

5-2011

Third grade taks reading performance differences, textbook adoptions and Texas reading first initiative participating and non-participating campuses

Erica Briana Guerra
University of Texas-Pan American

Follow this and additional works at: https://scholarworks.utrgv.edu/leg_etd



Part of the [Education Commons](#)

Recommended Citation

Guerra, Erica Briana, "Third grade taks reading performance differences, textbook adoptions and Texas reading first initiative participating and non-participating campuses" (2011). *Theses and Dissertations - UTB/UTPA*. 97.

https://scholarworks.utrgv.edu/leg_etd/97

This Dissertation is brought to you for free and open access by ScholarWorks @ UTRGV. It has been accepted for inclusion in Theses and Dissertations - UTB/UTPA by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.

THIRD GRADE TAKS READING PERFORMANCE DIFFERENCES, TEXTBOOK
ADOPTIONS AND TEXAS READING FIRST INITIATIVE PARTICIPATING
AND NON-PARTICIPATING CAMPUSES

A Dissertation

by

ERICA BRIANA GUERRA

Submitted to the Graduate School of the
University of Texas-Pan American
In partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

May 2011

Major Subject: Educational Leadership

THIRD GRADE TAKS READING PERFORMANCE DIFFERENCES, TEXTBOOK
ADOPTIONS AND TEXAS READING FIRST INITIATIVE PARTICIPATING
AND NON-PARTICIPATING CAMPUSES

A Dissertation
by
ERICA BRIANA GUERRA

COMMITTEE MEMBERS

Dr. Marie Simonsson
Chair of Committee

Dr. Shirley Mills
Committee Member

Dr. Rosalinda Hernandez
Committee Member

Dr. Jerry Lowe
Committee Member

May 2011

Copyright 2011 Erica Briana Guerra

All Rights Reserved

ABSTRACT

Guerra, Erica B., Third Grade TAKS Reading Performance Differences, Textbook Adoptions, and Texas Reading First Initiative Participating And Non-Participating Campuses. Doctor of Education (Ed.D.), May, 2011, pp. 218, 12 tables, 2 figures, 131 references, 99 titles.

The purpose of this study was to compare the reading performances of third grade students in Texas Reading First Initiative participating and non-participating campuses. Additionally, comparisons were made on third grade reading TAKS campus performance based on three Texas Education Agency textbook supported adoptions. Furthermore, campus TAKS reading performance was compared based on curricula and reading textbooks. Lastly, an examination of the participating and non-participating campus TAKS reading results and teacher interviews were described.

The three textbook adoptions used during the Texas Reading First Initiative produced the same results. The campuses that did not participate in Reading First outperformed Texas Reading First campuses on the third grade TAKS reading test. However, combining the program with the textbook adoptions produced the same results. Teachers' perceptions were positive in both participating and non-participating campuses. However, teachers wished that textbook reading adoptions were updated more frequently to meet the needs of students and the evolving high stakes testing standards.

DEDICATION

The completion of my doctoral studies would not have been possible without the blessings that have been bestowed on me by God. I have been so blessed to have a close knit family, true friends, and a strong support system throughout my life.

First and foremost, I would like to thank my God because through him all things are possible. I ultimately learned to trust and leave my fate in the hands of the Lord and to harbor the word, possibility, within my soul. I turn to my left and as I type, I read this picture frame with the words of Psalm 91:2 inscribed, “I will say of the Lord- He is my refuge and my fortress: My God in Whom I Trust”.

My daughters, Meagan Alexis and Melanie Arabelle, to you I ask our Lord to Bless You and guide you on your lives’ journey so that you learn to dance as if no one is watching and to take the road less traveled. You must always remember that you are as gifted and talented as everyone else- let your beauty shine through and never coward yourselves in the midst of adventure and learn to cultivate your sense of wonder. To experience the joy of life and the inspiration of finding the truth of who you are, what you stand for, and what you are meant to be. Life has its twists, turns, bumps..... but always know deep in your hearts that “ it is not about the view once you get there....it is all about the climb.” To you, my beautiful daughters- I dedicate this study and the love of life-long learning - Dream Big.....

“For once you have tasted flight, you will forever have your eyes turned skywards, for there you have been and there you will long to return”. - Leonardo de Vinci

ACKNOWLEDGEMENTS

When all the fires have been put out, when all the stars are shining through in the night sky, when all is said and done, it is then and only then when one must step back, breathe in the moment, and express the deepest and sincerest gratitude to all the souls and lives that I have encountered throughout my journey. To the kindred spirits that helped, enlightened, and stood by me with love, loyalty, encouragement, and strength. May your spirit soar undaunted heights, may your wings take you to uncharted lands and your hearts lead you to fearless love.

To my parents for always reminding me “Dios Por Delante”, and that I am not alone when walking this journey of life.

To my beautiful girls, for understanding and that one day I hope and dream that you too decide to pursue an existence of lifelong learning, a passion to find the truth, and the quest of adventure to look for the priceless treasures of the true meaning of a happy life, “Hope, Faith, and Love”.

To my family - for the endless hours that you spent without me and I without you. Know that I have been there with you through heart, soul, and spirit. Always behind you, always knowing your thoughts and being one step ahead of you.

Gratitude must be sincerely expressed to my committee members. To my committee chair, Dr. Marie Simonsson, who instilled in me the confidence and skills to work on this project. For the support, encouragement and guidance that was supplied through my adventure towards this quest in my life. For taking the time to ensure that I was on the right track and monitoring my work with diligence and expertise. To Dr. Shirley Mills, thank you for your enthusiasm,

passion, input and suggestions. To Dr. Rosalinda Hernandez, for opening your home and making time to see me, recommending contacts and how to go about gathering information for my project. To Dr. Jerry Lowe, thank you for your knowledge, encouraging words, and professional feedback. To all my committee members- your smiles, your encouraging words, your educational knowledge and diverse backgrounds have gotten me to where I am today. Thank you.

The University of Texas – Pan American Educational Leadership Doctoral Program has introduced me to many special and talented individuals whom I have grown to admire and respect. Dr. Anita Pankake and Dr. Martha Tevis- your love of history and passion in the educational field are reflected in your eyes. To Dr. Miguel De los Santos and Dr. Miguel Nevarez, your experience, expertise, constructive feedback and skills have proven to be remarkable invaluable lessons that have made me a stronger individual.

To Connie de la Rosa, words cannot express my gratitude for your encouraging words, helping me get things done, and guidance on the rules and the ins and outs of the regulations in the system. To your valuable knowledge and experience in working with so many individuals at all levels and making them feel comfort and confident that things will get done.

To my friends in Cohort V and friends I met along the way from other Cohorts, thank you for your input, comments, words of encouragement, laughs, and dinners. It is great to feel that a bond and networking system has been created through timeless hours of study and accomplished projects we worked on as a team. It is only the ones that have gone through the road less traveled the ones that truly understand.....the sacrifices.

I want to express my gratitude to Rio Grande City Consolidated Independent School District and Roma ISD in helping me to grow professionally and as an individual before I embarked upon a long journey as I grew as a professional and as a person. It was through the

flexibility, open mindedness, and spirit of professional growth of individuals, that I was able to move forward and continue my quest and I extend to them my loyalty.

To the staff at Ringgold Elementary- Thank you! Thank you for always being the best and wanting the best. Always remember that Success Breeds Success- at all levels- physically, educationally, spiritually, and emotionally.

To Starr County, the El Sauz ranching community, and my beloved San Carlos Ranch, my mind is filled with beautiful memories, humble individuals, and down to earth deep South Texas country living. The years pass by, seasons change, loved ones come and go-but one thing is certain and will never change- You can take the girl out of the ranch, but you cannot take the ranch out of the girl.

I would like to thank the Superintendents, their administrative assistants, assistant superintendents, executive directors, and teachers that took of their time to grant me permission to conduct the interviews for this project. Words cannot express your support in helping me acquire my goals. Thank you for the encouraging words and redefining what it takes to finish with this project.

To my most trusted friends- Thank you for the smiles, the unwavering support, the pat on the back, the encouraging kind words, the wisdom, and carrying me across the finish line.

TABLE OF CONTENTS

	Page
ABSTRACT.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENTS.....	v
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
CHAPTER I. INTRODUCTION.....	1
Statement of the Problem.....	5
Purpose of the Study.....	10
Need for the Study.....	11
Research Questions.....	11
Delimitations and Limitations of the Study.....	12
Assumptions.....	14
Significance of the Study.....	14
Definition of Terms.....	15
Academic Excellence Indicator System (AEIS).....	15
Elementary and Secondary Education Act (ESEA).....	16
No Child Left Behind (NCLB).....	17
Reading First Initiative (RFI).....	17

Scientifically Based Reading Research.....	17
Texas Reading First.....	17
Three-Tier Reading Model.....	18
Summary.....	18
CHAPTER II. REVIEW OF RELATED LITERATURE	20
Curriculum Change and Reform.....	20
No Child Left Behind Act.....	23
Reading First Initiative.....	24
Five Components of Reading.....	25
Professional Development.....	26
Assessment Driven.....	29
High Stakes Testing.....	33
History of Assessment in the State of Texas.....	35
Assessment Accountability.....	37
Texas Reading First Initiative.....	39
Instructional Framework for Reading Models.....	41
Textbook Reading Adoptions and Scientifically Based Reading Research...	46
Socio-Cultural Implications.....	57
Synthesis and Integration of Necessary and Relevant Ideas.....	61
Conceptual Framework	62
Summary.....	64
CHAPTER III. METHODOLOGY.....	66
Methods and Procedures.....	66

Focus of Research.....	68
Data Sources, Participants, and Sampling.....	69
Quantitative Sampling of Campuses.....	69
Qualitative Sampling of Participants.....	71
AEIS Data Sources.....	72
Interview Instrument.....	75
Null Hypotheses and Research Questions.....	76
Null Hypotheses.....	76
Research Questions.....	77
Data Collection Procedures.....	77
Collecting Quantitative Data.....	79
Collecting Qualitative Data.....	80
Data Analysis Procedures.....	80
Quantitative Analysis.....	81
Qualitative Analysis.....	83
Summary.....	84
CHAPTER IV. RESEARCH FINDINGS.....	85
Results of the Multivariate and Univariate Analyses of Variance.....	88
Results of Qualitative Analyses.....	99
Teacher Responses from Participating Reading First Campuses.....	100
Professional Development.....	100
Administrative Support.....	103
Reading Coach Assistance.....	106

Lack of Textbook Company Professional Development and Training	
Opportunities.....	108
Intervention Services Provided to Struggling Readers.....	111
Sustaining Texas Reading First.....	113
Teacher Responses from Non-participating Reading First Campuses.....	114
Professional Development.....	115
Administrative Support.....	115
Five Components of Reading.....	117
Textbook Adoption Representative Training.....	118
Three-Tier Model and/or Intervention Services.....	119
Intervention Services Provided for Struggling Readers.....	121
Summary.....	122
CHAPTER V. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS.....	123
Discussion of Quantitative Findings on Reading Performance Differences Between	
Programs.....	124
No Reading Performance Differences Among Textbook Adoption Groups....	134
No Reading Performance Differences Among Textbook Adoption Groups	
by Programs.....	135
Discussion of Qualitative Findings.....	135
Perceptions of Texas Reading First Participating Teachers.....	137
Perceptions of Texas Reading First Non-participating Teachers.....	140
Implications for Practitioners.....	141
Recommendations for Future Research.....	142

Significance of the Study.....	143
Summary.....	149
REFERENCES.....	150
APPENDICES.....	160
Appendix A: Informed Consent Form.....	161
Appendix B: Letter to and from the Superintendents.....	164
Appendix C: Interview Questions.....	168
Appendix D: Letter to Campus Administrators.....	171
Appendix E: Letter to Teachers.....	173
Appendix F: Exploratory Analyses for Hypothesis One.....	175
Appendix G: Exploratory Analyses for Hypothesis Two.....	192
Appendix H: Multivariate Analysis.....	213
Appendix I: Univariate Analysis.....	215
BIOGRAPHICAL SKETCH.....	218

LIST OF TABLES

	Page
Table 1: Sample Size by Program and Textbooks.....	70
Table 2: Number of Students and Average Percent of Third Grade TAKS Results of Participating and Non-Participating Texas Reading First Campuses.....	87
Table 3: Number of Male and Female Students Taking Third Grade TAKS and Percentage of Student that Met Standard in Participating and Non-Participating Reading First Campuses.....	88
Table 4: Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading Scores of Texas Reading First Campuses (N=71).....	90
Table 5: Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading Scores of Non-Participating Texas Reading First Campuses (N=90).....	92
Table 6: Means and Standard Deviations for Texas Reading First Participating and Non-Participating Campuses on the Four TAKS Reading Objectives.....	93
Table 7: Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading TAKS Scores of Textbook Adoption 1 (N=57).....	94
Table 8: Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading TAKS Scores of Textbook Adoption 2 (N=44).....	95
Table 9: Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading TAKS Scores of Textbook Adoption 3 (N=58)	96
Table 10: Summary of Means for Tables 6.....	97
Table 11: Average Reading Performance as Measured by TAKS Reading Objective Scores and Curricula.....	98
Table 12: Average Campus Reading Performance as Measured by Third Grade TAKS Among Textbook Adoptions.....	99

LIST OF FIGURES

	Page
Figure 1: Quantitative Portion of the Study.....	67
Figure 2: Qualitative Portion of the Study.....	67

CHAPTER I

INTRODUCTION

One of the major concerns when implementing a new initiative is the challenge of educating the learning community about the effectiveness of an innovation, and ensuring that the need for change is emphasized at multiple levels, such as, individual, organizational, and systematic (Hall & Hord, 2006). Additionally, change is highly complex, multivariate, and dynamic in affecting and implementing an innovative program in an academic setting. Schubert (1986) stated that the daunting task of “conceptualizing, planning, implementing and evaluating curricula, whether for higher education or the lower schools are enormously complex.”(Griffin, 1990, p. 36) These tasks involve “intellectual activity, negotiating points of view across subject specializations, selecting worthwhile knowledge from a growing array of possibilities, and perhaps most important, coming to consensus among faculty about the philosophical and conceptual underpinnings that will drive curriculum decision making” (Griffin, 1990, p. 36).

Curriculum changes and adjustments have led to the spread of curriculum reform across the United States and in Texas due to the *No Child Left Behind Act*. School districts and campuses had to balance student achievement scores as measured by standardized tests and maintain the curriculum and subject matter content already implemented in the individual classrooms (Craig, 2006). Hall & Hord (2006) acknowledged that an area of scrupulous concern was to maintain or surpass the high stakes testing achievement results of the preceding campus school year’s state assessment by implementing an innovative core curriculum. Marzano (1995)

stated that curriculum changes assert that the failure of a program or innovation is not due to the weaknesses in the innovations themselves, but in the basic nature of the change process. Hall and Hord (2006) also affirmed and stressed that, “successful change starts and ends at the individual level” (p.7). They furthermore added that the intensity of the comfort zone could be determined by the direct or indirect training and professional development activities that was received before and during the implementation of the program.

The Texas Education Agency and the University of Texas System (2005) with the purpose of a strong professional development and training background in mind, adopted a Three-Tier Reading Model, which provided an emphasis on early intervention for struggling readers. Specifically, this three-tier model used early literacy assessments and provided teachers with consistent thorough training via the Teacher Reading Academies and Effective Instruction for Elementary Struggling Reading Academies. Hence, this model incorporated both the goals of the Student Success Initiative (SSI) and the Texas Reading Initiative (Texas Education Agency and the University of Texas System, 2005). In addition to the adoption of this model the two systems ensured that this training was monitored at the campus and district level expeditiously by hiring Reading Coaches to train, inform, and develop the teachers professionally in the skills, needs and guidelines of the newly adopted Reading First Initiative and to execute this initiative with precision and accuracy.

The No Child Left Behind Act in 2001 (*PL 107-110, Title I, Part B, Subpart 1*) established Reading First (RF), and along with its founding, mandated an evaluation of the initiative (Gamse, Jacob, Horst, Boulay, & Unlu, 2008). As a result, this act also explicitly provided a definition for scientifically based reading research and outlined the specified activities that were to be carried out when implementing the initiative. Miskel and Song (2004) stated that the U.S. Department of

Education in 2002 provided the participating fifty states with guidance in applying the research-based approaches that were necessary for teaching the fundamentals of reading. President George W. Bush introduced the reading initiatives in 2001, Reading First and Early Reading First, and it was at this time that educators saw an opportunity to study the dynamic and the on-going policy process and activities of the reading policy elites. Consequently, this opportunity was used to capture the antecedent and certain unanticipated events that surrounded this initiative (Miskel & Song, 2004).

A document was created to review and provide direction in selecting and rating potential scientifically based reading research (SBRR); this document was used to determine the alignment and suitability for Reading First (Al Otaiba, 2005). Reading First was different from earlier legislation because it focused on scientifically based reading research used to measure funding for campuses with proposed instructional plans (Healy, 2007, p. 153). In addition to the proposed plans, the U. S. Department of Education stated that scientifically based reading research was a touchstone for acceptability under this initiative and “means that reading instruction goes beyond fads and fashions” (Healy, 2007, p. 153). Recommendations by Scott and Fagan (2005) affirmed that the U. S. Department of Education guidelines required that Reading First funding mandated full implementation and not the usage of some Reading First activities “layered on top of non-research based programs already in use” (Healy, 2007, p. 153). As a result, it stressed that the Reading First Initiative and the SBRR textbook adoption could not be blended with non-researched based programs that were already in use in order to support the status quo curriculum (Healy, 2007).

The Department of Education’s guidance for Reading First defined what scientifically based reading research is and what it entails to meet the criteria:

(1) [e]mploys systematic, empirical methods that draw on observation or experiment;
(2) [i]nvolves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (3) [r]elies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (4) [h]as been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably, objective, and scientific review (Healy, 2007, p. 153).

Gamse and Jacob (2008) stated that the allocated funds for Reading First were to be utilized for reading curricula and materials. Furthermore, the curricula and materials must focus on the five essential reading components, as defined by the Reading First legislation, which included: phonemic awareness, phonics, vocabulary, fluency, and comprehension. In addition to the five components of reading, the monetary resources could be used for professional development, coaching, diagnosis and prevention, and student progress monitoring. As a result, this federal program was created to ensure that the funding provided to campuses combined both local flexibility and national commonalities.

In essence, these commonalities were stipulated with strict guidelines for the states, school districts, and campuses concerning the resources that were permissible to use for reading instruction. Correspondingly, the flexibility permitted the states and school districts to formulate a plan on how the funds would be allocated to purchase resources useful in various categories within a set target range and allowed the states to make local decisions about choices within these categories. For example, the states had the opportunity to choose from various scientifically based reading researched materials, reading programs, assessments, professional development

providers, etc. These commonalities were designed to ensure that the implementation of these activities, programs, and resources reflected both NCLB and local interpretations (Gamse & Jacob, 2008).

McKenna & Walpole (2005) stated that this model integrated valid and reliable assessments of diverse types which would be used throughout the states, and that these assessments would comprise of screening measures in troublesome areas of reading development. For instance, diagnostic assessments would serve teachers as they addressed the problems that had been identified through the screening process. In addition to the diagnostic assessments, progress - monitoring would address whether instruction and intervention efforts were effective and ensured that the outcome measures in the annual high stakes state assessments indicated the success or failure of the initiative.

Statement of the Problem

Downy (2009) acknowledged that the achievement gap is the most complex and compelling educational dilemma that is currently facing schools and claimed that there is currently no universal solution. He continued to state that a solution to this educational dilemma was needed and effort must be used in combination as a necessity to overcome the obstacles educators are confronting. These obstacles are multi-causal, multi-dimensional, and historical. A study conducted by Al Otaiba, et. al. (2005), revealed that most teachers were concerned that their students did not have the acquired adequate literacy skills to enjoy reading and complete their assigned tasks successfully by the time they completed the requirements of elementary school. Miskel and Song (2004) declared that reading had become a major concern during the 1990's when both federal and state policy makers launched major initiatives to raise reading achievement scores. Consequently, President George W. Bush introduced the Reading First Initiative in 2001

and it was at this instance when a unique opportunity to oversee the policy process, antecedent, and unplanned events that surrounded this controversial initiative was taken into consideration. However, one must understand that major policy changes are usually made by powerful actors who operate in open issue networks and any concerns that sprouted from this small clique of inside policy entrepreneurs that fashioned these major changes in a short period of time only accentuated the controversy in regards to the Reading First Initiative (Miskel & Song, 2004).

Due to the policy changes that effected the Reading First Initiative legislation, reading became part of the national agenda that paralleled the policy proceedings in many states, such as Alabama, California, Connecticut, and Texas (Miskel & Song, 2004). Hence, policymakers set reading as a high priority on their agendas and agreed that acquiring elevated reading skills was fundamental to the well being of individuals, society, and the economic system (Miskel & Song, 2004). New standards, such as the Texas Essential Knowledge and Skills (TEKS), had been initiated in the state. At the national level, the Student Success Initiative (SSI) was implemented across the United States due to the passage of the No Child Left Behind Act (NCLB) in 2001, thus making accountability in high stakes testing more demanding and stressful on administrators, teachers, and students (Davis, 2005).

Once the expectations of knowledge and skills were in place and implemented, state officials found it necessary to create an accountability system that mandated what students actually must learn from the curriculum (Davis, 2005). Major concerns in curriculum changes included ideological struggles, authority, politics, the disconnection between the curriculum and curricular change, the practice of curricular reform, as well as assessing the effects of the curricular reform (Datnow, Borman, & Stringfield, 2000).

Academic standards set by the Texas Education Agency were formulated into objectives and introduced as the *Texas Essential Knowledge and Skills* (TEKS). These expectations were measured through accountability testing. The accountability measure used by Texas to monitor student progress was the high stakes test known as the Texas Assessment of Knowledge and Skills (TAKS). This mandatory state examination would hold educators responsible and accountable for student learning at state and national levels. A series of interviews were conducted on educators and the learning community to acquire information on the perceptions regarding and attaining feedback from residents in regards to the reading initiative. As a result, the data collected proved to be positive and irrefutable; granting President George W. Bush a honeymoon period with the support and commitment to the new reading policy by congressional leaders to reverse any failures and reauthorize the Education Secondary and Elementary Act (ESEA) (Miskel & Song, 2004).

NCLB stirred up controversy amongst the national press and professional literature was written on the debate of the mandatory high stakes state annual assessments for reading and math. The requirements set by this act held educators accountable for student progress in subjects areas, expectations for adequate yearly progress (AYP), and the penalties that schools would encounter if they failed to demonstrate mastery and meet AYP standards (Katz, 2008). “In less than a year, policy actors created and influenced an elaborate, complex, crowded by a generally receptive policy environment to enact a major policy innovation for reading” (Miskel & Song, 2004, p. 95).

Reading First was created as an effort to bridge the research-to-practice gap in literacy education, and was the largest and most comprehensive effort in the history of the United States to bridge this gap in literacy education (Katz, 2008; Lane, 2009). One of the primary focuses of this initiative was providing teacher professional development that emphasized implementing

research-based practices in reading instruction (Lane, 2009). Furthermore, very few teachers demonstrated an in-depth knowledge base and understanding in reading fluency, assessments, and instructional methods involving the Reading First Initiative. This lack of expertise made it difficult and challenging for educators to comprehend that even with similar professional development experiences, the involvement in Reading First, and their knowledge about reading fluency varied widely across the states (Lane, 2009).

Concerns arose due to lack of professional development for teachers and their understanding of how reading was taught in the classrooms, and unacceptable low reading scores in poor socio-economic areas. Reading First schools were selected on reading performance percentage basis with high levels of economically disadvantaged students who were underachieving in reading (Katz, 2008). Throughout history, these particular populations had been performing below the white middle class population and now with the Reading First Initiative implementation on campus it was expected that these students attain the levels of achievement comparable to those students who came from high income and well educated families within the same amount of time (Paul, 2004).

However, the Reading First Initiative was considered to be unjust both morally and socially because the focus to increase accountability standards through high-stakes testing and the emphasis placed on K- third grade reading posed the greatest threats to minorities, especially Latino students. The preeminent concern was that this latest legislation maintained a system where all minorities would never achieve their full economic or sociopolitical equality compared with other racial groups (Paul, 2004). Federal authorities and researchers advocated that children with reading difficulties and students with learning disabilities would benefit from the Reading First Initiative. These individuals were confident that with effective instruction and intervention

in Kinder through third grade, these children would be able to make steady annual progress in reading and many would attain grade-level reading skills that were comparable to students who did not have difficulty in reading or a disability (Katz, 2008).

NCLB was up for reauthorization in 2007, and the Reading First Initiative was being re-considered because this would position teacher educators as part of the problem and would be the solution to the economic turmoil that faced America (Shannon, 2007). NCLB promised that if teachers would do their job correctly, all children would learn to read and write proficiently; therefore, enabling graduates to reeducate themselves in order to improve employment in the global economy, hence, this reauthorization put educators in a predicament to ensure that all students would be proficient in reading, and if challenged it would appear that educators were willing to leave children behind (Shannon, 2007).

An investigation on the procedures that followed the origination of the Reading First Initiative was begun by the Inspector General because textbook vendors started complaining to the U.S. Department of Education that federal officials were disrupting and interfering with the free market of textbooks under NCLB. This September 2006 report concluded that panel members were found to have benefited from the enforced adoptions (Shannon, 2007). A group of five policymakers and their staff served as the creators of Reading First and opened a policy window in the national reading policy arena because it represented an opportunity for promoting the solutions that were most favorable for the reading program (Miskel & Song, 2004). Furthermore, this small group of inside policymakers was not regarded as being highly prominent but controlled both the writing and the enactment of Reading First (Miskel & Song, 2004).

The biggest challenge for federal education policy was the concern of local control, which meant, that the federal government could not tell the schools what reading programs and

assessments to purchase; however, it did have influence in which programs the local government should buy for Reading First schools, hence, making this influence filter down to the district level and cause confusion for district administrators (Berger & Gunn, 2003).

The words, “scientifically based reading research” was cited more than 20 times in the new legislation, and referred to the word “science” as the principles of a rigorous experimental design, enforcing that the reading products purchased were tested for reliability, validity, and efficacy, furthermore, ensuring guidance by the National Reading Panel (Berger & Gunn, 2003). Instructional materials were created to meet the approval of scientifically-based reading research that would meet the needs and requirements of federal administrators (Pruisner, 2009). This policy of purchasing “scientifically based reading research” materials was meant to be encouraged nationwide, and school districts had to make do with the existing research the first year of implementation (Berger & Gunn, 2003). However, Paul (2004) claimed that the notable critics, such as, Allington (2002b), Coles (2002), and Garan (2002) were concerned about the implications the “junk” science that was to be implemented in the classroom in regards to literacy practice. These critics addressed the flaws that the National Reading Panel research used in order to determine the validity and reliability of making certain programs researched based and indicated the primary issues regarding the sampling, research methodology, and the relevance of the findings (Paul, 2004). Prior to the nation-wide implementation of the RFI, little if any pilot testing were conducted. At present time limited research exists on the effectiveness of the initiative and RF program therein lies the problem.

Purpose of the Study

The purpose of this mixed method study was to compare third grade campus TAKS reading performances of seventy-one participating Texas Reading First Initiative and ninety Non-

Reading First Initiative campuses. Additionally, the comparisons were made on third grade reading performance based on three TEA textbook supported adoptions implemented on each campus. Furthermore, reading performance was compared based on curricula and reading textbooks combined. Lastly, various professional development materials and opportunities were qualitatively examined, along with perceived administrative support, and intervention success level. The selection of teachers was determined by the results from 2009-2010 AEIS campus reports and permission granted by the district superintendents.

Need for the Study

Several unknown factors were used to conduct this study. The success of the Reading First Initiative curriculum compared to non-participating campuses in Texas could not be found. The third grade TAKS reading results implementing the top three textbook adoptions and the differences between the textbooks could not be located. The interaction effect between the curricula and the textbook implementation, to my knowledge, had not been studied. In addition the quantitative study, the researcher conducted interviews with teachers from both participating and non-participating Reading First campuses to acquire perceptions on curriculum, textbooks, and the combination of both.

Research Questions

This study answered five questions through the use of a mixed method by using both a quantitative and qualitative design. The quantitative methodology was used to answer questions one through three and the qualitative approach was used to answer questions four and five.

The following five questions were used to guide this study:

- 1) What is the difference in reading performance as measured by third grade campus TAKS reading (basic understanding, applying knowledge of literary elements, using strategies to

- analyze, applying critical-thinking skills) scores between campuses that participated in the Texas Reading First Initiative and non-participating campuses, if any?
- 2) What is the difference in reading performance as measured by third grade campus TAKS reading scores (basic understanding, applying knowledge of literary elements, using strategies to analyze, applying critical-thinking skills) between the top three Texas Education Agency (TEA) scientifically based reading research textbook adoptions implemented on campuses, if any?
 - 3) What is the difference in reading performance as measured by third grade TAKS campus reading (basic understanding, applying knowledge of literary elements, using strategies to analyze, applying critical-thinking skills) scores between curricula (Texas Reading First Initiative participating and non- participating campuses) and SBRR textbooks (top three TEA textbook supported adoptions)?
 - 4) What are the perceptions of the Texas RF participating teachers in schools regarding the worth of professional development training related to materials, opportunities, support from the administration, student performance and preparedness to transition from second to third grade?
 - 5) What are the perceptions of the Texas non-RF participating teachers in schools regarding the worth of professional development training related to materials, opportunities, support from the administration, student performance and preparedness to transition from second to third grade?

Delimitations and Limitations of the Study

The focus of the study on the Reading First Initiative involves one state, Texas, even though this initiative was used throughout the fifty states across nation. Additionally, only third

grade Reading TAKS results from Texas Reading First campuses and non-participating campuses were analyzed. As a result, the impact on other grade levels was not addressed, and no attempt was made to analyze other subject areas than reading. In addition, the study was limited to the top three textbook adoptions implemented during the initiative for both participating and non-participating campuses. Furthermore, another limitation was not including the data disaggregation for the various subgroups, such as, special education students taking the TAKS Accommodated and Modified tests, bilingual students, Spanish, TAKS assessments, Linguistically Accommodated Test (LAT), at-risk populations, and economically disadvantaged students. Another concern involved the qualitative portion of the study in which only one teacher from a Texas Reading First campus and one non-participating campus implementing one of the three textbook adoptions were interviewed for the an in-depth enrichment of this study.

The quantitative component of the study has limitations as well. Causality may be established if an experimental design is utilized. The non-experimental nature of the design in this study did not allow the researcher to establish cause and effect relationships. The stratified sample size used for the data disaggregation was limited to campuses that were using the SBRR texts and had qualified for and secured RF funding. A decision was made by the researcher to select schools who used the top three Texas Education Agency scientifically based reading research textbook adoptions as a comparison for the differences in third grade reading performance. The materials purchased through this grant were required to be scientifically reading research based, therefore, limiting the local education agency's choice of purchasing instructional materials and curriculums. The qualitative data were collected from twelve teachers in all. Furthermore, the limitation of teacher knowledge and skills in implementing the SBRR textbook and materials

during instruction in the classrooms had to be taken into consideration. Moreover, the high stakes test may in itself have limitations.

Assumptions

The primary investigator assumed that the campuses participating in the Texas Reading First Initiative followed the guidelines in strict and full accordance to the stipulated mandates. It was also assumed that the textbook adoptions used on the campuses were used for instruction in both participating and non-participating schools. In addition to the quantitative assumptions in this study, the primary investigator assumed that teacher responses to the interview questions were truthful in the qualitative portion of the study.

Significance of the Study

This study provided information on the Texas Reading First Initiative and how participating and non-participating campuses performed on the high-stakes state assessment when implementing a scientifically based reading research textbook. The information obtained from the third grade TAKS reading results will help educators throughout the State of Texas determine which scientifically based reading research textbook adoption met the needs of students in elementary schools by successfully preparing them to read on or above grade level by the end of third grade. This study was conducted in order to describe the Texas Reading First Initiative that had been implemented during a five year grant cycle. The findings of the study, along with other campus and district indicators, may serve to guide curricula decision-making and policy development. This study may help in determining if the Reading First Initiative course of action should continue after the grant awards have diminished, and if the same strategies in implementing the newly adopted reading program which were initiated in the 2010-2011 school year should continue. With the results from this study, educators may be better informed when

they plan and prepare for the new, more in-depth, rigorous state assessment called the State Assessment of Academic Readiness (STAAR).

Definition of Terms

The following terms have a special meaning in this study and are defined in the subsections that follow.

Academic Excellence Indicator System (AEIS)

The AEIS results are disaggregated in a report by state, district, and campus groups (Texas Education Agency, 2008). These results also provide information on student sub-populations, such as, African American, Hispanic, White, Native American, and Asian/Pacific. Additionally, it includes the male and female result percentage along with the Special Education and Economically Disadvantaged results. The report includes the TAKS Commended performance results and TAKS results for each student in the grade level. It also contains the sum of all the grades that have tested, and includes the breakdown of the sum of all grades tested in the four tests, which include, Texas Assessment of Knowledge and Skills (TAKS), Texas Assessment of Knowledge and Skills - Accommodated (TAKS ACC), Texas Assessment of Knowledge and Skills - Modified (TAKS M), and Texas Assessment of Knowledge and Skills – Alternate (TAKS ALT).

The AEIS report displays the campus accountability rating. The accountability ratings are determined by the average score of the total student mastery per campus. The ratings are as follows: Exemplary (90%), Recognized (80%), Acceptable (70%), and Unacceptable (69% and below) for 2009-2010.

The AEIS report consists of the TAKS participation rate and includes the percentage of students tested by test version, by accountability status, and students not tested. The report

displays the progress of prior year failures and addresses the progress of prior year TAKS failures by grade level. It includes the Student Success Initiative (SSI) information, monitors the English Language Learners progress measure, and monitors the attendance rate.

The report contains student population information and compares the campus, campus group, district, and state populations by grade level in each of the categories. It includes the student ethnic distribution, economically disadvantaged, LEP, students with Disciplinary Placements, At-Risk, Mobility, and students per teacher. The class size information is provided by grade level.

The AEIS report also obtains staff information which includes a breakdown of information by campus, campus group, district, and state. It includes the count and percentage of the professional staff and information on educational aides. It addresses the total minority staff and breaks down the teacher ethnicity along with the sex. The report includes information on teacher years of experiences, the average years of experience on campus and the average years of experience of teachers in the school district. The average teacher salary by years of experience is included in this report. This report includes the actual operating expenditure information by function and program. The program information is provided by student enrollment and teacher by program (population served).

Elementary and Secondary Education Act (ESEA)

President Lyndon B. Johnson passed this law in 1965 and declared it the “War on Poverty”. Approximately \$1 billion of federal funding for services and programs were provided in addition to regular school offerings (deMarrais, 1999).

No Child Left Behind (NCLB)

This act reauthorized the Elementary and Secondary Education Act and is the first federal program that demands state and local accountability (Pruisner, 2009).

Reading First Initiative (RFI)

The RFI is the cornerstone of the No Child Left Behind Act. Its goal is that every child will be reading on or at grade level by third grade (An evaluation of Texas Reading First activities, materials and providers, 2007).

Scientifically Based Reading Research (SBRR)

The U.S. Department of Education describes (U. S. Department of Education, 2002) SBRR as scientifically based reading research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

1. Employs systematic, empirical methods that draw on observation or experiment;
2. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
3. Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Texas Reading First

The State of Texas applied for Reading First Initiative funding in 2003 and was awarded \$532.5 million over a six year period (Hezel Associates, 2007).

Three-Tier Reading Model

This model provides a process of delivering reading instruction and reducing reading difficulties in reading instruction for students in kinder through third grade. The model provides a strong emphasis on methods and strategies that are scientifically researched. Such methods include descriptive instruction on how to approach students that are having reading difficulties, early intervention, the use of literacy assessments, teacher training, professional development, and incorporate the Student Success Initiative and the Texas Reading Initiative goals and objectives (Texas Education Agency & The University of Texas System, 2005).

Summary

Implementing a new initiative is a challenging and a daunting task in ensuring that the learning community is well versed at all levels. It is difficult to overcome various academic barriers in a school system since students are at different levels academically, socially, intellectually. The No Child Left Behind Act (2001) brought about changes in the school systems and accountability became a standard to ensure that all students were reading on or above grade level by the end of third grade. The achievement gap between the various ethnicities had no single solution. Reading concerns and closing the achievement gap became a national concern. President George Bush initiated the Reading First Initiative to provide low performing campuses with a high economically disadvantaged student population with additional funds and resources to raise reading scores nationwide. Texas accepted the funds and allotted money to be dispersed to campuses in need of improvement. In addition to the funds, a strong professional development foundation and intervention training was provided to teachers to ensure student academic success. Reading First mandated that the textbook adoptions that were to be implemented need to be SBRR adoptions.

The controversy began when textbook vendors filed complaints to the Attorney General about the unfair practices used in the selection of textbooks. It was discovered upon the investigation that unfair practices had taken place. High stakes testing became a factor in holding educators responsible for all student learning and placing strict mandates and expectations for adequate yearly progress (AYP). Reading First was an effort to bridge the achievement gap between students across the nation and in each state.

CHAPTER II

REVIEW OF LITERATURE

This review of literature includes select concepts that are found and relevant to the Reading First Initiative. The concepts include, curriculum reform and change, NCLB, Reading First Initiative, the five components of reading, professional development, assessment, high-stakes testing, Texas Accountability System, history of assessment in the State of Texas, assessment accountability, Texas Reading First Initiative, instructional framework of Reading First, textbook reading adoptions supported by scientifically based reading research, and socio-cultural implications.

Curriculum Change and Reform

The momentum of change, the creation of the Reading First Initiative, and the process to implement the program was controlled by two challenging targets, which focused on federal review and the results of student achievement (Pruisner, 2009). The conveyed curriculum students experienced in the classrooms had been a function of teacher decision making (Kaniuka, 2009). Major reform efforts (Kulm, 2007) to make a systemic change across the nation in American education had taken place in the past one hundred years; it included the expansion of public education that occurred in the 1900's. For example, in the 1960's, educators focused on the modernization of curricula, and the 1990's brought forth the standards movement that currently embraces accountability (Kulm, 2007). Individuals across the nation believed that public schools have a new curriculum, and supposed that this curriculum was new and of much

higher quality; they firmly trusted that these new standards were “tougher” and “harder” than it was in previous years, and had come to believe that if students followed this set curriculum they would be better prepared than they would have been with the preceding curriculum (Davis, 2005). In a study conducted by Perna and Davis (2007) results showed that a standards-based curriculum was a norm for the majority of the school districts across the nation, making this movement the target for instructional planning. This target for instructional planning ensured that students in schools across the nation were working toward a common goal, and that teachers understood the accountability standards set for the students learning environment would enable them to achieve the set goal (Downey, 2009).

Cuban (1992) affirmed that planning curricular change has been a challenge throughout the evolution of educational history in this nation. In addition to planning for change, individuals must also understand curricular reform and the effects of implementing a new curriculum in the classroom. For this reason, one of the major challenges of curricular reform has been the quality of the delivery of instruction to students at the classroom level. One of the major issues has been the ideological struggle, power, and politics that are natural to curriculum and curricular change. The second major issue was the disconnection between theory and practice of this reform, and the third issue was the problem of assessing the effects of any curricular reform (Datnow, Borman, & Stringfield, 2000).

Prior to the 1970's, the evaluation of curriculum development was restricted by assessments, which was designed to evaluate and measure the achievement and mastery of curricular goals, and for this reason, results of these assessments were used to evaluate both student learning and teacher effectiveness in the classrooms (Goodlad, 1969). Assessment practices have changed throughout the years; historically, they have been used to separate the

successful students from the unsuccessful students thus highlighting the differences between the two groups (Stiggins, 2006). Currently, the new mission is to ensure universal competence that must at this time support learning for all students so they can all succeed by meeting the set mandated standards.

According to McNeil (1978), curriculum activity may be compared to a cube with, at least, four defined faces. The first instrumental face is the members' search for the most effective way to reach certain predetermined curricular goals. The next face is the political dimension in which individuals and certain groups become involved in order to advance special causes that influence curriculum policy programs. Subsequently, the disciplinary face shows the work in regards to the curriculum as a phenomenon that was to be described and then analyzed. Lastly, the fourth face includes individuals believing that the purpose and content of the program was recognized and that the process for this curriculum activity was also improvable (McNeil, 1978).

NCLB prompted major curriculum shifts and as part of the ongoing study, the Center on Education Policy (CEP) reported a deeper analysis of data on the change in classroom instructional time (Report: NCLB prompts major curriculum shifts, 2008). The original study entitled, "Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB era", determined that NCLB changed the majority of the nation's schools and increased the time that was spent on both reading and math, thus, decreasing the time devoted to other subjects (Report: NCLB prompts major curriculum shifts, 2008). This report claimed that 44 percent of the nation's school districts had allocated additional time for language arts and math, increasing the time by 43 percent at the expense of decreasing the time in science, art, social studies, physical education, recess, and lunch by 32 percent (Report: NCLB prompts major curriculum shifts, 2008).

No Child Left Behind

The United States has historically evolved through educational reform by ensuring that the top sixty percent of the students continue to show a positive change in annual growth, and to make the necessary adjustments for the remaining forty percent who have not met the standards by modifying instruction in order to meet the set standards and then demonstrate the necessary “catch-up growth” (Fielding, 2007). In a study conducted by Carpenter, Ramirez, and Severn (2006) the national educational data displayed “not one but multiple achievement gaps, within and between groups” and that “gaps between races may not be the most serious of them” (Downey, 2009, p. 1).

The facade of education was changed by the federally designed NCLB Act and its literacy initiative, which was named the Reading First Program (Pruisner, 2009). The U.S. Department of Education implemented the following guidelines to be cornerstones for NCLB; to begin with, one of the guidelines was increased accountability for states, districts, and schools. Secondly, NCLB allowed parental school choice, particularly with students that attended low performing schools. Thirdly, it stipulated that the federal education dollars that were to be allocated to the states and local education agencies were subject to more flexibility. Finally, an additional guideline that affected the Reading First Initiative was that a stronger emphasis on reading for America’s youngest students was to be implemented (Paul, 2004).

NCLB required that the accountability data be disaggregated by gender, ethnicity/race, English language proficiency, special education disabilities, and socio-economic class. For example, the percentage of students that qualified for both free and reduced-lunch and scored lower on state-mandated assessments was considered and embedded in the reporting mechanism. These disaggregated data made visible the discrepancy between the groups and highlighted the

fact that the majority of the students that qualified for this program were African American males and Latino students (Downey, 2009). The law required that every single subgroup of students within the school and district meet all its improvement goals and “adequate yearly progress”, and if one of the groups, for example, white, Hispanic, black, special education, Limited English Proficient or low-income students failed to meet any of the established goals, the school or district was put on the “school improvement list (Fowler, 2009). NCLB addressed Title I funding and considered multiple factors, such as, poverty, teacher training, class size reduction and provided legal protections for “reasonable actions” in order for educators to be able to maintain order and discipline (Pulliam, 2007). NCLB also produced the Reading First Initiative which established a precedent by providing funds to campuses for scientifically based reading research programs focusing from kindergarten through third grade, technology grants, funding for bilingual education to test students in reading and language arts, and the creation of the “twenty-first century community learning centers” (Pulliam, 2007).

