

Michigan Education Corps
End of Year Evaluation 2016-17 Report
(FY2017 Appropriation Act - Public Act 340 of 2016)

August 1, 2017

Sec. 1701. (1) From the funds appropriated in part 1A for community services and outreach administration, \$250,000.00 shall be allocated to Hope Network to provide job training in both a single facility and in supervised enclaves in the private employer community for individuals with developmental disabilities with the goal of gainful employment.

(2) From the funds appropriated in part 1A for community services and outreach administration, \$500,000.00 shall be allocated to Hope Network to operate the Michigan Education Corps, which received funding under section 35(6) of the state school aid act of 1979, 1979 PA 94, MCL 388.1635a. The Michigan Education Corps shall include program data related to the additional funding awarded under this subsection in addition to the data required when submitting the August 1 report to the legislature required under section 35(6) of the state school aid act of 1979, 1979 PA 94, MCL 388.1635a.



Michigan Department of
Health & Human Services

RICK SNYDER, GOVERNOR
NICK LYON, DIRECTOR



Michigan Education Corps K3 Reading Corps End-of-Year Evaluation 2016-17

August 1, 2017





Since 1963, Hope Network has been committed to supporting underserved individuals such as those with mental illness, neurological injuries, and developmental disabilities with a recent focus on children through services including literacy intervention, trauma-informed care, and residential treatment. Hope Network serves 240 plus communities, with 2,800 staff members, to more than 20,000 people annually throughout Michigan.



ServeMinnesota
The power of AmeriCorps. The power of you.

MEC Reading Corps is based on the successful Minnesota Reading Corps, the largest AmeriCorps tutoring program in the country. A rigorous study conducted by the University of Chicago confirms that Reading Corps is a proven model that significantly accelerates literacy achievement for children age 3 to grade 3. By combining the people power of AmeriCorps with evidence-based practices, Reading Corps tutors in Michigan are part of a multi-state effort helping more than 40,000 struggling students learn to read each year. ServeMinnesota provides the evaluation, training, and technical support to ensure fidelity of Reading Corps implementation across the country.



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Background of Reading Corps

Reading Corps is an AmeriCorps program that provides trained literacy tutors to support reading development for students in PreKindergarten through grade 3. Reading Corps tutors are trained to implement evidence-based literacy instruction and assessment protocols. Tutors are supported by a multi-level coaching model that includes site-based (“Internal”) and external (“Master”) coaches.

The vision of Reading Corps is to broadly impact literacy outcomes for children, with the following primary goals:

- All children, age 3 to grade 3, who qualify for Reading Corps, will have access to Reading Corps and will meet reading standards by third grade.
- AmeriCorps tutors, through the training, development, and service opportunity provided by Reading Corps, will pursue education related careers and/or continue to be ambassadors for children's literacy throughout their lives.
- Schools and community institutions/organizations, through their experiences with Reading Corps, will understand and incorporate the Reading Corps methods for increasing literacy; those institutions will, in turn, build awareness of Reading Corps literacy interventions with their colleagues.

Evidence

Over two school years, external researchers from the University of Chicago independently evaluated Reading Corps and found meaningful, significant effects across ages. Students who participated in Reading Corps accelerated their literacy skills and performed better than comparable students who did not¹. Moreover, students with greater risk due to socioeconomic factors made noteworthy gains toward closing their learning gap. Reading Corps is an effective model for improving student literacy outcomes.

Research-based Service Delivery

The Reading Corps model aligns with Response-to-Intervention (RTI) or Multi-Tier System of Supports (MTSS), which are two descriptions of a framework for delivering educational services effectively and efficiently². The key aspects of that alignment include the following:

- Clear literacy targets at each level from PreKindergarten through grade 3

¹ Markovitz, C.; Hernandez, M.; Hedberg, E.; Silbergliitt, B. (2014). *Outcome Evaluation of the Minnesota Reading Corps K3 Program*. NORC at the University of Chicago: Chicago, IL.

Markovitz, C.; Hernandez, M.; Hedberg, E.; Silbergliitt, B. (2015). *Outcome Evaluation of the Minnesota Reading Corps PreK Program*. NORC at the University of Chicago: Chicago, IL.

² Burns, K.M., Jimerson, S.R. VanDerHeyden, A. M., & Deno, S.L., (2016). Toward a unified Response-to-Intervention model: Multi-tiered systems of support. In S.R. Jimerson, M.K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention, 2nd Ed.* (pp. 719-732). New York: Springer.



- Benchmark assessment three times a year to identify students eligible for individualized interventions
- Evidence-based interventions
- Frequent progress monitoring during intervention delivery
- High-quality training in program procedures, coaching, and observations to support fidelity of implementation

In the RTI, or MTSS framework, data play the key roles of screening student eligibility for additional services and monitoring student progress towards achieving academic goals (i.e., benchmarks). Reading Corps screens students for program eligibility three times a year (i.e., fall, winter, spring) using empirically-derived grade- and content-specific performance benchmarks. Eligible students (defined as students scoring below target scores) are determined potential candidates to receive supplemental Reading Corps support.

Reading Corps is focused on intervention in the “Big Five Ideas in Literacy” as identified by the National Reading Panel, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Tutors at the PreKindergarten level are embedded into a classroom to collaborate with teaching staff to implement literacy-rich practices for all students and targeted, more intensive interventions for students who need them. Full-time tutors in Kindergarten through grade 3 work with approximately 15-20 at-risk students for 20 minutes each day. The tutoring interventions align with the Big Five literacy targets (Shanahan et al., 2008³ and Snow, Burns, & Griffin, 1998⁴) and are *supplemental* to the core reading instruction provided at each school. The goal of the tutoring is to raise individual students’ literacy levels so that they are on track to meet or exceed the next program-specified literacy benchmark.

Coaching and Support

As mentioned above, Reading Corps provides multiple layers of supervision to ensure integrity of program implementation. Site-specific Internal Coaches, who are typically staff literacy specialists, instructional coaches, or curriculum leaders, serve as immediate on-site supervisors, mentors, and advocates for tutors. The Internal Coach’s role is to monitor tutors and provide guidance in the implementation of Reading Corps’ assessments, and interventions, as well as the literacy rich schedule (PreK only). As the front-line supervisor, the Internal Coach is a critical component of the supervisory structure.

The external, or Master Coach, is a literacy expert who provides site staff (i.e., Internal Coaches and AmeriCorps tutors) with expert consultation on literacy instruction and

³ Snow, C., Burns, M., & Griffin, P. (Eds.), (1998). *Preventing reading difficulties in young children*. Washington DC: National Academy Press

⁴ Shanahan, T.; Cunningham, A.; Escamilla, KC.; Fischel, J.; Landry, S.; Lonigan, C.J., et al. (2008). *Developing early literacy: Report of the national early literacy panel*. Washington DC: National Institute for Literacy.



ensures implementation integrity of Reading Corps program elements. In addition to these two coaching layers, a third layer consisting of AmeriCorps program support helps ensure a successful year of AmeriCorps service. Program support staff are MEC Reading Corps employees who provide administrative oversight for program implementation to sites participating in Reading Corps.

Training

Prior to the start of each school year, MEC Reading Corps hosts a three-day Summer Institute to train returning and new Master Coaches, Internal Coaches, and AmeriCorps tutors. This intensive, information-filled training provides foundational training in the research-based literacy interventions employed by Reading Corps. During several sessions at the Reading Corps Summer Institute, tutors learn the skills, knowledge, and tools needed to serve as literacy interventionists. Tutors are provided with detailed literacy manuals as well as online resources that mirror and supplement the contents of the manual (e.g., videos of model interventions and best practices). Both the manuals and online resources are intended to provide tutors with just-in-time support and opportunities for continued professional development and skill refinement. Additional training and coaching sessions equating to about 90+ hours are provided throughout the tutors' year of service.



Overview of the Evaluation

This evaluation report addresses the requirements outlined in the Fiscal Year 2017 State School Aid Act, Section 35a(7). The evaluation report is organized around seven questions that provide the required data and information by the grant as approved by the State Board of Education. Data for the evaluation are collected and recorded by the implementers of Reading Corps. MEC Reading Corps collects data about tutors and sites, including survey responses regarding MTSS. MEC Reading Corps tutors collect data about student dosage and literacy outcomes. Coaches collect specific details about tutor implementation of interventions and assessments. These data are used to answer the following questions:

- 1. What is the scope of the Reading Corps program in Michigan?**
- 2. How well is the Reading Corps program implemented in Michigan?**
- 3. What are the primary outcomes of Reading Corps in Michigan?**
- 4. What do key stakeholders and implementers report regarding how participation in Reading Corps has affected their beliefs, opinions, and/or professional practices?**
- 5. To what degree have participating schools included MEC Reading Corps program data in their school improvement process and plans?**
- 6. To what degree have participating schools included the MEC Reading Corps program and program data in their MTSS implementation?**
- 7. To what degree has MEC Program and volunteer staff worked with school district, intermediate school district, and MDE staff to refine the role of the MEC program within overall MTSS processes?**

Appendices to the report provide additional details regarding Reading Corps Assessments and Interventions, School Improvement Plan Guidance, and Family Literacy Program.

