Georgia Striving Reader Comprehensive Literacy Grant Program

Longitudinal Evaluation, 2012-2017

Prepared by:
Adrian Pasquarella, Ph. D.
University of Delaware

Prepared for:
Georgia Department of Education
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The goal of the Striving Readers Comprehensive Literacy Initiative (SRCL) was to increase student literacy achievement for students from birth to grade 12. The SRCL Program ran grant competitions and awarded funding for schools to implement their unique Literacy plans. Funds were used to equip classrooms with rich literacy materials (including technology-based materials), to provide open access to professional learning modules designed by the project's professional learning architects, and to fund school- and district-level professional learning activities. The initiative was only open to Georgia schools with persistently low performance and/or high levels of students living in poverty. Schools were required to address nine key components from research: (1) clearly defining and using learning/curriculum standards, (2) developing components unique to birth-to-five, (3) using ongoing formative and summative assessments, (4) adopting or improving response to intervention frameworks, (5) integrating best practices in instruction, (6) training high-quality teachers, (7) creating an atmosphere that fosters engaged leadership, (8) developing a clearly articulated plan for transitions and alignment, and (9) intentional strategies for maintaining student and staff engagement. Schools were able to craft plans to address each of these components locally. For this reason, the initiatives looked very different across schools and districts, and provided the opportunity to examine how different program choices and instructional practices related to literacy growth.
Purpose

The purpose of this report is to report on patterns in achievement and growth by cohort, district, and school. Additionally, a central purpose is to examine the programs, practices and teaching strategies SRCL schools reported using during grant implementation. Importantly, this evaluation examined how organizational and instructional factors related to literacy achievement and development across elementary, middle and high schools. To that aim, three questions were explored:

1) What is the relationship between core ELA curriculum and program choices on literacy development? Specifically, teachers described whether they used Bookworms, guided reading with instructional-level matching, commercially available ELA or phonics programs, and/or computer-based reading and writing programs.

2) What is the relationship between specific reading and writing practices, strategies, and activities on reading development? Specifically, teachers rated the frequency in which they used particular reading and writing practices during instruction on several questionnaires.

3) What is the influence of a school’s organizational structure on reading development? Specifically, how do teacher-reported levels of school leadership, continuity of instruction, use of formative and summative assessments, and use of evidence-based literacy practices relate to performance and growth across elementary, middle, and high schools?
Methods

Participants

The SRCL grant operated by expanding each year to include new cohorts of districts and/or schools. In the first year of the grant (2012/2013 academic year), there were 9 districts and 65 schools. The following year, 6 new districts and 69 new schools joined SRCL. For the 2014/2015 academic year, 11 new districts and 63 new schools joined SRCL. In the following year, 13 new districts and 71 new schools joined SRCL. In the final year, 2 new districts and 30 schools joined the SRCL grant. In total, 41 districts and 298 schools participated in the SRCL grant.

Table 1. Number of districts and schools in the five SRCL cohorts

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Start Year</th>
<th>Districts</th>
<th>Schools</th>
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<tbody>
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<td>9</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>2013/14</td>
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<td>69</td>
</tr>
<tr>
<td>3</td>
<td>2014/15</td>
<td>11</td>
<td>63</td>
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<tr>
<td>4</td>
<td>2015/16</td>
<td>13</td>
<td>71</td>
</tr>
<tr>
<td>5</td>
<td>2016/17</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
<td>298</td>
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Measures

Teacher Questionnaire

Each year, all grade-level teams were required to complete a series of questionnaires that tapped into different aspects of curriculum choices and implementation. Specifically, teachers reported on what literacy programs were used, what instructional strategies teachers used most often, and rated the organizational structure at their school.
Throughout the project’s years of 2014-17, teachers indicated their ELA curriculum and program choices each year. Grant requirements stipulated that teachers complete a questionnaire rating the organizational structure of a particular setting. This questionnaire was fully administered in 2014-15 and 2015-16. Results from these two years showed a high degree of convergence. Therefore, in the final year, 2016-17, a shortened version was administered, and additional reading and writing questionnaires (adapted from Kiuhara, Graham, & Hawken, 2009; Rissman, Miller, & Torgesen, 2009; Appendix A & B) were added to provide more explicit information regarding literacy activities and practices that were being used by teachers.

Core English Language Arts Curriculum Choices

Teachers described what program choices and resources were chosen for English Language Arts (ELA) instruction particular grades. Teachers rated their choices in two ways: (1) Who used it? Where responses could range from 1 (no one) to 4 (everyone) in a grade-level at a particular school, and (2) the frequency at which the program or strategy was used, which could range from 1 (never) to 8 (multiple times/day). Teachers specifically reported the specific curriculum choices and rated their adoption of: (1) a commercial ELA curriculum, (2) a commercial phonics program, (3) a computer-based reading intervention, (4) a computer-based writing intervention, (4) Bookworms, and (5) guided reading with instructional-level matching.

Reading and Writing Instructional Strategies

Teachers also described what instructional strategies, practices and activities were used for ELA instruction. Teachers rated the frequency at which the strategy, practice or activity was used, which could range from 1 (never) to 8 (multiple times/day). An extensive list of reading
practices were adapted from the Adolescent Literacy Walk-through for Principals (Rissman, Miller, & Torgesen, 2009), and can be found in Appendix A. Teachers reporting of writing practices was adapted from a published measure (Kiuhara, Graham, & Hawken, 2009), and can be found in Appendix B.

Organizational Structure

Teachers rated the organizational structure of a school by using a 7-point Likert scale to indicate the degree to which specific statements ranged from not operational (1) to (7) fully operational. Questions were organized into 4 categories:

1) Engaged Leadership. There were 30 items about leadership (Cronbach’s alpha = 0.93).
   The following is a sample item: “A school culture exists in which teachers across grade levels or content areas accept responsibility for literacy instruction.”

2) Continuity of Instruction. There were 14 items about continuity of instruction (Cronbach’s alpha = 0.83). Following is a sample item: “Active collaborative teams ensure a consistent literacy focus across the curriculum.”

3) Assessment-based Practices. There were 19 items about assessment-based practices (Cronbach’s alpha = 0.93). Following is a sample item: “A system for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions; and to evaluate the effectiveness of instruction.”

4) Evidence-based Practices. There were 20 items about using evidence-based practices (Cronbach’s alpha = 0.91). The following is a sample item: “All students receive direct, explicit instruction in reading and writing.”
Student Achievement Data

*Birth-to-five.* Participating pre-schools collected student achievement data from the Peabody Picture Vocabulary Test (PPVT-4, Dunn and Dunn, 2007). PPVT was administered in the fall and winter. The PPVT is a normed reference task; it has a standardized mean of 100 and standard deviations of 15.

*Elementary (K-5).* The Dynamic Assessment of Basic Early Literacy Skills (DIBELS) was used to measure reading skills for elementary students. Information on subtests and benchmark levels are located in the following reference (Dynamic Measurement Group, 2010). The composite score for Kindergarten, nonsense word fluency for Grade 1, and oral reading fluency for children in Grades 2 through 5 were used in analyses. Based on DIBELS scores, children were classified according to three levels: (1) at or above benchmark, (2) below benchmark, (3) well below benchmark.

*Elementary (Grades 3-5), Middle and High.* The Reading Inventory (RI, Houghton Mifflin Harcourt, formerly Scholastic Reading Inventory, RI) was used as an assessment of reading comprehension and was used across elementary, middle and high schools. The text complexity demands outlined by the Common Core State Standards (CCSS) are presented in Table 2.

Table 2. Text Complexity Grade Bands based on the Lexile Framework

<table>
<thead>
<tr>
<th>Grade Bands</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr 2-3</td>
<td>420-820</td>
</tr>
<tr>
<td>Gr 4-5</td>
<td>740-1010</td>
</tr>
<tr>
<td>Gr 6-8</td>
<td>925-1185</td>
</tr>
<tr>
<td>Gr 9-10</td>
<td>1050-1335</td>
</tr>
<tr>
<td>Gr 11-CCR</td>
<td>1185-1385</td>
</tr>
</tbody>
</table>

Is the parenthetical citation the source for this Lexile chart? If not, what is the source?
DIBELS and RI were administered in the fall, winter and spring. For cohort 1 schools, RI was collected for Grades 9 through 12. An amended requirement for Cohorts 2 and beyond was to administer RI for grades 3-12. For the following analyses, only RI data was used because it presents a reliable and valid metric for examining differences in literacy performance and growth across elementary, middle, and high schools.
Lexile Growth by Cohort, 2013-2017

The report will first describe descriptive trends in growth; grouping schools by cohort. Lexile scores from Fall of 2013 to Spring of 2017 are displayed for elementary, middle and high schools in Figures 1, 2, and 3, respectively, and the descriptive table is in Appendix C.

