

An Independent Evaluation of Treasures Reading Triumphs, and Treasure Chest in a Rural School District Year 1 Program Implementation 2006-2007

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December 2007

Prepared for:

Macmillan/McGraw-Hill

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MACMILLAN/MCGRAW-HILL READING PROGRAM VS SCHOOL DISTRICT

Purpose of the Study

The VS School District¹ in a Western state adopted new reading curricula from Macmillan/McGraw-Hill for the 2006–07 school year. Teachers in five schools used the core reading curriculum, *Treasures*, along with *Reading Triumphs*, a program for struggling readers.² At the same time, Macmillan/McGraw-Hill asked Westat, a social science research firm in Rockville, Maryland, to undertake an evaluation of the curricula by looking at both implementation and student outcomes.

The 2006–07 study addressed the following questions:

- Are teachers using the curricula and its various components?
- Do teachers feel adequately prepared to use the curricula?
- Do teachers feel the curriculum meets the needs of their students?
- How well do the core and supplemental curricula work together?
- What factors at the school level/district level affect program implementation?
- How do students perform?

This report presents results from the first year of the evaluation. We provide an analysis of program implementation using data gathered from mid-year site visits to the schools, logs kept by teachers across several months, and end of year surveys. These data provide a rich picture of program start-up, program use, and program evolution as teachers and principals adopt and

adapt the curricula. We also provide preliminary information on student performance, using data from the state assessment system.

In the evaluation's second year, we will add a comparison site in order to more fully determine the value added of the MM-H curricula.

Description of the Curricula

Treasures, the core curriculum, is a comprehensive research based reading curriculum designed to engage students and enhance reading proficiency. This curriculum is designed to be administered five days a week during a 90- to 120-minute reading/language arts block. It provides instruction in the five essential elements of early literacy (phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension strategies) and offers differentiated instruction for students who are approaching, on, or beyond grade level reading skills. The curriculum includes both small and large group instruction, leveled readers, and supplemental materials and activities, such as; theme projects, cross-curricular activities, and workstation flip charts. To gauge student understanding and monitor progress, the program offers several different techniques, such as; daily quick check observations, weekly assessments, running records, and unit and benchmark assessments.

Reading Triumphs is a supplemental program for struggling readers, students who are working below grade level. It is designed to be delivered in 45 minute sessions five times per week. Students can participate in *Reading Triumphs* for a summer, an entire year or for a limited amount of time during the school year, depending on their needs and how it is used in a particular school or system. *Reading Triumphs* is a stand-alone program that presents direct instruction for decoding skills, high-frequency words, vocabulary words and strategies, fluency, and reading comprehension skills. *Reading Triumphs* can be used as an

¹ We refer to the district as VS for confidentiality purposes.

² There was also limited use of *Treasure Chest*, a program for ELL students; *Little Treasures*, the pre-kindergarten curriculum. This report concentrates on *Treasures* and *Reading Triumphs* because more of the respondents were familiar with these programs.

intervention program in conjunction with *Treasures* or any other core curriculum.

Sample and Methodology

The evaluation examined program implementation in all five VS regular schools serving K–6 students. In total, 65 teachers and approximately 900 students participated in the study. The evaluation used a variety of data collection techniques to get a look at the use of the curricula across the year. All schools received a site visit once in winter 2007; teachers were asked to keep logs of curriculum usage twice during the study period; and principals and teachers were surveyed in May. Assessment data were gathered from the existing measures used by the state.

Background on the VS District

VS District schools are county grade-level schools consisting of a pre-k, high-needs learning center; a primary (K–1) school; a pre-k through sixth-grade school; an elementary (grades 2–3) school; an intermediate (grades 4–5) school; and a middle school for grades 6–8. Each school has a literacy proctor to coordinate the delivery of reading instruction. The primary schools are strong, academically, and VS educators say that “no other school district in the state matches their scores.” However, the site visitors learned through informal conversations with principals and teachers that district students face specific challenges in reading early on. There was a wide readiness span in the half-day kindergarten program. Students at all levels were from working-class families and demonstrated diverse instructional needs. According to administrators, the overall goal in the district is to “flood the students with reading instruction” in a system of “re-energized efforts to support students and learning in order to improve State Assessment Performance results.”

