



# Soar to Success Program Evaluation

Richland County School District One

OFFICE OF ACCOUNTABILITY, ASSESSMENT, RESEARCH, & EVALUATION

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# Soar to Success Program Evaluation

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## Richland County School District One

***Soar to Success***, a researched based small group literacy intervention program, is designed for struggling readers in grades Kindergarten through eighth. The instructional plan for *Soar to Success* is a 45-minute daily lesson that uses authentic literature (both fiction and nonfiction), reciprocal teaching, graphic organizers, and scaffold support to accelerate students' reading growth. Additional Skill Focus and Skill Reinforcement lessons provide practice with decoding, fluency, summarizing, phonics, and vocabulary development. The lessons are concise, uniformed, and consistent enabling students to have success with reading skills. The program also provides many assessment tools for teachers to evaluate student progress.

Originally called Project SUCCESS and developed by Houghton Mifflin, this research-based intervention model was field tested with 345 students in 13 locations across the country over a two year time period. The extensive national study proved that the Project SUCCESS intervention model was effective in accelerating the reading growth of below-level readers in a small amount of instructional time. Research further indicated that students in the research group performed significantly better than the control group on retellings, answering questions, and comprehension.<sup>1</sup>

The *Soar to Success* program can be implemented at the school level in four ways including a pullout model, an in-class model, an extended day outreach model, or as a summer reading curriculum. With any approach to the program, *Soar to Success* is an intervention program meaning that student participants receive both the reading intervention program and the core district reading curriculum every day. Program goals for *Soar to Success* are based on research from Project SUCCESS. Goals include:

Grades K - 2:

- (1) To accelerate children's reading abilities as quickly and efficiently as possible.
- (2) To help early readers grow in the ability to use phonics skills to decode and read fluently in order for them to comprehend what they are reading.
- (3) To provide reading tools, such as beginning reading strategies and skills that children can use independently to become successful readers on or above grade level.

Grades 3 - 8:

- (1) To accelerate children's reading abilities as quickly and efficiently as possible.

- (2) To help students learn to apply and use the comprehension and decoding strategies and skills of an effective reader as they read across the curriculum.

### **Soar to Success in Richland One**

The *Soar to Success* program is in its eighth year of implementation in Richland County School District One. Currently only elementary schools are using the *Soar to Success* program. The program is in place at seven elementary schools in the district which include: Burton Pack, Carver-Lyon, Greenview, Hyatt Park, Pine Grove, South Kilbourne, and Watkins-Nance. In 2007-08, Watkins-Nance did not have the program. Thomas had the program in 2007-08 but opted not to have the program this school year. Data results that will be discussed in this evaluation are from the 2007-08 school year unless noted otherwise. Approximately 400 students in grades 1 to 5 participated in the program last school year. The participants were primarily from grades 2 and 3. Title One funds staff development for all teachers and schools using the intervention program including teacher meetings, school visits and coaching by the district consultant.

At the beginning of each school year, student test scores from the previous school year as well as beginning of the year scores are reviewed by the Soar teachers in order to select the student participants for the program. Houghton Mifflin recommends placing students in the program who have standardized test percentiles between the 30th-49th on CORE Reading.<sup>1</sup> Also, students must be able to decode simple words. It is recommended that English Learners be intermediate or above to fully benefit from the program. The selection rubric is provided by the district program coordinator. For school year 2008-2009, the student selection process included the following types of test scores and assessments (as shown in Appendix A):

- (i) Dominic text leveling
- (ii) Houghton Mifflin screenings for letter recognition, concepts of print, and word recognition
- (iii) Teacher Judgments
- (iv) Stanford reading (for Hyatt Park and Greenview, the Reading First schools)
- (v) TerraNova reading scores
- (vi) STAR reading scores
- (vii) PACT ELA scores

Students are selected for participation in the program in the first month of each school year. The pullout model approach is primarily used for the program with a few schools using an in-class version. The student participants attend a Soar class the entire year unless they “graduate out” of the program, move, show lack of progress, or have poor attendance.

A District Soar Access database is used to collect student demographics and class attendance, quarterly test scores such as Dominie and STAR Reading, program oral reading and retelling checks, and program benchmark assessment scores. The Soar teachers enter their student data routinely into the database to meet the quarterly data submission deadlines. The data is collected electronically to create progress reports and for evaluation purposes. Mid-year Soar progress reports are shared with parents, teachers, and school administrators and further used by the Soar and ELA teachers to measure student progress.

This evaluation report will enlighten district and school administrators about the program and will present commendations and recommendations regarding program outcomes found through the process of conducting the evaluation. In the rest of this report, the evaluation questions will be given and then a response will follow.



## Q2: Were Soar student test scores impacted during the school year?

Student test scores did improve for Soar participants during the 2007-08 school year on multiple assessments. In this section, district summary results will be provided for Soar participants.

