7.5
	21	6.6	6.5	6.7
	23	6.0	7.8	4.2
	25	4.4	5.5	3.3
	26	5.7	4.8	6.7
	28	6.3	7.6	5.0
	Cohort 2	6.8	6.9	6.7
Overall		7.3	7.0	7.5

Table F-6
Results of Year 3 implementation fidelity scales by school
Component 5: Materials

Cohort	School Number	Mean Score						
		Component 5 <i>Materials</i>	Sub-Component 15 <i>Text sets</i> ¹	Sub-Component 16 <i>School library</i>	Sub-Component 17 <i>Classroom library</i>	Sub-Component 18 <i>Other non-technology resources</i>	Sub-Component 19 <i>Handheld computers</i>	Sub-Component 20 <i>Other technology resources</i>
Cohort 1	4	5.8	10.0	8.1	6.6	5.5	2.6	5.9
	5	5.6	10.0	7.5	8.5	3.6	3.0	5.6
	6	6.1	10.0	7.1	7.9	3.6	6.1	5.7
	8	5.1	.	5.2	7.6	3.8	3.0	6.2
	11	4.8	10.0	5.7	7.1	4.8	.0	6.4
	13	6.5	.	3.6	8.5	7.6	7.5	5.5
	16	7.7	10.0	7.2	7.9	7.5	7.9	7.7
	17	7.9	10.0	8.7	9.1	8.1	5.3	8.3
	19	6.1	6.7	5.4	8.3	4.0	5.9	6.9
	20	6.1	6.7	6.2	7.6	3.9	7.1	5.9
	22	6.1	10.0	3.5	8.1	5.7	5.5	7.9
	24	5.0	.	2.0	5.5	2.7	7.7	7.1
	27	5.4	6.7	6.0	8.6	6.7	.0	5.6
	29	5.0	10.0	7.6	6.6	5.8	.0	4.7
	30	4.8	10.0	1.4	8.8	6.5	.0	7.4
	31	6.2	6.7	8.6	8.5	6.5	.0	7.4
	Cohort 1	5.9	9.0	5.9	7.8	5.4	3.9	6.5
Cohort 2	1	6.0	3.3	3.6	8.1	4.1	7.6	6.7
	2	7.4	10.0	6.1	8.4	8.2	6.6	7.5
	3	6.9	.	7.6	8.9	8.1	3.5	6.3
	7	5.8	6.7	6.9	6.6	5.0	4.8	6.0
	9	5.6	10.0	5.3	7.6	4.9	4.5	5.8
	10	6.0	10.0	6.9	7.8	8.0	.0	7.4
	12	7.5	10.0	8.4	8.8	7.9	5.3	7.3
	14	6.4	.	6.8	7.6	6.3	6.6	4.5
	15	6.1	3.3	3.0	9.0	5.6	6.1	6.7
	18	4.1	.	2.4	6.6	4.3	.0	7.2
	21	5.4	10.0	4.2	7.5	6.3	4.3	5.0
	23	4.6	6.7	5.7	8.4	4.9	.0	3.9
	25	7.1	.	7.7	8.6	7.8	7.4	4.2
	26	4.5	6.7	1.0	6.4	5.3	5.9	3.9
	28	6.5	10.0	6.4	7.2	4.5	6.3	8.1
	Cohort 2	6.0	7.9	5.5	7.8	6.1	4.6	6.0
Overall		5.9	8.5	5.7	7.8	5.7	4.2	6.3

¹ Sub-Component 15 (Text Sets) is not included in the calculation of component 5 (Materials) or the overall fidelity scale due to missing data for 7 of the 31 schools.

Table F-7
Results of Year 3 implementation fidelity scales by school
Component 6: Professional Development

Cohort	School Number	Mean Score		
		Component 6 <i>Professional Development</i>	Sub-Component 21 <i>Whole School/Blended Intervention</i>	Sub-Component 22 <i>Targeted/Intensive Intervention⁵</i>
Cohort 1	4	6.8	4.8	6.8
	5	5.0	5.0	5.0
	6	5.3	4.2	5.3
	8	5.4	4.5	5.4
	11	4.4	4.0	4.4
	13	6.4	5.3	6.4
	16	5.3	4.8	5.3
	17	6.7	5.8	6.7
	19	5.6	5.0	5.6
	20	5.3	4.5	5.3
	22	4.1	4.9	4.1
	24	5.8	4.1	5.8
	27	5.6	4.9	5.6
	29	4.6	3.0	4.6
	30	5.8	5.7	5.8
	31	6.7	5.7	6.7
	Cohort 1	5.5	4.8	5.5
Cohort 2	1	7.7	5.5	7.7
	2	7.3	5.4	7.3
	3	5.3	5.7	5.3
	7	6.5	5.5	6.5
	9	7.2	5.0	7.2
	10	6.9	3.7	6.9
	12	5.3	4.0	5.3
	14	7.1	4.8	7.1
	15	5.3	5.0	5.3
	18	6.7	5.1	6.7
	21	6.5	4.7	6.5
	23	7.1	4.9	7.1
	25	7.8	5.5	7.8
	26	5.1	4.4	5.1
28	6.2	4.9	6.2	
	Cohort 2	6.5	4.9	6.5
Overall		6.0	4.9	6.0

⁵ Targeted/Intensive intervention scores are the same as overall PD scores because all components of PD included at least some focus on these intervention models.

Appendix G: Year 3 Professional Development Schedule

Summary of Professional Development Sessions

Target Population	Session	Duration
Principals	Monthly sessions	3hrs./session X 8 sessions + 1 7-hr. session + 1 4-day conference
Cohort I & II LITs	weekly meetings with coordinators	6 hrs./session X 20 sessions
Cohort II LITs	weekly meetings with coordinators	6 hrs./session X 4 sessions
Teachers	GoKnow	6 hrs./session X 2sessions per participant
Teachers	Teachers' summer institute	3 days
Teachers & Administrators	Saturday seminars	3 hrs./session X 2 sessions
Teachers, LITs & Administrators	Quarterly follow-up institutes	3 hrs./session X 4 sessions
District Coordinators & LITs	Technology Training	6 hrs./session X 1 sessions
Teachers	Technology Training	6 hrs./session X 2 sessions
Teachers	Library Course	3 hrs./session X 6 sessions

**Professional Development Activities
Literacy Intervention Teachers (LITs)
2008-2009 School Year**

Date	Duration	PD Design	Topic	Intended recipients	# of eligible participants	# attending
6/18/2008	6	Comprehension	Strategies across the Content Area	Cohorts I & II	31	22
6/18/2008	6	Intervention	Data Analysis/Progress Monitoring	Cohorts I & II	31	22
6/20/2008	6	Vocabulary	Morphology/word study/vocabulary	Cohorts I & II	31	
6/23/2008	3	Intervention	Progress Monitoring	Cohorts I & II	31	29
6/23/2008	3	Intervention	Intervention	Cohorts I & II	31	29
6/24/2008	6	Intervention	Data Analysis/Progress Monitoring	Cohorts I & II	31	28
9/5/2008	6	Intervention	Data Analysis/Differentiation	Cohorts I & II	31	27
9/19/2008	3	Comprehension	Comprehension Techniques	Cohorts I & II	31	28
10/3/2008	6	Intervention	Data/progress monitoring/trends	Cohorts I & II	31	25
10/17/2008	3	Comprehension	PRC2 in the Content Area	Cohorts I & II	31	26
10/17/2008	3	Vocabulary	PRC2 in Content Area Vocabulary	Cohorts I & II	31	26
10/31/2008	2	Comprehension	Successes & Concerns	Cohorts I & II	31	26
10/31/2008	2	Intervention	Successes & Concerns	Cohorts I & II	31	26
10/31/2008	2	Vocabulary	Successes & Concerns	Cohorts I & II	31	26
11/14/2008	6	Intervention	Conferring/Coaching/Progress Monitoring	Cohorts I & II	31	27
12/5/2008	6	Intervention	Self-Assessment with intervention	Cohorts I & II	31	27
12/19/2008	2	Comprehension	Strategies in wide reading	Cohorts I & II	31	26
12/19/2008	2	Intervention	Intervention techniques	Cohorts I & II	31	26
12/19/2008	2	Vocabulary	Environmental Word Study	Cohorts I & II	31	26
1/9/2009	2	Comprehension	Comprehension in content area	Cohorts I & II	31	26
1/9/2009	2	Intervention	Intervention within content area	Cohorts I & II	31	26
1/9/2009	2	Vocabulary	Vocabulary in the Content area	Cohorts I & II	31	26

Date	Duration	PD Design	Topic	Intended recipients	# of eligible participants	# attending
1/23/2009	6	Intervention	Intervention Plan Protocol	Cohorts I & II	31	28
2/6/2009	3	Comprehension	Comprehension Techniques	Cohorts I & II	31	24
2/6/2009	3	Vocabulary	Vocabulary Techniques	Cohorts I & II	31	24
2/18/2009	3	Comprehension	Comprehension Strategies	Cohorts I & II	31	29
2/18/2009	3	Vocabulary	Vocabulary with Marzano	Cohorts I & II	31	29
3/20/2009	3	Comprehension	Comprehension with Technology	Cohorts I & II	31	26
3/20/2009	3	Vocabulary	Vocabulary with Technology	Cohorts I & II	31	24
4/3/2009	2	Comprehension	Learning to Look at Comprehension	Cohorts I & II	31	24
4/3/2009	2	Vocabulary	Learning to Look at Vocabulary	Cohorts I & II	31	24
4/3/2009	6	Self-Assessment and Planning	Needs self- assessment	Cohorts I & II	31	24
5/1/2009	2	Comprehension	Evidence of Comprehension	Cohorts I & II	31	26
5/1/2009	2	Intervention	Evident of Intervention	Cohorts I & II	31	26
5/1/2009	2	Vocabulary	Evidence of Vocabulary	Cohorts I & II	31	26
5/8/2009	3.5	Self-Assessment and Planning	Technology Training	Cohorts I & II	50	39
5/15/2009	6	Intervention	Analysis Pre-Post BRI	Cohorts I & II	31	25
5/29/2009	6	Comprehension	Action Research Group	Cohorts I & II	31	27
5/29/2009	6	Intervention	Action Research Group	Cohorts I & II	31	27
5/29/2009	6	Self-Assessment and Planning	Action Planning	Cohorts I & II	31	27
6/25/2009	6	Intervention	Intervention	Cohorts I & II	31	27

**Technology Professional Development Activities
All 6-8 Grade Classroom Teachers, Literacy Intervention Teachers and District Coordinators
2008-2009 School Year**

Date	Duration	Topic	Intended recipients	# of eligible participants	# attending
9-10-2008	3 hours	GoKnow Software Applications	Teachers	31	22
9-23-2008	3 hours	GoKnow Software Applications	Teachers	35	29
9-24-2008	3 hours	GoKnow Software Applications	Teachers	75	52
9-25-2008	3 hours	GoKnow Software Applications	Teachers	75	58
9-26-2008	3 hours	GoKnow Software Applications	Teachers	75	53
10-1-2008	3 hours	GoKnow Software Applications	Teachers	31	20
10-24-2008	3 hours	GoKnow Software Applications	Teachers	75	47
1-14-2009	3 hours	GoKnow Software Applications	Teachers	28	28
1-15-2009	3 hours	GoKnow Software Applications	Teachers	32	34
1-16-2009	3 hours	GoKnow Software Applications	Teachers	34	38
1-17-2009	3 hours	GoKnow Software Applications	Teachers	30	33

1-18-2009	3 hours	GoKnow Software Applications	Teachers	29	35
5-08-2009	6 hours	GoKnow Software Applications	Coordinators	50	39

**Professional Development Activities
All Striving Readers Treatment Schools Principals
2008-2009 School Year**

Date	Time allotted to the session	PD Design	Topic	# of eligible participants	# attending
8-25-2008	3 hours	Comprehension	Wide Reading	31	15
10-15-2008	1.5 hours	Comprehension	Instructional Leader	31	22
10-15-2008	1.5 hours	Intervention	Coaching toward understanding	31	22
12-8-2008	1.5 hours	Comprehension	Learning to Look at Comprehension	31	22
12-8-2008	1.5 hours	Vocabulary	Learning to Look at Vocabulary	31	22
2-20-2009	3 hours	Comprehension	Content Area Comprehension	31	24
4-15-2009	3 hours	Intervention	Implementation Rubrics	31	29
4-16-2009	3 hours	Intervention	Data Analysis with technology	31	27
5-21-	3 hours	Intervention	Reflection with	31	13

2009			Data Analysis		
5-27-2009	3 hours	Intervention	Chicago Striving Readers Logic	31	21

**Library Professional Development Activities
Librarians
2008-2009 School Year**

Date	Time allotted to the session	Topic	# of eligible participants	# attending
11-5-2008	3 hours	School Library Leadership	15	12
1-15-2008	3 hours	School Library Leadership	15	8
2-15-2009	3 hours	School Library Leadership	15	9
4-2-2009	3 hours	School Library Leadership	15	6
5-6-2009	3 hours	School Library Leadership	15	11
6-3-2009	3 hours	School Library Leadership	15	11

**Saturday Seminars - Professional Development
All 6-8 Grade Classroom and Resource Teachers, Literacy Intervention Teachers, Principals and District Coordinators
2008-2009 School Year**

Date	Time allotted to the Session	# of eligible participants	# attending
2-23-2008	3 hours	100	111
3-29-2008	3 hours	100	108

**Summer Institute - Professional Development
All 6-8 Grade Classroom and Resource Teachers, Literacy Intervention Teachers, Principals and District Coordinators
2008-2009 School Year**

Date	Time allotted to the Session	# of eligible participants	# attending
6-18-2008	6 hours	250	211
6-19-2008	6 hours	250	215
6-20-2008	6 hours	250	176

Follow up Institutes - Professional Development
All 6-8 Grade Classroom and Resource Teachers, Literacy Intervention Teachers, Principals and District Coordinators
2008-2009 School Year

Date	Place	Time allotted to the session	PD Design	Topic	Number of eligible participants	Actual number of participants
9-20-2008	Medill	1.5 Hours	Comprehension	?	100	82
11-22-2008	Smyth	1.5 Hours	Comprehension	Small Group	100	66
11-22-2008	Smyth	1.5 Hours	Intervention	Differentiation	100	66
1-31-2009	Smyth	3 Hours	Comprehension	Techniques	100	125
4-25-2009	Smyth	1.5 Hours	Comprehension	?	100	86
4-25-2009	Smyth	1.5 Hours	Intervention	Highlight	100	86

Appendix H: Year 3 Principal Interviews, Selected Comparisons of Treatment and Control Schools

Table H-1
Quality of the Literacy Team’s Performance in the Following Areas

Performance Area*	N and % of Principals Responding									
	Treatment					Control				
	N	Poor ^a	Fair	Good	Excel- lent	N	Poor ^a	Fair	Good	Excel- lent
Addressing the needs of all students	27	0%	11%	48%	41%	22	0%	5%	36%	59%
Addressing the needs of struggling readers.	27	0%	4%	48%	48%	22	0%	9%	41%	50%
Addressing the needs of grade-level teams.	25	4%	8%	28%	60%	25	12%	4%	40%	44%
Addressing the needs of individual teachers.	27	4%	7%	52%	37%	25	12%	16%	28%	44%
Addressing school wide needs (grades 6-8) included in SIPAAA.	27	0%	0%	48%	52%	25	12%	4%	32%	52%
Using assessment data and or student work to drive instruction.	27	0%	11%	41%	48%	25	12%	4%	36%	48%
Supporting vertical and horizontal teacher collaboration.	26	4%	8%	50%	38%	25	12%	12%	40%	36%
Improving literacy instruction at your school.*	27	0%	7%	26%	67%	25	12%	4%	48%	36%

^a Schools where principals reported that there was no literacy team, or where the literacy team has not yet met have been recoded as “poor.”

*An asterisk in this column denotes a statistically significant difference ($p < .05$) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-2
Extent School Uses Assessment Data for the Following Purposes

Purpose*	N and % of Principals Responding									
	Treatment					Control				
	N	Not at all	To a small extent	To a moderate extent	To a large extent	N	Not at all	To a small extent	To a moderate extent	To a large extent
Screening students' ability levels for placement in intervention programs	27	0%	4%	19%	78%	26	0%	0%	35%	65%
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	27	0%	4%	26%	70%	25	0%	4%	36%	60%
Identifying trends in fluency and comprehension abilities across groups of students	27	0%	11%	19%	70%	26	0%	4%	50%	46%
Identifying trends in vocabulary knowledge across groups of students	27	0%	11%	22%	67%	26	0%	8%	54%	38%
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	26	0%	0%	19%	81%	26	0%	0%	23%	77%

Purpose*	N and % of Principals Responding									
	Treatment					Control				
	N	Not at all	To a small extent	To a moderate extent	To a large extent	N	Not at all	To a small extent	To a moderate extent	To a large extent
Differentiating instruction	26	4%	8%	35%	54%	26	0%	8%	31%	62%
Planning on-site professional development	27	0%	4%	22%	74%	26	0%	0%	35%	65%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-3
Extent Non-Literacy Teachers Integrate Literacy into the Following Subjects

Subject Area*	N and % of Principals Responding									
	Treatment					Control				
	N	Not at all	To a small extent	To a moderate extent	To a large extent	N	Not at all	To a small extent	To a moderate extent	To a large extent
Mathematics	27	0%	19%	52%	30%	26	4%	12%	58%	27%
Social Studies	27	0%	4%	33%	63%	26	0%	4%	27%	69%
Science	27	0%	11%	37%	52%	26	0%	12%	42%	46%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-4
Use of the following Technology Resources for Lit. Instruction

Resource*	N and % of Principals Responding			
	Treatment		Control	
	N	Yes	N	Yes
Media Centers	27	96%	26	96%
Listening Centers	26	96%	26	92%
Handheld Computers / Laptops (Control)*	26	100%	25	52%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) between Treatment and Control responses based on a Chi-Square test.

Table H-5
Extent the Following Tech Resources are Integrated into Literacy Curricula

Resource*	N and % of Principals Responding							
	Treatment				Control			
	N	Not at all integrated ^a	Somewhat integrated	Thoroughly integrated	N	Not at all integrated ^a	Somewhat integrated	Thoroughly integrated
Media Centers*	27	4%	33%	63%	26	4%	69%	27%
Listening Centers	27	4%	56%	41%	26	8%	54%	38%
Handheld Computers / Laptops (Control)*	27	4%	59%	37%	22	50%	41%	9%

^a Schools where principals reported not having or not using the technology resource were recoded as "not at all integrated."

*An asterisk in this column denotes a statistically significant difference ($p < .05$) between Treatment and Control responses based on a Mann-Whitney U test.

Table H-6
Overall Integration of Technology into Literacy Curricula

	N and % of Principals Responding							
	Treatment				Control			
	N	Not at all integrated	Somewhat integrated	Thoroughly integrated	N	Not at all integrated	Somewhat integrated	Thoroughly integrated
Overall, how well is technology integrated into the literacy curriculum?	25	0%	44%	56%	25	0%	68%	32%

Note: No statistically significant difference ($p < .05$) between Treatment and Control responses based on a Mann-Whitney U test was found.

Appendix I: Definitions of Year 4 Fidelity Scores

COMPONENT 1: Reading comprehension instruction for WHOLE SCHOOL, BLENDED INTERVENTION			
Sub-Components	Individual/Summary Items	Scores	
Sub-Component 1: Individual and small group instruction	LIST Survey - from ELA Teachers only		
	Q6. How often do you use the following grouping structures in your classes?	Never=0; Less than once a month=2; 1-3 times a month=4; 1-3 times a week=6; 4-5 times a week=8; Multiple times a day=10	
	<input type="checkbox"/> Individual Work		
	<input type="checkbox"/> Small groups or Pairs		
	Score	Sum of the Above Items/2 (Range from 0 to 10)	
	Q16. For each of the materials listed below, please indicate which grouping strategies are supported by your use of that material in your classroom.	For each item: =0 if small group AND individual work are NOT checked =5 if either small group OR individual work are checked =10 if BOTH small group AND individual work are checked	
	<input type="checkbox"/> Listening centers		
	<input type="checkbox"/> Media Centers		
	<input type="checkbox"/> Classroom Library		
	<input type="checkbox"/> Vocabulary Notebooks		
<input type="checkbox"/> Reading response notebooks			
Score	Sum of the Above Items/5 (Range from 0 to 10)		
Total Sub-Component 1 Score (Individual and Small Group Instruction)		Sum of the Above Scores/2 (Range from 0 to 10)	
Sub-Component 2: Instruction anchor for all classrooms	LIST Survey - from ELA Teachers only		
	Q2. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;	

and content areas is focused on comprehension.

Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure, visualization, inferring and metacognition	
Score	Range from 0 to 10
Q2. How often do you use the following practices to help students increase reading comprehension?	
- Establishing the purpose for reading.	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
- Monitoring students' comprehension through questioning.	
- Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction	
Q2. How often do you use the following practices to help students increase reading comprehension?	
Making connections to background knowledge.	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
Making connections between texts.	
Synthesizing information within text or across texts.	
Score	Sum of the Above Items/6 (Range from 0 to 10)
Q5. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	
<input type="checkbox"/> Everybody Reads To (ERT)	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
<input type="checkbox"/> Exclusion Brainstorming	
<input type="checkbox"/> List-Group-Label	
<input type="checkbox"/> Interactive Notation System for Effective Reading and Thinking (INSERT)	
<input type="checkbox"/> Guided Reading and Summarizing Procedure (GRASP)	Never/ Not Familiar=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
<input type="checkbox"/> ReQuest	
<input type="checkbox"/> Predict-Locate-Add-Note (PLAN)	
<input type="checkbox"/> ABC Graffiti	Never/ Not Familiar=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
<input type="checkbox"/> KWL	
Score	Sum of the Above Items/8 (Range from 0 to 10)

	<p>Q15. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Reading Comprehension</p> <p><input type="checkbox"/> Listening centers</p> <p><input type="checkbox"/> Media centers</p> <p><input type="checkbox"/> Classroom library</p>	Not checked = 0; Checked=10
	Score	Sum of the Above Items/3 (Range from 0 to 10)
	Total Sub-Component 2 Score (Systematic Comprehension)	Sum of the Above Scores/4 (Range from 0 to 10)
Sub-Component 3: PRC2 instructional framework, text sets, and technology are used fluidly and alternately to support differentiated instruction and increase student motivation, engagement, and understanding.	LIST Survey - from ELA Teachers only	
	<p>Q2. How often do you use the following practices to help students increase reading comprehension?</p> <p><input type="checkbox"/> PRC2</p>	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	<p>Q3. How often do you use the following practices to help students build their vocabulary knowledge?</p> <p><input type="checkbox"/> PRC2</p>	
	<p>Q2. How often do you use the following practices to help students increase reading comprehension?</p> <p><input type="checkbox"/> Using differentiated instruction</p>	Never=0; Rarely=2.5; Occasionally=5; About half the time=7.5; Most of the time=10; Almost every lesson or activity=10
	<p>Q7. Considering <i>your own instruction</i>, how often do you apply differentiated instruction in your classroom?</p>	
	<p>Q16 Use of Listening Centers for differentiating instruction for struggling readers</p>	Not checked = 0; Checked=10
	<p>Q16 Use of Media Centers for differentiating instruction for struggling readers</p>	
	<p>Q21 Use of Palm Pilots for differentiating instruction for struggling readers</p>	
	Total Sub-Component 3 Score (Use of PRC2, Text Sets and Technology for Differentiated Instruction)	Sum of the Above Items/7 (Range from 0 to 10)
Sub-Component 4: Systematic approach to teaching academic content vocabulary in all subjects using	LIST Survey - from ELA Teachers only	
	<p>Q3. How often do you use the following practices to help students build their vocabulary knowledge?</p> <p><input type="checkbox"/> Explicit instruction in vocabulary</p> <p><input type="checkbox"/> Modeling the use of word parts</p> <p><input type="checkbox"/> Review of vocabulary words</p>	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;

Robert Marzano's Building Academic Content Vocabulary	<input type="checkbox"/> Use of vocabulary notebooks	
	<input type="checkbox"/> Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	
	<input type="checkbox"/> Words Their Way	
	<input type="checkbox"/> Academic Vocabulary for content terms	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	<input type="checkbox"/> Word study sorts and concepts	
	<input type="checkbox"/> Morphology instruction	
	Score	
	Q15. For each of the materials listed across the top of the chart below, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Vocabulary Development	
	<input type="checkbox"/> Listening centers	Checked =0; Not Checked =10.
	<input type="checkbox"/> Media centers	
<input type="checkbox"/> Classroom library		
<input type="checkbox"/> Vocabulary notebooks		
Score	Sum of the Above Items/4 (Range from 0 to 10)	
Total Sub-Component 4 Score (Vocabulary)	Sum of the Above Scores/2 (Range from 0 to 10)	
Total Component 1 - Blended Intervention Score:	Sum of the Above Sub-Components/5 (Range from 0 to 10)	

COMPONENT 2: Reading comprehension instruction for TARGETED intervention model for Tier 2 and TIER 3 students		
Sub-Components	Individual/Summary Items	Scores
Sub-Component 5: Teachers and Literacy Intervention Teachers collaboration in instructional planning and progress monitoring.	LIST Survey – from LIT only (about targeted intervention)	
	Q8. How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work <i>with students in the Targeted intervention group</i> .	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	<ul style="list-style-type: none"> • Grade 6 teachers 	
	<ul style="list-style-type: none"> • Grade 7 teachers 	
	<ul style="list-style-type: none"> • Grade 8 teachers 	Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	Score	Sum of the Above Items/3 (Range from 0 to 10)
	Q9. In which setting(s) do you meet or collaborate with ELA classroom teachers? (Check all that apply for each grade)	For Q9a, 9b, and 9c: Sum of the following (for a total score of 10): Scheduled one-on-one meetings = 3.3 or 0 (if not checked); Grade-level team meetings = 3.3 (if checked) or 0 (if not checked); Literacy leadership team meetings =3.3 (if checked) or 0 (if not checked)
	<ul style="list-style-type: none"> • Grade 6 teachers 	
	<ul style="list-style-type: none"> • Grade 7 teachers 	
	<ul style="list-style-type: none"> • Grade 8 teachers 	
	Score	Sum of the Above Items/3 (Range from 0 to 10)
	Q10. How often do you meet with SIXTH-GRADE classroom teachers to discuss implementing each of the following instructional methods <i>for students in the in-class Targeted Intervention group</i> (Tiers 2-3)?	Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	<ul style="list-style-type: none"> • Differentiated instruction 	
<ul style="list-style-type: none"> • Student groupings 		
<ul style="list-style-type: none"> • Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library 		

	<ul style="list-style-type: none"> • Use of specific Striving Readers comprehension strategies for reading 	
	<ul style="list-style-type: none"> • Using specific Striving Readers instructional techniques for comprehension instruction 	
	<ul style="list-style-type: none"> • Using specific Striving Readers instructional techniques for vocabulary instruction 	
	<ul style="list-style-type: none"> • Using specific Striving Readers instructional techniques for fluency instruction 	
	<ul style="list-style-type: none"> • Discussing specific students' reading progress 	
	<ul style="list-style-type: none"> • Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group 	
	<ul style="list-style-type: none"> • Using student assessment data for instructional planning 	
	Score	Sum of the Above Items/10 (Range from 0 to 10)
LIST Survey – from ELA Teachers		
	Q35. How often do you meet or collaborate with the LIT in the following settings?	
	a) Scheduled one-on-one meetings	For 6th grade teachers: Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	c) Grade-level team meetings	For 7th or 8th grade teachers: Never=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	Score	Sum of the Above Items/2 (Range from 0 to 10)
	Q36. To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support <i>struggling readers</i> in your class?	Not at all=0; To a small extent=5; To a moderate extent=10; To a large extent=10.
	<ul style="list-style-type: none"> • Differentiating instruction 	(Also 0 if Q38a and 38c=0)
	<ul style="list-style-type: none"> • Scaffolding of instruction 	
	<ul style="list-style-type: none"> • Student groupings 	
	<ul style="list-style-type: none"> • Using the media center 	
	<ul style="list-style-type: none"> • Using listening centers 	

	<ul style="list-style-type: none"> Using assessment data to monitor student progress 	
	<ul style="list-style-type: none"> Using student assessment data for instructional planning 	
	Score	Sum of the Above Items/8 (Range from 0 to 10)
	Q37. To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?	
	<ul style="list-style-type: none"> Comprehension 	Not at all=0; To a small extent=5; To a moderate extent=10; To a large extent=10. (Also 0 if Q38a and 38c=0)
	<ul style="list-style-type: none"> Fluency 	
	<ul style="list-style-type: none"> Vocabulary 	
	<ul style="list-style-type: none"> Writing skills 	
	<ul style="list-style-type: none"> Word parts 	
	<ul style="list-style-type: none"> Word recognition 	
	<ul style="list-style-type: none"> Spelling 	
	<ul style="list-style-type: none"> Reading/literacy in content areas 	
	Score	
	Total Sub-Component 5 Score (Collaboration)	Sum of the Above Scores/6 (Range from 0 to 10)
Sub-Component 6: Explicit instruction in small group setting for Tier 2-3 students for approximately 20-30 minutes per day, in 7 core comprehension strategies: summarization, predicting, inferring, metacognition, visualization,		
	Q1 How often do you use the following grouping structures during the <i>push-in intervention with Tier 2 and 3 students</i> ?	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10; Multiple times a day=10
	<ul style="list-style-type: none"> Small groups/Pairs 	
	Q2 During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you apply differentiated instruction (providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles?)	Never=0, Rarely=2.5, Occasionally=5, About half the time=7.5, Most of the time=10, Almost every lesson or activity=10
	Score	Sum of the Above Items/2 (Range from 0 to 10)
	Q3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?	

questioning, and text structure. <i>[Also addresses grouping, vocabulary instruction, fluency]</i>	<ul style="list-style-type: none"> Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition 	Never=0; Less than once a month=3.3;1-3 times a month=6.7;1-3 times a week=10;4-5 times a week=10; Multiple times a day=10
	Score	Range from 0 to 10
	Q3. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?	
	<ul style="list-style-type: none"> Establishing the purpose for reading 	Never=0; Less than once a month=2.5;1-3 times a month=5;1-3 times a week=7.5;4-5 times a week=10; Multiple times a day=10
	<ul style="list-style-type: none"> Monitoring students' comprehension through questioning 	
	<ul style="list-style-type: none"> Making connections to background knowledge 	
	<ul style="list-style-type: none"> Making connections between texts 	
	<ul style="list-style-type: none"> Synthesizing information within text or across texts 	
	<ul style="list-style-type: none"> Using differentiated instruction 	
	<ul style="list-style-type: none"> Use of BDA reading strategies for comprehension instruction 	
	Q2. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	<ul style="list-style-type: none"> Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction 	
	Q6. During your work in the regular classroom with students in the Targeted intervention group , in a typical classroom, to what extent do you feel you are able to meet your Tier 2 and 3 students' individual needs through these instructional practices?	Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10
<ul style="list-style-type: none"> Use of the gradual release of responsibility model for reading comprehension instruction 		
Score	Sum of the Above Items/9 (Range from 0 to 10)	
Score	Sum of Scores 16 and 17/2 (Range from 0 to 10)	

<p>Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?</p>	<p>Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;</p>
<ul style="list-style-type: none"> • Explicit instruction in vocabulary • Modeling the use of word parts • Use of the PRC2 for vocabulary development 	
<p>Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?</p>	<p>Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10</p>
<ul style="list-style-type: none"> • Review of vocabulary words • Use of vocabulary notebooks • Use of BDA reading strategies for vocabulary instruction 	
<p>Q4. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers build their vocabulary knowledge?</p>	
<ul style="list-style-type: none"> • Words Their Way • Academic Vocabulary for content terms (e.g., Marzano) 	<p>Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10</p>
<ul style="list-style-type: none"> • Word study- word sorts and concepts (e.g., Donald Bear) 	
<ul style="list-style-type: none"> • Morphology instruction (e.g., Shane Templeton) 	
<p>Q6. During your work in the regular classroom with students in the Targeted intervention group, in a typical classroom, to what extent do you feel you are able to meet your Tier 2 and 3 students' individual needs through these instructional practices?</p> <p>♣ <input type="checkbox"/> <input type="checkbox"/> Use of the gradual release of responsibility model to build vocabulary</p>	<p>Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10</p>
<p>Score</p>	<p>Sum of the Above Items/11 (Range from 0 to 10)</p>

<p>Q5. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?</p> <ul style="list-style-type: none"> • Teacher interactive read aloud • Shared reading 	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
<p>Q6. During your work in the regular classroom with students in the Targeted intervention group, in a typical classroom, to what extent do you feel you are able to meet your Tier 2 and 3 students' individual needs through these instructional practices?</p> <ul style="list-style-type: none"> • Students listen to audio books, play aways 	Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10
<p>Q5. During your work in the regular classroom with students in the Targeted intervention group (Tier 2 and 3 students), how often do you use the following practices to help struggling readers develop fluency?</p> <ul style="list-style-type: none"> • Teacher read aloud • Modeling reading for students 	Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10
<p>Q6. During your work in the regular classroom with students in the Targeted intervention group, in a typical classroom, to what extent do you feel you are able to meet your Tier 2 and 3 students' individual needs through these instructional practices?</p> <ul style="list-style-type: none"> • Explicit instruction in guided oral reading 	Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10
<p>♣ <input type="checkbox"/> <input type="checkbox"/> Use of the gradual release of responsibility model to develop fluency</p>	
<p>Score</p>	<p>Sum of the Above Items/7 (Range from 0 to 10)</p>
<p>Q7 How often do you use the following techniques to help struggling readers develop better reading strategies and skills?</p> <ul style="list-style-type: none"> • ReQuest • ABC Graffiti • Predict-Locate-Add-Note (PLAN) 	Never =0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
<p>Q5 How often do you use the following techniques to help struggling readers develop better reading strategies and skills?</p>	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10

	<ul style="list-style-type: none"> • Everybody Reads To (ERT) 	
	<ul style="list-style-type: none"> • Exclusion Brainstorming 	
	<ul style="list-style-type: none"> • List-Group-Label 	
	<ul style="list-style-type: none"> • Interactive Notation System for Effective Reading and Thinking (INSERT) 	
	<ul style="list-style-type: none"> • Guided Reading and Summarizing Procedure (GRASP) 	
	<ul style="list-style-type: none"> • KWL 	
	Score	Sum of the Above Items/9 (Range from 0 to 10)
	Total Sub-Component 6 Score (Comprehension)	Sum of the Above Scores/5 (Range from 0 to 10)
Total Component 2 - Targeted Intervention Score:		(Sum of above Sub-component Scores)/2 = Range from 0 to 10

COMPONENT 3: Reading comprehension instruction for intensive intervention model for Tier 3 students		
Sub-Components	Individual/Summary Items	Scores
Sub-Component 7: Increased time— an additional 240 minutes of direct and supported instruction beyond the intervention that occurs during the regular school day.	AMP Schedule and Attendance Records	
	Total # minutes AMP Classes should meet per week (240) * Number of Weeks (26) = 6240 minutes	Score = (Total Number of Minutes the Program Operated at Each School)/624, max=10
	Average number of minutes attended by student by school.	Score = (Total Number of Minutes Attending Averaged Across Students)/624, max=10
	Total Sub-Component 7 Score (Increased Time)	Sum of above Items/2 (Range from 0 to 10)
Sub-Component 8: Small groups setting: 15 to 1 teacher student ratio.	AMP Enrollment Records	
	Number of Students and Teachers Per Class	(# Teachers)/(# Students) X 150, max=10
	Total Sub-Component 8 Score (Small Group Setting)	Range from 0 to 10
Sub-Component 9: Explicit and systematic instruction in seven core comprehension strategies: summarization, predicting, inferring, metacognition, visualization, questioning, and text structure (strategies introduced one at a time) during the additional 240 minutes of supported instruction.	LIST Survey - from LIT and AMP teachers only (section about intensive intervention)	
	Q9. How often do you use the following practices or materials with Tier 3 students in the AMP after-school program to help them increase reading comprehension? • Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	Q12. During your work with students in the AMP after-school program, in a typical classroom, to what extent do you feel you are able to meet your Tier 3 students' individual needs through these instructional practices? ♣ □ □ Use of the gradual release of responsibility model for reading comprehension instruction	Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10
	Total Sub-Component 9 Score (Systematic Comprehension)	Sum of above Items/2 (Range from 0 to 10)
	Sub-Component	LIST Survey - from LIT and AMP teachers only (section about intensive intervention)

10: Teaching of high volume and depth of academic vocabulary.	Q10. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them build their vocabulary knowledge?	
	• Explicit instruction in vocabulary	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	• Modeling the use of word parts	
	• Review of vocabulary words	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	• Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction	
	• Academic vocabulary for content terms	Never=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	• Word study-word sorts and concepts	
	• Morphology instruction	
	Q12. During your work with students in the AMP afterschool program, in a typical classroom, to what extent do you feel you are able to meet your Tier 3 students' individual needs through these instructional practices?	
	♣ □ □ Use of the gradual release of responsibility model to build vocabulary	Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10
Total Sub-Component 10 Score (Vocabulary)	Sum of the Above Items/8 (Range from 0 to 10)	
Sub-Component 11: Guided fluency practice.	LIST Survey - from LIT and AMP teachers only (section about intensive intervention)	
Q11. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them develop fluency?		
• Teacher interactive read aloud	Never =0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10	
• Shared reading		
• Students listen to audio books, play aways		
Q11. How often do you use the following practices or materials with Tier 3 students in the AMP afterschool program to help them develop fluency?		
• Teacher read aloud	Never =0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10	
• Modeling reading for students		

<p>Q12. During your work with students in the AMP after-school program, in a typical classroom, to what extent do you feel you are able to meet your Tier 3 students' individual needs through these instructional practices?</p>	
<p>♣ □ □ Use of the gradual release of responsibility model to develop fluency</p>	<p>Not Using = 0; Not at all = 0; To some extent = 3.3; To a moderate extent = 6.7, To a large extent = 10</p>
<p>♣ □ □ Explicit instruction in guided oral reading to develop fluency</p>	
<p>Total Sub-Component 11 Score (Guided fluency practice)</p>	<p>Sum of the Above Items/7 (Range from 0 to 10)</p>
<p>Total Component 3 - Intensive Intervention Score:</p>	<p>(Sum of above Sub-component Scores)/5 = Range from 0 to 10</p>

COMPONENT 4: Frequent, purposeful assessment and adjustment of instruction with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support

<p>Sub-Component 12: Purposeful assessments with screening, diagnostic, and progress-monitoring tools and data-driven instruction structured through a team-based system of leadership and support FOR WHOLE SCHOOL BLENDED INTERVENTION</p>	Principal Interviews	
	<p>Q5. To what extent is student assessment data being used for this purpose?</p>	<p>Not at all=0; To a Small Extent=3.3; To a Moderate Extent=6,7; To a Large Extent=10</p>
	<ul style="list-style-type: none"> • Screening students’ ability levels for placement in intervention programs 	
	<ul style="list-style-type: none"> • Diagnosing students’ strengths and support needs for placement in specific courses or instructional groups 	
	<ul style="list-style-type: none"> • Identifying trends in fluency and comprehension abilities across groups of students 	
	<ul style="list-style-type: none"> • Identifying trends in vocabulary knowledge across groups of students 	
	<ul style="list-style-type: none"> • Monitoring overall student progress for the purpose of assessing success of instructional programs and methods 	
	<ul style="list-style-type: none"> • Differentiating instruction 	
	<ul style="list-style-type: none"> • Planning on-site professional development 	
	Score	Sum of above Items/7 (Range from 0 to 10)
	<p>Q3c. Overall, rate the quality of the literacy team’s performance in the following areas</p>	<p>[If school does not have a literacy team=0] Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not Sure=0</p>
	<ul style="list-style-type: none"> • Using assessment data and or student work to plan instruction 	
	Score	Range from 0 to 10
	<p>Q4c. Overall, rate the quality of the grade level team’s performance in the following areas</p>	<p>[If school does not have a grade-level team=missing] Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not Sure=0</p>
<ul style="list-style-type: none"> • Using assessment data to plan instruction 		
<ul style="list-style-type: none"> • Using assessment data to establish vertical and horizontal literacy goals by grade level 		
Score	Sum of above Items/2 (Range from 0 to 10)	

LIST Surveys – from ELA Teachers	
Q8 Indicate how you use the data from the following assessments:	[From Not used=0 to Used in all intended ways=10. No extra points for additional applications.]
Reading Benchmark Assessment	Not using=0; Screening = +2.5; Benchmarking=+2.5; Progress monitoring= +2.5 Assess outcomes=+2.5
ISAT	Not Using=0; Screening=+5; Outcome=+5
Informal assessments	Not using=0; Diagnostic = +2.5; Benchmarking=+2.5; Progress monitoring= +2.5 Assess outcomes=+2.5
Fluency Snapshots	Not Using=0; Screening=+10
Spelling inventories	Not using=0; Screening=+2; Diagnostic = +2; Benchmarking=+2; Progress monitoring= +2 Assess outcomes=+2
Score	Sum of above Items/5 (Range from 0 to 10)
Q9. Indicate extent you use student assessment data for each of the following purposes:	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10
a) Placing students in intervention programs;	
b) Differentiating instruction;	
c) Identifying skills that need to be re-taught;	
d) Monitoring student reading progress;	
e) Creating instructional groups	
Score	Sum of above Items/5 (Range from 0 to 10)

	<p>Q10-11 Do you currently have grade-level teams at your school? If YES: Overall, rate the grade-level team's ability to use classroom assessment data in the following ways:</p> <p>Address the literacy needs of all students</p> <p>Address the needs of struggling readers;</p> <p>Formalize lesson plans;</p> <p>Identify students who are eligible for targeted interventions;</p> <p>Identify strengths;</p> <p>Identify teaching and learning strategies</p> <p>Improve classroom practice</p>	<p>No grade-level team= missing on all items; or Poor=0; Fair=3.3; Good=6.7; Excellent=10; Not sure=0</p>	
	Score	Sum of above Items/7 (Range from 0 to 10)	
	Total Sub-Component 12 Score	Sum of the Above Scores/6 (Range from 0 to 10)	
Sub-Component 13a: Data-driven instruction FOR TARGETED INTERVENTION	LIST Surveys – from LIT Teacher (about the TARGETED intervention)		
	<p>Q11. Please indicate the extent to which you use student assessment data for each of the following purposes with students in the Targeted intervention group:</p> <ul style="list-style-type: none"> • Differentiating instruction • Identifying skills that need to be retaught • Monitoring student reading progress • Creating instructional groups 	<p>Not at all=0; To Some Extent=3.3; To a Moderate Extent=6.7; To a Large Extent=10</p>	
	Total Sub-component 13a Score	Sum of the Above Items/4 (Range from 0 to 10)	
	Sub-Component 13b: Data-driven instruction FOR INTENSIVE INTERVENTION	LIST Surveys – from LIT Teacher and AMP Teachers (about the intensive intervention)	
		<p>Q13. Please indicate the extent to which you use student assessment data for each of the following purposes within the afterschool program:</p> <ul style="list-style-type: none"> • Differentiating instruction • Identifying skills that need to be retaught • Monitoring student reading progress • Creating instructional groups 	<p>Not at all=0; To Some Extent=3.3; To a Moderate Extent=6.7; To a Large Extent=10</p>
Total Sub-component 13b Score		Sum of the Above Items/4 (Range from 0 to 10)	
Score		Sum of the Above Scores/2 (Range from 0 to 10)	

Total Component 4 - Assessment Score:	(Sum of above Sub-component Scores)/2 = Range from 0 to 10
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COMPONENT 5: HIGH QUALITY, HIGH INTEREST MATERIALS - Highly motivating reading materials integrated with engaging technology and audio resources.

Components	Individual/Summary Items	Scores
Sub-Component 14: Text Sets (NOTE: Not included in the calculation of Component 5 Score)	Principal Interviews	
	Q7. Are the school-wide text sets being used in the content area classrooms?	No or Not Used=0; Used=10; Don't Know=Missing
	<ul style="list-style-type: none"> • Social Studies • Science 	
	Total Sub-Component 14 Score (Text Sets)	
Sub-Component 15: School Library	LIST Surveys – From ELA Teachers	
	Q14a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy: School Library	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	Range from 0 to 10
	Q14b Rate you comfort level: School Library	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Range from 0 to 10
	Q29. How often do you take your class to the library?	Never=0; Rarely=2.5; Sometimes=5; Often=7.5; Almost daily or daily=10
	Score	Range from 0 to 10
	Q32. How does the librarian work with you?	a) Does not work with me=0; If checked b) or c)=5; If checked b) and c)=10 (Also, if no librarian (FS260), then =0)
	Score	Range from 0 to 10
	Q33. To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=0
	Score	Range from 0 to 10
Q34. How does the librarian work with your students? (Check all that apply.)	"Does not work with my students" or "no librarian"= 0 Otherwise: give 2.5 points per check with a maximum of 10 points	
<ul style="list-style-type: none"> • Does not work with my students. 		
<ul style="list-style-type: none"> • Works with students on research skills. 		

