

MEMORANDUM

November 28, 2018

TO: Annie Wolfe
Officer, Secondary Curriculum and Development

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **STRATEGIC READING AND WRITING (SRW) REPORT, 2017–2018**

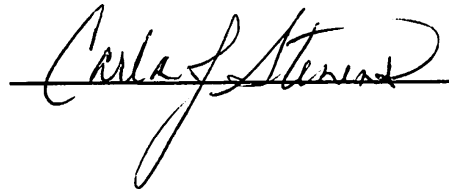
Strategic Reading and Writing (SRW) is a reading and writing intervention course available to sixth- through tenth-grade students who did not meet Grade Level standards on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 reading the previous school year. Students in this sample consisted of sixth- through eighth-grade students who did not meet Grade Level standard on the 2017 STAAR 3-8 reading exam and who had a score on the 2018 STAAR 3–8 reading test. The evaluation used a teacher's survey, classroom walkthrough, and a paired t-test to determine the implementation, teacher perceptions and experiences, and student outcomes.

Key findings include:

- All SRW survey respondents were certified and trained with 94.1 percent having at least three-years teaching experience and 88.2 percent having three or more years' experience conducting reading interventions. Most respondents participated in the SRW professional development and between 57.1 and 71.4 percent attended monthly support meetings.
- Respondents either agreed or strongly agreed that they assisted their students with small-group instruction around texts, monitored students' reading and writing, checked their students' understanding and gave "just-in-time" scaffolding, organized students into needs-based intervention groups, and that their students could work independently on reading and writing tasks at their independent levels.
- Respondents agreed or strongly agreed that they modeled the writing process for their students, supported their students through small-group instruction and collaborative writing experiences, and scheduled with students to provide writing feedback.
- Most respondents used Vocabulary.com and Achieve 3000 digital resources in the delivery of SRW but most never used Mindplay, MackinVia, Digital Magazines, and Imagine Learning. Most somewhat agreed or agreed that Saddleback "Hi-Low" texts were accessible, that available texts were of a high quality, and that they had access to classroom libraries.
- SRW appeared to result in statistically significant gains on the 2018 STAAR 3–8 reading performance of sixth-grade (mean difference = 49.4 scale score points (ssp)), seventh-grade (mean difference = 150.2 ssp), and eighth-grade (mean difference = 188.7 ssp) students.

- SRW had small to large effects sizes on the sixth-grade ($d = 0.31$, one-third of one standard deviation increase); seventh-grade ($d = 0.98$, almost one standard deviation increase); and eighth-grade ($d = 1.20$, more than one standard deviation increase) students' 2018 STAAR 3–8 reading performance.
- Using Fryer (2012) estimates, the SRW course resulted in an extra four, twelve, and fifteen months of schooling for sixth, seventh, and eighth-grade students, respectively.
- Non-economically disadvantaged, non-at-risk, G/T, and non-LEP students appeared to have benefited most from exposure to SRW across all three middle-school grade levels.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment

cc: Noelia Longoria
Mechiel Rozas
Jessica Chevalier

HOUSTON INDEPENDENT SCHOOL DISTRICT



RESEARCH

Educational Program Report

STRATEGIC READING AND WRITING
REPORT, 2017-2018



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HISD STRATEGIC READING AND WRITING: IMPLEMENTATION, TEACHER PERCEPTIONS AND EXPERIENCES, AND STUDENT OUTCOMES, 2017–2018

Executive Summary

Strategic Reading and Writing (SRW) is a reading and writing intervention course available to sixth- through tenth-grade students in the Houston Independent School District (HISD) who did not meet Grade Level standards on the State of Texas Assessments of Academic Readiness (STAAR) grades 3–8 reading the previous school year or who fell below the 40th percentile on the District's norm referenced test (NRT) total reading score (HISD, 2017). SRW classes are restricted to 20 students and are facilitated by certified and trained teachers. The objective of SRW is to: (1) meet students at their instructional level to remediate and strengthen literacy systems within, about, and beyond texts, (2) prepare students for grade-level coursework through aligned genre-specific tasks and support, and (3) prepare students to increase achievement on state tests through strategic actions and increased reading levels.

The purpose of this evaluation was to assess the SRW effect on students' reading performance. The evaluation also assessed teachers' perceptions and experiences with the implementation of SRW. An online survey using SurveyMonkey™ was administered to teachers who completed the SRW professional development. Students were linked to their Public Education Information Management System (PEIMS) data, SRW teachers, and their 2017 and 2018 STAAR 3–8 reading test results. Only students with both STAAR scores and who did not meet Grade Level standard on the 2017 STAAR 3–8 reading were included in the sample. A repeated-measures design was used to determine students' reading gains and the effect of SRW on students' reading by the end of the 2017–2018 academic year.

Key findings

- All SRW survey respondents were certified and trained with 94.1 percent having at least three-years of teaching experience, while 88.2 percent had three or more years of experience in conducting reading interventions. Most respondents participated in the SRW professional development and between 57.1 and 71.4 percent attended the monthly support meetings.
- Respondents either agreed or strongly agreed that they assisted their students in small-group instruction around texts, monitored their students' reading and writing, checked their students' understanding, gave "just-in-time" scaffolding, organized students into needs-based intervention groups, and that their students could work independently on reading and writing tasks at their independent levels.
- Respondents agreed or strongly agreed that they modeled the writing process for their students, supported their students through small-group instruction and collaborative writing experiences, and scheduled with students to provide writing feedback.
- Most respondents used Vocabulary.com and Achieve 3000 digital resources in the delivery of SRW but most never used Mindplay, MackinVia, Digital Magazines and Imagine Learning. Most somewhat agreed or agreed that Saddleback "Hi-Low" texts were accessible, that available texts were of a high quality, and that they had access to classroom libraries.

- SRW resulted in statistically-significant gains on the 2018 STAAR 3–8 reading performance of sixth-grade (mean difference = 49.4 scale score points (ssp)), seventh grade (mean difference = 150.2 ssp), and eighth-grade (mean difference = 188.7 ssp) students.
- SRW had a small to large effect size on sixth-grade ($d = 0.31$), seventh-grade ($d = 0.98$), and eighth-grade ($d = 1.20$) students' 2018 STAAR 3–8 reading performance.
- These effect sizes translated into an additional four, twelve, and fifteen months of schooling at the sixth, seventh, and eighth-grades, respectively, using Fryer's (2012, p. 9) estimate of 0.08 standard deviations as equivalent to one extra month of schooling.
- Non-economically disadvantaged, non-at-risk, G/T, and non-LEP students appeared to benefit most from exposure to SRW across all three middle-school grade levels.

Recommendations

- Based on the impact of SRW on students' reading performance, its implementation should be continued and where possible strengthened to meet the needs of academically-disadvantaged students in the district. SRW summer professional development (PD) with monthly support meetings reflect the U.S. Department of Education What Works Clearinghouse best practice on teacher professional development and should be maintained, strengthened, and replicated.
- The SRW should continue to provide support through its monthly meetings and to also use this as an opportunity to monitor and address any issues that may surface during implementation.
- Given the effectiveness of the SRW intervention, the strategies should be used routinely in HISD classrooms to prevent reading failure and underperformance and improve students' reading and reading comprehension.
- Future evaluations should look at the impacts of multiple years of SRW exposure on student's academic performance in STAAR 3–8 reading.
- Given respondents' feedback, SRW managers should look with favor into providing additional training on the use of Saddleback "Hi-Low" books, developing lesson plans for the upper high school grades, and providing additional SRW resource materials, among others.
- SRW managers, school administrators, and teachers should explore creative ways to ensure teachers and students utilize the SRW digital resources available on the Hub to enhance their instruction, student engagement and student learning, for example, inter-class and inter-grade use competitions.
- Based on respondents' feedback, exemplary SRW instruction and practices should be identified, archived, and made accessible to SRW teachers in response to their request for flexible learning groups, best SRW research-based strategies, and activities with deeper student engagement and not just access to open educational resources (OER) questions.

Introduction

Strategic Reading and Writing (SRW) involves the implementation of reading and writing intervention strategies for underperforming sixth- to tenth-grade students in the Houston Independent School District (HISD). It is offered as a course designed to provide academic interventions for students who have fallen below the 40th percentile on the district level literacy assessments and state tests (HISD, 2017). SRW is given in addition to the English language arts (ELA) core curriculum time requirement.

SRW is designed to: (1) meet students at their instructional level to remediate and strengthen literacy systems within, about, and beyond texts, (2) prepare students for grade-level coursework through aligned genre-specific tasks and support, and (3) prepare students to increase achievement on state tests through strategic actions and increased reading levels. SRW students work independently on reading and writing tasks at their independent levels and meet with teachers in small groups around texts at their instructional level. The small-group meetings are designed to check for assumptions and provide students with just-in-time scaffolds, simultaneously. Only foundation classes are taught using a whole-group approach and to equip students with instruction, practice, and feedback for their independent work. “Hi-Low” text libraries are provided for all campuses involved in SRW and are rotated among SRW teachers. In addition, students have access to classroom libraries in all core content classrooms, and teachers use comprehension toolkits for texts and for additional strategic lessons. SRW classes are restricted to 20 students or less.

Reading and writing are complex skills that have implications for students’ learning, academic performance, and achievement. Based on Accelerated Reader database, Renaissance Learning Inc. (2018) reported that American high school students were reading books with readability levels between 6.5 in 2014–2015 and 7.2 in 2016–2017, which fall short of expected future readability level of 13.8 (first-year college students’ level). The report reviewed the reading habits of 9.4 million K–12 grade students using 323 million books and non-fiction articles from 30,062 schools in all 50 states and Washington, DC (Renaissance Learning Inc., 2018). The report also showed that 9–12th-grade students read an average 4.8 to 6.0 books during the 2016–2017 academic year (Renaissance Learning Inc., 2018). However, this was only one database. Students could have had access to other reading sources, including school and public libraries. Results of the 2018 National Assessment of Educational Progress (NAEP) revealed that 37 percent (2017) of fourth grade, 36 percent (2017) of eight-grade and 37 percent (2015) of twelfth-grade students were assessed as at or above proficient readers (McFarland, et al., 2018).

