

Evaluation of the Implementation of Coaching in Transformative Reading Instruction (TRI) during the 2014-2015 School Year

INSPIRED, IMPLEMENTED, AND EVALUATED THROUGH A COLLABORATIVE EFFORT BETWEEN
THE MILWAUKEE PUBLIC SCHOOLS, MILWAUKEE SUCCEEDS, AND THE UNIVERSITY OF WISCONSIN – MILWAUKEE.



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Executive Summary

Transformative Reading Instruction (TRI) is a model developed by the partners involved in Milwaukee Succeeds third grade reading network with the goal of increasing third grade reading proficiency. It was piloted at Gwen T. Jackson School (Jackson) from January 2014- June 2014 and implemented at Jackson and Clarke Street School (Clarke) during the 2014-15 school year. This report focuses on TRI instructional coaching during the 2014-15 school year.¹

Due to the complex nature of implementing a model in a large, urban school district, a developmental evaluation approach was chosen. Developmental evaluation supports innovation and adaptation in dynamic environments (Patton, 2011)². Evaluators also drew on implementation science (Blasé, Dyke, Fixsen & Bailey, 2012)³ and its tenets of effective implementation in real world contexts. In order to build a strong foundation during the early stages of implementation of a new model, it is essential to focus on the following questions: Was the model implemented with fidelity? Is the model on track to reach its intended outcomes? Did the participants themselves find the model effective?

Was TRI implemented with fidelity? The evaluation found that essential structures were put in place to effectively monitor the fidelity of implementation of TRI and that the model was delivered with fidelity. Teachers received high-quality coaching and in turn provided high-quality TRI instruction to their students. Students received intended TRI reading sessions.

Is TRI on track to reach its intended outcomes? The evaluation found that students showed growth on benchmark literacy assessments and that classrooms with additional coaching on social-emotional skills (SEL) successfully increased their use of best practices. On benchmarks provided by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment that placed students into 3 risk categories, TRI students made gains moving out of the highest risk category. Kindergarten students in TRI showed the most movement on the DIBELS assessment regarding risk categories. 97% of Kindergarten TRI students were in the highest risk category in December, 2014 and 30% were in June, 2015; 3% were in the middle risk category in December and 40% were in June; no Kindergarten TRI students were in the lowest risk category in December, and 30% were by June. In addition, the four TRI classrooms that piloted additional coaching on SEL practices increased their use of best practices for positive behavior compared to classrooms that did not receive this coaching support.

Did the participants themselves (teachers, coaches, school leaders) find TRI effective? Perhaps most importantly, teachers reported in interview, that they felt TRI was beneficial to their school – even teachers who were initially hesitant, or even resistant, toward TRI. Teachers, coaches, and school leaders reported positive changes in teachers’ skills, improvements in their planning and monitoring of reading intervention groups, and increases in teacher confidence in teaching literacy, particularly to struggling students. Teachers also reported that students showed increased levels of confidence in reading and genuinely enjoyed TRI reading sessions. Teachers reported positive relationships with coaches and found the coaches knowledgeable and skilled as well as helpful and understanding. Teachers and school leaders felt that successful implementation of TRI depended on the help of qualified instructional coaches and expressed hope that it would continue in their schools.

¹All TRI teachers received coaching on foundational reading skills; additional coaching on social-emotional skills was piloted in 4 classrooms.

² Patton, M. Q. (2011). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York, New York: Guilford Publication.

³ Blase, K., Van Dyke, M., Fixsen, D., & Wallace Bailey, F. (2012). Implementation Science; Key Concepts, Themes, and Evidence for Practitioners in Educational Psychology. In *Handbook of Implementation Science for Psychology in Education* (Vol. 1). New York: Cambridge University Press.

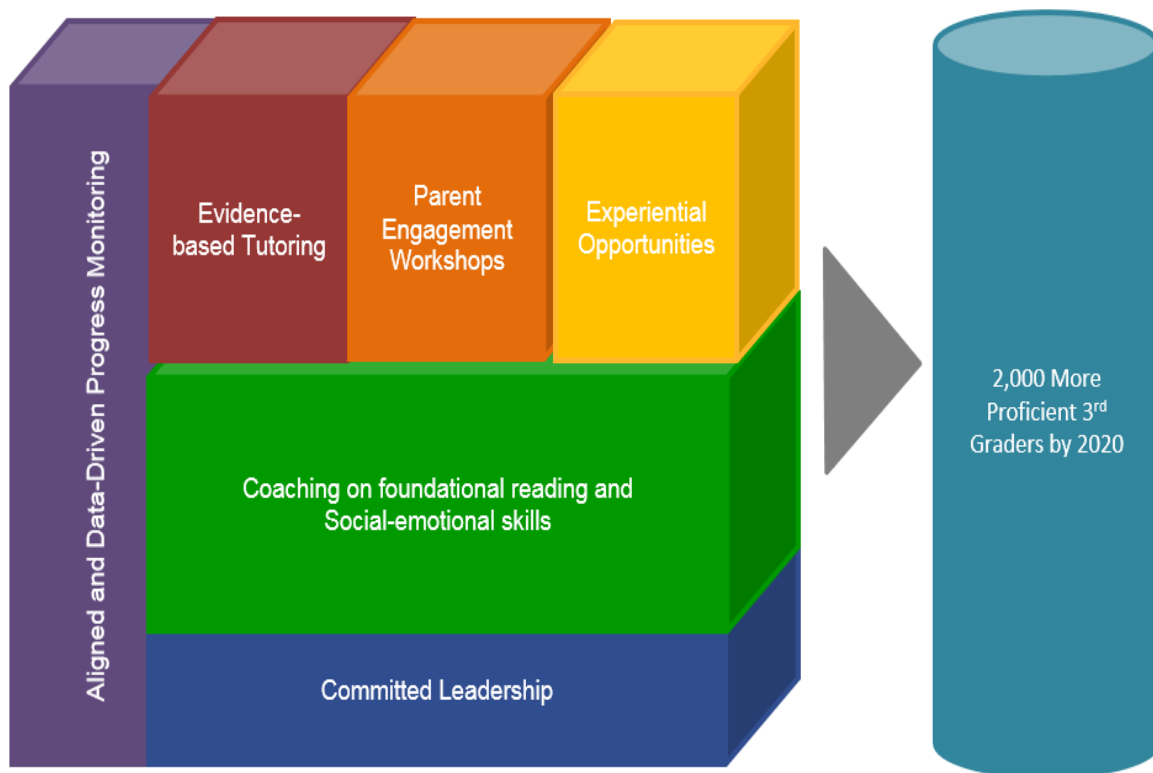
Program Background

The TRI model was developed by the partners involved in Milwaukee Succeeds to improve students' reading achievement and increase the number of students reaching proficiency by 3rd grade. It was piloted at Gwen T. Jackson (Jackson) School from January 2014- June 2014 and implemented at Jackson and Clarke Street School (Clarke) during the 2014-15 school year. TRI is not a one-size fits all program, but rather a cohesive set of proven practices that are implemented into schools in alignment with the vision of the school principal.

TRI creates readers by providing intensive evidence-based professional development and coaching to K-2 teachers on foundational reading and social-emotional skills; this professional development and coaching is aligned with tutoring, family engagement workshops, and experiential learning.

The graphic below visually depicts the components of the TRI model; these components are in place to support the needs of students who are not on track to reach proficiency by 3rd grade. TRI is designed for school-wide, sustainable change that supports school leaders, teachers, student and parents. TRI is part of Milwaukee Succeed's goal of having 2,000 more proficient 3rd graders in reading by 2020. The graphic displays all of the components of TRI; this evaluation report focuses only on coaching on foundational reading and social-emotional skills (in green below). The entire model is described briefly below to provide the broader context of TRI.

Transformative Reading Instruction Model



Coaching on foundational reading and social-emotional skills. In TRI schools, teachers participate in weekly in-classroom coaching sessions to improve foundational reading skill instruction. Coaching sessions include modules on the following content: rapid letter naming, rhyming, blending (sound awareness), segmenting (sound awareness), sounds and decoding, multi-syllable decoding, passage fluency, retelling, vocabulary, and word fluency. Coaches use a gradual release design with each new topic. They begin by modeling practices for teachers in their own contexts, and then provide guided practice, coaching in real time. As teachers gain mastery, coaches continue to observe, provide feedback, consult and review data collaboratively throughout the school year. TRI teachers provide explicit, targeted instruction on foundational reading skills to non-proficient students based on their needs as determined by data. Small group instruction occur 3-5 times per week, lasts approximately 25 minutes, and covers the content listed in the modules above. Instruction is tailored to directly match students' needs. Students work to reach set fluency levels for each foundational skill. Often fluency is understood only in the context of reading passages. In TRI fluency relates to every module. Students work to show their mastery of skills by reaching pre-determined levels of fluency in all skill areas such as blending, segmenting, and letter naming. Sessions are structured to maximize time for students' active engagement and repeated practice and application. TRI follows the philosophy that foundational reading skills are best developed by repeated and engaged practice and TRI is designed to maximize students' active engagement in repeated practice at their exact skill level. Coaching on social-emotional skills was piloted during the 2014-15 school year and will be integrated into TRI classrooms program-wide. Coaches work with teachers using evidence-based briefs that cover: organizing a classroom environment; communicating clear rules and expectations; establishing consistent schedules and routines; conveying warmth, caring and kindness; facilitating student decision making; promoting positive social interactions; teaching self-regulation; promoting child-directed independence; and teaching goal setting, cooperation, and problem solving.

Committed leadership at the school level is key to TRI success. TRI is implemented as a cohesive part of school leaders' visions, rather than a separate entity. MPS SST's (school support teachers) are an integral part of the TRI program as well as school principals.

Evidence-based tutoring is an essential component in all TRI schools. Tutoring helps students who need additional one on one support to master specific reading skills.

Parent engagement workshops reinforce reading skills, attendance, and effective communication with the school, and are organized through a paid parent coordinator.

Experiential opportunities engage students and reinforce vocabulary and content.