Reading First Initiative

The Reading First Initiative was a result of the NCLB, providing legislation focused on reading and professional development for reading teachers across the United States (Pruisner, 2009). The Reading First Initiative was supported by the International Reading Association throughout the progression of the bill into law and offered learning opportunities for students in high poverty level areas (Bell, 2003). Associated with Title I, Reading First targeted Kindergarten to third grade reading instruction and was driven by the accountability of high-stakes testing (Pruisner, 2009).

Reading First was enacted in 2002, and was a part of the Title I, Part B, Subpart 1 of the Elementary Secondary Education Act (ESEA) as amended by NCLB (Healy, 2007). The goal of

this act was to combine generous funding along with scientifically based reading research to assist children in kindergarten to third grade to read on grade level. Furthermore, it federalized the process where schools containing a high concentration of poor readers could obtain additional funding. In addition, this initiative imposed many requirements and intended to hold the states accountable for the methods in which reading was taught and how the money was to be disbursed (Healy, 2007). In conclusion, this initiative was one of the most expensive programs that was geared towards young children, and had very inflexible rules on how the funding may be spent. Statistics from a study conducted in 2006 revealed that 1,717 school districts accepted Reading First funds for the 5,666 schools within these districts across the nation (Healy, 2007).

During the early implementation process the International Reading Association expressed concerns to the U.S. Department of Education in regards to the program dictating specific reading programs and assessments; in validating these concerns, the results were addressed and it was determined that restrictions for states to use specific curriculum materials or tests was not mandated, and concluded that the program provide a wide range of plans for providing professional development (Bell, 2003).

Five Components of Reading

The Reading First Initiative focused on beginning and developmental reading in five scientifically-based reading research areas: phonics, phonemic awareness, fluency, vocabulary, and comprehension (Pruisner, 2009). These five components were defined under Section 1208 of the Reading First Act and were confirmed to be scientifically based reading research that was necessary for a well-rounded education (Healy, 2007). According to, Al Otaiba, et al. (2005, p. 379), the definitions of the reading instructional components are as follows:

Phonemic awareness: The oral language skill that involves the ability to identify and manipulate individual sounds in words

Phonics: An understanding of the alphabetic principle that is the relationship between phonemes, or individual sounds, and letters

Vocabulary: The knowledge of the meanings and pronunciation of words that are used in both oral and written language

Fluency: The ability to process text accurately, quickly, and efficiently; and

Comprehension: The ability to make sense of text and to monitor for understanding.

The Reading First Initiative also included professional development for teachers, classroom instruction training, and assessment to monitor student progress (Pruisner, 2009).

Professional Development

Professional development under Reading First extended beyond the school itself, by hiring reading coaches who would model lessons and assist teachers in implementing the new curriculum and assessment practices (Healy, 2007). Teacher knowledge and teacher skills are the foundation to effective formative assessment and this interplay between knowledge and skills are instrumental to the educational practice (Heritage, 2010). The author claimed that teachers needed to understand and incorporate five skills in order to set this effective formative assessment into practice: (1) interpreting evidence; (2) matching instruction to the gap; (3) providing feedback; (4) teaching metacognitive skills; and (5) teaching peer assessment (Heritage, 2010, p. 110).

Student achievement data and school based action are essential components for the implementation of school reform programs, such as, building capacity in reading by providing solid professional development in the newness of Reading First (Hezel Associates, 2007).

Educating students in the fundamentals of reading is more complex and demanding than professionals realized (Simmons, 2003). The demands on teaching phonologic, alphabetic, semantic, and syntactic systems in acquiring language entail attention and knowledge in utilizing additional forms of instruction. For example, teachers must have been provided meaningful professional development experiences in scheduling, prioritizing objectives, using explicit strategies, and scaffolding to be able to incorporate the skills and support students' initial learning by enabling them to transfer the knowledge and skills that are necessary into other contexts (Simmons, 2003).

Researchers described six attributes of effective reading teachers (Al Otaiba, et al., 2005, p. 382; Kaniuka, 2009),

1. They use more small-group work to differentiate instruction (Taylor & Pearson, 2001).
2. They kept their children on-task for a higher percentage of time (Taylor & Pearson, 2001).
3. They spend more time explicitly teaching the alphabetic principle (Scanlon & Vellutino, 1996).
4. They extensively scaffolded or coached their students during reading, especially about decoding strategies (Pressley et al., 2001).
5. They explicitly taught children to answer higher-order thinking questions during comprehension instruction (Pressley et al., 2001; Taylor & Pearson, 2001).
6. They selected texts of various genres based on students needs (Duke, 2000; Sweet & Snow, 2002).

In a study conducted by Foorman & Moats (2004), relationships between the measures in teacher effectiveness, teacher knowledge and student results were studied in two different sites. Teacher knowledge was measured by using a multiple choice survey entitled *Teacher Knowledge Survey (TKS)*, in which, teachers' effectiveness was essential in every day classroom management and teaching routines. The TKS 19 question multiple-choice survey included questions on phonological, orthographic, and morphological aspects of word structure. It included questions on the components of reading instruction, including spelling oral reading errors, and writing. A total of eighty third and fourth grade teachers answered the questions in the study. In addition to answering the questions they were rated by observers who had a high inter-rater reliability with TTAS. The general effectiveness was measured by a structured observation instrument entitled *Texas Teacher Appraisal System*. In addition to this observation instrument student outcomes were assessed with the *Woodcock-Johnson Basic Reading and Broad Reading Clusters (WJ-R: Woodcock & Johnson, 1989)*. A regression analysis was conducted, where both the TKS and the site were regressed onto reading scores. The results showed that teachers who rated higher in the TTAS in classroom teaching techniques had higher reading outcomes (Foorman & Moats, 2004, p. 56).

The main effect of TKS on Broad Reading, $F(1,82) = 7.55$
₂
(unique $R = .077$), $p < .05$. However, in the analysis of Basic Reading, TKS_EOY interacted weakly but significantly against Basic and Broad Reading scores at each site.

In conclusion, when comparing the two sets of teachers in the two areas, teachers who had a higher attendance rate in professional development courses were different from teachers who had no or poor professional development. The regression analysis on teachers who had high attendance and professional development had a higher TKS_EOY than those with no or low

attendance in professional development. The results showed $t(43) = -2.63, p < .05$ (means of 17.1 vs. 14.63). (Foorman & Moats, 2004). In this study, high attendance in professional development produced a ceiling effect. It is important to note that the two attendance groups did not differ on TTAS ($p > .05$), which meant that attending professional development courses did not necessarily have higher ratings in effective teaching (Foorman & Moats, 2004).

A survey conducted by Gándara of 5300 teachers in California revealed that most teachers had taken coursework and attended professional development workshops to meet the needs of English Language Learners. However, they reported not feeling prepared to teach them (Gándara & Baca, 2008). Policy makers must recognize that educators might not have the skills, knowledge, flexibility, time and commitment to implement a change because of an enactment of a policy, law, or regulation (Moffett, 2000). Educators need a policy that is less sweeping and policymakers must understand how changes can affect practitioners' skills in the classroom, and must consider the level of support along with the required professional development needed for full successful implementation (Mizell, 1999).

The effectiveness of an educator teaching reading was instrumental in properly implementing the new Reading First Initiative throughout the nation and in the various states. Professional development became the key to implementing the Reading First Initiative. Special attention and consideration was spent on the training of educators in the implementation of the initiative with a special focus on accountability with assessment.

Assessment Driven

Reading First was an alternative to an educator's approach in teaching reading in the classrooms and the proponents of assessment-driven instruction embraced this reform by ensuring that elementary teachers were using a research based core reading program which allowed for

additional supplemental materials to address weaknesses and offer intervention in key areas (McKenna & Walpole, 2005). The only expectation that was essential and mandatory for Reading First participating schools or districts was that the materials be carefully selected by school and district representatives to establish a coherent reading program. Reading First was assessment driven and mandated elementary teachers to use the coherent reading program and additional materials to supplement the core and offer additional intensive intervention in certain key areas (McKenna & Walpole, 2005).

Choosing assessments was one of the first steps towards using appropriate measures in determining student progress adequately by means of using the core curriculum, and it was through quick, periodic assessment that weaknesses were identified. Therefore, these assessments were administered three times a year; and by using the analyzed results students were flexibly grouped, allowing for extra assistance and intervention practices that would accompany the core program (McKenna & Walpole, 2005). In addition to these assessments, progress-monitoring provided evidence of student growth enabling them to return to mainstream core activities (McKenna & Walpole, 2005).

A key issue for educational measurement is validity (Heritage, 2010). Heritage stated that validity referred to whether an exam measured what it was intended to measure and can serve the intended purpose well. Popham (2010) stated that assessment validity is useful for school leaders and these individuals must consider assessment validity equal to inference accuracy. He further explained that test-based inference is valid when school leaders make an inference on the basis of the test performance of a student. He continued to add that school leaders needed to know where the ideas of assessment originated and without hesitation provide the accurate information to the target answer. He further exclaimed that the term valid and the appropriate use of this concept

should be governed by professional organizations (Popham, 2010) and claimed that educators must consider three kinds of evidence that bear the validity of test-based inferences. These three inferences were “content-related evidence of validity, criterion-related evidence of validity, and construct-related evidence of validity” (Popham, 2010, p. 22).

In 1999, the American Education Research Association, the American Psychological Association and the National Council on Measurement in Education defined reliability and explained how consistently an exam measures what it was intended to measure (Heritage, 2010). School leaders arrived at the essence that test reliability equaled measurement consistency and that three kinds of consistency needed to be in place for assessments to be reliable (Popham, 2010). He stated that these three kinds of consistency included stability reliability, alternate-form reliability, and internal consistency reliability. He explained that stability reliability was the studying of two sets of scores with two analytic methods that were routinely applied and in the past years researchers used correlation analysis for the reliability of data. Popham (2010) explained that a correlation coefficient ranges from +1.00 to -1.00, stating that high positive number indicated a strong positive relationship and negative numbers indicate the opposite between two sets of numbers. In addition, he added that in order for a test to have suitable stability reliability, one needed to find a positive coefficient known as a reliability coefficient of +.75 or higher. He continued to explain that the level of care given to the test’s development, the length of time between the test and the retest, and the nature of the subject area being assessed was needed to be considered for correlation-based reliability to take place (Popham, 2010).

The second kind of reliability was alternate-form reliability. This reliability existed for the purposes of test security. The data that resulted from the alternate-forms were analyzed in the same way as stability reliability. In this case, the reliability coefficients can reach +.80s or low

+ .90's. Classification-consistency indices exceed 90 percent based on the percent of identical test takers (Popham, 2010).

The third form of reliability was called internal consistency reliability in which researchers collect evidence about the internal consistency of the examination and discover how consistent the items were in the test function. The researchers' goal was to discover if the items on the assessment were doing the same consistent measurement job (Popham, 2010). In order to collect internal-consistency reliability evidence one administration is required. The student performances on the exam's individual items were analyzed and an estimate was provided on which items measured the student's performance. The resulting index to a coefficient ranges from -1.00 to + 1.00. A high positive internal-consistency coefficient indicated that the items on the exam were measuring exactly what the test was created to measure. National standardized tests have been analyzed for internal consistency and have come up with coefficients with +.95 or higher (Popham, 2010).

Heritage (2010) stated that both validity and reliability are both important issues for all assessments, especially those assessments where consequences in student performance and high-stakes state assessments can have significant consequences for students that are not successful in mastering the subject areas that are tested (Heritage, 2010). The Reading First model ensured that the assessments were valid and reliable by implementing screening measures that informed and aided teachers in troublesome areas in reading development as they endeavored to address the problems that had been identified through the screening process (Shannon, 2007). Shannon also affirmed that progress-monitoring measures used to determine whether instruction and intervention efforts were functioning by using outcome measures, such as, high-stakes tests and other indicators. He further exclaimed that assessments allowed in Reading First could be from

commercial materials or operate independently from these materials. McKenna & Walpole (2005) stated the various types of indicators implemented included:

1. Screening measures to alert classroom teacher to troublesome areas of reading development
2. Diagnostic assessments to aid teachers as they attempt to address the problems indentified through the screening
3. Progress-monitoring tests to gauge whether instruction and intervention efforts are working
4. Outcome measures, which include not only those inescapable high-stakes tests but also other indicators as well (p. 85).

Reading First offered a structured approach and the model of assessment-driven instruction, embraced by this reform, had much to recommend because it used a core reading program and ensured that additional supplemental materials that were purchased enhanced the weaknesses in the core program and offered intensive intervention in key areas (McKenna & Walpole, 2005).

High-Stakes Testing

High-stakes tests that were initiated by legislation and state policies drove decisions on staff development and resource allocation (Kulm, 2007). Edwards Deming stated, “if you cannot measure it, you cannot change it” (Fielding, 2007, p. 165). The passage of NCLB moved the United States into an unprecedented era of high- stakes testing (Downey, 2009). States underwent a profound transformation in regards to education, and with the passage of NCLB, every state was required to develop and set standards, create standardized tests with accountability systems which mandated that students have the option to transfer to a different school if the

campus was low performing, promoted parental choice, and competition between the campuses (Hursh, 2005). Advocates of high-stakes testing claimed that standards and state-mandated exams needed to be aligned in order to improve the quality of education (Yeh, 2006).

States varied on the extent of implementing standards, standardized testing and the importance that was given to the results of the state exam (Hursh, 2005). Corbett & Wilson (1991) suggested that high-stakes assessments and pressure was needed to be present to influence the quality of teaching. The accountability standards were raised and formal implications on low student achievement scores induced and pressured staff to raise student test scores (Yeh, 2006).

Furthermore, Heritage (2010) emphasized that curriculum, instruction, and feedback was the means in which goals for student mastery would be met. Teachers must analyze the data and interpret the information in order to understand what student learning has taken place and consider the corroborating evidence from other exams and student work analysis. This evidence supported the educators' inferences, and aided them to conclude on what kind of decisions must be made for further learning based on the interpretation of the data. Once this has occurred educators are ready to implement the decision and take a course of action (Heritage, 2010). It was important that assessments go beyond providing scores and making judgments on student learning, as well as, provide a rich description of the student achievement at the current state, support student learning, and use the results to help inform students what needs to be worked on and to do better in next time (Stiggins, 2006). Assessment evidence can be seen when educators set out to evaluate the year's instructional measures and make a decision on whether to modify the procedures for future students' in the classroom (Popham, 2010).

Educators needed to interpret the data from these annual state assessments so it becomes usable in the classroom. She further continued to explain the four steps that teachers need to

follow in order to assist and reach the student learning goals in the classrooms (Heritage, 2010).

The four steps to make sense of data are as follows:

1. Analysis: What do the data show?
2. Interpretation: What do the data mean in terms of student learning?
3. Decision: What will I do to improve the learning?
4. Action: Now I'll implement specific action? (Heritage, 2010, p. 25)

Understanding data and using it to help guide instruction with lessons that are relevant to addressing student needs are essential in prioritizing objectives that need improvement for student success and preparing them to meet the state standards. State education agencies publicized the innovative mandates and recognized that the latest standards would challenge students to work harder and achieve higher results on the new accountability tests (Davis, 2005). Accountability was the latest watch word in education and stressed that educators produce data on the effectiveness of the curricular innovations and the impact on student attainment resulting in successful significant gains (Feng, 2005).

History of Assessment in the State of Texas

The State of Texas instituted a statewide testing program in 1979 and has undergone several periodic changes in legislation and policy. Throughout the years, Texas has also changed the size, scope, and rigor of the assessments (Texas Education Agency, 2009). The Texas Assessment program began with the 66th Legislature which enacted a law that required testing in grades 3, 5, and 9 testing the basic skills competencies in mathematics, reading, and writing. In 1980, Texas administered the Texas Assessment of Basic Skills (TABS) tests which assessed minimum skills (Texas Education Agency, 2009).

The Texas legislature began to mandate changes to the state-wide assessment program in 1984, and for the first time in Texas history, this change required students to pass examinations in both English and Math in order to graduate from high school. Regulations were enacted in the 1990's making passing the state examinations more difficult by creating 'criterion-referenced' exams in math, reading and writing (Hursh, 2005). Following the TABS, The Texas Education Agency (TEA) implemented the Texas Educational Assessment of Minimum Skills (TEAMS) in 1986. This assessment was the first statewide assessment in which students were required to pass in order to be eligible to receive a high school diploma (Texas Education Agency, 2009). Passing these exams was imperative in order to graduate from high school, subsequently the test scores were used in order to hold campuses and school districts accountable and rated on student performance. For example, schools that earned high ratings were eligible to receive monetary incentives and campuses that did not meet the standards faced sanctions which included the closure of schools (Hursh, 2005). Furthermore, Texas implemented a criterion referenced test known as the Texas Assessment of Academic Skills (TAAS) in 1990. This criterion referenced test focused on academic skills instead of minimum skills. TAAS tests included reading, writing, and math and were administered in the fall to students in third, fifth, seventh, ninth, and eleventh grade. A Spanish version of the test for third grade students was also available. It was not until 1993 that a decision to administer the TAAS exams was determined and continued to be administered every spring until 2002 (Texas Education Agency, 2009). The state exams, which at the time, were the TAAS were fully implemented under the state Governor George W. Bush administration in 1994, and in addition to test scores, determining school and district ratings, the state also mandated that secondary schools be rated on students graduation rate (Hursh, 2005).

The Texas Assessment of Knowledge and Skills (TAKS) replaced TAAS and it was designed to be more comprehensive than the previous exams. By law, the students needed to pass TAKS as a graduation requirement and more Spanish assessments were available for students. Currently, the State of Texas is in transition from TAKS to State of Texas Assessment of Academic Readiness (STAAR). In June 2009, the 81st Legislature passed House Bill (HB) 3. This law made changes to the present assessment system. STAAR was established in order to measure student performance across the grade levels culminating in preparing the students for college readiness performance standards. STAAR encompasses 12 End of Course (EOC) exams and new third through eighth grade assessments. The STAAR will be implemented in the beginning of the 2011-2012 school year (Texas Education Agency, 2009).

Assessment Accountability

In order to maintain a record of high-stakes testing results, the Texas legislature emphasized student achievement as a basis of student performance accountability in House Bill 72. The origin of the Academic Excellence Indicator System (AEIS) was created in 1984, but it was not until 1990-1991 where it was developed and evolved through the policy process. The detail in the AEIS is annual school data collected through the Public Education Information Management System (PEIMS). In addition to providing a broad range of information, testing contractors provide the agency with the scores on state standardized tests, and other state agencies provide the information on tax rates and property values (Overview of the Academic Excellence Indicator System, 2010). According to the Overview of the Academic Excellence Indicator System provided by the TEA the performance indicators are as follows:

- Results of Texas Assessment of Knowledge and Skills (TAKS*); by grade, by subject, and by all grades tested;

- Participation in the TAKS tests;
- Exit-level TAKS Cumulative Passing Rates
- Progress of Prior Year TAKS Failures
- Results of the Student Success Initiative;
- English Language Learners Progress Measure;
- Attendance Rates;
- Annual Dropout Rates (grades 7-8, grades 7-12, and grades 9-12);
- Completion Rates (4-year longitudinal);
- College Readiness Indicators;
 - Completion of Advanced/Dual Enrollment Courses;
 - Completion of the Recommended High School Program or Distinguished Achievement Program;
 - Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;
 - Texas Success Initiative (TSI) – Higher Education Readiness Component;
 - Participation and Performance on the College Admissions Tests (SAT and ACT), and
 - College-Ready Graduates (p. 1).

The performance of these indicators are “disaggregated by ethnicity, sex, special education, low income status, limited English proficient status (since 2002-2003), at-risk status (since 2003-2004, district, region, and state), and, beginning in 2008-2009, by bilingual/ESL (district, region, and state, in section three of reports). The reports also provide extensive information on school and district staff, finances, programs and student demographics” (Overview

of the Academic Excellence Indicator System, 2010). The accountability ratings are public domain and rates campuses and school districts by performance on TAKS by labeling them as exemplary, recognized, academically acceptable, and unacceptable. The report also includes Gold Performance Acknowledgements (GPAs) earned for that particular year, describes Performance-Based Monitoring (PBM), and monitors Special Education Monitoring Results Status if it pertains to the campus or district (Overview of the Academic Excellence Indicator System, 2010).

Texas Reading First Initiative

The Texas Reading Initiative scaled up both technical and financial assistance in education (Foorman, 2004). In 2003, Texas submitted an application to Reading First Initiative and was awarded \$532.5 million over a six year period with a promise of accountability in accepting the money that would be granted (Hezel Associates, 2007). Hezel and Associates conducted a study to determine if the Texas Reading First Initiative was in compliance with the federal mandates that instituted several accountability measures and determined that Texas had gone far beyond the federal accountability directives and evaluated the Texas Reading First leadership in administration at both the campus and district levels.

Reading First's planning and coordination was tedious and frustrating because trying to manage a program the size of Reading First could be administrative quicksand for a state as big as Texas (Brown, 2006). The initial step Texas took to implement the initiative was to establish a team with highly recognized organizations, which included the University of Texas System, the Center for Academic and Reading Skills, the Vaughn Gross Center for Reading and Language Arts, and the Texas Institute for Measurement, Evaluation, and Statistics (TIMES). As a result of

this collaboration, knowledge was shared in order to avoid duplication of studies and results under the Texas Reading First Initiative (Brown, 2006).

The National Reading Panel influenced and grounded the research evidence that state-sponsored advisory boards used for the research-based reading instruction, the content of the Texas Primary Reading Inventory (TPRI), the Texas Essential Knowledge and Skills (TEKS), and the content of the Teaching Reading Academies (Foorman & Moats, 2004). The teacher academies, the grades K through 3 assessments, and accelerated instruction were composed as part of the Student Success Initiative (SSI), and were to prevent reading difficulties in Kinder through Third grade, by making improvements in classroom instruction and ensuring that students that were falling behind were provided with early intervention (Foorman & Moats, 2004).

The Texas Reading Initiative required the implementation of the Three-Tier Model instructional framework and enforced the execution of the model by providing Reading Technical Assistance Specialists (RTAs) to collaborate with districts and campuses (Texas Education Agency, 2007). The Local Campus Coaches hired by the Reading First funds were used to support classroom instruction and oversee the implementation of the grant by providing professional development to teachers and administrators on the scientifically based reading research. In addition to all of these aforementioned requirements, compliance with the state and federal government Reading First reports needed to be submitted in a timely manner, and if the Texas Education Agency identified a school district or campus not in compliance with and/or not making satisfactory progress technical assistance would be provided (Texas Education Agency, 2007). The non-compliant entity would receive a visit from the state level Technical Assistance (TA) team, receive a report from TEA informing them of the issues, and an action plan would be provided for improvement efforts to take place. In addition to addressing the non-compliance

standards, the Technical Assistance team would provide mandatory follow up support (Texas Education Agency, 2007).

It was essential for student reading progress to be monitored and adjustments for instruction be made as a result of the screening and diagnostic assessments. Furthermore, Reading First mandated the district to provide evidence that the materials implemented were scientifically researched based and demonstrate how the instructional materials were selected by the local education agency (LEA), and how the LEA promoted reading and library programs (Texas Education Agency: Standard Application System (SAS), 2007-2008). In addition to this requirement educators were to implement a high-quality reading program based on scientifically based research that must include the five essential components of reading instruction, and adhere to the necessary allocation of time needed to ensure and protect the block of reading instruction (Texas Education Agency: Standard Application System (SAS), 2007-2008).

Instructional Framework for Reading Models

Few studies have been conducted and published that investigate reading performance of third-grade students, the Reading First curriculum or tiered reading instruction, and textbook adoptions in combination. Some studies that have been conducted relate to retention and two-tiered instruction (e.g., Murray, Woodruff, & Vaughn, 2010), special education referrals (e.g., Walker & Shinn, 2002), and behavior and reading support (McIntosh, Chard, Boland, & Horner, 2006).

In a retention study conducted by Murray, Woodruff, & Vaughn in 2010, students were divided into three samples and three subsamples. These students were retained at the end of first grade between 2002-2003, 2003-2004, and 2004-2005. The three subsamples of students were divided into three cohorts. These cohorts were Cohort 1=27 students, Cohort 2= 23 students, and

Cohort 3=14 students. Students in Cohorts 2 and 3 participated in Tier II intervention that was led by the research team conducting the study. Students in Cohort 1 were not eligible for Tier II intervention services because the services were not available. Thirty percent of the students (11 students) in Cohorts 2 and 3 were assigned to Tier II intervention services. Of the eleven students, 8 were provided intervention services during the day. Additional instruction was provided by reading specialists or school tutors. Small group instruction was provided with an average of four to five students at a time. Each of the sessions lasted between twenty one to fifty minutes, two to four times a week. The teachers reported that they focused on literacy-related skills. These skills included oral language development activities, word reading, phonological awareness, story reading, listening comprehension, and letter – sound identification. The 3-Tier framework in this study was assessed by comparing Cohorts 2 and 3 to the students in Cohort 1, which were the students that were the retained first graders in the historical control group. Twenty-seven students (5.5%) in Cohort 1 were retained at the end of the 2002-2003 school year. In 2003-2004, Cohort 2 decreased retentions to 4.7% which were a total of 23 students. In 2004-2005, the percentage of retained students dropped to 2.9 percent. At the end of this study, the retention rate decreased by 47% during the two years of Response to Intervention services provided to first grade students (Murray et al., 2010).

Walker & Shinn (2002) stated that Response to Intervention (RTI) is designed to reduce the number of students referred to special education by providing intervention in order increase student success. In their district study, ninety percent of the students entering campus were diagnosed as having no reading skills (as cited in Macintosh, Chard, Boland, & Horner, 2006).

In a study conducted in 2001-2002 by McIntosh, Chard, Boland, & Horner, (2006), participants were kinder through third grade students (N=1,653). The study focused on third

grade students (N=442) as an intact third grade cohort. This sample was representative of the school district population. The campuses in the school district used two ongoing measures for screening students. One of the indicators was overall patterns in problem behavior and DIBELS. DIBELS is used by over than 10,000 campuses to determine need for reading support. As cited by Good, Gruba, & Kaminski, 2002; Hintze, Ryan, & Stoner, 2004; Kaminski & Good, 1998, this exam is “research-validated, standardized, norm-referenced, school-wide screening tool for use in identifying students who fall below minimum criteria benchmarks for early reading skills in each grade” (p. 150). Results of this study were indicative that when combining additional three tier reading and behavioral support, student results were positive. The implementation of the reading program was measured by an evaluation tool used in over 200 schools to measure aspects of an effective reading program. This program was *Planning and Evaluation Tool for Effective School wide Reading Programs-Revised* (PET-R; Kame’enui & Simmons, 2002). It was hypothesized that if schools met both criteria at an 85% overall score, the reading program would be effective. In this study all six campuses met the 85% implementation criteria. It is important to note that five out of the six campuses also met the 85% of assessment implementation and the remaining campus reached 81%. In conclusion, the researchers stated that for “students to become proficient readers by the end of third grade, interventionists should work toward helping all students to helping all students to behave appropriately by then. The converse assertion is also true” (McIntosh, Chard, Boland, & Horner, 2006, p. 153).

The Three Tier Reading Model used in the Texas Reading First Initiative participating schools investigated in this study, provided the process for the delivery of reading instruction and reduced the prevalence of reading difficulties in students from Kindergarten to third grade (Texas Education Agency and the University of Texas System, 2005). This model was used in order to

differentiate instruction and to provide intervention to struggling students in reading concepts (Hezel Associates, 2007). The process in implementing this new program was to make adjustments to the existing program by assessing the status of the reading program that was currently in place and conducting a thorough assessment that involved an objective look at all the components of the reading program from the district level to the individual classrooms (Texas Education Agency and the University of Texas System, 2005). According to Hezel and Associates (2007), this model provided a framework for instruction and worked in conjunction with the reading program that had been adopted by the school district, therefore; focusing on the prevention of reading difficulties due to its Response-to-Intervention model (RTI) (Texas Education Agency, 2007). Many versions of Response-to Intervention framework have been implemented and many incorporate tiered instruction in which intensive interventions that are designed to meet the needs of struggling students with a prevention framework (e.g., Brown-Chidsey & Steege, 2005; National Association of State Directors of Special Education, 2005; Reschly, Tilly, & Grimes, 1999; as cited in Murray, et al., 2010).

Tier 1 was the core reading instruction which comprised of ninety minutes uninterrupted reading instruction, assessment and progress monitoring for students (Hezel Associates, 2007). This tier features a 90 minute core reading instruction, professional development supporting reading instruction to teachers, and screening assessments administered three times a year; combined with progress monitoring once or twice a month for students with reading problems (Murray, Woodruff, Vaughn, 2010). In order to monitor student on-going progress, Texas selected Texas Primary Reading Inventory (TPRI) and assessed student progress three times a year. TPRI was used in order to produce data on student learning by determining student mastery. Students tested on developmentally appropriate reading skills throughout the year and

upon the completion of each assessment students were identified as having developed or still developing in the reading skills tested. In addition to student assessment, teachers continued to attend workshops, conferences, and in-services for further professional development in Reading First (Texas Education Agency, 2007). Tier 1 included benchmark assessments which helped teachers identify struggling readers and student needs for the supplemental instruction that was to be provided by the intervention services (Hezel Associates, 2007).

Tier 2 was the next level in which supplemental instruction was provided to the identified struggling readers (Hezel Associates, 2007). This tier is recommended to accelerate student progress in reading and only 20%-25% of students require this supplemental support. In order to gauge their progress and inform the appropriate instruction, teachers need to conduct frequent assessments through progress monitoring for this group (Murray, Woodruff, & Vaughn, 2010). Instruction under Tier 2 intervention included the ninety minutes of Tier 1 instruction per day with an additional thirty minutes of intervention daily, which, typically lasted between ten to fourteen weeks and focused in providing intervention. In addition, struggling students were provided frequent progress monitoring every two weeks for students that were continuing to have difficulties acquiring the reading concepts (Texas Education Agency, 2007).

Unfortunately, five to ten percent of students that are serviced with Tier 1 and Tier 2 are not able to show adequate progress and rather than continuing with Tier 2 instruction, this group receives additional frequent progress monitoring by teachers in order to ensure that the students educational needs are met (Murray, Woodruff, & Vaughn, 2010). Tier 3 was the tertiary intervention intensive support where approximately 5-7 percent of the students continued to struggle with reading instruction after receiving and being assessed after supplemental instruction (Hezel Associates, 2007). This intensive intervention was provided to struggling readers that had

not shown sufficient gains in the ongoing progress monitoring in Tier 2. Tier 3 continued to provide the struggling readers with an additional thirty minutes of intervention to support and target skills that students with extreme reading difficulties had not mastered. In such cases, these students received this additional intensive instruction after not making adequate progress in Tier 1 and Tier 2 (Texas Education Agency, 2007).

The Tier Three Model differentiated instruction by using the assessment data to plan for daily instruction, group students in the classroom, and allow targeted small group instruction by allowing flexible grouping, in which students were changed based on progress, interests, and needs. Furthermore, it appropriated teachers to match instructional materials to the student's ability and tailor instruction to meet the needs of the students (Texas Education Agency, 2007). This tertiary instruction was to be provided by special education and/or reading teachers by providing individualized grouping (Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, & Walton, 2007). Differentiated instruction was not to be used exclusively in whole group instruction and intervention and was never allowed for group flexibility because it did not use the same reading text for all students and did not provide the same independent assignments for the whole class (Texas Education Agency, 2007). Kamps, Abbott, Greenwood, et al., (2007) stated that, "students in this tier of instruction are likely to fail to reach benchmark" (p. 155).

Textbook Reading Adoptions and Scientifically Based Reading Research

The National Reading Panel report (NRP, 2000) determined the importance of reading instruction by conducting a meta-analysis of topics relevant to reading, which were, alphabets, fluency, comprehension, teacher education, and computer technology (Foorman, 2004). The NRP (2000) developed and adopted rigorous research methodological standards. This panel set

standards that guided the screening of the literature that was relevant to each topic area. As a result, this screening process identified the set of both experimental and/or quasi-experimental research studies which were subjected to detailed analysis (National Reading Panel, 2000). Furthermore, the evidence-based methodological standards that were, at the time, adopted by the Panel were essentially used in research studies for the efficacy of interventions in medical and psychological research. In this case, these research studies included medication, behaviorally based interventions, medical procedures proposed for use in the fostering of robust health and psychological development (National Reading Panel, 2000).

The NRP recommended that the methodologies and efficacy of materials used in the teaching of reading and prevention or treatment of reading disabilities should also be tested just as rigorously. Incidentally, such standards had not been universally accepted or used in reading educational research, therefore; a limited fraction of reading research literature met the NRP's standards for applying in the topic analyses. As a result, the research literature screening process was limited for each topic investigated. For example, the initial pool of candidate studies was produced by searching a minimum of two databases, which were PsycINFO and ERIC for study reports applicable to the topic. Incorporated in the database, such studies had to gauge reading as an outcome. Several behaviors were used to define reading: "reading real words in isolation or in context, reading pseudowords that can be pronounced but have no meaning, reading text aloud or silently, and comprehending text that is read silently or orally" (National Reading Panel, 2000, p. 5). Studies were selected from the pool produced by the electronic searches of the two databases. The produced electronic searches from the pool were:

- 1.) Published in English in a refereed journal;

- 2.) Focused on children's reading development in the age/grade range from preschool to grade 12; and
- 3.) Used an experimental or quasi-experimental design with a control group or a multiple-baseline method. Those studies meeting the above criteria formed the set of studies subjected to further analysis. The next step was to code each study for several characteristics including the following;
- 4.) Characteristics of study participants (age; demographics; cognitive, academic, and behavioral characteristics);
- 5.) Study interventions, described in sufficient detail to allow for replicability, including how long the interventions lasted and how long the effects lasted;
- 6.) Study methods, with sufficient description to allow judgments about how instruction fidelity was insured; and
- 7.) Nature of the outcome measures and whether they were fully described (National Reading Panel, 2000, p. 6).

The NRP relevant reported statistics were coded in a standardized design and analyzed for each study that met the criteria above. Furthermore, several topics with the number of studies that met the criteria to permit a formal statistical meta-analysis included the calculation of effect sizes. However, other studies with a full set of meta-analysis could not be carried out since they did not satisfy the Panel's criteria. Hence, the NRP decided to conduct a more subjective qualitative analysis in order to present the best possible information on instructional reading approaches or program (National Reading Panel, 2000).

Foorman & Moats (2004) noted that the panel determined these meta-analyses on alphabets, which included two subtopics, phonemic awareness and phonics. Foorman & Moats

also claimed that for phonemic awareness, 1,962 studies were reviewed and stressed that 52 met the criteria for meta-analyses, in which, 96 comparisons were made. In addition to the meta-analyses on phonemic awareness, it was important to note that 1,373 studies were reviewed for phonics, and out of these studies 38 met the criteria for meta-analysis, and 66 comparisons were made. It was determined that with respect to phonemic awareness, the meta-analysis revealed:

- Phonemic awareness instruction causes improvement in students' phonemic awareness, reading, and spelling.
- Phonemic awareness instruction is most effective when (a) the transition from oral language manipulation to the use of letters is made quickly, (b) there are fewer rather than more types of activities in a lesson, and (c) instruction is conducted in small groups (p. 52).

Correlational studies identified phonemic awareness (PA) in addition to letter knowledge as the two superlative school-entry predictors of children learning to read during the first 2 years of education. Furthermore, such evidence suggested the importance of phonemic awareness preparation in the development of reading skills. Many experimental studies were carried out to evaluate the effectiveness of phonological awareness preparation in facilitating reading acquisition. Additionally, interest in training programs among educators, administrators, parents, and publishers proved the value of the importance in helping improve children's capacity to learn to read (National Reading Panel, 2000).

Foorman & Moats (2004) also included the meta-analyses revelation on phonics:

- Systemic phonics instruction produced significant benefits for students in kindergarten through Grade 6 and for students with reading disabilities, regardless of socio-economic status.

- The impact was strongest in kindergarten and Grade 1.
- Phonics must be integrated with instruction in phonemic awareness, fluency and comprehension (Foorman & Moats, 2004, p. 52).

The National Reading Panel (2000) stated that the meta-analysis results were extraordinary. The findings revealed that teaching children to manipulate phonemes into words was effective under a multitude of teaching conditions along with students' different learning abilities throughout the various age and grade levels. The results proved that teaching phonemic awareness to children considerably improved reading more than instruction that neglected attention to this area. Specifically, these results of the experimental studies led the NRP to conclude that phonemic awareness training helped improve students' phonemic awareness, spelling, and reading, after the training. These findings were replicated repetitively across numerous experiments and thus make available converging evidence for causal claims. Importantly, the effects of phonological awareness instruction on reading continued beyond the end of training (National Reading Panel, 2000).

The meta-analysis discovered that systematic phonics instruction produced significant benefits for students from kindergarten through 6th grade. In fact the meta-analysis results also revealed that systematic phonics benefited children having difficulty learning to read. The ability to read and spell words was improved in kindergarten students who received systematic beginning phonics instruction. Furthermore, first graders who were instructed in phonics systematically were more capable in decoding, spelling, and showed significant improvements in comprehending text. Moreover, older children receiving phonics instruction were successful in decoding and spelling words and reading text orally, however their comprehension of text was not significantly enhanced (National Reading Panel, 2000).

Findings revealed that systematic synthetic phonics instruction was a positive and noteworthy effect on disabled readers' reading skills. These children improved considerably in their ability to read words and showed small significant gains in their ability to process text. It was noted that this type of phonics instruction benefited both students with learning disabilities as well as low-achieving students who were not disabled. Moreover, this instruction was significantly more successful in improving low socioeconomic status (SES) children's reading abilities by applying the alphabetic knowledge and word reading skills rather than instructional approaches that were less focused on such reading skills (National Reading Panel, 2000).

Systematic phonics instruction improved the skill of good readers to spell, and the impact was strongest for kindergarten students. However, for poor readers, the impact of phonics instruction on spelling skills was minute, and the NRP concluded with the consistent finding that disabled readers had more difficulty in learning to spell (National Reading Panel, 2000).

The effects of systematic early phonics instruction was significant and substantial in both kindergarten and the first grade, and indicated that systematic phonics programs should be strongly implemented at those age and grade levels (National Reading Panel, 2000). Consequently, the analysis indicated that systematic phonics instruction was ready for implementation in the classroom. Findings of the NRP regarding the effectiveness of explicit, systematic phonics instruction was derived from studies that were conducted in many classrooms with typical classroom teachers from a variety of socioeconomic levels and backgrounds. Thus, the results of the analysis were an indication of what can be accomplished by implementing systematic phonics programs consistently in the classrooms. Systematic phonics instruction over a period of time had proven to show positive gains and results. A

variety of these programs had proven to be effective with all children of various ages, regardless of abilities, and socioeconomic backgrounds (National Reading Panel, 2000).

A detailed analysis of the available research which met the Panel's methodological criteria concluded that guided repeated oral reading and guidance from peers, teachers, or parents had positive significant impact in the areas of word recognition, fluency, and comprehension across certain grade levels. Studies were conducted in an assortment of classrooms including regular and special education settings with widely available instructional materials. The results also applied to all students including good readers as well as students experiencing reading difficulties. It was noteworthy to state that there were important gaps in the research. Of importance, the Panel could find no multiyear studies which would provide information on the relationship linking guided oral reading and fluency (National Reading Panel, 2000). It was important to note that meta-analysis for fluency was not possible because a limited number of studies had been conducted to meet the criteria (Foorman & Moats, 2004), however; descriptive evaluation results for the NRP (2000) were:

- Repeated oral reading of easily readable passages with guidance from teachers, peers, or parents had a significant, positive impact on work reading, fluency, and comprehension across grade levels.
- No multiyear studies of the relation between guided oral reading and the development of fluency were available.
- There are an insufficient number of good studies to address whether independent, silent reading during class time in school is casually related to reading outcomes.
- Independent silent reading during class time is not an effective practice when used as the only type of reading instruction to develop fluency and other reading skills,

particularly with students who have not yet developed critical alphabetic and word-reading skills (Foorman & Moats, 2004, p. 52).

Hundreds of correlation studies found that the best readers read the most; hence poor readers read the least. These correlational studies implied that students that read more tend to have better fluency, vocabulary and comprehension. It was important to note, that these results were correlational in nature emphasizing that correlation does not imply causation (National Reading Panel, 2000). The National Endowment for the Arts (2007) publicized a report that painted a grim picture of the nation's dwindling interest in reading. Studies conducted by researchers on the response to reading in classroom interaction confirmed the precedent report (Turner, 2009). Strong theoretical support for reading fluency has been an important component of reading competence (Baker, 2008). LaBerge and Samuels (1974) "hypothesized that automaticity of reading was directly connected to reading comprehension" (Baker, 2008, p. 19). Researchers Share & Stanovich (1995) stated that the evidence provided from reading research studies conducted for 20 years proved that the development of fluent reading skills was the most difficult challenge that students faced in learning to read. They suggested that struggling readers were having difficulty learning word recognition as a whole orthographic units or phonetic cues. In addition, they stated that beginning readers benefited from systematic, explicit instruction in both decoding skills and phonemic awareness (Gunn, Smolkowski, Biglan, Black, & Blair, 2005).

The NRP addressed this issue of causation by examining the specific impact of encouraging students to read in order to improve fluency, vocabulary development, and reading comprehension. The identified studies addressed this issue and were characterized by three major features. The studies emphasized silent reading procedures in which students read stories on their own. However, these studies did not directly assess fluency or the increase reading time due to the

instructional procedures. As a result, only changes in vocabulary and/or comprehension were measured. These outcomes demonstrated the increases in fluency that could be expected with increased reading practice. As a result, very few studies examined the effect of independent silent reading and the impact on reading achievement that met the NRP research review methodology criteria (n = 14). These studies varied in methodological quality and the reading outcome variables that were measured, making a meta-analysis difficult to be conducted. Rather, 14 studies were examined individually in order to identify converging trends and findings (National Reading Panel, 2000).

The Panel was able to find a positive relationship between instruction and programs that encouraged great amounts of independent reading and created improvement in reading achievement, including fluency. Encouraging students to read was intuitively appealing but there had not been sufficient research evidence obtained from high methodological studies to support that these efforts reliably increased student reading or that these programs resulted in enhanced reading skills. It was concluded that there were simply not sufficient data from well-designed studies that were capable of testing questions of causation in order to substantiate causal claims. The data available did suggest that independent silent reading was not an effective method especially when used as the *only* type of reading instruction used in the classrooms in order to develop fluency and other reading skills. This is particularly relevant with students who had no word reading skills and developed critical alphabets. In sum, methodologically rigorous research that was designed to assess the influences of independent silent reading practices on reading fluency and other skills including the motivation to read had not been conducted (National Reading Panel, 2000).

Comprehension was the ultimate goal of reading. The primary purpose of reading instruction to develop the students skills and strategies to successfully construct meaning from the text and in order to accomplish this goal, students must read a lot and establish sufficient reading fluency that allowed them to focus attention on acquiring meaning from the text instead of decoding (U. S. Department of Education and RMC Research Corporation, 2008). The National Reading Panel (Foorman & Moats, 2004) comprehension results were subdivided into the three areas of vocabulary, text comprehension, and teacher preparation, in which the committee came to the following conclusions:

- The research base was inadequate to determine the best method for teaching vocabulary.
- Multiple approaches to teaching vocabulary were advised, including direct and indirect methods, multiple exposures in context, and computer use (Foorman & Moats, 2004, p. 52).