The purpose of this evaluation was to assess the implementation of SRW, SRW teachers’ perceptions and experiences with its implementation, and the reading outcomes of students who were exposed to the strategies. The evaluation sought to answer the following questions:

1. What were the perceptions and experiences of teachers who implemented SRW interventions in their classrooms?
2. What was the demographic and educational composition of the student sample used in this study?
3. How much reading gains did SRW students in HISD experience during the 2017–2018 school year?

Literature review

Intervention research for struggling fourth- to twelfth-grade readers has had a long history (Scammacca, et al., 2016). Much has changed in the conceptualization of reading interventions and the methods used to determine their effectiveness in improving reading results for readers who struggle (Scammacca, et al., 2016). Vaughn, et al. (2015) conducted a study using a randomized control trial of ninth- and tenth-grade students with significant reading problems. The 50-minute small-group intervention, which was

administered once per day over two-years resulted in significant gains in reading comprehension (effect size = 0.43) when compared to students in the sample who were exposed to business as usual. The improved reading among students in the treatment group resulted in higher social studies scores (Vaughn, et al., 2015). This is an indication that improvement in reading and comprehension results in performance improvements in other curriculum areas.

Seventy-five students who were exposed to close reading intervention showed improvement in reading achievement, attendance, and self-perception when compared to 247 of their peers who received traditional intervention. The close reading of complex texts involved annotations, repeated reading, text-dependent questions, and discussions (Fisher & Frey, 2014). Close reading, peer collaboration, and wide reading of young adult literature made the difference (Fisher & Frey, 2014).

A quasi-experimental study involving 17 eighth-grade students investigated the impact of a repeated reading fluency intervention with prosody, counterbalanced with a reading strategies intervention (Van Wig, 2016). The study was designed to promote feelings of achievement due to participation in activities intended to promote reading success. Students were divided into A-days and B-days and their results compared using ANOVA with a repeated-measures design. Results indicate that fluency intervention focused on prosody was effective in improving prosodic ability, but inconclusive on fluency components of rate and accuracy improvement (Van Wig, 2016). Students improved their perceptions of their reading ability and behavior after participation in the reading intervention (Van Wig, 2016).

Teacher efficacy and implementation of a supplemental intervention for struggling adolescent readers were compared to determine their effect on student achievement. Sixth- and ninth-grade teachers were compared. Sixth-grade teachers had higher levels of efficacy while ninth-grade teachers had higher levels of implementation (Cantrell, Almasi, Carter, & Rintamaa, 2013). Teacher efficacy was positively related to students' reading comprehension and overall reading achievement. Implementation was positively related to students' growth in vocabulary (Cantrell, Almasi, Carter, & Rintamaa, 2013). How teachers think about their instructional abilities have implications for students' performance.

Students entering secondary schools with reading difficulties were exposed to 20 weeks of reading intervention delivered by trained teaching assistants (Clarke, Paul, Smith, Snowling, & Hulme, 2017). The three 35-minute sessions involved 287 students, ages 11–13, from 27 schools, who were randomly assigned into three groups: reading intervention targeting word recognition and decoding skills, reading intervention plus comprehension, or a waiting list control group (Clarke, et al., 2017). The interventions did not produce statistically-significant gains in word reading. The reading intervention plus comprehension produced significant gains in reading comprehension ($d = 0.29$) and vocabulary ($d = 0.34$) (Clarke, et al., 2017).

A review of experimental studies on the effects of reading interventions administered to grades K–12 English learners (EL) published between 2000 and 2012 found significant moderate to large effects (effect sizes (ES) of 0.47–2.34) for reading or listening comprehension in five of the twelve studies reviewed (Richards-Tutor, Baker, Gersten, Baker, & Smith, 2016). Interventions included explicit instruction. Ten of the programs used published intervention programs. Variables such as group size, intervention minutes, and type of personnel delivering the intervention were not significant predictors of reading outcomes (Richards-Tutor, et al., 2016).

Another meta-analysis of the effect of reading and writing was conducted using 54 experimental and quasi-experimental studies involving 5,018 kindergarten- to twelfth-grade students to determine if reading interventions improved student writing (Graham, et al., 2018). As predicted, teaching reading strengthened writing, resulting in statistically-significant effects for overall writing measures (ES = 0.57) and specific measures of writing quality (ES = 0.63), words written (ES = 0.37), or spelling (ES = 0.56). The effects on

writing was maintained over time ($ES = 0.37$) (Graham, et al., 2018). Having students read or observe others interact with text enhanced writing performance with a statistically-significant impact on an overall measure of writing ($ES = 0.36$) and specific measures of writing quality ($ES = 0.44$) or spelling ($ES = 0.28$) (Graham, et al., 2018).

Method

Relevant teachers underwent initial summer training and preparation for the implementation of SRW. In addition, teachers attended six monthly follow-up meetings during the academic year. A digital record of teachers who attended these follow-up meetings was not maintained, limiting their use in the analysis of their effects on students' reading performance. Students whose teachers attended the initial professional development (PD) sessions and who did not meet standard on the 2017 STAAR 3–8 reading made up the study population. Reading was used because students were assigned to the SRW who did not meet standard on the 2017 STAAR 3–8 reading tests. A repeated-measures design determined the effect of SRW on students' reading one year after the intervention. The repeated-measures design is a robust test that allows for control on all variables by using the performance of the same sample at time 1 and time 2 and comparing the means. The difference in means is used as the determinant of performance and the basis for calculating program effects. Students with both 2017 and 2018 STAAR 3–8 reading scale scores were included in the sample. These were 732 sixth-grade, 744 seventh-grade, and 577 eighth-grade students.

Teacher PD data, downloaded from HISD eLearning database and students' demographics and educational data taken from the PEIMS, were linked using unique identifiers. Students' demographic and educational data included race and ethnicity, gender, as well as at-risk, economic, special education, limited-English proficiency (LEP), and gifted and talented (G/T) status. These were linked to students' STAAR data using unique identifiers as well.

A web-based survey using SurveyMonkey™ was administered to teachers who attended the professional development workshop in preparation for implementing SRW. They were surveyed on their SRW perceptions and experiences with SRW professional development, support, and instructional practices as well as students' reading and writing practices. The survey was developed with assistance from the two teacher development specialists (TDS) who were involved in the implementation oversight of the SRW initiative. They reviewed and revised the survey items to ensure adequate coverage and validity. They tested the survey before final transmission to participants, which was then emailed to 70 teacher participants with a reminder to complete the survey two weeks later. A total of 18 participants completed the survey. This is a response rate of 25.7 percent which falls within the expected response rate for online surveys (Resnick, 2012). Summary of responses were collated by SurveyMonkey™ using percentages or weighted averages where Likert scales were used. Survey statements were rated on a scale of 1–5, with one being the lowest and 5 being the highest. Survey results were presented in figures, tables, and graphs. Open-ended questions were analyzed using emergent themes.

Ten classrooms were randomly selected for walkthrough visits based on the list of teachers who attended the SRW professional development workshop. Emails were sent out to principals of the selected classrooms to solicit their participation in those visits. A reminder was sent out two weeks later. Two principals responded. An ethnographic approach was taken involving observations and the use of field notes to record key aspects of the SRW lessons. The key Texas Essential Knowledge and Skills (TEKS) covered in the lesson were identified. The TEKS to be covered were outlined in the SRW scope and sequence document developed by the HISD Secondary Curriculum and Development Department.

Data were analyzed using paired t-test on the reading scores of SRW students who did not meet the 2017 STAAR 3–8 Approaches Grade Level reading standards. Students' 2017 scale scores were used as the

pre-score and their 2018 scores were used as the post-score to determine any significant changes in performance. Cohen's *d* was used to determine the effects of SRW on the performance of students. Fryer's (2012) estimates of 0.08 standard deviation as equivalent to one extra month of schooling was also used to determine SRW effect. The data were subject to and satisfied normality, collinearity, and homoscedastic testing using the Kologorov-Sminov statistic, and Normal and Detrended Q-Q plots.

Limitations

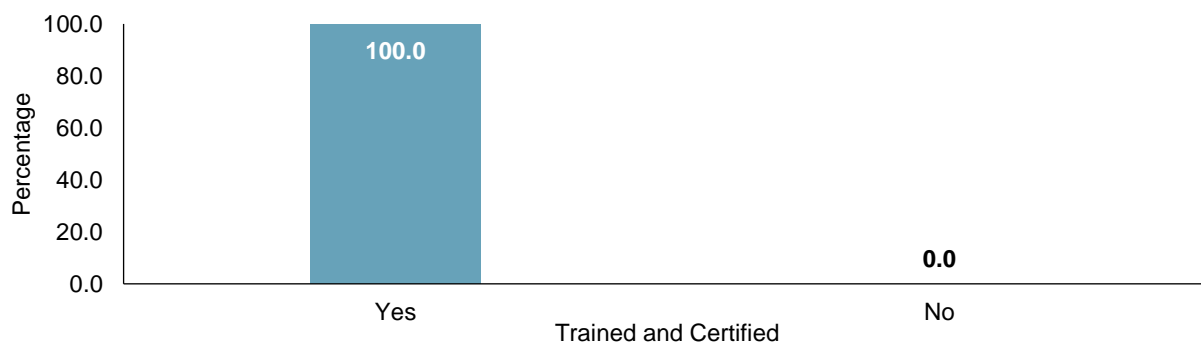
- Given HISD's focus on improving literacy, districtwide, students in the sample may have been exposed to other reading initiatives and programs and their extraneous effects on SRW performance. Linking SRW teachers to their students was an attempt to reduce or control the effects.
- With few schools participating in the walkthroughs, it was inappropriate to make credible and valid statements about the implementation fidelity of the SRW course.
- Monthly meeting attendance was not digitally recorded and, therefore, unavailable for use in the analyses. The summer PD with monthly follow-up represented best practice in professional development and its impact on students' performance (Yoon, Duncan, Lee, Scarloss, & Shapley, 2009).
- Teachers may have had more than one year of SRW professional development. While this was not considered in the evaluation, it is likely, that that may have had positive effects on students' performance. It is not always possible to control for all the extraneous variables that affect a treatment or an outcome (Huber, 2015).

Results

What were the perceptions and experiences of teachers who implemented SRW interventions in their classrooms?