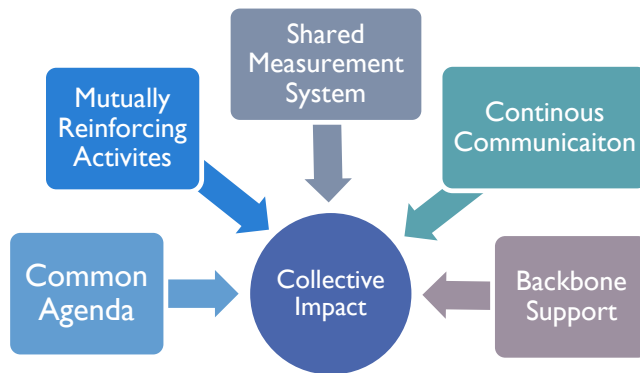
Aligned and data-driven progress monitoring ensures that students receive comprehensive, effective instruction that continues to meet their needs and leads to their growth as readers.

All of the TRI components are grounded in evidenced-based best practices guided by the Milwaukee Succeeds 3rd grade reading network. The model has been and will continue to be informed by national evidence demonstrating the efficacy of each strategy to improve reading outcomes. TRI is also informed by the quantitative data from established local initiatives, early results from local pilot sites, qualitative feedback from teachers, administrators, providers, and researchers about the impact of the strategies on students' reading ability and engagement. In particular, the 3rd grade reading network developed a coaching framework that guides the TRI program. The TRI coaching framework (Appendix A) includes two categories and seven domains: Quality Instructional Coaching Practices (coaching practices; data

handling, analysis and decision making; knowledge base; soft skills; and continuous improvement), and Management of Instructional Coaching Practices (recruiting, hiring and retention; and deployment). Each domain includes practices and indicators. The coaching framework guides the program and is used to provide expectations and feedback to coaches.

Collective Impact: An Integrated Effort of Collaboration

TRI is a collaborative effort between Milwaukee Succeeds, Milwaukee Public Schools, the University of Wisconsin – Milwaukee and Northwestern Mutual Foundation (who has generously funded the project up to this point). Collaboration underlies its creation, implementation, and evaluation.



The theory behind TRI is that by working collectively MPS and community partners can effectively improve student outcomes. TRI follows the collective impact model Kania & Kramer (2011)⁴ created that has proven successful across the country. It includes five components: 1. A common agenda, 2. Mutually reinforcing activities, 3. A shared measurement system, 4. Continuous communication, and 5. Backbone support.

A Common Agenda and Mutually Reinforcing Activities

TRI evolved because these collaborative partners joined together around the common agenda of improving students’ reading proficiency by 3rd grade. Milwaukee Succeeds 3rd grade reading network and the TRI steering committee shared their collective knowledge of national and local proven practices to build a common understanding of Milwaukee’s specific reading challenges and a joint approach to solving these challenges. This combined approach, TRI, centers on providing intensive evidence-based professional development and coaching to K-2 teachers on foundational reading and social emotional skills, and aligning these efforts with tutoring, parent engagement workshops, and experiential learning opportunities. The intent of TRI is for the foundational reading instruction, social emotional skill development, tutoring, parent engagement workshops, and experiential learning opportunities to mutually reinforce each other and provide comprehensive support to school communities.

A Shared Measurement System and Continuous Communication

TRI relies on a shared measurement system capturing quantitative and qualitative data about the implementation and impact of the program. TRI school-based and project-level teams review this data to engage in a continuous improvement process, determining if program components are being implemented with fidelity and if they are having their intended impact, and problem solving when necessary. Continuous communication relies on formal and informal relationships and structures. Formally, the TRI steering committee team meets bi-monthly. Informally, ongoing collaborative practices have led to the strong relationships and trust needed for program success. This process has resulted in a continual refinement of TRI. For example, TRI did not initially include a strong emphasis on students’ social and emotional skills in the classroom. During our pilot semester, teachers and coaches noted that

⁴ Kania, J., & Kramer, M. (2011). Collective impact. *Stanford Social Innovation Review*, 9, (1), 36-41.

in order to effectively teach the foundational reading skills in small groups, it was essential to integrate social and emotional learning into the program. Because of TRI's collaborative nature, experts in social and emotional learning at UW-Milwaukee and Milwaukee Public Schools joined with the Milwaukee Succeeds Social and Emotional Health network and put a system into place to address this issue. Dr. Karen Stoiber developed evidenced-based briefs, covering: organizing a classroom environment; communicating clear rules and expectations; establishing consistent schedules and routines; conveying warmth, caring and kindness; facilitating student decision making; promoting positive social interactions; teaching self-regulation; promoting child-directed independence; and teaching goal setting, cooperation, and problem solving. This system was piloted in 4 classrooms during the 2014-15 school year and will be integrated in all TRI classrooms program-wide from here forward.

Backbone Support

As with all collective impact projects, backbone support is an essential component for program success. For TRI, this includes (among many other tasks) hiring coaches, putting together contracts, hosting meetings, aligning activities, and securing funding. Milwaukee Succeeds provides the majority of the backbone work, bringing in MPS, UW-Milwaukee, and Northwestern Mutual Foundation when appropriate.

The Findings

Evaluation Methods

In addition to underlying the TRI program, collaboration underlies the TRI evaluation as well. The evaluation team at UW-Milwaukee worked closely with TRI team members from Milwaukee Public Schools and Milwaukee Succeeds in the evaluation design, data collection, and data analysis. Developmental evaluators are positioned as part of the internal team and develop measures and tracking mechanisms to give real time and user-friendly feedback. In a developmental evaluation, the focus is on innovators' values and commitment to make a difference⁵. The evaluation methods were also informed by implementation science. "Implementation science is the study of processes and methods involved in the systematic transfer and uptake of evidence-based practices into routine, everyday practice."⁶ Implementation science assists the field, and this work, in its scientific approach to building capacity to effectively implement models, interventions, and programs in real world contexts. Two broad goals lie at the center of the evaluation. The first is to provide useful, real-time data to the TRI team (steering committee members, coaches, teachers, and principals) for continuous improvement of TRI through data based decisions. At the same time, the evaluation team is also documenting and measuring the implementation of TRI so that a local and national audience can learn from, and potentially scale, this model. For this report, data was collected from K5, 1st and 2nd grade TRI classrooms at both Clarke and Jackson elementary schools during the 2014-15 school year. After reviewing the data, the evaluation team decided that findings would be reported for the TRI program as a whole, rather than broken down by school site. Table 1 outlines the data presented in this report.

Table 1: Evaluation Questions and Data Presented

Evaluation Question	Data Presented
Was TRI implemented with fidelity?	The number of coaching sessions teachers received The amount of TRI reading sessions students received The fidelity of implementation of TRI reading instruction
Is TRI on track to reach its intended outcomes?	TRI students' DIBELS assessment scores The impact of SEL coaching in 4 pilot classroom
Did the participants themselves find TRI effective?	Interview data from coaches, teachers, and school leaders

⁵ Patton, M.Q. (2006) Evaluation for the Way We Work. The Nonprofit Quarterly. Vol. 13 (1): 28-33.

⁶ Kelly, B. (2012). Implementation Science for Psychology in Education. In *Handbook of implementation science for psychology in education* (Vol. 1), p. 4. New York: Cambridge University Press.

Was TRI Implemented with Fidelity?

TRI Coaching Sessions with Teachers

Coaching sessions involved TRI coaches and teachers working together and took place in teachers' classrooms. Teachers received coaching on: rapid letter naming, rhyming, blending (sound awareness), segmenting (sound awareness), sounds and decoding, multi-syllable decoding, passage fluency, retelling, vocabulary, and word fluency, as well as DIBELS assessment and record keeping. Coaching practices included: modeling, guided practice, observation, consultation, and data review. Coaches recorded their work in Coaching Logs (Appendix B). The intention was to coach teachers at least 1x/week in their classrooms throughout the school year. Because of the developmental nature of the program, during the 2014-15 school year, the Coaching Log form was revised throughout the school year. Though coaches were continually tracking their coaching sessions, the changes in the forms could have resulted in some coaching sessions not being included in the official analysis. Figure 1 includes data on the 14 teachers who participated in TRI during the 2014-2015 school year.

Figure 1: Total Coaching Sessions per Teacher, 2014-2015 School Year

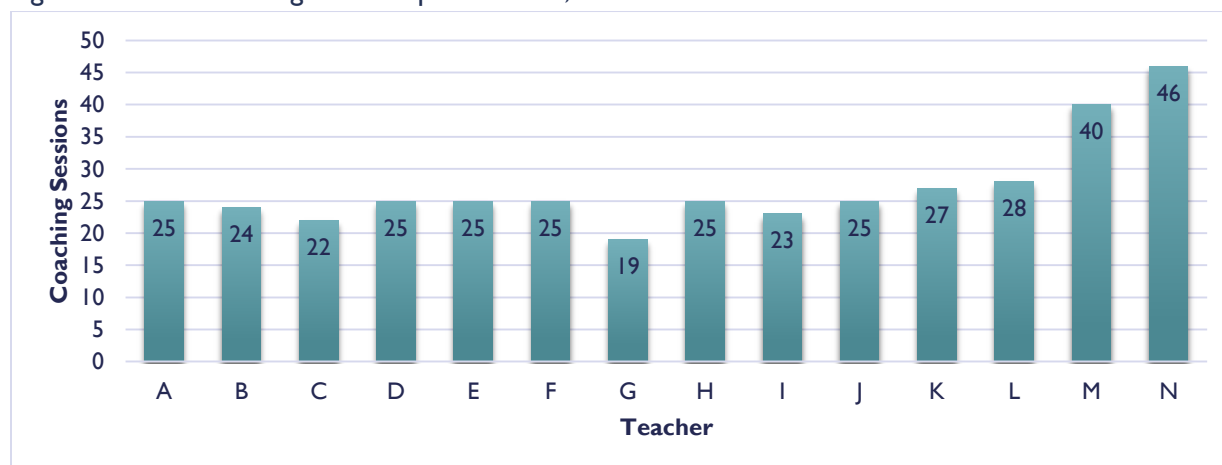


Figure 1 shows the number of coaching sessions TRI teachers received during the 2014-2015 school year (this does not include summer or after-school PD). This is not an average, but the raw number of coaching sessions for each individual teacher. The chart includes all TRI teachers across both school sites; the names of the teachers have been concealed for privacy and are in no particular order. The sessions represent formal coaching sessions; brief, informal interactions between teachers and coaches happened frequently and are not included in the table. All teachers who were present throughout the entire school year received at least 22 coaching sessions (one teacher was not present throughout the entire 2014-15 school year) and 10 of the 13 teachers received at least 25 sessions.