Appendix A: K-3 Assessment Measures and Procedures

Appendix B: Assessment Research Base

Appendix C: Intervention Research Base

Appendix D: School Improvement Plan Guidance for Reading Corps

Appendix E: Family Literacy Program



1. What is the scope of the Reading Corps program in Michigan?

Sites and Tutors

Reading Corps tutors served in Michigan for a fifth year in 2016-2017. As summarized in Table 1 and Figure 1, the year saw considerable growth in the number of Reading Corps tutors at the PreK and K-3 level. There was over 50% growth in K-3 tutors and nearly double the number of PreK tutors than in 2015-16. Since the purpose of this report is for funding through State School Aid (35a), which is for K3 Reading Corps, the PreK Reading Corps outcomes data will not be provided here. T available upon request to Dr. Holly Windram, Executive Director, Michigan Education Corps, at hwindram@hopenetwork.org or 616/389-6266.

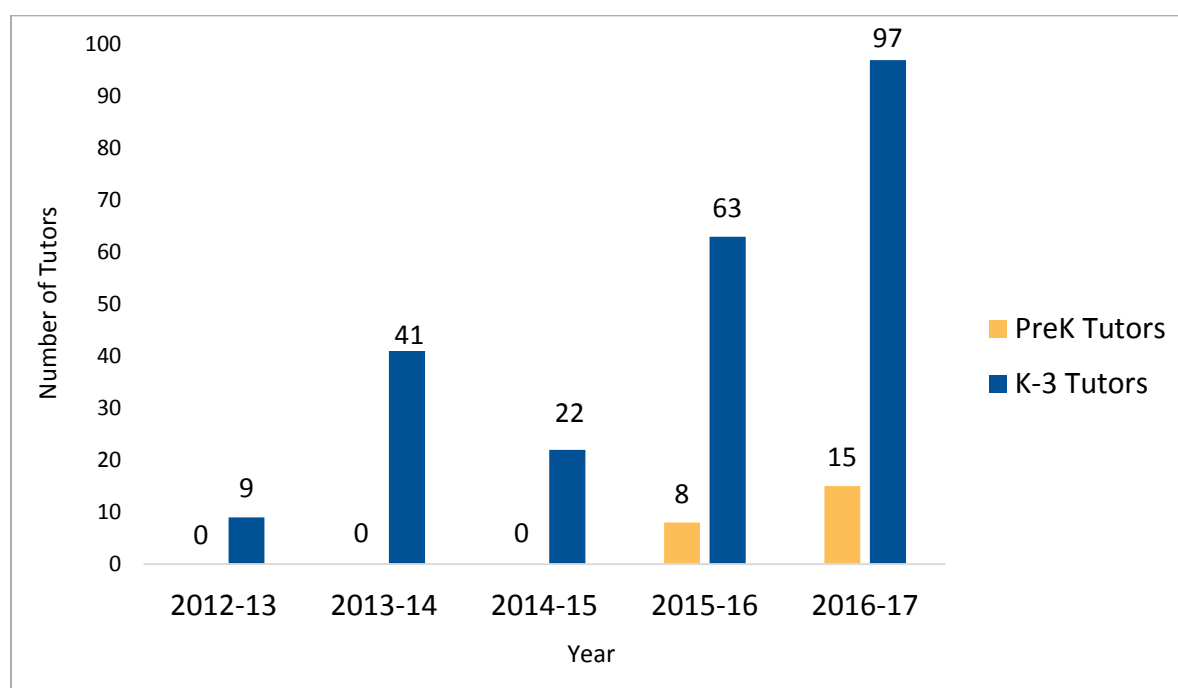
Note: In 2014-2015, MEC piloted another reading intervention program with about 20 tutors; hence, the decrease in tutors and sites implementing Reading Corps.

Table 1: Number of Sites, Coaches, and Tutors Serving During the 2016-17 School Year

Category	Sites	Internal Coaches	Master Coaches	Number of Tutors*
PreK	7	6	2	15
K-3	44	40	6	97
Total	51	46	8	112

*Defined as having entered tutoring minutes for at least one student in the Reading Corps data management system.

Figure 1: Number of Tutors by Year



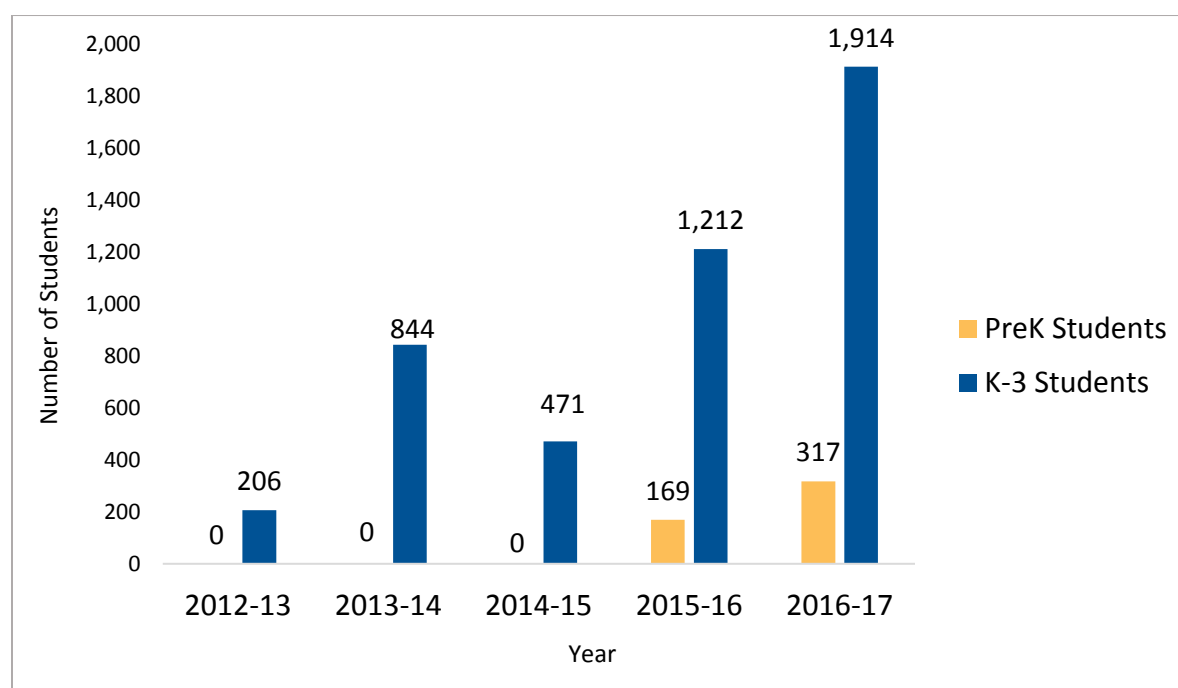
Students Served

The increase in the number of tutors corresponded with an increase in the number of students served, as presented in Table 2 and Figure 2. Reading Corps sites focused on serving students in grades 1-3 until December. Starting in December/January, sites began serving Kindergarten, so intervention did not ‘get ahead’ of core literacy instruction. As a result, Kindergarten had the least number of students served overall. Note: there were 317 children age 3-5 who participated in Preschool Reading Corps. The majority of those children (79%) were age 4. Again, only K3 outcome data are provided in this report.

Table 2: Number of Students Served

Grade	Number of Students
Grade K	209
Grade 1	513
Grade 2	622
Grade 3	570
K3 Total	1,914

Figure 2: Number of Students Served by Year



At the K3 level, students who are tutored in previous years are assessed or “benchmarked” three times per year, which provides schools and staff important data about previously-tutored students’ literacy skills. If a student scores below grade level, he or she is eligible to again receive tutoring.



Students who were tutored in previous years and benchmarked but never tutored during the 2016-2017 school year are not counted as students served in Table 2 because they did not receive tutoring. However, Reading Corps still attempts to track the progress of these students. Table 3 shows that 125 previously served students were benchmarked but not tutored during 2016-17.

Table 3: Number of Students Benchmarked as Follow-up to Tutoring in Previous Year

Grade	Number of Students
Grade K	3
Grade 1	29
Grade 2	49
Grade 3	44
Total	125

Reading Corps tutors also record the demographic information of students they serve. Table 4 shows that 58% of K-3 students were students of color and the majority (83%) were not identified as English Language Learners.

