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ABSTRACT

In 1997, the Indiana Department of Education began implementing the Early Literacy Intervention Grant Program (ELIGP), designed to assist schools in their efforts to raise the reading proficiency of students most at risk for reading failures. This report summarizes a study of the impact of ELIGP on schools in the second year of funding, 1998-99. This impact study replicates the study completed in the first year of ELIGP funding (1997-98) and includes: an analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from the ELIGP funding; a select group of case studies that illustrate the role of ELIGP in the school improvement process; an analysis of the impact of funding on the numbers of students completing Reading Recovery, referred to special education, and retained; and a summary of findings (which were consistent with the first year impact study) and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana. The report notes that approximately $3.3 million was allocated in 1998-99 through competitive grants to districts or elementary schools and that funds supported early literacy programs in 289 schools across the state of Indiana. Appendixes list funded projects for 1998-99, present the survey instrument, and describe features of early literacy intervention. (Contains 19 references, 25 tables, and 5 figures.) (NKA)

Indiana
Education
Policy Center

INDIANA'S EARLY LITERACY INTERVENTION GRANT PROGRAM

IMPACT STUDY FOR 1998-99

This report was prepared for the

Indiana Department of Education

By

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EXECUTIVE SUMMARY

In 1997, under the leadership of Dr. Suellen Reed, Superintendent of Public Instruction, and with the support of the General Assembly, the Indiana Department of Education began implementing the Early Literacy Intervention Grant Program (ELIGP). ELIGP was designed to assist schools in their efforts to raise the reading proficiency of students most at-risk for reading failure. Close to half of ELIGP funding in the first year supported professional development for teachers and teacher trainers involved in Reading Recovery®. The remaining schools had projects referred to in this study as Other Early Literacy Interventions (OELI).[1] This report summarizes a study of the impact of ELIGP on schools in the second year of funding, 1998-99. This impact study replicates the study completed in the first year of ELIGP funding (1997-98) and includes:

- An analysis of the impact of ELIGP, focusing on changes in early reading and literacy programs that resulted from the ELIGP funding.

- A select group of case studies that illustrate the role of ELIGP in the school improvement process.

- An analysis of the impact of funding on the numbers of students completing Reading Recovery®, referred to special education, and retained.

- A summary of findings and recommendations for enhancement of ongoing efforts to improve early reading and literacy in Indiana.

A.1 Implementation of the ELIGP

Approximately $3.3 million was allocated in 1998-99 through competitive grants to districts or elementary schools. Funds supported early literacy programs in 289[2] schools across the state.

Approximately 60 percent (173) of the schools funded through ELIGP used their awards to train Reading Recovery® teachers. Reading Recovery® is an intensive pullout tutorial program targeting students in Grade 1 who are at-risk for reading failure. Students experience a combination of writing and reading activities designed to enhance their basic as well as strategic reading skills. Teachers require extensive training in order to become Reading Recovery® teachers.

The remainder of the funds supported other early literacy intervention (OELI) programs in 131 schools. The OELI programs are a combination of well-researched "packaged" programs and locally designed programs that draw on early literacy theory and research. (A list of programs can be found in Appendix A.) Programs vary in their focus. Some target only Kindergarten students (referred to here as OELI-K for instance). Typically the OELI programs target students in Kindergarten through Grade 3 and are more comprehensive than Reading Recovery® as they are school-wide. Funds in OELI

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[1] Programs that focus on Kindergarten classrooms alone are referred to as OELI-K.
[2] Fifteen schools received funding for two programs.

programs support the furthering of technical expertise through workshops, networking and opportunities to collaborate, additional resources such as support staff and materials, curricular innovation, and educational programs for parents.

A.2   Program Costs

A total of $3,383,220 in grants was awarded to schools and corporations in the second year of ELIGP funding (1998-99). Of this total, Purdue University directly received $105,000 for the instruction of Reading Recovery® trainers serving in seven corporations. An additional $1,554,000 supported Reading Recovery® programs in 79 corporations and 173 schools. An estimated 2,296 students received Reading Recovery® in 1998-99 through the support of the ELIGP program. The state cost for Reading Recovery® was approximately $677 per student. OELI programs were supported in 131 schools with $1,724,220 in ELIGP grants. OELI schools reported that approximately 19,396 students were served through ELIGP grants. The costs for OELI programs funded by ELIGP in 1998-99 were approximately $89 per student. Because much of the funding supports professional development, the costs per student are in actuality much less, since returning teachers will continue to teach additional cohorts of students. Costs are also relatively small in comparison to other common remedial options including grade retention ($4,387[3] per student) and special education services ($1,522-2,577[4] a year for a student identified as having a learning disability).

A.3   Impact of ELIGP Funding

The key findings in this report for the second year of ELIGP funding can be summarized by the following:

- *Schools that were funded in this second year had a greater percentage of students at-risk for reading failure.* Schools that were funded in this second year had a significantly greater percentage of students from low-income families in their schools and a greater percentage of students retained and referred for special education assessment than the randomly selected sample of Comparison Schools. By supporting these schools, the program is meeting the goal of targeting those students at greatest risk for reading failure.

- *Indiana schools overall reported a balanced approach to literacy instruction.* Schools reported activities related to the systematic direct instruction of skills that support reading such as phonics instruction, reading drills, and use of Basal Readers. They also reported activities with a higher-order, more holistic focus such as the use of Trade Books, Creative/Essay Writing, Reading

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[3] Based on student funding formula. Source: Indiana DOE.

[4] Based on student count divided by state funding, 1994-95. Source: Indiana DOE Division of Special Education.

Aloud, and Emergent Spelling. A balanced approach has been linked to literacy gains for early readers (Snow, Burns, & Griffin, 1998).

- *ELIGP programming is associated with an enriched literacy environment.* A greater percentage of OELI schools reported more frequent use of or an increase in the use of alternatives to whole class instruction such as ability groups, cooperative learning, and learning centers. There was also a greater reported use of Trade Books, Creative/Essay Writing, and Systematic Formative Evaluation among OELI schools. These features are related to higher student engagement, increased writing and comprehension activities, and a more individualized and adaptable environment. Each of these features is associated with literacy gains for students at-risk for reading problems.

- *ELIGP funding is associated with an increase in Professional Development and Parent Involvement.* A greater percentage of Funded Schools than Comparison Schools reported an increase in the use of certified trainers and specialists, as well as opportunities to collaborate. A higher percentage of ELIGP schools also reported increases in Book Distribution, Family Literacy Instruction, Parent-Child Paired Reading Programs, and Parent-Teacher Conferences. ELIGP has served to bring a higher level of expertise and a closer home-school connection in these schools.

- *The funding resulted in a substantial increase in the number of students receiving Reading Recovery® in the state per school.* Schools reported that of those students completing Reading Recovery® instruction (all of whom were at-risk for reading failure), 77 percent were successful in that they were neither referred for special education assessment nor retained. Research has confirmed that Reading Recovery® is an effective means of providing remedial reading instruction to students in Grade 1 who are at-risk for reading failure. Those students who do not succeed through Reading Recovery® have received a comprehensive intervention, and if referred for special education assessment, are more appropriate candidates than those referred simply through teacher nomination.

- *There were some indications from examining the trends in OELI schools that ELIGP had the effect of lowering referral rates for special education assessment.* Reductions in referrals and eventually identification will significantly reduce both state and district costs for special education services.

A.4   Recommendations

These findings were consistent with those of the first year (1997-98) impact study. Therefore, our recommendations are consistent with those made in the first year impact study:

A.4.1   Continue to identify research-based programs in order to guide schools seeking funding.

A.4.2   *Expand the facilitation capacities of universities in Indiana to support early reading and literacy interventions.*

A.4.3   *Continue to align selection and award processes for the ELIGP, especially for OELI projects.*

A.4.4   *Encourage elementary schools to review their early reading and literacy programs and to refine their programs.*

A.4.5   *Integrate the emphasis on early reading and literacy improvement into other ongoing reforms.*

A.4.6   *Increase the emphasis on ongoing professional development for elementary teachers, focusing on improvement in early reading and literacy.*

A.4.7   *Continue to conduct an annual survey of ELIGP and Comparison Schools.*

A.4.8   *Encourage more site-based research to build a base of empirical data on program outcomes.*

A.4.9   *Conduct analyses of the effects of ELIGP on ISTEP+ reading achievement, using appropriate methods and controls.*

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CHAPTER I

INTRODUCTION

The Early Literacy Intervention Grant Program (ELIGP) was first implemented in the 1997-98 school year as a means of improving the reading skills of young students at-risk of not developing adequate reading skills and to provide an opportunity for schools to restructure their early literacy instruction. In 1999 the Indiana Education Policy Center began conducting a study of the impact of the Early Literacy Intervention Grant Program for years one (1997-98) and two (1998-99). The complexity and scale of this evaluation called for multiple means of depicting the impact of two years of ELIGP funding on the literacy experience and outcomes for primary students in Indiana.[5] This report examines the impact of the second year of funding, 1998-99.

The major findings in the study of the first year (1997-98) of the ELIGP funding include the following:

- Indiana schools in general reported a balanced approach to literacy instruction. For instance, they reported frequent use of systematic approaches such as Phonics and reading skills, as well as almost daily use of Creative/Essay Writing and Emergent Spelling. Reports of school philosophy indicated literacy instruction reflects a balance between systematic phonics-based and whole language approaches.

- ELIGP funding was related to activities associated with developing early writing skills, reading fluency, comprehension, and frequent evaluation. ELIGP schools, compared to schools without ELIGP funding, also reported more frequent use of alternatives to whole class instruction such as Small Groups, Tutorials, Cooperative Learning, and Learning Centers. These differences were small and not statistically significant.

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[5] Findings related to the impact of the first year of funding, 1997-98, are discussed in Manset et al. (1999).

- ELIGP schools reported more frequent use of professional development and parent involvement opportunities than did a sample of Comparison Schools.
- Other early literacy interventions (OELI) schools reported significantly lower rates of referrals for special education assessment. Rates for grade retentions were lower in ELIGP schools than in Comparison Schools, although the differences were not statistically significant.

This chapter overviews the ELIGP as it relates to Indiana's literacy challenge, outlines the framework used to evaluate the impact of the grant program, and describes the study procedures.

1.1   Indiana's Literacy Challenge

The Early Literacy Grant Program was designed to increase the literacy skills of all students in Grades 1-3, with particular emphasis on reducing the number of students who are at-risk for not learning to read by the end of Grade 3. The funded projects attempt to achieve this goal by enhancing the early literacy opportunities for students in preschool, Kindergarten, and Grades 1-3. Programs provided resources for professional development, parent education, and curricular innovation.

As a state, Indiana ranks high in early reading achievement. In the 1992 and 1994 National Assessment of Educational Progress (NAEP) reports, the two in which Indiana participated, the state ranked substantially higher than the national and regional average in Grade 4 reading achievement (Mullis, Campbell, & Farstrup, 1992; U.S. Department of Education, 1994). Since Indiana did not participate in the 1998 NAEP testing program, there is no evidence that these trends held into the late 1990's. If the state ranked high nationally, then it would be difficult to raise scores relative to the national norm.

However, despite relatively high NAEP scores, there are still many students in Indiana who fail to gain a minimal level of literacy skills by the time they reach Grade 3.

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In some schools, these students make up the majority of the school population[6]. This skill gap widens as students reach the upper grades, and impacts all areas of the curriculum. Failure to gain adequate literacy skills can lead to general school failure, drop out, and eventually unemployment. For schools, students with inadequate literacy skills require continual and costly remediation, as well as grade retention or special education services. The goals of the ELIGP were to address these concerns and target funding to those schools and students who could most benefit from enhanced early literacy interventions.

## 1.2   The Early Literacy Intervention Grant Program (ELIGP)

In 1997-98, the Indiana Department of Education implemented the Early Literacy Intervention Grant Program to better meet the state's early literacy challenge. Funding was provided to schools to "develop literacy programs, such as Reading Recovery®, to meet the needs of primary students and to ensure that their reading skills are advancing to proficiency level" (Reed, 1996, p. 2). ELIGP provided funds to corporations and schools to support Reading Recovery® or other early literacy interventions (OELI) throughout the state (See Figure 1.1). Schools and corporations were required to submit a grant application outlining their proposed program and justifying their choice through the quality of the program and its appropriateness relative to the needs of their particular students. A summary of funded programs is provided here (Appendix A). Programs are described extensively in the study's implementation report (St. John et al., 1998).

Reading Recovery® makes up a substantial portion of the ELIGP (See Table 1.1). Reading Recovery® is an intensive pullout, tutorial program targeting students in Grade 1 who are at-risk for reading failure. Students experience a combination of writing and reading activities designed to enhance their basic as well as strategic literacy skills. Teachers require extensive training in order to become Reading Recovery® teachers. The

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[6] As defined by the ISTEP+ minimum competency levels.

Figure 1.1

Indiana School Corporations with Funded Early Literacy Interventions 1998-99

Legend

■ Reading Recovery*

≡ Other Early Literacy Intervention (OELI)

▥ Both Reading Recovery and OELI

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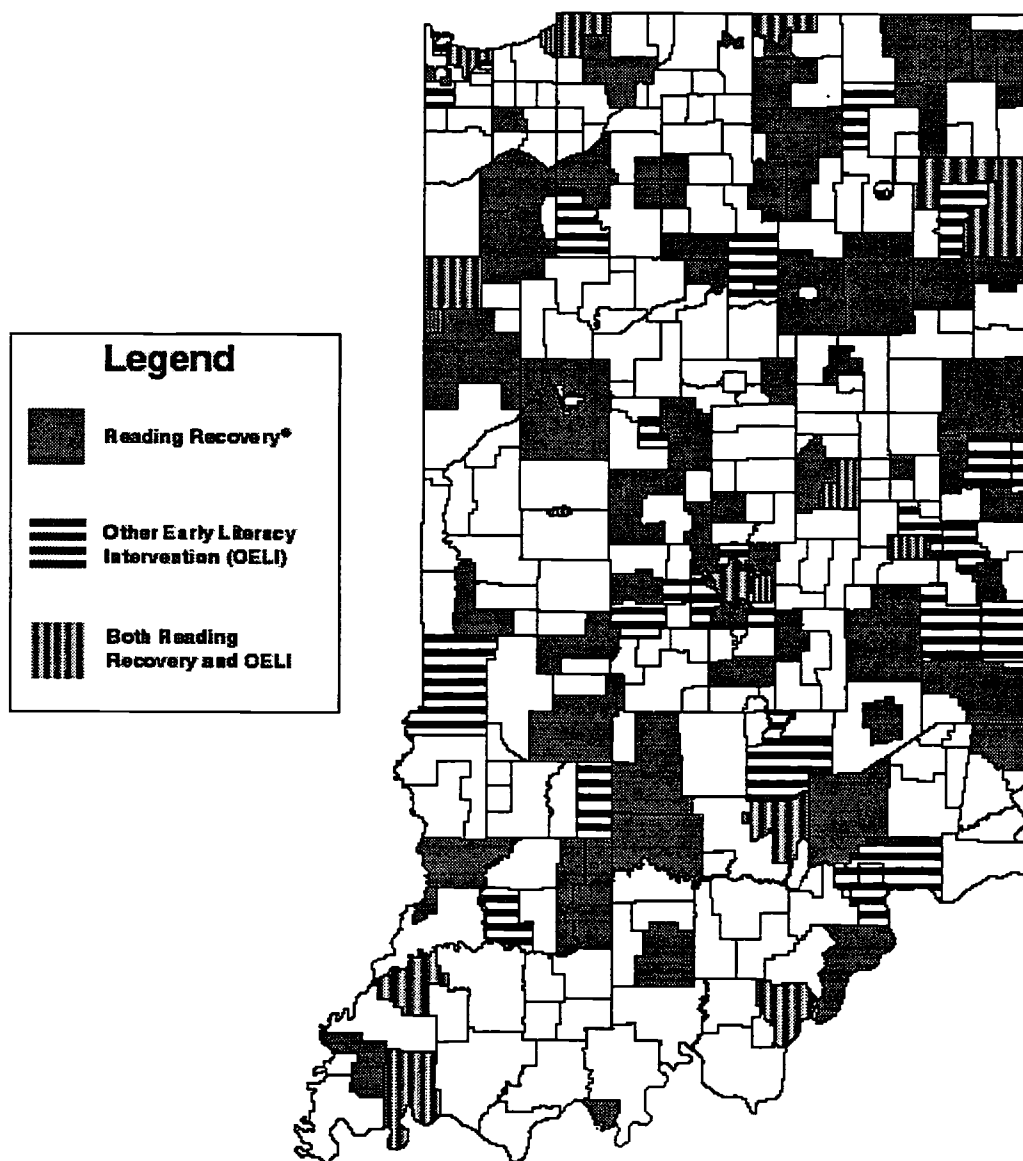
program is designed to reach the lowest 20 percent of students in the school's first grade program. Purdue University provides the training for Indiana teachers.

The OELI programs are a combination of well-researched "packaged" programs, such as Success For All, and locally designed programs that draw on early literacy theory and research. Programs vary in their focus—some target only Kindergarten students (referred to here as OELI-K), for instance. Typically the OELI programs focus on Kindergarten through Grade 3 and are more comprehensive than Reading Recovery® in the respect that they are classroom or school-wide. Funds in OELI programs support the furthering of technical expertise through workshops, networking and opportunities to collaborate, as well as additional resources such as support staff and materials, curricular innovation, and educational programs for parents.

A total of $3,383,220 in grants was awarded to schools and corporations in the second year of ELIGP funding, 1998-99 (See Table 1.1). Of this total, $105,000 was awarded directly to Purdue University for the funding of Reading Recovery® trainers who will serve in seven school corporations. Over $1.5 million supported Reading Recovery® programs in 79 corporations and 173 schools. An estimated 2,296 students received Reading Recovery® in 1998-99 through the support of the ELIGP program. The state costs for Reading Recovery® were approximately $677 per student. Other early literacy interventions (OELI) were supported in 131 schools with $1,724,220 in ELIGP grants. Whereas Reading Recovery® programs target the lowest achieving 20% of students, OELI programs were typically more comprehensive and targeted whole classrooms or schools. OELI schools reported that approximately 19,396 students were served through ELIGP grants. The 1998-99 costs for OELI programs funded by ELIGP were

Table 1.1 Grant Amounts and Number of Projects, 1999[1]

PROGRAM TYPE	AMOUNT STATE $	CORPORATIONS WITH	SCHOOLS WITH	ESTIMATED STUDENTS
Reading Recovery® trainers[2]	$105,000	7	NA	NA
Reading Recovery®	$1,554,000	79	173	2,296[3]
Other (includes LC and FDK[5])	$1,724,220	49	131	19,396[4]
Totals	$3,383,220	109[6]	289	21,692

Notes:

[1] The numbers and grant amounts are calculated using a technique consistent with that used for the 1997/98 data. In some instances, data were taken from grant applications. Data in the table do not reflect refunds, withdrawals, or other adjustments.

[2] The $105,000 for the training of ten new Reading Recovery® trainers (teacher leaders) was allocated directly to Purdue University, rather than to the school corporations.

[3] The estimated number of students is derived from survey data. One question on the survey asks respondents to indicate the number of students who had Reading Recovery® in their school. The estimated number of students (2,296) is the product of the mean number of students served (13.27), as reported by 85 returned surveys, and the number of schools with Reading Recovery® funded by ELIGP.

[4] The estimated number of students is derived from survey data. One question on the survey asks respondents to indicate the number of students who are served by other ELIGP projects. The estimated number of students (19,396) is the product of the mean number of students served (148.06), as reported by 79 returned surveys, and the number of schools with other projects.

[5] Includes interventions other than Reading Recovery®, including FDK = Full-Day Kindergarten, LC = Literacy Collaborative and other early literacy interventions.

[6] In 1998/99, 289 different schools representing 109 different corporations were funded by ELIGP. In this calculation, schools or corporations with more than one funded project were counted only once.

Source: Early Literacy Intervention Grant Program Application and Survey, 1999. See Appendix B.

approximately $89 per student. The costs of both Reading Recovery® and OELI programs are considerably less than other common remedial options, such as grade retention and special education services. Each student retained in early primary grades cost the state and districts $4,387[7] in 1998-99. The average state cost for serving students identified as having a learning disability range from $1,522-$2,577[8] a year. Once students are identified as having a learning disability, they will most likely receive these services every year until they graduate.

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[7] Based on student funding formula. Source: Indiana DOE.
[8] Based on student count divided by state funding, 1994-95. Source: Indiana DOE Division of Special Education.

As a part of this study, ELIGP schools were contrasted with schools that did not receive funding, referred to as Comparison Schools. The 289 schools funded in 1998-99 represented approximately 25.5 percent of all public elementary schools in Indiana[9] (See Table 1.2). Over the two-year course of this study, every Indiana public elementary schools received a survey.

Table 1.2 Funded and Comparison Schools as a Percentage of Public Elementary Schools in the State, 1998-99

	Year	Funded	Comparison	Funded + Comparison
Counts	1997-98	262	351	613
	1998-99	289	359	648
Percent of public, elementary schools	1997-98	20.42	27.36	47.78
	1998-99	25.53	31.71	57.24

ELIGP was designed to support schools in their efforts to accelerate the literacy development of students, particularly those at-risk for reading failure. A powerful predictor of reading scores specifically and achievement in general is the rate of poverty in a school. Schools with a higher percentage of students from low-income backgrounds will typically have lower overall reading scores. As a group, Funded Schools and Comparison Schools differed in the percent of students receiving free lunch, a common poverty indicator used when examining Indiana schools (See Table 1.3). While both OELI and OELI-K schools were similar to Comparison Schools in the rate of students receiving free lunch, Reading Recovery® schools on average had a significantly higher percentage of students receiving free lunch in their schools. Schools with a higher percentage of poverty, therefore, were receiving funding for Reading Recovery®. This

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[9] Fourteen of the schools funded were not surveyed because they included preschool-only programs that were not appropriate for survey questions or students received instruction at site other than their school.

suggests that the ELIGP was meeting its goal of providing support to those students most at-risk for reading failure. Furthermore, any analysis of outcome data should take into consideration that Reading Recovery® schools have students who, because of their background, will enter school less prepared to learn to read. This is compounded by the fact that large proportions of students at-risk in a school can tax the resources of literacy programs.

Table 1.3 Percent of Students in School Receiving Free Lunch and Pre-funding ISTEP+Scores by Program Type, 1998-99 Survey Respondents

	Percent of Students Receiving Free Lunch, 1998	ISTEP+ English/Language Arts Scale Score, 1998
Reading Recovery®		
Number	87	87
Means	33.72*	497.45**
Standard Deviation	22.27	25.83
OELI		
Number	59	59
Means	26.96	499.94**
Standard Deviation	18.69	24.37
OELI-K		
Number	15	15
Means	31.23	500.72
Standard Deviation	12.83	29.38
Comparison		
Number	103	103
Means	22.77	510.03
Standard Deviation	16.91	23.22

* Significantly different than Comparison Schools at $p < .05$.
** Significantly different than Comparison Schools at $p < .001$.

The Funded Schools were also significantly different than Comparison Schools in ISTEP+ scores. Both Reading Recovery® and OELI schools receiving funding in 1998-99 had students scoring significantly lower than Comparison Schools on the English/Language Arts scale. The Funded Schools demonstrated a greater need for improvement in literacy skills prior to the receipt of ELIGP funding.

1.3   Conceptual Framework

For this study, an analytic framework for assessing the impact of ELIGP funding on project schools was developed after an extensive review of literacy programs (See Figure 1.2). This framework provides a meta-structure for assessing the linkages between the specific features of literacy interventions and specific literacy outcomes, as well as evaluating funding impact on program features and outcomes.

1.3.1   Literacy Outcomes

Four specific outcomes (emergent literacy, decoding, comprehension, and critical literacy) have been linked to program features of commonly used literacy interventions. Emergent Literacy (or Reading Readiness) includes both the linguistic knowledge (e.g. grammar, oral comprehension, phonological awareness) and conceptual knowledge (e.g. symbols and representation, concepts about print) that are central to reading. Decoding is divided into two distinct types, defined here as Decoding A and Decoding B. Decoding A focuses on the phonological aspects of language—rhyme, alliteration, phonemic sequences, and so forth—as techniques for decoding written language. Decoding B originated in the whole language paradigm. It includes the essential components embedded in Decoding A, but emphasizes meanings associated with language. Decoding B links more directly with comprehension. Basic Comprehension refers to deriving meaning from the text. In the direct instruction model of literacy, comprehension is seen as separate from decoding, while in more holistic paradigms, the development of comprehension and decoding skills are integrated. And finally, Critical Literacy refers to the ability to place self in relation to the text, to see the text as a communication which allows for and even requires some kind of interpretive response to its content.

