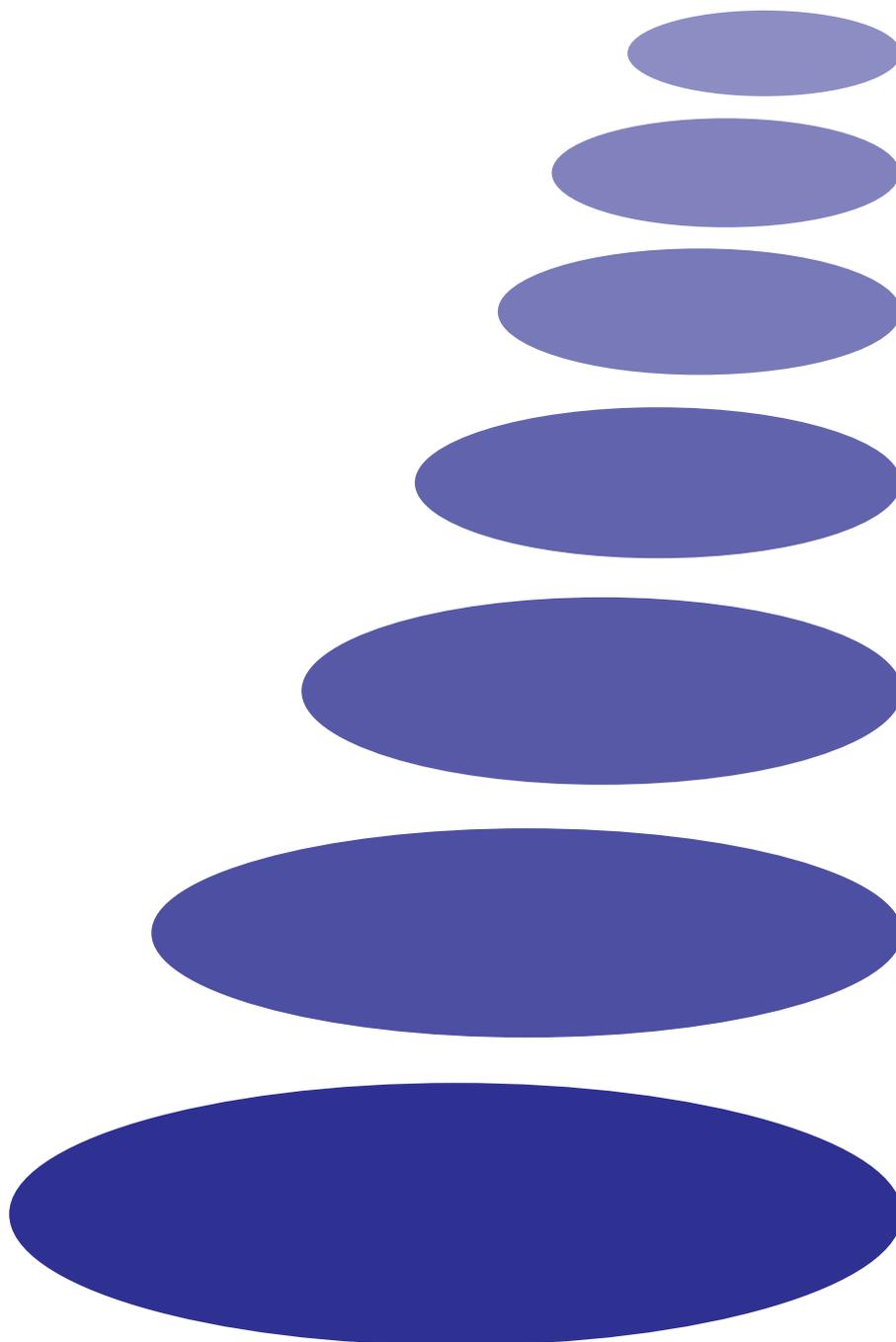




Evaluation of Kentucky's Read to Achieve Program 2012-2013



Susan Chambers Cantrell, Ed.D.
Melissa Ann Murphy, M.S.
Jessica Cunningham, Ph.D.
Jo Davis, M.S.

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EXECUTIVE SUMMARY

Introduction

The Read to Achieve program (RTA) was established in 2005 by the Kentucky General Assembly. RTA is a reading diagnostic and intervention program designed to ensure all students read proficiently 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. In 2012-2013, RTA grants were awarded to 321 elementary schools in Kentucky. Each school received approximately \$48,500 to implement RTA.

The purpose of this report is to provide an evaluation of RTA in terms of implementation and student achievement. The report is organized as follows:

- Chapter 1 provides background on RTA and outlines the evaluation questions.
- Chapter 2 provides information on statewide RTA implementation as exhibited through surveys of RTA teachers, classroom teachers, and administrators in all 321 RTA schools.
- Chapter 3 presents findings from site visits in eight RTA schools and provides data from interviews of administrators at eight comparison schools.
- Chapter 4 includes analyses of 2011-2012 KPREP for third, fourth, and fifth grade students who participated in RTA in the primary grades as well as an analysis of 2012-2013 MAP data in 148 RTA schools.
- Chapter 5 provides a summary of key findings and recommendations.

Overview of the Evaluation

The 2012-2013 RTA evaluation addresses both implementation and achievement. The current year's study represents the second year's data collection in a 3-year plan to gather broad information about statewide implementation of RTA in *all* RTA schools and to gather deeper information about implementation of RTA at the local level. The implementation study included two components: (a) survey data gathered from all 321 RTA schools, and (b) observations and interviews in eight RTA schools and eight comparison non-RTA schools. The achievement study involved two sets of data: (a) 2011-2012 state reading assessment data (KPREP) from all 321 RTA schools, and (b) fall and spring scores on Measures of Academic Progress (MAP, reading) for 148 RTA schools that administered MAP in their districts.

Research Questions

The key research questions this evaluation addresses 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' perceptions of RTA?
- To what extent does RTA support systems of interventions?

Achievement Study Questions

- What proportion of RTA students read proficiently at the end and after primary?
- What progress do RTA students make in reading, in terms of assessment benchmarks?

Implementation Study Findings and Recommendations

Data to answer implementation questions came from statewide surveys of RTA teachers, administrators, and classroom teachers in all 321 RTA schools as well as from site visits to eight RTA schools and eight non-RTA comparison schools.

RTA Students' Literacy Services and Experiences

Key finding:

- **RTA enables schools to serve thousands of primary-aged students who are struggling with reading.** 14,570 students were served in RTA intervention programs for an average of 59.5 days during the school year. Fewer struggling readers appear to go un-served in schools with RTA funding than in schools without RTA funding.

Recommendation:

- **The Kentucky General Assembly should continue to fund RTA and should expand funding to include more elementary schools.** Expanded funding will ensure more students who need interventions will receive services.

Key finding:

- Although school personnel reported basing decisions about selection and exiting on students' needs, **teachers did not always appear to have clear processes for exiting students from interventions.**

Recommendation:

- **Schools should establish well-defined processes and criteria for exiting students from RTA interventions.** KDE may wish to offer specific guidelines or criteria for exiting students from RTA interventions.

Key finding:

- RTA students who do not exit successfully often remain in the same RTA program indefinitely, sometimes for multiple years. This is of concern, because number of years in RTA is negatively associated with achievement in 3rd, 4th, and 5th, grades.

Recommendation:

- Schools should provide a different, more intensive intervention for an elementary student after a period of time if insufficient progress is made in a reading intervention. Schools need additional information and resources related to multi-tiered approaches.

Key finding:

- RTA intervention programs are serving English Learners (ELs), and it seems **ELs may be served in RTA intervention programs to a greater extent than in reading interventions in schools without RTA funding.**

Recommendation:

- **KDE should provide RTA teachers with additional resources to serve the needs of EL students.** Helpful resources might include specific trainings, webinars or online resources that teachers could access as needed.

RTA Teachers: Their Characteristics and Their Work

Key finding:

- **RTA teachers have higher levels of training than interventionists in schools without RTA funding.**

Key finding:

- **RTA teachers assume important leadership roles and serve as a resource for administrators and colleagues** around literacy in their schools. They assume these roles to a greater extent than interventionists in schools without RTA funding.

Recommendation:

- RTA funds should be used to **develop and support RTA teachers related to literacy leadership, collaboration and communication.**

Educators' Perceptions of RTA

Key finding:

- **Classroom teachers and administrators view the RTA intervention program as a vital component of the literacy program at their school.** They attribute gains in student achievement to the RTA teachers' role in providing intervention to students.

Key finding:

- **Educators noted the wide influence of RTA beyond the teachers and students who directly participate in RTA.** For example, RTA teachers have an influence on 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 reported RTA interventions fall into Tier II or Tier III in most RTA schools, but **systematic multi-tiered support for students was not always evident in schools.**

Recommendation:

- Schools should ensure they establish strong multi-tiered systems of intervention and **use RTA interventions as a support within those multi-tiered systems.**

Key finding:

- **In RTA case study schools that were once low achieving, strong systems of intervention have been established and implemented.**

Recommendation:

- **Expansion of RTA funding should be targeted toward schools in which high percentages of students demonstrate low reading achievement.**

Key finding:

- **Schools with the most effective systems for interventions had strong literacy teams** with high involvement from the RTA teacher, classroom teachers, and administrators in decision-making. Parents were involved in the RTA process at these schools.

Recommendation:

- **Schools should form inclusive literacy/RTA teams that include all classroom teachers, RTA teachers, and administrators to make decisions.** Guidance and support around effective literacy teams would be beneficial for RTA personnel.

Achievement Study Findings and Recommendations

Data to answer achievement questions were taken from the state-required KPREP assessment administered in all Kentucky schools for third, fourth, and fifth grades in spring of 2012 and the 148 RTA district-selected Measures of Academic Progress (MAP) administered in the schools in fall 2012 and spring 2013.

RTA Student Achievement Over Time

Key finding:

- A large percentage of students who receive RTA interventions in the primary grades achieved scores of “proficient” or better on the K-PREP assessment in third, fourth, and fifth grades. **Students who received RTA interventions in kindergarten or first-grades were more likely to reach the proficient level on K-PREP than students who participated in RTA in second or third-grades.**

Recommendation:

- **Schools should focus resources on providing interventions for all students who demonstrate a need in kindergarten and first-grade.**

Key finding:

- **Students who participated in RTA interventions for multiple years during the primary grades were far less likely to reach the proficient level on the K-PREP assessment** in third, fourth or fifth-grade than students who participated for just one year.

Recommendation:

- Schools should enact clear processes for exiting students from RTA interventions and **should implement multi-tiered approaches to providing more intensive interventions for students for whom the RTA intervention is not sufficiently beneficial.**

RTA Student Achievement Across the Year

Key finding:

- **The vast majority of students receiving an RTA intervention achieved growth from fall 2012 to spring 2013** on the MAP assessment in schools that administered MAP.

Key finding:

- **Some RTA interventions were associated with higher average MAP scores and lower average number of days spent in RTA** when compared to other interventions.

Recommendation:

- Schools should ensure **RTA interventions are short-term, appropriately intensive, and beneficial** for students.

Conclusion

This evaluation represents the second year's data collection in a three year study of implementation and achievement in RTA schools. Findings from the current year's evaluation are generally consistent with those from the previous year. Overall, the RTA program appears well implemented statewide and is viewed by administrators, teachers, and parents as tremendously valuable in supporting the reading achievement of primary students who experience difficulty with reading during the early years of schooling. These perceptions are supported by state assessment results that reflect the ways in which RTA is making a difference for thousands of students in Kentucky each year.

Chapter 1

Background and Evaluation Overview

RTA Program History

The Read to Achieve program (RTA) was established in 2005 by the Kentucky General Assembly. RTA is a reading diagnostic and intervention program designed to ensure students read proficiently 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 2012-2013, 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 2011. 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.

Table 1.1

RTA Funding in Millions of Dollars and Number of Schools Participating 2005-2013

Fiscal Year	2005	2006	2007	2008	2009	2010	2011	2012	2013
Number of Schools	99	113	212	309	330	328	324	322	321
Total Funds	7.1	11.1	20.56	23.56	22.56	22.56	18.88	18.69	17.90
Average Award	*	*	*	\$63,949	\$46,835	\$60,000	\$55,000	\$48,500	\$49,207

* Data not available.

Program Requirements

As part of RTA, schools are required to implement reading intervention programs with the following characteristics¹:

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

Participating schools must track and report to KDE all students who receive RTA services and must closely monitor RTA student performance. Also, RTA teachers must engage in ongoing professional development, such as participate 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.²

Prior Evaluation Findings

Early RTA evaluations focused primarily on reading achievement for students who participated in RTA. ³ 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 intervention. 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.

¹ Source: RTA Assurance Statement

² 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.

³ See Rightmyer, 2008.

More recent RTA evaluations focused on program implementation as well as student achievement, and these studies yielded positive results, overall.⁴ 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 the majority 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 the majority of students who participated in RTA in the primary grades were reading at or above grade level in these later years.

Overview of the Current Study

The 2012-2013 RTA evaluation addresses both implementation and achievement. The current year's study represents the second year's data collection in a 3-year plan to gather broad information about statewide implementation of RTA in *all* RTA schools and to gather deeper information about implementation of RTA at the local level. The implementation study included two components: (a) survey data gathered from all 321 RTA schools, and (b) observations and interviews in eight RTA schools and eight comparison non-RTA schools. The achievement study involved two sets of data: (a) 2011-2012 state reading assessment data (K-PREP) from all 321 RTA schools, and (b) fall and spring scores on Measures of Academic Progress (MAP, reading) for 148 RTA schools that administer MAP in their districts.

Research Questions

The key research questions this evaluation addresses 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' perceptions of RTA?
- To what extent does RTA support systems of interventions?

Achievement study questions.

- What proportion of RTA students read proficiently at the end and after primary?
- What progress do RTA students make in reading, in terms of assessment benchmarks?

⁴ MGT of America, 2010, 2011; Cantrell, Rintamaa, Murpy, & Cunningham, 2012.

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 eight geographically distributed RTA schools and eight comparison non-RTA schools.

Evaluation Report Organization

This report includes four chapters in addition to this introductory chapter. Chapter 2 provides information on statewide RTA implementation as exhibited through surveys of RTA teachers, classroom teachers, and administrators in all 321 RTA schools. Chapter 3 presents findings from the site visits in eight RTA schools and eight non-RTA schools. Chapter 4 includes analyses of 2011-2012 K-PREP data for third, fourth, and fifth-grade students who participated in RTA in the primary grades as well as an analysis of 2012-2013 MAP data in 148 RTA schools. Chapter 5 provides a summary of key findings and recommendations. Methods for data collection for each component of the study are included in the corresponding chapters.

Chapter 2

Statewide Implementation

During the 2012-2013 school year, implementation data were collected from all 321 schools to provide a picture of the ways in which RTA was implemented across Kentucky. This chapter focuses on findings from those data, particularly related to the following research questions:

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

Data Sources

All RTA teachers, administrators, and primary-grade classroom teachers in RTA schools were invited to complete an electronic survey (Appendices A, B, & C). CCLD collaborated with RTA staff at the Kentucky Department of Education (KDE) to develop the content of the surveys.

RTA teacher surveys. RTA teachers ($n = 330$) were provided three different surveys at three points across the school year (September, January, and May) related to RTA program implementation and evaluation. KDE required all RTA teachers to complete these surveys, referred to as Program Evaluation Reports. These surveys asked questions about RTA teachers' experience, training/professional development, time spent teaching intervention, roles and responsibilities in their schools, roles and responsibilities in their schools' system of intervention, literacy interventions at their schools, the number of teachers and reading interventionists at their schools, etc. In total, KDE collected responses from 330 RTA teachers for Program Evaluation I (response rate = 100%), 327 teachers for Program Evaluation II (response rate = 99%), and 326 teachers for Program Evaluation III (response rate = 99%).

Administrator survey. Administrators at each of the 321 RTA schools were asked to complete a survey about the RTA program at their school. The survey was administered by KDE in the spring of 2013. 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 of the RTA teacher. A total of 114 administrators completed the survey (response rate = 35%).

Classroom teacher survey. Primary classroom teachers completed one survey in the spring designed to assess teacher background information, RTA implementation, professional development, participation in RTA related activities, communication and collaboration with the RTA teacher, perceptions of the effectiveness of RTA, and the effectiveness of the RTA program for ELs. A total of 1,149 primary teachers completed the survey.

RTA Students: What are Their Experiences?

Number of students served and exited. RTA teachers reported information about the number of students they served through the RTA program via student attendance logs at two different time points in the year (January and May). In all, teachers recorded serving 14,570 students in RTA programs across all primary grades. Figure 2.1 provides information on the average number of students served by RTA teachers and approximate number of students who exited.

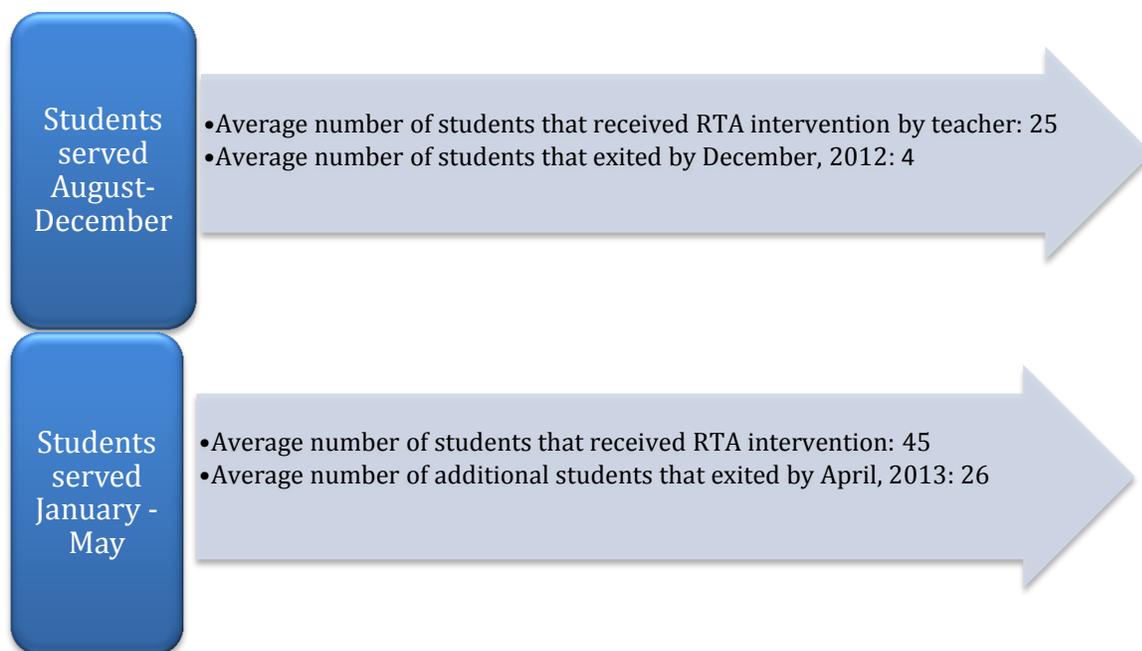


Figure 2.1. Average number of students receiving and exiting RTA intervention by school as reported by RTA teachers.

Interventions students receive. RTA teachers provided information about the intervention programs being utilized at their schools and the top three interventions used at their school in terms of the amount of time spent implementing that program. Overall, more RTA teachers reported using Reading Recovery than any other intervention and

Reading Recovery was listed as the intervention program that was implemented for the largest proportion of time (Table 2.1).

Table 2.1

Most Frequent Reading Intervention Programs Implemented by Proportion of Time Spent

Program	<i>n</i> as Rank 1	<i>n</i> as Rank 2	<i>n</i> as Rank 3	Total <i>n</i> using Intervention
Comprehensive Intervention Model	12	75	13	109
Leveled Literacy Instruction (LLI)	13	20	20	68
Literacy Groups	6	25	29	74
Reading Mastery	26	16	8	64
Reading Recovery	171	27	4	207
Soar to Success	6	16	16	54
Other	7	14	22	57

Note. Answered by 316 teachers.

Selection process. Based on information provided by RTA teachers, the significant majority of schools used multiple sources of data to select students to participate in the RTA intervention (Figure 2.2). These sources of data included: standardized school assessments, teacher recommendations, class work, class assessments, parent requests and observations. Schools varied in the specific criteria utilized to determine qualification for RTA intervention and these criteria depended on various factors including school context, needs of the student, etc. The most common selection criteria included some type of school-wide assessment (95%) and teacher recommendation (88%). Parent request was the least common reported criteria utilized (reported by less than 10%). Over one-half of all schools used the Measures of Academic Progress (MAP) assessment as part of their RTA selection process, followed by the DRA and STAR assessments (Table 2.2).

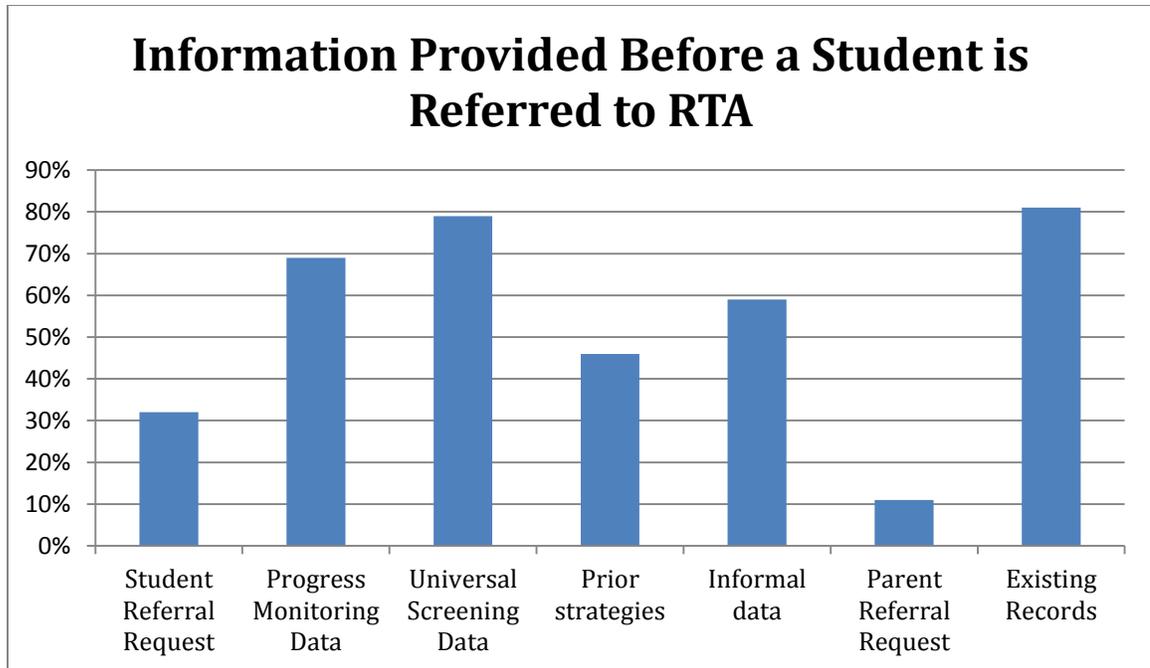


Figure 2.2. Teacher report of information that must be provided before a student is referred to RTA. RTA teachers were instructed to check all that applied to their school and therefore could select multiple sources of information.

Table 2.2
Assessment Measures Utilized in RTA Student Selection

Assessment	N (%) in 2013
Observation Survey	188 (57%)
MAP	170 (52%)
DRA	78 (24%)
STAR	69 (21%)
Discovery Ed	38 (12%)
GRADE	30 (9%)
DIBELS	45 (14%)
AIMSweb	50 (15%)
Fountas & Pinnell	27 (8%)
ThinkLink	19 (6%)

Intensity and duration of interventions. RTA teachers most frequently reported that their students spent an average of 25-50 days in the RTA intervention (30%), followed by 51-75 days (22%, Figure 2.3). Sixteen percent of RTA teachers indicated that students spent more than 100 days in the RTA intervention.

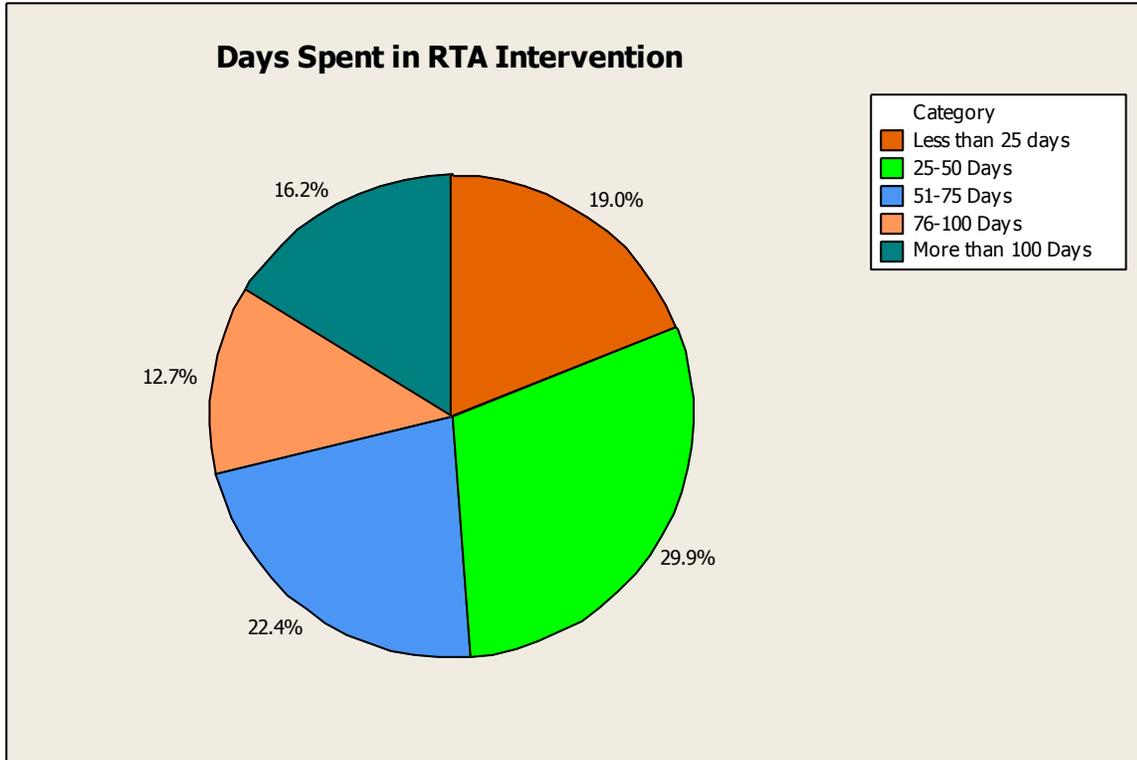


Figure 2.3. RTA teachers' report of RTA students' days spent in RTA intervention.

Grouping and instructional time. The majority of teachers indicated that students received instruction in small groups of three to five students (79%) or one-on-one (64%). The majority of RTA teachers reported having worked with at least one RTA student individually (81%). On average, they reported working with approximately five RTA students one-on-one on a regular basis. When asked about why they chose to work with students one-on-one, the majority reported that it was due to the intervention program they used (Reading Recovery, $n = 148$), as working with students individually is a core component of that intervention program.

