EVALUATION OF READ RIGHT IN OMAHA
MIDDLE AND HIGH SCHOOLS
2009–2010

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education northwest

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EXECUTIVE SUMMARY

Read Right is a reading intervention designed for students of all ages who struggle with reading. Based on constructivist theory, Read Right assumes that the purpose of reading is to construct meaning and that learning to read is an implicit, rather than an explicit, process. When Read Right is used to supplement a school's English language arts program, it is typically a class during the school day with a ratio of no more than five students per tutor. Students cycle through routines in "excellent reading," "coached reading," and "critical thinking," repeating the same routines as they move through more advanced materials. Tutors play specific roles during each routine, following procedures outlined in the Read Right tutor manual.

The ultimate goals of Read Right are to improve student reading comprehension and motivation to read. Since spring semester 2008, the Sherwood Foundation has funded the implementation of Read Right in six middle and three high schools in Omaha Public Schools (OPS). In OPS, students who are significantly behind in reading attend Read Right during the school day as a class in lieu of an elective or a study hall. In the Read Right classes, tutors work with groups of up to five students. Each student works at his or her own pace reading leveled trade paperbacks and participating in several different reading activities. All students also attend their regular English language arts class.

In February 2009, the Sherwood Foundation hired Education Northwest, a private non-profit, to evaluate Read Right in nine Omaha middle and high schools that received Sherwood Foundation funding to implement Read Right. This final evaluation report focuses on both outcomes and implementation. Outcomes included student achievement in reading and student motivation to read. Achievement was examined for students overall, as well as for students in particular subgroups. Implementation included observed implementation in Omaha classrooms as well as key participants' (tutors,' principals,' and students') perceptions of implementation. Major findings are outlined below and detailed in the full report.

Student Achievement Outcomes

Overall, Read Right had a significant positive effect on students' reading comprehension, as shown by a rigorous experimental study within four of the nine schools in the evaluation. In this experimental study, students were randomly assigned to either the treatment group (Read Right) or to the control group (a study hall or elective). All students also participated in their regular English language arts class. Students in Read Right classes outperformed those in the control group on the Gates-MacGinitie Reading Comprehension Test, even when controlling for prior student achievement. Because of the experimental design of the study, the achievement of Read Right students in OPS can be attributed to the Read Right intervention.

At the school level, analyses in three of the four schools showed that the treatment group outperformed the control group on the posttest, although this effect did not reach statistical significance in one of the three schools. In the fourth school, the control group outperformed the treatment group, although this difference was not statistically significant. The evaluation was not able to determine exact causes for differences among schools; however, further

examination of the data suggested that differences may be due to the larger numbers of Latino and English language learner (ELL) students—who responded less well to Read Right and were concentrated in two of the schools—and lower numbers of total tutoring hours in these two schools.

Subgroup analyses showed that African American and white students in Read Right outperformed African American and white students in the control group. The difference in achievement was statistically significant for African Americans but not for whites, possibly due to the small number of white students in the study. Latino and special education students in Read Right also outperformed their counterparts in the control group, but the differences were not statistically significant. For ELLs, the control group outperformed the treatment group, although this difference was also not statistically significant.

Analysis of posttest data and tutoring records revealed a significant correlation between students' total number of tutoring hours and students' posttest scores. Specifically, more hours of tutoring were associated with higher posttest scores.

Student Motivation Outcomes

After participating in Read Right, a significantly larger proportion of students reported they read for fun almost every day, compared to students in the control group. Read Right students said they read for pleasure in general, and many had specific reading interests, such as sports articles, horror stories, or romances. However, the evaluation found no significant differences in the percentages of Read Right and non-Read Right students who reported talking with friends and family frequently about books or who aspired to higher education.

The evaluation found no significant changes in motivation to read that could be attributed to Read Right. Many Read Right students, however, believed that Read Right increased their motivation to read. Most principals and tutors agreed, basing their perceptions on talking with or observing students.

Despite the fact that most tutors said students were typically motivated by Read Right, most also reported that there were some students who just didn't like reading even after participating in Read Right. Student focus groups mirrored these findings: about a fourth of students did not believe Read Right was motivating.

Classroom Implementation

Read Right was implemented as outlined in the Read Right tutor manual in the majority of the 33 classroom observations conducted for this evaluation. Students, on average, spent very little time on off-task behavior or waiting for the tutor. Instead, most students typically spent most of their time appropriately engaged in Read Right activities, although a few spent more time on preparation than seemed warranted in observers' views. Observers rarely disagreed with tutors' judgments of a student's performance or with the corrections tutors made to a student's reading.

Most tutors said they followed the tutor manual most of the time, although many principals and some tutors said implementing Read Right with high fidelity was challenging. When tutors reported they did not follow the manual, the deviations they described were minor, such as phrasing a comment to a student as a question when in the manual the comment was supposed to be a statement.

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Tutor, Principal, and Student Views of Read Right

While tutors generally had positive views of Read Right, their work was not without challenges. Most tutors said they enjoyed their work, felt effective at their jobs, and were respected at their schools. Those who enjoyed being tutors were more likely to plan on continuing in that role for a longer period of time. Many tutors appreciated the structure of Read Right, and perceived that this was particularly effective for struggling students. They also cited Read Right's low student-teacher ratio and accessible curricular materials as particularly important to helping students succeed. Challenges for some tutors included following the tutor manual all the time and working with unmotivated students. Not all used Read Right's disengage protocol as intended when working with these students.

Read Right training was also viewed positively, although tutors did express some concerns. For example, Read Right training was frequently perceived as high quality, intense, and effective. Almost all tutors felt it adequately prepared them to work with students. When tutors had questions after training, they generally felt they were able to get the answers they needed. Trainers were largely seen as knowledgeable and encouraging. However, tutors expressed some concerns about what they perceived as the inconsistency of trainers' interpretations of Read Right. Variations typically hinged on degrees of adherence to the tutoring manual. Tutors also reported inconsistency in the quality of trainers' interactions with school staff.

Tutors, principals, and students all indicated that Read Right was mostly implemented as intended and was generally effective. In three areas, however, implementation varied a good deal: placement of students, movement of students within the program's color levels, and student graduation from Read Right. Placement decisions were made in slightly different ways at different schools. All decisions involved test score data. Beyond testing, teacher recommendations, grades, ELL status, special education status, attendance records, and behavior issues were also used as criteria for placement in Read Right. Decisions about movement through color levels and graduation from Read Right also varied. While many tutors said they followed the Read Right protocols for moving students on to new color levels and/or graduating them, there was some confusion about when to do so and not all tutors were consistent.

Recommendations

This report includes recommendations in four areas.

1. OPS should continue Read Right and perhaps expand the program, but this expansion should be done cautiously.
2. OPS should continue to monitor the achievement of Latino and ELL students and the total number of tutoring hours students receive.
3. Read Right should review consistency across trainers, and OPS should create a constructive way for tutors to relay any concerns or questions about training.
4. Read Right should retrain tutors on moving students through color levels and graduating students, and OPS should ask tutors to make team decisions about these issues until tutor decisions become more consistent.

These recommendations are detailed in the final chapter of the full report.

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CHAPTER 1:
INTRODUCTION

With approximately 48,000 students, Omaha Public Schools (OPS) is the largest school district in Nebraska. The student population is diverse. Almost a third of students are African American, a fourth of students are Latino, and two-fifths are white. More than half of students in the district are eligible for free or reduced-price lunch, an indicator of poverty. Like many other urban districts, OPS has a high proportion of adolescent students who struggle in reading. In the 2008–2009 school year, more than half of middle and high school students in the district scored below the national average on standardized reading tests: 59 percent of fifth- through eighth-graders scored below average on the California Achievement Test, and 61 percent of ninth- through 12th-graders scored below average on PLAN, a standardized test created by American College Testing (ACT).

Since January 2008, OPS has been addressing middle and high school students' reading difficulties by using Read Right as a supplemental reading intervention for students who read significantly below grade level. These struggling readers receive Read Right in addition to their regular English language arts class. Funding from the Sherwood Foundation provided Read Right to nine middle and high schools in OPS in 2009–2010. (The district also used Title I monies to fund Read Right in some of its elementary schools.)

In 2009, the Sherwood Foundation hired Education Northwest to conduct an external evaluation of Read Right in OPS middle and high schools. The purpose of the evaluation was to determine the effect Read Right had on student achievement.

The Read Right Intervention

Developed in 1991, Read Right is a reading intervention program designed to improve the reading skills of students who read significantly below grade level. Read Right's approach is based on constructivist theory (Piaget, 1950); Read Right assumes that the purpose of reading is to construct meaning and that learning to read is an implicit, rather than an explicit, process. Read Right's approach is also based on research that shows that readers of various ages focus on meaning as they visually sample (rather than decode) words and text (e.g., Seidenberg & McClelland, 1989; Stevens, & Grainger 2003; Vandenberghe, Nobre, & Price, 2002). Therefore, in the Read Right classroom, students follow along as they hear text read fluently and then practice reading and rereading text until they can comfortably read the text with a natural pace and intonation. Read Right does not teach vocabulary or phonics explicitly. Instead, the meaning and pronunciation of words are taught only within the context of understanding the text. Some explicit comprehension is practiced, but this practice is done within weekly student-driven lessons in which the adults act as guides while the students articulate their understandings of the text (Tadlock & Stone, 2005).

In OPS, the program is implemented during the school day. Middle and high school students take Read Right as a class in lieu of an elective or a study hall. Students are taught in mixed-grade classrooms and read trade paperbacks matched to their reading levels. These books were purchased by the district especially for Read Right, but all are widely available commercially and are often found in school libraries and community

bookstores. The trade books are age appropriate and are a mix of fiction and non-fiction. Classes typically include one certified teacher, three or four para-professionals, and no more than five students per adult.

Read Right has four activities: excellent reading, coached reading, critical thinking, and independent reading. Each of these activities is described in more detail below. The weekly schedule for these activities is depicted in Figure 1-1.Each week on Monday through Thursday all students participate in "excellent reading" and "coached reading."

Excellent reading is an activity in which a student repeatedly alternates listening to and reading a passage in order to read the passage "excellently"(i.e., comfortably, with no text deviations and with natural pace, tones, and flow). Students who are at about the fourth-grade reading level or above read trade books that have been recorded in short segments on MP3 players. When the student thinks he or she can read the passage

excellently, the student indicates to the tutor that he or she is ready to read the passage aloud and "be judged." After reading, the student ideally determines whether the reading was excellent, but tutors sometimes assist with this judgment. The passage must be read flawlessly to be deemed "excellent." If the student reads aloud excellently, the student moves on to the next segment of text. If not, the student continues to practice or, occasionally, the tutor may assign an easier text. If the student reads below the fourth-grade level, excellent reading is done with the tutor. In other words, as with the MP3 player, the tutor models reading the passage for the student and everything else about excellent reading remains the same.

In coached reading, the student reads aloud to the tutor. All but the lowest level students read text that is new to them. The lowest readers first listen to the text read aloud by the tutor. As the student reads, the tutor has short scripted ways of intervening when the student has difficulties. For example, if the student deviates from the text, the tutor says, "That doesn't work. Read it again." On

Figure 1-1

S	M	T	W	T	F	S
No School	**Excellent Reading**				**Critical Thinking**	No School
	- Students practice a passage repeatedly "cycling" (Some use MP3 players) - Students request that their reading be judged - Depending on their reading, students move on or continue cycling				Students read in a group and answer questions	
	Coached Reading					
	- Tutor and student practice reading together one-on-one - Tutor makes corrections as appropriate					

Independent Reading
- Students read independently outside the tutoring session
- Tutors may also ask a student to do independent reading as appropriate during the tutoring session (e.g., while the tutor gathers new materials for a student who has finished a book)

Weekly Read Right Activities

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a student's third unsuccessful attempt with the same passage, the tutor corrects the student saying, "You read … The text says … Read it again."

When the tutor's students are all using MP3 players, the tutor focuses primarily on the student(s) engaged in coached reading but periodically shifts his or her attention to a student who is working on excellent reading. However, if the group has students at the lower levels, both coached and excellent reading must be done primarily with the tutor. Ideally, all the students working with a tutor alternate their time on coached and excellent reading so that all students in the group get about the same amount of coached reading during the week: typically at least two, 10-minute sessions per week.

On Fridays, students who are reading on at least the fourth-grade level participate in critical thinking activities. During critical thinking, a group of students at similar skill levels read identical passages silently. After reading, the students silently answer a series of multiple choice comprehension questions. If a student finishes early, that student reads independently. When all students have read and answered questions, the group of students discusses each question. Together, they decide on the correct answer to each question. The tutor can guide the discussion by asking questions, but should not provide students with the correct answer. Even if the students collectively decide on an incorrect answer, the tutor should not correct them.

Independent reading outside of the tutoring time is the responsibility of each student. Students check books out of the Read Right collection to read at home. Independent reading is also an activity that takes place when students are waiting for the next activity to begin. For example, in critical thinking if a student finishes answering comprehension questions before his or her

peers, the student will read independently. Tutors track students' reports of the time they spend on independent reading, but students have free choice of reading material within their reading level.

The External Evaluation

Education Northwest's evaluation focused on student outcomes as well as the implementation of Read Right. The evaluation had four overarching questions:

1. What effect has Read Right had on student achievement?
2. What effect has Read Right had on student motivation?
3. Does the Read Right program have different effects on different groups of students?
4. How effectively has Read Right been implemented and how can it be improved?

To examine student outcomes, we used an experimental study in four schools. Implementation was examined in all nine schools. All questions were addressed through mixed methods. Chapter 2 describes methods and data sources in more detail.

Organization of the Report

This report is organized into seven chapters. Chapter 2 provides details about the evaluation data and methods used in the analyses. Each subsequent chapter of the evaluation addresses one or more of the specific evaluation questions in Table 2. Chapter 3 focuses on student reading achievement as measured by the Gates-MacGinitie Reading Test for students in the four experimental study schools. It addresses the first question of the study about student achievement as well as the third question of the study about how student achievement varies by different

groups of students. Chapter 4 examines the second question of the study about student motivation. Chapter 5 describes tutor and student views of the implementation of Read Right. It focuses on the fourth question of the study. Chapter 6 of the report gives an in-depth description of Read Right in the classroom and also focuses on the fourth study question about implementation. Chapter 7 summarizes the successes and challenges described in this report and provides recommendations.

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CHAPTER 2:
METHODS

This evaluation collected data about both the implementation and the outcomes of Read Right in Omaha. The evaluators relied on information from a variety of sources in order to provide an overview of the program. Because of the logistical challenges in implementing an experimental study, we limited the experimental study to four schools that had been implementing Read Right the longest: Central High School, Monroe Middle School, Norris Middle School, and South High School. We studied implementation in all nine of the schools receiving Sherwood Foundation funding in 2009–2010. Table 2-1 shows the specific evaluation questions and data sources used to address the evaluation questions. The data sources and the methods used to analyze each data source are described in more detail below.

The Gates-MacGinitie

To measure students' reading comprehension skills, we used the Gates-MacGinitie Reading Comprehension Test, level 7/9, which is a group-administered, nationally normed test of reading comprehension. The Gates-MacGinitie was well-suited to the purposes of this study for several reasons. First, it had already been used by Read Right tutors as a formative assessment; therefore, tutors already knew how to administer it. Furthermore, it is well correlated with other assessments that are used in the district to assess students' reading skills—the Criterion Reference Test,

Table 2-1
Evaluation Questions and Data Sources

	Gates-MacGinitie pre/post	Student surveys	Read Right Tutor Surveys	Interviews	Student Focus Groups	Observations
1. How effectively has Read Right been implemented and how can it be improved?		Experimental Schools	All Schools	All Schools	All Schools	All Schools
2. What effect has Read Right had on student achievement?	Experimental Schools					
3. What effect has Read Right had on student motivation?		Experimental Schools	All Schools	All Schools	All Schools	
4. Does the Read Right program have different effects on different groups of students?	Experimental Schools	Experimental Schools		All Schools		

Standard 1, and the comprehension portion of the California Achievement Test-5 (Scott, Burke, & Deussen, 2009). In addition, it has two forms (forms S and T), which makes it appropriate for use in studies with pre- and posttesting.

In this assessment, students read 11 passages drawn from a range of fiction and non-fiction texts across multiple content areas and answer questions that require understanding of both explicit and implicit information in the passages.

School selection. The schools in this study represent a purposefully selected sample rather than a random sample of all schools implementing Read Right in Omaha. Education Northwest, in consultation with OPS, selected South, Central, Norris, and Monroe to participate in the study for a number of reasons. First, these four schools had already implemented Read Right in the previous school year and were expected to have strong implementation. Second, the schools represented a variety of grade levels: South and Central were high schools while Norris and Monroe were middle schools. The schools also served diverse student populations. Norris and South had large percentages of English language learners (ELLs) and Latinos, while Central and Monroe had large percentages of African Americans (Table 2-2).

Student sample. At each of the four selected schools, a pool of students eligible for Read Right was identified by the school. In order to make the study as close as possible to the typical administration of Read Right in OPS, the district's typical procedures for identifying eligible students were not changed. To be eligible for Read Right, students had to be at least two grade levels behind in reading according to state reading tests, and/or be an ELL and/or a special education student. For the purposes of the study, eligible students could not have had 10 or more hours of Read Right tutoring in the past. Schools were asked to identify at least 120 students for the pool. Eligible students were randomly assigned by Education Northwest to either the treatment or control groups in June 2009. The experimental study continued throughout the fall semester of 2009.

Students in the study represented a wide variety of demographic characteristics. As shown in Table 2-3, compared to other students in the district, larger percentages of students in the study were non-white, low income, special education, and ELLs.

The demographics of students in the experimental study remained stable over time: demographics for students assigned to Read Right—those pretested and those posttested—did not differ a great deal from those originally selected to participate in the study. The one exception was that the percentage of special education students selected for the study was greater than the percentage pretested. This was because OPS identified several special

Table 2-2
Overall Student Ethnicity at Schools in the Experimental Study

School	African American	Asian	Latino / Hispanic	Native American	White	English Language Learner
Central	38%	2%	14%	2%	44%	3%
Monroe	61%	3%	6%	2%	28%	3%
Norris	10%	2%	58%	2%	29%	15%
South	17%	4%	59%	1%	19%	17%

[Source: Omaha Public Schools, *Official 2009-2010 Membership Data*]

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Table 2-3
Student Demographics for OPS and Students in the Experimental Study

	OPS	Selected Students	Pretested Students	Posttested Students	Control Group Posttest	Treatment Group Posttest [*]
Total	48,075	481	450	424	208	216
African American	31%	39%	38%	37%	37%	36%
Asian	2%	1%	1%	1%	1%	1%
Latino/Hispanic	25%	38%	40%	41%	41%	41%
Native American	2%	2%	2%	1%	1%	2%
White	40%	20%	19%	20%	20%	20%
Special Education	16%	29%	25%	25%	24%	26%
English Language Learner	13%	18%	17%	17%	16%	18%
Free and Reduced-Price Lunch	62%	80%	79%	80%	81%	79%

*Attrition ranged from 0 to 10 percent by school with an average of 6 percent. More information about attrition is included in the appendix.

education students as eligible for the program who were not actually eligible due to the nature of their disabilities or the requirements of their Individual Educational Programs (IEPs). The treatment and control groups also did not differ substantially in their demographics.

