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## CCLD\_RTA\_Report\_Final

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# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>If you are a classroom teacher, mark all the grade level(s) you teach.</b>		
P1 (K)	98	21.30 %
P2 (1)	134	29.13 %
P3 (2)	120	26.09 %
P4 (3)	108	23.48 %
<b>Total Responses</b>	<b>460</b>	<b>100 %</b>

**If you provide intervention instruction to struggling readers, mark all grade level(s) for which you provide intervention instruction.**

P1 (K)	13	17.57 %
P2 (1)	16	21.62 %
P3 (2)	21	28.38 %
P4 (3)	24	32.43 %
<b>Total Responses</b>	<b>74</b>	<b>100 %</b>

**Please check any of the following projects in which you have participated.**

Kentucky Reading Project (KRP)	78	81.25 %
Kentucky Writing Project (KWP)	17	17.71 %
Kentucky Adult Educators Literacy Institute (KAELI)	1	1.04 %
<b>Total Responses</b>	<b>96</b>	<b>100 %</b>

**PD Hours - Your school's core reading program**

0 hours	126	31.74 %
1-2 hrs	86	21.66 %
3-4 hrs	71	17.88 %
5-6 hrs	53	13.35 %
More than 6 hrs	61	15.37 %
<b>Total Responses</b>	<b>397</b>	<b>100 %</b>

**PD Hours - Your school's reading intervention program**

0 hours	105	27.06 %
1-2 hrs	128	32.99 %
3-4 hrs	83	21.39 %
5-6 hrs	32	8.25 %
More than 6 hrs	40	10.31 %
<b>Total Responses</b>	<b>388</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>PD Hours - Other literacy professional development</b>		
0 hours	83	21.39 %
1-2 hrs	90	23.20 %
3-4 hrs	72	18.56 %
5-6 hrs	57	14.69 %
More than 6 hrs	86	22.16 %
<b>Total Responses</b>	<b>388</b>	<b>100 %</b>
<b>On average, how many hours per month this year have you received coaching/mentoring in literacy by an external specialist?</b>		
0 hrs/month	292	70.70 %
1-2 hrs/month	94	22.76 %
3-4 hrs/month	20	4.84 %
5-6 hrs/month	1	0.24 %
More than 6 hrs/month	6	1.45 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you received coaching/mentoring in literacy by an internal specialist?</b>		
0 hrs/month	146	35.61 %
1-2 hrs/month	195	47.56 %
3-4 hrs/month	47	11.46 %
5-6 hrs/month	6	1.46 %
More than 6 hrs/month	16	3.90 %
<b>Total Responses</b>	<b>410</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you participated in networking about literacy with teachers from other schools?</b>		
0 hrs/month	302	73.48 %
1-2 hrs/month	92	22.38 %
3-4 hrs/month	8	1.95 %
5-6 hrs/month	6	1.46 %
More than 6 hrs/month	3	0.73 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school?</b>		
0 hrs/month	50	12.02 %
	181	43.51 %

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school?</b>		
1-2 hrs/month		
3-4 hrs/month	86	20.67 %
5-6 hrs/month	35	8.41 %
More than 6 hrs/month	64	15.38 %
<b>Total Responses</b>	<b>416</b>	<b>100 %</b>
<b>Rate the quality of the professional development in literacy that you received this year.</b>		
Poor	15	3.70 %
Below Average	23	5.68 %
Average	170	41.98 %
Above Average	130	32.10 %
Excellent	67	16.54 %
<b>Total Responses</b>	<b>405</b>	<b>100 %</b>
<b>To what extent did the professional development in literacy change your instructional practice?</b>		
Not at all	24	5.93 %
Minimally	70	17.28 %
Moderately	184	45.43 %
Significantly	104	25.68 %
Highly Significantly	23	5.68 %
<b>Total Responses</b>	<b>405</b>	<b>100 %</b>
<b>To what extent did your professional development in literacy have an impact on your students' learning?</b>		
Not at all	21	5.19 %
Minimally	61	15.06 %
Moderately	180	44.44 %
Significantly	120	29.63 %
Highly Significantly	23	5.68 %
<b>Total Responses</b>	<b>405</b>	<b>100 %</b>
<b>Org Features - Regular - Mixed ability groups work on a task, where student success is interdependent.</b>		
0 days	51	12.38 %
1 day	60	14.56 %
2 days	62	15.05 %

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Org Features - Regular - Mixed ability groups work on a task, where student success is interdependent.</b>		
3 days	58	14.08 %
4 days	39	9.47 %
5 days	142	34.47 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Org Features - Regular - The whole class receives the same reading lesson.</b>		
0 days	84	20.39 %
1 day	38	9.22 %
2 days	48	11.65 %
3 days	37	8.98 %
4 days	27	6.55 %
5 days	178	43.20 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Org Features - Regular - Students are assigned to groups based on ability for classroom reading instruction.</b>		
0 days	71	17.15 %
1 day	29	7.00 %
2 days	28	6.76 %
3 days	20	4.83 %
4 days	61	14.73 %
5 days	205	49.52 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>
<b>Org Features - Regular - Students are assigned to groups with children at different grade levels for reading instruction.</b>		
0 days	243	58.41 %
1 day	27	6.49 %
2 days	12	2.88 %
3 days	10	2.40 %
4 days	14	3.37 %
5 days	110	26.44 %
<b>Total Responses</b>	<b>416</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Regular - Students at different achievement levels are grouped for classroom reading instruction.</b>		
0 days	100	24.10 %
1 day	41	9.88 %
2 days	36	8.67 %
3 days	29	6.99 %
4 days	29	6.99 %
5 days	180	43.37 %
<b>Total Responses</b>	<b>415</b>	<b>100 %</b>
<b>Org Features - Regular - Students work at literacy learning centers, completing activities selected by the teacher.</b>		
0 days	129	31.23 %
1 day	57	13.80 %
2 days	42	10.17 %
3 days	45	10.90 %
4 days	36	8.72 %
5 days	104	25.18 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Org Features - Regular - Students work at literacy learning centers using materials and completing tasks that interest them.</b>		
0 days	174	41.83 %
1 day	69	16.59 %
2 days	48	11.54 %
3 days	32	7.69 %
4 days	19	4.57 %
5 days	74	17.79 %
<b>Total Responses</b>	<b>416</b>	<b>100 %</b>
<b>Org Features - Regular - Teacher follows a script provided in the teacher's manual.</b>		
0 days	199	48.07 %
1 day	39	9.42 %
2 days	42	10.14 %
3 days	33	7.97 %
4 days	24	5.80 %
5 days	77	18.60 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Regular - Teacher closely follows a recommended sequence of lessons or activities in the teacher's manual.</b>		
0 days	122	29.54 %
1 day	35	8.47 %
2 days	40	9.69 %
3 days	47	11.38 %
4 days	42	10.17 %
5 days	127	30.75 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Org Features - Regular - Teacher uses student assessment results to select lessons or activities.</b>		
0 days	30	7.26 %
1 day	41	9.93 %
2 days	50	12.11 %
3 days	76	18.40 %
4 days	45	10.90 %
5 days	171	41.40 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of graded basal anthologies.</b>		
Always use	92	22.44 %
Often Use	106	25.85 %
Sometimes Use	84	20.49 %
Rarely Use	79	19.27 %
Never Use	49	11.95 %
<b>Total Responses</b>	<b>410</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of leveled individual books.</b>		
Always use	167	40.34 %
Often Use	141	34.06 %
Sometimes Use	68	16.43 %
Rarely Use	29	7.00 %
Never Use	9	2.17 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Use of worksheets that focus on phonics patterns or phonemic awareness.</b>		
Always use	103	24.76 %
Often Use	128	30.77 %
Sometimes Use	109	26.20 %
Rarely Use	61	14.66 %
Never Use	15	3.61 %
<b>Total Responses</b>	<b>416</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of oversized books that students read together in class.</b>		
Always use	62	14.94 %
Often Use	90	21.69 %
Sometimes Use	121	29.16 %
Rarely Use	98	23.61 %
Never Use	44	10.60 %
<b>Total Responses</b>	<b>415</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of trade books not written specifically for reading instruction.</b>		
Always use	110	26.57 %
Often Use	133	32.13 %
Sometimes Use	115	27.78 %
Rarely Use	48	11.59 %
Never Use	8	1.93 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of worksheets that focus on phonics.</b>		
Always use	95	22.95 %
Often Use	109	26.33 %
Sometimes Use	121	29.23 %
Rarely Use	72	17.39 %
Never Use	17	4.11 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of worksheets that focus on comprehension.</b>		
Always use	86	20.72 %
Often Use	133	32.05 %
Sometimes Use	136	32.77 %