Students in RTA most often received RTA intervention during their regular classroom literacy time or during other content area times (45%; Figure 2.4). Because students are usually pulled out of the classroom for RTA, KDE recommends that interventions such as RTA be provided during a dedicated school-wide intervention/accelerated time. Only 14% of RTA teachers reported providing interventions during a school-wide intervention time, suggesting that scheduling of the RTA intervention time is often more complicated for staff and students.

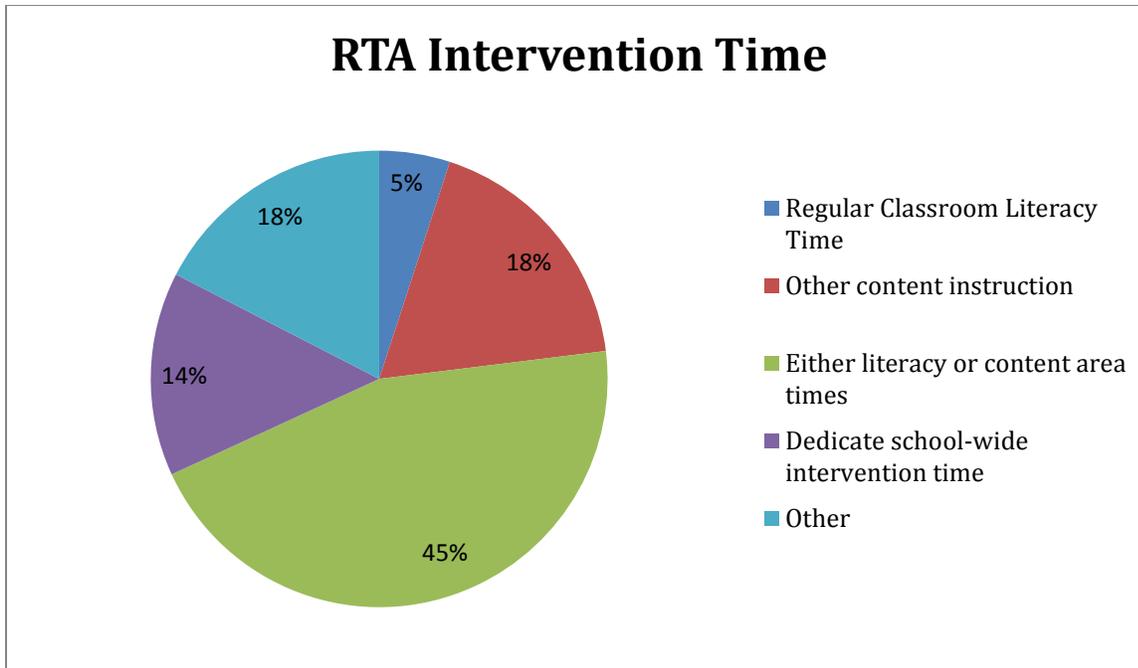


Figure 2.4. RTA teachers' report of when students receive RTA intervention.

Progress monitoring. RTA teachers reported using a variety of methods to determine if a student can exit an intervention, move to a different intervention, or be given additional intervention time. Most often, teachers reported using progress monitoring data (96%), school assessment data (85%), and teacher observation (82%). Less common sources of information included classroom assessments (60%), classwork (45%), parent request (10%), and parent observation (8%). Similar trends were seen in RTA teachers' reports of how they determine if a student is responding successfully to an intervention. Most teachers reported using progress monitoring data (97%), teacher observations (78%), school assessment data (78%), and determining if the student meets a benchmark (78%).

Exit criteria. Schools used varying criteria to determine how and when a student exits the RTA program. The majority of RTA teachers reported that students must meet an established goal or reading level (86%), achieve a target score on an assessment (74%), or demonstrate grade level reading (64%). Only two respondents reported that there were currently no specific criteria at present. Additionally, 88% of RTA teachers reported that the decision to exit students (either successfully or unsuccessfully) was a team decision.

Supports for students who exit. Schools varied in the extent to which they provide support for students after the students are exited from RTA. For students who exit RTA

successfully, RTA teachers reported on-going progress monitoring (28%), continued check-ins through the RTA/Literacy Team (30%), and strategies in the classroom (23%), with approximately 12% of RTA teachers reporting that they use all three supports for their students.

Some students are exited from RTA having not made sufficient progress. Teachers reported basing decisions to exit students under these conditions when they (a) do not believe the students' needs are being met in RTA (62%), or (b) students are making insufficient progress after a certain amount of time (47%). Some intervention programs stipulate a maximum number of weeks at which a student can remain in an intervention (e.g., Reading Recovery). When students are exited from RTA without making sufficient progress (i.e., are unsuccessful) the significant majority of RTA teachers reported that they begin the process of special education referral (86%). On average, approximately three students per RTA teacher in RTA intervention were referred for special education services when they did not exit the RTA program successfully. The majority of those students were referred for a specific learning disability (73%), followed by a developmental delay (42%).

Not exiting RTA and/or repeating RTA. On average, RTA teachers reported having 11 students in their RTA intervention program in 2012-2013 that received RTA intervention the previous school year. Of those students, an average of four students per RTA teacher continued to receive the same intervention program they had received in the previous year. This is cause for concern, given recommendations that different approaches should be provided for students when a particular intervention is not working for a student (Gersten et al., 2008).

Number of students eligible but not served. RTA teachers reported that on average, during the current school year approximately 20 students were eligible for RTA intervention but were not served by the RTA program. If there are not enough resources to serve all students who need an RTA intervention, RTA teachers reported using multiple sources of information to decide which students received intervention services, including: assessment data (96%), teacher ratings (65%), teacher report (37%), classroom observations, (37%), and parent report (5%).

Support for English Language Learners. RTA and classroom teachers answered various questions regarding the RTA program and EL students. On average, RTA teachers reported serving approximately two EL students over the course of the 2012-2013 school year, with 129 RTA teachers reporting that they served at least one EL student this academic year. Those who did serve EL students listed several ways that the RTA program supports EL students' reading achievement; the most common ways included: vocabulary

development ($n = 53$), small group instruction ($n = 42$), language development/acquisition ($n = 39$), phonics ($n = 13$), and reading fluency skills ($n = 11$). Additionally, those teachers who use the Reading Recovery program with their students specifically cited that program as being beneficial for EL students ($n = 24$).

Similarly, when asked about which specific aspects of their school's RTA program are most helpful to EL students, teachers most frequently cited the ability to provide small group instruction ($n = 67$). Additional aspects listed as being beneficial included: vocabulary development ($n = 47$), Reading Recovery ($n = 23$), individualized instruction ($n = 19$), phonics development ($n = 19$), comprehension strategies ($n = 19$), and reading fluency instruction ($n = 13$).

In terms of ways that the RTA teachers or their schools supplement the RTA program to support EL students, the most commonly cited additional support was additional instruction provided by an EL teacher ($n = 92$), indicating that most schools are able to provide additional supports in the form of a specialized instructor for this population. Less frequently cited additional supports included: additional instruction in vocabulary ($n = 13$), computer-based program ($n = 11$), parent support/home-school communication ($n = 10$), and alternative programs (including Rosetta Stone, $n = 7$).

RTA Teachers: Who Are They, and What Do They Do?

Characteristics of RTA teachers. On average, RTA teachers had 17.8 years of teaching experience (range: 3-43 years). The majority were employed as full-time RTA interventionists ($n = 292$, 97%). RTA teachers also provided information about their experience teaching RTA at primary grades. Almost all of the teachers reported experience teaching at the primary grades (99%), and the majority reported having experience teaching RTA previously (85%). More than half of RTA teachers reported additional certification beyond initial EPSB certification ($n = 177$). Thirty RTA teachers indicated that they expected the RTA teacher would change at their school for the next academic school year, indicating some level of expected teacher turnover.

Training for intervention. On average, the majority of teachers reported receiving training in Reading Recovery Continuing Contact and RTA webinars (training provided by RTA staff at KDE) this past academic year (Figure 2.5), a finding consistent with the training RTA teachers reported in the 2011-2012 evaluation. In the 2011-2012 evaluation, Reading Recovery teachers reported having more than three times as many hours of training as teachers in any other intervention program.

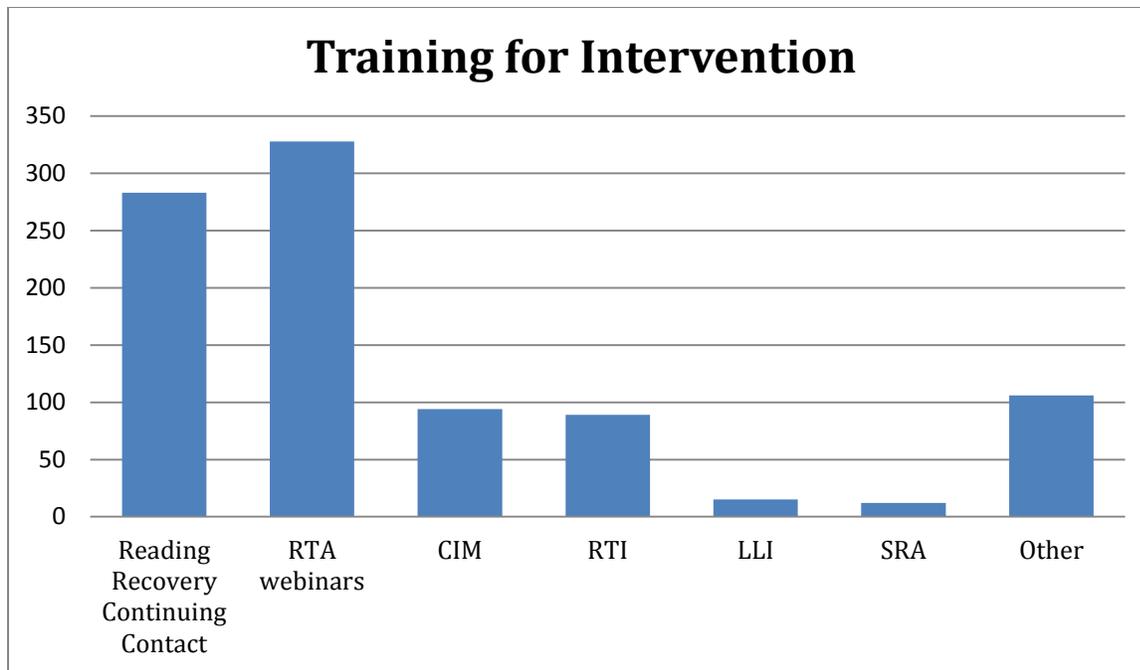


Figure 2.5. Number of RTA teachers' reported training for intervention.

KDE webinars. As part of the RTA program, RTA teachers participated in four webinars provided by KDE to give additional training and information about the RTA grant program and specific topics related to reading intervention. RTA webinars focused on the following topics:

- the role of RTA teachers
- progress monitoring and writing
- attendance, program evaluation reports, and non-fiction reading
- vocabulary and motivating the reluctant reader.

Following completion of these trainings, RTA teachers were asked about how helpful they found each of the RTA webinars. Overall, responses indicated that the significant majority of teachers found the webinars to be helpful or very helpful (Figure 2.6).

RTA teachers also indicated what type of training or topics they would like to learn about next year and reported a wide variety of topics including:

- comprehension strategies/interventions
- fluency strategies/interventions
- vocabulary development
- collaboration with classroom teachers, administrators, etc.
- parent involvement
- progress monitoring.

- EL/ESL
- sharing of teaching strategies/resources among RTA teachers
- writing interventions

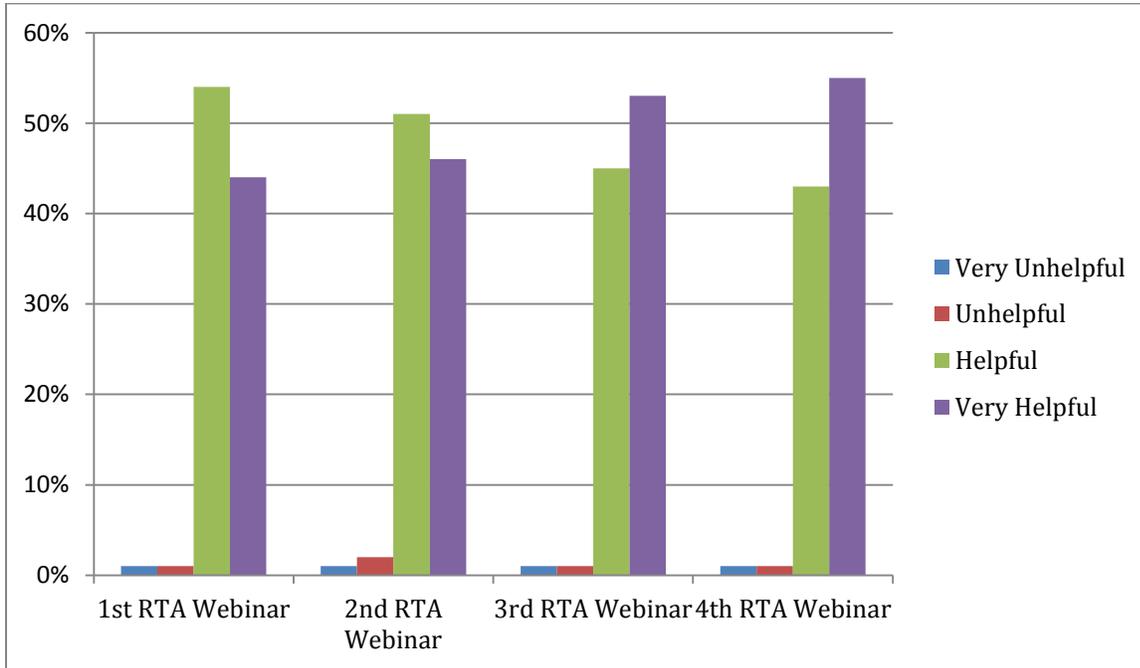


Figure 2.6. RTA teacher’s responses to “How helpful did you find the ___ RTA webinar?”

Roles and responsibilities. RTA teachers and administrators were asked about the roles and responsibilities of the RTA teacher in their schools (Figure 2.7). Similar data from 2011-2012, RTA teachers and administrators 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.

On average, full-time RTA teachers reported spending 5.25 hours a day teaching RTA intervention ($M = 3.6$ for part-time teachers), suggesting that RTA teachers spend approximately 75% of a seven-hour school day devoted to providing instruction to RTA students.

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 began their RTA program within the first one to two weeks of the school year (57.5%), followed by the third week of school (34%). Approximately eight percent of RTA teachers reported beginning the RTA intervention at the fourth week or later of the school year.

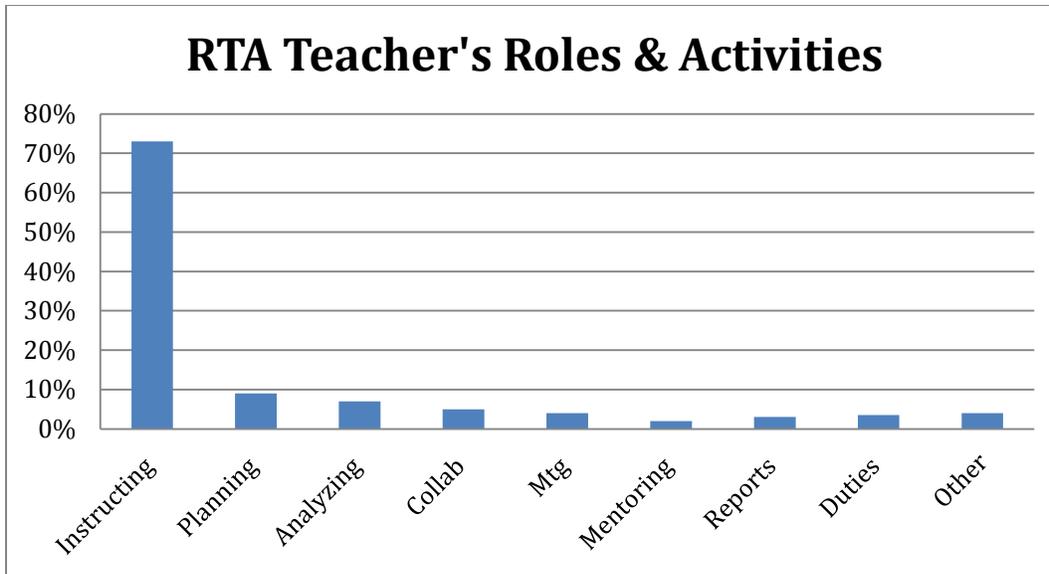


Figure 2.7. Percentage of time spent on various activities at school as reported by RTA teachers.

Collaboration with classroom teachers. RTA and classroom teachers were asked about their level of communication and collaboration. Table 2.3 presents responses for both groups. Classroom teachers most often indicated they communicated with the RTA teacher about RTA students at least once each week (35%). The majority of RTA teachers (63%) indicated they communicate with classroom teachers about RTA students with the similar frequency. This finding suggests regular communication about RTA students is occurring between RTA and classroom teachers in most schools. However, it is important to note that approximately 14% of classroom teachers indicated they never or rarely communicate or collaborate with the RTA teacher.

Table 2.3

Communication and Collaboration with RTA teachers

Item	Classroom Teacher <i>n</i> (%)	RTA Teacher <i>n</i> (%)
Frequency of communication regarding RTA student		
Never	27 (3%)	0 (0%)
2-3 times a year	97 (11%)	4 (1%)
Once a month	199 (22%)	38 (12%)
Once a week	318 (35%)	203 (63%)
Daily	267 (29%)	77 (24%)

In terms of the activities or topics discussed when RTA and classroom teachers collaborate (Table 2.4), RTA and classroom teachers held different perceptions. Whereas classroom teachers most frequently cited consulting on students' progress (80%), identifying students for intervention (76%), monitoring student progress (75%), and releasing a student from intervention (58%) as primary issues on which they collaborated, nearly all RTA teachers reported collaborating in all of the areas listed on the survey.

Table 2.4

Classroom Teacher and RTA Teacher Report of Collaboration Activity or Topic

Type of Collaboration/Activities	Classroom Teacher Report <i>n</i> (%)	RTA Teacher Report <i>n</i> (%)
Developing professional development activities	165 (18%)	316 (98%)
Sharing instructional strategies	612 (67%)	317 (98%)
Work with a student in a general education classroom	--	313 (97%)
Selecting teaching materials	305 (34%)	316 (98%)
Consulting on students' progress	726 (80%)	320 (99%)
Participating in RTA meetings	324 (36%)	313 (97%)
Planning RTA classroom instruction	207 (23%)	315 (98%)
Planning my classroom instruction	349 (38%)	311 (97%)
Monitoring student progress	679 (75%)	320 (99%)
Identifying a student for intervention	688 (76%)	315 (98%)
Releasing a student from intervention	530 (58%)	316 (98%)
Working together with students in the classroom	322 (35%)	--
Other (Please specify)	26 (3%)	12 (4%)
I have not collaborated with the RTA teacher this year.	35 (4%)	--

RTA and classroom teachers also indicated the frequency with which they engaged in each of the collaborative activities. The most frequently occurring collaborative activity reported by both RTA teachers and classroom teachers was consulting on student progress

(reported to occur once a week by 60% of RTA teachers and 33% of classroom teachers; Figures 2.8 and 2.9).

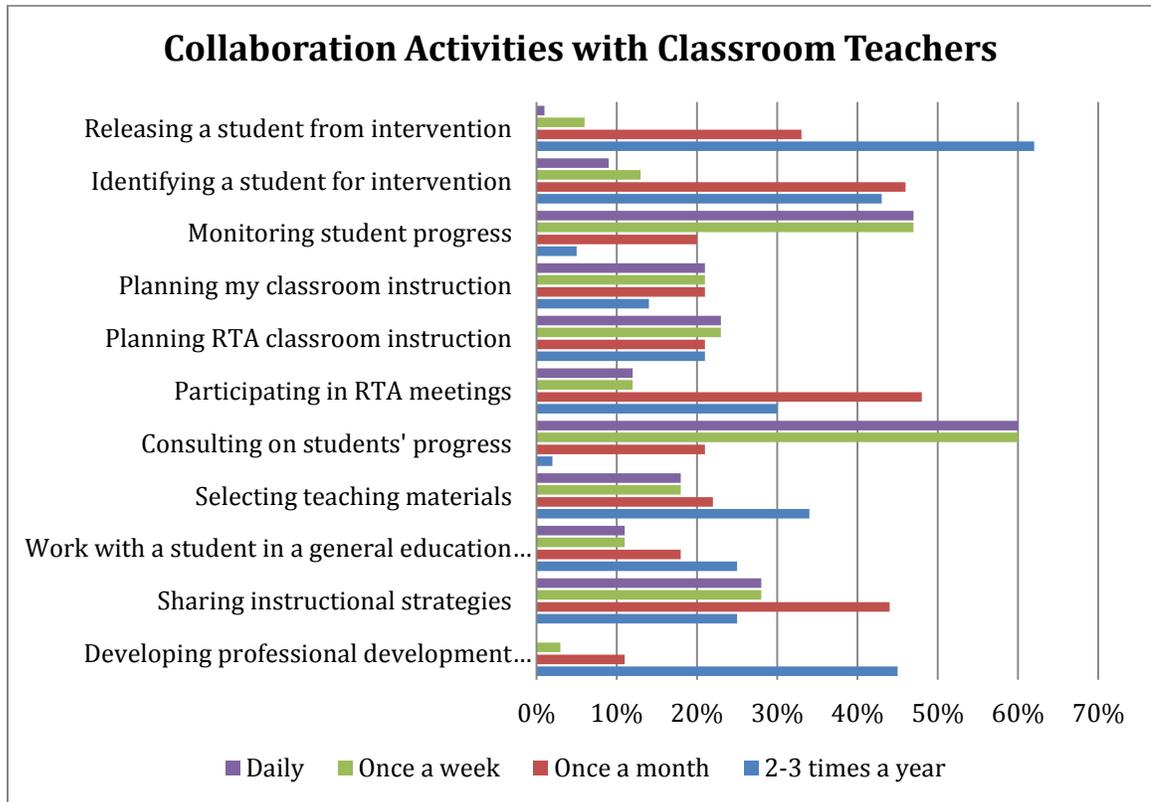


Figure 2.8. RTA teachers' report of the frequency of engaging in specific collaborative activities with classroom teachers.

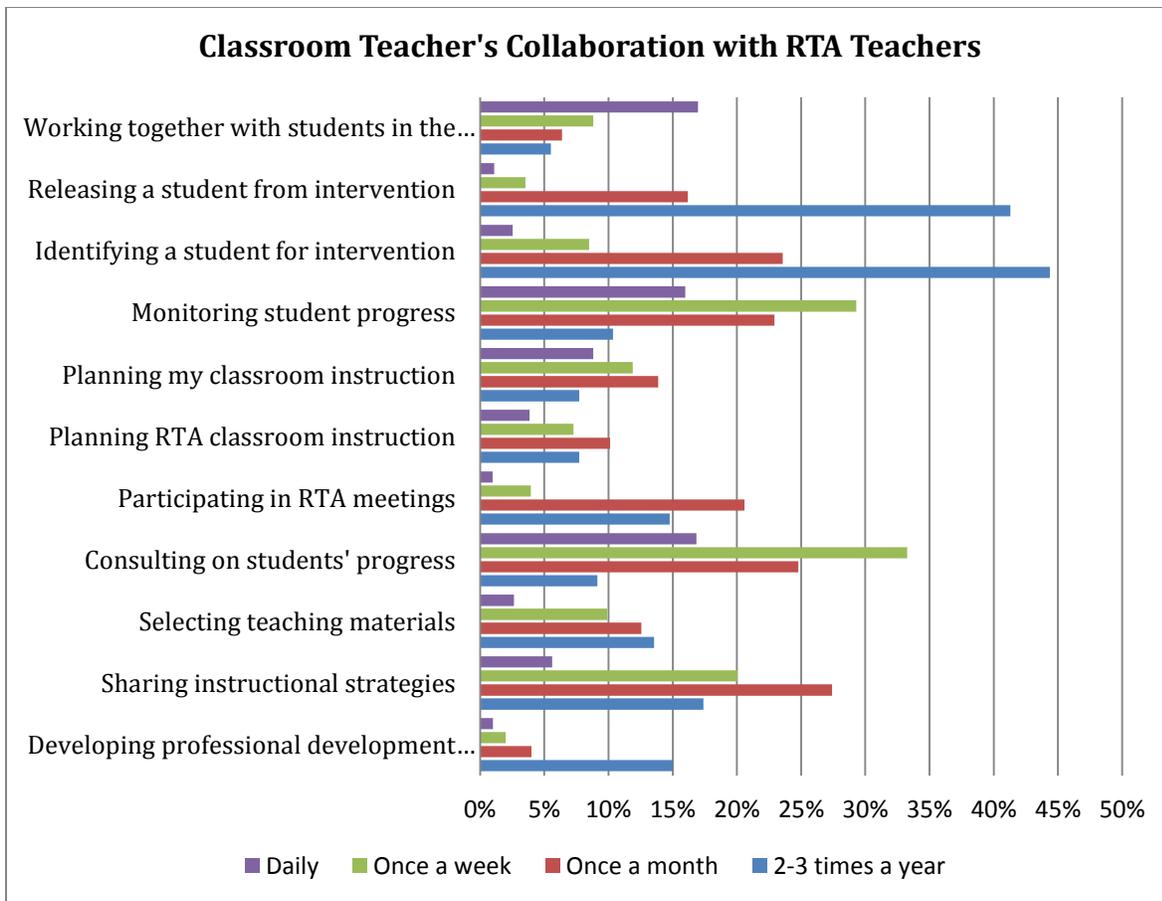


Figure 2.9. Classroom teacher’s report of the frequency of engaging in each collaborative activity with RTA teachers.

RTA and classroom teachers indicated use of several sources of data when discussing student progress with the RTA teacher (Table 2.5), including class observations or anecdotal records, student’s background information, and existing data.

Table 2.5

Type of Information Used by Teachers During Discussions of Student Progress

Information used:	Classroom Teacher Percent	RTA Teacher Percent
Discuss student information such as student's educational history, behaviors, or home environment	73%	87%
Discuss class observations or anecdotal records	79%	86%
Discuss class performance	--	97%
Discuss existing data (e.g., curriculum records, permanent product, etc.)	70%	77%
Discuss information provided by other teachers	41%	52%
Discuss information provided by students' parents	36%	57%
Discuss assessment data	90%	98%
I do not discuss student progress with the RTA/classroom teacher*	4%	<1%

Note. Wording differed depending on survey type (i.e., classroom teacher vs. RTA teacher)

The majority of RTA teachers reported changing or adjusting their intervention class instruction based on the feedback and/or communication from the classroom teacher (99%), with 42% indicating they do this approximately once a month. However, 43% of classroom teachers indicated that they were unsure if the RTA teacher altered the intervention classroom instruction following their collaboration and discussions of student progress, suggesting that RTA teachers may not share that information with the classroom teachers.