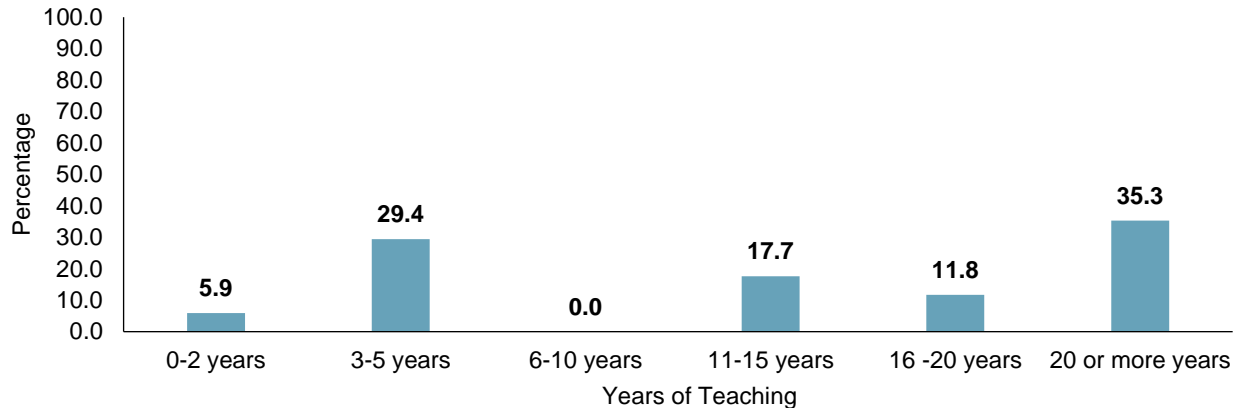
Figure 1 through **Figure 10** summarized the survey results from 18 teacher respondents of teacher perceptions and experiences related to SRW professional development, their requisite skills, instructional practices, and assessment of their students' strategic reading and writing activities. **Table A-1** through **Table A-10**, **Appendix A**, (pp. 23–25) provide details. Calculations may differ from 100 percent due to rounding.

Figure 1. Percent of SRW Survey Respondents Who Were Trained and Certified, 2017–2018 (n = 17)



- All survey respondents revealed that they were trained and certified in the delivery of SRW. Table 1A, Appendix A (p. 23) provides details.

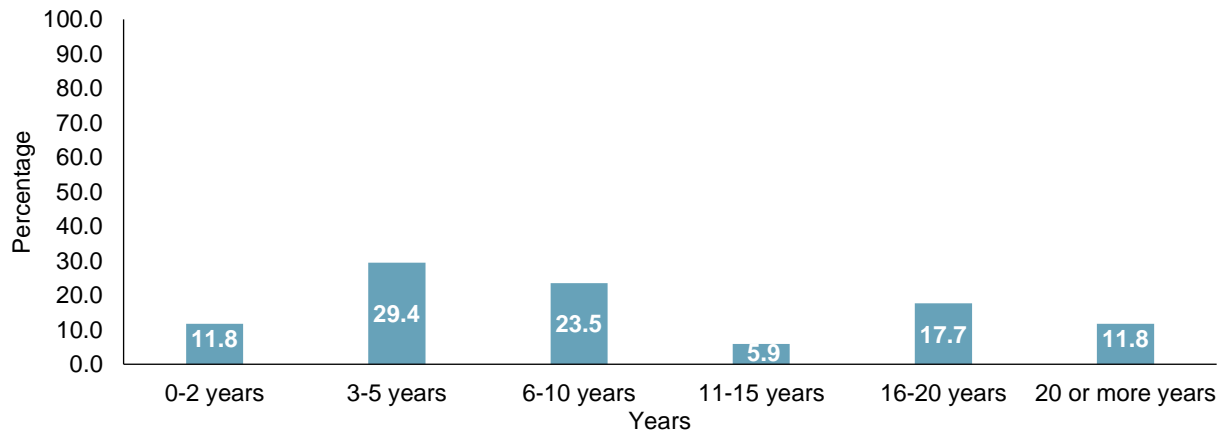
Figure 2. Years of Teaching Experience of SRW Survey Respondents, 2017–2018 (n = 17)



Note: Numbers may total greater than 100 percent due to rounding.

- Overall, 94.2 percent of the SRW survey respondents had at least 3 years of teaching experience. **Table A-2**, Appendix A (p. 23) provides details.
- About 64.8 percent of the SRW survey respondents had at least 11 years of teaching experience.
- Most SRW teacher respondents (35.3%) had 20 or more years of teaching experience, followed by those with 3–5 years of experience (29.4%), followed by those with 11–15 years and 16–20 years (17.7 and 11.8 percent, respectively).

Figure 3. HISD SRW Respondents' Experiences with Conducting Reading Interventions, 2017–2018 (n = 17)

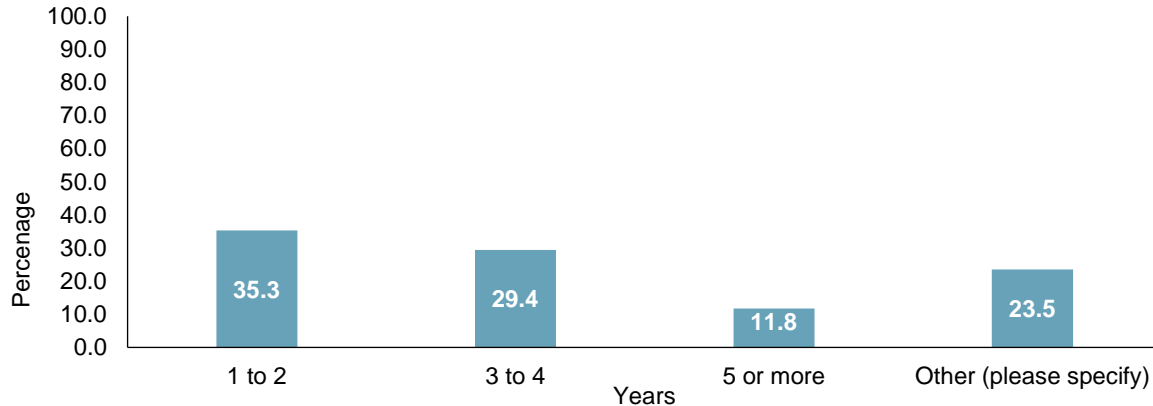


Note: Numbers may total greater than 100 percent due to rounding.

- Overall, 88.3 percent of SRW survey respondents had at least 3 years of experience conducting reading interventions. **Table 3-A**, Appendix A (p. 23) provides details.
- About 58.9 percent of respondents had 6 or more years of experience conducting reading interventions

- Most survey respondents had either 3–5 years (29.4%) or 6–10 years (23.5%) of experience in conducting reading interventions.
- About 17.7 percent of SRW survey respondents had 16–20 years of experience conducting reading interventions.

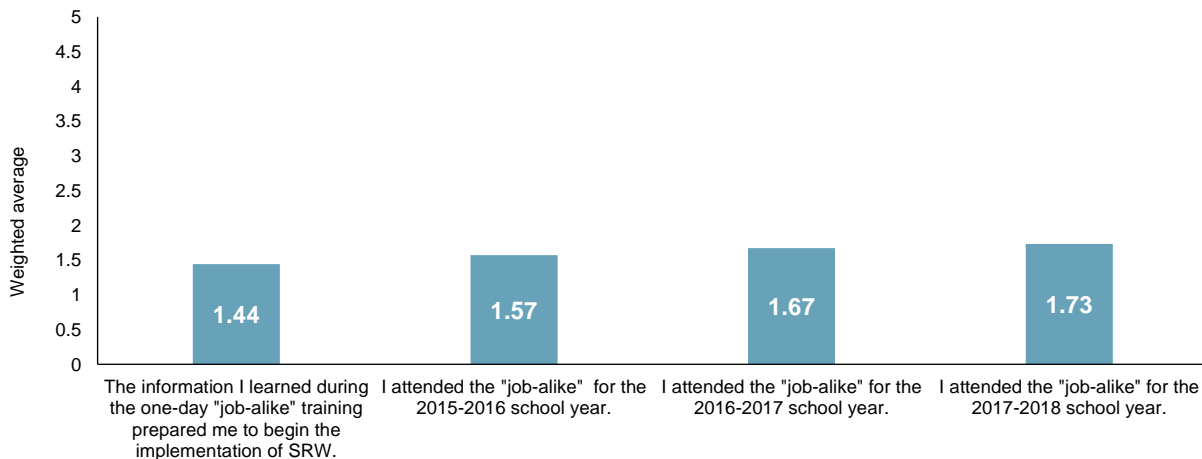
Figure 4. Number of SRW Classes Being Taught by Survey Respondents, 2017–2018 (n = 16)



- About 64.7 percent of SRW survey respondents taught up to four SRW classes during the 2017–2018 school year. **Table A-4**, Appendix A (p. 23) provides details.
- Most SRW respondents (35.3%) taught between one to two SRW classes during the 2017–2018 school year, followed by 29.4 percent who taught three to four classes.

Figure 5 shows the weighted average of SRW survey respondents' responses to four professional development statements. Respondents were asked to indicate using "No" or "Yes" weighted on a Likert Scale of 1 to 2, respectively. **Table A-5**, Appendix A (p. 24) provides details.

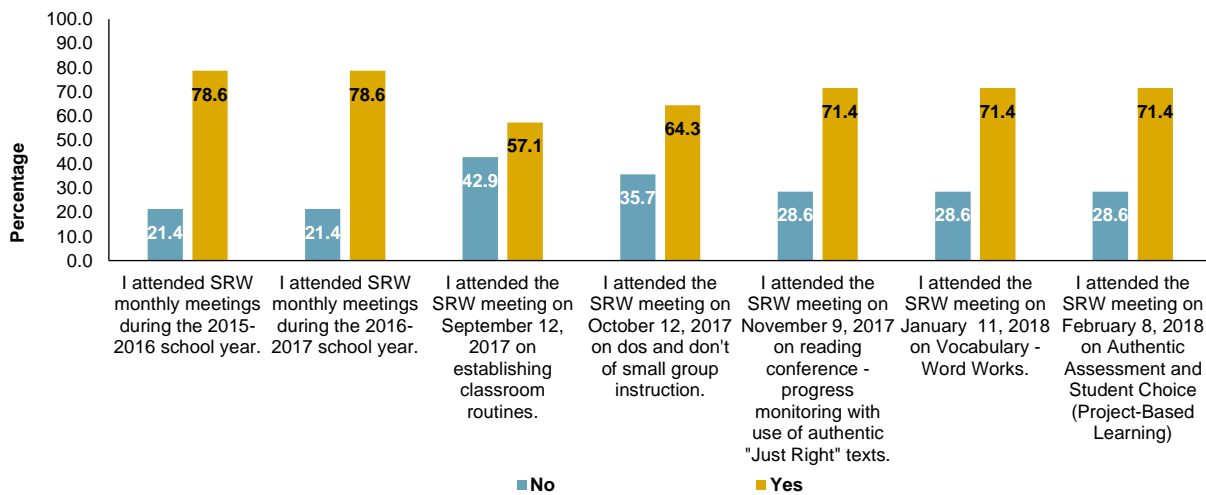
Figure 5. Survey Respondents' Participation in SRW Professional Development Training, 2017–2018 (n = 14)



- Slightly more SRW respondents answered “No” than answered “Yes” to the statement “The information I learned during the one-day “job-alike” training prepared me to begin the implementation of SRW.” This statement received an average rating of 1.44 out of 2.00.
- Most SRW respondents confirmed that they attended the “job-alike” training for the 2015–2016, 2016–2017, and 2017–2018 academic year, with increasing weighted averages of 1.57, 1.67, and 1.73, respectively.

