

# **Multiple Reading Intervention Programs at the Secondary Level: Evaluation and Implementation**

***June 2008***

**School Board of Manatee County  
RMC Research Corporation**

**Grant Funded by *Just Read, Florida!***

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# Interim Report Presentation

## **Methods, Procedures, and Results of:**

- Reading Intervention Teacher Survey
- Reading Intervention Teacher Focus Groups
- Reading Coach Focus Groups

## **Perspective on Findings and Implications for Practice:**

- District-Level Curriculum Team
- School-Based Reading Coach

# Overall Goals of the Current Study

- Study of the implementation of the District's three major reading intervention programs: Read 180, Voyager, and ***Other***
- Study of the student outcomes associated with each program

# Evaluation Questions

## **Eight evaluation questions, relating to:**

- Implementation of programs
  - Teacher survey
  - Focus groups
  - Classroom visits
- Student outcomes associated with the programs
  - FCAT
  - SRI
  - MAZES
- The relation of varied features of a program's implementation and student outcomes

# Evaluation Study Questions

1. To what extent are there significant differences in the overall reading achievement gains of students who are enrolled in the Read 180, Voyager programs, and the district's *Other* intensive reading courses?
2. To what extent are there significant differences in the reading achievement gains in specific areas (fluency, comprehension, and vocabulary) of students who are enrolled in the Read 180, Voyager programs, and the district's *Other* intensive reading courses?

# Evaluation Study Questions

## *(cont'd)*

3. To what extent are differences in reading achievement gains among student groups enrolled in the three types of reading intervention programs dependent upon student characteristics, including:
  - FCAT reading achievement level (Level 1 and Level 2)
  - Grade level
  - Race/Ethnicity
  - Special education status
  - Limited English proficiency (LEP) status
  - Free and/or reduced priced meals status
  
4. To what extent are differences in reading achievement gains among the student groups enrolled in the three types of reading intervention programs dependent upon teachers' level of training in reading instruction?

# Evaluation Study Questions

## *(cont'd)*

5. To what extent is there variability in adherence to program guidelines in the implementation of the Read 180 and Voyager programs?
6. To what extent is the level of implementation of the Read 180 and Voyager programs associated with differences in reading achievement gains?
7. What instructional materials and strategies are being implemented in the *Other* intensive reading intervention courses?
8. To what extent are differences in the various instructional materials and strategies that are being implemented in the *Other* intensive reading intervention courses associated with significant differences in student reading achievement gains?

# Methods and Procedures: Teacher Survey

- Purpose:
  - To elicit feedback from MS and HS reading teachers about their experiences with the different reading program approaches
  - To gather background information on teachers
- Administered in January 2008
- Online survey using Test Pilot Software and the District's FirstClass email system

# Methods and Procedures: Teacher Survey

- 19 items
- Took an average of 14 minutes to complete
- Both closed and open response items
- Sample item #6:
  - Which of the following issues had an impact on your ability to fully implement the reading program approach at the start of this school year?
  - Other issues that impacted your ability to fully implement the program (please specify)

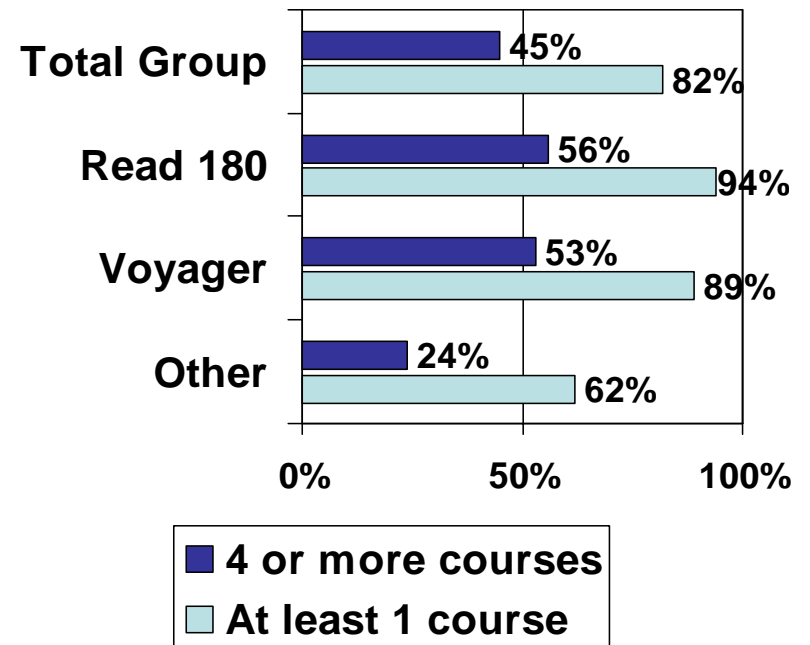
# Methods and Procedures: Teacher Survey

- Link sent to all 120 secondary reading intervention teachers in the District
- 67% response rate (n = 80)
  - Read 180: 22 respondents
  - Voyager: 22 respondents
  - *Other*: 36 respondents
- Respondents were very similar to the total group of reading intervention teachers, suggesting that the results are fairly representative of secondary reading teachers across the District

# College Training of Survey Respondents

- 82% had 1 or more college courses in reading instruction
- 45% had 4 or more college courses in reading instruction
- Over half of the Read 180 teachers and Voyager teachers had 4 or more college courses, compared to 24% of *Other* teachers

