Year
1

READ-TO-ACHIEVE GRANT PROGRAM

Interim Evaluation Report: 2001-2002

R2A

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General Highlights

- *Focus and Scope.* These interim report highlights are based on year one data submitted as part of the long-term external evaluation, which is structured to address three primary questions:
  (1) How well did schools attain the grant-specified achievement goal?
  (2) How well did schools attain their other stated goals?
  (3) What program characteristics describe those schools that did attain the grant's achievement goal and those that did not?

- Data for this report were collected and submitted by the participating schools and include aggregated student data as well as self-reported ratings of program characteristics and success.

Schools' Program Characteristics and Implementation

- *Program Goals.* There was considerable diversity in schools' emphasis on goals for reading achievement, student motivation, parent involvement, and professional development.

- On average, approximately 60% of a school's emphasis was on goals for reading achievement and approximately 20% on goals for professional development.

- Generally, similar emphases for instruction were intended across the Six Dimensions of Reading, with the area of reading comprehension planned for slightly more instructional emphasis (20%) and the area of student motivation to receive somewhat less instructional emphasis (10%).

- *Program Structures.* A variety of program structures and combinations were reported for delivery of instruction, including pull-out programs, in-class assistance and support, and summer school. School day programs were reported by 82%, summer programs by 52%, and extended day programs by 42% of the reporting schools.

- On average, pull-out programs planned were reported to involve 3 ½ hours weekly for the typical student over approximately 20 weeks, most often in small groups involving 2 – 4 students. The in-class assistance planned averaged approximately 3 ½ hours a week over approximately 17 weeks with a form of group instruction. Extended day programs were reported to involve one hour per week on average for approximately 9 weeks, most likely with a group of 5 – 8 students.

- Delivery of instruction was reported as "very prescribed" (involving many specific, scripted steps to each learning session) by 28% of the schools. Three percent (3%) of the schools reported delivery of instruction to students as "open", in that approaches stem from the breadth of the teacher's experience.

- *Program Implmenetation.* The specific kinds of tasks required to implement schools' programs according to program, but often included securing and training needed staff, obtaining instructional materials and facilities, establishing systems to identify eligible students, professional development, orienting parents, implementing program components with parents, and coordinating with other onsite school programs.

- Overall, tasks relevant to schools' programs were reported to have been implemented with ease, success, and generally within the planned timeframe. Generally tasks were reported as implemented smoothly and successfully by over 90% of the schools.

- Schools reported somewhat more challenge in fully implementing program components with parents; however, more than 80% of the schools indicated ease, success, and timeliness for this task as well.

Year One Achievement and Results

- *Student Groups and Characteristics.* Although there was considerable diversity across school programs, the typical program involved approximately 20 second grade students, with 17 participating full-cycle, and 20 third grade students, with 16 participating full-cycle.

- Approximately 14% of the second grade full-cycle students and 11% of the third grade full-cycle students were reported as English language learners.

- Approximately 13% of the second grade full-cycle students and 15% of the third grade full-cycle students were reported as participating in special education programs.

- *Attainment of Grant-Specified Achievement Goal.* The grant-specified goal required that at least 25% of the students who were enrolled for the full instructional cycle of the program improve to grade level, as measured by the school's CBLA assessments, or score proficient on the CSAP.

- As a group, the R2A school programs were very successful in attaining this goal. Almost all (approximately 92%) of the schools achieved or exceed this grant-specified goal.

- Success relative to the grant-specified achievement goal was achieved for various subgroups of schools as well.
    - **Funding Cycle.** The group of schools funded for the 12-month cycle averaged approximately 50% of the full-cycle students reported as reaching the grade level goal. The group of schools funded for the 18-month cycle averaged approximately 55% of the students reported to have reached the goal.
    - **Stability of Student Group.** Schools were grouped into four groups according to the proportion of participating students that remained full-cycle in comparison with the other R2A schools. All four school groups averaged 50% or more full-cycle students as reported to have reached grade level proficiency. The set of schools with the lowest proportion of students remaining full-cycle averaged the highest percent (63%) of full-cycle students reported to have attained the grade level proficiency goal.

- *Attainment of Additional School-Specific Goals.* In addition to the grant-specified achievement goal, some schools had additional school-specific achievement goals, parent involvement goals, or goals for professional development.

- Fifty-two percent (52%) of the schools reported on at least two achievement goals in addition to the grant-specified goal. Approximately 79% of the achievement goals were reported by schools to be fully attained or exceeded.

- Professional development goals were reported by 94% of the schools, with 66% reporting two goals and 43% reporting three goals. Approximately 78% of these goals were reported as fully attained or exceeded.

- Program goals for parent involvement were reported for 94% of the schools, with 59% reporting two goals. Approximately 60% of these goals were reported as fully attained or exceeded.

- **Program Characteristics Related to Success.** Because almost all schools attained the grant-specified achievement goal, data from coming years are needed to examine the relationship of program characteristics and program success. Further analyses await data from the 2002-2003 and 2003-2004 program years.

Introduction

This report provides an interim, first year evaluation summary for the overall set of school programs that were funded by Read-to-Achieve (R2A) grant program dollars during the 2001-2002 program year. Brief summaries of the evaluation purpose, structure, and focus are followed by findings related to school program characteristics and implementation. This information provides context for understanding the summary results related to students' reading achievement and attainment of schools' R2A program goals. This report is intended for a general, rather than technical, audience to better serve the current information priorities.

The overall structure of the R2A evaluation covers three domains: each school's own evaluation of its program as outlined in its funded proposal; the accountability component related to program budgets and implementation of the proposed programs; and the external evaluation related to overall results for the participating schools. These three domains overlap, and some of the data collected were used to serve multiple purposes. This overall structure for the R2A evaluation is shown in Figure 1.1. This interim report focuses solely on the external evaluation domain.
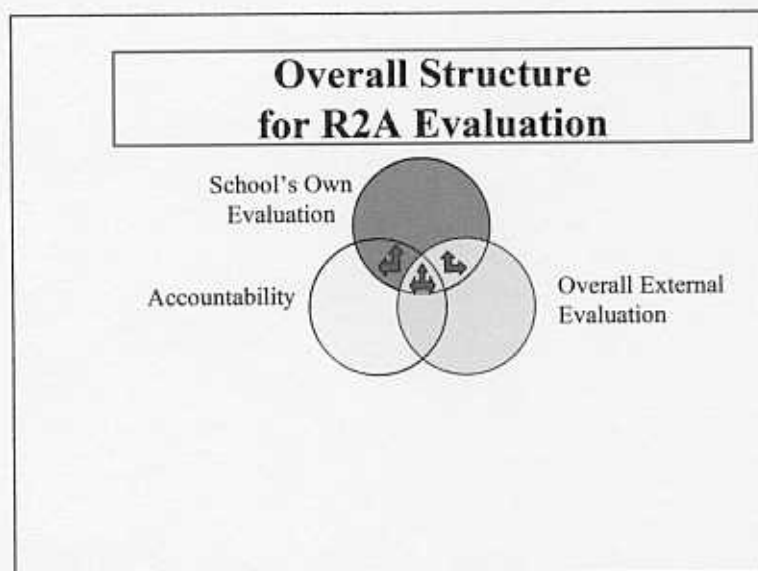

Figure 1.1 Overall structure for R2A evaluation domains

This external evaluation was structured to address three primary questions. How well did schools attain the grant-specified achievement goal? How well did schools attain their other stated goals? What characteristics describe those schools that did attain the grant-specified achievement goal and those schools that did not?

