Anoka-Hennepin
Compensatory Education Pilot Program

Year 1 Report

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Evaluation Team Members
Kyla Wahlstrom, Co-Primary Investigator
Judy Hornbacher, Co-Primary Investigator
Beverly Dretzke, Research Associate
Kristin Peterson, Research Fellow
Rachel London, Research Assistant

CENTER FOR
APPLIED RESEARCH AND
EDUCATIONAL IMPROVEMENT

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Section I

Executive Summary

Report Overview

The Anoka-Hennepin Compensatory Pilot Program is a state funded effort to examine student impact when Compensatory Education dollars are reallocated to 2nd and 3rd grades in three pilot schools. Shifting the traditional allocation of funds allows the district to provide a major intervention in three schools with high populations of at-risk students. The intervention includes program structures for mathematics and reading, changing instructional delivery methods in math and reading, providing intense professional development for teachers in math and reading, coaching follow-up at each site, and significant oversight.

The Year 1 Report reviews student achievement results from the pilot schools and a matched set of control students, levels of implementation of the project in classrooms, impact of strategies on outcomes and changes in teacher and staff attitudes toward the project.

Program Overview

The program takes place in three Anoka-Hennepin elementary schools: Sorteberg Elementary, Jefferson Elementary, and Evergreen Park Elementary. Schools were selected based on a number of criteria: *Measures of Academic Progress* (*MAP*) reading and math data, *Minnesota Comprehensive Assessment (MCA)* data, individual student growth scores, and student demographics. All three sites showed high discrepancy between *MAP/MCA* scores and the previous year's Adequate Yearly Progress (AYP) status.

The program contains both instructional and structural elements:

Instructional Program

- Prescribed Time Schedule (2 ½ hour block for reading, math, and interventions)
  - Balanced Literacy (1 hour)
  - Investigations Math (1 hour)
  - Interventions (30 minutes)

Structural Program Support

- Teacher Teams
- Professional Development
  - Academic Intervention Specialists in Math, Reading, ELL, and Special Education
  - Half-time coach in each pilot building

Summary of Key Findings and Conclusions

The program seeks answers to several questions: What impact will having a team teacher, coaching support, and intense professional development have on instructional practice? What impact will a prescribed teaching schedule have on instructional practice? What is the relationship between changes in instructional practice and student achievement? What is the relationship between the interventions of the pilot program and student achievement?

Based on the data from Year 1 we can conclude that the pilot program was successful in improving the overall achievement of its target students and that success can be attributed to instructional changes and program support within the program.

Student Achievement

Measures of Academic Progress (*MAP*)

2nd and 3rd graders in pilot sites overall showed greater achievement gains in both math and reading on the *MAP* tests than control students. ELL and Special Education students showed greater achievement gains in math than control students.

Minnesota Comprehensive Assessment-Series II (*MCA II*)

A greater percentage of pilot students in 3rd grade were proficient in math than control students. The same applied to free/reduced lunch and ELL students.

Instructional Changes

The 2 ½ hour Math/Reading block was the most controversial component of the pilot. The Investigations Math one-hour block was well used in nearly every classroom. The Balanced Literacy one-hour block was not as well implemented and is the subject of intense professional development in year two.

Use of the math and reading blocks was related to student achievement: Math achievement gains were overall much higher in pilot sites than for control students. Reading gains were much less pronounced and our hypothesis is that the ineffective use of time during Balanced Literacy led to less academic improvement in reading.

Program Support

Instructional practice changed significantly in Year 1. Teachers began to use the strategies taught to them in math and reading almost as soon as they had the training. By the end of the year most teachers found the new strategies beneficial to students.

Having a team teacher was seen by teachers as being the most important component of the pilot. The team teacher allowed teachers to spend more time with students in small groups than they had the previous year.

Coaches, while initially viewed with skepticism, came to be seen by most as important to teachers.

The program shows great promise based on the Year 1 results. Because of the short notice to schools that the program would happen, there was very little time to develop teacher buy-in which caused substantial distress on the part of teachers. Nevertheless, by the end of the year, nearly all teachers were using the new strategies and had implemented the requirements of the pilot.

The fact that the gains in achievement appeared primarily, although not solely, in mathematics, is in line with the focus of the Year 1 professional development—there was more time spent on math professional development in Year 1 than in reading. Additionally, teachers spent more time with students during Investigations Math than they did with students during Balanced Literacy.

The program enjoys enormous support within the district and has developed quite seamless structures for communication, monitoring the work in progress, intervening, and making changes as necessary. All of the shortcomings in Year 1, particularly the use of time in Balanced Literacy, have been addressed very directly in the second year of the program.

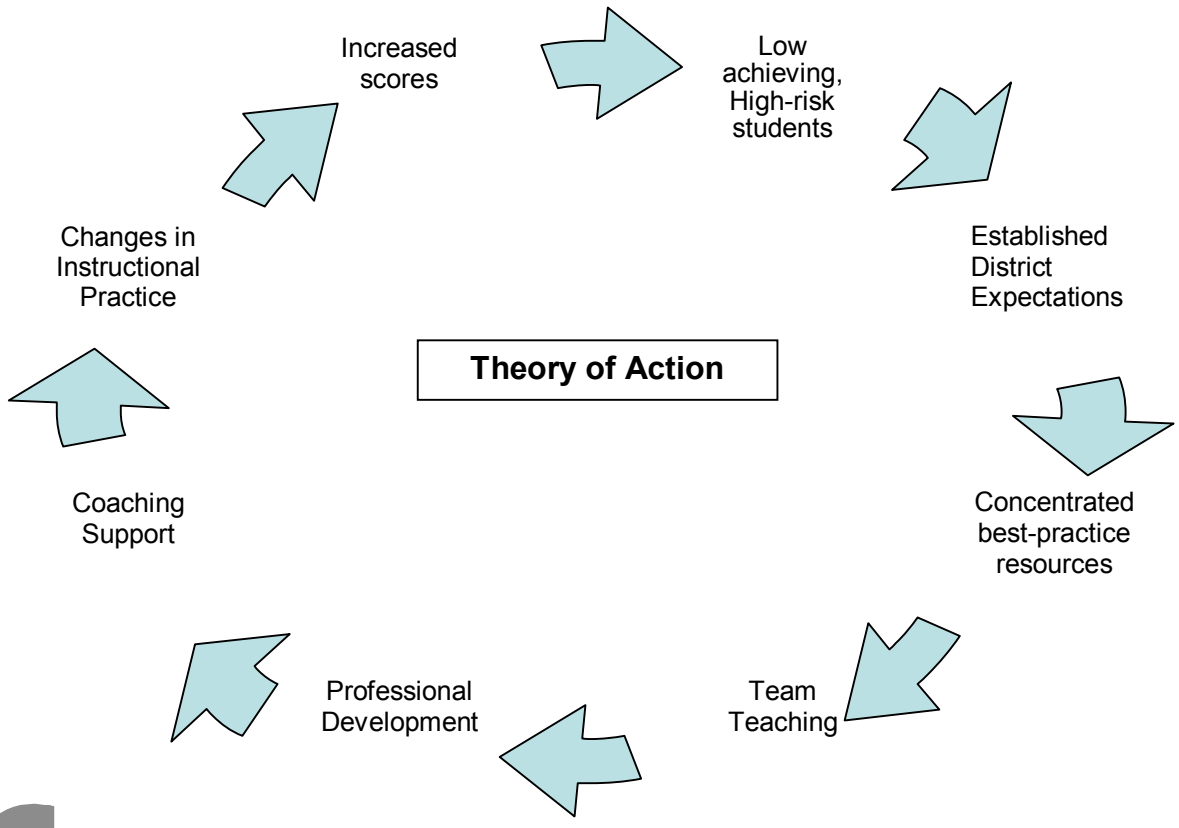
Section II

Introduction

In July 2005, Anoka-Hennepin Independent School District 11, received a grant from the Minnesota legislature to implement the Compensatory Education Pilot Program in three schools in the district for the 2005-2006 and 2006-2007 school years. The schools were selected based on individual school needs as identified in the *Measures of Academic Progress* (*MAP*) reading and math data, individual student growth scores, *Minnesota Comprehensive Assessments* (*MCA)* reading and math results, and student demographics. Sorteberg Elementary, Evergreen Park Elementary and Jefferson Elementary were chosen based on the highest discrepancies of *MCA II/MAP* scores and previous Adequate Yearly Progress (AYP) status.

According to the grant, the goals of the program are:

1. All students reach high standards and attain proficiency in reading and literacy
2. All students reach high standards and attain proficiency in mathematics
3. English Language Learners (ELL) students show progress in reaching proficiency
4. All teachers vary instruction, use assessments to guide instruction for diverse learners
5. Staff and communities form partnerships



Section III

Program Overview

The purpose of the Anoka-Hennepin Compensatory Education Pilot Program is to determine the impact of a substantial shift in funding allocation which alters program structure, changes instructional delivery, and provides intense professional development in three schools. Two of these schools are Title I schools based on their poverty indexes and one is on the border of becoming a Title I school.

The reallocation of funds allowed the district to change the program structure in the following ways:

Teacher teams

Each 2nd and 3rd grade classroom in the pilot sites has a teaching team for the 2½ hour block designated for Balanced Literacy, Investigations Math, and Interventions.

Coaching support

Each of the three sites has a half-time instructional coach who meets with grade level teachers, observes classes, conducts pre- and post-observation interviews with teachers, conducts model teaching, and helps implement professional development lessons in the classrooms.

Academic Intervention Specialists in Math, Reading, ELL, and Special Education

These specialists provide frequent, regular professional development for teachers and coaches in their area of specialty and work at each school for an extended period of time during the year.

Instructional delivery was changed quite dramatically in the pilot sites even though the basic curriculum for reading and mathematics remained the same. The expected changes were determined based on best practice research the district had conducted and included the following components:

Prescribed time schedule

Each classroom is expected to follow a prescribed time schedule: one hour for Balanced Literacy (district curriculum for reading), one hour for Investigations Math (district curriculum for mathematics) and 30 minutes for Interventions.

There are to be no formal breaks during the 2½ hour block. Rather, students are to go the bathroom and eat their snack as part of a transition from one component of the block to the next or during Independent/Center time.

Students are not to be doing science, social studies, handwriting, spelling or any other activity not specifically related to literacy or mathematics during the prescribed time schedule.

Balanced Literacy (1 hour)

Each student is to participate in a 20-minute Guided Reading group every day with one of the two classroom teachers.

During Balanced Literacy when students are not with a teacher in a Guided Reading group, they are expected to work independently on prescribed literacy focused activities such as independent reading, journal writing, choice writing, or listening/computers.

Investigations Mathematics (1 hour)

Investigations Math includes three components that are to be present every day: Introduction, Exploration (in which the class is divided in half or in small groups), and a Summary and Sharing at the end of the lesson.

Interventions (30 minutes)

Intervention time is designed to give teachers an opportunity to work with students having difficulties in either math or literacy, to adapt curriculum materials for them, to build skills, and to use alternative methods not used during the regular math or reading hour.

Professional Development

A regular cycle of professional development in both reading and math began in late August 2005 and continued through the end of the year. In math, all teachers completed a 5-day cycle of professional development including Cognitively Guided Instruction (CGI). In reading, 3 days of training for Guided Reading were conducted along with school and team meetings.

It is important to consider how quickly this program was implemented in the pilot schools. School personnel and teaching staff found out that they were going to be included in the pilot program just weeks before the start of the school year. Therefore, a great deal of the planning and organization was still going on at the beginning of the school year. This is an important fact because not only were the details of the program being fine tuned while teachers were implementing it, but also the process of understanding and accepting the program was taking place with the components already in place.

Pilot Site Characteristics

All three pilot schools included in this project are part of the Anoka-Hennepin Independent School District 11 and serve students in Kindergarten through fifth grade. Students in second and third grades at each school participated in the Compensatory Education Pilot Program. According to the Minnesota Department of Education, the 2005-2006 student body educated by the Anoka-Hennepin Independent School District overall was 1.3% American Indian/Alaskan Native; 6.1% Asian/Pacific Islander; 6.7% Black, non-Hispanic; 2.7% Hispanic; and 83.2% White, non-Hispanic.[1] Twenty-three percent of Anoka-Hennepin students were eligible for free

[1] Minnesota Department of Education, http://education.state.mn.us

or reduced-price lunch in 2005-2006. Six percent were described as English language learners (ELL) and 12% received special education services in the district. However, since the pilot program was administered in only three elementary schools in the district it is important to look at these school's demographics individually as they vary considerably.

Jefferson Elementary

Jefferson Elementary School is located in Blaine, Minnesota, and served 752 students during the 2005-2006 school year.[2] Jefferson Elementary School's student population was 1.6% American Indian/Alaskan Native; 8.3% Asian/Pacific Islander; 6.9% Black, non-Hispanic; 3.5% Hispanic; and 79.7% White, non-Hispanic. Twenty-nine percent of Jefferson students were eligible for free or reduced-price meals and 71% were not. As of the 2005-2006 school year, 13% of Jefferson students were described as ELL whereas the remaining 87% of students were non-ELL. Ten percent of Jefferson students received special education services and the remaining 90% were served by regular education. The average attendance rate for Jefferson Elementary students during the 2005-2006 school year was 96%.[1]

Sorteberg Elementary

Sorteberg Elementary School is located in Coon Rapids, Minnesota, and served 399 students during the 2005-2006 school year.[3] The student population of Sorteberg was 1.5% American Indian/Alaskan Native; 7.8% Asian/Pacific Islander; 10.4% Black, non-Hispanic; 7.1% Hispanic; and 73.2% White, non-Hispanic. Forty-six percent of Sorteberg students were eligible for free and reduced-price meals and 21% of students were described as ELL. Fifteen percent of Sorteberg students received special education services, while the other 85% of students were served by regular education. The average attendance rate for Sorteberg Elementary students during the 2005-2006 school year was 96%.[1]

Evergreen Park Elementary

Evergreen Park Elementary School is located in Brooklyn Center, Minnesota, and served 537 students during the 2005-2006 school year.[4] Evergreen Park's student population was 1.2% American Indian/Alaskan Native; 19.1% Asian/Pacific Islander; 37.6% Black, non-Hispanic; 5.5% Hispanic; and 36.8% White, non-Hispanic. Over half of Evergreen Park students (53%) were eligible for free and reduced-price meals. Twenty-four percent of Evergreen Park students were described as ELL and 13% of students received special education services. The average attendance rate for Evergreen Park Elementary students during the 2005-2006 school year was 96%.[1]

[2] www.anoka.k12.mn.us/jefferson
[3] www.anoka.k12.mn.us/sorteberg
[4] www.anoka.k12.mn.us/evergreenpark

Section IV

Research Design and Methodology

The CAREI research team sought to answer several essential questions:

- What impact will having a team teacher, coaching support, and intense professional development have on instructional practice?
- What impact will a prescribed teaching schedule have on instructional practice?
- What relationship is there between changes in instructional practice and student achievement
- What relationship is there between the interventions of the pilot program and student achievement?

The CAREI team collected data using a variety of sources which included observing classrooms, surveying and interviewing teachers, and having conversations with staff at the three pilot schools. Data were also drawn from district *Measures of Academic Progress* (*MAP*), *Minnesota Comprehensive Assessments – Series II* (*MCA II)*, and *Test of Emerging Academic English (TEAE*) test scores. A brief description of the data sources follows below.

Classroom Observations

Classroom observations were conducted in every 2nd and 3rd grade classroom at each pilot site in January and May 2006. Each observation encompassed the entire 2½ hour team block of Balanced Literacy, Investigations Math, and Intervention time. The observations were conducted using protocols developed by CAREI staff and approved by district staff based on district expectations (See Appendix A).

The purpose of the observations was to determine the presence or absence of the required components of the pilot. Researchers were not studying teacher quality or effectiveness separate from their implementation of those components.

The January observations focused on the extent to which the teaching team was following the district expectations and which components of the program were being implemented. The May observations still focused on whether or not the structural elements of the program were in place (i.e., the prescribed time schedule), but also focused more on whether or not teachers were using the math and reading methods and strategies that had been taught to them through professional development during the year and on how teachers were gathering and using student data.

Teacher Surveys

Teacher surveys were administered in December 2005 and May 2006 to all 2nd and 3rd grade classroom teachers and team teachers at pilot sites. The December 2005 survey was administered to 41 teachers and included 48 questions (see Appendix B for the survey and Appendix C for the survey results). The questions focused on areas such as the Compensatory Education Pilot Program, school and community, student learning, coaching support, professional development, and school climate.

The May 2006 survey was administered to 41 teachers and consisted of 61 questions (see Appendix D for the survey and Appendix E for the survey results). Questions focused on the Compensatory Education Pilot Program, professional learning community, use of specific components of the pilot structure, training and professional development, teaching, coaching support, and academic intervention specialists. Both surveys included questions asking for demographic data such as the number of years the respondent has worked as a teacher and the number of years the teacher has been working in his or her current school. Teachers were asked whether or not they were hired as a team teacher for the project and which grade they teach. The May 2006 survey included follow-up questions designed to gather more information about how teachers use data to assess students and alter instruction.

The completion rate was 100% in December and 87.6% in May. The difference in response rate could be due to the method of administration. In December, the surveys were administered to teachers during a staff meeting and collected at the end of the meeting. In May, however, the surveys were distributed to teachers and then collected a week later or teachers were asked to return them via mail.

Teacher Interviews

Following classroom observations in January 2006, CAREI staff asked each teacher and team teacher follow-up questions (see Appendix F). These questions were asked either in a face-to-face interview with the classroom teaching team, over the phone with individuals, or via email depending on the teacher's preference and availability. The primary purpose for the follow-up questions was to clarify survey responses or to answer any unanswered questions.

Focus Groups and Conversations

Focus groups were held in spring 2006 with coaches, principals and academic intervention specialists (see Appendix G). The purpose of these focus groups was to determine how each group perceived the challenges and successes of the program. In addition to these focus groups, CAREI staff participated in conversations with principals, coaches, and other staff on an ongoing basis between January 2006 and June 2006.

Measures of Academic Progress (*MAP*) Test Scores

The *Measures of Academic Progress (MAP)* for primary grades provides a diagnostic test with results reported in both percent and number correct. This strictly multiple-choice assessment measures the foundational skills of letter and number understanding; includes one reading test that covers letter recognition, sounds, and concept of print; and includes one mathematics test that covers concepts of numbers. It allows the teacher to select specific tests based on the desired content focus and sequence and adapts to student's performance level.