### Dominie

In Table 2, the Dominie beginning of the year (pre-) and year-end (post-) median assessment levels for Soar students are shown for grades 1, 2, and 3. The Dominie assessment is used to determine the reader's oral and comprehension reading levels. The assessment levels are based upon levels 1 to 18. The grade equivalent (GE) level (which is shown in parenthesis) provides the student's current reading level as compared to that of other students nationally. At the beginning of the school year, the students in each grade were reading below grade level on average, and at the end of the school year, they were reading on grade level on average. Using these test results, the first graders showed the most gains.

Grade	#Students	Pre-Level	Post-Level
1	58	1B (Start of Grd K)	6B (End of Grd 1)
2	95	4 (Mid Grd 1)	7B (Start/Mid Grd 2)
3	48	7A (Start of Grd2)	9B (Grd 3)
All	201	3B (Start of Grd 1)	7A (Start of Grd 2)

### Informal Reading Inventory

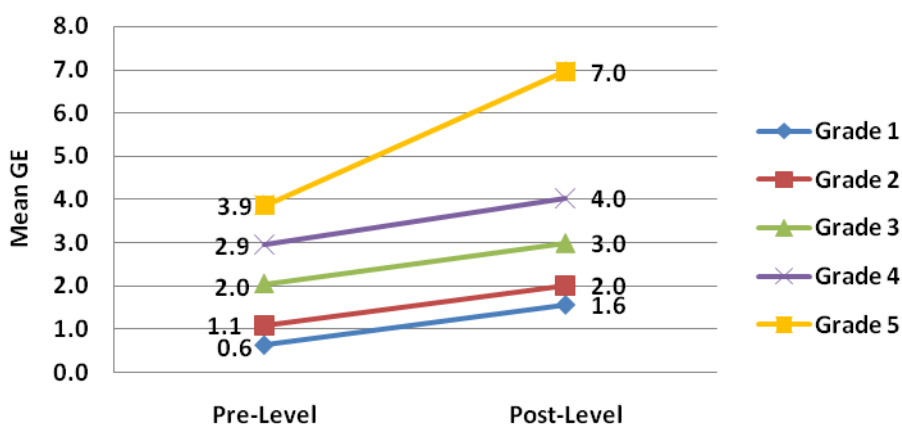
In Table 3, the Informal Reading Inventory (IRI) pre- and post- mean passage levels for Soar students are shown for grades 3 to 5. Reading First schools assessed their third graders with Dominie while the rest used the IRI. The IRI is an individually administered reading test designed to help determine a student's progress over time and their strengths and needs in using reading skills and strategies. The passage level indicates the current grade level at which the child scored. Using these test results, there was a mean net gain of +2.6.

Grade	#Students	Pre-Level	Post-Level	Change
3	29	1.1	3.6	+2.4
4	39	2.5	5.4	+2.8
5	21	3.6	6.1	+2.5
All	89	2.3	5.0	+2.6

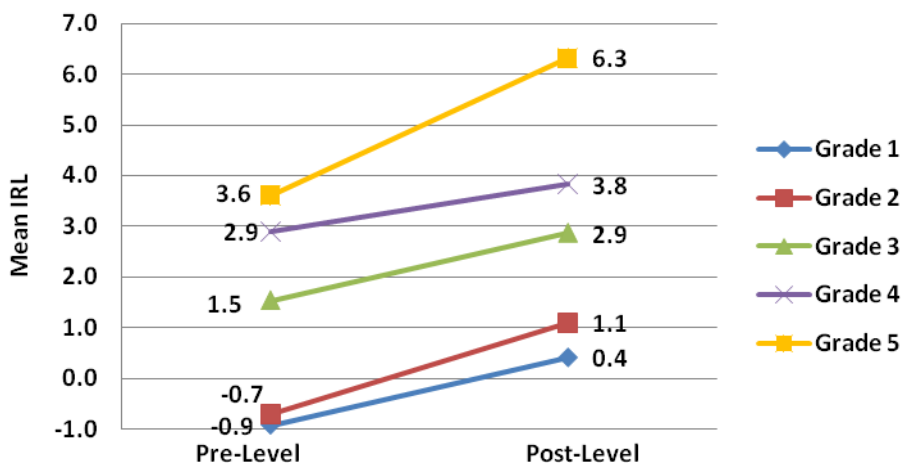
## STAR Reading

Charts 1 and 2 provide the STAR Reading pre- and post- GE scores and instructional reading levels (IRL) for Soar students in grades 1 to 5. STAR Reading is a computerized test given to students to determine their reading level. The GE provides the student's current reading level as compared to that of other students nationally. The IRL is the level where a student can most likely learn without experiencing too many difficulties. The mean GE differences on STAR Reading for students in grades 1 to 5 were +1.0, +0.9, +1.0, +1.1, and +3.1, respectively. The mean IRL differences on STAR Reading for students in grades 1 to 5 were +1.3, +1.8, +1.4, +0.9, and +2.7, respectively. Using these test results, the fifth graders showed the most gains. In the calculations, pre-primer (PP) was denoted as -1.0 and primer (P) was denoted as 0.0.

