

READ-TO-ACHIEVE GRANT PROGRAM

External Evaluation Report

January 2005

R2A

Cycles

READ-TO-ACHIEVE GRANT PROGRAM

External Evaluation Report

January 2005

R2A

A REPORT PREPARED FOR THE

OFFICE OF COMPETITIVE GRANTS AND AWARDS

Colorado Department of Education

Submitted by

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External Evaluation Report

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Highlights of Findings through Cycle 3

General Highlights

- **Program Scope.** During these first two program funding cycles, more than 66,000 students were reported as served in more than 550 schools through reading intervention programs funded by *Read to Achieve* (R2A). More than 80% of these students participated in the particular program for the full instructional cycle. Funding for Cycle 3 was significantly reduced from that of previous cycles.
- **Evaluation Report Focus.** This report focuses on school level program results for schools' *Read to Achieve* (R2A) programs at the conclusion of funding Cycle 3. Previous reporting provides information regarding school program results at the conclusion of previous cycles. This report addresses the external evaluation component of the larger grant coordination, which included program administration accountability functions and schools' internal evaluations based on the school's funded proposal. The external evaluation component was structured to address three primary questions within the original evaluation design:
 - (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?Due to reductions in funding, the external evaluation for Cycle 3 focused solely on the first two of these questions.
- Data utilized for this external evaluation report include: aggregated student data collected and submitted by schools, self-report ratings of program characteristics, ratings of implementation tasks, and ratings of success.

Schools' Program Characteristics and Implementation

- **Program Goals.** The group of schools funded through Cycle 3 represented considerable diversity in the emphasis originally planned by schools across the goal areas of reading achievement, student motivation, parent involvement, and professional development.
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- For this group of schools, approximately 58% of the school’s program goal emphasis was originally planned to focus on reading achievement goals and approximately 18% on goals for professional development.
- Four of the six required Dimensions of Reading were planned to receive similar emphases, while reading comprehension was planned for relatively more instructional emphasis (20% – 30%) and less instructional emphasis was planned for student motivation (10%).
- **Program Structures.** A variety of program structures were reported for delivery of instruction. Overall, schools reported emphasis across the reporting options as approximately 45% pull-out, 27% in-class assistance and support, 13% extended day, and 10% as summer school.
- The pull-out and the in-class assistance structures appear to have involved the most instructional time (approximately 80–100 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 26% of the schools. One percent (1%) 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 types of tasks required to implement schools’ programs varied by the characteristics of school programs. These 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.

Achievement and Results

- ***Student Groups and Characteristics.*** Although there was considerable diversity across school programs funded through both funding cycles, the typical program in Cycle 3 involved approximately 21 second grade students, with 18 participating full-cycle, and 19 third grade students, with 17 participating full-cycle.
 - Approximately 22% of the second grade full-cycle students and 23% of the third grade full-cycle students were reported as English language learners.
 - Approximately 15% of the second grade full-cycle students and 18% 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 90%) of the schools reporting by due date achieved or exceed this grant-specified goal for Cycle 3.
 - 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 53% 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 51% 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 more than 50% of the full-cycle students reported to have reached grade level proficiency. This included the set of schools with the lowest percent of student remaining full-cycle, in that an average of 57% of full-cycle students were reported to have attained the grade level proficiency goal.
 - ***Attainment of Additional School-Specific Goals.*** In addition to the grant-specified achievement goal, many schools had additional school-specific achievement goals, parent involvement goals, or goals for professional development.
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- Forty-three percent (43%) of the schools reported on at least two additional achievement goals. Approximately 82% of the achievement goals reported by schools were fully attained or exceeded. The few 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 79% of the schools, with 55% 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 78% of the schools, with 50% reporting a second goal. Approximately 74% of these goals were reported as fully attained or exceeded.

Conclusions

- The results provided in this report reveal highly successful Read to Achieve programs overall for the group of schools funded through the three funding cycles. Almost all schools exceeded, by a large margin, the grant-specified achievement goal. More than 55% of the schools reported in excess of 50% full-cycle students at or above grade level. The vast majority of additional school-specific achievement goals established by schools were reported as clearly attained or exceeded, as well. A high level of attainment was also reported by schools for school-specific R2A goals for professional development and parent involvement.
 - Program implementation, overall, was reported to have been accomplished with ease, success, and according to planned timelines.
 - Overall, the data provided for schools funded through Cycle 3 indicate highly successful R2A school programs that were implemented successfully, that fully accomplished school-specified goals for student achievement and professional development, and that generally exceeded by a large margin the grant-specified student achievement goal for each cycle.
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Introduction

This report provides a brief summary of the essential findings of the external evaluation, based on the set of school programs that were funded by Read-to-Achieve (R2A) grant program dollars through the first two program cycles, ending in fiscal year 2003. Annual interim reports have provided information separately for the each of the cycles.