Figure 1.2
Framework for Assessing
Early Literacy Interventions

Emergent Literacy (Reading Readiness)
Decoding A
Decoding B
Comprehension
Critical Literacy

BEST COPY AVAILABLE

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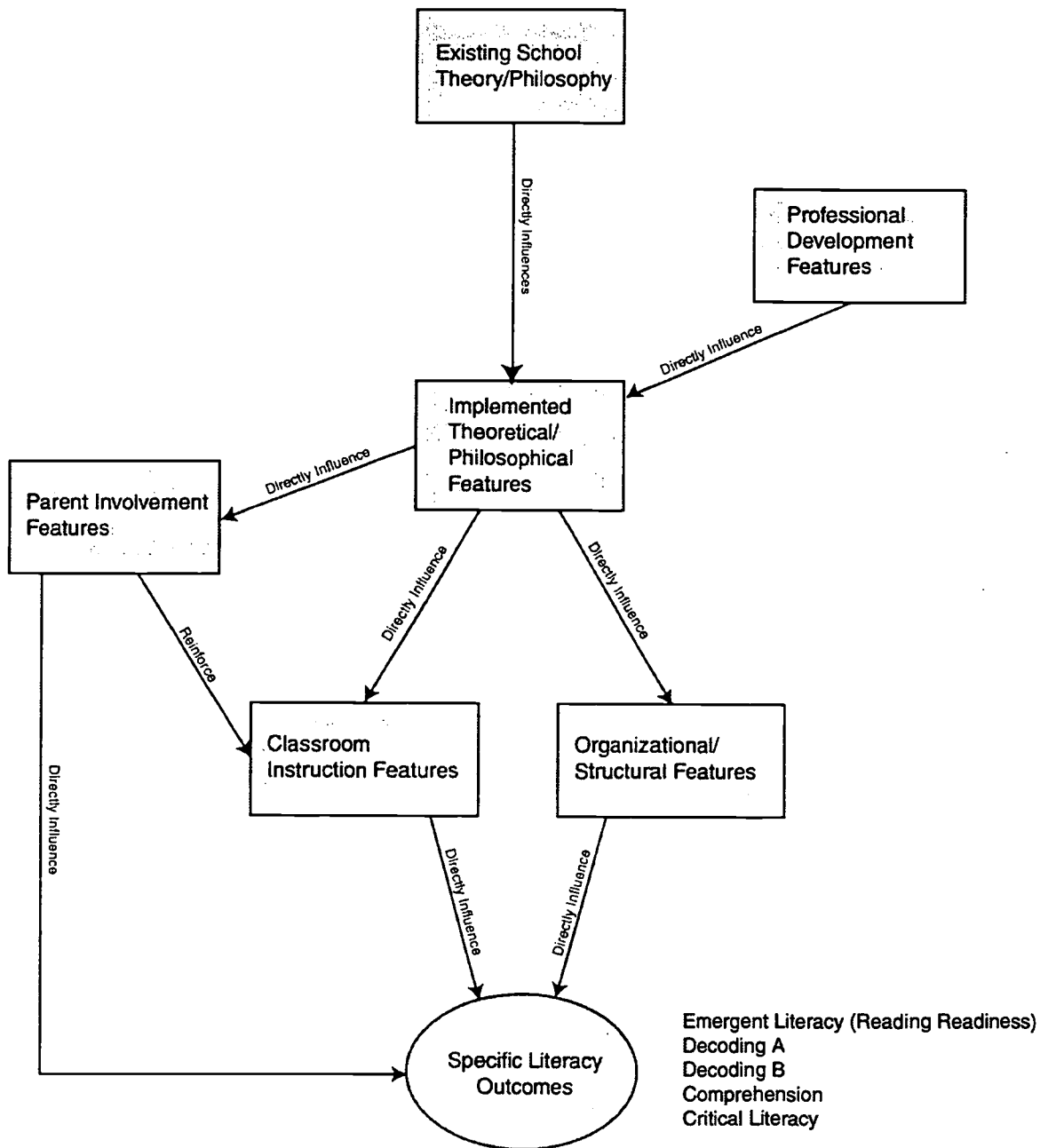
1.3.2 Program Features

Program Features are the specific components of literacy interventions that are thought to influence literacy outcomes. In this study, the impact of ELIGP funding is analyzed in terms of effects on indicators of literacy gains, such as grade retention and special education referrals, and on program features. A full list of program features is provided in Appendix C. Categories are described briefly here.

- *Structural/Organizational*: The structure and organization of programs define how an intervention is delivered to a student. This structure can be defined by classroom grouping such as Ability Grouping or the use of certain curricular materials, such as Basal Readers. The structure/organization of a program can make a difference in terms of the intensity of student engagement—the ability to adapt interventions to individual student needs.

- *Theoretical/Philosophical*: Most literacy interventions are based on a philosophy, or paradigm, of reading interventions. Usually this involves phonological, whole language, or developmental approaches. In this study the philosophical approaches are defined as continuums of program features. Rather than approach this question from an oversimplified whole language versus Phonics dichotomy, continuums were created contrasting key features of holistic and reductionist or skills-based approaches. These continuums contrast: a) Student-Directed and Teacher-Directed Instruction; b) a Prescribed Systematic and Child Centered/Developmental curriculum; c) Code/Phoneme-Emphasized and Meaning/Comprehension Emphasized; and d) Code/Phoneme Taught Within Context and Code/Phoneme Taught Outside of Context.

- *Classroom Instruction*: Instructional methods are the specific approaches used to facilitate learning (e.g. Independent Reading, Creative/Essay Writing, Phonics instruction and so forth). These have the greatest direct effect on literacy development.

- *Professional Development*: Professional development refers to opportunities to enhance teacher expertise through certification, workshops, and opportunity to network and collaborate. Because of the costs associated with these features, they are very directly affected by additional funding, such as through the ELIGP.

- *Parent Involvement*: Some early literacy programs include a parent component. This allows for literacy instruction to extend beyond the school day into the home. Parents may be given training in effective ways in which to read to their children, or provided opportunities to volunteer in the classroom so they can witness literacy instruction. There are also efforts in many programs to strengthen home-school communication through parent and teacher conferences.

1.4   Study Approach

The study approach used in the second year to examine the impact of ELIGP is similar to that used for the first year study (Manset et al., 1999). Given the complexity of ELIGP with its many program types and levels of funding in hundreds of schools, tracking students who received services and/or experimental studies with control and treatment schools would be costly and would take several years to conduct. Instead, the project staff conducted a survey of Funded and non-funded, Comparison Schools and supplemented these data with IDOE databases and two case studies of project schools. The impact of funding was assessed on schools, rather than students, as the unit of analysis. Findings are analyzed using descriptive statistics and independent sample t-tests to determine statistically significant differences between program types.

The Early Literacy Intervention Survey (Appendix B) was developed by the Indiana Education Policy Center to assess the effects of ELIGP funding on both early literacy outcomes and on program features. Using a new conceptual framework for assessing early literacy interventions (St. John et al., 1998), the project team developed a comprehensive assessment instrument. The features in a range of early literacy interventions were identified, based on a detailed reading of the literature (See

Appendix C). Then, the features were integrated into a survey instrument (Appendix B). Each year of the study, surveys were administered to both Funded Schools and a representative sample of Comparison Schools. The ELIGP Advisory Committee provided feedback on drafts of the survey as it was developed. Committee members met at the Policy Center to discuss the final draft of the survey. The survey was then piloted by elementary principals. Principals provided verbal and written comments that were incorporated into the final draft of the survey.

The survey was converted to a Scantron form in order to simplify data entry. For the second year of data collection, surveys were mailed to 289 Funded and 359 Comparison Schools. After two weeks, participants were mailed a postcard reminding them to respond. After three weeks, a second survey was mailed to participants, and non-participants were called on the phone. One hundred seventy Funded Schools (59 percent) and 108 Comparison Schools (30 percent) responded for an overall total of 278 schools (44 percent). Schools were categorized as either Reading Recovery®, Other Early Literacy Intervention (OELI), Other Early Literacy Interventions targeting only Kindergarten, such as full day Kindergarten programs (OELI-K), or non-funded, Comparison Schools. The relatively few schools that had both Reading Recovery® and OELI programs were categorized as OELI.

In an effort to better understand the literacy interventions funded under ELIGP, project staff conducted site visits at two of the project schools: one with a Literacy Collaborative project and the second with a locally developed program, identified for this report as the Kindergarten - Parents as Partners program. Qualitative methods were used to develop a rich description of the programs and their impact on Funded Schools. Research teams from the Indiana Education Policy Center observed in classrooms and conducted interviews with teachers and administrators. The result is a description of the implementation of two ELIGP projects organized along the study framework. Specifically, the questions central to this study include:

1) Are the early literary program features of schools funded by ELIGP fundamentally different than those of non-funded schools? In order to better analyze the nature of the early literacy projects funded, a framework was created along these dimensions: a) the structure and organization of early literacy programs; b) classroom instructional practices; c) the implemented philosophy of the early literacy program; d) professional development; and e) parent involvement.

2) Did early literary program features change as a result of ELIGP funding? Self-reports of changes in program features as a result of implementation of funded projects were examined and compared between ELIGP and Comparison Schools.

3) What is the relationship between ELIGP funding and literacy outcomes? Specifically, did ELIGP schools experience an increase in number of students completing Reading Recovery® Programs? In addition, did schools funded by ELIGP experience a reduction in grade retention and special education referral?

These questions were addressed both through the survey and the case studies, described in detail earlier in this section.

1.5   Organization of the Report

This report has five chapters addressing the impact of ELIGP on literacy outcomes and program features in Funded Schools. This chapter introduced the study within the context of the literacy challenge in Indiana, and provided a theoretical framework for the study. In Chapter II, program features in Funded and Comparison Schools are described and compared. Relative changes in these features are seen as indicators of the impact of ELIGP funding. Chapter III contains a description of the case studies for two Funded Schools. The focus of Chapter IV is literacy outcomes; specifically, grade retention and referrals for special education assessment serve as indicators of the impact of ELIGP funding. Finally, in Chapter V, findings are summarized, and recommendations are made for further program development and evaluation.

CHAPTER II

PROGRAM FEATURES IN FUNDED SCHOOLS

The Early Literacy Intervention Grant Program provided funding to schools to develop early literacy programs that would address the needs of their students at-risk for reading failure. Schools could use the funding to add to their existing programs by providing specialized training for their teachers (as in Reading Recovery®), purchase materials, support release time for teachers to network and collaborate, or bring resources such as extra staff to the classroom. These literacy programs influence early reading and related outcomes by changing the instructional environment. That is, they provide the added expertise in literacy instruction and the means or resources to effectively deliver that instruction to students. One means of assessing ELIGP impact is to examine changes in program features. In order to this, the Indiana Education Policy Center developed and administered a survey assessing changes in specific features of schools' early literacy programs. Five types of program features commonly identified as central to the funded interventions were examined. These include:

- Structural/organizational features (e.g. Ability Grouping, Cooperative Learning)
- Classroom instructional features and practices (e.g. Big Books, Phonics instruction)
- Implemented philosophy of the early literacy program (e.g. developmental, phonological awareness)
- Professional development (e.g. In-Service Workshops, Certified Specialists)
- Parent involvement (e.g. Family Literacy, Book Distribution)

Because the projects funded by ELIGP exist within the broader context of elementary programs, participants were asked to describe practices in their early literacy programs as a whole, not just within the grant program. Schools receiving ELIGP funding in the

second grant year, 1998-99, were included in this analysis. Participants were asked to indicate on a closed, likert-type scale, the frequency with which they included specified program features in their classroom. Two questions were the focus of this analysis:

- Were the structural/organizational features, classroom instructional practices, implemented philosophy, professional development, and parent involvement similar for Funded and Comparison Schools?

- Were there changes across time in the structural/organizational features, instructional practices, implemented philosophy, professional development, and parent involvement in the Funded Schools?

To address these questions, the basic features of the instructional programs in both Funded and Comparison Schools are examined first. Changes in organizational/structural features, instructional practices, and other features are then systematically described in Reading Recovery®, OELI, and Comparison Schools. Both research questions are discussed in the conclusion.

2.1 Comparison of Program Features in Funded and Comparison Schools

Each participating school representative was asked to indicate the frequency of use of the features in their programs, using a likert-type scale ranging from never (1) to everyday (5) (See the survey instrument in Appendix B). Features are categorized and described according to instructional features, organizational/structural features, program philosophy, professional development, and parent involvement. Features are also reported separately for Grades 1-3 and Kindergarten.

2.1.1 Instructional Practices in Funded and Comparison Schools

The Instructional Practices identified in this study were drawn from the Policy Center's research on early literacy programs. Schools reported between an "occasional" to "often" use of Phonics instruction, Reading Drills, and Basal Readers. These activities represent systematic literacy activities that often focus on word or sentence parts as

opposed to whole text or authentic writing. Schools also report using Trade Books, Creative/Essay Writing, Reading Aloud and Emergent Spelling on an "occasional" to "often" basis. The activities represent the higher order holistic aspects of literacy instruction closely related to comprehension and writing skills. As in the first year of ELIGP, there is little indication, at least from their self-reports, that schools emphasize holistic over systematic literacy instruction. They employ practices associated with both higher-order, holistic literacy skills such as comprehension and Creative/Essay Writing, as well as lower-order, enabling skills such as word attack and spelling. In combination, they illustrate a balanced approach to literacy instruction. While there is no definitive agreement as to the time spent in each activity as a part of a balanced approach, these practices represent instructional approaches that have been found to contribute to some aspect of literacy gains for at least some students at-risk for reading failure. As can be seen by the data, participants reported that they are currently all used, at least occasionally if not everyday, in Indiana schools (See Table 2.1).

Table 2.1 Instructional Features in Funded and Comparison Schools: Activities (Grades 1-3), 1999

	COMPARISON	Reading Recovery®	OELI
Basal Reader			
Number	97	84	54
Means	3.09	3.08	2.88
Standard Deviation	1.00	.99	.99
Big Books			
Number	95	85	54
Means	1.95	1.92	2.07
Standard Deviation	.75	.73	.69
Cooperative Learning			
Number	98	85	56
Means	2.66	2.83	2.77
Standard Deviation	.75	.76	.59

Scale   1 = Never
3 = Occasionally
5 = Everyday

Table 2.1 Continued

	COMPARISON	Reading Recovery®	OELI
Creative/Essay Writing			
Number	98	84	54
Means	3.13	3.23	3.32*
Standard Deviation	.56	3.58	.55
Drama			
Number	95	85	55
Means	1.81	1.71	1.73
Standar Deviation	.63	.59	.52
Emergent Spelling			
Number	95	86	55
Means	3.10	3.20	3.04
Standard Deviation	.86	.76	.89
Paired Reading			
Number	97	86	56
Means	2.81	2.89	2.84
Standard Deviation	.61	.61	.66
Phonics			
Number	98	86	56
Means	3.45	3.43	3.35
Standard Deviation	.57	.62	.58
Reading Aloud			
Number	94	86	55
Means	3.78	3.75	3.82
Standard Deviation	.42	.38	.37
Reading Drills			
Number	95	84	56
Means	3.07	3.16	2.84
Standard Deviation	.96	.83	.97
Systematic Formative Evaluation			
Number	97	84	56
Means	2.78	2.77	2.57
Standard Deviation	.67	.62	.75
Trade Books			
Number	96	86	55
Means	2.86	2.86	3.00
Standard Deviation	.90	.79	.85
Worksheets/Workbooks			
Number	98	86	56
Means	2.86	2.77	2.56*
Standard Deviation	.91	.96	.82

Scale   1 = Never
3 = Occasionally   * Significantly different than Comparison Schools at $p < .05$.
5 = Everyday

The reported frequency of use of instructional features was similar in 1999 between Comparison and Reading Recovery® and OELI schools with two exceptions. Participants reported that Creative/Essay Writing is used more frequently in OELI schools than in Comparison Schools. Opportunities to write at an early age are naturally associated with an increase in writing skills, as well as a better understanding of text in word structure, which in turn will result in improvement in reading skills. OELI schools reported that they are less likely to use Worksheets/Workbooks. Worksheets/Workbooks provide structured literacy activities that often focus on lower-order, enabling skills like spelling, grammar and phonics in a pencil/paper format. The structure of worksheets/books can provide a systematic format for literacy instruction. However, this format is limited by its lack of adaptability for individual students; its focus on skills developed out of context and a redundancy can lead to a lack of motivation. A great deal of training is not required to use worksheets, so it is not surprising they may not be included as a part of the innovations associated with the ELIGP programs.

Instructional Features for Kindergarten programs differed significantly for Funded and Comparison Schools, with a greater reported frequency of Reading Aloud in Reading Recovery® schools and Creative/Essay writing in OELI schools (See Table 2.2). Reading Aloud (teachers reading to students) is an example of an effort to immerse students at an early age in complete, whole versions of text. The benefits include increased opportunities to develop an understanding of whole text structure, comprehension strategies, vocabulary, fluency and embedded decoding skills as well as to experience the pleasures associated with reading.

The Kindergarten only programs, OELI-K, reported significantly greater use of Creative Writing, Emergent Spelling, Paired Reading, and Trade Books, with a significantly lower frequency of use of Basal Readers. A greater emphasis appears to be in writing and reading or listening to authentic texts and less of an emphasis on lower-order, paper and pencil drills in OELI-K than in Comparison Schools.

Table 2.2 Instructional Features in Funded and Comparison Schools: Activities (Kindergarten), 1999

	COMPARISON	Reading Recovery®	OELI	OELI-K
Basal Reader				
Number	92	85	47	15
Means	1.41	1.34	1.09	.53*
Standard Deviation	1.51	1.43	1.46	1.13
Big Books				
Number	94	89	58	16
Means	3.23	3.16	3.29	3.38
Standard Deviation	.75	.62	.68	.50
Cooperative Learning				
Number	95	87	58	15
Means	2.53	2.67	2.67	3.50*
Standard Deviation	1.06	.97	.91	.52
Creative/Essay Writing				
Number	95	89	58	16
Means	2.25	2.49	2.69*	2.69*
Standard Deviation	1.11	1.05	1.01	.87
Drama				
Number	93	89	56	16
Means	1.69	1.83	1.66	1.63
Standard Deviation	.81	.84	.75	.72
Emergent Spelling				
Number	94	89	57	16
Means	2.86	3.02	3.00	3.63*
Standard Deviation	1.05	.97	1.09	.50
Paired Reading				
Number	94	89	58	16
Means	1.87	2.01	2.02	2.50*
Standard Deviation	1.09	1.28	1.15	1.03
Phonics				
Number	95	88	57	16
Means	3.65	3.67	3.53	3.38
Standard Deviation	.63	.66	.87	.89
Reading Aloud				
Number	94	88	57	16
Means	3.66	3.84*	3.82	3.99*
Standard Deviation	.77	.45	.43	.25
Reading Drills				
Number	91	87	58	16
Means	2.56	2.53	2.40	2.38
Standard Deviation	1.26	1.27	1.36	1.20

Table 2.2 Continued

	COMPARISON	Reading Recovery®	OELI	OELI-K
Systematic Formative Evaluation				
Number	94	88	58	16
Means	2.55	2.56	2.57	2.63
Standard Deviation	.81	.77	.88	.89
Trade Books				
Number	93	80	58	16
Means	2.58	2.77	2.91	3.50*
Standard Deviation	1.28	1.13	1.11	.52
Worksheets/Workbooks				
Number	95	89	58	16
Means	2.08	2.01	1.81	1.50
Standard Deviation	1.27	1.28	1.07	1.10

Scale   1 = Never
          3 = Occasionally
          5 = Everyday
* Significantly different than Comparison Schools at $p < .05$.

2.1.2 Organizational/Structural Features in Funded and Comparison Schools

The organizational/structural features defined in this study refer not so much to the content of instruction, but to the context in which that instruction is delivered and the structure of that delivery. In Grades 1-3, Funded and Comparison Schools reported a similar use of instructional features except for a greater reported use of Child Initiated Learning Centers and Independent Reading in OELI Schools (See Table 2.3). OELI schools reported a significantly greater use of Learning Centers than did Comparison Schools. Like other alternatives to whole class instruction, Child Initiated Learning Centers allow for individualized instruction reflecting students' developmental levels as well as increased engagement in academic responding. Because of the emphasis in student direction, centers are most effective when they foster active participation from students, immediate feedback, and accountability.

Table 2.3 Organizational Features in Funded and Comparison Schools (Grades 1-3), 1999

	COMPARISON	Reading Recovery®	OELI
Ability Grouping			
Number	94	84	54
Mean	1.91	1.83	1.88
Standard Deviation	1.16	1.13	1.13
Child Initiated Learning Center			
Number	93	83	53
Mean	2.17	2.35	2.59*
Standard Deviation	1.05	.94	.96
Independent Reading			
Number	94	83	53
Mean	3.45	3.51	3.67*
Standard Deviation	.66	.65	.44
One-One Tutor			
Number	90	83	53
Mean	2.79	2.75	2.74
Standard Deviation	.84	.81	.94
Small Group			
Number	96	86	56
Mean	3.29	3.27	3.34
Standard Deviation	.69	.75	.75

Scale   1 = Never
        3 = Occasionally
        5 = Everyday
* Significantly different than Comparison Schools at $p < .05$.

In Kindergarten, participants reported a greater use of Ability Grouping in OELI schools than in Comparison Schools (See Table 2.4). Ability Grouping is defined in this study as the assignment of students to instructional groups based on ability. By grouping students either within or across grades/classrooms according to reading ability level, teachers can more consistently focus instruction at the curricular level appropriate for students. This once very common way of organizing reading instruction has been criticized for possibly lowering teacher and students expectations as well as negatively impacting student self-esteem. In addition, groups of low readers do not desire the benefit of modeling presented by more fluent readers when they are grouped more homogeneously. Other organizational features were reported to be similar.

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Table 2.4 Organizational Features in Funded and Comparison Schools (Kindergarten), 1999

	COMPARISON	Reading Recovery®	OELI	OELI-K
Ability Grouping				
Number	94	86	54	15
Mean	1.29	1.36	1.48	1.93*
Standard Deviation	1.15	1.18	1.06	1.44
Child Initiated Learning Center				
Number	93	89	57	16
Mean	2.87	3.10	3.04	3.13
Standard Deviation	1.07	.99	.89	1.09
Independent Reading				
Number	94	86	57	15
Mean	2.45	2.67	2.95	2.93
Standard Deviation	1.22	1.11	1.09	.88
One-One Tutor				
Number	91	88	56	16
Mean	2.59	2.55	2.66	2.56
Standard Deviation	.97	1.04	1.05	.96
Small Group				
Number	94	89	58	16
Mean	3.22	3.21	3.03	3.56
Standard Deviation	.88	.94	1.12	.73

Scale　1 = Never
　　　　3 = Occasionally
　　　　5 = Everyday
* Significantly different than Comparison Schools at $p < .05$.

2.1.3　Implemented Philosophy

Participants were also asked to describe the implemented philosophies in their early literacy programs. Rather than approach this question from an oversimplified whole language versus phonics comparison, continuums were created, contrasting key features of holistic and reductionist or skills-based approaches. These contrasts include: a) Student-Directed versus Teacher Directed Instruction; b) a Prescribed Systematic versus Child Centered/Developmental Curriculum; c) Code/Phoneme Emphasized versus Meaning/Comprehension; and d) Code/Phoneme Taught Within versus Outside of Context. For Grades 1-3 there was a significant difference between OELI and Comparison Schools, with OELI schools tending to be more Student Directed and with a

more Child Centered/Developmental Curriculum than Comparison Schools (See Table 2.5). In all schools on average, however, there was reportedly a balance between the approaches, with relatively more emphasis towards Teacher-Directed Instruction, a Child-Centered Curriculum, Code/Phoneme Instruction, and Code/Phonemes Taught Within (as opposed to Outside) Context. There was considerable variation between schools.

Table 2.5 Means for Implemented Philosophy in Early Literacy Programs (Grades 1-3), 1999

		Comparison	Reading Recovery®	OELI
Teacher Directed (1) **Student Directed Instruction (5)**				
	Number	99	58	89
	Means	1.70	1.88	2.05*
	Standard Deviation	.86	.84	1.03
Child Centered/Developmental (1) **Prescribed/Systematic Instruction (5)**				
	Number	99	58	89
	Means	2.85	2.69	2.31*
	Standard Deviation	1.31	1.27	1.27
Code/Phoneme Emphasized (1) **Meaning/Comprehension Emphasized (5)**				
	Number	99	58	89
	Means	2.69	2.64	2.83
	Standard Deviation	1.19	1.07	1.19
Code/Phoneme Taught Outside Context (1) **Code/Phoneme Taught Within Context(5)**				
	Number	99	58	89
	Means	3.24	3.27	3.45
	Standard Deviation	1.29	1.20	1.33

Scale: 1 = Low Emphasis
         5 = High Emphasis
* Significantly different than Comparison Schools at $p < .05$.

The philosophy for Kindergarten programs was similar to that of Grades 1-3, with OELI and OELI-K schools tending to be more Student-Directed and with a more Child Centered/Developmental Curriculum than Comparison Schools (See Table 2.6).

Table 2.6 Means for Implemented Philosophy in Early Literacy Program (Kindergarten),1999

	Comparison	Reading Recovery®	OELI	OELI-K
Teacher Directed (1)				
Student Directed Instruction (5)				
Number	99	89	58	14
Means	1.70	1.88	2.05*	1.86
Standard Deviation	.86	.84	1.03	1.10
Child Centered/Developmental (1)				
Prescribed/Systematic Instruction (5)				
Number	99	89	58	14
Means	2.85	2.69	2.31*	2.86
Standard Deviation	1.31	1.27	1.27	1.56
Code/Phoneme Emphasized (1)				
Meaning/Comprehension Emphasized (5)				
Number	99	89	58	14
Means	2.69	2.64	2.83	2.79
Standard Deviation	1.19	1.07	1.19	1.37
Code/Phoneme Taught Outside Context (1)				
Code/Phoneme Taught Within Context(5)				
Number	99	89	58	14
Means	3.24	3.27	3.45	3.36
Standard Deviation	1.29	1.20	1.33	1.50

Scale: 1 = Low Emphasis
         5 = High Emphasis
* Significantly different than Comparison Schools at $p < .05$.

2.1.4   Professional Development

Funding through the ELIGP program was designed in part to support schools in bringing more expertise to their schools in the form of professional development. Funded schools report a significantly greater amount of professional development occurring for teachers in Grades 1-3 than in Comparison Schools (See Table 2.7). OELI schools reported a greater frequency of literacy related In-Service Workshops than in Comparison Schools. Both Reading Recovery® and OELI schools report a greater use of Certified Trainers and the opportunity for Networking.

