bookworms

Case Study Report

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EXECUTIVE SUMMARY

In the summer of 2018, the Center for Research in Education and Social Policy (CRESP) at the University of Delaware (UD) was approached by staff of UD's Professional Development Center for Educators (PDCE) to conduct a case study of the implementation of the Bookworms Curriculum at Seaford School District in Seaford, DE. Seaford SD consists of four elementary, one middle, and one high school. The district educates approximately 3500 students in mostly rural southwestern Delaware. Serving a large percentage of low-income children, Seaford SD has historically struggled in getting students to demonstrate academic proficiency and turned to the Bookworms program in their reform efforts.

The Bookworms Curriculum is unique in that lesson plans are Open Educational Resources (OERs). Bookworms was also designed by drawing best practices from leading literacy research and places significant emphasis on differentiation. Additionally, the curriculum is notable in the high volume of reading required by students. In order to maximize daily reading and student engagement, Bookworms incorporates 265 whole books instead of the shorter reading passages that are often found in other curricula.

Key to the Bookworms Curriculum is the daily inclusion of three 45-minute instructional blocks. The first block consists of general English Language Arts (ELA) instruction, the second block consists of shared reading, and the third and final block is designed to provide the class with differentiated reading instruction.

Introduction to the Bookworms Curriculum at Seaford took place in several stages. The first stage of implementation began in the fall of 2014. During this time, UD had four staff members who supported Seaford classroom teachers with their Tier 1 instruction. Training on differentiation (Tier 2 instruction) was also provided at this time to the reading specialists and paraprofessionals. In the fall of 2018, the full rollout of the Bookworms K-5 Reading and Writing Curriculum occurred. As of the fall of 2018, Seaford is still receiving coaching and online PD, with plans for this support continuing into the spring of 2019.

In order to evaluate the rollout and impact of the Bookworms Curriculum and associated PD at the four Seaford elementary schools, CRESP utilized several evaluation methods. First, Seaford SD instructional staff and administrators were interviewed in order to gain insight into their experience adopting the Bookworms Curriculum. We also interviewed the Bookworms coaches in order to gain additional perspective on Seaford's efforts. Finally, Smarter Balanced assessment results were analyzed in order to determine the impact of the Bookworms Curriculum on academic achievement.

We find that the evidence suggests that Seaford SD's experience implementing the Bookworms Curriculum and their interaction with the Bookworms coaching staff was extremely positive. While some teachers and administrators expressed concern regarding if the program can serve the needs of readers well below grade level (such as those in Tier 3), English Language Learners (ELL), and students receiving Special Education services, the Bookworms coaching staff took great efforts to help alleviate these concerns.

School staff and administration all expressed support for the curriculum and noted the improvement seen in the academic achievement of the students. Through our analysis, we consistently found where

Seaford students were once underperforming the state average, these same students are now outperforming the state average three years later. Additionally, these results are seen in all subgroups of students (including ELL and special education students).

Overall, we conclude that Seaford's implementation of the Bookworms Curriculum has been a success. While there have been some challenges, many of these challenges are present in any transition to a new curriculum. Furthermore, while some school staff had concerns that Bookworms may not meet the needs of Tier 3, ELL, or special education students, we find that all subgroups of students appeared to show improvement after the introduction of the Bookworms Curriculum.

INTRODUCTION

In the summer of 2018, the Center for Research in Education and Social Policy (CRESP) at the University of Delaware (UD) was approached by staff of UD's Professional Development Center for Educators (PDCE) to conduct a case study of the implementation of the Bookworms Curriculum at Seaford School District in Seaford, Delaware.

Originally developed to support the Georgia Striving Readers project, the early success of the curriculum has led it to be adopted by more school districts. The Bookworms Curriculum is unique in several ways. First, the original lesson plans are Open Educational Resources (OERs) currently housed at bookwormsreading.org. The most recent version, Bookworms K-5 Reading and Writing, is in OER development with the national nonprofit Open Up Resources. Bookworms was also designed by drawing best practices from leading literacy research and places significant emphasis on differentiation. Additionally, the curriculum is notable in the high volume of reading required by students. In order to maximize daily reading and student engagement, Bookworms incorporates 265 whole books instead of the shorter reading passages that are often found in other curricula.

Key to the Bookworms Curriculum is the daily inclusion of three 45-minute instructional blocks. The first block consists of general English Language Arts (ELA) instruction, where the teacher either reads above grade-level text or provides grammar instruction. During this time, the students write in response to that read aloud text. The second 45-minute block consists of shared reading. At this time, the students read grade-level texts aloud in order to build their vocabulary, fluency, and comprehension. The third and final block is designed to provide the class with differentiated reading instruction.

The rollout of the Bookworms Curriculum at Seaford took place gradually:

2014-15: University of Delaware (UD) provided one coach for 10 days total. In the fall, she focused on the reading specialists and paraprofessionals who provided Tier 2 interventions. They learned to use the Bookworms differentiation model. She also provided a preview of Tier 1 shared reading and interactive read alouds to classroom teachers. They were invited to pilot these lessons. In the spring, she focused on the grammar instruction and writing protocols and did walk-throughs with administrators and coaching for teachers.

2015-16: The district adopted Bookworms as the reading curriculum in all four elementary schools. Two UD coaches provided a total of 40 days of support for the schools (10 days in each school). One coach focused on differentiation and shared reading. The other coach focused on grammar and writing instruction.

2016-17: The district hired a full-time coordinator to support implementation in the elementary schools. A UD coach provided 10 days of professional development (PD) for teachers in the immersion program and classroom teachers serving English Language Learners (ELLs).

2017-18: One UD coach provided 28 days of PD for the four elementary schools. She supported all three blocks. Another UD coach continued the focus on the needs of ELLs. He provided 16 total days of PD and coaching support.

2018-19: Seaford adopted the Beta version of Bookworms K-5 Reading and Writing. One UD coach is providing 20 days of PD for the four elementary schools. Schools also have access to the online PD designed for the new curriculum. Another UD coach continues the focus on the needs of ELLs. He is providing 16 total days of PD and coaching support.

METHOD

The Seaford School District encompasses 82 square miles in rural Southwestern Delaware. The school district includes the small communities of Seaford and Blades. Seaford SD consists of four elementary, one middle, and one high school and serves approximately 3,500 students. Prior to the 2016/2017 school year, all four elementary schools served students in Kindergarten through Fifth Grade. During the summer of 2017, Seaford reconfigured their schools so that two of the elementary schools housed Kindergarten, First, and Second Grades. The other two schools included Third, Fourth, and Fifth Grades after the reconfiguration. Slightly over half of the students in Seaford SD are classified as low income. Approximately 20% are classified as ELLs. Racially, roughly a third of the students are White, a third are African American, and 20% are Hispanic. Historically Seaford SD students have not demonstrated academic proficiency.

In order to evaluate the rollout and impact of the Bookworms Curriculum and associated PD at the four Seaford elementary schools, CRESP utilized several evaluation methods. First, CRESP staff interviewed Seaford SD instructional staff in order to gain insight into their experience adopting the Bookworms Curriculum. Using a similar protocol, CRESP staff also conducted interviews with Seaford SD administrators. Next, based upon the findings from these interviews, CRESP staff interviewed UD staff who supported the district in order to gain their perspective of the rollout as well as general thoughts on the current state of Bookworms and their vision for the future of the curriculum. Finally, CRESP staff analyzed the Smarter Balanced assessment results in order to determine the impact of the Bookworms Curriculum adoption on Seaford students' academic proficiency. (The Smarter Balanced assessment is the Delaware state's mandatory assessment of all students, grades 3-8.)

EVALUATION FINDINGS: SCHOOL INSTRUCTIONAL STAFF INTERVIEWS

In May and June 2018, CRESP staff interviewed Seaford SD staff and teachers representing the four targeted elementary schools to obtain feedback on the implementation of the Bookworms pilot. Interview participants held the positions of principal, grade-level team leader (i.e., teacher), reading specialist, reading paraprofessional, and media specialist. Interview participation was voluntary and interviewees were ensured all responses would be kept confidential and unattributed. The interview protocol can be found as an appendix to this document (Appendix A).

The following themes emerged from interviews with school staff and teachers.

ADOPTION

The adoption of Bookworms across pilot schools was district-driven and prescriptive. However, adoption was gradual and generally well-received by the majority of staff and teachers. A number of schools "soft launched" Bookworms by encouraging teachers to introduce components of the curriculum—e.g., novels, shared reading—which exposed teachers and staff to the program and resulted in authentic buy-in.

> *"I think in the back of their head, it was like, 'We have to do something.' But, it was that complete, really authentic buy-in, and that it wasn't shoved."*

> *"It was just, 'Try. Here's the, kind of, outline.' There wasn't really anything formal. 'Just try something.' So, we had teachers who tried it, and every teacher tried something, and then it was like, 'Give me more.' Right away, it was, 'Give me more.'"*

All staff and teachers were involved or engaged in direct or indirect implementation of Bookworms—including reading specialists, classroom paraprofessionals, as well as Spanish immersion, ELL students, art, and special education faculty. While the majority of staff and teachers cited Bookworms as being "a lot" to process and implement, many were also disappointed by their current curriculum and welcomed the introduction of novels into the classroom.

> *"We started introducing some novels into the classroom, which I love teaching through novels. So, that was great."*

> *"I think for me, I hated our previous curriculum so much that I was glad to see anything. And I very much wanted children to be reading real books. So, this curriculum spoke to me in that way."*

> *"...we're all much happier with the fact that we can dive into a novel versus a piece of a novel in an anthology."*

Staff and teachers also reported the importance of implementing Bookworms as prescribed and with fidelity at the onset.

> *"I think in the beginning, it was very much, 'This is the plan. This is what you will do. Do as it says in the Bookworms manual.'"*

Staff and teachers were committed to the adoption of Bookworms, but they also reported some minor "bumps in the road" and instances where fellow colleagues were "skeptical" or "negative."

> *"We did have some questions because you always want to make sure you're doing something right. So, there were a little few bumps in the road trying to make sure that we were doing it the way it was supposed to be done..."*

> *"My opinion is that, at first, teachers were skeptical but willing because they thought, 'Yes, I do agree. Students need to read more.'"*

> *"[For] some of the teachers, change is always going to be an issue. And I think that there were a lot of people who didn't [want to change]. I was ready. I was on board to try. I know a couple of teachers that I worked with in second grade weren't as thrilled to try it, but they did."*

Teachers and instructional staff reported strong support for Bookworms from both the district office and their principals.

> *"...the district was like 1,000% Bookworms."*

> *"Here, our administration was like, 'We're doing it.' You ride the train. Jump on."*

> *"They said this is the program that we're going with. They would come in and make sure that people were, you know, following the program."*

In interviews, staff and teachers expressed their expectations and goals related to the Bookworms Curriculum. In general, the teachers stated that the expectation behind the curriculum is that by exposing students to more text, early elementary students would grow in phonics, fluency, word identification, and comprehension, and would, overall, become better readers and achieve improved test scores.

> *"...our ultimate goal...we want our kids to read."*

> *"I did have expectations that my kids would become better readers."*

"...at the end of the year I expected very high scores with student fluency, hoping that in second grade it would help with comprehension."

"...we were looking to increase our test scores. And the Basal [Reading Instruction] program that we had in place was not working at the time."

Many teachers expressed excitement for Bookworms, specifically the use of novels and chapter books.

"When I knew that this program, this curriculum, had us teaching through novels, I was thrilled. I was excited because that's the way I feel like teaching reading should be. Teaching out of an anthology only gives kids a piece of the text. They get really involved in the novel when they're reading it."

IMPLEMENTATION

Trainings and supports (such as professional development, "reboot" trainings, instructional observations and modeling with the Bookworms team, curriculum resources, and administrative supports) were critical to Bookworms adoption and implementation and were well-received by teachers.

"In the beginning, it was more professional development, how to, understanding the theory behind why they're delivering the instruction, more modeling, how to do things in your classroom. And then, this year, it was more walk-through feedback."

"Our administration was persistent. Their walk-throughs were very strategic with what they were looking for, and they expected it. And then the teachers got on board."

"[The administration] knew what to look for and they knew how to help, how to support teachers to do the best that they could do with the new program."

"We did a whole reboot because we have—those of you from different schools, we have new teachers—we want to make sure we're all on the same page."

"I watched a lot of videos, especially the small group videos. I was more comfortable with the shared and interactive, so I had to really work on the small group stuff. Even though it's kind of verbatim it wasn't natural to me, so I had to teach myself how to make it work."

Staff and teachers worked to implement Bookworms with fidelity and generally found the program to be well "laid out" and "easy to follow." From the onset, staff and teachers expressed the value and importance of program fidelity.

"We're really on board, we want to implement with fidelity, we're going to implement this, there's no if, ands, or buts about it."

"It's a very scripted out curriculum. We haven't ventured too far from what it says. Especially since we're new to it, we don't want to start changing it and getting away from it. I know the very first year that we rolled it out, we tried to do that, and it just didn't work. So, the last school year, we just tried to get back to the basics of sticking to the script."

Teachers also found Bookworms to be a well-planned and well "laid out" curriculum that ultimately saved time and energy.

"It's easy because everything's laid out. We're not having to scramble every day to say, 'Oh! What book are we going to read today? Or what chapter are we in in that book?' Everything is laid out nicely and it takes a lot of stress off of a teacher when you're trying to teach reading. You don't have to come up with anything."

"I know it's become easier when you have a substitute because they can follow the [Bookworm lesson] plans."

Staff and teachers reported relying on collaboration, patience, and feedback loops to learn, process, and hone Bookworms.

"It's so easy to give feedback…or just have a conversation. Let's look at what this says. And, we learn together, which was beautiful. It was. It was really cool to learn, and question, and challenge."

"Our school community…is very good about giving feedback to each other and debriefing. So, we would try and then we would try again. But everybody was very patient with the implementation, and knowing that we would have areas that we needed to tweak."

CHALLENGES

Through our interviews, it became apparent that staff and teachers faced some implementation challenges. These challenges were not insurmountable, however. For example, not all teachers were entirely "bought-in" to Bookworms at the onset, especially in instances where teachers transferred from one pilot school to another after a restructuring in the Seaford School District. Staff shared that achieving program fidelity took time, as well as trial and error.

"...even though I was trying to follow it fully in the beginning, I don't know that I followed it the way that it was intended. I thought I was, but you're kind of learning the process as you go."

"...it just took us a while to get in the swing of things. I think it was teachers and students. It's just hard to get it going."

"And I know that our first grade team as a district changed some things and weren't sharing at one point in time. I don't think it was ill will. I just think they didn't understand. And then [the program author] got really upset and rightfully so."

"...we thought we were doing what we were supposed to be doing, and we thought we were following it, but then when they kind of broke things down or showed us different ways that it should be looking like, I was like 'Oh, okay, so I did that a little bit wrong.'"

Another challenge arose regarding the time it took to complete Bookworms in a given block. This was shared as an initial implementation challenge for some teachers.

"Our biggest problem was the time. It felt like a lot of stuff for the time that we were supposed to do it in. Like the three 45-minute blocks for shared interactive and small group we could not get through at all, like it just seemed impossible. We tried like setting timers for ourselves, but I was kind of stuck between I need to stick to 45 minutes. I need to get this content in. What can go? When we talked to her about it, she was like, 'Don't cut this out.' I'm like, 'Well, something's got to go because I can't do it all.' But I think that definitely got ironed out with time and it took a while."

"We find that even when new teachers come to us is the time. They're like 'How do you fit it all in?'"

"You know that's our biggest thing is we just can't get that all finished, what is prescribed. The lessons for us are too long."

Despite a few challenges, after achieving fidelity and mastery of Bookworms, staff and teachers identified and introduced strategies for problem solving and made some adaptations to the curriculum to fit their needs. Notably, several teachers introduced additional appropriate supports and scaffolds to instruction, especially for Tier 3, ELL, and students with special needs.

"One of the things we started doing, I would say maybe in January/February, was our morning message, making sure that we hit vowel teams and inflections and stuff like that because one of the things [our coach] says is by January, they should be kind of getting into vowel teams and stuff, and if they're not there, they might not reach their fluency goal. And some of the kids just aren't there yet … that's something we implemented as a grade level, and I think that was really helpful…"

"I really started the year with training them—we started with a minute. I would set the timer. We taught them to have your eyes on the text, chart the text, and you're not going to get up. At the beginning of the year, they didn't get up. They had to stay in their seats. And it was, you know, we're going to learn to read like a scholar, write like a scholar… We started at one minute, and we did the one minute three or four weeks, and then we increased it to two minutes, and then three minutes. And by the end of the year, we were up to 14 minutes of sustained silent reading. And we made it very positive…We made it like a growth mindset."

"When [our coach] comes to look at some of our Spanish immersion classes, the teachers have talked to him about some possible tweaks, the use of graphic organizers possibly, rewording some of the comprehension questions for the ELL students. He's been on board with it. I think he also recognizes and has been supportive of those just few tiny changes, nothing drastic, but just to make it more effective for those students."

The majority of teachers cited adding—or interest in adding—editing, grammar, and multiple choice questions to expose students to concepts and question formats they will see on standardized exams.

"We added the editing and the grammar because we found that it was in one of our weaknesses in Smarter Balanced. We had the data to support it we needed it and now we have the data to support."

"One of the things that we talked about was multiple choice questions because students see that a lot, and it's [on the Smarter Balanced assessment]. And sometimes you need those test-taking strategies, and so we've talked about how to close the gaps for that."

After four years of piloting, staff and teachers expressed concerns for Bookworms' ability to reach Tier 3 students while also acknowledging that Bookworms is not specifically designed for meeting the needs of these students. In regard to Tier 3 interventions, instructional staff shared the following:

"I don't believe the program is set up to be a Tier 3 intervention. So, we had to look for things to help those students."

"…As a district, we need to figure out what we can do for those few kids whom this is not necessarily working for them. Not that they haven't gotten something from it, but it's not progressing them at the level that we want them to progress at. So, we might need [something] different… our Tier 3 students who just are not picking it up the way we expect them to."

"Our 'high' kids had gotten higher, and our 'on-level' kids had gotten higher, but we still have this patch of struggling students that hadn't made the growth that we needed to."

"Well, we know that students who have disabilities or have IEPs, they need additional support. That's why they have those. I think it's just a matter of figuring out what additional supports for this curriculum work."

