



# Read to Achieve

Diagnostic and Intervention Services

## Evaluation of Kentucky's Read to Achieve Program 2013-2014

COLLABORATIVE CENTER FOR  
**LITERACY**  
DEVELOPMENT

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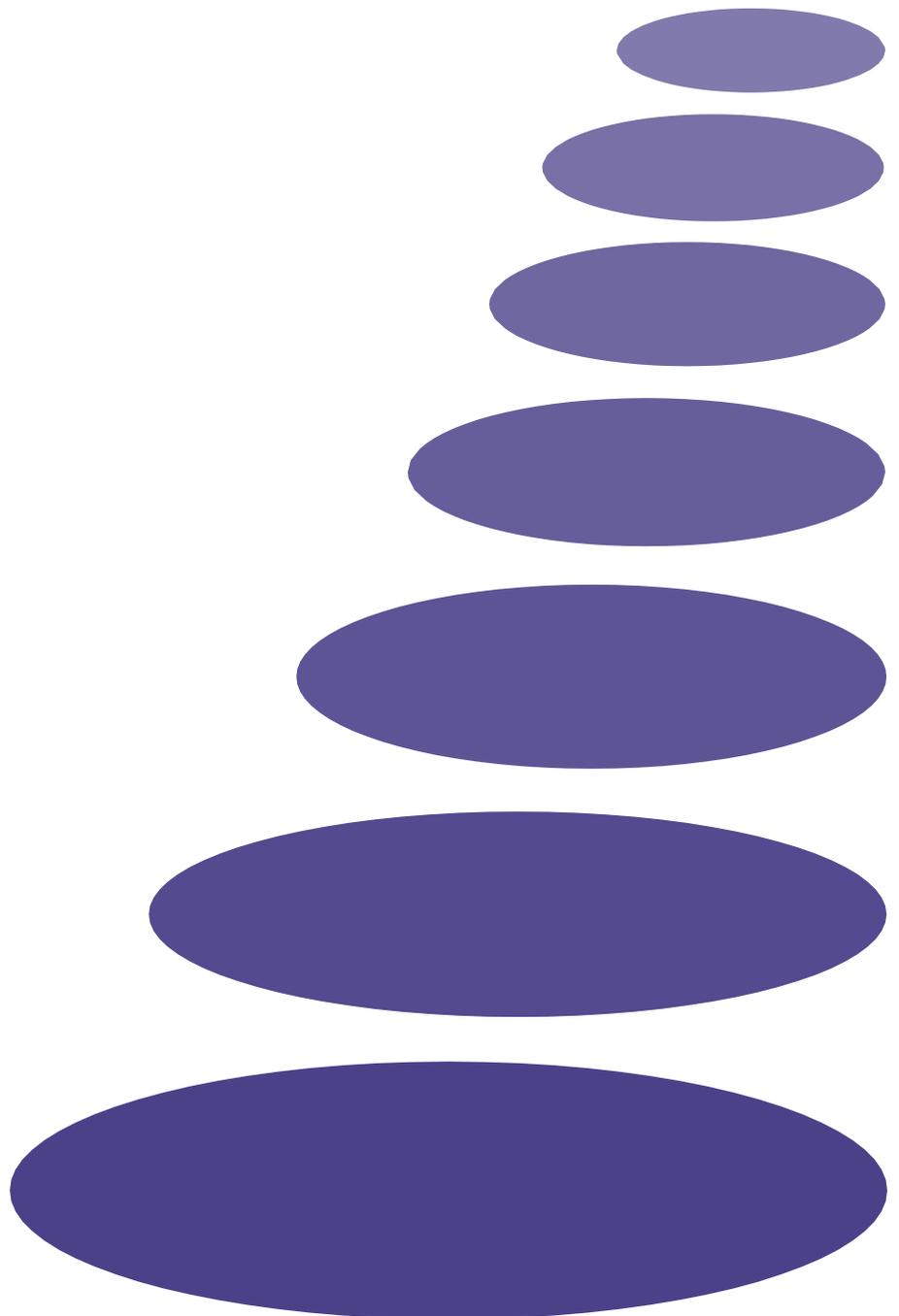
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## **Executive Summary**

Read to Achieve (RTA) was established in 2005 by the Kentucky General Assembly to ensure students' reading proficiency by the end of the primary grades. The RTA fund imparts renewable, two-year grants to schools primarily to hire a "highly-trained" intervention teacher who provides intensive instruction to students who struggle with reading. In 2013-2014, RTA grants were awarded to 321 elementary schools in Kentucky. Each school received approximately \$48,500 to implement RTA.

The Collaborative Center for Literacy Development's (CCLD) evaluation of RTA for 2013-2014 included an implementation component and an achievement component. The implementation component examined how schools were implementing the program statewide and investigated how RTA was implemented at the local level. The achievement component focused on RTA students' progress over the course of the academic year, students' proficiency levels at the end of primary, as well as the longer-term achievement of fourth, and fifth-grade students who participated in RTA during their primary years.

The 2013-2014 evaluation represents the final year in a three-year plan to evaluate RTA, and this report includes data from all three years to provide a fuller picture of RTA and its implementation. This executive summary includes the major findings from the evaluation and provides recommendations for future implementation of RTA. The evaluation was guided by the following questions:

- RTA students: What are their experiences?
- RTA teachers: Who are they, and what do they do?
- What are educators' and parents' perceptions of RTA?
- To what extent does RTA support effective systems of intervention?
- How do RTA students' progress in reading over the course of a year, as compared to national norms?
- What percentage of students who participated in RTA in the primary grades read proficiently at the end of primary?
- What percentage of students who participated in RTA in the primary grades read proficiently over time (in fourth and fifth grades)?

## **RTA Implementation**

Data to answer implementation questions came from statewide attendance records and surveys of RTA teachers, administrators, and classroom teachers in all RTA schools as well as from site visits to RTA schools and non-RTA comparison schools.

### **RTA Students' Literacy Services and Experiences**

- RTA serves thousands of students each year (11,802 in 2013-2014), particularly students from economically disadvantaged and under-represented populations.
- Current funding levels are insufficient to serve all students who need reading interventions, as an estimated 20-30 eligible students are left un-served in each RTA school each year.
- RTA allows for targeted, short-term, small-group or individualized interventions students would not otherwise receive.
- Exiting students from RTA interventions remains challenging, and approximately one-half of students who participate in RTA exit successfully within the year.

### **RTA Teachers' Preparation, Roles, and Responsibilities**

- RTA teachers are more “highly trained” and engage in more professional learning than other reading interventionists.
- RTA teachers assume important literacy leadership roles in their schools and do so to a greater extent than interventionists at non-RTA schools.
- RTA teachers often engage other teachers in professional learning and work to improve general education instruction in RTA schools.
- RTA teachers' collaboration with classroom teachers has increased from 2011 to 2014.
- A strong literacy team is essential to an effective RTA process and system of reading interventions.
- Parents are essential partners in the RTA process, and parents were more involved in RTA schools than in non-RTA schools.

### **Educators' and Parents' Perceptions**

- RTA is perceived as a vital component of the literacy program at RTA schools.
- Educators perceive RTA influences literacy beyond just students who participate in RTA interventions.

### **RTA and Systems of Interventions**

- RTA teachers support and assist classroom teachers in implementing tier 1 interventions.
- In some schools, the RTA intervention is the only targeted reading intervention available to students.

- Overall, RTA schools had established stronger multi-tiered systems of reading interventions than non-RTA schools.

### **RTA Achievement**

Student achievement data sources examined for this evaluation were: the state-required K-PREP reading scores and nationally normed Stanford 10 reading test scores for all students in RTA schools in third, fourth, and fifth-grades in spring of 2012 and 2013, and the Measures of Academic Progress (MAP) administered in 175 RTA schools that selected to administer MAP in spring 2013 and spring 2014 for RTA students.

#### **Achievement Across the Year**

- At most grade levels, 50% or more of RTA students achieved at or above expected growth across the year on MAP.

#### **Proficiency at End of Primary**

- One-quarter to nearly one-half of students (depending on grade of RTA participation) who participated in RTA in just one early primary grade achieved at least at the proficient level on K-PREP at the end of primary in 2012-13 and 2013-14.
- Over three-fourths of students who participated in RTA in just one early primary grade scored above the first quartile on the Stanford 10.
- Early and short-term participation in RTA is related to proficiency at the end of primary for RTA students.
- Disparity in reading achievement between demographic groups persisted, with the exception of those RTA students receiving special education services.

#### **Proficiency over Time**

- Thirty to fifty percent of students (depending on grade of RTA participation) who participated in RTA in just one early primary grade achieved at least at the proficient level in fourth or fifth grades.
- The majority of RTA students who participated in RTA early in primary scored higher than the first quartile on the Stanford 10 in fourth and/or fifth grades.
- Early and short-term participation in RTA is related to proficiency in fourth or fifth grades for RTA students.

- Disparity in reading achievement between demographic groups persisted with the exception of those RTA students receiving special education services.

### **Implementation Related to Achievement**

- Implementation of key features of RTA (teacher preparation, leadership, collaboration, literacy teams) is related to student achievement in RTA schools.

### **Recommendations for Implementation**

This evaluation indicates RTA was well implemented, overall. Schools used funds to hire interventionists who spent the majority of their time providing direct intervention services to students. However, implementation data, attendance records and achievement results indicate more must be done to ensure a greater number of students exit RTA interventions successfully and achieve reading proficiency by the end of the primary grades. The evaluation suggests the following recommendations:

1. RTA funding should be expanded.
2. Regulations and practices around RTA teacher hiring should ensure all RTA teachers are highly qualified in literacy and well prepared to teach the interventions.
3. Emphasize RTA within the context of a strong multi-tiered system of interventions.
4. Focus implementation assistance on influential leverage points, such as the literacy teams, RTA teacher leadership, and collaboration.
5. Support new schools and new personnel as they implement RTA.

### **Conclusion**

Although there is some variability across years and among schools, this evaluation indicates RTA is well implemented, in general, statewide and at the local level. Administrators, teachers, and parents view RTA as tremendously valuable in supporting the reading achievement of primary students who experience difficulty with reading during the early years of schooling, and findings suggest RTA makes a real difference in ensuring schools can provide the best services for students who need assistance. Although causal connections cannot be made directly between RTA participation and K-PREP achievement, RTA services undoubtedly contribute to students' abilities to read proficiently by the end of primary and beyond.

## **Chapter 1**

### **Background and Evaluation Overview**

#### **RTA Program History**

The Read to Achieve program (RTA) was established in 2005 by the Kentucky General Assembly to help ensure students' reading proficiency by the end of the primary grades. The RTA fund imparts renewable, two-year grants to schools primarily to hire an intervention teacher who provides short-term intensive instruction to students who struggle with reading. The Read to Achieve Act of 2005 replaced former legislation that created the Early Reading Incentive Grant Program, which had been in place since 1998.

In 2013-2014, RTA grants were renewed for 321 elementary schools in Kentucky. Schools applied to the Kentucky Department of Education (KDE) requesting funds in one of four funding rounds offered between 2005 and 2008. At the height of its implementation in 2008-2009, 330 schools participated in RTA. Since that time, funding for the program and to individual schools has been reduced. Table 1.1 shows the number of schools participating in RTA between 2005 and 2014. Eight schools have opted out of the program after participating for one or more years. Other RTA schools have closed and/or merged. Some districts have only a single school participating, while several or all elementary schools in other districts have implemented RTA.

During the 2013-2014 school year, KDE issued a new Request for Applications for RTA and opened the grant competition up to all public elementary schools that included primary grades. This meant current RTA schools had to re-compete for their RTA grant funding for the next academic year (2014-2015). Sixty-six new RTA schools were funded for 2014-2015, and sixty-five previously funded schools did not have successful grant proposals. Although the new competition is not directly pertinent to the years of evaluation discussed in this report, it gives added purpose to this evaluation: findings can inform the rollout of a modified RTA at the state level and can support schools' implementation at the local level.

Table 1.1

*RTA Funding in Millions of Dollars and Number of Schools Participating 2005-2014*

Fiscal Year	Number of Schools	Total Funds	Average Awards
2005	99	7.1	*
2006	113	11.1	*
2007	212	20.5	*
2008	309	23.56	\$63,949
2009	330	22.56	\$46,835
2010	328	22.56	\$60,000
2011	324	18.88	\$55,000
2012	322	19.69	\$48,500
2013	321	15.71	\$49,207
2014	321	15.62	\$48,500

\* Data not available.

### Program Requirements

As part of RTA, schools were required to implement reading intervention programs with the following characteristics<sup>1</sup>:

- Research-based, reliable, and replicable;
- Short term, intensive, not a yearlong program. “Short term” is intentionally not defined so that schools can plan programs based on individual students’ needs, not on prescribed time limits;
- Designed for one-on-one or small group instruction;
- Be based on on-going assessment of individual student needs;

<sup>1</sup> Source: RTA Assurance Statement

- Be provided to a student by a highly trained teacher.

Participating schools were required to track and report to KDE all students who received RTA services and closely monitor RTA student performance. Also, RTA teachers were required to engage in ongoing professional development, such as participating in webinars hosted by KDE.

Through the Read to Achieve Act of 2005, the General Assembly charged the Collaborative Center for Literacy Development (CCLD) with creating and implementing a comprehensive research agenda to evaluate the impact of intervention programs on student achievement in reading.<sup>2</sup>

### **Prior Evaluation Findings**

Early RTA evaluations focused primarily on reading achievement for students who participated in RTA.<sup>3</sup> These studies indicated the majority of RTA students made more reading progress than expected for their age group and made greater gains than students who did not participate in RTA interventions. Prior studies indicated RTA seemed beneficial for students from under-represented groups, but achievement gaps persisted among RTA students. School-level geographic and socio-economic factors were not related to student progress in RTA. Of the reading intervention programs that were used most widely, no reading intervention program produced distinctly higher gain scores than other programs.

More recent RTA evaluations focused on program implementation as well as student achievement, and these studies yielded positive results, overall.<sup>4</sup> Implementation studies found high levels of adherence to program expectations, and perceptions among administrators and teachers that RTA was a critical component in schools' systems of interventions for struggling, primary-aged readers. Achievement results in recent RTA evaluations corroborated findings of earlier RTA studies, with large numbers of RTA students making progress and meeting benchmarks over a year's time. Assessments of third-grade and intermediate students who had participated in RTA in the primary grades indicated many (although not always the majority) of students who participated in RTA in the primary grades were reading at or above the proficient level in these later grades. Students who participated in RTA in kindergarten or first grade and then exited RTA were

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<sup>2</sup> From 2005-2009, KDE required RTA schools to administer a common, standardized pre- and post-assessment to all primary students, and these assessment results were used to evaluate RTA. Since 2009-2010, schools are no longer required to administer a common assessment.

<sup>3</sup> See Rightmyer, 2008.

<sup>4</sup> MGT of America, 2010, 2011; Cantrell, Rintamaa, Murphy, & Cunningham, 2012; Cantrell, Murphy, Cunningham, & Davis, 2013.

more likely to score at the proficient level on state assessments than students who participated in later years or for multiple years.

### **Overview of the Current Study**

The 2013-2014 RTA evaluation report addresses both implementation and achievement and is the culmination of a three-year plan to gather broad information about statewide implementation of RTA in *all* RTA schools along with deeper information about implementation of RTA at the local level. The implementation study included two components: (a) survey and student attendance data gathered from all RTA schools, and (b) observations and interviews in eight RTA schools and six comparison non-RTA schools. The achievement study involved two sets of data: (a) 2012-2013 state reading assessment data (K-PREP) from all 321 RTA schools, and (b) spring 2013 and spring 2014 scores on Measures of Academic Progress (MAP, reading) for 175 RTA schools that administer MAP in their districts. This year's evaluation includes implementation and achievement data from 2013-2014, but it also presents data from the previous two years (2011-2012 and 2012-2013) to provide a three-year picture of RTA, particularly in terms of its implementation.

### **Research Questions**

The key research questions that guided this evaluation are as follows:

#### **Implementation study questions.**

- RTA students: What are their experiences?
- RTA teachers: Who are they, and what do they do?
- What are educators' and parents' perceptions of RTA?
- To what extent does RTA support effective systems of interventions?

#### **Achievement study questions.**

- What percentage of students who participated in RTA in the primary grades read proficiently at the end of primary?
- What percentage of students who participated in RTA in the primary grades read proficiently over time (in fourth and fifth grades)?
- What progress do RTA students make in reading over a year, in terms of assessment benchmarks?
- How does RTA implementation relate to student achievement?

As noted in previous RTA evaluation reports, it is important to recognize other sources and methods of intervention delivery in RTA schools, in addition to RTA teachers and programs. Schools may use (a) intervention materials and programs not funded by RTA, (b) teachers not funded by RTA who teach the RTA intervention, and (c) students' participation in multiple interventions during the same year or even at the same time. It is difficult to separate the effects of these sources from the effects of RTA on students' reading achievement. Therefore, this evaluation uses methods that are primarily descriptive in nature and does not attempt to connect students' reading achievement causally to RTA.

### **Overview of Evaluation Design and Data Sources**

The evaluation uses a multi-layered approach to answer the implementation and achievement research questions. Implementation and achievement data were collected from all 321 RTA schools. RTA teachers, administrators, and classroom teachers completed surveys related to RTA implementation, and state-level reading assessment data were collected for all RTA schools. To provide a deeper perspective into RTA implementation, site visits were conducted at geographically distributed RTA schools (AY11 n=7, AY12 and AY13 n=8) and comparison non-RTA schools (AY12 n=8, AY13 n=6).

### **Evaluation Report Organization**

This report includes four chapters in addition to this introductory chapter. Chapter 2 provides information on the evaluation methods, including data sources and data collection techniques. Chapter 3 presents a broad set of findings on RTA implementation, both statewide and in site visit schools. Chapter 4 details some specific lessons learned from examining the characteristics of site visit schools that were implementing RTA at high levels. Chapter 5 includes analyses of 2012-2013 K-PREP data for third, fourth, and fifth-grade students who participated in RTA in the primary grades as well as an analysis of 2013-2014 MAP data in 175 RTA schools. Chapter 6 provides a summary of key findings and recommendations. Each chapter includes references to data collected during previous years of this three-year evaluation plan, and these data are labeled according to the academic year in which the data were collected. Data from 2011-2012 are labeled as AY11; data from 2012-2013 are labeled as AY12; data from 2013-2014 are labeled as AY13.

## Chapter 2

### Evaluation Methods

This chapter addresses how the evaluation was designed and conducted. The report evaluates both implementation of the RTA program and achievement of students who participated in RTA interventions. As such, this methods chapter is divided into two sections, with one section focused on implementation and one section focused on achievement. In the following chapters, new data are presented from the 2013-2014 academic year (AY13). At times, data are shown alongside or combined with data from prior evaluation years 2011-2012 (AY11) and/or 2012-2013 (AY12) to give a full picture of what has been learned about RTA implementation over the past three years.

#### Methods for Evaluating RTA Implementation

Implementation data were collected each year statewide from all schools that received RTA grant funds. Surveys were administered to RTA teachers, administrators and classroom teachers in all RTA schools. RTA teachers kept and submitted attendance data on each child who participated in the RTA program statewide. Each of these data sources is described below.

In order to gain more in-depth information on the ways in which RTA schools were implementing the RTA grant program, evaluators made site visits to RTA schools (8 schools in AY12 and AY13; 7 schools in AY11). In addition, evaluators visited comparison schools that did not receive RTA grants (6 schools in AY13; 8 schools in AY12). These comparison school visits provided a contrast that enabled evaluators to further understand the benefits of RTA funding in those schools that did receive grants. Demographic information on the site visit schools, the interventions implemented in those schools and how the schools were selected are in Appendix A. During the site visits, the evaluation team conducted interviews with classroom teachers, RTA or reading interventionists, administrators, and parents. Evaluators also observed literacy instruction in both general education classrooms and reading intervention settings.

#### **Statewide implementation data sources.**

***RTA student attendance reports.*** RTA teachers were required by KDE to submit attendance data regarding student services and interventions. This information was collected via an excel attendance data form and was submitted to KDE at the end of the academic year.

***RTA teacher surveys.*** RTA teachers were provided three different surveys at three points across the school year (Fall, Winter, and Spring) related to RTA program implementation. KDE required all RTA teachers to complete these surveys, referred to as Program Evaluation Reports. These surveys asked various questions about RTA implementation, such as teachers' experience, training/professional development, time spent teaching intervention, roles and responsibilities, etc. (see Appendix B). On average, the response rates for these surveys administered by KDE have been high with an approximate 96% of teachers completing each administration of the survey.

***Administrator survey.*** Administrators at each RTA school were asked to complete a survey about the RTA program at their school. The survey was designed to assess administrators' background, participation in RTA activities, RTA team membership and roles, RTA implementation, professional development, perception of the effectiveness (or ineffectiveness) of RTA, and responsibilities and leadership of the RTA teacher (see Appendix B). Administrator participation in the RTA surveys has decreased significantly over the three year evaluation. In AY11, 86% of administrators responded to the survey; while in AY12, the response rate was only 35%. For AY13, participation decreased to 7%, however, the delivery method differed during this year (i.e. the survey was embedded in a newsletter instead of in a separate, distinct email) and therefore fewer administrators were asked to complete the survey.

***Classroom teacher survey.*** Primary classroom teachers were invited to complete a survey designed to assess RTA implementation from classroom teachers' perspectives. It included questions related to professional development, teachers' participation in RTA related activities, perceptions about RTA effectiveness, etc. (see Appendix B). Classroom teacher response was lower in AY13 than in previous years (AY13 n=234, AY12 n=1149, AY11 n=1984).

#### **Data sources for RTA and comparison school site visits.**

***Reading intervention and general classroom observations.*** To provide a snapshot of RTA students' reading instruction and experiences, RTA and comparison school intervention teachers were observed for one hour of the day. Efforts were made to observe teachers during group and individual instruction. In addition, general education teachers were observed during their entire literacy block. This time varied from 1 hour and 20 minutes to 4 hours and 15 minutes with an average of 3 hours. Observations centered on coding teachers' performance on a variety of classroom practices based on recommendations from the Institute for Education Science (IES) for Response to Intervention (RtI) and multi-tier systems of intervention (Gersten et al., 2008) in general education and intervention classrooms (Appendix C). In AY13, evaluators observed two

classroom teachers at each school in grades kindergarten through third grade. Evaluators selected the grade levels to be observed at each school and administrators chose the specific teachers within those grade levels.

***Educator and parent interviews.*** Evaluators used a semi-structured interview protocol (see Appendix D) to conduct 30-45 minute interviews with administrators, reading intervention teachers, and classroom teachers. Evaluators also created a short interview protocol for parents of reading intervention students (see Appendix E). Interviews were recorded and later transcribed.

***Site visit school information form.*** Before each site visit, schools were asked to provide information about their primary and secondary intervention programs (see Appendix F). Schools listed the reading intervention programs they used, numbers of students served by grade level, and intensity and duration of programs. Schools also reported numbers of eligible but un-served students.

***Systems of interventions rubric.*** One aim of the evaluation was to discern the ways in which RTA supported their schools' systems of interventions. Using IES recommendations (Gersten et al., 2008) regarding RtI, evaluators created a holistic scoring rubric to rate the level and quality of RtI implementation in site visit schools (see Appendix G). After the site visit at each school was concluded, the evaluation team worked together to assess the school's level of implementation using the rubric. Holistic scores were analyzed using descriptive statistics.

***Site visit school profiles.*** At the conclusion of all site visits, evaluators completed a Site Visit Profile (see Appendix H) for each school. The profiles compiled information from the School Information Form, interview transcriptions, observation data, and holistic systems of interventions rubrics to answer questions about each school's reading intervention program, system of interventions, collaboration, and parent involvement. Cross-case analysis was used to look for commonalities, differences and emergent themes among the site visit schools.

***Literacy leadership scale.*** After each site visit, the evaluation team completed a scale regarding literacy leadership in RTA and non-RTA site visit schools. The statewide literacy leadership scale asked eight questions (on a scale of strongly disagree to strongly agree) about RTA teachers' attendance and leadership role in literacy meetings, literacy collaboration, and role as a literacy resource (see Appendix I).

## Methods for Evaluating RTA Student Achievement

Existing student achievement data were collected to determine RTA students' reading growth after one year and RTA students' reading proficiency at the end of primary and beyond. To determine the extent to which students who participated in RTA grew in reading during the year in which they participated in RTA, spring 2013 and spring 2014 scores on Measures of Academic Progress (MAP) were collected for RTA students in schools that administered MAP during the 2012-2013 and 2013-2014 school years. To evaluate the extent to which RTA students were reading at proficiency at the end of primary and beyond, student-level K-PREP reading assessment data were collected for students who had participated in RTA during their primary years.

### **RTA student achievement data sources.**

***K-PREP reading assessment.*** The K-PREP reading assessment focuses on three main skills: reading comprehension, language use and vocabulary. The Stanford 10, a nationally normed reading assessment that provides percentile rankings, is used as part of the K-PREP to measure students' comprehension in literary, informational, and functional reading and multiple modes of comprehension. K-PREP uses a scaled score system to indicate the proximity of students' performance to state performance standards of reading comprehension. Four categories are used to classify students based on their scaled score: Novice, Apprentice, Proficient, and Distinguished. Students are classified as "at or above proficiency" if they achieve scaled scores of 210 or above for each grade level. These performance levels are the best indicators to use for comparing performance across grades or subjects.

***MAP assessment.*** The MAP assessment is a product of the Northwest Evaluation Association (NWEA). It is a computer-based assessment that can be administered in the fall, winter, and spring to students in kindergarten through 12<sup>th</sup> grade. The MAP is designed to assess students' understanding of foundational reading skills: phonemic awareness, phonics, concepts of print, vocabulary, word structure, comprehension, and writing. An overall reading score is created from students' performance on the subtests.

In 2011, NWEA conducted a norming study in which target Rasch Unit (RIT) scores were provided as benchmarks for each grade level. These target scores for each grade, shown in Table 2.1, are used in this evaluation in determining the percentage of RTA students who achieve benchmark scores. The expected spring to spring growth estimates are used also to determine the percentage of RTA students reaching the average expected one year growth on the MAP assessment by grade level.

Table 2.1  
*2011 Target RIT Scores for Spring Administration*

Grade	Spring RIT Target Mean Score
Kindergarten	157.7
First	176.9
Second	189.6
Third	199.2



## Chapter 3

### Overview of RTA Implementation

This chapter focuses on implementation of Read to Achieve (RTA). It provides statewide data on the students who received services from RTA teachers, reports on program implementation statewide, and contextualizes these analyses with examples from site visit schools when appropriate. Data from AY13 are presented, and information from the previous two academic years (AY11 and AY12) is provided to allow for year-to-year comparisons or to denote trends.

#### RTA Services for Students

This section provides a brief overview of services and experiences for students in RTA. It addresses the numbers and characteristics of RTA students, the services provided in RTA, intervention programs implemented, group size, intervention intensity and duration, and exiting issues. The numbers of eligible students left unserved are also reported.

**Numbers of students served.** In AY 13, a reported 11,802 students were served in RTA interventions. Over the past three years, an estimated 34,286 students have participated in RTA (see Figure 3.1). Table 3.1 shows the percentages of students in various demographic groups who participated in RTA over the past three years. The table illustrates the following findings related to RTA student characteristics:

- The majority of students served in RTA were economically disadvantaged (i.e., received free or reduced lunch).
- RTA served EL students in increasing proportions over the three years' evaluation.
- Approximately 25% of RTA students received special education services.

First-grade students were more often represented in RTA than in any other grade level (which is most likely due to the high presence of the Reading Recovery intervention which only serves first grade). For all three years, nearly half of the students served by RTA teachers were first-grade students.

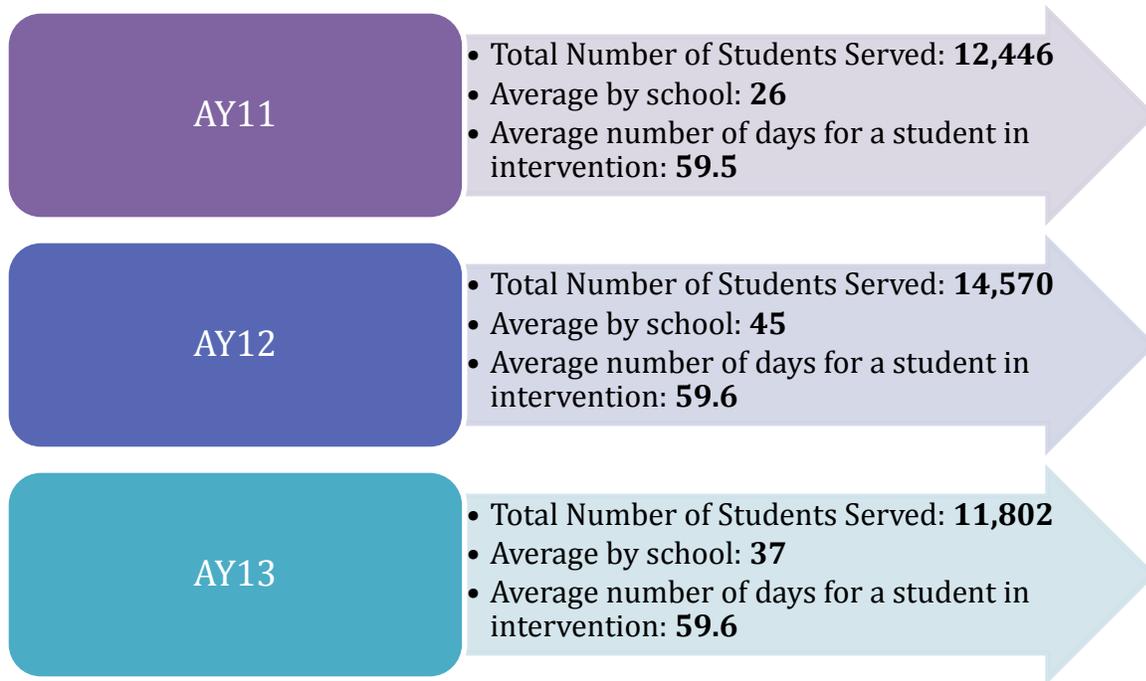


Figure 3.1. Students served by RTA across the three years and average number of days served.

Table 3.1  
*Percentages of Students Served by Demographic Variables*

<b>Characteristic</b>	<b>AY11</b>	<b>AY12</b>	<b>AY13</b>
<b>Gender</b>			
Female	43.44%	42.19%	43.54%
Male	56.56%	57.81%	56.46%
<b>Free/Reduced Lunch</b>			
Free	68.40%	72.25%	74.55%
Reduced	6.79%	6.44%	5.80%
Paid	24.81%	21.31%	19.65%
<b>EL Status</b>			
No	96.44%	95.07%	94.92%
Yes	3.56%	4.93%	5.08%
<b>Special Education Status</b>			
No	74.76%	74.92%	76.03%
Yes	25.24%	25.08%	23.97%
<b>Race/Ethnicity</b>			
American Indian or Alaska Native	0.12%	0.11%	0.13%
Asian	0.69%	0.64%	0.47%
Black or African American	8.63%	9.22%	8.09%
Hispanic/Latino	6.37%	6.71%	7.21%
Native Hawaiian/Other Pacific Islander	0.06%	0.09%	0.07%
Two or more races	2.82%	3.013%	3.26%
White	81.31%	80.09%	80.76%

**RTA interventions implemented.** A total of 42 different intervention programs were implemented in RTA schools. In AY13, most RTA teachers reported implementing Reading Recovery as their primary intervention (56% of teachers) with Reading Mastery as the second most widely implemented primary intervention program (7% of teachers). Table 3.2 shows the numbers and percentages of students served in each intervention program for the past two years as gathered from RTA teachers' student attendance records.