	<ul style="list-style-type: none"> • Directs students to resources tied to curriculum. 	
	<ul style="list-style-type: none"> • Conducts read-alouds. 	
	<ul style="list-style-type: none"> • Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events). 	
	<ul style="list-style-type: none"> • Assists students with class projects. 	
	<ul style="list-style-type: none"> • Teaches students how to navigate Internet resources. 	
	<ul style="list-style-type: none"> • Guides struggling readers to summer programs. 	
	Score	Range from 0 to 10
	LIST Surveys – From LITs	
	Q12a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> • School Library 	
	Q12b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> • School Library 	
	Score	Sum of Above Items/2 (Range from 0 to 10)
	Total Sub-Component 15 Score (School Library)	Sum of Above Scores/7 (Range from 0 to 10)
Sub-Component 16: Classroom Library	LIST Surveys – From ELA Teachers	
	Q14a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy: Classroom Library	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	Score	Range from 0 to 10
	Q14b Rate you comfort level: Classroom Library	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Score	Range from 0 to 10
	Q15. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Classroom Library	Not Using = 0; Checked=10
	<ul style="list-style-type: none"> • Vocabulary development 	
<ul style="list-style-type: none"> • Fluency 		
<ul style="list-style-type: none"> • Reading Comprehension 		
<ul style="list-style-type: none"> • Word Recognition 		
<ul style="list-style-type: none"> • To develop students' self-directed learning 		

<ul style="list-style-type: none"> To supplement students' textbook reading 	
<ul style="list-style-type: none"> To activate students' prior knowledge 	
Score	Sum of Above Items/7 (Range from 0 to 10)
Q23. Please check the ways that you use your classroom libraries:	
<ul style="list-style-type: none"> For content area instruction 	For each item: Not checked=0; Checked=10
<ul style="list-style-type: none"> For independent reading 	
<ul style="list-style-type: none"> For small group instruction 	
<ul style="list-style-type: none"> For read alouds 	
Score	Sum of Above Items/4 (Range from 0 to 10)
Q24. Do you use interest inventories to help students self select reading materials?	No=0; Yes=10
Score	Range from 0 to 10
Q25. Do you use interest inventories to guide your purchases for the classroom library?	No=0; Yes=10
Score	Range from 0 to 10
Q30 My classroom library...	
<ul style="list-style-type: none"> Is easily accessible to students 	Not at all true=0; Slightly true=3.3; Somewhat true=6.7; Very true=10
<ul style="list-style-type: none"> Is well organized and in good shape 	
<ul style="list-style-type: none"> Has a checkout system in place 	
<ul style="list-style-type: none"> Includes a variety of reading materials 	
<ul style="list-style-type: none"> Includes a variety of texts 	
<ul style="list-style-type: none"> Has reading materials grouped by genre 	
<ul style="list-style-type: none"> Has reading materials clearly labeled 	
<ul style="list-style-type: none"> Has both non-fiction and fiction books 	
Score	Sum of the Above Items/8 (Range from 0 to 10)
Q27. To what extent are you able to consider students' needs and reading abilities when ordering books and other reading material with Striving Readers library funds for your classroom library?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=missing
Score	Range from 0 to 10
Q28. To what extent are you able to consider students' interests and motivation when ordering books and other reading material with Striving Readers library funds for your classroom library?	Not at all=0; To a small extent=3.3; To a moderate extent=6.7; To a large extent=10; Don't know=missing

	Score	Range from 0 to 10
	LIST Surveys – From LITs	
	Q12a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Classroom Library	
	Q12b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Classroom Library	
	Score	Sum of Above Items/2 (Range from 0 to 10)
	Total Sub-Component 16 Score (Classroom Libraries)	Sum of the Above Scores/9 (Range from 0 to 10)
Sub-Component 17: Other Non-Technology Resources/Materials	LIST Surveys – From ELA Teachers	
	Q14a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	
	• Vocabulary Notebooks	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	• Reading response notebooks	
	• Other informational text sets	
	Q14b Rate you comfort level:	
	• Vocabulary Notebooks	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	• Reading response notebooks	
	• Other informational text sets	
	Q15. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Vocabulary Notebooks	
	• Vocabulary development	Not Using = 0; Checked=10
	• Word parts	
	• Spelling	
	• Grammar	
	• To develop students' self-directed learning	
• To activate students' prior knowledge		
Score	Sum of Above Items/7 (Range from 0 to 10)	
LIST Surveys – From LITs		
Q12a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10	
• Vocabulary Notebooks		
• Reading ANTHOLOGIES	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a	

	<ul style="list-style-type: none"> • Reading BASALS 	month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
	<ul style="list-style-type: none"> • Other informational texts (other than text sets) 	
	Q12b Rate you comfort level:	Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> • Vocabulary Notebooks 	
	<ul style="list-style-type: none"> • Reading ANTHOLOGIES 	Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> • Reading BASALS 	
	<ul style="list-style-type: none"> • Other informational texts (other than text sets) 	
	Score	Sum of Above Items/8 (Range from 0 to 10)
	Total Sub-component 17 Score (Other Non-Technology Materials)	Sum of the Above Scores/2 (Range from 0 to 10)
Sub-Component 18: Use of HHC for reading instruction as part of the targeted intervention model	LIST Survey - from LIT only (section about targeted intervention)	
	Q14. In a typical classroom, how often do your students use handheld computers (Palm Pilots) during Targeted Intervention instruction of Tier 2 and 3 students?	Don't use=0 (from Q8); Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10
	Score	Range from 0 to 10
	Q15. Rate how comfortable you are with using the Palm Pilots to support your literacy instruction	Don't use or Not at all comfortable=0; 2=3.3; 3=6.7; 4=10; 5 Very comfortable=10
	Score	Range from 0 to 10
	Q16. Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during Targeted Intervention instruction? (Check all that apply)	Not checked=0; Checked=10
	<ul style="list-style-type: none"> • Fluency 	
	<ul style="list-style-type: none"> • Vocabulary development 	
	<ul style="list-style-type: none"> • Developing students' reading comprehension strategies 	
	<ul style="list-style-type: none"> • Writing skills 	
	<ul style="list-style-type: none"> • Word parts 	
	<ul style="list-style-type: none"> • Word recognition 	
	<ul style="list-style-type: none"> • Spelling 	
<ul style="list-style-type: none"> • Grammar 		
<ul style="list-style-type: none"> • Organizing information 		
<ul style="list-style-type: none"> • Locating information 		
<ul style="list-style-type: none"> • Evaluating information 		
<ul style="list-style-type: none"> • Synthesizing information 		
<ul style="list-style-type: none"> • Demonstrate knowledge of key concepts 		

	<ul style="list-style-type: none"> To develop students' self-directed learning 	
	<ul style="list-style-type: none"> Teaching students to identify and use the organizational features of expository writing 	
	<ul style="list-style-type: none"> To activate students' prior knowledge 	
	Score	Sum of Above Items/16 (Range from 0 to 10)
	Q17. Which instructional methods do you support with the use of handheld computers (Palm Pilots) during the Targeted Intervention instruction? (Check all that apply)	
	<ul style="list-style-type: none"> Assessing students' literacy skills 	Not checked=0; Checked=10
	<ul style="list-style-type: none"> Monitoring students' progress 	
	<ul style="list-style-type: none"> Teaching comprehension skills 	
	<ul style="list-style-type: none"> Using comprehension techniques 	
	<ul style="list-style-type: none"> Guided reading 	
	<ul style="list-style-type: none"> Partner reading 	
	<ul style="list-style-type: none"> Individual reading 	
	<ul style="list-style-type: none"> Book club discussions 	
	Score	Sum of Above Items/8 (Range from 0 to 10)
	Q18. Please indicate whether you use handheld computers (Palm Pilots) to support grouping structures and/or differentiated instruction during Targeted Intervention instruction of Tier 2 and 3 students in the regular classroom, by checking the appropriate strategies below. (Check all that apply)	
	<input type="checkbox"/> Whole class/ Large group	Not checked=0; Checked=10
	<input type="checkbox"/> Small group/ Pairs	
	<input type="checkbox"/> Individual Work	
	<input type="checkbox"/> Differentiating instruction for struggling readers	
	<input type="checkbox"/> Differentiating instruction for English language learners/special education students	
	Score	Sum of Above Item/5 (Range from 0 to 10)
	Total Sub-component 18 Score (Handheld Computers for Targeted Intervention)	Sum of the Above Items/5 (Range from 0 to 10)
Sub-Component 19: Other technology	LIST Surveys – From ELA Teachers	
	Q14a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5

resources	<ul style="list-style-type: none"> Listening Centers 	times a week=10
	Q14b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	<ul style="list-style-type: none"> Listening Centers 	
	Score	Sum of Above Items/2 (Range from 0 to 10)
	Q15. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Listening Centers	
	<ul style="list-style-type: none"> Vocabulary development 	Not Using = 0; Checked=10
	<ul style="list-style-type: none"> Fluency 	
	<ul style="list-style-type: none"> Reading Comprehension 	
	<ul style="list-style-type: none"> To develop students' self-directed learning 	
	<ul style="list-style-type: none"> To supplement students' textbook reading 	
	<ul style="list-style-type: none"> To activate students' prior knowledge 	
	Score	Sum of Above Items/6 (Range from 0 to 10)
	Principal Interviews	
	Q12. For each of the following technology resources that your teachers <i>are</i> using to teach literacy, please indicate to what <i>extent</i> that technology resource is integrated into the literacy curriculum.	
	<ul style="list-style-type: none"> Listening Centers 	N/A or Not at all integrated=0; Somewhat integrated=5; Thoroughly integrated=10
	Score	Range from 0 to 10
	Total Sub-sub-component 19a Score (Listening Centers)	Sum of the Above Items/3 (Range from 0 to 10)
	LIST Surveys – From ELA Teachers	
	Q14a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	
	<ul style="list-style-type: none"> Media Centers 	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
Q14b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10	
<ul style="list-style-type: none"> Media Centers 		
Score	Sum of Above Items/2 (Range from 0 to 10)	
Q15. For each of the materials listed, please indicate which literacy instructional goals are supported by your use of that material in your classroom: Media Centers		
<ul style="list-style-type: none"> Vocabulary development 	Not Using = 0; Checked=10	
<ul style="list-style-type: none"> Fluency 		
<ul style="list-style-type: none"> Reading Comprehension 		

• Writing skills	
• Word Parts	
• Word Recognition	
• Spelling	
• Grammar	
• To develop students' self-directed learning	
• To supplement students' textbook reading	
• Teaching students to identify and use the organizational features of expository writing	
• To activate students' prior knowledge	
Score	Sum of Above Items/12 (Range from 0 to 10)
Principal Interviews	
Q12. For each of the following technology resources that your teachers <i>are</i> using to teach literacy, please indicate to what <i>extent</i> that technology resource is integrated into the literacy curriculum.	N/A or Not at all integrated=0; Somewhat integrated=5; Thoroughly integrated=10
• Media Centers	
Score	Range from 0 to 10
LIST Surveys – From LITs	
Q12a. For each of the materials listed below, indicate how frequently you currently use the materials to teach literacy:	N/A (Do Not Have)=0; Not Currently Using=0; Less than once a month=2.5; 1 to 3 times a month=5; 1 to 3 times a week=7.5; 4 to 5 times a week=10
• Media Centers	
Q12b Rate you comfort level:	N/A=0; Not at all comfortable=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
• Media Centers	
Score	Sum of Above Items/2 (Range from 0 to 10)
Total Sub-sub-component 19b Score (Media Centers)	Sum of the Above Items/4 (Range from 0 to 10)
Total Sub-Component 19 Score (Listening Centers and Media Centers)	Sum of the Above Sub-sub-Component Scores/2 (Range from 0 to 10)
Total Component 5 Score (Materials)	(Sum of above Sub-component Scores)/5 = Range from 0 to 10

COMPONENT 6: CONTENT AREA INSTRUCTION - Integrating reading instruction and strategies into content area instruction (science, mathematics, and social studies)

Components	Individual/Summary Items	Scores
Subcomponent 20: Literacy Integration	LIST Survey - from CAT only	
	Q1. When, if at all, did you start integrating literacy into your content area instruction?	This year = 10 , Last school year = 10 , Before Striving Readers began = 10, I do not integrate literacy instruction into my content area. (4) = 0
	Total Subcomponent 20 Score (Literacy Integration)	Range from 0 to 10
Subcomponent 21: Comprehension	Q2. How often do you use the following practices to help students increase reading comprehension?	
	Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure, visualization, inferring and metacognition	Never (1)=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	Comprehension Part I Score	Range from 0 to 10
	Q2. How often do you use the following practices to help students increase reading comprehension?	
	- Establishing the purpose for reading.	
	- Monitoring students' comprehension through questioning.	Never (1)=0; Less than once a month=2.5; 1-3 times a month=5; 1-3 times a week=7.5; 4-5 times a week=10;
	- Use of <i>before, during, and after</i> (BDA) reading strategies for comprehension instruction	
	Q2. How often do you use the following practices to help students increase reading comprehension?	
	- Making connections to background knowledge.	Never (1)=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	- Making connections between texts.	
	- Synthesizing information within text or across texts.	
	Comprehension Part II Score	Range from 0 to 10
	Q4. How often do you use the following techniques to help struggling readers develop better reading strategies and skills?	
· Everybody Reads To (ERT)	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;	
· Exclusion Brainstorming		
· List-Group-Label		

	<ul style="list-style-type: none"> Interactive Notation System for Effective Reading and Thinking (INSERT) 	
	<ul style="list-style-type: none"> Guided Reading and Summarizing Procedure (GRASP) 	
	<ul style="list-style-type: none"> ReQuest 	
	<ul style="list-style-type: none"> Predict-Locate-Add-Note (PLAN) 	Never/ Not Familiar=0; Less than once a month=5; 1-3 times a month=10; 1-3 times a week=10; 4-5 times a week=10
	<ul style="list-style-type: none"> ABC Graffiti 	
	<ul style="list-style-type: none"> KWL 	
	Comprehension Part III Score	
	Total Subcomponent 21 score (Comprehension)	Sum of the Above Items/3 (Range from 0 to 10)
Subcomponent 2: Vocabulary	Q3. How often do you use the following practices to help students build their vocabulary knowledge?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	<ul style="list-style-type: none"> Explicit instruction in vocabulary 	
	<ul style="list-style-type: none"> Modeling the use of word parts 	
	<ul style="list-style-type: none"> Review of vocabulary words 	
	<ul style="list-style-type: none"> Use of vocabulary notebooks 	
	<ul style="list-style-type: none"> Use of <i>before, during, and after</i> (BDA) reading strategies for vocabulary instruction 	
	<ul style="list-style-type: none"> Academic Vocabulary for content terms 	
	<ul style="list-style-type: none"> Morphology instruction 	
	<ul style="list-style-type: none"> Word study sorts and concepts 	
	<ul style="list-style-type: none"> Words Their Way 	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	Total Subcomponent 22 Score (Vocabulary)	Sum of the Above Items/9 (Range from 0 to 10)
Subcomponent 23: PRC2	Q2. How often do you use the following practices to help students increase reading comprehension?	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
	<ul style="list-style-type: none"> Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction 	
	Q2. How often do you use the following practices to help students increase reading comprehension?	
	<ul style="list-style-type: none"> Using differentiated instruction 	
	Q3. How often do you use the following practices to help students build their vocabulary knowledge?	
	<ul style="list-style-type: none"> PRC2 for vocabulary development. 	
	Total Subcomponent 23 Score (PRC2)	Sum of the Above Items/3 (Range from 0 to 10)

Subcomponent 24: Interactions with literacy experts	Q5. Please indicate how often (if at all) you discussed each of the following topics with any literacy experts during the current school year.	
	Differentiated instruction	
	Student groupings	
	Use of <i>Striving Readers</i> text sets and text sets teacher guides.	
	Use of technology resources: desktop computers, handhelds- palms, LCD projector, etc.	
	Use of PRC2 instructional framework	
	Using specific Striving Readers instructional techniques for comprehension instruction	
	Using specific Striving Readers instructional techniques for vocabulary instruction	
	Specific students' reading progress.	
	Using student assessment data for instructional planning	
Total Subcomponent 24 Score (Interactions with literacy experts)	Sum of the Above Items/9 (Range from 0 to 10)	Never=0; Less than once a month=3.3; 1-3 times a month=6.7; 1-3 times a week=10; 4-5 times a week=10;
Subcomponent 25: Use of <i>Striving Readers</i> Text Sets and Text Sets Teacher Guides	Q6. Do you use Striving Readers text sets to teach literacy through your content area?	Yes = 10, No=0
	Text Set Part I Score	Range from 0 to 10
	Q9. Rate how comfortable you are with using the Striving Readers text sets to support student learning in language arts.	Not at all comfortable (1)=0; 2=2.5; 3=5; 4=7.5; 5 Very comfortable=10
	Q10. In your opinion, how well are the Striving Readers text sets aligned to the curriculum of your subject area?	Poorly Aligned (1)=0; 2=2.5; Adequately Aligned (3)=5; 4=7.5; 5 Very Well Aligned (5)=10
	Text Set Part II Score	Sum of the Above Items/2 (Range from 0 to 10)
Total Subcomponent 25 Score (Text Sets)	Sum of the Above Items/2 (Range from 0 to 10)	
Total Component 6 Score (Literacy Integration)		(Sum of above Sub-component Scores)/6 = Range from 0 to 10

COMPONENT 7: Integrated, progressive, high quality professional development		
Components	Individual/Summary Items	Scores
Sub-component 25: Whole School Professional Development	Professional Development Attendance Records	
	<i>The percents below refer to the percent of meetings attended by principals.</i>	
	Principals' Monthly Professional Development	[<30%]=0; [30-59%]=1; [60-79%]=2; [80-100%]=3
	<i>The percents below refer to the session attendance rates averaged across teachers</i>	
	Teachers' Summer Institute (Yearly)	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Teachers' Quarterly Follow-Up Institutes	[<25%]=0; [25-50%]=1; [51-79%]=2; [80-100%]=3
	Total Sub-Component 21a Score- Professional Development Attendance	(Sum of the Above Items/9)*10
	LIST Survey - from ELA Teachers only	
	Q39b. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	• 2009 Summer institute	
	• School-year follow-up institutes	
	• Technology training (use of handhelds)	
	• School-based professional development	
	Q40b. For each of the following topics, rate the impact that professional development you received has had on your comfort with each teaching practice.	Not Participated=missing; No Impact=0; Some Impact=3.3; Moderate Impact=6.7; Large Impact=10
	• Building academic vocabulary	
• Classroom libraries		
• Creating literacy-rich classroom environments		
• Differentiating instruction		
• Explicit vocabulary instruction		
• Increasing student motivation		
• Supporting students' self-directed learning		
• Using before, during, and after reading strategies		
• Using student assessments to guide instruction		
• Using handheld computers (Palm Pilots)		
• Using literacy-based software		

	<ul style="list-style-type: none"> Using the PRC2 model 	
	<ul style="list-style-type: none"> Using the whole-part-whole classroom instruction model 	
	Score	Sum of the Above Items (Range from 0 to 10)/N of items with available data
	Principal Interviews	
	Q15. For each of the following Striving Readers professional development sessions conducted during the 2008-2009 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	
	<ul style="list-style-type: none"> Monthly Principal Meetings (Leaders Seminars) 	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	<ul style="list-style-type: none"> 2009 Summer institute 	
	<ul style="list-style-type: none"> School-year follow-up institutes 	
	<ul style="list-style-type: none"> Saturday seminars 	
	<ul style="list-style-type: none"> On-site training during literacy team meetings 	
	<ul style="list-style-type: none"> School-based Striving Readers professional development 	
	Total Score For Principals	Sum of the Above Items (Range from 0 to 10)/6
	Total Sub-Component 21b Score - Professional Development Survey Responses	(Sum of the Above Items)/2 = Range from 0 to 10
	Total Sub-Component 25 Score	Sum of Above Scores/2 (Range from 0 to 10)
Sub-Component 26: Targeted and Intensive Intervention	LIS Survey - from LITs	
	Q21b. For each of the following Striving Readers professional development sessions conducted during the 2009-10 school year, please indicate: how useful the session(s) was (were) in helping you support student learning in language arts.	
	<ul style="list-style-type: none"> AMP Intensive Intervention Program Training 	Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
	<ul style="list-style-type: none"> 2009 Summer institute 	
	<ul style="list-style-type: none"> School-year follow-up institutes 	
	<ul style="list-style-type: none"> Bi-weekly LIT training sessions 	
	<ul style="list-style-type: none"> Teacher/LIT collaboration 	
<ul style="list-style-type: none"> School-based professional development 		
Score	Sum of the Above Items (Range from 0 to 10)/6 of items with available data	

Q22b. For each of the following topics, rate the impact that professional development you received has had on your comfort with each teaching practice.		
• Building academic vocabulary		
• Classroom libraries		
• Creating literacy-rich classroom environments		
• Differentiating instruction		
• Explicit vocabulary instruction	Not Participated=missing; No Impact=0; Some Impact=3.3; Moderate Impact=6.7; Large Impact=10	
• Increasing student motivation		
• Supporting students' self-directed learning		
• Using before, during, and after reading strategies		
• Using student assessments to guide instruction		
• Using handheld computers (Palm Pilots)		
• Using literacy-based software		
• Using the PRC2 model		
• Training in LIT/ teacher collaboration		Not Participated=missing; Not useful=0; Somewhat useful=3.3; Moderately Useful=6.7; Extremely Useful=10
Score		Sum of the Above Items (Range from 0 to 10)/13 of items with available data
Professional Development Attendance Records		
<i>The percents below refer to the percent of meetings attended by LIT or principals, respectively.</i>		
LIT Weekly Meetings with Coordinators		[<60%]=0; [60-74%]=2.5; [75-89%]=5; [90-100%]=10
Score	Range from 0 to 10	
Total Sub-Component 26 Score	Sum of Above Scores/3 (Range from 0 to 10)	
Total Component 7 Score - Professional Development	(Sum of above sub-components)/2 (Range from 0 to 10)	

Appendix J: Year 4 Fidelity Scale Results by School

Table J-1
Year 4 Implementation Fidelity Scales by School: Major Program Components

Cohort	School	Mean Score							
		Overall Fidelity Score ^a	Component 1 <i>Blended Intervention</i>	Component 2 <i>Targeted Intervention</i>	Component 3 <i>Intensive Intervention</i>	Component 4 <i>Data-Driven Instruction & Assessment</i>	Component 5 <i>Materials</i>	Component 6 <i>Content Area Literacy Instruction</i>	Component 7 <i>Professional Development</i>
Cohort 1	4	7.8	6.0	8.9	8.9	8.3	7.1	7.2	8.9
	5	7.3	7.0	8.1	7.2	7.8	6.4	7.2	8.3
	6	7.1	6.8	7.0	7.9	7.2	6.4	7.1	6.9
	8	7.4	7.6	8.8	7.6	5.6	7.2	7.7	8.4
	11	6.7	7.5	4.1	7.7	6.7	6.8	6.5	6.8
	13	--	6.9	9.2	8.1	-- ^b	5.5	8.1	7.8
	16	7.8	7.6	7.9	7.0	8.3	8.1	7.3	8.3
	17	8.8	8.4	9.3	8.3	9.3	8.6	9.2	8.2
	19	7.7	6.7	8.7	7.8	8.2	7.1	7.3	8.1
	20	6.6	7.5	6.1	6.7	5.6	7.2	7.4	7.4
	22	8.1	7.8	8.7	8.3	8.7	7.0	7.9	7.4
	24	8.0	9.0	9.3	7.4	6.9	6.0	9.3	6.0
	27	8.0	7.2	8.6	8.8	8.7	6.9	7.4	8.2
	29	7.2	7.0	8.4	7.9	7.2	5.6	7.4	7.1
	30	8.1	6.5	9.2	9.0	9.3	6.2	8.5	7.5
31	7.6	7.2	8.8	8.4	7.0	6.5	6.8	9.1	
	Total	7.6	7.3	8.2	7.9	7.7	6.9	7.6	7.8
Cohort 2	1 ^c	--	--	--	--	--	--	--	--
	2	8.4	7.9	9.2	8.3	8.9	7.7	9.1	8.1
	3 ^d	--	--	--	--	--	--	--	--
	7	8.1	8.2	8.3	8.1	8.2	7.8	9.2	6.6
	9	7.2	6.8	7.8	8.1	7.5	5.8	8.8	7.5
	10	--	7.5	8.4	7.7	-- ^b	4.6	8.3	6.0
	12	7.9	8.1	8.4	7.4	8.2	7.2	7.6	6.5
	14	7.2	6.3	8.4	8.2	7.2	6.0	10.0	8.0
	15	8.3	8.0	9.3	8.3	8.7	6.9	9.0	7.7
	16	7.4	7.0	8.0	7.1	8.0	6.9	8.9	7.1
	21	7.3	7.6	7.0	7.7	7.5	6.6	8.2	7.9
	23	7.4	7.4	8.8	7.9	6.2	6.6	8.0	6.1
	25	-- ^e	-- ^e	8.2	6.9	-- ^e	--	5.9	--
	26	6.6	7.8	7.8	7.3	4.9	5.1	8.0	7.3
28	-- ^e	-- ^e	7.0	8.5	-- ^e	--	6.4	6.3	
	Total	7.6	7.5	8.2	7.8	7.5	6.5	8.3	7.1
Overall		7.6	7.4	8.2	7.9	7.6	6.7	7.9	7.4

^a The overall fidelity score is based on components 1 through 5.

^b The principal interview could not be completed for this school; score could not be calculated.

^c This school closed after SY 2008-09.

^d This school became a turn-around school as of SY 2009-10.

^e No ELA teacher surveys received for this school; score could not be calculated.

Table J-2
Results of Year 4 implementation fidelity scales by school
Component 1: Blended intervention

Cohort	School Number	Mean Score				
		Component 1 <i>Blended Intervention</i>	Sub-Component 1 <i>Small Group Instruction</i>	Sub-Component 2 <i>Comprehension Focus</i>	Sub-Component 3 <i>Use of PRC2, text sets and technology to support differentiated instruction</i>	Sub-Component 4 <i>Marzano's Vocabulary</i>
Cohort 1	4	6.0	5.6	7.3	5.3	5.7
	5	7.0	7.3	8.3	6.9	5.6
	6	6.8	7.0	7.3	7.3	5.7
	8	7.6	6.7	8.2	8.0	7.5
	11	7.5	7.4	8.0	7.6	7.2
	13	6.9	6.3	8.0	7.2	6.1
	16	7.6	7.7	8.9	7.3	6.4
	17	8.4	7.9	9.0	9.1	7.7
	19	6.7	7.1	7.4	6.2	6.2
	20	7.5	6.8	8.2	7.6	7.6
	22	7.8	7.4	8.1	8.1	7.6
	24	9.0	9.2	8.8	9.5	8.4
	27	7.2	6.9	8.5	7.1	6.3
	29	7.0	7.3	8.0	6.5	6.1
	30	6.5	7.0	7.3	5.9	6.0
	31	7.2	6.6	8.2	6.9	6.9
	Cohort 1	7.3	7.1	8.1	7.3	6.7
Cohort 2	1	--	--	--	--	--
	2	7.9	7.2	8.1	8.1	8.2
	3	--	--	--	--	--
	7	8.2	8.3	9.0	7.6	7.8
	9	6.8	6.7	7.9	6.6	6.0
	10	7.5	7.7	8.0	6.9	7.5
	12	8.1	7.9	8.4	8.2	8.0
	14	6.3	6.8	7.5	4.4	6.5
	15	8.0	7.3	8.9	7.6	8.4
	16	7.0	6.3	8.1	7.3	6.3
	21	7.6	7.9	8.8	7.4	6.4
	23	7.4	7.0	6.8	7.7	8.2
	25	--	--	--	--	--
	26	7.8	8.2	8.3	6.3	8.4
28	--	--	--	--	--	
	Cohort 2	7.5	7.4	8.2	7.1	7.4
Overall		7.4	7.2		8.1	7.2

Table J-3
Results of Year 4 implementation fidelity scales by school
Component 2: Targeted intervention

Cohort	School Number	Mean Score		
		Component 2 <i>Targeted Intervention</i>	Sub-Component 5 <i>Teacher/LIT Collaboration</i>	Sub-Component 6 <i>Direct instruction in comprehension, vocabulary and fluency</i>
Cohort 1	4	8.9	9.3	8.5
	5	8.1	7.7	8.6
	6	7.0	6.8	7.2
	8	8.8	9.6	8.0
	11	4.1	3.3	4.9
	13	9.2	10.0	8.3
	16	7.9	7.0	8.7
	17	9.3	9.6	9.0
	19	8.7	9.0	8.3
	20	6.1	6.8	5.4
	22	8.7	8.1	9.2
	24	9.3	9.4	9.1
	27	8.6	9.1	8.1
	29	8.4	8.6	8.2
	30	9.2	9.1	9.4
	31	8.8	9.4	8.2
		Cohort 1	8.2	8.3
Cohort 2	1	--	--	--
	2	9.2	9.9	8.5
	3	--	--	--
	7	8.3	8.8	7.8
	9	7.8	9.2	6.4
	10	8.4	9.2	7.6
	12	8.4	9.6	7.2
	14	8.4	7.8	9.1
	15	9.3	9.6	9.0
	16	8.0	9.2	6.9
	21	7.0	6.6	7.3
	23	8.8	9.4	8.1
	25	8.2	10.0	6.3
	26	7.8	8.8	6.9
	28	7.0	7.8	6.2
	Cohort 2	8.2	8.9	7.5
Overall		8.2	8.6	7.8

Table J-4
Results of Year 4 implementation fidelity scales by school
Component 3: Intensive Intervention

Cohort	School Number	Mean Score					
		Component 3 <i>Intensive Intervention</i>	Sub-Component 7 <i>Increased Instructional Time</i>	Sub-Component 8 <i>Small Group Setting (15:1)</i>	Sub-Component 9 <i>Explicit Instruction in Comprehension</i>	Sub-Component 10 <i>Explicit Instruction in Vocabulary</i>	Sub-Component 11 <i>Explicit Instruction in Fluency</i>
Cohort 1	4	8.9	8.4	10.0	10.0	10.0	6.2
	5	7.2	7.5	10.0	6.7	4.8	6.9
	6	7.9	6.5	10.0	8.4	7.7	6.8
	8	7.6	5.7	10.0	8.4	5.5	8.3
	11	7.7	6.9	10.0	6.7	7.1	7.9
	13	8.1	7.2	10.0	6.7	7.5	9.1
	16	7.0	7.6	6.8	6.7	7.0	6.9
	17	8.3	8.2	10.0	8.4	7.4	7.4
	19	7.8	5.9	10.0	8.4	6.8	7.9
	20	6.7	3.8	10.0	8.4	6.5	4.9
	22	8.3	6.1	10.0	8.4	8.0	9.1
	24	7.4	6.2	10.0	6.7	7.6	6.5
	27	8.8	6.5	10.0	10.0	7.5	10.0
	29	7.9	7.2	10.0	6.7	8.2	7.4
	30	9.0	8.9	10.0	8.4	9.0	8.6
31	8.4	7.4	10.0	8.4	8.4	7.9	
	Total	7.9	6.9	9.8	7.9	7.4	7.6
Cohort 2	1	--	--	--	--	--	--
	2	8.3	5.0	10.0	10.0	8.0	8.6
	3	--	--	--	--	--	--
	7	8.1	7.7	10.0	8.4	6.6	7.9
	9	8.1	6.3	10.0	8.4	7.2	8.6
	10	7.7	5.8	10.0	8.4	6.8	7.4
	12	7.4	4.8	10.0	10.0	5.6	6.7
	14	8.2	5.3	10.0	10.0	8.1	7.6
	15	8.3	7.0	10.0	8.4	7.9	8.2
	16	7.1	4.8	10.0	8.4	4.9	7.3
	21	7.7	6.2	10.0	10.0	6.3	6.2
	23	7.9	6.4	10.0	8.4	7.8	6.9
	25	6.9	5.0	10.0	6.7	7.0	5.9
	26	7.3	5.9	10.0	5.0	6.9	8.6
	28	8.5	5.3	10.0	10.0	8.4	8.9
	Total	7.8	5.8	10.0	8.6	7.0	7.6
Overall		7.9	6.3	9.9	8.3	7.2	7.6

Table J-5
Results of Year 4 implementation fidelity scales by school
Component 4: Purposeful Assessment & Data Driven Instruction

Cohort	School Number	Mean Score		
		Component 4	Sub-Component 12	Sub-Component 13
		<i>Purposeful Assessment & Data Driven Instruction</i>	<i>Whole School/Blended Intervention</i>	<i>Targeted and Intensive Intervention</i>
Cohort 1	4	8.3	6.6	10.0
	5	7.8	7.8	7.9
	6	7.2	7.3	7.1
	8	5.6	5.0	6.3
	11	6.7	6.2	7.1
	13	--	--	9.2
	16	8.3	8.6	7.9
	17	9.3	8.9	9.6
	19	8.2	8.0	8.4
	20	5.6	4.9	6.3
	22	8.7	7.5	10.0
	24	6.9	6.7	7.1
	27	8.7	7.9	9.6
	29	7.2	6.1	8.4
	30	9.3	8.7	10.0
	31	7.0	6.5	7.5
		Cohort 1	7.7	7.1
Cohort 2	1	--	--	--
	2	8.9	7.7	10.0
	3	--	--	--
	7	8.2	8.8	7.5
	9	7.5	6.6	8.3
	10	--	--	5.4
	12	8.2	8.4	7.9
	14	7.2	4.5	10.0
	15	8.7	7.4	10.0
	16	8.0	8.5	7.5
	21	7.5	6.7	8.4
	23	6.2	7.0	5.4
	25	--	--	4.6
	26	4.9	4.4	5.4
	28	--	--	6.7
	Cohort 2	7.5	7.0	7.5
Overall		7.6	7.1	7.9

Table J-6
Results of Year 4 implementation fidelity scales by school
Component 5: Materials

Cohort	School Number	Mean Score						
		Component 5 <i>Materials</i>	Sub-Component 14 <i>Text sets</i>	Sub-Component 15 <i>School library</i>	Sub-Component 16 <i>Classroom library</i>	Sub-Component 17 <i>Other non-technology resources</i>	Sub-Component 18 <i>Handheld computers</i>	Sub-Component 19 <i>Other technology resources</i>
Cohort 1	4	7.1	10.0	8.5	8.0	5.8	4.4	5.8
	5	6.4	10.0	6.1	8.6	2.8	4.7	6.4
	6	6.4	10.0	6.1	8.6	3.6	5.1	4.8
	8	7.2	10.0	6.1	8.8	6.9	6.2	5.3
	11	6.8	10.0	5.8	9.3	6.0	5.4	7.3
	13	5.5	--	0.9	8.7	6.2	8.1	3.7
	16	8.1	10.0	5.5	9.2	6.9	8.6	8.3
	17	8.6	10.0	8.9	9.5	7.7	7.1	8.3
	19	7.1	10.0	4.4	8.7	5.8	6.2	7.4
	20	7.2	10.0	5.9	9.3	6.2	5.3	6.2
	22	7.0	10.0	3.8	8.2	6.9	5.3	7.9
	24	7.2	10.0	1.7	8.6	7.5	7.4	8.1
	27	6.9	10.0	3.5	9.2	5.0	7.8	5.7
	29	5.6	10.0	4.5	9.1	5.7	0.0	4.3
	30	6.2	10.0	5.2	8.6	6.1	3.6	3.8
31	6.5	10.0	7.8	8.0	6.6	0.0	6.8	
	Cohort 1	6.9	10.0	5.3	8.8	6.0	5.3	6.3
Cohort 2	1	--	--	--	--	--	--	--
	2	7.7	10.0	5.0	9.3	7.9	6.7	7.5
	3	--	--	--	--	--	--	--
	7	7.8	10.0	7.7	9.3	7.5	4.7	7.8
	9	5.8	5.0	4.6	8.3	6.0	6.3	4.8
	10	4.6	10.0	2.5	8.6	6.6	0.0	5.0
	12	7.2	10.0	4.5	9.2	6.4	6.0	7.3
	14	6.0	5.0	7.4	9.1	8.6	0.0	5.6
	15	6.9	10.0	2.3	9.3	7.8	4.2	7.8
	16	6.9	10.0	5.8	8.8	6.3	4.5	6.3
	21	6.6	10.0	4.7	7.9	6.7	3.7	6.5
	23	6.6	10.0	2.9	8.6	6.5	6.7	5.0
	25	--	--	--	--	--	5.4	--
	26	5.1	10.0	0.0	9.1	6.3	0.0	5.4
	28	--	--	--	--	--	6.1	--
	Cohort 2	6.5	9.1	4.3	8.9	7.0	4.2	6.3
	Overall	6.7	9.6	4.8	8.8	6.5	4.8	6.3

Table J-7
Results of Year 4 implementation fidelity scales by school
Component 6: Content Area Literacy Instruction

Cohort	School Number	Mean Score						
		Component 6 <i>Content Area Literacy Instruction</i>	Sub-Component 20 <i>Integration</i>	Sub-Component 21 <i>Comprehension</i>	Sub-Component 22 <i>Vocabulary</i>	Sub-Component 23 <i>PRC2</i>	Sub-Component 24 <i>Interaction</i>	Sub-Component 25 <i>Text sets</i>
Cohort 1	4	7.23	10.00	8.44	6.67	5.55	6.03	6.72
	5	7.22	10.00	6.31	4.74	5.79	7.48	9.00
	6	7.14	10.00	6.17	6.36	6.86	6.56	6.88
	8	7.71	10.00	7.33	7.67	6.66	8.46	6.15
	11	6.54	10.00	6.83	6.34	7.09	6.03	2.97
	13	8.07	10.00	8.13	8.16	7.78	7.91	6.46
	16	7.29	10.00	7.22	6.74	6.56	6.55	6.69
	17	9.24	10.00	8.58	8.61	9.73	9.91	8.59
	19	7.33	8.33	6.56	6.74	7.33	7.54	7.50
	20	7.44	10.00	7.36	6.81	7.78	6.91	5.78
	22	7.93	10.00	8.04	8.57	8.90	7.33	4.77
	24	9.29	10.00	9.61	8.52	8.89	9.75	8.96
	27	7.35	10.00	8.47	7.49	7.11	5.55	5.50
	29	7.37	10.00	6.79	7.63	7.33	5.74	6.75
	30	8.46	10.00	8.90	8.15	8.34	6.76	8.59
	31	6.76	10.00	7.60	6.67	6.77	5.47	4.03
	Cohort 1	7.65	9.90	7.65	7.24	7.40	7.12	6.58
Cohort 2	1	--	--	--	--	--	--	--
	2	9.10	10.00	9.32	10.00	10.00	9.27	6.04
	3	--	--	--	--	--	--	--
	7	9.19	10.00	8.84	8.80	9.45	8.99	9.06
	9	8.83	10.00	8.55	8.81	8.74	7.84	9.02
	10	8.32	10.00	7.87	8.02	7.78	7.91	8.33
	12	7.56	6.67	8.77	8.34	8.90	7.66	5.00
	14	10.00	10.00	10.00	10.00	10.00	10.00	10.00
	15	9.05	10.00	9.06	9.19	8.46	8.46	9.13
	16	8.90	10.00	8.59	8.23	8.45	8.52	9.63
	21	8.23	10.00	8.47	8.40	6.68	6.95	8.91
	23	7.99	10.00	6.54	6.86	8.35	7.42	8.75
	25	5.76	10.00	6.07	6.67	3.33	8.51	.00
	26	7.95	10.00	7.58	9.23	8.06	8.90	3.91
	28	6.44	10.00	6.76	7.41	8.90	5.57	.00
	Cohort 2	8.26	9.74	8.19	8.46	8.24	8.15	6.75
Overall		7.92	9.83	7.89	7.79	7.78	7.59	6.66

Table J-8
Results of Year 4 implementation fidelity scales by school
Component 7: Professional Development

Cohort	School Number	Mean Score		
		Component 7 <i>Professional Development</i>	Sub-Component 26 <i>Whole School/Blended Intervention</i>	Sub-Component 27 <i>Targeted/Intensive Intervention</i>
Cohort 1	4	8.9	7.9	9.9
	5	8.3	7.2	9.5
	6	6.9	7.9	5.9
	8	8.4	6.8	10.0
	11	6.8	4.7	8.9
	13	7.8	5.6	9.9
	16	8.3	8.0	8.6
	17	8.2	7.0	9.4
	19	8.1	7.2	9.0
	20	7.3	6.1	8.6
	22	7.3	7.7	7.0
	24	6.0	4.2	7.9
	27	8.2	8.2	8.2
	29	7.1	5.7	8.4
	30	7.5	5.4	9.6
	31	9.1	8.4	9.9
		Cohort 1	7.8	6.5
Cohort 2	1	--	--	--
	2	8.1	6.7	9.4
	3	--	--	--
	7	6.6	7.5	5.7
	9	7.5	7.1	7.9
	10	5.9	4.6	7.3
	12	6.5	5.9	7.2
	14	8.0	6.5	9.5
	15	7.7	5.7	9.6
	16	7.1	8.0	6.2
	21	7.9	7.3	8.4
	23	6.1	6.0	6.3
	25	7.2	5.6	8.9
	26	7.3	7.1	7.4
	28	6.3	6.7	6.0
	Cohort 2	7.1	6.5	7.7
Overall		7.4	6.6	8.2

Appendix K: Year 4 Principal Interviews, Selected Comparisons of Treatment and Control Schools

Table 1a—Presence of Literacy Team

Does your school have a <u>Literacy Team</u> (a “vertical” team focusing on literacy issues across grade levels)?		
	Treatment Schools (N = 26)	Control Schools (N = 23)
Yes	88.5%	78.3%
No	11.5%	21.7%

* In this table there were no statistically significant differences ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Chi-Square test.

Table 1b—Composition of Literacy Team

Which of your staff are members of the Literacy Team?		
	Treatment Schools (N = 23)	Control Schools (N = 17)
Principal	91.3%	100%
Grade Level Teachers	100%	88.2%
Reading Specialist	n/a	47.1%
LIT	100%	n/a
Librarian	52.2%	47.1%
ELL/ESL Teacher	52.2%	47.1%
Special Education Teachers	95.7%	82.4%
Other	60.9%	64.7%

Table 1c—Frequency of Literacy Team Meetings

How <u>often</u> does the Literacy Team meet?		
	Treatment Schools (N = 22)	Control Schools (N = 18)
Has not met	0%	0%
Less than once per month	0%	5.6%
Once per month	13.6%	33.3%
Biweekly	72.7%	27.8%
Weekly	18.2%	33.3%
Several times a week or more	9.1%	0%

An inferential statistical comparison was not conducted for this question

Table 2—Quality of the Literacy Team’s Performance

Overall, rate the quality of the literacy team’s performance in the following areas.										
Item*	Treatment Schools (N = 23)					Control Schools (N = 18)				
	Poor	Fair	Good	Excellent	Not Sure	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students.	0%	8.7%	43.5%	47.8%	0%	0%	11.1%	33.3%	55.6%	0%
Addressing the needs of struggling readers.	4.3%	13%	30.4%	52.2%	0%	5.9%	5.9%	23.5%	64.7%	0%
Addressing the needs of grade-level teams.	0%	9.1%	40.9%	50%	0%	0%	5.6%	33.3%	55.6%	5.6%
Addressing the needs of individual teachers.	0%	13%	39.1%	47.8%	0%	0%	16.7%	38.9%	44.4%	0%
Addressing school wide needs (grades 6-8) included in SIPAAA.	0%	8.7%	34.8%	56.5%	0%	0%	16.7%	27.8%	55.6%	0%
Using assessment data and or student work to drive instruction.	4.3%	8.7%	34.8%	52.2%	0%	0%	11.1%	61.1%	27.8%	0%
Supporting vertical and horizontal teacher collaboration.	0%	13%	39.1%	47.8%	0%	0%	11.1%	50%	38.9%	0%
Improving literacy instruction at your school.	0%	13%	30.4%	56.5%	0%	0%	11.1%	38.9%	44.4%	5.6%

*In this table there were no statistically significant differences (p<.05) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

Table 3a—Presence of Grade Level Teams

Does your school have <u>Grade Level Teams</u> (“horizontal” teams consisting of staff across subject areas from the same grade)?*		
	Treatment Schools (N = 26)	Control Schools (N = 23)
Yes	92.3%	95.7%
No	7.7%	4.3%

*In this table there were no statistically significant differences (p<.05) in the distribution of responses between Treatment and Control groups based on a Chi-Square test.

Table 3b—Composition of Grade-Level Teams

Which of your staff are members of grade-level teams?		
	Treatment Schools (N = 24)	Control Schools (N = 22)
Principal	91.7%	77.3%
ELA teacher(s)	83.3%	86.4%
Content area teachers	62.5%	86.4%
Literacy Intervention Teacher	91.7%	n/a
Lead Literacy Teacher	25.0%	n/a
Reading Specialist	n/a	45.5%
ELL/ESL Teacher(s)	45.8%	31.8%
Special education teacher(s)	87.0%	77.3%
Librarian(s)	37.5%	27.3%
Other	58.3%	54.5%

An inferential statistical comparison was not conducted for this question

Table 3c—Frequency of Grade Level Team Meetings

How often do the grade level teams meet?		
	Treatment Schools (N = 24)	Control Schools (N = 21)
Has not met	0%	0%
Less than once per month	0%	0%
Once per month	4.2%	4.8%
Biweekly	8.3%	14.3%
Weekly	83.3%	81.1%
Several times a week or more	4.2%	0%

An inferential statistical comparison was not conducted for this question

Table 4—Quality of the Grade Level Teams’ Performance

Overall, rate the quality of the Grade Level Teams’ performance in the following areas.										
Item*	Treatment Schools (N = 24)					Control Schools (N = 22)				
	Poor	Fair	Good	Excellent	Not Sure	Poor	Fair	Good	Excellent	Not Sure
Addressing the needs of all students	0%	16.7%	50%	33.3%	0%	0%	9.1%	45.5%	45.5%	0%
Addressing the needs of struggling readers.	8.3%	12.5%	37.5%	41.7%	0%	4.5%	18.2%	54.5%	22.7%	0%
Using assessment data to plan instruction	0%	20.8%	29.2%	50%	0%	0%	18.2%	63.6%	18.2%	0%
Using assessment data to establish vertical and horizontal literacy goals by grade level	8.3%	4.2%	58.3%	29.2%	0%	0%	31.8%	45.5%	22.7%	0%
Improving literacy instruction at your school	0%	8.3%	37.5%	54.2%	0%	0%	9.1%	63.6%	22.7%	4.5%

*In this table there were no statistically significant differences ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

Table 5—Extent School Uses Assessment Data for the Following Purposes

To what extent is student assessment data used for this purpose?								
	Treatment Schools (N = 26)				Control Schools (N = 23)			
Item*	Not at all	To a small extent	To a moderate extent	To a large extent	Not at all	To a small extent	To a moderate extent	To a large extent
Screening students' ability levels for placement in intervention programs*	0%	3.8%	19.2%	76.9%	0%	4.3%	52.2%	43.5%
Diagnosing students' strengths and support needs for placement in specific courses or instructional groups	0%	3.8%	30.8%	65.4%	0%	8.7%	34.8%	56.5%
Identifying trends in fluency and comprehension abilities across groups of students	0%	0%	46.2%	53.8%	0%	26.1%	26.1%	47.8%
Identifying trends in vocabulary knowledge across groups of students	3.8%	11.5%	34.6%	50%	4.5%	13.6%	50%	31.8%
Monitoring overall student progress for the purpose of assessing success of instructional programs and methods	0%	.0%	42.3%	57.7%	4.3%	4.3%	34.8%	56.5%
Differentiating instruction	0%	7.7%	42.3%	50%	4.3%	21.7%	26.1%	47.8%
Planning on-site professional development	0%	0%	28.0%	72%	0%	8.7%	26.1%	65.2%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

Table 6—Extent Non-Literacy Teachers Integrate Literacy Into the Following Subjects

To what extent do non-literacy teachers integrate literacy into the content areas?								
	Treatment Schools (N = 26)				Control Schools (N = 23)			
Item*	Not at all	To a small extent	To a moderate extent	To a large extent	Not at all	To a small extent	To a moderate extent	To a large extent
Math	0%	30.8%	38.5%	30.8%	0%	30.4%	34.8%	34.8%
Social Studies	0%	0%	26.9%	73.1%	0%	0%	43.5%	56.5%
Science	0%	11.5%	30.8%	57.7%	0%	13%	39.1%	47.8%

*In this table there were no statistically significant differences ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

Table 7—Use of the Following Technology Resources for Literacy Instruction

Use of Technology Resources				
	Treatment Schools (N = 26)		Control Schools (N = 23)	
Resource*	Yes	No	Yes	No
Media Centers*	100%	0%	69.6%	30.4%
Listening Centers	96.2%	3.8%	82.6%	17.4%
Handhelds/Laptops*	100%	0%	61.9%	38.1%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Chi-Square test.

Table 8—Extent the Following Technology Resources are Integrated Into Literacy Curricula

To what extent that technology resource is integrated into the literacy curriculum.								
	Treatment Schools (N = 26)				Control Schools (N = 21, 21, 22)			
Resource*	NA	Not at all integrated	Somewhat integrated	Thoroughly integrated	NA	Not at all integrated	Somewhat integrated	Thoroughly integrated
Media Centers*	3.8%	0%	38.5%	57.7%	19%	0%	71.4%	9.5%
Listening Centers*	0%	3.8%	57.7%	38.5%	19%	0%	71.4%	9.5%
Handhelds/ Laptops*	0%	3.8%	46.2%	50%	19%	4.5%	50%	9.1%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

Table 9—Overall Integration of Technology into the Literacy Curriculum

Overall, how well is technology integrated into the literacy curriculum?						
	Treatment Schools (N = 22)			Control Schools (N = 26)		
Item*	Not at all integrated	Somewhat integrated	Thoroughly integrated	Not at all integrated	Somewhat integrated	Thoroughly integrated
Level of Integration*	0%	46.2%	53.8%	0%	81.8%	18.2%

*An asterisk in this column denotes a statistically significant difference ($p < .05$) in the distribution of responses between Treatment and Control groups based on a Mann-Whitney U test.