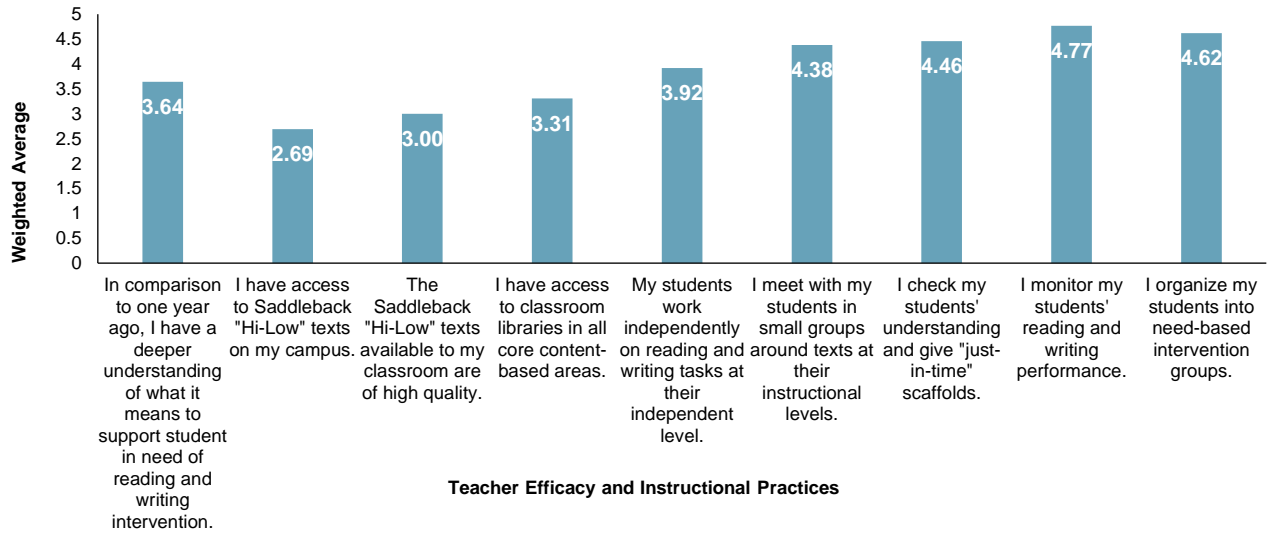
Figure 6 displays the survey respondents’ attendance at the monthly SRW meetings from the 2015–2016 to the 2017–2018 academic years. **Table A-6**, Appendix A, (p. 24) provides details.

Figure 6. Survey Respondents’ Participation in Monthly SRW Meetings, 2017–2018



- About 78.6 percent of survey respondents attended SRW monthly meetings during the 2015–2016 and 2016–2017 academic years.
- Most survey respondents, between 57.1 and 71.4 percent, attended SRW monthly meetings during the 2017–2018 academic year.
- Except for September and October 2017, over 70 percent of respondents attended the monthly SRW meetings for the 2017–2018 academic year.
- The initial September meeting for the 2017–2018 academic year had the lowest monthly attendance rate for survey respondents (57.1%).

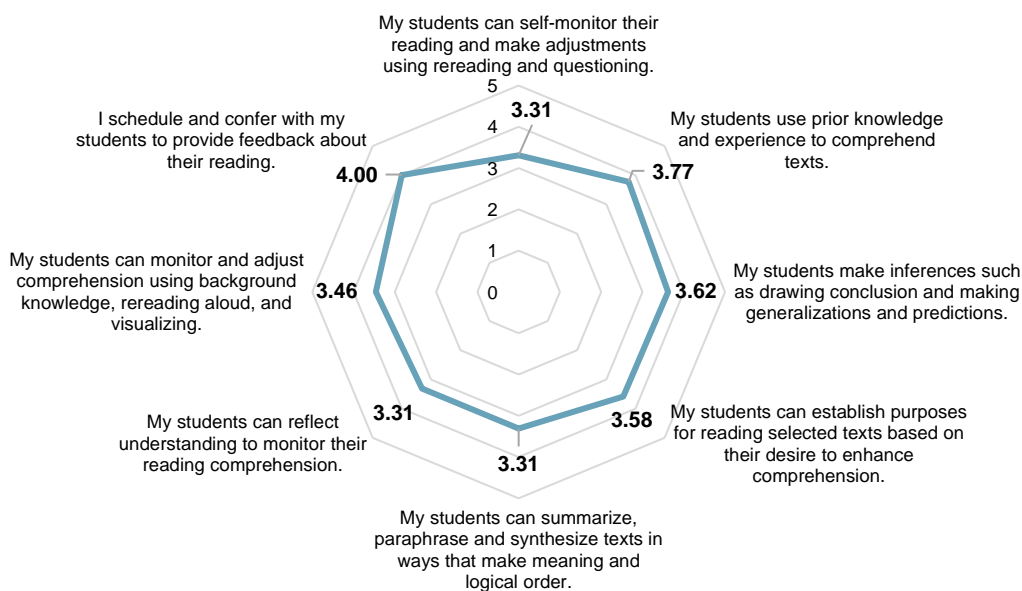
Survey respondents were asked to rate their agreement or disagreement with teacher efficacy, resources, and instructional practices’ statements on a scale of 1 to 5, with 1 being “strongly disagree,” 2 being “disagree,” 3 being “somewhat agree,” 4 being “agree,” and 5 being “strongly agree.” **Figure 7** presents the results. **Table A-7**, Appendix A (p. 24) provides details.

Figure 7. Survey Respondents Agreement or Disagreement With Selected SRW Efficacy and Instructional Practice Statements

- On average, respondents agreed or somewhat agreed (weighted average of 3.64 on a 5.0 rating) that, compared to a year ago, they had a deeper understanding of what it meant to support students in need of reading and writing interventions.
- On average, respondent agreed that their students worked independently on reading and writing tasks (weighted average of 3.92 of 5.0).
- Respondents agreed or strongly agreed that they met with their students in small groups around text at their instructional levels (weighted average of 4.38 of 5.0); that they checked for their students' understanding and gave “just-in-time” scaffolds (weighted average of 4.46 of 5.0); that they monitor students' reading and writing performance (weighted average of 4.77 of 5.0); and that they organize their students into needs-based intervention groups (weighted average of 4.62 of 5.0).
- On average, respondents disagreed or somewhat agreed that they had access to Saddleback “Hi-Low” texts on their campuses (weighted average of 2.69 of 5.0) or somewhat agreed that Saddleback “Hi-Low” texts available to their classrooms were of high quality (weighted average of 3.00 of 5.0).
- Respondents somewhat agreed that they had access to classroom libraries in all core content-based areas (weighted average of 3.31 of 5.0).

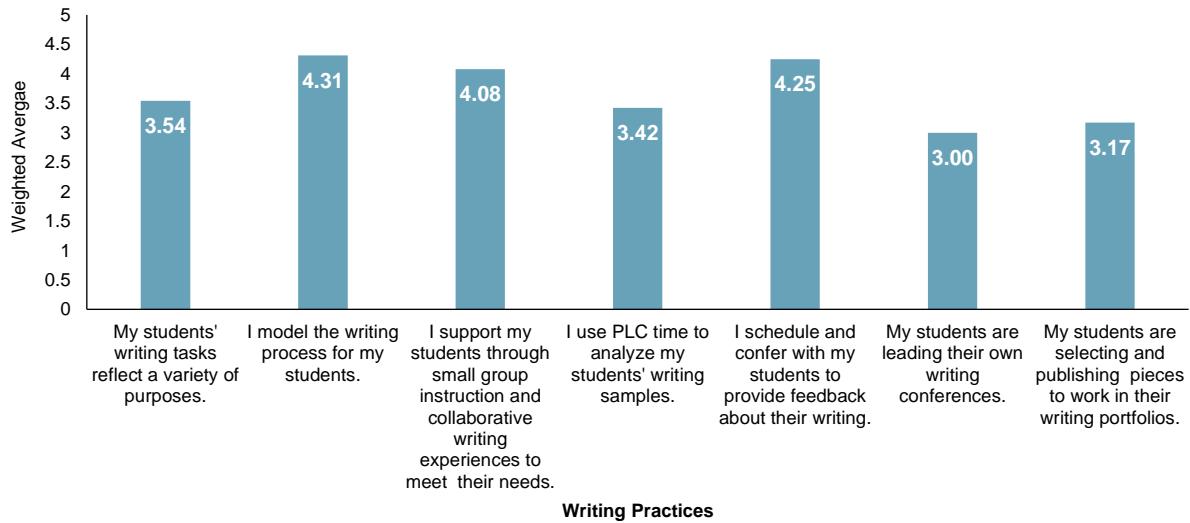
Figure 8 is a radial graph, which shows respondents' assessment of their HISD students' reading practices. Respondents were asked to rate their level of disagreement or agreement with key SRW statements related to students' reading practices on a scale of 1 to 5 as depicted for Figure 7. **Table A-8**, Appendix A (p. 25) provides details.

