

**1ST ANNUAL INTERNAL
PROGRAM EVALUATION FOR
THE READING CONNECTION**

MAY, 2011

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THE READING CONNECTION

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Phase 1: Program Description

Program Overview

Vision Statement

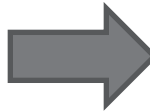
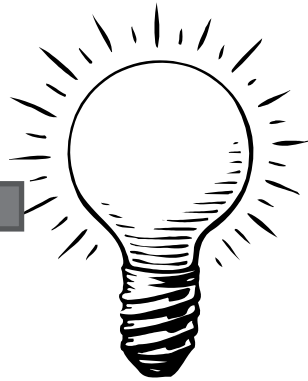
Mission Statement

Program Goals

Program Operation

- Selection of participants
- Characteristics of participants
- Instructional activities
- Personnel
- Management Activities
- Material Resources
- Schedule

PROGRAM OVERVIEW: WHAT IS THE READING CONNECTION?



PROGRAM VISION; PHILOSOPHY




- All children can learn
- Positive relationships improve learning
- Children are individuals with unique learning profiles
- No one size fits all
- Treatment should be based on assessment data
- Communication with others (schools, parents) is key
- Demystification of LD
- We are a part of the piece of a comprehensive plan
- Balanced structure and choice

MISSION STATEMENT

The mission of The Reading Connection is to meet the academic needs of as many children as possible, one child at a time. We accomplish this mission by working with individual students to provide with the highest quality assessment and intervention instruction and by providing parents with the most recent and accurate information about their child and his or her particular needs. Our mission is not complete until every child has access to the very best in educational services so that they can succeed in school and in life.

PROGRAM GOALS

- Provision of high quality intake assessment data that is used to drive instruction (Q4)
 - Provision of high quality research-based reading treatment services in a one-on-one setting (Q4)
 - Provision of individual treatment plan based on client strengths and weaknesses (Q4)
 - Indication of client reading improvement in all areas of need as indicated by intake assessment (Q1, Q4)
 - Fostering a love of reading and a positive self-image of the student (Q1)
 - Fostering involvement and satisfaction of parents as clinic stakeholders (Q1, Q3)
 - Fostering involvement and satisfaction of reading specialist/employee as clinic stakeholders (Q2)
 - Fostering involvement and satisfaction of community members as clinic stakeholders (school personnel, referral personnel) (not covered in this year's evaluation questions; will be included in 2012)
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SELECTION OF PARTICIPANTS

- Referred or self-selected due to reading or other difficulty
- 84% private school
- 16% public school

CHARACTERISTICS OF PARTICIPANTS

59% boys

41% girls

90% Caucasian


8% Hispanic

2% African-American

75% have between 1 and 6 diagnoses



DIAGNOSES REPRESENTED IN PARTICIPANTS

- Mixed Receptive - Expressive Language Disorder
 - Dyslexia
 - Dysgraphia
 - Reading disorder
 - Written Expression Disorder
 - Math Disorder
 - ADHD
 - GAD
 - Depression
 - Schizoaffective
 - Asperger's
 - Autism
 - PDD (NOS)
 - NLD
 - Vision Impairment
 - Bipolar
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INSTRUCTIONAL ACTIVITIES

ONE-ON-ONE READING INTERVENTION

DEPENDS ON CHILD

- Guided reading
- Shared reading
- Read aloud
- Buddy reading
- Repeated reading
- Fluency passages
- Reader's theater
- Making words
- Word sorting
- Reader's theater
- Making words
- Word sorting
- Seeing Stars Nonsense Word Decoding
- Phonological awareness work: segmenting, blending, elision
- Written expression
- Written fluency
- Speeded naming

PERSONNEL

- **11 Reading Specialists (2 full time, 9 part time)**
 - **1 Math specialist (part time)**
 - **1 Office Manager (part time)**
 - **1 HR Manager (part time)**
 - **7 Homework Helpers (part time)**
 - **All specialists have master's degree in reading/special education/comparable**
 - **All others have at least 60 hours of college**
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MANGAGEMENT ACTIVITIES



(from left to right)

Lauren (office manager) ,
Jennifer (HR manager),
Anna (asst. head reading specialist),
Kary (director/owner)

- Administration
- HR
- Finance
- Marketing
- Record Keeping
- Technology
- Physical Plant

MATERIAL RESOURCES




SCHEDULE

SCHOOL YEAR

- Assessments during school day
- Sessions after school 3-7
- Office hours 9am-6pm Mon-Thurs (closed Fri-Sun)

SUMMER

- Sessions and Assessments during the day
 - Reading Intensives
 - Office hours 9am-6pm Mon-Thurs (closed Fri-Sun)
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PHASE 2: EVALUATION QUESTIONS

Q1: Are the reading specialists at TRC able to help a reading-averse individual develop a desire to read? (goal) (reading attitude)

Q2: Is the work environment/climate generally positive for TRC employees? (process) (work climate)

Q3: Are parent clients generally pleased with the quality of service provided by TRC? (goal) (client satisfaction)

Q4: Do children's reading levels, as measured by grade level scores, increase as a result of services provided by TRC (goal) (reading level)

PHASE 3: DATA COLLECTION

Q1: (reading attitude) in person interview with parent-clients and children/adolescents

Q2: (work climate) Online survey to employees

Q3: (client satisfaction) Online survey to parent clients

Q4 (reading level): Numerical data on hand, entered into excel and SPSS with assistance from Asst. Evaluator

DATA ANALYSIS /FINDINGS

Q1: Are the reading specialists at TRC able to help a reading-averse individual develop a desire to read? (goal) (reading attitude) N=24

Type of Data: Qualitative, Open-Ended Interview

Themes:

- Positive encouragement (12) 50%
- Engaging Pedagogy (16) 67%
- Read Alouds (8) 33%
- Games (8) 33%
- Targeted instruction (30) 100%
- Decoding/encoding (11) 46%
- Comprehension (9) 38%
- Fluency (5) 21%
- Written Expression (5) 21%

DATA ANALYSIS

Q2: Is the work environment/climate generally positive for TRC employees? (process)
(work climate) N=12

Type of Data: Qualitative, Open-Ended Survey

57% response rate 12/21

Themes:

- **Lack of Space (8) 67%**
- **Adequate material resources (8) 67%**
- Compensation (5) 42%
- Materials (3) 25%
- **Positive relationship orientation (26) 100%**
- Positive staff interactions (10) 83%
- Supportive administrator (11) 92%
- Wonderful clients (5) 42%

DATA ANALYSIS

**Q3: Are parent clients generally pleased with the quality of service provided by TRC?
(goal) (client satisfaction) N=7**

Type of Data: Quantitative Descriptive Survey, Likert-type

The client is please/satisfied with :

- Intake assessment: 100% strongly agree or agree
- First impression of specialist 100% strongly agree or agree
- Activities in session 100% strongly agree or agree
- Reading specialist performance 100% strongly agree or agree
- Staff and director 100% strongly agree or agree
- TRC meets expectations 100% strongly agree or agree
- Would recommend TRC 100% strongly agree or agree

DATA ANALYSIS

Q4: Do children's reading levels, as measured by grade level scores, increase as a result of services provided by TRC (goal) (reading level) N=49

Type of Data: Quantitative, Quasi-Experimental

Analysis Used: RM ANOVA, SPSS 18.0

Outcomes

Mean intake RL 2.42

Mean current RL 4.24

Mean time in treatment 32 hours (2x per week over 1 year)

Statistically significant: $p=.000$ at $\alpha = .05$

Effect size = .37

Estimated Marginal Means of MEASURE_1