Read Right provides individualized instruction based on each student's reading level rather than on his or her grade level, and this study included students from a range of grade levels. Students in the treatment group in the two middle schools were seventh- and eighth-graders who were served in mixed-grade classrooms. Students in the two high schools were predominately ninth-graders, since these schools focused

the intervention on incoming students. The exception was the inclusion of three 11th-graders and one 10th-grader at Central. Of these students, one 11th-grader was in the control group while the rest were in the treatment group. Students in the high schools were also served in mixed-grade classrooms. Student grade levels are shown in Table 2-4.

Data collection. Tutors administered the Gates-MacGinitie Reading Comprehension Test, level 7/9, form S during the first three weeks of the school year. The posttest (form T) was also administered by Read Right tutors. The bulk of posttest administration occurred during the last three weeks of the fall semester. In addition, 20 tests were administered in January of the following year to students who were absent during the

Table 2-4
Students' Grade Levels by School in the Experimental Study

School	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade
School 1	--	--	89	1	3
School 2	39	81	--	--	--
School 3	93	24	--	--	--
School 4	--	--	94	--	--

Table 2-5
Data Collection for Gates-MacGinitie Reading Comprehension Test

	Form of Test	Testing Window
Pretest	S	First three weeks of fall semester 2009
Posttest	T	Last 3 weeks of fall semester 2009 (with 20 tests in January 2010)

main testing window: 12 of 20 were in the control group and 8 of 20 were in the treatment group. Data collection is depicted in Table 2-5.

The Gates-MacGinitie Reading Comprehension Test was group administered to the majority of treatment students during their Read Right class and to the majority of control students, who were pulled out of their study halls or electives for a group administration of the test by a Read Right tutor. Both treatment and control group students who took the test outside of the primary administration window were tested individually or in small groups by Read Right tutors.

All test materials were kept confidential by OPS staff members and Education Northwest researchers. In both the pre- and posttest, student tests were scored by Riverside Publishing and uploaded to a secure data management system that could be accessed only by Education Northwest, OPS, and Read Right.

Data Analysis. The extended scale score on the Gates-MacGinitie posttest was used as the outcome measure, because this score allows progress in reading to be tracked over time and across grades on a single, continuous scale, and is therefore useful for statistical analyses (MacGinitie, MacGinitie, Maria, & Dreyer, 2002). In addition, several recent research studies used this form of the Gates-MacGinitie posttest as an outcome measure (Guthrie et al., 2009; Ryder, Burton, & Silberg, 2006).

The primary predictor variable of interest was whether the students were in the control or treatment group, coded as 0 (control) or 1 (treatment).

For the first question of the study, which examined the overall effects of Read Right, a fixed-effects linear regression was used. The extended scale score on the Gates-MacGinitie posttest was the outcome variable, and the extended scale score on the Gates-MacGinitie pretest was used as a covariate to control for students' prior achievement in reading. Schools were dummy coded and entered as covariates to account for possible differences by school. Four additional regressions were used to investigate whether Read Right had different effects at different schools.

The evaluation also examined how Read Right affected students in particular subgroups. First, four separate linear regressions examined the treatment effect by school. Second, five linear regressions determined how treatment varied by student subgroup—African Americans, Latinos, whites, special education students, and ELLs—while also accounting for differences by school. Third, regression including only treatment students explored how the treatment effect varied by the number of hours of tutoring students reported, a continuous variable. This regression also accounted for difference by school. All equations for these analyses are in Appendix A.

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Student Surveys

Education Northwest created student surveys based on the stated motivation aims of Read Right and OPS's implementation of Read Right by modifying items from other valid and reliable students surveys as well as creating a number of unique items particularly for Read Right. The student survey had four sections and is shown Appendix B.

The first section collected students' names and unique ID numbers. This allowed Education Northwest to connect each student survey to that student's demographic information as provided by OPS.

The second section included three items. These items measured self-reported reading frequency, discussion of reading, and educational goals. The first two were taken verbatim from the National Assessment of Educational Progress, 2007 Reading Student Background Questionnaire, Grade 8. The third was from Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).

The third section, based on Meece & Miller (2001), measured students' goals for reading: mastery goals, performance goals, and work avoidance goals. Students with mastery goals report they want to read in order to learn things. Students with performance goals report they want to read in order to get good grades or do better than their peers. Students with work avoidance goals report they do not want to read and instead want to avoid doing any difficult reading work. While both mastery and performance goals have been associated with higher student achievement, only mastery goals have been associated with persistence in the face of difficulty.

The fourth section of the survey was given only on the postsurvey to students who received the treatment. This section asked questions specifically about the students' experience of Read Right. These items were developed by Education Northwest based on informal interviews with OPS staff participating in Read Right.

Participants. Students participating in the survey came from the four experimental schools described in the section on the Gates-MacGinitie. The return rate for the survey, however, was slightly lower than the return rate on the Gates-MacGinitie. The demographics for these students are described in Table 2-6.

Table 2-6
Student Demographics for OPS and Students in the Experimental Study, Student Survey

	OPS	Selected Students	Pre-Surveyed Students	Post-Surveyed Students	Control Group Post Survey	Treatment Group Post Survey[*]
Total	48,075	481	458	397	194	203
African American	31%	39%	37%	38%	38%	37%
Asian	2%	1%	1%	1%	1%	2%
Latino/Hispanic	25%	38%	41%	40%	40%	40%
Native American	2%	2%	1%	2%	1%	2%
White	40%	20%	20%	20%	20%	19%
Special Education	16%	29%	25%	24%	25%	24%
English Language Learner	13%	18%	17%	17%	16%	18%
Free or Reduced-Price Lunch	62%	80%	81%	80%	81%	79%

*Attrition ranged from 7 to 21 percent by school with an average of 13 percent.

Data Collection. Surveys were administered after the Gates-MacGinitie using the schedule described in the section of this report about the Gates-MacGinitie. Tutors read the survey to students, but students were allowed to read ahead and answer questions at their own pace if they wanted.

All surveys were kept confidential by OPS staff members and Education Northwest researchers. Both the pre- and postsurveys were scored by a scantron at Education Northwest and could be accessed only by Education Northwest.

Data Analysis. The items measuring self-reported reading frequency, discussion of reading, and educational goals were analyzed first using descriptive statistics. Then, pre- and postsurvey responses for treatment and control group students were compared using chi squares.

For the items measuring students' reading goals, we used confirmatory factor analysis to determine whether the items fell into the three categories found in other research: mastery goals, performance goals, and work avoidance goals (Meece & Miller, 2001). We then examined the internal reliability of the items using Cronbach's alpha.[1] Next, items for each type of goal were averaged across individual students to provide a single score for each student in each of the three categories. Finally, we used linear regression to compare postsurvey responses of treatment and control group students while controlling for their presurvey responses and students' schools.

The last section of the student survey, which was given only on the postsurvey to students in the treatment group, was analyzed using descriptive statistics. These statistics included averages, ranges, and standard deviations.

Tutor Surveys

Education Northwest developed a 45-item, online survey based on a review of the Read Right tutoring manual and informal interviews with OPS staff. The survey had four sections. The first section covered teachers' views of Read Right training. The second section included items about implementation and student motivation. The third section used items about teacher efficacy (i.e., their beliefs about how they are able to help students learn called "personal teaching efficacy" and how other teachers are able to help students learn called "general teaching efficacy"). These items were taken from Hoy and Woolfolk (1993), a reliable and valid measure of teacher efficacy. The items on personal teaching efficacy were adapted slightly to reflect the Read Right tutoring context. The last section collected demographic information. See Appendix B for a copy of the survey.

Participants. Tutors from all nine of the schools in the implementation study participated in the study. In all, 35 of 40 (or 88 percent) of tutors completed the survey. Of these, 91 percent were female and 9 percent were male. In terms of ethnicity, 89 percent were white and 11 percent were African American.

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[1] All items loaded on the expected factors at .50 or better. On the presurvey, Cronbach's alpha for mastery goals was .78, for performance goals .77, and for work avoidance goals .79. On the postsurvey, Cronbach's alpha for mastery goals was .79, for performance goals .82, and for work avoidance goals .79.

Data Collection. Survey links were e-mailed to tutors' OPS e-mail accounts. Education Northwest sent a reminder e-mail as did the district's lead teacher in secondary English language arts. Education Northwest also contacted lead tutors and asked that they remind all tutors in the school to complete the survey. In the four experimental schools, this contact was by e-mail. In the other five schools, the contact was in person during the observations. Tutors had approximately four weeks to complete the survey.

All tutor surveys were confidential and only accessible to Education Northwest evaluation staff.

Data Analysis. The sections on training, implementation, student motivation, and demographic information were analyzed using descriptive statistics such as frequencies, averages, and ranges. The section on teacher efficacy was analyzed using confirmatory factor analysis to determine whether the items fell into the two categories found in other research: self-efficacy and collective teacher efficacy (Hoy & Woolfolk, 1993). We then examined the internal reliability of the items using Cronbach's alpha.[2] Next, items for each type of goal were averaged across individual students to provide a single score for each student in each of the three categories. Finally, we used descriptive statistics to describe the findings.

Interviews

Principal and lead tutor interviews used a semi-structured interview protocol. The protocols were developed by Education Northwest based on Read Right's structure and on conversations with OPS and Read Right staff about the ideal implementation

of Read Right and challenges to implementation.

The principal interview used 10 items. Topics included the principal's background, the principal's knowledge of Read Right, how Read Right compared with other Tier 3 interventions (i.e., those for the lowest 10 to 20 percent of readers in the school), implementation challenges, and how Read Right impacts student achievement and motivation to read.

The tutor interview used 26 items. Topics included the teacher's background, the teacher's view of Read Right training, school-level implementation, student motivation and attitudes, and teacher attitudes and efficacy. See Appendix C for the interview protocols.

Participants. All principals and teachers from the nine schools in the implementation study were interviewed. Both principal and teacher interviews were in-person interviews at the school, with one exception. One tutor was ill on the scheduled interview day and that interview was conducted by phone.

Data Collection. Evaluators took near-verbatim notes during the interviews. While the notes were not always the exact words of the interviewees, they conveyed the content of the interview and, as much as possible, reflected the words of the interviewees.

The principal interview lasted approximately 30 minutes, and the teacher interview lasted approximately 60 minutes. All interviews were voluntary and confidential.

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[2] All items loaded on the expected factors at .51 or better. Cronbach's alpha for personal teacher efficacy was .81 and for general teacher efficacy was also .81.

Data Analysis. Principal and teacher interviews were analyzed separately. Both were analyzed across participants to identify themes using content analysis.

Student Focus Groups

Student focus groups used a semi-structured focus group protocol. This protocol, included in Appendix D, was developed by Education Northwest based on Read Right's structure and on conversations with OPS and Read Right staff about students' perceptions of and experiences in Read Right.

The focus group protocol used eight items. Topic included the students' views of the main goals of Read Right, the students' reading habits and purposes, the students' views of the usefulness of various aspects of Read Right, the students' relationships with tutors, and the students' uses of Read Right strategies in other class.

Participants: Thirty-one students from eight of the nine schools in the implementation study participated in focus groups.

Data Collection. Read Right tutors distributed and collected parent permission slips for participation in the focus groups. Ideally, this would have resulted in a pool of students, and four students from this pool would have been randomly chosen for interviews. However, due to low return rates for permission slips, teachers had to encourage students to return the permission slips. In several cases, this resulted in a sample that was essentially chosen by the Read Right tutor, and in one school no students returned the permission slip. Therefore, these focus groups may over-represent students with positive views of Read Right.

The focus groups took place at the school and lasted approximately 30 minutes. Students were assured that the focus groups were voluntary and that all discussion was confidential.

Data Analysis. Focus groups were analyzed for themes across students and schools. Content analysis was used to derive these themes.

Classroom Observations

Observations used one of two protocols developed by Education Northwest. One protocol was developed to examine excellent and coached reading lessons, and the other was developed to examine critical thinking lessons. Education Northwest based the observation protocols on a detailed review of Read Right's tutoring manual and refined the protocol through onsite visits to three of the schools in the study with input from the lead teacher in secondary English language arts at OPS. Both protocols are included in Appendix E.

Education Northwest evaluators observed three 40–minute coached and excellent reading lessons in all nine of the schools participating in the implementation study (27 total lessons). Since critical thinking is implemented only on Fridays and only with students reading at the blue level or above, Education Northwest observed a smaller proportion of critical thinking lessons compared to coached and excellent reading observations. In total, evaluators observed six critical thinking lessons in four of the nine schools. As shown in Table 2-7, the average observation was 35 minutes in length, with a total of more than 22 hours of Read Right lessons observed. The observations were spread across five color levels in Read Right (from red to purple).

Table 2-7
Characteristics of Observations

	Excellent/Coached Observations (n = 27)	Critical Thinking Observations (n = 6)
Average length of observation	35 minutes	36 minutes
Color level observed		
Red	11% (3)	-
Green	22% (6)	-
Blue	26% (7)	33% (2)
Lime	26% (7)	27% (1)
Purple	15% (4)	50% (3)
Yellow	-	-

Data Collection. Evaluators who conducted these observations participated in a two-day training on using the protocols. During one of these days, Dee Tadlock, the creator of Read Right, donated her time to review the classroom procedures used in Read Right and train evaluators in recognizing excellent reading.

Observations were conducted during a single week in the fall of 2009 in the four experimental schools and during a single week in the spring of 2010 in the five schools that were not in the experimental study.

During the first day of each week, two evaluators observed at the same school in order to calibrate their observations of both critical thinking and coached and excellent reading. By the end of the day, evaluators had at least 80 percent agreement on their observations. The evaluators then separated to observe the remaining schools.

Data Analysis. Data were analyzed using descriptive statistics, such as averages and ranges, as well as content analysis for narrative data in the observations.

CHAPTER 3:
STUDENT ACHIEVEMENT OUTCOMES

HIGHLIGHTS

- Overall, the experimental study showed that Read Right had a significant positive effect on middle and high school students' reading comprehension in Omaha schools as measured by the Gates-MacGinitie Reading Comprehension Test.
- At the school level, analyses in three of the four schools showed that the treatment group outperformed the control group on the posttest, although this effect did not reach statistical significance in one school. In the fourth school, the control group outperformed the treatment group although this difference was not statistically significant.
- Subgroup analyses showed that African American and white students in Read Right outperformed African American and white students in the control group.

The difference in achievement was statistically significant for African Americans but not for whites, possibly due to the small number of white students in the study. Latino and special education students in Read Right also outperformed their counterparts in the control group, but the differences were not statistically significant. For ELLs, the control group outperformed the treatment group, although this difference was also not statistically significant.

- Analysis of posttest data and tutoring records showed a significant correlation between students' total number of tutoring hours and students' posttest scores. The more hours of tutoring the higher the posttest scores.

CHAPTER 3:
STUDENT ACHIEVEMENT OUTCOMES

Student achievement was measured by a multi-site experimental study. Four schools were selected for participation in the study, and within each school, eligible students were randomly assigned to participate in Read Right (the treatment group) or to be in a study hall or elective (the control group). All students in the study also participated in regular English language arts classes. Instruction in these classes varied by teacher in terms of pedagogical approaches but followed a common set of district English language arts standards. The intervention itself began at the start of the 2009–2010 school year and continued throughout the fall semester.

Results for reading comprehension are described in this chapter. Figure 3-1 illustrates the methodological design.

More details about the methods used in the experimental study are provided in Chapter 2.

This chapter discusses several different analyses of the results of the Gates-MacGinitie Reading Comprehension Tests. First, we examined the main effect of Read Right for students in all schools. Next, we explored how this main effect varied by school. Then, we looked at how results differed for different student groups: whites, African Americans, Latinos, ELLs, and special education students. Finally, we examined the impact of the total number of tutoring hours on posttest scores for students in Read Right.

Main Effects

The main regression analysis showed a significant positive effect of Read Right on middle and high school students' reading comprehension as measured by the Gates-MacGinitie Reading Comprehension Test. The mean for students in the treatment group was 5.49 scale score points higher than for students in the control groups.

Figure 3-1
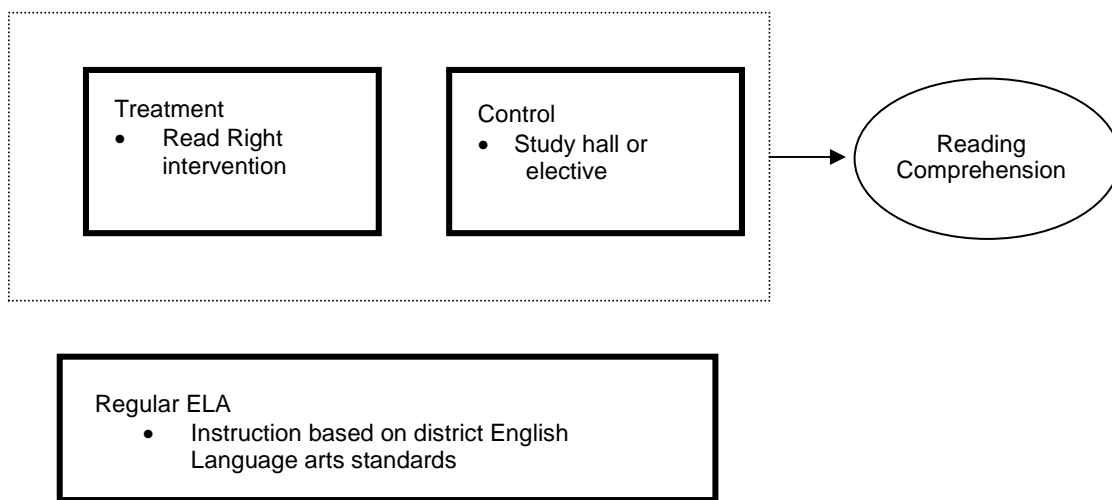
Read Right Experimental Study Design for Reading Comprehension

Table 3-1
Overall Impact of Read Right

	Condition	n	Regression-adjusted Posttest Means	Estimated Impact	Effect Size	P-value
All Schools	Control	208	499	5.49	.23	.000
	Treatment	216	504			

As shown in Table 3-1, this difference was statistically significant, even after accounting for students' pretest performance.[3]

To understand the magnitude of the difference between the treatment and control groups, we examined what is called the "effect size." This was calculated using Glass's delta as the difference between the two groups' means on the posttest, divided by the standard deviation of the control group for the posttest (Glass, 1977). An effect size of 1.0, for example, means that the difference was equivalent to one standard deviation. In this study, the effect size was 0.23, or more than a fifth of a standard deviation.

Figure 3-2 depicts these results graphically using the sample means for the pre- and posttests of treatment and control group students. It shows that students in the two groups typically had similar pretest scores. However, students in the treatment group improved on the posttest, while students in the control group, on average, had very similar pre- and posttest scores.