*Elementary School Lexile Scores*

Figure 1 displays the average Lexile scores by cohort for fall, winter, and spring across 2013-2017 in grades 3 to 5. Cohort 1 schools were not required to administer the RI assessment in 2012-2013, hence the figure starting at Fall 2013. The figure clearly depicts that exceptional growth occurred. The on-target Lexile range for elementary schools (grades 3 to 5) is 740 to 1010. Cohort 1 and 2 schools started in Fall 2013 with average Lexile scores of 400 and 450, respectively. Considering these are children in grades 3 to 5, these scores suggest that at the beginning of the project, children were, on average, reading around a first-to-second grade level. However, by Spring ’17, the average Lexile scores for Cohorts 1 and 2 were 680 and 700, respectively. This significant jump puts average performance in the two cohorts within the lower-end of grade-level expectations for 4th and 5th grade. Cohorts 3, 4, and 5 had initial reading performance higher than the Cohort 1 and 2 schools, which was expected given the State’s recruitment strategy pointed towards helping the most struggling schools and districts first. However, these schools were still performing below grade-level expectations at their start in the project. Cohorts 3, 4, and 5 made significant and substantial gains across their years involved in the grant.

Another interesting trend is noted in Figure 1. There is significant ‘summer slide,’ or regression in reading performance, from spring to fall (Borman & Boulay, 2004). Interestingly,
Cohort 2 appears to have a large summer slide after the first year of the project, and Cohorts 1-4 experience a very similar regression from spring 16 to fall 16. Across all cohorts, there was very little regression from spring 15 to fall 15. Further investigation is critical to identify what summer strategies teachers engaged in, and how many children participated in summer reading programs. Addressing drops in reading performance over the summer and in communities are necessary steps to ensure that the gains children made during the academic year stick.

Middle School Lexile Scores

Figure 2 displays the average Lexile scores by cohort for fall, winter, and spring across 2012-2017 in grades 6 to 8. The on-target Lexile range for middle schools (grades 6-8) is 925 to 1185. All cohorts fell within the range of approximately 750-850 at their start in the grant. By the end of the grant (spring 17), average Lexile scores ranged from approximately 900 to 960. Furthermore, it was Cohorts 1-3 who saw the largest gains, suggesting that long-term involvement in SRCL was essential towards achieving a stable increase in reading achievement.

Summer slide was also evident in middle schools, as it appeared all cohorts consistently regressed each summer over the duration of the program. Interestingly, Cohort 2 did not appear to experience a summer slide, from spring 15 to fall 15, but there was a significant slide in the following year. Further investigation is critical to identify what summer strategies teachers engaged in, how many children participated in summer reading programs, and how school or community-based initiatives may be leveraged to help improve (or maintain) literacy performance over the summer.

High School Lexile Scores

Figure 3 displays the average Lexile scores by cohort for fall, winter, and spring across 2012-2017 in grades 9 to 12. The on-target Lexile range for high schools (grades 9-12) is 1050 to
Four of five districts scored between 960 and 1010 at their start in the project, and one other cohort scored 1042. By the end of the grant (spring 17), average Lexile scores ranged from approximately 1019 to 1096. Trends between years looked different in high schools than in elementary and middle schools. In high school, summer slide seemed to occur every second year, opposed to yearly. Furthermore, Cohort 3 appeared to experience very little summer regression throughout their time in the project. Similar to elementary and middle school, cohorts who spent more time in the project experienced more gains, suggesting that multi-year supports and commitments led toward more stable improvements in a school’s reading performance and growth.
Notes. SRCL did not require Cohort 1 schools to collect RI data prior to Fall 2013, therefore data could not be reported for that year.
Figure 2. Growth in Lexile by Cohort for Middle School; Fall 2012 – Spring 17
Figure 3. Growth in Lexile by Cohort for High School; Fall 2012 – Spring 17
District-level Effect Sizes of Literacy Growth

Tables 3, 4 and 5 present descriptive information on effect sizes of literacy growth at the level of the district, for elementary, middle, and high schools, respectively. Effect sizes (Cohen’s $d$) were calculated based on each student’s difference on the reading measure from fall to spring of each year. Effect sizes were calculated for each school, across the years of grant implementation. The effect sizes for the minimum and maximum year of growth were reported, and yearly grade-level effect sizes by school were pooled together to provide a district’s average effect size. Effect sizes of 0.2, 0.5, and 0.8 are considered small, medium, and large, respectively (Cohen, 1988). Appendix D contains tables that report descriptive statistics, Lexile growth, and the associated effect size, for each project year, organized by schools within districts.

*Elementary School*

Table 3 presents descriptive information for the yearly effect sizes in elementary schools for districts in the grant. The majority of districts experienced medium effects, with only three districts falling in the small range, whereas no district experienced average large effect over the course of the grant. However, several districts approached large effect sizes, when looking at their best year. Examining differences between the minimum and maximum yearly effect size demonstrates there were differences in how a particular district performed year to year. Several districts experienced at least a year of relatively little to no growth. On the other hand, there were several districts who reported medium effect sizes as their minimum year of growth suggesting that while some districts experienced large changes in growth patterns from year to year, other districts were far more consistent in how their students developed literacy skills.

*Middle School*
Table 4 presents descriptive information for the yearly effect sizes in middle schools for districts in the grant. The majority of districts experienced small effects, with only one district approaching the medium range, and no district experienced average large effect over the course of the grant. One district reported a medium effect size, when looking at their best year. Examining differences between the minimum and maximum yearly effect size demonstrates there were a lot of differences in how a particular district performed year to year. Most districts experienced at least a year of relatively little to no growth. However, several districts consistently reported effect sizes in the .2 to .3 range as their minimum, maximum, and overall average growth. Some districts experienced large changes in growth patterns from year to year; there are other districts far more consistent in how their students developed literacy skills. Overall, there was far more consistency in year-to-year effect sizes of growth in middle than elementary schools.

High School

Table 3 presents descriptive information for the yearly effect sizes in high school for the districts. Only four districts reported an overall small effect size in literacy growth; the other districts fell between a range of 0.0 – 0.17 as their effect size. However, several more districts approached small effect sizes, when looking at their best year. Conversely, when looking at their lowest, there were many districts who experienced regression during the school year. Achieving stable and enhanced literacy growth in high school is a clear challenge, outlined by this data, when compared to elementary and middle schools. More efforts should be geared to identify and implement the best supports for high school teachers and administrators.
Table 3. Descriptive Statistics of Effect sizes (ES) for Elementary Schools

<table>
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<tr>
<th>District</th>
<th>Minimum ES</th>
<th>Maximum ES</th>
<th>Mean ES</th>
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Table 4. Descriptive Statistics of Effect sizes (ES) for Middle Schools

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<th>District</th>
<th>Minimum ES</th>
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### Table 5. Descriptive Statistics of Effect sizes (ES) for High Schools

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<td>-0.21</td>
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Examining Teacher Factors Related to Reading Growth

The descriptive information presented previously demonstrates that many schools and districts experience significant growth in reading skills over the duration of the grant. Furthermore, there is exceptional variation or differences in the rate of reading growth reported across schools and districts in elementary, middle, and high schools. Unpacking how these differences in reading growth relate to specific aspects of a school’s organizational structure, curriculum, and program choices provides direct evidence towards high leverage practices that should be fostered and nurtured moving forward.

As such, the remainder of the evaluation will address multiple aspects and components of a school’s organizational structure, curriculum, and program choices. Structural equation modelling was used to measure students’ reading achievement at the beginning of the analysis, and growth in reading performance over the last three years. Specific aspects of a school’s literacy plan, which was measured through the different teacher questionnaires, was then related to initial reading achievement and reading growth to identify how these practices specifically influenced growth, controlling for differences in performance at start. Importantly, growth can be influenced and interpreted in two specific ways: (1) A practice can have a positive, or accelerative, influence on reading development; meaning that relative to other children in the sample, the children experiencing a certain practice had significantly more growth in reading; (2) A practice can have a negative, or decelerative, influence; meaning that relative to other children, the children experiencing a certain practice had significantly less growth in reading.

Analyses were done separately for elementary, middle, and high schools. The RI (Lexile) was used as the measure to calculate student achievement and growth. Table 5 displays the descriptive statistics regarding the number of children, average performance and standard
deviation across project years included in the analysis (i.e., 2014-15, 2015-6, 2016-17). Years prior to 2014-15 were not included in this analysis because not all grades collected RI data in these years, more than half of the schools had not joined the grant yet, and the teacher questionnaires were not administered. Therefore, to minimize missing data, maximize statistical power, reliability, validity, and interpretation of the analysis, data was included for only the years from 2014-2017.

Table 5. Descriptive statistics of reading performance (Lexile) from Fall 2014 to Spring 2017 for elementary, middle and high schools

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<td>SD</td>
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<td>Fall 2015</td>
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ELA Program Choices and Reading Development

Research Question

The guiding question was: what is the relationship between curriculum and program choices on literacy achievement development? Specifically, teachers described whether they used Bookworms, guided reading with instructional-level matching, commercially available ELA or phonics programs, and computer-based reading and writing programs.

