

APPENDIX F

EVALUATION PLAN OF READING EXCELLENCE ACT GRANT

Sub-grantees will be required to submit annual performance reports. These reports will include data on their objective performance measures from their application, rubric for staff development, and implementation timelines.

Schools receiving Reading Excellence Grants will be required to meet the Adequate Yearly Progress (AYP) using the Maine Educational Assessment. At present, this assessment is given at grades 4, 8, and 11. AYP is an important component of the emerging concept of Maine's Assessment System. Work continues on a system that will include the components in the enclosed table. Other regulations required by Title IA will be used for evaluation of the Reading Excellence Programs.

Other assessment will be available from peer review by Adult and Family Literacy, Even Start, and other partner organizations. University requirements will also need to be met.

Evaluation Instruments

The Maine Department of Education will contract with the University of Maine to conduct the evaluation for this grant.

The Center for Research and Evaluation will provide formative and summative evaluation services to the project on a regular basis. Quarterly meetings will be held with the Project Directors to review progress in achieving specific objectives. Annual reports, based upon quantitative and qualitative data, will document progress in implementation, data gathering and data management. These reports will function as both progress reports and project assessments.

During the start-up period, the Center will work closely with project staff to identify and develop methodologies, identify and/or develop and create a data management plan that will provide objective, accurate, and continuous feedback. Also during this period, the Center will develop baseline data on appropriate student, teacher, and site characteristics.

The proposed project has numerous specific goals over a range of age/grade categories. In general, student readiness and achievement measures of proven reliability and validity have been identified for use in the appropriate categories. Classroom observations and self-reports of instructional practices will provide a rich database for monitoring and assessing classroom and student-level interventions with individual children, small groups, and classrooms.

Professional development activities will be evaluated at three levels: (a) quality and utility of activities in the view of participants, (b) observed changes in classroom practices, and (c) relationships to student outcomes.

Specific evaluation goals are organized around five themes:

1. Children's progress,
2. Professional development of instructional staff;
3. Tutoring program,
4. Family literacy program, and
5. Library services and programming.

Data will be clustered by school, grade, sex, and child intervention. Each child in the Reading Excellence Grant will be evaluated using instruments appropriate to his/her grade level.

Children's Progress Assessment:

An on-going assessment of children's early literacy progress will be completed using a variety of age-appropriate assessment tools. Such assessments guide teacher's daily choice of instructional methods and materials, and will allow the teacher to chart student progress in achieving benchmarks in reading and writing across the year. Such assessments also allow teachers to identify children who are not making expected progress so timely instructional interventions can take place.

Appropriate assessments at the kindergarten level include:

- An Observation Survey of Early Literacy Achievement (Clay, 1993a), Developmental Reading Assessment (Beaver, 1997);
- Yopp-singer Phoneme Segmentation Measure (Yopp, 1988);
Spelling test composed of first 25 most frequently used words (either Fry Instance Word List or Eeds' "Bookwords" list) administered mid-year and end-of-year; and
- Periodic writing samples (monthly). An analytic rubric will be used to assess student progress and inform instruction.

Appropriate assessments at the first grade include:

- An Observation Survey of Early Literacy Achievement (Clay, 1993a);
- Developmental Reading Assessment (Beaver, 1997);
- Yopp-singer Phoneme Segmentation Measure (Yopp, 1988);
- Spelling test composed of the 80 most frequently used words for K-1 (Fry or Eeds' list);
- Periodic writing samples (fall, mid-year, and end-of-year). An analytic rubric will be used to assess student progress and inform instruction.

Appropriate assessments at the second and third grade levels include:

- **Developmental Reading** Assessment (Beaver, 1997);
- Gates-MacOinitie Reading Test (MacGinitie & MacGinitie, 1989);
- The Names Test of Decoding (Cunningham, 1995);
- Spelling Tests composed of the remainder of words in the most frequently used (Fry or Eed's lists); and

- Writing samples taken fall, mid-year, and end-of-year. Assessment progress evaluated using an analytic rubric. Assessments for children receiving additional services will parallel those used with children in the classrooms. Professional development will be evaluated by ongoing, integrated assessment accompanied by regular feedback.