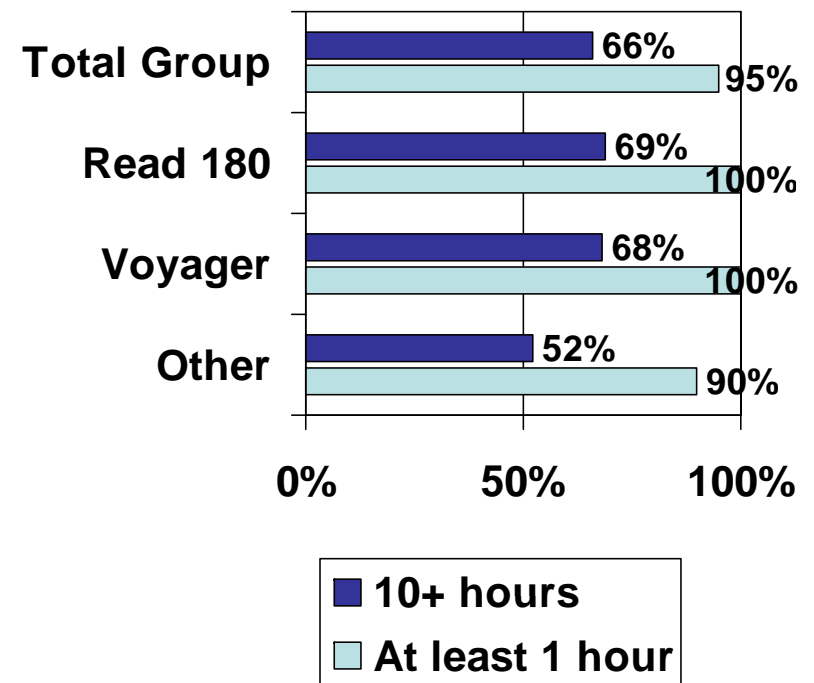
Number of College Courses by Program Approach



# Inservice Training of Survey Respondents

- 66% have more than 10 hours of inservice courses within the last 5 years
- Close to 70% of Read 180 teachers and Voyager teachers have more than 10 hours of inservice courses, compared to about half of the *Other* teachers

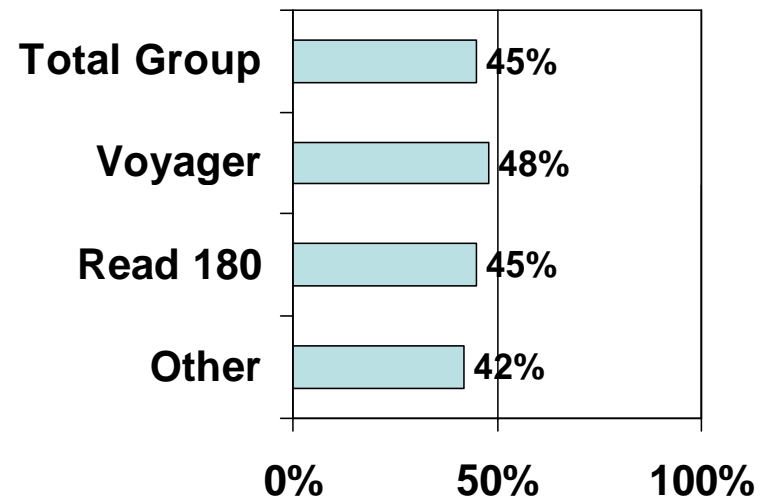
Number of Inservice Hours by Program Approach



# Reading Endorsement/Certification of Survey Respondents

- 45% of survey respondents are endorsed or certified
- Distribution is fairly equal across the programs

Endorsed or Certified by Program Approach



# **Methods and Procedures: Teacher and Reading Coach Focus Groups**

**Protocols designed to elicit feedback in the following areas:**

- School-level decisions regarding program implementation
- District and school support for program implementation
- Effectiveness of varied features of the programs

# Methods and Procedures: Teacher Focus Groups

- Focus groups were established based on programs
- Teachers were randomly selected with the goal of obtaining 5-7 teachers per focus group
- Teachers received a personal phone call inviting them to participate
- 44 teachers participated in 7 different focus group sessions in January and February 2008

# Methods and Procedures: Teacher Focus Groups

## Teacher Focus Group Participants

- Teachers of Read 180 (n = 13)
- Teachers of Voyager programs (n = 10)
- Teachers of *Other* programs (n = 13)
- Teachers who teach more than one type of these three programs (n = 8)

# Methods and Procedures: Reading Coach Focus Groups

- All MS and HS reading coaches were invited to participate in the one-hour focus groups scheduled during a district-wide meeting of the reading coaches
- 21 reading coaches participated in 2 focus groups in January 2008
  - The MS focus group included 11 participants
  - The HS focus group included 10 participants

# **Summary of Major Findings**

**Reading Teacher Survey  
(January 2008)**

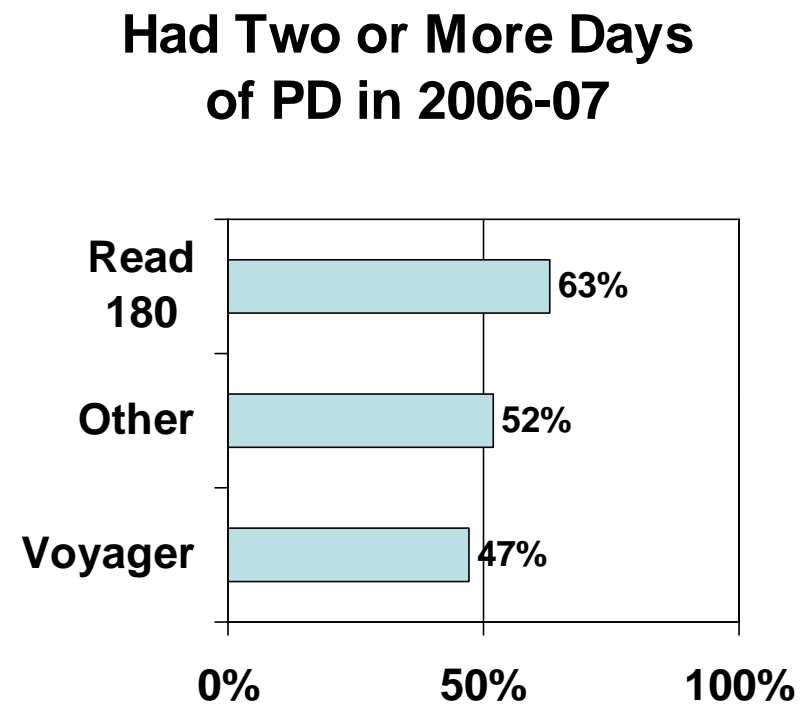
# Professional Development 2006-07

- Among the teacher survey respondents who taught reading classes last year
  - 54% participated in two or more days of professional development
  - 20% did not receive any professional development