Figure 8. Radial Graph Showing the Weighted Average of SRW Respondents' Assessment of Their HISD Students' Reading Practices, 2017–2018



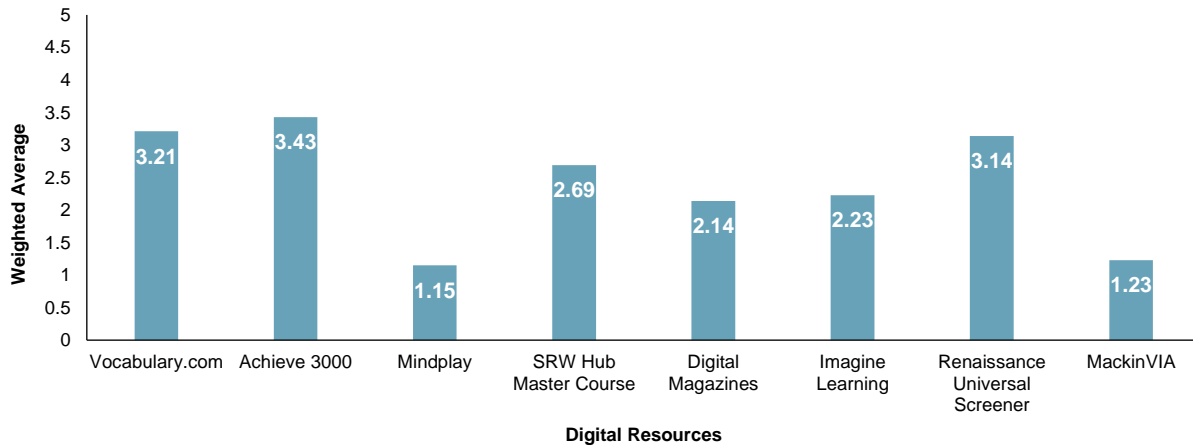
- Respondents somewhat agreed that their students could (1) self-monitor their reading and make adjustments using rereading and questioning (weighted average of 3.31 of 5.0), (2) that their students could summarize, paraphrase, and synthesize texts in ways that make meaning and logical order (weighted average of 3.31 of 5.0), and (3) their students could reflect understanding to monitor their reading comprehension (weighted average of 3.31 of 5.0).
- On average, respondents somewhat agreed or agreed (weighted average 3.46 of 5.0) that (1) their students could monitor and adjust their comprehension using background knowledge, rereading, and visualizing and (2) their students used prior knowledge to comprehend text (weighted average of 3.77 of 5.0). They agreed that they were able to schedule and confer with their students to provide feedback about their reading (weighted average of 4.00 of 5.0).
- On average, respondents somewhat agreed or agreed (weighted average 3.62 of 5.0) that their students made inferences such as drawing conclusions and making generalizations and predictions.
- On average, respondents somewhat agreed or agreed (weighted average of 3.58 of 5.0) that their students could establish purposes for reading selected texts based on their desire to enhance comprehension.

Figure 9 displays survey respondents' assessments of their writing instructional practices and their students' writing practices. Respondents were asked to rate their agreement or disagreement with key statements about their writing instructional practices and students' writing practices on a scale of 1 to 5, with 1 being "strongly disagree," 2 being "disagree," 3 being "somewhat agree," 4 being "agree," and 5 being "strongly agree." **Table A9**, Appendix A (p. 25) provides details.

Figure 9. SRW Respondents' Assessment of Their Writing Instructional Practices, 2017–2018

- On average, respondents agreed or strongly agreed that (1) they modeled the writing process for their students (weighted average of 4.31 of 5.0), (2) they supported their students through small group instruction and collaborative writing experiences to meet their needs (weighted average of 4.08 of 5.0), and (3) they scheduled and conferred with students to provide feedback about their writing (weighted average of 4.25 of 5.0).
- On average, respondent somewhat agreed or agreed that (1) their students' writing styles reflected a variety of purposes (weighted average of 3.54 of 5.0) and (2) that they used professional learning conference (PLC) time to analyze their students' writing samples (weighted average of 3.42 of 5.0).
- On average, respondents somewhat agreed that (1) their students were leading their own writing conferences (weighted average of 3.00 of 5.0) and (2) their students were selecting and publishing pieces of work in their own writing portfolios (weighted average of 3.17 of 5.0).

Survey respondents were asked to assess their use of selected digital resources in SRW. Respondents were asked to share the frequency with which they used these resources in their SRW instruction or practices on a scale of 1–5 with 1 being “never,” 2 being “rarely,” 3 being “sometimes,” 4 being “often,” and 5 being “very often.” **Figure 10** shows the respondents' use of selected digital resources. Table A-10, Appendix A (p. 25) provides details.

Figure 10. Respondents' Use of Digital Resources in SRW, 2017–2018

- On average, survey respondents have either “never” to “sometimes” used Mindplay (weighted average of 1.15 of 5.0), MackinVia (1.23 of 5.0), Digital Magazines (weighted average of 2.14 of 5.0), and Imagine Learning (weighted average of 2.23 of 5.0) during SRW instruction.
- Most respondents said they used Achieve 3000 (3.43 of 5.0) and Vocabulary.com (weighted average of 3.21 of 5.0) “sometimes” to “very often” (3.2 of 5.0) to deliver SRW.
- Just as many respondents said they “very often” used SRW Hub Master Course as said they never used it (weighted average of 2.69 of 5.0) during SRW instruction.
- Most respondents said that they used Renaissance Universal Screener “often” (weighted average of 3.14 of 5.0) in their delivery of SRW.
- Six respondents indicated that they used other resources for SRW like, PBS, Quizlet, Language Live, and Newselac or that they did not have access to Mindplay, Imagine Learning, and MackinVia, that the technology was unavailable on their campuses, or was not available at all.

Survey respondents were asked to identify any professional development they would like to receive to further support SRW instruction. Fourteen respondents provided suggestions. Five respondents said none, not sure, or not applicable. Two respondents recommended “scaffolding/scaffolding writing.” The other suggestions included:

- Activities with a deeper engagement not just open education resources (OER) questions,
- Having lesson plans developed for upper grades of high school,
- How to access ready-to-use resources,
- Training on Saddleback texts, and
- How to create flexible grouping with best research strategies.

Respondents were also asked to provide additional details or information they would like to see in the HISD Curriculum Planning Guides to support SRW instruction. There were nine responses. Two respondents said none or not applicable. The following were recommended:

- Activities like Document-Based Question (DBQ) that can be used as a social studies resource,
- Better design of reading master courses so that they are better aligned to the English master course,
- Ready-to-use resources and mentor text at the middle school level,
- Access to Study Island, and
- Lessons should include the various reading programs.

Finally, respondents were asked for additional comments related to SRW. There were six responses including:

- Access to all tests for diagnosis and remediation,
- Lessons in HUB lack rigor and do not support IB programs,
- Please add Study Island, and
- Need better training in Renaissance Universal Screener.

Classroom Observation

Two schools responded to the walkthrough requests to observe one class each. Only one lesson was observed. The other class did not deliver SRW instruction during the visit but, instead, focused on year-end school activities. Observations of the first lesson was conducted on May 17, 2018 and began at 11:30 am. An ethnographic approach involving observation and the use of field notes to record key aspects of the lesson delivery was used.

The teacher introduced students to a Domestic Incident Report (DIR), to be completed, based on an article entitled “Lamb to the Slaughter.” Students were expected to complete the DIR form based on their reading of the article. The teacher paced the class through the reading. There were two clearly written and visible lesson objectives:

1. I will increase reading comprehension and use text to support my thinking in written response.
2. I can speak with my table group to clarify and show my understanding of the assignment.

Students, however, were not seated by table groups. Using the DIR forms, students were asked to identify the information they needed to complete the task: date, race of characters, relationship between characters, contacts, suspect, victim, and history. Students were asked to identify their role, which was to prepare the victim’s statement, who was killed in the story, by role-playing the victim. Students, therefore, had to use information from the article, their experiences, perceptions, and imagination to determine the facts of the case. Students read the article along with the teacher who asked questions to identify evidentiary details using several comprehension strategies throughout the lesson.

- Teacher asked students to determine what they already knew about the characters based on the reading to establish the context for the story.

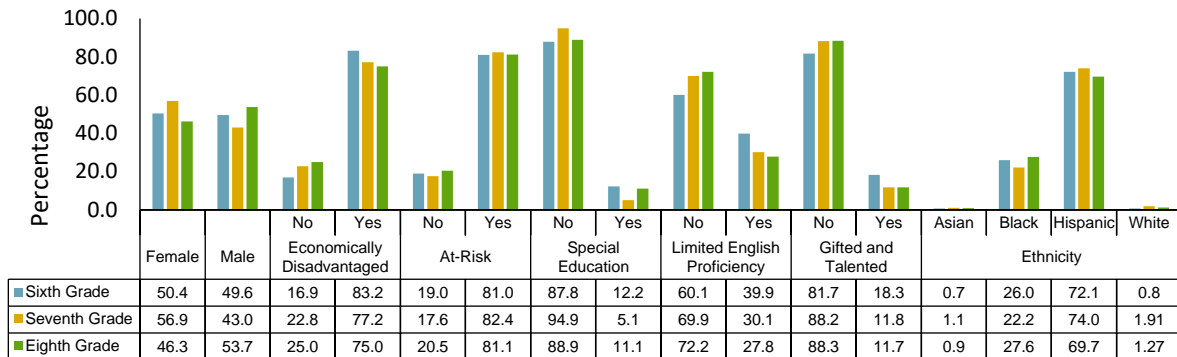
- She checked for understanding by asking for meaning of key words in the story like irony, routine, and doting.
- The teacher asked students for evidence from the story to support claims, positions, and conclusions.
- She drew on students' personal experiences related to domestic incidents to identify the sequence of events.
- The teacher used literary devices like inference based on evidence from the reading, for example to determine the motive and the weapon used.
- The teacher removed the ending of the story to encourage students to determine how they thought the story ended.
- She used extensive probes to determine the preponderance of the evidence and conclusion of the story.
- Students used the title of the article, and other elements in the story to determine how the victim died and who the perpetrator was.

During the observations, the lesson content was matched against the Secondary Curriculum and Development, 2017–2018 Scope and Sequence document, Strategic Reading and Writing, Reading 1: Grade 9 (6th Cycle, Unit 6, Informational text). The Scope and Sequence document outlines the SRW-related Texas Essential Knowledge and Skills/Students' Expectations (TEKS/SEs). Students were able to cover 13 of the 20 TEKS/SEs for reading in Unit 6. These TEKS/SEs included:

- RE.9.3.E Reading for enjoyment;
- RE:9.4.A Use prior knowledge and experience to comprehend;
- RE.9.4.D Summarize text by identifying main ideas and relevant detail;
- RE9.5.C Support inferences with text evidence and experience;
- RE.9.5.C Analyze the presentation of information and the strength and quality of the evidence used by the author; and
- RE.9.5.E Distinguish facts from simple assertions and opinions.

