

United Way
of the Wine Country
Schools of Hope
Literacy Initiative
Evaluation Report

Fall 2013



Schools of Hope Evaluation

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Fall 2013

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Executive Summary

Schools of Hope (SOH) intends to support reading in the primary grades so that 90% of third graders are reading at grade level. Third grade reading has been found to be a strong predictor for adult success. to date, 1,550 tutors¹ have served 980 tutees in kindergarten, first, second, and third grades. The data collected as part of this project provides positive results on the efficacy of the program. Several indicators point towards positive results, which is different from last year, when we had inconclusive evidence about the direct link of the program to reading achievement. This suggests that the re-alignment undertaken last year may have been effective. When compared with the previous year, there were great strides in data collection, but still greater detail must be placed into the collection and organization of data. Surveys of tutors and teachers indicate that the program is having a positive effect on students. The DIBELS Next—Oral Reading Fluency scores reflect increased reading achievement for tutees.

Introduction

Schools of Hope Project Description

A strong reading ability in third grade is a good predictor of high school graduation and college enrollment. For example, Lesnick, Goerge, Smithgall and Gwynne (2010) found that students who are “at or above” grade level for reading in grade 3 graduate and enroll in college at higher rates than students who are at or below grade level. We know that students who fall behind in school are more likely than students who are at grade level in school to be unemployed or earn incomes below the poverty line as adults (Kutner et al., 2007) and more likely to be incarcerated (Harlow, 2003). Analysis of school teaching practices in third grade and fourth grade suggest that students stop learning to read in third grade and read to learn in fourth grade (Annie Casey Foundation, 2010). In Sonoma County, over 50% of third grade students are reading below grade level as measured by the California Standards Test (CST). Nearly 80% of third grade students, who are also English Language Learners, are reading below grade level.

The Schools of Hope (SOH) program is an early intervention model for children who are struggling with reading. The core component of the program is one-to-one literacy tutoring of students by volunteers at least once per week.

¹ 1,550 counts twice tutors who signed up for multiple years. 794 different individuals (tutors) have served in the project since beginning. This year 1730 students were impacted.

Schools of Hope Goals:

Currently 46% of third graders are reading at grade level as measured by the California Standards Test. The goal of the SOH program is to increase that percentage to 90% by 2020.

Evaluation Plan

The School of Education at Sonoma State University (SSU) will serve as External Evaluator for United Way of the Wine Country's Schools of Hope (SOH) program with a focus on the literacy component. The overall evaluation plan will focus on the progress toward the program's goals and propose reasonable adjustments to ensure the effectiveness and integrity of the program's outcomes. Therefore, the overall evaluation plan focuses on the program goal of impacting primary students' reading abilities through a tutoring intervention with K-3 students in Sonoma County schools.

This evaluation report is based on the following questions:

- 1) Who are the SOH students?
- 2) Do students who participate in the study learn to read better than students who do not participate in the study?
 - a) How does student reading ability change over time?
 - b) How do student reading attitudes change over time?
 - c) What do teachers think about the tutoring program?
 - d) What do tutors think about the program?
 - e) What do tutees think about the program?
- 3) What do we know about the tutors and the quality of their tutoring?

Methods Used

Participants

In order to determine the efficacy of the SOH program, student performance of students who participated in the program (SOH students) will be compared to students at schools that do not have SOH (non-SOH students). In order to select a comparison group with similar characteristics to the treatment group, we applied the same criteria used for Schools of Hope student selection to students outside of SOH programs. Table 1 contains information by the comparison groups

across grade levels. It is important to note that the percent of English Learners in the SOH group is much larger than the percent of students in the comparison groups across all grade levels.

Table 1: Description of SOH Tutees and Comparison Group

Grade Level and Group		Number	Reading Score ¹	% Low SES ²	% English Learner	% SPED	Gender (F/M)
Kinder	SOH	12	23	58	17	--	42/58
	Comparison	21	26	52	29	10	43/57
First Grade	SOH	250	94	76	54	6.3	50/50
	Comparison Group	1366	95	50	33	5.9	50/50
Second Grade	SOH	45	136	22	67	0	47/53
	Comparison Group	703	194	28	33	8.8	49/51
Third Grade	SOH	9	212	53	100	0	44/56
	Comparison Group	26	210	22	15	11	42/58
¹ Average DIBELS Next Composite Score: DIBELS Next comparison score is used to determine program eligibility. ² Free and Reduced Lunch Eligible							