# Comparison Across Teachers of Different Approaches

The largest difference is between current teachers of the Read 180 and the Voyager program approaches:

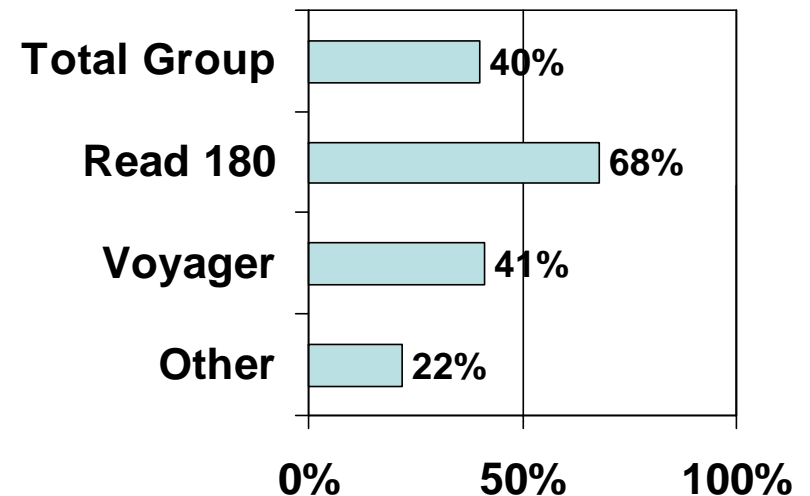
- 16% more Read 180 teachers than Voyager teachers had two or more PD days last year



# Professional Development 2007-08

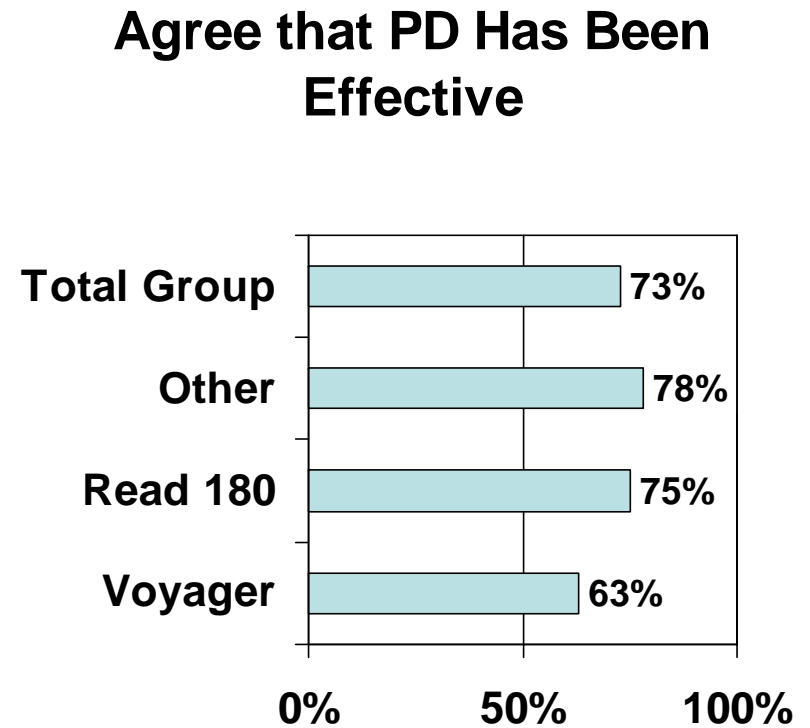
- By mid-year:
  - 68% of Read 180 teachers had at least one day of PD
  - 41% of Voyager teachers had at least one day of PD
  - 22% of teachers of *Other* had at least one day of PD

At Least One Full Day of PD as of Jan. 2008



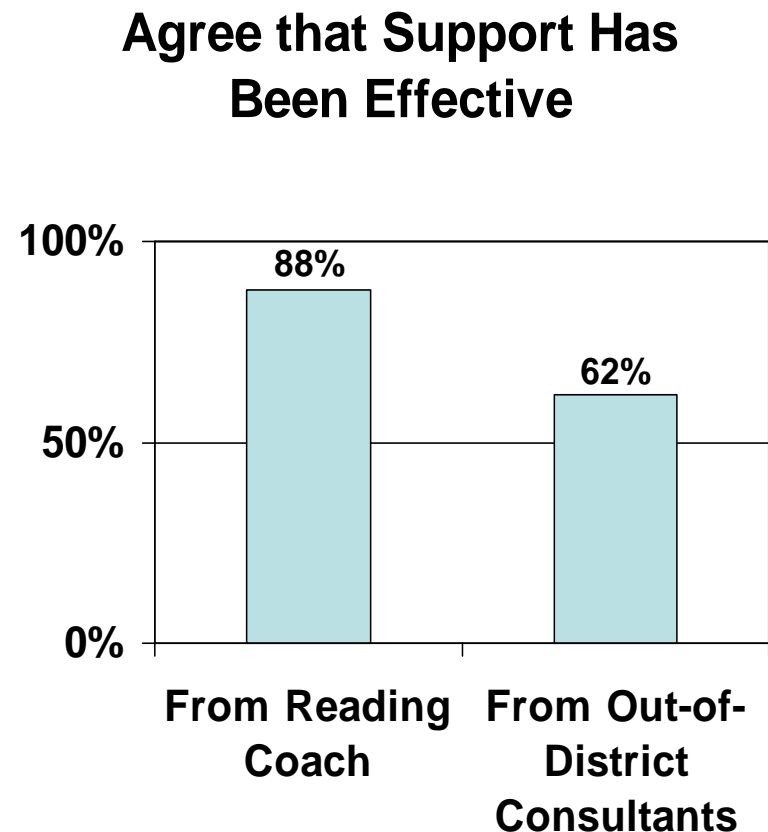
# Teacher Ratings of Effectiveness of Professional Development