Table 4: Student Demographics

	Gender	Ethnicity	English Learner Status
K-3	51.0% Female 49.0% Male	44.8% Black or African American 41.6% White 7.1% Hispanic/Latino 3.1% Multi-Racial 2.2% Asian 0.9% American Indian or Alaskan Native 0.2% Native Hawaiian or Other Pacific Islander	8.8% Yes 83.1% No 8.0% Unknown

Kindergarten to Grade 3 Tutoring Dosage

Tutors at the K-3 level work with students every day for 20 minutes. Table 5 shows that students were tutored for an average of about 67 minutes per week. Kindergarten students averaged fewer tutoring sessions and weeks of tutoring than the older grades, potentially due to faster growth and subsequent exit from tutoring.



Table 5: K-3 Tutoring Dosage by Grade

Grade	Students Tutored	Average Tutoring Sessions	Average Tutoring Weeks	Average Tutoring Minutes Per Week
Grade K	209	44.6	13.4	64.7
Grade 1	513	66.1	19.6	66.5
Grade 2	622	68.7	20.0	67.8
Grade 3	570	62.9	18.9	65.9
Total	1,914	63.7	18.9	66.6

2. How well is the Reading Corps program implemented in Michigan?

Ensuring accurate, effective implementation is a core principle of Reading Corps. In addition to formal training sessions, ongoing coaching is provided throughout the school year. In coaching sessions, Reading Corps Master Coaches and Internal Coaches observe tutors administering assessments and delivering interventions. These observations allow for coaches to build on the tutor's formal training and to help tutors improve their implementation of the Reading Corps model.

Coaches are required to observe tutors administering each assessment at least three times per year, prior to collecting seasonal benchmark data. If tutors do not properly administer the assessment, coaches will provide targeted training and observe the tutor delivering the assessment again. Ongoing observation and coaching continues until the tutor achieves 95% accuracy in K-3. This process helps to ensure assessment data are properly collected and that the results accurately measure each student's literacy skills.

Coaches are also expected to observe tutors administering interventions. These observations provide an opportunity for coaches to provide ongoing tutor training and to ensure the interventions are delivered effectively and in accordance with their evidence base.

Table 6 displays the total number of assessment and intervention coaching sessions conducted by Master Coaches and Internal Coaches during the 2016-17 school year and the average number of coaching sessions each tutor received. A coaching session is defined as a day where a coach completed at least one fidelity observation.

The average number of assessment coaching sessions per K-3 tutor is slightly below the expectation of 3 times per tutor per year (i.e., each season). This is a result of some tutors not completing a full year of service. The average number of intervention coaching sessions at the K-3 level shows that tutors are being observed at least once per month, implying that tutors are receiving consistent coaching and support.



Table 6: Coaching Sessions by Internal and Master Coaches

	Assessment		Intervention		
	Total Coaching Sessions	Average Coaching Sessions per Tutor	Total Coaching Sessions	Average Coaching Sessions per Tutor	Range of Coaching Sessions per Tutor
K-3	267	2.7	1,104	11.3	1-26

Tutor Fidelity

After completing each assessment and intervention fidelity observation, coaches enter the number of checklist items that the tutor delivered correctly into an online data system. The percent fidelity is then calculated by dividing the number of items delivered correctly by the total number of items.

Table 7 displays the range and average fidelity for each assessment. High levels of average fidelity were noted for all measures (at least 99%), meaning 99% or more of the steps involved in administering the assessments were completed accurately. These high levels of fidelity imply the assessment data collected by Reading Corps tutors accurately reflect the literacy skills the assessments were designed to measure.

Table 7: Fidelity of Assessment Administration

Measure	Total Checks Collected	Range	Average	Standard Deviation
K-3				
Test of Letter Names	400	62-100%	99%	0.04
Test of Letter Sounds	412	69-100%	99%	0.03
Test of Nonsense Words (Eng.)	398	85-100%	99%	0.03
CBMReading	1,345	85-100%	99%	0.02

Results from Table 8 show that all interventions were conducted with high degrees of fidelity (>95% accuracy), which means they were implemented as intended. The range was 33%-100%. Given that each intervention has an extensive evidence base (see Appendix C), high fidelity means the interventions were implemented in accordance with their established evidence base.

Table 8: Fidelity of Intervention Implementation

Intervention	Total Checks Completed	Range	Average	Standard Deviation
K-3				
Blending Words	287	67-100%	97%	0.07



Duet Reading	671	56-100%	98%	0.05
Great Leaps: Any	379	33-100%	95%	0.08
Letter Sound Correspondence	211	50-100%	96%	0.08
Newscaster Reading	231	64-100%	97%	0.06
Pencil Tap	25	88-100%	99%	0.03
Phoneme Blending	95	56-100%	97%	0.07
Phoneme Segmenting	30	80-100%	97%	0.06
Repeated Reading with Comprehension Strategy Practice	221	44-100%	95%	0.06
Stop Go	4	100%	100%	0.00

3. What are the primary outcomes of Reading Corps in Michigan?

Kindergarten to Grade 3 Measures of Early Literacy

Data for K-3 literacy outcomes are reported from student performance on measures of early literacy that are designed for students in Kindergarten through grade 3. The measures assess phonics skills (i.e., knowing letter names, sounds, and simple word-level phonetic relationships) and reading fluency skills (i.e., how well the student reads connected text). The specific measures are listed below (see Appendix B for the research base):

- Test of Letter Names
- Test of Letter Sounds
- Test of Nonsense Words (English)
- CBMReading (measure of oral reading fluency)

The measures are administered by Reading Corps tutors at each screening period or “benchmark window” (fall, winter, and spring). Tutors assess students who were previously served by Reading Corps and students identified by classroom teachers as potential candidates for tutoring. Benchmark scores are compared to seasonal grade level targets that predict future reading success. Students who score below target are eligible to receive Reading Corps tutoring (see Appendix A for more information).

The literacy assessments are also used to measure the progress of students while they are receiving tutoring. Tutors “progress monitor” each student they are tutoring one time per week and track their progress toward the proficiency targets. Students’ weekly scores are used by coaches to determine if students have made enough progress to “exit” the program and no longer receive tutoring.



Kindergarten to Grade 3 Student Performance

A student's weekly progress monitoring score allows the program to measure their growth while receiving tutoring. This growth can be compared to the measures "target growth" which is the amount of weekly growth a student who is on target in the fall would need to maintain throughout the year to remain on target in the spring.

A basic premise of Reading Corps in K-3 is that students are below their grade level target, and thus need growth rates above target growth if they are going to meet future grade level targets. In other words, these students need to make more than a year's worth of growth if they are going to "catch up" and close their individual achievement gap.

Table 9 displays the average weekly growth rate for students receiving at least three weeks of Reading Corps tutoring compared to the target growth rate. For all measures, the average growth rate exceeded the target growth, meaning the average student was closing their individual achievement gap and on pace to make more than a year's worth of growth.

The last row of Table 9 shows the percentage of students who had an above average target growth rate. Nearly 70% of all students served were catching up to their grade level targets, with Kindergarten and grade 3 having the highest percentage of students above target growth. Slightly more than half of grade 1 students had above target growth for CBMReading, reflecting the potential for further improvement in accelerating reading growth for students in this grades.

Table 9: Participant Average Growth

	Grade K	Grade 1	Grade 1*	Grade 2	Grade 3	
	Test of Letter Sounds	Test of Nonsense Words (Eng.)	CBMReading			Total
Average Growth per Week	2.28	2.36	1.92	1.99	1.73	
Target Growth per Week	1.21	1.59	1.88	1.61	1.06	
Number of Students**	204	441	415	608	563	2,231
Number of Students Above Target Growth	174	298	195	405	464	1,536
Percent of Students Above Target Growth	85.29%	67.57%	46.99%	66.61%	82.42%	68.85%

*Students in this group may have also participated in Grade 1 Test of Nonsense Words (Eng.).

** Students must have at least 3 progress monitoring data points to be included in the growth rate calculations.



Figures 3-7 visually represent the average student growth rate (blue line) compared to the target growth (yellow line). The figures show that the average student started below target in the fall. They also show that for all five measures, the average student achieved above target growth and was closer to the grade level target in the fall than they were in the spring. In Kindergarten Test of Letter Sounds and Grade 1 Nonsense Words (English), the average student achieved enough growth to be above target by the spring.