A conceptual model relating five program components was used to structure the evaluation design and data collection. As shown in Figure 1.2, the model identifies components related to assessment of student needs, schools' R2A program plans, the various implementations of R2A programs by schools, the instructional and related strategies used, and student achievement. During the proposal review process prior to award of R2A grants to the schools, information about schools' needs assessment and program plans was gathered.

Conceptual Model for R2A External Evaluation
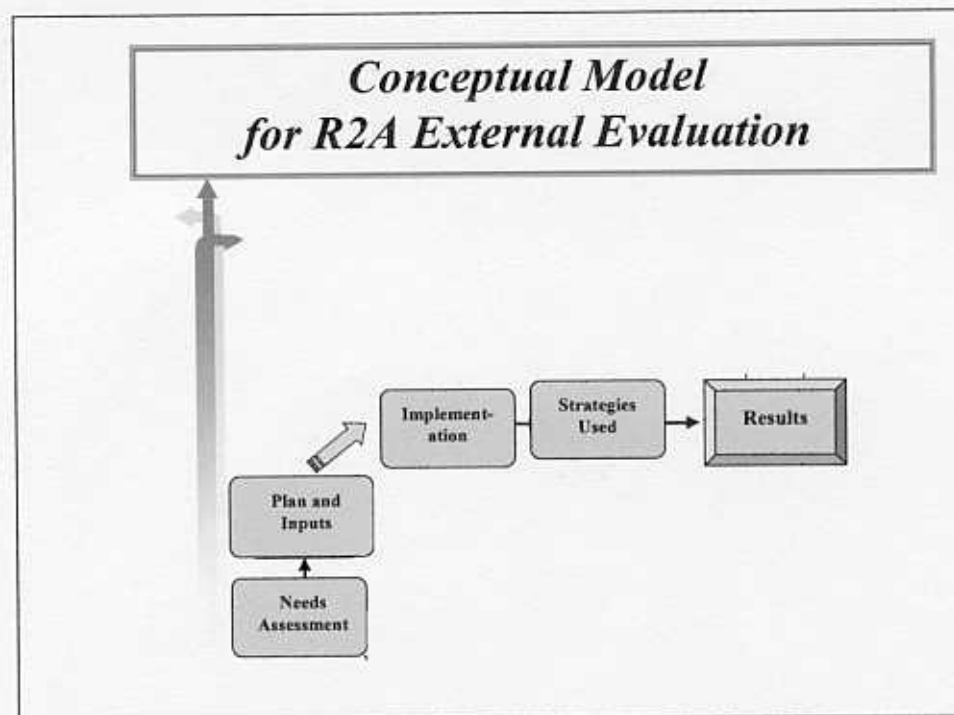
Figure 1.2. Components of the conceptual model for the R2A external evaluation

Data about specific characteristics of schools' R2A grant-funded programs, the implementation of these programs, and summary data about student achievement and attainment of additional R2A program goals were collected at various times during the year. Findings related to these components provide a context necessary to answering the primary evaluation questions.

Schools' Program Characteristics and Implementation

Information about schools' R2A programs and their implementation provides one view of the scope of the activity funded by the year's R2A dollars. A wide variety of questions were posed to schools in the Program Profile survey, which was completed early in the program year by school representatives during the September 2001 networking days. Summary information for each of the questions about schools' R2A program is provided in Appendix A.

Program Goals Profile. For one of the questions, schools estimated the relative emphasis of their R2A program goals in the areas of reading achievement, student motivation, parent involvement, and professional development. There was considerable diversity in relative emphasis of these goals reported for the school programs. The average profile for the group reporting the most singular emphasis among the allocations is shown in Figure 2.1; the average profile for the group reporting a more multi-focus emphasis across these goal categories is shown in Figure 2.2.

Program Profile Type 1: Single Focus

□4%   □6%
■4%

□%RA Goals
■%SM Goals
□%PI Goals
▨%PD Goals

□86%

Figure 2.1. Relative goal emphases for reading achievement (%RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals) for the group of schools reporting the most singular emphasis on reading achievement

Program Profile Type 5: Multi-Focus

%RA Goals · %SM Goals · %PI Goals · %PD Goals
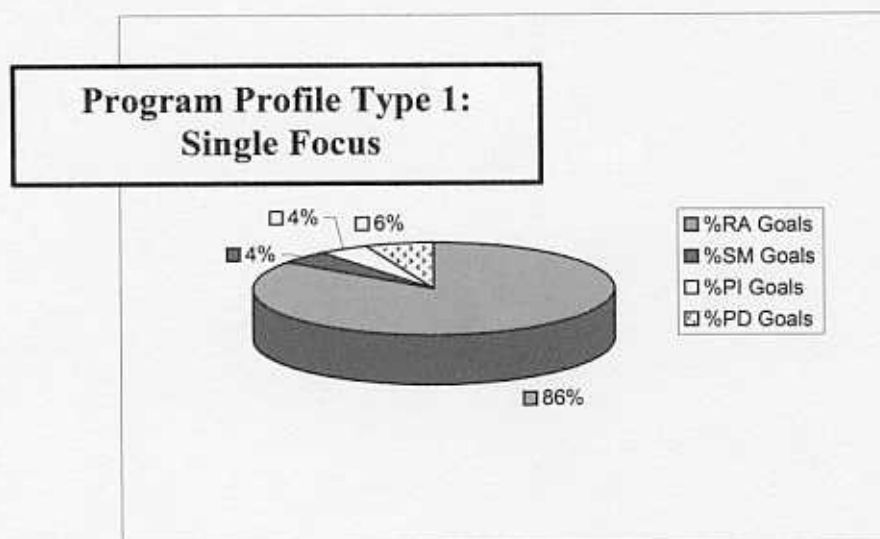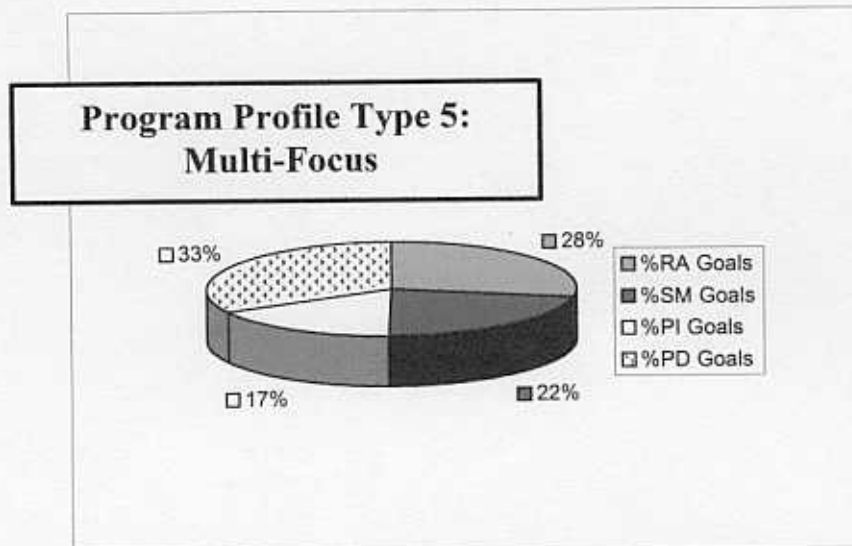
33% · 28% · 17% · 22%