- A great majority of teachers, overall, rated the PD as effective
- A greater percentage of teachers of the *Other* and of the Read 180 classes rated the PD as effective



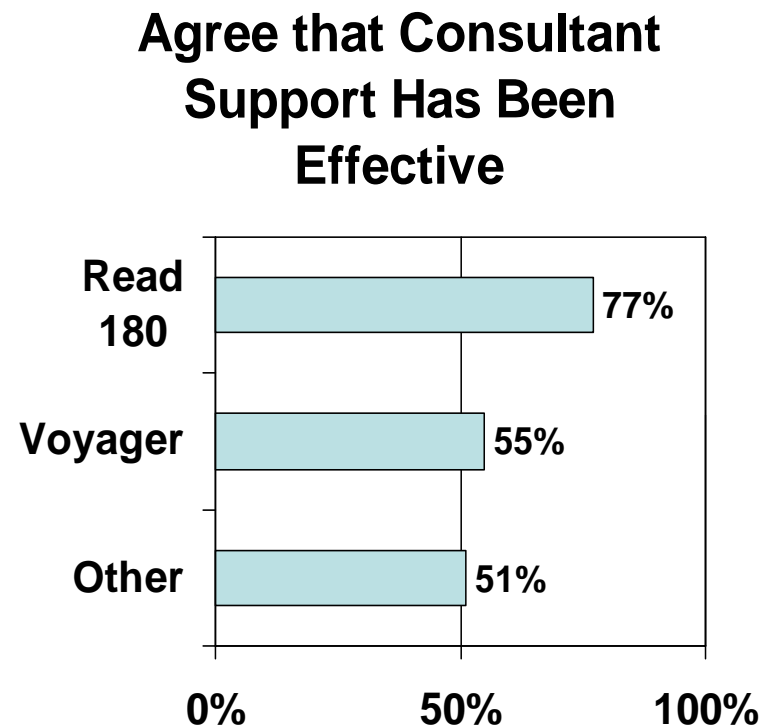
# Teacher Ratings of Support From Reading Coaches and Consultants

- 94% of teachers received support from the Reading Coach
  - Of these, 88% rated this support as helpful
- 67% of teachers received support from consultants
  - Of these, 62% rated this support as helpful



# Comparison Across Teachers of Different Approaches

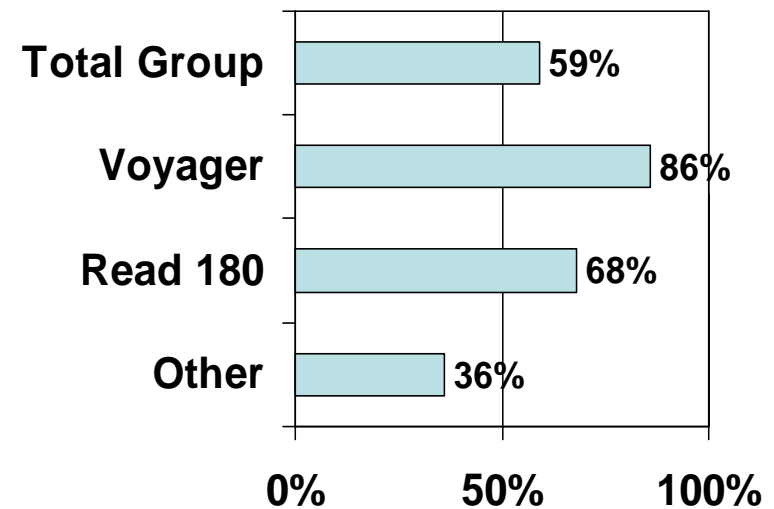
- Over 20% more Read 180 teachers rated the support of out-of-district consultants as helpful, compared to teachers of Voyager and *Other* programs



# No Participation in Selection of Reading Program Approach

- 59% of teachers did not participate in selecting the reading program approach they teach
- 86% of Voyager teachers reported no participation
- Only 36% of teachers of the *Other* reading classes reported no participation

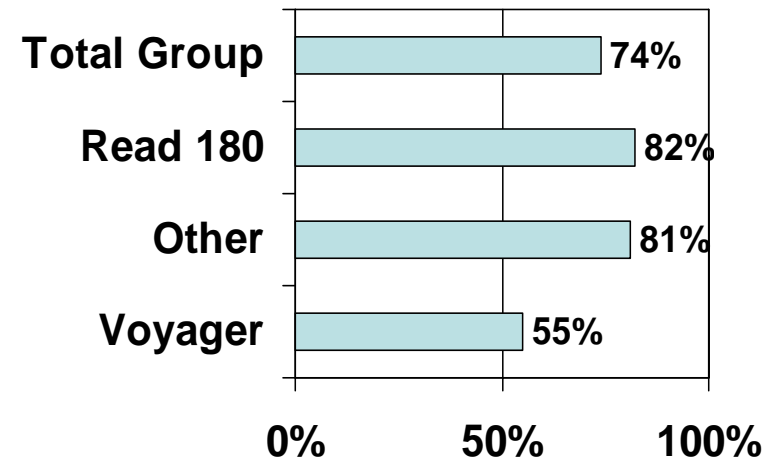
## NO Participation



# Teacher Ratings of Adequacy of Reading Program Instructional Materials

- Overall, 74% agree materials adequately cover reading skills
- The greatest discrepancy is between the Voyager teachers and teachers of the other two reading program approaches

