

Children's Literacy Initiative

Model Classroom Project Evaluation Interim Report Summary Findings* by the OMG Center for Collaborative Learning Show that Children's Literacy Initiative Model Classrooms Add Value to Schools and Significantly Improve Student Literacy Scores January 2009



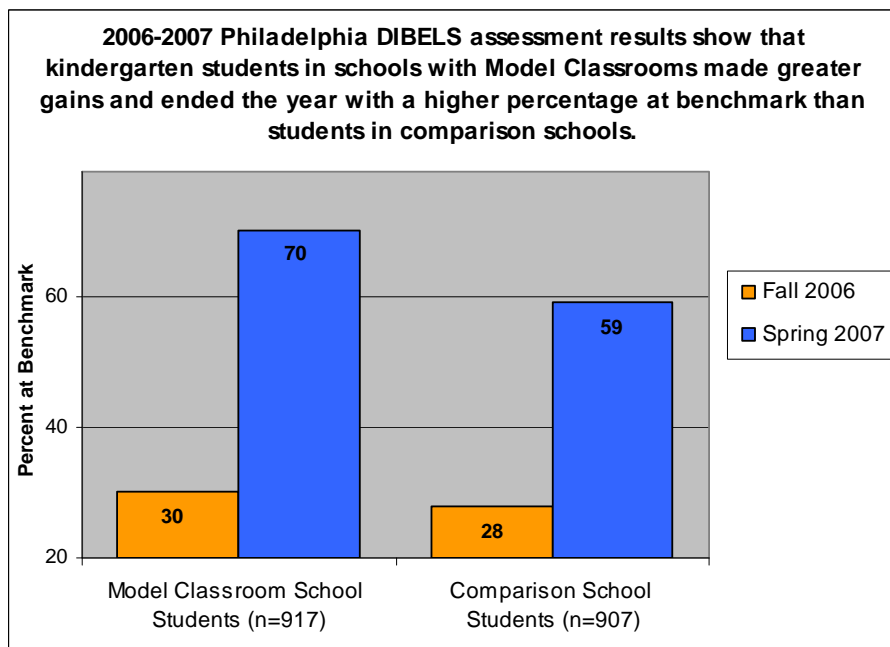
Children's Literacy Initiative and the School District of Philadelphia have been collaborating since 2005 to improve kindergarten and first grade literacy instruction through the development of Model Classrooms. The teacher in a Model Classroom learns to become a model of exemplary literacy practices as well as a leader and resource that other teachers visit and learn from.

With funding from the William Penn Foundation, OMG is conducting a two-year study of CLI's work in schools with Reading First Coaches and Model Classrooms, in comparison to similar schools that also have Reading First Coaches but do not have Model Classrooms.

The achievement of students in Philadelphia public schools with Model Classrooms was better than the achievement of students in comparison schools. Building on ongoing School District efforts, strategies used in schools with Model Classrooms benefited kindergarten and first grade students, African American students, and Latino English Language Learners.

PERCENTAGE OF KINDERGARTEN STUDENTS AT BENCHMARK: CLI VS. COMPARISON SCHOOLS

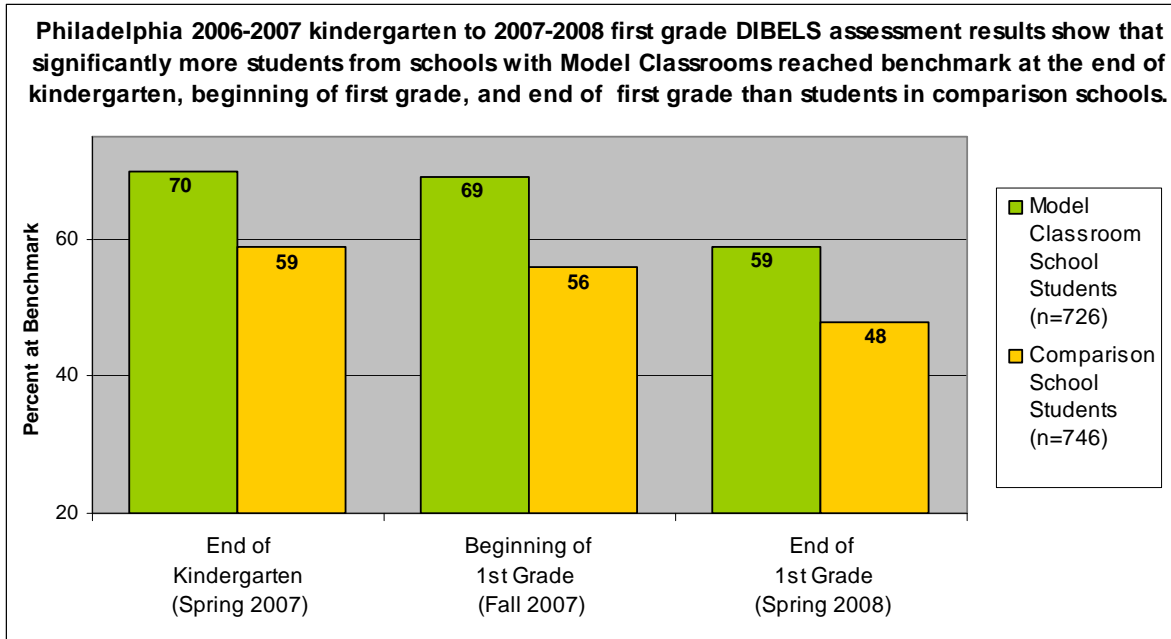
Consistently more kindergarten students in schools with Model Classrooms reached district literacy benchmarks, than students in comparison schools. These findings were true for every school with Model Classrooms and in both 2006-2007 and 2007-2008. Additionally, the overall proportion of students reaching grade level and the change from the beginning of the year to the end was always greater for the schools with Model Classrooms than in the comparison schools.