Table 2.7 Percent of Schools Including the Following Professional Development Features as a Component of Their Early Literacy Programs (Grades 1-3), 1999

		Comparison	Reading Recovery®	OELI
Certified Training				
	Number	28	46	27
	% of Program Type	26.17	50.55*	42.86
Certified Specialist				
	Number	34	35	29
	% of Program Type	31.78	38.46	46.03
In-Service Workshops				
	Number	76	75	57
	% of Program Type	71.03	82.42	90.48*
Networking				
	Number	66	71	48
	% of Program Type	61.68	78.02*	76.19*
Collaboration				
	Number	77	71	43
	% of Program Type	71.96	78.02	68.25

* Significantly different than Comparison Schools at p<.05.

Differences were also found among Kindergarten teachers. OELI schools report a significantly greater amount of In-Service Workshops, while OELI-K programs report significantly greater opportunities for Collaboration (See Table 2.8).

2.1.5   Parent Involvement

Many of the projects funded by the ELIGP included features that encourage more parent involvement in schools. In Grades 1-3, these differences were not found to be significant (See Table 2.9).

In Kindergarten programs, OELI programs reported a greater use of Family Literacy Instruction (See Table 2.10). The OELI-K program respondents reported greater use of Family Literacy Instruction and Paired Reading (Parent/Child).

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Table 2.8 Percent of Schools Including the Following Professional Development Features (Kindergarten), 1999

		Comparison	Reading Recovery®	OELI	OELI-K
Certified Training					
	Number	14	19	10	4
	% of Program Type	13.08	20.88	15.87	25.00
Certified Specialist					
	Number	24	21	21	6
	% of Program Type	22.43	23.08	33.33	37.50
In-Service Workshops					
	Number	69	65	52	13
	% of Program Type	64.44	71.43	82.54*	81.25
Networking					
	Number	52	47	39	9
	% of Program Type	48.60	51.65	61.90	56.25
Collaboration					
	Number	68	62	37	14
	% of Program Type	63.55	68.13	58.73	87.50*

* Significantly different than Comparison Schools at p<.05.

Table 2.9 Percent of Schools Including the Following Parent Involvement Features as a Component of Their Early Literacy Programs (Grades 1-3), 1999

		Comparison	Reading Recovery®	OELI
Book Distribution				
	Number	52	43	32
	% of Program Type	48.60	47.25	50.79
Family Literacy Instruction				
	Number	35	29	33
	% of Program Type	32.71	36.26	46.03
Paired Reading (Parent/Child)				
	Number	87	64	44
	% of Program Type	81.31	70.33	69.84
Parent/Teacher Conferences				
	Number	105	89	60
	% of Program Type	98.13	97.80	95.24
Parent Volunteers				
	Number	72	57	38
	% of Program Type	67.29	62.64	60.32

Table 2.10 Percent of Schools Including the Following Parent Involvement Features (Kindergarten), 1999

	Comparison	Reading Recovery®	OELI	OELI-K
Book Distribution				
Number	43	33	27	9
% of Program Type	40.19	36.26	42.86	56.25
Family Literacy Instruction				
Number	27	29	28	8
% of Program Type	25.23	31.87	44.44*	50.00*
Paired Reading (Parent/Child)				
Number	70	48	36	14
% of Program Type	65.42	52.75	57.14	87.50*
Parent/Teacher Conferences				
Number	96	89	56	14
% of Program Type	89.72	97.80	88.89	87.50
Parent Volunteers				
Number	64	56	36	8
% of Program Type	59.81	61.54	57.14	50.00

* Significantly different than Comparison Schools at $p < .05$.

2.2   Changes in ELIGP Schools

2.2.1   Percent of Schools Reporting Increase in Program Features between 1997-98 and 1998-99

The percentage of schools reporting an increase in program features was calculated (See Table 2.11). Overall, there were few schools that reported an increase in program features. A small but greater percentage of Reading Recovery® and OELI schools than Comparison Schools reported an increase in the use of Ability Grouping, Independent Reading, One-to-One Tutorial, Systematic Formative Evaluation, and Creative/Essay Writing.

Table 2.11 Percent of Schools Reporting Increase in Program Features Between 1998 and 1999 (Grades 1-3)

	FUNDING TYPE			
	COMPARISON	READING RECOVERY®	OELI	TOTAL
Ability Grouping				
Number	5	8	8	21
% Within Funding Type	4.7	8.8	12.7	8.0
Basal Readers				
Number	1	2	2	5
% Within Funding Type	.9	2.2	3.2	1.9
Child Initiated Learning Center				
Number	11	10	7	28
% Within Funding Type	10.3	11.0	11.1	10.7
Independent Reading				
Number	6	11	8	25
% Within Funding Type	5.6	12.1	12.7	9.6
One-on-One Tutorial				
Number	6	11	5	22
% Within Funding Type	5.6	12.1	7.9	8.4
Pullout Instruction				
Number	5	10	5	20
% Within Funding Type	4.7	11.0	7.9	7.7
Small Groups				
Number	8	6	4	18
% Within Funding Type	7.5	6.6	6.3	6.9
Systematic Formative Evaluation				
Number	6	10	8	24
% Within Funding Type	5.6	11.0	12.7	9.2
Trade Books				
Number	9	12	8	29
% Within Funding Type	8.4	13.2	13.2	11.1
Big Books				
Number	3	3	4	10
% Within Funding Type	2.8	3.3	6.3	3.8
Cooperative Learning				
Number	9	4	6	19
% Within Funding Type	8.4	4.4	9.5	7.3
Creative/Essay Writing				
Number	10	15	12	37
% Within Funding Type	9.3	16.5	19.0	14.2
Drama				
Number	5	6	5	16
% Within Funding Type	4.7	6.6	7.9	6.1
Paired Reading				
Number	11	9	7	27
% Within Funding Type	10.3	9.9	11.1	10.3
Emergent Spelling				
Number	8	7	5	20
% Within Funding Type	7.5	7.7	7.9	7.7
Phonics				
Number	6	7	4	17
% Within Funding Type	5.6	7.7	6.3	6.5

Table 2.11 Continued

	FUNDING TYPE			
	COMPARISON	READING RECOVERY®	OELI	TOTAL
Reading Aloud				
Number	4	4	3	11
% Within Funding Type	3.7	4.4	4.4	4.2
Reading Drills				
Number	3	9	2	14
% Within Funding Type	2.8	9.9	3.2	5.4
Worksheets/Workbooks				
Number	0	0	1	1
% Within Funding Type	0	0	1.6	0.4
Total Number	95	71	63	218

Changes in Kindergarten program features were also calculated (See Table 2.12).
Funded Schools had a small but greater percentage of schools reporting an increase in the
use of organizational alternatives to whole class instruction, such as Ability Grouping,
Small Groups, and Cooperative Learning. Ability Grouping and Small Groups allow for
higher engagement in academic responding from students as well as a more
individualized instruction, essential features for lower-achieving students. Cooperative
Learning is an example of small group instruction that allows for high student
engagement, peer support, collaborative problem solving and student direction. It is
designed to foster higher order, holistic aspects of student literacy as well as problem
solving, expressive language skills, and metacognitive awareness--all key skills necessary
for reading and writing. The student-directed groups also allow for teachers to work with
individuals or Small Groups of students directly while the rest of the class is engaged in
these self-directed activities.

A greater percentage of OELI and Reading Recovery® schools than Comparison
Schools reported an increase in Systematic Formative Evaluation, a key feature of
Reading Recovery® programs in particular. Frequent, systematic evaluation allows
teachers to adjust their instruction constantly to reflect the instructional needs of their
students. Rather than being driven by a set curriculum, or depending on infrequent,
summative evaluation to determine what students had learned (or had not learned) and

move on, Systematic Formative Evaluation allows for a dynamic assessment of student progress and the subsequent adjustment of instructional methods. Researchers have found that the introduction of formative evaluation alone has resulted in greater basic skill gains for students at-risk for academic failure. This evaluation method can range from weekly timed readings, as in the Running Record in Reading Recovery®, graphing of progress such as through Curriculum-Based Measurement, or the use of portfolios. Often, but not always, this approach allows for a focus on higher-order holistic skills such as reading a passage or writing an essay/story.

Relatively higher percentages of Funded Schools than Comparison Schools reported an increase in their Kindergarten student participation in enriching literacy activities such as Creative/Essay Writing, Drama, and Emergent Spelling. The development of early writing skills is associated with both increased reading and writing skills. Students develop an understanding of both word and whole-text structure which positively affects reading ability.

Table 2.12 Percent of Schools Reporting Increase in Program Features Between 1998 and 1999 (Kindergarten)

	FUNDING TYPE				
	COMPARISON	READING RECOVERY®	OELI	OELI-K	TOTAL
Ability Grouping					
Number	0	5	0	2	7
Percent Within Funding Type	0	5.5	0	12.5	2.5
Basal Readers					
Number	2	2	1	0	5
Percent Within Funding Type	1.9	2.2	1.6	0	1.8
Child Initiated Learning Center					
Number	4	5	2	1	12
Percent Within Funding Type	3.7	5.5	3.2	6.3	4.3
Independent Reading					
Number	6	5	6	2	19
Percent Within Funding Type	5.6	5.5	9.3	12.5	6.9
One-on-One Tutorial					
Number	4	4	3	0	11
Percent Within Funding Type	3.7	4.4	4.8	0	4.0

Table 2.12 Continued

	COMPARISON	READING RECOVERY®	OELI	OELI-K	TOTAL
		FUNDING TYPE			
Pullout Instruction					
Number	1	1	1	0	3
Percent Within Funding Type	.9	1.1	1.6	0	1.1
Small Groups					
Number	3	6	1	1	11
Percent Within Funding Type	2.8	6.6	1.6	6.3	4.0
Systematic Formative Evaluation					
Number	2	5	4	0	11
Percent Within Funding Type	1.9	5.5	6.3	0	4.0
Trade Books					
Number	3	8	7	1	19
Percent Within Funding Type	2.8	8.8	11.1	6.3	6.9
Big Books					
Number	2	2	3	1	7
Percent Within Funding Type	1.9	2.2	4.8	6.3	2.9
Cooperative Learning					
Number	3	4	4	2	13
Percent Within Funding Type	2.8	4.4	6.3	12.5	4.7
Creative/Essay Writing					
Number	7	11	9	2	29
Percent Within Funding Type	6.5	12.1	14.3	12.5	10.5
Drama					
Number	2	4	2	2	10
Percent Within Funding Type	1.9	4.4	3.2	12.5	3.6
Paired Reading					
Number	5	3	4	1	13
Percent Within Funding Type	4.7	3.3	6.3	6.3	4.7
Emergent Spelling					
Number	6	6	4	2	18
Percent Within Funding Type	5.6	6.6	6.3	12.5	6.5
Phonics					
Number	5	7	4	0	16
Percent Within Funding Type	4.7	7.7	6.3	0	5.8
Reading Aloud					
Number	1	3	3	1	8
Percent Within Funding Type	.9	3.3	4.8	6.3	2.9
Reading Drills					
Number	2	7	2	0	11
Percent Within Funding Type	1.9	7.7	3.2	0	4.0
Worksheets/Workbooks					
Number	0	1	0	0	1
Percent Within Funding Type	0	1.1	0	0	0.4

2.2.2 Changes in Professional Development Features

While there was little difference in professional development features, there are

indications that a greater percentage of Funded Schools than Comparison Schools

reported an increase in professional development features in both Grades 1-3 and Kindergarten (See Tables 2.13, 2.14). A greater percentage of Funded Schools reported an increase in Certified Training and Specialists, In-Service Workshops, as well as opportunities for Networking and Collaboration. These changes suggest that ELIGP funding provided opportunities for schools with insufficient resources for professional development as compared to schools in general.

Table 2.13 Percent of Schools Reporting Changes in Professional Development Features (Grades 1-3), 1999

		Comparison	Reading Recovery®	OELI	TOTAL
Certified Training					
	Number	2	18	11	31
	% of Program Type	1.9	19.8	17.5	11.9
Certified Specialist					
	Number	8	17	13	38
	% of Program Type	7.5	18.7	20.6	14.6
In-Service Workshops					
	Number	7	21	24	52
	% of Program Type	6.5	23.1	38.1	19.9
Networking					
	Number	10	28	20	58
	% of Program Type	9.3	30.8	31.7	22.2
Collaboration					
	Number	9	18	19	46
	% of Program Type	8.4	19.8	30.2	17.6

2.2.3 Changes in Parent Involvement Features

Like professional development, larger proportions of Funded Schools than Comparison Schools reported changes in parent involvement features from 1998 to 1999. In Grades 1-3, greater proportions of Reading Recovery® and OELI schools than Comparison Schools reported changes in four of the five parent involvement program features: Book Distribution, Family Literacy Instruction, Paired Reading, and Parent/Teacher Conferences (See Table 2.15). Somewhat surprisingly, more Comparison

Schools than Funded Schools reported changes in the use of Parent Volunteers in Grades 1-3.

The same trend was apparent among Kindergarten programs (See Table 2.16). Greater proportions of Funded Schools than Comparison Schools reported changes in all five parent involvement features. Evidently, ELIGP funding has provided resources to schools that allow them to increase their ability to include parents in their early literacy instruction.

Table 2.14 Percent of Schools Reporting Increase in Professional Development Features Between 1998 and 1999 (Kindergarten)

		Comparison	Reading Recovery®	OELI	OELI-K	TOTAL
Certified Training						
	Number	1	3	3	4	11
	% of Program Type	.9	4.8	3.3	25.0	4.0
Certified Specialist						
	Number	5	7	10	5	27
	% of Program Type	4.7	7.7	15.9	31.3	9.7
In-Service Workshops						
	Number	4	18	23	8	53
	% of Program Type	3.7	19.8	36.5	50.0	19.1
Networking						
	Number	2	18	13	4	37
	% of Program Type	1.9	19.8	20.6	25.0	13.4
Collaboration						
	Number	7	13	16	6	42
	% of Program Type	6.5	14.3	25.4	37.5	15.2

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Table 2.15 Percent of Schools Reporting Change in Parent Involvement Between 1998 and 1999 (Grades 1-3)

	Comparison	Reading Recovery®	OELI	TOTAL
Book Distribution				
Number	5	18	13	36
% of Program Type	4.7	19.8	20.6	13.8
Family Literacy Instruction				
Number	10	12	13	35
% of Program Type	9.3	13.2	20.6	13.4
Paired Reading (Parent/Child)				
Number	8	17	13	38
% of Program Type	7.7	18.7	20.6	14.6
Parent/Teacher Conferences				
Number	5	20	11	36
% of Program Type	4.7	20.0	17.5	13.8
Parent Volunteers				
Number	67	42	26	135
% of Program Type	62.6	46.2	41.3	51.7

Table 2.16 Percent of Schools Reporting Change in Parent Involvement Features Between 1998 and 1999 (Kindergarten)

	Comparison	Reading Recovery®	OELI	OELI-K	TOTAL
Book Distribution					
Number	5	13	13	3	34
% of Program Type	4.7	14.3	20.6	18.8	12.3
Family Literacy Instruction					
Number	7	14	12	3	36
% of Program Type	6.5	15.4	19.0	18.8	13.0
Paired Reading (Parent/Child)					
Number	4	16	10	6	36
% of Program Type	3.7	17.6	15.9	37.5	13.0
Parent/Teacher Conferences					
Number	3	20	10	5	38
% of Program Type	2.8	22.0	15.9	31.3	13.7
Parent Volunteers					
Number	3	13	9	4	29
% of Program Type	2.8	14.3	14.3	25.0	10.5

2.3   Summary of Program Features in Funded Schools

2.3.1   A Balanced Approach

The analysis of program features reveals that Indiana schools overall reported using a variety of literacy approaches that reflect both holistic and skills-based instruction. In general, ELIGP schools appear to be similar to Comparison Schools except for a few key features:

- For Grades 1-3, Funded Schools reported greater use of Creative/Essay Writing, Child-Initiated Learning Centers, and Independent Reading than Comparison Schools.

- For Grades 1-3, Funded Schools reported less frequent use of Worksheets/Workbooks than Comparison Schools.

- A small but greater percentage of Reading Recovery® and OELI schools than Comparison Schools reported an increase in the use of Ability Grouping, Independent Reading, One-to-One Tutorial, Systematic Formative Evaluation, and Creative/Essay Writing.

- For Kindergarten classrooms, Funded Schools reported a more frequent use of Paired Reading, Cooperative Learning, Creative/Essay Writing, Emergent Spelling, Reading Aloud and Trade Books than Comparison Schools.

- For Kindergarten classrooms, Funded Schools reported a less frequent use of Basal Readers than Comparison Schools.

These findings suggest that ELIGP funding adds to literacy programs by supporting early writing instruction, reading of authentic whole texts, and alternatives to whole class instruction such as Cooperative Learning and Ability Grouping. There are indications that programs support features that are more holistic, less systematic (such as using Basal Readers or Worksheets) and therefore require more technical skills from the teachers. These activities are linked to greater comprehension, emergent literacy and

critical literacy than to decoding (specifically Decoding A) skills. These differences were seen in OELI rather than Reading Recovery® programs. This could be expected, since OELI programs are typically more comprehensive and class-wide than the Reading Recovery® programs, which are based on a pullout tutorial. Still, Reading Recovery® schools were examined for these features in case there were residual effects of the program. That is, teachers witness the practice of trainers and attempt to bring that practice and philosophy in to the classroom.

As a whole, Indiana schools reported a balanced approach in their philosophy towards literacy instruction. While primarily balanced, schools reported somewhat greater emphasis on Teacher Directed Instruction, a Child-Centered (i.e. developmental) Curriculum, and Code/Phoneme Instruction Taught Within Context. There is considerable variation between schools. The philosophy in Kindergarten programs in Funded Schools tended to be more Student-Directed and Child-Centered/Developmental than in Comparison Schools and for Grades 1-3. This difference in Kindergarten practice reflects current thinking in the provision of developmentally appropriate instruction for that grade level.

2.3.2 Professional Development and Parent Involvement

There are indications that the ELIGP funding enabled schools to create additional professional development opportunities and parent involvement activities. While these differences in these program features were not statistically significant in 1998-99, a greater percentage of Funded Schools reported increases in every aspect of professional development, including the use of Certified Trainers, Certified Specialists, In-Service Workshops, and opportunity for Networking and Collaboration. A higher percentage of ELIGP schools also reported increases in the Book Distribution programs, Family Literacy Instruction, Paired Reading (Parent/Child) and Parent-Teacher Conferences.

CHAPTER III

CASE STUDIES OF FUNDED SCHOOLS

In an effort to better understand literacy intervention programs, the Indiana

Education Policy Center staff chose to look at two programs that represent literacy

intervention programs that are implemented throughout the state. The first program

visited is one that appears to be implemented quite frequently in the state, the Literacy

Collaborative, formerly known as the Early Literacy Learning Initiative program. The

other site visited was a locally developed program, Kindergarten - Parents as Partners

Program,[10] which may represent several of the programs locally developed and

implemented. The Literacy Collaborative is a "schoolwide restructuring model that

focuses on classroom-based instruction, depending on Reading Recovery® as a 'safety

net' for those students still not succeeding" (Bardzell, 1999). This program is integrated

throughout the classroom curriculum and instruction and provides literacy interventions

for all students throughout the day. The Parents as Partners Program focuses on parents

assisting students with literacy instruction. Parents supplement the instruction in the

classroom and are trained to assist their children in learning to read using innovative

activities and interactive reading sessions.

Qualitative methods were used for these investigations. Research teams from the

Indiana Education Policy Center conducted interviews with teachers and administrators

in both of the programs visited. Observations were completed in classrooms at the

Literacy Collaborative program site. An informal observation was completed in the

classroom at the Parents as Partners program site. Observations of the Parents as Partners

program were difficult to obtain due to the fact that the program is implemented in the

students' homes. However, parents, teachers, and administrators were interviewed to

enhance the observation and documentation data that were collected. Interview and

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[10] In order to comply with Indiana University Human Subjects requirements, the title of this program has been changed for this report and any other identifiers removed.

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observation notes were recorded and analyzed as well at both sites. Further investigation using the transcriptions of the interviews will be completed at a future date. The result is a description of both programs organized according to the evaluation framework designed for this study:

- Implemented Theoretical/Philosophical Approach
- Professional Development
- Organizational/Structural Features
- Classroom Instructional Features
- Parent Involvement
- Literacy Outcomes
- Conclusions

3.1 The Literacy Collaborative

The Literacy Collaborative Program was formerly known as the Early Literacy Learning Initiative (ELLI) (Ohio State University, 1998). The program was developed by a group of Reading Recovery® teachers from Columbus, Ohio Public Schools who had formed a study group at The Ohio State University. This group constructed a professional development program for literacy instruction that could be integrated throughout the curriculum and could restructure literacy interventions for all Kindergarten through Grade 2 classrooms in a school. The Literacy Collaborative Program emphasizes further developing educators' skills in teaching reading and writing. The training of literacy coordinators began during the 1993-1994 school year. The program at The Ohio State University has since expanded and provides professional development opportunities at Texas Tech University (Lubbock, Texas) and Lesley College (Cambridge, Massachusetts). The program appears to be typically implemented in schools providing the Reading Recovery® program. Schools must make a five-year commitment to implementing the program and support a Literacy Coordinator to assist in development and ongoing implementation of the program.

3.1.1 Implemented Theoretical/Philosophical Approach

The Literacy Collaborative is described as an integrated approach to teaching the language arts by exposing students to many opportunities for reading and writing. These opportunities are arranged to allow for many levels of teacher support, including individual assistance to large group discussions and reading sessions. The framework for the program is described as based on four contexts for reading: Reading Aloud to children; shared reading; guided reading and reading workshop; and Independent Reading. There are four contexts for writing as well: language experience and shared writing; interactive writing; guided writing and writing workshop; and independent writing. These contexts are tied together through the elements of attention to letters, words, and how they work; integrated themes and extensions in the curriculum; documentation of individual progress; and home and community involvement in the teaching of literacy (Ohio State University, 1998). Flexible grouping as well as attention to individual progress is paramount to the success of student in this program. Teachers appear to maintain extensive documentation on each student's progress, which is further discussed in the organizational/structural features section of this report.

3.1.2 Professional Development

Literacy Coordinators participate in a course, which is offered during a one-year timeframe and includes six weeks of class at OSU as well as annual professional development institutes, and attendance at annual conferences for Reading Recovery[®]. Literacy Coordinators in turn provide long-term support for the staff at their respective schools by providing coaching, in-class demonstrations, and study group opportunities.

Indiana Education Policy Center staff visited a site in Indiana where the Literacy Collaborative Program has been implemented since the 1994-95 school year. The Literacy Coordinator at the site visited began attending training and implementing the program during that year. The Literacy Coordinator reported that she had participated in a

six-week professional development course and attended monthly meetings throughout the first year of implementation. She attends the annual Reading Recovery® conference, and is contacted by or contacts the consultants from OSU regularly. She reported that the consultants have been professional, courteous, and prompt with assistance throughout the process of implementing the program.

Several teachers at the school expressed they were extremely pleased with the training and support they had received from the Literacy Coordinator as well. Some reported they hoped the Literacy Coordinator would be available all day in the future for consultation and training. "The availability of expert assistance throughout the day would be especially helpful for those of us that are new to the program." However, the Literacy Coordinator explained that part of being a Literacy Coordinator included being in the "trenches" and teaching at least part of the day. Teaching part of the day keeps the Coordinator "in touch with the classroom and teaching" and assists the Coordinator in integrating the philosophy of the program as well as the practical application "in check." It appeared to the IEPC team that the difficult position of the Literacy Coordinator was well received by all members of the teaching staff and, in fact, was considered as a highly respected expert in the field of literacy (i.e. teaching to students, as well as providing "excellent" professional development).

3.1.3 Organizational/Structural Features

Flexible grouping as well as attention to individual progress is paramount to the success of students in this program. Teachers appear to maintain extensive documentation on each student's progress. In classes observed during our visit to the schools, teachers had individual folders for each student that included daily anecdotal notes on the accomplishments of the students during the lessons taught. A folder was also maintained for each group of students. However, within these group folders were cards or pieces of paper with each student's name documenting the skills or objectives the student achieved

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during the group process. At the end of each group session or guided reading session the teaching staff completed a Daily Running Log. The Daily Running Logs included a record of student names and the progress of the students during the group session. These Daily Running Logs and individual student progress cards/sheets were kept consistently in each of the classrooms observed during the site visit.

3.1.4 Classroom Instructional Features

The classroom instructional features focus on the four contexts each of reading and writing mentioned previously. These features include:

- *Big Books*
- *Creative Writing*
- *Drama*
- *School/Choral Reading*
- *Essays*

- *Multisensory Instruction*
- *Pacing Oral Reading*
- *Paired Reading*
- *Silent Individual Reading*
- *Storytelling*

The classrooms at the site visited by the Policy Center staff were arranged in centers as the structure for students to complete their assignments. The students were assigned a center in which to begin their daily work. Students transitioned to a new center each time the teacher called up a group for the guided reading sessions. The centers in the classroom included a guided reading table (where the students read aloud and individually with the teacher); an Independent Reading center (the students read commercially produced Big Books or teacher/student-made Big Books); a library (the students read quietly to each other); a listening center (equipped with tapes of books and headsets for up to four students); a science center (students were working on making bird feeders, and the story read to the class was about birds); an art center (equipped with clay, paint, paper, scissors, an easel, crayons and markers); and an alphabet board (students brought in labels or words and placed them under the appropriate letter of the alphabet the word began with). The variety of instructional tools and centers appeared to maintain

the students' interest throughout the day. The students' smiles and demeanor appeared to demonstrate the camaraderie established in each class and provide support that the structure of each classroom, using the center approach, allowed for the individualization of each student's curriculum.