**Chart 1: STAR Reading - Mean GE - 2007-08**



**Chart 2: STAR Reading - Mean IRL - 2007-08**



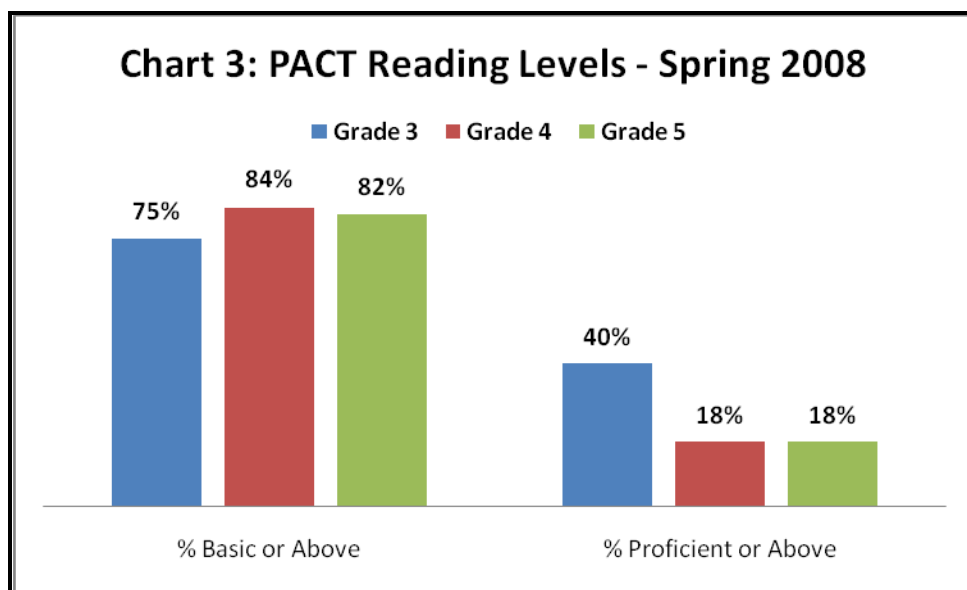
## Oral Readings & Retellings

Each student took oral reading and retelling assessments periodically, and the results were collected by the Soar teachers. The oral reading scores for grades 1 and 2 indicate the accuracy of a child's reading of a particular book. Retelling scores for grades 3 to 5 indicate a child's comprehension of a particular book. For each student, up to eleven books included an oral reading or retelling assessment during the 2007-08 school year. Since all of the schools reached nine books, the mean percent correct for books 1, 5, and 9 are presented in Table 4 for each participating school. Overall, the students scored well on the oral reading and retellings throughout the school year. Pine Grove had the most gains, followed by Hyatt Park.

<b>School</b>	<b># Students</b>	<b>Book 1</b>	<b>Book 5</b>	<b>Book 9</b>	<b>Post-Pre</b>
Burton-Pack	58	96	99	100	4
Carver-Lyon	72	95	92	95	0
Greenview	28	96	95	97	1
Hyatt Park	67	89	85	94	5
Pine Grove	54	86	89	100	14
S. Kilbourne	70	97	97	99	2
Thomas	35	99	94	100	1
<b>District</b>	<b>384</b>	<b>93</b>	<b>93</b>	<b>98</b>	<b>5</b>

**Q3: What percent of Soar students had reading performance levels on Spring 2008 PACT of basic or above and proficient or above?**

The PACT Reading performance levels from Spring 2008 of the students who participated in the Soar program from grades 3, 4, and 5 are shown in Chart 3. Of the third graders (n=93), seventy-five percent scored basic or above and forty percent scored proficient or advanced on PACT Reading. Of the fourth graders (n=45), eighty-four percent scored basic or above and eighteen percent scored proficient or advanced on PACT Reading. Of the fifth graders (n=22), eighty-two percent scored basic or above and eighteen percent scored proficient or advanced on PACT Reading.



In addition to looking at the post- PACT reading levels, it is important to compare these results to the prior year. For the Soar students in fourth and fifth grades, pre- and post- PACT reading levels were compared. Fifty-two percent of the Soar students had no change in their reading performance level. Thirty-two percent had an increase in their reading performance level which would include moving from below basic to basic, basic to proficient, and proficient to advanced. Seventeen percent had a decrease in their reading performance level which would include moving from advanced to proficient, proficient to basic, and basic to below basic. The summarized results are shown in Table 5.

