



READ-TO-ACHIEVE GRANT PROGRAM

Interim Evaluation Report: 2002-2003

R2A

A REPORT PREPARED FOR THE

OFFICE OF COMPETITIVE GRANTS AND AWARDS

Colorado Department of Education

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Highlights for Program Year

Interim Report

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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.*** For the group of schools funded in Year 2 there was again considerable diversity in the emphasis originally planned by schools across the goal areas of reading achievement, student motivation, parent involvement, and professional development.
 - On average, for the group of Year 2 schools, approximately 58% of the school's program goal emphasis was originally planned to focus on reading achievement goals and approximately 13% on goals for professional development.
 - Four of the six required dimensions were planned to receive similar emphases, with reading comprehension planned for relatively more instructional emphasis (25% – 30%) and less instructional emphasis planned for student motivation (10%).
 - ***Program Structures.*** A variety of program structures were reported for delivery of instruction. Overall, schools reported emphasis across the options as approximately 49% pull-out, 25% in-class assistance and support, 11% extended day, and 11% as summer school.
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- The pull-out and the in-class assistance structures appear to have involved the most instructional time (approximately 50–60 hours of R2A-funded program) for the typical student.
- Instructional time generally involved group instruction with two to eight students.
- Delivery of instruction was reported as “very prescribed” (involving many specific, scripted steps to each learning session) by 31% of the schools. Two percent (2%) of the schools reported delivery of instruction to student as “open”, in that approaches stem from the breadth of the teacher’s experience.
- ***Program Implementation.*** The specific kinds of tasks required to implement schools’ programs varied by the characteristics of those programs and included securing 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 smoothly and successfully implemented by over 95% of the schools.

Year Two Achievement and Results

- ***Student Groups and Characteristics.*** Although there was considerable diversity across school programs, the typical program involved approximately 23 second grade students, with 19 participating full-cycle, and 22 third grade students, with 18 participating full-cycle.
 - Approximately 22% of the second grade full-cycle students and 22% of the third grade full-cycle students were reported as English language learners.
 - Approximately 15% of the second grade full-cycle students and 17% 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
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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 95%) of the schools reporting by due date achieved or exceed this grant-specified goal.
 - This high level of success in exceeding the grant-specified achievement goal occurred for various subgroups of schools as well.
 - **Funding Cycle.** For the group of schools initially funded for the 12-month cycle, approximately 54% of the full-cycle students were reported as reaching the grade level goal. For the group of schools initially funded for the 18-month cycle, approximately 55% of the students were reported to have reached the goal.
 - **Stability of Student Group.** When grouping schools into four groups according to the percent of participating student that remained full-cycle, all groups averaged 52% or more of the full-cycle students reported to have reached grade level proficiency. The set of schools with the lowest percent of student remaining full-cycle also averaged a high percent (57%) 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-one percent (51%) of the schools reported on at least two additional achievement goals. Approximately 85% 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 92% of the schools, with 68% reporting two goals and 40% reporting three goals. Approximately 85% 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 92% of the schools, with 62% reporting a second goal. Approximately 72% of these goals were reported as fully attained or exceeded.
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Introduction

This report provides an interim evaluation summary for the set of school programs that were funded by Read-to-Achieve (R2A) grant program dollars during the 2002-2003 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.

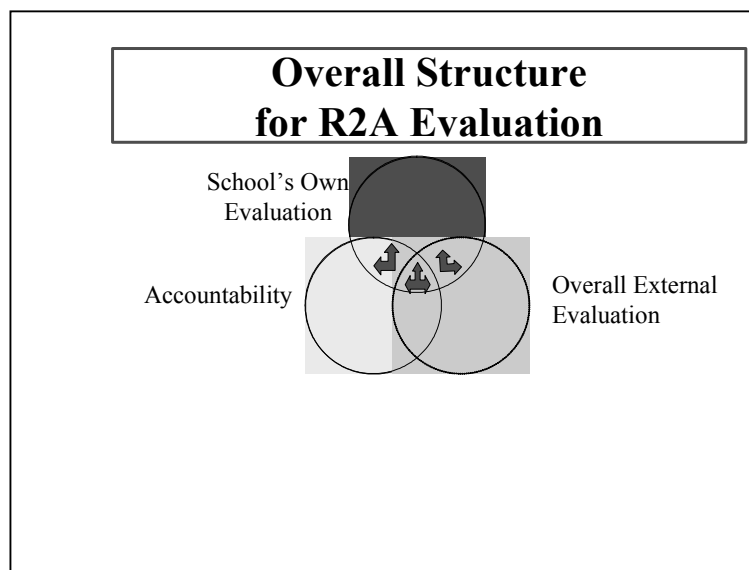


Figure 1.1 Overall structure for R2A evaluation domains

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.