MAP also meets the unique needs of early learners by utilizing advanced technology to display interactive visuals and audio for beginning readers. For example, the computer automatically plays audio instructions to the student, eliminating the challenges of early learners who cannot read. Students are able to use a mouse to perform an action.

***Minnesota Comprehensive Assessments – Series II* (*MCA II*) Test Scores**

The *Minnesota Comprehensive Assessments – Series II (MCA-II)* are the state tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of No Child Left Behind. They are used to determine whether schools and districts have made adequate yearly progress toward all students being proficient in 2014. Reading and mathematics tests are given in grades 3-8, 10 and 11. It is important to note that 2006 was the first administration of the *MCA II*; therefore, results from this assessment cannot be directly compared to *MCA* results from previous years.

***Test of Emerging Academic English* (*TEAE*) Scores**

The *Test of Emerging Academic English (TEAE)* is a test of academic English for students identified as English language learners (ELL) or for students whose families do not speak English at home. The reading subsection of the test involves students reading a short passage or viewing a picture and then answering 125 yes/no questions. In the writing subtest, students write in response to a sentence and a picture prompt. In 2006 schools were allowed to have ELL students take the *TEAE* test instead of the *MCA II* reading test in the spring of each year.

Pilot and Control Groups

Students at the pilot sites were included in the pilot group if they met the following criteria: 1) attended a minimum of 155 out of a possible 172 school days; 2) had a prior (pretest) score on the 2005 *MAP* reading test. For the purpose of comparing achievement results of the pilot students, a control group was created by the CAREI team. The control group was selected from Anoka-Hennepin students. All students in the data files had a minimum enrollment of 155 out of a possible 172 school days and a prior (pretest) score on the 2005 *MAP* reading test. Students were selected and matched according to ethnicity, primary disability, economic status (free or reduced-price lunch), ELL status, and initial *MAP* reading score. Matches of pilot and control students were done within each of 60 groups for each grade. The 60 groups came about by crossing five ethnicity distinctions, three economic indicator levels, two primary disability labels, and two ELL labels.

Section V

Evaluation Results

Evaluation results include all components of the pilot program including: teaching teams, professional development, coaching support, change in classroom environments, change in classroom instructional practice, and student achievement.

Teaching Teams

Providing pilot classrooms with a team teacher to assist with reading and math instruction was a primary component of the Compensatory Education Pilot Program. Classroom teachers were told that they would have a team teacher in their room for 2½ hours a day just a few weeks prior to the start of the 2005-2006 school year. Therefore, although the teaming component of the program was the most positively talked about part of the program by the end of the first year, there was certainly a transitional period for both the classroom teacher and the team teacher at the start of the pilot.

Every classroom showed evidence of collaboration, although some classrooms more than others. There were a couple of teaching teams that did not work out; those situations were changed for the second year of the program. Every team expressed a strong desire for more collaboration time to plan lessons. In relation to planning before school, teachers reported that other meetings often occur at that time (e.g., grade-level meetings or meetings with coaches) which cut down on the time the team could meet on their own to plan instruction. Most teachers reported that they were left to collaborate on their own time (unpaid) in order to effectively plan instruction. Even though there was concern regarding the lack of planning time, that concern did not override the value teachers ascribed to teaming. Many teachers thought that their students greatly benefited from having two teachers in the classroom. (See Appendix E for complete results of May 2006 teacher survey)

Professional Development

Ninety-five percent of teachers in the May survey indicated that that they had implemented the strategies they learned in professional development. Ninety-three percent believe that the strategies they learned are beneficial to students and that they have the skills they need to provide intensive interventions in their classrooms. In particular, they most frequently mentioned the CGI training as information they will continue to use. They felt the same way about the reading strategies they had learned from Donna Haugen and the reading intervention specialist. Their responses are congruent with what was observed in classrooms in the spring. Teachers were using more strategies—reading strategies in particular—than had been seen in January. Strategies from reading and math professional development have been directly implemented in the classroom, and although about one-third of teachers deny that the coach helps them significantly, it is clear that through some means—coaches, clarity of principal direction, etc.—

teachers did understand they were expected to implement the strategies they learned through professional development.

Coaching Support

Each of the three sites has a half-time instructional coach to work with teachers on the aspects of the Compensatory Education Pilot Program. Coaches meet regularly with teachers by grade level to discuss teaching strategies and successes or challenges with the program. Coaches reported that many teachers did not fully participate in the meetings. They came to the meetings either unprepared or unwilling to share ideas. Coaches are expected to observe classes in order to provide helpful instructional feedback. According to the teacher surveys, 37% of teachers disagreed with the statement that coaches were in the classroom to observe rather than evaluate and judge. However, the percentage of teachers who felt that coaches provided useful feedback on instructional practices rose from 43% in December to 68% in May (For survey results see Appendices C and E).

Change in Classroom Environments

Analysis of change in classroom environments was based on researcher observations and teacher survey and interview data. There are four components to the analysis based on district expectations: Did the teaching team adhere to the prescribed schedule? Were there clearly identified centers and how were they used? Were there clearly established classroom procedures? Was there evidence of collaboration between the lead teacher and the team teacher?

Meeting the Prescribed Time Schedule

Nearly all pilot classrooms complied with the time requirements of the program—a 2½ hour block dedicated to literacy and mathematics. The prescribed time was scheduled into the teachers' day by the school principal in order to place and schedule team teachers in every room. Early in the year some teachers reported discomfort with the change, and believed it took away their freedom to use their own professional judgment about how to best use their time to teach their students. Others were very nervous about having to keep to such a strict time schedule and reported that it took time away from other subject areas. However, by the end of the year, it was apparent from observations that the majority of teachers had adopted the schedule and were less anxious about implementing it.

*Clearly Identified Centers for Independent/Center Time**

Independent/Center time took place during the Guided Reading block but also often extended into the Intervention time as teachers worked with one or two students. The set up and even the existence of centers varied greatly from school to school and classroom to classroom. In most classrooms, center activities took place at individual student desks rather than at discrete centers in the room. Several classrooms had computers and/or listening centers in the room that were intended to be used during Independent/Center time. Computers could be used for literacy activities such as Readers Theater or other

literacy activities. Listening centers were equipped with tape recorders and headphones for students to listen to books on tape and read along. Since computers were limited in classrooms at one site and non-existent in classrooms at another site, in several classrooms these activities were only offered to students who had completed every other alternative. In a few classrooms there was a schedule posted as to which students had computer time on which days.

One site made no attempt at all to plan or implement separate centers within the classrooms. Instead, students spent this time doing penmanship, dictionary work, or sometimes, social studies and science.

There was great disparity between what program personnel expected to see regarding Independent/Center time, what teachers reported they did in their classrooms, and what was observed during classroom observations. For example, 85% of teachers agreed that the centers in their classroom focused on reading. Observations did not confirm this, although, by the end of the year more teachers had incorporated some reading focused writing into Independent/Center time. The May teacher survey showed how useful teachers thought centers were: Only 55% agreed that the use of centers enhanced student learning while 45% disagreed that they were useful to students.

In many classrooms this forty minutes was extremely underutilized. While students may have been working quietly on their own, they were not necessarily working on improving their literacy. Some students spent the time with books that were below their reading level or worked on worksheets or other busy work designed more to keep them occupied rather than challenge them. Teachers were often consumed with their individual or small group work and as a result students were left to fend for themselves for a majority of the time.

** It is important to note that the use of Independent/Center time has become one of the primary focus areas of professional development in Year 2 and observers are already seeing major differences in how Independent/Center time is being conducted.*

Clearly Established Classroom Procedures

The presence of clear classroom procedures also varied from school to school and classroom to classroom. In the beginning of the year, there was some variability in how well the procedures and the prescribed time schedule were managed. In classrooms that had clear procedures students knew what they were to do in all segments of the 2½ hour team block. The hour of math time and one hour of reading time was usually quite obvious in the schedule, with the half hour of Intervention time being a bit more ambiguous. Students were either directed by teachers as to what to do or were provided with a list of activities or tasks on the board that they were expected to do during the Independent/Center time. By the end of the year, most teacher teams had clear classroom procedures for the components of the pilot in place and the segments were operating smoothly.

Evidence of Collaboration

According to surveys and interviews with teachers, the teaming component of the program was the aspect that they valued the most in the pilot. Collaboration seemed to exist in most classrooms although there was considerable variation from classroom to classroom as to how collaborative the teams were. The amount of time teachers had to collaborate was a sticking point throughout the entire year. The majority of teachers (90 % in December and 80% in May) reported that they were not allotted enough time to collaborate with their team teacher and often resorted to doing so on their own time.

By the end of the school year, about 90% of teachers reported working well with their team teacher. Ninety-three percent reported that they frequently had conversations with team teachers about what helps students learn best. Based on classroom observations, there appeared to be more collaboration among teachers in May than at the beginning of the program.

Change in Classroom Instructional Practice

The expectations of the pilot are that teachers will use the skill and comprehension strategies they learn in professional development sessions in math, reading, and Intervention time. Scheduling impacted the pace at which new strategies were implemented: a) the schedule on which they learned new strategies—either at the beginning of the year or later on and b) the schedule on which the Academic Intervention Specialists spent time at their school. For instance, one school started in September with the math specialist so it was assumed that researchers would see evidence of the strategies they had been taught being implemented in these classrooms in the fall. On the other hand, the reading specialist was not hired until January and therefore did not get to one of the pilot schools until April or later.

Change in instructional practices was expected to be evident in every component of the pilot including Balanced Literacy, Investigations Math, and Interventions. There was also expected change based on having a team teacher in the classroom.

Balanced Literacy (1 hour)

All classrooms implemented components of Balanced Literacy including Guided Reading groups and Independent/Center time. However, the specifics of the implementation varied from school to school and classroom to classroom.

- *Guided Reading Groups: (20 minutes per group)*
  The expectations within the Guided Reading groups are as follows:

  - Both teachers conduct Guided Reading groups
  - Every student participates in a Guided Reading group with a classroom teacher
  - The groups meet daily for 20 minutes
  - Reading materials are leveled
  - The groups have a clear purpose/focus

- There is no round robin reading
- Appropriate comprehension and skill strategies are used

Both teachers conducted Guided Reading groups in all the pilot classrooms. Almost all students participated in at least one Guided Reading group during Balanced Literacy, sometimes more than one. In two of the schools ELL and Title I teachers came into the classroom during this time and conducted Guided Reading groups with their students. These students then participated in another Guided Reading group with one of the classroom teachers.

Each Guided Reading group used leveled reading materials including fiction and nonfiction reading materials and books. However, it was somewhat difficult for researchers to determine if the leveled materials were appropriately matched to every student's ability in the group.

There was considerable change in some of the reading strategies teachers used from the beginning to the end of the year. For example, at the beginning of the year some teachers and team teachers used round robin reading. This is described as students taking turns reading aloud while other students in the group follow along in the text. By the end of the year, most teachers had stopped using this strategy and had substituted "whisper reading" where students read to themselves in a low whisper while the teacher goes around the group and listens to individual students read. This change in practice is attributable to the reading professional development provided to teachers during the second semester. There was evidence that there were greater gains in reading achievement for students when round robin reading was not implemented in Guided Reading groups.

Throughout the year, teachers focused primarily on skill strategies (e.g., phonics, vocabulary, and text features) in helping students read. Most Guided Reading groups had at least some discussion about meaning or predicting, but not necessarily by name. Observers did not see much intentional verbal or written focus on individual comprehension strategies (e.g., activating background knowledge, visualizing, determining importance, etc.).

- *Independent/Center Time: (40 minutes)*

  Some teachers reviewed what was expected of students during Independent/Center time prior to students beginning to work on their own. Others had lists of "to do" activities posted on the board. Yet other teachers simply started in with the lesson assuming that students knew what they should be doing. In some instances they did, but in others students seemed to be without direction. Teacher perceptions were that the activities they had for students during Independent/Center time were literacy focused. However, data from observations indicated that there was great variety in whether Independent/Center time activities met the expectations of the pilot. For example, in one school in January, none of the Independent/Center time activities required of students were actually recommended under the guidelines of the pilot. In other schools, there were computer/listening centers, and writing activities that clearly met the guidelines. By the end of the year, there was more journal and

reading response writing in all the schools, but there were very few classrooms where a set amount of time was required for independent reading or writing.

- *Use of Assessments*
  The district expectation is that teachers use data frequently to differentiate instruction for individual students and work with their team teacher to adjust student reading groups based on data.

  All teams are expected to use the *Developmental Reading Assessment (DRA)* as the basis for organizing initial Guided Reading groups. However, several teams discussed the changes they had made in student assignments based on their own discussions and observations. Most teachers reported using both formal assessments like *MAP*, *DRA*, *MCA II* and less formal means such as observations and running records to determine if their students had made progress during the year. However, the formal assessments were the single most frequently used means for assigning students to Guided Reading groups.

  By the end of the year more teachers reported using running records as a means of determining student progress than had in January and 58% of teachers reported assessing and rotating student groups in Guided Reading at least monthly.

Investigations Math (1 hour)

The majority of classrooms used a full hour for Investigations Math. However, the expected components that included an Introduction, an Exploration lesson, and Summary and Sharing at the end of the lesson were not all implemented to the same extent.

Introduction: In about 70% of classrooms, the lesson began with a 10-15 minute introduction segment which set the stage for the actual investigation students would subsequently do. This segment was presented either to the whole group or to two smaller groups. It included how students would be grouped and what the product expectation was although there was some variation in how clear the explanations were of the ultimate product. In some classrooms there was variation between team teachers as to how they did the introduction. This would indicate that while the team had clearly collaborated on the content of the lesson, they had not necessarily collaborated on the means by which they would introduce it.

Exploration: Nearly every teacher conducted a major exploration connected to the skills described at the beginning of the class. Most teams divided the class in half to do the explorations. However, in a few classrooms the students were not divided into two groups but rather worked independently or with partners. *MAP* math scores showed an association between classrooms that were divided in half for exploration and higher gains in achievement. Students appeared to enjoy the exploration; most worked well with their partner(s) and had the materials they needed. The vast majority of teacher teams checked continuously for understanding and provided one-on-one attention to students.

Summary and Sharing: Summary and Sharing was rarely observed at the end of the math lesson. According to the May 2006 teachers survey, only 23% of teachers reported that they facilitated Summary and Sharing every day; however, 65% reported doing it weekly. Teacher comments about Summary and Sharing indicated that they consistently ran out of time during the hour to do the Summary and Sharing and therefore often ended up skipping it.

Intervention Time (30 minutes)

The Intervention component of the prescribed schedule was primarily a continuation of either math or reading. In the first year, expectations were that teachers would spend the 30 minutes of Intervention time meeting with individual students needing additional assistance with literacy or math work. This time could also be used to provide students who were ready to go beyond the regular lesson with additional instruction. Teachers were expected to use alternative strategies in teaching during this time. Very few teachers implemented Interventions in the way intended by the program. In many cases it was very hard to differentiate through observations when reading or math ended and Interventions began. In fact, there was one site that never implemented Interventions the entire year. However, teacher perceptions of their use of Intervention time differed significantly from observations. For example, in the May teachers survey, 93% of teachers agreed or strongly agreed that they used alternative strategies during Intervention time.

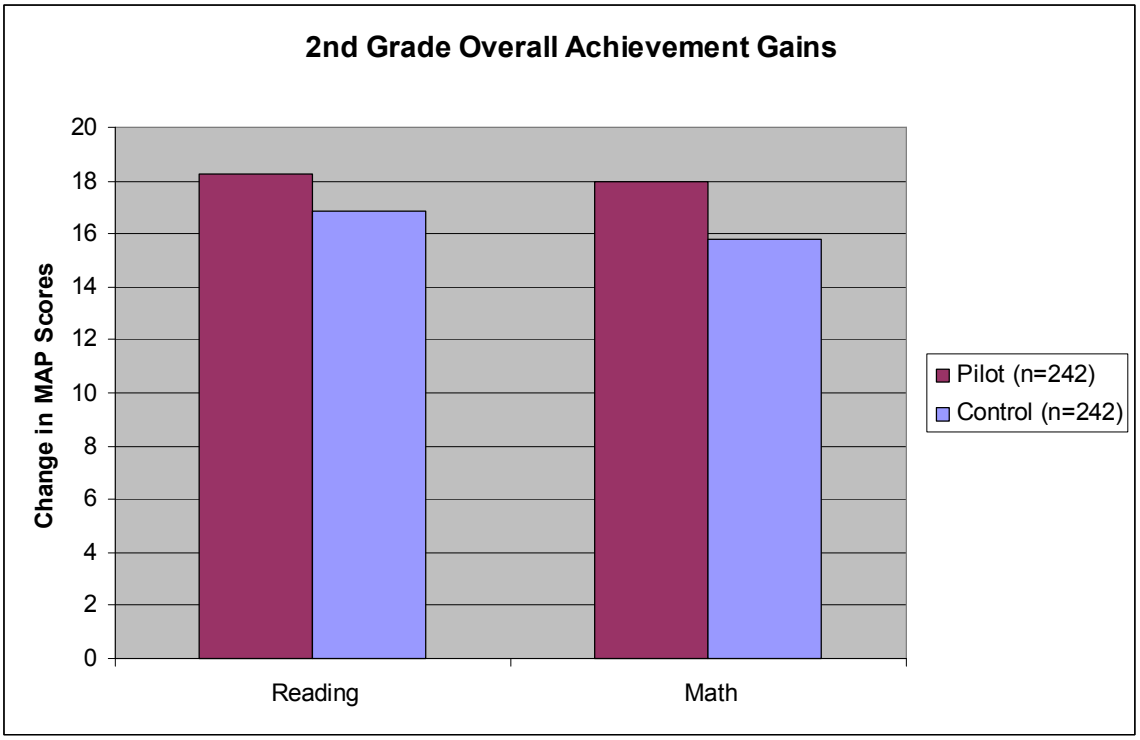
Impact of Teaming on Students and Teachers

One of the rationales behind team teaching and the highly structured schedule is that it provides students more time in small groups and one-on-one with teachers. Additional time with teachers is presumed to increase student performance. Sixty-eight percent of teachers agreed that they had spent more time with individual students than they had in the previous year and 73% agreed that they had spent more time with students in small groups. Teachers overwhelmingly commented that the strength of the program was the increased student/teacher ratio which benefited students and collaboration with their team teacher.