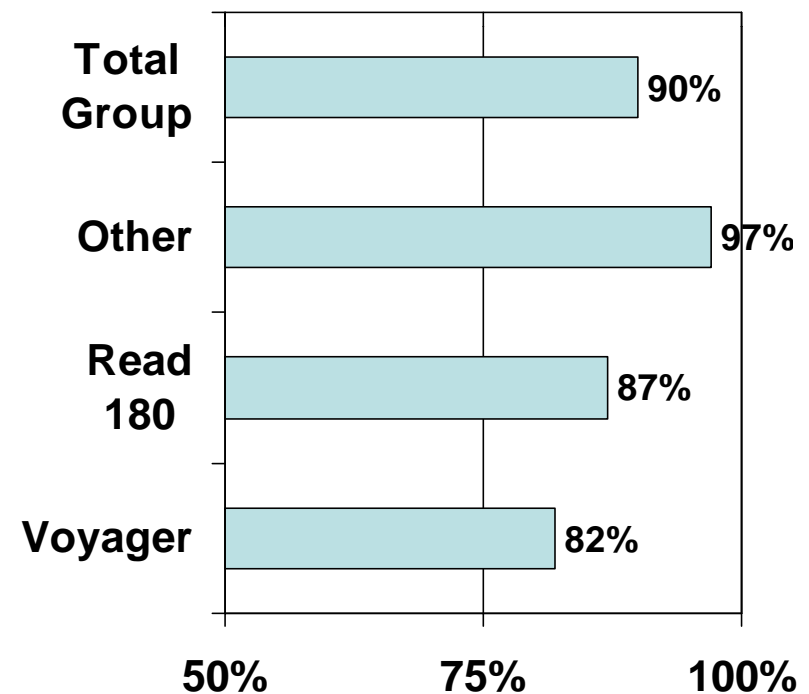
Agree Materials Adequately Cover Reading Skills



# Use of Additional Materials to Supplement the Reading Program

- 90% of teacher respondents reported the use of additional materials
- The greatest discrepancy is between teachers of the *Other* reading classes and teachers of Voyager classes

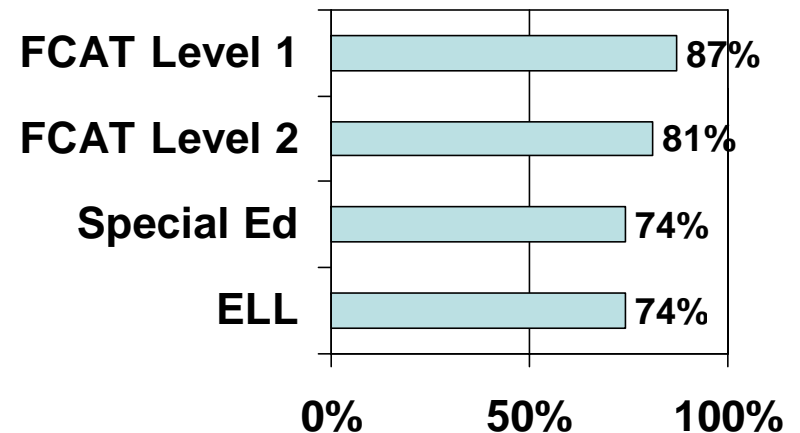
## Sometimes or Frequently Use Additional Materials



# Teacher Ratings of Program Effectiveness for Different Student Groups

- Overall, 74-87% of teacher respondents rated the program as effective for the different student groups
- Teachers were least likely to rate their reading program as effective for ELL and Special Education students

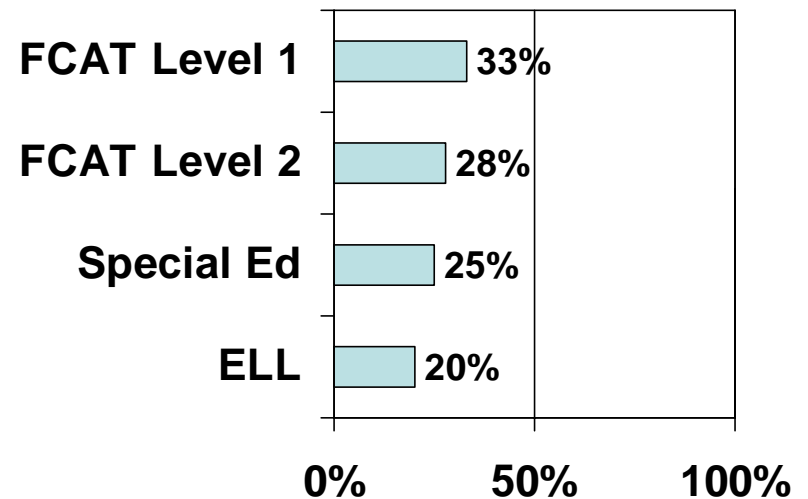
Rated Program Moderately or Highly Effective for Student Groups