The questions where teachers indicated their curriculum and program choices produced six factors (Eigenvalue range 1.12 – 2.99) which explained 85.46% of variance. The factors have been interpreted to represent adopting: (1) Bookworms, (2) Commercially available ELA programs (3) Commercially available phonics programs, (4) Computer-based program focused on reading, (5) Computer-based program focused on writing, (6) Guided reading with instructional-level matched book selection. Counts and percentages of students who received the ELA curriculum choices is presented in Appendix E.

1) Bookworms (BW): An open-source curriculum shared through Open-up Resources, that included extensive professional development, curriculum implementation support, and scripted lesson plans. BW is a high-intensity, wide-reading ELA program based on authentic texts, that uses explicit routes for robust vocabulary and writing instruction for whole-class instruction. In addition, an assessment and differentiation toolkit provides targeted small-group instruction. Approximately 7000 children received Bookworms as the core ELA program, on a daily basis.

2) Commercial ELA (C ELA): Textbooks, workbooks, and teachers’ manuals, levelled reader kits offered from major educational publishing companies. Approximately 6000 children
received instruction based on commercial ELA programs. Common program choices were *Imagine It*, *iRead*, *Journeys* and *Reading Wonders*.

3) Commercial phonics (Phon): Materials focused on teaching foundational word reading skills, decoding, letter knowledge and letters sounds. Approximately 1,300 children received a commercial phonics program. Common program choices were *Imagine It*, *iRead*, *Saxon Phonics*, *System 44*.

4) Computer-based reading program (CPU-R): Software programs designed to assess and differentiate reading activities and instruction. Practically all children experienced some time with computer-based reading programs. Approximately 10,000 children were using computers from weekly to daily. Common software choices were *Classworks*, *Fast ForWord*, *iRead*, *Lexia*, *Moby Max*, *Read 180*, *Reading Eggs*, *Read Naturally*.

5) Computer-based writing programs (CPU-W): Software programs designed to assess and provide differentiated reading activities and instruction. Approximately 1,800 children were using computer-based writing program, on a weekly to daily basis. Common software choices were: *Achieve 3000*, *Write Score*, *Keyboards Without Tears*.

6) Guided reading (GR) with instructional-level matched book selection (e.g., Fountas and Pinnell, 1996, 2012; Richardson & Walther, 2019) was used with approximately 8000 children, on a daily basis. In GR, teachers used level books matched to children’s reading ability for small group reading instruction and practice.

   Analysis was constructed to look for the unique or direct influence of an ELA program on children’s reading development. Structural Equation Modeling (SEM) was used to measure latent growth curve models to capture children’s reading achievement at start and growth over
three-years in grades 3 to 5. The teacher-level factors that emerged from the previous
Exploratory Factor Analysis were used in the SEM models to examine how teacher-level factors
explained growth in students’ reading; controlling for students’ initial reading skill, and school-
level differences. All ELA program choice factors were entered into the model to examine
interrelationships among practices and choices, as well as to investigate the unique contribution
of a particular ELA choice, controlling for the other choices. The results should be interpreted as
an examination of the influence of a particular program, strategy, or activity that enhanced or
suppressed reading growth relative to average student growth. Results should not be interpreted
as the direct comparison of one program against another. More specifically, gains or losses can
be understood in terms of how a particular program influenced Lexile change, in that,
unstandardized coefficients are represented as the influence per 100 Lexiles of growth, while
standardized coefficients are represented as the influence per 1 Lexile of growth per year.

Findings

Results demonstrate (see Appendix G, Table 23) that some programs accelerated reading
development, while other programs decelerated reading development. On average, each
classroom saw an average Lexile increase of 112.60 from fall to spring for a given year
(Standard Deviation = 32.64), the average growth rate range was from -46.90 to 213.12 Lexiles.

Bookworms had the largest influence on accelerating reading development. There was a
moderate effect ($\beta = 0.17, p < .001$), of Bookworms on annual growth. On average, children in
Bookworms made an additional 17% growth per year. This translates to an average Lexile gain
of +51 for children in BW compared to the average, controlling for the different program choices.
Teacher ratings of using BWs were not correlated with using any other program, strongly
suggesting that BW teachers were using that program exclusively. Additionally, children who
spent time with computer-based programs that focused on writing (CPU-W) also experience
accelerated reading development. Specifically, there was a moderate effect ($\beta = 0.15, p < .001$)
on annual growth. However, significantly fewer children used CPU-W programs than any other
program. On average, children using CPU-W made an additional 15% growth per year. This
translated to an average Lexile gain of +45 for children using CPU-W compared to children not
using those programs. Interestingly, use of computer-based reading programs (CPU-R) was not
significantly related to growth in reading ($p = .083$).

The results also demonstrated that several programs decelerated reading development,
compared to the other children in the study. Teachers who reported using guided reading with
instructional-level matching (GR) had a small-medium negative effect on reading growth ($\beta = -
0.081, p < .001$) on annual growth. On average, children experiencing GR made approximately
8% less than average reading growth, per year. This translates to an average Lexile loss of -24
Lexiles for children using GR, compared to the average. Teacher ratings of using GRs was not
correlated with using any other program, strongly suggesting that GR teachers were using that
program exclusively.

Commercial ELA, commercial phonics programs and CPU-R programs were all
significantly correlated with one another, suggesting that teachers were using a combination of
these resources during ELA. Commercial ELA ($\beta = -0.041, p < .014$) and commercial phonics ($\beta
= -0.061, p < .001$) were both weakly, and negatively, related to reading growth, suggesting a
slight deceleration in growth compared to average growth. On average, there was 4% and 6%
less growth, respectively for ELA and phonics programs in grades 3 to 5. This translated to an
average Lexile loss of approximately -12 and -18 for teachers using ELA and phonics programs,
respectively. Figure 4 displays the cumulative influence of the different program choices on
reading growth over the duration of the analysis. Computer-based reading and writing programs were not included in the figure as these are used as an additional resource and not a stand-alone ELA curriculum. The average (AVR) represents the average standardized growth children experienced. The figure clearly displays that teachers using BW experience significantly more growth from their students, than the average, and all other options ELA. Teachers using Commercial ELA and phonics (PHON) or Guided Reading experience significantly less growth than the average.
Figure 4. Average reading growth by ELA program choice
Reading and Writing Practices on Reading Development

Research Question

The guiding research aim was to investigate the relationship between specific reading and writing practices, strategies, activities on reading development. Specifically, teachers responded to several questionnaires that rated the frequency at which they used particular reading and writing practices during instruction.

Teachers’ responses to the questionnaires were used to conduct exploratory factor analysis (EFA) to synthesize the data into interpretable factors. EFA were conducted separately for reading instruction and the writing instruction measures, and separately across elementary, middle, and high school teachers. Then Structural Equation Modelling (SEM) was used to conduct a Latent Growth Model (LGM) and to examine how the instructional factors related to reading growth. Latent Growth Modelling is the preferred analysis because it can accurately estimate growth trajectories and the influence of other factors on the growth trajectories. Specifically, a factor (or variable) can be described as accelerating growth when the relationship is positive and decelerating growth when the relationship is negative, relative to the average growth rate. The main goal of the following analysis was to identify factors that accelerated or decelerated growth in reading. The factor solutions are discussed, followed by the SEM results, separately for elementary (grades 3-5), middle school, and high school.

Results

Elementary School

The reading instruction measure produced 7 factors (Eigenvalue range 1.2 – 9.5) which explained 72.59% of variance in teachers’ responses across all items (See Appendix F: Table 17-
22 for factor loadings). The factors have been interpreted to represent instructional time spent towards: (1) teaching higher-order (metacognitive) reading and writing strategies (RWS), (2) explicit decoding and word-level work (D), (3) targeted academic and domain vocabulary (V), (4) engagement with text-based discussions (TXD), (5) engagement with reading aloud (RA), (6) teaching background knowledge (facts and concepts) (BK), (7) engagement with audio assisted reading and reader’s theater (ARA).

The writing instruction measure retained three factors (Eigenvalue range 1.0 – 8.567) which explained 68.11% of the variance in teachers’ responses (See Table 18 for factor loadings). The factors have been interpreted to represent instructional time spent towards (1) engaging students in writing process (WP), (2) direct instruction at sentence and text-level writing (DI-W), (3) direct instruction in planning and revising (DI-P).

The reading and writing instructional factors were combined into one LCM to examine how these factors related to student growth. Table 24 (Appendix G) displays that engaging students in the writing process (WP), engaging students in reading aloud (RA), and teaching reading and writing strategies (higher-order thinking) were factors that were positively associated with, or accelerated, reading development. Engaging students with audio-assisted reading (ARA), direct instruction about the writing process (DI-P), or targeting academic vocabulary (V) were not significantly related to reading development. On the other hand, teaching background knowledge (BK), direct instruction on decoding (D), and text-based discussions (TXD) appeared to share a slightly decelerative effect on reading development.
The reading instruction measure retained 3 factors (Eigenvalue 7.09, 2.83, 1.00) which explained 68.11% of the variance in teachers’ responses (See Table 18 for factor loadings). The factors have been interpreted to represent instructional time spent towards (1) Academic vocabulary and background knowledge (V), (2) teaching text structure (TS), (3) text-based discussions (TXD).