Figure 3-2

Mean Scale Scores for the Gates-MacGinitie Reading Comprehension Pre-and Posttests

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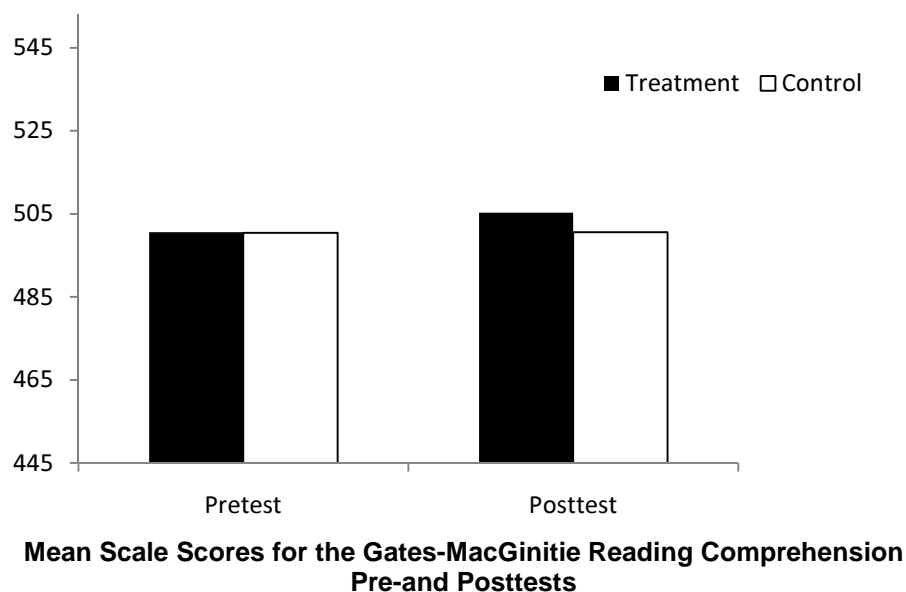
[3] A table with the results is also included in Appendix F.

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School Effects

We also explored the effect of individual schools. Regressions for each individual school revealed that effects were similar in three of the four schools. As Table 3-2 shows, in schools 1, 2, and 3 the treatment group outperformed the control group, although this effect did not reach statistical significance in school 3. In school 4, results were different. Students in the control group performed better on the posttest although this difference was not statistically significant.[4]

Figure 3-3 depicts these results graphically, showing that the treatment group outperformed the control group overall. In three of the four schools this pattern was consistent.

Table 3-2
Impact of Read Right by School

School	Condition	n	Regression-adjusted Posttest Means	Estimated Impact	Effect Size	P-value
School 1	Control	48	504	9.6	.42	.011
	Treatment	45	514			
School 2	Control	58	499	12.2	.58	.000
	Treatment	62	512			
School 3	Control	55	495	4.9	.21	.214
	Treatment	62	500			
School 4	Control	47	504	-5.1	-.19	.246
	Treatment	47	499			

Figure 3-3
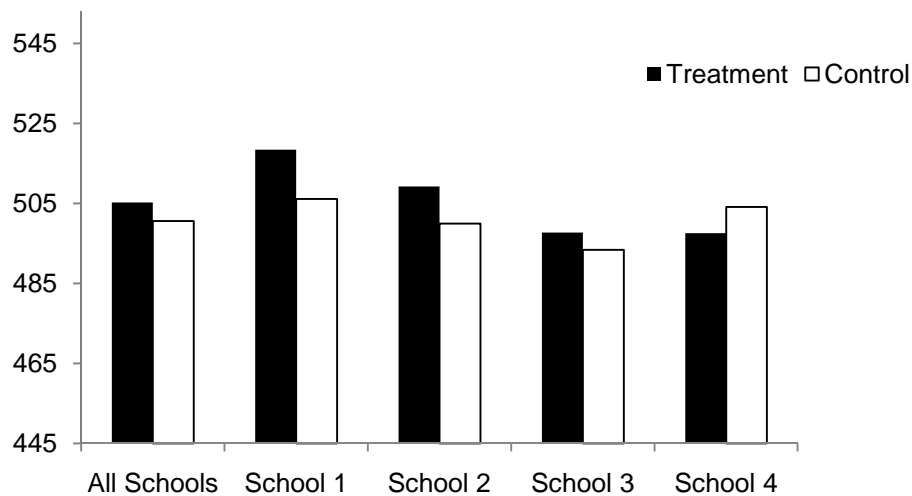
Mean Scale Scores for the Gates-MacGinitie Reading Comprehension Posttest by School

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[4] A table with the results is also included in Appendix F.

Differences in the effects by school might be due to the way Read Right instruction was delivered at the school, to differences in the student population served and how well Read Right works for that population, or to differences in the amount of instruction students at the different schools received. These findings suggest that the impact of Read Right may not be the same in all settings or for all student populations.

Further investigation of the data showed that the large population of Latino and ELL students may account in part for different results in School 3 and School 4. These schools have large percentages of Latino and ELL students. In addition, our analyses showed that the treatment effect for Latino and ELL students was not as strong as it was for non Latino and non ELL students. These findings are described in the next section of this chapter.

Another possible partial explanation for the difference between schools may be the total number of tutoring hours students received.

A statistical procedure called ANOVA showed that students at School 3 and School 4 received significantly fewer hours of tutoring: School 1 had an average of 22 total tutoring hours per student, School 2 had 21, School 3 had 14, and School 4 had 17.[5] An analysis described at the end of this chapter showed that more hours of tutoring predicted larger gains on the Gates posttest. Schools 3 and 4 may have had more absences, more suspensions, or both. Determining exact reasons for the differences between schools, however, is beyond the scope of this evaluation.

Effects by Subgroup

To determine whether Read Right had different effects depending on students' ethnicities, ELL status, or special education status, this evaluation repeated the main effects analysis using the data only from students in each of the five subgroups. This resulted in five different linear regressions, one for each student subgroup. As shown in Table 3-3, Read Right students

Table 3-3
Estimated Posttest Results for Control and Treatment by Ethnicity

Analysis	Condition	n	Regression-adjusted Posttest Means	Estimated Impact	Effect Size	P-value
African American	Control	77	497	7.6	.34	.007
	Treatment	78	504			
Latino	Control	86	502	0.7	.03	.828
	Treatment	88	503			
White	Control	41	494	8.1	.30	.089
	Treatment	43	502			
ELL	Control	33	495	-0.4	-.02	.939
	Treatment	39	494			
Special Education	Control	50	495	2.0	.08	.625
	Treatment	55	497			

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[5] $F(3, 217) = 32.84$, $p = .000$, Tukey Post Hoc (School 1 and School 2 significantly different from School 3 and School 4, both $p = .000$)

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outperformed control group students in all subgroups except ELLs. These differences were statistically significant for African American students, but not for any other group, although the effect size (.30) for white students was moderately strong. For white students, the difference between control and treatment was not statistically significant possibly due to the small sample size (only 84 students in treatment and control groups combined).[6]

We were not able to examine the effects of subgroup status within the four schools in the study due to inadequate sample sizes, although we did account for the school in the overall analyses for subgroups.

Effects of Total Hours of Tutoring Within Treatment Group

To explore how the number of hours of tutoring impacted student achievement, we combined Read Right tutoring data with Gates-MacGinitie testing data. The number of tutoring hours reported by tutors ranged from 1.4 to 33 with an average of 18 hours. Since the intervention took place daily for about 40 minutes and lasted a semester (approximately three months), the average number of tutoring hours is somewhat lower than might be expected. This could be due to student absences or some other interruptions in the tutoring routine.

As shown in Figure 3-4, there was a significant correlation between the total number of tutoring hours students received and their posttest scores. In general, the more hours of tutoring the higher the posttest scores.

We used linear regression to determine how the total number of tutoring hours for each

Figure 3-4
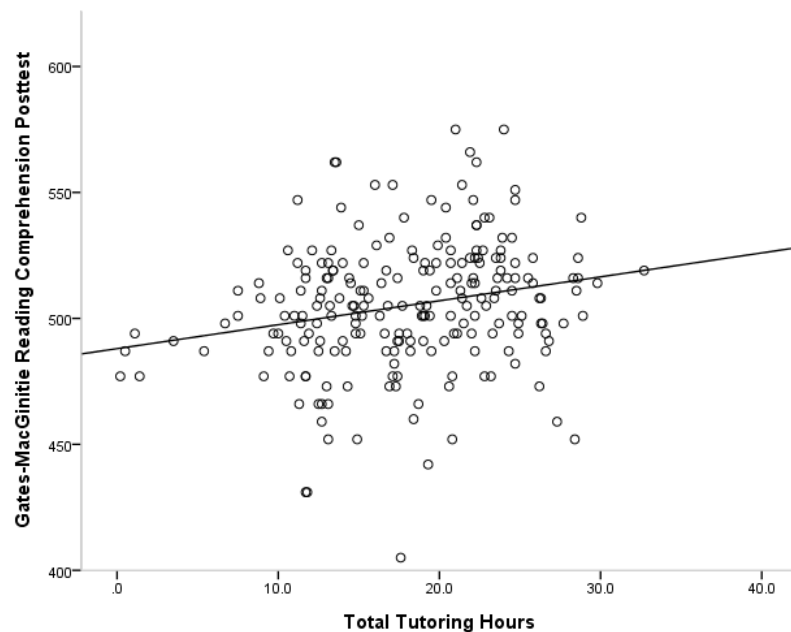
Correlation Between Total Hours of Read Right Tutoring and Gates-MacGinitie Reading Comprehension Posttest

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[6] A table with the results is also included in Appendix F.

student related to that student's posttest while accounting for prior achievement on the pretest. The relationship between tutoring hours and posttest scores was positive and statistically significant.[7] When pretest achievement was controlled for, each reported hour of Read Right tutoring corresponded with a 0.6 increase in posttest score. This means that given 40 minute tutoring periods, an extra week of Read Right tutoring resulted in about a 2 point gain on the extended-scale score of the Gates-MacGinitie Reading Comprehension Test on average.

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[7] A table with the results is also included in Appendix F.

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CHAPTER 4:
STUDENT MOTIVATION OUTCOMES

HIGHLIGHTS

- At the end of the semester, a significantly larger proportion of Read Right students reported they read for fun almost every day compared to students in the control group. Many Read Right students said they read for pleasure in general, and many had specific reading interests, such as reading sports articles, horror stories, or romances.
- The evaluation found no significant differences in the percentages of Read Right and non-Read Right students who reported talking with friends and family frequently about books or in the percentages who aspired to higher education.
- Students, both in Read Right and in the control group, reported multiple goals for reading. The evaluation found no significant differences between the two groups and no changes in motivation that could be attributed to Read Right. Many Read Right students in focus groups, however, believed that Read Right increased their motivation to read.
- Most principals indicated they believed Read Right increased student motivation to read. They based their perceptions on talking with or observing students.
- Like principals, most tutors reported that Read Right students typically increased their motivation to read. In addition, about two-third said student behavior problems rarely interfered with Read Right instruction.
- Despite the fact that most teachers said students were typically motivated by Read Right, most also reported that there were some students who just didn't like reading even after participating in Read Right. Student focus groups mirrored these findings: about a fourth of students did not believe Read Right was motivating.

CHAPTER 4:
STUDENT MOTIVATION OUTCOMES

Like student reading achievement, student reading motivation was measured primarily by a multi-site experimental study. Four schools were selected for participation in the study. Within each school, eligible students were randomly assigned to participate in Read Right (the treatment group) or to be in a study hall or elective (the control group). All students in the study also participated in regular English language arts classes. Instruction in these classes varied by teacher in terms of pedagogical approaches but followed a common set of district English language arts standards and a common set of school and district behavioral expectations. The intervention itself began at the start of the 2009–2010 school year and continued throughout the fall semester.

Figure 4-1 illustrates the methodological design of the experimental study.

More details about the methods used in the experimental study are provided in Chapter 2. Additional data on student motivation were collected through student focus groups and through principal and tutor interviews.

Results for reading motivation are described in this chapter. It discusses several different analyses of the impact of Read Right on student motivation to read. First, we examined differences in student reports of their reading outside of school and their interest in higher education. Next, we explored students' goals for reading. Finally, we described tutor and principal perceptions of students' motivation.

Figure 4-1
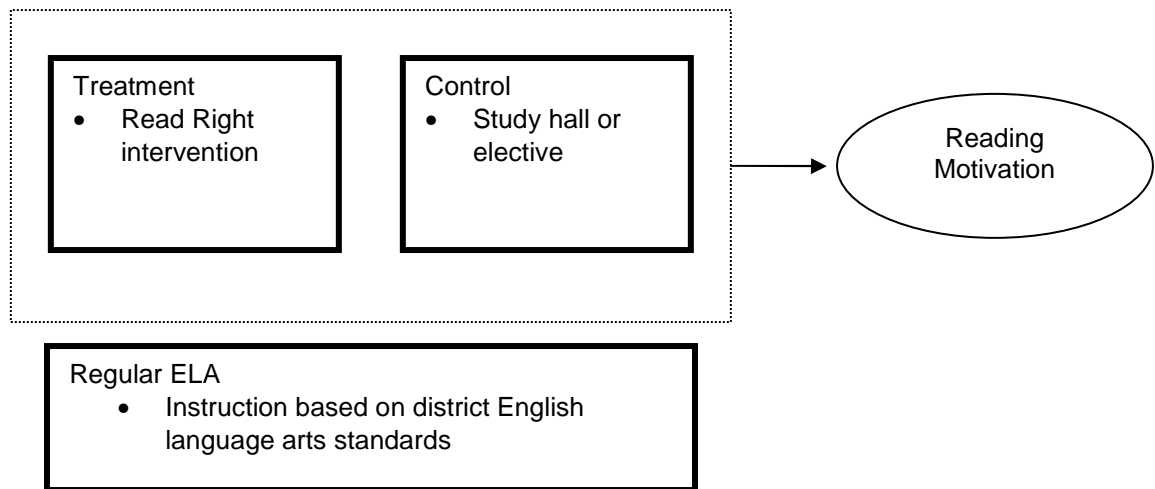
Read Right Experimental Study Design for Reading Motivation

Reading Outside of School Time and Higher Education Aspirations

Previous research has shown that students' reading behaviors and aspirations for education are connected to reading achievement (National Assessment of Educational Progress [NAEP], 2009). To examine Read Right's impact on students' reading behaviors and aspirations, we used three items from previously developed nationally distributed surveys: two items from the NAEP and one from the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) student survey.

Reading outside of the school day, in particular, has been correlated with higher mean scale scores on NAEP (NAEP, 2009).The first NAEP item we used on the

student survey asked, "How often do you read for fun on your own time?" A statistical test called chi square showed that there were no statistically significant differences between the treatment and control groups on the presurvey in the fall. However, there were statistically significant differences on the postsurvey at the end of the semester: A significantly larger proportion of treatment students (31%) reported they read every day compared to control group students (17%).[8] Percentages are shown in Table 4-1. This table also shows how percentages for Omaha students compared with a national sample of public school students and a representative sample from 18 large urban school districts.

Table 4-1
Percentages of Students Reporting How Often They Read for Fun

Sample	Never or Hardly Ever	1 or 2 Times Per Month	1 or 2 Times a Week	Almost Every Day
Read Right Students in Omaha (Postsurvey)	19%	20%	32%	31%
Control Group Students in Omaha (Postsurvey)	29%	18%	36%	17%
National Public Schools, 2009 NAEP	32%	23%	24%	21%
Large City Public Schools, 2009 NAEP	29%	27%	27%	17%

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[8] Pretest: $\chi^2(3, N = 396) = 0.95$, $p = .813$. Posttest: $\chi^2(3, N =394) = 13.22$, $p = .004$.

Table 4-2
Percentages of Students Reporting How Frequently They Talk With Friends or Family About Reading

Sample	Never or Hardly Ever	1 or 2 Times Per Month	1 or 2 Times a Week	Almost Every Day
Read Right Students in Omaha (Postsurvey)	38%	25%	24%	13%
Control Group Students in Omaha (Postsurvey)	44%	24%	23%	9%
National Public Schools, 2009 NAEP	37%	29%	24%	9%
Large City Public Schools, 2009 NAEP	36%	29%	24%	10%

Discussing reading with peers and family has also been correlated with higher mean scale scores on NAEP (NAEP, 2009). The second NAEP item we used on the student survey asked, "How often do you talk with your friends or family about something you have read?" There were no statistically significant differences in how Read Right and control group students answered this question on either the pre- or postsurveys. Table 4-2 shows that results in Omaha were similar to results nationally and to results in the 18 large cities participating in NAEP's study of urban districts.

Increased reading might correlate with increased desire for education. To explore how students' educational aspirations were affected by Read Right, we used an item from the GEAR UP Student Survey. GEAR UP is a national initiative to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Students begin participating in GEAR UP in seventh grade and are followed through high school. The item from the GEAR UP survey was, "What is the highest level of education that you think you will get?"

There were no statistically significant differences in how Read Right and control group students answered this question on either the pre- or postsurveys. Table 4-3 shows that results in Omaha were lower than the results for students who had participated in GEAR UP.

While Read Right did not appear to impact students' college aspirations based on this survey item, it is important to note that Read Right focuses primarily on reading. GEAR UP, in contrast, focuses directly on informing students about higher education and encouraging them to go to college.

Table 4-3
Students' Educational Aspirations

	High School or Less	Some College	College Degree or Higher
Read Right students in Omaha (Postsurvey)	22%	25%	53%
Control group students in Omaha (Postsurvey)	21%	24%	55%
National survey of 11th and 12th grade students in GEAR UP (2006)	7%	22%	71%

Students' Goals for Reading

Previous research has described students' motivation in terms of their goals for learning and categorized these goals into three groups: mastery goals, performance goals, and avoidance goals. Mastery goals include the desire to learn new things because learning is enjoyable and important to the student personally. Performance goals include learning in order to do well compared to others, to do well in order to please adults, or to gain external rewards such as grades or a good job. Avoidance goals are quite different. They include behaving in ways that allow students to avoid appearing incompetent, which often includes a reluctance to engage in learning tasks that might make the student appear less than competent. Both mastery goals and performance goals are associated with higher academic performance, but only mastery goals are associated with persistence in the face of difficulty and seeking help appropriately to learn new things (Elliot & Dweck, 1988; Grant & Dweck, 2003, Karabenick, 2004).

Because Read Right is based on constructivist views of student learning, which assume that students are responsible for constructing meaning from text, this evaluation sought to examine how Read Right impacted students' goals for their own learning. Did Read Right cause students to adopt mastery learning goals? To examine Read Right's impact on students' goals, we adapted a survey from Meece and Miller (2001). This survey contained 15 items—five of which indicated mastery goals (e.g., "I read because I like to learn new things"); five indicated performance goals (e.g., "Reading better than other students is important to me"); and five indicated avoidance goals (e.g., "One reason I might not read out loud in my classes is so I don't look stupid").

As shown in Table 4-4, average ratings of each type of goal were slightly higher than the mid-point of the four-point scale for all goal types and for both the treatment and control groups. This means that many students had multiple goals for reading. In the treatment group, the average rating for mastery goals increased, while average ratings for performance goals and avoidance goals decreased; this represents the desired outcomes of Read Right.[9] These decreases, though small, were statistically significant,

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[9] Treatment group: mastery goals t (200) = -1.9, p = .058, performance goals t (202) = 2.2, p = .028, avoidance goals t (201) = 4.80, p = .000

Table 4-4
Average Pre- and Postsurvey Scores for Learning Goals of the Students in the Treatment and Control Groups

Goals	Average for Treatment Group	Average for Control Group
Mastery Pre	2.7	2.7
Mastery Post	2.8	2.7
Performance Pre	2.6	2.7
Performance Post	2.5	2.6
Avoidance Pre	2.6	2.6
Avoidance Post	2.4	2.4

Scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree

but the increase in mastery goal ratings was not significant. However, average ratings for the control group showed a similar pattern.[10] Furthermore, regression analyses showed that there were no significant differences in goals between the treatment and control group students once presurvey measures were controlled for. This means that changes in goals cannot be attributed to Read Right, because the control group had similar changes.