Table 3.2

*Descriptive Statistics for Primary Interventions by Year*

<b>Intervention</b>	<b>AY12</b>	<b>AY13</b>
Benchmark Phonetic Connections	27 (.2%)	70 (.6%)
Breakthrough to Literacy	102 (.8%)	126 (1%)
Comprehensive Intervention Model	1826 (15%)	2027 (19%)
Early Success	993 (8%)	694 (6%)
Early Intervention in Reading	84 (.7%)	254 (2%)
Early Reading Intervention	280 (2%)	191 (2%)
Early Steps	15 (.1%)	27 (.3%)
Earobics	18 (.1%)	23 (.2%)
Harcourt Achieve Elements of Reading	61 (.5%)	85 (.8%)
Fast ForWord	253 (2%)	33 (.3%)
Great Leaps	187 (1.5%)	94 (.9%)
Guided Reading Groups	464 (4%)	595 (5%)
Harcourt Trophies	182 (1.5%)	183 (1.7%)
Headsprout Early Reading	115 (1%)	90 (.8%)
Leveled Literacy Instruction	749 (6%)	759 (7%)
Lexia Reading	12 (.1%)	22 (.2%)
Lindamood Bell	96 (.8%)	192 (1.8%)
Literacy Support Groups	1482 (12%)	859 (8%)
McGraw Hill Reading Triumphs	10 (.1%)	35 (.3%)
Orton Gillingham	19 (.2%)	65 (.6%)
Plato's Focus	71 (.6%)	
Project READ	125 (1%)	134 (1%)
QuickReads	1 (.01%)	38 (.4%)
Raz-kids	13 (.1%)	10 (.1%)
Reading Mastery	1659 (13%)	1110 (10%)
Reading Recovery	1747 (14%)	1568 (14%)
Read Naturally	37 (.3%)	3 (.03%)
Pearson's Ready Readers	206 (2%)	245 (2%)
Scott Foresman Early Reading Intervention	395 (3%)	480 (4%)
Seeing Stars	144 (1%)	73 (.7%)
Sing, Spell, Read, & Write	162 (1%)	166 (1.5%)
Soar to Success	492 (4%)	461 (4%)
StarFall	22 (.2%)	12 (.1%)
Start Up, Build Up, Spiral Up		23 (.2%)
SuccessMaker	3 (.02%)	5 (.05%)
Visualizing & Verbalizing	15 (.1%)	20 (.2%)
Voyage Passport	278 (2%)	26 (.2%)
Other	125 (1%)	119 (1%)

**Group size.** The majority of teachers reported on statewide surveys that students received instruction in small groups of three to five students (79%) or one-on-one (64%).

Visits to RTA site visit schools yielded similar reports of small group and one-on-one instruction, with RTA teachers reporting working one-on-one with an average of 5 students on a regular basis.

**Intensity and duration of interventions.** As seen in Figure 3.1, student attendance reports across the past three years have shown students consistently receive interventions over approximately 59 days of school. According to the KDE website, RTA teachers should begin working with students in interventions no later than the second week of school

<http://www.education.ky.gov/KDE/Instructional+Resources/Read+To+Achieve/FAQ/>). The majority of RTA teachers reported on statewide surveys beginning their RTA program within the first one to two weeks of the school year (62%) indicating that they are complying with this directive. This means some students are identified and placed in RTA interventions very early in the school year.

**Number of students exiting RTA interventions.** One of the main goals of reading interventions through RTA is to exit students successfully from the program so students may return to classroom reading instruction or to a less intensive intervention. Statewide surveys and attendance sheets at the end of AY13 indicated an average of 18 students per school successfully exited RTA interventions. This means approximately one-half of students who participate in RTA successfully exit from the program.

**Improvements in the exiting process.** Evaluation data across the three years have indicated improvements in the exiting process for RTA students. In AY11 and AY12, progress monitoring and exiting were noted as challenges for RTA teachers. For example in AY11, just one RTA site visit school used progress monitoring data to make exiting decisions. However, in AY13, all 8 RTA site visit schools used progress monitoring data to make exiting decisions about students. On AY13 statewide survey data, the significant majority of RTA teachers reported having some type of exiting criteria. For example, 86% of teachers reported students must meet an established goal or reading level, 74% reported students must achieve a target score on an assessment, and 64% reported students must demonstrate grade level reading before exiting RTA..

**Numbers of students eligible for RTA but not served.** The goal of RTA is to serve all primary grade struggling readers or at-risk students within the schools in which the grant is provided. However, schools are not always able to achieve this goal due to a variety of factors, including limited resources. Table 3.3 shows RTA teachers statewide reported approximately 20-30 students per school each year qualified for RTA intervention services but did not receive them due to varying constraints of the programs and limitations of school resources.

At site visit schools, RTA teachers were not able to serve all eligible students but RTA schools were better equipped to provide targeted reading interventions than non-RTA schools. At one non-RTA school, no reading interventionist was employed. At three of the remaining five non-RTA schools, the reading interventionist taught math intervention for half of the day.

Table 3.3

*Number of Students Eligible But Not Served*

School Year	Statewide Average Number Reported by RTA Teachers
2011-2012	30 students
2012-2013	20 students
2013-2014	25 students

**RTA Teachers: Their Characteristics, Roles, and Responsibilities**

This section focuses on RTA teachers in terms of their qualifications, preparation, and work. It addresses teachers’ selection, their experience and education, their preparation to teach the RTA interventions, and their roles and responsibilities in their schools.

**Selection of RTA teachers.** The RTA teacher is the central figure in implementation of RTA at the school level. In AY13, administrators statewide were asked about the characteristics they sought in hiring an RTA teacher. Survey responses indicated the majority of administrators considered the teacher’s past effectiveness most prominently. As seen in Figure 3.2, other considerations were overall teaching experience, experience with the specific intervention program, and evidence of literacy leadership.

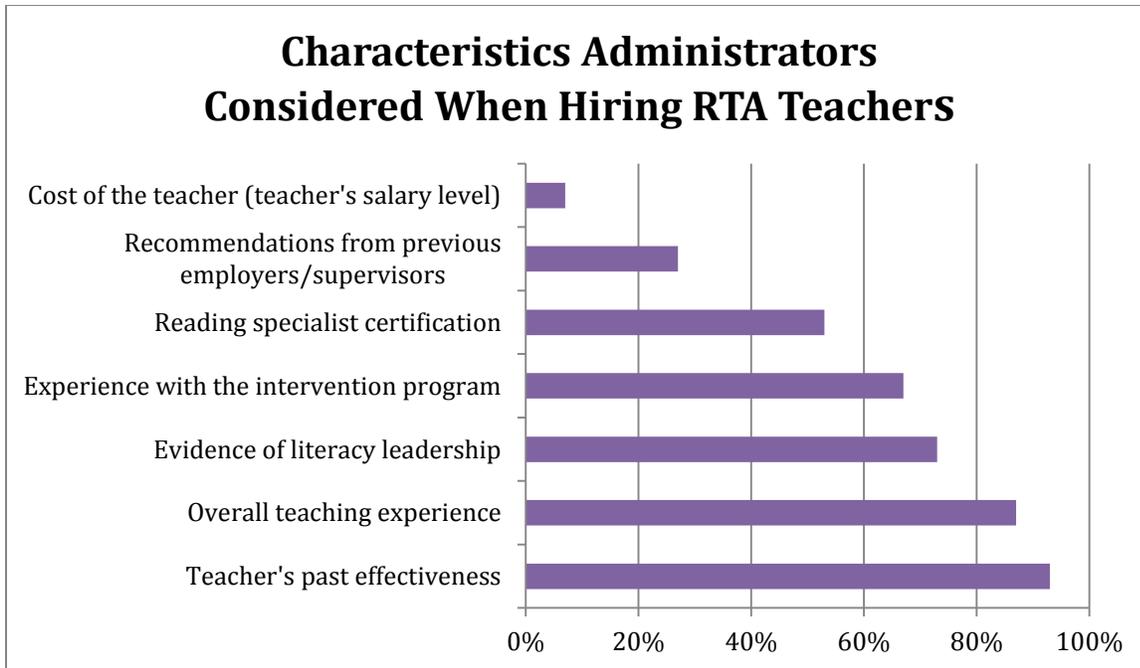


Figure 3.2. Administrators’ responses to the survey question regarding the characteristics they valued when hiring the RTA teacher.

**RTA teacher experience and qualifications.** Regulations for RTA stipulate that a “highly trained reading interventionist” must provide interventions. Generally, RTA teachers are experienced teachers. RTA teachers consistently reported an average of 18 years of teaching experience on statewide surveys. In AY13, they reported having 5 years of experience teaching RTA, specifically. In terms of education, approximately 44% reported having additional certifications beyond a basic teaching certificate. The majority of RTA teachers statewide (83%) reported they had obtained at least a Master’s Degree or Rank 1.

In AY13, an interesting and important difference between RTA and non-RTA schools emerged related to interventionists’ qualifications. Interventionists at RTA site visit schools were more likely than non-RTA interventionists to have earned a graduate degree in a literacy field or be a National Board Certified Teacher. In one-half of the RTA schools, interventionists reported having either literacy certification or were nationally certified (one teacher had both credentials), whereas in non-RTA schools there were no interventionists who reported having literacy certification or had National Board certification.

**Training for the intervention program.** Although experience and education are critically important for interventionists, it is also essential that RTA teachers be highly prepared to implement the RTA intervention(s). Overall, RTA teachers reported extensive

training in their intervention program. In AY13, they reported an average of 147 hours of training, an increase from an average of 118 hours of training in AY11. Reading Recovery teachers consistently reported the highest levels of training for their intervention (average of 187 hours in AY11, average of 214 hours in AY13). Soar to Success teachers reported the lowest levels of training for their intervention (average of 5 hours in AY11, average of 4 hours in AY13).

As for continuing training (i.e., those reporting participating in some type of professional development (PD) during the current school year that directly related to their role as the RTA intervention teacher), the significant majority (i.e., average of 96%) of teachers reported on-going training across the three years. These trainings varied from teacher to teacher but most often included Reading Recovery Continuing Contact, KDE's RTA webinars, Comprehensive Intervention Model (CIM) training, Response to Intervention (RtI) training, Leveled Literacy Intervention training, and Scholastic Reading Association trainings.

Site visits to RTA schools and non-RTA comparison schools across the years indicated RTA teachers had more initial training and follow-up training than interventionists in comparison schools. The amount and quality of the RTA teacher training varied widely among the RTA schools, but was more extensive than training received by non-RTA interventionists. This suggests the value of RTA for supporting teachers' development to ensure students have the benefit of highly-trained interventionists.

***Perceptions of KDE webinars.*** Over the past two years, KDE conducted webinars to support RTA teachers' learning. For example, AY13 webinars focused on the role of RTA teachers, reading fluency instruction, leveled books, reading informational and digital text, EL students, and summer reading. The statewide survey feedback on these webinars was consistently positive with at least 92% of RTA teachers indicating that each RTA webinar was either helpful or very helpful each year. In AY13, RTA teachers indicated that, in the future, they would like more information about monitoring student progress and progress monitoring tools, ideas for collaborating/consulting with classroom teachers, information on how to integrate RTA into a school's system of support or RtI, and strategies to teach vocabulary, fluency, and reading comprehension.

**Teachers' direct work with students.** RTA teachers have a number of roles and responsibilities, but their primary charge is to provide direct services to students. On average, full-time RTA teachers reported spending 5.25 hours a day teaching RTA interventions. Further, RTA teachers and administrators statewide reported that the significant majority of RTA teachers' time was spent implementing reading instruction to

students (73%) with much less time spent in other activities (Figure 3.3). Site visits confirmed these findings (as described in more detail in Chapter 4), with site visit RTA teachers reporting having some non-literacy duties (i.e. lunch duty, hall duty etc.), but no more than would be typically expected from other teachers in the building..

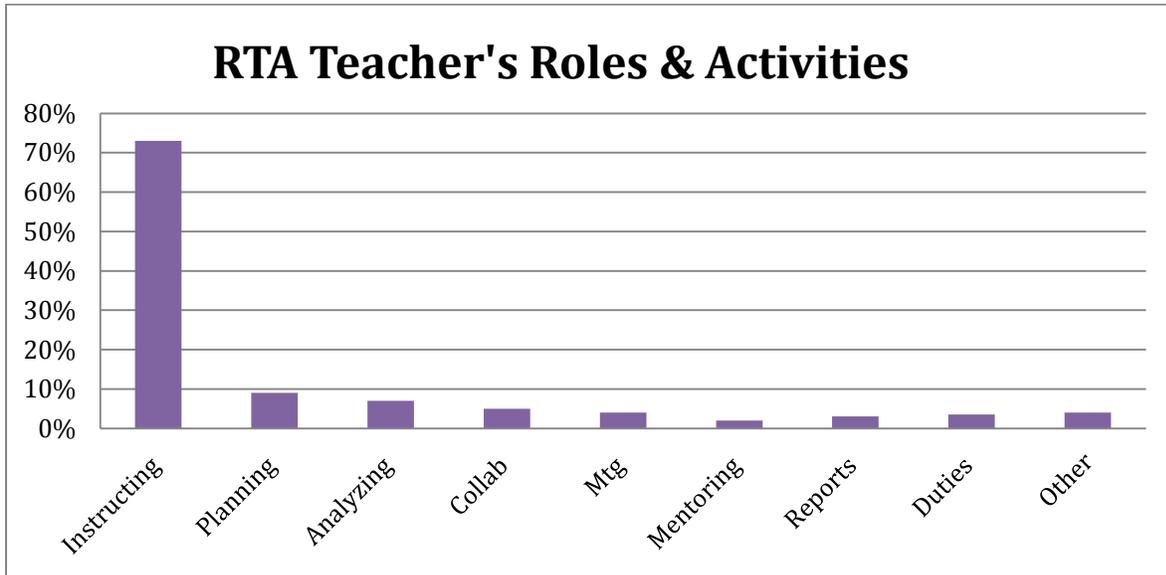


Figure 3.3. Percentage of time spent on various activities at school as reported by RTA teachers in AY12.

**Collaboration with teachers.** An important role for RTA teachers is collaborating with classroom teachers for student success. RTA teachers perceived they were collaborating with classroom teachers to a great extent, although classroom teachers perceived this collaboration to a lesser extent (see Figure 3.4). However, from AY11 to AY13, there has been a positive change in that fewer classroom teachers reported the RTA teacher collaborated with them “never” or just “2-3 times a year.” Additionally, the majority of RTA teachers (i.e., at least 58% across the three years of statewide surveys) and more than one-third of classroom teachers reported collaborating at least weekly.

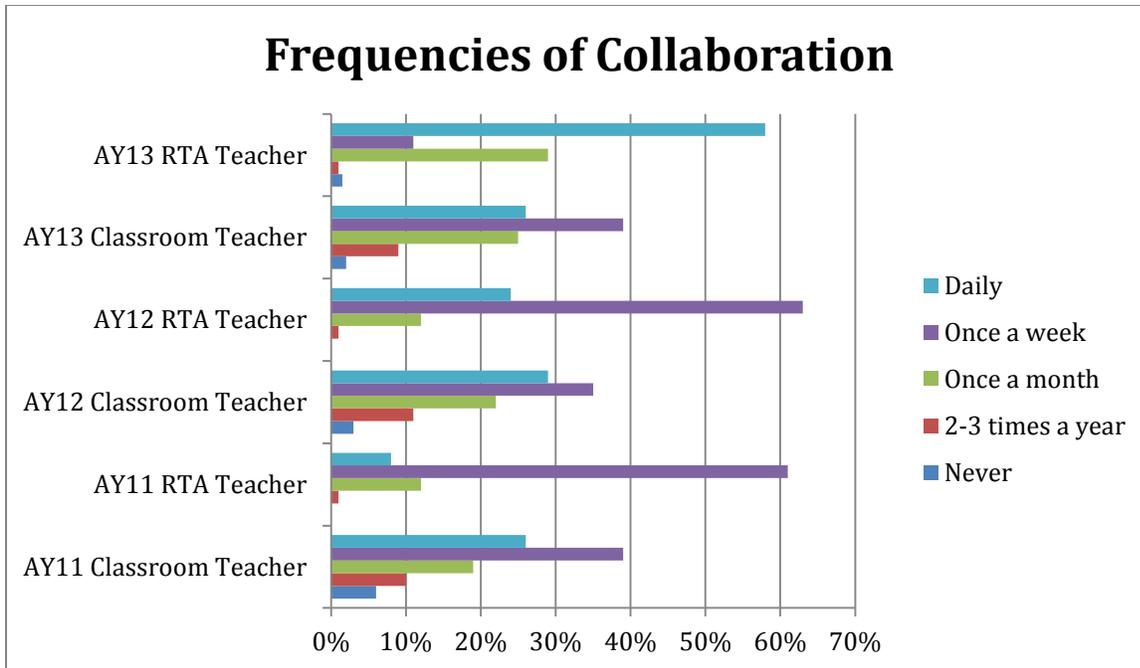


Figure 3.4. Frequencies of collaboration as perceived by classroom teachers and RTA teachers.

**Leadership.** Based on findings from the AY12 evaluation related to the importance of RTA teachers as literacy leaders, information was gathered about perceptions of RTA teachers’ literacy leadership in AY13. Figure 3.5 shows statewide classroom teacher survey results indicating teachers’ perceptions of the RTA teacher as a literacy leader. Results showed classroom teachers perceived RTA teachers taking on leadership roles in terms of attendance at decision making literacy team meetings, progress monitoring duties for intervention students, and serving as a literacy resource (Figure 3.5).

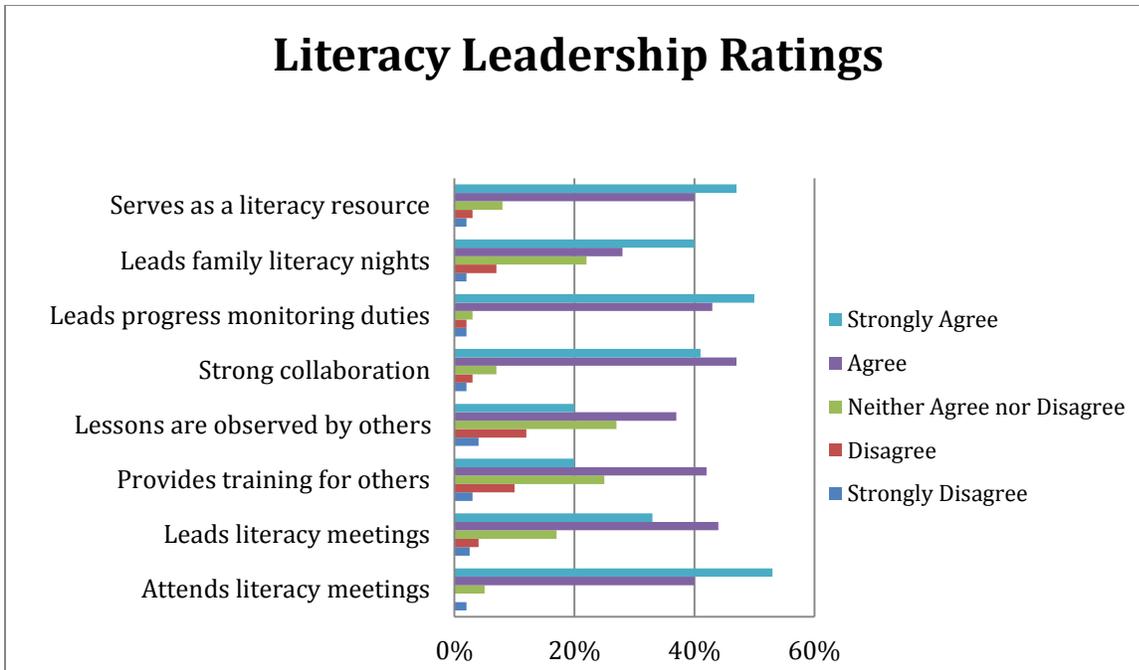


Figure 3.5. Classroom teacher ratings on literacy leadership scale.

### Support for Systems of Interventions

This section addresses the extent to which RTA supports effective multi-tiered systems of reading interventions for students in the primary grades. It examines the ways in which interventions are implemented at various levels or “tiers” of instruction and intensity for students and considers the ways in which RTA fits into a multi-faceted intervention context. Finally, it provides a holistic comparison of RTA and non-RTA site visit schools’ systems of interventions and examines the ways in which RTA fits into those systems.

**Literacy teams.** Prior year’s evaluations have shown that one characteristic of high implementing RTA schools is the establishment and utilization of an effective literacy team to guide decisions about the school’s system of interventions and students within that system. Indeed, KDE’s website states, “The expectation is that no one person is solely responsible for implementation of the RTA grant but that it be shared.” (<http://www.education.ky.gov/KDE/Instructional+Resources/Read+To+Achieve/Resources/Information+for+New+RTA+Staff.htm> ). The following paragraphs address the ways in which RTA schools used literacy teams to guide their RTA programs and systems of interventions.

**Frequency of meetings.** According to RTA teachers statewide, literacy teams most often met monthly (30% AY12 and 37% A13). Some RTA teachers reported they met as

needed, indicating a variable rather than a systematic scheduling process. This finding is inconsistent with recommendations that student data be reviewed at consistent, scheduled intervals to ensure that programming decisions are made in a timely manner to promote changes in instruction based on student needs.

Although statewide data from RTA schools indicated variability in the frequency of team meetings, RTA site visit schools do appear to meet more frequently than non-RTA schools, indicating that even though there doesn't appear to be consistency across the state in team meetings, RTA site visit schools do appear to be doing a better job with meetings than non-RTA schools (Figure 3.6).

**Team activities and RTA teacher involvement.** Although the frequency of team meetings is important, the team membership and activities are crucial factors in determining the effectiveness of the literacy team. Based on site visits to RTA and non-RTA schools, it appears that RTA schools are further along than non-RTA schools in creating effective literacy teams. As seen in Figure 3.6, in addition to meeting more frequently, RTA schools' teams included more people, and had the main reading interventionist lead the team more often.

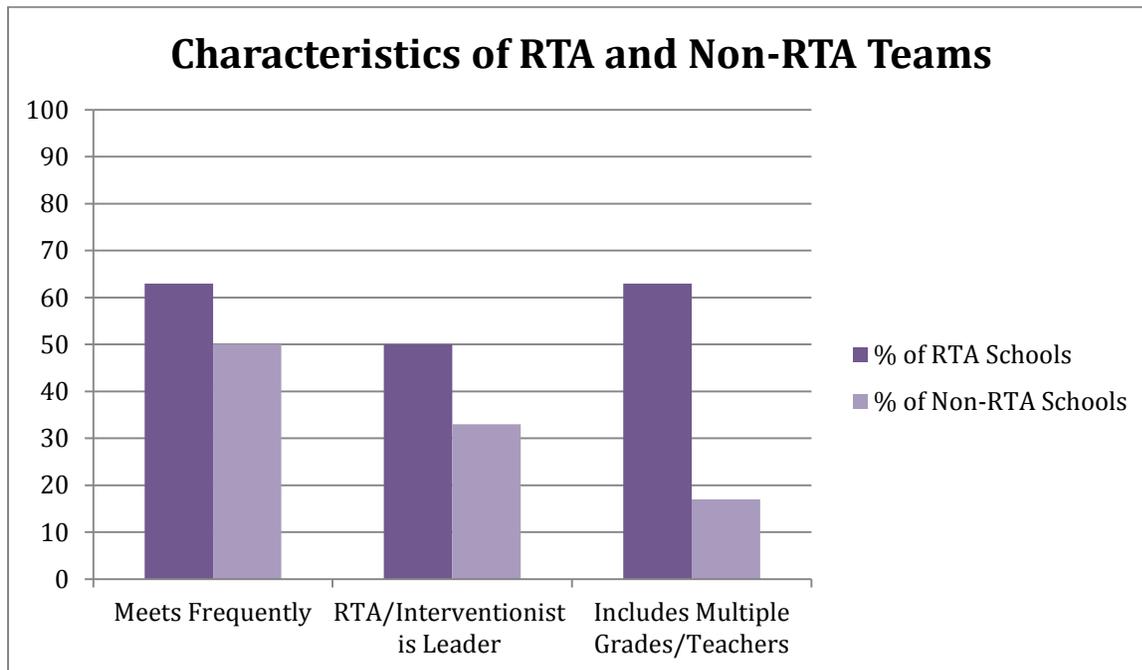


Figure 3.6. Characteristics of site visit RTA and non-RTA literacy teams.

**Differentiated instruction at tier 1.** Intervention services begin in the general education classroom with the classroom teacher. Therefore, the evaluation assessed how

classroom teachers in RTA schools differentiated instruction for their students and how RTA teachers supported interventions at the general classroom, or tier 1, level.

On statewide survey data, RTA teachers reported classroom teachers used a variety of differing instructional techniques when students struggled with reading in their classroom, most commonly small group instruction (95%) and additional instruction (87%). In site visit interviews, 86% of the RTA school personnel reported all primary classrooms were providing differentiated small group instruction. However, small group instruction was actually observed in only 66% of the general education classrooms observed in RTA site visit schools. It seems that school personnel do recognize the importance of providing this small group instruction, but in practice it is not always happening.

Statewide, classroom teachers relied heavily on RTA teachers for assistance and support with differentiation of instruction for students who were struggling in the regular classroom. Figure 3.7 shows that more than 80% of classroom teachers sought help from the RTA teacher when a student was struggling. Classroom teachers consider RTA teachers an important source of information for tier 1 interventions.

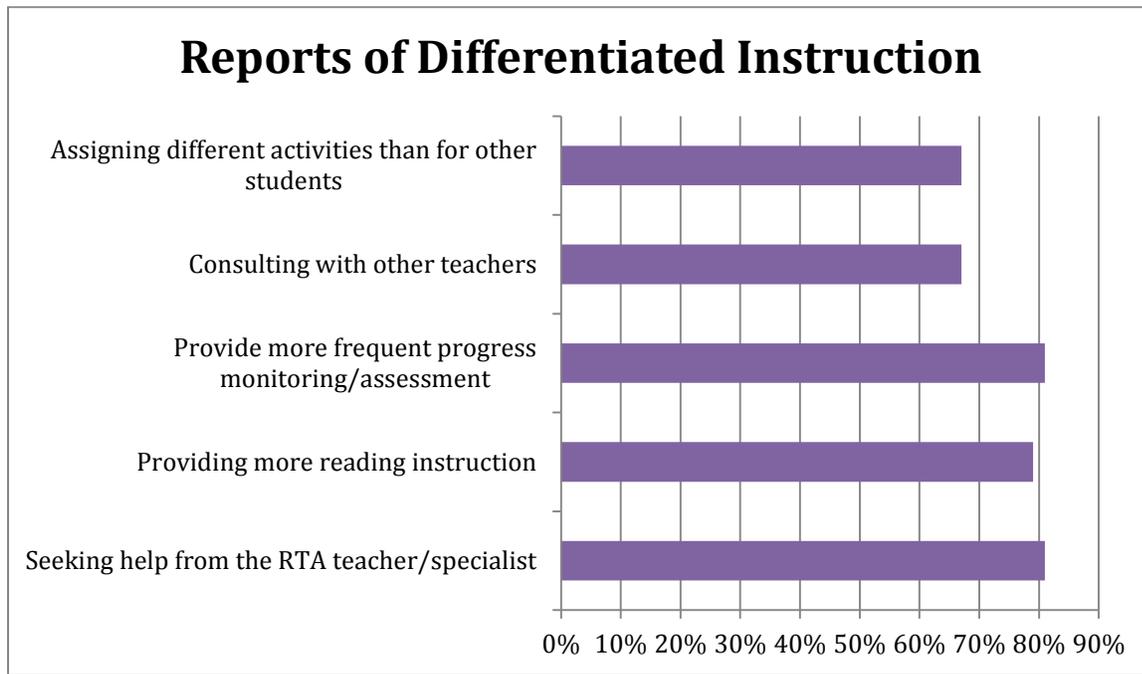


Figure 3.7. Classroom teachers’ report of differentiated instruction for students who struggle with reading.

**Where does RTA fit in a school’s system of interventions?** Statewide, the majority of RTA teachers (72% in AY13) considered their RTA program as a tier 3

intervention in their schools' multi-tiered system of support. This means, in most cases, that students who do not make sufficient progress in the RTA intervention may be referred for special education. During AY12 site visits, a potential problem was noted in cases where the RTA intervention was the only out-of-classroom intervention for students, regardless of student need. In AY13, this pattern remained consistent. Those site visit schools designating RTA intervention as tier 2 appeared to have few intervention options between RTA and a potential referral for special education (few tier 3 options). For those site visit schools designating RTA as tier 3, most of the tier 2 interventions were occurring in the general education classrooms, but sometimes without the benefit of highly trained personnel or targeted focus.

Site visit interviews reflected the challenges of implementing RTA within a comprehensive multi-tiered system of supports for students. Teachers described the difficulty of working within one primary intervention and the lack of alternatives for those students for whom the intervention was not effective. A promising system that worked well in some RTA site visit schools had RTA teachers collaborating with classroom teachers in the implementation of the interventions provided at tier 2 for some students while providing more intensive support at tier 3 for students for whom tier 2 instruction was not sufficiently effective.

**RTA site visit schools' systems of intervention as compared to non-RTA schools.** Although establishing multi-tiered systems of intervention can be challenging, there was some evidence from site visits that RTA schools had implemented systems that were working, in many areas, better than schools without RTA funding. Evaluation teams used a rubric to score each site visit school in various categories related to systems of interventions, such as screening, differentiated instruction, tier 2 and tier 3 interventions, progress monitoring, parent involvement, literacy leadership, and collaboration. RTA schools were scored in all three years of the evaluation. In AY12 and AY13, both RTA and non-RTA schools were scored. Table 3.4 shows mean scores for each category for all three years. In general, three years of data for RTA schools show overall improvements in each area evaluated. RTA site visit schools achieved highest in the area of screening but scored lowest in providing effective tier 3 interventions. In comparing RTA schools and non-RTA schools in terms of their systems of interventions, based on the snapshot captured in the rubric, RTA schools seemed to have more effective systems of interventions overall (particularly in AY13). RTA schools had more effective tier 2 interventions, but non-RTA schools seemed to have more efficient tier 3 interventions (with students moving into special education referral if the interventions were not effective).

Although these data are meant to be only descriptive, they serve as a summary in highlighting some differences between RTA and non-RTA schools. In addition to the

differences in the ways in which the groups of schools approached reading interventions, the evaluation team noted differences in parent involvement in students’ reading interventions, literacy leadership, and collaboration among literacy professionals. In both AY12 and AY13, RTA schools were more likely than non-RTA schools to inform and involve parents in decisions about their students’ placement in interventions. In both evaluation years, RTA schools were more likely than non-RTA schools to have administrators and interventionists who provided strong literacy leadership. Also, interventionists in RTA schools were more likely than interventionists in non-RTA schools to collaborate closely with classroom teachers on literacy issues and about individual students.

