



Evaluation of Kentucky's Read to Achieve Program 2005-2006

In 2004, Senate Bill 19 established the Read to Achieve (RTA) program to improve the reading achievement of Kentucky's primary students. Senate Bill 19 (2005) charged the Collaborative Center for Literacy Development (CCLD) with creating a comprehensive research agenda that considers the impact of various reading and intervention programs on student achievement in reading. In response to the research requirements listed in SB 19, CCLD conducted a statewide study of the 213 schools that received grant funds in Rounds One and Two as part of the Read to Achieve program. Based on the requirements outlined in SB19, the major research questions that guided this study were:

1. What was the overall reading progress of students who received intervention in RTA schools? What was the overall progress of students who did not receive intervention in RTA schools?
2. What was the relative reading progress of students who received RTA intervention services through various intervention programs?
3. What was the reading progress of students from racially diverse backgrounds who received RTA intervention? What was the progress of economically disadvantaged students who received RTA intervention?
4. What was the reading progress of students with disabilities who received RTA reading intervention?
5. What was the reading progress of RTA students in schools with strong library media center programs versus schools with weak library media center programs?
6. How was RTA intervention instruction implemented in the RTA schools?
7. What were the relationships between various instructional features and RTA intervention student progress in reading?

During the 2005-2006 school year, 213 elementary schools received funds to implement reading intervention programs serving struggling elementary school readers. The analyses described in this report exclude three schools due to insurmountable problems with the student identification numbers at these schools. For the 210 schools included in this report, a total of 50,460 students took the *Group Reading Assessment and Diagnostic Evaluation* (GRADE) in both fall 2005 and spring 2006, and of these students, 9,003, or 18% of students assessed received RTA intervention services. Of these, 1060 were students from minority populations.

The RTA schools implemented a variety of intervention programs in each of the primary grades. In all, 37 intervention programs were implemented. Table 1 lists the six most widely used programs for each primary grade, and these programs are described in Appendix A.

Table 1

RTA Intervention Models: Top Six Most Widely Used Models for Each Grade Level

Primary Level	Model Name	# of Schools
P1 (K)	Literacy Groups	36
	ELLI -- Early Literacy Learning Initiative	21
	Early Success	17
	SRA/Reading Mastery	13
	Early Intervention in Reading – Taylor	14
	Early Reading Intervention (ERI) – Scott Foresman	11
P2 (1 st)	Reading Recovery	123
	Early Success	23
	SRA/Reading Mastery	7
	Lindamood Bell	7
	ERI – Scott Foresman	6
	FFW – FastForWord	6
P3 (2 nd)	Early Success	41
	Literacy Groups	33
	Guided Reading	20
	SRA/Reading Mastery	13
	Early Literacy Learning Initiative	10
	ERI – Scott Foresman	8
P4 (3 rd)	Soar to Success	44
	Literacy Groups	32
	Guided Reading	19
	SRA/Reading Mastery	13
	Early Literacy Learning Initiative	9
	ERI – Scott Foresman	8

Research Methods

Data used to answer these research questions were gathered in four primary ways: a norm-referenced reading achievement test, teacher surveys, classroom observations, and teacher interviews. Students were assessed and teachers were surveyed in all 213 grant-funded schools. A subgroup of 20 schools were selected for more in-depth study based on geographic classification, socio-economic populations, and types of intervention programs selected.

Student achievement test. All primary-grade students in the 213 schools that were awarded Read to Achieve grants during the spring and summer of 2005 were assessed using the *Group Reading and Diagnostic Evaluation (GRADE)* test, once in the fall and once in the spring. Fall and spring test results were utilized to ascertain the progress of students who received intervention services in relation to students in the same schools who did not receive intervention services. Differences in fall and spring results were used to examine the progress of students from subpopulations and of students in schools with varying school library media programs.

Teacher survey. All primary-grade classroom teachers and all reading intervention teachers in the 213 schools that were awarded Read to Achieve grants were asked to complete an electronic survey about their instructional practices. Survey responses enabled evaluators to ascertain instructional features of reading instruction and professional development that intervention teachers received.

Classroom observations. In a subset of 20 schools, four randomly-selected primary teachers and one intervention teacher were observed for four to six days each over the course of the school year. Observation data were designed to help evaluators ascertain intervention programs utilized, levels of program fidelity, and instructional features implemented. Evaluators gathered data regarding the quality of schools' library media programs during observation visits.

Teacher interviews. Each teacher was interviewed each time he or she was observed. Interview questions focused on clarifying instructional practices and decisions and enabled evaluators to ascertain teachers' perceptions about the effects of the intervention programs on teachers and students. In addition, the principal and library media specialist in each case study school were interviewed once.

Student Achievement Results

What was the overall reading progress of students who received intervention in RTA schools? What was the overall progress of students who did not receive intervention in RTA schools?

Fall and spring GRADE results for students who scored below the 4th stanine were examined using Growth Scale Values (GSV). GSVs are a measure of student performance on the GRADE assessment that more accurately reflect individual student

gain than the more commonly used Normal Curve Equivalents (NCE). In the 210 RTA schools that are described in this report, 7,362 primary students who scored below the 4th stanine received RTA intervention services, and 12,889 primary students who scored below the 4th stanine did not receive RTA intervention services. However, it is important to note that students scoring below the 4th stanine not receiving RTA services may have been receiving intervention services through intervention programs other than RTA or may have been judged by teachers as not needing RTA services based on school-level intervention assessments or classroom performance. While there were students above the 4th stanine who received RTA services, those students were not included in this analysis since their reading ability may have varied significantly from the population of greatest interest.