# Teacher Ratings of Program Effectiveness for Different Student Groups

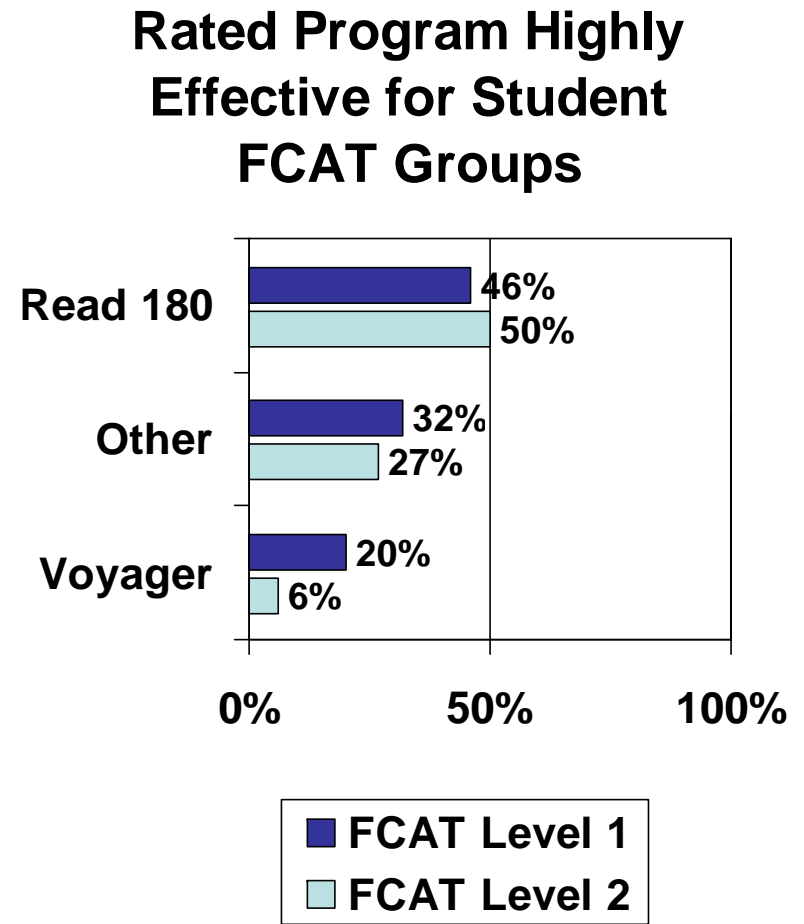
- Overall, only 20-33% of teacher respondents rated the program as highly effective for the different student groups
- Teachers were least likely to rate their reading program as highly effective for ELL and Special Education students

**Rated Program Highly Effective for Student Groups**



# Comparison Across Teachers of Different Reading Program Approaches

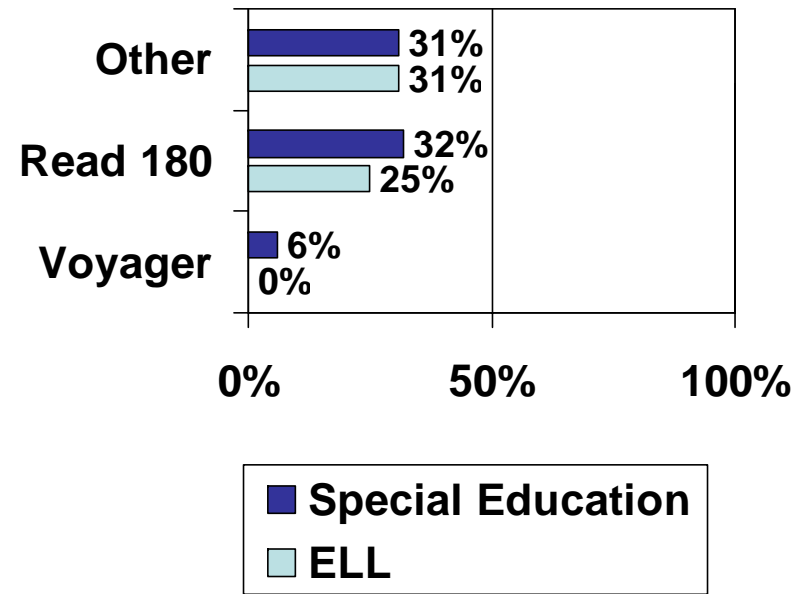
- Read 180 teachers were more likely than teachers of the other two programs to rate their reading program as highly effective for both FCAT student groups



# Comparison Across Teachers of Different Reading Program Approaches

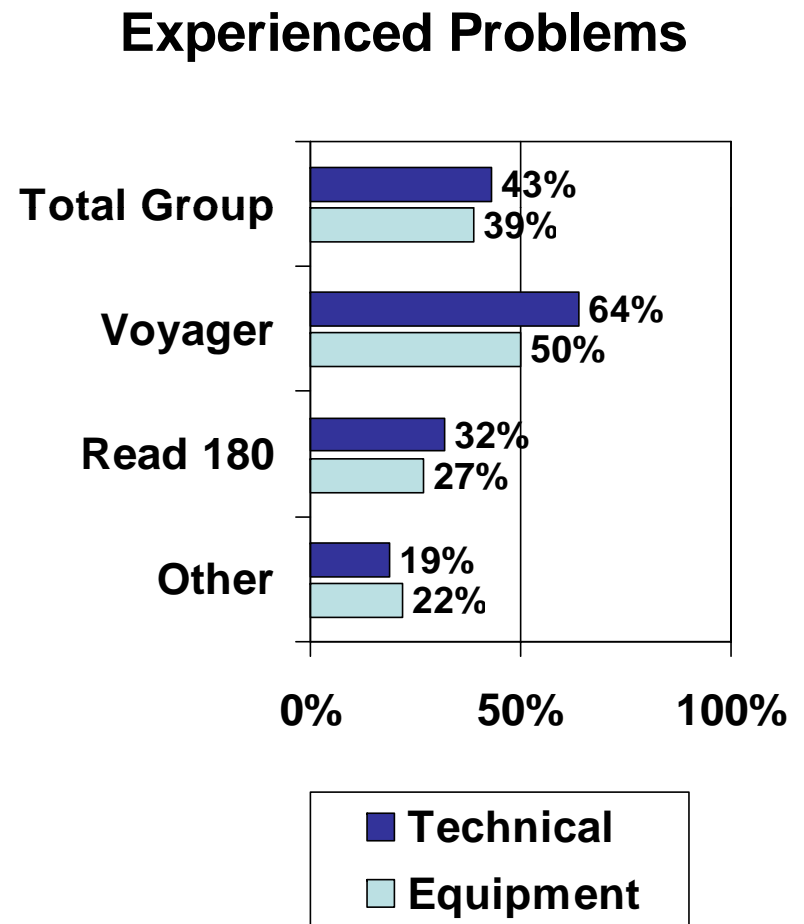
- Similar percentages of Read 180 and *Other* reading class teachers rated their reading program as highly effective for Special Ed and ELL students