Two-hundred five (205) studies (Foorman & Moats, 2004) were conducted on comprehension instruction that did meet the methodological criteria, and it was evident that the studies lacked clear comparisons between strategies and methods, which included, comprehension monitoring, question generation by student, cooperative learning, use of graphic and semantic organizers, use of story structure, and summarization. Because of these results the committee determined that:

- Teaching a combination of techniques assists in recall, question answering and generation, and summarization of texts.
- More research was needed in:
 - (a) teacher training in comprehension instruction;

- (b) identification of strategies for specific ages, genres, and text difficulty; and
- (c) teaching comprehension in the content areas (Foorman & Moats, 2004, p. 53).

The NRP identified 50 studies for further evaluation and a comprehensive review of the remaining set of studies. It was in the further analysis and coding of the studies that indicated a formal meta-analysis could not be conducted since a minuscule number of research studies in vocabulary instruction dealt with a large number of variables. There had been recent published meta-analyses for some of the selected variables, and the NRP had decided not to duplicate those efforts. A substantial amount of published research on vocabulary instruction had not met the NRP research methodology criteria. However, the Panel wanted to acquire as much information as possible from these identified studies on vocabulary instruction and review additional studies, none the less, formal meta-analyses could not be conducted. Only a total of fifty studies which dated from 1979 were reviewed in detail. It was important to note that there were 21 different methods represented in these studies (National Reading Panel, 2000).

The studies reviewed suggested that vocabulary instruction led to significant gains in comprehension, but stressed the importance that methods must be age and ability appropriate for the reader (National Reading Panel, 2000). Computer use in vocabulary instruction was found more effective than some traditional methods used in a few studies. Evidence suggested that combining reading comprehension techniques was the most effective when students used them appropriately. Using these techniques assisted in recalling the story, answering questions, generating questions, and summarization of texts. When all of these techniques were used in combination, improvements in standardized comprehension tests were seen. However,

additional information was needed on methods to train teachers in using proven comprehension strategies (National Reading Panel, 2000).

Further research was necessary and needed to be conducted in order to determine whether the techniques applied to a variety of text genres including both narrative and expository texts. In addition, the Panel also recommended additional research on whether the level of challenge and difficulty in the reading textbooks had an impact on strategies. Finally, the Panel stated that it was significantly important to know what teacher characteristics swayed successful instruction of reading comprehension (National Reading Panel, 2000). NRP report was extremely valuable since it resolved issues on phonemic awareness and phonics instruction, and that utilizing both components provided a strong base for the beginning stages of reading instruction (Foorman & Moats, 2004).

A core reading program must meet the needs of the majority of students attending a particular campus or district, and a critical step in selecting and adopting a research-based core reading program requires objective and in-depth analysis by educators (Simmons, 2003). This core reading program is the main tool that teachers use in the classroom in order to teach children to read and reach levels that meet or exceed standards. An investment of time and research in being able to identify the needs of students and how it benefited students' reading acquisition and development was essential for the progress of student learning (Simmons, 2003).

Socio-Cultural Implications

Payne (2002) claimed that the key to unlock the mystery of poverty was in being able to understand the rules of class. She described these rules as “unspoken cueing mechanisms that reflect agreed upon *tacit* understandings” (p. 1). Gorski (2008) continued to cite Payne stated that the rules pertaining to education for wealthy people were different than those in living in

poverty. In wealthy and middle class families' education was a tradition, middle-class people thought of education as crucial for the ladder of success and making money, while people living in poverty saw education not as a reality but as an abstract. Gorski continued to elaborate on Payne's framework. This framework "is the idea that class is determined by one's access to a myriad of resources and not solely by her or his financial condition (Gorski, 2008, p. 132). It is the responsibility of educators to empower poverty stricken students with education and in training them to transition from poverty regardless of ethnicity or race. Students in less fortunate circumstances are "more likely to suffer from developmental delay, drop out of high school, and become parents in their teens" (Emeagwali, 2008, p. 30-31). Ruby Payne noted that it was important for teachers' to understand the hidden rules of class and the consequences that they face in the classrooms, such as, cognitive strategies, students' language, social interaction, and thought (Emeagwali, 2008).

Laguardia & Golman (2007) cited Banks (1994) who stated that across the nation there existed many formidable barriers, which included the students' lack of knowledge of the dominant language, shortages of teachers who spoke the students' language, and the teachers' inexperience in working with bilingual students or English as a Second Language Learners (ESL). The number of students enrolling in our nation's schools with limited English proficiency has risen drastically and continues to grow (Gunn, et al., 2005). In a study conducted by Snow, Burns, & Griffin (1998) results indicated that young Spanish-speaking students achieved lower levels in reading attainment and were twice as likely to be reading below average for their age compared to non-Hispanic students (as cited in Gunn, et al., 2005). It is to no surprise that children who come from linguistic and minority backgrounds fall behind in American campuses (Laguardia & Golman, 2007). Also included among these barriers was a

lack of cultural awareness, persistent prejudice, and ethnic stereotypes making tensions between multiculturalism and assimilation along with the balance or imbalance between the dominant language and the second –language instruction (Laguardia & Golman, 2007). Researchers and advocates for poor and minority students have always suspected the misuse of federal funds by local education agencies. The guidelines for such expenditures have been weakened to increase flexibility of funds for the school districts and a concern on the widespread misunderstanding on using federal funding for English Language Learners and NCLB could add to the misuse of these funds because its purpose was to lessen the link between low-income students and federal funds (Laguardia & Golman, 2007).

School districts that were considered and qualified for Reading First faced multiple challenges, such as, producing below state average reading state assessment results, low expectations for teachers and students, inconsistent leadership, and high rates of student mobility in high-poverty areas. It was noted that these challenges placed minority students at risk for reading failure (Foorman & Moats, 2004). Not only did these schools resist change, but the campuses faced a high turnover with a limited amount of high demand certified personnel (Foorman & Moats, 2004). Parents of low socio-economic status saw schools as inhospitable to their children's success (Downey, 2009). Latino students that attended schools who were eligible for the Reading First Initiative were more than likely to face many challenges in overcoming the achievement gaps, which included lower-rates of per-pupil expenditures, a less challenging curriculum, and less experienced teachers (Paul, 2004).

According to a study conducted by the National Center for Education Statistics in 2002, controversy surrounding standardized high-stakes testing suggested that nearly 40 percent of fourth graders did not read well enough in order to be able to comprehend texts on grade level (Al

Otaiba, et al., 2005). A universal concern was that a substantial amount of minority students especially those attending high-poverty schools were not reading as well as other students (Al Otaiba, et al., 2005). Test score results strongly correlated with the socio-economic status of the student's family, which in turn was a reflection of the family income and not a reflection of the curriculum and the teaching that was taking place (Hursh, 2005).

It was because of these facts that NCLB was not without its merits because it required the disaggregation of student achievement data by subgroups, such as English Language Learners, and has brought attention to the needs of these students thus highlighting the underachievement of this student population (Gandara & Baca, 2008).

Educators of high risk students welcomed the participation of standard-based assessments because it held campuses accountable for educating all children and ensured that the performance of ELLs and special education students did not lag behind (Laguardia & Goldman, 2007). The U.S. Department of Education claimed that one of the benefits from the Reading First Initiative was the “reduced identification of children for special education services due to the lack of appropriate reading instruction in their early years” (Katz, 2008, p. 237). Concerns over the percentage of Hispanic children identified as learning disabled arose because the numbers had increased from 24% to 51% between the 1976 to 1994 (Gunn, 2005). In the U.S. Department of Education report (2002), the President's Commission on Excellence in Special Education stated, “[t]he ultimate test of the value of special education is that, once identified, children close the gap with their peers. That's what accountability results are about” (as cited in Katz, 2008, p. 238). However, teachers were finding themselves under extreme pressure to ensure improved test scores and to pay closer attention to the centralized curricula (Downey, 2009).

The results of a study conducted in one of Michigan's Reading First campus provided mixed results in respect to the progress of students who had or had not been identified as learning disabled were examined for a period of time. The students made significant progress over the two year period; however, students that were identified as learning disabled progressed significantly at a slower rate than their peers on three out of the four measures. In addition, Katz noted that this differential growth was evident despite the analyses and factors that were taken into consideration such as, race, socio-economic status, chronological age, gender, and assessment results (Katz, 2008).

Congress charged the National Reading Panel with determining the most appropriate instructional practice, in order to meet all the requirements of the NCLB Act that was linked to reading success and adopting it throughout the nation. In order to meet this charge, a meta-analytic technique of comparing effect sizes from studies had been used in experimental and quasi-experimental designs with control groups or multiple-baseline methods. It is therefore, important to note that the panel excluded descriptive and case studies (Foorman & Moats, 2004).

Synthesis and Integration of Necessary and Relevant Ideas

Reading First was a promising trend that was spurred by federal initiatives, and was seen as a great potential for "peaceful coexistence" between both teachers and policymakers if only assessments that were chosen were used to plan for effective instruction (McKenna & Walpole, 2005). This reading initiative was alive and well at all levels, including national, state, and local entities, and was supported by the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA) and NCLB. Through these efforts, educators have learned how to implement research-based practices in early reading and to sustain them in schools by allocating

time to build instructional leadership and teacher knowledge for effective reading (Foorman & Moats, 2004).

Conceptual Framework

Establishing a strong reading culture was imperative to implementing and sustaining Texas Reading First and the components of this reading culture contributed to a campus' reading outcomes. The essential functions of this strong reading culture included engaging and communicating with all stakeholders in order to establish a common ground for both teaching and learning (U. S. Department of Education , 2007, p. 5).

Student outcomes were a result of various factors in the reading culture. In order to achieve success on a campus the learning community must have shared beliefs and a common commitment to continuous student improvement. Common evidence-based reading practices needed to be implemented in the classrooms along with a common understanding of student context. All the stakeholders involved needed to feel as if they had contributed to the cultivation of the reading culture, and communication was imperative to set the standards and expectations for both students and teachers.

In addition to establishing a strong reading culture, educators needed to follow the process of formative assessment in the classrooms. Heritage (2010) stated that educators needed to determine the learning goals and define the criteria for success in student learning outcomes. She claimed that the feedback that is generated from the formative assessment must be utilized to make changes in student learning and help them close the gap from their current status to the learning goal. The process of formative assessment is framed as a cycle and illustrates that formative assessment is a continuous process that is integrated into instruction. The end point of this cycle is to “close the gap” (p. 11). Furthermore, D. Royce Sadler (1989) stated that the idea

of closing the gap came from stressing feedback which is the centerpiece of formative assessment, Ramprasad (1983) also emphasized that the information acquired through formative assessment is considered feedback when it is used to close the gap (Heritage, 2010).

Teachers in the classrooms needed to assess student knowledge and monitor progress through formative assessment. The feedback loop was essential for teachers to check for student understanding and mastery. The main objective of instruction was to close the gap between what had been taught and what had been learned. Teachers needed to monitor student progress and make the necessary adjustments to ensure student mastery. The accountability standards used to measure student success through Reading First required formative assessment in which the teacher in the classroom identified student strengths and areas of potential growth. It was intended for teachers to adapt and modify instruction by ensuring the necessary instruction to close the gap by providing feedback and additional intervention through the interpretation of the data provided by the assessment results. The feedback loop requires that assessment takes place in the classroom at different levels. The different levels include teacher assessment, peer assessment, and self-assessment, self-regulation, and motivation.

In addition to a strong reading culture and feedback formative assessments, it was essential for educators to look at the big assessment picture. The National Research Council in 2001 advocated a model for an assessment system to serve multiple decision making purposes. The authors of *Knowing What Students Know: The Science and Design of Educational Assessment* (KLWSK) proposed that the systems should be “coherent, comprehensive, and continuous (3C’s) (Heritage, 2010, p. 22).

- A coherent assessment system is built on a well-structured concept – an expected learning progression, which serves as the foundation of all assessments

- A comprehensive assessment system “provides a variety of evidence to support education decision making” (p. 259).

A continuous assessment system provides “indications of student growth overtime” (p.259). This system can be characterized by the 3Cs which include a range of assessments, from minute by minute classroom observations and exams to the annual state assessments. This range of assessments provided different levels of details on student learning over the instructional time and was to be used for various decision-making purposes (Heritage, 2010). All assessments in such a system provide a continuous picture of student learning and progress, and data which identifies students who have met or are on their way to meet the learning goals (Heritage, 2010).

NCLB and Reading First had mandated accountability for student progress. Educators needed to assess students and make the necessary adjustments for struggling learners. Periodic assessment was indispensable to categorize data and evaluate the student progress in reading. Teachers monitored this progress by using various test measures at different times throughout the year to build a strong student foundation of the set state standards for the high stakes test at the end of the school year.

In order for educators to see the results of the state approved textbook adoption, they must be able to promote a strong positive reading culture, be able to interpret and analyze student data results, provide feedback, and assess student learning with ongoing assessments.

Summary

The review of literature in this chapter included concepts relevant to the Reading First Initiative. The Reading First Initiative brought about changes in curriculum by the No Child Left Behind Act. The NCLB act proposed that all students would be reading on or above grade level by the end of third grade. This act developed the Reading First Initiative and along with this

proposal provided strict guidelines for professional development, the five components of reading, and the scientifically based reading research textbook adoptions. The initiative was measured through accountability efforts throughout the nation. Campuses chosen to participate in the initiative were accountable for student success by high stakes testing. Reading First participating campuses were selected for low reading performance and high levels of poverty. The literature review presented was related to reading and student expectations on the Texas Assessment of Knowledge and Skills (TAKS).

CHAPTER III

METHODOLOGY

Methods and Procedures

The purpose of this mixed-method study was to compare third grade campus TAKS reading performances in basic understanding, applying knowledge of literary elements, using strategies to analyze, and applying critical-thinking skills of seventy-one participating Texas Reading Initiative and ninety Non-Reading First campuses. Additionally, the comparisons were made on third grade reading performance based on the TEA textbook supported adoptions implemented in each campus. Furthermore, reading performance was compared based on curricula and reading textbooks. Lastly, an examination of the TAKS reading performances were described by conducting interviews with individual teachers who implemented the Texas Reading First Initiative and those professionals that did not participate in the initiative. The selection of teachers was determined by the campus participation and non-participation, SBRR texts and permissions acquired from school district superintendents and principals.

Figure 1 displays the number of selected Texas Reading First participating and stratified randomly selected Non-Participating campuses.

The methods and procedures in this chapter are divided into the subsequent six major areas: (1) focus of the research; (2) sampling; (3) instrumentations; (4) research questions and null hypotheses; (5) data collection procedures; and (6) data analysis process.

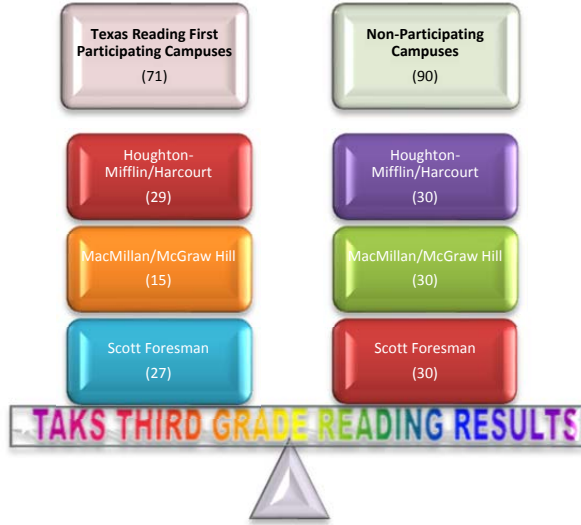


Figure 1. Quantitative Portion of Study

Figure 2 displays the qualitative portion of the study and shows how the teachers represented each of the textbook adoptions.

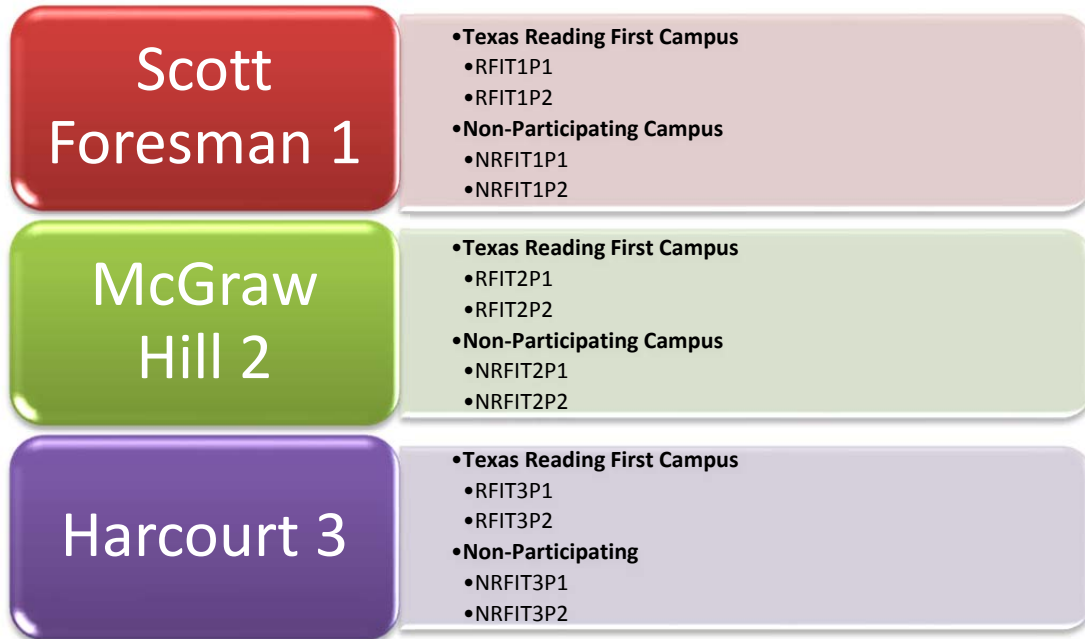


Figure 2. Qualitative Portion of Study (Interviews Conducted)

Focus of the Research

This research answered five questions and tested three hypotheses. The primary investigator gathered data by using a mixed method design. A mixed method design combines structured and unstructured methods of collecting data that allows the primary investigator to take advantage of the openness of unstructured methods and to also gain insights into the collected data from the structured methods (Axinn, 2006). Greene et al. (1989) stated that mixed methods had several purposes: “triangulating or converging findings, elaborating on results, using one method to inform another, discovering paradox or contradiction, and extending the breadth of inquiry” (as cited in Creswell, 1994, pp. 184-185). In this mixed method design the quantitative component of the design was carried out first. The researcher first formulated a hypothesis, then collected the data and conducted data analyses. In addition, the researcher used the qualitative portion of the study to investigate components of professional development, administrative support, perceived impact of textbooks on reading performance, and the teacher’s perception of student preparedness in transitioning from second to first grade based on the instruction and textbooks used.

The quantitative approach was used to collect AEIS TAKS campus reading data related to basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills of Texas Reading First Initiative participating and non-participating campuses. Then, reading performances were compared among the top three different textbook adoptions implemented across the state. Lastly, reading performance was compared between Texas Reading First Initiative participating campuses and non-participating by textbook adoption. In order to investigate questions four and five, the primary investigator selected a qualitative approach, in which small samples of the general population were randomly selected; it was also a

person-centered approach which, attempted to understand the world of the participants that were being researched by gaining an understanding of what was important to them, their view of the world, and the context where they evaluated an idea, service or product that had been presented to them (Keegan, 2009). The researcher selected teachers at the campus level in order to conduct interviews on their perceptions on Texas Reading First in both participating and non-participating campuses.

Data Sources, Participants and Sampling

The data sources that were used to conduct this study involved identifying and collecting the 2010 AEIS reports, identifying which scientifically based reading research textbook were used by each campus throughout the five year implementation of the initiative, and identifying Texas Reading First Cycle 2 participating and non-participating campuses. Comparisons were made between the textbook adoption implementation and TAKS results of participating and non-participating Texas Reading First Initiative campuses. In addition to the AEIS comparisons between the textbook adoptions and participating and non-participating campuses; interviews were conducted with teachers in Texas elementary campuses, with the goal to describe their professional opinions of the Texas Reading First Initiative and compare them to the opinions of teachers in non-participating campuses.

Quantitative Sampling of Campuses

The sampling strategy that was used to conduct the quantitative portion of the study was based on the adoption of the top three TEA approved textbooks, and also participation or non-participation in Reading First. Once campuses had been identified, intact campuses that participated in the Texas Reading First Initiative and non-participating campuses were utilized. According to Gay, Mills, & Airasian (2006) cluster sampling is convenient when the population is

large and spread out over a wide geographic area. It is a feasible method of selecting a sample when the researcher cannot acquire the entire list and textbook adoptions of all campuses in the State of Texas. Once the clusters had been identified, the researcher used stratified random sampling to select the participating and non-participating campuses. Table 1 provides information on the sample size by program and textbooks.

Table 1

Sample Size by Program and Textbooks

Textbooks	Reading First Campuses N=71	Non-reading First Campuses N=90
Houghton-Mifflin/Harcourt	29	30
MacMillan/McGraw Hill	15	30
Scott Foresman	27	30

The researcher selected 71 campuses that participated in the Texas Reading First Initiative and divided them into three clusters, in which, twenty-nine campuses implemented Houghton-Mifflin/Harcourt, fifteen used MacMillan/McGraw Hill, and twenty-seven that used Scott Foresman. In addition to these seventy-one identified participating campuses, the primary researcher also selected ninety non-participating Texas Reading First campuses using the same criteria. The researcher divided the non-participating campuses by textbook adoption clusters and then used the list to randomly select the needed number of thirty per cluster. The researcher downloaded the reports and focused on the Third Grade TAKS results and disaggregated the data for the student population.

The data source used to determine the results of the Third Grade student Reading performance were the standardized test results provided by the AEIS report from the Pearson Access - Texas Assessment Management System. This report was used to identify third grade students' academic achievement for Texas Reading Initiative campuses and non- participating campuses. The test results that were utilized for this research were from the 2009-2010 administration of the Texas Assessment of Knowledge and Skills (TAKS). The reading portion of the test consists and measures four reading objectives. The four reading objectives for third grade TAKS were basic understanding, applying knowledge of literary elements, using strategies to analyze, and applying critical-thinking skills. A score is reported for each objective and a cumulative score that assesses the student mastery of the objectives. Test items are criterion referenced with the passing standards being raised each year. The primary researcher reviewed and disaggregated the campuses' results that were generated by the Texas Education Agency on how the campuses performed on the 2009-2010 TAKS Third Grade Reading test.

Qualitative Sampling of Participants

A secondary source of information was the twelve interviews that were conducted at the teachers' campuses. The answers of the participants confirmed or challenged the assumptions of participating or not participating in the Reading First Initiative (Gay, Mills, & Airasian 2006). A combination of objectivity and depth was obtained and the interviewees responses were recorded, tabulated, and explained (Gay, Mills, & Airasian 2006). The selection of teachers was determined by the data results from the campus AEIS reports and permission from school district superintendents.

AEIS Data Sources

The primary instrument used to obtain the data for this study was the Academic Excellence Indicator System (AEIS) report for the 2009-2010 school year and was retrieved from Pearson Access - Texas Assessment Management System with the disaggregated data. These data sources are compiled by the Texas Education Agency and provide data from each district and campus in the State of Texas. The AEIS report supplies educators with information on the district or campus performance and accountability ratings. It includes TAKS results per grade level on the campus by each subject area that is tested and compares the results with the previous year's data. The TAKS/AEIS subscales on the third grade Reading TAKS assessment were basic understanding, applying knowledge of literary elements, using strategies to analyze, and applying critical-thinking skills. The Texas Education Agency and the assessment program endeavor to produce tests that are accurate, fair, valid, and reliable. TEA and the assessment program use various methods to ensure that the guidelines are set for evaluating the quality of assessment practices. The guidelines have been provided by the American Educational Research Association, the National Council on Measurement in Education, and the American Psychological Association (Standard Technical Processes, 2009).

The general process for the set standards used for the Texas Assessment of Knowledge and Skills (TAKS) includes the following steps (Standard Technical Processes, 2009, p. 51):

1. Texas educators use the TEKS curriculum to establish content standards.
2. Policymakers set general performance level descriptors based on the content standards. In Texas, for example, the State Board of Education (SBOE) determined that

there would be three descriptors for TAKS- Commended Performance, Met Standard, and Did Not Meet Standard.

3. Standard-setting panelists take the general descriptors and make them specific by elaborating on what they mean for students in a particular content area and grade level. The content-specific performance level descriptors describe what students should now and be able to do in each of the performance categories on the test.
4. Using the content-specific performance level descriptors, standard-setting panelists complete the standard-setting process and produce a recommendation for cut scores that indicate how the general performance level descriptors map onto the test scores.
5. The performance standards recommendation from the standard-setting committee is then submitted to either the commissioner of education or the SBOE depending on which is responsible for determining the final performance standards.

Performance level descriptors are the product of set cut scores. The standard-setting process classifies students into performance levels. The levels include Commended Performance for high academic achievement, Met Standard for satisfactory achievement and Did Not Meet Standard for unsatisfactory achievement on TAKS. The standards described were approved by both national standard-setting experts and the Texas Technical Advisory Committee (TTAC) (Standard Technical Processes, 2009). Texas uses the item-mapping method to set standards. This method has been used in other statewide testing programs to “set high-stakes educational

standards” (Standard Technical Processes, 2009, p. 56). It also sets a procedure that contains multiple-choice and short-answer items. In addition this modified item-mapping, Texas uses other methods to set standards and match the assessment format. It is used for both TAKS and TAKS-M assessments since both use “selected response and constructed-response items” (Standard Technical Processes, 2009, p.57). Therefore, Texas assessments for special education students and English Language Learners include select design features that are tailored to meet needs the these populations (Standard Technical Processes, 2009).

Texas uses response-centered questions in order to scale the assessments. This method

“involves specialized statistical methods that estimate both student proficiency and the difficulty of a particular set of test items.

Specifically, Texas tests use a statistical model known as the Rasch

Partial-Credit Model (RPCM) to place test items and measures of

student proficiency on the same scale across assessments. This initial

scale is then transformed to a more user-friendly metric to facilitate

interpretation of the test scores” (Standard Technical Processes, 2009, p. 59).

The RPCM is able to maintain “a one-to-one relationship between scale scores and raw scores, meaning each raw score is associated with a unique scale score” (Standard Technical Processes, 2009, p.59). One of the advantages is that the RPCM allows for student performance comparisons across the school years and “enables maintenance of equivalent performance standards across test forms (Standard Technical Processes, 2009, p. 59).

The advantages of RPCM are:

- 1.) All items, regardless of type are placed on the same common score scale.

- 2.) Students' achievement results are placed onto the same scale. Hence, direct comparisons can be made with respect to the types of items students differing achievement levels can answer. This facet of the FPCM is helpful in describing test results to students, parents, and teachers.
- 3.) Field-test items can be placed on the same scale as items on the live- or operational –tests. This enables student performance on the field-test items to be linked to all items in the test bank, which is useful in the construction of future test forms.
- 4.) The RPCM allows for the pre-equating of future test forms, which can help test builders evaluate test forms during the test construction process.
- 5.) The RPCM allows for the pre-equating of future test forms, which can help test builders evaluate test forms during the test construction process.
- 6.) The RPCM also supports post-equating of the test, which established a link between the current form and previous forms. Linking the current form to previous forms enables comparisons of test difficulties and passing rates across forms. Because both pre-equated and post-equated item difficulty estimates are available, any drift in scale or difficulty can be quantified (Standard Technical Processes, 2009, p. 60)

Interview Instrument

A structured interview was used for this study, and contained a specified set of questions that elicited specific information. A copy of the interview protocol may be found in Appendix C.

Null Hypotheses and Research Questions

This study answered five questions through the use of a mixed-methods design. The quantitative method was used to answer questions one through three, or rather, by testing null hypotheses generated from the research questions, and following the data analysis, the researcher continued with a qualitative approach to answer questions four and five. The null hypotheses and research questions are presented in the subsections that follow.

Null Hypotheses

Null hypotheses were generated and tested to explore the reading outcomes of participating and non-participation in the Texas Reading First program, the textbook adoption implemented on campus, and the interaction effect of reading programs by textbooks. The test of significance was carried out using the .05 alpha level:

- H₀₁ There is no difference in reading performance as measured by third grade TAKS reading (basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills) campus scores between campuses that participated in the Texas Reading First Initiative and non-participating campuses.
- H₀₂ There is no difference in reading performance as measured by third grade TAKS reading (basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills) campus scores among the top-three Texas Education Agency (TEA) scientifically based reading research textbook adoptions implemented in Texas Reading First Initiative.
- H₀₃ There is no difference in reading performance as measured by third grade TAKS campus reading (basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills) scores between curricula (Texas Reading First

Initiative) participating and non- participating campuses) and SBRR textbooks (top three TEA textbook supported adoptions).

Research Questions

The qualitative questions that were answered by twelve teachers were related to the following: (1) What are the perceptions of the Texas RF participating teachers in schools regarding the worth of professional development training related to materials, opportunities, support from the administration, student performance and preparedness to transition from second to third grade? (2) What are the perceptions of the Texas non-RF participating teachers in schools regarding the worth of professional development training related to materials, opportunities, support from the administration, student performance and preparedness to transition from second to third grade?

Data Collection Procedures

The researcher sought approval to conduct the study from the Institutional Review Board (IRB) at the University of Texas Pan American. The primary researcher collected data from the Texas Education Agency- Office of Assessment, Accountability, and Data Quality Final 2009 and 2010 AYP results. This report was used as a master list of all the schools in the State of Texas, which displayed the campus ratings and AYP status for the school year. The report provides information on districts and campuses throughout the State of Texas, and identifies the districts along with the campuses within the district. It includes the District/Campus number, the state rating, AYP status, AYP comments and Title I SIP requirements.

The primary researcher utilized a list from the Texas Education Agency – Texas Reading First Initiative which produces the list of the districts and campuses that participated in the Texas Reading First Initiative for the past five years. The Texas Reading First Initiative Cycle 2

participating campuses were identified and noted on the master list entitled Office of Assessment, Accountability, and Data Quality Final Report for the years of 2009-2010 in order to categorize the participating and the non-participating campuses.

Once the campuses were identified as being participating or non-participating, the primary researcher made telephone contact with regional sales representatives of the three top textbook scientifically based reading research (SBRR) companies. The representatives were asked to produce the public information list of the districts and campuses that adopted and implemented their reading textbook the past five years. Furthermore, the Texas Reading First Director was contacted via email for further advice on acquiring the official textbook adoption lists from the Texas Education Agency. Hence, the primary researcher filled out a Texas Education Agency Public Information Request Form asking for the lists of textbook adoptions used prior to the new adoption and during the Texas Reading First period. Two separate requests were made one for Texas Reading First campuses and the other for non-participating campuses. In addition to this request, the researcher contacted the local Reading Technical Assistant (RTAs) to provide more information and confirm the sales representatives list of customers.

The primary researcher collected the AEIS demographic data of the campuses, school district, and provided the percentages of student results in third grade, their economic levels, bilingual percentages, and at-risk status per campus. While collecting and disaggregating AEIS data for approximately 3,927 elementary campuses in the State of Texas would have been extensive, the primary investigator collected data by using the sampling process for textbook adoptions of non-participating Texas Reading First Initiative campuses and participating campuses. The independent variables for this study were Texas Reading First Initiative campuses and non-participating campuses. Additionally, the three textbook adoptions used by each campus

were independent variables in this study. The dependent variables used to measure student mastery were the four third grade TAKS reading objectives.

Once the study was reviewed and approved by the IRB and the researcher was able to acquire the official IRB informed consent form (Appendix A), the researcher continued to seek permission from school district superintendents to contact selected campuses within their districts (Appendix B). Once the superintendents granted permission by responding in writing on their letterhead sought by the University of Texas – Pan American Institutional Review Board (IRB) the researcher included a certificate that verified the completion of the guidelines required from the IRB (Appendix A). The researcher made campus contacts to schedule appointments with principals and determine the most appropriate time to conduct the interviews (Appendix D). Teachers were selected and asked to participate in the interview process by the administrators on campus before the researcher arrived. The researcher explained the interview process to the teacher to be interviewed and provided the interviewee with the IRB Informed Consent Form (Appendix A) the interview questions (Appendix C), and a letter was given to the teacher explaining the research guidelines and study (Appendix E). The interviews commenced once the participants agreed to the interview and accepted the consent form.

Collecting Quantitative Data

The data collection procedures that were used to conduct this study were non-intrusive and the information utilized was public domain. The data gathered was obtained from the 2009-2010 Academic Excellence Indicator System (AEIS) report from Pearson Access -Texas Assessment Management System and the researcher focused on the third grade student population in each of the selected campuses in Texas.

The select variables that were reported on the Academic Excellence Indicator System (AEIS) for the school campuses were entered into Microsoft Excel and transferred to the Predictive Analytic Software Statistic (PASW)18 software. These variables were percent correct items on basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills, subscales of the third grade TAKS Reading exam.

Collecting Qualitative Data

Triangulation was used to strengthen the quantitative research and used multiple methods, data sources, and data collection strategies in order to have a better picture of the Texas Reading First Initiative campuses and non-participating campuses. This method was used by the researcher in order to ensure trustworthiness (Gay, Mills, & Airasian, 2006).

The qualitative structured interview questions were used to gather information for this study and emerging themes were utilized to analyze and interpret the data. A specified set of questions that elicited specific information were used for this study. The answers of the participants confirmed or challenged the assumptions of the Reading First Initiative campuses or non-participating campuses, and whether the textbook adoption implemented in each campus was a significant factor in the success or failure of the campus reading program. The data collected from the interviews were used to analyze and interpret the qualitative component of this study. Five steps were used to collect the data. The researcher managed, read, and described the context and participants, and interpreted the responses of the teachers. The teachers' identities were kept anonymous by assigning codes to each.

Data Analysis Procedures

The researcher used exploratory analyses, descriptive statistics, and inferential statistics to analyze the quantitative data collected in this study. Once the quantitative data had been

collected, the qualitative portion of this study was conducted in an attempt to enrich the data collected for the quantitative portion of the study.

Quantitative Analysis

Descriptive statistics were engaged to investigate the demographic variables of Texas Reading First campuses and non-participating campuses, textbook selection and reading performance. The Texas Reading First campuses and non-participating campuses contained two independent sample groups which were compared on reading performance. The three state adopted core reading programs that were utilized formed the three comparison groups upon which third grade reading TAKS results were compared. Lastly, Texas Reading First campuses and non-participating campuses with the textbook selection formed six additional comparison groups to evaluate reading performance.

A test of significance was carried out, following the steps in hypothesis testing. A multivariate analysis of variance was employed, followed by univariate analyses using each respective reading subscale as the main variable for comparison. Exploratory graphs, Histograms, Stem-and Leaf plots, and Box and Whiskers plots, were used as a visual analysis for this study.

The researcher used means, standard deviation, skewness, and kurtosis as descriptive statistics to describe the data for this study. The mean is the most widely used average. Computing the mean is the sum of the scores divided by the number of scores (Holcomb, 1998). Standard deviation is the “measure of the variability of the scores in relation to the mean of the group” (Holcomb, 1998, p. 34). The skewness and the kurtosis may reveal the non-normality of the collected data (Srivastava, 2002). Scheffé (1959) stated that small departures from zero in skewness and three from kurtosis in a distribution can use the Student’s t-test, which is robust to minute departures from normality (as stated in Srivastava, 2002).

Inferential statistics were used to analyze some data. Inferential statistics allows the researcher to make an inference about a population based on a sample that was selected to conduct the study (Gay, Mills, & Airasian, 2006).

A multivariate analysis of variance (MANOVA) was used to compare the mean vectors of more than two different populations. A multivariate analysis of variance is a generalization of a univariate analysis of variance (Srivastava, 2002). Multivariate analysis of procedure was initially used to investigate if there was any significance within the value. However, if a significance, is discovered, the researcher will conduct a univariate analysis (ANOVA) and conduct each test separately for checks and balances. A daunting and difficult task is assessing multivariate normality of data. It is important to note that even if each component is normally distributed, it does not imply that the results are jointly normally distributed. Thus, the application of univariate methods to each component may not be of great help (Srivastava, 2002).

Tabachnick & Fidell (1989) stated that multivariate statistics provides a simultaneous analysis of multiple dependent and independent variables (Grimm, 2002). Using an ANOVA to test the difference between group means, F tests would need to be performed one test for each of the dependent variables. The MANOVA procedures allow the same data to yield one omnibus test statistic instead of three (Grimm, 2002). Calculated F values were created to test the null hypothesis. If the results of the test statistic are significant, the results demonstrate that the two groups are different with respect to composite variable (Grimm, 2002). Discriminant function was introduced by Fisher in 1936. This function was used for distinguishing between two multivariate populations with a common covariance matrix. The discriminate function was acquired by maximizing a function that measured the distance between two different populations (Srivastava, 2002). The significant F value is due to the difference among the means of “any, or

all, of the dependent variables” and it may also be due to the combination of all the dependent variables (Grimm, 2002). A two tailed test of significance was carried out to disperse the rejection areas in the multivariate analysis. Significance testing is the estimation of that “simplest of population parameters- the mean” (Lewis-Beck, 1995, p. 31). Effect size statistics embodies information about the direction or magnitude of quantitative research findings (Lipsey, 2000). Each of the findings must be encoded as a value on the same effect size statistic if it is determined that they will be analyzed together and each effect size statistic must be the same across the studies in order to allow for a meaningful analysis. The effect size statistic must be appropriate to the nature of the relationship that is described in the research findings and the statistical forms in which the findings are reported (Lipsey, 2000). Data analysis usually begins with describing the distribution of selected sets of effect sizes, which are the means and variances. Then the examination of the relationships between effect sizes and descriptive variables takes place. These examinations are described in tables, ANOVA comparisons, and multiple regression equations (Lipsey, 2000).

Qualitative Analysis

Analyzing the information gathered from the interviews in this study began with reviewing all the interview data that was collected and finding themes or patterns. The questions used in the study used different categories in which the researcher can group information or develop certain themes. The researcher used exact quotations from the interviews that were conducted. The responses to the interviews conducted were categorized by themes. The themes were classified and studied in order to determine the differences and the impact of the initiative for campuses implementing Texas Reading First and non-participating campuses. The researcher determined which of the top three publishing companies produced the best results in the third

grade reading TAKS and compared the performances of Texas Reading First campuses and non-participating campuses.

Summary

The purpose of this mixed-method study was to compare third grade campus TAKS reading performances in basic understanding, applying knowledge of literary elements, using strategies to analyze, and applying critical-thinking skills of seventy-one participating Texas Reading Initiative and ninety Non-Reading First campuses. Additionally, the comparisons were made on third grade reading performance based on the TEA textbook supported adoptions implemented in each campus. Furthermore, reading performance was compared based on curricula and reading textbooks. Lastly, an examination of the TAKS reading performances were described by conducting interviews with individual teachers who implemented the Texas Reading First Initiative and those professionals that did not participate in the initiative. The selection of teachers was determined by the campus participation and non-participation, SBRR texts and permissions acquired from school district superintendents and principals. The results to this study will be further explained in the following chapter.

CHAPTER IV

RESEARCH FINDINGS

The purpose of this mixed-method study was to compare third grade campus TAKS reading performances of seventy-one participating Texas Reading First Initiative Cycle 2 campuses and ninety Non-Reading First campuses. Additionally, the comparisons were made on third grade reading performance based on the TEA textbook adoptions implemented in each campus. Furthermore, reading performance was compared based on curricula and reading textbooks. Lastly, an examination of the TAKS reading performances and related phenomena were described by conducting interviews with individual teachers who implemented the Texas Reading First Initiative and those professionals that did not participate in the initiative. The selection of teachers was determined by the data results from the campus 2009-2010 AEIS reports and permission granted by the superintendents in their districts.

All the campus disaggregated data and professionals interviewed were coded to ensure confidentiality throughout this study. The coding system used to conduct the quantitative portion of the study was as follows: Reading First schools and the textbook adoptions implemented were coded in a Microsoft Excel data spreadsheet. The campuses were coded by participation, non-participation, and the textbook adoption implemented. The coding system was Reading First Schools (1) RF1-27T1, RF2 1-15T2, RF3 1-29T3 and Non-Reading First schools (2) NRF1 1-30T1, NRF2 1-30T2, and NRF3 1-30T3. A coding system for the qualitative portion of this study was used to protect the confidentiality of the respondents. The qualitative portion of this study was coded by RFIT1P1-2, RFIT2P1-2, RFIT3P1-2 and NRFIT1P1-2, NRFIT2P1-2,

NRFIT3P1-2. The Texas Assessment of Knowledge and Skills (TAKS) student scores and objectives were used to disaggregate the data. Microsoft Excel and Predictive Analytic Software (PASW) Statistic 18 were used for the quantitative portion of this study, and emerging themes from the interviews were used for the qualitative portion of this study.

Seventy-one Texas Reading First Cycle 2 campuses were used to conduct this study. In addition, through cluster sampling, 90 campuses, thirty from each of the three textbook adoptions were randomly selected from non-participating campuses for a total sample size of 161 campuses. Cluster sampling was used and carried out in stages. These stages involved the selection of the clusters within the clusters. This multistage sampling was used to conduct this study (Gay, Mills, & Airasian, 2006). Third grade reading Texas Assessment of Knowledge and Skills results were downloaded by using Pearson Access and the Texas Assessment Management System once the identification and selection of campuses had taken place.

The State of Texas administered the Third grade TAKS Reading assessment to a total of 320,531 students in the 2009-2010 school year. Ninety-two percent (92%) of the students met the standard and 92% of the students met the standard with Total Projection Measurement (TPM). Ninety-three percent (92%) of the third grade students met the standards with TPM. Forty-three percent (43%) of the students earned commended performance results in third grade reading. A total of 161,715 students were male with a total of 91% meeting the standard and 44% of these male students earned commended performance on the third grade Reading TAKS state assessment. A total of 158,711 female students took the third grade reading TAKS test of which 93% met the standard and of these female students 48% were commended.

Seventy-one Texas Reading First Cycle 2 campuses were identified and the textbook adoption implemented was verified through a Public Information Request Form from the Texas

Education Agency. In addition to the 71 Texas Reading Cycle Two campuses, 90 non-participating campuses were selected through cluster sampling for a total 161 schools. Table 2 displays the total number of students from participating and non-participating campuses and average score of the third grade Reading state assessment. The two independent variables in this study were Texas Reading First participating campuses and Non-participating campuses. The total average for Texas Reading First participating campuses was 88.04% and the total average for Non-Participating Texas Reading First campuses was 92.34%.

Table 2

Number of Students and Average Percent of Third Grade TAKS Results of Participating and Non-Participating Texas Reading First Campuses

	<u>Participating Campuses (71)</u>	<u>Non-Participating Campuses (90)</u>
Total Number Of Students	4776	7192
Total of Students Met Standard	4176	6547
Average Percentage	88.04	92.34

In addition to identifying the participating and non-participating campuses, the researcher desegregated the data by acquiring the third grade reading results from both male and female students. Table 3 further identifies the total number of male and female students and the TAKS Third Grade Reading average results.