Student Achievement

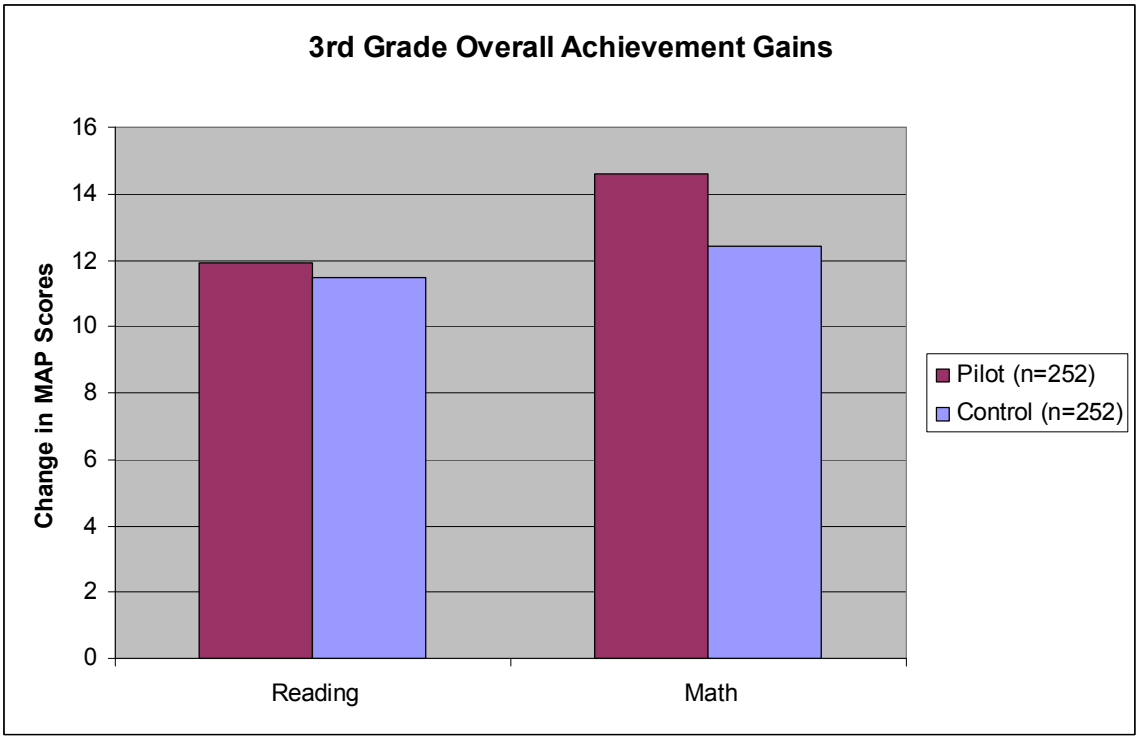
Measures of Academic Progress (MAP)

MAP tests were administered in reading and math to 2nd and 3rd graders in the district. The data used were gain scores from fall 2005 to spring 2006 for 2nd graders and from spring 2005 to spring 2006 for 3rd graders. Results for pilot students were compared to control students. Overall pilot students made greater gains in reading and math in both 2nd and 3rd grade. ELL pilot students made greater gains in 2nd and 3rd grade math and 2nd grade reading than ELL control students. Special education and free/reduced-price lunch status pilot students made greater gains in 2nd and 3rd grade math and 3rd grade reading than students in their control demographic groups.



Change in mean reading score and mean math score from initial MAP testing fall 2005 to end-of-year testing spring 2006

Pilot students completed a full year (155 days or more days of enrollment) at pilot schools. Control students are from the rest of the district matched for ethnicity, economic assistance, ELL assistance, disability, and initial 2005 MAP reading score.



Change in mean reading scores and mean math between MAP tests taken spring 2005 and spring 2006.

Pilot students completed a full year (155 days or more days of enrollment) at pilot schools. Control students are from the rest of the district matched for ethnicity, economic assistance, ELL assistance, disability, and initial 2005 MAP reading score.

Achievement gains were also analyzed in relation to teaching strategies. There were several strategies that were associated with significantly greater achievement gains in either math or reading *MAP* scores. Through observation data, classrooms were classified as either implementing these strategies or not implementing them. Students in classrooms where the following reading strategies were implemented showed significantly greater gains on *MAP* reading tests than students in classrooms where these strategies were not implemented: students read independently for 20 minutes; groups do not engage in Round Robin Reading; use of on-going records by teachers.

Several math teaching strategies were associated with significantly higher gains in *MAP* math scores. Students in classrooms where the following math strategies were implemented showed significantly greater gains on *MAP* math tests than students in classrooms where these strategies were not implemented: lesson begins with a 10-15 minute introduction; students are engaged in the work for the entire hour. (For complete *MAP* results for all pilot sites as compared to control students see Appendix H).

Minnesota Comprehensive Assessment – Series II (MCA II)

MCA II results were evaluated as mean scores as well as the percent of students whose scores indicated they were proficient in reading and math. While average scores are more commonly reported, discussing *MCA II* results as the percentage of students proficient is more meaningful for this program because the goals of the program specifically measure student achievement by the percentage of students reaching proficiency (see page 3). Overall, the mean scores of the *MCA II* math and reading tests were very similar for pilot students and control students (See table below). In fact, the mean scores were similar across the district and the state.

Overall, the percentage of 3rd grade pilot students scoring proficient on the *MCA II* reading test was 83%, compared to 86% of control students. Eighty-three percent of 3rd grade pilot students also scored proficient on the *MCA II* math test, compared to only 79% of control students.

Considering that one of the goals of the program specifically addresses the proficiency of ELL students this is a population of particular interest. Seventy-five percent of 3rd grade ELL pilot students scored proficient on the *MCA II* math test, compared to 61% of 3rd grade ELL control students. *MCA II* reading scores were not analyzed for this group due to the extremely small number of ELL students who took the reading test. (Note: Most ELL students take the TEAE test instead of the *MCA II* reading test).

A greater percentage of pilot students compared to control students eligible for free or reduced-price lunch scored proficient on the *MCA II* math test (80%, compared to 69%). Although the difference was smaller, a greater percentage of pilot students compared to control students eligible for free or reduced-price lunch also scored proficient on the *MCA II* reading test (80%, compared to 79%). (For complete MCA II results for all pilot sites and control students, see Appendix I).

The tables below illustrate the percentage of pilot students compared to control students scoring proficient on the *MCA II* math and reading test by subgroups.

MCA II Third Grade Reading Proficiency		
	Pilot	**Control**
Overall Average Score	366.46	367.34
Overall Proficiency	83%	86%
FRL Status	80%	79%
ELL Status	Group too small*	
Ethnicity		
American Indian (n=4)	100%	75%
Asian (n=8)	100%	100%
Hispanic (n=3)	33%	100%
Black (n=24)	75%	80%
White (n=159)	84%	86%
Gender		
Male	80%	80%
Female	86%	92%

*Most students classified as ELL took the TEAE instead of the MCA II Reading test.

MCA II Third Grade Math Proficiency		
	Pilot	**Control**
Overall Average Score	357.68	358.05
Overall Proficiency	83%	79%
FRL Status	80%	69%
ELL Status	75%	61%
Ethnicity		
American Indian (n=4)	100%	75%
Asian (n=38)	79%	72%
Hispanic (n=9)	56%	56%
Black (n=31)	68%	65%
White (n=168)	88%	84%
Gender		
Male	84%	77%
Female	81%	80%

Test of Emerging Academic English (TEAE)

The *Test of Emerging Academic English (TEAE)* is a test of academic English for students identified as English language learners (ELL) or for students whose families do not speak English at home. Schools can have ELL students take the *TEAE* test instead of the *MCA II* reading test in the spring of each year. Scores are provided in four levels with level four considered proficient. Overall less than one-fourth of all third grade students who took the *TEAE* scored proficient. At pilot schools, 21% of ELL students who took the *TEAE* scored proficient compared to 24% of control students and only 13% of ELL third graders statewide.

Section VI

Summary and Conclusions

Overall the pilot program showed promising results in Year 1, especially considering the complexity and the speed at which the program was implemented. As expected, personnel and staffing issues consumed a great deal of time and energy in the beginning of the program. Schools had to hire and place team teachers in every 2nd and 3rd grade classroom, the district had to hire coaches, academic specialists, and plan and schedule professional development. As with any initiative, participants needed time to understand, accept and buy into the program.

Just as Year 1 showed promising results for the model, it also raised a number of questions, as is expected in a new program. Personnel responsible for the program have taken the results from Year 1 and used them to guide the professional development, staffing, and oversight of Year 2.

Balanced Literacy and Investigations Math

Teachers, although at first somewhat resistant and uncomfortable with the prescribed teaching strategies, became more at ease over the course of the year and began to incorporate some of the new strategies that they had learned in professional development. Which strategies and how they were implemented in Balanced Literacy compared to Investigations Math seems to have influenced where the achievement gains were seen.

The 20-minute Guided Reading component of Balanced Literacy occurred in all classrooms. In most classrooms every student met with one of the two teachers even if they had also met with an ELL, Title I, or Special Education teacher. Teacher practice changed in Guided Reading groups over the year. Round robin reading was dropped almost entirely and was replaced with the whisper reading technique taught to teachers in the second semester.

Although the Guided Reading component of Balanced Literacy met most of the program expectations, Independent/Center time, the 2nd component of Balanced Literacy, did not. Teachers expressed discomfort with the Independent/Center time and tended to use it for activities other than those designated by the program.

Considering the makeup of this component allocated 20 minutes to Guided Reading and 40 minutes to Independent/Center time for students the inefficiencies and ineffectiveness of the Independent/Center time overpowered the positives that came from the work being done in Guided Reading. Even if Guided Reading groups precisely followed the program protocol they only accounted for one third of the time intended for literacy work.

The concern that manifested itself in analyzing information about Independent/Center time was how much time the students were off-task during reading time. Observations indicated that, while students were given assignments and knew what they were supposed to do, their capacity

for working independently for 40 or even 70 minutes was limited. Very few students were able to be self-directed for that length of time, even if they were mostly compliant and quiet.

Administrative personnel realized that teachers needed more training in how to effectively structure Independent/Center time. Toward this goal, in August 2006, teachers participated in a one-day workshop on effective classroom center work.

Almost all classes that were observed spent the entire math block on Investigations Math. During that hour both teachers and often other specialists worked with students, guiding them, teaching them, and encouraging them to solve problems on their own and to understand the math concepts behind the work they were doing. Aside from the Summary and Sharing component of the program, teachers were fairly consistent with the content and delivery of their math lessons. As a result, math achievement gains were higher than reading achievement gains and that seems related to the amount of time teachers and students interacted in the field of mathematics every day. Additionally, special education and ELL students made large gains in mathematics, likely because they were not pulled out of the math lessons and therefore participated in the entire lesson every day.

Student Achievement

Overall, students in the Anoka-Hennepin Compensatory Education Pilot Program had greater gains than a matched control group on most achievement measures in spring 2006 *MAP* testing in both mathematics and reading. Mathematics showed the most significant gains. English language learners and special education students showed larger gains than the control group in both *MAP* reading and *MAP* mathematics.

MCA II results were analyzed based on the percentage of students scoring proficient according to state standards. Overall, the percentage of 3rd grade pilot students scoring proficient on the *MCA II* reading test was 83%, compared to 86% of control students. Eighty-three percent of 3rd grade pilot students also scored proficient on the *MCA II* math test, compared to only 79% of control students.

Seventy-five percent of 3rd grade ELL pilot students scored proficient on the *MCA II* math test, compared to 61% of 3rd grade ELL control students. A greater percentage of pilot students compared to control students eligible for free or reduced-price lunch scored proficient on the *MCA II* math test (80%, compared to 69%). Although the difference was smaller, a greater percentage of pilot students compared to control students eligible for free or reduced-price lunch also scored proficient on the *MCA II* reading test (80%, compared to 79%).

Moving Forward

Based on results from Year 1, the program shows great promise. The fact that the gains in achievement appeared primarily, although not solely, in mathematics is in line with the focus of the program in the first year. There was more time spent on professional development in math than in reading. Considering the math specialist was in the schools working with teachers on

best-practice strategies several months longer than the reading specialist, this also favored math. Finally, the actual amount of time teachers spent working with students directly on math compared to the time spent directly on literacy was nearly 3-to-1. All things considered, it should not be surprising that math achievement improved more than reading achievement.

However, what is truly promising is the effort that has been put into increasing the amount of meaningful instruction and making the entire hour of Balanced Literacy effective for Year 2. Even though the focus in Year 1 was not on the Guided Reading component, which is only one-third of the time, there were some gains in achievement. So with a much more concerted effort in the area of Independent/Center time we would expect to see similar gains in reading as those in mathematics in Year 2 of this program.

Appendix A: Classroom Observation Protocol

Anoka-Hennepin Compensatory Pilot Program Study

Observation Record Date_____ School_____

Classroom _____

1. Classroom Environment

Item	Evidence
Clearly identified Classroom Procedures 1. There are clear classroom routines that match the required schedule of the Pilot 2. Students have internalized the classroom routines and transition from one activity to the next easily 3. Students know what they are to do and are self sufficient enough to do it 4. Students have the materials they need for work at each transition 5. Teachers monitor student activities and behavior 6. There is no formal snack time	(Note especially changes since January)

60 Minutes Guided Reading	
Observation Focus	**Evidence**
Frequency: Every child meets with a teacher for Guided Reading. If a student leaves during Guided Reading, question when the child get their GR time with classroom teacher	
ELL and Title I: Students who are in an ELL or Title 1 reading groups also participate in a classroom teacher-led Guided Reading group.	
Centers: When students are not with teacher for Guided Reading, they are in one of the following Centers: 1. Listening	

2. Independent Reading 3. Student Choice Writing (Note: These "centers" may be literal places in the room or types of activities that students pursue at their desks.) ➢ **Goal:** Centers are separate places with the work clearly identified, the rules identified, a menu of options, etc. ➢ **Goal:** evidence that students are able to be independent longer than they were in January. For example, read independently longer before they change activity.	
Examples of possible work at Centers: **1.** Independent reading/response ➢ Leveled books ➢ Rereading material ➢ Poetry reading ➢ Response journals **2.** Writing Center ➢ Letters to teacher about materials they have read ➢ Writers Workshop activities **3.** Listening/Computer ➢ Readers Theatre ➢ Partner reading ➢ PM Software ➢ Literacy listening books (Note: Work at Centers needs to be directly connected to literacy. The following activities are <u>not acceptable</u> at the Centers: Math, Handwriting, Computer games or non-reading focused sites, Keyboarding, Spelling, Social Studies, Science, etc.)	

Observation Focus	Evidence
Guided Reading Group Assignment: There is evidence of flexible small group assignment based on use of data, i.e., MAP scores, teacher discussion, review of student work, understanding of specific student needs. Note: Running Records and teacher observation should also be indicators of student progress as well as DRA testing	
Observation Focus	**Evidence**
Guided Reading Structure: ➢ Small group instruction ➢ One student reading to teacher while others read silently for some of the time. Rotate. ➢ No Round Robin Reading	
Guided Reading: Setup/implementation ➢ Purpose /focus for the group is clear ➢ Pre-reading or Introduction? ➢ 1st Reading? ➢ 2nd Reading? ➢ Identification of challenges within the text ➢ Teacher provides supports within the text.	

Guided Reading Strategies: Comprehension Strategies: 1. Background Knowledge 2. Visualizing 3. Determining Importance 4. Questioning 5. Inferring 6. Summarizing/synthesizing Skill Strategies: 1. Phonics 2. Vocabulary 3. Text Features 4. Decoding 5. Fluency On going Assessments 1. Running Record 2. Other?	(Note: These strategies can be implemented in various ways: i.e., framing words with fingers, finding verbs, rereading, predicting, mapping, retelling, using the easel to make a point or focus a skill, etc.)

30 Minutes- Guided Intervention Groups ILA or Math	
Observation Focus	**Evidence**
Organization of Intervention Time 1. There is a definite intervention time in which students are either working independently or with teachers 2. No whole group instruction 3. Teachers work with one or more students on specific skill needs	
Focus: 1. There is a clear focus to the intervention	

2.Students understand the focus and are engaged	
Instructional Strategies: 1. Teachers employ individualized strategies with students that are not necessarily used in other instructional time, i.e., manipulatives for math, reading for fluency, rereading, asking questions to help students make meaning	

60 Minutes Investigations Math	
Observation Focus	**Evidence**
Lesson Components and Organization: 1. Begins with 10-15 minute whole group Introduction 2. Class is split in half or in small groups for Exploration time 3. Summary and Sharing time (may be whole group or split): Sharing is encouraged through open ended questions, atmosphere is safe, students articulate their thinking and processes (Note: Look for changes since January particularly in	

the Summary and Sharing time.)	
Math Instructional 1. Teachers introduce the anized fashion 2. Children are actively 3.Teachers move among derstanding 4. Activities are modified difficulty 5.There is a small group hers during Exploration 6.Teachers use open son i.e., they ask questions Note: The teacher should uld be able to answer at the 7. Students are comfortable 8. Students articulate their and Sharing 9. There is evidence that atics behind the work of the ents to get to answers in	

Appendix B: January 2006 Teacher Survey

Anoka-Hennepin Compensatory Pilot Program
Teacher Survey

The data collected in this survey will be reported only in aggregate form. Your responses are confidential and will not be identified individually. Thank you for taking the time to complete the survey.

Program
To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	I have a clear understanding of the goals of the Program.						
2.	I believe that the Compensatory Pilot Program will bring about positive change in my instructional practices.						
3.	I believe that the Compensatory Pilot Program will increase student achievement.						

School and Community
To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	My school schedule provides adequate time for collaborative teacher planning.						
2.	An adequate amount of professional development is available to me.						
3.	Staff development is designed to address diverse learning levels and styles.						
4.	My school has adequate curriculum materials and teaching resources.						
5.	I work well with my teaming teacher.						

Training

Please indicate the amount of training you have received in the following areas <u>PRIOR TO THIS YEAR.</u>

		None	2 hrs	½ day	1 day	2 – 4 days	5 or more days
1.	Balanced Literacy						
2.	Cognitive Guided Instruction (CGI)						
3.	Using student assessment data to differentiate instruction						
4.	Interpreting Measures of Academic Progress (MAP) data						

Training

Please indicate the amount of training you have received in the following areas <u>SO FAR THIS SCHOOL YEAR</u>.