VS administrators adopted *Treasures* because they wanted a balance of the five major components of reading and wanted to teach reading explicitly through the 6th grade.

A few other district programs affected reading instruction. For example, the K–6 school had school-wide Title I and first grade Reading Recovery. Some of the teachers were taking college courses that would train them to apply this program. This was the first year of Reading Recovery implementation.

A Look at Early Implementation: Site Visit Data

Westat staff visited the VS District in March 2007. The researchers observed 16 randomly selected classroom teachers and literacy proctors in 6 schools over a one-week period.³

The literacy proctors reported they felt that the program was meeting the needs of the students. “We are making more time for silent reading because students are requesting it.” “Students are able to go back and find details, “they are able to explain, and their responses are ten times better.”

Reading Triumphs teachers also gave two thumbs up to Write-on Boards, the Student Practice Books; and *Time for Kids*.

Leveled Readers drew unanimous praise. Teachers and literacy proctors gave high marks to the way lessons focused on specific skills; used strategies involving Graphic Organizers; used High-frequency words and Word Cards; took advantages of the Fluency Passages; and highlighted the benefits of Modeling Oral Reading.

Teachers reported that after feeling inundated and skeptical in the beginning, they became more & more comfortable with the *Treasures* program over time. *Reading Triumphs* was also judged to be working well. While moving from a flexible system to a more structured instructional system was a challenge for some teachers, the value of the more structured and

³ This included the preschool center. However, the teachers and students from this center were not included in other parts of the evaluation because, due to the mid-year arrival of materials and pre-existing curriculum, program use was delayed.

systematic approach was recognized over time. By and large, teachers were implementing the program as designed and were using the components as recommended.

Teachers were extremely complimentary of the alignment of the programs. For the most part, teachers were pleased with the way program components worked together and liked the effectiveness of the intervention curriculum, *Reading Triumphs*.

Staff reported that students had a positive response to the program. They enjoyed reading the leveled readers even when they were not in group time. During independent reading, they chose to read the books that they read already. They even read books from other levels (no matter their own level). They paired with other level students and read together. Staff also reported that students were making good progress in reading. What they had seen in the past was described as a “flat-lining effect.” What they were seeing at the time of the site visits was steady growth, with students making slow progress from benchmark to benchmark. One principal said, “I am most impressed with what I’ve seen with my low kids. They were just not getting it until now.”

Implementation at Midyear: Teacher Analysis Log

Teacher Analysis Log data provide a detailed account of program use over a twelve-week period during the 2006–07 school year. These data document the frequency and perceived value of program components used to implement *Treasures* and *Reading Triumphs*. During the 12-week period, teachers completed two logs that documented six-week intervals of program use. A total of 128 logs were completed—114 for *Treasures* and 14 for *Reading Triumphs*. In our analyses, data from the two teacher logs have been consolidated to provide a semester-long view of strategy usage.

The following findings present a summary of teachers’ responses to questions regarding program strategies, organized by program and

grade level. We consider both frequency of use and the value teachers placed on the components.

Treasures

A total of 114 *Treasures* logs were completed during the 12-week time period. These logs represented data from all grade levels—11 from kindergarten, 19 from grade 1, and 84 from grades 2–6. In these grade levels, the majority (72 percent) of teachers reported using the *Treasures* program for 61–120 minutes a day, while 63 percent of grade 1 teachers extended their teaching time to use *Treasures* 121–180 minutes a day. Among these teachers, *Treasures* was most typically used within the reading/language arts block.

In general, the results show that teachers across the grade spans found *Treasures* strategies and components to be valuable and, for the most part, teachers were using these strategies as recommended by the curriculum.

Materials

The materials provided for the *Treasures* program vary by grade level, but there were some components that were common across all grades.