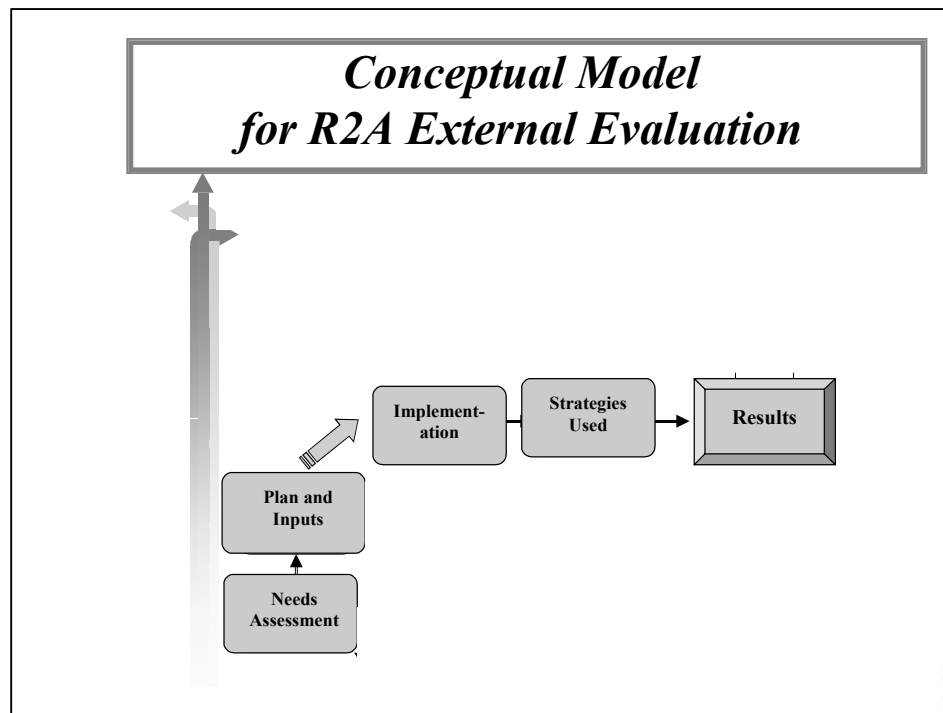


Figure 1.2. Components of the conceptual model for the R2A external evaluation

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 Year 2 programs and their implementation provides one view of the scope of the activity funded by the year's R2A dollars. A subset of questions from the previous year's survey questions was posed to schools in the Program Profile: Year 2 Update survey, which was completed early in the program year by school representatives. Summary information for each of the questions about schools' R2A program is provided in Appendix A.

Program Goals Profile. Overall program goals and emphasis were reported in the initial year's reporting. Schools estimated the relative emphasis of their R2A program goals in the areas of reading achievement, student motivation, parent involvement, and professional development. The set of schools funded for Year 2 continued to represent considerable diversity in relative emphasis of these goals reported for the school programs. Some schools (6%) originally planned more than 80% focus on reading achievement goals. The average profile for the Year 2 group originally planning the most singular emphasis among the allocations is shown in Figure 2.1.

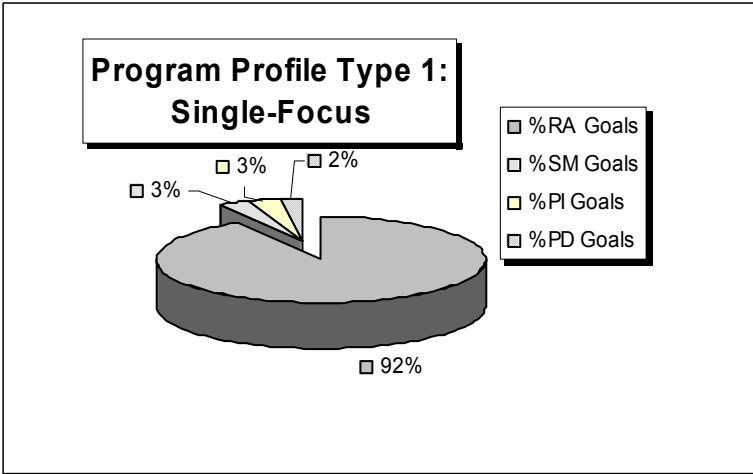


Figure 2.1. Relative goal emphases for reading achievement (%RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals) for the group of schools reporting the most singular emphasis on reading achievement

Other schools (9%) originally planned up to 30% of the program focus on reading achievement goals. The average profile for the Year 2 group originally planning a more multi-focus emphasis across these goal categories is shown in Figure 2.2.

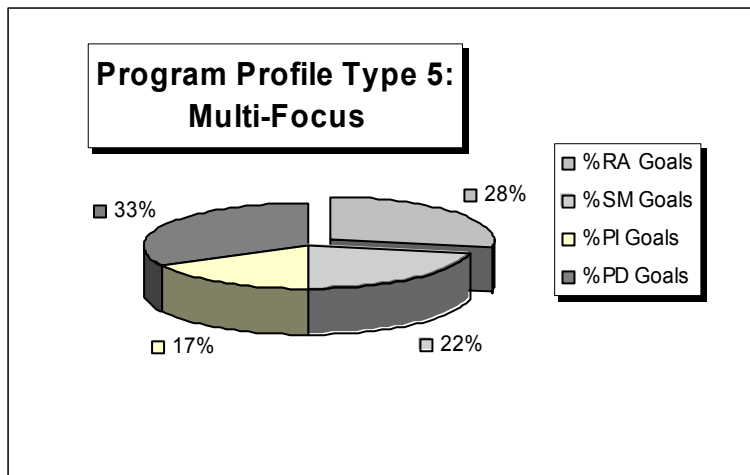


Figure 2.2. Relative goal emphases for reading achievement (%RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals) for the group of schools reporting the least singular emphasis on reading achievement

Figure 2.3 shows the average allocation of emphases originally planned across the various types of program goals for the total group of Year 2 schools, showing more than 55% of the goal emphasis originally planned for reading achievement goals.