Table 3.4  
*Site Visit School Systems of Intervention*

Rubric (Scale 0-3)	AY11		AY12		AY13		Average of Years <i>M</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
	RTA Schools						
Screening	2.43	0.79	2.13	0.83	2.88	0.35	2.48
Differentiated instruction	2.00	0.58	1.63	0.74	2.13	0.83	1.92
Tier 2	2.29	0.95	1.88	0.83	2.38	0.74	2.18
Progress Monitoring	2.29	0.76	1.75	1.16	2.25	0.71	2.10
Tier 3	1.71	0.49	1.38	0.52	1.92	0.66	1.67
Parental Involvement	2.00	0.82	2.00	0.76	2.38	0.64	2.13
Literacy Leadership	1.57	0.79	1.75	0.89	2.06	0.94	1.79
Collaboration	n/a	n/a	1.63	0.92	2.00	1.00	1.81
Overall Score							2.02
	Non-RTA Schools						
Screening	n/a	n/a	2.25	0.71	2.83	0.41	2.54
Differentiated instruction	n/a	n/a	1.88	0.83	1.83	0.75	1.85
Tier 2	n/a	n/a	1.75	0.46	1.50	0.55	1.63
Progress Monitoring	n/a	n/a	2.00	0.93	2.00	0.89	2.00
Tier 3	n/a	n/a	1.63	0.74	2.00	0	1.81
Parental Involvement	n/a	n/a	1.88	0.64	2.00	0.63	1.94
Literacy Leadership	n/a	n/a	1.25	0.46	1.83	0.68	1.54
Collaboration	n/a	n/a	1.38	0.52	1.75	0.42	1.56
Overall Score							1.86

## **What are Educators and Parents' Perceptions of RTA?**

Of additional importance to the RTA program is the perception of educators and parents, as they are key stakeholders in a child's progress in reading. Their opinions of the RTA program's effectiveness provide another source of information related to how helpful the program is for students. To ascertain this information, classroom teachers, administrators, and parents responded to statewide surveys and site visit interviews. This section first focuses on perceptions of benefits of RTA for English Learners (ELs) specifically, because data from AY11 indicated educators' perceptions that this growing population of students was benefiting from RTA. Also, the section addresses perceptions of general benefits and challenges held by educators and parents related to RTA.

**Effectiveness for English Learners (ELs).** During AY11, educators noted particular benefit of RTA for a number of their EL students. To follow up on this finding, evaluators gathered additional information regarding the effectiveness of the RTA program for ELs. During AY12 and AY13, questions were asked of interventionists and general education teachers on both statewide surveys and at site visit schools about the effectiveness of the RTA program for EL students as well as what specific components of the program were helpful for this population of students (Figure 3.8).

Overall, responses indicated that the majority of both groups of teachers found RTA interventions effective for ELs, although a higher percentage of classroom teachers than RTA teachers reported that the RTA program was either ineffective or very ineffective. However, it is of note that these differences between RTA teacher and classroom teacher perceptions were not as pronounced during the AY13 administration of the survey, suggesting that classroom teachers' perceptions of RTA as an instructional resource for EL students is improving.

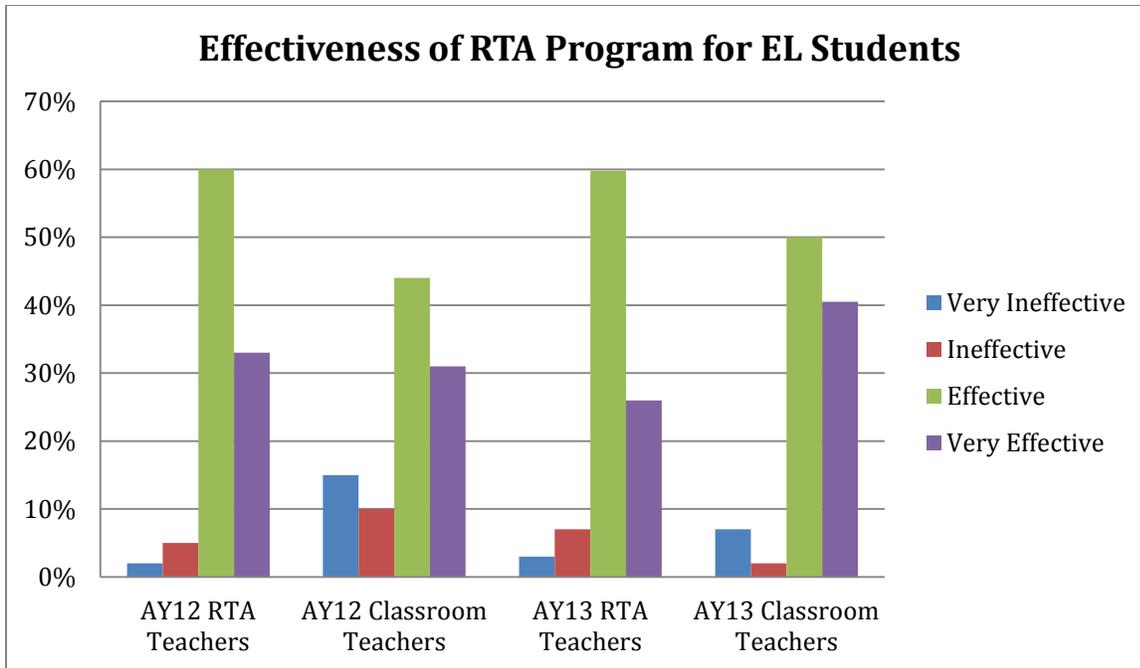


Figure 3.8. Comparison of AY12 and AY13’s survey question pertaining to the effectiveness of the RTA program for EL students.

In site visit schools, RTA teachers more often reported serving EL students than non-RTA interventionists in both AY12 and AY13. Of the RTA teachers who served EL students in their programs in AY13 (N=4), all perceived their RTA interventions as critical in providing exposure to vocabulary and practice with language. In one high implementing school with a 20% Hispanic population, the RTA teacher described the benefits for these students:

One of the things that I think (our intervention program) does very well is we get those kids in a safe comfortable environment where they can experiment with the language, they can make a mistake, they cannot feel embarrassed. It’s just a wonderful place for them to hear the language modeled, to see it written, to have a chance to produce it in writing and to read. It’s just, I think, one of the strengths of (RTA). (AY13)

**General benefits of RTA.** Across the three years of evaluation, administrators, RTA teachers, classroom teachers, and parents provided information about their perceptions of the benefits of RTA at their schools. Similar themes were identified across years and across stakeholder groups. Illustrative quotes are provided below.

**Student achievement.** Interview data revealed that, in general, stakeholders believed that the RTA intervention program significantly benefited students’ academic

achievement. Specifically, the program was perceived to be successful in promoting student achievement because it provided direct and appropriate instruction to the students who were most in need:

We're really seeing students who would otherwise fall through the cracks or, get identified as needing (special education) when they really don't – they just needed some extra time and some interventions, just time to, to overcome the barriers. (Administrator; AY13)

***Student self-perceptions.*** The RTA program was also believed to have improved students' academic self-perceptions. One RTA student's parent reported:

Putting him into (RTA) has really boosted his confidence and he sees his progress. (AY13)

***RTA as a resource to the school.*** In their interviews, many school administrators believed that the RTA program and RTA teachers were not only crucial for individual students' academic success, but also an invaluable asset to the schools at large. One administrator describes the extra benefit:

So, another way that we've done some PD with (the RTA teacher) is to see what is the language that she uses; how is she determining what text is most appropriate; you know, all of those pieces. And you know, she is a literacy expert in this building, and we use (her) a lot. And, I don't know what we would do without her. (AY13)

Another administrator stated that the RTA program was "as essential as the roof to the building of the school" (AY11), indicating the program's fundamental importance to the school.

***Ripple effects.*** Interview data indicated that the RTA intervention program not only impacted the students who directly received the intervention, but also facilitated the learning of other members within their schools and families.

First, RTA teachers' instructional methods influenced the ways in which other teachers at their schools helped students in their own classrooms.

I think that our teachers need more support because when I go into the classroom, (I) have left my imprint on those teachers and they are really taking on the things that we do and are using them in the classroom (RTA teacher, AY12).

Second, RTA students' experiences with the intervention program were found to have positively impacted the learning of non-RTA students in the general education classrooms. One RTA teacher stated:

I know with the third grade... you can feel their energy (about reading). It is like a ripple effect and you can just feel it. ...That's what I say to the kids... you have to own this. I can't read for you; I can't make this happen. It's up to you... You own it or no one else will. You try to instill that in them. We talk about culture and you know, making that a part of them. And you can see it in their scores and you can feel it... it's a vibe. (AY13)

Third, RTA students could potentially use what they had learned in the intervention program to help their family members improve their own literacy skills, thus extending the RTA program's influence into local communities. When talking about one of her students' progress through the RTA program, a RTA teacher stated:

I've got another (parent), I saw her at the dentist the other day, and she has a second grader and he just successfully exited in January; she was thrilled to pieces. And she said that she is actually reading more novels now in her spare time at work; when she has down time she is reading books too. So I feel like helping her son become a reader, she's become a reader herself. I think that is a wonderful example of what can happen. (AY13)

The quotes above showed that the RTA program's influence extended far beyond the RTA students themselves, and benefited non-RTA students, classroom teachers, as well as members of the students' home communities.

**Challenges of RTA.** In the same ways in which administrators, RTA teachers, classroom teachers, and parents were asked about their perceptions of the benefits of RTA, they were also asked to provide information about their perceptions of the greatest challenges related to implementing RTA in their schools. Major themes and illustrative quotes are provided below:

***Scheduling/missing classroom instruction.*** In AY11 and AY12, general education teachers reported that scheduling conflicts between RTA interventions and regular instruction time were a major challenge for the RTA program. One classroom teacher reported that RTA students often missed instruction time due to the intervention, which made it challenging to keep all students engaged in her class:

I have so many kids that are struggling and all of them are getting services; which is fantastic, I wouldn't have it any other way. But it's hard when your door is a revolving door and you are constantly trying to keep kids engaged. Some come in and can transition really well and know exactly what to do and where to go. Others aren't independent enough to come in and kind of look around and see what we're doing and dig right in. (AY12)

In AY13, only a few general education teachers at RTA schools listed students missing classroom instruction as a major challenge. One classroom teacher described her need for even more help from the RTA teacher; "I'm always on my knees begging her for more time (for my students)". Scheduling problems may have been less of a problem this year because more RTA schools (50%) had added designated school wide or grade level intervention blocks to the school day. During these designated blocks, all students received targeted, differentiated instruction and so were not missing general education classroom literacy instruction. In addition, an increase in collaboration between RTA and general education teachers may have been a factor in decreasing scheduling conflicts.

***Lack of funding.*** Many interviewees perceived lack of funding to be one of the major challenges for the RTA program in their schools. One RTA teacher reported:

What would make it more effective is if we had more money and more personnel, more qualified staff to do interventions so that we could make sure that scheduling was not an issue, we could get more kids in... I mean we pick up the lowest kids and then it's the kids just above there that are hovering; they are right on the bubble. Those are the kids that really suffer because their needs aren't as significant as some of their peers. (AY13)

Interviews also revealed obvious frustrations among teachers and administrators over the lack of, not only RTA funding, but funding for education in general within the state of Kentucky:

I think (this grant) it's absolutely critical for so many schools not just ours. But we have, across KY there is a culture that is dispassionate about education and I think we can help those families, we can help those kids, but it's something that we have to be very intentional in doing. I think that by providing the RTA grant they can create a culture that is comfortable with education and likes learning and we can create those lifelong readers. (RTA teacher, AY13)

This RTA teacher's frustration was echoed by an administrator whose school was not refunded for AY14:

How can (decision makers) put other things we buy within our state above teaching a child to read? They can't put a price on that. That determines if that child is going to be in the workforce helping, being prosperous and successful compared to this maybe short term (benefit) you're putting this money into... This is something you can't take away, it's for a lifetime. (AY13)

These challenges highlight the need for continued and potentially additional funding for RTA programs as there continue to be students who require additional intervention supports but are not being served. Further, one teacher's perspective highlighted the constraints of an RTA teacher being able to collaborate with classroom teachers, "One RTA teacher for 24 teachers... If (she) collaborates with all teachers monthly, all small group instruction would have to be cancelled." This quote, along with the data indicating that students are qualifying for RTA services but not being served, highlights the significant demands placed on RTA teachers and the needs they are facing in their schools.



## Chapter 4

### Lessons Learned About Implementation

This chapter is designed for practitioners of the Read to Achieve (RTA) program and those who support them. It provides more detailed information about the implementation of RTA at the state and local level and pays particular attention to lessons learned over three years of evaluation. In AY12, site visit evaluators gathered site visit data from holistic scoring rubrics, observations, and interviews and determined that site visit schools implemented RTA and their systems of intervention supports at highly variable levels. Based on what was learned from schools that were implementing RTA at high levels, evaluators outlined a list of common characteristics in AY12 (Appendix J). In AY13, evaluators examined the site visit schools more closely to more fully describe characteristics of high implementing RTA schools. Examining what high implementers do can provide a model to assist other schools seeking to improve their implementation of RTA within a multi-tiered system of literacy supports.

#### Lesson #1

- **RTA teachers need extensive initial and ongoing training in the interventions they implement.**

As outlined in Chapter 3, RTA teachers, statewide, reported an increase in initial and ongoing preparation for interventions from AY12 to AY13. In site visit schools, a key difference between the RTA and non-RTA interventionists was the greater degree of preparation to teach interventions for RTA teachers across study years (see Appendix K). One comparison school administrator (AY11) described the difficulty in funding training for interventionists: “My interventionist is qualified, I would say, but to be honest, ... I don’t have the funds to train her in the way that I believe she truly needs to be trained.”

Even though RTA teachers are better prepared to teach interventions, the amount and quality of this preparation appears variable among RTA schools. For example, in site visit schools, one RTA teacher was instructed for only a few hours in how to implement her intervention program, whereas other teachers reported earning college credits during their extensive training. At some other site visit schools, the RTA teacher (and even some classroom teachers) had attended the national Reading Recovery Conference.

Lesson #2

- **RTA teachers can increase their impact by leading other teachers' professional learning in their schools and districts.**

In site visit schools, almost all RTA teachers reported extensive initial preparation and ongoing support in the interventions they were using, but only the high implementing teachers were sharing this knowledge with others at their schools (AY12 and AY13). Another key difference between site visit RTA and non-RTA interventionists was in the amount of professional development they provided for their school and/or district. The four highest implementing RTA teachers trained others, while only one non-RTA interventionist provided this learning (AY 13). These teachers supported the whole system of interventions at their schools by sharing their knowledge about literacy. An administrator at one RTA school explained why such sharing is beneficial.

...The training that (the RTA teacher) receives is phenomenal and has direct impact on our students, and then she trains the staff in other areas. She is a great resource, not only in the professional development that she has given to the staff but for the resources that she shares. I've had a couple of teachers go in and observe a lesson with her, too (AY13).

**Effective RTA teachers are well prepared to teach their interventions and participate in continued professional learning with support. They share knowledge with others in their building or district.**

Lesson #3

- **RTA teachers can serve relatively large numbers of students effectively.**

In AY13, RTA teachers statewide served an average of 37 students across the year. During site visits, RTA and comparison interventionists were asked how many students were on their caseloads. RTA teachers were serving an average of 21.7 students at the time of site visits (AY13) and non-RTA teachers were serving an average of 23.7 students (see Appendix L). More RTA than comparison schools were serving students one-on-one, but it was notable that serving students individually did not preclude serving large numbers of students. For example, three RTA teachers were providing two hours of one-on-one instruction every day, yet they still managed to serve large numbers of students. In fact, at one RTA school the Reading Recovery teacher served an average of 39 struggling readers

each year. According to interviews, she chose to give up her planning time in order to serve more students. As one classroom teacher indicated, “She works through lunches; she works through breaks; she works her rear off.”

**Strong RTA teachers maintain an active caseload that enables them to serve many students effectively.**

**Lesson #4**

- **It is important for RTA teachers to use evidenced-based practices ensuring effective interventions.**

As reported in Chapter 3, RTA teachers across the state and at site visit schools spent the majority of their day implementing RTA interventions and directly serving students (an average of 5.25 hours per day). High implementing site visit RTA teachers also managed to fit in many other literacy duties such as providing training, working with parents, and collaborating with other teachers. Likewise, in statewide data, many classroom teachers and administrators reported that RTA teachers filled other literacy roles in their schools by attending decision making literacy team meetings, providing progress monitoring duties for intervention students, and serving as a literacy resource (AY13).

Despite the fact that high implementing RTA teachers were involved in many literacy duties outside of direct work with students, the quality of instruction for students appeared strong. In AY12 and AY13, evaluators compared RTA and non-RTA interventionists on their use of best classroom practices during one-hour observation periods (Appendix C). Results for both years indicated that high implementing RTA teachers were using recommended classroom practices to a higher degree than non-RTA interventionists (Appendix M). Additionally, in AY11 observations, RTA classrooms provided a more intensive focus than general education classrooms in reading, writing, thinking, and talking about texts. These findings indicate that site visit RTA classrooms provide a specialized environment in which children can benefit from intensive literacy instruction.

**RTA teachers in high implementing schools spend the majority of their time working directly with students and are using effective practices in their instruction.**

Lesson #5

- **Collaborative relationships between RTA teachers and classroom teachers are powerful literacy resources.**

As described in Chapter 3, at the statewide and site visit level, the majority of classroom teachers and RTA teachers reported strong collaboration across all three years of this evaluation. In data from the AY12 and AY13, personnel at RTA site visit schools reported collaborating more than at non-RTA site visit schools. RTA teachers most commonly reported both at the statewide and site visit levels, collaborating with classroom teachers in the following areas: instructional strategies, student progress, identifying students and exiting students from interventions. Collaboration appeared strongest for the site visit schools that included classroom teachers in literacy team meetings, particularly those teams that included all classroom teachers in grade level meetings (not just grade level representatives). One RTA teacher described these meetings:

Basically we use that time (during grade level team meetings) to share our data.... So my role is to share with the teachers what I'm seeing, what my concerns are. We connect on the skills that they're addressing in the classroom to see how we can couple with them and really reinforce these skills. We also use the time to consider who is ready to exit, who's made the appropriate progress, who needs to stay, or who needs something more in addition. (AY12)

In one school, the RTA teacher stayed after school one day each week to collaborate with teachers at grade level team meetings. Within a month, she had met with every primary grade level. In these meetings, teachers shared data, collaborated on skills and strategies, talked about students who were progressing, and students who needed more help. Teachers even called parents on the spot at these collaborative meetings.

**High implementing RTA teachers have strong collaborative relationships with classroom teachers and are looked to as a resource.**

Lesson #6

- **Strong RTA teachers can strengthen the classroom practices of general education teachers in their schools.**

Given prior findings about RTA teachers' collaboration and leadership in professional learning, it may be no coincidence that site visits showed that general education teachers at RTA schools seemed to implement stronger literacy practices in the regular classroom than classroom teachers at non-RTA schools. During observations, classroom teachers in RTA schools had higher observation scores ( $M = 1.58/2.00$ ) than the non-RTA classroom teachers ( $M = 1.28/2.00$ , AY13). It was particularly evident that classroom teachers at schools with strong implementation of RTA were implementing strong classroom practices, including differentiated instruction, at a higher level. For example, in one high implementing school, evaluators observed a former RTA teacher, who had moved into a first-grade classroom, implementing what was essentially a Comprehension Intervention Model (CIM) group during her literacy block. This school currently had three Reading Recovery and CIM trained teachers working as general education classroom teachers. As the administrator explained, "(I'm) getting more people trained and trying to leave my teachers in (the RTA program) for a couple of years and then move them out to the classroom so we can kind of build capacity within our school and have more people trained." In high implementing site visit schools where use of effective classroom instruction was stronger in the general education classrooms, RTA teachers were leaders and served as a strong literacy resource in their school.

**Schools with high implementing RTA teachers had general education classroom teachers implementing evidence-based practices.**

**Lesson #7**

- **RTA schools need multiple, flexible intervention options with students moving between interventions as needed.**

Information about exiting students from RTA interventions is detailed in Chapter 3. Data in AY13 showed that the exiting process has improved, with students making significant progress and exiting interventions successfully. Still, data across the three years indicates that the exiting process has been challenging. The underlying challenge appears to be ensuring students make enough progress to exit the intervention successfully and monitoring progress toward that success.

What happens, then, when students do not make enough progress in RTA interventions? IES guidelines surrounding the implementation of reading interventions

recommend that different approaches be provided for students when a particular intervention is not effective (Gersten et al., 2008). Survey data showed improvements in RTA processes for students who are not making sufficient progress in RTA interventions. In AY13, just 16% of students who were not making sufficient progress in RTA remained in the same intervention program, down from 36% in AY12. In addition, the majority of teachers (71%) in AY13 reported moving the student either to a different intervention program or moving them to a smaller group with more intensive instruction, a finding different from AY12’s data where the majority of RTA teachers (86%) reported beginning the process of special education referral when students were not successful in the RTA intervention. Figure 4.1 shows AY13 survey results.

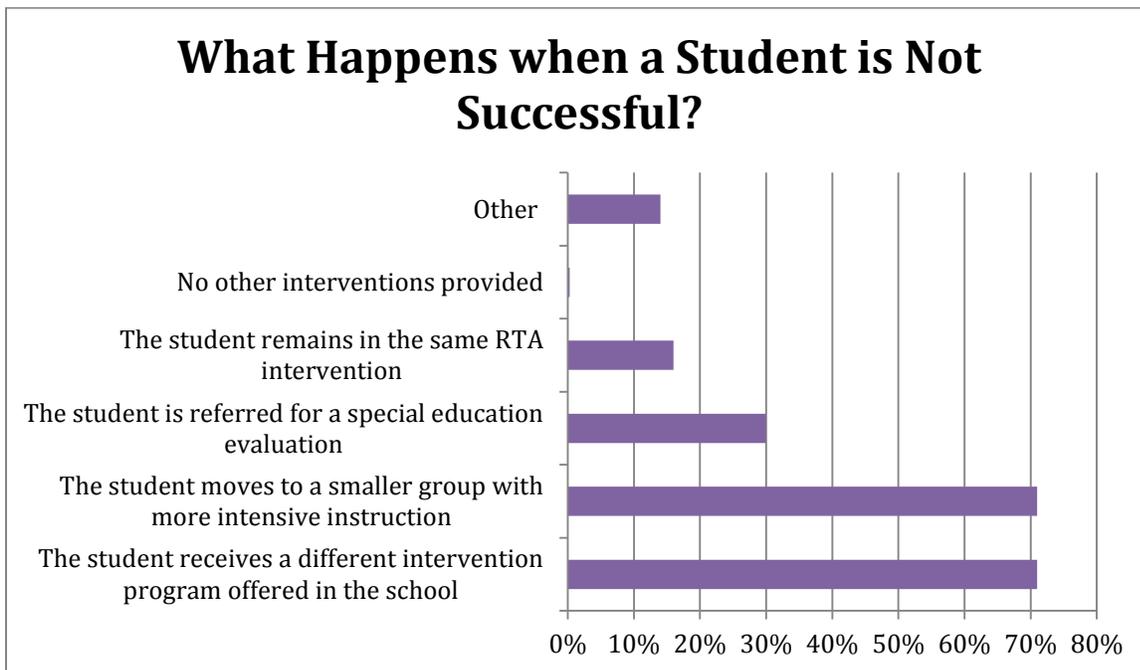


Figure 4.1. RTA teachers’ report of what happens when a student is not successful in the RTA intervention program.

In site visit schools, half of RTA and 80% of non-RTA schools in AY13 still provided just one intervention for students prior to special education referral. Nevertheless, some RTA site visit schools were making it work. In addition to using different interventions within the RTA program, one high implementing teacher talked about the importance of moving students quickly to appropriate groups. This RTA teacher knew how all struggling readers in her school were progressing. She kept track of all school-wide data and led weekly intervention meetings where teachers looked at data to move students into, out of, and between intervention groups. She stated:

We don't want those kids sitting in groups that they're not supposed to be in, so we've got kids moving around, so the groups are also flexible and constantly moving. We don't want to keep our frustrated kids in groups that they are struggling in so we constantly keep the kids moving and changing.

**In high implementing RTA schools, interventions are flexible and students change within interventions frequently as needed based on assessment data.**

**Lesson #8**

- **It is important to have a clearly defined, organized, exiting process and make these decisions as a team.**

Both AY11 and AY12 evaluations noted a need for clearer exiting procedures, and AY12 site visits indicated that exiting decisions should be made as a team. In AY13, evaluators determined that only half of the RTA and non-RTA site visit schools reported a clearly defined, organized exiting process, and only three RTA schools had strong teams that made exiting decisions frequently enough to move students fluidly between needed interventions. One high implementing RTA teacher described how her school's team exits students to either a different intervention group or out of interventions entirely:

We will meet at our data meeting and see on the student's graph that they've met their ambitious growth and discuss it. Then, the teacher will discuss it with the student and then we'll change the intervention tracking sheet. And they'll move to a new teacher the following week or that week depending on where we are in the week. Usually it's pretty immediate because we don't like to keep kids in a group if we don't have to. (AY13)

**RTA schools that have an organized exiting process and make decisions as a team tend to be more successful in moving students fluidly between the interventions they need. This helps them serve more students.**

Although some RTA schools have effective exiting processes in place, site visit interviews indicated teachers and administrators perceived a number of obstacles to students’ successful exit from RTA. Evaluators categorized the obstacles identified by RTA school personnel and noted some additional obstacles that were not necessarily addressed by teachers and administrators but were identified by the evaluation team as potential barriers to students’ successful exit from RTA. (see Figure 4.2). Teachers identified some factors that they believed were outside of the school’s control, such as transience, attendance, and students’ basic needs (e.g. lack of food, sleep, etc.). Other barriers identified included factors that schools had begun to address, such as lowering group size or improving parent collaboration. Evaluators noted that for some schools, not having a decision making team that followed an organized exiting process appeared to be yet one more obstacle in a challenging exiting process.

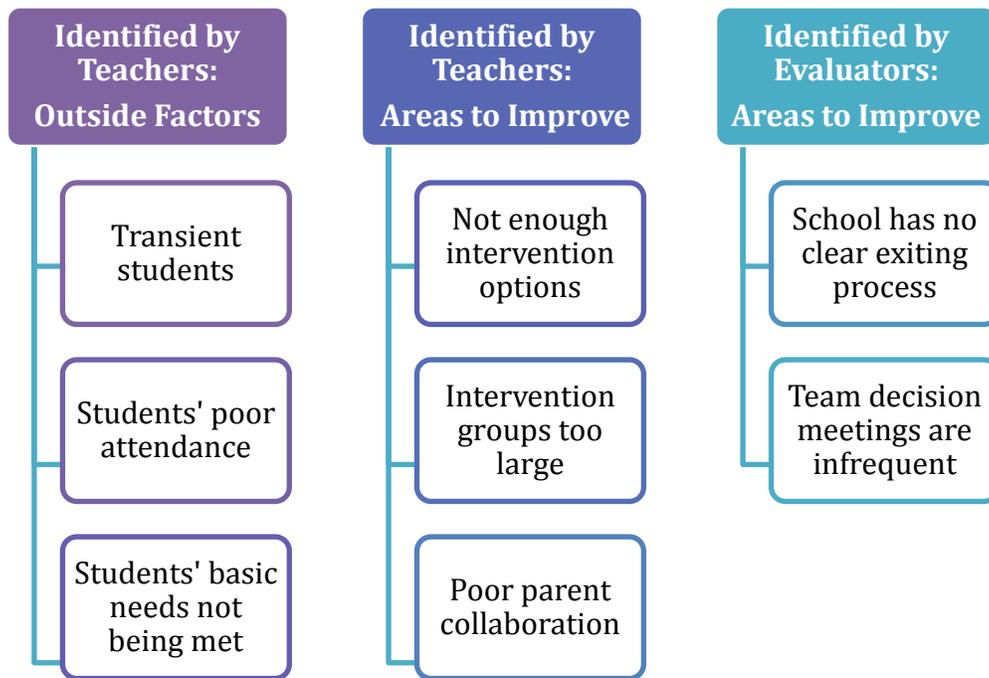


Figure 4.2. Obstacles to successful exiting, site visit schools, AY13.

Despite these perceived barriers, evaluators noted RTA schools staff members’ consistent belief that they could help struggling readers gain proficiency. The following quote from an administrator during AY11 illustrates this sense of persistence toward overcoming obstacles:

There are many things that we can offer here at school, but there are some things that we don’t have control over, and there are some things that we can’t change. And it’s not for lack of effort; we really try. And we don’t ever give up, to say, “that child

has poor home support, or that child just doesn't want to learn to read, or they just don't really care about learning to read". So sometimes there's a wall there, and just trying to figure out how to reach that child, and tear down that wall. But it's not easy. And some children may respond well to short-term intervention, and other children may need longer intervention, or long-term intervention. But that's why I really like the RtI process because it's not just that child is in intervention, but specifically looking at tiers of intervention or how long have they been in that intervention; are they making progress in that intervention, and if not let's change it. So just constantly looking for the right answer, because it's out there.

**Lesson #9**

- **Involving parents in the RTA process strengthens the program at the school level.**

Based on parent surveys and interviews at site visit schools over the three years, it appeared that RTA schools achieved at least some level of collaboration with parents of intervention students. In RTA site visit schools most parents (87% in AY12 and 63% in AY13) seemed well informed about their child's intervention programs, and this was not as prevalent in the non-RTA schools (50% in AY12 and AY13). At three RTA schools, parents reported observing lessons of the RTA teacher. One parent stated:

I'll just go to class with (her child)... there's an open invitation. And I'll just watch him and after the class we may talk briefly ...and sometimes I can give (the RTA teacher) tips too. This is my third child to work with her. I've observed her more than 20 times easily. (AY13)

One RTA teacher talked about how the parent component has become more important to her program:

I think the parent involvement piece has been the greatest learning curve for me, seeing from that first year of trying to do it all by myself to the second year of saying, "I can't do it all by myself" and trying to get the parents on board. And I think each year I've gotten a little bit better about including parents in the process (AY12).

One high implementing RTA teacher held monthly family literacy nights. She connected with the parents of intervention students by sharing strategies and resources. She provided food, gave door prizes, and invited parents to visit her classroom to watch their children in a lesson. Attendance has ranged from 12 to 30 families each month. She

stated, “Our goal is for parents to be able to recreate the things at home that we’re doing at the reading nights”.

**High implementing RTA schools involve parents in the RTA process.**

**Lesson #10**



- **Strong, collaborative literacy teams with the RTA teachers serving as team leaders are essential components to establishing successful systems of interventions.**

Making team decisions appeared key in selecting students, choosing interventions, and supporting students throughout a school’s system of interventions. Statewide data across the three years indicates that RTA schools have designated literacy teams, the RTA teachers are most often the leaders of these teams, and these teams engage in important discussions and decision-making activities. However, there is variability in the frequency of team meetings. During site visits, the most effective teams appeared to be led by the RTA teacher or primary interventionist and included all classroom teachers in meetings. These effective teams met frequently to make decisions about interventions. RTA schools were more likely to meet these criteria than non-RTA schools (see Table 3.6). One high implementing RTA teacher described her team meetings:

We have Friday meetings and we identify our struggling readers. We take our DIBELS results and meet every six weeks with grade levels. So like today (Thursday), I will go in and pull those (data graphs) down and print them for our meeting tomorrow for kindergarten. We will look at graphs to see if kids are making progress for six weeks and decide if they need to move on to the next skill or if we need to change the intervention. We’ll look at our exit criteria to decide the next steps for those children. Also, look at attendance and the teacher teaching (the intervention). Look at all the factors. (If it’s not working) is it the intervention, is it the group? All of the different factors for that intervention (AY13).