TRI Reading Sessions with Students

The goal of the TRI program was to include at least 3 sessions each week for all TRI students. The average amount of reading sessions TRI students received is displayed in Figures 2 and 3. There are many factors to take into consideration regarding session frequency, including student absences, the school calendar (such as holidays and professional development days), and changes in school schedules (such as school assemblies). Figure 2 shows that the average number of TRI reading sessions students

received per month was 10.44 which breaks down to 2.6 sessions/week⁷⁸. This chart includes students who were given a DIBELS assessment in both December 2014 and June 2015 (n=96).

Figure 2: Average number of TRI Reading Sessions per Student per Month, Spring 2015

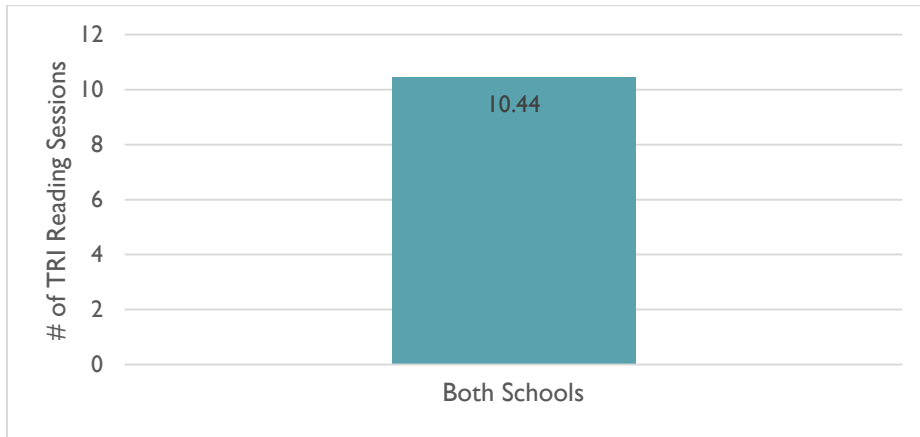
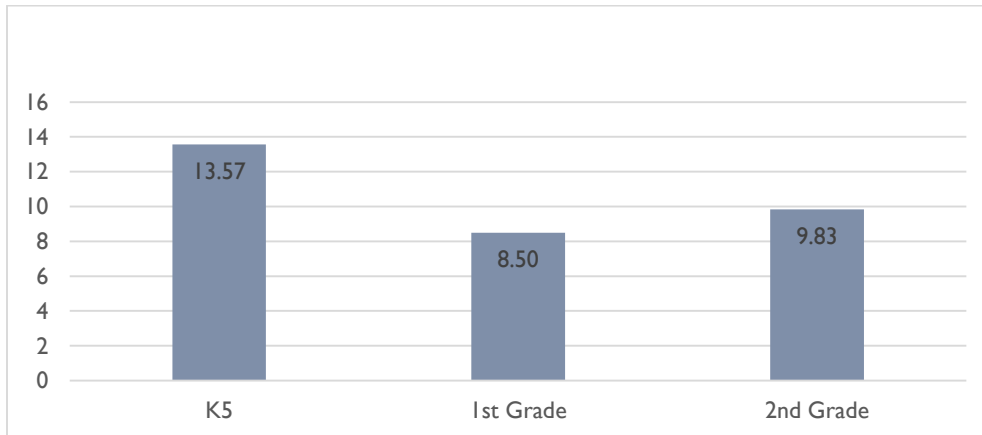


Figure 3 breaks down the average number of TRI reading sessions students received per month by grade level. The average number of TRI reading sessions per month for K5 was 13.57, which breaks down to 3.4 sessions/week. The average number of TRI reading sessions per month for 1st graders was 8.5 which breaks down to 2.1 sessions/week. The average number of TRI reading sessions per month for 2nd graders was 9.88, which breaks down to 2.5 sessions/week.

Figure 3: Average number of TRI Reading Sessions for Students by Grade Level per month, Spring 2015



TRI Fidelity of Implementation

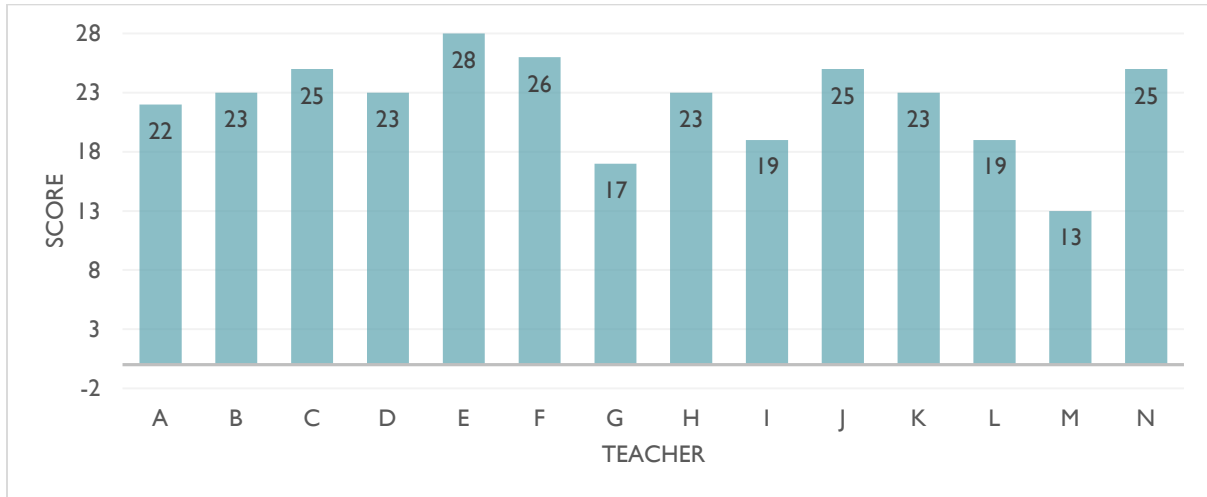
Fidelity of implementation was measured using the TRI Observation Form (Appendix C) to provide information about the quality of TRI instruction and the extent to which the program was delivered as intended. TRI coaches and the evaluator worked together to create the observation form. This collaborative process lasted from October to February and included joint observations, tool creation and revisions, and inter-rater reliability procedures. The form measured four areas, overall structure,

⁷ Patton, M.Q. (2006) Evaluation for the Way We Work. The Nonprofit Quarterly. Vol. 13 (1): 28-33.

⁸ Due to the early stages of development of the model and tracking structures, data was collected for March, April and May, 2014.

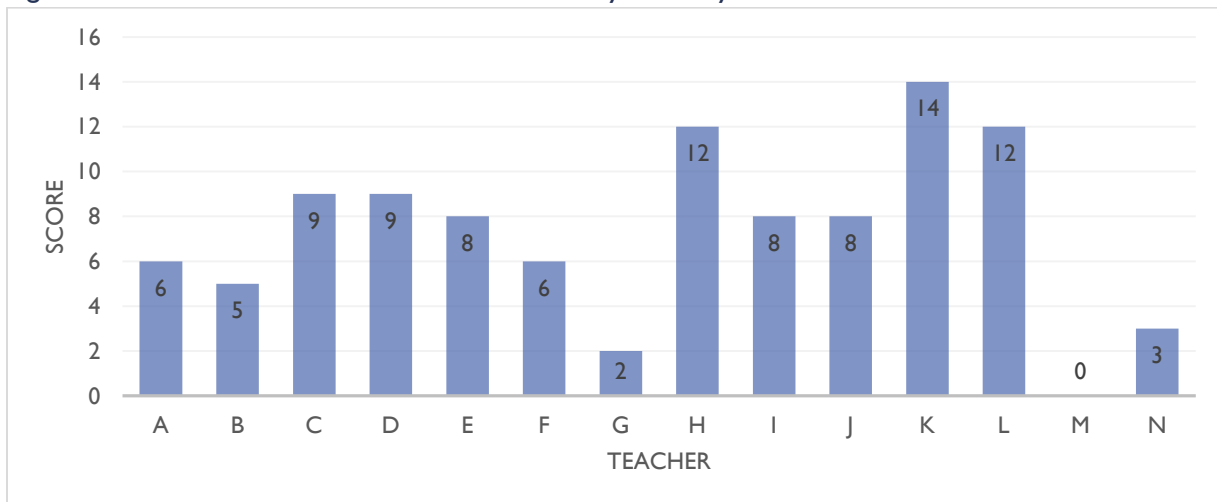
instruction, procedures, and management, on a 0-2 point scale: does not occur, occurs somewhat effectively, and occurs effectively. TRI coaches observed each teacher 1x/month from March – May, 2015. Figure 4 shows the highest score each teacher received on the observation form out of a possible 28 point scale.

Figure 4: Highest Observation Score Achieved by Teacher



Of the 14 total TRI teachers, 12 received 1 observation per month from March until May, 2015 for a total of 3 observations. 1 teacher was observed only twice during this period and one teacher was observed once during this period. Figure 5 shows the observation score increase from March to May by teacher. The increases ranged from 0 to 14 on a 28 point scale.