**Appendix L: Annotated Literacy Improvement
Surveys**

**ELA Teacher Surveys, Content Area Teacher
Surveys, Literacy Intervention Teacher Surveys**

**CPS Striving Readers Evaluation:
Spring 2010 Literacy Improvement Survey Results**

All Treatment Schools: *Content Area Teachers**

*Content Area Teachers are defined as those teachers who provide instruction in mathematics, science and/or social studies. These may include those who teach literacy or common branch teachers, as well as special education and/or ELL teachers.



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Survey Response Rates:

School	Possible Respondents	Response N	Response Rate †
Overall	202	135	67%
Abbott*	-	-	NA
Beethoven	6	3	50.0%
Bethune**	4	0	0.0%
Burr	4	4	100.0%
Burroughs	8	5	62.5%
Carson	9	6	66.7%
Colemon	2	4	200.0%
Coles	9	6	66.7%
Cook	7	7	100.0%
Dett	3	3	100.0%
Eberhart	19	8	42.1%
Fiske	4	3	75.0%
Fuller	4	3	75.0%
Gale	5	1	20.0%
Gompers	8	5	62.5%
Gray	17	10	58.8%
Hendricks	3	4	133.3%
Henson	5	5	100.0%
Linne	8	6	75.0%
Lovett	8	4	50.0%
Manierre	8	4	50.0%
Marsh	10	8	80.0%
McCorkle	4	2	50.0%
Pope	4	3	75.0%
Price	4	1	25.0%
Reavis	4	4	100.0%
Salazar	4	5	125.0%
Smyth	10	1	10.0%
Talcott	6	5	83.3%
Telpochcalli	4	4	100.0%
Volta	11	11	100.0%

† Response rates exceed 100% at some schools where surveys were received from more content area teachers than were indicated in the district's records.

* Abbott, one of the original Striving Readers schools, was not included in this survey administration because it closed after SY09.

** No responses were received from Bethune because it had been identified as a turnaround school as of the 2009-2010 School Year. In order to reflect the original random selection of participating schools, however, it is still included in the calculation of response rates.

When, if at all, did you start integrating literacy into your content area instruction?

	Total	This year	Last school year	Before Striving Readers began	I do not integrate literacy instruction into my content area
	N	%	%	%	%
	135	9.6%	26.7%	62.2%	1.5%

Comprehensive Instruction

In a typical classroom, how often do you use the following teaching practices to help students increase reading comprehension?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Explicit instruction in the use of one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure, visualization, inferring and metacognition	124	.8%	4.0%	7.3%	39.5%	48.4%
Establishing the purpose for reading	131	.8%	3.1%	6.9%	45.0%	44.3%
Monitoring students' comprehension through questioning	129	.0%	.8%	3.9%	29.5%	65.9%
Making connections to background knowledge	130	.0%	.8%	3.1%	33.8%	62.3%
Making connections between texts	129	2.3%	3.1%	12.4%	47.3%	34.9%
Synthesizing information within text or across texts	127	1.6%	2.4%	12.6%	50.4%	33.1%
Using differentiated instruction	130	.8%	.0%	8.5%	38.5%	52.3%
Use of before, during, and after (BDA) reading strategies for comprehension instruction	130	4.6%	1.5%	15.4%	44.6%	33.8%
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	130	13.1%	8.5%	26.9%	36.2%	15.4%

How often do you use the following practices to help students build their vocabulary knowledge?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Explicit instruction in vocabulary	131	.8%	2.3%	5.3%	61.1%	30.5%
Modeling the use of word parts	132	3.0%	8.3%	18.9%	48.5%	21.2%
Review of vocabulary words	131	.8%	1.5%	9.2%	59.5%	29.0%
Use of vocabulary notebooks	129	15.5%	3.1%	19.4%	41.9%	20.2%
PRC2 for vocabulary development	130	20.8%	15.4%	26.9%	29.2%	7.7%
Use of before, during, and after (BDA) reading strategies for vocabulary instruction	130	9.2%	6.9%	20.0%	46.9%	16.9%
Academic vocabulary for content terms (e.g., Marzano)	132	3.8%	9.1%	21.2%	47.7%	18.2%

Morphology instruction (e.g., Shane Templeton)	129	24.0%	16.3%	30.2%	22.5%	7.0%
Word study sorts and concepts (e.g., Donald Bear)	130	21.5%	17.7%	26.2%	23.8%	10.8%
Words Their Way (e.g., Donald Bear & Shane Templeton)	130	30.0%	14.6%	21.5%	20.0%	13.8%

Comprehensive Instruction

In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

	Total	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Everybody Reads Together (ERT)	130	48.5%	8.5%	16.9%	20.8%	5.4%
Exclusion Brainstorming	131	32.1%	12.2%	25.2%	23.7%	6.9%
List-Group-Label	128	32.0%	14.8%	28.9%	18.0%	6.3%
Predict-Locate-Add-Note (PLAN)	127	44.9%	10.2%	17.3%	22.0%	5.5%
ReQuest	122	59.0%	9.8%	16.4%	9.8%	4.9%
Interactive Notation System for Effective Reading and Thinking (INSERT)	128	42.2%	7.8%	26.6%	18.8%	4.7%
ABC Graffiti	129	27.1%	17.8%	33.3%	17.1%	4.7%
Guided Reading and Summarizing Procedure (GRASP)	128	23.4%	10.2%	18.0%	34.4%	14.1%
KWL	130	4.6%	7.7%	34.6%	40.0%	13.1%

Indicate how often (if at all) you discussed each of the following topics with any literacy experts during the current school year.

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Differentiated instruction	133	3.8%	9.8%	27.1%	33.1%	26.3%
Student groupings	131	5.3%	12.2%	28.2%	30.5%	23.7%
Use of Striving Readers text sets and text sets teacher guides	133	6.8%	19.5%	35.3%	28.6%	9.8%
Use of technology resources: desktop computers, handhelds-palms, LCD projector etc.	132	7.6%	19.7%	25.0%	34.8%	12.9%
Use of PRC2 instructional framework	130	17.7%	20.0%	33.1%	23.8%	5.4%
Using specific Striving Readers instructional techniques for comprehension instruction	132	5.3%	11.4%	33.3%	37.9%	12.1%
Using specific Striving Readers instructional techniques for vocabulary instruction	132	6.1%	12.9%	31.1%	40.9%	9.1%
Specific students' reading progress	133	6.0%	15.8%	32.3%	36.1%	9.8%
Using student assessment data for instructional planning	131	3.1%	9.9%	36.6%	35.9%	14.5%

School-wide Intervention Materials

Do you use Striving Readers text sets to teach literacy through your content area?

	Total N	Yes %	No %
	134	76.1%	23.9%

Of those not using Striving Readers text sets

If you are NOT yet using Striving Readers text sets, please indicate why you are not using them below (Check all that apply).

	Total N	Not Checked %	Checked %
They have not been made available to me	32	81.3%	18.8%
The content is not relevant/interesting to my students	32	93.8%	6.3%
The Striving Readers text sets are not sufficiently aligned to the curriculum of my subject area	32	65.6%	34.4%
The range of reading levels covered by the Striving Readers texts sets is too high for my students	32	100.0%	.0%
The range of reading levels covered by the Striving Readers texts sets is too low for my students	32	93.8%	6.3%
I did not receive Striving Readers texts sets for the topics that we are covering in my class	32	87.5%	12.5%
I have Striving Readers texts sets, but not the text sets teacher guides	32	87.5%	12.5%
Other	32	71.9%	28.1%

Other (specify): (If you are NOT yet using Striving Readers text sets, please indicate why you are not using them.)

	N	%
Don't like	1	11.1%
I am a new teacher and due to my overwhelmed state this year, never organized myself to align my curriculum with the Striving Readers texts (though they seem amazing!)	1	11.1%
I believe they take away from instruction	1	11.1%
I don't have enough of them for even a small group- I have 32 kids.	1	11.1%
I use online reading resources	1	11.1%
Special education teachers do not receive text sets. They are available to me to borrow, and I have on a few occasions.	1	11.1%
These text are used by classroom teachers, I am a resource teacher.	1	11.1%
Time	1	11.1%
We use other materials in our resource program	1	11.1%
Total	9	100.0

School-wide Intervention Materials

Of those using *Striving Readers* text sets

Please indicate the proportion of your students for whom the following statements are true.

	Total	All or almost all students	All students	Most students	About half	A few students	Hardly any students
	N	%	%	%	%	%	%
The range of reading levels covered by the <i>Striving Readers</i> text sets is too high for these students	102	2.0%	1.0%	6.9%	10.8%	51.0%	28.4%
The range of reading levels covered by the <i>Striving Readers</i> text sets is too low for these students	102	2.9%	1.0%	3.9%	6.9%	49.0%	36.3%
The range of reading levels covered by the <i>Striving Readers</i> text sets is appropriate for these students	100	23.0%	10.0%	49.0%	7.0%	10.0%	1.0%
<i>Striving Readers</i> text sets are relevant to their interests	102	22.5%	11.8%	45.1%	11.8%	6.9%	2.0%
<i>Striving Readers</i> text sets are appropriate to their learning style	101	21.8%	13.9%	44.6%	13.9%	4.0%	2.0%
<i>Striving Readers</i> text sets motivate students to learn more about a topic	102	20.6%	11.8%	41.2%	15.7%	8.8%	2.0%
<i>Striving Readers</i> text sets are appropriate to their literacy needs	102	21.6%	16.7%	42.2%	12.7%	5.9%	1.0%

Number of *Striving Readers* Text Sets that Respondents Reported Using During SY 2009-10

# of units being used	N of Respondents	% of Respondents
Not Using/None Identified	71	52.6%
1	17	12.6%
2	23	17.0%
3	15	11.1%
4	3	2.2%
5	6	4.4%
Total	135	100%

School-wide Intervention Materials

Subject Areas for which *Striving Readers* Text Sets Were Used: N and % of Text Sets Across All Respondents

Subject	N and % of Text Sets Used for Each Subject	
	N	%
Math	8	5.3%
Science	61	40.7%
Social Studies	74	49.3%
Other	7	4.7%
Total	150*	100.0%

* Total exceeds the number of respondents because some respondents indicated using more than one text set applying to more than one instructional unit; in some cases these may have been used for more than one subject area.

Please see report appendix for listing of text sets reported to be used in each subject area

Rate how comfortable you are with using the *Striving Readers* text sets to support student learning in the language arts.

	Total N	1 Not at all Comfortable %	2 %	3 %	4 %	5 Very Comfortable %
	101	1.0%	4.0%	21.8%	32.7%	40.6%

In your opinion, how well are the *Striving Readers* text sets aligned to the curriculum of your subject area?

	Total N	1 Poorly Aligned %	2 %	3 Adequately Aligned %	4 %	5 Very well aligned %
	102	2.9%	5.9%	28.4%	25.5%	37.3%

Professional Development in Literacy Instructional Practice

Did you receive professional development (PD) addressing this topic?

	Total	Yes	No
	N	%	%
Building academic vocabulary	102	83.3%	16.7%
Using classroom libraries	102	56.9%	43.1%
Creating literacy-rich classroom environments	99	66.7%	33.3%
Differentiating instruction	99	81.8%	18.2%
Explicit vocabulary instruction	101	77.2%	22.8%
Incorporating text sets and teacher guides in your instruction	100	72.0%	28.0%
Increasing student motivation	101	43.6%	56.4%
Supporting students' self-directed learning	99	49.5%	50.5%
Using before, during, and after reading strategies	101	65.3%	34.7%
Using formal assessments to guide instruction	100	66.0%	34.0%
Using informal assessments to guide instruction	100	65.0%	35.0%
Using handheld computers (Palm Pilots)	100	81.0%	19.0%
Using literacy-based software	98	33.7%	66.3%
Using the PRC2 model	100	75.0%	25.0%
Using the whole-part-whole classroom instruction model	96	74.0%	26.0%

Are you using the literacy based teaching practice as part of content-area instruction

	Total	Yes	No
	N	%	%
Building academic vocabulary	92	94.6%	5.4%
Using classroom libraries	90	80.0%	20.0%
Creating literacy-rich classroom environments	86	88.4%	11.6%
Differentiating instruction	91	98.9%	1.1%
Explicit vocabulary instruction	86	90.7%	9.3%
Incorporating text sets and teacher guides in your instruction	88	76.1%	23.9%
Increasing student motivation	81	86.4%	13.6%
Supporting students' self-directed learning	80	88.8%	11.3%
Using before, during, and after reading strategies	83	83.1%	16.9%
Using formal assessments to guide instruction	84	95.2%	4.8%
Using informal assessments to guide instruction	84	94.0%	6.0%
Using handheld computers (Palm Pilots)	91	61.5%	38.5%
Using literacy-based software	80	38.8%	61.3%
Using the PRC2 model	86	68.6%	31.4%
Using the whole-part-whole classroom instruction model	86	90.7%	9.3%

Professional Development in Literacy Instructional Practice

If you received and are using this PD as part of content-area instruction, rate your comfort implementing each teaching practice.

	Total Valid N	1 -- Not at all Comfortable %	2 %	3 %	4 %	5 -- Very Comfortable %
Building academic vocabulary	74	.0%	1.4%	21.6%	27.0%	50.0%
Using classroom libraries	50	.0%	2.0%	18.0%	20.0%	60.0%
Creating literacy-rich classroom environments	57	.0%	.0%	19.3%	26.3%	54.4%
Differentiating instruction	73	.0%	5.5%	23.3%	31.5%	39.7%
Explicit vocabulary instruction	63	.0%	1.6%	19.0%	41.3%	38.1%
Incorporating text sets and teacher guides in your instruction	55	.0%	5.5%	27.3%	32.7%	34.5%
Increasing student motivation	40	2.5%	.0%	15.0%	45.0%	37.5%
Supporting students' self-directed learning	45	.0%	2.2%	28.9%	37.8%	31.1%
Using before, during, and after reading strategies	56	.0%	5.4%	12.5%	37.5%	44.6%
Using formal assessments to guide instruction	58	.0%	.0%	25.9%	34.5%	39.7%
Using informal assessments to guide instruction	56	.0%	3.6%	19.6%	30.4%	46.4%
Using handheld computers (Palm Pilots)	45	2.2%	17.8%	40.0%	24.4%	15.6%
Using literacy-based software	23	4.3%	13.0%	30.4%	30.4%	21.7%
Using the PRC2 model	68	5.9%	11.8%	23.5%	27.9%	30.9%
Using the whole-part-whole classroom instruction model	61	.0%	1.6%	19.7%	34.4%	44.3%

Professional Development in Literacy Instructional Practice

Please check the techniques in the list below for which you would like to receive more training. (Check all that apply.)

	Total	No	Yes
	N	%	%
Academic Vocabulary for content terms (e.g., Marzano)	135	68.9%	31.1%
Morphology instruction (e.g., Shane Templeton)	135	60.0%	40.0%
Word study sorts and concepts (e.g., Donald Bear)	135	71.1%	28.9%
Words Their Way	135	69.6%	30.4%
KWL	135	88.1%	11.9%
Using PRC2 for fluency instruction.	135	80.0%	20.0%
Using PRC2 for comprehension instruction.	135	75.6%	24.4%
Using PRC2 for vocabulary development.	135	77.8%	22.2%
Everybody Reads To (ERT)	135	65.2%	34.8%
Exclusion Brainstorming	135	74.8%	25.2%
List-Group-Label	135	77.0%	23.0%
Predict-Locate-Add-Note (PLAN)	135	68.1%	31.9%
ReQuest	135	62.2%	37.8%
Interactive Notation System for Effective Reading and Thinking (INSERT)	135	66.7%	33.3%
Read Aloud/Think Aloud	135	87.4%	12.6%
ABC Graffiti	135	76.3%	23.7%
Guided Reading and Summarizing Procedure (GRASP)	135	80.7%	19.3%
Teaching summarizing as a comprehension strategy	135	78.5%	21.5%
Teaching questioning as a comprehension strategy	135	80.7%	19.3%
Teaching predicting as a comprehension strategy	135	86.7%	13.3%
Teaching text structure as a comprehension strategy	135	83.7%	16.3%
Teaching visualization as a comprehension strategy	135	84.4%	15.6%
Teaching inferring as a comprehension strategy	135	75.6%	24.4%
Teaching metacognition as a comprehension strategy	135	62.2%	37.8%

Respondent Information

What is your position?

	Total	General Education	Bilingual/ELL teacher	Special Education Teacher	LIT	Reading Specialist	Other	General Education/Bilingual/ELL teacher
	N	%	%	%	%	%	%	%
	135	77.8%	4.4%	13.3%	0%	0.7%	3.0%	0.7%

Other (Please Specify) (What is your position?)

	N	%
Computer Teacher	1	25.0
Departmental Language Arts/SS teacher	1	25.0
Science Teacher	1	25.0
Technology	1	25.0
Total	4	100.0

What subjects do you teach?

	Total	Not Checked		Checked	
	N	N	%	N	%
All subjects	135	118	87.4%	17	12.6%
Literacy/Reading/English language arts	135	74	54.8%	61	45.2%
Mathematics	135	81	60.0%	54	40.0%
Science	135	85	63.0%	50	37.0%
Social studies	135	83	61.5%	52	38.5%
Other (Please specify)	135	125	92.6%	10	7.4%

Other: (Please Specify) (What other subject areas do you teach?)

	N	%
Advisory, Spanish Language Arts	1	10.0
Computer	1	10.0
Computer Technology	1	10.0
Special Ed. Upper Grades	1	10.0
Technology	1	10.0
Writing	5	50.0
Total	10	100.0

Respondent Information

At which grade level(s) are you teaching English language arts this year?

	Total	Not Checked	Checked
	N	%	%
K	135	96.3%	3.7%
1	135	96.3%	3.7%
2	135	94.8%	5.2%
3	135	94.8%	5.2%
4	135	94.1%	5.9%
5	135	88.1%	11.9%
6	135	40.0%	60.0%
7	135	25.9%	74.1%
8	135	36.3%	63.7%
9	135	97.8%	2.2%
10	135	99.3%	.7%
11	135	99.3%	.7%
12	135	99.3%	.7%

Experience

	Total N	Minimum	Maximum	Mean
How many years have you been teaching?	134	1.0	36.0	11.8
How many years have you been teaching at this school?	135	1.0	24.0	6.9
How many years have you been teaching math?*	71	1.0	34.0	11.0
How many years have you been teaching science?*	66	.0	34.0	9.0
How many years have you been teaching social studies?*	69	1.0	34.0	11.0
How many years have you been teaching English language arts?*	78	1.0	36.0	11.7

*Includes respondents who indicated that they *teach all subjects*.

Appendix: Text Sets

Text Sets used during instruction

Text Sets used for Instructional Units in Mathematics (N=8)		
Text Sets Used	N	%
Not Described	2	25.0%
Cook book*	1	12.5%
It's a Big World*	1	12.5%
Math vocabulary	1	12.5%
Mathematics	1	12.5%
Solar System book*	1	12.5%
The Rainforest*	1	12.5%

* These respondents indicated using this text set for units in a subject area other than the one for which it may have been primarily intended.

Text Sets used for Instructional Units in Science (N=61)		
Text Sets Used	N	%
Not Described	35	57.4%
Animal	1	1.6%
Cells	1	1.6%
Cells to System	1	1.6%
Earth Surface	1	1.6%
Energy	1	1.6%
energy sources	1	1.6%
Exploring Space	1	1.6%
Forecasting weather	1	1.6%
Global Warming	1	1.6%
Human Body	1	1.6%
Matter, Matter Everywhere	1	1.6%
Metals and Non-Metals	1	1.6%
Microbes	1	1.6%
National Geographic set about the human body.	1	1.6%
Newton's Laws	1	1.6%
Physics	1	1.6%
Plants	1	1.6%
Pollution	2	3.3%
Rocks	1	1.6%
Solar System	2	3.3%
The Planets/Solar Systems	1	1.6%
Weather	3	4.9%

Appendix: Text Sets

Text Sets used for Instructional Units in Social Studies (N=74)		
Text Sets Used	N	%
Not Described	36	48.6%
American Revolution	3	4.1%
Ancient civilizations	1	1.4%
Ancient Egypt	2	2.7%
Ancient Greece	6	8.1%
Beginning America	1	1.4%
Civilizations Past to Present China	1	1.4%
Civilizations Past to Present Rome	1	1.4%
Constitution	5	6.8%
Earthquakes*	1	1.4%
Egypt	2	2.7%
Egypt, Nubia and Kush	1	1.4%
Finding the Pharaoh	1	1.4%
Greece	1	1.4%
Habitats, ecosystems*	1	1.4%
India in the Past and Present	1	1.4%
Industrial Revolution	1	1.4%
Land and Resources of Ancient Greece	1	1.4%
National Geographic Reading Expectations, Graphic Discoveries	2	2.7%
Obama/ Beyonce/ 50 cents	1	1.4%
Rosen Classroom Primary Source, National Geographic Reading Expeditions, Graphic Mythologies	1	1.4%
The Animals*	1	1.4%
The Bibliography/Nonfictions	1	1.4%
The Constitution	1	1.4%
Vietnam, Korea, WW2	1	1.4%

* These respondents indicated using this text set for units in a subject area other than the one for which it may have been primarily intended.

Text Sets used for Instructional Units in Other Content Areas (N=7)		
Text Sets Used	N	%
Not Described	1	14.3%
Boldprint	1	14.3%
Books on data	1	14.3%
Ecology*	1	14.3%
It's a Goal	1	14.3%
scholastic	1	14.3%
The Fictional/ Nonfiction Texts	1	14.3%

* These respondents indicated using this text set for units in a subject area other than the one for which it may have been primarily intended.

**CPS Striving Readers Evaluation:
Spring 2010 Literacy Improvement Survey Results**

All Control Schools: *Content Area Teachers**

* Content Area Teachers are defined as those teachers who provide instruction in mathematics, science and/or social studies. These may include those who teach literacy or common branch teachers, as well as special education and/or ELL teachers.



**90 Broad Street
Suite 1200
New York, NY 10004
212-425-8833**

Survey Response Rates:

School	Response N	Possible Respondents	Response Rate†
Overall	70	159	44%
Aldridge	3	3	100%
Carnegie	0	9	0%
Carver*	0	9	0%
Casals	3	4	75%
Clark	2	3	67%
Dubois	1	3	33%
Copernicus**	0	7	0%
Dvorak	0	7	0%
Emmet	1	5	20%
Esmond	1	5	20%
Gregory	0	3	0%
Henderson	1	5	20%
Madison	3	5	60%
Mann	1	6	17%
McKinley	1	3	33%
Mireles	7	10	70%
Morgan	1	3	33%
O'Keefe	2	5	40%
Otis	4	6	67%
Parkman	0	3	0%
Pasteur	8	12	67%
Pullman	4	2	200%
Reinberg	6	9	67%
Schiller***	--	--	--
Sexton	1	3	33%
South Chicago***	--	--	--
Spry	4	7	57%
Swift	7	6	117%
Turner-Drew	4	3	133%
Wacker	0	3	0%
Walsh	0	5	0%
Whistler	5	5	100%

† Response rates exceed 100% at some schools where surveys were received from more content area teachers than were indicated in the district's records.

* Carver Middle School stopped participating after it consolidated with Carver Elementary School as of SY09. In order to reflect the original random selection of participating schools, however, it is still included in the calculation of response rates.

** No responses were received from Copernicus because it had been identified as a turnaround school as of the 2009-2010 School Year. In order to reflect the original random selection of participating schools, however, it is still included in the calculation of response rates.

*** Schiller and South Chicago, two of the original Striving Readers schools, closed after SY09.

When, if at all, did you start integrating literacy into your content area instruction?

	Total	This year	Last school year	Two or more years ago	I do not integrate literacy instruction into my content a...
	N	%	%	%	%
	70	17.1%	8.6%	65.7%	8.6%

Comprehensive Instruction

In a typical classroom, how often do you use the following teaching practices to help students increase reading comprehension?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition	60	.0%	3.3%	.0%	10.0%	35.0%	51.7%
Establishing the purpose of reading	64	.0%	1.6%	1.6%	9.4%	40.6%	46.9%
Monitoring students' comprehension through questioning	64	.0%	1.6%	.0%	3.1%	32.8%	62.5%
Making connections to background knowledge	63	.0%	1.6%	.0%	3.2%	39.7%	55.6%
Making connections between texts	64	.0%	4.7%	.0%	9.4%	50.0%	35.9%
Synthesizing information within text or across texts	64	.0%	4.7%	1.6%	9.4%	48.4%	35.9%
Using differentiated instruction	63	.0%	1.6%	1.6%	12.7%	30.2%	54.0%
Use of before, during, and after (bBDA) reading strategies for comprehension instruction...	62	6.5%	8.1%	4.8%	11.3%	35.5%	33.9%
Using partner reading to enhance comprehension instruction	63	.0%	9.5%	4.8%	11.1%	47.6%	27.0%

How often do you use the following practices to help students build their vocabulary knowledge?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Explicit instruction in vocabulary	63	1.6%	1.6%	1.6%	9.5%	47.6%	38.1%
Modeling the use of word parts	62	1.6%	4.8%	6.5%	16.1%	48.4%	22.6%
Review of vocabulary words	63	1.6%	.0%	1.6%	14.3%	49.2%	33.3%
Use of vocabulary notebooks	63	3.2%	22.2%	1.6%	12.7%	33.3%	27.0%
Use of partner reading to enhance vocabulary development	61	1.6%	21.3%	1.6%	9.8%	49.2%	16.4%
Use of before, during, after (BDA) reading strategies for vocabulary instruction	62	9.7%	12.9%	3.2%	12.9%	38.7%	22.6%
Academic vocabulary for content terms (e.g., Marzano)	60	25.0%	11.7%	1.7%	11.7%	30.0%	20.0%
Morphology instruction (e.g., Shane Templeton)	62	51.6%	14.5%	3.2%	11.3%	12.9%	6.5%
Word study sorts and concepts (e.g., Donald Bear)	61	44.3%	18.0%	3.3%	14.8%	13.1%	6.6%
Words Their Way (e.g., Donald Bear & Shane Templeton)	61	52.5%	19.7%	3.3%	8.2%	8.2%	8.2%

In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Everybody Reads Together (ERT)	61	68.9%	9.8%	.0%	3.3%	8.2%	9.8%
Exclusion Brainstorming	60	50.0%	5.0%	6.7%	13.3%	11.7%	13.3%
List-Group-Label	60	46.7%	13.3%	1.7%	21.7%	6.7%	10.0%
Predict-Locate-Add-Note (PLAN)	60	50.0%	13.3%	1.7%	15.0%	8.3%	11.7%
ReQuest	61	73.8%	9.8%	.0%	8.2%	3.3%	4.9%
Interactive Notation System for Effective Reading and Thinking (INSERT)	61	73.8%	8.2%	4.9%	6.6%	4.9%	1.6%
ABC graffiti	61	72.1%	14.8%	1.6%	8.2%	1.6%	1.6%
Guided Reading and Summarizing Procedure (GRASP)	60	33.3%	8.3%	6.7%	13.3%	25.0%	13.3%
KWL	62	1.6%	8.1%	4.8%	25.8%	37.1%	22.6%

Comprehensive Instruction

Indicate how often (if at all) you discussed each of the following topics with any literacy experts during the current school year.

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Differentiated instruction	69	8.7%	17.4%	27.5%	29.0%	17.4%
Student groupings	68	10.3%	16.2%	23.5%	27.9%	22.1%
Use of text sets	68	29.4%	16.2%	23.5%	19.1%	11.8%
Use of technology resources: desktop computers, classroom computers/laptops, LCD projector, etc.	67	22.4%	11.9%	26.9%	23.9%	14.9%
Use of partner reading instructional technique	68	30.9%	8.8%	17.6%	33.8%	8.8%
Using specific instructional techniques for comprehension instruction	67	14.9%	13.4%	32.8%	29.9%	9.0%
Using specific Instructional techniques for vocabulary instruction	68	22.1%	11.8%	29.4%	27.9%	8.8%
Specific students' reading progress	68	22.1%	11.8%	32.4%	25.0%	8.8%
Using student assessment data for instructional planning	68	5.9%	16.2%	35.3%	27.9%	14.7%

School-wide Intervention Materials

Do you use Striving Readers text sets to teach literacy through your content area?

	Total	Yes	No
	N	%	%
	68	42.6%	57.4%

Of those not using Striving Readers text sets

If you are NOT yet using Striving Readers text sets, please indicate why you are not using them below (Check all that apply).

	Total	Not Checked	Checked
	Count	Row %	Row %
They have not been made available to me	39	56.4%	43.6%
The content is not relevant/interesting to my students	39	92.3%	7.7%
Available text sets are not sufficiently aligned to the curriculum of my subject area	39	76.9%	23.1%
The range of reading levels covered by available text sets is too high for my students	39	97.4%	2.6%
The range of reading levels covered by available text sets is too low for my students	39	100.0%	.0%
I did not receive text sets for the topics we are covering in my class	39	69.2%	30.8%
Other	39	87.2%	12.8%

Other reasons for not using text sets

		Count
Other: If you are not using text sets, please indicate why you are not using them below	I do not teach reading	1
	Mathematics subject matter	1
	Not enough copies	1
	Not in my content area	2

Of those using Striving Readers text sets

Please indicate the proportion of your students for whom the following statements are true.

	Total	All or almost all students	All students	Most students	About half	A few students	Hardly any students
	N	%	%	%	%	%	%
The range of reading levels covered by text sets is too high	29	3.4%	.0%	6.9%	37.9%	48.3%	3.4%
The range of reading levels covered by text sets is too low	29	.0%	3.4%	6.9%	6.9%	55.2%	27.6%
The range of reading levels covered by text sets is appropriate	28	14.3%	7.1%	35.7%	28.6%	10.7%	3.6%
Available text sets are relevant to their interests	29	13.8%	13.8%	41.4%	17.2%	10.3%	3.4%
Available text sets are appropriate to their learning style	29	10.3%	20.7%	41.4%	13.8%	10.3%	3.4%
Available text sets motivate students to learn more about topic	29	20.7%	6.9%	44.8%	17.2%	10.3%	.0%
Available text sets are appropriate to their literacy needs	29	10.3%	20.7%	51.7%	13.8%	3.4%	.0%

School-wide Intervention Materials

Number of Text Sets that Respondents Reported Using During SY 2009-10

# of units being used	N of Respondents	% of Respondents
Not Using/None Identified	52	74.3%
1	6	8.6%
2	2	2.9%
3	4	5.7%
4	0	0.0%
5	6	8.6%
Total	70	100.0%

Subject Areas for which Text Sets Were Used: N and % of Text Sets Across All Respondents

Subject	N and % of Text Sets Used for Each Subject	
	N*	%
Math	0	0.0%
Science	21	41.2%
Social Studies	11	21.6%
ELA	4	7.8%
Undetermined**	15	29.4%
Total	51	100.0%

* Some respondents indicated using more than one text set applying to more than one instructional unit; in some cases these may have been used for more than one subject area.

**These respondents did not indicate specific subject areas.

Rate how comfortable you are with using the available text sets to support student learning in the language arts.

	Total	Not at all Comfortable	2	3	4	Very Comfortable
	N	%	%	%	%	%
	29	.0%	3.4%	17.2%	17.2%	62.1%

School-wide Intervention Materials

In your opinion, how well are the available text sets aligned to the curriculum of your subject area?

	Total	Poorly Aligned	2	Adequately Aligned	4	Very well aligned
	N	%	%	%	%	%
	29	.0%	10.3%	6.9%	31.0%	51.7%

Professional Development in Literacy Instructional Practices

Did you receive professional development (PD) addressing this topic?

	Total	Yes	No
	N	%	%
Building academic vocabulary	52	53.8%	46.2%
Using classroom libraries	51	39.2%	60.8%
Literacy-rich classroom environments	52	61.5%	38.5%
Differentiating instruction	53	84.9%	15.1%
Explicit vocabulary instruction	52	46.2%	53.8%
Incorporating text sets	51	35.3%	64.7%
Student motivation	53	54.7%	45.3%
Students' self-directed learning	54	44.4%	55.6%
Before, during, after reading strategy	51	58.8%	41.2%
Formal assessments to guide instruction	53	86.8%	13.2%
Informal assessments to guide instruction	51	74.5%	25.5%
Using classroom computers	52	44.2%	55.8%
Literacy-based software	51	31.4%	68.6%
Partner reading	50	46.0%	54.0%
Whole-part-whole model	50	40.0%	60.0%

Are you using the literacy based teaching practice as part of content-area instruction?

	Total	Yes	No
	N	%	%
Building academic vocabulary	39	92.3%	7.7%
Using classroom libraries	36	72.2%	27.8%
Literacy-rich classroom environments	38	84.2%	15.8%
Differentiating instruction	50	94.0%	6.0%
Explicit vocabulary instruction	36	80.6%	19.4%
Incorporating text sets	34	64.7%	35.3%
Student motivation	40	90.0%	10.0%
Students' self-directed learning	40	77.5%	22.5%
Before, during, after reading strategy	38	78.9%	21.1%
Formal assessments to guide instruction	49	93.9%	6.1%
Informal assessments to guide instruction	44	90.9%	9.1%
Using classroom computers	36	83.3%	16.7%
Literacy-based software	36	30.6%	69.4%
Partner reading	37	81.1%	18.9%
Whole-part-whole model	34	73.5%	26.5%

Professional Development in Literacy Instructional Practices

If you received and are using this PD as part of content-area instruction, rate your comfort implementing each teaching practice.

		Total	Not at all comfortable	2	3	4	Very comfortable
		Valid N	%	%	%	%	%
Received PD and Are Using The Teaching Practice	Building academic vocabulary	25	.0%	.0%	16.0%	40.0%	44.0%
Received PD and Are Using The Teaching Practice	sing classroom libraries	14	.0%	7.1%	35.7%	21.4%	35.7%
Received PD and Are Using The Teaching Practice	Literacy-rich classroom environments	26	.0%	3.8%	30.8%	26.9%	38.5%
Received PD and Are Using The Teaching Practice	Differentiating instruction	41	.0%	7.3%	26.8%	19.5%	46.3%
Received PD and Are Using The Teaching Practice	Explicitly vocabulary instruction	21	4.8%	4.8%	19.0%	28.6%	42.9%
Received PD and Are Using The Teaching Practice	Incorporating text sets	13	.0%	.0%	23.1%	30.8%	46.2%
Received PD and Are Using The Teaching Practice	Student motivation	27	.0%	.0%	25.9%	29.6%	44.4%
Received PD and Are Using The Teaching Practice	Students' self-directed learning	21	.0%	4.8%	33.3%	23.8%	38.1%
Received PD and Are Using The Teaching Practice	Before, during, after reading strategy	24	.0%	.0%	45.8%	25.0%	29.2%
Received PD and Are Using The Teaching Practice	Formal assessments to guide instruction	42	.0%	2.4%	23.8%	28.6%	45.2%
Received PD and Are Using The Teaching Practice	Informal assessments to guide instruction	33	.0%	.0%	24.2%	27.3%	48.5%
Received PD and Are Using The Teaching Practice	Using classroom computers	17	5.9%	5.9%	29.4%	11.8%	47.1%
Received PD and Are Using The Teaching Practice	Literacy-based software	10	.0%	.0%	30.0%	40.0%	30.0%
Received PD and Are Using The Teaching Practice	Partner reading	18	.0%	.0%	44.4%	33.3%	22.2%
Received PD and Are Using The Teaching Practice	Whole-part-whole model	15	.0%	6.7%	13.3%	46.7%	33.3%

Respondent Information

What is your position?

	Total	Not Checked	Checked
	N	%	%
General Education Teacher	70	27.1%	72.9%
Bilingual/ELL Teacher	70	97.1%	2.9%
Special Education Teacher	70	88.6%	11.4%
Literacy Enrichment Specialist	70	100.0%	.0%
Reading Specialist	70	100.0%	.0%
Other	70	87.1%	12.9%

Other - What is your position?

		Count
Other (Please Specify)	Mathematics Teacher	3
	Middle School Math teacher	1
	Middle School Science Teacher	1
	Middle School Teacher	1
	Science teacher	1
	Science Teacher	1
	Writing teacher	1

What subjects do you teach? (Check all that apply)

	Total	Not Checked		Checked	
	Valid N	Count	Row Valid N %	Count	Row Valid N %
All subjects	70	62	88.6%	8	11.4%
Literacy/Reading/English Language Arts	70	37	52.9%	33	47.1%
Mathematics	70	42	60.0%	28	40.0%
Science	70	45	64.3%	25	35.7%
Social Studies	70	39	55.7%	31	44.3%
Other	70	66	94.3%	4	5.7%

Other - What subjects do you teach?

		Count
Other: (Please specify) (What subjects(s) do you teach? (Check all that apply))	Spanish 6-8	1
	Writing	3

Respondent Information

At which grade level(s) are you teaching English language arts this year?

	Total	Not Checked	Checked
	N	%	%
K	70	98.6%	1.4%
1	70	98.6%	1.4%
2	70	98.6%	1.4%
3	70	98.6%	1.4%
4	70	95.7%	4.3%
5	70	92.9%	7.1%
6	70	51.4%	48.6%
7	70	42.9%	57.1%
8	70	47.1%	52.9%
9	70	100.0%	.0%
10	70	100.0%	.0%
11	70	100.0%	.0%
12	70	100.0%	.0%

Experience

	Valid N	Minimum	Maximum	Mean
How many years have you been teaching?	68	1	36	13.8
How many years have you been teaching at this school?	70	0	30	8.8
How many years have you been teaching in your subject area?	68	1	36	9.5

**CPS Striving Readers Evaluation:
Spring 2010 Literacy Improvement Survey Results**

All Treatment Schools: *Literacy Teachers**

* Respondents may include general education teachers, English language arts teachers, bilingual/ELL teachers, special education teachers, reading specialists and/or other teachers who indicated that their role included the teaching of English language arts in addition to other subject areas.



metis associates

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Survey Response Rates:

School	Possible Respondents	Response N	Response Rate†
Overall	167	121	72.5%
Abbott*	-	-	NA
Beethoven ES	5	3	60.0%
Bethune**	4	-	0.0%
Burr	5	4	80.0%
Burroughs	6	2	33.3%
Carson	11	7	63.6%
Colemon	3	4	133.3%
Coles	6	7	116.7%
Cook	4	7	175.0%
Dett	3	3	100.0%
Eberhart	18	8	44.4%
Fiske	4	4	100.0%
Fuller	2	2	100.0%
Gale	7	2	28.6%
Gompers	6	6	100.0%
Gray	11	5	45.5%
Hendricks	3	5	166.7%
Henson	5	6	120.0%
Linne	6	5	83.3%
Lovett	6	2	33.3%
Manierre	8	5	62.5%
Marsh	8	8	100.0%
McCorkle	2	2	100.0%
Pope	3	3	100.0%
Price	1	0	0.0%
Reavis	2	3	150.0%
Salazar	4	4	100.0%
Smyth	9	0	0.0%
Talcott	3	2	66.7%
Telpochcalli	4	3	75.0%
Volta	8	9	112.5%

†Response rates exceed 100% at some schools where surveys were received from more literacy teachers than were indicated in the district's records.

* Abbott, one of the original Striving Readers schools, was not included in this survey administration because it closed after SY09.

**No responses were received from Bethune because it had been identified as a turnaround school as of the 2009-2010 School Year. In order to reflect the original random selection of participating schools, however, it is still included in the calculation of response rates.

Comprehensive Instruction

How often do you use the following teaching practices to help students increase reading comprehension?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Explicit instruction in the use of...summarizing, questioning, predicting, text structure visualization, inferring and metacognition	119	.0%	.0%	1.7%	23.5%	74.8%
Establishing the purpose for reading	121	.0%	.0%	5.8%	36.4%	57.9%
Monitoring students' comprehension through questioning	119	.0%	.0%	2.5%	20.2%	77.3%
Making connections to background knowledge	119	.0%	.0%	3.4%	32.8%	63.9%
Making connections between texts	120	.0%	.0%	11.7%	50.0%	38.3%
Synthesizing information within text or across texts	120	.0%	1.7%	13.3%	45.8%	39.2%
Using differentiated instruction	119	.0%	.8%	5.9%	36.1%	57.1%
Using before, during, after (BDA) reading strategies for comprehension instruction	120	.0%	.0%	11.7%	45.0%	43.3%
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	121	5.0%	8.3%	26.4%	42.1%	18.2%

How often do you use the following practices to help students build their vocabulary knowledge?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Explicit instruction in vocabulary	121	.0%	1.7%	5.8%	57.0%	35.5%
Modeling the use of word parts	120	.0%	3.3%	14.2%	54.2%	28.3%
Review of vocabulary words	119	.0%	.8%	9.2%	58.8%	31.1%
Use of vocabulary notebooks	117	8.5%	6.8%	15.4%	49.6%	19.7%
Use of the PRC2 for vocabulary development	118	13.6%	8.5%	16.1%	54.2%	7.6%
Use of before, during, and after (BDA) reading strategies for vocabulary instruction	116	3.4%	3.4%	15.5%	55.2%	22.4%
Words Their Way	120	9.2%	14.2%	30.0%	34.2%	12.5%
Academic Vocabulary for content terms (e.g., Marzano)	118	3.4%	7.6%	24.6%	50.0%	14.4%
Word study sorts and concepts (e.g., Donald Bear)	117	5.1%	14.5%	30.8%	40.2%	9.4%
Morphology instruction (e.g., Shane Templeton)	119	17.6%	16.0%	31.9%	21.8%	12.6%

How often do you use the following practices to help students develop fluency?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Teacher read aloud	121	.0%	1.7%	9.9%	50.4%	38.0%
Teacher interactive read aloud	120	1.7%	3.3%	15.8%	46.7%	32.5%
Shared reading (students and teacher take turns in reading)	120	.8%	5.8%	12.5%	56.7%	24.2%
Modeling reading for students	119	.0%	.8%	9.2%	43.7%	46.2%
Explicit instruction in guided oral reading	117	.9%	4.3%	16.2%	41.9%	36.8%
Students listen to audio books, play aways	121	12.4%	11.6%	28.1%	41.3%	6.6%

Comprehensive Instruction

How often do you use the following techniques to help students develop better reading strategies and skills?

	Total	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Everybody Reads To (ERT)	117	36.8%	11.1%	17.1%	24.8%	10.3%
Exclusion Brainstorming	117	23.1%	11.1%	31.6%	26.5%	7.7%
List-Group-Label	117	17.1%	16.2%	41.0%	19.7%	6.0%
Predict-Locate-Add-Note (PLAN)	119	24.4%	14.3%	32.8%	24.4%	4.2%
ReQuest	119	44.5%	17.6%	20.2%	15.1%	2.5%
Interactive Notation System for Effective Reading and Thinking (INSERT)	119	33.6%	18.5%	26.1%	17.6%	4.2%
ABC Graffiti	119	20.2%	24.4%	36.1%	13.4%	5.9%
Guided Reading and Summarizing Procedure (GRASP)	118	9.3%	11.0%	28.8%	34.7%	16.1%
KWL	119	1.7%	8.4%	37.8%	35.3%	16.8%

In a typical classroom, how often do you use the following grouping structures?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
	N	%	%	%	%	%	%
Whole class/Large Group	120	1.7%	.8%	2.5%	25.0%	32.5%	37.5%
Individual Work	119	.0%	.0%	2.5%	24.4%	33.6%	39.5%
Small groups or Pairs	121	.0%	.8%	2.5%	17.4%	37.2%	42.1%

Considering your own instruction (not that of the LIT or other instructors in your classroom), in a typical classroom, how often do you apply differentiated instruction in your classroom?

	Total	Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
	N	%	%	%	%	%	%
	121	.0%	.0%	6.6%	20.7%	28.9%	43.8%

Purposeful Assessment

Indicate whether you use the data from the following assessments. (Please check all that apply.)

	Total	Using	Not Using
	Valid N	%	%
Reading Benchmark Assessment	121	94.2%	5.8%
Illinois Standards Assessments Test	121	97.5%	2.5%
Basic Reading Inventory (BRI)	121	90.1%	9.9%
Informal assessments	121	98.3%	1.7%
Fluency Snapshots	121	98.3%	1.7%
Spelling Inventories	121	96.7%	3.3%
Other	121	98.3%	1.7%
Other	121	98.3%	1.7%
Other	121	98.3%	1.7%

Other types of assessment data.

		N	%
Other (please specify)	A to Z	1	3.8%
	ACCESS Language Proficiency for ELLs	3	11.5%
	Be A Better Reader	1	3.8%
	Comprehension	1	3.8%
	extended responses	1	3.8%
	Guide questions	1	3.8%
	KTEA	1	3.8%
	MAPS testing	1	3.8%
	Notebooks	1	3.8%
	NWEA	1	3.8%
	reading logs	1	3.8%
	reflections about readings	1	3.8%
	Scantron	5	19.2%
	Specific Skills	1	3.8%
	student made	1	3.8%
	summarizing	1	3.8%
	teacher made	1	3.8%
	unit tests	1	3.8%
Vocabulary development	1	3.8%	
www.bookadventure.com	1	3.8%	

Purposeful Assessment

Of those who are using each assessment...

Indicate how you use Reading Benchmark Assessments

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	114	89	78.1%	25	21.9%
Diagnostic	114	64	56.1%	50	43.9%
Benchmarking	114	62	54.4%	52	45.6%
Progress Monitoring	114	30	26.3%	84	73.7%
Assessing Outcomes	114	61	53.5%	53	46.5%

Indicate how you use the Illinois Standards Achievement Test (ISAT)

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	118	98	83.1%	20	16.9%
Diagnostic	118	71	60.2%	47	39.8%
Benchmarking	118	67	56.8%	51	43.2%
Progress Monitoring	118	53	44.9%	65	55.1%
Assessing Outcomes	118	52	44.1%	66	55.9%

Indicate how you use Basic Reading Inventory (BRI)

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	109	71	65.1%	38	34.9%
Diagnostic	109	50	45.9%	59	54.1%
Benchmarking	109	81	74.3%	28	25.7%
Progress Monitoring	109	42	38.5%	67	61.5%
Assessing Outcomes	109	79	72.5%	30	27.5%

Indicate how you use Informal Assessments

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	119	86	72.3%	33	27.7%
Diagnostic	119	73	61.3%	46	38.7%
Benchmarking	119	91	76.5%	28	23.5%
Progress Monitoring	119	30	25.2%	89	74.8%
Assessing Outcomes	119	61	51.3%	58	48.7%

Purposeful Assessment

Of those who are using each assessment...

Indicate how you use Fluency Snapshots

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	119	75	63.0%	44	37.0%
Diagnostic	119	61	51.3%	58	48.7%
Benchmarking	119	88	73.9%	31	26.1%
Progress Monitoring	119	31	26.1%	88	73.9%
Assessing Outcomes	119	82	68.9%	37	31.1%

Indicate how you use Spelling Inventories

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	117	75	64.1%	42	35.9%
Diagnostic	117	61	52.1%	56	47.9%
Benchmarking	117	90	76.9%	27	23.1%
Progress Monitoring	117	39	33.3%	78	66.7%
Assessing Outcomes	117	85	72.6%	32	27.4%

Data Driven Instruction

Indicate the extent to which you use student assessment data for each of the following purposes

	Total	Not at All	To Some Extent	To a Moderate Extent	To a Large Extent
	Valid N	%	%	%	%
Placing students in intervention programs	119	7.6%	24.4%	36.1%	31.9%
Differentiating instruction	119	.8%	7.6%	33.6%	58.0%
Identifying skills that need to be taught or retaught	121	.0%	7.4%	29.8%	62.8%
Monitoring student reading progress	121	.0%	5.8%	39.7%	54.5%
Creating instructional groups (in-class)	120	2.5%	8.3%	25.0%	64.2%

Grade Level Teams

Do you currently have grade-level teams at your school?