Results based on interviews. Like the student surveys, focus groups with Read Right students showed that students had multiple goals for reading. However, the most frequently discussed goal for reading was mastery (i.e., improving reading and learning new things). Some students wanted to read to learn in general, and some had very specific interests.

> *Books are interesting, and you want to know more. You want to get to know things you don't know. (Read Right student)*

> *I'm in a marketing class right now, and the reading just helps me understand it and put my brand out there, so I've*

been reading books about that. It's stuff that I'm into; marketing, business. I want to be an entrepreneur. (Read Right student)

Almost as many students said they read for pleasure as read to master new things. Reading for pleasure may be seen as a subset of reading for mastery, because pleasure reading also involves intrinsic motivation. However, students described their pleasure reading slightly differently. Many said they read for entertainment in general and several had specific genres that they enjoyed.

> *You read to not be bored, for fun. (Read Right student)*

> *I usually read articles if there is a Nebraska football article in the paper, because it is my favorite team. So I read the newspaper mostly. (Read Right student)*

> *I read* Stolen, *because it looked like a scary story. I like scary stories. (Read Right student)*

> *I'm reading* The Last Song. *There'll be a movie coming out, and I wanted to read the book first. The book is getting good. It's a romance, and I like romances. (Read Right student)*

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[10] Control group: mastery goals $t (193) = -1.06$, $p = .291$, performance goals $t (1934) = 1.51$, $p = .132$, avoidance goals $t (193) = 3.80$, $p = .000$

The fact that many Read Right students said they read for enjoyment supports the survey finding that after Read Right instruction, more students reported they read for fun almost every day: 31 percent in Read Right compared to 17 percent in the control group.

Students also reported more practical reasons for reading. About half the students said they sometimes read because they "had to" for school or because their parents made them. A few students also said they read in order to avoid making mistakes (avoidance goals), and one said he read in order to get a good job later (a performance goal).

> *You read so that you don't make mistakes in class. (Read Right student)*

> *You read to get job skills, to help you get a job later. (Read Right student)*

Did Read Right change students' motivation to read according to the student focus groups? Student focus groups were conducted once during the school year, so these focus groups did not measure actual change in motivation over time. We did, however, ask students to reflect on whether or not they believed Read Right helped students enjoy reading more. Almost three-fourths of students agreed that Read Right increased student motivation to read. Several noted that this was because students in Read Right spent a lot of time practicing reading and got better at it.

> *If you feel better about reading, you'll want to do it more. (Read Right student)*

> *Kids today, they don't understand what they're reading, and they're into other stuff. When you actually understand the book you're reading, you might be inspired to read more. (Read Right student)*

> *"Because now [after being in Read Right], you can get a book and like to read it, because now you can read better and understand the words better and the contents."—Read Right student*

Many students who agreed that Read Right increased reading motivation pointed out that this did not mean that Read Right was always enjoyable. Instead, it was sometimes difficult.

> *"Some of the rules that you have to do in Read Right [e.g., cycling], they're kind of annoying, so you don't read the book at all. But, Read Right helps, and you like to read more books than you read before."— Read Right student*

> *"There's been some [books in Read Right] I don't like. The words are hard. I don't know what they mean."— Read Right student*

About a fourth of the students in the focus group said that Read Right did not motivate students to read. Instead, they said things such as "reading is always boring" and "students don't want to be in Read Right" and "I don't like reading."

While many students said Read Right increased student motivation to read, slightly more said that they used what they learned in Read Right in their other courses. Among those who said this, some said that Read Right simply helped them read better so that they could read to learn in other classes; some said the Read Right books increased their content knowledge; and some said Read Right built confidence because it taught students to reread for understanding.

> *The reason you're in Read Right is so that you can read better in your mind and comprehend. The practicing we*

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have here helps that a lot. You can read
better for other classes.
(Read Right student)

The other day I read a book about the
rainforest [in Read Right]. Later in
biology, they asked questions [about
rain forests], and I knew more. (Read
Right student)

In your English class or biology class,
when the teacher asks [a student to
read], you can read now, and if you
make a mistake, you can go back and
read it again. (Read Right student)

A few students in focus groups, however, said that what they learned in Read Right did not translate to other classes. All but one of these students was in middle school. It may be that younger students have more difficulty transferring Read Right strategies to other classes.

Principal and Tutor Views of Student Motivation

Principals and tutors provided another view of student motivation. Most principals indicated through their interviews that they believed Read Right had a positive effect on student motivation to read. A couple of principals were unsure if Read Right was having a positive impact on motivation because they did not work with Read Right teachers or students directly, and only one had a negative view. This principal, however, acknowledged that he typically only had contact with Read Right students when they had been having behavior

problems in class and, therefore, might have an overly negative view of the program.

Of the principals who said Read Right had a positive effect on students' motivation, most based their perceptions on talking with or observing students.

I can see the effect of Read Right in the
classroom. I see literature circles. I see
kids reading plays. When we have
assemblies, kids feel good about getting
up in front of their peers and reading a
script. For our population that is huge,
we are 85 percent free or reduced-price
lunch. They have no printed material at
home. They are getting that here, and I
am proud of that. (Principal)

I talk to the kids constantly. 'How's it
going? What do you like? What don't
you like?' I have not heard kids say,
'Read Right didn't do anything for me.'
Day to day they might not like it, but I
haven't had kids or parents want to be
taken out of the program. (Principal)

Like principals, many tutors (76%) also reported that Read Right students typically became more motivated to read after Read Right. In addition, almost two-thirds of tutors (62%) said behavior problems rarely interfered with instruction during Read Right. Tutor surveys, however, also confirmed what a few students said about Read Right and motivation in focus groups: Some students don't like to read and Read Right doesn't change this. As shown in Figure 4-2, 91 percent of tutors acknowledged that some students just don't like reading even after they have been in Read Right.

Figure 4-2

Bar chart:
- Students typically became more motivated during Read Right: 76%
- Student behavior problems rarely interfered with Read Right: 62%
- Some students just don't like reading even after Read Right: 91%

X-axis: 0%, 20%, 40%, 60%, 80%, 100%
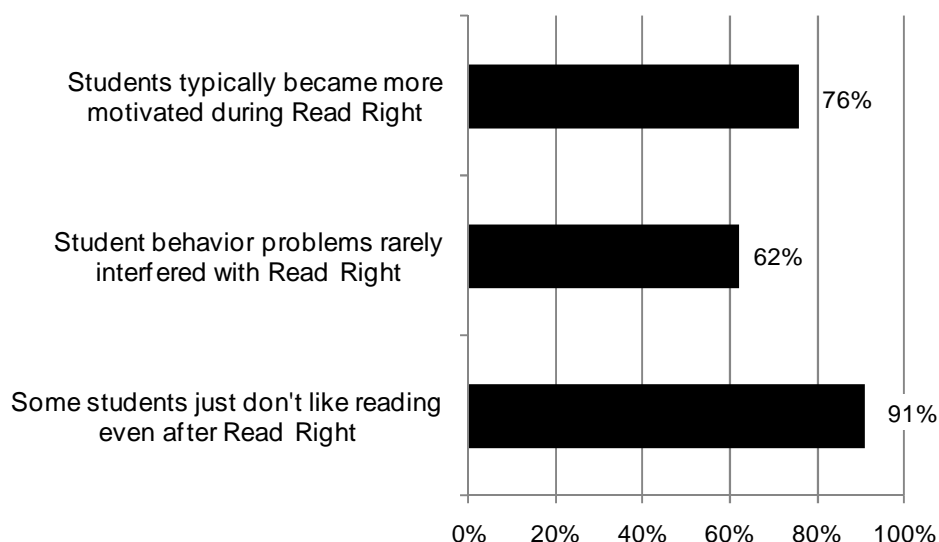
Tutor Views of Read Right Students' Motivation

Tutor interviews confirmed the tutor survey findings that while students typically increased their motivation through Read Right, some students remained unmotivated and uncooperative. When tutors discussed what was easiest and most challenging about being a Read Right tutor, several mentioned that motivating students who don't want to be in the program (i.e., those with "low intent") was the most challenging thing about Read Right.

> *The most difficult thing is kids with low intent, because it's hard to implement the whole thing with them. They don't really care if their reading improves. (Tutor)*

At the same time, several said getting most students to buy into the program was the easiest thing about implementing Read Right.

> *Students kind of feel important because they are being given that one-on-one specific attention; that makes reading more important to them. (Lead tutor)*

Several tutors noted that the structure of Read Right—one-on-one tutoring and accessible materials—was motivating to many students.

CHAPTER 5:

INSIDE THE READ RIGHT CLASSROOM

HIGHLIGHTS

- In the 2009–2010 school year, approximately 1,500 students from the nine OPS middle and high schools in this evaluation participated in Read Right. Slightly more than half of the students were in middle school. The rest were in high school, mostly in ninth grade. In comparison with all students in the district, a larger percentage of Read Right students were African American, Latino, special education students, and ELLs.
- Classroom observations conducted by evaluators revealed the following findings:
  - o All the observations of Read Right in this evaluation met Read Right's recommendation of five students per tutor. In fact, the majority of classrooms had a ratio of one tutor to three or fewer students.
  - o For almost all students, the majority of their class time was spent engaged in Read Right activities: excellent reading, coached reading, or independent reading. However, the proportion of time students spent on each activity varied by student. For example, some students spent more time on coached reading while others spent more time on excellent reading.
  - o During observations of excellent reading, students' reading success was judged four times on average. In about 50 percent of the judgments, the tutor and student decided the reading was excellent.

Observers rarely disagreed with these judgments.
  - o During coached reading, tutors intervened in students' reading an average of six times per student. In the majority of these interventions, the tutor asked the student to read the text again. Observers rarely found fault with tutors' interventions.
  - o In about two-thirds of all excellent and coached lessons, the tutor clarified vocabulary for the student. Most of these clarifications were in context as is required by Read Right.
  - o On average, students spent very little time off-task or waiting for the tutor. However, for some students, preparation time took up more time than might be expected.
  - o In critical thinking lessons, students spent the majority of time either reading or discussing questions about the reading. Students disagreed on their answers to these questions less than half the time. Discussions of disagreements varied in duration.
- While many principals and some tutors believed implementing Read Right with high fidelity was challenging, most tutors said they usually followed the tutor manual. When tutors said they did not follow the manual, the deviations they described were usually minor, such as phrasing a comment to a student as a question when in the manual the comment was supposed to be a statement.

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CHAPTER 5:

INSIDE THE READ RIGHT CLASSROOM

Read Right classrooms, as described in Chapter 1, look very different from typical middle and high school classrooms. One very noticeable difference is the recommended ratio of no more than five students per adult. Another difference is the types of activities the students are engaged in: Students cycle through routines in excellent reading, coached reading, and critical thinking, repeating the same routines as they move through more advanced materials. Tutors play very specific roles during each routine, following scripted comments and procedures outlined in the Read Right tutor manual.

This chapter begins with a brief description of the Read Right 2009–2010 students. We then use data from 33 classroom observations to describe an average student's experience during a Read Right coached/excellent reading class and a critical thinking class. Finally, interview data describe issues related to implementation fidelity from tutors' perspectives.

Read Right Students

In the 2009–2010 school year, Read Right served approximately 1,500 students in nine middle and high schools. This number is larger than the number that participated in the experimental study since the study was conducted in a subset of four schools. More than half of the students were in middle school (25 percent in seventh grade and 34 percent in eighth grade). The rest were in high school (24 percent in ninth grade, 8 percent in tenth grade, 5 percent in eleventh grade, and 3 percent in twelfth grade).

In comparison to OPS as a whole, a larger percentage of students in Read Right were African American, Latino, special education students, and ELLs.

Read Right Tutors

At the end of 2009–2010, there were 40 trained Read Right tutors across nine middle and high schools. This meant that OPS could staff Read Right rooms with enough adults to meet the recommended program ratio of no more than five students per adult. However, five of eight principals interviewed said one of the largest challenges of Read Right was keeping classes small.

It is such a small ratio that it is hard to

Table 5-1
Demographic Information for OPS and Read Right Students, 2009–2010

	OPS	Nine Read Right Middle and High Schools 2009–2010
Total	48,075	1,500
African American	31%	36%
Asian	2%	4%
Latino/Hispanic	25%	37%
Native American	2%	2%
White	40%	21%
Special Education	16%	38%
English Language Learner	13%	20%
Free and Reduced-Price Lunch	62%	87%

Figure 5-1

1 to 5, 15%

1 to 1, 12%

1 to 2, 21%

1 to 4, 21%

1 to 3, 30%
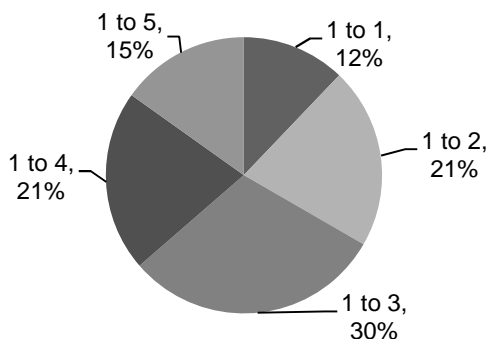
Ratio of Adults to Students in 33 Observed Read Right Classrooms

have the money to hire the staff….It is hard to swallow the price tag. (Principal)

All of the 33 observed Read Right classrooms had at least one adult for every five students (Figure 5-1). In fact, the majority of observed classrooms (63%) had a ratio of one adult to three students or even lower, possibly due to student absences.

Excellent and Coached Reading

In OPS Read Right classrooms, Monday through Thursday is dedicated to excellent reading and coached reading, described in Chapter 1. Evaluators observed 27 of these classrooms, focusing the observation on a single student for the entire class period each time and coding what they observed the student doing during the class period (see Chapter 2 for details).

In a typical class period of 40 minutes, students spent an average of 12 minutes engaged in excellent reading and 11 minutes engaged in coaching with their tutor[11]. An additional six minutes, on average, was spent engaged in independent reading. The remaining 13 minutes was spent in various activities, of which preparation took six minutes. Off-task behavior and wait time (waiting while the tutor was busy with another student) were uncommon.

Figure 5-2

Other, 4

Off-task, 2

Waiting, 1

Preparation, 6

Independent Reading, 6

Coached Reading, 11

Excellent Reading, 12
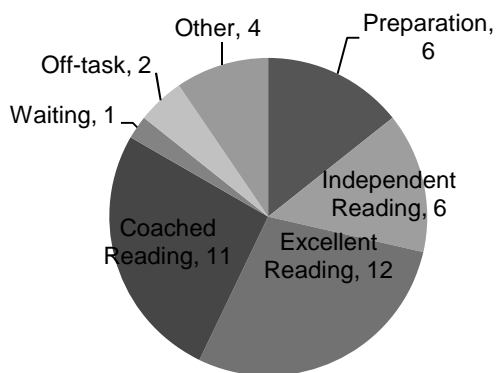
(Other tasks included book previews, being disengaged, outside interruptions, etc.)

Average Number of Class Minutes Observed Students Spent on Various Activities

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[11] Minutes were calculated by applying the average percentage of time students spent on each activity across the 27 observations to a 40-minute period.

While Figure 5-2 shows the *average* number of minutes students spent on various activities, there was actually substantial variation among students. Figure 5-3 illustrates some of the variation by displaying the experiences of four students, chosen because they show both average and extreme examples. For example, student A's experience resembles the average experience across all students. In contrast, student B spent 14 minutes (37 percent of his time) preparing for the lesson, more than twice the average number of minutes. In contrast, student C spent almost no time (2 minutes) preparing for the lesson, but spent 24 minutes on excellent reading, about twice the average number of minutes. Finally, student D's experience focused on coached reading.

An additional analysis revealed that, on average, students in the lowest two levels (red and green) spent more time being coached and less time on excellent reading and independent reading than their peers in the higher color levels (Table 5-2).

Excellent Reading

Excellent reading is an activity in which a student repeatedly alternates listening to and reading a passage in order to read the passage "excellently"(i.e., comfortably, with no text deviations and with natural pace, tones, and flow). When the student thinks he or she can read the passage excellently, the student indicates to the tutor that he or she is ready to read the passage aloud and "be judged." If the student reads aloud

Figure 5-3

Activity (Average*)	Student A (Similar to Average)	Student B (More than Average Preparation)	Student D (More than Average Excellent Reading)	Student C (More than Average Coaching)
Coached (11)	8	0	3	27
Excellent (12)	12	17	24	2
Independent (6)	2	7	9	0
Preparation (6)	5	14	2	9
Other** (3)	3	-	3	2
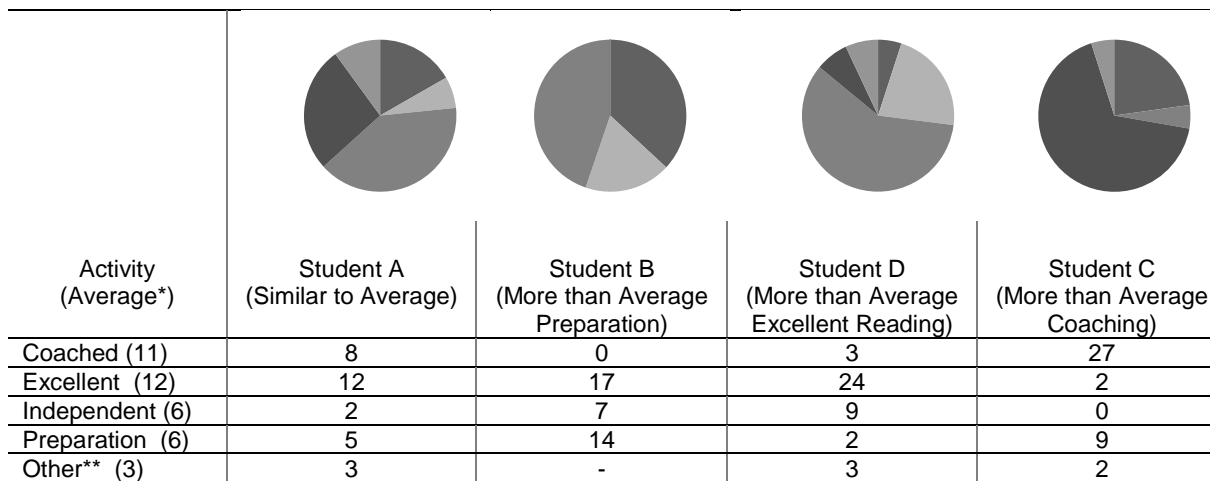
*Average minutes across 27 observations
**Other includes wait time, off-task behavior, and other activities

Minutes of Time Observed Students Spent Engaged in Various Activities

Table 5-2
Time Students Spent Engaged in Three Activities, By Color Level

Type of activity	Average percentage of class time	
	Red and green levels (9 students)	Blue, lime, purple (18 students)
Coached Reading	37%	23%
Excellent Reading	27%	32%
Independent Reading	10%	18%

Table 5-3
Frequency of Cycle Repetitions and Judging During Excellent Reading

	Number of times	
	Average	Range
Excellent reading judged	4	0-10
Repetitions during cycling	20	0-63

N=21 observed students

excellently, the student moves on to cycle the next segment of text. If not, the student continues to practice or, occasionally, the tutor may assign an easier or shorter text.

