Super Stars Literacy

An Afterschool Program for K-2 Students

2009-2010 Evaluation Report

Gibson and Associates
July 2010

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I. Executive Summary

The Super Stars Literacy Program (SSL) is an afterschool program based in the Oakland public schools focused on developing the early literacy skills of kindergarten through second grade participants. This evaluation report discusses the Super Stars Literacy Program and Process Outcomes, and the extent to which the outcome measures were achieved. Gibson and Associates (G&A), an Oakland-based firm with over twenty years of experience in educational and community-based evaluations, to conduct the 2008-09 evaluation and the 2009-10 evaluation.

The 2009-10 school year was a time for refining the professional development model and other program wide support structures begun in 2008-09. Many of the program structures and manuals that were in development during 2008-09 were put into operation, providing a systemic approach to communication, professional development, and instruction. The size of the program decreased from six sites to five sites, all of which were continuing from the previous year. The continuity of sites allowed opportunities to strengthen and build upon established relationships with school personnel. Key staff members, such as SSL central office leadership and the site Program Coordinators all returned, provided an experience base to start the 2009-10 year.

For 2009-10, the staffing model changed slightly, with paid Program Assistants replaced with volunteer classroom assistants. Volunteers were recruited and trained by a full-time Volunteer Coordinator. Also new for 2009-10 was an on-site professional development model in which Program Coordinators were released from their classroom duties on a weekly basis for classroom observations and coaching. A new position, a roving substitute, was at each of the sites weekly to cover Program Coordinators' classrooms. Also new for 2009-10 was the introduction of a Spanish language program in one SSL classroom at International Community School.

SSL was able to meet many of its outcome measures. These included literacy improvements (80% achievement) based on the Dynamic Indicator of Early Literacy Skills (DIBELS) data in both Kindergarten and First Grades. Second graders, including returning SSL students, fell short of this measure. In terms of academic, and social and behavioral skills, nearly every parent reported that their children showed growth this year. Classroom teachers and SSL staff reported growth for a majority of participating students. Parent attendance at SSL field trips and special events was high, with 96% attending at least one event during the school year. Process Outcomes measures indicate a favorable view of the professional development program by SSL staff and effective instruction occurring in the majority of the classrooms.

After reviewing the evaluation data, the SSL Program Committee has identified Successful Strategies used for 2009-10 and Next Steps for the 2010-11 school year to address the evaluation findings. Next Steps for 2010-11 include earlier identification of struggling second graders to provide more targeted support. Professional development planned includes assistance to Program Coordinators to develop their classroom coaching and modeling skills, and strategies for improving students' socio-emotional and behavioral skills. An addition the program will include a greater emphasis on art and science curricular projects.

II. Program Overview

The following section describes:

- Program Overview: Curriculum, Instruction and Professional Development
- Student Demographics
- Staffing and Volunteers
- Program Outcomes and Evidence-Based Practices

1. Curriculum, Instruction and Professional Development

Super Stars Literacy provides intensive literacy instruction combined with social/behavioral skill development five times weekly, for two to three hours each day after school. The Super Stars Literacy model draws on the cultural and economic assets of the surrounding communities and is adaptable to a variety of school settings and collaborative approaches.

The program provides:

- Whole group and small group literacy activities (including Read Alouds, Guided Reading, Phonics, and Phonemic Awareness instruction as well as literacy through music, art or science instruction)
- Literacy Extension Activities (independent learning centers based on reading, math, science, and art themes/skills)
- One-on-one Instruction on specific skills appropriate to the needs of each child
- Family Events (family field trips to local museums and science centers and parent education)

Super Stars Literacy Group Leaders model social behaviors and encourage students to understand social-emotional problems and develop empathy. SSL curricula explore themes of pro-social behavior, impulse control and anger management. Children are encouraged to express their feelings and grapple with their fears and concerns through discussion, drama, art, movement and writing.

Intensive and on-going professional development was provided to SSL instructors to ensure effective implementation of the instructional program. The training plan included two weeks of pre-service training and orientation; weekly in-service training for the first four months and monthly professional development for Program Coordinators (PC's) and Group Leaders (GL's), thereafter; weekly meetings between SSL central staff and PC's which included mini-professional development; and classroom coaching. Program Coordinators provided weekly coaching to their Group Leaders which included a pre-conference, classroom observation, and debrief. A roving substitute provided release time to allow the PC's to leave their classrooms. The SSL Program Director provided regular one-on-one coaching to the PC's to improve their practice and provide them with coaching and management skills.

Curricular changes for 2009-10 included a decreased emphasis the Second Step program and an increased emphasis on read aloud strategies that build comprehension and vocabulary through inquiry and student talk. . The classroom and behavior management program combined strategies from both Tool for Teaching, by Dr. Fred Jones and I Understand by Noah Salzman. Additions to the program structure included the adoption of a new lesson plan format, an increase in frequency of early literacy trainings, and a new coaching model. New program content additions included a greater emphasis on phonemic awareness and phonics instruction, a daily classroom newsletter, guided reading, and read-alouds. Instructors were trained on the use of engaging instructional strategies such as Think-Pair-Share and Graphic Organizers.

2. Student Demographics

Super Stars Literacy (SSL) currently serves five high poverty schools in the Oakland Unified School District. The program began at one Oakland school in 2002, Hoover Elementary, with a second school, Parker Elementary, added in the spring of 2006. During the 2008-09 school year, a total of six elementary schools were served. For 2009-10, one of the six schools, Encompass, no longer hosted the program, leaving a total of five schools participating in SSL:

Figure 1: Demographic Overview of 2009-10 Host Schools and District

School	Grades Served	# of Students	Free/ Reduced Lunch	English Language Learners	African American	Asian	Latino	White	Other
East Oakland Pride	K-5	390	80%	63%	26%	1%	66%	1%	6%
Hoover	K-5	325	74%	27%	55%	5%	27%	0	13 %
International Community	K-5	249	82%	74%	4%	7%	77%	2%	10 %
Parker	K-5	240	85%	22%	64%	0	25%	0	11 %
Think College Now	K-5	266	90%	51%	15%	8%	64%	1%	12 %
Oakland Unified	K-12	46,516	65%	29%	36%	15%	35%	7%	7%

The following chart lists the total number of students enrolled by site during 2009-10, including students who added or dropped the program:

Figure 2: SSL Program Numbers by Site[1]

SSL Sites	Number of SSL Students Enrolled
East Oakland Pride	68
Hoover	63
International Community School/Think College Now[2]	70
Parker	32
Total	**233**

[1] These figures include adds and drops to the program during the 2009-10 school year. Other data in the report references those who remained in the program for the entire year.
[2] These two schools are located on adjoining sites and share the SSL program. Students from the two sites are in separate SSL classrooms.

Figure 3: Demographics Breakdown by Grade Level

Grade Level	Male	Female	Free/ Reduced Lunch	English Language Learners	African American	Asian	Latino	White	Other/ Unspecified
Kindergarten	73%	27%	72%	46%	57%	8%	32%	0	3%
1st Grade	65%	35%	89%	46%	37%	3%	55%	1%	2%
2nd Grade	76%	24%	96%	60%	24%	3%	66%	0	7%
All Grades	**71%**	**29%**	**85%**	**50%**	**39%**	**5%**	**51%**	**<1%**	**4%**

Student demographics included a majority of students receiving free/reduced lunch and almost half English learners. Over two thirds of the SSL participants were male, due to the all-male programs at two of the five SSL sites.

3. Staffing and Volunteers

During 2009-10, central office staff remained constant, providing an opportunity for continuity and refinement of the program. Also continuing for 2009-10 was the staffing model at the sites which included a Program Coordinator (PC), who played a dual role as site supervisor and classroom instructor, and Group Leaders (GL's) responsible for classroom instruction. Program Assistants were no longer on staff for 2009-10, replaced with classroom volunteers and BUILD tutors (work study students). A full-time Volunteer Coordinator provided recruitment and management of the cadre of program volunteers. Also new for 2009-10 was a roving substitute who provided support for site professional development.

The four Program Coordinators hired for 2009-10 were all second-year SSL staff. Two were experienced PC's from 2008-09 and the remaining two were promoted from GL to PC. One additional GL returned to her position for the second year. The remaining nine GL's were new to SSL for 2009-10.

The following table summarizes the SSL staff and their responsibilities:

Figure 4: 2009-10 SSL Program Staff Overview

Title	Number	Hiring Status	Primary Responsibilities
Executive Director	1	Direct Hire (full-time)	• Monitors revenue and expenses • Supervises directors • Monitors partnerships and collaborative relationships • Develops organizational level infrastructure
SSL Program Director	1	Direct Hire (full-time)	• Oversees day-to-day program implementation • Supervises and supports Program Coordinators • Oversees partnerships with schools and lead agencies. • Oversees the program evaluation process
Training Director	1	Direct Hire (half-time)	• Plans and implements all professional development activities • Collaborates in the development and implementation of program improvement plans
Program Coordinator (PC's)	4 (one per site)	Direct Hires (full-time)	• Supervise site staff • Perform administrative tasks (e.g. communication with SSL central office; liaison with school day staff and afterschool coordinator; provide check-ins and professional development to site staff; collect and/or administer DIBELS) • Serve as classroom instructor while program is in session • Responsible for lesson planning, instructional delivery, and classroom management.

Title	Number	Hiring Status	Primary Responsibilities
Group Leaders (GL's)	10 (# varied from 1-3 per site depending on # of students)	8 AmeriCorps (full-time) 1 Jesuit Volunteer Corps 1 Direct Hire	• Serve as classroom instructor while after school program is in session • Responsible for lesson planning, instructional delivery, and classroom management. • Collect and/or administer DIBELS • Provide one-on-one instruction to identified SSL participants
Roving Substitute	1	Direct Hire (full-time during program time)	• Provides substitute service one day per week per site in classrooms • Provides coverage to relieve PC's and GL's so that they can conduct peer observations and other professional development activities
Volunteer Coordinator	1	AmeriCorps (full-time)	• Recruit, orient, schedule and manage SSL volunteers. · Plan and organize SSL field trips and events. · Coordinate volunteer training and volunteer recognition. · Maintain the volunteer database and conduct the SSL volunteer program evaluation.
BUILD Tutors	8 (average of 4 for 2 sites)	Work Study Students	• Support PC's and GL's during the instructional program. • Facilitate small group activities or one-on-one instruction during program time as needed.
Program Assistants and Tutors	17 (average of 4 per site)	Volunteer	• Support PC's and GL's during the instructional program. • Facilitate small group activities or one-on-one instruction during program time as needed.

Volunteers

The staffing model was changed from 2008-09, eliminating the paid Program Assistants and substituting a cadre of classroom volunteers. A total of 17 volunteers were recruited (averaging four per site) to support the Program Coordinators and Group Leaders during the instructional day.

In addition to the regular classroom volunteers, other volunteers assisted the program with special projects, field trips, and community service to SSL families. Volunteer activities included field trip support (chaperones and lunch preparation) and special tutoring sessions. Volunteers also organized book, holiday gift, and winter coat give-aways for SSL students and their families.

A full-time Volunteer Coordinator, new for 2009-10, was responsible for recruiting, training, and managing the program volunteers.

The following chart summarizes the number of volunteers and the volunteer hours spent serving SSL.

Figure 5: Volunteer Summary

2009-2010 Volunteer Totals (as of June 11, 2010)			
	One-time	Ongoing	Total
Number of Volunteers	95	40	**135**
Volunteer Hours	321	609	**930**

As shown in Figure 5, a total of 135 volunteers donated 930 hours of time to the SSL program, enriching the program in a variety of ways.

4. Program Outcomes and Evidence-Based Practices

Super Stars Literacy contracts with independent consultants to conduct ongoing evaluation of their program both to guide continual formative improvements. The annual evaluation plan, developed in collaboration between the outside consultant and SSL staff maps out goals, timelines for data collection, data tools used for goal evaluation and the format and lens to interpret data. The 2010 evaluation activities included revising and refining the observation rubric; interview protocol and surveys that were piloted in 2008-09; two rounds of classroom observations; SSL Staff and Parent surveys; SSL staff interviews; as well as analysis of program data, parent participation, and planning documents. New for 2009-10 was a pre-post assessment of the academic, socio-emotional, and behavioral skills of individual SSL students by their classroom teachers and SSL teachers. On an annual basis, the evaluators present their findings and analysis to both the Board and the SSL Program Committee.

In addition to the four main program outcomes listed below, the evaluation plan examines process objectives related to the effectiveness of staff training and instruction.

