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Second Year Evaluation Report
Cornerstone Literacy Initiative

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SECOND YEAR EVALUATION REPORT FOR THE CORNERSTONE LITERACY INITIATIVE

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TABLE OF CONTENTS

INTRODUCTION.....	2
EVALUATION GOALS.....	2
SUMMARY OF FIRST YEAR EVALUATION REPORT FINDINGS.....	3
TEST SCORE OUTCOMES.....	4
Phase I.....	7
<i>Cleveland</i>	7
Cleveland Outcomes Summary.....	11
<i>Jackson</i>	11
Jackson Outcomes Summary.....	17
<i>Talladega</i>	18
Talladega Outcomes Summary.....	21
<i>Trenton</i>	22
Trenton Outcomes Summary.....	25
Phase II.....	26
<i>Bridgeport, CT</i>	26
Bridgeport Outcomes Summary.....	28
<i>Greenwood, MS</i>	29
Greenwood Outcomes Summary.....	32
Phase III.....	33
<i>Dalton, GA</i>	33
Dalton Outcomes Summary.....	34
<i>New Haven, CT</i>	34
New Haven Outcomes Summary.....	35
<i>Springfield, MA</i>	36
Springfield Outcomes Summary.....	36
SURVEY AND INTERVIEW FINDINGS.....	38
Implementation.....	39
<i>Learning Environment</i>	39
Learning Environment Summary.....	42
<i>Professional Learning</i>	43
Site Team Participation in Professional Learning.....	43
Schoolwide Professional Learning Activities.....	46
Professional Learning Summary.....	56
<i>Parent Involvement</i>	56
Impact.....	57
<i>Teaching Practice</i>	57
Teaching Practice Impact Summary.....	62
<i>Students' Literacy Growth</i>	62
Student Literacy Impact Summary.....	63
<i>Expansion and Sustainability</i>	64
Scaling Up Within Schools.....	64
Scaling Up Within Districts.....	66
Sustainability.....	67
Expansion and Sustainability Summary.....	67
CONCLUSION.....	68
Summary of Findings.....	68
Next Steps.....	69
APPENDIX TABLE OF CONTENTS.....	72

INTRODUCTION

In September 2001, New York University's Institute for Education and Social Policy (IESP) was awarded a grant by the New York Institute for Special Education to evaluate the Cornerstone K-3 national literacy initiative. Since its inception in 2000-01, Cornerstone has expanded its work to 27 schools across the country. The initial Cornerstone sites in Phase I districts—Cleveland, OH; Jackson, MS; Talladega, AL; Trenton, NJ—began implementing Cornerstone during the project's initial school year. Schools in the Phase II districts—Bridgeport, CT and Greenwood, MS—became Cornerstone participants during the 2001-02 school year. Phase III schools—Dalton, GA; New Haven, CT; and Springfield, MA—began their Cornerstone activities during the school year (2002-03). This current year (2003-04) is Cornerstone's fourth year of operation.

Although The Cornerstone Initiative has added two new districts in Phase IV (and two new schools in Cleveland), the NYU evaluation focuses on only the schools and districts in Phases I-III. This report examines the implementation of The Cornerstone Initiative in 18 schools from nine school districts, representing the Phases I-III, and summarizes our findings from the first two years of evaluation, from September 2001 through August 2003. We treat the school year before The Cornerstone Initiative began as the baseline year for each district. Thus the 1999-2000 year, the school year before Cornerstone's first round of implementation began, is the baseline year for Phase I districts.

EVALUATION GOALS

This evaluation assesses how, and to what extent, the implementation of The Cornerstone Initiative impacts the literacy growth and achievement of participating students, as well as the literacy outcomes of participating schools and districts. We assess Cornerstone's implementation and impact against Cornerstone goals as articulated by program staff, school practitioners and district administrators; through interviews; and from official Cornerstone materials. We measure Cornerstone's impact by analyzing the results of district and state standardized test scores administered to students in Cornerstone schools, and by assessing the outcomes of the Developmental Reading Assessment (DRA), an instrument administered by the Cornerstone coaches to measure the literacy growth of participating students. ¹ Based on these goals, three research questions frame the evaluation:

- To what extent have participating schools and districts been successful in implementing the Cornerstone model?

¹ The DRA is also administered districtwide in Bridgeport, New Haven and Springfield.

- To what extent have the classroom practices of coaches and teachers (both in K-3 and in the upper grades) in the Cornerstone schools changed as a result of the initiative?
- To what extent have student test scores and DRA levels changed as a result of Cornerstone's implementation in participating schools and districts?

Although Cornerstone's primary mission is "to ensure that all children reach an acceptable level of literacy by third grade," Cornerstone has increasingly come to regard its efforts as a whole-school reform program, and has expanded its work to fourth grade and beyond in many of the schools participating in the initiative. Thus, our evaluation will pay increasing attention to evidence of whether Cornerstone practices are spreading throughout the upper grades in participating schools.

SUMMARY OF FIRST YEAR EVALUATION REPORT FINDINGS

Our NYU evaluation officially started with the beginning of Cornerstone's second year of implementation, 2001-02, although we have collected demographic and outcome data from Phase I districts for both the first year of Cornerstone implementation, 2000-01, and the baseline year, 1999-2000. Our *First Year Evaluation Report* (January 2003) focused on Phase I and II Cornerstone schools and districts after the second year or first year of implementation. Our findings indicated that, overall, the implementation of Cornerstone was proceeding on target. The report highlighted Cornerstone's many strengths, including the quality and depth of Cornerstone professional development opportunities, the commitment and capacity of Cornerstone staff in recognizing and addressing problems as they arose, and the attention paid to forming a network of Cornerstone colleagues across the country. Cornerstone's impact on schools was indicated by reported changes in school and classroom environment and by the extent of faculty participation in professional learning opportunities, such as book study groups. Site team members (principals, coaches, critical friends) and teachers at Cornerstone schools were enthusiastic about the impact of the initiative on their professional practice and on their school's instructional culture, and generally praised the level of support and training they were receiving from Cornerstone.

A key challenge highlighted in the first-year report was the issue of sustainability. Site team members were concerned that staff and site team turnover would impede the spread of Cornerstone practices, and were apprehensive about how to maintain program momentum beyond the period of Cornerstone support. Changes in student achievement were not yet evident in terms of standardized test scores, but the report provided baseline data on student achievement in the Phase I and II districts where such data were available.

TEST SCORE OUTCOMES

The chart below details the testing data we have received from each Cornerstone district.² In brackets, we have indicated whether the data we have received were student-level **[Stu]** or school-level **[Sch]**. Areas that are grayed in this chart indicate the year before Cornerstone began working in the district.

Table 1. Data by year and type for each Cornerstone district

	1999-2000	2000-01	2001-02	2002-03
Phase I				
Cleveland	Ohio Proficiency Test grade 4 [Sch]	Stanford Achievement Test (SAT-9) in Reading grades K-4 (Only kindergarten test was given in spring 2001, other grades given in fall 2000) [Stu] Ohio Proficiency Test grade 4 [Sch]	Stanford Achievement Test (SAT-9) in Reading for grades K-4 (test was administered in spring 2002 for K-4 grades) [Stu] Ohio Proficiency Test grade 4 [Sch]	Stanford Achievement Test (SAT-9) in Reading for grades K, 1, 2, & 4 (test was not given to 3 rd grade) [Stu] Ohio Proficiency Test grade 4 [Sch]
Jackson		Mississippi Curriculum Test (MCT) in Reading and Language grades 2-4 [Stu & Sch]	Mississippi Curriculum Test (MCT) in Reading and Language grades 2-4 [Stu & Sch]	Mississippi Curriculum Test (MCT) in Reading and Language grades 2-4 [Stu & Sch]
Talladega	Stanford Achievement Test (SAT-9) in Reading and Language in grades 3 and 4 [Sch]	Stanford Achievement Test (SAT-9) in Reading and Language in grades 3 and 4 [Sch]	Stanford Achievement Test (SAT-9) in Reading and Language in grades 3 and 4 [Sch]	Stanford Achievement Test (SAT-10) in Reading and Language in grades 3 and 4 [Sch & Stu]
Trenton	Terra Nova grades 2-3 [Stu & Sch]	Terra Nova grades 1-3 [Stu & Sch]	Terra Nova grades 1-3 [Stu & Sch]	Terra Nova grades 1-4 [Stu & Sch]
Phase II				
Bridgeport		DRA grades 1-3 [Stu] Connecticut Mastery Test grade 4 [Stu & Sch]	DRA grades K-3 [Stu] Connecticut Mastery Test in Reading and Writing grade 4 [Stu & Sch] ³	DRA grades K-3 [Stu]
Greenwood		Mississippi Curriculum Test (MCT) in Reading and Language grades 2-4 [Stu & Sch]	Mississippi Curriculum Test (MCT) in Reading and Language grades 2-4 [Stu & Sch]	Mississippi Curriculum Test (MCT) in Reading and Language grades 2-4 [Stu & Sch]

² We have discontinued collecting some testing data in cases where districts or states have substantially changed the administration of the test over the years of the project.

³ The 2002-03 CMT results were not yet released at the time this report was compiled.

Table 1. Data by year and type for each Cornerstone district (con't)

Phase III	2001-02	2002-03
Dalton	Stanford 9 in Reading and Language grades 1-2 [Stu & Sch]	Stanford 9 in Reading and Language grades 1-3 [Stu & Sch]
New Haven	DRA grades K-2 [Stu] for 2 Cornerstone schools only] Connecticut Mastery Test in Reading and Writing grade 4 [Sch] ³	DRA grades K-3 [Stu] for 2 Cornerstone schools only]
Springfield	Massachusetts Comprehensive Assessment System (MCAS) grade 3 [Stu] grade 3 & 4 [Sch]	DRA grades K-3 [Stu] (data for one Cornerstone school are missing from file)] Massachusetts Comprehensive Assessment System (MCAS) grade 3 [Stu & Sch]

In the following section we present three analyses using standardized test data: Cornerstone school-level test results, stable student testing outcomes, and value-added models in three Phase I districts. In addition, we present Cornerstone coach-administered Developmental Reading Assessment (DRA) results for Phases I and II. Explanations of each type of analysis and a description of the DRA appear below.

First, we use school-level test score results to show gains or losses for participating schools across the years of Cornerstone implementation. The tested grades are some combination of kindergarten through fourth grade. All participating districts give a reading test, and many give a language test as well. Our charts and tables compare participating Cornerstone school outcomes to the comparison schools' results and the district average.

Next, we use student-level data in two different types of analyses. The first examines the outcomes of students who have remained in Cornerstone schools throughout the implementation period. In the second type of analysis (Cleveland, Jackson and Trenton only) we analyze the impact of Cornerstone by comparing standardized test scores over time for Cornerstone students to non-Cornerstone students, using value-added regression analysis. Regression analysis holds constant other factors that impact test scores (such as socioeconomic status and limited English proficiency), and determines whether these gains are likely to be program results rather than simply chance variation. Because there are many ways to statistically model the impact of the Cornerstone program on school outcomes, the particular analysis strategy and basic value-added model we have chosen yield only one set of determinants. Since the models we have tested so far account for only a small amount of the overall variation in student test scores, their results must be interpreted cautiously.⁴

⁴ We are in the process of examining alternative models that may explain a greater amount of test-score variation, and which may be more effective in detecting small differences between Cornerstone and non-Cornerstone students.

Our regression model examines differences in test score gains over time between Cornerstone and non-Cornerstone students in the lower grades within each district.⁵ An examination of test score gains indicates whether Cornerstone students had greater or lesser gains than other students in the same district. We present an examination of test score gains and the results of our regression model for Cleveland, Jackson and Trenton. The relevant Talladega data are not yet available⁶, and the Phase II and III districts are still too new to amass the longitudinal data necessary for the regression model.

We also present the results of the Cornerstone-administered Developmental Reading Assessment (DRA), one of three assessments administered to a small sample of students in each Cornerstone school.⁷ (The others are the Major Point Interview for Readers [MPIR] and a writing sample.) These assessments are administered to inform coaches and teachers about the progress of a sample of students, and to collect achievement data to assess the impact of the initiative. However, there are some current limitations to the usefulness of the DRA data in drawing conclusions about the impact on student literacy. One limitation is that the test was administered at different times during the school year in both of the testing years. Additionally, the sample sizes are small and there is a high attrition rate due to mobility at some sites. A more detailed description of the testing format and procedure are in the appendix.

The results of the DRA from all students tested in the Phase I and II Cornerstone schools during 2001-02 and 2002-03 appear in each district section. Phase III schools only have an initial year of data (2002-03) and therefore are not included in this year's report. District-administered DRA results are presented for Bridgeport and New Haven. The tables show the cross-sectional results by year and grade level. The cross-sectional sample includes students who were tested only once, as well as students who remained in the sample for the two years. District charts⁸ are presented for those districts that had two years of data for both Cornerstone schools.⁹

⁵ As The Cornerstone Initiative focuses on schools with challenging student populations, it is important to note that test score gains represent the number of points that a student's score increased over a time period, regardless of the student's initial score. For example a student whose scale score was 250 in the first year and 300 in the subsequent year would show a gain of 50. Conversely, a student whose score decreases over multiple years will have a negative gain score.

⁶ Despite repeated promises from the Talladega State Education Department, we have not yet received student-level data for the 2000-01 and 2001-02 school years. We are hopeful that we will receive these data for inclusion in the next report.

⁷ Bridgeport, New Haven and Springfield also administer the DRA districtwide. Bridgeport and New Haven's districtwide assessment results are also included in this report for the Cornerstone schools in those districts.

⁸ Data for stable students were aggregated to the district level due to very small n's at each school.

⁹ The sample of students in the district charts is limited to students who were tested both years and who made grade progress (i.e. tested in 1st grade in 2001-02 and 2nd grade in 2002-03). Overall, 71% of the students who were tested in 2001-02 were tested again in 2002-03.

Phase I

Cleveland

The Cleveland Municipal School District has administered the Stanford 9 Achievement Test (SAT-9) across all the years of Cornerstone implementation. Results for the SAT-9 are reported in scale scores in our data.¹⁰ Table 2 shows the difference between the average scale scores of the Cornerstone and comparison schools from the district average scale score. Thus, negative numbers indicate a particular grade is below the district average, and positive numbers indicate a grade scoring above the district average.

The Cleveland Municipal School District enrolls 69,534 students (70.6% African American, 18.3% white, 9.1% Hispanic, 1% Multi-racial, .7% Asian, and .3% American Indian) in 136 schools (62 elementary & 25 K-8) in the 2002-03 school year. Districtwide, 98.8% of the students qualify for free or reduced lunch and 4.2% are classified as limited English proficient.

Charles Lake Elementary School enrolls about 399 children in grades K-7. Ninety-nine percent of the students are African American there are no students who are classified as English language learners. 100% of the students are eligible for free or reduced lunch.

Scranton Elementary School is a K-5 school with approximately 517 students. Fifty-eight percent of the students are Hispanic, 20% are African American, and 20% are white. More than a third of the children (35%) are classified as limited English proficient. 100% of the students are eligible for free or reduced lunch.

Table 2. Stanford 9 reading exam results for Charles Lake and the comparison school

Difference between each school and the district average

Charles Lake	Charles Lake's Comparison School ¹¹		
	2000-01	2001-02	2002-03
Kindergarten	-14	-18	8
1st Grade	N/A*	-22	-25
2nd Grade	N/A*	-11	-10

*First and second grade were administered the SAT-9 in fall of 2000, but in spring in all other years. The SAT-9 was not given in grade 3 in 2002-03.

Charles Lake's kindergarten had an increase in scores between 2001-02 and 2002-03, but both the first grade and second grade had a decrease in scores or remained stable between 2001-02 and 2002-03. Charles Lake's comparison school had much more consistent scores across all the years tested, and were closer, though still below, the districtwide average.

¹⁰ Scale scores summarize the level of performance reached by a student. They are useful because the intervals between scores are equal and therefore scores can be averaged or subtracted from each other. Percentile ranks cannot be transformed in these ways.

¹¹ Selection of comparison schools for Phase I schools was done on the basis of 1999-2000 data. In that year Charles Lake comparison school scored one percentage point below Charles Lake on the district reading exam.

Table 3. Stanford 9 reading exam results for Scranton and the comparison school

Difference between School's Score and the District Average

Scranton				Scranton's Comparison School¹²			
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	
Kindergarten	-14	-21	-22	Kindergarten	12	10	13
1st Grade	N/A*	-23	-3	1st Grade	N/A*	-3	-7
2nd Grade	N/A*	-1	-14	2nd Grade	N/A*	2	-2

*First and second grade were administered the SAT-9 in fall of 2000, but in spring in all other years. The SAT9 was not given in grade 3 in 2001-2003.

Scranton's first grade had an increase in their scores and approached the district average in 2002-03, but both kindergarten and second grades posted a decrease in scores. Scranton's comparison school had strong results in the kindergarten grade across three years, exceeding the districtwide average, but first and second grades were slightly below the district average, although not as far below as Scranton's results.

Cleveland Value-Added Analysis

The Cleveland value-added analysis analyzes SAT-9 test score gains between the 2000-01 school year (when Cornerstone implementation began) and 2002-03 (the most recent scores available). The chart below shows the grades in each year that have test scores and are included in the analysis. If students were attending one of the two Cornerstone schools in the bolded grades, they were coded as receiving one year of Cornerstone treatment. Because of the expectation that there would be spread to the upper grades, students who were tested in the fourth grade in 2002-2003 were included in the analysis as receiving Cornerstone treatment.

Table 4. Cohorts included in Cleveland value-added analysis

2000-01	2001-02	2002-03
K	1st	2nd
1st	2nd	test not given
2nd	3rd	4th

An issue unique to Cleveland was that the tests for 2000-01 were administered at different times of the year. Only kindergarteners were administered the Stanford-9 in spring 2001. All other grades in that year were administered the test in fall, but in all other years, all grades were administered the SAT-9 in the spring. A variable was included in the model to control for the differing time of administration.

The mean differences in test score gains for Cornerstone and non-Cornerstone students in Cleveland are below. The average gains are reported in scale scores.

¹² In 1999-2000 Scranton's comparison school scored five percentage points higher than Scranton on the district reading exam.

Table 5. Average gains of Cornerstone and Non-Cornerstone students on SAT-9 Reading scores

Length of Treatment	Average Reading Scale Score Gain	Number of Students
1 year of Cornerstone	101.07	73
2 years of Cornerstone	97.61	62
3 years of Cornerstone	94.35	95
Non-Cornerstone	97.25	7,769

The “Length of Treatment” column in the table above refers to the number of years that each student participated in Cornerstone. By 2002-03, a student with three years of test score data could have received up to three years of instruction under the program, given the schedule of implementation. Students with 1-2 years of Cornerstone treatment had test score gains very similar to, though slightly higher than, the district’s non-Cornerstone students. Students receiving three years of Cornerstone treatment did not have as large scale score gains as the rest of the district’s students. Our regression model, constructed to test whether these differences are statistically significant, included controls for race/ethnicity, limited English proficiency, special education status, whether the student was retained, and a control for whether the student was tested in the fall or the spring of 2000-01. The control for time of testing adjusted for the fewer months of instruction students tested in the fall received. The results are presented below.

Table 6. Regression equation for gains in Reading scores

Dependent Variable: Gain in Reading Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	3.314	4.115	.421
2 years of Cornerstone	-0.160	4.377	.971
3 years of Cornerstone	-4.222	3.497	.227
White	7.522	.983	.000**
Hispanic	2.909	1.967	.139
Asian	.728	5.667	.898
Female	1.668	.774	.031*
Special Education	.256	3.070	.934
Low English Proficiency	6.379	2.588	.014*
Tested in Fall 2000	-6.744	.779	.000**
Student retained in 2001-02	14.201	1.573	.000**
Student retained in 2002-03	1.236	1.533	.420

R²=.028

*Significant at the .05 level

**Significant at the .01 level

The regression analysis does not show statistically significant differences in test score gains between Cleveland Cornerstone students and non-Cornerstone students, although many other

variables in our model were significant. But as the table shows, our R^2 for this equation is .028, meaning that only 2.8% of the variance in the Reading gain score is explained by our model. This very small percent indicates that other factors impacting the gain score are not included.

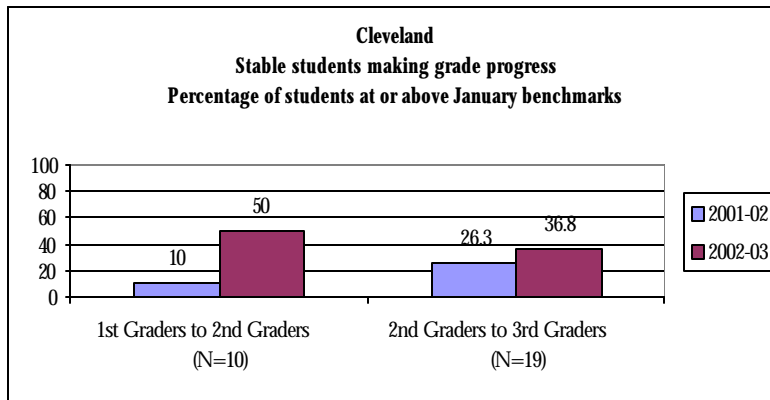
Cornerstone DRA Results for Cleveland

The table below shows the results for each school on the DRA administered by the coaches across the two years for which data are available.

Table 7. DRA results for Charles Lake and Scranton

Cleveland		First Grade		Second Grade		Third Grade	
		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Charles Lake	students reading at or above January benchmarks	22.2%	33.3%	36.4%	58.3%	60.0%	58.3%
	Total number of students tested	9	9	11	12	5	12
Scranton	students reading at or above January benchmarks	0%	9.1%	16.6%	23.1%	28.6%	23.1%
	Total number of students tested	10	11	12	13	7	13

The percent of students meeting the benchmarks in Charles Lake and Scranton show an increase in reading levels from 2001-02 to 2002-03 in the first and second grades, but a slight fall-off of reading levels in grade three.



The chart above shows the progress of students who remained in the Cornerstone schools and were tested on the DRA for two consecutive years. Both year-to-year comparisons show the Cleveland Cornerstone students made gains on the DRA, with more growth in the first/second grade sample than the second/third grade sample.

Cleveland Outcomes Summary

Standardized test score results for Cleveland's Cornerstone schools are inconclusive. With few exceptions, neither Lake nor Scranton's kindergarten through second grades exceeded the district's average performance or the performance of their comparison schools. No clear patterns emerged from the mix of gains and losses posted by the two Cornerstone schools.

Similarly and predictably, the Cleveland value-added analysis of the performance of stable Cornerstone students across years, compared with the district's non-Cornerstone students, did not find significant differences even when holding constant race/ethnicity, special education status, limited English proficiency and retention. The score gain for Cornerstone students was not significantly different from the gain of non-Cornerstone students.

On the DRA assessment, both Cornerstone schools showed strong year-to-year gains in first grade, and smaller year-to-year gains in second grade. Both schools posted small score losses in year-to-year third grade scores. The analysis of the DRA progress of stable Cornerstone students across years is more promising. Cornerstone second graders made strong gains over their first grade scores, and Cornerstone third graders achieved modest progress over their second grade performance. But because the numbers of students in both DRA analyses are small, the results are, at best, suggestive.

Overall, Cleveland's Cornerstone schools demonstrated no conclusive patterns in their standardized test-score results or their value-added analysis. The Cornerstone schools' DRA performance was, tentatively, more positive and promising, especially at the first and second grade levels.

Jackson

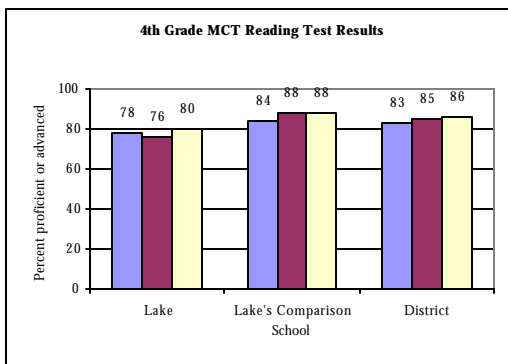
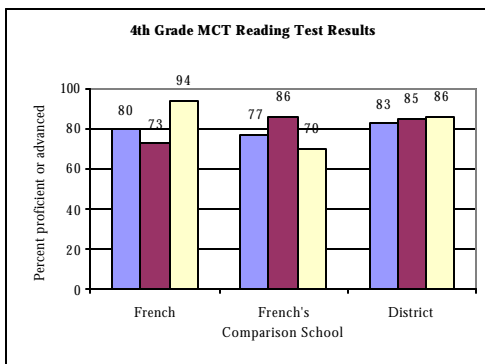
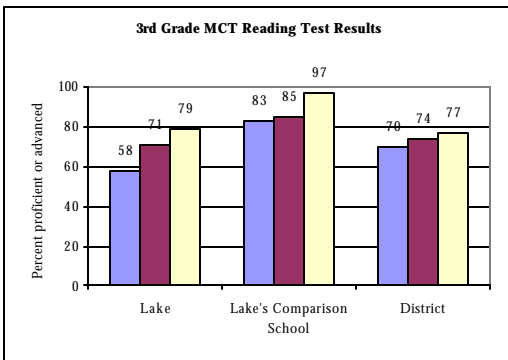
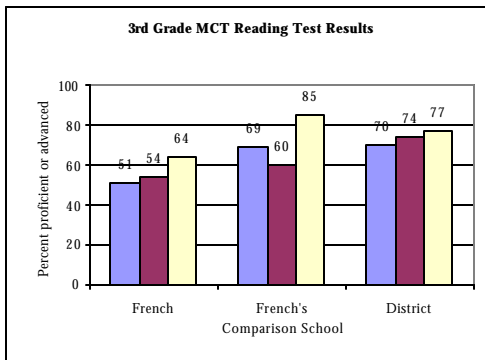
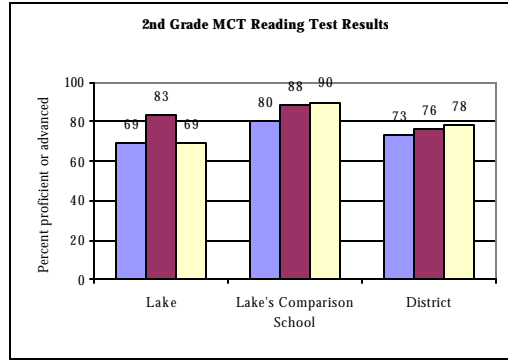
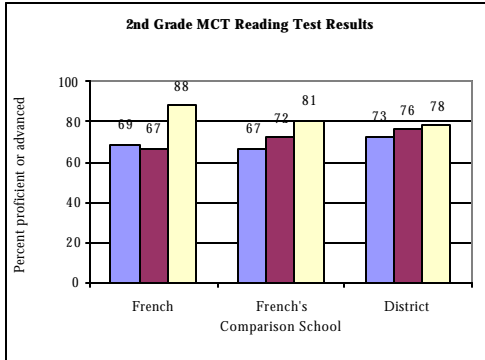
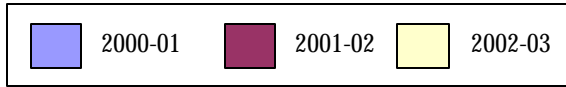
Since 2000-01, the State of Mississippi has given the Mississippi Curriculum Test (MCT) in grades 2, 3, and 4 for Reading and Language. The MCT measures the percent of students scoring at a minimal level, a basic level, a proficient level or an advanced level. The charts presented here indicate what percent of student scored at the proficient or advanced level in the Cornerstone schools, their comparison schools, and the district as a whole.

The Jackson Public School District enrolls 31,235 students (94% African American, 5.5% white) in 58 schools (37 elementary). Seventy-two percent of the students qualify for free or reduced lunch and less than 1% are classified as English language learners.

French Elementary School is a K-5 school with 365 students. Almost all students are African American and qualify for free or reduced lunch.

Viola Lake Elementary School is a K-5 school with 558 students. Almost all students are African American and 95% qualify for free or reduced lunch.

Cornerstone Second Year Evaluation Report



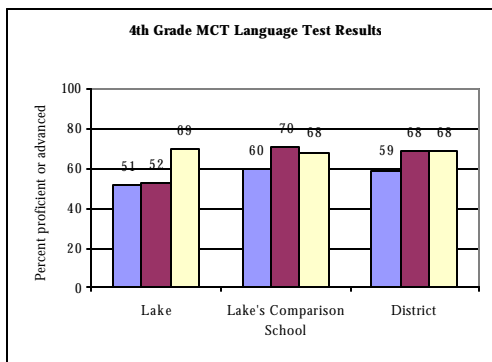
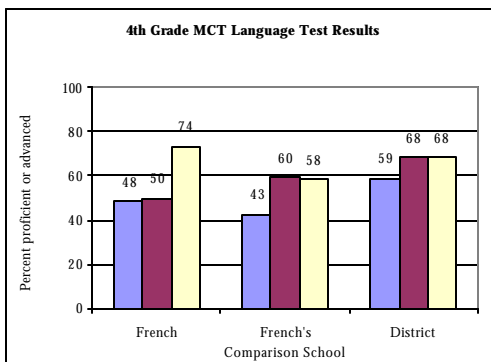
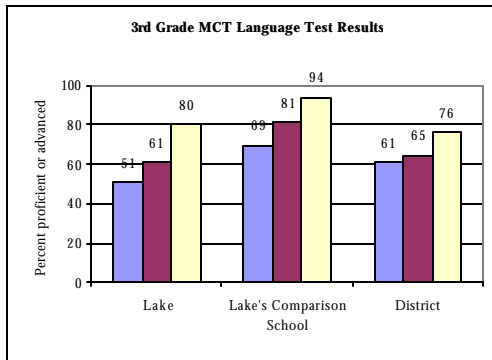
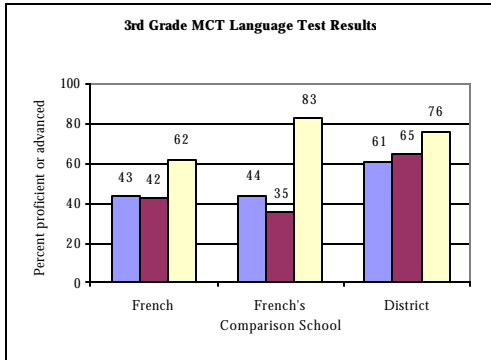
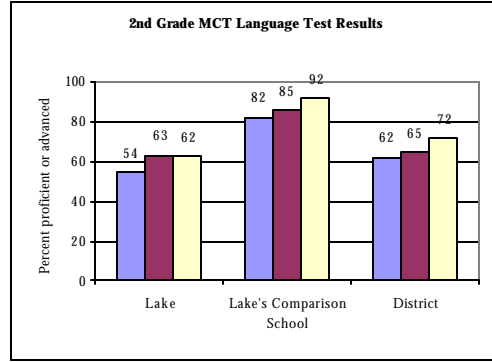
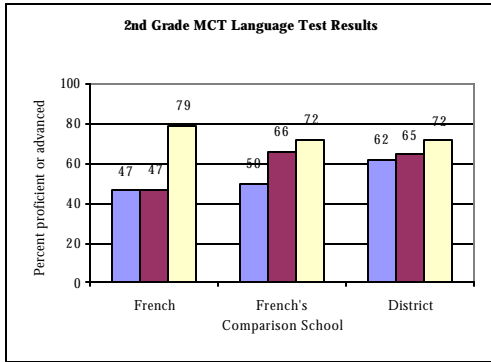
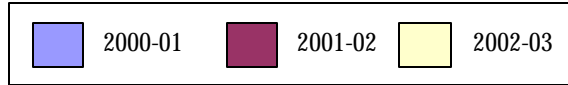
French's Reading results showed improvement between 2001-02 and 2002-03 in all grades, especially the second and fourth grades. French's results exceeded both its comparison school¹³ and

¹³French's comparison school scored two percentage points higher than French on the state assessment in 1999-2000.