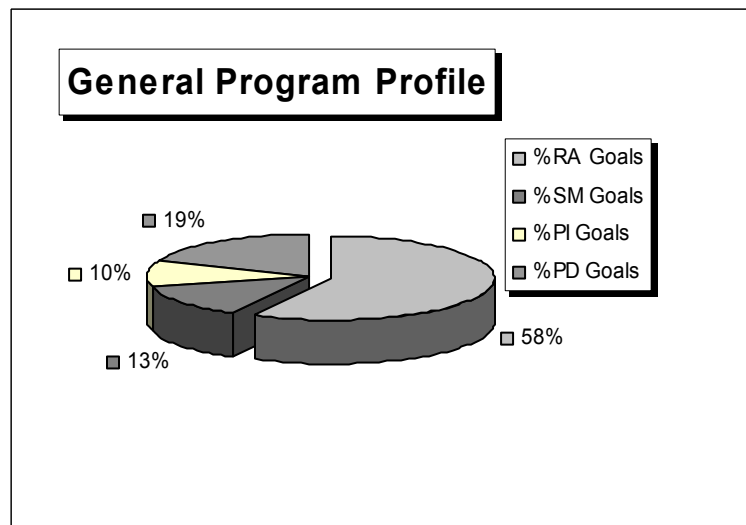


Figure 2.3. Allocation of emphasis to program goals in areas of reading achievement (% RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals)

Six Dimensions of Reading. The grant required instructional attention to all six dimensions of reading. The relative emphasis for Year 2 reported by grade level for each of these dimensions is given in Table 2.1. In general, reading comprehension was estimated to receive the greatest portion of 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.

Instructional Emphasis to Six Dimensions of Reading

| Grade 2 | | Percent Emphasis for Six Dimensions | | | | | |
|----------------|--|--|----------|----------|----------|-----------|----------|
| | | <i>PA</i> | <i>P</i> | <i>V</i> | <i>F</i> | <i>RC</i> | <i>M</i> |
| Minimum | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Maximum | | 100.0 | 55.0 | 37.0 | 50.0 | 80.0 | 40.0 |
| Median | | 15.0 | 15.0 | 15.0 | 15.0 | 20.0 | 10.0 |
| Mean | | 16.3 | 16.3 | 15.3 | 15.4 | 25.1 | 9.2 |
| SD | | 10.6 | 8.5 | 6.5 | 7.6 | 11.8 | 5.4 |

| Grade 3 | | Percent Emphasis for Six Dimensions | | | | | |
|----------------|--|--|----------|----------|----------|-----------|----------|
| | | <i>PA</i> | <i>P</i> | <i>V</i> | <i>F</i> | <i>RC</i> | <i>M</i> |
| Minimum | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Maximum | | 100.0 | 50.0 | 40.0 | 60.0 | 80.0 | 30.0 |
| Median | | 10.0 | 10.0 | 16.0 | 15.0 | 30.0 | 10.0 |
| Mean | | 10.9 | 13.0 | 16.5 | 16.6 | 30.9 | 9.4 |
| SD | | 9.7 | 7.8 | 6.8 | 7.5 | 13.6 | 5.3 |

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 includes details related to the structure of the programs, instructional strategies, indicators of student experiences, and details concerning program context and support.

Program Structures. A variety of program structures were reported for delivery of instruction. Overall, schools reported relative emphasis across the options as 49% pull-out, as 25% in-class assistance and support, as 11% extended day, as 11% as summer school, and as 2% other. The delivery of instruction in their R2A programs was most frequently reported as “structured”, in that there is a structured set of approaches available to be used as needed (48%). Delivery of instruction was reported as “very prescribed”, in that there are many specific, scripted steps to each learning session, by 31% of the schools. Two percent (2%) 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 the number of instructional hours and sessions per week and the number of weeks in the program for the typical student. It appears overall that the pull-out and the in-class assistance structures involved the most instructional time for the typical student. Reported data indicate that the typical student in participating in these types of programs experienced approximately 50 – 60 hours of R2A-funded program. Instructional time was reported as generally involving group instruction with two to eight students.

Support for Students and Teachers. The questions posed to schools about program context and support related to professional development for teachers and parent involvement. 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 (30%), with student motivation planned to receive the least emphasis (8%) and the remaining emphasis allocated evenly across the other 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. Ninety-two percent (92%) of schools reported regular coordination with classroom teachers.