	Total	Yes	No
	Valid N	%	%
	121	97.5%	2.5%

Overall, rate the grade-level team`s ability to use classroom assessment data in the following ways.

	Total	Poor	Fair	Good	Excellent	Not Sure
	Valid N	%	%	%	%	%
Address the literacy needs of all students	118	.0%	10.2%	39.0%	50.0%	.8%
Address the needs of struggling readers	118	.0%	7.6%	43.2%	48.3%	.8%
Formalize lesson plans	118	2.5%	18.6%	43.2%	33.1%	2.5%
Identify students who eligible for targeted interventions	118	.0%	8.5%	36.4%	53.4%	1.7%
Identify strengths	116	.9%	10.3%	31.9%	55.2%	1.7%
Identify teaching and learning strategies	116	.9%	8.6%	35.3%	54.3%	.9%
Improve classroom practice.	116	.9%	8.6%	37.9%	50.9%	1.7%

Literacy Teams

Do you currently have vertical literacy teams at your school?

	Total	Yes	No
	Valid N	%	%
	121	96.7%	3.3%

Overall, rate the quality of the literacy team`s performance in the following areas.

	Total	Poor	Fair	Good	Excellent	Not Sure
	Valid N	%	%	%	%	%
Using assessment data to pinpoint the staff's professional development needs	117	2.6%	12.0%	35.0%	48.7%	1.7%
Addressing the needs of all students	115	1.7%	15.7%	40.0%	42.6%	.0%
Addressing the needs of struggling readers	116	.9%	12.1%	39.7%	47.4%	.0%
Addressing the needs of grade-level teams	116	4.3%	15.5%	37.9%	41.4%	.9%
Improving literacy instruction at your school	115	2.6%	10.4%	41.7%	45.2%	.0%

School-wide Intervention Materials

Indicate how frequently you currently use the following materials to teach literacy.

	Total	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week
	Valid N	%	%	%	%	%	%
Listening Center	121	5.0%	12.4%	13.2%	31.4%	28.1%	9.9%
Media Centers	120	5.8%	2.5%	.8%	17.5%	36.7%	36.7%
Classroom library	119	.0%	.0%	.0%	7.6%	31.9%	60.5%
Vocabulary notebooks	120	9.2%	9.2%	1.7%	13.3%	49.2%	17.5%
Reading response notebooks	118	9.3%	11.0%	2.5%	20.3%	39.0%	17.8%
School library	119	8.4%	6.7%	7.6%	21.8%	43.7%	11.8%
Reading Anthologies	117	20.5%	17.9%	8.5%	20.5%	25.6%	6.8%
Reading Basals	117	9.4%	18.8%	5.1%	17.1%	25.6%	23.9%
Other informational texts (other than text sets)	106	.9%	.0%	3.8%	24.5%	38.7%	32.1%

If using, rate how comfortable you are with using these materials to support student learning in language arts.

		Total	Not at all Comfortable	2	3	4	Very Comfortable
		Valid N	%	%	%	%	%
Using	Listening Center	81	2.5%	6.2%	16.0%	27.2%	48.1%
Using	Media Centers	61	.0%	1.6%	14.8%	29.5%	54.1%
Using	Classroom library	39	.0%	.0%	20.5%	17.9%	61.5%
Using	Vocabulary notebooks	70	1.4%	7.1%	18.6%	21.4%	51.4%
Using	Reading response notebooks	66	1.5%	4.5%	16.7%	27.3%	50.0%
Using	School library	65	3.1%	3.1%	21.5%	20.0%	52.3%
Using	Reading Anthologies	55	10.9%	10.9%	25.5%	9.1%	43.6%
Using	Reading Basals	64	4.7%	3.1%	12.5%	10.9%	68.8%
Using	Other information texts (other than text sets)	60	1.7%	1.7%	21.7%	26.7%	48.3%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use Listening Centers

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	103	65	63.1%	38	36.9%
Fluency	103	41	39.8%	62	60.2%
Reading Comprehension	103	30	29.1%	73	70.9%
Writing Skills	103	90	87.4%	13	12.6%
Word Parts	103	93	90.3%	10	9.7%
Word Recognition	103	76	73.8%	27	26.2%
Spelling	103	96	93.2%	7	6.8%
Grammar	103	91	88.3%	12	11.7%
To teach content themes	103	69	67.0%	34	33.0%
To develop students' self-directed learning	103	52	50.5%	51	49.5%
To supplement students' textbook reading	103	40	38.8%	63	61.2%
Teaching students to identify and use text structure	103	79	76.7%	24	23.3%
Teaching students to identify and use the organizational features of expository writing	103	84	81.6%	19	18.4%
To activate students' prior knowledge	103	72	69.9%	31	30.1%

Indicate how you use Media Centers

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	69	32	46.4%	37	53.6%
Fluency	69	43	62.3%	26	37.7%
Reading Comprehension	69	22	31.9%	47	68.1%
Writing Skills	69	32	46.4%	37	53.6%
Word Parts	69	52	75.4%	17	24.6%
Word Recognition	69	49	71.0%	20	29.0%
Spelling	69	46	66.7%	23	33.3%
Grammar	69	52	75.4%	17	24.6%
To teach content themes	69	39	56.5%	30	43.5%
To develop students' self-directed learning	69	21	30.4%	48	69.6%
To supplement students' textbook reading	69	28	40.6%	41	59.4%
Teaching students to identify and use text structure	69	51	73.9%	18	26.1%
Teaching students to identify and use the organizational features of expository writing	69	41	59.4%	28	40.6%
To activate students' prior knowledge	69	31	44.9%	38	55.1%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use the Classroom Library

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	47	19	40.4%	28	59.6%
Fluency	47	18	38.3%	29	61.7%
Reading Comprehension	47	8	17.0%	39	83.0%
Writing Skills	47	33	70.2%	14	29.8%
Word Parts	47	36	76.6%	11	23.4%
Word Recognition	47	24	51.1%	23	48.9%
Spelling	47	33	70.2%	14	29.8%
Grammar	47	34	72.3%	13	27.7%
To teach content themes	47	21	44.7%	26	55.3%
To develop students' self-directed learning	47	14	29.8%	33	70.2%
To supplement students' textbook reading	47	15	31.9%	32	68.1%
Teaching students to identify and use text structure	47	28	59.6%	19	40.4%
Teaching students to identify and use the organizational features of expository writing	47	33	70.2%	14	29.8%
To activate students' prior knowledge	47	22	46.8%	25	53.2%

Indicate how you use the Vocabulary Notebooks

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	88	33	37.5%	55	62.5%
Fluency	88	71	80.7%	17	19.3%
Reading Comprehension	88	55	62.5%	33	37.5%
Writing Skills	88	50	56.8%	38	43.2%
Word Parts	88	46	52.3%	42	47.7%
Word Recognition	88	38	43.2%	50	56.8%
Spelling	88	44	50.0%	44	50.0%
Grammar	88	59	67.0%	29	33.0%
To teach content themes	88	64	72.7%	24	27.3%
To develop students' self-directed learning	88	52	59.1%	36	40.9%
To supplement students' textbook reading	88	57	64.8%	31	35.2%
Teaching students to identify and use text structure	88	65	73.9%	23	26.1%
Teaching students to identify and use the organizational features of expository writing	88	64	72.7%	24	27.3%
To activate students' prior knowledge	88	47	53.4%	41	46.6%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use the Reading Anthologies

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	86	60	69.8%	26	30.2%
Fluency	86	55	64.0%	31	36.0%
Reading Comprehension	86	45	52.3%	41	47.7%
Writing Skills	86	64	74.4%	22	25.6%
Word Parts	86	71	82.6%	15	17.4%
Word Recognition	86	62	72.1%	24	27.9%
Spelling	86	73	84.9%	13	15.1%
Grammar	86	69	80.2%	17	19.8%
To teach content themes	86	54	62.8%	32	37.2%
To develop students' self-directed learning	86	59	68.6%	27	31.4%
To supplement students' textbook reading	86	56	65.1%	30	34.9%
Teaching students to identify and use text structure	86	54	62.8%	32	37.2%
Teaching students to identify and use the organizational features of expository writing	86	65	75.6%	21	24.4%
To activate students' prior knowledge	86	60	69.8%	26	30.2%

Indicate how you use the Reading Basals

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	95	43	45.3%	52	54.7%
Fluency	95	44	46.3%	51	53.7%
Reading Comprehension	95	36	37.9%	59	62.1%
Writing Skills	95	53	55.8%	42	44.2%
Word Parts	95	65	68.4%	30	31.6%
Word Recognition	95	57	60.0%	38	40.0%
Spelling	95	65	68.4%	30	31.6%
Grammar	95	61	64.2%	34	35.8%
To teach content themes	95	52	54.7%	43	45.3%
To develop students' self-directed learning	95	64	67.4%	31	32.6%
To supplement students' textbook reading	95	68	71.6%	27	28.4%
Teaching students to identify and use text structure	95	48	50.5%	47	49.5%
Teaching students to identify and use the organizational features of expository writing	95	60	63.2%	35	36.8%
To activate students' prior knowledge	95	52	54.7%	43	45.3%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use the School Library

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Vocabulary	85	51	60.0%	34	40.0%
Fluency	85	41	48.2%	44	51.8%
Reading Comprehension	85	28	32.9%	57	67.1%
Writing Skills	85	56	65.9%	29	34.1%
Word Parts	85	66	77.6%	19	22.4%
Word Recognition	85	60	70.6%	25	29.4%
Spelling	85	68	80.0%	17	20.0%
Grammar	85	71	83.5%	14	16.5%
To teach content themes	85	50	58.8%	35	41.2%
To develop students' self-directed learning	85	39	45.9%	46	54.1%
To supplement students' textbook reading	85	41	48.2%	44	51.8%
Teaching students to identify and use text structure	85	54	63.5%	31	36.5%
Teaching students to identify and use the organizational features of expository writing	85	61	71.8%	24	28.2%
To activate students' prior knowledge	85	50	58.8%	35	41.2%

Indicate whether you use each of these materials in your classroom to support grouping strategies or differentiated instruction

	Total	Using		Not Using	
	N	N	%	N	%
Listening centers	121	97	80.2%	24	19.8%
Media centers	121	110	90.9%	11	9.1%
Text sets	121	117	96.7%	4	3.3%
Classroom library	121	121	100.0%	0	.0%
Vocabulary notebooks	121	98	81.0%	23	19.0%
Textbooks	121	113	93.4%	8	6.6%
Reading response notebooks	121	101	83.5%	20	16.5%
School library	121	97	80.2%	24	19.8%
Reading anthologies	121	75	62.0%	46	38.0%
Reading basals	121	88	72.7%	33	27.3%
Other informational texts	121	116	95.9%	5	4.1%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use Listening Centers to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	97	71	73.2%	26	26.8%
Small Group / Pairs	97	23	23.7%	74	76.3%
Individual Work	97	38	39.2%	59	60.8%
Differentiated Instruction	97	25	25.8%	72	74.2%

Indicate how you use Media Centers to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	110	84	76.4%	26	23.6%
Small Group / Pairs	110	22	20.0%	88	80.0%
Individual Work	110	23	20.9%	87	79.1%
Differentiated Instruction	110	24	21.8%	86	78.2%

Indicate how you use Text Sets to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	117	68	58.1%	49	41.9%
Small Group / Pairs	117	21	17.9%	96	82.1%
Individual Work	117	63	53.8%	54	46.2%
Differentiated Instruction	117	34	29.1%	83	70.9%

Indicate how you use the Classroom Library to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	121	64	52.9%	57	47.1%
Small Group / Pairs	121	46	38.0%	75	62.0%
Individual Work	121	22	18.2%	99	81.8%
Differentiated Instruction	121	32	26.4%	89	73.6%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use Vocabulary Notebooks to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	98	36	36.7%	62	63.3%
Small Group / Pairs	98	43	43.9%	55	56.1%
Individual Work	98	30	30.6%	68	69.4%
Differentiated Instruction	98	41	41.8%	57	58.2%

Indicate how you use Textbooks to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	113	19	16.8%	94	83.2%
Small Group / Pairs	113	29	25.7%	84	74.3%
Individual Work	113	37	32.7%	76	67.3%
Differentiated Instruction	113	61	54.0%	52	46.0%

Indicate how you use Reading Response Notebooks to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	101	57	56.4%	44	43.6%
Small Group / Pairs	101	46	45.5%	55	54.5%
Individual Work	101	24	23.8%	77	76.2%
Differentiated Instruction	101	37	36.6%	64	63.4%

Indicate how you use the School Library to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	97	38	39.2%	59	60.8%
Small Group / Pairs	97	50	51.5%	47	48.5%
Individual Work	97	37	38.1%	60	61.9%
Differentiated Instruction	97	42	43.3%	55	56.7%

School-wide Intervention Materials

Of those who are using each material...

Indicate how you use Reading Anthologies to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	75	30	40.0%	45	60.0%
Small Group / Pairs	75	30	40.0%	45	60.0%
Individual Work	75	34	45.3%	41	54.7%
Differentiated Instruction	75	34	45.3%	41	54.7%

Indicate how you use Reading Basals to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	88	22	25.0%	66	75.0%
Small Group / Pairs	88	26	29.5%	62	70.5%
Individual Work	88	33	37.5%	55	62.5%
Differentiated Instruction	88	39	44.3%	49	55.7%

Indicate how you use Other informational texts (other than text sets) to support grouping strategies or differentiation

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Whole Class / Large Group	116	60	51.7%	56	48.3%
Small Group / Pairs	116	36	31.0%	80	69.0%
Individual Work	116	42	36.2%	74	63.8%
Differentiated Instruction	116	34	29.3%	82	70.7%

Handheld Computers

Do you use handheld computers (Palm Pilots) to teach literacy?

	Total	Yes	No
	N	%	%
	121	54.5%	45.5%

Reasons for not using handhelds

	Total	Not Selected	Selected
	N	%	%
I have not received the handheld computers	55	76.4%	23.6%
Some or all of the computers are not working properly	55	89.1%	10.9%
Some or all of the necessary software applications have not been installed on the computers	55	94.5%	5.5%
I have not received sufficient professional development to feel comfortable using them	55	63.6%	36.4%
Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not	55	94.5%	5.5%
I do not feel that they offer sufficient added benefit compared to traditional media (e.g., print, paper and pencil) to be worth the trouble	55	74.5%	25.5%
Other	55	69.1%	30.9%

Handheld Computers

Other reasons for not using handhelds.

		N	%
Other :If you are NOT yet using handheld computers, please indicate why you are not using them.	All 7th grade students have their own laptop	1	5.9%
	Bilingual students need more time, and we have them for limited time with them	1	5.9%
	Handhelds are locked in a school closet	1	5.9%
	Have been out on leave for most of the year, did not have time when returned	1	5.9%
	I'm not sure	1	5.9%
	I don't feel they're worth the trouble. Too toy-ish and I'd rather use the computer or traditional graphic organizers...	1	5.9%
	I have only one	1	5.9%
	I teach science only	1	5.9%
	Lack time during class period	3	17.6%
	My students use them in their inclusion classrooms in the content areas	1	5.9%
	Not available all the time	1	5.9%
	Problems working	1	5.9%
	The computing power of our classroom desktops and laptops is much more efficient and requires a lot less time to set up	1	5.9%
	They were used in Social Studies	1	5.9%
We share a set between three grade levels	1	5.9%	

Of those who are using handheld computers...

Which grouping strategies do you support through the use of handheld computers (Palm Pilots) during literacy lessons?

	Total	Not using for this grouping strategy	Using for this grouping strategy
	N	%	%
Whole class/ Large group	66	27.3%	72.7%
Small group/ Pairs	66	10.6%	89.4%
Individual Work	66	24.2%	75.8%

In a typical classroom, how often do students use handheld computers (Palm Pilots) during literacy instruction in your classroom?

	Total	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%
	63	36.5%	50.8%	9.5%	3.2%

Handheld Computers

Rate how comfortable you are with using the Palm Pilots to support your literacy instruction.

	Total	1-Not at all Comfortable	2	3	4	5-Very Comfortable
	N	%	%	%	%	%
	64	3.1%	15.6%	42.2%	17.2%	21.9%

Specific academic foci or instructional objectives supported by the use of handheld computers

	Total	Not Checked	Using
	N	%	%
Fluency	66	62.1%	37.9%
Vocabulary development	66	18.2%	81.8%
Developing students' reading comprehension strategies	66	57.6%	42.4%
Writing skills	66	39.4%	60.6%
Word parts	66	37.9%	62.1%
Word recognition	66	56.1%	43.9%
Spelling	66	60.6%	39.4%
Grammar	66	66.7%	33.3%
Locating information	66	40.9%	59.1%
Evaluating information	66	65.2%	34.8%
Synthesizing information	66	45.5%	54.5%
Organizing information	66	34.8%	65.2%
Demonstrate knowledge of key concepts	66	53.0%	47.0%
To develop students' self-directed learning	66	37.9%	62.1%
Teaching students to identify and use the organizational features of expository writing	66	68.2%	31.8%
To activate students' prior knowledge	66	45.5%	54.5%

Specific instructional methods supported by the use of handheld computers

	Total	Not Checked	Checked
	N	%	%
Monitoring distribution and completion of assignments	66	77.3%	22.7%
Assessing students' literacy skills	66	78.8%	21.2%
Monitoring students' progress	66	71.2%	28.8%
Differentiating instruction for struggling readers (Tiers 2 & 3)	66	36.4%	63.6%
Differentiating instruction for English language learners/special education students	66	53.0%	47.0%
Guided reading	66	72.7%	27.3%
Partner reading	66	50.0%	50.0%
Individual reading	66	57.6%	42.4%
Book club discussions	66	81.8%	18.2%

Handheld Computers

How frequently do students in your typical classroom currently use the following handheld programs during literacy instruction?

	Total	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week
	Valid N	%	%	%	%	%	%
iKWL	66	6.1%	24.2%	25.8%	33.3%	4.5%	6.1%
Freewrite	62	9.7%	25.8%	21.0%	27.4%	4.8%	11.3%
PiCo Maps	60	18.3%	35.0%	18.3%	21.7%	5.0%	1.7%
Viewpoint	57	15.8%	45.6%	14.0%	12.3%	7.0%	5.3%
Sketchy	61	8.2%	24.6%	27.9%	27.9%	8.2%	3.3%
MS Word	62	3.2%	21.0%	27.4%	27.4%	11.3%	9.7%
MS Excel	58	8.6%	43.1%	15.5%	20.7%	8.6%	3.4%
Slideshow to Go	58	15.5%	44.8%	22.4%	8.6%	5.2%	3.4%
Cells	58	17.2%	51.7%	13.8%	10.3%	5.2%	1.7%
Internet Browser	62	8.1%	12.9%	27.4%	29.0%	9.7%	12.9%
Inspiration	57	8.8%	28.1%	22.8%	29.8%	3.5%	7.0%
PAAM management software application	60	20.0%	60.0%	10.0%	5.0%	3.3%	1.7%
Go Manage	58	19.0%	50.0%	19.0%	6.9%	3.4%	1.7%

If using, rate how comfortable you are with using each software application.

		Total	Not at all Comfortable	2	3	4	Very Comfortable
		Valid N	%	%	%	%	%
Using	iKWL	33	6.1%	9.1%	33.3%	12.1%	39.4%
Using	Freewrite	27	7.4%	7.4%	33.3%	22.2%	29.6%
Using	PiCo Maps	25	8.0%	20.0%	28.0%	4.0%	40.0%
Using	Viewpoint	19	26.3%	21.1%	15.8%	10.5%	26.3%
Using	Sketchy	31	9.7%	12.9%	32.3%	9.7%	35.5%
Using	MS Word	35	2.9%	8.6%	31.4%	20.0%	37.1%
Using	MS Excel	29	6.9%	10.3%	41.4%	10.3%	31.0%
Using	Slideshow to GO	21	14.3%	19.0%	28.6%	14.3%	23.8%
Using	Cells	22	18.2%	18.2%	22.7%	9.1%	31.8%
Using	Internet Browser	32	3.1%	9.4%	28.1%	15.6%	43.8%
Using	Inspiration	28	7.1%	10.7%	32.1%	14.3%	35.7%
Using	PAAM management software application	17	47.1%	17.6%	5.9%	11.8%	17.6%
Using	Go Manage	22	31.8%	27.3%	9.1%	13.6%	18.2%

Classroom Library

Please check the ways that you use your classroom libraries. (Check all that apply.)

	Total	Not Checked	Checked
	N	%	%
For content area instruction	121	27.3%	72.7%
For independent reading	121	2.5%	97.5%
For small group instruction	121	25.6%	74.4%
For read alouds	121	17.4%	82.6%

How do you use Interest Inventories?

	Total	Yes	No
	N	%	%
Do you use interest inventories to help students self select reading material?	121	91.7%	8.3%
Do you use interest inventories to guide your purchases for the classroom library?	121	92.6%	7.4%

Please indicate how true each of the following statements are about the organization of books in your classroom library

	Total	Not At All True	Slightly True	Somewhat True	Very True
	N	%	%	%	%
...is easily accessible to students	120	.0%	1.7%	10.0%	88.3%
...is well organized and in good shape	121	.0%	5.8%	33.9%	60.3%
...has a checkout system in place	118	5.9%	8.5%	12.7%	72.9%
...includes a variety of reading materials that are appropriate for readers of differing abilities	120	.0%	5.0%	14.2%	80.8%
...includes a variety of reading materials that appeal to readers with differing interests	120	.0%	5.0%	15.0%	80.0%
...has reading materials grouped by genre	121	2.5%	5.8%	16.5%	75.2%
...has reading materials clearly labeled	120	3.3%	7.5%	20.0%	69.2%
...has both nonfiction and fiction books	119	.0%	1.7%	5.9%	92.4%

To what extent are you able to consider students when ordering books and other reading material with Striving Readers funds for your classroom library?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know
	N	%	%	%	%	%
Students' needs and reading abilities	121	.8%	1.7%	7.4%	87.6%	2.5%
Students' interests and motivation	121	.8%	1.7%	7.4%	88.4%	1.7%

School Library

In a typical classroom, how often do you take your class to the library?

	Total	Never	Rarely (less than once a month)	Sometimes (at least once a month)	Often (at least once a week)	Almost daily or daily
	N	%	%	%	%	%
	120	20.0%	11.7%	13.3%	50.8%	4.2%

To what extent do the library resources support the Striving Readers program?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know
	N	%	%	%	%	%
	121	4.1%	12.4%	31.4%	43.0%	9.1%

Do you have a school librarian?

	Total	Yes	No
	N	%	%
	121	77.7%	22.3%

Of those who have a school librarian...

How does the librarian work with you? (Check all that apply.)

	Total	Not Checked	Checked
	N	%	%
The librarian does not work with me	94	78.7%	21.3%
The librarian provides resources for class projects	94	45.7%	54.3%
The librarian and I collaborate on how to supplement lessons with library resources	94	54.3%	45.7%
Other	94	93.6%	6.4%

Other ways teachers work with librarians.

		N	%
Other (please specify): How does the librarian work with you?	I'm an ESL pull-out teacher.	1	16.7%
	individual assistance to students	1	16.7%
	Reinforces Skills I am Working on in the Classroom	1	16.7%
	She also teach skills in class using the resources in the library.	1	16.7%
	she has her own plan and work that she wants them to do	1	16.7%
	we have worked together on certain units	1	16.7%

School Library

To what extent does the librarian consult with classroom teachers in using Striving Readers library funds to order reading materials that are grade level and content appropriate?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know
	Total N	Count	Count	Count	Count	Count
	94	15	22	18	31	8

How does the librarian work with your students? (Check all that apply.)

	Total	Not Checked	Checked
	N	%	%
Does not work with my students	94	88.3%	11.7%
Works with students on research skills	94	40.4%	59.6%
Directs students to resources tied to curriculum	94	44.7%	55.3%
Conducts read-alouds	94	50.0%	50.0%
Provides students with information about extracurricular academic activities	94	64.9%	35.1%
Assists students with class projects	94	46.8%	53.2%
Teaches students how to navigate Internet resources	94	57.4%	42.6%
Guides struggling readers to summer program	94	84.0%	16.0%
Other	94	88.3%	11.7%

Other ways the librarian works with students

	N	%
Other (please specify): How does the librarian work with your students?		
Book club	1	9.1%
I'm not sure/Don't Know	5	45.5%
I am sure she works with my ELL students when they visit the Library with their classroom.	1	9.1%
I am unsure a possible study hall atmosphere	1	9.1%
Offers extra reading practice.	1	9.1%
Shows students how to respond to text.	1	9.1%
Though our middle grades students do not have an assigned library period, our school librarian is extremely helpful in providing my homeroom with ample time to borrow books and do research	1	9.1%

Collaboration with Literacy Intervention Teacher (LIT)

How often do you meet or collaborate with the LIT in the following settings?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Scheduled one-on-one meetings	119	15.1%	16.0%	34.5%	29.4%	5.0%
Impromptu one-on-one meetings (during lunch, prep periods, before/after school, etc.)	118	10.2%	14.4%	25.4%	26.3%	23.7%
Grade-level team meetings	120	6.7%	11.7%	36.7%	41.7%	3.3%
Literacy team meetings	119	9.2%	7.6%	58.8%	21.8%	2.5%

To what extent has your collaboration with the LIT facilitated your efforts to use the following methods to support struggling readers in your class?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent
	N	%	%	%	%
Differentiating instruction	121	9.1%	17.4%	34.7%	38.8%
Scaffolding of instruction	119	10.9%	17.6%	31.1%	40.3%
Student groupings	120	8.3%	17.5%	29.2%	45.0%
Using the media center	120	19.2%	20.0%	36.7%	24.2%
Using listening centers	119	22.7%	21.8%	34.5%	21.0%
Using handheld computers	119	27.7%	20.2%	26.9%	25.2%
Using assessment data to monitor student progress	119	4.2%	21.0%	24.4%	50.4%
Using student assessment data for instructional planning	120	6.7%	20.0%	25.8%	47.5%

To what extent has your collaboration with the LIT facilitated your ability to provide effective instruction in the following areas for struggling readers?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent
	N	%	%	%	%
Comprehension	121	5.0%	20.7%	28.9%	45.5%
Fluency	121	4.1%	19.0%	28.1%	48.8%
Vocabulary	120	5.8%	16.7%	30.8%	46.7%
Writing skills	119	10.9%	22.7%	30.3%	36.1%
Word parts	120	9.2%	15.8%	35.0%	40.0%
Word recognition	121	10.7%	18.2%	33.9%	37.2%
Spelling	119	10.1%	27.7%	31.1%	31.1%
Reading/literacy in content areas	119	5.0%	19.3%	31.9%	43.7%

Collaboration with Literacy Intervention Teacher (LIT)

Overall, how effective has the literacy intervention teacher (LIT) push-in been in improving the reading skills of struggling readers in your classroom?

	Total	Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective
	N	%	%	%	%	%
	120	7.5%	14.2%	17.5%	30.0%	30.8%

Professional Development

Did you participate in the following Striving Readers professional development sessions conducted during the 2008-2009 school year?

	Total	Yes	No
	N	%	%
AMP Intensive Intervention Program Training	106	17.9%	82.1%
2009 Summer Institute	110	70.0%	30.0%
School-year follow-up institutes	108	62.0%	38.0%
Technology training (use of handhelds)	108	75.0%	25.0%
Training in LIT/teacher collaboration	105	47.6%	52.4%
School-based professional development	107	83.2%	16.8%

If you participated, how useful were the following Striving Readers professional development sessions conducted during the 2008-2009 school year?

		Total	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
		Valid N	%	%	%	%
Yes	AMP Intensive Intervention Program Training	17	.0%	17.6%	58.8%	23.5%
Yes	2009 Summer Institute	76	1.3%	22.4%	34.2%	42.1%
Yes	School-year follow-up institutes	66	.0%	16.7%	43.9%	39.4%
Yes	Technology training (use of handhelds)	78	12.8%	16.7%	43.6%	26.9%
Yes	Training in LIT/teacher collaboration	48	4.2%	6.3%	37.5%	52.1%
Yes	School-based professional development	87	2.3%	16.1%	42.5%	39.1%

Did you receive professional development addressing this topic?

	Total	Yes	No
	N	%	%
Building academic vocabulary	108	78.7%	21.3%
Classroom libraries	109	56.0%	44.0%
Creating literacy-rich classroom environments	108	65.7%	34.3%
Differentiating instruction	107	85.0%	15.0%
Explicit vocabulary instruction	108	69.4%	30.6%
Incorporating text sets	108	67.6%	32.4%
Increasing student motivation	107	46.7%	53.3%
Supporting students' self-directed learning	107	47.7%	52.3%
Using before, during, and after reading strategies and techniques	108	68.5%	31.5%
Using student assessments to guide and inform instruction	108	74.1%	25.9%
Using handheld computers (Palm Pilots) for teaching and learning	107	70.1%	29.9%
Using literacy-based software	106	28.3%	71.7%
Using the PRC2 model	108	71.3%	28.7%
Using the whole-part-whole classroom instruction model	105	71.4%	28.6%

Professional Development

If received, what impact did the professional development have on your comfort with each teaching practice?

		Total	No Impact	Slight Impact	Moderate Impact	Major Impact
		Valid N	%	%	%	%
Yes	Building academic vocabulary	85	.0%	11.8%	45.9%	42.4%
Yes	Classroom libraries	58	.0%	5.2%	56.9%	37.9%
Yes	Creating literacy-rich classroom environments	71	.0%	8.5%	45.1%	46.5%
Yes	Differentiating instruction	90	.0%	15.6%	37.8%	46.7%
Yes	Explicit vocabulary instruction	75	.0%	10.7%	38.7%	50.7%
Yes	Incorporating text sets	73	.0%	13.7%	45.2%	41.1%
Yes	Increasing student motivation	50	.0%	10.0%	48.0%	42.0%
Yes	Supporting students' self-directed learning	48	2.1%	12.5%	50.0%	35.4%
Yes	Using before, during, and after reading strategies and techniques	74	.0%	8.1%	44.6%	47.3%
Yes	Using student assessments to guide and inform instruction	76	.0%	10.5%	42.1%	47.4%
Yes	Using handheld computers (Palm Pilots) for teaching and learning	75	13.3%	25.3%	30.7%	30.7%
Yes	Using literacy-based software	30	.0%	10.0%	43.3%	46.7%
Yes	Using the PRC2 model	77	3.9%	15.6%	41.6%	39.0%
Yes	Using the whole-part-whole classroom instruction model	74	.0%	9.5%	40.5%	50.0%

Professional Development

Please check the techniques in the list below for which you would like to receive more training. (Check all that apply.)

	Total	Not Checked	Checked
	N	%	%
Academic Vocabulary for content terms (e.g., Marzano)	121	57.0%	43.0%
Morphology instruction (e.g., Shane Templeton)	121	47.1%	52.9%
Word study sorts and concepts (e.g., Donald Bear)	121	60.3%	39.7%
Words Their Way (e.g., Donald Bear & Shane Templeton)	121	61.2%	38.8%
KWL	121	89.3%	10.7%
Using PRC2 for comprehension instruction	121	66.1%	33.9%
Using PRC2 for vocabulary development	121	67.8%	32.2%
Differentiating instruction	121	54.5%	45.5%
Everybody Reads To (ERT)	121	62.0%	38.0%
Exclusion Brainstorming	121	66.9%	33.1%
List-Group-Label	121	71.1%	28.9%
Predict-Locate-Add-Note (PLAN)	121	57.0%	43.0%
ReQuest	121	58.7%	41.3%
Interactive Notation System for Effective Reading and Thinking (INSERT)	121	65.3%	34.7%
Read Aloud/Think Aloud	121	81.8%	18.2%
ABC Graffiti	121	71.9%	28.1%
Guided Reading and Summarizing Procedure (GRASP)	121	66.9%	33.1%
Teaching summarizing as a comprehension strategy	121	63.6%	36.4%
Teaching questioning as a comprehension strategy	121	72.7%	27.3%
Teaching predicting as a comprehension strategy	121	81.8%	18.2%
Teaching text structure as a comprehension strategy	121	74.4%	25.6%
Teaching visualization as a comprehension strategy	121	74.4%	25.6%
Teaching inferring as a comprehension strategy	121	63.6%	36.4%
Teaching metacognition as a comprehension strategy	121	49.6%	50.4%

Respondent Information

Primary Role or Teaching Assignment

		N	%
What is your primary role or teaching assignment?	General education teacher (self-contained classroom teacher)	18	14.9%
	English language arts teacher	24	19.8%
	Teach English language arts and other academic subjects	39	32.2%
	Bilingual/ELL teacher	7	5.8%
	Special education teacher	25	20.7%
	Reading specialist	3	2.5%
	Other (please specify):	5	4.1%
Total	121	100.0%	

Other Primary Role or Teaching Assignment

		N	%
Other (please specify): What is your primary role or teaching assignment?	7/8 Science	1	20.0%
	Math Teacher	1	20.0%
	Not Specified	1	20.0%
	Science	1	20.0%
	Writing Teacher	1	20.0%

At which grade level(s) are you teaching English language arts this year?

	Total	No	Yes
	N	%	%
K	121	96.7%	3.3%
1	121	95.9%	4.1%
2	121	94.2%	5.8%
3	121	94.2%	5.8%
4	121	90.9%	9.1%
5	121	86.8%	13.2%
6	121	38.8%	61.2%
7	121	29.8%	70.2%
8	121	34.7%	65.3%
9	121	98.3%	1.7%
10	121	99.2%	.8%
11	121	99.2%	.8%
12	121	99.2%	.8%

Respondent Information

What subjects do you teach?

	Total	Not Checked		Checked	
	N	N	%	N	%
I teach all subjects.	121	104	86.0%	17	14.0%
English Language Arts	121	40	33.1%	81	66.9%
I only teach English language arts	121	98	81.0%	23	19.0%
Math	121	90	74.4%	31	25.6%
Science	121	93	76.9%	28	23.1%
SocialStudies	121	81	66.9%	40	33.1%
Other	121	110	90.9%	11	9.1%

What other subjects do you teach?

		N	%
Other: (Please Specify) (In addition to English language arts, what other subject areas do you teach?)	Advisory, Spanish Language Arts	1	9.1%
	Computer	1	9.1%
	ESL	1	9.1%
	Special Ed. Upper Grades	1	9.1%
	Special Education	2	18.2%
	Writing	5	45.5%

Experience

	Valid N	Minimum	Maximum	Mean
How many years have you been teaching?	120	1	36	13.5
How many years have you been teaching at this school?	121	1	28	8.0
How many years have you been teaching reading/English language arts?	119	0	36	12.1

**CPS Striving Readers Evaluation:
Spring 2010 Literacy Improvement Survey Results**

All Control Schools: *Literacy Teachers**

* Respondents may include general education teachers, English language arts teachers, bilingual/ELL teachers, special education teachers, reading specialists and/or other teachers who indicated that their role included the teaching of English language arts in addition to other subject areas.



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Survey Response Rates:

School	Response N	Possible Respondents	Response Rate†
Overall	79	124	64%
Aldridge	3	1	300%
Carnegie	0	9	0%
Carver*	0	9	0%
Casals	4	4	100%
Clark	2	1	200%
Dubois	1	2	50%
Copernicus**	0	7	0%
Dvorak	0	7	0%
Emmet	2	2	100%
Esmond	0	0	na
Gregory	1	3	33%
Henderson	3	2	150%
Madison	4	4	100%
Mann	1	7	14%
McKinley	0	1	0%
Mireles	7	9	78%
Morgan	1	3	33%
O'Keefe	3	7	43%
Otis	6	6	100%
Parkman	0	3	0%
Pasteur	9	8	113%
Pullman	3	1	300%
Reinberg	8	3	267%
Schiller***	--	-	--
Sexton	1	0	na
South Chicago***	--	-	--
Spry	6	6	100%
Swift	5	3	167%
Turner-Drew	3	4	75%
Wacker	0	3	0%
Walsh	0	5	0%
Whistler	6	4	150%

† Response rates exceed 100% at some schools where surveys were received from more literacy teachers than were indicated in the district's records.

* Carver Middle School consolidated with Carver Elementary School as of SY09.

** No responses were received from Copernicus because it had been identified as a turnaround school as of the 2009-2010 School Year. In order to reflect the original random selection of participating schools, however, it is still included in the calculation of response rates.

*** Schiller and South Chicago, two of the original Striving Readers schools, were not included in this survey administration because they closed after SY09.

Comprehensive Instruction

In a typical classroom, how often do you use the following practices to help students increase reading comprehension?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Explicit instruction in the use of any one or more of the following comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition	79	.0%	.0%	.0%	.0%	27.8%	72.2%
Establishing the purpose for reading.	79	.0%	.0%	.0%	3.8%	30.4%	65.8%
Monitoring students' comprehension through questioning.	77	.0%	.0%	.0%	.0%	18.2%	81.8%
Making connections to background knowledge.	79	.0%	.0%	.0%	.0%	36.7%	63.3%
Making connections between texts.	77	.0%	.0%	.0%	5.2%	46.8%	48.1%
Synthesizing information within text or across texts.	75	.0%	.0%	.0%	4.0%	52.0%	44.0%
Using differentiated instruction (i.e. providing different content, resources and/or instructional techniques specifically tailored to meet students' individual educational needs and/or learning styles)	76	.0%	.0%	.0%	5.3%	28.9%	65.8%
Use of before, during, and after (BDA) reading strategies for comprehension instruction (A student constructed mental framework for reading begun before reading even begins, strengthened as students interact with the text during the reading, and reflected)	78	2.6%	1.3%	1.3%	11.5%	39.7%	43.6%
Using partner reading strategies for comprehension instruction	79	.0%	1.3%	5.1%	11.4%	58.2%	24.1%

In a typical classroom, how often do you use the following practices to help students build their vocabulary knowledge?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Explicit instruction in vocabulary	78	.0%	.0%	1.3%	9.0%	46.2%	43.6%
Modeling the use of word parts	79	.0%	.0%	5.1%	12.7%	51.9%	30.4%
Review of vocabulary words	77	.0%	1.3%	1.3%	3.9%	57.1%	36.4%
Use of vocabulary notebooks	78	2.6%	14.1%	3.8%	7.7%	39.7%	32.1%
Use of partner reading strategies for vocabulary development	77	.0%	7.8%	7.8%	18.2%	46.8%	19.5%
Use of before, during, after (BDA) reading strategies for vocabulary instruction	78	5.1%	5.1%	6.4%	12.8%	47.4%	23.1%
Words Their Way	77	45.5%	14.3%	6.5%	15.6%	13.0%	5.2%
Academic vocabulary for content terms (e.g., Marzano)	76	23.7%	6.6%	6.6%	17.1%	28.9%	17.1%
Word study sorts and concepts (e.g., Donald Bear)	77	23.4%	10.4%	10.4%	16.9%	31.2%	7.8%
Morphology instruction (e.g., Shane Templeton)	76	48.7%	13.2%	7.9%	18.4%	5.3%	6.6%

In a typical classroom, how often do you use the following practices to help students develop fluency?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Teacher read aloud	79	.0%	.0%	1.3%	8.9%	45.6%	44.3%
Teacher interactive read aloud	78	.0%	1.3%	1.3%	6.4%	59.0%	32.1%
Shared reading (students and teacher take turns in reading)	78	.0%	1.3%	2.6%	10.3%	50.0%	35.9%
Modeling reading for students	78	.0%	1.3%	1.3%	2.6%	46.2%	48.7%
Explicit instruction in guided oral reading	76	.0%	2.6%	3.9%	13.2%	39.5%	40.8%
Students listen to audio books/play aways	79	3.8%	11.4%	15.2%	30.4%	27.8%	11.4%

Comprehensive Instruction

In a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

	Total	Not Familiar	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%	%
Everybody Reads Together (ERT)	75	52.0%	13.3%	1.3%	6.7%	21.3%	5.3%
Exclusion brainstorming	73	31.5%	8.2%	8.2%	15.1%	31.5%	5.5%
List-Group-Label	73	39.7%	12.3%	4.1%	16.4%	24.7%	2.7%
Predict-Locate-Add-Note (PLAN)	76	40.8%	11.8%	7.9%	10.5%	18.4%	10.5%
ReQuest	76	64.5%	15.8%	6.6%	5.3%	3.9%	3.9%
Interactive Notation System for Effective Reading and Thinking (INSERT)	75	64.0%	14.7%	4.0%	8.0%	5.3%	4.0%
ABC Graffiti	75	69.3%	16.0%	4.0%	8.0%	1.3%	1.3%
Guided Reading and Summarizing Procedure (GRASP)	77	23.4%	6.5%	7.8%	7.8%	31.2%	23.4%
KWL	75	2.7%	6.7%	8.0%	25.3%	33.3%	24.0%

In a typical classroom, how often do you use the following grouping structures?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
	N	%	%	%	%	%	%
Whole class/Large group	79	1.3%	1.3%	3.8%	29.1%	29.1%	35.4%
Individual Work	79	1.3%	1.3%	1.3%	26.6%	30.4%	39.2%
Small groups or Pairs	79	1.3%	.0%	2.5%	20.3%	26.6%	49.4%

Considering your own instruction (not that of literacy support staff or other instructors in your classroom), in a typical classroom, how often do you apply differentiated instruction in your classroom?

	Total	Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
	N	%	%	%	%	%	%
	78	.0%	.0%	11.5%	10.3%	29.5%	48.7%

Purposeful Assessment

Indicate whether you use the data from the following assessments. (Please check all that apply.)

	Total	Using	Not Using
	Valid N	%	%
Reading Benchmark Assessment	79	91.1%	8.9%
Illinois Standards Achievement Test	79	97.5%	2.5%
Basic Reading Inventory (BRI)	79	41.8%	58.2%
Informal Assessments	79	96.2%	3.8%
Fluency Snapshots	79	69.6%	30.4%
Spelling Inventories	79	50.6%	49.4%
Other	79	84.8%	15.2%
Other	79	86.1%	13.9%
Other	79	79.7%	20.3%

Other Assessments

		Count
Other (please specify):	BAS	2
	chapter review	2
	cloze procedure- open and forced choice	1
	English Language Proficiency	1
	ISAT	2
	NWEA	2
	Oral Assessments	2
	Performance Assessments	1
	Scantron	2
	weekly test	1

Of those who are using Reading Benchmark Assessments, indicate how you use this assessment

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	72	60	83.3%	12	16.7%
Diagnostic	72	36	50.0%	36	50.0%
Benchmarking	72	35	48.6%	37	51.4%
Progress Monitoring	72	12	16.7%	60	83.3%
Assess Outcomes	72	37	51.4%	35	48.6%

Purposeful Assessment

Of those who are using the Illinois Standards Achievement Test, indicate how you use this assessment

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	77	67	87.0%	10	13.0%
Diagnostic	77	52	67.5%	25	32.5%
Benchmarking	77	45	58.4%	32	41.6%
Progress Monitoring	77	42	54.5%	35	45.5%
Assess Outcomes	77	34	44.2%	43	55.8%

Of those who are using the Basic Reading Inventory, indicate how you use this assessment

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	33	19	57.6%	14	42.4%
Diagnostic	33	26	78.8%	7	21.2%
Benchmarking	33	30	90.9%	3	9.1%
Progress Monitoring	33	19	57.6%	14	42.4%
Assess Outcomes	33	29	87.9%	4	12.1%

Of those who are using Informal Assessments, indicate how you use these assessments

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	76	52	68.4%	24	31.6%
Diagnostic	76	47	61.8%	29	38.2%
Benchmarking	76	60	78.9%	16	21.1%
Progress Monitoring	76	17	22.4%	59	77.6%
Assess Outcomes	76	37	48.7%	39	51.3%

Of those who are using Fluency Snapshots, indicate how you use these assessments

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	55	41	74.5%	14	25.5%
Diagnostic	55	36	65.5%	19	34.5%
Benchmarking	55	47	85.5%	8	14.5%
Progress Monitoring	55	20	36.4%	35	63.6%
Assess Outcomes	55	44	80.0%	11	20.0%

Purposeful Assessment

Of those who are using Spelling Inventories, indicate how you use these assessments

	Total	Not using for this purpose		Using	
	N	N	%	N	%
Screening	40	32	80.0%	8	20.0%
Diagnostic	40	30	75.0%	10	25.0%
Benchmarking	40	38	95.0%	2	5.0%
Progress Monitoring	40	13	32.5%	27	67.5%
Assess Outcomes	40	34	85.0%	6	15.0%

Data Driven Instruction

Indicate the extent to which you use student assessment data for each of the following purposes

	Total	Not at All	To Some Extent	To a Moderate Extent	To a Large Extent
	Valid N	%	%	%	%
Placing students in intervention programs	79	10.1%	41.8%	26.6%	21.5%
Differentiating instruction	78	.0%	7.7%	29.5%	62.8%
Identifying skills to be taught/retaught	77	.0%	9.1%	16.9%	74.0%
Monitoring student reading progress	77	.0%	11.7%	31.2%	57.1%
Creating in-class instructional groups	78	5.1%	6.4%	37.2%	51.3%

Grade-Level Teams

Do you currently have grade-level teams at your school?

	Total	Yes	No
	Valid N	%	%
	79	94.9%	5.1%

(Of those schools with grade-level teams): Overall, rate the grade-level team`s ability to use classroom assessment data in the following ways.

	Total	Poor	Fair	Good	Excellent	Not Sure
	Valid N	%	%	%	%	%
Address the literacy needs of all students	75	2.7%	9.3%	32.0%	56.0%	.0%
Address the needs of struggling readers	75	4.0%	9.3%	32.0%	54.7%	.0%
Formalize lesson plans	74	4.1%	10.8%	37.8%	43.2%	4.1%
Identify students eligible for targeted interventions	74	2.7%	4.1%	33.8%	56.8%	2.7%
Identify strengths	75	2.7%	6.7%	29.3%	60.0%	1.3%
Identify teaching and learning strategies	75	2.7%	10.7%	26.7%	60.0%	.0%
Improve classroom practice	75	2.7%	14.7%	25.3%	57.3%	.0%

Literacy Teams

Do you currently have vertical literacy teams at your school?

	Total	Yes	No
	Valid N	%	%
	79	69.6%	30.4%

(Of those schools with literacy teams): Overall, rate the quality of the literacy team`s performance in the following areas.

	Total	Poor	Fair	Good	Excellent	Not Sure
	Valid N	%	%	%	%	%
Using assessment data to pinpoint the staff's pd needs	55	1.8%	18.2%	27.3%	49.1%	3.6%
Addressing the needs of all students	55	5.5%	14.5%	34.5%	43.6%	1.8%
Addressing the needs of struggling readers	55	7.3%	12.7%	30.9%	47.3%	1.8%
Addressing the needs of grade-level teams	55	3.6%	10.9%	32.7%	49.1%	3.6%
Improving literacy instruction at your school	54	3.7%	16.7%	27.8%	48.1%	3.7%

School-wide Intervention Materials

Indicate how frequently you currently use the following materials to teach literacy.