Results of the Multivariate and Univariate Analyses of Variance

Multivariate analysis of variance statistics was derived to investigate reading performance differences in basic understanding, applying knowledge of literary elements, using strategies to Table 3

Number of Male and Female Students taking Third Grade TAKS and Percentage of Students that Met Standard in Participating and Non-Participating Texas Reading First Campuses

	<u>Male</u>		<u>Females</u>	
	Number of Students	Percentage	Number of Students	Percentage
Texas Reading First campuses	2368	85.59	2409	90.04
Non-Participating Campuses	3539	91.54	3630	93.82

analyze, and critical thinking skills among programs, textbooks and programs by textbooks. The following null hypothesis was tested at the .05 level of significance: There are no mean vector differences in reading performance for basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills between programs and textbook adoptions and cell effect. A 4 x 2 x 3 factorial design was used to analyze the data. A decision to reject the null hypothesis indicated that mean vector differences existed between either the program (Reading First participating and non-participating campuses), or the textbook adoptions (Scott Foresman, McGraw Hill, and Harcourt), or the interaction effect. There are mean vector differences between programs, multivariate $F(1,161)$ were 16.09 (basic understanding), 20.92

(applying knowledge of literary elements), 24.74 (using strategies), and 16.78 (critical thinking), $p < .05$. No mean vector differences were found among textbooks, or programs by textbook adoption, $p > .05$. The partial Eta squared shows that 9.08% of the total variance is attributed to among and within the critical thinking skills, 13.8 % of the total variance is attributed to among and within the using strategies to analyze. Appendix H contains specific information related to the multivariate analysis.

Univariate F tests of the null hypotheses for reading performance, programs (4x 2 factorial design), textbooks (4 x 3 factorial design), and programs by textbooks are presented next. Univariate analyses were conducted after the multivariate results displayed a significance. Differences were found between programs in basic understanding, $F(1,161)= 16.36$, applying knowledge of literary elements, $F(1,161)=22.26$, using strategies to analyze, $F(1,161)=24.78$, and critical thinking skills, $F(1,161)=14.87$, $p < .05$. No differences were found among textbooks in basic understanding, applying knowledge of literary elements, using strategies to analyze, and critical thinking skills, $p > .05$. Appendix I contains the specific information related to the significant univariate analyses for basic understanding, applying knowledge of literary elements, using strategies, and critical thinking.

Differences in reading performance as measured by third grade TAKS reading scores between participating and non-participating campuses were found. Table 4 displays the means, standard deviations, skewness, kurtosis, and standard error of measures of third grade results from Texas Reading First participating campuses. The mastery of the four reading objectives are displayed in the following table. For the Texas Reading First campuses, the dependent variable basic understanding mastery out of 15 items correct ($M=12.38$, $SD = .84$), the dependent variable applying knowledge of literary elements mastery out of 7 items correct ($M= 5.61$, $SD = .433$), the

Table 4

Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus

Reading TAKS Scores of Reading First Participating Campuses (N=71)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Standard Error
Basic Understanding (15)					
Items Correct	12.38	.84	-.851	1.399	.10
Percent Mastered	82.79	5.77	-0.731	1.271	.69
Applying Knowledge (7) of Literacy Elements					
Items Correct	5.61	.433	-.797	2.087	.051
Percent Mastery	80.10	6.16	-.910	2.35	.731
Understanding (6) Strategies to Analyze					
Items Correct	4.58	.391	-.669	1.21	.046
Percent Mastery	76.41	6.38	-.596	1.11	.758
Applying Critical (8) Thinking Skills					
Items Correct	6.27	.503	-.598	.744	.059
Percent Mastery	78.42	6.35	-.585	.696	.75

dependent variable understanding strategies to analyze mastery out of 6 items correct (M= 4.58, SD =.391), and the dependent variable applying critical thinking skills mastery out of 8 items correct (M = 6.27, SD =.503).

Table 5 displays the results for the objectives mastered for Non-Participating campuses. A total of ninety campuses were stratified randomly selected. Table 5 displays the means, standard deviations, skewness, kurtosis, and standard error of measures of third grade results of Non-Participating Texas Reading First campuses. The mastery of the four reading objectives is displayed in the following table. For Non-Participating Texas Reading First campuses, the dependent variable basic understanding mastery out of 15 items correct ($M=12.95$, $SD = .799$), the dependent variable applying knowledge of literary elements mastery out of 7 items correct ($M= 5.92$, $SD =.409$), the dependent variable understanding strategies to analyze mastery out of 6 items correct ($M= 4.88$, $SD =.378$), and the dependent variable applying critical thinking skills mastery out of 8 items correct ($M = 6.57$, $SD =.479$). The first null hypothesis was rejected as differences were found between the Reading First participating and non-participating campuses, $p < .05$. Non-participating campuses outperformed Texas Reading First campuses. The descriptive results of table 4 and 5 are summarized in Table 6.

Exploratory analyses consisting of histograms stem-and leaf plots and Box-and Whiskers plots may be located in Appendix F. The Box and Whiskers plots display the extreme scores or outliers in the Texas Reading First campuses and Non-participating campus results in basic understanding skills. Outliers are “the values that do not seem to go with the others” (Lewis-Beck, 1995, p. 16). Some of the Box and Whisker’s plots displayed outliers and the researcher analyzed the data with and without the outliers yielding the same outcome. For instance, the percentage mastery in using strategies to analyze resulted in extreme scores or outliers with non-participating campuses. Extreme results and outliers were also noted in comparing applying critical thinking skills in Texas Reading First campuses.

Table 5

Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading TAKS Scores of Non-Participating Reading First Participating Campuses (N=90)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Standard Error
Basic Understanding (15)					
Items Correct	12.95	.799	-.648	.231	.0843
Percent Mastered	86.36	5.37	-.657	.503	.566
Applying Knowledge (7) of Literacy Elements					
Items Correct	5.92	.409	-.677	.208	.043
Percent Mastery	84.57	5.81	-.719	.503	.612
Understanding Strategies to Analyze (6)					
Items Correct	4.88	.378	-.761	1.468	0.39
Percent Mastery	81.42	6.31	-.627	1.164	.665
Applying Critical (8) Thinking Skills					
Items Correct	6.57	.479	-.535	-.245	.050
Percent Mastery	82.21	6.06	-.520	-.231	.638

Table 6

Means and Standard Deviations for Texas Reading First Participating and Non-Participating Campuses on the Four TAKS Reading Objectives

	Texas Reading First N=71		Non-Participating Campuses N=90	
	Mean	Standard Dev.	Mean	Standard Dev.
Basic Understanding	82.79	5.77	86.36	5.37
Applying Knowledge of Literary Elements	80.10	6.16	84.57	5.81
Using Strategies to Analyze	76.41	6.38	81.42	6.31
Applying Critical Thinking Skills	78.42	6.35	82.21	6.06

The descriptive statistics in reading performance as measured by third grade TAKS reading campus scores between the top three Texas Education Agency (TEA) scientifically based reading research textbook adoptions implemented are shown in Table 7-9. All three textbook adoptions were compared by items correct and percent mastered by the four objectives. The means for Scott Foresman in terms of percent mastered for basic understanding, applying knowledge of literary elements, strategies to analyze, and applying critical thinking skills were 83.68%, 81.43%, 78.05%, and 80.22% respectively. (Table 7.)

Table 7

Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus

Reading TAKS Scores of Textbook Adoption 1 (N=57)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Standard Error
Basic Understanding					
Items Correct	12.52	.95	-1.06	1.178	.126
Percent Mastered	83.68	6.58	-.940	.908	.872
Applying Knowledge of Literacy Elements					
Items Correct	5.70	.491	-1.268	1.853	.065
Percent Mastery	81.43	7.04	-1.30	2.03	.933
Understanding Strategies to Analyze					
Items Correct	4.67	.454	-1.02	1.03	.060
Percent Mastery	78.05	7.5	-.802	.950	1.00
Applying Critical Thinking Skills					
Items Correct	6.41	.569	-.872	.697	.075
Percent Mastery	80.22	7.13	-.903	.704	.944

The means for McGraw Hill in terms of percent mastered for basic understanding, applying knowledge of literary elements, strategies to analyze, and applying critical thinking skills were 85.31%, 83.30%, 79.28%, and 79.93% respectively. (Table 8.)

Table 8

Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading TAKS Scores of Textbook Adoption 2 (N=44)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Standard Error
Basic Understanding					
Items Correct	12.8	.86	-.116	-.493	.128
Percent Mastered	85.31	5.73	-.160	-.549	.855
Applying Knowledge of Literary Elements					
Items Correct	5.8	.451	-1.27	.079	.067
Percent Mastery	83.30	6.30	-.209	.384	.94
Understanding Strategies to Analyze					
Items Correct	4.76	.435	-.098	-.327	.064
Percent Mastery	79.28	7.14	-.132	-.459	1.06
Applying Critical Thinking Skills					
Items Correct	6.4	.523	-.067	-.500	.078
Percent Mastery	79.93	6.74	-.018	-.523	1.00

The means for Harcourt in terms of percent mastered for basic understanding, applying knowledge of literary elements, strategies to analyze, and applying critical thinking skills were 85.44%, 83.16%, 80.27%, and 81.37% respectively. (Table 9.)

Table 9

Means, Standard Deviations, Skewness, Kurtosis, and Standard Error Measures of Campus Reading TAKS Scores of Textbook Adoption 3 (N=58)

Variables	Mean	Standard Deviation	Skewness	Kurtosis	Standard Error
Basic Understanding					
Items Correct	12.80	.751	-.317	-.552	.097
Percent Mastered	85.44	4.96	-.265	-.558	.646
Applying Knowledge of Literacy Elements					
Items Correct	5.83	.391	.065	-.686	.050
Percent Mastery	83.16	5.57	.046	-.731	.725
Understanding Strategies to Analyze					
Items Correct	4.82	.334	-.045	.397	.04355
Percent Mastery	80.27	5.55	.057	.283	.723
Applying Critical Thinking Skills					
Items Correct	6.50	.439	-.234	-.551	.057
Percent Mastery	81.37	5.49	-.197	-.514	.715

The researcher failed to reject the null hypothesis for the difference in reading performance as measured by third grade TAKS reading campus scores between the top three Texas Education Agency (TEA) scientifically based reading research textbook adoptions

implemented at campuses. The exploratory analyses can be found in Appendix H. Histograms display the mean and standard deviation of the three textbook adoptions and the percentages of items mastered for the four reading objectives. The mean for basic understanding objective mastery for textbook adoption 1 was 83.68 (sd=8.585, n=57), the mean for textbook adoption 2 was 85.31 (sd=5.736, n=45), and textbook adoption 3 had a mean of 85.44 (sd=4.956, n=59).

Table 10 displays a summary of tables 7, 8 and 9.

Table 10

Summary of Means for Tables 7-9.

Variables	Textbook 1	Textbook 2	Textbook 3
Basic Understanding			
Percent Mastered	83.68	85.31	85.44
Applying Knowledge of Literacy Elements			
Percent Mastery	81.43	83.30	83.13
Understanding Strategies to Analyze			
Percent Mastery	78.05	79.28	80.27
Applying Critical Thinking Skills			
Percent Mastery	80.22	79.93	81.37

The exploratory analyses of the Stem-and-Leaf and Box-and-Whiskers plots may be found in Appendix G. The Box-and-Whiskers plot displays extreme outliers in textbook adoption 1.

Differences as measured by TAKS campus scores between curricula of Texas Reading First Initiative participating and non-participating campuses and the textbook adoptions were not found when employing multivariate and univariate analyses of variance procedures. The decision made was to fail to reject the null hypothesis, $p > .05$. The effect sizes were measured with a partial Eta squared were limited and varied from .005 to .017.

Table 11 displays the average reading results for participating and non-participating campuses and percentage mastery per TAKS reading objective and textbook adoption:

Table 11

Average Reading Performance as Measured by TAKS Reading Objective Scores and Curricula

TAKS Objectives	<u>Textbook 1</u>		<u>Textbook 2</u>		<u>Textbook 3</u>	
	P	NP	P	NP	P	NP
Basic Understanding	81.11	86.00	82.73	86.60	84.37	86.56
Applying Knowledge of Literary Elements	78.51	84.06	80.46	84.73	81.30	84.90
Using Strategies to Analyze	74.59	81.16	76.06	80.90	79.74	82.20
Applying Critical-Thinking Skills	77.37	82.8	76.37	81.6	80.60	82.23

Table 12 displays the textbook adoptions and the third grade TAKS reading average of participating and non-participating campuses.

Table 12

Average Campus Reading Performance as Measured by Third Grade TAKS among Textbook Adoptions

	Participating	Non-Participating
Textbook 1- Scott Foreman	86.03	92.83
Textbook 2- McGraw Hill	87.33	91.06
Textbook 3- Harcourt	90.37	93.13

Results of Qualitative Analyses

A number of Texas public school superintendents from the participating and non-participating campuses selected for this study were provided with a letter requesting permission to interview teachers at their schools. The letter was sent in the spring of 2011 and the superintendents were given three weeks to respond. Follow-up phone calls to Superintendents’ office were made.

The qualitative portion of this research was answered through questions four and five. Teachers from twelve different campuses were selected by the Superintendent’s office or the principals to interview with the researcher. Question four focused on the teachers that were participants in Texas Reading First campuses and question five centered on teachers’ perceptions in Non-Participating Texas Reading First campuses.

Teacher Responses from Participating Reading First Campuses

Question four was answered by conducting interviews with Texas Reading First teachers and acquiring their perceptions and experiences when instructing students in schools who utilized the top three state adopted SBRR textbooks. Several themes emerged from the interviews conducted during the Spring 2011 school year. The teacher responses were coded and the emerging themes were professional development, district training, the five components of Reading, administrative support, Reading Coach Assistance, textbook company professional development and training opportunities, and intervention services provided to struggling readers.

Professional Development

Professional development was one of the emerging themes when interviewing Texas Reading First teachers. When teachers were asked what their perceptions on professional development materials supporting instruction in the five components of scientifically based reading research (SBRR) they responded as follows:

Teacher RFIT2P2 stated:

I have a good perception of the materials being used. I think that components did support what we were doing. Our reading coach kept everything to be on the centers was teaching or focusing on and the professional development. I also think that we had various workshops where we were trained for questioning purposes and I think that they have been very helpful especially for new teachers; it helps them out as to how it is to how it is to guide them through questions.

When she was asked who provided the workshops she indicated that the campus Reading Coach provided the workshops on campus. She then added,

Right, and then we had two workshops. One was in Houston and one was in Galveston and I felt that they were very informative and they had a lot of techniques that they were teaching us - were very helpful in the classroom also.

In addition she included,

The one that I went to Houston really helped me as a teacher... And I think that if I

wouldn't have been in any of those trainings. I wish I would have had another one because I only went for a few, but I think they were very, very good. Honestly those were the best.

She included comments on a professional development workshop about ESL students, The one in Region One was for ESL students, and it gave information on how to use our body language to get the kids to understand when they were in a transition, and were they learning Spanish or English. It was mostly for vocabulary purposes.

(Teacher RFIT2P2, Interview, March 4, 2011)

An additional teacher that utilized textbook 2 during the implementation of Texas Reading was interviewed and she stated that she was able to attend Texas Reading First conferences in Houston.

(Teacher RFIT2P1, Interview, March 3, 2011)

An educator using textbook 1 stated,

Teacher RFITIPI: The materials, hummm.... actually a lot of the material we would get was you know through Reading Coaches at that time and of course we would do the centers, and aside from whatever the basal would come with. A lot of training on that too, so the professional development I think was good and, I think it was something that was really needed when it comes to the phonics section at that part. So, the development was good. We had it frequently and as often as needed and of course it was even during the summer.

When asked how often the professional development activities would take place one teacher responded that she and her colleagues received training at the very beginning, which she recalled being the Reading Academy. She also recollected going to optional trainings during the summer months. She reflected that these trainings were not mandatory, but the opportunity to sign up was always an option at various campuses throughout the school district.

(Teacher RFITIPI, Interview, March 7, 2011)

Another teacher who utilized textbook 1 during the Texas Reading First Initiative responded that the trainings had a lot of different activities that they could incorporate in the

classrooms. They learned techniques and hands-on activities. The teacher stated that she had an opportunity to teach and learn from a different perspective for the TAKS. She learned techniques on main idea, sequence of events, cause and effect. These workshops that she was able to attend provided her with little activities that she could print out and have them set up in the different centers where students could utilize them. She claimed that the students, as well as the teachers had a lot of fun with them.

(Teacher RFIT1P2, Interview, March 7, 2011)

An additional teacher who participated answered:

Teacher RFIT3P1: Well, I had the opportunity to go to this Reading First Institute this past summer in Houston, Texas, where there were several women and other people that were very knowledgeable in their areas and they taught us several things that were not brought to my attention before - like spelling. There were three new activities that I now implement and I use it with my students because I am a bilingual teacher and many of my students are Spanish, native language Spanish and believe it or not it caused them a lot to make the connection to the Spanish with the English and vice versa. Especially with the spelling words because much time you could give them 50 spelling words random and of course we go over the skills.... and we go over them and they know what we expect. Many of them do not know what those words represent in their native language. They just hear it in English and that is that. So I try to do the activity and then the other activity to where they link it to their language and they can have the perception of what it means and does learning the skills the spelling for that week.

(Teacher RFIT3P1, Interview, March 7, 2011)

Teacher RFIT3P1 felt that the third grade edition of the textbook adoption was limited and therefore relied more heavily on the Reading Coach for additional resources and make-and-take activities. She stated,

Teacher RFIT3P1: Once you hit 3rd grade its different because one of the things we didn't have was the kits. I was a reading first teacher in 2nd grade and they received this wonderful kit. I got moved to 3rd grade there wasn't that kit. It was only the workbooks and the other extensive components for a class to be 100% successful, so that is the only thing that I did not like about the (textbook 3)....It was good for 1st and 2nd grade but when it came to 3rd it was just very basic very generic we had to find other things other materials to use and that is where the reading coach Ms.----- helped us with the make and takes do activities for comprehension for vocabulary and the students were able to

track down the information to track their progress like the fluency, they had a graph. Each and every time they went to the center they had to read and they had to time themselves and they graph the information.

Teacher RFIT3P1:Yes the speed and the grade level. The comprehension the same way. With us when I do it generally with the class, they can see the progress. They also have to monitor though, whatever they got and they can see on their own.

Teacher RFIT3P1:Yes, their growth. So do I believe Harcourt did it all? No. Does it help? Yes to an extent.

Interviews and responses on professional development focusing on the five components of reading were as follows: Teacher RFIT2P1 stated that the components were well developed and were very successful when they were properly implemented. She said that her students experienced a high success rate. She stated that plenty of materials for instruction in the five components of reading were in the TPRI intervention kits and the Voyager program. She claimed that she had plenty of reading materials that were used for small group instruction as well as for the different centers in the classroom.

(Teacher RFIT2P1, Interview, March 3, 2011)

Administrative Support

Administrative support was essential to the Texas Reading First Initiative. Teachers were positive and optimistic about the support that they received during the implementation of the initiative. When asked about the administrative support provided on campus and opportunities for professional development the responses were as follows:

Teacher RFIT2P2: I think they are very supportive in trying to provide teachers enough opportunities in professional development so that we are better equipped for teaching in the classroom. I know that, I mean the best training I ever got was that of Region One and there was one from Reading First.

(Teacher RFIT2P2, Interview, March 4, 2011)

In addition to the professional opportunities provided through Texas Reading First, administrative support was provided for the teachers on the campus. Teacher RFIT2P2 claimed

that she and her team did meet periodically. She recalls meeting every time after the TPRI administration and progress monitoring. She remembers meeting on a weekly basis depending on student improvement. Progress monitoring was used to regroup the students. She claimed that students could be inconsistent, so depending on the progress being made, administration would meet and determine how to help the student progress. She recalls meeting on a two week basis to monitor inconsistent students.

(Teacher RFIT2P2, Interview, March 4, 2011)

Teacher RFITIP2 perceived that the administration of campus was there 100% in anything that would help her and her team advance and ensure success for every child. She added that if they needed additional training she would always have Reading First.

(Teacher RFIT2P2, March 4, 2011)

Another teacher answered by stating that the administrative support was,

Teacher RFITIP1: The support was there, it was very evident. It was something that she expected us to do, even at 3rd grade even though we were at TAKS testing level. She expected us to still comply with the data, make sure we looked at the data TPRI results. So, the support was there.

When asked how often the grade level would meet with administration, the response was that they met every six weeks and would review all kinds of data. She stated that they still did meet even though they did not use TPRI anymore. She went on to explain that her and the administrative team would meet at the beginning of every six weeks. They look at other reports that are turned in for student progress and documentation. However, special emphasis is placed on student reading intervention.

(Teacher RFIT1P1, Interview, March 11, 2011)

Teacher RFIT3P2 stated that administration on her campus was great. She continued to add that they were always there to help her team with whatever was needed. She felt that they were always there to help in whatever she needed. If materials were needed all they had to do was make a list of what they needed and what they were interested in. She stated that administration would make observations and would recommend strategies on how to help students that were having difficulty in reading and provide feedback.

(Teacher RFIT3P2, Interview March 7, 2011)

Perceptions of professional development opportunities and administrative support were answered by Teacher RFIT3P1. She claimed that she got a lot of support. She emphasized that the campus where she taught was an economically disadvantaged school and she felt that her students were very lucky to have a principal that would provide her with whatever materials or conferences she needed. The teacher felt that he wanted the betterment of the students and an exemplary campus-not just recognized. She added that her principal wanted the whole nine yards.....

She continued to state that her and her team was given information on the students every two weeks. If something was going wrong with a student and progress was not taking place, the student would be monitored and discussed at the monthly grade level meeting. Recommendations would be made in regards to the student and placement in Response to Intervention (RTI) program. If the lack of progress was still evident, recommendations for further assessment would take place. Assessments for special education or dyslexia were administered to identify the need and to administer the proper help to close the achievement gap. The teacher confirmed that all three tiers needed to be implemented before a referral was placed. She stated that her campus needed to give the students an opportunity to grow because the students usually came from an

economically disadvantaged Spanish speaking background and at times, it would take these students a little longer to succeed. She added that when many of them are given the chance to succeed they did. If after a certain time and a set of intervention services had been provided and if the student still had not progressed, it was then that all the data from the three tiers would be gathered and a referral will then be sent to the RTI committee to see what accommodations could be done for the student.

(Teacher RFIT3P1, Interview, March 7, 2011)

Reading Coach Assistance

The teachers' perceptions on the Reading Coach support were positive and the training provided by the campus Reading Coach was essential to the proper implementation of Texas Reading First Initiative. The teachers' perspective interview responses were as follows:

Teacher RFITIP2 stated that the reading coach on campus would have staff development and training. At times the staff development would be in one afternoon or for a couple of hours.

(Teacher RFIT1P2, Interview, March 7, 2011)

The Texas Reading First Initiative teachers were trained by the Reading Coaches on campus. Some of the workshops were conducted after school and during the teachers' planning period. The educators and would work on the make and take activities and hands-on materials.

Teacher RFIT2P1: Okay, the Reading First coach provided hands-on materials; we had a lot of activities as well as a lot of equipment that we could use. And she would come in and model into the classroom to assist when needed and she gave walkthroughs in order to provide better assistance with the different learning strategies.

(Teacher RFIT2P1, Interview, March 3, 2011)

A teacher at another Texas Reading First campus acknowledged that the Reading Coaches would provide a lot of material. Examples were displayed and modeled during the workshops. Teachers made one sample of what was learned and would take it with

them to make more for the classroom centers. They were provided with a blank sample so that the teachers could make additional copies.

(Teacher RFIT1P1, Interview, March 7, 2011)

In addition to providing campuses with professional development activities and training, the Reading Coaches would also provide materials and additional website resources on reading.

Interviewer: So then it was a reading coach who provides these professional development materials.

Teacher RFIT1P2: Yes, she would give us the web site

Interviewer: From Florida Center.

(Teacher RFIT1P2, Interview, March7, 2011)

When the teacher was asked to elaborate on what support she received from the Reading Coach on campus, she added that the Reading Coach would help them a lot with TPRI and would help them with Voyager. The Reading Coach was always making sure that they were on task with Voyager on a daily basis, that they were engaged with the children, and when it came to testing time with the TPRI, ensured that additional strategies were implemented, such as the Florida (FCRR- Florida Center of Reading Research).

(Teacher RFIT1P2, Interview, March 7, 2011)

Teacher RFIT3P1 was very positive about the professional help and advice from her Reading Coach. She declared that the Reading Coach was very helpful and very knowledgeable. She recalls attending some Saturday Make-and-Take workshops. The Reading Coach would share information with Kinder, 1st, 2nd, and 3rd grade and all the grade levels would implement them in their classrooms. Everyone had the opportunity to attend the Houston Conference and everyone learned a lot from it. The teacher elaborated on how her and her colleagues shared the

information that helped them teach comprehension, phonemic awareness, phonics, and vocabulary skills.

(Teacher RFIT3P1, Interview March 7, 2011)

Another Texas Reading First Teacher stated,

Teacher RFIT1P1: I think that they really supported it. Another thing that would go on with those types of professional developments is that you would sign up for the sessions you wanted. So maybe my sessions were more of something I felt I was weaker in.

(Teacher RFIT1P1, Interview, March 7, 2011)

Lack of Textbook Company Professional Development and Training Opportunities

Teachers' perceptions on textbook company professional development and training opportunities were limited at Texas Reading First campuses. Responses were similar from the teachers that were interviewed. They felt that the textbook companies did not provide additional and supportive training during the implementation of the adoptions. Teacher RFIT2P2 recalls that when she started teaching in third grade the adoption was already in place. She stated that she did not receive any training as to how to follow the book. She stated that she began teaching as a 4th grade teacher, however, there was no training provided by the textbook companies. She had to figure it out on her own and through asking questions from her colleagues. When she transferred to 3rd grade, she and her colleagues used a weekly timeline created by the school district and that was how they knew where things were and then they followed it themselves. She felt that by the time the textbook came into adoption, which was around every ten years, the stories were outdated and not really conducive to what she was teaching. But, overall, she and her team used it well, and earned them a recognized status. She felt that the textbook served its purpose. She added that it do have some good and guessed that overall it was a good textbook.

(Teacher RFIT2P2, Interview, May 4, 2011)

In a different interview a Texas Reading First teacher claimed that the textbook company came at the very beginning when the textbook was adopted. She stated,

Teacher RFIT1P1: I want to say maybe the first year. And it was more of a brief thing as far as what came with the book, and what came with everything, but as far as reading no.

Teacher RFIT1P1 claimed that this was her eighteenth year teaching and she stated

...for the longest time since I was in 2nd grade there was no set uniform guide line that we all had to follow for phonics. So, I would do the phonics my way, someone else would do phonics their way. So when it came down to that part of the reading of (textbook 1) we all had to do the same thing. It helps me, as far as helping the kids that you could do them at 3rd grade. You know helping with the stuff like that. In that I guess it helped me teach them like I did with them, but they became better readers.

(Teacher RFIT1P1, Interview, March 7, 2011)

The textbook adoption training by one campus was provided by the school district, as one teacher stated.

Teacher RF1T2P2: No, it was provided by the district. The company really didn't, there was not any training to see how to follow the textbook.

(Teacher RF1T2P2, Interview, March 4, 2011)

A teacher stated that the training was done by the Reading Coaches and not the textbook company. She exclaimed that the Reading Coaches got the training and they came to train them and gave them information that was given to them by the textbook company, but she felt that the teachers still had many other questions that needed to be asked. The teacher stressed her concern about the Spanish materials and her team had a lot of questions on materials for the English Language Learners (ELLs). Her concern was for the students that were transitioning and needed further development in language skills with additional explanation. She felt that many times these adoptions were basically geared to those students that were English speakers with an extensive vocabulary. It was her opinion that the textbook companies faltered by not taking into account

that the students were at different levels and that the companies neglected to accommodate for the elevated English speakers and the Spanish speakers learning to read English. She continued by adding that the students do understand in their native language, however, when it came to reading an English textbook it was very difficult. The students have to transition and go through the developmental stages, however, it is more work and it would be better if they could accommodate to these issues that she know will continue in the years to come. These accommodations would not only help the teacher but the students too.

(Teacher RFIT3P1, Interview, March 7, 2011)

Teacher RFIT2P1 felt that textbook adoption 2 provided the necessary materials for successful instruction. She claimed that the textbook adoption provided plenty of enrichment activities, practice workbooks, re-teaching activities, phonics, and language support material. She stated that all the materials provided by the textbook company met the criteria for the five components of reading. She added by stating:

Teacher RFIT2P1: Well, I would say that 90% of the success came from our textbook, because the objectives were embedded within the story and of course we had this other material that helped, and the objectives were thought and tested to monitor progress, so it did have a good high percent coming from the textbook.

(Teacher RFIT2P1, Interview, March 3, 2011)

When asked if the teachers felt that the textbook that was implemented during Texas Reading First help in acquiring the scores that they earned last year the response was,

Teacher RFIT1P2: I did a lot of the phonics, and a lot of the fluency, so everything of the five components was there. Yes, yes everything was there. We had a big resource book that came along in our teachers resources and it had everything in there.

(Teacher RFIT1P1, Interview, March 7, 2011)

Intervention Services Provided to Struggling Readers

In answering the question about their perceptions on the extent to which professional development material supported the application of the Three Tier reading model and providing the Three Tier model to students that needed intervention teachers responded by stating,

Teacher RFIT1P2: Well, let see.....I can tell you this. Since we have last year and the year before I used to have higher students and gifted, so I might not have had so of the intervention per say as maybe one of the other four classes that we had because we have what we call spill over class, but still within those type of classes we still have intervention. So, I had some of Voyager. We did a lot of the one to one, and checked the fluency.

When asked who provided the intervention services the teacher stated that the students that needed additional help would be provided intervention services with Tier 2 and Tier 3. She stated that there was an intervention teacher last year and the students were identified by the TPRI results. They would check on the students' fluency and provide them with the Voyager Program intervention.

(Teacher RFIT1P2, Interview, March 7, 2011)

In addition, another teacher claimed that her campus used the TPRI results and teacher observation along with informal testing. She felt that overall about 20% of the population that needed more intervention. Her opinion was that 80% of the students came prepared by the beginning of third grade. The other 20% needed additional instruction and remedial reading. This instruction was provided intensively through-out the textbook and the reading program.

(Teacher RFIT2P1, Interview, March 3, 2011)

When asked how often the students needing intervention services were picked up, the teacher responded by answering that they received intervention services for about 45 minutes daily. She added that she definitely saw a big improvement, but stressed that instruction was intense and

she was constantly checking for progress. She added that a lot of activities and remediation was provided to them. The program used for intervention services was Voyager. She elaborated by stating,

Teacher RFIT2P1: They had stories and then they had the comprehension, so it brought in the fluency and it brought in the comprehension. It was areas that were very critical for us.....for the success of the reading especially for the TAKS.

(Teacher RFIT2P1, Interview, March 3, 2011)

A teacher at a different campus answered that her perception of Tier 1 and Tier 2 was covered well by Voyager. However, she felt that Tier 3 was limited. She elaborated by stating,

Teacher RFIT2P2: It didn't demand a lot from the student. I think it was at a slower pace. I think that the materials used could have been more challenging. So I felt that they could have used material that was more challenging to push the kid so they could get out of Tier 3 or you know if you're at Tier 2 go to Tier 1.

(Teacher RFIT2P2, Interview, March 4, 2011)

Another campus implemented Voyager as the intervention program on campus, the response from one of the teachers was that it was okay and that the second graders that came into third grade came prepared. She stated,

Teacher RFIT1P1: Somewhat, they did and I think that was one of the things that myself and other teachers had mentioned, that like I mention also right now. Reading First put us all on the same page. Yeah!, and we would see that the same children that were receiving Voyager in previous years, you know they come to you, but in that aspect the kids were already used too, what was expected of them, but some of them continue, a few, you know we had some that we were able to take out of that tier. But they came a little bit more prepared.

(Teacher RFIT1P1, Interview, March 7, 2011)

A Texas Reading First Teacher responded on how students were identified to receive additional intervention services. She stated that the TPRI results were used to determine which

students needed intervention services. The campus would use the palm pilots when administering the test. She declared,

RFIT3P1: We would assess the students growth every two weeks and we could see it and tie it with whether their vocabulary, their fluency, their comprehension and the other two phonemic awareness and it would help us disaggregate their status to help us either keep them in that one or further explain whatever things needed to be thought or move on to the next grade level because usually these kids were below grade level. Well at the beginning of the year we would have to do a beginning of the year assessment and it broke it down to five components, and then at the end we would go into the in class and it gave us a data to where each student was missing what skills and that is how we determined how to place them in Tier II or Tier III. The Tier III basically already labeled from 2nd grade because they were already labeled Tier II's or III's or retaining and we know we needed to work with those kids ASAP.

(Teacher RFIT3P1, Interview, March 7, 2011)

When asked how often progress monitoring would occur, a teacher answered that this would occur every six weeks. The campus would use assessments or benchmarks, which were the curriculum based assessments. This was how they would determine which students to provide intervention services to depending on how they did and then they would go to the Reading Coach or Intervention teacher.

(Teacher RFIT1P2, Interview, March 7, 2011)

Sustaining Texas Reading First

One teacher is still sustaining Texas Reading First and she exclaimed,

Teacher RFITIP2: I might want to say that I address a lot reading direction and instruction based on my Reading First experiences.
...Yes, I would sustain it as well as with comprehension, and as well with all the components. So I put a little bit of that in my instruction or my methods.

(Teacher RFIT1P2, Interview, March 7, 2011)

Teacher RFIT3P1: For this study I do believe Reading First did help up because it enabled us with more information on how to teach our native Spanish speakers or economically disadvantage kids verses students in the north where they have the language, they have everything. It does help up but only to a certain extent.

Teacher RFIT3P1 included,

Teacher RFIT3P1: I saw growth because I remember when I was in 2nd grade, eight years ago, I remember we were at the bottom and that is when a lot of movement came to place. The reading coach had a lot to do with it... And little by little we got the recognized status year by year until I think it was two years ago we got the exemplary status. Oh most definitely. Yes, having the teachers be prepared and ready. Giving the right materials, going to the right sessions and us been given the right information on how to do something, because many times we go to this sessions and its basically the same information, but many time.....we are also like the student. We also want to have something like, not visual but learners. We also want to have something in our hands. Something we can take back and know how to use it right then and there and be able to implemented because many time.....some of us are very good at doing it without anything, but then other teachers specially the new ones they need that re-enforcement. Like okay this is how you do it, because many times we do not have the time to share the information on among grade level. We do it in our grade but not among the grade. So horizontally yes.

Interviewer: But vertically you have different planning periods.

Teacher RFIT3P1: Yes, so it's hard for us to meet. We do meet at times and we talk like okay what are you doing differently that I can do? They do that but it's hard, especially with tutorials and everything going on.

(Teacher RFIT3P1, Interview, March 7, 2011)

Teacher RFIT1P1: Yes, because you still want to be able to do your little groups and say you know I need to work on this. And I know we did talk to our reading coach and we told her. I said is it okay? She said yes by all means. So we test for fluency, test for comprehension, we do side words, we do even that part of

(Teacher RFIT1P1, Interview, March 7, 2011)

Teacher Responses from Non-participating Reading First Campuses

The perceptions of teachers in schools who utilized SBRR textbooks and a non-Texas Reading First Initiative curriculum were coded and separated by emerging themes. Several themes evolved from the interviews that were conducted. Professional development, the five components of Reading, textbook adoption representative training, administrative support, intervention teachers, and intervention services were emerging themes in Non-Participating Texas Reading First Campuses.

Professional Development

When the teachers were asked about their perception on professional development in regards to the five components of reading, many of them responded as the following two teachers:

Teacher NRFIT2P1: A few years ago we had one here in-house, and they integrated regular library books into reading instruction and the part of the curriculum.

(Teacher NRFIT2P1, Interview, March 4, 2011)

Teacher NRFIT2P2: I have received some type of professional development some of my development include providing reading centers for my students knowing how to meet the needs of bilingual students through doing different kinds of bilingual strategies. I've also gone to on writing how to help out my students to be very good writers, I've also gone to trainings where they have taught me how to do good provide good instruction through games for vocabulary development and that very important for me because my students will not get bored during my instruction. Technology is other component that I have also training in and that is also very important because of course the students want to interact they don't want to be sitting down they do want to interact so I have got some training when it comes to technology which I believed is also very important since we are in the technology era.

(Teacher NRFIT2P2, Interview, March 10, 2011)

Teacher NRFIT3P1 stated that she had received training through the district and recalled taking the Reading Academy. The teacher also stated that she and her grade level attended conventions. She did not recall the name of the conference, but the teacher stated that it was held in Austin.

Teacher NRFIT1P2 claimed that the best professional development was when teachers shared their ideas and when teachers learn from each other. That in the teacher's opinion was the best professional development. She stated that the teacher met usually after every benchmark.

(Teacher NRFIT1P2, Interview, March 10, 2011)

Administrative Support

Teachers were asked about administrative support and a few of the responses were as follows:

Teacher NRFIT3P2: Ok, ah the support from our administration is great we have all the support that we need from them there always asking us if we need extra materials, ah last year and the year before we would meet every Monday with our administrators and we would go over our reading strategies we would use ah pamphlets that we would read so we could get new strategy to help other students in anything that they are struggling in.

(Teacher NRFIT3P2, Interview, March 10, 2011)

Teacher NRFIT2P2: The support here at ----- is very good and thing that I can find in the internet that I know that administration here can give me or can provide for me I know I can count on them to get it for me. So there support is very good.

(Teacher NRFIT2P2, Interview, March 10, 2011)

Teachers' perception on administrative support was positive. Other responses were as follows:

Teacher NRFIT2P1 stated that she met with administration on a weekly basis.

(Teacher NRFIT2P1, Interview, March 4, 2011)

In addition Teacher NRFIT3P1 affirmed,

Teacher NRFIT3P1: Ah, in my school we have an excellent ah professional support team and administration always provides the teachers with all the materials we need so we have 100% administration support.

When asked how often administration met with them to review student data, the response was as much as needed especially at the beginning to get to know the group. This is the way it is done all the time especially in third grade and then follow up meetings occur every six weeks. The teacher stated that they meet as many times as they can and even after the first assessment is administered in order to discuss the results.

(Teacher NRFIT3P1, Interview, March 4, 2011)

Teacher NRFIT1P1 stated that her team usually meets with the principal at least once a week and then as a faculty every Thursday. He calls meetings during the conference period also.

The teacher felt that the principal was very supportive by always making sure that they had all the materials, books, and workbooks are available.

Teacher NRFIT1P1, Interview, March 10, 2011)

Five Components of Reading

The five components of Reading were still part of the textbook adoptions and were implemented in Non-Participating campuses. The teachers' perception was that in her classroom she implemented the components very well. She felt that the reading program was very good and that it covered the components of reading, which were phonemic awareness, phonics, vocabulary, fluency, and comprehension. She stated that when her team felt that the textbook did not provide enough of the materials that they would come together as a team and look for additional resources.

(Teacher NRFIT3P1, Interview, March 4, 2011)

Another teacher perception on professional development materials supporting instruction in the five components of reading was not recalling any workshops or in-services that were attended. However, the teacher felt that they had sufficient support material. The teacher felt that they had the textbook adoption workbooks along with TAKS practice books. The teacher felt that as far as third grade was concerned additional resources were used to work with vocabulary through other means, such as, leveled grade books, novels, character analysis, and deep studies, instead of the surface. The teacher claimed that they use other resources along with the basal. As per the professional development provided, the teacher claimed that she had received some training at one time but could not recall exactly when since it had been a few years.

(Teacher NRFIT1P1, Interview, March 10, 2011)

In addition to workshops and in-services, teachers relied on on-line research to acquire different resources for the different levels of learners in her classroom. She claimed that she

would have to look for additional resources to modify her instruction whether for fluency, phonics, phonemic awareness, vocabulary development and comprehension.

(Teacher NRFIT2P2, Interview March 10, 2011)

Textbook Adoption Representative Training

Reponses in regards to textbook adoption representative trainings for the previous adoption were:

Teacher NRF1T3P2 claimed that the textbook was okay. The textbook was fine when it was adopted but that ten years for a new textbook adoption is a long time. The teacher felt that the length of the textbook adoptions should be shortened, and then maybe the results on how the textbook impacted scores would be better. In the teacher's opinion, the textbook did not prepare the students sufficiently and the teacher had to look for additional supplementary materials. The teacher felt that more than half of the students came prepared for third grade. The teacher added as for the textbook adoption representatives that he had not seen them until last year when the textbook was up for adoption and he had been in the classroom for eight years.

(Teacher NRFIT3P2, Interview, March 10, 2011)

The textbook company for Teacher NRFIT3P1 provided no training for the adoption period. However, the teacher claimed that she had various opportunities to attend conferences and workshops where professional individuals would come and instruct the teachers for the new Reading adoption, which happened to be the same one as the previous years. The teacher claimed that this training took place at the end of the 2009-2010 school year, continued with the training in summer, and then again at the beginning of this school year.

(Teacher NRFIT3P1, Interview, March 4, 2011)

Teacher NRFIT2P2 stated:

In previous years I do have to say it was very minimal I had to look

like I said for a lot of support out of these out of the textbook adoption. It ah I don't feel that it did help me a lot when it came to the campus or third grade getting our exemplary status.as a matter of fact I've been teaching here for the past five years with the -----ISD and with the Texas adoption that we had at the time I didn't attend any training at all.

(Teacher NRFIT2P2, Interview, March 10, 2011)

Three-Tier Model and/or Intervention Services

The Non-Participating campus teacher perceptions on the extent to which professional development materials supported the application of the 3-tier reading model or intervention support for students were as follows:

Teacher NRFIT1P1 declared that the campus was using Voyager last year and that her perception of the program was that it was very successful. She stated that each teacher worked with their individual homeroom. Professional development was provided to the teachers on a yearly basis. She claimed that in her grade level they had additional resources to use and all the teachers in her grade level were very experienced and had taught for many years. She stated that the team helped each other by team teaching for intervention services provided to the students.

The teacher stated:

Teacher NRFIT1P1: It all works great and we done that for years so we all co-teach, team teach, help each other you know and I think that's key you know the materials are great, but if you don't have the corporation you know so and our principal and I mean if we said we need an hour to stand on our heads in the corner he would say do it whatever you need to do he is so awesome to you know and I'm not saying that he really is, but I don't know intervention has worked.

(Teacher NRFIT1P1, Interview, March 10, 2011)

At a different school district, the teacher responded,

Teacher NRFIT3P2: Ok, ah for students we have two elementary teachers that help our students- if they have Dyslexia and if they need a little more help with vocabulary.

(Teacher NRFIT3P2, Interview, March 10, 2011)

Another teacher perception on textbook 2:

Teacher NRFIT2P2: Last year's adoption did not have a lot of support for me, this year and I'm very happy to say that I do love the textbook adoption because it does have tier to intervention kits that I can use with my students. I don't have to go out of my way to be looking for those materials. This last year I did lack a lot of intervention source or resources because first of all I did not have a complete kit. We were a new school and we had to get half of the kits that were out there, so I did lack all of that I had actually for looked for different materials to help me out with the 3 tier reading model.

(Teacher RFIT2P2: Interview, March 10, 2011)

When asked how students were identified for intervention services, the teacher responded:

Teacher NRFIT3P2: Ok, ah at the beginning of the school year we give them a reading test and it determines what level of vocabulary, comprehension, and fluency they are at. It was ah, the TPRI, yea we look at the TPRI scores from the year before and then that determine a little bit on on how the students are doing and we usually wait like for about the first six-weeks to see how they're at and if they're going to come along and who we see that are still at a low level or struggling then we refer to the 504 or we try to give them exams to see if they have a problem with Dyslexia or anything else.