Cornerstone Second Year Evaluation Report

the district average in second and fourth grade. Lake's third grade improved in 2002-03 as against the previous year, but Lake did not match the performance of its comparison school in any grade.¹⁴ Lake's third grade did exceed the district average in 2002-03.

Below are the Jackson results of the Language portion of the MCT exam.



¹⁴ Lake's comparison school scored eight points higher than Lake on the state assessment in 1999-2000.

French demonstrated strong growth in second and third grades from 2001-02 to 2002-03 on the Language exam, surpassing the performance of both its comparison school¹⁵ and the district average. French’s third grade growth was also impressive, but the school’s performance remained below its comparison school and the district average in that grade. Lake’s third and fourth grade gains from 2001-02 to 2002-03 were quite large on the Language exam, exceeding both its comparison school and the district average in fourth grade, and outdoing the district average in third grade.

Jackson Value-added Analysis

The Jackson value-added analysis analyzes MCT test score gains between the 2000-01 school year (when Cornerstone implementation began) and 2002-03 (the most recent scores available) on both the Language and Reading portion of the exam. The chart below shows the grades in each year that have MCT test scores and are included in the analysis. If students were attending a Cornerstone school in the bolded grades, they were coded as receiving one year of Cornerstone treatment. The scores of students who attended Watkins Elementary School, a Cornerstone school in Jackson that is not part of our evaluation, were included in the Cornerstone treatment group in this analysis. Because of the expectation that Cornerstone practices would spread to upper grades, students who were tested in the fourth grade in 2002-2003 were included in the analysis as receiving Cornerstone treatment.

Table 8. Cohorts included in Jackson value-added analysis

2000-01	2001-02	2002-03
2ND	3RD	4TH
3RD	4 TH	5 TH

The table below shows the average gains in Reading and Language scores on the MCT for Cornerstone and non-Cornerstone students.

Table 9. Average gains of Cornerstone and Non-Cornerstone students on MCT Reading and Language scores

Length of Treatment	Average Reading Scale Score Gain	Average Language Scale Score Gain	Number of Students
1 year of Cornerstone	45.77	55.28	245
2 years of Cornerstone	59.10	69.45	68
3 years of Cornerstone	51.44	65.03	(67 on Language exam)
Non-Cornerstone	44.33	50.91	108
			3641

¹⁵ French’s comparison school scored two percentage points lower on the state assessment than French in 1999-2000. Due to a change in grade configuration, a new comparison school was selected for French. See the appendix for further information.

As Table 9 shows, the Cornerstone students in Jackson had greater scale score gains on average in both Reading and Language than non-Cornerstone students.

The results of our preliminary value-added analysis indicate a statistically significant, positive difference for two years of Cornerstone participation on Reading scores, as well as one, two or three years of participation on Language scores. Our regression model includes variables such as free lunch status, whether students were retained, and race/ethnicity in order to control for differences based on these factors.¹⁶ However, because the very low R² of our equations indicate that other factors impacting the gain score are not included in our current model, these results must be interpreted cautiously. The coefficients from the two regression models with Reading and Language score gains as the dependent variables are presented below. The column in the far right indicates whether the coefficient is statistically significant.

Table 10. Regression equation for gains in reading scores

Dependent Variable: Gain in Reading Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	2.564	2.351	.276
2 years of Cornerstone	10.128	4.409	.022*
3 years of Cornerstone	5.672	3.411	.096
Eligible for free or reduced lunch	-2.896	1.281	.024*
Non-Black ¹⁷	-7.293	3.213	.023*
Female	0.929	1.105	.400
Student retained in 2001-02	18.245	1.716	.000**
Student retained in 2002-03	7.687	2.055	.000**

R²=.036

*Significant at the .05 level

**Significant at the .01 level

The R² for this equation is .036, indicating that only 3.6% of the variance in the reading gain score is explained by our model. The coefficients in Table 10 indicate that one and three years of Cornerstone are not associated with a statistically significant difference in score gains on the Reading exam, but two years of Cornerstone is associated with significant test score gains at the .05 level. Students with two years of treatment would be expected to score 10 additional scale score points on the Reading exam compared to non-Cornerstone students. Non-Black students had significantly lower reading score gains than Black students (about 7 scale score points lower). Students who are retained in either 2001-02 or 2002-03 have significant gains over non-retained students, while

¹⁶ Limited English proficiency, although available in our data, did not vary for any student who had testing data and therefore was not a useful control.

¹⁷ Students in Jackson were classified as “Black” or “Non-Black” due to the relatively small numbers of students in the White, Asian, Hispanic or Native American categories (a total of about 6%).

students who are eligible for free or reduced lunches have significantly less gains than students who are not eligible. Gender does not have a significant relationship with Reading test score gains.

Table 11. Regression equation for gains in language scores

Dependent Variable: Gain in Language Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	5.286	2.530	.037*
2 years of Cornerstone	16.098	4.784	.001**
3 years of Cornerstone	13.836	3.671	.000**
Eligible for free or reduced lunch	.428	1.378	.756
Non-Black ¹⁸	-1.054	3.458	.761
Female	2.042	1.190	.086
Student retained in 2001-02	16.846	1.843	.000**
Student retained in 2002-03	12.130	2.218	.000**

R²=.036

*Significant at the .05 level

**Significant at the .01 level

Again our R² for this analysis is only .036, indicating that our model has very little explanatory power. The analysis using students' gains on the Language exam indicates that one, two or three years of Cornerstone participation are significantly associated with higher Language score gains. One year of participation is associated with a 5 point gain in scale scores, while two years of participation is associated with an additional 16 point gain in scale scores on the Language test. Three years is associated with almost 14 additional points. On the Language exam, there were no significant differences based on free lunch eligibility, race/ethnicity or gender.

Cornerstone DRA Results for Jackson

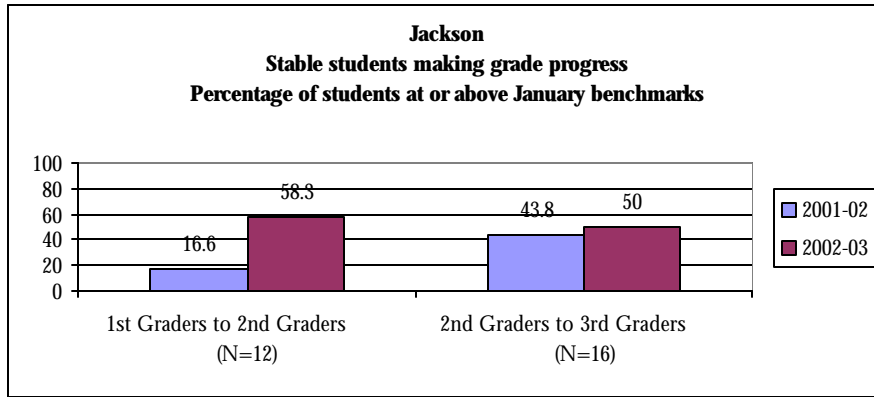
Table 12 shows the results of the DRA administered by the Cornerstone coaches for French and Viola Lake in Jackson.

Table 12. DRA results for French and Viola Lake

Jackson		First Grade		Second Grade		Third Grade	
		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
French	students reading at or above January benchmarks	18.2%	45.5%	50.0%	100%	66.6%	58.3%
	<i>total number of students tested</i>	11	11	12	11	6	12
Viola Lake	students reading at or above January benchmarks	0%	38.6%	36.4%	0%	20.0%	33.3%
	<i>total number of students tested</i>	11	13	11	12	5	12

¹⁸ Students in Jackson were classified as "Black" or "Non-Black" due to the relatively small numbers of students in the White, Asian, Hispanic or Native American categories.

The DRA results for French show strong increases in reading levels in the first and second grades, from 2001-02 to 2002-03, and a slight decrease in the third grade. Viola Lake’s DRA results show a strong gain in first grade, a sharp drop-off in the second grade, and a gain in the third grade, from 2001-02 to 2002-03.



The chart above shows that stable students in both cohorts have made progress in Jackson, with a greater increase among the students tested as first and second graders than the students tested as second and third graders.

Jackson Outcomes Summary

Both Cornerstone schools posted some strong year-to-year standardized test score gains. French managed consistent gains in reading across the three-year span, while Lake fell off in second grade and managed only small gains in fourth grade. French mostly exceeded both comparison school and district performance in reading, but Lake’s performance consistently trailed both its comparison school and the district. In language, French’s performance was particularly strong, exceeding both comparison school and district results in all three grades. Lake’s gains were smaller, and mostly exceeded the district’s gains but trailed the comparison school’s results.

Although our model has low explanatory power, the Jackson value-added analysis indicate that Cornerstone students achieved greater gains in language than the district’s non-Cornerstone students (on the Reading portion of the exam, two years of Cornerstone was found to be significant and positive).

Cornerstone schools’ DRA results show no conclusive pattern. Both schools posted very strong first grade year-to-year gains, but had mixed results for the subsequent grades. The DRA year-to-year scores of stable Cornerstone students accordingly show strong progress from first to second grade, and much smaller gains from second to third grade.

Overall, Jackson’s Cornerstone schools seem to be making clear progress, relative to both district and comparison school performance, especially in the early grades.

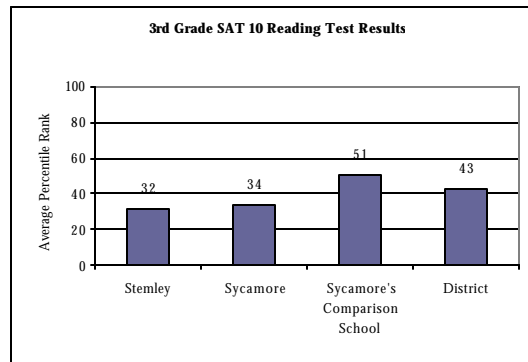
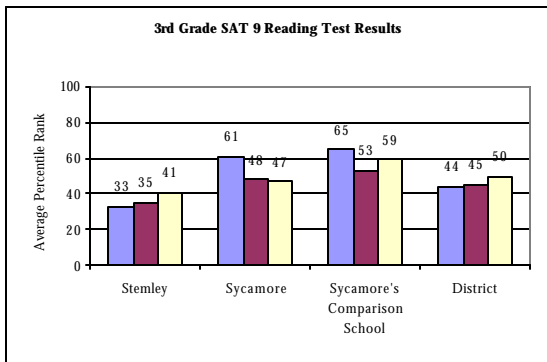
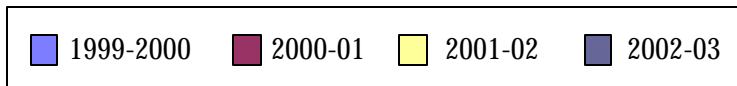
Talladega

The state of Alabama gave the Stanford 9 (SAT-9) in grades 3 and 4 in 1999-2000 through 2001-02. In 2002-03, the state gave a new test, the Stanford 10 (SAT-10), and because the results are based on new norms, scores from the 2002-03 school year are not directly comparable to previous year’s scores.

The Talladega County School District enrolls 7,840 students (54% African American and 46% white) in 18 (7 elementary, 2 middle, 7 high) schools. About 62% of the students qualify for free or reduced lunch.

Stemley Road Elementary School is a K-6 school with about 560 students. Sixty-nine percent of students are African American and the remainder are white. Over 80% qualify for free or reduced lunch. One percent is classified as English Language Learners.

Sycamore Elementary School is a K-3 school enrolling approximately 223 students. Just over half the students are African American, and the rest are white. Over 75% of the students qualify for free or reduced lunches. No students are classified as English Language Learners.

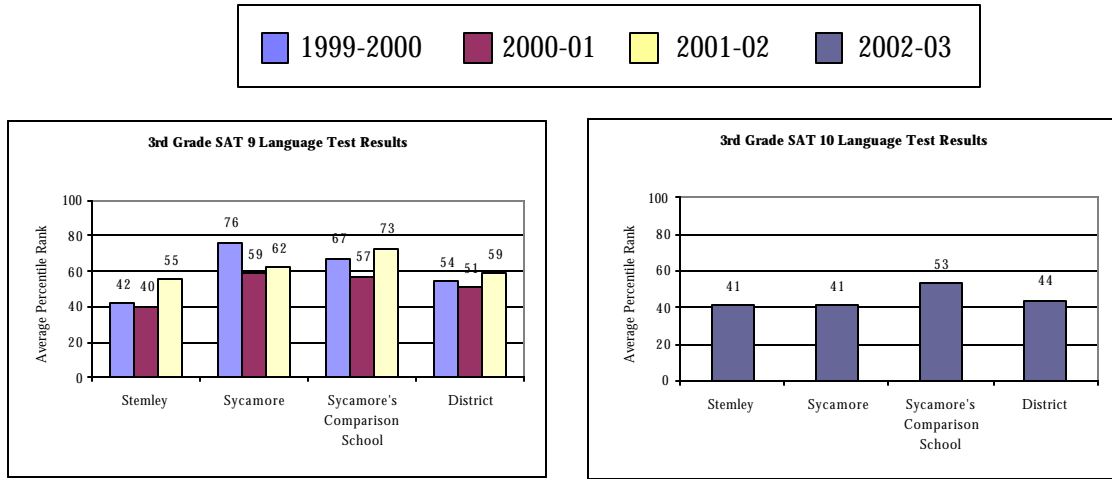


Stemley’s¹⁹ third grade experienced a steady growth in scores on the SAT-9 Reading test between 1999-2000 (the year before Cornerstone was implemented in the school) and 2001-02, while Sycamore experienced a decrease from its baseline year. Both schools’ scores remained below the district average after the baseline year, and Sycamore’s outcomes were below its comparison school’s

¹⁹ Stemley does not have a comparable school in the Talladega County school system.

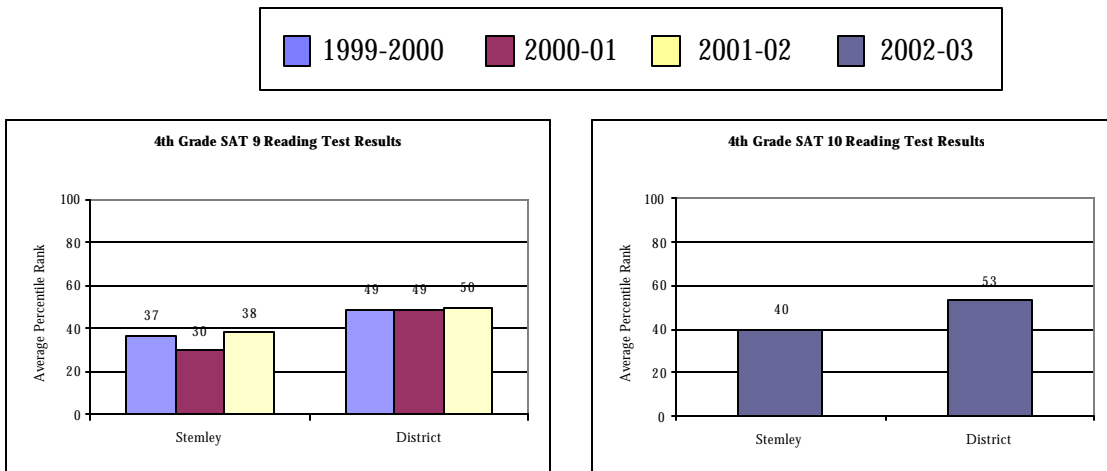
Cornerstone Second Year Evaluation Report

scores.²⁰ On the SAT-10 in 2002-03, both Stemley and Sycamore's third grade were below the district average, and Sycamore's scores remained below its comparison school's performance.



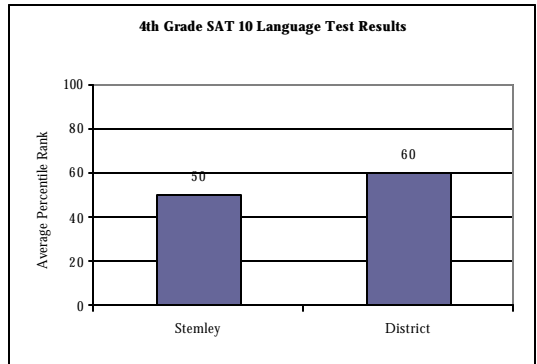
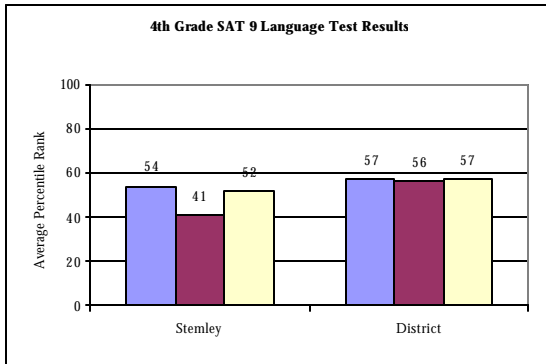
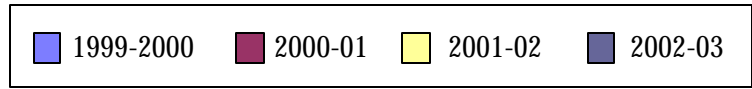
On the SAT-9 Language exam, Stemley's third grade students showed a strong gain in 2001-02 from the previous two years, but remained below the district average in all three years. Sycamore's third graders' baseline score on the SAT-9 was quite high, but scores fell in 2000-01 and remained steady in 2001-02. Still, Sycamore exceeded the district average across all three years, and performed better than its comparison school in 2000-01.

On the SAT-10 Language Test, Stemley and Sycamore's third graders scored close to, but below the district average, and Sycamore's scores were once again below the achievement of its comparison school.



²⁰ Sycamore's comparison school scored four percentage points lower in 1999-2000 on the district reading exam.

On the SAT-9 Reading exam, the results of Stemley's fourth grade students decreased in 2000-01, but increased in 2001-02 to their 1999-2000 levels. Stemley's scores remained well below the district average. On the SAT-10 Reading test, the results of Stemley's fourth graders continued the same pattern in relation to the district average. (Sycamore is a K-3 school and therefore has no data).



On the Language portion of the SAT-9, Stemley's students again essentially registered no gain across the three years, but scored far closer to, though still below, the district average. On the SAT-10 Language test, Stemley's fourth graders again scored well below the district average.

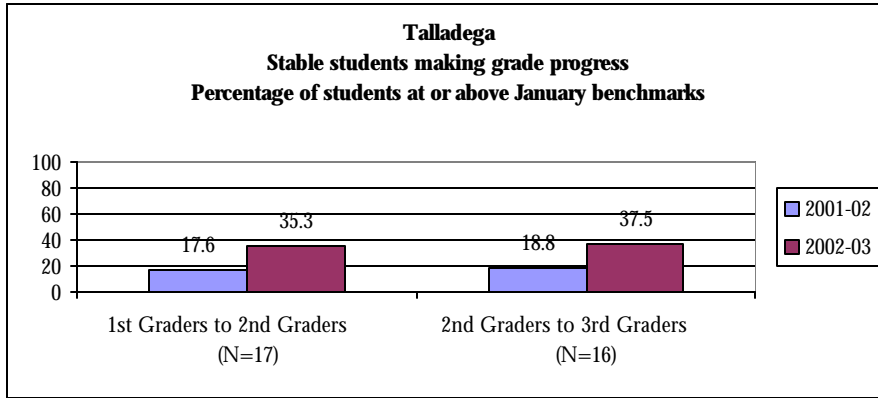
Cornerstone DRA Results for Talladega

The table below shows the results of the DRA administered by the Cornerstone coaches for Stemley and Sycamore in Talladega.

Table 13. DRA results for Stemley Road and Sycamore

Talladega		First Grade		Second Grade		Third Grade	
		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Stemley Road	students reading at or above January benchmarks	22.2%	50%	28.6%	64.3%	60.0%	72.7%
	<i>total number of students tested</i>	9	12	7	14	5	11
Sycamore	students reading at or above January benchmarks	12.5%	30.0%	8.3%	18.2%	16.6%	36.4%
	<i>total number of students tested</i>	8	10	12	11	6	11

Stemley Road's DRA results show consistent and strong gains in each grade level across the two years. Sycamore's DRA results also show a similar pattern of increases from 2001-02 to 2002-03 across all three grades, although Sycamore's gains were not as large as those of Stemley Road.



The percent of stable students in Talladega meeting the benchmarks increased consistently and at the same rate for both the students tested as first and second graders and the students tested as second and third graders from 2001-02 to 2002-03.

Talladega Outcomes Summary

Talladega’s standardized test score outcomes are inconclusive. Stemley posted year-to-year gains in both third grade Reading and Language on the SAT-9, but remained below the district average. Sycamore’s SAT-9 scores initially exceeded the district average, but dropped in roughly the same pattern as its comparison school. Both schools’ third grade SAT-10 scores were below the district average. Stemley’s fourth grade results were basically flat and slightly below the district average.

Because the Alabama State Department of Education failed to provide student-level data for two of the three years we requested, we could not carry out a value-added analysis.

Talladega’s DRA gains are more impressive. Both schools posted year-to-year gains across first through third grade; Stemley’s are larger than Sycamore’s. Predictably, the Talladega’s stable students make consistent gains from both first to second grade, and second to third grade. Again, though, these analyses are based on quite small numbers of students, and should be read as tentative.

Overall, Talladega’s Cornerstone schools seem to be making some progress, though their performance remains below both district and comparison school achievement.

Trenton

The district of Trenton administers the Terra Nova in both Reading and Language in grades 1-3. The scores are measured in national percentile ranks. Below are tables indicating the percent of students scoring at the 51st percentile or above in the Cornerstone schools and their comparison schools.

The Trenton School District has 13,231 students (67% African American, 29% Hispanic, 4% white, and 1% Asian) in 24 schools (18 elementary, 4 middle, and 2 high) in the 2001-02 school year. More than half (55%) of the students qualify for free or reduced lunch.

Cadwalader Elementary School enrolls 302 (96% African American and 4% Hispanic) students in grades preK-5. Almost all students qualify for free or reduced lunch. In 2001-02, 41.4% of student entered or left during the course of the school year compared to the 13.8% state average.

P.J. Hill Elementary School enrolls 469 (93% are African American and 7% are Hispanic) students in grades preK-5. More than 90% of the students qualify for free or reduced lunch. The school report card states that no students entered or left during the course of the 2001-02 school year, though the number was 25% during the 2000-01 school year.

Table 14. Reading & Language Test Results for Cadwalader and Its Comparison School

Cadwalader

Percent of Students Scoring in the 51st Percentile or Above

Terra Nova Reading Exam				Terra Nova Language Exam					
	1999-2000	2000-01	2001-02	2002-03		1999-2000	2000-01	2001-02	2002-03
1st Grade		47	53	58	1st Grade		49	67	58
2nd Grade	34	24	47	21	2nd Grade	47	36	47	35
3rd Grade	28	34	24	53	3rd Grade	28	30	21	56

Cadwalader's Comparison School²¹

Percent of Students Scoring in the 51st Percentile or Above

Terra Nova Reading Exam				Terra Nova Language Exam					
	1999-2000	2000-01	2001-02	2002-03		1999-2000	2000-01	2001-02	2002-03
1st Grade		49	63	31	1st Grade		27	85	29
2nd Grade	48	43	34	48	2nd Grade	37	30	40	56
3rd Grade	17	15	40	28	3rd Grade	17	17	32	33

At Cadwalader, first and third grades had an increase in the percent of students scoring at or above the 51st percentile on both the Reading and Language portions of the Terra Nova. Despite some decreases between 2001-02 and 2002-03, the school has made overall progress since 1999-2000, the year before Cornerstone was implemented in the school. Cadwalader's comparison school has also made some gains between 1999-2000 and 2002-03 in second and third grades.

²¹ Cadwalader's comparison school scored seven percentage points lower on the state exam in 1999-2000.

Table 15. Reading & Language Test Results for P.J. Hill and Its Comparison School

P.J. Hill

Percent of Students Scoring in the 51st Percentile or Above

Terra Nova Reading Exam				Terra Nova Language Exam					
1999-2000	2000-01	2001-02	2002-03	1999-2000	2000-01	2001-02	2002-03		
1st Grade	39	37	29	1st Grade	37	55	35		
2nd Grade	41	39	46	2nd Grade	33	35	40		
3rd Grade	24	32	30	21	3rd Grade	30	38	34	30

P.J. Hill's Comparison School²²

Percent of Students Scoring in the 51st Percentile or Above

Terra Nova Reading Exam				Terra Nova Language Exam					
1999-2000	2000-01	2001-02	2002-03	1999-2000	2000-01	2001-02	2002-03		
1st Grade	60	70	30	1st Grade	66	60	68		
2nd Grade	49	28	28	29	2nd Grade	34	28	26	28
3rd Grade	24	24	33	30	3rd Grade	23	35	42	54

P.J. Hill’s results are not favorable over the three years of the project. In many grade levels, there has been a drop off in scores between 1999-2000 (before Cornerstone was implemented) and the 2002-03 school year, and in the other grades scores have remained stable. Although some grades showed improvements in the 2001-02 testing year, many of the gains were lost in 2002-03. P.J. Hill’s comparison school, by 2002-03, had also lost many of the gains they previously made, particularly on the Reading portion of the exam.

Table 16. Trenton District Average of Reading & Language Test Results

District Average Results

Percent of Students Scoring in the 51st Percentile or Above

Terra Nova Reading Exam				Terra Nova Language Exam					
1999-2000	2000-01	2001-02	2002-03	1999-2000	2000-01	2001-02	2002-03		
1st Grade	55	60	59	1st Grade	47	69	59		
2nd Grade	43	40	43	44	2nd Grade	45	40	45	47
3rd Grade	34	35	42	39	3rd Grade	36	36	46	48

Cadwalader’s students in 2002-03 surpassed the district average in third grade on both Language and Reading sections of the Terra Nova and matched the district average in first grade. P.J. Hill’s results are not as strong; in 2002-03 none of P.J. Hill’s grades surpassed the district average on either the Language or Reading portion of the exam.

²² P.J. Hill’s comparison school scored 11 percentage points lower on the Terra Nova exam in 1999-2000. This is one of the largest differences between Cornerstone and comparison school scores.

Trenton Value-added Analysis

The Trenton value-added analysis analyzes Terra Nova test score gains between the 2000-01 school year (when Cornerstone implementation began) and 2002-03 (the most recent scores available) on both the Language and Reading portion of the exam. The chart below shows the tested grades in each year that were included in the analysis. The grades in which Cornerstone was implemented are indicated in bold type. In these grades, students who attended one of the two Cornerstone schools were coded as receiving one year of Cornerstone treatment.

Table 17. Cohorts included in Trenton Value-added Analysis

<i>2000-01</i>	<i>2001-02</i>	<i>2002-03</i>
1st 3rd	2nd test not given	3rd 5th

Table 18. Average gains of Cornerstone & Non-Cornerstone students on Reading & Language test scores

Length of Treatment	Average Reading Scale Score Gain	Average Language Scale Score Gain	Number of Students
1 year of Cornerstone	51.50	54.68	28
2 years of Cornerstone	36.07	56.79	14
3 years of Cornerstone	42.27	49.13	63
Non-Cornerstone	44.74	48.46	473

Although Table 18 shows that some Cornerstone groups had smaller average gains than non-Cornerstone students, it is important to note the small number of Cornerstone students for which data are available. Due to missing test scores for many students, the sample sizes for the different levels of Cornerstone treatment are relatively small, and limit the relevance of the gain score outcomes.

Regression models were estimated with both Reading and Language test score gains as the dependent variables. These models included controls for race/ethnicity, gender, special education status, limited English proficiency, retention, and free lunch status. Neither of the regression models showed a statistically significant relationship between any of the levels of Cornerstone treatment and test score gains. Again, the small sample sizes of Cornerstone treatment groups limit the importance of these regression results. Detailed results of the model for Trenton schools can be found in the appendix.

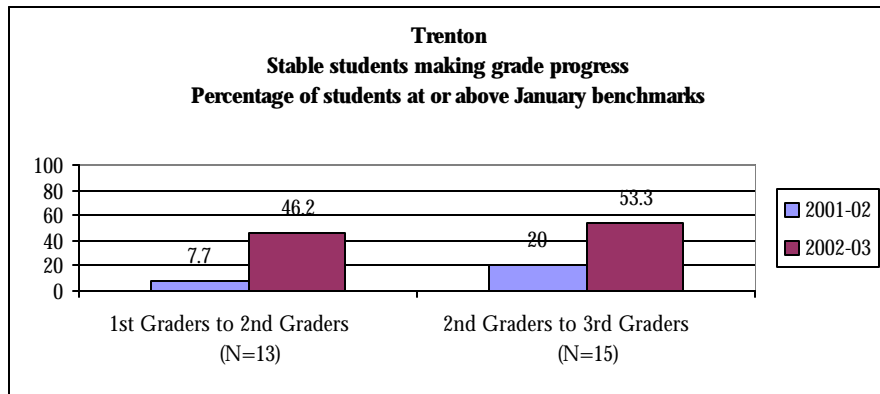
Cornerstone DRA Results for Trenton

The table below shows the results for each school on the DRA administered by the coaches across the two years for which data are available.