**High implementing RTA schools have data driven decision-making teams and the RTA teachers are leaders of these teams and in the school.**

## Lesson #11

- **The RTA teachers who take on literacy leadership duties in their schools and districts have stronger programs.**

Across the three years of evaluation, literacy leadership has emerged as a critical responsibility for RTA teachers and an important benefit of the RTA program to schools. In AY11 and AY12, RTA teachers reported serving on literacy teams, collaborating with classroom teachers, developing professional learning activities for other teachers, and sharing instructional strategies with other teachers. In one RTA site visit school (AY12) a classroom teacher explained, “It’s more than just helping the small group of kids that she’s servicing. She’s helping to educate the teachers in the building too, so that they can support their kids also.”

During site visits, RTA teachers exhibited greater literacy leadership than interventionists in non-RTA schools. In AY13, evaluators rated site visit school RTA and non-RTA interventionists using a literacy leadership scale based on their literacy leadership activities (i.e. leading literacy team meetings, providing literacy professional development, etc.) (Appendix I). Overall, the RTA teacher group scored higher on the scale ( $M = 27.44/48$ ) than the interventionists at the non-RTA schools ( $M = 22/48$ ) on the measure of literacy leadership. The highest implementing RTA teachers often took on challenging school-level projects to improve literacy learning in the school. For example, one RTA teacher decided to take on the problem of summer reading loss in her school. She collaborated with the school librarian to open the library over the summer so students could check out books. She networked with the public library to help get her RTA students involved in their summer reading program. She provided professional learning for the library staff, sharing with them information about summer regression and tips on helping students choose appropriate leveled books. She even supplied the library staff with postage paid postcards to share with RTA students so they could correspond with her about their summer reading.

At site visit schools non-RTA interventionists did not take on as many leadership roles, but focused mainly on instruction. At non-RTA comparison schools, staff other than the reading interventionist took on some literacy leadership roles. For example, in one non-RTA school (AY12), a newly hired literacy specialist had taken over progress monitoring duties from the interventionist. In AY13, another non-RTA school had just hired a reading coach to train and be a resource for teachers. At four other non-RTA schools the principal, counselor, psychologist, or administrative dean led literacy decision-making teams. At high implementing RTA schools, the RTA teachers performed these duties.

**High implementing RTA teachers assume many literacy roles in their schools; they don't just teach students. They are an integral part of the intervention decision-making process and are viewed as literacy leaders by others in their schools.**

### **Achieving High Implementation in All RTA Schools**

In summary, visits to RTA schools and non-RTA comparison schools provided a varying picture of implementation in these schools. In several of the RTA site visit schools, RTA was implemented at very high levels in the context of effective systems of interventions. In other RTA schools, however, RTA implementation was less robust. It is important to note that some RTA teachers and some administrators in site visit schools were new to their positions and to the RTA program and this inexperience with RTA understandably influenced implementation. As schools strive to implement RTA at higher levels within multi-tiered systems of interventions, teachers and administrators may need more explicit guidance and information about how to implement a strong RTA program. A goal of this chapter is to provide information about characteristics of high implementing RTA schools so that these schools might serve as models for new RTA schools, for less experienced RTA personnel, or for school personnel who want to improve a school's implementation of RTA.

## Chapter 5

### RTA Student Reading Achievement

The primary goal of RTA is to ensure that students achieve reading proficiency by the end of the primary grades. The purpose of this chapter is to examine the reading achievement of students who have participated in reading interventions as part of RTA. The evaluation uses school-level progress monitoring data, state-level accountability data, and RTA teacher reports to answer the following research questions:

- What percentage of students who participated in RTA in primary grades read proficiently at the end of primary?
- What percentage of students who participated in RTA in primary grades read proficiently over time (in fourth and fifth grades)?
- What progress do RTA students make in reading over a year, in terms of assessment benchmarks?
- How does RTA implementation relate to student achievement?

The achievement data examined for this evaluation was student achievement from the following data sources: (a) the proficiency performance levels for the state-required K-PREP assessment administered in all Kentucky schools for third, fourth, and fifth grades in spring of 2013; (b) the percentage of students performing above the bottom quartile (25<sup>th</sup> nationally-normed percentile) on the Stanford 10 in third, fourth, and fifth grades in spring 2013; and (c) the district-selected Measures of Academic Progress (MAP) administered in the schools in spring 2013 and spring 2014 in 175 RTA schools whose districts chose to administer MAP. For more details on these data sources please refer to the methods section in Chapter 2.

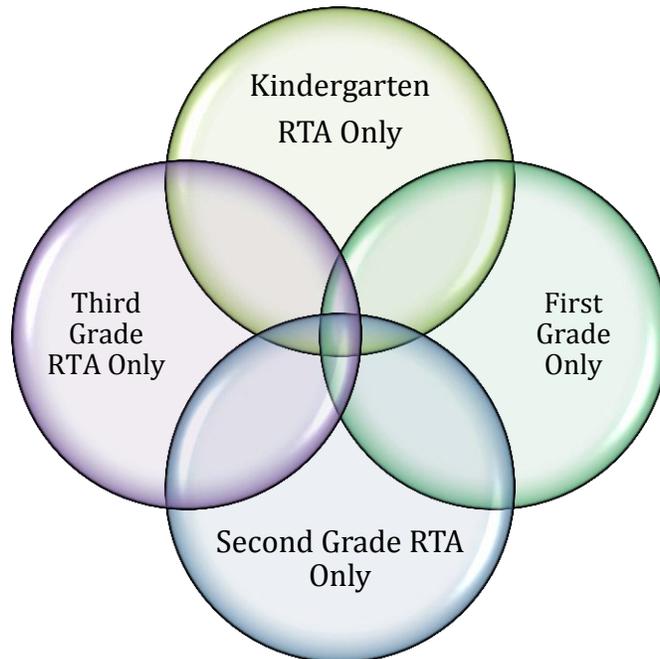
To address the first two achievement research questions, the K-PREP Reading data were used to determine student performance levels for students who had participated in RTA in the primary grades. Performance levels (Novice, Apprentice, Proficient, and Distinguished) were defined by KDE as described in Chapter 2. Table 5.1 shows the total percent of students at each grade level performing at the Proficient level or higher in all Kentucky schools. The Stanford 10 data are also disaggregated to determine the percentage of students in all Kentucky schools attaining a score above the 25<sup>th</sup> percentile (bottom quartile) nationally. Note that the distribution in K-PREP and Stanford 10 reading scores is similar for each grade level for RTA schools in general.

Table 5.1

*K-PREP Proficiency Level Frequencies by Grade Level for All Students in Kentucky Schools*

Grade	Number of Students at All Schools	Students Performing at Proficiency on K-PREP	Students Performing above 25 <sup>th</sup> Percentile on STAN 10
Third Grade	54,347	24,252 (48%)	38,016 (77%)
Fourth Grade	53,667	24,564 (49%)	43,227 (89%)
Fifth Grade	52,833	23,452 (47%)	39,869 (83%)

State-level 2012-2013 K-PREP data were disaggregated into the following categories for each grade, based on the grade level(s) at which students participated in the RTA program:



*Figure 5.1* Categories of RTA students by grade levels in which they received the intervention.

Figure 5.1 depicts the categories of participation in which former RTA students who were tested in third, fourth, or fifth grades were placed for analysis. Each of the categories

listed above is examined separately in terms of students' performance on the reading test from the spring 2013 administration. Students may have participated in RTA for just one grade (e.g. first grade only), in more than one grade (first and third grades), or even in all grades (kindergarten, first grade, second grade, and third grade). For each grade level tested, the academic year in which they may have participated in RTA is listed below:

■ **GRADE 5 – Spring 2013**

- Participated in RTA in third grade in 2010-2011
- Participated in RTA in second grade in 2009-2010
- Participated in RTA in first grade in 2008-2009
- Participated in RTA in kindergarten in 2007-2008

■ **GRADE 4 – Spring 2013**

- Participated in RTA in third grade in 2011-2012
- Participated in RTA in second grade in 2010-2011
- Participated in RTA in first grade in 2009-2010
- Participated in RTAs in kindergarten in 2008-2009

■ **GRADE 3 – Spring 2013**

- Participated in RTA in third grade in 2012-2013
- Participated in RTA in second grade in 2011-2012
- Participated in RTA in first grade in 2010-2011
- Participated in RTA in kindergarten in 2009-2010

**Proficiency at the End of Primary**

Exiting data from teacher attendance records have consistently indicated approximately one-half of students who participated in RTA successfully exited RTA interventions having made sufficient progress in reading. To determine the percentage of students who participated in RTA who achieved proficiency at the end of the primary grades, K-PREP and Stanford 10 data for 2012-2013 third-grade students are disaggregated for students who received RTA in the primary grades. Table 5.2 illustrates the number and percentage of third-grade students who received RTA interventions for one to four years as well as the number and percentage that achieved at the proficient level or above.

Table 5.2

*Number (Percentage) of RTA Students Reaching Proficiency on Third Grade K-PREP (2011-12 and 2012-13) and Stanford 10 (2013) by Grades of RTA Participation*

Grade(s) of RTA Participation	Number (%) Proficient K-PREP 2011-2012	Number (%) Proficient KREP 2012-2013	Number (%) Above 25 <sup>th</sup> Percentile STAN 10 2012-2013
Kindergarten	871 (48%)	692 (34%)	1388 (67%)
First Grade	619 (36%)	568 (26%)	1342 (61%)
Second Grade	270 (29%)	147 (24%)	290 (48%)
Third Grade	76 (25%)	122 (19%)	314 (53%)
Two Grades	829 (28%)	394 (21%)	1097 (58%)
Three Grades	282 (18%)	89 (15%)	300 (50%)
All Grades	28 (11%)	21 (15%)	61 (44%)

Overall, the majority of students received RTA interventions in kindergarten and first grade, which has been a consistent trend over the past three years. The data show that early RTA interventions in kindergarten or first grade results in the highest percentage of students performing at or above proficiency as compared to when students participate in RTA for three to four years. Even for students who participated only in kindergarten or first grade, just one-third of students who participated in kindergarten and one quarter of students who participated in first grade achieved at the proficient level on K-PREP in 2012-2013. This is a decrease from 2011-2012, in which nearly one-half of students who participated in kindergarten and more than one-third who participated in first grade reached proficiency (see Table 5.2).

National comparisons based on the Stanford 10 provide a more optimistic picture for 2012-2013 achievement results. When intervention occurred in kindergarten, 67% of students were reading above the first quartile of students nationally at the end of primary. When intervention was provided in first grade, 61% of students were at least out of the lowest quartile at the end of primary.

Table 5.3 reports the number and percentage of students reaching at least a proficient score on the K-PREP data for demographic variables for third-grade students in 2012-2013. These data show that students in some demographic groups were more likely to reach proficiency on K-Prep than students in other demographic groups. For example, the percentage of EL students who reached proficiency in third grade was considerably lower than the percentage of non-EL students who reached proficiency, particularly when RTA occurred in kindergarten, first or second grades. The percentage of RTA students reaching proficiency classified as free or reduced lunch is lower than the percentage of RTA students reaching proficiency with paid lunches, meaning that economically disadvantaged students who participate in RTA are less likely than more advantaged students who participate in RTA to reach proficiency. Note the percentage distribution looks similar for kindergarten and first-grade years of intervention as well as for second and third-grade intervention years. Interestingly, special education students receiving RTA interventions do as well as the students not classified as special education – for example 17% of special education students receiving an RTA intervention in third grade reached proficiency compared to 16% of non-special education students.

Table 5.3

*Number (Percentage) of RTA Students Reaching Proficiency on Third-Grade K-PREP 2013, by Demographic Variables and Grade in Which RTA was Received*

Characteristic	Grade of RTA Participation			
	Third	Second	First	Kindergarten
<b>Gender</b>				
Female	114 (16%)	128 (16%)	433 (24%)	442 (28%)
Male	144 (17%)	234 (21%)	573 (24%)	600 (29%)
<b>Free/Reduced Lunch</b>				
Free	168 (15%)	221 (16%)	598 (20%)	608 (24%)
Reduced	15 (14%)	21 (18%)	64 (24%)	79 (33%)
Paid	75 (21%)	120 (27%)	344 (34%)	355 (42%)
<b>EL Status</b>				
No	251 (16%)	357 (19%)	986 (24%)	1030 (29%)
Yes	7 (13%)	5 (7%)	20 (12%)	12 (11%)
<b>SPED Status</b>				
No	196 (16%)	243 (17%)	774 (24%)	808 (30%)
Yes	62 (17%)	119 (22%)	232 (22%)	234 (26%)
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	0 (0%)	0 (0%)	1 (100%)	1 (33%)
Asian	0 (0%)	3 (17%)	9 (27%)	7 (44%)
Black or African American	6 (6%)	7 (5%)	42 (9%)	27 (14%)
Hispanic/Latino	16 (18%)	16 (15%)	50 (17%)	47 (22%)
Native Hawaiian or other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Two or more races	3 (7%)	2 (5%)	24 (21%)	17 (18%)
White	233 (17%)	334 (20%)	880 (26%)	943 (30%)

**Achievement in Fourth and Fifth Grades**

To examine the extent to which students who participate in RTA in the primary grades maintain proficiency beyond the end of primary, K-PREP and Stanford 10 2012-2013 data for fourth- and fifth-grade students are disaggregated for students receiving an RTA intervention for at least one year from kindergarten to third grade. Table 5.4 illustrates the number and percentage of fourth and fifth-grade students who received RTA interventions for one to three years as well as the number and percentage of students at proficient or above. More than 40% of fourth- and fifth-grade students who had participated in RTA only in kindergarten were at proficiency, and 30% of students who had participated in RTA only in first grade were at proficiency. Interestingly, the fourth- and fifth-grade students who had participated in RTA in the primary grades performed better, in general, on K-PREP than third-grade students who had participated in RTA in the primary grades. Perhaps this is not surprising however, given that the fourth graders in this sample were the third graders in the 2011-2012 data above who out-performed the 2012-2013 third-grade students in terms of proficiency.

Table 5.4

*Number (Percentage) of RTA Students Reaching Proficiency on Fourth and Fifth Grade K-PREP (2011-12 and 2012-23) and Stanford 10 (2013) by Grades of RTA Participation*

Grade(s) of RTA Participation	Number (%) Proficient K-PREP 2011-12	Number (%) Proficient K-PREP 2012-13	Number (%) Above 25 <sup>th</sup> Percentile STAN 10 2012-13
Kindergarten	818 (50%)	1568 (41%)	3134 (81%)
First Grade	1441 (43%)	1385 (30%)	3618 (76%)
Second Grade	698 (35%)	511 (24%)	1507 (70%)
Third Grade	420 (24%)	227 (24%)	638 (67%)
Two Grades	1402 (24%)	1100 (25%)	3077 (71%)
Three Grades	345 (19%)	399 (21%)	1276 (67%)
All Grades	474 (21%)	83 (17%)	306 (63%)

*\* 2011-2012 K-PREP data for kindergarten and all three grades are for fourth-grade only because data for kindergarten intervention students was not available for fifth-grade that year.*

Table 5.4 shows results for the Stanford 10 for fourth- and fifth-grade students, particularly regarding the number and percentage of students who were outside the first quartile in national comparisons. When intervention occurred in kindergarten, 81% of students were above the 25<sup>th</sup> percentile in reading. When intervention was provided in first grade, 76% of students were above the first quartile.

Student performance on the K-PREP 2013 has been disaggregated by demographic variables. Table 5.5 includes, for each year of participation, the number and percentage of students reaching proficiency after primary grades on the K-PREP (by fourth or fifth grades). These data show that students in some demographic groups were more likely to reach proficiency on K-PREP than students in other demographic groups. For example, the percentage of EL students who reached proficiency in third grade was considerably lower than the percentage of non-EL students who reached proficiency, regardless of grade level in which the intervention was received; however it is important to note the lower sample sizes for these demographic groups. Also, as was the case with third-grade students, the percentage of RTA students reaching proficiency who were classified as free or reduced

lunch is lower than the percentage of RTA students reaching proficiency with paid lunches, meaning that economically disadvantaged students who participate in RTA are less likely than more advantaged students who participate in RTA to reach proficiency. White and Asian students were more likely to reach proficiency than students from other racial/ethnic groups; however, again, it is important to keep in mind the small number of students in some categories. Finally the special education RTA students receiving intervention beyond first grade reached proficiency at higher rates than non-special education RTA students. The percentage of special education students reaching proficiency and receiving interventions in kindergarten and first grade are similar to that of non-special education students receiving interventions in these grades.

Table 5.5

*Number (Percentage) of RTA Students Reaching Proficiency on Fourth and Fifth Grade K-PREP 2013, by Demographic Variables and Grade in Which RTA was Received*

Characteristic	Grade of RTA Participation			
	Third	Second	First	Kindergarten
<b>Gender</b>				
Female	278 (18%)	587 (22%)	1125 (26%)	1197 (33%)
Male	366 (20%)	808 (23%)	1568 (28%)	1491 (34%)
<b>Free/Reduced Lunch</b>				
Free	383 (16%)	817 (19%)	1514 (23%)	1553 (28%)
Reduced	47 (23%)	89 (23%)	203 (31%)	210 (34%)
Paid	214 (12%)	489 (33%)	976 (40%)	925 (45%)
<b>EL Status</b>				
No	637 (19%)	1385 (23%)	2666 (28%)	2677 (34%)
Yes	7 (11%)	10 (6%)	27 (11%)	11 (7%)
<b>SPED Status</b>				
No	424 (17%)	994 (21%)	2119 (28%)	2197 (35%)
Yes	220 (25%)	401 (26%)	574 (25%)	491 (27%)
<b>Race/Ethnicity</b>				
American Indian or Alaska Native	0 (0%)	0 (0%)	0 (0%)	1 (50%)
Asian	10 (53%)	10 (27%)	25 (40%)	17 (47%)
Black or African American	40 (15%)	61 (11%)	154 (15%)	109 (20%)
Hispanic/Latino	24 (15%)	59 (17%)	138 (22%)	83 (21%)
Native Hawaiian or other Pacific Islander	0 (0%)	1 (100%)	2 (50%)	2 (100%)
Two or more races	10 (12%)	36 (23%)	63 (27%)	58 (26%)
White	560 (20%)	1228 (24%)	2311 (30%)	2418 (35%)

### RTA Student Growth Across a Year

Student MAP data from each of the RTA schools or districts that chose to administer the MAP have been compiled to determine the number of RTA students who achieved targeted gains during the 2013-2014 school year. The data describes the number and percent of students at each grade level, first through third grade, who met the grade level average growth targets (see Table 5.6). The following table shows the average RIT score for all students who participated in RTA interventions and were administered the MAP assessment.

Table 5.6

#### *MAP Assessment Scores by Grade Level*

<b>Average MAP Scores for RTA Students by Grade</b>	<b>First (N=1101)</b>	<b>Second (N=820)</b>	<b>Third (N=571)</b>
<b>MAP Average Score Spring 2013</b>	154.83	170.76	179.32
<b>MAP Average Score Spring 2014</b>	171.49	177.64	190.69
<b><i>Spring Target Score</i></b>	<i>176.9</i>	<i>189.6</i>	<i>199.2</i>
<b>N (%) Exceeding Spring Target Score</b>	356 (32%)	161 (20%)	124 (22%)
<b>Average MAP Growth of RTA Students by Grade</b>			
<b>MAP Average Growth Spring 2013 to Spring 2014</b>	16.7	6.9	11.4
<b><i>Expected One Year's Growth</i></b>	<i>16.6</i>	<i>13.7</i>	<i>9.3</i>
<b>N (%) Exceeding Expected Growth Score</b>	540 (51%)	232 (29%)	340 (60%)

\*Not enough data points to make interpretations for kindergarten.

For each grade level reported, at least 96% of students receiving an RTA intervention achieved scores that reflected at least some reading growth from spring 2013 to spring 2014 on the MAP assessment. Although, on average, RTA students did not reach the spring target scores set by MAP (as shown in Table 5.6), more than 50% of RTA students did attain at or above expected growth in first and third grades. In third grade, 60% of students who received a RTA intervention reached target growth on the MAP assessment over the academic year. In first grade, 51% of students reached the target

growth on MAP by the end of the year. In second grade, 29% of students reached expected growth targets.

### Implementation and Student Achievement

An additional component of the evaluation in AY13 explored relationships between RTA implementation and student achievement. In this evaluation, two separate analyses were conducted to investigate the extent to which schools’ implementation of RTA was associated with students’ reading performance. First, a descriptive analysis of student achievement and site visit schools’ implementation of interventions is presented. Second, an analysis that explores implementation variables and student achievement statewide in RTA schools is presented.

#### Implementation and Achievement in Site Visit Schools

Patterns of implementation and achievement were examined in site visit schools over two years using average school MAP assessment scores and Systems of Interventions Holistic Rubric scores from the site visit schools. As was shown in Chapter 3, RTA site visit schools had higher rubric scores, overall, than non-RTA schools. The following section describes the extent to which there was also a difference in achievement between RTA and non-RTA site visit schools by 2013-2014. (The RTA site visit schools and non-RTA comparison schools were matched and selected initially in part due to their similarity in achievement in 2011-2012). Table 5.7 shows mean MAP scores at the school level for RTA and non-RTA schools for AY12 and AY13 and average rubric scores for AY12 and AY13. Although the difference between RTA and non-RTA schools’ average MAP scores did not reach statistical significance (based on analysis of variance), the difference between scores is larger in AY13 than in AY12 with RTA schools achieving higher average MAP scores in both years than non-RTA schools. Given the systems of intervention that RTA schools have put into place, as evidenced by their higher holistic rubric score, there is the potential for this difference between RTA and non-RTA schools’ MAP scores to increase over time.

Table 5.7

*RTA and Non-RTA Site Visit School MAP Assessment and Holistic Rubric Scores, AY12 and AY13*

	Implementation Rubric Average Scores		Average School MAP Scores	
	AY12	AY13	AY12	AY13
<b>RTA Schools</b>	1.77	2.27	183.17	183.06
<b>Non-RTA Schools</b>	1.75	1.90	180.81	177.82

## Implementation and Achievement Statewide

In AY13, evaluators compared statewide RTA implementation data with student achievement data to explore the extent to which higher levels of RTA implementation were related to students' reading proficiency. Implementation variables (Appendix N) were established and focused on RTA teacher collaboration, leadership, and preparation as well as implementation of data-driven literacy teams. Evaluators selected a sub-group of items from the statewide classroom teacher and RTA teacher surveys (AY13). These survey items indicated all respondents' perceptions regarding the strength of RTA implementation in their schools. Reading achievement was measured by the percentage of students' reaching reading proficiency on the 2013 K-PREP assessment.

In this analysis, 321 RTA schools had submitted at least one of the following data sources: Administrator Survey, Classroom Teacher Survey, and RTA Teacher Survey. The Rasch Rating Scale model was used to place each of the specified survey responses on a ruler to measure perceptions of implementation occurring at their school with respect to the RTA programs. Each survey instrument had its own implementation ruler due to each survey having different items and respondents represented. A multiple regression analysis was used to find the best fitting model to predict number of RTA students reaching proficiency using the following variables: each school's administrator implementation score, average classroom teacher implementation score (due to multiple classroom teachers responding), and RTA teacher implementation score. The administrator survey implementation estimates were not a significant predictor and were removed from the analysis to produce the best fitting model.

Ultimately, 204 RTA schools included both a classroom teacher and RTA teacher score that were used in this analysis. Based on the survey items, a higher implementation score for classroom teachers and RTA teachers indicated higher implementation of RTA. On average, classroom teachers had higher perceptions regarding the strength of RTA implementation than RTA teachers. However, it is impossible to compare the two implementation scores directly because RTA and classroom teachers were administered different survey items. Many of the classroom teacher survey items dealt with their collaboration with the RTA teachers, so a higher average score on this implementation scale would be preferred and would mean more collaboration with the RTA programs and the RTA teacher was occurring with classroom teachers in that school.

With a p-value of 0.025, the model using classroom teacher and RTA teacher implementation scores as predictors was significant in predicting the number of students reaching reading proficiency. Overall, as the RTA teacher implementation score increased the number of RTA students reaching proficiency increased (see Figure 5.2 below). A slight

positive trend was also true in Figure 5.3 for classroom teachers in that overall, the number of students reaching proficiency increased as the classroom teacher implementation score increased.

These exploratory findings suggest that strong implementation of RTA programs makes a difference in the reading proficiency of students in RTA schools. The results highlight the importance of supporting schools in creating strong RTA programs, particularly related to teacher preparation, leadership, collaboration, and literacy teams. These statewide data lend corroboration to what was learned from site visit schools that these key dimensions of RTA implementation do indeed influence students' ultimate success.

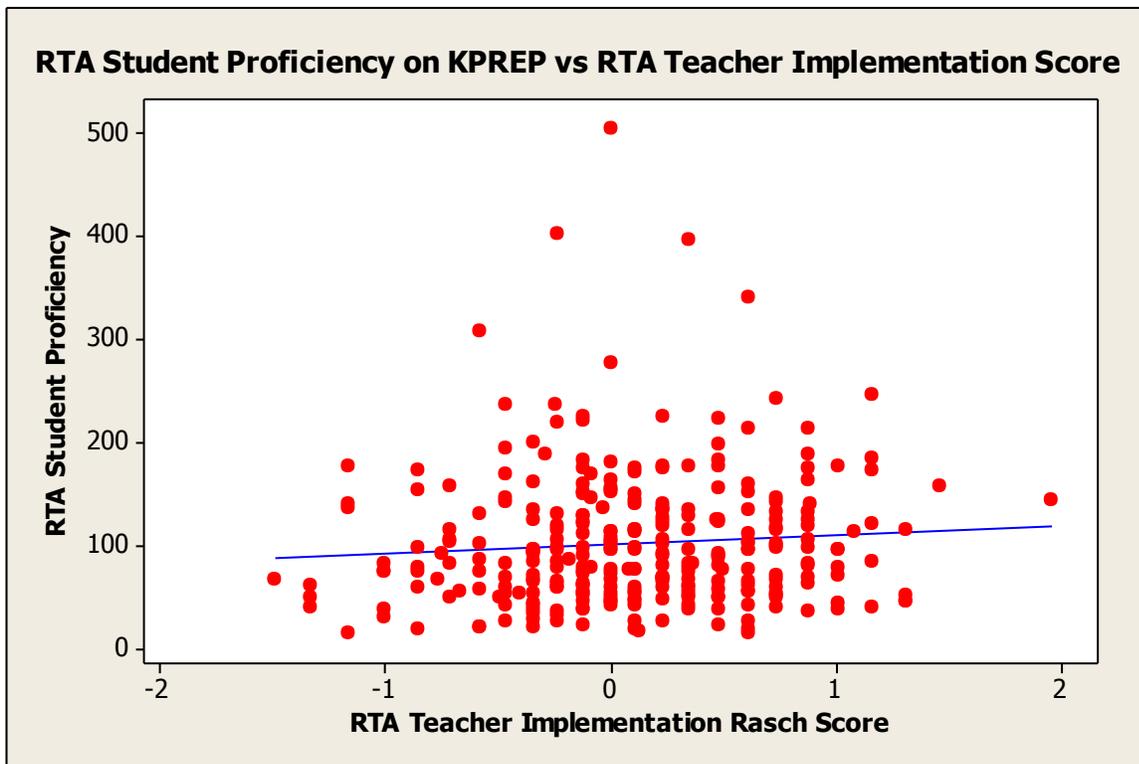


Figure 5.2. Relationship of RTA teacher implementation scores with RTA student proficiency.

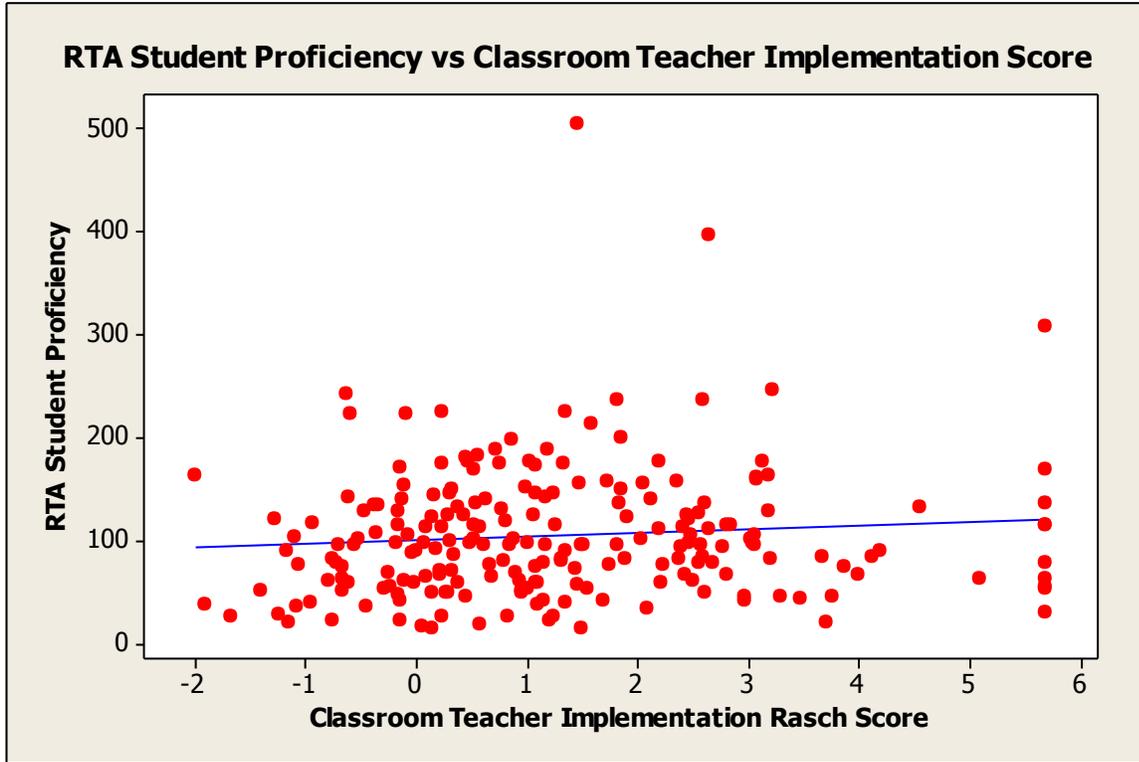


Figure 5.3. Relationship of classroom teacher implementation scores with RTA student proficiency.