Figure 2.2. Relative goal emphases for reading achievement (%RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals) for the group of schools reporting the least singular emphasis on reading achievement

The average allocation for the total group of schools is shown in Figure 2.3, with more than 50% of the goal emphasis reported for reading achievement goals.

General Program Profile

%RA Goals · %SM Goals · %PI Goals · %PD Goals

19% · 10% · 13% · 58%
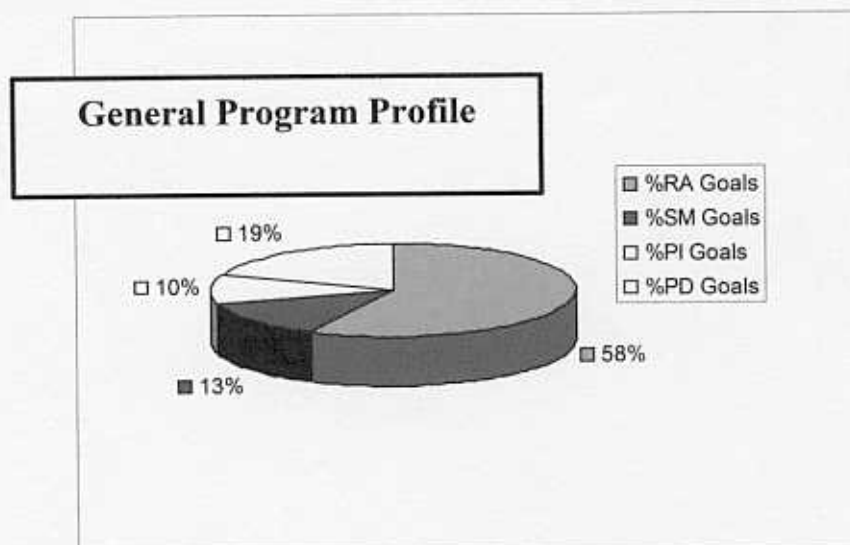
Figure 2.3. Allocation of emphasis to program goals in areas of reading achievement (% RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals)

Six Dimensions of Reading. The grant required instructional attention to all six dimensions of reading. The relative emphasis reported by grade level for each of these dimensions is given in Table 2.1. In general, reading comprehension was estimated to receive a majority of the instructional emphasis. For Grade 3, relatively more emphasis was estimated for reading comprehension and relatively less emphasis on the areas of phonemic awareness and systematic

phonics than was estimated for Grade 2. The relative emphases reported for the six dimensions of reading were generally consistent across the various program goals profiles.

Instructional Emphasis to Six Dimensions of Reading

Percent Emphasis for Six Dimensions					Grade 2
PA	**P**	**V**	**F**	**RC**	**M**
n Schools	454	454	454	454	454	454
Min	0.00	0.00	0.00	0.00	0.00	0.00
Max	90.00	65.00	30.00	40.00	90.00	40.00
Median	15.00	15.00	15.00	15.00	20.00	10.00
Mean	17.69	16.00	14.39	15.09	24.35	9.68
SD	11.32	8.83	6.72	6.97	12.47	5.91

Percent Emphasis for Six Dimensions					Grade 3
PA	**P**	**V**	**F**	**RC**	**M**
n Schools	454	454	454	454	454	454
Min	0.00	0.00	0.00	0.00	0.00	0
Max	90.00	80.00	35.00	40.00	90.00	40
Median	10.00	10.00	15.00	15.00	30.00	10
Mean	12.56	13.13	15.41	16.23	30.05	10.03
SD	9.99	8.39	7.00	7.52	14.18	6.11

Table 2.1. Relative percent emphasis reported for the six dimensions of reading: phonemic awareness (PA), systematic phonics (P), vocabulary (V), fluency (F), reading comprehension (RC), and student motivation (M)

Approaches to Identification and Instruction. Additional information about characteristics of the programs planned include details related to the structure of the programs, instructional strategies, indicators of student experiences, and details concerning program context and support. The data indicate that schools' generally used multiple sources of information in selecting students for participating in their programs. Most frequently, schools reported using two to three published instructional systems as the predominant structure for the instructional components of the program. Predominant use of a single instructional system, however, was reported by approximately 24% of the schools.

Program Structures. A variety of program structures were reported for delivery of instruction. Overall, schools reported relative emphasis across the options as 40% pull-out, as 28% in-class assistance and support, as 15% extended day, as 14% as summer school, and as 2% other. The majority of schools (51%) characterized the delivery of instruction in their R2A programs as "structured", in that there is a structured set of approaches available to be used as needed. Delivery of instruction was reported as "Very prescribed", in that there are many specific, scripted steps to each learning session, by 28% of the schools. Three percent (3%) of the school reported

delivery of instruction to students as "open", in that approaches stem from the breadth of the teacher's experience.

The Program Profile survey also requested rough estimates about planned instructional time for a R2A typical student in schools' programs. Schools estimated at the onset of the program planned for the typical participating students the number of instructional hours and sessions per week and the number of weeks in the program. It appears, in general, that the pull-out and the in-class assistance structures involved the most instructional time for the typical student. Instructional time was reported as generally involving group instruction with two to eight students. Responses indicated that a student was likely to have instructional interactions with one or two R2A-funded teachers while in the program.

Support for Students and Teachers. The questions posed to schools about program context and support related to professional development for teachers and parent involvement. Professional development for teachers was generally described as involving coaching on-site, internal on-site, research-based, ongoing, and for selected staff. From estimates of the relative emphasis of the six dimensions of reading in the professional development, it appears the most emphasis was planned for reading comprehension (28%), with remaining emphasis allocated evenly across the other five dimensions. Schools reported that multiple involvements were planned for parents. Most schools reported that these included work with the student at home, parent commitment to specified responsibilities or activities, and program meetings and events.