Overall, students at all primary levels made strong progress in reading from fall to spring. Table 2 shows mean GSVs for fall and spring for students who received RTA intervention services. As Table 2 illustrates, gain scores decrease as grade levels increase, indicating that younger students tended to make greater gains across the year than older students. However, a closer examination of the fall and spring GRADE results for all primary students raises concerns about the validity of these results for lower primary students in that P1 and P2 students tended to score unusually low on the fall test and unusually high on the spring test. Graphs that illustrate the fall and spring distribution of scores for each primary level are included in Appendix B. Explanations for why early primary students achieved such low scores in the fall but achieved extremely high scores in the spring would be purely speculation, but it seems clear that the spring scores for early primary students were somehow inflated. GRADE results on the fall and spring tests for upper primary students (levels P3 and P4) were more normally distributed, thus evaluators have greater confidence in the validity of these assessment data.

Table 2

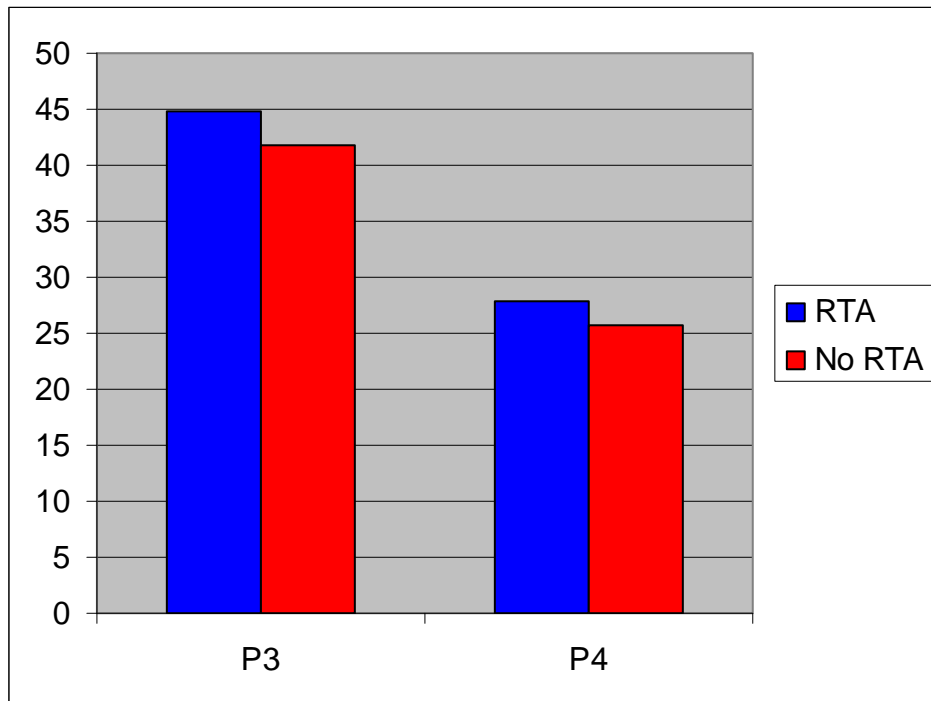
Fall and spring achievement results for primary students who received RTA intervention

Level	N	Fall (SD)	Spring (SD)	Gain (SD)
P1 (K)	1309	19.97 (10.92)	87.92 (35.47)	67.95 (33.53)
P2 (1)	2407	300.55 (12.72)	354.39 (31.25)	53.85 (29.81)
P3 (2)	1769	341.88 (16.80)	386.69 (28.83)	44.82 (22.73)
P4 (3)	1501	371.56 (16.56)	399.42 (26.89)	27.86 (20.56)

To explore potential effects of the RTA program on students who received intervention services, the progress of struggling readers who received RTA intervention was compared to the progress of struggling readers who did not receive RTA intervention. Specifically, these comparisons were made at levels P3 and P4, since the GRADE data at these levels appear valid. For upper primary students (grades two and three), students who received RTA intervention services made significantly more progress than students at or below the 4th stanine who did not receive RTA intervention services. Figure 1 illustrates differences in GSV gains for upper primary students who did and did not receive RTA services.

Figure 1

Achievement gains (GSVs) for upper primary students who did and did not receive RTA services



To further examine the achievement of students who received intervention services, RTA students' GRADE stanine gains were examined. Based on fall to spring stanine gains, approximately 55 percent of primary intervention students who were deemed struggling readers in the fall (scoring in stanines 1, 2, and 3) had made enough progress by spring to be considered average or above average in reading (scoring in stanines 4-9). Table 3 shows the percentage of intervention students at each grade level who made sufficient

stanine gains to be considered having average or better reading performance after receiving intervention services.

Table 3

RTA intervention student status in spring based on GRADE stanines for primary grades

Level		Stanines 1-3 Low Performance	Stanines 4-9 Average or Above Average Performance
P1 (K)	N=	21.9% 287	78.1% 1022
P2 (1)	N=	42.9% 1033	57.1% 1374
P3 (2)	N=	49.5% 875	50.5% 894
P4 (3)	N=	60.8% 912	39.2% 589
Total	N=	44.5% 3107	55.5% 3879

What was the relative reading progress of students who received RTA intervention services through various intervention programs?

Early Primary

Table 4 shows the gains made by early primary students who received intervention services through the most widely used intervention programs for levels P1 and P2. P1 students who received intervention through SRA/Reading Mastery and Early Success made considerably more gains than did students receiving intervention through other programs. P2 students who received intervention through SRA/Reading Mastery, Reading Recovery, and Early Success made considerably more gains than students at that level who received intervention through other programs. It is important to note that the findings for early primary must be interpreted with great caution, since the validity of the GRADE results at this level are in question.