Characteristics of Implementation. Information about program implementation was collected by schools during Fall 2002 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. Some schools reported more challenge, relative to the other implementation tasks, in fully implementing program components with parents. However, more than 90% of the schools indicated ease, success, and timeliness for this task as well. In excess of 90% of schools reported that relevant tasks were implemented successfully. Most tasks were reported as accomplished according to schools' proposed plan and timeline by at least 95% of the schools. Tasks to implement extended-day or summer program, and to implement parent component of the program were slightly less, yet in excess of 90% of schools reported these tasks as accomplished according to the Year 2 plan and timeline.

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

Interim Findings and Results

Results for the second 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, the external evaluation focused instead on overall results across 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 2003. 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 2 | Grade 3 | Grade 2 | Grade 3 |
| Minimum | 1 | 1 | 1 | 1 | 16 | 16 |
| Maximum | 93 | 90 | 64 | 74 | 64 | 74 |
| Median | 21.00 | 19.50 | 17.00 | 16.00 | 24.50 | 23.00 |
| Mean | 23.27 | 22.17 | 19.18 | 18.35 | 26.72 | 26.83 |
| SD | 14.57 | 14.41 | 11.50 | 12.16 | 9.68 | 10.94 |
| Percent of Students Reported as ELL | | | | | | |
| | All Participating Students | | Full-Cycle Students | | School Groups of Size | |
| | Grade 2 | Grade 3 | Grade 2 | Grade 3 | Grade 2 | Grade 3 |
| Minimum | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Maximum | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| Median | 13.10 | 12.50 | 11.76 | 12.13 | 15.50 | 18.08 |
| Mean | 22.38 | 22.50 | 21.66 | 22.02 | 24.54 | 26.38 |
| SD | 25.93 | 26.33 | 25.85 | 26.59 | 25.30 | 26.09 |
| Percent of Students Reported as Special Education | | | | | | |
| | All Participating Students | | Full-Cycle Students | | School Groups of Size | |
| | Grade 2 | Grade 3 | Grade 2 | Grade 3 | Grade 2 | Grade 3 |
| Minimum | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Maximum | 100.00 | 100.00 | 100.00 | 100.00 | 50.00 | 59.09 |
| Median | 11.11 | 14.29 | 11.11 | 14.29 | 9.20 | 11.76 |
| Mean | 15.42 | 17.98 | 15.48 | 17.62 | 12.46 | 15.05 |
| SD | 15.92 | 15.99 | 17.09 | 16.77 | 11.05 | 12.78 |

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.

How well did schools attain the grant-specified achievement goal?

The grant-specified achievement goal, as 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 improve 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 2003, the R2A school programs overall were very successful, again this year, 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.

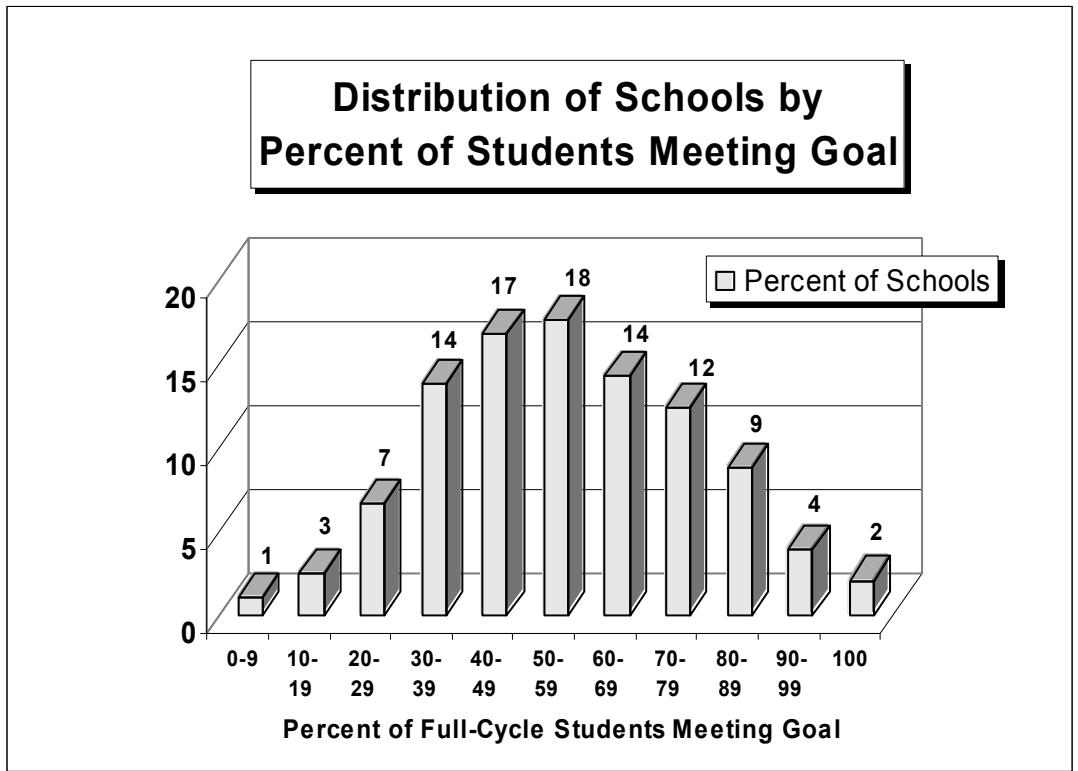


Figure 3.1. Distribution of schools by percent of students participating for the full instructional cycle that attained the grant specified goal