Teacher NRFIT3P2: The intervention services helps out a lot. Small group instruction really helps them out to comprehend and understand a little bit more what they're doing.

(Teacher NRFIT3P2, Interview, March 10, 2011)

Teacher NRFIT3P1 responded:

Teacher NRFIT3P1: Ok. That intervention that we do to accommodate our students needs in reading are basically you know working on a one to one providing tutorials for the students during before during and after school and also getting to know what are the needs of the student so we can serve the students better.

Teacher NRFIT3P1 claimed that the reading assessment that was used was TPRI and that the combination of the textbook plus teacher resource made a difference. Personally, the teacher did not feel that the students came prepared to third grade and that she and her team had to

implement other intervention services. She now feels that the students are catching up, but at the beginning they were not.

(Teacher NRFIT3P1, Interview, March 9, 2011)

Teacher NRFIT1P1 added that students were identified for intervention services by utilizing benchmark tests, fluency scores from second grade, and fluency testing at the beginning of the year. The teacher stated that she had never done TPRI. She stated that her team evaluates the students by starting them right away with small TAKS passages and it is then when they observe where the students are performing. She provides a lot of oral reading just to see how they are doing. The campus also used Voyager to formally assess the students in fluency.

(Teacher NRFIT1P1, Interview, March 10, 2011)

Teacher NRFIT1P2 claimed that the majority of her students came prepared to third grade, but there will always exist students that need extra help. The teacher stated that the formal assessment that was use at the beginning of the year for the students was Scott Foresman.

(Teacher NRFIT1P2, Interview, March 10, 2011)

Intervention Services Provided for Struggling Readers

When asked how intervention services were provided for Non-Participating Texas Reading First campuses the responses were:

Teacher NRFIT2P1: We have students made into smaller groups and we just follow the recommendations that they have for the tier 3 reading.

(Teacher NRFIT2P1, Interview, March 4, 2011)

Teacher NRFIT3P1 stated that her campus did have regular reading resource and that an additional class was provided for the ELL students. The services provided for the ELL students

were by an individual teacher that would pick them up and drop them off. Services for the ELL students were for an hour in addition to the regular reading block.

(Teacher NRFIT3P1, Interview, March 9, 2011)

Summary

The fourth chapter of this study presented the research findings discovered during the analyzing of data. The descriptive data found in the study illustrated the differences between Texas Reading First Campuses and Non-participating Texas Reading First Campuses, the textbook adoptions selected to be implemented per school, the TAKS third grade Reading results with student mastery, total projection measurement mastery, males and females passing percentages, and items mastered along with the percentage mastered per objective on the reading test. Teacher interviews were used to enrich and triangulate the quantitative data. This study being descriptive by nature, does not attempt to make cause and effect statements. The collection of data is illustrated in the tables and graphs displayed in this chapter. Additional information and results will be further summarized in the fifth chapter.

CHAPTER V

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

In this current study Texas Reading First participating and non-participating campuses differences were measured by using exploratory analysis, descriptive statistics, and inferential statistics. The MANOVA, Univariate ANOVA, descriptive statistics, stem and leaf plots, box and whiskers plots, and histograms were used for this study. Both a multivariate and a univariate analyses were used. The third grade reading TAKS results were utilized to measure two independent variables. The two independent or comparison variables were programs (Texas Reading First participating campuses and Non- Reading First participating campuses), and textbook adoptions (Scott Foresman, McGraw, and Harcourt). The dependent variables used to measure TAKS reading objective mastery were basic understanding, applying knowledge of literary elements, using strategies to analyze, and applying critical thinking skills. The data collected revealed that there were reading performance differences between the programs, but no reading performance differences among the textbooks, and the interaction effect between programs and textbook.

Although, the research questions for this study did not include a comparison based on gender, measured to the extent the student met the reading standards, and other comparisons, the researcher presents descriptive statistics with regard to the reading objectives of male and female results, along with proportions of students that met standards, students that met Total Projection Measurement standards (TPM), and students that were commended and commended with TPM. Furthermore, third grade teacher interviews were conducted to enrich this study by acquiring and

thematically coding the teachers' perspectives in teaching reading whether they participated or not in the Texas Reading First Initiative.

Discussion of Quantitative Findings on Reading Performance Differences Between Programs

Results from the data analysis of Texas Reading First campuses and Non-Participating campuses showed that a significant difference was identified in Third Grade TAKS Reading results between the two programs. Non-participating campuses were shown to have been more successful than Texas Reading First campuses. In determining why these results occurred, the researcher took into account that Texas Reading First funds were made available to campuses with a higher concentration of poor readers identified as economically disadvantaged. It is necessary to recognize that funding was allocated to campuses with low socioeconomic student populations (Katz, 2008). Even though, most students who come from low socioeconomic background families may have the same physiological capabilities to learn, other influences, such as, socio-cultural implications may play a role in their school performance and ability to learn. Low socioeconomic background and academic achievement has been studied extensively, and many studies present factors and barriers that may interfere with learning. Low socio-economic students face challenges, such as, dropping out of school, developmental delays, and/or become teenage parents (Emeagwali, 2008). It is acknowledged in the research literature that problems educators are faced with are complex in terms of identifying causes and recognizing interrelated components of phenomena (Downey, 2009).

The Texas Legislature has throughout the years, faced many challenges in finding a school finance system that is appropriate and equitable for all students in the state. However, historically, the Texas school finance system has frustrated low economic school districts that

would like to see educational equality level off and close the gaps between students of all races and genders throughout the State of Texas. In the landmark case of *San Antonio Independent School District v. Rodriguez* (1973), the United States Supreme Court reversed the decision of the lower court, which held that the Texas school finance system was unconstitutional under the Equal Protection Clause of the Fourteenth Amendment. The Equal Protection Clause states: “No State shall. . . deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” The Supreme Court held that where wealth was involved, the Equal Protection Clause did not require absolute equality or precisely equal advantages. The court rejected the lower court’s finding that education was a fundamental right or liberty. The strict scrutiny test was inappropriate and applied a standard of review that required that the State’s system bare some rational relationship to legitimate State purposes. The Supreme Court decided that the Texas plan satisfied the standard (*San Antonio Independent School District v. Rodriguez*, 1973). The Supreme Court also stated that reforms in regards to state taxation and education were matters reserved for the legislative process in each state. The ultimate solutions to these two matters must come from the lawmakers and from the democratic pressures of those who elect them and not from the U.S. Supreme Court (*San Antonio Independent School District*, 1973).

This landmark case was the beginning of many disputes and court challenges in the State of Texas to provide an equitable and equal education to students throughout the state. The State of Texas financed public schools by a joint effort of state and local participation. At this time, almost half of the revenues were from a state-funded program designed to provide a basic minimum educational offering to every campus. Each district was responsible to supplement the state aid through an ad valorem tax on the property within its jurisdiction. The concern arose

when members of poor families who resided in the low economic school districts having a low property tax rate disputed the fact that the Texas system's reliance on local property taxation favored the more affluent districts, and therefore violated the equal protection requirements because of the disparities between the differences in the property value among the different school districts in Texas (*San Antonio Independent School District v. Rodriguez*, 1973). In addition to the decision, the Court stated that the extent of the Texas system of school financing which resulted in the unequal expenditures between children is not a disparity of a system that is invidiously discriminatory. The Court claimed that the Texas public school finance plan was not a product of purposeful discrimination against any group or class (*San Antonio Independent School District v. Rodriguez*, 1973).

The years went by and millions of students attended public schools in Texas with the affluent benefiting from the *San Antonio Independent School District v. Rodriguez* decision and the low socio economic students dealing with the lack of funds and available resources to be able to compete in the Texas education system. In 1984, the Texas Legislature passed House Bill 72. This bill was a far reaching education reform that produced many changes in the public education system. To begin with the student teacher cap in the classrooms was established. It also fashioned the career ladder for teachers, established the "no pass-no play" rule, and created a 15 member appointed State Board of Education replacing a 27- member elected board (Texas Public School Handbook, 2004).

This same year a group of property-poor school districts file a lawsuit stating that the current school finance system was unconstitutional and that it discriminated against students in low wealth school districts. This lawsuit, then called, *Edgewood v. Bynum*, resulted in the Texas

Supreme Court and declared that the current school financing system was unconstitutional (*Texas Public School Handbook*, 2004).

It was at this time that the school finance system was held unconstitutional and the State District Judge Clark ordered that the Texas Legislature restructure the system. The district court had concluded that the present school system was “inefficient” in violation of Texas Constitution Article VII, Section 1. Article VII, Section 1 of the Texas Constitution states,

A general diffusion of knowledge being essential to the preservation of the liberties and rights of the people, it shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an efficient system of public free school. (Texas Constitution, Article VII, Section 1).

However, the appellant state officials challenged the judgment and in *Kirby v. Edgewood*, 761 S.W. 2d 859, the Court of Appeals of Texas reversed the holding that the school financing system was not unconstitutional. This court held that the education was “not a fundamental right and that wealth was not a suspect class”. The court also found that after applying the rational relation test, the system did not violate equal protection. The court held that the system was authorized under the constitution and that “efficiency was a political question and not a proper subject for judicial review” (*Kirby v. Edgewood*, 1989).

In 1989, the Texas Supreme Court unanimously struck down the school finance system. In *Edgewood Independent School District v. Kirby*, 777, S.W. 2d 391, the Texas Supreme Court affirmed that the trial court’s finding that Texas’s property tax-based system for financing public education violated the state constitution. The Court concluded that the system did not address the disparities in the ability of the different school districts to raise the revenues

and because of this determination the system did not insure that all students would receive an “efficient”, meaning “productive” or “effective” education (*Edgewood v. Kirby, 1989*).

In 1990, the Texas Legislature revised the public school funding system in an attempt to address a court mandate to equalize funding, however a district court found that the system was still inequitable and unconstitutional. On January 1991, The Texas Supreme court ruled that the Senate Bill 1 funding system was unconstitutional, and in May of that same year, the Texas Legislature adopted Senate Bill 351, which created a County Education District-based funding system.

In *Edgewood v. Kirby*, 804 S.W. 2d 491, the court held that the local tax revenue was not subject to state wide recapture. The court then noted that the school funding system at issue was unconstitutional because the state relied on unequalized funding in an attempt to discharge its duty to support and educational system. The court denied the motion for a rehearing by the plaintiffs, school district, and others, in the dispute over the constitutionality of a school funding system because the funding system issue was already unconstitutional (*Edgewood, v. Kirby, 1991*).

In *Edgewood V. Kirby*, 804 S.W. 2d. 491, the defendant state officials cross-appealed on the basis that the district court erred in finding that the school finance system continued to violate the Texas Constitution, Article VII, Section 1. The court had held that the district court correctly concluded the matter and that corrective legislation enacted in response to the court’s injunction still continued to violate the Texas Constitution. The legislature had practically untouched the funding system and failed to provide a direct and close correlation between a district’s tax effort and the educational resources available to it. The court held that the district court had abused its discretion in refusing to enforce the mandate on equitable grounds and avoid disruption to public

education. The court concluded that only they could decide that “for policy reasons its mandate should have been modified or vacated.” The district court was ordered to vacate the portion of its judgment in regards to the injunction that was affirmed by court and not to extend the modified deadline or to modify the injunction. The Texas Supreme Court held that the corrective legislation continued an unconstitutional funding system for the public education system and that the district court had abused its discretion in refusing to enforce the mandate of the court (*Edgewood v. Kirby*, 1991).

In 1992, the Texas Supreme Court rejected the school finance plan adopted in Senate Bill 351, and ruled that it created an unconstitutional statewide tax and levies an ad valorem tax without an election. The following year, the Texas Legislature adopted Senate Bill 7. Senate Bill 7 revisited the state funding system. It provided wealthy districts five options to reduce wealth.

In May 1995, the Texas Supreme Court upheld the constitutionality of the school funding system that was created by Senate Bill 7. This bill included a share-the-wealth provision. In addition to this, limited funding is provided to help equalize facilities funding (*Texas Public School Handbook*, 2004).

Two years later, the state increased public school funding by \$3.89 billion. This was the largest funding increase in the state’s history. This funding provided for a \$3,000 salary raise for professionals in education. The basic per-pupil allotments were increased from \$2,396 per pupil to \$2,537. Lawmakers also provided \$500 million in equalized state funds to help school districts pay off bonds issued for the construction of school facilities and earmarked \$300 million for dropout intervention/prevention programs. The Texas Legislature also enacted House Bill 4, which established the Student Success Initiative (SSI). It required students to pass the state exams at certain levels in order to be promoted (*Texas Public School Handbook*, 2004).

With all of these changes to benefit poorer school districts, Chapter 41 school districts were starting to challenge the system. In *Miami Independent School District v. Moses*, 989 S.W. 2d 871, a wealthy school district sought review of a decision that held that the Texas Education Code Ann. Section 39.112 did not remove exemplary school districts from Tex. Educ. Code Ann. Ch 41 wealth equalization provisions. The court held that the “requirements and prohibitions” that the appellant was exempt referred to education and not financial impositions. Section 39.112 waived the educational oversight for districts with the highest educational achievement standards, but did not waive their required participation in the school finance system (*Miami v. Moses*, 1999).

In order to balance out the playing field both educationally and financially, school districts still felt that disadvantage and the unfairness in the area of taxation. In *West Orange-Cove v. Alanis*, 107 S.W. 3d 558, the court reversed the order of the appellate court and remanded the matter to the trial court for further proceedings. The court reviewed the past precedents in the area of taxation by school districts in order to meet the constitutional requirement of Article VII. The districts claimed that they had been forced to tax at maximum rates set by statute in order to educate their students, which had become a state ad valorem tax in violation of Texas Constitution Article VIII, Section 1. The court found that that whether less than half of the school districts were taxing at the maximum rates was not the issue. The issue was that if one of the school districts demonstrated that it lost meaningful discretion over the amount taxed by the state due to the state’s control then it was an unconstitutional ad valorem tax. It claimed that the Legislature had the authority to implement an adequate and efficient school system, and that it was up to the court to review it for constitutional infirmities. The court found that the pleadings were sufficient. It was also noted by the court that some of the districts alleging that they were at

the maximum tax levels also provided a homestead exemption. This did not change the justifiability of the claim. The court held that the state failed to establish the districts' inability to plead a constitutional violation as a matter of law (*West Orange-Cove v. Alanis*, 2003).

The issue with the ad valorem tax continued in the Texas courts. In *Neely v. West-Cove Consolidated Independent School District*, 176 S.W.3d 746, the school districts contended that the funding for school operations violated the Texas Constitution, Article VII, Section 1 because the children that resided in property-poor school districts did not have equal access to educational revenue. The court affirmed in part that the local ad valorem taxes had become state property in violation of the Texas Constitution, Article VIII Section 1-e. That court also held that these constitutional claims did not deprive school districts of the guarantee of public free schools and the general diffusion of knowledge. The court, however, did state that the Legislature did not act arbitrarily in structuring the public education system so that the different school districts were not able to provide all students with the opportunity to accomplish a general diffusion of knowledge. The court stated that the school finance system did violate both the Texas Constitution Article VIII, Section 1-e and the Texas Education Code Ann. Sec. 42.301 because it provided for local supplementation and the State increased the accreditation standards in an environment of increasing costs to tax at maximum rates. In other words, the State was controlling the local tax rates (*Neely v. West Orange-Cove*, 2005).

In *Hendee v. Dewhurst*, 2007 Tex. App. LEXIS 3078, the plaintiffs alleged that the bill caused the rate of growth of appropriations to exceed the aggregate biennial cap under Texas Constitutional, Article VIII Section 22 (a). They claimed that this method was inconsistent, that the delegation of authority to the Legislative Budget Board (LBB) violated separation-of-powers limitations, and that additional appropriations exceeded even the LBB's calculations on the cap.

It was determined in the court of appeals that Article VIII was self-executing to the extent of prohibiting legislative action that is inconsistent with its standards and that the plaintiffs' claims that the standards had been violated did not present a non-justifiable political question. The plaintiffs could not allege a violation of the separation of powers. However, the taxpayer standing existed to challenge future expenditures under the appropriation. The plaintiffs failed to allege associational standing on the part of the organization. It was decided by the court that the district court's judgment was affirmed as to the plaintiffs' separation of powers claims. However, the judgment was reversed as to the other claims. The plaintiffs were entitled to amend regarding the organization's standing (*Hendee v. Dewhurst, 2007*).

In regards to public school financing, court costs and attorneys' fees had accumulated throughout the years. This issue came up with *Neely v. West Orange-Cove, 228 S.W.3d 864*. In this particular case, the court found that the award of fees was equitable and just because all of the school districts made a significant contribution for what was and still is a highly complex action requiring large amounts of statistical and demographic data. The award of fees under Tex. Civ. Prac. & Rem. Code Ann. Section 37.009 of the UDJA was not dependent on finding that a party substantially prevailed (*Neely v. West Orange-Cove, 2007*).

The Texas Legislature passed House Bill 1. House Bill 1 focused on the General Appropriations Act. It increased monies under the Foundation School Program. The basic allotment went from \$3,135 in 2008 to \$3,218 in 2009. It appropriated additional money for technology and per pupil enrollment, and educator pay raise, and an instructional facilities allotment. In 2007-2008 \$0 was allocated for these programs, however, in 2008-2009 the appropriations were \$87.5 million.

The legal pursuit in providing equity and equality to students attending the public school system in Texas has been a challenge that legislators have had to face. Legal cases regarding public school finance, legislative sessions, and judicial decisions have impacted the thirty-eight year process of providing education to all students in Texas. Efforts to equalize the playing field have had a positive impact on students throughout the years, there is still more work to be done, however, efforts have improved education for all students, such was the case with No Child Left Behind and the Reading First Initiative.

Reading First awarded Texas \$532.5 million over a six year period since 2003 in order to ensure that every child would be reading on or at grade level by the end of third grade. The funds were used to provide the Texas Reading First teachers professional development, technology, Reading Coaches, Intervention Teachers, scientifically based reading research textbook materials, and the Three-Tier Reading Model to help raise the TAKS Reading scores. These monies were dispersed on a yearly basis with rigorous mandated standards that needed to be implemented to continue to receive monetary allocations.

Superintendents or school board members whose campuses qualified and participated in a Texas Reading First initiative should reflect on the growth, stagnations or declines as measured on the Third Grade TAKS Reading Scores since 2003. Using this disaggregated data within each participating school district would allow a determination on whether to sustain Texas Reading First. This decision to sustain the initiative should be determined by student progress or lack of progress, and move forward to determine what best fits each appropriate population throughout the different regions within the State of Texas.

As an educator, one must always consider the student backgrounds, economic diversities, ethnicities, levels of learning, and intervention services provided. Each student population and each campus is different requiring different accommodations and modifications in teaching.

No Reading Performance Differences Among Textbook Adoption Groups

Results from the data analysis established that the textbook adoption differences and Third Grade Reading TAKS results were insufficient to reject the null hypothesis. The findings indicated that using any of the three textbooks produced similar reading performance results.

The researcher identified approximately six scientifically based reading research textbooks that were implemented on campuses throughout Texas. As a result of this, the top three most popular textbook adoptions, both in participating and non-participating campuses, were identified. Reading First determined that these three top textbook companies met the rigorous, systematic and objective procedures as determined by the United States Department of Education in 2002. The scientifically based reading procedures implemented for this determination were considered valid knowledge relevant to the stages in reading development, providing reading instruction, and intervention for students experiencing difficulties in reading. The textbook adoptions used both state and nation wide, involved different methods to determine the validity and reliability of success rate of the five components of reading. The research used to determine if the textbook adoption met the criteria employed both systematic and empirical methods. These methods were both determined by observation and experiment, used rigorous data analyses to justify general conclusion, and relied on both the measurements and observation methods to validate the data across the different evaluators and observers across multiple measurements. In addition to all of the rigorous testing, the reports had to have been accepted by peer-reviewed journals or approved

by an independent panel of experts which used comparability rigorous, objective and scientific review (U. S. Department of Education, 2002).

No Reading Performance Differences Among Textbook Adoption Groups by Programs

An examination of the multivariate and univariate results in this study made the researcher draw the conclusion based on the data that when combining both the participation and the non-participation in the program and textbook adoptions, the results were not significant enough to reject the null hypotheses. The combination of participation and non-participation in Texas Reading First by the textbook adoption implemented during the timeline was not significant when comparing the Third Grade TAKS Reading results with the textbook adoption and the four reading objectives tested for this examination.

Educators use their foundational knowledge and skills to use formative assessment when turning the assessment results into practice. According to Heritage (2010), teachers interpret data from students, match the instruction to knowledge gaps or areas of weaknesses, provide feedback to students, teach metacognitive skills, and then use teaching peer assessment to monitor student progress throughout the school year.

Teachers have a daunting and challenging task when teaching students to read because this task demands the usage of complex fundamentals. Educators must have a clear and concise understanding in implementing phonologic, alphabetic, semantic, and syntactic systems correctly. These demands require special attention and knowledge in applying additional forms of instruction in the classrooms. In order to implement these strategies effectively, teachers must have both the adequate professional development and experience to enable them to transfer the knowledge and skills to other contents (Simmons, 2003).

Instituting a strong reading culture, including all stakeholders, is essential to establish a common ground for teaching and learning (U. S. Department of Education, 2007). Formative assessment needs to take place in the classrooms and educators need to determine the learning goals and define the criteria for successful student learning outcomes (Heritage, 2010). In addition, she stated that feedback that is generated from formative assessments must be used to make the necessary changes and adjustments in student learning and close the gap from their current status to the learning goal.

Discussion of Qualitative Findings

The results from the 12 teacher interviews yielded seven emerging themes from the Texas Reading First Campus teachers, compared to five emerging themes from the non-participating teachers. Both groups of teachers seemed pleased with the professional development endeavors that were available. Professional development is imperative when it comes to teacher knowledge. Teacher knowledge and teacher skills are the foundation to effective formative assessment and this interplay between knowledge and skills are instrumental to the educational practice (Heritage, 2010). Similarly, positive comments were provided by the teachers in both groups related to the resources provided to teach the five components of reading. The five components of reading were defined under Section 1208 of the Reading First Act and were confirmed to be scientifically based reading research that was necessary for a well-rounded education (Healy, 2007). The voice of one non-Reading First participating teacher indicated that much collaboration among the teachers took place if resources were insufficient. Moreover, both teacher groups indicated that there was strong support from the administrators, and the intervention services provided to struggling readers were adequate. The Three Tier Reading Model was used in Texas Reading First campuses in order to differentiate instruction and to

provide intervention to struggling students in reading concepts (Hezel Associates, 2007). One distinct difference in the teachers' perceptions was the training and opportunities to training that the textbook companies provided, where the Reading First participating teachers were more positive than the non-participation teachers. The two additional themes that emerged from the Reading First participating teachers were related to reading coach assistance, and sustaining Reading First on campus. A more in depth discussion of the results are presented in the two subsections that follow.

Perceptions of the Texas Reading First Participating Teachers

Emerging themes were found in the data collected for research question four. The emerging themes were 1) professional development, 2) the five components of reading, 3) administrative support, 4) reading coach assistance, 5) textbook company professional development and training opportunities, 6) intervention services provided to struggling readers, and 7) sustaining Reading First.

Interviews conducted revealed that teachers' perceptions on professional development and training were essential to implementing Texas Reading First on campus. They felt that they had opportunities to attend conferences and workshops provided by the Reading First funded Reading Coach. The teachers felt well informed on how to implement the initiative in the classrooms because of the training and support system from the administration and reading coach on campus. Various trainings gave them the opportunity to feel empowered in implementing new techniques and strategies in the classroom. The professional development provided to the teachers by attending conferences, workshops, and in-services helped them by acquiring skills and ideas on how to reach students that were having difficulties in learning to read. Teachers were trained on how to best implement the five components of reading and how to use different strategies for

different learners in various instructional levels within the classroom. In addition to acquiring these skills, data analysis and interpretation became a process of formative assessment.

The five components of reading and the training teachers acquired helped them implement new activities for centers within the reading block. One of the teachers felt that she had a lot of material that she received through the reading coach. The training provided by the reading coach helped in becoming more knowledgeable especially in teaching phonics in the classroom. A variety of activities were provided to download and use for the different centers in order for the students to have hand-on activities to understand the different objectives through various methods of instruction.

Administrative support in Texas Reading First schools was evident by the teacher responses. Support was provided on a regular basis by conducting meetings, and coordinating student intervention services. Additionally, administrators provided the teachers with the essential textbooks, materials, and supplies to use for reading instruction.

Reading Coaches were essential to providing training, modeling, and observations in implementing the initiative, acquiring data analysis, and feedback to student progress to teachers. Reading Coaches provided the teachers with hands-on activities, make-and-take workshops, and modeled the correct way of implementing centers in the classrooms. The Reading Coaches monitored student progress with TPRI and used this information to monitor and focus on Tier II and Tier III throughout the school year. Reading Coaches helped in providing administration with details on all students reading progress from Kinder to Third Grade. Horizontal and vertical planning took place during the implementation of the initiative. Students were carefully tracked and monitored to ensure that progress was taking place. Everyone was held accountable for student learning and intervention was provided when learning was lagging behind.

The textbook adoption implemented in the different campuses was another emerging theme. The teachers felt that the textbook companies did not provide additional assistance or training once the adoption was voted upon. However, they did state that textbook 2 provided the necessary materials for successful instruction. Teachers felt they had plenty of enrichment activities, and practice workbooks with re-teaching activities and phonics. Textbook 2 also had the language support material. Another teacher stated that textbook 1 had all of the five components in the textbook adoption and that she liked Reading First because it was very structured and the students already knew what to expect. Another teacher stated that the training that her and her colleagues received on the textbook 2 was through the school district and the Reading Coaches, not the textbook representatives.

Intervention services provided to struggling readers was another emerging theme that evolved from the interviews. Teachers in Texas Reading First monitored student progress and met periodically with the Reading Coach and administration. Texas Reading First utilized the Three-Tier Reading Model for students that needed intervention services. Intervention teachers would utilize the TPRI results to determine student needs and provide intervention services in the targeted areas. Struggling readers were constantly monitored and additional support was provided if students were still not showing progress. Considering that the campuses were selected on low TAKS performance results when the initiative was implemented, intervention teachers played a key role in providing additional support to struggling readers and providing fundamental skills to students that were falling behind compared to their peers.

Sustaining Texas Reading First was an additional emerging theme. One teacher stated that she was still trying to sustain Reading First in her own way. She stated that she bases her

reading instruction on her Reading First experience by continuing to use the five components of Reading and by having 90 minutes language arts- but now she is including grammar also.

The emerging themes evolved from the interviews conducted with Texas Reading First teachers. Overall, positive comments about the five year implementation were transcribed.

Perceptions of the Texas Reading First Non-participating Teachers

Question five was answered by conducting interviews with Non-Participating Texas Reading First Campuses. The emerging themes from the interviews were 1) professional development, 2) administrative support, 3) the five components of Reading, 4) textbook adoption representative training, and 5) Intervention Services.

Professional development was an emerging theme from the interviews. One of the teachers stated that professional development opportunities in the five components of reading was conducted in-house and that they integrated regular library books into reading instruction and part of the curriculum. Other teachers stated that they went through the Texas Reading Academy, Region One workshops, and Reading conferences.

Administrative support was essential and a teacher felt that administration provided materials and regular meetings to ensure that progress was taking place. Furthermore, administrators would go over reading strategies and use pamphlets to cover new strategies to help struggling students.

The five components of reading were covered by the textbook adoptions and one perception of a Non-Participating Texas Reading First teacher was that the five components were implemented well in the classroom. The teacher went on to state that when the team felt that they did not have enough of materials to use for instruction, the team would gather and look for extra

resources. One teacher felt that they had plenty of support material and worked as a team to coordinate novels, character analysis and deep studies instead of the just the surface.

Textbook adoption representatives did not conduct trainings or staff development opportunities during the previous adoption. Teachers did not recall representatives coming in conducting workshops.

Intervention services in Non-Participating Texas Reading First schools were available to struggling readers. Teachers would team-teach to provide the struggling readers with additional services. Other campuses did have additional staff to help with intervention services for struggling readers. Teachers used pre-benchmarks, TPRI scores, observations, benchmark tests, and fluency scores to identify struggling readers in third grade.

Implications for Practitioners

The following recommendations are used based on the information that was gathered from both the quantitative portion and qualitative portion of this study. This study was intended to be predominantly descriptive and exploratory in nature; it was not designed to make any cause and effects judgments. The quantitative findings of the study indicate that the reading performance of students in the programs were different, the textbook adoptions showed no difference, and the programs by textbook adoption showed no difference. Before educational leaders make any decisions based on these finding more studies must be conducted. An administrator or educational leader who has an opportunity to select a reading program for their teachers and student should, if possible, pilot test such program on the student population that they serve, using an appropriate research design, before investing in new resources, training, and the like. The goal of educational leaders is to provide the best possible learning environment for their students, and to base their decisions solely on the results from this study may not benefit students.

The descriptive data used to conduct this study found some emerging patterns from the qualitative portion of the study. The emerging themes evolving from the interviews that were conducted were: professional development, textbook adoption trainings, administrative support, intervention teachers/reading coaches, three-tier model/intervention services, and the five components of reading.

Educational leaders at the campus, district, and state level will need to take into consideration the impact the themes that emerged from this study and the impact that they had on teachers and students. At the campus level, administrators need to re-evaluate the implementation of the three-tier model and the ninety minute uninterrupted reading instruction period. Centers used in the classrooms on the five components of reading will need to be closely monitored since Reading First focused mainly on the five components of reading and not the four TEKS objectives used for the Texas high-stakes testing TAKS. The impact on scores, such as, growth/stagnations/declines will need to be assessed at each individual campus and school district. Legislative budget cuts in Texas will cause limiting or eliminating the Reading Coach positions along with the intervention teacher positions.

Recommendations for Future Research

Recommendations for future research are based on the findings of this current study. The findings, analysis, and conclusions found were used to determine recommendations for future research. This study should be replicated with the new and upcoming STAAR assessment. Hence the transition from TAKS to STAAR should be closely monitored by evaluating the TEKS standards and the identification of the new college readiness skills along with the standard readiness skills used for Reading.

Furthermore, additional data disaggregation by using all different subgroups including special education students, bilingual students, at-risk students, and economically disadvantaged students and reading performance of such groups may be investigated. Additionally, student reading results using Spanish assessments and Linguistically Accommodated Tests (LAT) may be disaggregated. TAKS data was used to determine the reading TAKS differences between Texas Reading First campuses and non-participating campuses; another recommendation is that math reading skills be evaluated during a future study. A mixed methods approach gives the researcher opportunities to meet with and interview teachers from different campuses, different textbooks, implementing different programs, and acquire their perspectives on the reading program used and how students adapt to the changes and learn how to read. This present study could be further expanded by interviewing superintendents, assistant superintendents, district administrators, and campus administrators on how they maintain communication with their teachers and provide professional development opportunities for educational growth at all levels.

The researcher discovered that a longitudinal study comparing both Texas Reading First Participating and Non-participating campuses and the Third Grade TAKS Reading results, with the textbook adoption implemented, and differences in the curricula along with comparisons of the growths, stagnations or declines within the Reading First timeline would be beneficial to see how much a difference Texas Reading First had, if any?

Significance of the Study

The implementation of Texas Reading First was an investment to improve scores of campuses that were not achieving the desired results due to high economically disadvantaged minority and white students and provide the teachers serving those campuses with professional development, SBRR textbook adoptions, intervention services, Reading coaches to direct and

guide teachers for optimal instructional performance. The goal of Texas Reading First was to have these students catch up to white middle class student test results. The results of this study determined that Texas Reading First campuses were outperformed by Non-Participating campuses. However, it is important to note that the reason Texas Reading First campuses were selected was because of the low TAKS scores and the high socio-economic status of students. The major objective of Reading First was to provide the campuses with the professional development, scientifically based reading research textbooks, support from Reading Coaches, and monetary funds in order to have these selected campuses implement the initiative correctly and raise the reading scores to that of/or surpass the scores of white middle class students.

The English as a Second Language (ESL) transition for students in bilingual students and reading skills must be evaluated and serious consideration on which program to utilize and sustain during this transition must be subjected to scrutiny and detailed category implementation due to the decision to sustain Texas Reading First schools with the mandated criteria or determine to follow the curriculum as suggested in the textbook adopted for the campus and school district.

The textbook adoption and the newly revised STAAR reporting categories, category (objective) breakdown with the new college readiness and standard readiness categories in TEKS objectives must be re-evaluated, pre-determined, and realigned to meet the standards and prepare the students for the new, upcoming, and more rigorous state assessment before the 2011-2012 school year begins. A special emphasis must be placed on determining how the new textbook adoption will meet the needs of bilingual students in a highly mobile bilingual state population. Additionally, an emphasis must be placed on providing appropriate tools for language transitions from a foreign language to Spanish, so that second language learners can experience success in learning throughout the State of Texas.

Male and female results in Third Grade Reading TAKS showed that females had a higher percentage of success than male students in both participating and non-participating campuses. The significance of these results should be used to determine different techniques in reading instruction for students.

The value and importance of the textbook adoption was not as significant as the implementation of participating or non-participating in the initiative. The difference and impact to Third Grade TAKS results between the two independent variables was not significant to null the hypothesis. The textbook adoption battles that incurred due to the scientifically based reading research as determined by the National Reading Panel and the set standards that guided the screening of the five components of literature were used by both Texas Reading First campuses and Non-participating campuses. The controversy between teaching the fundamentals of reading began during the George W. Bush administration. Throughout his term and the enactment of No Child Left Behind Act, educators saw changes in the policy process and activities in educational reform throughout the United States.

Texas Reading First was an initiative to help lower socio-economic, low performing schools raise the Third Grade TAKS scores and help struggling readers learn by using the five components of reading. The NCLB Act required that all students were accountable and the data that was produced by the high stakes testing was disaggregated by gender, ethnicity/race, language proficiency levels, socio-economic status, and special education disabilities. The determination of the impact of how Texas Reading First met the needs of different students throughout the state of Texas needs to be kept in consideration before conclusions or statements can be drawn. The implementation of this initiative was essential in providing the school districts

and participating campuses with the additional resources and training that was needed to help raise the scores and have more students succeed and learn how to read.

Third grade students took the Texas Assessments of Knowledge and Skills in the Spring of 2010. A total of 320,531 students took the test with 92% of the students meeting the standard. Forty-three percent of the students earned commended performance. A total of 161,715 male students took the assessment and 91% of them met the standards with a total of 44% earning commended. A total of 158,711 female students took the third grade reading TAKS test of which 93% met the standard and of these female students 48% were commended. When reviewing TAKS results from 2003, the researcher discovered that the state average was an 86% and a 91% in 2004 (Texas Education Agency- Division of Performance Reporting Academic Excellence Indicator System 2003-2004 State Performance Report, 2004, <http://ritter.tea.state.tx.us/perfreport/aeis/2004/state.html>). Steady progress in TAKS Reading results along with changing standards have still revealed patterns of growth in Third Grade TAKS results for students in Texas.

Educational leaders at both the campus and district level must consider and evaluate the effectiveness of the 90 minute implementation of uninterrupted Reading instruction. In Reading First Campuses teachers had to focus on the five components of Reading and not TAKS passages and strategies during the 90 minutes. Additional time or tutorial sessions had to be implemented to expose the students to the strategies. The centers which focused on the five components of Reading did not include TAKS strategies. The Three-Tier Reading Model focused on reading intervention for struggling readers and was not TAKS formatted. Kinder through Second grade students in Reading First campuses measured growth/stagnations/declines with SAT 10 and TPRI, while 3rd Grade students were measured with TAKS.

District level educational leaders must take into consideration that Reading First was a nationwide initiative implemented in various states with different high stakes tests. Educational leaders must now assess the importance Reading Coaches and Intervention teachers and their impact on student success due to budget constraints. School board members and superintendents must measure growth, declines, or stagnations during the five year implementation and evaluate results at the campus/district level.

All textbook adoptions were Scientifically Based Reading Research adoptions. The adoptions followed the strict guidelines established by the National Reading Panel. It is important to note that all textbook adoptions in Texas Schools were already being implemented in the classrooms before TEA published the college readiness standards and supporting standards that will be tested with the STAAR.

Principals at the campus level must ensure that teachers are well aware and versed on the new STAAR standards and that grade level meetings and support is provided to ensure that modifications are being made in instruction to ensure student success. Communication between teachers and the administration on campus must occur to ensure that the vision and mission of these changes is well planned and articulated within the learning community. The college readiness standards, which will now comprise of 60%-70% of the test and the supporting standards will now comprise between 30%-40% of the test. TAKS objectives were tested opposite of the new standards comprising of supporting standards being used as the majority of the test items.

Superintendents need to establish new district curriculums and timelines for the new state assessment and coordinate and establish leadership roles for the new demands of high stakes assessment. Curriculum Directors and Assistant Superintendents of Curriculum need to start

forming committees of teachers to start identifying each skill as a college readiness standard or a supporting standard in the newly adopted textbooks. It is important to note that the textbooks were implemented in the classrooms by the time TEA identified the college readiness standards and supporting standards.

The combination of textbooks and participation/non-participating in Reading First did not show a significant difference in performance. However educational leaders must adapt and modify to the changes of the new assessment.

The qualitative portion of the study revealed that teachers had different perceptions on:

- Professional Development: Reading First campuses did have multiple opportunities as compared to non-participating campuses.
- None of the teachers interviewed recalled any textbook representatives training them and providing professional development services during the implementation of the last adoption.
- Administrative support: All teachers felt that their administrators were very supportive.
- Intervention Services were provided by all teachers in both participating and non-participating campuses.
- Five Components of Reading: Teachers knew what they were and described activities on how some components were implemented in the classrooms.

However, they felt that ten years was too long between reading adoptions and the challenges the state has imposed with high stakes testing and the new STAAR assessment. This concern must be addressed and updates to the textbook adoptions along with additional supplemental materials focusing on the newly revised TEKS must be provided by the companies

to meet the demands of the new state assessment and providing the children with the essential tools to succeed.

Summary

The three textbook adoptions used during the Texas Reading First Initiative produced the same results. The campuses that did not participate in Reading First outperformed Texas Reading First campuses on the third grade TAKS reading test. However, combining the program with the textbook adoptions produced the same results. Teachers' perceptions were positive in both participating and non-participating campuses. However, teachers wished that textbook reading adoptions were updated more frequently to meet the needs of students and the evolving high stakes testing standards.

REFERENCES

- Allington, R. L. (2002). You can't learn from books you can't read. *Educational Leadership*, 60(3), 16. Retrieved from EBSCO host.
- Al Otaiba, S., Kosanovich-Grk, M. K., Torgesen, J. K., Hassler, L., & Wahl, M. (2005). Reviewing Core Kindergarten and First-Grade Reading Programs in light of No Child Left Behind: An Exploratory Study. *Reading & Writing Quarterly*, 21(4), 377-400. Retrieved from ERIC database.
- An evaluation of Texas Reading First activities, materials, and providers. (2007).
- Axinn, W. G. (2006). *Mixed method data collection strategies*. Cambridge University Press: New York.
- Baker, S. S. (2008). Reading fluency as a predictor of reading proficiency in low-performing, high-poverty schools. *School Psychology Review*, 37(1), 18-37. Retrieved from Academic Search Complete Database.
<http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN31706982&site=ehost-live>.
- Banks, J. A. (1994). *Multiethnic education: Theory and practice*, 3rd ed. Needham Heights, M.A., Allyn, & Bacon.
- Bell, M. (2003). The International Reading Association's review of Reading First grant recipients. *Reading Teacher*, 56(7), 670-679.
- Berger, L. & Gunn, G. (2003). Challenging Districts to 'Put Reading First'. *T.H.E. Journal*, 30(10), 29-32.
- Brown, J. (2006). Lone star literacy. *THE Journal*, 33(9), 38-44.
- Brown-Chidsey, R., & Steege, M. W. (2005). *Response to intervention: Principles and strategies for effective practice*. New York: Guilford Press.
- Carpenter II, D. M., Ramirez, A., & Severn, L. (2006). Gap or gaps: Challenging the singular definition of the achievement gap. *Education & Urban Society*, 39(1), 113-127. Retrieved from EBSCO host.
- Coles, G. (2002). Great unmentionables: What national reading reports and reading legislation don't tell you. Portsmouth, NH : Heinemann.

- Corbett, H. D., & Wilson, B. (1991). *Testing reform, and rebellion*. Norword, NJ: Ablex.
- Craig, C. J. (2006). Why is dissemination so difficult? The nature of teacher knowledge and the spread of curriculum reform. *American Educational Research Journal*, 43(2), 257-263. Retrieved September 24, 2007, from Education Full Text database.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks: SAGE Publications, Inc.
- Cuban, L. (1992). Curriculum stability and change. *Handbook of Research on Curriculum*. pp. 216-247. New York: MacMillan.
- Datnow, A. , Borman, G., & Stringfield, S. (2000). School reform through a highly specified curriculum: Implementation and effects of the Core Knowledge Sequence. *The Elementary School Journal*, 101(2), 167-191. Retrieved from JSTOR.
- Davis, O. L. (2005). The new standards are set; Now what? *Journal of Curriculum and Supervision*, 20(2), 89-93. Retrieved September 24, 2007, from Education Full Text database.
- deMarrais, K. B. (1999). *The way schools work: A sociological analysis of education*. New York: Longman.
- Downey, C. J. (2009). *50 Ways to close the acievement gap: Third Edition*. Thousand Oaks: CA: Corwin Press: A SAGE Company.
- Duke, N. K. (2000). 3.6 minutes per day? The scarcity of informational texts in first grade. *Reading Research Quarterly*, 35(2). Retrieved from EBSCO database.
- Edgewood v. Bynum,
- Edgewood v. Kirby, 777 S.W. 2nd 391 (Tex. Sup. J. 12 (1989) 1989).
- Edgewood v. Kirby, 804 S.W.2d 491 (Tex. LEXIS 21 Sup. J. 368 1991).
- Emeagwali, N. S. (2008). Annual Convention a Big Success: Ruby Payne Speaks about children living in poverty. *Techiques*. Retrieved from EBSCO database.
- Evaluation of Texas Reading First activities, materials, and providers. (2007).
- Feng, A. X. (2005). A longitudinal assessment of gifted students' learning using the integrated curriculum model (ICM): Impacts and perceptions of the William and Mary Language Arts and Science Curriculum. *Roeper Review*, 27(2), 78-83. Retrieved from Wilson Web.