	Total	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week
	Valid N	%	%	%	%	%	%
Listening Centers	77	16.9%	15.6%	10.4%	15.6%	24.7%	16.9%
Media Centers	78	21.8%	6.4%	5.1%	17.9%	25.6%	23.1%
Classroom Libraries	76	2.6%	.0%	.0%	19.7%	27.6%	50.0%
Vocabulary Notebooks	74	14.9%	12.2%	6.8%	5.4%	32.4%	28.4%
Reading Response Notebooks	76	19.7%	13.2%	1.3%	7.9%	28.9%	28.9%
School library	76	11.8%	10.5%	6.6%	21.1%	39.5%	10.5%
Reading Anthologies	77	28.6%	14.3%	5.2%	11.7%	16.9%	23.4%
Reading Basals	76	14.5%	13.2%	1.3%	2.6%	27.6%	40.8%
Other informational texts (other than text sets)	70	5.7%	4.3%	4.3%	18.6%	38.6%	28.6%

If using, rate how comfortable you are with using these materials to support student learning in language arts.

		Total	Not at all comfortable	2	3	4	Very comfortable
		Valid N	%	%	%	%	%
Using	Listening Centers	38	.0%	5.3%	15.8%	26.3%	52.6%
Using	Media Centers	36	.0%	2.8%	22.2%	30.6%	44.4%
Using	Classroom Libraries	30	.0%	.0%	20.0%	23.3%	56.7%
Using	Vocabulary Notebooks	29	.0%	3.4%	24.1%	17.2%	55.2%
Using	Reading Response Notebooks	26	.0%	.0%	23.1%	19.2%	57.7%
Using	School library	24	.0%	4.2%	20.8%	12.5%	62.5%
Using	Reading Anthologies	32	9.4%	6.3%	15.6%	15.6%	53.1%
Using	Reading Basals	22	9.1%	.0%	13.6%	4.5%	72.7%
Using	Other informational texts (other than text sets)	23	.0%	.0%	13.0%	21.7%	65.2%

Of those who are using Listening Centers, indicate how you are using this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	49	21	42.9%	28	57.1%
Fluency	49	10	20.4%	39	79.6%
Reading Comprehension	49	6	12.2%	43	87.8%
Writing Skills	49	37	75.5%	12	24.5%
Word Parts	49	44	89.8%	5	10.2%
Word Recognition	49	28	57.1%	21	42.9%
Spelling	49	43	87.8%	6	12.2%
Grammar	49	37	75.5%	12	24.5%
To teach content themes	49	31	63.3%	18	36.7%
To develop students' self-directed learning	49	15	30.6%	34	69.4%
To supplement students' textbook reading	49	13	26.5%	36	73.5%
Teaching students to identify and use text structure	49	32	65.3%	17	34.7%
Teaching students to identify and use the organizational features or expository writing	49	38	77.6%	11	22.4%
To activate students' prior knowledge	49	26	53.1%	23	46.9%

School-wide Intervention Materials

Of those who are using each Media Centers, indicate how you are using this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	61	34	55.7%	27	44.3%
Fluency	61	36	59.0%	25	41.0%
Reading Comprehension	61	21	34.4%	40	65.6%
Writing Skills	61	31	50.8%	30	49.2%
Word Parts	61	48	78.7%	13	21.3%
Word Recognition	61	41	67.2%	20	32.8%
Spelling	61	46	75.4%	15	24.6%
Grammar	61	46	75.4%	15	24.6%
To teach content themes	61	37	60.7%	24	39.3%
To supplement students' textbook reading	61	29	47.5%	32	52.5%
To develop students' self-directed learning	61	22	36.1%	39	63.9%
Teaching students to identify and use text structure	61	46	75.4%	15	24.6%
Teaching students to identify and use the organizational features or expository writing	61	40	65.6%	21	34.4%
To activate students' prior knowledge	61	33	54.1%	28	45.9%

Of those who are using a Classroom Library, indicate how you are using this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	77	32	41.6%	45	58.4%
Fluency	77	18	23.4%	59	76.6%
Reading Comprehension	77	9	11.7%	68	88.3%
Writing Skills	77	41	53.2%	36	46.8%
Word Parts	77	58	75.3%	19	24.7%
Word Recognition	77	53	68.8%	24	31.2%
Spelling	77	53	68.8%	24	31.2%
Grammar	77	57	74.0%	20	26.0%
To teach content themes	77	49	63.6%	28	36.4%
To supplement students' textbook reading	77	28	36.4%	49	63.6%
To develop students self-directed learning	77	27	35.1%	50	64.9%
Teaching students to identify and use text structure	77	48	62.3%	29	37.7%
Teaching students to identify and use the organizational features or expository writing	77	56	72.7%	21	27.3%
To activate students' prior knowledge	77	45	58.4%	32	41.6%

School-wide Intervention Materials

Of those who are using Vocabulary Notebooks, indicate how you use this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	61	12	19.7%	49	80.3%
Fluency	61	46	75.4%	15	24.6%
Reading Comprehension	61	33	54.1%	28	45.9%
Writing Skills	61	29	47.5%	32	52.5%
Word Parts	61	22	36.1%	39	63.9%
Word Recognition	61	18	29.5%	43	70.5%
Spelling	61	23	37.7%	38	62.3%
Grammar	61	34	55.7%	27	44.3%
To teach content themes	61	39	63.9%	22	36.1%
To supplement students' textbook reading	61	31	50.8%	30	49.2%
To develop students' self-directed learning	61	30	49.2%	31	50.8%
Teaching students to identify and use text structure	61	43	70.5%	18	29.5%
Teaching students to identify and use the organizational features or expository writing	61	42	68.9%	19	31.1%
To activate students' prior knowledge	61	34	55.7%	27	44.3%

Of those who are using Reading Anthologies, indicate how you use this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	51	24	47.1%	27	52.9%
Fluency	51	17	33.3%	34	66.7%
Reading Comprehension	51	7	13.7%	44	86.3%
Writing Skills	51	32	62.7%	19	37.3%
Word Parts	51	37	72.5%	14	27.5%
Word Recognition	51	35	68.6%	16	31.4%
Spelling	51	38	74.5%	13	25.5%
Grammar	51	38	74.5%	13	25.5%
To teach content themes	51	17	33.3%	34	66.7%
To supplement students' textbook reading	51	24	47.1%	27	52.9%
To develop students' self-directed learning	51	25	49.0%	26	51.0%
Teaching students to identify and use text structure	51	21	41.2%	30	58.8%
Teaching students to identify and use the organizational features or expository writing	51	26	51.0%	25	49.0%
To activate students' prior knowledge	51	24	47.1%	27	52.9%

School-wide Intervention Materials

Of those who are using Reading Basals, indicate how you use this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	58	13	22.4%	45	77.6%
Fluency	58	13	22.4%	45	77.6%
Reading Comprehension	58	5	8.6%	53	91.4%
Writing Skills	58	24	41.4%	34	58.6%
Word Parts	58	30	51.7%	28	48.3%
Word Recognition	58	25	43.1%	33	56.9%
Spelling	58	30	51.7%	28	48.3%
Grammar	58	27	46.6%	31	53.4%
To teach content themes	58	16	27.6%	42	72.4%
To supplement students' textbook reading	58	28	48.3%	30	51.7%
To develop students' self-directed learning	58	19	32.8%	39	67.2%
Teaching students to identify and use text structure	58	17	29.3%	41	70.7%
Teaching students to identify and use the organizational features or expository writing	58	25	43.1%	33	56.9%
To activate students' prior knowledge	58	19	32.8%	39	67.2%

Of those who are using the School Library, indicate how you use this material/resource

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Vocabulary Development	57	37	64.9%	20	35.1%
Fluency	57	28	49.1%	29	50.9%
Reading Comprehension	57	12	21.1%	45	78.9%
Writing Skills	57	32	56.1%	25	43.9%
Word Parts	57	46	80.7%	11	19.3%
Word Recognition	57	45	78.9%	12	21.1%
Spelling	57	46	80.7%	11	19.3%
Grammar	57	49	86.0%	8	14.0%
To teach content themes	57	35	61.4%	22	38.6%
To supplement students' textbook reading	57	26	45.6%	31	54.4%
To develop students' self-directed learning	57	20	35.1%	37	64.9%
Teaching students to identify and use text structure	57	33	57.9%	24	42.1%
Teaching students to identify and use the organizational features or expository writing	57	40	70.2%	17	29.8%
To activate students' prior knowledge	57	29	50.9%	28	49.1%

School-wide Intervention Materials

Indicate whether you use each of these materials in your classroom to support grouping strategies or differentiated instruction.

	Total	Using	Not Using
	Valid N	%	%
Listening centers	79	63.3%	36.7%
Media centers	79	78.5%	21.5%
Text sets	79	83.5%	16.5%
Classroom library	79	94.9%	5.1%
Vocabulary notebooks	79	77.2%	22.8%
Textbooks	79	92.4%	7.6%
Reading response notebooks	79	75.9%	24.1%
School library	79	74.7%	25.3%
Reading anthologies	79	67.1%	32.9%
Reading basals	79	74.7%	25.3%
Other informational texts	79	89.9%	10.1%

Of those using Listening Centers, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	50	37	74.0%	13	26.0%
Small Group/ Pairs	50	9	18.0%	41	82.0%
Individual Work	50	21	42.0%	29	58.0%
Support Differentiated Instruction	50	9	18.0%	41	82.0%

Of those using Media Centers, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	62	49	79.0%	13	21.0%
Small Group/ Pairs	62	14	22.6%	48	77.4%
Individual Work	62	15	24.2%	47	75.8%
Support Differentiated Instruction	62	24	38.7%	38	61.3%

School-wide Intervention Materials

Of those using Text Sets, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	66	27	40.9%	39	59.1%
Small Group/ Pairs	66	20	30.3%	46	69.7%
Individual Work	66	32	48.5%	34	51.5%
Support Differentiated Instruction	66	24	36.4%	42	63.6%

Of those using a Classroom Library, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	75	48	64.0%	27	36.0%
Small Group/ Pairs	75	32	42.7%	43	57.3%
Individual Work	75	14	18.7%	61	81.3%
Support Differentiated Instruction	75	29	38.7%	46	61.3%

Of those using Vocabulary Notebooks, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	61	18	29.5%	43	70.5%
Small Group/ Pairs	61	30	49.2%	31	50.8%
Individual Work	61	22	36.1%	39	63.9%
Support Differentiated Instruction	61	27	44.3%	34	55.7%

Of those using Textbooks, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	73	8	11.0%	65	89.0%
Small Group/ Pairs	73	23	31.5%	50	68.5%
Individual Work	73	26	35.6%	47	64.4%
Support Differentiated Instruction	73	28	38.4%	45	61.6%

School-wide Intervention Materials

Of those using Reading Response Notebooks, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	60	23	38.3%	37	61.7%
Small Group/ Pairs	60	25	41.7%	35	58.3%
Individual Work	60	17	28.3%	43	71.7%
Support Differentiated Instruction	60	25	41.7%	35	58.3%

Of those using the School Library, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	59	17	28.8%	42	71.2%
Small Group/ Pairs	59	34	57.6%	25	42.4%
Individual Work	59	34	57.6%	25	42.4%
Support Differentiated Instruction	59	37	62.7%	22	37.3%

Of those using Reading Anthologies, indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	53	17	32.1%	36	67.9%
Small Group/ Pairs	53	14	26.4%	39	73.6%
Individual Work	53	21	39.6%	32	60.4%
Support Differentiated Instruction	53	22	41.5%	31	58.5%

Of those using Reading Basals, indicate how you use this resource/material to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	59	10	16.9%	49	83.1%
Small Group/ Pairs	59	18	30.5%	41	69.5%
Individual Work	59	19	32.2%	40	67.8%
Support Differentiated Instruction	59	20	33.9%	39	66.1%

School-wide Intervention Materials

Of those using Other Informational Texts (other than text sets), indicate how you use this material/resource to support grouping strategies or differentiation

	Total	Not Using for this purpose		Using	
	N	N	%	N	%
Whole Class/Large Group	71	33	46.5%	38	53.5%
Small Group/ Pairs	71	22	31.0%	49	69.0%
Individual Work	71	32	45.1%	39	54.9%
Support Differentiated Instruction	71	31	43.7%	40	56.3%

Use of Classroom Computers for Literacy Instruction

Do you use classroom computers (desktop, laptop, or handheld computers) to teach literacy?

	Total	Yes	No
	N	%	%
	79	79.7%	20.3%

If you are NOT yet using classroom computers to teach literacy, please indicate why you are not using them.

	Total	Not Selected	Selected
	N	%	%
We do not have computers in the classroom	16	56.3%	43.8%
Some or all of the computers are not working properly	16	68.8%	31.3%
Some or all of the necessary software applications have not been installed on the computers	16	75.0%	25.0%
I have not received sufficient professional development to feel comfortable using them	16	75.0%	25.0%
We do not have enough computers for every student and I do not like to have some students use them while others can not	16	75.0%	25.0%
I do not feel that they offer sufficient added benefit compared to traditional media (e.g., print, paper and pencil) to be worth the trouble	16	93.8%	6.3%
Other	16	100.0%	.0%

(Of those using classroom computers): In a typical classroom, how often do students use classroom computers during literacy instruction?

	Total	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%
	62	11.3%	25.8%	40.3%	22.6%

(Of those using classroom computers): Rate how comfortable you are with using the classroom computers to support your literacy instruction.

	Total	1 Not at all Comfortable	2	3	4	5 Very Comfortable
	N	%	%	%	%	%
	62	.0%	6.5%	14.5%	14.5%	64.5%

Use of Classroom Computers for Literacy Instruction

(Of those using classroom computers): Specific academic foci or instructional objectives supported by the use of classroom computers

	Total	Not Checked	Check
	N	%	%
Fluency	63	58.7%	41.3%
Vocabulary development	63	34.9%	65.1%
Developing students' reading comprehension strategies	63	28.6%	71.4%
Writing skills	63	28.6%	71.4%
Word parts	63	60.3%	39.7%
Word recognition	63	60.3%	39.7%
Spelling	63	65.1%	34.9%
Grammar	63	52.4%	47.6%
Locating information	63	7.9%	92.1%
Evaluating information	63	38.1%	61.9%
Synthesizing information	63	39.7%	60.3%
Organizing information	63	22.2%	77.8%
Demonstrate knowledge of key concepts	63	49.2%	50.8%
To develop students' self-directed learning	63	12.7%	87.3%
Teaching students to identify and use the organizational features of expository writing	63	52.4%	47.6%
To activate students' prior knowledge	63	27.0%	73.0%

(Of those using classroom computers): Which instructional practices and grouping structures do you support through the use of classroom computers during literacy lessons?

	Total	Not Checked	Check
	N	%	%
Whole class/ Large group	63	49.2%	50.8%
Small group/ Pairs	63	19.0%	81.0%
Individual Work	63	4.8%	95.2%
Monitoring distribution and completion of assignments	63	66.7%	33.3%
Assessing students' literacy skills	63	52.4%	47.6%
Monitoring students' progress	63	42.9%	57.1%
Differentiating instruction for struggling readers	63	30.2%	69.8%
Differentiating instruction for English language learners/special education students	63	44.4%	55.6%
Guided reading	63	73.0%	27.0%
Partner reading	63	77.8%	22.2%
Individual reading	63	49.2%	50.8%
Book club discussions	63	82.5%	17.5%

Classroom Library

The ways you use your classroom libraries

	Total	Not Checked	Check
	N	%	%
For content area instruction	79	59.5%	40.5%
For independent reading	79	10.1%	89.9%
For small group instruction	79	51.9%	48.1%
For read alouds	79	45.6%	54.4%
I do not have a classroom library	79	93.7%	6.3%

How do you use Interest Inventories?

	Total	Yes	No
	N	%	%
Do you use interest inventories to help students self select reading material?	79	58.2%	41.8%
Do you use interest inventories to guide your purchases for the classroom library?	78	61.5%	38.5%

Please indicate how true each of the following statements are about the organization of books in your classroom library

	Total	Not At All True	Slightly True	Somewhat True	Very True
	N	%	%	%	%
My classroom library is easily accessible to students	73	.0%	.0%	15.1%	84.9%
My classroom library is well organized and in good shape	72	.0%	4.2%	36.1%	59.7%
My classroom library has a checkout system	73	1.4%	11.0%	19.2%	68.5%
My classroom library includes a variety of reading materials that are appropriate for readers of differing abilities	73	.0%	4.1%	23.3%	72.6%
My classroom library includes a variety of texts that appeal to readers with different interests	71	1.4%	.0%	29.6%	69.0%
My classroom library reading materials grouped by genre	72	5.6%	9.7%	20.8%	63.9%
My classroom library has reading materials clearly labeled	70	2.9%	15.7%	20.0%	61.4%
My classroom library includes both nonfiction and fiction	73	.0%	2.7%	15.1%	82.2%

Are you able to consider students needs and reading abilities when ordering reading material for your classroom library?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know
	N	%	%	%	%	%
Students' needs and reading abilities	73	2.7%	12.3%	26.0%	58.9%	.0%
Students' interests and motivation	74	5.4%	8.1%	32.4%	54.1%	.0%

School Library

In a typical classroom, how often do you take your class to the library?

	Total	Never	Rarely (less than once a month)	Sometimes (at least once a month)	Often (at least once a week)	Almost daily or daily
	N	%	%	%	%	%
	77	22.1%	6.5%	5.2%	66.2%	.0%

To what extent do the library resources support your schools literacy goals?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know
	N	%	%	%	%	%
	76	13.2%	18.4%	32.9%	26.3%	9.2%

Do you have a school librarian?

	Total	Yes	No
	N	%	%
	79	79.7%	20.3%

(Of those with a school librarian): How does the librarian work with you? (Check all that apply.)

	Total	Not Checked	Checked
	N	%	%
The librarian does not work with me	63	76.2%	23.8%
The librarian provides resources for class projects	63	42.9%	57.1%
The librarian and I collaborate on how to supplement lessons with library resources	63	76.2%	23.8%
Other	63	90.5%	9.5%

Other ways teachers work with librarians.

	N	%
Other (please specify): (How does the librarian work with you?)		
He is there for me when I need him	1	16.7%
I ask the librarian for supplemental books	1	16.7%
Is assigned to work w/ the class	1	16.7%
Librarians teach a curriculum and support my projects when requested.	1	16.7%
Library is used when classrooms are assigned for prep periods	1	16.7%
She teaches library	1	16.7%

School Library

(Of those with a school librarian): To what extent does the librarian consult with classroom teachers to order reading materials that are grade level and content appropriate?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent	Don't know
	Total N	Count	Count	Count	Count	Count
	63	16	16	11	14	6

**(Of those with a school librarian): How does the librarian work with your students?
(Check all that apply.)**

	Total	Not Checked	Checked
	N	%	%
Does not work with my students	63	90.5%	9.5%
Works with students on research skills	63	34.9%	65.1%
Directs students to resources tied to curriculum	63	52.4%	47.6%
Conducts read-alouds	63	55.6%	44.4%
Provides students with information about extracurricular academic activities (e.g., spelling bee, writing competitions, events).	63	63.5%	36.5%
Assists students with class projects	63	41.3%	58.7%
Teaches students how to navigate Internet resources	63	44.4%	55.6%
Guides struggling readers to summer programs	63	82.5%	17.5%
Other	63	92.1%	7.9%

Other ways the librarian works with students

	N	%
Other (please specify): (How does the librarian work with your students? (Check all that apply.))	Book clubs	1 20.0%
	Not sure	2 40.0%
	Our 8th grade students did not have school hour access to the library this year due to scheduling issues. Our librarian helps run an after-school teen book club.	1 20.0%
	Tutoring	1 20.0%

Collaboration with Literacy Support Staff

Does your school have a literacy enrichment specialist such as a Reading Specialist or Literacy Coach?

	Total	Yes	No
	N	%	%
	79	67.1%	32.9%

(Of those with a literacy enrichment specialist): Please indicate title of the literacy enrichment specialist.

		N	%
Please indicate this person's title.	[provided specialist's name]	4	7.5%
	Lead Literacy Teacher	10	18.9%
	Lead Teacher	1	1.9%
	Literacy Coach/Reading Coach	14	26.4%
	Literacy Coordinator	1	1.9%
	Literacy Teacher	1	1.9%
	Literacy team	1	1.9%
	Reading Specialist	9	17.0%
	We have both [a Reading Specialist and Literacy Coach].	1	1.9%
	Not specified	11	20.8%

How often do you meet or collaborate with the literacy enrichment specialist in the following settings?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Scheduled one-on-one meetings	51	21.6%	19.6%	19.6%	35.3%	3.9%
Impromptu one-on-one meetings	50	14.0%	28.0%	18.0%	28.0%	12.0%
Grade-level team meetings	52	3.8%	13.5%	34.6%	46.2%	1.9%
Literacy team meetings	50	20.0%	22.0%	28.0%	28.0%	2.0%

Collaboration with Literacy Support Staff

To what extent has your collaboration with the literacy enrichment specialist facilitated your efforts to use the following methods to support struggling readers in your class?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent
	N	%	%	%	%
Differentiating instruction	52	7.7%	23.1%	30.8%	38.5%
Scaffolding of instruction	52	11.5%	26.9%	28.8%	32.7%
Student groupings	51	9.8%	23.5%	19.6%	47.1%
Using the media center	51	47.1%	27.5%	13.7%	11.8%
Using listening centers	52	42.3%	25.0%	9.6%	23.1%
Using handheld computers	51	60.8%	9.8%	17.6%	11.8%
Using assessment data to monitor progress	52	7.7%	13.5%	30.8%	48.1%
Using assessment data for instruction planning	53	7.5%	13.2%	28.3%	50.9%

To what extent has your collaboration with the literacy enrichment specialist facilitated your ability to provide effective instruction in the following areas for struggling readers?

	Total	Not at all	To a small extent	To a moderate extent	To a large extent
	N	%	%	%	%
Comprehension	51	7.8%	21.6%	29.4%	41.2%
Fluency	50	12.0%	20.0%	28.0%	40.0%
Vocabulary	48	10.4%	22.9%	35.4%	31.3%
Writing skills	50	14.0%	18.0%	26.0%	42.0%
Word parts	50	24.0%	20.0%	28.0%	28.0%
Word recognition	49	24.5%	22.4%	24.5%	28.6%
Spelling	49	24.5%	28.6%	24.5%	22.4%
Reading/literacy in content areas	50	6.0%	20.0%	30.0%	44.0%

Overall, how effective has the literacy enrichment specialist been in improving the reading skills of struggling readers in your classroom?

	Total	Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective
	N	%	%	%	%	%
	52	9.6%	17.3%	25.0%	30.8%	17.3%

Professional Development

Did you receive professional development addressing this topic?

	Total	Yes, participated in PD.	No, did not participate.
	N	%	%
Building academic vocabulary	74	43.2%	56.8%
Classroom libraries	70	28.6%	71.4%
Creating literacy-rich environment	71	54.9%	45.1%
Differentiating instruction	73	89.0%	11.0%
Explicit vocabulary instruction	69	43.5%	56.5%
Incorporating text sets in your instruction	70	35.7%	64.3%
Increasing student motivation	70	45.7%	54.3%
Supporting students' self-directed learning	68	41.2%	58.8%
Using before, during, after reading strategies and techniques	67	59.7%	40.3%
Student assessments to guide instruction	70	84.3%	15.7%
Using classroom computers	68	32.4%	67.6%
Using literacy-based software	70	25.7%	74.3%
Using partner reading	72	51.4%	48.6%
Using whole-part-whole model	67	38.8%	61.2%

If received, what impact did the professional development have on your comfort with each teaching practice?

		Total	No Impact	Slight Impact	Moderate Impact	Major Impact
		Valid N	%	%	%	%
Yes, participated in PD.	Building academic vocabulary	32	.0%	6.3%	62.5%	31.3%
Yes, participated in PD.	Classroom libraries	20	5.0%	15.0%	40.0%	40.0%
Yes, participated in PD.	Creating literacy-rich environment	39	2.6%	10.3%	43.6%	43.6%
Yes, participated in PD.	Differentiating instruction	60	1.7%	11.7%	41.7%	45.0%
Yes, participated in PD.	Explicit vocabulary instruction	30	.0%	10.0%	53.3%	36.7%
Yes, participated in PD.	Incorporating text sets in your instruction	25	4.0%	12.0%	44.0%	40.0%
Yes, participated in PD.	Increasing student motivation	31	.0%	9.7%	51.6%	38.7%
Yes, participated in PD.	Supporting students' self-directed learning	28	3.6%	10.7%	32.1%	53.6%
Yes, participated in PD.	Using before, during, after reading strategies and techniques	39	2.6%	5.1%	53.8%	38.5%
Yes, participated in PD.	Student assessments to guide instruction	56	1.8%	7.1%	48.2%	42.9%
Yes, participated in PD.	Using classroom computers	20	15.0%	20.0%	20.0%	45.0%
Yes, participated in PD.	Using literacy-based software	18	.0%	22.2%	44.4%	33.3%
Yes, participated in PD.	Using partner reading	36	.0%	11.1%	55.6%	33.3%
Yes, participated in PD.	Using whole-part-whole model	26	3.8%	15.4%	42.3%	38.5%

Struggling Readers: Extended Day (Afterschool) Intervention

Does your school currently offer after or before school programming specifically targeting struggling readers?

	Total	Yes	No
	N	%	%
	79	74.7%	25.3%

How many of your current students are involved in the after or before school program?

	Total	None	1 to 3	4 to 6	7 to 9	10 or more
	N	%	%	%	%	%
	57	7.0%	15.8%	28.1%	15.8%	33.3%

Overall, how effective has the after or before school component been in improving the literacy abilities of struggling readers?

	Total	Not Checked	Not at all effective	Minimally effective	Somewhat effective	Effective	Very effective	Don't know
	N	%	%	%	%	%	%	%
	53	3.8%	1.9%	17.0%	30.2%	34.0%	11.3%	1.9%

RESPONDENT INFORMATION

	Total	Not Checked	Checked
	Count	Row %	Row %
GradeK	79	93.7%	6.3%
Grade1	79	92.4%	7.6%
Grade2	79	93.7%	6.3%
Grade3	79	91.1%	8.9%
Grade4	79	91.1%	8.9%
Grade5	79	89.9%	10.1%
Grade6	79	51.9%	48.1%
Grade7	79	53.2%	46.8%
Grade8	79	48.1%	51.9%
Grade9	79	98.7%	1.3%
Grade10	79	100.0%	.0%
Grade11	79	100.0%	.0%
Grade12	79	100.0%	.0%

In addition to English language arts, what other subject areas do you teach?

	Total	Mathematics	Science	Social studies	None - I only teach English language arts.	Other: (Please Specify)
	N	%	%	%	%	%
In addition to English language arts, what other subject areas do you teach?	79	19.0%	12.7%	25.3%	27.8%	15.2%

Other subjects taught

		N	%
Other: (Please Specify) (In addition to English language arts, what other subject areas do you teach?)	All except science	1	8.3%
	All Subjects	3	25.0%
	I am the Reading Specialist	1	8.3%
	Literacy coach	1	8.3%
	Math only/some writing	1	8.3%
	Math, Science, Soc. Studies, Writing	1	8.3%
	Math, Science, Social Studies	1	8.3%
	Team teach	1	8.3%
Writing	2	16.7%	

RESPONDENT INFORMATION

Primary Role or Teaching Assignment

	N	%
General education teacher (self-contained classroom teacher)	10	12.7%
English language arts teacher	22	27.8%
English language arts and other academic subject areas	24	30.4%
Bilingual/ELL teacher	1	1.3%
Special education teacher	11	13.9%
Reading specialist	5	6.3%
Other (please specify):	6	7.6%
Total	79	100.0%

Other Primary Role or Teaching Assignment

	N	%
General Ed middle School Science Teacher	1	16.7%
Librarian- Literacy Team member	1	16.7%
Math	1	16.7%
Math Ilt	1	16.7%
Reading 180 teaching Reading	1	16.7%
Science Teacher	1	16.7%

Experience

	Valid N	Minimum	Maximum	Mean
How many years have you been teaching?	76	1	36	15.0
How many years have you been teaching at this school?	79	1	30	9.8
How many years have you been teaching reading?	35	1	31	10.5
How many years have you been teaching in your subject area?	43	1	36	10.8

**CPS Striving Readers Evaluation:
Spring 2010 Literacy Improvement Survey Results**

All Treatment Schools: *Literacy Intervention Teachers*

Responses were received from the facilitators at 29 of 30 remaining schools⁶, for a response rate of 97%.



**120 Wall St
21st floor
New York, NY 10005
212-425-8833**

⁶ Abbot closed after school year 2008-2009. In addition, no response was received from Bethune because it had been identified as a turnaround school as of the 2009-2010 school year; however, in order to reflect the original random selection of participating schools, it is still included in the calculation of response rates.

Targeted Intervention

In a typical classroom, how often do you use the following grouping structures?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
	N	%	%	%	%	%	%
Whole Class/Large group	28	3.6%	3.6%	14.3%	7.1%	25.0%	46.4%
Individual Work	29	3.4%	3.4%	17.2%	10.3%	31.0%	34.5%
Small groups or Pairs	29	.0%	.0%	6.9%	6.9%	34.5%	51.7%

Considering your push-in intervention with Tier 2 and 3 students, in a typical classroom, how often do you apply differentiated instruction?

	Total	Never	Rarely	Occasionally	About half the time	Most of the time	Almost every lesson or activity
	Valid N	%	%	%	%	%	%
	29	.0%	.0%	.0%	31.0%	41.4%	27.6%

During your work in the regular classroom with Tier 2 and 3 students, in a typical classroom, how often do you use the following practices to help struggling readers increase reading comprehension?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Explicit instruction in the use of any one or more of the comprehension strategies: summarizing, questioning, predicting, text structure visualization, inferring and metacognition	29	.0%	.0%	6.9%	31.0%	62.1%
Establishing the purpose for reading	29	.0%	.0%	3.4%	24.1%	72.4%
Monitoring students' comprehension through questioning	29	.0%	.0%	3.4%	20.7%	75.9%
Making connections to background knowledge	28	.0%	.0%	3.6%	32.1%	64.3%
Making connections between texts	28	.0%	.0%	10.7%	50.0%	39.3%
Synthesizing information within text or across texts	28	.0%	7.1%	7.1%	57.1%	28.6%
Using differentiated instruction	29	.0%	.0%	3.4%	44.8%	51.7%
Use of before, during, and after (BDA) reading strategies for comprehension instruction	29	.0%	.0%	10.3%	37.9%	51.7%
Using Pairing for Partner Reading & Content Too (PRC2) for comprehension instruction	29	.0%	17.2%	44.8%	31.0%	6.9%

Targeted Intervention

During your work in the regular classroom with Tier 2 and 3 students, in a typical classroom, how often do you use the following practices to help struggling readers build their vocabulary knowledge?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Explicit instruction in vocabulary	29	.0%	.0%	24.1%	44.8%	31.0%
Modeling the use of word parts	29	.0%	.0%	31.0%	55.2%	13.8%
Review of vocabulary words	29	.0%	.0%	6.9%	51.7%	41.4%
Use of vocabulary notebooks	28	21.4%	17.9%	25.0%	35.7%	.0%
Use of PRC2 for vocabulary development	29	10.3%	17.2%	48.3%	24.1%	.0%
Use of before, during, and after (BDA) reading strategies for vocabulary instruction	29	.0%	6.9%	24.1%	27.6%	41.4%
Words Their Way	29	6.9%	17.2%	24.1%	37.9%	13.8%
Academic Vocabulary for content terms (e.g., Marzano)	29	6.9%	6.9%	44.8%	41.4%	.0%
Word study- word sorts and concepts (e.g., Donald Bear)	29	6.9%	13.8%	27.6%	37.9%	13.8%
Morphology instruction (e.g., Shane Templeton)	29	13.8%	10.3%	37.9%	34.5%	3.4%

During your work in the regular classroom with Tier 2 and 3 students, in a typical classroom, how often do you use the following practices to help struggling readers develop fluency?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Teacher read aloud	29	6.9%	.0%	13.8%	55.2%	24.1%
Teacher interactive read aloud	29	.0%	3.4%	37.9%	37.9%	20.7%
Shared reading (students and teacher take turns in reading)	29	.0%	3.4%	24.1%	55.2%	17.2%
Modeling reading for students	29	.0%	.0%	10.3%	48.3%	41.4%
Focusing instruction on proper and meaningful phrasing	28	3.6%	.0%	28.6%	32.1%	35.7%
Students listen to audio books, play aways	29	10.3%	20.7%	27.6%	27.6%	13.8%

The gradual release model (Leading students from *modeled instruction* to *shared instruction* to *guided practice* and finally students' *independent practice*) and explicit instruction in guided reading are intended to be use on an "as needed" basis.

Targeted Intervention

During your work in the regular classroom, in a typical classroom, to what extent do you feel you are able to meet your Tier 2 and 3 students individual needs through these instructional practices?

	Total	Not Using	Not at all	To some extent	To a moderate extent	To a large extent
	Valid N	%	%	%	%	%
Use of the gradual release of responsibility model for reading comprehension instruction	29	.0%	.0%	34.5%	27.6%	37.9%
Use of the gradual release of responsibility model to build vocabulary	29	3.4%	6.9%	24.1%	37.9%	27.6%
Use of the gradual release of responsibility model to develop fluency	29	.0%	6.9%	41.4%	17.2%	34.5%
Explicit instruction in guided oral reading to develop fluency	29	.0%	10.3%	24.1%	34.5%	31.0%

During your work in the regular classroom with Tier 2 and 3 students, in a typical classroom, how often do you use the following techniques to help students develop better reading strategies and skills?

	Total	Never/ Not Familiar	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Everybody Reads To (ERT)	28	17.9%	28.6%	14.3%	17.9%	21.4%
Exclusion Brainstorming	28	10.7%	39.3%	32.1%	17.9%	.0%
List-Group-Label	28	3.6%	32.1%	50.0%	10.7%	3.6%
Predict-Locate-Add-Note (PLAN)	28	21.4%	35.7%	28.6%	14.3%	.0%
ReQuest	28	28.6%	32.1%	17.9%	17.9%	3.6%
Interactive Notation System for Effective Reading and Thinking (INSERT)	28	3.6%	17.9%	42.9%	21.4%	14.3%
ABC Graffiti	27	.0%	33.3%	33.3%	25.9%	7.4%
Guided Reading and Summarizing Procedure (GRASP)	29	13.8%	13.8%	34.5%	24.1%	13.8%
KWL	29	.0%	3.4%	31.0%	34.5%	31.0%

Targeted Intervention

How often do you meet with ELA classroom teachers at the following grade levels to discuss instruction-related issues regarding your work with students in the Targeted intervention group?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%	%
Grade 6 teachers	29	3.4%	.0%	20.7%	37.9%	37.9%
Grade 7 teachers	28	7.1%	7.1%	17.9%	35.7%	32.1%
Grade 8 teachers	28	10.7%	10.7%	14.3%	35.7%	28.6%

In which setting(s) do you typically meet or collaborate with 6TH GRADE ELA classroom teachers?

	Total	Not Checked	Checked
	N	%	%
Scheduled one-on-one meetings	29	17.2%	82.8%
Impromptu one-on-one meetings (e.g., during lunch, prep periods, before/after school, etc.)	29	6.9%	93.1%
Grade-level team meetings (i.e., teams consisting of staff across subject areas from the same grade, or in grade level "bands")	29	.0%	100.0%
Literacy team meetings (i.e., teams focusing on literacy issues across grade levels)	29	6.9%	93.1%

In which setting(s) do you typically meet or collaborate with 7TH GRADE ELA classroom teachers?

	Total	Not Checked	Checked
	N	%	%
Scheduled one-on-one meetings	29	51.7%	48.3%
Impromptu one-on-one meetings (e.g., during lunch, prep periods, before/after school, etc.)	29	24.1%	75.9%
Grade-level team meetings (i.e., teams consisting of staff across subject areas from the same grade, or in grade level "bands")	29	13.8%	86.2%
Literacy team meetings (i.e., teams focusing on literacy issues across grade levels)	29	6.9%	93.1%

Targeted Intervention

In which setting(s) do you typically meet or collaborate with 8TH GRADE ELA classroom teachers?

	Total N	Not Checked %	Checked %
Scheduled one-on-one meetings	29	65.5%	34.5%
Impromptu one-on-one meetings (e.g., during lunch, prep periods, before/after school, etc.)	29	34.5%	65.5%
Grade-level team meetings (i.e., teams consisting of staff across subject areas from the same grade, or in grade level "bands")	29	20.7%	79.3%
Literacy team meetings (i.e., teams focusing on literacy issues across grade levels)	29	13.8%	86.2%

On average, how often do you meet with each SIXTH-GRADE classroom teacher to discuss implementing each of the following instructional methods for students in the in-class Targeted Intervention group?

	Total Valid N	Never %	Less than once a month %	1-3 times a month %	1-3 times a week %	4-5 times a week %
Differentiated instruction	29	3.4%	3.4%	6.9%	69.0%	17.2%
Student groupings	29	3.4%	.0%	27.6%	55.2%	13.8%
Use of Striving Readers texts sets, text set teacher guides, technology, classroom library, school library	29	3.4%	6.9%	31.0%	55.2%	3.4%
Use of specific Striving Readers comprehension strategies for reading	29	3.4%	.0%	17.2%	65.5%	13.8%
Using specific Striving Readers instructional techniques for comprehension instruction	29	3.4%	.0%	13.8%	72.4%	10.3%
Using specific Striving Readers instructional techniques for vocabulary instruction	29	6.9%	.0%	34.5%	51.7%	6.9%
Using specific Striving Readers instructional techniques for fluency instruction	29	6.9%	6.9%	24.1%	58.6%	3.4%
Discussing specific students' reading progress	29	3.4%	.0%	13.8%	65.5%	17.2%
Coordinating instruction between lessons for the whole class and lessons for the Targeted Intervention group	29	3.4%	.0%	13.8%	65.5%	17.2%
Using student assessment data for instructional planning	29	3.4%	.0%	27.6%	51.7%	17.2%

Targeted Intervention Data Driven Instruction

Please indicate the extent to which you use student assessment data for each of the following purposes related to your work with students in the Targeted intervention group?

	Total	Not at All	To some extent	To a moderate extent	To a large extent
	Valid N	%	%	%	%
Differentiating instruction	29	.0%	13.8%	31.0%	55.2%
Identifying skills that need to be taught or retaught	29	.0%	6.9%	17.2%	75.9%
Monitoring student reading progress	29	.0%	6.9%	10.3%	82.8%
Creating instructional groups (in-class)	29	.0%	6.9%	27.6%	65.5%

Targeted Intervention

School-Wide Intervention Materials

Indicate, in a typical classroom, how often do you use the following materials to teach literacy?

	Total	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week
	Valid N	%	%	%	%	%	%
Listening centers (classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	29	.0%	13.8%	13.8%	37.9%	20.7%	13.8%
Media centers (three computers and a printer)	29	.0%	3.4%	.0%	27.6%	24.1%	44.8%
Classroom library	29	.0%	3.4%	3.4%	10.3%	31.0%	51.7%
Vocabulary notebooks	29	6.9%	31.0%	10.3%	24.1%	24.1%	3.4%
Reading response notebooks	29	6.9%	27.6%	3.4%	24.1%	17.2%	20.7%
School Library	29	3.4%	31.0%	10.3%	24.1%	20.7%	10.3%
Reading anthologies	29	34.5%	20.7%	6.9%	20.7%	13.8%	3.4%
Reading basals	29	6.9%	27.6%	10.3%	6.9%	27.6%	20.7%
Other informational texts (other than text sets)	29	6.9%	10.3%	6.9%	27.6%	37.9%	10.3%

If using, rate how comfortable you are with using these materials to support student learning in language arts.

		Total	1 - Not at all Comfortable	2	3	4	5 - Very Comfortable
		Valid N	%	%	%	%	%
Using	Listening centers (classroom CD & Cassette Player, Read-Along audio books, playaways, headphones)	22	.0%	.0%	13.6%	9.1%	77.3%
Using	Media centers (three computers and a printer)	15	.0%	.0%	20.0%	6.7%	73.3%
Using	Classroom library	13	.0%	.0%	7.7%	30.8%	61.5%
Using	Vocabulary notebooks	20	.0%	.0%	20.0%	25.0%	55.0%
Using	Reading response notebooks	15	.0%	.0%	20.0%	26.7%	53.3%
Using	School Library	19	.0%	15.8%	21.1%	21.1%	42.1%
Using	Reading anthologies	16	.0%	.0%	37.5%	6.3%	56.3%
Using	Reading basals	18	5.6%	.0%	22.2%	5.6%	66.7%
Using	Other informational texts (other than text sets)	21	.0%	.0%	4.8%	33.3%	61.9%

Targeted Intervention Handheld Computers

Do you use handheld computers (Palm Pilots) to teach literacy during instruction of Tier 2 and 3 students in the regular classroom?

	Total	Yes	No
	N	%	%
	29	82.8%	17.2%

Reasons for not using handhelds

	Total	Not Checked	Checked
	N	%	%
I have not received the handheld computers	5	100.0%	.0%
Some or all of the computers are not working properly	5	80.0%	20.0%
Some or all of the necessary software applications have not been installed on the computers	5	80.0%	20.0%
I have not received sufficient professional development to feel comfortable using them	5	100.0%	.0%
Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not.	5	100.0%	.0%
They are being used primarily for whole class instruction	5	60.0%	40.0%
I do not feel that they offer sufficient added benefit compared to traditional media (e.g., print, paper and pencil) to be worth the trouble	5	60.0%	40.0%
Other (please specify)	5	60.0%	40.0%

Other reasons for not using handhelds.

		N	%
Other (please specify): (If you are NOT yet using handheld computers, please indicate why you are not using them)	They are being used primarily for small group instruction. Intervention is provided in those small groups.	1	50.0%
	They don't work when I need them.	1	50.0%

Targeted Intervention Handheld Computers

In a typical classroom, how often do your students use handheld computers (Palm Pilots) during Targeted Intervention instruction of Tier 2 and 3 students?

	Total	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	N	%	%	%	%
	24	29.2%	50.0%	20.8%	.0%

Rate how comfortable you are with using the Palm Pilots to support your literacy instruction during targeted intervention instruction.

	Total	1 Not at all Comfortable	2	3	4	5 Very Comfortable
	N	%	%	%	%	%
	23	.0%	4.3%	34.8%	47.8%	13.0%

Which specific academic foci or instructional objectives do you support with the use of handheld computers (Palm Pilots) during Targeted Intervention instruction? (Check all that apply)

	Total	Not Checked	Checked
	N	%	%
Fluency	24	79.2%	20.8%
Vocabulary development	24	25.0%	75.0%
Developing students' reading comprehension strategies	24	41.7%	58.3%
Writing skills	24	29.2%	70.8%
Word parts	24	70.8%	29.2%
Word recognition	24	91.7%	8.3%
Spelling	24	91.7%	8.3%
Grammar	24	100.0%	.0%
Organizing information	24	16.7%	83.3%
Locating information	24	83.3%	16.7%
Evaluating information	24	54.2%	45.8%
Synthesizing information	24	20.8%	79.2%
Demonstrate knowledge of key concepts	24	54.2%	45.8%
To develop students' self-directed learning	24	33.3%	66.7%
Teaching students to identify and use the organizational features of expository writing	24	79.2%	20.8%
To activate students' prior knowledge	24	54.2%	45.8%

Targeted Intervention Handheld Computers

Which instructional methods do you support with the use of handheld computers (Palm Pilots) during Targeted Intervention instruction? (Check all that apply)

	Total	Not Checked	Checked
	N	%	%
Monitoring distribution and completion of assignments	24	79.2%	20.8%
Assessing students' literacy skills	24	70.8%	29.2%
Monitoring students' progress	24	58.3%	41.7%
Teaching comprehension skills	24	12.5%	87.5%
Using comprehension skills	24	12.5%	87.5%
Guided reading	24	91.7%	8.3%
Partner reading	24	79.2%	20.8%
Individual reading	24	70.8%	29.2%
Book club discussions	24	91.7%	8.3%

Please indicate whether you use handheld computers (Palm Pilots) to support grouping structures and/or differentiated instruction during instruction of Tier 2 and 3 students in the regular classroom. (Check all that apply)

	Total	Not Checked	Checked
	N	%	%
Whole class/ Large group	24	25.0%	75.0%
Small group/ Pairs	24	4.2%	95.8%
Individual Work	24	41.7%	58.3%
Differentiating instruction for struggling readers	24	41.7%	58.3%
Differentiating instruction for English language learners/special education students	24	79.2%	20.8%

Targeted Intervention Handheld Computers

Indicate how frequently your typical Tier 2-3 students use each software application on the Palm Pilots during literacy instruction.

	Total	N/A (Do Not Have)	Not Currently Using	Less than once a month	1 to 3 times a month	1 to 3 times a week	4 to 5 times a week
	Valid N	%	%	%	%	%	%
iKWL	24	.0%	33.3%	33.3%	16.7%	16.7%	.0%
Freewrite	24	.0%	37.5%	20.8%	25.0%	12.5%	4.2%
PiCo Maps	24	4.2%	54.2%	20.8%	16.7%	4.2%	.0%
ViewPoint	23	8.7%	69.6%	13.0%	4.3%	4.3%	.0%
Sketchy	24	.0%	45.8%	29.2%	20.8%	4.2%	.0%
MS Word	24	.0%	16.7%	16.7%	41.7%	25.0%	.0%
MS Excel	24	8.3%	58.3%	20.8%	8.3%	4.2%	.0%
Slideshow to Go	24	.0%	70.8%	20.8%	8.3%	.0%	.0%
Cells	24	4.2%	75.0%	16.7%	4.2%	.0%	.0%
Internet Browser	24	.0%	4.2%	20.8%	37.5%	29.2%	8.3%
Inspiration	24	.0%	.0%	45.8%	25.0%	25.0%	4.2%
PAAM management software application	24	16.7%	58.3%	12.5%	12.5%	.0%	.0%
Go Manage	23	4.3%	69.6%	13.0%	13.0%	.0%	.0%

For those that you are using, rate how comfortable you are with using each software application on the Palm Pilots to support your literacy instruction.

		Total	1 - Not at all Comfortable	2	3	4	5 - Very Comfortable
		Valid N	%	%	%	%	%
Using	iKWL	14	.0%	.0%	14.3%	21.4%	64.3%
Using	Freewrite	12	.0%	.0%	41.7%	8.3%	50.0%
Using	PiCo Maps	8	.0%	.0%	12.5%	37.5%	50.0%
Using	ViewPoint	4	.0%	25.0%	25.0%	50.0%	.0%
Using	Sketchy	11	.0%	9.1%	18.2%	36.4%	36.4%
Using	MS Word	17	.0%	.0%	11.8%	41.2%	47.1%
Using	MS Excel	6	16.7%	16.7%	16.7%	16.7%	33.3%
Using	Slideshow to Go	5	.0%	40.0%	20.0%	.0%	40.0%
Using	Cells	3	.0%	33.3%	.0%	.0%	66.7%
Using	Internet Browser	20	.0%	.0%	20.0%	30.0%	50.0%
Using	Inspiration	21	.0%	19.0%	28.6%	23.8%	28.6%
Using	PAAM management software application	5	.0%	20.0%	20.0%	20.0%	40.0%
Using	Go Manage	5	.0%	20.0%	40.0%	20.0%	20.0%

Targeted Intervention Handheld Computers

Of those who are using each software...