Unit Opener/Closer Activity

Unit Opener/ Closer activities consist of projects and assignments that help introduce and discuss the subject theme for a given unit. For the most part these activities are similar across grade levels, with the exception of the Research and Inquiry activities that are found in the grade 1 curriculum only. Other Opener/Closer activities are: Theme Projects, Cross-Curricular Projects, and Independent Workstations. Overall, these projects and workstations were used by teachers in most grades. Of the grade level teachers, kindergarten teachers were more inclined to incorporate these activities into their daily lesson. For instance, 55

Audio CDs were used much more frequently in grades 2–6 than in grades K and 1.
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percent of kindergarten teachers used the Theme Projects. Thirty-two percent of grade 1 teachers and 18 percent of grade 2–6, teachers used this activity ‘frequently’.

Oral Language Activities

Oral language activities were used consistently by all kindergarten and first grade teachers. In addition, the majority (55 to 91 percent) of these teachers thought that these activities were high in value. Compared to the lower two grades, the use and perceived value of oral language activities among grades 2–6 teachers were more variable. The most frequently used and highly valued activities were: Build Background (87 percent, almost every time; 79 percent, high value) and Talk About It (84 percent, almost every time; 88 percent, high value). Listening Comprehension activities were used ‘almost every time’ by 73% of the grade 2-6 teachers. In fact, the same percent of

Phonemic Awareness activities were used by 100 percent of the kindergarten teachers almost every time they appeared in the Teacher’s Edition.

teachers rated the Listening Comprehension activities as being high in value.

Word Work/Vocabulary Activities

Kindergarten teachers closely implemented Word Work activities and thought them to be high in instructional value. The two most popular Word Work activities were: High Frequency Words and Phonics—91 percent of teachers used both activities almost every time they appeared in the Teacher’s Edition. The activities with the highest value ratings were: High Frequency Words, Building Fluency, Phonics, and Handwriting, 82 percent of teachers rated each of these activities as high in value. Grade 1 teachers focused solely on phonics and high frequency words during their Word Work/Vocabulary instruction. Both phonics and high frequency word activities were rated high in value by the 100 percent of teachers who used them.

As might be expected, the use of phonics activities (e.g., introduce phonics, blend, decode phonic sounds) decreased in the higher level grades, although the value ratings remained high. Other word and vocabulary activities were used almost every time by at least 93 percent of upper grade level teachers. These activities include: Vocabulary (i.e., the vocabulary routine), Vocabulary strategies (e.g., use context clues, word parts), and the Read Vocabulary/Comprehension selection. The perceived value for these activities was rated equally as high.

Reading/Comprehension Activities

Reading and comprehension activities were adhered to by the majority of kindergarten teachers almost every time and they were rated as high in value. Grade 1 teachers used many reading activities almost every time. The regularly used activities are: Decodable Readers, Paired Selection, Get Ready Story, Main Selection, Build Fluency, Echo-Read, Developing Comprehension, Meet the Author/Illustrator/ Photographer, and Research Study Skills. Many of these activities were thought to be high in value by at least 79 percent of grade 1 teachers.

In the upper levels between 89 to 98 percent of teachers used the following activities almost every time: Comprehension, Preview and Predict, Set Purpose, Read Main Selection, and Develop Comprehension. These activities may have been seen as most essential for reading and comprehension instruction for students. This assumption is supported by the large number of teachers reporting these activities to be high in value (between 85 to 96 percent of teachers).

Language Arts Activities

The majority of Kindergarten teachers used and valued the language arts activities. These activities include oral grammar and writing exercises. Most of these activities were used frequently by teachers and thought to possess instructional value. Grade 1 teachers chiefly used the 5-Day Grammar activities and 5-Day Spelling

almost every time it was prescribed in the Teacher's Edition and rated these activities as being high in value. Activities relating to writing (e.g., 5-Day Writing and Write to a Prompt) were used frequently by more than half of teachers. In the upper grade levels, more teachers used the 5-Day Spelling component almost every time. As for value ratings, Word Study (i.e., Review Vocabulary) was reported by the greatest majority of teachers to have a high level of instructional value.