Figure 5: Observation Score Increase March to May, 2015 by Teacher

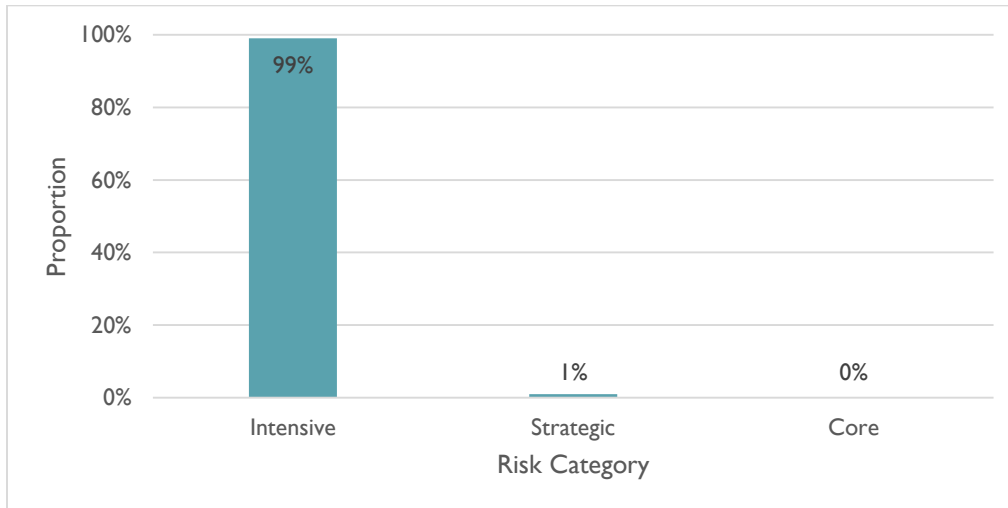


Is TRI on Track to Reach its Intended Outcomes?

DIBELS Analysis

DIBELS provides benchmarks that indicate the risk that a student will not meet grade-level expectations by the end of a school year⁹. The benchmarks place students into one of the following risk categories: core, strategic, or intensive. Those students who are in the ‘core’ risk category are expected to progress normally with typical classroom instruction. The students in the ‘strategic’ category have a moderate risk of not meeting grade-level expectations and may require intervention above and beyond regular instruction. Those who are identified as ‘intensive’ are at a very high risk of not meeting grade-level expectations and are likely to require a large amount of additional intervention. The progress shown in this analysis should be taken as informative, but not causal; detailed caveats about the DIBELS analysis are provided in Appendix D. The December results were assigned to risk categories based on the ‘Middle Year’ benchmarks from DIBELS. The June results were compared to ‘End Year’ benchmarks. This chart includes students who were given a DIBELS assessment in both December 2014 and June 2015 (n=96). Figures 6 and 7 indicate the proportion of students in each risk category for December, 2014 and then June, 2015.¹⁰

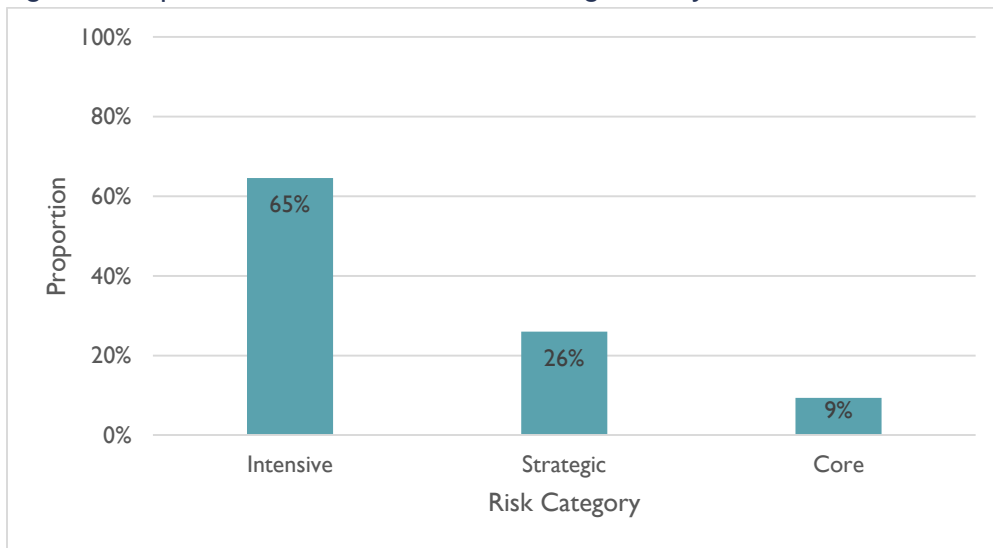
Figure 6: Proportion of All Students in Risk Categories in December, 2014



⁹ University of Oregon Center on Teaching and Learning. (2012). *DIBELS Next Recommended Goals*. Retrieved from <http://www.dibels.uoregon.edu/docs/DIBELSNextRecommendedBenchmarkGoals.pdf>

¹⁰ Only the raw score, and not the accuracy score, was utilized for assessing performance on the DORF test.

Figure 7: Proportion of All Students in Risk Categories in June, 2015



Out of 95 TRI students in the Intensive risk category in December, 33 moved into a lower risk category by June.

Figures 8 and 9 indicate the proportion of students in each risk category for December, 2014 and then June, 2015; grouped by enrolled grade level.

Figure 8: Proportion of Students in Risk Categories by Grade, December, 2014

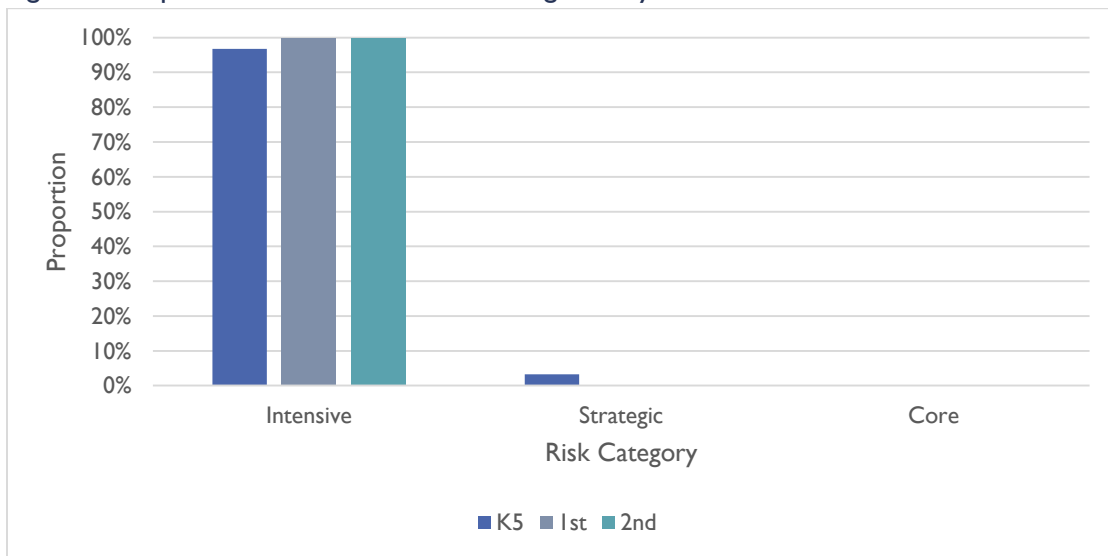
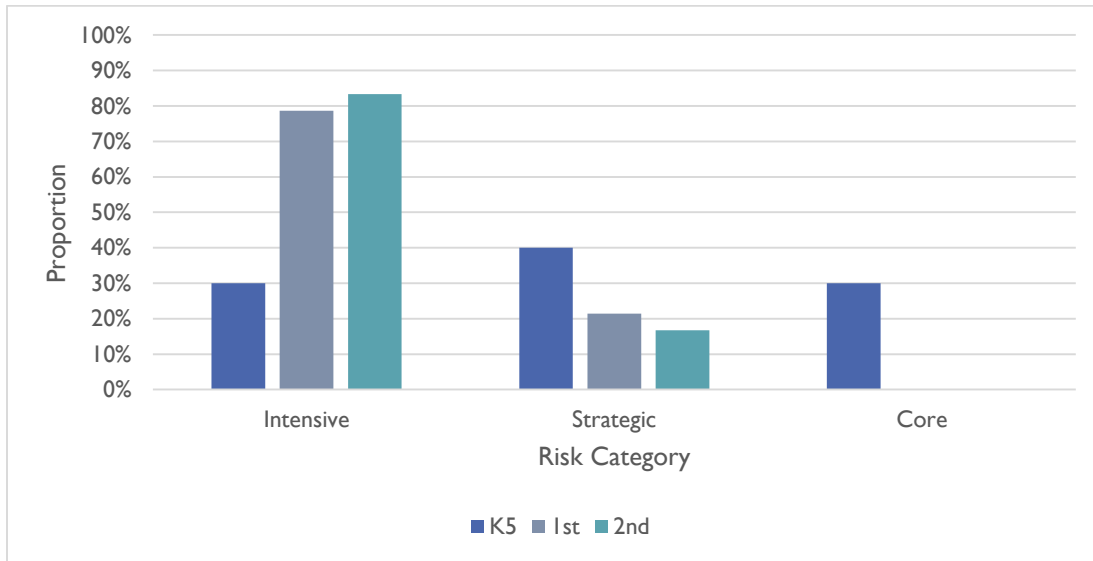


Figure 9: Proportion of Students in Risk Categories by Grade, June, 2015

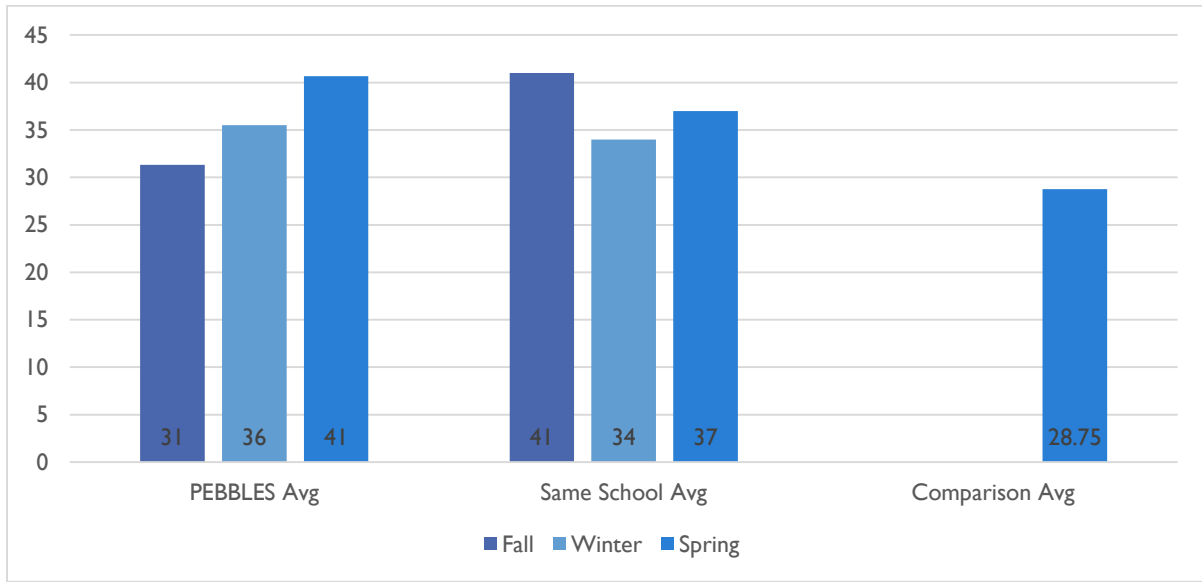


Kindergarten students showed the most movement on the DIBELS assessment regarding risk categories. While 97% of Kindergarten students were in the Intensive risk category in December, 30% were in June. 3% were in the Strategic risk category in December and 40% were in June. No Kindergarten students were in the Core risk category in December and 30% were in June.