The teachers working directly with ELL students and students with special needs expressed similar concerns:

"I do wonder about the ELL students. I question that a little bit. I don't know that we have—especially some of our newcomers. A fifth-grade newcomer in a foreign language, they're plopped into a classroom with shared reading, they don't have a clue. That's something I have had a concern about, how we can address those issues to make it more feasible for them."

"[Students with special needs] struggle to a point where they don't get much out of it because they're just so overwhelmed… as we're doing shared reading and we're chorally reading, they have nothing. Some of them will try to mock us as we talk. Then it's delayed. Some of them will track along and then sometimes they're not into it. They can't follow along. They can't stay with us. I think that part is hard for me to see a few kids getting—I don't want to say nothing because I do see [the program author's] point that they're hearing fluent reading, but I don't know how much that helps them become a fluent reader."

"I've had to provide a lot of support and different scaffolding to even make it work. It was taking time away from my other reading group that was supposed to be with me so I could help the lower students."

The instructional staff also raised concerns regarding assessment within the curriculum. While staff and teachers do not "teach to the test," many recommended incorporating question formats that students will see on the Smarter Balanced assessments (e.g., multiple choice questions).

> *"I hear teachers—they talk a lot about how they feel like with the Bookworms Curriculum, which we love—but they don't feel that it mimics what the kids see on Smarter Balanced."*

> *"I do wish there was more assessment opportunities that were different than just written responses, not only so they can be successful on Smarter Balanced, but just I don't think that's the only way to assess comprehension is through writing."*

A few teachers also expressed concern with what they saw as repetitiveness within the program (books and response-to-text activities).

> *"...you're introducing the same material in the same way over and over again, and some kids need a different way to see something. Like I said, that works for most, but there are those few that are not getting it the way it's introduced, and just reintroducing it over and over, in the same way, is not the key."*

> *"Right now, it's so dull and boring that I didn't feel comfortable making some of my lower learners do it."*

> *"But the monotony of reading, then writing, then reading, then writing in your journal, then reading, then writing in your journal, then reading, writing. I would like to do instead of reading, have a different activity instead of just writing."*

SUCCESSES

Overall, when implemented with fidelity, staff and teachers categorized Bookworms as a successful program. Further, despite some concerns, staff and teachers believed it positively impacts students of different levels and abilities (i.e., Tiers 1, 2, and 3; ELL; and special education). Teachers cited both real and anecdotal data to capture the success and impact of the Bookworms program, including among students receiving Tier 2 and Tier 3 interventions, students learning English, and students with disabilities.

> *"My students' growth this year was absolutely amazing. I was able to get 84% of my students at or above grade level... and 74% in my other group. And to me, that's amazing because I have 50% of my students or more in both groups that are ELL learning a second language."*

"...all of my students have grown from January to the end of the year… Now if they were my really struggling students, they grew by 9 to 15 words. My kids who are like those 'bubble kids' where they were kind of right where they should've been in January and maybe just a few words below, they grew the most. They grew 24 or more words, which is kind of what we expected them to do. And then my kids who were already at grade level in January, or my kids who are reading 88 to 90 words, they even grew, and they grew, again, like 10 to 15 words."

"My first thought as soon as I saw it was, 'Yeah, it looks good, but my students [Tier 3] can't read these books.' And they can't. But [the program author] tried to make it a point to say, 'What can your kids get out of this experience even though they can't read the books?' They're hearing fluent readers. They're listening to vocabulary. They're listening to other friends' comprehension answers. I do see that."

"It's amazing to me, the amount of progress that I've seen this year with my students. I have students reading 161 words a minute, and the baseline for the end of first grade is 47 words a minute."

"...If I can get English Language Learners reading, that's amazing. They're learning a second language. So, if I can get students learning a second language to read with this program, that's your data."

In situations where teachers were not "bought-in" or skeptical, improvements in student grades and scores were compelling and convincing.

"...This year when I saw the data that really, really worked with my group of 50 kids, I was convinced that this is what I needed to do. So, I mean I'm sold. I really am."

"...Of course, there's ideologies and theories in pedagogies that are a little different, and you're going to have those teachers, who are teachers who did buy-in, and bought it with fidelity, we started seeing results in the data. So, after Year 1, I think it was easier to get everybody to buy-in, at least get them to try it. They saw the data that they were seeing from other teachers who jumped in headfirst from the get-go. So, Bookworms has had kind of that luxury that it has made a difference in our data."

Finally, school staff provided comments that strongly suggest Bookworms is much-loved and respected by students, staff, and teachers:

"I've made the comment that I don't think I would teach in another school if I was not allowed to use the Bookworms Curriculum."

"My kids love to read. That's the biggest thing, and that's what my staff would tell you. Our kids love books now. And they're going to the media center now—my media specialist has had to get books by similar authors or by the same authors but similar characters—the same characters—because that's what our kids want to read."

"I see the excitement. I mean, the kids really enjoy the novels that they read in the classrooms."

"It's a springboard for just a wealth of lots of different topics and interests."

"I think my number one thing is that some of the kids that I look at in my classroom would never have touched the novels or books that we're reading. And now they're enjoying reading more, or they want you to get more books by those authors. So, we're trying to stock our libraries with those authors, and it's just been really good to see them enjoy reading."

RECOMMENDATIONS

Respondents reported several pieces of advice for schools who were adopting Bookworms. In particular, program fidelity, trust, patience, and flexibility were all identified by staff and teachers as recommendations to colleagues considering implementing Bookworms in the future.

"...follow it with fidelity. Follow all pieces and all components."

"I think they have to trust the process. There's a lot of components to Bookworms. It's a very intricate curriculum."

"...don't come in with any preconceived notions because everything you have been taught about reading flies out the window with this curriculum."

"I just think the biggest thing is don't be afraid to ask the questions about it. We want our kids to ask us questions. We need to ask questions too."

EVALUATION FINDINGS: DISTRICT AND SCHOOL ADMINISTRATOR INTERVIEWS

In May 2018, CRESP staff interviewed two administrators in the Seaford district office to gather feedback and perceptions on the implementation of the Bookworms Curriculum. Interview participation was voluntary, and interviewees were ensured that all responses would be kept confidential and unattributed. The interview protocol can be found as an appendix to this document (Appendix B).

The following themes emerged from interviews with school district administrators.

ADOPTION

According to our interviews with Seaford administrators, Seaford SD was not considered a simple place to enact curriculum change. Interviewees reported that prior to implementing Bookworms, Seaford faced broad challenges such as difficult school climates, staff and teacher transitions, funding limitations, and curriculum shortcomings that impede instruction and student academic achievement, especially for lower-income students and students of color. Additionally, transition and turnover in the district office contributed to school instability as new administrators disrupted current practices and brought new ideas and approaches to instruction. Turnover at the school level in under-performing schools—in addition to the district office—compounded tensions and contributed to the frustration and anger of teachers and staff.

In summary, the interviewees observed "a lot of red flags" indicating students were not doing well and believed reading instruction for traditionally underachieving students (lower-income students, African American males) was "dummied down." The high percentage of low-achieving students in the Seaford School District brought sanctions and critical funding. However, those funds had to be spent quickly, and these previous efforts proved ineffective.

Furthermore, curriculum adoption decisions by previous district office administrators were rushed, costly, and were ultimately regrettable because curricula were not well-researched or evidence-based. The overarching sentiment throughout the district office at this time was that programs (curricula) are a "waste of money."

In general, the district office staff was motivated to adopt Bookworms due to student underperformance and were attracted to the curriculum's affordability and rigor. Some staff were already familiar with the Bookworms program through previous interactions with UD staff. The OER nature of the lesson plans made the adoption a very low cost to the district compared to other options. This was very appealing to the administration; the district had recently purchased another expensive curriculum and did not have the funding to adopt another new curriculum. Finally, the Director of Instruction at the district office was very familiar with Bookworms and was an advisee of the Bookworms creator. District office staff were eager and unintimidated by the rigor of Bookworms:

"One thing about this program is those books are tough, but they're highly enjoyable. Kids were begging—they didn't want the stories to end. But they were tough; vocabulary was tough, questions were tough. That's what I wanted. Because I said if we do this, then that—me having to worry about it being lowered down to their level is off the table now. So, that was the reason why I loved it."

CHALLENGES

District office staff identified a variety of challenges relating to assessment, fidelity, personnel, and time constraints in the implementation of Bookworms. These challenges are presented below.

ANTECEDENT CHALLENGES

Teacher resistance and pushback occurred towards Bookworms adoption, especially as it came on the heels of a year-long "guided reading PD" and introduced a new and different approach to reading instruction. Teachers were cited as "angry" and not "mentally present" at the onset of the pilot. Ongoing support and attention from district office administrators was required at the start of the pilot and continued to be necessary four years into implementation.

BOOKWORMS "ASSESSMENT" CHALLENGES

District office staff believed Bookworms grading presented a challenge for teachers because students were not completing worksheets or other activities, which were "easier" for teachers to grade. Instead, students were spending instructional time reading. District office staff perceived that teachers had low expectations of students and did not trust them to "work independently" or in small groups—teachers would have preferred to exact control and prescribe "concrete" work to students. Bookworms included student journaling, which in addition to providing an assessment metric, encouraged students to "feel like writers." Teachers, however, expressed they did not want to "lug" journals for grading. Finally, the administrators reported that teachers demonstrated a preference to create "packets" for students, which is not consistent with the Bookworms program.

BOOKWORMS "FIDELITY" CHALLENGES

The perception of district office staff was that teachers were not initially "really buying into the [Bookworms] system and routines" because Bookworms conflicts with teacher "intuitions" around what works in the classroom. One staff member suggested that when "no one is looking, teachers are doing something different in their classroom." Further, principal turnover during the implementation allowed some teachers to feel emboldened to resist implementation.

The district identified and addressed many of these challenges. For instance, teachers were observed implementing Bookworms word study tests incorrectly or with great variability, which, in the opinion of

district office staff, resulted in changes in student grades. Teachers have also been observed skipping *partner reading*—which follows *group/choral reading* and supports student fluency—because there was preference to engage in "teachable moments" during *group/choral reading*. Finally, an administrator reported that compliance issues were associated with poor performance in first grade early in the pilot, but these issues have been addressed.

BOOKWORMS "PERSONNEL" CHALLENGES

Teachers' lack of trust in the district office and principals, as well as turnover and the introduction of change (new curriculum), were all barriers to Bookworms implementation. Senior teachers especially resisted the Bookworms program while newer teachers—with less exposure to different curricula and ingrained practices—were more amenable and adopted Bookworms more readily. It was noted that principals and teachers demonstrated resistance to the Bookworms program especially when it came to ELL students.

IMPLEMENTATION

District office administrators employed strategies to build trust, earn "buy-in," and facilitate the implementation of the Bookworms pilot. Aware of many ongoing and persistent challenges in schools, district office staff introduced the Bookworms program slowly in order to cultivate trust and buy-in. District leaders were also aware that the Bookworms differentiation model was very different from previous approaches (e.g., guided reading). To address this issue, district office staff focused on providing support and problem-solving strategies to principals and teachers.

The administration noted that the Bookworms creator was active in principal and teacher training and served as a neutral expert on Bookworms. These interactions aided in building trust and buy-in among principals and teachers. Specifically, the district office staff reported the following steps as helpful in supporting the implementation:

1. District office staff relieved schools of logistical challenges by ordering all Bookworms supplies and materials for schools and classrooms.
2. District office staff directed funding that would have otherwise been used to purchase curriculum to invest in principal and teacher training (i.e., professional development or PDs) led by UD staff.
3. District office staff shadowed all UD coaches during school walk-throughs to gain knowledge and expertise in Bookworms implementation.
4. District office staff conducted school walk-throughs with school principals to observe teaching and to advise principals-teacher coaching and feedback.
5. District office staff consulted with UD coaches to adapt Bookworms for ELL and pivot away from "pull out" instruction.

District office staff believed that with leadership from principals and the appropriate supports, Bookworms was a successful literacy curriculum for all students, including students from low-income households, students of color, students with special needs, and ELL students. For example, district office staff cited being "100% confident" that Bookworms "works" for ELL students and noted the "general special education teacher" is "doing great" with a high percentage of those students "meeting proficiency in inclusion classrooms."

The support provided by the Bookworms coaches was also attributed as being key to Seaford's success throughout the four-year pilot. One district staff person said:

> *"They've just been really receptive in listening to people. They've seen the gaps, they filled them in. They ground everything in research. So, that's what makes the most sense to me. It just evolves every year."*

Finally, district office staff found Bookworms to be an overall success and believe there is potential to "grow the program" and realize improved outcomes for more students. The administration saw no negative effects of Bookworms implementation. The rigor of Bookworms books and partner reading allowed students at all levels to engage, enjoy, and be challenged yet supported by reading.

RECOMMENDATIONS

Upon reflection of their experience introducing Bookworms to their school district, the administrators shared the following recommendations to those thinking of using the curriculum. First, school leadership (principal) "buy-in" and engagement from the onset of Bookworms, as well as participation, monitoring, and problem-solving with teachers throughout implementation, were all critical to success in both implementation and student outcomes.

In addition to leadership from school principals, reading specialists placed in schools were also credited with Bookworms' success. Finally, district office staff found that schools where teachers approached Bookworms with fun and whimsy—for example, decorating classrooms or wearing costumes that reflect the text—were more successful.

EVALUATION FINDINGS: BOOKWORMS STAFF INTERVIEWS

In fall 2018, CRESP staff interviewed four Bookworms staff members to gather feedback and perceptions on the implementation of the Bookworms Curriculum at Seaford SD. Interview participation was voluntary and interviewees were ensured that all responses would be kept confidential and unattributed.

IMPLEMENTATION

During the second year of implementation, UD Bookworms staff began supporting several ELL teachers or teachers in dual language classrooms who were not part of the initial rollout. Seaford principals signed up for Bookworms and determined how much coaching their school would receive. Thus, the elementary schools did not all receive the same amount of Bookworms coaching. For example, one UD PD provider said that she visited two schools more frequently than other schools.

Coaching involved teacher observations and feedback as well as modeling. Sometimes, coaches led a teacher group training session based on common areas for growth that a coach identified across observations. Coaches also utilized video recordings to illustrate a practice for teachers.

The coaches found that it was beneficial when school administrators embraced the Bookworms Curriculum, as their buy-in facilitated implementation. But according to Bookworms staff, some teachers showed resistance to what they saw as another new initiative. Teachers at one school had seen much turnover and several different programs introduced in the last five years. They questioned Bookworms as yet another set of materials that might come and go. However, one UD PD provider illustrated that as rollout continued, teachers bought-in to Bookworms. This UD PD provider reported teachers saying "thank you for bringing us this".

STAFF PROFESSIONAL DEVELOPMENT

UD PD providers reported that they wanted teachers to adhere to the Bookworms' lesson plan structures, since it was a fast-paced curriculum with different areas to cover. However, UD PD providers encouraged teachers to tailor parts of the curriculum if they had time. One UD PD provider explained that the small-group activities were entirely scripted because they contained basic skills instruction. UD PD providers also advised teachers who wanted to deviate from prescribed materials that they could enhance the script if they had time or had become familiar with the materials.

> *"It's definitely a struggle, at the beginning. The curriculum is so fast paced. And you have to be really well planned to get through all of the things that need to be done in 45 minutes. So, it wasn't necessarily—certainly, there were pockets of teachers that wanted to do their own thing. But most of the time, most teachers were aiming to be compliant. And they just were going along, in certain areas. And so, it was kind of providing them with the tips and strategies to get it to fit...No enhancing. And what we would say, if there was really big push back on that, would be something like, 'if you have the time to do that craft that's unrelated, feel free to fit that in.' But they're just simply, when you're first learning it, and your students are brand new to it, there's no time to add anything in."*

Below, similar to their colleague, this UD PD provider reminded teachers that deviations from the script needed to be planned after reading and familiarizing oneself with the curriculum. Also of note, the coach acknowledged that sometimes teachers received mixed messages about adhering to the script if their principal told them to follow the curriculum while coaches advised them to deviate when appropriate.

> *"It is scripted. It's supposed to be—the academic language we don't want ignored. The structure, the scope and sequence of the lesson plans, the scope and sequence of the vocabulary, the scope and sequence of the word study, all of that."*

> *"It is encouraged for the teachers to make it their own. Now some principals will encourage that and other principals will say, 'Follow the script the way it's written.' But it is encouraged to try to make it your own. For example, if you have a teachable moment when your group of students doesn't understand that word, but it wasn't on the lesson plan, you should teach it. Of course teach that in a moment and move on. Not getting off on a tangent so that they're missing an opportunity to get to all of the rest of the lesson plan. Or that they're days behind because they went off on these tangents. That's why they have to be prepared to know. You can't just stand up there for the first time and pull this lesson plan out and never had read this book and try to put in here teachable moments. So the planning and the preparation has to be, read the plan, read that material for the day, or for the week and know how you can best implement this lesson with what you've been provided and what do you need to add to it for your student success."*

UD PD providers said that they did not tailor the curriculum by school, but they tailored the professional development they provided according to the school's needs. For instance, if a school had a high percentage of ELL students, UD PD providers would talk about those supports more at that school. UD PD providers reported that though schools themselves differed from one another, they all adhered closely to the Bookworms' version of training content, feedback, and coaching.

The Bookworms coaches also noted that schools have some autonomy in terms of Bookworms' timing: teachers had to commit to three 45-minute blocks, but they could schedule them anytime during the day.

FUTURE COACHING AND PROFESSIONAL DEVELOPMENT

When asked about the future, the coaches imagined additional changes to Bookworms involving revisions to print materials and writing lessons, utilization of online training modules, educators having a common understanding of Bookworms, and more frequent supports for individual teachers and needy

schools. They all want Bookworms to be used more widely and to offer additional resources to key stakeholders.

UD PD providers also imagined that additional changes to Bookworms would involve revisions to print materials and writing lessons. With regards to training, the coaches hoped that they could utilize online tools to provide more access to their sessions. In terms of implementation, the coaches perceived ideal implementation would involve leaders and teachers having a strong, shared understanding of Bookworms, targeted support to under-resourced schools, and more frequent walk-throughs.