Table 5:		Percent Change in PACT Reading Performance Level from Spring 2007 to Spring 2008		
Grade	# Students	No Change	Increased	Decreased
4	38	47.4%	31.6%	21.0%
5	22	59.1%	31.8%	9.1%
All	60	51.7%	31.7%	16.6%

As an extension to Table 5, Table 6 compares the Spring 2007 and Spring 2008 PACT reading performance levels of Soar students in a two-way table. Of the 52% who had no change in their reading performance level, 38% maintained a score of basic. Of the 32% who had an increase in their reading performance level, 20% increased from below basic to basic and 12% from basic to proficient. Note that there were three students who scored proficient in reading in Spring 2007 and were also proficient in reading in Spring 2008.

Table 6: PACT Reading Performance Level Change			
	Spring 2008		
Spring 2007	Below Basic	Basic	Proficient
Below Basic	5 (8.3%)	12 (20.0%)	0 (0.0%)
Basic	5 (8.3%)	23 (38.3%)	7 (11.7%)
Proficient	0 (0.0%)	5 (8.3%)	3 (5.0%)

#### Q4: How do Soar and non-Soar students compare on Spring 2008 PACT?

The PACT English-Language Arts (ELA) scores for Soar students who were enrolled in grades 4 and 5 were compared to similar students who were not participants in the Soar program. The students were matched based on their grade level, race, sex, lunch status, and PACT Spring 2007 ELA score. Since the Soar program was at seven Richland One elementary schools, the analysis only included students from these schools. A total of 60 Soar students were matched with 60 non-Soar students. Three Soar students were excluded from the analysis since no matches were identified. Table 7 shows the demographic information of the students.

Total N	Race	Lunch Status		Grade in 2008-09	
	Black	Free/Reduced	Pay	4	5
60	60 (100%)	55 (92%)	5 (8%)	37 (62%)	23 (38%)

Students were assigned points weights from 1 to 5 points, depending on their PACT scale score as follows: 1.00 to 1.75 points for scoring “Below Basic 1”, 2.00 to 2.75 points for scoring “Below Basic 2”, 3.00 to 3.75 points for scoring “Basic”, 4.00 to 4.75 points for scoring “Proficient”, and 5.00 points for scoring “Advanced”.

The average score for the Soar student group was compared with the matched non-Soar student group. The mean PACT Spring 2007 ELA point weight for both groups was 3.20. The mean PACT Spring 2008 ELA point weight for the Soar group was 3.07 (s=0.66). The mean PACT Spring 2008 ELA point weight for the non-Soar group was 2.91 (s=0.54). The mean PACT Spring 2008 ELA point weight for the Soar group is statistically larger than for the non-Soar group at the 0.05 level.

Both groups had a mean decrease in their scores from Spring 2007 to 2008, but the Soar students had less of a decrease. The mean PACT ELA point weight differences between Spring 2007 and Spring 2008 for the Soar student group compared to the non-Soar student group were statistically significant at the 0.05 level. See Table 8 below for a data summary and Appendix C for the statistical results.

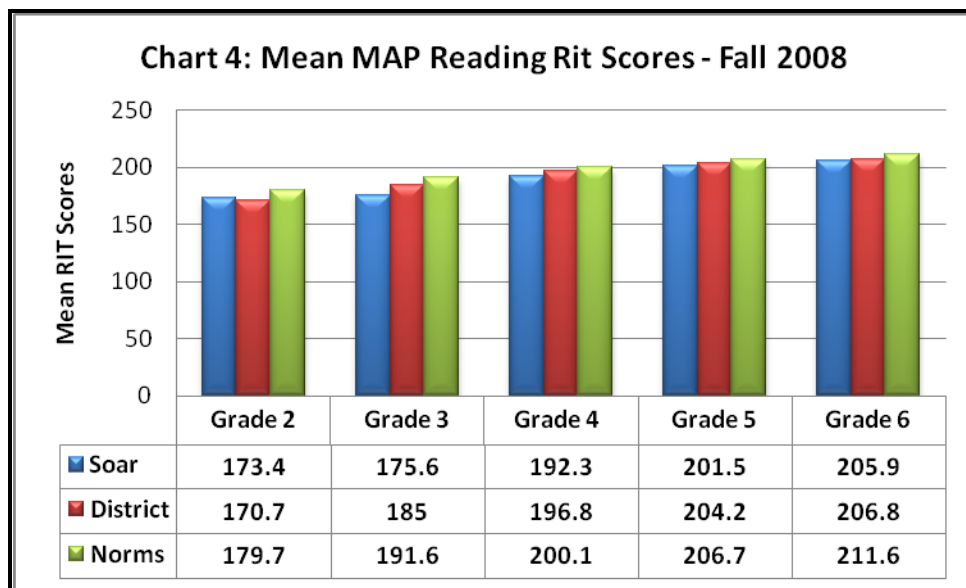
	Pre Mean	Post Mean	Mean Difference
<b>Soar</b>	3.20	3.07	-0.13
<b>Non-Soar</b>	3.20	2.91	-0.29

In 2007-08, over 70% of the students served in the Soar program were in grades 2 and 3, but the district did not have a test for these grade levels which provided pre- and post- reading scores for this evaluation. MAP pre- and post- RIT scores can be analyzed in a future study since it is now used district-wide in grades 3 to 10.