The Impact of SEL Coaching

Four pilot classrooms were selected to receive coaching and professional development on SEL strategies in addition to foundational reading practices during the 2014-15 school year. These classrooms were called PEBBLE classrooms (Positive Environment and Behavior for Building Learning and Engagement). These teachers received ongoing professional development and in-classroom coaching around organizing classroom environments, communicating clear rules and expectations, establishing consistent schedules and routines, streamlining transitions, modifying tasks to match student needs, and promoting engagement. The Best Practices Positive Behavior Observation Rating Scale (BPPBORS) was used to measure teachers' application of best practices for positive behavior supports. The BPPBORS used a 4 point rating scale (not evident, somewhat evident, often evident, and mostly/clearly evident). Sample items include: classroom routines and procedures were explicitly identified for activities where problems often occur; positive acknowledgement of students demonstrating adherence to classroom rules and routines occurred more frequently than reprimanding inappropriate behaviors; classroom had a range of consequences or interventions for problem behavior that are documented and consistently delivered; and instructional formats promoted active student involvement and many ways to be engaged, re-engaged, and to respond, including the use of motivation and self-regulation strategies. The entire scale is included in Appendix G. The scale was scored out of 48 points and classrooms were observed for a 2 hour block. Higher scores represent better adherence to teaching best practices. Figure 10 shows the Average BPPBORS scores by group.

Figure 10: Average BPPBORS scores by group



Teachers receiving SEL coaching (PEBBLES classrooms) showed greater need (scoring 31 points) in the fall compared to other teachers at their same school (scoring 41 in the Fall). The PEBBLE teachers improved 10 points throughout the school year on the BPPBORS while teachers at the same school who were not receiving SEL coaching decreased in scores by 4 points. PEBBLE teachers scored an average of 41 points in the spring, 4 points higher than teachers at their same school and 12.25 points higher than teachers at a comparison school.

Did the Participants Themselves Find TRI Effective?

Interview Analysis

Interviews were conducted with 17 TRI participants: 2 principals, 2 school-support teachers (SST), 3 TRI coaches, and 10 teachers. Interview protocols are included in Appendix E. The following themes concerning the impact of TRI were consistent across the interviews. After the introduction of each theme selected support quotations are included from the participants. Additional quotes for each theme are provided in Appendix F.

Theme One: Participants Recognize the Benefit of TRI and Want it to Continue

While some participants reported they were hesitant, or even resistant, to TRI when it was first introduced to their school, all interview participants reported that they were impressed with TRI, felt it was beneficial to their school, and wished to participate in the program in the future. Administrators reported that TRI fit naturally into the structure of their school and that they found the coaches to be both supportive and unobtrusive.

Teacher: I love the program. I think it is very useful. I think it's great [as an] intervention but I also think it is great for all of [my students]. I use it in my small groups with everybody.

Teacher: [W]e have to do so much more than we had to do a year ago. Five years ago. So initially I think most people would be resistant. Those of us who aren't shallow are going to learn to open our ears and give it a shot. At the end of the day it doesn't matter if I wanted to do it or didn't want to do it, the bottom line is... if they are really here for the right reason, which is the children, then their exit interview will sound [positive] like mine.

Administrator: As a principal I want a smooth transition to some of the other things we are doing in the district... [TRI] has been [that kind] of a smooth transition - a real professional organization. And it seems like their main goal is to make improvement in reading. It didn't look like they were this outside organization with a selfish need to improve themselves.

Administrator: I want [the TRI coaches] to stay and I don't want them to leave and it's been a blessing for us and I'm really looking forward [to] next year. I feel like a lot of the gains we made, a lot of the things we've been recognized for from our district, has been from this effort... We've gotten "what are you guys doing over there?" I know it's been all those people working with us. I just hope we are able to work with everyone again. I'm so grateful for those who pay for this. I'm humbled by it a lot of times. I'm so thankful that people are putting money and time and... investing in our children... I hope they know that.

Theme Two: Participating Teachers Increased in Confidence and Intervention Skills

Participants reported positive changes in teacher attitudes and skills. These changes included teachers adopting the TRI curriculum and improving in their planning and monitoring of their intervention groups. Also, participants nearly universally reported that teacher confidence in teaching literacy, particularly to struggling students, increased by their participation in TRI.

Coach: [There was one teacher who said] "I will try it your way." And then we would just gently give her some guidance and then all of a sudden these kids were sounding out syllables and they were doing it correctly. And she lit up and the kids lit up. And all of a sudden it wasn't our way anymore. It was her way. Because she was following the program and it worked. And so she really embraced it... And she's a veteran teacher.

Teacher: I struggled with my Tier 2 instruction. Finding materials, what to teach. And so when all the material was laid out for us... it built my confidence. I came in "I know where I'm going, what to teach." I didn't have to scramble. That's what I enjoyed the most about it, the resources that were available.

Administrator: I would say [the teachers are now] better assessors of where their students are. [They are] able to go beyond saying “this student can’t read” to saying “this is the specific area that the student needs support in.” And then to be able to know which intervention needs to be done and progress monitored. And then if needed change that intervention, if it didn’t work let’s try something different. If it did work then Amen, let’s rotate you back into the normal flow of the CLP.

Theme Three: Participating Students Increased in Confidence and Reading Scores

The primary goal of TRI is to improve student outcomes concerning reading. Participants reported that students improved on discrete reading skills during their TRI sessions; these participants expected or reported that students made comparable gains on standardized tests. Similarly to teachers, participants reported that students showed increased levels of confidence concerning reading and genuinely enjoyed TRI groups.

Coach: [One teacher] got a new student... and she did not know what rhyming was. She could not rhyme! We were working some activities ... [and soon] the girl was coming up with them on her own and the student was so excited. To see her face light up you knew she got it. And the teacher did too.... And [the teacher] was giving me high fives and giving the student, the little girl high fives.

Teacher: I've seen confidence in [my students], they're excited to come to our small group here at the table during reading group. They know what to expect, we have the work books with the worm in it. They love doing the worm and they can't wait to do it. And then it becomes a game who can get so many in a minute, who can reach their goal. So they're excited.

Teacher: I've seen a lot of my kids in the intervention increase their reading. They made some great progress. This is off of our PALS tests. Somewhere at a pre-primer level all the way up through 1st grade.

Administrator: This is going to sound weird, but I feel like [the students] are happier. I feel like they are happier because they are little people and it looked like they were just afraid, nervous all the time... Now really honestly I know it sounds made up, but they seem a lot happier, a lot more confident, just a lot more involved in and engaged.

Theme Four: Coaches Were Seen as a Vital Part of TRI success

Teachers reported positive relationships with the coaches. These positive opinions centered on the coaches being both knowledgeable and skilled as well as helpful and understanding. Additionally, participants felt that successful implementation of the TRI curriculum depended on the help of qualified instructional coaches.

Teacher: [The coaches] always had advice for me and I always felt comfortable asking for advice from them for different things... They were helpful. And it's nice to always have more people to help you because there is so many things to do in the day and not enough time.

Teacher: [The coaches] were always willing to help. And if I had questions they always answered them. And if I was overwhelmed they were always like "what can I do to help you".

Teacher: [The coaches] are really flexible and helpful, supportive, made me... enjoy it more.

Conclusions and Next Steps

TRI is being implemented in 7 schools during the 2015-16 school year. Five of these schools are in Milwaukee Public Schools: Gwen T. Jackson, Clarke Street School, Rogers Street Academy, Carver Academy of Math and Science, and Forest Home Avenue School. It will also be implemented in Milwaukee Academy of Science and St. Catherine. The SEL system created by Dr. Karen Stoiber will be incorporated into the TRI program in the 5 MPS schools. All MPS schools will have either the SPARK tutoring program or the Wisconsin Reading Corps tutoring program. There are several next steps for the 2015-2016 school year to build on the implementation of TRI during the 2014-2015 school year.

Refine Data Collection Measures, Data Review, and Outcome Metrics

All TRI data collection procedures should start at the beginning of the school year in 2015-2016. Coaches will record all coaching and PD sessions on the TRI Coaching/PD log including summer PD and observe teachers 1x/month using the TRI observation form. This information will be available for review at monthly school-based TRI team meetings¹¹ and TRI project meetings¹² to ensure that teachers receive at least one PD session/month, at least 4 coaching sessions/month, and that teachers have reached the “somewhat effective mark” in all observation categories by January and the “effective” mark by May. Evaluators should work with the TRI Director and teachers to create initial and updated lists of TRI students to ensure that *all* students who are not proficient readers receive TRI reading sessions. Teachers will record TRI reading sessions on the TRI Session Log and coaches will enter this information into a TRI data spreadsheet. The evaluation team will provide charts for review at the monthly school-based TRI team meetings and TRI project meetings to ensure at least 95% of intended TRI students receive at least 3 TRI sessions/week. Examples of these charts are in Appendix H.