Interviewees foresaw using more online tools for training in order to increase access to training. They wanted to avoid "train-the-trainer" models because training might become inconsistent. One coach would like to develop a community of coaches that connect to UD and perhaps develop a national cadre of coaches through badges or credentialing.

IMPLEMENTATION CHALLENGES

Similar to what was reported by the instructional staff and administration, the University PD providers reported several challenges to implementing Bookworms. These challenges are addressed below.

VARIED LEADER BUY-IN

One UD PD provider perceived a lack of school leader follow through and understanding of Bookworms that undercut implementation. The coach also noted lack of leader visibility. This individual believed that it was important that leaders were visible in classrooms, even when they were not conducting formal observations.

A coach used one highly engaged principal's hands-on approach with Bookworms to exemplify the importance of leader buy-in:

> *"So [Principal] is all in…is hands on, she goes to every PLC meeting with her teachers. They look at the upcoming questions in the curriculum. They talk about how they're going to score it, they bring sample papers to school. She has taught lessons herself. She is all hands on. Hands on."*

> *"And she was good about listening to my feedback and then putting it in practice for her school. When I was the district reading specialist the year before, I was like, 'Your next step would be to … We have the small group lessons and the highest one is Vocabulary and Comprehension. That's where your kids all work if they've got all their other skills covered.' I said 'your next step would be to get some really good Vocab and Comp lessons.' So she took it upon herself to get the training videos. She trained her staff last summer, and then all the school year they wrote these lessons for the*

books they had in their school. And they started implementing them. So she went the next step. And then [another school] heard about that so the principal there, and, asked me to come in and provide training for her lead teachers and then they've been writing lessons."

ONBOARDING NEW TEACHERS TO BOOKWORMS

Making up-front plans for new teacher training every year was an implementation challenge. UD PD providers reported that it was often difficult for experienced Bookworms teachers to mentor new teachers when they did not have sufficient training or used materials that did not align with Bookworms lessons.

"The district office did their best to bring people up to speed by having a summer training. But, often times, those people weren't really actually on board until the day before school started. And so, whomever was doing PD that year—so, the district never really contracted specifically for new teacher training and probably assumed, partially correctly and partially incorrectly, that when the new people came onto their existing teams, they would be mentored by their colleagues."

"But a big problem was, when the schools reorganized. So, there was one school with extremely low levels of implementation. And those teachers, even though they were experienced Book Worms teachers, weren't experiencing Bookworms fully. So, they were experienced teachers almost like new teachers."

"And at that same school, there was a time at which, and really difficult to explain, one of the schools rewrote foundational skills curriculum. And so, one school had their own version and while I was doing PD. And then, I just saw, in their materials, 'don't use the Bookworms lessons, use these instead.' And they were totally theoretically inconsistent with the model and the research. So, we had to get rid of those, reboot to the—and I think that's the way it is. We're always going to be finding variations that are consistent with the design and inconsistent and trying to reshuffle people."

FITTING IN 45-MINUTE MODULES IN A TEACHING DAY SCHEDULE

Teachers had a hard time scheduling three 45-minute blocks of time in their schedules without losing some of that time to class transitions. One UD PD provider shared:

"But the thing with time, if you look on paper on a lot of schedules, the time will be 45 minutes, 45 minutes, 45 minutes. That's what you need, however if you really analyze some of the schedules that have been created, it could be that you have your block for

shared reading 9:00 to 9:45 and then you're supposed to be in Art at 9:45 to 10:30. So you're going to short change part of that 45 minutes because you've got to stop, line up, walk down the hall and be in Art at 9:45. Or the class is that same thing. You might be coming in from recess at 10:30, but your reading is supposed to start at 10:30 and then that's supposed to go until 11:15, but you're supposed to be at lunch at 11:15."

"So you've lost minutes on both ends. And I know schedules have to be created around the school ... The school day covers all those things, but really it's truly built for three 45-minute blocks. So the classrooms are really having a problem getting all of that in, is most likely because their schedule required them to be somewhere at the same time they were supposed to finish. That is a problem."

COMPLETING EXERCISES IN THE ALLOTTED TIME

A major complaint from teachers was that they could not complete all activities within 45- minute sessions. One Bookworms coach shared:

"The first two years it was a K to 5 school and now people ...The biggest complaint was about time. They could not get everything in, in the time."

DIFFICULTIES FOR DUAL LANGUAGE AND ELL TEACHERS

Some of the challenges included lack of funding for parallel teaching staff who could teach a small group of ELL students while another teacher responded to the larger group.

"There [are issues with] funding, right? And so, that's a big challenge. So, in schools in districts in other states where they have ELL teachers, the model that we've seen to be most amazing is parallel teaching. So, the ELL teachers push into classrooms, and they have their ELLs sitting close to them, so they can be doing the exact same instruction but with support from visuals, which are things like bringing in a puppet or a mitten or whatever a central concept from the text, so they can see, physically, what it is. And we've seen that to be really viable. In Delaware, we don't have the personnel to do that."

Another dilemma was that English teachers in schools with dual language programs saw two student groups each day because they switched classes in the middle of the day. This meant that they needed to teach three 45-minute sessions to one group, then repeat with another. What could compound the challenge is disorder during these transitions, which could reduce instructional time.

Spanish teachers taught math and ELA, but their lessons might not have been aligned with lessons of their English teacher colleagues. Finally, immersion classrooms had a higher concentration of ELL students than other classrooms. It was difficult for non-ELL teachers to have students whose first language was not English.

ADDRESSING THE CHALLENGES

PACING

First, the Bookworms coaches reported that "bump days", modeling, ongoing training, and adding structure to the curriculum helped address pacing. Despite some teachers' success in fitting Bookworms activities in the allotted time, coaches described pacing as a persistent challenge for teachers, not just in terms of the 45-minute modules, but also regarding day-to-day pacing. To address this challenge, Bookworms developers added "bump days," which were additional days for unplanned lesson time in which a class could catch up on reading or dig deeper into a text. Another change was that books were re-paced so that there was less reading to get through each day. To further address this challenge, coaches worked with teachers and modeled for them how to implement the fast-paced curriculum in their classroom. Coaches also advised teachers that fast-paced was a positive attribute of a curriculum because it meant students were engaged. One UD PD provider acknowledged that often, pacing issues arose when teachers did not focus on teaching a specific objective, but instead deviated from the day's topic or did not actively teach. Below, the coach illustrated this:

> "It just distracts from the target. And then, the other thing is Bookworms' instruction takes every minute. And so, sometimes, teachers have been accustomed to spending time during ELA at their desks, grading papers, and doing other kinds of paperwork. There's no time for that at all, during these three 45-minute blocks. It's all teaching, all of the time."

Another way Bookworms addressed pacing was through adding structure and standards to both reading activities and to the writing curriculum.

SUPPORTING TIER 3 STUDENTS

To address the challenge of Tier 3 support, UD PD providers suggested that teachers received options for supplemental resources. UD staff also acknowledged that Bookworms was not designed to give intensive intervention to Tier 3 students. However, they also suggested that Tier 3 support is built into the model. For instance, one coach reported that in schools that used the differentiation block as intended, the number of Tier 3 students shrunk to 5%. Moreover, in total, there were 90 minutes for grade-level instruction, which

aligned with requirements for special education. In addition, during the 45 minutes of differentiation, teachers could utilize a Tier 3 intervention.

Bookworms coaches reported that often teachers might have the time allotted for Tier 3, but they lacked materials. To address this issue, the coaches named several ideal solutions to addressing Tier 3 students' needs. One UD PD provider noted that there needed to be tools other than small group differentiation made more explicit for students who need Tier 3 support. Ideally, for Tier 3 students, teachers would use various third-party published resources. Additionally, they could collaborate with a highly trained reading specialist who would customize materials. Two Seaford schools have piloted a curriculum for Tier 3 students and ultimately embraced third-party tools.

> *"I see almost no schools that do that. So, I do think that's one of the things we've talked about in Seaford. So, like we've talked about, 'What is the Tier 3? How do we move kids from one to the other?' And that seemed to me to be one of the least defined parts of their curriculum and one of the things that I know even at Blades and West Seaford last year, they were piloting two different sorts of Tier 3 curricula that they might use. And I think they arrived sort of on the Wilson foundations or whatever it's called. But that's one thing I think that wasn't really clearly defined for anyone."*

> *"And especially like what's the systematic process for identifying kids for Tier 3, and then, what's the systematic instruction that they get to really move them forward. That was one of the pieces that were missing for sure. I think, in some ways, they had to sort of get to Tier 1, Tier 2 curriculum down, I think. I think, now is a good time for them to really figure that out."*

Another ideal solution was that educators would have a menu of interventions from which to choose to use to integrate in Tier 2 to address Tier 3 students.

> *"Yeah. Right. So, I think, in an ideal world, this is a very strong Tier 1 curriculum with Tier 2 instruction built in, consistent with RTI guidelines. So, that saves a lot of hassle for schools. But, in an ideal world, special educators would actually have 10 very strong curricula to choose from and to provide to students, based on their very specific achievement profiles and disability data. But I don't think any schools in Delaware or anywhere are anywhere near that yet."*

SUPPORTING ELL STUDENTS

Similar to their outlook on Tier 3 students, UD PD providers reported that Bookworms was not intended as an oral language intervention for newcomer ELL students. In fact, they said materials did not

target specific groups, but were designed to enact new standards using evidence-based instructional routines. However, they recognized the need for Bookworms to address the needs of students who are learning English. Much like they said for Tier 3 students, Bookworms coaches suggested that supports for ELL students were embedded in Bookworms. One UD PD provider explained that there were several research-based, language development supports in Tier 1. Differentiation lessons would give ELL students foundational phonic skills. Research has shown that foundational skills can build before oral English skills are strong.

One coach stated that ideal interventions depended on the student's level of English proficiency. For a child who was at the moderate level, they might benefit from the traditional 45- minute approach, especially if they also received push-in support from another teacher.

The ideal solution shared among Bookworms coaches was for an ELL student to receive additional push-in support. This would allow for differentiation. One teacher would be with a large group while another would respond to a small group of ELL students. When there was no support teacher, an individual teacher must do whole class Tier 1 while also using strategies that would help ELL students. A coach illustrated:

> *"Part of it really depends on what support you have available. So, for a classroom teacher who has no other support, she doesn't have an ELL teacher pushing-in, it's her Tier 1 instruction, it's really challenging to be able to provide a lot of differentiated support for students. So, we've talked about doing small things that you can do. So, during shared reading, when it's partner reading time, you keep those kids with you. So, you're their partner or something like that. You talk with them. You explain to them."*

> *"Some of the comprehension stuff, you just tell them what we're going to read about this today. 'Here's what happens in our book. Let me read this part out loud to you. Listen to this.' So, you can make those accommodations. But you can't really change up the whole thing. If you do have support coming into the classroom, let's say even a well-trained para or an ELL teacher or something like that is going to push into the classroom to support you, then, I think you can make more changes where you can do a parallel lesson."*

"And I know last year, at [School], their ELL teacher, she would actually, for kids who are newcomers, she would actually take them from a couple of classrooms out during one of the blocks and do sort of a simplified version of the same lesson, same text, but give them lots of supports, in that way. So, they're still getting the content but not doing all of the same instruction or routines until they got a little more proficiency. So, it sort of depends a lot on resources and kids like proficiency and so on."

"Trainers identified parallel teaching, the formal term for small group, scaffolded instruction for ELL students that mirrors large group instruction as an ideal solution. The small group instructor would use strategies that prepare students for reading, like previewing text. The parallel teacher could also support writing time."

ASSESSMENTS

The coaches said that Bookworms used "authentic assessments" in that their assessments were based on what students produced during instruction, such as written responses. These assessments were embedded in activities and address students' comprehension skills. This approach differed from teachers' traditional approaches of using reading anthologies in which questions followed a short story.

In addition, teachers could grade spelling, vocabulary, and comprehension tests each week. The assessments in Bookworms were meant to be formative, providing teachers with information about students' level of understanding that they could use to make instructional decisions:

"So, there's a lot of curriculum-based assessment. So, obviously, there are lots of opportunities to assess kids during that time. There's daily writing in ELA and shared reading that can be assessed for comprehension. There's, obviously, formalized writing instruction during ELA, which you can assess kids' writing and structure and all of those sorts of things, as part of the curriculum. Differentiation. There's sort of built in assessments every three weeks, as part of the early levels of differentiation, at least the first levels. And then, the next two levels are sort of not as formalized, in terms of assessments built in. But it's definitely there. So, I think there's lots of curriculum-based measures, and there's some instruction for teachers in the new version about how to formalize that where I think one of the challenges in Seaford is their grading system."

All coaches perceived that Smarter Balanced was a fair assessment for Bookworms, citing that both Bookworms and Smarter Balanced aligned with common core standards. They also explained that Bookworms taught students how to think critically, understand what they read, and write clearly, which were all goals of the Smarter Balanced assessment.

EVALUATION FINDINGS: STUDENT PERFORMANCE AND PROFICIENCY DATA

CRESP summarized student performance data for three cohorts of students. These data come from the state-required Smarter Balanced assessment (SBA) administered annually in the spring beginning in grade 3. Cohort 1 had traditional instruction in grades K-2 and then Bookworms beginning in grade 3. Cohort 2 had traditional instruction in grades K and 1, and then Bookworms instruction beginning in grade 2 and continuing through grade 5. Cohort 3 had traditional instruction in kindergarten, and then Bookworms instruction beginning in grade 1 and continuing through grade 4. Figures 1 through 18 display the findings from the 3rd through 5th grade ELA SBA performance for cohort 1 (2015-2017), cohort 2 (2016-2018), and cohort 3 (2017-2018):

- Figures 1 through 3 display the overall performance and proficiency for each cohort;
- Figures 4 through 6 display the performance and proficiency for Hispanic students in each cohort;
- Figures 7 through 9 display the performance and proficiency for African American students in each cohort;
- Figures 10 through 12 display the performance and proficiency for White students in each cohort;
- Figures 13 through 15 display the performance and proficiency for ELL students in each cohort; and
- Figures 16 through 18 display the performance and proficiency for students with disabilities in each cohort.

Please note that each figure contains two graphs. The top graph in each figure depicts the mean ELA SBA scale score for each cohort of students. The bottom graph depicts student proficiency in terms of the percentage of students meeting the standard on the ELA SBA. Below each figure, results are provided focusing on scale score performance in order to capture the full range of student achievement outcomes.

Figure 1: 2015 through 2017 3rd through 5th grade Cohort 1, SBA ELA Performance for All Students and Percentage of All Students Meeting SBA ELA Standard.

2015 through 2017 3rd through 5th grade Cohort 1 SBA ELA Performance for All Students

SBAC Mean Scale Score

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	2400.81	2474.88	2520.18
Delaware	2438.1	2482.6	2519.72

2015 through 2017 3rd through 5th grade Cohort 1 Percentage of All Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	36.86	48.91	61
Delaware	54.2	55.9	60.02
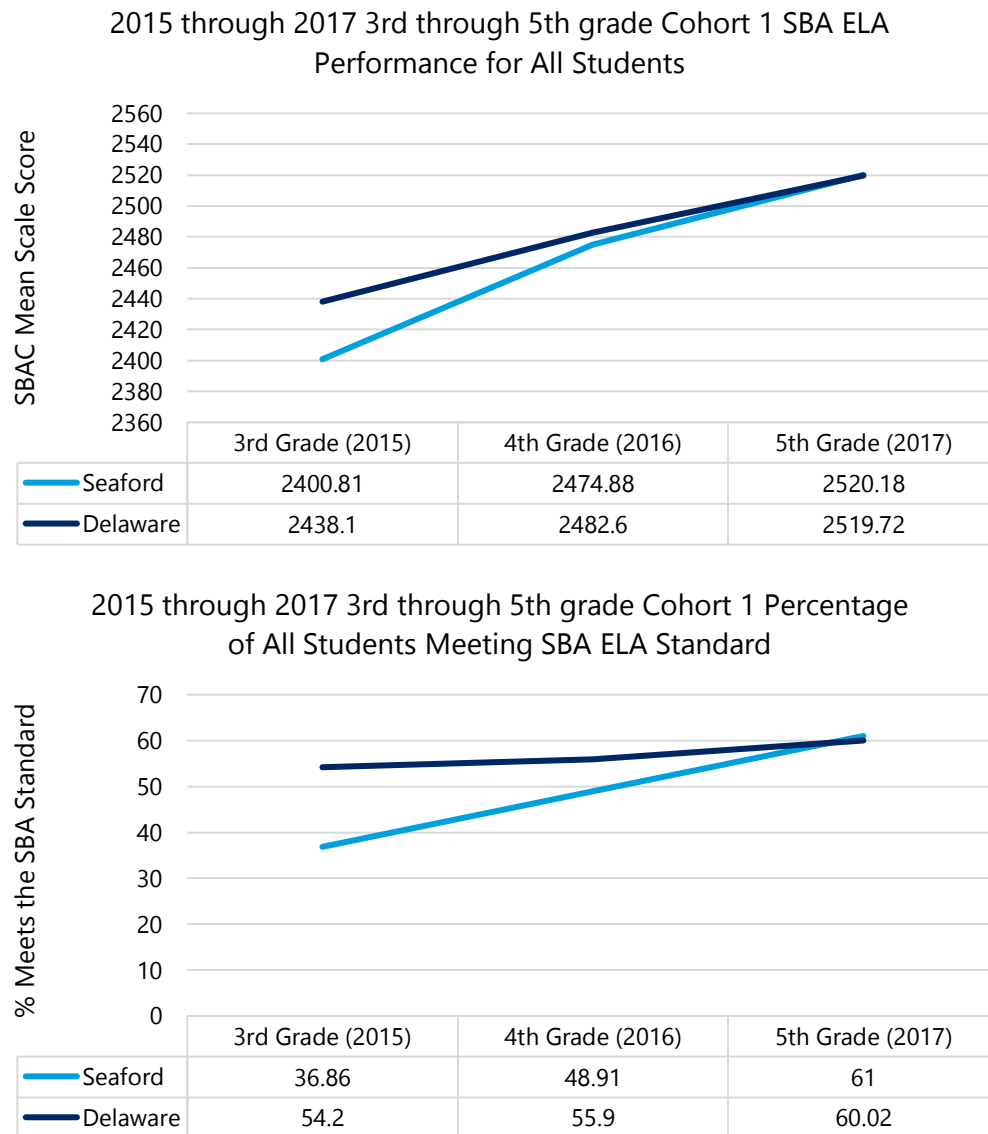
Our analyses revealed that 2015 3rd grade ELA achievement was, on average, 37.3 points lower for Seaford School District than for the State (Seaford M = 2400.8; State M = 2438.1). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 18.9 points faster each year than for the State, a rate significantly faster than the State's average growth rate (p < .05; Seaford slope = 59.69; State slope = 40.81). Therefore, while 2015 3rd grade ELA scores were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores catching up to the State's average scores by 5th grade. The Seaford cohort included 274 students in 2015, 274 in 2016, and 259 in 2017. The statewide cohort included 10,229 students in 2015, 10,248 in 2016, and 10,459 in 2017.