Characteristics of Implementation. Information about program implementation was collected by schools during Fall 2001 at the point when the school's R2A program began serving students. Appendix B provides copy of the survey that was completed by schools and shows summary information for schools' responses. Schools were asked to report on those implementation tasks deemed relevant to the school's particular program and to report how easily or smoothly the task could be accomplished, the degree of task success, and the timeliness of task completion.

Overall, tasks relevant to schools' programs were reported to have been implemented with ease, success, and generally within the planned timeframe. Schools reported more challenge, relative to the other implementation tasks, in fully implementing program components with parents. Of all tasks, this was more frequently rated as negative in terms of ease, success, and completion in accordance with timeline. However, more than 80% of the schools indicated ease, success, and timeliness for this task. Most tasks were reported as accomplished according to schools' proposed plan and timeline by at least 90% of the schools. Less often reported as accomplished according to plan were those tasks to secure needed staff, orient staff, obtain instructional materials, begin professional development, implement extended day program, and implement parent component of the program. Up to 18% of the schools reported one or more of these tasks as not able to be accomplished according to the plan and timeline.

Findings related to these components provide a context necessary to addressing the primary evaluation questions.

Interim Findings and Results

R esults for the first year of the R2A grant-funded programs are interpreted in the context of the program purposes, plans, and implementation described in the previous sections of this report. While the overall structure of the R2A program statewide included each school's own evaluation of its program as outlined in funded proposal and accountability related to program budgets and implementation, and the external evaluation focused instead overall results for the participating schools and the three primary questions.

Data for various groups of students and schools were analyzed to address these questions. Summary information for the number of participating students and the number of full-cycle students is provided in Table 3.1 according to students' grade assignment in May 2002. This table also provides information about the percent of students reported as English language learners and the percent of students reported as participating in special education.

Student Characteristics for Three Groups in the Analyses

Number of Students

	All Participating Students			Full-Cycle Students			School Groups of Size		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Min	0	0	0	0	0	0	16	16	16
Max	128	103	66	110	71	66	110	103	66
Median	20.00	20.00	10.00	17.00	16.00	9.00	24.00	24.00	21.50
Mean	22.24	22.66	12.33	18.73	18.78	11.35	27.49	27.43	24.40
SD	14.81	16.52	11.82	12.80	12.29	9.37	11.72	11.30	9.18

Percent of Students Reported as ELL

	All Participating Students			Full-Cycle Students			School Groups of Size		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Min	0	0	0	0	0	0	0	0	0
Max	100	100	100	100	100	100	100	100	100
Median	13.33	10.53	9.52	14.29	10.82	3.45	19.76	16.67	15.00
Mean	22.44	20.70	19.69	25.95	24.00	18.78	29.99	26.77	21.73
SD	26.24	24.72	25.92	31.01	30.48	29.85	30.94	29.65	28.38

Percent of Students Reported as Special Education

	All Participating Students			Full-Cycle Students			School Groups of Size		
	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4	Grade 2	Grade 3	Grade 4
Min	0	0	0	0	0	0	0	0	0
Max	100	100	100	100	100	100	100	100	50
Median	13.33	15.45	17.50	13.04	15.00	16.67	12.50	16.22	18.52
Mean	18.03	18.60	23.03	17.60	18.00	21.26	15.59	17.49	19.76
SD	19.81	16.85	22.62	19.70	18.57	22.89	15.82	15.34	12.15

Table 3.1. Summary information for three groups for analyses: all participating students, full-cycle students, and schools reporting more than 15 full-cycle students at each grade level

All reporting schools were included in the general program analyses. Subgroup analyses included schools reporting more than 15 full-cycle students.

The grant-specified achievement goal, specified in the statute that established the R2A grant program, is that schools show that 25% of the students enrolled in the intensive literacy program improved their reading skills to grade level or achieved proficiency on the state assessment in reading. This required that at least 25% of the students who were enrolled for the full instructional cycle of the program improve to grade level, as measured by the school's CBLA assessment, or score proficient on the CSAP (see *Colorado Read to Achieve Grant Program Annual Report*, 2002).

Based on the achievement data provided by schools in May and June 2002, the R2A school programs, as a group, were very successful in attaining this goal. Figure 3.1 shows the distribution of schools according to the percent of their group of full-cycle students that reached the goal. Almost all schools achieved or exceeded this goal.

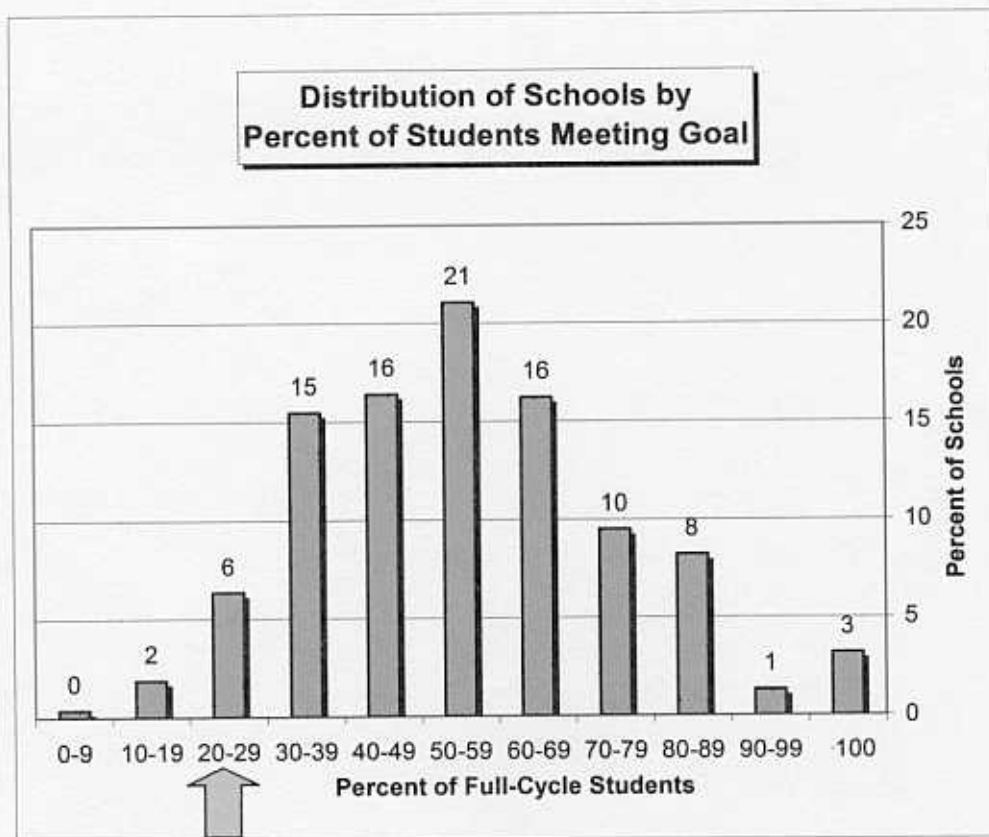**Distribution of Schools by Percent of Students Meeting Goal**