What was the demographic and educational composition of the student sample used in this study?

Figure 11. Demographic and Educational Composition of the Student Evaluation Sample, 2017–2018

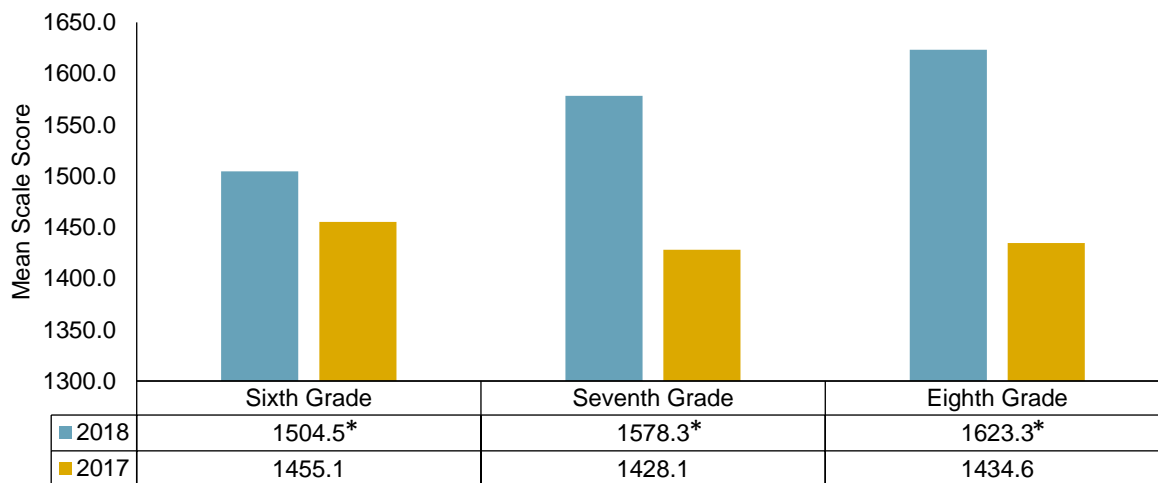


- The sample comprised 732 sixth-grade, 744 seventh-grade, and 577 eighth-grade students.
- Most students in the sample were economically disadvantaged (75.0–83.2%), at-risk (81.0%–82.4%), and Hispanic (69.7–74.0%), or black (22.2–27.6%).
- The percentage of students in the sample who received special education services ranged from 5.1 to 12.2 percent. G/T students in the sample ranged from 11.7 to 18.3 percent while LEP students ranged from 27.8 to 39.9 percent.

How much reading gains did SRW students in HISD experience during the 2017–2018 school year?

Figure 12 reports the pre- and post-SRW performance of sixth- through eighth-grade students using their 2017 and 2018 STAAR 3–8 reading results. **Table B-1** through **Table B-3**, **Appendix B** (p. 26) provide details.

Figure 12. Paired T-Test Results for SRW Sixth- Through Eighth-Grade Students, 2017–2018

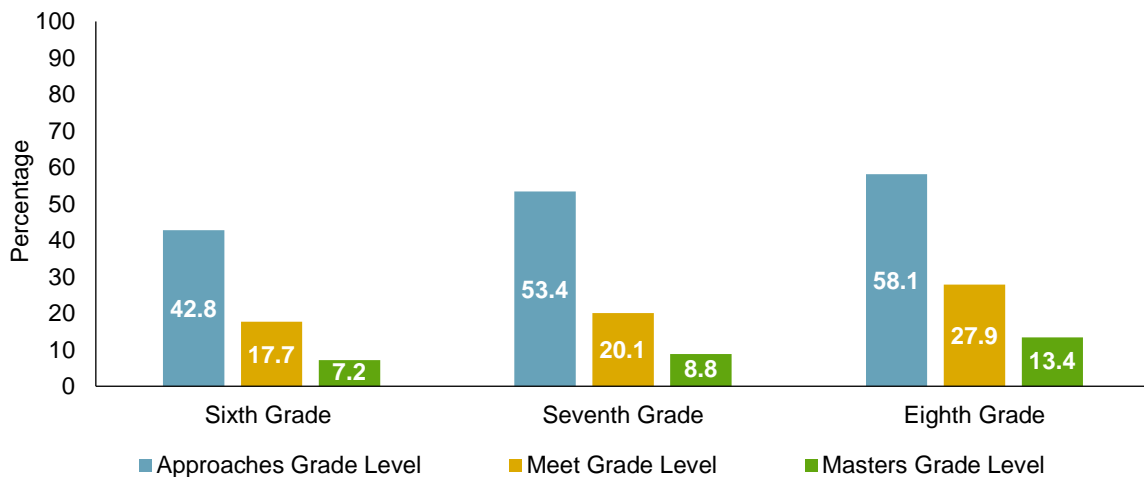


*p.<.001

- Sixth-grade students who were exposed to SRW had a post-scale score ($M = 1504.5$, $SD = 131.9$) that was higher than their pre-scale score ($M = 1455.1$, $SD = 75.6$). The difference was statistically significant, $t(731) = 8.5$, $p < .001$. The Cohen's d statistic (0.31) indicated a small effect size.
- Seventh-grade students who were exposed to SRW had a post-scale score ($M = 1578.3$, $SD = 127.4$) that was higher than their pre-scale score ($M = 1428.1$, $SD = 78.6$) on the 2018 STAAR 3–8 reading. The difference was statistically significant, $t(743) = 26.7$, $p < .001$. The Cohen's d statistic (0.98) indicated a large effect size.
- Eighth-grade students who were exposed to SRW had a post-scale score ($M = 1623.3$, $SD = 134.4$) that was higher than their pre-scale score ($M = 1434.6$, $SD = 73.4$). The difference was statistically significant, $t(576) = 28.8$, $p < .001$. The Cohen's d statistic (1.20) indicated a very large effect size.
- These effect sizes translated, on average, to an additional four, twelve, and fifteen months of schooling at the sixth, seventh, and eighth-grades, respectively, using Fryer's (2012, p. 9) estimate of 0.08 standard deviations as being equivalent to one extra month of schooling.

Figure 13 shows the percentage of SRW students in the sixth-, seventh-, and eighth-grades who met Grade Level standard on the 2018 STAAR 3-8 reading assessments. SRW students did not meet Grade Level standards the previous year, 2017.

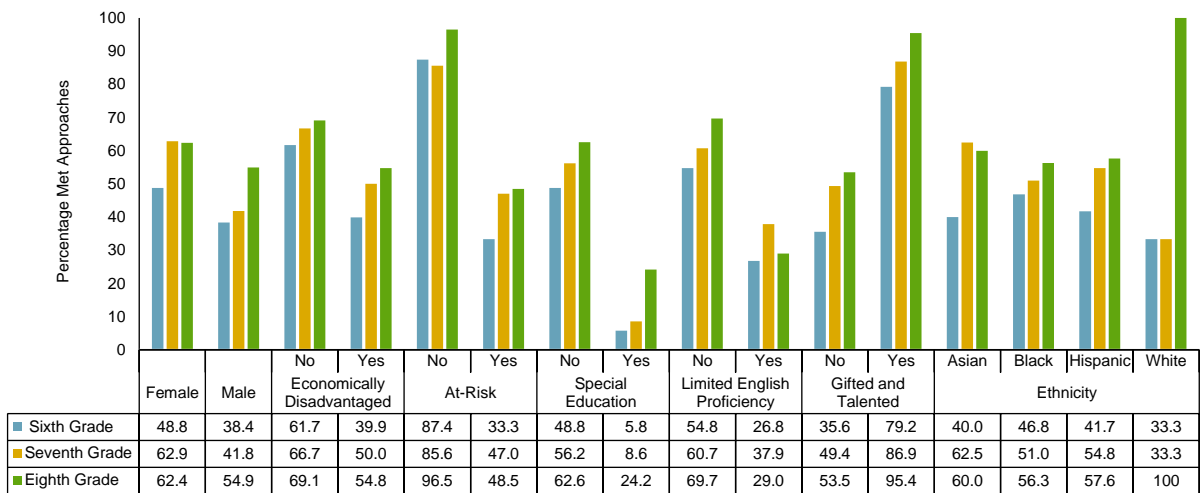
Figure 13. Percentage of SRW Students by Grade who met the Approaches Grade Level Standard on the 2018 STAAR 3–8 Reading



- Based on Figure 13, 42.8 percent of SRW sixth-grade students performed at or above the Approaches Grade Level standard on the 2018 STAAR 3-8 reading assessment. Almost one-fifth of the SRW students (17.7%) performed at or above the Meets Grade Level standard and 7.2 percent performed at the Masters Grade Level standard.
- According to Figure 13, 53.4 percent of SRW seventh-grade students performed at or above the Approaches Grade Level standard on the 2018 STAAR 3-8 reading assessment. About one-fifth (20.1%) of students performed at or above the Meets Grade Level standard, and 8.8 percent performed at or above Masters Grade Level standard.

- More than 58 percent of SRW eighth-grade students performed at or above the Approaches Grade Level standard on the 2018 STAAR 3-8 reading assessment. Almost 30 percent (27.9%) performed at or above the Meets Grade Level standard, and 13.4 percent performed at or above the Masters Grade Level standard.
- **Figure 14** displays the percentage of SRW students disaggregated by grade and select demographic and educational attributes who performed at or above the Approaches Grade Level standard on the 2018 STAAR 3–8 reading assessments. **Table B-4**, Appendix B (p. 27) provides details.