**Q5: What is the distribution of the Fall 2008 MAP Reading RIT scores for last year's Soar students?**

Northwest Evaluation Association (NWEA) assessments, like MAP, use a measurement scale that has proven to be exceptionally stable and valid over time.<sup>2</sup> The scale is based upon modern test theory and is divided into equal parts called Rasch units, commonly known as RIT scores. The RIT scale is infinite, but most students score between 140 and 300. It is also grade-independent; and therefore, student growth can be measured across grades. If both a third grader and fourth grader scores 215, then they are learning at the same level as measured by the assessment.

The MAP Reading RIT scores from Fall 2008 of the students who participated in the Soar program in the 2007-08 school year from grades 1 to 5 are shown in Chart 4. In the 2008-09 school year, these students are now in grades 2 to 6, assuming they were not retained. The numbers of Soar students for grades 2 to 6 with Fall MAP scores were 62, 102, 81, 43, and 19 respectively for a total of 307 students. Their mean scores are compared to the mean district scores as well as the mean norms provided by NWEA. NWEA performed a norms study which included data from over 2.8 million students from 6,905 schools in 1,123 districts located in 42 states. Stratified sampling was used for ethnicity and socio-economic statuses in order to have a representative sample of students.



The mean reading RIT score of the Soar students is lower than the district and norms mean reading RIT scores for all grade levels except grade two. Also, the district mean reading RIT scores falls below the norms mean for each grade level.

**Q6: What were perceptions of the Soar program from school administrators, Soar teachers, ELA teachers, students, and parents?**

In the last quarter of the 2007-2008 school year, year-end surveys were completed by school staff, students and parents at schools that provided the Soar program. The student, teacher, and school personnel surveys were electronic, and the parent surveys were sent home with the Soar students. For the school personnel survey, principals were asked to complete the survey and to have two or three additional school personnel who are knowledgeable about the program to provide survey input. Only two of the seven schools had three or more respondents for a grand total of eleven district responses. The school personnel survey information was not analyzed due to a small sample size and low response rate.

**Students**

In each school, the Soar students were taken to computer labs by an instructor other than their Soar teacher to complete the online survey. The student survey response rate was close to 100%. The instructor started a new survey on each student's computer and then read the survey questions aloud. Survey responses were provided by 140 students in grades three to five to thirteen questions which had a 4-point Likert scale that ranged from "Always" to "Never". Student responses of "Always" and "A lot" were combined to indicate the student agreed with the statement. A complete summary of the survey results is available in Appendix B.

Nearly 100% of the students felt their Soar teacher expected them to learn and behave as well as understand the material. Ninety-seven percent felt their Soar teacher did a good job of teaching reading skills. Eighty-two percent said their Soar teacher praised them for doing good work. Eighty-eight percent said their teacher spends enough time helping them learn. Sixty-nine percent indicated their parents helped them with reading at home. Student participants in grades one and two had similar survey questions but either answered "Yes" or "No" in agreement with each statement. Of the 175 respondents, there were 94% to 100% agreement rates for every question. Ninety-four percent stated their parent helps them with reading at home.

**Parents**

The parent surveys were carried home by the Soar students in grades one to five and then the students brought the completed surveys back in sealed envelopes that were provided. 173 of 315 surveys (55%) were returned. Nearly 100% of parents said their child was interested in learning, and they saw improvement in their child's reading skills during the school year. Seventy-four percent indicated they received positive feedback about their child from the Soar teacher. Eighty percent said they were invited by the Soar teacher to visit the classroom. Eighty-three percent responded that they did

attend school meetings and other school events, but only 39% had volunteered at the school or in the classroom.

### Teachers

The Soar teachers and the primary ELA teachers were also asked questions about the Soar program. All fourteen Soar teachers (100%) provided survey feedback. Fifty-one of seventy (73%) of the ELA teachers completed the online survey. Overall, the Soar teacher ratings were higher than the ELA teacher ratings. As an example, the first question stated the Soar program contributed to the improvement of the reading skills for the Soar students, 100% of the Soar teachers agreed and 84% of the ELA teachers agreed. All of the Soar teachers felt the Soar program was fully implemented at their school, and 82% of the ELA teachers agree. Lower percentages from both groups were given for whether or not there is sufficient instructional space for the Soar program at the schools. Eighty-six percent of the Soar teachers agree, and 80% of the ELA teachers agree. Sixty percent of the ELA teachers felt the parents of Soar students understood the purpose of the program; whereas, 86% of the Soar teachers felt the parents understood. Fifty-seven percent of the Soar teachers said the Soar parents attend school meetings and other school events, and 47% of the ELA teachers agreed. The parents rated their participation in school functions much higher with 83%.