Rated Program Highly Effective for Special Ed and ELL Student Groups



# Problems Impacting Ability to Fully Implement Reading Program at Start of Year

- Of all types of problems, technical and equipment problems were reported most frequently
- Voyager teachers experienced the greatest incidence of these problems



# **Summary of Common Themes\* Across All Reading Intervention Programs**

**\*Based on Feedback Obtained in Teacher Survey and  
Teacher and Reading Coach Focus Groups**

# Availability and Use of Assessment Data

- Many teachers expressed concern about the lack of assessment data for grouping students and tracking progress
  - MS Read 180 teachers noted the value of Read 180 computer progress reports for motivating students
- Reading Coaches expressed concerns:
  - Teachers do not know how to use assessments effectively
  - Some assessment reports are not user friendly and are inconsistent with respect to lexile levels

# Ability to Group Students for Instruction

- Most teachers reported that they did not group students for instruction, citing several reasons:
  - Large class size
  - Lack of assessment data
  - Lack of time
  - Classroom management concerns
  - Reading program approach
    - differentiated instruction was not built into the structure of the program
    - small group instruction was integral to the program

# Class Size and Diversity

- Teachers across all reading programs cited challenges of large classes for meeting student needs
- Both teachers and Reading Coaches noted the challenge of teaching classes composed of students with very diverse needs, including:
  - Wide range of reading levels
  - Variability of English language skills among ELLs
  - Variability of disabilities among Special Ed students

# Continuum of Reading Intervention Programs

- Both teachers and Reading Coaches expressed concern about the lack of availability of a continuum of reading programs and instructional materials for students who continue to need an intensive reading class for more than one year

# Opportunity for Teacher and Reading Coach Input

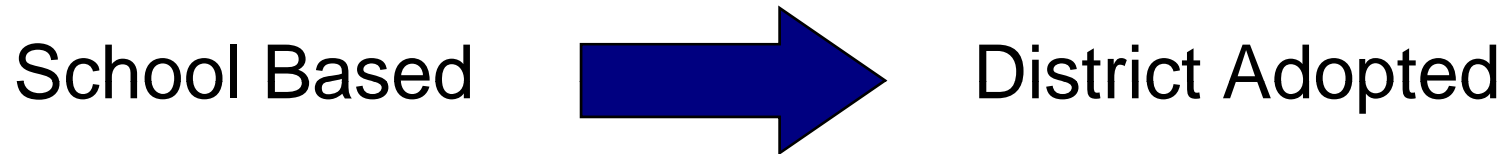
- Both teachers and Reading Coaches in all forums (focus groups and survey) expressed sincere appreciation for the opportunity to share their experiences and concerns
- Reading staff would like increased opportunities for sharing with district and each other

# **Perspective on Findings and Implication for Practice**

**District-Level Curriculum Team**

# How Did We Get Here?

## Selection of Reading Programs



Scholastic's READ 180

Voyager Journeys

*Other*

# How Did We Get Here?

## K-12 Comprehensive Research-Based Reading Plan

- 5 + 3 + ii + iii = Success for All Students

5 Areas of Reading + 3 Types of Assessment + Initial Instruction + Immediate Intensive Intervention

- iii
- Research-Based Reading Programs
- Fidelity of Implementation
- Just Read, Florida! Intervention Research Grant

# District Support for Reading Programs

- Reading Coach Allocation to Schools
- Professional Development
  - District
  - School Based

# District Support for Reading Programs

## District Expectations for Reading Coaches

- Support the *Just Read, Florida!* Coaching Model
- 51% of the time Modeling in the Classroom
- Support for Intensive Reading Classes
- Focus on the Achievement of Lowest Quartile/AYP Subgroups

# District Support for Reading Coaches

## District Reading Coach Model

- Whole Group Monthly K-12 Sessions
- Monthly Small Group Coaching Community Sessions
- One-on-One Monthly Coaching Conferences and Support

# District Support for Reading Intervention Programs

- READ 180 Professional Development
  - Day 1/Day 2 and Motivational Day
  - School Leadership Sessions
  - District Tech Agreement
  - Support since 2001-2002

# District Support for Reading Intervention Programs

- Voyager Journeys Professional Development
  - Initial and Experienced PD Sessions before school starts
  - Consultant Classroom Visits at least once a semester
  - Middle and High School Coaches trained as Voyager trainers
  - School Leadership Sessions
  - Supported since 2005-2006

# District Support for Reading Intervention Programs

- *Other* Reading Professional Development
  - Academy of Reading Sessions and District Tech Agreement
  - Academy of Reading Consultant Classroom Visits
  - Professional Development from the Comprehensive Reading Plan
  - Support for Small Group Instruction from Intervention Research Grant
  - District developed common structure for reading classroom

# Using the Intervention Study Results

- How can the district ensure fidelity implementation of research-based reading programs?
- How can we build a continuum of reading intervention programs to meet the needs of our students?
- How can we best match students' needs with appropriate reading intervention?
- What's working with reading coaches across the district and at individual schools?