3.1.5   Parent Involvement

The Literacy Collaborative Program includes a component for parent involvement, but essentially this is not a focus of the program. This program was designed to be a professional development program. However, the parent outreach component of the program includes providing inexpensive books for the home. These books are called KEEP BOOKS ™ and are sent home after students have successfully read them at school.

The principals and teachers indicated that the school had very little input from parents. They reported a high turnover rate of students (58.6% each year), no Parent-Teacher Organization (PTO) or PTA, and a high turnover rate of staff (e.g., four of the six grade 1 teachers are new this year, which is not unusual). Therefore, the staff reportedly expects very little input or involvement from parents due to the high transition rate, lack of a parent organization, and a history of little or no participation at programs provided for parents. Transportation is not a high priority issue at this school where 85% of the students live within walking distance. Programs have been provided for parents, including a monthly meeting for parents with students in the Reading Recovery Program®. One of the Reading Recovery® teachers at the school reported that only six to ten parents attend those meetings. It was reported that several incentives were used, with little success, to entice parents to attend including meals, snacks, childcare, and door prizes. The KEEP BOOKS ™ have received positive feedback from parents, and the school continues to work on getting parents more involved in their students' school as reported by teachers and administration.

3.1.6   Literacy Outcomes

The Literacy Collaborative, primarily a Kindergarten through Grade 2 intervention, systematically and explicitly targets a number of reading and writing outcomes which are achieved through a continuum of strategies used by the teacher in the classroom. The students are assisted individually, in pairs, in small groups, and then read to in large group settings. Writing skills are taught individually, in pairs, and small groups; finally the writing is shared with the class or written with the large group.

In the school we visited, several of the teachers reported their students were excited about reading and writing. Teachers reported that students "referred to themselves as authors and readers." Apparently, this was not the case prior to the implementation of the Literacy Collaborative Program. Prior to the program implementation, students reportedly resisted reading but now expressed an eagerness to read and write. This conclusion was reported by all of the teachers who had been at the school prior to the implementation of the Literacy Collaborative Program. The teachers appeared to be excited and somewhat surprised by the success of the program in motivating students to become authors and readers.

3.1.7   Summary: Literacy Collaborative Site Visit

The teachers and administration at the school we visited reported they were excited about the Literacy Collaborative and the Literacy Coordinator in their school. They believed their teaching, in general, had increased in quality and depth. The Literacy Collaborative apparently provides sufficient ongoing and accessible support for the teachers. The teachers also reported they are more comfortable with on-site personnel who can provide for assistance and/or guidance in teaching. At the same time, the teachers reported the implementation of the Literacy Collaborative concepts in their classroom was and "is not easy, but very rewarding":

"It takes a lot more thought and time to prepare for classes."

"You have to think about how to integrate all of your classes to make them work within the framework of the program."

"It's all about integrating all of the components well and that takes time and experience. We couldn't do it without support of [the Literacy Coordinator]."

"My teaching has improved throughout the curriculum because of the Literacy Collaborative. It makes you think about how the students learn and how you teach. You know exactly what skills the students have achieved."

The program is a relatively new concept, and research is ongoing. (A report on the outcomes of the programs implemented is due out in January 2000 from OSU.) Teachers and administrators at this school reported very positive outcomes for students. Teachers believe the Literacy Collaborative Program has made a positive impact on students' abilities in reading and writing. However, this school has implemented other school reform programs within the same timeframe as the Literacy Collaborative implementation, and these other school reform programs (i.e., school dress code, a school-wide behavior program) have, no doubt, also impacted the success of the Literacy Collaborative efforts. The teachers reported that if they did not support the use of the Literacy Collaborative Program, they would not teach at this school. The Literacy Collaborative at this school appeared to have made a positive impact at several levels including student achievement in reading and writing (however, this won't be substantiated until a later date), an increase in students' motivation to become readers and authors, and an increase in teacher confidence in teaching the language arts.

3.2   Kindergarten - Parents as Partners Program

Kindergarten - Parents as Partners Program is a reading intervention that partners Kindergarten teachers with parents to encourage reading at home. It is a locally developed program which provides training and materials to parents to assist in the teaching of reading at the Kindergarten level. Every Wednesday afternoon at the site visited, 100 Kindergarten students are given a personal bag including a book for the student to read and a brochure (of activities and questions about the book for parents to use). Parents are asked to read the book and conduct some of the suggested activities specifically associated with the enclosed book. Parents are provided instruction through colorful brochures and training sessions conducted four times during the school year. While this program has not been formally evaluated, the literature supports, with very impressive results, this type of parent-school partnership for reading (Dolly & Page, 1983; Hewison & Tizard, 1980; Tizard, Schofield, & Hewison, 1982).

Two of the four Kindergarten teachers responsible for this program mentioned that thirteen years ago they noticed many of their children were behind their peers in the area of literacy: "We felt that some children come to school from language-rich homes while other children have not seen a book and are completely unaware of the world of reading when they arrive in school." These teachers, with the assistance of the former principal, looked at a program designed by the local school corporation that sent books home on a regular basis for parents to read with their children. From this beginning the Kindergarten team began to develop materials that could be easily transported between home and school. The teachers continued the program to the best of their ability, but as one of the Kindergarten teachers reportedly told the school board during the October 1999 meeting, "Our books were increasingly being listed as out of print and our bags were in need of repair or replacement." The teachers also wanted to be able to provide information for parents on how to read to their youngsters, recommend titles of books written in particular genres or by particular authors, and provide suggestions for specific

questions and activities they could do with their child for each book. Through the Early Literacy Grant the team was able to update their materials, prepare, design, and print brochures, conduct staff development in the area of reading, and conduct workshops for parents throughout the school year.

The school described has not adopted a commercially-developed literacy intervention program. According to the principal, "A lot of children in this area are not exposed to a lot of literature, and the school faculty is aware of that. [Literacy] is an area we need to focus on and we are focusing on it." The school provides Kindergarten through Grade 6 and is located adjacent to the local middle and high school. Currently there are approximately 755 students in the elementary program. The average class size is approximately 25 students per teacher. The school has four full-day Kindergarten classes that range from 23 students in one (this is designated the "inclusion" room and thus the teacher has fewer pupils) to 28 students in the other three rooms. Families are given the option of full-day or half-day Kindergarten. According to the principal, "All but one, by parent choice, attend the full-day program."

The brochures were produced with the support of the grant and developed in a collaborative effort by the Kindergarten team at the school and a professor from a local university. The brochures contain a brief abstract of the book, techniques on how to read the book with the child, appropriate questions for the book, appropriate family activities related to the book, and suggestions for titles of similar books. Colorful brochures are available for thirty-nine books currently. The development of these materials was described by one of the Kindergarten teachers: "I struggled coming up with questions and activities myself. I had help in the room at the time, so I had that person sit in the back of the room and write down what I was saying when I read the story. I asked the boys and girls about the story, and she wrote down the activities we talked about and in that natural setting, it was just easy." The process was time consuming and somewhat difficult, but appears to have been well worth the effort.

3.2.1 Implemented Theoretical/Philosophical Approach

The program is designed to encourage a sense of personal responsibility in students. The principal shared, "The children feel very important taking that bag home. They have the responsibility: 'They are trusting me with a book: they are trusting me with the bag that has my name on it: I am going to take it home and someone is going to see it.' That in itself is such a positive experience for that child. And then the follow through at home, there is something here I can ask mom or other family member to read with me. Special attention that the child needs." A parent stated that when her eldest brought home the bag he called it "his library book." Her current Kindergarten student has expressed similar feelings. The parents and administrator implied that this sense of responsibility is an appropriate and highly regarded value to teach at this grade level.

The Parents as Partners Program implemented theoretical approach can be summed up by the following: The earlier the reading materials are brought to the student, the better the student outcomes in literacy. The two Kindergarten teachers and a parent said the Parents as Partners Program's main target is getting the student a chance to "catch up" by having a wide variety of books available for them to read. One parent said, "Some kids come to school and have never been read to." In a presentation in front of the school board a Kindergarten teacher reportedly stated, "Observations have shown that children who do well in school have parents who do many things for them. They read to their children, play with their children and involve their children in conversation and decision making about life's activities for their family."

The Parents as Partners Program was designed to encourage parents to read with their children and have meaningful dialogues about the books which are read. According to the principal, "The strength of this program is parent involvement. Parents want to help their children and they just want suggestions. This program gives them information on how to read to your child and make it a meaningful experience."

The communication component of the Parents as Partners Program is critical. This is accomplished through newsletters and literature sent home from the school, through feedback from parents at the parent meetings, and Parent/Teacher Conferences. The Kindergarten team also conducts an introduction at the beginning of school in which they describe the whole program including the reading at home component. The Kindergarten teachers also personally contact their students' parents. The principal shared that, "The teachers are very involved in the community, they do have close contact and communication." A parent interviewed for this write-up praised all of the teachers in the school. She said she has spoken with neighbors who have children the same age as her children, discussed how positive the reading at home program is and has received the same positive feedback from other parents.

3.2.2   Professional Development Component

The Kindergarten team has put together a description that outlines key aspects of the program. With this document and the materials, the program could be easily replicated at a school. The team has outlined the format and structure of the four parent meetings as well. The first meeting of the training session is designed to acquaint parents with the program and some of the other services that are available. This meeting is designed to take place early in the school year. The other workshops are scheduled throughout the school year and deal with topics such as health-related issues for children, how to select appropriate literature, and with the final workshop entitled, "Parents as Partners in Learning." Additional staff training in the area of reading is part of the grant program and is conducted with the teachers of Kindergarten, Grades 1 and 2 as well as the teaching assistants. Other grades are not currently involved in this program. Literacy is a major focus for the school, and the teachers in other grades are said to be very supportive of efforts to introduce students to reading and writing.

3.2.3 Organizational/Structural Features

This program exists primarily in the homes of the approximate 100 Kindergarten students. Much of the training is provided for the parents on how to read to their children, possible comprehension questions, and activities parents can do at home. In the school, teachers spoke of developing the materials with the support of the administration and two outside consultants who donated their time. Teachers also received assistance from volunteers who make all of the bags. The Kindergarten teachers report that the making of the bags has become a social activity for the volunteers as well as a learning activity for everyone involved. A volunteer, referred to affectionately by teachers as the "bag lady," comes in on Wednesday morning each week and keeps record of the books students get, removes the returned book, and stuffs the bag with a new book. This is the primary source of record keeping and data collection for the Parents as Partners Program; however, as stated previously plans for collecting of data on student outcomes are being developed.

3.2.4 Classroom/Instructional Features

When observing the Wednesday afternoon distribution of books, the level of excitement of the students was extremely high. Students related how much they love reading, and many of them described some of the books that they have read. When the Kindergarten teacher distributed the bag, students acted like it was Christmas morning as they opened the bags and peered inside. One student announced that his book had a quarter on it. Another then quickly announced that his had a coin on the book. The teacher explained that "the coin" was an award called the "Caldecott Medal." The teacher then asked students to raise their hands if they used the brochures with their mothers or fathers, and about three-fourths of the children raised their hands. More than half of the students raised their hands when asked if they read the book more than once, and about the same number of students said that they did the suggested activities.

Much of the excitement about the books could be traced to the classroom teacher's excitement level. She led the group in a reading of the book, <u>Chicka Chicka Boom Boom</u> by Vera B. Williams, which almost all of the students recited along with her. After the reading, students were asked to share information about some of the different books that they had read. Students provided accurate details about the plot, characters, and story events of the books. For example, one student described <u>Alexander and the Terrible, Horrible, No Good, Very Bad Day</u> (by Judith Viorst) by telling of Alexander's desire to go to Australia, the cereal his brother ate, his visit to the dentist's office, and the part that he has a cavity and his brother does not. Students described some of the activities they did with their parents that went along with the book. One student described how he and his mother put different "stuff" in his lunch box as an activity related to <u>Bread and Jam for Frances</u> (by Russell Hoban).

3.2.5 Parent Involvement

As mentioned, this program focuses on parent involvement. A parent reported how the school sent out papers at the beginning of the school year describing the program and the parents' role. During this meeting the parents were told about the whole Kindergarten program. According to one of the Kindergarten teachers, "We also talk about the Kindergarten – Parents as Partners Program at parent-teacher conferences. We have four parent involvement meetings scheduled [during the school year]." According to another Kindergarten teacher, "Working with the PTO, they provided babysitting services on the night we had the meeting. We planned our meeting prior to the PTO meeting." The Kindergarten teachers felt that the meeting was not very well attended, with only about 25% of the parents attending.

The principal and a parent expressed how well received this program has been in the community. One of the Kindergarten teachers said, "I've gotten a note from a parent saying the brochure was missing. They are looking for the questions and suggestions. We

are real pleased that the parents are participating." The other Kindergarten teacher related

a discussion she had with a parent. "I've had some parents say, 'I was tired and reading

the book and my child says, 'have you asked me all the questions and have we done all

the activities?'" This teacher continued, "Hopefully, the family by working together will

come closer together. There is so much talk about involvement with your children. But it

is hard to be imaginative when you are tired. Some of the activities are actually

something you can make and can do these things with mom and dad and they tie into

language."

3.2.6 Literacy Outcomes

Data have not been collected to evaluate how the program impacts students'

achievement in literacy. Reports were unanimous in the belief that reading with children

benefits everyone. The teachers talked about their own love of literature and felt that one

of the outcomes for children of the program is an appreciation of literature. One teacher

stated, "Most of the kids have an appreciation for books and stories as a result of the

activities that we do with books." Both teachers felt the students are more capable of

discussing books and can speak in detail about the book from having participated in the

program. This was also noted during the classroom observation. There was clearly a buzz

of excitement in the classroom when students first got their books and started to discuss

them with the teacher. According to the principal, "I think the children develop a desire

for reading and a love of books through the program."

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3.2.7 Conclusions: Kindergarten Parents as Partners Program Site Visit

Overall, it appears that the teachers in the school were able to involve their students' parents in the reading process. The teachers, principal and parent all expressed how valuable this has been, and the students were quite excited when they received their books. The program is supported in the community, and the school board has also strongly supported the program by providing some matching funds. The materials that the school has put together provide an excellent description of how to conduct this program. The principal felt that a school, "...could start a similar program with the materials already put together."

One issue that could be addressed is developing an assessment of the program. A parent recommended that some type of survey could be completed to see how parents felt about the program. Current data that are collected by the school consist only of a record of the different books that go home and indication of whether the students are responsibly behaving in terms of returning the materials on time. Additional assessment and data collection would strengthen the conclusions of the teachers, principal and parent. However, it appears that the children in the Kindergarten benefit from Kindergarten Parents as Partners Program.

CHAPTER IV

UNDERSTANDING OUTCOMES

The ELIGP study was designed to examine the impact of the funding on schools as opposed to individual students. One indicator of progress in literacy at a school is changes in ISTEP+ Reading and Language Arts scores. However, many of these programs funded by ELIGP target a cohort of students who will not take the Grade 3 ISTEP+ exam until the fall of 2000 or 2001. It is premature, therefore, to use ISTEP+ scores as indicators of the impact of the ELIGP program. There are other indicators that can be used to assess program impact. These include referrals for special education assessment and grade retention.

Students in Grades 1-3 who are identified for grade retention or high-incidence disabilities, primarily learning disabilities, are most often identified because of deficits in reading. Because of variability in school programs, student background, and identification procedures, schools may differ greatly in the number of and characteristics of students identified or retained. Many of the early literacy programs evaluated here are designed to assist students at-risk for reading failure so that they will not be retained or require special education. These programs have the potential for either directly addressing the deficits of students at-risk for reading failure or modifying the classroom environment in such a way that teachers feel secure that their lowest achieving students are receiving appropriate instruction. Thus, grade retention and special education referrals serve as indicators of the overall effectiveness of an early literacy intervention program. Because of the high costs of retention and special education, any reduction in these indicators has financial benefits. A positive outcome to be expected from these funded programs, therefore, is a reduction in grade retention and special education referral rates.

The data in this portion of the study were collected using the Early Literacy Intervention Survey (See Appendix B), which is described in Chapter II. School

administrators were asked to provide the number of grade retentions and referrals for special education assessment. Trends in retention and referral rates were calculated for three years, 1997-1999 for Reading Recovery®, OELI, and Comparison Schools. Since some of the schools participated in the ELIGP for multiple years, comparisons were made between schools that had received funding for one year and those that renewed funding for two years. Schools that received funding for both Reading Recovery® and another OELI program (primarily Literacy Collaborative) were counted as OELI programs for these comparisons.

This chapter presents the outcomes for schools supported through the second year of ELIGP funding, 1998-99. First, changes in the number of students who completed the Reading Recovery® program, were retained, or were referred for special education assessment are reviewed. Second, trends in grade retention and special education referrals are examined. Finally, in conclusion, the financial impact of the program relative to these outcomes is discussed.

4.1   Reading Recovery® Completion

School representatives were asked to report the number of students who had completed Reading Recovery® (See Table 4.1). The mean number of students receiving at least one lesson per school increased by approximately 8 students (62 percent) between 1997 and 1999. Clearly, the ELIGP funding continues to have an impact on the scope of the Reading Recovery® program. This is a substantial percentage of early elementary students, indicating that many schools in Indiana are at, or were near, the goal of serving 20 percent of students.

Table 4.1 Mean Number of Students Completing Reading Recovery® Programs (1998-99 Survey Respondents)

		1997	1998	1999
Had Reading Recovery®				
	Number[1]	53	57	85
	Mean[2]	4.66	5.96	13.27
	Standard Deviation	8.18	8.37	7.19
Received at Least One Lesson				
	Number	50	53	82
	Mean	5.12	6.56	13.47
	Standard Deviation	8.54	8.71	7.35
Completed Reading Recovery® Lessons				
	Number	47	52	82
	Mean	3.83	4.92	9.46
	Standard Deviation	6.75	6.14	5.24
Completers Still Enrolled in the School				
	Number	47	52	82
	Mean	2.27	3.40	7.87
	Standard Deviation	3.81	3.81	4.78
Completers Retained in First Grade				
	Number	48	53	83
	Mean	0.06	0.32	.85
	Standard Deviation	0.24	0.77	1.43
Completers Referred for Special Education Assessment				
	Number	48	53	83
	Mean	0.25	0.60	1.36
	Standard Deviation	0.72	1.18	1.57

[1]Refers to number of responding schools.
[2]Refers to number of students in responding schools.

In 1999, on average less than one student (9 percent) was retained, and approximately one student (14 percent) was referred for special education assessment after completing the Reading Recovery® program. While Reading Recovery® serves approximately 20% of the lowest achieving students, 77 percent of these at-risk students successfully completed the program (on average, nine students per school). The students who were retained and referred for special education assessment have received an intensive pre-referral intervention through Reading Recovery® and are more appropriate candidates for retention or referral than students who are simply nominated by teachers.

4.2   Grade Retention in Funded Schools

Retention rates in all three years, 1997 to 1999, were not significantly different for Funded and Comparison schools with the exception of OELI schools in 1997 (See Table 4.2 and Figure 4.1). In general, between 1 and 3 percent of primary grade students are retained. OELI schools had lower retention rates than any other category of schools, even before ELIGP funding. Both in 1997 and 1999 Reading Recovery® and OELI-K schools retained students at a greater rate than Comparison Schools, although again these differences were not significant. These higher retention rates reflect the awarding of ELIGP funding in the second year to schools with higher rates of poverty, a common predictor of retention.

Table 4.2 Retention Rates for ELIGP Schools Funded in 1998-99

	1997	1998	1999
Reading Recovery			
Number	50	43	75
Mean	1.85	2.03	2.03
Standard Deviation	1.82	1.94	1.71
OELI			
Number	42	35	56
Mean	1.15*	1.68	1.52
Standard Deviation	1.02	1.81	1.72
OELI-K			
Number	10	8	13
Mean	1.95	2.24	2.69
Standard Deviation	1.72	2.58	2.71
Comparison			
Number	64	43	72
Mean	1.67	2.21	1.71
Standard Deviation	1.62	2.30	1.72

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Figure 4.1 Retention Rates for ELIGP Schools 1998-99
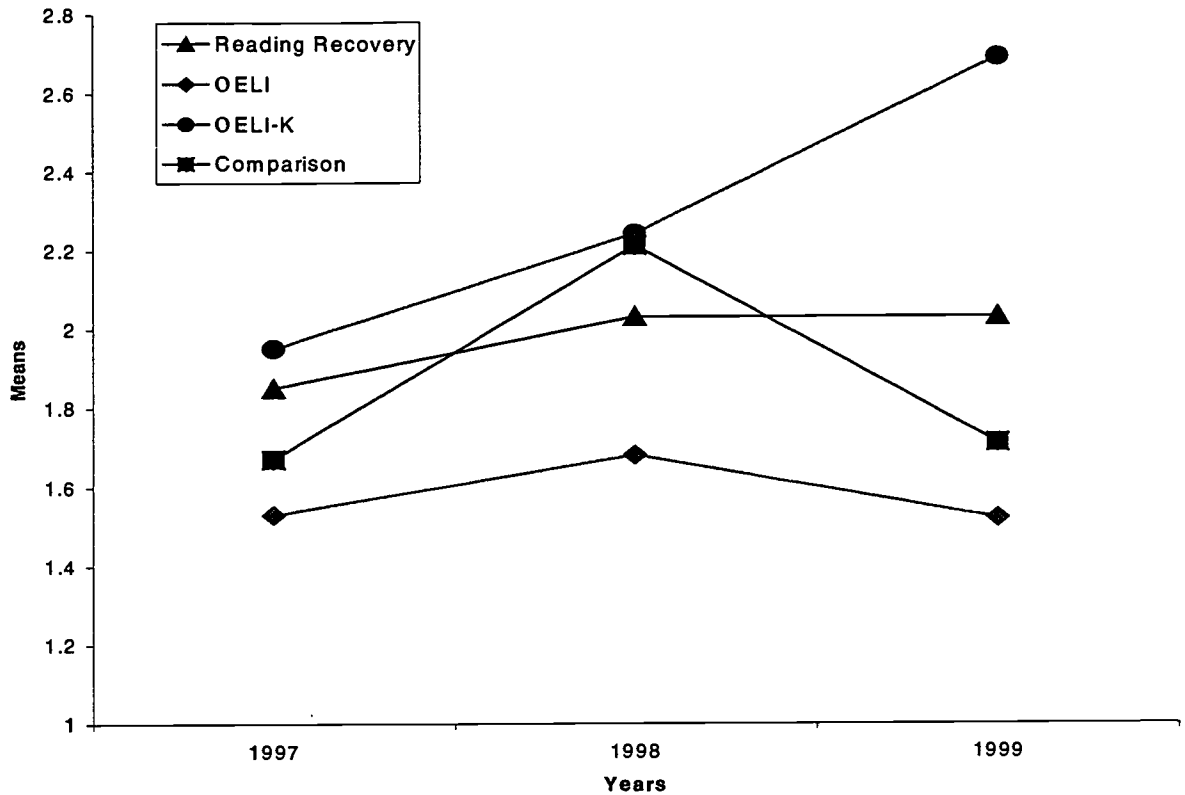
A comparison of retention rates for schools funded for one year to those of schools funded for two years indicates that schools with two-year funding had the lowest retention rates across all years, although the differences were not statistically significant (Table 4.3 and Figure 4.2). Trends for the highest retention rate were not as obvious. In 1997 and 1999, schools funded for one year had the highest retention rates but in 1998, Comparison Schools had the highest retention rate. Again, differences were small and not statistically significant.

Table 4.3 Retention Rates for ELIGP Schools 1998-99: One and Two Year Comparisons

		1997	1998	1999
One Year ELIGP Funding				
	Number	72	60	93
	Mean	1.72	2.13	2.01
	Standard Deviation	1.62	2.05	1.89
Two Years ELIGP Funding				
	Number	30	26	51
	Mean	1.22	1.39	1.68
	Standard Deviation	1.38	1.55	1.75
Comparison				
	Number	64	46	72
	Mean	1.67	2.21	1.71
	Standard Deviation	1.62	2.30	1.72

4.3 Special Education Referrals in Funded Schools

Researchers in special education have theorized that the rate of referral to special

education assessment and eventual identification is a consequence of the "instructional

tolerance" of a school (Gerber, 1988; Gerber & Semmel, 1984). The theory reflects the

legitimate constraints placed on a teacher given the number of students, heterogeneity of

student ability, amount of instructional time, teacher to student ratio, level of expertise,

and resources. Often, realizing that there is little time, expertise, or resources to help

students at-risk for reading failure, teachers refer students for special education

assessment.

Referral rates for Funded Schools were generally higher than for Comparison

Schools in 1999; however, the difference was not significant (Table 4.4, Figure 4.3).