SOH tutee selection

Who gets SOH support? An evaluation committee made up of SOH educators and evaluators decided that students' DIBELS Next composite scores would be used to determine whether or not a student gets tutoring services. Based on pre-literacy skills, a student's DIBELS Next score can be ranked at three levels. The highest ranking is *At or Above Benchmark* and those students need "Core Support ." The next level down is considered *Below Benchmark* and those students need "Strategic Support ." The lowest level is considered *Well Below Benchmark* and these students need "Intensive Support ." The SOH program targets the students who need "Strategic Support" as well as the top 25% of those who need "Intensive Support ." The committee hypothesized that those needing "Strategic Support" and the top 25% of "Intensive Support" would benefit the most from tutoring and students who score lower need additional support by professionals already in place at the school. The "Strategic Support" level for each grade is 25 for kindergarten, 112 for first grade, 140 for second grade and 219 for third grade.

Student Reading Attitude and Ability

Ability

Since the California Standards Test (CST) is given only once per year and not in the first grade, we propose to use other measures to determine student reading abilities. Since year two of this program, *DIBELS Next* has been used as a way to measure reading ability and three times during the year (late September, January and late March). The Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) are a set of measures and procedures for testing how K-6 grade students learn early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS Next has been found to be useful for measuring early literacy skills. Many schools in the county use the DIBELS Next program. At schools where it was not routinely given, a small group of trained SOH volunteers assessed students.

Furthermore, as the tutoring changed to a more standardized implementation method from year two to year three, we hypothesized that the Oral Reading Fluency (ORF) component of the DIBELS Next made the most sense to use as the chief indicator of reading achievement for the program. This makes sense for three reasons. First, tutoring generally has three pieces —Tutors and tutees practice reading skills (e.g. phonics), then practice high-frequency words, followed by tutor-supported student reading. Second, the tutors are not trained as well as teachers to support the skill-based practice. And third, the tutors can easily listen to reading and read with tutees. Based on these assumptions, the Oral Reading Fluency measure of reading might be the most sensitive to tutoring. ORF is given for the first time in the middle of first grade, the end of first grade and at three points in the second grade. Since the ORF is not given in Kindergarten, the Kindergarten other DIBELS Next scores would be explored.

Reading Attitude

Since motivation is a strong predictor of achievement, the project team decided to use a tool to measure student reading attitude. Last year, based on professional recommendations, the team settled on the Garfield Measure of Reading Attitude. McKenna and Kear (1990) created the Garfield Reading Attitude Survey. This scale allows the student to decide how he or she feels about the questions being asked without relying on words. While older students can read the prompts themselves, someone needs to read the survey to younger students. Begeny, Eckert, Montarello, and Storie (2008) found that it is often necessary to get someone other than the classroom teacher to assess the students. This is because some teachers perceived their students to be more proficient than they actually scored and biased the students' responses. Others have argued that the survey is too long with 20 questions. Garfield's face has been shown to bias towards higher attitude. While last year we used the Garfield assessment, we found that assessment to be rather cumbersome and reduced the assessment tool considerably and targeted items that paralleled what happens in the tutoring sessions (see Appendix 1). We had teachers

review the survey, we piloted and field tested the survey in order to determine its reliability and validity ($\alpha = .762$ first 8 items).

Tutor Observation Study

In order to determine the efficacy of the program, we carried out observations of tutors. Across two days, 23 tutors were observed on two days at two elementary schools in Sonoma County. “Elementary School A” is located in a low to moderate to socioeconomic setting where 49% of students are English Learners and 58% receive free and reduced lunch. “Elementary School B” is located in a lower socioeconomic setting where 65% of students are English Learners and 83% receive free and reduced lunches. Six trained observers used ethnographic methods to observe the tutoring sessions.

An observation protocol was developed in 2012 based on open coded observations and the list of practices and procedures given to tutors during their initial training. The observation was used to look for patterns in the structure and practices of Schools of Hope tutoring. Each observation period was approximately two hours in length. Two to three different tutor sessions were observed. The data from the observations combined with the program director’s list of activities resulted in the development and refinement of an observational checklist (see Appendix 2).

Volunteer Survey

A survey was provided to volunteers of the program. About 255 volunteers responded to the program. Tabulated results were presented to the SOH team. A review of these results is provided here.

Teacher Survey

A survey was administered to the teachers who participated in the study. Responses of 81 teachers were provided to the SOH team. A review of these results is provided here.