Program Outcomes #1 and #2: Early Literacy

Outcome #1: All Students: At the end of each program year, 80 percent of SSL participants will improve in early literacy skills by one level on DIBELS[3]. Specifically, Kindergarten students will improve in phonemic awareness skills. First grade students will improve in phonics skills. Second grade students will improve in reading accuracy and fluency skills.
Outcome #2a: *Second graders who have been in the program for two years will reach benchmark (DIBELS) in reading accuracy and fluency skills.*

Outcome #2b: *Second graders who have been in the program for three years will reach benchmark (DIBELS) in reading accuracy and fluency skills.*

SSL has taken research on best practices in early literacy to develop its desired outcomes. Outcome #1 articulates the stepped growth needed for children at each grade level in order for them to be ready to read on their own by grade 3. SSL emphasizes the first three years of schooling (K-2), based on overwhelming evidence that children who enter school at risk of academic failure need systematic support in specific reading skills. Early literacy research demonstrates that a beginning reader must acquire and apply the alphabetic principle, the ability to associate sounds with letters and use these sounds to form words, early in his or her reading development in order to ensure future success in reading and long term benefits (Stanovich, 1986).

Beyond acquisition of the alphabetic principle, reading fluency, or the ability to translate letters-to-sounds-to-words fluently, effortlessly, allows the reader to focus on the development of language and cognitive skills. LaBerge and Samuels (1974) described the fluent reader as "one whose decoding processes are automatic, requiring no conscious attention." Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text. By focusing on phonemic awareness, then phonics and reading fluency, SSL participants will have the foundation they need to practice reading until they achieve a degree of automaticity.

Phonemic awareness is the ability of children to determine that a spoken word consists of a series of sounds, and to be aware of what those sounds are. When a child is aware of the individual sounds, and is also able to segment a word into its individual sounds, he or she has 'fluency' with phoneme segmentation. It has been suggested that training in phoneme awareness, including segmentation,

[3] SSL participants entering the program at low risk or benchmark level will maintain grade level progress towards DIBELS benchmarks. Benchmark goals become increasing difficult as the school year progresses.

blending, onset-rime segmentation (initial sound fluency), and nonsense words (nonsense word fluency) is an essential step in progress toward reading fluency (Whitehurst & Lonigan, 1998).

A characteristic of strong reading skills is the speed and accuracy a child can read aloud a text (Adams, 1990). Oral reading requires a child to perform a complicated and multifaceted task which includes all the pre-literacy skills required for reading, including letter identification and translating those letters into their sound counterparts, connecting sentences meaningfully, using prior knowledge to make meaning from what they are reading, and making inferences about new information they read (Fuchs, Fuchs & Hosp, 2001).

By second grade, those who have attained the necessary reading fluency continue to grow more and those who do not fall further behind as textual demands become more complicated and the total amount of exposure to text dramatically decreases. "The combination of lack of practice, deficient decoding skills, and difficult materials results in unrewarding early reading experiences that lead to less involvement in reading-related activities" (Stanovich,1986). The gap between these students who are now focusing cognitive efforts at comprehension and vocabulary acquisition and those students who are slower to become fluent begins to widen at a rate which seldom is narrowed later in their school career and, in turn, has adverse effects for overall academic progress.

Program Outcome #3: Socio-Emotional and Behavioral Skills

At the end of each program year, 80 percent of classroom teachers, SSL instructors[4] and parents of SSL students[5] will report evident change in participants' academic, social-emotional and behavioral skills as measured by student socio-emotional observational rubrics.

Research has shown that a child's academic success is closely linked to his or her social-emotional and behavioral skills. Children who enter Kindergarten with high levels of activity and aggression, or display inappropriate social behaviors, appear to be at greatest risk for having negative social outcomes and academic failure (Stormont, 2002). Classroom relationships, however, can be powerful social influences in all children's lives, as teachers can influence these relationships greatly (Pianta, 1999). A curricular focus on enhancing appropriate social-emotional behavior, therefore, has shown to elevate a student's chances of success in relationships with students, parents, teachers, and other adults and promote their chances of greater academic competency.

Program Outcome #4: Parent Involvement

Each program year, 80 percent of SSL participants' parents will attend at least one program event.

Research has shown that one of the primary influences on shaping a child's academic and social-emotional behaviors comes directly from the home and the community (Stormont 2002). Additionally, research also shows that when school and home influences align, children are more likely to demonstrate stronger academic and social-emotional gains (Stormont 2009). The earlier in a child's educational process parent involvement begins, the more powerful the effects (Cotton and Reed Wikelund, 2001). To this end, SSL seeks to offer parents opportunities to participate in the afterschool life of their children. Creating opportunities for home-afterschool interaction, such as showcases, family events, and field trips, provides parents and afterschool providers greater opportunities for alignment and for student academic and social-emotional gains.

[4] Twice year
[5] End of year

III. Program Outcomes

This section describes results for Program Outcomes in:

- Literacy Improvements K-2
- Literacy Improvements for Returning Students
- Academic, Social-emotional and Behavioral Growth
- Parent involvement

1. Program Outcome: Literacy Improvements: Grades K-2

At the end of each program year, 80 percent of SSL participants will improve in early literacy skills by one level on DIBELS6. Specifically, Kindergarten students will improve in phonemic awareness skills. First grade students will improve in phonics skills. Second grade students will improve in reading accuracy and fluency skills.

Status: Achieved in all but one area

Data: For this measure, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was used. DIBELS comprise a developmental sequence of one-minute measures, with the exception of Initial Sound Fluency. Each measure has been researched and demonstrated to be a reliable and valid indicator of early literacy development. Results can be used to evaluate individual student development, as well as to provide feedback on effectiveness of instruction.

DIBELS scores range in the At Risk, Some Risk, or Low Risk levels when the assessment is measuring skills that the student is not yet expected to master. When students are tested on a measure that is considered age-appropriate, the levels are renamed Deficit, Emerging, and Established.

Figure 6: DIBELS Measures Overview

Grade	Measure(s) Used	What it Measures
Kindergarten	Phoneme Segmentation Fluency	Phonological awareness (the ability to distinguish sounds - units of speech, such as a syllables and individual phonemes)
1st	Nonsense Word Fluency	Alphabetic Principle (the ability to associate sounds with letters and use these sounds to form words)
2nd	Oral Reading Fluency	Student's reading rate and accuracy

In Kindergarten, phonological awareness (the ability to distinguish units of speech, such as a syllable**s** and individual phonemes) is measured through the Phoneme Segmentation Fluency (PSF) test. PSF is completely aural with no visual prompts.

In first grade, student mastery of the Alphabetic Principle, the ability to associate sounds with letters and use these sounds to form words, is measured through Nonsense Word Fluency (NWF).

In second grade, reading accuracy and fluency are measured by Oral Reading Fluency (ORF) and Nonsense Word Fluency. NWF provides information on progress in the pre-requisite phonics skills within

[6] SSL participants entering the program at low risk or benchmark level will maintain grade level progress towards DIBELS benchmarks.

the Alphabetic Principle where ORF simply measures a students reading rate. ORF is administered at the beginning and end of the year.

Although Oral Reading Fluency was the original 2nd grade measure in the evaluation plan, SSL administrators used Nonsense Word Fluency as a secondary progress measure. DIBELS is designed around the assumption that most students can and will be completely able in phonics by early second grade. Unfortunately, since many of the SSL second graders had not yet mastered this skill by the beginning of second grade, NWF provided information about gains made by students who entered second grade without mastery in phonics.

Data is included from the Fall 2009 and Spring 2010 tests. Students who increased one level (e.g. from Deficit to Emerging) or two levels (e.g. from At Risk to Established) met the outcome. Also included in the outcome were students who remained at the highest level on both the pre- and post-assessment (e.g. Low Risk and Established).

The following chart is a summary of progress achievement by grade level:

Figure 7: DIBELS Data Summary[7]

Grade	DIBELS Measure	Number of Students Tested (Pre and Post)	Number/Percentage Increasing one or more levels (or remaining at benchmark)	Goal Achieved?
Kindergarten	Phoneme Segmentation Fluency	42	42 (100%)	**yes**
1st grade	Nonsense Word Fluency	50	42 (84%)	**yes**
2nd grade	Oral Reading Fluency	31	16 (51%)	**no**
	Nonsense Word Fluency	24	21 (88%)	**yes**

Kindergarten DIBELS Data:

Phoneme Segmentation Fluency

The Phoneme Segmentation Fluency (PSF) measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996, Ball & Blachman, 2007, Lundberg, Olofsson & Wall, 1980). The PSF task is administered by t he examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says "sat," and the student says "/s/ /a/ /t/" to receive three possible points for the word.

Figures 8 and 9 show the kindergarten students who met the outcome for Phoneme Segmentation Fluency. A total of 42 students (100%) met the outcome, with 15 students increasing one level, 20 students increasing two levels, and 7 students remaining at benchmark. This is a strong improvement from the previous year, in which just 78% met the outcome.

[7] Given the relatively small N, there should be caution in interpreting results. As the N gets larger, the percentages change less dramatically based on the scores of one or two students. In addition, since 53% of total SSL students enrolled throughout the year were not included in the pre-post measure, their inclusion might significantly alter the data.

Figure 8: Kindergarten Phoneme Segmentation Fluency Levels

Phoneme Segmentation Fluency – Kindergarten (42 students assessed)		
Gain	**Number**	**Percentage**
Increase of 1 level	15	36%
Increase of 2 levels	20	47%
At benchmark (Fall and Spring)	7	17%
Total meeting outcome	**42**	**100%**

Figure 9: Kindergarten Phoneme Segmentation Fluency Increases

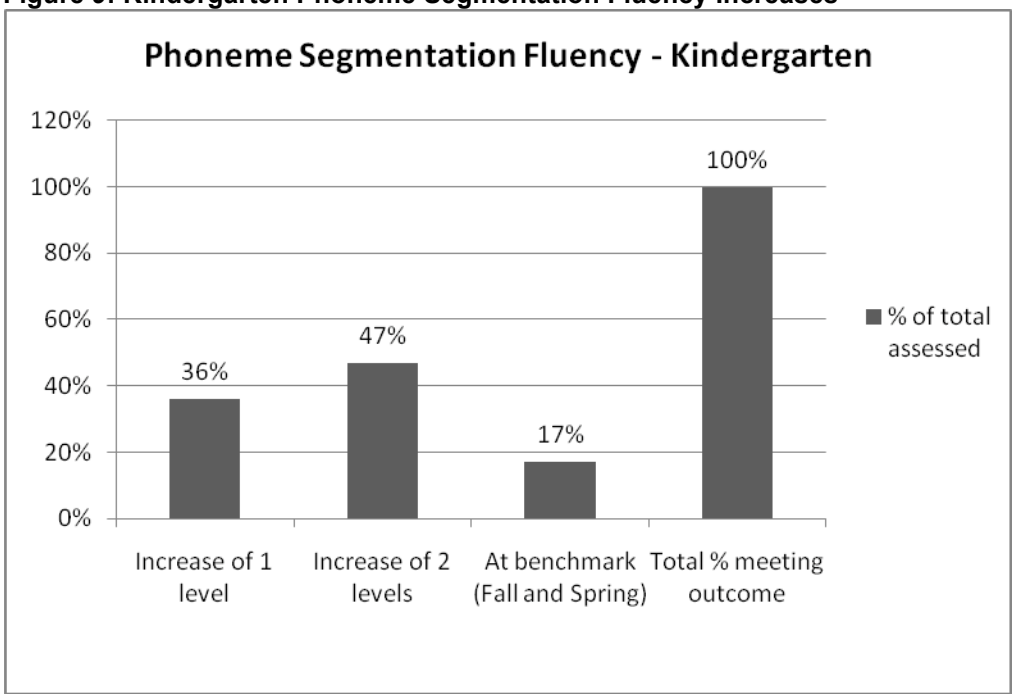


Figure 10 shows the numbers and percentages of students at each of the status levels as of the Spring 2009 post-test. The majority of students (88%) were at the Established level for Phoneme Segmentation Fluency in Spring 2010.

Figure 10: Kindergarten Phoneme Segmentation Number of Students per Status

Spring 2010 PSF Levels – Kindergarten		
Status	**Number**	**Percentage**
Deficit	0	0
Emerging	5	12%
Established	37	88%

First Grade DIBELS Data:

Nonsense Word Fluency

The DIBELS Nonsense Word Fluency (NWF) measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The Nonsense Word Fluency task is administered by the examiner presenting a page of nonsense words to the student.

It requires the student to read the words. For example, the word is “yiz” and the student will utter each sound separately saying, /y/, /i/, /z/, or may blend the whole word reading it completely and accurately.

Figures 11 and 12 show the first grade students who met the outcome for Nonsense Word Fluency. A total of 42 students (84%) met the outcome, with 18 students increasing one level, 4 students increasing two levels, and 20 students remaining at benchmark.