Although classroom teachers seemed unaware that RTA teachers adjusted instruction based on communication with them, RTA teachers did report adjusting their instruction based on communication with classroom teachers. When adjusting their own classroom instruction, RTA teachers reported varying the class grouping (86%), instructional content/skills (76%), reading materials (65%), and method of providing instruction (55%). RTA teachers were also asked about the frequency regular classroom teachers altered the instruction provided in the regular literacy classroom for RTA students based on the feedback and/or communication with RTA teachers. Sixty-five percent of RTA teachers reported that classroom teachers adjust their classroom instruction once a month or more, a report that is consistent from classroom teachers as well (66% reported altering classroom instruction once a month or more). Similar general classroom components of

instruction were altered as those reported in the RTA classroom (i.e., grouping [84%], method of providing instruction [69%], reading materials [66%], and instructional content/skills [61%]).

What are Educators' Perceptions of RTA?

Prior evaluations of RTA have assessed educators' perceptions of the effectiveness of RTA programs. These studies suggested that nearly all RTA teachers believe the RTA intervention is either highly effective or effective (MGT of America, Inc, 2011). Additionally, the 2011-2012 evaluation sought to expand on this knowledge by inquiring about classroom teachers' and administrators' perceptions of RTA programs' effectiveness (Cantrell et al., 2012). The vast majority of classroom teachers surveyed indicated they believe the RTA program at their grade level was at least somewhat effective, with most reporting the program was very effective. Similarly, most administrators rated the RTA intervention at their schools as at least somewhat effective.

Reasons for students' lack of progress. The current evaluation examines RTA teachers' perceptions about why some students are not successful following RTA interventions. RTA teachers were asked to provide possible reasons for some students' lack of success in the RTA intervention using an open-ended question format. The most common responses provided by RTA teachers were lack of home or parent support, learning disabilities, time constraints (e.g., not enough instructional time, planning time, etc.), behavioral concerns for the student, and lack of student motivation.

Alignment with core reading program. RTA teachers were asked about how well the instruction provided in the core reading program aligns with the instruction provided in the RTA intervention program. Responses to this survey item were provided on a scale from 1 (not at all) to 5 (very much). Overall, RTA teachers indicated moderate alignment of instruction provided in the core reading program with instruction provided in the RTA intervention program with an average rating of 3.9. Classroom teachers provided similar responses with a mean rating of 4.15, suggesting that although schools' intervention program and core curriculum may not align perfectly, they are not necessarily inconsistent or significantly different from one another.

Benefits of RTA. Administrators and classroom teachers at RTA schools were asked to report the greatest benefits of the RTA program at their school in an open-ended question format. Responses from administrators and teachers varied significantly as it appears that the benefits of the RTA program reported by educators may be dependent on their own experiences with the program. Administrators most frequently indicated benefits such as student achievement/progress (28%), additional help or assistance in reading instruction (21%), and small group/one-on-one instruction in reading for some

students (15%). Similarly, common benefits reported by classroom teachers included small group/one-on-one instruction (37%), additional support for students in reading (23%), and gains in student achievement (8%).

Effectiveness of RTA for EL students. RTA and classroom teachers rated the effectiveness of the RTA intervention program for EL students, and overall, both groups of teachers find their RTA program to be helpful for this population (Figure 2.10). However, a higher percentage of classroom teachers reported that the RTA program was either ineffective or very ineffective, suggesting some difference between RTA teachers and classroom teachers’ perceptions of the effectiveness of the RTA program with EL students.

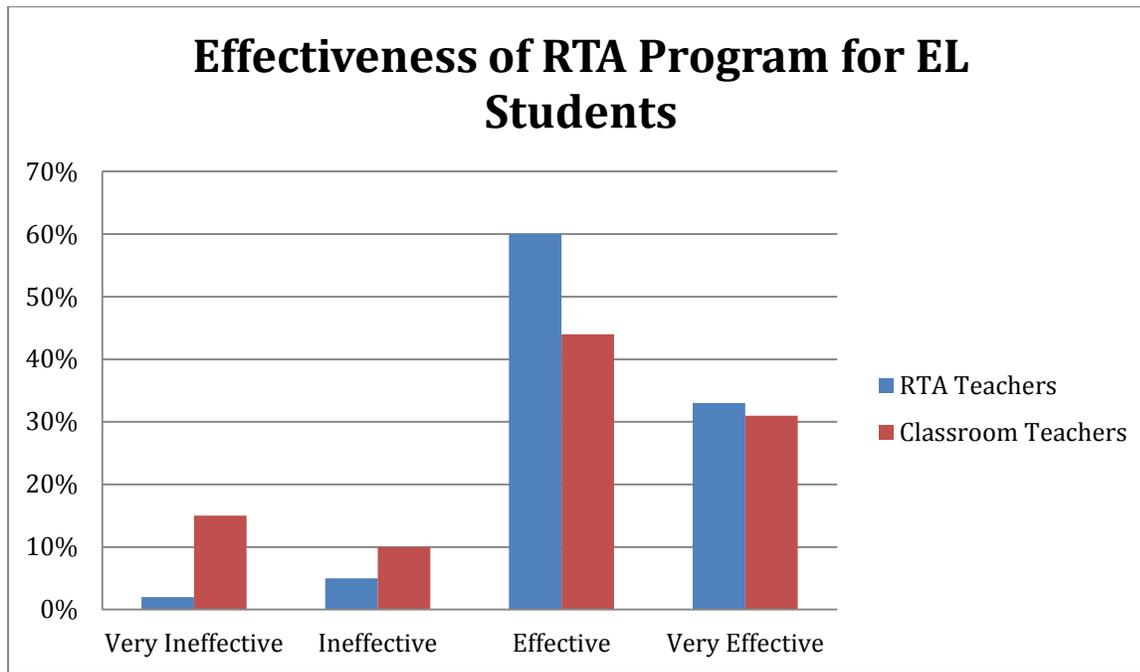


Figure 2.10. RTA and classroom teacher’s report of the effectiveness of the RTA program for EL/ESL students in their school.

For those teachers who reported that the RTA program was effective, surveys solicited specific reasons that the program was effective for those students. Responses from RTA teachers and classroom teachers indicated that the program was effective because of a change in intervention students’ attitudes towards reading which included increased confidence, increased positive attitude, and students enjoying the reading instruction. Most classroom teachers who found RTA effective for EL students reported the program meets multiple students’ needs. A full summary of reasons the RTA program was effective for EL students in presented in Figure 2.11.

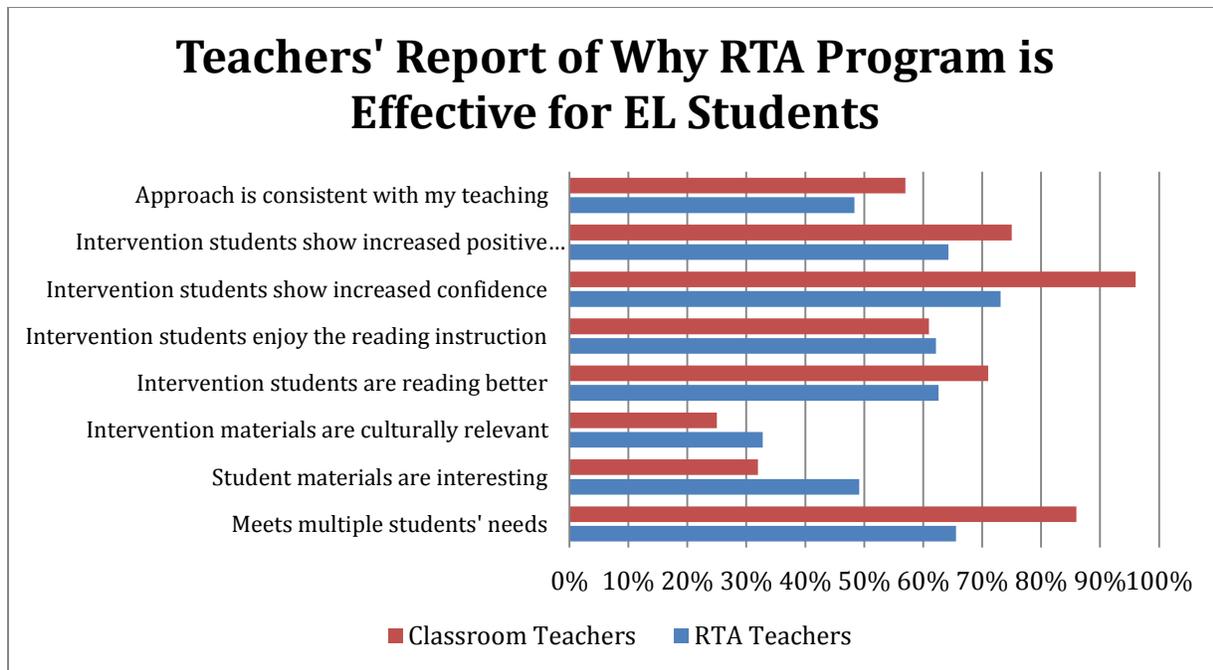


Figure 2.11. RTA teachers' report of why the RTA program is effective for EL students in their school.

For those RTA teachers who reported that the RTA program was ineffective for EL students, the most frequently cited responses included that the student materials are lacking (35%), intervention students are not progressing in reading (21%), or that the program meets few students' needs (18%). Similarly, classroom teachers' most common responses related to why the RTA program is ineffective for EL students included that the student materials are lacking (27%), intervention students are not progressing in reading (27%), or that intervention students' confidence in reading has not improved (23%).

How Does RTA Support Schools' Systems of Interventions?

The Kentucky Department of Education charges schools with implementing a "Response to Intervention (RtI) process as part of a larger system of interventions for students (KDE, 2008).

[RtI] integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. (National Center on Response to Intervention, 2010).

One aim of the current evaluation is to assess the ways in which RTA fits into and supports schools' RtI systems. Although this is addressed more completely in the next chapter, survey responses did give some insight into schools' wider systems of intervention and how school personnel work as a team to make decisions about students.

RTA teams. 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>). Table 2.6 shows information related to RTA teams' make-up and activities. According to the RTA teachers, RTA teams consisted of the RTA teacher, a data coordinator, primary level classroom teachers, a principal or other administrator, and sometimes a counselor or special education teacher. Less frequently listed members included parents, a specialist, interventionist, school psychologists, and curriculum coaches. Most often, the RTA funded teacher was reportedly responsible for coordinating the meetings (and second most common was the principal or other administrator). RTA team activities most frequently consisted of reviewing individual student progress (98%), analyzing student data (96%), and developing and reviewing student selection and exit criteria (92%). The majority of RTA teachers indicated that their RTA team meets monthly (30%) or as needed (25%), with 7% of RTA teachers reporting meeting four times a year, indicating significant variation in the frequency of RTA team meetings.

When RTA teachers collaborate with the RTA team, they most frequently spend their time monitoring student progress (95%), analyzing data (96%), and determining exit criteria/processes (75%). Fewer teachers reported spending RTA team meeting time scheduling (66%) and researching evidence based practices (27%). Based on this information, it appears that most RTA team meetings consist of discussing individual students as opposed to discussing program or potential school-wide decisions.

Table 2.6

RTA Team Membership, Activities, and Meetings

Survey Question	RTA Teacher Response 2013 <i>n</i> (%)
Team Membership	
RTA funded teacher(s)	324 (99%)
Data Coordinator	188 (57%)
Primary level classroom teacher(s)	269 (82%)
Principal or other administrator(s)	298 (91%)
Counselor	144 (44%)
Special Education Teacher	146 (47%)
Parent	38 (12%)
Curriculum Coach/Specialist	112 (34%)
Team Activities	
Develop and review student selection criteria*	300 (92%)
Develop and review student exit criteria	287 (88%)
Review individual student progress	320 (98%)
Analyze student data	313 (96%)
Plan professional development	103 (32%)
Support parent involvement	158 (48%)
Other	16 (5%)
Frequency of Team Meetings	
Daily	2 (.6%)
2-3 Times a week	5 (1.5%)
Weekly	43 (13%)
2 Times a month	49 (15%)
Monthly	95 (29%)
4 times/year	22 (7%)
1-2 times/year	4 (1%)
Never	---
As needed	83 (25%)
Other	24 (7%)

Note. Worded as develop and review student selection and exit criteria.

RTA involvement. Classroom teachers and school administrators at RTA schools provided survey data regarding their own involvement in decision making related to RTA. Consistent with previous data collected regarding administrators' involvement, administrators overall appear to be most frequently involved in the RTA intervention program by observing (95%) or evaluating the RTA teacher (88%; Table 2.3). Approximately 68% of administrators reported being involved in assisting in making decisions about individual students' entry/exit in the RTA intervention program, and 62% indicated they participate in RTA team meetings. Additionally, 46% of administrators reported that they were involved in the selection of the RTA program. Classroom teachers most frequently reported that they collaborated in making decisions about individual student selection for the RTA intervention program (64%) as well as received assistance from the RTA teacher (52%; Table 2.7).

Table 2.7

RTA Intervention Involvement

Survey Question	2012 Administrator Response <i>n</i> (%)	2013 Administrator Response <i>n</i> (%)	2012 Classroom Teacher Response <i>n</i> (%)	2013 Classroom Teacher Response <i>n</i> (%)
Assisted in selecting teacher materials	86 (36%)	32 (34%)	155 (12%)	119 (14%)
Evaluated RTA teacher (either formal or informal)	188 (36%)	84 (88%)	--	--
Observation of RTA teacher	211 (89%)	90 (95%)	161 (12%)	104 (12%)
Assisted in planning RTA instruction	71 (30%)	28 (29%)	435 (33%)*	276 (32%)*
Assisted in making decisions about individual students' entry/exit in the RTA intervention program	154 (65%)	65 (68%)	865 (65%)*	546 (64%)*
Participated in RTA team meetings	143 (61%)	59 (62%)	445 (33%)	290 (34%)
Assisted in developing and/or providing professional development for the RTA intervention program	103 (44%)	43 (45%)	67 (5%)*	42 (5%)
Participated in professional development conducted by the RTA teacher	75 (32%)	30 (32%)	285 (21%)	182 (21%)
Received assistance from RTA teacher	--	--	735 (55%)	444 (52%)
Other	16 (7%)	4 (4%)	99 (7%)	44 (5%)

Note. Wording in classroom teacher survey differed slightly from the administrator survey (stated “collaborated” instead of “assisted”).

Differentiated classroom instruction (tier 1). Classroom teachers provided information regarding what they do for struggling readers in their classroom by responding to the following survey question: “When a student in your class is having reading difficulties, what do you do? Please check all that apply.” When students struggle, classroom teachers most frequently reported (Figure 2.12) more frequent progress monitoring/assessment (84%), seeking help from the RTA teacher/specialist (82%), providing more reading instruction time (80%), consulting with other teachers (67%), and assigning different activities than for other students (67%).

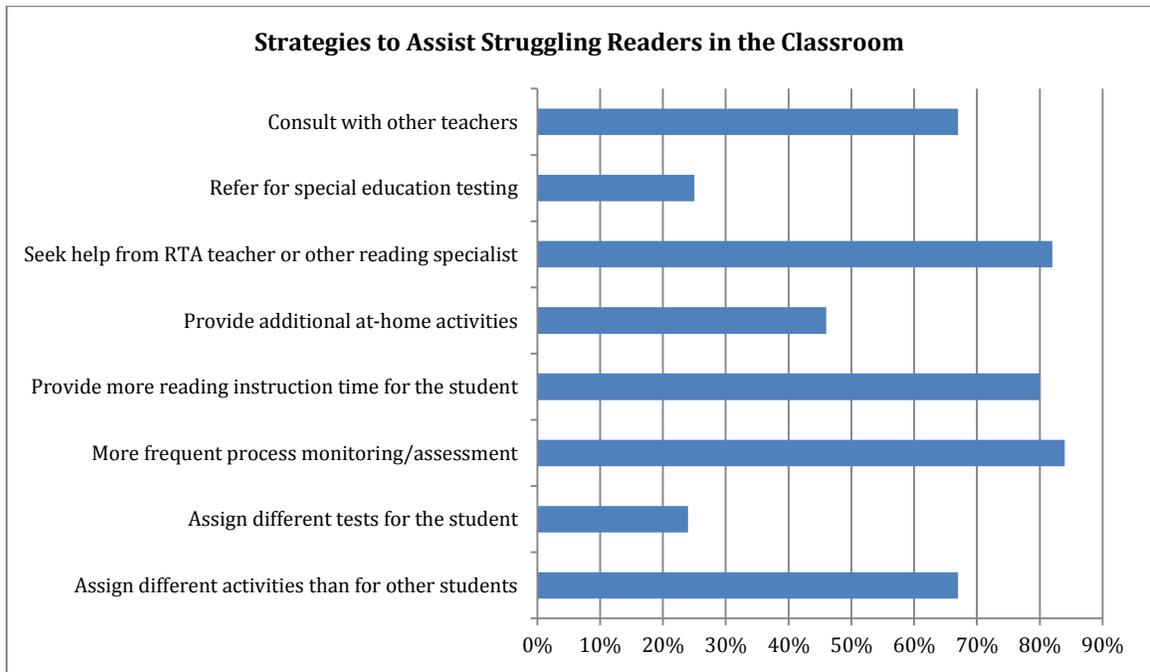


Figure 2.12. Classroom teachers’ supports for struggling readers as reported by classroom teachers.

Additionally, RTA teachers indicated the extent to which general education classroom teachers provided differentiated instruction for low performing readers in their classroom on a scale from 1 (no use of differentiated instruction) to 4 (significant use of differentiated instruction). Most RTA teachers reported that general education classroom teachers had moderate use of differentiated instruction in their classroom ($M = 3.29$). RTA teachers reported classroom teachers to use a variety of differing instructional techniques when students struggle with reading in their classroom, the most common being small group instruction in the classroom (95%) and additional instruction from teacher(s) (87%; Figure 2.13).

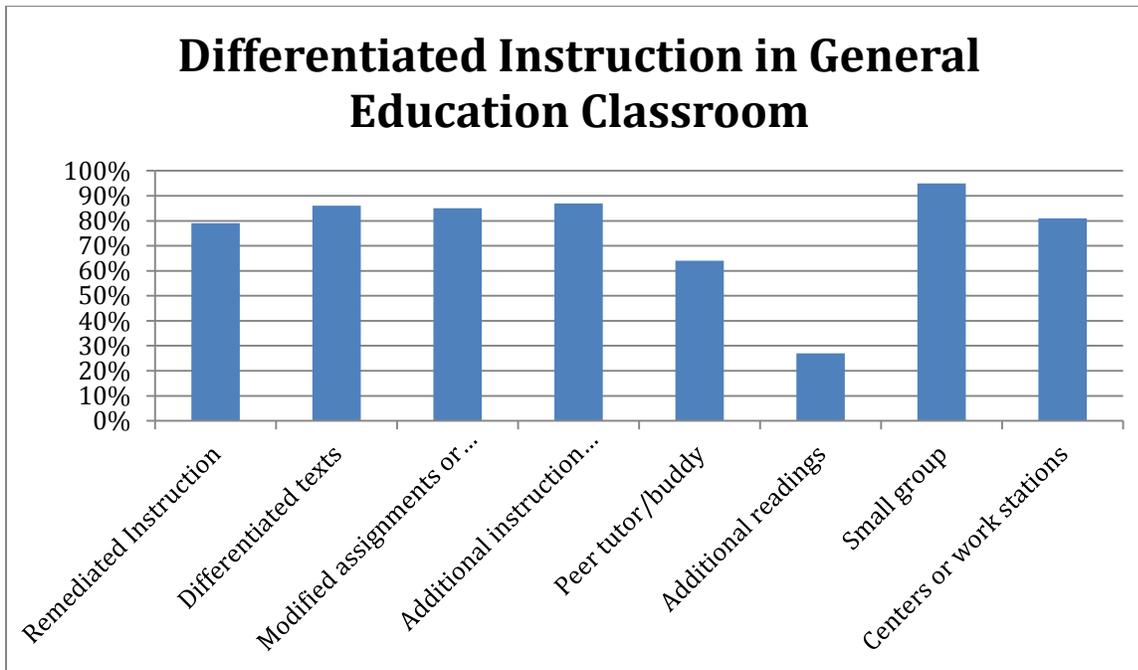


Figure 2.13. Differentiated instructional practices utilized in the general education classroom with students who are struggling with reading as reported by RTA teachers.

General education classroom teachers receive information about tier I interventions or differentiated instruction primarily from their principal or administrator (32%) or through the RTA-funded teachers (21%). RTA teachers indicated that they provide information or consultation regarding tier I interventions or strategies for teachers in their schools to a moderate to significant extent (scale from 0 = no extent, to 3 = significant extent; $m = 2.8$). These data and the data reported by classroom teachers suggest classroom teachers are attempting to differentiate instruction and provide support for struggling readers in the regular classroom, at least to some extent. Furthermore, RTA teachers serve as an important resource for information and RTA teachers serve as an important resource for information about tier 1 instruction for struggling readers in the primary grades.

Which tier is RTA? RTA teachers were asked about which tier the RTA program fits into their school's RtI tiered model of interventions and were allowed to check multiple tiers (Figure 2.14). The majority of RTA teachers indicated that the RTA program at their school fits into tier III (72%) of an RtI tiered model of interventions. Surprisingly, 14% reported that the RTA intervention also fit into tier 1 of their schools' system of intervention.

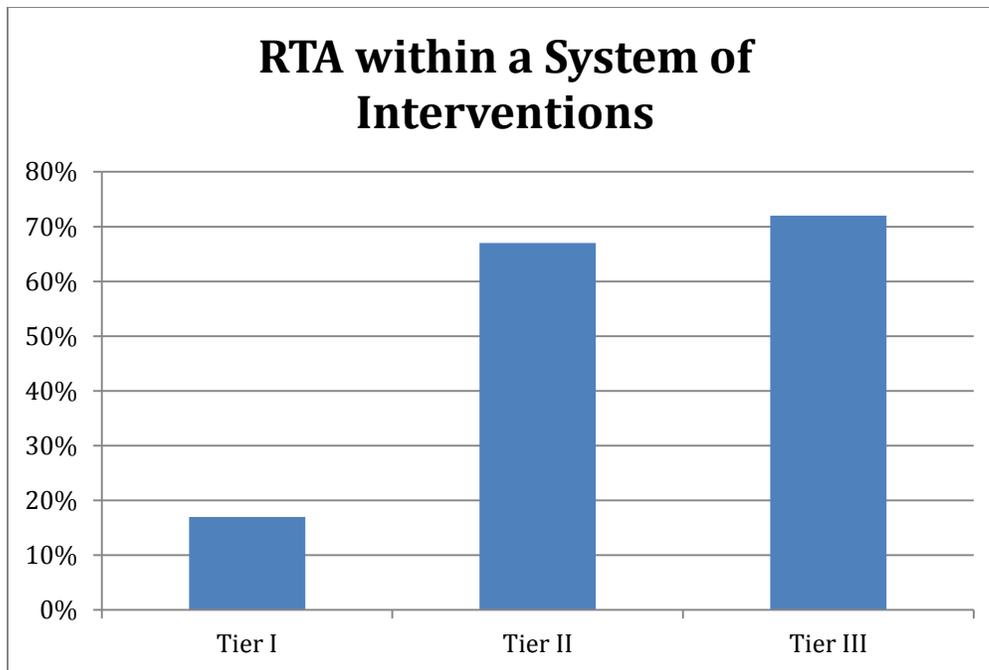


Figure 2.14. RTA teachers' report of where RTA fits within their schools' RtI tiered system of interventions. Teachers were allowed to select all that applied to their school.

If for some reason (staffing, availability, etc.) a student could not receive RTA intervention but still required additional supports in literacy, 89% of RTA teachers reported that there are other reading interventions available at their school for that student to receive. The most common type of other intervention included another small group intervention or a computerized intervention (Figure 2.15). If the student required one of these additional interventions, the general education classroom teacher was most often reported to be responsible for providing this instruction (76%; Figure 2.16). The majority of RTA teachers (56%) also reported that they were the only instructor of the RTA intervention program at their school, indicating that in 44% of the schools, there is another reading instructor providing the RTA intervention in addition to the services provided by the RTA teacher.

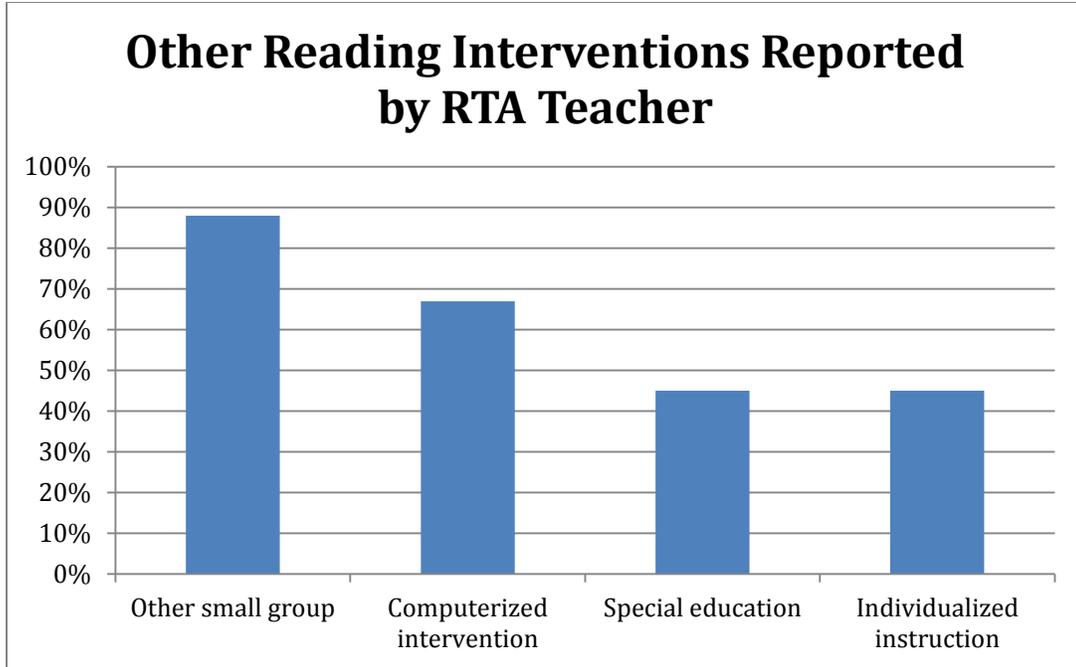


Figure 2.15. Other reading interventions reported by RTA teachers available to students at their school requiring additional supports in literacy.