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Use of worksheets that focus on comprehension.</b>		
Rarely Use	47	11.33 %
Never Use	13	3.13 %
<b>Total Responses</b>	<b>415</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of computer programs for Instruction and/or assessment.</b>		
Always use	84	20.34 %
Often Use	118	28.57 %
Sometimes Use	136	32.93 %
Rarely Use	58	14.04 %
Never Use	17	4.12 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of flashcards to teach sight vocabulary.</b>		
Always use	82	19.90 %
Often Use	105	25.49 %
Sometimes Use	91	22.09 %
Rarely Use	97	23.54 %
Never Use	37	8.98 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Instr Features - Regular - Vocabulary is taught through experiences/discussions.</b>		
Always use	169	40.92 %
Often Use	170	41.16 %
Sometimes Use	63	15.25 %
Rarely Use	10	2.42 %
Never Use	1	0.24 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Instr Features - Regular - Students are taught phonics in the context of stories, poems, or other meaningful text.</b>		
Always use	164	39.81 %
Often Use	145	35.19 %
Sometimes Use	77	18.69 %
Rarely Use	22	5.34 %
Never Use	4	0.97 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students copy definitions from the dictionary.</b>		
Always use	16	3.89 %
Often Use	20	4.87 %
Sometimes Use	59	14.36 %
Rarely Use	157	38.20 %
Never Use	159	38.69 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>
<b>Instr Features - Regular - Students use a word wall during literacy instruction.</b>		
Always use	176	43.14 %
Often Use	95	23.28 %
Sometimes Use	79	19.36 %
Rarely Use	38	9.31 %
Never Use	20	4.90 %
<b>Total Responses</b>	<b>408</b>	<b>100 %</b>
<b>Instr Features - Regular - Students read texts they have chosen.</b>		
Always use	154	37.47 %
Often Use	123	29.93 %
Sometimes Use	102	24.82 %
Rarely Use	21	5.11 %
Never Use	11	2.68 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>
<b>Instr Features - Regular - Students read text multiple times.</b>		
Always use	194	46.97 %
Often Use	146	35.35 %
Sometimes Use	59	14.29 %
Rarely Use	13	3.15 %
Never Use	1	0.24 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Instr Features - Regular - Students are encouraged to construct spellings on their own as best as they can.</b>		
Always use	210	50.97 %
Often Use	129	31.31 %
Sometimes Use	48	11.65 %
Rarely Use	19	4.61 %

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students are encouraged to construct spellings on their own as best as they can.</b>		
Never Use	6	1.46 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Instr Features - Regular - Students are encouraged to spell all words correctly and/or use only words they know how to spell.</b>		
Always use	42	10.24 %
Often Use	47	11.46 %
Sometimes Use	61	14.88 %
Rarely Use	142	34.63 %
Never Use	118	28.78 %
<b>Total Responses</b>	<b>410</b>	<b>100 %</b>
<b>Instr Features - Regular - Students copy writing from the board or from texts.</b>		
Always use	59	14.32 %
Often Use	79	19.17 %
Sometimes Use	124	30.10 %
Rarely Use	107	25.97 %
Never Use	43	10.44 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Instr Features - Regular - Students take turns reading sentences or paragraphs from books.</b>		
Always use	122	29.47 %
Often Use	144	34.78 %
Sometimes Use	98	23.67 %
Rarely Use	38	9.18 %
Never Use	12	2.90 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>
<b>Instr Features - Regular - Students write about topics of their choice.</b>		
Always use	89	21.60 %
Often Use	179	43.45 %
Sometimes Use	118	28.64 %
Rarely Use	21	5.10 %
Never Use	5	1.21 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students engage in peer-led discussions about books.</b>		
Always use	43	10.41 %
Often Use	104	25.18 %
Sometimes Use	137	33.17 %
Rarely Use	103	24.94 %
Never Use	26	6.30 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Instr Features - Regular - Students have opportunities to share their school experiences.</b>		
Always use	104	25.18 %
Often Use	175	42.37 %
Sometimes Use	113	27.36 %
Rarely Use	18	4.36 %
Never Use	3	0.73 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Instr Features - Regular - Students have opportunities to share their home and community experiences.</b>		
Always use	107	25.97 %
Often Use	180	43.69 %
Sometimes Use	108	26.21 %
Rarely Use	16	3.88 %
Never Use	1	0.24 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Instr Features - Regular - Students engage in conversation about books to promote comprehension.</b>		
Always use	126	30.58 %
Often Use	183	44.42 %
Sometimes Use	75	18.20 %
Rarely Use	24	5.83 %
Never Use	4	0.97 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Instr Features - Regular - Students recommend literature to others.</b>		
Always use	48	11.59 %
Often Use	97	23.43 %
Sometimes Use	175	42.27 %

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students recommend literature to others.</b>		
Rarely Use	77	18.60 %
Never Use	17	4.11 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>

<b>Instr Features - Regular - Students and/or teachers read rhyming books.</b>		
Always use	98	23.73 %
Often Use	147	35.59 %
Sometimes Use	114	27.60 %
Rarely Use	50	12.11 %
Never Use	4	0.97 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>

<b>Instr Features - Regular - Teacher instructs using leveled word lists.</b>		
Always use	102	24.88 %
Often Use	118	28.78 %
Sometimes Use	110	26.83 %
Rarely Use	54	13.17 %
Never Use	26	6.34 %
<b>Total Responses</b>	<b>410</b>	<b>100 %</b>

<b>Instr Features - Regular - Teacher reads aloud to the class from trade books.</b>		
Always use	251	60.63 %
Often Use	111	26.81 %
Sometimes Use	44	10.63 %
Rarely Use	7	1.69 %
Never Use	1	0.24 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>

<b>Instr Features - Regular - Teacher asks questions and students provide answers.</b>		
Always use	232	56.72 %
Often Use	126	30.81 %
Sometimes Use	47	11.49 %
Rarely Use	4	0.98 %
<b>Total Responses</b>	<b>409</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Teacher provides individual feedback to students through conferencing.</b>		
Always use	151	36.74 %
Often Use	137	33.33 %
Sometimes Use	99	24.09 %
Rarely Use	24	5.84 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>
<b>Family Inv - Week - Reading activities are sent home for completion with parents/guardians.</b>		
Always use	141	33.89 %
Often Use	104	25.00 %
Sometimes Use	114	27.40 %
Rarely Use	47	11.30 %
Never Use	10	2.40 %
<b>Total Responses</b>	<b>416</b>	<b>100 %</b>
<b>Family Inv - Week - Teacher communicates with parents/guardians about student performance through telephone calls (excluding telephone calls about conferences with guardians).</b>		
Always use	57	13.80 %
Often Use	93	22.52 %
Sometimes Use	195	47.22 %
Rarely Use	60	14.53 %
Never Use	8	1.94 %
<b>Total Responses</b>	<b>413</b>	<b>100 %</b>
<b>Family Inv - Week - Teacher communicates with parents/guardians about student performance through written notes (excluding notes about conferences with parents/guardians).</b>		
Always use	104	25.06 %
Often Use	189	45.54 %
Sometimes Use	109	26.27 %
Rarely Use	11	2.65 %
Never Use	2	0.48 %
<b>Total Responses</b>	<b>415</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Week - Teacher communicates with parents/guardians about assignments or class activities through online homepages, chatrooms, or listservs.</b>		
Always use	63	15.22 %
Often Use	41	9.90 %
Sometimes Use	63	15.22 %
Rarely Use	120	28.99 %
Never Use	127	30.68 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>