Figure 11: First Grade Nonsense Word Fluency Levels

Nonsense Word Fluency - First Grade (50 students assessed)		
Gain	**Number**	**Percentage**
Increase of 1 level	18	36%
Increase of 2 levels	4	8%
At benchmark (Fall and Spring)	20	40%
Total meeting outcome	**42**	**84%**

Figure 12: First Grade Nonsense Word Fluency Increases

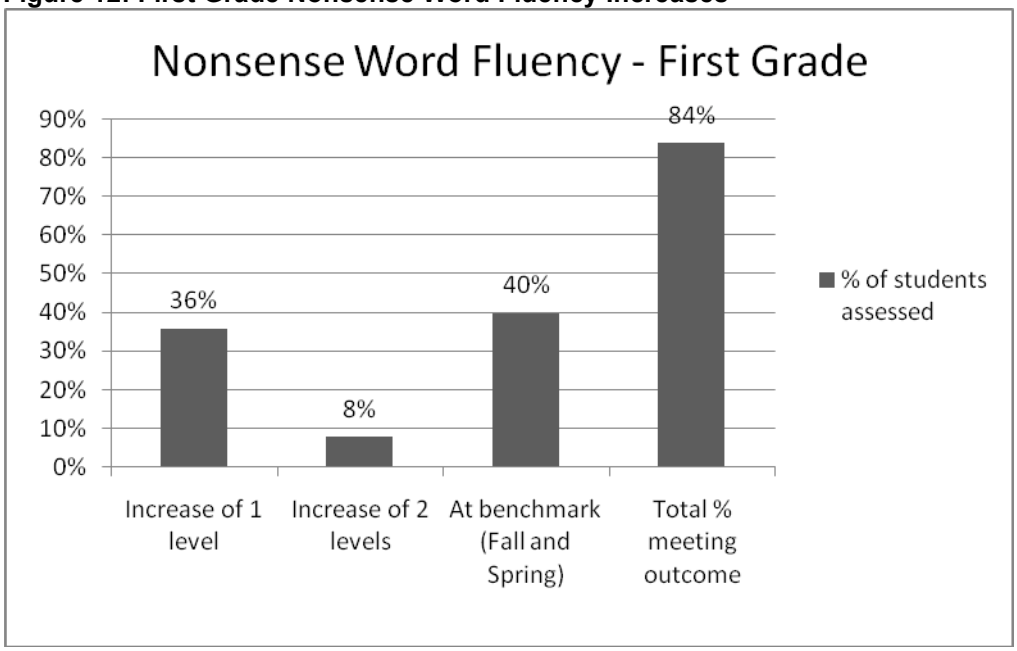


Figure 13 shows the numbers and percentages of students at each of the status levels as of the Spring 2010 post-test. The majority of students (76%) are at the Established level for Nonsense Word Fluency.

Figure 13: First Grade Nonsense Word Fluency Number of Students per Status

Spring 2010 NWF Levels – First Grade		
Status	**Number**	**Percentage**
Deficit	0	0
Emerging	12	24%
Established	38	76%

Second Grade DIBELS Data:

Oral Reading Fluency

DIBELS Oral Reading Fluency is a standardized set of passages and administration procedures designed to identify children who may need additional instructional support, and monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one minute (DIBELS, https://dibels.uoregon.edu/).

Figures 14 and 15 below show the second grade students who met the outcome for Oral Reading Fluency. A total of 16 of 31 students (51%) met the outcome, with 6 students increasing one level, 1 student increasing two levels, and 9 students remaining at benchmark.

Figure 14: Second Grade Oral Reading Fluency Levels

Oral Reading Fluency - Second Grade (31 students assessed)		
Gain	**Number**	**Percentage**
Increase of 1 level	6	19%
Increase of 2 levels	1	3%
At benchmark (Fall and Spring)	9	29%
Total meeting outcome	**16**	**51%**

Figure 15: Second Grade Oral Reading Fluency Increases

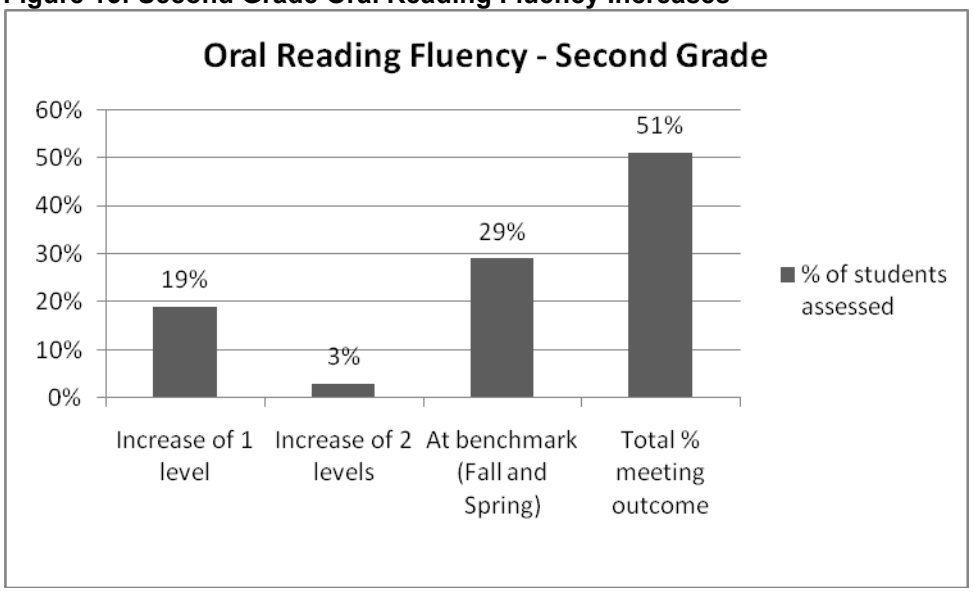


Figure 16 shows the numbers and percentages of students at each of the status levels in Oral Reading Fluency as of the Spring 2010 post-test. More students were Low Risk (50%) on this skill than At Risk (39%) or Some Risk (13%). This is an improvement from Spring 2009, in which more students (43%) were At Risk and just 35% were Low Risk.

Figure 16: Second Grade Oral Reading Fluency Number of Students per Status

Spring 2010 ORF Levels – Second Grade		
Status	**Number**	**Percentage**
At Risk	12	39%
Some Risk	4	13%
Low Risk	15	50%

Nonsense Word Fluency – Second Grade Secondary Measure

Figures 17 and 18 below show the second grade students who met the outcome for Nonsense Word Fluency. A total of 21 of 24 students met the outcome, with 6 students increasing one level, 3 students increasing two levels, and 12 students remaining at benchmark.

Figure 17: Second Grade Nonsense Word Fluency Levels

Nonsense Word Fluency – Second Grade (24 students assessed)		
Gain	**Number**	**Percentage**
Increase of 1 level	6	25%
Increase of 2 levels	3	13%
At benchmark (Fall and Spring)	12	50%
Total meeting outcome	**21**	**88%**

Figure 18: Second Grade Nonsense Word Fluency Increases

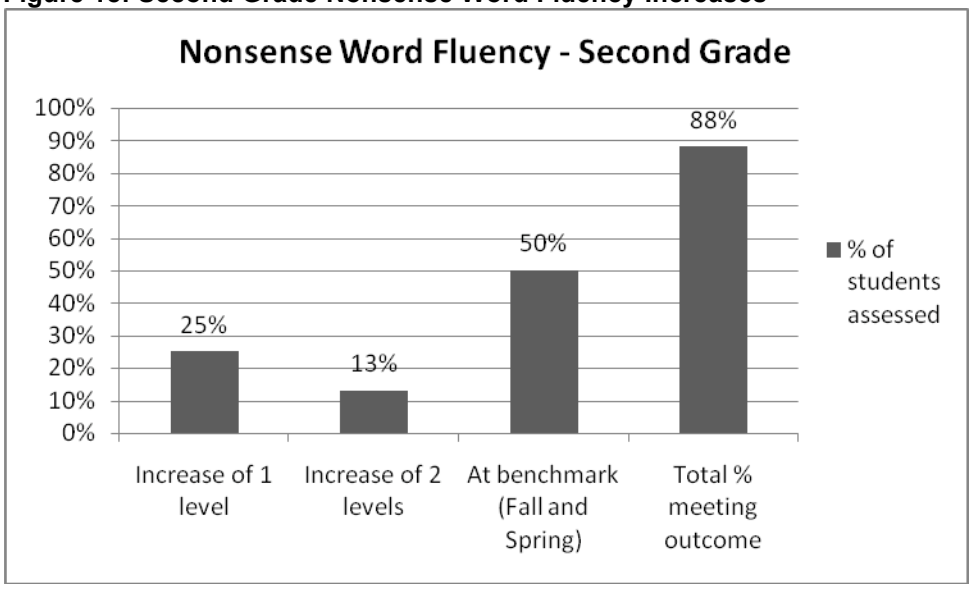


Figure 19 shows the numbers and percentages of students at each of the status levels in Nonsense Word Fluency as of the Spring 2010 post-test. The majority of students (83%) scored at the Established level for this skill.

Figure 19: Second Grade Nonsense Word Fluency Number of Students per Status

Spring 2010 NWF Levels – Second Grade		
Status	**Number**	**Percentage**
Deficit	0	0
Emerging	4	17%
Established	20	83%

Data Analysis and Discussion: The goals of 80% were stretch goals, and SSL staff is pleased with students' success in exceeding these goals on three of the four DIBELS sub-tests measured, especially since the 80% target was not met in any area in 2008-09.

The SSL program served 233 students in 2009-10. Of these, 123 students, or approximately 53% of the total students enrolled, were included in these measures. This discrepancy is primarily due to student mobility in and out of the program, which meant that not all students were present for both the pre- and post-assessment.

While Oakland Unified is moving towards administering DIBELS in all elementary classrooms by the classroom teacher, this was not yet consistently implemented during the 2009-10 school year. The SSL staff filled in the gaps by administering the DIBELS assessments to students who were not assessed by their classroom teachers. In interviews, most instructors reported experience administering at least some portion of the DIBELS that was not done by the classroom teacher. The SSL administration provided training to staff on administration and interpretation of data. In a March 2010 staff survey, 100% agreed that "I am sufficiently knowledgeable about how to analyze DIBELS data to determine student academic needs." Most agreed that the results were somewhat helpful for leveling and grouping students for centers and other activities.

The results provide important information about the progress of students' literacy skills, but it is difficult to attribute students' status, as demonstrated by the DIBELS measures, to the SSL program or to other factors, such as school day instruction. Because these scores were looked at in isolation, there is no basis for comparison. The Program Committee is considering ways to improve the outcome measures and data collection process for 2010-11 to provide more meaningful data, such as identification of a comparison group not in the program and longitudinal tracking of former SSL students.

2. Program Outcome: Literacy Improvements: Returning Students

There are two program outcomes for returning students:

Outcome #2a: *Second graders who have been in the program for two years will reach benchmark (DIBELS) in reading accuracy and fluency skills or reach proficiency.*

Outcome #2b: *Second graders who have been in the program for three years will reach benchmark (DIBELS) in reading accuracy and fluency skills or reach proficiency.*

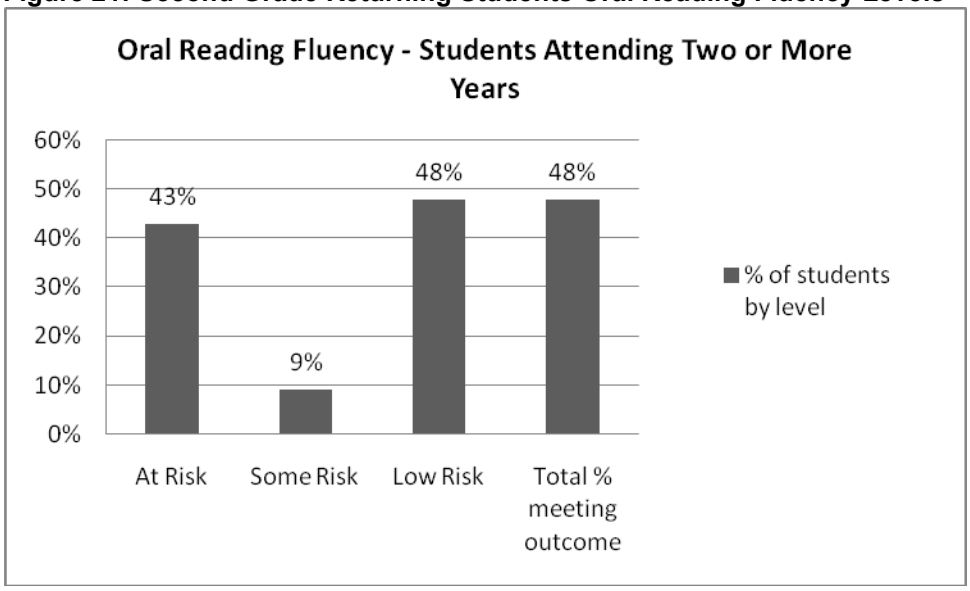
Outcome 2a Status: Not Achieved

Data: A total of 23 second graders had been in the program since Fall 2008, representing all five sites. Figures 20 and 21 show the second grade students who had been in the program for two or more years that met the outcome for Oral Reading Fluency. A total of 11 of 23 students (48%) met the outcome, falling short of the 80% target. An almost equal number (10 of 23, or 43%) scored At Risk on this measure.