The writing instruction measure retained two factors (Eigenvalues 10.15, 1.33) which explained 71.75% of the variance in teachers’ responses (See Table 20 for factor loadings). The factors have been interpreted to represent instructional time spent towards (1) engaging students in the writing process (WP), (2) Direct Instruction (DI),

The reading and writing instructional factors were combined into one LCM to examine how these factors related to student growth. Table 24 demonstrates that engaging students in the writing process (WP) and focusing on explicit vocabulary instruction (V) was significantly related to growth, in that, these factors acted to accelerate reading development. Direct instruction of the writing process and mechanics (WP) was not significantly related to reading growth. However, explicitly and directly teaching text structure was a marginally significant predictor that was negatively related to reading growth, suggesting a slight deceleration in student reading growth. Furthermore, engaging students in text-based discussions (TXD) was negatively related to reading growth, suggesting that this instructional strategy decelerated reading growth.
The reading instruction measure retained 5 factors (Eigenvalue 1.16 – 5.4) which explained 79.12% of the variance in teachers’ responses (See Table 21 for factor loadings). The factors have been interpreted to represent instructional time spent towards (1) teaching higher order reading and writing strategies (RW), (2) background knowledge and domain-specific vocabulary (BK), (3) concepts and facts (CF), (4) goal-directed instruction and direct-reading instruction (DI), (5) academic vocabulary (V).

The writing instruction measure retained 3 factors (Eigenvalues 1.07 – 9.49) which explained 79.12% of the variance in teacher’s responses (See Table 22 for factor loadings). The factors have been interpreted to represent instructional time spent towards (1) direct instruction in planning and revising (DI-P), (2) engaging students in the writing process (WP), (3) direct instruction at sentence and text-level writing (DI-W).

The reading and writing instructional factors were combined into one LCM to examine how these factors related to student growth. Table 24 demonstrates that explicitly teaching background knowledge (BK), academic vocabulary (V), and engaging students in the writing process was significantly related to reading growth, suggesting that these teacher-level factors significantly accelerated reading development. Furthermore, teaching reading and writing strategies (RW) and direct instruction of the writing process (WP) were not significantly related to reading growth. Finally, explicitly teaching concepts and facts (CF), goal-directed instruction and direct-reading instruction (DI), and direct instruction of sentence and text-level writing was
negatively related to reading growth, suggesting that these teacher factors has a decelerative effect on reading growth.

Discussion

*Bookworms* emerged as the core ELA program that produced the largest gains in reading development in Elementary schools. Teachers that implemented *Bookworms* saw an average additional increase of 17% in reading development. Teachers implementing *Bookworms* had students who increased their reading performance more than any other ELA program. On the other hand, teachers who implemented *Guided Reading* as the core ELA curriculum had the lowest increases in reading growth. Additionally, using commercial core and phonics programs was also related to significant decreases in literacy growth, compared to average growth of students receiving *Bookworms* instruction. Within the context of a population of students who are persistently struggling with reading achievement, *Bookworms* appears to support teachers and students the most, and produces the most gains in reading achievement. Engaging children in language, reading and writing activities centered around authentic grade level texts appears to have the strongest impact on literacy development.

Regarding reading and writing practices, one important consistency found across elementary, middle, and high school teachers was that engaging students in the writing process was related to accelerations in reading development. This finding strongly suggests that reading and writing are connected developmentally, and instruction and practice with writing can improve reading. The influence of writing on reading development is echoed in a meta-analysis, supporting the important influence of engaging students in writing activities to support literacy development (Graham & Hebert, 2011).
While a common factor related to reading growth across grades was a connection with writing, there were also some differences in how reading and writing strategies related to reading development across elementary, middle, and high school. In elementary, teachers who reported higher levels of engagement with read alouds, and teaching higher-level thinking strategies for comprehension and writing were significantly related to reading growth. Taken together, programs and strategies that focus on increasing students’ engagement with authentic texts, that model and encourage students to use higher-level thinking when reading and writing, and that provide children scaffolded and supportive opportunities to read aloud and to write extensively provide the best conditions for children to development reading skills in grades 3-5.

In middle school, in addition to engaging students in the writing process, focusing on explicit vocabulary instruction also significantly enhanced reading development. As children progress through the grades, the demands on comprehension increase, and there is more reliance on having well-developed academic vocabulary knowledge. This finding demonstrates that this is especially important across grades 6-8. High school results demonstrated a similar picture as middle school. In addition to engaging students in the writing process as being a significant predictor of reading development, explicitly teaching background knowledge and academic vocabulary were related to enhancements in reading growth.
The Influence of a School’s Organizational Structure on Reading Development

Research Question

A central question to understanding the conditions and climate that support reading development is to examine the influence of a school’s organizational structures on reading development. Specifically, how do teacher-reported levels of school leadership, continuity of instruction, use of formative and summative assessments, and use of evidence-based literacy practices relate to reading growth across elementary, middle, and high schools?

Results & Discussion

Teachers’ responses to the questionnaires were used to examine how aspects of a school’s structure related to reading development. Multiple questions were used to create composite scores of (1) school leadership (L), (2) continuity of instruction (CI), (3) the use of formative and summative assessments (A), and (4) the use of evidence-based literacy practices (EBP) (See Appendix A). Structural Equation Modelling (SEM) was used to conduct Latent Growth Models (LCM) and to examine how these 4 areas related to reading growth. LCM is the preferred analysis because it can accurately estimate growth trajectories, and the influence of other factors on the growth trajectories. Specifically, a factor (or variable) can be described as accelerating growth when the relationship is positive and decelerating growth when the relationship is negative, relative to the average growth rate. The main goal of the following analysis was to identify how these areas accelerated or decelerated growth in reading. The SEM results are discussed separately for elementary (grades 3-5), middle school, and high school, and displayed in Table 25.
In elementary schools, the use of formative and summative assessments (A) and the use of evidence-based literacy practices (EBP), as well as continuity of instruction were all positively related to reading growth, suggesting that these aspects of a schools’ environment accelerated reading development. On the other hand, leadership (L) was negatively related, suggesting a slight decelerative effect on reading growth.

In middle schools, continuity of instruction (C) and the use of assessments (A) were significantly and positively related to reading growth, suggesting these areas accelerated reading development. Leadership (L) was not significantly related to reading growth, whereas, evidence-based practices were negatively related to reading growth, suggesting a slight deceleration in growth. This finding points towards a challenge of identifying and investing in the evidence-based practices, especially as children mature and academic demands increase. Further research is needed to understand the connection between assessment options and the identification of the ideal best-practices to use as children mature and develop more advanced literacy skills.

In high schools, engaged leadership (L), continuity of instruction (C), and EBP were all significantly, and positively, related to reading growth, suggesting that these areas accelerated reading development in high schools. However, assessment-based practices were negatively related to reading development, suggesting a decelerative effect on reading growth. The identification of accurate, reliable, and valid assessments that could be integrated across content areas and informative to all teachers is an important area of future work.

Across all grades, continuity of instruction was consistently related to reading development suggesting a central importance on creating a school atmosphere where teachers within and across grade-levels work together to articulate shared goals and common strategies and approaches to teaching. Interestingly the role of assessment varied across groups. It enhanced
growth in elementary and middle, but not in high school. This finding may point towards the increased challenge of developing and implementing valid assessments as children get older. Furthermore, identifying how to integrate these assessments to be informative across content areas, and over the years, would help increase the utility of how assessment-based practices can be integrated into the organizational structure inherent to schools and cultivate a climate and culture that fosters reading achievement.

The use of evidence-based practices (EBP) was also an inconsistent predictor of reading growth across grades. EBP accelerated reading development in elementary and high school, but not in middle school. It is unclear about the specific practices teachers were using and the role of professional development and support in ensuring that practices are used effectively. Understanding connections between professional development, curriculum choices, and daily routines is central to identify the conditions that best support reading development and the particular challenges and needs of teachers and students across the grades.
General Conclusions

SRCL provided incredible opportunities for schools to engage in a comprehensive school reform effort towards improving literacy skills. The diversity of Georgia Literacy Plans, gathering comprehensive information about teachers’ practices, and connecting with student achievement data identified what factors related to enhanced literacy development in historically underperforming districts and schools, across elementary, middle, and high schools.

Regarding program choices for ELA instruction, Bookworms produced the largest enhancement towards literacy growth. In addition, instructional practices focused on engaging students’ in the writing process, modeling and teaching higher-level thinking skills during reading and writing tasks were the factors positively related to literacy growth. Additionally, explicitly teaching vocabulary and background knowledge, in the context of reading and writing lessons, were central towards increasing gains in reading, especially as students grow older.

