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Rigby Literacy 2004-2008

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RIGBY LITERACY REPORT 2004-2008

EXECUTIVE SUMMARY

Background

The Jefferson County Public School Elementary Literacy program is guided by Rigby Literacy, a comprehensive program integrating phonics, vocabulary development, fluency, phonemic awareness, and reading comprehension. The current report reviews the selection, implementation, and impact of the Rigby Literacy program on elementary schools.

During the 2003-2004 school year, seven major literacy programs underwent a comprehensive review by principals, teachers, resource teachers, and administrators. The reviewers utilized a rubric in which each program was rated on the content of leveled texts and the content of teacher guides and support materials. In addition, evaluation specialists from the district's Research Department reviewed the programs for their evidence of effectiveness, scale up record and capacity, training and implementation support, and comprehensiveness.

The seven literacy programs reviewed were: Pearson, Mondo, Wright, Pacific, Rigby, Sundance Newbridge, and Scholastic. These programs were chosen for review by the district's literacy specialists, largely due to their alignment to the district's 5-Block Reading Model. The rubric ratings showed that Rigby Literacy scored in the top 2 programs in each role group and was the top choice of teachers (60% top choice).

Rigby Literacy began in 2004-2005 with 77 of the district's 90 elementary schools. In 2007-2008, three additional schools utilized Rigby (i.e., Atkinson, Farmer, and Stopher Elementaries). The remaining 10 schools (Audubon, Auburndale, Bowen, Carter, Greathouse, Jacob, Lincoln, Mill Creek, Schaffner, and Shelby) have utilized a variety of other literacy programs including Direct Instruction and Success for All. During the course of the roll-out of Rigby, professional development, implementation, and survey data were collected to continuously monitor and refine the program.

Major Evaluation Findings

Relationship between Organizational Support and Implementation

- Analyses were run to examine the relationship between teacher ratings of organizational support and walkthrough data.
- There was a moderate positive correlational relationship between teachers' ratings of program implementation support and organizational support and change and the average level of implementation for both emergent/early and transitional/fluent classrooms.
- That is, the higher teacher's perceptions of support for program implementation the higher their levels of implementation of guided reading.

- There does not appear to be a relationship between teacher ratings of professional development support and their level of implementation of guided reading.

Relationship between Implementation and Student Outcomes

- Analyses were run to examine the relationship between observer ratings of implementation and student outcomes.
- Even after controlling for initial reading performance, there were some teacher behaviors in each area that were found to be statistically significantly correlated with student reading outcomes on the Spring PAS test, the district benchmark reading assessment.
- Classrooms that exhibited higher levels of implementation for the strategies listed in the table below had a higher percentage of students scoring proficient or distinguished in Reading on the PAS.

| Guided Reading | Shared Reading | Literacy Stations |
|--|--|---|
| <ul style="list-style-type: none"> • Models or reviews using explicit strategy language while focusing on strategies, concepts about print, text features, or fluency ($r=.43, p < .01$) • States a clear purpose for reading that is reinforced prior to the independent reading of the text ($r=.40, p < .01$) | <ul style="list-style-type: none"> • Provides an overview of the text, activates prior knowledge, and sets a purpose for reading prior to the interactive reading of the text ($r=.27, p < .10$) • Observes and reacts to student responses ($r=.40, p < .01$) | <ul style="list-style-type: none"> • Tasks provide opportunities to practice literacy strategies or skills at a variety of levels addressing at least one of the five essential components of reading identified by SBRR ($r=.20, p = .05$) |

Student Outcomes in Literacy

- Data on the state assessment, Kentucky Core Content (KCCT), test in Reading, were examined for schools that utilized Rigby and those that did not utilize Rigby.
- Data from the KCCT shows that Rigby schools have significantly outperformed non-Rigby schools in their gains on the KCCT Academic Reading Index since the baseline year (2003-2004).

| Group | CHANGE in KCCT Reading Index since Baseline |
|-----------|---|
| Non-Rigby | +0.72 |
| Rigby | +4.82 |

Overview of Data Documentation Available on Rigby

1. Literacy Program Selection Process
 - a. Review Rubric
 - b. Ratings given by principals
 - c. Ratings given by teachers
 - d. Ratings given by resource teachers
 - e. Ratings given by central office administrators
 - f. Ratings given by JCPS research/evaluation specialists
2. Evaluation Plan
 - a. District Literacy System- Evaluation Logic Model for Elementary Level
 - b. Timeline for Elementary Literacy Feedback Loop
 - c. Elementary Literacy System Feedback Loop Results 2005-2006
3. Professional Development
 - a. District Literacy System Professional Development Offerings 2005-2006
 - b. Rigby Institute Summer 2005 Level 2 Evaluation Results
 - c. Rigby Literacy Workshops 2006 Evaluation Results
 - d. Teacher Participation Lists to Professional Development Offering
 - e. District Literacy System Professional Development Sessions 2008
4. Implementation Data
 - a. 2004-2005 Fall and Spring walkthrough data on Modeled Reading, Before, During and After Guided Reading, Class Environment- teacher level data, school level data, district level data, and trend data
 - b. 2005-2006 Fall and Spring walkthrough data on Guided Reading, Shared Reading, and Literacy Stations- teacher level data, school level data, district level data
 - c. 2006-2007 Spring walkthrough data on Guided Reading, Shared Reading, and Literacy Stations- teacher level data, school level data, district level data
 - d. 2007-2008 Spring walkthrough data on Guided Reading, Shared Reading, and Literacy Stations- primary teacher data, intermediate teacher data, district level data
5. Survey Data, Student Outcome Data, and Other Information
 - a. Organizational Support Survey data in 04-05 from principals, instructional coaches, literacy lead teachers, and teachers
 - b. Organizational Support Survey data in 05-06 from teachers and instructional coaches
 - c. Trend data on organizational support from 04-05 to 05-06 for teachers and instructional coaches
 - d. Kentucky Core Content Test Reading trend data for each Rigby and non-Rigby school from 2003-2008
 - e. Correlation data between teacher ratings of organizational support and implementation data.
 - f. Correlation data between Rigby implementation and student outcomes.