**Family Inv - Week - Parents/guardians volunteer their time to help directly in instruction.**

Always use	15	3.65 %
Often Use	41	9.98 %
Sometimes Use	98	23.84 %
Rarely Use	175	42.58 %
Never Use	82	19.95 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>

**Family Inv - Week - Parents/guardians and family members are used as partners, experts, and co-teachers.**

Always use	34	8.27 %
Often Use	62	15.09 %
Sometimes Use	103	25.06 %
Rarely Use	147	35.77 %
Never Use	65	15.82 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>

**Family Inv - Month - Teacher visits with parent/guardian and student in their home.**

Always use	5	1.20 %
Often Use	3	0.72 %
Sometimes Use	13	3.13 %
Rarely Use	160	38.55 %
Never Use	234	56.39 %
<b>Total Responses</b>	<b>415</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Month - Books are distributed to households that may have limited reading materials.</b>		
Always use	68	16.55 %
Often Use	62	15.09 %
Sometimes Use	123	29.93 %
Rarely Use	104	25.30 %
Never Use	54	13.14 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>
<b>Family Inv - Month - Teacher meets with parents/guardians to discuss student progress, interests, and strengths.</b>		
Always use	73	17.63 %
Often Use	116	28.02 %
Sometimes Use	180	43.48 %
Rarely Use	34	8.21 %
Never Use	11	2.66 %
<b>Total Responses</b>	<b>414</b>	<b>100 %</b>
<b>Family Inv - Month - Teacher seeks out parents/guardians to determine student's cultural knowledge.</b>		
Always use	25	6.07 %
Often Use	55	13.35 %
Sometimes Use	135	32.77 %
Rarely Use	141	34.22 %
Never Use	56	13.59 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>
<b>Family Inv - Month - Parents/guardians and families come to school in the evening for information about literacy and/or literacy instruction.</b>		
Always use	23	5.58 %
Often Use	56	13.59 %
Sometimes Use	146	35.44 %
Rarely Use	136	33.01 %
Never Use	51	12.38 %
<b>Total Responses</b>	<b>412</b>	<b>100 %</b>

# Count and Percent - Regular Instruction Only

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Family Inv - Month - Parents/guardians and families participate in school activities.</b>		
Always use	44	10.71 %
Often Use	132	32.12 %
Sometimes Use	186	45.26 %
Rarely Use	42	10.22 %
Never Use	7	1.70 %
<b>Total Responses</b>	<b>411</b>	<b>100 %</b>

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# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>If you are a classroom teacher, mark all the grade level(s) you teach.</b>		
P1 (K)	22	24.72 %
P2 (1)	24	26.97 %
P3 (2)	20	22.47 %
P4 (3)	23	25.84 %
<b>Total Responses</b>	<b>89</b>	<b>100 %</b>

**If you provide intervention instruction to struggling readers, mark all grade level(s) for which you provide intervention instruction.**

P1 (K)	128	21.19 %
P2 (1)	175	28.97 %
P3 (2)	159	26.32 %
P4 (3)	142	23.51 %
<b>Total Responses</b>	<b>604</b>	<b>100 %</b>

**Please check any of the following projects in which you have participated.**

Kentucky Reading Project (KRP)	42	70.00 %
Kentucky Writing Project (KWP)	17	28.33 %
Kentucky Adult Educators Literacy Institute (KAELI)	1	1.67 %
<b>Total Responses</b>	<b>60</b>	<b>100 %</b>

**PD Hours - Your school's core reading program**

0 hours	62	31.00 %
1-2 hrs	51	25.50 %
3-4 hrs	19	9.50 %
5-6 hrs	17	8.50 %
More than 6 hrs	51	25.50 %
<b>Total Responses</b>	<b>200</b>	<b>100 %</b>

**PD Hours - Your school's reading intervention program**

0 hours	15	6.98 %
1-2 hrs	28	13.02 %
3-4 hrs	22	10.23 %
5-6 hrs	20	9.30 %
More than 6 hrs	130	60.47 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>PD Hours - Other literacy professional development</b>		
0 hours	14	6.67 %
1-2 hrs	29	13.81 %
3-4 hrs	33	15.71 %
5-6 hrs	22	10.48 %
More than 6 hrs	112	53.33 %
<b>Total Responses</b>	<b>210</b>	<b>100 %</b>
<b>On average, how many hours per month this year have you received coaching/mentoring in literacy by an external specialist?</b>		
0 hrs/month	82	37.27 %
1-2 hrs/month	54	24.55 %
3-4 hrs/month	22	10.00 %
5-6 hrs/month	10	4.55 %
More than 6 hrs/month	52	23.64 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you received coaching/mentoring in literacy by an internal specialist?</b>		
0 hrs/month	72	32.88 %
1-2 hrs/month	75	34.25 %
3-4 hrs/month	28	12.79 %
5-6 hrs/month	11	5.02 %
More than 6 hrs/month	33	15.07 %
<b>Total Responses</b>	<b>219</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you participated in networking about literacy with teachers from other schools?</b>		
0 hrs/month	69	31.22 %
1-2 hrs/month	74	33.48 %
3-4 hrs/month	27	12.22 %
5-6 hrs/month	5	2.26 %
More than 6 hrs/month	46	20.81 %
<b>Total Responses</b>	<b>221</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school?</b>		
0 hrs/month	18	8.07 %
	96	43.05 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school?</b>		
1-2 hrs/month		
3-4 hrs/month	59	26.46 %
5-6 hrs/month	14	6.28 %
More than 6 hrs/month	36	16.14 %
<b>Total Responses</b>	<b>223</b>	<b>100 %</b>
<b>Rate the quality of the professional development in literacy that you received this year.</b>		
Poor	4	1.82 %
Below Average	3	1.36 %
Average	46	20.91 %
Above Average	63	28.64 %
Excellent	104	47.27 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>
<b>To what extent did the professional development in literacy change your instructional practice?</b>		
Not at all	5	2.27 %
Minimally	15	6.82 %
Moderately	56	25.45 %
Significantly	80	36.36 %
Highly Significantly	64	29.09 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>
<b>To what extent did your professional development in literacy have an impact on your students' learning?</b>		
Not at all	4	1.82 %
Minimally	15	6.82 %
Moderately	54	24.55 %
Significantly	89	40.45 %
Highly Significantly	58	26.36 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention instruction takes place outside the regular classroom.</b>		
0 days	17	7.73 %
1 day	4	1.82 %
2 days	5	2.27 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Intervention - Intervention instruction takes place outside the regular classroom.</b>		
3 days	9	4.09 %
4 days	14	6.36 %
5 days	171	77.73 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention instruction takes place inside the regular classroom.</b>		
0 days	103	50.24 %
1 day	9	4.39 %
2 days	10	4.88 %
3 days	7	3.41 %
4 days	11	5.37 %
5 days	65	31.71 %
<b>Total Responses</b>	<b>205</b>	<b>100 %</b>
<b>Org Features - Intervention - Students receive individual intervention instruction.</b>		
0 days	30	13.95 %
1 day	10	4.65 %
2 days	18	8.37 %
3 days	12	5.58 %
4 days	17	7.91 %
5 days	128	59.53 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>
<b>Org Features - Intervention - Students receive intervention instruction in small groups.</b>		
0 days	9	4.09 %
1 day	1	0.45 %
2 days	4	1.82 %
3 days	11	5.00 %
4 days	26	11.82 %
5 days	169	76.82 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Intervention - Intervention teacher follows a script provided in the teacher's manual.</b>		
0 days	89	40.83 %
1 day	8	3.67 %
2 days	5	2.29 %
3 days	9	4.13 %
4 days	15	6.88 %
5 days	92	42.20 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention teacher closely follows a recommended sequence of lessons or activities in the teacher's manual.</b>		
0 days	54	24.88 %
1 day	7	3.23 %
2 days	7	3.23 %
3 days	12	5.53 %
4 days	21	9.68 %
5 days	116	53.46 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention teacher uses student assessment results to select lessons or activities.</b>		
0 days	8	3.62 %
1 day	6	2.71 %
2 days	9	4.07 %
3 days	13	5.88 %
4 days	26	11.76 %
5 days	159	71.95 %
<b>Total Responses</b>	<b>221</b>	<b>100 %</b>
<b>Family Inv - Week - Reading activities are sent home for completion with parents/guardians.</b>		
Always use	79	36.24 %
Often Use	42	19.27 %
Sometimes Use	52	23.85 %
Rarely Use	34	15.60 %
Never Use	11	5.05 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Week - Teacher communicates with parents/guardians about student performance through telephone calls (excluding telephone calls about conferences with guardians).</b>		
Always use	34	15.53 %
Often Use	67	30.59 %
Sometimes Use	70	31.96 %
Rarely Use	35	15.98 %
Never Use	13	5.94 %
<b>Total Responses</b>	<b>219</b>	<b>100 %</b>