Regarding the organizational structure of schools, implementing a system to assess student skills, monitor progress, and differentiate instruction was centrally important. Providing professional development and integrating evidence-based practices into daily routines, especially across the curriculum, were major components of the school setting that related to accelerated reading growth.
References


Appendix A

Teacher reported use of these reading practices:
Teach background knowledge related to the topic or text
Teach domain-specific vocabulary
Teach all-purpose academic words
Teach multi-syllabic word reading strategies
Teach content concepts
Teach content facts
Teach comprehension monitoring
Teach/model the use of organizers (e.g., graphic, semantic)
Teach/model summarization/paraphrasing
Teach/model question generation
Teach/model knowledge of text structure
Teach/model knowledge of text features
Teach/model making inferences
Provide opportunities for discussion oriented instruction
Have student focus on important and interesting learning goals
Provide texts at multiple reading levels
Provides opportunities for student collaboration in discussion and assignments
Engage students in repeated readings
Engage students in partner reading
Engage students in choral or unison reading
Engage students in audio-assisted reading
Engage children in readers' theater
Engage students in reading connected text with corrective feedback
Explicitly teach consonant sounds and spelling
Explicitly teach vowel sounds and spellings
Explicitly teach segmenting words into syllables
Explicitly teach 6 syllable types
Explicitly teach word parts including base words, prefixes, and suffixes
Appendix B

Teacher reported use of these writing practices:
Teach strategies for planning how or what to write
Teach strategies for revising written material
Teach strategies for editing written material
Teach strategies for summarizing what has been read
Establish specific goals for what students are to include in their written assignments
Engage students in peer collaborations when writing (students work together to plan, draft, revise, and edit)
Provide students opportunities to compose text on computers
Teach student how to write more complex sentences using sentence combining procedures
Engage students in prewriting activities (e.g., reading and completing a graphic organizer) to help them gather and organize possible writing ideas
Engage students in inquiry/research activities that result in a writing product, where they gather, organize, and analyze information they collect
Use a process approach to writing instruction
Encourage students to study and emulate/imitate models of good writing
Allow students to use writing as a tool for subject-matter learning
Provide students rubrics or checklists to monitor their writing performance
Provide students verbal praise and positive reinforcement when they write
Use direct instruction methods (modeling, guided practice, and review) to teach writing
Appendix C

Average Lexile scores by cohort for elementary, middle and high schools from Fall 2012 to Spring 2017.

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Appendix D

Lexile Growth by District and School for Elementary, Middle and High

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Notes. D = District Identification Number, S = School Identification Number, SD = Standard Deviation, ES = Effect Size
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Notes: D = District Identification Number, S = School Identification Number, SD = Standard Deviation, ES = Effect Size
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*Notes.* D = District Identification Number, S = School Identification Number, SD = Standard Deviation, ES = Effect Size
Table 9. Lexile Growth by District and School for Elementary 2015-2016

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| 613  | 110 | 199 | 706  | 251 | 798  | 250 | 91.18  | 0.36|
| 294  | 85  | 821 | 199  | 855 | 249  | 33.93  | 0.15|
| 2050 | 69  | 763 | 268  | 875 | 278  | 111.93 | 0.41|
| Total | 353 | 745 | 247 | 826 | 257 | 81.45  | 0.32|

| 624  | 199 | 91  | 380  | 262 | 500  | 243 | 120.36 | 0.48|
| 4050 | 62  | 712 | 277  | 798 | 257 | 86.66  | 0.32|
| Total | 153 | 514 | 313 | 621 | 288 | 106.71 | 0.35|

| 629  | 105 | 112 | 490  | 253 | 592  | 259 | 102.26 | 0.40|
| 112  | 217 | 456 | 251  | 596 | 240  | 139.74 | 0.57|
| 178  | 217 | 639 | 301  | 768 | 291  | 128.75 | 0.43|
| 191  | 146 | 535 | 271  | 637 | 277  | 102.03 | 0.37|
| 205  | 145 | 461 | 268  | 580 | 245  | 118.79 | 0.46|
| 291  | 139 | 398 | 259  | 539 | 245  | 141.04 | 0.56|
| 1062 | 328 | 555 | 288  | 645 | 271  | 90.01  | 0.32|
| 2056 | 211 | 536 | 328  | 635 | 337  | 98.80  | 0.30|
| 2062 | 191 | 442 | 283  | 496 | 266  | 54.78  | 0.20|
| 3056 | 189 | 690 | 308  | 799 | 309  | 108.67 | 0.35|
| 3058 | 180 | 422 | 257  | 557 | 235  | 135.21 | 0.55|
| 4060 | 204 | 499 | 305  | 594 | 299  | 94.48  | 0.31|
| Total | 2279 | 518 | 296 | 626 | 289 | 108.13 | 0.37|

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| 191  | 96  | 632 | 246  | 729 | 239  | 96.92  | 0.40|
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*Notes. D = District Identification Number, S = School Identification Number, SD = Standard Deviation, ES = Effect Size*
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Notes. D = District Identification Number, S = School Identification Number, SD = Standard Deviation, ES = Effect Size
Table 14. Lexile Growth by District and School for High 2016-2017

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Notes: D = District Identification Number, S = School Identification Number, SD = Standard Deviation, ES = Effect Size
Appendix E: Student counts by ELA programs

Table 15. Counts and percentages of children received different core ELA program choice by grade-level team implementation

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<td>2412</td>
<td>15.6</td>
<td>4808</td>
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<tr>
<td>3  Most teachers</td>
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<td>5.2</td>
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<td>1.7</td>
<td>1407</td>
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<td>695</td>
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<td></td>
<td>1852</td>
<td>12</td>
</tr>
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<td>4  All teachers</td>
<td>6431</td>
<td>41.6</td>
<td>1351</td>
<td>8.7</td>
<td>7021</td>
<td>45.4</td>
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</table>

Notes. C ELA = Commercial Core ELA program, PHON = Comperical Phonics program, CPU-R = Computer-based Reading program, CPU-W = Computer-based Writing Program, BW = Bookworms, GR = Guided Reading with Instructional Matching
Table 16. Counts and percentages of the frequency at which children received core ELA program choices

<table>
<thead>
<tr>
<th></th>
<th>C ELA</th>
<th>PHON</th>
<th>CPU-R</th>
<th>CPU-W</th>
<th>BW IRA</th>
<th>BW SR</th>
<th>GR</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>1</td>
<td>5913</td>
<td>40.9</td>
<td>9922</td>
<td>73.6</td>
<td>1534</td>
<td>10.5</td>
<td>11400</td>
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<td>2</td>
<td>394</td>
<td>2.7</td>
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<td>0</td>
<td>306</td>
<td>2.1</td>
<td>319</td>
</tr>
<tr>
<td>3</td>
<td>280</td>
<td>1.9</td>
<td>66</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>74</td>
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<tr>
<td>4</td>
<td>117</td>
<td>0.8</td>
<td>107</td>
<td>0.8</td>
<td>380</td>
<td>2.6</td>
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<tr>
<td>5</td>
<td>688</td>
<td>4.7</td>
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<td>1.2</td>
<td>1191</td>
<td>8.2</td>
<td>835</td>
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<td>6</td>
<td>1033</td>
<td>7.1</td>
<td>916</td>
<td>6.8</td>
<td>4655</td>
<td>32.1</td>
<td>715</td>
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<td>4037</td>
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<td>1892</td>
<td>14</td>
<td>6212</td>
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<td>8</td>
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<td>417</td>
<td>3.1</td>
<td>246</td>
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<td>13481</td>
<td>100</td>
<td>14524</td>
<td>100</td>
<td>14055</td>
</tr>
</tbody>
</table>

Notes. C ELA = Commercial Core ELA program, Phon = Comperical Phonics program, CPU-R = Computer-based Reading program, CPU-W = Computer-based Writing Program, BW = Bookworms, GR = Guided Reading with Instructional Matching
### Appendix F: Factor Loadings