Table 19. DRA results for Cadwalader and P.J. Hill

Trenton		First Grade		Second Grade		Third Grade	
		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Cadwalader	students reading at or above January benchmarks	0%	62.5%	27.3%	8.3%	66.6%	54.5%
	<i>total number of students tested</i>	9	5	11	12	3	11
P.J. Hill	students reading at or above January benchmarks	9.1%	10.0%	25.0%	54.5%	16.6%	63.6%
	<i>total number of students tested</i>	11	10	12	11	6	11

Cadwalader’s DRA results indicate a strong increase in the first grade reading levels in 2002-03 and drop-offs in the second and third grades between the 2001-02 and 2002-03 school years. P.J. Hill’s DRA results show a stable pattern for the first graders and strong increases for the second and third graders, from 2001-02 to 2002-03.



The chart above shows that the cohorts of stable students in Trenton have a strong pattern of growth over the two testing years on the DRA, with substantial increases in the percent of students meeting the benchmarks from 2001-02 to 2002-03 in both grades tested. Again, the number of students included is quite small.

Trenton Outcomes Summary

The two Trenton schools differ quite dramatically on standardized test results. Cadwalader posted a pattern of gains, with some drop-offs, across first through third grade in both reading and language. P.J. Hill showed a much more mixed pattern, with more losses than gains, and smaller gains as well. Cadwalader mostly exceeded the performance of its comparison school, while Hill’s performance mostly remained below both its comparison school and the district average.

Perhaps because of the two Cornerstone schools’ divergence in performance, Trenton’s value-added analysis is inconclusive. The Cornerstone schools’ average Reading and Language gain

score was not much different than the district’s non-Cornerstone students achieved, and the regression analysis could not establish any significance for Cornerstone treatment. But the sample sizes were quite small for the Cornerstone schools across the three year period, likely due to a combination of missing data and student mobility.

Trenton Cornerstone schools’ DRA results are also confounding. Cadwalader’s big year-to-year gain in first grade is followed by year-to-year losses in second and third grade. P.J. Hill’s results reverse that pattern. Yet Cornerstone stable students, both second and third grade students, make good progress over their previous years’ results. Again, caution should be used when interpreting these results because of the small sample size.

Overall, Trenton Cornerstone’s schools’ results are mixed and unclear. Cadwalader seems to be making progress in standardized test results, but not in the DRA, while P.J. Hill seems to be making some progress in their DRA results.

Phase II

Bridgeport, CT

The district of Bridgeport administers the DRA to students in grades K-3 three times a year. Both Maplewood Annex and Luis Muñoz Marín have very high student mobility,²³ and for this reason the DRA results are presented for students who remained stable in their Cornerstone schools for both 2001-02 and 2002-03. These DRA results indicate the spring testing administration results and the spring Bridgeport benchmarks. The administration and scoring of the DRA is different in Bridgeport than the administration of the DRA by coaches in most other Cornerstone districts. For each grade, except the third grade, the Bridgeport benchmarks are lower than those recommended by the DRA (and used by us for the presentation of the DRA data in this report). The benchmarks also changed over the two years of data here, with cutoffs becoming higher in 2002-03. Also, teachers only included a student’s reading level if the student achieved a 95% accuracy level on the book they were tested with. For the

The Bridgeport Public School District enrolls 22,796 students (43% African American, 43% Hispanic, 11% white, and 3% Asian) in 35 schools (19 elementary & 10 K-8) in the 2001-02 school year. Sixty-seven percent of the students qualify for free or reduced lunch and 39% are classified as English language learners. Twenty-seven percent of the students didn’t attend their current school the previous year.

Maplewood Annex Elementary School enrolls 240 students in grades preK-3. Forty-eight percent of the students are African American, 39% Hispanic, 10% white, and 4% Asian. Ninety-two percent of the students qualify for free or reduced lunch and 40% are classified as English language learners. Thirty-one percent of the students didn’t attend this school the previous year. Maplewood is designated as an “overflow” school.

Luis Muñoz Marín Elementary School enrolls 1,040 students in grades preK-8 (250 in grades K-3). Seventy-six percent of the students are Hispanic, 20% African American, 2% Asian, 1% white, and 1% American Indian. Sixty-nine percent of the students qualify for free or reduced lunch and 68% are classified as English language learners. Forty-one percent of the students didn’t attend this school the previous year.

²³ On the 2001-02 school report card, Marín was reported to have 59% of same students who attended the school the previous year and at Maplewood the percent is 69%.

Cornerstone assessments, students' levels were recorded if they achieved a 90% accuracy rate. Cornerstone coach-administered DRA results follow the district results presented below.

Table 20. Connecticut DRA Test Results for Stable Students at Marín, Maplewood Annex, and District²⁴

Marín

Students Who Remained in Marín for Two Years on DRA Tests

	Grade K 2001-02	Grade 1 2002-03	Grade 1 2001-02	Grade 2 2002-03	Grade 2 2001-02	Grade 3 2002-03
Percent Meeting Spring Benchmark	84.6	53.6	52.9	87.5	76.7	74.1
N	13	28	17	16	30	27

Maplewood Annex

Students Who Remained in Maplewood Annex for Two Years on DRA Tests

	Grade K 2001-02	Grade 1 2002-03	Grade 1 2001-02	Grade 2 2002-03	Grade 2 2001-02	Grade 3 2002-03
Percent Meeting Spring Benchmark	96.8	33.3	88.9	80.0	55.6	62.5
N	31	30	16	15	18	16

Districtwide (excluding Cornerstone schools)

Students Who Remained in Same School for Two Years on DRA Tests

	Grade K 2001-02	Grade 1 2002-03	Grade 1 2001-02	Grade 2 2002-03	Grade 2 2001-02	Grade 3 2002-03
Percent Meeting Spring Benchmark	93.1	62.7	69.7	82.0	84.6	79.5
N	823	857	936	889	1042	1009

Across Maplewood Annex, Marín and the district as a whole, the percent of students meeting the benchmark for stable students progressing from kindergarten to the first grade decreased sharply. Maplewood Annex, however, had a much larger drop in the percent of students meeting their benchmarks. Among the cohort of students who moved from first to second grade between 2001-02 and 2002-03, the percent meeting the benchmark increased at Marín but decreased at Maplewood. This pattern is reversed in the scores of second graders moving to third grade, with an increase in the percentage meeting the benchmarks at Maplewood Annex but not at Marín. Overall, the cohorts at Marín and Maplewood generally remain below the districtwide average. Yet the cohort of second graders in 2002-03 did well at both Marín and Maplewood Annex, with Marín's students surpassing and Maplewood's students approaching the district average.

²⁴ The Bridgeport Cornerstone schools do not have comparison schools.

Cornerstone DRA Results for Bridgeport

The table below shows the results for each school on the DRA administered by the coaches across the two years for which data are available.

Table 21. DRA results for Maplewood Annex and Marín

Bridgeport		First Grade		Second Grade		Third Grade	
		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Maplewood Annex	students reading at or above January benchmarks	N/A	7.1%	N/A	40.0%	N/A	33.3%
	<i>total number of students tested</i>		14		10		6
Marín	students reading at or above January benchmarks	8.3%	90.9%	16.6%	61.5%	20.0%	100%
	<i>total number of students tested</i>	12	11	6	13	5	7

Marín’s DRA results indicate strong gains in all three grades, from 2001-02 to 2002-03. Data for Maplewood Annex for the 2001-02 school year was not entered into the DRA Online Management System by the district and is therefore not available. There is no analysis of stable students in Bridgeport because the 2001-02 data are not available for Maplewood Annex, and the number of stable students in the Marín Cornerstone DRA sample is small.

Bridgeport Outcomes Summary

Bridgeport Cornerstone schools’ stable students showed a mixed pattern of achievement on the DRA, which the district uses as a reading achievement test. Marín and the district registered sharp losses from kindergarten to first grade, showed a strong gain from first to second grade, and a small loss from second to third grade. Maplewood registered the same initial sharp drop from kindergarten to first grade, posted a small loss from first to second grade, and a small gain from second to third grade. Second graders in both schools in 2002-03 did particularly well, equaling or exceeding the district average.

Marín’s Cornerstone-administered DRA results show very strong year-to-year gains for all three grades. Overall, both Bridgeport Cornerstone schools seem to be making some progress, with Marín registering stronger gains.

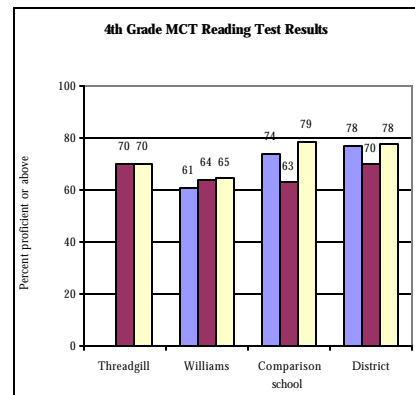
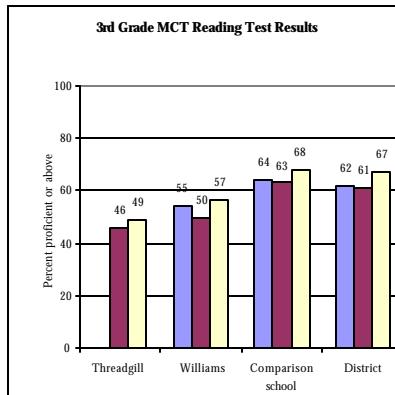
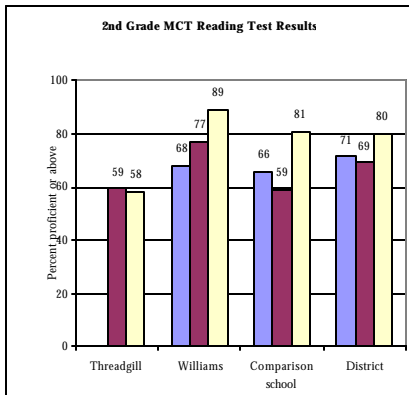
Greenwood, MS

Greenwood administers the Mississippi Curriculum Test (MCT) in grades 2, 3, and 4 for Reading and Language, and reports the results in terms of the percent of students scoring at a minimal level, a basic level, a proficient level or an advanced level. One school serves as a comparison school²⁵ to both of the Cornerstone schools. The charts below indicate the percent of students scoring at the proficient or advanced levels. The 2000-01 school year was the year before Cornerstone began in Greenwood. In this year, Threadgill Elementary did not exist. Because there are only four elementary schools in Greenwood, the district average is heavily affected by the scores of the two Cornerstone schools and the one comparison school.²⁶

The Greenwood Public School District enrolls about 3,740 students (88% African American, 11% white) in six schools (4 elementary, 1 junior high and 1 high). Overall, about 82% of the students qualify for free or reduced lunch and less than 1% are classified as English language learners.

Threadgill Elementary School is a K-6 school with 694 students. Ninety-nine percent of the students are African American and qualify for free or reduced lunch. The stability rate for students is 40.8%.

Williams Elementary School is a K-6 school with 402 students. About 87% of the students are African American and 13% are white. Almost all students qualify for free or reduced lunch.

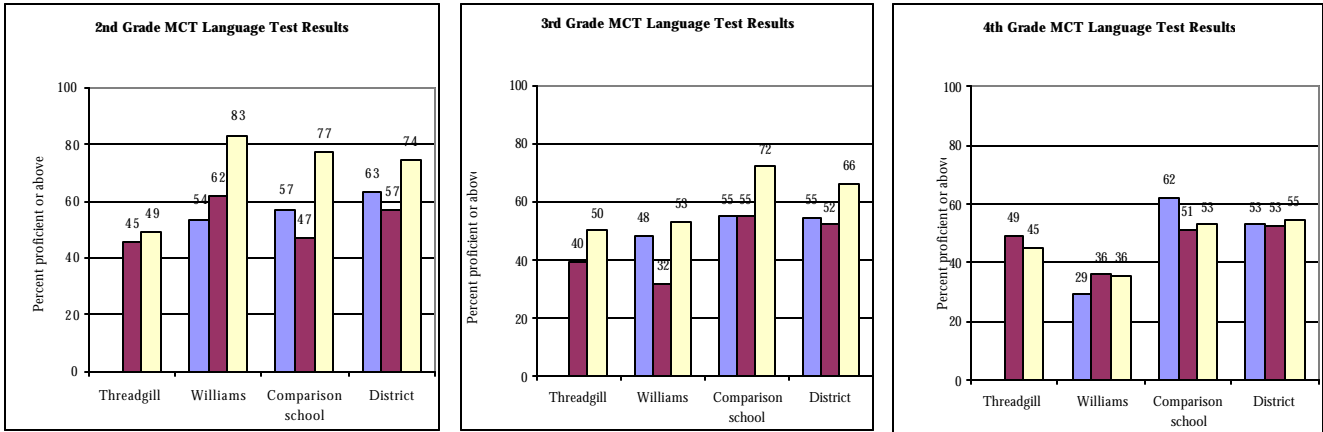
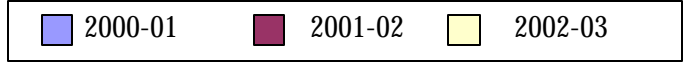


Overall, Williams’s students Reading test results improved for all grades from 2000-01 (the year before Cornerstone was implemented) to 2002-03, with second graders showing the strongest and most consistent gains. Threadgill’s results remained stable for all grades over the two-year span for which the school had data.

²⁵ In 2000-01 the comparison school scored four percentage points higher than Williams. Threadgill Elementary did not exist in 2000-01, but in 2001-02 the comparison school scored at the same level on the reading test.

²⁶ The fourth school in Greenwood has a substantially different student population and much higher test scores.

Williams’s second grade students scored much higher than the district average and the comparison school, in 2001-02 and 2002-03. Though Threadgill’s fourth grade Reading scores remained the same across two years, its fourth graders remained closer to the performance of its comparison school, and the district average, than did fourth graders at Williams.



Williams second grade Language test results, like the reading results, exceeded both its comparison school and the district average in both 2001-02 and 2002-03, and showed impressive growth across those years. But Williams’ third and fourth grade results showed no strong gains, and remained below both its comparison school and the district average, especially in the fourth grade. Threadgill’s performance in second grade and third grade increased in 2002-03, but fourth graders did not show progress and all grades were consistently below the district average.

Student-level data for the Greenwood Cornerstone schools allows us to examine how stable students—those who remain in the Cornerstone schools across the three-year span—performed on the MCT exams. The tables below display the results of how a cohort of stable students, tested in each year, progressed from one grade to the next. The 2000-01 school year was the year before Cornerstone began working in the district.

Table 22. MCT Reading Test Results for Threadgill and Williams

Performance Levels for Students Who Remained in Cornerstone Schools for Three Years on MCT Tests

Reading (% of students scoring at proficient or advanced level)			
School	2 nd Grade tested in 2000-01	3 rd Grade tested in 2001-02	4 th Grade tested in 2002-03
Threadgill (n=59)	N/A*	49%	68%
Williams (n=33)	64%	43%	58%

*In 2000-01 Threadgill Elementary school did not exist

Both Threadgill and Williams cohorts had a drop in Reading test scores in the 2001-02 school year, but both regained ground in 2002-03, as fourth graders, with Threadgill’s students almost matching their 2001-02 performance Williams’s students, however, did not regain the level of their 2000-01 results.

Table 23. MCT Language Reading Test Results for Threadgill and Williams

Performance Levels for Students Who Remained in Cornerstone Schools for Three Years on MCT Tests			
Language (% of students scoring at proficient or advanced level)			
School	2nd Grade tested in 2000-01	3rd Grade tested in 2001-02	4th Grade tested in 2002-03
Threadgill (n=59)	N/A*	48%	49%
Williams (n=33)	55%	33%	30%

*In 2000-01 Threadgill Elementary school did not exist

On the Language portion of the MCT, the cohort of Threadgill students exhibited a similar pattern as they did on the Reading section of the exam, with a decline in scores in 2001-02 and an increase in scores in 2002-03 when they were fourth graders, although their increase was not as great as on the Reading portion of the test. Williams’s cohort of students, on the other hand, had declining scores over the three years of the data.

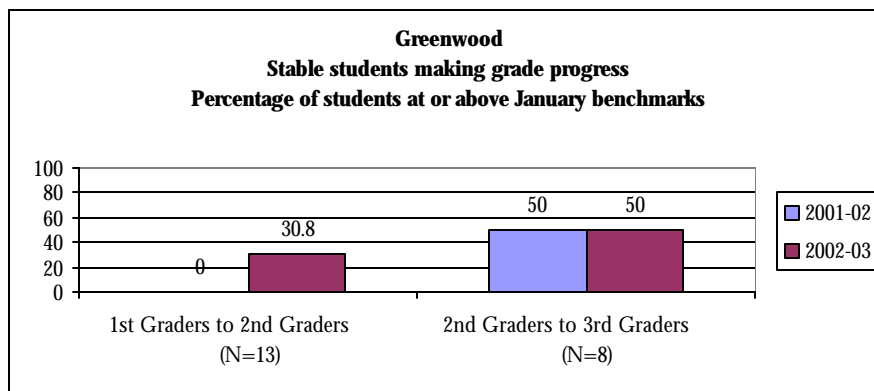
Cornerstone DRA Results for Greenwood

Table 24 shows the results for the Cornerstone coach-administered DRA test for the two years for which data are available.

Table 24. DRA results for Threadgill and Williams

Greenwood		First Grade		Second Grade		Third Grade	
		2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Threadgill	students reading at or above January benchmarks	0%	36.4%	16.6%	33.3%	16.6%	33.3%
	<i>total number of students tested</i>	<i>9</i>	<i>11</i>	<i>6</i>	<i>12</i>	<i>6</i>	<i>6</i>
Williams	students reading at or above January benchmarks	0%	14.3%	80.0%	27.3%	33.3%	75.0%
	<i>total number of students tested</i>	<i>6</i>	<i>14</i>	<i>5</i>	<i>11</i>	<i>6</i>	<i>4</i>

Threadgill’s DRA results show increases in reading levels in all three grades from 2001-02 to 2002-03. Williams’ DRA results indicate an increase in the first grade from 2001-02 to 2002-03, but a sharp drop-off in the second grade, and then an increase in the third grade.



The sample of stable students in the Greenwood schools shows mixed results. There were no students in the first grade sample who were reading at or above the January benchmarks in 2001-02, but when these students were tested as second graders, they posted a marked improvement in reading levels. The results for the second grade to third grade cohort remained stable over the two testing years.

Greenwood Outcomes Summary

Greenwood's Cornerstone schools have a mixed pattern on standardized test scores. Threadgill posted flat results across all three grades in Reading, but managed small gains in second and third grade in Language. Williams achieved strong gains in both Reading and Language in second grade. Threadgill's results were consistently below both comparison school and district performance,²⁷ while Williams exceeded both comparison school and district performance in second grade Reading and Language results.

The Greenwood Cornerstone schools' stable students' year-to-year performance was less encouraging at Williams. Williams's second graders posted strong reading results in 2000-01 (before Cornerstone), but their scores dropped in third grade and in fourth grade. Threadgill's fourth graders showed improvement over their third grade results, but during Cornerstone implementation, Language results were essentially flat in third and fourth grades for both schools.

Greenwood's Cornerstone schools' DRA results show a strong pattern of year-to-year gain with one sharp drop. Threadgill's students posted gains at all grade levels, while Williams sustained a sharp drop in year-to-year second grade scores. The stable student analysis shows a strong gain from first to second grade, but no gain from second to third grade.

Overall, these results suggest a mixed picture of progress in Greenwood's Cornerstone schools.

²⁷ The district average in Greenwood is made up from four elementary schools (two Cornerstone schools, one comparable school and one other school).

Phase III

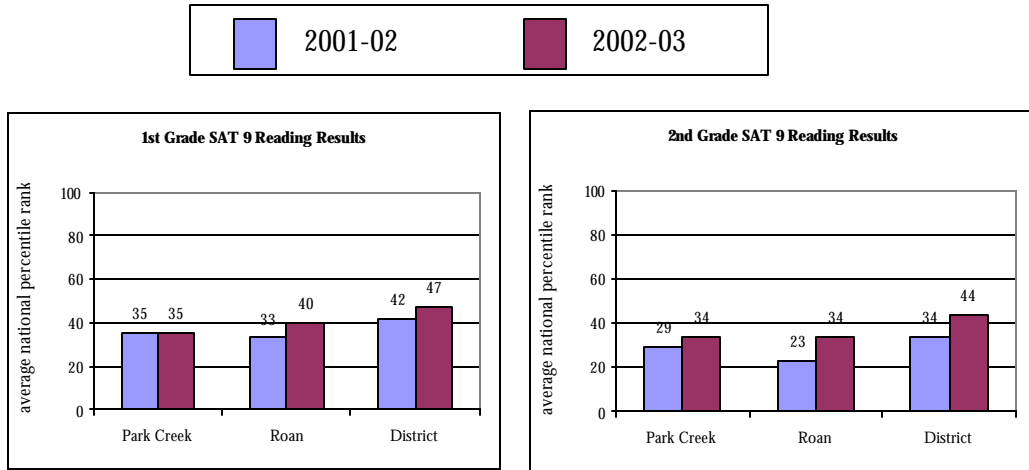
Dalton, GA

The 2002-03 school year was the first year Park Creek and Roan in Dalton implemented The Cornerstone Initiative. Neither school had a similar or appropriate comparison school in the district. The following charts present the average national percentile rank of students on the Stanford 9 (SAT-9) Reading and Language test in first and second grades for the two Cornerstone schools and the district average. The 2001-02 school year was the year before Cornerstone began working in the district. Because there are only four elementary schools in Dalton the district average is strongly affected by the average performance of the Cornerstone schools.²⁸ Cornerstone DRA results are not presented for the Phase III districts because there is only one year of data available.

The Dalton Public School District has 5,463 students in seven schools (four elementary) in the 2001-02 school year. More than half of the students (55%) are Hispanic, 32% white, 8% African American, 3% American Indian, and 2% multi-racial. Fifty-three percent of the students qualify for free or reduced lunch and 11% are classified as limited English proficient.

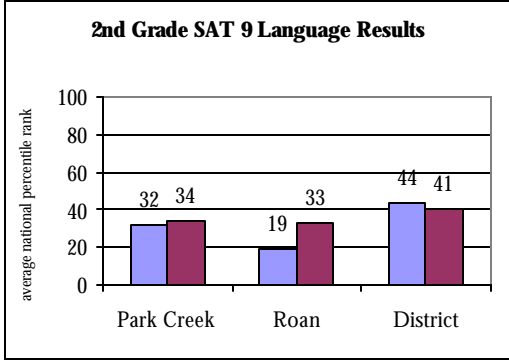
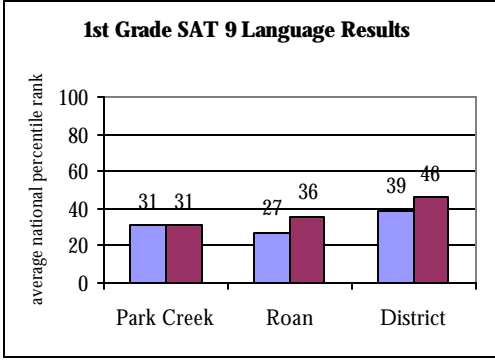
Park Creek Elementary School is preK-3 with 478 students. Most of the students (85%) are Hispanic and the rest are 5% African American, 5% white, and 4% multi-racial. Most of the students (81%) qualify for free or reduced lunch and over a third (37%) are classified as limited English proficient.

Roan Elementary School is preK-3 with 484 students. Most of the students (84%) are Hispanic and the rest are 8% African American, 5% white, and 2% multi-racial. Most of the students (89%) qualify for free or reduced lunch and a large percent of the students (44%) are classified as limited English proficient.



The first and second grade SAT-9 Reading results showed some progress for the Cornerstone schools. While Park Creek’s scores remained stable on the first grade Reading test. Roan experienced an increase on the Reading portion of the exam in both first and second grades.

²⁸ There are no comparable schools in Dalton. The other two elementary schools in the district have substantially different student populations than the Cornerstone schools.



On the first and second grade Language test, Park Creek’s scores basically remained stable in the first and second grades. Roan’s scores increased in both grades on the Language test.

Dalton Outcomes Summary

Dalton’s first year results show growth against the Cornerstone schools’ baseline year. Both Roan and the district achieved small gains in first grade Reading and Language results, while Park Creek’s outcomes were the same in both years. In second grade, both Cornerstone schools and the district experienced similar gains in Reading. But in language, Park Creek’s results were essentially stable, while Roan posted an increase. Both schools remained below the district average²⁹ in both tests and both grades.

Based on first year results against baseline, the results for Roan are encouraging.

New Haven, CT

New Haven administers the DRA districtwide. The data below present the percent of students at Martin Luther King and Bishop Woods who met the New Haven spring benchmarks³⁰. These data are cross-sectional. The 2002-03 school year was the first year that Cornerstone was implemented

The New Haven Public School District enrolls 20,201 students (56% African American, 30% Hispanic, 12% white, and 2% Asian) in 51 schools (28 elementary schools) in the 2001-02 school year. Fifty-eight percent of the students qualify for free or reduced lunch and 31% are classified as English language learners. Twenty-two percent of the students didn’t attend their current school the previous year.

Bishop Woods Elementary School enrolls 302 students in grades preK-4. Forty-eight percent of the students are African American, 30% Hispanic, 15% white, and 8% Asian. Eighty-six percent of the students qualify for free or reduced lunch and about one third are classified as English language learners. Twenty percent of the students didn’t attend this school the previous year.

Martin Luther King Elementary School enrolls 215 students in grades K-4. Ninety-six percent of the students are African American, 3% Hispanic, and 2% Asian. Seventy-five percent of the students qualify for free or reduced lunch and only 2% are classified as English language learners. Twenty-two percent of the students didn’t attend this school the previous year.

²⁹ The district average in Dalton is made up from four elementary schools (two Cornerstone schools and two other schools).

³⁰ The New Haven’s spring benchmarks are the same as those recommended by the DRA.

in the New Haven district.³¹ The Cornerstone administered DRA scores are not presented because there is only one year of data (2002-03).

Table 25. Connecticut DRA test results for Bishop Woods and Martin Luther King

Bishop Woods

Percent of students meeting the New Haven spring DRA benchmark						
	First Grade		Second Grade		Third Grade	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Percent Meeting Benchmark	58.8%	59.6%	40%	46.2%	N/A ³²	74.5%
N	51	52	55	52		51

Martin Luther King

Percent of students meeting the New Haven spring DRA benchmark						
	First Grade		Second Grade		Third Grade	
	2001-02	2002-03	2001-02	2002-03	2001-02	2002-03
Percent Meeting Benchmark	2.4%	40%	44.1%	25.6%	N/A	68.5%
N	42	55	34	39		54

The data presented above are cross-sectional meaning that the same students are not necessarily represented. At Bishop Woods, the percentage of students meeting the spring benchmarks in first grade remained relatively stable across the two years of data. The percent of students meeting the benchmark in second grade increased over the two years. At Martin Luther King, the first grade scores showed strong growth, but there was a large decrease in the second grade scores. The percent of students meeting the benchmark in third grade in 2002-03 was much higher in both schools than in any other grade.

New Haven Outcomes Summary

New Haven uses the DRA as a reading achievement test. Based on changes from baseline, the DRA data suggest that the progress of the Cornerstone schools is small but encouraging (although M.L. King posted a loss in the second grade).

³¹ One school serves as a comparison school to both Cornerstone schools. We did not receive the comparison school data in time to include it in this report.

³² The district of New Haven is in the process of computerizing their 2001-02 DRA results. At the time of this report, they had not completed entry of the 3rd grade results.

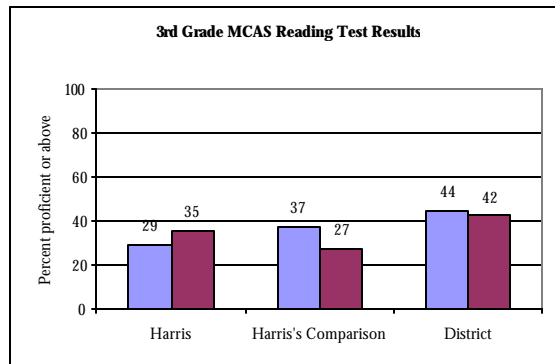
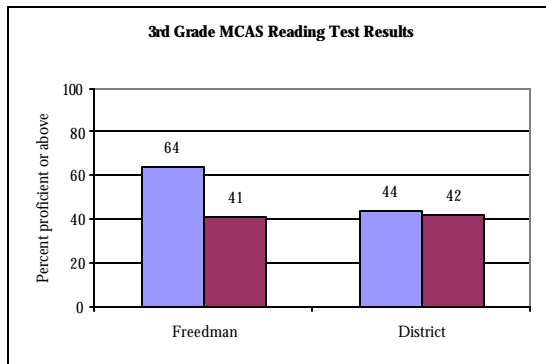
Springfield, MA

Springfield administers the Massachusetts Comprehensive Assessment System (MCAS) Reading test in the third grade.³³ The following charts present the percent of students who scored proficient or advanced in the third grade Reading test for the two Cornerstone schools, their comparison schools,³⁴ and the district average. The 2002-03 school year was the first year Cornerstone was implemented in the district.

The Springfield Public School District enrolls 26,594 students (47% Hispanic, 29% African American, 22% white, and 2% Asian) in 49 schools (33 elementary schools) in the 2002-03 school year. Seventy-one percent of the students qualify for free or reduced lunch and 10% are classified as limited English proficient.

Freedman Elementary School is K-5 with 274 students. More than half (58%) of the students are Hispanic, 29% African American, 11% white, and 2% Asian. Most of the students (86%) qualify for free or reduced lunch and 27% are classified as limited English proficient.

Frederick Harris Elementary School is preK-5 with 485 students. About 46% of the students are Hispanic, 36% white, 16% African American, and 3% Asian. More than two thirds of the students (68%) qualify for free or reduced lunch and 14% are classified as limited English proficient.



Freedman's third grade MCAS Reading test results decreased sharply, but the scores in 2002-03 remained close to the district average. Frederick Harris's third grade Reading test results increased, while its comparison school's scores experienced a substantial drop. Harris's results were below the district average in 2002-03.