Figure 3: Kindergarten Letter Sound Growth

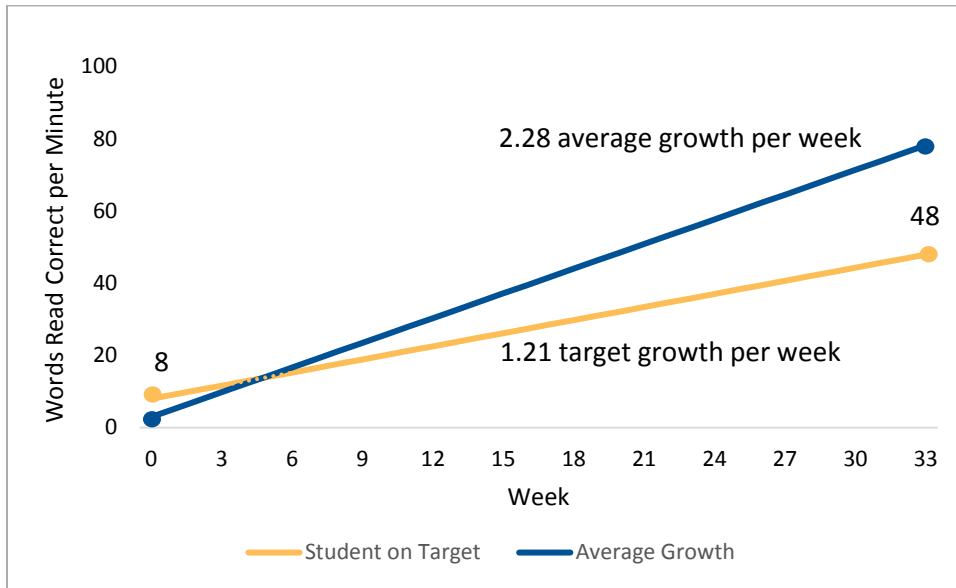


Figure 4: Grade 1 Nonsense Word (English) Growth

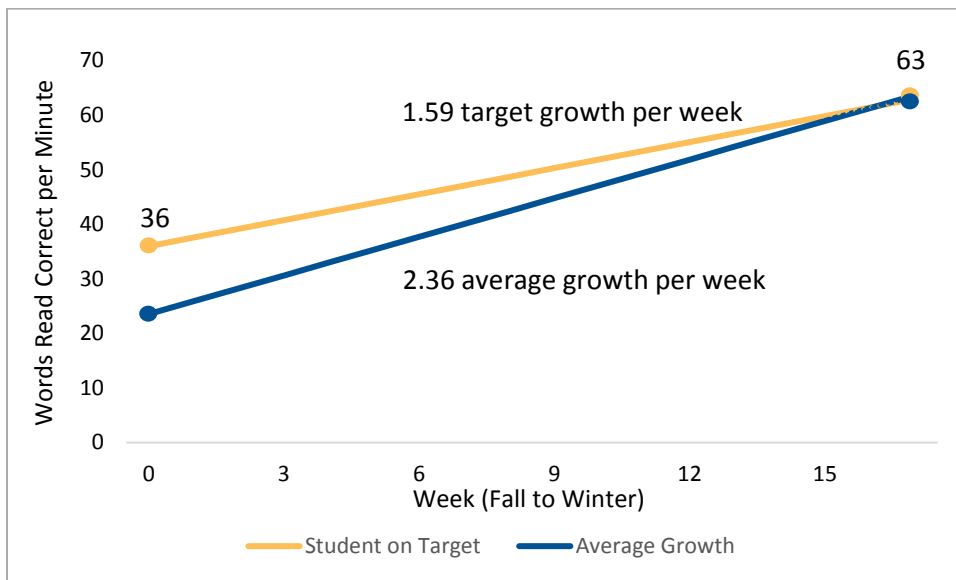


Figure 5: Grade 1 CBM Reading Growth

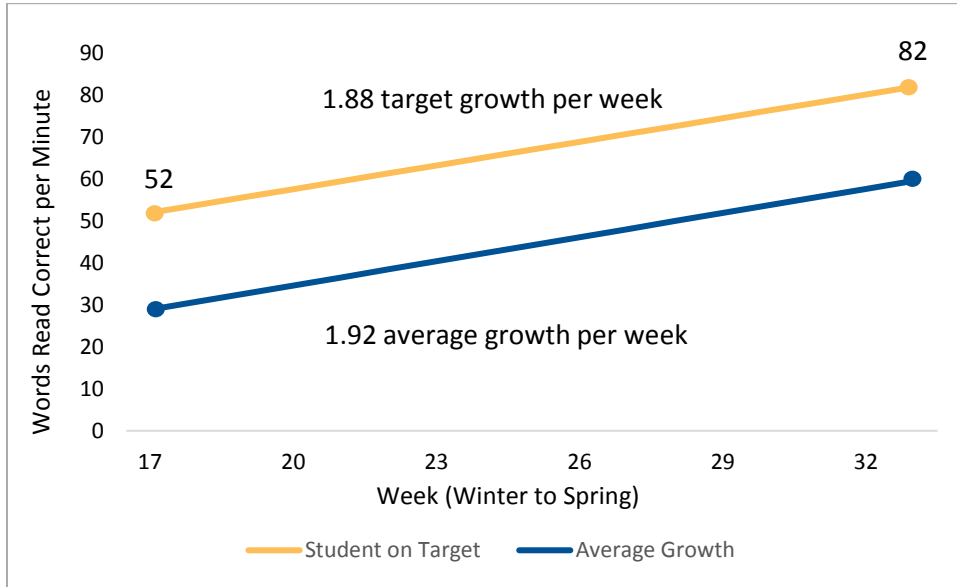


Figure 6: Grade 2 CBM Reading Growth

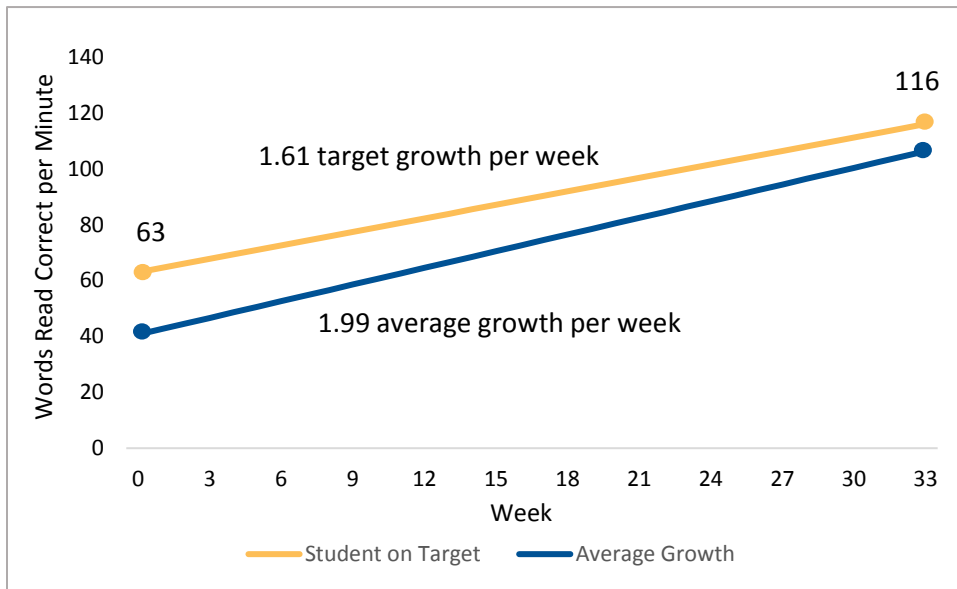


Figure 7: Grade 3 CBM Reading Growth

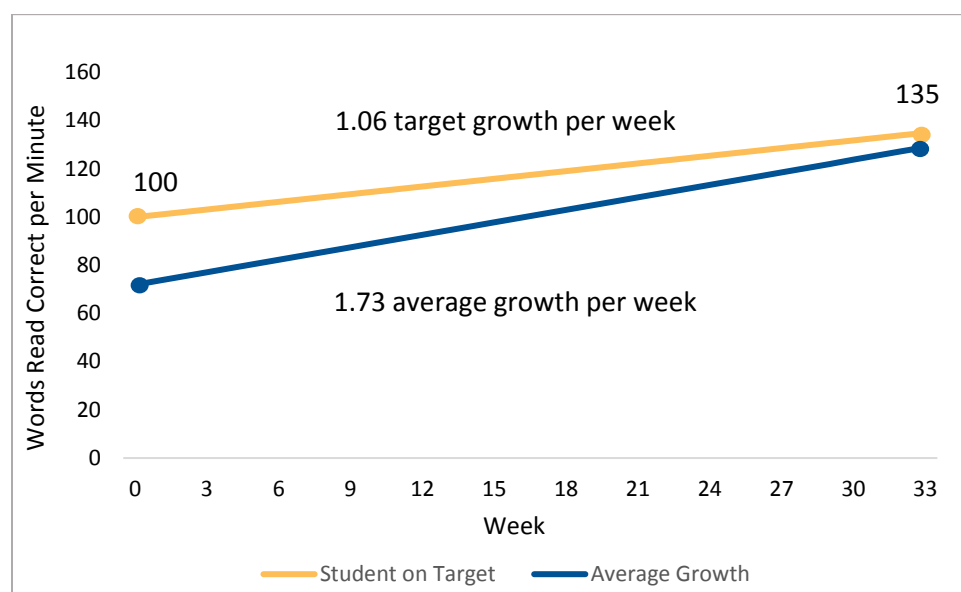


Table 10 provides information about the percentage of students who successfully exit the Reading Corps program by meeting grade level targets who then later meet the spring benchmark near the end of the school year (see Appendix B for more information on the Reading Corps targets). This is an important measure on students' maintenance of the reading skills they developed during tutoring. In total, 55% of students who exited the program also met or exceeded the spring benchmark target score. Kindergarten had the highest percentage of students who exited and later met the spring benchmark, continuing a trend of strong outcomes for Kindergarten students.