**Family Inv - Week - Teacher communicates with parents/guardians about student performance through written notes (excluding notes about conferences with parents/guardians).**

Always use	63	28.90 %
Often Use	82	37.61 %
Sometimes Use	50	22.94 %
Rarely Use	14	6.42 %
Never Use	9	4.13 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>

**Family Inv - Week - Teacher communicates with parents/guardians about assignments or class activities through online homepages, chatrooms, or listservs.**

Always use	17	7.87 %
Often Use	14	6.48 %
Sometimes Use	32	14.81 %
Rarely Use	61	28.24 %
Never Use	92	42.59 %
<b>Total Responses</b>	<b>216</b>	<b>100 %</b>

**Family Inv - Week - Parents/guardians volunteer their time to help directly in instruction.**

Always use	9	4.23 %
Often Use	19	8.92 %
Sometimes Use	28	13.15 %
Rarely Use	77	36.15 %
Never Use	80	37.56 %
<b>Total Responses</b>	<b>213</b>	<b>100 %</b>

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Week - Parents/guardians and family members are used as partners, experts, and co-teachers.</b>		
Always use	21	9.81 %
Often Use	39	18.22 %
Sometimes Use	50	23.36 %
Rarely Use	53	24.77 %
Never Use	51	23.83 %
<b>Total Responses</b>	<b>214</b>	<b>100 %</b>
<b>Family Inv - Month - Teacher visits with parent/guardian and student in their home.</b>		
Always use	1	0.46 %
Often Use	6	2.78 %
Sometimes Use	24	11.11 %
Rarely Use	88	40.74 %
Never Use	97	44.91 %
<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
<b>Family Inv - Month - Books are distributed to households that may have limited reading materials.</b>		
Always use	47	21.76 %
Often Use	37	17.13 %
Sometimes Use	64	29.63 %
Rarely Use	39	18.06 %
Never Use	29	13.43 %
<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
<b>Family Inv - Month - Teacher meets with parents/guardians to discuss student progress, interests, and strengths.</b>		
Always use	51	23.39 %
Often Use	64	29.36 %
Sometimes Use	74	33.94 %
Rarely Use	23	10.55 %
Never Use	6	2.75 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Family Inv - Month - Teacher seeks out parents/guardians to determine student's cultural knowledge.</b>		
Always use	21	9.77 %
Often Use	28	13.02 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Month - Teacher seeks out parents/guardians to determine student's cultural knowledge.</b>		
Sometimes Use	75	34.88 %
Rarely Use	61	28.37 %
Never Use	30	13.95 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>
<b>Family Inv - Month - Parents/guardians and families come to school in the evening for information about literacy and/or literacy instruction.</b>		
Always use	26	11.98 %
Often Use	55	25.35 %
Sometimes Use	83	38.25 %
Rarely Use	32	14.75 %
Never Use	21	9.68 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Family Inv - Month - Parents/guardians and families participate in school activities.</b>		
Always use	35	16.13 %
Often Use	69	31.80 %
Sometimes Use	85	39.17 %
Rarely Use	18	8.29 %
Never Use	10	4.61 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of graded basal anthologies.</b>		
Always use	12	5.53 %
Often Use	18	8.29 %
Sometimes Use	23	10.60 %
Rarely Use	73	33.64 %
Never Use	91	41.94 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of leveled individual books.</b>		
Always use	133	61.01 %
Often Use	36	16.51 %
Sometimes Use	23	10.55 %
Rarely Use	17	7.80 %
Never Use	9	4.13 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Intervention - Use of leveled individual books.</b>		
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of worksheets that focus on phonics patterns or phonemic awareness.</b>		
Always use	30	13.76 %
Often Use	38	17.43 %
Sometimes Use	55	25.23 %
Rarely Use	57	26.15 %
Never Use	38	17.43 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of oversized books that students read together in class.</b>		
Always use	8	3.67 %
Often Use	34	15.60 %
Sometimes Use	53	24.31 %
Rarely Use	74	33.94 %
Never Use	49	22.48 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of trade books not written specifically for reading instruction.</b>		
Always use	16	7.41 %
Often Use	43	19.91 %
Sometimes Use	63	29.17 %
Rarely Use	59	27.31 %
Never Use	35	16.20 %
<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of worksheets that focus on phonics.</b>		
Always use	22	10.09 %
Often Use	33	15.14 %
Sometimes Use	71	32.57 %
Rarely Use	55	25.23 %
Never Use	37	16.97 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Intervention - Use of worksheets that focus on comprehension.</b>		
Always use	32	14.75 %
Often Use	37	17.05 %
Sometimes Use	63	29.03 %
Rarely Use	55	25.35 %
Never Use	30	13.82 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of computer programs for Instruction and/or assessment.</b>		
Always use	37	17.21 %
Often Use	58	26.98 %
Sometimes Use	50	23.26 %
Rarely Use	41	19.07 %
Never Use	29	13.49 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of flashcards to teach sight vocabulary.</b>		
Always use	45	20.45 %
Often Use	63	28.64 %
Sometimes Use	66	30.00 %
Rarely Use	31	14.09 %
Never Use	15	6.82 %
<b>Total Responses</b>	<b>220</b>	<b>100 %</b>
<b>Instr Features - Intervention - Vocabulary is taught through experiences/discussions.</b>		
Always use	83	37.90 %
Often Use	85	38.81 %
Sometimes Use	35	15.98 %
Rarely Use	13	5.94 %
Never Use	3	1.37 %
<b>Total Responses</b>	<b>219</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students are taught phonics in the context of stories, poems, or other meaningful text.</b>		
Always use	104	47.71 %
Often Use	55	25.23 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Intervention - Students are taught phonics in the context of stories, poems, or other meaningful text.</b>		
Sometimes Use	43	19.72 %
Rarely Use	11	5.05 %
Never Use	5	2.29 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students copy definitions from the dictionary.</b>		
Always use	4	1.84 %
Often Use	7	3.23 %
Sometimes Use	11	5.07 %
Rarely Use	77	35.48 %
Never Use	118	54.38 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students use a word wall during literacy instruction.</b>		
Always use	57	26.15 %
Often Use	51	23.39 %
Sometimes Use	40	18.35 %
Rarely Use	29	13.30 %
Never Use	41	18.81 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students read texts they have chosen.</b>		
Always use	45	20.74 %
Often Use	65	29.95 %
Sometimes Use	56	25.81 %
Rarely Use	27	12.44 %
Never Use	24	11.06 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students read text multiple times.</b>		
Always use	129	58.90 %
Often Use	44	20.09 %
Sometimes Use	27	12.33 %
Rarely Use	15	6.85 %
Never Use	4	1.83 %
<b>Total Responses</b>	<b>219</b>	<b>100 %</b>