Table 4

Fall and spring achievement results for lower primary students in RTA programs

Level	N	Fall (SD)	Spring (SD)	Gain (SD)
P1 (K)				
Early Success	86	19.62 (11.81)	96.71 (38.83)	77.09 (35.19)
EIR – Taylor	97	17.56 (11.89)	76.57 (26.74)	59.01 (22.96)
ELLI	96	21.15 (10.55)	77.55 (33.12)	56.41 (30.90)
ERI – S.Foresman	170	21.43 (10.82)	82.67 (34.34)	61.24 (33.26)
Literacy Groups	162	17.69 (11.16)	86.70 (33.90)	69.01 (32.45)
SRA/R.Mastery	129	20.78 (10.70)	99.76 (35.88)	78.98 (33.42)
P2 (1)				
Early Success	278	300.36 (11.90)	355.90 (33.24)	55.54 (30.74)
ERI – S.Foresman	84	305.11 (8.99)	355.39 (30.37)	50.29 (29.71)
FastForWord	61	300.95 (11.33)	344.98 (28.16)	44.03 (25.67)
Lindamood Bell	65	298.03 (14.23)	342.89 (30.40)	44.86 (26.04)
Reading Recovery	1376	300.17 (12.71)	356.45 (31.16)	56.28 (29.97)
SRA/R. Mastery	80	305.59 (8.46)	364.19 (31.16)	58.60 (28.55)

Upper Primary

Table 5 shows the relative reading progress of students who received intervention services through the most widely used intervention programs for P3 and P4. For P3, students who received intervention through Early Success made the greatest reading gains. For P4, students who received intervention through SRA/Reading Mastery and Literacy Groups made the greatest reading gains. For both grade levels, students made the least gains in Guided Reading.

Table 5

Fall and spring achievement results for upper primary students in RTA programs

Level	N	Fall (SD)	Spring (SD)	Gain (SD)
P3 (2)				
Early Success	437	342.92 (17.78)	393.55 (29.97)	50.63 (24.57)
ELLI	64	341.73 (13.83)	385.39 (28.96)	43.66 (22.06)
ERI – S. Foresman	73	348.52 (13.33)	391.48 (22.56)	42.96 (19.74)
Guided Reading	120	343.61 (17.35)	381.96 (29.24)	38.35 (21.87)
Literacy Groups	241	338.07 (17.59)	384.60 (28.35)	46.53 (22.70)
SRA/R.Mastery	122	343.10 (16.02)	389.94 (26.28)	46.84 (18.29)
P4 (3)				
Soar to Success	420	372.40 (16.77)	401.70 (27.46)	29.30 (21.03)
ELLI	60	369.58 (12.66)	399.80 (22.77)	30.22 (19.26)
ERI – S.Foresman	73	377.10 (15.54)	406.23 (27.80)	29.14 (21.97)
Guided Reading	110	371.35 (16.71)	394.26 (24.62)	22.92 (16.71)
Literacy Groups	164	367.41 (16.11)	399.86 (27.79)	32.45 (22.02)
SRA/R. Mastery	95	370.23 (16.49)	402.87 (27.85)	32.64 (21.78)

What was the reading progress of students from racially diverse backgrounds who received RTA intervention? What was the progress of economically disadvantaged students who received RTA intervention?

To answer these questions, the progress of students from racially diverse backgrounds and students classified as economically disadvantaged based on free and reduced lunch was examined and compared to the progress of Caucasian and economically advantaged students at or below the 4th stanine who received RTA services. As well, the progress of upper primary students from these sub-populations who received RTA services was

compared with the progress of students from these sub-populations at or below the 4th stanine who did not receive RTA services. Table 6 shows that African-American students who received RTA intervention services made higher achievement gains than African-American students who did not receive RTA intervention. Caucasian RTA students made more progress than did African-American RTA students.

Table 6

Fall and spring achievement results for African-American and Caucasian RTA students and upper primary African-American students not served by RTA

Level	N	Gain (SD)
P1 (K)		
RTA – African American	72	66.93 (31.41)
RTA – Caucasian	1161	68.35 (33.85)
P2 (1)		
RTA – African American	220	51.20 (28.61)
RTA – Caucasian	2027	54.05 (30.10)
P3 (2)		
No RTA – African American	319	39.91 (22.22)
RTA – African American	131	44.17 (24.65)
RTA – Caucasian	1556	44.83 (22.42)
P4 (3)		
No RTA – African American	339	21.43 (19.48)
RTA – African American	123	24.74 (17.94)
RTA – Caucasian	1300	28.03 (20.45)

Table 7 shows that economically advantaged students at or below the 4th stanine who received RTA services made greater gains than economically disadvantaged students who received services. Economically disadvantaged students at or below the 4th stanine who received RTA in upper primary made more gains than economically disadvantaged students at or below the 4th stanine who did not receive RTA services.

Table 7

Achievement results for RTA economically disadvantaged and RTA advantaged students and upper primary economically disadvantaged students not served by RTA

Level	N	Gain (SD)
P1 (K)		
RTA – Economically Disadvantaged	538	61.61 (30.14)
RTA – Economically Advantaged	771	72.37 (35.04)
P2 (1)		
RTA – Economically Disadvantaged	1347	66.93 (31.41)
RTA – Economically Advantaged	1060	50.09 (28.73)
P3 (2)		
No RTA – Economically Disadvantaged	1394	38.72 (23.69)
RTA – Economically Disadvantaged	940	43.68 (22.68)
RTA – Economically Advantaged	829	46.11 (22.73)
P4 (3)		
No RTA – Economically Disadvantaged	1323	24.22 (21.73)
RTA – Economically Disadvantaged	888	27.33 (20.66)
RTA – Economically Advantaged	613	28.61 (20.41)

What was the reading progress of students with disabilities who received RTA reading intervention?