The teacher survey results were discussed among district staff and then at the Soar teacher year-end meeting, the results were presented. After the results were presented, the Soar teachers along with district staff discussed ways to improve communication since the survey results showed there was a difference of opinion between Soar and ELA teachers. The survey results also revealed a need for better communication between Soar teachers and parents. Recommendations were established as a result of this meeting for the 2008-2009 school year, and it is the Soar teachers' responsibility to initiate communication in the following ways.



#### **Communication with School Administration**

1. School Administration Meeting (beginning of school year):  
Discuss:
  - Goals of Program/Program Features
  - Selection Process
  - Progress Forms/District Database
  - Job Duties
2. Invite administration to classroom (2x per nine weeks)
3. Create "Data Wall".
4. E-mail mid-year progress forms to administration.



### Communication with Teachers

1. Teacher Meeting to review (beginning of school year):  
Discuss:
  - Goals of Program/Program Features
  - Selection Process
  - Progress Forms/District Database
  - Job Duties
2. Invite teachers to classroom (1x per month).
3. Formal meeting with teachers to discuss program, progress, and concerns (1x per month).
4. E-mail mid-year progress forms to teachers.



### Communication with Parents

1. Highlight program at PTO meetings, Reading Night, parent conference days, etc.
2. Monthly information in school newsletter.
3. Create quarterly newsletter with report card (use STAR report for ideas).
4. Write individual comments to add to report card (use STAR report for ideas) and send home the mid-year progress forms to parents.
5. Send books home.

## RECOMMENDATIONS

1. The Soar teachers should have more communication about their students with the school administrators, teachers and parents as described above.
2. The Soar student selection rubric should be modified. Some test scores such as the PACT Reading score should carry more weight for selection than other test scores such as the STAR Reading score. If a student was proficient on PACT Reading, then he should not be served in Soar even if his STAR Reading score is within the selection range. District and/or school administrators should be more involved in the student selection process to ensure the appropriate students are selected.
3. Soar teachers should follow the guidelines for Soar best practice implementation and have 45-minute daily lessons.
4. Students who participate in the Soar program do not need to also participate in a second type of reading intervention during the school day.
5. MAP pre- and post- RIT scores should be analyzed in a future study since this assessment is now being used district-wide. Also, a comparison of MAP post- scores for Soar and matched non-Soar students would be beneficial to gauge the program effect.

## REFERENCES

<sup>1</sup> Houghton Mifflin Harcourt Education Place. 2009 . Houghton Mifflin Harcourt Publishing Company. 02 Feb. 2009. < <http://www.eduplace.com/>>

<sup>2</sup> NWEA. 2004-2009. 10 Feb. 2009. < <http://www.nwea.org>>

## APPENDIX A

### Soar To Success Selection Rubric

2008 - 2009

First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Dominie Benchmark1A - 1B	Dominie Benchmark 3 - 5	Dominie Benchmark 6B - 8	PACT Reading 291 - 300	PACT Reading 390 - 400
Letter Identification (Houghton Mifflin)	Standford Testing NCE 20 - 40 (Reading First)	Stanford Testing 20 - 40 NCE	STAR Reading 2.5 - 3.9	STAR Reading 3.5 - 4.9
Concepts of Print (Houghton Mifflin)	Concepts of Print (Houghton Mifflin)	Terra Nova Total Reading 20 - 40	Houghton Mifflin Reading Inventory **Once Selected	Houghton Mifflin Reading Inventory **Once Selected
Word Recognition (Houghton Mifflin)	Word Recognition (Houghton Mifflin)	STAR Reading 1.8 - 2.9		
Teacher Recommendation	Phonemic Awareness (Houghton Mifflin)			
	Teacher Recommendation			

Consideration when selecting students. . .

1. No ELA IEP
2. Must be able to work in cooperative group, no history of discipline referral
3. Poor attendance
4. No Early or SOAR repeaters

## APPENDIX B

Table B1: Soar Student Survey Results - Grade 1 to 2 - 2007-2008		PERCENT	
		YES	NO
1	My teacher wants me to understand what I am learning.	100%	0%
2	My teacher expects students to learn.	99%	1%
3	My teacher expects students to behave.	99%	1%
4	My teacher spends enough time helping me learn.	98%	2%
5	My teacher helps students when they do not understand something.	97%	3%
6	My teacher does a good job teaching me reading skills.	100%	0%
7	The program material helps me learn better.	97%	3%
8	My teacher praises students when they do good work.	97%	3%
9	I am interested in learning in my intervention class.	98%	2%
10	I am interested in learning while at school.	99%	1%
11	I feel I am a better reader after being in the intervention class.	99%	1%
12	I feel my teacher cares about me as an individual.	95%	5%
13	My parent helps me with reading at home.	94%	6%