Figure 3.1. Distribution of schools by percent of students participating for the full instructional cycle that attained the grant-specified goal

Based on those schools reporting more than 15 full-cycle students, Table 3.2 provides the percent of full-cycle students meeting the achievement goal for groups of schools identified by funding cycle, stability of the group of participating students, area of the state, and profile of program goal emphasis. For each disaggregation, the number of schools is given by group, along with the mean (average) percent of full-cycle students reported to reach the grade level goal and the standard deviation (SD), indicating the variability across that group of schools.

Percent of Students Reaching Goal by Group

Funding Cycle			12-Month	18-Month
Schools			102	322
Mean			49.5	55.1
SD			17.1	18.5

Stability	Most Above	Above	Below	Most Below
Schools	85	175	117	77
Mean	50.7	52.5	55.1	62.8
SD	20.1	16.4	17.4	21.1

Area Code		970	719	303/720
Schools		111	92	251
Mean		53.5	51.7	56.1
SD		20.0	16.5	18.7

Single Focus		Least		Most
Schools		106	179	168
Mean		55.9	54.5	53.8
SD		20.5	16.9	19.2

Table 3.2. Attainment of grant-specified achievement goal for subgroups of schools reporting more than 15 full-cycle students

The desegregation by funding cycle was made on the basis of schools that were awarded R2A grant during the first, 18-month and the second, 12-month proposal and award cycles. Desegregation by "stability" was made according to the relative standing of the schools among other R2A schools in terms of the percent of full-cycle students. Those schools whose percent of full-cycle students was more than one standard deviation above the R2A schools' mean were categorized as "most above" (85 schools), those within a standard deviation above the mean as "above" (175 schools), those within a standard deviation below the mean as "below" (117 schools), and those schools whose percent of full-cycle students was more than one standard deviation below the mean for R2A schools was categorized as "most below" (77 schools). Telephone area code was used to categorize schools by general locale within Colorado. The final desegregation reported in Figure 3.2 was made on the basis of school's reporting program goal emphases, with "most" single focus including those schools reporting the highest allocation to reading achievement goals (168 schools) and "least" single focus representing those schools reporting the least allocation to the reading achievement goal.

For each of these groupings of schools, approximately half of the full-cycle students or more were reported to have attained the grade level proficiency as indicated by schools' CBLA levels or CSAP score. As a group overall, and as part of various subgroupings, the R2A schools reported data indicating they clearly attained and exceeded the grant-specified achievement goal.

How well did schools attain their other stated goals?

All R2A schools pursued the grant-specified achievement goal, discussed above. In addition, some schools had specified school-specific achievement goals, parent involvement goals, or goals for professional development in their funded proposals. Summary data concerning the accomplishment of these school-specific goals were provided at the conclusion of the program year by schools on the Survey of School's Program Goals report. Appendix C provides copy of this survey, annotated with summary statistics that reflect schools' responses.

In addition to the grant-specified achievement goal, the survey allowed space for reporting on three additional achievement goals. Fifty-two percent (52%) of the schools reported on at least two additional achievement goals. Figure 3.3 displays the distribution of attainment of these goals as reported by schools.
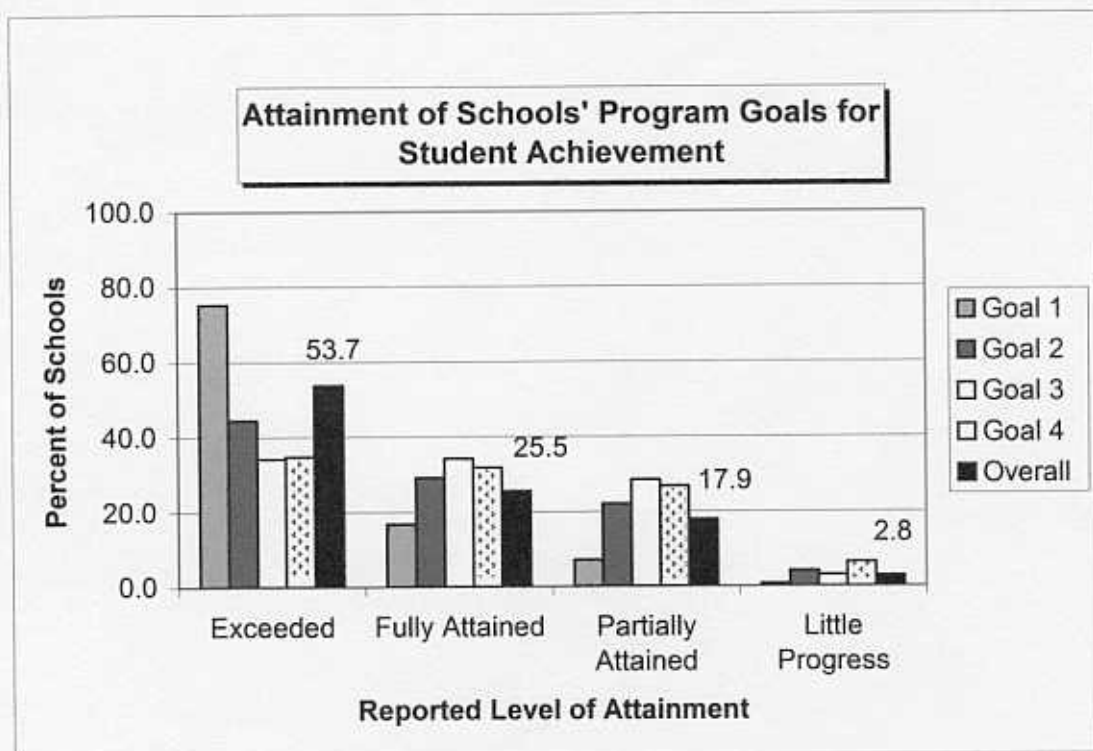

Figure 3.3. Degree of attainment reported by schools for grant-specified and school-specific achievement goals

Approximately 79% of the achievement goals reported by schools were fully attained or exceeded. The small set of goals for which little progress was reported were most likely to represent the fourth achievement goal established by the school.