Springfield Outcomes Summary

Springfield's Cornerstone schools' results are also comparisons with baseline, since last year was Springfield's first year of implementation. The first year pattern of results is quite mixed.

³³ Springfield also administers the MCAS in English Language arts in 4th grade. Because 2002-03 was the first year of Cornerstone implementation in the district, these 4th grade results will not be presented in this report.

³⁴ Harris's comparison school scored ten percentage points higher in 2001-02. Freedman does not have a comparison school.

Cornerstone Second Year Evaluation Report

Freedman's Reading scores fell, but remained very close to the district average. Harris's score rose, exceeded its comparison school's performance, but remained below the district.

SURVEY AND INTERVIEW FINDINGS

The sections below report our findings about Cornerstone implementation in the 18 participating Phase I-III schools, and the impact of Cornerstone's implementation on teacher practice and student literacy development. The survey and interview data from site team members and teachers in participating Cornerstone schools are integrated by topic and phase³⁵. Comparisons between survey data from the 2002-03 and the 2001-02 school years are presented when available.

As outlined in the *Year 2 Progress Report* (July 2003), we expanded the number and breadth of surveys administered in the second year of the evaluation. We developed a survey for critical friends, and revised the principal and coach surveys to capture more detail about Cornerstone practices at participating schools. Principals, coaches, and critical friends completed those surveys in mid-May 2003.

An online survey of all teachers in the Cornerstone schools was administered in the spring of 2003. This survey probes how teachers in the Cornerstone schools perceive and are involved with the initiative, and asks teachers to assess changes in their schools and their practice, as a result of Cornerstone implementation. The Cornerstone-wide response rate for the online teacher survey was 73% in 2003, as compared with 61% in 2002. Participation rates across schools varied from 26%³⁶ to 100% in 2003. Six schools had a 100% response rate on the survey.

The NYU team conducted 116 interviews over the course of the 2002-03 school year. Interviews were conducted at 18 schools with coaches (36), principals³⁷ (9), and in Phase I and II schools containing upper grades, with one or two fourth grade teachers (18). At the district level, we interviewed ten³⁸ district strategy managers, nine district superintendents, and four critical friends³⁹. We revised our first-year interview protocols to incorporate new developments within the initiative since its inception, and to more effectively capture changes in instructional practices at each school.

Interviews were also conducted with principals and teachers in comparison schools in the nine Cornerstone districts; 17 interviews were conducted at ten comparison schools. These interviews focused on school reform models being implemented in comparison schools, the existence of alternative literacy programs, the nature of professional development programs, school and district-level assessments, and the extent of practitioners' awareness of The Cornerstone

³⁵ We have presented data by phase because it is the expectation that schools in the same phase will, generally, be at the same stage of implementation. We note whenever there are large differences among schools within the same phase.

³⁶ This school had the lowest response rate. The next lowest response rate was 44%.

³⁷ Only new principals and Phase III principals were interviewed. Those that had been interviewed last year were surveyed instead.

³⁸ At the time of our interviews, New Haven had two co-district strategy managers. We interviewed both.

³⁹ Only new critical friends were interviewed, those that had been interviewed last year were surveyed instead.

Initiative. These data were added to comparison school information collected in the first year of the evaluation.

Additionally, in summer 2003, the evaluation team interviewed 13 Cornerstone program staff members who work directly with practitioners in the Cornerstone schools. Interview questions focused on the interaction between Cornerstone program staff and practitioners in participating schools, the continuing development of The Cornerstone Initiative, challenges related to implementation, and the impacts and outcomes within Cornerstone schools. All interviews were transcribed and added to our existing database.⁴⁰

Implementation

Learning Environment

School reform researchers have demonstrated that successful school change depends on the development of a school culture in which teachers, principals and parents collaborate in a professional learning community. Developing and supporting these learning communities is the core effort of the Cornerstone model. To better understand the nature of the learning climate and culture in Cornerstone schools, we asked coaches, principals, and teachers to respond to survey questions assessing the characteristics of effective school cultures, such as teacher collegiality and leadership, principal leadership, and expectations for students.

Table 26. Percent of teachers, coaches and principals responding to survey items about school climate

Respondents: Full-time teachers (n=417), coaches (n=33) ⁴¹ , and principals (n=18)				
Question: Please indicate the extent to which you agree that	Response to question	Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation (N=204)	Cornerstone Schools Year 2 Implementation (N=88)	Cornerstone Schools Year 1 Implementation (N=176)
Teachers respect colleagues who are expert teachers.	Strongly agree or agree	87.1%	86.4%	84.0%
	Disagree or strongly disagree	8.9%	10.2%	12.6%
	Do not know	4.0%	3.4%	3.4%
Experimentation and occasional mistakes are seen as a normal aspect of teaching at this school.	Strongly agree or agree	87.1%	82.8%	81.7%
	Disagree or strongly disagree	9.9%	11.5%	16.0%
	Do not know	3.0%	5.7%	2.3%
Most teachers are continually learning and seeking new ideas from each other at this school.	Strongly agree or agree	87.6%	87.5%	85.8%
	Disagree or strongly disagree	10.0%	11.4%	11.4%
	Do not know	2.5%	1.1%	2.8%

⁴⁰ Each transcript was coded by two research team members to assure consistency, using a coding scheme that was developed in the evaluation’s first year, and expanded and elaborated based on data collected this year. Interview material was analyzed using QSR NUD*IST, a software program designed for this purpose.

⁴¹ Two Phase II coaches and one Phase III coach did not complete our survey.

Table 26. cont.

Respondents: Full-time teachers (n=417), coaches (n=33) ⁴² , and principals (n=18)				
Question: Please indicate the extent to which you agree that	Response to question	Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation (N=204)	Cornerstone Schools Year 2 Implementation (N=88)	Cornerstone Schools Year 1 Implementation (N=176)
Teachers set high expectations for students' academic work at this school.	Strongly agree or agree	90.7%	85.2%	88.0%
	Disagree or strongly disagree	7.8%	9.1%	8.6%
	Do not know	1.5%	5.7%	3.4%
Teachers are involved in making important decisions at this school.	Strongly agree or agree	77.8%	55.8%	65.3%
	Disagree or strongly disagree	19.2%	34.9%	32.4%
	Do not know	3.0%	9.3%	2.3%
There is a feeling that everyone is working together toward common goals.	Strongly agree or agree	89.6%	75.0%	81.1%
	Disagree or strongly disagree	8.9%	19.3%	17.7%
	Do not know	1.5%	5.7%	1.1%

One phase I school and one phase III school disagreed to a greater extent to four out of five of the questions in this table (all questions except “Teachers are involved in making important decisions at this school”)

Survey results suggest that most respondents believe that their school has a collegial environment and that teachers are working to inform and educate each other, and share new ideas. The Phase I respondents indicated higher levels of agreement, yet most respondents from all phases basically agreed with the above statements. One exception involved responses to the question concerning school governance (“teachers are involved in making important decisions at this school”). While more than three quarters of Phase I respondents agreed, little more than half shared this belief in Phase II and Phase III schools. A similar pattern emerged when respondents were asked whether they agreed that, in their school, “there is a feeling that everyone is working together toward common goals.” Phase I respondents answered most positively, although all respondents rated their schools highly.

There was little variation between the phases in teachers’ responses to the question about whether teachers are “continually learning and seeking new ideas from each other.” In our interviews, when we asked coaches, principals and fourth grade teachers to “characterize relationships among faculty” at their schools and assess whether participation in Cornerstone had affected these relationships, there was consensus, across all three phases, that Cornerstone schools were collaborative cultures characterized by good faculty relationships. School staff tended to report that the quality of these relationships predated the implementation of Cornerstone, but in many cases they said that Cornerstone had enhanced or intensified these relationships.

Interviewees from Phase I and II schools pointed specifically to two key enabling features of The Cornerstone Initiative: meetings among the teaching staff to discuss student literacy, and the

⁴² Two Phase II coaches and one Phase III coach did not complete our survey.

demonstrations and modeling that coaches offered their fellow teachers. Meetings during which Cornerstone strategies were discussed reportedly provided teachers with much needed time for sharing ideas, practices, successes, and difficulties and questions. A Phase I coach described how these opportunities had “cemented relationships” among staff by convening them to focus on specific goals. These meetings reportedly changed staff perceptions of one another. According to a Phase II coach, “Sometimes we have preconceived notions about people and they come up with something profound at the meetings and we look at them in a different way.”

In schools with already developed levels of collaboration, interviewees reported that the Cornerstone demonstration lessons had advanced collaboration within classrooms. A Phase I coach described: “We are not closing our doors on each other, we are keeping the doors open and want to hear what is going on down the hallway and across the hallway.” Interviewees, particularly in Phase I schools, often spoke about “respect” and “trust” as being important aspects that emerged from participating in Cornerstone meetings and the process of opening classrooms to other teachers. Interviewees in Phase III schools reported more limited impact on teacher relationships, but were hopeful about the effect Cornerstone could have by promoting a more open school culture. A Phase III coach stated, “I think we depend on each other a little bit more as far as the academics...I think we were more secluded before.”

According to our surveys, more than 85% of teachers, coaches and principals at schools in all three phases felt that they maintained high expectations for students’ academic work. The level of expectations for students has reportedly increased, in some places significantly, as a result of participation in Cornerstone. A Phase I coach stated, “I think people are realizing that kids can do more,” and a Phase II coach stated, “Kids are so much more capable than we knew.” We heard similar statements frequently in our interviews across the three phases.

Table 27. Percent of teachers and coaches responding to survey items about perceptions of the principal

Respondents: Full-time teachers & coaches				
		Phase I	Phase II	Phase III
		Cornerstone	Cornerstone	Cornerstone
		Schools Year 3	Schools Year 2	Schools Year 1
		Implementation	Implementation	Implementation
		(N=195)	(N=85)	(N=167)
Question: Please indicate the extent to which you agree that	Response to question			
The principal has confidence in the expertise of the teachers.	Strongly agree or agree	84.6%	82.4%	84.4%
	Disagree or strongly disagree	12.3%	9.4%	12.6%
	Do not know	3.1%	8.2%	3.0%
The principal is an instructional leader.	Strongly agree or agree	81.0%	61.4%	73.2%
	Disagree or strongly disagree	14.9%	26.5%	24.4%
	Do not know	4.1%	12.0%	2.4%

Respondents from one Phase III school disagreed to a greater extent on both questions than other Phase III schools. One Phase I school disagreed to a greater extent on the first question than other Phase I schools. And one Phase II school disagreed to a greater extent on the second question than other Phase II schools.

Cornerstone defines the principal's role as critical to successful Cornerstone implementation. As one measure of effective leadership, survey respondents were asked to assess whether their principal "has confidence in the expertise of the teachers." Table 27 indicates that most teachers agreed. However, marked differences surfaced about perceptions of the principal as an instructional leader. While most Phase I respondents reported that their principals were instructional leaders, fewer Phase II and Phase III teachers agreed.

During interviews with fourth grade teachers (Phases I and II) and coaches (Phases I, II and III), participants were asked about the levels of support they receive from the principal. Differences among the phases in the types of support provided by principals surfaced. Phase I participants described the principal as very supportive, and many reported changes in principal practice since the beginning of Cornerstone. These changes ranged from the principal being more flexible in allowing teachers to meet as grade level teams to developing a more shared leadership style. A Phase I coach described the change as, "she visited [teacher's] classrooms, gave them feedback on how well they were doing and told them to talk to us. And she asked us what needs to be done differently. In previous years, unless we sought her out we didn't get her."

In contrast, most Phase II participants describe the principal as very accommodating, but less active in The Cornerstone Initiative. A Phase II coach described her principal as "very supportive and very hands-off." Another Phase II coach at a different school described the support of the principal by saying that her principal is "very helpful. [The Principal] is just there to let us do what we need to do." Phase III participants also generally described the principals as very supportive, and indicated that principals were instrumental in releasing funds for classroom libraries or providing the coaches with time at staff meetings to discuss Cornerstone with the faculty. A Phase III coach said of the principal, "She's very on top of everything that is required of Cornerstone and very supportive."

Learning Environment Summary

Our survey and interview findings indicate that the majority of the site team members and school practitioners viewed the learning environment in their schools as collegial, and their principal as supportive and confident about the expertise of teachers. In many cases, interviews with coaches and principals affirmed that The Cornerstone Initiative had improved or intensified the collaborative culture in these schools. However, survey results show a greater degree of shared leadership in the Phase I schools than in the Phase II and III schools. Interviews with coaches confirmed that the longer the schools implemented The Cornerstone Initiative, the more likely that teachers would feel empowered, adopt an open school culture, and have high expectation for students; and the more

likely that principals change their practices in promoting literacy learning and shared leadership in schools. Overall, The Cornerstone Initiative seems to have had a positive impact on the schools' learning environment, though the intensity varies across the three phases, given the weight of existing school cultures and the amount of time they have been involved in The Cornerstone Initiative.

Professional Learning

The Cornerstone Initiative is based on the belief that on-going professional support for site team members and teachers inculcates a commitment to learning and change. The following sections explore the implementation of professional learning experiences (Cornerstone meetings and staff visits, participating in reviews of other Cornerstone schools, and videoconferences) and their effects on site team members (principals, coaches and critical friends), and also assess the implementation and effects of schoolwide Cornerstone components (asset-mapping, book study groups, school review, and demonstration lessons) on the entire school staff.

Site Team Participation in Professional Learning

Direct Support from Cornerstone

Every year, coaches, critical friends, principals, district strategy managers, parent representatives, and superintendents are asked to participate in Cornerstone Regional Meetings, a visit to London schools (new participants only)⁴³ and the Cornerstone Summer Institute. For first year districts, the meetings serve as an introduction to the implementation of Cornerstone. For returning districts, the Summer Institute and Regional Meetings help reinforce and expand their work. Principal, coach, and critical friend surveys and interviews indicate that participants found these meetings important to understanding and implementing Cornerstone.

⁴³ Survey results about the London trip are not presented due to the smaller number of respondents who participate each year.

Table 28. Percent of coaches, critical friends and principals responding to survey items about Cornerstone meetings

Respondents: Coaches, Critical Friends & Principals				
		Phase I	Phase II	Phase III
		Cornerstone	Cornerstone	Cornerstone
		Schools	Schools	Schools
		Year 3	Year 2	Year 1
	Response to question	Implementation	Implementation	Implementation
		N=27	N=11	N=19
How useful did you find the 2002 Summer Institute for improving your understanding and implementation of Cornerstone?	Very useful	74.1%	72.7%	63.2%
	Somewhat useful	22.2%	18.2%	15.8%
	Neutral	0.0%	9.1%	15.8%
	Somewhat not useful	3.7%	0.0%	5.3%
	Not at all	0.0%	0.0%	0.0%
How useful did you find the 2003 Regional Meeting for improving your understanding and implementation of Cornerstone?	Very useful	63.0%	72.7%	63.2%
	Somewhat useful	33.3%	18.2%	21.1%
	Neutral	3.7%	9.1%	10.5%
	Somewhat not useful	0.0%	0.0%	5.3%
	Not at all	0.0%	0.0%	0.0%

Cornerstone participants at one Phase III school had found the Cornerstone meetings less useful than other Phase III schools. One Phase I and one Phase II school found the Summer Institute less useful than other schools within the same phase.

Table 28 shows that the majority of Phase I and II respondents found both the Summer Institute and the Regional Meetings to be “very useful.” More Phase III respondents reported that the meetings were “somewhat not useful” or felt “neutral” about their importance. Echoing perceptions we heard during first year interviews with Phase I and II site team members, some coaches and principals in Phase III schools described their initial uncertainty about Cornerstone. A Phase III coach explained, “Well, at first, it’s a bit overwhelming, but now that we’ve been in it for the year, I can see how valuable the training really was.” It seems that, as schools become more familiar with Cornerstone, their appreciation of the Regional Meetings and the Summer Institute increases.

Cornerstone staff also provide on-going support through school visits, and consult with coaches and teachers to help improve their literacy teaching strategies. In addition to helping clarify issues related to understanding the literacy framework and implementing Cornerstone strategies, coaches reported that Cornerstone staff visits were invaluable for boosting interest in the initiative and conferring legitimacy on their efforts. One coach stated: “I think [staff visits] play an important role because when we’ve been with them at our trainings, we come away feeling rejuvenated and special...so we were really happy when they came [to our school] because we figured that would give the faculty a boost.”

Participating in External School Reviews

Coaches, principals, critical friends, and district strategy managers are asked to participate in a school review at another Cornerstone school as part of a professional learning opportunity. Being a school reviewer was considered “very useful” by the vast majority of coaches and principals surveyed (Table 29).

Table 29. Percent of principals and coaches responding to survey item about school review

Respondents: Principals and Coaches				
		Phase I Cornerstone Schools Year 3 Implementation N=24	Phase II Cornerstone Schools Year 2 Implementation N=10	Phase III Cornerstone Schools Year 1 Implementation N=17
How useful do you think participation in school reviews at other Cornerstone schools is in improving literacy practice in your school?	Response to question			
	Very useful	83.3%	75.0%	83.3%
	Somewhat useful	14.3%	12.5%	8.3%
	Neutral	0.0%	12.5%	8.3%
	Somewhat not useful	0.0%	0.0%	0.0%
Not useful at all	0.0%	0.0%	0.0%	

In interviews, school review participants were almost unanimous in their praise of the school review process, perceiving it as “intense” and “hard work” but “enlightening.” Coaches and principals were particularly impressed with what they learned from other reviewers, as well as from the schools they visited. A Phase I coach commented: “You really get a lot of insight into your own practice, what you are doing with your own kids.” Similarly, a Phase III coach talked about the importance of the school review in terms of understanding Cornerstone, “I learned so much about what a Cornerstone school looks like; what things take place, what instruction is in Cornerstone schools, things to look for and things I needed to come back and work on [at my school].”

Videoconferencing

Videoconferencing for coaches provides an opportunity to consult with Cornerstone staff as well as with other schools in the Cornerstone network. During the 2002-03 school year, videoconferences were scheduled on a weekly basis in the Phase II and III schools and on a monthly basis in the Phase I schools.

Table 30. Percent of coaches responding to survey item about videoconferences

Respondents: Coaches				
Response to question	Phase I	Phase II	Phase III	
	Cornerstone Schools Year 3 Implementation N=16	Cornerstone Schools Year 2 Implementation N=6	Cornerstone Schools Year 1 Implementation N=11	
How useful do you think videoconferences for you are in improving literacy practice at your school?				
Very useful	50.0%	66.7%	36.4%	
Somewhat useful	37.5%	16.7%	27.3%	
Neutral	6.3%	16.7%	9.1%	
Somewhat not useful	6.3%	0.0%	27.3%	
Not at all	0.0%	0.0%	0.0%	

Respondents at one Phase I school and one Phase II school found the videoconferences less useful than other schools in their phases.

Table 30 shows coaches' evaluation of the usefulness of videoconferences. The majority of coaches in Phase I and II found the videoconferences to be “very” or “somewhat useful.” Most coaches offered positive comments about these virtual meetings. One coach in a Phase I school commented, “You can share students’ work using the document camera and you can talk about books you have read. It’s very personal.” A few coaches also indicated that videoconferences were a way to spread Cornerstone throughout the school. A Phase III coach said, “We’re beginning to bring in classroom teachers, especially those who have worked with us in the classroom, to share their thinking on how it has affected the classroom.”

However, our interviews with coaches also revealed some problematic issues related to the videoconferences. Many coaches cited ongoing scheduling and technology problems that inhibited their full participation. Additionally some Phase I coaches disliked that, as Year 3 schools, they were scheduled only for monthly, rather than weekly, videoconferences. . One coach summed it up by saying, “I think in the previous years videoconferences might have been more beneficial because we met more.” She indicated that with monthly videoconferences, “we forgot sometimes what it was we were supposed to be talking about and [we were] not really focused on one particular point.”

This year, Cornerstone invited principals to participate in videoconferences. However, implementation was not consistent, and some principals reported that they participated in only one or two videoconferences, or not at all, during the school year.

Schoolwide Professional Learning Activities

Leadership Teams

Cornerstone requires each school to organize a leadership team to guide and coordinate Cornerstone activities. Leadership team meetings generally include coaches, principals, critical friends, and occasionally other school staff such as the parent coordinator or grade-level teacher leader. The meetings provide a structured opportunity to discuss the progress and effectiveness of

Cornerstone implementation and plan for further development. Most schools have regular school-based leadership team meetings. Two districts also have monthly districtwide leadership team meetings that include the district strategy manager, the critical friend, and the two Cornerstone schools' principals and coaches. More than half the Cornerstone schools have monthly leadership team meetings, district or school based. Four schools have them every two weeks, and the rest (5) have weekly leadership team meetings. This variability cuts across all phases.

Table 31. Percent of coaches responding to survey item about leadership team meetings

Respondents: Coaches & Principals				
		Phase I	Phase II	Phase III
		Cornerstone	Cornerstone	Cornerstone
		Schools	Schools	Schools
		Year 3	Year 2	Year 1
		Implementation	Implementation	Implementation
	Response to question	N=24	N=10	N=17
How useful do you think Cornerstone leadership team meetings are in improving literacy practice in your school?	Very useful	87.5%	50.0%	35.3%
	Somewhat useful	8.3%	40.0%	41.2%
	Neutral	0.0%	10.0%	5.9%
	Somewhat not useful	3.6%	0.0%	5.9%
	Not at all	0.0%	0.0%	11.8%

Respondents from one Phase I, one Phase II, and two Phase III schools found leadership team meetings less useful than other schools in their phases.

While the great majority of coaches and principals in Phase I schools felt that leadership team meetings were very useful in improving literacy practice, only half of Phase II and a third of Phase III principals and coaches shared this belief. This fall-off may reflect the extent of implementation; the more time the team has had to develop its operation and guide the initiative, the more it is perceived as effective. The type of leadership arrangements within the school prior to Cornerstone may also influence these perceptions because some schools already had a similar structure in place before Cornerstone.

Asset Mapping

In each Cornerstone school, the entire staff is expected to help create an asset map in the first year of Cornerstone participation, and in subsequent years to revise and/or update the goals established during the initial mapping process. According to our interviews, the critical friend in each district helped facilitate the asset mapping process. How that mapping was carried out differed, depending on school size and grade configuration. In some of the larger schools, the faculty were split by lower (K-3) and upper grade divisions and did separate maps. (In one case, upper grades did not participate in the asset mapping process, but were included in the discussion of the results and goal setting.) Respondents from large schools explained that dividing the school was often necessary because the large staff size makes the process much more difficult.

Table 32. Percent of teachers responding to survey items about asset mapping (numbers in parentheses are from the 2001-02 survey)⁴⁴

Respondents: All teachers				
		Phase I Cornerstone Schools Year 3 Implementation N=171(130)	Phase II Cornerstone Schools Year 2 Implementation N=74(69)	Phase III Cornerstone Schools Year 1 Implementation N=145
Have you participated in the Asset Mapping process in your school?	Yes	96.4% (92.3%)	73.6% (82.6%)	95.5%
Are the goals established in the Asset Map discussed during faculty meetings or in study groups?	Yes	93.9% (81.4%)	86.2% (84.3%)	77.9%
How useful do you find the school wide goals established by the Asset Mapping process?	Very useful	38.9% (32.5%)	20.3% (22.7%)	17.6%
	Somewhat useful	40.7% (41.7%)	43.8% (28.8%)	38.7%
	Neutral	15.0% (17.5%)	25.0% (18.2%)	33.1%
	Somewhat not useful	3.6% (4.2%)	6.3% (13.6%)	8.5%
	Not at all	1.8% (4.2%)	4.7% (16.7%)	2.1%

Respondents from one Phase II school had much lower levels of implementation and found the asset mapping to be less useful than other Phase II schools.

Asset mapping was implemented in all Cornerstone schools, and almost all the teaching staff in the Phase I and III schools who participated in the online survey responded that they had taken part in the process. However, among Phase II schools, only 74% of the teachers who participated in the online survey responded that they had taken part in the process (14% answered “I don’t know”). This may be due to the size and grade configurations of schools in Phase II and how the asset map was administered.

In Phase I schools, almost all the teachers reported that the goals created in the asset mapping process were discussed in faculty meetings, as compared with somewhat lower numbers in Phase II and Phase III schools. For the 2002-03 school year, teachers in Phase I schools found the goals more useful than those in Phase II or Phase III schools. Comparing responses to this question with last year’s survey results (in parentheses), Phase I and Phase II teachers found the 2002-03 goals more useful than the previous year’s goals. As schools become more familiar with Cornerstone, their sense of the usefulness of the schoolwide goals established through asset mapping seems to increase.

⁴⁴ Comparative data from the 2001-02 survey differ from what was presented in the First Year Evaluation Report because “not applicable” responses were removed to match the 2002-03 data.

Table 33. Percent of coaches and principals responding to survey items about asset mapping

Respondents: Coaches & Principals				
		Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation N=23	Cornerstone Schools Year 2 Implementation N=9	Cornerstone Schools Year 1 Implementation N=17
	Response to question			
How useful do you think asset mapping is in improving literacy practice in your school?	Very useful	47.8%	22.2%	41.2%
	Somewhat useful	43.5%	33.3%	35.3%
	Neutral	4.3%	44.4%	11.8%
	Somewhat not useful	4.3%	0.0%	11.8%
	Not at all	0.0%	0.0%	0.0%

Almost all Phase I principals and coaches, and most of Phase III principals and coaches, felt that the asset mapping process was “very useful” or “somewhat useful.” In contrast, only 56% of Phase II principals and coaches agreed, and more than 40% responded “neutral” to this question. Again, school size, grade configuration and the ways in which the asset mapping was conducted may have contributed to a less positive evaluation by Phase II coaches.

Interview data show that schools varied in terms of how often the goals were discussed. Some coaches reported the asset map and goals were discussed regularly at weekly grade level meetings or faculty meetings, while other coaches said the mapping process was completed and then not discussed throughout the year.

Book Study Groups

Cornerstone schools are expected to implement book study groups regularly; indeed, most schools held book study meetings throughout the year. Most coaches reported that their book studies focused on texts recommended by Cornerstone such as *Strategies that Work*, *Mosaic of Thought* or *Reading for Meaning*. Generally, book study groups met on a weekly or monthly basis although one school held a book study only once during the 2002-03 school year. Groups met as a whole staff, or by grade levels, or as one or two grade levels together (K-1, 2-3, etc.). The frequency of book study meetings did not significantly change from last year (Table 34). Some schools organized their book study groups by asking teachers to choose the book they wanted to read, and then grouping teachers by the titles they chose. Others asked grade teams to choose the book they would read together. In general, coaches attended and facilitated the book study groups, but in some schools classroom teachers were beginning to facilitate the book study meetings.

Table 34. Percent of all teachers responding to survey items about book study (numbers in parentheses are from the 2001-02 survey)

Respondents: All teachers				
		Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation N=171 (130)	Cornerstone Schools Year 2 Implementation N=74 (69)	Cornerstone Schools Year 1 Implementation N=145
How often do you participate in a Cornerstone book study group and/or literacy study group in your school?	Response to question			
	Once or twice a week	21.9% (29.2%)	6.9% (7.1%)	41.4%
	Once or twice a month	60.9% (53.1%)	56.9% (64.3%)	31.7%
	Once or twice a semester	5.9% (8.5%)	12.5% (8.6%)	7.6%
	Once or twice a year	0.6% (2.3%)	4.2% (5.7%)	1.4%
	Not at all	8.3% (6.9%)	9.7% (7.1%)	15.9%
	Not Applicable	2.4% (0.0%)	9.7% (7.2%)	2.1%
How useful do you think the Cornerstone book study group and/or literacy study groups are?	Very useful	53.4% (46.7%)	39.1% (28.6%)	27.9%
	Somewhat useful	31.7% (36.9%)	40.6% (36.5%)	51.9%
	Neutral	12.4% (13.9%)	14.1% (15.9%)	17.8%
	Somewhat not useful	0.6% (1.6%)	3.1% (14.3%)	1.6%
	Not at all	1.9% (0.8%)	3.1% (4.8%)	.8%

Respondents from one phase I school and one phase III school had much lower levels of implementation and found the book study less useful than other schools within the same phase.

Teacher survey respondents in all grades reported a fairly high participation rate in Cornerstone book study groups. Although in all phases, approximately 80% of teachers reported that the Cornerstone book/literacy study groups were “very useful” or “somewhat useful,” the percentage of teachers responding that the book study group was “very useful” was much higher in Phase I schools than in either Phase II or Phase III schools. The percentage of teachers who felt that book studies were “very useful” increased in both Phase I and Phase II schools over last year.

Coaches and principals were very positive about the impact of study groups on improving schools’ literacy practice. Our interviews indicated that book study groups remain one of the primary ways that coaches introduce and sustain consistent dialogue about Cornerstone practices with the schools’ faculty. A Phase I coach explained the expansive role the book study played in her school. “I think [the teachers who participated] really enjoyed the book study. Because if they have questions about other things, even unrelated to the book chapter, it gave them a chance to talk to each other and find solutions to the questions they had.” A Phase III coach said, “People are excited about getting the book and reading it. It has created some very academic and collegial discourse.”

School Review

Cornerstone school reviews occur at each participating school once a year. (Additionally, as discussed previously, site team members are asked to participate in an external review in a school other than their own.) When asked about the usefulness of a school review in improving literacy in

their schools, coaches and principals, for the most part, responded that they thought the reviews at their schools were very useful. However, there were differences by phase.

Table 35. Percent of principals and coaches responding to survey items about school review

Respondents: Principals and Coaches				
		Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation N=24	Cornerstone Schools Year 2 Implementation N=10	Cornerstone Schools Year 1 Implementation N=17
How useful do you think the school review at your school is in improving literacy practice at your school?	Response to question			
	Very useful	95.8%	80.0%	70.6%
	Somewhat useful	4.2%	0.0%	23.5%
	Neutral	0.0%	20.0%	0.0%
	Somewhat not useful	0.0%	0.0%	0.0%
	Not useful at all	0.0%	0.0%	5.9%

Respondents from one Phase III school found the school review less useful than other Phase III schools.

Principals and coaches in Phase I schools had a greater sense of the usefulness of the school review in terms of improving literacy practice at their school than their counterparts at Phase II or Phase III schools. However, two out of ten Phase II respondents were neutral about the utility of the school review. Yet according to interviewees, school reviews became easier in the second year because teachers were less anxious and more comfortable with the review process. Among Phase III schools, coaches also felt that school reviews validated the asset map findings. A common comment was, “We weren't surprised by any of their recommendations, we knew there were things that we needed to do when we began to look at what Cornerstone was all about... We weren't surprised by anything, and we felt that we saw the same weaknesses that they saw.”