## **Chapter 6**

### **Summary of Findings and Recommendations**

The Collaborative Center for Literacy Development's evaluation of the RTA program, 2013-2014, included an implementation component and an achievement component. The implementation component examined how schools were implementing RTA statewide and investigated how RTA was implemented at the local level in site visit schools. The achievement component focused on RTA students' progress over the course of the academic year, students' proficiency levels at the end of primary, as well as the longer-term achievement of fourth, and fifth-grade students who participated in RTA during their primary years. The 2013-2014 evaluation represents the final year in a three-year plan to evaluate RTA, and this report includes data from all three years to provide a fuller picture of RTA and its implementation. Based on findings across the three years, specific lessons about RTA implementation were drawn, particularly from schools that were implementing RTA most effectively. This chapter summarizes the major findings from the evaluation and provides recommendations for future implementation of the RTA program. Recommendations for future evaluations are also presented. The evaluation was guided by the following questions:

- RTA students: What are their experiences?
- RTA teachers: Who are they, and what do they do?
- What are educators' and parents' perceptions of RTA?
- To what extent does RTA support effective systems of intervention?
- How do RTA students' progress in reading over the course of a year, as compared to national norms?
- What percentage of students who participated in RTA in the primary grades read proficiently at the end of primary?
- What percentage of students who participated in RTA in the primary grades read proficiently over time (in fourth and fifth grades)?

### **RTA Implementation**

Data to answer implementation questions came from statewide attendance records and surveys of RTA teachers, administrators, and classroom teachers in all RTA schools as well as from site visits to RTA schools and non-RTA comparison schools.

## **RTA Students' Literacy Services and Experiences**

- **Key finding: RTA serves thousands of students each year, particularly students from economically disadvantaged and under-represented populations.**

RTA enables schools to serve thousands of primary-aged students who are struggling with reading. In 2013-2014, RTA served 11,802 students, the majority of whom were economically disadvantaged and many of whom were in special education. An increasing number of EL students participated in RTA from 2011 to 2014. In site visit schools, RTA schools were more likely than non-RTA schools to serve EL students in their reading intervention programs.

- **Key finding: Current funding levels are insufficient to serve all students who need reading interventions.**

Statewide reports indicated an estimated 20-30 students are left un-served by reading interventions each year in RTA schools. Site visit schools without RTA grants and even some RTA schools were unable to provide intensive reading interventions for all students who needed them, due to a lack of resources.

- **Key finding: RTA allows for targeted, short-term, small group and individualized intervention.**

Students who participated in RTA received interventions either in small groups or one-on-one for an average of approximately 59 days. This indicates RTA interventions were short-term, and that students were getting more targeted instruction than they would have received in a large-group setting.

- **Key finding: Exiting students from RTA interventions remains challenging, and approximately one-half of students successfully exited from RTA during the year.**

Schools served an average of 37 students in RTA in 2013-2014, and an average of 18 students per school exited having made sufficient progress in reading. RTA schools have demonstrated improvements in developing and implementing clear exiting processes from 2011 to 2014, but many schools still need guidance around exiting students from interventions.

## **RTA Teachers' Preparation, Roles, and Responsibilities**

- **Key finding: RTA teachers are more “highly trained” and engage in more ongoing professional learning than other reading interventionists.**

Although there was wide variation in RTA teachers' levels of preparation to work with struggling readers, RTA teachers had higher literacy qualifications and higher levels of training for their interventions than non-RTA teachers. Teachers of some RTA interventions, such as Reading Recovery, had extensive initial and follow-up training. Interventionists in site visit schools with the strongest RTA implementation were well prepared to teach their interventions and were actively engaged in ongoing professional learning in their interventions and in literacy more broadly.

- **Key finding: RTA teachers assume important literacy leadership roles.**

Although they spend most of their time providing direct services to students, RTA teachers often assume important leadership roles and serve as a resource for administrators and colleagues around literacy in their schools. They take on these roles to a greater extent than do interventionists in schools without RTA funding.

- **Key finding: RTA teachers often engage other teachers in professional learning and improve general education instruction in RTA schools.**

During site visits, there were differences in RTA and non-RTA schools in the extent to which RTA teachers and other interventionists provided literacy learning opportunities for other teachers and in the quality of classroom instruction observed.

- **Key finding: RTA teachers' collaboration with classroom teachers has increased from 2011 to 2014.**

Each year of the three-year evaluation, recommendations have called for increased collaboration between interventionists and classroom teachers to improve differentiation to minimize missed content for RTA students. Although classroom teachers consistently reported less collaboration than RTA teachers, both groups of teachers indicated improvements in collaboration during AY13 (2013-2014). Site visits consistently indicated interventionists and classroom teachers collaborated to a greater extent in RTA schools than in non-RTA schools.

- **Key finding: A strong literacy team is essential to an effective RTA process and system of reading interventions.**

During site visits, the RTA schools that seemed most effective were schools that had strong literacy teams in place. These literacy teams were usually led by RTA teachers, they met frequently, and their activities were integral to the schools' systems of interventions. RTA schools were more likely to have strong literacy teams in place than non-RTA schools.

- **Key finding: Parents are essential partners in the RTA process.**

Parents interviewed for the evaluation articulated how critical they perceived RTA interventions were to their children's school success. During site visits, parents appeared more involved in the intervention process in RTA schools than in non-RTA schools.

### **Educators' and Parents' Perceptions**

- **Key finding: RTA is perceived as a vital component of the literacy program at RTA schools.**

Teachers, administrators, and parents attribute gains in student achievement and student self-perceptions to the RTA teachers' role in providing intervention to students. Over the course of the 3-year evaluation RTA teachers at site visit schools maintained their sense of effectiveness. Only the number of students they were able to serve limited what they believed they could accomplish.

- **Key finding: Educators perceive RTA influences literacy beyond just students who participate in RTA interventions.**

Educators noted the wide influence of RTA beyond the teachers and students who directly participated in RTA. For example, RTA teachers influence classroom teachers' instruction for other students. Also, RTA students can have an influence on other students, as well as siblings and other family members.

### **RTA and Systems of Interventions**

- **Key finding: RTA teachers support and assist classroom teachers in implementing tier 1 interventions.**

The majority of classroom teachers surveyed reported seeking assistance and receiving support from RTA teachers when a student was struggling. In site visit schools, RTA teachers often were used as resources for providing professional learning opportunities for other teachers regarding tier 1 interventions.

- **Key finding: In many schools, the RTA intervention was the only targeted reading intervention available to students.**

Statewide, RTA teachers at the majority of schools reported using RTA interventions as tier 3 interventions (interventions used immediately prior to special education referral). During site visits, it often appeared the RTA intervention was the only reading intervention available to students that utilized highly trained personnel or had a targeted focus prior to referral to special education.

- **Key finding: Overall, RTA schools had established stronger multi-tiered systems of reading interventions than non-RTA schools.**

Based on the snapshot captured during site visits to RTA and non-RTA schools, RTA schools seemed to have more effective systems of interventions overall (particularly in AY13). Figure 6.1, at the end of this chapter, summarizes all of the ways in which RTA schools were stronger than non-RTA schools in terms of their reading intervention systems.

### **RTA Achievement**

Student achievement data sources examined for this evaluation were: the state-required K-PREP reading scores and nationally normed Stanford 10 reading test for all students in RTA schools in third, fourth, and fifth grades in spring of 2013, and the Measures of Academic Progress (MAP) administered in 175 RTA schools that selected to administer MAP in spring 2013 and spring 2014 for RTA students.

#### **Achievement Across A Year**

- **Key finding: At most grade levels, 50% or more of RTA students achieved at or above expected growth across the year on MAP.**

Most RTA students achieved growth over the year they participated in RTA (over 95%). It is encouraging that at least one-half of RTA students (at all grades except second) achieved at or above expected growth as compared to national norms provided by MAP publishers. This is consistent with teacher reports that approximately one-half of students exited RTA during the course of the year.

## RTA Student Proficiency at End of Primary

- **Key finding: One-quarter to nearly one-half of students who participated in RTA in just one early primary grade achieved at least at the proficient level on K-PREP at the end of primary in AY12 or AY13.**

Although student proficiency on K-PREP at the end of primary varied depending on the year of evaluation, large numbers of students who participated in RTA in early primary grades reached proficiency or higher. These K-PREP proficiency percentages are aligned with RTA teachers' attendance records that show approximately one-half of RTA students exit RTA interventions during a year.

- **Key finding: Over three-fourths of students who participated in RTA in just one early primary grade scored above the first quartile on the Stanford 10.**

This means most students who participated in RTA early and short-term interventions achieved higher scores than at least 25% of students in the national norm group and thus did demonstrate basic literacy competency on the Stanford 10.

- **Key finding: Early and short-term participation in RTA is related to proficiency at the end of primary for RTA students.**

Consistently across all three years of evaluation, students who participated in RTA in just one early primary grade achieved higher levels of proficiency at the end of primary than did students who participated later in primary or participated for multiple years. This finding illustrates the importance of early intervention and multi-tiered systems of interventions for students for whom the RTA intervention was not effective.

- **Key finding: Achievement gaps were maintained for demographic groups within RTA, with the exception of RTA students receiving special education.**

White students were more likely to achieve proficiency at the end of primary than students from other racial/ethnic populations (except Asian). Students from more economically advantaged families (paid full price for their lunch) were more likely than students receiving free or reduced priced lunches to achieve proficiency. However, without a pre-test or comparison group, it is unknown what proficiency on K-PREP would have been for demographic groups without RTA. For instance, it is important to note RTA primarily serves economically disadvantaged students; it is possible that achievement for this group of students would be lower without RTA and that the achievement gap would indeed be even wider without the benefit of RTA.

## Proficiency Over Time

- **Key finding: Thirty to fifty percent of students who participated in RTA in just one early primary grade achieved at least at the proficient level in fourth or fifth grades.**

Students' fourth or fifth-grade proficiency levels on K-PREP varied from one year to the other for students who had participated in RTA in the primary grades. However, large numbers of students who participated in RTA in early primary grades reached proficiency or higher in fourth or fifth grades. This suggests that when students participate in RTA early in primary, they are somewhat likely to achieve at proficient levels in reading in fourth and/or fifth grades.

- **Key finding: The majority of RTA students who participated in RTA early in primary scored higher than the first quartile on the Stanford 10 in fourth and/or fifth grades.**

More than three-fourths of students who participated in RTA in kindergarten (81%) or first grades (76%) achieved higher scores than at least 25% of students in the national norm group.

- **Key finding: Early and short-term participation in RTA is related to proficiency in fourth or fifth grades for RTA students.**

Consistently across all three years of evaluation, students who participated in RTA in just one early primary grade achieved higher levels of proficiency in fourth and fifth grades than did students who participated later in primary or participated for multiple years. This finding illustrates the importance of early intervention and multi-tiered systems of interventions for students for whom the RTA intervention is not effective.

## Implementation Related to Achievement

- **Key finding: Implementation of key features of RTA was related to student achievement in RTA schools.**

Statewide surveys of RTA teachers and classroom teachers that indicated implementation of RTA in terms of key factors such as teacher preparation, literacy teams, RTA teacher leadership, and RTA teacher-classroom teacher collaboration suggested that high implementation of those intervention elements was related to student reading proficiency in RTA schools on K-PREP.

## Recommendations for Implementation

Statewide surveys and site visits over three years have indicated that RTA was well implemented, overall. Schools used funds to hire interventionists who spent the majority of their time providing direct intervention services to students. However, attendance records and achievement results indicate more must be done to ensure a greater number of students exit RTA interventions successfully and achieve reading proficiency by the end of the primary grades. The evaluation suggests the following recommendations:

- 1. RTA funding should be expanded.** Consistently large numbers of students who need targeted and intensive assistance in reading are not receiving those services in RTA schools. Schools without RTA funding are less able to provide intensive and targeted interventions than RTA schools. The Kentucky General Assembly should work to expand funding to all schools and increase funding for RTA schools. School personnel are making extremely difficult decisions about which students will receive services from their most well prepared literacy teachers.
- 2. Regulations and practices around RTA teacher hiring should ensure RTA teachers are highly qualified in literacy and well prepared to teach the intervention.** It is clear that a few hours of learning about a new intervention program is not sufficient. Teachers need extensive preparation in literacy such as literacy certification or extensive and ongoing training in the intervention program, in literacy development, and in literacy difficulties. Regulations and practices around RTA teacher hiring should reflect this need.
- 3. Emphasize RTA within the context of a strong multi-tiered system of interventions.** For students to achieve reading proficiency, general classroom instruction first must be strong and differentiated. Schools should provide multiple interventions with varying levels of intensity for different student needs. Schools should be clear about how the RTA intervention fits into that system and should enact clear processes for exiting students from RTA interventions when appropriate. Although schools have demonstrated improvements in establishing their intervention systems and in exiting students from RTA, technical assistance, support, and guidance from KDE in these areas would be beneficial.
- 4. Focus implementation assistance on influential leverage points, such as the literacy team, RTA teacher leadership, and collaboration.** Schools that are most effective in implementing RTA have common characteristics. Table 6.1 on

page 6:11 describes the characteristics of successful RTA schools. Webinars and other technical assistance should be specific to developing these effective characteristics in all schools.

5. **Support new schools and new personnel as they implement RTA.** Site visits to RTA schools over three years provided a firsthand look at the challenges of implementing RTA for new RTA teachers and/or new administrators when turnover occurred in RTA schools. Special technical assistance and support is warranted for personnel new to RTA. Perhaps introductory webinar modules could be created and archived. New RTA teachers or administrators could be paired with high implementing experienced RTA teachers or administrators for mentoring support during the first year of implementation.

### **Recommendations for Future Evaluation**

Although it is interesting and important to know whether students who participated in RTA were reading proficiently at the end of primary and beyond, it is insufficient to assess RTA students' level of proficiency only at those time periods. A valid and reliable outcome assessment is needed to ascertain student progress in RTA during the year in which they participate in RTA to know whether the students actually achieved proficiency after participating in RTA in the first place. Over the past three years, evaluators have used fall and spring MAP scores from RTA schools in districts that have chosen to administer MAP. However this source of data was consistently unreliable and represented fewer than one-half of RTA schools.

Future evaluations should focus on evaluating implementation of interventions at the program level. Teachers reported using more than 42 interventions with students as part of RTA, and it has been extremely difficult to track and match the interventions that students have received over their primary years. With KDE's institution of an "Intervention Tab" in Infinite Campus, evaluators should be able to track the interventions students receive in future years. Furthermore, in the next round of RTA implementation 2014-2015, very few programs will be used; evaluators can examine implementation and can ascertain differences by program.

In AY11, evaluators recommended future evaluations follow RTA students over multiple years to examine students' intervention experiences and responses to those interventions over time and across the primary years. As more reliable assessments and tracking tools enable evaluators to follow RTA students' reading growth across the primary years, additional analyses should examine how time in intervention relates to student gains in reading and how classroom instruction mediates student gains.



Figure 6. Aspects of reading intervention systems in which RTA site visit schools demonstrated higher implementation than non-RTA comparison schools (AY13).

Table 6.1

*Characteristics of High RTA Implementation*

RTA Implementation Factors		Characteristics of High RTA Implementation
Individual RTA Teachers	Professional Learning	High implementing RTA teachers are well prepared to teach their interventions and participate in continued professional learning. They also increase their impact by sharing knowledge with other teachers within their schools and districts.
	RTA Teacher Caseload	High implementing RTA teachers maintain an active caseload that enables them to serve relatively large numbers of students effectively.
	Instructional Practices	High implementing RTA teachers spend the majority of their time working directly with students and use evidence-based practices in their instruction.
	Collaboration with Classroom Teachers	High implementing RTA teachers have strong collaborative relationships with classroom teachers, creating powerful literacy resources.
	RTA Teachers' Roles	High implementing RTA teachers assume many literacy roles in their schools. They are an integral part of the intervention decision-making process and take on literacy leadership duties in their schools and districts.
RTA Schools	Flexibility and Fluidity	In high implementing RTA schools, interventions are flexible and students move between interventions frequently as needed based on assessment data.
	Exit Process	High implementing RTA schools have an organized and clearly defined exiting process and make decisions as a team. This helps them serve more students by moving them fluidly between the interventions they need.
	Parent Involvement	High implementing RTA schools strengthen their program by involving parents in the RTA process.
	Team Decision-Making Process	High implementing RTA schools have data-driven decision-making teams with the RTA teachers serving as team leaders. These strong collaborative literacy teams are essential components to establishing successful systems of interventions.



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# Appendix A

## Overview of Site Visit Schools

### Selection of Schools

In AY12 eight schools were selected as RTA site visit schools. All RTA schools that administered the MAP assessment comprised the initial pool for selection (N = 142). From that pool, schools were selected based on the following variables: size (small or large student population), intervention program, 2006 state reading test index (near the start of the RTA program), student demographics, and geographic location (based on five geographic regions: Eastern, Central, Northern, Louisville area and Western; Figure 3.1). One of the selected schools that did not participate in the AY11 site visits participated in AY12. All eight of the originally selected RTA site visit schools were a part of this year's study.



Figure 3.1. Geographic regions of Kentucky.

**Description of Schools RTA schools.** Table 3.1 provides demographic information on each of the eight RTA site visit schools. Enrollment ranged from 127 to 699. Overall, schools had low numbers of minority students, with only three schools having thirty percent or more minority student enrollment. Generally, the schools had high proportions of students receiving free and reduced lunch, with a range from 41% to 96%. Table 3.2 lists the reading intervention programs implemented at each RTA school by grade level.

Table 3.1  
RTA Site Visit School Demographics

	Enrollment (Students K-5)	% Minority	% Free and Reduced Lunch	Geographic Region
1.	455	13	56	Central
2.	475	30	60	Louisville
3.	307	3	70	Western
4.	371	4	41	Northern
5.	493	8	55	Central
6.	127	0	82	Eastern
7.	699	32	49	Louisville
8.	450	52	96	Northern

Table 3.2  
RTA Site Visit Schools' Intervention Programs by Grade Level

	Kindergarten	First grade	Second grade	Third grade
1.		Reading Recovery/Early Literacy/Leveled Literacy Intervention(LLI) Groups	Leveled Literacy Intervention (LLI)Groups/ CIM Groups/Reading Mastery	CIM Groups/Guided Reading Groups/Reading Mastery
2.	Research Based Strategies/Rtl*	Reading Recovery/ Small Literacy Groups (CIM)	Small Literacy Groups (CIM)	Small Literacy Groups (CIM)
3.		Reading Recovery	Small Literacy Groups	Small Literacy Groups
4.	Sidewalks, Scott Foresman	Sidewalks	Sidewalks	Sidewalks
5.	Leveled Literacy Instruction (CIM)	Reading Recovery/ Leveled Literacy Instruction (CIM)	Leveled Literacy Instruction (CIM)	Read 180
6.	SRA Reading Mastery	Reading Recovery	SRA Reading Mastery	SRA Reading Mastery
7.	Small Literacy Groups (CIM)	Small Literacy Groups (CIM)	Small Literacy Groups (CIM)	Small Literacy Groups (CIM)
8.		SRA DI Reading Mastery	SRA DI Reading Mastery	SRA DI Reading Mastery/Read Naturally

*Note.* CIM stands for Comprehensive Intervention Model. After the onset of RTA, CIM was adopted as a framework for interventions including Reading Recovery and small groups taught by Reading Recovery teachers. Changes were noted from last year's information. Two schools added CIM groups to their Reading Recovery program for first-graders and two schools moved away from CIM groups in other primary grades.

**Comparison schools.** In 2010, eight comparison schools were selected from among 362 elementary schools in Kentucky that used the MAP assessment and did not receive an RTA grant. Evaluators compiled demographic data on these schools and selected comparison schools based on total enrollment, percent ethnicity, percent free/reduced lunch, and average state achievement scores from 2006. For each RTA site visit study school, three schools were selected as possible matched comparison schools. Evaluators contacted schools to get permission to conduct site visits. In AY12, eight schools agreed to participate in the comparison school component of the study. Two schools from AY11 study did not participate and five new schools were added. This year, AY13, two of the eight comparison schools did not participate. AY13's study looked at a total of six site visit non-RTA schools. Unlike RTA site visits, AY12 was the first year in which site visits were conducted at the comparison schools. In AY11, comparison schools participated only through phone interviews with administrators.

Characteristics of the six comparison schools participating in AY13 are shown in Table 3.3. Schools ranged in size from 197-599 students. Like RTA schools, the comparison schools had high proportions of students receiving free and reduced lunch, with a range from 60% to 95%.

Table 3.3  
AY13 Comparison Site Visit School Demographics

	Enrollment(Students K-5)	% Minority	% Free and Reduced Lunch	Geographic Region
1.	312	34%	95%	Western
2.	599	6%	69%	Northern
3.	348	0%	83%	Eastern
4.	197	5%	72%	Eastern
5.	557	71%	79%	Central
6.	428	48%	60%	Central

Table 3.4 shows the intervention programs at each comparison school for each grade level. RTA and comparison schools differ greatly in terms of primary intervention programs implemented. All but two RTA schools use the Reading Recovery intervention,

whereas only one comparison school does so. Comparison schools reported using a variety of interventions; the most common, Leveled Literacy Instruction, was used in three schools.

Table 3.4  
*AY13 Comparison Site Visit Schools' Intervention Programs by Grade Level*

	Kindergarten	First grade	Second grade	Third grade
1.	Phonics and Friends	Leveled Literacy Intervention (LLI), Orton Gillingham	Leveled Literacy Intervention (LLI), Orton Gillingham	Orton Gillingham
2..	Success For All	Success For All, Lexia	Success For All, Lexia	Success For All, Lexia
3.	95% Group Walk To Read	95% Group	95% Group Walk To Read	95% Group Walk To Read
4.	Research Based Instructional Strategies	Reading Recovery Research Based Instructional Strategies	Research Based Instructional Strategies	Research Based Instructional Strategies
5.	Interventions That Work, Voyagers/ Triumphs	Interventions That Work, Voyagers/ Triumphs	Interventions That Work, Voyagers/ Triumphs	Interventions That Work, Voyagers/ Triumphs
6.	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI)

## Appendix B

### Statewide Surveys

\*1. School District Name

\*2. RTA School Name

\*3. What type of RTA program is in your school?

- One full time RTA teacher
- Two half time RTA teachers
- One half time RTA teacher

\*4. RTA Intervention Teacher #1 Name

5. RTA Intervention Teacher #2 Name (if applicable)

\*6. What is the six digit ID number for the school? (This can be found on your school report card.)

\*7. RTA Intervention Teacher #1

How many years of teaching experience have you had (including this school year)?

8. RTA Intervention Teacher #2 (if applicable)

How many years of teaching experience have you had (including this school year)?

\*9. What diagnostic assessment did your school use?

- MAP
- GRADE
- DIBELS
- AIMSWEB
- DISCOVERY EDUCATION
- OBSERVATION SURVEY
- DRA
- STAR
- easyCBM
- Scholastic Reading
- Thinklink
- DEA
- Scott Foresman
- DORA
- Fountas & Pinnell
- PAS
- Other (please specify)

\*10. Identify the timeframe that the RTA-funded intervention teacher(s) began delivering intervention services/instruction (at the beginning of the school year) to students.

- Week 1-2
- Week 3
- Week 4 or later

\*11. RTA Intervention Teacher #1

Identify the RTA intervention groups for intervention instruction (check all that apply)

- one-on-one individualized instruction
- small group size 2-3 students
- small group size 4-5 students
- group size 6 or more

12. RTA Intervention Teacher #2 (if applicable)

Identify the RTA intervention groups for intervention instruction (check all that apply)

one-on-one individualized instruction  
small group size 2-3 students  
small group size 4-5 students  
group size 6 or more

\*13. RTA Teacher 1

What is the primary intervention you use for RTA students?

Benchmark's Phonetic Connections  
Breakthrough to Literacy  
Comprehensive Intervention Model (CIM)  
Early Success  
Early Interventions in Reading (EIR)  
Early Reading Intervention (ERI)  
Early Steps  
Earobics  
Elements of Reading (EOR)  
Fast ForWord  
Foundations  
Great Leaps  
Guided Reading  
Harcourt Trophies  
Head Sprout  
Jump Start  
Leveled Literacy Instruction (LLI)  
Lexia Reading  
Lindamood Bell (may be called LiPS)  
Literacy Groups  
McGraw Hill Reading Triumphs  
Orton Gillingham  
Plato's Focus  
Project Read  
Quick Reads  
Raz-Kids  
Reading Mastery (sometimes called Direct Instruction or SRA)  
Reading Recovery  
Read Naturally  
Ready Readers  
Scholastic  
Scott Foresman  
Seeing Stars  
Sing Spell Read Write  
Soar to Success  
StarFall  
Start Up, Build Up, Spiral Up  
SuccessMaker  
Visualizing & Verbalizing  
Voyager  
WiggleWorks  
Other

14. RTA Teacher #2 (if applicable)

What is the primary intervention you use with RTA students?

Benchmark's Phonetic Connections  
Breakthrough to Literacy  
Comprehensive Intervention Model (CIM)  
Early Success  
Early Interventions in Reading (EIR)  
Early Reading Intervention (ERI)  
Early Steps  
Earobics  
Elements of Reading (EOR)

Fast ForWord  
Foundations  
Great Leaps  
Guided Reading  
Harcourt Trophies  
Head Sprout  
Jump Start  
Leveled Literacy Instruction (LLI)  
Lexia Reading  
Lindamood Bell (may be called LiPS)  
Literacy Groups  
McGraw Hill Reading Triumphs  
Orton Gillingham  
Plato's Focus  
Project Read  
Quick Reads  
Raz-Kids  
Reading Mastery (sometimes called Direct Instruction or SRA)  
Reading Recovery  
Read Naturally  
Ready Readers  
Scholastic  
Scott Foresman  
Seeing Stars  
Sing Spell Read Write  
Soar to Success  
StarFall  
Start Up, Build Up, Spiral Up  
SuccessMaker  
Visualizing & Verbalizing  
Voyager  
WiggleWorks  
Other

\*15. How is it determined when students move out of RTA intervention?

Meet the school benchmark  
Do not show progress  
Teacher discretion  
Other

\*16. Indicate the percentage of students you service from each grade level.

Kindergarten  
First Grade  
Second Grade  
Third Grade

\*17. How many students in your school qualified for RTA services but are not being serviced by you?

\*18. What happened to the students who qualified for RTA but are not being serviced by you?

Placed on a waiting list  
Serviced by another interventionist in the school  
Serviced by the classroom teacher  
No services

---

**RTA 2013-2014 Program Evaluation #2**

\*1. RTA School Name:

\*2. School ID Number:

3. Is this your first year in this position?

Yes

No

4. What is your gender?

Female

Male

5. Which race/ethnicity best describes you? (Please choose only one.)

American Indian or Alaskan Native

Asian / Pacific Islander

Black or African American

Hispanic American

White / Caucasian

Other (please specify)

RTA Teacher Information

RTA 2013-2014 Program Evaluation #2

6. What is the highest level of school you have completed or the highest degree you have received?

Associate degree

Bachelor's degree

Master's Degree

Ph.D. / Ed.D.

Rank 1

National Board Certification

Other (please specify)

7. Do you have a Reading and Writing endorsement or Specialist degree?

Yes

No

Other (please specify)

\*8. How many years of teaching experience have you had (including this school year)?

Years of teaching

\*9. How many years of teaching experience have you had (including this school year) as an RTA instructor?

10. RTA requires districts to select an intervention strategy when they apply for

funding. What is your school's primary intervention, taught by the RTA-funded teacher(s), for each grade level?

Intervention Program

K

1

2

3

Other (please specify)

11. What is the intervention you spend the most time implementing?

Other (please specify)

\*12. Based on your response to question 11, how many total hours of training have you received to learn how to implement this intervention?

\*13. Please rate your confidence level for implementing this program with your students based on the training you have received.

Not Confident      Somewhat Confident      Confident Very Confident

Literacy Team

\*14. Please identify members of the RTA team (or RTI team if RTA fits into your school's RTI or system of intervention team) at your school. Check all that apply:

RTA funded teacher(s)

Data coordinator

Primary level classroom teacher(s)

Principal or other administrator(s)

Counselor  
Special Education Teacher  
Parent  
School/District Curriculum Coach  
Other interventionist(s)  
RtI Coordinator  
Other (please specify)

\*15. Who is responsible for coordinating the RTA meetings?

RTA funded teacher(s)  
Data coordinator  
Primary level classroom teacher(s)  
Principal or other administrator(s)  
Counselor  
Special Education Teacher  
Parent  
School/District Curriculum Coach  
Other (please specify)

\*16. Please identify the RTA team's activities. Please check all that apply:

Develop and review student selection criteria  
Develop and review student exit criteria  
Review individual student progress  
Analyze student data  
Develop plan for student(s) not making adequate progress  
Plan professional development  
Support parent involvement  
Other (please specify)

\*17. How frequently do you meet?

Daily  
2-3 Times a Week  
Once a Week  
2 Times a Month  
Once a Month  
Four Times a Year  
Two Times a Year  
As needed  
Other (please specify)

System of Interventions

\*18. How would you rate the extent to which regular classroom teachers provide differentiated instruction for low performing readers in their classroom?

No use of differentiated instruction  
Some use of differentiated instruction  
Moderate use of differentiated instruction  
Significant use of differentiated instruction

\*19. What kinds of things do teachers do in the regular classroom for low achieving readers? Please check all that apply:

Remediated instruction  
Differentiated texts  
Modified assignments or activities  
Additional instruction from teacher(s)  
Assigned to a peer tutor/buddy in their classroom to work with  
Additional readings or assignments  
Small group instruction in the classroom  
Small group instruction in the classroom with a paraprofessional  
Centers or work stations  
Other (please specify)

20. How do classroom teachers get information about Tier 1 interventions or ways to differentiate instruction for struggling readers in the general education classroom?

RTA-funded teacher(s)

Data coordinator

Primary level classroom teacher(s)

Principal or other administrator(s)

Counselor

Parent

Other (please specify)

\*21. To what extent do you provide information or consultation regarding Tier 1 interventions or strategies for teachers in your schools?

No extent    Some extent    Moderate extent    Significant extent

\*22. When do students at your school receive the RTA intervention?

During regular classroom literacy time

During other content instruction time (e.g., science, social studies, math)

Either during literacy time or during other content area times, depending on what the schedule allows

During a dedicated school-wide intervention/accelerated time

Other (please specify)

#### Collaboration Questions

\*23. Please indicate how often you communicate about RTA students with classroom teachers who have your intervention students.

Never

2-3 times a year

Once a Month

Once a Week

Daily

\*24. Please indicate in what ways and how often you have collaborated with the classroom teachers who have your intervention students this year? Please check all that apply:

Never    2-3 times a year    Once a month    Once a week    Daily

Developing professional learning activities

Sharing instructional strategies

Working with a student in a general education classroom

Selecting teaching materials

Consulting on students' progress

Participating in RTA meetings

Planning RTA classroom instruction

Planning my classroom instruction

Monitoring student progress

Identifying a student for intervention

Releasing a student from intervention

Other (please specify)

\*25. How often do you adjust your classroom instruction for RTA students based on the feedback and/or communication with classroom teachers who have your intervention students?

Never

2-3 times a year

Once a Month

Once a Week

Daily

RTA altering instruction

\*26. If yes, what component(s) of your classroom instruction have you adjusted for RTA students based on the feedback and/or communication with the classroom teacher?