Table 8 shows that RTA students with disabilities made gains on the GRADE from fall to spring, but they did not make as much gain as students without disabilities. Students with disabilities who received RTA services made more gains than students with disabilities and at or below the 4th stanine who did not receive RTA services.

Table 8

Achievement results for RTA students with disabilities and RTA students without disabilities and upper primary students with disabilities not served by RTA

Level	N	Gain (SD)
P1 (K)		
RTA – Disabled	302	60.32 (33.14)
RTA – Not Disabled	1007	70.24 (33.32)
P2 (1)		
RTA – Disabled	641	48.32 (30.12)
RTA – Not Disabled	1766	55.86 (29.44)
P3 (2)		
No RTA – Disabled	997	33.93 (24.03)
RTA – Disabled	585	40.70 (22.41)
RTA – Not Disabled	1184	46.85 (22.62)
P4 (3)		
No RTA – Disabled	962	21.16 (21.77)
RTA – Disabled	583	24.69 (21.00)
RTA – Not Disabled	918	29.87 (20.03)

What was the reading progress of students in schools with strong library media center programs versus schools with weak library media center programs?

Within the RTA case study schools, library media specialists and principals were surveyed regarding their perceptions of their school library media programs. Based on research on effective LMS programs, five criteria were chosen as identifiers of strong library programs:

1. strong collaboration between the library media specialist (LMS) and teachers/students,
2. flexible scheduling for student use,
3. breadth of library collection,
4. strong partnership between LMS and curriculum development, and
5. a library with the technology, the ability to provide training, and involvement in curriculum development.

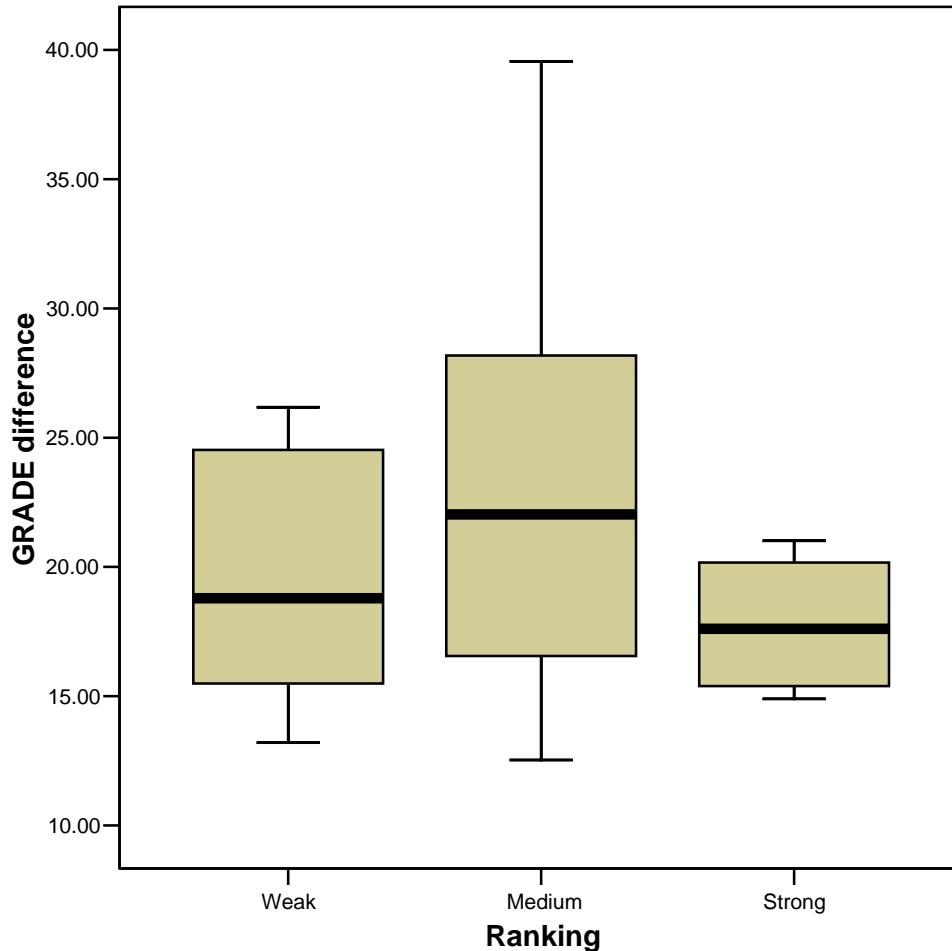
The surveys were structured to address all of these criteria. School library programs were designated as “strong” if survey results showed that over fifty percent of the criteria were met. Schools were designated as “weak” if they exhibited a very limited representation for any of the criteria. Schools were designated as “medium” based on the natural breaks in the data. Intervention student reading achievement scores were reported for eighteen of the case study schools. Figure 2 shows the relationship between intervention student achievement gains for the 2005-06 year and strength of school library media programs.

All schools showed gains in intervention student reading achievement. As shown in Figure 2, schools designated with a “medium” library program exhibited the highest mean gains in reading achievement. However, the overall differences between school achievement gains were not statistically significant. It should be noted that at the time of data analysis, two of the six schools with “strong” LMS programs did not report intervention student achievement data and were not included in our analyses.