Table B2: Soar Student Survey Results - Grade 3 to 5 - 2007-2008		PERCENT				
		Agree	Always	A lot	Some-times	Never
1	My teacher wants me to understand what I am learning.	99%	81%	18%	1%	0%
2	My teacher expects students to learn.	100%	77%	23%	0%	0%
3	My teacher expects students to behave.	99%	85%	14%	1%	0%
4	My teacher spends enough time helping me learn.	88%	59%	28%	12%	1%
5	My teacher helps students when they do not understand something.	87%	67%	20%	12%	1%
6	My teacher does a good job teaching me reading skills.	97%	73%	24%	3%	0%
7	The Soar to Success material helps me learn better.	90%	59%	31%	9%	1%
8	My teacher praises students when they do good work.	82%	59%	22%	16%	2%
9	I am interested in learning in my Soar to Success class.	91%	59%	31%	9%	0%
10	I am interested in learning while at school.	92%	71%	21%	7%	1%
11	I feel I am a better reader after being in the Soar to Success class.	86%	61%	25%	13%	1%
12	I feel my teacher cares about me as an individual.	89%	72%	17%	8%	3%
13	My parent helps me with reading at home.	69%	39%	30%	25%	7%

Table B3: Soar Teacher Survey Results - 2007-2008		Early/SOAR Teacher			ELA Teacher		
		%Agree	%Disagree	%Don't Know	%Agree	%Disagree	%Don't Know
1	The Early/SOAR program contributed to the improvement of the reading skills for its participants.	100	0	0	84	12	4
2	I feel the Early/SOAR program is fully implemented at my school.	100	0	0	82	10	8
3	The Early/SOAR/classroom teachers encourage the students to learn (asked of other group).	100	0	0	92	4	4
4	The Early/SOAR/classroom teachers care about the students as individuals (asked of other group).	93	0	7	92	4	4
5	The Early/SOAR class is held regularly Monday through Friday.	93	7	0	78	18	4
6	The Early/SOAR intervention has made a positive impact for the participants.	100	0	0	86	12	2
7	Communication between the Early/SOAR and classroom teachers is good.	93	7	0	86	12	2
8	Classroom and Early/SOAR teachers communicate on a regular basis about student progress.	93	7	0	80	18	2
9	Classroom and Early/SOAR teachers respect each other at my school.	93	7	0	94	4	2
10	School administrators are supportive of the Early/SOAR intervention program.	100	0	0	82	10	8
11	School administrators visit my classroom to observe instruction.	93	7	0	86	14	0
12	There is sufficient instructional space for the Early/SOAR program at my school.	86	14	0	80	16	4
13	Parents at my school understand the purpose of the Early/SOAR program.	86	7	7	60	16	24
14	Parents of Early/SOAR students attend school meetings and other school events.	57	43	0	47	43	10
15	Parents at my school are interested in their children's progress in Early/SOAR.	72	14	14	62	20	18
16	Students in the Early/SOAR program are interested in learning.	100	0	0	90	8	2
17	District administrators provide professional development and support.	93	7	0			
18	District and school administrators communicate about the Early/SOAR intervention program.	72	7	21			
19	The Early/SOAR lesson plan is easy to follow.	100	0	0			
20	I feel confident teaching in a Early/SOAR classroom.	100	0	0			
21	I have all needed materials to fully implement the Early/SOAR program.	93	7	0			
22	Data collection is effective for the Early/SOAR program.	93	7	0			
23	The 2007-2008 Early/SOAR Access Database is user-friendly.	100	0	0			

<b>Table B4: Soar Parent Survey Results - 2007-2008</b>		<b>Count</b>	<b>% Agree</b>
1	My child is interested in learning.	168	99
2	My child's reading skills improved this school year.	170	99
3	The reading teacher helped my child read better.	166	98
4	My child's teacher encourages my child to learn.	164	99
5	My child's teacher provides extra help when my child needs it.	156	95
6	My child's teacher contacts me to say good things about my child.	165	74
7	My child's teacher tells me how I can help my child learn.	166	87
8	My child's teacher invites me to visit my child's class during the school day.	166	80
9	My child's teacher cares about my child as an individual.	157	96
10	I attend school meetings and other school events.	167	83
11	I participate as a volunteer helper in the school or classroom.	158	39
12	I am interested in my child's progress in the reading program.	170	99

**APPENDIX C**

2007-2008 Soar-to-Success Evaluation  
 Records to Delete Because No Possible Match by Grade, Race, Lunch and EOC Point Weight

Obs	Student ID	Grade	Race	Lunch	EOC Point Weight	Match	Grade	Race	Lunch	EOC Point Weight	Match	Grade	Race	Lunch	EOC Point Weight	Match	Grade	Race	Lunch	EOC Point Weight	Match
3	088	5	B	N	5	2	*****	4	4	1	4.25	3.5	0.75	.	.	.	.	.	.	.	.
18	062	5	B	S	5	1	*****	4	4	1	3.00	3.0	0.00	.	.	.	.	.	.	.	.
23	062	4	N	S	4	1	*****	3	3	1	3.00	3.0	0.00	.	.	.	.	.	.	.	.