Although faculty were reported to be somewhat uneasy and quite sensitive to school reviewers' presence, particularly during their first school review, the majority of coaches and principals felt that the process was important. A Phase III coach said, “Some of things that were recommended, sharing good books and good literature every day, those were things our teachers wanted to do, so they felt that in a way the review kind of gave them permission to do those things that we know are good and we want to do.”

Table 36. Percent of all teachers responding to survey item about school review results (numbers in parentheses are from the 2001-02 survey)

Respondents: All teachers					
		Phase I	Phase II	Phase III	
		Cornerstone Schools Year 3	Cornerstone Schools Year 2	Cornerstone Schools Year 1	
	Response to question	Implementation N=169 (128)	Implementation N=72(69)	Implementation N=144	
Were the results of the Cornerstone School Review shared with the faculty of your school?	Yes	92.3% (87.5%)	65.3% (79.7%)	90.3%	
	No	0.6% (3.9%)	2.8% (5.8%)	0.7%	
	Do not know	5.9% (4.7%)	16.7% (10.1%)	8.3%	
	Not applicable	1.2% (3.9%)	15.3% (4.3%)	0.7%	

Respondents at one Phase II school had less awareness about school review results than other Phase II schools.

Sharing the results of the school review is an important part of the process, because the reviews offer constructive criticisms and support for how well schools are meeting Cornerstone objectives, and also help schools plan for the future. In Phase I and III schools, teachers were largely aware that their school had hosted a school review, and indicated that the results were shared with them. Phase II teachers were more likely say that they did not know whether results had been shared with the faculty. This lack of awareness may be attributed to the grade configuration and size of some of the Phase II schools, as well as how the schools are administered.

Demonstration Lessons

From interviews and survey data, we found that the types of interactions coaches have with their school colleagues, and the opportunities for providing demonstration lessons, vary significantly, depending on the nature of the coaches’ classroom release time and the school’s schedule. Additionally, Cornerstone recommended that coaches concentrate their efforts during the 2002-03 school year by selecting “buddy teachers” to work with. (A “buddy teacher” is someone with whom the coach works intensively over a period of weeks to help that teacher develop a model classroom). Many coaches described the buddy teacher as someone who would become so well versed in the Cornerstone techniques that they could model for other teachers in the school, thus amplifying the reach of the coaches.

Almost all Phase I schools have developed schedules that give the coaches flexibility to visit classrooms during the literacy block, to work with other teachers and their students. Most Phase I coaches reported having selected buddy teachers either through teacher sign-up, decisions made by the leadership team, or because the teacher was new to the school or district. One coach described her work with the buddy teacher as, “basically, we worked for about three or four weeks with her...almost constantly...in her classroom modeling during the literacy block. She would do some strategies and I would sit and observe her. Or we would come back and have feedback time and plan

lessons.” Some coaches appreciated the buddy teacher model and one said, “I enjoy [working with a buddy teacher] because I get to establish more of a one on one relationship and determine what the person needs.” However, there were some coaches who were sensitive to the shift in focus from the previous years and worried that “other teachers may feel like they were being slighted.” They tried to alleviate this perception by inviting grade team leaders to the demonstrations with the buddy teacher.

In the Phase II schools, most coaches reported that they did not specifically focus on buddy teachers during the 2002-03 school year. Also, many Phase II coaches were not able to provide as many demonstration lessons, either because of scheduling (schoolwide literacy block in the morning while the coaches were teaching their own students) or because of inadequate or inconsistent release time. However, despite the scheduling problems, Phase II coaches did report efforts to reach out to other teachers, either by working with their grade level team during meeting time, or visiting classrooms when they could. One Phase II coach said, “It’s impossible to be there everyday. I would typically be in a class one day a week. If I want to work on a particular strategy, I’d go in more. When I was modeling in pre-K, I’d go in a couple times a week.” Despite inhibiting factors such as insufficient release time or scheduling difficulties, Phase II coaches were attempting to spread Cornerstone techniques throughout the building.

Many Phase III schools successfully altered their school schedules or arranged for adequate coverage so that coaches could provide modeling/demonstration lessons for other teachers, but a few schools were not able to make these arrangements until the very end of the 2002-03 school year. Thus the coaches in these schools were not released from their classrooms to do demonstration lessons. Of the Phase III coaches who were released to coach, most said that they focused on buddy teachers. One coach, in describing her initial year of coaching, said, “I focused on one third grade teacher and one second grade teacher, but as I got more comfortable coaching I started working more with other teachers too.” Another coach described the system they used to expose the teachers to Cornerstone techniques. “We started in September and picked two [buddy] teachers. Then we picked up two more and then we also picked up [the librarian] to train her, because she was ready to get on board and she reads with all the classrooms daily. We spent six weeks with each teacher.” Overall, many Phase III schools put systems in place that allowed the coaches to work with other teachers during the initial Cornerstone year. However, even if coaches were not able to model lessons during class time, they often provided assistance to the teachers through book study groups and grade level meetings.

Table 37. Percent of coaches responding to survey items about demonstration lessons

Respondents: Coaches				
	Response to question	Phase I Cornerstone Schools Year 3 Implementation (N=16)	Phase II Cornerstone Schools Year 2 Implementation (N=6)	Phase III Cornerstone Schools Year 1 Implementation (N=11)
Please indicate how often you provided demonstrations or modeled for other teachers at your school this school year?	Daily	31.3%	33.3%	36.4%
	Once or twice a week	50.0%	50.0%	36.4%
	Once or twice a month	18.8%	0.0%	9.1%
	Once or twice a semester	0.0%	16.7%	9.1%
	Not at all	0.0%	0.0%	9.1%
How useful you think providing demonstrations or modeling for other teachers is in improving literacy practice in your school?	Very useful	93.8%	83.3%	60.0%
	Somewhat useful	6.3%	16.7%	30.0%
How satisfied are you with the level of support your school has received from Cornerstone in training you so that you can effectively coach other teachers?	Neutral	0.0%	0.0%	10.0%
	Very satisfied	25.0%	16.7%	45.5%
	Somewhat satisfied	25.0%	83.3%	36.4%
	Somewhat unsatisfied	31.3%	0.0%	18.2%
	Very unsatisfied	18.8%	0.0%	0.0%

Results from the survey administered to the Cornerstone coaches⁴⁵ show that overall, about a third of the coaches in each phase reported they were providing demonstration lessons/modeling lessons for other teachers on a daily basis. The percentage of coaches who reported the frequency as once or twice a week increased across the phases, with the exception of Phase III, where some coaches reported they were providing no demonstration lessons or had done them only once or twice a year (some coaches did not have release teachers). Across all three phases, an overwhelming majority of coaches reported that they found the provision of demonstrations/modeling for other teachers useful in improving the literacy practice in their school.

However, not all coaches were totally satisfied with the level of Cornerstone support, in terms of being prepared to effectively coach other teachers. In Phase I, about half the coaches were satisfied with the support from Cornerstone and half were not. In general, Phase II coaches were satisfied with the levels of support they received. In Phase III schools, while the majority of the coaches were satisfied; almost 20% were not. The difference among phases may be a result of less frequent hands-on contact from Cornerstone in Phase I, as schools themselves are expected to assume increasing responsibility for implementing the initiative. Another possible explanation is that Phase I schools started when Cornerstone was in the process of developing many of the coaching procedures and guidelines they now have in place. The next section examines the K-3 teachers' perceptions of Cornerstone coach activities.

⁴⁵ All Phase I coaches responded to our survey, two out of eight of the coaches in Phase II did not respond to our survey and one Phase III coach did not respond to our survey

Table 38. Percent of K-3 teachers responding to survey items about coach activities (numbers in parentheses are from the 2001-02 survey)

Respondents: K-3 literacy teachers - no coaches				
		Phase I Cornerstone Schools Year 3 Implementation N=113 (83)	Phase II Cornerstone Schools Year 2 Implementation N=37 (41)	Phase III Cornerstone Schools Year 1 Implementation N=112
Please indicate how often you have observed a Cornerstone coach's classroom.	Response to question			
	Once or twice a week	10.8% (11.7%)	2.9% (10.8%)	8.9%
	Once or twice a month	24.3% (16.7%)	26.5% (10.8%)	6.3%
	Once or twice a semester	33.3% (24.7%)	26.5% (18.9%)	9.8%
	Once or twice a year	16.2% (24.7%)	20.6% (24.3%)	11.6%
	Not at all	13.5% (22.1%)	23.5% (35.1%)	59.8%
Please indicate how often a coach has come to your classroom to do a demonstration lesson.	Once or twice a week	11.6% (25.6%)	2.9% (5.6%)	9.0%
	Once or twice a month	23.2% (20.7%)	17.1% (11.1%)	7.2%
	Once or twice a semester	36.6% (29.3%)	25.7% (19.4%)	11.7%
	Once or twice a year	17.9% (21.9%)	22.9% (19.4%)	9.0%
	Not at all	7.1% (2.4%)	25.7% (44.4%)	59.5%
To what extent have the Cornerstone coaches helped your literacy teaching this year?	Very much or quite a bit	64.3% (63.8%)	59.4% (51.3%)	41.1%
	Some	24.1% (25.3%)	21.6% (20.5%)	25.0%
	A little bit	8.9% (8.4%)	16.2% (17.9%)	14.3%
	Not at all	2.7% (2.4%)	2.7% (10.3%)	16.1%

Respondents in one phase III school had much lower degree of implementation than other schools in the phase III on two of the three questions in this table (“how often have you observed a Cornerstone coach’s classroom?” and “how often has a coach come to your classroom to do a demonstration lesson?”).

The results from the online teacher survey show a consistent trend of more Phase I and II K-3 teachers observing coaches teaching lessons than teachers in Phase III schools. The results also suggest that many K-3 classroom teachers do not have a great deal of contact with their school’s coaches when they are modeling or providing demonstrations. Table 38 shows that more than one third of the participating K-3 teachers in Phase I schools had observed a lesson either in their own classroom or the coaches’ classroom on a weekly or monthly basis. Twenty to thirty percent of K-3 Phase II teachers reported observing a lesson either weekly or monthly, compared with half that number from Phase III schools. But more than 30% of Phase I teachers, 44% of Phase II teachers, and 70% of Phase III teachers had their classroom teaching observed by a coach only once or twice a year. As discussed above, the implementation of the “buddy teacher” process limited the number of teachers some of the coaches could work with. Similarly, at least 25% of the K-3 Phase I teachers, 48% of the K-3 Phase II teachers, and 69% of the K-3 Phase III teachers had only experienced a coach’s demonstration lesson in their classroom once or twice a year.

Sixty percent of K-3 teachers in Phase I and Phase II schools felt that Cornerstone coaches had helped their literacy teaching “quite a bit” or “very much,” while only 41% of Phase III K-3

teachers responded similarly. The differences among phases are probably related to how long the schools have been implementing Cornerstone. Site team members reported that during a school's first year, it is often difficult to coordinate schedules to free up coaches for demonstration lessons. Also, because the coaches themselves are often learning the techniques they need to teach during the first year, some report that they do not feel ready to model for other teachers until they get more comfortable with the strategies.

Professional Learning Summary

Professional learning experiences for Cornerstone participants are offered in multiple formats, ranging from direct support from Cornerstone staff for site team members and school staff to those opportunities provided within schools by coaches and critical friends. Interview and survey data indicate that overall, these experiences are valued by site team members and teaching staff as being useful for understanding and advancing the implementation of Cornerstone strategies in classrooms. In evaluating direct support from Cornerstone, participants, particularly those in Phase I and II schools, felt that Cornerstone meetings, staff visits, participating in school reviews and videoconferencing were very helpful to maintaining momentum and advancing Cornerstone practices. Phase III respondents were less enthusiastic about these opportunities, but, as indicated by the first year evaluation, increasing familiarity with Cornerstone seems to enhance their perceived usefulness. Schoolwide professional learning activities such as leadership teams, asset mapping, book study groups, school reviews and demonstration lessons were also perceived to be most useful in schools that had the most experience with Cornerstone. An exception to these findings was in coach satisfaction with the level of support received from Cornerstone specifically geared towards coaching other teachers.

Parent Involvement

Defined as critical in The Cornerstone Initiative, parent and community engagement is another core element in helping schools to meet Cornerstone literacy goals. To increase such engagement, Cornerstone developed a process through which schools submit proposals for parent involvement activities, and are awarded grants of \$5,000 to carry them out.

Table 39. Percent of teachers, coaches and principals responding to survey items about parent involvement

Respondents: Full-time teachers (n=417), coaches (n=33), and principals (n=18)				
Question: Please indicate the extent to which you agree that	Response to question	Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation (N=203)	Cornerstone Schools Year 2 Implementation (N=88)	Cornerstone Schools Year 1 Implementation (N=176)
Parents of children have an influence on school decisions.	Strongly agree or agree	56.7%	54.5%	45.5%
	Disagree or strongly disagree	32.3%	33.0%	46.0%
	Do not know	10.9%	12.5%	8.5%
Parents regularly attend literacy/book-related events when they are invited.	Strongly agree or agree	47.8%	31.0%	52.3%
	Disagree or strongly disagree	44.3%	57.5%	37.5%
	Do not know	7.9%	11.5%	10.2%

Respondents at two Phase III schools had much higher levels of agreement on the second of these two questions than other Phase III schools.

Parents’ participation in the life of the school is another indicator of Cornerstone schools’ learning culture. Table 39 shows that roughly 50% of teachers, coaches, and principals across all three phases agreed that parents influenced school decision-making. But in terms of parent attendance at literacy events, about half of the Phase III schools agreed that parents attended regularly, while less than half agreed in Phase I and Phase II schools. Through interviews, we learned that the Cornerstone schools in one Phase III district felt that they had particularly strong parental participation prior to the adoption of Cornerstone.

During interviews, the majority of site team members reported having established or enhanced parent centers/rooms and lending libraries for parents, as well as holding multiple literacy-focused school events for family members. While many coaches and principals reported good turnout at such events, there was an almost unanimous sense that increasing the numbers of participating parents, and intensifying their participation in their children’s literacy development, remained a necessary priority. Acting on this priority involved keeping parents aware of Cornerstone activities and not operating separately “down the hallway in a little room.” Coaches particularly emphasized the need to familiarize parents with Cornerstone strategies and terminology, so that they could better help their children. According to our interviews, the parent grant proposal process continued to help schools focus on concrete plans to achieve these goals. In addition, school staff reported that visits from Cornerstone staff helped them hone their parental engagement strategies.

Impact

Teaching Practice

We use results from interviews and surveys to assess the impact of Cornerstone on the classroom practices of teachers in Cornerstone schools. Across the three phases, all the coaches we interviewed stated that their teaching practice had changed dramatically, and declared that they were

“never going back to the old way of teaching.” Coaches described their instructional methods as less teacher-centered, and indicated that their teaching practices since Cornerstone involved an increase in modeling for students, asking students deeper questions, and more strategic planning for lessons. Coaches described changes in how they thought about their teaching. A Phase III coach described, “It has definitely changed my practice, because while I have always been a reflective teacher, I’m more so. Cornerstone has helped me strive to better my practice.” Coaches also reported about the ways in which their changed thinking is being translated into the classroom activities they used to improve student learning. “I understand the importance of giving kids a lot more time to read and a lot more time to do free writing. And I do more conferencing with kids than I used to” (a Phase I coach).

Coaches in the Phase I schools reported that many K-3 teachers have incorporated Cornerstone elements into their teaching practices. These changes were evident in both classroom organization and teaching strategies. In the words of one coach, “I’ve seen many teachers in our building change the environment of their classrooms. Teachers now typically have their children’s desks in groups. People didn’t normally have rugs or library areas.” Another coach described the change she saw in colleagues’ teaching practice: “Teachers in the past tended to focus more on surface structure...now teachers are getting into deep structures...they understand now that the two systems are taught simultaneously and not separately.” Another coach reported that teachers were realizing that students do not need to be told everything and that “modeling has become a big thing in the kindergarten and first grades.”

In the Phase II schools, coaches report an increase in teachers’ use of Cornerstone strategies. Coaches indicate that teachers are using more Cornerstone literacy strategies and relying less on basal books and worksheets. One coach described the impact as, “When I look around the classroom, I see writing, writing, writing.” Another described the use of Cornerstone practices. “I think the majority of teachers are tuned into the Cornerstone concept. They have a better understanding than last year. I’d say about 80% are practicing it. And more are coming on board...It’s more than last year, so it’s got to be working.” Another coach though noted the tensions teachers experienced between Cornerstone strategies and their previous teaching practices. “I think most teachers are trying to use the strategies, but I think that most teachers like to use the basal readers, too.”

Phase III coaches, in the first year of implementation, reported that the largest effect of Cornerstone was on the classroom environments of the K-3 teachers. One coach reported the efforts she and another teacher made in changing the environment. “We stayed on a Friday night until 6 o’clock rearranging [another teacher’s] room.” Another coach described how, “I sat down and ordered chairs and carpets for teachers” to help change their classroom environments. Coaches in Phase III schools did not perceive as many overall changes in teaching practice, which is probably

related to the start-up of Cornerstone and the concentration of efforts on “buddy teachers,” as described in the previous section. Generally, coaches in the Phase I and II schools described deeper changes that reached throughout the schools. Most of the Phase III coaches described changes in classroom environment and the ways in which they were handling the start-up of Cornerstone.

The online survey asked teachers to judge Cornerstone’s impact on their classroom environment, literacy practice, understanding of literacy learning, and the degree to which their work as teachers had become more or less enjoyable. The impact on teachers’ instructional practices depends on the level of implementation of Cornerstone activities and the duration of Cornerstone participation. Table 40 presents the information from the online survey from K-3 teachers and coaches for both for the 2002-03 and 2001-02 school years.

Table 40. Percent of K-3 teachers and coaches responding to survey items about Cornerstone impact (numbers in parentheses are from the 2001-02 survey)

Respondents: K-3 teachers and coaches				
Question: How much has your school's involvement in The Cornerstone Initiative	Response to question	Phase I	Phase II	Phase III
		Cornerstone Schools Year 3 Implementation N=129 (95)	Cornerstone Schools Year 2 Implementation N= 44 (49)	Cornerstone Schools Year 1 Implementation N=125
improved the environment for students' literacy learning?	Very much or quite a bit	82.5% (71.7%)	70.5% (56.3%)	38.7%
	Some or a little	17.5% (25.0%)	29.5% (37.5%)	58.9%
	Not at all	0.0% (1.0%)	0.0% (2.1%)	2.4%
improved the environment for teachers' literacy practice?	Very much or quite a bit	82.7% (64.2%)	79.0% (63.3%)	37.1%
	Some or a little	17.3% (29.5%)	20.9% (30.6%)	58.1%
	Not at all	0.0% (3.2%)	0.0% (2.0%)	4.8%
Question: How much has your participation in Cornerstone activities during the school year				
improved your classroom environment?	Very much or quite a bit	77.8% (68.5%)	69.0% (68.8%)	26.4%
	Some or a little	19.0% (30.4%)	31.0% (29.2%)	58.7%
	Not at all	3.2% (1.1%)	0.0% (2.1%)	14.9%
improved your understanding of literacy learning?	Very much or quite a bit	83.3% (73.4%)	72.1% (64.6%)	45.2%
	Some or a little	15.1% (24.5%)	27.9% (35.4%)	47.6%
	Not at all	1.6% (2.1%)	0.0% (2.1%)	7.3%
improved your literacy teaching practice?	Very much or quite a bit	81.1% (74.5%)	70.5% (65.3%)	41.2%
	Some or a little	16.5% (23.4%)	29.5% (28.6%)	45.4%
	Not at all	1.6% (2.1%)	0.0% (4.1%)	11.8%
made your work as a teacher more or less enjoyable?	Much more or somewhat more	81.4% (79.8%)	73.8% (62.5%)	50.4%
	The same	14% (17.0%)	21.4% (25.0%)	45.1%
	Somewhat less or much less	4.7% (3.2%)	4.8% (12.5%)	4.5%

Respondents in one Phase I school found Cornerstone to have less of an impact than other Phase I schools on all questions in this table.

Overall, more teachers in Phase I and II schools attributed a greater change in their classroom environment to Cornerstone than teachers in Phase III schools. The same pattern was evident when teachers were asked to evaluate the degree to which participation in Cornerstone

improved their school’s environment for student literacy learning and teacher literacy practice. Moreover, Phase I and Phase II schools increased their favorable responses from the results of the year before. The majority of teachers in Phase I and II schools also reported that participation in Cornerstone had improved their understanding of literacy learning “very much” or “quite a bit”. Far fewer Phase III teachers agreed.

A large majority of teachers in Phase I and Phase II schools reported that Cornerstone had improved their literacy practice “very much” or “quite a bit” over the last year, and these responses represent increases over last year’s survey. Fewer teachers in Phase III schools responded that Cornerstone had greatly improved their teaching practice; more responded that Cornerstone had improved their teaching practice only “some or a little.” A similar pattern is evident in teachers’ responses to whether participation in Cornerstone activities had made their work more or less enjoyable. In the Phase I and Phase II schools, many more teachers answered “much more” or “somewhat more,” compared with significantly fewer in the Phase III schools. Additionally, many more teachers in the Phase III schools felt that their level of enjoyment was unchanged by participation in Cornerstone activities.

Table 41. Percent of K-3 teachers and coaches responding to survey items about student literacy activities (numbers in parentheses are from the 2001-02 survey)

		Respondents: K-3 teachers and coaches		
		Phase I Cornerstone Schools Year 3 Implementation N=129 (95)	Phase II Cornerstone Schools Year 2 Implementation N=44 (49)	Phase III Cornerstone Schools Year 1 Implementation N=125
Please indicate how often most students in your class	Response to question			
	Daily	82.9% (75.8%)	81.8% (69.4%)	93.2%
read aloud during the literacy block.	Once or twice a week	16.3% (23.2%)	18.2% (12.2%)	9.6%
	Daily	57.6% (50.0%)	47.6% (42.9%)	29.5%
have shared writing time during the literacy block.	Once or twice a week	34.4% (46.8%)	42.9% (34.7%)	52.5%
	Daily	53.5% (56.5%)	63.6% (51.0%)	33.9%
share/teach others during the literacy block.	Once a twice a week	42.2% (32.6%)	22.7% (24.5%)	38.7%
	Daily	54.3% (50.0%)	34.9% (32.7%)	20.7%
focus on a deep structure strategy during the literacy block.	Once a twice a week	40.9% (43.9%)	48.8% (34.7%)	47.1%
	Daily	79.1% (71.9%)	61.4% (59.2%)	62.1%
focus on a surface structure strategy during the literacy block.	Once or twice a week	19.4% (22.8%)	34.1% (24.5%)	19.4%

One Phase III school had much lower levels of implementation than other Phase III schools on four out of five questions in this table.

Table 41 presents responses to questions concerning specific classroom activities that were included on the 2001-02 and 2002-03 teacher online survey. Across all three phases, the vast majority of respondents said students in their classes read aloud on a daily basis during the literacy

block. Phase I and II’s teacher responses represent an increase over last year’s survey. In terms of how often most students participated in shared writing time during the literacy block, more than half of Phase I teachers, almost half of Phase II teachers, but less than a third of Phase III teachers responded on a daily basis. For Phases I and II, this is an increase from last year. The differences among phases in terms of how often most students share/teach others during the literacy block shows a different pattern, with more Phase II teachers than Phase I and Phase III answering on a daily basis. More Phase I and Phase II than Phase III teachers responded that their students focused on a deep structure strategy on a daily basis during the literacy block. Most teachers reported their students focused on a surface structure strategy on a daily basis during the literacy block.

Table 42. Percent of K-3 literacy teachers and coaches responding to survey items about classroom changes

Respondents: K-3 Literacy Teachers and Coaches				
	Response to question	Phase I Cornerstone Schools Year 3 Implementation N=128	Phase II Cornerstone Schools Year 2 Implementation N=43	Phase III Cornerstone Schools Year 1 Implementation N=121
To what extent has Cornerstone increased your use of trade books in your lesson plans?	Very Much or Quite a bit	78.9%	60.0%	41.9%
	Some or A little bit	16.4%	32.5%	36.8%
	Not at All	4.7%	7.5%	21.4%
To what extent has Cornerstone increased the size of your classroom library?	Very Much or Quite a bit	79.4%	65.1%	40.9%
	Some or A little bit	14.3%	25.6%	40.0%
	Not at All	6.3%	9.3%	19.1%
To what extent has Cornerstone decreased your reliance on textbooks?	Very Much or Quite a bit	60.7%	51.3%	25.2%
	Some or A little bit	36.1%	43.6%	49.5%
	Not at All	3.3%	5.1%	25.2%

In each phase, there was one school that had much lower levels of implementation than other schools in their phases on two or three questions in this table.

Across the three phases, the impact of Cornerstone on the use of particular instructional materials is most evident in Phase I schools. In response to how much Cornerstone had increased the use of trade books in lesson plans, more teachers in Phase I and Phase II than Phase III answered “very much” or “quite a bit”. A similar pattern occurs in the percentage of teachers who responded “very much” or “quite a bit” to the question of how much Cornerstone had increased the size of their classroom library. In response to the question of how much Cornerstone had decreased teachers’ reliance on textbooks, again more Phase I and Phase II than Phase III teachers responded “very much” or “quite a bit”.

The responses to survey questions dealing with classroom activities suggest a pattern of implementation growth over the years of Cornerstone's work in the school. Firstly, the surveys record an increase for Phase I and II schools over last year's reported implementation levels in almost all areas of instruction. Secondly, the surveys record a higher level of implementation in Phase I than in Phase II and Phase III. This pattern suggests that Cornerstone impact takes a number of years, but that in general there has been a steady amplification of Cornerstone implementation over the multiple years of the initiative.

Teaching Practice Impact Summary

The most prominent impact The Cornerstone Initiative has had on participating schools is its impact on the teaching practice of K-3 literacy teachers, evident through the gradual but substantial changes in their practice since the implementation of Cornerstone. Interview results reveal that there has been a steady increase in how much Cornerstone has changed K-3 literacy teachers' teaching practice. Coaches and principals report that teachers in the Phase III schools improved their classroom environment this year, while teachers in the Phase II schools began to incorporate some Cornerstone strategies relying less on basal books and worksheets. Teachers in Phase I schools have incorporated a great deal of Cornerstone strategies such as modeling and deep structure in their practice. Our on-line teacher survey results substantiate the interview findings that there has been a consistent growth and intensification of implementation, across time and across phases, in terms of the improvement of the school environment, the change in student activities during literacy class, and the impact on the practice of K-3 teachers.

Students' Literacy Growth

Almost all the coaches indicated that they had seen changes in student literacy since the beginning of their school's participation in Cornerstone. Many reported that students were developing a genuine love of reading. One coach said, "I am seeing that the kids are more interested in reading and enjoy reading more. I have heard one teacher say the kids are choosing to take books at recess time and taking books home with them more than they did before." Coaches also indicated that students were becoming better critical thinkers and were able to express themselves more fluently, both verbally and in writing. A Phase II coach described the change in student literacy by saying, "I can see a world of difference in the children...They are so knowledgeable about authors and they love to write their own books. They like to read!" A Phase III coach also noted how the difference was noticeable to others. "I've had so many parents come up and say, 'I love this. He comes home and he is reading every night. He wants to read.'" Referring to students in other teachers' classes, coaches noted differences in literacy skills related to the teaching. One coach stated,

“It is really neat because you can tell how well the teacher has done because the children are very explicit in talking about their learning.”

While Cornerstone coaches felt that, for the most part, teachers in their schools were open to change, teacher resistance to Cornerstone is an issue that still challenges the spread of Cornerstone in all phases of implementation. Overcoming this resistance is a continuing concern for site team members. One Phase I coach reported, “there are still people questioning [Cornerstone] and not totally buying into it... they think what they are doing is just fine and they don't see why they need to change anything.”

Table 43. Percent of K-3 teachers and coaches responding to survey items about impact on student literacy (numbers in parentheses are from the 2001-02 survey)

Respondents: K-3 teachers and coaches				
		Phase I Cornerstone Schools Year 3 Implementation N=129 (95)	Phase II Cornerstone Schools Year 2 Implementation N=44 (49)	Phase III Cornerstone Schools Year 1 Implementation N=125
How much has your participation in Cornerstone activities during this school year improved your students' literacy skills?	Very much or quite a bit	77.4% (68.8%)	61.9% (47.8%)	33.9%
	Some or a little	20.9% (29.0%)	38.1% (47.8%)	55.4%
	Not at all	1.6% (2.2%)	0.0% (4.4%)	10.7%

Respondents in one Phase I school did not attribute student literacy skills to Cornerstone activities compared to other Phase I schools.

Table 43 shows teachers' judgments about whether participation in Cornerstone has improved student literacy. In Phase I and II schools, the majority of teachers felt that student literacy improved “very much” or “quite a bit,” and this percentage represents an increase over responses in the 2001-02 school year. The percentage of teachers who believed that student skills improved because of Cornerstone increased in both Phase I and Phase II schools. Slightly more than half of the Phase III teachers felt that they had seen only “some” or “a little” change because of Cornerstone.

Student Literacy Impact Summary

Site team members report that there has been growth in student literacy levels across all phases since the implementation of Cornerstone. Teachers' responses on the online survey indicate a greater impact on students' literacy skills in the Phase I and II schools than in Phase III schools. This is likely due to the varied length of exposure of students to Cornerstone. For those students who were influenced by Cornerstone, site team members report that these students develop an

intense love of reading, an increased ability to express themselves both verbally and in writing, and enhanced critical thinking skills.

Expansion and Sustainability

One of the key long-term Cornerstone goals is to “scale up” its literacy model to the upper grades of those participating schools whose organization extends beyond K-3 (14 of the 18 Phase I, II, and III schools), as well as into other elementary schools within participating Cornerstone districts. A related goal is to lay the groundwork for sustaining the Initiative in participating schools and districts beyond the period of direct Cornerstone support. As with the first year evaluation, interviews and surveys probed site team members’ views about the expansion of Cornerstone within and beyond Cornerstone schools, and probed school plans for sustaining the initiative.