Though these findings do not reveal significant relationships between school library media specialist programs and struggling student progress in reading, additional factors that could be masking the relationship between the qualities of library programs and reading achievement should be explored. First, schools with higher pre-reading achievement scores lack the capacity to grow in comparison to lower pre-reading achievement scores, and higher achieving schools tended to have higher quality LMS programs. Second, there are several factors (eg., quality of instruction, intervention program) that can strongly affect reading achievement and have the capability of overwhelming any potential library benefits. Future research should explore ways in which LMS programs support struggling readers in RTA schools.

Figure 2

Intervention student achievement gains and strength of school library media program



How was RTA intervention instruction implemented in the RTA schools?

All intervention teachers in RTA schools were asked to complete an electronic survey about their intervention programs. Two-hundred-twelve intervention teachers completed the survey, and their responses are summarized here.

Professional development for the intervention teachers. **Most of the Read to Achieve intervention teachers were well-trained with high-quality professional development and continuously supported by mentors/coaches both from within the building and from outside agencies.** Almost all of the intervention teachers (93%) had training in the intervention reading model and a majority (60%) had six or more hours of this training. Likewise, a majority (69%) had at least some training in the school's core reading program, and about half (53%) of the intervention teachers also had more than six hours

of training in other literacy strategies during the school year. Teachers rated their training experiences above average to excellent, and a majority (66%) said that the training had changed their instructional practice significantly or highly significantly. Similarly, a majority (67%) of the intervention teachers believed that their instructional practices had had a significant impact of student achievement. Also, 92% of the intervention teachers spent at least some time each month in collaborative planning with other teachers in their school, and nearly 50% spent three or more hours per month in collaboration. Also, 68% spent at least one hour per month in networking about literacy with teachers from other schools.

Organizational features of the intervention program. **The most popular organizational arrangement of the Read to Achieve literacy intervention was the instruction of small groups of students outside of their regular classrooms, using a recommended sequential curriculum informed by student assessment data.** Only a third (31%) of the literacy intervention took place in the regular classroom and half of the intervention teachers always conducted instruction outside of the regular classroom. Virtually all of the intervention teachers used small group instruction part of the time; 88% used small groups 4 to 5 days per week, while 67% used individual intervention to students four to five days per week. A large majority (83%) used student assessment to select intervention lessons or activities, 63% followed a recommended sequence of lessons, and 49% followed a script (read instructions to students verbatim). On the other hand, 41% of the teachers never followed a script and 25% never followed a predetermined sequence.

Family involvement in the intervention program. **Because intervention teachers teach small groups of students from many classes, P1 through P4, they might be somewhat detached from parents/guardians and families. However, in the Read to Achieve program, family participation was encouraged through a variety of communications and events.** A majority of the intervention teachers used frequent written (87%), telephone (78%), and electronic (87%) communication with families, and about half of the intervention teachers sent home reading activities for completion at home. Parents/guardians met at least sometimes with 87% of the intervention teachers and 28% of the teachers reported that they often or always use parents/guardians as partners, experts, or co-teachers in the literacy instruction of their children. In addition, 64% of the schools held regular parent programs about literacy and 11% held monthly programs. A majority (87%) of the schools reported that families participate in school activities at least sometimes. Parent participation in the actual reading program was more rare: 26% at least sometimes volunteer their time to help directly in instruction.

Instructional features of the intervention program. **The Read to Achieve program was most likely delivered to students with leveled individual books, round robin reading, multiple readings of text, discussions about vocabulary words and extended text meanings, self-selected writing topics using constructed spelling some of the time, and sharing of school and home experiences.** Most of the programs (78%) used computers for some of the instruction and/or assessment, and 75% of the interventionist teachers regularly provide individual feedback to students through conferencing. Only a

third of the intervention teachers regularly used worksheets to emphasize phonics patterns or phonemic awareness; 93% reported teaching phonics in the context of stories, poems, or other meaningful text and 87% allowed students to construct spellings on their own at least some of the time. About half of the intervention teachers used flash cards to teach sight words, while 68% asked students to use a Word Wall during instruction. Three-fourths of the intervention teachers allowed students to select their own texts at least some of the time but only 36% use peer-led discussion about books; 74% of the teachers use a teacher-ask, student-answer format for literacy discussions. Graded basal anthologies and oversized books for group reading were rarely used, copy writing from the board was infrequent, and copying definitions from the dictionary was rare. However, only 23% of the intervention teachers rarely or never used round robin reading (students taking turns reading sentences or paragraphs). About half (54%) of the intervention teachers regularly read aloud to their students. A third (34%) of the interventionist teachers reported that students regularly recommend literature to others, 29% reported that students sometimes do, and 36% reported that students rarely or never do.

What were the relationships between various instructional features and intervention student progress in reading?

Analysis of classroom and intervention teacher observations was incomplete at the time of this report. Findings related to this research question will be available in spring of 2007.

Recommendations

- Data affirm that primary students who received intervention services made greater gains in reading than students who did not receive intervention services, indicating the value of continuing and expanding the RTA program.
- All primary students who need help to learn to read successfully should be provided reading intervention services. Schools need adequate resources to fully implement reading intervention to avoid “shallow implementation,” which refers to having a higher ratio of intervention teachers to the number of students in need of intervention services.
- The unusual data patterns in P1 and P2 should be explored and addressed for possible explanations. Whereas the appropriateness of paper-pencil standardized assessments for very young children is often questioned, potential issues related to test administration should also be investigated. Training should emphasize proper administration for the purposes of the RTA evaluation.
- While more research is needed on the relative effectiveness of the various RTA programs, it appears that some of the most widely-used RTA intervention programs may be more effective than others. Programs such as SRA/Reading Mastery, Reading Recovery, Early Success, and Literacy Groups appear effective for promoting students’ reading development over the course of a year. Schools may want to consider these programs for early reading intervention. However, the long-term impact of these programs should be investigated as the RTA program

progresses. The extent to which Guided Reading programs are effective for students with reading difficulties should be closely watched in future studies.