Figure 20: Second Grade Oral Reading Fluency Number of Students per Status (Students in Program Two Years)

Spring 2010 ORF Levels – Second Grade		
Status	**Number**	**Percentage**
At Risk	10	43%
Some Risk	2	9%
Low Risk	11	48%
Total % Meeting Outcome	11	48%

Figure 21: Second Grade Returning Students Oral Reading Fluency Levels



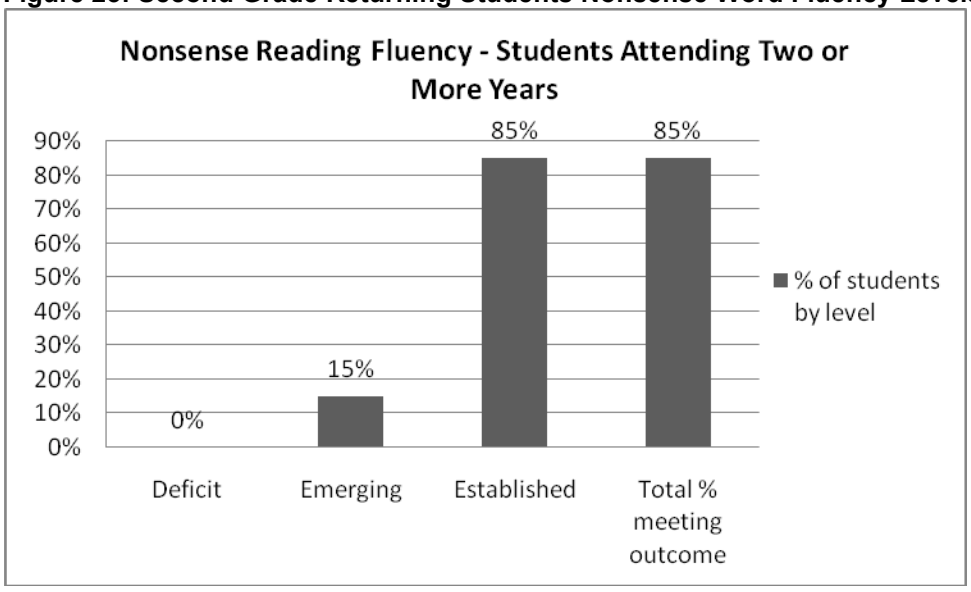
In addition to the Oral Reading Fluency sub-test, returning second graders' Nonsense Word Fluency levels were looked at. NWF provided information about gains made by students who entered second grade without mastery in phonics.

Of the 23 second graders enrolled since Fall 2008, 20 had NWF scores for Spring 2010. As with the general population of SSL second graders, second year students performed markedly better on NWF subtest than the ORF subtest. A total of 17 of these second graders, or 85%, scored at the Established level on NWF. Three (15%) of the students scored at the Emerging level, and none of these students were at the Deficit level, as shown in Figures 22 and 23:

Figure 22: Second Grade Nonsense Word Fluency Number of Students per Status (Students in Program Two Years)

Spring 2010 NWF Levels – Second Grade (Students in Program Two Years		
Status	**Number**	**Percentage**
Deficit	0	0
Emerging	3	15%
Established	17	85%
Total % Meeting Outcome	17	85%

Figure 23: Second Grade Returning Students Nonsense Word Fluency Levels



Outcome 2b Status: Not Achieved

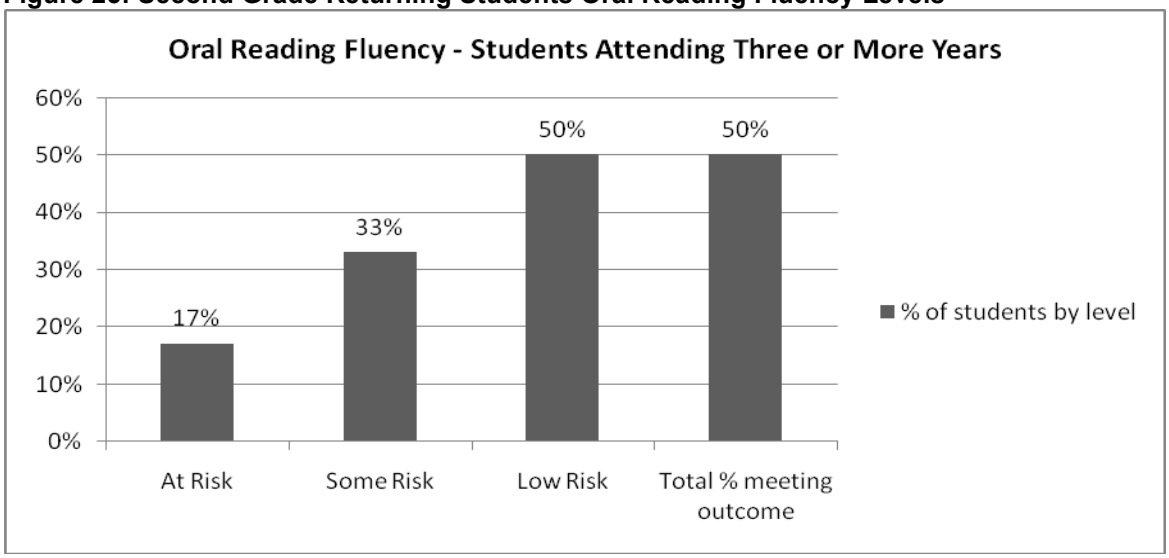
Data: The SSL program began in 2002 at Hoover Elementary, and a second site, Parker Elementary, was added in 2006. The remaining sites were added in 2008. For that reason, only Hoover and Parker Elementary Schools currently have students who have completed three years of SSL.

At Parker Elementary, a total of two students had completed three years of SSL in Spring 2010. At Hoover Elementary, four students completed three years in SSL in Spring 2009. Fifty percent of students in total met the goal of scoring Low Risk on the DIBELS Oral Reading Fluency measure.

Figure 24: Second Grade Oral Reading Fluency Number of Students per Status (Students in Program Three Years)

Spring 2010 ORF Levels – Second Grade		
Status	**Number**	**Percentage**
At Risk	1	17%
Some Risk	2	33%
Low RIsk	3	50%
Total % Meeting Outcome	3	50%

Figure 25: Second Grade Returning Students Oral Reading Fluency Levels



Data Analysis and Discussion:
With the small number of students that completed three years of the program, it is difficult to draw conclusions about this data. A larger number of students completed two years in the program, and this data does not differ significantly from the data from second graders overall.

The relatively low performance of second graders in reading fluency, whether returning or first-year, suggests the need for SSL staff to identify struggling second graders early in the school year (or in first grade, if they are returning) and provide intensive fluency practice and one-on-one support during the school day in conjunction with the classroom teacher.

3. Program Outcome: Reported Academic, Social-Emotional and Behavioral Improvements

Outcome #3: *At the end of each program year, 80 percent of classroom and SSL teachers and parents will report evident change in participants' academic, social-emotional, and behavioral skills as measured by classroom and SSL teacher student socio-emotional observational rubrics or by parent surveys.*

Status: Achieved for SSL parents. Nearly achieved for classroom and SSL staff.

Data: Classroom teachers and Group Leaders were each given a pre-assessment in Fall 2009 in which students were listed by name. They were asked to rate each student in the following areas: *Overall Literacy Skills*, *Can Focus on Goals/Is on Task*, *Shows Impulse-Behavior Control*, *Shows Care and Concern for Others*, and *Shows Ability to Resolve Conflicts*.

Overall literacy skills were rated as to whether they were Above, At, or Below Grade Level. The other indicators were measured by frequency (Always, Mostly, Sometimes, Never). Teachers and Group Leaders had the option of selecting "Not Sure" for each of the indicators.

Classroom Teachers and Group Leaders reported changes observed in their students in Spring 2010. Each student's spring rating was then compared with the fall rating and any improvement in rating was noted.

An increase in level in an indicator (e.g. Never to Sometimes, or Below Grade Level to Above Grade Level) was counted as growth, as was a student who was rated at the highest level in both assessments (e.g. Always or Above Grade Level).

Classroom Teachers' Assessment
A total of 31 classroom teachers completed both the pre- and post-assessment for their students in Fall 2009. A total of 117 students had both pre- and post-assessment[8]. Only students for which there were both fall and spring assessments were included in the measure.

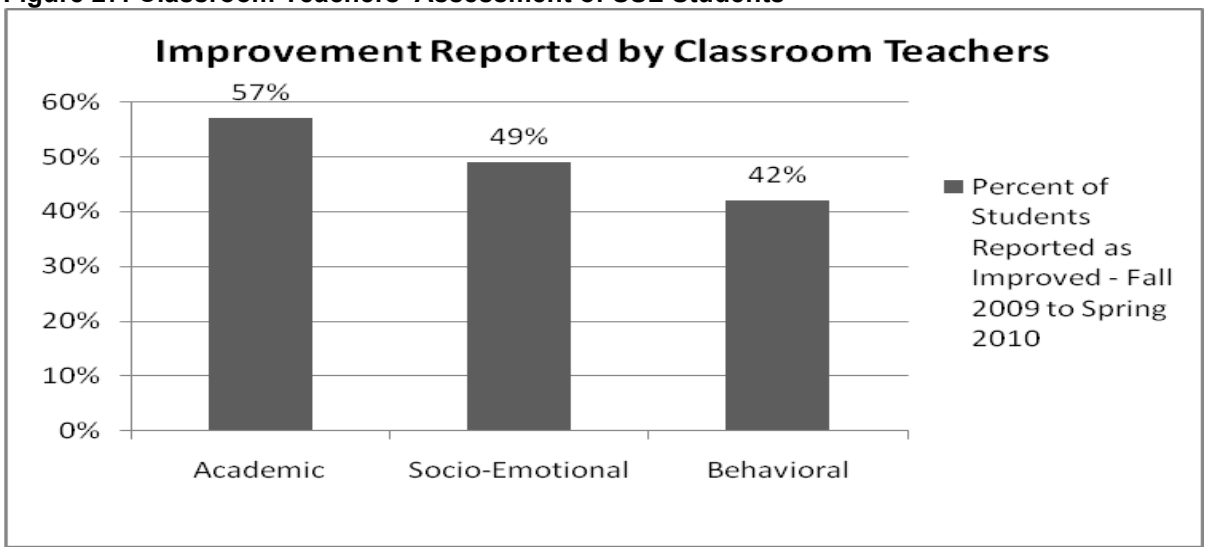
Of the students assessed, teachers indicated improvement for 57% of their students in Academics, 49% had improved in Socio-Emotional skills, and 42% in Behavioral skills.

Figure 26: Change in Classroom Teacher Rankings from Fall 2009 to Spring 2010 - Number of Students by Category

Change	Increased in Level	Remained at Highest Level	No Change	Decreased in Level	Total Students Assessed
Academic	62 (54%)	4 (3%)	30 (26%)	20 (17%)	116
Socio-Emotional	46 (41%)	9 (8%)	27 (24%)	31 (27%)	113
Behavioral	43 (36%)	6 (5%)	44 (38%)	24 (21%)	117

[8] While all 117 students were included in the Behavioral assessment, just 116 and 113 students were included in the Academic and Socio-Emotional assessments, respectively. This is because a few students' assessments were left blank by their teachers in these areas.