Table 17. Factor loadings for reading instruction in elementary

<table>
<thead>
<tr>
<th></th>
<th>RWS</th>
<th>D</th>
<th>V</th>
<th>TXD</th>
<th>RA</th>
<th>BK</th>
<th>ARA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach background knowledge related to the topic or text</td>
<td>.010</td>
<td>-.001</td>
<td><strong>.886</strong></td>
<td>-.052</td>
<td>-.047</td>
<td>.133</td>
</tr>
<tr>
<td>2</td>
<td>Teach domain-specific vocabulary</td>
<td>-.140</td>
<td>.016</td>
<td><strong>.740</strong></td>
<td>-.094</td>
<td>.188</td>
<td>.452</td>
</tr>
<tr>
<td>3</td>
<td>Teach all-purpose academic words</td>
<td>.017</td>
<td>-.002</td>
<td><strong>.875</strong></td>
<td>.164</td>
<td>-.102</td>
<td>-.025</td>
</tr>
<tr>
<td>4</td>
<td>Teach multi-syllabic word reading strategies</td>
<td>.148</td>
<td>.262</td>
<td>.203</td>
<td>.094</td>
<td><strong>.381</strong></td>
<td>-.125</td>
</tr>
<tr>
<td>5</td>
<td>Teach content concepts</td>
<td>-.031</td>
<td>-.006</td>
<td>.077</td>
<td>.079</td>
<td>.107</td>
<td><strong>.880</strong></td>
</tr>
<tr>
<td>6</td>
<td>Teach content facts</td>
<td>-.020</td>
<td>.003</td>
<td>.077</td>
<td>.107</td>
<td>.041</td>
<td><strong>.893</strong></td>
</tr>
<tr>
<td>7</td>
<td>Teach comprehension monitoring</td>
<td>.173</td>
<td>.143</td>
<td>-.030</td>
<td><strong>.466</strong></td>
<td>-.293</td>
<td><strong>.414</strong></td>
</tr>
<tr>
<td>8</td>
<td>Teach/model the use of organizers (e.g., graphic, semantic)</td>
<td><strong>.736</strong></td>
<td>-.069</td>
<td>-.048</td>
<td>.160</td>
<td>.005</td>
<td>.018</td>
</tr>
<tr>
<td>9</td>
<td>Teach/model summarization/paraphrasing</td>
<td><strong>.824</strong></td>
<td>-.082</td>
<td>.055</td>
<td>.103</td>
<td>-.003</td>
<td>-.003</td>
</tr>
<tr>
<td>10</td>
<td>Teach/model question generation</td>
<td><strong>.727</strong></td>
<td>-.128</td>
<td>-.025</td>
<td>-.303</td>
<td>.248</td>
<td>.215</td>
</tr>
<tr>
<td>11</td>
<td>Teach/model knowledge of text structure</td>
<td><strong>.865</strong></td>
<td>.115</td>
<td>.089</td>
<td>-.032</td>
<td>.027</td>
<td>-.153</td>
</tr>
<tr>
<td>12</td>
<td>Teach/model knowledge of text features</td>
<td><strong>.914</strong></td>
<td>.044</td>
<td>.018</td>
<td>-.084</td>
<td>.010</td>
<td>-.050</td>
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<tr>
<td>13</td>
<td>Teach/model making inferences</td>
<td><strong>.623</strong></td>
<td>.116</td>
<td>.032</td>
<td>.280</td>
<td>-.074</td>
<td>.014</td>
</tr>
<tr>
<td>14</td>
<td>Provide opportunities for discussion oriented instruction</td>
<td>.064</td>
<td>-.036</td>
<td>-.037</td>
<td><strong>.748</strong></td>
<td>-.007</td>
<td>.191</td>
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<tr>
<td>15</td>
<td>Have student focus on important and interesting learning goals</td>
<td>.369</td>
<td>-.020</td>
<td><strong>.580</strong></td>
<td>-.115</td>
<td>-.144</td>
<td>-.038</td>
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<td>S</td>
<td>T</td>
<td>V1</td>
<td>V2</td>
<td>V3</td>
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<td>----</td>
</tr>
<tr>
<td>16</td>
<td>Provide texts at multiple reading levels</td>
<td>-0.071</td>
<td>-0.062</td>
<td>0.039</td>
<td>0.778</td>
<td>-0.063</td>
<td>0.109</td>
</tr>
<tr>
<td>17</td>
<td>Provides opportunities for student collaboration in discussion and assignments</td>
<td>-0.048</td>
<td>-0.088</td>
<td>0.010</td>
<td>0.825</td>
<td>0.271</td>
<td>-0.114</td>
</tr>
<tr>
<td>18</td>
<td>Engage students in repeated readings</td>
<td>0.109</td>
<td>-0.095</td>
<td>-0.116</td>
<td>0.058</td>
<td>0.868</td>
<td>-0.011</td>
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<tr>
<td>19</td>
<td>Engage students in partner reading</td>
<td>0.092</td>
<td>-0.031</td>
<td>-0.083</td>
<td>0.120</td>
<td>0.784</td>
<td>0.142</td>
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<tr>
<td>20</td>
<td>Engage students in choral or unison reading</td>
<td>-0.073</td>
<td>0.123</td>
<td>0.020</td>
<td>-0.104</td>
<td>0.785</td>
<td>0.064</td>
</tr>
<tr>
<td>21</td>
<td>Engage students in audio-assisted reading</td>
<td>0.081</td>
<td>-0.015</td>
<td>-0.165</td>
<td>-0.032</td>
<td>-0.061</td>
<td>0.269</td>
</tr>
<tr>
<td>22</td>
<td>Engage children in readers’ theater</td>
<td>-0.075</td>
<td>0.102</td>
<td>0.024</td>
<td>-0.002</td>
<td>0.048</td>
<td>-0.079</td>
</tr>
<tr>
<td>23</td>
<td>Engage students in reading connected text with corrective feedback</td>
<td>0.050</td>
<td>-0.124</td>
<td>0.484</td>
<td>0.070</td>
<td>0.014</td>
<td>-0.277</td>
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<tr>
<td>24</td>
<td>Explicitly teach consonant sounds and spelling</td>
<td>-0.016</td>
<td>0.971</td>
<td>-0.024</td>
<td>-0.097</td>
<td>-0.060</td>
<td>0.078</td>
</tr>
<tr>
<td>25</td>
<td>Explicitly teach vowel sounds and spellings</td>
<td>0.054</td>
<td>0.960</td>
<td>-0.031</td>
<td>-0.134</td>
<td>-0.061</td>
<td>0.094</td>
</tr>
<tr>
<td>26</td>
<td>Explicitly teach segmenting words into syllables</td>
<td>0.120</td>
<td>0.851</td>
<td>-0.113</td>
<td>0.021</td>
<td>0.084</td>
<td>-0.027</td>
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<tr>
<td>27</td>
<td>Explicitly teach 6 syllable types</td>
<td>-0.174</td>
<td>0.803</td>
<td>0.146</td>
<td>0.067</td>
<td>0.052</td>
<td>-0.138</td>
</tr>
<tr>
<td>28</td>
<td>Explicitly teach word parts including base words, prefixes, and suffixes</td>
<td>-0.029</td>
<td>0.318</td>
<td>-0.060</td>
<td>0.230</td>
<td>0.202</td>
<td>-0.043</td>
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</table>

Notes. RWS = teaching higher-order (metacognitive) reading and writing strategies, D = explicit decoding and word-level work, V = targeted academic and domain vocabulary, TXD = engagement with text-based discussions, RA = engagement with reading out loud, BK = teaching background knowledge (facts and concepts), ARA = engagement with audio assisted reading and reader’s theater.
Table 18. Factor loadings for writing instruction in elementary

|   | Teach strategies for planning how or what to write | Teach strategies for revising written material | Teach strategies for editing written material | Teach strategies for summarizing what has been read | Establish specific goals for what students are to include in their written assignments | Engage students in peer collaborations when writing (students work together to plan, draft, revise, and edit) | Provide students opportunities to compose text on computers | Teach student how to write more complex sentences using sentence combining procedures | Engage students in prewriting activities (e.g., reading and completing a graphic organizer) to help them gather and organize possible writing ideas | Engage students in inquiry/research activities that result in a writing product, where they gather, organize, and analyze information they collect | Use a process approach to writing instruction | Encourage students to study and emulate/imitate models of good writing | Allow students to use writing as a tool for subject-matter learning | Provide students rubrics or checklists to monitor their writing performance | Provide students verbal praise and positive reinforcement when they write | Use direct instruction methods (modeling, guided practice, and review) to teach writing |
|---|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Teach strategies for planning how or what to write | Teach strategies for revising written material | Teach strategies for editing written material | Teach strategies for summarizing what has been read | Establish specific goals for what students are to include in their written assignments | Engage students in peer collaborations when writing (students work together to plan, draft, revise, and edit) | Provide students opportunities to compose text on computers | Teach student how to write more complex sentences using sentence combining procedures | Engage students in prewriting activities (e.g., reading and completing a graphic organizer) to help them gather and organize possible writing ideas | Engage students in inquiry/research activities that result in a writing product, where they gather, organize, and analyze information they collect | Use a process approach to writing instruction | Encourage students to study and emulate/imitate models of good writing | Allow students to use writing as a tool for subject-matter learning | Provide students rubrics or checklists to monitor their writing performance | Provide students verbal praise and positive reinforcement when they write | Use direct instruction methods (modeling, guided practice, and review) to teach writing |
|---|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|----|------|------|