- Fielding, L. K. (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick: The New Foundation Press.
- Foorman, B. R., & Moats, L. C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education, 25*(1). Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ694029&site=ehost-live>, 51-60.
- Fowler, F. C. (2009). *Policy Studies for Educational Leaders: An introduction Third Edition*. Boston: Pearson Education, Inc.
- Gamse, B. C., Jacob, R. T., Horst, M., Boulay, B., & Unlu, F. (2008). *Reading First Impact Study Final Report Executive Summary*. (NCEE 2009-4039). Washington, DC: National Center for Education Evaluation and Regional.
- Gandara, P., & Baca, G. (2008). NCLB and California's English Language Learners: The perfect storm. *Language Policy, 7*(3), 201-216. Retrieved from ERIC database.
- Garan, E. (2002). *Resisting reading mandates: How to triumph with the truth*. Portsmouth, NH: Heinemann.
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational Research: Competencies for Analysis and Applications*. Upper Saddle River, New Jersey and Columbus, Ohio: Pearson.
- Glaser, R. (Eds.). Board on Testing and Assessment, Center for Education. Division of Behavioral & Social Sciences and Education. Washington, D. C.: National Academic Press.
- Good, R. H., Gruba, J., & Kaminski, R. A., (2002). Best practices in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in an outcomes driven model. In A. Thomas & J. P. Grimes (Eds.). *Best practices in school psychology IV* (pp. 699-720). Bethesda, MD: National Association of School Psychologists.
- Good, R., & Kaminski, R. A. (Eds.). (2002). *Dynamic indicators of basic early literacy skills* (6th ed.). Eugene, OR: Institute for the Development of Education Achievement, Available at <http://dibels.uoregon.edu>
- Goodlad, J. I. (1969). Curriculum: State of the field. *Review of Educational Research, 39*(3), 367-375. Retrieved from JSTOR.
- Gorski, P. (2008). 'Peddling Poverty for Profit: Elements of oppression in Ruby Payne's Framework'. *Equity & Excellence in Education, 41*(1), 130-148. Retrieved from EBSCO database.
- Griffin, G. (1990). Curriculum decision making for teacher education. *Theory into Practice, 29*(1), 36-41. Retrieved from JSTOR.

- Grimm, L. G. (2002). *Reading and understanding more multivariate statistics*. Washington, D.C.: American Psychological Association.
- Gunn, B. S., Smolkowsski, K., Biglan, A., Black, C., & Blair, J. (2005). Fostering the development of reading skill through supplemental instruction: Results for Hispanic and Non-Hispanic Students. *The Journal of Special Education, 39*(2), 66-85. Retrieved from Academic Search Complete database.
<http://search.ebscohost.com/login.asp?direct=true&db=a9h&AN=17740470&site=ehost-live>.
- Hall, G. E., & Hord, S. M. (2006). *Implementing Change: Patterns, Principles, and Potholes*. Boston: Pearson Education, Inc.
- Healy, K. (2007). Reading First, Federalism Second? How a billion dollar NCLB program disrupts federalism. *Columbia Journal of Law & Social Problems, 41*(2). Retrieved from <http://serach.ebscohost.com/login.aspx?direct=true&db=a9h&AN=31437848&site=ehost-live>, 147-175.
- Hendee v. Dewhurst, 2007 Tex. App. LEXIS 3078 (Tex. Ct. App. 2007).
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks: CA: The Sage Company.
- Hezel Associates, L. (2007). *An evaluation of Texas Reading First activities, materials and providers*. Syracuse, NY: Hezel Associates, LLC.
- Hintze, J. M., Ryan, A. L., & Stoner, G. (2004). *Concurrent validity and diagnostic accuracy of the Dynamic Indicators of Basic Early Literacy Skills and the Comprehensive Test of Phonological Processing*.
- Holcomb, Z. C. (1998). *Fundamentals of Descriptive Statistics*. Los Angeles: Pyrczak Publishing.
- House Bill 3, Texas Education Agency-
<http://www.captial.state.tx.us/hodoc/81R/billtext/pdf/HB00003F.pdf>
- House Bill 72, Texas Education Agency- History of Public Education in Texas.
<http://ritter,tea.state.tx.us/tea/historyoverview.htm>
- Hursh, D. (2005). The growth of high-stakes testing in the USA: Accountability, markets and the decline of educational equality. *British Educational Research Journal, 31*(5), 605-622. Retrieved from ERIC database.
- Kame'enui, E. J., & Simmons, D. C., (2002). *Planning and evaluation tool for effective schoolwide reading programs-Revised (PET-R)*. Eugene, OR: Institute for the Development of Educational Achievement.

- Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C., Howard, W., Longstaff, J., Culpepper, M., & Walton, C. (2007). Use of evidence-based, small-group reading instruction for English Language Learners in elementary grades: Secondary-tier intervention. *Learning Disability Quarterly*, 30(3), 153-168. Retrieved from EBSCO database.
- Kaniuka, T. (2009). NCLB, school-based instructional policy and decision making: A proposed reasearch agenda. *College Student Journal*,43(3). Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=43969280&site=ehost-live>, 787-799.
- Katz, L. S. (2008). Intial progress of children identified with disabilities in Michigan's Reading First Schools. *Exceptional Children*, 74(2), 235-256. Retrieved from ERIC database.
- Keegan, S. (2009). *Qualitiative research: Good decision making through understanding people, cultures and markets*. London: Kogan Page.
- Kirby v. Edgewood, 761 S.W. 2d 859 (Tex. Ct. App. 1988).
- Kulm, G. (2007). Research as a place to stand in implementing change and reform. *School Science and Mathematics* 107(4), 119-120. Retrieved from Wilson Web.
- LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading, 6, p. 31. EBSCO Publishing Citations.
- Laguardia, A., & Goldman, P. (2007). School reform, standards testing, and English language learners. *International Journal of Inclusive Education*, 11(2), 111-131. Retrieved from ERIC database.
- Lane, H. H. (2009). Teacher knowledge about reading fluency and indicators of students' fluency growth in Reading First Schools. *Reading & Writing Quarterly*, 25(1), 57-86. Retrieved from ERIC database.
- Lewis-Beck, M. S. (1995). *Data Analysis: An Introduction*. Thousand Oaks: SAGE Publication, Inc.
- Lipsey, M. W. (2000). *Practical meta-analysis*. Thousand Oaks: SAGE Publications, Inc.
- Marzano, R. J. (Winter, 1995). A new paradigm for educational change. *Education* 116(2), 162-173. Retrieved November 7, 2008 from Google database.
- McIntosh, K., Chard, D., Boland, J., & Horner, R. (2006). Demonstration of combined efforts in school-wide academic and behavioral systems and incidence of reading and behavior challenges in early elementary grades. *Journal of Positive Behavior Interventions* 8(3), 146-154. Retrieved from EBSCO database.

- McKenna, M. C., & Walpole, S. (2005). How well does assessment inform our reading instruction? *Reading Teacher*, 59(1), 84-86. Retrieved from ERIC database. doi:10.1598/RT.59.1.9.
- McNeil, J. (1978). Curriculum. A field shaped by different faces. *Educational Researcher*, 7(8), 19-23. Retrieved from JSTOR.
- Miami v. Moses, 989 S.W.2d 871 (Tex. Ct. App. 1991).
- Miskel, C., & Song, M. (2004). Passing Reading First: Prominence and processes in an elite policy network. *Educational Evaluation & Policy Analysis* 26(2), 89-109. Retrieved from Eric database.
- Mizell, H. (1999). What key reformers have learned about reform. Panel presentation at the annual conference of the National Staff Development Council. Dallas, Tx.
- Moffett, C. A. (2000). Sustaining Change: The answers are blowing the wind. *Association for Supervision and Curriculum Development*. Retrieved from Academic Search Complete.
- Murray, C. S., Woodruff, A. L., & Vaughn, S. (2010). First-grade student retention within a 3-tier Reading framework. *Reading & Writing Quarterly*, 26, 26-50. Retrieved from EBSCO database.
- National Association of State Directors of Special Education. (2005). *Response to intervention: Policy considerations and implementation*. Alexandria, VA: Author.
- National Reading Panel. (2000). *Teaching children to read. An evidence-based assessment on the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.
- National Research Council. (2001). United States Department of Education. Federal Register 66(242), [http://find.ed.gov/search?Client-default-frontend/national+research+council+2001 & sa.x=18&sa.y=5](http://find.ed.gov/search?Client-default-frontend/national+research+council+2001&sa.x=18&sa.y=5)
- National Research Council. (2001). Knowing what students know: The science and design of educational assessment. Committee on the Foundations of Assessment.
- Neely v. West Orange Cove, 176 S.W.3d 746, 2005 Tex. LEXIS 868 (49 Tex. Sup. J. 119 2005).
- Neely v. West Orange-Cove, 228 S.W.3d 864 (2007 Tex. App. LEXIS 4859 2007).
- No Child Left Behind Act of 2001, PL 107-110, 115 Stat. 1425, 20 U.S.C. §§ 6301 et seq.
- Ogden, W. R. (2004). When enough is enough. *Education* 124(3), 467-474. Retrieved from Galegroup database.

- Overview of the Academic Excellence Indicator System.* (2010). Austin: Texas Education Agency.
- Paul, D. G. (2004). The train has left: The No Child Left Behind Act leaves black and Latino literacy learners waiting at the station. *Journal of Adolescent & Adult Literacy*, 47(8), 848-856. Retrieved from ERIC database.
- Payne, R. K. (2005). *A framework for understanding poverty*. Highlands, TX: aha! Process.
- Payne, R., K., & Drabill, D. L. (2002). *Hidden rules of class at work*. Highlands, TX: aha! Process.
- Pellegrino, J., Chudowsky, N., & Glaser, R. (Eds). *Board on Testing and Assessment*. Center for Education, Division of Behavioral & Social Sciences and Education. Washington, D. C.: National Academic Pres..
- Perna, D. M., & Davis, J. M. (2007). *Aligning standards and curriculum classroom success*. Thousand Oaks; CA: Corwin Press.
- Popham, J. W. (2010). *Everything school leaders need to know about assessment*. Thousand Oaks, CA: Sage Company.
- Pressley, M., Wharton-McDonald, R., Allington, R., Block, C. C., Tracey, D., Baker, K., Brooks, G., Cronin, J., Nelson, & E., Woo, D. (2001). A study of effective first grade instruction. *Scientific study of reading*, 5, 35-58. EBSCO Publishing Citations.
- Pruisner, P. (2009). Moving beyond No Child Left Behind with the Merged Model for Reading Instruction. *TechTrends*, 53(2), 41-47. Retrieved from ERIC database.
- Pulliam, J. D. (2007). *History of Education in America*. Upper Saddle River: Pearson Prentice Hall.
- Ramaprasad, A. (1983). On the definition of feedback. *Behavioral Science*, 28, 4-13.
- Report: NCLB prompts major curriculum shifts. (2008). *T H E Journal* 35(4). Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=31980750&site=ehost-live>, 18.
- Reschly, D. J., Tilly, W. D., & Grimes, J. (Eds.) (1999). *Special education in transition: Functional assessment and noncategorical programming*. Longmont, CO: Sopris West.
- Sadler, D. R. (1989). Formative assessment and the desing of instructional systems. *Instructional Science*, 18, 119-140.
- San Antonio Independent School District v. Rodriguez, 411 (U.S. 1973).

- Scanlan, D. M., & Vellutino, F. R. (1996). Prerequisite skills, early intervention, and success in First Grade Reading: Selected results from a longitudinal study. *Mental Retardation and Developmental Disabilities Research Reviews*, 2(1), 54-63. Retrieved from EBSCO host.
- Scheffé, H. (1959). *The analysis of variance*. New York: John Wiley. EBSCO Publishing Citations.
- Schubert, W. H. (1986). *Curriculum: perspective, paradigm, and possibility*. New York: Macmillan.
- Scott, C., & Fagan, T. (2005). Ensuring academic rigor or inducing rigor mortis? Issues to watch in Reading First 3 (Center on Education Policy) <http://www/cep.de.org/>
- Shannon, P. (2007). The complicated mess of the Reading First Initiative. *Journal of Reading Education* 32(3), 5-11. <http://www.ed.uno.edu/Faculty/rspeaker/OTER/Journal.html>.
- Share, D. L., & Stanovick, K. E. (1995). Cognitive processes in early reading development: Accommodating individual differences into a mode of acquisition. *Issues in Education: contribution from Education Psychology*, 1, p. 57. EBSCO Publishing Citations.
- Simmons, D. C. (2003). *A consumer's guide to evaluating a core Reading program Grades K-3: A critical elements analysis*. Institute for the Development of Educational Achievement College of Education, University of Oregon.
- Snow, C, Burns, M. S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, D. C.: National Academy of Sciences. EBSCO Publishing Citations.
- Srivastava, M. S. (2002). *Methods of Multivariate Statistics*. New York: John Wiley & Sons, Inc.
- Stiggins, R. (2006). Assessment for learning: A key to motivation and achievement. *Edge: Assessment for Learning*, 2(2), 3- 19.
- Sweet, A. P., & Snow, C. (2002). *Reconceptualizing reading comprehension: Improving reading instruction*. San Francisco, CA: Jossey-Bass.
- Tabachnick, B. G., & Fidell, L. S. (1989). *Using multivariate statistics*. 2nd ed. New York: Harper & Row.
- Taylor, B. M., & Pearson, P. D. (2001). *The CIERA school change project: Translating research on effective reading instruction and school reform into practice in high-poverty elementary schools. Learning to teach reading*. Newark, DE: International Reading Association. EBSCO Publishing Citations.
- Texas Assessment Management System. Pearson Access. www.pearsonaccess.com

- Texas Education Agency: School Finance Update. (2007). University of Texas/Texas Association of School Administrators. 59th Annual Summer Conference on Education. June 25, 2007, Austin, Texas.
- Texas Education Agency. (1984). *Texas teacher appraisal system*. Austin, TX: Texas Education Agency.
- Texas Education Agency and the University of Texas System. (2005). *Introduction to the 3-Tier Reading Model: Reducing Reading Difficulties for Kindergarten Through Third Grade Students (4th ed.)*. Austin: Texas Education Agency and the University of Texas System.
- Texas Education Agency. (2009). *Historical overview of assessments in Texas*. Austin: Texas Education Agency.
- Texas Education Agency. (2007, January 3). *TEA- Curriculum -Unit Name- Title*. Retrieved February 15, 2010, from Texas Education Agency:
<http://ritter.tea.tx.us/curriculum/readingfirst/instrucfram.html>
- Texas Education Agency- Division of Performance Reporting Academic Excellence Indicator System 2003-2004 State Performance Report. Austin: Texas Education Agency.
<http://ritter.tea.state.tx.us/perfreport/aeis/2004/state.html>
- Texas Education Agency. (2008). Senate Bill 1. 81st Regular Session.
[http://ritter.tea.state.tx.us/ar/2010-2011/2B Summary of Base Request by MOF.pdf](http://ritter.tea.state.tx.us/ar/2010-2011/2B%20Summary%20of%20Base%20Request%20by%20MOF.pdf). 2008-08-29
- Texas Education Agency. (2007, January 3). *Texas Education Agency*. Retrieved February 15, 2010, from Curriculum: <http://ritter.tea.state.tx.us/curriculum/readingfirst/rebandacc.html>
- Texas Education Agency. (2004). Texas Public School Handbook: Timeline of historic events.
http://www.tea.state.tx.us/comm./tps_handbook04/_timeline.html.
- Texas Education Agency: Standard Application System (SAS). (2007-2008).
- Texas Education Agency. (2009). *Standard Technical Processes*.
- To read or not to read: Acquisition of national consequence. *National Endowment for the Arts*. Washington, D. C. Retrieved from EBSCO database.
- Turner, J. D. (2009). Teachers as literacy leaders. *The Reading Teacher*, 63(3), pp. 254-256. Retrieved from JSTOR database.
- U. S. Department of Education . (2007). *Sustaining Reading First: Bulding a strong reading culture*. Arlington: RMC Research Corporation.

- U. S. Department of Education. (2002). *No Child Left Behind Act*.
<http://www2.ed.gov/policyelsec/leg/esea02/index.html>
- U. S. Department of Education and RMC Research Corporation. (2008). *Effective vocabulary instruction: A Reading First quality brief*. Austin: University of Texas.
- U. S. Department of Education. (2002). *Guidance for Reading First Program*. Washington, D. C.: U. S. Department of Education.
- Walker, H. M., & Shinn, M. R. (2002). Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective school. *Interventions for academic and behavior problems: Preventative and remedial approaches*. pp. 1-26. Bethesda, MD: National Association of School Psychologists.
- West Orange-Cove v. Alanis, 107 S.W.3d 558, 2003 Tex. LEXIS 71 (46 Tex, Sup. J. 724 2003).
- Woodcock, R. W., & Johnson, M. B. (1989). Woodcock-Johnson psychoeducational battery – Revised. Allen, TX: DLM Teaching Resources.
- Yeh, S. S. (2006). High stakes testing: Can rapid assessment reduce pressure? *Teachers College Record* 108(4), 621-661.

APPENDICES

APPENDIX A

APPENDIX A

INFORMED CONSENT FORM

ERICA BRIANA GUERRA

106 N. Woodland Ave., Roma, TX 78584, 956-844-1348, egcanales@yahoo.com

READING PERFORMANCE DIFFERENCES AND TEXAS EDUCATION AGENCY SUPPORTED TEXTBOOK ADOPTIONS OF THE TEXAS READING FIRST INITIATIVE CAMPUSES AND OTHER CAMPUSES

This research survey is being conducted by Erica Briana Guerra from the University of Texas – Pan American/UTPA, under the supervision of Dr. Marie Simonsson. We are conducting a research study on the differences in third grade TAKS reading results by comparing Texas Reading First campuses and non-participating campuses and the implementation of the top three scientifically based reading research textbook adoptions used by teachers. As part of this study, we are interested in the views of third grade teachers that implemented the textbook adoptions of both participating and non-participating campuses.

We have invited you here today so that we can conduct an interview about issues related to this topic. The interview is expected to last approximately 20 mins. Your individual responses will be treated confidentially. Your participation is completely voluntary; although you have shown interest in participating in this study, you are free to withdraw from the interview at any time and can choose not to answer specific questions.

In order to ensure the accuracy of recorded statements, we will be recording the session on audio tape and later transcribing the tapes. The tapes will not be marked with your names and will be securely stored at UTPA. The recordings themselves will only be used for research purposes and will not be given to anyone not directly involved in the research. The tapes will be destroyed after the information has been transcribed.

Your responses may be quoted in whole or in part in publications or presentations based on this research. If quotes are used, your real name will be replaced by a made up name (pseudonym) and any additional information that might directly identify you will be excluded.

You must be at least 18 years old to participate in this research. If you are under 18, please let the researcher know before the session begins.

Researcher contact information: Name: Erica Briana Guerra
Dept: Educational Leadership Doctoral Program
The University of Texas-Pan American
Phone: 956-844-1348, Email: egcanales@yahoo.com

Faculty Advisor contact information: Name: Dr. Marie Simonsson
Dept: Educational Leadership Doctoral Program
The University of Texas-Pan American
Phone: 956-665-7173, Email: msimonsson@utpa.edu

This research has been reviewed and approved by the Institutional Review Board for Human Subjects Protection (IRB). If you have any questions about your rights as a participant, or if you feel that your rights as a participant were not adequately met by the researcher, please contact the IRB at 956-655-3002 or irb@utpa.edu. You are also invited to provide anonymous feedback to the IRB by visiting www.utpa.edu/IRBfeedback

Please keep this sheet for your reference.

APPENDIX B

APPENDIX B

LETTER TO AND FROM THE SUPERINTENDENTS

ERICA BRIANA GUERRA

106 N. Woodland Ave., Roma, TX 78584, 956-844-1348, egcanales@yahoo.com

Dear Superintendent:

My name is Erica Briana Guerra and I am currently a doctoral candidate at the University of Texas-Pan American. I am interested in conducting a study on the Texas Reading First Initiative and third grade TAKS reading performance differences between the textbook adoptions of participating and non-participating campuses. I am interested in interviewing teachers on their perceptions of the reading components, professional development, student intervention services, administrative support, and third grade reading TAKS results.

I am requesting your permission to interview your elementary school third grade teachers that implemented the textbook adoption. My intent is to collect and gather data on the implemented program and evaluate the effectiveness of the textbook adoptions used throughout the state by comparing the reading performance of third grade students. The enclosed questions were designed to obtain open ended responses from teachers and their perceptions on the evaluation of the program in the areas of curriculum, evaluation, and student achievement. I will provide you with a summary of the results of the interviews so that you can examine the responses of other teachers that implemented the textbook adoption. This study has been approved by the University of Texas Pan American Human Subjects Review Committee.

I would appreciate your permission to visit the campuses and interview your personnel. I have provided a stamped, addressed envelope for you to use in returning this request for permission to interview your teachers.

I realize that your schedule is busy and your time is valuable. However, I hope that the 20 minutes it will take you to review the questions will help lead to an evaluation of reading performance differences and textbook adoptions in Texas Reading First participating and non-participating campuses. This study will be a useful service to school administrators in school districts implementing the changes as they transition to the new state assessment and apply reading strategies from the textbook adoptions.

If you approve, please respond on your school district's letterhead, as this consent is a requirement of the Institutional Review Board (IRB) for research. For your convenience, a self-addressed envelope has been provided. Thank you in advance for your participation. If you have any questions or concerns about this study, you can contact me at 956-844-1348.

Sincerely,

Erica Briana Guerra

Doctoral Candidate

University of Texas – Pan American

Attached:

Sample informed consent form to contact administrator and teachers to conduct interview

Sample of Questions to be administered to teacher

Sample letter to administrator

Sample superintendent permission form

Self-addressed, stamped envelope

LETTER FROM THE SUPERINTENDENTS

ERICA BRIANA GUERRA

106 N. Woodland Ave., Roma, TX 78584, 956-844-1348, egcanales@yahoo.com

I, _____, Superintendent of _____ give permission for Erica Briana Guerra to contact campus administrators and request permission to conduct teacher interviews regarding the (participation/non-participation) of the Texas Reading First Initiative, textbooks adoptions, administrative support, and third grade TAKS reading performance results.

Signature

Date

APPENDIX C

APPENDIX C

INTERVIEW QUESTIONS

ERICA BRIANA GUERRA

106 N. Woodland Ave., Roma, TX 78584, 956-844-1348, egcanales@yahoo.com

Interviewer: Erica Briana Guerra

Interviewee: _____ Position: _____

Date: _____

Notes:

- Can you tell me about your job assignment at your school? How long have you held this position?
- Did your campus participate in the Texas Reading First Initiative?
- What textbook adoption was used for instruction last school year?
- What TEA Rating did your Campus earn during the 2009-2010 school year?

1. What are your perceptions on professional development materials supporting instruction in the five components of scientifically based reading research (SBRR)?
2. What are your perceptions on the extent to which professional development materials support the application of the 3-tier reading model and providing intervention support for students?
3. What are your perceptions of professional development opportunities and support from administration?
4. What are your perceptions of the professional development provided by the textbook companies in reading instruction?
5. To what extent do you feel that the textbook that was adopted in your campus/district help you earn the third grade TAKS results this past school year?
6. Did you feel that students came prepared to third grade by using the textbook and intervention services provided on your campus?

Any additional comments?

APPENDIX D

APPENDIX D

LETTER TO CAMPUS ADMINISTRATORS

ERICA BRIANA GUERRA

106 N. Woodland Ave., Roma, TX 78584, 956-844-1348, egcanales@yahoo.com

Dear Administrator,

You are receiving this letter and enclosed information pertaining to an interview that I am requesting for your campus personnel and their perceptions on the professional development in reading, textbook adoptions, administrative support, and student reading performance in third grade TAKS.

I have received permission to conduct this doctoral study from the University of Texas – Pan American. I would appreciate your permission to visit your campus and interview your personnel. I have provided a stamped, addressed envelope for you to use in returning this request for permission to interview your teachers.

I realize that your schedule is busy and your time is valuable. However, I hope that the 20 minutes it will take you to review the questions will help lead to an evaluation of reading performance differences and textbook adoptions in Texas Reading First participating and non-participating campuses. This study will be a useful service to school administrators in school districts implementing the changes as they transition to the new state assessment and apply reading strategies from the textbook adoptions.

If you approve, please respond on your campus letterhead, as this consent is a requirement of the Institutional Review Board (IRB) for research. For your convenience, a self-addressed envelope has been provided. Thank you in advance for your participation. If you have any questions or concerns about this study, you can contact me at 956-844-1348.

Campus and individual names will not be displayed in the study and pseudonyms will be used to identify participants' responses.

Respectfully,

Erica Briana Guerra
Doctoral Student

Campus Name: _____ Elementary

APPENDIX E

APPENDIX E

LETTER TO TEACHERS

ERICA BRIANA GUERRA

106 N. Woodland Ave., Roma, TX 78584, 956-844-1348, egcanales@yahoo.com

DATE:

Dear Teacher,

You are receiving this letter and enclosed information pertaining to an interview that I am requesting as part of my research study. I am conducting a research study on the differences in third grade TAKS reading results by comparing Texas Reading First campuses and non-participating campuses and the implementation of the top three scientifically based reading research textbook adoptions used by teachers.

As part of this study, I am interested in your perceptions of the implemented textbook adoption, reading professional development, administrative support, student reading performance in third grade TAKS, and participation in Texas Reading First.

I have received permission to conduct this doctoral study from the University of Texas – Pan American and your school district superintendent,_____.

An *Informed Consent* form explaining the purpose and the option to decline participation in this study has been attached to this letter.

Campus and individual names will not be displayed in the study and pseudonyms will be used to identify participants' responses.

Respectfully,

Erica Briana Guerra
Doctoral Student

Campus Name: _____Elementary

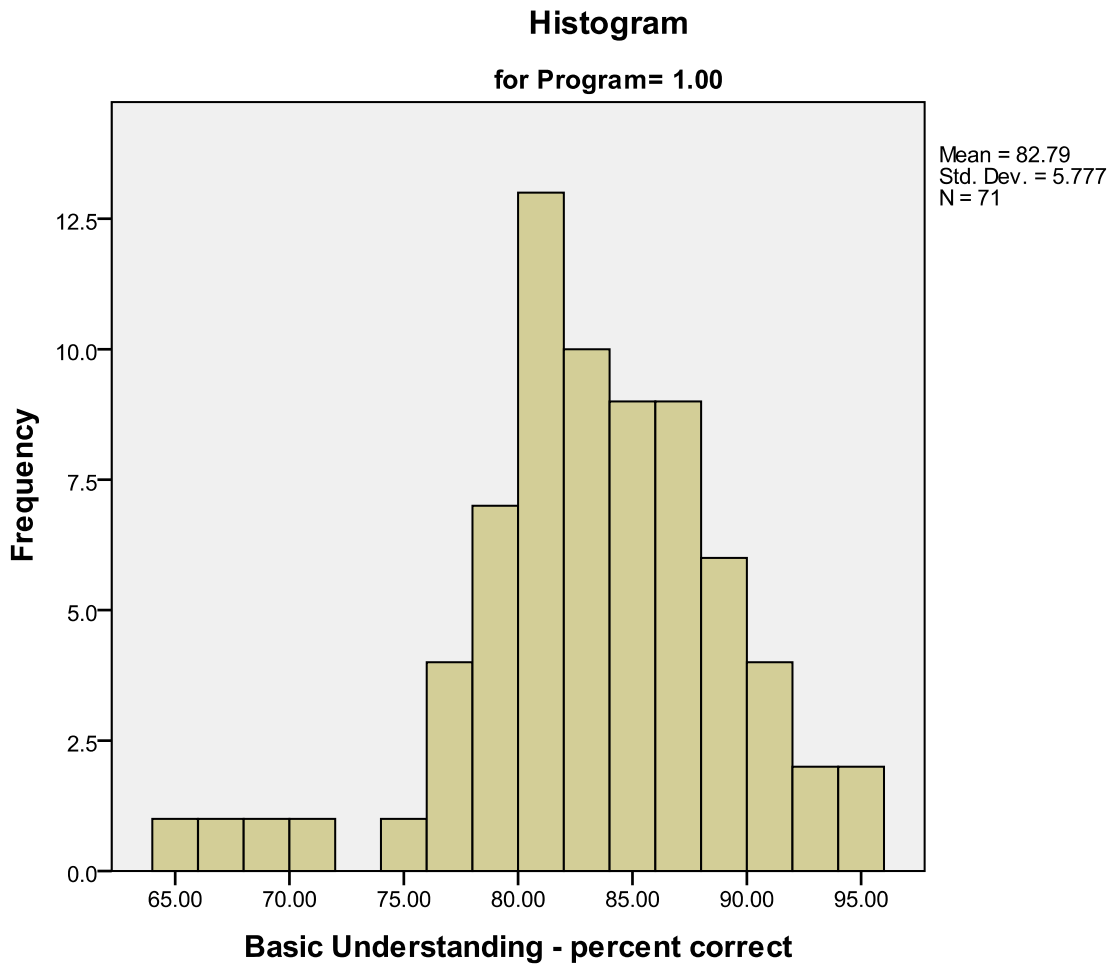
APPENDIX F

APPENDIX F

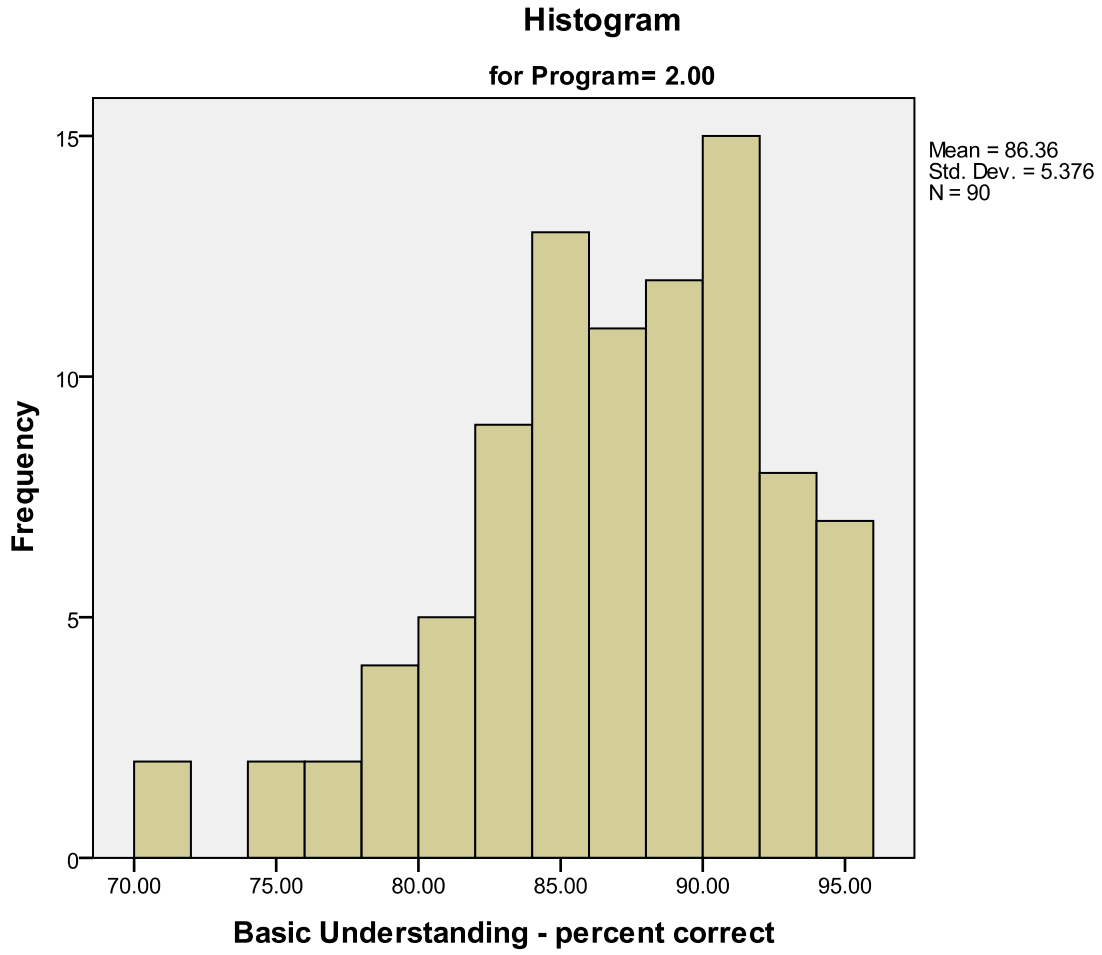
EXPLORATORY ANALYSES FOR HYPOTHESIS ONE

Reading and Programs

HISTOGRAM OF BASIC UNDERSTANDING
FOR PROGRAM 1 (Reading First)



HISTOGRAM OF BASIC UNDERSTANDING
FOR PROGRAM 2 (Non-Reading First)



STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING
FOR PROGRAM 1 (Reading First)

Basic Understanding - percent correct Stem-and-Leaf Plot for Program= 1.00

Frequency	Stem & Leaf
3.00	Extremes (= < 69)
2.00	7 . 14
11.00	7 . 66778888999
28.00	8 . 00001111111111222333333344444
19.00	8 . 55556677777777888889
8.00	9 . 00002244
Stem width: 10.00	
Each leaf: 1 case(s)	

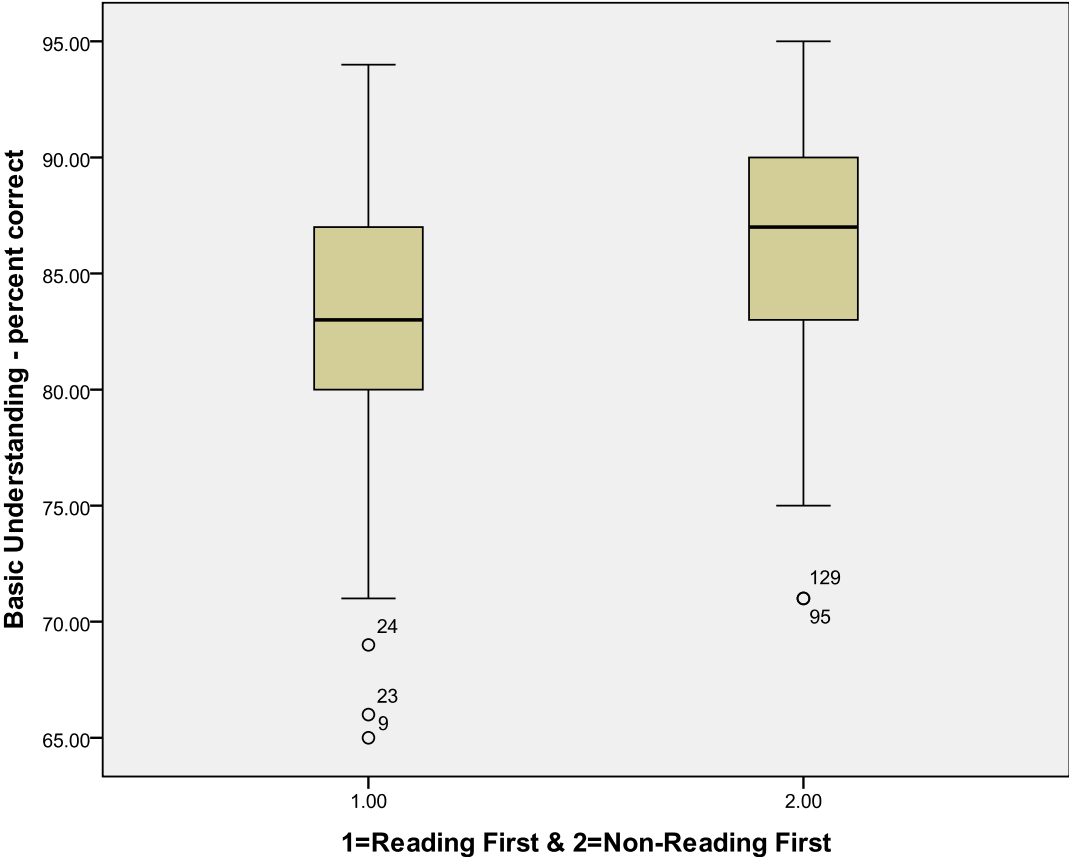
STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING
FOR PROGRAM 2 (Non-Reading First)

Basic Understanding - percent correct Stem-and-Leaf Plot for Program= 2.00

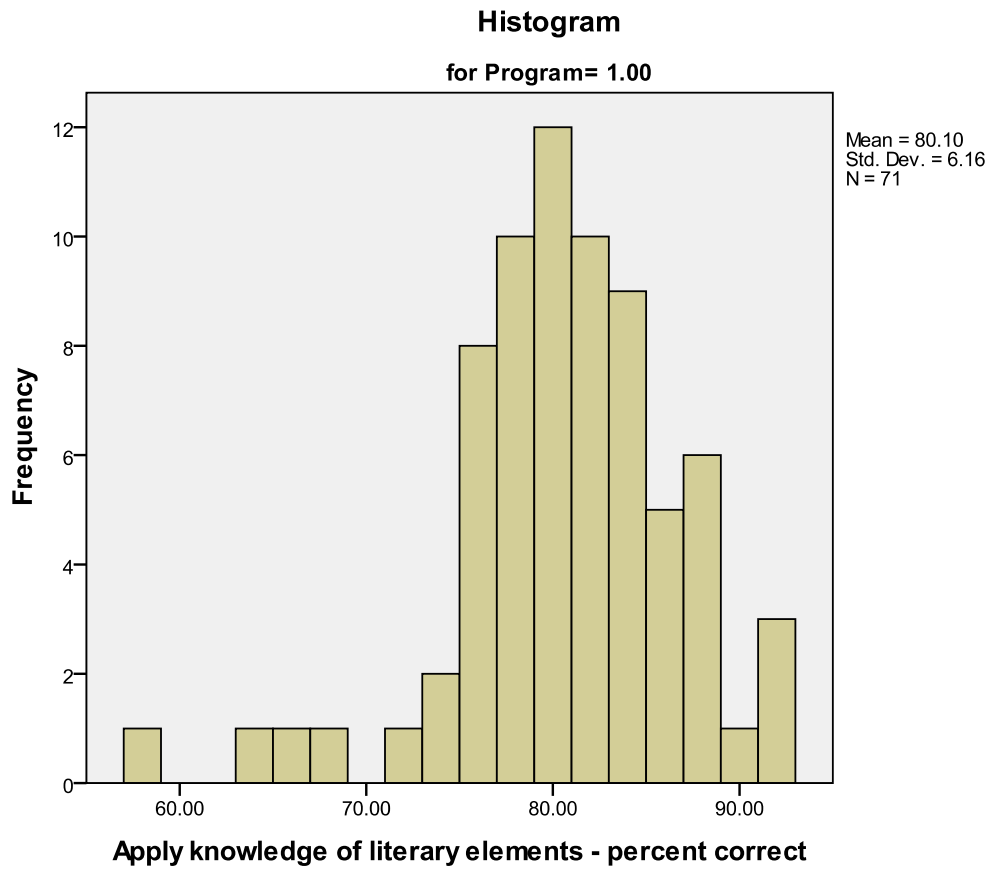
Frequency	Stem & Leaf
2.00	Extremes (= < 71)
.00	7 .
8.00	7 . 55778899
21.00	8 . 001112222223334444444
29.00	8 . 55555666666777777888889999999
29.00	9 . 000000000011111223333334444444
1.00	9 . 5
Stem width: 10.00	
Each leaf: 1 case(s)	

BOX-AND-WHISKERS PLOTS OF BASIC UNDERSTANDING OF TEXAS READING
FIRST PARTICIPATING AND NON-PARTICIPATING CAMPUSES

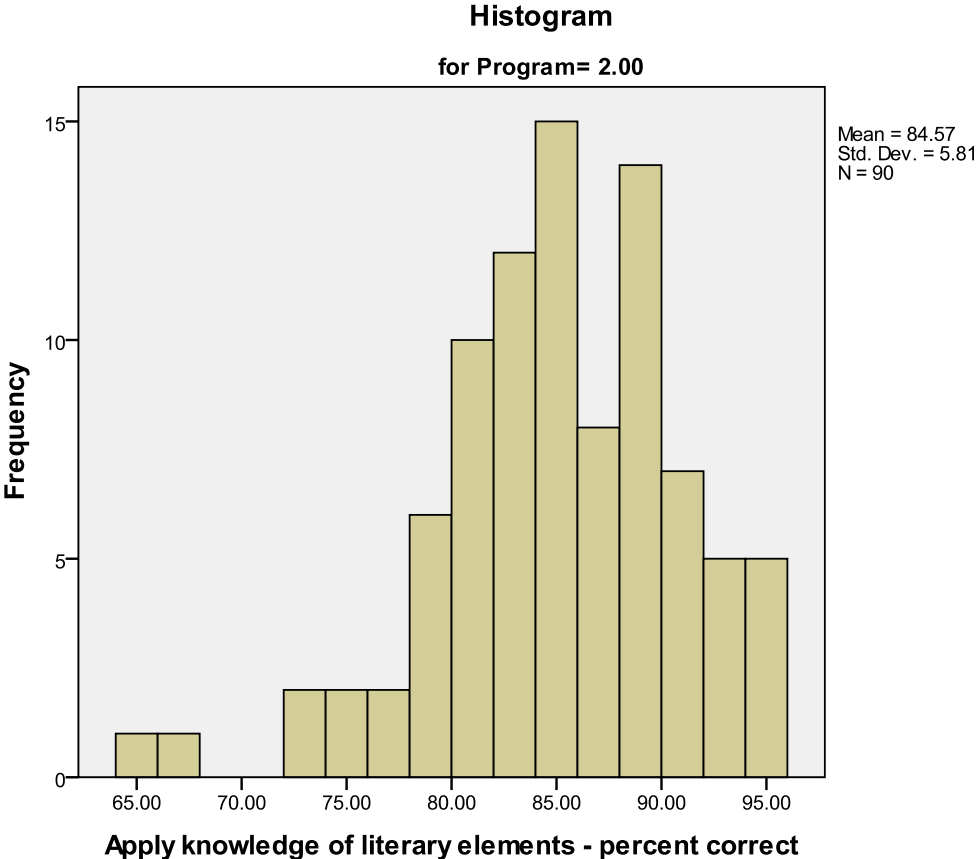
1=Reading First Campuses & 2=Non-Reading First Campuses



HISTOGRAM OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR PROGRAM 1 (Reading First)



HISTOGRAM OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR PROGRAM 2 (Non-Reading First)



**STEM-AND-LEAF PLOT OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR PROGRAM 1 (Reading First)**

Apply knowledge of literary elements - Stem-and-Leaf Plot for Program= 1.00

Frequency	Stem &	Leaf
4.00	Extremes	(=<67)
3.00	7 .	144
25.00	7 .	55556666777788888889999999
24.00	8 .	00000111112222233333444
12.00	8 .	555667777889
3.00	9 .	222
Stem width:	10.00	
Each leaf:	1 case(s)	