UWM researchers are using the STAR assessment to create metrics to assess whether students are on track to reach proficiency by 3rd grade and to further assess the success of TRI as it moves beyond its early stages of implementation. STAR progress monitoring assessments should be used weekly as a progress monitoring tool connected to the goal of reaching reading proficiency by 3rd grade.

Focus on Sustainability

The TRI model is a sustainable approach because of the way it is implemented. By investing in coaching in teachers’ classrooms, teachers gain needed skills around foundational reading and positive classroom culture leading to long-term, sustainable change. Teachers receive professional development and coaching at an extensive level (at least once/week in-classroom coaching) in the first year of their school’s participation in TRI. After that first year, coaching will continue at a less intensive level to ensure transfer of the TRI practices. In addition to teachers, there is a school-based coach (SST, Reading Intervention teacher, or classroom teacher) integrated into the TRI program as well. This school-based coach will take over ownership of TRI as the TRI coach lessens time in the school. This school-based coach, as well as experienced TRI teachers, also ensure that the program continues as new Kindergarten-2nd grade teachers are placed at TRI schools by providing professional development and coaching to new teachers. Teachers and students will continue to be supplied with TRI materials as necessary. It is recommended that the school-based coaches participate in at least 75% of TRI PD sessions, joint coaching sessions and observations at least 2x/month, and all TRI school-based meetings.

¹¹ TRI monthly school-based meetings include: the school principal, internal TRI coach, external TRI coach, and Milwaukee Succeeds representative.

¹² TRI project meetings include the founding TRI steering committee members.

Continue Building Alignment with MPS and Other Partners

TRI is helping to shape the redesign of the MPS curriculum and should continue building alignment with MPS through the following ways: the implementation of the Concept-Based Curriculum district-wide and Core Knowledge in GE Schools; meetings with MPS Leadership; and continued collaboration with MPS Literacy Leaders (including Bilingual and Special Education Leaders). School-based TRI teams should identify and meet with other community partners at TRI schools for collective impact, including the SPARK Program Managers and Parent Partners, and the Wisconsin Reading Corps Managers to align efforts between TRI reading sessions and tutoring. TRI should also continue to be guided by the Milwaukee Succeeds 3rd grade reading network, Data Council, and Social and Emotional Health network.

TRI's capacity to reach its intended outcomes is two-fold:

- (1) its ability to create a strong, effective model that increases students' reading proficiency levels and*
- (2) its ability to work collectively with MPS and other partners for effective implementation.*

Appendix A: Transformative Reading Instruction Coaching Framework

Quality Instructional Coaching Practices	
Domain	Practice
Coaching Practices	Coaches are flexible and demonstrate agility. Coaches show the ability to respond to emerging needs and issues in delivery of instruction.
	Coaches provide student-centered, useful, and meaningful feedback to teachers.
	Coaching feedback is prompt and thorough <ul style="list-style-type: none"> • Within session coaching feedback is given. • Prompt follow-up feedback conversation takes place, immediately post session, with extended follow up conversation. • Follow-up written feedback recapping in-session or post session feedback is given.
	Modelling of tutorial, small group, and classroom level instruction.
	Coaches can demonstrate evidence of improvement. Coaches document student learning improvement.
	Coaching feedback is effective, as judged by teachers. Teachers report feedback helps them advance student learning.
	Coaching feedback cycles are in sync with assessment cycles.
	Coaching follows a consistent schedule and is differentiated based on teacher need.
	Coaches assist in setting and tracking goals for teachers and students.
	Coaches spend adequate time reviewing student progress monitoring data, ensuring sound feedback.
Data-Handling, Analysis, Decision Making	Coaches are skilled at interpreting high stakes, screening, progress monitoring, and diagnostic assessment data in order to make useful decisions about what students and teachers most need at any given point in time
	Coaches understand the purposes, uses, and audiences for various levels of data
	Coaches use collect and enter data into a common database or spreadsheet methods to track the coaching process.
	Master coach, designated expert, and/or resources are available to field coaches questions
Knowledge-Base	Coaches are knowledgeable about instruction methods
	Coaches are knowledgeable about subject matter
	Coaches are knowledgeable about education psychometrics

Appendix B: Coaching Log

Teacher:

Grade:

Coach:

	Date	Length (in minutes)	Modules Covered	Type of coaching
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				

Modules:

1. Rapid Letter Naming
2. Rhyming
3. Blending (Sound awareness)
4. Segmenting (Sound awareness)
5. Sounds and decoding
6. Multi-syllable decoding
7. Passage fluency
8. Retelling
9. Vocabulary
10. Word fluency
11. Headsprout
12. DIBELS
13. Record keeping

Types:

1. Professional Development
2. Modeling
3. Guided Practice
4. Observing
5. Reviewing Data
6. Consulting

Appendix C: Transformative Reading Instruction Teacher Observation Form

Teacher _____
 School _____
 Observer _____
 Date _____

<i>Circle 0, 1, or 2 for each indicator. Sum ratings to determine category score.</i>	<i>Does not occur</i>	<i>Occurs somewhat effectively</i>	<i>Occurs effectively</i>
OVERALL STRUCTURE			
Is this teacher regularly teaching FRF to lowest 20% of students?	0	1	2
Is this teacher regularly teaching FRF to all non-proficient students?	0	1	2
STRUCTURE SCORE (possible score = 4)			
INSTRUCTION			
Is the teacher pronouncing letters and words correctly?	0	1	2
Is the teacher balancing small group practice & individual level practice?	0	1	2
Is the instruction at the right level for the students?	0	1	2
Is the teacher incorporating fluency practice at the individual level?	0	1	2
INSTRUCTION SCORE (possible score = 8)			
PROCEDURES			
Does the teacher use a clear signal for unison responding?	0	1	2
Do students consistently respond in unison?	0	1	2
Does the teacher consistently use an efficient and positive correction procedure?	0	1	2
Do they use the timer appropriately?	0	1	2
Are they pacing the lesson appropriately?	0	1	2
PROCEDURES SCORE (possible score = 12)			
MANAGEMENT			
Are the students in the small group on task?	0	1	2
Is the rest of the class well managed so that the small group is not interrupted?	0	1	2
MANAGEMENT SCORE (possible score = 4)			
OVERALL SCORE (possible score = 28)			

Appendix D: DIBELS Analysis Caveats

First, DIBELS is a series of tests that measure different aspects of reading. That is to say, even though the tests were implemented sequentially (FSF → PSF → WWR → DORF); moving from one test to the next may indicate that the students has improved on the discrete skill being measured by that DIBELS test but has not made adequate progress towards meeting grade-level expectations. For example, PSF is administered after mastery of the FSF, but these tests measure different reading skills; both are expected to be mastered by the end of K5.

Second, the December results may overstate the number of students who were at “intensive” risk. Since the majority of students involved in TRI were identified by their low MAP scores, it is not unreasonable to assume that these students were high risk students to begin. Since DIBELS does not publish risk benchmarks for a 2nd grader to take the PSF or FSF (as these tests are intended primarily for K5) a December score for a 2nd grader on the PSF would automatically put them in the highest risk category regardless of score as they were taking a test intended for K5 students. It is possible that a teacher would have started a student on a test below their ability level because they did not have a prior benchmark with which to start the student artificially inflating the number of students in the “intensive” category. Again, due to the nature of how students were selected for TRI, it is likely that almost all of the students ought to have been high risk as of December. It is however possible, but unavoidable¹³, that the December results may overstate the number of ‘intensive’ risk students.

Third, the analysis in this section assumes that the teachers and coaches are properly promoting students to the next test. If students were not promoted to the next test once they achieved mastery, then their risk will be overstated.

¹³ Next year we can avoid this by ensuring that DIBELS testing begins in September and using October or November as the pre-test month.

Appendix E: Interview Protocol

I. Background

Hello, my name is (INSERT NAME OF INTERVIEWER) and I work with the University of Wisconsin-Milwaukee, which was contracted by Milwaukee Succeeds to conduct a formative evaluation of the Focus on Reading Foundations program. One component of this evaluation is interviewing teachers to gain a deeper understanding of the project. Your perspective is very important as we try to provide information to reflect on the project in order to continually learn, grow, and improve and as we try to document the project for future such work. During this interview, we would like to find out about:

- *The current implementation of the Focus on Reading Foundations program.*
- *Your insights about the impact it has had on both your practice as an educator and on your students.*
- *Any suggestions you have for improving the program in the future.*

II. Procedures

First I need to go over some housekeeping business: I want to review the consent information for participating in this interview today and tell you a little bit more about the process.

CONDUCT CONSENT PROCEDURE USING CONSENT INFORMATION SHEET.

Do you have any questions before we begin? Okay, let's get started.

III. Questions on Implementation and Impact

1. *How did you get involved with the Focus on Reading Foundations program, or FRF?*
 - a. *What was your first impression of the program?*
2. *Please describe your involvement with FRF.*
 - a. *What sort of activities were you involved in?*
 - b. *Can you tell me about a typical session with a FRF coach?*
3. *Can you please describe your relationship with your coaches?*
 - a. *What did you think when they first met with you?*
 - b. *What do you think of them now?*
 - c. *What did they do that developed that relationship? (*Only ask if change in relationship is suggested)*
4. *How did your attitude about FRF coaching change through the experience?*
 - a. *Was there an "Aha!" moment where things fell into place for you? Can you tell me about that moment?*
5. *When did you feel the most challenged during FRF?*
6. *What changes, if any, did you make in your own teaching practices as a result of the coaching you received?*
 - a. *Concerning your own skills related to teaching reading...*
 - i. *Have you noticed that your teaching practices have changed related to shared book reading?*

- ii. *Have you noticed that your teaching practices have changed related to small group instruction?*
 - b. *Has FRF influenced other areas of your teaching?*
 - c. *Has FRF changed how you reflect on your teaching?*
 - d. *Can you tell me of a time when you used something that you got from your coach?*
 - 7. *What changes have you seen in your students as a result of FRF? Please describe those for me.*
 - a. *Have you noticed a “carryover effect” of FRF on any student skills not directly discussed in coaching?*
 - 8. *The model being developed with FRF is expected to be implemented in other MPS schools next year. We are interested in hearing what was beneficial about how FRF was implemented, and if there were any challenges to successful coaching.*
 - a. *What about FRF was helpful to you as a teacher?*
 - b. *What about FRF was challenging?*
 - c. *What recommendations do you have for improving FRF?*

V. Closing

- 9. *Is there anything else that you would like to tell us?*
- 10. *Thank you very much for taking the time to talk with me and for participating in this project. Would you be willing to be contacted if there are any follow-up questions about your responses?*

Appendix F: Full Interview Quotes

Theme One: Participants recognize the benefit of TRI and want it to continue in their schools.