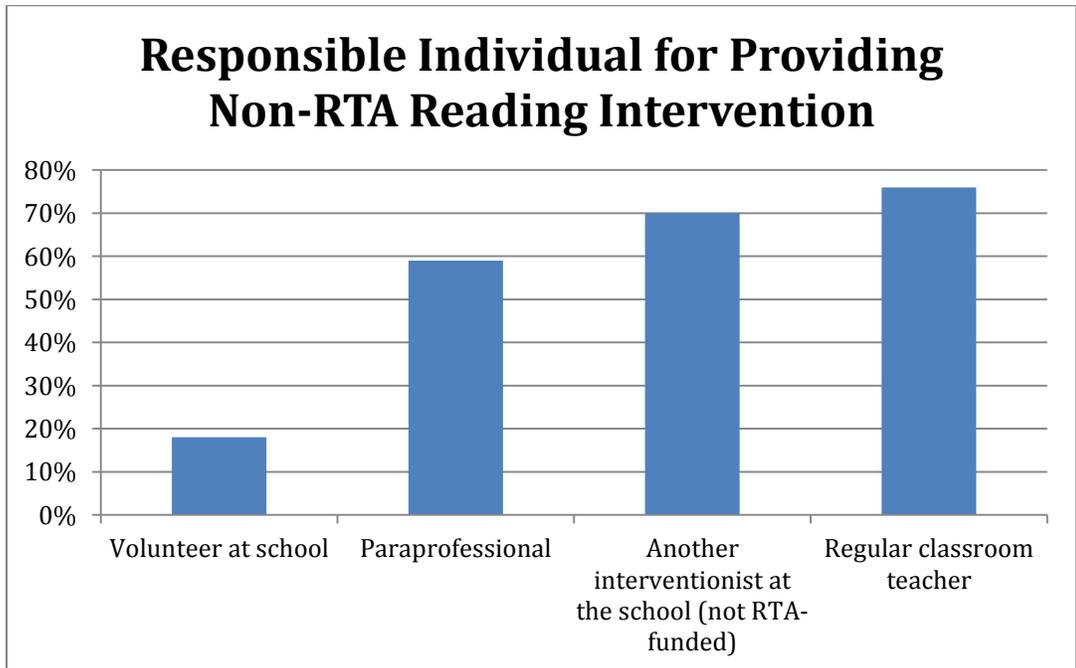


Figure 2.16. RTA teachers' report of the individual responsible for providing a non-RTA reading intervention for students who require additional assistance in reading but do not receive the RTA intervention program.

Summary of Key Findings

The RTA program served 14,570 students in 2012-2013. Students are reportedly chosen for RTA intervention based on multiple sources of data including standardized assessments, existing records, and progress monitoring data. RTA teachers reported that students were most frequently given the Measure of Academic Progress (MAP) to determine initial eligibility for the RTA intervention program. Most frequently, students received RTA intervention for a period of 25-50 days. Following a successful exit from RTA intervention (i.e., meeting some established criteria and therefore no longer requiring RTA intervention), the supports available to students varied significantly. However, for those students who did not successfully exit the RTA intervention program, it appeared that some were simply provided the same intervention again in the following year.

The majority of RTA teachers reported having worked with their students in small groups of three to five students or in one-on-one instruction. RTA instruction occurs either during students' regular literacy time or during other content area times. Overall, more RTA teachers reported using Reading Recovery than any other intervention by far, and Reading Recovery was listed as the intervention program that teachers spent the largest proportion of time implementing. Overall, RTA and classroom teachers found the RTA intervention program to be effective for EL students. RTA and classroom teachers reported that the most helpful component of the RTA intervention program for EL students consisted of the small group lessons.

Findings regarding the characteristics of RTA teachers were consistent with those reported in previous evaluations. Overall, RTA teachers appear to be highly trained educators in their schools. RTA teachers had, on average, 18 years of teaching experience and more than half had additional certification beyond that of the EPSB. RTA teachers reported spending an average of 75% of their school day devoted to providing RTA instruction. RTA teachers also report consulting/collaborating with classroom teachers regularly.

Overall, it appears that the RTA intervention program is an integral part of the literacy programs at RTA schools and their system of interventions. Administrators and classroom teachers appear to be involved in RTA teams and decisions about student progress in RTA interventions. Further, RTA-funded teachers provide general education classroom teachers information about differentiated instruction that can be used in the classroom to assist students struggling with reading. The RTA program is cited as both falling into a tier 2 and tier 3 level of intervention supports.

Chapter 3

Case Studies of Local Implementation

This chapter provides an in-depth perspective on RTA implementation at the local level. Site visits were conducted at eight RTA schools across Kentucky. Visits included extensive data collection from interviews with RTA teachers, classroom teachers, administrators, and parents. Classroom observations were conducted in general education classrooms and RTA classrooms to provide insight into literacy instruction across a typical day for RTA students. In addition, site visits were conducted at eight matched comparison schools that do not receive funding as part of the RTA program. These visits serve as a context through which to interpret the added value of RTA in RTA schools and provide comparative information about how non-RTA schools serve low-achieving readers.

Findings from the case study site visits are organized in similar ways as findings from Chapter 2, which focused on statewide implementation. The case study site visits provided an opportunity to explore the implementation questions at a deeper level and to triangulate findings from the statewide survey.

Overview of Case Study Schools

Selection of Schools

Eight schools were selected as RTA case study 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 2011-2012 case study site visit did so this year. All eight of the originally selected RTA case study schools were a part of this year's study.

Table 3.2

RTA Case Study 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. Voyager	Voyager	Voyager	Voyager
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 case study school, three schools were selected as possible matched comparison schools. Evaluators contacted schools to get permission to conduct site visits. This year, eight schools agreed to participate in the comparison school component of the study. Two schools from last year's study did not participate and five new schools were added. Unlike RTA site visits, this was the first year in which visits were conducted at the comparison schools. Last year, comparison schools participated only through phone interviews with administrators.

Comparison school characteristics are shown in Table 3.3. Schools ranged in size from 197-658 students. Comparison schools tended to have larger populations of minority students than RTA schools. Like RTA schools, the comparison schools had high proportions of students receiving free and reduced lunch, with a range from 25% to 99%.

Table 3.3
Comparison Case Study 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.	658	6%	25%	Northern
6.	557	71%	79%	Central
7.	428	48%	60%	Central
8.	410	62%	99%	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

Comparison Case Study Schools' Intervention Programs by Grade Level

	Kindergarten	First grade	Second grade	Third grade
1.	Direct Instruction	Leveled Literacy Intervention (LLI) Great Leaps	Leveled Literacy Intervention (LLI) Great Leaps	Fluency Boot Camp, Score Four, Quick Reads
2.	Phonics and Friends	Leveled Literacy Intervention (LLI), Orton Gillingham	Leveled Literacy Intervention (LLI), Orton Gillingham	Orton Gillingham
3.	Success For All	Success For All, Lexia	Success For All, Lexia	Success For All, Lexia
4.	Orton Gillingham Lexia	Reading Mastery Lexia	Reading Mastery Decoding Strategies Lexia	System 44
5.	95% Group Walk To Read	95% Group	95% Group Walk To Read	95% Group Walk To Read
6.	Research Based Instructional Strategies	Reading Recovery Research Based Instructional Strategies	Research Based Instructional Strategies	Research Based Instructional Strategies
7.	Interventions That Work, Voyagers/ Triumphs	Interventions That Work, Voyagers/ Triumphs	Interventions That Work, Voyagers/ Triumphs	Interventions That Work, Voyagers/ Triumphs
8.	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI)	Leveled Literacy Intervention (LLI)

Although the eight comparison schools have never received RTA grant funding, it is notable that four of the comparison schools received funding through federal Reading First grants. This funding, which spanned the years of 2004-2010, provided ongoing school wide professional development in scientifically based reading research (SBRR), use of reading programs based on SBRR, systematic reading instruction, and use of assessment data to plan instruction to meet individual student's instructional needs. Each Reading

First school employed a highly trained reading coach. Possible impacts of this significant literacy influence will be noted.

Data Sources

An evaluation team visited each RTA and comparison school for one or two days to conduct interviews with classroom teachers, RTA/reading intervention teachers, administrators, and parents. Evaluators also observed literacy instruction in both general education classrooms and RTA/reading intervention settings.

Teacher Selection

One interventionist was interviewed and observed in each school, and in RTA schools, the RTA funded reading interventionist was interviewed and observed. The comparison schools were asked to provide access to their main reading interventionist for the primary grades. In six comparison schools there was only one interventionist who served primary students, and that interventionist was selected. At two larger comparison schools, where there were several interventionists, administrators decided which intervention teachers participated.

For general education teacher participation, schools were asked to choose one first, one second, and one third-grade teacher. Two smaller schools had only one teacher per grade level, while larger schools had a wider range of teachers from which to choose. Several schools had just one teacher performing all literacy instruction for one or more grade levels. At one of the larger comparison schools the principal stated that she had chosen her “high fliers” or stronger teachers. Another comparison school principal reported that he had chosen a mix of strong and weak teachers so observers would get a more realistic view. It appears that some schools asked for volunteers and in others, administrators selected the teachers. A total of 64 interviews and observations were conducted at the 16 schools.

Parent Selection

Prior to site visits, school personnel were given consent forms with cover letters to distribute to parents of intervention students asking them to participate in short interviews. Schools were asked to provide two parents for phone or face to face interviews. At all eight comparison schools and three of the RTA schools, the principal handled this process, whereas RTA teachers handled the process at the other five RTA schools. Completed consent forms were then returned to evaluators during the site visits.

Most interviews were conducted by phone with only three conducted face-to-face at the schools. At three schools (two RTA and one comparison) only one parent interview was completed after repeated attempts to contact parents failed. All but one of the interviewed parents had current intervention students. A total of 29 parent interviews were completed for the 16 schools.

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 all literacy instruction for the day. This time varied from 2 to 4 hours with an average of 2½ hours. Observations centered on coding different components of literacy classes dependent on which type of classroom was observed.

Coding indicators were developed based on recommendations from the Institute for Education Sciences (IES) for Response to Intervention (RtI) and multi-tier systems of intervention (Gersten et al., 2008). Observation protocols for classroom observations and intervention observations can be found in Appendices D and E. Throughout the observation, field notes were taken to guide the classroom observation codes that were completed following the observation. Field observers were instructed to rate the instruction from a scale of 0 (*none*) to 2 (*consistently*) to indicate the extent to which they observed each criteria or domain. Information regarding field observer training and interrater reliability is described in Appendix F. Comparisons were made between observed practices in reading intervention instruction at RTA and comparison schools, as well as those used in general education primary classrooms in RTA and comparison schools.

Interviews

Evaluators used a semi-structured interview protocol (see Appendix G) 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 H). Interviews were recorded and later transcribed. Evaluators read through all interviews and used them to help construct a Case Study Profile for each school.

School Information Form

Before each site visit, schools were asked to provide information about their primary and secondary intervention programs (see Appendix I). Schools listed the reading 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.

Holistic Ratings

One aim of the evaluation was to discern the ways in which RTA supported schools' systems of interventions. Using recommendations provided by the Institute for Educational Sciences (Gersten et al., 2008) regarding RtI, evaluators created a holistic scoring rubric to rate the level and quality of RtI implementation in case study schools (see Appendix J). After the site visit at each case study school was concluded, the evaluation team worked together to score the school's implementation using the rubric. Holistic scores were analyzed using descriptive statistics.

Case Study Profiles

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

Case Study Findings

These data sources were used to ascertain patterns across the two groups of schools and to discern similarities and differences between RTA and comparison schools.

RTA and Comparison School Intervention Students: Are There Differences in Their Experiences?

How many students do interventionists serve? RTA teachers served an average of 30 students in pull out and classroom interventions (range: 6-59). RTA teachers in six of the schools spent two hours of their intervention time with individual Reading Recovery students. All but one teacher was full time and all but one teacher did only pull out intervention. Comparison intervention teachers served an average of 37 students in pull

out and classroom interventions (range: 14-58), with only one interventionist seeing children individually.

Selection process. All 16 RTA and comparison schools reported using the Measure of Academic Progress (MAP) to help them in the selection process for interventions. Other assessments used as screeners are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), the Developmental Reading Assessment (DRA), the Academic Improvement Measurement System (AIMSweb), and the Reading Recovery Observation Survey. Teacher input is reportedly gathered at most schools (RTA = 7, comparison = 6). Most schools, in both groups, reported screening the bottom 25th percentile on MAP, although several of these reported they end up serving only the bottom 10th percentile in interventions due to lack of resources. Four RTA schools and three comparison schools report selecting students frequently throughout the year and not just after MAP testing.

Many school personnel reported difficulty with deciding who will receive services when there are limits due to resources. One RTA teacher stated: “I think the biggest challenges are in selecting the kids and deciding who isn’t going to get services - where we draw the lines.” Six of the eight RTA teachers reported that not being able to serve all eligible students was one of their biggest challenges. They seemed aware and concerned about these students and their principals echoed this concern. In contrast, principals at the comparison schools sometimes reported un-served students as one of their biggest challenges (n = 3), but the reading interventionists did not. This seemed to be due in part to a more limited awareness of numbers of un-served students in their schools.

Intensity and duration of interventions. Most RTA and comparison school interventionists reported working with each individual student or groups of students for 30 minutes, five days a week (RTA n=5, comparison n=6). The other schools were seeing students either four days a week or a combination of two, three, or five days depending on need and tier placement.

Information about the duration of interventions was inconsistent. In six RTA schools and one comparison school Reading Recovery was taught no longer than the standard twenty weeks. Otherwise, time spent in interventions varied widely. On School Information Forms, four RTA schools reported time spent in RTA interventions ranged from 6 to 20 weeks. The other RTA schools reported that students remained in interventions “as long as needed,” “until goals are met,” or “all year.” Only two comparison schools provided a specific number of weeks for intervention duration. All others used descriptive terms such as “until adequate progress is made” or “all year.”

Four of the RTA schools and three of the comparison schools had organized exit plans. These programs had exited students successfully throughout the school year. The other schools appeared not to exit students often or only when the student moved schools or qualified for special education. Reports about duration of interventions in RTA case study schools appeared more vague than those reported in the statewide data where teachers were given specific time frames from which to choose. One RTA teacher described the difficulty in reporting specific duration of interventions:

Usually (students exit) when they've met their goal. That's why, on the information sheet that you sent me, it was just like... how do you know? It's usually when they're, you know, we feel like they're being successful in the classroom, when they've met their goals, or when their MAP score (goes up).

When asked about specific criteria for exiting, one RTA teacher reports "there definitely is (specific criteria) in Reading Recovery but with my groups, that is more of a feeling thing".

Overall, four of the RTA schools and seven comparison schools did not report clear expectations of the durations of interventions. In some case study schools, students seemed to get lost in the RtI process, with only infrequent MAP assessments determining their movement between the tiers or into the special education referral process. Reports one comparison school interventionist:

We do MAP testing three times a year. So, when we do the winter MAP we rezone (intervention groups). Like if (a student) is doing better than everybody else in my group, he might need to move up to a higher group. And probably, the next time that they MAP test, it verifies that. It's like, "Whoa, he jumped twenty points. No wonder he didn't need to be in that (group) anymore".

The 2011-2012 evaluation noted that a need for clear exiting procedures and a focus on reducing the number of weeks of RTA interventions for students are important in ensuring that students miss less classroom instruction and are seamlessly integrated back into regular classroom activities. Exiting processes appear to be a continued issue for schools.

Grouping and instructional time. Other than the fact that students in RTA schools were much more likely to receive individualized instruction through Reading Recovery, RTA and comparison school interventions were similar in terms of timing of instruction. Some RTA (n = 4) and comparison (n = 5) schools schedule designated intervention times. These intervention times are sometimes shared school wide or within grade levels

grouping students by ability for reading, or reading and math. These groups are usually thirty minutes, three to five days a week. The designated intervention times are a recommendation of the RTA grant and help intervention students avoid missing core instruction.

Follow-up for students who exit intervention. Based on intervention teacher interviews, follow-up occurs with students who exited the intervention in six RTA schools but just three comparison schools. Schools listed a variety of other supports after exiting, including extended school services, summer school, classroom teacher supports, and special education referrals. A tendency to exit to Special Education seemed predominant in three comparison schools. These were schools serving only the lowest achieving 10% of students, in what were considered tier 3 intervention classes.

Number of students eligible but not served. Information about the numbers of struggling readers not served in case study schools was reported somewhat inconsistently. Numbers of un-served students reported on School Information Forms differed from numbers reported in interviews with school personnel. The average number, reported on the Information Forms, of eligible but un-served students was 35 for RTA schools (range: 0-136) and 106 for comparison schools (range: 33 -119). Two RTA and three comparison schools reported all eligible students were being served.

Support for English Language Learners (ELs). All but one RTA school reported serving some EL students in RTA interventions. Most schools also serve them with ESL instructors (n = 5). Schools report that RTA interventions are the right place for these students and give them an opportunity to practice reading in a safe environment, improving their confidence and reading ability. The following comment is illustrative of many comments made by school personnel about the positive impact of RTA on ELs:

Our population is very, very diverse and our school specifically, we are one of the most diverse schools in the district so, for us, we have to notice that language barrier. A lot of them don't have English spoken at home. Most of them it's not the primary language and so to hear a fluent reader, to be around a fluent reader for thirty minutes a day, is something that they're not ever going to get at home.

Fewer comparison schools report serving EL students in reading interventions and EL interventions. One comparison school made the decision to include EL students in reading interventions just this year, before, only serving them in EL interventions. One school still only serves EL students in EL classrooms.

RTA and Comparison School Intervention Teachers: Are There Differences in Who They Are and What They Do?

Characteristics of intervention teachers. All participating RTA and comparison school intervention teachers were Caucasian females with high levels of education and extensive teaching experience. RTA teachers had taught an average of 19 years in primary before becoming an RTA teacher and had taught the intervention an average of four years (range: 2-8 years). All had advanced their educations beyond a Bachelor of Arts/Science degree (four with Rank 1, one with Rank 2, three with Masters). Comparison school interventionists had somewhat more experience in general primary classrooms with an average of 23 years, with only one teacher below 10 years of primary experience. Like the RTA teachers, the comparison school interventionists had been teaching interventions for an average of four years (range: 1-7 years) and all had advanced their educations beyond a BA or BS degree (five with Master's degree, five with Rank 1).

Training for intervention. In the amount and type of training to teach reading interventions, RTA and comparison school intervention teachers looked a bit different. Six of the RTA teachers had received Reading Recovery (RR) training but only two of the comparison school interventionists were Reading Recovery trained; one was trained just last year and the other was trained in a school in which RR was dropped several years ago because of budget cuts. Five of six RTA, RR trained teachers were continuing with monthly follow-up trainings. One of these teachers described the ongoing support provided by this training:

I feel really, really supported and really prepared. I think the best part of Reading Recovery and CIM is that network that we have that if I do feel conflicted or if I need some support, then I can call on any one of those people to help out.

Overall seven of the eight RTA teachers report extensive initial and follow-up training, with just one teacher reporting limited initial training on the reading intervention being used in her school with little ongoing training.

In contrast, six of the eight comparison group's training experience was limited to an initial training on reading intervention programs being used in their school. Only two of the comparison group interventionists reported ongoing training, and one of these was just once a year. Comparison schools appeared to rely more on learning on their own or from peers in common planning time and staff meetings. One comparison school interventionist described this process:

We have PLC's [professional learning communities] where we get together and talk about the different things that we are seeing with our students in the classroom. We share ideas. We share things that work and that don't work. The teachers collaborate with one another, so there is more than just one person, one mind trying to figure it out.

Two comparison school interventionists reported they sought help with interventions by reading on their own and searching the internet. One of these reported no formal training to teach interventions. This was the main reading interventionist at the school who supervised intervention assistants also teaching struggling readers. When asked about training for the assistants the interventionist reported, "We train them to do the monitoring; we make sure they have materials to teach with. If I find something really good, I'll say, 'Hey ladies, here's a copy for you. This is really good, this is working'." One comparison school interventionist reported, "Funds are lacking for PD." However, four of the eight comparison group schools were former Reading First schools and had participated in this extensive training. One interventionist, who received the Reading First training, stated:

I felt a lot more prepared after I had the Reading First because to be honest with you, I was just a classroom teacher before I became an interventionist... I learned so much during the Reading First part of it that I really didn't know before as far as how to actually teach reading.

Still, another interventionist that received the Reading First training reported that some of the practices taught in Reading First had been discontinued, stating, "It was the hope that those [Reading First] schools would continue those practices ... it didn't get monitored so, what doesn't get monitored doesn't get done."

Except for the Reading First training, which ended several years ago, at four schools, it appears that the participating comparison school interventionists generally received less initial and follow-up training than RTA teachers. The RTA grant provides the opportunity for interventionists to receive extensive and ongoing training that schools without the grant do not have.

Roles and responsibilities. RTA teachers configured their work responsibilities in different ways. Five of eight RTA teachers served kindergarten, all eight served first and second graders, and five of eight served third graders. Six of eight RTA teachers spent the majority of their day teaching reading interventions. One teacher was a half-day first grade teacher and served six students during her half day RTA. One teacher spent an hour and

forty minutes teaching interventions and spent the rest of her day coaching other teachers, screening new students, progress monitoring, conferencing, and training teachers.

Most RTA teachers assumed significant literacy leadership responsibilities (six of eight RTA teachers). These duties included providing professional development for the school or district, being observed by other teachers, coordinating progress monitoring for the school, leading literacy teams, and being a literacy resource in the school. One full time RTA interventionist was utilized for part of the day in general education classrooms. All others met only with students in individual or group pull-out interventions. RTA teachers taught an average of 27 students in these pull-out interventions.

All but one RTA teacher reported having other non-literacy duties at their schools, most frequently bus duty and lunch duty. Two teachers reported being used as a substitute teacher at times. All but one RTA teacher reported a planning time and this teacher chose to teach intervention students during her designated planning time.

In the comparison schools, four of the eight reading interventionists also taught math interventions part of the day. This appears to be a significant difference in the RTA and comparison school intervention programs, in that instructional time, resources, and professional development focused on math as well as reading. Three of the comparison school interventionists were utilized for part of the day in general education classrooms. All eight met with students in pullout instruction throughout the day teaching, like RTA teachers, an average of 27 students. Unlike RTA teachers, all comparison school interventionists served kindergarten students and seven of eight served third graders. Like RTA teachers, all interventionists served first and second grade.

Like RTA teachers, most comparison school interventionists reported non-literacy duties at their schools (six of the eight teachers). Two interventionists reported only literacy related duties; one oversees instructional assistants. Four of the comparison school interventionists reported significant literacy leadership activities at their schools.

Overall it appears that RTA teachers spent more time involved in the teaching of reading or other literacy leadership activities than comparison school interventionists. Even in handling the process of arranging site visits for evaluators, RTA teachers were more likely to serve as a resource for their principals (n = 5). The 2011-2012 evaluation findings indicated that RTA teachers spent the majority of their time teaching students, with some time spent engaging in literacy leadership duties. This year, it appears, there was a greater focus on this literacy leadership role. Comparison schools did report serving

all primary grades, while RTA schools tended to focus intervention services on certain grades.

Collaboration with classroom teachers. Consistent with the statewide survey results reported in Chapter 2, most RTA schools reported frequent collaboration between RTA and classroom teachers (6 of 8). Collaboration occurs primarily through regularly scheduled meetings and informal check-ins with classroom teachers. Teachers reported collaboration on selection, progress monitoring, exiting, and adjusting intervention or classroom instruction. One RTA teacher stated:

Newer teachers ask us questions a lot and they will ask, “What can we do to help kids with this or that”, so they catch it. And then our special ed. teachers started coming in and watching me a little bit and trying to model their groups like mine, and then the first grade teachers, we are in and out with them all of the time, talking to them about things they can do and I think it helps them to get on a better level with their students.

In one RTA school, a second grade teacher described the benefits of collaboration, stating, “It’s more than just helping the small group of kids that she’s (RTA teacher) servicing. She’s helping to educate the teachers in the building too, so that they can support their kids also”.

In another school, the RTA teacher collaborated by previewing the classroom teacher’s tier 1 intervention lesson for the next day. The intervention teacher knows just what the classroom teachers will be working on the next day and gives students extra support before they go into this larger group.

Five of the eight comparison schools reported frequent collaboration between interventionists and classroom teachers. Three of these have interventionists embedded in the general classroom for part of the day and collaboration appeared strong. Reported one second-grade teacher who has the interventionist in her classroom for part of the reading block, “her incorporating what I’m teaching and also me incorporating what she’s teaching just helps it go smoothly.” She stated that sometimes she will do the tier 2 interventions, and sometimes the interventionist will do them.

One interesting collaboration seen at both RTA (n= 1) and comparison schools (n=2), was the sharing of progress monitoring duties. This happened in one of two ways. Either the intervention teacher would administer the assessment and the general education teacher would enter the data or they would take turns progress monitoring each week. This allowed both teachers to know how students were progressing.

Most RTA and comparison schools reported good collaboration between interventionists and general education teachers. More comparison schools than RTA schools embedded collaborative intervention instruction within the regular classroom setting, however. As was recommended in the 2011-2012 RTA evaluation, RTA students would likely benefit from increased collaboration between RTA teachers and classroom teachers within the context of regular classroom instruction.

Collaboration with parents. Based on interviews with parents and school personnel, it appears that most RTA schools achieved successful collaboration between school personnel and parents. One parent at an RTA school stated:

(the RTA teacher) has come to meetings and given me updates on (my son's) progress. She's showed me charts and, you know, the test that she takes to kind of track where he's at with his reading. She's been very helpful in showing me those things, and she's always been very positive about his progress and the outcomes.

Most RTA parents appeared well informed about their child's intervention program (13 of 15). Most RTA teachers reported collaborating with parents by sending home books, activities, or progress information on at least a weekly basis. An RTA teacher in one large school invites all families to observe Reading Recovery lessons and holds monthly family literacy nights. She reported having 50-75 participants each month, and parents at her school did report attending some of these. All interviewed parents reported seeing improvement in their child's reading since receiving RTA intervention.

In contrast, just half of the comparison schools reported successful collaboration with parents. The other half of the comparison schools reported struggling with parent collaboration and attributed this to high poverty in their schools, busy parents working two jobs, and parents with literacy problems themselves. One classroom teacher stated, "That's a main problem at our school. Last night we had parent teacher conferences and only seven of my 23 showed up and those seven weren't the ones I needed to talk to".

All comparison school parents reported seeing improved progress in their child's reading; unlike RTA parents, comparison school parents lacked information about their child's reading interventions. Only a few parents seemed to be well informed about frequency of meetings and intervention activities (n = 3).

Systems of Interventions in RTA and Comparison Case Study Schools: Similarities and Differences.

As was noted in Chapter 2, the Kentucky Department of Education (KDE) charges schools with implementing a Response to Intervention (RtI) process as part of a larger system of interventions for students (KDE, 2008). KDE explains that an RtI program,

integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities (National Center on Response to Intervention, 2010).

One aim of the current evaluation is to assess the ways in which RTA fits into and supports schools' RtI systems.

Literacy teams. Based on data from interviews, RTA schools seemed more successful at forming effective, decision-making teams and involving reading interventionists in the process than comparison schools. The RTA teachers were often the leaders of these teams and an integral part of the RtI system. Seven of eight RTA schools reported having teams that meet regularly (at least once a month) and use data to make effective decisions about literacy interventions. Four of the eight RTA teachers appeared to be leading these teams, making decisions about selection, progress monitoring, and exiting. Three RTA teachers report they are on literacy teams but do not take the lead. Teams commonly consisted of the RTA teacher, a principal or other administrator, at least some primary level classroom teachers, and sometimes a counselor or special education teacher. One RTA teacher reported that making decisions as a team is key:

I think the reason we are so effective this year is because we have so many people putting input into it. We don't have one person making decisions, there are lots of different people that put their input into it, even English language assistants, they are a big part of some of the decisions we make with the children.