Indicate how you use iKWL

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	17	58.8%	41.2%
Fluency	17	100.0%	.0%
Reading Comprehension	17	11.8%	88.2%
Writing Skills	17	70.6%	29.4%
Word parts	17	88.2%	11.8%

Indicate how you use Freewrite

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	15	66.7%	33.3%
Fluency	15	93.3%	6.7%
Reading Comprehension	15	73.3%	26.7%
Writing Skills	15	6.7%	93.3%
Word parts	15	86.7%	13.3%

Indicate how you use PiCo Maps

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	6	33.3%	66.7%
Fluency	6	100.0%	.0%
Reading Comprehension	6	50.0%	50.0%
Writing Skills	6	100.0%	.0%
Word parts	6	16.7%	83.3%

Targeted Intervention Handheld Computers

Of those who are using each software...

Indicate how you use Viewpoint

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	6	83.3%	16.7%
Fluency	6	100.0%	.0%
Reading Comprehension	6	50.0%	50.0%
Writing Skills	6	100.0%	.0%
Word parts	6	100.0%	.0%

Indicate how you use Sketchy

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	13	23.1%	76.9%
Fluency	13	100.0%	.0%
Reading Comprehension	13	30.8%	69.2%
Writing Skills	13	84.6%	15.4%
Word parts	13	92.3%	7.7%

Indicate how you use MS Word

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	20	55.0%	45.0%
Fluency	20	90.0%	10.0%
Reading Comprehension	20	35.0%	65.0%
Writing Skills	20	15.0%	85.0%
Word parts	20	80.0%	20.0%

Targeted Intervention Handheld Computers

Of those who are using each software...

Indicate how you use Freewrite

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	6	83.3%	16.7%
Fluency	6	100.0%	.0%
Reading Comprehension	6	83.3%	16.7%
Writing Skills	6	100.0%	.0%
Word parts	6	100.0%	.0%

Indicate how you use Slideshow to Go

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	7	100.0%	.0%
Fluency	7	85.7%	14.3%
Reading Comprehension	7	42.9%	57.1%
Writing Skills	7	71.4%	28.6%
Word parts	7	100.0%	.0%

Indicate how you use Cells

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	6	50.0%	50.0%
Fluency	6	100.0%	.0%
Reading Comprehension	6	100.0%	.0%
Writing Skills	6	83.3%	16.7%
Word parts	6	50.0%	50.0%

Targeted Intervention Handheld Computers

Of those who are using each software...

Indicate how you use Internet Browser

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	23	60.9%	39.1%
Fluency	23	73.9%	26.1%
Reading Comprehension	23	21.7%	78.3%
Writing Skills	23	52.2%	47.8%
Word parts	23	87.0%	13.0%

Indicate how you use Inspiration

	Total	Not Using for this purpose	Using
	Valid N	%	%
Vocabulary development	23	65.2%	34.8%
Fluency	23	95.7%	4.3%
Reading Comprehension	23	17.4%	82.6%
Writing Skills	23	60.9%	39.1%
Word parts	23	73.9%	26.1%

Targeted Intervention Professional Development

Did you participate in the following Striving Readers professional development sessions conducted during the 2009-2010 school year?

	Total N	Did not participate %	Participated %
AMP Intensive Intervention Program Training	29	17.2%	82.8%
2009 Summer Institute	29	6.9%	93.1%
School-year follow-up institutes	29	10.3%	89.7%
Bi-weekly LIT training sessions	29	3.4%	96.6%
Teacher/LIT collaboration	29	3.4%	96.6%
School-based professional development	29	.0%	100.0%

If you participated, how useful were the following Striving Readers professional development sessions conducted during the 2009-2010 school year?

		Total	Not Useful	Somewhat Useful	Moderately Useful	Extremely Useful
		Valid N	%	%	%	%
Participated	AMP Intensive Intervention Program Training	24	4.2%	12.5%	45.8%	37.5%
Participated	2009 Summer Institute	27	.0%	7.4%	22.2%	70.4%
Participated	School-year follow-up institutes	26	.0%	7.7%	30.8%	61.5%
Participated	Bi-weekly LIT training sessions	28	.0%	14.3%	32.1%	53.6%
Participated	Teacher/LIT collaboration	28	.0%	3.6%	14.3%	82.1%
Participated	School-based professional development	29	3.4%	13.8%	31.0%	51.7%

Targeted Intervention Professional Development

Did you receive professional development addressing each of the following topics?

	Total	Did not participate	Participated
	N	%	%
Building academic vocabulary	29	24.1%	75.9%
Classroom libraries	29	48.3%	51.7%
Creating literacy-rich classroom environments	28	14.3%	85.7%
Differentiating instruction	28	.0%	100.0%
Explicit vocabulary instruction	28	14.3%	85.7%
Increasing student motivation	28	21.4%	78.6%
Supporting students self-directed learning (Gradual release model)	28	17.9%	82.1%
Using before, during, and after reading strategies	28	7.1%	92.9%
Using student assessments to guide instruction	28	.0%	100.0%
Using handheld computers (Palm Pilots)	28	3.6%	96.4%

If received, what impact did the professional development have on your comfort with each teaching practice?

		Total	No Impact	Slight Impact	Moderate Impact	Major Impact
		Valid N	%	%	%	%
Participated	Building academic vocabulary	21	.0%	23.8%	23.8%	52.4%
Participated	Classroom libraries	15	.0%	13.3%	53.3%	33.3%
Participated	Creating literacy-rich classroom environments	24	.0%	12.5%	29.2%	58.3%
Participated	Differentiating instruction	28	.0%	7.1%	28.6%	64.3%
Participated	Explicit vocabulary instruction	24	.0%	12.5%	29.2%	58.3%
Participated	Increasing student motivation	22	.0%	22.7%	31.8%	45.5%
Participated	Supporting students' self-directed learning (Gradual release model)	22	.0%	22.7%	22.7%	54.5%
Participated	Using before, during, and after reading strategies	26	.0%	.0%	34.6%	65.4%
Participated	Using student assessments to guide instruction	28	.0%	.0%	28.6%	71.4%
Participated	Using handheld computers (Palm Pilots)	26	3.8%	15.4%	46.2%	34.6%
Participated	Using literacy-based software	17	5.9%	23.5%	47.1%	23.5%
Participated	Using the PRC2 model	22	.0%	22.7%	45.5%	31.8%

Targeted Intervention Professional Development

Please check the techniques in the list below for which you would like to receive more training. (Check all that apply.)

	Total	Not Checked	Checked
	N	%	%
Academic Vocabulary for content terms (e.g. Marzano)	29	79.3%	20.7%
Morphology instruction (e.g., Shane Templeton)	29	41.4%	58.6%
Word study-word sorts and concepts (e.g., Donald Bear)	29	65.5%	34.5%
Words Their Way	29	75.9%	24.1%
KWL	29	96.6%	3.4%
Using PRC2 for comprehension instruction	29	89.7%	10.3%
Using PRC2 for vocabulary development	29	72.4%	27.6%
Differentiating instruction	29	51.7%	48.3%
Everybody Reads To (ERT)	29	72.4%	27.6%
Exclusion Brainstorming	29	79.3%	20.7%
List-Group-Label	29	86.2%	13.8%
Predict-Locate-Add-Note (PLAN)	29	62.1%	37.9%
ReQuest	29	65.5%	34.5%
Interactive Notation System for Effective Reading and Thinking (INSERT)	29	86.2%	13.8%
Read Aloud/Think Aloud	29	93.1%	6.9%
ABC Graffiti	29	93.1%	6.9%
Guided Reading and Summarizing Procedure (GRASP)	29	75.9%	24.1%
Teaching summarizing as a comprehension strategy	29	72.4%	27.6%
Teaching questioning as a comprehension strategy	29	82.8%	17.2%
Teaching predicting as a comprehension strategy	29	82.8%	17.2%
Teaching text structure as a comprehension strategy	29	75.9%	24.1%
Teaching visualization as a comprehension strategy	29	75.9%	24.1%
Teaching inferring as a comprehension strategy	29	55.2%	44.8%
Teaching metacognition as a comprehension strategy	29	41.4%	58.6%

After-School Program

In a typical AMP after-school class, how often do you use the following grouping structures?

	Total	Never	Once per class	2-3 times per class	4 or more times per class
	Valid N	%	%	%	%
Whole class/Large group	29	6.9%	24.1%	34.5%	34.5%
Individual Work	28	.0%	32.1%	46.4%	21.4%
Small groups or Pairs	29	.0%	20.7%	48.3%	31.0%

In a typical AMP after-school class, how often do you apply differentiated instruction?

	Total	Rarely or Never	Occasionally (once or twice a week)	Usually (in most lessons)	In every or nearly every lesson	In every or nearly every activity
	Valid N	%	%	%	%	%
	29	17.2%	24.1%	20.7%	24.1%	13.8%

Do you feel that the AMP after-school program is appropriate to the reading levels of the students who are currently participating?

	Total	Not at all appropriate	Somewhat appropriate	Appropriate	Very appropriate
	Valid N	%	%	%	%
	29	6.9%	51.7%	34.5%	6.9%

Please indicate the proportion of your AMP students for whom the following statements are true.

	Total	All or almost all students	Most students	About half	A few students	Hardly any students
	Valid N	%	%	%	%	%
These students should not be in the AMP class because their reading levels are too high	29	.0%	.0%	3.4%	6.9%	89.7%
These students should not be in the AMP class because their readings levels are too low	29	.0%	17.2%	20.7%	31.0%	31.0%

After-School Program

Are there students who are not in the after-school program who should be?

	Total	Yes – Please explain:	No
	Valid N	%	%
	29	82.8%	17.2%

Please explain why there are students who are not in the after-school program who should be.

	N	%
Competition with other after-school programs <ul style="list-style-type: none"> • In other programs (5) • One parent wanted the child to be in another program with their previous teacher. 	6	25.0%
Student chose not to attend <ul style="list-style-type: none"> • Parent/s does not MAKE student attend • They choose not to attend. 	2	8.3%
Parent decision <ul style="list-style-type: none"> • Parents did not give permission (5) • Some students parents' pulled them out of the program 	6	25.0%
AMP is needed for some Tier 2 students <ul style="list-style-type: none"> • Some students who were classified as tier 2 students were in practice tier 3 students. • Students who were in AMP the previous year and tested out of tier 3 • They are Tier 2. 	3	12.5%
No tier assignment because of missing test scores <ul style="list-style-type: none"> • Students that transfer in after program has started or have not been identified as tier 3. • Transfer student • Weren't at our school the previous year, we had no data 	3	12.5%
Program capacity limitations <ul style="list-style-type: none"> • Not able to have more than 2 classes paid for. • The number would surpass 15 students 	2	8.3%
Transportation issues <ul style="list-style-type: none"> • Transportation (3) • One student rides the bus and was unable to stay. 	4	16.7%
Other <ul style="list-style-type: none"> • Two students have been hospitalized for emotional issues. • Based on ISAT scores—It seems that the majority of students that qualify for amps [<i>sic</i>] are in the special ed. category. • Some Tier 3 students that did not attend 	3	12.5%
Total	24	

After-School Program

Rate the proportion of your students for whom you think the following statements about the AMP after-school program are true.

	Total	All or almost all students	Most students	About half	A few students	Hardly any students
	Valid N	%	%	%	%	%
The AMP after-school program is...engaging	29	10.3%	20.7%	31.0%	20.7%	17.2%
The AMP after-school program is...relevant to their interests	29	3.4%	24.1%	27.6%	27.6%	17.2%
The AMP after-school program is...motivating	29	6.9%	13.8%	27.6%	27.6%	24.1%
The AMP after-school program is...appropriate to their literacy needs	29	24.1%	24.1%	34.5%	6.9%	10.3%
The AMP after-school program is...appropriate to their learning style	29	13.8%	20.7%	34.5%	13.8%	17.2%

How comfortable are you with using the Achieving Maximum Potential (AMP) software?

	Total	Not comfortable	Somewhat comfortable	Comfortable	Very comfortable
	Valid N	%	%	%	%
	29	27.6%	27.6%	31.0%	13.8%

How frequently do you use the Achieving Maximum Potential (AMP) software for struggling readers in the after-school program?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week	Multiple times a day
	Valid N	%	%	%	%	%	%
	29	34.5%	24.1%	24.1%	13.8%	3.4%	.0%

After-School Program

If you said that you "never" use the AMP software, please indicate why. (Check all that apply).

	Total N	Not Checked %	Checked %
I do not have the computers in the classroom where I teach AMP	10	90.0%	10.0%
The AMP software is not installed on my computers	10	70.0%	30.0%
The computers in the classroom where I teach AMP are not working	10	80.0%	20.0%
I do not believe that the AMP software is effective at building students' literacy skills	10	80.0%	20.0%
I do not know how to use the AMP software	10	70.0%	30.0%
The reading level of the AMP software is too high for the students who are currently participating	10	80.0%	20.0%
The reading level of the AMP software is too low for the students who are currently participating	10	100.0%	.0%
Other	10	80.0%	20.0%

Other reason for never using the AMP software.

		N	%
Other	AMP Software would not install.	1	50.0%
	Very time consuming and I have to make sure students are on task and it's easier to use small group instruction to monitor students progress.	1	50.0%

After-School Program

In a typical AMP after-school class, how often do you use the following practices or materials with Tier 3 students to help them increase reading comprehension

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	Valid N	%	%	%	%	%
Explicit instruction in comprehension strategies: summarizing, questioning, predicting, text structure, visualization, inferring and metacognition	29	.0%	.0%	.0%	69.0%	31.0%
Establishing the purpose for reading	29	.0%	.0%	3.4%	62.1%	34.5%
Monitoring students' comprehension through questioning	29	.0%	.0%	3.4%	62.1%	34.5%
Making connections to background knowledge	29	.0%	.0%	6.9%	62.1%	31.0%
Making connections between texts	29	.0%	3.4%	6.9%	65.5%	24.1%
Synthesizing information within text or across texts	28	.0%	3.6%	7.1%	67.9%	21.4%
Using differentiated instruction	29	3.4%	3.4%	10.3%	69.0%	13.8%
Use of before, during, and after (BDA) reading strategies for comprehension instruction	28	.0%	.0%	3.6%	67.9%	28.6%

In a typical AMP after-school class, how often do you use the following practices or materials with Tier 3 students to help them build their vocabulary knowledge?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	Valid N	%	%	%	%	%
Explicit instruction in vocabulary	29	.0%	.0%	6.9%	75.9%	17.2%
Modeling the use of word parts	29	.0%	.0%	13.8%	72.4%	13.8%
Review of vocabulary words	29	.0%	.0%	3.4%	65.5%	31.0%
Use of before, during, and after (BDA) reading strategies for vocabulary instruction	29	3.4%	3.4%	13.8%	51.7%	27.6%
Academic vocabulary for content terms	29	10.3%	.0%	17.2%	62.1%	10.3%
Word study-word sorts and concepts	29	13.8%	6.9%	37.9%	34.5%	6.9%
Morphology instruction	29	10.3%	20.7%	34.5%	31.0%	3.4%

After-School Program

In a typical AMP after-school class, how often do you use the following practices or materials with Tier 3 students to help them develop fluency?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	Valid N	%	%	%	%	%
Teacher read aloud	29	3.4%	6.9%	17.2%	48.3%	24.1%
Teacher interactive read aloud	29	.0%	10.3%	17.2%	48.3%	24.1%
Shared reading (students and teacher take turns in reading)	29	.0%	6.9%	13.8%	51.7%	27.6%
Modeling reading for students	29	.0%	.0%	13.8%	62.1%	24.1%
Explicit instruction in guided oral reading	29	.0%	.0%	20.7%	44.8%	34.5%
Focusing instruction on proper and meaningful phrasing	29	.0%	3.4%	24.1%	48.3%	24.1%
Students listen to audio books, play aways	29	10.3%	13.8%	24.1%	41.4%	10.3%

The gradual release model (Leading students from *modeled instruction* to *shared instruction* to *guided practice* and finally students' *independent practice*) and explicit instruction in guided reading are intended to be use on an "as needed" basis.

During your work with students in the AMP after-school program, in a typical classroom, to what extent do you feel you are able to meet your Tier 3 students individual needs through these instructional practices?

	Total	Not Using	Not at all	To some extent	To a moderate extent	To a large extent
	Valid N	%	%	%	%	%
Use of the gradual release of responsibility model for reading comprehension instruction	29	.0%	3.4%	24.1%	48.3%	24.1%
Use of the gradual release of responsibility model to build vocabulary	29	3.4%	3.4%	27.6%	34.5%	31.0%
Use of the gradual release of responsibility model to develop fluency	29	.0%	.0%	27.6%	44.8%	27.6%
Explicit instruction in guided oral reading to develop fluency	28	.0%	.0%	25.0%	53.6%	21.4%

After-School Program Assessment Data

Indicate the extent to which you use student assessment data for each of the following purposes within the AMP after-school program.

	Total	Not at All	To Some Extent	To a Moderate Extent	To a Large Extent
	Valid N	%	%	%	%
Differentiating instruction	28	7.1%	21.4%	46.4%	25.0%
Identifying skills that needs to be taught or retaught	29	.0%	17.2%	34.5%	48.3%
Monitoring student reading progress	29	.0%	6.9%	44.8%	48.3%
Creating instructional groups (in-class)	29	3.4%	37.9%	24.1%	34.5%

After-School Program

How often do you meet with English language arts teachers at the following grade levels to discuss instruction-related issues regarding your work with students in the AMP after-school program?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	Valid N	%	%	%	%	%
Grade 6 teachers	29	10.3%	20.7%	17.2%	37.9%	13.8%
Grade 7 teachers	29	37.9%	10.3%	10.3%	37.9%	3.4%
Grade 8 teachers	29	37.9%	13.8%	6.9%	37.9%	3.4%
Overall (consider all the teachers that you work with regardless of the grade level they teach)	28	10.7%	25.0%	14.3%	35.7%	14.3%

How often do you meet with SIXTH-GRADE classroom teachers to discuss implementing each of the following instructional methods with students in the AMP after-school program?

	Total	Never	Less than once a month	1-3 times a month	1-3 times a week	4-5 times a week
	Valid N	%	%	%	%	%
Differentiated instruction	29	3.4%	24.1%	10.3%	55.2%	6.9%
Student groupings	29	6.9%	17.2%	20.7%	51.7%	3.4%
Use of AMP materials	29	24.1%	31.0%	13.8%	27.6%	3.4%
Using specific AMP and Striving Readers instructional techniques for comprehension instruction	29	3.4%	24.1%	31.0%	37.9%	3.4%
Using specific AMP and Striving Readers instructional techniques for vocabulary instruction	28	10.7%	25.0%	28.6%	32.1%	3.6%
Using specific AMP and Striving Readers instructional techniques for fluency instruction	29	13.8%	31.0%	17.2%	34.5%	3.4%
Discussing specific students' reading progress	29	3.4%	6.9%	27.6%	48.3%	13.8%
Coordinating instruction	29	3.4%	20.7%	13.8%	55.2%	6.9%
Using student assessment data for instructional planning	29	3.4%	13.8%	24.1%	51.7%	6.9%

After-School Program Handheld Computers

Do you use handheld computers (Palm Pilots) to teach literacy during the AMP class?

	Total Count	Yes %	No %
	29	65.5%	34.5%

If you are not using handheld computers during the AMP class, please indicate why you are not using them.

	Total N	Not Checked %	Checked %
The computers have not been made available for AMP classes	10	100.0%	.0%
The computers and associated software do not integrate well with the AMP program	10	90.0%	10.0%
Some or all of the computers are not working properly	10	100.0%	.0%
Some or all of the necessary software applications have not been installed on the computers	10	80.0%	20.0%
I have not received sufficient professional development to feel comfortable using them	10	100.0%	.0%
Because the Striving Readers program provides only 10 computers per classroom, and I do not like to have some students use them while others can not	10	100.0%	.0%
I do not feel that they offer sufficient added benefit compared to traditional media (e.g., print, paper and pencil) to be worth the trouble	10	50.0%	50.0%
Other	10	50.0%	50.0%

Other reasons for not using handheld computers during the AMP class.

		N	%
Other	AMP software is not compatible with handheld computers.	1	20.0%
	I use the AMP materials exclusively.	1	20.0%
	Originally, I was taught not to stray from the lesson as it is written. Palms were not a part of the original plan so I was not used to working with them.	1	20.0%
	Too much teacher supervision needed and too many groups	1	20.0%
	used AMP materials	1	20.0%

Respondent Information

At which grade level(s) are you providing targeted intervention support for Tier 2 and 3 students in ELA classrooms this year (2009-2010)?

	Total	Not Checked	Checked
	N	%	%
Grade 6	29	.0%	100.0%
Grade 7	29	31.0%	69.0%
Grade 8	29	37.9%	62.1%

For which grade level(s) are you conducting AMP classes this year (2009-2010)?

	Total	Not Checked	Checked
	N	%	%
Grade 6	29	.0%	100.0%
Grade 7	29	55.2%	44.8%
Grade 8	29	55.2%	44.8%

Experience

	Valid N	Minimum	Maximum	Mean
How many years have you been teaching?	29	4	38	16.2
How many years have you been teaching at this school?	29	1	38	8.6
How many years have you been teaching reading?	29	2	38	12.6
How many years have you been an LIT?	29	1	4	2.8

Appendix M: Year 4 Professional Development Schedule

Summary of Professional Development Sessions

Target Population	Session	Duration
Principals	Bi-Monthly sessions	3 hrs./session X 6 sessions
Cohort I & II LITs	Meetings with coordinators	6 hrs./session X 17 sessions
Teachers and LITs	Teachers' summer institute	3.5 hrs./session X 2 sessions 7 hrs./session X 1 session
Teachers, LITs & Administrators	Follow-up institutes	<ul style="list-style-type: none"> • 1 hr./session X 3 sessions • 2 hrs./session X 1 session • 4.5 hrs-6 hrs./session X 3 sessions
Librarians	Library Course	3.5 hrs./session X 5 sessions

**Professional Development Activities
Literacy Intervention Teachers (LITs)
2009-2010 School Year**

Date	Duration (Hours)	Topic	Intended recipients	# of eligible participants	# attending
07/28/09	3	Overview of the project; introduction to the Striving Readers core components, assessments, creating groups for differentiation; technology	All new teachers/ LITs in Track E schools	?	?
08/06/09	3.5	Using data to create groups for differentiation, implementing the whole/part/whole instructional framework, incorporating technology to increase motivation and engagement, planning	Track E LITs with 4 teachers	25	19
08/21/09	6	Roles and Responsibilities; Data Driven Interventions	Track E and New LITs	8	8
08/28/09	6	Evaluation Process	Track E and New LITs	9	9
09/01/09	3.5	Overview of the project; introduction to the Striving Readers core components, assessments, creating groups for differentiation; technology	All new teachers/ LITS	?	?
09/03/09	3.5	Using data to create groups for differentiation, implementing the whole/part/whole instructional framework, incorporating technology to increase motivation and engagement, planning	All LITs with 4 teachers	?	?
09/11/09	6	Grant Fidelity and Implementation; AMP Training; Technology	Cohorts I & II	29	29
09/18/09	6	Data Driven Interventions; Word Study; Technology	Cohorts I & II	22	20
10/16/09	6	AIMSweb Progress Monitoring Training	Cohorts I & II	29	26
10/30/09	6	AIMSweb Progress Monitoring Training	Cohorts I & II	29	27
11/13/09	6	Collaborative Session with Teachers	Cohorts I & II	54	36
12/11/09	6	Creating a Theory of Action; AIMSweb Training; Grand Rounds Interventions	Cohorts I & II	29	27
01/15/10	6	Collaborative Session with Principals; Practices Worthy of Attention; Differentiation with Technology	Cohorts I & II	29	28
02/05/10	6	Conferencing with Students; Designing and Implementing Interventions; Technology; Sharing our Practices	Cohorts I & II	29	25
02/26/10	6	The Evolution of the LIT; IRA Conference Preparation; Professional Study Groups	Cohorts I & II	29	27
03/12/10	6	Electronic Books; Palm Pilot Technology; Evolution of the Role of the LIT	Cohorts I & II	29	27
04/23/10	6	AIMSweb Data to Design Interventions; Introduction to Rtl	Cohorts I & II	29	24
04/30/10	6	Writing Workshop-Coaching and Supporting; Round Table Discussions/IRA	Cohorts I & II	29	25
05/14/10	6	Data Analysis and End of Year Documents	Cohorts I & II	29	27
05/21/10	6	Data: Deep Dive Into Assessment Data; Creating and Action Plan Based on Component Implementation	Cohorts I & II	29	27
06/11/10	6	Goal Setting and Planning for 2010-2011 SY; Common Core Standards; Logic Model	Cohorts I & II	29	29

**Professional Development Activities
All Striving Readers Treatment Schools Principals
2009-2010 School Year**

Date	Time allotted to the session	Topic	# of eligible participants	# attending
9/17/09	3.5 hours		29	24
11/20/09	3.5 hours	Break down of High Fidelity Implementation for the remainder of the grant. What it means for the students, teachers, and all stakeholders.	29	19
1/15/10	3.5 hours		29	22
3/12/10	3.5 hours		29	17
5/21/10	3.5 hours		29	22
6/9/10	3.5 hours		29	16

**Library Professional Development Activities
Librarians
2009-2010 School Year**

Date	Time allotted to the session	Topic	# of eligible participants	# attending
12/10/09	3.5 hours	Special Topics in School Libraries	26	16
1/27/10	3.5 hours	Special Topics in School Libraries	24	11
2/24/10	3.5 hours	Special Topics in School Libraries	24	9
4/28/10	3.5 hours	Special Topics in School Libraries	24	8
5/26/10	3.5 hours	Special Topics in School Libraries	24	8

**Summer Institute - Professional Development
All 6-8 Grade Classroom and Resource Teachers, and Literacy Intervention Teachers
2009-2010 School Year**

Date	Time allotted to the Session	# of eligible participants	# attending
6/16/09	3.5 hours	191	186
6/17/09	3.5 hours	184	176
6/18/09	7 hours	174	170

**Follow up Institutes - Professional Development
All 6-8 Grade Classroom and Resource Teachers, and Literacy Intervention Teachers
2009-2010 School Year**

Date	Time allotted to the session (Hours)	Topic	# of eligible participants	Actual number of participants
11/06/09	5.75	(Multiple workshops provided throughout the day). Classroom Discourse; Data Analysis; Lessons with Technology; Using PALMS; Literacy in the Math Classroom; Literacy in the Science Classroom	216	141
12/10/09	2.25	Workshop for Social Studies Teachers	71	25
12/10/09	2.25	Writing Workshop	38	26
1/12/10	1	Using Science and Math Text Sets	67	10
1/13/10	1		67	4
1/19/10	1	Using Social Studies Text Sets	44	6
1/20/10	2.5	Writing Workshop	44	12
2/10/10	2	Writing Workshop	35	1
2/20/10	5	(Multiple workshops) Word Study for Reading, Vocabulary and Thinking; Word Study Instruction to Integrate Phonics, Vocabulary and Spelling; Morphology at Work; Session for LITs and Collaborating Teachers	215	86

Appendix N: Year 4 School Case Study Results

Appendix O: Detailed Analysis Results for Overall Program Impact Analyses

Hierarchical linear modeling (HLM) was used for the intent-to-treat (ITT) impact analyses of the overall program impact because the method takes into account the multi-level structure of the data (i.e., students are nested within schools) while allowing statistical control of multiple covariates. All HLM analyses were conducted using HLM 6.0 software. The estimation approach was Restricted Maximum Likelihood (REML).

Overall Program Impact

Cross-sectional HLM analyses were conducted to evaluate the impact of the overall program impact on four ITT groups: (1) Analytic Group 1 – all students at Tiers 1-3 in grades 6-8 during SY 2009-2010; (2) Analytic Group 2 – all students entering 6th grade at all tiers either in SY 2008-2009 or in SY 2009-2010; (3) Analytic Group 3 – all students entering 6th grade in SY 2008-2009; and (4) Analytic Group 4 – all students entering 6th grade in SY 2007-2008.

For Analytic Group 1 – all students at Tiers 1-3 in grades 6-8 during SY 2009-2010 (the average impact of the blended intervention over different amounts of intended treatment at the end of the fourth project year):

- Model 1: Average overall program impact main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 2: Average overall program impact main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 3: Average overall program impact interaction model (FULL MODEL); included interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 4: Average overall program impact interaction model (FULL MODEL); included interactions between treatment and subgroups of students (e.g., NCLB, grade)

For Analytic Group 2 – all students entering 6th grade at all tiers either in SY 2008-2009 or in SY 2009-2010 (one-year overall program impact):

- Model 5: one-year overall program impact main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 6: one-year overall program impact main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

For Analytic Group 3 – all students entering 6th grade at all tiers in SY 2008-2009 (two-year overall program impact):

- Model 7: two-year overall program impact main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 8: two-year overall program impact main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

For Analytic Group 4 – all students entering 6th grade at all tiers in SY 2007-2008 (three-year overall program impact):

- Model 9: three-year overall program impact main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

- Model 10: three-year overall program impact main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

The specifications of the ten models, the selection and centering of covariates and the treatment of missing data are discussed in greater detail in this section.

Model Specifications

Model 1: Average overall program impact main effect model (FULL MODEL)

Level 1:

$$\begin{aligned}
 ISAT10_{ij} = & \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER}_{..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP}_{..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP}_{..}) + \\
 & \beta_{4j} (\overline{LUNCH}_{ij} - \overline{LUNCH}_{..}) + \beta_{5j} (\overline{BLACK}_{ij} - \overline{BLACK}_{..}) + \beta_{6j} (\overline{HISPANIC}_{ij} - \overline{HISPANIC}_{..}) + \\
 & \beta_{7j} (\overline{GRD7}_{ij} - \overline{GRD7}_{..}) + \beta_{8j} (\overline{GRD8}_{ij} - \overline{GRD8}_{..}) + \beta_{9j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT}_{..}) + \beta_{10j} \\
 & (\overline{BASEMATH}_{ij} - \overline{BASEMATH}_{..}) + \beta_{11j} (\overline{TARGETED}_{ij} - \overline{TARGETED}_{..}) + \beta_{12j} (\overline{INTENSIVE}_{ij} \\
 & - \overline{INTENSIVE}_{..}) + r_{ij}
 \end{aligned}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\begin{aligned}
 \beta_{0j} = & \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN}_{..}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE}_{..}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD}_{..}) + \gamma_{04} \\
 & (\overline{PFEM}_j - \overline{PFEM}_{..}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED}_{..}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP}_{..}) + \gamma_{07} (\overline{PLUNCH}_j - \\
 & \overline{PLUNCH}_{..}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT}_{..}) + \gamma_{09} (\overline{TRT}_j) + u_{0j},
 \end{aligned}$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

$$\beta_{11j} = \gamma_{110}$$

$$\beta_{12j} = \gamma_{120}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{120}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 2: Average overall program impact main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (GRD7_{ij} - \overline{GRD7..}) + \beta_{8j} (GRD8_{ij} - \overline{GRD8..}) + \beta_{9j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{10j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{11j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{12j} (INTENSIVE_{ij} - \overline{INTENSIVE..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (PREAD_j - \overline{PREAD..}) + \gamma_{03} (PSPED_j - \overline{PSPED..}) + \gamma_{04} (PLEP_j - \overline{PLEP..}) + \gamma_{05} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{06} (COHORT_j - \overline{COHORT..}) + \gamma_{07} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

$$\beta_{11j} = \gamma_{110}$$

$$\beta_{12j} = \gamma_{120}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{07}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{120}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 3: Average overall program impact interaction model (FULL MODEL)

Level 1:

$$\begin{aligned} ISAT10_{ij} = & \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \\ & \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \\ & \beta_{7j} (GRD7_{ij} - \overline{GRD7..}) + \beta_{8j} (GRD8_{ij} - \overline{GRD8..}) + \beta_{9j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{10j} \\ & (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{11j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{12j} (INTENSIVE_{ij} \\ & - \overline{INTENSIVE..}) + r_{ij} \end{aligned}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\begin{aligned} \beta_{0j} = & \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (SIZE_j - \overline{SIZE..}) + \gamma_{03} (PREAD_j - \overline{PREAD..}) + \gamma_{04} \\ & (PFEM_j - \overline{PFEM..}) + \gamma_{05} (PSPED_j - \overline{PSPED..}) + \gamma_{06} (PLEP_j - \overline{PLEP..}) + \gamma_{07} (PLUNCH_j - \\ & \overline{PLUNCH..}) + \gamma_{08} (COHORT_j - \overline{COHORT..}) + \gamma_{09} (TRT_j) + u_{0j}, \end{aligned}$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11} (TRT_j)$$

$$\beta_{2j} = \gamma_{20} + \gamma_{21} (TRT_j)$$

$$\beta_{3j} = \gamma_{30} + \gamma_{31} (TRT_j)$$

$$\beta_{4j} = \gamma_{40} + \gamma_{41} (TRT_j)$$

$$\beta_{5j} = \gamma_{50} + \gamma_{51} (TRT_j)$$

$$\beta_{6j} = \gamma_{60} + \gamma_{61} (TRT_j)$$

$$\beta_{7j} = \gamma_{70} + \gamma_{71} (TRT_j)$$

$$\beta_{8j} = \gamma_{80} + \gamma_{81} (TRT_j)$$

$$\beta_{9j} = \gamma_{90} + \gamma_{91} (TRT_j)$$

$$\beta_{10j} = \gamma_{100} + \gamma_{101} (TRT_j)$$

$$\beta_{11j} = \gamma_{110} + \gamma_{111} (TRT_j)$$

$$\beta_{12j} = \gamma_{120} + \gamma_{121} (TRT_j)$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{120}$ represent the intercepts for the regression coefficients associated with the different student-level covariates across schools

$\gamma_{11} - \gamma_{121}$ represent the coefficients for the interactions between the different student-level covariates and school treatment

u_{0j} represents the random error associated with school j

Model 4: Average overall program impact interaction model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (GRD7_{ij} - \overline{GRD7..}) + \beta_{8j} (GRD8_{ij} - \overline{GRD8..}) + \beta_{9j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{10j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{11j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{12j} (INTENSIVE_{ij} - \overline{INTENSIVE..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{12j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PREAD}_j - \overline{PREAD..}) + \gamma_{02} (\overline{PSPED}_j - \overline{PSPED..}) + \gamma_{03} (\overline{PLEP}_j - \overline{PLEP..}) + \gamma_{04} (\overline{COHORT}_j - \overline{COHORT..}) + \gamma_{05} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60} + \gamma_{61} (\overline{TRT}_j)$$

$$\beta_{7j} = \gamma_{70} + \gamma_{71} (\overline{TRT}_j)$$

$$\beta_{8j} = \gamma_{80} + \gamma_{81} (\overline{TRT}_j)$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

$$\beta_{11j} = \gamma_{110}$$

$$\beta_{12j} = \gamma_{120}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{05}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{50}$ and $\gamma_{90} - \gamma_{120}$ represent the common regression coefficients associated with the corresponding student-level covariates for each school

$\gamma_{60} - \gamma_{80}$ represent the intercepts for the regression coefficients associated with the corresponding student-level covariates across schools

$\gamma_{61} - \gamma_{81}$ represent the coefficients for the interactions between the corresponding student-level covariates and school treatment

u_{0j} represents the random error associated with school j

Model 5: one-year overall program impact main effect model (FULL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (SY_{ij} - \overline{SY..}) + \beta_{2j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{3j} (IEP_{ij} - \overline{IEP..}) + \beta_{4j} (LEP_{ij} - \overline{LEP..}) + \beta_{5j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{6j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{7j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{8j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{9j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{10j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{11j} (INTENSIVE_{ij} - \overline{INTENSIVE..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{11j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN.}) + \gamma_{02} (SIZE_j - \overline{SIZE.}) + \gamma_{03} (PREAD_j - \overline{PREAD.}) + \gamma_{04} (PFEM_j - \overline{PFEM.}) + \gamma_{05} (PSPED_j - \overline{PSPED.}) + \gamma_{06} (PLEP_j - \overline{PLEP.}) + \gamma_{07} (PLUNCH_j - \overline{PLUNCH.}) + \gamma_{08} (COHORT_j - \overline{COHORT.}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

$$\beta_{11j} = \gamma_{110}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{110}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 6: one-year overall program impact main effect model (FINAL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{8j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{9j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{10j} (INTENSIVE_{ij} - \overline{INTENSIVE..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{10j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PLEP_j - \overline{PLEP.}) + \gamma_{02} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{100}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 7: two-year overall program impact main effect model (FULL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{8j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{9j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{10j} (INTENSIVE_{ij} - \overline{INTENSIVE..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{10j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (SIZE_j - \overline{SIZE..}) + \gamma_{03} (PREAD_j - \overline{PREAD..}) + \gamma_{04} (PFEM_j - \overline{PFEM..}) + \gamma_{05} (PSPED_j - \overline{PSPED..}) + \gamma_{06} (PLEP_j - \overline{PLEP..}) + \gamma_{07} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{08} (COHORT_j - \overline{COHORT..}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{100}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 8: two-year overall program impact main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{5j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{6j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{7j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISATIO_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (SIZE_j - \overline{SIZE.}) + \gamma_{02} (PLEP_j - \overline{PLEP.}) + \gamma_{03} (PLUNCH_j - \overline{PLUNCH.}) + \gamma_{04} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{70}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 9: three-year overall program impact main effect model (FULL MODEL)

Level 1:

$$ISATIO_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{8j} (BASEMATH_{ij} - \overline{BASEMATH..}) + \beta_{9j} (TARGETED_{ij} - \overline{TARGETED..}) + \beta_{10j} (INTENSIVE_{ij} - \overline{INTENSIVE..}) + r_{ij}$$

where

$ISATIO_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{10j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN.}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE.}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{04} (\overline{PFEM}_j - \overline{PFEM.}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP.}) + \gamma_{07} (\overline{PLUNCH}_j - \overline{PLUNCH.}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT.}) + \gamma_{09} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

$$\beta_{10j} = \gamma_{100}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{100}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 10: three-year overall program impact main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{LUNCH}_{ij} - \overline{LUNCH..}) + \beta_{5j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{6j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{6j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN.}) + \gamma_{02} (\overline{PFEM}_j - \overline{PFEM.}) + \gamma_{03} (\overline{PLEP}_j - \overline{PLEP.}) + \gamma_{04} (\overline{PLUNCH}_j - \overline{PLUNCH.}) + \gamma_{05} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{05}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{60}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Selection of Covariates

Tables O-1, O-2, O-3, and O-4 list the covariates that were included in full models (Models 1, 3, 5, 7 and 9). All covariates, with the exception of treatment at level 2, were grand mean centered. For final models, covariates with p values of .200 and above were excluded from the analysis.

**Table O-1
Variables included in Model 1 (full main effect model)**

Variable Type	Abbreviation	Variables
Dependent variable	ISAT10	Spring 2010 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	GRD7	Grade 7 (N/Y)
	GRD8	Grade 8 (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tier 2 or Tier 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
LUNCH	Free/reduced-price lunch eligibility (N/Y)	
LEP	English language learner status (N/Y)	
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
TRT	Treatment (control/treatment)	

**Table O-2
Variables included in Model 3 (full interaction model)**

Variable Type	Abbreviation	Variables
Dependent variable	ISAT10	Spring 2010 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)

Variable Type	Abbreviation	Variables
	GRD7	Grade 7 (N/Y)
	GRD8	Grade 8 (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tier 2 or Tier 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
	BLACKxTRT, HISPANICxTRT, GRD7xTRT, GRD8xTRT, BASEISATxTRT, BASEMATHxTRT, TARGETEDxTRT, INTENSIVExTRT, GENDERxTRT, IEPxTRT, LUNCHxTRT, LEPxTRT	Interaction between treatment and each covariate
	Level 2 predictors	PMIN
PFEM		Proportion of female students
PREAD		Proportion of students at or above grade level in reading
PSPED		Proportion of special education students
PLEP		Proportion of limited English proficiency students
PLUNCH		Proportion of free/reduced-price lunch students
SIZE		School size in targeted grades
COHORT		Cohort (Cohort 1/Cohort 2)
TRT		Treatment (control/treatment)

**Table O-3
Variables included in Model 5 (full main effect model)**

Variable Type	Abbreviation	Variables
Dependent variable	ISAT0910	Spring 2009 or spring 2010 ISAT scale score
Level 1 predictors	SY	Students entering in SY 2009-2010 or SY 2008-2009
	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tiers 2 or 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
LEP	English language learner status (N/Y)	
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students

Variable Type	Abbreviation	Variables
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

**Table O-4
Variables included in Models 7 and 9 (full main effect models)**

Variable Type	Abbreviation	Variables
Dependent variable	ISAT10	Spring 2010 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	TARGETED	Tiers 2 or 3 (N/Y)
	INTENSIVE	Tier 3 (N/Y)
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Treatment of Missing Data

When conducting the HLM analyses, listwise deletion was used to remove students with missing data from all analytic samples. A total of 8,127 students who were at Tiers 1-3 in grades 6-8 at the end of SY 2009-2010 (Analytic Group 1) were included in the analyses for Models 1 through 4; a total of 5,385 students who entered 6th grade at all tiers either in SY 2008-2009 or in SY 2009-2010 (Analytic Group 2) were included in the analyses for Models 5 and 6; there were altogether 2,599 students who entered 6th grade at all tiers in SY 2008-2009 (Analytic Group 3) included in the analyses for Models 7 and 8; and a total of 2,603 students who entered 6th grade at all tiers in SY 2007-2008 (Analytic Group 4) were included in the analyses for Models 9 and 10. The analyses did not include students who had no outcome data or were missing covariates.