- RTA students in various sub-populations (i.e., African-American students, economically disadvantaged students, and students with disabilities) made gains over the course of the year, but they did not gain at the same rate as their peers who also received RTA services. Intervention teachers' attention to closing the achievement gap through best instructional practices for student sub-populations should be supported by the RTA program. Professional development for intervention teachers should focus on effective practices for student sub-populations.
- It is important to continue emphasizing professional development to ensure that intervention teachers are highly trained. Professional development program curricula should provide alternatives to "round robin reading," a practice typically not associated with good instructional practice, yet was widely used.

APPENDIX A

Most Widely-Used Intervention Programs

Reading Recovery

Designed by Marie Clay for the purpose of intervening with young children in New Zealand identified as having reading problems, the program requires extensive training of teachers as well as intensive one-on-one instruction with children. First grade students receive 30 minutes per day of individual tutoring with a variety of reading and writing experiences, including familiar reading, writing, and word analysis work.

Literacy Groups

Literacy Groups provide daily small group instruction in reading and writing to first and second grade students utilizing the training, knowledge, and expertise of the Reading Recovery Program. Lessons include reading familiar books, letter and journal writing, diagnostic reading assessments, and the introduction and the reading of a new book.

Early Success/Soar to Success

Developed by Barbara Taylor, University of Minnesota, this reading intervention program's primary goal is to accelerate literacy growth for children in grades 1-4. Incorporating six components, this program is designed for small groups, usually consisting of 5-7 students, who follow a three-day routine in grades 1-2 (Early Success) and a five-day routine in grades 3-4 (Soar to Success).

Guided Reading

Guided Reading is typically an organizational structure whereby teachers lead students through the reading of a text. In successful RTA proposals, Guided Reading was typically provided to older primary students by Reading Recovery teachers. Instruction is described as daily 30-minute lessons focused on comprehension strategies such as surveying, predicting, setting a purpose for reading, applying phonics and decoding skills, visualizing, questioning, reflecting, summarizing, and applying.

SRA/Reading Mastery

Uses the Direct Instruction approach developed by Siegfried Englemann at the University of Oregon. This model features highly interactive lessons presented to small groups of students, grouping of students by performance level, and frequent assessment of student progress in the classroom setting. The main features of the model include a field-tested reading, language arts, and math curricula, highly scripted instructional strategies, and extensive teacher training. The primary goal is to improve student performance so that by fifth grade, students perform at least a year and a half beyond grade level.

ELLI, the English Language & Literacy Intensive

This program was created in response to California Governor Gray Davis' focus on education and his desire to improve the literacy skills and test scores of California's schoolchildren. California State Library guidelines require that these programs involve the whole family in the learning process and that they encompass multiple goals and outcomes.

Early Intervention in Reading

Like Early Success/Soar to Success, this program was developed by Barbara Taylor at the University of Minnesota. Instruction consists of working with students as they read aloud, and focusing on phonemic awareness, phonics instruction, word recognition, and writing within the context of the story. Reading selections generally are quite short so that children can read the entire story. Stories and retellings of picture books are divided into four categories according to their length, and children progress through these reading materials during the school year. By late February or early March, children are reading independently and working together in pairs.

Early Reading Intervention (Scott Foresman)

This early reading intervention program requires 30 minutes a day to improve reading achievement. The program identifies at-risk children in Kindergarten and Grade 1 with an placement test. Features of the program include interactive, systematic instruction in Learning Letter Names and Sounds; Segmenting, Blending and Integrating; Word Reading; and Sentence Reading.

Lindamood Bell

Developed by Pat and Charles Lindamood this program focuses on intensive reading instruction. The program consists of three components; LiPS (a phoneme sequencing program), See Stars (symbol imagery for phonemic awareness, sight words, and spelling), and V/V (visualizing and verbalizing for language comprehension). The three components are administered during 30 minute sessions in small groups and one-on-one.

Fast ForWord

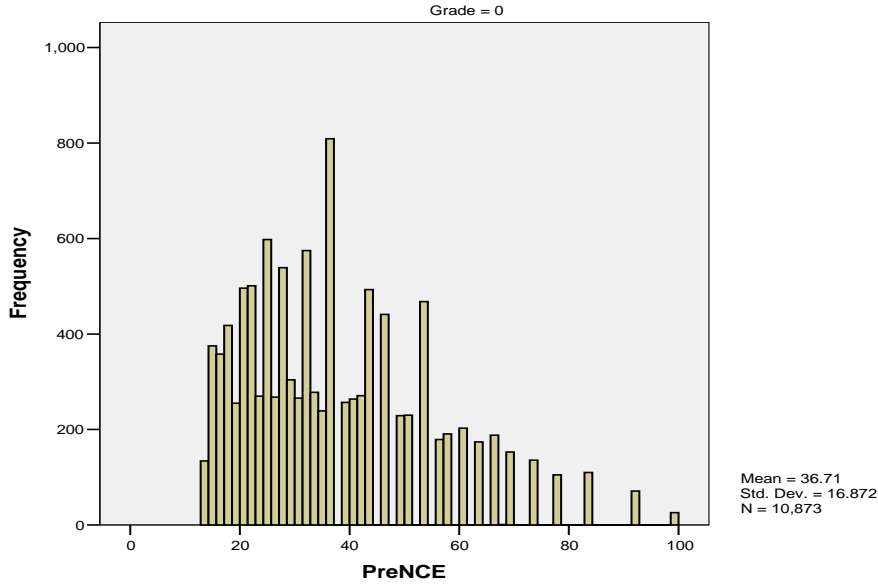
Fast ForWord is a research-based, short-term instructional intervention designed to develop the five components of reading. The program utilizes computer-based software administered by highly trained teachers during individual sessions. Sessions are flexible and the computer program is designed to monitor and record student progress.