Two RTA schools have two effective teams, one focused on tier 2 and 3 reading interventions and the other on tier 1 interventions for all students. The RTA teacher at one of these schools described her monthly grade level team meetings:

Basically we use that time 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.

She reported the team will also use the meetings to check in with parents on the spot.

The comparison schools reported less effective or consistent team approaches. Six of the eight comparison schools reported having teams involved in making decisions about literacy but only one comparison school interventionist appeared to take a significant role on the team. Of these six, three appeared to be using data effectively to make decisions about interventions. The others are gathering data, but are not always using it to select students, relying more on teacher and parent referrals. One of the comparison schools has regular data team meetings with school administrators and doesn't always include the interventionist or classroom teachers in these decision making meetings. Comparison schools appear to have less frequent team meetings than RTA schools, with half the schools meeting only after MAP testing (three times a year). This suggests these teams are only moving students between interventions after the winter MAP test.

Differentiated classroom instruction, tier 1. This section contains information obtained from interviews and classroom observations. Observation results are discussed both in terms of how RTA and comparison schools are applying each of the best practices with an emphasis on differentiation. Teacher information is presented first.

Characteristics of classroom teachers. The majority of participating general education teachers were Caucasian females (RTA =91%, Comparison = 96%) with advanced degrees (RTA = 83%, Comparison = 67%). Classroom teachers in both groups had similar amounts of experience in primary (RTA = 10 years, Comparison = 8 years).

Classroom observations: Implementation of recommended classroom practices. Classroom observation data suggested that based on the areas evaluated, most schools were implementing (to some extent) the recommended best practices in general education classrooms, although observation results varied from school to school. Results by school for the various observation components can be found in Appendix L.

Average scores for each RTA and comparison school were computed ($m = 1.33$), and results are shown in Figure 3.2. Overall, there was no significant difference between mean

scores for comparison and RTA schools for tier 1 instruction. The figure illustrates the extent to which RTA and comparison schools varied in the extent to which classroom teachers were observed implementing recommend practices for tier 1 instruction. This variability is important to note given the critical nature of classroom instruction in serving not only as the first line of prevention of reading difficulties for students, but also as the source of support for students who have exited from reading intervention programs. Students who return to strong classroom programs have a distinct advantage over students who return to weaker classroom programs.

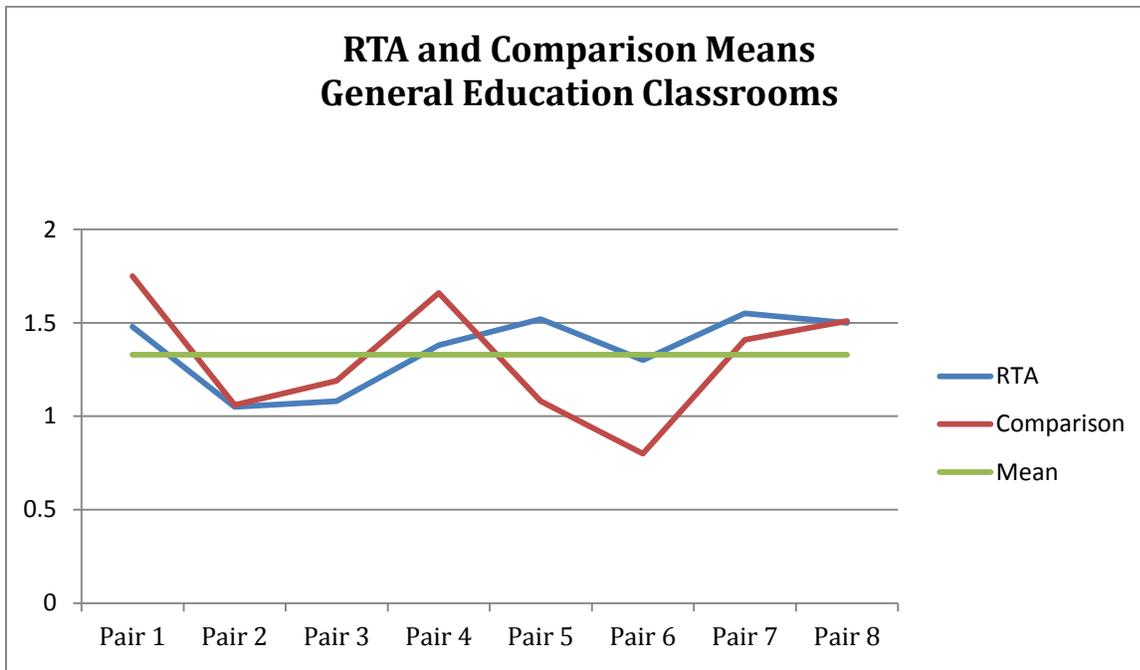


Figure 3.2. RTA and comparison general education classroom observation means by school.

RTA and comparison school intervention classrooms, tier 2 and tier 3. This section examines the ways in which RTA programs are used to support schools' implementation of multi-tiered intervention systems when students need interventions beyond differentiated instruction within the general classroom setting (tier 1). It provides data on the ways in which comparison schools are implementing tiered interventions to highlight any potential advantages afforded by RTA.

Classroom observations: Implementation of recommended intervention classroom practices. Classroom observation data suggest that, based on the areas evaluated, teachers in most intervention classrooms were implementing recommended practices at least to some extent. Overall ratings for intervention instruction ($M=1.65$)

were higher than ratings for reading instruction in general education classrooms ($M=1.33$), suggesting a stronger use of effective practices for struggling readers in intervention classrooms. A majority of RTA and comparison school intervention classrooms were implementing best practices consistently. Figures A1 and A2 in Appendix M show observation results for each indicator of best practice. Overall, there was no difference between the implementation of best practices in intervention classrooms in RTA and comparison schools. However, Figure 3.3 illustrates that intervention instruction was much more variable in RTA schools than in comparison schools. That is, evaluators tended to observe the RTA teachers in case study schools to be either extremely effective or not effective in their use of recommended practices.

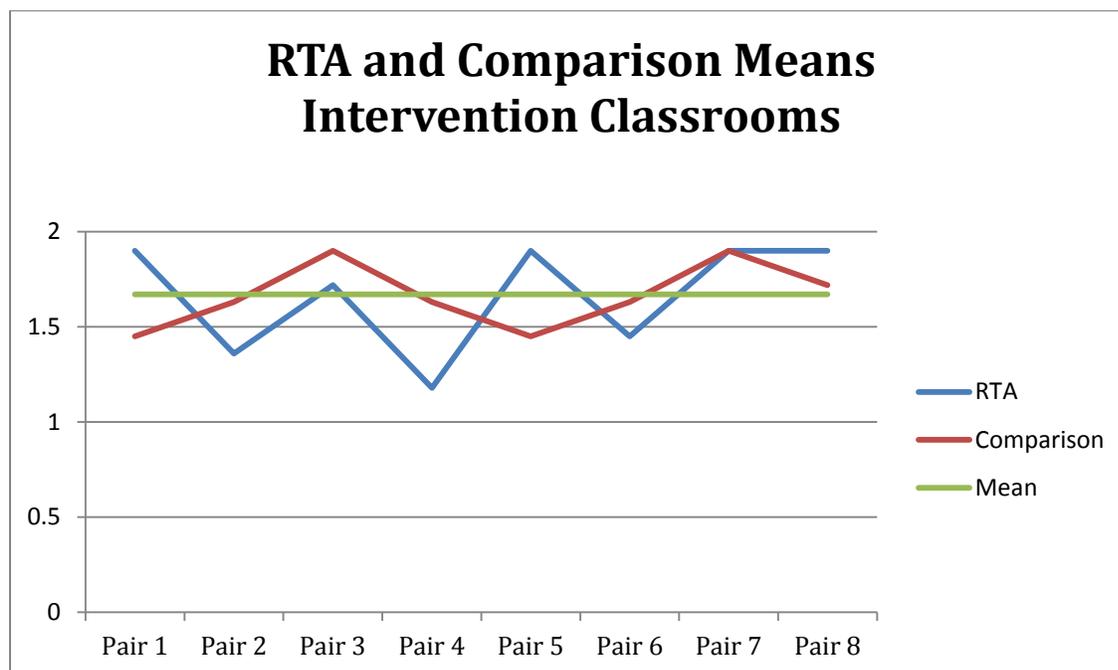


Figure 3.3. RTA and comparison intervention classroom observation means by school.

How does reading intervention fit into a school's system of interventions? Across RTA schools the RTA intervention was used as either a tier 2 or tier 3 intervention. Seven of eight RTA schools reported their program fit into both tier 2 and tier 3, while four of the comparison schools saw it fitting into both. In RTA schools, small groups were usually considered tier 2 unless these groups were very small or provided alongside another intervention. In four comparison schools, small groups were considered only tier 3. These schools' interventionists only served tier 3 students while tier 2 is reportedly provided by the general education teachers in these schools. Reading Recovery was usually considered

tier 3 by schools, although it was difficult for evaluators to determine the extent to which students had been provided tier 2 interventions prior to entering Reading Recovery.

Holistic Ratings of Schools' RtI Systems

To provide information about schools' implementation of RtI, evaluators completed rubrics related to the various RtI components based on recommendations for RtI (Gertsten, et al, 2008; see Appendix J). The rubric included scoring categories ranging from 0-3, with "0" indicating the component was not in place at all, "1" indicating inconsistent evidence that the component was in place, "2" indicating some evidence that the component is implemented inconsistently, and "3" indicating strong evidence the component is implemented consistently.

Results from the holistic ratings indicate both RTA and comparison schools were successfully implementing some aspects of RtI, particularly screening, monitoring, involving parents, and providing targeted interventions for students who are not successful with regular classroom intervention. In addition, RTA schools appeared to be providing stronger literacy leadership in their schools while comparison schools were providing stronger tier 1, differentiated instruction. It appears that all case study schools faced challenges in implementing tier 3 interventions and collaborating.

Figure 3.4 depicts each school's overall rubric scores. As the figure indicates, there was much more variability in the implementation of effective intervention practices in RTA schools than in comparison schools. During site visits, it appeared RTA schools were implementing practices at high levels or at relatively low levels, overall.

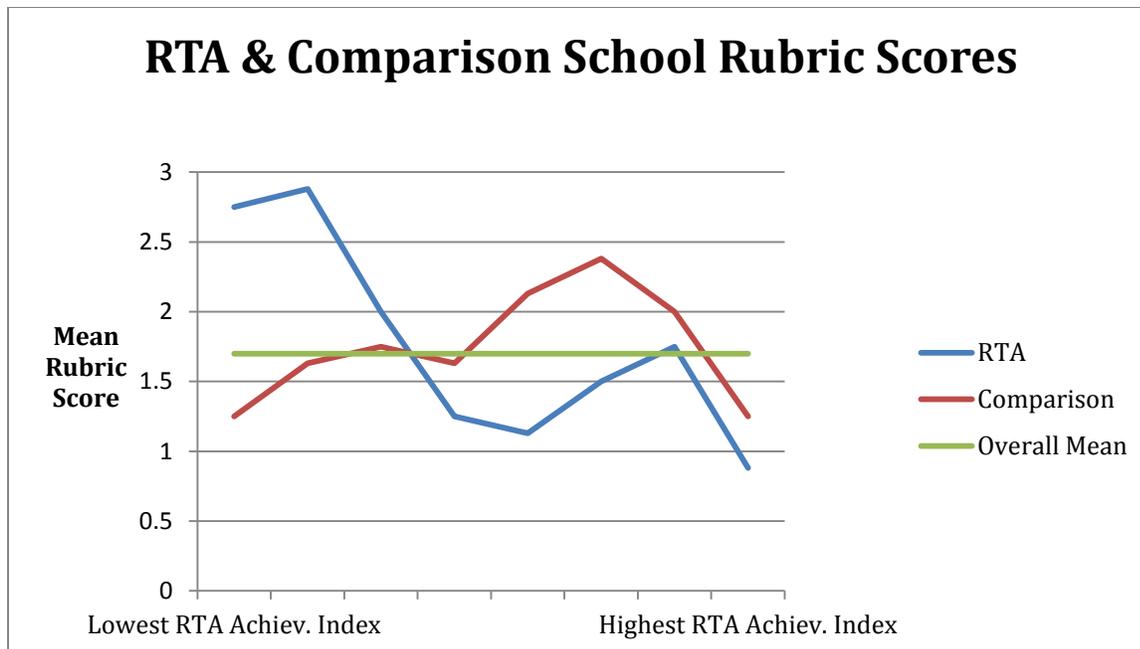


Figure 3.4. Holistic scores for case study schools from lowest to highest initial achievement score (2006).

Note: Holistic rubric included ratings of 0-3 for each component.

Interestingly, results indicate relationships between rubric scores and 2006 state reading assessment scores. RTA schools with the highest rubric scores are the RTA schools with the lowest initial state reading Achievement Index scores in 2006. This suggests that these RTA schools, with the most need, have effectively implemented a program of support for all learners at all levels. These RTA schools have utilized the resources of the RTA grant in a successful way. The comparison schools with the lowest initial state reading Achievement Index scores, on the other hand, had the lowest rubric scores. It is possible that these comparison schools might have benefited from a program such as RTA to help establish an effective Rtl system.

Characteristics of High and Low Implementers

Considering the variability in implementation in RTA schools, it is useful to examine the patterns of characteristics that emerged from the groups of RTA schools that were implementing systems of interventions more and less effectively. Analyses of Case Study Profiles yielded a number of characteristics listed in Table 3.5.

Table 3.5

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

High Implementers	
System of Interventions	<p>They have evidence based curriculums they are using with fidelity.</p> <p>They are using data to screen, progress monitor, and exit students.</p> <p>They have data driven decision making teams and the RTA teachers are leaders on the teams and in the school.</p> <p>They follow an organized plan to exit students.</p>
RTA Teachers	<p>The RTA teachers have strong collaborative relationships with classroom teachers and are looked to as a resource.</p> <p>They involve parents in the RTA process.</p> <p>Their intervention programs are flexible and they change students within interventions frequently.</p> <p>They are well trained and train others in their school or district.</p> <p>They continue to receive ongoing training.</p> <p>They have supportive principals.</p>
Low Implementers	
System of Interventions	<p>They do not have effective literacy teams. RTA teachers are not viewed as leaders.</p> <p>They have principals with less experience in the building.</p> <p>They have problems with screening, progress monitoring, and exiting students.</p> <p>They do not always make data driven decisions and there was some question whether the most struggling students were receiving services.</p>
RTA Teachers	<p>The RTA teacher did not always follow the evidence based curriculum with fidelity.</p> <p>Their activities outside of instructional time were not literacy activities. Their days were full of incidental tasks.</p> <p>The RTA teacher did not provide training for their school or district.</p> <p>They sometimes did not receive much initial or follow-up training.</p> <p>They were sometimes well trained and receiving ongoing training.</p> <p>They sometimes had good relationships with parents.</p>

The characteristics of successful RTA programs make sense. Successful schools implement best classroom practices and comply with recommendations of the RTA grant. The characteristics of the seemingly more unsuccessful programs were less clear cut. Schools were sometimes implementing best practices and following RTA grant guidelines, but overall, schools' lack of effective, data driven teams and the many non-literacy tasks of RTA teachers seemed most predominant.

Stakeholders' Perceptions of RTA

During the site visit interviews, RTA teachers, administrators, and classroom teachers, were asked about the benefits and challenges of implementing the RTA program in their schools. Patterns of responses were categorized across stakeholder groups and one illustrative quote is presented here for each key theme.

Benefits of RTA.

Student achievement. Stakeholders felt strongly that their programs are very effective, particularly in the area of identifying struggling readers in their schools. They reported great improvements in RTA students' reading abilities, MAP scores, and confidence in reading.

I've got a little girl right now in first grade. She came in a Level Zero; she exited at a Level Twelve. We've given her two or three weeks in CIM and she's ready. She's finished; she's tested out. She's actually continued to move up levels, and her mom said she just reads like crazy. She's one of those really introverted, super-shy, very nervous types, and she has a confidence now about her that she didn't have. (RTA teacher)

Student self-perceptions. Along with improvements in reading abilities, stakeholders talked about the positive impact that RTA has had on student confidence and attitude toward reading. Some teachers indicated they saw changes in motivation and engagement for students, specifically related to students' confidence and willingness to read. Parents in particular were outspoken about the change in their child's confidence in reading. They reported surprise and amazement at the improvement they had seen at home. Their children were more confident in their reading and more willing to pick up a book.

I highly recommend, if anyone has a child struggling with reading to do the reading program, because I experienced it first hand with my child and she had no confidence at all in her reading, she just would give up on it at home. She didn't

want to do it with me. She would get frustrated and sometimes she would even cry. But after she did the reading program it was just like day and night. She became a really good reader and she became confident in it. She is not afraid to sit down and read a book now; before, she avoided it. I think she was a little embarrassed and maybe ashamed in herself that she couldn't read. (parent)

Specialized environment. Stakeholders also talked about the benefits of providing extra time for reading instruction for students and of working with students one on one or in a small group in a specialized environment.

To have learned his strategies and stuff and have confidence at a young age is great and now he knows to be a good reader, you have to read for 30 minutes every night. And I feel confident that, okay he is in a room of 30 people in class and his teacher doesn't have that amount of time, I know he was pulled out for an hour, so that allows me to say he is going to get it. He is not going to fall through the cracks. (parent)

Early interventions. Stakeholders suggested it was especially important that these reading interventions be provided for students early in their schooling, during the primary grades.

Read to Achieve works with the most struggling students. It's important for kids to have a great foundation initially so that they struggle less as they get older. It's easier to catch them up at an earlier age than it is at a later age. (administrator)

Resource to the school. Classroom teachers and administrators expressed appreciation for the support RTA teachers provide in the school. Some teachers expressed appreciation for the trainings and advice from the RTA teachers. Many principals were grateful to have RTA teachers in the school especially with funding issues that have led to cutting other reading interventionists.

We have an expert (in RTA teacher), because she does more than just help the students. She's a go-to person for the teachers. When they don't understand why someone's not making progress, then she's there to be like, "Well, try this or this!" So, she does a lot of extra help and then support of classroom teachers, too. (administrator)

Ripple effect. RTA teachers, classroom teachers, and administrators talked about the ripple effect of RTA, in that RTA students take what they've learned and impact their classroom and home environments.

RTA teachers influencing teachers.

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).

RTA teachers influencing students.

The RTA students bring in experiences and new learning that they have during that class time. When they're successful in reading they can come into the classroom and other students are going to learn strategies from them, they're going to be able to communicate and join into the classroom conversations that we have more effectively. (classroom teacher)

RTA students influencing parents.

Another student of mine who kind of struggled at the beginning of the year, (the RTA teacher) worked very hard with him. Just trying to build his confidence in reading and she finally told him, 'I know that you can do this, you're showing you can do this, we're practicing, and you just have let everybody else know that you can do it.' On his MAP test after they'd been working together and she'd been talking to him, he went up 35 points. So he went from a kindergarten reader to a 3rd grader in one test. He has exited from RTA and now he's teaching his mother how to read English. So not only did he start off a kindergarten reader and moved to a 3rd grade reader he's now going home and teaching his mother, who doesn't speak English, has never spoken English, he's teaching her how to actually speak and read English. I think that's an authentic example of how it's helping. He's teaching his mother strategies he learned in (the RTA teacher's) classroom. (classroom teacher)

RTA students influencing siblings.

I had one little boy the other day who wrote me this story about how he was going to teach his sister, once he taught her how to speak English, he was going to teach her how to read in English, and I thought, "He really will! I know this". (RTA teacher)

Challenges of RTA.

Limited resources/lack of funding. The greatest challenge expressed by RTA teachers, administrators and classroom teachers was the inability to serve all students who need services. Teachers reported difficulty making decisions about who in their class

needed services the most or being frustrated that their students weren't able to be served. They suggested more teachers were needed in order to serve all struggling students.

The others, they just meet me at the door, "Please can I come with you, I want to come with you today, let me come". And you just have to turn them away because you have already got a full day going on. (RTA teacher)

Half of the RTA teachers and all of the administrators mentioned budget cuts affecting the teaching of reading at their school.

I just think (the RTA teacher) does a tremendous job and it's very difficult to go from having what we had, which was five people to two in the last four years. And, RTA, to me, has made a huge impact in schools, but each year our funding is cut just a little bit more. And, that has made it difficult. I don't have the funds to hire another reading teacher. Doing more with less is just, it's difficult. (administrator)

Need for additional types of interventions. Other challenges schools reported included needing programs for older students, a long term intervention program, or a change in RTA intervention curriculum.

Research shows us that the kids who get to third grade and are still behind are far less likely to make it to grade level. And so, I wish, I wish we had more supports in place for those (older) kids, more help for them because if we don't catch them before they fall, our chances of recovering them are not a lot. (RTA teacher)

We have Reading Recovery as part of our grant... that was great when I had two reading specialists – I'm down to one now; I need to be able to go in as a school, and we need to be able to say, "Guys, Reading Recovery was great when this was written, but we need to do an addendum." They won't look at them midyear because I've already tried that. We need to serve more kids. Reading Recovery only served one first grader at a time. I need to serve three to five. I need more bang for the buck. They won't even consider it. So they need to allow the schools who know the kids and know what they need to have a little more voice. (administrator)

Last year's RTA evaluation recommended that KDE continue to allow schools to petition to change their interventions and publicize the procedures for doing so. It appears that this administrator was aware of the procedure but has been unsuccessful in using it.

Scheduling/missing classroom instruction. Many classroom teachers also talked about scheduling challenges. Some teachers were concerned that students were pulled out

during the literacy block, which meant they missed valuable classroom instruction time and sometimes had difficulty transitioning back into the classroom after interventions.

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. (classroom teacher)

Summary of Key Findings

The focus of the case study component was to look more in-depth at a small number of schools to see how RTA is implemented at the local level. Comparison schools were also studied in-depth to look at similarities and differences in implementation of the RtI system of interventions. Interviews and observations provided insight about RTA successes and challenges.

RTA and comparison school interventionists are experienced general education classroom teachers and relatively new intervention teachers. Still, they are implementing best practices for struggling readers at a higher level than general education teachers. RTA teachers are full time reading interventionists while half of the comparison school interventionists also teach math. Despite this focus on math, the comparison school interventionists were observed using best practices, on average, as well as the full time reading, RTA teachers. The important difference between these two groups does not appear to be in the quality or amount of their instruction, but in their activities outside of the time spent with students.

RTA teachers are more involved in the literacy teams at their schools than their counterparts at comparison schools and this appears to have a tremendous impact on their effectiveness in the RtI process. Being a leader or member of these teams made them more informed about the numbers of students being served (and not served), more vocal in decisions about interventions, and more of a literacy leader in their schools. They were called on more frequently to provide training for classroom teachers and received much more initial and follow-up training themselves. They were more likely to use data to screen students for interventions and involve parents in the intervention process than are comparison schools.

Observations of instruction in RTA schools indicate that implementation of effective intervention systems is highly variable. Effective systems in RTA schools are dependent on a highly trained and well-supported RTA teacher. Effective systems include team-based and data-driven decision making around clear processes for screening, progress monitoring, and exiting students from reading interventions. The findings of the case study component indicate that most of the RTA programs appear to be far reaching and integrated into their school's RtI system of interventions. There appeared to be a strong culture of literacy at the most successful RTA schools.

A majority of stakeholders (administrators, classroom teachers, RTA teachers and parents) perceived that the RTA program in their school was very effective. The opportunity for students to have extra time immersed in reading instruction was viewed as critical for success. The biggest challenge schools face is not having enough RTA resources to serve eligible students. Although the estimated number of struggling readers left unserved in RTA schools was significantly lower than in comparison schools, RTA schools reported this was their biggest challenge. A majority of the RTA and comparison schools reported that a lack of funding or budget cuts had negatively impacted the teaching of reading in their schools this year.

The RTA case study schools have many areas of strength around their RtI programs and areas that need improvement. The comparison case study schools helped provide a background in which to view these strengths and weaknesses. Overall, most of the RTA schools had established a strong culture of literacy in their schools, which was not necessarily seen in most comparison schools.

Chapter 4

RTA Student Reading Achievement

The purpose of this chapter is to examine the reading achievement of students who have received RTA-funded interventions and to determine the extent to which these students maintain or improve their reading performance over time. The chapter 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 received RTA in the primary grades read proficiently in third, fourth, and fifth-grades?
- How do RTA students' progress in reading over the course of a year, as compared to national norms?
- How does implementation in RTA schools relate to student achievement?

The achievement data examined for this evaluation was student achievement on two data sources: the state-required Kentucky Performance Rating for Educational Progress (K-PREP) assessment administered in all Kentucky schools for third, fourth, and fifth grades in spring of 2012, and the 148 district-selected Measures of Academic Progress (MAP) administered in the schools in Fall 2012 and Spring 2013.

Data Sources

K-PREP Reading Assessment

As stated in the K-PREP technical manual, the K-PREP reading tests' focus on three main skills: reading comprehension, language use and vocabulary. Students are expected to develop reading comprehension skills through increasing text complexity from one grade to the next and by making connections across multiple texts. Reading comprehension is also assessed through the Stanford 10 reading comprehension subtest. The scaled score system was created to indicate the proximity of examinee performance in line with the state performance standards. Educators endorsed cut points through their discussion and creation of the set of performance level descriptors for each grade of the reading assessments. The scaled scores align to definitions of achievement - performance levels (see Table 4.1).

Table 4.1
Reading Scale Scores by Performance Level

Grade	Novice	Apprentice	Proficient	Advanced
3	100-197	198-209	210-225	226-300
4	100-196	197-209	210-226	227- 300
5	100-197	198-209	210-225	226-300

The performance levels are the best indicators to use for comparing performance across grades or subjects. According to the technical manual for K-PREP provided by the Kentucky Department of Education (KDE), the performance level descriptors and cut points are used to categorize Kentucky students within the performance levels—Novice, Apprentice, Proficient, and Distinguished. Table 4.2 shows the resulting impact data (i.e., the percentage of students in each performance level) produced by this approach which will be important as K-PREP results are discussed in the next section.

Table 4.2
Reading Impact Data by Grade Level

Grade	Final Impact Data			
	N	A	P	D
3	25%	25.6%	32.2%	17.2%
4	25%	27.8%	31%	16.2%
5	29.4%	23%	31.2%	16.5%

MAP Assessment

The MAP assessment is a product of the Northwest Evaluation Association (NWEA). It is a computer-based, online assessment that can be administered in the fall, winter, and spring to students in kindergarten through 12th grade. Kindergarten students use

headphones, and the test is read to them. MAP is a computerized, adaptive test that is aligned to states' measurement systems and content standards for grades 2-10. It is designed to assess students' phonemic awareness, phonics, concepts of print, vocabulary, word structure, comprehension, and writing and to demonstrate students' understanding and skills in these areas. An overall reading score was created from students' performance on the subtests. *MAP for Primary Grades* is utilized at some RTA schools for kindergarten to second-grade students. Norming procedures from 2011 for this version of the assessment are used as benchmarks to interpret the data. The target, *Rasch UnIT* (RIT) scores shown below were based on the 2011 norming study conducted by NWEA. The following table (4.3) shows the target RIT scores based on the norming study by grade level.