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), which indicates the variability across that group of schools.

| Percent of Students Reaching Goal by Group | | | | | |
|---|----------------|-------------------|---------------|----------------|-------------------|
| Award Cycle | | First | Second | | |
| | Schools | 268 | 87 | | |
| | Mean | 55.2 | 53.7 | | |
| | SD | 20.4 | 20.5 | | |
| Stability | | Most Above | Above | Below | Most Below |
| | Schools | 53 | 127 | 144 | 46 |
| | Mean | 60.9 | 52.3 | 54.2 | 57.2 |
| | SD | 20.7 | 19.8 | 20.3 | 20.8 |
| | | | | | |
| Area | | 970 | 719 | 303/720 | |
| | Schools | 78 | 75 | 217 | |
| | Mean | 55.6 | 52.8 | 55.4 | |
| | SD | 18.0 | 22.5 | 20.4 | |
| Single Focus | | Least | | Most | |
| | Schools | 87 | 134 | 122 | |
| | Mean | 55.6 | 54.6 | 54.8 | |
| | SD | 18.9 | 19.8 | 22.0 | |

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

The disaggregation by funding cycle was made on the basis of schools that were originally awarded R2A grant during the first (18-month) and the second (12-month) proposal and award cycles. Disaggregation 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”, those within a standard deviation above the mean as “above”, those within a standard deviation below the mean as “below”, 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”. Telephone area code was used to categorize schools by general locale within Colorado. The final disaggregation reported in Figure 3.2 was made on the basis of school’s original reporting of planned program goal emphases, with “most” single focus including those schools reporting more than 60% allocation to reading achievement goals and “least” single focus representing those schools reporting 40% or less overall emphasis 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 grade level proficiency as indicated by schools' CBLA levels or CSAP score. As a group overall, and for 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, and 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-one percent (51%) 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.

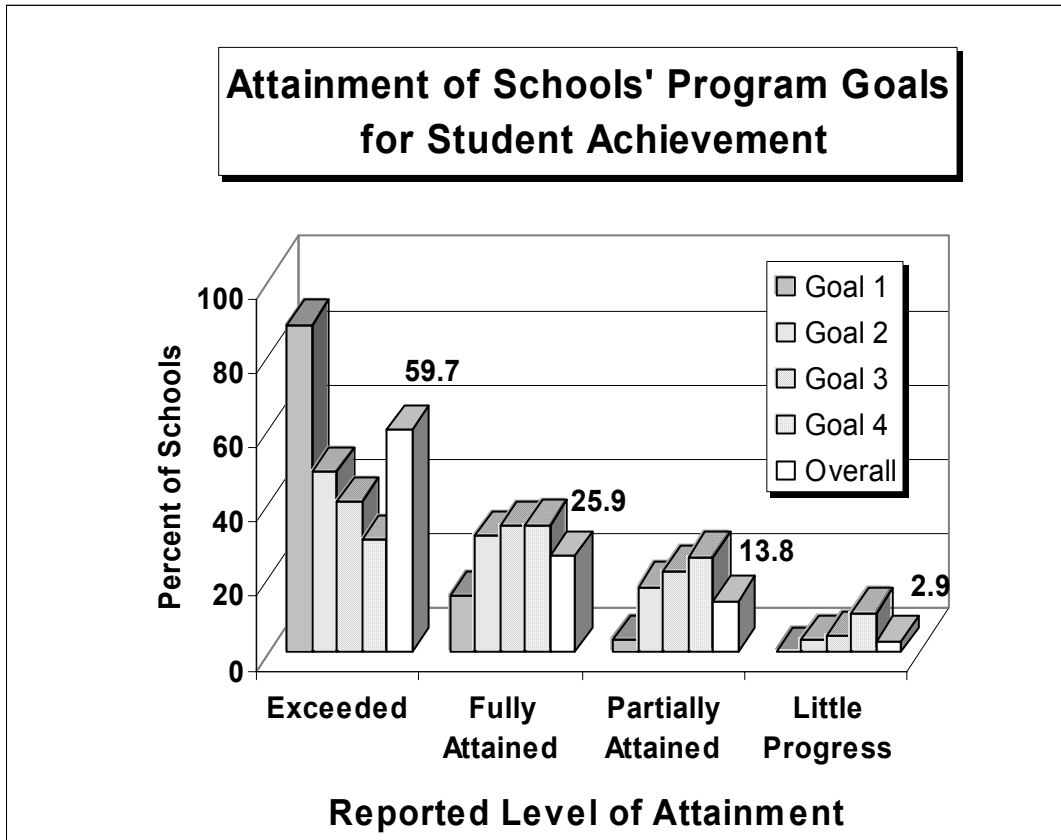


Figure 3.3. Degree of attainment reported by schools for grant-specified and school-specific achievement goals

Approximately 85% 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 92% of the schools, with 68% reporting two goals and 40% reporting three goals. Figure 3.4 shows the distribution of schools reporting their attainment of these goals.