Table 10: Percentage of Students Who Exit and Also Meet the Spring Benchmark

Grade	Number of Students	Number Exited*	Exited and Have a Spring Benchmark	Exited and Met Spring Benchmark	Percent Exited and Met Spring Benchmark
K	209	91	89	55	61.8%
1	513	123	114	53	46.5%
2	622	158	153	87	56.9%
3	570	193	181	98	54.1%
Total	1,914	565	537	293	54.6%

* "Exited" indicates student progress was at or above expected grade-level trajectories for skill improvement. Practically, Reading Corps determines at or above grade-level trajectory as having 3-5 consecutive weekly points above a target growth line plus 2 points above an upcoming seasonal benchmark target score.



4. What do key stakeholders and implementers report regarding how participation in Reading Corps has affected their beliefs, opinions, and/or professional practices?

In the spring of each program year, Reading Corps staff distribute an online survey to tutors, Internal Coaches, site administrators, and classroom teachers of participating students.

The survey – tailored to each role within Reading Corps – asks a wide-range of questions regarding the implementation and impact of Reading Corps during the past year. Each question asks the respondent to rate their agreement with various statements by selecting if they “Strongly Agree”, “Agree”, “Disagree”, or “Strongly Disagree” or have “No Opinion”.

For the 2016-17 school year, Reading Corps received complete survey responses from the following stakeholders and implementers:

- 95 tutors – 100% response rate
- 40 Internal Coaches – 98% response rate
- 32 administrators – 67% response rate
- 96 teachers – 55% response rate

Reading Corps Impact on Sites and Students

Two of the most important questions on the survey are respondents’ opinions of the impact Reading Corps on their students and on their site. Figure 8 displays the percent of each type of respondent who agrees or strongly agrees that Reading Corps had a positive impact on *students*. The majority of all respondents strongly agree or agree that Reading Corps is having a positive impact on their site and students with the percentages for all types of respondents relatively strong for 2016-2017. The results from this year are compared to the survey results from each of the past two years. There was a significant increase in the participation rate for Internal Coaches and Administrators.



Figure 8: Survey Respondents Opinion Regarding the Impact on their Students

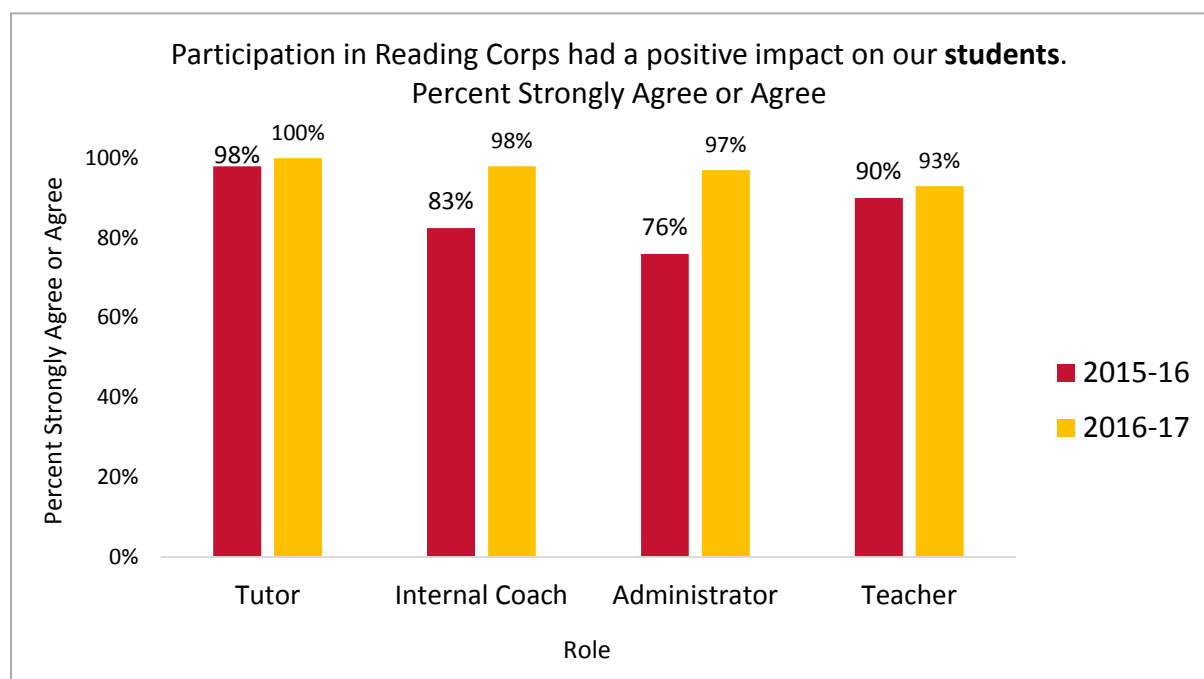
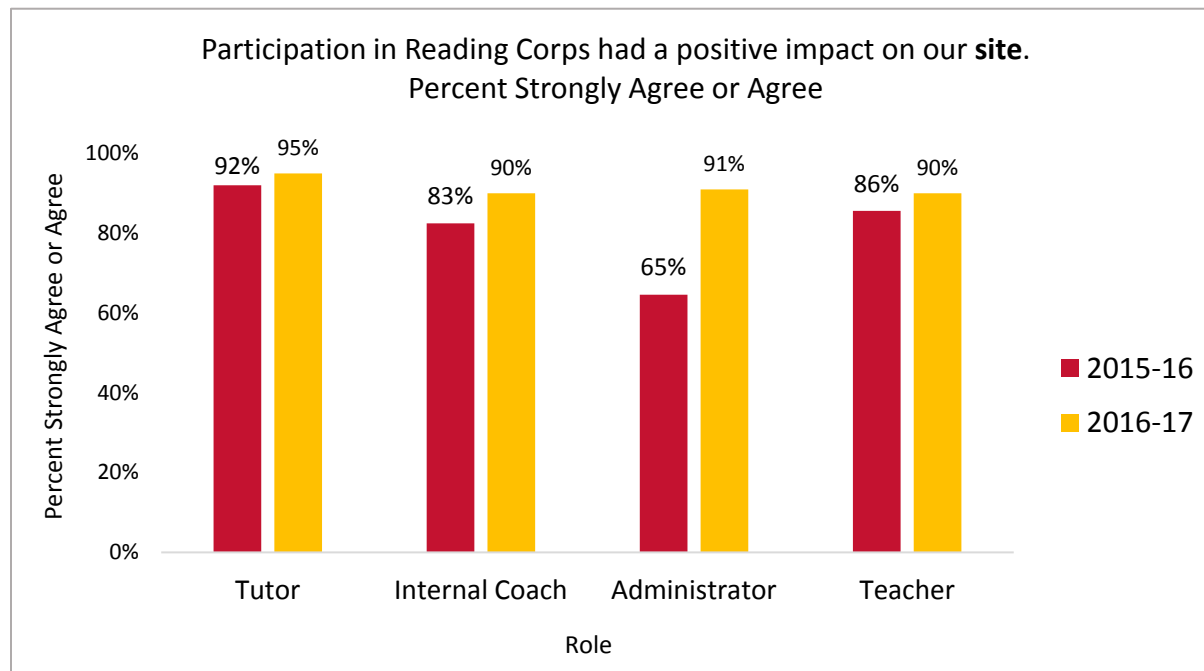


Figure 9: Survey Respondents Opinion Regarding Impact on their Site



Survey respondents also had the opportunity to share open-ended comments on the impact of Reading Corps on his or her school. Below are some representative comments. While



most comments were quite positive and had some specifics about the impact on students and reading, there was some feedback on areas for continuous improvement, also.

Tutor Impact

In addition to the positive outcomes reported for students and sites, Table 11 shows Reading Corps also benefits tutors. Over 90 percent of tutors reported that participation in Reading Corps had a positive impact on them personally. After their service, many tutors are considering a career in teaching or education and nearly all tutors are dedicated to the ongoing promotion of childhood literacy.

Table 11: Tutor Survey Results

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Participation in Reading Corps had a positive impact on <i>me</i> this school year.	58.9%	31.5%	6.3%	2.1%	1.0%
I am considering a career in teaching or education.	47.3%	20.0%	14.6%	11.5%	6.3%
I am dedicated to ongoing promotion of childhood literacy.	73.6%	22.1%	2.1%	2.1%	0%

5. To what degree have participating schools included MEC Reading Corps program data in their school improvement process and plan?