Breakthrough to Literacy

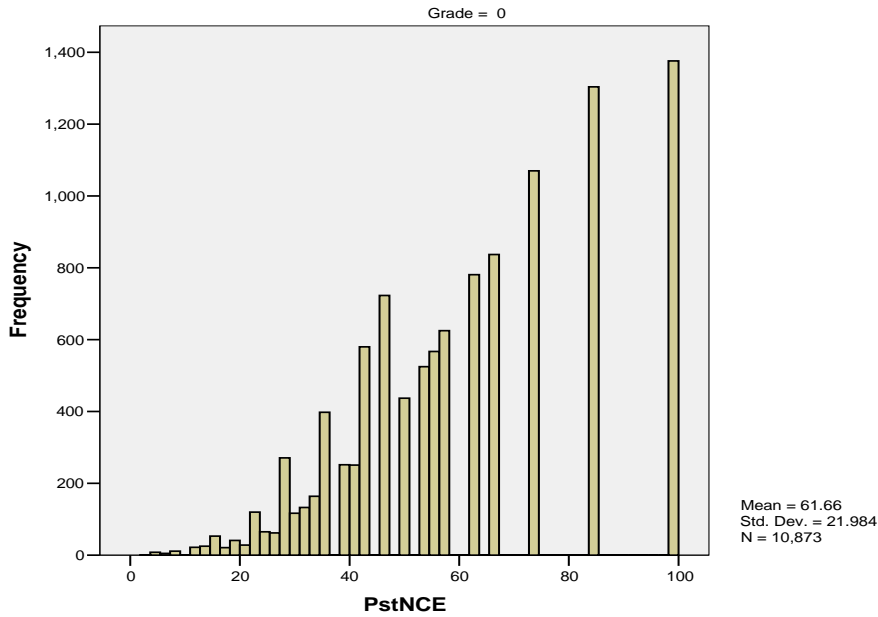
Developed at the University of Iowa by speech and language pathologists, the program is designed for preschool through first grade students to establish the foundations of reading in a dynamic balanced oral and print environment. Elements include interactive software, print materials for home and school, and intensive on-site professional development.

APPENDIX B

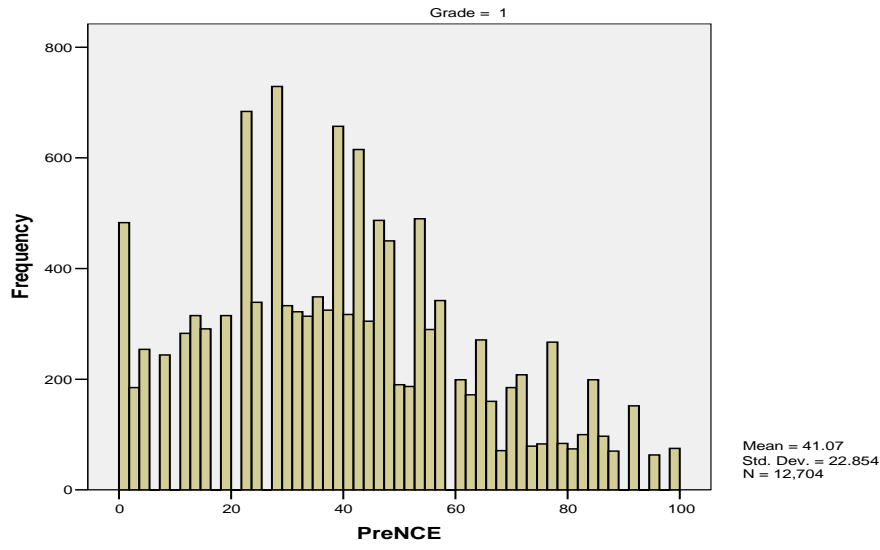
Fall GRADE results for all P1 (K) students



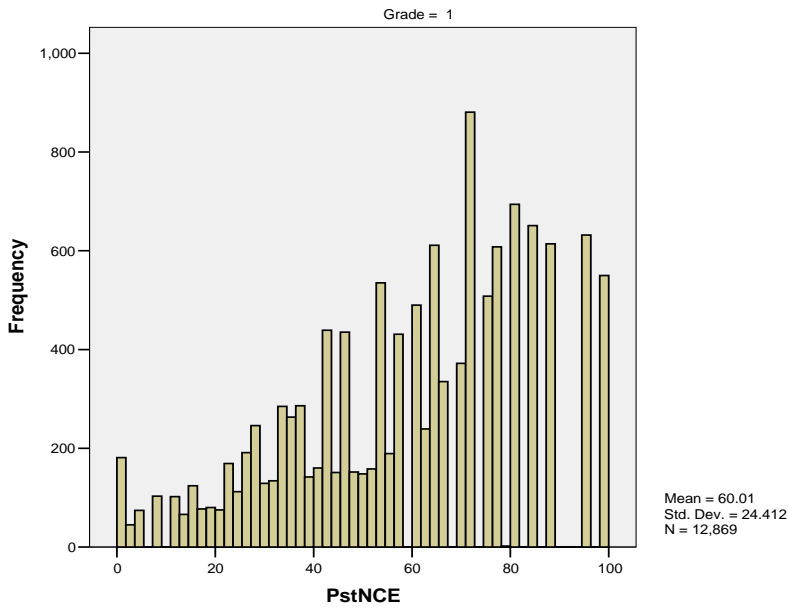
Spring GRADE results for all P1 (K) students