N = 3

Note: Student ID has been omitted from this report and replaced with '\*\*\*\*\*.'

2007-2008 Soar-to-Success Evaluation  
 Frequencies for 2007-2008 Grade, Race and Lunch For Both Experiment and Control

The FREQ Procedure

RACE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
B	60	100.00	60	100.00

LUNCH	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	5	8.33	5	8.33
S	55	91.67	60	100.00

EFA GRADE

EFAGRADE	Frequency	Percent	Cumulative Frequency	Cumulative Percent
4	37	61.67	37	61.67
5	23	38.33	60	100.00

2007-2008 Soar-to-Success Evaluation  
 Frequencies for 2007-2008 Grade, Race and Lunch For Both Experiment and Control

The UNIVARIATE Procedure  
 Variable: ela\_points

Moments

N	120	Sum Weights	120
Mean	2.98892622	Sum Observations	358.671147
Std Deviation	0.61158546	Variance	0.37403677
Skewness	-0.2614691	Kurtosis	-0.3484455
Uncorrected SS	1116.55197	Corrected SS	44.5103761
Coeff Variation	20.4617115	Std Error Mean	0.05582986

Basic Statistical Measures

Location		Variability	
Mean	2.988926	Std Deviation	0.61159
Median	3.000000	Variance	0.37404
Mode	3.000000	Range	2.75000
		Interquartile Range	0.89844

NOTE: The mode displayed is the smallest of 2 modes with a count of 12.

Tests for Normality

Test	--Statistic---	-----p Value-----
Shapiro-Wilk	W 0.982241	Pr < W 0.1150
Kolmogorov-Smirnov	D 0.090556	Pr > D 0.0169
Cramer-von Mises	W-Sq 0.099935	Pr > W-Sq 0.1140
Anderson-Darling	A-Sq 0.598955	Pr > A-Sq 0.1201

2007-2008 Soar-to-Success Evaluation  
 Frequencies for 2007-2008 Grade, Race and Lunch For Both Experiment and Control

The NPAR1WAY Procedure

Analysis of Variance for Variable ela\_points  
 Classified by Variable group

group	N	Mean
EXPERIMENT	60	3.070833
CONTROL	60	2.907019

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Among	1	0.805053	0.805053	2.1736	0.1431
Within	118	43.705323	0.370384		

Average scores were used for ties.

2007-2008 Soar-to-Success Evaluation  
 Frequencies for 2007-2008 Grade, Race and Lunch For Both Experiment and Control

The NPAR1WAY Procedure

Wilcoxon Scores (Rank Sums) for Variable ela\_points  
 Classified by Variable group

group	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
EXPERIMENT	60	4010.0	3630.0	190.177272	66.833333
CONTROL	60	3250.0	3630.0	190.177272	54.166667

Average scores were used for ties.

Wilcoxon Two-Sample Test

Statistic 4010.0000

Normal Approximation

Z 1.9955

One-Sided Pr > Z 0.0230

Two-Sided Pr > |Z| 0.0460

t Approximation

One-Sided Pr > Z 0.0241

Two-Sided Pr > |Z| 0.0483

Z includes a continuity correction of 0.5.

Kruskal-Wallis Test

Chi-Square 3.9925

DF 1

Pr > Chi-Square 0.0457

2007-2008 Soar-to-Success Evaluation  
 Frequencies for 2007-2008 Grade, Race and Lunch For Both Experiment and Control

The NPAR1WAY Procedure

Analysis of Variance for Variable ela\_imp  
 Classified by Variable group

group	N	Mean
EXPERIMENT	60	-0.129167
CONTROL	60	-0.292981

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Among	1	0.805053	0.805053	3.9109	0.0503
Within	118	24.290044	0.205848		

Average scores were used for ties.

2007-2008 Soar-to-Success Evaluation  
 Frequencies for 2007-2008 Grade, Race and Lunch For Both Experiment and Control

The NPAR1WAY Procedure

Wilcoxon Scores (Rank Sums) for Variable ela\_imp  
 Classified by Variable group

group	N	Sum of Scores	Expected Under H0	Std Dev Under H0	Mean Score
EXPERIMENT	60	4082.0	3630.0	190.182906	68.033333
CONTROL	60	3178.0	3630.0	190.182906	52.966667

Average scores were used for ties.

Wilcoxon Two-Sample Test

Statistic 4082.0000

Normal Approximation

Z 2.3740

One-Sided Pr > Z 0.0088

Two-Sided Pr > |Z| 0.0176

t Approximation

One-Sided Pr > Z 0.0096

Two-Sided Pr > |Z| 0.0192

Z includes a continuity correction of 0.5.

Kruskal-Wallis Test

Chi-Square 5.6485

DF 1

Pr > Chi-Square 0.0175