		None	2 hrs	½ day	1 day	2 – 4 days	5 or more days
1.	Balanced Literacy						
2.	Cognitive Guided Instruction (CGI)						
3.	Using student assessment data to differentiate instruction						
4.	Interpreting Measures of Academic Progress (MAP) data						

Student Learning

To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	Students learn best when they are actively involved in exploring ideas, inventing, and trying out their own approaches to problem-solving.						
2.	I frequently vary instruction to address diverse learning levels and styles.						
3.	Sufficient support is provided when low-achieving students are integrated with regular classes.						
4.	I use data from test results to plan and vary my instruction.						

5.	The use of centers in the classroom allows for enhanced student learning.						
6.	I have the skills necessary to provide intensive intervention in reading instruction in my classroom.						
7.	I have the skills necessary to provide intensive intervention in mathematics instruction in my classroom.						
8.	I currently use research-based instructional strategies that support English Language Learners.						

How often in this school year have you:

		Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
1.	Received meaningful feedback on your performance from colleagues?						
2.	Had the opportunity to plan with your team teacher?						
3.	Had conversations with your team teacher about what helps students learn best?						
4.	Met with team teachers from other classrooms to discuss instructional strategies?						
5.	Had communication with parents about literacy progress?						
6.	Had parents of your students attend a district activity with an academic focus?						
7.	Implemented centers in your classroom?						

Coaches/Specialists

To what extent do you agree or disagree that your coach(es) and/or subject specialists:

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	Provide useful feedback on my instructional practices?						
2.	Provide useful assistance to me in setting short-term goals for teaching and learning?						
3.	Give me individual support to help improve my teaching practices?						
4.	Are accessible for consultation when needed?						

5.	Are in the classroom to observe and offer suggestions rather than evaluate and judge?						
6.	Provide or locate resources to help me improve my teaching?						
7.	Facilitate collaboration between teaching partners?						

School Climate

To what extent do you agree or disagree that your school's climate:

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	Encourages the use of new ideas to help me improve my teaching practices?						
2.	Has an atmosphere of collaboration and trust?						
3.	Has a culture of learning among staff?						
4.	Supports an environment for staff development?						
5.	Encourages data use in planning for individual student needs?						

1. How many years have you worked as a teacher? _____

2. How many years have you worked in this school as a teacher? _____

3. Were you hired as a team teacher for this Compensatory Pilot Program? [ ] yes [ ] no

4. What is your teaching assignment? [ ] 2nd Grade [ ] 3rd Grade

5. Overall, what are the strengths and weaknesses of the Compensatory Pilot Project thus far?

Thank you for your time and participation!

Appendix C: January 2006 Teacher Survey Results

Teacher Survey Answer Frequencies

Program
To what extent do you agree or disagree with the following statements?

Question 1: I have a clear understanding of the goals of the Program.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
7.3%	17.1%	12.2%	24.4%	26.8%	12.2%

Question 2: I believe that the Compensatory Pilot Program will bring about positive change in my instructional practices.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
2.4%	14.6%	12.2%	29.3%	31.7%	9.8%

Question 3: I believe that the Compensatory Pilot Program will increase student achievement.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
7.3%	4.9%	8.5%	40.2%	24.4%	14.6%

School and Community
To what extent do you agree or disagree with the following statements?

Question 1: My school schedule provides adequate time for collaborative teacher planning.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
63.4%	22.0%	4.9%	7.3%	2.4%	0%

Question 2: An adequate amount of professional development is available to me.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
2.5%	20.0%	5.0%	35.0%	17.5%	20.0%

Question 3: Staff development is designed to address diverse learning levels and styles.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
4.9%	12.2%	13.4%	25.6%	43.9%	0%

Question 4: My school has adequate curriculum materials and teaching resources.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
7.3%	19.5%	7.3%	14.6%	46.3%	4.9%

Question 5: I work well with my teaming teacher.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
2.5%	2.5%	0%	2.5%	22.5%	70.0%

Training

Please indicate the amount of training you have received in the following areas <u>PRIOR TO THIS YEAR.</u>

Question 1: Balanced Literacy

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
12.5%	2.5%	2.5%	13.75%	13.75%	55.0%

Question 2: Cognitive Guided Instruction (CGI)

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
56.1%	2.4%	4.9%	0%	14.6%	22.0%

Question 3: Using student assessment data to differentiate instruction

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
5.0%	7.5%	7.5%	22.5%	17.5%	40.0%

Question 4: Interpreting Measures of Academic Progress (MAP) data

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
27.5%	7.5%	7.5%	10.0%	32.5%	15.0%

Training

Please indicate the amount of training you have received in the following areas <u>SO FAR THIS SCHOOL YEAR</u>.

Question 1: Balanced Literacy

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
36.6%	26.8%	9.8%	9.8%	14.6%	2.4%

Question 2: Cognitive Guided Instruction (CGI)

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
2.4%	0%	0%	0%	85.4%	12.2%

Question 3: Using student assessment data to differentiate instruction

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
34.1%	14.6%	19.5%	17.1%	12.2%	2.4%

Question 4: Interpreting Measures of Academic Progress (MAP) data

None	2 hours	1/2 day	1 day	2-4 days	5 or more days
39.0%	7.3%	24.4%	22.0%	4.9%	2.4%

Student Learning
To what extent do you agree or disagree with the following statements?

Question 1: Students learn best when they are actively involved in exploring ideas, inventing, and trying out their own approaches to problem-solving.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	0%	2.4%	4.9%	29.3%	63.4%

Question 2: I frequently vary instruction to address diverse learning levels and styles.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	0%	0%	9.8%	51.2%	39.0%

Question 3: Sufficient support is provided when low-achieving students are integrated with regular classes.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
14.6%	17.1%	17.1%	14.6%	24.4%	12.2%

Question 4: I use data from test results to plan and vary my instruction.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	0%	0%	24.4%	58.5%	17.1%

Question 5: The use of centers in the classroom allows for enhanced student learning.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
9.8%	7.3%	18.3%	15.8%	34.1%	14.6%

Question 6: I have the skills necessary to provide intensive intervention in reading instruction in my classroom.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
12.2%	12.2%	9.8%	9.8%	29.3%	26.8%

Question 7: I have the skills necessary to provide intensive intervention in mathematics instruction in my classroom.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
9.8%	14.6%	7.3%	26.8%	19.5%	22.0%

Question 8: I currently use research-based instructional strategies that support English Language Learners.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
5.1%	10.3%	5.1%	41.0%	17.9%	20.5%

How often in this school year have you:

Question 1: Received meaningful feedback on your performance from colleagues?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
0%	24.4%	4.9%	43.9%	17.1%	9.8%

Question 2: Had the opportunity to plan with your team teacher?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
0%	14.6%	7.3%	46.3%	29.3%	2.4%

Question 3: Had conversations with your team teacher about what helps students learn best?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
0%	4.9%	14.6%	41.5%	26.8%	12.2%

Question 4: Met with team teachers from other classrooms to discuss instructional strategies?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
12.2%	22.0%	31.7%	29.3%	4.9%	0%

Question 5: Had communication with parents about literacy progress?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
0%	12.2%	29.3%	45.1%	8.5%	4.9%

Question 6: Had parents of your students attend a district activity with an academic focus?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
51.3%	20.5%	15.4%	12.8%	0%	0%

Question 7: Implemented centers in your classroom?

Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
23.1%	2.6%	2.6%	20.5%	23.1%	28.2%

Coaches/Specialists

To what extent do you agree or disagree that your coach(es) and/or subject specialists:

Question 1: Provide useful feedback on my instructional practices?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
23.7%	23.7%	9.2%	35.5%	5.3%	2.6%

Question 2: Provide useful assistance to me in setting short-term goals for teaching and learning?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
30.8%	17.9%	2.6%	43.6%	5.1%	0%

Question 3: Give me individual support to help improve my teaching practices?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
21.1%	21.1%	13.2%	31.6%	10.5%	2.6%

Question 4: Are accessible for consultation when needed?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
7.5%	12.5%	7.5%	25.0%	32.5%	15.0%

Question 5: Are in the classroom to observe and offer suggestions rather than evaluate and judge?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
15.4%	17.9%	7.7%	30.8%	20.5%	7.7%

Question 6: Provide or locate resources to help me improve my teaching?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
17.9%	7.7%	5.1%	28.2%	28.2%	12.8%

Question 7: Facilitate collaboration between teaching partners?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
20.5%	12.8%	11.6%	25.7%	26.9%	2.6%

School Climate

To what extent do you agree or disagree that your school's climate:

Question 1: Encourages the use of new ideas to help me improve my teaching practices?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	2.4%	7.3%	31.7%	36.6%	22.0%

Question 2: Has an atmosphere of collaboration and trust?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	4.9%	7.3%	31.7%	36.6%	19.5%

Question 3: Has a culture of learning among staff?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	4.9%	0%	31.7%	46.3%	17.1%

Question 4: Supports an environment for staff development?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	0%	2.4%	19.5%	56.1%	22.0%

Question 5: Encourages data use in planning for individual student needs?

Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
0%	0%	2.4%	26.8%	53.7%	17.1%

Appendix D: May 2006 Teacher Survey

Anoka-Hennepin Compensatory Pilot Program

Follow-up Teacher Survey

The data collected in this survey will be reported only in aggregate form. Your responses are confidential and will not be identified individually. Thank you for taking the time to complete the survey.

Program

To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	I believe that the Compensatory Pilot Program has brought about positive change in my instructional practices.						
2.	I believe that the Compensatory Pilot Program has increased student achievement.						

Professional Learning Community

To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	I am encouraged to use new ideas to help me improve my teaching practices.						
2.	My school has an atmosphere of collaboration.						
3.	I am encouraged to use various forms of student information in planning for individual student needs.						
4.	I feel comfortable expressing my concerns about the program with colleagues.						
5.	I feel comfortable sharing my successes in the program with colleagues.						

Centers and Interventions

To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	The use of centers, as part of the Compensatory Pilot, enhances student learning.						
2.	The use of centers in my classroom meets the needs of English Language Learners.						
3.	The use of centers in my classroom meets the needs of Talent Development students.						

4.	The use of centers in my classroom meets the needs of Special Educational Learners.						
5.	The centers in my classroom focus on literacy during Guided Reading time.						
6.	I use the entire Intervention Time for individualized student work in Math or Literacy.						
7.	I use alternative strategies for students during Intervention Time. (i.e. strategies that differ from what I use during math or reading blocks)						

How often do the following happen?

		Several times a day	Once a day	Several times a week	Once a week	Several times a month	Once a month	Less than once a month	Never
1.	I receive meaningful feedback on my teaching from colleagues.								
2.	I have communication with parents about literacy progress.								
3.	I have communication with parents about math progress.								
4.	I engage in discussions about student learning with my team teacher.								
5.	I engage in discussions about student learning with my coach.								
6.	I engage in discussions about student learning with an Academic Intervention Specialist (Literacy, Math, ELL, Special Education).								
7.	I engage in discussions about student learning with other colleagues.								
8.	I engage in discussions about student learning with my principal.								
9.	My coach visits my classroom.								
10.	My principal visits my classroom.								
11.	I evaluate student work with my team teacher in order to make instructional decisions.								
12.	I facilitate *Summary and Sharing* at the end of math lessons.								
13.	I assess and change student groupings for Guided Reading.								
14.	I incorporate strategies that I learn from the Academic Intervention Specialist into my classroom instruction.								

Training/Professional Development
To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	I frequently implement strategies I learn in professional development.						
2.	The strategies I learn in professional development are beneficial in improving student learning.						
3.	I have the skills necessary to provide intensive intervention in reading instruction in my classroom.						
4.	I have the skills necessary to provide intensive intervention in mathematics instruction in my classroom.						
5.	I currently use research-based instructional strategies that support English Language Learners.						

Teaching
To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	I work well with my teaming teacher (2^{nd} and 3^{rd} grade).						
2.	My school schedule provides adequate time for collaborative teacher planning.						
3.	I frequently have conversations with my team teacher about what helps students learn best. (2^{nd} and 3^{rd} grade)						
4.	I frequently meet with 2^{nd} and 3^{rd} grade teachers from other classrooms to discuss instructional strategies.						
5.	I spend more time with my students individually this year than I did last year.						
6.	I spend more time with my students in small groups this year than I did last year.						

Coaches

To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	My coach provides support for my instructional practices.						
2.	My coach provides useful follow up assistance based on staff development I have completed.						
3.	My coach is available to talk about student learning when needed.						
4.	My coach is in the classroom to observe and offer suggestions rather than evaluate and judge.						
5.	My coach facilitates collaboration between me and my teaching partner.						

Academic Intervention Specialists

To what extent do you agree or disagree with the following statements?

		Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1.	The Academic Intervention Specialists provide information that is useful to my teaching.						
2.	The Academic Intervention Specialists give me individual support to help incorporate the new learning into my teaching.						
3.	The Academic Intervention Specialists are accessible for consultation when needed.						
4.	The strategies presented by the Academic Intervention Specialists build on what I already know.						

1. How many years have you worked as a teacher? _____

2. How many years have you worked in this school as a teacher? _____

3. Were you hired as a team teacher for this Compensatory Pilot Program? [ ] yes [ ] no

4. What is your teaching assignment? [ ] 2nd Grade [ ] 3rd Grade

Other Follow-up Questions

1. What information/data do you use in making daily instructional decisions?

2. What information/data do you use to determine if your students have made progress over the year?

3. Do you look at growth rates for individual students? How often?

4. How do you assign students to Guided Reading groups? How frequently do you reassign students to different groups?

5. Do you use Running Record? Why or why not?

6. What new strategies have you used this year that you will continue to use for students making significant progress?

   Specifically in Reading?

   Specifically in Math?

   Specifically in Centers?

7. What will you add or eliminate in your strategies for students not making as much progress as you would like?

8. How has your teaching been different this year, now that you have a team teacher?

9. Overall, what are the strengths and weaknesses of the Compensatory Pilot Project thus far? What are you looking forward to next year? What challenges do you anticipate?

Thank you for your time and participation!

Appendix E: May 2006 Teacher Survey Results

Anoka-Hennepin Compensatory Pilot Program
Follow-up Teacher Survey

Program
To what extent do you agree or disagree with the following statements?

1. I believe that the Compensatory Pilot Program has brought about positive change in my instructional practices.

Strongly Disagree	Disagree	Agree	Strongly Agree
7.5%	22.5%	45.0%	25.0%

2. I believe that the Compensatory Pilot Program has increased student achievement.

Strongly Disagree	Disagree	Agree	Strongly Agree
15.0%	7.5%	50.0%	20.0%

Professional Learning Community
To what extent do you agree or disagree with the following statements?

1. I am encouraged to use new ideas to help me improve my teaching practices.

Strongly Disagree	Disagree	Agree	Strongly Agree
0%	5.0%	60.0%	35.0%

2. My school has an atmosphere of collaboration.

Strongly Disagree	Disagree	Agree	Strongly Agree
0%	12.5%	65.0%	22.5%

3. I am encouraged to use various forms of student information in planning for individual student needs.

Strongly Disagree	Disagree	Agree	Strongly Agree
0%	2.5%	52.5%	45.0%

4. I feel comfortable expressing my concerns about the program with colleagues.

Strongly Disagree	Disagree	Agree	Strongly Agree
0%	20.0%	45.0%	35.0%

5. I feel comfortable sharing my successes in the program with colleagues.

Strongly Disagree	Disagree	Agree	Strongly Agree
0%	10.0%	57.5%	32.5%

Centers and Interventions
To what extent do you agree or disagree with the following statements?

1. The use of centers, as part of the Compensatory Pilot, enhances student learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	35.0%	45.0%	10.0%

2. The use of centers in my classroom meets the needs of English Language Learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	27.5%	52.5%	7.5%

3. The use of centers in my classroom meets the needs of Talent Development students.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	30.0%	50.0%	7.5%

4. The use of centers in my classroom meets the needs of Special Educational Learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
7.5%	35.0%	45.0%	7.5%

5. The centers in my classroom focus on reading during Guided Reading time.

Strongly Disagree	Disagree	Agree	Strongly Agree
0%	7.5%	42.5%	42.5%

6. I use the entire Intervention Time for individualized student work in Math or Literacy.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	25.0%	55.0%	17.5%

7. I use alternative strategies for students during Intervention Time. (i.e. strategies that differ from what I use during the math or reading blocks)

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	5.0%	75.0%	17.5%

How often do the following happen?

1. I receive meaningful feedback on my teaching from colleagues.

Daily	Weekly	Monthly	Less than once a month	Never
22.5%	20.0%	20.0%	32.5%	2.5%

2. I have communication with parents about literacy progress.

Daily	Weekly	Monthly	Less than once a month	Never
0%	5.0%	37.5%	55.0%	2.5%

3. I have communication with parents about math progress.

Daily	Weekly	Monthly	Less than once a month	Never
0%	7.5%	32.5%	52.5%	2.5%

4. I engage in discussions about student learning with my team teacher.

Daily	Weekly	Monthly	Less than once a month	Never
50.0%	40.0%	5.0%	2.5%	0%

5. I engage in discussions about student learning with my coach.

Daily	Weekly	Monthly	Less than once a month	Never
0%	2.5%	47.5%	37.5%	10.0%

6. I engage in discussions about student learning with an Academic Intervention Specialist (Literacy, Math, ELL, Special Education).

Daily	Weekly	Monthly	Less than once a month	Never
0%	7.5%	27.5%	40.0%	22.5%

7. I engage in discussions about student learning with other colleagues.

Daily	Weekly	Monthly	Less than once a month	Never
25.0%	50.0%	20.0%	5.0%	0%

8. I engage in discussions about student learning with my principal.

Daily	Weekly	Monthly	Less than once a month	Never
0%	7.5%	15.0%	70.0%	7.5%

9. My coach visits my classroom.

Daily	Weekly	Monthly	Less than once a month	Never
0%	2.5%	50.0%	42.5%	2.5%

10. My principal visits my classroom.

Daily	Weekly	Monthly	Less than once a month	Never
0%	7.5%	25.0%	62.5%	2.5%

11. I evaluate student work with my team teacher in order to make instructional decisions.

Daily	Weekly	Monthly	Less than once a month	Never
30.0%	65.0%	5.0%	0%	0%

12. I facilitate *Summary and Sharing* at the end of math lessons.

Daily	Weekly	Monthly	Less than once a month	Never
22.5%	65.0%	7.5%	2.5%	2.5%

13. I assess and change student groupings for Guided Reading.

Daily	Weekly	Monthly	Less than once a month	Never
0%	2.5%	57.5%	30.0%	0%

14. I incorporate strategies that I learn from the Academic Intervention Specialist into my classroom instruction.

Daily	Weekly	Monthly	Less than once a month	Never
12.5%	27.5%	20.0%	15.0%	20.0%

Training/Professional Development
To what extent do you agree or disagree with the following statements?