Figure 27: Classroom Teachers' Assessment of SSL Students



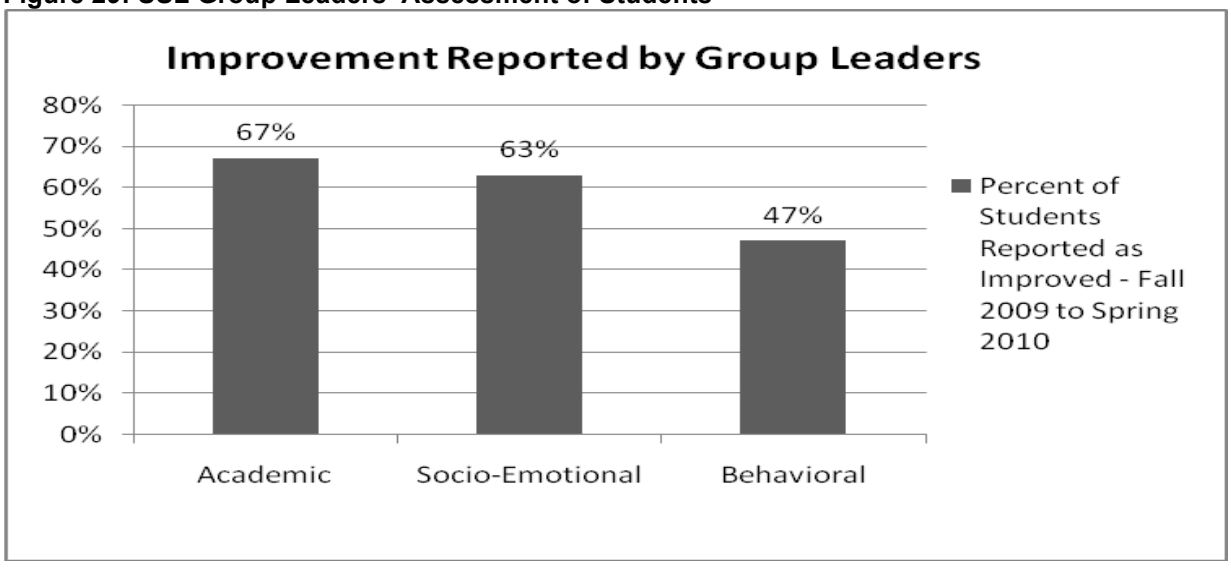
Group Leaders' Assessment

All 14 Group Leaders completed both the Fall and Spring assessments for their students. A total of 139 students had both pre (Fall) and post (Spring) scores for the Academic and Behavioral measures. A total of 130 of these students were scored on Socio-Emotional improvement. Group Leaders indicated a higher percentage of students improving on all measures than Classroom Teachers, with 67%, 63%, and 47% of students rated as improving in Academic, Socio-Emotional, and Behavioral skills, respectively.

Figure 28: Change in Group Leader Rankings from Fall 2009 to Spring 2010 - Number of Students by Category

Change	Increased in Level	Remained at Highest Level	No Change	Decreased in Level	Total Students Assessed
Academic	91 (65%)	2 (1%)	33 (24%)	13 (9%)	139
Socio-Emotional	79 (61%)	3 (2%)	27 (21%)	21 (16%)	130
Behavioral	50 (36%)	15 (11%)	58 (42%)	16 (12%)	139

Figure 29: SSL Group Leaders' Assessment of Students



Data Analysis and Discussion: While the scores of classroom teachers and group leaders fell short of the 80% growth target, when the percent of students for which there was no change is included, both Classroom Teachers and Group Leaders rated their students' growth favorably. Classroom Teachers indicated that 83% of their students had either showed improvement, remained at the highest level, or showed no change on their Academic skills and indicated that over 70% of students either improved, remained high, or did not change their rating level in Socio-Emotional and Behavioral skills. Group Leaders rated their students highly, with between 86-91% of students rating their students as improving, remaining at the highest level, or showing no change in level.

In 2008-09, the indicator used by Classroom Teachers and Group Leaders to report perceived changes for this outcome was a survey in which they noticed an improvement in their SSL students as a group. Because this survey data did not yield accurate results due to its general nature, the SSL administrators and the evaluator decided to implement pre- and post-surveys of individual students. While the new system is believed to be more accurate than the previous method since it provides a measure of individual students over time, the SSL team will fine-tune the rating system for 2011 by adding more specific indicators of socio-emotional and behavioral skills.

SSL Parent Surveys: A parent survey, printed in English and Spanish, was distributed by the SSL site staffs when parents came to pick up their children. A total of 156 surveys were returned out of 270 students enrolled at the time of survey administration.

SSL Parent respondents had a very favorable view of the SSL program and its impact on their children's skills, as shown in the chart below:

Figure 30: Parents' Perception of SSL Students' Improvement

Please indicate your agreement with the following.							
Answer Options	**I Don't Know**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Response Count**	**% Agree/ Strongly Agree**
I believe my child does better in school because of SSL.	3 (2%)	0	1 (.6%)	70 (45%)	81 (52%)	155	97%
I know what the learning goals are in SSL.	2 (1%)	0	2 (1%)	82 (53%)	68 (44%)	154	97%
I receive information about my child's progress in this program.	2 (1%)	0	6 (4%)	61 (40%)	84 (55%)	153	95%
My child's reading has improved this year.	1 (.6%)	0	2 (1%)	62 (40%)	91 (58%)	156	98%
My child enjoys the SSL program.	0	0	0	52 (33%)	104 (67%)	156	100%
I would recommend the SSL program to another family.	2 (1%)	0	0	45 (29%)	109 (70%)	156	99%
My child's behavior has improved this year.	1 (.6%)	0	4 (3%)	62 (40%)	89 (57%)	156	97%
My child is developing his/her social skills this year.	0	1 (.6%)	6 (4%)	61 (40%)	85 (56%)	153	96%
My child has improved at making friends and getting along with other children this year.	0	1 (.6%)	2 (1%)	61 (40%)	90 (58%)	154	98%

A total of 96% of parent respondents agreed that their children were developing their social skills and 98% agreed or strongly agreed that his/her child had improved in making friends and getting along with other students. Ninety eight percent noticed an improvement in reading skills and 97% agreed that his/her child's behavior had improved.

Parent comments about the program were overwhelmingly positive, with 59 out of 62, or 95% of comments expressing a favorable view of SSL. Sample comments are listed below. For a complete list of parent comments, please reference Appendix A.

Sample Parent Comments:
59 positive comments (sample)

- *My daughter has good discipline and education because of what she has learned in this program. This program provides a secure place for my daughter to be after school. All the teachers teach with a great deal of patience. Thank you so much.*
- *Thank you very much for taking __ on to the program. I really needed him to feel he was really part of the school and friends and he has really improved in my eyes. This program helped him get comfortable especially since he is in kindergarten.*
- *My child is learning more English.*

3 Suggestions for Improvement (sample)

- *The one thing which I am not in agreement with is that the children go by themselves to the restroom. But other than that everything is excellent.*
- *The program should prioritize and do homework before other activities. By the time the children get home after 5:45-6:00 leaves little time for homework, considering dinner and bath time. The pick up times should be flexible within 30 minutes to one hour prior to pick-up time, allowing more time for family time.*

Data Analysis and Discussion: The view that parents have of the SSL program is extremely favorable. In addition to the improvements in their children's skills noted above, 95% of parents rated the quality of the SSL program as Good or Excellent; 96% rated the safety of their child while in the program highly; 94% thought the communication between the program and the parents was strong; and 99% of parent respondents would recommend the program to other families.

4. Program Outcome: Parent Participation

Outcome #4: *Each program year, 80 percent of SSL participants' parents will attend at least one program event.*

Status: Achieved

Data: School sites each held 8-9 events and field trips during 2009-10 for a total of 42 parent events program-wide. All sites took field trips to the library, Oakland Zoo, and the Tilden Park Nature Center and Little Farm. Three of the sites also went on an additional field trip to the San Jose Tech Museum. Each site held a parent night/potluck and a Winter or Spring Showcase and all had a family literacy night. Figure 31 shows the number of parent events at each of the SSL sites.

Figure 31: SSL Parent Participation Summary

Site	Number of Events	% of Parents at least one event	Average # of Attendees per Event
EOP	8	93%	30.8
Hoover	8	100%	23.5
ICS	9	94%	11.5
Parker	8	100%	6.9
TCN	9	93%	7.8
Total	**42**	**96%**	**15.5**

Data Analysis and Discussion: Each site exceeded the parent participation goal of 80% attending at least one event. At two sites, Hoover and Parker, 100% of parents attended an event. An average of 96% of SSL parents attended at least one event, with an average of 15.5 parents attending each event.

The strong participation of parents in the SSL events and field trips mirrors the positive view that the majority of parents have of SSL in general, as demonstrated by the survey results.

While overall, parent participation was strong, it varied from site to site, ranging from an average of 30.8 parents attending each event at EOP to just 6.9 parents per event at Parker. This may be due to both the fact that the number of students (and thus parents as well) at Parker, TCN and ICS are half the number at EOP and Hoover, and to discrepancies in data collection at the sites.

IV. Process Outcomes

The following section describes the data for the two Process Outcomes:

- Effective Staff Training
- Effective Instruction

Process Outcome #1: Effective Staff Training

Staff will perceive the following as contributing to their increased effectiveness/competency:

- Fall program orientation and training
- Site training activities
- Ongoing professional development
- Effective Training-Coaching Support: all the program coordinators and group leaders will participate in observation-debrief cycle

Data Analysis and Discussion: Staff interviews and surveys regarding effective staff training and developing competencies were conducted in November 2009. The staff survey was re-administered in May 2010. One hundred percent of PC's (4) and GL's (10) participated in the interviews and completed both a fall and spring staff survey.

In addition to the general survey given to all SSL program staff, PC's completed a second survey page with topics specific to their PC role.

The following chart is an overview of the professional development topics that staff reported receiving throughout the year and their perception of the effectiveness of this training as of May 2010:

Figure 32: SSL Staff Members' Perception of Professional Development Received by Topic, Spring 2010

Indicate whether the professional development you have received in each of the following areas has contributed to your teaching effectiveness/competency. (n=14)				
Answer Options	**Not received training in this area**	**Ineffective**	**Somewhat Effective**	**Effective**
Classroom Management	0	0	4 (29%)	10 (71%)
Behavior management	0	1 (7%)	3 (21%)	10 (71%)
Kinesthetic Learning/Outdoor Activities	0	0	12 (86%)	2 (14%)
Phonemic Awareness/ Phonics activities	0	1 (7%)	1 (7%)	12 (86%)
Classroom Newsletter	2 (14%)	1 (7%)	2 (14%)	9 (64%)
Shared Reading/Read Aloud	0	0	0	14 (100%)
Centers	0	1 (7%)	4 (29%)	9 (64%)
Guided Reading	1 (7%)	0	3 (21%)	10 (71%)
Community Circle/Collaborative Skill Building	0	0	7 (50%)	7 (50%)
Second Step	0	5 (36%)	3 (21%)	6 (43%)
Thematic Instruction	1 (7%)	0	6 (43%)	7 (50%)

The majority of staff perceived the training in all program areas as being Effective/Somewhat Effective. The most effective training was reported to be Shared Reading/Read Aloud (100% reported as Effective). The least effective was Second Step, with just 64% indicating this as Effective/Somewhat Effective and 36% rating it as Ineffective. This was perhaps due to the Second Step program being de-emphasized for 2009-10.

In interviews most instructors thought that all of the SSL professional development was helpful. They liked the concrete "take home" activities and strategies and the opportunity to explore the materials. The phonics and phonemic awareness activities, centers, classroom management, procedures, and lesson planning were specifically mentioned as being very helpful.

Returning staff reported the professional development as being more practical than in the previous year.

Coaching Support

In the Spring 2010 survey, SSL program staff was asked to rate the effectiveness of the one-on-one professional development they had received.

Figure 33: SSL Program Staff's View on One-on-One Professional Development

The one-on-one professional development I have received through SSL has improved my instructional practice.		
Answer Options	**Response Percent**	**Response Count**
None	0.0%	0
Ineffective	0.0%	0
Somewhat Effective	7.1%	1
Highly Effective	92.9%	13

All of the Group Leaders and Program Coordinators rated the one-on-one professional development as being Somewhat/Highly Effective, with the vast majority (93%) rating it as Highly Effective.

In interviews, Group Leaders were asked to describe any on-going support and coaching they were receiving and to assess whether this support was helpful. The Group Leaders reported being observed by their Program Coordinators regularly and meeting with them one-on-one. The one-on-one meetings were generally weekly, but the observations did not always occur regularly due to scheduling issues. There was a template that the PC's filled out. This support was reported as being helpful, and instructors reported being able to request support in specific areas as needed and get their questions readily answered either by their PC or by the SSL staff.

Program Coordinators were regularly observed and given feedback by the Program Director, which was reported to be very helpful. She had started videotaping the PC's, which was reported to be a great coaching tool. All four PC's Strongly Agreed/Agreed that they received adequate training and support for their position, with 75% Strongly Agreeing with this statement.

Figure 34: Program Coordinators' View on Adequacy of Training for PC Position

Answer Options	Strongly Disagree	Disagree	Agree	Strongly Agree	Response Count
I receive adequate training and support for my Program Coordinator position.	0	0	1 (25%)	3 (75%)	4

Coaching Frequency

Staff was asked about the frequency of coaching in the Spring 2010 survey.