Exiting RTA Students

\*27. Who is involved in making decisions about when students exit RTA? Please check all that apply:

RTA teacher

- Administrator
- Classroom teacher
- Parent
- Counselor
- Other (please specify)

\*28. What are the exit criteria for a student to SUCCESSFULLY exit RTA services? Please check all that apply:

- Grade level reading
- Met established goals and reading level
- Achieved target score on assessment
- No specified criteria have been set
- Classroom performance as judged by the classroom teacher
- Other (please specify)

\*29. What supports do RTA students receive after they SUCCESSFULLY exit RTA?

\*30. What happens if a child is not successful in RTA? Please check all that apply:

- The student receives a different intervention program offered in the school
- The student moves to a smaller group with more intensive instruction
- The student is referred for a special education evaluation
- The student remains in the same RTA intervention
- No other interventions provided
- Other (please specify)

\*31. How long can a student remain in an RTA intervention if they are not making adequate progress toward reading proficiency?

Effectiveness for EL students

\*32. How does the RTA program support English Learners' reading achievement?

\*33. What specific aspects of your school's RTA program are most helpful to English Learners?

\*34. In what ways do you, or does your school, supplement what the adopted RTA program for English Learners?

35. For English Learners, how would you rate the effectiveness of the RTA intervention(s) implemented at your grade level?

Very Ineffective      Ineffective              Effective      Very Effective

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### 2013-2014 RTA Program Evaluation #3

\*1. RTA School Name

\*2. School State ID Number:

RTA Teacher Training

3. List PD courses/trainings that have been completed this year (include summer, fall, winter, and spring) that are directly related to your position as a reading interventionist.

Student Data

4. Did kindergarten students at your school receive RTA services?

Yes

No

Yes K Students

5. If yes, was the kindergarten screener (i.e., the Brigance) used to determine eligibility for kindergarten RTA services?

Yes

No

RTA student information

\*6. How many students during the 2013-2014 school year were considered eligible for reading intervention AND did not receive instruction from the RTA intervention teacher:

7. If you indicated that there were students eligible for RTA services, but did not receive them, what happened to those students?

- Placed on a waiting list
- Serviced by another interventionist in the school
- Serviced by the classroom teacher
- No services
- N/A - All students that were eligible for RTA services received them

\*8. What happens when a student is not successful in the RTA intervention program?

\*9. For those students who did not successfully exit the RTA program (i.e., did not return to receiving core literacy instruction only in the general education classroom), how many of your students unsuccessfully exited and moved into a special education referral process?

10. For those students who moved into the special education referral process, what eligibility area or disability was suspected?

Please check all that apply:

- Specific Learning Disability
- Multiple Disabilities
- Autism
- Other Health Impairment
- Deaf-Blind
- Orthopedic Impairment
- Developmental Delay
- Speech Language Impairment
- Emotional Behavioral Disability
- Visual Impairment
- Functional Mental Disability
- Traumatic Brain Injury
- Hearing Impairment
- N/A - None of my students moved into a special education referral
- Mild Mental Disability

11. During your RTA intervention classes, what are the group sizes for your RTA students? Please check all that apply:

- One-on-one
- Groups of 2-3 students
- Groups of 3-5 students
- Groups of 5-7 students
- Groups of 7-9 students
- Groups of 9-11 students**
- Other (please specify)
- Number of one-on-one

\*12. How many students do you work with regularly on a one-on-one basis?

\*13. Why did you decide to work with these students on a one-on-one basis?

\*14. Please estimate the average number of sessions for students who had one-on-one instruction.  
Screening and Progress Monitoring

15. What sources are used to select students for RTA intervention? Please check all that apply:

- Classroom teacher referral
- Parent referral
- Informal data on general classroom performance
- Past RTA participation
- Other
- Performance on universal screening (Please indicate the name of the screening measure):

16. Please check the progress monitoring tool(s) used with RTA intervention students.

Check all that apply:

- MAP
- GRADE
- DIBELS
- aimsWEB
- DISCOVERY EDUCATION
- OBSERVATION SURVEY
- DRA
- STAR
- easyCBM
- Scholastic Reading
- ThinkLink
- DEA
- Scott Foresman
- DORA
- Fountas & Pinnell
- PAS
- Other (please specify)
- EL students

\*17. How many EL students did you serve this academic year? Put "0" if none.

End of Year Questions

18. How helpful did you find the first RTA webinar (Role of RTA teachers) provided this year (2013-2014)?

Very Unhelpful      Unhelpful    Helpful    Very Helpful

19. How helpful did you find the second RTA webinar (CCLD, Fluency, and Leveling Books) provided this year (2013-2014)?

Very Unhelpful      Unhelpful    Helpful    Very Helpful

20. How helpful did you find the third RTA webinar (New RFA and Report, Reading Informational and Digital Text) provided this year (2013-2014)?

Very Unhelpful      Unhelpful    Helpful    Very Helpful

21. How helpful did you find the fourth RTA webinar (Spring Attendance Data, English Learners, and Summer Reading) provided this year (2013-2014)?

Very Unhelpful      Unhelpful                      Helpful    Very Helpful

22. Please list any topics you would like to know more about or you think would be helpful during the RTA webinars next year:

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**RTA 2013-2014 Program Evaluation: Administrator Survey**

Q33 What is the name of your school? (This question is being asked for response rate purposes only. We will not match your responses to your school.)

Q34 How long have you been an administrator at this school?

Q35 Please complete the following demographic information:

Q36 Gender:

Male (1)Female (2)

Q37 Which race/ethnicity best describes you? (Please choose only one.)

- American Indian or Alaskan Native (1)
- Asian or Pacific Islander (2)
- Black or African American (3)
- Hispanic American (4)
- White or Caucasian (5)
- Other (6) \_\_\_\_\_

Q38 What is your age?

Q39 What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree (1)
- High school degree or equivalent (2)
- Some college but no degree (3)
- Associate degree (4)
- Bachelor degree (5)
- Master's degree (6)
- Rank I (7)
- Other graduate degree (8)

Q37 Were you involved in selecting the intervention program used in the RTA classroom?

- Yes (1)
- No (2)

Q47 Were you involved in the hiring process of the current RTA teacher at your school?

- Yes (1)
- No (2)

Answer If Did you assist in the hiring process of the current RTA teacher at your school? Yes Is Selected

Q48 If yes, what specific qualifications did you look for when hiring the current RTA teacher? Please check all that apply:

- Overall teaching experience (1)
- Reading specialist certification (2)
- Experience with the intervention program (3)
- Cost of the teacher (teacher's salary level) (4)
- Teacher's past effectiveness (5)
- Recommendations from previous employers/supervisors (6)
- Other (Please specify): (7) \_\_\_\_\_
- Evidence of literacy leadership (e.g., volunteer experiences, conducting teacher trainings, etc.) (8)

Q35 In addition to teaching the intervention class, what other duties does the RTA intervention teacher perform at your school? Please check all that apply:

- Bus Duty (1)
- Lunch Duty (2)
- Hall Duty (3)
- Substitute Teacher (4)
- Office Duties (5)
- Other (Please specify): (6)

Q36 If you indicated the RTA intervention teacher performed one of these duties, please indicate approximately how much time s/he spends on that duty per month (in minutes):

- \_\_\_\_\_ Bus Duty (1)
- \_\_\_\_\_ Lunch Duty (2)
- \_\_\_\_\_ Hall Duty (3)
- \_\_\_\_\_ Substitute teacher (4)
- \_\_\_\_\_ Supervise after school program (5)
- \_\_\_\_\_ Other (Please specify): (6)
- \_\_\_\_\_ Other (Please specify): (7)

Q42 Please indicate how often you communicate about RTA students with your school's RTA intervention teacher:

- Never (1)
- 2-3 times a year (2)
- Once a Month (3)
- Once a Week (4)
- Daily (5)

Answer If Please indicate how often you communicate about RTA students with your school's RTA intervention teacher: 2-3 times a year Is Selected Or Please indicate how often you communicate about RTA students with your school's RTA intervention teacher: Once a Month Is

Selected Or Please indicate how often you communicate about RTA students with your school's RTA intervention teacher: Once a Week Is Selected Or Please indicate how often you communicate about RTA students with your school's RTA intervention teacher: Daily Is Selected

Q44 In what ways have you collaborated with your school's RTA teacher this year? Please check all that apply:

- Developing professional development activities (1)
- Sharing instructional strategies (2)
- Selecting teaching materials (3)
- Consulting on students' progress (4)
- Participating in RTA meetings (5)
- Planning RTA classroom instruction (6)
- Planning classroom instruction (7)
- Monitoring student progress (8)
- Identifying a student for intervention (9)
- Releasing a student from intervention (10)
- Other (Please specify) (11) \_\_\_\_\_
- I have not collaborated with the RTA teacher this year. (12)

Q26 How much money does your school receive annually as part of the Read to Achieve grant?

Q27 Please indicate what percentage of that fund is allotted to each of the following areas (if none, indicate that by 0):

- \_\_\_\_\_ RTA Teacher Salary (1)
- \_\_\_\_\_ Intervention Materials (2)
- \_\_\_\_\_ Intervention Program (3)
- \_\_\_\_\_ Progress Monitoring Tool/Assessments (4)
- \_\_\_\_\_ Professional Development/Training (5)
- \_\_\_\_\_ Other (6)

Q28 Do you supplement the funds for the grant to pay for the RTA intervention program or teacher?

- Yes (1)
- No (2)

Answer If Do you supplement the funds for the grant to pay for the ... Yes Is Selected

Q29 How much money does your school contribute to supplement the RTA program or teacher?

Answer If Do you supplement the funds for the grant to pay for the ... Yes Is Selected

Q30 What funding sources do you use to supplement the RTA program or teacher?

- Title 1 funds (1)
- Special education funds (2)
- General funds (3)
- District funds (4)
- Other (5) \_\_\_\_\_

Q31 What programs are RTA funds used to implement (i.e., what programs do RTA funds support)? Please rank up to 3 programs with 1 being the program used most often and 3 being a program used the least often. Then, for those 3 programs, indicate the proportion of RTA funds allocated to each of the programs ranked (in whole number format, i.e., 5%)

	Rank	Proportion of RTA funds allocated to this program
	1, 2, or 3 (1)	Percentage in whole number format (i.e., 5%) (1)
Benchmark's Phonetic Connections (1)		
Breakthrough to Literacy (2)		
Comprehensive Intervention Model (CIM) (3)		
Early Success (4)		
Early Interventions in Reading (EIR) (5)		
Early Reading Intervention (ERI) (6)		
Early Steps (7)		
Earobics (8)		
Elements of Reading (EOR) (9)		
Fast ForWord (10)		
Foundations (11)		
Great Leaps (12)		
Guided Reading (13)		

Harcourt Trophies (14)		
Head Sprout (15)		
Jump Start (16)		
Leveled Literacy Instruction (LLI) (17)		
Lexia Reading (18)		
Lindamood Bell (may be called LiPS) (19)		
Literacy Groups (20)		
McGraw Hill Reading Triumphs (21)		
Orton Gillingham (22)		
Plato's Focus (23)		
Project Read (24)		
Quick Reads (25)		
Raz-Kids (26)		
Reading Mastery (sometimes called Direct Instruction or SRA) (27)		
Reading Recovery (28)		
Read Naturally (29)		
Ready Readers (30)		
Scholastic (31)		
Scott Foresman (32)		
Seeing Stars (33)		
Sing Spell Read Write (34)		
Soar to Success (35)		
StarFall (36)		
Start Up, Build Up, Spiral Up (37)		
SuccessMaker (38)		
Visualizing & Verbalizing (39)		
Voyager (40)		
WiggleWorks (41)		
Other (42)		

Q7 Indicate the average period of time (in weeks) that most closely resembles the amount of time students receive the RTA-funded intervention instruction:

1)

- 10-15 weeks (2)
- 15-20 weeks (3)
- 20-25 weeks (4)
- 25-30 weeks (5)
- >30 weeks (6)

Q35 The three most important benefits of your school's RTA program are (Please list UP TO 3):

Q49 The three most significant challenges of your school's RTA program are (Please list UP TO 3):

Q47 Rate the extent to which you agree with the following statements regarding the RTA/intervention teacher:

## Appendix B

	Strongly Disagree (10)	Disagree (11)	Neither Agree nor Disagree (12)	Agree (13)	Strongly Agree (14)
Attends decision-making literacy intervention meetings (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads decision making literacy intervention meetings (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides training for others in their school and/or district (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons are observed by teachers, parents, and/or administrators to enhance the learning and/or understanding of others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree (10)	Disagree (11)	Neither Agree nor Disagree (12)	Agree (13)	Strongly Agree (14)
Collaborates with classroom teachers (frequent and regular meetings/check-ins about intervention students) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates and/or performs progress monitoring duties for their intervention students as well as other RtI students at their school (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes a leadership role in family literacy nights (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a literacy resource to others (teachers/parents ask questions, seek advice, get new strategies, etc.) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q78 You are being invited to take part in a research study about the RTA intervention program in your school. Your participation in this study is completely voluntary and if at any point during the survey you do not wish to respond or share certain information, there will be no penalty for doing so. All of your responses on this survey will be anonymous and will in no way influence your job at the school. The survey will last approximately 15-minutes. We greatly appreciate your time and effort in completing this survey.

Q69 What grade(s) do you teach? Please check all that apply:

- Kindergarten (1)
- First Grade (2)
- Second Grade (3)
- Third Grade (4)
- Other (Please Specify) (5) \_\_\_\_\_

Q70 How many years of teaching experience do you have?

Q71 What is the name of your school? (This question is being asked for response rate purposes only. We will not match your responses to your school.)

Q91 Is this your first year teaching at this school?

- Yes (1)
- No (2)

Q90 Please provide the following voluntary demographic information:

87 Gender:

- Male (1)
- Female (2)

Q88 Ethnicity:

- American Indian/Alaskan Native (1)
- Asian/Pacific Islander (2)
- Black/African American (3)
- Hispanic/Latino (4)
- White/Caucasian (5)
- Other (6) \_\_\_\_\_

92 What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree (1)
- High school degree or equivalent (2)
- Some college but no degree (3)
- Associate degree (4)
- Bachelor degree (5)
- Master's degree (6)
- Rank I (7)
- Other graduate degree (8)

Q89 Age:

Q72 What RTA funded reading intervention program(s) are your students receiving? Please check all that apply:

- Benchmark's Phonetic Connections (1)
- Breakthrough to Literacy (2)
- Comprehensive Intervention Model (CIM) (3)
- Early Success (4)
- Early Interventions in Reading (EIR) (5)
- Early Reading Intervention (ERI) (6)
- Early Steps (7)
- Earobics (8)
- Elements of Reading (EOR) (9)
- Fast ForWord (10)
- Foundations (11)
- Great Leaps (12)
- Guided Reading (13)
- Harcourt Trophies (14)
- Head Sprout (15)
- Jump Start (16)
- Leveled Literacy Instruction (LLI) (17)
- Lexia Reading (18)
- Lindamood Bell (may be called LiPS) (19)
- Literacy Groups (20)
- McGraw Hill Reading Triumphs (21)
- Orton Gillingham (22)
- Plato's Focus (23)
- Project Read (24)
- Quick Reads (25)
- Raz-Kids (26)

- Reading Mastery (sometimes called Direct Instruction or SRA) (27)
- Reading Recovery (28)
- Read Naturally (29)
- Ready Readers (30)
- Scholastic (31)
- Scott Foresman (32)
- Seeing Stars (33)
- Sing Spell Read Write (34)
- Soar to Success (35)
- StarFall (36)
- Start Up, Build Up, Spiral Up (37)
- SuccessMaker (38)
- Visualizing & Verbalizing (39)
- Voyager (40)
- WiggleWorks (41)
- Other (Please Specify) (42)

Q2 In what ways were you involved in your school's RTA intervention program (in some capacity) this school year? Please check all that apply:

- Assisted in selecting teaching materials (1)
- Observation of RTA teacher (2)
- Collaborated in planning RTA instruction (3)
- Collaborated in making decisions about individual students' entry/exit in the RTA intervention program (4)
- Participated in RTA team meetings (5)
- Collaborated in developing and/or providing professional development for the RTA intervention program (6)
- Participated in professional development conducted by RTA teacher (7)
- Received assistance from RTA teacher related to your instruction (8)
- Other (Please specify) (9) \_\_\_\_\_

Q57 Please indicate how often you communicate about RTA students with your school's RTA intervention teacher:

- Never (1)
- 2-3 times a year (2)
- Once a Month (3)
- Once a Week (4)
- Daily (5)

Q58 Please indicate what in what ways and how often you have collaborated with your school's RTA teacher this year. Please check all that apply:

	Please check each way that you have collaborated with your school's RTA this school year.	How Often?			
		Yes (1)	2-3 times a year (1)	Once a month (2)	Once a week (3)
Developing professional development activities (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing instructional strategies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting teaching materials (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting on students' progress (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in RTA meetings (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning RTA classroom instruction (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning my classroom instruction (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

progress (8)					
Identifying a student for intervention (9)	<input type="radio"/>				
Releasing a student from intervention (10)	<input type="radio"/>				
Working together with students in the classroom (11)	<input type="radio"/>				
Other (Please specify) (12)	<input type="radio"/>				
I have not collaborated with the RTA teacher this year. (13)	<input type="radio"/>				

Q73 If you meet with the RTA teacher to discuss student progress, what type of information do you use? Please check all that apply:

- Discuss student information such as student's educational history, behaviors, or home environment (1)
- Discuss class observations or anecdotal records (2)
- Discuss existing data (e.g., curriculum records, permanent product, etc.) (3)
- Discuss information provided by other teachers (4)
- Discuss information provided by students' parents (5)
- Discuss assessment data (6)
- I do not discuss student progress with the RTA teacher (7)

Q64 How often do you adjust your classroom instruction for RTA students based on the feedback and/or communication with your school's RTA intervention teacher?

- Never (1)
- 2-3 times a year (2)
- Once a Month (3)
- Once a Week (4)
- Daily (5)

Q66 What component(s) of your classroom instruction have you adjusted for RTA students based on the feedback and/or communication with your school's RTA intervention teacher? Please check all that apply:

- Reading materials (1)
- Method of providing instruction (2)
- Grouping (3)
- Instructional content/skills (4)
- Other (Please specify): (5) \_\_\_\_\_
- Not applicable (6)

Q65 How often does the RTA intervention teacher adjust his/her classroom instruction for RTA students based on the feedback and/or communication with you?

- Never (1)
- 2-3 times a year (2)
- Once a Month (3)
- Once a Week (4)
- Daily (5)
- I don't know (6)

Q67 What component(s) of the RTA intervention teacher's instruction for RTA students did s/he change based on the feedback and/or communication with you? Please check all that apply:

- Reading materials (1)
- Method of providing instruction (2)
- Grouping (3)
- Instructional content/skills (4)
- Other (Please specify) (5) \_\_\_\_\_
- Not applicable (6)

Q75 When a student in your class is having reading difficulties, what do you do? Please check all that apply:

- Assign different activities than for other students (1)
- Assign different tests for the student (2)
- More frequent progress monitoring/assessment (3)
- Provide more reading instruction time for the student (4)
- Provide additional at-home activities (5)
- Seek help from RTA teacher or other reading specialist (6)
- Refer for special education testing (7)
- Consult with other teachers (8)
- Other (Please specify): (9) \_\_\_\_\_

Q85 How beneficial is your school's RTA program for the students in your class?

- Very beneficial (1)
- Somewhat beneficial (2)
- Somewhat unbeneficial (3)
- Very unbeneficial (4)

Q93 The three most important benefits of your school's RTA program are:

- 1: (1)
- 2: (2)
- 3: (3)

Q95 The three most significant challenges of your school's RTA program are:

- 1: (1)
- 2: (2)
- 3: (3)

Q81 Did you have any EL students in your classroom that received RTA intervention?

- Yes (1)
- No (2)

Answer If Did you have any ELL/ESL students in your classroom who r... Yes Is Selected

Q82 For EL students, how would you rate the effectiveness of the RTA intervention(s) implemented at your grade level?

- Very Ineffective (1)
- Ineffective (2)
- Effective (3)
- Very Effective (4)

Answer If For ELL/ESL students, how would you rate the effectiveness... Very Ineffective Is Selected Or For ELL/ESL students, how would you rate the effectiveness... Ineffective Is Selected

Q83 If the RTA intervention is effective for EL, please explain why it is effective. Please check all that apply:

- Meets multiple students' needs (1)
- Student materials are interesting (2)
- Intervention materials are culturally relevant (3)
- Intervention students are reading better in my class (4)
- Intervention students enjoy the reading instruction (5)
- Intervention students show increased confidence in my class (6)
- Intervention students show increased positive attitude in my class (7)
- Approach is consistent with my teaching (8)

Answer If For ELL/ESL students, how would you rate the effectiveness... Effective Is Selected Or For ELL/ESL students, how would you rate the effectiveness... Very Effective Is Selected

Q84 If the RTA intervention is not effective for EL students, please explain why. Please check all that apply:

- Meets few students' needs (1)
- Student materials are lacking (2)
- Intervention students are not progressing in reading (3)
- Intervention students do not enjoy the reading instruction (4)
- Intervention students' confidence has not improved (5)
- Intervention students' attitude has not improved (6)
- Approach is inconsistent with my teaching (7)

Q94 Rate the extent to which you agree with the following statements regarding the RTA/intervention teacher:

	Strongly Disagree (10)	Disagree (11)	Neither Agree nor Disagree (12)	Agree (13)	Strongly Agree (14)
Attends decision-making literacy intervention meetings (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads decision making literacy intervention meetings (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides training for others in their school and/or district (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lessons are observed by teachers, parents, and/or administrators to enhance the learning and/or understanding of others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree (10)	Disagree (11)	Neither Agree nor Disagree (12)	Agree (13)	Strongly Agree (14)
Collaborates with classroom teachers (frequent and regular meetings/check-ins about intervention students) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates and/or performs progress monitoring duties for their intervention students as well as other RtI students at their school (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Takes a leadership role in family literacy nights (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a literacy resource to others (teachers/parents ask questions, seek advice, get new strategies, etc.) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix B

- Q96 How many students in your classroom have received reading intervention services from the RTA teacher this school year?
- Q97 How many of these students have successfully exited RTA intervention to less intensive reading instruction?
- Q98 How many of these students have exited RTA intervention to a more intensive reading intervention?
- Q99 How many of these students received an additional reading intervention wasn't part of the RTA intervention program?
- Q100 How many of these students are involved in or have completed a referral process for special education services?
- Q101 Indicate the average period of time (in weeks) that most closely resembles the amount of time your students receive the RTA funded intervention instruction:

## Appendix C

### Observation Notes and Protocols

Teacher Name:

School:

Number of Students:

Date and Time:

<p><b>1. Ongoing classroom assessment</b> (or checks for understanding) is used to inform instruction</p>	<p>Notes:</p>
<p>2. The teacher provides differentiated reading instruction based on <b>assessment data</b> (Tier 1).</p>	<p>Notes:</p>
<p>3. The teacher provides differentiated reading for all students by varying the <b>time spent</b> in certain areas or activities</p>	<p>Notes:</p>
<p>4. The teacher provides differentiated reading for all students by <b>varying the content or reading materials</b> provided</p>	<p>Notes:</p>
<p>5. The teacher provides differentiated reading for all students by varying the <b>degree of support or scaffolding</b> and this is dependent on the needs of the student</p>	<p>Notes:</p>
<p>6. When a student has difficulty with a particular activity or text, the teacher either provides <b>more supports or alters the activity/reading</b></p>	<p>Notes:</p>
<p>7. The teacher provides intensive, systematic instruction on up to <b>three foundational reading skills</b> in small groups/individuals to students who are struggling readers in their class</p>	<p>Notes:</p>
<p>8. The classroom utilizes <b>student grouping</b> in a method that maximizes student progress. Low achieving students are paired with high achieving students to allow peer supports.</p>	<p>Notes:</p>

9. Students are encouraged to have <b><u>discussions with peers and to work collaboratively</u></b>	Notes:
10. Students are encouraged to <b><u>evaluate their own work</u></b> based upon a determined set of criteria	Notes:
11. Students are encouraged to <b><u>challenge the ideas in a text and to think at high levels</u></b>	Notes:
12. Students have <b><u>choice and ownership</u></b> in their learning	Notes:

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General Classroom Observation Notes

Teacher Name:

School:

Number of Students:

Date and Time:

Check for:	Response Options
1. <b><u>Ongoing classroom assessment</u></b> (or checks for understanding) is used to inform instruction	<p>0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
2. The teacher provides differentiated reading instruction based on <b><u>assessment data</u></b> (Tier 1).	<p>0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
3. The teacher provides differentiated reading for all students by varying the <b><u>time spent</u></b> in certain areas or activities	<p>0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
4. The teacher provides differentiated reading for all students by <b><u>varying the content or reading materials</u></b> provided	<p>0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
5. The teacher provides differentiated reading for all students by varying the <b><u>degree of support or scaffolding</u></b> and this is dependent on the needs of the	<p>0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>

student	
6. When a student has difficulty with a particular activity or text, the teacher either provides <b>more supports or alters the activity/reading</b>	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
7. The teacher provides intensive, systematic instruction on up to <b>three foundational reading skills</b> in small groups/individuals to students who are struggling readers in their class	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
8. The classroom utilizes <b>student grouping</b> in a method that maximizes student progress. Low achieving students are paired with high achieving students to allow peer supports.	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
9. Students are encouraged to have <b>discussions with peers and to work collaboratively</b>	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
10. Students are encouraged to <b>evaluate their own work</b> based upon a determined set of criteria	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
11. Students are encouraged to <b>challenge the ideas in a text and to think at high levels</b>	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
12. Students have <b>choice and ownership</b> in their learning	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>

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General Education Classroom Observation Protocol

Intervention Class Observation Notes

Teacher Name:

School:

Number of Students:

Date and Time:

1. Ongoing <b>classroom assessment (or checks for understanding)</b> is used to <b>inform instruction</b>	Notes:
2. The teacher provides <b>intensive reading instruction based on assessment data</b> (Tier II/III).	Notes:
3. The teacher <b>monitors the progress of tier 2 students at least once a month.</b>	Notes:

4. When a student has difficulty with a particular activity or text, <b><u>the teacher either provides more supports or alters the activity/reading</u></b>	Notes:
5. The teacher provides <b><u>intensive, systematic instruction on up to three foundational reading skills in small groups/individuals</u></b>	Notes:
<b><u>6. Intensive, specialized instruction</u></b> is provided to all students within the intervention setting	Notes:

7. Classroom instruction includes <b><u>opportunities for extensive practice and high-quality feedback with one-on-one instruction</u></b>	Notes:
8. The teacher provides <b><u>intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.</u></b>	Notes:
9. The teacher <b><u>builds foundational skills gradually and provides a high level of teacher-student interaction with opportunities for practice and feedback.</u></b>	Notes:
10. Implement <b><u>concentrated instruction</u></b> that is focused on a small but targeted set of reading skills.	Notes:
11. Provide <b><u>intensive instruction on a daily basis that promotes the development of the various components of reading proficiency</u></b> to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	Notes:

Some of the above questions may require you to ask the teacher specific questions **prior to or immediately following** the observation.

Intervention Class Observation Notes

Observation Protocol in Intervention Classrooms

Teacher Name:      School:      Number of Students:

Date and Time:

Some of the following questions may require you to ask the teacher specific questions prior to or immediately following the observation.

Please answer the following questions:	Response:
Determine teacher qualifications to serve as an interventionist (i.e., degree level, highly trained in reading interventions, reading background, professional development participation, etc.)?	
Small group, individual, or both?	
Is the intervention being provided in a pull out setting or within the regular classroom?	
If pull out, when does the intervention instruction occur (i.e., during regular literacy block, specials, or dedicated accelerated/intervention time)?	

Check for:	Response Options
1. Ongoing <b>classroom assessment (or checks for understanding) is used to inform instruction</b>	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:
2. The teacher provides <b>intensive reading instruction based on assessment data</b> (Tier II/III).	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:
3. The teacher <b>monitors the progress of tier 2 students at least once a month.</b>	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:
4. When a student has difficulty with a particular activity or text, <b>the teacher either provides more supports or alters the activity/reading</b>	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:
5. The teacher provides <b>intensive, systematic instruction on up to three foundational reading skills in small groups/individuals</b>	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:
6. <b>Intensive, specialized instruction</b> is provided to all students within the intervention setting	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:
7. Classroom instruction includes <b>opportunities for extensive practice and high-quality feedback with one-on-one instruction</b>	0-----1-----2 None      Somewhat      Consistently N/O – No opportunity to Observe Notes:

8. The teacher provides <b><u>intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.</u></b>	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
9. The teacher <b><u>builds foundational skills gradually and provides a high level of teacher-student interaction with opportunities for practice and feedback.</u></b>	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
10. Implement <b><u>concentrated instruction</u></b> that is focused on a small but targeted set of reading skills.	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>
11. Provide <b><u>intensive instruction on a daily basis that promotes the development of the various components of reading proficiency</u></b> to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	<p style="text-align: center;">0-----1-----2 None      Somewhat      Consistently</p> <p>N/O – No opportunity to Observe Notes:</p>

## Appendix D

### Site Visit Interview Guides

#### RTA TEACHER INTERVIEW GUIDE 2013-14

The purpose of this interview is to learn more about the RTA program at your school, including the overall program of interventions to support struggling readers. We want to understand how students are selected and exited, who is involved in making decisions about students and program(s) and how that process works, what intervention(s) you are using, understand any challenges your school has faced in implementing the program, and get your recommendations for improvement. Your input is greatly appreciated and will provide valuable insights for the RTA program.

In the final report, you and your school will only be identified by region – east, west, central, etc. – and by population density – urban, rural, etc., not by name. Thank you for your assistance.

Do you have any questions?

#### TRAINING IN RTA INTERVENTION

1. Tell me a little bit about your education and career before you became the RTA teacher.
2. What programs are you using in you RTA classes?
3. What training did you initially have in order to teach each of these RTA intervention(s) at your school?  
*Follow-up if needed:*
  - What did this look like?
  - How many hours?
  - When was this training?
4. What training have you had since you began teaching the RTA intervention(s)?  
*Follow-up if needed:*
  - What has that looked like?
  - How many hours per year?
  - When was this training?
5. List all of the literacy training you have received so far this academic year?
6. What training have you had on selecting and exiting students for the RTA Intervention?

#### PROGRAM OF SUPPORT FOR STRUGGLING READERS

7. Describe the literacy program that all students receive in regular classrooms.
8. How does RTA fit into the school-wide program of support for struggling readers?
9. How do classroom teachers support struggling readers in the classroom?  
*Find out as much as you can here.*  
*Follow-up as they offer things (for instance):*
  - What other kinds of things do they do?
  - Tell me more about that?
  - Do other teachers in your school do that, too? Who?
  - How did they learn about that?

*If they report differentiated instruction in the regular classroom then get specific by mixing this question with the one above. For example, "You said classroom teachers offer different text levels to students based on reading level. Do all of the primary teachers do that or do just some?"*

- How many of the primary classrooms here offer differentiated instruction?  
**None, Some, Most, All**
- How many offer different text levels?  
**None, Some, Most, All**

- What about grouping. Does everyone do small groups for extra instruction for students who are having some trouble?  
**None, Some, Most, All**
  - How many offer extra instruction to struggling readers?  
**None, Some, Most, All**
10. If a student is not successful just with extra supports in the regular classroom, what is the next level of support for them at this school (like for instance a tier 2 support)?
11. What is the most intensive level of reading intervention at your school? Think about students who are not successful in tier 2 interventions, what happens to them? (*tier 3 but not special educ. prompt*)
12. Just to make sure we've learned about all the reading interventions here, other than RTA, what people and/or program(s) are used to support struggling readers?