Results and Discussion

Analysis of DIBELS Next Student Data

During the 2011-2012 school year, DIBELS Next Data was reported for 251 SOH students of which 243 of those students had scores and about 170 students had complete data sets. This corresponds to a 170/251 or 67% of students. In 2012-2013, data was reported on 323 SOH students across four grade levels with the number of students for each of the three scoring sessions (see Table 2). Students without complete scores were removed from the analysis. SOH students participated in 26 tutoring sessions on average (mean = 26.2 sessions, STD = 12.2). Some students participated in up to 50 sessions while some students participated in only one

session. However, based on the small group of students in kindergarten and third grade, the scores for those groups are not reported here. Only the Oral Reading Fluency is reported here as we believe that this measure most closely matches what the students are doing (see above).

Table 2: Distribution of SOH students with reported data 12-13.

Grade Level	Number of students	Percent of Sample
Kindergarten	12	3.7
1st	250	77.4
2nd	45	13.9
3rd	9	2.8
Total	323	100.0

Oral Reading Fluency Scores

Based on the results of the DIBELS Next reading fluency scores, students in both first and second grade benefited from the SOH tutoring program (Table 3 and Table 4) and in both cases from the middle of program to the end of the program. This is clear evidence that the SOH is having a positive effect on student reading as measured by the Oral Reading Frequency scores.

Table 3: DIBELS Next Oral Reading Frequency Scores for First Grade

Oral Reading Frequency Scores First Grade	SOH	N	Mean	Std. Deviation
Middle Score	Non-SOH	322	17.8	5.8
	SOH	136	17.7	4.6
End Score	Non-SOH	312	39.2	16.4
	SOH	134	42.4	15.6
Gain Score End - Mid	Non-SOH	312	21.4*	13.6
	SOH	134	24.7*	13.7
*(t = 2.3, p < .05)				

Table 4 DIBELS Next Oral Reading Frequency Scores Second Grade

Oral Reading Frequency Scores Second Grade	SOH	N	Mean	Std. Deviation
Beginning Score	Non-SOH	85	34.9	9.2
	SOH	10	37.3	7.4
Middle Score	Non-SOH	120	58.0	16.0
	SOH	30	57.7	14.7
Ending Score	Non-SOH	116	71.2	19.3
	SOH	30	77.5	17.9
Gain Scores Middle-Beginning	Non-SOH	82	23.5	11.7
	SOH	10	21.7	12.5
Gain Score End-Middle	Non-SOH	116	13.4*	12.7
	SOH	30	19.9*	14.8
Gain Score End-Begin	Non-SOH	78	38.2	15.6
	SOH	10	35.6	15.2
*(t = 2.2, p < .05)				

Analysis of Student Survey

The student survey data suggests that SOH students had a more positive attitude towards reading after being in the program. Although the gains are not large, the difference between the start and final survey indicate that student attitude towards reading improved over the course of administration and participation. There are no data records indicating a link between survey results and achievement scores.

Table 5: Summary Results for Student Survey data

	n	I like Reading 1	I Like Reading 2		
Student Attitude Score	522	3.31	3.34	t = 1.98	p < .05

$\alpha = .762$ first 8 items

Tutor Observation Study

Based on the observations of the 23 tutors, several patterns arose from the data relating to the structure of the sessions, organization and management, and teaching reading.

Session Structure

All tutors began each session quickly from immediately to four minutes after first greeting the tutee. All sessions appeared to have a three-part structure. Each session began with skill work either with phonics or high-frequency word practice. The skill work lasted for 10 minutes on average. Skill work was followed with a tutee reading from pre-selected texts that appeared to be leveled phonic readers for 5-10 minutes. After reading, tutors initiated additional skill work. The skill work ranged from continuation of the activities that began the session to a more playful approach to recognizing sounds or high-frequency words.

Organization and Management

Student files were up-to-date and ready for tutor use at both schools. All students arrived on time. Some students arrived accompanied by their tutor who had picked them up from their classroom. Tutors were positive and encouraging throughout the sessions overall. No writing by tutor or tutee was observed except record keeping by tutor.

Teaching Reading

Tutors rarely engaged the reader in conversations about the text while reading. Tutors interrupted the reading process frequently to correct a miscue or word-calling mistake each time a perceived error occurred. Little conversation about the text occurred after reading. Tutees, who were either in first grade or second, seemed eager to meet and work with their tutor.