Notes. WP = engaging students in writing process, DI-W = direct instruction at sentence and text-level writing, DI-P = direct instruction in planning and revising (DI-P).
<table>
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<th>Factor Loadings for Reading in Middle</th>
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<th></th>
<th></th>
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<tbody>
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<td>1</td>
<td>Teach background knowledge related to the topic or text</td>
<td>.652</td>
<td>-.028</td>
<td>.283</td>
</tr>
<tr>
<td>2</td>
<td>Teach domain-specific vocabulary</td>
<td>.716</td>
<td>-.011</td>
<td>.223</td>
</tr>
<tr>
<td>3</td>
<td>Teach all-purpose academic words</td>
<td>.500</td>
<td>.242</td>
<td>.115</td>
</tr>
<tr>
<td>4</td>
<td>Teach multi-syllabic word reading strategies</td>
<td>-.130</td>
<td>.253</td>
<td>.671</td>
</tr>
<tr>
<td>5</td>
<td>Teach content concepts</td>
<td>1.060</td>
<td>-.086</td>
<td>-.226</td>
</tr>
<tr>
<td>6</td>
<td>Teach content facts</td>
<td>1.003</td>
<td>-.026</td>
<td>-.215</td>
</tr>
<tr>
<td>7</td>
<td>Teach comprehension monitoring</td>
<td>-.077</td>
<td>.552</td>
<td>.454</td>
</tr>
<tr>
<td>8</td>
<td>Teach/model the use of organizers (e.g., graphic, semantic)</td>
<td>.149</td>
<td>-.014</td>
<td>.675</td>
</tr>
<tr>
<td>9</td>
<td>Teach/model summarization/paraphrasing</td>
<td>.171</td>
<td>.384</td>
<td>.401</td>
</tr>
<tr>
<td>10</td>
<td>Teach/model knowledge of text structure</td>
<td>.019</td>
<td>.997</td>
<td>-.199</td>
</tr>
<tr>
<td>11</td>
<td>Teach/model knowledge of text features</td>
<td>.023</td>
<td>1.051</td>
<td>-.286</td>
</tr>
<tr>
<td>12</td>
<td>Teach/model making inferences</td>
<td>.232</td>
<td>.527</td>
<td>.235</td>
</tr>
<tr>
<td>13</td>
<td>Provide opportunities for discussion oriented instruction</td>
<td>.503</td>
<td>-.028</td>
<td>.475</td>
</tr>
<tr>
<td>14</td>
<td>Have student focus on important and interesting learning goals</td>
<td>-.153</td>
<td>-.019</td>
<td>.653</td>
</tr>
<tr>
<td>15</td>
<td>Provide texts at multiple reading levels</td>
<td>-.168</td>
<td>.829</td>
<td>.139</td>
</tr>
<tr>
<td>16</td>
<td>Provides opportunities for student collaboration in discussion and assignments</td>
<td>.003</td>
<td>-.327</td>
<td>.924</td>
</tr>
</tbody>
</table>

Notes. V = Academic vocabulary and background knowledge, TS = teaching text structure, TXD = text-based discussions (TXD)
Table 20. Factor loadings for writing instruction in middle

<table>
<thead>
<tr>
<th></th>
<th>Factor loadings</th>
<th>WP</th>
<th>DI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach strategies for planning how or what to write</td>
<td>.748</td>
<td>.135</td>
</tr>
<tr>
<td>2</td>
<td>Teach strategies for revising written material</td>
<td>.575</td>
<td>.350</td>
</tr>
<tr>
<td>3</td>
<td>Teach strategies for editing written material</td>
<td>.690</td>
<td>.274</td>
</tr>
<tr>
<td>4</td>
<td>Teach strategies for summarizing what has been read</td>
<td>.610</td>
<td>.270</td>
</tr>
<tr>
<td>5</td>
<td>Establish specific goals for what students are to include in their written assignments</td>
<td>.780</td>
<td>.131</td>
</tr>
<tr>
<td>6</td>
<td>Engage students in peer collaborations when writing (students work together to plan, draft, revise, and edit)</td>
<td>.649</td>
<td>.281</td>
</tr>
<tr>
<td>7</td>
<td>Provide students opportunities to compose text on computers</td>
<td>1.035</td>
<td>-.418</td>
</tr>
<tr>
<td>8</td>
<td>Teach student how to write more complex sentences using sentence combining procedures</td>
<td>.376</td>
<td>.518</td>
</tr>
<tr>
<td>9</td>
<td>Engage students in prewriting activities (e.g., reading and completing a graphic organizer) to help them gather and organize possible writing ideas</td>
<td>-.081</td>
<td>.982</td>
</tr>
<tr>
<td>10</td>
<td>Engage students in inquiry/research activities that result in a writing product, where they gather, organize, and analyze information they collect</td>
<td>-.274</td>
<td>1.030</td>
</tr>
<tr>
<td>11</td>
<td>Use a process approach to writing instruction</td>
<td>.424</td>
<td>.530</td>
</tr>
<tr>
<td>12</td>
<td>Encourage students to study and emulate/imitate models of good writing</td>
<td>.289</td>
<td>.657</td>
</tr>
<tr>
<td>13</td>
<td>Allow students to use writing as a tool for subject-matter learning</td>
<td>1.047</td>
<td>-.247</td>
</tr>
<tr>
<td>14</td>
<td>Provide students rubrics or checklists to monitor their writing performance</td>
<td>.571</td>
<td>.248</td>
</tr>
<tr>
<td>15</td>
<td>Provide students verbal praise and positive reinforcement when they write</td>
<td>-.194</td>
<td>.879</td>
</tr>
<tr>
<td>16</td>
<td>Use direct instruction methods (modeling, guided practice, and review) to teach writing</td>
<td>.260</td>
<td>.545</td>
</tr>
</tbody>
</table>

Notes. WP = engaging students in the writing process, DI = Direct Instruction
Table 21. Factor loadings for reading in High

<table>
<thead>
<tr>
<th>Item</th>
<th>RWS</th>
<th>BK</th>
<th>CF</th>
<th>DI</th>
<th>AV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach background knowledge related to the topic or text</td>
<td>.146</td>
<td>.840</td>
<td>.159</td>
<td>-.148</td>
<td>-.010</td>
</tr>
<tr>
<td>Teach domain-specific vocabulary</td>
<td>.148</td>
<td>.960</td>
<td>-.106</td>
<td>-.532</td>
<td>.101</td>
</tr>
<tr>
<td>Teach all-purpose academic words</td>
<td>-.135</td>
<td>.191</td>
<td>.109</td>
<td>-.125</td>
<td>.913</td>
</tr>
<tr>
<td>Teach multi-syllabic word reading strategies</td>
<td>.263</td>
<td>.208</td>
<td>-.241</td>
<td>.533</td>
<td>-.084</td>
</tr>
<tr>
<td>Teach content concepts</td>
<td>-.076</td>
<td>-.128</td>
<td>.999</td>
<td>-.067</td>
<td>-.009</td>
</tr>
<tr>
<td>Teach content facts</td>
<td>-.148</td>
<td>-.024</td>
<td>.867</td>
<td>-.011</td>
<td>.328</td>
</tr>
<tr>
<td>Teach comprehension monitoring</td>
<td>.753</td>
<td>-.256</td>
<td>.098</td>
<td>-.048</td>
<td>.415</td>
</tr>
<tr>
<td>Teach/model the use of organizers (e.g., graphic, semantic)</td>
<td>.650</td>
<td>.202</td>
<td>.329</td>
<td>.003</td>
<td>-.051</td>
</tr>
<tr>
<td>Teach/model summarization/paraphrasing</td>
<td>.293</td>
<td>.436</td>
<td>.175</td>
<td>.315</td>
<td>.131</td>
</tr>
<tr>
<td>Teach/model knowledge of text structure</td>
<td>.967</td>
<td>.025</td>
<td>-.161</td>
<td>-.023</td>
<td>-.125</td>
</tr>
<tr>
<td>Teach/model knowledge of text features</td>
<td>.818</td>
<td>.026</td>
<td>-.249</td>
<td>.181</td>
<td>-.159</td>
</tr>
<tr>
<td>Teach/model making inferences</td>
<td>.042</td>
<td>.227</td>
<td>.153</td>
<td>.434</td>
<td>.404</td>
</tr>
<tr>
<td>Provide opportunities for discussion oriented instruction</td>
<td>-.477</td>
<td>.821</td>
<td>-.258</td>
<td>.233</td>
<td>.144</td>
</tr>
<tr>
<td>Have student focus on important and interesting learning goals</td>
<td>-.050</td>
<td>-.415</td>
<td>.070</td>
<td>.977</td>
<td>-.113</td>
</tr>
<tr>
<td>Provide texts at multiple reading levels</td>
<td>.191</td>
<td>-.117</td>
<td>-.168</td>
<td>.663</td>
<td>.456</td>
</tr>
<tr>
<td>Provides opportunities for student collaboration in discussion and assignments</td>
<td>-.046</td>
<td>.218</td>
<td>.532</td>
<td>.443</td>
<td>-.410</td>
</tr>
</tbody>
</table>