Figure 14. Percentage of SRW Students Disaggregated by Key Variables and Grade Who Performed at or Above the Approaches Grade Level Standard on the 2018 STAAR 3–8 Reading



- A higher proportion of SRW female students compared to male students performed at or above the Approaches Grade Levels for the sixth-, seventh-, and eighth-grade students on the 2018 STAAR reading exams.
- More than 50 percent of seventh- and eighth-grade SRW economically-disadvantaged students performed at or above the Approaches Grade Level standard on the 2018 STAAR reading tests. They were outperformed, however, by their counterparts who were not economically disadvantaged.
- Almost 50 percent of seventh- and eighth-grade SRW at-risk students performed at or above the Approaches Grade Level standard on the 2018 STAAR 3–8 reading tests. However, they were outperformed by their peers who were not at-risk.
- More than three-quarters of sixth-, seventh-, and eighth-grade SRW G/T students performed at or above the Approaches Grade Level standard on the 2018 STAAR 3–8 reading exams. Almost 50 percent of seventh-grade (49.4%) and more than 50 percent of eighth-grade (53.5%) SRW non-G/T students performed at or above the Approaches Grade Level standard.
- Sixth-grade SRW Black students (46.8%) outperformed their Asian, Hispanic, and White peers on the 2018 STAAR 3–8 reading test. SRW Asian students (62.5%) outperformed their Black, Hispanic, and

White peers at the seventh grade, and SRW White students (100%) outperformed their Asian, Black, and Hispanic peers at the eighth grade on the 2018 STAAR 3–8 reading test.

Discussion

This report used a teachers' survey, classroom observations, and paired t-test to measure the impact of SRW on the STAAR 3–8 reading performance of middle school student. Students in the sample did not meet Grade Level standards on the 2017 STAAR 3–8 reading and were exposed to SRW course as intervention during the 2017–2018 school year. Students were linked to their teachers who were exposed to summer and monthly SRW professional development in preparation for and support of the delivery of SRW in their classrooms.

Results of the survey indicated that all teacher respondents had the basic requisites for delivering SRW in their classrooms. It also showed that they may have been well prepared and supported during the implementation. They were all certified and trained to deliver reading interventions, as well. In addition, most respondents (94.1%) had at last three years of teaching experience, while 88.2 percent had at least three years of experience with conducting interventions. Moreover, most of the respondent participated in the profession development activities (weighted average of 1.73 of 2.0) for the 2017–2018, with most of them having participated during the previous two years (weighted average of 1.67 and 1.57 of 2.0) as well. Between 57.1 and 71.4 percent of these respondents attended the monthly SRW support meeting. On average, respondents agreed (weighted average 3.64 of 5.0) that they had a deeper understanding of what it meant to support students in need of reading and writing intervention.

On average, respondents either agreed or strongly agreed with statements regarding their SRW instructional practices associated with assisting their students with small group instruction around texts, monitoring students' reading and writing, checking their students' understanding, and giving "just-in-time" scaffolding. Respondents agreed or strongly agreed (weighted average 4.62 of 5.0) that they organize their students into needs-based intervention groups, and that their students could work independently on reading and writing tasks at their independent levels (weighted average of 3.92 of 5.0). Notwithstanding, respondents wanted to know how to access ready-to-use SRW resources as well as access to training on Saddleback texts.

Respondents were not as confident about the material resources that were available to them in support of SRW. With a weighted average between 2.69 and 3.31 of 5.0, respondents somewhat agreed or agreed (1) that they had access to Saddleback books, (2) that Saddleback books were of high quality, and (3) that they had access to classroom libraries. This is not to suggest that other materials were unavailable. Most respondents said they used Vocabulary.com and Achieve 3000 (3.21 and 3.43 of 5.0, respectively). However, most respondents said they never used digital resources like Mindplay, MackinVia, Digital Magazines, and Imagine Learning (weighted average of 1.15, 1.23, 2.14, and 2.3 of 5.0, respectively) that supported SRW.

On average, respondents somewhat agreed or agreed with statements about their students' reading skills. Of the ten statements related to students' writing skills, nine had weighted averages between 3.31 and 3.77 of 5.0. Respondents agreed (weighted average of 4.0 of 5.0) that they conferred with their students to provide reading feedback. Average responses were not as strong for writing. With weighted average of 3.00–3.54 of 5.0, respondents somewhat agreed or agreed that students were leading their own writing conferences, selecting and publishing pieces of work in their writing portfolios, and that students' writing tasks reflected a variety of purposes.

Respondents tended to be confident in the SRW writing instructional practices. Respondents, therefore, agreed or strongly agreed that they modeled the writing process for their student, supported their students

through small-group instruction and collaborative writing experiences, and scheduled with students to provide writing feedback (weighted average of 4.08–4.31 of 5.0). Yet respondents were not as confident about their students' writing practices or activities (weighted average of 3.00 to 3.54). Close monitoring allows teachers to know what their students do or can do. Teacher efficacy correlated positively, with students' reading comprehension and overall reading achievement in a study involving supplemental intervention for struggling sixth through ninth-grade adolescent readers (Cantrell, Almasi, Carter, & Rintamaa, 2013).

SRW appeared to have a significant effect on the reading performance of sixth- through eighth-grade HISD students in the sample whose teachers underwent SRW professional development. SRW had a small to large effect size (ES) of 0.31, 0.98 and 1.20 on the sixth-grade, seventh-grade, and eighth-grade, respectively, STAAR 3–8 reading. These substantive gains can be translated as four, twelve and fifteen additional months of schooling, respectively because of the strategies (Fryer, 2012). The importance of reading strategies in improving reading comprehension and performance is well-documented (Manarin, 2012). Van Wig's (2016) study of eight-grade students, using a similar repeated measures analyses, found improved perceptions of student's own reading abilities and behavior after being exposed to reading intervention strategies. Fish and Frey (2014) also recoded improved reading achievement for students who were exposed to close reading interventions.

While all students in the sample performed below Grade Level standards in 2017, the analyses showed that 42.8, 53.4 and 58.1 percent performed at or above Grade Level standards at the sixth, seventh, and eighth-grades, respectively, in 2018. When disaggregated by demographic and education subgroups, between 54.8 and 96.5 percent of non-economically-disadvantaged students, non-at-risk, G/T, and non-LEP students performed at or above the Approaches Grade Level standards across all three middle school grades. While disadvantaged students (economically disadvantaged, at-risk, LEP, and student receiving special education services) did not do nearly as well, between 5.8 and 54.8 percent performed at or above the Approaches Grade Level standard on 2018 STAAR 3–8 reading at the sixth, seventh, and eighth grades. In addition, between 17.7 and 27.9 of middle school students in the sample performed at above the Meet Grade Level standard, and of these, between 7.2 and 13.4 percent performed at or above the Masters Grade Level standard.

Overall, SRW appeared to be effective in improving middle school students' reading performance after one year of reading intervention. One key reason for the impact may be the professional development, followed by yearlong support through monthly meetings as recommended in the research literature (Yoon, Duncan, Lee, Scarloss, & Shapley, 2009). Observation of one classroom, although it cannot be inferred to all SRW classrooms, does provide some indication of what may have happened during the delivery of SRW. Additionally, most SRW teachers were trained, certified, and had at least three years of experience in conducting interventions.

Recommendations

- Based on the impact of SRW on students' reading performance, its implementation should be continued and where possible strengthened to meet the needs of academically-disadvantaged students in the district. SRW summer PD with monthly support meetings reflect the U.S. Department of Education What Works Clearinghouse best practice on teacher professional development and should be maintained, strengthened, and replicated.
- The SRW should continue to provide support through its monthly meetings and to also use this as an opportunity to monitor and address any issues that may surface during implementation.

- Given the effectiveness of the SRW intervention, the strategies should be used routinely in HISD classrooms to prevent reading failure and underperformance and improve students' reading and reading comprehension.
- Future evaluations should look at the impacts of multiple years of SRW exposure on student's academic performance in STAAR 3–8 reading.
- Given respondents' feedback, SRW managers should look with favor into providing additional training on the use of Saddleback "Hi-Low" books, developing lesson plans for the upper high school grades, and providing additional SRW resource materials, among others.
- SRW managers, school administrators, and teachers should explore creative ways to ensure teachers and students utilize the SRW digital resources available on the Hub to enhance their instruction, student engagement, and student learning, for example, inter-class and inter-grade use competitions.
- Based on respondents' feedback, exemplary SRW instruction and practices should be identified, archived, and made accessible to SRW teachers in response to their request for flexible learning groups, best SRW research-based strategies, and activities with deeper student engagement and not just access to open educational resources (OER) questions.

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Appendix A: Survey Responses

Table A-1. Proportion of HISD SRW Teacher Respondents Who Were Certified or Trained in English Language Arts, 2017–2018

	%	n
Yes	100.0	17
No	0.0	0
Total		17
No responses		1

Table A-2. Years of Teaching Experience for HISD SRW Respondents, 2017–2018

Years	Responses	
	%	n
0-2 years	5.9	1
3-5 years	29.4	5
6-10 years	0.0	0
11-15 years	17.7	3
16 -20 years	11.8	2
20 or more years	35.3	6
Total		17
No Responses		1

Table A-3. Respondents' Years of Experience with Conducting Interventions in HISD, 2017–2018

Years	Responses	
	%	n
0-2 years	11.8	2
3-5 years	29.4	5
6-10 years	23.5	4
11-15 years	5.9	1
16-20 years	17.7	3
20 or more years	11.8	2
Total		17
No Responses		1

Table A-4. Number of Reading Classes Taught By HISD SRW Respondents, 2017–2018

No. of Reading Classes	Responses	
	%	n
1 to 2	35.3	6
3 to 4	29.4	5
5 or more	11.8	2
Other (please specify)	23.5	4
Total		17
No Responses		1

Table A-5. Respondents' Participation in SRW Professional Development Training, 2015–2016 to 2017–2018

Professional Development	Responses					Weighted Average
	No		Yes		Total	
	%	n	%	n	n	
The information I learned during the one-day "job-alike" training prepared me to begin the implementation of SRW.	56.3	9	43.8	7	16	1.44
I attended the "job-alike" for the 2015-2016 school year.	42.9	6	57.1	8	14	1.57
I attended the "job-alike" for the 2016-2017 school year.	33.3	5	66.7	10	15	1.67
I attended the "job-alike" for the 2017-2018 school year.	26.7	4	73.3	11	15	1.73
Other (please specify)					2	
Total						16
No Responses						2

Table A-6. Respondents' Participation in Monthly SRW Professional Development Training, 2015–2016 to 2017–2018