Classroom teachers will:

- be monitored by outcomes of their students through several assessments: running records (monthly), observation survey (twice a year), developmental reading assessment (end-of-year using grade-level benchmark books), success on school's high-frequency word list, and writing samples taken three times a year;
- be evaluated through multiple observations over time including self-evaluations of video tapes of instruction, peer evaluations (coaching model) of classroom as well as small group instruction, and the professional development coordinator's evaluation of classroom and small-group instructional practices; and
- be observed using checklists that identify expected performance outcomes that are congruent with the expectation of the professional development coordinator and reading specialist. These outcomes will be consistent with elements of research-based reading programs.

Reading Recovery Teachers (Intervention specialists) will:

- be assessed through multiple observations over time including self-evaluations of individual and small-group instructional practice; undergo periodic peer evaluations (coaching model) using the one-way mirror for viewing instruction of individual students as well as small-group instruction, and
- be evaluated by the University trainer with specific criteria for assessing progress and maintenance of teaching skills.

Reading Specialists will:

- be assessed through multiple observations over time including self-evaluations of individual and small-group instructional practice; undergo periodic peer evaluations (coaching model) using the one-way mirror for viewing instruction of individual students as well as small-group instruction, and
- be evaluated by the University trainer with specific criteria for assessing progress and maintenance of teaching skills.

Literacy Coordinators will:

- be assessed through multiple observations over time including self-evaluations of individual and small-group instructional practice; undergo periodic peer evaluations (coaching model) using the one-way mirror for viewing instruction of individual students as well as small-group instruction, and
- be evaluated by the University trainer with specific criteria for assessing progress and maintenance of teaching skills.

Tutors will:

- be monitored by outcomes of their students through several assessments: running records (monthly), observation survey (twice a year), developmental reading assessment (end-of-year using grade-level benchmark books), success on school's high-frequency word list, and writing samples taken three times a year; and be assessed through multiple observations over time including self-evaluations of video tapes of instruction, peer evaluations of individual and small-group instruction, and the reading specialist's evaluation of individual and small-group instruction. Check sheets that identify expected performance outcomes congruent with the expectation of the reading specialist will be utilized. These outcomes will be consistent with elements of research-based reading programs.

Family literacy instructors will:

- be monitored by outcomes of their students through several assessments strategies including: portfolios, observations, student evaluations, and; be assessed through self-evaluations, peer evaluations of individual and small-group instruction, and the project administrator's evaluation of individual and small-group instruction. Check sheets that identify expected performance outcomes will be developed collaboratively between the family literacy instructor, the adult learner and the program administrator. These outcomes will be consistent with elements of research-based reading programs.

Children participating in Family Literacy programs will be assessed through anecdotal information (e.g. reports from classroom teachers on improved behavior; increased participation in class; heightened interest in classroom activities; reports from parents on cooperation at home, library visits, independent reading at home)

Adults participating in Family Literacy programs will be assessed through the use of portfolios, pre and post testing using standardized tests such as the Test of Adult Basic Education (TAB E), GED test scores, writing samples, individual reading inventories, and the ability to achieve individual goals.

Family Literacy programs will be evaluated using the Even Start performance indicators currently under development (anticipated completion date 9/99) and through the peer review process currently employed by Even Start projects in Maine. Data collection will be done through the national ESPIRS data collection process and through state performance reports.

Library services and programming assessments will include:

- increases in library usage,
- increased circulation of books for children and adults, and
- increased programming provided for children and adults

A Professional Development Quality Standards Working Group formed in April 1998 grounded the standards on the conviction that the connection between student achievement and professional development is measurable. The Learning Results and the Working Group also share the following beliefs:

- The purpose of professional development is to improve student achievement. It is based on theory, research and proven practice.
- All adults who work with children in Maine public schools are learners and should have access to appropriate learning and development opportunities.
- Student achievement of the learning results depends on professional development that is part of a comprehensive system of school, community and parental support for all aspects of student development.
- Professional development is the shared responsibility of educators, the community, institutions of higher education, the local unit, and the state; and it depends of a strong infrastructure of support. Collaboration at all levels of the system is a powerful strategy for learning.
- Professional development of educators should be seamless, extending from pre-service education throughout the career cycle.
- Quality professional development requires the continuous dedication of time and resources and harnesses available technology
- In order for all students to achieve the Learning Results, there must be parallel changes in the organization of schools supporting change in the curriculum, instruction and assessment practices.
- The responsibility for the local distribution of professional development resources and the evaluation of the impact of the professional development system rests with the local education agency (LEA).

Local, regional and statewide staff development showing how the Learning Results and Equipped for the Future complement each other is currently being provided to administrators, K-12 teachers and adult educators.