1. I frequently implement strategies I learn in professional development.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	2.5%	55.0%	40.0%

2. The strategies I learn in professional development are beneficial in improving student learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	5.0%	47.5%	45.0%

3. I have the skills necessary to provide intensive intervention in reading instruction in my classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
7.5%	7.5%	65.0%	17.5%

4. I have the skills necessary to provide intensive intervention in mathematics instruction in my classroom.

Strongly Disagree	Disagree	Agree	Strongly Agree
5.0%	7.5%	70.0%	12.5%

5. I currently use research-based instructional strategies that support English Language Learners.

Strongly Disagree	Disagree	Agree	Strongly Agree
5.0%	7.5%	67.5%	12.5%

Teaching
To what extent do you agree or disagree with the following statements?

1. I work well with my teaming teacher (2nd and 3rd grade).

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	5.0%	20.0%	67.5%

2. My school schedule provides adequate time for collaborative teacher planning.

Strongly Disagree	Disagree	Agree	Strongly Agree
42.5%	32.5%	22.5%	0%

3. I frequently have conversations with my team teacher about what helps students learn best. (2nd and 3rd grade)

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	5.0%	55.0%	37.5%

4. I frequently meet with 2nd and 3rd grade teachers from other classrooms to discuss instructional strategies.

Strongly Disagree	Disagree	Agree	Strongly Agree
12.5%	25.0%	47.5%	15.0%

5. I spend more time with my students individually this year than I did last year.

Strongly Disagree	Disagree	Agree	Strongly Agree
10.0%	12.5%	35.0%	32.5%

6. I spend more time with my students in small groups this year than I did last year.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.5%	15.0%	32.5%	40.0%

Coaches
To what extent do you agree or disagree with the following statements?

1. My coach provides support for my instructional practices.

Strongly Disagree	Disagree	Agree	Strongly Agree
17.5%	15.0%	65.0%	2.5%

2. My coach provides useful follow up assistance based on staff development I have completed.

Strongly Disagree	Disagree	Agree	Strongly Agree
20.0%	17.5%	57.5%	5.0%

3. My coach is available to talk about student learning when needed.

Strongly Disagree	Disagree	Agree	Strongly Agree
10.0%	15.0%	65.0%	10.0%

4. My coach is in the classroom to observe and offer suggestions rather than evaluate and judge.

Strongly Disagree	Disagree	Agree	Strongly Agree
15.0%	22.5%	42.5%	15.0%

5. My coach facilitates collaboration between me and my teaching partner.

Strongly Disagree	Disagree	Agree	Strongly Agree
22.5%	25.0%	45.0%	2.5%

Academic Intervention Specialists
To what extent do you agree or disagree with the following statements?

1. The Academic Intervention Specialists provide information that is useful to my teaching.

Strongly Disagree	Disagree	Agree	Strongly Agree
10.0%	12.5%	52.5%	10.0%

2. The Academic Intervention Specialists give me individual support to help incorporate the new learning into my teaching.

Strongly Disagree	Disagree	Agree	Strongly Agree
15.0%	20.0%	45.0%	5.0%

3. The Academic Intervention Specialists are accessible for consultation when needed.

Strongly Disagree	Disagree	Agree	Strongly Agree
17.5%	20.0%	47.5%	0%

4. The strategies presented by the Academic Intervention Specialists build on what I already know.

Strongly Disagree	Disagree	Agree	Strongly Agree
7.5%	0%	67.5%	7.5%

Appendix F: January 2006 Classroom Observation Follow-up Questions

Classroom Observation Follow-up Questions

1. How were your guided reading groups determined? DRA results?
2. What are you doing for reading interventions? Is most of the ½ hour inventions block used for math?
3. How much collaboration time do you and your team teacher have per week? When do you meet? Do you think it is enough time?
4. What is the role of coaches at your school or in your classroom? Do you find it helpful?
5. What have been the greatest challenges in the program?

Appendix G: August 2006 Focus Group Questions

Questions for Coaches:

Introduction:
We know that you have already filled out individual questionnaires on the Comp Ed pilot but we want to do some more reflection with you about last year and your ideas for this coming year.

We are talking to three groups right now: you, the principals and the Instructional Specialists. These interviews will be confidential but immediately following them, we will be facilitating a group discussion with all of you about ways to improve the program for next year. We may reference ideas that were mentioned here, but we will not say who brought up the ideas or which group they came up in.

- What do you think were the greatest successes that the overall program had? The successes at your particular school?
- What were the greatest challenges for the program as a whole? For you personally?
- What do you see as the greatest needs at your school for this coming year?
- What is your thinking right now about how you will go about meeting those needs? What strategies or training or approaches are you thinking about?
- What do you need to help you meet your goals for next year? What changes in systems, meeting structures, teaming with principal etc would help you the most?
- What else would you like to contribute to improving the project this coming year?

Questions for Principals:

Introduction:
Our purpose today is to do some reflection with you about last year and your ideas for this coming year.

We are talking to three groups right now: you, the coaches and the Instructional Specialists. These interviews will be confidential but immediately following them, we will be facilitating a group discussion with all of you about ways to improve the program for next year. We may reference ideas that were mentioned here, but we will not say who brought up the ideas or which group they came up in. Any personal identification will come from you.

- What do you think were the greatest successes that the overall program had? The successes at your particular school?
- What did you find to be your greatest challenges?
- What were the greatest challenges for the program as a whole? For you personally?
- What do you see as the greatest needs at your school for this coming year?
- What is your thinking right now about how you will go about meeting those needs? What strategies or training or approaches are you thinking about?
- What do you need to help you meet your goals for next year? What changes in systems, meeting structures, teaming with the coach, etc would help you the most?
- What else would you like to contribute to improving the project this coming year?

Questions for Instructional Specialists:

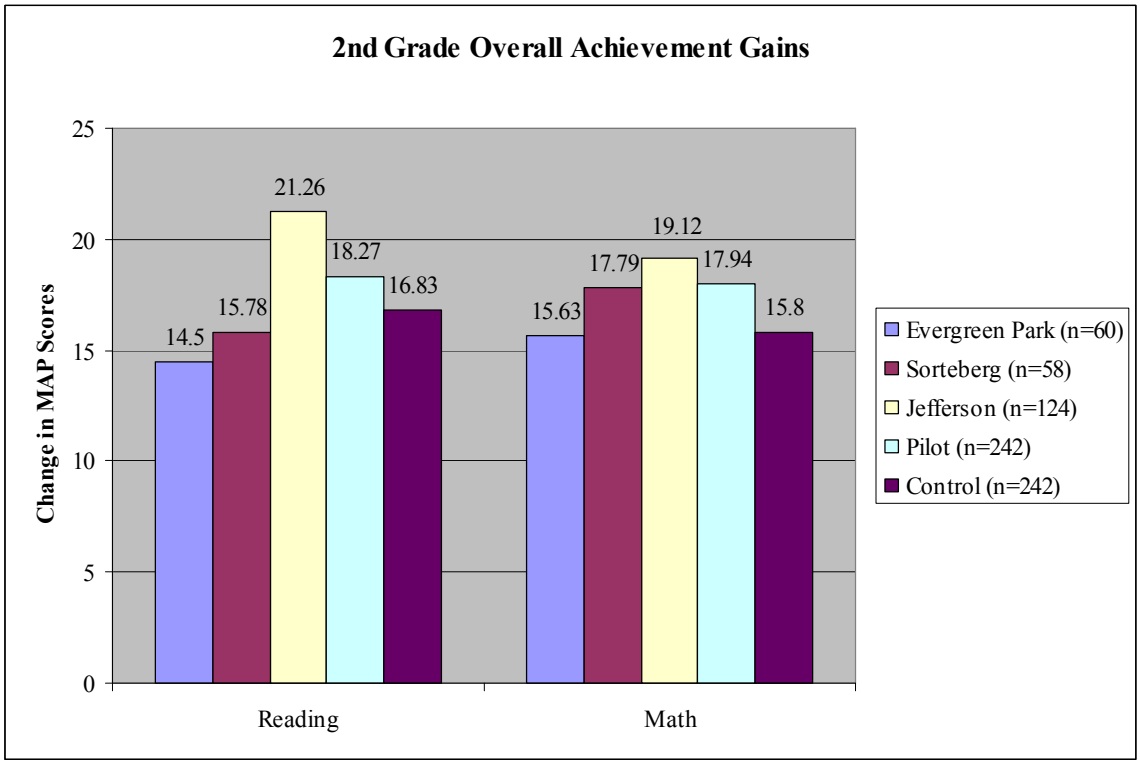
Introduction:
Our purpose today is to do some reflection with you about last year and your ideas for this coming year.

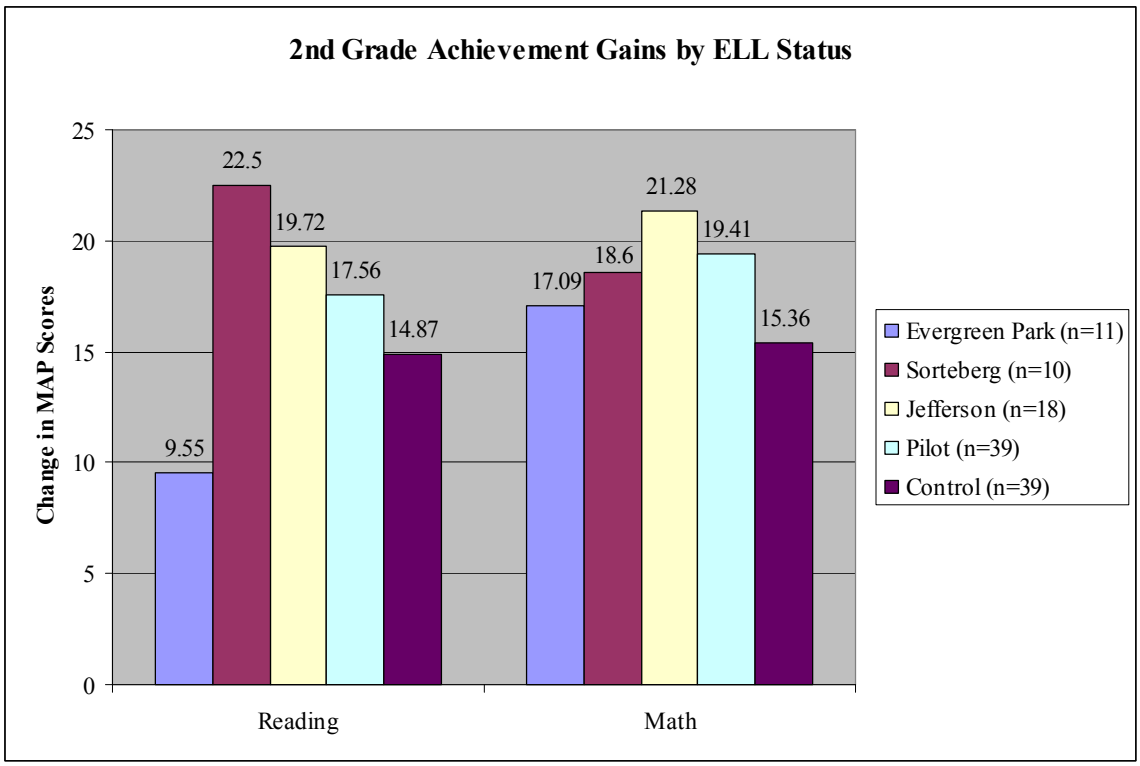
We are talking to three groups right now: you, the coaches and the principals. These interviews will be confidential but immediately following them, we will be facilitating a group discussion with all of you about ways to improve the program for next year. We may reference ideas that were mentioned here, but we will not say who brought up the ideas or which group they came up in. Any personal identification will come from you.

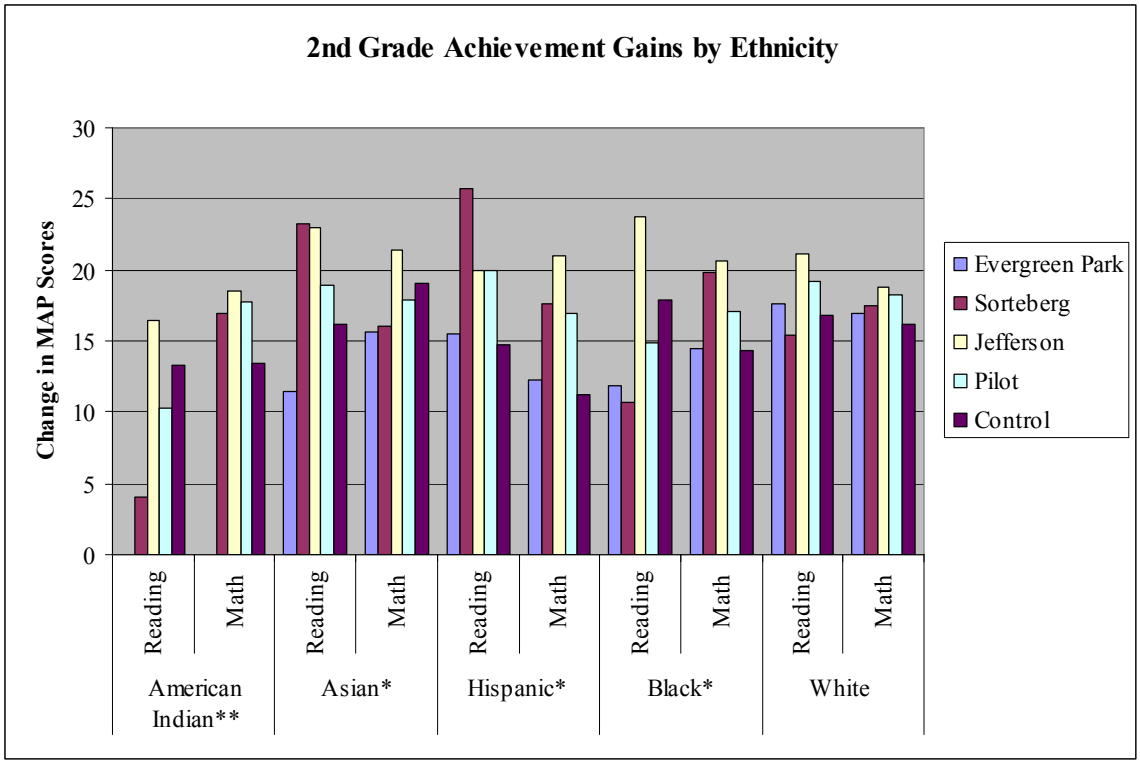
- What do you think were the greatest successes that the overall program had? The successes at particular schools?
- What were the greatest challenges for the program as a whole? For you personally?
- What do you see as the greatest needs at individual schools for this coming year?
- What is your thinking right now about how you will go about meeting those needs? What strategies or training or approaches are you thinking about?
- What do you need to help you meet your goals for next year? What changes in systems, meeting structures, teaming with other specialists etc would help you the most?
- What else would you like to contribute to improving the project this coming year?