Trends were relatively flat for both Reading Recovery® and Comparison Schools, with

Figure 4.2 Retention Rates for ELIGP Schools 1998-99: One and Two Year Comparisons
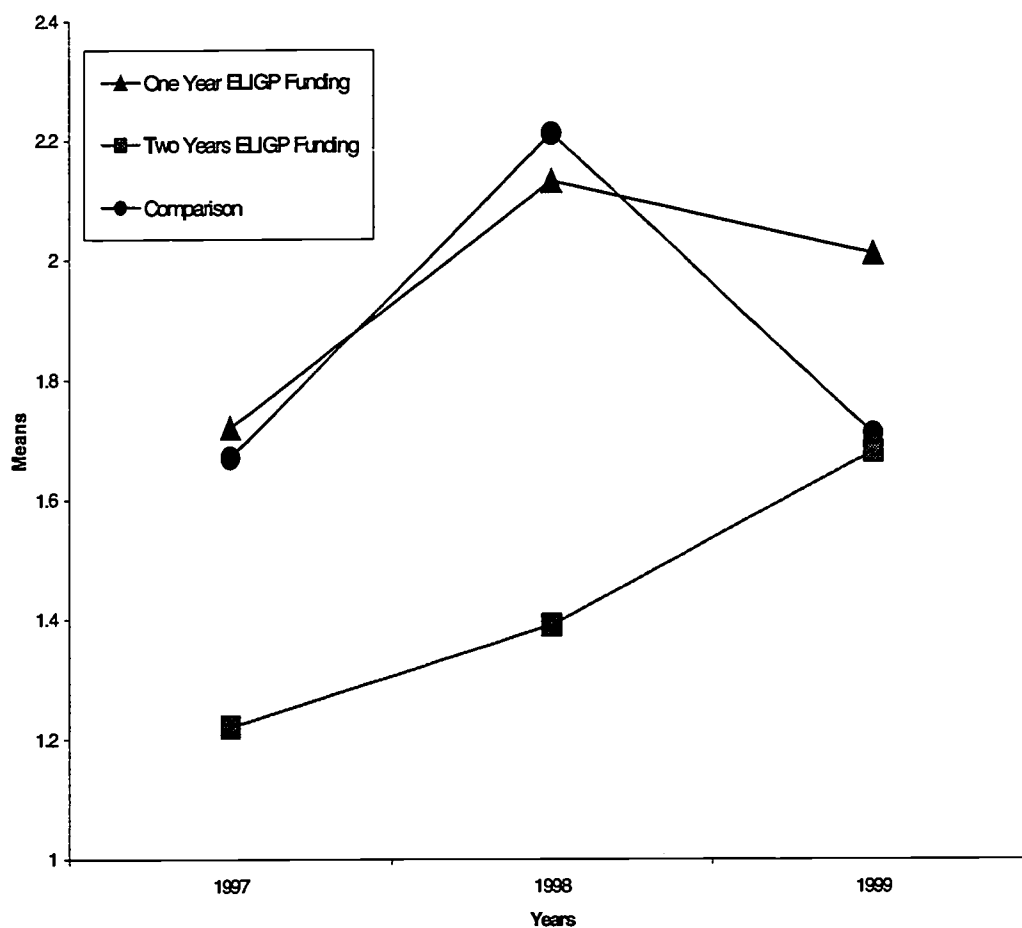
the rate of students in Grades 1-3 referred for special education assessment ranging from 4.1 to 4.8 percent. OELI schools, on the other hand, reported a noticeable increase in referral rates between 1997 and 1998, before ELIGP funding began. In the year of ELIGP funding, rates in OELI schools dropped again to those comparable to Comparison Schools. One possible interpretation is that these schools were reacting to an increase in poor readers in their primary grades by referring a higher percentage of students to special education. With the ELIGP funding, these schools could provide support for those students delayed in developing literacy skills.

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Table 4.4 Referral Rates for ELIGP Project & Comparison Schools, 1998-99

	1997	1998	1999
Reading Recovery			
Number	47	51	69
Mean	4.50	4.80	4.80
Standard Deviation	2.20	2.80	2.70
OELI			
Number	43	42	52
Mean	3.50	4.67	4.29
Standard Deviation	2.47	3.12	2.58
Comparison			
Number	58	61	67
Mean	4.10	4.25	4.23
Standard Deviation	2.90	3.20	3.10

Similar to Retention Rates, there are also indications that schools funded in the second year of ELIGP had a higher percentage of students with reading problems than those funded in the first year, 1997-1998. Schools funded for two years had significantly

Figure 4.3 Referral Rates for ELIGP Project & Comparison Schools 1998-99
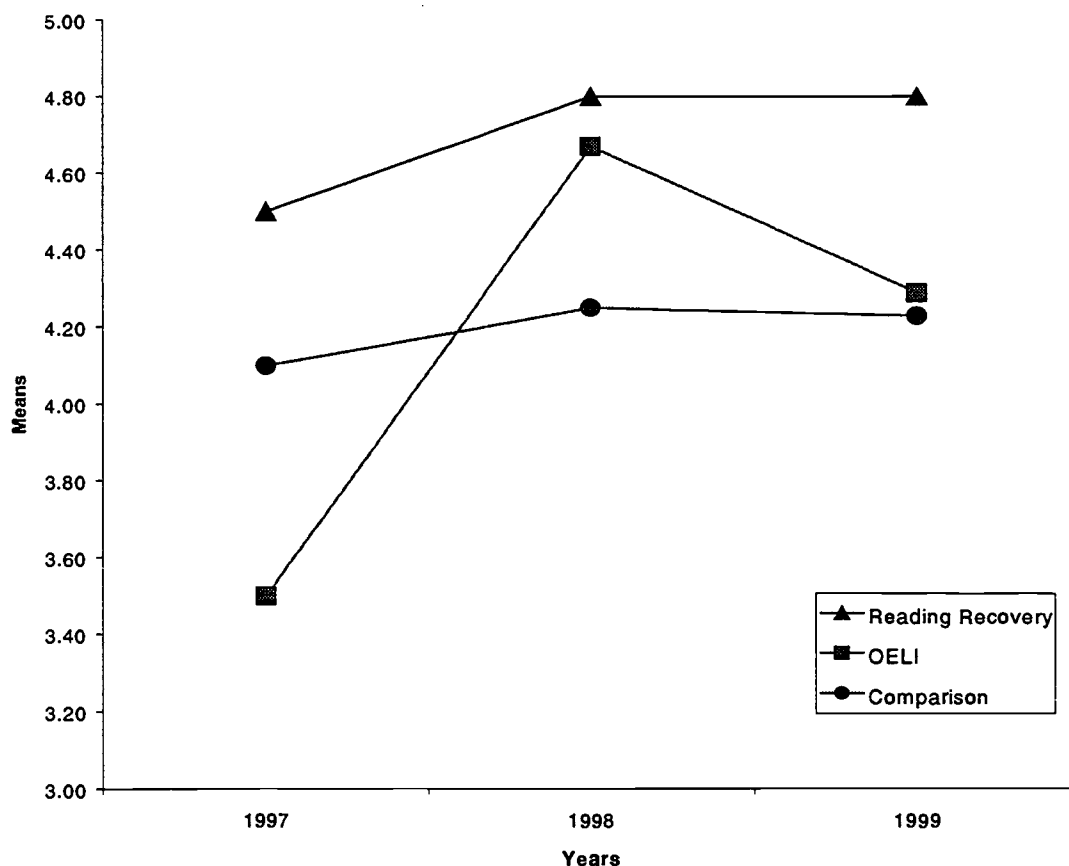
lower referral rates both before and after ELIGP funding than schools funded for the first

time in 1998-99 (See Table 4.5, Figure 4.4).

Table 4.5 Referral Rates ELIGP Schools: One and Two Year Comparisons for Schools
Funded 1998-99

	1997	1998	1999
One Year ELIGP Funding			
Number	71	76	84
Mean	4.33	4.98	5.01
Standard Deviation	2.42	2.91	2.64
Two Year ELIGP Funding			
Number	30	28	48
Mean	3.26*	4.04	3.95*
Standard Deviation	3.05	3.04	2.64
Comparison			
Number			
Mean	58	61	67
Standard	4.05	4.25	4.20
Deviation	2.91	3.19	3.04

*   Significantly lower than one year Funded Schools at p < .05.

Figure 4.4 Referral Rates ELIGP Project Schools: One and Two Year
Comparisons
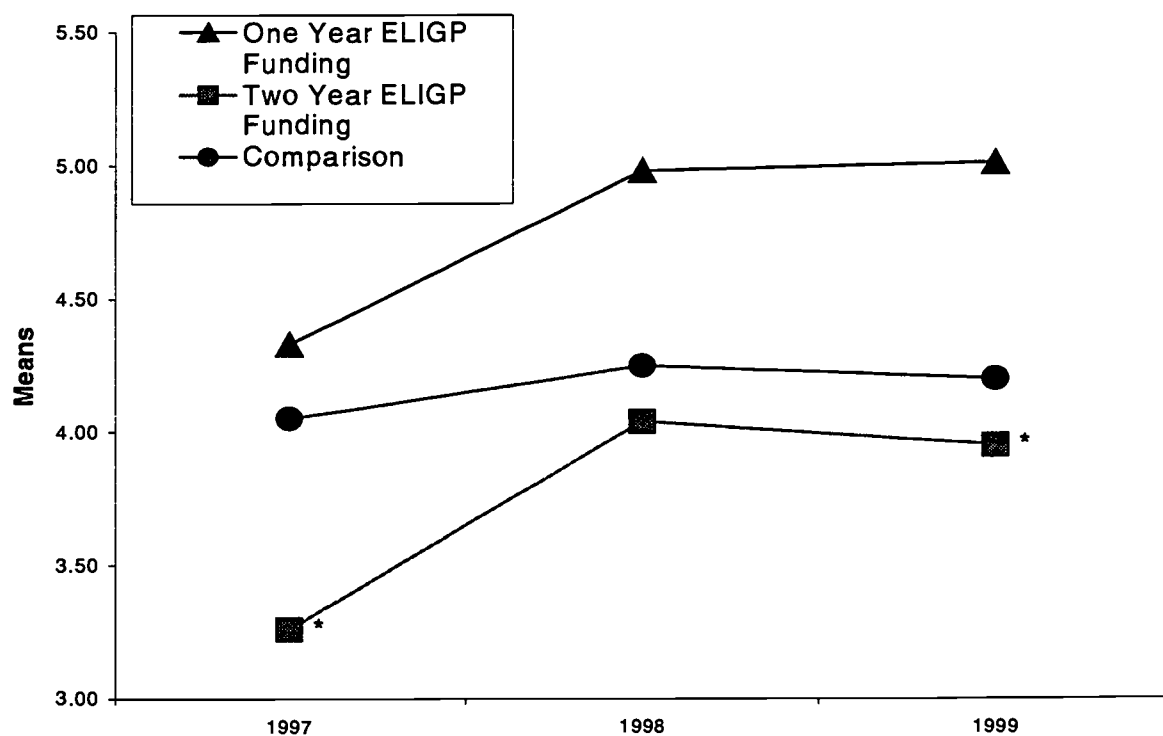
Years *Significantly lower than one year Funded Schools at p<.05.

4.4   Conclusions and Summary of Outcomes

Rates of grade retention and referrals for special education are two indicators of the impact an early literacy program can have on a school. They are particularly useful in early literacy interventions when the common achievement indicator for schools, in this case ISTEP+ scores, are not taken by students until Grade 3, often two to three years after many of them first begin receiving interventions. Both grade retention and special education services are costly and are related to later school failure and drop out. In this chapter, trends in grade retention and referral rates in Reading Recovery®, OELI, and Comparison Schools were analyzed. The results included the following:

- Seventy-seven percent of those students who completed Reading Recovery® did so successfully and were not retained or referred for special education assessment. This is an improvement over the first year of ELIGP funding, where an estimated 74 percent of students completed the program successfully. Since the students in Reading Recovery® represent the lowest achieving 20 percent of Grade 1 students in a school, all of whom were at-risk for reading problems, this suggests that Reading Recovery® has made a significant impact in these schools.

- Funded Schools did not differ significantly from Comparison Schools in either grade retention or referral rates. However, these rates were generally higher for Funded Schools than Comparison Schools before the funding year.

- There are indications that ELIGP funding has contributed to a drop in referrals for special education assessment in OELI schools.

- There are indications that those schools receiving ELIGP funding for both of the funding years had significantly lower retention and referral rates than those funded in the second year, 1998-99, only.

These findings suggest that in the second year, ELIGP targeted schools with a higher percentage of students at-risk for reading problems than in the first year of

funding. The funds for the ELIGP project are targeting those schools with the highest

need for external support. However, because these schools have further to go with their

literacy programs, the impact of ELIGP funding may not be seen as readily after only one

year of the project. Continued monitoring of progress is key to understanding the impact

of this program on these schools.

CHAPTER V

CONCLUSIONS

This report summarizes the results of an impact study of the second year (1998-99) of ELIGP funding on schools. ELIGP was designed to assist schools in their efforts to raise the reading proficiency of students most at-risk for reading failure. In doing so, the IDOE funded 289 schools to support training of Reading Recovery® teachers and to develop other research-based early literacy (OELI) programs. In this study, both Funded and Comparison Schools were surveyed in order to assess program features and literacy outcomes. In addition, Policy Center staff completed case studies of two ELIGP schools: one with Literacy Collaborative and the second with a locally-developed program referred to as Kindergarten - Parents as Partners. In this chapter, the results are summarized and conclusions are drawn in light of Indiana's literacy challenge. Finally, recommendations are made related to further program development and evaluation.

5.1   Implementation of the ELIGP

Approximately $3.3 million was allocated in 1998-99 to Indiana elementary schools to support early literacy intervention programs. Funds supported early literacy programs in 289 schools across the state. Purdue University received $105,000 directly for the instruction of Reading Recovery® trainers who will serve in seven corporations. The remainder of the funds supported Reading Recovery® programs in 173 schools and other early literacy intervention (OELI) programs in 131 schools.[11] The combination of the 262 schools funded in the first year of ELIGP (1997-98) and the schools receiving funding for the first time in 1998-99 represents approximately 36 percent of the elementary schools in Indiana. On average, the schools funded in the second year of the ELIGP involved students with significantly higher rates of poverty and lower overall

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[11] Fifteen schools received funding for both Reading Recovery® and OELI programs, 90 schools received funding for both funding years.

ISTEP language arts scores. The schools that applied for and received grants in the several years of funding had greater proportions of students at-risk for reading difficulties.

In its second year of funding, the ELIGP reached its goal of providing support for literacy instruction, particularly in schools with a higher proportion of students at-risk for reading problems. Compared to the first year, funding in the second year targeted a larger proportion of schools throughout the state. Funds were used for training of Reading Recovery® teachers, purchase of materials, professional development activities, hiring of support staff, and development of parent involvement initiatives. Reading Recovery® is a well-researched tutorial program targeting Grade 1 students at-risk for reading failure. OELI programs tended to be more comprehensive than Reading Recovery® in that a greater proportion of students is targeted[12], and the interventions contain a wider variety of features. Literacy Collaboratives, the first case described in this report, is one example of an OELI program (in this case, one that actually extends Reading Recovery® instruction) of a comprehensive literacy intervention. Not all OELI programs are as large and comprehensive as Literacy Collaboratives, however. The Parents as Partners Program described in this study illustrated how one school identified a specific local need, in this case the lack of a rich literacy environment in area homes. In response, the school developed a program that would provide parents with books to read with their children at home and information about how to maximize the learning in their Paired Reading activity.

5.2 Indiana's Balanced Literacy Programs

Over the course of this two-year study of the impact of ELIGP, all public elementary schools in Indiana received a copy of the survey. Because a representative sample of schools responded, the findings provide a good indication of respondents'

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[12] As noted earlier, Reading Recovery® targets approximately 20 percent of the lowest achieving first graders.

perceptions of practices in their schools. The conclusion can be drawn in both years that Indiana schools in general provide a balanced approach to literacy instruction. The analysis of program features revealed that Indiana schools overall report the use of a variety of literacy approaches that reflect both holistic and skills-based instruction. That is, schools in general repeat time spent both in activities related to decoding outcomes as there is to activities that relate to comprehension and critical literacy.

ELIGP funding adds to literacy programs by supporting a higher frequency of early writing instruction and the reading of authentic whole texts. The ability to individualize a balanced curriculum is also supported by ELIGP through alternatives to whole class instruction such as Cooperative Learning, Ability Grouping, and Child-Initiated Learning Centers. ELIGP programs more often contain features that are holistic (such as Creative/Essay Writing or Trade Books) and less systematic (such as in the use of Basal Readers or Worksheets) and therefore require more technical skills from teachers. These activities are linked more to comprehension, emergent literacy and critical literacy than decoding A (e.g., decoding outside of context) skills. These differences were observed more readily in OELI rather than Reading Recovery® programs. This could be expected, since OELI programs are typically more comprehensive and class-wide than the Reading Recovery® program, which is based on a pullout tutorial. Still, Reading Recovery® schools were examined for these features in case there were residual effects of the program. That is, teachers witness the practice of trainers and attempt to bring that practice and philosophy into the classroom. In general, these effects were not observed in Reading Recovery® schools. However, they are essential components to the Reading Recovery® tutorial itself. Literacy Collaborative provides an example of how the alternative to whole class instruction allows for more individualized instruction and a balance between teacher directed and student directed activities. As students move from small reading groups with their instructor to activity

and media centers, they are continually engaged in literacy instruction that reflects all the variety of literacy outcomes: e.g. decoding, comprehension and critical literacy.

A higher percentage of Funded Schools also reported an increase in the use of Systematic Formative Evaluation. Formative evaluation adds to the adaptability of a school environment, allowing teachers to adjust to the needs of the lowest achieving students in particular. There is no agreed upon curriculum that meets the needs of every student. What a balanced curriculum provides teachers is a variety of approaches that, in combination with the opportunity to adapt to individual students, can meet the needs of more students in their classrooms. This is particularly true for the lowest achieving students, who tend to be less adaptable than students in general. Frequent, systematic evaluation allows teachers to adjust their instruction constantly to reflect the instructional needs of their students. Rather than being driven by a set curriculum, or depending on infrequent, summative evaluation to determine what students have (or have not) learned and move on, Systematic Formative Evaluation allows for a dynamic assessment of student progress and the subsequent adjustment of instructional methods. Often, but not always, this approach allows for a focus on higher-order holistic skills such as reading a passage or writing an essay/story. In the Literacy Collaborative Program described here for example, teachers complete a Daily Running Log reflecting student progress.

Respondents were also asked to rate their philosophy towards literacy instruction in their school. Four continuums were created contrasting key features of holistic and skills-based approaches. This allowed for a more complete description of program philosophy than simply whole language versus phonics approaches. These contrasts include student-directed versus teacher-directed instruction, a prescribed systematic versus child centered/developmental curriculum, code/phoneme emphasized versus meaning/comprehension, and code/phoneme taught within versus outside of context.

As a whole, Indiana schools report a balanced approach to their philosophy towards literacy instruction. There is reportedly a balance between the approaches, with

somewhat more emphasis towards teacher directed instruction, a child centered (i.e. developmental) curriculum, and code/phoneme instruction taught within context. There is considerable variation among schools. The philosophy in ELIGP Kindergarten programs tends to be more student directed and child centered/developmental than in Comparison Schools and for Grades 1-3. This difference in Kindergarten practice reflects current thinking in developmentally appropriate instruction for that grade level. That is, the curriculum reflects the variety of developmental and ability levels found in Kindergarten classrooms, and students are encouraged to become active participants in their own learning. Students are encouraged therefore to develop and internalize learning strategies in a setting that is personally motivating.

5.3   Literacy Outcomes

The ELIGP study was designed to determine the impact of the funding programs on schools rather than individual students. Because many of the programs, specifically Reading Recovery®, target a cohort of students who had not yet reached Grade 3 and therefore would not have taken the Grade 3 ISTEP+ exam, other indicators of progress in literacy skills were examined. These indicators of progress in literacy outcomes include referrals for special education assessment and grade level retention. Many of the early literacy programs evaluated here are designed to assist students at-risk for reading failure so that they will not be retained or require special education. These programs have the potential for either directly addressing the deficits of students at-risk for reading failure or in modifying the classroom environment in such a way so that teachers feel secure that their lowest achieving students are receiving appropriate instruction. Grade retention and special education referrals serve therefore as indicators of the overall effectiveness of an early literacy intervention program. Reductions in referrals for special education (and eventually identification) and retention rates translate directly to savings in state funding of regular education programs. Each student retained in early primary grades costs the

state and districts $4,387[13] in 1998-99. The average state costs for serving students identified as having a learning disability range from $1, 522-$2,577[14] a year. Once students are identified as having a disability, they will most likely receive these services every year until they graduate. Addressing students' difficulties early on, without the need for special education identification, should prove to be a great cost saving to both the state and districts.

Reading Recovery® programs were examined for the number of students who completed the program and of those students, the number who were either referred for special education assessment or retained. Up to 20 percent of Grade 1 students are referred for a Reading Recovery® intervention. All of these students are considered at-risk for reading failure. Of those students who completed Reading Recovery®, 77 percent were successful; e.g. they were not retained or referred for special education assessment. This is an improvement over the first year of ELIGP funding, where it was estimated in this study that 74 percent of students completed the program successfully. Since the students in Reading Recovery® represent the lowest achieving 20 percent of Grade 1 students in a school, all of whom were at-risk for reading problems, this suggests that the ELIGP program, through the funding of Reading Recovery®, has made a significant impact in these schools.

Funded Schools did not differ significantly from Comparison Schools in either grade retention or referral rates, although the rates were generally higher for Funded Schools before funding began. Schools that were funded for this second year had a higher percentage of students identified as having academic difficulties, and did not have the resources to support those students within the regular classroom without retention.

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[13] Based on student funding formula. Source: Indiana DOE.
[14] Based on student count divided by state funding, 1994-95. Source: Indiana DOE Division of Special Education.

Trends in referral rates suggest that the OELI funding may contribute to a reduction in special education referrals. The trends in referral rates indicate there was a pre-funding year increase in referrals in OELI schools, while after one year of funding referral rates dropped down to those similar to Comparison Schools after the initiation of the project. There was a similar trend for OELI schools in retention rate, but the year-to-year difference was not as great as with referrals. These findings reflect the findings in the first-year study, although in the first year referral rates were also significantly lower than in Comparison Schools.

There are indications that those schools receiving ELIGP funding for both of the funding years had significantly lower retention and referral rates than those funded in the second year, 1998-99, only. These findings suggest that ELIGP targeted schools with a higher percentage of students at-risk for reading problems than in the first year of funding. The funds for the ELIGP project are targeting those schools with the highest need for support in school change. However, because these schools have further to go with their literacy programs, the impact of ELIGP funding may not be seen as readily after only one year of the project. Continued monitoring of progress is key to understanding the impact of this program on these schools.

5.4   Parent Involvement and Professional Development

ELIGP funding provided schools increased professional development opportunities. A greater percentage of Funded Schools reported increases in every aspect of professional development. Funded Schools were more likely to have teachers with Certified Training or specialists come to the school to provide training. This suggests that additional resources translate to a high level of expertise being brought to schools. Funded Schools were also much more likely to provide opportunity for between-school teacher Networking and release time for Collaboration through meetings and peer observations. These activities are essential for increasing teacher technical skills,

mentoring, and collaborative problem solving. It is clear that ELIGP funding has contributed to the support of literacy related professional development.

A higher percentage of Funded Schools also reported increases in Book Distribution, Family Literacy Instruction, as well as Parent/Child Paired Reading programs. With these programs, literacy instruction extends beyond the course of the class day into the home. This is particularly important for students in homes where there is little money to spend on books or where the parents themselves have poor literacy skills. In addition, the reported increase in the frequency of parent-teacher conferences suggests a strengthening of home-school communication, a feature found to be a part of effective school programs. These added features, coupled with the added expertise provided by the professional development, are particularly significant in schools with a high percentage of students at-risk for school failure.

The two case studies illustrate the ways in which parents are further involved in their students' literacy instruction. In Literacy Collaborative, inexpensive books are sent home with students when they have completed reading them at school. In that way, parents can continue to support student reading fluency by having their children reread texts they have practiced in their reading groups. Monthly meetings for parents are designed to support family literacy. The entire focus of Parents as Partners Program is family literacy. Books are given to children to take home and parents receive information about enhancing their child's reading skills.

5.5   Summary

The ELIGP program was designed to support schools in their efforts to assist students at-risk for reading failure. In the second year of funding, 1998-99, grants totalling approximately $3.3 million were awarded. One hundred seventy-three schools received funding to support Reading Recovery® programs, and 131 schools received funding for other early literacy interventions (OELI). The key findings in this report for the second year of ELIGP funding can be summarized in the following:

5.5.1 *Schools that were funded in this second year had a greater percentage of students at-risk for reading failure.* Funded Schools had a significantly greater percentage of students from low-income families enrolled in their schools and a greater percentage of students retained and referred for special education assessment than Comparison Schools. In this second year, ELIGP funding targeted higher-risk schools, which was a recommendation made by the Policy Center to the IDOE after the initial implementation study (St. John et. al, 1998). Because these schools have substantially greater needs, comprehensive change may be expected to take relatively longer than in schools with a lower percentage of students at-risk.

5.5.2 *Indiana schools overall reported a balanced approach to literacy instruction.* Schools reported activities related to the systematic direct instruction of skills that support reading such as Phonics instruction, Reading Drills, and Basal Readers. They also reported activities with a higher-order, more holistic focus as the use of Trade Books, Creative/Essay Writing, Reading Aloud and Emergent Spelling. A balanced approach has been linked to literacy gains for early readers.

5.5.3 *ELIGP programming is associated with an enriched literacy environment.* A greater percentage of OELI schools reported more frequent use of, or an increase in the use of, alternatives to whole class instruction such as Ability Groups, Cooperative Learning, and Learning Centers. There was also a greater reported use of Trade Books, Creative/Essay Writing, and Systematic Formative Evaluation. These features are related to higher student engagement, increased writing and comprehension activities, and a more individualized and adaptable environment. Each of these features is associated with literacy gains for students at-risk for reading problems.

5.5.4 *ELIGP funding is associated with an increase in professional development and parent involvement.* While differences in these program features were not significant in 1998-99, a greater percentage of Funded Schools reported increases in the use of certified trainers and specialists, as well as opportunities to collaborate. A higher percentage of

Funded Schools also reported increases in Book Distribution, Family Literacy Instruction, (Parent/Child) Paired Reading programs, and Parent-Teacher Conferences. ELIGP has served to bring a higher level of expertise and a closer home-school connection in these schools.