A brief overview of the program and summaries of the external evaluation purpose, structure, and focus are given in this first section of the report. Section 2 provides findings related to schools' R2A program characteristics and program implementation. Such information provides context for understanding the summary of the results related to reading achievement, to attainment of schools' R2A program goals, and to certain program characteristics related to student achievement, as provided in Section 3. The report was planned for a general administrative, rather than technical, audience to better serve the specified R2A program resource and information priorities.

Significant program detail about Read to Achieve is available in the annual *Colorado Read to Achieve Grant Program Annual Report* from the Colorado Department of Education. The grant program, established in legislation enacted as CRS 22-7-506, utilizes the Tobacco Litigation Settlement Cash Fund in funding research-based intensive reading intervention programs for second and third grade students whose literacy skills are below the level established by the Colorado Basic Literacy Act (CBLA). For the previous funding cycle, 508 schools received funds totaling \$21,023,684. This third cycle experienced a significant funding cut for the program. For this third funding cycle, 483 schools received funds totaling \$10,127,319 from the Tobacco Litigation Settlement Cash Fund and an additional \$3,000,000 through the federal Jobs and Growth Tax Relief Act of 2003, P.L. 108-27, thus providing a total of approximately \$13,127,319 to schools for this third funding cycle. Funded school program activities could include reading academies for intensive reading instruction, after-school literacy programs, summer school clinics, tutoring, and extended-day reading programs.

External Evaluation Component of the R2A Program

The R2A grant program involved significant program accountability and evaluation effort. This external evaluation component is specifically focused; it serves as only one component in the context of the larger plan for program accountability and evaluation.

Consideration of the overall structure of the R2A program evaluation provides essential context for understanding the scope and focus of this external evaluation report. The overall structure of the R2A evaluation design 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. For Cycle 3, schools were not required to submit internal program evaluation reports due to the reduction in funding. This report focuses solely on the external evaluation domain.

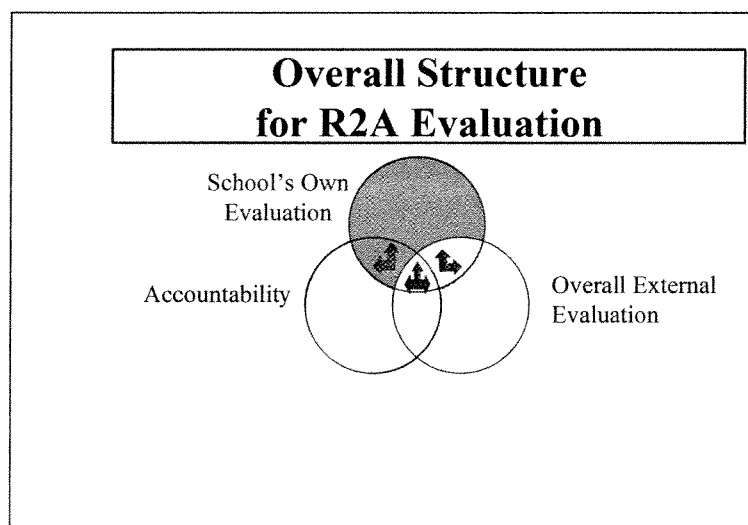


Figure 1.1 Overall structure for R2A evaluation domains

Purposes and Process

Consistent with the legislative intent to maximize the use of the R2A funding for services to students, the external evaluation effort was intended to be resource-delimited. This focus included the goal of limiting school's data reporting, for purposes of this external evaluation, to a maximum of one percent of the school's grant award. The external evaluation was 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? and (3) What characteristics describe those schools that did attain the grant-specified achievement goal and those schools that did not? Due to the reductions in funding, the external evaluation for Cycle 3 was to focus on the first two questions.

A conceptual model relating five school program components was used to structure the evaluation design and data collection. As shown in Figure 1.2, the model identifies components related to pre-grant 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.