Table 4.3
2011 RIT Target Scores for Fall and Spring Administrations

Grade	Spring RIT Target Mean Score
K	157.7
1	176.9
2	189.6
3	199.2

Percentage of RTA Students Reading at Proficient Level on K-PREP 2012

To address the first question, the K-PREP reading data were used to determine student performance levels for students who had participated in RTA when they were in the primary grades. Performance levels were defined by KDE. The ranges listed in Table 4.1 were used to determine reading proficiency levels by grade. Student assessment data (2011-2012) were disaggregated into the following categories (see Figure 4.1) for each grade, based on the grade level(s) at which students participated in the RTA program:

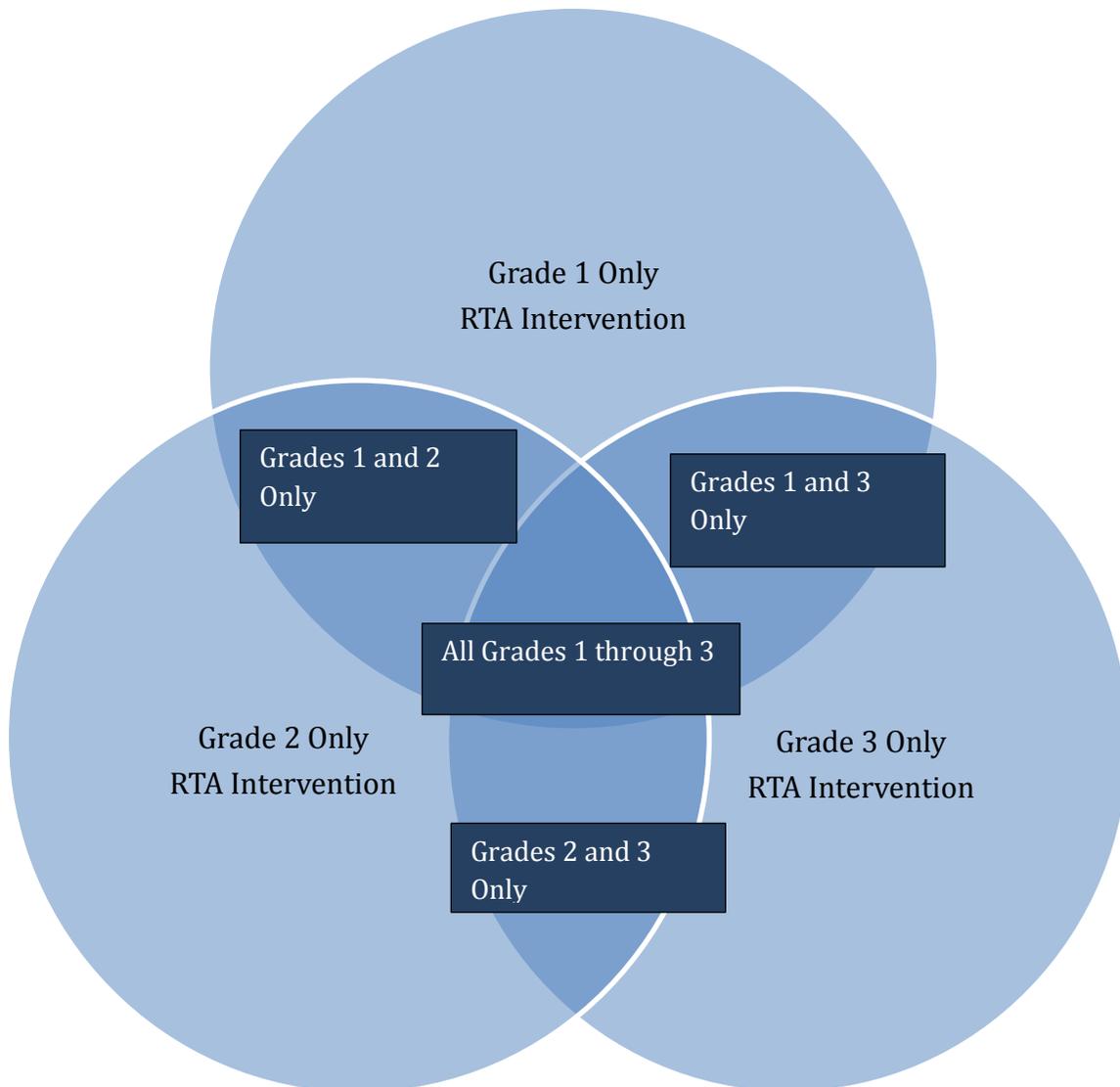


Figure 4.1. Categories of RTA students by grade levels in which they received the intervention.

In summary, K-PREP scores are provided for students who received interventions during the following academic years:

Fifth grade – Spring 2012

- Received an RTA intervention in third-grade in 2009-2010.

- Received an RTA Intervention in second-grade in 2008-2009.
- Received an RTA Intervention in first-grade in 2007-2008.

Fourth grade – Spring 2012

- Received an RTA intervention in third-grade in 2010-2011.
- Received an RTA intervention in second-grade in 2009-2010.
- Received an RTA intervention in first-grade in 2008-2009.
- Received an RTA Intervention in kindergarten in 2007-2008.

Third grade – Spring 2012

- Received an RTA intervention in third-grade in 2011-2012.
- Received an RTA intervention in second-grade in 2010-2011.
- Received an RTA intervention in first-grade in 2009-2010.
- Received an RTA Intervention in kindergarten in 2008-2009.

These categories were used to determine whether students receiving one to three years of RTA Intervention maintained or improved reading performance over time. The types of interventions examined are only for students receiving an RTA intervention rather than other interventions not funded through the RTA program. Each of the categories listed above is examined separately in terms of students' performance on the reading test from the spring 2012 administration. Note RTA intervention data is only available for grades one through three for the fifth-graders taking the assessment in 2011-2012. Participation data is not available for the year fifth-grade students were in kindergarten.

It is important to determine the performance of students receiving RTA interventions and whether students are reading at a proficient level consistently over time. The following table (4.4) shows the total percent of students at each grade level at RTA schools performing at each proficiency level. The total percentage for all students in RTA schools is used here to describe how the student population is performing in general prior to disaggregating the data by students receiving interventions.

Table 4.4

K-PREP Proficiency Level Frequencies by Grade Level for All Students, Percentage in Parentheses

Grade	Number of Students at RTA Schools	Students Performing at Novice Level	Students Performing at Apprentice Level	Students Performing at Proficient Level	Students Performing at Distinguished Level
3	21687	4990 (23)	5396 (25)	7002 (32)	3715 (17)
4	20854	5058 (24)	5797 (28)	6323 (30)	3410 (16)
5	20671	5763 (28)	4728 (23)	6463 (31)	3459 (17)

Note that the distribution in K-PREP reading scores is similar for each grade level for RTA schools in general. Note that the distribution is also similar to the KDE expected distribution in Table 4.2. The data is now disaggregated to examine the percent of students performing at each proficiency level who receive an RTA intervention at least one year in kindergarten through third grade.

Third Grade in 2011-2012 School Year

The K-PREP 2011-2012 data for third graders ($n=21,687$ students in RTA schools) are disaggregated for students receiving an RTA intervention for first-grade only, second-grade only, third-grade only, first and second-grade only, any two grades, and first through third-grade (all grades). The following table (4.5) illustrates the number and percentage of third grade students receiving RTA interventions for one to three years as well as the number and percentage reading at proficiency level or above.

Table 4.5

K-PREP Third Grade Reading Proficiency Levels of Students Receiving RTA Interventions, Percentage in Parentheses

Grades Receiving RTA Intervention	3 rd Graders Receiving RTA	3 rd Graders at Novice Level	3 rd Graders at Apprentice Level	3 rd Graders at Proficient Level	3 rd Graders at Distinguished Level
K Only	1824	360 (20)	525 (29)	610 (33)	261 (14)
1 st Only	1708	511 (30)	521 (31)	483 (28)	136 (8)
2 nd Only	947	348 (37)	307 (32)	212 (22)	58 (6)
3 rd Only	309	127 (41)	103 (33)	67 (22)	9 (3)
Two Grades	3001	1207 (40)	851 (28)	653 (22)	176 (6)
Three Grades	1584	834 (53)	412 (26)	238 (15)	44 (3)
All Grades	250	151 (26)	64 (26)	22 (9)	6 (2)

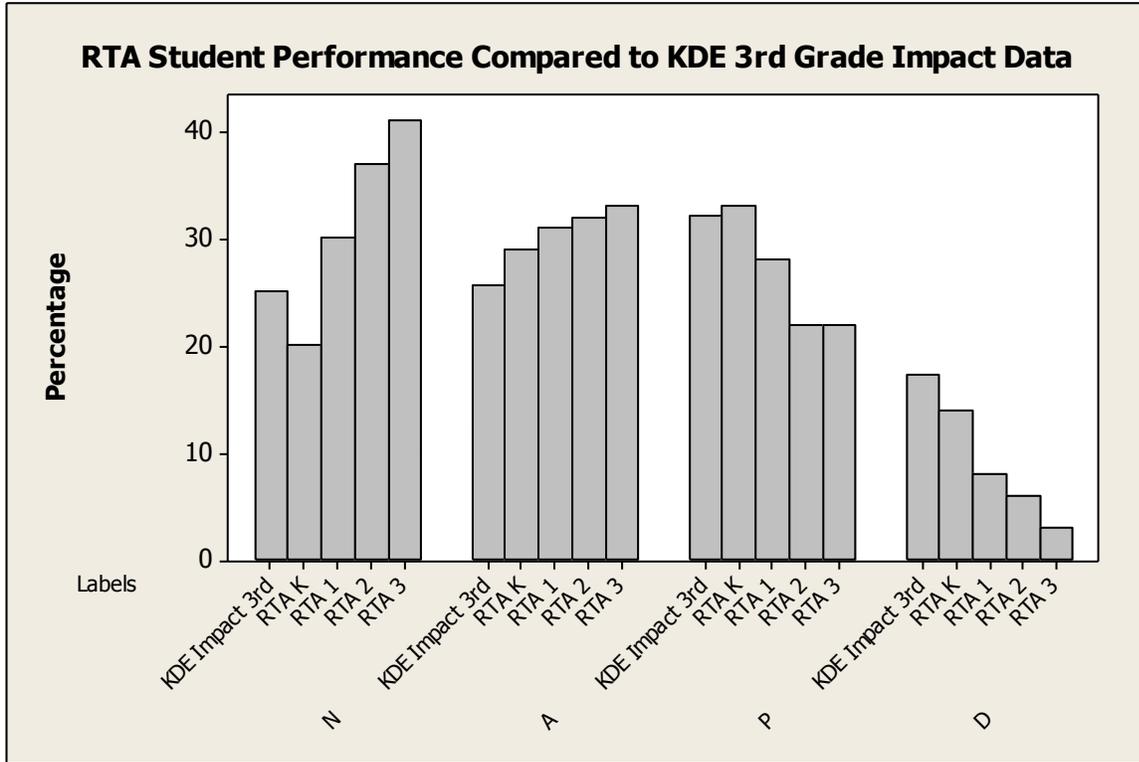


Figure 4.2. Third grade students at or above proficient on K-PREP for students receiving RTA interventions in kindergarten, first, second, or third-grade compared to KDE third grade impact data.

The data show that early RTA interventions in Kindergarten or first grade only results in the highest percentage of students performing at or above proficiency reading levels compared to a lowest percent of students reading at or above proficiency reading levels who received an RTA intervention for two to three years. The percentage of students receiving interventions in kindergarten and first grade only are similar to those predicted based on the KDE impact data (see Figure 4.2 above). The highest percent of students performing at or above proficient reading levels in the third-grade are students who received an RTA intervention in kindergarten. Forty-seven percent of students who received an RTA intervention in kindergarten scored at the proficient or distinguished level in third grade, and thirty-six percent of first-grade students who received an RTA intervention scored at those levels in third grade.

Fourth Grade in 2011-2012 School Year

The K-PREP 2011-2012 data for fourth-graders ($n= 20,854$ students in RTA schools) are disaggregated for students receiving an RTA intervention for at least one year from Kindergarten to third-grade. The following table (4.6) illustrates the number and percentage of fourth grade students receiving RTA interventions for One to three years as well as the number and percentage performing at each proficiency level.

Table 4.6

K-PREP Fourth Grade Reading Proficiency Frequencies of Students Receiving RTA Interventions (Percentage in Parentheses)

Grades Receiving RTA Intervention	4 th Graders Receiving RTA	4 th Graders at Novice Level	4 th Graders at Apprentice Level	4 th Graders at Proficient Level	4 th Graders at Distinguished Level
K Only	1650	300 (18)	515 (31)	591 (36)	227 (14)
1 st Grade Only	1400	369 (26)	445 (32)	429 (31)	145 (10)
2 nd Grade Only	864	273 (32)	285 (33)	217 (25)	73 (8)
3 rd Grade Only	689	292 (42)	237 (34)	133 (19)	25 (4)
Two Grades	2956	1151 (39)	972 (33)	648 (22)	158 (5)
Three Grades	1783	862 (48)	543 (30)	261 (15)	84 (5)
All Grades	692	342 (49)	211 (30)	100 (14)	34 (5)

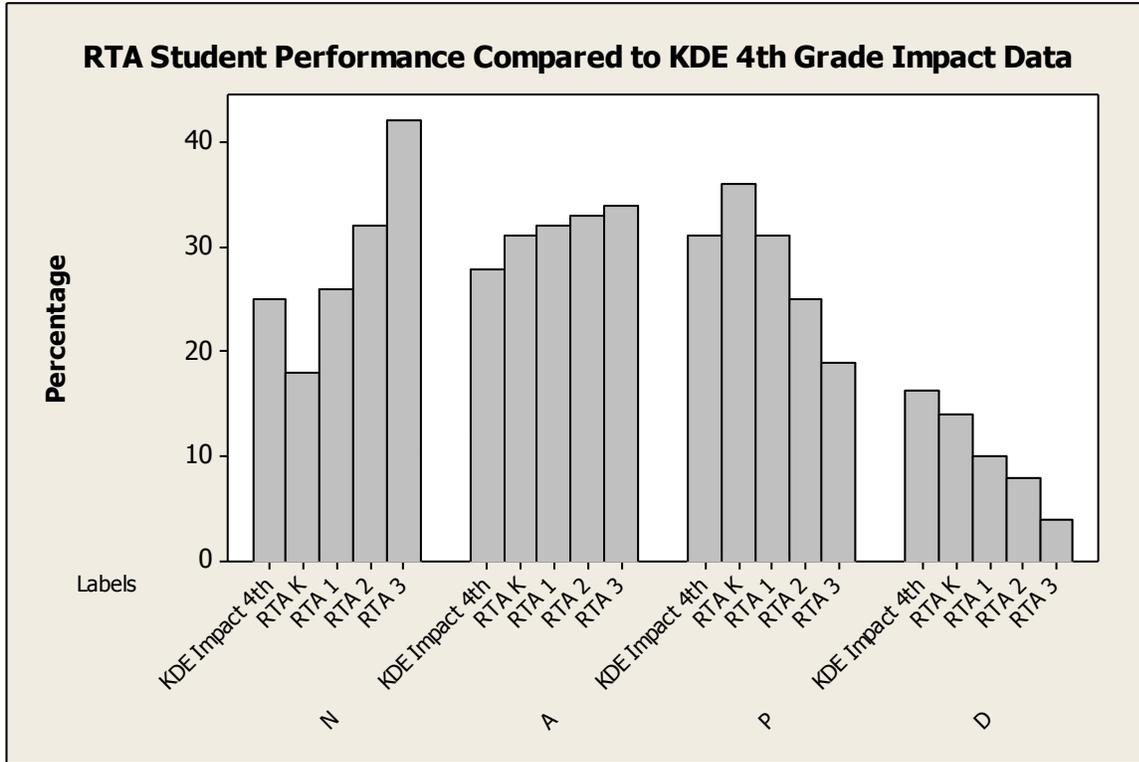


Figure 4.3. Fourth-grade student K-PREP performance receiving RTA interventions in kindergarten, first, second, or third-grade compared to KDE fourth-grade impact data.

Again the data show that early RTA interventions in kindergarten and first-grade results in the highest percentage of students performing at or above proficiency reading levels compared to a lowest percent of students reading at or above proficiency reading levels who received an RTA intervention in later grades or for multiple years. The highest percent of students performing at or above proficient reading levels in the third-grade are students who received an RTA intervention in kindergarten. This finding suggests sustained performance of RTA intervention students over time and also the importance of early intervention. Again the percentages of students at proficient levels similar to that of the final impact data are receiving interventions in kindergarten or first-grades (see Figure 4.3 above). Half of all students who received RTA in kindergarten scored at proficient or distinguished levels in fourth-grade, and 41% of all students who received RTA in first-grade scored at proficient or distinguished in fourth-grade.

Fifth Grade in 2011-2012 School Year

The K-PREP 2011-2012 data for fifth-graders ($n=20,671$ students at RTA schools) are disaggregated for students receiving an RTA intervention for first grade only, second grade only, third grade only, two grades, and all three grades. The following table (4.7) illustrates the number and percentage of fifth-grade students receiving RTA interventions for one to three years as well as the number and percentage reading at proficiency.

Table 4.7

K-PREP Fifth-Grade Reading Proficiency Frequencies of Students Receiving RTA Interventions (Percentage in Parenthesis)

Grades Receiving RTA Intervention	5 th Graders Receiving RTA	5 th Graders at Novice Level	5 th Graders at Apprentice Level	5 th Graders at Proficient Level	5 th Graders at Distinguished Level
1 st Grade Only	1988	579 (29)	530 (27)	655 (33)	212 (11)
2 nd Grade Only	1119	396 (35)	298 (27)	317 (28)	91 (8)
3 rd Grade Only	1074	521 (49)	279 (26)	193 (18)	69 (6)
Two Grades	2434	1168 (48)	637 (26)	467 (19)	129 (5)
All Grades	1546	806 (52)	368 (23)	272 (18)	68 (4)

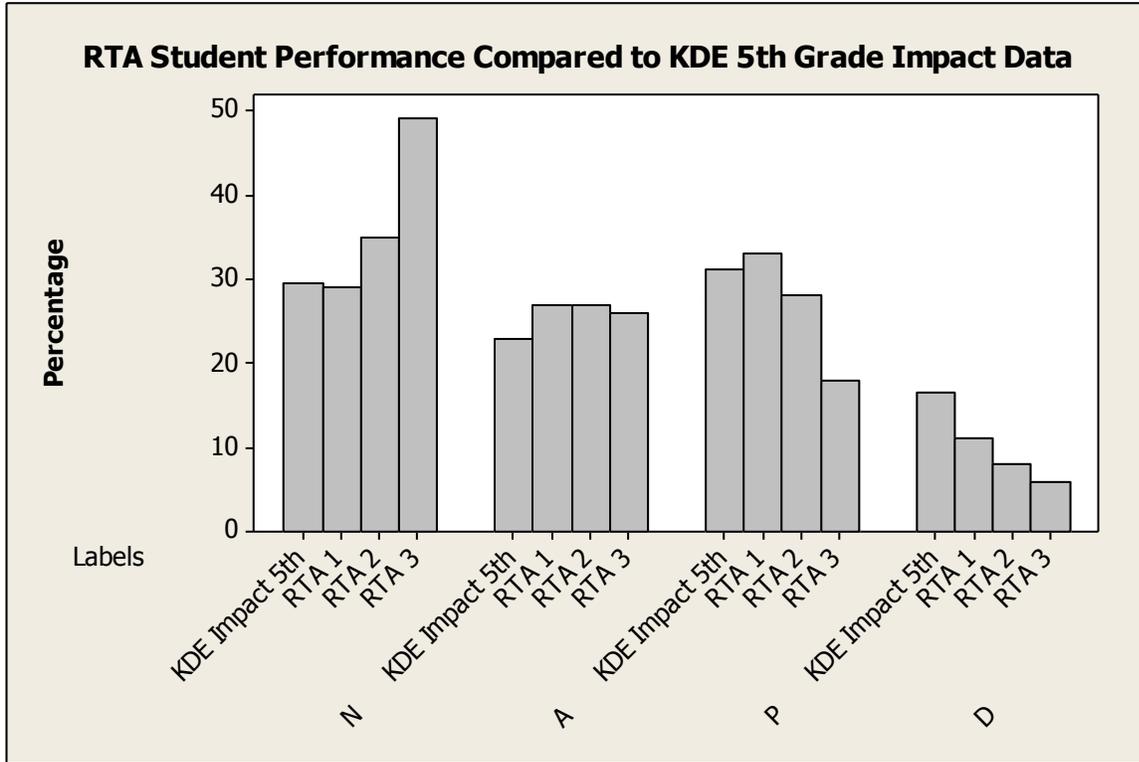


Figure 4.4. Fifth grade student K-PREP performance receiving RTA interventions in first, second, or third-grade compared to KDE fifth-grade impact data.

Note that students receiving RTA interventions in first grade only have the highest percentage of RTA students performing at or above proficient reading levels by the fifth grade. The distribution of performance of RTA students receiving intervention in first grade specifically is consistent with that of the KDE fifth grade impact distribution (see Figure 4.4).

For RTA Schools, What Is the Progress in Reading Achievement as Measured By the MAP Reading Scores Compared to the National 2011 Norms?

During the 2012-2013 school year, the total number of students receiving an RTA intervention during the Fall 2012 and/or Spring 2013 was 14,570 with an average number of 59.495 days spent in RTA intervention. Student MAP data were collected from each of the 148 RTA schools that administered the MAP. The data were matched with RTA

attendance data to determine the number of RTA students who achieved targeted gains during the 2012-13 school year. The data describe the number and percent of students at each grade level, first through third-grade, who met the grade level RIT score target. The target RIT scores shown above were based on the 2011 norming study conducted by NWEA (see Table 4.8). Of the 130,021 student MAP scores received from RTA schools, this table shows the average RIT score for all students receiving RTA interventions for whom MAP scores were available.

Table 4.8

Number of Students and Average Number of Days by Grade Level Receiving an RTA Intervention in Fall and/or Spring (Percentage in Parentheses)

Grade	MAP Reading RIT Average Score for RTA Students	Spring RIT Target Mean Score Based on 2011 Norms	Growth <i>n</i> from Fall 2012 to Spring 2013	Spring 2013 <i>n</i> Receiving an RTA Intervention and Recorded MAP Score	Average Number of Intervention Days 2012-2013	<i>n</i> Above RIT Target Score
K	155.6	157.7	570 (96)	597	66.1	295 (49)
1	170.4	176.9	1507(97)	1550	56.2	455 (29)
2	177.4	189.6	883 (96)	917	63.7	171 (18)
3	189.9	199.2	691 (96)	722	60.1	179 (25)

For each grade level reported, at least 96% of students receiving an RTA intervention achieved growth in scores from Fall 2012 to Spring 2013 on the MAP assessment. Although the average RIT scores for RTA intervention students did not exceed that of the 2011 RIT norms, more than 25% reached or scored above the RIT normed averages in all grades except second. The notable percent of students receiving an RTA intervention reaching the RIT target score occurred in spring for kindergarten with 49%. This finding is consistent with the K-PREP scores supporting the importance of early intervention.

How Does Implementation in RTA Schools Relate to Student Achievement?

To examine one aspect of implementation as it pertained to student achievement in RTA schools, the evaluation investigated relationships among intervention programs, number of days spent in intervention, and MAP RIT score measuring progress throughout the school year. The table (4.9) below illustrates these relationships. Number of days spent in intervention and the MAP RIT scores are used to determine averages of these numbers by primary RTA program intervention received.

Table 4.9

Average Number of Days in Intervention and Average MAP RIT Score by Primary RTA Intervention Received

Reading Intervention	Number of Students	Mean Days Spent in Intervention	Mean MAP Score
Comprehensive Intervention Model(CIM)	364	48.58	171.10
Early Success	79	60.11	170.41
Early Reading Intervention (ERI)	116	75.26	155.09
Fast ForWord	217	58.44	176.52
Guided Reading	160	47.38	177.99
Head Sprout	104	56.23	168.14
Leveled Literacy Instruction (LLI)	363	60.99	172.85
Lindamood Bell (may be called LiPS)	84	72.39*	178.81*
Literacy Groups (20)	538	54.38	177.99
Project Read	64	66.39	165.52
Reading Mastery (sometimes called Direct Instruction or SRA)	657	66.17*	176.04*
Reading Recovery	514	54.16	170.46
Read Naturally	36	54.03	189.08
Voyager	263	86.42*	170.73*
Other	110	55.12	175.09

The above table (4.9) only includes RTA Interventions with more than 30 observations (n = number of students receiving the named intervention). The interventions highlighted in grey have a meaningful amount of data to support lower than average number of days spent in intervention with higher average MAP scores (specifically above 170 RIT scores). The interventions with an asterisks (*) indicate RTA interventions with a meaningful amount of data to support a higher than average number of days in spent in intervention with higher average MAP scores. RTA-funded interventions are being used in different ways to serve students. However, some interventions are being used more frequently and have supportive findings suggesting that use of these interventions have resulted on average in fewer days spent in intervention with on average higher MAP performance in reading.

Summary of Findings

Student data from the 2011-2012 K-PREP for all students in third, fourth, and fifth-grades and the MAP data from selected sites for students in second and third grades were examined in this achievement evaluation. Approximately one-half of all students who received RTA interventions in kindergarten were reading at the proficient or distinguished levels in third or fourth grades, and 40% of students who received interventions in first grade were reading at or above the proficient level of KPREP in fifth grade. Students receiving an RTA-funded intervention in kindergarten or first grade, for just one year, were the groups reporting the highest percentage of proficiency levels on the KPREP. These percentages were very similar to the final impact data presented by KDE, which represents expected outcomes for student achievement. This finding reiterates the importance of early intervention in kindergarten or first grades as well as the need for an exit strategy for students. Although students who continue to need intervention in several grades may have had more serious needs than students who completed their intervention support in one year only, the data suggest participating in RTA for multiple years may not benefit students in the long term.

Fall and spring MAP test data were used to examine the progress in reading achievement as measured by the MAP reading scores compared to the national 2011 norms. The vast majority of students receiving an RTA intervention achieved growth from Fall 2012 to Spring 2013 on the MAP assessment. One quarter of students who received RTA interventions exceeded MAP target scores in every grade except second grade.

An examination of implementation and achievement components indicates students spend less time, on average, in some interventions, and achieve higher MAP scores in those interventions. Some interventions may be associated with higher MAP scores, but students spend a higher number of days in those interventions. In a third category of interventions, students spent a higher number of days in the interventions and achieved lower MAP scores, on average. Although these relationships should be investigated further with a larger set of data and the full set of interventions, this analysis highlights the importance of ensuring interventions are short-term, intensive, and beneficial.