Figure 2: 2016 through 2018 3rd through 5th grade Cohort 2, SBA ELA Performance for All Students and Percentage of All Students Meeting SBA ELA Standard.

2016 through 2018 3rd through 5th grade Cohort 2 SBA ELA Performance for All Students

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	2431.4	2488.53	2528.08
Delaware	2439.65	2477.28	2516.58

SBAC Mean Scale Score (y-axis: 2360 to 2560)

2016 through 2018 3rd through 5th grade Cohort 2 Percentage of All Students Meeting SBA ELA Standard

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	52.51	60.14	62.24
Delaware	53.84	54.17	58.12

% Meets the SBA Standard (y-axis: 0 to 70)
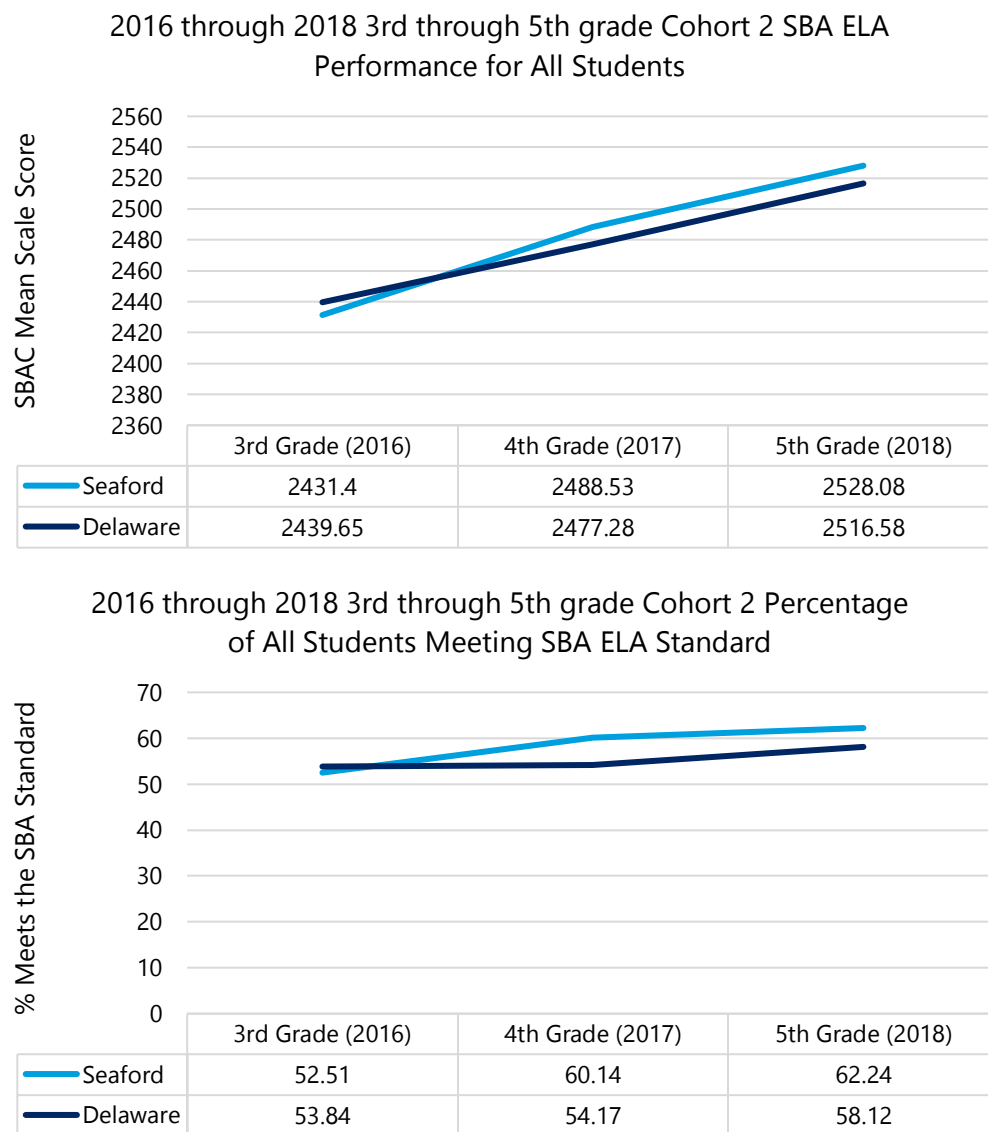
Our analyses revealed that 2016 3rd grade ELA achievement was, on average, 8.25 points lower for Seaford School District than for the State (Seaford M = 2431.4; State M = 2439.7). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 9.87 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 48.34; State slope = 38.47). Therefore, while 2016 3rd grade ELA scores were slightly lower on average for Seaford School District, Seaford School District had slight but significantly faster average yearly growth, which resulted in their scores marginally surpassing the State's average scores by 5th grade. The Seaford cohort included 299 students in 2016, 291 in 2017, and 294 in 2018. The statewide cohort included 10,282 students in 2016, 10,377 in 2017, and 10,578 in 2018.

Figure 3: 2017 through 2018 3rd through 4th grade Cohort 3, SBA ELA Performance for All Students and Percentage of All Students Meeting SBA ELA Standard.

2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for All Students

SBAC Mean Scale Score

	3rd Grade (2017)	4th Grade (2018)
Seaford	2434.47	2494.43
Delaware	2433.4	2479.25

2017 through 2018 3rd through 4th grade Cohort 3 Percentage of All Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2017)	4th Grade (2018)
Seaford	53.82	63.46
Delaware	51.75	55.17

Our analyses revealed that 2017 3rd grade ELA achievement was, on average, 1.07 points higher for Seaford School District than for the State (Seaford M = 2434.5; State M = 2433.4). For that cohort, between 3rd grade and 4th grade, on average, Seaford School District ELA scores grew at a rate 14.11 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 59.96; State slope = 45.85). Therefore, the 2017 3rd grade ELA scores were slightly higher on average for Seaford School District, and Seaford School District had significantly faster average yearly growth, which resulted in a growing gap between their scores and the State's average scores by 4th grade. The Seaford cohort included 301 students in 2017, and 312 in 2018. The statewide cohort included 10,592 students in 2016, and 10,653 in 2017.

Figure 4: 2015 through 2017 3rd through 5th grade Cohort 1, SBA ELA Performance for Hispanic Students and Percentage of Hispanic Students Meeting SBA ELA Standard.
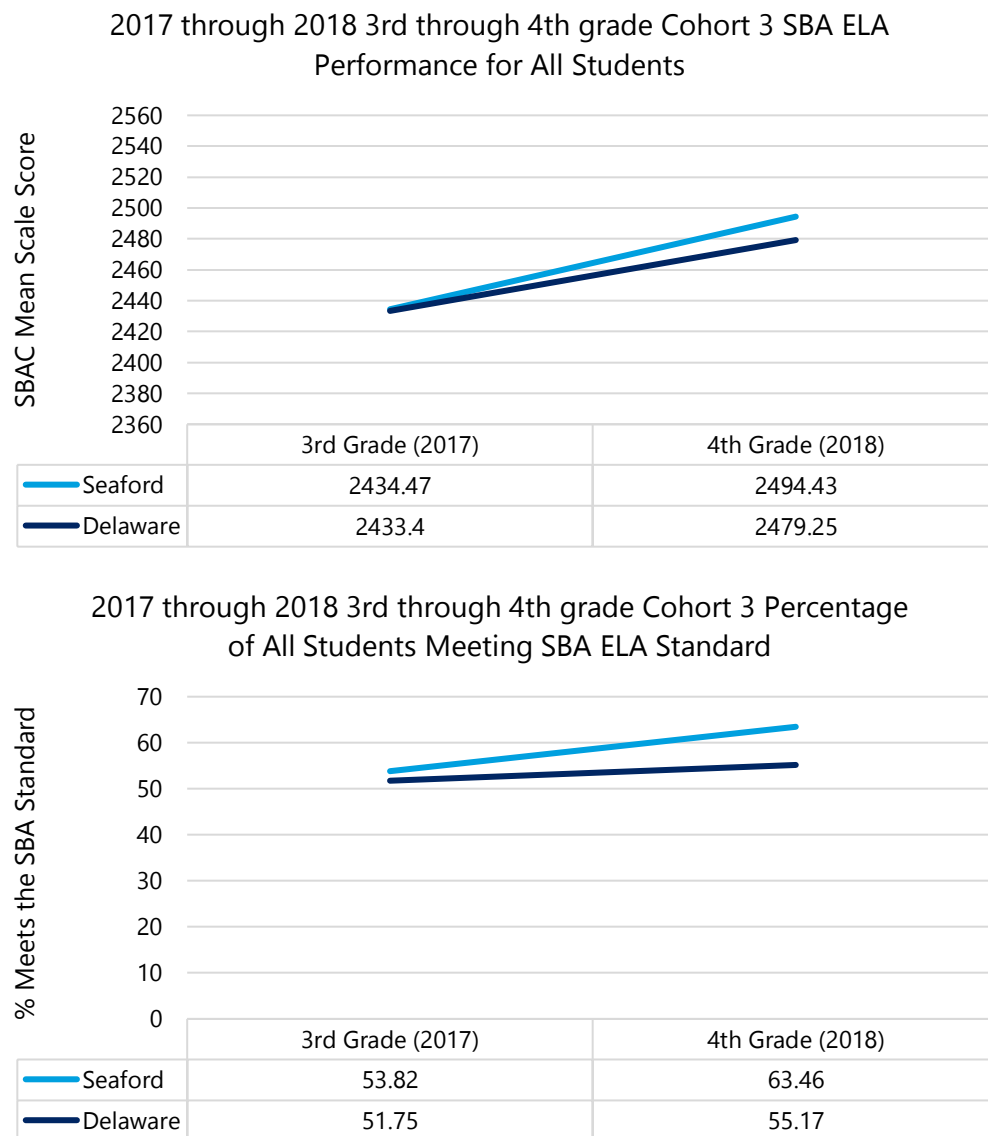
2015 through 2017 3rd through 5th grade Cohort 1 SBA ELA Performance for Hispanic Students

SBAC Mean Scale Score

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	2395.4	2473.47	2528.24
Delaware	2415.18	2455.95	2494.53

2015 through 2017 3rd through 5th grade Cohort 1 Percentage of Hispanic Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	37.5	46.51	69.05
Delaware	40.81	43.04	47.15

Our analyses revealed that 2015 3rd grade ELA achievement for Hispanic students was, on average, 19.78 points lower for Seaford School District than for the State (Seaford $M = 2395.4$; State $M = 2415.18$). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 26.74 points faster each year than for the State, a rate significantly different from the State's average growth rate ($p < .05$; Seaford slope = 66.42; State slope = 39.68). Therefore, while 2015 3rd grade ELA scores for Hispanic students were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores surpassing the State's average scores by 5th grade. The Seaford cohort included 40 students in 2015, 43 in 2016, and 42 in 2017. The statewide cohort included 1,762 students in 2015, 1,775 in 2016, and 1,824 in 2017.

Figure 5: 2016 through 2018 3rd through 5th grade Cohort 2, SBA ELA Performance for Hispanic Students and Percentage of Hispanic Students Meeting SBA ELA Standard.
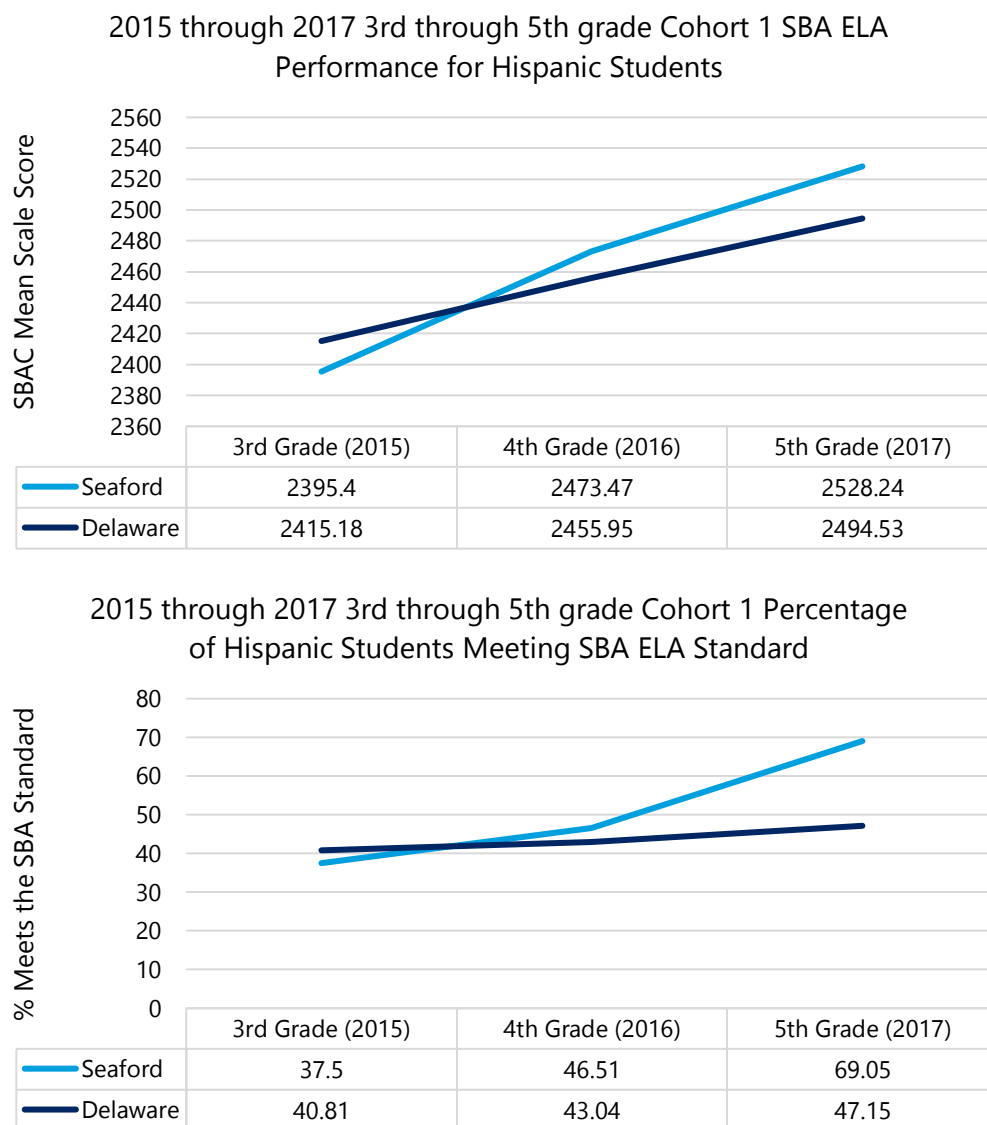

2016 through 2018 3rd through 5th grade Cohort 2 SBA ELA Performance for Hispanic Students

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	2397.49	2460.89	2504.84
Delaware	2414.78	2452.11	2494.65

2016 through 2018 3rd through 5th grade Cohort 2 Percentage of Hispanic Students Meeting SBA ELA Standard

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	31.11	47.83	48.98
Delaware	40.95	41.94	48.34

Our analyses revealed that 2016 3rd grade ELA achievement for Hispanic students was, on average, 17.29 points lower for Seaford School District than for the State (Seaford M = 2397.49; State M = 2414.78). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 13.74 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 53.68; State slope = 39.94). Therefore, while 2016 3rd grade ELA scores for Hispanic students were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores surpassing the State's average scores by 5th grade. The Seaford cohort included 45 students in 2016, 46 in 2017, and 49 in 2018. The statewide cohort included 1,785 students in 2016, 1,836 in 2017, and 1,872 in 2018.