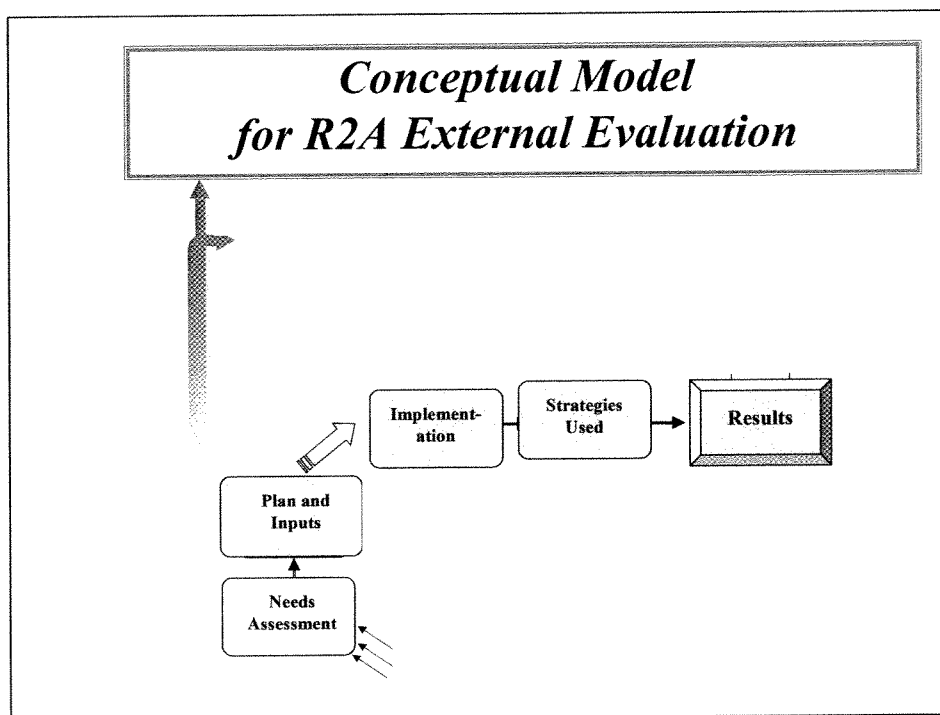


Figure 1.2. Components of the conceptual model for the R2A external evaluation

Sources of qualitative and quantitative data concerning selected aspects of these components were identified or developed for purposes of the data collection, analysis, and reporting for this external evaluation. Some of the data sources were independent of the participating schools; much of the information was reported directly by schools for purposes of the R2A external evaluation. A separate study by the R2A program administration was undertaken through a system of site visits with a sample of R2A schools to determine the validity of self-reported school data. As reported in the *Colorado Read to Achieve Grant Program Annual Report (2003)*, this study confirmed that schools continued to implement programs as proposed in their original applications and that student achievement data submitted in spring 2003 were based upon verified work with Grade 2 and Grade 3 students.

During each program year, schools provided responses to a questionnaire about program profile characteristics, a survey concerning program implementation, a set of ratings

concerning achievement of school-specific goals for student achievement, professional development, and parent involvement, and submitted a set of data tables that provided certain aggregated student reading assessment results. For Cycle 3, online versions of the *Program Profile Update* and the *Implementation Survey* were developed and utilized to enable collecting the necessary program and implementation data from schools.

Findings related to these components provide a context necessary to answering the primary external evaluation questions and are provided in the next section of this report.

Schools' Program Characteristics and Implementation

Information about schools' R2A programs and their implementation provides one view of the scope of the activity funded by R2A funds. A subset of questions from the initial year's survey questions was posed to schools in the *Program Profile: Year 3 Update* survey, which was completed early in the program year by representatives of schools continued for Cycle 3 funding. Summary information for this set of schools funded through both cycles is provided for in Appendix A for statistical detail from each question.

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 through the second cycle 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. Figure 2.1 presents the average profile for this set of schools.

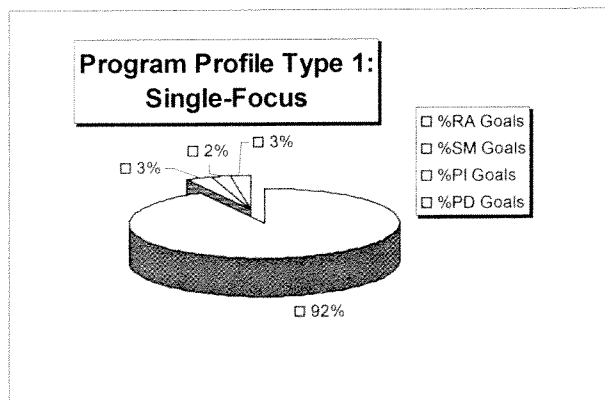


Figure 2.1. Relative goal emphases for reading achievement (%RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals) for the group of schools reporting the most singular emphasis on reading achievement

In contrast, another set of schools (9%) had originally planned up to 30% of the program to focus on reading achievement goals. The average profile for this multi-focus group is shown in Figure 2.2.

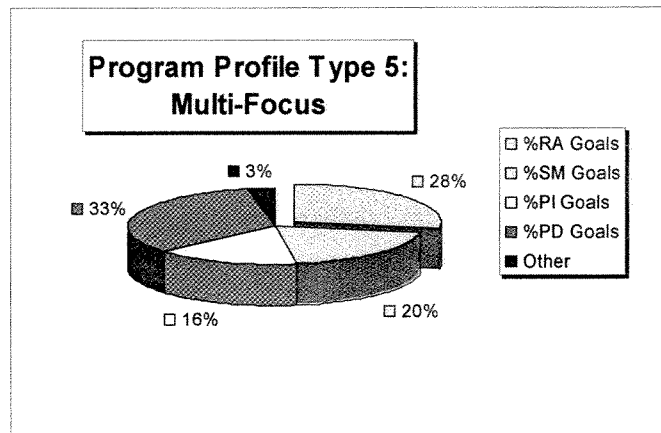


Figure 2.2. Relative goal emphases for reading achievement (%RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals) for the group of schools reporting the least singular emphasis on reading achievement

The more general profile for the schools funded through both cycles is given in Figure 2.3. It reflects the average allocation of emphases originally planned across the various types of program goals for this total set of schools. Most of the goal emphasis was originally planned for reading achievement goals, with the goals for professional development, student motivation, and parent involvement planned to receive the emphasis as well.