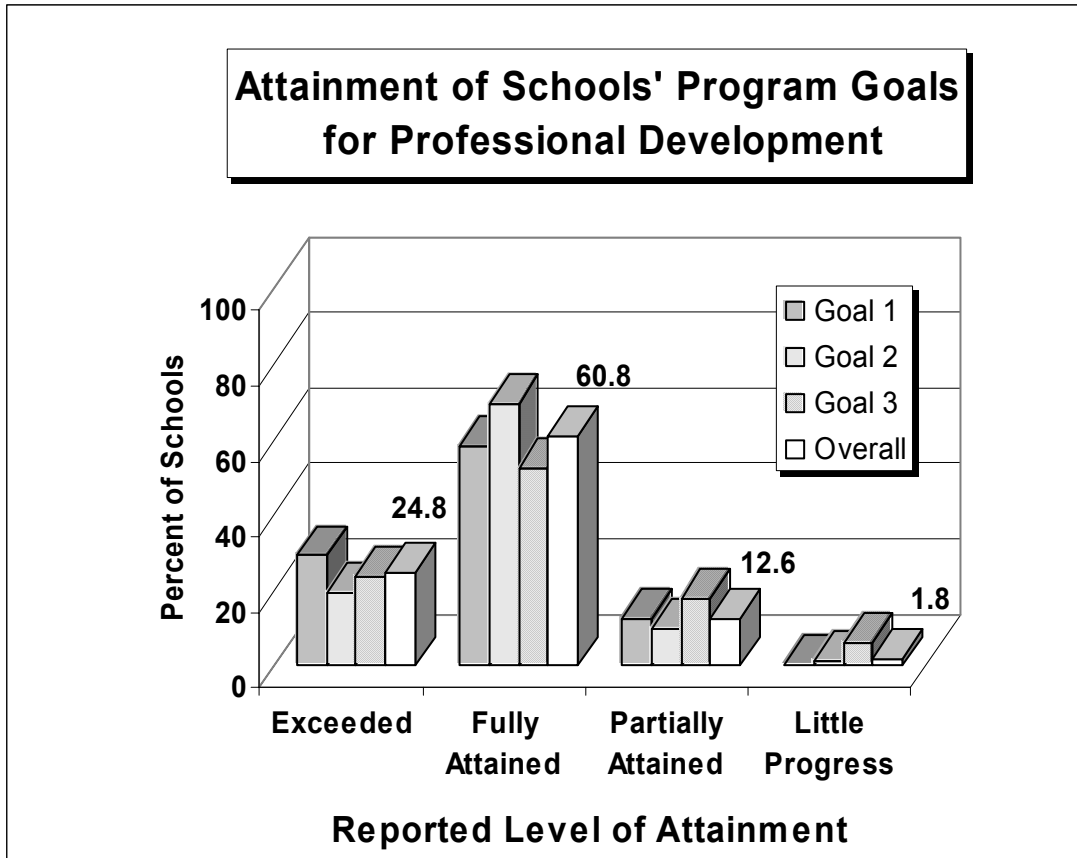


Figure 3.4. Degree of attainment reported for school-specific goals for professional development

Approximately 85% 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 92% of the schools, with 62% reporting a second goal. Figure 3.5 provides summary information about schools' reported attainment of these goals. Approximately 72% of these goals were reported as fully attained or exceeded.