Table of Analysis Samples

Table O-5

Summary Statistics of Outcome Variable for Overall Program Impact Analysis Samples

Analysis Sample	Group	Mean	SD	School Sample Size	Student Sample Size
All students at Tiers 1-3 in grades 6-8 at end of SY 0910 (Analytic Group 1, Models 1 -4)	Control	237.48	20.696	32	4053
	Treatment	238.09	21.118	31	4074
	Total	237.78	20.909	63	8127
All students entering 6 th grade either in SY 0809 or SY 0910 (Analytic Group 2, Models 5-6)	Control	230.45	20.626	32	2692
	Treatment	231.99	21.694	31	2693
	Total	231.22	21.179	63	5385
All students entering 6 th grade in SY 0809 (Analytic Group 3, Models 7-8)	Control	237.40	22.758	32	1281
	Treatment	235.37	22.108	31	1318
	Total	236.37	22.449	63	2599
All students entering 6 th grade in SY 0708 (Analytic Group 4, Models 9-10)	Control	242.33	19.254	32	1287
	Treatment	242.91	20.120	31	1316
	Total	242.62	19.695	63	2603

Table of Analysis Model Results

Table O-6
Model 1: Average overall program impact main effect model
(Analytic Group 1, Full Model)

Fixed Effects	Coefficient	SE	t	p	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	237.626	0.521	456.300	0.000	--
PMIN (G01)	10.162	7.572	1.342	0.185	0.491
SIZE (G02)	-0.002	0.003	-0.572	0.570	-0.000
PREAD (G03)	6.929	3.776	1.835	0.072	0.335
PFEM (G04)	1.466	7.843	0.187	0.853	0.071
PSPED (G05)	12.164	9.342	1.302	0.199	0.588
PLEP (G06)	13.917	5.352	2.600	0.012	0.672
PLUNCH (G07)	-14.094	10.429	-1.351	0.182	-0.681
COHORT (G08)	-1.516	0.913	-1.660	0.102	-0.073
TRT (G09)	-0.077	0.778	-0.099	0.922	-0.004
Model for GENDER slope (B1)					
Intercept (G10)	1.023	0.278	3.679	0.000	0.049
Model for IEP slope (B2)					
Intercept (G20)	-5.226	0.666	-7.841	0.000	-0.252
Model for LEP slope (B3)					
Intercept (G30)	-6.836	0.941	-7.266	0.000	-0.330
Model for LUNCH slope (B4)					
Intercept (G40)	-2.478	0.629	-3.941	0.000	-0.120
Model for BLACK slope (B5)					
Intercept (G50)	-3.558	0.780	-4.563	0.000	-0.172
Model for HISPANIC slope (B6)					
Intercept (G60)	-2.192	0.886	-2.473	0.014	-0.106
Model for GRD7 slope (B7)					
Intercept (G70)	4.004	0.768	5.210	0.000	0.193
Model for GRD8 slope (B8)					
Intercept (G80)	15.826	0.614	25.786	0.000	0.765
Model for BASEISAT slope (B9)					
Intercept (G90)	0.318	0.015	21.666	0.000	0.015
Model for BASEMATH slope (B10)					
Intercept (G100)	0.161	0.010	16.247	0.000	0.008
Model for TARGETED slope (B11)					
Intercept (G110)	-7.297	0.403	-18.127	0.000	-0.353
Model for INTENSIVE slope (B12)					
Intercept (G120)	-4.022	0.482	-8.335	0.000	-0.194
Random Effects (Var. Components)	Variance	df	Chi-Square (p)		
Var. in school means (U ₀)	8.277	53	371.004 (0.000)		
Var. within schools (R)	162.464				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (p)	ICC	
Var. in school means (U ₀)	34.786	62	729.931 (0.000)	0.079	
Var. within schools (R)	405.188				

Table O-7
Model 2: Average overall program impact main effect model
(Analytic Group 1, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	237.636	0.509	466.583	0.000	--
PMIN (G01)	11.680	6.982	1.673	0.100	0.564
PREAD (G02)	6.647	3.664	1.814	0.075	0.321
PSPED (G03)	12.892	8.949	1.441	0.155	0.623
PLEP (G04)	13.554	5.228	2.593	0.013	0.655
PLUNCH (G05)	-15.378	9.779	-1.573	0.121	-0.743
COHORT (G06)	-1.449	0.897	-1.617	0.111	-0.070
TRT (G07)	-0.121	0.755	-0.160	0.874	-0.006
Model for GENDER slope (B1)					
Intercept (G10)	1.023	0.277	3.691	0.000	0.049
Model for IEP slope (B2)					
Intercept (G20)	-5.227	0.667	-7.841	0.000	-0.253
Model for LEP slope (B3)					
Intercept (G30)	-6.834	0.940	-7.268	0.000	-0.330
Model for LUNCH slope (B4)					
Intercept (G40)	-2.476	0.628	-3.942	0.000	-0.120
Model for BLACK slope (B5)					
Intercept (G50)	-3.548	0.780	-4.550	0.000	-0.171
Model for HISPANIC slope (B6)					
Intercept (G60)	-2.198	0.884	-2.485	0.013	-0.106
Model for GRD7 slope (B7)					
Intercept (G70)	4.006	0.767	5.221	0.000	0.194
Model for GRD8 slope (B8)					
Intercept (G80)	15.827	0.613	25.808	0.000	0.765
Model for BASEISAT slope (B9)					
Intercept (G90)	0.318	0.015	21.651	0.000	0.015
Model for BASEMATH slope (B10)					
Intercept (G100)	0.161	0.010	16.289	0.000	0.008
Model for TARGETED slope (B11)					
Intercept (G110)	-7.301	0.402	-18.168	0.000	-0.353
Model for INTENSIVE slope (B12)					
Intercept (G120)	-4.022	0.482	-8.337	0.000	-0.194
Random Effects (Var. Components)					
Var. in school means (U0)	7.951	55	369.025 (0.000)		
Var. within schools (R)	162.464				
From Unconditional Model					
Random Effects (Var. Components)					
Var. in school means (U ₀)	34.786	62	729.931 (0.000)	0.079	
Var. within schools (R)	405.188				

Table O-8
Model 3: Average overall program impact interaction model
(Analytic Group 1, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	237.502	0.519	457.258	0.000	--
PMIN (G01)	8.238	6.923	1.190	0.240	0.398
SIZE (G02)	-0.003	0.004	-0.735	0.465	-0.000
PREAD (G03)	7.240	3.801	1.905	0.062	0.350
PFEM (G04)	0.019	7.697	0.003	0.998	0.001
PSPED (G05)	13.573	9.289	1.461	0.150	0.656
PLEP (G06)	13.045	5.572	2.341	0.023	0.630
PLUNCH (G07)	-12.725	10.252	-1.241	0.220	-0.615
COHORT (G08)	-1.565	0.921	-1.700	0.094	-0.076
TRT (G09)	0.110	0.770	0.143	0.888	0.005
Model for GENDER slope (B1)					
Intercept (G10)	0.927	0.374	2.476	0.014	0.045
TRT (G11)	0.216	0.575	0.376	0.707	0.010
Model for IEP slope (B2)					
Intercept (G20)	-6.069	0.930	-6.523	0.000	-0.293
TRT (G21)	1.830	1.314	1.393	0.164	0.088
Model for LEP slope (B3)					
Intercept (G30)	-5.642	1.024	-5.510	0.000	-0.273
TRT (G31)	-2.399	1.858	-1.291	0.197	-0.116
Model for LUNCH slope (B4)					
Intercept (G40)	-2.688	0.757	-3.551	0.001	-0.130
TRT (G41)	0.693	1.217	0.569	0.569	0.033
Model for BLACK slope (B5)					
Intercept (G50)	-4.077	0.871	-4.683	0.000	-0.197
TRT (G51)	0.987	1.435	0.688	0.491	0.048
Model for HISPANIC slope (B6)					
Intercept (G60)	-3.754	1.025	-3.662	0.000	-0.181
TRT (G61)	3.031	1.470	2.062	0.039	0.146
Model for GRD7 slope (B7)					
Intercept (G70)	6.446	0.954	6.758	0.000	0.311
TRT (G71)	-4.848	1.248	-3.885	0.000	-0.234
Model for GRD8 slope (B8)					
Intercept (G80)	16.771	0.886	18.938	0.000	0.810
TRT (G81)	-1.868	1.164	-1.606	0.108	-0.090
Model for BASEISAT slope (B9)					
Intercept (G90)	0.333	0.021	15.805	0.000	0.016
TRT (G91)	-0.031	0.028	-1.109	0.268	-0.002
Model for BASEMATH slope (B10)					
Intercept (G100)	0.144	0.014	10.503	0.000	0.007
TRT (G101)	0.036	0.020	1.823	0.068	0.002
Model for TARGETED slope (B11)					
Intercept (G110)	-7.336	0.590	-12.431	0.000	-0.354
TRT (G111)	0.118	0.806	0.147	0.884	0.006
Model for INTENSIVE slope (B12)					
Intercept (G120)	-3.304	0.632	-5.230	0.000	-0.160
TRT (G121)	-1.466	0.938	-1.562	0.118	-0.071
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	8.216	53	373.115 (0.000)		

Var. within schools (R)	161.407				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U ₀)	34.786	62	729.931 (0.000)	0.079	
Var. within schools (R)	405.188				

Table O-9
Model 4: Average overall program impact interaction model
(Analytic Group 1, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	237.481	0.525	452.312	0.000	--
PREAD (G01)	8.878	3.005	2.954	0.005	0.429
PSPED (G02)	18.399	9.255	1.988	0.051	0.889
PLEP (G03)	8.311	5.153	1.613	0.112	0.402
COHORT (G04)	-1.689	0.961	-1.759	0.084	-0.082
TRT (G05)	0.054	0.774	0.070	0.945	0.003
Model for GENDER slope (B1)					
Intercept (G10)	1.015	0.286	3.549	0.001	0.049
Model for IEP slope (B2)					
Intercept (G20)	-5.127	0.674	-7.606	0.000	-0.248
Model for LEP slope (B3)					
Intercept (G30)	-6.798	0.956	-7.113	0.000	-0.328
Model for LUNCH slope (B4)					
Intercept (G40)	-2.447	0.617	-3.965	0.000	-0.118
Model for BLACK slope (B5)					
Intercept (G50)	-3.465	0.734	-4.718	0.000	-0.167
Model for HISPANIC slope (B6)					
Intercept (G60)	-3.466	0.949	-3.651	0.000	-0.167
TRT (G61)	2.493	0.933	2.672	0.008	0.120
Model for GRD7 slope (B7)					
Intercept (G70)	6.376	0.951	6.705	0.000	0.308
TRT (G71)	-4.664	1.243	-3.752	0.000	-0.225
Model for GRD8 slope (B8)					
Intercept (G80)	16.692	0.880	18.975	0.000	0.807
TRT (G81)	-1.730	1.165	-1.486	0.137	-0.084
Model for BASEISAT slope (B9)					
Intercept (G90)	0.317	0.014	22.274	0.000	0.015
Model for BASEMATH slope (B10)					
Intercept (G100)	0.161	0.010	16.136	0.000	0.008
Model for TARGETED slope (B11)					
Intercept (G110)	-7.304	0.395	-18.486	0.000	-0.353
Model for INTENSIVE slope (B12)					
Intercept (G120)	-4.023	0.478	-8.408	0.000	-0.194
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U ₀)	7.930	57	387.338 (0.000)		
Var. within schools (R)	161.450				
From Unconditional Model					
Random Effects	Variance	df	Chi-Square	ICC	

(Var. Components)			(p)		
Var. in school means (U ₀)	34.786	62	729.931 (0.000)	0.079	
Var. within schools (R)	405.188				

Table O-10
Model 5: one-year overall program impact main effect model
(Analytic Group 2, Full Model)

Fixed Effects	Coefficient	SE	t	p	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	230.488	0.606	380.115	0.000	--
PMIN (G01)	3.057	11.373	0.269	0.789	0.148
SIZE (G02)	-0.005	0.005	-1.007	0.319	-0.000
PREAD (G03)	-1.716	10.105	-0.170	0.866	-0.083
PFEM (G04)	17.763	13.706	1.296	0.201	0.861
PSPED (G05)	-7.074	12.508	-0.566	0.574	-0.343
PLEP (G06)	13.638	7.658	1.781	0.080	0.661
PLUNCH (G07)	-14.799	17.438	-0.849	0.400	-0.717
COHORT (G08)	-0.950	1.141	-0.833	0.409	-0.046
TRT (G09)	1.264	0.914	1.383	0.173	0.061
Model for SY slope (B1)					
Intercept (G10)	-0.531	0.648	-0.819	0.413	-0.026
Model for GENDER slope (B2)					
Intercept (G20)	0.684	0.439	1.558	0.119	0.033
Model for IEP slope (B3)					
Intercept (G30)	-6.807	0.973	-6.993	0.000	-0.330
Model for LEP slope (B4)					
Intercept (G40)	-4.409	0.938	-4.700	0.000	-0.214
Model for LUNCH slope (B5)					
Intercept (G50)	-1.777	0.773	-2.299	0.022	-0.086
Model for BLACK slope (B6)					
Intercept (G60)	-2.114	0.882	-2.397	0.017	-0.102
Model for HISPANIC slope (B7)					
Intercept (G70)	-1.566	0.730	-2.146	0.032	-0.076
Model for BASEISAT slope (B8)					
Intercept (G80)	0.504	0.023	21.955	0.000	0.024
Model for BASEMATH slope (B9)					
Intercept (G90)	0.192	0.013	15.180	0.000	0.009
Model for TARGETED slope (B10)					
Intercept (G100)	-1.457	0.632	-2.305	0.021	-0.071
Model for INTENSIVE slope (B11)					
Intercept (G110)	-1.065	0.578	-1.845	0.065	-0.052
Random Effects (Var. Components)					
	Variance	df	Chi-Square (p)		
Var. in school means (U ₀)	15.453	53	410.465 (0.000)		
Var. within schools (R)	152.507				
From Unconditional Model					
	Variance	df	Chi-Square (p)	ICC	
Var. in school means (U ₀)	45.252	62	652.938 (0.000)	0.100	
Var. within schools (R)	406.720				

Table O-11
Model 6: one-year overall program impact main effect model
(Analytic Group 2, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	230.619	0.686	336.263	0.000	--
PLEP (G01)	13.475	6.312	2.135	0.037	0.653
TRT (G02)	0.925	1.010	0.916	0.363	0.045
Model for GENDER slope (B1)					
Intercept (G10)	0.703	0.438	1.606	0.108	0.034
Model for IEP slope (B2)					
Intercept (G20)	-6.773	0.971	-6.972	0.000	-0.328
Model for LEP slope (B3)					
Intercept (G30)	-4.449	0.957	-4.649	0.000	-0.216
Model for LUNCH slope (B4)					
Intercept (G40)	-1.812	0.776	-2.336	0.020	-0.088
Model for BLACK slope (B5)					
Intercept (G50)	-2.080	0.873	-2.384	0.017	-0.101
Model for HISPANIC slope (B6)					
Intercept (G60)	-1.536	0.718	-2.139	0.032	-0.074
Model for BASEISAT slope (B7)					
Intercept (G70)	0.505	0.023	21.729	0.000	0.024
Model for BASEMATH slope (B8)					
Intercept (G80)	0.193	0.013	15.163	0.000	0.009
Model for TARGETED slope (B9)					
Intercept (G90)	-1.458	0.634	-2.299	0.022	-0.071
Model for INTENSIVE slope (B10)					
Intercept (G100)	-1.050	0.587	-1.790	0.073	-0.051
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	14.451	60	409.240 (0.000)		
Var. within schools (R)	152.618				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	45.252	62	652.938 (0.000)	0.100	
Var. within schools (R)	406.720				

Table O-12
Model 7: two-year overall program impact main effect model
(Analytic Group 3, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	237.224	0.762	311.418	0.000	--
PMIN (G01)	6.094	11.071	0.550	0.584	0.268
SIZE (G02)	-0.008	0.006	-1.348	0.184	-0.000
PREAD (G03)	5.736	7.464	0.769	0.446	0.252
PFEM (G04)	3.780	11.522	0.328	0.744	0.166
PSPED (G05)	14.214	13.647	1.042	0.303	0.625
PLEP (G06)	24.701	7.277	3.395	0.002	1.085
PLUNCH (G07)	-32.844	17.570	-1.869	0.067	-1.443
COHORT (G08)	0.375	1.253	0.299	0.766	0.016
TRT (G09)	-1.524	1.130	-1.349	0.183	-0.067
Model for GENDER slope (B1)					
Intercept (G10)	1.936	0.583	3.318	0.001	0.085
Model for IEP slope (B2)					
Intercept (G20)	-5.380	1.118	-4.810	0.000	-0.236
Model for LEP slope (B3)					
Intercept (G30)	-9.445	1.969	-4.797	0.000	-0.415
Model for LUNCH slope (B4)					
Intercept (G40)	-1.206	1.069	-1.128	0.260	-0.053
Model for BLACK slope (B5)					
Intercept (G50)	-3.908	1.577	-2.478	0.014	-0.172
Model for HISPANIC slope (B6)					
Intercept (G60)	-2.555	1.336	-1.912	0.056	-0.112
Model for BASEISAT slope (B7)					
Intercept (G70)	0.505	0.031	16.046	0.000	0.022
Model for BASEMATH slope (B8)					
Intercept (G80)	0.217	0.018	12.028	0.000	0.010
Model for TARGETED slope (B9)					
Intercept (G90)	-0.824	0.913	-0.903	0.367	-0.036
Model for INTENSIVE slope (B10)					
Intercept (G100)	-0.339	0.775	-0.437	0.661	-0.015
Random Effects (Var. Components)					
	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	16.137	53	229.918 (0.000)		
Var. within schools (R)	184.680				
From Unconditional Model					
	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	65.385	62	430.905 (0.000)	0.129	
Var. within schools (R)	443.396				

Table O-13
Model 8: two-year overall program impact main effect model
(Analytic Group 3, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	237.090	0.709	334.565	0.000	--
SIZE (G01)	-0.010	0.005	-2.054	0.044	-0.000
PLEP (G02)	24.109	7.042	3.424	0.001	1.059
PLUNCH (G03)	-40.157	12.671	-3.169	0.003	-1.765
TRT (G04)	-1.174	1.124	-1.045	0.301	-0.052
Model for GENDER slope (B1)					
Intercept (G10)	1.938	0.587	3.300	0.001	0.085
Model for IEP slope (B2)					
Intercept (G20)	-5.386	1.127	-4.779	0.000	-0.237
Model for LEP slope (B3)					
Intercept (G30)	-9.505	1.966	-4.835	0.000	-0.418
Model for BLACK slope (B4)					
Intercept (G40)	-4.050	1.486	-2.725	0.007	-0.178
Model for HISPANIC slope (B5)					
Intercept (G50)	-2.558	1.223	-2.092	0.036	-0.112
Model for BASEISAT slope (B6)					
Intercept (G60)	0.526	0.023	23.047	0.000	0.023
Model for BASEMATH slope (B7)					
Intercept (G70)	0.217	0.018	11.932	0.000	0.010
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	14.854	58	235.478 (0.000)		
Var. within schools (R)	184.607				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	65.385	62	430.905 (0.000)	0.129	
Var. within schools (R)	443.396				

Table O-14
Model 9: three-year overall program impact main effect model
(Analytic Group 4, Full Model)

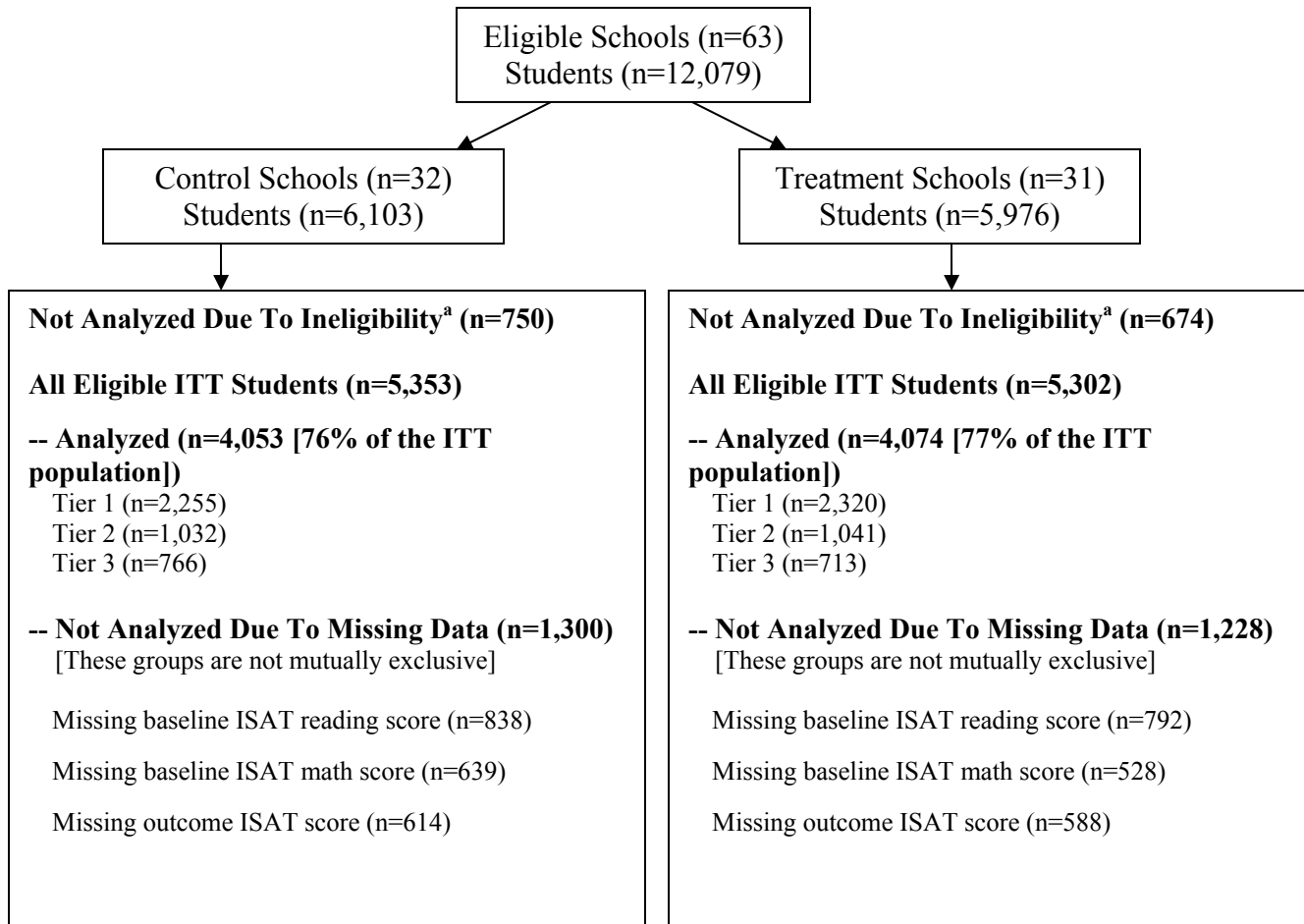
Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	242.723	0.540	449.441	0.000	--
PMIN (G01)	12.071	6.421	1.880	0.065	0.627
SIZE (G02)	-0.002	0.003	-0.647	0.520	-0.000
PREAD (G03)	6.222	5.794	1.074	0.288	0.323
PFEM (G04)	-16.740	8.153	-2.053	0.045	-0.869
PSPED (G05)	13.720	10.576	1.297	0.200	0.713
PLEP (G06)	9.392	5.601	1.677	0.099	0.488
PLUNCH (G07)	-20.267	13.069	-1.551	0.127	-1.053
COHORT (G08)	-0.667	1.094	-0.610	0.544	-0.035
TRT (G09)	-0.011	0.743	-0.015	0.989	-0.001
Model for GENDER slope (B1)					
Intercept (G10)	1.526	0.437	3.491	0.001	0.079
Model for IEP slope (B2)					
Intercept (G20)	-6.290	0.931	-6.758	0.000	-0.327
Model for LEP slope (B3)					
Intercept (G30)	-10.871	1.711	-6.353	0.000	-0.565
Model for LUNCH slope (B4)					
Intercept (G40)	-1.365	0.928	-1.472	0.141	-0.071
Model for BLACK slope (B5)					
Intercept (G50)	0.143	1.392	0.103	0.919	0.007
Model for HISPANIC slope (B6)					
Intercept (G60)	0.038	0.766	0.050	0.960	0.002
Model for BASEISAT slope (B7)					
Intercept (G70)	0.416	0.019	21.735	0.000	0.022
Model for BASEMATH slope (B8)					
Intercept (G80)	0.156	0.015	10.613	0.000	0.008
Model for TARGETED slope (B9)					
Intercept (G90)	0.002	0.737	0.002	0.998	0.000
Model for INTENSIVE slope (B10)					
Intercept (G100)	-0.368	0.760	-0.484	0.628	-0.019
Random Effects (Var. Components)					
Var. in school means (U0)	6.696	53	150.676 (0.000)		
Var. within schools (R)	134.330				
From Unconditional Model					
Random Effects (Var. Components)					
Var. in school means (U0)	46.969	62	424.848 (0.000)	0.121	
Var. within schools (R)	341.289				

Table O-15
Model 10: three-year overall program impact main effect model
(Analytic Group 4, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	242.607	0.537	452.030	0.000	--
PMIN (G01)	15.668	5.950	2.633	0.011	0.814
PFEM (G02)	-19.309	8.437	-2.289	0.026	-1.003
PLEP (G03)	13.363	4.776	2.798	0.007	0.694
PLUNCH (G04)	-33.238	10.551	-3.150	0.003	-1.726
TRT (G05)	0.268	0.739	0.363	0.718	0.014
Model for GENDER slope (B1)					
Intercept (G10)	1.516	0.443	3.425	0.001	0.079
Model for IEP slope (B2)					
Intercept (G20)	-6.194	0.894	-6.927	0.000	-0.322
Model for LEP slope (B3)					
Intercept (G30)	-10.792	1.727	-6.249	0.000	-0.560
Model for LUNCH slope (B4)					
Intercept (G40)	-1.345	0.920	-1.462	0.144	-0.070
Model for BASEISAT slope (B5)					
Intercept (G50)	0.423	0.015	28.776	0.000	0.022
Model for BASEMATH slope (B6)					
Intercept (G60)	0.156	0.015	10.450	0.000	0.008
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	6.386	57	155.684 (0.000)		
Var. within schools (R)	134.212				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	46.969	62	424.848 (0.000)	0.121	
Var. within schools (R)	341.289				

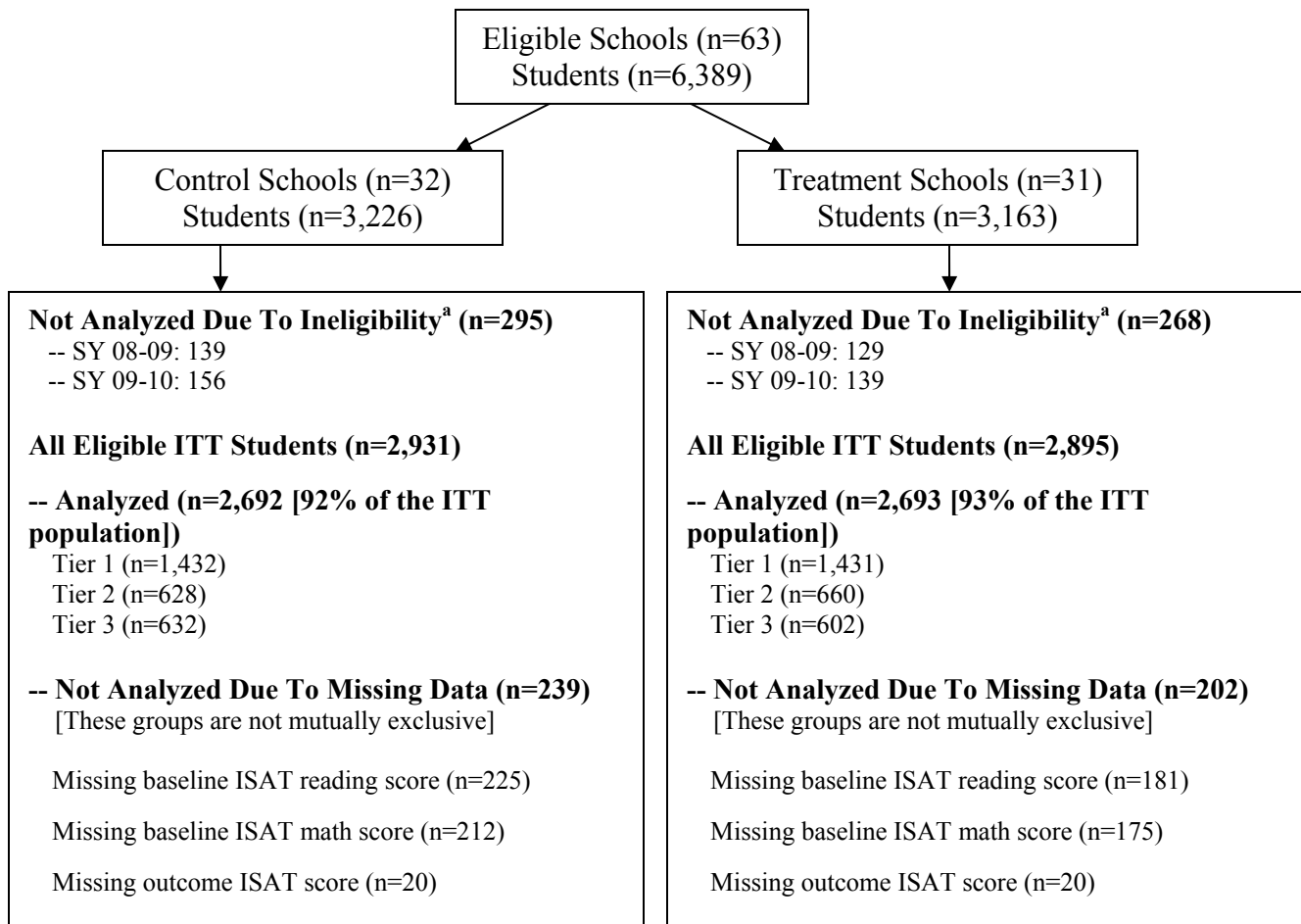
Appendix P: Comparison of ITT Populations to Final Analysis Samples

All Students in Tiers 1-3 in Grades 6-8 in SY 2009-2010



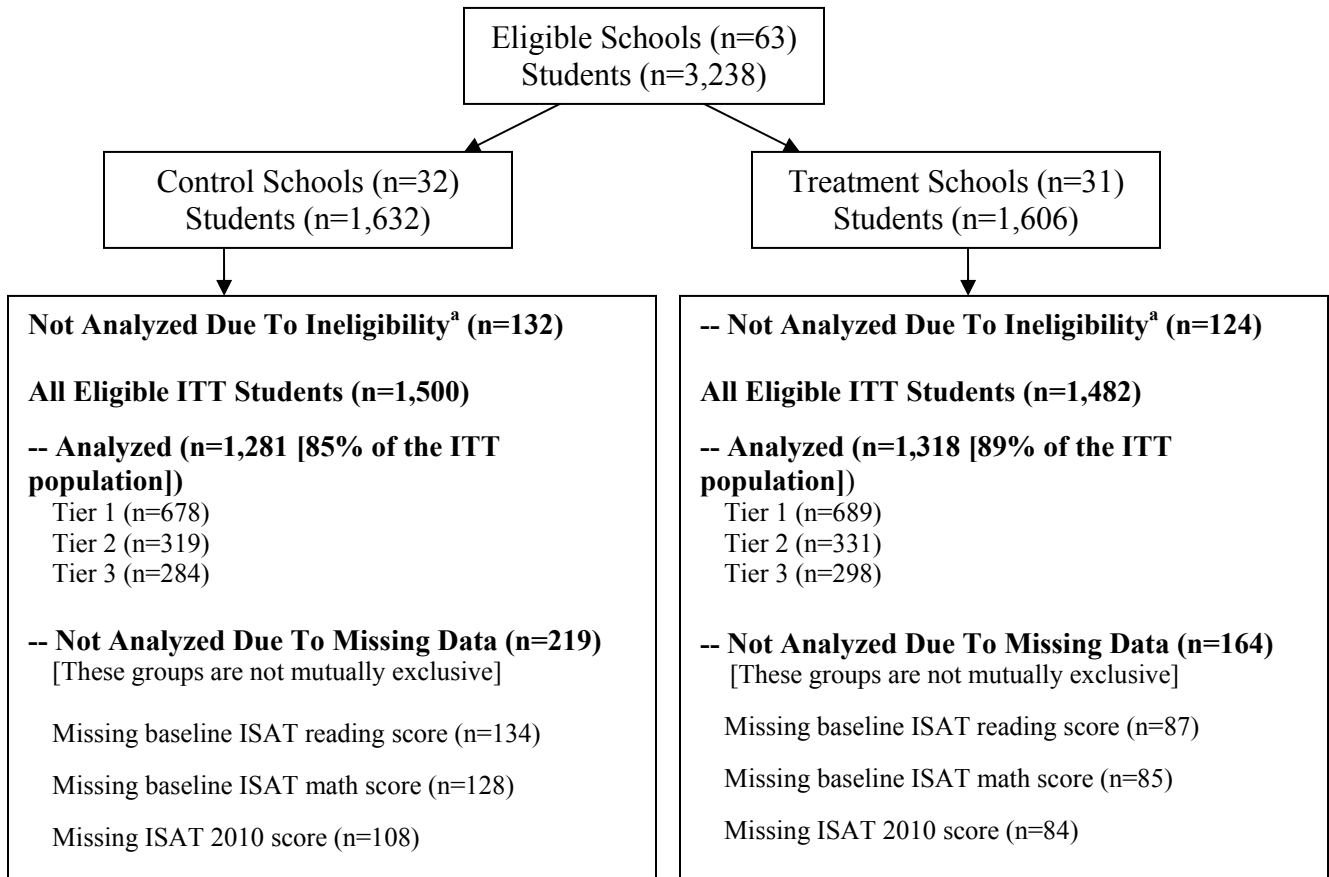
^a Ineligibility was due to low ISAT and/or ACCESS scores.

One-Year of Intervention Combined Sample



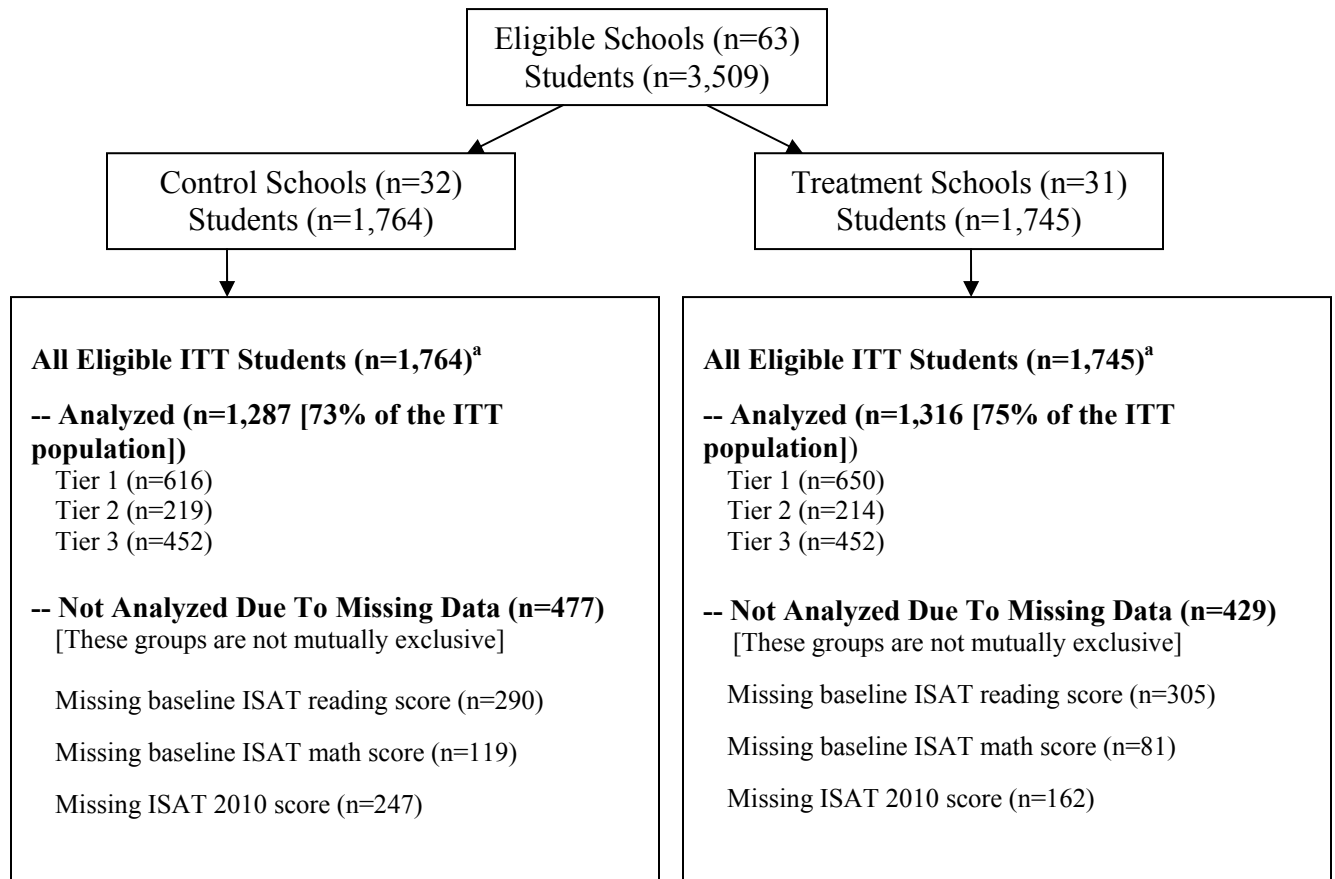
^a Ineligibility was due to low ISAT and/or ACCESS scores.

Two-Years of Intervention Sample



^a Ineligibility was due to low ISAT and/or ACCESS scores.

Three-Years of Intervention Sample



^a In Year 2, there were no ineligibility criteria for low ISAT scores or IMAGE scores.

Appendix Q: Individual School Characteristics by Cohort and Treatment Group

**Table Q-1
School Characteristics: Cohort 1 Control Schools**

School Number	Target Grades 6-8 for School Year 2009-10											
	Total N	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/Multiracial
2	202	52.2	0.0	7.0	83.6	94.8	0.0	0.0	100.0	0.0	0.0	0.0
3	172	49.7	0.0	12.9	99.4	91.4	0.0	0.0	99.4	0.6	0.0	0.0
5	112	50.5	1.8	18.3	90.8	95.3	0.9	0.0	70.6	27.5	0.9	0.0
12	146	50.3	0.0	11.9	96.5	91.6	0.0	0.0	97.2	2.8	0.0	0.0
14	201	56.0	0.5	11.0	94.8	92.8	0.5	0.0	99.0	0.5	0.0	0.0
15	92	46.2	5.5	13.2	100.0	95.8	0.0	0.0	1.1	98.9	0.0	0.0
16	285	49.6	13.7	12.2	97.1	92.9	1.4	0.0	57.2	41.4	0.0	0.0
19	151	47.9	7.7	15.5	97.9	95.0	1.4	0.7	19.7	71.1	7.0	0.0
21	463	47.0	12.5	13.4	93.8	95.0	0.2	0.2	2.2	88.4	9.0	0.0
23	395	49.6	13.4	16.5	86.6	95.9	2.9	3.1	2.4	68.2	23.4	0.0
26	School Closed											
27	238	51.9	27.9	16.3	100.0	95.8	0.0	0.0	0.0	99.6	0.4	0.0
28	224	57.8	16.6	7.6	88.8	96.9	1.8	10.8	35.0	28.7	23.8	0.0
29	144	64.6	0.7	16.7	81.9	96.3	0.0	0.0	97.9	2.1	0.0	0.0
30	71	50.7	0.0	19.7	87.3	95.4	0.0	0.0	100.0	0.0	0.0	0.0
31	161	45.5	11.0	17.2	98.6	94.9	0.0	0.0	4.8	92.4	2.8	0.0

Table Q-2
School Characteristics: Cohort 1 Treatment Schools

School Number	Target Grades 6-8 for School Year 2009-10											
	Total N	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/Multiracial
4	86	47.7	0.0	18.6	88.4	96.5	0.0	0.0	33.7	64.0	2.3	0.0
5	161	51.9	6.9	13.1	95.6	95.0	0.0	1.3	1.9	91.9	5.0	0.0
6	369	48.1	11.5	10.4	98.9	97.3	2.2	0.0	7.1	90.7	0.0	0.0
8	193	49.2	1.1	16.0	96.3	94.2	0.0	0.0	98.9	1.1	0.0	0.0
11	606	49.6	10.0	11.0	97.8	95.3	0.2	0.0	6.5	91.5	1.8	0.0
13	96	41.9	0.0	8.6	100.0	91.9	0.0	0.0	100.0	0.0	0.0	0.0
16	433	47.1	9.8	15.5	89.0	96.0	1.2	1.0	2.4	79.3	16.2	0.0
17	98	51.1	0.0	16.0	98.9	95.0	0.0	0.0	100.0	0.0	0.0	0.0
19	159	51.3	19.2	19.2	94.9	95.7	0.0	0.6	1.3	94.2	3.8	0.0
20	138	47.1	2.9	22.1	93.4	96.5	0.0	0.0	89.7	10.3	0.0	0.0
22	131	50.6	8.0	12.3	91.2	92.9	0.4	0.0	5.7	92.0	1.9	0.0
24	71	47.0	3.0	22.7	100.0	91.4	3.0	0.0	92.4	4.5	0.0	0.0
27	96	46.9	13.5	20.8	90.6	96.8	0.0	0.0	14.6	83.3	2.1	0.0
29	168	46.7	5.9	16.4	90.1	95.8	0.7	0.0	13.2	80.9	5.3	0.0
30	83	50.0	31.3	23.8	96.3	96.1	0.0	0.0	1.3	97.5	1.3	0.0
31	273	41.8	18.7	13.1	97.0	96.5	0.4	24.3	7.1	57.1	11.2	0.0

Table Q-3
School Characteristics: Cohort 2 Control Schools

School Number	Target Grades 6-8 for School Year 2009-10											
	Total N	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/Multiracial
1	113	53.7	0.0	12.0	98.1	92.6	0.0	0.0	90.7	9.3	0.0	0.0
4	148	47.2	6.3	27.1	97.9	91.9	0.7	0.0	54.2	44.4	0.7	0.0
6	132	46.5	0.0	22.8	99.2	91.6	0.0	0.8	96.9	2.4	0.0	0.0
7	81	40.5	2.7	14.9	94.6	93.7	0.0	0.0	90.5	5.4	4.1	0.0
8	194	49.2	0.0	15.7	94.2	94.4	0.0	0.0	99.0	1.0	0.0	0.0
9	170	51.2	0.0	14.0	98.8	90.2	0.0	0.0	98.8	1.2	0.0	0.0
10	133	46.6	0.0	16.0	93.9	92.9	1.5	0.0	96.2	2.3	0.0	0.0
11	138	47.0	0.0	16.7	94.7	94.8	0.0	0.0	100.0	0.0	0.0	0.0
13	115	52.3	0.0	14.4	98.2	92.0	0.0	0.0	100.0	0.0	0.0	0.0
17	90	52.1	0.0	14.1	100.0	91.0	0.0	0.0	100.0	0.0	0.0	0.0
18	186	55.9	1.7	11.7	96.6	93.3	0.0	0.0	100.0	0.0	0.0	0.0
20	93	43.0	9.3	18.6	98.8	91.4	0.0	0.0	74.4	24.4	1.2	0.0
22	91	51.7	6.9	14.9	98.9	95.1	0.0	0.0	77.0	20.7	2.3	0.0
24	School Closed											
25	127	38.9	0.0	16.7	100.0	90.7	0.0	0.0	100.0	0.0	0.0	0.0
32	155	46.6	0.0	21.4	94.7	94.1	0.0	0.0	100.0	0.0	0.0	0.0

**Table Q-4
School Characteristics: Cohort 2 Treatment Schools**

School Number	Target Grades 6-8 for School Year 2009–10											
	Total N	% Female	% LEP	% Special Education	% Low Income	% Attendance	% Race					
							Amer. Indian	Asian	African American	Hispanic	White	Other/Multiracial
1	School Closed											
2	107	46.7	0.0	14.0	100.0	94.8	0.0	0.0	100.0	0.0	0.0	0.0
3	100	45.0	0.0	11.0	98.0	92.6	0.0	0.0	100.0	0.0	0.0	0.0
7	77	58.4	1.3	19.5	79.2	96.0	0.0	0.0	98.7	1.3	0.0	0.0
9	190	54.1	0.0	12.2	99.4	94.0	0.0	0.0	98.9	1.1	0.0	0.0
10	82	45.7	0.0	17.3	97.5	95.9	0.0	0.0	96.3	2.5	1.2	0.0
12	98	54.7	0.0	15.8	92.6	93.9	0.0	0.0	100.0	0.0	0.0	0.0
14	137	51.2	6.5	14.6	98.4	93.1	0.0	1.6	76.4	21.1	0.8	0.0
15	188	50.6	0.0	17.2	97.8	94.9	0.0	0.0	98.3	1.7	0.0	0.0
18	96	53.8	0.0	16.1	98.9	89.8	0.0	0.0	97.8	2.2	0.0	0.0
21	262	50.8	0.8	26.9	99.2	96.5	0.0	0.0	100.0	0.0	0.0	0.0
23	80	41.6	0.0	20.8	93.5	90.4	0.0	0.0	100.0	0.0	0.0	0.0
25	131	45.6	0.0	20.0	97.6	92.0	1.6	0.0	98.4	0.0	0.0	0.0
26	116	45.9	0.0	21.1	100.0	92.5	0.0	0.0	100.0	0.0	0.0	0.0
28	222	53.6	0.0	14.8	98.1	93.7	0.0	0.0	100.0	0.0	0.0	0.0

Appendix R: Detailed Analysis Results for Program Impacts on Struggling Readers

Hierarchical linear modeling (HLM) was also used for the intent-to-treat (ITT) impact analyses of the program impacts on struggling readers due to its apparent methodological advantages. All HLM analyses were conducted using HLM 6.0 software. The estimation approach was Restricted Maximum Likelihood (REML).

Targeted and Intensive Interventions

Cross-sectional HLM analyses were also conducted to evaluate the impact of the program on 6th-grade Tier 2 students (who received the whole-school plus targeted interventions) and 6th-grade Tier 3 students (who received the whole-school plus targeted plus intensive interventions). Program impacts on reading proficiency were investigated respectively for six ITT groups: (1) Analytic Group 5 – students entering 6th grade at Tier 2 either in SY 2008-2009 or in SY 2009-2010; (2) Analytic Group 6 – students entering 6th grade at Tier 3 either in SY 2008-2009 or in SY 2009-2010; (3) Analytic Group 7 – students entering 6th grade at Tier 2 in SY 2008-2009; (4) Analytic Group 8 – students entering 6th grade at Tier 3 in SY 2008-2009; (5) Analytic Group 9 – students entering 6th grade at Tier 2 in SY 2007-2008; and (6) Analytic Group 10 – students entering 6th grade at Tier 3 in SY 2007-2008.

For Analytic Group 5 – students entering 6th grade at Tier 2 either in SY 2008-2009 or in SY 2009-2010 (one-year whole-school plus targeted interventions impact):

- Model 11: one-year program impact on 6th-grade Tier 2 students main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 12: one-year program impact on 6th-grade Tier 2 students main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

For Analytic Group 6 – students entering 6th grade at Tier 3 either in SY 2008-2009 or in SY 2009-2010 (one-year whole-school plus targeted plus intensive interventions impact):

- Model 13: one-year program impact on 6th-grade Tier 3 students main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 14: one-year program impact on 6th-grade Tier 3 students main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 15: one-year program impact on 6th-grade Tier 3 students interaction model (FULL MODEL); included interactions between treatment and NCLB subgroups of students
- Model 16: one-year program impact on 6th-grade Tier 3 students interaction model (FINAL MODEL); included interactions between treatment and NCLB subgroups of students

For Analytic Group 7 – students entering 6th grade at Tier 2 in SY 2008-2009 (two-year whole-school plus targeted interventions impact):

- Model 17: two-year program impact on 6th-grade Tier 2 students main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 18: two-year program impact on 6th-grade Tier 2 students main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

For Analytic Group 8 – students entering 6th grade at Tier 3 in SY 2008-2009 (two-year whole-school plus targeted plus intensive interventions impact):

- Model 19: two-year program impact on 6th-grade Tier 3 students main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 20: two-year program impact on 6th-grade Tier 3 students main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 21: two-year program impact on 6th-grade Tier 3 students interaction model (FULL MODEL); included interactions between treatment and NCLB subgroups of students
- Model 22: two-year program impact on 6th-grade Tier 3 students interaction model (FINAL MODEL); included interactions between treatment and NCLB subgroups of students

For Analytic Group 9 – students entering 6th grade at Tier 2 in SY 2007-2008 (three-year whole-school plus targeted interventions impact):

- Model 23: three-year program impact on 6th-grade Tier 2 students main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 24: three-year program impact on 6th-grade Tier 2 students main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)

For Analytic Group 10 – students entering 6th grade at Tier 3 in SY 2007-2008 (three-year whole-school plus targeted plus intensive interventions impact):

- Model 25: three-year program impact on 6th-grade Tier 3 students main effect model (FULL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 26: three-year program impact on 6th-grade Tier 3 students main effect model (FINAL MODEL); did not include interactions between treatment and subgroups of students (e.g., NCLB, grade)
- Model 27: three-year program impact on 6th-grade Tier 3 students interaction model (FULL MODEL); included interactions between treatment and NCLB subgroups of students
- Model 28: three-year program impact on 6th-grade Tier 3 students interaction model (FINAL MODEL); included interactions between treatment and NCLB subgroups of students

The specifications for all eighteen models, the selection and centering of covariates, and the treatment of missing data are discussed in greater detail below.