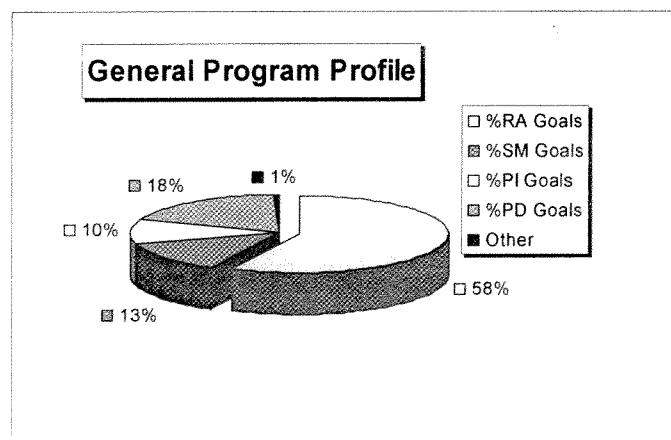


Figure 2.3. Allocation of emphasis to program goals in areas of reading achievement (% RA Goals), student motivation (%SM Goals), parent involvement (%PI Goals), and professional development (%PD Goals)

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					
		PA	P	V	F	RC	M
Minimum		0.0	0.0	0.0	0.0	0.0	0.0
Maximum		100.0	77.0	50.0	40.0	65.0	40.0
Median		15.0	15.0	15.0	15.0	20.0	10.0
Mean		15.7	15.3	15.5	15.2	24.2	8.3
SD		10.2	9.3	7.6	7.6	12.0	5.4

Grade 3		Percent Emphasis for Six Dimensions					
		PA	P	V	F	RC	M
Minimum		0.0	0.0	0.0	0.0	0.0	0.0
Maximum		100.0	70.0	50.0	45.0	80.0	30.0
Median		10.0	10.0	20.0	15.0	30.0	10.0
Mean		10.1	12.0	16.3	15.6	28.8	8.2
SD		8.9	8.5	8.1	8.0	14.7	5.7

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

Details related to the structure of the programs, instructional strategies, indicators of student experiences, and details concerning program context and support provide additional information about characteristics of the R2A school programs.

Program Structures. A variety of program structures were reported for delivery of instruction. Overall, schools reported relative emphasis across the options as 45% pull-out, as 27% in-class assistance and support, as 13% extended day, as 10% 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 (51%). Delivery of instruction was reported as “very prescribed”, in that there are many specific, scripted steps to each learning session, by 26% of the schools. One percent (1%) of the schools reported delivery of instruction to students as “open”, in that approaches stem from the breadth of the teacher’s experience.

The *Program Profile* survey update for Year 3 also requested rough estimates about planned instructional time for a typical student in schools’ R2A programs. Schools estimated the number of instructional hours, the number of sessions per week, and the number of weeks in the R2A 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 participating in these types of programs experienced approximately 80 – 100 hours of R2A-funded program. Instructional time was reported as generally involving group instruction with two to eight students.

Support for Students and Teachers. Survey questions about program context and support related to professional development for teachers and parent involvement. Based on the estimates schools provided concerning the relative emphasis of the six dimensions of reading in the professional development, it appears that most emphasis was planned for reading comprehension (27%), with student motivation planned to receive the least emphasis (7%), 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. Seventy-seven percent (77%) of schools reported regular coordination with classroom teachers.

Characteristics of Implementation. Information about program implementation was collected by schools during Fall 2003 at the point when the school's R2A program began serving students. Appendix B provides summary of the online survey that was completed by schools with 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 challenge in receiving the award announcement; some reported challenge in fully implementing the summer program with students. However, more than 90% of the schools indicated ease, success, and timeliness for these tasks as well. In excess of 95% 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 secure needed staff, obtain instructional materials, and begin professional development were reported to be slightly less timely; however, in excess of 90% of schools reported these tasks as accomplished according to the Year 3 plan and timeline.

Findings related to these components provide a context necessary to addressing the questions for the Cycle 3 external evaluation.

Findings and Results

Results for the R2A grant-funded school programs, through the third funding cycle, are interpreted in the context of the program purposes, plans, and implementation described in the previous section of this report. While the overall structure of the R2A evaluation program statewide included each school's own evaluation of its program as outlined in its funded proposal and accountability requirements, the external evaluation focused solely on overall results across the participating schools and the two primary questions established for the Cycle 3 external evaluation.

Completed achievement data collection forms were submitted by schools to the R2A grant program administration, which managed the collection, processed the materials, and supplied the datasets for external evaluation.

Summary information from the datasets provided for the three funding cycles shows that more than 550 schools and 66,000 students had been involved in R2A school programs by May 2004. More than 80% of these students completed the full R2A-funded instructional program as planned.

In general, for each of the evaluation focus questions, continuously-funded R2A schools represented the unit of analysis. For context, however, student summary information is provided in Table 3.1 according to students' grade assignment in May 2004. This table provides the number of participating students and the number of full-cycle students for Cycle 3, information about the percent of students reported as English language learners and the percent of students reported as participating in special education.