### LITERACY TEAM QUESTIONS

13. Does your school have a reading intervention/Rtl or literacy team?  
*Follow-up if needed:*
- Tell me about it.
  - Describe the membership of this team.
  - How often does this team meet?
  - Who takes the lead for these meetings?
  - What are the main tasks of this team?
  - What is your role?

### STUDENT SELECTION AND PROGRESS MONITORING

14. What is the process for selecting struggling students for RTA support?  
*Follow-up if needed:*
- What assessments are used?
  - Are there specific selection criteria? (percentage cut-off)
  - If there is a written description can we get a copy?
15. How often does your school screen for struggling students?
16. How does your school monitor the progress of struggling readers?  
*Follow-up if needed:*
- How often is this done?
  - What assessments are used?
  - Who does the progress monitoring?
17. What training have classroom teachers had on collecting and interpreting student reading data?

### RTA CLASS

18. Which grades are you serving?
19. How often is the RTA intervention implemented per week?
20. How long is each session?
21. How many students are on your caseload right now?
22. What do students usually miss in the regular classroom when they come to their RTA class?
23. Describe a typical intervention class experience for students. Small group instruction? (How large are groups?) One-on-one instruction?
24. What interventions are you teaching?
25. What components of reading instruction are included in the curriculum that you use?  
(*Don't prompt but look for comprehension, fluency, phonemic awareness, phonics, vocabulary*)

### EXITING

I want to ask you some questions about exiting students from RTA. When RTA intervention students move out of RTA they may move into a more intensive intervention, a less intensive intervention, or back into the regular classroom literacy instruction.

26. How do you know when a student has made enough progress to exit RTA to a less intensive intervention (the student was successful in RTA).
27. What is the process?
28. How many of these students have exited so far this year?
29. Now think of an example of one of these students that has exited successfully from RTA. Without revealing identifying information can you talk about their experiences? How many years in RTA? How many different interventions were used during that time? List any follow-up done with this student (by RTA teacher or others). Describe literacy instruction this student is now receiving.
30. How do you know when a student needs to be exited from the RTA program to a **more intensive intervention**? (reading intervention did not meet the needs of the student)
31. What is the process?
32. How many of these students have exited so far this year?
33. Now think of an example of one of these students. Without giving identifying information tell me about this student's progress in intervention. How many years in reading intervention? How many years in RTA? How many different interventions during that time? List any follow-up done with this student (by you or others). Describe the literacy instruction this student is now receiving.
34. What are any challenges you have experienced related to the exiting process?

#### RTA TEACHER ROLES

35. Do you have other non-RTA duties at your school (instruction, bus duty, lunch duty, etc)?
36. Do you have literacy-related responsibilities at your school or in the literacy community that are outside of the direct instruction of students?  
*Follow-up if needed:*
  - We want to know everything you do that is literacy-related outside of direct instruction.

#### COLLABORATION

37. In what ways do you collaborate with classroom teachers to support RTA students?  
*Don't prompt but look for: designing instruction, adjusting classroom instruction, and progress monitoring duties.*
38. Is there anyone else you collaborate with at your school? (other than general education classroom teachers)

#### PARENT INVOLVEMENT

39. What is your involvement with parents as the RTA teacher?
40. How are parents involved in decisions about interventions for their children?
41. How does the school communicate with parents about the progress of struggling readers?

#### STUDENT IMPACT

42. How effective do you think your school is in identifying and supporting struggling readers?
43. What would make it more effective?
44. What are the greatest benefits of RTA?
45. What are some of your school's greatest RTA success stories?
46. What are some of the biggest challenges of RTA?
47. Talk with me about students who are struggling, but are not being served by RTA.  
*Follow-up if needed:*
  - How many students are there?
  - What prevents them from being served?

- Are they served in other ways?
48. What impact do you think the program has had on students from culturally or linguistically diverse backgrounds?  
*Follow-up if needed:*
- Can you give specific examples?

**OTHER**

49. If you could give KDE any advice about administering the RTA program, what would it be?
50. If you had the opportunity to talk with legislators about the RTA program, what would you tell them?
51. What training or information do you think you need to be a more successful RTA teacher?
52. If you could request any resource or additional support for your RTA program what would it be?

**RTA PRINCIPAL INTERVIEW GUIDE 2013-14**

The purpose of this interview is to learn more about the RTA program at your school, including the overall program of interventions to support struggling readers. We want to understand how students are selected and exited, who is involved in making decisions about students and program(s) and how that process works, what intervention(s) you are using, understand any challenges your school has faced in implementing the program, and get your recommendations for improvement. Your input is greatly appreciated and will provide valuable insights for the RTA program.

In the final written report, your school will only be identified based on its geographic location – east, west, central, etc. – and its population density – urban, rural, etc.

Do you have any questions?

**PROGRAM OF SUPPORT FOR STRUGGLING READERS**

1. Describe the literacy program that all students receive in regular classrooms.
2. How does RTA fit into the school-wide program of support?
3. How do classroom teachers support struggling readers in the classroom (for instance tier 1 support)?  
*Follow-up (for instance):*
  - What other kinds of things do they do?
  - Tell me more about that?
  - Do other teachers in your school do that too?
  - How did they learn about that?

*If they report differentiated instruction in the regular classroom then:*

  - How many primary classrooms do you have in your school?
  - How many of these offer differentiated instruction?
  - Try to get them to be as specific as possible here. Ask how many teachers? How many grade levels?
4. If a student is not successful just with extra supports in the regular classroom, what is the next level of support for them at this school (like for instance a tier 2 support)?
5. What is the most intensive level of reading intervention at your school? Think about students who are not successful in tier 2 interventions, what happens to them? (*tier 3 but not special educ. prompt*)  
*Follow-up if needed:*
  - Other than RTA, what people and/or program(s) are used to support struggling readers?
  - What supports do struggling readers get before RTA and after RTA?

**LITERACY TEAM**

6. Does your school have a reading intervention/RtI team or literacy team?  
*Follow-up if needed:*
  - Describe the membership of the literacy team.
  - Describe the frequency of these team meetings.
  - Who takes the lead for these meetings?
  - What is your role?
  - What are the main tasks of this team?
  - Who is the person that knows the most about reading/reading interventions at your school?
7. Do you have any literacy duties in your school or a larger community?

**STUDENT SELECTION AND PROGRESS MONITORING**

8. What is the process for selecting struggling students for RTA support?  
*Follow-up if needed:*
  - Are there specific selection criteria? (If there is a written description, can we get copy?)
  - What assessments is your school using to identify students?
  - How often does your school screen for struggling students?
9. How does your school monitor the progress of struggling readers?  
*Follow-up if needed:*
  - How often is this done?
  - What assessments are used?
  - Who does the progress monitoring?
10. What training have teachers had on collecting and interpreting student reading data?

**EXITING STUDENTS**

I want to ask you some questions about exiting students from RTA. When RTA intervention students move out of RTA they may move into a more intensive intervention, a less intensive intervention, or back into the regular classroom literacy instruction.

11. What is the process for exiting an RTA student when they have made progress?
12. What happens to those students after they leave RTA?
13. What is the process for exiting an RTA student when they have not made progress?
14. What happens to those students after they leave RTA?

**RTA TEACHER**

15. Tell me about the duties of the RTA teacher at your school. (*We want to know about all duties outside of direct instruction*)
16. Did you assist with the hiring process of the current RTA teacher?  
*Follow-up if needed:*
  - If so, what qualifications influenced your decision?
  - What were you looking for?

**PARENTAL INVOLVEMENT**

17. How are parents involved in decisions about interventions for their children?
18. How does the school communicate with parents of struggling readers about their children's progress?

**STUDENT IMPACT**

19. How effective do you think your school is in identifying and supporting struggling readers?
20. What would make it more effective?
21. What are the biggest benefits of RTA?
22. What are some of the biggest challenges of RTA?
23. Talk with me about students who are struggling, but are not being served by RTA.  
*Follow-up if needed:*
  - How many students are there?
  - What prevents them from being served?
  - Are they served in other ways?
24. What impact do you think the program has had on students from culturally or linguistically diverse backgrounds?  
*Follow-up if needed:*
  - Can you give examples?
25. Are RTA funds used to supplement EL instruction?

**OTHER**

26. What advice would you give KDE about administering the RTA program?
27. If you could speak with a legislator about the impact of RTA on students in your school, what would you say?

**OPTIONAL**

28. Have you made any changes in your RTA program since the program began?
29. Are you planning any changes to your RTA program in the future?

**RTA CLASSROOM TEACHER INTERVIEW GUIDE 2013-2014**

The purpose of this interview is to learn more about the RTA program at your school, including the overall program of interventions to support struggling readers. We want to understand how students are selected and exited, who is involved in making decisions about students and program(s) and how that process works, what intervention(s) you are using, understand any challenges your school has faced in implementing the program, and get your recommendations for improvement. Your input is greatly appreciated and will provide valuable insights for the RTA program.

In the final report, you and your school will only be identified by region – east, west, central, etc. – and by population density – urban, rural, etc., not by name. Thank you for your assistance.

Do you have any questions?

**PROGRAM OF SUPPORT FOR STRUGGLING READERS**

1. Describe the literacy program that all students receive in regular classrooms.
2. How do you support struggling readers in the classroom?  
*Follow-up (for instance):*
  - What other kinds of things do you do?
  - Tell me more about that?
  - Do other teachers in your school do that, too? Who?
  - How did you learn about that?

*If they report differentiated reading groups in the regular classroom then:*

  - How many differentiated groups do you have in your classroom? \_\_\_\_\_
  - How many days a week are children in these groups? \_\_\_\_\_
  - How long does each group last? \_\_\_\_\_
  - How do you make decisions about how to place students in groups?
3. If a student is not successful just with extra supports in the regular classroom, what is the next level of support for them at this school (like for instance a tier 2 support)?
4. What is the most intensive level of reading intervention at your school? Think about students who are not successful in tier 2 interventions, what happens to them? (*tier 3 but not special educ. prompt*)  
*Follow-up if needed:*
  - Other than RTA, what people and/or program(s) are used to support struggling readers?
  - How does RTA fit into the school-wide program of support?
  - What supports do struggling readers get before RTA and after RTA?
5. How many struggling readers total do you have in your class?
6. How many of these are served by RTA?
7. How many of the struggling readers in your class are served by other teachers and/or interventions?
8. What are the other intervention programs/teachers?

**LITERACY TEAM**

9. Who is the person in the building who knows the most about reading/reading interventions?

10. Does your school have a reading intervention/RtI or literacy team?

*Follow-up if needed (don't push this):*

- Describe the membership of this team.
- Describe the frequency of the team meetings.
- Who takes the lead for these meetings?
- What are the main tasks of this team?

#### **STUDENT SELECTION AND PROGRESS MONITORING**

11. What is the process for selecting struggling students for RTA support?

*Follow-up if needed:*

- Are there specific selection criteria? (percentage cut-off \_\_\_\_\_)
- How are you involved in the selection of students to participate in RTA?
- Assessments used to select students?
- How often does your school screen for struggling students?
- How does your school monitor the progress of struggling readers?
- How often is this done?
- What is used?

12. What training have you had on collecting and interpreting student reading assessment data?

#### **EXITING**

I'm going to ask you some questions about exiting students from RTA. When RTA intervention students move out of RTA they may move into a more intensive intervention, a less intensive intervention, or back into the regular classroom literacy instruction.

13. Have you had any students exit from RTA this year? (If so how many?)
14. Did they move into less intensive instruction or more intensive instruction?
15. Are you involved in the exiting process?
16. What happens to those students that exit RTA?

#### **COLLABORATION**

17. Can you tell me a little about what the RTA teacher does at the school? (*We want to know all they do outside of direct instruction*).
18. In what ways do you collaborate with RTA teachers?
19. Are you involved in any literacy activities in your school or a larger community outside of direct literacy instruction?
20. What do your RTA students usually miss in the classroom when they go to RTA?

#### **PARENT INVOLVEMENT**

21. What is your involvement with parents as classroom teacher?
22. How are parents involved in decisions about interventions for their children?
23. How does the school communicate with parents about the progress of struggling readers?

#### **STUDENT IMPACT**

24. How effective do you think your school is in identifying and supporting struggling readers?
25. What would make it more effective?
26. What are the greatest benefits of RTA?
27. The biggest challenges?
28. Talk with me about students who are struggling, but are not being served by RTA.
- How many students are there in your class?

- What prevents them from being served?
- Are they being served in other ways?

29. What impact do you think the program has had on students from culturally or linguistically diverse backgrounds?

30. How many EL students are being served in your RTA classes?

#### OTHER

31. If you had the opportunity to talk with legislators about the RTA program, what would you tell them?

### COMPARISON SCHOOL ADMINISTRATOR INTERVIEW GUIDE 2013-14

The purpose of this interview is to learn more about reading intervention programs at your school, including the overall program of interventions to support struggling readers. We want to understand how students are selected and exited, who is involved in making decisions about students and program(s) and how that process works, what intervention(s) you are using, and any challenges your school has faced in implementing programs. Your input is greatly appreciated and will provide valuable insights in evaluating the RTA program.

In the final written report, your school will only be identified based on its geographic location – east, west, central, etc. – and its population density – urban, rural, etc.

Do you have any questions?

#### PROGRAM OF SUPPORT FOR STRUGGLING READERS

30. Describe the literacy program that all students receive in regular classrooms.

31. How does your reading intervention program fit into the school-wide program of support?

32. How do classroom teachers support struggling readers in the classroom (for instance tier 1 support)?

*Follow-up (for instance):*

- What other kinds of things do they do?
- Tell me more about that?
- Do other teachers in your school do that too?
- How did they learn about that?

*If they report differentiated instruction in the regular classroom then:*

- How many primary classrooms do you have in your school?
- How many of these offer differentiated instruction?
- Try to get them to be as specific as possible here. Ask how many teachers? How many grade levels?

33. If a student is not successful just with extra supports in the regular classroom, what is the next level of support for them at this school (like for instance a tier 2 support)?

34. What is the most intensive level of reading intervention at your school? Think about students who are not successful in tier 2 interventions, what happens to them? (*tier 3 but not special educ. prompt*)

#### LITERACY TEAM

35. Does your school have a reading intervention/RtI or literacy team?

*Follow-up if needed:*

- Describe the membership of the team.
- Describe the frequency of the team meetings.
- Who takes the lead for these meetings?
- What are the main tasks of this team?
- What is your role?
- Who is the person in the school that is most involved in the reading interventions at your school?

36. Do you have any literacy duties in your school or a larger community?

#### STUDENT SELECTION AND PROGRESS MONITORING

37. What is the process for selecting struggling students for reading intervention support?

- Are there specific selection criteria? (If there is a written description, can we get copy?)
  - What percentage cut-off?
  - What assessments is your school using to identify students?
  - How often does your school screen for struggling students?
38. How does your school monitor the progress of struggling readers?
- How often is this done?
  - What assessments are used?
  - Who does the progress monitoring?
39. What training have teachers had on collecting and interpreting student reading data?

#### EXITING STUDENTS

I want to ask you some questions about exiting students from RTA. When RTA intervention students move out of RTA they may move into a more intensive intervention, a less intensive intervention, or back into the regular classroom literacy instruction.

40. What is the process for exiting a student when they have made progress?
41. What happens to those students after they leave intervention?
42. What is the process for exiting a reading intervention student when they have not made progress?
43. What happens to those students after they leave reading intervention?

#### READING INTERVENTION TEACHER

44. Tell me about the duties of the reading intervention teacher at your school. *(Do not prompt but we want to know about all duties outside of direct instruction such as providing training, observations by other teachers, collaboration with parents, progress monitoring, resource to others).*
45. Did you assist with the hiring process of the current reading intervention teacher?
- If so, what were the qualifications that influenced your decision?
  - What were you looking for?

#### PARENTAL INVOLVEMENT

46. How are parents involved in decisions about interventions for their children?
47. How does the school communicate with parents of struggling readers about their children's progress?

#### STUDENT IMPACT

48. How effective do you think your school is in identifying and supporting struggling readers?
49. What would make it more effective?
50. What are the biggest benefits of your reading intervention program?
51. What are some of the biggest challenges of helping struggling readers?
52. Talk with me about students who are struggling, but are not getting extra help.  
*Follow-up if needed:*
- How many students are there?
  - What prevents them from being served?
  - Are they served in other ways?
53. What impact do you think your schools system of interventions has had on students from culturally or linguistically diverse backgrounds?  
*Follow-up if needed:*
- Can you give examples?
54. Are reading intervention funds used to supplement EL instruction?

## OTHER

55. If you could speak to a legislator about reading interventions in the state of Kentucky, what would you say?

## COMPARISON SCHOOL CLASSROOM TEACHER INTERVIEW 2013-2014

The purpose of this interview is to learn more about the reading intervention program at your school, including the overall program of interventions to support struggling readers. We want to understand how students are selected and exited, who is involved in making decisions about students and program(s) and how that process works, what intervention(s) you are using, understand any challenges your school has faced in implementing the program, and get your recommendations for improvement. Your input is greatly appreciated and will provide valuable insights for the Read to Achieve program we are evaluating.

In the final report, you and your school will only be identified by region – east, west, central, etc. – and by population density – urban, rural, etc., not by name. Thank you for your assistance.

Do you have any questions?

## PROGRAM OF SUPPORT FOR STRUGGLING READERS

1. Describe the literacy program that all students receive in regular classrooms.
2. How do you support struggling readers in the classroom?  
*Follow-up (for instance):*
  - What other kinds of things do you do?
  - Tell me more about that?
  - Do other teachers in your school do that, too? Who?
  - How did you learn about that?

*If they report differentiated reading groups in the regular classroom then:*  
 How many differentiated groups do you have in your classroom? \_\_\_\_\_  
 How many days a week are children in these groups? \_\_\_\_\_  
 How long does each group last? \_\_\_\_\_  
 How do you make decisions about how to place students in groups?
3. If a student is not successful just with extra supports in the regular classroom, what is the next level of support for them at this school (like for instance a tier 2 support)?
4. What is the most intensive level of reading intervention at your school? Think about students who are not successful in tier 2 interventions, what happens to them? (*tier 3 but not special educ. prompt*)  
  
*Follow-up if needed:*
  - Other than your intervention classroom, what people and/or program(s) are used to support struggling readers?
  - How does your intervention classroom fit into the school-wide program of support?
  - What supports do struggling readers get before and after your classroom intervention?
5. How many struggling readers total do you have in your class? \_\_\_\_\_
6. How many of these are served by the reading intervention program? \_\_\_\_\_
7. How many of the struggling readers in your class are served by other teachers and/or interventions? \_\_\_\_\_
8. What are the other intervention programs/teachers?

## LITERACY TEAM

9. Who is the person in the building who knows the most about reading/reading interventions?
10. Does your school have a reading intervention/RtI or literacy team?

*Follow-up if needed (don't push this):*

- Describe the membership of this team.
- Describe the frequency of the team meetings.
- Who takes the lead for these meetings? \_\_\_\_\_
- What are the main tasks of this team?

#### **STUDENT SELECTION AND PROGRESS MONITORING**

11. What is the process for selecting struggling students for reading intervention?

*Follow-up if needed:*

- Are there specific selection criteria? (percentage cut-off \_\_\_\_\_)?
- How are you involved in the selections of students to participate in reading intervention?
- Assessments used to select students?
- How often does your school screen for struggling students?
- How does your school monitor the progress of struggling readers?
- How often is this done?
- What is used?

12. What training have you had on collecting and interpreting student reading assessment data?

#### **EXITING**

I'm going to ask you some questions about exiting students from reading intervention this year. When reading intervention students exit your intervention program they can move to a less intensive intervention or a more intensive intervention.

13. Have you had any students exit from reading intervention this year? (If so how many?)
14. Did they move into less intensive instruction or more intensive instruction?
15. Are you involved in the exiting process?
16. What happens to those students that exit reading intervention?

#### **COLLABORATION**

17. Can you tell me a little about what the reading intervention teacher does at the school?  
*(Do not prompt but we want to know about all duties outside of direct instruction such as providing training, observations by other teachers, collaboration with parents, progress monitoring, resource to others).*
18. In what ways do you collaborate with the reading intervention teachers?
19. Are you involved in any literacy activities in your school or a larger community outside of direct literacy instruction?
20. What do your students usually miss in the classroom when they go to reading intervention?

#### **PARENT INVOLVEMENT**

21. What is your involvement with parents as classroom teacher?
22. How are parents involved in decisions about interventions for their children?
23. How does the school communicate with parents about the progress of struggling readers?

#### **STUDENT IMPACT**

24. How effective do you think your school is in identifying and supporting struggling readers?
25. What would make it more effective?
26. What are the greatest benefits of the reading intervention program?
27. The biggest challenges?

28. What impact do you think the program has had on students from culturally or linguistically diverse backgrounds?
29. How many EL students are being served in your reading intervention classes?

#### OTHER

30. If you had the opportunity to talk with legislators about reading intervention in the state of Kentucky, what would you tell them?

### COMPARISON SCHOOL READING INTERVENTION TEACHER INTERVIEW GUIDE 2013-14

The purpose of this interview is to learn more about the reading intervention program at your school, including the overall program of interventions to support struggling readers. We want to understand how students are selected and exited, who is involved in making decisions about students and program(s) and how that process works, what intervention(s) you are using, understand any challenges your school has faced in implementing the program, and get your recommendations for improvement. Your input is greatly appreciated and will provide valuable insights for the RTA program.

In the final report, you and your school will only be identified by region – east, west, central, etc. – and by population density – urban, rural, etc., not by name. Thank you for your assistance.  
Do you have any questions?

#### TRAINING IN READING INTERVENTION

1. Tell me a little bit about your education and career before you became the reading intervention teacher.
2. What reading intervention programs are you using in your classroom?
3. What training did you initially have in order to teach each of the intervention(s) at your school?  
*Follow-up if needed:*
  - What did this look like?
  - How many hours?
  - When was this training?
4. What training have you had since you began teaching the intervention(s)?  
*Follow-up if needed:*
  - What has that looked like?
  - How many hours per year?
  - When was this training?
5. List all of the literacy training you have received so far this year.
6. What training have you had on selecting and exiting students for reading intervention?

#### PROGRAM OF SUPPORT FOR STRUGGLING READERS

7. Describe the literacy program that all students receive in regular classrooms.
8. How does your reading intervention program fit into the school-wide program of support for struggling readers?
9. How do classroom teachers support struggling readers in the classroom (for instance tier 1)?  
*Find out as much as you can here.*

*Follow-up as they offer things (for instance):*

- What other kinds of things do they do?
- Tell me more about that?
- Do other teachers in your school do that, too? Who?
- How did they learn about that?

*If they report differentiated instruction in the regular classroom then get specific by mixing this question with the one above. For example, "You said classroom teachers offer different text levels to students based on reading level. Do all of the primary teachers do that or do just some?"*

- How many of the primary classrooms here offer differentiated instruction?  
**None, Some, Most, All**
  - How many offer different text levels?  
**None, Some, Most, All**
  - What about grouping. Does everyone do small groups for extra instruction for students who are having some trouble?  
**None, Some, Most, All**
  - How many offer extra instruction to struggling readers?  
**None, Some, Most, All**
10. If a student is not successful just with extra supports in the regular classroom, what is the next level of support for them at this school (like for instance a tier 2 support)?
  11. What is the most intensive level of reading intervention at your school? Think about students who are not successful in tier 2 interventions, what happens to them (*tier 3 – not special educ. prompt*)
  12. Just to make sure we've learned about all the reading interventions here, other than your reading intervention program, what people and or programs are used to support struggling readers?

### LITERACY TEAM QUESTIONS

13. Does your school have a literacy or reading intervention team?  
*Follow-up if needed:*
  - Tell me about it.
  - Describe the membership of this team.  
Describe the frequency of the team meetings.  
Who takes the lead for these meetings?
  - What are the main tasks of this team?
  - What is your role?

### STUDENT SELECTION AND PROGRESS MONITORING

14. What is the process for selecting struggling students for support?  
*Follow-up if needed:*
  - What assessments are used?
  - Are there specific selection criteria? (percentage cut-off)
  - If there is a written description can we get a copy?
15. How often does your school screen for struggling students?
16. How does your school monitor the progress of struggling readers?
  - What assessments are used?
  - How often is this done?
  - Who does the progress monitoring?
17. What training have teachers had on collecting and interpreting student reading data?

### READING INTERVENTION CLASS

18. Which grades are you serving?
19. Do you teach math interventions as well?  
*Follow-up if needed:*  
What percent of your day is spent on reading?
20. How often is this instruction or intervention implemented per week?
21. How long is each session?
22. How many students are on your caseload right now?
23. Describe a typical intervention class experience for students. Small group instruction? (How large are groups?) One-on-one instruction?

24. What do students usually miss in the regular classroom when they come to reading intervention class?
25. What interventions are you teaching?
26. What components of reading instruction are included in the curriculum that you use (*comprehension, fluency, phonemic awareness, phonics, and vocabulary*)?

#### EXITING

I want to ask you some questions about exiting students from reading intervention. When a student exits your reading intervention program they can move to a less intensive intervention or to a more intensive intervention, or back into the regular classroom literacy instruction.

27. How do you know when a student has made enough progress to exit your reading intervention program and move **to a less intensive intervention** (the student was successful in your reading intervention classroom)?
28. What is the process?
29. How many of these students have exited so far this year?
30. Now think of an example of one of these students. Without giving identifying information tell me about this student's progress in intervention. How many years in reading intervention? How many different interventions during that time? List any follow-up done with this student (by you or others). Describe the literacy instruction this student is now receiving.
31. How do you know when a student needs to be exited from your reading intervention program to a **more intensive intervention**? (reading intervention did not meet the needs of the student)
32. What is the process?
33. How many of these students have exited so far this year?
34. Now think of an example of one of these students. Without giving identifying information tell me about this student's progress in intervention. How many years in reading intervention? How many different interventions during that time? List any follow-up done with this student (by you or others). Describe the literacy instruction this student is now receiving.
35. What are the challenges you experience related to the exiting process?

#### INTERVENTION TEACHER ROLES

36. Do you have other non-reading teacher duties at your school (instruction, bus duty, lunch duty, etc)?
37. Do you have literacy-related responsibilities at your school or in a larger community that are outside of the direct instruction of students?  
*Follow-up if needed: (Do not prompt but we want to know about all duties outside of direct instruction such as providing training, observations by other teachers, collaboration with parents, progress monitoring, resource to others).*

#### COLLABORATION

38. In what ways do you collaborate with classroom teachers to support struggling readers?
  - *Don't prompt but look for: designing instruction, adjusting classroom instruction, and progress monitoring duties.*
39. Is there anyone else you collaborate with at your school? (other than general education teachers)

#### PARENT INVOLVEMENT

40. What is your involvement with parents as the reading intervention teacher?
41. How are parents involved in decisions about interventions for their children?
42. How does the school communicate with parents about the progress of struggling readers?

#### STUDENT IMPACT

43. How effective do you think your school is in identifying and supporting struggling readers?
44. What would make it more effective?
45. What are the greatest benefits of your schools reading intervention program?
46. What are some of your school's greatest reading success stories?

47. What are some of the biggest challenges of your schools system of reading interventions?
48. Talk with me about students who are struggling, but are not being served in reading intervention.  
*Follow-up if needed:*
  - How many students are there?
  - What prevents them from being served?
  - Are they served in other ways?
49. What impact do you think the program has had on students from culturally or linguistically diverse backgrounds?  
*Follow-up if needed:*
  - Can you give some specific examples?
50. If you had the opportunity to talk with legislators about reading intervention in Kentucky schools, what would you tell them?

## Appendix E

### Parent Interview Questions

Please remember that these are guiding questions. The purpose of these interviews is to determine (to the **full** extent possible) what information the school has shared with the parent about their student's literacy program. **PROBE** as much as possible.

Begin by introducing yourself and explaining the purpose of the interview. Thank them for their time and their involvement in the research.

#### **Guiding Questions:**

- How were you notified about your school's literacy intervention program?
- Tell me about any literacy activities or meetings you have been involved in at your child's school.
- What do you know about your child's literacy intervention program?
- Tell me about the impact this literacy program has had on your child's progress in reading?