Professional development goals were reported by 94% of the schools, with 66% reporting two goals and 43% reporting three goals. Figure 3.4 shows the distribution of schools reporting their attainment of these goals.
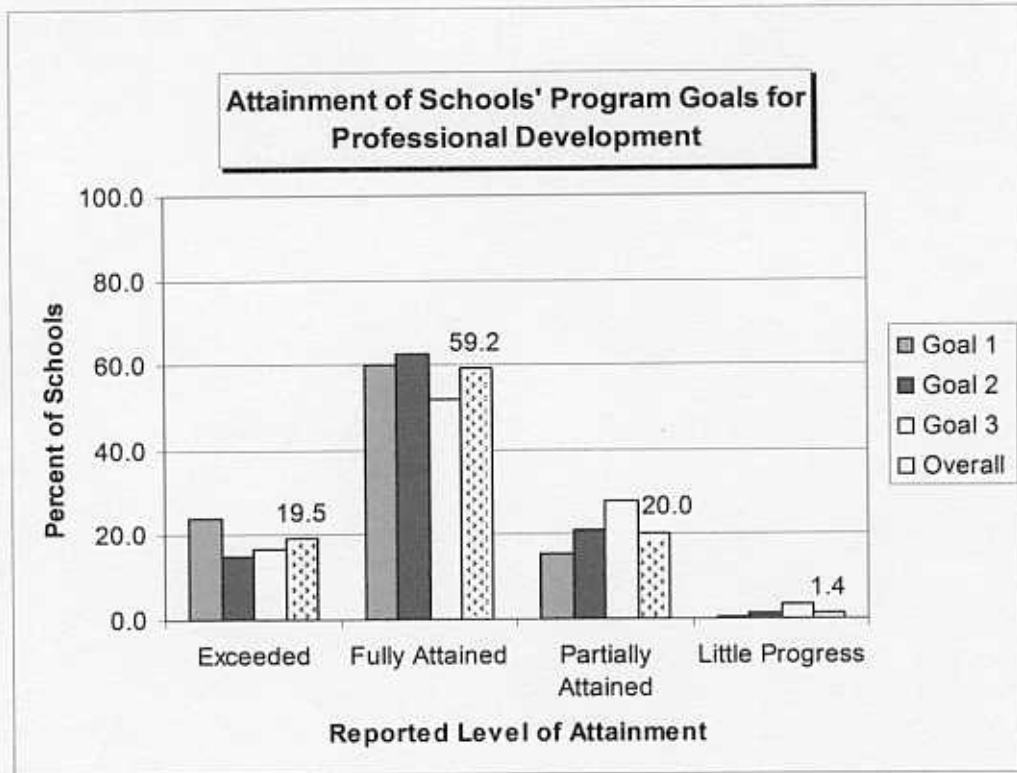
Figure 3.4. Degree of attainment reported for school-specific goals for professional development

Approximately 78% of these goals were reported as fully attained or exceeded. Again, those few goals for which little progress was reported were likely to be the third goal in the area of professional development.

Program goals for parent involvement were reported for 94% of the schools, with 59% reporting a second goal. Figure 3.5 provides summary information about schools' reported attainment of these goals. Approximately 60% of these goals were reported as fully attained or exceeded.

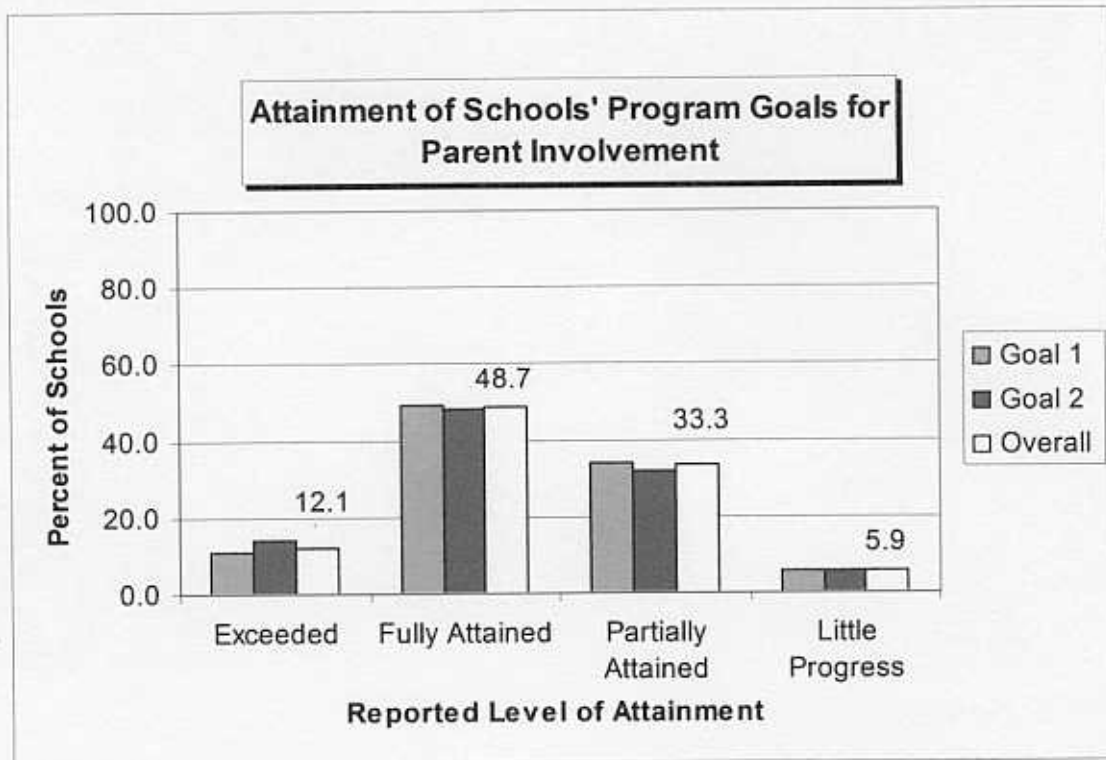**Attainment of Schools' Program Goals for Parent Involvement**

Figure 3.5. Degree of attainment reported for school-specific parent involvement goals

By year-end, schools reported fully attaining or exceeding a majority of their goals in the areas of achievement, professional development, and parent involvement. Based on schools' data, the greatest overall level of goal attainment was in the area of student achievement.

What characteristics describe those schools that did attain the grant-specified achievement goal and those schools that did not?

This first year was a very successful year for R2A schools in reaching the grant-specified goal for student achievement in reading. All but a very few grant-funded schools clearly exceeded the grant-specified achievement goal for the 2001-2002 cycle. Given this success, data from coming years are needed in order to reliably examine the relationship of program characteristics to program success. Further analyses await data from the 2002-2003 and 2003-2004 program years.

Program Profile

A self-report survey of schools' program characteristics during the Fall 2001 networking days

Program Profile

School ID# ___542___

Today's Date _____

Directions: Please provide your best estimate to the following items in the blanks provided and enter your School ID# at the bottom of each page. If you indicate "Other" in answering an item, please provide detail in the space provided Note that the word "program" as used here refers to those efforts that are funded by Read to Achieve dollars.