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Intervention - Students are encouraged to construct spellings on their own as best as they can.</b>		
Always use	86	39.45 %
Often Use	65	29.82 %
Sometimes Use	39	17.89 %
Rarely Use	18	8.26 %
Never Use	10	4.59 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students are encouraged to spell all words correctly and/or use only words they know how to spell.</b>		
Always use	19	8.76 %
Often Use	24	11.06 %
Sometimes Use	34	15.67 %
Rarely Use	72	33.18 %
Never Use	68	31.34 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students copy writing from the board or from texts.</b>		
Always use	13	6.07 %
Often Use	27	12.62 %
Sometimes Use	42	19.63 %
Rarely Use	66	30.84 %
Never Use	66	30.84 %
<b>Total Responses</b>	<b>214</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students take turns reading sentences or paragraphs from books.</b>		
Always use	62	28.31 %
Often Use	57	26.03 %
Sometimes Use	49	22.37 %
Rarely Use	32	14.61 %
Never Use	19	8.68 %
<b>Total Responses</b>	<b>219</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students write about topics of their choice.</b>		
Always use	51	23.72 %
Often Use	52	24.19 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Intervention - Students write about topics of their choice.</b>		
Sometimes Use	53	24.65 %
Rarely Use	40	18.60 %
Never Use	19	8.84 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students engage in peer-led discussions about books.</b>		
Always use	30	13.76 %
Often Use	49	22.48 %
Sometimes Use	58	26.61 %
Rarely Use	47	21.56 %
Never Use	34	15.60 %
<b>Total Responses</b>	<b>218</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students have opportunities to share their school experiences.</b>		
Always use	66	30.70 %
Often Use	71	33.02 %
Sometimes Use	50	23.26 %
Rarely Use	22	10.23 %
Never Use	6	2.79 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students have opportunities to share their home and community experiences.</b>		
Always use	67	30.88 %
Often Use	72	33.18 %
Sometimes Use	53	24.42 %
Rarely Use	22	10.14 %
Never Use	3	1.38 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students engage in conversation about books to promote comprehension.</b>		
Always use	104	48.15 %
Often Use	61	28.24 %
Sometimes Use	31	14.35 %
Rarely Use	13	6.02 %

# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
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**Instr Features - Intervention - Students engage in conversation about books to promote comprehension.**

Never Use	7	3.24 %
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	<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
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**Instr Features - Intervention - Students recommend literature to others.**

Always use	44	20.37 %
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Often Use	30	13.89 %
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Sometimes Use	63	29.17 %
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Rarely Use	52	24.07 %
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Never Use	27	12.50 %
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	<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
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**Instr Features - Intervention - Students and/or teachers read rhyming books.**

Always use	38	17.59 %
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Often Use	86	39.81 %
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Sometimes Use	66	30.56 %
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Rarely Use	22	10.19 %
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Never Use	4	1.85 %
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	<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
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**Instr Features - Intervention - Teacher instructs using leveled word lists.**

Always use	58	26.73 %
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Often Use	52	23.96 %
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Sometimes Use	49	22.58 %
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Rarely Use	36	16.59 %
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Never Use	22	10.14 %
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	<b>Total Responses</b>	<b>217</b>	<b>100 %</b>
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**Instr Features - Intervention - Teacher reads aloud to the class from trade books.**

Always use	59	27.31 %
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Often Use	58	26.85 %
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Sometimes Use	42	19.44 %
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Rarely Use	32	14.81 %
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Never Use	25	11.57 %
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	<b>Total Responses</b>	<b>216</b>	<b>100 %</b>
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# Count and Percent - Reading Intervention Only

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
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**Instr Features - Intervention - Teacher asks questions and students provide answers.**

Always use	101	46.98 %
Often Use	62	28.84 %
Sometimes Use	36	16.74 %
Rarely Use	14	6.51 %
Never Use	2	0.93 %
<b>Total Responses</b>	<b>215</b>	<b>100 %</b>

**Instr Features - Intervention - Teacher provides individual feedback to students through conferencing.**

Always use	101	46.54 %
Often Use	61	28.11 %
Sometimes Use	35	16.13 %
Rarely Use	18	8.29 %
Never Use	2	0.92 %
<b>Total Responses</b>	<b>217</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>If you are a classroom teacher, mark all the grade level(s) you teach.</b>		
P1 (K)	191	22.29 %
P2 (1)	256	29.87 %
P3 (2)	231	26.95 %
P4 (3)	179	20.89 %
<b>Total Responses</b>	<b>857</b>	<b>100 %</b>

**If you provide intervention instruction to struggling readers, mark all grade level(s) for which you provide intervention instruction.**

P1 (K)	139	21.32 %
P2 (1)	198	30.37 %
P3 (2)	176	26.99 %
P4 (3)	139	21.32 %
<b>Total Responses</b>	<b>652</b>	<b>100 %</b>

**Please check any of the following projects in which you have participated.**

Kentucky Reading Project (KRP)	173	70.04 %
Kentucky Writing Project (KWP)	71	28.74 %
Kentucky Adult Educators Literacy Institute (KAELI)	3	1.21 %
<b>Total Responses</b>	<b>247</b>	<b>100 %</b>

**PD Hours - Your school's core reading program**

0 hours	150	20.72 %
1-2 hrs	168	23.20 %
3-4 hrs	136	18.78 %
5-6 hrs	91	12.57 %
More than 6 hrs	179	24.72 %
<b>Total Responses</b>	<b>724</b>	<b>100 %</b>