Figure 6: 2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for Hispanic Students and Percentage of Hispanic Students Meeting SBA ELA Standard.
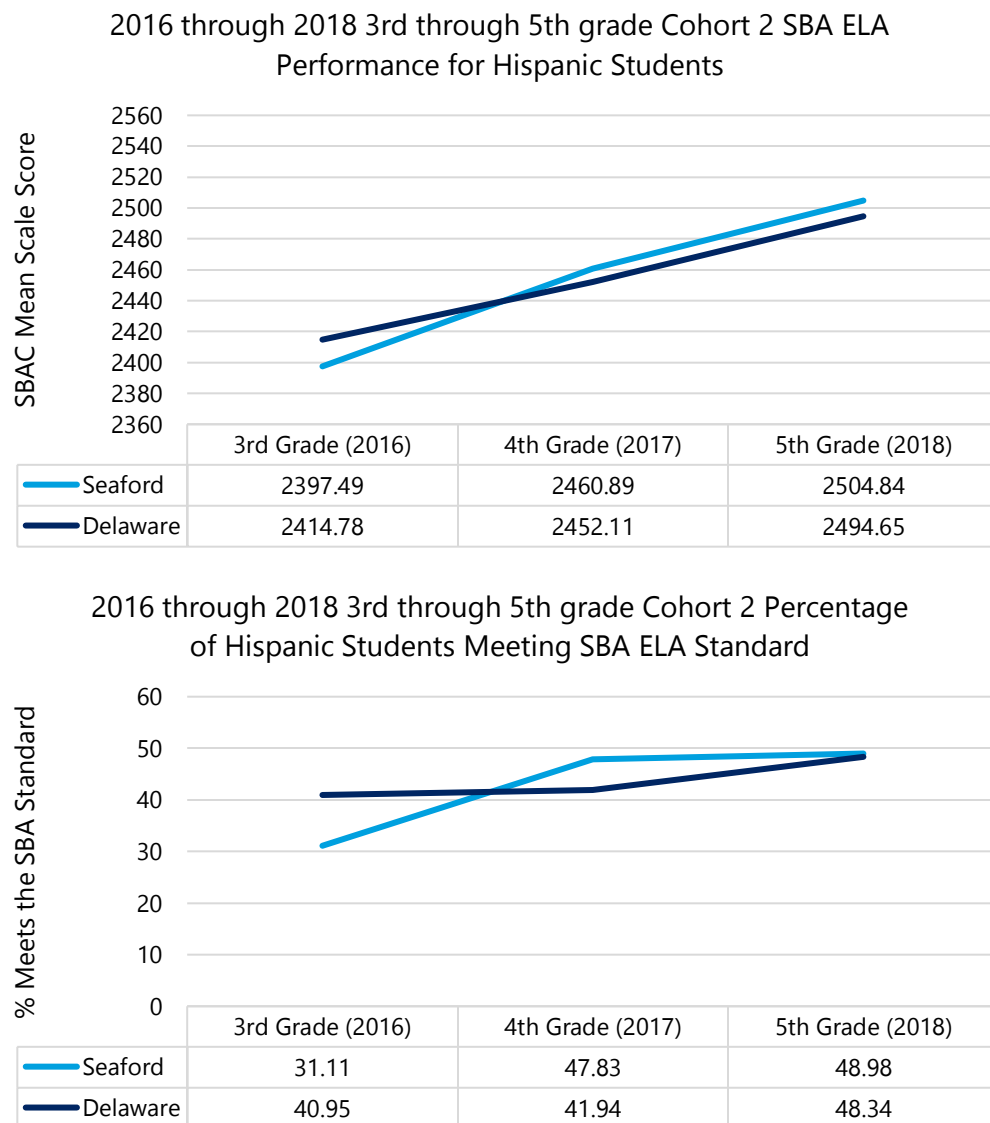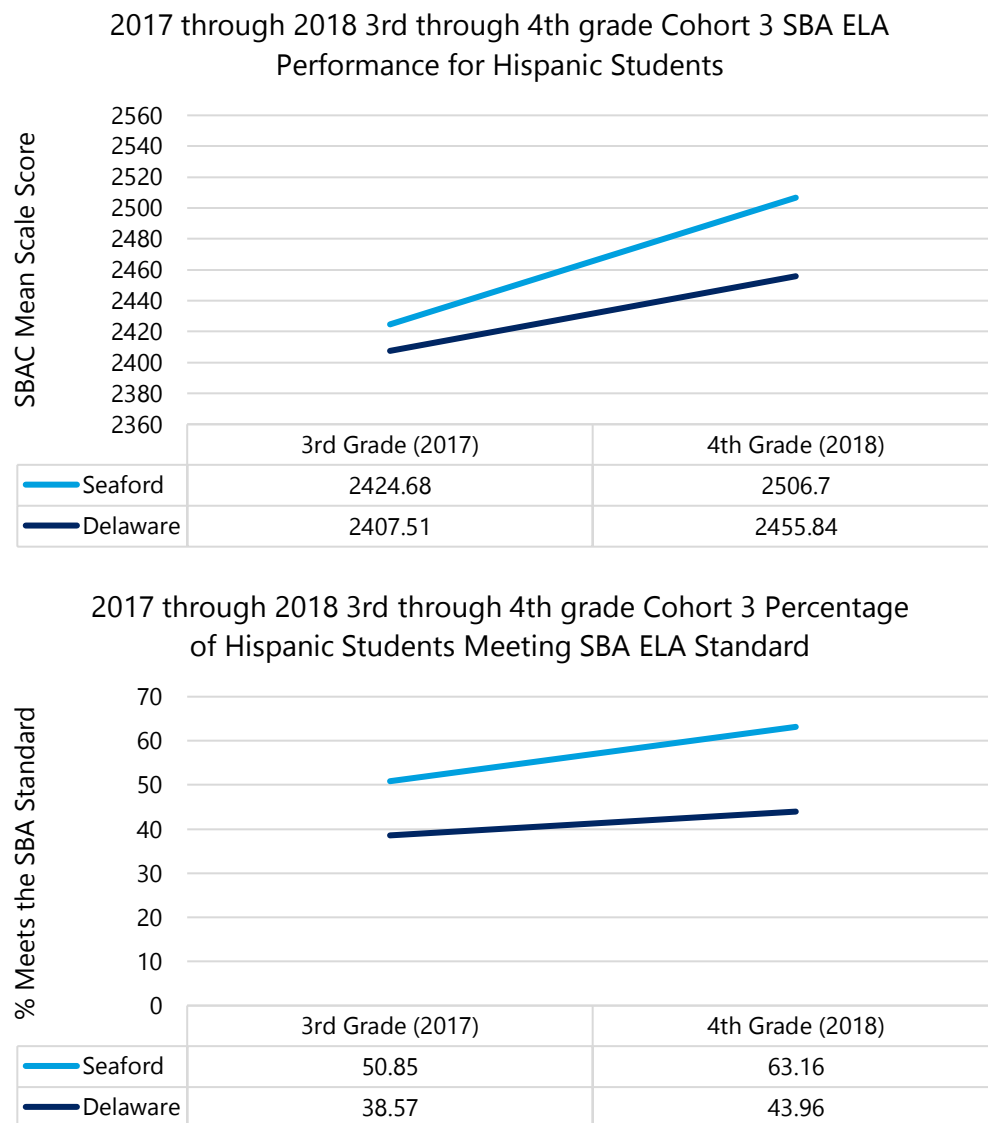
2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for Hispanic Students

	3rd Grade (2017)	4th Grade (2018)
Seaford	2424.68	2506.7
Delaware	2407.51	2455.84

SBAC Mean Scale Score (y-axis: 2360–2560)

2017 through 2018 3rd through 4th grade Cohort 3 Percentage of Hispanic Students Meeting SBA ELA Standard

	3rd Grade (2017)	4th Grade (2018)
Seaford	50.85	63.16
Delaware	38.57	43.96

% Meets the SBA Standard (y-axis: 0–70)

Our analyses revealed that 2017 3rd grade ELA achievement for Hispanic students was, on average, 17.17 points higher for Seaford School District than for the State (Seaford M = 2424.68; State M = 2407.51). For that cohort, between 3rd grade and 4th grade, on average, Seaford School District ELA scores grew at a rate 38.69 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 82.02; State slope = 48.33). Therefore, 2017 3rd grade ELA scores for Hispanic students were higher on average for Seaford School District, and Seaford School District had significantly faster average yearly growth, which resulted a growing the gap between their scores and the State's average scores by 4th grade. The Seaford cohort included 59 students in 2017 and 57 in 2018. The statewide cohort included 1,991 students in 2016 and 1,995 in 2017.

Figure 7: 2015 through 2017 3rd through 5th grade Cohort 1, SBA ELA Performance for African American Students and Percentage of African American Students Meeting SBA ELA Standard.

2015 through 2017 3rd through 5th grade Cohort 1 SBA ELA Performance for African American Students

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	2378.58	2454.09	2499.44
Delaware	2405.64	2448.51	2484.25

2015 through 2017 3rd through 5th grade Cohort 1 Percentage of African American Students Meeting SBA ELA Standard

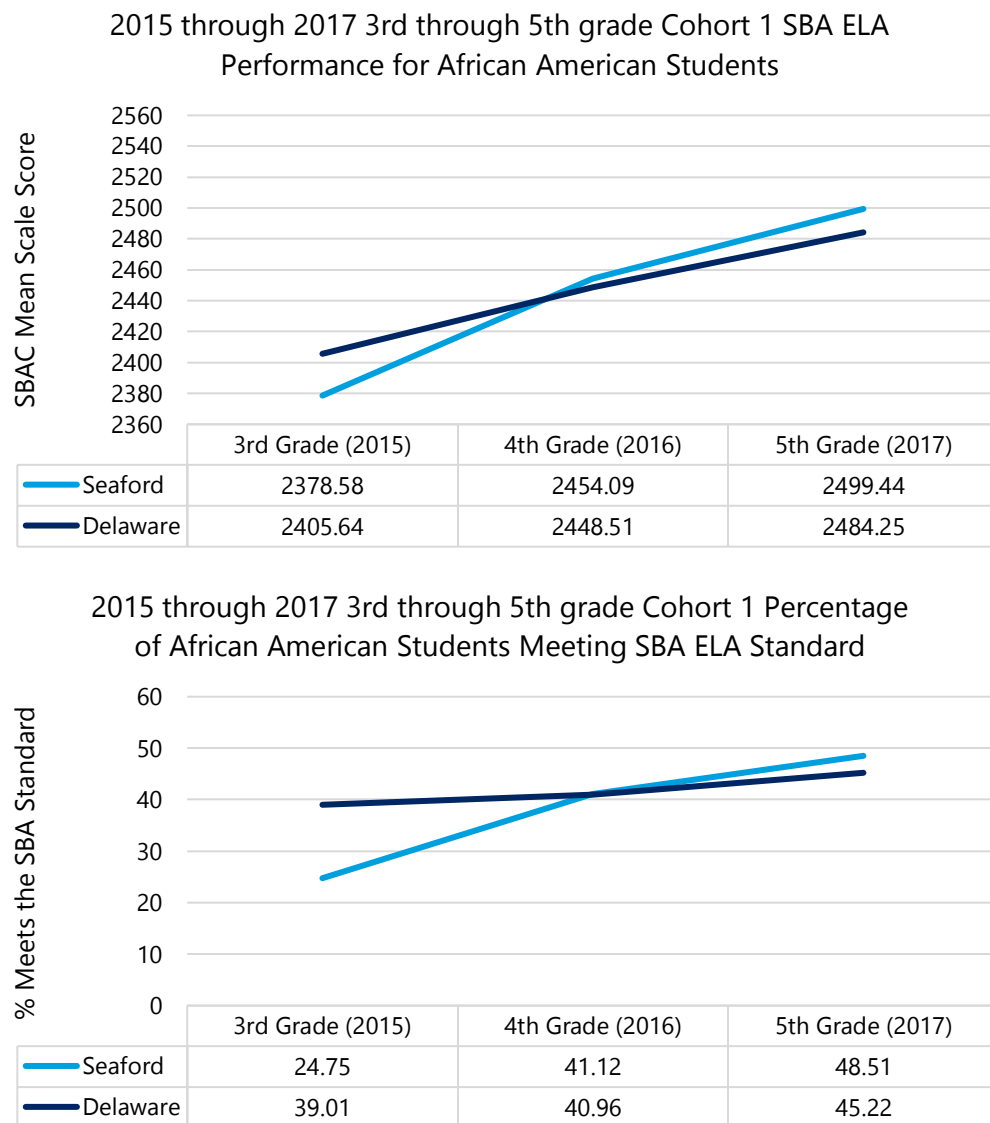|	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	24.75	41.12	48.51
Delaware	39.01	40.96	45.22

Our analyses revealed that 2015 3rd grade ELA achievement for African American students was, on average, 27.06 points lower for Seaford School District than for the State (Seaford M = 2378.58; State M = 2405.64). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 21.13 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 60.43; State slope = 39.31). Therefore, while 2015 3rd grade ELA scores for African American students were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores surpassing the State's average scores by 5th grade. The Seaford cohort included 101 students in 2015, 107 in 2016, and 101 in 2017. The statewide cohort included 3,107 students in 2015, 3,030 in 2016, and 3,076 in 2017.

Figure 8: 2016 through 2018 3rd through 5th grade Cohort 2, SBA ELA Performance for African American Students and Percentage of African American Students Meeting SBA ELA Standard.

2016 through 2018 3rd through 5th grade Cohort 2 SBA ELA Performance for African American Students

SBAC Mean Scale Score

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	2416.59	2478.63	2508.8
Delaware	2409.41	2442.91	2479.09

2016 through 2018 3rd through 5th grade Cohort 2 Percentage of African American Students Meeting SBA ELA Standard

% Meets the SBA Standard

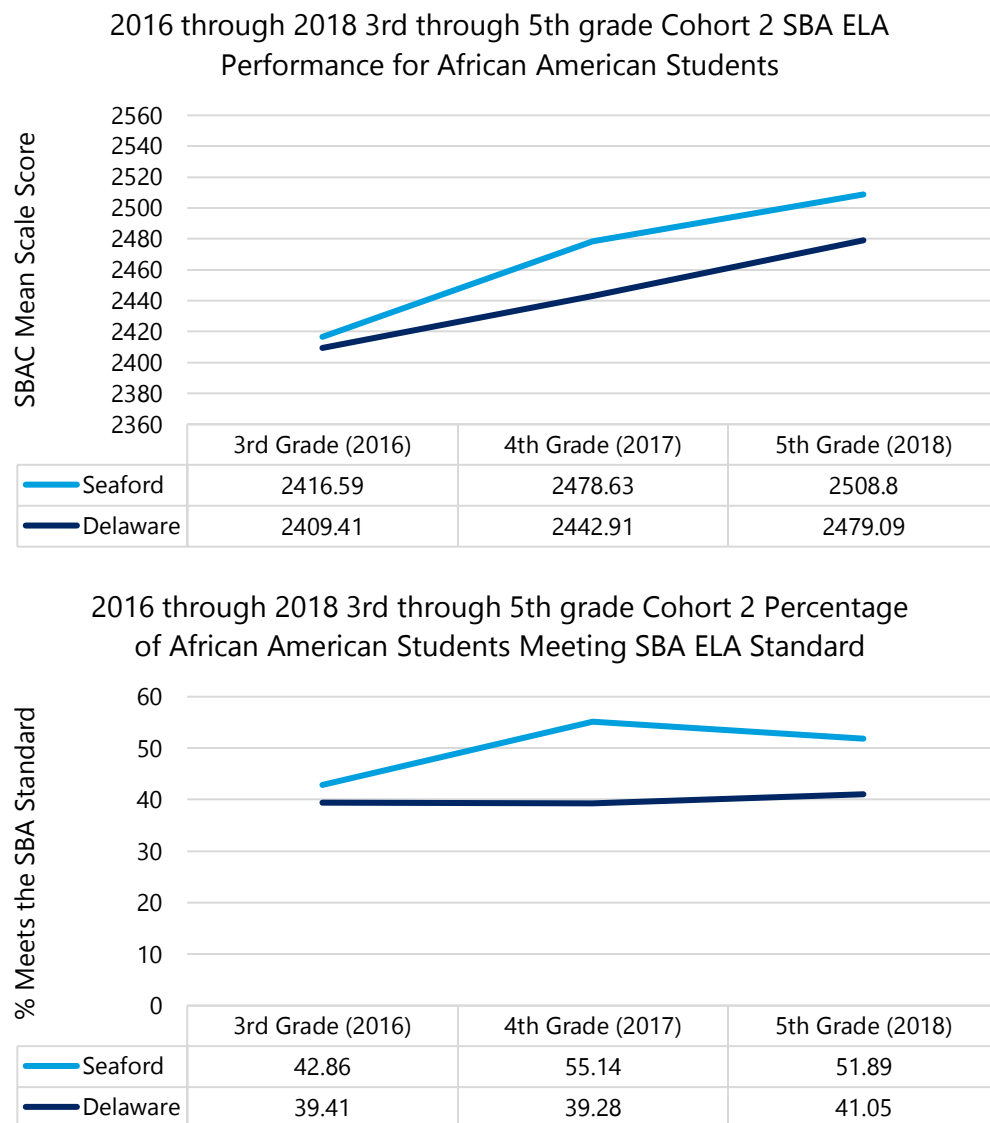|	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	42.86	55.14	51.89
Delaware	39.41	39.28	41.05

Our analyses revealed that 2016 3rd grade ELA achievement for African American students was, on average, 7.18 points higher for Seaford School District than for the State (Seaford M = 2416.59; State M = 2409.41). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 7.27 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 46.11; State slope = 38.84). Therefore, the 2016 3rd grade ELA scores for African American students were higher on average for Seaford School District, and Seaford School District had significantly faster average yearly growth, which resulted in an increasing gap between Seaford School District's and the State's average scores by 5th grade. The Seaford cohort included 105 students in 2016, 107 in 2017, and 106 in 2018. The statewide cohort included 3,103 students in 2016, 3,139 in 2017, and 3,211 in 2018.