Three -fourths of the observed students (78%) engaged in excellent reading during class. Of the six students who did not do excellent reading, most were engaged in coached reading for the majority of class. As shown in Table 5-3, students were judged by their tutor an average of four times during excellent reading and repeated text segments an average of 20 times. This meant an average "cycle" involved five repetitions of a text segment per judgment. In about one-quarter of observations, the evaluator noted that, in her opinion, the student was either undercycling or overcycling, which may be reflected in the large range of repetitions (between zero and 63) shown in the table. The number of repetitions was also expected to vary based on how close the student was to moving to the next color level (i.e., to a book in the next level of difficulty). Students who are ready to move to the next color level typically cycle about three times before achieving excellence (Tadlock, 2008), while those beginning a color level would be expected to cycle more.

In an excellent reading, the student typically first tells the tutor whether the reading was excellent in the student's opinion and then the tutor can either agree or disagree with that judgment. If the tutor believes it was excellent, the student begins cycling the next passage. If the tutor believes it was not excellent, the student must cycle the same passage again. Half of students' judged readings (52%) were determined to be excellent by the tutor (Table 5-4).

Students and tutors disagreed about one in 10 times; sometimes the student said their reading was excellent and the tutor disagreed, but sometimes the student said it was not excellent but the tutor thought it was. In only a few, rare instances (4%) did the observer believe that the tutor misjudged the student's reading.

Coached Reading

In coached reading, the student reads aloud to the tutor. All but the lowest level students read text that is new to them. The lowest readers first listen to the text read aloud by the tutor. As the student reads, the tutor has short scripted ways of intervening when the student has difficulties. There are three basic ways to intervene:

Skip it. "Skip it [for whatever word/phase is difficult] and read it again."

Table 5-4
Judgments of Excellent Readings

	Average percentage of times
Tutor said judged reading was excellent	52%
Student said judged reading was excellent	53%
Tutor and student disagreed about excellence	10%
Observer disagreed with tutor about excellence	4%

N = 21 observed students

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Doesn't Work. "That doesn't work [for a misread word]. Read it again."

Read it again. "Read it again so it feels more comfortable [for a passage the student reads correctly but stumbles on].

Three-quarters of observed students (74%) engaged in coached reading. During this time, tutors intervened with corrections an average of six times per student (range 1–21). The majority of the time, the tutor used the "read it again" strategy (56%). The tutor used the "doesn't work" strategy 25 percent of the time and the "skip it" strategy 18 percent of the time.

Observers disagreed with only 5 percent of all 119 corrections that were observed. For example, the tutor might have used the "read it again" strategy when the "that doesn't work" strategy was more appropriate, or the tutor might have just given an unknown word when the "skip it" strategy was called for.

Vocabulary. Teaching vocabulary in isolation is not a focus of Read Right, but tutors have specific strategies to handle a situation when the vocabulary itself is interfering with a student reading excellently. In these cases, the tutor might ask if the student knows the word or might simply tell the student the meaning of the word. Read Right requires that the meaning of the word always be given in the context of the text.

Clarifying vocabulary happened in two-thirds of all excellent and coached lessons (63%); usually once or twice per student. (In a few atypical cases, vocabulary was addressed 7 or 8 times.) In 85 percent of the 40 vocabulary clarifications captured by observers, the clarification was done in context, as called for in the program.

Free Comments. At any point in the lesson, tutors are allowed to make what Read Right calls "free comments," such as relating something in the story to something in the student's experience. Free comments were made in three out of four observed coached/excellent readings (74%). Usually, there were only a handful of free comments. However, 10 percent of lessons had between 5 and 24 free comments.

Disengaging Students. If a student's behavior is interfering with learning, Read Right asks tutors to use a strategy called "disengage." A tutor will ask a student to disengage, which basically means the student should stop reading and possibly put his/her head down or otherwise move apart from the lesson. Of the 27 students who were observed, one was asked to disengage.

Critical Thinking

One day per week, students engage in Read Right critical thinking activities. During this time, a small group of students reads an identical passage silently and then independently answers a series of multiple choice comprehension questions. The group of students then discusses each question, using a particular procedure ("group work"). They must eventually come to a group consensus on the correct answer. The tutor can guide the discussion by asking questions, but should not provide students with the correct answer.

Evaluators observed small groups of students during six separate critical thinking lessons. Instead of focusing on an individual student, as observers did when they observed coached and excellent reading, critical thinking observations followed a group of students working with a tutor.

These six lessons provide a "snapshot" of what critical thinking lessons look like.

On average, students spent 18 minutes participating in group work, 12 minutes reading, 6 minutes preparing for the lesson, and 4 minutes doing other activities (Figure 5-4). There was a range, however, across the groups. For example, the amount of time on paperwork ranged from 0 to 11 minutes while the amount of time on group work ranged from 10 to 30 minutes. "Other" activities occurred in only two of the six classrooms. For example, one group spent 14 minutes talking about the end-of-the year schedule and the subject matter of the books they were reading.

During group work, student groups answered an average of nine questions (range 6–19). All students immediately agreed on the answer to about half of the questions (56%), so no discussion was necessary. For just under half of all questions (44%), answers were not the same and students had to discuss their answers until they came to consensus. In these discussions, students were supposed to support their answer with evidence from the text and try to persuade other students to change their answers and reach consensus. Out of every three students who supported their answer,

one student changed his/her response. In two instances across the 55 questions observed (4%), students agreed on the wrong answer. (This is acceptable under Read Right protocols; tutors are not supposed to intervene if student consensus is incorrect.)

Sometimes discussions involved very little dialogue among students, such as in a class where the students tried to answer the question, "Freezing rain can cause: a) the gas tank to explode; b) the car to leak; c) you to be trapped in the car." In this example, only one of three students correctly answered "c." The following dialogue took place:

Student 1:	It says that you can be trapped in the car.
Tutor:	Do you want to show them where that is?

Student 1 points out the text to the other students.

Student 2:	Oh, it's right here, paragraph 3.
Student 3:	Yeah, I see it.

Students 2 and 3 switch their answers.

Figure 5-4

Other, 4   Preparation 6

Group work, 18   Reading, 12

Average Number of Class Minutes Observed Students Spent on Various Critical Thinking Activities

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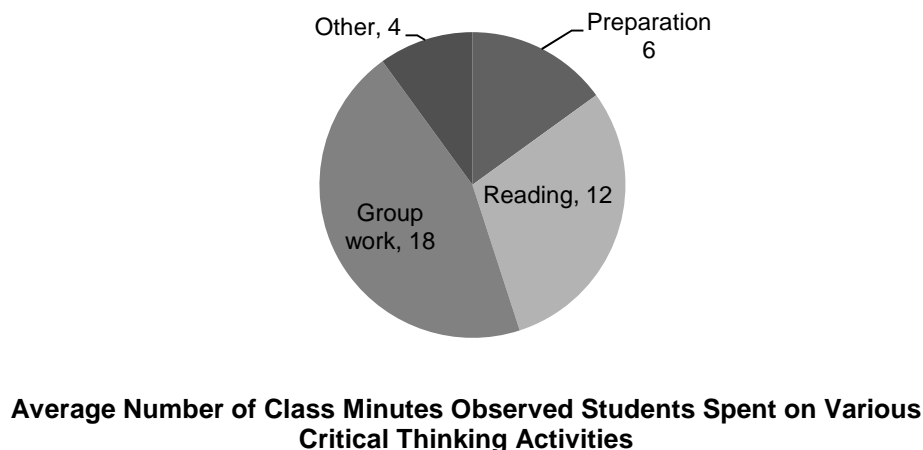
Other discussions were more similar to the following example in which the class discussed the question, "In the nursery, worker ants look after the: a) queen, b) seeds, c) larvae, or d) leftovers. Student 1 chose "a) queen" (incorrect) while students 2 and 3 chose "c) the larvae." The following dialogue took place.

Tutor [to S2]:	Where is it in the story?
Student 2:	Paragraph 3.
Tutor:	Read it.
Student 2:	(*reads*) The royal chamber is a place where the queen ant lays her eggs.
	The queen spends her whole life laying eggs. She never leaves the chamber except to start a new nest. Worker ants must bring her food.
Tutor [to S3]:	Where did you find your answer?
Student 3:	Paragraph 3
Tutor :	Look at paragraph 4. Would you read that?
Student 1:	(*reads*) The worker ants in an ant colony have many different jobs.
	Some workers pull the eggs from the royal chamber into a room called the 'nursery.' There, they help larvae climb out of their shells.
Student 1:	I'm sticking with 'a' [*pause, appears to be reading in the book*].
	No, no, now I'm switching to 'c,' because they are getting the larvae.
Tutor:	Yes, sometimes it's important to look back at the question.

Other findings from the critical thinking observations include:

- Vocabulary was clarified an average of 3 times per class (range 0–7). As directed in the program, clarification always occurred in the context of the lesson.
- No students were "disengaged" by the tutor, but in one observation, four students were off task for more than 15 minutes.
- Tutors made "free comments" in every lesson: an average of four comments per class period (range 1–9).

Implementation Fidelity

Implementing Read Right means following a very specific set of procedures and using scripted comments to respond to students. For example, "Skip it [for whatever word/phase is difficult] and read it again," is the comment a tutor typically makes when a student has difficulties reading a word during coached reading. Other examples of the Read Right procedures were described earlier in this chapter.

During interviews, two-thirds of principals said that one of the biggest challenges to implementing Read Right was getting tutors to be faithful to the scripted nature of the program.

I found out one of my teachers wasn't even doing Read Right during the Read Right class. I had to change the name of the class to fit what the teacher was doing. (Principal)

I think one of the teachers found it difficult to follow something that was so heavily scripted. We've had other programs that were scripted and, for some teachers, that is just always a problem. (Principal)

The personalities of the teachers are important. Because it is so regimented, you have to have the right mentality. (Principal)

Tutors themselves, however, were more likely to feel they used the program with fidelity. The majority of surveyed tutors (88%) agreed that they always followed the program as intended.

Additionally, about two-thirds of interviewed tutors were confident that they followed the program, perhaps with minor deviations or errors. Most often, these tutors said they "forget" or "get lazy" about flipping to the "to go" pages. One tutor mentioned that she had high fidelity but made some "human errors, like asking instead of telling students something." Other modifications that were mentioned included adding more books for ELLs and reading passages aloud instead of letting students listen to them on MP3 players.

I follow the program 95 percent of the time. Once in while we forget to flip, because we have the pages memorized. (Tutor)

I think we all do a pretty good job [following the program]. (Tutor)

One-third of interviewed tutors described slightly lower fidelity to the program, saying they changed some routines to "work better with my students" or didn't use strategies such as disengagement. However, no tutors described any modifications that completely changed the structure of the program.

We primarily do the right thing, but we are not perfect. Sometimes with our students you have to improvise and see what works for them. (Tutor)

Inner city high schools are not a textbook. You can't do verbatim from the manual. Things like disengaging students…I would have World War III on my hands if I used that. (Tutor)

Tutors who were concerned about the way *other* tutors used the program included concerns that other tutors were uncertified, allowed over cycling, modified the stuck strategy too much, did not use the manual enough, or failed to disengage students who were not participating. These kinds of concerns were raised by half of the interviewed tutors.

CHAPTER 6:
TUTOR, PRINCIPAL, AND STUDENT VIEWS OF READ RIGHT

HIGHLIGHTS

- Most tutors enjoyed their work, felt effective at their jobs, and were respected at their schools. Those who enjoyed being tutors were more likely to plan on continuing in that role for a longer period of time.

- Many tutors appreciated the structure of Read Right, and perceived that this was particularly effective for struggling students. They also cited the low student-teacher ratio and accessible curricular materials as important in helping these students

- Challenges for some tutors included staying on script all the time and working with low-intent students. Not all used the disengage protocol as intended by Read Right.

- Read Right training was frequently perceived as high quality, intense, and effective. Almost all tutors felt it adequately prepared them to work with students. When tutors had questions after training, they typically said they were able to get the answers they needed.

- While trainers were largely seen as knowledgeable and encouraging, there were many concerns about inconsistency in their interpretations of Read Right. Variations typically hinged on degrees of adherence to the manual. Tutors also reported inconsistency in the quality of trainers' interactions with school staff.

- When not all eligible students could receive Read Right, decisions about placement were made in slightly

- different ways at different schools. All decisions involved test score data. Beyond testing, teacher recommendations, grades, ELL status, special education status, attendance records, and behavior issues were also used as criteria for placement in Read Right.

- In addition to capacity, scheduling was a concern at some schools. Sometimes students were retained in Read Right after graduation due to scheduling, and sometimes they were graduated early to make room for new students.

- While many tutors said they followed the Read Right protocols for moving students among color levels and/or graduating them, there was some confusion about when to do so and not all tutors were consistent.

- Students almost uniformly said that the purpose of Read Right was to "become a better reader" and believed that it was successful in achieving this purpose. As a result, they said that they were more confident reading aloud, were more fluent readers, had larger vocabularies, and understood more of what they read.

- Principals also thought Read Right was effective, which they based on many different sources of input: the Gates-MacGinitie results, progression through color levels, graduation rates, talking to tutors, grades, and their own classroom observations. Perhaps as a result, they were almost unanimous in their desire to keep Read Right at their schools.

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CHAPTER 6:
TUTOR, PRINCIPAL, AND STUDENT VIEWS OF READ RIGHT

Each year Read Right classrooms go through a cycle of implementation. Each step in this cycle is important to successful implementation. The steps include training tutors, placing students in Read Right, tutoring students, helping students progress through the leveled reading books, and finally "graduating" students from the program at the end of the school year.

This chapter provides information about tutors', principals', and students' views of Read Right throughout the year. It also describes the role of the tutor and participants' views of the overall success of the program.

The Role of the Tutor

Tutors in the nine schools that participated in the survey had been Read Right tutors for an average of two years, with a range of one to three years. These tutors were predominantly female (91%) and white (89%); those who were not white were African-American (11%). More than half (62%) were certificated teachers.

Most tutors said they enjoyed being a Read Right tutor (85%); however, some did not (15%). The most common thing that lead tutors liked about their jobs was seeing student growth:

> *I like that I can physically see my students growing as readers. (Lead tutor)*

> *I like seeing the improvement that they have made… I now have a program that's making a difference. (Lead tutor)*

Lead tutors also appreciated that the structure of Read Right meant that there was

"no planning or grading" and that "I know what I'm going to do every day, which is kind of nice." They also enjoyed the interaction with students, enhanced by working with them in a small group setting rather than "having 26 kids in a class."

> *You bond with the kids a bit. We are a family, a little cluster in our school. (Lead tutor)*

Tutors' sense of their effectiveness in the classroom—or their "efficacy"—was measured using Hoy and Woolfolk (1993). This survey has items that measured tutors' sense of their own effectiveness in Read Right, called "personal teaching efficacy," as well as their beliefs about the effectiveness of teachers in general, called "general teaching efficacy." These items used a scale of 1–6 in which 1 was strongly agree, 2 was moderately agree, 3 was agree slightly more than disagree, 4 was disagree slightly more than agree, 5 was moderately disagree, and 6 was strongly disagree.

In general, the survey showed that teachers were fairly confident in their sense of both their personal effectiveness (2.0 on the 6-point scale) and in their sense of the effectiveness of teachers in general (2.7 on the 6-point scale). These scores indicated slightly stronger agreement than among teachers who have been surveyed in other settings (Hoy & Woolfolk, 1993). In addition, their agreement with items about their personal effectiveness in the Read Right setting was slightly stronger than their views of general teacher effectiveness.

Being a Read Right tutor did not come without its challenges, however. Although they appreciated the structure and perceived impact of Read Right, lead tutors also said its

repetitiveness was sometimes "boring" and it was a struggle for them to stay attentive. Similarly, some found it was challenging to stay on script all the time, either because it was tedious, because they wanted to do something different instructionally, or because they wanted to take time to build relationships with students.

> *The repetitiveness of it is a challenge. I don't get to do anything different. You try as hard as you can to be focused and not waste time, but it's hard sometimes to not just talk about the story. (Lead tutor)*

> *The Read Right people want us to be on task all the time, but that is not real life. You sometimes have to take into consideration all the problems that students come into school with. But it is frowned upon if I take five minutes to check in with a student about how they are doing. (Lead tutor)*

Some tutors also found it challenging to work with behavioral issues and difficult, or "low-intent," students. They had several mechanisms for doing so, including the Read Right disengage protocol. According to this protocol, if a student is not participating in Read Right appropriately, the tutor tells the student to "disengage." This means that the student should close his or her book and sit quietly until the tutor checks in with the student. After a few minutes, the tutor asks the student if he or she would like to resume tutoring. If the student says no, the tutor tells the student to continue to sit quietly but to tell the tutor if he or she would like to continue tutoring. If the student says yes, tutoring resumes as if nothing has happened (Tadlock, 2008).

> *I was surprised at how well disengagement worked. Most of them come back in because they get bored and want to be part of the group. (Lead tutor)*

However, several tutors said they used the disengage protocol in combination with other methods:

> *There is a guideline that you disengage them, but sometimes that doesn't work because they want the attention and will do anything to get it. At that point I call home, take them for a walk, or take them to the office. (Tutor)*

A few said they ignored the disengage protocol and used other methods, including removing students from Read Right:

> *I work with them and pump them up for how well they are doing. I give Read Right three to four weeks. If it doesn't work, I do a different reading program. I can't take it if they are disengaged for several days. (Lead tutor)*

Tutors also acknowledged, however, that certain aspects of Read Right were particularly effective with difficult students and/or students who faced personal challenges in their home lives. Specifically, they cited:

- The low teacher-student ratio
- The structure Read Right provided
- The accessible curricular materials

While most said that any education program can only go so far in addressing the multiple challenges some students face outside of school, they also said Read Right was in some ways better suited to help than the broader school context, in which class sizes were large, the structure more fluid, and the curriculum more difficult.

> *I think one of the advantages with Read Right is students know what to expect and they know what to do. With this program, it doesn't matter if you had a bad day or didn't have breakfast. If you*

do what you're asked to do your brain will remodel itself and you will be successful. (Lead tutor)

Read Right tutors were generally held in high regard in their buildings. Most tutors (75%) felt that being a Read Right tutor was respected in their school. Students almost universally found the tutors very helpful (94%) and thought the Read Right tutors cared about them; they appreciated that the tutors were supportive, wanted them to be excellent readers, and made them feel comfortable and confident reading.

Tutors were divided regarding how much longer they saw themselves working as a Read Right tutor. Many said for a long time (38%) or a few more years (32%).

However, some planned on "not much longer" or only another year (29%). Those who enjoyed being tutors were more likely to plan on continuing in that role for a longer period of time.[12]

Tutor Training

Tutors participated in 7 weeks of training over 18 weeks. Each was required to pass a tutoring "test" to be certified. In this test, the tutor was observed during tutoring by a tutor trainer and rated on performance. Tutors' views of this training were collected through interviews with the lead tutor at each of the nine schools and through surveys of all tutors.