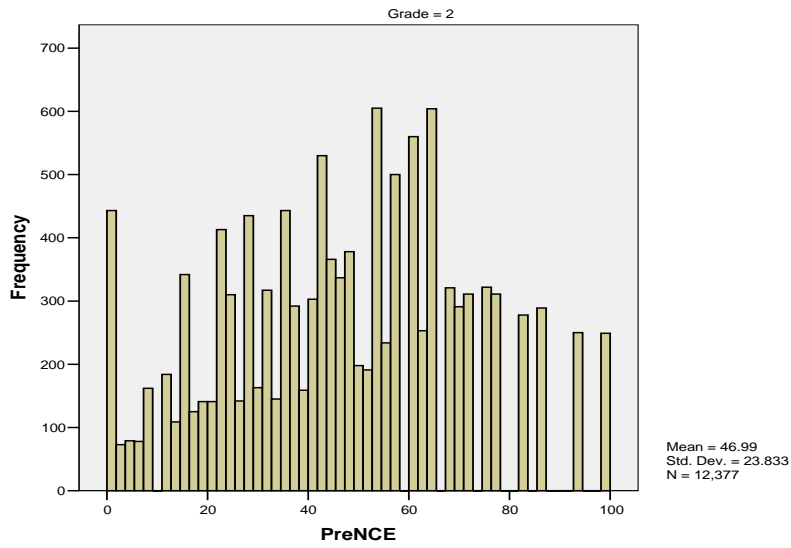
Fall GRADE results for all P2 (1st) students



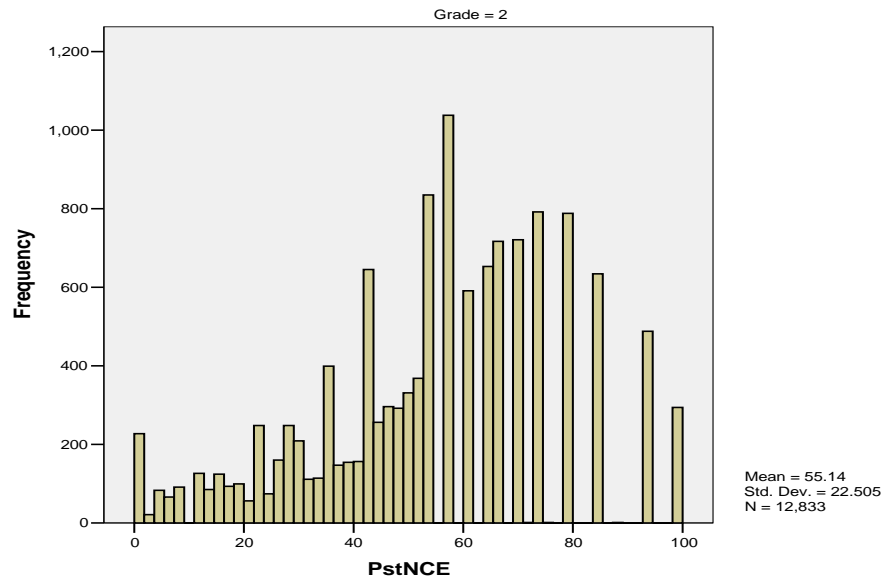
Spring GRADE results for all P2 (1st) students



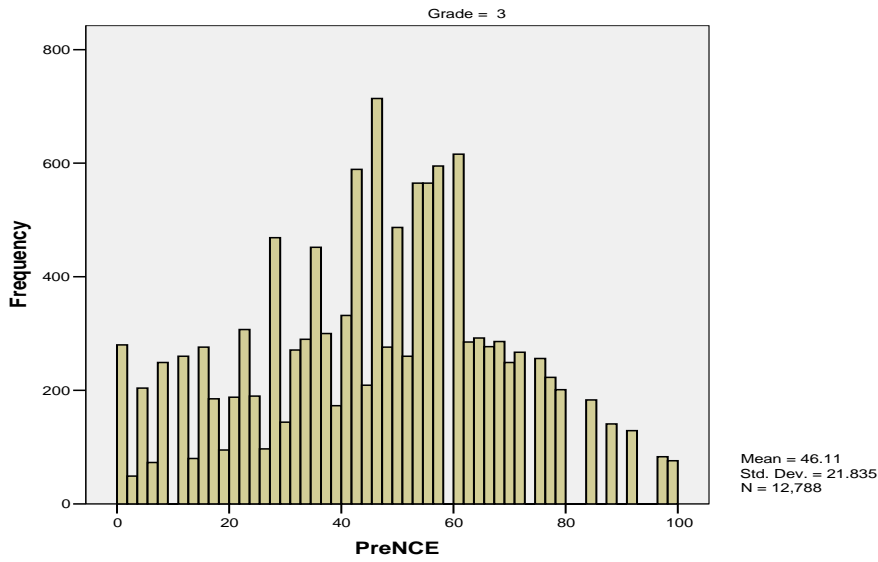
Fall GRADE results for all P3 (2nd) students



Spring GRADE results for all P3 (2nd) students



Fall GRADE results for all P4 (3rd) students



Spring GRADE results for all P4 (3rd) students