Chapter 5

Summary of Findings and Recommendations

The Collaborative Center for Literacy Development's evaluation of the RTA program, 2012-2013, included an implementation component and an achievement component. The implementation component examined how schools are implementing the program statewide and investigated how RTA is implemented at the local level in eight case study schools. The achievement component focused on RTA students' progress over the course of the academic year as well as the long-term achievement of third-, fourth-, and fifth-grade students who participated in RTA during their primary years. This chapter summarizes the major findings from both evaluation components and provides recommendations for future implementation of the RTA program. Recommendations for future evaluations are also presented. This report represents the second year in a three-year plan to answer the following research questions:

- RTA students: What are their experiences?
- RTA teachers: Who are they, and what do they do?
- What are stakeholders' 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 received RTA in the primary grades read proficiently in third, fourth, and fifth grades?

RTA Implementation

Data to answer implementation questions came from statewide surveys of RTA teachers, administrators, and classroom teachers in all 321 RTA schools as well as from site visits to eight RTA schools and eight non-RTA comparison schools. Because this is the second year in a three-year plan to answer the research questions, findings and recommendations build on those from the 2011-2012 evaluation to the extent that outcomes from that study were supported or elaborated.

RTA Students' Literacy Services and Experiences

Key finding: RTA enables schools to serve thousands of primary-aged students who are struggling with reading. 14,570 students were served in RTA intervention programs for an average of 59.5 days during the school year. Fewer struggling readers appear to go un-served in schools with RTA funding than in schools without RTA funding.

Recommendation: The Kentucky General Assembly should continue to fund RTA and should expand funding to include more elementary schools. Expanded funding will ensure more students who need interventions will receive services.

Selecting students and exiting students from interventions.

Key finding: RTA schools use a variety of processes for selecting students for and exiting students from RTA interventions, including differing methods and data sources. Whereas school personnel reported basing decisions about selection and exiting on students' needs, teachers did not appear to have clear processes for exiting students from interventions. Some interventions provide guidelines related to identifying and exiting students (e.g. Reading Recovery), but many schools need guidance around exiting students from interventions.

Recommendation: KDE may wish to offer specific guidelines or criteria for exiting students from RTA interventions.

Key finding: RTA students who do not exit successfully often remain in the same RTA program indefinitely, sometimes for multiple years. This is of concern, because number of years in RTA is negatively associated with achievement in third, fourth, and fifth grades.

Recommendation: Consistent with multi-tiered approaches to intervention, schools should provide a different, more intensive intervention for an elementary student after a period of time if insufficient progress is made in a reading intervention (Gersten, et al., 2008). Schools need additional information and resources related to multi-tiered approaches.

Scheduling Interventions.

Key finding: The times at which students receive interventions (i.e., during core content or literacy classes) do not appear to align with KDE's general guidelines about providing RTA services during a dedicated intervention period rather than pulling students from classroom reading instruction or other content area instruction.

Recommendation: KDE may want to provide teachers with guidance surrounding how to schedule RTA intervention during dedicated intervention times at their

schools. Future evaluations should examine the ways in which schools that do provide dedicated intervention times make this scheduling structure work well for students, classroom teachers, and interventionists.

Support for English Language learners.

Key finding: RTA teachers are serving ELs in their intervention programs, and it seems they may be doing so to a greater extent than schools without RTA funding. RTA teachers and classroom teachers indicated that the RTA program was effective for EL students and that small group lessons provide an important teaching opportunity for this population of students.

Recommendation: KDE may want to provide RTA teachers with additional resources to serve the needs of EL students. Helpful resources might include specific trainings, webinars or online resources that teachers could access as needed.

RTA Teachers' Characteristics and Work

RTA teachers' training.

Key finding: RTA teachers have higher levels of training to work with struggling readers than interventionists in schools without RTA funding. The 2011-2012 evaluation indicated there is wide variation in RTA teachers' levels of training, but in some interventions funded through RTA, such as Reading Recovery, teachers participate in extensive training. In the current year, site visits to RTA and comparison schools indicated schools without RTA funding are unlikely to implement interventions that require extensive training, perhaps due to cost.

Recommendation: KDE may wish to encourage RTA teachers to attend specific professional development activities that are specifically related to their roles as reading interventionists in their schools. As data were somewhat unclear related to the amount and content of additional trainings RTA teachers receive throughout the year, future evaluations should inquire about teachers' ongoing training.

RTA teachers as literacy leaders.

Key finding: 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.

Recommendation: The 2011-2012 evaluation recommended that KDE provide, fund, and encourage professional development and support related to literacy leadership, collaboration and communication for RTA teachers. Current evaluation findings reiterate and elaborate the need to support RTA teachers in leadership roles through professional development.

Educators' Perceptions of RTA.

RTA as vital to the school literacy program.

Key finding: Classroom teachers and administrators view the RTA intervention program as a vital component of the literacy program at their school. They attribute gains in student achievement to the RTA teachers' role in providing intervention to students.

Ripple effect of RTA.

Key finding: Educators noted the wide influence of RTA beyond the teachers and students who directly participate 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

RTA as integral to schools' systems of interventions.

Key finding: RTA teachers reported RTA interventions fall into tier 2 or tier 3 in most RTA schools, but systematic multi-tiered support for students was not always evident in schools. For instance, in schools in which Reading Recovery is considered a tier 3 intervention, it was unclear the extent to which students had been provided appropriate tier 1 and tier 2 interventions prior to Reading Recovery. For students who exited Reading Recovery unsuccessfully and were referred to special education, these missing intervention tiers are of particular concern.

Recommendation: Future evaluations should further investigate the ways in which RTA schools use their RTA interventions in tiered systems. Schools should ensure they establish strong multi-tiered systems of intervention and use RTA interventions as a support within those multi-tiered systems.

RTA benefits to low achieving schools.

Key finding: In RTA case study schools that were once low achieving, strong systems of intervention have been established and implemented.

Recommendation: Future evaluations should examine the extent to which implementation relates to gains in student achievement over time in these schools.

Recommendation: Expansion of RTA funding should be targeted toward schools in which high percentages of students demonstrate low reading achievement.

Key finding: Schools with the most effective systems for interventions had strong literacy teams with high involvement from the RTA teacher, classroom teachers, and administrators in decision-making. Parents were involved in the RTA process at these schools.

Recommendation: KDE should encourage schools to form inclusive literacy/RTA teams that include all classroom teachers, RTA teachers, and administrators to make decisions. Guidance and support around effective literacy teams would be beneficial for RTA personnel.

RTA Achievement

Student achievement on two data sources was examined for this evaluation: the state-required KPREP assessment administered in all Kentucky schools for third, fourth, and fifth grades in spring of 2012 and the 148 RTA district-selected Measures of Academic Progress (MAP) administered in the schools in fall 2012 and spring 2013.

RTA Student Achievement Over Time

Key finding: A large percentage of students who receive RTA interventions in the primary grades achieved scores of “proficient” or better on the K-PREP assessment in third, fourth, and fifth grades. Students who received RTA interventions in

kindergarten or first-grades were more likely to reach the proficient level on KPREP than students who participated in RTA in second or third grades.

Recommendation: Schools should focus resources on providing interventions for all students who demonstrate a need in kindergarten and first-grade.

Key finding: Students who participated in RTA interventions for multiple years during the primary grades were far less likely to reach the proficient level on the K-PREP assessment in third, fourth, or fifth-grades than students who participated for just one year.

Recommendation: Schools should enact clear processes for exiting students from RTA interventions and should implement multi-tiered approaches to providing more intensive interventions for students for whom the RTA intervention is not sufficiently beneficial.

RTA Student Achievement Across the Year

Key finding: The vast majority of students receiving an RTA intervention achieved growth from fall 2012 to spring 2013 on the MAP assessment. At least one quarter of students who received RTA interventions exceeded MAP target scores in every grade except second grade.

Key finding: Some RTA interventions were associated with higher average MAP scores and lower average number of days spent in RTA when compared to other interventions.

Recommendation: Although the relationships between RTA interventions, time spent in intervention, and student achievement should be investigated further with a larger set of data and the full set of interventions in future evaluations, schools should ensure RTA interventions are short-term, appropriately intensive, and beneficial for students.

Conclusion

This evaluation represents the second year's data collection in a three-year study of implementation and achievement in RTA schools. Findings from the current year's evaluation are generally consistent with those from the previous year. Overall, the RTA program appears well implemented statewide and is viewed by administrators, teachers, and parents as tremendously valuable in supporting the reading achievement of primary students who experience difficulty with reading during the early years of schooling. These perceptions are supported by state assessment results that reflect the ways in which RTA is making a difference for thousands of students in Kentucky each year.

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Appendix A

Survey 1 RTA Teachers

*1. School District Name

*2. RTA School Name

*3. RTA Intervention Teacher #1 Name

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

*5. Check all that apply to RTA Intervention Teacher #1.

EPSB Certification (e.g., K-4, 6-12)

Additional endorsements as noted on EPSB certification

Experience teaching primary

Experience as RTA funded intervention teacher

6. Check all that apply to RTA Intervention Teacher #2 (if applicable).

EPSB Certification (e.g., K-4, 6-12)

Additional endorsements as noted on EPSB certification

Experience teaching primary

Experience as RTA funded intervention teacher

*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. RTA Intervention Teacher #1

List PD courses/trainings that have been completed this year (summer or fall) that are directly related to your position as a reading interventionist.

10. RTA Intervention Teacher #2 (if applicable)

List PD courses/trainings that have been completed this year (summer or fall) that are directly related to your position as a reading interventionist.

*11. What diagnostic assessment did you use to select your students?

MAP
GRADE
DIBELS

AIMSWEB
DISCOVERY EDUCATION
OBSERVATION SURVEY
DRA
STAR
Other (please specify)

*12. 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

13. If employed as a FULL TIME RTA teacher, identify the number of hours per school day spent delivering intensive RTA intervention services to students.

14. If employed as a HALF DAY RTA teacher, identify the number of hours per school day spent delivering intensive RTA intervention services to students.

*15. Describe the role of the RTA intervention teacher(s) in collaboration with the RTA team (e.g., data coordinator, primary classroom teachers, principal, counselor, etc) and its work (e.g., analyzing data, monitoring student progress, determining exit criteria/process).

*16. 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

*17. 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

*18. How many students do you currently service?

*19. What percentage of your students are male?

20. What percentage of your students receive free or reduced lunch?

*21. What is the percentage of your students from each group?

African American

Hispanic

White

Other

*22. What criteria were used to determine whether a student receives intervention services?

*23. What criteria determine whether a student exits an intervention, moves to a higher level (Tier II or Tier III), is provided more of the same intervention (longer duration or more days), or is given a different intervention?

*24. How do you determine if a student is responding successfully to an intervention?

*25. If you do not have enough resources to serve all students who need an RTA intervention; how do you decide which students receive intervention services?

Survey 2 RTA Teachers

*1. School District Name

*2. School District Number:

*3. RTA School Name

*4. School Number:

*5. RTA Intervention Teacher ID Assigned Number: (Remember, this is your School ID #, followed by your two initials)

*6. Are you employed as a full time or part time RTA teacher?

Full-time

Part-time

Literacy Team

The following questions will ask you about your schools RTA/RTI or Literacy Team. Please answer all questions to the best of your knowledge.

*7. 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 (please specify)

8. 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

Parent

School/District Curriculum Coach

Other (please specify)

*9. 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
Plan professional development
Support parent involvement
Other (please specify)

*10. 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

The next set of questions will ask you about your school's system of interventions (or what is often referred to as Response to Intervention [RTI]). Please answer questions to the best of your knowledge.

11. 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

12. 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
Centers or work stations
Other (please specify)

*13. How do classroom teachers get information about Tier I interventions?

RTA-funded teacher(s)
Data coordinator
Primary level classroom teacher(s)
Principal or other administrator(s)
Counselor
Parent

Other (please specify)

14. To what extent do you provide information or consultation regarding Tier I interventions or strategies for teachers in your schools?

No Extent Some Extent Moderate Extent Significant Extent

Referral

15. Describe the system for referral for RTA intervention:

16. What information must be provided before a student is referred to RTA? Please check all that apply:

Student Referral Request

Progress Monitoring Data

Universal Screening Data

Documentation of prior strategies or interventions

Informal data regarding strategies used in the general classroom

Parent Referral Request

Existing Records (e.g., MAP data, work samples, student's educational history, etc.)

Other (please specify)

*17. How much time typically occurs between a student referral and a meeting to discuss the student's needs?

One day

2-3 days

One week

2-3 week

One month

One month or more

18. Are there other reading interventions a student could receive if RTA is unavailable to the student?

Yes

No

Other interventions

*19. If so, what kind of interventions would s/he receive?

Other small group

Computerized intervention

Special education

Individualized instruction

Other (please specify)

*20. Who would be responsible for providing this intervention? Please check all that apply:

Volunteer at school

Paraprofessional

Another interventionist at the school (not RTA-funded)

Regular classroom teacher

Other (please specify)

System of support

21. Are there other teachers who use the same intervention program used by RTA (outside of the RTA teacher(s))?

Yes

No

*22. What supports do low performing readers receive before RTA? Please select all that apply:

Remediated reading instruction

Additional readings or assignments

Differentiated reading texts

Small group instruction in the classroom

Modified assignments or activities

Centers or work stations with different instructors

Additional instruction from teacher(s)

No Supports

Assigned to a peer tutor/buddy in their classroom to work with

Other (please specify)

23. 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

Other (please specify)

*24. What supports do RTA students receive after they SUCCESSFULLY (i.e., have met their goal and no longer need additional reading supports) exit RTA? Please check all that apply.

On-going progress monitoring

Continued check-ins through the RTA/Literacy Team

Strategies in the classroom

Other (please specify)

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

The student would receive a different intervention program offered in the school

Special education referral

Stay in RTA intervention

No other interventions provided

Other (please specify)

26. How is the decision made to exit a student who was NOT successful in RTA (i.e., showed minimal progress following intervention)? Please check all that apply:

Time spent in intervention (e.g., after 9-weeks of intervention, they are automatically exited)

Insufficient progress

Needs of the student are considered to not be met by that intervention program

Other (please specify)

27. How are decisions made about a student exiting RTA? Please check all that apply:

- Team decision
- Teacher decision
- Parent request
- Teacher request
- Other (please specify)

28. In which Tier of your school's RTI system (or system of intervention) does the RTA program fit? Please check all that apply:

- Tier I
- Tier II
- Tier III
- Other (please specify)

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

- During the student's 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)

Survey 3 RTA Teachers

1. School ID Number:

2. RTA Intervention Teacher ID Assigned Number: (Remember, this is your School ID #, followed by your two initials)

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)

Collaboration Questions

6. Please indicate how often you communicate about the RTA students with the classroom teachers who have your intervention students.

Never

2-3 times a year

Once a Month

Once a Week

Daily

7. If you meet with classroom teachers to discuss student progress, what type of

information do you use or discuss? Please check all that apply:

- Discuss student information such as student's educational history, behaviors, or home environment
- Discuss class observations or anecdotal records
- Discuss class performance
- Discuss existing data (e.g., curriculum records, permanent product, etc.)
- Discuss information provided by other teachers
- Discuss information provided by students' parents

- Discuss assessment data
- I do not discuss student progress with classroom teachers

8. 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 development activities
- Sharing instructional strategies
- Work 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)

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

- Never
- 2-3 times a year
- Once a Month
- Once a Week
- Daily

RTA altering instruction

10. What component(s) of your classroom instruction have you adjusted for RTA students based on the feedback and/or communication with the classroom teacher?

- Reading materials
- Method of providing instruction

- Grouping
- Instructional content/skills
- Not applicable
- Other (please specify)

Alter instruction

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

- Never
- 2-3 times a year
- Once a Month
- Once a Week
- Daily

Teacher alters instruction

12. What component(s) of the classroom teachers' instruction were changed based on the feedback and/or communication with you? Please check all that apply:

- Reading materials
- Method of providing instruction
- Grouping
- Instructional content/skills
- Not applicable
- Other (please specify)

Student Data

*13. For those students who did not successfully exit the RTA program (i.e., did not return to the general educational classroom), how many of your students unsuccessfully exited and moved into a special education referral process?

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

- Specific Learning Disability
- Mild Mental Disability
- Autism
- Multiple Disabilities
- Deaf-Blind
- Other Health Impairment

- Developmental Delay
- Orthopedic Impairment
- Emotional Behavioral Disability
- Speech Language Impairment
- Functional Mental Disability
- Visual Impairment
- Hearing Impairment
- Traumatic Brain Injury

*15. How many of your RTA students received RTA intervention last year?

16. For those students who received RTA intervention in the previous academic year (2011-2012), did they receive the same or a different intervention program?

- Same Program
- Different Intervention Program
- Other (please specify)

17. 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
- N/A - I work with all of my students one-on-one
- Other (please specify)

18. Do you work with any of your RTA students one-on-one?

- Yes
- No

Number of one-on-one

19. How many students do you work with regularly on a one-on-one basis?

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

21. How long have you worked with these students one-on-one? (Please indicate time in sessions)

Unsuccessful in RTA

*22. Why are some students in RTA not successful?

23. Please rank (at most or up to) the top 3 reading programs being used in the RTA

program at your school (with 1 being the program where the largest proportion of your time is spent and 3 being a program where the least proportion of your time is spent):

- Benchmark's Phonetic
- Connections
- Ranking
- 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

24. In your opinion, on a scale from 1-5 (1 being not at all, 5 being very much) how well does the instruction provided in the core reading program align with the instruction provided in the RTA intervention program?

1 (Not At All) 2 3 4 5 (Very Much)

Other (please specify)

Number of RTA Students

For the following questions, please indicate the number of students at your school that match the description provided.

25. How many students during the 2012-2013 school year were considered eligible for reading intervention AND did not receive instruction from the RTA intervention teacher:

Effectiveness for EL students

26. How many EL/ESL students did you serve this academic year? Put "0" if none.

*27. How does the RTA program support EL/ESL students' reading achievement?

*28. What specific aspects of your school's RTA program are most helpful to EL/ESL students?

29. In what ways do you or does your school supplement what the adopted RTA program

provides for EL/ESL students?

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

Very Ineffective Ineffective Effective Very Effective

EL effective

31. If the RTA intervention is effective for ESL/EL, please explain why it is effective.

Please check all that apply:

- Meets multiple students' needs
- Student materials are interesting
- Intervention materials are culturally relevant
- Intervention students are reading better
- Intervention students enjoy the reading instruction
- Intervention students show increased confidence
- Intervention students show increased positive attitude
- Approach is consistent with my teaching
- Other (please specify)

EL ineffective

32. If the RTA intervention is not effective for EL/ESL students, please explain why.

Please check all that apply:

- Meets few students' needs
- Student materials are lacking
- Intervention students are not progressing in reading
- Intervention students do not enjoy the reading instruction
- Intervention students' confidence has not improved
- Intervention students' attitude has not improved
- Approach is inconsistent with my teaching
- Other (please specify)

End of Year Questions

33. How helpful did you find the first RTA webinar (Role of RTA teachers) provided this year (2012-2013)?

Very Unhelpful Unhelpful Helpful Very Helpful

34. How helpful did you find the second RTA webinar (Progress Monitoring and Writing) provided this year (2012-2013)?

Very Unhelpful Unhelpful Helpful Very Helpful

35. How helpful did you find the third RTA webinar (Attendance, Program Evaluation Reports, and Non-fiction Reading) provided this year (2012-2013)?

Very Unhelpful Unhelpful Helpful Very Helpful

36. How helpful did you find the fourth RTA webinar (Vocabulary and Motivating the Reluctant Reader) provided this year (2012-2013)?

Very Unhelpful Unhelpful Helpful Very Helpful

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

38. Our school will be closing at the end of this school year, 2012-2013.

Yes

No

39. Our school will be merging with another school at the end of this school year, 2012-2013.

Yes

No

40. If you answered yes to either question above, please explain.

41. Will the RTA teacher change for the 2013-2014 school year?

Yes

No

42. If yes, and the new intervention teacher has been identified, provide the new teacher's name.

Appendix B

RTA 2012-2013 Administrator Survey

RTA 2012-2013 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 RTA program(s)?

- Yes (1)
- No (2)

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:

- Assisted in selecting teacher materials (1)
- Evaluated RTA teacher (either formal or informal) (2)
- Observation of RTA teacher (3)
- Assisted in planning RTA instruction (4)
- Assisted in making decisions about individual students' entry/exit in the RTA intervention program (5)
- Participated in RTA team meetings (6)
- Assisted in developing and/or providing professional development for the RTA intervention program (7)
- Participated in professional development conducted by the RTA teacher (8)
- Other (Please specify) (9) _____

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		

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

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):

- #1 (1)
 #2 (2)
 #3 (3)

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)

Appendix C

RTA 2012-2013 Program Evaluation: Classroom Teacher Survey

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)
- 1st Grade (2)
- 2nd Grade (3)
- 3rd Grade (4)
- Other (Please Specify) (5) _____

Q70 How many years of teaching experience do you have?

Q71 What is the name of your school?

Q91 Is this your first year teaching at this school?

- Yes (1)
- No (2)

Q90 Please provide the following voluntary demographic information:

Q87 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) _____
-

Q92 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)

89 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing instructional strategies (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting teaching materials (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consulting on students' progress (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in RTA meetings (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning RTA classroom instruction (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning my classroom instruction (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

student progress (8)					
Identifying a student for intervention (9)	•	•	•	•	•
Releasing a student from intervention (10)	•	•	•	•	•
Working together with students in the classroom (11)	•	•	•	•	•
Other (Please specify) (12)	•	•	•	•	•
I have not collaborated with the RTA teacher this year. (13)	•	•	•	•	•

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)

Q86 In your opinion, on a scale from 1-5 (1 being not at all, 5 being very much) how well does the instruction provided in the core reading program (regular classroom instruction) align with the instruction provided in the RTA intervention program?

- 1 (Not at all) (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (Very Much) (5)

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 process 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:

- Click to write Choice 1 (1)
- Click to write Choice 2 (2)
- Click to write Choice 3 (3)

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

- Yes (1)
- No (2)

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

Q82 For ELL/ESL 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 EL/ESL students, how would you rate the effectiveness... Very Ineffective Is Selected Or For EL/ESL students, how would you rate the effectiveness... Ineffective Is Selected

Q83 If the RTA intervention is effective for ESL/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 EL/ESL students, how would you rate the effectiveness... Effective Is Selected
Or For EL/ESL students, how would you rate the effectiveness... Very Effective Is Selected

Q84 If the RTA intervention is not effective for EL/ESL 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)

Appendix D

General Literacy Classroom Observation Protocol

Check for:	Response Options
Ongoing classroom assessment (or checks for understanding) is used to inform instruction	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
The teacher provides differentiated reading instruction based on assessment data (Tier 1).	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
The teacher provides differentiated reading for all students by varying the time spent in certain areas or activities	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
The teacher provides differentiated reading for all students by varying the content or reading materials provided	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
The teacher provides differentiated reading for all students by varying the degree of support or scaffolding and this is dependent on the needs of the student	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
When a student has difficulty with a particular activity or text, the teacher either provides more supports or alters the	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe

Appendix

activity/reading	Notes:
The teacher provides intensive, systematic instruction on up to three foundational reading skills in small groups/individuals to students who are struggling readers in their class	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
The classroom utilizes student grouping in a method that maximizes student progress. Low achieving students are paired with high achieving students to allow peer supports.	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
Students are encouraged to have discussions with peers and to work collaboratively	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
Students are encouraged to evaluate their own work based upon a determined set of criteria	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
Students are encouraged to challenge the ideas in a text and to think at high levels	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:
Students have choice and ownership in their learning	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:

Appendix E

Literacy Intervention Classroom Observation Protocol

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
Ongoing classroom assessment (or checks for understanding) is used to inform instruction	0-----1-----2 None Somewhat Consistently N/O – No opportunity to Observe Notes:

Appendix

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

Appendix

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

Appendix F

Description of Field Observer Training and Interrater Reliability

Training consisted of a 2-day orientation for the three field observers to the observation codes. Prior to the training, field observers were instructed to read the IES practice guide “Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide” (Gerten et al., 2008) related to basic background information in reading instruction and specific recommendations for classroom instruction. Training included instruction in taking field notes with opportunities to practice and receive feedback. Field observers then participated in direct instruction and discussion surrounding the observation protocols which included opportunities for discussion, possible examples, as well as watching a video examples. After practicing with one video, field observers watched and coded two videos of primary classrooms (one intervention/small group class and one whole group class). Overall, interrater reliability is considered to be good for the three field observers (Avg. measure = .81 with a 95% confidence interval), suggesting consistent coding of classroom practices.

Appendix H RTA and Comparison School Interview Guides

RTA: RTA teacher interview guide 2012-13

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. What training did you initially have in order to teach the RTA intervention(s) at your school?

Follow-up if needed:

- How many hours, what kind of materials, what type of instruction?
- How well prepared do you feel like you were to teach the intervention?
- What process did you go through to learn to teach the intervention(s)?

2. What training have you had since you began teaching the RTA intervention(s)?

Follow-up if needed:

- What has that looked like?
- What types of materials were used, what was the instruction like, how often and for how many hours per year?

3. How well equipped do you feel to teach the intervention(s)?

Follow-up if needed:

- Have you always felt that way? If not, explain.

PROGRAM OF SUPPORT FOR STRUGGLING READERS

4. Describe the literacy program that all students receive in regular classrooms.
5. Describe the program of support at Tier 1. How do classroom teachers support struggling readers in the classroom?

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?

None, Some, Most, All

- What kinds of things do teachers do to differentiate?
- What supports are there at this school to help teachers with differentiation?

6. Describe the program of support at Tier 2? (supplemental small group instruction)

7. Describe the program of support at Tier 3? (intensive, individual instruction)

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?

Follow-up with these questions only if not answered on form given before interview:

- How many struggling readers total do you have K-3 at your school?
- How many of these are served by RTA?
- What grade levels are served by RTA?
- How many of the struggling readers are served by other teachers and/or interventions?
- How are the teachers and/or programs funded?

8. How are decisions made about who receives interventions and which tiers they go into?

Follow-up if needed:

- What is your role?

9. What training have teachers had on collecting and interpreting student reading data?

LITERACY TEAM QUESTIONS

10. Does your school have an RTA or literacy team?

Follow-up if needed:

- Describe the membership of this team.
- What are the roles on the literacy team?
- Describe the frequency and structure of the RTA team meetings.
- Who schedules them and takes the lead for the discussions?
- What reporting or monitoring exists for the team meetings?

- How is the team involved in screening and progress monitoring of struggling readers?

STUDENT SELECTION AND PROGRESS MONITORING

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

Follow-up if needed:

- What assessments are used?
- Are there specific selection criteria? (If there is a written description can we get a copy?)

12. How often does your school screen for struggling students?

13. How does your school monitor the progress of struggling readers? How often is this done?

EXITING

14. How do you know when it's time for a student to exit RTA?

15. What is the process for exiting students from RTA?

16. Are there specific criteria (data points, timelines, goals, assessments)? If written can we get a copy?

17. How do you determine if a student needs additional instruction after they leave RTA?

18. What happens to those students after they leave RTA?

RTA CLASS

19. How often is this instruction or intervention implemented per week?

20. How long is each session?

21. How much time do you spend with the intervention students?

22. How many students do you work with?

23. About how many weeks do students typically spend in RTA?

24. How many days a week?
25. What do students usually miss in the regular classroom when they come to their RTA class?
26. Describe a typical intervention class experience for students. Small group instruction? (How large are groups?) One-on-one instruction?
27. What interventions are you teaching?
28. How are these similar or different?
29. What does the instruction include?
30. What components of reading instruction are included in the curriculum that you use (comprehension, fluency, phonemic awareness, phonics, vocabulary)?
31. How is RTA instruction similar to or different from classroom instruction in terms of focus and activities?
32. Are there ever conflicts or inconsistencies? Explain.
33. Are there other teachers of the RTA intervention?