Feedback on training. Most (78%) reported they received their initial training in spring 2008 or fall 2008. The remaining tutors said they received their initial training earlier

Figure 6-1

The Read Right training I received...

Tutor Feedback on Training

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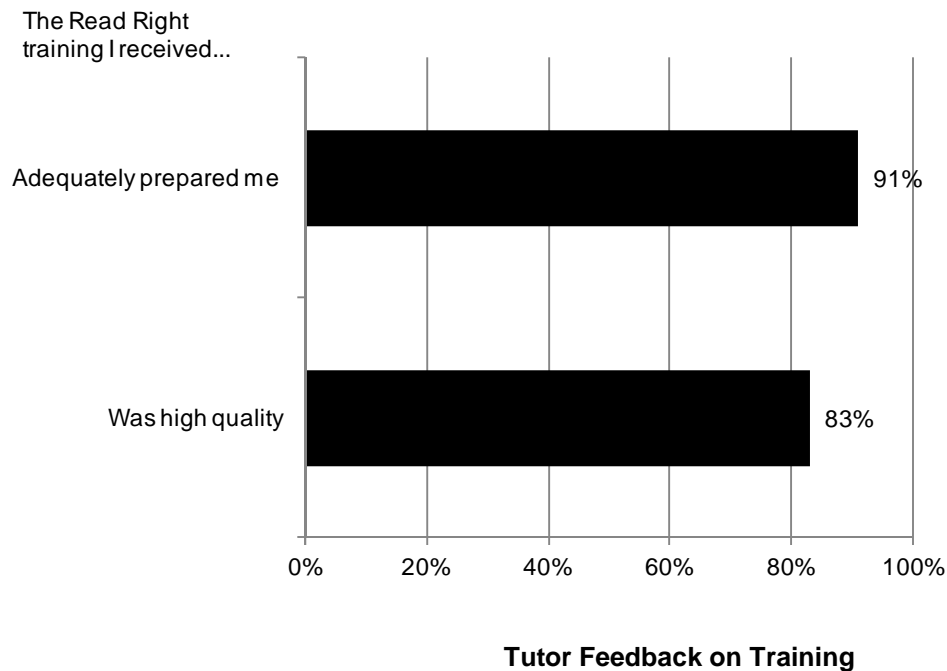
[12] $\chi^2(9, N = 33) = 27.354, p = .001$

(fall 2007, 10%) or later (spring 2009, 13%). Almost all tutors said that the training adequately prepared them to be Read Right tutors, even if they were slightly "nervous" to start the program without "someone right there to ask questions of." The strong majority of tutors also felt the training was high quality (Figure 6-1).

Many tutors said that the training was "intense" and a "challenge." Most liked and appreciated this aspect, finding that in turn this meant that the training was "very thorough" and "we didn't end up with a lot of unanswered questions." They added that the length of time was "just about right" due to the volume of material that needed to be covered. However, some were taken by surprise— "we didn't know what we were getting into when we walked in, and the day was just very, very long"—and found they were "in a haze" by the end of the week.

Tutors widely appreciated the training structure; specifically, that it was "hands-on,"at their location, and taught in steps that built over time.

It was introductory in the beginning, but very quickly you were doing it. Almost from the get-go you were working with students. You do one part, they model, you implement, and they coach you and correct. You can ask questions all the way through. I appreciate that. (Lead tutor)

I liked that it was continual over a period of time so that we could digest it. It wasn't all frontloaded. (Lead tutor)

Some tutors also appreciated that the training started with the research background and theory behind Read Right. They liked seeing how Read Right fit into what they already knew about reading, which gave them a framework and "place of association."

Feedback on trainers. Tutors had generally positive feedback on the trainers with whom they worked (Figure 6-2). Most felt they were knowledgeable resources about Read Right and reading and were encouraging as new tutors learned how to deliver tutoring to

Figure 6-2

The Read Right trainer(s) were...

Tutor Feedback on Trainers

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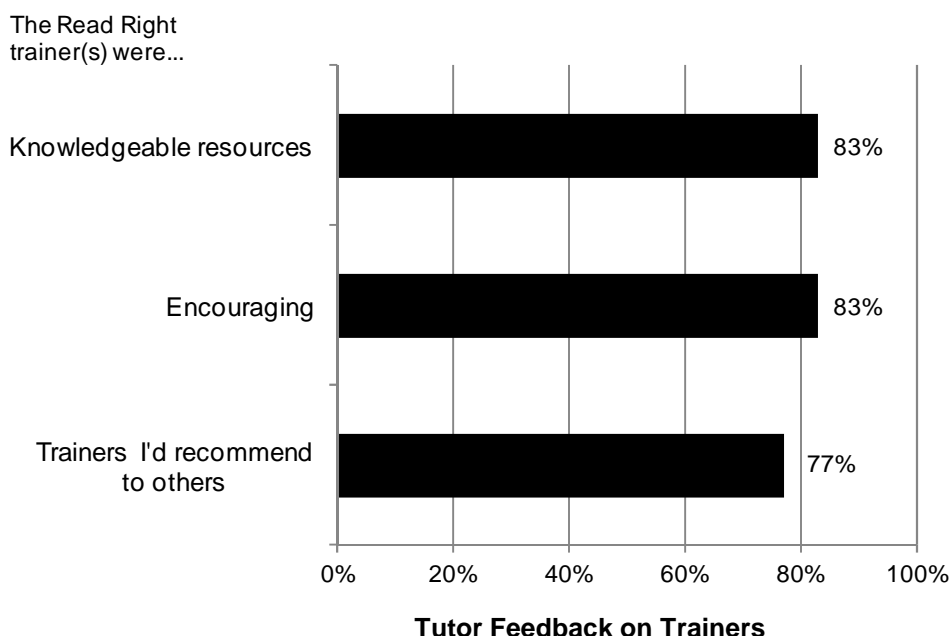
students. The majority (77%) said they would recommend the specific trainer(s) to other tutors.

However, a strong theme in the interview data was the inconsistency among trainers regarding their interpretations of Read Right. Variations typically hinged on adherence to the manual, "personalized stylings," and "tutor prerogative."

> *Our training was not very consistent, we had several different trainers. They were of differing quality. Two of them were very tough on us, which I liked, and two of them weren't very strict with the protocol. (Lead tutor)*

> *Read Right trainers seem to interpret Read Right differently. Every time we'd get a new trainer they'd tell us that what we were doing wasn't right. Then the next trainer would come and contradict the last one. So it ends up that you just do what you need to do to please the current trainer and then figure out what you want to do when they leave, because they can't agree. (Lead tutor)*

Tutors also noted inconsistency among trainers in terms of their personal interactions with school staff. While some were considered "good trainers" who built positive relationships, others were seen as authoritarian and "almost abusive" to both trainees and students.

> *I liked our trainer. She was very good at modeling and correcting us. (Lead tutor)*

> *I felt the trainer was not willing to listen to my concerns. I felt scared to ask questions. (Lead tutor)*

> *Our trainer was terrible. She had the worst tableside manner and was*

> *demeaning, rude, and disrespectful. (Lead tutor)*

Following the training, tutors had multiple resources for finding answers to any questions that arose. It was common to talk questions over with other tutors at their school; 88 percent of tutors said they resolved questions in this manner. They also called or e-mailed their trainer and/or the Read Right office; tutors commented that they always received an answer "within a day or two." Attending the national conference and even sometimes e-mailing Dee Tadlock were also mentioned. Other than a slight challenge with the time difference between Washington state and Nebraska, tutors reported little dissatisfaction about getting questions answered.

Suggestions for future training. Tutors offered several suggestions to make Read Right training even better. Their primary suggestion was to establish a consistent protocol across all trainers. A related point was that district trainers should be held to the same standards as those from Read Right in Washington.

Second, they suggested that trainers should be "more congenial" and open to questioning, and those who were particularly negative be eliminated. Some added that trainers needed to show respect to trainees, particularly in front of students.

Third, tutors suggested that trainers have a background in education, understand the school environment, and be knowledgeable about district policies.

> *Trainers from Read Right should have a background in education. They are good at following the steps for Read Right but do not do well when faced with differences that come up between schools and student populations. Their overall lack of knowledge about the social-*

emotional development and academic skills of students created a tense and at times unproductive climate in the classroom. (Lead tutor)

Finally, a small number of tutors suggested that the Read Right trainers return annually for a few days or a week to check in and "make sure we are doing everything right" or "tweak us a little."

Placing Students in Read Right

Students are eligible for Read Right in Omaha public secondary schools if they are at least two grade levels behind in reading, and/or are ELLs, and/or are special education students. However, there are often more students who qualify for Read Right then there is space in the school's Read Right classrooms. In interviews, principals described who was placed in Read Right, especially in light of limited resources.

Principals in all nine schools participated in interviews. They had been principal in their buildings between one and nine years, with an average of four years.

In general, principals were moderately knowledgeable about Read Right, meaning they understood what it looked like and were "comfortable explaining it to parents." They gathered their information from talking to trainers and tutors, observing the program at their schools, talking to other principals, reading about it, and seeing presentations at conferences.

When there were limited resources for Read Right, decisions about who received Read Right were made in slightly different ways at different schools; however, all decisions involved test score data. Beyond testing, teacher recommendations, grades, attendance, and behavioral issues were also commonly used as criteria for placement.

However, this was not always the case. For example, at one school, students were prioritized as follows: ELLs; those eligible for special education; students who had been in Read Right in the past but had not graduated; students who were at least three years behind but did not fall in any of the prior categories.

Decisions about inclusion in Read Right were made by counselors, teachers, principals, assistant principals, and data administrators. These decisions were sometimes made as a team, and sometimes by one or two people. For example, at one school, students were "hand-selected" by the assistant principal to participate, then further screened by the counselor. At another school, the principal described the selection process this way:

> *It's really a team-oriented decision. The literacy teachers and other core teachers have some input. Then ultimately, it's up to me, the data administrator, and the Read Right tutor. (Principal)*

Although it was not explicitly asked, a few schools added that they had waiting lists for Read Right; sometimes these students received Tier 2 interventions, which in Omaha are intended for the students who are reading below grade level but above the students typically identified for Read Right. At one school, they graduated Read Right students early and moved them into Tier 2 interventions to make room for new students.

Tutoring Students

Tutors and students were asked in person and on surveys about the tutoring experience. From the tutor's perspective, the program was generally easy to implement, after the first few weeks were over.

> *Tutoring is initially difficult. There's a lot of information to know, and you have to be mindful of it all. (Lead tutor)*

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The whole program is very straightforward. Once the first few weeks are over, routines are in place. Then it's easy, and the kids are used to what is expected of them. (Lead tutor)

Tutors and students had differing feedback about the three components of their work together: excellent reading, coached reading, and critical thinking.

Excellent reading. Most respondents felt that while determining excellence was relatively easy, cycling was more of a challenge. Almost all tutors (91%) and students (90%) said they were able to recognize an excellent read. Some tutors, on the other hand, noted that teaching students how to cycle correctly was one of the more difficult aspects of Read Right implementation.

Cycling is the hardest part to implement. The students won't follow the steps. Just like any teenager, they think they know better. They will just listen over and over. (Lead tutor)

In their view, students generally acknowledged that cycling was helpful, at least "kind of" or "sometimes," and particularly when kids "did it right."

I hate it, but it actually helps. You listen to a paragraph and read along. You pause it and go back and read to yourself and judge it if you read well. (Student)

In particular, they valued that it helped them learn the words they did not already know and increased their comprehension.

It's good that you listen to someone read before you read. If you don't know that word, then the person says it. Then,

when you read it to the tutor, you know it. (Student)

If you read through it, it helps you understand it more. (Student)

A few added however that it was difficult, that they "hated it," and that not all students cycled "correctly." Some students just pretended to cycle, and sometimes they "recited it from memory."

Coached reading. While some tutors found coached reading relatively easy, others found it challenging. Virtually all tutors (97%) felt they could easily identify a student's symptoms during coached reading.

At first coaching was hard, but the more you do it, the more comfortable you get. (Tutor)

In interviews, however, a few said that this was one of the more difficult aspects of Read Right, particularly the "skip it" strategy that is used when a student gets stuck on a word.

I've had some trainers that say 'pounce on it' and some that say 'give one or two seconds.' Do you give the brain a chance to figure it out? It's real tricky. Sometimes the kids just give a short little pause. (Tutor)

I think everyone struggles with the coaching component. Maybe it's because we only get a limited time to do it before the consultant leaves. (Tutor)

Critical thinking. Tutors were also divided regarding the relative ease or difficulty of critical thinking. While most (76%) said they had no difficulties directing student groups during critical thinking, almost one-quarter (24%) did not agree.

Critical thinking is cut and dry, it's not scripted [like the other components], so it's easier. (Lead tutor)

I have a better chance at pulling teeth than I have to get them to do critical thinking. (Lead tutor)

Student Movement Through Color Levels

In Read Right, students progress through six color levels, until they complete the last color level and/or graduate from the program. The Read Right training manual directs tutors to move a student up to the next color level when the student consistently does "excellent" reads in one to three cycles. However, it adds that there is room for tutor discretion:

> *The number of cycles required to achieve excellence is meant to be a guideline—not a hard and fast rule. Inexperienced tutors tend to over-rely on the guideline. Although the numbers are useful, please consider the student's over-all performance when deciding what to do. With time and experience you will develop a sense that the student is working too hard or not hard enough. (Tadlock, 2008)*

Many interviewed tutors said they followed the protocol laid out in the manual:

> *I thought that was fairly easy to determine—when they're cycling and getting excellent in less than three cycles, and you've picked the hardest books in the color. (Lead tutor)*

Others had slight variations, for example using three to five cycles instead of one to

three, also considering students who have "excessive tallies in the excellent box," or adding a step in which another tutor listens to the student to confirm the first tutor's decision.

> *Let's say they are lime and are reading excellent on almost every read they have, and they cycle three to five times and every read is excellent, even when you give them a more difficult book in that color level, then it is time to get moved up. (Lead tutor)*

> *If they have to cycle less than three or four times, most of their excellent reads are on the top of the tally sheet. We usually have another tutor listen before we move them up, so we're ready to move up. (Lead tutor)*

Many lead tutors had concerns that not all other tutors at their school followed the same protocols as they did. While almost all tutors (94%) said they themselves had no problem recognizing when a student was ready to move, many (41%) said there was confusion at their school about when to do so (Figure 6-3).

Specifically, lead tutors who participated in interviews had concerns that other tutors moved students up too quickly. Most often, this was attributed to other tutors having a difficult time determining text complexity or wanting to reward students.

> *I don't have any [concerns about myself], but I've noticed that some of my paras move students more quickly than they should. But that may be that paras don't have a sense of the text complexity. (Lead tutor)*

Figure 6-3

Movement to the next color level...
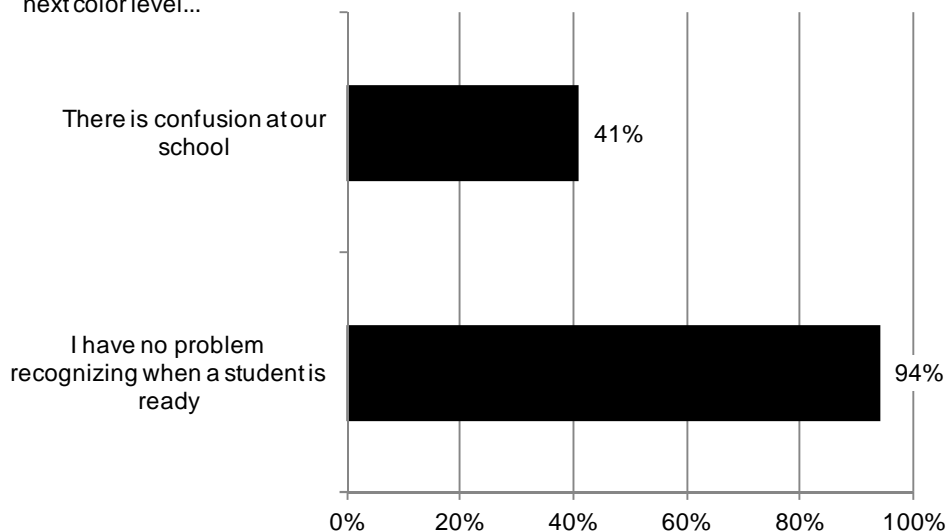
Views on Movement through Color Levels

I think some people move them too quickly. They will see they are progressing, and we will get over excited about it and move them on when they aren't ready for it. (Lead tutor)

When students were moved up too quickly, some saw that there were negative ramifications. Students were not learning in the intended way, became easily demoralized by texts that were too difficult, and/or were upset when they had to be moved down to a lower color level.

This isn't a contest, especially with ELLs. There is nothing to be gained unless they really meet the criteria. (Tutor)

A prior study of Read Right in Omaha (Scott, Burke, & Deussen, 2009) also suggested that tutors were inconsistent in the way they moved students through the color levels. The study found no statistical relationship between the color levels at the end of the semester and students' Gates-MacGinitie Reading Comprehension Tests at the

semester's end. This means that some students' color levels were higher than their Gates-MacGinitie ending grade-level equivalencies, while some were lower (Scott, Burke, & Deussen, 2009).

Graduation from Read Right

According to the Read Right manual, students graduate from Read Right if the following criteria are met:

- No pattern of symptoms (two or more of the same event) emerges as the student reads in coached reading. (Reminder: Appropriate text deviations are not symptoms.)
  - o This criterion must be met with harder books in the graduation range unless the language in the harder books is beyond the student's current vocabulary level.

- Disturbances may emerge.
  - o You should identify a disruption in the student's reading as a disturbance only if you are <u>certain</u> it is not a symptom (Tadlock, 2008).

During graduation, students also make audiotapes of themselves reading and compare them to the tape they made when they entered Read Right.

Similar to their views on movement through color levels, almost all tutors (85%) said they themselves had no problem recognizing when a student was ready to graduate, but many (53%) said there was confusion at their school about when to do so (Figure 6-4).

When asked about how they knew when a student was ready to graduate, most lead tutors referred to the manual and/or the point during coached reading at which a student could "read excellently in cold text without patterns of symptoms."

> *I would have to get my manual. But in general, [you graduate them] when you are coaching a student and there is no pattern of two or more of the same symptom. (Lead tutor)*

[You graduate them] when they are at a level that is fitting or appropriate, and they have a good notion of excellence themselves. Then, if their coached reading is relatively smooth, they graduate. (Lead tutor)

There was also some confusion around graduation criteria. At a few schools, this was called a "gray area" in which they requested more clarity.

> *Towards the end of the training, I was left hanging in terms of graduation. (Lead tutor)*

> *Originally they wanted all students to make it through purple into yellow. The next set of trainers said you could graduate them in any color, which to me was opposite. So we asked Read Right and that created more confusion. Now I simply exit students. (Lead tutor)*

Figure 6-4

Graduation...