## Appendix F

### School Information Form

Name of School: \_\_\_\_\_

District: \_\_\_\_\_

Total number of students enrolled at your school: \_\_\_\_\_

How many students has your school identified as "struggling readers?" \_\_\_\_\_

Which grade levels are tested with MAP? \_\_\_\_\_

	Primary Intervention Program	Who teaches this intervention?	Number of Students	Intensity	Duration
				(days per week/minutes per day)	(how many weeks to students stay)
Kindergarten					
1 <sup>st</sup> Grade					
2 <sup>nd</sup> Grade					
3 <sup>rd</sup> Grade					
4 <sup>th</sup> Grade					

	Other Intervention Program	Who teaches this intervention?	Number of Students	Intensity	Duration
				(days per week/min per day)	(how many weeks students stay)
Kindergarten					
1 <sup>st</sup> Grade					
2 <sup>nd</sup> Grade					
3 <sup>rd</sup> Grade					
Total					

	Number of Students Not Being Served who Need Intervention	Reason for Not Serving
		(e.g. not enough funding for intervention teachers)
Kindergarten		
1 <sup>st</sup> Grade		
2 <sup>nd</sup> Grade		
3 <sup>rd</sup> Grade		
Total		

## Appendix G

### Systems of Interventions Rubric

**School:**

**Date:**

<p><b>1. SCREENING STUDENTS:</b> How does the school approach screening students? See if they know they are using MAP, how often they use it, which grades, and how they are using MAP data (e.g., are they looking at how they perform throughout the year on MAP for progress monitoring).</p>			
<p>0 = School does not have a systematic processes for screening students who are at elevated risk of developing reading disabilities.</p>	<p>1 = There is inconsistent evidence across school personnel related to screening or screening is inconsistent across grades. School reports screening students at EITHER the beginning or middle of the year. No monitoring students at risk.</p>	<p>2 = There is somewhat consistent evidence across school personnel that screening occurs across. School reports screening students at the beginning and middle of the year but doesn't regularly monitor the progress of students who are at elevated risk for developing reading disabilities</p>	<p>3 = There is consistent evidence across school personnel that screening occurs for all primary grades. School reports screening students at the beginning and middle of the year and regularly monitors the progress of students who are at elevated risk for developing reading disabilities</p>
<p><b>2. DIFFERENTIATED INSTRUCTION:</b> How does the school approach differentiated instruction? What we want to know is how they think about it, can they describe it, and can they do it?</p>			
<p>0 = School reports no use of differentiated instruction.</p>	<p>1 = There is inconsistent evidence across school personnel of differentiated instruction and/or differentiation occurs in just one grade or only for students at risk or requiring special education services.</p>	<p>2 = There is somewhat consistent evidence across school personnel of differentiated instruction. Differentiation occurs across most grades. School reports providing differentiated reading instruction for all students based on assessment data (tier 1) including varying time, content, and degree of support and scaffolding— There are data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day. Classroom teachers know how to collect and interpret student data on reading efficiently and reliably.</p>	<p>3 = There is consistent evidence across school personnel and grades of differentiated instruction. School reports providing differentiated reading instruction for all students based on assessment data (tier 1) including varying time, content, and degree of support and scaffolding— There are data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day. Classroom teachers know how to collect and interpret student data on reading efficiently and reliably.</p>

<p>3. <b>TIER 2:</b> How does the school approach systematic instruction for students below the benchmark on universal screening? Are they helping students who are below the benchmark on universal screening in a systematic way (e.g., providing systematic instruction at Tier II that specifically addresses foundational literacy skills and the teacher/interventionist is able to describe how those skills are taught, what they look like at their school, and what curriculum they are using)?</p>			
<p>0 = School reports no instruction on foundational reading skills in small groups or individuals to students who score below the benchmark on universal screening.</p>	<p>1 = There is inconsistent evidence across school personnel of systematic instruction or instruction is available at just one grade. School reports providing instruction on foundational reading skills in small groups/individuals to students who score below the benchmark on universal screening, however, instruction is not systematic in intensive.</p>	<p>2 = There is somewhat consistent evidence across school personnel and across most primary grades of systematic instruction. School reports providing systematic instruction on up to three foundational reading skills in small groups/individuals to students who score below the benchmark on universal screening. These groups meet less than 3 times a week for 20-40 minutes (tier 2).</p>	<p>3 = There is consistent evidence across school personnel and grades of systematic instruction. School reports providing intensive, systematic instruction on up to three foundational reading skills in small groups/individuals to students who score below the benchmark on universal screening. These groups meet between three and five times a week for 20-40 minutes (tier 2).</p>

<p>4. <b>PROGRESS MONITORING:</b> How does the school approach monitoring the progress of tier 2 students? (Note – this should be a combination of their universal screener (MAP) and some other form of data monitoring.</p>			
<p>0 = School doesn't report monitoring the progress of tier 2 students.</p>	<p>1 = There is inconsistent evidence across school personnel and grades (i.e. just one grade) of progress monitoring of Tier 2 students. School reports monitoring the progress of tier 2 students at least once a year and uses this data to determine whether students still require intervention.</p>	<p>2 = There is somewhat consistent evidence across school personnel and/or for most primary grades of progress monitoring of Tier 2 students. School reports monitoring the progress of tier 2 students at least three times a year and uses this data to determine whether students still require intervention. For those students still making insufficient progress, teams design a tier 3 intervention plan.</p>	<p>3 = There is consistent evidence across school personnel and grades of progress monitoring of Tier 2 students. School reports monitoring the progress of tier 2 students at least once a month and uses this data to determine whether students still require intervention. For those students still making insufficient progress, teams design a tier 3 intervention plan.</p>

5. <b>TIER 3:</b> How does the school approach intensive instruction for students who show minimal progress following time in tier 2 small group instruction (tier 3)?			
0 = School does not report providing intensive instruction that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	1 = There is inconsistent evidence across school personnel and/or grades (i.e. just one grade) of intensive instruction for students showing minimal progress. School reports providing intensive instruction on a monthly basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	2 = There is somewhat consistent evidence across school personnel and/or across most grades of intensive instruction for students showing minimal progress. School reports providing intensive instruction on a weekly basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).	3 = There is consistent evidence across school personnel and grades of intensive instruction for students showing minimal progress. School reports providing intensive instruction on a daily basis that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3). This includes concentrated instruction, adjusted lesson pace, intensive lessons that provide opportunities to practice, and is individualized to the needs of the student.
6. <b>PARENTAL INVOLVEMENT:</b> How does the school approach parental involvement in intervention planning, and student progress?			
0 = School does not report any successful means of parent communication or involvement related to students' reading progress.	1 = There is inconsistent evidence across school personnel and grades (i.e. one grade) of parental involvement. School reports contacting parents primarily through letters/emails but does not attempt further communication or provide opportunities for additional contact.	3 = There is consistent evidence across school personnel and grades of parental involvement. School reports initiating parent contact through multiple means (parent notes/email, phone calls, conferences), holds regularly scheduled parent conferences, and actively involves parents in the intervention plans and student progress. Parents' input is sought regarding decision making about students' placement in interventions; progress-monitoring information is shared with parents regularly. Strategies are in place to help parents support literacy through home activities	

7. <b>LITERACY LEADERSHIP:</b> How involved are teachers and administrators in the school in literacy leadership activities?			
0 = School reports no active literacy committees, activities, or school-wide support for literacy.	1 = There is inconsistent evidence across school personnel and/or grades of leadership activities. School reports minimal involvement in literacy committees, promoting school awareness of literacy events, and support.	2 = There is somewhat consistent evidence across school personnel and/or across most grades of leadership activities. School reports that teachers and administration are involved (in some capacity) in literacy committees, promote school awareness of literacy events, and provide each other support. Additionally, teachers report adequate support from administration in completing their instructional duties (e.g., are not requested to do additional school duties).	3 = There is consistent evidence across school personnel and grades of leadership activities. School reports that teachers and administration are actively involved in literacy committees, promote school awareness of literacy events, and provide each other support. Additionally, teachers report ample support from administration in carrying out response to intervention components. There is an active literacy team that makes decisions about the school's system for interventions.

8. <b>COLLABORATION:</b> How does the school approach collaboration between classroom teachers and reading intervention teachers? How involved are classroom teachers and reading intervention teachers in collaborating on reading interventions, adjusting classroom instruction, and/or monitoring student progress?			
0 = School reports no collaboration between classroom teachers and reading intervention teachers.	1 = There is inconsistent evidence across school personnel and/or grades of collaboration between classroom teachers and reading intervention teachers in: designing instruction for reading interventions, adjusting classroom instruction, and/or monitoring student progress. Teachers report minimal collaboration surrounding the three areas listed.	2 = There is somewhat consistent evidence across school personnel and/or grades of collaboration between classroom teachers and reading intervention teachers in: designing instruction for reading interventions, adjusting classroom instruction, and/or monitoring student progress. Teachers report some collaboration surrounding the three areas listed.	3 = There is consistent evidence across school personnel and/or grades of collaboration between classroom teachers and reading intervention teachers in: designing instruction for reading interventions, adjusting classroom instruction, and/or monitoring student progress. Teachers report significant collaboration surrounding the three areas listed.

## Appendix H

### Site Visit RTA and Comparison School Profiles

#### **READ TO ACHIEVE 2013-2014 Site Visit RTA and Comparison School Profiles**

##### **Instructions**

This process involves using all the data gathered during site visits to develop an in-depth profile of each school's RTA or other reading intervention program implementation.

1. Review the template to see the kinds of information we are seeking for the school profiles.
2. Each field researcher should read all transcripts from the school to get a picture of implementation from the perspectives of school personnel. As you are reading, take note of quotes that seem especially powerful or aptly illustrate implementation at this school OR common patterns across schools that you may have noted during your site visits.
3. After each field researcher has read all of the interviews, go through each item on the template and discuss the impressions you got related to that template item. Go back to the portions of the interviews that related specifically to each topic. Summarize the information provided by the respondents related to the template item based on the data in the interview transcripts.
  - a. When interviewees provided inconsistent information related to a topic, just note that information from respondents was inconsistent and write who said what (EX. administrator said the teacher only taught the reading intervention but the reading teacher said she plays multiple roles such as monitoring the lunch room, conducting bus duty, etc.). When information is consistent, note that with summary statements (Ex. All respondents indicated the literacy team is actively involved in making decisions about selection and exit criteria for reading intervention). If no information was provided related to a particular topic, then note that in the box provided for that topic.
  - b. In addition to summary statements, include examples where appropriate (Ex.: The RTA/reading intervention teacher collaborates regularly with classroom teachers regarding student assessments and instruction [summary statement]. One classroom teacher indicated she meets during her planning time each Monday with the RTA/reading intervention teacher.... [explanatory detail]).
4. If you noticed powerful or illustrative quotes in the transcripts, included them in the template as they pertain to specific topics. Include who said it (RTA/reading intervention teacher, classroom teacher, and administrator). We would like to have several quotes from each school from which to choose for the report. We want to use these to provide context for the findings.
5. If something interesting or unique emerges from the data, be sure to include it under "other observer impressions"
6. Review the classroom observation notes to complete the sections on RTA/reading intervention class and regular classroom instruction. You do not need to provide anything quantitative but can just give your impressions with examples from field notes where appropriate.

**Site Visit RTA and Comparison School Profile**

Name of School: \_\_\_\_\_  
 District: \_\_\_\_\_  
 Names of Participants: \_\_\_\_\_  
 \_\_\_\_\_

<p><b>1.Regular Classroom Literacy Program</b>                  (What is the regular classroom literacy program for all students?)                  Administrator Interview Questions: 1, 2                  Classroom Teacher Interview Questions: 1, 2                  RTA/Reading Intervention Teacher Interview Questions: 4, 5</p>
<p><b>2.Tier One (regular classroom) Intervention</b>                  (What do classroom teachers do for students who are struggling in the regular classroom? How do they modify instruction, materials, groupings, etc. How well prepared are teachers to interpret assessment data?)                  Administrator Interview Questions: 1, 2, 3, 4, 6                  Classroom Teacher Interview Questions: 1, 2, 3, 4, 5, 6, 7, 9, 10                  RTA/Intervention Teacher Interview Questions: 4, 5, 6, 7, 9, 31, 32</p>
<p><b>3.Tier Two Intervention</b></p>
<p><b>4.Tier Three Intervention</b></p>
<p><b>5.RTA/Reading Intervention Program within a Response to Intervention System</b>                  (Describe the literacy team. What is the system of interventions? What other interventions are there? Are there other teachers of the RTA/other reading intervention? What supports do struggling readers get before and after RTA/reading intervention? What happens if a child is not successful in RTA/reading intervention? Then what supports are provided?)                  Administrator Interview Questions: 1, 2, 3, 4, 5, 7, 16, 17, 27, 29                  Classroom Teacher Interview Questions: 1, 2, 3, 4, 7, 9, 11, 20, 21, 37,38                  RTA/Intervention Teacher Interview Questions: 4, 5, 6, 7, 8, 10, 17, 18, 50, 51</p> <p>Literacy Team -                  System of Interventions -                  What other interventions are there?                  Supports Before and After RTA?                  What happens if not successful in RTA?</p>
<p><b>6.RTA/Reading Intervention Program Student Selection, Monitoring, Discontinuation</b>                  (How are students selected? What assessments are used? Who makes decisions about students' selection and discontinuation? How does the school keep track of how students are progressing?)</p>

Administrator Interview Questions: 8, 9, 10,11, 12, 13, 14, 15, Classroom Teacher Interview Questions: 12, 13, 14, 15, 16, 17, 18, 19, 21 RTA/Intervention Teacher Interview Questions: 11, 12, 13, 14, 15, 16, 17	
Selection -	
Progress Monitoring – What is used? Who does PM?	
Discontinuation -	
<b>7.RTA/Reading Intervention Teachers' Collaboration with Classroom Teachers</b>	
(Collaboration related to selection, exiting, instruction in classrooms, etc.)	
Administrator Interview Questions: 5,7,8, 14 Classroom Teacher Interview Questions: 9, 11, 12, 19, 22, 23, RTA/Intervention Teacher Interview Questions: 8, 10, 11, 31, 32, 36, 37	
<b>8.Parental Involvement</b>	
(How are parents involved in decisions about RTA/reading intervention for their children? How are they notified about RTA/reading intervention at their school? What do parents know about their child's reading intervention? What impact do they feel it has on student achievement? How does the school communicate with the parents about the progress their child/children have made? )	
Administrator Interview Questions: 18, 19 Classroom Teacher Interview Questions: 26, 27, 28 RTA/Intervention Teacher Interview Questions: 39, 40, 41 Parent Interview Questions ## & ##	
<b>9.RTA/Reading Intervention Teacher's Experience and Training and Hiring</b>	
(yrs. teaching overall, in the intervention, training in the intervention initially, this year, etc.)	
Yrs. teaching overall -	
Years teaching in intervention -	
Training for interventions -	
Information about hiring of RTA Teacher-	
<b>10.RTA/Reading Intervention Teacher's Roles and Responsibilities</b>	
(How does she spend her day? How many students? Time working with students, fulfilling other duties. Do they work with other interventionists? Do they have leadership responsibilities? Etc.)	
Administrator Interview Questions: 7, 12 RTA Teacher/Reading Intervention Interview Questions: 10, 11, 12, 13, 19, 20, 21, 22, 23, 26, 27, 28, 29, 34, 35, 36, 37	
How many students served?	
What other duties?	
Literacy leadership?	
<b>11.Perceptions of RTA's/Reading Intervention's Effectiveness</b>	
(What are the biggest benefits? What are the biggest challenges? Are there success stories? Are there stories of kids who are not successful? What about closing the gaps among traditionally underperforming groups (specifically students that are from culturally or linguistically diverse backgrounds)?)	
Administrator	Administrator Interview Questions: 23, 24, 25, 26, 27, 28, 30, 32, 33
RTA Teacher	RTA Teacher Interview Questions: 45, 46, 47, 48, 49, 50, 52, 53, 54, 55
Classroom Teachers	Classroom Teacher Interview Questions: 29, 30, 31, 34, 35, 36, 39,40, 41, 42
Administrator -	

**RTA/Intervention Teacher -  
Classroom Teachers -**

The following sections will be filled out from Classroom and Intervention Classroom Observation Notes as well as interview questions:

<b>12.Observer impressions of reading instruction for RTA/reading intervention students in the Primary Grades.</b>	
<b>(What do students usually miss in the reg. classroom when they go to RTA/reading intervention? Describe instruction in the RTA/reading intervention program. How is instruction similar to or different from classroom instruction in terms of focus and activities? How large are the groups in RTA/Reading Intervention classrooms?)</b>	
Classroom Teacher Questions: 23, 25	
RTA/Intervention Teacher Questions: 19-30, 31, 32, 38	
RTA/reading intervention instruction (include name of program observed)	
Classroom Instruction	
What do students usually miss in regular classroom?	
How large are groups in RTA/reading intervention class?	

13.	Holistic School Rating 0-3	Comments
How does the school approach screening students (for RTA/main reading intervention or other interventions)?		
How does the school approach differentiated instruction in the regular classroom (Tier 1)?		
How does the school approach systematic instruction for students below the benchmark on universal screening (Tier 2)? This may be the RTA/ Main Reading intervention program.		
How does the school approach monitoring the progress of tier 2 students?		
How does the school approach intensive instruction for students who show minimal progress following time in tier 2 small group instruction (tier 3)?		
How does the school approach parental involvement in intervention planning, and student progress?		
How involved are teachers and administrators in the school in literacy leadership activities?		
How involved are RTA/Intervention teachers and classroom teachers in collaborating on designing classroom instruction for intervention class, adjusting classroom instruction for regular class, and monitoring student progress?		

<b>14.Observer impressions of school-level RTA implementation</b>
<b>High or low implementer of RTA/reading intervention? Do they have a highly trained RTA/reading intervention teacher? Are they serving all grades (explain)? Does everyone seem knowledgeable about RTA/literacy program and “on board”? Do they have an RTA/literacy team?</b>
<b>15.Other observer impressions</b>

## Appendix I

### Literacy Leadership Scale

Roles of RTA/Intervention Teacher/Literacy Leadership	
<input type="radio"/>	
School:	Date:
Task	Response Options
Attends decision-making literacy intervention meetings	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>
Leads decision-making literacy intervention meetings	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>
Provides training for others in their school and/or district	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>
Lessons are observed by teachers, parents, and/or administrators to enhance the learning/understanding of others	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>
Collaborates with classroom teachers (frequent and regular meetings/check-ins about intervention students)	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>
Coordinates and/or performs progress monitoring duties for their intervention students as well as other RtI students at their school	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>
Takes leadership role in family literacy nights	<div style="display: flex; justify-content: space-between; align-items: center;"> <span>None</span> <span>0-----2-----3-----4-----5</span> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <span></span> <span>Somewhat</span> <span>Consistently</span> </div> <p>Comments:</p>

<p>Serves as a literacy resource to others (teachers/parents ask questions, seek advice, get new strategies etc.)</p>	<p style="text-align: center;">0-----2-----3-----4-----5 None                      Somewhat                      Consistently</p> <p>Comments:</p>
<p>Collaborates with parents (initiates regular contact, sends home books/materials, shares progress monitoring data, invites them in for observations/conferences)</p>	<p style="text-align: center;">0-----2-----3-----4-----5 None                      Somewhat                      Consistently</p> <p>Comments:</p>
<p>Is an integral part of the RtI decision-making process</p>	<p style="text-align: center;">0-----2-----3-----4-----5 None                      Somewhat                      Consistently</p> <p>Comments:</p>
<p>Is viewed as a literacy leader by others in the school</p>	<p style="text-align: center;">0-----2-----3-----4-----5 None                      Somewhat                      Consistently</p> <p>Comments:</p>
<p>Is active in a larger literacy community (district, region, state)</p>	<p style="text-align: center;">0-----2-----3-----4-----5 None                      Somewhat                      Consistently</p> <p>Comments:</p>

## Appendix J

### Characteristics of More and Less Effective Multi-Tiered Systems in RTA Schools

#### *Characteristics of More and Less Effective Multi-Tiered Systems in RTA Schools.*

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##### High Implementers

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System of Intervention	They have evidence based curriculums they are using with fidelity. They are using data to screen, progress monitor, and exit students. They have data driven decision making teams and the RTA teachers are leaders on the teams and in the school.
RTA Teachers	They follow an organized plan to exit students. The RTA teachers have strong collaborative relationships with classroom teachers and are looked to as a resource. They involve parents in the RTA process. Their intervention programs are flexible and they change students within interventions frequently. They are well trained and train others in their school or district. They continue to receive ongoing training. They have supportive principals.

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##### Low Implementers

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System of Interventions	They do not have effective literacy teams. RTA teachers are not viewed as leaders. They have principals with less experience in the building. They have problems with screening, progress monitoring, and exiting students. They do not always make data driven decisions and there was some question whether the most struggling students were receiving services.
RTA Teachers	The RTA teacher did not always follow the evidence based curriculum with fidelity. Their activities outside of instructional time were not literacy activities. Their days were full of incidental tasks. The RTA teacher did not provide training for their school or district. They sometimes did not receive much initial or follow-up training. They were sometimes well trained and receiving ongoing training. They sometimes had good relationships with parents.

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## Appendix K

### Experience and Training of Site Based Interventionists

#### *RTA Teachers Experience and Training*

RTA Teachers	Years Teaching Before RTA	Years as RTA Teacher	Received Extensive Initial Training for Interventions?	Receiving Follow-up Training for Interventions?
AY11	M=18.6	M=3.7	Yes (N= 7) No (N= 0)	Yes (N=7) No (N=0)
AY12	M=19	M=4	Yes (N=7) No (N=1)	Yes (N=7) No (N=1)
AY13	M=10.13	M=5.13	Yes (N=6) No (N=2)	Yes (N=7) No (N=1)

#### *Non-RTA School Interventionists Experience and Training*

Comparison Interventionists	Years Teaching Before Intervention	Years as Interventionist	Received Extensive Initial Training for Interventions?	Receiving Follow-up Training for Interventions?
AY12	M=23	M=4	Yes (N= 5) No (N= 3)	Yes (N= 2) No (N= 6)
AY13	M=22.8	M=4.4	Yes (N=3) No (N=3)	Yes (N=4) No (N=2)

## Appendix L

RTA and Comparison School Intervention Programs and Caseload Numbers (in no particular order).

RTA School	RTA Intervention Programs	Grades Served	Number of Students on RTA Caseload	Changes in Program
1.	Reading Recovery (RR) Leveled Literacy Instruction (LLI) Comprehensive Intervention Model (CIM) Reading Mastery (RM)	1, 2, 3	26	Began attending RR continuing contact again after a lapse
2.	Reading Recovery CIM	K, 1, 2, 3	27	No
3.	Reading Recovery	K, 1, 2	20	Did not receive grant the next round
4.	Scott Foresman, Sidewalks	K, 1, 2, 3	21	New RTA teacher Changed intervention programs
5.	Reading Recovery CIM	K,1,2	24	New RTA teacher
6.	Reading Recovery Reading Mastery	1, 2	10	New RTA teacher
7.	Reading Recovery CIM	1, 2	19	No
8.	Reading Mastery	1, 2, 3	24	No
Non-RTA School	Intervention Programs	Grades Served	Number of Students on Intervention Caseload	Changes in Program
1.	No Specified Intervention Program	3 of 4	34	No
2.	RR No Specific Intervention Program For K	2 of 4	15	No
3.	LLI Orton Gillingham	3 of 4	13	New principal
4.	CIM	K, 1, 2	43	No
5.	LLI	K, 1, 2, 3	27	Hired highly trained reading coach
6.	95 <sup>th</sup> % Group Phonics Lesson Library	3 of 4	9	School decided not to have designated reading interventionist, the principal is trying to fill this role.

Appendix M

Observation Scores for Intervention and General Education Classrooms: Site Visit Schools

	<b>AY12 Observation RTA Teacher</b>	<b>AY12 Observation General Education Teachers</b>	<b>AY13 Observation RTA Teacher</b>	<b>AY13 Observation General Education Teachers</b>
<b>RTA Schools Mean Score</b>	1.66	1.36	1.69	1.58
<b>Non-RTA Schools Mean Score</b>	1.66	1.31	1.55	1.28

## Appendix N

### Implementation Variables used with Rasch Analysis

#### *Instrumentation*

The implementation items were selected from RTA 2012-2013 Program Evaluation I, Program Evaluation II, Administrator Survey, Classroom Teacher Survey, and 2011-2012 Program Report II Training. All categorical responses are coded as “yes” = 1 and “no” = 0. For example, if classroom teacher got information about Tier I interventions from RTA-funded teacher(s), this response would be coded as 1, otherwise, will be coded as 0. The list of implementation items and their coding methods are shown in Table 1.

Table 1

#### *Implementation Items*

Items	Coding
<u>Administrator Implementation Ruler</u>	
<b>AD Q2 . In what activity(s) did you engage for your school’s RTA intervention program (in some capacity) this school year? Please check all that apply:</b>	
1. Assisted in selecting teacher materials	
2. Evaluated RTA teacher (either formal or informal)	
3. Observation of RTA teacher	
4. Assisted in planning RTA instruction	Yes = 1
5. Assisted in making decisions about individual students’ entry/exit in the RTA intervention program	No = 0
6. Participated in RTA team meetings	
7. Assisted in developing and/or providing professional development for the RTA intervention program	
8. Participated in professional development conducted by the RTA teacher	
<b>AD Q35. In addition to teaching the intervention class, what other duties does the RTA intervention teacher perform at your school? Please check all that apply:</b>	
1. Bus Duty	Yes = 1
2. Lunch Duty	No = 0
3. Hall Duty	
4. Substitute Teacher	
5. Office Duties	

Items	Coding
<u>Classroom Teacher Implementation Ruler</u>	
<b>CT Q2 . In what ways were you involved in your school's RTA intervention program (in some capacity) this school year? Please check all that apply:</b>	
1. Assisted in selecting teaching materials	
2. Observation of RTA teacher	
3. Collaborated in planning RTA instruction	Yes = 1
4. Collaborated in making decisions about individual students' entry/exit in the RTA intervention program	No = 0
5. Participated in RTA team meetings	
6. Collaborated in developing and/or providing professional development for the RTA intervention program	
7. Participated in professional development conducted by RTA teacher	
8. Received assistance from RTA teacher related to your instruction	
<b>CT Q58#1. Please check each way that you have collaborated with your school's RTA this school year.</b>	
1. Developing professional development activities	
2. Sharing instructional strategies	
3. Selecting teaching materials	
4. Consulting on students' progress	Yes = 1
5. Participating in RTA meetings	No = 0
6. Planning RTA classroom instruction	
7. Planning my classroom instruction	
8. Monitoring student progress	
9. Identifying a student for intervention	
10. Releasing a student from intervention	
11. Working together with students in the classroom	
<b>CT Q66. What component(s) of your classroom instruction have you adjusted for RTA students based on the feedback and/or communication with your school's RTA intervention teacher? Please check all that apply:</b>	
1. Reading materials	Yes = 1
2. Method of providing instruction	No = 0
3. Grouping	
4. Instructional content/skills	

Items	Coding
<p><b>CT Q67. What component(s) of the RTA intervention teacher's instruction for RTA students did s/he change based on the feedback and/or communication with you? Please check all that apply:</b></p> <ol style="list-style-type: none"> <li>1. Reading materials</li> <li>2. Method of providing instruction</li> <li>3. Grouping</li> <li>4. Instructional content/skills</li> </ol>	<p>Yes = 1 No = 0</p>
<p><b>CT Q73. If you meet with the RTA teacher to discuss student progress, what type of information do you use? Please check all that apply:</b></p> <ol style="list-style-type: none"> <li>1. Discuss student information such as student's educational history, behaviors, or home environment</li> <li>2. Discuss class observations or anecdotal records</li> <li>3. Discuss existing data (e.g., curriculum records, permanent product, etc.)</li> <li>4. Discuss information provided by other teachers</li> <li>5. Discuss information provided by students' parents</li> <li>6. Discuss assessment data</li> </ol>	<p>Yes = 1 No = 0</p>
<p><b>CT Q75. When a student in your class is having reading difficulties, what do you do? Please check all that apply:</b></p> <ol style="list-style-type: none"> <li>6. Seek help from RTA teacher or other reading specialist</li> </ol>	<p>Yes = 1 No = 0</p>
<p><b>CT Q57. Please indicate how often you communicate about RTA students with your school's RTA intervention teacher:</b></p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. 2-3 times a year</li> <li>3. Once a Month</li> <li>4. Once a Week</li> <li>5. Daily</li> </ol>	<p>Never = 1 2-3 times a year = 2 Once a Month = 3 Once a Week = 4 Daily = 5</p>
<p><b>CT Q64. How often do you adjust your classroom instruction for RTA students based on the feedback and/or communication with your school's RTA intervention teacher?</b></p> <ol style="list-style-type: none"> <li>1. Never</li> <li>2. 2-3 times a year</li> <li>3. Once a Month</li> <li>4. Once a Week</li> <li>5. Daily</li> </ol>	<p>Never = 1 2-3 times a year = 2 Once a Month = 3 Once a Week = 4 Daily = 5</p>

Items	Coding
<b>CT Q58#2. Please indicate what in what ways and how often you have collaborated with your school's RTA teacher this year. Please check all that apply:</b>	
1. Developing professional development activities	
2. Sharing instructional strategies	
3. Selecting teaching materials	2-3 times a year = 1
4. Consulting on students' progress	Once a Month = 2
5. Participating in RTA meetings	Once a Week = 3
6. Planning RTA classroom instruction	Daily = 4
7. Planning my classroom instruction	
8. Monitoring student progress	
9. Identifying a student for intervention	
10. Releasing a student from intervention	
11. Working together with students in the classroom	
<hr/> <b>RTA Teacher Implementation Ruler</b> <hr/>	
<b>PE#1 Q11. What diagnostic assessment did you use to select your students?</b>	
1. MAP	
2. GRADE	Yes = 1
3. DIBELS	No = 0
4. AIMSWEB	
5. DISCOVERY EDUCATION	
6. OBSERVATION SURVEY	
7. DRA	
8. STAR	
<b>PE#2 Q16. What information must be provided before a student is referred to RTA? Please check all that apply:</b>	
1. Student Referral Request	
2. Progress Monitoring Data	
3. Universal Screening Data	Yes = 1
4. Documentation of prior strategies or interventions	No = 0
5. Informal data regarding strategies used in the general classroom	
6. Parent Referral Request	
7. Existing Records (e.g., MAP data, work samples, student's educational history, etc.)	
<b>PE#2 Q13. How do classroom teachers get information about Tier I interventions?</b>	
1. RTA-funded teacher(s)	Yes = 1
	No = 0

Items	Coding
<p><b>PE#2 Q23. What are the exit criteria for a student to SUCCESSFULLY exit RTA services? Please check all that apply:</b></p> <ol style="list-style-type: none"> <li>1. Grade level reading</li> <li>2. Met established goals and reading level</li> <li>3. Achieved target score on assessment</li> <li>4. No specified criteria have been set</li> </ol>	<p>Yes = 1 No = 0</p>
<p><b>PE#2 Q7. Please identify members of the RTA team (or RTI team if RTA fits into your school's RTI or system of intervention team) at your school. Check all that apply:</b></p> <ol style="list-style-type: none"> <li>1. RTA-funded teacher(s)</li> <li>2. Data coordinator</li> <li>3. Primary level classroom teacher(s)</li> <li>4. Principal or other administrator(s)</li> <li>5. Counselor</li> <li>6. Special Education Teacher</li> <li>7. Parent</li> <li>8. School/District Curriculum Coach</li> </ol>	<p>Yes = 1 No = 0</p>
<p><b>PE#2 Q9. Please identify the RTA team's activities. Please check all that apply:</b></p> <ol style="list-style-type: none"> <li>1. Develop and review student selection criteria</li> <li>2. Develop and review student exit criteria</li> <li>3. Review individual student progress</li> <li>4. Analyze student data</li> <li>5. Plan professional development</li> <li>6. Support parent involvement</li> </ol>	<p>Yes = 1 No = 0</p>
<p><b>PE#2 Q14. To what extent do you provide information or consultation regarding Tier I interventions or strategies for teachers in your schools?</b></p> <ol style="list-style-type: none"> <li>1. No Extent</li> <li>2. Some Extent</li> <li>3. Moderate Extent</li> <li>4. Significant Extent</li> </ol>	<p>No Extent = 1 Some Extent = 2 Moderate Extent = 3 Significant Extent = 4</p>

Items	Coding
<b>PE#2 Q10. How frequently do you meet?</b>	Daily = 8
1. Daily	2-3 Times a Week = 7
2. 2-3 Times a Week	Once a Week = 6
3. Once a Week	2 Times a Month = 5
4. 2 Times a Month	Once a Month = 4
5. Once a Month	Four Times a Year = 3
6. Four Times a Year	Two Times a Year = 2
7. Two Times a Year	As needed = 1
8. As needed	
<b>PR Q8. Based on your response to Question #5, how many total hours of training have you received to learn how to implement this intervention?</b>	0 to 12 hours = 1
	13 to 180 hours = 2
	181 to 1000 hours = 3

*Note.* AD refers to Administrator Survey; CT refers to Classroom Teacher Survey; PE#1 refers to Program Evaluation I; PE#2 refers to Program Evaluation II; PR refers to Program Report II Training.

#### *Analysis and Procedures*

Because subsets of items shared a common response structure, the Rasch-Grouped Rating Scale Model (Linacre, 2012) was most appropriate. The formula for the model is:

$$\ln (P_{nij}/P_{ni(j-1)}) = B_n - D_{gi} - F_{gj}$$

where,  $P_{nij}$  is the probability that person  $n$  encountering item  $i$  is observed in category  $j$ ,  $B_n$  is the “endorsability” measure of person  $n$ ,  $D_{gi}$  is the “difficulty” measure of item  $i$  in group  $g$ .  $F_{gj}$  is the “calibration” measure of category  $j$  relative to category  $j-1$  in group  $g$ , the point where categories  $j-1$  and  $j$  are equally probable relative to the measure of the item. The subscript  $g$  specifies the group of items to which item  $i$  belongs, and also identifies the rating scale structure that belongs to the group.