5.5.5 *The funding resulted in a substantial increase in the number of students receiving Reading Recovery® in the state per school.* Schools reported that of those students completing Reading Recovery® instruction (all of whom were at-risk for reading failure), 77 percent were successful in that they were not referred for special education assessment or retained. Reading Recovery® has been demonstrated through research as an effective means of providing remedial reading instruction to students in Grade 1 who are at-risk for reading failure. Those students who do not succeed through Reading Recovery® have received a comprehensive intervention, and if referred for special education assessment, are more appropriate candidates than those referred simply through teacher nomination.

5.5.6 *There were some indications from examining the trends in OELI schools that ELIGP had the effect of lowering referral rates for special education assessment.* The lowering of special education referrals and eventually identification will save both the state and district significantly in costs for special education services.

5.6   Recommendations

These findings were consistent with those of the first year, 1997-98 impact study. Therefore, our recommendations are consistent with those made in the first year impact study:

> *(1.1)   Continue to identify research-based programs that should be considered by schools seeking funding.*
>
> *(1.2)   Expand the facilitation capacities of universities in Indiana to support early reading and literacy improvement projects.*
>
> *(1.3)   Continue to align selection and award processes for OELI.*

(2.1)   Encourage schools to review their early reading and literacy programs to
develop intervention approaches that build a refined balanced approach.

(2.2)   Integrate an emphasis on early reading and literacy improvement into
other ongoing reforms.

(2.3)   The state should increase the emphasis on ongoing professional
development for elementary teachers focusing on early reading and
literacy improvement.

(3.1)   The IDOE should continue to fund an annual survey of ELIGP program
impact.

(3.2)   Given the lack of confirmatory research on many reading interventions
funded under ELIGP, the state should routinely encourage more site-
based research. Both site evaluations for large projects and systematic
studies of funded projects are needed.

(3.3)   Future analyses of the impact of ELIGP should consider the impact of
funding on improvement in ISTEP+ scores, controlling for the student
background, school characteristics, and other factors.

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Appendix A

List of Funded Projects 1998-1999

List of Funded Projects for 1998-99

Corporation Name	Corp Code	Sch Code	School Name	Project
Anderson Community School Cor	5275	5123	Robinson Elementary School	RR
Anderson Community School Cor	5275	5129	Shadeland Elementary	RR
Anderson Community School Cor	5275	5130	Southview Elementary School	RR
Anderson Community School Cor	5275	4973	Twenty-Fifth Street Elem Sc	RR
Benton Community School Corp	0395	0433	Boswell Elementary School	RR
Benton Community School Corp	0395	0425	Fowler Elementary School	RR
Benton Community School Corp	0395	0441	Oxford Elementary School	RR
Caston School Corporation	2650	2157	Caston Elementary School	RR
Centerville-Abington Com Schs	8360	8983	Centerville Elementary Scho	RR
Centerville-Abington Com Schs	8360	8984	Rose Hamilton Elementary Sc	RR
Clinton Central School Corp	1150	0961	Clinton Central Elem Sch	RR
Concord Community Schools	2270	1721	Concord East Side Elem Sch	RR
Concord Community Schools	2270	1723	Concord Ox-Bow Elementary S	RR
Concord Community Schools	2270	1725	Concord South Side Elem Sch	RR
Concord Community Schools	2270	1729	Concord West Side Elem Scho	RR
Crawfordsville Com Schools	5855	6289	Mollie B Hoover Elem Sch	RR
Culver Community Schools Corp	5455	5928	Culver Elementary School	RR
Culver Community Schools Corp	5455	7029	Monterey Elementary School	RR
Danville Community School Cor	3325	2721	North Elementary School	RR
Eagle-Union Community Sch Cor	0630	0513	Pleasant View Elem School	RR
East Allen County Schools	0255	0085	Harlan Elementary School	RR
East Allen County Schools	0255	0083	Highland Terrace Elem Sch	RR
East Allen County Schools	0255	0281	Hoagland Elementary School	RR
East Allen County Schools	0255	0305	Meadowbrook Elementary Scho	RR
East Allen County Schools	0255	0073	Monroeville School	RR
East Allen County Schools	0255	0309	New Haven Elementary School	RR
East Allen County Schools	0255	0310	Southwick Elementary School	RR
East Allen County Schools	0255	0317	Village Elementary School	RR
East Noble School Corp	6060	6457	Avilla Elem & Middle Sch	RR
East Noble School Corp	6060	6473	Laotto Elementary School	RR
Eastern-Howard School Corp	3480	2909	Eastern Elementary School	RR
Elkhart Community Schools	2305	1765	Beardsley Elementary School	RR
Elkhart Community Schools	2305	1769	Beck Elementary School	RR
Elkhart Community Schools	2305	1693	Bristol Elementary School	RR
Elkhart Community Schools	2305	1617	Cleveland Elementary School	RR
Elkhart Community Schools	2305	1773	Daly Elementary School	RR
Elkhart Community Schools	2305	1817	Woodland Elementary School	RR
Evansville-Vanderburgh Sch Co	7995	8261	Caze Elementary School	RR
Evansville-Vanderburgh Sch Co	7995	8265	Cedar Hall Elementary Schoo	RR
Evansville-Vanderburgh Sch Co	7995	8285	Delaware Elementary School	RR
Evansville-Vanderburgh Sch Co	7995	8293	Fairlawn Elementary School	RR
Evansville-Vanderburgh Sch Co	7995	8309	Harper Elementary School	RR
Evansville-Vanderburgh Sch Co	7995	8281	John M Culver Elem Sch	RR

Evansville-Vanderburgh Sch Co	7995	8251	Lincoln Elementary School	RR
Evansville-Vanderburgh Sch Co	7995	8329	Lodge Elementary School	RR
Fayette County School Corp	2395	1909	Frazee Elementary School	RR
Franklin Community School Cor	4225	3461	Northwood Elementary School	RR
Franklin County Com Sch Corp	2475	2125	Brookville Elementary Schoo	RR
Franklin County Com Sch Corp	2475	2082	Laurel School	RR
Frankton-Lapel Community Schs	5245	5009	Frankton Elementary School	RR
Frankton-Lapel Community Schs	5245	4993	Leach Elementary School	RR
Gary Community School Corp	4690	4117	Alain L Locke Elementary Sc	RR
Gary Community School Corp	4690	4065	Brunswick Elementary School	RR
Gary Community School Corp	4690	4081	Charles R Drew Elementary	RR
Gary Community School Corp	4690	4161	George Washington Elem Scho	RR
Gary Community School Corp	4690	4137	Horace S Norton Elem Sch	RR
Gary Community School Corp	4690	4104	Jefferson Elementary School	RR
Gary Community School Corp	4690	4157	John H Vohr Elementary Scho	RR
Gary Community School Corp	4690	4087	Spaulding Elementary School	RR
Goshen Community Schools	2315	1833	Chandler Elementary School	RR
Goshen Community Schools	2315	1641	Waterford Elementary School	RR
Goshen Community Schools	2315	1849	West Goshen Elementary Scho	RR
Greater Clark County Schools	1010	0865	Bridgepoint Elem Sch	RR
Greater Clark County Schools	1010	0825	Jonathan Jennings Elem Sch	RR
Greater Clark County Schools	1010	0829	Pleasant Ridge Elem Sch	RR
Greater Clark County Schools	1010	0871	Riverside Elementary School	RR
Greater Clark County Schools	1010	0877	Spring Hill Montessori Scho	RR
Greater Clark County Schools	1010	0761	Thomas Jefferson Elem Sch	RR
Greensburg Community Schools	1730	1277	Billings Elementary School	RR
Griffith Public Schools	4700	4171	Beiriger Elementary School	RR
Hamilton Community Schools	7610	7889	Hamilton Community Elem Sch	RR
Huntington Co Com Sch Corp	3625	3073	Horace Mann Elementary Scho	RR
Indianapolis Public Schools	5385	5581	Parkview School 81	RR
Indianapolis Public Schools	5385	5565	Raymond F Brandes School 65	RR
Jay School Corp	3945	3247	Redkey Elementary School	RR
Jennings County Schools	4015	3361	Graham Creek Elementary Sch	RR
Jennings County Schools	4015	3385	Hayden Elementary School	RR
Jennings County Schools	4015	3397	North Vernon Elem Sch	RR
Kankakee Valley School Corp	3785	3184	Demotte Elementary School	RR
Kankakee Valley School Corp	3785	3197	Wheatfield Elementary Schoo	RR
Lakeland School Corporation	4535	3745	Lima-Brighton Elementary	RR
Lakeland School Corporation	4535	3731	Parkside Elementary School	RR
LaPorte Community School Corp	4945	4767	Riley Elementary School	RR
Loogootee Community Sch Corp	5525	5997	Loogootee West Elem Sch	RR
M S D Lawrence Township	5330	5285	Crestview Elementary School	RR
M S D North Posey Co Schools	6600	6985	North Elementary School	RR
M S D Perry Township	5340	5337	Abraham Lincoln Elem Sch	RR
M S D Perry Township	5340	5325	Clinton Young Elem Sch	RR
M S D Perry Township	5340	5338	Douglas MacArthur Elem Scho	RR
M S D Perry Township	5340	5333	Glenns Valley Elem Sch	RR
M S D Perry Township	5340	5345	Homecroft Elementary School	RR
M S D Perry Township	5340	5322	Mary Bryan Elementary Sch	RR
M S D Perry Township	5340	5347	Southport Elementary School	RR
M S D Perry Township	5340	5321	William Henry Burkhart Elem	RR
M S D Perry Township	5340	5351	Winchester Village Elementa	RR

M S D Pike Township	5350	5357	Central Elementary School	RR
M S D Pike Township	5350	5358	Eagle Creek Elementary Scho	RR
M S D Steuben County	7615	7897	Carlin Park Elementary Scho	RR
M S D Steuben County	7615	7901	Hendry Park Elementary Scho	RR
M S D Wabash County Schools	8050	8657	Sharp Creek Elementary Scho	RR
M S D Wabash County Schools	8050	8656	Southwood Elementary School	RR
M S D Warren Township	5360	5373	Grassy Creek Elementary Sch	RR
M S D Warren Township	5360	5371	Heather Hills Elementary Sc	RR
M S D Warren Township	5360	5377	Lowell Elementary School	RR
M S D Warren Township	5360	5386	Pleasant Run Elementary Sch	RR
Marion Community Schools	2865	2409	Frances Slocum Elem Sch	RR
Marion Community Schools	2865	2401	Lincoln Elementary School	RR
Michigan City Area Schools	4925	4811	Mullen Elementary School	RR
Monroe Central School Corp	6820	7152	Monroe Central Elem School	RR
Monroe County Com Sch Corp	5740	6185	Broadview Elementary School	RR
Monroe County Com Sch Corp	5740	6189	Clear Creek Elementary Scho	RR
Monroe County Com Sch Corp	5740	6157	Grandview Elementary School	RR
Monroe County Com Sch Corp	5740	6134	Lakeview Elementary School	RR
Monroe County Com Sch Corp	5740	6225	Templeton Elementary School	RR
Muncie Community Schools	1970	1485	Longfellow Elementary Schoo	RR
Muncie Community Schools	1970	1515	Washington-Carver Elem Sch	RR
New Albany-Floyd Co Con Sch	2400	1939	Pine View Elementary School	RR
New Albany-Floyd Co Con Sch	2400	1985	Silver Street Elementary Sc	RR
New Castle Community Sch Corp	3445	2847	Parker Elementary School	RR
North Adams Community Schools	0025	0041	Southeast Elementary School	RR
North Gibson School Corp	2735	2257	Lowell Elementary School	RR
North Judson-San Pierre Sch C	7515	7851	Liberty Elementary School	RR
North Knox School Corp	4315	3521	North Knox Central Elementa	RR
North Lawrence Com Schools	5075	4885	Dollens Elementary School	RR
North Lawrence Com Schools	5075	4857	Fayetteville Elementary Sch	RR
North Lawrence Com Schools	5075	4873	Heltonville Elementary Scho	RR
North Lawrence Com Schools	5075	4909	Lincoln Elementary School	RR
North Lawrence Com Schools	5075	4865	Needmore Elementary School	RR
North Lawrence Com Schools	5075	4917	Parkview Primary School	RR
North Lawrence Com Schools	5075	4889	Shawswick Elementary School	RR
North Lawrence Com Schools	5075	4869	Springville Elementary Scho	RR
Northeast School Corp	7645	7913	Dugger Elementary School	RR
Northeast School Corp	7645	7925	Shelburn Elementary School	RR
Northern Wells Com Schools	8435	9081	Ossian Elementary	RR
Northwest Allen County School	0225	0069	Arcola School	RR
Northwestern Con School Corp	7350	7691	Triton Elementary School	RR
Paoli Community School Corp	6155	6587	Throop Elementary School	RR
Porter Township School Corp	6520	6837	Boone Grove Elementary Scho	RR
Prairie Heights Com Sch Corp	4515	3686	Prairie Heights Elem Sch	RR
Randolph Southern School Corp	6805	7113	Randolph Southern Elem Sch	RR
Rensselaer Central School Cor	3815	3213	Monnett Elementary School	RR
Rush County Schools	6995	7253	Arlington Elem Sch	RR
School City of Mishawaka	7200	7489	Mary Phillips Elem Sch	RR
School City of Mishawaka	7200	7493	North Side Elementary Schoo	RR
School Town of Munster	4740	4341	Ernest R Elliott Elem Sch	RR
School Town of Munster	4740	4337	James B Eads Elementary Sch	RR
Seymour Community Schools	3675	3135	Margaret R Brown Elem Sch	RR

Seymour Community Schools	3675	3157	Seymour-Redding Elem Sch	RR
Shoals Community School Corp	5520	5989	Shoals Community Elem Schoo	RR
South Newton School Corp	5995	6431	South Newton Elementary Sch	RR
South Putnam Community School	6705	7055	Central Elementary School	RR
South Putnam Community School	6705	7057	Fillmore Elementary School	RR
South Putnam Community School	6705	7073	Reelsville Elementary Schoo	RR
Southwest Parke Com Sch Corp	6260	6629	Montezuma Elementary School	RR
Southwest Parke Com Sch Corp	6260	6621	Rosedale Elementary School	RR
Spencer-Owen Community School	6195	6617	Spencer Elementary School	RR
Sunman-Dearborn Com Sch Corp	1560	1189	North Dearborn Elem Sch	RR
Tell City-Troy Twp School Cor	6350	6749	William Tell Elementary	RR
Tippecanoe School Corp	7865	8042	Klondike Elementary School	RR
Tippecanoe Valley School Corp	4445	3603	Mentone Elementary School	RR
Vincennes Community Sch Corp	4335	3509	Benjamin Franklin Elem Scho	RR
Vincennes Community Sch Corp	4335	3581	Frances Vigo Elementary Sch	RR
Vincennes Community Sch Corp	4335	3573	James Whitcomb Riley Elem S	RR
Vincennes Community Sch Corp	4335	3577	Tecumseh-Harrison Elem Sch	RR
Vincennes Community Sch Corp	4335	3585	Washington Elementary Schoo	RR
Wa-Nee Community Schools	2285	1747	Woodview Elem School	RR
Warsaw Community Schools	4415	3589	Claypool Elementary School	RR
Warsaw Community Schools	4415	3610	Harrison Elementary School	RR
Warsaw Community Schools	4415	3609	Silver Lake Elementary Scho	RR
Wawasee Community School Corp	4345	3625	North Webster Elementary Sc	RR
Wawasee Community School Corp	4345	3637	Syracuse Elementary School	RR
Western Boone Co Com Sch Dist	0615	0537	Thorntown Elem School	RR
Westfield-Washington Schools	3030	2494	Carey Ridge Elementary Scho	RR
Westfield-Washington Schools	3030	2492	Shamrock Springs Elementary	RR
Westfield-Washington Schools	3030	2495	Washington Elementary Schoo	RR
M S D Washington Township	5370	5406	Crooked Creek Elementary Sc	PREKIN
New Castle Community Sch Corp	3445	2849	James Whitcomb Riley Elem S	PREKIN
New Castle Community Sch Corp	3445	2844	New Castle Area Vocational School	PREKIN
Crawfordsville Com Schools	5855	6285	John Beard Elementary Schoo	PREK
Indianapolis Public Schools	5385	5498	Cold Spring School	PREK
Indianapolis Public Schools	5385	5514	Washington Irving School 14	PREK
Lafayette School Corporation	7855	8104	Thomas Miller Elementary Sc	PREK
Lake Station Community School	4680	3985	Carl J Polk Elementary Scho	PREK
Michigan City Area Schools	4925	4814	Michigan City Alternative H	PREK
New Albany-Floyd Co Con Sch	2400	1949	Fairmont Elementary School	PREK
New Castle Community Sch Corp	3445	2847	Parker Elementary School	PREK
Eastern Pulaski Com Sch Corp	6620	6994	Eastern Pulaski Elem Sch	OELIK
Eastern Sch Dist of Greene Co	2940	2433	Eastern District Elem Schoo	OELIK
Southwestern-Jefferson Co Con	4000	3341	Southwestern Elementary Sch	OELIK
Anderson Community School Cor	5275	4963	Greenbriar Elementary Schoo	OELI
Anderson Community School Cor	5275	5113	North Anderson Elementary S	OELI
Avon Community School Corp	3315	2739	Pine Tree Elem Sch	OELI
Avon Community School Corp	3315	2735	Sycamore Elem Sch	OELI
Avon Community School Corp	3315	2734	White Oak Elem Sch	OELI
Bartholomew Con School Corp	0365	0371	L Frances Smith Elem School	OELI
Bartholomew Con School Corp	0365	0345	Lincoln Elementary School	OELI
Bartholomew Con School Corp	0365	0357	Parkside Elementary School	OELI
Blue River Valley Schools	3405	2803	Blue River Valley Elem Sch	OELI
Community Schools of Frankfor	1170	1009	James Whitcomb Riley Elem S	OELI

Community Schools of Frankfor	1170	1001	Samuel P Kyger Elem Sch	OELI
Community Schools of Frankfor	1170	1013	South Side Elementary Schoo	OELI
Community Schools of Frankfor	1170	1020	Suncrest Elementary Sch	OELI
East Allen County Schools	0255	0085	Harlan Elementary School	OELI
East Allen County Schools	0255	0083	Highland Terrace Elem Sch	OELI
East Allen County Schools	0255	0281	Hoagland Elementary School	OELI
East Allen County Schools	0255	0073	Monroeville School	OELI
East Allen County Schools	0255	0309	New Haven Elementary School	OELI
East Allen County Schools	0255	0289	Woodburn Elementary School	OELI
Elkhart Community Schools	2305	1769	Beck Elementary School	OELI
Elkhart Community Schools	2305	1777	Hawthorne Elementary School	OELI
Elkhart Community Schools	2305	1673	Osolo Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8261	Caze Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8376	Daniel Wertz Elementary Sch	OELI
Evansville-Vanderburgh Sch Co	7995	8289	Dexter Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8309	Harper Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8353	Howard Roosa Elementary Sch	OELI
Evansville-Vanderburgh Sch Co	7995	8229	Scott Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8321	Stockwell Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8357	Stringtown Elementary Schoo	OELI
Evansville-Vanderburgh Sch Co	7995	8361	Tekoppel Elementary School	OELI
Evansville-Vanderburgh Sch Co	7995	8365	Vogel Elementary School	OELI
Fort Wayne Community Schools	0235	0141	Adams Elementary School	OELI
Fort Wayne Community Schools	0235	0265	Washington Elem School	OELI
Franklin Township Com Sch Cor	5310	5201	Acton Elementary School	OELI
Franklin Township Com Sch Cor	5310	5202	Arlington Elementary School	OELI
Franklin Township Com Sch Cor	5310	5205	Bunker Hill Elementary Scho	OELI
Franklin Township Com Sch Cor	5310	5200	Mary Adams Elem Sch	OELI
Franklin Township Com Sch Cor	5310	5209	Wanamaker Elementary School	OELI
Gary Community School Corp	4690	4104	Jefferson Elementary School	OELI
Lafayette School Corporation	7855	8119	Amelia Earhart Elem Sch	OELI
Lafayette School Corporation	7855	8089	Edgelea Elementary School	OELI
Lafayette School Corporation	7855	8105	Murdock Elementary School	OELI
Lake Central School Corp	4615	3839	George Bibich Elementary Sc	OELI
Lake Central School Corp	4615	4349	Homan Elementary School	OELI
Lake Central School Corp	4615	3840	James H Watson Elem Sch	OELI
Lake Central School Corp	4615	3837	Kolling Elementary School	OELI
Lake Central School Corp	4615	4351	Peifer Elementary School	OELI
Lake Central School Corp	4615	3843	Protsman Elementary School	OELI
M S D Warren Township	5360	5370	Hawthorne Elementary School	OELI
M S D Washington Township	5370	5421	Harcourt Elementary School	OELI
M S D Wayne Township	5375	5274	Chapelwood Elementary Schoo	OELI
M S D Wayne Township	5375	5223	Maplewood Elementary School	OELI
M S D Wayne Township	5375	5257	McClelland Elementary Schoo	OELI
M S D Wayne Township	5375	5261	Rhoades Elementary School	OELI
Michigan City Area Schools	4925	4805	Edgewood Elementary School	OELI
Mill Creek Community Sch Corp	3335	2677	Mill Creek West Elementary	OELI
Nettle Creek School Corp	8305	8989	Hagerstown Elementary Schoo	OELI
New Albany-Floyd Co Con Sch	2400	1974	Mount Tabor School	OELI
North Gibson School Corp	2735	2257	Lowell Elementary School	OELI
North Miami Community Schools	5620	6051	North Miami Elem School	OELI
Northwest Allen County School	0225	0069	Arcola School	OELI

Northwest Allen County School	0225	0087	Hickory Center	OELI
Northwest Allen County School	0225	0089	Huntertown Elementary Schoo	OELI
Northwest Allen County School	0225	0094	Oak View Elementary School	OELI
Northwest Allen County School	0225	0092	Perry Hill Elementary Schoo	OELI
Peru Community Schools	5635	6105	Lincoln Elementary School	OELI
Randolph Central School Corp	6825	7146	Deerfield Elementary School	OELI
Randolph Central School Corp	6825	7133	O R Baker Elementary School	OELI
Randolph Central School Corp	6825	7145	Willard Elem School	OELI
Randolph Eastern School Corp	6835	7164	North Side Elementary Schoo	OELI
School City of East Chicago	4670	3945	Abraham Lincoln Elem Sch	OELI
School City of East Chicago	4670	3933	Benjamin Franklin Elem Sch	OELI
School City of East Chicago	4670	3941	Benjamin Harrison Elem Sch	OELI
School City of East Chicago	4670	3937	Carrie Gosch Elem Sch	OELI
School City of East Chicago	4670	3929	Eugene Field Elem Sch	OELI
School City of East Chicago	4670	3961	George Washington Elem Scho	OELI
School City of East Chicago	4670	3953	William McKinley Elem Sch	OELI
School Town of Speedway	5400	5897	Carl G Fisher Elem School 1	OELI
Seymour Community Schools	3675	3105	Cortland Elementary School	OELI
Seymour Community Schools	3675	3141	Emerson Elementary School	OELI
Seymour Community Schools	3675	3135	Margaret R Brown Elem Sch	OELI
Seymour Community Schools	3675	3153	Seymour-Jackson Elem Sch	OELI
Seymour Community Schools	3675	3157	Seymour-Redding Elem Sch	OELI
South Newton School Corp	5995	6431	South Newton Elementary Sch	OELI
Union Co/Clg Corner Joint Sch	7950	8213	Union Elementary School	OELI
Vigo County School Corp	8030	8510	Adelaide De Vaney Elem Sch	OELI
Vigo County School Corp	8030	8537	Blanche E Fuqua Elem Sch	OELI
Vigo County School Corp	8030	8505	Davis Park Elementary Schoo	OELI
Vigo County School Corp	8030	8609	West Vigo Elementary School	OELI
Washington Com Schools Inc	1405	1133	Helen Griffith Elem Sch	OELI
West Noble School Corporation	6065	6510	West Noble Elementary Schoo	OELI
Whiting School City	4760	4361	Nathan Hale Elementary Scho	OELI
Whitley Co Cons Schools	8665	9179	Coesse School	OELI
Whitley Co Cons Schools	8665	9196	Mary Raber Elementary Schoo	OELI
Whitley Co Cons Schools	8665	9186	Northern Heights	OELI
Whitley Co Cons Schools	8665	9167	Washington Center Sch	OELI
Fayette County School Corp	2395	1913	Grandview Elementary School	FDK
Fayette County School Corp	2395	1917	Maplewood Elementary School	FDK
M S D Decatur Township	5300	5192	Decatur Learning Aca	FDK
Madison Consolidated Schools	3995	3317	Canaan Elementary School	FDK
Madison Consolidated Schools	3995	3301	Deputy Elementary School	FDK
Madison Consolidated Schools	3995	3305	Dupont Elementary School	FDK
Madison Consolidated Schools	3995	3329	Lydia Middleton Elem Sch	FDK

Appendix B

The Early Literacy Intervention Survey

Early Literacy Intervention Survey

Please fill in all bubbles completely using a Number 2 Pencil
Erase cleanly any mark you wish to change
Make no stray marks

USE NO. 2 PENCIL ONLY

Right Marks　●●●　　**Wrong Marks**　⊘⊗⊜⊙

The position(s) of the person(s) completing this survey is (are):

Principal　　　　　　　　　　　　　　　　○　　Reading Specialist　　　　　　　　　　○
Assistant Principal　　　　　　　　　　○　　Other (please state) _____　○
Teacher　　　　　　　　　　　　　　　　○

PART I.　　Background on Early Primary Reading Programs

1. Please indicate by marking if your school had any of these programs in the following years:

Title of Intervention	School year 2 years prior to current year	School year prior to current year	Current year (School year just ending)
Reading Recovery	○	○	○
Success for All	○	○	○
Literacy Collaborative (formerly Early Literacy Learning Initiative [ELLI])	○	○	○
Full Day Kindergarten	○	○	○
First Steps	○	○	○
Title I (Reading)	○	○	○
Even Start	○	○	○
Accelerated Schools	○	○	○
Four-Block Method	○	○	○
Literacy Groups (Reading Recovery)	○	○	○
Early Success	○	○	○
Other Early Literacy Program (please list)	○	○	○

Special Instructions for Entering Numbers

Question 3 in Part I and all questions in Part IV ask you to write and bubble the actual number of minutes (question 3) or the actual number of students (Part IV).