Professional Development	Responses					Total
	No		Yes			
	%	n	%	n	n	
I attended SRW monthly meetings during the 2015-2016 school year.	21.4	3	78.6	11	14	
I attended SRW monthly meetings during the 2016-2017 school year.	21.4	3	78.6	11	14	
I attended the SRW meeting on September 12, 2017 on establishing classroom routines.	42.9	6	57.1	8	14	
I attended the SRW meeting on October 12, 2017 on dos and don'ts of small group instruction.	35.7	5	64.3	9	14	
I attended the SRW meeting on November 9, 2017 on reading conference - progress monitoring with use of authentic "Just Right" texts.	28.6	4	71.4	10	14	
I attended the SRW meeting on January 11, 2018 on Vocabulary - Word Works.	28.6	4	71.4	10	14	
I attended the SRW meeting on February 8, 2018 on Authentic Assessment and Student Choice (Project-Based Learning)	28.6	4	71.4	10	14	
Total						14
No Responses						4

Table A-7. SRW Respondents' Efficacy and Instructional Practices, 2017–2018

Teacher Efficacy and Instructional Practices	Responses												Total	Weighted Average
	Strongly Disagree		Disagree		Somewhat Agree		Agree		Strongly Agree					
	%	n	%	n	%	n	%	n	%	n				
In comparison to one year ago, I have a deeper understanding of what it means to support student in need of reading and writing intervention.	0.0	0	14.3	2	35.7	5	21.4	3	28.6	4	14	3.64		
I have access to Saddleback "Hi-Low" texts on my campus.	23.1	3	23.1	3	30.8	4	7.7	1	15.4	2	13	2.69		
The Saddleback "Hi-Low" texts available to my classroom are of high quality.	15.4	2	23.1	3	30.8	4	7.7	1	23.1	3	13	3.00		
I have access to classroom libraries in all core content-based areas.	30.8	4	7.7	1	0.0	0	23.1	3	38.5	5	13	3.31		
My students work independently on reading and writing tasks at their independent level.	0.0	0	7.7	1	23.1	3	38.5	5	30.8	4	13	3.92		
I meet with my students in small groups around texts at their instructional levels.	0.0	0	7.7	1	0.0	0	38.5	5	53.9	7	13	4.38		
I check my students' understanding and give "just-in-time" scaffolds.	0.0	0	0.0	0	7.7	1	38.5	5	53.9	7	13	4.46		
I monitor my students' reading and writing performance.	0.0	0	0.0	0	0.0	0	23.1	3	76.9	10	13	4.77		
I organize my students into need-based intervention groups.	0.0	0	0.0	0	0.0	0	38.5	5	61.5	8	13	4.62		
Total												14		
NO Responses												4		

Table A-8. SRW Respondents' Assessment of Their Students' Reading Skills, 2017–2018

Students' Reading Skills	Responses												Total	Weighted Average
	Strongly Disagree		Disagree		Somewhat Agree		Agree		Strongly Agree					
	%	n	%	n	%	n	%	n	%	n				
My students can self-monitor their reading and make adjustments using rereading and questioning.	7.7	1	15.4	2	38.5	5	15.4	2	23.1	3	13	3.31		
My students use prior knowledge and experience to comprehend texts.	0.0	0	0.0	0	53.9	7	15.4	2	30.8	4	13	3.77		
My students make inferences such as drawing conclusion and making generalizations and predictions.	0.0	0	0.0	0	46.2	6	46.2	6	7.7	1	13	3.62		
My students can establish purposes for reading selected texts based on their desire to enhance comprehension.	0.0	0	16.7	2	33.3	4	25.0	3	25.0	3	12	3.58		
My students can summarize, paraphrase and synthesize texts in ways that make meaning and logical order.	7.7	1	7.7	1	46.2	6	23.1	3	15.4	2	13	3.31		
My students can reflect understanding to monitor their reading comprehension.	7.7	1	0.0	0	61.5	8	15.4	2	15.4	2	13	3.31		
My students can monitor and adjust comprehension using background knowledge, rereading aloud, and visualizing.	7.7	1	0.0	0	46.2	6	30.8	4	15.4	2	13	3.46		
I schedule and confer with my students to provide feedback about their reading.	0.0	0	0.0	0	38.5	5	23.1	3	38.5	5	13	4.00		
Total												13		
No Responses												5		

Table A-9. SRW Respondents' Instructional Writing Practices, 2017–2018

Instructional Writing Practices	Responses											Total	Weighted Average
	Strongly Disagree		Disagree		Somewhat Agree		Agree		Strongly Agree				
	%	n	%	n	%	n	%	n	%	n			
My students' writing tasks reflect a variety of purposes.	0.0	0	7.7	1	38.5	5	46.2	6	7.7	1	13	3.54	
I model the writing process for my students.	0.0	0	0.0	0	7.7	1	53.9	7	38.5	5	13	4.31	
I support my students through small group instruction and collaborative writing experiences to meet their needs.	0.0	0	0.0	0	23.1	3	46.2	6	30.8	4	13	4.08	
I use PLC time to analyze my students' writing samples.	8.3	1	8.3	1	33.3	4	33.3	4	16.7	2	12	3.42	
I schedule and confer with my students to provide feedback about their writing.	0.0	0	8.3	1	16.7	2	16.7	2	58.3	7	12	4.25	
My students are leading their own writing conferences.	7.7	1	23.1	3	38.5	5	23.1	3	7.7	1	13	3.00	
My students are selecting and publishing pieces to work in their writing portfolios.	8.3	1.0	16.7	2.0	50.0	6.0	0.0	0.0	25.0	3.0	12.0	3.17	
Total												13	
No Responses												5	

Table A-10. Use Frequency of Digital Learning Resources Among SRW Survey Respondents, 2017–2018

Use of Digital Learning Resources	Never		Rarely		Sometimes		Often		Very Often		Total n	Weighted Average
	%	n	%	n	%	n	%	n	%	n		
Vocabulary.com	7.1	1	14.3	2	21.4	3	7.1	1	50.0	7	14	3.21
Achieve 3000	0.0	0	14.3	2	14.3	2	14.3	2	57.1	8	14	3.43
Mindplay	92.3	12	0.0	0	7.7	1	0.0	0	0.0	0	13	1.15
SRW Hub Master Course	30.8	4	0.0	0	23.1	3	15.4	2	30.8	4	13	2.69
Digital Magazines	42.9	6	14.3	2	21.4	3	7.1	1	14.3	2	14	2.14
Imagine Learning	46.2	6	7.7	1	15.4	2	7.7	1	23.1	3	13	2.23
Renaissance Universal Screener	0.0	0	7.1	1	21.4	3	50.0	7	21.4	3	14	3.14
MackinVIA	84.6	11	7.7	1	7.7	1	0.0	0	0.0	0	13	1.23
Other (please specify)											6	
Total											14	
No Response											4	

Appendix B

Table B-1. Paired T-Test of SRW Sixth-Grade Reading, 2017–2018

STAAR Reading Scale Score	n	Mean	Standard Error	Standard Deviation	95% Conf. Interval	
2018	732	1504.5	4.9	131.9	1494.9	1514.0
2017	732	1455.1	2.8	75.6	1449.6	1460.6
Mean Difference	732	49.4	5.8	157.2	37.9	60.8
						t = 8.5
						df = 731
						p. < .001; Effect size = 0.31

Note: Effect size is Cohen's d where small effect = 0.2, medium effect = 0.5, and large effect = 0.8.
 2017 STAAR 3-8 reading standard: Did Not Meet = ≥ 1464 .
 2018 STAAR 3-8 reading standards: Approaches = 1527–1616; Met = 1629–1692; Masters = 1718–2056.

Table B-2. Paired T-Test of SRW Seventh-Grade Reading, 2017–2018

STAAR Reading Scale Score	n	Mean	Standard Error	Standard Deviation	95% Conf. Interval	
2018	744	1578.3	4.7	127.4	1569.1	1587.5
2017	744	1428.1	2.9	78.6	1422.4	1433.8
Mean Difference	744	150.2	5.6	153.4	139.1	161.2
						t = 26.7
						df = 743
						P
						p. < .001; Effect size = 0.98

Note: Effect size is Cohen's d where small effect = 0.2, medium effect = 0.5, and large effect = 0.8.
 2017 STAAR 3-8 reading standard: Did Not Meet = ≥ 1506 .
 2018 STAAR 3-8 reading standards: Approaches = 1567–1662; Meets = 1674–1728; Masters = 1753–2142.

Table B-3. Paired T-Test of SRW Eighth-Grade Reading, 2017–2018

STAAR Reading Scale Score	n	Mean	Standard Error	Standard Deviation	95% Conf. Interval	
2018	577	1623.3	5.6	134.4	1612.4	1634.3
2017	577	1434.6	3.1	73.4	1428.6	1440.7
Mean Difference	577	188.7	6.5	157.3	175.8	201.6
						t = 28.8
						df = 576
						p. < .001; Effect size = 1.20

Note: Effect size is Cohen's d where small effect = 0.2, medium effect = 0.5, and large effect = 0.8.
 2017 STAAR 3-8 reading standard: Did Not Meet = ≥ 1552 .
 2018 STAAR 3-8 reading standards: Approaches = 1580–1691; Met = 1700–1759; Masters = 1783–2141.

Table B-4. Percentage of SRW Students by Grade and Selected Attributes who Performed at or Above the Approaches Grade Level Standard on the 2018 STAAR 3–8 Reading Tests

Attributes		Sixth Grade		Seventh Grade		Eighth Grade	
		n	n = 731	n	n = 743	n	n = 577
Female		357	48.8	467	62.9	360	62.4
Male		281	38.4	311	41.8	317	54.9
Economically Disadvantaged	No	451	61.7	496	66.7	399	69.1
	Yes	292	39.9	372	50.0	316	54.8
At-Risk	No	639	87.4	636	85.6	557	96.5
	Yes	243	33.3	349	47.0	280	48.5
Special Education	No	357	48.8	418	56.2	361	62.6
	Yes	42	5.8	64	8.6	140	24.2
Limited English Proficiency	No	401	54.8	451	60.7	402	69.7
	Yes	196	26.8	282	37.9	167	29.0
Gifted and Talented	No	260	35.6	367	49.4	309	53.5
	Yes	579	79.2	646	86.9	550	95.4
Ethnicity	Asian	292	40.0	464	62.5	346	60.0
	Black	342	46.8	379	51.0	325	56.3
	Hispanic	305	41.7	407	54.8	332	57.6
	White	243	33.3	247	33.3	577	100

Note: Performance at or above 50 percent who met or exceeded the Approaches Grade Level standard are shaded green, and less than 50 percent are shaded in pink.