# Next Steps

- Analyze district-sponsored professional development opportunities for reading intervention programs
- Refine professional development opportunities for teachers and support for reading coaches

# Looking Forward to . . .

## Final report which will include:

- Student achievement data
- Results of the classroom visits

***Ensuring that our students  
become successful readers***

# **Perspective on Findings and Implication for Practice**

**School-Based Reading Coach**

# What Are the Implications for Schools?

- Professional Development
- Student Assignment to Reading Programs
- Use of Supplemental Materials
- Small Group Instruction

# How Are Teachers Supported at the School Level?

- Informal Professional development
  - One-on-one coaching
    - with reading coach or outside consultant
  - Classroom modeling
- Formal Professional Development
  - Full or partial day workshop
    - facilitated by outside consultant or reading coach
  - Teachers receive inservice points
    - one point per hour
    - counts toward renewal of Florida certificate

# How Does the Reading Coach Support Each Program?

## Voyager

- Attend pre-school district-level training with teachers, as needed
- Facilitate initial implementation professional development and provide ongoing support
- Model and/or co-teach lessons
- Provide technical support (V-Port and SOLO)
- Act as a liaison between classroom teacher and consultants
- Work with consultants to implement and support program

# How Does the Reading Coach Support Each Program?

## Read 180

- Attend two days of district-level training with teachers
- Assist with setup
- Assist with initial implementation and provide ongoing support
- Model and/or co-teach lessons
- Act as a liaison between the classroom teacher and consultant, as needed
- Analyze and discuss data from Read 180 assessments with teachers

# How Does the Reading Coach Support Each Program?

## Other Programs

- Professional development
  - Some offered at district level
  - Most offered on site
- Assist with setup
- Work collaboratively with teachers to determine appropriate materials and how to use them effectively
- Model and/or co-teach lessons
- Analyze and discuss data from appropriate assessments with teachers

# Formal Professional Development: Recap of Results

- 41% of Voyager teachers had at least one full day of professional development as of January 2008
- Only 22% of *Other* teachers attended one full day (compare to 68% of Read 180 teachers)

## Why Did Only 22% of *Other* Teachers Receive Formal Professional Development?

- Different materials in each school and/or classrooms
- Many programs do not offer consultants as an option
  - If consultants are available, they may cost the school extra money
- Reading Coaches may currently train teachers one-on-one
  - Is it necessary for only one or two teachers?

# What Does All This Mean?

- Reading Coach might consider providing teachers with formal professional development
  - Voyager
    - Full day inservice on initial implementation
    - Full and/or partial day inservice(s) throughout the year
  - Read 180
    - Encourage all teachers to attend training provided by consultant
    - Provide full and/or partial day inservices throughout the year as necessary
  - *Other*
    - Full and/or partial day inservice(s) on “instructional routine” of class
      - include training(s) on materials and programs
- Important to continue one-on-one coaching, even though informal

# Challenges: Professional Development

- Money (substitutes or pay outside of contract hours)
- Time
  - Sometimes teacher assignment to a particular program is unknown until just before school begins
  - Some teachers do not attend the pre-school professional development
  - New teachers hired after the first day of school
- Lack of consistency
  - Teacher turnover (lack of certified reading teachers)
  - Consultants

# Why Are Only 45% of Teachers Reading Endorsed or Certified?

- Lack of time and/or monetary incentives
- “I am a teacher of literature.”
- “They should know how to read by the time they get to high school.”
- Behavioral concerns

# Implications: Endorsement or Certification

- Place teachers with less training in programs that are more scripted, such as Read 180 or Voyager
- Provide all teachers with a combination of formal professional development and personalized coaching
- Encourage teachers to enroll in college courses and/or district trainings

# How Are Students Assigned to Specific Reading Programs?

- Assessment Decision Tree as contained in the District's K-12 Research-Based Comprehensive Reading Plan
  - Assessment data (FCAT, MAZES, SRI, SDRT, AoR)
    - fluency level
    - comprehension level
    - independent reading level
    - phonemic awareness
  - Other considerations
    - previous programs in which the student was enrolled
    - site licenses of programs

# Supplemental Materials

- Finding: 90% of teacher respondents use supplemental materials
  - FCAT Prep Books: most common
    - statewide movement to place less emphasis on the FCAT

# Implications: Supplemental Materials

- More coaching
  - Fidelity to programs
  - Alternative standards-based instruction, teachers have more confidence to prepare students for the real world and the FCAT
    - introducing
    - promoting
    - initial training
    - ongoing support

# What Do We Know About Small Group Instruction?

Finding: Teachers reported that they do not group students for instruction.

Small group instruction is:

- Effective
- Difficult
- Not occurring in many reading classrooms

# Making Small Group Instruction Happen

<b>Teacher Concerns</b>	<b>Reading Coach Support</b>
<ul style="list-style-type: none"><li>• Time</li><li>• Confusing or incomplete assessments</li></ul>	<p>Provide professional development and model how to use assessments to group students</p> <ul style="list-style-type: none"><li>• Co-plan and co-teach until it becomes easier</li></ul>
<ul style="list-style-type: none"><li>• Classroom management</li><li>• Class size</li></ul>	<p>Effective classroom management eliminates class size concerns</p> <ul style="list-style-type: none"><li>• Seek out classroom management inservices for teacher</li><li>• Model effective management strategies</li></ul>

# Next Steps: Ask the Teachers!

- Needs Assessment
  - Administer teacher survey at the beginning, middle, and end of school year
  - Education and experience; focus on literacy
  - Preferred method of professional development
    - large group, small group, one-on-one
    - learning style of teacher
    - best time(s)
- Teacher Self-Assessment
  - Continuum of understanding in literacy and instructional strategies
  - Private, for teacher self-awareness
  - Three times per year

# Combine Survey Results with Informal Coaching

**While working with teachers, Reading Coach collects information and uses it to make future professional development and coaching decisions.**

- Anecdotal Records
  - Informal observations
  - Discussions
- Nonjudgmental
  - Stick to the facts

# **Last But Not Least. . .**

## **Coaches, you are not alone!**

- **Work together!**
  - Plan formal professional development with other reading coaches
    - share ideas and resources
- Utilize knowledge of program representatives, even if only through phone calls and/or emails

# Contact Information

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