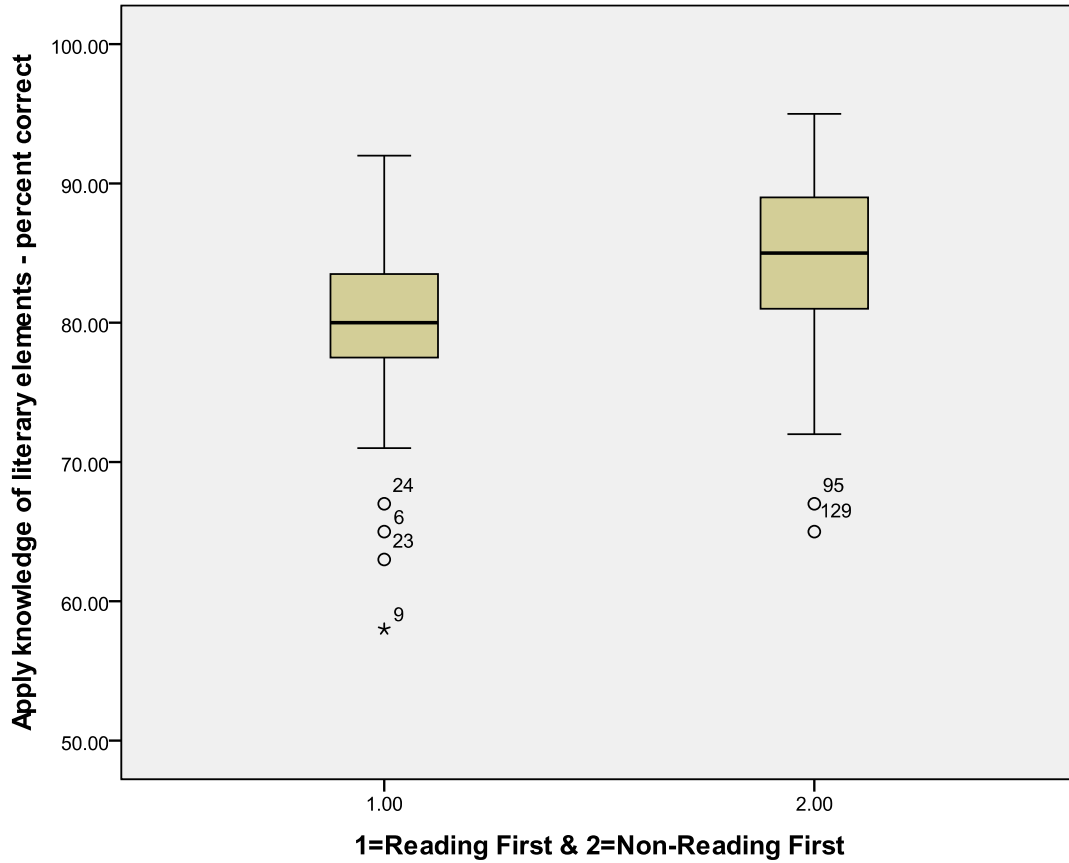
**STEM-AND-LEAF PLOT OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR PROGRAM 2 (Non-Reading First)**

Apply knowledge of literacy elements Stem-and-Leaf Plot for Program= 2.00

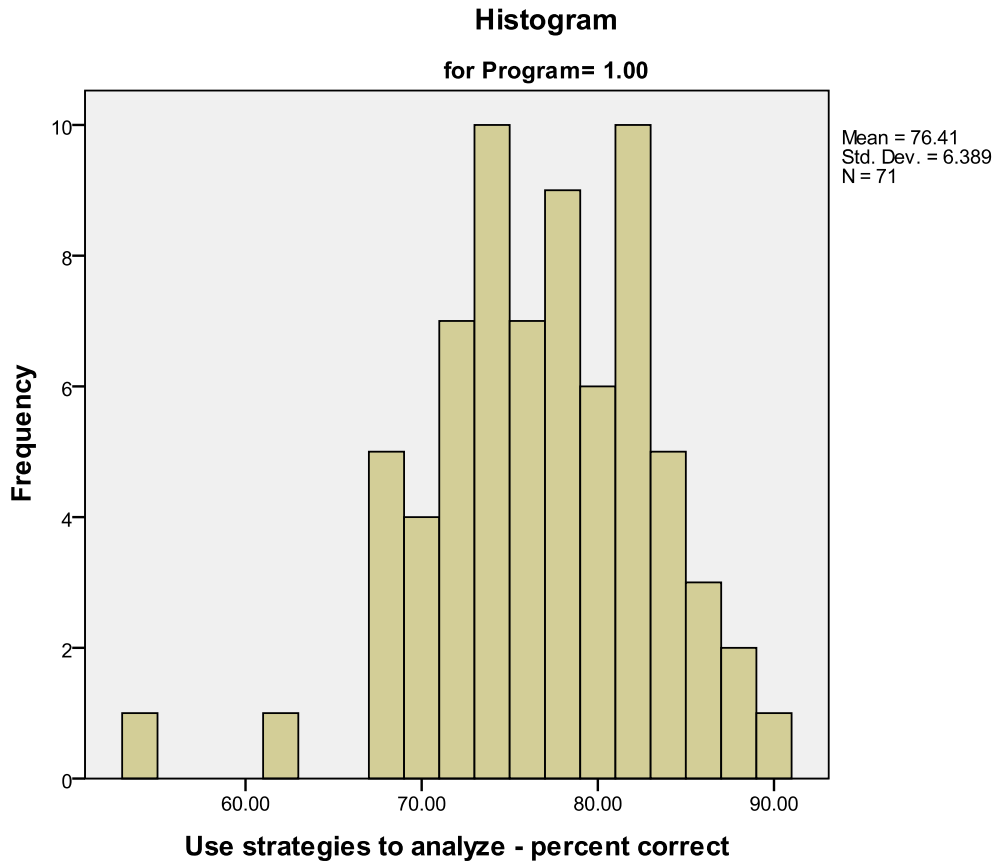
Frequency	Stem &	Leaf
2.00	Extremes	(=<67)
2.00	7 .	23
10.00	7 .	5566889999
29.00	8 .	00001111112222222333334444444
30.00	8 .	5555555666777778888889999999
16.00	9 .	0000011222334444
1.00	9 .	5
Stem width:	10.00	
Each leaf:	1 case(s)	

BOX-AND-WHISKERS PLOTS OF
APPLYING KNOWLEDGE OF LITERARY ELEMENTS
OF TEXAS READING FIRST PARTICIPATING AND
NON-PARTICIPATING CAMPUSES

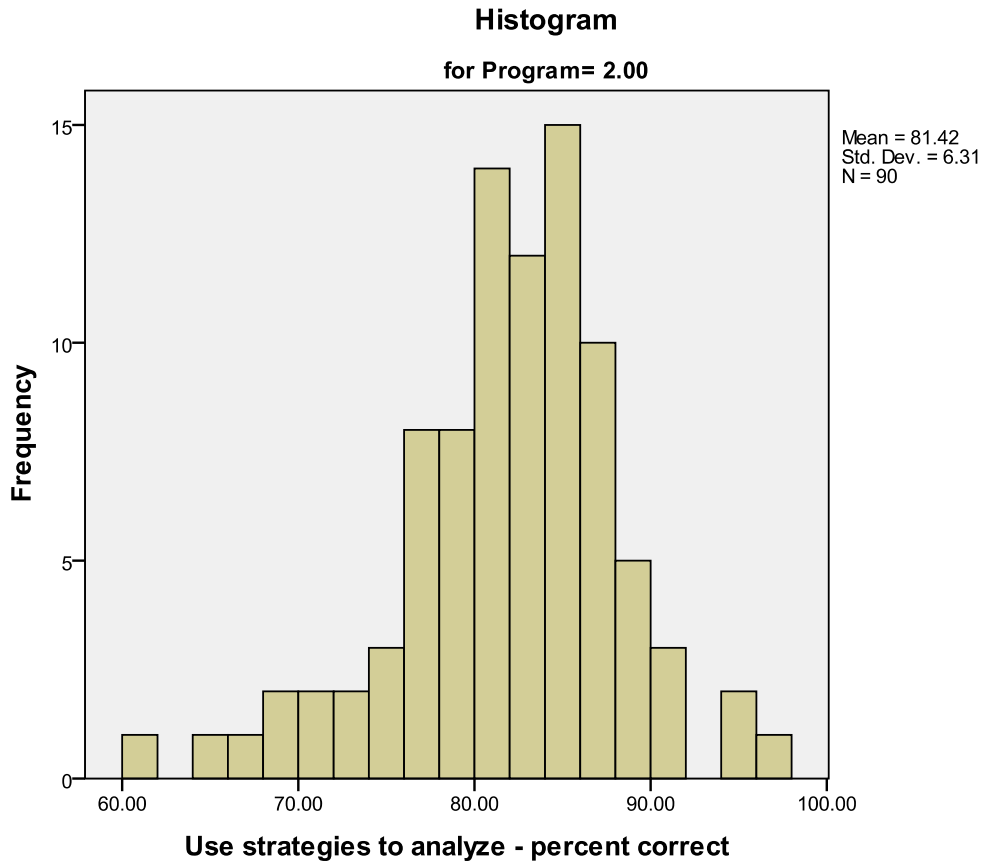
1=Reading First Campuses & 2=Non-Reading First Campuses



HISTOGRAM OF USING STRATEGIES TO ANALYZE
FOR PROGRAM 1 (Reading First)



HISTOGRAM OF USING STRATEGIES TO ANALYZE
FOR PROGRAM 2 (Non-Reading First)



STEM-AND-LEAF PLOT OF USING STRATEGIES TO ANALYZE
FOR PROGRAM 1 (Reading First)

Use strategies to analyze - percent correct Stem-and-Leaf Plot for
Program= 1.00

Frequency	Stem &	Leaf
1.00	Extremes	(=<54)
1.00	6 .	1
9.00	6 .	778889999
17.00	7 .	11122223333444444
18.00	7 .	5555666677888888899
19.00	8 .	0000111112222233344
6.00	8 .	566789
Stem width:	10.00	
Each leaf:	1 case(s)	

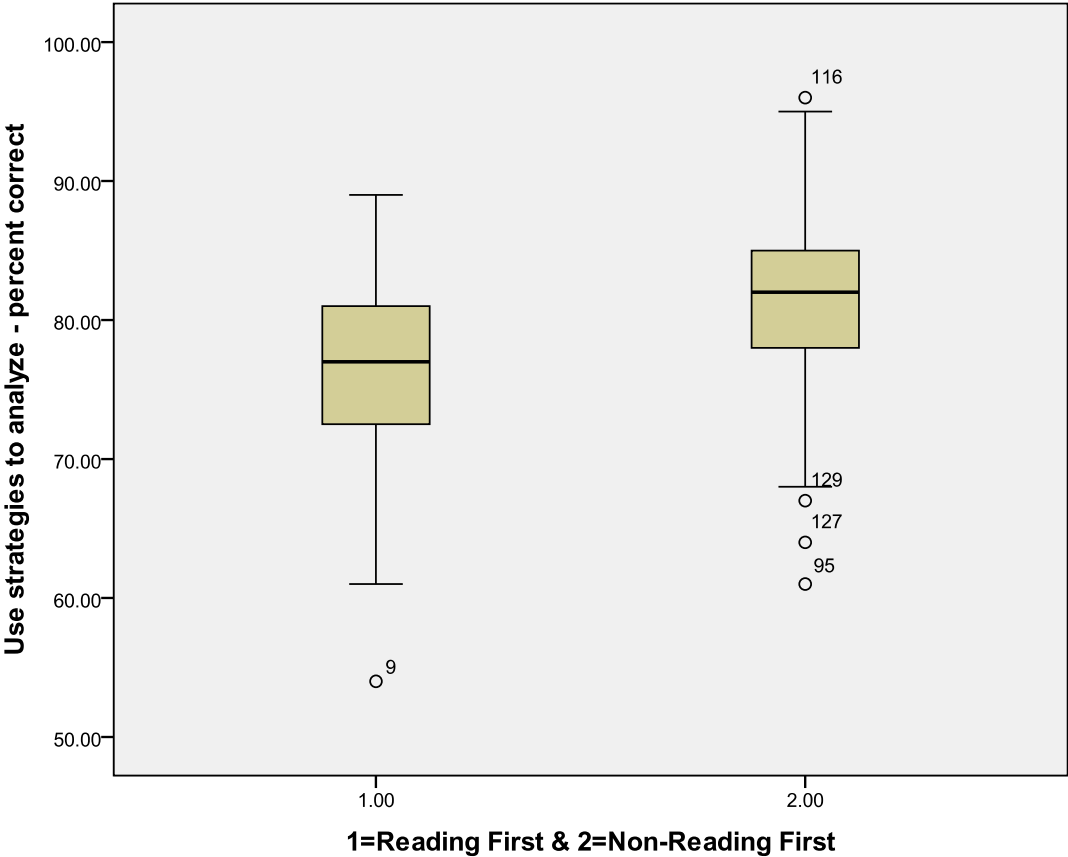
STEM-AND-LEAF PLOT OF USING STRATEGIES TO ANALYZE
FOR PROGRAM 2 (Non-Reading First)

Use strategies to analyze - percent correct Stem-and-Leaf Plot for
Program= 2.00

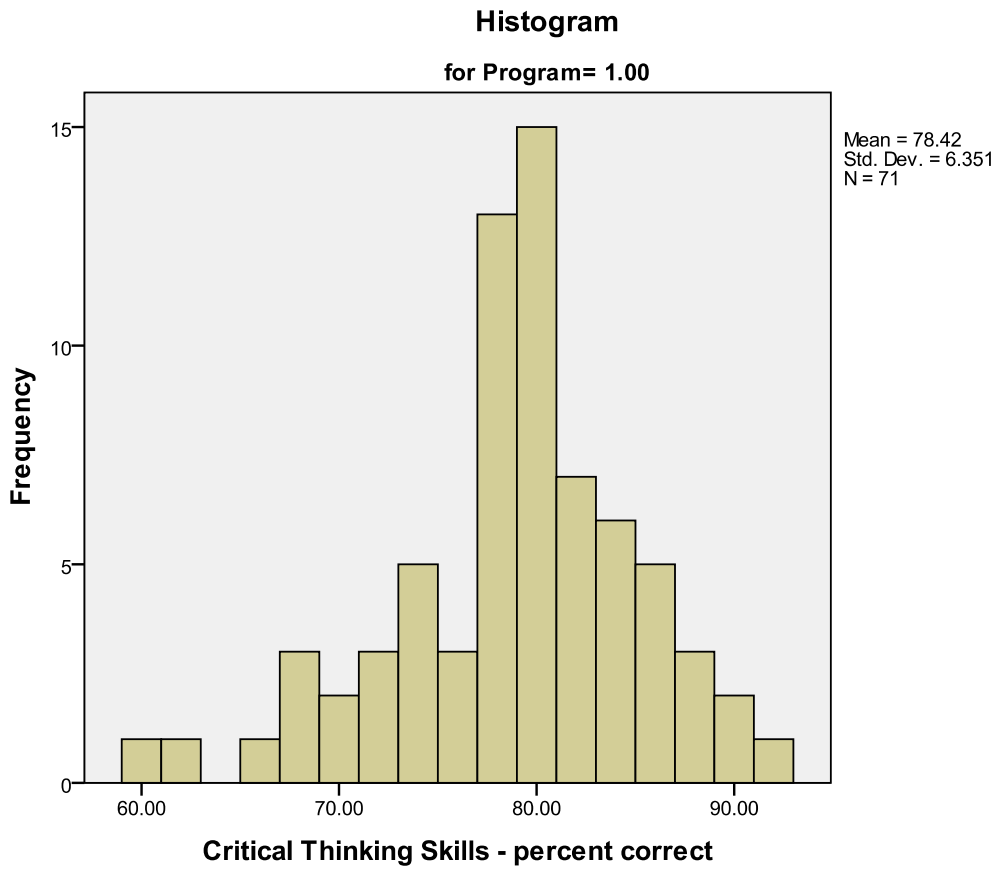
Frequency	Stem &	Leaf
3.00	Extremes	(=<67)
2.00	6 .	89
7.00	7 .	1123444
16.00	7 .	66777777888888899
33.00	8 .	0000111111111122222223333344444444
23.00	8 .	55555555666666777788899
4.00	9 .	0114
1.00	9 .	5
1.00	Extremes	(>=96)
Stem width:	10.00	
Each leaf:	1 case(s)	

**BOX-AND-WHISKERS PLOTS OF
USING STRATEGIES TO ANALYZE OF
TEXAS READING FIRST PARTICIPATING AND
NON-PARTICIPATING CAMPUSES**

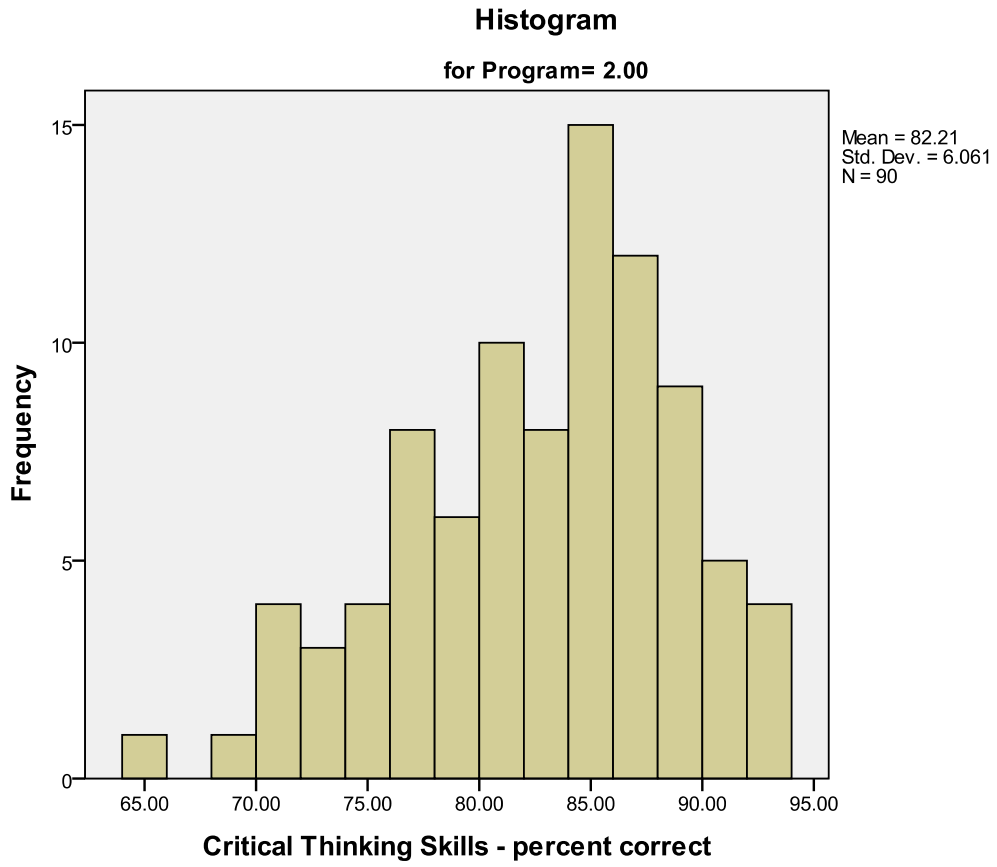
1=Reading First Campuses & 2=Non-Reading First Campuses



HISTOGRAM OF BASIC UNDERSTANDING
FOR PROGRAM 1 (Reading First)



HISTOGRAM OF BASIC UNDERSTANDING
FOR PROGRAM 2 (Non-Reading First)



STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING
FOR PROGRAM 1 (Reading First)

Critical Thinking Skills - percent correct Stem-and-Leaf Plot for Program= 1.00

Frequency	Stem &	Leaf
3.00	Extremes	(=<66)
4.00	6 .	7789
9.00	7 .	022233334
24.00	7 .	556777777788888899999999
20.00	8 .	00000001111112334444
9.00	8 .	566668889
1.00	9 .	0
1.00	Extremes	(>=91)

Stem width: 10.00
Each leaf: 1 case(s)

STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING
FOR PROGRAM 2 (Non-Reading First)

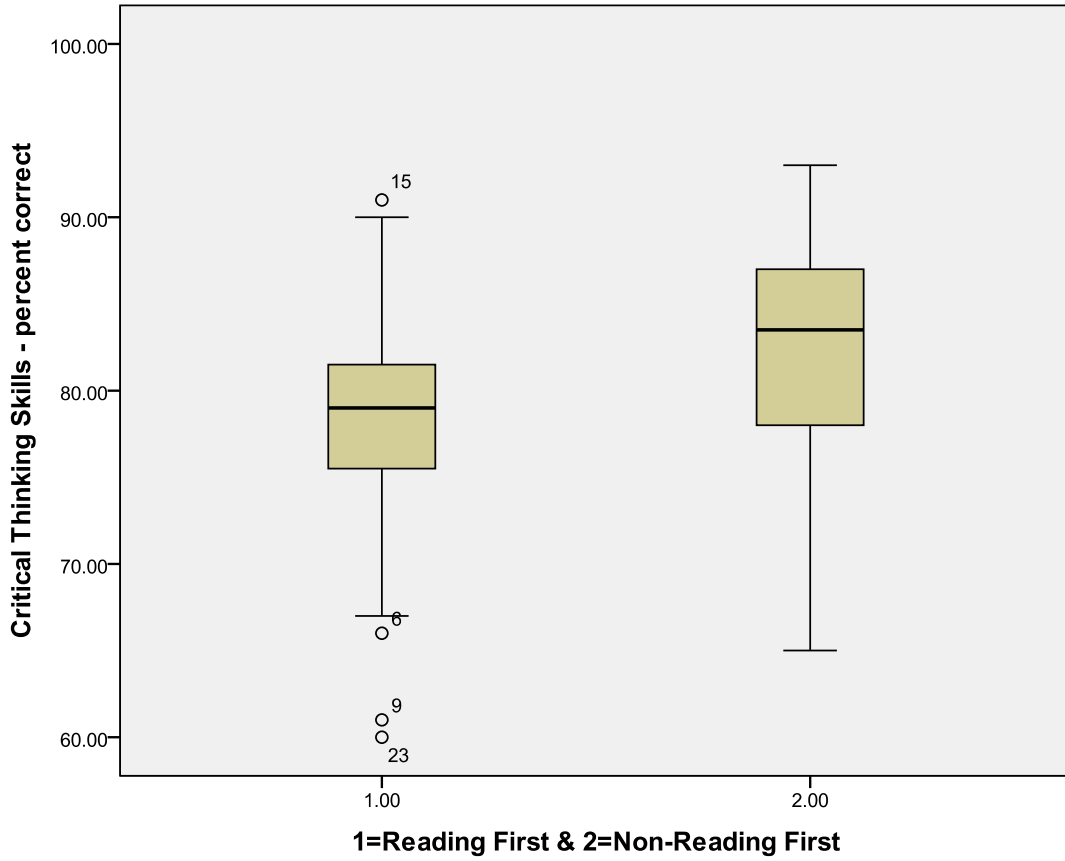
Critical Thinking Skills - percent correct Stem-and-Leaf Plot for Program= 2.00

Frequency	Stem &	Leaf
.00	6 .	
2.00	6 .	59
9.00	7 .	001133344
16.00	7 .	5566666777888999
27.00	8 .	0000111111222223334444444444
27.00	8 .	55555666666777777888888899
9.00	9 .	000112223

Stem width: 10.00
Each leaf: 1 case(s)

BOX-AND-WHISKERS PLOTS OF
BASIC UNDERSTANDING
OF TEXAS READING FIRST PARTICIPATING
AND NON-PARTICIPATING CAMPUSES

1=Reading First Campuses & 2=Non-Reading First Campuses

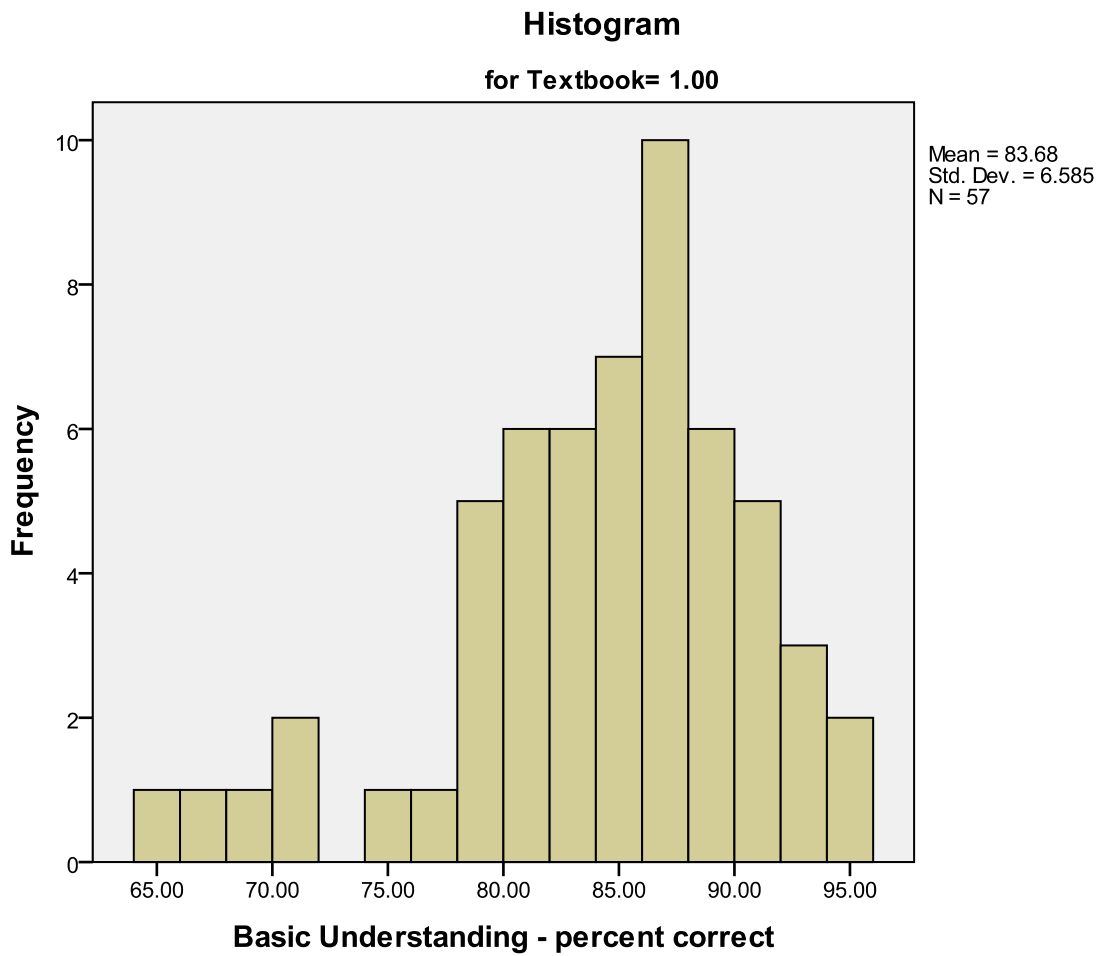


APPENDIX G

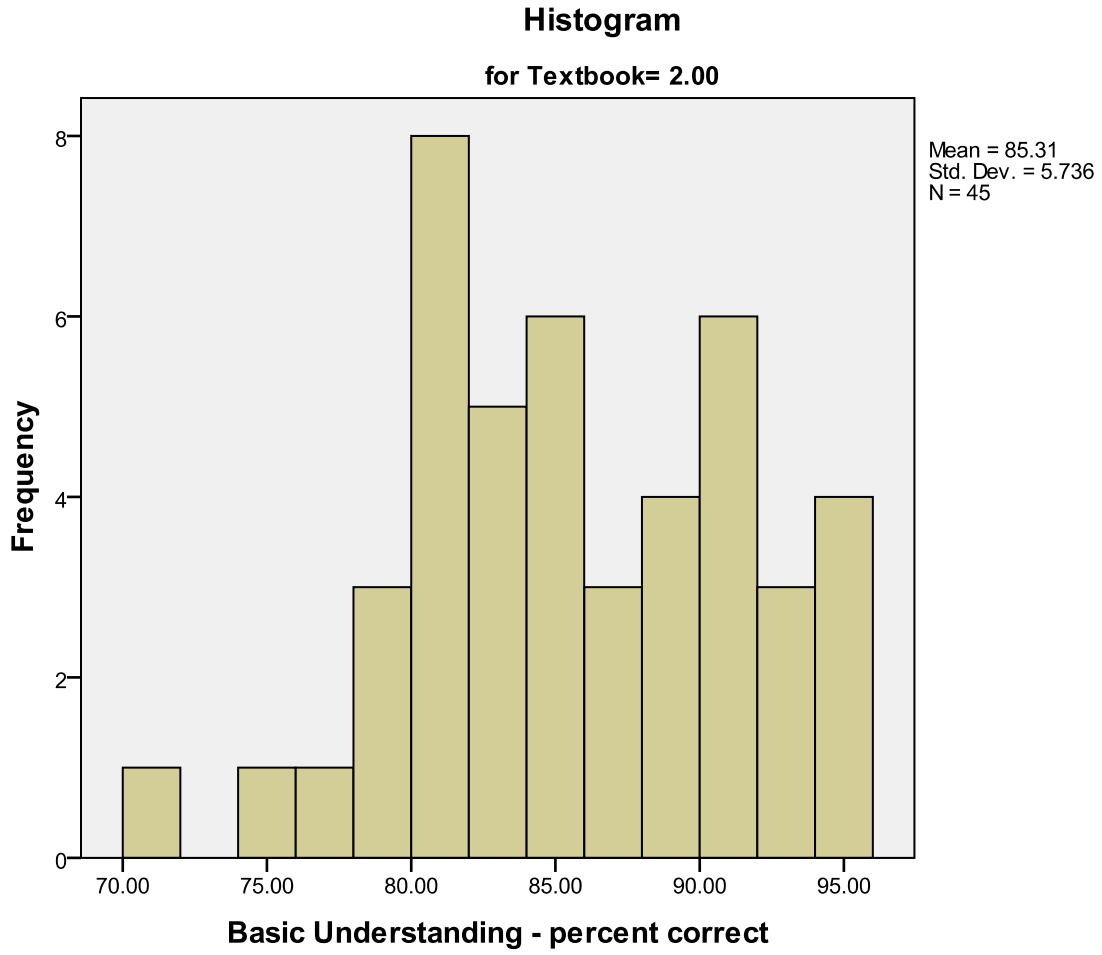
APPENDIX G

EXPLORATORY ANALYSES FOR HYPOTHESIS TWO

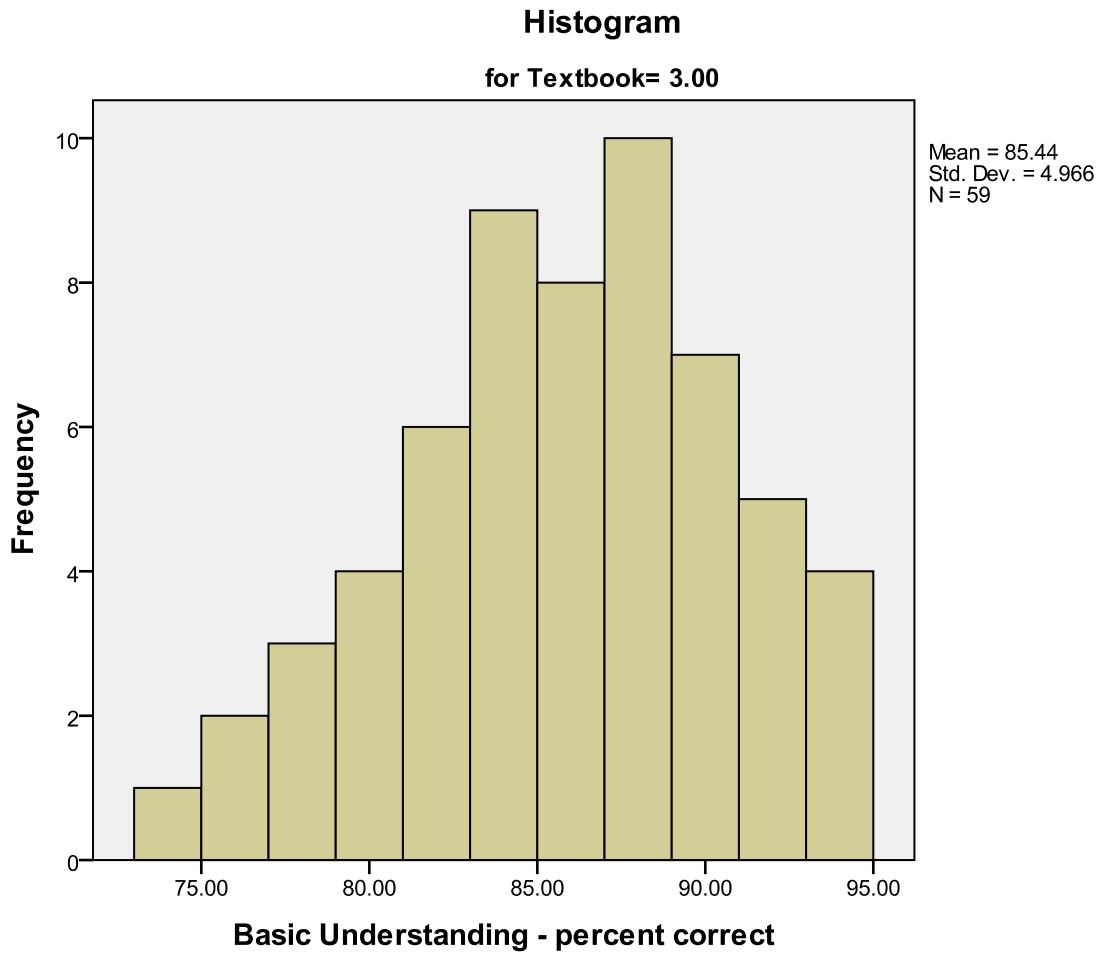
HISTOGRAM OF BASIC UNDERSTANDING
FOR TEXTBOOK 1



HISTOGRAM OF BASIC UNDERSTANDING
FOR TEXTBOOK 2



HISTOGRAM OF BASIC UNDERSTANDING FOR TEXTBOOK 3



STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING
FOR TEXTBOOK 1

Basic Understanding - percent correct Stem-and-Leaf Plot for
Textbook= 1.00

Frequency	Stem &	Leaf
3.00	Extremes	(=<69)
2.00	7 .	11
7.00	7 .	5788899
17.00	8 .	00111122233344444
18.00	8 .	556667777777889999
10.00	9 .	0000023344
Stem width: 10.00		
Each leaf: 1 case(s)		

STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING
FOR TEXTBOOK 2

Basic Understanding - percent correct Stem-and-Leaf Plot for
Textbook= 2.00

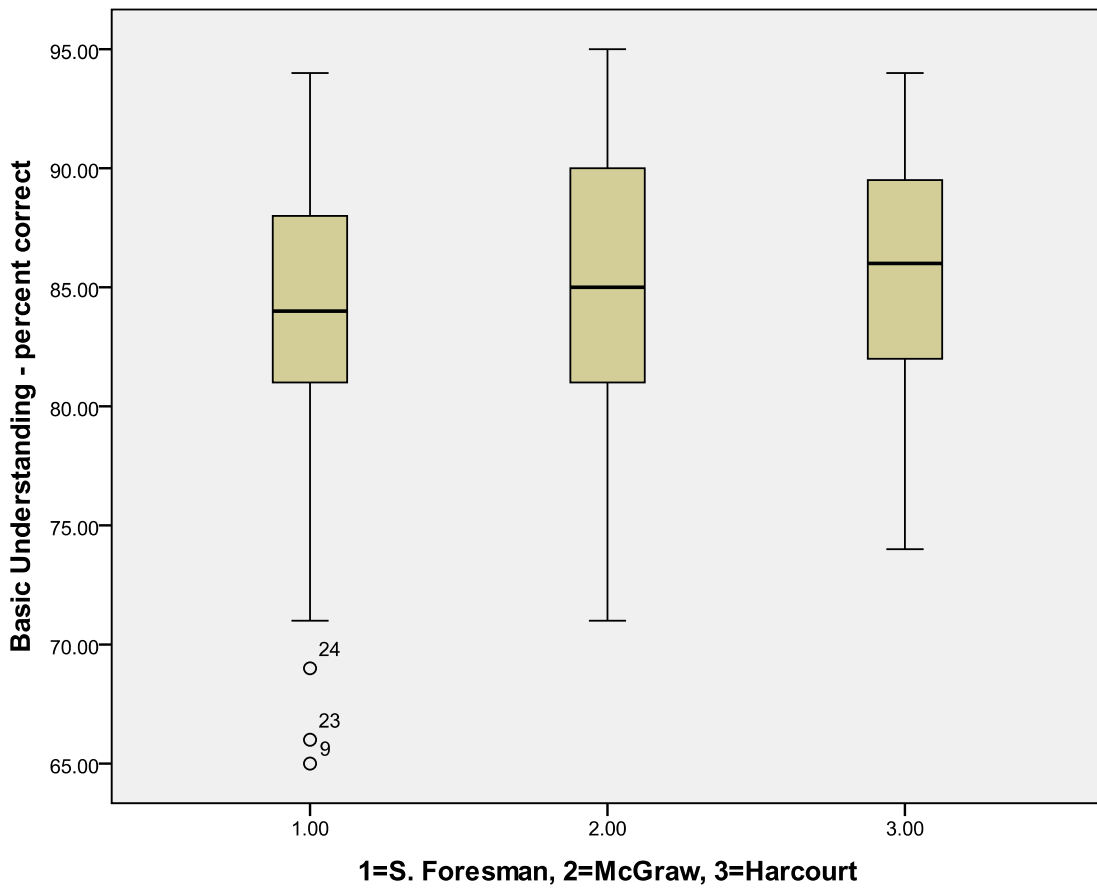
Frequency	Stem &	Leaf
1.00	7 .	1
5.00	7 .	57889
15.00	8 .	001111112233344
11.00	8 .	5557778899
12.00	9 .	000111333444
1.00	9 .	5
Stem width: 10.00		
Each leaf: 1 case(s)		

STEM-AND-LEAF PLOT OF BASIC UNDERSTANDING FOR TEXTBOOK 3

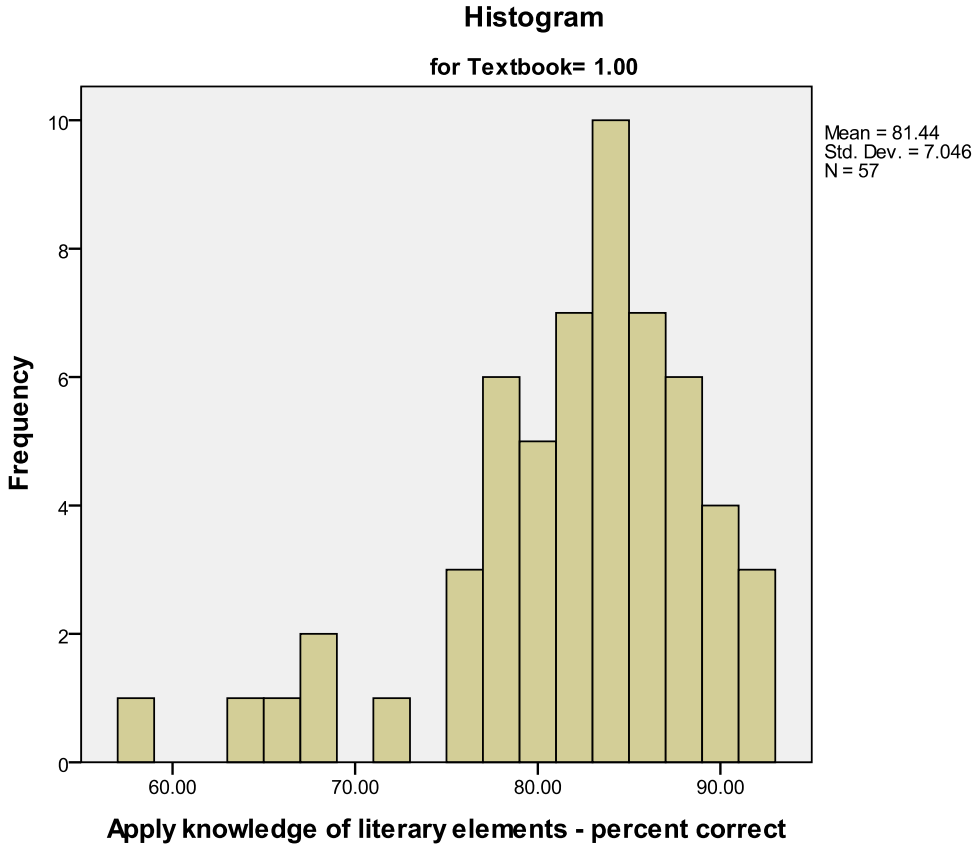
Basic Understanding - percent correct Stem-and-Leaf Plot for
Textbook= 3.00

Frequency	Stem &	Leaf
1.00	7 .	4
7.00	7 .	6677899
17.00	8 .	00112222333344444
19.00	8 .	5555666677778888889
15.00	9 .	000000112223444
Stem width:	10.00	
Each leaf:	1 case(s)	

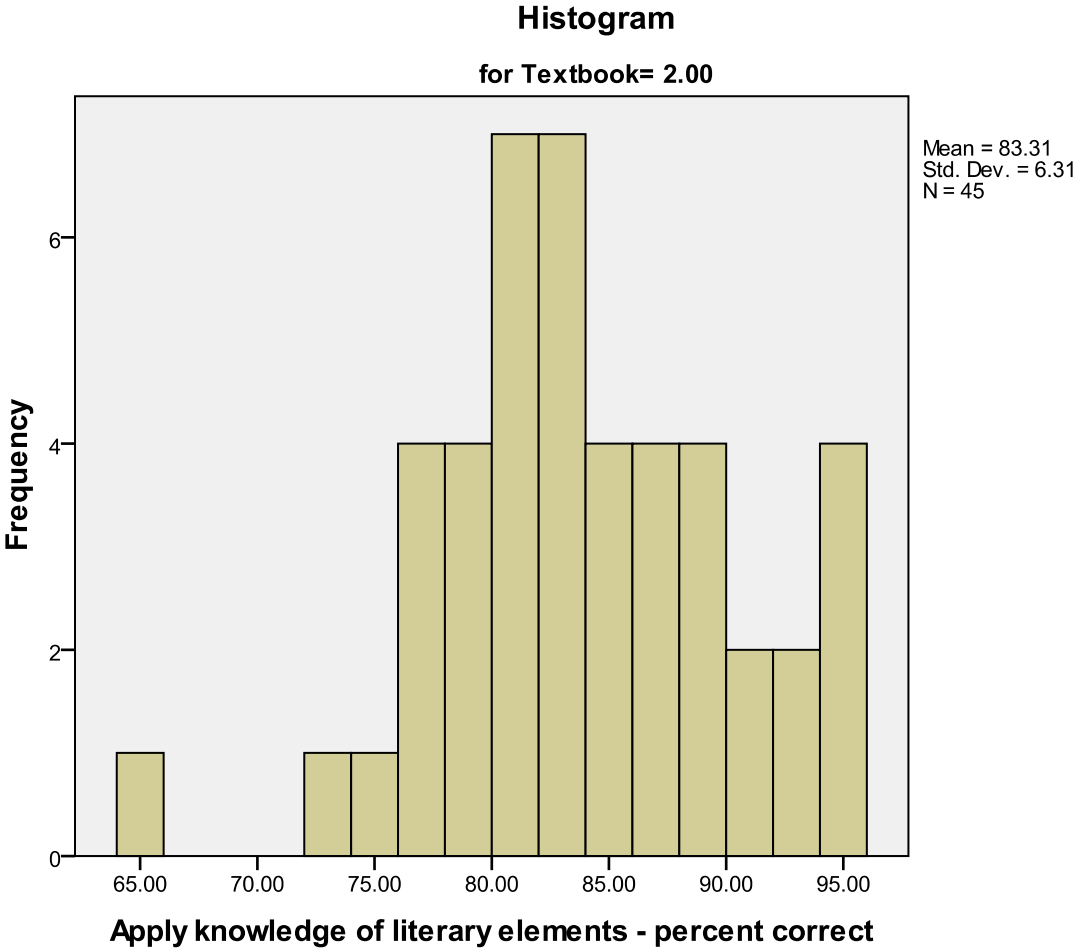
BOX-AND-WHISKERS PLOTS OF BASIC UNDERSTANDING FOR TEXTBOOK ADOPTIONS



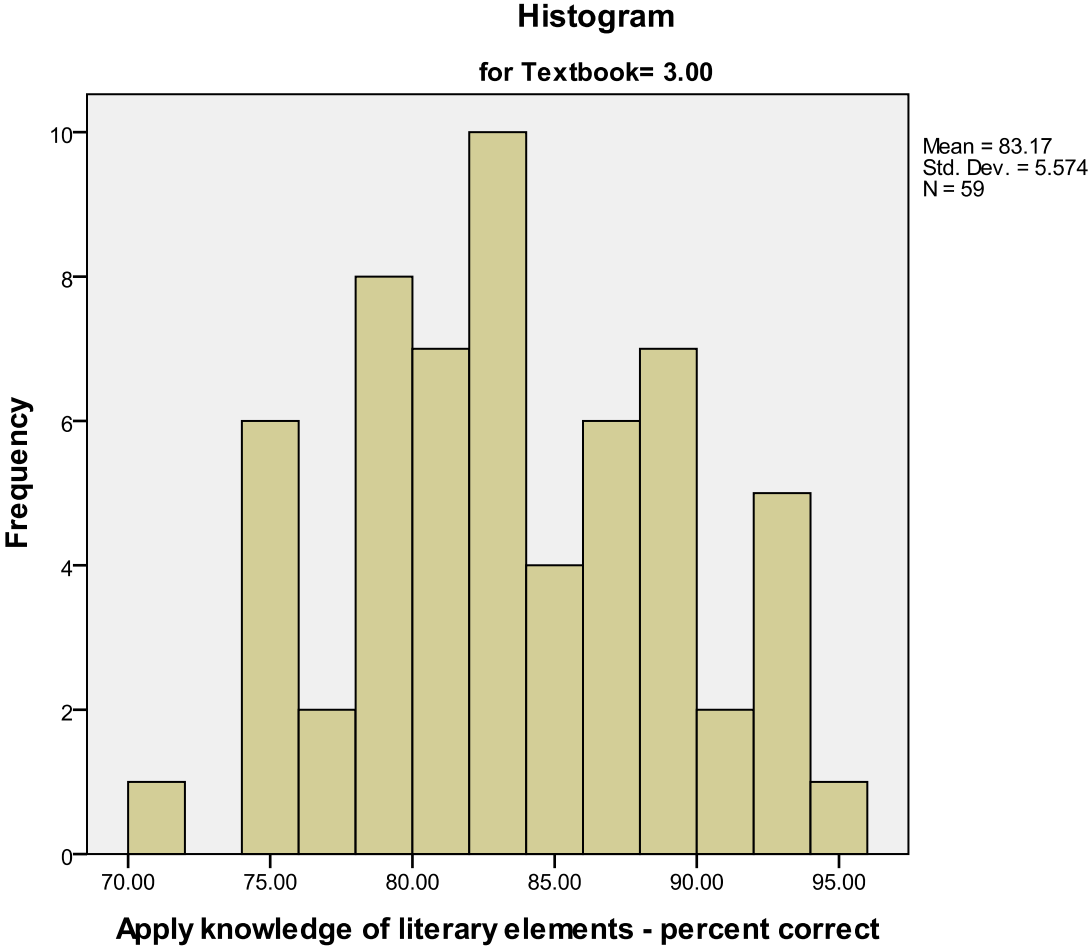
HISTOGRAM OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR TEXTBOOK 1