**PD Hours - Your school's reading intervention program**

0 hours	92	12.83 %
1-2 hrs	178	24.83 %
3-4 hrs	177	24.69 %
5-6 hrs	94	13.11 %
More than 6 hrs	176	24.55 %
<b>Total Responses</b>	<b>717</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>PD Hours - Other literacy professional development</b>		
0 hours	78	10.85 %
1-2 hrs	115	15.99 %
3-4 hrs	158	21.97 %
5-6 hrs	127	17.66 %
More than 6 hrs	241	33.52 %
<b>Total Responses</b>	<b>719</b>	<b>100 %</b>
<b>On average, how many hours per month this year have you received coaching/mentoring in literacy by an external specialist?</b>		
0 hrs/month	427	56.33 %
1-2 hrs/month	205	27.04 %
3-4 hrs/month	61	8.05 %
5-6 hrs/month	26	3.43 %
More than 6 hrs/month	39	5.15 %
<b>Total Responses</b>	<b>758</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you received coaching/mentoring in literacy by an internal specialist?</b>		
0 hrs/month	198	26.65 %
1-2 hrs/month	340	45.76 %
3-4 hrs/month	102	13.73 %
5-6 hrs/month	31	4.17 %
More than 6 hrs/month	72	9.69 %
<b>Total Responses</b>	<b>743</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you participated in networking about literacy with teachers from other schools?</b>		
0 hrs/month	435	57.69 %
1-2 hrs/month	209	27.72 %
3-4 hrs/month	49	6.50 %
5-6 hrs/month	21	2.79 %
More than 6 hrs/month	40	5.31 %
<b>Total Responses</b>	<b>754</b>	<b>100 %</b>
<b>On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school?</b>		
0 hrs/month	56	7.39 %
	252	33.25 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>On average, how many hours per MONTH this year have you engaged in collaborative planning about literacy with teachers from your school?</b>		
1-2 hrs/month		
3-4 hrs/month	193	25.46 %
5-6 hrs/month	76	10.03 %
More than 6 hrs/month	181	23.88 %
<b>Total Responses</b>	<b>758</b>	<b>100 %</b>
<b>Rate the quality of the professional development in literacy that you received this year.</b>		
Poor	8	1.07 %
Below Average	29	3.87 %
Average	286	38.13 %
Above Average	278	37.07 %
Excellent	149	19.87 %
<b>Total Responses</b>	<b>750</b>	<b>100 %</b>
<b>To what extent did the professional development in literacy change your instructional practice?</b>		
Not at all	14	1.87 %
Minimally	110	14.67 %
Moderately	294	39.20 %
Significantly	251	33.47 %
Highly Significantly	81	10.80 %
<b>Total Responses</b>	<b>750</b>	<b>100 %</b>
<b>To what extent did your professional development in literacy have an impact on your students' learning?</b>		
Not at all	11	1.47 %
Minimally	88	11.75 %
Moderately	299	39.92 %
Significantly	272	36.32 %
Highly Significantly	79	10.55 %
<b>Total Responses</b>	<b>749</b>	<b>100 %</b>
<b>Org Features - Regular - Mixed ability groups work on a task, where student success is interdependent.</b>		
0 days	34	4.54 %
1 day	79	10.55 %
2 days	111	14.82 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Org Features - Regular - Mixed ability groups work on a task, where student success is interdependent.</b>		
3 days	101	13.48 %
4 days	102	13.62 %
5 days	322	42.99 %
<b>Total Responses</b>	<b>749</b>	<b>100 %</b>
<b>Org Features - Regular - The whole class receives the same reading lesson.</b>		
0 days	161	21.32 %
1 day	78	10.33 %
2 days	67	8.87 %
3 days	79	10.46 %
4 days	71	9.40 %
5 days	299	39.60 %
<b>Total Responses</b>	<b>755</b>	<b>100 %</b>
<b>Org Features - Regular - Students are assigned to groups based on ability for classroom reading instruction.</b>		
0 days	50	6.62 %
1 day	26	3.44 %
2 days	78	10.33 %
3 days	68	9.01 %
4 days	125	16.56 %
5 days	408	54.04 %
<b>Total Responses</b>	<b>755</b>	<b>100 %</b>
<b>Org Features - Regular - Students are assigned to groups with children at different grade levels for reading instruction.</b>		
0 days	348	45.97 %
1 day	62	8.19 %
2 days	53	7.00 %
3 days	41	5.42 %
4 days	47	6.21 %
5 days	206	27.21 %
<b>Total Responses</b>	<b>757</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Org Features - Regular - Students at different achievement levels are grouped for classroom reading instruction.</b>		
0 days	96	12.75 %
1 day	66	8.76 %
2 days	102	13.55 %
3 days	68	9.03 %
4 days	81	10.76 %
5 days	340	45.15 %
<b>Total Responses</b>	<b>753</b>	<b>100 %</b>
<b>Org Features - Regular - Students work at literacy learning centers, completing activities selected by the teacher.</b>		
0 days	101	13.45 %
1 day	93	12.38 %
2 days	85	11.32 %
3 days	83	11.05 %
4 days	92	12.25 %
5 days	297	39.55 %
<b>Total Responses</b>	<b>751</b>	<b>100 %</b>
<b>Org Features - Regular - Students work at literacy learning centers using materials and completing tasks that interest them.</b>		
0 days	173	22.97 %
1 day	125	16.60 %
2 days	120	15.94 %
3 days	82	10.89 %
4 days	60	7.97 %
5 days	193	25.63 %
<b>Total Responses</b>	<b>753</b>	<b>100 %</b>
<b>Org Features - Regular - Teacher follows a script provided in the teacher's manual.</b>		
0 days	351	46.74 %
1 day	73	9.72 %
2 days	71	9.45 %
3 days	53	7.06 %
4 days	41	5.46 %
5 days	162	21.57 %
<b>Total Responses</b>	<b>751</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Regular - Teacher closely follows a recommended sequence of lessons or activities in the teacher's manual.</b>		
0 days	222	29.56 %
1 day	59	7.86 %
2 days	79	10.52 %
3 days	70	9.32 %
4 days	78	10.39 %
5 days	243	32.36 %
<b>Total Responses</b>	<b>751</b>	<b>100 %</b>
<b>Org Features - Regular - Teacher uses student assessment results to select lessons or activities.</b>		
0 days	31	4.09 %
1 day	34	4.49 %
2 days	73	9.63 %
3 days	130	17.15 %
4 days	107	14.12 %
5 days	383	50.53 %
<b>Total Responses</b>	<b>758</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention instruction takes place outside the regular classroom.</b>		
0 days	104	14.11 %
1 day	29	3.93 %
2 days	49	6.65 %
3 days	47	6.38 %
4 days	109	14.79 %
5 days	399	54.14 %
<b>Total Responses</b>	<b>737</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention instruction takes place inside the regular classroom.</b>		
0 days	78	10.63 %
1 day	26	3.54 %
2 days	43	5.86 %
3 days	81	11.04 %
4 days	90	12.26 %
5 days	416	56.68 %
<b>Total Responses</b>	<b>734</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Intervention - Students receive individual intervention instruction.</b>		
0 days	82	11.11 %
1 day	49	6.64 %
2 days	77	10.43 %
3 days	90	12.20 %
4 days	96	13.01 %
5 days	344	46.61 %
<b>Total Responses</b>	<b>738</b>	<b>100 %</b>
<b>Org Features - Intervention - Students receive intervention instruction in small groups.</b>		
0 days	24	3.25 %
1 day	17	2.30 %
2 days	45	6.09 %
3 days	104	14.07 %
4 days	137	18.54 %
5 days	412	55.75 %
<b>Total Responses</b>	<b>739</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention teacher follows a script provided in the teacher's manual.</b>		
0 days	342	47.90 %
1 day	43	6.02 %
2 days	57	7.98 %
3 days	47	6.58 %
4 days	56	7.84 %
5 days	169	23.67 %
<b>Total Responses</b>	<b>714</b>	<b>100 %</b>
<b>Org Features - Intervention - Intervention teacher closely follows a recommended sequence of lessons or activities in the teacher's manual.</b>		
0 days	257	36.04 %
1 day	38	5.33 %
2 days	60	8.42 %
3 days	74	10.38 %
4 days	72	10.10 %
5 days	212	29.73 %
<b>Total Responses</b>	<b>713</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Org Features - Intervention - Intervention teacher uses student assessment results to select lessons or activities.</b>		
0 days	41	5.69 %
1 day	25	3.47 %
2 days	58	8.06 %
3 days	82	11.39 %
4 days	112	15.56 %
5 days	402	55.83 %
<b>Total Responses</b>	<b>720</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of graded basal anthologies.</b>		
Always use	135	18.00 %
Often Use	190	25.33 %
Sometimes Use	194	25.87 %
Rarely Use	142	18.93 %
Never Use	89	11.87 %
<b>Total Responses</b>	<b>750</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of leveled individual books.</b>		
Always use	364	48.15 %
Often Use	259	34.26 %
Sometimes Use	101	13.36 %
Rarely Use	28	3.70 %
Never Use	4	0.53 %
<b>Total Responses</b>	<b>756</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of worksheets that focus on phonics patterns or phonemic awareness.</b>		
Always use	187	24.67 %
Often Use	228	30.08 %
Sometimes Use	225	29.68 %
Rarely Use	96	12.66 %
Never Use	22	2.90 %
<b>Total Responses</b>	<b>758</b>	<b>100 %</b>
<b>Instr Features - Regular - Use of oversized books that students read together in class.</b>		
Always use	111	14.72 %
Often Use	195	25.86 %
Sometimes Use	242	32.10 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Instr Features - Regular - Use of oversized books that students read together in class.</b>		
Rarely Use	153	20.29 %
Never Use	53	7.03 %
<b>Total Responses</b>	<b>754</b>	<b>100 %</b>