Question 3 contains three columns of ovals in each response field. You can enter a one-, two-, or three- digit number. If you enter a three-digit number, for example 789, write each digit in one of the boxes at the top of the column and bubble in the corresponding oval in each column.

If you enter a two-digit number, precede your value with a zero. For example, 89 is entered as 089. Bubble in the corresponding ovals in each column.

If you enter a one-digit number, place two zeros before your number. For example, 9 is entered as 009. Bubble the corresponding ovals in each column.

Use the same method of recording your responses in Part IV.

2. Do you have a school policy regarding the minimum amount of time spent on <u>reading</u> instruction per day?

　Yes ○　　　　　No ○

　If yes, describe your school's policy. _____
　_____
　_____
　_____

3. What is the average amount of time per day spent on <u>reading</u> instruction in your school for the following grade levels?

Grade Level			
Time per day (Minutes)			
Kindergarten	1st grade	2nd grade	3rd grade

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Full Text Provided by ERIC

Instructions: Please fill in the appropriate bubbles to indicate the extent to which the following features were used as part of the early literacy program in your school during the following years.

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. Ability Grouping Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Students assigned to groups based on ability.
2. Basal Readers Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Series of graded readers.
3. Child-initiated Learning Centers Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Materials kept in central area, allowing children to choose materials that interest them.
4. Independent Reading Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Students read silently from materials they choose.
5. One-on-one Tutorial Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Staff provides one-to-one instruction to student.
6. "Pullout" Instruction Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Students leave their regular classroom for specialized instruction in another room.
7. Small Groups Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Students work together in small groups led by teacher, paraprofessional, or student.
8. Systematic, Formative Evaluation Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Students are tested frequently to monitor literacy gains.
9. Trade Books Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	○	○	○	○	○	○	○	○	○	○	Uses literature-based books as the basis for reading instruction.

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. Big Books Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Oversized books students read together in class.
2. Cooperative Learning Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Students work in groups toward common and/or individual goals.
3. Creative Writing and/or Essays Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Students write stories on their own or with some guidance.
4. Drama Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Students stage a written selection, interacting with the text in the process.
5. Emergent Spelling Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Students encouraged to write before mastering spelling rules.
6. Paired Reading Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Pairs read to each other and are encouraged to help each other.
7. Phonics Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Direct, explicit instruction in sound-letter correspondences.
8. Reading Aloud Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Teachers read stories and other texts aloud to their students.
9. Reading Drills Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Directly instructing students on reading sub-skills, using directly-targeted, repetitive, and analytic exercises.
10. Worksheets/Work books Kindergarten 1st Grade 2nd Grade 3rd Grade	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	○○○○	Students fill out worksheets as part of the reading program.

C. Professional Development

Instructions: Please fill in the appropriate bubbles to indicate whether the following features were used as part of the early literacy program in your school during the following years.

Program Feature	Previous Year Extent of Use				Current Year Extent of Use				Description of Feature
	Kindergarten	1st Grade	2nd Grade	3rd Grade	Kindergarten	1st Grade	2nd Grade	3rd Grade	
1. Certified Training	○	○	○	○	○	○	○	○	Instructors in reading program are *required* to have reading specialist certification or other official affiliation.
2. Certified Specialist	○	○	○	○	○	○	○	○	A certified specialist comes to the school to assist with training of teachers and other participants.
3. In-service Workshops	○	○	○	○	○	○	○	○	Teacher-attended workshop at the school provided by a topical expert.
4. Networking	○	○	○	○	○	○	○	○	Teachers meet with teachers from other schools who are involved in similar literacy approaches.
5. Opportunity for Collaboration	○	○	○	○	○	○	○	○	Teachers have release time for meetings, peer observations, etc.

D. Parent Involvement

Program Feature	Previous Year Extent of Use				Current Year Extent of Use				Description of Feature
	Kindergarten	1st Grade	2nd Grade	3rd Grade	Kindergarten	1st Grade	2nd Grade	3rd Grade	
1. Book Distribution	○	○	○	○	○	○	○	○	Distributes books to households that may have limited reading materials.
2. Family Literacy	○	○	○	○	○	○	○	○	Literacy instruction provided to parents.
3. Paired Reading	○	○	○	○	○	○	○	○	Parents help children with reading.
4. Parent Conferences	○	○	○	○	○	○	○	○	Teachers meet with parents to discuss student progress.
5. Parent Volunteers	○	○	○	○	○	○	○	○	Parents volunteer their time to help directly in instruction.

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PART III. Implemented Philosophy

Please indicate on the following scale (See Example) the beliefs that best reflect your school's philosophy towards early literacy instruction for each year, K–3.

Example: The following would indicate a slightly higher emphasis on teacher directed instruction, compared to student directed instruction.

Teacher Directed   ←○ ● ○ ○ ○→   **Student Directed**

Teacher Directed ←————————————————————▷ **Student Directed**

Teacher actively engaged in direct instruction with students, providing information, selecting topics and materials, as well as setting the pace of instruction, student response and practice.	K	←○	○	○	○	○→
	1st	←○	○	○	○	○→
	2nd	←○	○	○	○	○→
	3rd	←○	○	○	○	○→

Students encouraged to take charge of their own education, to choose from a variety of literacy activities and/or materials, work independently or with peers to create their own interpretations and discover general rules.

Child Centered/ Developmental ←————————————————————▷ **Prescribed/Systematic**

Curriculum content and pace are determined by the individual child's developmental level and needs, including the child's concepts of grammar and linguistics.	K	←○	○	○	○	○→
	1st	←○	○	○	○	○→
	2nd	←○	○	○	○	○→
	3rd	←○	○	○	○	○→

Curriculum content and pace is pre-determined and based on child's age and/or grade level.

Code/Phoneme Emphasized ←————————————————————▷ **Meaning/Comprehension Emphasized**

Reading instruction focuses primarily on decoding individual word sounds (phonemes) and learning phonological rules.	K	←○	○	○	○	○→
	1st	←○	○	○	○	○→
	2nd	←○	○	○	○	○→
	3rd	←○	○	○	○	○→

Reading instruction focuses primarily on gaining meaning from text rather than on decoding individual sounds (phonemes) and learning phonological rules.

Code/Phonemes Most Effectively Taught Outside of Context ←————————————————————▷ **Code/Phonemes Most Effectively Taught Within Context**

Decoding of individual word sounds (phonemes) and phonological rules are best learned when words are isolated from text (such as sentences or paragraphs).	K	←○	○	○	○	○→
	1st	←○	○	○	○	○→
	2nd	←○	○	○	○	○→
	3rd	←○	○	○	○	○→

Decoding of individual word sounds (phonemes) and phonological rules are best learned when words are presented within meaningful text (such as sentences or paragraphs).

Instructions: Please provide the following information about your school for the following years.

1. Using the year-date table below, please indicate the <u>enrollment</u> on the appropriate dates in your school for each of the grade levels. [Each date indicated is a day on which numbers were collected for average daily membership. However, some schools' actual enrollment may differ from the count of average daily membership.]

Year	Date
1996	9/13
1997	9/12
1998	9/18
1999	9/17
2000	9/15
2001	9/14
2002	9/13
2003	9/12

2 Years Prior

Kindergarten	1st grade	2nd grade	3rd grade

Prior Year

Kindergarten	1st grade	2nd grade	3rd grade

Current Year

Kindergarten	1st grade	2nd grade	3rd grade

2. Please indicate the number of classrooms in the school for each of the grade levels in the school years listed below.

2 Years Prior

Kindergarten	1st grade	2nd grade	3rd grade

Prior Year

Kindergarten	1st grade	2nd grade	3rd grade

Current Year

Kindergarten	1st grade	2nd grade	3rd grade

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3. List the number of each of the following:

Total number of referrals for special education assessment:

K			1st – 3rd		
2 Years Prior	Prior Year	Current Year	2 Years Prior	Prior Year	Current Year

(bubble grids 0–9, two columns each)

Total number of grade retentions:

K			1st – 3rd		
2 Years Prior	Prior Year	Current Year	2 Years Prior	Prior Year	Current Year

(bubble grids 0–9, two columns each)

Total number of kindergarten students referred for developmental or transitional 1st grade or transitional kindergarten:

2 Years Prior	Prior Year	Current Year	2 Years Prior	Prior Year	Current Year

(bubble grids 0–9, two columns each)

4. If your school had Reading Recovery in any of these school years, please indicate the number of students receiving Reading Recovery lessons, the number completing the program, and the number still enrolled in the school.

2 Years Prior	Prior Year	Current Year
a. Had Reading Recovery	a. Had Reading Recovery	a. Had Reading Recovery

(bubble grids 0–9, two columns each)

4. (Continued)

2 Years Prior	Prior Year	Current Year

b. Number of students who received at least one lesson

2 Years Prior:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Prior Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Current Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

c. Number of students completing Reading Recovery lessons

2 Years Prior:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Prior Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Current Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

d. Number of completers still enrolled in the school

2 Years Prior:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Prior Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Current Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

e. Number of completers who were retained in first grade

2 Years Prior:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Prior Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Current Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

f. Number of completers who were referred for special education assessment

2 Years Prior:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Prior Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Current Year:
```
⓪ ⓪
① ①
② ②
③ ③
④ ④
⑤ ⑤
⑥ ⑥
⑦ ⑦
⑧ ⑧
⑨ ⑨
```

Thank you again for taking the time to complete our questionnaire!

PLEASE DO NOT MARK IN THIS AREA

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Appendix C

Features of Early Literacy Interventions

A List and Description of
Program Features By Category

In addition to organizing the features into the five categories, we describe each feature using a four-point analysis.

- In the *definition* section, the feature is described in sufficient detail to define it, without considering effects, implications, or costs.
- The *description* section allows additional material relating to the feature to be presented: this material may include examples, implications, historical background, a short list of features it is often associated with, and any other information helpful in understanding its likely costs and intended effects.
- The *costs* section spells out what kinds of costs are likely to be associated with the feature, how flexible those costs are depending on implementation, etc.
- The *outcomes* section states which outcomes this feature is most commonly associated with.
- Finally, the *example(s)* section indicates in which program(s) the feature is most prominent. Descriptions of programs, from which program features may be derived can be encountered in the following books: Tierney et al., 1995; NWREL, 1998; Talley & Martinez, 1998.[1]

The advantage to analyzing programs on the level of features is that this method provides a specific and comparatively precise way of linking interventions to outcomes. It enables a logical prediction of the likely effects of an intervention, which can then be verified by consulting empirical research. Ultimately, this analysis could help planners choose, design, and adapt interventions to fit their schools' needs.

Professional Development Features

Professional development is gaining increased recognition as a vital aspect of schools and interventions. In short, the effect of professional development is the increased likelihood that teachers at a site consistently integrate the school's existing philosophy in general, and an intervention's theoretical base in particular, with actual classroom activities. It is thus tightly linked with the theoretical base, and often times the two inform each other, especially in situations where schools develop their own programs.

Without a site-based, ongoing professional development component, the successful implementation of an agreed-upon theoretical or philosophical approach is threatened. This is true of any group of professionals with a common set of goals, but it is especially

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[1] References cited in the appendices are listed in the Reference List, beginning on page 76.

important in schools where once teachers are behind the closed doors of the classroom, they teach according to their best judgment. Professional development will enhance the "buy into" effect, making teachers believe more in what the school as a whole is doing, especially when they perceive themselves participating in their school's values. Professional development also gives teachers venues of addressing concerns, asking questions, and talking about successes and problems. Without it, teachers, classrooms, and ultimately students may not get the support and structure that they need.

Because professional development is a part of the foundation of a program, it affects outcomes only indirectly. Professional development defines and maintains the theoretical base, which in turn affects and even generates specific primary features, that is, classroom instruction, organizational/structural, and parent component features. Thus, while it is crucial to outcomes, it does not directly affect them. For example, a "certified specialist" feature is not in itself likely to affect Decoding A. In a Success For All school, however, a certified specialist feature will help teachers carry out the theoretical base through classroom instructional features, and the teacher practicing those features will directly affect Decoding A. A certified specialist in a full day kindergarten program, however, will ultimately affect Emergent Literacy, and a Reading Recovery specialist will likewise ultimately affect Decoding B. The certified specialist component, then, helps teachers affect the outcomes they are targeting.

Certified or university training
- *Definition*: Intervention requires some sort of official affiliation, effected either through university attendance or another certification process.
- *Description*: Creating this threshold to entry has the dual effect of allowing only committed school systems to participate and ensuring a certain degree of consistent background among implementing schools—namely, the certification process. Both of these effects should make implementation across schools more consistent and improve the long-term solvency of the program.
- *Costs*: Very high.
- *Outcomes*: Indirect.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990).

Certified specialist
- *Definition*: As a part of the intervention, a certified specialist comes to the school to help implementation by training teachers and other participants.
- *Description*: The certified specialist often performs the role of a consultant, ensuring that program implementation is in accordance with the official program design.
- *Costs*: Depending on the degree of involvement and duration of the commitment, this feature can be moderately to very expensive.
- *Outcomes*: Indirect.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success For All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

In-service workshop

- *Definition*: An expert in a particular topic gives a workshop for the teaching staff.
- *Description*: A long-time staple of professional development in schools, this feature has come under fire for not being followed up and thus not having any sustained or meaningful impact. Placed in a more comprehensive program of professional development, however, such workshops could be of benefit.
- *Costs*: Inexpensive, since they are one-time-only events, requiring funds to pay the presenter and teacher salaries for one session.
- *Outcomes*: Indirect.
- *Example(s)*: Success for All (Slavin et al., 1990).

Networking

- *Definition*: Teachers meet with teachers from other sites participating in the same intervention.
- *Description*: Networking enables schools to maintain a dialogue with each other about the intervention—its effects, problems, etc. This feature provides greater consistency of implementation across a region and increases the net of support available to teachers.
- *Costs*: With the increasing availability of e-mail, the circulation of specialists throughout a region, and the convenience of other methods of communication, such as traditional mail, phones, and faxes, networking has never been easier or cheaper. Its primary expense is the amount of time teachers spend actually doing it.
- Outcomes: Indirect.
- *Example(s)*: Reading Recovery (Clay, 1991); ELLI (OSU, 1998).

Ongoing support

- *Definition*: Teachers have regular ongoing support from any number of sources about the intervention.
- *Description*: This may or may not include a certified specialist, but what it does involve is regular, ongoing professional development time devoted to the intervention—questions, peer observations, discussions, training on relevant topics, etc. An example is Reading Recovery's regular meetings with Reading Recovery teachers and trainers, which ensures consistent implementation of the various Reading Recovery features.
- *Costs*: High.
- *Outcomes*: Indirect.
- *Example(s)*: Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990).

Implemented Theoretical/Philosophical Features

The features in this category have an indirect relationship with outcomes, but they are vital in both determining which other features become a part of the program, and they maintain the program's integrity over time by establishing clear priorities and specific methods. Without a strong theoretical base, programs are more likely to come and go, having little long-term effect. The reason for this dissipation is that without a theoretical

base, it is difficult for teachers all to use the same methods with the same emphases, classroom to classroom, year to year. Consistent long-term implementation of a program requires ongoing communication, which requires professional development, and some kind of intellectual structure, which the theoretical base provides.

Most existing interventions, such as Reading Recovery, Success For All, and the Four-Block Method have a strong theoretical base. Professional development time becomes a necessary factor in communicating that theoretical base to teachers and teaching them how to implement it (i.e., through other features, such as classroom instructional methods, etc.). For those schools that create their own interventions, a theoretical base is equally important.

As with features in the Classroom/Instructional category, Philosophical/Theoretical features have no costs associated with them directly. Having a Whole Language approach costs nothing until it is implemented through other features, and then it is those features—trade books, parent literacy training, etc.—that have costs.

Developmental:
- *Definition:* This theory approaches teaching literacy acquisition through the *child's* concepts of grammar and linguistics.
- *Description:* A child-centered model based initially on the work of Piaget, and more recently the work of Russian psychologist Vygotsky has become influential. Rather than teaching literacy according to a "correct" or "transmission" model, it exercises and guides children's metacognitive strategies, helping children develop adult literacy on their own through guided experimentation and trial and error. Teachers try to keep students within what Vygotsky termed the "Zone of Proximal Development," a place where the students are in familiar enough territory to function, but where enough is unfamiliar that they are stimulated to grow. Note: this approach differs from a Student Empowerment approach in that it is still teacher-led. The hallmark of this approach is the interactivity between teachers and students as they negotiate the direction of learning. On the whole, this approach is largely consistent with most other approaches and indeed is a staple of the American education system.
- *Costs:* NA.
- *Outcomes:* Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); ELLI (OSU, 1998); Full Day Kindergarten (Humphrey, 1988).

Learning community:
- *Definition:* An institution-wide effort to make all individual learning occur within a community environment, where individuals perceive themselves as members of a group, and in which other individuals are seen as peers and potential supporters.
- *Description:* This theory attempts to partially dismantle the gap between educators and students, with teachers participating in the learning and students participating in the direction of the learning. Advocates also insist on the collaboration of parents, principles, and administrators, a collaboration which is designed to ensure the common sense of purpose and growth. A functioning

learning community enhances the chances of a consistent and coherent school philosophy.
- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s)*: ELLI (OSU, 1998).

Phonological awareness:
- *Definition*: A systematic approach to teaching directly the relationships between oral and written language.
- *Description*: Phonics is the most famous component of this approach, and the two are often treated synonymously in popular parlance. But Phonological Awareness is a broader category than Phonics, which properly is the relationship between letters and sounds. Phonological Awareness encompasses all aspects of the relationships between sounds and written language. For example, the knowledge that "The cat is running" has four words (many young children will say there are two: "thecat" and "isrunning") is a kind of phonological awareness. More generally, children must be able to distinguish between sentences, words, syllables, and phonemes (individual sounds) before they can even use Phonics or for that matter decode. Because phonological rules are established—that is, some utterances are correct and others are not—and because phonology is so complex, advocates of this approach argue that phonology should be taught systematically and directly, rather than indirectly. Its rules should be taught, not discovered. As one of the two great contenders in the reading wars of the past several decades (Whole Language is the other), Phonological Awareness has gained momentum especially in the early stages of reading instruction. (See also Whole Language.)
- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding A.
- *Example(s)*: Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).

Self-extending system:
- *Definition*: The program attempts to instill in children the rudiments of a system of learning that each student will take over.
- *Description*: The ultimate goal of M. M. Clay's method and one of the key theories driving Reading Recovery, this system will empower the student to continue expanding metacognitive strategies and horizons, enabling Vygotskian development to take place guided increasingly by the student's desire and ability, rather than by instructor direction. The approach is consonant with both a Whole Language and Developmental philosophies, but it more directly addresses the need for a bridge between Decoding A and Critical Literacy. That bridge is Decoding B, specifically designed for this purpose: to build a network of strategies of increasing sophistication aimed at meaning getting. It combines the instructional paradigm of word attack with the meaning orientation of Whole Language, resulting in what might be called, "meaning attack." With this in place,

the implementation of a student empowerment approach should become less risky.
- *Costs*: NA.
- *Outcomes*: Decoding B.
- *Example(s):* Reading Recovery (Clay, 1991).

Student empowerment:
- *Definition*: Students are encouraged to take charge of their own education.
- *Description*: Students can take charge of their education through features/activities such as selecting their own reading materials, devising their own written assignments, creating their own interpretations, etc. The intended benefits of this feature are as follows: (a) students begin to love learning, because it is important to them; (b) students learn how to learn, because they are given opportunities to do so and because they have the motivation to do so. In short, education becomes much more meaningful, and students push themselves to levels of achievement not likely in a less student-centered approach. By fostering responsibility early on, students are also prepared for life, where they will be responsible for their conduct and performance in jobs, marriage, etc. The possible downside of this approach is the chance that students will pursue only topics of immediate interest at the expense of less interesting but equally important topics, that they will choose activities that are below or above their skill level, that they will not teach themselves how to learn well, and/or that the benefits of this method are hard to measure, since students in part develop their own curriculum. Note that this approach is highly dependent on level of implementation, which requires significant teacher training, planning, record-keeping, etc.
- *Costs*: NA
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Thematic units:
- *Definition*: A deeply meaning-oriented approach, this approach teaches literacy (and a great number of other intellectual disciplines) within the context of a theme, e.g., Ancient Egypt.
- *Description*: This feature illustrates that some theoretical/philosophical approaches are less fundamental and more instruction-oriented than others. Where a Developmental approach touches on nearly everything in a student's early career, Thematic Units is more concentrated. Nevertheless, it is a theory because it generates features in several other categories. It usually leads to a multidisciplinary, multimedia, content-driven curriculum. It is commonly associated with Whole Language, though it could work well also with several other approaches.
- *Costs*: NA.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998); Success for All (Slavin et al., 1990).

Whole Language:
- *Definition*: Whole Language emphasizes that all communication, including written, must be meaningful, and any approach to teaching literacy must be meaning-oriented.
- *Description*: Whole Language is one of the two great contenders (the other is Phonics, now Phonological Awareness) in the decades-old reading wars. As a philosophy, it rejects "unnatural" and "boring" approaches to teaching reading, such as Phonics and basal readers, in favor of holistic approaches. These specific approaches usually include Phonics, but it is usually taught in a more meaning-oriented and less systematic context. At the same time, it emphasizes that literacy is acquired through a complex psycholinguistic process, which is often best helped along through indirect and environmental means rather than through more direct methods of instruction. (See also Phonological Awareness.)
- *Costs*: NA.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Organizational/Structural Features

Features in this category have to do with the way the intervention is physically and materially organized. Features that limit the age or ability of participants, the placement of chairs in the room, and the types of books used are all in this category. They directly influence outcomes as well as classroom instruction features.

The features in this category are a key source of costs in interventions, because the structure or organization of a program determines teacher time, paraprofessional time, materials purchasing, physical remodelling, etc.

Ability grouping:
- *Definition*: Groups of students are selected on the basis of shared ability, rather than age or other factors.
- *Description*: Ranges from a far-reaching radical restructuring of a school, as in Success For All, where students switch between traditional age classes and ability-based classes, and simply identifying a problem that a number of students have and temporarily pulling them together long enough to address the problem.
- *Costs*: depending on the size of the groups, this feature could have a variable impact on teacher time. Small groups might require extra teachers or paraprofessionals.
- *Outcomes*: Decoding A, Comprehension
- *Example(s):* Success for All (Slavin et al., 1990).

Basic reading ability assumed:
- *Definition*: Program takes for granted a basic ability to read simple texts and is designed to improve and deepen that ability. It also assumes Emergent Literacy or Reading Readiness.

- *Description*: This is a feature of targeted interventions, such as Reading Recovery, which are not comprehensive school reforms, but rather which seek to limit eligibility, entry, instructional methods, and outcomes to maximize a certain kind of impact.
- *Costs*: This feature is essentially an assumption, and as such, is free. Its existence may bring down the cost of a program, in fact, by limiting its operations, and thus expenses. For example, with this assumption, the intervention does not have to provide for emergent literacy materials, such as a literacy rich environment, early reading books, etc. Of course, those operations will have to be compensated for elsewhere.
- *Outcomes*: Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991).

Basal readers:
- *Definition*: Program uses a series of graded readers, usually constructed with controlled vocabulary and syntax.
- *Description*: Basal readers have a key advantage and a key disadvantage. The advantage to basal readers is that they help control instruction by making it consistent, predictable, and comprehensive (e.g., they ensure children read from all genres and read from books of increasing difficulty). They have also been bitterly criticized by the Whole Language movement because they take choice away from children and allegedly drain the pleasure out of reading. The risk of going to a more choice oriented reading program is that children will read only from one genre (e.g., short fiction) or will read only easy books. Cunningham (1991), the originator of the Four-Block Method advocates mixing the two approaches, fostering a love of reading with comprehensiveness of reading instruction. Basal book publishers have also recently striven to make stories more natural and interesting to students, in spite of the controlled vocabulary.
- *Costs*: Purchasing the books from the publisher can be a significant expense. Mitigating this expense are the long-term use schools can get from the one-time expense, the fact that schools already budget for books, and the fact that teachers will likely require less preparation time, since basal readers usually have a pre-scripted course. Combining basal readers with a more student-centered approach, however, can add significant costs as this combination will also require the purchase of trade books.
- *Outcomes*: Decoding A, Comprehension.
- *Example(s):* Four-Block Method (Cunningham, 1991); Success For All (Slavin et al., 1990).