Appendix H: *MAP* Test Results for Pilot Schools and Control Students

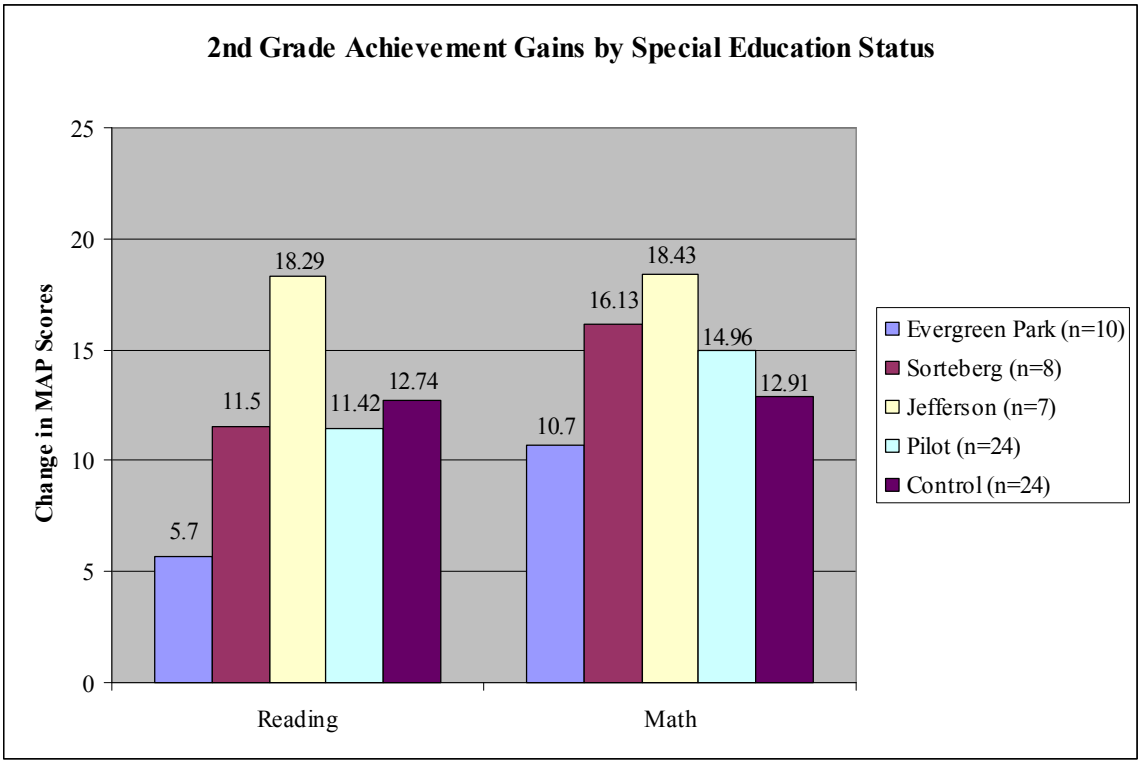
MAP Test: Second Grade Results

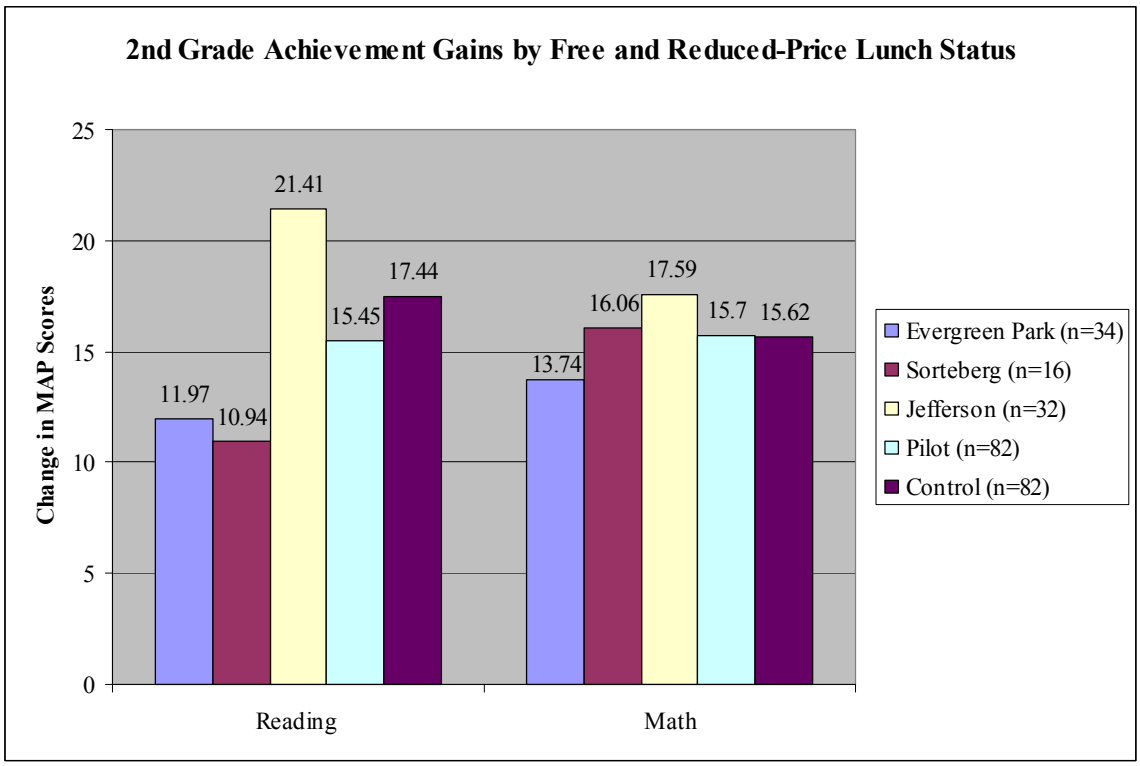




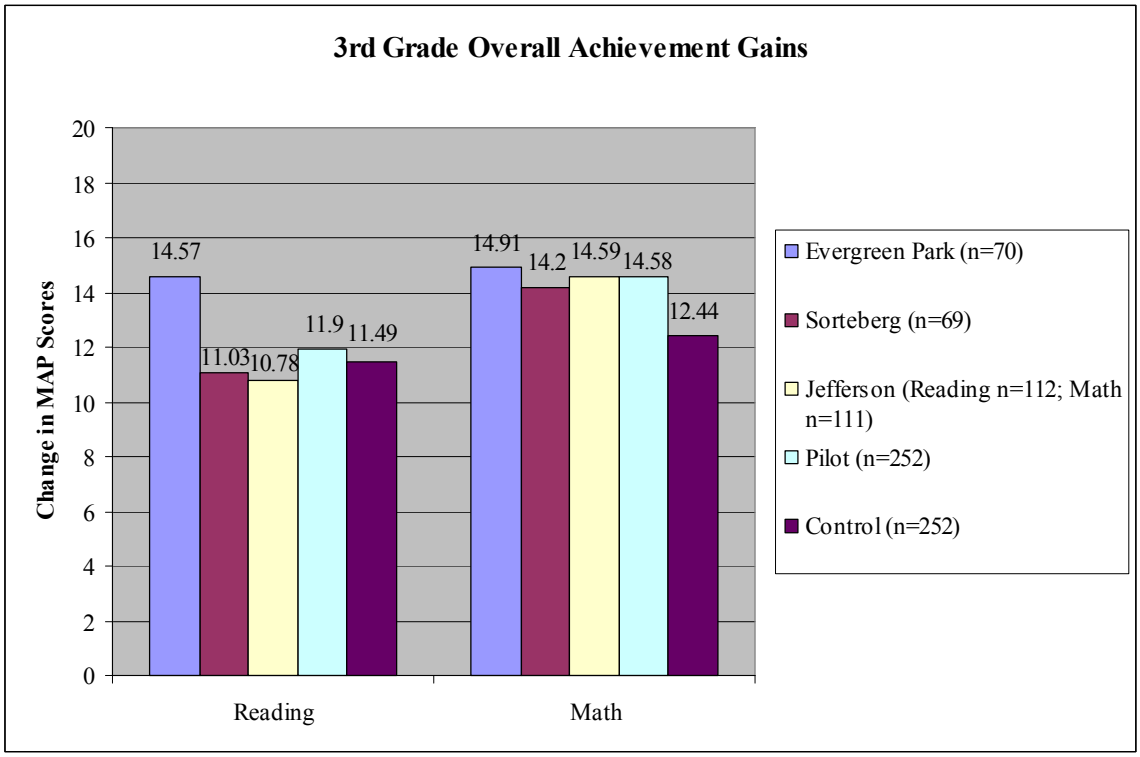


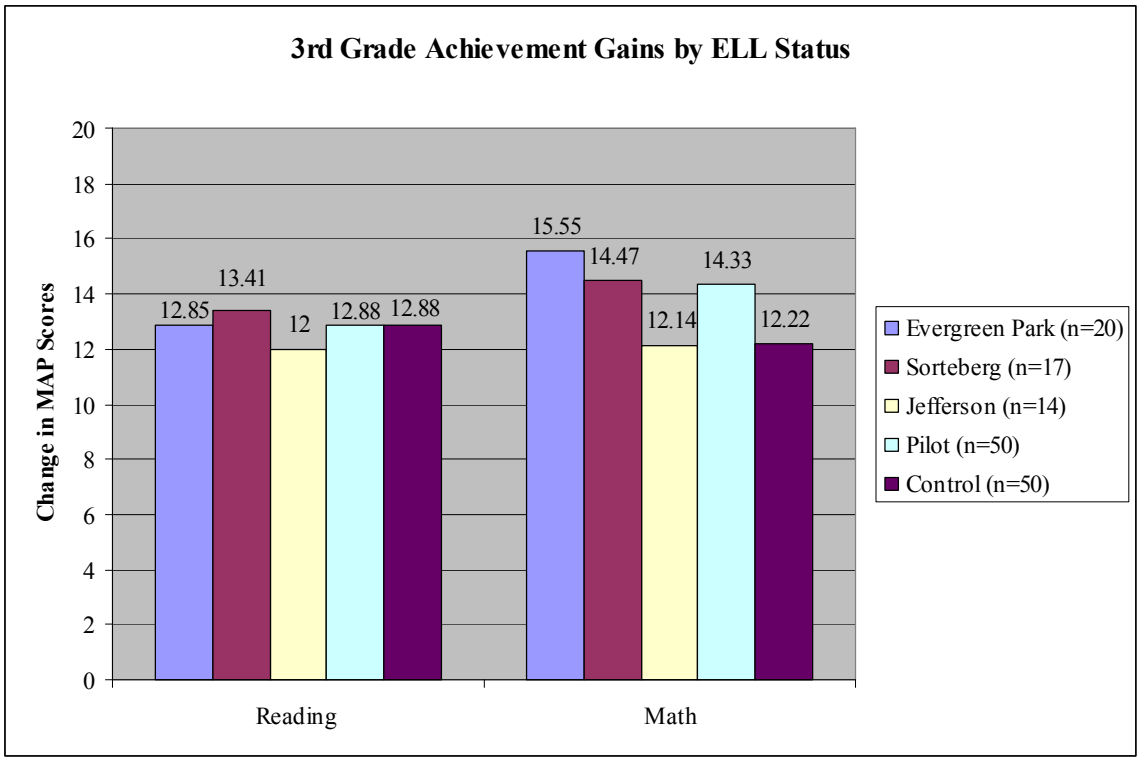
* There are 10 or fewer students in these groups at some schools.
**There are 2 or fewer students in this group and 0 students in this group at Evergreen Park.

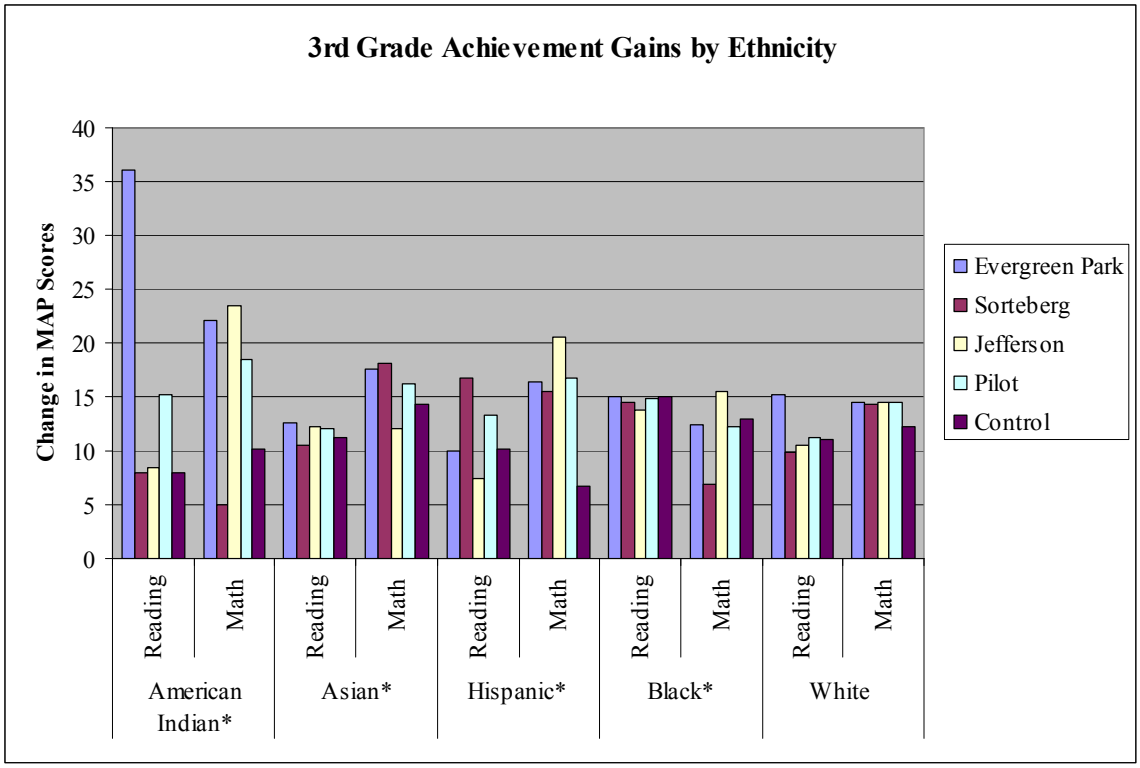



2nd Grade Achievement Gains by Free and Reduced-Price Lunch Status
Change in MAP Scores
25
20
15
10
5
0
11.97
10.94
21.41
15.45
17.44
13.74
16.06
17.59
15.7
15.62
Reading
Math
Evergreen Park (n=34)
Sorteberg (n=16)
Jefferson (n=32)
Pilot (n=82)
Control (n=82)

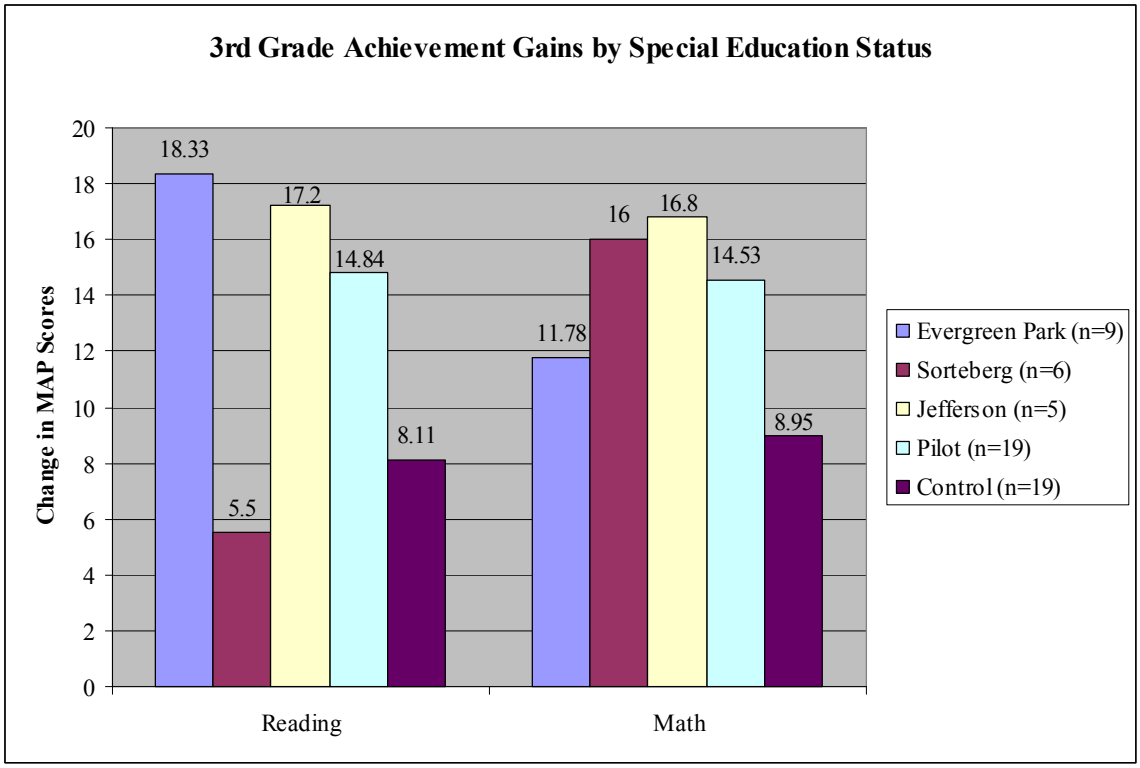
MAP Test: Third Grade Results

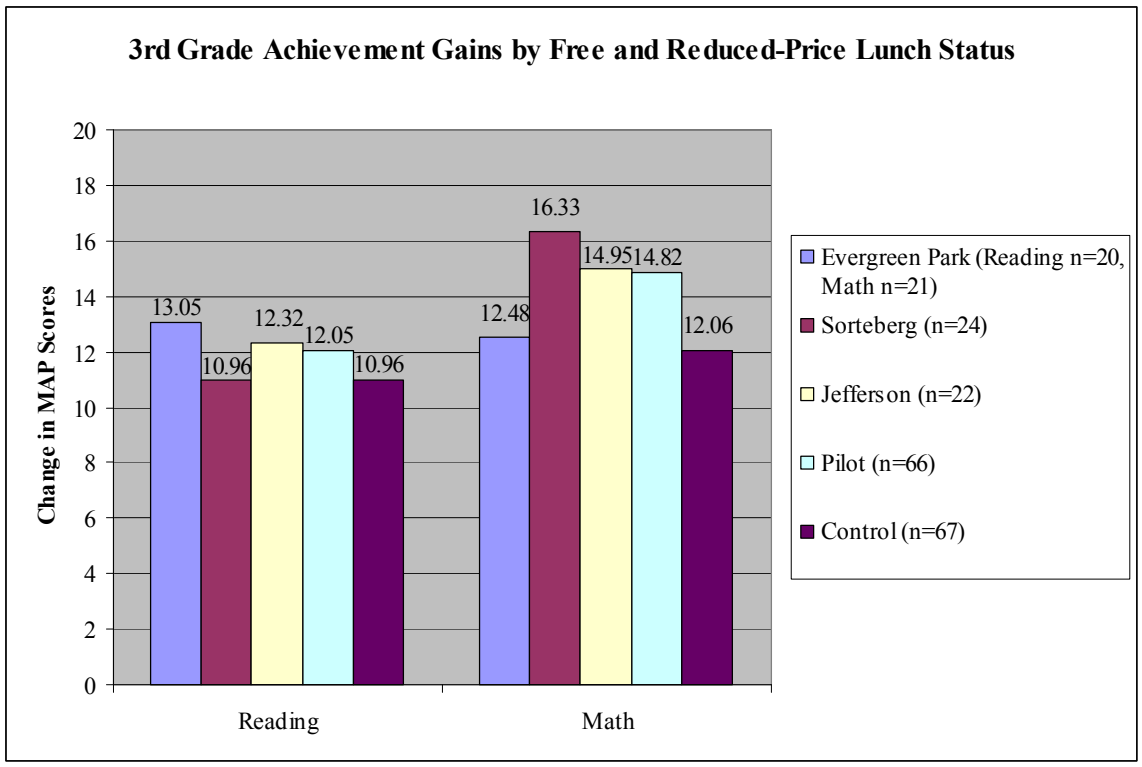






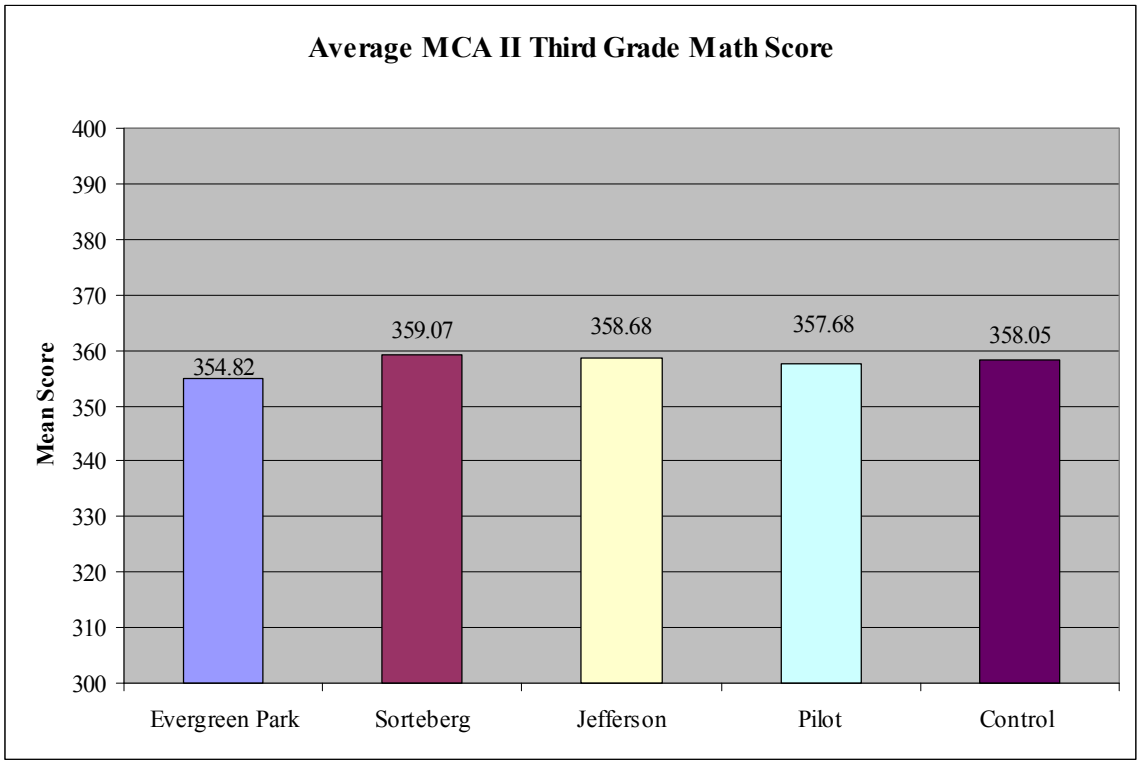
* There are 10 or fewer students in these groups at some schools.