While some participants reported they were hesitant, or even resistant, to TRI when it was first introduced to their school, all participants reported that they were impressed with TRI, felt it was beneficial to their school, and wished to participate in the program in the future. Several participants, particularly administrators, expressed some concern that their school would either receive no coaching, or less support from coaches, in the future as other schools adopt TRI. Administrators reported that TRI fit naturally into the structure of their school and that they found the coaches to be both supportive and unobtrusive.

Coach: [TRI] is a wonderful program. We feel fortunate to be a part [of TRI] and we really didn't have anybody that had any negative comments to say really. And I don't think people felt that it was an added responsibility that they couldn't handle.

Teacher: I want to use it more... every day.

Teacher: Initially no one is going to want to do it. I can just be totally honest. No one is going to want to take on a new challenge. We are being challenged enough by the district, the state, the way we have to plan... [W]e have to do so much more than we had to do a year ago. Five years ago. So initially I think most people would be resistant. I'm just going to be honest. Those of us who aren't shallow are going to learn to open our ears and give it a shot. At the end of the day it doesn't matter if I wanted to do it or didn't want to do it, the bottom line is... if they are really here for the right reason, which is the children, then they will be at the end of the year their exit interview will sound a lot like mine. That's just my take.

Teacher: I love the program. I think it is very useful. I think its great [as an] intervention but I also think it is great for all of [my students]. Like I said I use it in my small groups with everybody.

Administrator: As I said, as a principal I want a smooth transition to some of the other things we are doing in the district... It's been [that kind] of a smooth transition - a real professional organization. And it seems like their main goal is to make improvement in reading and so forth. It didn't look like they were this outside organization with a selfish need to improve themselves.

Administrator: I knew they were here to help me. I knew it was right in line with my SLO so in essence they were helping me. So anything I could do to help them helped me.

Administrator: I'm excited that [TRI] is here. I'm excited for [TRI] to continue here next year because the I feel like the teachers are finally getting it. [Next year we] can knock it out of the park.

Administrator: I want [the TRI coaches] to stay and I don't want them to leave and it's been it's just been a blessing for us and I'm really looking forward [to] next year. I feel like a lot of the

gains we made, a lot of the things we've been recognized for from our district, has been from this effort... We've gotten "what are you guys doing over there?" I know it's been all those people working with us. I mean I just hope we are able to work with everyone again... Whoever the funders are I'm so grateful for those who pay for this. I'm humbled by it a lot of times. I think outside donors and... community partners, it's like you can't even get to them to tell them how thankful you are but I'm so thankful that people are putting money and time and... investing in our children... I hope they know that.

Theme Two: Participating teachers increased in confidence and intervention skills.

Coaching is an indirect method for addressing student outcomes wherein the instructional coach works with the teachers who then work with the students. Appropriately, participants reported positive changes in teacher attitudes and skills. These changes include teachers adopting the TRI curriculum. Teachers also improved the planning and monitoring of their intervention groups. Lastly, participants nearly universally reported that teacher confidence in teaching literacy, particularly to struggling students, increased by their participation in TRI.

Coach: [There was one teacher who said] "I'll try it your way." And then we would just gently give her some guidance and then all of a sudden these kids were sounding out syllables and they were just doing it correctly. And she lit up and the kids lit up. And all of a sudden it wasn't our way anymore. It was her way. Because she was following the program and it worked. And so she really embraced it... And she's a veteran teacher ready.

Coach: [The teachers] were more confident in teaching the material. [I] see them carrying that over to their large group and the rest of their class as well... You could just see them, they were strong. They were confident. And they knew what they were doing there really well.

Teacher: I was scared at first. You know all of a sudden you are trying to take these low students and you are just told that we have to bring these kids up. So you are thinking "what am I going to do?" But then when I heard what they're doing and how we can do it, What with the focus on reading foundations and coding and decoding and all that stuff, and they showed us, then it made it a lot easier after you got going on it.

Teacher: I feel like I have more of a goal for [my small groups]. I sit down with [the students] and [I know] what we're doing today. We have our checklist, we have our goals. It's more structured. More rigorous I think we keep the time flows so that the students don't get bored and we can easily move from one task to another.

Teacher: I struggled with my Tier 2 instruction. Finding materials, what to teach. And so when all the material was kind of laid out for us... it built my confidence. I came in "I know where I'm going, what to teach." I didn't have to scramble. That's what I enjoyed the most about it. Just the resources that were available.

Teacher: [The coaches] were very supportive. That meant a lot to me. There were a lot of battles or struggles that, you know, took place this year that I wasn't familiar with. With behavior needs and aspects of it. So they gave me tips... And that support meant a lot to me as some days I was ready to put my head down and quit. I was like "this is my last year! I can't do

it!" And they were like "I know you can do it, you are doing a great job." So I needed that a lot this year.

Teacher: I managed the time [in small group] better. And I was able to cover a lot more skills. And I feel like I got a lot more out of it. You know as far as in the quality of the work... I was hitting on skills.

Teacher: [TRI] makes me more aware of where each individual kid is.

Teacher: [TRI influenced] my math, like especially in my interventions... Because my reading intervention got so structured because I have these specific materials that I use every day, my math got a little more structured where I really kind of drilled them on specific skills. Where I feel like it was way all over the place last year. It's just a little more organized as I've tried to form it as the same as I am doing with reading. It helped with that.

Administrator: I would say [the teachers are now] better assessors of where their students are. [They are] able to go beyond saying "this student can't read" to saying "this is the specific area that the student needs support in." And then to be able to know which intervention needs to be done and progress monitored. And then if needed change that intervention, if it didn't work let's try something different. If it did work then Amen, let's rotate you back into the normal flow of the CLP.

Administrator: The teachers are more confident in what they are doing... now they are doing things intentionally. And because they are more confident about it they can plan more effectively. Which ultimately better planning decreases behaviors in the classroom.

Administrator: I believe one of the biggest changes has been in their confidence... I have seen teachers struggle with instructional strategies... and I see them becoming more confident in their ability to help the students in this way. I think a lot of time they have become overwhelmed in you know how to help this student. But they are really confident in this work that they are doing and they feel supported and so I think they're taking more risks and putting themselves out there a little bit more than they were before. Umm when I first started you know when I first began working with them and I see that their believing more that the students are capable it's really because the data's coming back saying this kid couldn't recognize the letter and now they know 20 and so they are saying this works and I did this along with the coach and this is working and so then it helps them to be confident in other areas. It has helped my work because now when we're working in other areas that is transferred over into those things too and they are a lot easier to work with those people we are talking about they weren't *difficult* but they are more open to coaching and more open to collaborating this something they are constantly doing.

Theme Three: Participating students increased in confidence and reading scores.

The primary goal of TRI is to improve student outcomes concerning reading. Participants reported that students improved on discrete reading skills during their TRI sessions; these participants expected or reported that students made comparable gains on standardized tests. Similarly to teachers, participants reported that students showed increased levels of confidence concerning reading and genuinely enjoyed TRI groups.

Coach: Students were happy, teachers were happy, and the students were eager to come to the table. Students were eager to tell me page they were on and how far their arrow moved. Teachers were eager to tell me "[their students] didn't know this, they didn't know that and now they are doing this and now they are doing that."

Coach: One little girl in a kindergarten class spontaneously said "I love this school!" when they were doing [TRI]. You know I can't really talk about the before so much because I really didn't see the before. So maybe the students were joyful before, I don't know as much about that, but they were getting better and better within the TRI time

Coach: [One teacher} got a new student... and she did not know what rhyming was. She could not rhyme if her life depended on it! We were working some activities ... [and soon] the girl was coming up with them on her own and the student was so excited. Because to see her face light up you knew she got it. And the teacher did too.... And [the teacher] was giving me high fives and giving the student, the little girl high fives. You could just see that [the student] got what she was trying to get across.

Coach: I saw confidence and I saw excitement. Especially in showing their kids their results. And then they'd show us. 'So and so did this. You should hear him. And there were students that at the beginning of the year they were put in for referrals. And at the end of the year they were doing really well. They didn't need to go into a special ed program. So I think that was eye opening for the teachers too. Because here they found an intervention program that works. The teachers and students were just so much more confident it seemed. And confidence is really the key. And it's instrumental in moving forward I think.

Teacher: [T]he students really enjoy it. And so when [the coaches] model it for us and then we start doing it on our own the students remember a lot of it... It's a lot of fun for... the students.

Teacher: I can't believe how much [my students'] writing has improved and their reading and writing as far as high frequency words. And coming up with their own sentences and stuff like that... They are a lot more independent in writing. I've seen how intertwined writing and reading are. As far as when I teach them the high frequency words, I mean I have them up on the board, but now they can spell them like automatically. And they are a lot more independent in reading stations.

Teacher: I had a couple of students who couldn't write their name. They couldn't distinguish between letters and numbers, um, a lot of them never been in school before so to go from that to the end of the year where they can write their letters and know their beginning sounds and their ending sounds and they're starting to write their words so it's really exciting.

Teacher: I've seen confidence in [my students], they're excited to come to the our small group here at the table during reading group. They know what to expect we have the work books with the worm in it. They love doing the worm and they can't wait to do it. And then it becomes a game who can get so many in a minute, who can reach their goal. So they're excited.