Figure 9: 2017 through 2018 3rd through 4th grade Cohort 3, SBA ELA Performance for African American Students and Percentage of African American Students Meeting SBA ELA Standard.
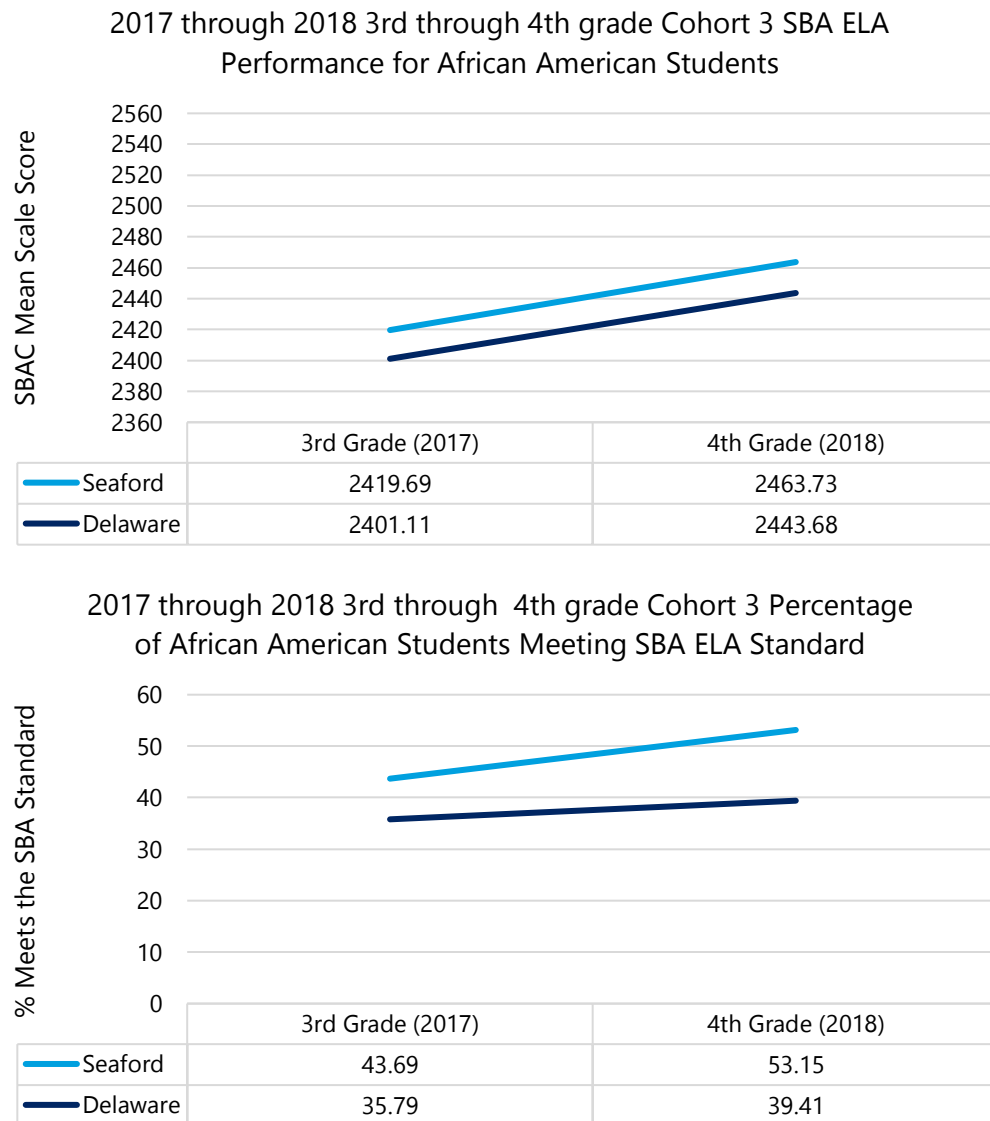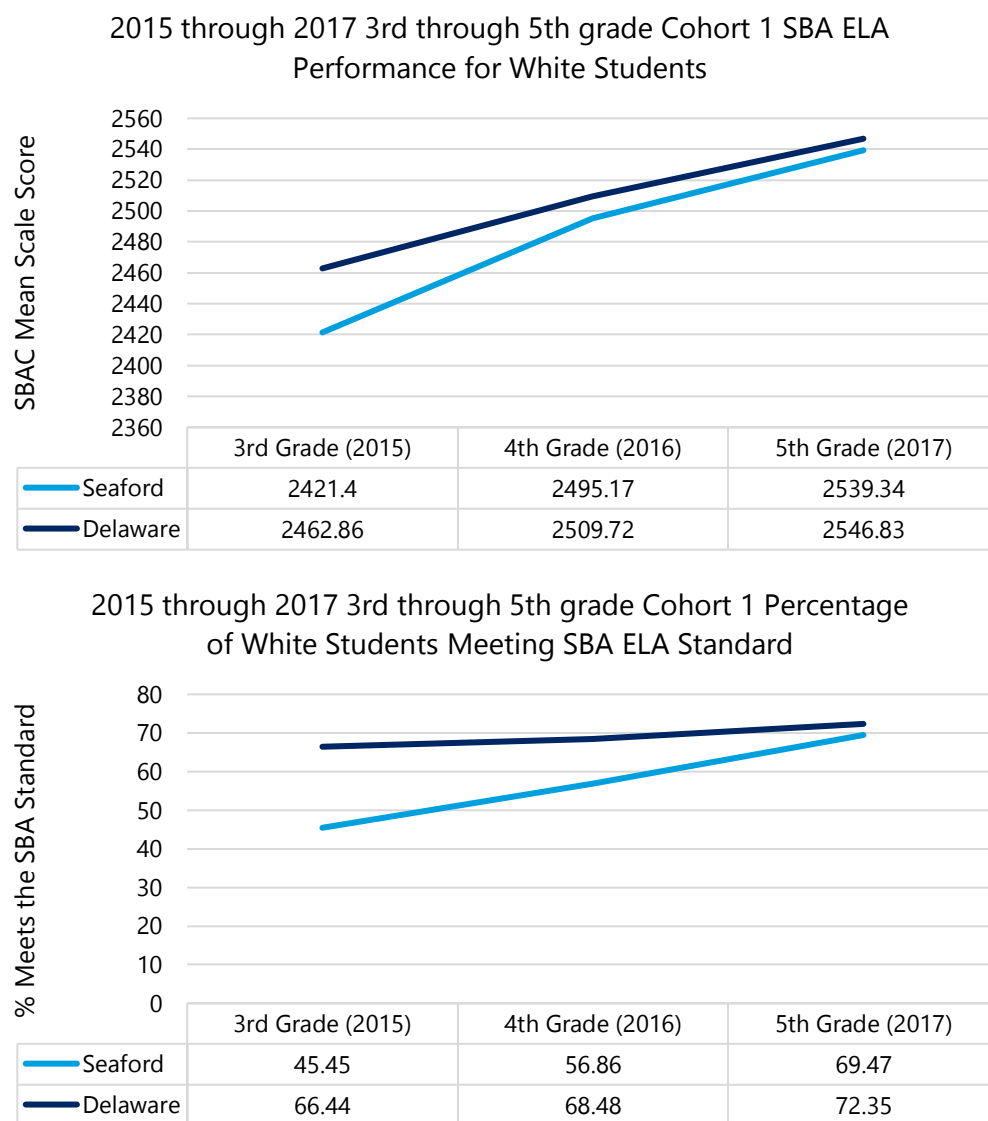
2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for African American Students

SBAC Mean Scale Score

	3rd Grade (2017)	4th Grade (2018)
Seaford	2419.69	2463.73
Delaware	2401.11	2443.68

2017 through 2018 3rd through 4th grade Cohort 3 Percentage of African American Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2017)	4th Grade (2018)
Seaford	43.69	53.15
Delaware	35.79	39.41

Our analyses revealed that 2017 3rd grade ELA achievement for African American students was, on average, 18.58 points higher for Seaford School District than for the State (Seaford M = 2419.69; State M = 2401.11). For that cohort, between 3rd grade and 4th grade, on average, Seaford School District ELA scores grew at a rate 1.47 points faster each year than for the State, a rate not significantly different from the State's average growth rate ($p > .05$; Seaford slope = 44.04; State slope = 42.57). Therefore, the 2016 3rd grade ELA scores for African American students were higher on average for Seaford School District, and Seaford School District had slight but not significantly faster average yearly growth, which resulted in a consistent gap between Seaford School District's and the State's average scores between 3rd and 4th grade. The Seaford cohort included 103 students in 2017, and 111 in 2018. The statewide cohort included 3,205 students in 2016, and 3,243 in 2017.

Figure 10: 2015 through 2017 3rd through 5th grade Cohort 1, SBA ELA Performance for White Students and Percentage of White Students Meeting SBA ELA Standard.

2015 through 2017 3rd through 5th grade Cohort 1 SBA ELA Performance for White Students

SBAC Mean Scale Score

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	2421.4	2495.17	2539.34
Delaware	2462.86	2509.72	2546.83

2015 through 2017 3rd through 5th grade Cohort 1 Percentage of White Students Meeting SBA ELA Standard

% Meets the SBA Standard

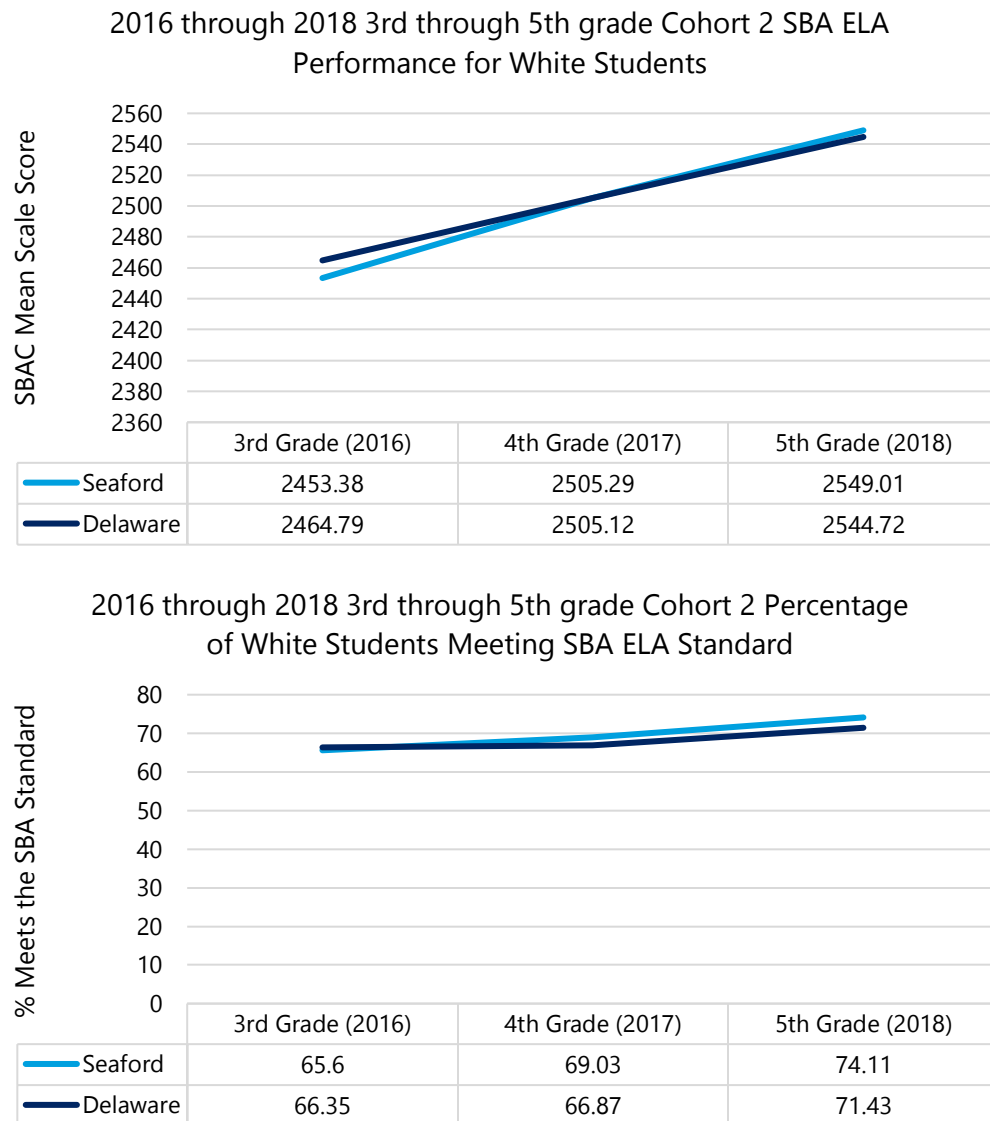|	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	45.45	56.86	69.47
Delaware	66.44	68.48	72.35

Our analyses revealed that 2015 3rd grade ELA achievement for White students was, on average, 41.46 points lower for Seaford School District than for the State (Seaford M = 2421.4; State M = 2462.86). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 17.98 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 59.97; State slope = 41.99). Therefore, while 2015 3rd grade ELA scores for White students were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in a decrease in the gap between their scores the State's average scores by 5th grade. The Seaford cohort included 110 students in 2015, 102 in 2016, and 95 in 2017. The statewide cohort included 4,631 students in 2015, 4,606 in 2016, and 4,706 in 2017.

Figure 11: 2016 through 2018 3rd through 5th grade Cohort 2, SBA ELA Performance for White Students and Percentage of White Students Meeting SBA ELA Standard.

2016 through 2018 3rd through 5th grade Cohort 2 SBA ELA Performance for White Students

SBAC Mean Scale Score

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	2453.38	2505.29	2549.01
Delaware	2464.79	2505.12	2544.72

2016 through 2018 3rd through 5th grade Cohort 2 Percentage of White Students Meeting SBA ELA Standard

% Meets the SBA Standard

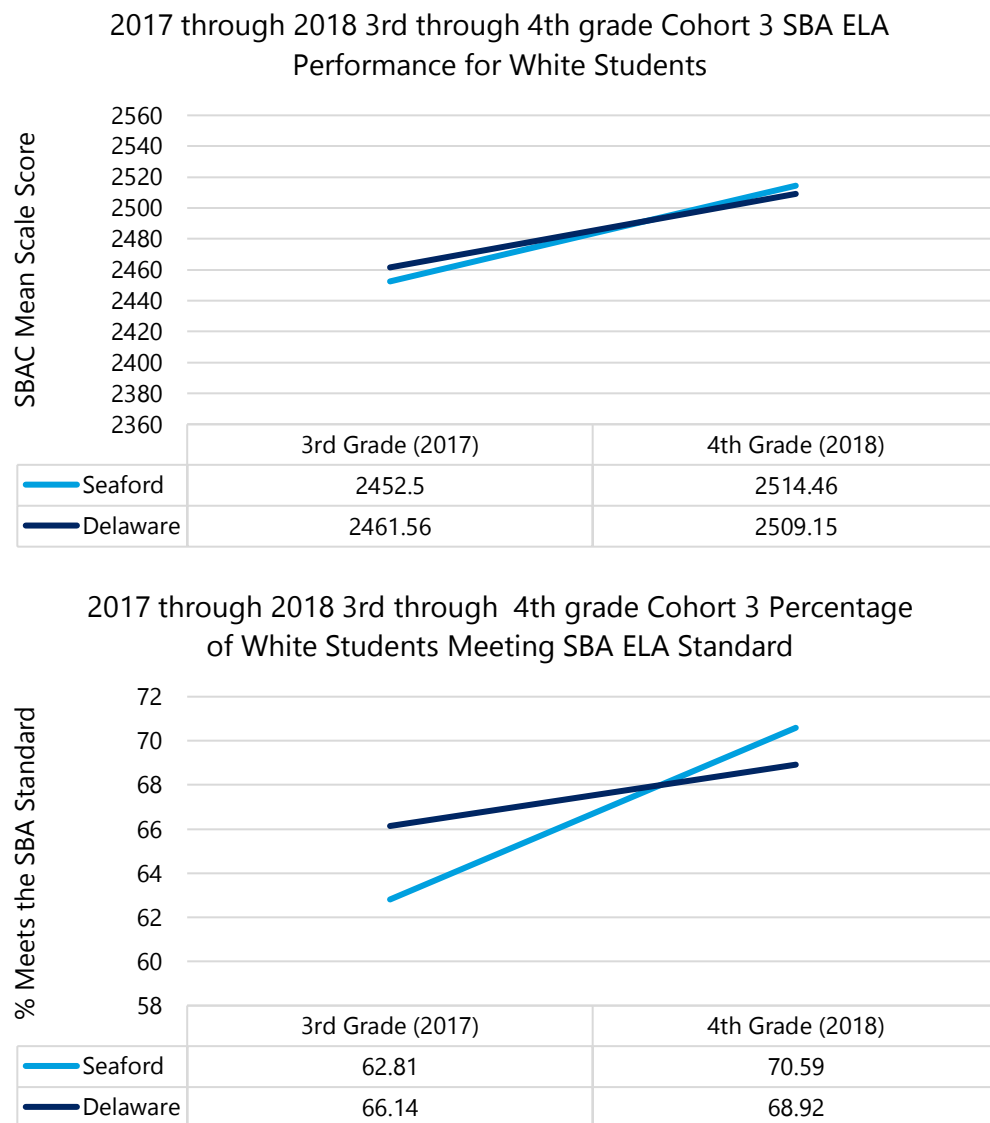|	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	65.6	69.03	74.11
Delaware	66.35	66.87	71.43

Our analyses revealed that 2016 3rd grade ELA achievement for White students was, on average, 11.41 points lower for Seaford School District than for the State (Seaford M = 2453.38; State M = 2464.79). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 7.85 points faster each year than for the State, a rate not significantly different from the State's average growth rate (p > .05; Seaford slope = 47.82; State slope = 39.97). Therefore, while 2016 3rd grade ELA scores for White students were lower on average for Seaford School District, Seaford School District had slight but insignificantly faster average yearly growth, which resulted in their scores marginally surpassing the State's average scores by 5th grade. The Seaford cohort included 125 students in 2016, 113 in 2017, and 112 in 2018. The statewide cohort included 4,538 students in 2016, 4,516 in 2017, and 4,571 in 2018.