Child-initiated learning centers:
- *Definition*: Curricular/topical materials are kept in a central area, allowing children to choose the materials that interest them most.
- *Description*: This is one of several features that relates to the dilemma between more choice, which enhances student empowerment and motivation, and more structure, which effects greater consistency and comprehensiveness of learning. Programs that try to balance these two might include basal readers or worksheets to address the dilemma. A more traditional Whole Language program might couple this feature with similar content-oriented, student-centered features, such as silent individual reading, essays, theme-based learning, interpreting/discussion, etc.
- *Costs*: This feature is more a way of organizing existing materials than it is purchasing new ones, and so may not be expensive. If it is a part of a restructuring of the classroom, the adaptation could require some expenses, such as physical remodeling, an upgrade of existing materials, etc.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Classroom-based:
- *Definition*: Program works with class as a whole, rather than with individuals in tutorial or small-group settings.
- *Description*: Most classes are already organized in this way. It is most compatible, then, with teacher centered instruction, and it will help to maintain consistency of instruction at the level of the class. Instruction will affect the class at a whole, rather than individually, as with one-on-one tutoring. It remains the most effective way to improve outcomes (such as test scores) for the whole class, although it may leave some students behind.
- *Costs*: Because most classes are already organized in this way, the feature need not cost anything in itself. As a part of a comprehensive effort at school restructuring, as in Success For All, additional costs may be accrued.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Success For All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Diagnostic procedures:
- *Definition*: Program uses at least a partially explicit set of criteria and/or methods to evaluate individual children's abilities and needs prior to or during participation in the program; this information is used primarily for placement.
- *Description*: Diagnostic procedures are used to determine eligibility for placement, and they may help schools identify places that children are slipping through cracks in addition to providing a relatively objective means of selection.
- *Costs*: Diagnostic procedures are often little more than administering a test during class time, and so may add little to no cost. Some methods of diagnostics are more involved, however, as in "Roaming around the known" in Reading Recovery, in which teachers and students spend a full week establishing rapport as the teachers collect information about the student's individual knowledge and needs.

- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Grade limit:
- *Definition*: Program excludes certain grades from participating, targeting a specific age group; e.g., Reading Recovery is only used in the first grade.
- *Description*: Grade limit is similar to basic reading ability assumed in that it defines the program by setting limits—in this case by age—that enable to the program to focus on a targeted outcome, approach, population, etc. Full-day kindergarten is a classic example.
- *Costs*: As with the basic reading ability assumed feature, the limiting itself does not add costs necessarily, though adapting existing circumstances to meet it may require some expenditures.
- *Outcomes*: Emergent Literacy, Decoding B.
- *Example(s):* Reading Recovery (Clay, 1991); Four-Block Method (Cunningham, 1991), Full Day Kindergarten (Humphrey, 1988).

Literacy rich environment:
- *Definition*: Program promotes literacy acquisition by promoting an environment that encourages literate activity.
- *Description*: Examples include wall decorations, such as signs, recipes, pictures with captions, etc.; a well-stocked library; and any environmental feature that reinforces print concepts and encourages reading.
- *Costs*: environmental changes can range from inexpensive to quite expensive, depending on the materials in the environment and the teacher time required to put them there. Pasting certain assignments on the walls upon completion can be quite inexpensive, while stocking a quality library in each room can be expensive. Since most schools use a combination of these alternatives, costs are probably moderate, with considerable flexibility built in.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s): ELLI* (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).

One-on-one tutoring:
- *Definition*: Tutoring between a teacher or paraprofessional and one student.
- *Description*: One-on-one tutoring enables classroom instructional features such as paired reading, ongoing written observations, Vygotskian developmental approaches and is a staple of Reading Recovery as well as an additional method of intervention for students not achieving in classroom-based interventions, such as Success for All. It has been proven as a highly effective method of reaching struggling individuals, but its great expense confines it to a limited role, making classroom-wide improvements unlikely.

- *Costs*: Costs are high for this feature, because teachers can only see so many students in a day. Costs can be even higher, though: since individualized attention is the point of this feature, programs often seek to maximize this benefit by individualized record-taking, diagnostic procedures, etc. Thus hand-in-hand with this feature is often an increased amount of teacher time during which teachers are not teaching *any* students.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Full Day Kindergarten (Humphrey, 1988).

Ongoing written observations:
- *Definition*: Teachers keep records of and track progress on students' activities, books read, etc., on an individual basis.
- *Description*: The records describe what goes on in tutorials, and often include information about how kids are progressing as determined by simple tests, e.g., how many familiar words can the student read from a list in a minute. These records focus on specific activities and their direct results, rather than scores on tests or assignments. Specific examples include proficiency checklists, teacher-kept journals, and "running records."
- *Costs*: Costs vary depending on the amount of teacher time per student is required by the observations. Thus time is a function of the amount of information kept (checklists are quicker than journals) and the number of students observed.
- *Outcomes*: Decoding A, Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Pull-out program:
- *Definition*: The program identifies a subset of children from the whole class, and that subset alone participates in the program.
- *Description*: Participation may come either during normal class hours or in some kind of extended program, such as full day kindergarten or summer school. As with other features in the same class—grade limit, basic reading ability assumed—this feature limits and defines the methods, population, and outcomes targeted by the program.
- *Costs*: In itself it costs little, requiring only some kind of placement decision. Inasmuch as it is associated with more expensive features, however, such as one-on-one tutoring and small groups, pull-out programs tend to be expensive.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991).

Reading canon:
- *Definition*: This is a complete list of books accepted by the program, a list often graduated for difficulty, but not necessarily a basal series. Books not on the list are excluded from the program.
- *Description*: A reading canon is an interesting alternative to a basal series, and it is the approach taken in Reading Recovery. The books are themselves trade

books, and thus fit into a literature-based curriculum. At the same time, they are controlled for content and difficulty, enabling a certain measure of consistency and comprehensiveness across sites.

- *Costs*: Stocking libraries is expensive, and requiring each intervention to have a pre-defined library as its sole source of books might lead to heavy expenses, depending on how many of the books on the list the school already owns.
- *Outcomes*: Emergent Literacy, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991).

School-wide program:
- *Definition*: The program extends beyond individual students, classes, or grades. The school as a whole adopts a plan and implements it.
- *Description*: This feature usually involves a comprehensive change to nearly every level of school operations. It may take years to implement. It offers, however, a central school philosophy, professional development, and coherently designed organizational/structural features and classroom instruction features. This comprehensive approach, if implemented properly, can lead to significant long-term gains, as students benefit from a single, consistent approach to the curriculum over time. Examples are Success For All, Accelerated Schools, and Montessori schools, all of which have documented significant long-term gains maintained over years, in spite of having little else in common.
- *Costs*: Extremely high.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Small groups:
- *Definition*: Children work together in small groups, either led by a teacher/ paraprofessional or led by the students themselves.
- *Description*: The small groups feature can be flexibly employed for a variety of reasons. As an option for increasing individual attention, it is a less expensive and less effective alternative to one-on-one tutoring (Juel, 1996). If the groups are student-led, this feature can be used in a program emphasizing student empowerment. Small groups can be associated with ability grouping, either a long-run grouping or even ad hoc groups that teachers put together to address a common problem shared by several students. Look for this feature to increase as schools go from half day to full day kindergarten.
- *Costs*: Small groups need not cost any extra, if teachers simply break existing classes into, for instance, four groups and circulate around the room. The more small groups are used to increase individual attention, however, the greater the likelihood that extra help—teachers or paraprofessionals—will be required.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998); Full Day Kindergarten (Humphrey, 1988).

Supplementary learning:
- *Definition*: Students spend extra time at school, focusing on essentially the same things they are doing in regular classes, but simply getting more time to do them.
- *Description*: This is not a derogatory category: all children need certain print experiences, linguistic abilities, and/or other environmental factors before they can really benefit from literacy instruction typically found in the first grade. For students who have less of this type of experience, Supplementary Teaching is designed to address that need. Extended day kindergarten and summer schools are environments well-suited for this.
- *Costs*: Supplementary learning costs can be quite high. In addition to requiring substantial extra teacher time, the costs of materials can escalate. If additional physical structures are required, such as the building of a new kindergarten classroom, costs can climb even further.
- *Outcomes*: Emergent Literacy, Decoding A.
- *Example(s):* Full Day Kindergarten (Humphrey, 1988).

Systematic learning:
- *Definition*: The program uses a comprehensive and sophisticated structure or set of structures that may allow for some individual flexibility, but which ultimately unify and organize the instruction.
- *Description*: Systematic learning tightens the link between features in the implemented theoretical/philosophical category and features in the organizational/structural category. This linkage organizes not just the classroom instruction features, but also the curriculum, outcomes measures, and even professional development. This is not to say that it is inflexibly rigid, though this feature may be incompatible with certain empowerment approaches like learning community or student empowerment. The feature should effect greater consistency among classroom instruction, grade levels, and outcomes measures. It is clearly visible in Success For All and arguably Reading Recovery.
- *Costs*: Systematic learning requires a strong theoretical base, considerable planning, and would likely benefit from an active professional development component, all of which will push up its costs. Once it is implemented, however, maintenance costs need not be high. In addition, once implemented, the explicit nature of the feature lend it high replicability, making its implementation in nearby schools less costly.
- *Outcomes*: Decoding A, Decoding B, Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Trade books:
- *Definition*: Students read literature-based books, as opposed to books such as basal readers, which are constructed using controlled vocabulary and syntax.

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- *Description*: A favorite of whole language approaches, trade books are the opposite extreme of basal readers. They offer children "authentic" and "natural" language, and are purported to be more interesting. For more on the advantages and disadvantages of trade books, see the entries on basal books and reading canons.
- *Costs*: Books are usually an expensive, one-time investment, though they can be used for many years, once purchased.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Classroom Instruction Features

Features in this category are related to the specific instructional methods used by teachers or other paraprofessionals in the intervention to teach children. These not only have a direct relationship with outcomes, but they also usually have the greatest direct impact on outcomes.

Many of these features have little to no costs associated with them. That is because they take place in a classroom with a teacher that have already been budgeted for. In other words, the structures in which the instruction takes place is where the costs become a factor, but the actual method of instruction itself is usually not a cost concern. Of course, without a classroom, there can be no classroom instruction.

Big Books:
- *Definition*: An oversize book that the students read together as a class in a participatory way.
- *Description*: Participation may include student actors, readers, drawings (which may be pasted into the book), etc. While many Big Books are commercially available, a Big Book does not necessarily have to be.
- *Costs*: Using Big Books requires multiple copies of each book in the classroom and a larger copy for the whole class to use. Beyond this expense, Big Books should not add any expenses.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); ELLI (OSU, 1998).

Cooperative learning:
- *Definition*: Students work together in groups toward common or individual goals.
- *Description*: This instructional method groups students of mixed ability to collaborate on some kind of project. In additional to improving specific literacy outcomes, it may also improve students' social skills.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990).

Creative writing:
- *Definition*: Students write stories or other imaginative material on their own, sometimes with guidance.
- *Description*: Creative writing is a more advanced form of writing than journals. It requires the combined use of the imagination and structure. While it may not require the same level of ability in manipulating information as essays, creative writing assumes an ability to use (not just be aware of) story structures, e.g., that stories have a beginning, middle, and end, that they usually involve some sort of conflict and resolution, etc. (See journals and essays.)
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Drama:
- *Definition*: Program participants stage a written selection, interacting directly with the text and situating themselves within it.
- *Description*: This feature, by involving students in acting, brings a multisensory aspect to reading. Because dramatic response requires translating a visual medium into motor and oral media, it requires an element of interpretation, emphasizing the distinction between reader and text, specifically the subjective response that readers bring from texts.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); ELLI (OSU, 1998).

Echo or choral reading:
- *Definition*: A variant of paced oral reading, except children also read out loud along with the adult.
- *Description*: As with paced oral reading, because fluent reading is the goal, mistakes are not corrected and reading proceeds at a steady, natural pace.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Comprehension.
- *Example(s):* ELLI (OSU, 1998).

Essays:
- *Definition*: Students respond in a self-conscious, organized text to a reading, problem, situation, etc.
- *Description*: Essays are a form of writing more advanced than journals. They force writers to organize their thoughts and express them logically, coherently, even hierarchically. It raises the awareness that writing follows its own patterns of structure and that knowledge itself can be organized. (See also journals and creative writing.)
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Health education:
- *Definition*: The program uses improved health education and conditions as a means of indirectly improving instructional effectiveness.
- *Description*: One of the few classroom features that has an indirect relationship with literacy outcomes, the idea behind this feature is that healthy children will be more receptive to language (and any other) instruction.
- *Costs*: No additional, unless parents are involved (see "parent skills training" in the Parent Component section).
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B, Comprehension, Emergent Literacy.

Interpreting/discussion:
- *Definition*: Teacher-led class discussion of reading, with emphasis on meaning, interpretation, critical response, critical dialogue, self-expression, etc.
- *Description*: This feature is fairly advanced, and presupposes at least a certain level of comprehension. Look for it in Whole Language, student-centered interventions or interventions that target the critical literacy outcome. This feature deepens comprehension and critical response by involving children in a guided conversation, which requires response and the ability to articulate the response coherently.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Invented spelling:
- *Definition*: Children are taught basic spelling rules and are encouraged to write using those rules, without worrying about the correctness of the spelling.
- *Description*: This approach is used in a number of different programs. Its disadvantage is obvious, that is, that children are not learning (at least initially) to spell words correctly. The advantage to this approach, however, is that children are practicing writing in a rule-governed way. That is, they are generating words from rules, rather than from rote memory. Thus when they are introduced to correct spelling and the more complicated and irregular rules of spelling, they are cognitively prepared for them.
- *Costs*: No additional.
- *Outcomes*: Emergent Literacy, Decoding A, Decoding B.
- *Example(s):* Four-Block Method (Cunningham, 1991).

Journals:
- *Definition*: Students record their thoughts and experiences in regular accounts, usually informal.

- *Description*: Journals are a way for students to practice the other crucial aspect of literacy: writing (reading is the pedagogically dominant first crucial aspect). By keeping journals, students gain comfort and familiarity with expressing themselves in a medium other than oral. The relative informality of journal-keeping and the familiarity of content make writing more non-intimidating than other forms of writing, such as essays and creative writing. (See also essays and creative writing.)
- *Costs*: No additional.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension, Critical Literacy.
- *Example(s)*: Four-Block Method (Cunningham, 1991).

Meaning context/predicting:

- *Definition*: Children are introduced to the story before they read, and are encouraged to try and predict the outcome or otherwise interact with story structures prior to and separate from the actual narrative experience.
- *Description*: This feature is common to many different interventions and is highly compatible with almost any approach. By focusing on meaning and structures, students are forced to bridge a number of different outcomes, including Decoding A & B, Comprehension, and Critical Literacy.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s)*: Reading Recovery (Clay, 1991); Success for All (Slavin et al., 1990).

Multisensory activity:
- *Definition*: This approach emphasizes senses other than seeing and hearing to help students internalize the acts of reading.
- *Description*: Humans have five senses but depend disproportionately on sight and hearing, at least in school. This feature usually means the inclusion of the tactile sense—using a finger to trace letters, or to run under a line of text as it is read, clapping along as words are read—but it can also be generalized into some form of creative movement, e.g., dancing, drama, etc.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Decoding B, Comprehension, Critical Literacy.
- *Example(s)*: Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Pacing oral reading:
- *Definition*: Adults read to children—one-on-one or in groups—with the children following along (guided perhaps by a finger running under the text as it is read).
- *Description*: Students struggling to read, if they only hear themselves reading, may not have any idea of what fluent reading actually sounds like. Slow speeds are not fluid, and fast ones can cause mistakes. The children associate written text with fluid spoken language.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Comprehension.

- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).
- *Example(s):* ELLI (OSU, 1998).

Paired reading:
- *Definition:* The program puts two people together (of usually different abilities) to read. The stronger partner helps the weaker read.
- *Description:* Usually the emphasis is not on error correction, but rather helping with reading fluency. It was originally designed as a way of educating parents to read with their kids in a maximally productive way, but has since been extended to include paraprofessionals and even student peers.
- *Costs:* No additional.
- *Outcomes:* Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988).

Reading drills:
- *Definition:* Program drills the participants on reading sub-skills, using specifically targeted, repetitive, and analytic exercises, e.g., flashcards with words all beginning with the same consonant.
- *Description:* Drills are a means of enabling students to practice and internalize what they have learned. While not the most glorified or appreciated of features, reading drills offer a way of strengthening students skills in certain highly abstract, systematized areas as phonics and grammar.
- *Costs:* No additional.
- *Outcomes:* Decoding A.
- *Example(s):* Full Day Kindergarten (Humphrey, 1988).

Scaffolding:
- *Definition:* Teachers model a complex activity to show students how to perform the activity; then, the activity is repeated with less and less teacher input as students perform the activity independently.
- *Description:* This method enables children to learn how to do complex tasks. Simple directions may be insufficient to explain how to do such tasks. Scaffolding is used for more "high level" tasks and would make little sense, for instance, in a skills-oriented lesson such as phonics.
- *Costs:* No additional.
- *Outcomes:* Decoding B, Comprehension, Critical Literacy.
- *Example(s):* ELLI (OSU, 1998).

Self-selected reading:
- *Definition*: Students, rather than teachers, choose which books they read.
- *Description*: An approach compatible with student empowerment, self-selected reading dramatically increases the chances that children will like what they read, improving the chances of students habitually reading for pleasure. On the down side, if children choose books only from one genre, or consistently choose books that do not challenge them, then this approach may actually hinder reading outcomes. However, it does not seem that many schools are so extreme; including self-selected reading in an overall reading program should be sufficient to reap the benefits of the approach without endangering reading achievement.
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Reading Recovery (Clay, 1991); Four-Block Method (Cunningham, 1991).

Silent individual reading:
- *Definition*: Children have time of their own to read silently, usually scheduled daily.
- *Description*: Teachers may or may not circulate, providing structured tutorial/individualized guidance or simply answering incidental questions. A staple of Whole Language and student-centered approaches, silent individual reading gives children the chance to practice independently what they have learned. Typically children may choose which materials they use, which again brings up the choice/comprehensiveness dilemma (see basal readers in the Structural/Organizational section).
- *Costs*: No additional.
- *Outcomes*: Decoding B, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); ELLI (OSU, 1998).

Storytelling:
- *Definition*: Teacher reads stories out loud to students, usually in a classroom setting, rather than in a tutorial setting.
- *Description*: Storytelling is a near-universal staple of early reading instruction. It has two primary benefits: it makes children aware of the benefits of reading—that it is fun, exciting, etc.—even as it models reading—e.g., what texts sound like when read aloud and how to respond to their content.
- *Costs*: No additional.
- *Outcomes*: Emergent Literacy, Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991); Full Day Kindergarten (Humphrey, 1988); ELLI (OSU, 1998).

Student teams:
- *Definition*: Students form teams and address problems or passages together, without much direct guidance from the teacher.

- *Description*: Consonant with features like paired reading and small groups, student teams are a means of improving problem-solving skills, empowering students, and fostering cooperation and collaborative skills. Teams can be as small as two, or they can be much larger. Usually, students within groups are of diverse abilities.
- *Costs*: No additional.
- *Outcomes*: Comprehension, Critical Literacy.
- *Example(s):* Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Writing mechanics: [revising, editing, capitalizing periods, etc.]
- *Definition*: This features comprises activities that call attention to the rules and mechanics of writing.
- *Description*: Particular activities might include revising texts to make sure, for example, that all of the sentences have periods, and all of the sentences begin with a capital letter. Editing can range from simple and mechanical to more complex revisions.
- *Costs*: No additional.
- *Outcomes*: Decoding A, Decoding B, Comprehension.
- *Example(s):* Four-Block Method (Cunningham, 1991); Success for All (Slavin et al., 1990).

Worksheets/workbooks:
- *Definition*: Students fill out worksheets.
- *Description*: Usually skills-oriented, worksheets provide an inexpensive way for students to practice what they have learned. Their use may also free up teachers' time to concentrate on other tasks, such as small group instruction.
- *Costs*: Inexpensive.
- *Outcomes*: Decoding A, Comprehension.
- *Example(s):* Full Day Kindergarten (Humphrey, 1988); Success for All (Slavin et al., 1990); Four-Block Method (Cunningham, 1991).

Parent Involvement Features

Parent component features have two primary effects. The first is that they can directly affect outcomes. The second is that they can reinforce classroom instruction. The parent component can have features from a wide range of choices, ranging from inexpensive to extremely expensive. In the final analysis, a well-designed parent component can extend learning experiences out of the classroom and into all facets of a child's life.

Advocacy:
- *Definition*: Program assists parents in advocating for their children to teachers or governmental agencies.

- *Description*: the program may intervene on behalf of children or schools over such issues as placement decisions, teacher perceptions of individuals, etc. This feature is often used to assist parents who do not understand how to work within the school system.
- *Costs*: Vary depending on number of cases and how long the advocacy is required.
- *Outcomes*: NA.
- *Example(s)*: Carolina Abecedarian (Campbell & Ramey, 1994).

Book distribution:
- *Definition*: The program distributes books to households that may have few.
- *Description*: Book distribution can occur in a number of ways. Lending library books is one way, and many schools also give books to families. A third route is to send home "book sacks," which contain a book and optional advice on how to share that book with the child.
- *Costs*: Anything dealing with books can be expensive, especially if the school gives books away.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s)*: ELLI (OSU, 1998).

Family literacy:
- *Definition*: The program provides literacy instruction to entire families.
- *Description*: Children of illiterate parents are particularly at risk of not learning to read. This feature addresses both adult illiteracy and literacy acquisition of the school-aged children at once in a comprehensive program.
- *Costs*: Very high.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s)*: Benjamin & Lord, 1996; Even Start (Connors-Tadros, 1996).

Health care assistance:
- *Definition*: Assisting parents in providing children with health needs.
- *Description*: This assistance may include fortified formulas, diapers, medical care, meals, nutrition assistance, mental health referrals, chemical dependence referrals, dental care, etc.).
- *Costs*: While costs will vary according to the numbers of families involved and the numbers of services provided, costs for this feature will likely be high.
- *Outcomes*: NA.
- *Example(s)*: Carolina Abecedarian (Campbell & Ramey, 1994).

Paired reading (see paired reading in the Classroom Instruction category)
- *Definition*: The program puts two people together (of usually different abilities) to read. The stronger partner (here, the parent) helps the weaker read.
- *Description*: This feature is no different here than it is in the Classroom Instruction category. It is a very common parent feature, and many interventions require the parents to sign a contract promising to spend a specified amount of time reading with their child every night. In addition to affecting reading outcomes directly, this feature will also affect them indirectly by reinforcing classroom instruction features.
- *Costs*: No additional, unless training is required.
- *Outcomes*: Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991).

Parent awareness:
- *Definition*: The program keeps the parents informed of program features and events through outreach efforts.
- *Description*: Examples might include informational nights, newsletters, etc. As with parent conferences, this feature's relationship to outcomes may be indirect: increased awareness may help the parents reinforce classroom instruction. One common example is parent attendance in classroom activities.
- *Costs*: Low.
- *Outcomes*: NA.
- *Example(s):* Success for All (Slavin et al., 1990); ELLI (OSU, 1998).

Parent conferences
- *Definition*: Teachers meet directly with parents to discuss student progress.
- *Description*: The primary benefit to outcomes in this feature may be indirect. The communication between teachers and parents in this feature will help the parents reinforce classroom instruction—by keeping an eye on their child at homework time, by helping their child out with a specific problem, etc.
- *Costs*: Costs here are determined by the amount of time teachers spend with parents and the number of students they have.
- *Outcomes*: NA.
- *Example(s):* Benjamin & Lord, 1996.

Parent participation in curricular instruction
- *Definition*: Parents participate in the construction of the curriculum.
- *Description*: This feature is compatible with the learning community feature described in the Theoretical/Philosophical category above. By participating, parents involve themselves more in the school community, reinforcing the school at home and the home at school.
- *Costs*: No additional.
- *Outcomes*: Vary.
- *Example(s):* Benjamin & Lord, 1996.

Parent professional assistance
- *Definition*: The program provides job seeking assistance to parents.
- *Description*: Parents are provided with job training, including GED preparation, job seeking skills (e.g., interviewing techniques, resume-building).
- *Costs*: Vary. If the program provides a one-time workshop open to parents, then costs would be relatively low. On the other hand, one-on-one counseling or assistance could be more expensive.
- *Outcomes*: NA.
- *Example(s):* Even Start (Connors-Tadros, 1996).

Parent skills training:
- *Definition*: The program provides parenting instruction to families.
- *Description*: Similar to family literacy, and often combined with it, parent skills training also addresses the family as a system. Parents are educated with regards to health, teaching their children, and other needs.
- *Costs*: One of the debates central to this feature is to what degree schools should intervene. At one extreme, the family may lose its sense of autonomy and feel invaded, and at the other, the parents receive no training at all. Depending on how schools negotiate this dilemma in implementing this feature, costs can vary.
- *Outcomes*: Emergent Literacy, Decoding A, Comprehension.
- *Example(s):* Success for All (Slavin et al., 1990); Even Start (Connors-Tadros, 1996).

Parent volunteers:
- *Definition*: Parents volunteer their time to participate in programs.
- *Description*: The tremendous variety of ways parents can participate in schools makes assigning outcomes difficult. Parent can act as paraprofessionals and participate in a paired reading feature, which may affect Comprehension, or they may act as babysitters on a field trip.
- *Costs*: Parent volunteers actually save staff by requiring fewer paraprofessionals or other staff.
- *Outcomes*: Vary.
- *Example(s):* Benjamin & Lord, 1996.

Reading instruction training:
- *Definition*: The program trains parents how to read with their children.
- *Description*: Parents often want advice or guidance in specific ways of reading with their children. This feature provides that advice. This can be done in any number of ways: ongoing parent training workshops, newsletters, conferences, book sacks, etc.
- *Costs*: Depend on the chosen method of training. Developing book sacks could be a one-time expense that could be used for years. Ongoing parent training could be quite expensive. An advice column in a preexisting newsletter could be quite inexpensive.
- *Outcomes*: Comprehension.
- *Example(s):* Reading Recovery (Clay, 1991); ELLI (OSU, 1998).

Support services:
- *Definition*: Providing support services to parents.
- *Description*: This assistance may include transportation, custodial childcare, translators, home visits, and referrals (e.g., services for battered women).
- *Costs*: Can be high for services such as childcare but low for services such as referrals.
- *Outcomes*: NA.
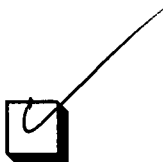- *Example(s)*: Carolina Abecedarian (Campbell & Ramey, 1994).