Teacher: [My TRI] group... really wanted to meet with me. Like everyone wanted to meet with me.

Teacher: I just feel that overall they are decoding faster like most of them became fluent faster than ever before. First grade is very challenging because you do have all of those foundational skills that you have to build. And kind of cement in them and try to get them to love reading. And you know, help them move forward. That's what I feel like. Overall, all my kids did a phenomenal job this year. And even like my tier 2 students, they may not have made like really like significant gains, they made gains enough that I had a parent come to me and was like "you did such a good job with [my son.] He knows how to spell this. He knows how to read this." And that never happened before. She was just telling me that he didn't know any of that. So she... could tell [I'd] been working with him. A lot of that is due to [TRI].

Teacher: [I saw] growth with all of [my students]. But especially my lowest intervention kids that I really focused on with [TRI]. Their growth - but also their confidence builds for sure. Definitely growth with all of them. They're still below grade level. And they're not - I feel like their foundation - their skills are there but they are not fluently reading. They are so close. But now that they have those foundational skills they just need the exposure to just more reading so they can work on using the - they have all the sounds, they know how to blend their sounds. They just need more time to just read. In 1st grade they should be fluent readers. But from where they came in...

Teacher: My intervention group... they would have never of wanted to raise their hand or participate in whole group because they had no clues what was going on. Or they would not want to go up to the smartboard to try to build a word because - but now they are participating. They still might struggle with it, but they are participating. Because there is stuff that they do know.

Teacher: I've seen a lot of my kids in the intervention increase their reading. Scores going up and all that. They made some great progress. Some kids who at a pre-primer had gone to at least first/second grade level in using those skills. I mean this is off of our PALS tests though. So I'm looking at that. Somewhere at a pre-primer level all the way up through 1st grade.

Administrator: Well I think that the students now know the script as well as the teachers. They know what the teachers are looking for. Also what I've noticed with the students is that they have improved [DIBELS scores], they have improved in their fluency.

Administrator: [I've] absolutely [seen improvement]. DIBLES number one: their kids just have gone so far and they were moving so quickly... I don't know if it's because of their confidence or what but they were moving so quickly... But some of the best data I think that I've seen is in the MAPS so I've been drilling down on the MAP data right now ... and I went to those rooms [using TRI] and focused on the foundational reading bar and we had a goal of by the end of the year have at least 50% of those kids function out of the red. And they have exceeded that in that particular area of foundational reading skills.

Administrator: The students are actually very excited about seeing their teachers as learners. I've actually been observing one of the teachers in particular [and] when she's been coached the students are like oh my goodness she's a student too! They're watching that interaction between the teacher and the coach. And then when the teacher becomes, if you will, the coach for the students you see their whole disposition changing because I saw my teacher as a learner. That doesn't always happens. Students don't see their teacher as anything other than

this teacher! So to allow them to see their teachers as learners and let them know that I am not in this education journey by myself... It makes the students really happy about learning. In their classrooms I'm just seeing their overall demeanor when it comes to reading is more positive now than at the beginning of the year. That they can do this that everyone is in this together.

Administrator: Related to reading performance it is particularly obvious. I was just looking at my data... They closed the achievement gap in their grade with the MAP assessment.

Administrator: This is going to sound weird, but I feel like [the students] are happier. I feel like they are happier because they are little people and it looked like they were just afraid, nervous all the time... Now really honestly I know it sounds made up, but they seem a lot happier a lot more confident, just a lot more involved in and engaged.

Theme Four: Coaches were seen as a vital part of TRI success.

Teachers reported positive relationships with the coaches. These positive opinions centered on the coaches being both knowledgeable and skilled as well as helpful and understanding. Additionally, participants felt that successful implementation of the TRI curriculum depended on the help of qualified instructional coaches.

Teacher: [The coaches] always had advice for me and I always felt comfortable asking for advice from them for different things... They were helpful. And it's nice to always have more people to help you because there is so many things to do in the day and not enough time.

Teacher: I mean I love [the coaches]. They're great! They are knowledgeable. They're supportive. I'm so glad that they are around

Teacher: [The coaches] were always willing to help. And if I had questions they always answered them. And if I was overwhelmed they were always like "what can I do to help you".

Teacher: [The coaches] are really flexible and helpful, supportive, made me... enjoy it more.

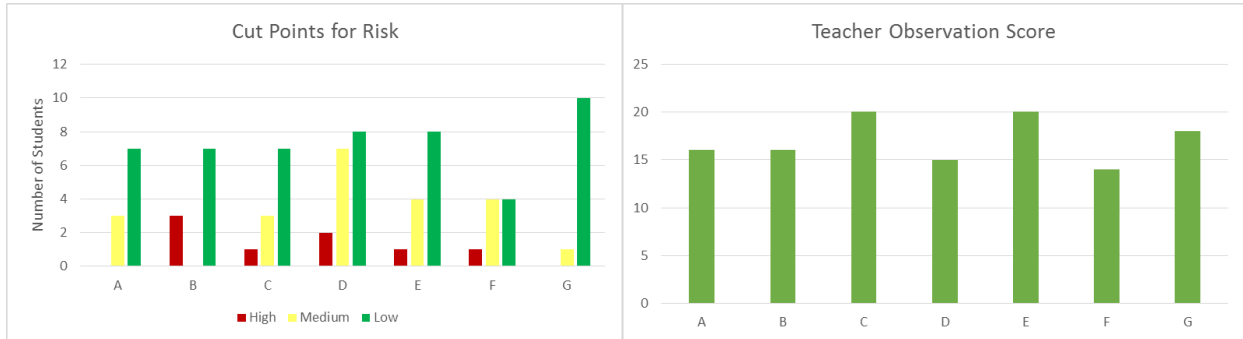
Appendix G: Best Practices Positive Behavior Observation Rating Scale

Observe classroom for 2 hour block and rate each item using the following scale:

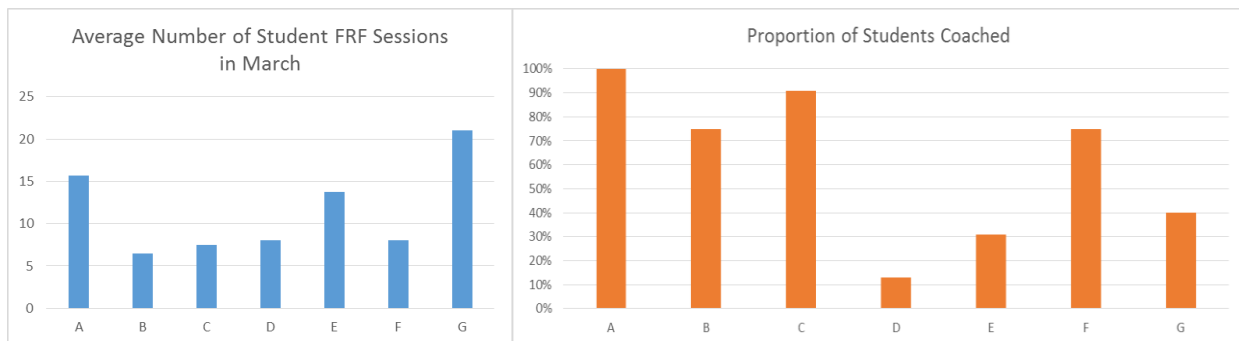
1= Not Evident; 2= Somewhat Evident; 3= Often Evident; 4= Mostly/Clearly Evident

Classroom rules are defined and posted in classrooms.	1	2	3	4
Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g., entering class, asking questions, sharpening pencil, using restroom, during dismissal).	1	2	3	4
Expected behavior routines in classroom and school building are taught.	1	2	3	4
Positive acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than reprimanding inappropriate behaviors.	1	2	3	4
Procedures exist for tracking classroom positive behaviors and challenging behaviors.	1	2	3	4
Classroom has a range of consequences/interventions for problem behavior that are documented and consistently delivered.	1	2	3	4
Instruction is <i>explicit</i> whereby key concepts are taught <i>purposefully</i> .	1	2	3	4
Instruction is <i>targeted</i> at important content and behavioral objectives that students need to learn.	1	2	3	4
Instructional formats promoting <i>active student involvement</i> and many ways to be engaged, re-engaged, and to respond, including the use of <i>motivation</i> and <i>self-regulation</i> strategies.	1	2	3	4
Instruction <i>progresses logically</i> with a focus on easier to more challenging skills.	1	2	3	4
Key <i>skills/competencies are delineated and modeled</i> so that students do not need to infer what constitute essential concepts, how they look, or what they mean.	1	2	3	4
Provision of many as well as extended opportunities for students to engage in guided and independent practice, with <i>both corrective and positive feedback</i> .	1	2	3	4
A variety of <i>small group instruction</i> takes place in which students are grouped based on a variety of indicators (particular skill development, need, interest).	1	2	3	4

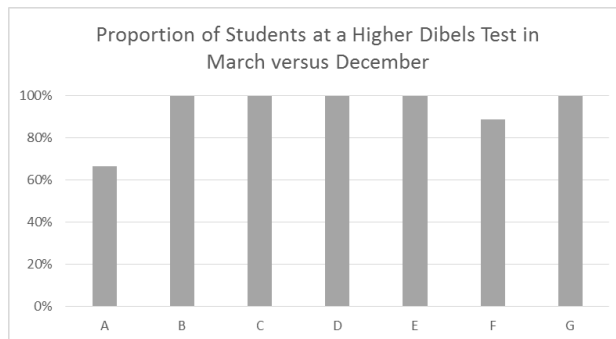
Appendix H: Sample Monthly TRI Data Report



Cut Points for Risk is a potential measure that would indicate how many students are at a high risk for not achieving their reading goals and would need additional instruction or intervention. Teacher Observation scores are based on coach evaluations of the teachers made monthly. These scores can be a good benchmark for teacher implementation of TRI once their reliability and validity is confirmed.



Average student sessions per month and proportion of students coached can provide a check that the individual teachers are providing interventions to the appropriate students. Benchmarks can be set for each measure to ensure that all students eligible for TRI intervention are receiving appropriate attention.



Ideally, all TRI students would progress through the grade equivalent levels of DIBELS during the school year.