*These findings are inclusively and directly quoted from the report summary.

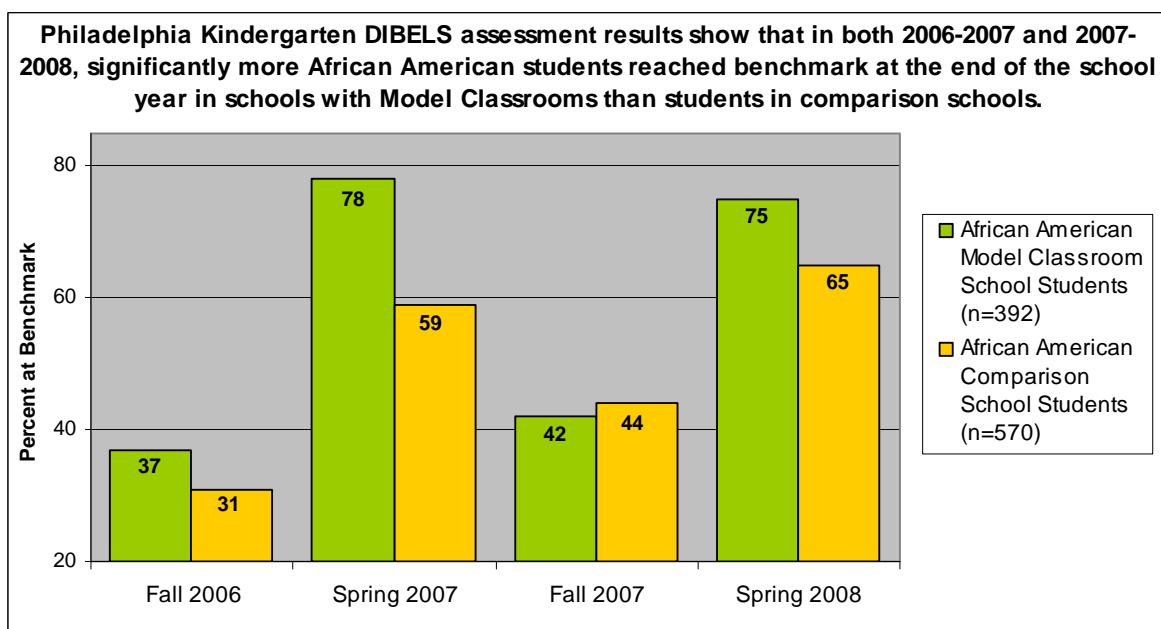
District-wide there is a decline in the proportion of students reaching first grade benchmarks, but students in schools with Model Classrooms fared better than students in comparison schools. While it is important to note that both groups had reductions in the proportion of students reaching benchmark, as compared to the end of kindergarten, the proportion of first grade students reaching benchmark for schools with Model Classrooms remained greater than the proportion from comparison schools.