Figure 12: 2017 through 2018 3rd through 4th grade Cohort 3, SBA ELA Performance for White Students and Percentage of White Students Meeting SBA ELA Standard.
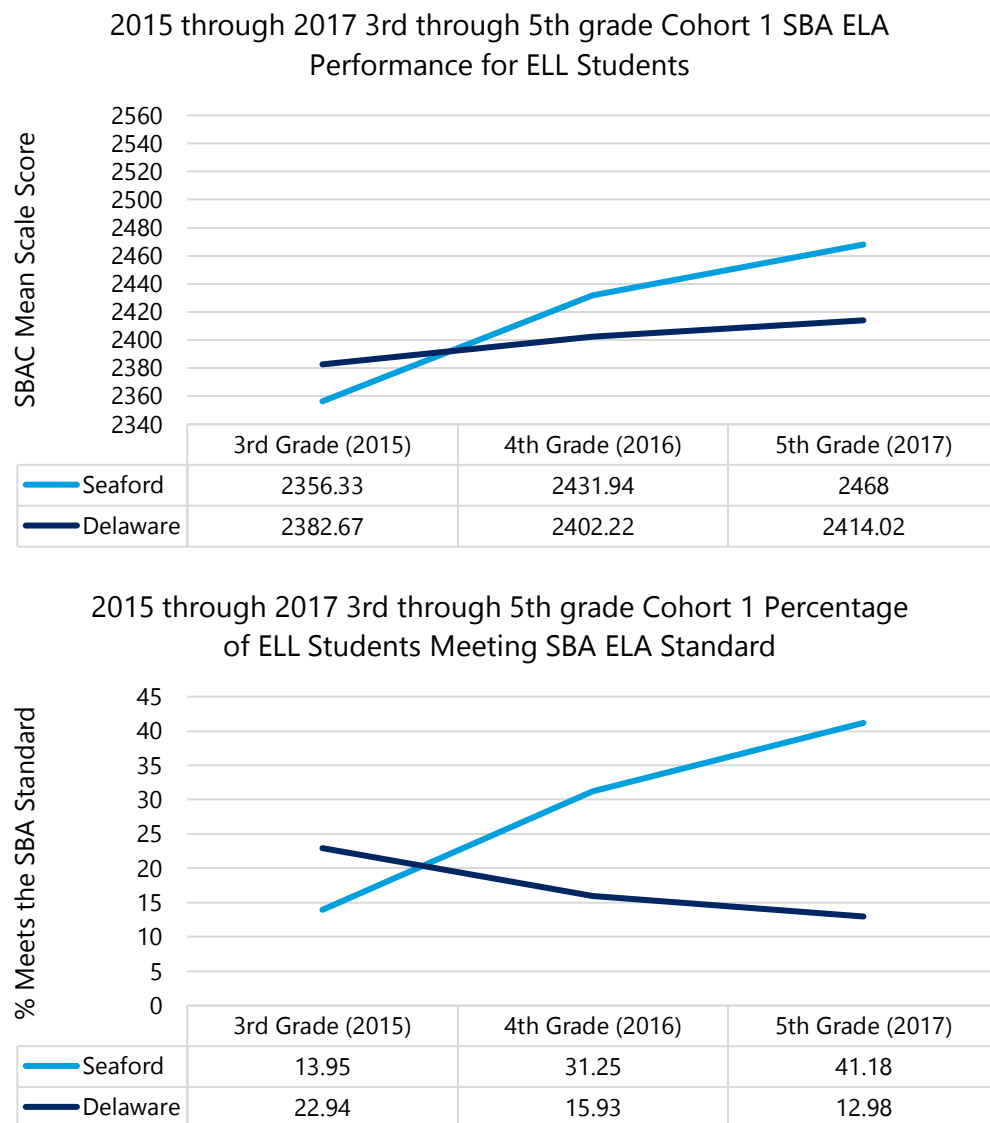
2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for White Students

SBAC Mean Scale Score

	3rd Grade (2017)	4th Grade (2018)
Seaford	2452.5	2514.46
Delaware	2461.56	2509.15

2017 through 2018 3rd through 4th grade Cohort 3 Percentage of White Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2017)	4th Grade (2018)
Seaford	62.81	70.59
Delaware	66.14	68.92

Our analyses revealed that 2017 3rd grade ELA achievement for White students was, on average, 9.36 points lower for Seaford School District than for the State (Seaford M = 2452.5; State M = 2461.56). For that cohort, between 3rd grade and 4th grade, on average, Seaford School District ELA scores grew at a rate 7.85 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 47.82; State slope = 39.97). Therefore, while 2017 3rd grade ELA scores for White students were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores marginally surpassing the State's average scores by 4th grade. The Seaford cohort included 121 students in 2017, and 121 in 2018. The statewide cohort included 4,513 students in 2016, and 4,482 in 2017.

Figure 13: 2015 through 2017 3rd through 5th grade Cohort 1, SBA ELA Performance for ELL Students and Percentage of ELL Students Meeting SBA ELA Standard.

2015 through 2017 3rd through 5th grade Cohort 1 SBA ELA Performance for ELL Students

SBAC Mean Scale Score

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	2356.33	2431.94	2468
Delaware	2382.67	2402.22	2414.02

2015 through 2017 3rd through 5th grade Cohort 1 Percentage of ELL Students Meeting SBA ELA Standard

% Meets the SBA Standard

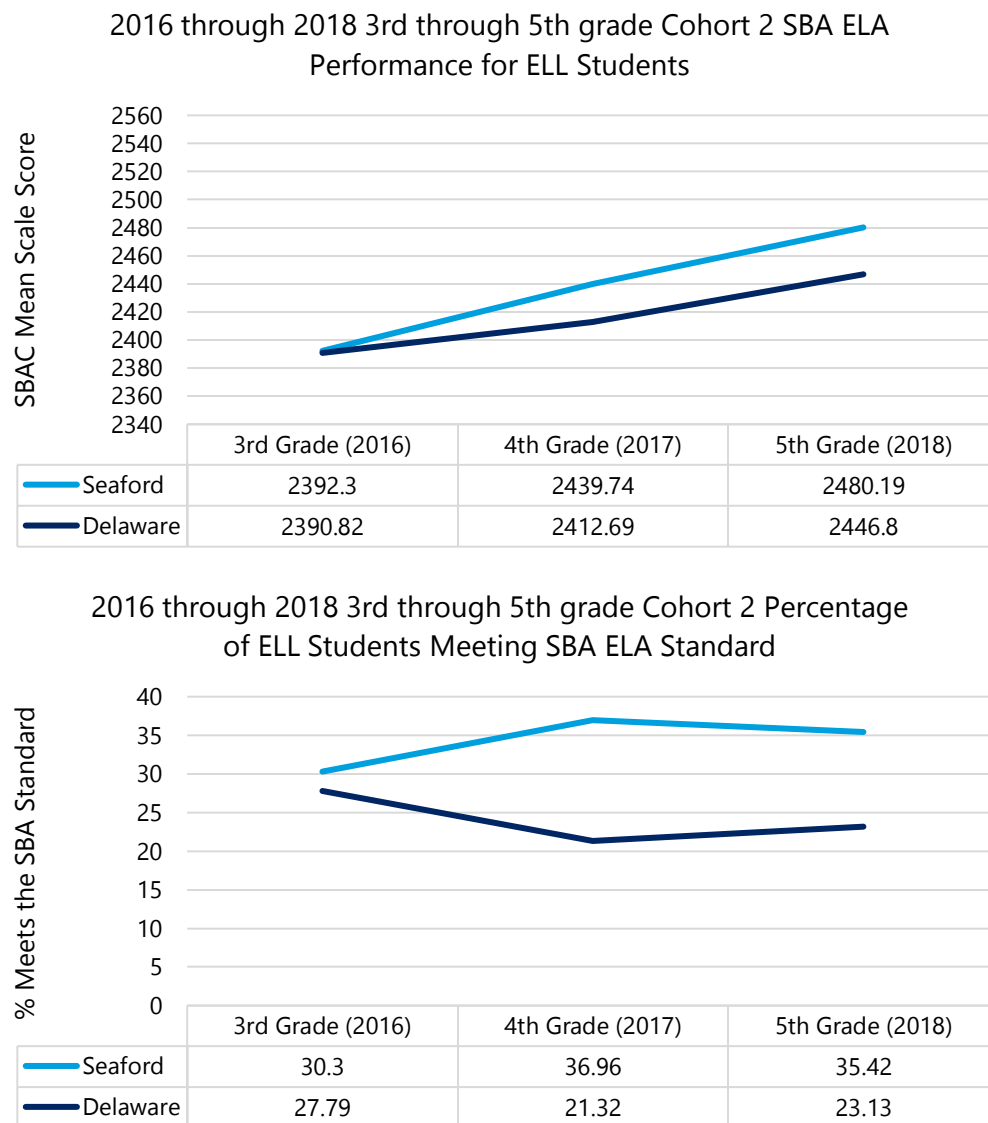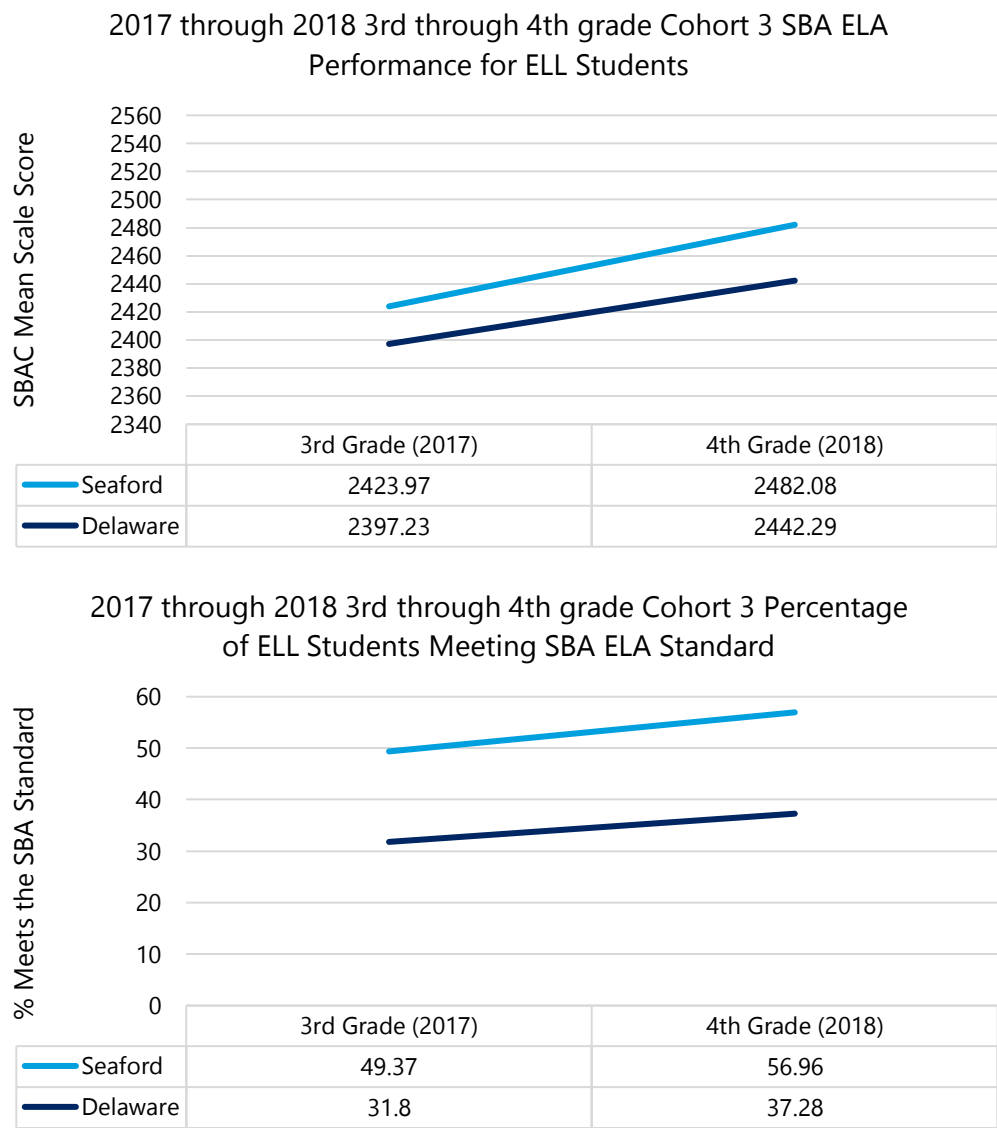|	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	13.95	31.25	41.18
Delaware	22.94	15.93	12.98

Our analyses revealed that 2015 3rd grade ELA achievement for ELL students was, on average, 26.34 points lower for Seaford School District than for the State (Seaford $M = 2356.33$; State $M = 2382.67$). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 40.16 points faster each year than for the State, a rate significantly different from the State's average growth rate ($p < .05$; Seaford slope = 55.84; State slope = 15.68). Therefore, while 2015 3rd grade ELA scores for ELL students were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores surpassing the State's average scores by 5th grade. The Seaford cohort included 43 students in 2015, 32 in 2016, and 17 in 2017. The statewide cohort included 981 students in 2015, 634 in 2016, and 439 in 2017.

Figure 14: 2016 through 2018 3rd through 5th grade Cohort 2, SBA ELA Performance for ELL Students and Percentage of ELL Students Meeting SBA ELA Standard.

2016 through 2018 3rd through 5th grade Cohort 2 SBA ELA Performance for ELL Students

SBAC Mean Scale Score

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	2392.3	2439.74	2480.19
Delaware	2390.82	2412.69	2446.8

2016 through 2018 3rd through 5th grade Cohort 2 Percentage of ELL Students Meeting SBA ELA Standard

% Meets the SBA Standard

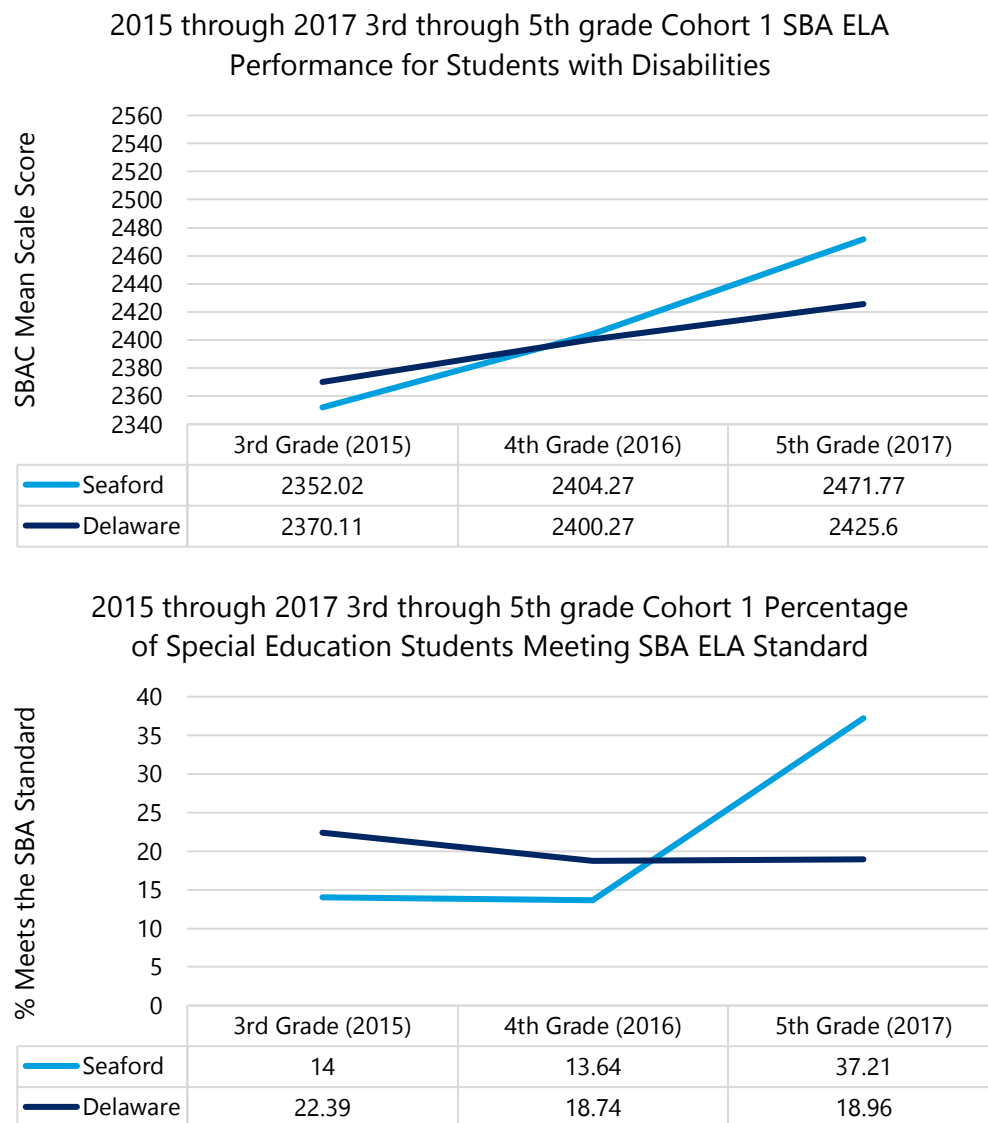|	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	30.3	36.96	35.42
Delaware	27.79	21.32	23.13

Our analyses revealed that 2016 3rd grade ELA achievement for ELL students was, on average, 1.48 points higher for Seaford School District than for the State (Seaford M = 2392.3; State M = 2390.82). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 15.96 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 43.95; State slope = 27.99). Therefore, the 2016 3rd grade ELA scores for ELL students were about even on average for Seaford School District and the State, Seaford School District had significantly faster average yearly growth, which resulted in an increasing gap between Seaford School District's and the State's average scores by 5th grade. The Seaford cohort included 66 students in 2016, 46 in 2017, and 48 in 2018. The statewide cohort included 1,238 students in 2016, 882 in 2017, and 882 in 2018.

Figure 15: 2017 through 2018 3rd through 4th grade Cohort 3, SBA ELA Performance for ELL Students and Percentage of ELL Students Meeting SBA ELA Standard.