Model Specifications

Model 11: one-year program impact on 6th-grade Tier 2 students main effect model (FULL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (SY_{ij} - \overline{SY..}) + \beta_{2j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{3j} (IEP_{ij} - \overline{IEP..}) + \beta_{4j} (LEP_{ij} - \overline{LEP..}) + \beta_{5j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{6j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{7j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{8j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{9j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{9j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (SIZE_j - \overline{SIZE..}) + \gamma_{03} (PREAD_j - \overline{PREAD..}) + \gamma_{04} (PFEM_j - \overline{PFEM..}) + \gamma_{05} (PSPED_j - \overline{PSPED..}) + \gamma_{06} (PLEP_j - \overline{PLEP..}) + \gamma_{07} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{08} (COHORT_j - \overline{COHORT..}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{90}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 12: one-year program impact on 6th-grade Tier 2 students main effect model (FINAL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (IEP_{ij} - \overline{IEP..}) + \beta_{2j} (LEP_{ij} - \overline{LEP..}) + \beta_{3j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{4j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{5j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{5j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PFEM_j - \overline{PFEM..}) + \gamma_{02} (PLEP_j - \overline{PLEP..}) + \gamma_{03} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{04} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{50}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 13: one-year program impact on 6th-grade Tier 3 students main effect model (FULL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (SY_{ij} - \overline{SY..}) + \beta_{2j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{3j} (IEP_{ij} - \overline{IEP..}) + \beta_{4j} (LEP_{ij} - \overline{LEP..}) + \beta_{5j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{6j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{7j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{8j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{9j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{9j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN.}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE.}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{04} (\overline{PFEM}_j - \overline{PFEM.}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP.}) + \gamma_{07} (\overline{PLUNCH}_j - \overline{PLUNCH.}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT.}) + \gamma_{09} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

$$\beta_{9j} = \gamma_{90}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{90}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 14: one-year program impact on 6th-grade Tier 3 students main effect model (FINAL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{BLACK}_{ij} - \overline{BLACK..}) + \beta_{5j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{6j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{6j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PFEM}_j - \overline{PFEM.}) + \gamma_{02} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{60}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 15: one-year program impact on 6th-grade Tier 3 students interaction model (FULL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (SY_{ij} - \overline{SY..}) + \beta_{2j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{3j} (IEP_{ij} - \overline{IEP..}) + \beta_{4j} (LEP_{ij} - \overline{LEP..}) + \beta_{5j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{6j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{7j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{8j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{9j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{9j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (SIZE_j - \overline{SIZE..}) + \gamma_{03} (PREAD_j - \overline{PREAD..}) + \gamma_{04} (PFEM_j - \overline{PFEM..}) + \gamma_{05} (PSPED_j - \overline{PSPED..}) + \gamma_{06} (PLEP_j - \overline{PLEP..}) + \gamma_{07} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{08} (COHORT_j - \overline{COHORT..}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11} (TRT_j)$$

$$\beta_{2j} = \gamma_{20} + \gamma_{21} (TRT_j)$$

$$\beta_{3j} = \gamma_{30} + \gamma_{31} (TRT_j)$$

$$\beta_{4j} = \gamma_{40} + \gamma_{41} (TRT_j)$$

$$\beta_{5j} = \gamma_{50} + \gamma_{51} (TRT_j)$$

$$\beta_{6j} = \gamma_{60} + \gamma_{61} (TRT_j)$$

$$\beta_{7j} = \gamma_{70} + \gamma_{71} (TRT_j)$$

$$\beta_{8j} = \gamma_{80} + \gamma_{81} (TRT_j)$$

$$\beta_{9j} = \gamma_{90} + \gamma_{91} (TRT_j)$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{90}$ represent the intercepts for the regression coefficients associated with the different student-level covariates across schools

$\gamma_{11} - \gamma_{91}$ represent the coefficients for the interactions between the different student-level covariates and school treatment

u_{0j} represents the random error associated with school j

Model 16: one-year program impact on 6th-grade Tier 3 students interaction model (FINAL MODEL)

Level 1:

$$ISAT0910_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{7j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT0910_{ij}$ represents the 2009 or 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PFEM_j - \overline{PFEM..}) + \gamma_{02} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40} + \gamma_{41} (TRT_j)$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average ISAT outcome score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{30}$ and $\gamma_{50} - \gamma_{70}$ represent the common regression coefficients associated with the corresponding student-level covariates for each school

γ_{40} represents the intercept for the regression coefficient associated with the corresponding student-level covariate across schools

γ_{41} represents the coefficient for the interaction between the corresponding student-level covariate and school treatment

u_{0j} represents the random error associated with school j

Model 17: two-year program impact on 6th-grade Tier 2 students main effect model (FULL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{LUNCH}_{ij} - \overline{LUNCH..}) + \beta_{5j} (\overline{BLACK}_{ij} - \overline{BLACK..}) + \beta_{6j} (\overline{HISPANIC}_{ij} - \overline{HISPANIC..}) + \beta_{7j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{8j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN..}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE..}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD..}) + \gamma_{04} (\overline{PFEM}_j - \overline{PFEM..}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED..}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP..}) + \gamma_{07} (\overline{PLUNCH}_j - \overline{PLUNCH..}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT..}) + \gamma_{09} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 18: two-year program impact on 6th-grade Tier 2 students main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{BLACK}_{ij} - \overline{BLACK..}) + \beta_{5j} (\overline{HISPANIC}_{ij} - \overline{HISPANIC..}) + \beta_{6j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{7j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISATIO_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PLUNCH_j - \overline{PLUNCH.}) + \gamma_{02} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{02}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{70}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 19: two-year program impact on 6th-grade Tier 3 students main effect model (FULL MODEL)

Level 1:

$$ISATIO_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{8j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISATIO_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN.}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE.}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{04} (\overline{PFEM}_j - \overline{PFEM.}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP.}) + \gamma_{07} (\overline{PLUNCH}_j - \overline{PLUNCH.}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT.}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 20: two-year program impact on 6th-grade Tier 3 students main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER.}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP.}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP.}) + \beta_{4j} (\overline{LUNCH}_{ij} - \overline{LUNCH.}) + \beta_{5j} (\overline{BLACK}_{ij} - \overline{BLACK.}) + \beta_{6j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT.}) + \beta_{7j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH.}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{02} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{03} (\overline{COHORT}_j - \overline{COHORT.}) + \gamma_{04} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{70}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 21: two-year program impact on 6th-grade Tier 3 students interaction model (FULL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{7j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{8j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (SIZE_j - \overline{SIZE..}) + \gamma_{03} (PREAD_j - \overline{PREAD..}) + \gamma_{04} (PFEM_j - \overline{PFEM..}) + \gamma_{05} (PSPED_j - \overline{PSPED..}) + \gamma_{06} (PLEP_j - \overline{PLEP..}) + \gamma_{07} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{08} (COHORT_j - \overline{COHORT..}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11} (TRT_j)$$

$$\beta_{2j} = \gamma_{20} + \gamma_{21} (TRT_j)$$

$$\beta_{3j} = \gamma_{30} + \gamma_{31} (TRT_j)$$

$$\beta_{4j} = \gamma_{40} + \gamma_{41} (TRT_j)$$

$$\beta_{5j} = \gamma_{50} + \gamma_{51} (TRT_j)$$

$$\beta_{6j} = \gamma_{60} + \gamma_{61} (TRT_j)$$

$$\beta_{7j} = \gamma_{70} + \gamma_{71} (TRT_j)$$

$$\beta_{8j} = \gamma_{80} + \gamma_{81} (TRT_j)$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the intercepts for the regression coefficients associated with the different student-level covariates across schools

$\gamma_{11} - \gamma_{81}$ represent the coefficients for the interactions between the different student-level covariates and school treatment

u_{0j} represents the random error associated with school j

Model 22: two-year program impact on 6th-grade Tier 3 students interaction model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LEP_{ij} - \overline{LEP..}) + \beta_{4j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{5j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{6j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{7j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PREAD}_j - \overline{PREAD..}) + \gamma_{02} (\overline{PSPED}_j - \overline{PSPED..}) + \gamma_{03} (\overline{COHORT}_j - \overline{COHORT..}) + \gamma_{04} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30} + \gamma_{31} (TRT_j)$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{04}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{20}$ and $\gamma_{40} - \gamma_{70}$ represent the common regression coefficients associated with the corresponding student-level covariates for each school

γ_{30} represents the intercept for the regression coefficient associated with the corresponding student-level covariate across schools

γ_{31} represents the coefficient for the interaction between the corresponding student-level covariate and school treatment

u_{0j} represents the random error associated with school j

Model 23: three-year program impact on 6th-grade Tier 2 students main effect model (FULL MODEL)⁷

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (GENDER_{ij} - \overline{GENDER..}) + \beta_{2j} (IEP_{ij} - \overline{IEP..}) + \beta_{3j} (LUNCH_{ij} - \overline{LUNCH..}) + \beta_{4j} (BLACK_{ij} - \overline{BLACK..}) + \beta_{5j} (HISPANIC_{ij} - \overline{HISPANIC..}) + \beta_{6j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{7j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{7j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (PMIN_j - \overline{PMIN..}) + \gamma_{02} (SIZE_j - \overline{SIZE..}) + \gamma_{03} (PREAD_j - \overline{PREAD..}) + \gamma_{04} (PFEM_j - \overline{PFEM..}) + \gamma_{05} (PSPED_j - \overline{PSPED..}) + \gamma_{06} (PLEP_j - \overline{PLEP..}) + \gamma_{07} (PLUNCH_j - \overline{PLUNCH..}) + \gamma_{08} (COHORT_j - \overline{COHORT..}) + \gamma_{09} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{70}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 24: three-year program impact on 6th-grade Tier 2 students main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (IEP_{ij} - \overline{IEP..}) + \beta_{2j} (BASEISAT_{ij} - \overline{BASEISAT..}) + \beta_{3j} (BASEMATH_{ij} - \overline{BASEMATH..}) + r_{ij}$$

⁷ LEP is not included as one of the covariates in the full model for Analytic Group 9 because all the students in the sample were non-ELL students.

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{3j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{02} (\overline{PLEP}_j - \overline{PLEP.}) + \gamma_{03} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{03}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{30}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 25: three-year program impact on 6th-grade Tier 3 students main effect model (FULL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{LUNCH}_{ij} - \overline{LUNCH..}) + \beta_{5j} (\overline{BLACK}_{ij} - \overline{BLACK..}) + \beta_{6j} (\overline{HISPANIC}_{ij} - \overline{HISPANIC..}) + \beta_{7j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{8j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN.}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE.}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{04} (\overline{PFEM}_j - \overline{PFEM.}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP.}) + \gamma_{07} (\overline{PLUNCH}_j - \overline{PLUNCH.}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT.}) + \gamma_{09} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

$$\beta_{7j} = \gamma_{70}$$

$$\beta_{8j} = \gamma_{80}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 26: three-year program impact on 6th-grade Tier 3 students main effect model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{5j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{5j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{02} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{03} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{03}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{50}$ represent the common regression coefficients associated with the different student-level covariates for each school

u_{0j} represents the random error associated with school j

Model 27: three-year program impact on 6th-grade Tier 3 students interaction model (FULL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{LUNCH}_{ij} - \overline{LUNCH..}) + \beta_{5j} (\overline{BLACK}_{ij} - \overline{BLACK..}) + \beta_{6j} (\overline{HISPANIC}_{ij} - \overline{HISPANIC..}) + \beta_{7j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{8j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISAT10_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{8j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PMIN}_j - \overline{PMIN..}) + \gamma_{02} (\overline{SIZE}_j - \overline{SIZE..}) + \gamma_{03} (\overline{PREAD}_j - \overline{PREAD..}) + \gamma_{04} (\overline{PFEM}_j - \overline{PFEM..}) + \gamma_{05} (\overline{PSPED}_j - \overline{PSPED..}) + \gamma_{06} (\overline{PLEP}_j - \overline{PLEP..}) + \gamma_{07} (\overline{PLUNCH}_j - \overline{PLUNCH..}) + \gamma_{08} (\overline{COHORT}_j - \overline{COHORT..}) + \gamma_{09} (\overline{TRT}_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11} (\overline{TRT}_j)$$

$$\beta_{2j} = \gamma_{20} + \gamma_{21} (\overline{TRT}_j)$$

$$\beta_{3j} = \gamma_{30} + \gamma_{31} (\overline{TRT}_j)$$

$$\beta_{4j} = \gamma_{40} + \gamma_{41} (\overline{TRT}_j)$$

$$\beta_{5j} = \gamma_{50} + \gamma_{51} (\overline{TRT}_j)$$

$$\beta_{6j} = \gamma_{60} + \gamma_{61} (\overline{TRT}_j)$$

$$\beta_{7j} = \gamma_{70} + \gamma_{71} (\overline{TRT}_j)$$

$$\beta_{8j} = \gamma_{80} + \gamma_{81} (\overline{TRT}_j)$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{09}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{10} - \gamma_{80}$ represent the intercepts for the regression coefficients associated with the different student-level covariates across schools

$\gamma_{11} - \gamma_{81}$ represent the coefficients for the interactions between the different student-level covariates and school treatment

u_{0j} represents the random error associated with school j

Model 28: three-year program impact on 6th-grade Tier 3 students interaction model (FINAL MODEL)

Level 1:

$$ISAT10_{ij} = \beta_{0j} + \beta_{1j} (\overline{GENDER}_{ij} - \overline{GENDER..}) + \beta_{2j} (\overline{IEP}_{ij} - \overline{IEP..}) + \beta_{3j} (\overline{LEP}_{ij} - \overline{LEP..}) + \beta_{4j} (\overline{BASEISAT}_{ij} - \overline{BASEISAT..}) + \beta_{5j} (\overline{BASEMATH}_{ij} - \overline{BASEMATH..}) + r_{ij}$$

where

$ISATIO_{ij}$ represents the 2010 ISAT reading scale score for student i in school j

β_{0j} represents the mean for school j adjusted for the student-level covariates

$\beta_{1j} - \beta_{5j}$ represent the regression coefficients for school j , associated with the different student-level covariates

r_{ij} represents the random error associated with the achievement score of student i in school j

Level 2:

$$\beta_{0j} = \gamma_{00} + \gamma_{01} (\overline{PREAD}_j - \overline{PREAD.}) + \gamma_{02} (\overline{PSPED}_j - \overline{PSPED.}) + \gamma_{03} (TRT_j) + u_{0j},$$

$$\beta_{1j} = \gamma_{11} (TRT_j)$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

where

γ_{00} represents the average 2010 ISAT score for control schools

$\gamma_{01} - \gamma_{03}$ represent the regression coefficients associated with the different school-level covariates

$\gamma_{20} - \gamma_{80}$ represent the common regression coefficients associated with the corresponding student-level covariates for each school

γ_{11} represents the coefficient for the interaction between the corresponding student-level covariate and school treatment

u_{0j} represents the random error associated with school j

Selection of Covariates

Tables R-1, R-2, R-3, and R-4 list the covariates that were included in the full models (Models 11, 13, 15, 17, 19, 21, 23, 25 and 27). All covariates, with the exception of treatment at level 2, were grand mean centered. Final models were derived from full models based on interpretability, parsimony, and model fit. Generally covariates with p values of .200 and above were excluded from the analysis.

Table R-1
Variables included in Models 11 and 13 (full main effect models)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT0910	Spring 2009 or spring 2010 ISAT scale score
Level 1 predictors	SY	Students entering in SY 2009-2010 or SY 2008-2009
	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
Level 2 predictors	LEP	English language learner status (N/Y)
	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
TRT	Treatment (control/treatment)	

Table R-2
Variables included in Model 15 (full interaction model)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT0910	Spring 2009 or spring 2010 ISAT scale score
Level 1 predictors	SY	Students entering in SY 2009-2010 or SY 2008-2009
	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
	SYxTRT BLACKxTRT, HISPANICxTRT, BASEISATxTRT, BASEMATHxTRT, GENDERxTRT, IEPxTRT, LUNCHxTRT, LEPxTRT	Interaction between treatment and covariates
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Table R-3
Variables included in Models 17, 19, 23, and 25 (full main effect models)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT10	Spring 2010 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP ^a	English language learner status (N/Y)
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

^a LEP is not included as one of the covariates in Model 23 because all the students in Analytic Group 9 were non-ELL students.

Table R-4
Variables included in Models 21 and 27 (full interaction models)

Variable Type	Abbreviation	Variables
Dependent variable	ISAT10	Spring 2010 ISAT scale score
Level 1 predictors	BLACK	Black (N/Y)
	HISPANIC	Hispanic (N/Y)
	BASEISAT	Baseline ISAT reading scale scores
	BASEMATH	Baseline ISAT math scale scores
	GENDER	Gender (male/female)
	IEP	Individualized education plan/special education status (N/Y)
	LUNCH	Free/reduced-price lunch eligibility (N/Y)
	LEP	English language learner status (N/Y)
		BLACKxTRT, HISPANICxTRT, BASEISATxTRT, BASEMATHxTRT, GENDERxTRT, IEPxTRT, LUNCHxTRT, LEPxTRT
Level 2 predictors	PMIN	Proportion of minority students (non-White)
	PFEM	Proportion of female students
	PREAD	Proportion of students at or above grade level in reading
	PSPED	Proportion of special education students
	PLEP	Proportion of limited English proficiency students
	PLUNCH	Proportion of free/reduced-price lunch students
	SIZE	School size in targeted grades
	COHORT	Cohort (Cohort 1/Cohort 2)
	TRT	Treatment (control/treatment)

Treatment of Missing Data

When carrying out the HLM analyses, listwise deletion was used to remove students with missing data from all analytic samples. A total of 1,288 students entering 6th grade at Tier 2 either in SY 2008-2009 or in SY 2009-2010 (Analytic Group 5) were included in the analyses for Models 11 and 12; there were altogether 1,234 students who entered 6th grade at Tier 3 either in SY 2008-2009 or in SY 2009-2010 (Analytic Group 6) included in the analyses for Models 13 through 16; a total of 650 students who entered 6th grade at Tier 2 in SY 2008-2009 (Analytic Group 7) were included in the analyses for Models 17 and 18; there were altogether 582 students who entered 6th grade at Tier 3 in SY 2008-2009 (Analytic Group 8) included in the analyses for Models 19 through 22; a total of 433 student entering 6th grade at Tier 2 in SY 2007-2008 (Analytic Group 9) were included in the analyses for Models 23 and 24; and 904 students who entered 6th grade at Tier 3 in SY 2007-2008 (Analytic Group 10) were included in the analyses for Models 25 though 28. The analyses did not include students who had no outcome data or were missing covariates.

Table of Analysis Samples

**Table R-5
Summary Statistics of Outcome Variable for Analysis Samples of Struggling Readers**

Analysis Sample	Group	Mean	SD	School Sample Size	Student Sample Size
Students entering 6 th grade at Tier 2 either in SY 0809 or in SY 0910 (Analytic Group 5, Models 11-12)	Control	222.98	12.386	32	628
	Treatment	224.34	13.358	31	660
	Total	223.68	12.906	63	1288
Students entering 6 th grade at Tier 3 either in SY 0809 or SY 0910 (Analytic Group 6, Models 13-16)	Control	209.77	15.695	32	632
	Treatment	210.10	15.485	31	602
	Total	209.93	15.587	63	1234
Students entering 6 th grade at Tier 2 in SY 0809 (Analytic Group 7, Models 17-18)	Control	229.61	14.548	32	319
	Treatment	228.36	14.555	31	331
	Total	228.97	14.554	63	650
Students entering 6 th grade at Tier 3 in SY 0809 (Analytic Group 8, Models 19-22)	Control	215.28	17.007	32	284
	Treatment	214.37	17.029	31	298
	Total	214.81	17.010	63	582
Students entering 6 th grade at Tier 2 in SY 0708 (Analytic Group 9, Models 23-24)	Control	240.80	11.997	32	219
	Treatment	239.97	12.553	31	214
	Total	240.39	12.268	63	433
Students entering 6 th grade at Tier 3 in SY 0708 (Analytic Group 10, Models 25-28)	Control	226.40	16.240	32	452
	Treatment	226.60	16.766	31	452
	Total	226.50	16.497	63	904

Table of Analysis Model Results

Table R-6
Model 11: one-year program impact on 6th-grade Tier 2 students main effect model
(Analytic Group 5, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	222.594	0.680	327.565	0.000	--
PMIN (G01)	9.183	13.061	0.703	0.485	0.741
SIZE (G02)	-0.003	0.005	-0.629	0.532	-0.000
PREAD (G03)	2.182	8.566	0.255	0.800	0.176
PFEM (G04)	20.772	15.532	1.337	0.187	1.677
PSPED (G05)	0.722	14.798	0.049	0.962	0.058
PLEP (G06)	21.464	10.560	2.033	0.047	1.733
PLUNCH (G07)	-34.287	22.429	-1.529	0.132	-2.768
COHORT (G08)	0.200	1.662	0.120	0.905	0.016
TRT (G09)	2.053	1.096	1.873	0.066	0.166
Model for SY slope (B1)					
Intercept (G10)	-0.683	0.778	-0.878	0.380	-0.055
Model for GENDER slope (B2)					
Intercept (G20)	-0.625	0.675	-0.927	0.355	-0.050
Model for IEP slope (B3)					
Intercept (G30)	-6.144	1.180	-5.205	0.000	-0.496
Model for LEP slope (B4)					
Intercept (G40)	-6.465	2.029	-3.185	0.002	-0.522
Model for LUNCH slope (B5)					
Intercept (G50)	-3.134	1.853	-1.691	0.091	-0.253
Model for BLACK slope (B6)					
Intercept (G60)	-1.252	1.573	-0.796	0.426	-0.101
Model for HISPANIC slope (B7)					
Intercept (G70)	-1.809	1.583	-1.143	0.254	-0.146
Model for BASEISAT slope (B8)					
Intercept (G80)	0.545	0.085	6.404	0.000	0.044
Model for BASEMATH slope (B9)					
Intercept (G90)	0.187	0.023	8.175	0.000	0.015
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	14.745	53	157.583 (0.000)		
Var. within schools (R)	125.589				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	16.205	62	179.354 (0.000)	0.096	
Var. within schools (R)	153.145				

Table R-7
Model 12: one-year program impact on 6th-grade Tier 2 students main effect model
(Analytic Group 5, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	222.495	0.680	327.197	0.000	--
PFEM (G01)	20.595	13.462	1.530	0.131	1.663
PLEP (G02)	15.725	7.564	2.079	0.042	1.270
PLUNCH (G03)	-32.398	16.298	-1.988	0.051	-2.616
TRT (G04)	2.156	1.071	2.014	0.048	0.174
Model for IEP slope (B1)					
Intercept (G10)	-5.941	1.117	-5.317	0.000	-0.480
Model for LEP slope (B2)					
Intercept (G20)	-6.680	1.915	-3.488	0.001	-0.539
Model for LUNCH slope (B3)					
Intercept (G30)	-3.195	1.812	-1.763	0.078	-0.258
Model for BASEISAT slope (B4)					
Intercept (G40)	0.547	0.084	6.477	0.000	0.044
Model for BASEMATH slope (B5)					
Intercept (G50)	0.189	0.022	8.467	0.000	0.015
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	12.383	58	158.869 (0.000)		
Var. within schools (R)	125.750				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	16.205	62	179.354 (0.000)	0.096	
Var. within schools (R)	153.145				

Table R-8
Model 13: one-year program impact on 6th-grade Tier 3 students main effect model
(Analytic Group 6, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	209.461	0.687	304.885	0.000	--
PMIN (G01)	1.448	9.940	0.146	0.885	0.092
SIZE (G02)	-0.001	0.005	-0.216	0.830	-0.000
PREAD (G03)	7.556	10.570	0.715	0.478	0.481
PFEM (G04)	33.762	15.577	2.167	0.035	2.151
PSPED (G05)	3.039	13.160	0.231	0.818	0.194
PLEP (G06)	1.414	6.858	0.206	0.838	0.090
PLUNCH (G07)	11.367	19.479	0.584	0.562	0.724
COHORT (G08)	-0.554	1.615	-0.343	0.733	-0.035
TRT (G09)	0.946	1.055	0.897	0.374	0.060
Model for SY slope (B1)					
Intercept (G10)	0.227	0.910	0.249	0.803	0.014
Model for GENDER slope (B2)					
Intercept (G20)	2.336	0.922	2.533	0.012	0.149
Model for IEP slope (B3)					
Intercept (G30)	-7.055	1.317	-5.357	0.000	-0.449
Model for LEP slope (B4)					
Intercept (G40)	-3.510	1.132	-3.101	0.002	-0.224
Model for LUNCH slope (B5)					
Intercept (G50)	0.671	2.784	0.241	0.810	0.043
Model for BLACK slope (B6)					
Intercept (G60)	-3.920	1.654	-2.370	0.018	-0.250
Model for HISPANIC slope (B7)					
Intercept (G70)	-1.874	1.702	-1.101	0.272	-0.119
Model for BASEISAT slope (B8)					
Intercept (G80)	0.613	0.053	11.637	0.000	0.039
Model for BASEMATH slope (B9)					
Intercept (G90)	0.180	0.034	5.282	0.000	0.011
Random Effects (Var. Components)					
Var. in school means (U0)	11.321	53	117.167 (0.000)		
Var. within schools (R)	180.385				
From Unconditional Model					
Random Effects (Var. Components)					
Var. in school means (U0)	14.768	62	137.467 (0.000)	0.060	
Var. within schools (R)	230.005				

Table R-9
Model 14: one-year program impact on 6th-grade Tier 3 students main effect model
(Analytic Group 6, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	209.377	0.710	294.965	0.000	--
PFEM (G01)	34.991	13.151	2.661	0.010	2.229
TRT (G02)	1.139	1.076	1.058	0.295	0.073
Model for GENDER slope (B1)					
Intercept (G10)	2.364	0.911	2.595	0.010	0.151
Model for IEP slope (B2)					
Intercept (G20)	-6.911	1.300	-5.317	0.000	-0.440
Model for LEP slope (B3)					
Intercept (G30)	-3.569	1.105	-3.231	0.002	-0.227
Model for BLACK slope (B4)					
Intercept (G40)	-3.007	1.040	-2.892	0.004	-0.192
Model for BASEISAT slope (B5)					
Intercept (G50)	0.614	0.052	11.739	0.000	0.039
Model for BASEMATH slope (B6)					
Intercept (G60)	0.182	0.034	5.376	0.000	0.012
Random Effects (Var. Components)					
Var. in school means (U0)	9.152	60	119.677 (0.000)		
Var. within schools (R)	180.051				
From Unconditional Model					
Random Effects (Var. Components)					
Var. in school means (U0)	14.768	62	137.467 (0.000)	0.060	
Var. within schools (R)	230.005				

Table R-10
Model 15: one-year program impact on 6th-grade Tier 3 students interaction model
(Analytic Group 6, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	209.316	0.677	309.291	0.000	--
PMIN (G01)	-2.806	10.205	-0.275	0.784	-0.179
SIZE (G02)	-0.002	0.006	-0.378	0.707	-0.000
PREAD (G03)	7.788	10.486	0.743	0.461	0.496
PFEM (G04)	33.832	15.406	2.196	0.032	2.156
PSPED (G05)	2.690	13.347	0.202	0.841	0.171
PLEP (G06)	-0.047	7.112	-0.007	0.995	-0.003
PLUNCH (G07)	19.411	19.394	1.001	0.322	1.237
COHORT (G08)	-0.657	1.613	-0.407	0.685	-0.042
TRT (G09)	1.043	1.035	1.008	0.318	0.066
Model for SY slope (B1)					
Intercept (G10)	0.554	1.256	0.441	0.659	0.035
TRT (G11)	-0.382	1.810	-0.211	0.833	-0.024
Model for GENDER slope (B2)					
Intercept (G20)	3.357	1.241	2.706	0.007	0.214
TRT (G21)	-2.098	1.819	-1.153	0.249	-0.134
Model for IEP slope (B3)					
Intercept (G30)	-6.280	1.878	-3.343	0.001	-0.400
TRT (G31)	-1.552	2.516	-0.617	0.537	-0.099
Model for LEP slope (B4)					
Intercept (G40)	-3.335	2.112	-1.579	0.114	-0.212
TRT (G41)	-0.522	2.429	-0.215	0.830	-0.033
Model for LUNCH slope (B5)					
Intercept (G50)	6.579	3.395	1.938	0.052	0.419
TRT (G51)	-13.897	5.113	-2.718	0.007	-0.885
Model for BLACK slope (B6)					
Intercept (G60)	-3.564	1.774	-2.009	0.044	-0.227
TRT (G61)	-0.974	3.120	-0.312	0.755	-0.062
Model for HISPANIC slope (B7)					
Intercept (G70)	-3.209	1.843	-1.741	0.081	-0.204
TRT (G71)	2.458	3.281	0.749	0.454	0.157
Model for BASEISAT slope (B8)					
Intercept (G80)	0.628	0.077	8.144	0.000	0.040
TRT (G81)	-0.014	0.106	-0.128	0.899	-0.001
Model for BASEMATH slope (B9)					
Intercept (G90)	0.214	0.037	5.788	0.000	0.014
TRT (G91)	-0.071	0.070	-1.014	0.311	-0.005
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	11.566	53	116.944 (0.000)		
Var. within schools (R)	179.953				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	14.768	62	137.467 (0.000)	0.060	
Var. within schools (R)	230.005				

Table R-11
Model 16: one-year program impact on 6th-grade Tier 3 students interaction model
(Analytic Group 6, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	209.405	0.709	295.531	0.000	--
PFEM (G01)	35.553	13.198	2.694	0.010	2.265
TRT (G02)	1.105	1.071	1.031	0.307	0.070
Model for GENDER slope (B1)					
Intercept (G10)	2.401	0.923	2.602	0.010	0.153
Model for IEP slope (B2)					
Intercept (G20)	-7.036	1.290	-5.456	0.000	-0.448
Model for LEP slope (B3)					
Intercept (G30)	-3.643	1.127	-3.232	0.002	-0.232
Model for LUNCH slope (B4)					
Intercept (G40)	5.982	3.462	1.728	0.084	0.381
TRT (G41)	-12.989	4.818	-2.696	0.008	-0.828
Model for BLACK slope (B5)					
Intercept (G50)	-3.081	1.035	-2.977	0.003	-0.196
Model for BASEISAT slope (B6)					
Intercept (G60)	0.615	0.052	11.726	0.000	0.039
Model for BASEMATH slope (B7)					
Intercept (G70)	0.181	0.034	5.315	0.000	0.012
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	9.013	60	119.027 (0.000)		
Var. within schools (R)	179.495				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	14.768	62	137.467 (0.000)	0.060	
Var. within schools (R)	230.005				

Table R-12
Model 17: two-year program impact on 6th-grade Tier 2 students main effect model
(Analytic Group 7, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	230.403	1.032	223.280	0.000	--
PMIN (G01)	7.151	15.294	0.468	0.642	0.492
SIZE (G02)	-0.010	0.008	-1.252	0.216	-0.001
PREAD (G03)	-0.367	7.727	-0.047	0.963	-0.025
PFEM (G04)	-6.200	18.290	-0.339	0.736	-0.426
PSPED (G05)	9.390	18.000	0.522	0.604	0.645
PLEP (G06)	17.017	11.979	1.421	0.161	1.170
PLUNCH (G07)	-48.485	21.806	-2.223	0.030	-3.333
COHORT (G08)	2.526	1.950	1.295	0.201	0.174
TRT (G09)	-1.491	1.504	-0.991	0.327	-0.102
Model for GENDER slope (B1)					
Intercept (G10)	1.795	1.034	1.736	0.083	0.123
Model for IEP slope (B2)					
Intercept (G20)	-3.358	1.744	-1.925	0.054	-0.231
Model for LEP slope (B3)					
Intercept (G30)	-10.011	2.584	-3.874	0.000	-0.688
Model for LUNCH slope (B4)					
Intercept (G40)	0.592	2.719	0.218	0.828	0.041
Model for BLACK slope (B5)					
Intercept (G50)	-6.540	2.745	-2.382	0.018	-0.450
Model for HISPANIC slope (B6)					
Intercept (G60)	-3.425	2.180	-1.571	0.116	-0.235
Model for BASEISAT slope (B7)					
Intercept (G70)	0.574	0.131	4.378	0.000	0.039
Model for BASEMATH slope (B8)					
Intercept (G80)	0.240	0.036	6.640	0.000	0.017
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	18.371	53	109.131 (0.000)		
Var. within schools (R)	163.716				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	15.009	62	111.419 (0.000)	0.070	
Var. within schools (R)	198.473				

Table R-13
Model 18: two-year program impact on 6th-grade Tier 2 students main effect model
(Analytic Group 7, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	229.852	0.963	238.616	0.000	--
PLUNCH (G01)	-34.898	18.958	-1.841	0.070	-2.399
TRT (G02)	-1.297	1.460	-0.888	0.378	-0.089
Model for GENDER slope (B1)					
Intercept (G10)	1.646	1.035	1.589	0.112	0.113
Model for IEP slope (B2)					
Intercept (G20)	-3.599	1.762	-2.043	0.041	-0.247
Model for LEP slope (B3)					
Intercept (G30)	-9.806	2.586	-3.792	0.000	-0.674
Model for BLACK slope (B4)					
Intercept (G40)	-5.335	2.470	-2.160	0.031	-0.367
Model for HISPANIC slope (B5)					
Intercept (G50)	-3.342	2.189	-1.527	0.127	-0.230
Model for BASEISAT slope (B6)					
Intercept (G60)	0.588	0.131	4.496	0.000	0.040
Model for BASEMATH slope (B7)					
Intercept (G70)	0.235	0.036	6.492	0.000	0.016
Random Effects (Var. Components)					
	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	16.234	60	116.092 (0.000)		
Var. within schools (R)	163.955				
From Unconditional Model					
	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	15.009	62	111.419 (0.000)	0.070	
Var. within schools (R)	198.473				

Table R-14
Model 19: two-year program impact on 6th-grade Tier 3 students main effect model
(Analytic Group 8, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	216.086	1.174	183.983	0.000	--
PMIN (G01)	6.320	16.350	0.387	0.700	0.372
SIZE (G02)	-0.006	0.006	-0.998	0.323	-0.000
PREAD (G03)	21.139	8.220	2.572	0.013	1.243
PFEM (G04)	18.066	15.759	1.146	0.257	1.062
PSPED (G05)	41.151	21.757	1.891	0.064	2.420
PLEP (G06)	11.057	14.814	0.746	0.459	0.650
PLUNCH (G07)	8.955	23.502	0.381	0.704	0.527
COHORT (G08)	-2.776	1.840	-1.509	0.137	-0.163
TRT (G09)	-1.560	1.655	-0.943	0.350	-0.092
Model for GENDER slope (B1)					
Intercept (G10)	1.989	1.242	1.601	0.110	0.117
Model for IEP slope (B2)					
Intercept (G20)	-7.491	1.655	-4.525	0.000	-0.440
Model for LEP slope (B3)					
Intercept (G30)	-11.355	2.758	-4.117	0.000	-0.668
Model for LUNCH slope (B4)					
Intercept (G40)	-11.777	4.208	-2.799	0.006	-0.692
Model for BLACK slope (B5)					
Intercept (G50)	-5.863	3.537	-1.658	0.098	-0.345
Model for HISPANIC slope (B6)					
Intercept (G60)	-1.736	3.664	-0.474	0.635	-0.102
Model for BASEISAT slope (B7)					
Intercept (G70)	0.454	0.080	5.687	0.000	0.027
Model for BASEMATH slope (B8)					
Intercept (G80)	0.202	0.052	3.866	0.000	0.012
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	14.909	53	85.859 (0.003)		
Var. within schools (R)	209.943				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	21.844	62	109.473 (0.000)	0.075	
Var. within schools (R)	269.294				

Table R-15
Model 20: two-year program impact on 6th-grade Tier 3 students main effect model
(Analytic Group 8, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	216.180	1.156	187.069	0.000	--
PREAD (G01)	19.148	6.632	2.887	0.006	1.126
PSPED (G02)	41.443	20.437	2.028	0.047	2.437
COHORT (G03)	-2.690	1.806	-1.489	0.142	-0.158
TRT (G04)	-1.920	1.561	-1.230	0.224	-0.113
Model for GENDER slope (B1)					
Intercept (G10)	2.028	1.238	1.639	0.101	0.119
Model for IEP slope (B2)					
Intercept (G20)	-7.389	1.660	-4.451	0.000	-0.434
Model for LEP slope (B3)					
Intercept (G30)	-11.030	2.781	-3.966	0.000	-0.649
Model for LUNCH slope (B4)					
Intercept (G40)	-12.321	4.288	-2.873	0.005	-0.724
Model for BLACK slope (B5)					
Intercept (G50)	-4.241	1.648	-2.574	0.011	-0.249
Model for BASEISAT slope (B6)					
Intercept (G60)	0.453	0.080	5.666	0.000	0.027
Model for BASEMATH slope (B7)					
Intercept (G70)	0.204	0.052	3.912	0.000	0.012
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	13.366	58	90.340 (0.004)		
Var. within schools (R)	209.313				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	21.844	62	109.473 (0.000)	0.075	
Var. within schools (R)	269.294				

Table R-16
Model 21: two-year program impact on 6th-grade Tier 3 students interaction model
(Analytic Group 8, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	216.049	1.103	195.856	0.000	--
PMIN (G01)	3.755	18.015	0.208	0.836	0.221
SIZE (G02)	-0.006	0.006	-0.949	0.347	-0.000
PREAD (G03)	21.503	8.120	2.648	0.011	1.264
PFEM (G04)	17.391	15.870	1.096	0.279	1.023
PSPED (G05)	39.981	22.483	1.778	0.081	2.351
PLEP (G06)	7.871	13.992	0.563	0.576	0.463
PLUNCH (G07)	8.786	23.027	0.382	0.704	0.517
COHORT (G08)	-2.852	1.758	-1.622	0.110	-0.168
TRT (G09)	-1.638	1.561	-1.050	0.299	-0.096
Model for GENDER slope (B1)					
Intercept (G10)	2.691	1.939	1.388	0.166	0.158
TRT (G11)	-1.147	2.577	-0.445	0.656	-0.067
Model for IEP slope (B2)					
Intercept (G20)	-9.110	2.053	-4.438	0.000	-0.536
TRT (G21)	2.889	3.101	0.932	0.352	0.170
Model for LEP slope (B3)					
Intercept (G30)	-6.342	1.957	-3.241	0.002	-0.373
TRT (G31)	-8.929	4.239	-2.107	0.035	-0.525
Model for LUNCH slope (B4)					
Intercept (G40)	-10.667	5.147	-2.072	0.038	-0.627
TRT (G41)	-1.918	8.968	-0.214	0.831	-0.113
Model for BLACK slope (B5)					
Intercept (G50)	-4.751	3.458	-1.374	0.170	-0.279
TRT (G51)	-1.461	6.843	-0.214	0.831	-0.086
Model for HISPANIC slope (B6)					
Intercept (G60)	-1.227	4.499	-0.273	0.785	-0.072
TRT (G61)	-0.428	7.123	-0.060	0.953	-0.025
Model for BASEISAT slope (B7)					
Intercept (G70)	0.419	0.124	3.393	0.001	0.025
TRT (G71)	0.074	0.163	0.456	0.648	0.004
Model for BASEMATH slope (B8)					
Intercept (G80)	0.192	0.079	2.425	0.016	0.011
TRT (G81)	0.009	0.102	0.087	0.931	0.001
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	13.882	53	81.016 (0.008)		
Var. within schools (R)	211.895				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	21.844	62	109.473 (0.000)	0.075	
Var. within schools (R)	269.294				

Table R-17
Model 22: two-year program impact on 6th-grade Tier 3 students interaction model
(Analytic Group 8, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	216.212	1.116	193.715	0.000	--
PREAD (G01)	19.790	6.623	2.988	0.005	1.164
PSPED (G02)	38.373	20.334	1.887	0.064	2.256
COHORT (G03)	-2.642	1.780	-1.484	0.143	-0.155
TRT (G04)	-1.976	1.513	-1.306	0.197	-0.116
Model for GENDER slope (B1)					
Intercept (G10)	2.087	1.248	1.671	0.095	0.123
Model for IEP slope (B2)					
Intercept (G20)	-7.326	1.638	-4.473	0.000	-0.431
Model for LEP slope (B3)					
Intercept (G30)	-6.276	2.295	-2.734	0.007	-0.369
TRT (G31)	-8.637	4.442	-1.944	0.052	-0.508
Model for LUNCH slope (B4)					
Intercept (G40)	-12.410	4.295	-2.890	0.004	-0.730
Model for BLACK slope (B5)					
Intercept (G50)	-4.045	1.673	-2.418	0.016	-0.238
Model for BASEISAT slope (B6)					
Intercept (G60)	0.448	0.080	5.605	0.000	0.026
Model for BASEMATH slope (B7)					
Intercept (G70)	0.202	0.051	3.927	0.000	0.012
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	11.817	58	86.290 (0.009)		
Var. within schools (R)	209.328				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	21.844	62	109.473 (0.000)	0.075	
Var. within schools (R)	269.294				

Table R-18

**Model 23: three-year program impact on 6th-grade Tier 2 students main effect model
(Analytic Group 9, Full Model)**

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	241.245	0.961	251.153	0.000	--
PMIN (G01)	16.746	11.113	1.507	0.138	1.396
SIZE (G02)	0.004	0.006	0.762	0.449	0.000
PREAD (G03)	8.289	7.566	1.096	0.279	0.691
PFEM (G04)	-27.800	11.859	-2.344	0.023	-2.317
PSPED (G05)	33.658	13.624	2.470	0.017	2.805
PLEP (G06)	16.829	9.527	1.766	0.083	1.403
PLUNCH (G07)	-26.788	20.683	-1.295	0.201	-2.233
COHORT (G08)	-0.459	1.798	-0.255	0.799	-0.038
TRT (G09)	-1.165	1.321	-0.882	0.382	-0.097
Model for GENDER slope (B1)					
Intercept (G10)	1.071	0.835	1.283	0.201	0.089
Model for IEP slope (B2)					
Intercept (G20)	-6.203	2.328	-2.665	0.008	-0.517
Model for LUNCH slope (B3)					
Intercept (G30)	1.098	2.259	0.486	0.627	0.092
Model for BLACK slope (B4)					
Intercept (G40)	-2.633	2.483	-1.060	0.290	-0.219
Model for HISPANIC slope (B5)					
Intercept (G50)	-3.727	2.495	-1.494	0.136	-0.311
Model for BASEISAT slope (B6)					
Intercept (G60)	0.502	0.075	6.710	0.000	0.042
Model for BASEMATH slope (B7)					
Intercept (G70)	0.177	0.029	6.071	0.000	0.015
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	12.503	53	98.892 (0.000)		
Var. within schools (R)	92.752				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	18.974	62	123.744 (0.000)	0.126	
Var. within schools (R)	132.179				

Table R-19
Model 24: three-year program impact on 6th-grade Tier 2 students main effect model
(Analytic Group 9, Final Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	241.048	0.936	257.660	0.000	--
PSPED (G01)	32.011	13.743	2.329	0.023	2.668
PLEP (G02)	19.300	7.799	2.475	0.016	1.609
TRT (G03)	-0.771	1.266	-0.609	0.544	-0.064
Model for IEP slope (B1)					
Intercept (G10)	-5.669	2.279	-2.487	0.013	-0.473
Model for BASEISAT slope (B2)					
Intercept (G20)	0.515	0.076	6.817	0.000	0.043
Model for BASEMATH slope (B3)					
Intercept (G30)	0.180	0.029	6.189	0.000	0.015
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	12.906	59	114.103 (0.000)		
Var. within schools (R)	92.911				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	18.974	62	123.744 (0.000)	0.126	
Var. within schools (R)	132.179				

Table R-20
Model 25: three-year program impact on 6th-grade Tier 3 students main effect model
(Analytic Group 10, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	226.836	0.708	320.522	0.000	--
PMIN (G01)	14.208	13.250	1.072	0.289	0.875
SIZE (G02)	0.000	0.004	0.102	0.920	0.000
PREAD (G03)	12.685	6.153	2.062	0.044	0.781
PFEM (G04)	-0.434	10.481	-0.041	0.967	-0.027
PSPED (G05)	20.372	11.300	1.803	0.077	1.254
PLEP (G06)	10.868	12.328	0.882	0.382	0.669
PLUNCH (G07)	-1.532	16.997	-0.090	0.929	-0.094
COHORT (G08)	-1.750	1.594	-1.098	0.278	-0.108
TRT (G09)	0.065	1.067	0.061	0.952	0.004
Model for GENDER slope (B1)					
Intercept (G10)	2.473	0.713	3.467	0.001	0.152
Model for IEP slope (B2)					
Intercept (G20)	-5.451	1.498	-3.640	0.001	-0.336
Model for LEP slope (B3)					
Intercept (G30)	-10.962	1.560	-7.029	0.000	-0.675
Model for LUNCH slope (B4)					
Intercept (G40)	-3.079	2.945	-1.046	0.297	-0.190
Model for BLACK slope (B5)					
Intercept (G50)	0.950	3.228	0.294	0.768	0.059
Model for HISPANIC slope (B6)					
Intercept (G60)	-1.614	2.459	-0.656	0.512	-0.099
Model for BASEISAT slope (B7)					
Intercept (G70)	0.464	0.043	10.719	0.000	0.029
Model for BASEMATH slope (B8)					
Intercept (G80)	0.180	0.037	4.836	0.000	0.011
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	7.533	53	84.006 (0.004)		
Var. within schools (R)	157.261				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	8.713	62	89.858 (0.012)	0.032	
Var. within schools (R)	263.599				

Table R-21

**Model 26: three-year program impact on 6th-grade Tier 3 students main effect model
(Analytic Group 10, Final Model)**

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	226.691	0.712	318.327	0.000	--
PREAD (G01)	12.842	4.706	2.729	0.009	0.791
PSPED (G02)	17.357	10.213	1.699	0.094	1.069
TRT (G03)	0.044	1.005	0.044	0.966	0.003
Model for GENDER slope (B1)					
Intercept (G10)	2.426	0.724	3.351	0.001	0.149
Model for IEP slope (B2)					
Intercept (G20)	-5.453	1.515	-3.600	0.001	-0.336
Model for LEP slope (B3)					
Intercept (G30)	-11.099	1.708	-6.500	0.000	-0.683
Model for BASEISAT slope (B4)					
Intercept (G40)	0.460	0.044	10.485	0.000	0.028
Model for BASEMATH slope (B5)					
Intercept (G50)	0.176	0.035	4.976	0.000	0.011
Random Effects (Var. Components)					
	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	5.920	59	85.510 (0.014)		
Var. within schools (R)	157.476				
From Unconditional Model					
Random Effects (Var. Components)					
	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	8.713	62	89.858 (0.012)	0.032	
Var. within schools (R)	263.599				

Table R-22
Model 27: three-year program impact on 6th-grade Tier 3 students interaction model
(Analytic Group 10, Full Model)

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	226.850	0.701	323.484	0.000	--
PMIN (G01)	15.286	13.161	1.161	0.251	0.941
SIZE (G02)	0.001	0.004	0.141	0.889	0.000
PREAD (G03)	13.306	5.977	2.226	0.030	0.819
PFEM (G04)	-3.641	10.421	-0.349	0.728	-0.224
PSPED (G05)	18.961	10.996	1.724	0.090	1.168
PLEP (G06)	10.496	12.774	0.822	0.415	0.646
PLUNCH (G07)	0.406	16.977	0.024	0.981	0.025
COHORT (G08)	-1.938	1.587	-1.221	0.228	-0.119
TRT (G09)	-0.009	1.072	-0.008	0.993	-0.001
Model for GENDER slope (B1)					
Intercept (G10)	0.355	0.870	0.408	0.683	0.022
TRT (G11)	4.355	1.329	3.278	0.001	0.268
Model for IEP slope (B2)					
Intercept (G20)	-6.054	1.506	-4.020	0.000	-0.373
TRT (G21)	1.245	2.828	0.440	0.659	0.077
Model for LEP slope (B3)					
Intercept (G30)	-10.826	1.868	-5.796	0.000	-0.667
TRT (G31)	-0.647	2.366	-0.273	0.785	-0.040
Model for LUNCH slope (B4)					
Intercept (G40)	0.101	3.373	0.030	0.976	0.006
TRT (G41)	-5.576	5.531	-1.008	0.314	-0.343
Model for BLACK slope (B5)					
Intercept (G50)	-0.514	5.387	-0.095	0.924	-0.032
TRT (G51)	2.263	5.536	0.409	0.682	0.139
Model for HISPANIC slope (B6)					
Intercept (G60)	-2.667	4.968	-0.537	0.591	-0.164
TRT (G61)	1.529	5.435	0.281	0.778	0.094
Model for BASEISAT slope (B7)					
Intercept (G70)	0.503	0.055	9.206	0.000	0.031
TRT (G71)	-0.078	0.084	-0.933	0.352	-0.005
Model for BASEMATH slope (B8)					
Intercept (G80)	0.121	0.059	2.032	0.042	0.007
TRT (G81)	0.113	0.071	1.589	0.112	0.007
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	7.511	53	82.380 (0.006)		
Var. within schools (R)	157.112				
From Unconditional Model					
Random Effects (Var. Components)	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	8.713	62	89.858 (0.012)	0.032	
Var. within schools (R)	263.599				

Table R-23

**Model 28: three-year program impact on 6th-grade Tier 3 students interaction model
(Analytic Group 10, Final Model)**

Fixed Effects	Coefficient	SE	<i>t</i>	<i>p</i>	Glass's Δ
Model for INTRCPT1 (B0)					
Intercept (G00)	226.637	0.716	316.468	0.000	--
PREAD (G01)	13.078	4.668	2.802	0.007	0.805
PSPED (G02)	16.559	10.185	1.626	0.109	1.020
TRT (G03)	0.069	1.007	0.069	0.946	0.004
Model for GENDER slope (B1)					
TRT (G11)	4.193	1.026	4.085	0.000	0.258
Model for IEP slope (B2)					
Intercept (G20)	-5.394	1.492	-3.615	0.001	-0.332
Model for LEP slope (B3)					
Intercept (G30)	-11.474	1.613	-7.114	0.000	-0.706
Model for BASEISAT slope (B4)					
Intercept (G40)	0.463	0.043	10.701	0.000	0.028
Model for BASEMATH slope (B5)					
Intercept (G50)	0.174	0.036	4.866	0.000	0.011
Random Effects (Var. Components)					
	Variance	df	Chi-Square (<i>p</i>)		
Var. in school means (U0)	5.909	59	85.738 (0.013)		
Var. within schools (R)	156.767				
From Unconditional Model					
Random Effects (Var. Components)					
	Variance	df	Chi-Square (<i>p</i>)	ICC	
Var. in school means (U0)	8.713	62	89.858 (0.012)	0.032	
Var. within schools (R)	263.599				