Conclusions Based on Observations

- 1) Based on the observed behaviors, body language, and comfort level between the tutee and tutor, the Schools of Hope tutoring experience appears to be positive for both tutee and tutor.
- 2) Students came eagerly to tutoring sessions and were attentive to their tutor throughout the sessions in most cases. Tutors were welcoming and positive from initial contact to the end of the session. All but one pair sat side-by-side leaning in together to work on the activities or to read.
- 3) Connections appear to have been formed between the tutor and tutee as evidenced by the physical space used by the pairs, their expressions, body language, and the pleasure they apparently experienced in each other's company.
- 4) Tutors appeared well trained in the structure, sequence and purpose of the tutoring.
- 5) The organization of the program including folder availability, material preparation, supplies, and tutee pick-up and drop-off seem to work efficiently.

Recommendations for Improvement Based on Observations

Recent research in effective reading instruction has focused on the significant improvement in student reading with focused, targeted instruction. Research developed and reported on by Almasi and colleagues (2005), Kamil (2004), Pressley (2002), and Guthrie (2004) point to the value of conversation, reader retell and response as important factors in reading growth and improvement.

- ❖ **Incorporate into the tutoring sessions more comprehension and meaning making.** The ELA Common Core Standards call for greater use of challenging during reading instruction. National Reading Panel (NRP; 2000) recommended that effective decoding instruction become a smaller part of every kindergarten and first-grade reading lessons and the report noted that such an emphasis produced a moderate positive effect on later decoding performance and less of a positive effect on later reading comprehension.
- ❖ **Use high quality engaging texts for reading tutoring.** Provide high quality and engaging texts for tutees to read during tutoring sessions
- ❖ **Provide training to tutors on interactive story and/or text conversations that occur while reading at appropriate junctures.** Tutors were observed listening and assisting students reading, but rarely observed discussing the meaning, connections, ideas, and knowledge gained from reading the texts read with their tutees. Provide training to tutors on helping tutees make connections about the story or text after reading.
- ❖ **Provide training to tutors on eliciting retellings of the story or text from tutees after reading.** Retelling what one remembers immediately after reading is a specific comprehension reading strategy that fosters critical thinking and meaning making. The act of reading includes more than accurate word calling when a retell is part of the reading process. This approach to teaching reading fosters attentive reading.
- ❖ **Provide training to tutors on developing brief language experience texts from tutees (dictations of students' ideas) as an alternate third activity during tutoring sessions.** Writing is a powerful reciprocal language system. Marie Clay and Roach Van Allen discovered in their literacy research that children are most capable of reading what they themselves say. Writing is a way to solidify what has been read and indirectly but powerfully teaches phonics, grammar, sight words and making meaning. Obviously writing does not have to be a post-reading activity. But considering the structure of a tutoring session, a short writing activity like a dictated summary of what was read would add depth to last part of a tutoring session and include student voice and perspectives. Writing could provide a big language boost for a little bit of time and effort.

- ❖ **Allow for choice in reading.** Studies of children’s motivation for reading provide significant evidence that choice in texts is an important factor in children’s reading motivation (Pressley et al., 2003). SOH should provide opportunities for tutees to listen and read along with the tutor using high quality children’s literature. This would require a collection of books with two copies per title. Currently students are reading leveled texts that have less appeal than fine children’s literature. We suggest offering a choice from a limited selection of children’s literature.

Analysis of Volunteer Survey

Each volunteer completed a survey at the end of the tutoring period. About half of the tutors reported that they worked with multiple students and the other half worked with one student with the majority reporting that they worked with first-graders while one-third reported that they worked with second-graders. They also reported that the majority of the students they worked with were not English Learners.

Table 6: Do you feel like part of the school community?

Tutor Responses	Frequency	Percent
Almost always	151	59.2
Sometimes	78	30.6
Never	15	5.9
No response	11	4.3
Total	255	100.0

Table 7: Do you feel that your time has been used to your best advantage?

Tutor Responses	Frequency	Percent
Almost always	202	79.2
Sometimes	35	13.7
Never	3	1.2
No response	15	5.9
Total	255	100.0

Table 8: How satisfied are you with tutoring?