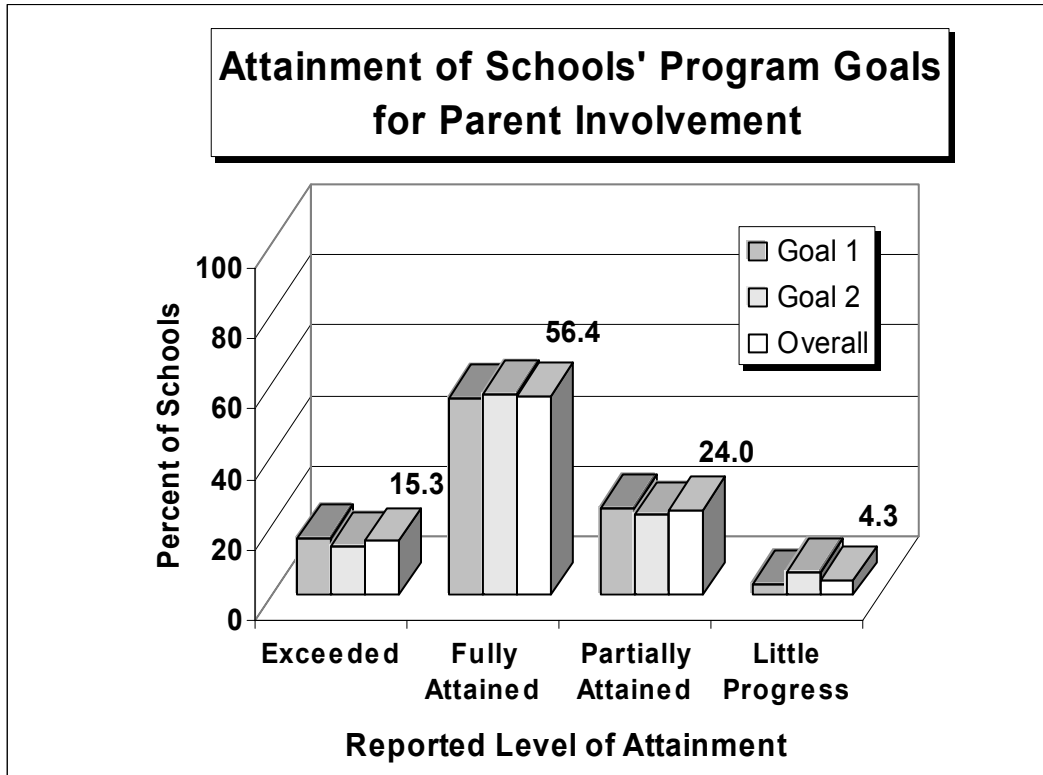


Figure 3.5. Degree of attainment reported for school-specific parent involvement goals

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 second year was, once again, a very successful year for R2A schools in reaching the grant-specified goal for student achievement in reading. The great majority of funded schools clearly exceeded the grant-specified achievement goal for the 2002-2003 cycle. As additional data from the 2003-2004 program year become available, the sample of schools that do not achieve the grant-specified goal may become sufficient to examine the relationship of program characteristics to program success.



Program Profile

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

Program Profile: Year 2 Update

School ID# 467

Today's Date _____

Directions: Please provide your best estimate to the following items in the blanks provided. 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. This form should require less than 30 minutes to complete.

I. Program Goals and Objectives

- 1** 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

| | | |
|-----------|-----------|-------------------------------------|
| <u>16</u> | <u>11</u> | Phonemic awareness |
| <u>16</u> | <u>13</u> | Systematic phonics |
| <u>15</u> | <u>16</u> | Background knowledge and vocabulary |
| <u>15</u> | <u>16</u> | Fluency |
| <u>25</u> | <u>31</u> | Reading comprehension |
| <u>9</u> | <u>9</u> | Motivation |
| <u>2</u> | <u>2</u> | Other (please specify): _____ |

II. Program Structures

- 1** Our program was designed to serve approximately (number) 23 second graders and (number) 22 third graders. This represents approximately 35% of our school's second graders and 33% of our school's third graders.

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

| | |
|-----------|---------------------------------|
| <u>25</u> | In-class support and assistance |
| <u>49</u> | Pull-out |
| <u>11</u> | Extended day |
| <u>11</u> | Summer program |
| <u>2</u> | Other (please specify): _____ |

III. Instructional Strategies

- 1** How closely prescribed is the delivery of instruction to students in your program?
(Check one)
- 31% Very prescribed... There are many specific, scripted steps to each learning session.
 - 48% Structured... There is a structured set of approaches available to be used as needed.
 - 19% Generally framed... Instructional approaches are created by the teacher within a general framework.
 - 2% Open... Approaches stem from the breadth of the teacher's experience.

IV. Student Experiences

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

| | <i>In-Class</i> | <i>Pull-Out</i> | <i>Extended Day</i> | <i>Summer Program</i> | <i>Other</i> |
|-----------------------------|-----------------|-----------------|---------------------|-----------------------|--------------|
| Number of hours per week | 3.4 | 2.7 | 0.8 | 4.7 | 0.4 |
| Number of sessions per week | 2.3 | 3.6 | 1.0 | 2.0 | 0.2 |
| Number of weeks in program | 15.6 | 21.0 | 7.6 | 2.2 | 1.2 |

- 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%)

| | <i>In-Class</i> | <i>Pull-Out</i> | <i>Extended Day</i> | <i>Summer Program</i> | <i>Other</i> |
|---|-----------------|-----------------|---------------------|-----------------------|--------------|
| One-on-one instruction | 6 | 16 | 6 | 5 | 2 |
| Group instruction with 2 - 4 students | 12 | 27 | 7 | 10 | 1 |
| Group instruction with 5 - 8 students | 8 | 21 | 10 | 11 | 1 |
| Group instruction with 9 or more students | 10 | 2 | 2 | 6 | 0 |
| Independent reading | 6 | 4 | 2 | 4 | 1 |
| Independent activities related to reading | 6 | 4 | 2 | 4 | 0 |
| Computer-based activity | 3 | 5 | 4 | 3 | 0 |
| Other: _____ | 0 | 0 | 0 | 0 | 1 |

V. Program Context and Support

- 1** 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%)

- 14 Phonemic awareness
- 14 Systematic phonics
- 15 Background knowledge and vocabulary
- 15 Fluency
- 30 Reading comprehension
- 8 Motivation
- 2 Other (please specify): _____

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

- 82% Regular work with student at home
- 63% Commit to specified responsibilities or activities
- 85% Program meetings, events, and conferences
- 20% Other (please specify): _____