Scaling Up Within Schools

The first year report highlighted several challenges to expanding Cornerstone into upper grades including: limited resources, the press of standardized testing, traditionally entrenched faculty, logistical issues, and staff turnover. Many of these issues remain obstacles to successful expansion, and the spread to all grade levels has been uneven among schools, even among those schools within the same phase. In general, Cornerstone has spread to more teachers in schools in earlier than in later phases, and expanded more among K-3 classrooms than into the upper grades. Coaches and principals reported that Cornerstone has thus far had a greater impact on K-3 teachers.

In almost all schools, upper grade teachers were invited to participate in Cornerstone activities. In interviews with fourth grade teachers, many said they had changed their teaching practice as a result of the initiative. They reported that they ask students more questions, praise students more, let students read independently during class, and model strategies while reading to their students. Although Cornerstone coaches’ efforts were focused mainly on K-3 teachers, many fourth grade teachers reported participating in book study groups, observing a coach’s work, or having a coach come to their classroom to do a demonstration lesson. Some also discussed working with Cornerstone staff during visits.

Fourth grade teachers who were interviewed in the Phase I and Phase II schools also noticed differences in their students, especially in writing ability, as compared to previous years, and many attributed these differences to Cornerstone practices in the lower grades. One fourth grade teacher said, “My fourth graders came to me this year doing things my fifth graders couldn’t do midterm last year. They are really blooming.” Another fourth grade teacher said, “You see more of the students with a book in their hand.”

Table 44. Percent of upper grade teachers responding to survey items about literacy activities (numbers in parentheses are from the 2001-02 survey)

Respondents: Upper grade teachers (grade four and above) who teach literacy			
		Phase I Cornerstone Schools Year 3 Implementation N=58 (36)	Phase II Cornerstone Schools Year 2 Implementation N=29 (19)
Question: How much has your school's involvement in The Cornerstone Initiative improved			
the environment for students' literacy learning?			
	Very much or quite a bit	72.4% (67.6%)	32.1% (40.0%)
	Some or a little	25.9% (32.4%)	53.6% (53.3%)
	Not at all	1.7% (0.0%)	14.3% (6.7%)
the environment for teachers' literacy practice?			
	Very much or quite a bit	73.7% (58.8%)	44.8% (37.5%)
	Some or a little	24.6% (41.2%)	44.8% (56.3%)
	Not at all	1.8% (0.0%)	10.3% (6.2%)
Question: How much has your participation in Cornerstone activities during this school year:			
improved your classroom environment?			
	Very much or quite a bit	54.9% (64.5%)	45.0% (35.3%)
	Some or a little	41.2% (29.0%)	40.0% (52.9%)
	Not at all	3.9% (6.5%)	15.0% (11.8%)
improved your understanding of literacy learning?			
	Very much or quite a bit	72.6% (66.7%)	52.4% (29.4%)
	Some or a little	25.5% (30.3%)	42.9% (70.6%)
	Not at all	1.9% (3.0%)	4.7% (0.0%)
improved your literacy teaching practice?			
	Very much or quite a bit	69.4% (68.8%)	42.9% (35.3%)
	Some or a little	28.6% (28.1%)	52.4% (58.8%)
	Not at all	2.0% (3.1%)	4.8% (5.9%)
made your work as a teacher more or less enjoyable?			
	Much more or somewhat more	75.5% (64.5%)	52.6% (35.3%)
	The same	24.5% (29.0%)	21.1% (52.9%)
	Somewhat less or much less	0.0% (6.5%)	26.3% (11.8%)

Table 44 shows upper grade teacher's responses to survey questions about participation in Cornerstone activities. Many more upper grade teachers in Phase I than in Phase II schools reported changes they attributed to Cornerstone. In response to how much their participation in Cornerstone activities had improved their classroom environment, half the upper grade teachers in Phase I schools answered "very much" or "quite a bit," compared to about a third of the Phase II respondents. In response to how much their school's involvement had improved the environment for students' literacy learning, many more Phase I upper grade teachers answered "very much" or "quite a bit," as compared to Phase II respondents. Similar patterns occur in the responses to how much the school's involvement improved the environment for teachers' literacy practice, and how much participation in Cornerstone activities improved understanding of literacy learning. Assessments of impact on literacy teaching practice also showed more Phase I teachers than Phase II reporting that Cornerstone had improved their practice "very much" or "quite a bit". Additionally, many more Phase I teachers felt that Cornerstone activities had made their work "much more" or "somewhat more" enjoyable, as compared to Phase II teachers. Responses to almost all questions represented an increased perception of Cornerstone's impact over last year's survey, among teachers

in both Phase I and Phase II schools. Participation in the initiative seems to have increased awareness and change among upper grade teachers, depending on the duration of their involvement.

A continuing obstacle to expanding Cornerstone to upper grade teachers is the tendency to perceive Cornerstone as primarily a lower grade initiative. A fourth grade teacher in a Phase I school stated, “I think upper grade teachers are saying ‘how does this relate to us? We are doing all these [other] things already.’ They feel they don’t have time to do [it].” Another obstacle in the upper grades is the emphasis on standardized testing; upper grade teachers perceived that using Cornerstone practices would detract from necessary test preparation. A fourth grade teacher stated, “testing, testing, and testing. All we hear is testing...everyone is scared to do just about anything else right now.” Finally, the departmentalized structure and scheduling of upper grade classes were sometimes perceived as obstacles to using Cornerstone practices, and posed impediments to participating in Cornerstone professional learning. Despite these obstacles, survey data suggests that Cornerstone has made progress in reaching upper grade faculty within their schools.

Scaling Up Within Districts

The spread of Cornerstone to other schools in participating districts depends on the initiative of the district office personnel – particularly the district strategy manager and the superintendent. They can help spread Cornerstone to other district schools by integrating Cornerstone into district strategies, plans, and literacy frameworks; through networking; or through districtwide professional development. Information about Cornerstone was also spread through informal networks of principals and teachers, especially in the smaller districts. In some districts, integrating Cornerstone was facilitated by its compatibility with other literacy strategies already in place. A district strategy manager explained that because “Cornerstone in its philosophy is just best practice,” it is very much “in synch” with the existing district literacy strategy and “not one layer on top of another.” In other districts, literacy plans have been altered as a direct result of involvement and exposure to Cornerstone. A Phase II district strategy manager reported: “We’ve redesigned the entire language arts framework, so we’re implementing the Cornerstone framework with that, and that will be in all the schools.”

Although the majority of comparison school personnel had heard of Cornerstone, generally, the expansion of Cornerstone practices had not yet penetrated additional district schools. District staff expressed their intention to spread Cornerstone to additional schools, but only a few had concrete plans in place at the time of our interviews. Some strategies for spreading Cornerstone included sister school arrangements, bringing faculty from other schools to see Cornerstone “lab schools,” and inviting Cornerstone coaches to lead districtwide professional development.

Sustainability

Sustaining The Cornerstone Initiative beyond the period of funding and support is an issue that districts and schools have variously dealt with during the initiative's development. In the first year of the evaluation, although site team members expressed anxiety about sustaining Cornerstone beyond the period of project support, few had begun to develop sustainability plans. Those plans that had been developed were formulated primarily in leadership teams in Phase I schools. In schools that had begun to develop plans, the primary strategy outlined by site team members was building capacity by expanding the coaching role to a larger number of teachers who had worked with coaches and had gained some mastery of Cornerstone strategies. However, coaching arrangements require release time for teachers, and thus call for additional resources. According to interviews with district personnel, a lack of financial resources was the primary concern as districts and schools contemplated preserving Cornerstone coaching and professional learning arrangements.

Expansion and Sustainability Summary

The expansion of Cornerstone to upper grades has been uneven among the three phases, as well as within each phase. In all phases, upper grade teachers in most schools had been invited to participate in Cornerstone activities and professional development. But because of the amount of time spent working with Cornerstone, there was more expansion of Cornerstone practices to upper grades in the Phase I schools than in the Phase II schools, and much less (as would be expected) in the Phase III schools. Comparison of the first and second year survey results indicates a growing impact of Cornerstone on upper grade teachers' teaching practices and classroom environment, as well as on the contexts for students' literacy learning. The spread of Cornerstone districtwide, however, varies among different districts and is not consistent among the phases. In many districts there has been increasing awareness and interest about the Initiative among other schools, particularly in small districts. Yet, for the most part, very few districts have taken concrete steps to spread Cornerstone practices.

Many challenges continue to hinder the expansion of The Cornerstone Initiative within the school and the district. The challenges range from upper grade teachers' perceptions of Cornerstone as solely a K-3 initiative, to structural constraints like scheduling, the physical and psychological separation of lower and upper grades, and the escalating pressure generated by standardized testing. As some Phase I schools began to develop plans to sustain the Initiative beyond four years, a lack of financial resources became the central concern.

CONCLUSION

Summary of Findings

This report assesses The Cornerstone Initiative's implementation through its third year of support for Phase I schools, midpoint support for Phase II schools, and the initial year of support for Phase III schools. Our evaluation of the progress of the Cornerstone schools and The Cornerstone Initiative is based on the results of the testing implemented by each district and by Cornerstone, and the data from our interviews and surveys with site team members and Cornerstone staff. Given that data, our evaluation summary is, at best, cautiously positive.

The district- and state-administered standardized test results in the Cornerstone schools show mixed and inconclusive results. While some Cornerstone schools, as in Jackson, for example, posted encouraging outcomes that suggest a clear program impact on participating students, results in other districts demonstrated few overall positive trends, and varying degrees of progress. Many schools show strong gains in some grades in some years, but those gains are rarely sustained. For most Cornerstone districts, our analyses could not determine any strong patterns of test-score growth.

The DRA results are more encouraging, if tentative, because of the small sample size. In most Cornerstone schools, the percentage of students reading at or above the DRA benchmarks increased across the 1st-3rd grade levels from 2001-02 to 2002-03. This pattern of growth over time becomes stronger when the outcomes for those students who have remained in the Cornerstone schools over both testing years (we call them "stable" students) are analyzed separately. We characterize these results as encouraging because they suggest that the students most exposed to the Cornerstone "treatment" demonstrate the most literacy growth, on the assessment instrument that, in The Cornerstone Initiative's judgment, closely measures those skills and capacities that Cornerstone is designed to develop. We would be more encouraged by these outcomes if the DRA administration had been more uniform across Cornerstone schools, and if a much larger number of students had been tested in the sample.

Our analysis of interview and survey data revealed three patterns as schools attempt to implement and expand Cornerstone's impact. First, although implementation is not consistent within phases, site team members in Phase I schools reported a higher level of implementation than their counterparts in Phase II and Phase III schools. This was true for K-3 teachers as well as for upper grade teachers. Moreover, based on our surveys and interviews, Phase III schools, as expected, had only begun to lay the foundation for the coming years of Cornerstone work. Second, the Phase I and Phase II schools reported an intensified level of implementation in the 2002-03 year,

as opposed to the previous year's efforts. Both these patterns suggest that after multiple years of implementation, Cornerstone has increasingly affected change in teaching practices, school culture, and site team member's perception of student literacy levels.

Next Steps

Survey and interview data indicate that Cornerstone practices are increasingly spreading through the K-3 grades and in some cases the upper grades (especially at Phase I schools), and that site team members are almost uniformly enthusiastic about the impact Cornerstone practices have on students in their school. But as our previous discussion indicated, though the DRA results seem to support the strong positive changes reported in our surveys and interviews, the standardized test score results do not. What factors may be causing these dissonant findings?

First, a structural mismatch may be partly to blame. The Cornerstone model is based on focused professional development for two teachers (the coaches), who are in turn expected to change the practice of the other teachers in their schools by providing expert assistance during demonstration lessons, modeling, and in book study groups. But how much the coaches have been able to change the practice of their colleague K-3 teachers in each school varies considerably. In some Cornerstone schools, most of the K-3 staff has been affected, and in other schools, only particular K-3 teachers. Moreover, Cornerstone spread across the K-3 teacher continuum is not the only important variable. The depth and intensity of the coach-teacher interaction also affects the extent of change in teacher practice. But the Cornerstone schools' standardized test score results are not differentiated by teacher or classroom, and have no necessary relationship to Cornerstone's spread, depth or intensity of implementation. The testing results combine the scores of students whose teachers consistently use Cornerstone strategies, and use them effectively, with the test scores of students of teachers who do not use Cornerstone strategies, or use them sporadically or ineptly. Thus the test score results may well be reflecting, and confounding, variations in Cornerstone implementation in participating schools.

Another key issue is that the district-administered standardized tests, which vary across each state and district, measure different literacy and language skills. Thus the results of one district's tests may have little or no relationship to the test results in another district, because the tests themselves are so different. This may be one reason why there are no clear cross-district trends or patterns.

More important, the standardized tests in literacy and language that the Cornerstone districts impose largely assess atomized skills – decoding, word recognition, short paragraph comprehension – through decontextualized methods – fill in the blank, bubble in the right answer. The DRA assessment is based on the kinds of reading that Cornerstone classes consistently encourage, and the

DRA analyzes the extent of student progress in text-based comprehension and analytical reading and thinking skills. Thus it is not surprising that Cornerstone students demonstrate greater literacy progress on the DRA; it is assessing what they are learning in the modes they are learning, as appropriate assessment should.

A final structural issue that may help to explain the mismatch between Cornerstone's standardized test score results and the data from our surveys and interviews, as well as the DRA outcomes, is the extent of student mobility in each Cornerstone district. The small numbers in our multi-year sample of stable or continuing Cornerstone students suggests the extent of student loss due to year-to-year mobility. Many students who are part of the Cornerstone program in one year exit the school, or the district, in the following year. But within-year mobility may also be a problem confounding the standardized test score results. Students who start the year in a Cornerstone program may exit the school before the standardized testing date, usually in April. And many other students may enter the school mid-year, or later, and experience only a very short period of Cornerstone implementation before they are tested. Because district standardized test score results do not control for within-year mobility, the scores of "treatment" students are confounded by the scores of newcomer, non-treatment students.

We are developing a number of strategies to deal with these structural issues. We will attempt to deal with variations in Cornerstone implementation by developing an implementation index for each school, based on our survey and interview data. This index will allow us to analyze the relationships between each Cornerstone school's extent of implementation – strong, moderate and weak, for example, using categories of spread, intensity and depth – and each Cornerstone school's standardized test score and DRA results. While this index will not capture the extent of implementation variation *within* schools, it should help us differentiate successful Cornerstone implementation and practice *across* schools. If the variation in that practice shows strong relationships with both standardized testing and DRA outcomes, we will be able to specify the conditions under which the Cornerstone program is more and less successful. We will also include measures of mobility in our future analyses. We will use student-level data to assess mobility at each Cornerstone school, and test the relationships between mobility rates, extent of implementation, and test score results. We will also consider negotiating with The Cornerstone Initiative to standardize DRA administration and to increase the size of the tested sample, to make the DRA results far more robust and reliable.

Research on school reform has documented the difficulty of measuring "scaling up" efforts beyond whether a reform succeeds in reaching increasing numbers of students and schools – a simple definition of spread that does consider depth or intensity of implementation. As the Phase I Cornerstone schools enter their final year of support, we will attempt to assess the depth, intensity

and embeddedness of The Cornerstone Initiative's instructional principles and practices. Our efforts may help to forecast the extent of sustainability of the initiative beyond the period of direct Cornerstone support in each participating school and district.

APPENDICES

EVALUATION DESIGN 73
 Initial and Follow-up Stages.....73
 Comparison Schools.....74
 Selection of Comparison Schools for Phase II and III Schools.....74
 Similarity between Cornerstone Schools and Comparison Schools.....75
 Description of Comparison Schools.....76
 ONLINE TEACHER SURVEY ADMINISTRATION AND RESPONSE RATES78
 VALUE-ADDED REGRESSION METHODOLOGY80
 Data.....80
 Results.....81
 Cleveland81
 Jackson.....82
 Trenton83
 Plans for Additional Analysis84
 DRA INFORMATION85
 Cornerstone DRA Sample Selection and Administration.....86
 INTERVIEW PROTOCOLS88
 Year 2 Interview Questions for Coaches.....88
 Year 2 Interview Questions for Phase III Principals.....91
 Year 2 Interview Questions for New Critical Friends.....93
 Year 2 Interview Questions for District Strategy Managers.....95
 Year 2 Interview Questions for Cornerstone Superintendents97
 Year 2 Interview Questions for Cornerstone Staff Members.....98
 Year 2 Interview Questions for Comparison School Principals.....100
 Year 2 Interview Questions for Comparison School Teachers102
 SITE TEAM MEMBER SURVEYS.....104
 Year 2 Coach Background Survey104
 Year 2 Principal Background Survey.....110
 Critical Friend Background Survey.....117
 TEACHER ONLINE SURVEY.....125

EVALUATION DESIGN

Initial and Follow-up Stages

To assess the implementation and outcomes of Cornerstone in the nine Phase I-Phase III school districts, our evaluation employs two stages: an *initial stage* for schools in the first year of implementation, and a *follow-up stage* for subsequent years. In both stages of the evaluation, we collect student-level and school-level demographic and achievement data to assess the outcomes of the Cornerstone schools.

Table A. Evaluation Design: Survey and Interview Data Collection

Initial Stage	Follow-up Stage
<ul style="list-style-type: none"> • Interviews with all coaches • Interviews with the Cornerstone principals • Background surveys from the coaches and Cornerstone principals • Interviews with the critical friends • Interviews with the district strategy managers • Interviews with a principal and teacher in each of the comparison schools • Online survey of all the teachers in the Cornerstone schools • Interviews with the Cornerstone staff 	<ul style="list-style-type: none"> • Interviews with all coaches • Expanded survey of the Cornerstone principals • Background surveys from the coaches • Survey of critical friends [interviews with literacy fellows⁴⁶] • Interviews with the district strategy managers⁴⁷ • Interviews with a principal and teacher in each of the comparison schools • Online survey of all the teachers in the Cornerstone schools • Interviews with the Cornerstone staff • Interviews with two 4th grade teachers in each Cornerstone school [

The table above details each stage of the evaluation. The primary difference between our initial and follow-up stages is the replacement of interviews with surveys for critical friends, and an expanded survey (in lieu of a survey and interview) for principals. The follow-up stage also includes interviews with upper grade teachers and interviews with literacy fellows (who will assume the responsibilities of the role once filled by the critical friends). The initial stage of the evaluation has been completed in all nine districts, and the follow-up stage was conducted in Phase I and II districts this year. Next year, we will do the first phase of the follow -up in Phase III districts, and continue to collect follow-up data in Phase I and Phase II districts.

⁴⁶ The critical friend role was replaced by literacy fellows in the 2003-2004 school year. Starting in 2003-2004, literacy fellows will be interviewed for the evaluation.

⁴⁷ Although the Year I evaluation report indicated that we would only survey District Strategy Managers in follow-up years, given the important role of the District Strategy Manager as a liaison between the schools and their districts, we decided that it was necessary to interview the District Strategy Mangers in each follow-up year to gain insight into district and school-level issues.

Comparison Schools

As described in the *Year 2 Progress Report* (July 2003), in fall and winter 2002 we selected comparison schools for the Phase II and Phase III Cornerstone schools, using the same methods we employed to select comparison schools for Phase I. Comparison schools were identified for five of the ten schools in Phase II and III districts; when Phase I is included, a total of 12 out of 18 of the Cornerstone schools have comparison schools.

Selection of Comparison Schools for Phase II and III Schools

In fall and winter 2002, we selected comparison schools for the Phase II and Phase III Cornerstone schools. The variables we requested from each district to select comparison schools includes school size, students’ free lunch eligibility, students’ race/ethnicity, the percent of students who are English language learners, students’ average daily attendance, percent of students designated as receiving special education services, students’ standardized test performance, student mobility, and teacher characteristics (such as certification and attendance). The table below shows the data we obtained from each district.

Table B. Variables for selecting comparison schools

	Bridgeport	Dalton	Greenwood	New Haven	Springfield
School size	X	X	X	X	X
Free lunch eligibility	X	X		X	X
Students’ race/ethnicity	X	X	X	X	X
Percent English language learners	X	X		X	X
Students’ average attendance	X		X	X	X
Percent of students receiving special education services	X	X	X	X	
Standardized test results in math and reading	X	X	X	X	X
Student mobility	X				
Teacher characters (i.e. certification or attendance)	X	X		X	

Using a statistical technique that enables us to consider each of the variables for a particular school together, we were able to rank all the other elementary schools in the district based on how closely they matched the Cornerstone schools. The result was a ranked list of schools that we presented to each Cornerstone district strategy manager as recommendations for comparison schools for each Cornerstone school.

Using this procedure, we were able to identify matches for five of the 10 Cornerstone schools in the Phase II and Phase III districts. In Dalton, there are only four elementary schools in the district, and neither of the two non-Cornerstone schools was found to be a good match for the Cornerstone schools. In Bridgeport, although there are a large number of elementary schools, none are similar enough in grade configuration and student population to warrant selection as a

comparison school for either Cornerstone school. Freedman Elementary School in Springfield, Massachusetts also could not be matched to another elementary school in the district. We will present the outcomes data for these schools that could not be matched and compare them to the district as a whole. Those schools that can be matched will be compared both to the district as a whole and their comparison schools.

In Greenwood, Mississippi, there are four elementary schools in the district. One non-Cornerstone school in the district is very similar to both of two district Cornerstone schools. Also in New Haven, we were able to match Bishop Woods and Martin Luther King to one elementary school in the district. For both these districts, the one matched school will be presented as a comparison school for both Cornerstone schools.

Overall, 11 comparison schools were selected for the 18 Phase I, Phase II, and Phase III Cornerstone schools.

Similarity between Cornerstone Schools and Comparison Schools

To ensure that the comparison school selected for each Cornerstone school is a good match, we chose to create a cutoff that allowed us to select only schools that were highly similar to the Cornerstone schools. For a school to be considered as a comparison school for a Cornerstone school, that school had to be within 10 units of distance on all the variables in our analysis (see the table below). If no school in the district met this criterion, it was determined that there was not a close enough match to warrant inclusion in our pool of comparison schools. Table C presents the squared Euclidean distance of each of the Cornerstone schools from their nearest matched school. The shaded schools in this table are those that could not be closely matched to another elementary school in the district.

Table C: Comparison school distances

District	School	Distance from Closest School
Phase I		
Cleveland	Charles Lake Elementary School	3.40
Cleveland	Scranton Elementary School	6.10
Jackson	Lake Elementary School	0.01
Jackson	French Elementary School	0.04
Talladega	Sycamore Elementary School	8.20
Talladega	Stemley Road Elementary School	19.80
Trenton	Patton J. Hill Elementary School	2.50
Trenton	Cadwalader Elementary School	2.90

Table C: Cont.

District	School	Distance from Closest School
Phase II		
Bridgeport	Luis Muñoz Marín Elementary School	15.5
Bridgeport	Maplewood Annex	10.3
Greenwood	Williams Elementary School	5.7
Greenwood	Threadgill Elementary School	7.7
Phase III		
Dalton	Park Creek Elementary School	19.0
Dalton	Roan Elementary School	34.2
New Haven	Bishop Woods School	7.4
New Haven	Martin Luther King School	7.5
Springfield	Frederick Harris Elementary School	4.0
Springfield	Freedman Elementary School	13.2

Many schools did not have any similar schools in their districts. Luis Munoz Marin and Maplewood Annex in Bridgeport, Connecticut; Roan Elementary School and Park Creek Elementary School in Dalton, Georgia; Freedman School in Springfield, Massachusetts; and Stemley Road Elementary School in Talladega, Alabama all lack comparable schools in their district.

In Jackson, the comparison school for French Elementary School has changed. Originally the grade configuration of the comparison school selected for French was K-5, like French. However in 2002-2003 school year, the comparison school became a preK-2 school. There are many schools in Jackson that are comparable to French, and after consulting with the district strategy manager, we selected the comparison school next closest in our analysis of matched schools that has the same grade configuration as French. (The distance reported in Table C is for the new comparison school.) In this report, the data presented for French’s comparison school are the results for the new comparison school.

Description of Comparison Schools

To find out the extent to which Cornerstone practices were also being used in comparison schools, we asked comparison school principals and teachers specific questions about whether the teachers had received training in changing their classroom environment, whether they had staff members who were able to provide demonstration lessons for other teachers around literacy strategies, and whether the school’s approach to literacy was balanced. In each of the comparison schools one K-3 teacher and one principal were interviewed about their school literacy practices.

Many comparison school teachers said they had received training on making their classroom environment more literacy friendly. The training generally came either from the district or from a

commercial source such as the publisher of the school's basal reading series or from a school reform program in place in the school. Teachers in comparison schools reported that the training generally covered topics such as classroom library areas, displaying student work, and creating a more print-rich classroom. Generally, the training was in workshop formats and teachers did not receive actual hands-on assistance in altering their own classrooms.

In just more than half the comparison schools, the teachers and principals interviewed stated that they did not have formal teacher-coaches or teacher-leader programs in place. A few reported that teachers in their schools participated in learning walks where they observed other teachers' classrooms. Some also said that mentors were routinely assigned to new teachers in the school but did not receive release time to work with new teachers. The mentors served more as guides and the new teachers were able to go to the mentor with any problems she or he may have. Some schools did have teachers who were referred to as English Language Arts Developers or Reading Specialists who had release time and received additional professional development from the district or from their school's literacy program. These teachers' roles were described generally as assisting other teachers with improving their literacy practice through demonstration lessons or workshops.

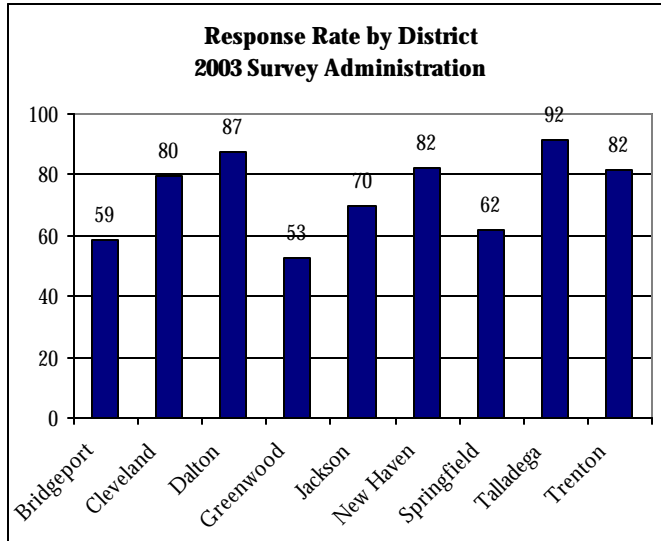
In general, we found that most interviewees in the comparison schools were familiar with balanced literacy and characterized their school's approach to literacy instruction as balanced. Teachers listed a number of classroom activities they did that were part of a balanced literacy block such as guided reading, individualized reading, linking reading and writing, and phonics. Many interviewees that characterized their literacy approach as balanced reported that their district or state reading plan or the literacy program in place in their school emphasized a balanced literacy approach. The additional literacy programs in place in the comparison schools are: Comer, Professional Learning Communities, Carbo Reading Styles, Alabama Reading Initiative, Success for All, and Adaptive Learning Environment Model (ALEM).

ONLINE TEACHER SURVEY ADMINISTRATION AND RESPONSE RATES

The online survey results presented in this report include responses from teachers in Phase I, Phase II and Phase III schools. Our online survey was administered during the spring of 2003, starting at the beginning of March and finishing at the end of May. All teachers in the Cornerstone schools were asked to response to the survey, including coaches. Teachers who completed the survey were given instructions to email or call the Institute for Education and Social Policy to receive a \$15.00 gift certificate to Barnes and Noble bookstores. Additionally principals in the schools were given a Barnes and Noble gift certificate valuing between \$75.00 and \$200 depending on the response rate of teachers in their school.

Schools were sent a packet with fliers for each teacher in their school. The flier explained the web address of our survey and what code to use to log onto the survey (this code allowed us to link teacher responses to their school without knowing teachers' names). Additional fliers were mailed to schools three times during the survey administration period to ensure that teachers were given ample opportunities and were aware of the survey.

In total, 449 full time staff members took our spring 2003 survey (this number includes librarians, pull-out teachers, and some teaching aides). Of this number, 393 were full time classroom teachers . The full-time classroom teachers who responded to the survey were largely lower grade teachers (76.8%), while 18% of respondents taught grade 4 and above, and 5% taught both upper and lower grades. The response rate by district is presented in the chart. The overall response rate across all districts was 73% in 2003.



Teachers were asked on our survey about how many years they had been teaching in their current school and how many years they had been teaching in any previous school or schools. Their responses were grouped based on their total number of years of teaching. Teachers were considered as having **low** experience if they had been teaching 0-3.4 years, **medium** experience if they had been teaching 3.5-10.4 years, **high** level of experience if they had been teaching 10.5-20.4 years, and finally **veterans** if they had greater than 20.5 years of teaching

experience.⁴⁸ Our respondents were fairly equally distributed across these experience categories, with the medium group most represented. Twenty-one percent of the classroom teachers were new teachers, 32% percent were in the medium group, 25% were in the high group and 22% were in the veteran group of teachers. Eight teachers out of the 393 classroom teachers did not respond to this question about their experience level. This distribution is similar to last year's distribution, although new teachers were represented to a greater degree and veteran teachers less in the 2003 administration.⁴⁹

A higher proportion of the respondents to the 2003 survey said that they were licensed and certified. In the 2002 survey administration 88% of respondents indicated they were licensed and certified; in the 2003 administration 96% of respondents indicated they were licensed and certified. This could be due to the stricter requirements of No Child Left Behind. The percent of respondents indicating that they had a master's degree or higher increased slightly to 54% in 2003 over 51% in 2002.

⁴⁸ The cutoffs used to establish the four levels of experience are the same as those used by the National Center for Education Statistics in their Schools and Staffing Survey.

⁴⁹ In the survey administration for the 2001-2002 school year, 18% of teachers responding were new, 32% had a medium level of experience, 22% had a high level of experience and 28% were veteran teachers.

VALUE-ADDED REGRESSION METHODOLOGY

This section presents a more detailed explanation of the statistical methodology used to examine Cornerstone's impact in the Cleveland, Jackson, and Trenton schools. The preliminary analysis presented in this report uses a basic value-added model to determine if there are statistically significant differences in test-score improvements over time between Cornerstone and non-Cornerstone students in each district. The model is as follows:

$$\text{SCORE} = \alpha + \beta X + \delta \text{CS} + \gamma R + e$$

In the above, SCORE refers to the difference in a student's test score between 2000-01 and 2002-03. X refers to a set of student characteristics including race, gender, and low-income status. These characteristics varied somewhat across the districts depending on the data submitted. For example, some districts provided information on limited English proficiency while others did not. CS refers to the number of years that a student participated in Cornerstone. R is an indicator of whether a student was retained. The coefficients (β , δ , γ) indicate the number of points of change in the student's test score associated with each of the variables. This basic model does not include any controls for school effects, which is discussed subsequently under Plans for Additional Analysis.