All reporting schools were included in the general program analyses. Various components of these data were analyzed for purposes of addressing the two questions concerning R2A-funded schools for Cycle 3. Subgroup analyses included schools reporting more than 15 full-cycle students.

Two terms are used in this report to more efficiently clarify the set of schools used for the particular analyses. "School groups of size" is used in this report to indicate schools reporting more than 15 full-cycle students at each grade level in Cycle 3. In contrast,

“program of size” is used to indicate programs reporting to have served at least 15 students during Cycle 3 at each grade level.

Student Characteristics for Analysis Groups

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	0	0	0	0	16	16
Maximum	90	96	82	91	82	91
Median	18	16	15	15	23	23
Mean	20.57	19.42	17.99	16.85	27.22	26.39
SD	14.13	12.75	12.55	11.34	11.60	10.59

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	14.29	12.50	12.50	11.65	18.75	17.24
Mean	23.21	22.95	22.18	22.56	25.55	25.65
SD	27.53	26.53	27.16	26.50	26.05	25.82

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	59.09	54.55
Median	11.54	14.29	10.87	14.29	11.11	12.50
Mean	15.08	19.03	14.67	18.39	13.27	15.25
SD	16.18	19.20	16.12	18.90	11.20	12.95

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

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 as due from schools in June 2004, the R2A school programs overall were very successful again for Cycle 3 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.

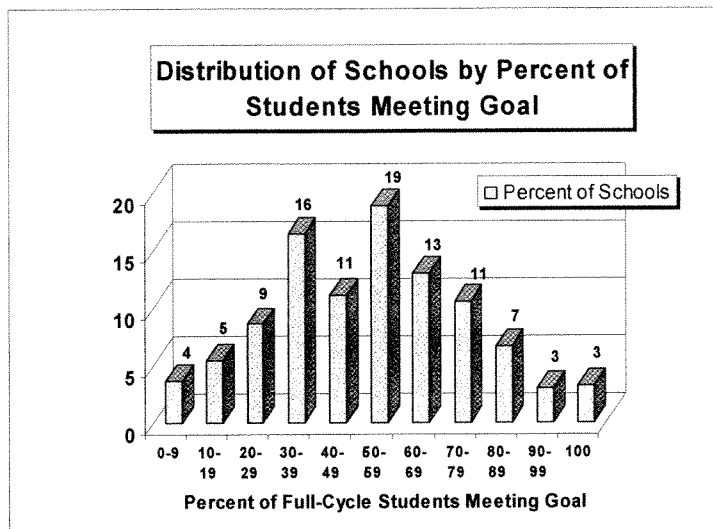


Figure 3.1. Distribution of schools by percent of students participating for the full instructional cycle that attained the grant specified goal

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. 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 were categorized as “most below”. Due to characteristics of the distribution of the stability indices for Cycle 3, there were no schools in the “most above” category.

Percent of Students Reaching Goal by Group

Award Cycle		<i>First</i>	<i>Second</i>		
Schools		304	88		
Mean		51.18	52.85		
SD		22.71	22.12		
Stability		<i>Most Above</i>	<i>Above</i>	<i>Below</i>	<i>Most Below</i>
Schools		na	184	99	21
Mean		na	50.44	50.05	57.26
SD		na	23.43	21.39	25.56
Area		<i>970</i>	<i>719</i>	<i>303/720</i>	
Schools		61	69	202	
Mean		52.28	51.30	51.11	
SD		23.26	27.29	21.22	
Single Focus		<i>Least</i>		<i>Most</i>	
Schools		79	116	112	
Mean		52.34	51.67	50.97	
SD		22.64	21.83	24.10	

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

Telephone area code was used to categorize schools by general locale within Colorado. The final disaggregation reported in Table 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. Forty-three percent (43%) of the schools reported on at least two additional achievement goals. Figure 3.2 displays the distribution of attainment of these goals as reported by schools.

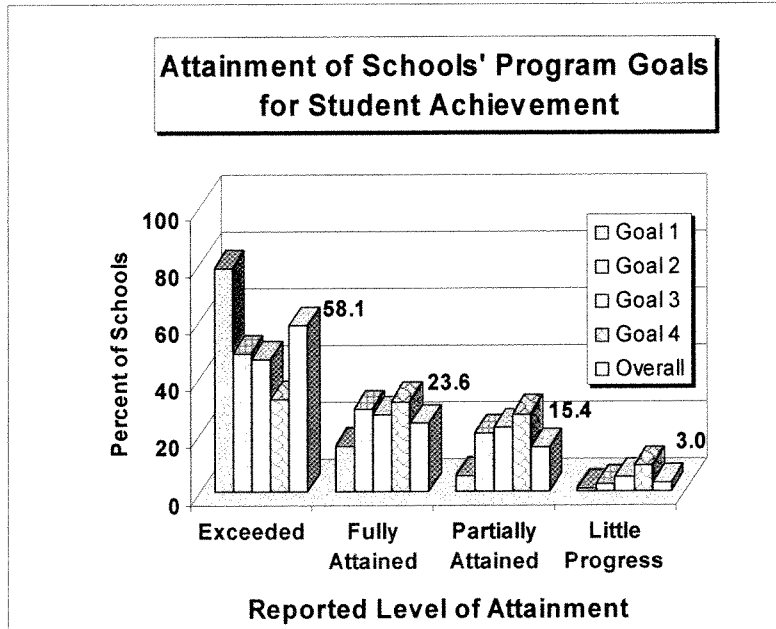


Figure 3.2. Degree of attainment reported by schools for grant-specified and school-specific achievement goals