Leveled Reading

Leveled reading in the *Treasures* program is divided into four groups (ELL, Approaching-Level, On Level, Beyond Level) to provide differentiated reading instruction five days a week to all students. The VS District has a small number of English language learners (ELL); therefore the ELL 5-Day lessons were hardly ever used by any of the grade level teachers. In regards to the other three-leveled reading groups, frequency of implementation varied among teachers.

In observing and talking to the teachers, it was obvious that they valued the *Treasures* differentiated learning approach but needed to alter it to fit their school structure. As mentioned before, the school district is organized by grade level schools, with about two grades per school building. The teachers in these grade level schools work a team and instead of organizing leveled reading groups within a classroom, they organize leveled reading groups within the entire grade level.

Reading Triumphs

For the *Reading Triumphs* program, there was a total of 14 logs completed during the 12-week time period. Unlike the *Treasures* program, log data were not provided for each grade level. There were 10 logs submitted for grades K–2 and 4 logs from the upper grade levels. As a result, only log data for the lower level grades will be discussed.

Among the K–2 teachers, *Reading Triumphs* was taught for 60 minutes or less a day. Three of these teachers used the program within the regular

reading/language arts block, while six taught it as a pull-out intervention instruction in a special class. Overall results show that these teachers are closely implementing the *Reading Triumphs* program with little variation.

Materials

The *Reading Triumphs* curriculum for grades kindergarten through second is supplied with 12 instructional materials. Of the regularly used materials, the Student Practice Book and the Write-One Boards were used by all teachers almost every time it was suggested in the Teacher's Edition. Likewise, Letter Cards, Word Cards, and Alphabet/Sound Spelling cards were implemented almost every time by 70, 90, and 50 percent of teachers (respectively). Sound Boxes were reported to be used frequently by 40 percent of teachers.

For program materials there is a strong relationship between use and value. For instance, materials most frequently used were also rated as having a high value for literacy instruction. The materials rated by teachers as having highest value are: Student Practice Books (100 percent), Letter Cards (80 percent), Alphabet Cards/Sound-Spelling Cards (50 percent), Word Cards (100 percent), and Write-On Boards (100 percent).

Phonics/Phonemic Awareness

Working with Words activities for improving phonics and phonemic awareness skills were consistently used by all teachers and rated high in value. Almost all teachers (70 to 100 percent) used these activities almost every time they appeared and 80 to 100 percent of teachers reported that these activities have a high value.

Vocabulary

The frequency of use of vocabulary activities among the K–2 teachers was also high. The majority of teachers did the following activities almost every time they were prescribed in the Teacher's Edition: High-Frequency Words (100 percent), Vocabulary Strategies (70 percent),

Review High Frequency Word Activity (90 percent).

Reading/Comprehension

Overall, reading activities were used frequently or almost every time they appeared in the Teacher’s Edition and were perceived to be high in value. There are 14 reading and comprehension activities that appear throughout any given unit and 60 to 100 percent of the teachers used 10 out of the 14 almost every time it was suggested. These activities were: Build Fluency (90 percent), Choral Reading (60 percent), Comprehension: Analyze Story Structure (100 percent), Comprehension Check (100 percent), Take-Home Book/Story or main selection (100 percent), Before, During, and After Reading (70 percent), Building Background (90 percent), Retell, Predict, Compare/Contrast (80 percent), and Retell Story (90 percent).

Regarding value, 12 of the 14 reading activities were rated as being high in value. In addition, teachers reported that the prompts activity (e.g., Listening, Act It Out, Read the Picture) was valuable.

Program Implementation at the End of the Year: Principal and Teacher Survey Data

At the end of the school year, principals and teachers were surveyed to obtain their reflections on the use of the reading programs and how well they were working. The data reflect many of the same themes noted in the site visits and teaching logs, providing a well-substantiated picture of program implementation.

Methodology

Surveys were sent to principals and teachers in the five regular VS District elementary schools. Responses were received from all 5 principals and 63 out of the 65 teachers surveyed (97 percent). The surveys asked a series of similar questions about each of the programs. Since usage of the curricula differed across schools, different

numbers of principals and teachers responded to each question set.