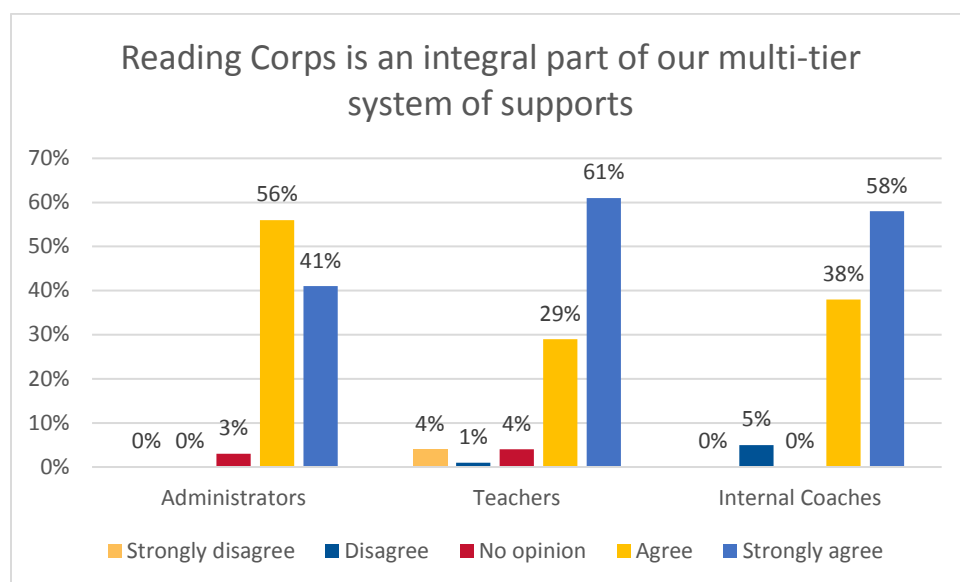
During the 2015-2016 program year, MEC Reading Corps staff worked closely with a variety of stakeholders to develop specific guidance for schools on how to include Reading Corps in their annual School Improvement Plans (See Appendix D). These stakeholders included staff from an Intermediate School District in School Improvement, staff from the Michigan Department of Education, and building administrators. The guidance was then distributed to all schools in May that would be partnering with MEC Reading Corps in 2016-2017 so language could be added (if not already present for returning schools) in the School Improvement Plans that are typically completed by the end of June of the school year. In spring of 2017, MEC provided data specific to each building using the SIP language guidance for schools to use for reporting outcomes on Reading Corps in the SIP. MEC will continue to revise and share this document with participating schools, and also work to ensure that Reading Corps is a part of the school's plan and Reading Corps data are applied in their school improvement planning process. Beginning spring 2018, a survey item will be added that specifically asks Principals to indicate whether Reading Corps is included in their school improvement process and plan.



6. To what degree have participating schools included MEC Reading Corps program and program data in their MTSS implementation?

The survey included a specific question asking school administrators, Internal Coaches, and teachers on the degree to which they agree Reading Corps is an integral part of the school's multi-tier system of supports. Between 90-97% of teachers, Internal Coaches and Administrators strongly agreed or agreed that Reading Corps is integral to their MTSS framework. Of Administrators, 97% strongly agreed or agreed, whereas 3% had no opinion. This suggests MEC Reading Corps program staff are effectively communicating and partnering with schools throughout the program year to ensure shared understanding of how MTSS is defined, and ensuring Reading Corps is part of a school's MTSS framework. Of the Internal Coaches, 95% strongly agreed or agreed whereas 5% disagreed. Of teachers, 90% strong agreed or agreed while 4% had no opinion, and 5% disagreed or strong disagreed. While Administrators and Internal Coaches are strongly aligned, a place for on-going work continues to be ensuring shared understanding across school staff, particularly teachers, of how Reading Corps is explicitly part of a school's overall MTSS framework.

Figure 10: Survey Respondents Opinion Regarding Reading Corps & MTSS



In addition, the survey asked specific questions related to MTSS implementation including areas of literacy interventions and assessments, the use of data to drive instruction, and the use of research-based strategies. Table 12 and Table 13 show that the vast majority of Internal Coaches and Administrators agree or strongly agree that Reading Corps is having a positive impact on sites in these areas. In perhaps the strongest endorsement, more than 88% of Internal Coaches and 96% of administrators would recommend the Reading Corps program to others.



Table 12: Additional Internal Coach Survey Results

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Reading Corps supports our site in implementing a rigorous, aligned, and developmentally appropriate system of literacy interventions and assessments.	57.5%	37.5%	0%	5.0%	0%
Reading Corps participation has accelerated our strategic use of data to drive literacy instruction and intervention.	37.5%	42.5%	10.0%	10.0%	0%
Reading Corps fosters successful schools through the use of research-based strategies.	50.0%	45.0%	2.5%	2.0%	0%
Reading Corps training and experience provides meaningful preparation for tutors interested in entering the field of education.	40.0%	50.0%	7.5%	2.5%	0%
I would recommend the Reading Corps program to others in my network.	62.5%	25.0%	7.5%	2.5%	2.5%

Table 13: Additional Building Administrator Survey Results

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Reading Corps supports our site in implementing a rigorous, aligned, and developmentally appropriate system of literacy interventions and assessments.	40.6%	56.2%	3.1%	0%	0%
Reading Corps participation has accelerated our strategic use of data to drive literacy instruction and intervention.	28.1%	56.2%	6.2%	9.3%	0%
Reading Corps fosters successful schools through the use of research-based strategies.	40.6%	56.2%	3.1%	0%	0%
Reading Corps training and experience provides meaningful	37.5%	46.8%	15.6%	0%	0%



preparation for tutors interested in entering the field of education.					
I would recommend the Reading Corps program to others in my network.	57.1%	39.2%	3.5%	0%	0%

Table 14 shows that the vast majority of teachers feel positive about having their students participate in Reading Corps, and that they see Reading Corps as positively impacting students in their classroom. This is an important outcome as teachers are an essential component of student selection and the scheduling of interventions. Their engagement helps ensure alignment with core instruction and the Reading Corps intervention.

Table 14: Additional Teacher Survey Results

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I feel positive about having students in my classroom participate in interventions through Reading Corps.	65.6%	27.0%	3.1%	3.1%	1.0%
Reading Corps tutors are a valuable component of our school's reading resources.	61.4%	29.1%	4.1%	1.0%	4.1%
Participation in Reading Corps increased students' confidence in reading.	57.2%	33.3%	6.2%	3.1%	0%
Participation in Reading Corps increased students' love of reading.	46.8%	37.5%	10.4%	3.1%	2.0%

7. To what degree have MEC Program and volunteer staff worked with school district, intermediate school district, and MDE staff to refine the role of the MEC program within overall MTSS processes?

In order address this question, MEC used three information sources: survey results, the process of developing and sharing the School Improvement Plan Guidance (Appendix D), and the number of opportunities MEC staff had meetings or discussions with stakeholders specific to the role of MEC within overall MTSS processes.

Previously reported survey results reported by administrators, Internal Coaches, and teachers under question #6 speak to the degree to which these stakeholders interpret and implement MEC in accordance with their school's MTSS framework and practices. In



general, at the school level, staff report a strong integration of Reading Corps into their MTSS framework. Notably, there was a significant increase (76% to 97% for Administrators and 90% to 95% for Internal Coaches) in engagement of both Administrators and Internal Coaches in the surveys indicating that Reading Corps is a part of their MTSS Literacy framework from 2015-2016. This suggests that intentional effort on the part of MEC staff and Master Coaches have generated increased engagement and shared understanding of how Reading Corps fits within MTSS. Another explicit way this is articulated is through School Improvement Plans. While there are not specific data available, anecdotally, numerous administrators indicated they would be using the data provided by MEC in the spring for their year-end SIP reports due in the summer.

In 2015-2016, the development of the School Improvement Plan Guidance included multiple meetings and conversations with School Improvement staff and staff from Teaching and Learning from the Kent Intermediate School District and MDE staff. Staff from the KISD also reviewed this guidance with other School Improvement team members within their network for feedback. In the winter of 2017, the guidance created was reviewed by ISD staff again to ensure the language and guidance was still sufficient to distribute to schools for the following school year.

There are numerous touchpoints with multiple stakeholders throughout the program year. The individuals involved vary based on the purpose for the meeting; however, the majority of conversations center around student outcomes, Reading Corps fidelity, and how Reading Corps is being integrated as part of a school's overall MTSS practices for literacy. For example, Master Coaches and Internal Coaches meet with tutors monthly to review each Reading Corps progress monitoring graph. They identify strengths and areas of concern, analyze the reasons for success or lack thereof, develop a plan (may include maintaining the intervention, making an intervention change, or adding an additional intervention), discuss how fidelity will be established (if needed), and then determine a timeline for next steps. This process is referred to as problem-solving. Further, coaches discuss the impact of core literacy instruction on new, exiting, and returning students, and which students will be referred for more intensive intervention. Coaches will also discuss factors impacting Reading Corps progress such as attendance and behavior, which may require different, additional intervention.