Approximately 82% of the achievement goals reported by schools were fully attained or exceeded. The few 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 79% of the schools, with 55% reporting two goals and 31% reporting three goals. Figure 3.3 shows the distribution of schools reporting their attainment of these 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.

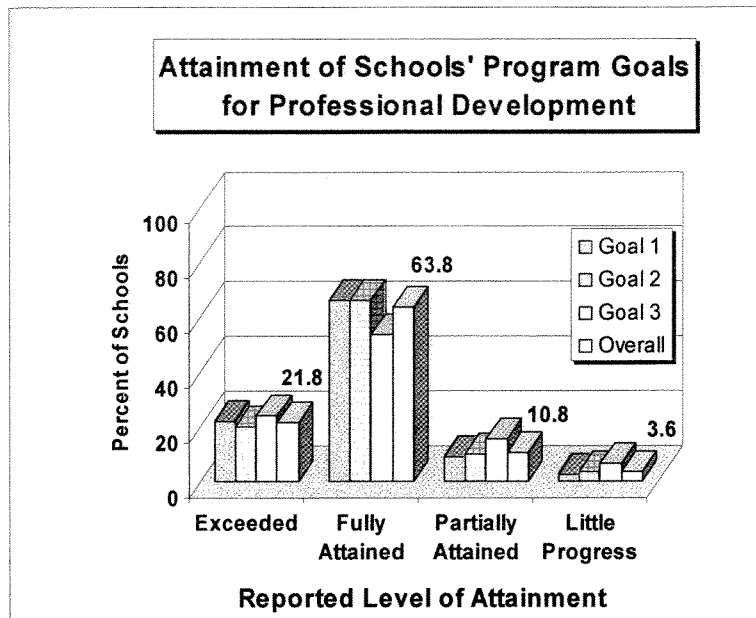


Figure 3.3. Degree of attainment reported for school-specific goals for professional development

Program goals for parent involvement were reported for 78% of the schools, with 50% reporting a second goal. Figure 3.4 provides summary information about schools' reported attainment of these goals. Approximately 74% of these goals were reported as fully attained or exceeded.

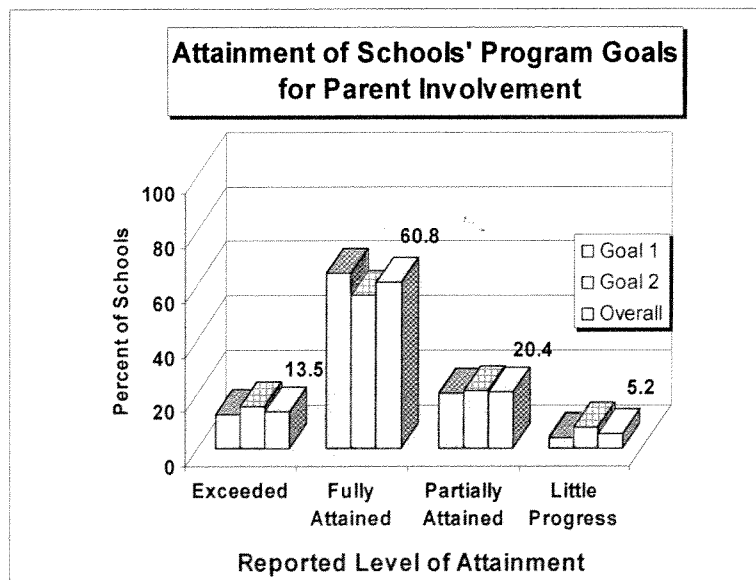


Figure 3.4. Degree of attainment reported for school-specific parent involvement goals

By year-end, schools reported fully attaining or exceeding a majority of their goals in the areas of achievement, professional development, and parent involvement. More than 81% of the achievement goals, 85% of the professional development goals, and 74% of the parent involvement goals were reported as fully attained or exceeded.

Conclusion

These results reveal highly successful R2A programs overall for the group of schools funded through the three funding cycles. Almost all schools exceeded, by a large margin, the grant-specified achievement goal that at least 25% of the students participating full-cycle read at grade level as measured by schools' CBLA or score Proficient on Grade 3 CSAP for Reading for Cycle 3. More than 55% of the schools reported in excess of 50% full-cycle students at or above grade level. The vast majority of additional school-specific achievement goals established by schools were reported as clearly attained or exceeded, as well. A high level of attainment was also reported by schools for school-specific R2A goals for professional development and parent involvement.