Data

The value-added analysis uses student-level data provided by three of the Cornerstone districts, which included scale scores on standardized tests in Reading (and sometimes Language) for each year between 2000-01 and 2002-03 as well as the school, grade level, race, gender, free-lunch status, and special-education status of each student. As this data was contained in multiple records for many students, a considerable amount of effort was devoted to creating data sets with unique records containing test score information and student characteristics for as many students as possible. However, in some districts there were issues with missing demographic data and incorrect student identifiers for substantial numbers of students.

The data sets for each district included all students in grades in which Cornerstone was implemented. Students were coded as receiving Cornerstone treatment for a given year if they attended a school and grade in which the initiative was being implemented. Because of the expectation that Cornerstone practices will spread to the upper grades of the Cornerstone schools, for the 2002-03 school year, if a student was tested in the fourth grade they were included in the group of students who had received Cornerstone treatment. Non-Cornerstone students in the districts served as comparison groups. The total years of Cornerstone participation was then calculated for use as a predictor in the model so that differential impacts of the level of program participation could be examined. In some districts, a small number of students transferred between

the two Cornerstone schools. These students were excluded from the analysis because the change in schools might be expected to reduce their scores, and therefore understate any impact that Cornerstone might have had. The differences between each student’s 2001 and 2003 test scores in Reading and Language (where available) were also calculated for use as dependent variables in the model.

Results

Regression analysis was used to estimate the value-added model described above for each of the three districts from which sufficient data has been obtained. The regression results for each of these districts are presented below. The specific independent variables used for each district (based on the available data) as well as any other issues encountered in creating the regression models are also explained. Preliminary examination of regression diagnostics for each set of results presented below indicated that regression assumptions held for each of the models.

Cleveland

The Cleveland model is based on the Stanford 9 scores in Reading. The Cleveland analysis included variables for several race/ethnic categories, as the district is more diverse than the others. The reference group for the race/ethnicity is African American, so the coefficients on these variables can be interpreted as the difference in score gains compared to African American students. The model also included a control for students who were tested in the fall of 2000 (all students except for kindergarteners were tested in fall) rather than the spring of 2001 as these students could be expected to score lower due to not having received the benefits of extra instruction during the school year. We did not receive student level data on students’ free lunch status from Cleveland. Cleveland has not given the Stanford Language exam consistently across the three years included in this analysis.

Table D: Regression equation for gain in Reading Scores in Cleveland

Dependent Variable: Gain in Reading Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	3.314	4.115	.421
2 years of Cornerstone	-0.160	4.377	.971
3 years of Cornerstone	-4.222	3.497	.227
White	7.522	.983	.000**
Hispanic	2.909	1.967	.139
Asian	.728	5.667	.898
Female	1.668	.774	.031*
Special Education	.256	3.070	.934
Low English Proficiency	6.379	2.588	.014*
Tested in fall 2000	-6.744	.779	.000**
Student retained in 2001-02	14.201	1.573	.000**
Student retained in 2002-03	1.236	1.533	.420
R ² =	.028		
N=	7,667		

*Significant at the .05 level

**Significant at the .01 level

Jackson

The Jackson analysis included models for the Mississippi Curriculum Test in Reading and Language scores. Students in Jackson were classified as “African American” or “Non-African American” due to the relatively small numbers of students in the White, Asian, Hispanic or Native American categories (a total of about 6% in the entire district). Special education was excluded because we do not have complete data. An issue unique to Jackson is the existence of a third school implementing Cornerstone, Watkins Elementary, which is not part of this evaluation. A decision was made to include the Watkins students in the Cornerstone group for purposes of this analysis. It would be inappropriate to include the students in Watkins in the comparison group because that would potentially muddle our findings about the impact of The Cornerstone Initiative and by adding them we increased the number of Cornerstone students included in our analysis.

The results of the Reading scores analysis for Jackson are as follows:

Table E: Regression equation for gain in Reading Scores in Jackson

Dependent Variable: Gain in Reading Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	2.564	2.351	.276
2 years of Cornerstone	10.128	4.409	.022*
3 years of Cornerstone	5.672	3.411	.096
Eligible for free or reduced lunch	-2.896	1.281	.024*
Non-African American	-7.293	3.213	.023*
Female	0.929	1.105	.400
Student retained in 2001-02	18.245	1.716	.000**
Student retained in 2002-03	7.687	2.055	.000**
R ² =.036			
N=3,832			

*Significant at the .05 level

**Significant at the .01 level

The results of the Language scores analysis for Jackson are as follows:

Table F: Regression equation for gain in Language Scores in Jackson

Dependent Variable: Gain in Language Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	5.286	2.530	.037*
2 years of Cornerstone	16.098	4.784	.001**
3 years of Cornerstone	13.836	3.671	.000**
Eligible for free or reduced lunch	.428	1.378	.756
Non-African American	-1.054	3.458	.761
Female	2.042	1.190	.086
Student retained in 2001-02	16.846	1.843	.000**
Student retained in 2002-03	12.130	2.218	.000**
R ² =.036			
N=3,830			

*Significant at the .05 level

**Significant at the .01 level

Trenton

The Trenton analysis included models for both Reading and Language scores from the Terra Nova exam. Students in Trenton were classified as “African American” or “Non-African American” due to the relatively small numbers of students in other categories. The retention variables were not included as very few students for whom test scores were available were coded as being in the same grade in different years.

The results of the Reading scores analysis for Trenton are as follows:

Table G: Regression equation for gain in Reading Scores in Trenton

Dependent Variable: Gain in Reading Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	8.376	8.446	.322
2 years of Cornerstone	-10.235	11.963	.393
3 years of Cornerstone	-3.062	5.844	.601
Eligible for free or reduced lunch	-2.359	3.652	.519
Non-African American	2.301	4.138	.578
Female	-.235	3.540	.947
Low English Proficiency	-22.233	29.772	.456
R ² =.007			
N=568			

The results of the Language scores analysis for Trenton are as follows:

Table H. Regression equation for gain in Language Scores in Trenton

Dependent Variable: Gain in Language Scores 2000-01 to 2002-03			
Independent Variable	Coefficient	Standard Error	Significance
1 year of Cornerstone	7.096	7.166	.323
2 years of Cornerstone	5.879	10.151	.563
3 years of Cornerstone	.695	4.959	.889
Eligible for free or reduced lunch	-.784	3.098	.800
Non-African American	.901	3.511	.797
Female	-2.077	3.004	.490
Low English Proficiency	-1.679	25.263	.947
R ² =.005			
N=568			

None of the variables in either the Language score analysis or the Reading Score analysis are significant in the Trenton regression models. In these models we had much lower number of students that were included in the analysis compared to either the Jackson and Cleveland models. This may be the main factor in finding no significant difference among any of the variables included in our model. The Trenton data had a great deal of missing demographic data for many students and mismatched student identifiers. With greater cleaning of the data we may be able to increase the number of students who are included in our analysis for Trenton in the future.

Plans for Additional Analysis

As the amount of variation accounted for by our preliminary models are very small (with R^2 less than .05 for all models), we are exploring alternative ways of modeling the data. In future models we will include measures of student mobility; we will explore methods for including a measure of the degree to which a school is implementing Cornerstone; and we will experiment with the best methods for controlling for student test score results at baseline.

DRA INFORMATION

The Developmental Reading Assessment (DRA) is designed to be used with students reading at the K-3 grade levels. According to the DRA teacher resource guide the main purpose of the assessment is to “enable primary teachers to systematically observe, record, and evaluate change in student reading performance and to plan for and teach what each student needs to learn next”. The DRA is a flexible instrument that can be used several times a year to monitor the progress of students. The assessment is also increasingly being used by school districts in grading and promotion decision-making.

The DRA kit consists of a set of leveled stories and is administered to students one-on-one by a teacher. According to the *Teacher Resource Guide* that accompanies the set of leveled books, the DRA level of a child is determined when a student has an accuracy rate of 94% or greater and a comprehension level of at least Adequate (comprehension levels are Very Little Comprehension, Some Comprehension, Adequate Comprehension and Very Good Comprehension). Accuracy is measured by taking a running record (recording exactly what the child says) during oral reading and counting the number of mistakes the student makes. The comprehension level is determined by the teacher evaluating the student’s retelling of the story. Key factors in determining the comprehension level include the student’s inclusion of key events, details, and references to characters as well as the level of interpretation of the story. Also included as components of the comprehension level are how responsive the student is to the teacher’s questions and how many prompts are required to elicit the information from the student. (the retelling is also a verbal ability test). The teacher resource guide notes that it is sometimes necessary to test a child several times before finding the correct DRA level of the child based on a 94% accuracy rate and at least an adequate level of comprehension. Although the DRA Teacher Resource Guide suggests an accuracy rate of 94% be used to determine the DRA level of a child, the DRA Online Management System prompts teachers to re-assess any student who has an accuracy rate below 90% before entering the data into the computer. Many students in the Cornerstone sample were entered into the online system rated below the 94% accuracy rate but above the 90% accuracy rate.⁵⁰ Because of this, we have included in our analyses the students who were at or above 90% on the accuracy measure.

Administering the DRA occurs in a one-on-one conference format that varies slightly according to the reading level of the child. Children at the lower reading levels (A, 1 and 2) do not select the books they will read. Instead, the book is selected by the teacher who also reads one or two pages of text aloud to the student to familiarize the student with the text pattern. Students who are at

⁵⁰ 14% of the student in our database had reading levels assessed between 90% and 94% accuracy.

or above a Level 3 are asked to select a book he/she thinks will be appropriate from four or five books the teacher has laid out in front of the child. After selecting a book the student is given a brief introduction to the story by the teacher and prompted to look through the book and predict what happens in the story based on the pictures or from reading the first passage (depending on level of the story). Students who are between Levels 3 and 16 read the entire book out loud with the teacher and students who are at Level 18 or above read the first passage out loud and the remainder of the story is read silently. After reading the story (either out loud or independently) the teacher then asks the child to retell the story to assess the comprehension level of the student.

Cornerstone DRA Sample Selection and Administration

Coaches in the Cornerstone schools administer the DRA to a sample of students once a year. In the first year of implementation a sample of thirty-six students (12 kindergarteners, 12 first graders, six second graders and six third graders) in each school are administered the test. The sample is selected using a random stratified sampling technique. Teachers in all the K-3 classrooms were asked to group students into high, medium and low reading categories, and students were selected randomly from within these groups to ensure that students of all abilities were included in the small sample. The sample students are assessed each year that they remain enrolled in the school in grades K-3.

Because student mobility is quite high in many Cornerstone schools, the sample of students tested on the DRA changes over the two-year time period. When a student who was in the sample leaves the school, another student is selected as a replacement. Coaches were instructed to randomly select a replacement student who was identified as in the same grade and reading category (low, medium or high).

An important consideration that affects the DRA results is the time of administration. The DRA is a sensitive assessment designed to measure growth over a relatively short period of time. Many districts administer the DRA two or three times a year, and establish DRA level benchmarks for each administration period (fall, winter and spring). This practice standardizes administration and allows districts to assess reading growth from one period of testing to the next with some reliability. The timing of the DRA administration in the Cornerstone schools varied considerably across schools. During the 2001-02 school year, the DRA was given in November at some schools, but at others it was not administered until April. In the 2002-03 school year, coaches were instructed to administer the DRA in February. From our interviews of Cornerstone coaches, we know that some schools completed their assessments within the required time-period. However, in other schools, the assessment was carried out over a considerably longer period of time.

The criteria we used in the analyses of the Cornerstone school DRA data are the January benchmarks suggested on the DRA Online Management system website. These are levels at which students are expected to be reading at by mid-year, to be considered on grade level. An accurate DRA reading level of a student is measured when the student's reading accuracy is 94% or higher and the comprehension level is at least "adequate". However, the online system allows teachers to enter students' results as long as they read at least at a 90% accuracy rate. For this reason, we used a criteria of 90% and above on the accuracy rating for students to be included in the analyses. Some students' data was initially entered with an accuracy rate below 90%. These students are removed from our analyses.⁵¹

⁵¹ The percentage of testing entries eliminated from the sample when a criterion of 90% on accuracy was established is relatively low (5.2%).

INTERVIEW PROTOCOLS

Year 2 Interview Questions for Coaches

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in the interview and survey is strictly voluntary, and will take approximately 1 hour for the interview and 20 minutes for the survey. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school and take a brief survey. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

Background questions for new coaches

50. How long have you been a teacher in your school?
51. How long were you a teacher in any other school?
52. What is your educational background?
53. When did you become a Cornerstone coach?
54. How were you selected to be a Cornerstone coach? Were teachers consulted? What was the principal's role in the decision? What were other teachers' reactions to process?
55. What types of training have you received for becoming a coach?

Questions for all coaches

1. What grade do you teach this year?
2. This year, how are you dividing your time between your Cornerstone responsibilities and your teaching responsibilities?
3. What has the co-teacher process been like? [hiring, scheduling?]
4. Have you been organizing demonstration classrooms or modeling for other K-3 teachers? How often?
 - Have you been doing this for upper grade teachers?
 - What type of feedback have you received? (from other teachers, the principal, or Cornerstone staff?)
 - Are you focusing your work this year on particular teachers?
5. This year are you organizing a book study group for the teaching staff? How often?
 - What is the focus of the group?
 - Are they mandatory?

- Are they different from the book study group you had last year?
 - Has attendance changed since last year?
 - What type of feedback have you received about the study groups? (from other teachers, the principal?)
6. This year are you organizing any other type of study group for the teaching staff?
- What is the focus of the group?
 - Are they mandatory?
 - Who attends?
 - What type of feedback have you received about the study groups? (from other teachers, the principal?)
7. How is the video-conferencing process going this year? Who are you video-conferencing with? How often? What do you discuss?
8. Are there any additional programs for teaching kids reading and writing being used this year along with Cornerstone?
9. Are there any specific programs in your school for students who are falling behind?
10. What level of support do you get in implementing Cornerstone initiatives from the principal?
11. Please describe your relationship with your critical friend.
- How often do you meet?
 - In what ways does she assist you or your school?
12. How often do you have whole staff faculty meetings?
- What is discussed?
 - How often do you have other meetings (by grade level?)
 - Is Cornerstone regularly discussed during faculty meetings?
13. How are Cornerstone decisions made in your school? Who's involved? How often do you meet?
14. Who attends the leadership team meetings?
- How often do you meet?
 - Are these meetings exclusively about Cornerstone business?
 - Who decides who attends the leadership team meetings?
15. How are parents involved in your school? [in classrooms, attendance at events, parent resource room]
- Has Cornerstone helped the school develop methods for increasing parental involvement in your school? How? What?
16. Please describe the asset mapping process this year in your school? Who was involved?
- Was a Literacy Action Plan created based on the results? Who was involved in this process?
17. Have you been on school reviews? How did you find the process of being a reviewer? [Are you training to be a senior reviewer?]
18. Has your school undergone a school review process this year? How did it go? How did the staff react to the recommendations?

19. At the beginning of this year, how did you introduce your staff to the Cornerstone materials?
20. How often do you use the Cornerstone website? What resources on the website do you use primarily?
21. How did the Cornerstone assessment process go in your school this year?
 - Who did it? When was it done?
 - What did you think of the assessments this year?
22. Given that this is your xth year of Cornerstone activities, how would you say it has changed your practice?
 - Your classroom environment?
 - The practice of other k-3 teachers? How?
 - The practice of upper grade teachers? How?
23. How would you characterize relationships among the teaching staff at this school? If there have been changes, what do you think accounts for changes? Do you think Cornerstone has had an impact in this area?
24. Do you think Cornerstone has had an impact on student behavior?
 - Impact on test scores?
 - Impact on student literacy?
 - Impact on relationships between teachers and students?
25. Is your school taking steps to make Cornerstone self-sustaining?
 - Is the process of Cornerstone phasing out being discussed at faculty meetings or leadership team meetings?
26. Are there specific challenges that you see in terms of Cornerstone's expansion in your school?
27. Are there specific successes that you want to share in terms of Cornerstone's presence in your school?
28. Of all the types of assistance that Cornerstone provides for you and your school what has been the most useful or important?
 - Which has been the least?
29. Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further? [Cornerstone's strong points, weak points? etc]

Year 2 Interview Questions for Phase III Principals

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in the interview and survey is strictly voluntary, and will take approximately 1 hour for the interview and 20 minutes for the survey. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school and take a brief survey. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

I) New Principal Background questions

1. How long have you been the principal of this school?
 - Were you a teacher before becoming a principal? What did you teach?
2. Do you know how your school became a Cornerstone school? Could you describe that process?

II) Training to implement Cornerstone

3. Please describe the type of training you and your teachers received from Cornerstone about how to implement the initiative in your school? [Summer institute, regional meetings, site visits]
(Number of times, length, type, etc)

III) Implementation of Cornerstone

4. Prior to the Cornerstone initiative, what was the approach to teaching literacy in your school?
 - Did your school use any specific literacy programs? [*A comprehensive school reform (SFA, Comer, Accelerated Schools) or a publisher's program (basals), or Accelerated Reader or Guided Reading or Reading Recovery, etc?*]
5. Does your school currently use any other literacy programs in concert with Cornerstone?
[*Comprehensive school reform (SFA, Comer, Accelerated Schools) or a publisher's program (basals), or Accelerated Reader or Guided Reading or Reading Recovery, etc?*]
6. Does your school have a literacy block? How long is it? How long have you had one?
7. Have you changed the academic schedule to support Cornerstone's development work? If yes, how? [Literacy block, grade level meetings, more release time for teachers, etc]
8. How do you organize your faculty meetings? Do you discuss Cornerstone during faculty meeting time? How often?
9. Does your school have book study groups? Are they mandatory? Who attends? Who organizes? How often? How useful?
10. Do you have leadership team meetings? Who attends? How often? What's discussed?
11. How often do you work with your school's critical friend? What's discussed?

12. Do you videoconference with Cornerstone staff or other schools? With who? What do you discuss primarily?
13. Are the parents of your students actively involved in your school? In what way? (*Prompt: parent volunteers in the classroom, parent volunteers in other school affairs, parents assisting with their children's homework*) .
 - Has Cornerstone helped the school develop methods for increasing parental involvement in your school? How? In what ways?
14. What level of support do you get from the district in implementing the Cornerstone initiative?
15. Is your school using the Cornerstone assessments to assess literacy levels in your students?
 - Who administers the tests?
 - How are the results of the assessments used? Have you found them to be useful?
16. Did your school use the Asset Map process to establish school-wide goals? When?
 - Who was involved in the process (teachers—all grades? coaches, critical friend?)?
 - How useful do you find the process and results of Asset Mapping?
 - Did you create a literacy action plan from the results? Who worked on this?
17. Has your school undergone a Cornerstone school review? Have you used the results of your Cornerstone annual school review? How?
18. Have you been on a Cornerstone school review team?
19. Have Cornerstone staff members come to your school to work with you and the coaches or present to the staff? Who has come? How often?
20. How would you characterize relationships among the teaching staff at this school? Do you think Cornerstone has had an impact in this area?
21. Have you noticed changes in the school environment since implementing Cornerstone? If so what changes? [Teachers changing their rooms around, more student work being displayed]
22. Do you foresee Cornerstone changing student achievement in this school as measured by standardized tests?
23. Do you see Cornerstone having an impact on the students in upper grades of the school? The teachers in the upper grades?
24. So far, of all the types of assistance that Cornerstone provides for you and your school what has been the most useful or important?
 - Which has been the least?
25. Are there any aspects of Cornerstone in that we haven't covered, or that you want explain further? [Cornerstone's strong points, weak points? etc]

Year 2 Interview Questions for New Critical Friends

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your Cornerstone district, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in the interview and survey is strictly voluntary, and will take approximately 1 hour for the interview and 20 minutes for the survey. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your district and take a brief survey. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

I) Background Questions for New Critical Friends and Phase III critical friends

50. When did you become a critical friend in this district?
51. How were you selected to be a Cornerstone critical friend?
 - How did you find out about Cornerstone?
 - Did you have a previous relationship with the district?
52. Do you currently have another job within the district or working in other schools?
53. What kind of training did you receive to become a critical friend?
54. Were you previously a classroom teacher? What grades and how long?
55. What is your educational background?

II) Questions for New Critical Friends

1. How often do you visit each school?
2. How often do you meet with the coaches?
 - What do you discuss/do in these meetings?
3. Do you attend book study groups with the teaching staff at either school? What is your role at these meetings?
4. Have you organized demonstration classrooms in the schools? How often?
5. Are you providing training for the teachers focused on the Cornerstone literacy framework?
6. Did you assist with the Asset Mapping process in your schools? When?
 - Did you assist in the design of the literacy action plan?
7. How have the teachers reacted to your presence in the school?
8. Do you work with other teachers (non-coaches) in the school in any other capacity?
9. Do you participate in video-conferences? How Often? With whom? What topics were discussed?

10. Do the schools have leadership team meetings? How often? What's discussed? Do you attend?
11. Do you meet with the principals separately from the leadership team meetings? How often? What's discussed?
 - What level of support do you get in implementing Cornerstone initiatives from the principals?
12. Do you have formal meetings with the Cornerstone staff to discuss your work in the schools? How often?
 - Do you also informally communicate with Cornerstone staff on regularly?
13. What types of support for your work do you get from Cornerstone?
14. Have you been on a school review? What did you think of the process?

III) Cornerstone Assessments

15. Have the schools used the Cornerstone assessments to assess literacy levels in the k-3 students?
 - *Did you assist in process?*
 - *Who administered the tests? When was it completed?*
16. What do you think about the assessment tools? Do you think they accurately reflect student literacy levels?
17. Have the classroom teachers in your schools used the results of the Cornerstone assessments? In what ways?

IV) Cornerstone's Impact on the Schools

18. What do you see as the challenges to making it possible for all K-3 classrooms to fully implement Cornerstone activities in the schools you work in?
19. Do you see Cornerstone making an impact on the teachers and students in upper grades of the schools? In what ways?
20. Given that Cornerstone has been in the district for x years, are there discussions about making Cornerstone self-sustaining? Is the process of Cornerstone being phased out being discussed?
21. What kind of training have you received from Cornerstone this year? (What meetings have you attended?) Have Cornerstone staff come to your district?
22. Of all the types of assistance that Cornerstone provides for you and your school, what has been the most useful or important for you?
 - Which has been the least?
23. Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further? Strengths, weaknesses, criticisms, concerns.

Year 2 Interview Questions for District Strategy Managers

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your district, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 1 hour. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your district. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

Background Questions for New or Phase III district strategy managers

50. What is your official position in the district? What's your role?
51. Were you a teacher? How long? What grades?
52. Do you know how your district became involved with Cornerstone?
53. How was it decided which schools would become Cornerstone in your district?
54. Do you know how the coaches and critical friends selected?

Literacy – series of questions about your district's approach to literacy

1. Do any elementary schools in the district use any comprehensive school reform programs? [(SFA, Comer, Accelerated Schools, Modern Red Schoolhouse]
2. Do district elementary schools use particular literacy programs/strategies? [Accelerated Reader, Guided Reading, Balanced Literacy, Four Blocks, Breakthrough to Literacy, or Reading Recovery, etc?]
 - Are any mandated or recommended by the district or state?
 - Are there any particular theories of literacy learning behind the programs?
 - Do the district elementary schools use a particular brand of basal readers?
 - Are any mandated or recommended by the district or state?
 - Is there a particular theory of literacy learning focused on by these basals?
3. Do the elementary schools in your district have a literacy block this year?
 - Is the literacy block mandated or recommended by the district or state?
 - What are some of the structured activities during this time?
 - Was there district-wide rescheduling done to accommodate this?
 - Was there training provided to help teachers understand how to use the time this year?
4. Do the elementary schools provide professional development for teachers focused on literacy?
 - Who provides it? (district or state?)
 - How is time created for this?
 - Are there any particular theories of literacy learning behind it?
5. Does the district have a staff person responsible for literacy development in the elementary schools in the district? Please describe their responsibilities.
6. What assessments do the schools use to assess student literacy?

- What are the district or state mandated tests?

Questions about Cornerstone

7. Cornerstone requires the district to pay for a portion of the costs. What percentage has the district contributed and how was the money used? Who decided how it would be spent?
8. Have you been on Cornerstone school Review team this year? What did you think of the school review process?
9. How often do you meet with the Cornerstone critical friend this year? (Has the critical friend in your district changed from last year? If yes, why?)
10. Have there been changes in the Cornerstone coaches or principals in your district this year? Could you explain why those changes happened?
11. How often have you met with the superintendent to discuss what's going on in the Cornerstone schools this year?
12. Do you meet with the principals of elementary schools in your district? How often?
 - How often are there discussions about Cornerstone among the principals, formally and/or informally?
13. Are you in contact with Cornerstone staff through videoconferencing or other means this year? How often? What do you discuss?
14. Have you visited the Cornerstone schools this year? How often?
 - Have you observed a book study group or a literacy group?
 - Have you observed a literacy block?
15. Have you seen changes in the Cornerstone schools since last year?
 - How have they changed?
16. What do you see as the main challenges facing Cornerstone initiative in the CS schools?
17. How will your district determine if Cornerstone has been successful?
18. Have you seen any evidence of Cornerstone spreading district-wide?
 - Are there discussions about spreading the Cornerstone initiative to other schools in your district?
 - What do you see as the challenges facing Cornerstone in terms of spreading district-wide?
19. Given that Cornerstone has been in the district for x years, are there discussions about making Cornerstone self-sustaining?
20. Of all the types of assistance that Cornerstone provides for the schools and the district what has been the most useful or important for you?
 - Which has been the least?
21. Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want to explain further? Strengths, weaknesses, concerns?

Year 2 Interview Questions for Cornerstone Superintendents

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your district, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 40 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your district. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

1. How long have you been the Superintendent of this district?
 - What is your teaching background?
2. How and when did your district get involved with the Cornerstone initiative?
3. Why did you choose Cornerstone for your district?
 - What about Cornerstone appealed to you?
4. How were the Cornerstone schools in your district selected?
5. How was your district strategy manager selected?
 - Do you know how your district's critical friend was selected?
6. How often do you discuss Cornerstone related matters with your district strategy manager?
7. Have you visited the Cornerstone schools in your district?
 - What aspects of Cornerstone did you see in action?
 - What did you think of it?
8. On what occasions have you been to Cornerstone-related events? [Regional meetings, meetings with Steve, within district events?]
 - What did you think of them?
9. Are you in regular contact with Cornerstone national staff? Who? Why?
10. Cornerstone requires the district to pay for a portion of the costs. What percentage has the district contributed and how was the money used? Who decided how it would be spent?
11. Cornerstone expects that the district will eventually take on the cost and management of the initiative if it is successful.
 - What criteria will you use to decide whether Cornerstone is successful?
12. Is there currently a timeline for spreading Cornerstone to the other schools in the district?
13. Do you see evidence of Cornerstone literacy practices in non-Cornerstone schools in the district?
14. Do you have any other comments about literacy practices in your district or Cornerstone?

Year 2 Interview Questions for Cornerstone Staff Members

Thank you for agreeing to participate. Your participation in this interview is strictly voluntary, and will take approximately 1 hour. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in the Cornerstone schools and the culture of the Cornerstone organization. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

Questions for new Cornerstone staff members:

- A. Can you tell us about how you came to work for Cornerstone and what you were doing before you joined them? (how long have you been with CS?)

Questions for ALL Cornerstone staff members:

1. Can you describe your current role at Cornerstone? (Has that changed since last year?)
2. How do you communicate with your Cornerstone colleagues about developments in the Cornerstone schools or other important issues? (meetings, memos, formal/informal, Philly +elsewhere folk)?
3. How have the (coach/critical friend/etc.) roles and responsibilities changed over the last year?
4. To your knowledge, have the Cornerstone materials been changed this past year? Which and in what ways?
 - Why were they changed?
 - Who was responsible for the changes?

Questions about Cornerstone in Schools/ Districts:

5. Do you have contact with the Cornerstone schools or the districts? How often?
 - In what form? (Visits, video conferencing, phone, email, etc)
 - Are there a certain number of days you spend in each school or district or do you decide on a case by case basis?
 - What do you usually do when you visit a school or district?
 - Are there any other occasions you were in Cornerstone schools or districts? (school review? what was your role at those times)?

6. This is a two part question: If you think about the schools or districts that have been successful at implementing Cornerstone what are their characteristics? And then could you describe the characteristics of the schools or districts that are not successful?
7. From your experience in the schools, how does Cornerstone fit with existing literacy programs and other district or state initiatives?
8. How is Cornerstone helping schools address the issues of sustainability beyond the period of direct support?
9. What (if anything) has surprised you about the evolution of Cornerstone?
10. How do you define success for the Cornerstone initiative and what do you see as the main successes?
11. What do you see as the main challenges facing Cornerstone?
12. How would you describe the culture of the Cornerstone organization?
13. Are there any other important issues or elements of your role or about the organization that we have not covered that you would like to add?

Year 2 Interview Questions for Comparison School Principals

Thank you for agreeing to participate in our interview. The purpose of this interview is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 30 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

1. How long have you been a principal in this school?
2. Were you a teacher before becoming a principal? What did you teach?
3. Does your school implement any comprehensive school reform program? [*SFA, Comer, Accelerated Schools, Modern red schoolhouse*]
4. Does your school use any particular literacy programs/strategies school wide? [*Accelerated Reader, 4 Blocks, or Reading Recovery, etc?*]
 - Which ones?
 - Which grades are they used in?
5. Are there any specific programs used in your school for students who are falling behind?
6. Are you familiar with balanced literacy? What does this mean to you? Would you characterize your school's approach to literacy as balanced?
 - Do the school use particular program for this?
 - What sort of training did teachers receive?
7. Are you familiar with guided reading? What does this mean to you? Do your teachers use guided reading when teaching literacy?
 - Do the school use particular program for this?
 - What sort of training did teachers receive?
8. Do your school use any particular brand of Basal readers? What type?
 - Is the type mandated or recommended by the district?
9. Does your school have a literacy block?
 - How long is it? How frequent is it?
 - How long has it been implemented?
 - What is the structure of the literacy block? Are there particular activities that all the teachers and students should be doing during the literacy block?