Principals Assessments of the Programs

Overall, end of year responses show that principals are pleased with the first year of implementation.

A series of questions were asked about some general features of the school and the population served. Principal responses indicate that the schools in the sample serve many students who would be considered “high needs” and are expected to meet the needs of a diverse student body (Table 1).

The biggest challenge cited was lack of full time kindergarten, minimal pre reading and reading readiness outside the schools, and too many students below grade level, each mentioned by 4 out of 5 principals.

Table 1. Principals’ assessments of the challenges facing the schools

Impediment	Yes	No
Too many students below grade level	4	1
Transient population	2	3
Poor attendance.....	2	3
High poverty	3	2
Minimal pre reading and reading readiness experience in home	4	1
Lack of full time kindergarten	4	1
Multiple languages spoken at home	2	3
Needs of high performing students not being met	2	3

Second, we asked a series of questions about whether there were any impediments to implementation of the programs. Tables 2 and 3 show the responses

Table 2.
Principals’ assessments of impediments to implementation of *Treasures*

Impediment	Yes	No
Lack of teacher buy-in.....	0	3
Inadequate training.....	0	3
Teachers used to whole language approach.....	0	3
Teachers used to pure phonics approach.....	0	3

Table 3.
Principals’ assessments of impediments to implementation of *Reading Triumphs*

Impediment	Yes	No
Lack of teacher buy-in.....	0	3
Inadequate training.....	0	3
Teachers used to whole language approach.....	0	3
Teachers used to pure phonics approach.....	0	3

Next, we asked a general question about whether or not they would recommend each of the curricula to other principals (Table 4).

Principals were unanimous in their positive endorsement of the program.

The overwhelming response was “yes” for each of the programs.

Table 4.
Number of principals reporting that they would and would not recommend the curricula to other principals

	<i>Treasures</i>	<i>Triumphs</i>
Would recommend.....	5	4
Would not recommend.....	0	0

The last series of questions asked about the effectiveness of the programs for different populations of students. Generally, principals reported that *Treasures* was very effective for Approaching and On Level students and moderately effective for Beyond Level students. (Table 5). All principals rated *Reading Triumphs* as effective for their students (Table 6).

Table 5.
Number of principals reporting that *Treasures* was effective or ineffective for various student populations

Student level	Effective	Ineffective
Approaching.....	5	0
On Level.....	5	0
Beyond Level.....	5	0

Table 6.
Principals’ assessments of the effectiveness of *Reading Triumphs* for various student populations

Student level	Effective	Ineffective
Approaching level.....	5	0
Special education	5	0

Teachers’ Assessments of the Programs

Of the 63 respondents to the teacher survey, 81 percent identified themselves as teachers, 10 percent as intervention teachers, and 5 percent as “other.” The largest number of respondents came from grades 2 and 3; only 5 percent of the teachers taught reading at the 6th grade level.

Table 7 presents additional information on the characteristics of the teachers. As the table shows, the vast majority of the teachers are White and female, hold a bachelor’s or masters degree, and has a standard teaching credential. Only 10 percent have a certificate of endorsement for teaching reading. On average they have taught for 12 years, with 4 years in their current school.

Table 7.
Teacher background and experience

Teacher characteristic	Percent
Gender	
Male	3
Female.....	92
Race	
African American.....	0
Hispanic	3
White.....	89
Other	8
Highest degree attained	
BA/BS.....	56
MA/MS	38
Multiple MA/MS.....	0
Ph.D. or ED.D.	0
Other	2
Type of teaching credential	
Uncredentialed	0
Temporary/provisional/emergency.....	2
Probationary	11
Regular/standard	83
Certificate or endorsement for teaching	
reading	10
Average number of years teaching	12
Average number of year in current	
school	4

Table 8 presents data on the students instructed by these teachers. The table shows that on average there are 17 students in a class, with 8 classified as approaching level, 10 as on level, and 7 beyond level. The average number of ELL students is 5.