RTA TEACHER ROLES

34. Do you have other non-RTA duties at your school (instruction, bus duty, lunch duty, etc)?
35. Do you have leadership responsibilities at your school or in the literacy community?

COLLABORATION

36. In what ways do you collaborate with classroom teachers to support RTA students?
 - Designing instruction for RTA?
 - Adjusting classroom instruction?
 - Monitoring student progress?
37. Do you work with other reading interventionists at your school? If so how?
38. What do your RTA students usually miss in the classroom when they come to RTA?

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 evidence do you have?

44. What would make it more effective?

45. How effective is the RTA intervention in meeting the needs of struggling readers?

46. What are the greatest benefits of RTA?

47. What are some of your school's greatest RTA success stories?

48. What are some of the biggest challenges of RTA?

49. In your opinion what is the overall impact of the RTA program on student achievement?

50. Why are some students not successful even after RTA intervention?

Follow-up if needed:

- Then what supports are provided?

51. 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?

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

- Can you give some specific examples?

OTHER

53. Other comments or information useful for the evaluation of the RTA program?
54. If you could give KDE any advice about administering the RTA program, what would it be?
55. If you had the opportunity to talk with legislators about the RTA program, what would you tell them?

Comparison school reading intervention teacher interview guide 2012-13

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

56. What training did you initially have in order to teach the intervention(s) at your school?

Follow-up if needed:

- How many hours, what kind of materials, what type of instruction?
- How well prepared do you feel like you were to teach the intervention?
- What process did you go through to learn to teach the intervention(s)?

57. What training have you had since you began teaching the intervention(s)?

Follow-up if needed:

- What has that looked like?
- What types of materials were used, what was the instruction like, how often and for how many hours per year?

58. How well equipped do you feel to teach the intervention(s)?

Follow-up if needed:

- Have you always felt that way? If not, explain.

PROGRAM OF SUPPORT FOR STRUGGLING READERS

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

60. Describe the program of support at Tier 1. How do classroom teachers support struggling readers in the classroom?

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?

None, Some, Most, All

- What kinds of things do teachers do to differentiate?
- What supports are there at this school to help teachers with differentiation?

61. Describe the program of support at Tier 2? (supplemental small group instruction)

62. Describe the program of support at Tier 3? (intensive, individual instruction)

Follow-up if needed:

- Other than your program, what people and/or program(s) are used to support struggling readers?
- How does your reading intervention program fit into the school-wide program of support?
- What supports do struggling readers get before and after your reading intervention program?

Follow-up with these questions only if not answered on form give before interview:

- How many struggling readers total do you have K-3 at your school?
- How many of these are served by your reading intervention program?
- How many of the struggling readers are served by other teachers and/or interventions?
- How are the teachers and/or programs funded?

63. How are decisions made about who receives interventions and into which tiers they are placed?

Follow-up if needed:

- What is your role?

64. What training have teachers had on collecting and interpreting student reading data?

LITERACY TEAM QUESTIONS

65. Does your school have a literacy team?

Follow-up if needed:

- Describe the membership of this team.
- What are the roles on the literacy team?
- Describe the frequency and structure of the team meetings.
- Who schedules them and takes the lead for the discussions?
- What reporting or monitoring exists for the team meetings?
- How is the team involved in screening and progress monitoring of struggling readers?

STUDENT SELECTION AND PROGRESS MONITORING

66. What is the process for selecting struggling students for support?

Follow-up if needed:

- What assessments are used?
- Are there specific selection criteria? (If there is a written description can we get a copy?)

67. How often does your school screen for struggling students?

68. How does your school monitor the progress of struggling readers? How often is this done?

EXITING

69. How do you know when it's time for a student to exit reading intervention programs?

70. What is the process for exiting students from these?

71. Are there specific criteria (data points, timelines, goals, assessments)? If written can we get a copy?

72. How do you determine if a student needs additional instruction after they leave their intervention program?

73. What happens to those students after they leave these programs?

READING INTERVENTION CLASS

74. How often is this instruction or intervention implemented per week?

75. How long is each session?

76. How much time do you spend with the intervention students?

77. How many students do you work with?

78. About how many weeks do students typically spend reading intervention?

79. How many days a week?

80. Describe a typical intervention class experience for students. Small group instruction? (How large are groups?) One-on-one instruction?

81. What interventions are you teaching?

82. How are these similar or different?

83. What does the instruction include?

84. What components of reading instruction are included in the curriculum that you use (comprehension, fluency, phonemic awareness, phonics, vocabulary)?

85. How is your reading instruction similar to or different from classroom instruction in terms of focus and activities?

86. Are there ever conflicts or inconsistencies? Explain.

87. Are there other reading intervention teachers here?

INTERVENTION TEACHER ROLES

88. Do you have other non-reading teacher duties at your school (instruction, bus duty, lunch duty, etc)?

89. Do you have leadership responsibilities at your school or in the literacy community?

COLLABORATION

90. In what ways do you collaborate with classroom teachers to support struggling readers?

- Designing instruction for intervention class?
- Adjusting classroom instruction?
- Monitoring student progress?

91. Do you work with other reading interventionists at your school? If so how?

92. What do your students usually miss in the regular classroom when they come to your class?

PARENT INVOLVEMENT

93. What is your involvement with parents as the reading intervention teacher?

94. How are parents involved in decisions about interventions for their children?

95. How does the school communicate with parents about the progress of struggling readers?

STUDENT IMPACT

96. How effective do you think your school is in identifying and supporting struggling readers?

97. What evidence do you have?

98. What would make it more effective?

99. How effective is the reading intervention program in meeting the needs of struggling readers?

100. What are the greatest benefits of your schools reading intervention program?

101. What are some of your school's greatest reading success stories?

102. What are some of the biggest challenges of your schools system of reading interventions?

103. Why are some students not successful even after reading intervention?

Follow-up if needed:

- Then what supports are provided?

104. 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?

105. 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?

KENTUCKY READ TO ACHIEVE PRINCIPAL INTERVIEW GUIDE 2012-13

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. Describe the program of support at Tier 1? How do classroom teachers support struggling readers in the classroom?

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?

None, Some, Most, All

- What supports are there at this school to help teachers with differentiation?

3. Describe the program of support at Tier 2? (supplemental small group instruction)
4. Describe the program of support at Tier 3? (intensive, individual instruction)

If they haven't already answered this:

- In which tier would your RTA program fit?

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?

Follow-up with these questions ONLY if not answered on form before interview:

- How many struggling readers total do you have K-3 at your school?
- How many of these are served by RTA?

- What grade levels are served by RTA?
 - How many of the struggling readers are served by other teachers and/or interventions?
 - How are the teachers and/or programs funded?
5. How are decisions made about who receives interventions and into what tier they are placed?

Follow-up if needed:

- What is your role?
6. What training have teachers had on collecting and interpreting student reading data?

LITERACY TEAM

7. Does your school have an RTA or literacy team?

Follow-up if needed:

- Describe the membership of the literacy team.
- What are their roles on this team?
- How is the team involved in screening and progress monitoring of struggling readers?
- Describe the frequency and structure of the RTA team meetings.
- Who schedules them and takes the lead for the discussions?
- What reporting or monitoring exists for the team meetings?
- How is team involved in screening and progress monitoring of struggling readers?

STUDENT SELECTION AND PROGRESS MONITORING

8. What is the process for selecting struggling students for RTA support?
9. Are there specific selection criteria? (If there is a written description, can we get copy?)
10. Are there specific assessments your school is using to identify students?
11. How often does your school screen for struggling students?
12. How does your school monitor the progress of struggling readers? How often is this done?

EXITING STUDENTS

13. How do you know when it's time for a student to exit RTA?
14. What is the process for exiting students from RTA?
15. Are there specific criteria (data points, timeline, goals, assessments)? If written can we get a copy?
16. How do you determine if a student needs additional instruction after they leave RTA?
17. What happens to those students after they leave RTA?

PARENTAL INVOLVEMENT

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

STUDENT IMPACT

20. How effective do you think your school is in identifying and supporting struggling readers?
 21. What evidence do you have?
 22. What would make it more effective?
 23. How effective is the RTA intervention in meeting the needs of struggling readers?
 24. What are the biggest benefits of RTA?
 25. What are some of your school's greatest RTA success stories?
 26. What are some of the biggest challenges of RTA?
 27. Why are some students not successful even after RTA intervention?
- Follow-up if needed:*
- Then what supports are provided?

28. In your opinion, what is the overall impact of the RTA program on student achievement?

29. 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?

30. 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 examples?

OTHER

31. Other comments or information useful for the evaluation of the RTA program?

32. What advice would you give KDE about administering the RTA program?

33. If you could speak with a legislator about the impact of RTA on students in your school, what would you say?

OPTIONAL

34. Have you made any changes in your RTA program since the program began?

35. Are you planning any changes to your RTA program in the future?

KENTUCKY READ TO ACHIEVE COMPARISON SCHOOL PRINCIPAL INTERVIEW GUIDE 2012-13

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

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

37. Describe the program of support at Tier 1? How do classroom teachers support struggling readers in the classroom?

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?

None, Some, Most, All

- What supports are there at this school to help teachers with differentiation?

38. Describe the program of support at Tier 2? (supplemental small group instruction)

39. Describe the program of support at Tier 3? (intensive, individual instruction)

40. How many struggling readers total do you have K-3 at your school?

41. How many of these are served by Tier 2 and Tier 3 interventions?

42. How are the teachers and/or programs funded?

43. How are decisions made about who receives interventions and into what tier they are placed?

Follow-up if needed:

- What is your role?

44. What training have teachers had on collecting and interpreting student reading data?

LITERACY TEAM

45. Does your school have a literacy team?

Follow-up if needed:

- Describe the membership of the Team.
- What are their roles on the literacy team?
- How is the team involved in screening and progress monitoring of struggling readers?
- Describe the frequency and structure of the team meetings.
- Who schedules them and takes the lead for the discussions?
- What reporting or monitoring exists for the team meetings?
- How is team involved in screening and progress monitoring of struggling readers?

STUDENT SELECTION AND PROGRESS MONITORING

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

47. Are there specific selection criteria? (If there is a written description, can we get copy?)

48. Are there specific assessments your school is using to identify students?

49. How often does your school screen for struggling students?

50. How does your school monitor the progress of struggling readers? How often is this done?

EXITING STUDENTS

51. How do you know when it's time for a student to exit reading intervention programs?

52. What is the process for exiting students from these interventions?

53. Are there specific criteria (data points, timeline, goals, assessments)? If written can we get a copy?

54. How do you determine if a student needs additional instruction after they leave reading intervention?

55. What happens to those students after they leave the intervention?

PARENTAL INVOLVEMENT

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

STUDENT IMPACT

58. How effective do you think your school is in identifying and supporting struggling readers?
59. What evidence do you have?
60. What would make it more effective?
61. What are some of your school's greatest success stories with helping struggling readers?
62. What are some of the biggest challenges of helping struggling readers?
63. Why are some students not successful even after reading intervention?
Follow-up if needed:
 - Then what supports are provided?
64. 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?
65. 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 some examples?

RTA classroom teacher interview 2012-2013

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. Describe the program of support at Tier 1? How do you support struggling readers in the classroom?

If they report differentiated instruction 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 are groups each day?
- How do you make decisions about how to differentiate instruction for students?

3. Describe the program of support at Tier 2? (supplemental small group instruction)
4. Describe the program of support at Tier 3? (intensive, individual instruction)

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 are served by other teachers and/or interventions?
 8. Do you know how the teachers and/or programs are funded?

9. How are decisions made about who receives interventions and into what their they are placed?

Follow-up if needed:

What is your role?

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

LITERACY TEAM

11. Does your school have an RTA or literacy team?

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

- Describe the membership of this team.
- What are their roles on the literacy team?
- Describe the frequency and structure of the RTA team meetings.
- Who schedules them and takes the lead for the discussions?
- What reporting or monitoring exists for the team meetings?
- How is the team involved in screening and progress monitoring of struggling readers?

STUDENT SELECTION AND PROGRESS MONITORING

12. What is the process for selecting struggling students for RTA support?
13. Are there specific selection criteria? (If there is a written description can we get a copy?)
14. How are you involved in the selection of students to participate in RTA?
15. Are there specific assessments your school is using to identify students?
16. How often does your school screen for struggling students?
17. How does your school monitor the progress of struggling readers? How often is this done?

EXITING

18. How do you know when it's time for a student to exit RTA?
19. Are you involved in decisions about your students' exit from RTA?
- Follow-up if needed:*
- How do you know when it's time for a student to exit RTA?
 - What is the process for exiting students from RTA?

- Are there specific criteria (data points, timelines, goals, assessments)?
20. How do you determine if a student needs additional instruction after they leave RTA?
21. What happens to those students after they leave RTA?

COLLABORATION

22. In what ways do you collaborate with RTA teachers?
- Designing instruction for RTA?
 - Adjusting classroom instruction?
 - Monitoring student progress?
23. How or to what extent does the RTA program or teacher support reinforce what you are teaching children in your classroom literacy program?
24. Are you involved in any literacy leadership activities in your school or the literacy community?
25. What do your RTA students usually miss in the classroom when they go to RTA?

PARENT INVOLVEMENT

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

STUDENT IMPACT

29. In your opinion, what is the overall impact of the RTA program on student achievement?
30. What about for the specific RTA children in your class? Can you give some examples?
31. How effective do you think your school is in identifying and supporting struggling readers?
32. What evidence do you have?
33. What would make it more effective?

34. How effective is the RTA intervention in meeting the needs of struggling readers?

35. What are the greatest benefits of RTA?

36. The biggest challenges?

37. Why are some students not successful even after RTA intervention?

Follow-up if needed:

- Then what supports are provided?

38. Talk with me about students who are struggling, but are not being served by RTA.

Follow-up if needed:

- How many students are there in your class?
- What prevents them from being served?
- Are they being served in other ways?

39. 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?

OTHER

40. Other comments or information useful for the evaluation of the RTA program?

41. If you could give KDE any advice about administering the RTA program, what would it be?

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

Comparison school classroom teacher interview 2012-2013

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, 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 evaluation of 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

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

44. Describe the program of support at Tier 1? How do you support struggling readers in the classroom?

If they report differentiated instruction 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 are groups each day?
- How do you make decisions about how to differentiate instruction for students?

45. Describe the program of support at Tier 2? (supplemental small group instruction)

46. Describe the program of support at Tier 3? (intensive, individual instruction)

47. How many struggling readers total do you have in your class?

48. How many of these are served by Tier 2 and Tier 3 reading interventions?

49. Do you know how the teachers and/or programs are funded?

50. How are decisions made about who receives interventions and into what tier they are placed?

Follow-up if needed:

What is your role?

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

LITERACY TEAM

52. Does your school have a literacy team?

Follow-up if needed, don't push here:

- Describe the membership of the Team.
- What are their roles on the literacy team?
- Describe the frequency and structure of the team meetings.
- Who schedules them and takes the lead for the discussions?
- What reporting or monitoring exists for the team meetings?
- How is the team involved in screening and progress monitoring of struggling readers?

SELECTION AND PROGRESS MONITORING

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

54. Are there specific selection criteria? (If there is a written description can we get a copy?)

55. How are you involved in the selection of students to participate in reading intervention programs?

56. Are there specific assessments your school is using to identify students?

57. How often does your school screen for struggling students?

58. How does your school monitor the progress of struggling readers? How often is this done?

EXITING

59. How do you know when it's time for a student to exit a reading intervention program?

60. Are you involved in decisions about your students' exit from these?

Follow-up if needed:

- What is the process for exiting students from reading interventions?
- Are there specific criteria (data points, timelines, goals, assessments)?

61. How do you determine if a student needs additional instruction after they leave a reading intervention?

62. What happens to those students after they leave a specified reading intervention program?

COLLABORATION

63. In what ways do you collaborate with intervention teachers?

- Designing instruction for intervention program?
- Adjusting classroom instruction?
- Monitoring student progress?

64. How or to what extent does the intervention program or teacher support reinforce what you are teaching children in your classroom literacy program?

65. Are you involved in any literacy leadership activities in your school or the literacy community?

66. What do your struggling readers usually miss in the classroom when they go to their reading intervention time?

PARENT INVOLVEMENT

67. What is your involvement with parents as classroom teacher?

68. How are parents involved in decisions about interventions for their children?

69. How does the school communicate with parents about the progress of struggling readers?

STUDENT IMPACT

70. How effective do you think your school is in identifying and supporting struggling readers?

71. What evidence do you have?

72. What would make it more effective?

73. How effective are your reading interventions in meeting the needs of struggling readers?

74. What are the greatest benefits of your programs to support struggling readers?

75. The biggest challenges?

76. Why are some students not successful even after reading interventions?

Follow-up if needed:

- Then what supports are provided?

77. Talk with me about students who are struggling, but are not being served by a intervention program.

Follow-up if needed:

- How many students are there in your class?
- What prevents them from being served?
- Are they being served in other ways?

78. What impact do you think your system of interventions has had on students from culturally or linguistically diverse backgrounds?

Follow-up if needed:

- Can you give some examples?

Appendix H

Parent Interview Questions

Please remember that these are guiding questions. The purpose of these interviews are 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 I

School Information Form

Name of School: _____

District: _____

Total number of students enrolled: _____

How many students has your school identified as “struggling readers?” _____

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

	Other Intervention Program	Number of Students	Intensity	Duration
			(days per week/min per day)	(how many weeks students stay)
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
Total				

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

Appendix J

Holistic Scoring Rubric

1. How does the school approach screening students (see responses to interview questions for the section *Student Selection and Progress Monitoring*)? 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).

0 = School does not have a systematic processes for screening students who are at elevated risk of developing reading disabilities.

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.

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

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

2. 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?

0 = School reports no use of differentiated instruction.

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.

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.

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.

3. 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 and Tier III 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)?

0 = School reports no instruction on foundational reading skills in small groups or individuals to students who score below the benchmark on universal screening.

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.

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).

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).

4. 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. Please see section on *Student Selection and Progress Monitoring*).

0 = School doesn't report monitoring the progress of tier 2 students.

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.

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.

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.

5. How does the school approach intensive instruction for students who show minimal progress following time in tier 2 small group instruction (tier 3)? (See section *Program of Support for Struggling Readers*)

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. 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.

2 = There is somewhat consistent evidence across school personnel and/or most grades of parental involvement: school reports initiating parent contact through more than one of means (e.g., parent notes/emails, phone calls, conferences), holds regularly scheduled parent conferences, and informs parents of intervention plans and student progress.

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. 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. 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 K

**READ TO ACHIEVE 2012-2013
Case Study 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, 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.

Case Study and Comparison School Profile

Name of School: _____

District: _____

	RTA/Main Reading Intervention Program	Number of Students	Intensity	Duration
			(days per week/minutes per day)	(how many weeks to students stay)
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				

School Information Sheet

Administrator Interview Questions: 3, 4, 13,14,15,16

Classroom Teacher Interview Questions: 5, 6, 18, 19, 20

RTA/Reading Intervention Teacher Interview Questions: 7,19,20,21,22,23,33

	Other Intervention Program	Number of Students	Intensity	Duration
			(days per week/min per day)	(how many weeks students stay)
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
Total				

School Information Sheet

Administrator Interview Questions: 3,4,29

Classroom Teacher Interview Questions: 3, 4,5,7,18,19,20,21,38

RTA/Reading Intervention Teacher Interview Questions: 6, 7, 17, 18, 51

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

School Information Sheet

Administrator Interview Questions: 4, 5, 8, 9, 29

Classroom Teacher Interview Questions: 5, 6, 7, 9, 38

RTA/Reading Intervention Teacher Interview Questions: 7, 8, 12, 13, 51

Regular Classroom Literacy Program

(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

RTA/Reading Intervention Teacher's Experience and Training

(yrs. Teaching overall, in the intervention, training in the intervention initially, this year, etc.)

RTA/Reading Intervention Teacher Interview Questions: 1, 2, & 3

RTA/Reading Intervention Teacher's Roles and Responsibilities

(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

RTA/Reading Intervention Program Student Selection, Monitoring, Discontinuation

(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?)

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

RTA/Reading Intervention Teachers' Collaboration with Classroom Teachers

(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

Tier One (regular classroom) Intervention

(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

RTA/Reading Intervention Program within a Response to Intervention System

(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

Perceptions of RTA's/Reading Intervention's Effectiveness

(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

Parental Involvement

(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 ## & ##

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

Observer impressions of reading instruction for RTA/reading intervention students in 2nd and 3rd grade	
(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?)	
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	

	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)?		

<p>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.</p>		
<p>How does the school approach monitoring the progress of tier 2 students?</p>		
<p>How does the school approach intensive instruction for students who show minimal progress following time in tier 2 small group instruction (tier 3)?</p>		
<p>How does the school approach parental involvement in intervention planning, and student progress?</p>		
<p>How involved are teachers and administrators in the school in literacy leadership activities?</p>		
<p>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?</p>		

Observer impressions of school-level RTA implementation

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?

Other observer impressions

Appendix L

Observation Results for General Education and Intervention Classrooms

School Means

Type of School	School ID	General Education	Reading Intervention
RTA	A	M= 1.48	M= 1.90
	B	M= 1.05	M= 1.36
	C	M= 1.08	M= 1.72
	D	M= 1.38	M= 1.18
	E	M=1.52	M= 1.90
	F	M=1.30	M= 1.45
	G	M= 1.55	M= 1.90
	H	M= 1.50	M= 1.90
Comparison	I	M= 1.08	M= 1.45
	J	M= 1.19	M= 1.90
	K	M= 1.51	M= 1.72
	L	M= 1.66	M= 1.63
	M	M= .80	M= 1.63
	N	M= 1.06	M= 1.63
	O	M= 1.41	M= 1.90
	P	M= 1.75	M= 1.45

Appendix M

Observation Results for Each Indicator of Best Practice

RTA and Comparison Intervention Classrooms

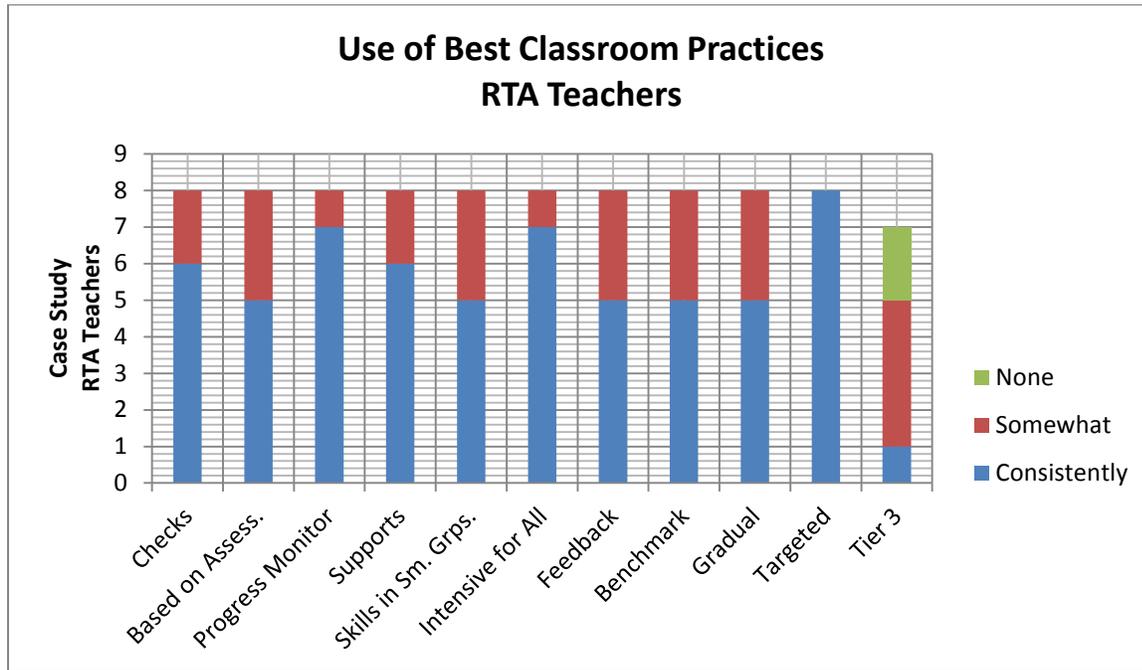


Figure A1. RTA Teachers Use of Best Classroom Practices.

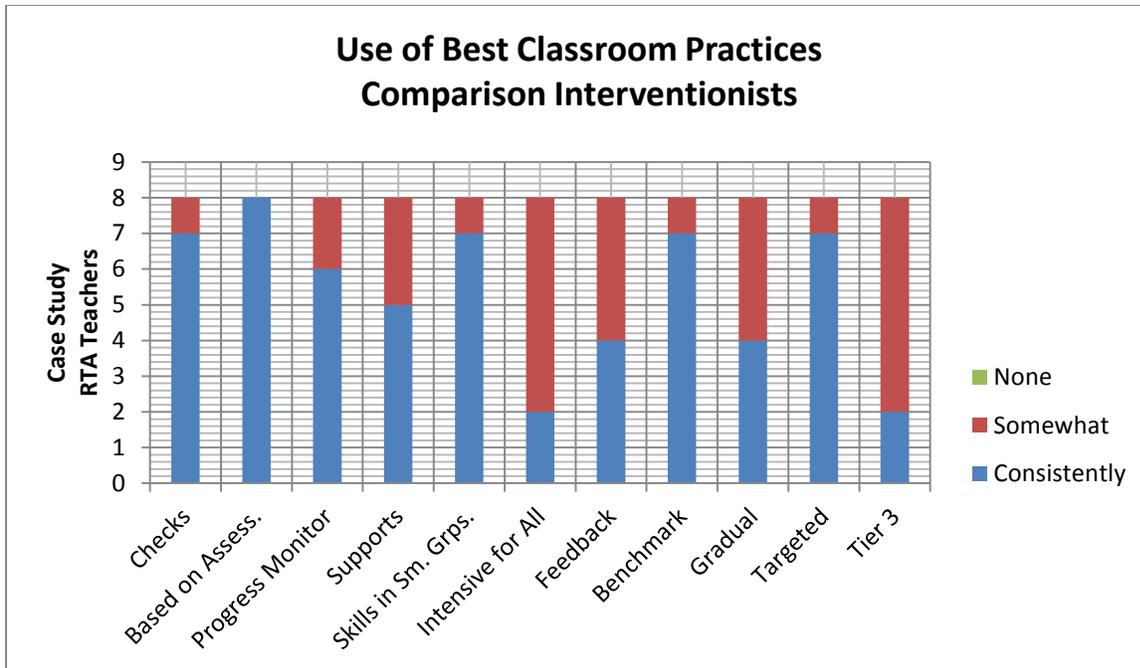


Figure A2. Comparison School Interventionist Use of Best Classroom Practices.