Tutor Responses	Frequency	Percent
Very Satisfied	147	57.6
Satisfied	32.9	32.9
Neutral	3.9	3.9

Dissatisfied	2	.8
No response	12	4.7
Total	255	100.0

- 83% of tutors are planning on tutoring again.
- 89.4 % of tutees improved in their reading based on tutor opinion
- 87.6 % of tutees showed improved attitude towards school based on tutor opinion

Tutor Satisfaction and Whether They Will Return

The tutors overall were satisfied or very satisfied with their experiences and almost all would like to return to the same schools next year. 83% of the tutors reported that they would return to the tutor again. Tutor's decision to return was not influenced by a) whether or not the tutor worked with multiple students or a single student, b) whether the tutor worked with first, second or third graders, c) whether or not the students were English Learners nor d) whether or not the students showed increased performance or a more positive attitude. The kinds of students the tutors worked with did not influence their decision. However, the tutors' experiences with the classroom teacher did seem to have an influence. Those tutors reporting that they did not feel like a member of the classroom or felt that their time was not well spent overwhelmingly decided not to return. It would appear that making a good connection with the teacher and have a clear tutoring plan matters to tutors. The majority of the written comments were positive and focused on the efficiency of the program or its well-run nature. The majority of the negative comments were focused on the "tutor-teacher" connection or on how prepared the tutors were to tutor (i.e., whether or not there were appropriate materials for the students during tutoring or how to handle students who needed some special intervention). Several important suggestions stand out from the comments. First, the tutors were asking for more flexibility and perhaps longer amounts of time with their students. Second, the tutors asked for more training, maybe specialized training on how to work with kids. Thirdly, the tutors requested more flexibility and depth of the materials. Though not all tutors feel this way, some sort of advance tutor training (online?) with interaction with reading experts might be in order. These comments posited lead us to believe that the kinds of suggestions that have materialized from the observational study are right on target (i.e., increase tools to work with students, providing writing as part of the tutoring process, use children's literature as well as teacher directed work).

Analysis of Teacher Survey

A relatively small number of teachers responded to the survey (n = 81). The majority of the teachers responding were first grade teachers. Each teacher on average had 4.3 tutees per classroom. Teachers reported that 95% of the tutees increased in their reading skills as a result of tutoring. They also reported that 92% of the tutees had increases in the attitude towards reading. The teachers reported that the volunteers were almost always prepared for tutoring 92% of the time and they came regularly. For the most part the teacher comments were positive, appreciative of the help and expressed how the kids responded positively to the tutors. The negative comments attended to the consistency of the tutors attending and the tutor tutee relationship. 93% of teachers expressed that they were satisfied or very satisfied with the program (13% vs. 80%).

Table 9: Teacher Survey Results

Grade Level		Number of teachers reporting	Mean	Std. Deviation
1	% of Tutees increasing their reading	50	96.1	11.7
	% of Tutees improved attitude towards	45	93.9	14.2
	% of Tutees who had improved attendance	14	99.2	18.6
2	% of Tutees increasing their reading	22	93.2	15.8
	% of Tutees improved attitude towards	18	86.7	21.2
	% of Tutees who had improved attendance	5	75.0	25.0

We collected 51 comments about the program with 48 reporting positive comments and three reporting consistency problems.

Pros

- “This is wonderful. It gives students the chance to read one-on-one with an adult and they also develop a relationship with the tutor. The students really are encouraged to read for their tutors and have a positive experience with literacy. Thank you Schools of Hope.”
- “It was great to be able to offer the one-on-one tutoring options for our students. Volunteers were truly committed and were able to help students improve their reading.”

- “We are very fortunate to have Schools of Hope at our school. The one-on-one tutoring has helped our students gain more confidence and reading skills.”
- “Tutors and my students both loved the program. Friendships were formed, reading skills grew and smiles filled our hallways.”

Cons

- I find that having the same tutor for one child (rather than two or three) offers more consistency for the student.
- Only one of my students was consistently reading with a tutor. The others were inconsistent, so there were no obvious signs of improvement. I believe the more consistency with reading the better.

Final Conclusions: Does the program improve reading? YES!

Based on the data analyzed we find evidence of the efficacy of the SOH program. Three different indicators are pointing towards positive effects in the program.

Next Step Recommendations

1. Revisit the instruction provided during the tutoring. By revisiting the tutor implementation and clarifying this with the evaluation committee panel of experts, you can more carefully match implementation and measures. No need to explore BADER reading assessment at this time however a pilot of the high frequency words is in order.
2. Increase the training provided to tutors with a focus on reading instruction (using writing with reading, providing more choice in reading, understand the problems with correcting students and focus on reading comprehension).
3. Brainstorm with teachers at sites as to the best way to serve students in terms of time of day, material selection and access, and management of tutee data. Begin to use CALPASS data management system as a resource for districts.
4. Develop ways to support the tutor teacher connection. Based on the results of the survey both teachers and tutors benefited from a great relationship. There is a strong possibility that a positive relationship leads to positive attitudes and greater student learning.
5. Use locally developed reading attitude survey and follow implementation practice as last year.