Table 8.
Characteristics of reading classrooms

	Number
Average size of reading class.....	16
Average Number of students classified as	
Approaching Level.....	10
On Level.....	18
Beyond Level	9
Average number of ELL students	3

Use and Assessment of *Treasures*

Several survey questions asked teachers about the extent to which the prescribed aspects of the *Treasures* program were used. Approximately 54

percent indicated that they usually finished the prescribed lessons described in the Teacher's Edition.

Table 9.
Prescribed components frequently left out of lessons

Component	Percent of teachers
Writing.....	13
Grammar.....	5

When specifically asked why some components were not used frequently, teachers indicated that they left components out because the material was covered elsewhere (Table 10).

Table 10.
Reasons for eliminating a prescribed component

Reason	Percent
Material covered elsewhere	55
Too difficult.....	5
Don't have materials.....	0
Too easy.....	5
Can't do everything/Not high priority.....	28
Not required by district	3

Teachers were also asked a series of open-ended questions about the parts of the program that they found most useful. For the most useful components teachers responded.

- Word Study/Vocabulary
- Leveled Readers
- Basal/Main Selection
- Comprehension/Retelling.....

When a new program is introduced it is important that teachers receive training to familiarize themselves with the program and how it can be used. Questions addressed training and how well it was received. Survey responses show:

- Ninety-five percent of the teachers indicated that they received training to teach *Treasures*, some from more than one source.

The average amount of training was 8 hours. Training was generally provided by a Macmillan/McGraw-Hill trainer (95 percent)

- The most common format was a single workshop (70 percent).
- Approximately 63 percent of the teachers rated their training as adequately preparing them to teach the program.

When asked what kinds of additional training would be of benefit, the most frequent suggestions were

“Short initial training with follow-up”

“Training or video by a teacher who has used the program”

Additional questions addressed perceptions of the *Treasures* program with regard to its use with students. First we asked about the pace of the program, whether it was on target, too slow or too fast. About 75 percent of the teachers said that the pace was just about right; the remainder indicated that they found it too fast.

Second, we asked about the effectiveness of the program for students at different levels of reading skill. The highest ratings were given to the effectiveness of *Treasures* for the On Level student, with 98 percent of the teachers rating it as effective. The program was rated effective for Approaching Level readers by 93% of the teachers.

Finally, teachers were asked if they would continue to teach the *Treasures* program, if given the choice and what advice they would give to a new teacher about to use *Treasures*. Teacher’s responses indicated strong support for the program as 98 percent indicated that they would continue to use the program, if given a choice. As for advice offered to new teachers by far the most frequent suggestion was

- “Don’t try to do it all at once; gradually add as you become familiar with the program.”

- “Be patient; get familiar with the components”

Use and Assessment of *Reading Triumphs*

Nine teachers indicated that they used *Reading Triumphs*. These teachers filled out a series of questions similar to those for *Treasures*. First we asked about components used and components frequently left out. Similar to *Treasures* 44 percent of the teachers indicated that they usually finished the lessons as described in the Teacher’s Edition. Sixty-seven percent indicated that there was a part of the lesson that they frequently left out. (Table 11). The primary reasons for leaving material out were “can’t do everything/not high priority” (Table 12).

Table 11.
Prescribed components frequently left out of lessons

Component	Percent
Writing.....	13
Grammar.....	5

Table 12.
Reasons for eliminating a prescribed component

Reason	Percent
Material covered elsewhere	14
Too difficult.....	0
Don’t have materials.....	0
Too easy.....	14
Can’t do everything/Not high priority.....	57

When asked which components were judged to be most useful, teachers identified the following:

- Phonemic Awareness/Phonics
- Word Study/Vocabulary
- High Frequency Word/Cards
- Main Selection
- Practice Books
- All components
- Teacher’s edition

A teacher commented—“I especially like the phonemic awareness, structural analysis, and phonics sections. My kids who are in *Triumphs* needed lots of phonemic awareness and phonics. The progression of skills was excellent in both areas, and the stories tied in very well.”

Training for *Reading Triumphs* was more limited than that offered for *Treasures*. Nonetheless, ratings of adequacy of preparation were quite similar. Survey responses show:

- Forty-four percent of the teachers indicated that they had received training to teach *Reading Triumphs*
- The average amount of training was 7 hours. All training was provided by a Macmillan/McGraw-Hill trainer.
- The most common format was a single workshop. Others reported they had a workshop plus additional training, or they participated in a two to three day workshop.
- Approximately 75 percent of the teachers rated their training as adequately preparing them to teach the program.

When asked what advice they would give to a new teacher starting the program, teachers suggested

- “Establish routines”

- “Become familiar with the components; be patient”

The next series of questions addressed use of the program with students taken together. The responses provide a positive picture. About half the teachers said that the pace of the program was just about right. Further, when asked about its effectiveness, the majority of teachers said the program was “very/moderately effective” for both Approaching Level and special education students, and 75 percent answered that they would continue to teach the program, if given a choice.

Impacts on Student Achievement

The VS District uses a state/NWEA assessment to monitor performance in reading. We examined performance on select grade levels of the test to see if any short-term impact of performance emerged.

Figure 1 presents district-wide data for the State Assessment on grade 3 and 5 starting in 2006 and going through 2007. This figure shows the mean of students who scored proficient over the two-year period.

Inspection of the data indicates a general upward trend over the years examined. An average of 80% of students scored at the proficient level across grades 3 and 5.

Figure 1.—Percent proficient on state assessment in Reading

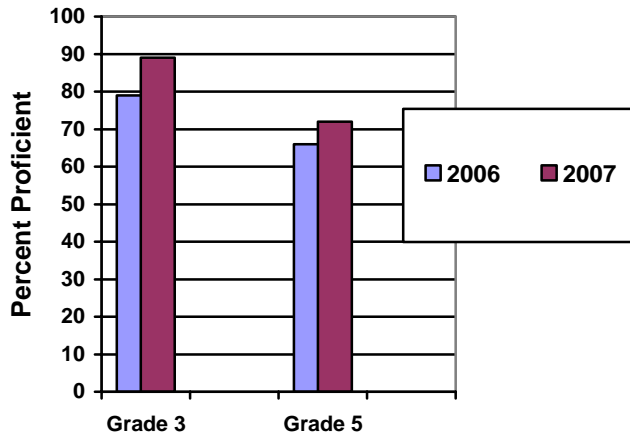
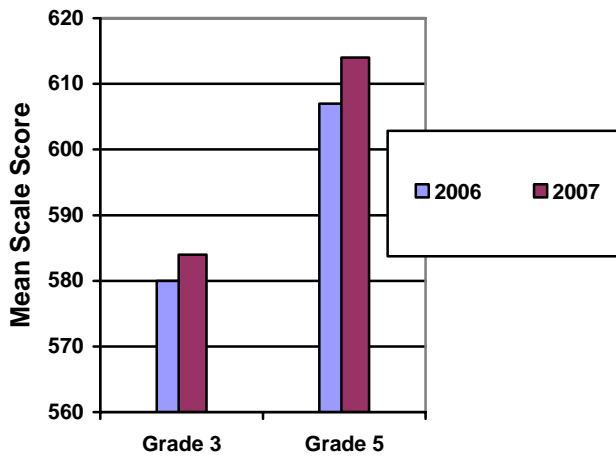


Figure 2.—Mean scale scores of students on the state assessment



Overall Summary

Analyses of data from the VS District show that the implementation of *Treasures*, *Reading Triumphs*, and *Treasure Chest* is progressing very well in the first year of implementation. Principals and teachers cite many program strengths.

It is especially noteworthy that overwhelmingly principals say that they would

recommend the program to other principals and that teachers say that they would continue to teach the program if given a choice. In a district where some teachers showed resistance to using a new program, end of year judgments are impressive.

In addition, assessment data show a general upward trend over time.

Figure 3.—Student performance on the NWEA assessment in reading