I. Program Goals and Objectives

1 What is the relative emphasis for each of the various categories of goals and objectives in your program? (Assign percentages that sum to 100%)

- 57% Reading achievement
- 13% Student motivation and engagement
- 10% Parent involvement
- 19% Teacher skills and professional development
- ___% Other (please specify): _____

2 For each grade level in your program, what is the relative instructional emphasis for each of the following Six Dimensions of Reading?
(Assign percentages that sum to 100% for each grade level column)

Grade 2	Grade 3	
18	13	Phonemic awareness
16	13	Systematic phonics
14	15	Background knowledge and vocabulary
15	16	Fluency
24	29	Reading comprehension
10	10	Motivation
3	3	Other (please specify): _____

3 Other important detail about *Program Goals and Objectives* : _____
_____
_____

II. Program Structures

1 In our proposal, our program was designed to serve approximately (number) _25_ second graders and (number) _24_ third graders. This represents approximately _36_ % of our school's second graders and _34_ % of our school's third graders.

2 What data are used to identify students for participation in the program?
(Check one or more)

- 81% Scores from one or more group assessments
- 96% Results from one or more individual reading inventories
- 56% Grade-level indictor on benchmark books
- 86% Teacher judgment based on several different indicators
- 20% Other (please specify): _____

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3 For each grade level, which assessments are used for students' entry to, and graduation from, this program? (Complete the table with names of assessments used)

	Entry	Graduation
Grade 2		
Grade 3		

4 Which of the following provides the <u>predominant</u> structure for the instructional components of the program? (Check one)

19	Locally-developed instructional approaches
24	One published instructional system
39	Two to three published instructional systems
6	Four or more published instructional systems
6	Service contracted to external agency
7	Other (please specify): _____

5 What is the relative emphasis in your program of various structures for the delivery of instruction? (Assign percentages that sum to 100%)

28	In-class support and assistance
40	Pull-out
15	Extended day
14	Summer program
2	Other (please specify): _____

6 Other important detail about *Program Structures* : _____

_____

III. Instructional Strategies

1 What is the relative importance of each of the following to successful delivery of <u>your</u> program? (Mark one box in the row for each aspect)

	Most important		Least important
Use of the publisher's approach, equipment, or materials	33	38	28
Initial diagnosis of student learning needs	92	8	1
Developing or selecting instructional materials	49	42	9
Ongoing monitoring and informal assessment of students	88	11	1
Using research-based instructional strategies and skills	89	10	1
Individualizing instruction for students	82	16	2
Conducting formal assessments of student achievement	48	43	9
Use of assessment results for instructional planning	87	12	1
Other: _____	5	1	1

School ID# _____

2   How closely prescribed is the delivery of instruction to students in your program?
(Check one)

    <u>28</u>   Very prescribed... There are many specific, scripted steps to each learning session.

    <u>51</u>   Structured... There is a structured set of approaches available to be used as needed.

    <u>19</u>   Generally framed... Instructional approaches are created by the teacher within a general framework.

    <u>3</u>   Open... Approaches stem from the breadth of the teacher's experience.

3   Other important detail about *Instructional Strategies* : _____

_____

_____

IV. Student Experiences

1   How much instructional time does the typical student receive from the program?
(Enter number in box by type of program)

	In-Class	Pull-Out	Extended Day	Summer Program	Other
Number of hours per week	3.6	3.4	1.0	5.0	0.6
Number of sessions per week	2.4	3.2	1.2	2.2	0.2
Number of weeks in program	16.8	19.7	9.1	2.7	0.7

2   For the typical student in each type of program, how will the instructional time be spent?
(For each column, assign percentages to sum to 100%)

	In-Class	Pull-Out	Extended Day	Summer Program	Other
One-on-one instruction	4.4	16.2	7.7	7.5	1.0
Group instruction with 2 - 4 students	12.0	23.7	9.4	13.0	0.7
Group instruction with 5 - 8 students	11.4	20.0	12.4	13.8	1.1
Group instruction with 9 or more students	11.2	1.2	1.5	6.0	0.5
Independent reading	7.0	3.4	2.1	4.2	0.8
Independent activities related to reading	5.9	2.9	1.7	3.4	0.8
Computer-based activity	3.1	4.3	2.7	3.1	0.3
Other:_____	0.3	0.4	0.1	0.3	0.2

3   Indicate the number of different staff members with whom a student is likely to interact instructionally in the program
(Enter the number by type of program)

	In-Class	Pull-Out	Extended Day	Summer Program	Other
Teachers	1.9	1.7	1.3	2.3	0.1
Specifically trained paraprofessionals	0.6	0.6	0.3	0.4	0.0
Parents or volunteers	0.6	0.8	0.6	0.5	0.1
Others : _____	0.1	0.0	0.0	0.0	0.0

4   Other important detail about *Student Experiences* : _____

_____

_____

School ID# _____

V. Program Context and Support

1 To what degree do the following generally describe the program's <u>most important</u> professional development focus?
(Mark one box in the row for each aspect)

	Very descriptive		Not descriptive
Single-event	11	19	69
Introductory	18	32	50
Coaching on-site	67	24	8
External off-site	17	36	46
Internal on-site	68	23	8
Research-based	88	9	3
Experiential	39	32	27
Ongoing	85	11	4
Book study	21	36	42
Selected staff	56	23	20
Whole staff	44	31	25

2 For purposes of professional development, what is the relative emphasis for each of the following Six Dimensions of Reading in your program?
(Assign percentages that sum to 100%)

_17%_ Phonemic awareness
_14%_ Systematic phonics
_15%_ Background knowledge and vocabulary
_15%_ Fluency
_28%_ Reading comprehension
_9%_ Motivation
_3%_ Other (please specify): _____

3 In what ways does the program plan for parent involvement?
(Check all that apply)

_78%_ Regular work with student at home
_62%_ Commit to specified responsibilities or activities
_84%_ Program meetings, events, and conferences
_18%_ Other (please specify): _____

4 In what ways is the program planned to be integrated into the regular instruction for students?
(Check all that apply)

_88%_ Regular coordination with classroom teacher
_78%_ Use of same instructional approaches as classroom
_57%_ Use of different instructional approaches than classroom
_70%_ School-wide staff development
_8%_ Other (please specify): _____

5 Other important detail about *Program Context and Support* : _____
_____
_____

School ID# _____

Implementation Survey

Schools' identification of program-relevant implementation tasks and ratings of task ease, success, and timeliness

Implementation Summary

School ID#   565
Today's Date   Fall 2002

Directions: *Please provide the information and ratings requested across the rows for each of the following implementation stages and tasks. Note that these stages and tasks apply to some but not all programs. Mark "NA" when a stage or task does not apply to your program. Information about program implementation will help to provide context for a better understanding of program success.*