- Would you say that teachers use this time solely for literacy learning?
10. Are there professional development activities for teachers focused on student literacy?
 - Provided by whom?
 - What sort of theory of literacy lay behind the professional development?
 - How effective do you think the training has been?
 11. Is there a person whose responsibility it is to focus on school-wide literacy practices? What does she/he do?
 12. Have the teachers received training on modeling for students strategies to use when reading to improve comprehension?
 - Who provided this training?
 13. Does your school have anything like teacher-coaches or teacher-leaders, who provide help to other teachers, either by organizing workshops or opening their own classes to others to observe?
 14. Are literacy issues regularly discussed during faculty meetings?
 15. Does your school have book study groups for teachers? What books do they read? Are they mandatory?
 16. Have the teachers in your school received training on changing the classroom environment to create a literacy friendly environment? Who provided this training?
 17. How do you assess student literacy in your school? Do you use any assessments in addition to the district or state standardized assessments?
 18. How would you characterize relations between staff at your school?
 19. Have you heard of the Cornerstone initiative?
 20. What have you heard about it?
 21. How did you find out about it?
 22. Are there any additional comments you want to add about Cornerstone or the literacy practices in your school?

Year 2 Interview Questions for Comparison School Teachers

Thank you for agreeing to participate in our interview. The purpose of this interview is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 30 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

1. How long have you been a teacher in this school?
2. What grade do you teach? What subject area do you teach?
3. Does your school implement any comprehensive school reform program? [*SFA, Comer, Accelerated Schools, Modern red schoolhouse*]
4. Does your school use any particular literacy programs/strategies school wide? [*Accelerated Reader, 4 Blocks, or Reading Recovery, etc?*]
 - Which ones?
 - Which grades are they used in?
5. Are there any specific programs used in your school for students who are falling behind?
6. Are you familiar with balanced literacy? What does this mean to you? Would you characterize your approach to literacy as balanced?
 - Do the school use particular program for this?
 - What sort of training has teachers received to implement balanced literacy?
7. Are you familiar with guided reading? What does this mean to you? Do you use guided reading when teaching literacy?
 - Do the school use particular program for this?
 - What sort of training did teachers receive?
8. Do *you* use any particular brand of Basal readers? What type? Is this used schoolwide?
9. Does your school have a literacy block?
 - How long is it? How frequent is it?
 - How long has it been implemented?
 - What is the structure of the literacy block? Are there particular activities that all the teachers and students should be doing during the literacy block? What are they?
 - Do you use this time solely for literacy learning?

10. Are there professional development activities for teachers focused on student literacy?
Provided by whom?
 - What sort of theory of literacy lay behind the professional development?
 - How effective would you say the professional development is?
11. Is there a person whose responsibility it is to focus on school-wide literacy practices? What does she/he do?
12. Have the teachers received training on modeling for students strategies to use when reading to improve comprehension?
 - Who provided this training?
13. Does your school have anything like teacher-coaches or teacher-leaders, who provide help to other teachers, either by organizing workshops or opening their own classes to others to observe?
14. How does your school organize faculty meetings?
 - Are literacy issues regularly discussed during faculty meetings?
15. Does your school have book study groups for teachers? What books do they read? Are they mandatory?
16. Have the teachers in your school received training on changing the classroom environment to create a literacy friendly environment? Who provided this training?
17. How do you assess student literacy in your school? Do you use any assessments in addition to the district or state standardized assessments?
18. How would you characterize relations between staff at your school?
19. Have you heard of the Cornerstone initiative?
20. What have you heard about it?
21. How did you find out about it?
22. Are there any additional comments you want to add about Cornerstone or the literacy practices in your school?

SITE TEAM MEMBER SURVEYS

Year 2 Coach Background Survey

Thank you for taking our survey. The purpose of our research is to develop a better understanding of early childhood literacy and professional development practices in your school as part of our evaluation of the Cornerstone initiative. Your participation in this survey is strictly voluntary, and will take approximately 20 minutes. All information supplied by you will be strictly confidential.

1. Please indicate how often, this school year, you:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Not applicable
Discussed literacy issues with the other coach at your school							
Attended Cornerstone leadership team meetings							
Had a schoolwide faculty meeting focused on Cornerstone							
Communicated with other teachers or principals in your district about Cornerstone activities in your school							
Accessed the Cornerstone website to read Cornerstone materials							
Provided demonstrations or modeled lessons for other teachers at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in Cornerstone videoconferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitated book study groups for K-3 teachers at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Met with your principal to review and plan your Cornerstone activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were visited by the principal during the literacy block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with your Cornerstone critical friend to plan and implement Cornerstone activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Received assistance from Cornerstone in involving parents in students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed student work with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cornerstone Second Year Evaluation Report

2. Please indicate how useful you think the following Cornerstone activities are in *improving literacy practice in your school*.

	Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
Coaches providing demonstrations or modeling for other teachers						
Book study groups						
Asset mapping						
Videoconferences for coaches						
Videoconferences for principals						
School review at your school						
Your participation in school reviews at other Cornerstone schools						
Your principal's participation in school reviews at other Cornerstone schools						
The critical friend's visits to your school						
Cornerstone leadership team meetings						
The Cornerstone assessments (DRA, MPIR, the writing sample)						

3. Please indicate how useful you think the following Cornerstone activities/materials are for *improving your teaching and coaching practices*.

	Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
2002 Summer Institute						
2003 Regional Meeting						
2003 Trip to London						
Cornerstone Framework						
Cornerstone Toolkit						
Cornerstone Newsletter						

4. To what extent has Cornerstone:

	Very much	Quite a bit	Some	A little bit	Not at all	Not applicable
Increased the teachers' use of trade books in their lesson plans						
Increased the size of the classroom libraries in your school						
Encouraged the use of alternative seating arrangements in teachers' classrooms						
Increased the amount of student work displayed in your school						
Improved the overall environment of classrooms in your school						
Increased the level of shared leadership in your school						

5. How satisfied are you with the *level of support* your school has received FROM CORNERSTONE in the following areas?

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied	Don't Know
Changing the teachers' classroom environments to promote literacy learning					
Training you so that you can effectively coach other teachers					
Training you so that you understand the Cornerstone Framework					
Training the whole staff to help them understand and implement Cornerstone activities					
Training on how to teach deep structures					
Training on how to teach surface structures					
Increasing parent involvement in your school					
Helping parents understand the Cornerstone initiative					
Training you to administer the Cornerstone assessments (DRA, MPIR, the writing sample)					
Training for your principal to improve his or her leadership skills					

6. How satisfied are you with the level of support you receive from:

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied	Don't know
Your critical friend					
Your principal					
Cornerstone staff around administrative matters (travel, scheduling, email/phone access, materials/supplies, etc.)					
Cornerstone staff around professional development matters (explanation of Framework and testing, role expectations/definitions, leadership training, etc.)					
Your district strategy manager					
Your Cornerstone district liaison					
The other coach in your school					

7. Please indicate the extent to which you agree with the statements below *about your school*

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Teachers are involved in making important decisions at this school					
I am involved in making important decisions at this school					
The principal has confidence in the expertise of the coaches					
The principal is an instructional leader					
Teachers respect colleagues who are expert teachers					
Parents of children have an influence on school decisions					
Parents regularly attend literacy/book-related events when they are invited					
There is a feeling that everyone is working together toward common goals					

8. Please indicate the extent to which you agree with the statements below *about your school*:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Experimentation and occasional mistakes are seen as a normal aspect of teaching					
Most teachers are continually learning and seeking new ideas from each other					
Teachers set high expectations for students' academic work					
The principal has confidence in the expertise of the teachers					

9. Please indicate the extent to which you agree with the statements below *about your school*:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The phonics skills of most K-3 students are at or above grade level					
The comprehension skills of K-3 students are at or above grade level					
The ability of K-3 students to write for a variety of purposes and audiences is at or above grade level					

10. Thinking about *all* of the Cornerstone professional development you have participated in during this school year, how useful would you say it was for you?

Very useful	Somewhat useful	Neutral	Rarely useful	Not at all useful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. To what extent has your involvement in the Cornerstone initiative improved your teaching this year?

Very much	Quite a bit	Some	A little bit	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent has your involvement in the Cornerstone initiative improved your understanding of literacy learning?

Very much	Quite a bit	Some	A little bit	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. To what extent has your involvement in the Cornerstone initiative improved your students' literacy skills?

Very much	Quite a bit	Some	A little bit	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. To what extent has your work as a teacher become more or less enjoyable since the implementation of Cornerstone in your school?

Much more	Somewhat more	The same	Somewhat less	Much less
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. This school year, how long have you been released for half your time to do Cornerstone activities?

	All year	One Semester	Less than one semester	Not at all
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Including this year, how many years of experience have you had as a full-time teacher in this school? _____years

17. In which school do you currently work?

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> Bishop Woods | <input type="checkbox"/> Lake | <input type="checkbox"/> Roan |
| <input type="checkbox"/> Cadwalader | <input type="checkbox"/> Luis Munoz Marin | <input type="checkbox"/> Scranton |
| <input type="checkbox"/> Charles Lake | <input type="checkbox"/> Maplewood Annex | <input type="checkbox"/> Stemley |
| <input type="checkbox"/> Frederick Harris | <input type="checkbox"/> Martin Luther King | <input type="checkbox"/> Sycamore |
| <input type="checkbox"/> Freedman | <input type="checkbox"/> Park Creek | <input type="checkbox"/> Threadgill |
| <input type="checkbox"/> French | <input type="checkbox"/> Patton J. Hill | <input type="checkbox"/> Williams |

18. If you have any additional comments about Cornerstone, your role as a coach or this survey, please add them below.

Thank you for taking our survey!
We appreciate your input about the Cornerstone Initiative!

Year 2 Principal Background Survey

Thank you for taking our survey. The purpose of our research is to develop a better understanding of early childhood literacy and professional development practices in your school as part of our evaluation of the Cornerstone initiative. Your participation in this survey is strictly voluntary, and will take approximately 20 minutes. All information supplied by you will be strictly confidential.

1. Does your school have a daily literacy block?

	Yes	No	Not applicable
In grades K-3			
In grades 4 & above			

2. How long is your school’s literacy block? (Please choose the answer closest to the actual time period.)

	120 minutes or more	90 minutes	60 minutes	Less than 60 minutes	No literacy block	Not applicable
In grades K-3						
In grades 4 & above						

3. Please indicate how often, this school year, you:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Not applicable
Visited K-3 classrooms during the literacy block							
Taught during the literacy block in K-3 classrooms							
Discussed literacy issues with your school’s coaches							
Discussed literacy issues with your school’s critical friend							
Communicated with Cornerstone staff around administrative matters (ie. travel, scheduling, email/phone access, materials/supplies, etc.)							
Communicated with Cornerstone staff around professional development matters (ie. explanation of Framework and testing, role expectations/definitions, leadership training, etc.)							

Cornerstone Second Year Evaluation Report

4. Please indicate how often, this school year, you:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Not applicable
Accessed the Cornerstone website to read Cornerstone materials							
Discussed Cornerstone with your district strategy manager							
Had a schoolwide faculty meeting focused on Cornerstone							
Attended Cornerstone leadership team meetings							
Participated in videoconferences with Edna Varner and/or other Cornerstone principals							
Communicated with <i>non-Cornerstone principals</i> in your district about Cornerstone activities in your school							

5. To what extent has Cornerstone:

	Very much	Quite a bit	Some	A little bit	Not at all	Not applicable
Increased the teachers' use of trade books in their lesson plans						
Increased the size of the classroom libraries in your school						
Encouraged the use of alternative seating arrangements in teachers' classrooms						
Increased the amount of student work displayed in your school						
Improved the overall environment of classrooms in your school						
Increased the level of shared leadership in your school						

6. Please indicate how useful you think the following Cornerstone activities/materials are for *improving your understanding and implementation of Cornerstone.*

	Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
2002 Summer Institute						
2003 Regional Meeting						
2003 Trip to London						
Cornerstone Framework						
Cornerstone Toolkit						
Cornerstone Newsletter						

7. Please indicate how useful you think the following Cornerstone activities are in *improving literacy practice in your school.*

	Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
Coaches providing demonstrations or modeling for other teachers						
Book study groups						
Asset mapping						
Videoconferences for coaches						
Videoconferences for principals						
School review at your school						
Your participation in school reviews at other Cornerstone schools						
Your coaches' participation in school reviews at other Cornerstone schools						
The critical friend's visits to your school						
Cornerstone leadership team meetings						
The Cornerstone assessments (DRA, MPIR, the writing sample)						

8. How satisfied are you with the *level of support* your school has received FROM CORNERSTONE in the following areas?

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied
Changing the teachers' classroom environments to promote literacy learning				
Training for you to improve your leadership skills				
Training you so that you understand the Cornerstone Framework				
Training the whole staff to help them understand and implement Cornerstone activities				
Training on how to teach deep structures in the classrooms				
Training on how to teach surface structures in the classrooms				
Increasing parent involvement in your school				
Helping parents understand the Cornerstone initiative				
Training coaches to administer the Cornerstone assessments (DRA, MPIR, the writing sample)				

9. How satisfied are you with the level of support you receive from:

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied	Don't know
Your critical friend					
Your superintendent					
Your district strategy manager					
Your Cornerstone district liaison					
Cornerstone staff around administrative matters (travel, scheduling, email/phone access, materials/supplies, etc.)					
Cornerstone staff around professional development matters (explanation of Framework, explanation of testing, role expectations/definitions, leadership training, etc.)					

10. Please indicate the extent to which you agree with the statements below *about your school*:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
There is a feeling that everyone is working together toward common goals					
Teachers respect colleagues who are expert teachers					
Experimentation and occasional mistakes are seen as a normal aspect of teaching					
Most teachers are continually learning and seeking new ideas from each other					
Teachers are involved in making important decisions					
Teachers set high expectations for academic work					
As the principal, I have confidence in the expertise of the teachers					
As the principal, I am an instructional leader					
Parents of children have an influence on school decisions					
Parents regularly attend literacy/book-related events when they are invited					

11. Please indicate the extent to which you agree with the statements below:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
The phonics skills of most K-3 students in this school are at or above grade level					
The comprehension skills of K-3 students in this school are at or above grade level					
The ability of K-3 students in this school to write for a variety of purposes and audiences is at or above grade level					

12. How much has your participation in Cornerstone activities made your work as a principal more or less enjoyable?

Much more	Somewhat more	The same	Somewhat less	Much less
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Thinking about *all* of the Cornerstone professional development you have participated in during this school year, how useful would you say it was for you?

Very useful	Somewhat useful	Neutral	Rarely useful	Not at all useful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Thinking about *all* of the Cornerstone professional development you have participated in during this school year, how useful would you say it was for K-3 teachers?

Very useful	Somewhat useful	Neutral	Rarely useful	Not at all useful
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. To what extent has your school's participation in Cornerstone activities improved students' literacy skills?

Very much	Quite a bit	Some	A little bit	Not at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. To what extent was each of the following a problem in your school this year?

	Serious problem	Moderate problem	Minor problem	Not a problem
Student tardiness				
Student absenteeism				
Teacher absenteeism				
Teacher turnover				
Student mobility				
Physical conflicts among students				
Vandalism of school property				
Student disrespect for teachers				
Student apathy				
Lack of parental involvement				
Poor student health				
Students come to school unprepared to learn				

17. Including this year, how many years have you been the principal at your school?
_____ years

18. Were you a teacher before becoming a principal? YES NO

If so, what grade(s) did you teach? (Please check all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Sixth Grade | <input type="checkbox"/> Ninth Grade |
| <input type="checkbox"/> First Grade | <input type="checkbox"/> Seventh Grade | <input type="checkbox"/> Tenth Grade |
| <input type="checkbox"/> Second Grade | <input type="checkbox"/> Eighth Grade | <input type="checkbox"/> Eleventh Grade |
| <input type="checkbox"/> Third Grade | | <input type="checkbox"/> Twelfth Grade |
| <input type="checkbox"/> Fourth Grade | | |
| <input type="checkbox"/> Fifth Grade | | |

Other (please specify): _____

19. What is the highest degree you have earned?

- Bachelor's
- Master's
- Master's plus additional credits
- Doctorate
- Other (please specify): _____

21. In which school do you currently work?

- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> Bishop Woods | <input type="checkbox"/> Lake | <input type="checkbox"/> Roan |
| <input type="checkbox"/> Cadwalader | <input type="checkbox"/> Luis Munoz Marin | <input type="checkbox"/> Scranton |
| <input type="checkbox"/> Charles Lake | <input type="checkbox"/> Maplewood Annex | <input type="checkbox"/> Stemley |
| <input type="checkbox"/> Frederick Harris | <input type="checkbox"/> Martin Luther King | <input type="checkbox"/> Sycamore |
| <input type="checkbox"/> Freedman | <input type="checkbox"/> Park Creek | <input type="checkbox"/> Threadgill |
| <input type="checkbox"/> French | <input type="checkbox"/> Patton J. Hill | <input type="checkbox"/> Williams |

22. If you have any additional comments about Cornerstone or this survey, please add them below.

Thank you for taking our survey!

We appreciate your input about the Cornerstone Initiative!

Critical Friend Background Survey

Thank you for taking our survey. The purpose of our research is to develop a better understanding of early childhood literacy and professional development practices in your district as part of our evaluation of the Cornerstone initiative. Your participation in this survey is strictly voluntary, and will take approximately 20 minutes. All information supplied by you will be strictly confidential.

1. Please indicate how frequently during this school year you:

	Daily	Twice a week	Once a week	Once or twice a month	Less than once or twice a month	Not at all
Visited School 1						
Visited School 2						

2. How often during your time at each of the schools did you:

	Always	Almost always	Sometimes	Rarely	Never	Not applicable
Meet with coaches at School 1						
Meet with coaches at School 2						
Model or give demonstration lessons for coaches at School 1						
Model or give demonstration lessons for coaches at School 2						
Model or give demonstration lessons for <i>teachers</i> at School 1						
Model or give demonstration lessons for <i>teachers</i> at School 2						
Attend book study groups at School 1						
Attend book study groups at School 2						

3. How often during your time at each of the schools did you:

	Always	Almost always	Sometimes	Rarely	Never	Not applicable
Provide training on the Cornerstone Framework at School 1						
Provide training on the Cornerstone framework at School 2						
Discuss Cornerstone matters with the principal at School 1						
Discuss Cornerstone matters with the principal at School 2						
Video-conference at School 1						
Video-conference at School 2						
Attend the Cornerstone leadership team meetings at School 1						
Attend the Cornerstone leadership team meetings at School 2						

4. When meeting with coaches, please indicate about how often you:

	Always	Almost always	Sometimes	Rarely	Never	Not applicable
Discussed classroom literacy practices at School 1						
Discussed classroom literacy practices at School 2						
Discussed the Cornerstone Framework at School 1						
Discussed the Cornerstone Framework at School 2						
Discussed student work at School 1						
Discussed student work at School 2						

5. When meeting with coaches, please indicate about how often you:

	Always	Almost always	Sometimes	Rarely	Never	Not applicable
Discussed how coaches can work effectively with other teachers at School 1						
Discussed how coaches can work effectively with other teachers at School 2						
Discussed the Cornerstone assessments at School 1						
Discussed Cornerstone assessments at School 2						

6. Please indicate if you participated in the following activities:

	Yes	No	Not applicable
Asset mapping at School 1			
Asset mapping at School 2			
Development of the Cornerstone Literacy Action Plan at School 1			
Development of the Cornerstone Literacy Action Plan at School 2			

7. Please indicate other activities (if any) you engage in with the coaches in each school.

School 1	
School 2	

8. How useful do you think the following Cornerstone activities are in *improving literacy practices in the Cornerstone schools?*

	Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
Coaches providing demonstration lessons or modeling for other teachers at School 1						
Coaches providing demonstration lessons or modeling for other teachers at School 2						
Book study groups at School 1						
Book study groups at School 2						
Asset mapping at School 1						
Asset mapping at School 2						
Videoconferences for coaches at School 1						
Videoconferences for coaches at School 2						
Videoconferences for principals at School 1						
Videoconferences for principals at School 2						
School review at School 1						
School review at School 2						
Cornerstone leadership team meetings at School 1						
Cornerstone leadership team meetings at School 2						

9. How many K-3 classrooms have you visited to *model or demonstrate* lessons during the literacy block?

	All	Most	Some	Few	None
At School 1					
At School 2					

10. How many K-3 classrooms have you visited to *observe* lessons during the literacy block?

	All	Most	Some	Few	None
At School 1					
At School 2					

11. How would you rate your level of acceptance as a Critical Friend from *K-3 teachers* at each of the Cornerstone schools?

	Very accepted	Accepted	Somewhat accepted	Unaccepted	Very unaccepted
At School 1					
At School 2					

12. How would you rate your level of acceptance as a Critical Friend from the *whole staff* at each of the Cornerstone schools?

	Very accepted	Accepted	Somewhat accepted	Unaccepted	Very unaccepted
At School 1					
At School 2					

13. How satisfied are you with the level of support you receive *from the principal*?

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied
At School 1				
At School 2				

14. How useful do you think the following Cornerstone activities/materials are for improving your skills as a Critical Friend?

	Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
2002 Summer Institute						
2002 Critical Friends Meeting						
2003 Regional Meeting						
2003 Trip to London						
Cornerstone Framework						
Cornerstone Toolkit						
Cornerstone Newsletter						

15. How satisfied are you with the level of support the Cornerstone schools in your district have received FROM CORNERSTONE in the following areas?

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied	Not applicable
Changing the teachers' classroom environments to promote literacy learning					
Training the whole staff to help them understand and implement Cornerstone activities					
Training on how to teach deep structures					
Training on how to teach surface structures					
Increasing parent involvement in the schools					
Helping parents understand the Cornerstone initiative					
Training the coaches to administer the Cornerstone assessments (DRA, MPIR, the writing sample)					
Training for the principals to improve their leadership skills					

16. How satisfied are you with the level of support you have received FROM CORNERSTONE in the following areas?

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied	Not applicable
Training you to effectively work with the coaches					
Training you to understand the Cornerstone framework					
Training you to model Cornerstone strategies for coaches or other teachers					
Training you to work with the principals about changing literacy strategies in the school					
Training you to teach deep structures					
Training you to teach surface structures					

17. How satisfied are you with the level of support you receive from:

	Very satisfied	Somewhat satisfied	Somewhat not satisfied	Very unsatisfied	Don't know
The Cornerstone district liaison					
The superintendent					
The district strategy manager					
Cornerstone staff around administrative matters (travel, scheduling, email/phone access, materials/supplies, etc.)					
Cornerstone staff around professional development matters (explanation of Framework and testing, role expectations/definitions, leadership training, etc.)					

18. Please indicate how often, this school year, you met with both principals at the same time to discuss Cornerstone matters (with or without the Cornerstone coaches)?

_____times

19. Were you a teacher before becoming a critical friend? YES NO

If so, what grade(s) did you teach? (Please check all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Pre-Kindergarten | <input type="checkbox"/> Sixth Grade | <input type="checkbox"/> Ninth Grade |
| <input type="checkbox"/> First Grade | <input type="checkbox"/> Seventh Grade | <input type="checkbox"/> Tenth Grade |
| <input type="checkbox"/> Second Grade | <input type="checkbox"/> Eighth Grade | <input type="checkbox"/> Eleventh Grade |
| <input type="checkbox"/> Third Grade | | <input type="checkbox"/> Twelfth Grade |
| <input type="checkbox"/> Fourth Grade | | |
| <input type="checkbox"/> Fifth Grade | | |

Other (please specify): _____

20. Were you a principal before becoming a critical friend? YES NO

If so, for how many years? _____ years

21. What is the highest degree you have earned?

- Bachelor's
- Master's
- Master's plus additional credits
- Doctorate
- Other (please specify): _____

22. If you have any additional comments about Cornerstone, your role as a critical friend, or this survey, please add them below.

Thank you for taking our survey. We appreciate your input!

Thank you for participating in our survey.

Do not print this survey. Please respond to the survey online by using the Tab key or your mouse and scroll bar to move through the survey.

Please enter the code on your letter in the box below. Because we do not know who received each of the codes, there is no way to connect you to your responses.

* 1. Please enter your code here. (A response is required for this question.)

2. Had you heard of the Cornerstone literacy initiative before you began this survey?

Yes No

3. During this school year, how often do you discuss literacy teaching strategies with other faculty in your school?

- Once or twice a week (or more)
- Once or twice a month
- Once or twice a semester
- Once or twice a year
- Never
- Not applicable

4. Does your school have a daily literacy block?

	Yes	No	Don't Know
in grades K-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in grades 4 & above	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

5. How long is your school's literacy block? (please choose the answer closest to the actual time period)

	120 minutes or more	90 minutes	60 minutes	less than 60 minutes	No literacy block	Don't know
in grades K-3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
in grades 4 & above	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

6. Do you teach literacy in your classroom?

Yes No

7. Please indicate how often most students in your class engage in these activities when you are teaching literacy:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Not at all	Don't know	Not applicable
Read aloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have shared writing time	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Share/teach others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus on a deep structure strategy	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Focus on a surface structure strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read texts that vary in genre	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Read texts that vary in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. When you are teaching literacy, how often do you:

	Daily	Once or twice a week	Once or twice a month	One or twice a semester	Not at all	Don't know	Not applicable
Provide opportunities for students to work in small groups and individually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Craft for students	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Group students according to their ability for some activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. When you are teaching literacy, how often do you:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Not at all	Don't know	Not applicable
Take time to reflect with the students on what you've covered and it's future applications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for students to compose meaning when reading and writing	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Use invitational groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think aloud and model comprehension strategies for students	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

10. Please indicate how often:

	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Not applicable
You participate in a Cornerstone book study group and/or literacy study group in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have observed a Cornerstone coach's classroom	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
A Cornerstone coach has come to your classroom to do a demonstration lesson	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Cornerstone coach has visited your classroom while you were teaching literacy	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

11. Please indicate how often:

	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Don't Know	Not applicable
The principal has visited your classroom while you were teaching literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal has taught in your classroom	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
You have met with the Cornerstone "critical friend" to discuss literacy strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How useful do you think the Cornerstone book study and/or literacy study groups are?

Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

13. To what extent have the Cornerstone coaches helped your literacy teaching this year?

Very much	Quite a bit	Some	A little bit	Not at all	Not applicable
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

14. Are you familiar with the Cornerstone Literacy Framework?

Yes	No
<input checked="" type="radio"/>	<input checked="" type="radio"/>

15. Have you participated in the Cornerstone Asset Mapping process in your school?

Yes	No	Don't know
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

16. How useful do you find the school-wide goals established by the Cornerstone Asset Mapping process?

Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable
<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

17. Are the goals established in the Cornerstone Asset Map discussed during faculty meetings or in study groups?

Yes No Not applicable

18. Have Cornerstone staff (for example, Ellin Keene, Lu Lewis, Debbie Miller, Bruce Morgan, or Edna Varner) come to your school to discuss classroom environment or literacy teaching strategies?

Yes No Don't know

19. How useful did you find their visit/visit(s)?

Very useful Somewhat useful Neutral Somewhat not useful Not useful at all Not applicable

20. To what extent has Cornerstone:

	Very much	Quite a bit	Some	A little bit	Not at all	Not applicable
Increased your use of trade books in your lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased the size of your classroom library	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Decreased your reliance on textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. To what extent has Cornerstone:

	Very much	Quite a bit	Some	A little bit	Not at all	Not applicable
Encouraged your use of alternative seating arrangements in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased the amount of student work you display in your classroom	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Improved the overall environment in your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Were the results of the Cornerstone School Review shared with the faculty of your school?

Yes No Don't know Not applicable



23. How much has your participation in Cornerstone activities during this school year improved:

	Very much	Quite a bit	Some	A little bit	Not at all	Don't know	Not applicable
Your literacy teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your understanding of literacy learning	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Your classroom's environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your students' literacy skills	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

24. Please indicate the extent to which you agree with the statements below:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
In this school there is a feeling that everyone is working together toward common goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school respect colleagues who are expert teachers.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Experimentation and occasional mistakes are seen as a normal aspect of teaching in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most teachers in this school are continually learning and seeking new ideas from each other.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

25. Please indicate the extent to which you agree with the statements below:

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Teachers in this school set high expectations for academic work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are involved in making important decisions in this school.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
The principal has confidence in the expertise of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal in this school is an instructional leader.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Parents of children in this school have an influence on school decisions.

Parents regularly attend literacy/book-related events when they are invited.

26. How much has your participation in Cornerstone activities made your work as a teacher more or less enjoyable?

Much more Somewhat more The same Somewhat less Much less Not applicable

27. How much has your school's involvement in the Cornerstone initiative improved the environment for teachers' literacy practice?

Very much Quite a bit Some A little bit Not at all

28. How much has your school's involvement in the Cornerstone initiative improved the environment for students' literacy learning?

Very much Quite a bit Some A little bit Not at all

You're almost done. There's just a few background questions left before the end of the survey.

29. Do you teach at this school full-time?

Yes No

30. Including this year, how many years have you been a full-time teacher IN THIS SCHOOL?

31. BEFORE coming to this school, how many years had you been a full-time teacher in other public or private schools?

32. What is your primary teaching assignment? (Please check only one box.)

A regular classroom, teaching most subject areas
 English/Reading/Language arts

- ESL/Bilingual education
- Mathematics
- Social studies or history
- Science
- Special education
- Computer science
- Home economics
- Music/Arts
- Health education
- Physical education
- Staff Developer
- Literacy Coordinator
- Vocational-Technical education
- Other (please specify)

33. What grade are you teaching this year? (Please check all that apply.)

- Pre-Kindergarten
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- Ungraded/Multi-Grade classroom (elementary grades)
- Ungraded/Multi-Grade classroom (middle grades)
- All Grades
- Other (please specify)

34. What is the highest degree you have earned?

- High School Diploma
- Bachelor's
- Master's
- Master's plus additional credits
- Doctorate
- Other (please specify)

35. What type of certificate/licensure do you have?

Regular or standard certificate/licensure

Other (please specify)

36. Are you currently a Cornerstone coach in your school?

Yes

No

37. If you have any additional comments about Cornerstone or this survey, please add them below.

Please click on the SUBMIT button below to end the survey and find out how to receive your Barnes & Noble gift certificate.

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