Figure 35: Frequency of Individual Professional Development

Please indicate the approximate number of times have you received the following kinds of individual professional development support since September 1, 2009.					
Answer Options	**None**	**1-2 times**	**3-4 times**	**5 +**	**n**
Classroom observation pre-conference	0	1 (7%)	1 (7%)	12 (86%)	14
Classroom observation	0	1 (7%)	3 (21%)	10 (71%)	14
Coach classroom demonstration/modeling	2 (16%)	5 (42%)	3 (25%)	2 (17%)	12
Classroom observation post-conference	0	2 (14%)	2 (14%)	10 (71%)	14
Assistance with lesson planning	0	2 (14%)	6 (43%)	6 (43%)	14
Assistance with materials and resources	0	3 (21%)	4 (29%)	7 (50%)	14
Assistance with administering assessments	2 (15%)	4 (31%)	2 (15%)	5 (38%)	13

The most frequent activities were classroom observations with pre- and post-conferences, with most staff receiving this support five or more times during the school year. Less common were classroom demonstrations and assistance with lesson planning, materials and resources, and administering assessments.

Most of the staff reported both being observed and observing their colleagues, as shown in Figure 36:

Figure 36: Observation of Colleague

I have observed a Group Leader or Program Coordinator at my site.		
Answer Options	**Response Percent**	**Response Count**
Yes	78.6%	11
No	21.4%	3

Figure 37: Observed by Colleague

I have been observed by a Group Leader at my site.		
Answer Options	**Response Percent**	**Response Count**
Yes	85.7%	12
No	14.3%	2

SSL Staff Survey Comments Regarding Professional Development:

- *I feel like the training I've received here has been excellent and super supportive. It has led to so much growth!*
- *The training at SSL is the most effective program I've had contact with. I think the emphasis on collaboration and the responsiveness to concerns and feedback is what makes it special.*
- *It really helped having a floating sub this year.*
- *Trainings were great. Towards the end of the year, they do not need to be laid out so linearly as we are experienced by this point and ready to apply. The trainings at the start of the year are so crucial and helpful.*
- *The trainings have been much richer. I would just like more practice in coaching at the beginning of the year and still sprinkled throughout. But even then, still good. Focus on motivation with staff.*

Process Outcome #2: Effective Instruction

Staff will deliver effective literacy instruction by showing indicators in the following areas:

- Group Leaders will implement classroom behavior management by review/reinforcing rules and procedures, enforcing consequences, and using positive reinforcement.
- Group Leaders will use state standards so that their lesson plans state the standard at the appropriate place, activities reflect objective clearly, and students can easily demonstrate the standard once the activity is done.
- Group leaders effectively use a range of teaching strategies including Think-Pair-Share, Echo-Talk during shared reading, community circles and/or shared writing, and using Graphic Organizers and Realia
- Group Leaders will use DIBELS data to guide instruction and that small student groups are based on most recent DIBELS data

The evaluator visited each classroom twice (November 2009 and May 2010), spending approximately 30-40 minutes per classroom. The evaluator used the *Classroom Observation Rubric* (please reference Appendix G) to assess the instruction on a 4-point scale. This Classroom Observation Rubric was developed in collaboration with the SSL program administrators to reflect the February 2009 program rubric draft and then modified in Fall 2009. The purpose of the 4-point scale was to determine whether the instructors were delivering their instruction on a pre-novice, novice, beginning proficiency, or proficiency level. *Proficiency* represents the ideal in each of the areas of program implementation.

Indicator 1: *Group Leaders will implement classroom behavior management by review/reinforcing rules and procedures, enforcing consequences, and using positive reinforcement.*

The following chart illustrates the level of implementation of key behavior management techniques observed during the May 2010 classroom visits.

Figure 38: Behavior Management Best Practices – Level of Implementation Observed – May 2010

NA=Not Applicable, 0=Not Observed, 1=Partially Observed, 2=Somewhat Observed, 3=Fully Observed						
Answer Options	**NA**	**0**	**1**	**2**	**3**	**n**
Rules and consequences are enforced in a consistent manner. (both consistent and positive)	0	0	1 (7%)	4 (29%)	9 (64%)	14
Teacher provides positive reinforcement.	0	0	2 (14%)	1 (7%)	11 (79%)	14

Most of the instructors effectively managed the behavior issues that arose. Most had rules and consequences posted at least somewhat and almost all had a positive reinforcement system in evidence.

In the Spring 2010 staff survey, the majority of staff rated themselves as Proficient in both Classroom and Behavior Management, with no staff rating themselves below Mid-Level Proficiency.

Figure 39: SSL Staffs' Self-Rating of Instructional Skill Level

Please rate your instructional skill level in each area.					
Answer Options	**None**	**Beginning**	**Mid-level**	**Proficient**	**Response Count**
Behavior management	0	0	5 (36%)	9 (64%)	14
Classroom Management	0	0	5 (36%)	9 (64%)	14

In staff interviews, behavior management was mentioned by most instructors as being a challenge, but that they were learning as the year progressed and discovering systems that were effective. Several teachers mentioned having just a few highly challenging students which made it difficult. (*This is a marked improvement from 08-09, during which classroom/behavior management was expressed as a major concern*.)

Indicator 2: *Group Leaders will use state standards so that their lesson plans state the standard at the appropriate place, activities reflect objective clearly, and students can easily demonstrate the standard once the activity is done.*

Thirteen of 14 SSL Staff reported incorporating state standards into their lesson plans at least sometimes, and all reported opportunities for students to demonstrate mastery of the standards, as shown in Figure 40.

Figure 40: SSL Staff's Reporting of Lesson Planning – May 2010

Answer Options	Never	Rarely	Sometimes	Mostly to Always	Response Count
I incorporate grade level state standards into my lessons.	1 (7%)	0	3 (21%)	10 (71%)	14
My lessons include opportunities for students to demonstrate mastery of the standards being taught.	0	0	2 (14%)	12 (86%)	14

In staff interviews, all instructors reported that lesson planning was a strength and they were having no problems incorporating the state standards into their lessons. Several instructors talked about how the lesson planning forms were too onerous during the first few weeks. This feedback from the instructors prompted individual school site teams to streamline the lesson plan format, which was reported to be much easier to use.

SSL staff reported drafting lesson plans which incorporate state standards. However, explicit teaching and assessment of state standards and lesson plan review was not a part of the evaluation.

Indicator 3: *Group leaders effectively use a range of teaching strategies including Think-Pair-Share, Echo-Talk during shared reading, community circles and/or shared writing, and using Graphic Organizers and Realia*

The following instructional strategies were observed during the May 2010 observations:

Figure 41: Instructional Strategies Observed, May 2010

Instructional Strategies Observed (check all observed)		
Answer Options	**Response Percent**	**Response Count**
Think-Pair-Share	46.2%	6
Echo-Talk	15.4%	2
Graphic Organizers	30.8%	4
Realia	7.7%	1
Shared Reading/ Writing	46.2%	6
Community Circles	61.5%	8

Classroom observations of instructional strategies indicated the greatest frequency in the use of Community Circles, Think-Pair-Share, and Shared Reading/Writing. The use of these instructional

strategies increased greatly from the fall to the spring observations, as instructors received more training and developed greater confidence in implementing these strategies.

In addition to the teaching strategies listed in Indicator 3, student and teacher talk, opportunities for students to demonstrate their learning and rich discussions and questioning around the lesson content were observed, as shown in Figure 42.

Figure 42: Teacher and Student Talk and Demonstration of Learning Observed, May 2010

NA=Not Applicable, 0=Not Observed, 1=Partially Observed, 2=Somewhat Observed, 3=Fully Observed (n=14)					
Answer Options	**NA**	**0**	**1**	**2**	**3**
Teacher uses open-ended questions both within and between activities (i.e., questions which elicit extended student responses)	0	0	2 (14%)	7 (50%)	5 (36%)
There is (structured) student talk vs. teacher talk (examples: pair-share, discussion about vocabulary)	0	1 (7%)	4 (29%)	1 (7%)	8 (57%)
Students demonstrate their learning (written, oral, visual, kinesthetic, etc.)	0	0	2 (14%)	2 (14%)	10 (71%)

While the majority of classrooms had opportunities for structured student talk and opportunities for students to demonstrate their learning in multiple ways, there were fewer instances observed of teachers using open-ended questions during the lessons.

Indicator 4: *Group Leaders will use DIBELS data to guide instruction and that small student groups are based on most recent DIBELS data*

Instructors reported a great deal of confidence in analyzing and using DIBELS data in their instructional planning, as shown in the following SSL staff spring survey results:

Figure 43: SSL Staff's Report of DIBELS Data Knowledge - May 2010

I am sufficiently knowledgeable about how to analyze DIBELS data to determine student academic needs.		
Answer Options	**Response Percent**	**Response Count**
Strongly Disagree	0.0%	0
Disagree	0.0%	0
Agree	28.6%	4
Strongly Agree	71.4%	10

Figure 44: SSL Staff's Use of DIBELS Data

I use DIBELS data to plan small group instruction.		
Answer Options	**Response Percent**	**Response Count**
Never	0.0%	0
Rarely	7.1%	1
Sometimes	35.7%	5
Mostly to Always	57.1%	8

While 100% of staff reported being knowledgeable about how to analyze DIBELS data and 93% reported using DIBELS data to plan small group instruction, at least "Sometimes," the use of differentiated small group instruction was not observed in any classroom, as shown in Figure 45 below:

Figure 45: Degree of Differentiation Observed, May 2010 Classroom Observations

NA=Not Applicable, 0=Not Observed, 1=Partially Observed, 2=Somewhat Observed, 3=Fully Observed						
Answer Options	**NA**	**0**	**1**	**2**	**3**	**n**
Small group or individual instruction appears differentiated to meet learning needs.	2 (14%)	12 (86%)	0	0	0	14

Overall Proficiency Level: Classroom Observation Data, Spring 2010

The evaluators used a formula based on the degree of observation of each of the rubric instructional components to calculate the overall proficiency level of each instructor. Based on the Spring 2010 classroom observations, the majority of instructors (71%) were rated as at the Beginning Proficiency level, with the vast majority (86%) at either Proficiency or Beginning Proficiency. *This is a marked improvement from Fall 2009, in which the same percentage (86%) were at the Novice/Pre-Novice levels.*

Figure 46: Overall Proficiency Level, May 2010 Classroom Observations

Overall Proficiency		
Answer Options	**Response Percent**	**Response Count**
20-30 --> Proficient	14.3%	2
15-19 -->Beginning Proficiency	71.4%	10
8-14 --> Novice	14.3%	2
0-7 --> Pre-Novice	0.0%	0

In addition to observation data, SSL instructors were asked to rate their own skill levels in each of the key areas of the instructional program, as shown in the following table:

Figure 47: SSL Staff Members' Self Assessment of Instructional Proficiency Levels – May 2010

Please rate your instructional skill level in each area.					
Answer Options	**None**	**Beginning**	**Mid-level**	**Proficient**	**% at Mid-Level/Proficiency**
Behavior management	0	0	5 (36%)	9 (64%)	100%
Classroom Management	0	0	5 (36%)	9 (64%)	100%
Kinesthetic Learning/Outdoor Activities	0	3 (21%)	8 (57%)	3 (21%)	78%
Phonemic Awareness/ Phonics activities	0	2 (14%)	2 (14%)	10 (71%)	85%
Classroom Newsletter	1 (7%)	0	1 (7%)	12 (86%)	93%
Shared Reading/Read Aloud	0	0	0	14 (100%)	100%
Centers	0	0	2 (14%)	12 (86%)	100%
Guided Reading	0	1 (7%)	5 (36%)	8 (57%)	93%
Community Circle/Collaborative Skill Building	0	0	6 (43%)	8 (57%)	100%
Second Step	1 (7%)	4 (29%)	4 (29%)	5 (36%)	65%
Thematic Instruction	0	1 (7%)	6 (43%)	7 (50%)	93%
Independent Reading	0	2 (14%)	3 (21%)	9 (64%)	85%

The majority of SSL instructors rated their instructional levels as either Mid-Level or Proficient in each of the curricular areas, which is fairly consistent, although somewhat higher in many of the instructional areas, than the ratings based on the classroom observations.

The observed movement from Novice/Pre-Novice to Beginning Proficiency/Proficiency suggests that the SSL professional development program was effective in providing the intensive support and training needed for inexperienced instructors to acquire the skills needed to move to at least a beginning proficiency level in a short time. This is impressive growth in a short time, given that newly credentialed teachers often take several years to achieve proficiency in their instructional programs.

V. Next Steps and Conclusion

The SSL Program Committee reviewed the outcome data and has identified current challenges, successful strategies to continue, and new strategies to implement for the 2010-11 school year to address the challenges. The following is a list of these strategies by outcome.

***Program Outcome #1: Literacy Improvements: Grades K-2* - Objective met for all areas except 2nd grade Oral Reading Fluency**

Current SSL Successful Strategies

- Weekly trainings focused on Phonemic Awareness and Phonics.
- A new coaching model was implemented with the Program Coordinators in classrooms weekly.
- There was an increase in number of second year instructors.
- The new lesson plan format focused on specific objectives with assessments
- Newsletters were used for phonological awareness practice.