% Schools reporting each option

Done? (Y or N or NA)	Begun Mo/Yr	Finished Mo/Yr	Implementation Stages and Tasks % Schools reporting task relevant	How easily or smoothly? (+ or ✓ or -)	How successfully? (+ or ✓ or -)	Able to do this according to proposed plan and timeline? (Y or N)	Was a revision required to this part of the proposed plan? (Y or N)	Overall Task as % of Expected Rating
			Receive award announcement 93	73, 26, 4	77, 19, 4	90, 10	16, 84	122
			Secure needed staff 96	59, 33, 9	76, 20, 4	85, 15	17, 83	118
			Orient and/or train staff 99	65, 33, 3	71, 27, 2	89, 11	12, 88	120
			Obtain instructional materials 96	66, 28, 6	75, 23, 2	87, 13	17, 83	120
			Secure and prepare facilities 77	70, 26, 3	77, 21, 2	95, 5	8, 92	123
			Establish system to identify eligible students 99	70, 29, 1	77, 22, 1	97, 3	9, 91	124
			Secure student participation 99	68, 29, 2	69, 28, 3	94, 6	11, 89	121
			Coordinate with other onsite school programs 78	61, 34, 5	68, 29, 3	95, 5	7, 93	120
			Orient parents to program participation 97	55, 39, 6	51, 41, 8	91, 9	12, 88	114
			Begin instructional professional development 96	65, 32, 3	69, 29, 2	90, 10	14, 86	120
			Establish ongoing student assessment and instructional adjustments 98	69, 27, 3	73, 25, 2	95, 5	7, 93	122
			Begin grant-funded work with students 99	76, 21, 3	81, 18, 1	91, 9	13, 88	124
			Fully implement summer program with students 52	62, 32, 7	62, 31, 8	93, 7	13, 87	118
			Fully implement school day program with students 82	71, 27, 2	77, 21, 2	92, 8	12, 88	123
			Fully implement extended day program with students 42	58, 33, 10	66, 27, 7	86, 17	20, 80	115
			Fully implement program components with parents 89	42, 44, 14	40, 45, 15	82, 18	16, 84	106
			Establish ongoing program monitoring and adjustment 97	62, 35, 3	68, 30, 2	96, 4	9, 91	120
			Other (please specify): _____ 5	50, 23, 27	61, 29, 1	74, 25	27, 73	108

Briefly describe any surprises or challenges that your school encountered. What has been the impact of these on your overall program implementation to-date?

(see individual school reports)

_____
_____
_____
_____

What are your school's insights to-date or suggestions for others about program implementation?

(see individual school reports)

_____
_____
_____
_____

Survey of School's Program Goals

Schools' reporting of -summary information about program goals and attainment in the areas of student achievement, professional development, and parent involvement

Survey of School's Program Goals

School ID# _____535_____

Today's Date ___May/June 2002___

Directions: *This survey addresses program goals and their evaluation as specified in your proposal. Note that your objectives, as the support stages in accomplishing the goals, are not the focus of this survey. Please provide your best estimate to the following items. Your program may have more goals or fewer goals than provided for on this form. Attach an addendum for additional goals or leave items blank as appropriate. Please note that the word "program" as used here refers to those efforts that are funded by Read to Achieve dollars.*

> **Student Achievement Goals**

1 What were your school's program goals for student achievement?
(Please list).

Achievement Goal 1 At least twenty-five percent of the students enrolled in the intensive reading program improved their reading skills to at least grade level or achieved proficiency on the state CSAP assessment in reading for their grade level.

Achievement Goal 2: _____79% reporting goal_____

Achievement Goal 3: _____52% reporting goal_____

Achievement Goal 4: _____28% reporting goal_____

2 To what degree has each of these student achievement goals been attained?
(For each goal specified in Item 1 above, mark the most appropriate box).

	Exceeded	*Fully Attained*	*Partially Attained*	*Little Progress*	Attained or Exceeded
Achievement Goal 1	75.3	16.8	7.2	0.8	92.1
Achievement Goal 2	44.6	29.1	22.2	4.2	73.7
Achievement Goal 3	34.2	34.2	28.5	3.1	68.4
Achievement Goal 4	34.8	31.9	26.8	6.5	66.7

(Percent of relevant group)

3 For each of these student achievement goals, what summary information exists to support this rating of attainment?
(Briefly summarize the information or cite existing summary).

Achievement Goal 1:	(see individual reports from schools)
Achievement Goal 2:	(see individual reports from schools)
Achievement Goal 3:	(see individual reports from schools)
Achievement Goal 4:	(see individual reports from schools)

4 Other important detail about *Student Achievement Goals* or their supporting objectives:

_____(see individual reports from schools)_____

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1 What were your school's program goals for professional development?
(Please list).

| Professional Development Goal 1: | 94% reporting goal |

| Professional Development Goal 2: | 66% reporting goal |

| Professional Development Goal 3: | 43% reporting goal |

2 To what degree has each of these professional development goals been attained?
(For each goal, mark the most appropriate box).

	Exceeded	Fully Attained	Partially Attained	Little Progress	Attained or Exceeded
Professional Development Goal 1	24.1	60.0	15.5	0.4	84.1
Professional Development Goal 2	14.9	62.6	21.1	1.4	77.5
Professional Development Goal 3	16.7	51.8	28.1	3.5	68.5

(Percent of relevant group)

3 For each of these professional development goals, what summary information exists to support this rating of attainmen
(Briefly summarize the information or cite existing summary).

Professional Development Goal 1: _____ (see individual reports from schools)

Professional Development Goal 2: _____ (see individual reports from schools)

Professional Development Goal 3: _____ (see individual reports from schools)

4 Other important detail about *Professional Development Goals* or their supporting objectives: _____

_____ (see individual reports from schools)

| Parent Involvement Goals |

1 What were your school's program goals for parent involvement?
(Please list).

| Parent Involvement Goal 1: | 94% reporting goal |

| Parent Involvement Goal 2: | 59% reporting goal |

2 To what degree has each of these parent involvement goals been attained?
(For each goal, mark the most appropriate box).

	Exceeded	Fully Attained	Partially Attained	Little Progress	Attained or Exceeded
Parent Involvement Goal 1	10.8	49.2	34.1	6.0	60.0
Parent Involvement Goal 2	14.2	47.9	32.2	5.7	62.1

(Percent of relevant group)

3 For each of these parent involvement goals, what summary information exists to support this rating of attainment?
(Briefly summarize the information or cite existing summary).

Parent Involvement Goal 1: _____ (see individual reports from schools)

Parent Involvement Goal 2: _____ (see individual reports from schools)

4 Other important detail about *Parent Involvement Goals* or their supporting objectives: