

**AN EVALUATION
OF THE IMPROVING LITERACY
THROUGH SCHOOL LIBRARIES GRANT
TO HAMPTON S.C. SCHOOL DISTRICT 1
(PROJECT HOPE)**

PREPARED FOR HAMPTON SCHOOL DISTRICT ONE

BY

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EXECUTIVE SUMMARY

Hampton County (SC) School District 1 received an Improving Literacy Through School Libraries Program Grant from the US Department of Education for FFY 2010-11. The goal of the project is to create and support a district literacy plan, improve student reading skills, and raise academic achievement levels by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists (LMS).

The purposes of this evaluation are to meet the requirements of the grant as awarded and to assist Hampton School District 1 to continue to improve upon the goals and objectives of the District embodied in the Literacy project, with or without outside funding, through the findings of the report.

The district was highly successful in meeting the goal of “providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists (LMS).” The grant was used to make a major difference in the resources available to the students and teachers in Hampton School District 1. The district made this difference in a deliberate manner, assessing the needs of the students and teachers and providing what was most important to meet those needs. A process to do so was planned, put in place and carried out.

All of the performance measures were met or exceeded. Of special note are the great improvement in the average copyright dates of STEM holdings in the middle and high school; the remarkable improvements in use of technology across the district; and the complete turn-around in the availability of technology in the district. The use of the new books and the technology far exceeded the plan for the first year, which is encouraging for continued future use. Since the district has done well with the planning and execution of the grant, the evaluators encourage the district to continue to use the committees and methods established to implement the grant to assure that this progress will continue.

Students in the third, fifth, and seventh grades in Hampton School District 1 had a significant improvement in reading MAP scores from the fall of 2010 to the spring of 2011. Of all the students for whom data was available, 58.7% of students improved on the MAP reading test. Students in the lower grades are making larger improvements in the reading and language surveys of the MAP test than are students in the high school grades. A comparison of the differences by grade level for the MAP to possible differences by grade level on the state standardized test (PASS) indicates that PASS achievement decreases as the grade level increases.

There are four recommendations in the report. These are: continue to utilize the committees and methods used to implement the grant to assure continued success; continue to provide training and technical assistance to the teachers and staff on the use of the resources and equipment; seek additional funding to continue to upgrade the holdings of the media centers; and continue to expand out-of-school-time hours for access to media centers for all students and teachers.

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INTRODUCTION

The Purposes and Goal of the Grant

Hampton County (SC) School District 1 received an Improving Literacy Through School Libraries Program Grant from the US Department of Education for FFY 2010-11. In the application for this grant, the district stated “**HD1** believes the key to success is 1) to provide **O**pportunities through professional development, equipment and materials, and collaboration, 2) to create a strategic **P**lan for success that provides for ongoing evaluation, and 3) to create **E**ngaging activities to support and improve student literacy. Project **HOPE** will provide that key to success. **HOPE** addresses the intended outcome of the statute to improve student reading skills and academic achievement by providing students with increased access to up-to-date school library materials; a well-equipped, technologically advanced school library media center; well-trained, professionally certified school library media specialists; and increased collaboration between teachers, parents, departments, administrators, and library media specialists.”

The goal of the project is to create and support a district literacy plan, improve student reading skills, and raise academic achievement levels by providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists (LMS).

Hampton County School District 1 is a small district with 2,670 students in seven schools in rural Hampton County South Carolina. There is one high school, one middle school and five elementary schools.

Purpose and Contents of the Evaluation

The purposes of the evaluation are to meet the requirements of the grant as awarded and to assist Hampton School District 1 to continue to improve upon the goals and objectives of the District embodied in the Literacy project, with or without outside funding, through the findings of the report.

Process Evaluation

The process of implementation of the grant will be reported on in the evaluation. The six process objectives and their performance measures stated in the proposal will be used as the framework for this reporting. The objectives are:

- Objective 1. To Acquire Up to Date Library Resources Including Books
- Objective 2: To Acquire and Use Advanced Technology Incorporated into the Curricula of the School

- Objective 3: To Facilitate Internet Links And Other Resource-Sharing Networks Among Schools And School Library Media Centers, And Public And Academic Libraries. Integrated Services
- Objective 4: To Provide Professional Development
- Objective 5: To Provide Students with Access During Non-School Hours
- Objective 6: To Develop Broad-based Involvement and Coordination

Outcome Evaluation

The outcome of the grant will be reported on using the student achievement measures stated in the proposal, to the extent these measures are available. These are Measures of Academic Progress test scores (MAP), End of Course test scores, exit exam scores (HSAP), Palmetto Assessment of State Standards (PASS), and Reading Counts.

METHODOLOGY

Introduction

This evaluation of The Improving Literacy Through School Libraries Grant awarded to Hampton County SC School District 1 uses a qualitative/descriptive design utilizing data provided by the school district, augmented by data systems accessed by the evaluators, group and individual interviews conducted by the evaluators and a survey conducted by the district. System Wide Solutions was contracted as the evaluator in March of 2011.

Philosophy of the Approach

SWS used an action research approach to conduct this evaluation. As described by Greenwood and Levin in *Introduction to Action Research: Social Research for Social Change* (1998), action research involves the professional researcher working with the members of an organization and community to improve a situation. Action research (or, in this case, evaluation) means that information developed by the evaluator is used by the organization and community to change their activities and objectives as they go along to make it more likely that the goals of the project will be achieved. In action research, the evaluator is part of the process, whereas in traditional evaluation, the evaluator stands outside of the process. In the current project, it is hoped that Hampton District 1 will be able to use the findings of the report to continue to improve upon the goals and objectives of the District embodied in the Literacy project, with or without outside funding.

Phases of the Evaluation

Phase 1 – Preparation for Data Gathering

The data sources for the evaluation included existing media center, district, and state level electronic information systems; state record systems; hard copy records kept specifically by the media centers and district for the grant; and a survey and interviews developed specifically for the grant.

The existing information systems used to gather data are:

1. Media center acquisitions records
2. Media center circulation records
3. Media center holding records
4. State DISCUS statistics
5. State Department of Education standardized test score records
6. District MAP test score records

The records kept specifically for the grant are:

1. Meeting agendas, membership logs and sign in sheets from meetings
2. The TitleWise collection analysis and map

The survey and interviews developed are:

1. An interview with the Project Director (see Appendix One)
2. A group interview with the Media Specialists (see Appendix One)
3. A group interview with representative groups of teachers (see Appendix One)
4. An online survey of teachers conducted by the district to determine teacher use of technology (see Appendix Two)
5. An online database of technology use by time (i.e., afterschool, Saturday, etc.) and coordination efforts by school provided by SWS

Phase 2 – Gathering and Reviewing Information

Information gathering occurred through six stages. The first stage was a preliminary meeting of evaluators with the project director and the Director of Special Projects for the district. In this meeting, the data needs and availability of the information were discussed and a plan created.

The second stage was to request the information that was available at the district and media center level from the appropriate individuals. Part of this information was made available over time. In some instances, the information was not available, and either other information was substituted to replace that from the original plan or was dropped from the plan.

The third stage was to request the MAP and End of Course scores from the District Data Specialist. The fourth stage was a day long series of structured interviews with the project director, media specialists and two representative groups of teachers to gather qualitative data (see Appendix One).

The fifth stage was to access the SC Department of Education database to download the standardized test score data for the district for the period under study. This was followed by a final stage of reviewing what information was now in the database for the evaluation of the project and requesting any missing information from the district.

Phase 3 –Preparation of the Information and Data

The qualitative information gathered was placed in a single qualitative database for analysis. The quantitative data was exported from Microsoft Access into the Statistical Packages for the Social Sciences (SPSS) for analysis. Tables and Graphs describing the outcomes were developed in Microsoft Excel and exported to Microsoft Word.

Phase 4 – Analysis of Information and Data and Development of the Report

In developing the report, the following steps were conducted:

1. The evaluation team achieved consensus on:
 - *What Happened?* (Findings of the Study) What activities and actions took place during the grant period?
 - *So What?* (Conclusions of the Study) What meanings do the activities and the actions have in terms of the goal and objectives of the project and the expressed desires of the participants? To what extent have the aims of the project been achieved? Which activities were most successful? Which could be improved upon?
 - *Now What?* (Recommendations of the Study) What changes and additions does the evaluation team believe might be useful in advancing the goals of the project?
2. The sections of the report were assigned to different team members for drafting and all team members edited the report.
3. The final report includes a description of the grant and its goals and objectives; implementation findings; findings of progress toward the project goals and objectives; a discussion of the findings of the evaluation, including trends and themes; the conclusions; and the recommendations. This resulted in a detailed, written documentation of the progress of the grant and possible implications for the future of similar projects.

Limitations of the Evaluation

The evaluation is limited by the evaluator being chosen several months into the project. This made the development of an evaluation design that is consistent with the proposal somewhat problematic. In addition, the late participation of the evaluator required that the evaluation be conducted largely using available data rather than data specifically determined by an evaluator in concert with the District to be best for the needs of the District and the funder. In some cases, the data required was not available.

Data on the MAP test scores was obtained from the district for all students who completed a MAP test in reading and language during the fall of 2010 and the spring of 2011. The test records were matched by test and student identifier. Of the 383 third and fifth grade students who completed the MAP language survey in the fall of 2010 and the 384 third and fifth grade students who completed the MAP language survey in the spring of 2011, 362 were matched. Of the 800 third grade, fifth grade, seventh grade, and high school students who completed the MAP reading survey in the fall of 2010 and the 763 students who completed the MAP reading survey in the spring of 2011, 712 were matched. Only those scores for students who completed both tests are used in the analysis.

Data on PASS test scores was obtained from the SC Department of Education's website (www.ed.sc.gov) under State Assessments. This data obtained included only summary statistics of the average scale score and the percentage of students with each performance level in each

school year. Therefore, matching of students and analysis of change in individual students could not be conducted.

Data for the 2010-2011 school year on students scores on the end of course tests and exit exam (HSAP) were not available at the time of this report. Furthermore, data on the Reading Counts tests are not available at the time of this report. Further information on the implementation of the Reading Counts program may be found under Objective 2 of the process findings.

Organization of the Evaluation

The evaluation is organized into six parts.

- The introduction
- The methodology
- The process findings
- The outcome findings
- Discussion
- Conclusions and recommendations

FINDINGS PART I: PROCESS EVALUATION

Objective 1. Acquire Up to Date Library Resources Including Books

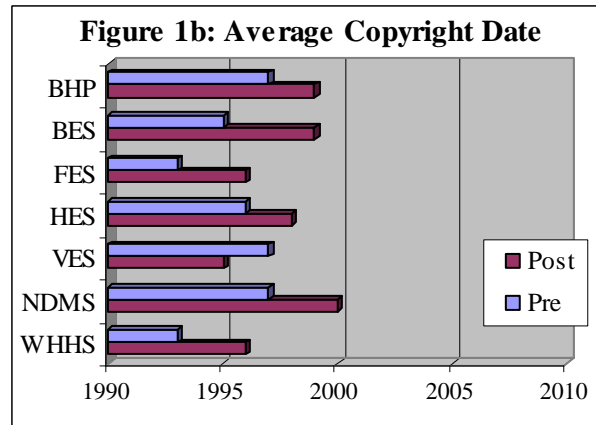
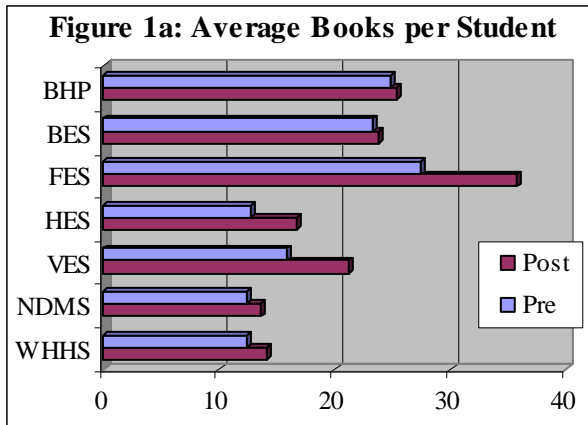
PERFORMANCE MEASURE

HOPE will improve library resources through the acquisition of quality print library media resources and materials that support state standards, school curriculum needs, and innovative instructional techniques with a **100% improvement in all school libraries** as evidenced by a pre and post collection analysis and collection map.

The media centers in the schools improved the average publication date of the books in their collections by 2.1 years (see Table 1). The range of change was from two to four years, with the exception of one outlier of minus two years. Without this outlier, the average improvement in copyright date is 2.8 years. The schools purchased a total of 5,286 titles, which increased the number of books in the media centers per student by a mean of 18% with a range of minus 2.3% to 34.3%. The acquisitions were made following the process described in this section of the evaluation, which assured support of state standards, school curriculum needs and innovative instructional techniques. The key acquisition targets of natural science/mathematics and technology showed large gains in copyright dates of four years in both areas for the middle school, and eight years for natural science/mathematics and four years for technology for the high school. The elementary schools showed smaller gains of an average of one year for natural sciences/mathematics and 1.4 years for technology. **One hundred percent of schools, therefore, did improve their collections.** (See Table 1 and Figures 1a and 1b.)

Table 1: Changes Caused by Book Acquisitions

School	Date Measured	# of Titles Purchased	Books per Student	Increase per Student	Average Copyright Date Change
Ben Hazel Primary	Mar 2010	355	24.78	2.3%	1997
	Mar 2011		25.36		1999
Brunson Elementary	May 2010	307	23.21	2.8%	1995
	Mar 2011		23.85		1999
Fennell Elementary	Mar 2010	363	27.37	30.6%	1993
	Aug 2011		35.75		1996
Hampton Elementary	Oct 2010	1,020	12.71	31.5%	1996
	Aug 2011		16.71		1998
Varnville Elementary	Mar 2010	373	21.21	34.3%	1995
	Sept 2010		15.79		1997
North District Middle	Sept 2010	1,045	12.43	9.7%	1997
	Aug 2011		13.64		2000
Wade Hampton High	Nov 2010	1,823	12.36	14.9%	1993
	Sept 2011		14.20		1996
Mean Change		5,286		18%	2.1 years



A specific process was proposed in the grant application to achieve Objective 1. That process includes several activities.

- Media specialists will first conduct a thorough collection analysis and meet with the school and district library advisory committees at each school to identify current needs of the school libraries and the curricular needs of each department.
- The collection will be mapped in terms of the needs of the curriculum in order to align acquisitions to the identified needs with input from a library advisory committee, curriculum facilitator, faculty, and through a review of the long range plans of each discipline.
- The needs analysis will be used by library media specialists to create an acquisition plan to ensure that the materials acquired with grant funds support the curriculum and meet the needs of the students and teachers.
- Funds will be used to purchase print and non-print materials, including books, professional materials for teachers, and resources specifically designed for struggling and reluctant readers (such as Playaway audio books and Read At Home Backpacks, which include a book with supporting activities to help involve parents in supporting literacy at home).
- 210 Playaways, and 120 Read At Home Backpacks will be purchased and cataloged at the district level which will allow schools to rotate the available titles throughout the school year to make maximum use of available funding. A variety of activities will be conducted using the new materials such as author studies, sustained silent reading, and book celebrations.

The analysis of the collections was conducted using Title Wise collection analysis software (see Appendix Two for an example of a pre and post analysis). The Title Wise reports provided detailed data on the holdings of each media center, which were then used by the media specialists, the school library advisory councils, the district advisory council and the individual school departments to determine needs. Advisory councils were established in each school, or the existing School Improvement Councils, which include the same types of representatives, were utilized. (Further detail about the advisory councils may be found under Objective 5.) Library media specialists solicited input from teachers and other school staff by email and during planning periods. In addition, a district wide survey of technology needs was conducted online with participation from all district teachers. Acquisition plans were developed from all of this input. The acquisitions then followed the plans. It is of note that the areas of natural science/mathematics and technology were especially targeted as key acquisition areas.

New materials were utilized in a variety of ways. A review of the of online technology use and coordination efforts database and the group interviews with media specialists and teachers identified a number of areas of such support. These include emailing lists of new books out, helping teachers make use of new equipment that supports use of books, developing reading lists for teachers, helping with lesson plans, providing technical training for credit, and requesting feedback from teachers on the use of books and their needs.

A total of 276 Playaways and 120 Read At Home Backpacks were acquired for the district as a whole during the latter part of the 2010-2011 school year and are beginning to be used during the 2011-2012 school year.

One author study was held at each school in order to create interest in reluctant readers and engage students in reading. Each of the elementary schools did an author study and received a visit from Toni Buzzeo, a media specialist and award-winning children's book author. Toni Buzzeo also presented a writer's workshop at the high school. Alane Ferguson, a young adult mystery author, visited the middle and high schools and did a writer's workshop. Book celebrations were held at Family Reading Nights at each school at least twice during the year.

Objective 2: Acquire and Use Advanced Technology Incorporated into the Curricula of the School

PERFORMANCE MEASURE

HOPE will improve library resources/services through the acquisition and usage of advanced technology, incorporated into the curricula of the school, to develop and enhance students' skills in retrieving, using, and critically analyzing information resulting in a **25% increase in teacher and student use of available technologies** as evidenced by teacher lesson plans, software usage statistics, and computer usage statistics.

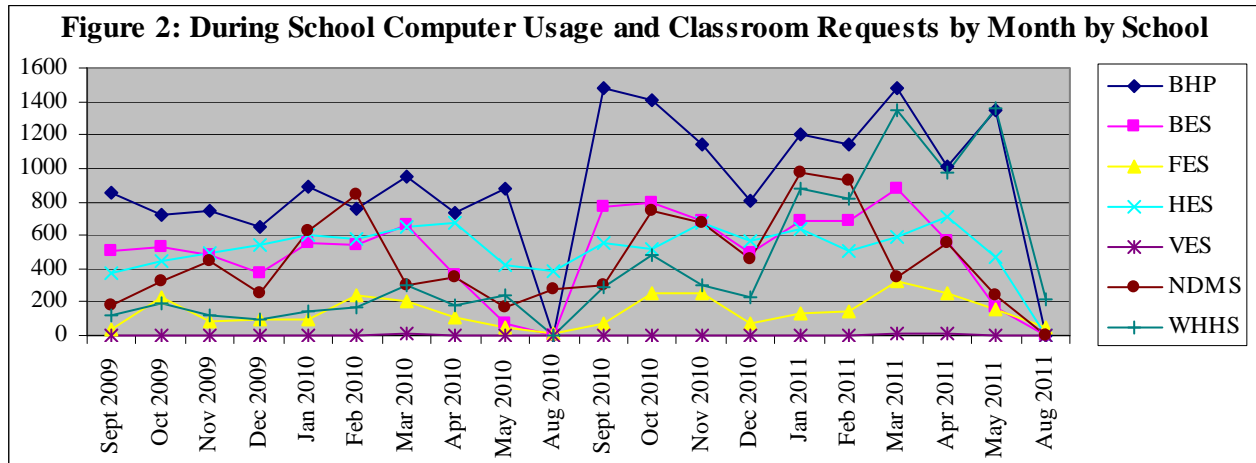
Students utilized the computers in the library during the regular school day during classroom library hours and free periods during the day. Students utilized the computers for Study Island, Reading Counts, A+ (high school), and for working on projects and other class assignments.

During the grant period, there was a remarkable increase in computer usage in the schools during the regular school day. Computer usage increased by 56%, from 20,602 sign-ins to about 32,081 sign-ins. The greatest increase was at the high school, which had an increase of 369% over the previous school year. All but one school had an increase in regular day sign-ins. Hampton Elementary, which had a 1% change in the number of school day sign-ins, already had a large number of sign-ins to the library, which is around 5,000 in both years.

Overall, **student use of available technologies has increased by 56%**, from 20,602 sign-ins during the previous school year to 32,081 during the grant year, which far exceeds the targeted 25%. (See Table 2 and Figure 2.)

In addition to the individual student sign-ins, teachers were able to bring classes into the computer lab to use the computers and Promethean Board during designated times. District-wide, this computer lab use increased by 61% (to 3,887 classes) from the previous school year (2,419 classes). Teachers were also able to check out the portable lab which was purchased by the grant for their school. During the grant year, teachers at all seven schools utilized this new resource for a total of 22 checkouts district-wide. Therefore, **teacher use of available technologies has also far exceeded the targeted 25%.**

		Before Grant	After Grant	% Change
Ben Hazel Elementary	Student Computer Sign-Ins	7,177	10,556	47%
	Classroom Lab Usage	0	442	
Brunson Elementary	Student Computer Sign-Ins	4,071	5,400	33%
	Classroom Lab Usage	0	326	
Fennell Elementary	Student Computer Sign-Ins	275	585	113%
	Classroom Lab Usage	938	1,168	25%
Hampton Elementary	Student Computer Sign-Ins	4,994	5,053	1%
	Classroom Lab Usage	190	237	25%
Varnville Elementary	Student Computer Sign-Ins	39	46	18%
	Classroom Lab Usage	0	0	
North District Middle	Student Computer Sign-Ins	2,603	3,667	41%
	Classroom Lab Usage	1,160	1,565	35%
Wade Hampton High	Student Computer Sign-Ins	1,443	6,774	369%
	Classroom Lab Usage	131	149	14%
District Total	Student Computer Sign-Ins	20,602	32,081	56%
	Classroom Lab Usage	2,419	3,887	61%



Specifically, the grant application called for the following in technology resources.

- 40 new desktops to be distributed based on the needs of each school (5-10 per school)
- One portable lab with 10 Netbooks for each library

- 1 flip camera, 1 digital camera, and 1 interactive white board for each school library
- Approximately 267 electronic books
- Additional supporting resources including Titlepeek, which provides detail in the card catalog; Webpath Express, an effective search interface tool for integrating the Internet seamlessly into the library catalog and the school curriculum; and Standards Alignment Service, a tool for educators that aligns library resources with state curriculum standards.
- An upgrade of the Reading Counts software to a web accessible version to provide students with greater access and a larger databank of tests.

The planned purchases were made. A total of 48 computers were purchased and distributed amongst the seven schools. Each school received one portable lab which included 10 Netbooks and a wireless access point, three flip cameras, and one digital camera. Six of the schools received a Promethean Board package which was installed in the computer lab. The district purchased 126 Elementary eBook shelves, 95 Middle School eBook shelves, and 93 High School eBook shelves, for a total of 314 electronic books, which are rotated through the schools. Additionally, the district purchased seven licenses (one for each school) of Webpath, Title Peek, and Standards Alignment service. A district wide Reading Counts license for the web accessible version was purchased. (See Table 3.)

Of the technology purchases made, teachers reported making the most use of the school's computer lab. Teachers reported that having the Promethean Board in the computer lab gives them the ability to increase students' comfort level with technology and to do more inquiry-based learning. The portable lab is most popular among high school teachers who reported several ways that they used the lab, from team stock market assignments to allowing students to work on individual research projects in the classroom. However, some of the schools experienced difficulties in setting up and maintaining the functionality of the portable lab. The project director has worked with the library media specialist and technology specialist at those schools to correct the problem.

The new Reading Counts license was implemented during the summer of 2011 due to several of the schools still working on updating their infrastructure to allow for online access. All of the schools in the district will be utilizing the new online version of Reading Counts during the 2011-2012 school year.

	Computers	Portable Lab	Promethean Board Package	Flip Cameras	Digital Cameras
Ben Hazel Primary	4	1	1	3	1
Brunson Elementary	5	1	1	3	1
Fennell Elementary	5	1	0	3	1
Hampton Elementary	7	1	1	3	1
Varnville Elementary	6	1	1	3	1
North District Middle	7	1	1	3	1
Wade Hampton	14	1	1	3	1
Total	48	7	6	21	7

Objective 3: Facilitate Internet Links And Other Resource-Sharing Networks Among Schools And School Library Media Centers, And Public And Academic Libraries. Integrated Services

PERFORMANCE MEASURE

Grant funds will be used to improve network structures in order to facilitate our libraries in **providing access to district, local public, and state library resources** and to support home access.

New internet connectivity has been installed in all schools, both hardwire and wireless. The bandwidth and software now available allows access to all the resources of the World Wide Web and specifically to the library resources outside of Hampton County. Students and teachers can now access resources from their homes they were not able to access previously. The library of each school has a separate page on the school's website. Through the district and school websites, links and access are provided to students, teachers and parents to resources such as Destiny Quest (school library catalog), DISCUS (the state library catalog), the county public library system, Study Island, e-Book Shelves, and links to other educational resources. In addition, the library page of the high school's website contains news from the library, upcoming events in the library, links to online resources for students, access to the library catalog and WebPath Express, and places where teachers can sign up for the library lab, main room, or Netbook cart. These resources are designed to be used in the school and away from the school and to facilitate access to district, local public, and state library resources. **This performance measure was met.**

Objective 4: Provide Professional Development

PERFORMANCE MEASURE

The proposed project will support teachers through professional development opportunities designed to improve literacy, foster collaboration between school library media specialists, teachers and administrators, as well as to support the use of new technologies as evidenced by sign in sheets and agendas with **100% of library media specialists and 75% of classroom teachers attending.**

The project proposal calls for two broad forms of professional development for media specialists and classroom teachers. These two were achieved. In addition, a great deal of technical assistance was provided to teachers both to acquaint them with the new resources available and to help them make the best use of the new resources in their classrooms. A review of the documentation and interviews with all media specialists and a representative sample of teachers indicates that **100% of media specialists and at least 75% of teachers attended professional development opportunities, thus meeting this performance measure.**

Project 1: Information/Media Literacy - As teachers and students begin to use the Internet and other media sources, it is important that they also learn to apply information literacy skills while critically considering all forms of media. South Carolina English standards include critical thinking skills concerning media literacy and propaganda techniques. The proposed collaborative literacy project will focus on critical thinking skills and will provide staff development designed to train and assist teachers and media specialists in planning and implementing the unit.

Two training events and a great deal of technical assistance were provided to carry out Project 1.

The first training event was provided by Frank Baker on November 11, 2010 on the topic of safety on the internet and propaganda use on websites. He provided brochures and booklets. He presented information on how to refine Google searches. He did two sessions, one at the high school, which all teachers attended, and another which a representative group of 45 teachers from each elementary school and the middle school attended. All but one of the library media specialists attended the training. The media specialist who did not attend had already participated in this training on a previous date. Library Media Specialists held workshops with the teachers at their school on the content from the workshop. Teachers who attended the training shared the information they learned with other teachers in the school who did not attend the training.

The second training was provided by Toni Buzzeo during two sessions on January 6 and 7. The topic of this training was collaboration. Ms. Buzzeo is the author of a book on collaboration book as well as children's books. She talked with staff about the importance of collaboration and that the library and technology personnel are the teachers' support for this. All the media specialists attended the training. Forty two teachers attended the first session and twenty teachers attended the second session. Since most teachers attended the training, they did not feel it necessary to share the information with other teachers. Ms. Buzzeo also did author visits at each of the elementary schools and conducted a writing workshop at the high school. The high school and middle school teachers who were interviewed believed they got more benefit from the collaboration training, while the elementary teachers felt the author visits were more important to their schools.

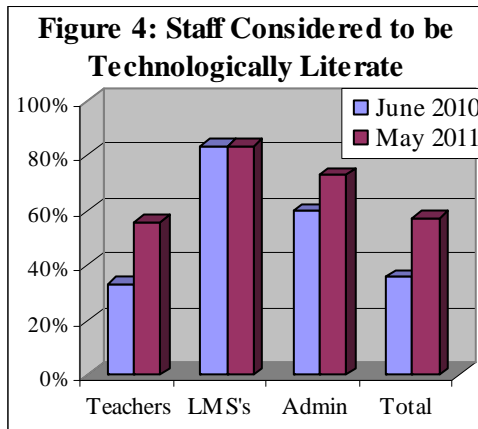
Technical assistance was provided to the teachers by the Library Media Specialists in a great variety of areas. These included:

- helping teachers learn how to use the new equipment
- helping teachers develop lesson plans
- technical training on use of software
- computer security
- working with lower grade children on hardware
- one-on-one on particular questions or technical problems

The trainings and technical assistance provided by the grant, as well as the greater availability of technology, has resulted in the staff and teachers in the district becoming more technologically literate. Of the teachers and staff surveyed in June 2010, 33.2% of teachers (n=68), 83.3% of library media specialists (n=5), and 60% of administrators (n=6) were considered to be

technologically literate. Of the teachers and staff surveyed in May 2011, 55.8% of teachers (n=115), 83.3% of library media specialists (n=5), and 72.7% of administrators (n=8) were considered to be technologically literate. Overall, the percentage of teachers and staff in the school district who are considered to be technologically literate has improved by 60.6%. (See Table 4 and Figure 4.)

Table 4: Percentage of District Personnel Considered to be Technologically Literate					
	June 2010		May 2011		% Change
	#	%	#	%	
Teachers	68	33.2%	115	55.8%	68.3%
Library Media Specialist	5	83.3%	5	83.3%	0.0%
Administrators	6	60.0%	8	72.7%	21.2%
Total	79	35.7%	128	57.4%	60.6%



Project 2: Cross Curricular Unit: In order to provide new methods for reaching those students whose needs may not be met through traditional instruction, the planning team will create at least one collaborative cross curricular unit to provide opportunities for innovative teaching and “real life” practice. The unit will begin with staff development designed to support teachers and media specialists in planning and implementation. For example, the first proposed unit for WHHS is Crime Scene Investigation based on a murder mystery created and taped through a joint broadcast journalism and drama project. The mystery will be solved over the course of the unit through a collaborative effort in which each subject area will analyze different data and present findings on the school’s morning news program. The unit will use emerging technologies, including but not limited to: computer animation, audio/video production, and a Promethean Board as well as print materials and guest speakers. The unit will culminate in a visit from forensic mystery author Alane Ferguson. Schools will develop their own unit and select an author related to the unit goals.

Every school conducted a cross curricular unit utilizing the information learned in the trainings and the technology and resources obtained through the grant.

The high school conducted a CSI project utilizing technology provided by the project. The entire school was involved and collaborated with this project. The project was video recorded like a television show, and included fingerprinting technology, height determination, write up of the crime scene and so on. They did not finish the project last year and did not reveal the guilty person. The project will be repeated this school year and hopefully will be completed.

The 8th grade at North District Middle School did a biography project. ELA ,social studies, science and math students did a research project on biographies in collaboration with the media specialist. Students conducted research in the media center and computer lab. They were responsible for an assignment in each content area. For example, in addition to brochures and

PowerPoint presentations for ELA class, students were assigned a poster activity using same research in social studies. These assignments were also uploaded into their eportfolios at the South Carolina Department of Education website. The students shared this with the parents at parent night using the Promethean Boards in the library.

The students at Ben Hazel Elementary conducted a conservation project to save money for the school. They saved cans, ink cartridges, cell phones, turned lights off, closed doors and so on. The project integrated art, math, and writing into each lesson plan. Each grade level teacher had lesson plans on how to carry out conservation steps using the new technology and other resources available from the grant.

The students at Brunson Elementary conducted a conservation project similar to that at Ben Hazel Elementary.

The 5th graders at Fennell Elementary did a Frank Lloyd Wright project, which included art, music, reading, writing and science as part of a unit on architecture. Included was a field trip and the purchase of books associated with the project. Students learned about their town's history and culture in relation to other things in the world. To do all this, they used the technology and other resources from the grant.

The 3rd graders at Varnville Elementary did a Ruby Bridges Getting Along with Others project. They learned about how people are the same and different, wrote and used graphic methods to learn more on the subject, had discussion groups with parents on a Saturday and viewed a movie about Ruby Bridge's experience. To do all this, they used the technology and resources from the grant.

The 4th graders at Hampton Elementary completed a project on the colonial period. The lesson plans integrated geography, culture, economics, and history. Students learned to use the computer and the internet to research their project, create documents and cite their resources. They made brochures and did research and presentations using the technology and resources from the grant.

Objective 5: Provide Students with Access During Non-School Hours

PERFORMANCE MEASURE

The proposed project will improve library services by providing students with access to school libraries during non-school hours, including the hours before and after school, on Saturdays, and during summer vacation periods as evidenced by sign in sheets and circulation records with a goal of a **25% increase in library usage**.

The project proposal calls for each library in all seven schools to expand their hours of service to include non-school hours. All seven libraries extended their hours into the before school, after school, Saturday, or summer periods. This is evidenced by sign-in sheets for student use of the computers during non-school hours. Circulation records are also used; however, these records

include data for all periods when the library is open, regardless of whether it is during school or during non-school hours.

Circulations at all seven schools increased by an average of 36%, with a range of 17% to 64%.

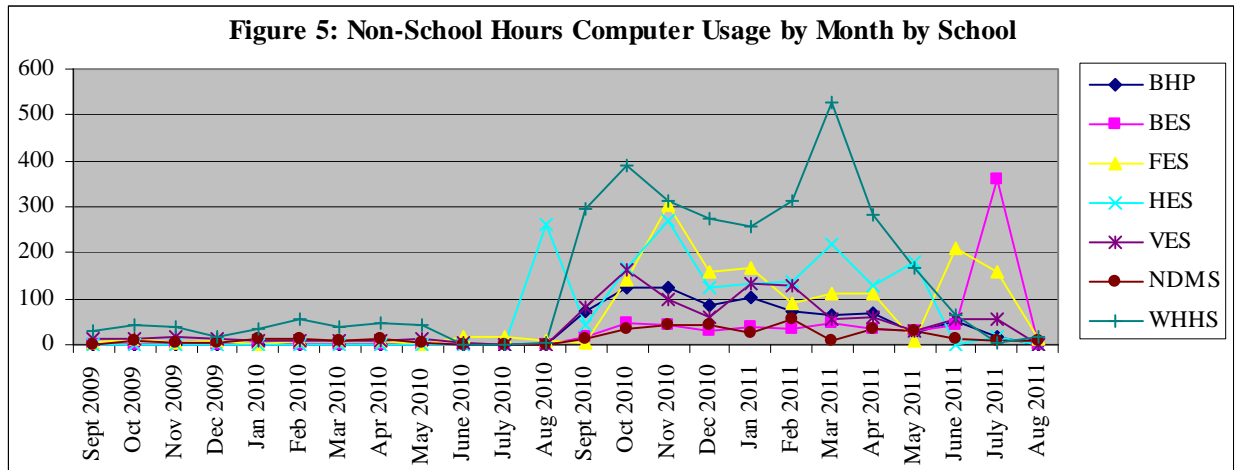
There was a remarkable increase in computer usage during non-school hours during the grant period. Three schools had an increase of more than 14 times more sign-ins and three elementary schools went from having no sign-ins after school to several hundred. Computer sign-ins before school also increased greatly, although two schools did not have before school sign-ins. The number of before school computer sign-ins for the remaining five schools increased by 233% from the previous school year, with the greatest improvement at Hampton Elementary, which went from 260 sign-ins before school to 1,058. Saturday and summer sign-ins were generally modest compared to the before and after school numbers. Four schools went from having no sign-ins on Saturday to having more than 10, and five schools went from having no sign-ins during the summer to having more than 15. The remaining two schools more than doubled the number of summer sign-ins during the grant period.

Overall, **student use of the computers in the library during non-school hours has increased by 867%**, from 888 sign-ins during the previous school year and summer to 8,587 during the grant year, which far exceeds the targeted 25%. (See Table 5 and Figure 5.)

The performance measure of a 25% increase in library usage was, therefore, greatly exceeded.

Table 5: Computer Use During Non-School Hours and Circulations by School							
		Before School	After School	Saturday	Summer	Total Use during Non-School Hours	Circulations
Ben Hazel Elementary	Before Grant	0	0	0	0	0	7,373
	After Grant	0	748	0	69	817	10,269
	% Change						39%
Brunson Elementary	Before Grant	0	0	0	0	0	5,684
	After Grant	0	330	0	405	735	8,981
	% Change						58%
Fennell Elementary	Before Grant	2	55	0	48	105	1,764
	After Grant	30	1,006	74	368	1,478	2,900
	% Change	1400%	1729%		667%	1308%	64%
Hampton Elementary	Before Grant	260	0	0	0	260	8,727
	After Grant	1,058	326	14	18	1,416	11,864
	% Change	307%				445%	36%
Varnville Elementary	Before Grant	77	31	0	0	108	8,502
	After Grant	195	608	5	112	920	9,957
	% Change	153%	1861%			752%	17%
North District	Before Grant	44	22	0	0	66	6,982
	After Grant	85	161	51	21	318	8,694

Middle	% Change	93%	632%			382%	25%
Wade Hampton High	Before Grant	182	165	0	2	349	1,996
	After Grant	513	2,345	39	6	2,903	3,190
	% Change	182%	1321%		200%	732%	60%
District Total	Before Grant	565	273	0	50	888	41,028
	After Grant	1,881	5,524	183	981	8,587	55,855
	% Change	233%	1923%		1862%	867%	36%



The group interviews with media specialists and teachers, as well as the online database, indicate that parents, volunteers and teachers were involved in summer programs, Family Reading Nights and extended library hours. In addition, the software and hardware to make available home access to the library catalog, database software, and available E-Books was installed and made available. The five methods proposed in the grant application to increase access to the media centers and to information were, therefore, carried out. These methods were: before and after school; Saturday Academy; Family Reading Nights; summer access; and home access.

Objective 6: Develop Broad-based Involvement and Coordination

PERFORMANCE MEASURE

The proposed project will improve broad-based involvement and coordination by extensively involving school library media specialists, teachers, administrators, and parents in the proposed project activities and in effectively coordinating the funds and activities provided under this program with other literacy, library, technology, and professional development funds and activities as evidenced by meeting agendas, minutes, sign in sheets, and membership rolls with **100% of district schools participating in monthly activities.**

The activities outlined in the proposal to develop broad-based involvement and coordination were carried out. **The evaluators determined that 100% of district schools participated in monthly activities, thereby meeting this performance measure.**

The proposal specifically stated that the following steps would be followed.

- The Program Director will create a district library advisory council and each school will create a school level library advisory council. Each council will be comprised of media specialists, teachers, students, administrators, parents, and other interested parties.
- The councils will meet once per month to discuss library projects, programs, and services as well as to provide input into the use of program funds and resource acquisitions.
- Media specialists will also meet with school leadership teams to ensure input from all stakeholders.
- The Program Director will work with the school library media specialists, teachers, administrators, parents, curriculum facilitator, and after school program director in developing a plan to ensure the most effective use of resources, time, and staff.
- The Program Director will stay in close contact with the media specialists on a day-to-day basis through phone calls and email but will also have formal meetings at least once per month (or as often as necessary should concerns arise).
- Schools will involve community members, parents, volunteers, and teachers in activities such as Saturday Academies, Family Reading Nights, and extended library hours.

In interviews with the media specialists and the project director, as well as comments on the database developed by SWS to report technology use and coordination, it is clear that either school library advisory councils were formed or the schools took advantage of existing School Improvement Councils to fill this role. These councils did include media specialists, teachers, administrators and parents. Generally, the councils met monthly during the school year to provide input to the project at the school level. In some instances agendas, minutes and attendance were kept, in others these were not. In very few cases was this documentation available to the evaluators. However, the evaluators did interview the media specialists and teachers who had taken part in the meetings, and it was clear that the meetings were taken seriously and that input from the stakeholders had a strong impact on the operations of the grant.

A general plan and specific plans for individual schools were developed for the use of the new technology and other resources being brought into the schools and district. These plans did not always have to be highly formal. A vertical team composed of the media specialists from all schools met monthly with the project director to coordinate activities, exchange information and keep the project on course. In addition, the project director kept in touch with the media specialists on a regular basis and was available for consultation.

Interviews with teachers and others established that community members, parents, volunteers, and teachers were involved in activities such as Saturday Academies, Family Reading Nights, and extended library hours.

FINDINGS PART II: OUTCOME EVALUATION

Outcome Objective: Improved Student Achievement

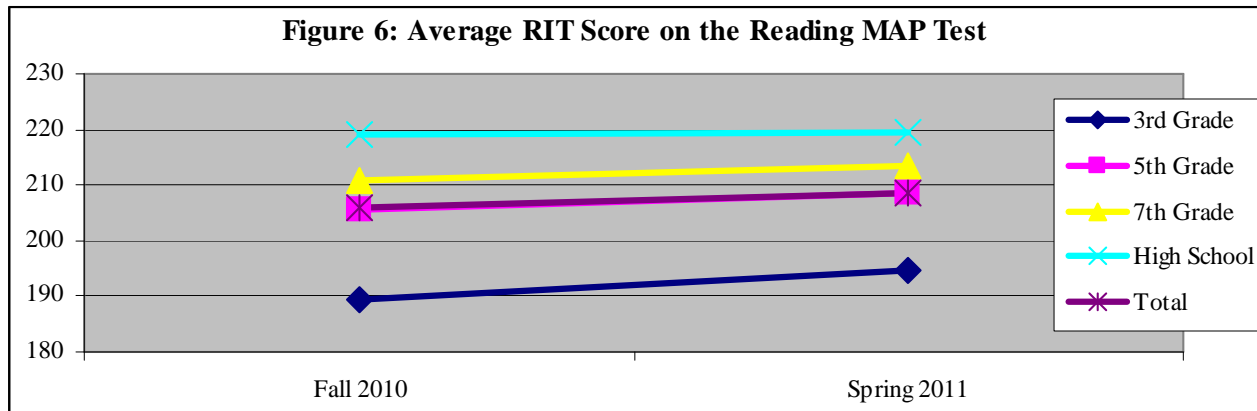
The proposal calls for collecting data on Measures of Academic Progress test scores (MAP), end of course test scores, exit exam scores (HSAP), Palmetto Assessment of State Standards (PASS), and Reading Counts.

PERFORMANCE MEASURE

There will be a 75% improvement on MAP Reading Scores based on a comparison of the Fall 2010 and the Spring 2011 scores.

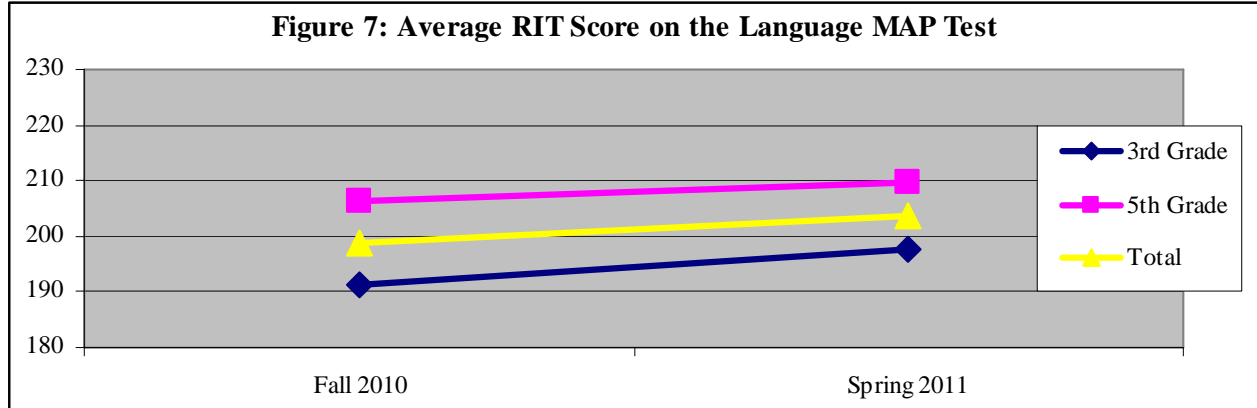
Students in the study file who took the Reading MAP test in Hampton School District One scored an average of 205.8 points in the Fall of 2010 (n=712, SD=17.5) and an average of 208.7 points in the Spring of 2011 (n=712, SD=16.3). The average difference of 2.9 points is statistically significant (t=-9.17, df=711, p=0.000). Of the 712 students for whom data was available, 418 (58.7%) achieved an increase in RIT score from fall to spring of two points or more. Therefore, **58.7% of students in Hampton School District One have improved on the MAP reading test.** Improvement was greater for students in the third grade followed by students in the fifth and seventh grade, and students in the high school (F=9.41, df=3, p=0.000). (See Table 6 and Figure 6.)

Table 6: Change in RIT Score on the Reading MAP Test					
	Average RIT Score			Increased Score	
	Fall 2010	Spring 2011	Change	#	%
3rd Grade	189.5	194.8	5.3	134	72.0%
5th Grade	205.7	208.6	2.9	111	61.3%
7th Grade	210.9	213.3	2.4	103	55.1%
High School	219.0	219.6	0.6	70	44.3%
Total	205.8	208.7	2.9	418	58.7%



Students in the study file who took the Language MAP test in Hampton School District One scored an average of 198.8 points in the Fall of 2010 (n=362, SD=15.2) and an average of 203.6 points in the Spring of 2011 (n=362, SD=13.7). The average difference of 4.9 points is statistically significant ($t=-11.4$, $df=361$, $p=0.000$). Of the 362 students for whom data was available, 239 (66%) achieved an increase in RIT score from fall to spring of two points or more. Therefore, 66% of elementary school students in Hampton School District One (n=239) have improved on the MAP language test. Improvement was greater for students in the third grade than students in the fifth grade ($t=4.08$, $df=360$, $p=0.000$). (See Table 7 and Figure 7.)

Table 7: Change in RIT Score on the Language MAP Test					
	Average RIT Score			Increased Score	
	Fall 2010	Spring 2011	Change	#	%
3rd Grade	191.1	197.7	6.6	134	74.0%
5th Grade	206.4	209.6	3.2	105	58.0%
Total	198.8	203.6	4.9	239	66.0%

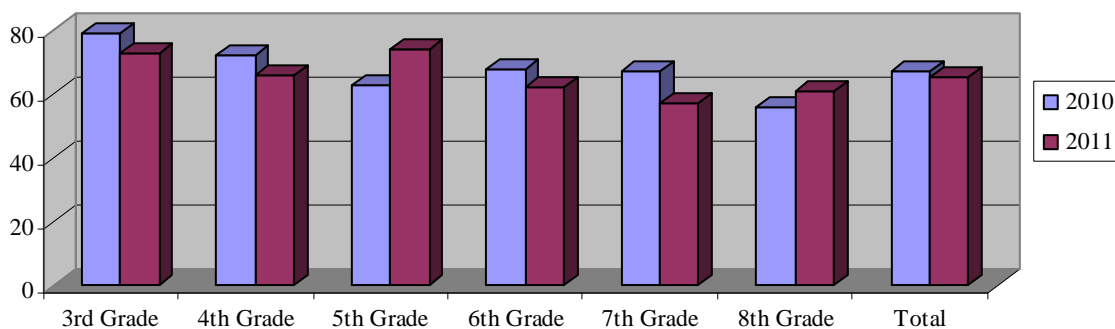


Students in Hampton School District One had an average scale score on the ELA PASS test of 622.2 points in 2010 (n=1178) and an average scale score of 619.8 points in 2011 (n=1176). This is a decrease of less than one percent. The average scale score for students in the fifth grade in 2011 (mean=627.7) is 1.3% higher than the average scale score for students in the fifth grade in 2010 (mean=619.5). The average scale score for students in the eighth grade in 2011 (mean=615.7) is 1% higher than the average scale score for students in the eighth grade in 2010 (mean=609.5). The average scale score for all other grade levels in 2011 is about 1% less than the average scale score of the students in the same grade during the previous year. (See Table 8.)

Of the 1,178 students in Hampton School District One who completed the ELA PASS test in 2010, 67.5% achieved a performance level of met or exemplary. Of the 1,176 students who completed the ELA PASS test in 2011, 65.5% achieved a performance level of met or exemplary. This is a decrease of 3%. The percentage of students in the fifth and eighth grades who achieved a performance level of met or exemplary in 2011 is greater than the percentage of students in the fifth and eighth grades in 2010 who achieved a performance level of met or exemplary. Overall, the percentage of students who achieved met or exemplary on ELA PASS in 2011 is less than the percentage of students who achieved met or exemplary on ELA PASS in the same grade level during 2010. (See Table 8 and Figure 8.)

Table 8: Change in ELA PASS Test						
	Mean Scale Score			Performance Level Met or Above		
	2010	2011	% Change	2010	2011	% Change
3rd Grade	639.3	633.0	-1.0%	79.1	72.7	-8.1%
4th Grade	630.1	620.0	-1.6%	72.3	66.2	-8.4%
5th Grade	619.5	627.7	1.3%	63.1	74.3	17.7%
6th Grade	618.0	614.2	-0.6%	67.8	62.1	-8.4%
7th Grade	618.2	608.9	-1.5%	67.4	57.1	-15.3%
8th Grade	609.5	615.7	1.0%	55.8	61.3	9.9%
Total	622.2	619.8	-0.4%	67.5%	65.5%	-3.0%

Figure 8: Percent of Students who Acheived Met or Exemplary on ELA PASS



Data on end of course tests and the HSAP test for the 2010-2011 school year were not available at the time of this report. The Reading Counts license purchased by the grant was not utilized by the schools until the 2011-2012 school year. Therefore, the data for the changes in Reading Counts test scores is not available for this report.

DISCUSSION

Process Evaluation

The grant was used to make a major difference in the resources available to the students and teachers in Hampton School District 1. The district made this difference in a deliberate manner, accessing the needs of the students and teachers and providing what was most important to meet those needs. A process to do so was planned, put in place and carried out.

All of the performance measures were met or exceeded. The use of the new books and the computer equipment exceeded the plan for the first year, which is encouraging for continued future use. Since the district has done well with the planning and execution of the grant, the evaluators encourage the district to continue to use the committees and methods established to implement the grant to assure that this progress will continue.

Outcome Evaluation

Students in the third, fifth, and seventh grades in Hampton School District 1 had a significant improvement in reading MAP scores from the fall of 2010 to the spring of 2011. Of all the students for whom data was available, **58.7% of students improved on the MAP reading test.** This is less than the 75% of students that was the goal for the district. Although the goal was not met, the district has made reasonable progress toward achieving the goal.

Students in the lower grades are making larger improvements in the reading and language surveys of the MAP test than are students in the high school grades. Students in the lower grades also start out with lower scores and thus have farther to go to achieve proficiency on the test. A comparison of the differences by grade level for the MAP to possible differences by grade level on the state standardized test (PASS) indicates that PASS achievement decreases as the grade level increases. However, the percentage of students achieving a performance level of met or exemplary on the language arts PASS test has remained relatively constant from the 2009-2010 school year to the 2010-2011 school year.

CONCLUSIONS

1. All process objectives of the grant were met or exceeded.
2. The use of the books and equipment purchased by the grant exceeded the planned use.
3. The district was highly successful in meeting the goal of “providing students with increased access to up-to-date school library materials; well-equipped, technologically advanced school library media centers; and well-trained, professionally certified school library media specialists (LMS)”.
4. The district has made progress toward the goal of 75% improvement in student academic achievement.

RECOMMENDATIONS

1. Continue to utilize the committees and methods used to implement the grant to assure the continued success of the use of the equipment and other resources accessed through the grant.
2. Continue to provide training and technical assistance to the teachers and staff on the use of the resources and equipment gained through the grant.
3. Seek additional funding to continue to upgrade the holdings of the media centers.
4. Continue to expand out-of-school-time hours for access to media centers for all students and teachers.

**APPENDIX ONE:
INTERVIEW SCHEDULES**

SITE VISIT TO HAMPTON SD1 – AUGUST 31, 2011 LITERACY THROUGH TECHNOLOGY GRANT

Interview with Carole

Information Needed

1. TitleWise Curriculum Maps Pre/Post Project
2. List of Equipment/Supplies/Catalog Purchases in Excel
3. Export of Circulation Records
4. Interim Reports from Media Specialists
5. DISCUS statistics on how often teachers utilize software
6. MAP, EOC, HSAP, PASS, Reading Counts Reports
7. Results from Technology Survey
8. Online Data from Fennel and Wade Hampton High

More information on Trainings Held - Buseo and Baker

1. Topics
2. Trainer
3. Attendance

Meeting minutes, agendas, attendance logs and/or membership records from School Improvement Council when addressing issues related to the library or technology

School Leadership Teams

Vertical Team Meetings

Data Request from District Data Specialist

1. MAP Reading Scores – by school/grade level
 - a. Fall 2010
 - b. Spring 2011
2. End of Course Test Scores: 2009-2010 and 2010-2011
 - a. Literacy: total for each year by subject math for tech/Algebra and English. Fields: number tested, number A, number B, number C, number D, number F, average grade
 - b. MSP: math and science by student. Fields: Student SUNS/ID, Test Year, Subject, Grade
3. HSAP Exit Exam Scores: 2009-2010 and 2010-2011
 - a. Literacy: total for each year by subject math and English. Fields: number tested, number level 1, number level 2, number level 3, number level 4
 - b. MSP: math by student. Fields: Student SUNS/ID, Test Year, Attempt, Performance Level
4. PASS Scores: 2009-2010 and 2010-2011
 - a. Literacy: total for each year by school/grade level. Fields: number tested, number level 1, number level 2, number level 3
 - b. MSP: math and science by student. Fields: Student SUNS/ID, Test Year, Math Scale Score, Math Performance Level, Science Scale Score, Science Performance Level
5. Reading Counts (Literacy) total by school/grade level
 - a. 2009-2010
 - b. 2010-2011
6. Classroom Schedule Export (MSP)
 - a. Used to link teachers to students. 2009-2010 and 2010-2011

Interview with Library Media Specialists

1. In the past year, what kinds of new technology have been brought into the Library?

2. How have you made use of this new technology? Why or why not?

3. Do you feel that the teachers are making use of the new technology? Why or why not?

4. Do you feel that students are making use of the new technology? Why or why not?

5. Did you attend the Professional Development Training with Baker?
 - a. What did you learn?

 - b. Did you share this information with the teachers at your school?

6. Did you attend the Professional Development Training with Buseo?
 - a. What did you learn?

 - b. Did you share this information with other teachers?

 - c. Have you participated in any of the CSI activities at the high school?

7. How often do you provide consultation to classroom teachers on projects or activities they are planning for their students?
 - a. Examples? What kind of projects/activities?
 - b. Did the teachers use the information you provided?

8. Tell me about any other trainings or information you have provided to teachers.
 - a. Topics?
 - b. How many teachers?

Interview 1 with Teachers

Number of Teachers

Grade Level & Subject Taught/School:

A	B	C	D	E
F	G	H	I	J

1. How many of you worked in the district two years ago? (2009-2010 school year)
2. For those who did, tell me about how you used technology then?

a. Mobile lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

b. Computer lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

c. Other technology?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

3. During the past year, what kind of changes have you noticed in the availability of technology at the school you work in?

4. How do you use technology now?

a. Mobile lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

b. Computer lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

c. Other technology?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

5. Do you feel that the materials provided for you to use in the classroom are up to date and relevant to your students?

6. How is Reading Counts integrated into your classroom instruction?

7. Did you attend the Professional Development Training with Baker?

a. What did you learn?

b. Did you share this information with other teachers?

8. Did you attend the Professional Development Training with Buseo?
 - a. What did you learn?
 - b. Did you share this information with other teachers?
 - c. Have you participated in any of the CSI activities at the high school?

9. How often do you ask your school's media specialist for help in developing a project or classroom activity for students?
 - a. What kind of projects were they?
 - b. Was the information helpful?

 - c. In what other ways do you work with your school's media specialist?

10. Have you attended any trainings or meetings held by the Library Media Specialist?
 - a. Was the information useful? How did you use it?

11. What kind of changes have you seen in the students you teach as a result of new technologies?

Interview 2 with Teachers

Number of Teachers

Grade Level & Subject Taught/School:

A	B	C	D	E
F	G	H	I	J

1. How many of you worked in the district two years ago? (2009-2010 school year)
2. For those who did, tell me about how you used technology then?

a. Mobile lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

b. Computer lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

c. Other technology?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

3. During the past year, what kind of changes have you noticed in the availability of technology at the school you work in?

4. How do you use technology now?

a. Mobile lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

b. Computer lab?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

c. Other technology?

More than once a week 5	Once a week 4	2-3 times per month 3	Once per month 2	Once per grading period 1	Almost Never 0

5. Do you feel that the materials provided for you to use in the classroom are up to date and relevant to your students?

6. How is Reading Counts integrated into your classroom instruction?

7. Did you attend the Professional Development Training with Baker?

a. What did you learn?

b. Did you share this information with other teachers?

**APPENDIX TWO:
ONLINE SURVEY**

1	1	1	1	1	0		0	0
1	1	1	1	1	0		0	0
1	1	1	1	1	1	1 ensuring that we receive authentic teaching strategies receive an accelerated tool f	0	0
1	0	0	1	1	1		0	0
1	0	1	1	1	1		0	1
1	0	1	1	1	1		0	1
1	1	1	1	1	0		0	0
1	1	0	0	1	1	1 I feel that we need to have more EOC prep help. I feel professional development ir	0	1
1	1	0	1	1	1		0	0
1	1	1	1	1	1		0	0
1	1	1	1	1	1		0	0
1	1	1	1	1	1		0	1
1	0	0	1	1	1		0	0
1	1	0	0	0	1	n/a	0	1
1	1	0	1	1	1		0	0
1	1	0	0	1	0		0	0
1	1	0	1	0	0		0	0
1	0	0	1	1	1	1 As a science teacher, I feel that labs are not adequetly stocked or available to high	0	0
1	1	0	1	0	1		0	0
1	1	0	1	1	1		0	1
1	1	0	1	0	1	1 I don't feel we have enough time to devote to these 2 areas, or the time to plan for	0	0
1	1	1	1	1	1	1 Time to plan and teach everything required.	0	0
1	1	1	0	1	1	1 Time to plan, and think through the materials is difficult to come by. There are ma	0	0
1	1	0	0	0	1		0	1
1	1	0	1	1	0		1	0
1	1	1	1	1	1		0	1
1	1	1	1	1	1		0	1
1	1	1	0	0	0		0	1
1	1	0	1	1	1		0	0
1	1	1	1	1	1		0	0
1	1	1	1	1	1		0	0
1	0	1	0	1	0		0	0
1	1	1	1	1	1		0	0
1	1	0	1	1	1		0	0
1	0	0	1	1	1	1 I am concerned that our new ideas improve instruction, not JUST cater to student i	0	0
1	1	1	0	1	1		0	0
1	0	1	0	1	1		0	0
1	1	1	0	1	1		0	0

1	1	1	1	1	1	Some teachers not using the math and science terminology on a regular basis on	0	0	
1	1	1	1	1	1	1.Need missing kits or other supplemental materials.	0	0	
1	1	0	0	0	1		0	0	
1	1	1	1	1	1		0	1	
1	1	1	1	1	1		0	0	
1	1	1	1	1	1		0	0	
1	0	1	0	1	1	I was thrown into teaching Science after school started this year. I do not feel com	0	1	
1	1	1	1	1	1		0	0	
1	0	0	1	0	0		0	0	
1	0	0	0	1	1		0	0	
1	0	0	0	1	1		0	0	
1	0	0	0	1	1	The students are not coming to high school properly prepared for any math class n	0	0	
1	1	1	1	1	1		0	0	
1	0	1	1	1	1		0	1	
1	0	0	0	1	1	N/A	0	0	
1	1	1	1	1	1		0	0	
1	1	1	1	1	0		0	0	
1	1	1	1	1	1	Training on STC and Foss Kits	0	0	
1	1	1	0	0	0		0	1	
1	0	0	1	1	1		0	0	
1	1	0	1	1	0		0	0	
1	1	0	1	1	0		0	0	
1	1	1	0	1	1		0	1	
1	1	1	1	1	1		0	1	
1	1	0	1	0	0		0	0	
1	1	1	1	1	1	Time management and how to incorporate each content, giving them the attention	0	0	
1	0	1	0	1	1	Require a Promethean board.	0	0	
1	1	0	1	1	1	In kindergarten we do not have kits for all of the standards for kindergarten	0	0	
1	1	0	1	1	1	In kindergarten we do not have kits for all of the standards for kindergarten	0	0	
1	1	1	1	1	0		0	0	
1	0	0	1	1	1	Promethean board	0	0	
1	1	0	1	0	0		0	1	
1	1	1	1	1	1		0	0	
1	1	0	1	1	1		0	0	
1	1	0	0	0	1		0	0	
88	70	50	65	76	69		23	1	19

ch to keep abreast of
ational trends

I have a strong understanding of
the following content

agree	strongly agree	math	science	technology
1	0	1	0	0
0	1	0	1	1
1	0	1	1	1
1	0	1	0	0
0	0	1	0	1
0	0	1	0	0
1	0	1	0	0
1	0	1	1	0
0	1	1	1	1
0	1	1	1	1
1	0	1	0	0
1	0	1	0	0
1	0	1	1	0
0	1	1	1	1
1	0	1	0	0

1	0	1	1	0
1	0	0	1	0
1	0	1	1	0
0	0	1	1	1
0	1	1	1	1
1	0	1	0	0
0	0	1	0	0
1	0	1	0	1
1	0	1	0	1
0	1	1	0	1
1	0	0	1	0
1	0	1	1	1
0	1	1	1	0
0	0	1	1	0
1	0	1	0	0
0	1	1	1	0
1	0	1	1	0
0	1	1	1	1
0	0	1	0	0
1	0	1	1	0
1	0	1	0	1
1	0	1	1	0
1	0	1	1	0
0	0	1	1	0
1	0	1	1	1
1	0	1	1	1
1	0	1	1	1
1	0	0	1	0
1	0	0	1	0
0	0	1	1	1
1	0	1	1	1
0	1	1	0	1
1	0	1	0	1
54	14	74	45	30