<b>Instr Features - Regular - Use of trade books not written specifically for reading instruction.</b>		
Always use	194	25.59 %
Often Use	298	39.31 %
Sometimes Use	195	25.73 %
Rarely Use	54	7.12 %
Never Use	17	2.24 %
<b>Total Responses</b>	<b>758</b>	<b>100 %</b>

<b>Instr Features - Regular - Use of worksheets that focus on phonics.</b>		
Always use	163	21.45 %
Often Use	207	27.24 %
Sometimes Use	247	32.50 %
Rarely Use	115	15.13 %
Never Use	28	3.68 %
<b>Total Responses</b>	<b>760</b>	<b>100 %</b>

<b>Instr Features - Regular - Use of worksheets that focus on comprehension.</b>		
Always use	148	19.50 %
Often Use	248	32.67 %
Sometimes Use	263	34.65 %
Rarely Use	85	11.20 %
Never Use	15	1.98 %
<b>Total Responses</b>	<b>759</b>	<b>100 %</b>

<b>Instr Features - Regular - Use of computer programs for Instruction and/or assessment.</b>		
Always use	198	26.19 %
Often Use	248	32.80 %
Sometimes Use	212	28.04 %
Rarely Use	79	10.45 %
Never Use	19	2.51 %
<b>Total Responses</b>	<b>756</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Use of flashcards to teach sight vocabulary.</b>		
Always use	159	21.09 %
Often Use	210	27.85 %
Sometimes Use	220	29.18 %
Rarely Use	132	17.51 %
Never Use	33	4.38 %
<b>Total Responses</b>	<b>754</b>	<b>100 %</b>
<b>Instr Features - Regular - Vocabulary is taught through experiences/discussions.</b>		
Always use	349	46.23 %
Often Use	311	41.19 %
Sometimes Use	81	10.73 %
Rarely Use	10	1.32 %
Never Use	4	0.53 %
<b>Total Responses</b>	<b>755</b>	<b>100 %</b>
<b>Instr Features - Regular - Students are taught phonics in the context of stories, poems, or other meaningful text.</b>		
Always use	305	40.29 %
Often Use	333	43.99 %
Sometimes Use	93	12.29 %
Rarely Use	20	2.64 %
Never Use	6	0.79 %
<b>Total Responses</b>	<b>757</b>	<b>100 %</b>
<b>Instr Features - Regular - Students copy definitions from the dictionary.</b>		
Always use	16	2.11 %
Often Use	49	6.46 %
Sometimes Use	114	15.02 %
Rarely Use	299	39.39 %
Never Use	281	37.02 %
<b>Total Responses</b>	<b>759</b>	<b>100 %</b>
<b>Instr Features - Regular - Students use a word wall during literacy instruction.</b>		
Always use	360	47.68 %
Often Use	186	24.64 %
Sometimes Use	120	15.89 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students use a word wall during literacy instruction.</b>		
Rarely Use	68	9.01 %
Never Use	21	2.78 %
<b>Total Responses</b>	<b>755</b>	<b>100 %</b>

<b>Instr Features - Regular - Students read texts they have chosen.</b>		
Always use	285	37.75 %
Often Use	259	34.30 %
Sometimes Use	166	21.99 %
Rarely Use	34	4.50 %
Never Use	11	1.46 %
<b>Total Responses</b>	<b>755</b>	<b>100 %</b>

<b>Instr Features - Regular - Students read text multiple times.</b>		
Always use	375	49.54 %
Often Use	245	32.36 %
Sometimes Use	113	14.93 %
Rarely Use	19	2.51 %
Never Use	5	0.66 %
<b>Total Responses</b>	<b>757</b>	<b>100 %</b>

<b>Instr Features - Regular - Students are encouraged to construct spellings on their own as best as they can.</b>		
Always use	421	55.98 %
Often Use	226	30.05 %
Sometimes Use	77	10.24 %
Rarely Use	16	2.13 %
Never Use	12	1.60 %
<b>Total Responses</b>	<b>752</b>	<b>100 %</b>

<b>Instr Features - Regular - Students are encouraged to spell all words correctly and/or use only words they know how to spell.</b>		
Always use	84	11.17 %
Often Use	87	11.57 %
Sometimes Use	124	16.49 %
Rarely Use	261	34.71 %
Never Use	196	26.06 %
<b>Total Responses</b>	<b>752</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students copy writing from the board or from texts.</b>		
Always use	90	11.95 %
Often Use	145	19.26 %
Sometimes Use	238	31.61 %
Rarely Use	200	26.56 %
Never Use	80	10.62 %
<b>Total Responses</b>	<b>753</b>	<b>100 %</b>

**Instr Features - Regular - Students take turns reading sentences or paragraphs from books.**

Always use	202	26.65 %
Often Use	245	32.32 %
Sometimes Use	199	26.25 %
Rarely Use	76	10.03 %
Never Use	36	4.75 %
<b>Total Responses</b>	<b>758</b>	<b>100 %</b>

**Instr Features - Regular - Students write about topics of their choice.**

Always use	202	26.72 %
Often Use	339	44.84 %
Sometimes Use	173	22.88 %
Rarely Use	34	4.50 %
Never Use	8	1.06 %
<b>Total Responses</b>	<b>756</b>	<b>100 %</b>

**Instr Features - Regular - Students engage in peer-led discussions about books.**

Always use	93	12.32 %
Often Use	234	30.99 %
Sometimes Use	267	35.36 %
Rarely Use	138	18.28 %
Never Use	23	3.05 %
<b>Total Responses</b>	<b>755</b>	<b>100 %</b>

**Instr Features - Regular - Students have opportunities to share their school experiences.**

Always use	226	30.01 %
Often Use	330	43.82 %
Sometimes Use	173	22.97 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Students have opportunities to share their school experiences.</b>		
Rarely Use	23	3.05 %
Never Use	1	0.13 %
<b>Total Responses</b>	<b>753</b>	<b>100 %</b>

<b>Instr Features - Regular - Students have opportunities to share their home and community experiences.</b>		
Always use	242	31.88 %
Often Use	327	43.08 %
Sometimes Use	170	22.40 %
Rarely Use	16	2.11 %
Never Use	4	0.53 %
<b>Total Responses</b>	<b>759</b>	<b>100 %</b>

<b>Instr Features - Regular - Students engage in conversation about books to promote comprehension.</b>		
Always use	279	36.66 %
Often Use	308	40.47 %
Sometimes Use	146	19.19 %
Rarely Use	24	3.15 %
Never Use	4	0.53 %
<b>Total Responses</b>	<b>761</b>	<b>100 %</b>

<b>Instr Features - Regular - Students recommend literature to others.</b>		
Always use	113	14.95 %
Often Use	259	34.26 %
Sometimes Use	269	35.58 %
Rarely Use	92	12.17 %
Never Use	23	3.04 %
<b>Total Responses</b>	<b>756</b>	<b>100 %</b>

<b>Instr Features - Regular - Students and/or teachers read rhyming books.</b>		
Always use	205	27.19 %
Often Use	296	39.26 %
Sometimes Use	203	26.92 %
Rarely Use	45	5.97 %
Never Use	5	0.66 %
<b>Total Responses</b>	<b>754</b>	<b>100 %</b>

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Regular - Teacher instructs using leveled word lists.</b>		
Always use	208	27.66 %
Often Use	254	33.78 %
Sometimes Use	175	23.27 %
Rarely Use	83	11.04 %
Never Use	32	4.26 %

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**Total Responses    752            100 %**

**Instr Features - Regular - Teacher reads aloud to the class from trade books.**

Always use	463	61.32 %
Often Use	193	25.56 %
Sometimes Use	70	9.27 %
Rarely Use	19	2.52 %
Never Use	10	1.32 %

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**Total Responses    755            100 %**