Program implementation, overall, was reported to have been accomplished with ease, success, and according to planned timelines. At the conclusion of the funded R2A program for this cohort of grantees, there is considerable evidence of success for these schools' programs.

Program Profile

**A self-report survey of schools'
program characteristics**

A.1 Program Profile with Results for Cycle 1

***A.2 Program Profile: Year 2 Update with
Results for Cycle 2***

***A.3 Program Profile: Year 3 Update with
Results for Cycle 3***

Program Profile: Year 3 Update

(Online)

School ID# 481

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>10</u>	Phonemic awareness
<u>15</u>	<u>12</u>	Systematic phonics
<u>16</u>	<u>16</u>	Background knowledge and vocabulary
<u>15</u>	<u>16</u>	Fluency
<u>24</u>	<u>29</u>	Reading comprehension
<u>8</u>	<u>8</u>	Motivation
<u>2</u>	<u>2</u>	Other (please specify): _____

II. Program Structures

- 1** Our program was designed to serve approximately (number) 21 second graders and (number) 21 third graders. This represents approximately 34% of our school's second graders and 34% 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>27</u> | In-class support and assistance |
| <u>45</u> | Pull-out |
| <u>13</u> | Extended day |
| <u>10</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)
- 26% Very prescribed... There are many specific, scripted steps to each learning session.
 - 51% Structured... There is a structured set of approaches available to be used as needed.
 - 22% Generally framed... Instructional approaches are created by the teacher within a general framev
 - 1% 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	4.0	3.1	1.6	7.6	1.3
Number of sessions per week	3.7	4.4	1.8	2.9	1.2
Number of weeks in program	26.8	27.1	14.8	3.1	6.5

- 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	8	15	8	5	2
Group instruction with 2 - 4 students	15	27	8	9	2
Group instruction with 5 - 8 students	14	23	11	9	2
Group instruction with 9 or more students	10	2	2	5	1
Independent reading	7	4	2	4	1
Independent activities related to reading	5	3	2	3	1
Computer-based activity	3	4	3	2	1
Other: _____	1	0	0	1	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%)

- 12 Phonemic awareness
- 12 Systematic phonics
- 14 Background knowledge and vocabulary
- 13 Fluency
- 27 Reading comprehension
- 7 Motivation
- 4 Other (please specify): _____

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

- 72% Regular work with student at home
- 52% Commit to specified responsibilities or activities
- 69% Program meetings, events, and conferences
- 10% Other (please specify): _____

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

- 77% Regular coordination with classroom teacher
- 67% Use of same instructional approaches as classroom
- 49% Use of different instructional approaches than classroom
- 58% School-wide staff development
- 6% Other (please specify): _____

Implementation Survey

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

B.1 *Implementation Survey with Results
for Cycle 1*

B.2 *Implementation Survey with Results
for Cycle 2*

B.3 *Implementation Survey with Results
for Cycle 3*

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 indicator on benchmark books
86% Teacher judgment based on several different indicators
20% Other (please specify): _____

- 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)

	<i>Entry</i>	<i>Graduation</i>
<i>Grade 2</i>		
<i>Grade 3</i>		

- 4 Which of the following provides the predominant 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 your program?
(Mark one box in the row for each aspect)

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

School ID# _____

- 2** How closely prescribed is the delivery of instruction to students in your program?
(Check one)
- 28 Very prescribed... There are many specific, scripted steps to each learning session.
- 51 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.
- 3 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)

	<i>In-Class</i>	<i>Pull- Out</i>	<i>Extended Day</i>	<i>Summer Program</i>	<i>Other</i>
Number of hours per week	3.6	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%)

	<i>In-Class</i>	<i>Pull- Out</i>	<i>Extended Day</i>	<i>Summer Program</i>	<i>Other</i>
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)

	<i>In-Class</i>	<i>Pull- Out</i>	<i>Extended Day</i>	<i>Summer Program</i>	<i>Other</i>
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 most important professional development focus? (Mark one box in the row for each aspect)

	<i>Very descriptive</i>	<i>Not descriptive</i>	
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# _____

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 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)	Began Mo/Yr	Finished Mo/Yr	Implementation Stages and Tasks % Schools reporting task relevant		How easily	How	Able to do	Was a	Overall Task as % of Expected Rating
					smoothly? (+ or ✓ or -)	successfully? (+ or ✓ or -)	according to proposed plan and timeline? (Y or N)	revision required to this part of the proposed plan? (Y or N)	
			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 a	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)

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	%Schools reporting each option		
					How easily or smoothly? (+ or v or -)	How successfully ? (+ or v or -)	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)