New Strategies to be Implemented for 2010-11:

- Identify struggling students early and differentiate instruction to target the learning needs of these students, particularly in 2nd grade.
- Use progress monitoring tests to identify students for whom specialized learning plans may be necessary for assessing effectiveness of core literacy instruction.
- Work one on one with struggling 2nd grade students during the school day using a pull-out tutoring model.
- Implement more choral reading, read aloud, guided reading, listening centers, sight word practice to provide more comprehensive and frequent reading fluency practice.

Program Outcome #2: Literacy Improvements: Returning Students – Objective not met

Challenges:

- High student transience and low attendance among below grade level students.
- Returning students were not identified as being low early on by SSL staff; there was no plan to provide intensive intervention for these students.

New Strategies to be Implemented for 2010-11:

- SSL staff will review data of returning students early on and collaborate with classroom teachers to better address needs.
- Identify strategies to retain students in the SSL program for three years
- SSL will provide structured intervention to returning second graders who are below grade level which is aligned with the school day goals.

Program Outcome #3: Reported Academic, Social-Emotional and Behavioral Improvements – **Achieved for parents. Not achieved for classroom teachers or SSL group leaders**

Challenges:

- There is a lack of alignment between classroom teachers and SSL group leaders in terms of classroom management styles and expectations.
- Classroom teachers may have been using additional measures to assess students' literacy skills (besides DIBELS).
- SSL group leaders may not have accurately assessed student literacy levels (not having recent DIBELS data available to use for the Spring survey).
- Second Step was not used as a mandatory social-emotional curriculum, leaving Group Leaders without direction for teaching these skills.

Current SSL Successful Strategies
Parents:

- SSL staff used multiple communication methods to engage parents (flyers, in person, phone calls).
- Group leaders shared student work with parents informally during pick-up time and formally during events such as After School Showcase events.

New Strategies to be Implemented for 2010-11
Classroom Teachers and Group Leaders:

- Classroom Teachers and SSL Group Leader Survey will name DIBELS specifically in prompting a response to student growth in academic outcomes
- SSL will work with classroom teachers to align academic and socio-emotional content (e.g. classroom management styles).
- Provide additional training to Group Leaders that give them concrete tools for looking at expectations around behavior and socio-emotional growth.
- Survey should provide more concrete indicators of behavior and socio-emotional growth.

Program Outcome #4: Each program year, 80 percent of SSL participants' parents will attend at least one program event. **Objective met.**

SSL Successful Strategies to be continued

- SSL staff held mini trainings with parents before field trips, giving them explicit tips for asking their children academic questions about the trips.
- Group leaders reported that field trip and other parent events logistics coordination provided by the Volunteer Coordinator allowed them more time to engage with parents.

SSL Strategies to be used for 2010-11:

- SSL will continue to host many parent events, and will invite a "celebrity" to attend to generate higher attendance.
- SSL group leaders will make personal positive contact (i.e. phone call) with parents of each student in their group at the beginning of the year.

Process Outcome #1: Effective Staff Training – Achieved
Challenges

- Kinesthetic learning was not an area with a lot of training.
- Group Leaders demonstrated limited investment in Second Step Curriculum
- Program Coordinators did not always feel confident in their own teaching to do demonstration or modeling of lessons.

SSL Successful Strategies to be continued

- The results confirm that the trainings have been effective in developing Group Leaders' skill levels in most areas and that staff is able to self-assess and monitor their own growth by the end of the year.
- An early, intensive, and frequent training plan increased the time Group Leaders had to learn about their role at the beginning of the year.
- Group Leaders had increased opportunities for obtaining suggestions to immediate concerns, and allowed for more collaborative and strategy sharing across sites.

SSL Strategies to be used for 2010-11:

- More emphasis will be placed upon enrichment activities in science and art with pre-designed lessons for "make and take"
- Create more and different opportunities for teaching reading skills
- SSL staff will continue to research curriculum, design, and objectives for socio-emotional instruction
- The model for the daily schedule will be differentiated by grade level to allow for greater time spent in grade-specific activities
- Program Coordinator training will include work on how to model instruction. This skill will become an expectation of the Program Coordinator role.

Process Outcome #2: Effective Instruction

SSL Successful Strategies to be continued

- Lesson plans were checked weekly to ensure follow through. The expectation was that Group Leaders would use DIBELS and state standards to plan lessons.
- Instructional strategies were explicitly trained, and coaching was centered around the strategies taught.

The classroom and behavior management program drew strategies from both Tool for Teaching, by Dr. Fred Jones and I Understand by Noah Salzman to address problem areas.

SSL Strategies to be used for 2010-11:

- Group Leaders need more support around how to differentiate instruction. This will be a greater emphasis during next year's trainings.

Conclusion

The 2009-10 school year was one of stability and refinement of program practices and systems. No new sites were added, allowing program officials to build on their relationships with existing sites. Several key staff members returned from the previous year, providing a base of experienced team members.

The Evaluation Plan included four Outcome Measures which assessed students' literacy levels, as well as perceptions of students' growth and parent participation. Process Measures were also part of the evaluation plan, and included looking at the effectiveness of the professional development and instruction.

VI. Appendices

A. Parent Survey Comments

B. Classroom Teacher Survey Comments

C. Group Leader and Program Coordinator Survey Instrument

D. Program Coordinator Survey Instrument

E. Parent/Guardian Survey Instrument

F. Classroom Teacher and Group Leader Student Assessment

G. SSL Classroom Observation tool

H. SSL Program Coordinator Interview Protocol

I. SSL Group Leader Interview protocols

Appendix A:

SSL Parent Comments – May 2010

Positive Comments

- It's good.
- They doing good job. Keep it up.
- The Super Stars program is excellent.
- Everything is good.
- I thank you for all your help with ___. He comes home and telling me all the great things he learned and has done. Keep up the good work with my kid and all kids.
- Thank you very much for taking __ on to the program. I really needed him to feel he was really part of the school and friends and he has really improved in my eyes. This program helped him get comfortable especially since he is in kindergarten.
- The teacher and assistant are good and I like how patient they are with the students.
- I like how the teacher and the assistant are so patient.
- I am grateful for the program because it benefits the children.
- This program is a big help. I feel grateful for the time and help to our children with their education.
- I think the program is excellent and it has helped my son a lot in his learning. They have a lot of activities for learning and recreation and help with the homework. Thank you so much for your collaboration.
- This is an excellent program and the excellent activities should be continued.
- Everything is very good. I like that they help my child with his schoolwork.
- Tina is awesome!
- Everything is excellent.
- I am very thankful for all you have done for our children to help then with their homework and other projects. The programs are very good and I expect they will continue to be good.
- From my experience, the program has been excellent.
- Thank you for all the time you have given my child in this program. Everything is very nice.
- The work you have done with our children is helping them improve their learning. Thank you very much.
- I am thankful to SSL for helping our children. I like that they have projects where the parents participate.
- My child is learning more English.
- I would like to thank the teachers for their excellent job with my child.
- Thank you for having this program available for my child.
- Thanks for the help for my child.
- The program is great.
- Good program.
- Everything is good.
- We love the program.
- The program is very important for the children's learning. Thank you for the opportunity for my children to participate in SSL.
- I am totally satisfied.
- I am very content.
- This is a good program that helps the children a lot.
- This is a very good program. I am very happy that my child is in a program where s/he learns so much.
- This program is excellent for helping a lot with the conduct of my child. It makes it much easier for him to do well in school. Thank you so much for helping our children.
- I think the kids love the afterschool program.
- My daughter has good discipline and education because of what she has learned in this program. This program provides a secure place for my daughter to be after school. All the teachers teach with a great deal of patience. Thank you so much.
- This is an excellent program that helps the children do better in school.
- I am very content with the program because my son is progressing well.

- It is a good program. I would recommend it to other parents.
- I want to thank all the teachers for helping my children get much better in their learning.
- This program is essential to my children's skill development. The teachers in this program are excellent.
- We really love it.
- Good job on helping the kids out more.
- If more funding is given it needs more programs.
- My daughter enjoys the SSL program.
- It's a really good program that teaches a lot.
- Keep it going on. Good work.
- Keep up the work!
- Mr. __ is a wonderful role model for the children. And he's very caring towards the kids.
- Good job guys.

Suggestions

- The program should prioritize and do homework before other activities. By the time the children get home after 5:45-6:00 leaves little time for homework, considering dinner and bath time. The pick up times should be flexible within 30 minutes to one hour prior to pick-up time, allowing more time for family time.
- The program is very good for our children's learning. Comment: The one thing which I am not in agreement with is that the children go by themselves to the restroom. But other than that everything is excellent.
- Teach her how to understand her reading.

Appendix B: SSL Classroom Teacher Comments – May 2010

School	Comments
Hoover	Have students in groups of strengths and weaknesses in a room where student below level can focus on their weaknesses.
Parker	Not sure what you are actually working with Needs sound reinforcement and decoding High frequency words Reading beginner books First 100 words at end of year Rhyming words Writing sentences
Parker	__ is repeating 1st grade. It seems that no adult is checking if he does homework or if he's read his books. He needs much 1on1 on basic things – long vowels, sentence writing and fluency reading. __ is on target academically. He seeks attention in negative ways and gets angry when caught. (Needs to learn conflict resolution or perhaps meditation!)
TCN	It would be great if SSL instructors could make sure reading logs are being filled out in student homework packets! Thank you! Ms. __'s line in the hallway on Tuesday 5/4 (about 3:45pm) was excellent!
ICS	Students not at grade level in their primary language – need Spanish
TCN	Homework help – help kids with HW that is challenging for them – make sure kids do HW, not copy. Thanks for all that you do!
TCN	I have seen some remarkable changes and improvements in SSL this year. I believe this is due in large part to Ms. ___'s openness to learn and improve as an instructor. I also feel that consistency is very important. If she returns next year, you will see even more success.
TCN	Handwriting practice ☺
Hoover	___ is bright but is a young 1st grader. Must have structured play, such as a board game, and monitoring to provide reminders. My hope is that this would help him develop social skills. ___ frequently sleeps in class and has little homework support. ____ needs nurturing.
Hoover	Can we request rotating rooms so that each teacher can have a week off? Can kids have snack in the cafeteria? Custodian doesn't keep up with crumbs after school. Great job with the focused themes and fun and engaging activities! I hope _____ and _____ will be here next year. Thank you!
EOP	Phonetics instruction would be ideal! (core phonics, spelling patterns, syllabication)
EOP	You've done a great job, especially with ___. I feel she has shown improvement in overall behavior. Thank you for your hard work.

Appendix C: Super Stars Literacy Staff Survey Group Leaders, Spring 2010

The purpose of this survey is to identify strengths and areas in need of improvement. Individual results will be kept confidential. Please read each statement below and mark the word or phrase that best describes your response to the statement. If the statement does not apply to you in your current position, please leave it blank. ***Thank you for completing this survey!***

1. Please mark your school site:

❑ EOP	❑ Hoover	❑ Parker	❑ TCN/ICS

2. Please mark the title that best fits your position.

❑ Program Coordinator	❑ Group Leader

Materials and Lesson Planning

3. Do you have sufficient materials for every student in every subject?

❑ Yes	❑ No
If **no**, please list which materials you are missing:	

4. Indicate how often you include the following subjects and instructional strategies in your lesson plans.

Program/Area	Never	1-2 Times per Month	Weekly	Daily
Shared Reading/Read Aloud	❑	❑	❑	❑
Guided Reading	❑	❑	❑	❑
Second Step	❑	❑	❑	❑
Collaborative Skill Building/Community Circles	❑	❑	❑	❑
Kinesthetic Learning	❑	❑	❑	❑
Classroom Newsletter	❑	❑	❑	❑
Center Activities	❑	❑	❑	❑
Math	❑	❑	❑	❑
Science	❑	❑	❑	❑
Independent Reading	❑	❑	❑	❑
Think-Pair-Share	❑	❑	❑	❑
Echo Talk during Shared Reading	❑	❑	❑	❑
Use of Graphic Organizers	❑	❑	❑	❑
Use of Realia	❑	❑	❑	❑

5. I have adequate time in my work week for planning my lessons.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

6. I develop my lesson plans prior to the week of implementation.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

7. I incorporate grade level state standards into my lessons.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

8. My lessons include opportunities for students to demonstrate mastery of the standards being taught.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

9. I differentiate classroom instruction to address specific student needs.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

Assessments

10. I have seen 2009-10 DIBELS data for each of my students.

❑ None	❑ A few	❑ Some	❑ Most to All

11. I am sufficiently knowledgeable about how to analyze DIBELS data to determine student academic needs.

❑ Strongly Disagree	❑ Disagree	❑ Agree	❑ Strongly Agree

12. I use DIBELS data to plan small group instruction.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

Professional Development and Coaching

13. Indicate whether the professional development you have received in each of the following areas has contributed to your teaching effectiveness/competency. If you have not received professional development in this area, please check the box on the left.