6. Capitalize on the positive tutor-tutee relationship; provide tools for tutors to interact more with tutees about reading. Have tutors ask comprehension questions, have tutors talk about the books they are reading.
7. Expand the tools to measure reading to include high frequency words assessment.
8. In order to make better sense of the data, data sets for students must be linked between DIBELS Next data, SOH implementation status (tutored or not), and CST scores. Explore CALPASS connection.
9. Come up with a multi-year evaluation plan to maximize data work and minimize evaluation costs.

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Appendix 1: Student Reading Attitude Survey





Name: _____

Grade Level: _____ Teacher: _____





1. How does reading make you feel?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





2. How do you feel when your classmates hear you read?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





3. How do you feel when other people hear you read?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





4. How do books make you feel?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--





5. How do you feel when it is time to read?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--




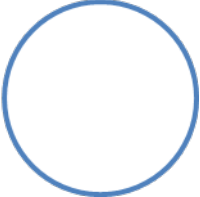
6. How do you feel about reading when you choose the book?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--

7. How do you feel about reading when your teacher chooses the book?

 Very Happy	 Happy	 Bad	 Very Bad
--	---	--	--

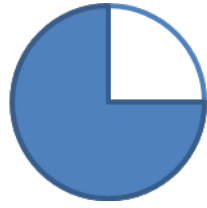
8. How often do you feel like a good reader?

			
Everyday	Most days	Some days	Never

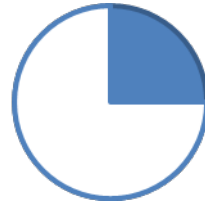
9. ~~How often do you read books at home?~~ REMOVE ITEM—RELIABILITY ISSUE



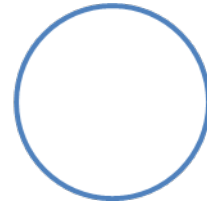
Everyday



Most days



Some days

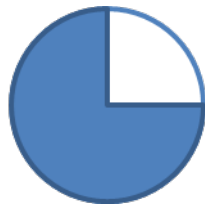


Never

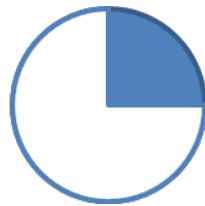
10. ~~How often does someone read to you at home?~~ REMOVE ITEM—RELIABILITY ISSUE



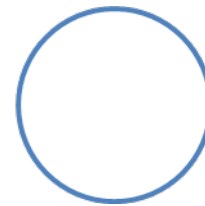
Everyday



Most days



Some days



Never

11. ~~How many books do you have at home?~~ REMOVE ITEM—RELIABILITY ISSUE



0-5



5-10



10 +

APPENDIX 2: Tutor Observation Form

Circle responses when observed. Record minutes and note interesting behaviors when appropriate.							
Tutor: __ Male __ Female	__ Experienced Tutor __ New Tutor __ Do Not Know	Student Gender: Female Male Student Ethnicity: White Hispanic Other Not Sure				Grade: first second	
Behaviors	Frequency/Minutes	Descriptors or Notes					
Set up time/actions		None Little Some Frequent					
Rapport Building		Established Friendly Professional Distant					
Student Appears	Circle all that apply: Excited Enthusiastic Interested Sullen Bored Uncooperative Inattentive						
Tutor teaching/explaining		Pre-activity Throughout Debrief Closure					
Tutor reading		Shared Reading For Providing Answers Storytelling					
Tutor talking		Giving Directions Probing Responses Giving Answers Rapport					
Tutor writing		Recordkeeping Modeling Other					
Tutor positive encouragement		Yes Good Very Good Giving specific info on correct response					
Tutor listening		While child reads While child talks While child figures it out					
Tutor offering hints		Initial During When child is confused When answer is wrong					
Tutor responding to student questions		Inattentively Somewhat attentive Attentively Conversationally					
Student listening		Inattentively Somewhat attentive Attentively Conversationally					
Student reading		Most of the session Half of the session Third of the session Less					
Student talking		Off Task On Task Questioning Responding Summarizing					
Student writing		Filling in worksheet Composing Recordkeeping					
Student asking questions		Never Rarely Frequently When confused					
Student working on own		Never Rarely Frequently					
Student using strategies		Never Rarely Frequently					
During this session, the student engaged in the following tasks:	Number the tasks in order of the time on task from 1 to 6. Use 0 for never.	Phonics Work	Isolated Word Work	Reading	Writing	Discussing	Answering
List other tasks not listed above Use back of form for additional notes if necessary.							