Views on Graduation

There is confusion at our school — 53%

I have no problem recognizing when a student is ready — 85%
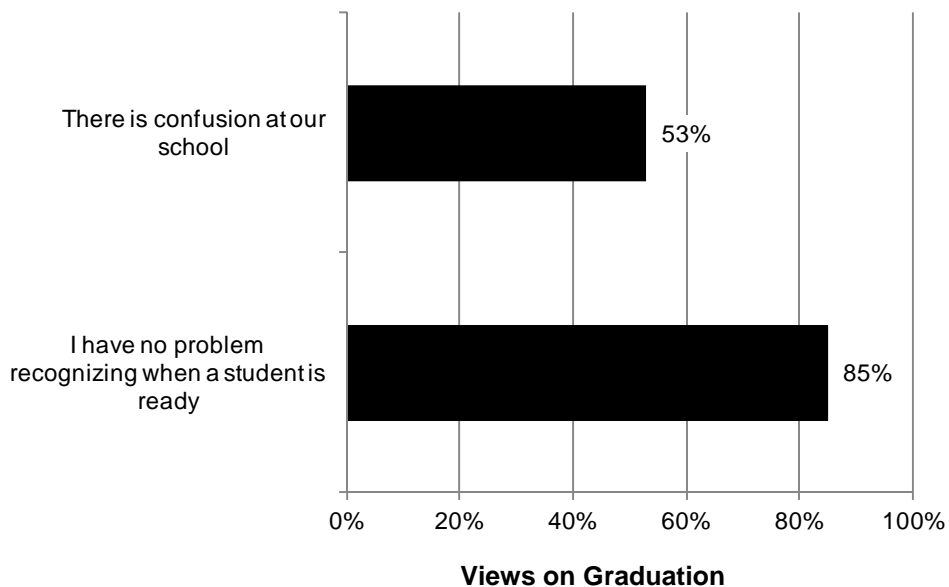
Some tutors—even those who felt they understood the graduation procedures— said they had a challenging time when students had a "language cap" or "limited vocabulary." This was particularly, although not exclusively, true for ELLs.

> *If a student has limited vocabulary, is the next range going to be beyond their vocabulary level? Some tutors struggle with, 'should I move them up or graduate them?' (Lead tutor)*

A handful of tutors said that they had not graduated any or many students, and some said that there were scheduling or administrative challenges to graduating students. One said that this was in fact the most challenging thing about implementing Read Right: "If we graduate them, will they be in this class or scheduled into another class?" At another school, the lead tutor reported that the principal did not allow students to leave Read Right midsemester, even after they graduated.

Impact of Read Right in Participants' Views

Students almost uniformly said that the purpose of Read Right was to "become a better reader." A few mentioned that Read Right was supposed to help particular aspects of reading, such as comprehension, oral reading fluency, and "learning new words."

> *They are trying to get us to understand what we are reading instead of just looking at the words and reading them. (Student)*

> *If you have to read a book out loud for another class, you will read it correctly, like this [demonstrates] and not with lots of pauses and 'ums.' (Student)*

Other responses, voiced by only one or two students, were that the purpose was to "get to a higher level" (emphasizing the progression through color levels), not make mistakes, help with enunciation, "help me talk," and "help me feel more comfortable" when reading.

Students also believed that Read Right was successful in achieving this purpose; 90 percent said that Read Right helped them become a better reader. As a result, they found that they were more confident reading aloud in other classes, were more fluent readers, learned "like a million words," and pronounced words and enunciated more correctly. Some also added that Read Right "helps you learn more" and "understand what you are reading."

> *Now when a teacher asks you to read or says, 'Who wants to read?' you can raise your hand. (Student)*

> *I don't go so fast anymore…I don't skip punctuations. (Student)*

> *You can understand it and feel comfortable. That wasn't like last year. (Student)*

Principals were all over the map regarding how they knew Read Right was working to improve student learning. Only half of principals said they used the Gates-MacGinitie assessment data to determine if Read Right was working with their students. They were also divided regarding whether the Gates data were useful. Many principals said they didn't see the Gates data; one said they didn't know what the Gates was. Another commented that the utility of the Gates was limited because results were usually four months late. Others, however, did see and use Gates testing results and commented on their usefulness, either on their own or in combination with other assessment data.

Yes, they are very useful. Read Right sends us reports that show their grade equivalent improvement. We input it into the computer and track it, so you can see the growth. (Principal)

I use some of the data that comes from Read Right itself. Also, we pre and post all the students. (Principal)

Beyond the Gates, principals said they used information on progression through color levels, graduation rates, conversations with tutors and teachers, grades, and their own classroom observations.

Tutors see great gains and improvement in kids. They realize it works. There is nobody saying this program isn't working. (Principal)

[I can tell Read Right works] by the number of students who graduate out of it. Those data are shared with me. You also have to look at their grades. And look at whether the students are better off than when they stepped in. (Principal)

I get my information from teachers. So far, it's been positive. When a kid graduates, I assume they have made improvement. (Principal)

Impact on subgroups. There was a perception that Read Right had a differential impact on subgroups of students. More than one-fourth of tutors (27%) thought that Read Right was not necessarily effective for all struggling students, and virtually all tutors (97%) agreed that some students responded better to Read Right than others.

Most tutors (77%) thought Read Right was just as effective for ELLs as for native English speakers. In fact, some said Read Right was even more beneficial for ELLs than for native speakers. Others said that while

Read Right was not necessarily better for ELLs than native speakers, it was more effective with ELLs than other programs they used in the past. Specifically, they said ELLs were "very receptive" because they "are motivated to learn the [English] language" and "want to practice." Others commented on the acquisition of vocabulary in Read Right as being important for these students.

When I started in Read Right I couldn't even speak fluently. Now I can read a paragraph. (ELL student)

Everyone is in the same boat, but I think the ELL kids really do like the program because they see a real difference in themselves. (Lead tutor)

Perceptions of Read Right's effectiveness with students eligible for special education were also divided; 68 percent of tutors felt that Read Right was as effective for special education students as it was with other students. However, some tutors clarified in interviews that special education students were making notable gains.

With special education students, I see them making gains [with Read Right] that I didn't see when I was a regular teacher. (Lead tutor)

For the most part special education kids are receptive to it. By the time they are in high school, they know that they have a learning disability and want to get better. (Lead tutor)

At the same time, some tutors said that Read Right was not quite as effective for "the really low kids" and students with "severe reading problems" for whom "it's awfully hard." Others perceived that Read Right was not as effective for students with behavior and motivation difficulties.

The Future of Read Right

The future of Read Right at the participating schools looks positive; principals were almost unanimous in their desire to keep Read Right at their schools. They said that "it works," "kids are becoming confident," "it is successful for kids who need it the most," and "I've seen improvement." One added that this improvement was "carrying over" into other subjects as well as recreational reading.

The number one thing that tutors said they needed in order to make Read Right even better at their schools was more materials. There were frequent comments about aging materials that broke and/or wore out quickly, and about the need for more selection of texts within the color bands. More than one third of tutors (35%) said they did not have all the materials in their classroom that they needed to implement Read Right the way it should be done. Accordingly, tutors wanted more

books, MP3 players, and a structured process for ordering more materials.

Secondarily, there were issues that pertain to buildings rather than Read Right. Foremost among these were requests for more space, followed by scheduling challenges, as well as a desire to target the program more directly to the neediest students. Budget was also a concern for a few principals, particularly in light of shrinking availability of funds. These principals had opposite strategies; for example, one principal said the school would do anything to retain Read Right ("I've made a lot of sacrifices in my budget to keep Read Right"), while another said that Read Right was the last thing added and it would be the first to go.

A final suggestion addressed the computer system. It included a desire for the Read Right system "to work as excellently as the program" and connect with school records.

CHAPTER 7: RECOMMENDATIONS

Omaha Public Schools (OPS) had many successes that can be attributed to Read Right in the 2009–2010 school year. In addition to these successes, this evaluation found some challenges to implementing Read Right in OPS and in interpreting Read Right's results. Successes and challenges are described below, along with associated recommendations.

Successes: This evaluation found that:

- When compared to a control group, Read Right students had significantly higher reading achievement on the Gates-MacGinitie Reading Comprehension Test
- More hours of Read Right tutoring predicted higher posttest scores
- A larger proportion of students who participated in Read Right reported they read for fun almost every day compared to students in the control group
- Most students, tutors, and principals had positive views of Read Right

Recommendation 1. OPS should continue Read Right and perhaps expand the program, but this expansion should be done cautiously. OPS should prioritize expansion to settings that are most similar to the settings in this evaluation (i.e., traditional middle and high schools in the district). If OPS expands Read Right to dissimilar settings—such as afterschool programs or alternative schools—OPS should include an evaluation component in order to ensure that Read Right also works well in these new settings. OPS should continue to participate in the same level of training and technical assistance from Read Right, in order to ensure continued high-quality implementation. Finally, OPS should develop a clear structured process for

ordering new and/or additional Read Right materials such as MP3 players and books. This will help maintain the quality of current Read Right classrooms and ensure the quality of future expansions of Read Right in Omaha.

Challenge. This evaluation found that at the school level, the effects of Read Right varied somewhat. In three of the four schools, the treatment group outperformed the control group on the posttest, although this effect did not reach statistical significance in one of the three schools. In the fourth school, the control group outperformed the treatment group although this difference was not statistically significant. The evaluation was not able to determine exact causes for differences among schools; however, further examination of the data suggested that differences may have been due to the larger numbers of Latino and ELL students concentrated in two of the schools. (These students tended to respond less well to Read Right). Another factor may be lower average total tutoring hours in these two schools.

Recommendation 2. OPS should continue to monitor the achievement of Latino and ELL students, as well as the total number of tutoring hours students receive. Because this evaluation could not determine the exact reason for variety in school-level results, it is especially important that OPS continue to monitor student results. Particularly in schools with large Latino and ELL populations, OPS should pre- and posttest all students using the Gates-MacGinitie Reading Comprehension Test and continue to collect data on the number of hours of tutoring received. The schools should then use the pre- and posttests to monitor the progress of students, giving special attention to Latino and ELL students and to

students who receive fewer than the average number of tutoring hours. While pre- and posttesting all students will add to the expense of implementing Read Right, it will also help ensure that OPS knows how Read Right is impacting most students, as well as individual students who may need additional intervention.

In order to ensure that pre- and posttest scores are recorded in a timely manner, OPS should consider training tutors to hand score each assessment informally before sending the assessment to Read Right for formal scoring. Hand scoring is relatively simple and would allow schools immediate access to results.

Challenge. Most tutors valued the Read Right training they received. However, many expressed concerns about the inconsistency of trainers' interpretations of Read Right. In particular, tutors were confused by the variations in the degree of adherence to the tutor manual. Some tutors also reported concerns about what they perceived as some trainers' disrespectful behavior when interacting with school staff and students.

Recommendation 3. Read Right should review consistency across trainers, and OPS should create a constructive way for tutors to relay any concerns or questions about training. Because the training overall appeared to be effective and appreciated, Read Right's review of trainers should focus on removing inconsistencies of interpretation and on ensuring appropriately assertive but respectful training demeanor. In addition to this review, OPS should designate a district administrator to whom Read Right tutors can express concerns or questions about training. These concerns or questions could then be communicated to Read Right.

Challenge. Decisions varied about moving through the Read Right color levels and about graduating students from Read Right. While many tutors said they followed the Read Right protocols for moving students among color levels and/or graduating them, there was some confusion about when to do so and not all tutors were consistent.

Recommendation 4. Read Right should retrain tutors on moving students through color levels and graduating students, and OPS should ask tutors to make team decisions about these issues until tutor decisions become more consistent. It may be that retraining will make these decisions clearer for tutors. Temporarily asking that at least two tutors listen to a student read before that student moves up or graduates may also help tutors develop a shared view of when movement or graduation is appropriate. Some tutors reported they are already making team decisions about movement and graduation at their schools.

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APPENDIX A

Gates-MacGinitie Methodology

Student Attrition. Table A-1 reports the numbers of students assigned to the treatment and control groups at each school, as well as the percentage of students lost to the study over time, which is referred to as "attrition." Consideration of attrition is important because the number and type of students who are lost from the study affect the degree to which the study results are credible and generalizable. Strong efforts on the part of the schools and the district helped ensure that the attrition rate from pretest to posttest was 6 percent which, by convention, means that the internal validity of the study is considered strong (Valentine & McHugh, 2007). Internal validity refers to the credibility of the study, or the ability to know that any effect is due to the treatment rather than to other characteristics of the students.

Table A-1
Student Attrition From June 2009 Through January 2010[13]

School	Students Assigned	Students Pretested	Students Posttested	Student Attrition, Pre- to Posttest
School 1	150	98	93	5%
School 2	164	130	120	8%
School 3	147	117	117	0%
School 4	120	105	94	10%
All Schools	581	450	424	6%

The attrition from selection to posttest was 27 percent (not shown in Table A-1). A recent reanalysis of data from 35 randomized controlled trials suggests that this rate is acceptable (Valentine & McHugh, 2007). A further examination of the data revealed that the majority of students lost from assignment to pretest (80%) were lost because they never enrolled in the school or they transferred before the pretest was given during the first week of school. It is likely that these students left the study for personal reasons (e.g., their family moved) rather than any factor within the study. If these students were removed from the calculation, the total attrition rate would be 11 percent, which is considered good (Valentine & McHugh, 2007). While attrition due to students who did not enroll or who transferred before the pretest does not affect the internal validity of the study, it may weaken the external validity. In other words, the study results do not generalize as easily to the subgroup of students who are highly mobile as they do to the majority of students who are less mobile.

In considering attrition, it is also important to examine differential attrition, or the difference in attrition between the students in the control group and the students in the treatment group. The difference between attrition of treatment and control groups from the pretest to posttest was 2 percent, and the difference from selection to posttest was 4 percent. In both cases, more students in the control group were lost; however, both attrition rates are considered acceptable (Valentine & McHugh, 2007). In other words, they were small enough that they were unlikely to have caused the two groups to differ a great deal from one another.

---

[13] This table includes two control group students that participated in more than 10 hours of Read Right and five treatment students that did not get the treatment. Inclusion of these students is typical in an "intent to treat" design and is used to provide an unbiased estimate of the effects of the treatment by preserving the random assignment (Lachin, 2000).

Data Analysis. The model for the first analyses of the student achievement variables was represented with the following equation:

$$Y = \beta_0 + \beta_1[\text{Treatment}] + \beta_2[\text{Pretest}] + \beta_3[\text{School1}] + \beta_4[\text{School2}] + \beta_5[\text{School3}] + e$$

This equation means that students' posttest scores (the dependent variable) were a function of the following variables: whether students were in the treatment or in the control group (a dichotomous variable), the students' pretest scores on the same assessment, and which of the four schools the student attended. The analysis "fixed" or held steady the slope for the schools, giving the overall effect of treatment while accounting for prior achievement of students and the effect of the schools in general.

School effects. To explore school effects, the data were divided into four datasets, one for each school. For each individual school the following equation was used:

$$Y = \beta_0 + \beta_1[\text{Treatment}] + \beta_2[\text{Pretest}] + e$$

This equation means that at each individual school, students' posttest scores (the dependent variable) were a function of the two variables: whether students were in the treatment or in the control group (a dichotomous variable) and the students' pretest scores on the same assessment.

Effects by subgroups. To determine how the treatment varied by student ethnicity, Education Northwest used five different linear regressions. Each equation used the data only from the subgroup that was being examined (i.e., one equation for African American students, one for whites, one for Latinos, one for ELLs, and one for special education students). All five of these regressions used the following equation:

$$Y = \beta_0 + \beta_1[\text{Treatment}] + \beta_2[\text{Pretest}] + \beta_3[\text{School1}] + \beta_4[\text{School2}] + \beta_5[\text{School3}] + e$$

Effect of hours of tutoring within the treatment group. To examine the effects of the total number of reported tutoring hours, Education Northwest used data exclusively from students in the treatment group in the four experimental schools. The following equation was used:

$$Y = \beta_0 + \beta_1[\text{hours of tutoring}] + \beta_2[\text{Pretest}] + e$$

For the students in the treatment group, this means that at each student's posttest score (the dependent variable) was a function of his/her total reported reading tutoring hours while accounting for differences in his/her pretests.

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APPENDIX B

Surveys

Read Right Student Survey
Fall 2009 and Spring 2010

Note: This survey was made into a scantron.

This survey is about what you like and don't like about reading. It is part of a study to help your school decide what kind of reading classes to have.

There are no right or wrong answers. Please take your time. The survey is voluntary. So, if there are any questions you don't want to answer, you can skip them. You can stop at any time. Also, no one at your school will know how you answered.

If you have a question, please ask the tutor for help. Since this survey is about what <u>you</u> think, please do not talk or share information with your neighbor until after the surveys have been turned in.

First Name _____ Last Name _____

Student ID Number _____

Grade ___6   ___7   ___8   ___9   ___10   __11   ___12

1. How often do you read for fun on your own time?
- ○ Almost every day
- ○ Once or twice a week
- ○ Once or twice a month
- ○ Never or hardly ever

2. How often do you talk with your friends or family about something you have read?
- ○ Almost every day
- ○ Once or twice a week
- ○ Once or twice a month
- ○ Never or hardly ever

3. What is the highest level of education that you think you will get? (mark one):
- ○ Some high school
- ○ Graduate from high school
- ○ Take some college courses
- ○ A two-year associate college degree
- ○ A four-year college degree (Bachelor's)
- ○ Graduate or professional degree (Masters or Doctorate)

Please indicate how strongly you agree or disagree with the following.

	Strongly disagree	Disagree	Agree	Strongly Agree
4. I read because I like to learn new things.				
5. I like learning from books, even if the books are hard.				
6. I want to read better than other students in my classes.				
7. One reason I might not read out loud in my classes is so I don't look stupid.				
8. I like reading best when it really makes me think.				
9. I try hard in class so other students won't think I'm dumb.				
10. I would feel like a good reader, if I read better than other students.				
11. I want to read so I don't look like I can't do my work.				

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	Strongly disagree	Disagree	Agree	Strongly Agree
12. I read a lot because I want to get better at reading.				
13. It's very important to me that I don't look stupid in class.				
14. I would feel really good, if I were the only one who could answer the teachers' questions in class.				
15. I do my work in my classes so I won't be embarrassed.				
16. I would like to show my teachers that I'm smarter than the other students in class.				
17. Reading better than other students is important to me.				
18. I read because I'm interested in it.				
19. Reading out loud in class makes me nervous.				

POSTSURVEY ONLY FOR TREATMENT STUDENTS

This semester you were in Read Right. Please indicate how much you agree with each statement.

	Strongly disagree	Disagree	Agree	Strongly Agree
20. I like going to Read Right.				
21. Read Right helps me become a better reader.				
22. Read Right helps me enjoy reading more.				
23. The tutors in Read Right are very helpful.				
24. I know when I do an excellent read.				

25. Read Right is usually boring.				
26. I have friends in Read Right.				
27. I am an excellent reader.				

THANK YOU!

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Read Right Tutor Survey
Spring 2010

Note: This survey will be administered electronically.

This survey is part of a study of Read Right in Omaha Public Schools. The questions are about your role in the Read Right program. Your answers will help researchers understand the implementation and outcomes of Read Right. The survey will take about 30 minutes to complete.

Please answer each question. Your answers are completely confidential.

Thank you for your help!