HISTOGRAM OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR TEXTBOOK 2



HISTOGRAM OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR TEXTBOOK 3



STEM-AND-LEAF PLOT OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR TEXTBOOK 1

Apply knowledge of literary elements - percent correct Stem-and-Leaf
Plot for
Textbook= 1.00

Frequency	Stem &	Leaf
5.00	Extremes	(=<67)
1.00	7 .	2
12.00	7 .	566788888999
19.00	8 .	0011112223334444444
16.00	8 .	555556777888999
4.00	9 .	0112
Stem width:	10.00	
Each leaf:	1 case(s)	

STEM-AND-LEAF PLOT OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS
FOR TEXTBOOK 2

Apply knowledge of literary elements - percent correct Stem-and-Leaf
Plot for
Textbook= 2.00

Frequency	Stem &	Leaf
1.00	Extremes	(=<65)
1.00	7 .	3
9.00	7 .	566668899
16.00	8 .	0000111222233344
10.00	8 .	5566778889
7.00	9 .	0022444
1.00	9 .	5
Stem width:	10.00	
Each leaf:	1 case(s)	

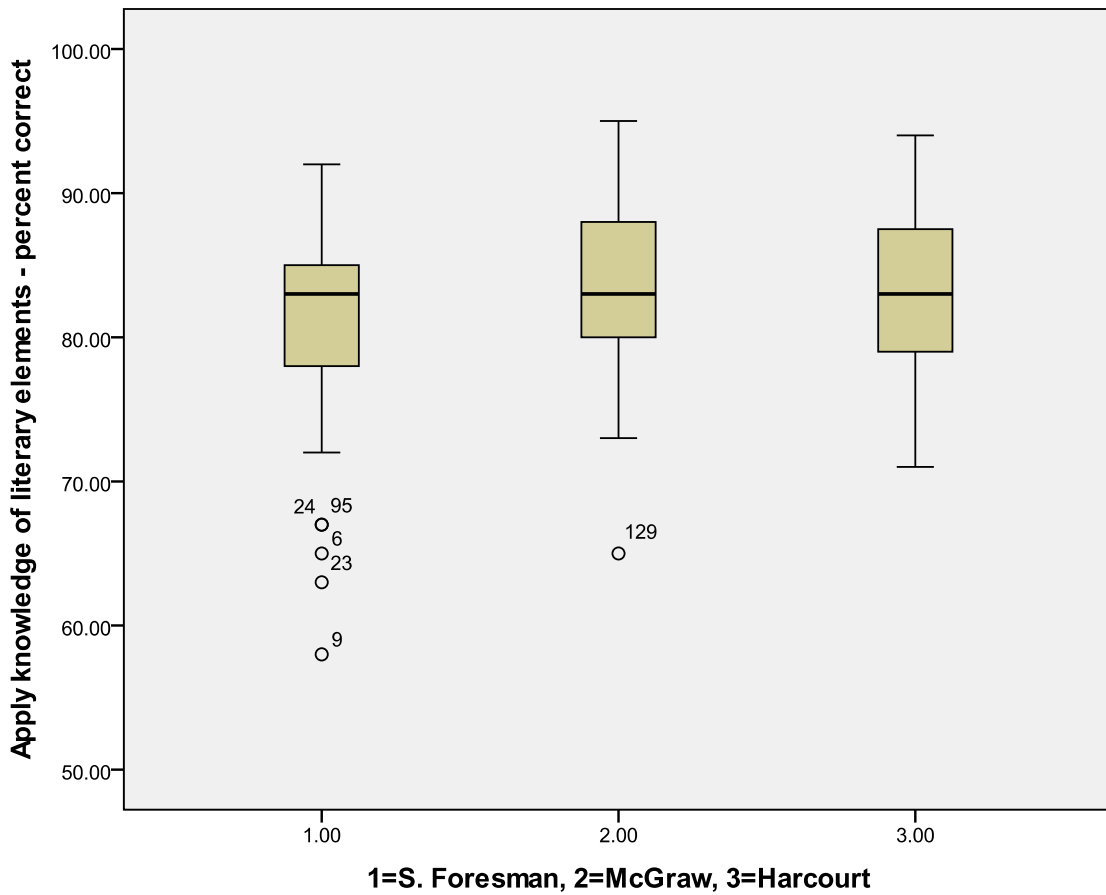
STEM-AND-LEAF PLOT OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS FOR TEXTBOOK 3

Apply knowledge of literary elements - percent correct Stem-and-Leaf
Plot for
Textbook= 3.00

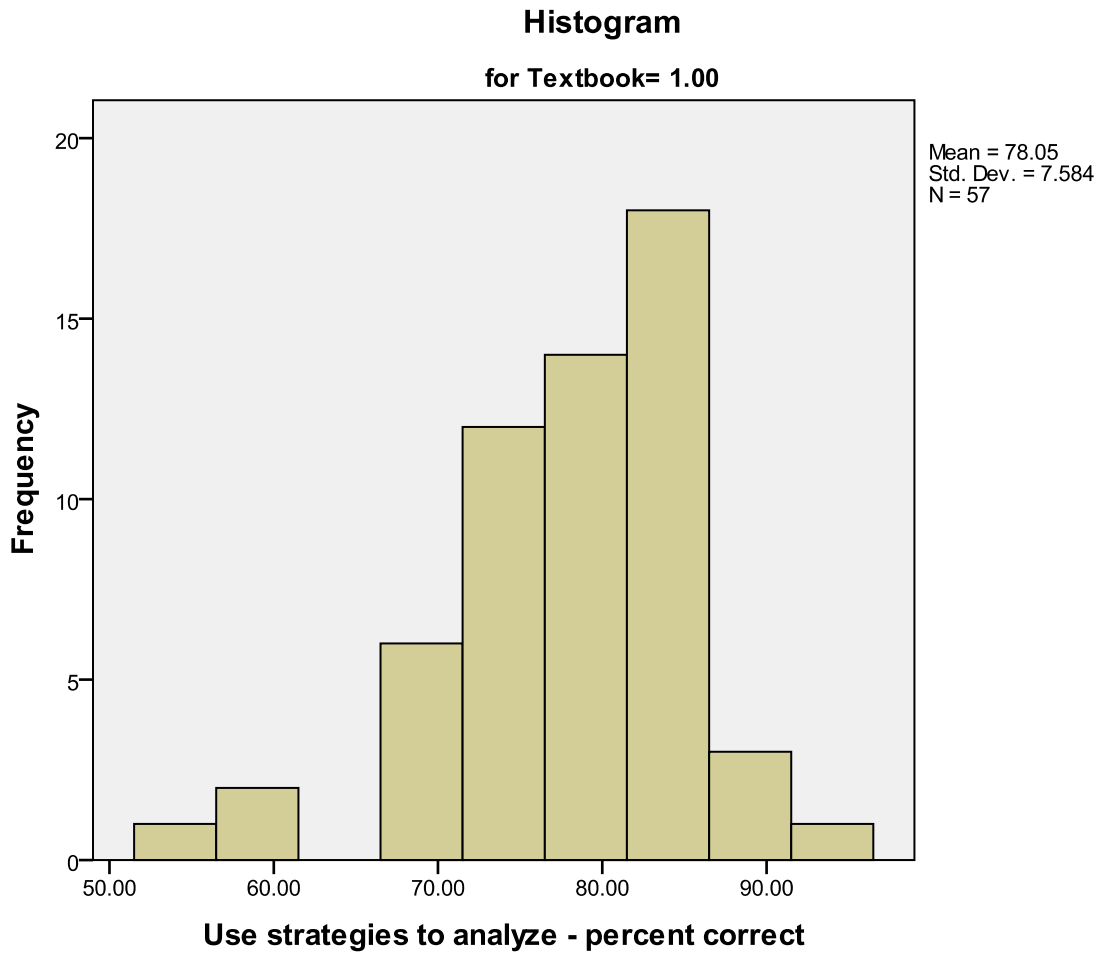
Frequency	Stem &	Leaf
3.00	7 .	144
14.00	7 .	55557788999999
18.00	8 .	000111122222333334
16.00	8 .	5556677778889999
8.00	9 .	00222334

Stem width: 10.00
Each leaf: 1 case(s)

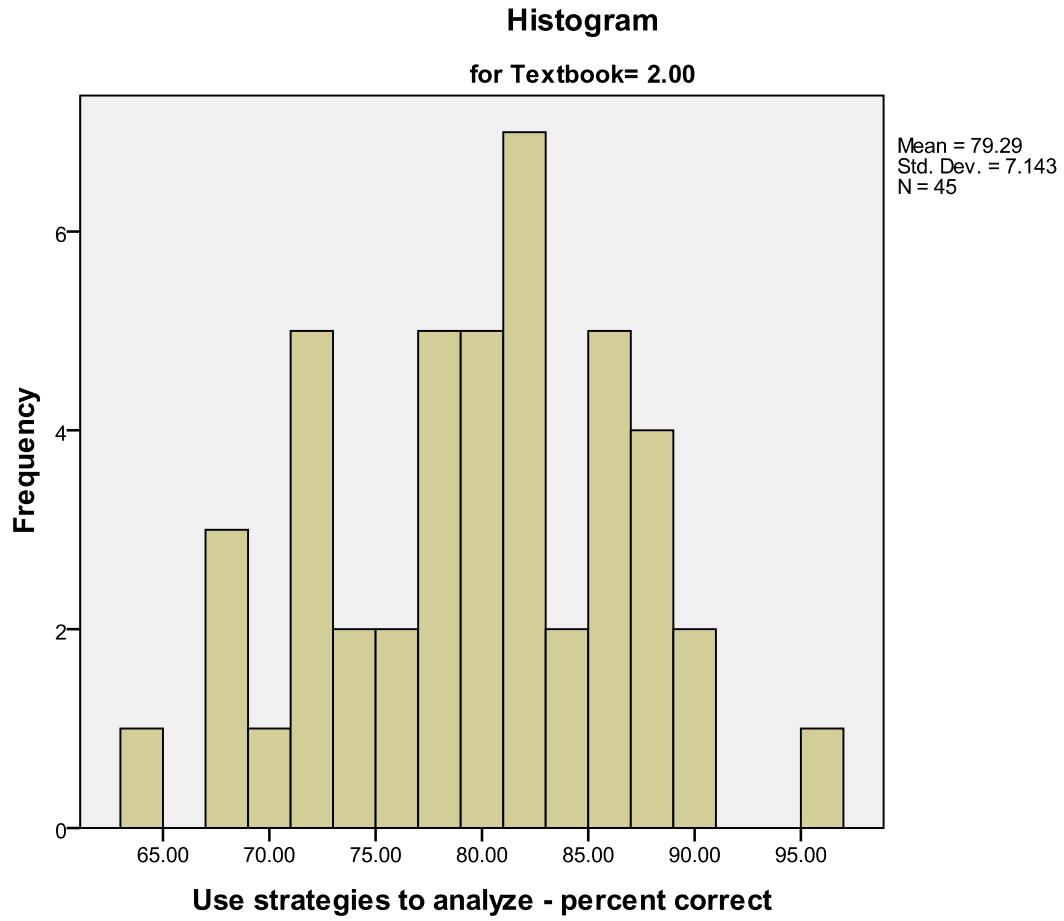
BOX-AND-WHISKERS PLOTS OF APPLYING KNOWLEDGE OF LITERARY ELEMENTS FOR TEXTBOOK ADOPTIONS



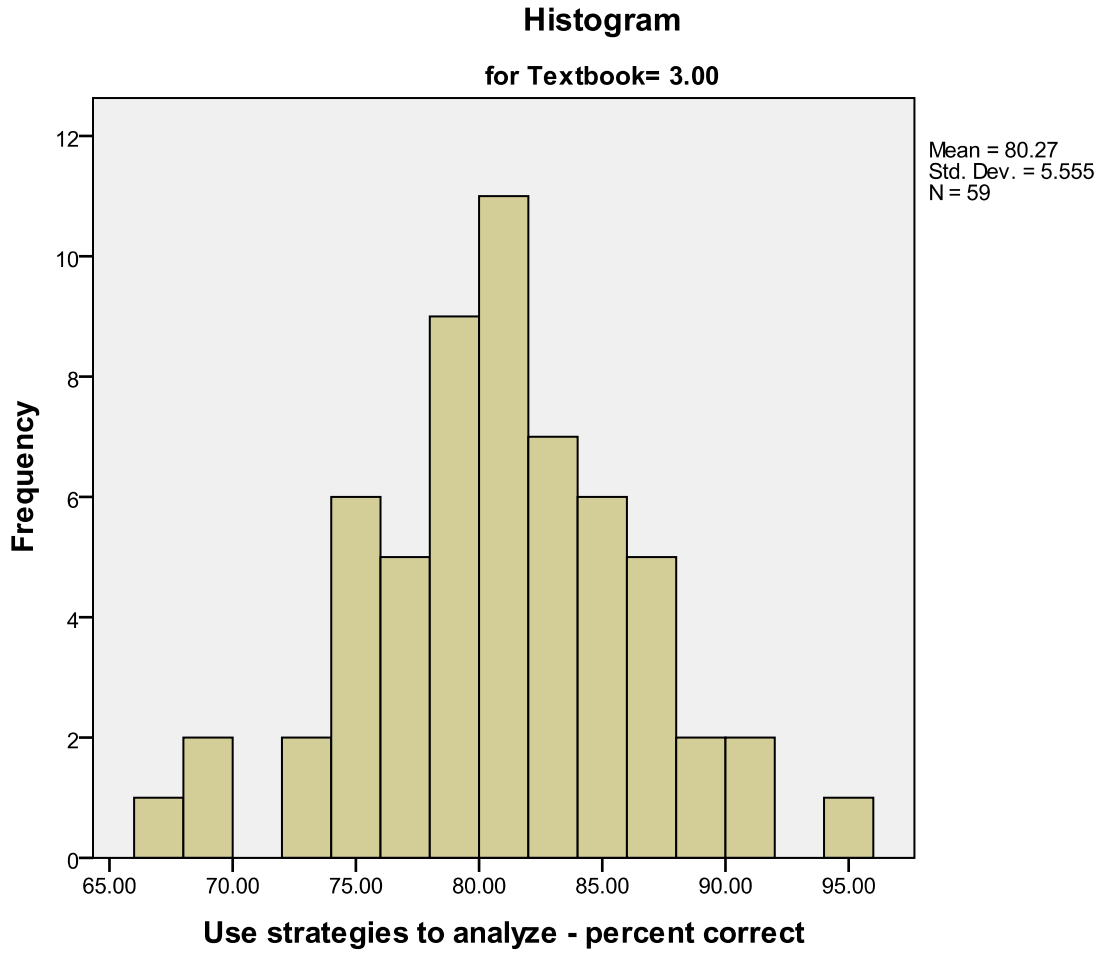
HISTOGRAM OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK 1



HISTOGRAM OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK 2



HISTOGRAM OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK 3



STEM-AND-LEAF PLOT OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK 1

Use strategies to analyze - percent correct Stem-and-Leaf Plot for
Textbook= 1.00

Frequency	Stem &	Leaf
1.00	Extremes	(=<54)
2.00	6 .	11
5.00	6 .	78899
9.00	7 .	122223444
13.00	7 .	5556777888999
15.00	8 .	011112233333444
11.00	8 .	55555666779
1.00	9 .	4
Stem width: 10.00		
Each leaf: 1 case(s)		

STEM-AND-LEAF PLOT OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK 2

Use strategies to analyze - percent correct Stem-and-Leaf Plot for
Textbook= 2.00

Frequency	Stem &	Leaf
1.00	6 .	4
4.00	6 .	7889
7.00	7 .	1111233
7.00	7 .	5677788
14.00	8 .	00000112222234
10.00	8 .	5556678889
1.00	9 .	0
1.00	9 .	6
Stem width: 10.00		
Each leaf: 1 case(s)		

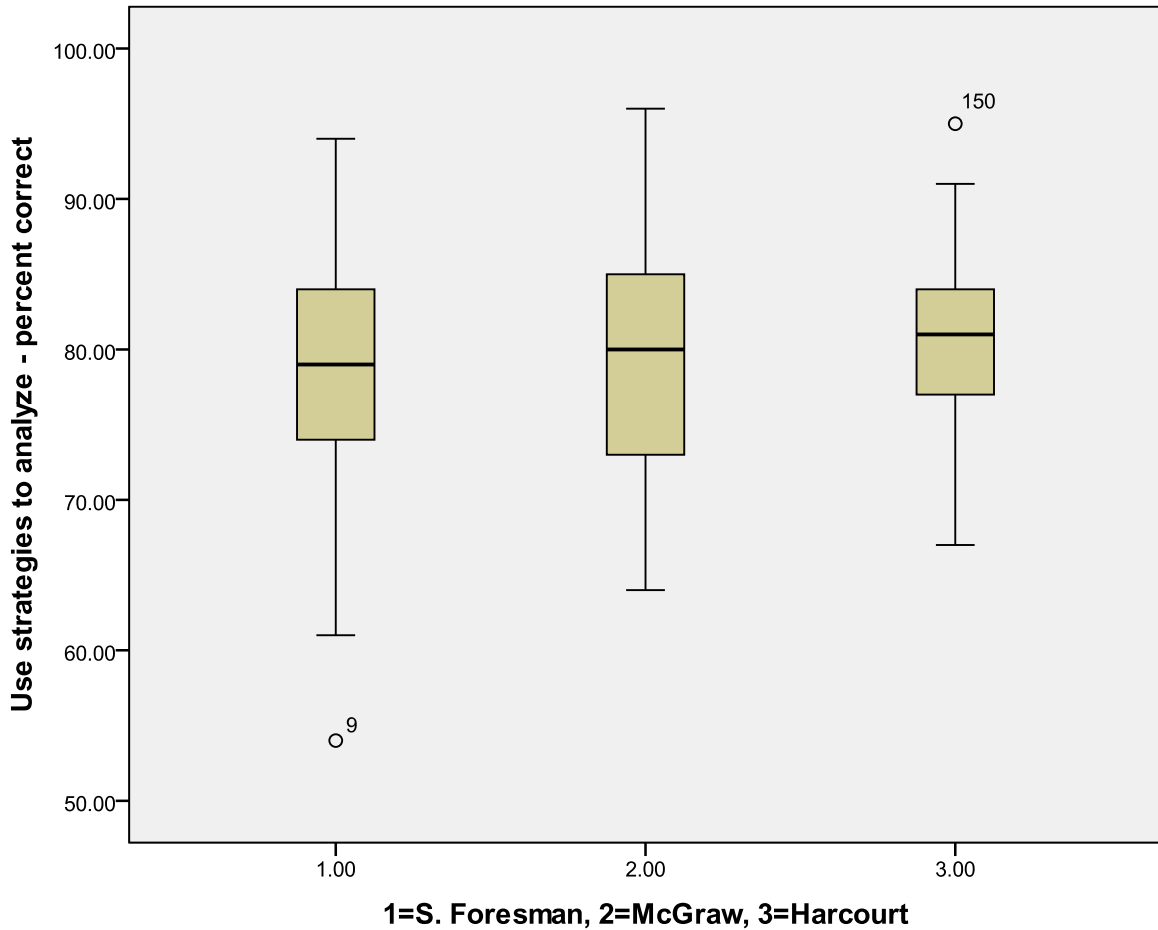
STEM-AND-LEAF PLOT OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK 3

Use strategies to analyze - percent correct Stem-and-Leaf Plot for
Textbook= 3.00

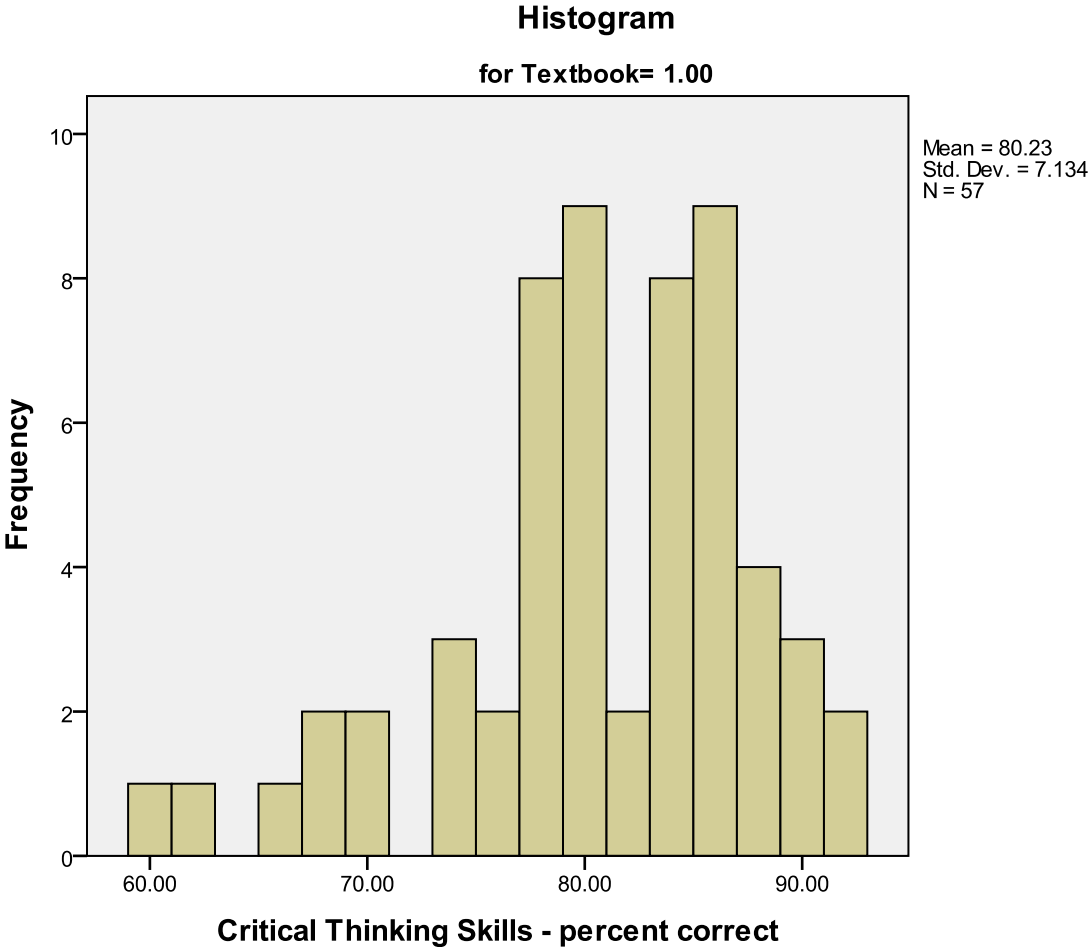
Frequency	Stem &	Leaf
3.00	6 .	799
8.00	7 .	33444444
14.00	7 .	66677888888889
23.00	8 .	001111111111222223344444
8.00	8 .	56667789
2.00	9 .	11
1.00	Extremes	(>=95)

Stem width: 10.00
Each leaf: 1 case(s)

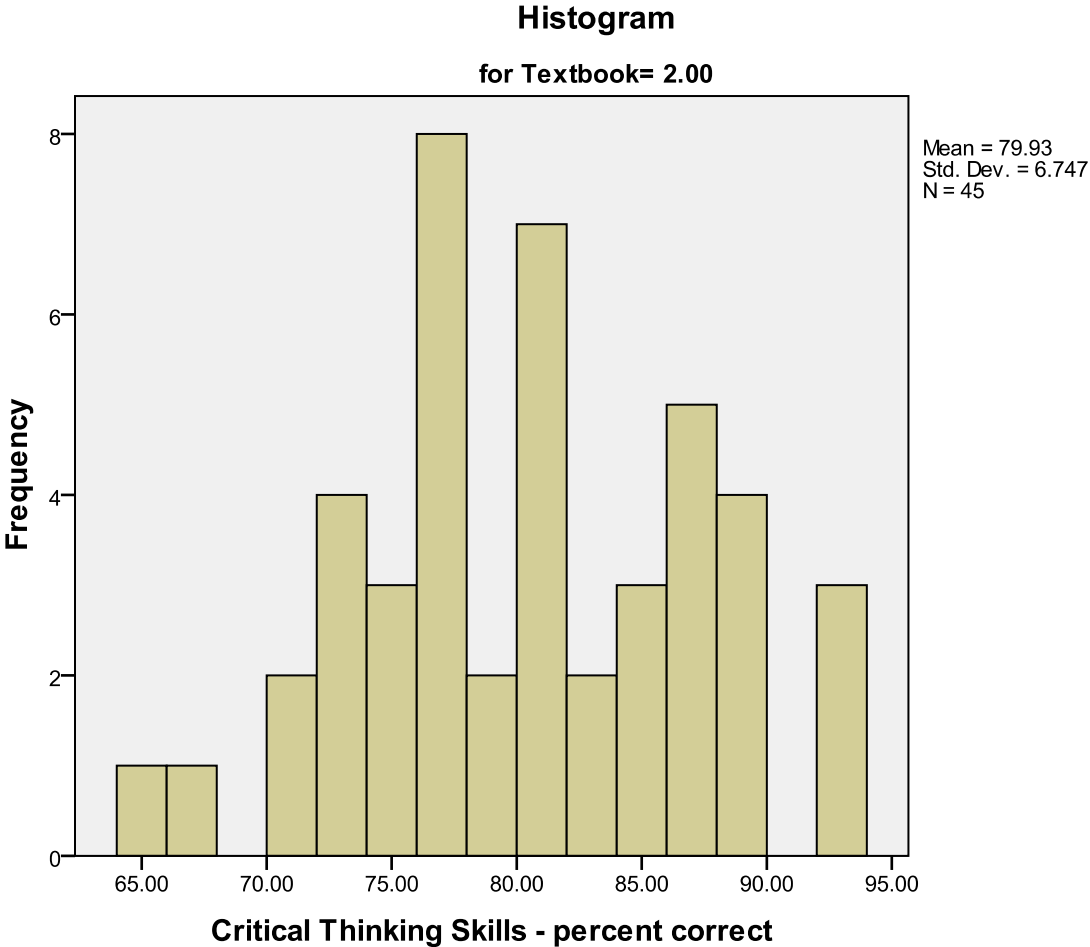
BOX-AND-WHISKERS PLOTS OF UTILIZING STRATEGIES TO ANALYZE
FOR TEXTBOOK ADOPTIONS



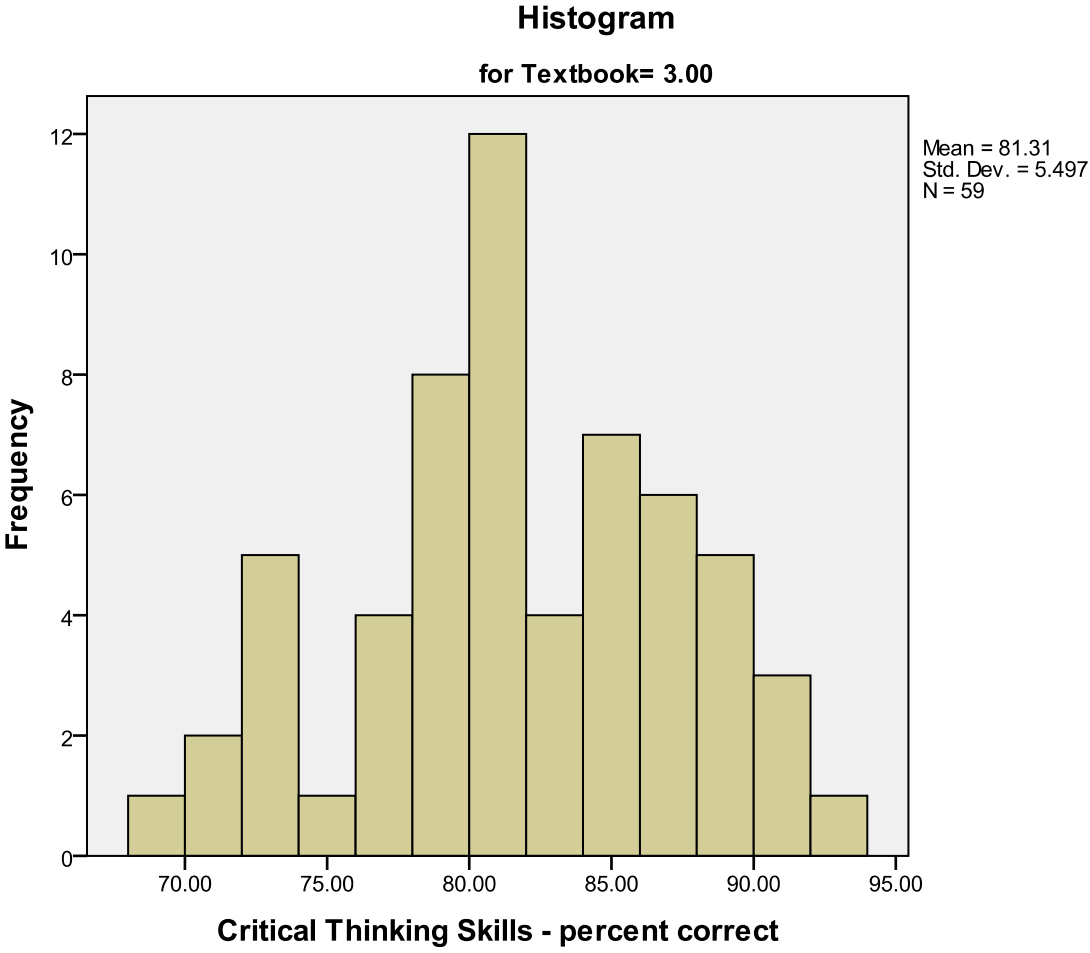
HISTOGRAM OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK 1



HISTOGRAM OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK 2



HISTOGRAM OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK 3



STEM-AND-LEAF PLOT OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK 1

Critical Thinking Skills - percent correct Stem-and-Leaf Plot for
Textbook= 1.00

Frequency	Stem &	Leaf
2.00	Extremes	(=<61)
4.00	6 .	6789
4.00	7 .	0344
15.00	7 .	567778888899999
14.00	8 .	00002233344444
14.00	8 .	55555666678889
4.00	9 .	0011

Stem width: 10.00
Each leaf: 1 case(s)

STEM-AND-LEAF PLOT OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK 2

Critical Thinking Skills - percent correct Stem-and-Leaf Plot for
Textbook= 2.00

Frequency	Stem &	Leaf
.00	6 .	
2.00	6 .	57
7.00	7 .	0022334
12.00	7 .	556667777788
12.00	8 .	000111122444
9.00	8 .	666778889
3.00	9 .	223

Stem width: 10.00
Each leaf: 1 case(s)

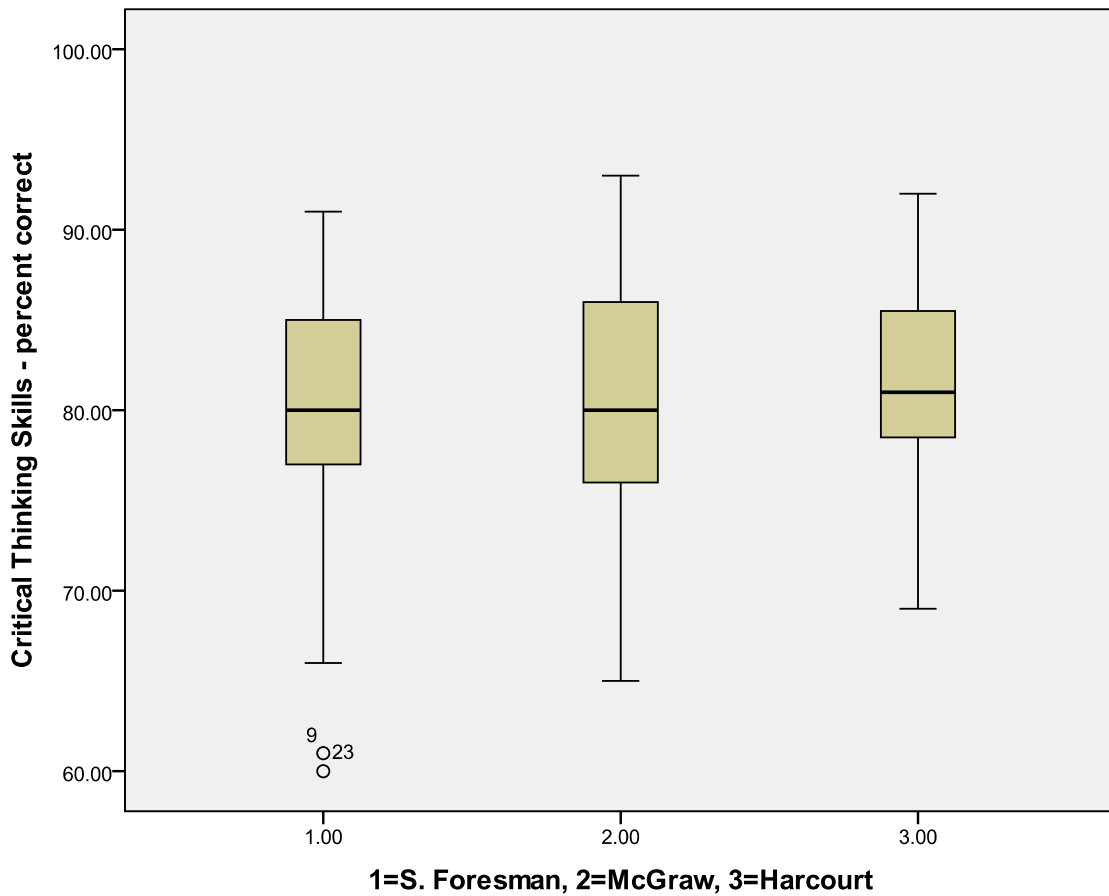
STEM-AND-LEAF PLOT OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK 3

Critical Thinking Skills - percent correct Stem-and-Leaf Plot for
Textbook= 3.00

Frequency	Stem &	Leaf
1.00	6 .	9
7.00	7 .	1123333
13.00	7 .	5667788999999
21.00	8 .	0000111111111223344444
13.00	8 .	5566677788889
4.00	9 .	0012

Stem width: 10.00
Each leaf: 1 case(s)

BOX-AND-WHISKERS PLOTS OF APPLYING CRITICAL THINKING SKILLS
FOR TEXTBOOK ADOPTIONS



APPENDIX H

APPENDIX H

MULTIVARIATE ANALYSIS

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Basic Understanding	660.297 ^a	5	132.059	4.307	.001	.122
	Apply knowledge of literacy elements	921.023 ^b	5	184.205	5.161	.000	.143
	Use strategies to analyze	1217.908 ^c	5	243.582	6.108	.000	.165
	Critical Thinking Skills	778.173 ^d	5	155.635	4.100	.002	.117
Intercept	Basic Understanding-	1080429.044	1	1080429.044	35233.154	.000	.996
	Apply knowledge of literacy	1024826.194	1	1024826.194	28715.775	.000	.995
	Use strategies to analyze	940103.522	1	940103.522	23575.171	.000	.993
	Critical Thinking Skills	971136.174	1	971136.174	25583.081	.000	.994
Program	Basic Understanding-	493.600	1	493.600	16.096	.000	.094
	Apply knowledge of literacy elements	746.624	1	746.624	20.921	.000	.119
	Use strategies to analyze	986.858	1	986.858	24.748	.000	.138
	Critical Thinking Skills	637.049	1	637.049	16.782	.000	.098
Textbook	Basic Understanding	101.707	2	50.854	1.658	.194	.021
	Apply knowledge of literacy elements	102.755	2	51.378	1.440	.240	.018
	Use strategies to analyze	171.593	2	85.797	2.152	.120	.027
	Critical Thinking Skills	117.902	2	58.951	1.553	.215	.020
Program * Textbook	Basic Understanding	58.013	2	29.006	.946	.391	.012
	Apply knowledge of literacy elements	30.208	2	15.104	.423	.656	.005
	Use strategies to analyze -	51.955	2	25.977	.651	.523	.008
	Critical Thinking Skills	104.769	2	52.385	1.380	.255	.017
Error	Basic Understanding-	4753.094	155	30.665			
	Apply knowledge of literacy	5531.735	155	35.689			
	Use strategies to analyze	6180.912	155	39.877			
	Critical Thinking Skills	5883.815	155	37.960			
Total	Basic Understanding-	1162696.000	161				
	Apply knowledge of literacy	1104818.000	161				
	Use strategies to analyze	1017579.000	161				
	Critical Thinking Skills	1051029.000	161				
Corrected Total	Basic Understanding-	5413.391	160				
	Apply knowledge of literacy elements	6452.758	160				
	Use strategies to analyze	7398.820	160				
	Critical Thinking Skills	6661.988	160				

a. R Squared = .122 (Adjusted R Squared = .094)

b. R Squared = .143 (Adjusted R Squared = .115)

c. R Squared = .165 (Adjusted R Squared = .138)

d. R Squared = .117 (Adjusted R Squared = .088)

APPENDIX I

APPENDIX I

UNIVARIATE ANALYSIS OF VARIANCE

Tests of Between-Subjects Effects

Dependent Variable: Basic Understanding

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	660.297 ^a	5	132.059	4.307	.001	.122
Intercept	1080429.044	1	1080429.044	35233.154	.000	.996
Program	493.600	1	493.600	16.096	.000	.094
Textbook	101.707	2	50.854	1.658	.194	.021
Program * Textbook	58.013	2	29.006	.946	.391	.012
Error	4753.094	155	30.665			
Total	1162696.000	161				
Corrected Total	5413.391	160				

a. R Squared = .122 (Adjusted R Squared = .094)

Tests of Between-Subjects Effects

Dependent Variable: Apply knowledge of literacy elements

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	921.023 ^a	5	184.205	5.161	.000	.143
Intercept	1024826.194	1	1024826.194	28715.775	.000	.995
Program	746.624	1	746.624	20.921	.000	.119
Textbook	102.755	2	51.378	1.440	.240	.018
Program * Textbook	30.208	2	15.104	.423	.656	.005
Error	5531.735	155	35.689			
Total	1104818.000	161				
Corrected Total	6452.758	160				

a. R Squared = .143 (Adjusted R Squared = .115)

Tests of Between-Subjects Effects

Dependent Variable: Use strategies to analyze

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1217.908 ^a	5	243.582	6.108	.000	.165
Intercept	940103.522	1	940103.522	23575.171	.000	.993
Program	986.858	1	986.858	24.748	.000	.138
Textbook	171.593	2	85.797	2.152	.120	.027
Program * Textbook	51.955	2	25.977	.651	.523	.008
Error	6180.912	155	39.877			
Total	1017579.000	161				
Corrected Total	7398.820	160				

a. R Squared = .165 (Adjusted R Squared = .138)

Tests of Between-Subjects Effects

Dependent Variable: Critical Thinking Skills

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	778.173 ^a	5	155.635	4.100	.002	.117
Intercept	971136.174	1	971136.174	25583.081	.000	.994
Program	637.049	1	637.049	16.782	.000	.098
Textbook	117.902	2	58.951	1.553	.215	.020
Program * Textbook	104.769	2	52.385	1.380	.255	.017
Error	5883.815	155	37.960			
Total	1051029.000	161				
Corrected Total	6661.988	160				

a. R Squared = .117 (Adjusted R Squared = .088)

BIOGRAPHICAL SKETCH

Erica Briana Guerra was born on July 4, 1973 in Tucson, Arizona. She is the oldest of two children and is the daughter of Dario A. Guerra and Alma Arabella Garcia-Guerra. As a child growing up she remembers her childhood memories and lessons as ones of strength, courage, self-discipline, choices and perseverance. Her parents instilled in her patriotism, love for her country, and fulfilling the American Dream. Erica graduated from Rio Grande City High School in 1991. Erica obtained a Bachelors Degree from Southwest Texas State University with a double major in Political Science and History in August 1994. She became a teacher in Rio Grande City Consolidated School District. She taught sixth and seventh grade social studies and Texas History and obtained an elementary certification where she taught both in Rio Grande City and Roma. She acquired a Master of Science Degree in Educational Leadership from Texas A&M University – Kingsville in 2001. She was hired in Rio Grande City C.I.S.D. and is currently an assistant principal. In May 2011, Erica completed a Doctorate of Education in Educational Leadership degree from the University of Texas - Pan American in Educational Leadership. With this accomplishment she anticipates to help her school district transition from the TAKS to the new rigorous STAAR state assessments and help teachers become fully aware and empowered to educate our diverse Hispanic student population and the reading implications faced during this transitional period.