Curricular/ Instructional Area:	**Effectiveness of Professional Development**			
Classroom Management	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Behavior management	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Kinesthetic Learning/Outdoor Activities	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Phonemic Awareness/ Phonics activities	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Classroom Newsletter	❑ I have not received training in this area	❑ Ineffective ❑	❑ Somewhat Effective	❑ Effective ❑
Shared Reading/Read Aloud	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Centers	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Guided Reading	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Community Circle/Collaborative Skill Building	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Second Step	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective
Thematic Instruction	❑ I have not received training in this area	❑ Ineffective	❑ Somewhat Effective	❑ Effective

14. Please rate your instructional skill level in each area.

Curricular/ Instructional Area:	Instructional Skill Level			
Behavior management	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Classroom Management	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Kinesthetic Learning/Outdoor Activities	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Phonological Awareness/ Phonics activities	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Classroom Newsletter	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Shared Reading/Read Aloud	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Centers	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Guided Reading	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Community Circle/Collaborative Skill Building	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Second Step	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Thematic Instruction	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient
Independent Reading	❑ None	❑ Beginning	❑ Mid-level	❑ Proficient

15. Please indicate the approximate number of times have you received the following kinds of <u>individual professional development</u> support since September 1, 2009.

Support Activity	None	1-2 times	3-4 times	5 or more times
Classroom observation pre-conference (this can include lesson plans, check-ins, e-mails, etc).				
Classroom observation				
Coach classroom demonstration/modeling				
Classroom observation post-conference				
Assistance with lesson planning				
Assistance with materials and resources				
Assistance with administering assessments				

16. I have observed a Group Leader or Program Coordinator at my site:

❑ Yes	❑ No

17. I have been observed by a Group Leader at my site

❑ Yes	❑ No

18. The **one-on-one professional development** I have received through SSL has improved my instructional practice.

❑ None	❑ Ineffective	❑ Somewhat Effective	❑ Highly Effective

19. Which of the following have observed your instruction? (check all that apply)

❑ Program Director (Erin Drake)	❑ Training Director (Rose Lynn Abesamis-Bell)	❑ Program Coordinator at my site	❑ My After-School Site Director/Representative from the lead agency

Communication and Meetings

20. I know the names of the classroom teachers of my students.

❑ None	❑ A few	❑ Some	❑ Most to All

21. I communicate with classroom teachers about the academic needs of their students enrolled in the program.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

22. I communicate with classroom teachers about non-academic needs of their students enrolled in the program.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

23. I make contact with parents as they pick up their child.

❑ Never	❑ Rarely	❑ Sometimes	❑ Mostly to Always

Please add any additional comments about this program and its impact below and/or on the back.

Appendix D: Super Stars Literacy Staff Survey Program Coordinator Survey, Spring 2010

Please read each statement below and mark the word or phrase that best describes your response to the statement.

24. I receive adequate training and support for my Program Coordinator position.

❑ Strongly Disagree	❑ Disagree	❑ Agree	❑ Strongly Agree

25. I am able to address the problems that arise at my site.

❑ Strongly Disagree	❑ Disagree	❑ Agree	❑ Strongly Agree

26. I am successful at balancing my administrative and teaching duties.

❑ Strongly Disagree	❑ Disagree	❑ Agree	❑ Strongly Agree

27. Please indicate which of the following job duties you spend the most time on and which you wish you could spend more time on.

Job Duty	Which of these do you spend most of your time on? *(check all that apply)*	Which of these do you wish you could spend more time on? *(check all that apply)*	Comments/Notes
Teaching in my classroom			
Planning my instruction			
Meeting with or managing my staff			
Observing my group leaders' instruction			
Completing administrative paperwork and phone calls/e-mails			
Communication with school day personnel (classroom teachers, principal)			
Professional development/Meetings with SSL central office			
Communication with after school site coordinator			

28. Please provide any feedback on how the SSL central office staff can better support you in your position:

29. Feel free to add any additional comments or feedback about your role as Program Coordinator:

Thank you for completing this survey!

Appendix E: 2009-10 Super Stars Literacy Parent/Guardian Survey

This is a survey designed to gather information about parent perceptions of the Super Stars Literacy (SSL) program. Your name and your child's names will be used only to identify who has completed the survey. It will not be connected with survey results. Please only complete one survey form per child. Thank you for your cooperation.

Child's School: _____ **Current grade level of child in program:**

❑ K	❑ 1	❑ 2

Number of Years

❑ 1st year	❑ 2nd year	❑ 3rd year

in SSL:

Please rate Super Stars Literacy (SSL) in the following areas:	**I Don't Know**	**Poor**	**Fair**	**Good**	**Excellent**
1. What is the quality of the program?	❑	❑	❑	❑	❑
2. How safe is your child with our teachers?	❑	❑	❑	❑	❑
3. How well do we communicate with parents and teachers?	❑	❑	❑	❑	❑

Please indicate your agreement with the following.	**I Don't Know**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
4. I believe my child does better in school because of SSL.	❑	❑	❑	❑	❑
5. I know what the learning goals are in SSL.	❑	❑	❑	❑	❑
6. I receive information about my child's progress in this program.	❑	❑	❑	❑	❑
7. My child's reading has improved this year.	❑	❑	❑	❑	❑
8. My child enjoys the SSL program.	❑	❑	❑	❑	❑
9. I would recommend the SSL program to another family.	❑	❑	❑	❑	❑
10. My child's behavior has improved this year.	❑	❑	❑	❑	❑
11. My child is developing his/her social skills this year.	❑	❑	❑	❑	❑
12. My child has improved at making friends and getting along with other children this year.	❑	❑	❑	❑	❑

13. What was the most important reason you selected this after-school program provider?

❑ Teacher/Principal recommendation ❑ Parent Recommendation ❑ After School Site Coordinator ❑ Past Experience or Sibling in the Program ❑ Other

14. Do you have any additional comments/feedback about the program?

Appendix F: Classroom Teacher and Group Leader Student Assessment

The goals of the Super Stars Literacy program are to help students develop their academic, socio-emotional, and behavioral skills. Please take a moment to rate each participating student on the following skills by checking the appropriate boxes below. Your feedback will be compared to the fall assessment to help determine growth.

Participating Student	**Overall Literacy Skills**	**Can Focus on Goals - Is On Task**	**Shows Impulse-Behavior Control**	**Shows Care and Concern for Others**	**Shows Ability to Resolve Conflicts**
	❑ Above grade level ❑ At grade level ❑ Below grade level ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure
	❑ Above grade level ❑ At grade level ❑ Below grade level ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure
	❑ Above grade level ❑ At grade level ❑ Below grade level ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure
	❑ Above grade level ❑ At grade level ❑ Below grade level ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure
	❑ Above grade level ❑ At grade level ❑ Below grade level ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure	❑ Always ❑ Mostly ❑ Sometimes ❑ Never ❑ Not Sure

Do you have any feedback and suggestions for the SSL program?
(Please continue on back if needed.)

Appendix G: Super Stars Literacy 2009-10 Classroom Observation Rubric

Date					
Site/Teacher					
Kinesthetic Learning (Example: Outdoor activity)	**Opening Circle** (Examples: Read Aloud, Second Step, Kidzlit, TRIBES, phonological Awareness)	**Teaching/Instruction of Small Groups** (Examples: Phonemic awareness, phonics instruction, guided reading/fluency practice)	**Centers** (Example: independent reading – what is the level of student engagement? Did they choose appropriate level books?)	**Closing Circle** (Examples: Read Aloud, Second Step, Kidzlit, TRIBES, Phonemic Awareness, Phonics, Fluency)	**Other (List):**
Time:	**Time:**	**Time:**	**Time:**	**Time:**	**Time:**
# Students:	**# Students:**	**# Students:**	**# Students:**	**# Students:**	**# Students:**
# Adults:	**# Adults:**	**# Adults:**	**# Adults:**	**# Adults:**	**# Adults:**
Description: Please note how many minutes are spent on this activity	**Description:** Please note how many minutes are spent reading to the students (if any).	**Description:**	**Description:**	**Lesson Type:**	**Comments**

NA=Not Applicable, 0=Not Observed, 1=Partially Observed, 2=Somewhat Observed, 3=Fully Observed

Benchmark	NA	0	1	2	3
1. Teacher uses open-ended questions both within and between activities (i.e., questions which elicit extended student responses)					
2. There is (structured) student talk vs. teacher talk (examples: pair-share, discussion about vocabulary)					
3. Vocabulary instruction is clearly linked to student prior knowledge ("when have you had experience with _____?")					
4. Phonemic Awareness instruction focuses on sounds, not letters (K-1 only)					
5. Phonics instruction focuses on letter-sound correlation					
6. Fluency instruction focuses on prosity, accuracy or reading rate					
7. Small group or individual instruction appears differentiated to meet learning needs.					
8. Students demonstrate their learning (written, oral, visual, kinesthetic, giving summaries or explanations, drawing pictures of subjects for the day, writing stories related to what is focused on in class, etc)					
9. Rules and consequences are enforced in a consistent and positive manner. (both consistent and positive)					
10. Teacher provides positive reinforcement.					

Instructional Strategies Observed (check all observed)	Describe use of instructional strategies:
□ Think-Pair-Share □ Echo-Talk □ Graphic Organizers □ Realia	

Benchmark		NA	0	1	2	3
□ Shared Reading/ Writing □ Community Circles **Total Instructional Strategies Observed: _____**						

Notes (continue on back):

Total points: _____

Scoring: 20-30: Proficient **15-19: Beginning Proficiency** **8-14: Novice** **0-7: Pre-Novice**

Appendix H: Super Stars Literacy Program Coordinator Interview Protocol 2009-10

1. Are you familiar with the SSL program goals? Please explain/describe.

2. Please describe your day-to-day duties as Program Coordinator.
   a. Describe any challenges you have in managing:
      - Group Leaders
      - Volunteers
   b. Describe the professional development/support you give your staff.

   c. How do you communicate with the following groups:
      - Program staff
      - Parents
      - The site principal
      - Teachers
      - Afterschool coordinators
      - The SSL office staff

      Is the degree of communication sufficient? If not, what would improve communication?

   d. What additional assistance do you need to perform your Program Coordinator duties?

3. State whether each of the following is a strength or challenge. If it is a challenge, please explain why.

Program Component	Strength	Challenge	Explain why this is a challenge
Classroom Management			
Behavior management			
Kinesthetic learning			
Phonemic Awareness/ Phonics activities			
Shared Reading/Read Aloud			
Centers			
Classroom Newsletter			
Guided Reading			
Collaborative Skill Building			
Second Step			
Thematic Instruction			
Student Engagement Strategies (Think-Pair-Share, Echo Talk, Graphic Organizers, Realia)			
Lesson Planning Using State Standards			

4. Describe how you administer the DIBELS with your students. How do you use the data in your instructional planning? How do you guide your staff to use this information?

5. What professional development have you participated in through SSL? Was this professional development effective? Explain.

6. Describe any on-going support and coaching you are receiving. Is this support helpful? What additional support do you need?

7. How has your work in this program helped you grow personally and/or professionally?

8. In what way could your talents and skills be better utilized by the SSL program?

9. Do you have any other comments or suggestions for the SSL program?

Appendix I: Super Stars Literacy Group Leader Interview Protocol 2009-10

10. Are you familiar with the SSL program goals? Please explain/describe.

11. State whether each of the following is a strength or challenge. If it is a challenge, please explain why.

Program Component	Strength	Challenge	Explain why this is a challenge
Classroom Management			
Behavior management			
Kinesthetic learning			
Phonemic Awareness/ Phonics activities			
Shared Reading/Read Aloud			
Centers			
Classroom Newsletter			
Guided Reading			
Collaborative Skill Building			
Second Step			
Thematic Instruction			
Student Engagement Strategies (Think-Pair-Share, Echo Talk, Graphic Organizers, Realia)			
Lesson Planning Using State Standards			

12. Describe how you administer the DIBELS with your students. How do you use the data in your instructional planning?

13. What professional development have you participated in through SSL? Was this professional development effective? Explain.

14. Describe the on-going support and coaching you are receiving. Is this support helpful? What additional support do you need?

15. How has your work in this program helped you grow personally and/or professionally?

16. In what way could your talents and skills be better utilized by the SSL program?

17. How effective is the communication at your site:
    - among SSL site staff
    - with the school day staff (teachers)
    - with the SSL central office
    - with your students' parents

18. Do you have any suggestions for strengthening communication?

19. Do you have any other comments or suggestions for the SSL program?