MEC Reading Corps program staff provide at least two reports to schools and districts: one at the mid-year and one at the end of the year. Further, all MEC staff have regularly scheduled, in-person visits to schools occurring multiple times throughout the school year. As a result, there is usually an MEC staff person at the school site at least 1-2 times per month in addition to the Master Coach. Depending on the primary purpose of the visit, staff connect with the Administrator, the Internal Coach, and tutors. They often observe tutoring.

In addition, MEC Reading Corps staff are frequently asked to present outcome data at the mid-year and end-of-the year to administrative teams, School Boards, and other stakeholders. These are also opportunities to clarify and ensure the MTSS process and Reading Corps are working together at the school site.



All tutors are required to have a mid-year evaluation conducted by the AmeriCorps Program Director. This person not only collects detailed survey information from Internal Coaches and Tutors, but includes a lengthy in-person site visit to review the information and discuss any concerns.

Last, MEC Reading Corps staff are frequently asked to present to administrative teams, ISDs, and other large audiences who are interested in implementing Reading Corps. We emphasize throughout that, by definition, Reading Corps is a tier 2 intervention. Further, it follows all of the research-based elements for a tier 2 intervention within an MTSS framework. By starting the conversation of partnership with schools early and emphasizing this message frequently, as well as providing resources like the School Improvement Plan Guidance, we significantly increase the likelihood of fidelity and integration of Reading Corps into schools' MTSS frameworks.



Appendix A: Kindergarten through Grade 3 Assessment Measures and Procedures

The following table depicts which measures are used at each grade across the school year. **BOLDED** measures are used to progress monitor (Grade 1 students are monitored for progress with two measures during part of the winter).

Grade	Fall	Winter	Spring
Kindergarten	<ul style="list-style-type: none"> ▪ Test of Letter Names ▪ Test of Letter Sounds 	<ul style="list-style-type: none"> ▪ Test of Letter Names ▪ Test of Letter Sounds ▪ Test of Nonsense Words (English) 	<ul style="list-style-type: none"> ▪ Test of Letter Names ▪ Test of Letter Sounds ▪ Test of Nonsense Words (English)
Grade 1	<ul style="list-style-type: none"> ▪ Test of Letter Names ▪ Test of Letter Sounds ▪ Test of Nonsense Words (English) 	<ul style="list-style-type: none"> ▪ Test of Nonsense Words (English) ▪ CBMReading (3 passages) 	<ul style="list-style-type: none"> ▪ CBMReading (3 passages)
Grade 2	<ul style="list-style-type: none"> ▪ CBMReading (3 passages) 	<ul style="list-style-type: none"> ▪ CBMReading (3 passages) 	<ul style="list-style-type: none"> ▪ CBMReading (3 passages)
Grade 3	<ul style="list-style-type: none"> ▪ CBMReading (3 passages) 	<ul style="list-style-type: none"> ▪ CBMReading (3 passages) 	<ul style="list-style-type: none"> ▪ CBMReading (3 passages)

For each eligibility assessment, a target score was identified as the goal for the beginning, middle, and end of the school year. The original Reading Corps target scores using AIMSweb brand passages were based on research conducted at the St. Croix River Education District in Minnesota, which documented the predictive and concurrent validity of these measures with the state reading proficiency assessment. As a result of the strong correlations between performance on the selected AIMSweb fluency measures and the statewide reading assessment, a series of cut scores were originally identified. These original benchmark scores, or target scores, defined levels of performance on the fluency measures that strongly predict future success on the grade 3 statewide reading assessment.

In the 2014-2015 school year, Reading Corps continued using FAST brand passages. However, with increased performance expectations for 3rd grade students on state accountability tests across the country, the target scores were updated to reflect performance that predicts proficient state test performance.

The table below specifies assessments given at each grade level and the FAST benchmark scores for each assessment during several points throughout the school year that maintain their predictive nature with the state reading proficiency assessment targets.



Grade	Measure	Fall September 8-25	Winter January 4-22	Spring April 25-May 13
Kindergarten	Test of Letter Sounds	8	27	48
Grade 1	Test of Nonsense Words (Eng.)	36	63	
Grade 1	CBMReading		52	82
Grade 2	CBMReading	63	97	116
Grade 3	CBMReading	100	122	135

The target scores for each assessment grow across years from Kindergarten to Grade 3, which results in benchmarks for reading performance that students should maintain in order to predict future reading success. Within a single year, these benchmarks are used to establish the rates of growth at which a student should grow to maintain that likelihood of success. For example, the fall Grade 2 target score is 63 on CBM-Reading. The spring Grade 2 target score on this measure is 116. To grow from 63 to 116 in one academic year, a student would need to gain 1.61 words correct per minute per week on the CBM-Reading assessment. Thus, 1.61 words growth per week becomes the expectation for Grade 2 growth rates.



Appendix B: Assessment Research Base

Assessment tools were selected for use in Reading Corps because of their well-established statistical reliability and validity for screening and progress monitoring purposes. The Test of Letter Names, Test of Letter Sounds, Test of Nonsense Words, and Curriculum-based Measures for Reading (CBMReading) are measures of early literacy skills that have been supported by decades of thorough research, most recently as part of the Formative Assessment System for Teachers (FAST). Reading Corps uses measures from FAST, which are some of the strongest available measures for assessing the skills targeted by Reading Corps. CBMReading provides an assessment of connected text reading. Early and ongoing research on this measure has also been conducted at the University of Minnesota. All these measures fit under the umbrella of “Curriculum-Based Measurement (CBM) and are fluency based assessments, meaning that students respond to an unlimited number of items within a fixed amount of time and the number of correct responses is counted. The information that follows summarizes empirical findings related to the statistical reliability and validity of the measures used in Reading Corps.

Test of Letter Names:

- $r = .94$ inter rater reliability
- $r = .90$ 2 week test retest reliability
- $r = .88$ 1 month alternate reliability
- $r = .93$ alternate forms reliability
- $r = .70$ with WJ-R Readiness Cluster
- $r = .70$ with WJ Psychoeducational Battery
- $r = .53$ to $.58$ with CTOPP Composite
- Predictive $r = .65$ with WJ Total Reading Cluster
- Predictive $r = .71$ with R-CBM
- ELL Predictive $r = .67$ with a composite of DIBELS NWF and R-CBM

Sources:

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Test of Letter Sounds:

- $r = .83$ 2-week test-retest reliability
- $r = .80$ alternate form reliability
- $r = .79$ with Letter Naming Fluency
- Predictive $r = .72$ with R-CBM

Sources:

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Test of Nonsense Words:

- $r = .83$ one month alternate form reliability
- $r = .36$ to $.59$ with WJ-R Readiness Cluster
- Predictive $r = .82$ with Spring R-CBM in Spring of grade 1
- Predictive $r = .65$ with oral reading and $.54$ with maze in grade 3
- Ell Predictive $r = .63$ with a composite of DIBELS NWF and R-CBM

Sources:

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Curriculum Based Measurement – Reading (CBMReading):

- $r = .92$ to $.97$ test retest reliability



- $r = .89$ to $.94$ alternate form reliability
- $r = .82$ to $.86$ with Gates-MacGinitie Reading Test
- $r = .83$ to Iowa Test of Basic Skills
- $r = .88$ to Stanford Achievement Test
- $r = .73$ to $.80$ to Colorado Student Assessment Program
- $r = .67$ to Michigan Student Assessment Program
- $r = .73$ to North Carolina Student Assessment Program
- $r = .74$ to Arizona Student Assessment Program
- $r = .61$ to $.65$ to Ohio Proficiency Test, Reading Portion
- $r = .58$ to $.82$ with Oregon Student Assessment Program (SAT 10)

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Appendix C: Intervention Research Base

The interventions used in the Reading Corps program are designed to provide additional practice that is supplemental to the core reading instructional program offered by the local school site. The interventions target automaticity and fluency of important reading skills that have been introduced by local classroom teachers. It is important to note that *Reading Corps participation is in addition to, not in replacement of*, a comprehensive core reading instructional program, and that the Reading Corps program should in no way be viewed as a substitute for high quality core instruction.

A unique feature of Reading Corps is the consistent use of research-based intervention protocols with participating students to provide this additional support. School-based Internal Coaches select from a menu of research-based supplemental reading interventions for use with participating students as listed below. For each intervention protocol sources of empirical evidence for intervention effectiveness are listed.

Repeated Reading with Comprehension Strategy Practice

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Appendix D: School Improvement Plan Guidelines for Reading Corps



Michigan Education Corps Reading Corps Guidance for Schools: School Improvement Plans



Introduction

Hope Network's Michigan Education Corps (MEC) Reading Corps program is designed to be an integrated part of a school's overall Multi-Tiered Systems of Support (MTSS) Framework. Further, each Michigan school is required to develop an annual School Improvement Plan that articulates, among other things, the components of a school's MTSS framework. To that end, this guidance provides suggested language for MEC Reading Corps schools to use in the Goals and Plans section of their School Improvement Plan Report specific to MEC programming and data use with the school's MTSS framework.