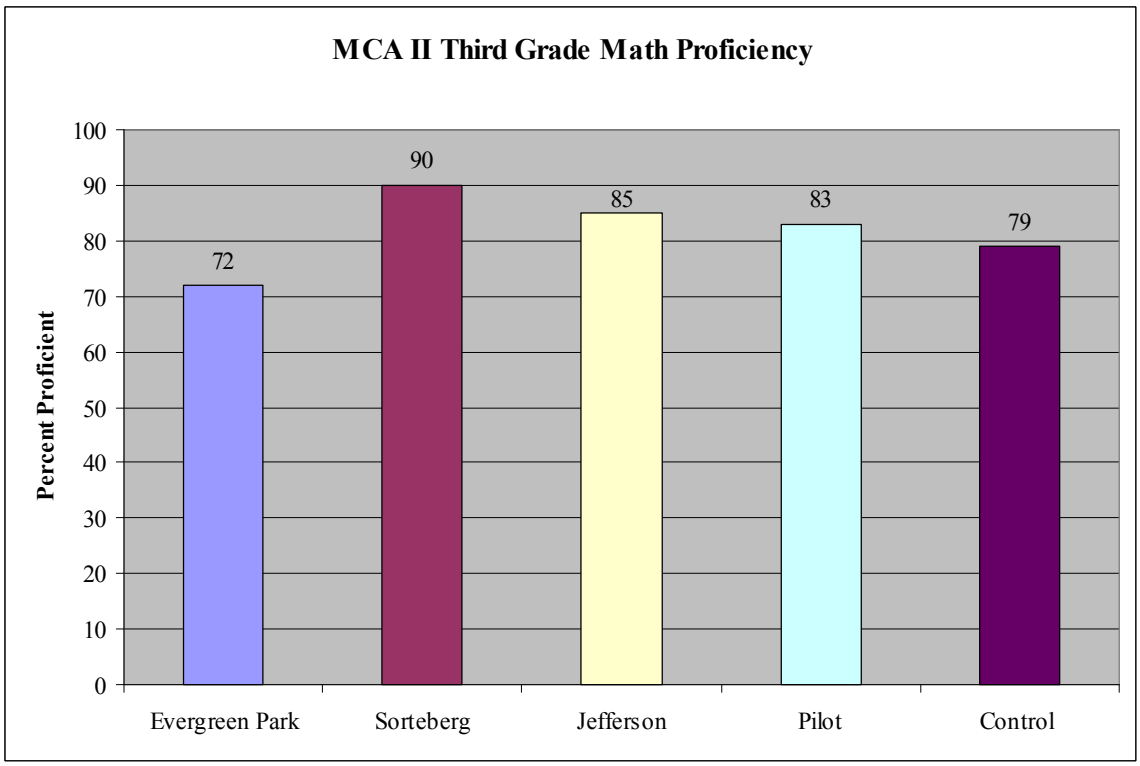


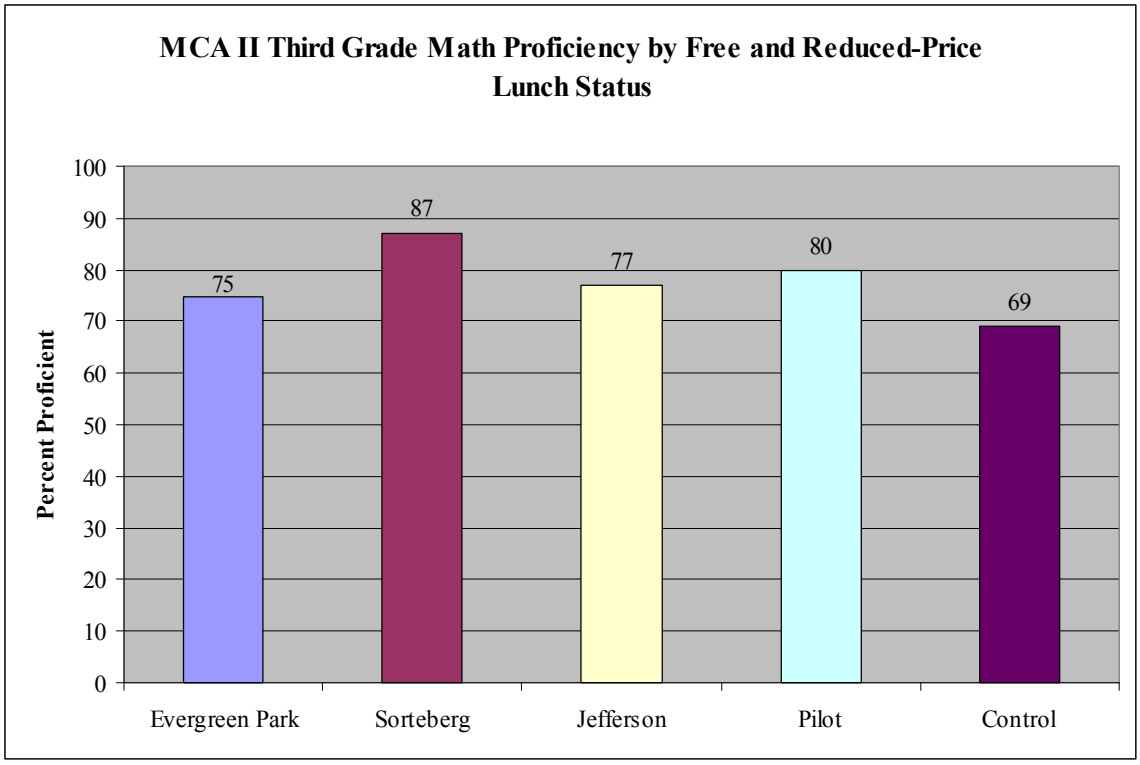

3rd Grade Achievement Gains by Free and Reduced-Price Lunch Status
Change in MAP Scores
20
18
16
14
12
10
8
6
4
2
0
13.05
10.96
12.32
12.05
10.96
12.48
16.33
14.95
14.82
12.06
Reading
Math
Evergreen Park (Reading n=20, Math n=21)
Sorteberg (n=24)
Jefferson (n=22)
Pilot (n=66)
Control (n=67)

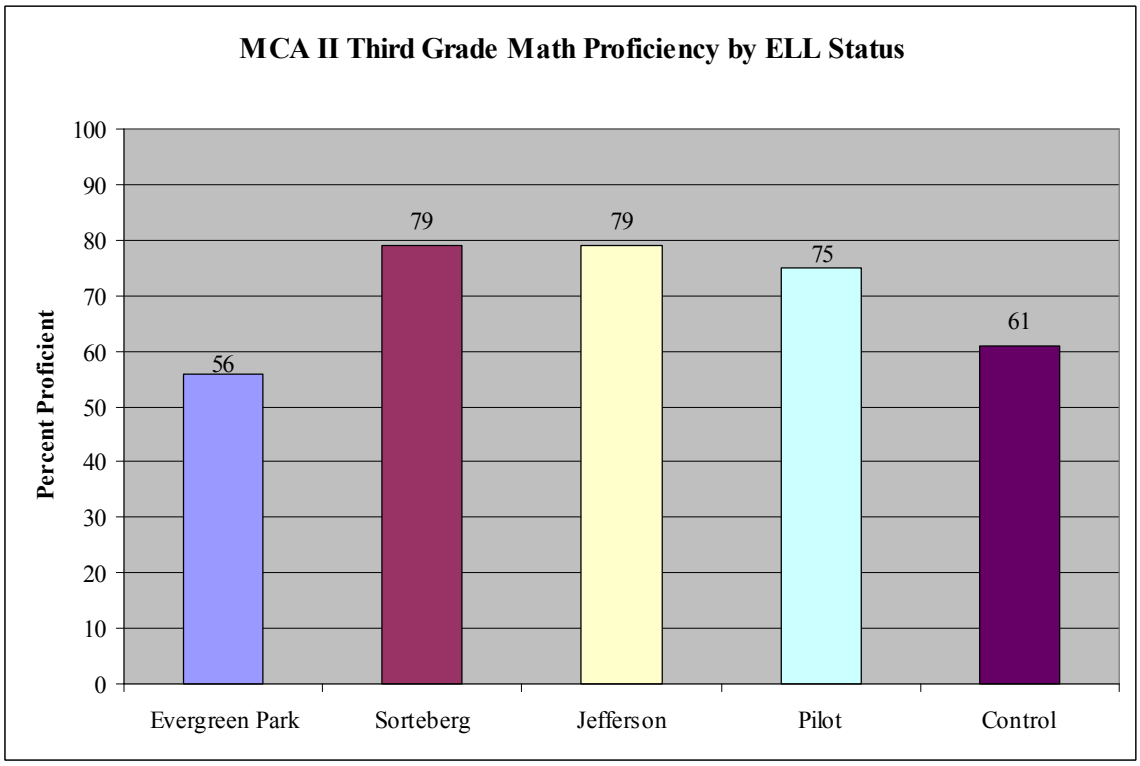
Appendix I: *MCA II* Results for Pilot Schools and Control Students

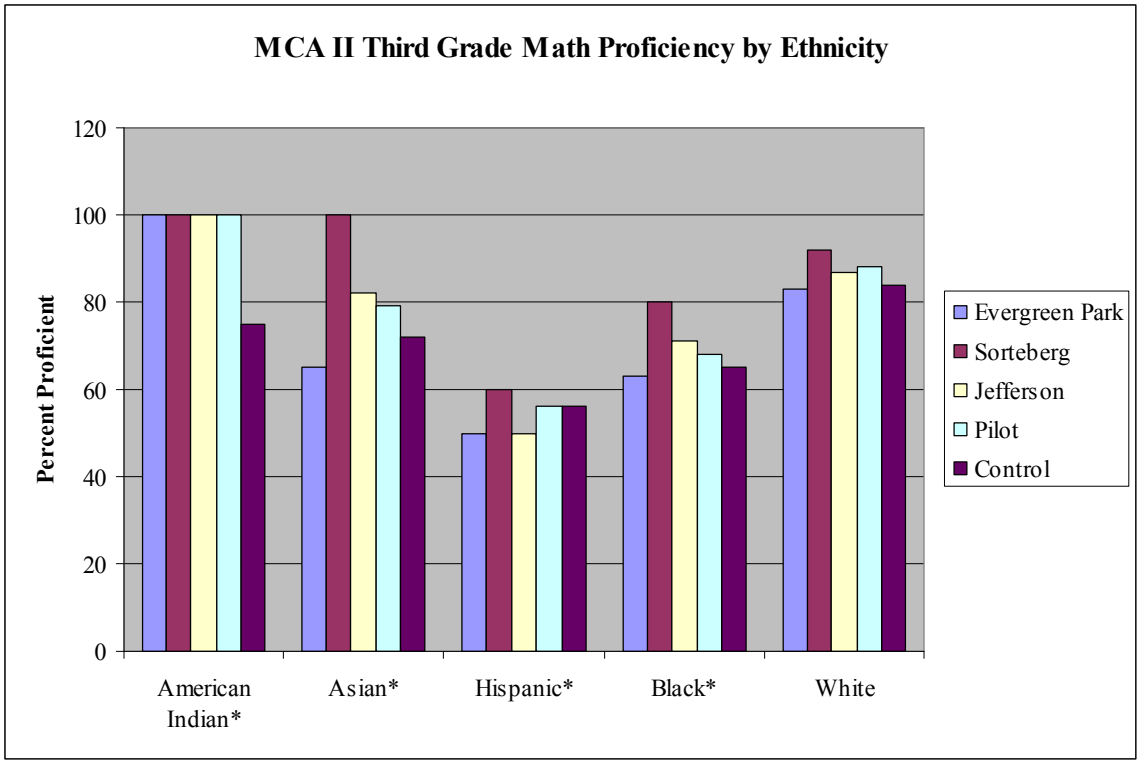
MCA II Third Grade Results: Math



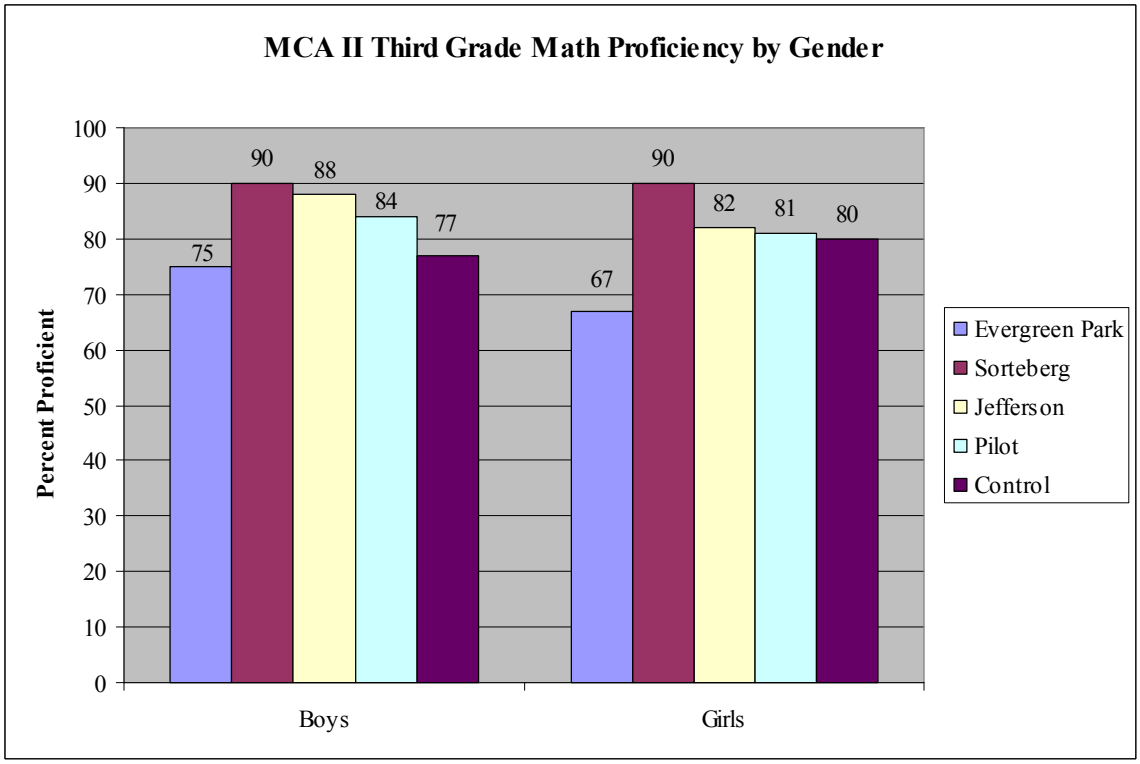


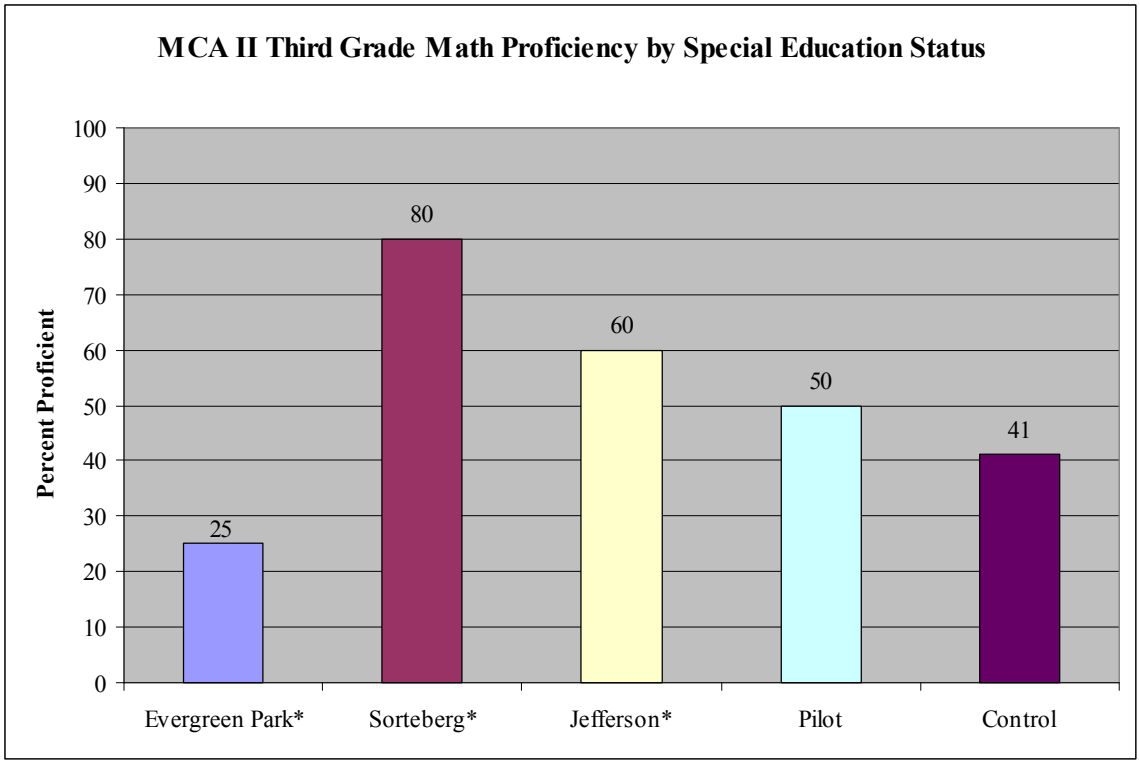

MCA II Third Grade Math Proficiency by Free and Reduced-Price Lunch Status
Percent Proficient
100
90
80
70
60
50
40
30
20
10
0
75
87
77
80
69
Evergreen Park
Sorteberg
Jefferson
Pilot
Control