Notes. RW = teaching higher order reading and writing strategies, BK = background knowledge and domain-specific vocabulary, CF = concepts and facts, DI = goal directed instruction and direct reading instruction, V = academic vocabulary
Table 22. Factor loadings for writing instruction in High School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>DI-P</th>
<th>WP</th>
<th>DI-S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teach strategies for planning how or what to write</td>
<td>.997</td>
<td>-.047</td>
<td>-.240</td>
</tr>
<tr>
<td>2</td>
<td>Teach strategies for revising written material</td>
<td>.827</td>
<td>.098</td>
<td>.055</td>
</tr>
<tr>
<td>3</td>
<td>Teach strategies for editing written material</td>
<td>.818</td>
<td>.084</td>
<td>.084</td>
</tr>
<tr>
<td>4</td>
<td>Teach strategies for summarizing what has been read</td>
<td>.959</td>
<td>-.133</td>
<td>-.036</td>
</tr>
<tr>
<td>5</td>
<td>Establish specific goals for what students are to include in their written assignments</td>
<td>.938</td>
<td>-.361</td>
<td>.251</td>
</tr>
<tr>
<td></td>
<td>Engage students in peer collaborations when writing (students work together to plan, draft,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>revise, and edit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Provide students opportunities to compose text on computers</td>
<td>.732</td>
<td>.341</td>
<td>-.306</td>
</tr>
<tr>
<td>7</td>
<td>Teach student how to write more complex sentences using sentence combining procedures</td>
<td>.167</td>
<td>-.036</td>
<td>.805</td>
</tr>
<tr>
<td>8</td>
<td>Engage students in prewriting activities (e.g., reading and completing a graphic organizer)</td>
<td>-.200</td>
<td>-.282</td>
<td>1.187</td>
</tr>
<tr>
<td></td>
<td>to help them gather and organize possible writing ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Engage students in inquiry/research activities that result in a writing product, where they</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>gather, organize, and analyze information they collect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Use a process approach to writing instruction</td>
<td>-.209</td>
<td>1.004</td>
<td>-.049</td>
</tr>
<tr>
<td>11</td>
<td>Encourage students to study and emulate/imitate models of good writing</td>
<td>.279</td>
<td>.345</td>
<td>.316</td>
</tr>
<tr>
<td>12</td>
<td>Allow students to use writing as a tool for subject-matter learning</td>
<td>.343</td>
<td>.369</td>
<td>.304</td>
</tr>
<tr>
<td>13</td>
<td>Provide students rubrics or checklists to monitor their writing performance</td>
<td>.104</td>
<td>.480</td>
<td>.453</td>
</tr>
<tr>
<td>14</td>
<td>Provide students verbal praise and positive reinforcement when they write</td>
<td>.229</td>
<td>.296</td>
<td>.403</td>
</tr>
<tr>
<td>15</td>
<td>Use direct instruction methods (modeling, guided practice, and review) to teach writing</td>
<td>-.188</td>
<td>.352</td>
<td>.790</td>
</tr>
</tbody>
</table>

Notes. DI-P = direction instruction in planning and revising, WP = engaging students in writing process, DI-W = direct instruction at sentence and text-level writing
Appendix G

Table 23. Structural coefficients of core ELA programs on reading growth.

<table>
<thead>
<tr>
<th></th>
<th>Reading Growth</th>
<th>Unstandardized Estimate</th>
<th>S.E.</th>
<th>Standardized Estimate</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookworms</td>
<td></td>
<td>17.115</td>
<td>1.580</td>
<td>0.170</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Commercial Phonics</td>
<td></td>
<td>-6.224</td>
<td>1.698</td>
<td>-0.062</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Computer-based Reading</td>
<td></td>
<td>14.831</td>
<td>1.709</td>
<td>0.147</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Computer-based Writing</td>
<td></td>
<td>2.735</td>
<td>1.580</td>
<td>0.027</td>
<td>.083</td>
</tr>
<tr>
<td>Commercial ELA</td>
<td></td>
<td>-4.189</td>
<td>1.707</td>
<td>-0.042</td>
<td>.014</td>
</tr>
<tr>
<td>Guided Reading</td>
<td></td>
<td>-8.187</td>
<td>1.575</td>
<td>-0.081</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>
Table 24. Structural coefficients of reading and writing factors on reading growth.

<table>
<thead>
<tr>
<th>Reading Growth</th>
<th>Unstandardized Estimate</th>
<th>S.E.</th>
<th>Standardized Estimate</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARA</td>
<td>2.225</td>
<td>1.461</td>
<td>0.022</td>
<td>0.128</td>
</tr>
<tr>
<td>BK</td>
<td>-4.804</td>
<td>1.592</td>
<td>-0.048</td>
<td>0.003</td>
</tr>
<tr>
<td>D</td>
<td>-7.094</td>
<td>1.531</td>
<td>-0.071</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>DI-P</td>
<td>2.083</td>
<td>1.835</td>
<td>0.021</td>
<td>0.256</td>
</tr>
<tr>
<td>DI-W</td>
<td>-14.034</td>
<td>2.039</td>
<td>-0.140</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>RA</td>
<td>9.911</td>
<td>1.639</td>
<td>0.099</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>RWS</td>
<td>6.84</td>
<td>1.949</td>
<td>0.069</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>TXD</td>
<td>-4.66</td>
<td>1.689</td>
<td>-0.047</td>
<td>0.006</td>
</tr>
<tr>
<td>V</td>
<td>-2.321</td>
<td>1.746</td>
<td>-0.023</td>
<td>0.184</td>
</tr>
<tr>
<td>WP</td>
<td>8.437</td>
<td>2.141</td>
<td>0.084</td>
<td>&lt;.001</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DI</td>
<td>-8.107</td>
<td>1.47</td>
<td>-0.113</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>TS</td>
<td>-2.877</td>
<td>1.382</td>
<td>-0.040</td>
<td>0.037</td>
</tr>
<tr>
<td>TXD</td>
<td>-1.448</td>
<td>1.671</td>
<td>-0.020</td>
<td>0.386</td>
</tr>
<tr>
<td>V</td>
<td>4.027</td>
<td>1.354</td>
<td>0.055</td>
<td>0.003</td>
</tr>
<tr>
<td>WP</td>
<td>5.356</td>
<td>1.792</td>
<td>0.075</td>
<td>0.003</td>
</tr>
<tr>
<td><strong>High</strong></td>
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</tr>
<tr>
<td>BK</td>
<td>10.189</td>
<td>1.327</td>
<td>0.101</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>CH</td>
<td>-2.798</td>
<td>1.235</td>
<td>-0.028</td>
<td>0.023</td>
</tr>
<tr>
<td>DI</td>
<td>-5.107</td>
<td>1.565</td>
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<td>0.001</td>
</tr>
<tr>
<td>DI-P</td>
<td>-2.043</td>
<td>2.112</td>
<td>-0.021</td>
<td>0.333</td>
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<tr>
<td>DI-W</td>
<td>-5.186</td>
<td>2.169</td>
<td>-0.052</td>
<td>0.017</td>
</tr>
<tr>
<td>RWS</td>
<td>2.016</td>
<td>1.609</td>
<td>0.020</td>
<td>0.21</td>
</tr>
<tr>
<td>V</td>
<td>12.354</td>
<td>1.171</td>
<td>0.124</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>WP</td>
<td>6.165</td>
<td>1.491</td>
<td>0.062</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>
Notes. Elementary. RWS = teaching higher-order (metacognitive) reading and writing strategies, D = explicit decoding and word-level work, V = targeted academic and domain vocabulary, TXD = engagement with text-based discussions, RA = engagement with reading out loud, BK = teaching background knowledge (facts and concepts), ARA = engagement with audio assisted reading and reader’s theater, WP = engaging students in writing process, DI-W = direct instruction at sentence and text-level writing, DI-P = direct instruction in planning and revising (DI-P).

Middle. V = Academic vocabulary and background knowledge, TS = teaching text structure, TXD = text-based discussions (TXD), WP = engaging students in the writing process, DI = Direct Instruction.

High. RWS = teaching higher order reading and writing strategies, BK = background knowledge and domain-specific vocabulary, CF = concepts and facts, DI = goal directed instruction and direct reading instruction, V = academic vocabulary, DI-P = direction instruction in planning and revising, WP = engaging students in writing process, DI-W = direct instruction at sentence and text-level writing
Table 25. Structural coefficients of organization factors on reading growth.

<table>
<thead>
<tr>
<th></th>
<th>Reading Growth</th>
<th>Unstandardized Estimate</th>
<th>S.E.</th>
<th>Standardized Estimate</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
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<td>-17.144</td>
<td>4.264</td>
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<tr>
<td>Continuity of Instruction</td>
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<td>Assessment</td>
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<td>35.963</td>
<td>4.114</td>
<td>0.118</td>
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<td><strong>Middle</strong></td>
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<tr>
<td>Leadership</td>
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<td>7.762</td>
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<tr>
<td>Leadership</td>
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<td>12.323</td>
<td>3.024</td>
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<td>2.551</td>
<td>0.025</td>
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