Overview of MEC Reading Corps and MTSS

The Reading Corps model aligns with Response-to-Intervention (RTI) or Multi-Tiered System of Supports (MTSS), which are two descriptions of a framework for delivering educational services effectively and efficiently⁵. The key aspects of that alignment include the following:

- Clear literacy targets at each level from Preschool through grade 3
- Benchmark assessment three times a year to identify students eligible for individualized interventions
- Evidence-based interventions
- Frequent progress monitoring during intervention delivery
- High-quality training in program procedures, coaching, and
- Observations to support fidelity of implementation

Reading Corps is focused on the foundational skills needed for learning to read that include concepts of print, phonological awareness, phonics, fluency, vocabulary & oral language, and comprehension⁶; Referred to as 'Tier 2' within an MTSS framework, Reading Corps screens students for program eligibility three times a year (i.e., fall, winter, spring) using empirically-derived grade- and content-specific performance benchmarks. Eligible students (defined as students scoring below target scores) are candidates to receive supplemental, i.e., Tier 2, Reading Corps support. Tutors in Kindergarten through grade 3 work with approximately 15-20 students, one-to-one, for 20 minutes each day. The tutoring interventions are supplemental to core instruction and align with foundation skills for learning to read, i.e., concepts of print, phonological awareness, phonics, fluency, vocabulary & oral language, and comprehension. The goal of the tutoring is to accelerate student growth so that students catch up to their grade level targets. Each intervention is scripted. Multi-faceted instructional coaching with direct

⁵ Burns, K.M., Deno, S.L., & Jimerson, S.R. (2007). Toward a unified Response-to-Intervention model. In S.R. Jimerson, M.K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention* (pp. 428-440). New York: Springer.

⁶ Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. 2009 Retrieved from http://ies.ed.gov/ncee/wwc_PracticeGuide_Aspx; Kosanovich, M., & Verhagen, C. (2012). Building the Foundation: A Suggested Progression of Sub-Skills to Achieve the Reading Standards--Foundational Skills in the Common Core State Standards. *Center on Instruction*; National Early Literacy Panel (É.-U.). (2008). *Developing early literacy: Report of the national early literacy panel*. National Institute for Literacy.



observation is provided regularly to tutors to ensure fidelity for overall program implementation. Once a student successfully exits, another eligible student may begin tutoring immediately.

School Improvement Plan Language

There are two parts of the SIP in which MEC Reading Corps program data/information can (and should) be reported. First, the School Data Analysis and, second, Goals and Plans.

School Data Analysis: Achievement Outcome Data

In 19a, 19b, and 19c, schools can report specifically on FAST student performance data for those students receiving the Reading Corps intervention. Please see below for suggested, example language to be used for reporting Reading Corps program data.

From the Data Analysis Template:

“Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert ‘See Student Performance Diagnostic’ in each text box”.

*****EXAMPLE*****

19a. Reading - Strengths

As of [insert date] of the Sunnyside Elementary served 67 students with the Reading Corps intervention. Those students received an *average* of 70 tutoring minutes per week⁷, and 90% were performing at or above their goal line on FAST assessments used by Reading Corps. Of the students who have successfully exited Reading Corps,⁸ 75% also met the spring FAST target benchmark for their grade level.

19b. Reading –Challenges

There are still 22% of students who successfully exited Reading Corps but did not achieve the spring benchmark target for their grade level.

19c. Reading-Trends

In [insert school year here], 90% of students were performing at or above their goal line on FAST assessments used by Reading Corps. This is slightly above the 2014-2015 school year.

Of the students who successfully exit Reading Corps, 78% met or exceeded the spring benchmark target for their grade level.

	2015-2016	2014-2015
Percent of students performing at or above the goal line	90%	87%

⁷ Note: some weeks are shorter due to school holidays, snow days, early dismissal, etc.

⁸ “Exited” indicates student progress was at or above expected grade-level trajectories for skill improvement. Practically, Reading Corps determines at or above grade-level trajectory as having 3-5 consecutive weekly points above a target growth line (as depicted on the internet-based progress monitoring system) plus 2 points above an upcoming seasonal benchmark target score.



Of the students who successfully exit Reading Corps, 75% met or exceeded the spring FAST benchmark target for their grade level. This is about the same as in 2014-2015.

	2015-2016	2014-2015
Percent of students who successfully exit who meet the spring benchmark target	75%	71%

19d. Reading - Summary

Since not all students are reading proficiently at grade level, Sunnyside Elementary will continue to build capacity for effective Tier 1 core literacy instruction through implementation of Professional Learning Community with all certified educators. Grade-level professional learning teams meet two times per month to review school-wide literacy screening data and classroom level common formative assessments. These teams also regularly review curriculum maps to assure alignment to Michigan State Standards as well as vertical and horizontal alignment across grade levels at the school and district levels.

Sunnyside Elementary will continue to implement Reading Corps with students identified as reading just below grade level on school-wide screening data, and the FAST assessments utilized by Reading Corps. Students participating in Reading Corps will be progress monitored weekly and those data/student graphs reviewed monthly. In addition, Sunnyside Elementary will continue to monitor and assess Reading Corps implementation fidelity.

Writing Goals in SI Plans

MEC Reading Corps and Stakeholder Partnerships on School Improvement and MTSS

MEC will provide an aggregate data update for each school on school year Reading Corps implementation at or around June 20th of the current school year. Unfortunately, student growth rates for the current school year cannot be provided until late summer/early fall as this requires a more complicated and lengthy statistical analysis.

An example template for a goal is below. A few notes:

- 1) Schools should add the position title of the individual who is assigned as the Reading Corps Internal Coach for their building under 'Staff Responsible'
- 2) Title IIA is indicated as a resource only in the event that it is needed to fund the Internal Coach for Reading Corps trainings, e.g., on a non-contract day.
- 3) Funds from 31a, Title 1, and/or another grant or source may be used to support Reading Corps in your school. Please use your discretion to indicate the appropriate funding source.



*******EXAMPLE GOAL*******

Goal 1: All students will be proficient in reading by third grade.

Measurable Objective 1: 75% of students participating in Reading Corps will be above target growth rates on FAST measures and/or will be meeting the benchmark target for spring at the grade level by the end of the school.

Strategy 1: Within an MTSS framework, implement MEC/Reading Corps as a Tier 2 intervention for students reading just below grade level.

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Tier: 2

Activities:

Activity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children reading below grade level in grades K-3 will be identified through school-wide screening. Eligible children, i.e., those who also are below grade level reading proficiency on FAST assessments used by Reading Corps, will work with a MEC/Reading Corps tutor daily, 1:1, for 20 minutes.	Academic Support Tutor Intervention and Assessment	2	Implement	09/00/2016	06/00/2017	\$10,000	INDICATE FUNDING SOURCE: -31a Title 1 -Title II Part A -Name of grant	Principal [insert name or position of Internal Coach]
Tutors will benchmark all past and current Reading Corps students three times per year (fall, winter, spring) using Reading Corps FAST assessments	Academic Support Tutor Intervention and Assessment	2	Implement	09/00/2016	06/00/2017	See above	See above	Principal [insert name or position of Internal Coach]
Tutors will progress monitor students receiving the Reading Corps intervention weekly with Reading Corps FAST assessments.	Academic Support Tutor Intervention and Assessment	2	Implement	09/00/2016	06/00/2017	See above	See above	Principal [insert name or position of Internal Coach]



Appendix E: Family Literacy Program: RAH, RAH, RAH! Read at Home!

Family Literacy Programs

Reading Corps students participate in family literacy programs that are designed to engage families and provide students with additional practice. The K-3 family literacy program is called “RAH, RAH, RAH – Read at Home, Read at Home, Read at Home!” Each time a student completes a reading passage or a page of words during a tutoring session, the tutor will send a copy of that passage or an early literacy activity home with the student. The student reads the passage or completes the early literacy activity three different times at home and a family member signs a form as a record of each completion. Tutors record the number of passages or activities sent home with each student and the number of signatures returned.

Table 15 reports over 60% of K-3 students were sent at least one set of family literacy program materials. Of those students who were sent a book, story, or early literacy activity, 83% of K-3 families returned at least one completed journal or signature, indicating at least one night of family engagement. The average participating K-3 student received 21 stories or early literacy activities and read or completed the activities 32 times.

Table 11: Family Literacy Program Participation Rates

	K-3
Number of books/stories/activities sent home	23,736
Number of signatures returned*	36,814
Number of families that were sent at least one book/story/activity (percent of all families)	1,155 (60.3%)
Of those who received at least one book/story/activity, number (percent) of families with at least one signature	963 (83.4%)
Average number of books/stories/activities sent home to participating families	20.6
Average number of signatures returned for families receiving at least one book/story/activity	31.9

* Three possible signatures for each K-3 item sent home.