MCA II Third Grade Math Proficiency by ELL Status
Percent Proficient
100
90
80
70
60
50
40
30
20
10
0
56
79
79
75
61
Evergreen Park
Sorteberg
Jefferson
Pilot
Control



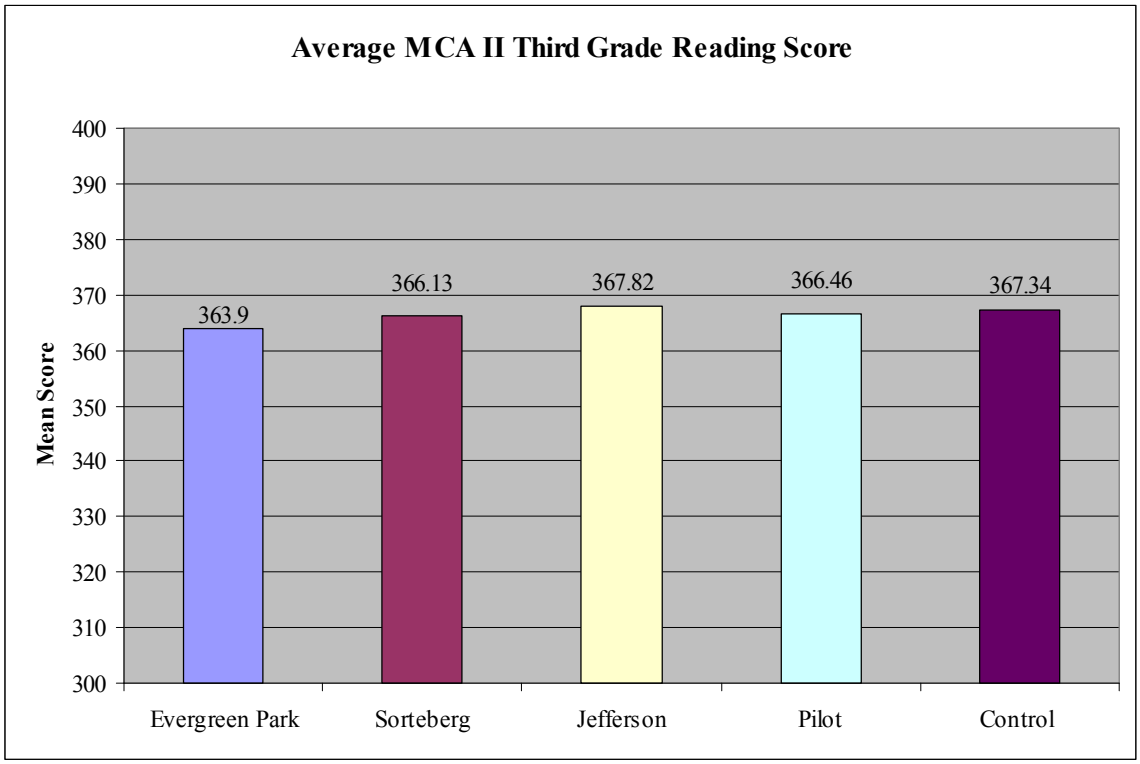
* These groups have 10 or fewer students in some schools.

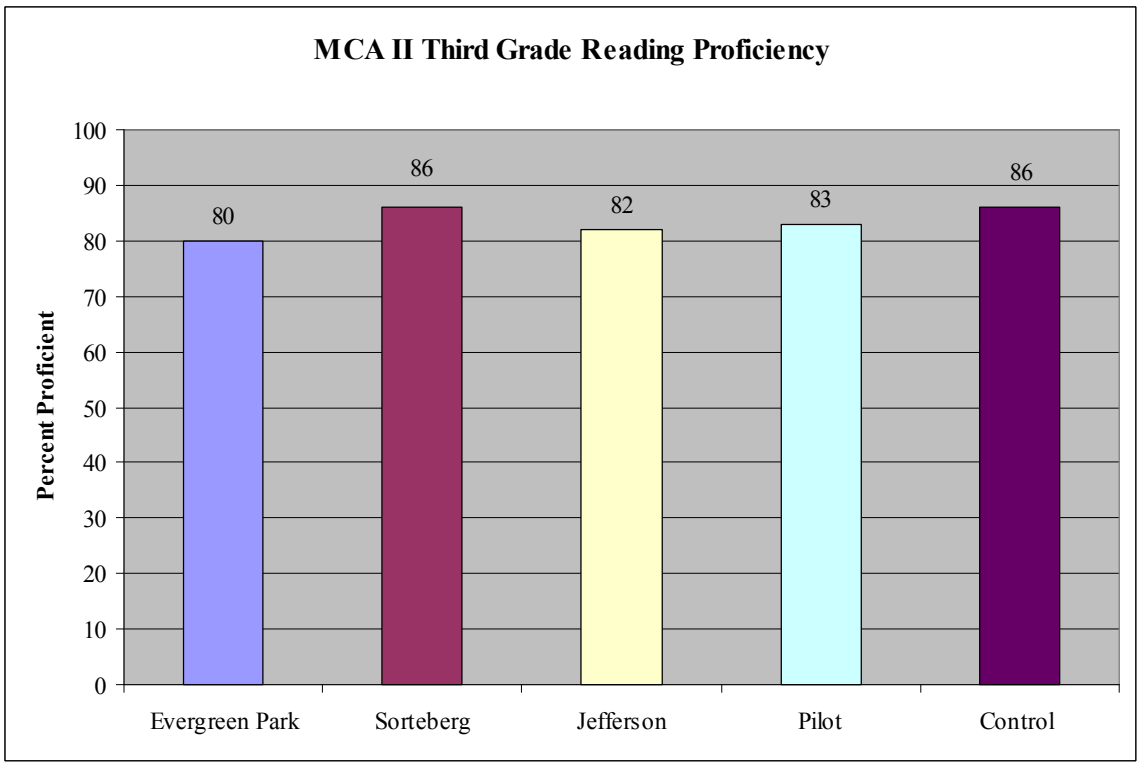


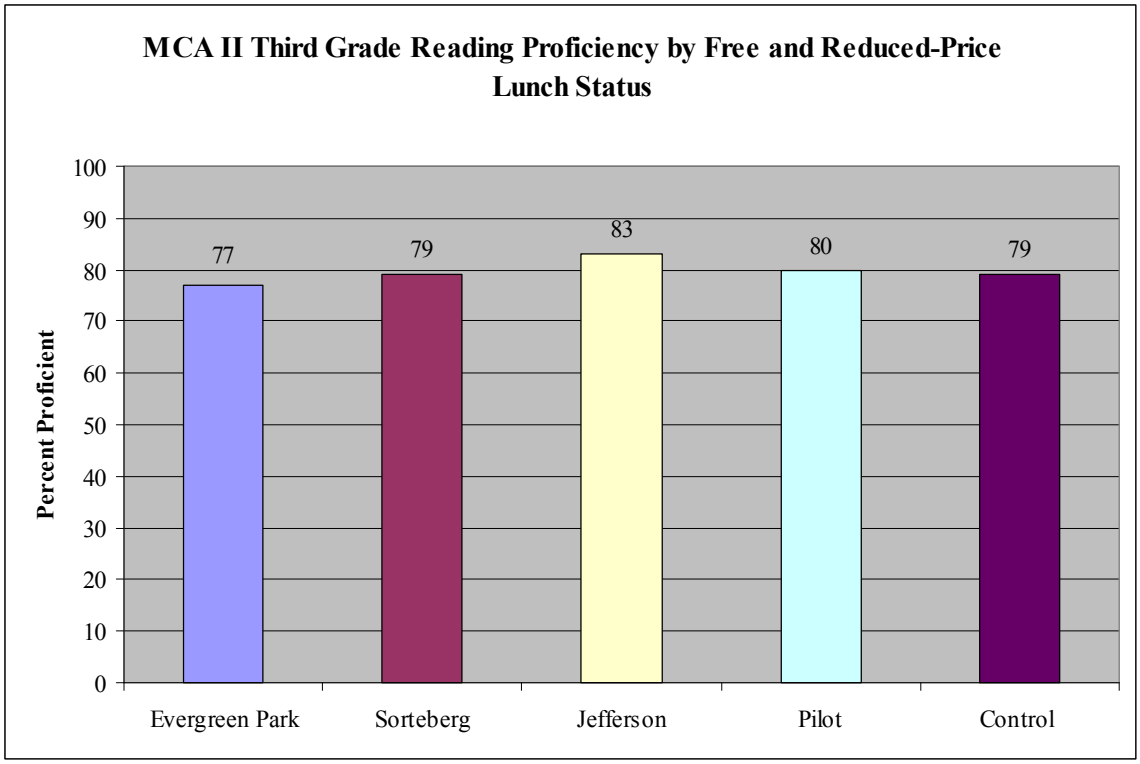


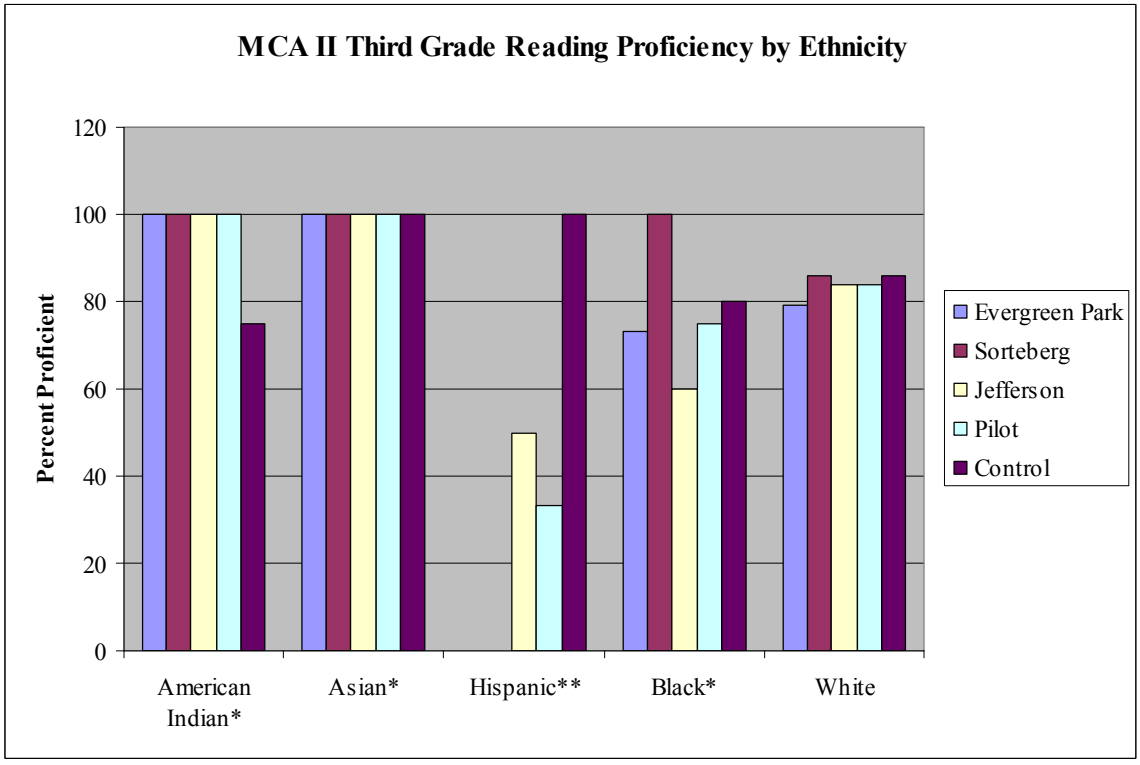
*These groups have fewer than 10 students.

MCA II Third Grade Results: Reading

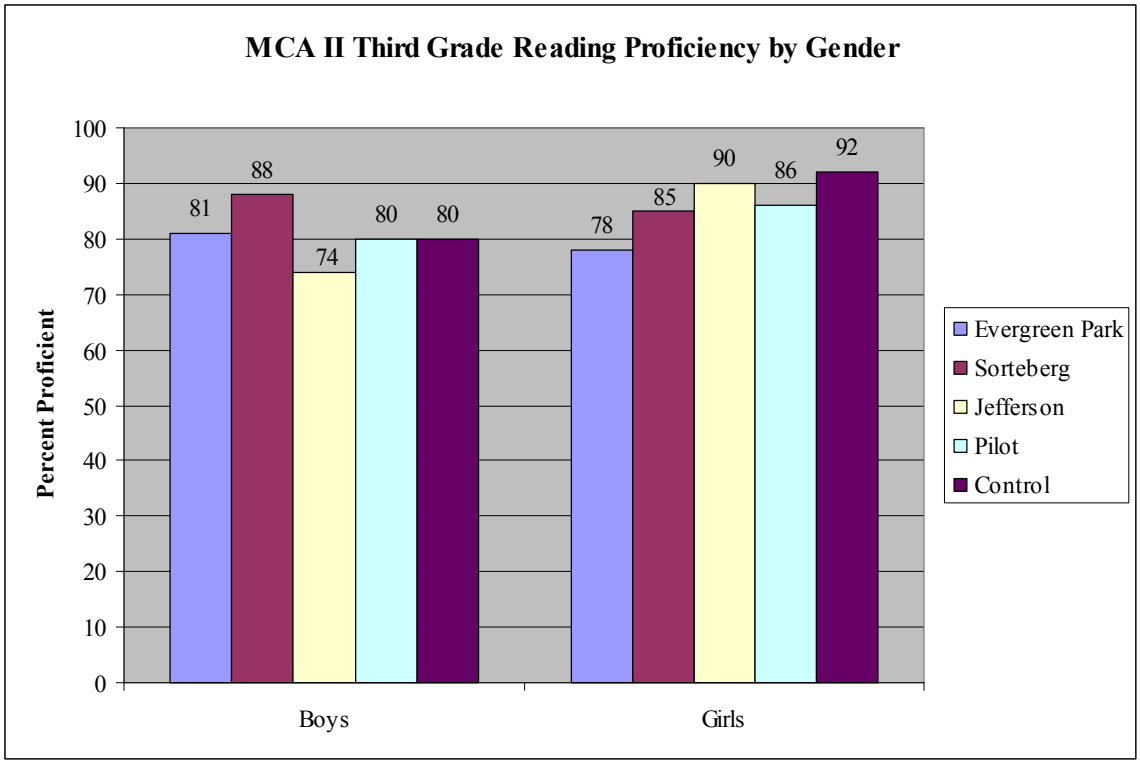


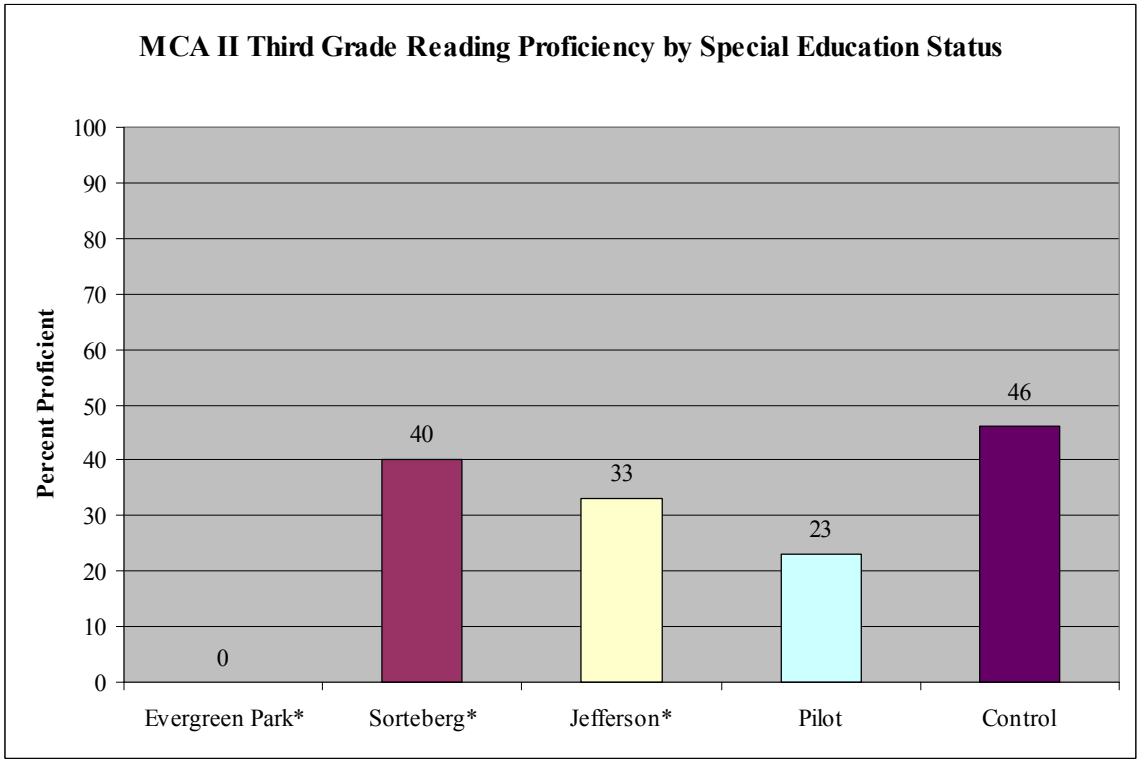






* These groups have 10 or fewer students in some schools.
**This group has 2 or fewer students in all schools, and zero students at Evergreen Park.





* There are 5 or fewer students in these groups.