PERCENTAGE OF FIRST GRADE STUDENTS AT BENCHMARK: CLI VS. COMPARISON SCHOOLS

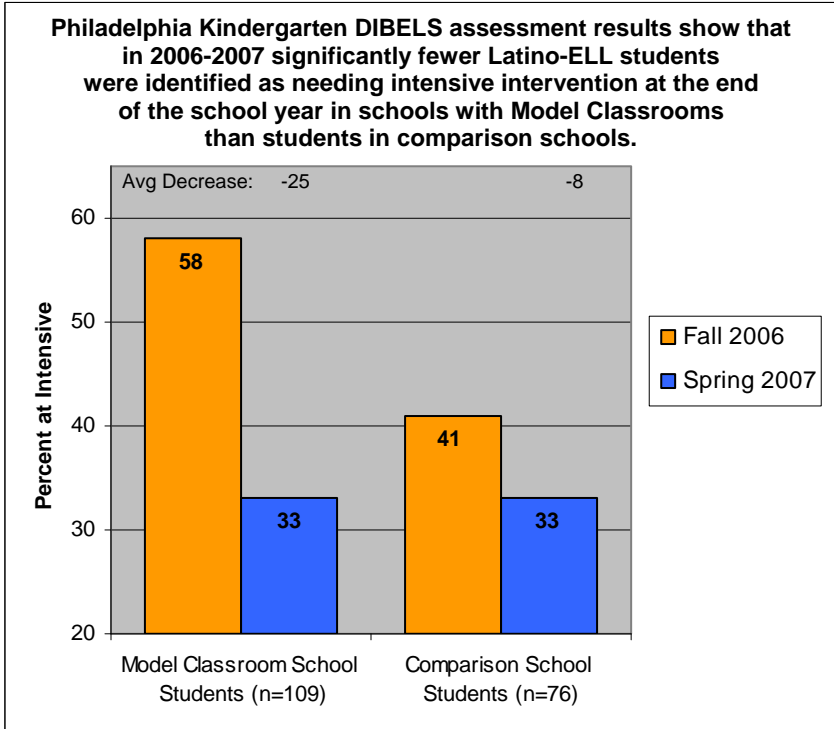


Significantly more African American (referred to as Black, non-ELL in the report) students reached proficiency in schools with Model Classrooms than in comparison schools. This was true for both kindergarten students and first grade students, and the differences in achievement from the beginning of the year to the end were also striking. For example, in 2006-2007, for schools with Model Classrooms a total of 78% of African American students reached the district benchmark (the increase in students at benchmark from the beginning of the year was 41 percentage points). For the same time period, only 59% of kindergarten students in comparison schools reached the district benchmark (the increase was 28 percentage points). While first grade students from both types of schools followed the district-wide pattern of reduced achievement, 60% of English-speaking African American students from schools with Model Classrooms were at benchmark at the end of the year. This was only true for 46% of first graders from comparison schools.

PERCENTAGE OF AFRICAN AMERICAN STUDENTS AT BENCHMARK: CLI VS. COMPARISON SCHOOLS



**PERCENTAGE OF LATINO-ELL STUDENTS NEEDING INTENSIVE INTERVENTION:
CLI vs. COMPARISON SCHOOLS**



Latino English Language Learner (ELL) students had more varied outcomes, but those with the greatest needs also fared better in schools with Model Classrooms. In both 2006-2007 and 2007-2008, as compared to comparison schools, fewer Latino-ELL students in schools with Model Classrooms started out at benchmark, and fewer ended the years at benchmark. But many more of those students from schools with Model Classrooms, who started the year with recommendations for intensive services (i.e., those with the greatest need), improved their outcomes. For example, in 2006-2007, the proportion of Latino-ELL kindergarten students needing intensive services declined by 25 percentage points from 58% at the beginning of the year to 33% at the end; for comparison schools the decline was 8 percentage points.

The District partnership with CLI has benefited students. The Model Classroom Initiative is desirably flexible and, as acknowledged by key school stakeholders, effectively promotes school literacy development efforts.

- Overall, the District partnership with CLI has been good for kindergarten and first grade students in schools with Model Classrooms. Model Classroom approaches are viewed as valuable overall.
- The Model Classroom approach is flexible and changes can have positive, school-wide results. Whether these results are sustained will be the subject of ongoing study.
- The presence of CLI Professional Developers and Model Classrooms that help kindergarten and first grade students achieve literacy outcomes facilitate positive relationships with administrators in the schools.
- The Model Classroom approach has worked well with the Reading First program.
- Most Model Classroom teachers reported that their relationships with other teachers and the school administration have improved since they became Model Classroom teachers.
- The seven principals from schools with Model Classrooms who responded to the survey were very positive about CLI efforts.

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