1. How many years have you been a Read Right tutor?

☐

2. When did you receive your initial Read Right training?
- ○ Fall semester 2007
- ○ Spring semester 2008
- ○ Fall semester 2008
- ○ Spring semester 2009

Please indicate the degree to which you agree with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly Agree
3. The Read Right training I received was high quality.				
4. The training adequately prepared me to be a Read Right tutor.				
5. The training contradicted other types of training I have had on reading instruction. (If you have not received other training, leave this item blank).				
6. The trainer(s) was/were knowledgeable resources about reading and Read Right.				

	Strongly disagree	Disagree	Agree	Strongly Agree
7. The trainer(s) was/were encouraging as I learned how to deliver tutoring to students.				
8. I would recommend the trainer(s) to other tutors.				

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9. Please write any suggestions you have for improving Read Right training below.

10. For how long do you see yourself working as a Read Right tutor?
- ○ Not much longer
- ○ For another year
- ○ For a few more years
- ○ For a long time

11. During a typical week, what percentage of time do you spend on the following:
> *(note: a plus b plus c should total 100%).*
> a) Excellent reading ___%
> b) Coached reading ___%
> c) Critical thinking ___%

Please indicate the degree to which you agree with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly Agree
12. I enjoy being a Read Right tutor.				
13. I always follow the program as intended.				
14. Some students respond better to Read Right than others.				
15. I can always recognize an excellent read.				
16. I can easily identify a student's symptoms during coached reading.				
17. I have no difficulties directing student groups during critical reading.				
18. Student behavior problems rarely interfere with instruction during Read Right				

	Strongly disagree	Disagree	Agree	Strongly Agree
19. I think Read Right is an effective intervention for <u>all</u> struggling students.				
20. I see English language learners making the same kinds of gains as native English speakers. (If you do not tutor any English language learners, leave blank.)				
21. I see special education students making the same kinds of gains as non special education students. (If you do not tutor any special education students, leave blank.)				
22. Students typically become more motivated to read after Read Right instruction.				
23. I have no problem recognizing when a student is ready to move to the next color level.				
24. I have no problem recognizing when a student is ready to graduate from Read Right.				
25. Being a Read Right tutor is respected in this school.				
26. If I have questions or doubts about a particular student, I can resolve them by talking to the other tutors in the classroom.				
27. In our Read Right classroom, we have all the materials we need to implement the program the way it should be done.				
28. Some students just don't like reading even after they have been in Read Right.				
29. There is confusion in our school about when a student is ready to move to the next color level.				
30. There is confusion in our school about when a student				

	Strongly disagree	Disagree	Agree	Strongly Agree
should graduation from Read Right.				

Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement. 1=Strongly Agree 2=Moderately Agree 3=Agree slightly more than disagree 4=Disagree slightly more than agree 5=Moderately Disagree 6=Strongly Disagree

31. The amount a student can learn is primarily related to family background.	1	2	3	4	5	6
32. If students aren't disciplined at home, they aren't likely to accept any discipline.	1	2	3	4	5	6
33. When I really try, I can get through to most difficult students.	1	2	3	4	5	6
34. A tutor is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4	5	6
35. If parents would do more for their children, I could do more.	1	2	3	4	5	6
36. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1	2	3	4	5	6
37. If a student in Read Right becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6
38. If one of my students can't do the work in Read Right, I can accurately assess whether the materials are at the right level.	1	2	3	4	5	6
39. If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4	5	6

40. When it comes right down to it, a tutor really can't do much because most of a student's motivation and performance depends on his or her home environment.	1	2	3	4	5	6

41. Please write any additional comments you have about Read Right.

42. At what school do you work?
[list includes Benson, Central, South, Norris, Monroe, Wilson (alternative), Nathan Hale, Lewis and Clark, Brian]

43. Are you a certificated teacher?
       ○ Yes   ○ No

44. Gender
       ○ Male   ○ Female

45. Race/ethnicity (check all that apply)

      ○ American Indian or Alaska Native
      ○ Asian
      ○ Black or African-American
      ○ Native Hawaiian or Other Pacific Islander
      ○ Latino or Hispanic
      ○ White

THANK YOU!

APPENDIX C

Interviews

Read Right Interviews
Principal Interview

Principal Name:
School Name:
Evaluator Name:
Date:

1. How long have you been principal at this school?

2. When did you begin the Read Right program at this school?

3. a. How familiar are you with how Read Right works?

    b. How did you learn this?

4. Read Right is generally described as a "Tier 3" intervention. What can you tell me about how it compares to other Tier 3 interventions you have in the school or may have had in the past? [Note: Tier 3 interventions are literacy programs in addition to regular classes for the lowest 10-20% of readers in the school.]

5. a. What are the biggest challenges to implementing Read Right?

    b. How have you addressed those challenges? (Probes: sufficient resources, space, training of tutors, scheduling)

6. a. Knowing that there are limited resources, how do you decide what students will receive Read Right?

    b. Who makes those decisions? What criteria are used?

7. a. How do you know if Read Right is working to improve student learning?

    b. Are the Gates assessments useful? Why or why not?

8. How do you know if Read Right is working to improve student attitudes toward reading?

9. Would you like to see Read Right at this school in the future? Why or why not?

10. Is there anything else about Read Right in your school that I should know about?

Read Right Interviews
Tutor Interview

Tutor Name:
School Name:
Evaluator Name:
Date:

Background

1. How long have you been a Read Right tutor? _____

Training

2. What did you like about the training?

3. What didn't you like?

4. After the training, how prepared did you feel to begin tutoring?

5. a. After the training was finished, if you had any questions, have you been able to get the answers you need? Please provide an example.

    b. Do you have any suggestions for improving the training?

Implementation

6. What aspects of Read Right instruction are easy to implement? Why?

7. What aspects of Read Right instruction are more difficult to implement? Why?

8. How do you know when a student is ready to move to the next color level? (Prompt: If you are unsure about whether to move the student what do you do?)

9. Are there any concerns about moving students to the next color level?

10. How do you know when a student is ready to graduate?

11. Are there any concerns about graduation? If so, what?

12. How confident are you that you always follow the Read Right methods correctly? What makes you say that?

13. a. Have there been times when you've had to modify, add to, or change the Read Right methods? Please describe.

   b. How often has this happened?

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14. Have you had any concerns about the way that other tutors implement Read Right? Please describe.

15. Is teacher resistance to Read Right an obstacle to implementing the program? If so, please describe and provide suggestions about how to overcome this resistance.

16. What else do you need to make Read Right even better?

Student Motivation and Attitudes

17. How do students respond to Read Right?

18. Is this the same for all students? (Probe: English Language Learners and special education)

19. Can you describe a student who you feel Read Right has been very successful for this semester? (probe for changes in attitudes/behavior/motivation)

20. Can you think of a student who has not had the same kind of success?
If so, what do you think is interfering with success for this student?

21. What interactions, if any, do you tend to have with the parents of Read Right students?

Tutor efficacy and attitudes

22. What do you like about being a Read Right tutor?

23. What is challenging about being a Read Right tutor?

24. How do you deal with difficult students?

25. Some students face many personal or family challenges that can make school hard for them. To what degree do you think Read Right or other instruction at school can help students overcome those challenges?

26. Is there anything else I need to know about how you implement Read Right or the effect it has on students?

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APPENDIX D

Student Focus Group

Read Right Interviews
Student Focus Group Protocol

School Name:
Evaluator Name:
Date:
Color Levels:

[NOTE: Find out ahead of time the names and the color (level) of each student who will be participating.]

This discussion will be about what you like and don't like about reading and about the Read Right program. It is part of a study to help your school decide what kind of reading classes to have.

There are no right or wrong answers. Your participation is voluntary. So, if there is any thing you don't want to talk about, you don't have to. Also, no one at your school other than the students present today will know how you what you have said in this discussion.

I would like to record the discussion on this digital recorder. I'll be taking some notes, but the recording will help me make sure I heard exactly what you said, because your comments are important to me and to knowing how Read Right is working in this school. Is it o.k. for me to record this?

I do have some ground rules, though.

1) **Listen to others.** Don't interrupt**.** Try not to talk at the same time someone else is talking. When you do this it makes it hard to take notes. If this happens, I may ask you to hold your thoughts until the first person is through talking.
2) **Be respectful.** I want to hear everyone's honest opinions. So, it is very important that you are respectful of one another. This means, for example, that you listen to others, that you do not tease, and that you speak in an everyday pleasant tone of voice. If you disagree with someone, do not say, "You are wrong," or "That's a stupid idea." Instead, you can say, "I respectfully disagree."
3) **What you say here, stays here.** This discussion will probably not generate hot, new gossip that you want to tell all your friends. But, I want everyone to feel comfortable giving their true opinions. So, I ask that you not talk about this discussion after it is done.

Do you think you can follow these ground rules? O.K. let's begin.

1. How long have you each been in Read Right?

2. What do you think the main goals of Read Right are?

3. Think about the things you read in the last week. Why do you read?

4. Does Read Right usually help students improve their reading?

   a. If yes, why do you think it helps?

   b. If no, why don't you think it helps?

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APPENDIX E

Observations

CLASSROOM OBSERVATION FORM
Coached Reading and Excellent Reading
This observation is designed to follow one selected student for the entire period.

Date of observation: _____

School: _____

Observer: _____

Length of observation: _____

Observation start time: _____

Observation end time: _____

Name of lead teacher:_____

Number of tutors in room _____

Number of students in the class at beginning of the observation _____

Number of students per table

        Table 1 _____

        Table 2 _____

        Table 3 _____

        Table 4 _____

        Table 5 _____

        Table 6 _____

After recording the above information, start with the table furthest from the classroom door and observe for 40 minutes. For the next period, move over one table to the left, and continue this pattern for subsequent observations, unless there is any objection from a tutor or student. At the table, observe the student immediately to the right of the tutor.

Number of students at table you are observing:

Tutor is: M   F

Observed Student is: M   F

Observed Student is: special education   non   don't know

Observed Student's color level: Red   Green   Blue   Lime   Purple   Yellow

Observed Student's race, if known:

Any other info about student:

For the rest of the period, keep track of the activities that happen with the student. Types of activities:

1. Preparation/paperwork/getting ready
2. Independent reading
3. Coached reading
4. Excellent reading

5. Waiting for tutor to get materials
6. Student off-task >2 minutes
7. Other (define on back of page)

Time X:XX	Activity	For Activity 3 and 4 only, make hash marks to indicate the following:															Anytime	
	1-5	Excellent							Coaching									
		Judge				Vocabulary								Vocabulary				
		student		tutor			Vocab clarified	Clarification in context	Missed opp to clarify	Cycling	Skip	Doesn't work	Read again only	Vocab clarified	Clarification in context	Missed opp to clarify	Incorrect correction	Free comment	Disengage
		y	n	y	n	x													

Add comments at bottom or back of page for reasons for disagreement with tutor on judgment or corrections.

After your observation:

1. Record the amount of time spent on each of the following:

	Minutes
Length of observation	
Time on paperwork/preparation (1)	
Time for Independent reading (2)	
Time on Coached Reading (3)	
Time on Excellent Reading (4)	
Time waiting for tutor (5)	
Time off task (6)	
Time for other (7)	

2. During Excellent Reading

	Number of occurrences
Times Excellent Reading was judged	
Tutor said reading was excellent	
Student said reading was excellent	
Student did not judge excellence	
Observer disagreed with tutor (a)	
Vocabulary clarified	
Vocabulary clarified in context of this text	
Opportunity to clarify vocabulary missed	
Student cycled (count each block of cycling)	
Student total repetitions across all cycling (b)	

(a) Explain disagreement with tutor judgment.

(b) Explain any impression of over or under cycling.

3. During Coached Reading

	Number of occurrences
"Skip" corrections	
"Doesn't work" corrections	
"Read it again" (only) corrections	
Total corrections by tutor (add first three lines above)	
Inaccurate corrections by tutor (a)	
Vocabulary clarified	
Vocabulary clarified in context of this text	
Opportunity to clarify vocabulary missed	
Student was off-task	

(a) Explain inaccurate corrections.

4. Anytime

	Number of occurrences
Free comments	
Disengage	

5. Describe any issues with space, materials, noise level or other issues.

6. Other comments about this observation.

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CLASSROOM OBSERVATION FORM
Critical Thinking

This observation is designed to follow one table (usually four of five students and a tutor) for the entire period.

Date of observation: _____ School: _____

Observer: _____

Scheduled length of class: _____

Length of observation: _____

Observation start time: _____

Observation end time: _____

Name of teacher:_____

Number of tutors in room: _____

Number of students in the class at beginning of the observation: _____

Number of students per table

        Table 1 _____

        Table 2 _____

        Table 3 _____

        Table 4 _____

        Table 5 _____

        Table 6 _____

After recording the above information, select the table furthest from the classroom door and observe there. For the following period, move to the next table to the left, and continue this way for the rest of the observations. It doesn't matter if you observe the same tutor more than once.

Number of students at table you are observing:

Tutor is: _____M _____F

Students are: _____M _____F

Student are: _____special education _____non _____don't know

Group's color level: Red   Green   Blue   Lime   Purple   Yellow

Students' races, if known:

IMPORTANT: Ask for a copy of the book the students are reading from.

For the rest of the period, keep track of the activities that happen with the group. Types of activities:

1. Preparation/paperwork/getting ready
2. Work independently on critical reading / read independently
3. Working with tutor and group
4. Other (define at bottom of page if used)

Time X:XX	Activity 1-4	For Activity 3 only indicate the following: Item # (type)	SS Agree	SS support opinions	SS switch answer	Wrong answer from S group	Tutor Clarifies Vocab	Vocab clarified in context	Missed opp to clarify	Tutor gives answer	Anytime Free Comment by tutor	Disengage	Off task >2 minutes

S discussion of disagreement, third instance:

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After your observation:

1. Record the amount of time spent on each of the following.

	Minutes
Length of observation	
Time on paperwork/preparation	
Time on critical and independent reading	
Time working with tutor and group	
Time on "other"	

2. During Critical Thinking

	Number of occurrences/items
Total items discussed	
Items students agreed on w/out needing to discuss	
Students supported their answers (Count each Ss' response as 1)	
Students switched their answers (Count number of Ss)	
Student consensus on answer incorrect	
Vocabulary clarified	
Vocabulary clarified in context of this text	
Opportunity to clarify vocabulary missed	
Student asked to disengage	
Student off task	
Free comments	

3. Third example student discussion of disagreement:

4. Note any problems with: physical space, noise level, materials, or other

5. Other comments about this observation.

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APPENDIX F

Gates-MacGinitie Results

Main effects. The main regression analysis showed a significant positive effect of Read Right on middle and high school students' reading comprehension as measured by the Gates-MacGinitie Reading Comprehension Test. As shown in Table F-1, the estimated mean for students in the treatment group was 5.49 scale score points higher than for students in the control groups, and this difference was statistically significant, even after accounting for students' pretest performance, which also significantly predicted posttest scores.

Table F-1
Summary of Regression Analysis for Variables Predicting Posttest Gates-MacGinitie Reading Comprehension Extended Scale Scores

Variable	*B*	SE	*β*	*t*	*p*
Constant	498.86	2.22	--	224.68	.000
Treatment	5.49	1.89	.11	2.90	.004
Pretest	0.60	0.04	.59	15.38	.000
School 1	6.50	2.87	.11	2.27	.024
School 2	3.93	2.68	.07	1.47	.143
School 3	-4.48	2.70	-.08	-1.66	.097

School Effects. Descriptive statistics for schools showed that in three of the four schools, students in the treatment group outperformed those in the control group. However, in one school students in the control group did better than those in the treatment group, although this result did not reach significance. We used linear regressions for each school to explore the effects of schools. Table F-2 shows the results of these analyses.

Table F-2
Summary of Regression Analyses Exploring the Effects of Schools on Predicting Posttest Gates-MacGinitie Reading Comprehension Extended Scale Scores

Regression	Variable	*B*	SE	*β*	*t*	*p*
School 1	Constant	504.27	2.58	--	195.59	.000
	Treatment	9.66	3.71	.22	2.61	.011
	Pretest	.46	.07	.56	6.81	.000
Schoo1 2	Constant	499.46	2.17	--	230.44	.000
	Treatment	12.17	3.03	.26	4.02	.000
	Pretest	.68	.06	.70	10.91	.000
Schoo1 3	Constant	494.65	2.87	--	172.52	.000
	Treatment	4.90	3.93	.10	1.25	.214
	Pretest	.58	.11	.46	5.56	.000
Schoo1 4	Constant	504.23	3.09	--	163.33	.000
	Treatment	-5.10	4.37	.09	-1.17	.246
	Pretest	.66	.08	.65	8.17	.000

Effects by student subgroups. We used five different linear regressions to determine whether Read Right had different effects for different student groups: African Americans, Latinos, whites, ELLs, and special education students. Table F-3 shows the results of these five regressions in detail.

Table F-3
Summary of Regression Analyses Exploring the Effects of Student Groups on Posttest Gates-MacGinitie Reading Comprehension Extended Scale Scores

Regression	Variable	*B*	SE	*B*	*t*	*p*
African American	Constant	496.84	4.30		115.51	.000
	Treatment	7.57	2.78	.17	2.72	.007
	Pretest	.58	.06	.61	9.72	.000
	School 1	6.46	4.73	.14	1.36	.175
	School 2	4.04	4.50	.09	.90	.370
	School 3	-4.27	8.73	-.03	-.49	.625
Latino	Constant	502.45	3.09		162.69	.000
	Treatment	.68	3.13	.01	.22	.828
	Pretest	.62	.07	.56	9.03	.000
	School 1	10.98	5.48	.13	2.00	.047
	School 2	-.64	9.63	.00	-.07	.947
	School 3	-5.26	3.38	-.10	-1.56	.122
White	Constant	493.78	7.23		68.32	.000
	Treatment	8.06	4.68	.14	1.72	.089
	Pretest	.72	.11	.63	6.72	.000
	School 1	5.81	8.05	.09	.72	.472
	School 2	5.28	8.00	.09	.66	.511
	School 3	-3.12	8.55	-.05	-.36	.717
ELL	Constant	494.69	5.26		93.98	.000
	Treatment	-.41	5.33	-.01	-.08	.939
	Pretest	.63	.18	.39	3.44	.001
	School 1	.23	10.93	.00	.02	.983
	School 2	-25.23	22.80	-.13	-1.11	.273
	School 3	2.32	5.56	.05	.42	.678
Special Education	Constant	494.76	5.40		91.67	.000
	Treatment	1.99	4.07	.04	.49	.625
	Pretest	.52	.08	.55	6.98	.000
	School 1	14.64	6.55	.23	2.23	.028
	School 2	3.72	6.03	.06	.62	.538
	School 3	-1.47	6.00	-.03	-.24	.807

Effect of Total Tutoring Hours. Students' total number of reported tutoring hours significantly predicted their Gates-MacGinitie Reading Comprehension posttest scores. Students who received more hours of tutoring did better than those who were tutored for fewer hours.

education northwest

Table F-4
Summary of Regression Analysis for Total Tutoring Hours and Posttest Gates-MacGinitie Reading Comprehension Extended Scale Scores of Treatment Students

Variable	B	SE	β	t	p
Constant	493.74	4.60	--	107.41	.000
Total Tutoring Hours	.62	.24	.14	2.60	.010
Pretest	.64	.05	.63	12.11	.000