Year 3 Implementation Summary*

School ID# 437
 Date 2003-2004

Directions: *At the point you begin serving students in Year 3, 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	%Schools reporting each option		
					How easily or smoothly? (+ or v or -)	How successfully ? (+ or v or -)	Able to do this according to approved Year 3 plan and timeline? (Y or N)
			Receive award announcement	93	53, 42, 5	56, 40, 3	94, 6
			Secure needed staff	93	61, 36, 3	70, 30, 0	97, 3
			Orient staff	89	62, 36, 2	65, 34, 1	98, 2
			Obtain instructional materials	74	64, 34, 2	68, 31, 1	97, 3
			Secure and prepare facilities	82	69, 29, 2	70, 29, 1	99, 1
			Identify eligible students for Year 3	96	67, 32, 1	72, 28, 0	100, 0
			Secure student participation	94	66, 33, 1	68, 32, 0	99, 1
			Coordinate with other onsite school programs	73	60, 38, 2	66, 33, 1	99, 1
			Orient parents to program participation	87	51, 47, 2	53, 46, 1	99, 1
			Begin Year 3 instructional professional development	68	60, 38, 2	63, 35, 1	97, 3
			Establish Year 3 ongoing student assessment and instructional adjustments	95	62, 38, 0	67, 33, 0	100, 0
			Begin grant-funded work with students	93	71, 27, 1	74, 25, 1	98, 2
			Fully implement summer program with students	22	46, 51, 3	48, 48, 4	95, 5
			Fully implement school day program with students	79	68, 32, 0	71, 29, 0	99, 1
			Fully implement extended day program with students	27	57, 41, 2	58, 41, 1	98, 2
			Fully implement program components with parents	65	45, 53, 2	45, 53, 2	98, 2
			Establish Year 3 ongoing program monitoring and adjustment	93	55, 44, 1	60, 40, 0	99, 1
			Other (please specify): _____				

Briefly describe any surprises or challenges that your school encountered in Year 3. What do you anticipate will be the impact of these on your overall program implementation?

(see individual school comments)

What are your school's insights to-date or suggestions for others about program implementation for Year 3?

(see individual school comments)

*For Year 3, these data were collected via an online branching survey utilizing a 7-point continuum, with the highest two categories summarized as "+", the middle three categories summarized as "v", and the lowest two categories summarized as "-".

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

C.1 Survey of School's Program Goals with Results for Cycle 1

C.2 Survey of School's Program Goals with Results for Cycle 2

C.3 Survey of School's Program Goals with Results for Cycle 3

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).

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	<i>Attained or Exceeded</i>
<i>Achievement Goal 1</i>	75.3	16.8	7.2	0.8	92.1
<i>Achievement Goal 2</i>	44.6	29.1	22.2	4.2	73.7
<i>Achievement Goal 3</i>	34.2	34.2	28.5	3.1	68.4
<i>Achievement Goal 4</i>	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)

Professional Development Goals

School ID# _____

- 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).

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	Attained or Exceeded
<i>Professional Development Goal 1</i>	24.1	60.0	15.5	0.4	84.1
<i>Professional Development Goal 2</i>	14.9	62.6	21.1	1.4	77.5
<i>Professional Development Goal 3</i>	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 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: _____ **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).

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	Attained or Exceeded
<i>Parent Involvement Goal 1</i>	10.8	49.2	34.1	6.0	60.0
<i>Parent Involvement Goal 2</i>	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:

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	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).

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	Attained or Exceeded
<i>Professional Development Goal 1</i>	29.2	58.2	12.4	0.2	87.4
<i>Professional Development Goal 2</i>	19.6	69.4	9.8	1.3	89.0
<i>Professional Development Goal 3</i>	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).

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	Attained or Exceeded
<i>Parent Involvement Goal 1</i>	16.2	56.0	24.8	3.0	72.2
<i>Parent Involvement Goal 2</i>	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)
- _____

Survey of School's Program Goals

School ID# 483

Today's Date May/June 2004

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: 64% reporting goal

Achievement Goal 3: 43% reporting goal

Achievement Goal 4: 22% 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
<i>Achievement Goal 1</i>	78.4	15.7	5.1	0.8	94.1
<i>Achievement Goal 2</i>	48.4	29.0	20.2	2.4	77.4
<i>Achievement Goal 3</i>	46.0	27.0	22.2	4.8	73.0
<i>Achievement Goal 4</i>	32.4	31.6	27.0	9.0	64.0

(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: _____ 79% reporting goal

Professional Development Goal 2: _____ 55% reporting goal

Professional Development Goal 3: _____ 31% reporting goal

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

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	Attained or Exceeded
<i>Professional Development Goal 1</i>	22.0	66.4	9.1	2.5	88.4
<i>Professional Development Goal 2</i>	20.0	66.3	10.2	3.5	86.3
<i>Professional Development Goal 3</i>	24.2	53.6	15.7	6.5	77.8

(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: _____ 78% reporting goal

Parent Involvement Goal 2: _____ 50% reporting goal

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

	<i>Exceeded</i>	<i>Fully Attained</i>	<i>Partially Attained</i>	<i>Little Progress</i>	Attained or Exceeded
<i>Parent Involvement Goal 1</i>	12.5	64.1	19.9	3.5	76.6
<i>Parent Involvement Goal 2</i>	15.0	56.2	21.1	7.7	71.2