2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for ELL Students

SBAC Mean Scale Score

	3rd Grade (2017)	4th Grade (2018)
Seaford	2423.97	2482.08
Delaware	2397.23	2442.29

2017 through 2018 3rd through 4th grade Cohort 3 Percentage of ELL Students Meeting SBA ELA Standard

% Meets the SBA Standard

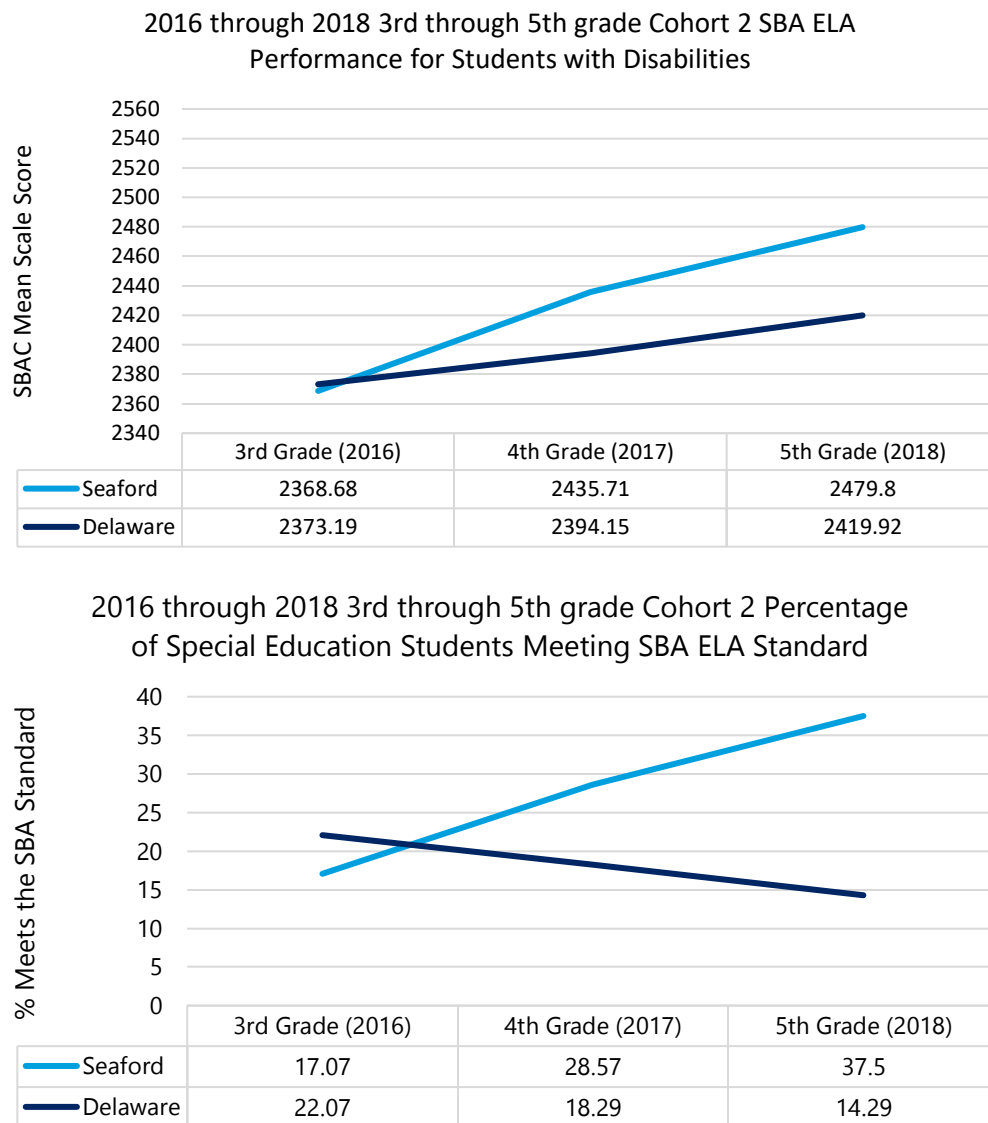|	3rd Grade (2017)	4th Grade (2018)
Seaford	49.37	56.96
Delaware	31.8	37.28

Our analyses revealed that 2017 3rd grade ELA achievement for ELL students was, on average, 26.74 points higher for Seaford School District than for the State (Seaford M = 2423.97; State M = 2397.23). For that cohort, between 3rd grade and 4th grade, on average, Seaford School District ELA scores grew at a rate 13.05 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 58.11; State slope = 45.06). Therefore, the 2017 3rd grade ELA scores for ELL students were about even on average for Seaford School District and the State, Seaford School District had significantly faster average yearly growth, which resulted in an increasing gap between Seaford School District's and the State's average scores by 5th grade. The Seaford cohort included 79 students in 2017, and 79 in 2018. The statewide cohort included 1,626 students in 2016, and 1,596 in 2017.

Figure 16: 2015 through 2017 3rd through 5th grade Cohort 1, SBA ELA Performance for Students with Disabilities and Percentage of Students with Disabilities Meeting SBA ELA Standard.

2015 through 2017 3rd through 5th grade Cohort 1 SBA ELA Performance for Students with Disabilities

SBAC Mean Scale Score

	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	2352.02	2404.27	2471.77
Delaware	2370.11	2400.27	2425.6

2015 through 2017 3rd through 5th grade Cohort 1 Percentage of Special Education Students Meeting SBA ELA Standard

% Meets the SBA Standard

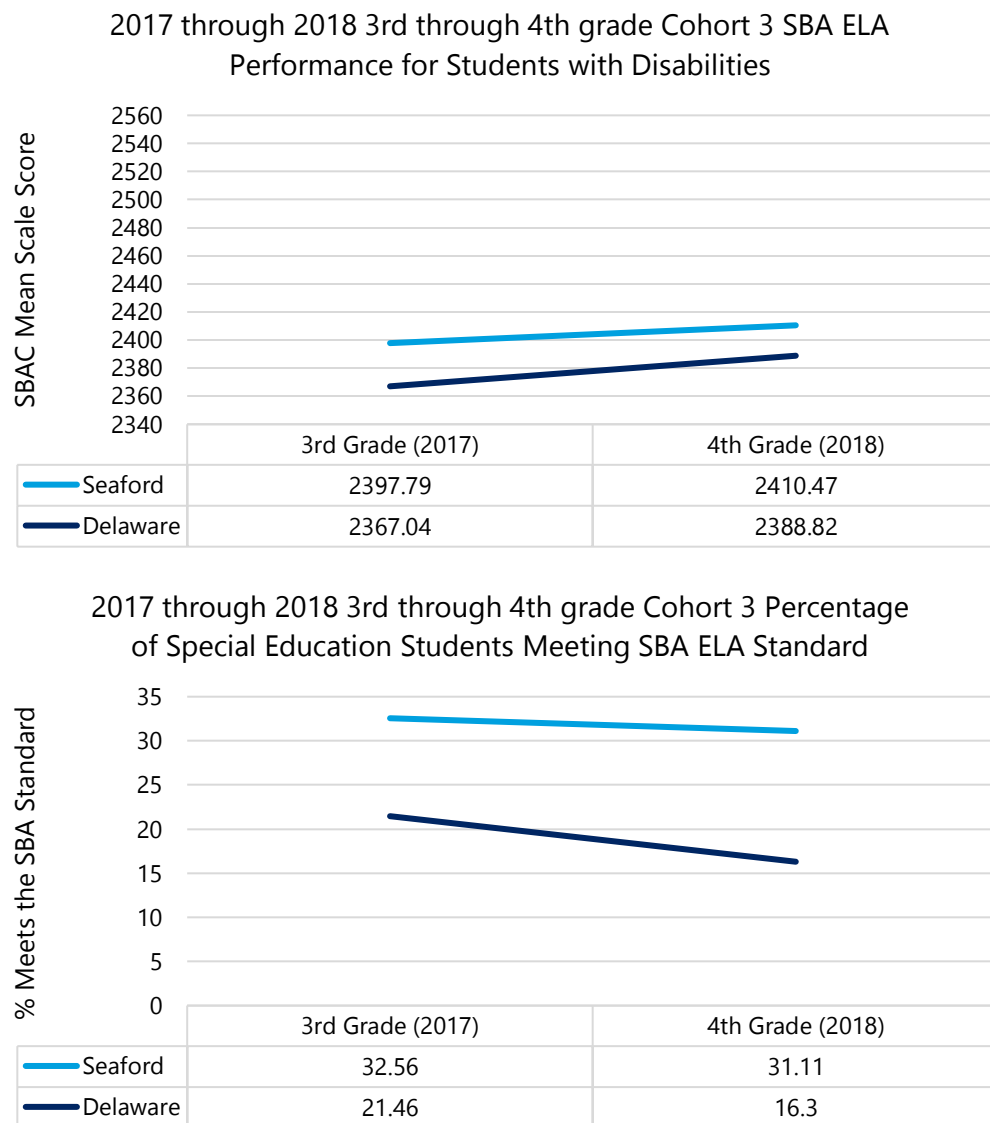|	3rd Grade (2015)	4th Grade (2016)	5th Grade (2017)
Seaford	14	13.64	37.21
Delaware	22.39	18.74	18.96

Our analyses revealed that 2015 3rd grade ELA achievement for students with disabilities was, on average, 18.09 points lower for Seaford School District than for the State (Seaford M = 2352.02; State M = 2370.11). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 32.13 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 59.88; State slope = 27.75). Therefore, while 2015 3rd grade ELA scores for students with disabilities were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores surpassing the State's average scores by 5th grade. The Seaford cohort included 50 students in 2015, 44 in 2016, and 43 in 2017. The statewide cohort included 1,501 students in 2015, 1,590 in 2016, and 1,651 in 2017.

Figure 17: 2016 through 2018 3rd through 5th grade Cohort 2, SBA ELA Performance for Students with Disabilities and Percentage of Students with Disabilities Meeting SBA ELA Standard.

2016 through 2018 3rd through 5th grade Cohort 2 SBA ELA
Performance for Students with Disabilities

SBAC Mean Scale Score

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	2368.68	2435.71	2479.8
Delaware	2373.19	2394.15	2419.92

2016 through 2018 3rd through 5th grade Cohort 2 Percentage
of Special Education Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2016)	4th Grade (2017)	5th Grade (2018)
Seaford	17.07	28.57	37.5
Delaware	22.07	18.29	14.29

Our analyses revealed that 2016 3rd grade ELA achievement for students with disabilities was, on average, 4.51 points lower for Seaford School District than for the State (Seaford M = 2368.68; State M = 2373.19). For that cohort, between 3rd grade and 5th grade, on average, Seaford School District ELA scores grew at a rate 32.19 points faster each year than for the State, a rate significantly different from the State's average growth rate (p < .05; Seaford slope = 55.56; State slope = 23.37). Therefore, while 2016 3rd grade ELA scores for students with disabilities were lower on average for Seaford School District, Seaford School District had significantly faster average yearly growth, which resulted in their scores surpassing the State's average scores by 5th grade. The Seaford cohort included 41 students in 2016, 35 in 2017, and 40 in 2018. The statewide cohort included 1,554 students in 2016, 1,711 in 2017, and 1,638 in 2018.

Figure 18: 2017 through 2018 3rd through 4th grade Cohort 3, SBA ELA Performance for Students with Disabilities and Percentage of Students with Disabilities Meeting SBA ELA Standard.

2017 through 2018 3rd through 4th grade Cohort 3 SBA ELA Performance for Students with Disabilities

SBAC Mean Scale Score

	3rd Grade (2017)	4th Grade (2018)
Seaford	2397.79	2410.47
Delaware	2367.04	2388.82

2017 through 2018 3rd through 4th grade Cohort 3 Percentage of Special Education Students Meeting SBA ELA Standard

% Meets the SBA Standard

	3rd Grade (2017)	4th Grade (2018)
Seaford	32.56	31.11
Delaware	21.46	16.3

Our analyses revealed that 2017 3rd grade ELA achievement for students with disabilities was, on average, 30.75 points higher for Seaford School District than for the State (Seaford M = 2397.79; State M = 2367.04). For that cohort, between 3rd grade and 4th grade, on average, Seaford School District ELA scores grew at a rate 9.1 points slower each year than for the State, a rate not significantly different from the State's average growth rate (p > .05; Seaford slope = 12.68; State slope = 21.78). Therefore, while 2017 3rd grade ELA scores for students with disabilities were lower on average for Seaford School District, Seaford School District had slight but not significantly slower average yearly growth, which resulted in the gap between their scores and the State's scores decreasing slightly by 4th grade. The Seaford cohort included 43 students in 2017, and 45 in 2018. The statewide cohort included 1,710 students in 2016, and 1,626 in 2017.

CONCLUSIONS

In order to evaluate the rollout and impact of the Bookworms Curriculum and associated PD at Seaford SD, CRESP utilized several evaluation methods. First, Seaford SD instructional staff was interviewed in order to gain insight into their experience adopting the Bookworms Curriculum. Similar interviews were also conducted with Seaford SD administrators. Next, based upon the findings from these interviews, we interviewed Bookworms coaches in order to gain their perspective of the rollout as well as general thoughts on the current state of Bookworms and their vision for the future of the curriculum. Finally, student-level assessment results were analyzed in order to determine the impact of adoption of the Bookworms Curriculum on Seaford's students.

We found that Seaford SD's experience implementing the Bookworms Curriculum and their interaction with the Bookworms coaching staff was extremely positive. Seaford had experienced many years of frustration with the academic performance of their students and turned to this curriculum in order to hopefully experience a "turn-around." While some instructional staff was skeptical at first, the steadfast support from the school and district administration proved to be important in the early stages of the rollout. Furthermore, there is evidence that the gradual nature of the implementation helped gain the trust and support of the instructional staff.

There were many instances where it was clear that this curriculum is very different from what many teachers (especially veteran teachers) have grown accustomed to. Some teachers reported discomfort with the level of expectations regarding the amount of reading required in the curriculum. Others had difficulty incorporating the three 45-minute blocks effectively. A large number of teachers and administrators expressed concern regarding if the program can serve the needs of readers well below grade level (such as those in Tier 3), ELL students, and students receiving special education services.

It was notable that the Bookworms coaching staff took great efforts to help alleviate these concerns. Some, such as discomfort with the structure, content, and expectations of the curriculum itself, were alleviated with time, training, and coaching. Others, such as pacing, were addressed by the Bookworms staff analyzing the time spent with specific books and modifying the curriculum itself. Finally, the Bookworms coaches provided expert support in assisting the modification of Seaford's instructional programs and procedures in order to maximize support for their most at-risk students.

While the school staff and administration all expressed support for the curriculum, the improvement seen in the academic achievement (as measured by the Smarter Balanced assessment) of the students was the true measure of Seaford's success. By looking at cohorts of students, we consistently see where Seaford students were once underperforming compared to the state average. These same students are now outperforming the state average three years later. Additionally, these results are seen in all subgroups of students (including ELL and special education students).

Overall, from the evidence we collected, we conclude that Seaford's implementation of the Bookworms Curriculum has been a success. While there have been some challenges, many of these challenges are present in any transition to a new curriculum. Those issues unique to Bookworms were quickly addressed by the program staff and remedied. Furthermore, we believe that the concerns made by school staff that Bookworms do not meet the needs of Tier 3, ELL, or special education students may not be warranted based upon our analysis of the disaggregated student achievement.

APPENDIX A

UNIVERSITY OF DELAWARE | Center for Research in Education & Social Policy

Seaford School District Bookworms Case Study Project

SCHOOL STAFF INTERVIEW PROTOCOL

Directions: This interview will gather feedback from you about your experiences with and perceptions of the Bookworms curriculum. Participation in the interview is voluntary. Your responses will be used to improve the program, so please answer all of the questions candidly. Interviews are recorded to maintain accuracy of data for transcription. Please note that data will be analyzed for themes; any feedback shared with us will be held confidential and not attributed to any one person.

1) To what extent where you involved in the decision to adopt the Bookworms curriculum?
   a) To what extent did the district provide a plan for implementation or where you charged with creating your own plan? Describe the plan.
   b) What was the level of flexibility in implementing the curriculum?

2) What were your goals/expectations adopting the Bookworms curriculum?
   a) To what extent were these goals/expectations met?
   b) If they were not met, what was different from what you expected?

3) Describe the training you/your staff received for the Bookworms curriculum.
   a) What training was provided? How was training administered?
      i) Who provided the training?
      ii) How often was training available?
      iii) When did training occur? (Staffs own time, scheduled staff meetings, schedule PD days?)
   b) How well do you feel the training prepared you/your staff to implement the curriculum?
      i) What are your overall perceptions of the training? What worked well? What didn't' work well? Suggestions for improvements?

4) What structures/supports are available?
   a) *(For School Administrators)* District Support: As you look forward, what kind of support would you need from the district to continue using Bookworms?
   b) *(For School Staff)* School Support: As you look forward, what kind of support would you need from your school's leadership to continue using Bookworms?
   c) Bookworms Project Support: As you look forward, what kind of support would you need from the Bookworms project/staff?

5) Describe the strategies you used with your grade level teachers to implement Bookworms?
   a) What worked well for you in implementing the Bookworms curriculum?
   b) How do you feel Bookworms has affected classroom instruction?

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c) What (if any) challenges did you encounter with implementation? Where you able to overcome these challenges? If so, how.

d) If you were to speak to with a teacher who is going to implement Bookworms for the first-time next school year, what would be the most important advice you could give?

6) Overall, how would you assess the schools' implementation of Bookworms?

a) Would you say you've fully implemented, partially implemented or minimally implemented?

b) What are some of the success from implementing Bookworms?

c) What obstacles were encountered? Were these obstacles resolved? If so, how?

    i) Bookworms related obstacles?

    ii) Other, non-Bookworm obstacles? (i.e. staff, students)

d) Facilitators or challenges to implementation?

    i) Staff, commitment and participation

    ii) District support for program

    iii) Technical Assistance (TA) provision

    iv) Staff development

    v) Team leadership

    vi) Students

    vii) Parents

7) Describe how student reading achievement has been affected since implementation of Bookworms?

a) Can you give me your best example of a positive change over the years?

b) Can you give me your best example of unforeseen negative consequences over the years?

8) If you were speaking to another (principal, reading specialist, grade level leader, curriculum supervisor, library media specialist) who plans to implement Bookworms for the first-time next school year, what would be the most important advice you could give?

9) Is there anything else you would like to share with us about your school's adoption/implementation of the Bookworms curriculum?

APPENDIX B

University of Delaware | Center for Research in Education & Social Policy

Seaford School District Bookworms Case Study Project

DISTRICT ADMINISTRATORS INTERVIEW PROTOCOL

> Directions: This interview will gather feedback from you about your experiences with and perceptions of the Bookworms curriculum. Participation in the interview is voluntary. Your responses will be used to improve the program, so please answer all of the questions candidly. Interviews are recorded to maintain accuracy of data for transcription. Please note that data will be analyzed for themes; any feedback shared with us will be held confidential and not attributed to any one person.

1) Why and how did you decide to adopt the Bookworms curriculum for your district?
   a) To what extent did the fact that it was open source/free play a role?
      i) If so, to what extent were you able to reallocate resources?
      ii) If you were able to reallocate resources, to what did you reallocate them?
   b) To what extent did the professional development from the Bookworms developers play a role?
   c) To what extent were the individual schools in you district involved in the decision?

2) What were your goals/expectations in adopting the Bookworms curriculum?
   a) To what extent were these goals/expectations met?
   b) If they were not met, what was different from what you expected?

3) Let's discuss the individual schools' implementation of Bookworms. Overall, how would you assess <insert school name> implementation of Bookworms?
   a) What are some of the success from implementing Bookworms?
   b) How do you feel Bookworms has affected classroom instruction? Student achievement?
   c) What challenges have occurred? (E.g. Staff, technology) How did <insert school name> overcome these? Were there any unforeseen negative consequences? If so, what were they?
   d) Is there one school you would identify as the "stand out" in terms of implementation? Why?

4) What structures/supports were available from the district to the schools during the initial months/year of implementation?
      i) How is the district currently supporting the schools?
      ii) Is there anything you've identified in terms of supports that weren't provided but now you recognize was needed? If so, what would have been helpful?

5) If you were speaking to another district leader who was going to implement Bookworms for the first-time next school year, what would be the most important advice you would give?

6) Is there anything else you would like to share with us about your district's adoption/implementation of the Bookworms curriculum?