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

- 92% Regular coordination with classroom teacher
- 80% Use of same instructional approaches as classroom
- 64% Use of different instructional approaches than classroom
- 70% School-wide staff development
- 16% Other (please specify): _____

Implementation Survey

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

Year 2 Implementation Summary

School ID# 504
 Date 2002-2003

Directions: *At the point you begin serving students in Year 2, 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. This form should require less than 15 minutes to complete.*

| Done? (Y or N or NA) | Begun Mo/Yr | Finished Mo/Yr | Implementation Stages and Tasks | %Schools reporting task relevant (+ or v or -) | %Schools reporting each option | | |
|-------------------------|----------------|-------------------|---|---|--------------------------------|--------------------------|---|
| | | | | | How easily or smoothly? | How successfully ? | Able to do this according to approved Year 2 plan and timeline? (Y or N) |
| | | | Receive award announcement | 94 | 87, 8, 5 | 90, 8, 2 | 94, 6 |
| | | | Secure needed staff | 95 | 82, 11, 7 | 88, 9, 3 | 96, 4 |
| | | | Orient staff | 94 | 88, 10, 2 | 90, 9, 1 | 98, 2 |
| | | | Obtain instructional materials | 88 | 83, 14, 3 | 85, 12, 3 | 97, 3 |
| | | | Secure and prepare facilities | 82 | 88, 8, 4 | 93, 6, 1 | 99, 1 |
| | | | Identify eligible students for Year 2 | 98 | 85, 13, 2 | 93, 6, 0 | 99, 1 |
| | | | Secure student participation | 98 | 87, 12, 2 | 88, 10, 1 | 98, 2 |
| | | | Coordinate with other onsite school programs | 81 | 81, 14, 5 | 86, 12, 2 | 99, 1 |
| | | | Orient parents to program participation | 94 | 80, 17, 4 | 78, 17, 4 | 97, 3 |
| | | | Begin Year 2 instructional professional development | 91 | 83, 13, 4 | 85, 13, 2 | 97, 3 |
| | | | Establish Year 2 ongoing student assessment and instructional adjustments | 97 | 84, 13, 2 | 88, 12, 0 | 99, 1 |
| | | | Begin grant-funded work with students | 97 | 89, 9, 2 | 92, 7, 1 | 98, 2 |
| | | | Fully implement summer program with students | 38 | 73, 20, 7 | 71, 20, 9 | 94, 6 |
| | | | Fully implement school day program with students | 85 | 85, 12, 3 | 90, 9, 2 | 97, 3 |
| | | | Fully implement extended day program with students | 35 | 75, 15, 10 | 78, 13, 8 | 93, 7 |
| | | | Fully implement program components with parents | 85 | 70, 22, 8 | 68, 25, 7 | 95, 5 |
| | | | Establish Year 2 ongoing program monitoring and adjustment | 95 | 83, 15, 3 | 84, 14, 2 | 98, 2 |
| | | | Other (please specify): | 6 | 70, 20, 10 | 68, 21, 11 | 89, 11 |

Briefly describe any surprises or challenges that your school encountered in Year 2. What do you anticipate will be the impact of these on your overall program implementation?

(see individual school reports)

What are your school's insights to-date or suggestions for others about program implementation for Year 2?

(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# 470
 Today's Date May/June 2003

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: 78% reporting goal

Achievement Goal 3: 51% reporting goal

Achievement Goal 4: 25% 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).

| | <i>Exceeded</i> | <i>Fully Attained</i> | <i>Partially Attained</i> | <i>Little Progress</i> | |
|---------------------------|-----------------|-----------------------|---------------------------|------------------------|------------------------------|
| Achievement Goal 1 | 82.9 | 14.0 | 3.0 | 0.0 | Attained or Exceeded 96.9 |
| Achievement Goal 2 | 48.3 | 31.2 | 17.4 | 3.0 | 79.5 |
| Achievement Goal 3 | 40.3 | 33.8 | 21.6 | 4.3 | 74.1 |
| Achievement Goal 4 | 30.2 | 34.1 | 25.4 | 10.3 | 64.3 |

(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)

Professional Development Goals

School ID# _____

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

Professional Development Goal 1: _____ 92% reporting goal

Professional Development Goal 2: _____ 68% reporting goal

Professional Development Goal 3: _____ 40% 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 | 29.2 | 58.2 | 12.4 | 0.2 | 87.4 |
| Professional Development Goal 2 | 19.6 | 69.4 | 9.8 | 1.3 | 89.0 |
| Professional Development Goal 3 | 23.6 | 52.4 | 17.8 | 6.3 | 76.0 |

(Percent of relevant group)

- 3 For each of these professional development goals, what summary information exists to support this rating of attainment?
(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: _____ 92% reporting goal

Parent Involvement Goal 2: _____ 62% 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 | 16.2 | 56.0 | 24.8 | 3.0 | 72.2 |
| Parent Involvement Goal 2 | 14.0 | 57.0 | 22.7 | 6.3 | 71.0 |

- 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:
(see individual reports from schools)