**Instr Features - Regular - Teacher asks questions and students provide answers.**

Always use	445	58.40 %
Often Use	226	29.66 %
Sometimes Use	80	10.50 %
Rarely Use	7	0.92 %
Never Use	4	0.52 %

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**Total Responses    762            100 %**

**Instr Features - Regular - Teacher provides individual feedback to students through conferencing.**

Always use	334	44.24 %
Often Use	286	37.88 %
Sometimes Use	115	15.23 %
Rarely Use	17	2.25 %
Never Use	3	0.40 %

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**Total Responses    755            100 %**

**Family Inv - Week - Reading activities are sent home for completion with parents/guardians.**

Always use	278	37.62 %
Often Use	192	25.98 %
Sometimes Use	196	26.52 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Week - Reading activities are sent home for completion with parents/guardians.</b>		
Rarely Use	61	8.25 %
Never Use	12	1.62 %
<b>Total Responses</b>	<b>739</b>	<b>100 %</b>

<b>Family Inv - Week - Teacher communicates with parents/guardians about student performance through telephone calls (excluding telephone calls about conferences with guardians).</b>		
Always use	179	24.25 %
Often Use	238	32.25 %
Sometimes Use	269	36.45 %
Rarely Use	49	6.64 %
Never Use	3	0.41 %
<b>Total Responses</b>	<b>738</b>	<b>100 %</b>

<b>Family Inv - Week - Teacher communicates with parents/guardians about student performance through written notes (excluding notes about conferences with parents/guardians).</b>		
Always use	276	37.45 %
Often Use	308	41.79 %
Sometimes Use	139	18.86 %
Rarely Use	11	1.49 %
Never Use	3	0.41 %
<b>Total Responses</b>	<b>737</b>	<b>100 %</b>

<b>Family Inv - Week - Teacher communicates with parents/guardians about assignments or class activities through online homepages, chatrooms, or listservs.</b>		
Always use	121	16.44 %
Often Use	83	11.28 %
Sometimes Use	104	14.13 %
Rarely Use	240	32.61 %
Never Use	188	25.54 %
<b>Total Responses</b>	<b>736</b>	<b>100 %</b>

<b>Family Inv - Week - Parents/guardians volunteer their time to help directly in instruction.</b>		
Always use	95	12.93 %
Often Use	114	15.51 %
Sometimes Use	189	25.71 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Family Inv - Week - Parents/guardians volunteer their time to help directly in instruction.</b>		
Rarely Use	238	32.38 %
Never Use	99	13.47 %
<b>Total Responses</b>	<b>735</b>	<b>100 %</b>

<b>Family Inv - Week - Parents/guardians and family members are used as partners, experts, and co-teachers.</b>		
Always use	130	17.74 %
Often Use	151	20.60 %
Sometimes Use	211	28.79 %
Rarely Use	160	21.83 %
Never Use	81	11.05 %
<b>Total Responses</b>	<b>733</b>	<b>100 %</b>

<b>Family Inv - Month - Teacher visits with parent/guardian and student in their home.</b>		
Always use	7	0.95 %
Often Use	14	1.90 %
Sometimes Use	69	9.35 %
Rarely Use	337	45.66 %
Never Use	311	42.14 %
<b>Total Responses</b>	<b>738</b>	<b>100 %</b>

<b>Family Inv - Month - Books are distributed to households that may have limited reading materials.</b>		
Always use	161	21.79 %
Often Use	148	20.03 %
Sometimes Use	220	29.77 %
Rarely Use	138	18.67 %
Never Use	72	9.74 %
<b>Total Responses</b>	<b>739</b>	<b>100 %</b>

<b>Family Inv - Month - Teacher meets with parents/guardians to discuss student progress, interests, and strengths.</b>		
Always use	204	27.68 %
Often Use	286	38.81 %
Sometimes Use	212	28.77 %
Rarely Use	32	4.34 %
Never Use	3	0.41 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
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Family Inv - Month - Teacher meets with parents/guardians to discuss student progress, interests, and strengths.

	Total Responses	737	100 %
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Family Inv - Month - Teacher seeks out parents/guardians to determine student's cultural knowledge.

Always use	77	10.48 %
Often Use	149	20.27 %
Sometimes Use	289	39.32 %
Rarely Use	169	22.99 %
Never Use	51	6.94 %

	Total Responses	735	100 %
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Family Inv - Month - Parents/guardians and families come to school in the evening for information about literacy and/or literacy instruction.

Always use	69	9.39 %
Often Use	139	18.91 %
Sometimes Use	302	41.09 %
Rarely Use	183	24.90 %
Never Use	42	5.71 %

	Total Responses	735	100 %
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Family Inv - Month - Parents/guardians and families participate in school activities.

Always use	116	15.72 %
Often Use	254	34.42 %
Sometimes Use	292	39.57 %
Rarely Use	73	9.89 %
Never Use	3	0.41 %

	Total Responses	738	100 %
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Instr Features - Intervention - Use of graded basal anthologies.

Always use	128	18.18 %
Often Use	177	25.14 %
Sometimes Use	152	21.59 %
Rarely Use	145	20.60 %
Never Use	102	14.49 %

	Total Responses	704	100 %
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# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
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### Instr Features - Intervention - Use of leveled individual books.

Always use	319	45.64 %
Often Use	257	36.77 %
Sometimes Use	100	14.31 %
Rarely Use	16	2.29 %
Never Use	7	1.00 %

<b>Total Responses</b>	<b>699</b>	<b>100 %</b>
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### Instr Features - Intervention - Use of worksheets that focus on phonics patterns or phonemic awareness.

Always use	167	24.13 %
Often Use	194	28.03 %
Sometimes Use	208	30.06 %
Rarely Use	97	14.02 %
Never Use	26	3.76 %

<b>Total Responses</b>	<b>692</b>	<b>100 %</b>
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### Instr Features - Intervention - Use of oversized books that students read together in class.

Always use	128	18.66 %
Often Use	174	25.36 %
Sometimes Use	205	29.88 %
Rarely Use	130	18.95 %
Never Use	49	7.14 %

<b>Total Responses</b>	<b>686</b>	<b>100 %</b>
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### Instr Features - Intervention - Use of trade books not written specifically for reading instruction.

Always use	211	30.98 %
Often Use	234	34.36 %
Sometimes Use	180	26.43 %
Rarely Use	41	6.02 %
Never Use	15	2.20 %

<b>Total Responses</b>	<b>681</b>	<b>100 %</b>
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### Instr Features - Intervention - Use of worksheets that focus on phonics.

Always use	148	21.64 %
Often Use	198	28.95 %
Sometimes Use	212	30.99 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

	Count	Percent
<b>Instr Features - Intervention - Use of worksheets that focus on phonics.</b>		
Rarely Use	101	14.77 %
Never Use	25	3.65 %
<b>Total Responses</b>	<b>684</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of worksheets that focus on comprehension.</b>		
Always use	131	19.29 %
Often Use	243	35.79 %
Sometimes Use	228	33.58 %
Rarely Use	59	8.69 %
Never Use	18	2.65 %
<b>Total Responses</b>	<b>679</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of computer programs for Instruction and/or assessment.</b>		
Always use	174	25.66 %
Often Use	219	32.30 %
Sometimes Use	196	28.91 %
Rarely Use	66	9.73 %
Never Use	23	3.39 %
<b>Total Responses</b>	<b>678</b>	<b>100 %</b>
<b>Instr Features - Intervention - Use of flashcards to teach sight vocabulary.</b>		
Always use	159	23.31 %
Often Use	198	29.03 %
Sometimes Use	183	26.83 %
Rarely Use	105	15.40 %
Never Use	37	5.43 %
<b>Total Responses</b>	<b>682</b>	<b>100 %</b>
<b>Instr Features - Intervention - Vocabulary is taught through experiences/discussions.</b>		
Always use	304	45.04 %
Often Use	286	42.37 %
Sometimes Use	76	11.26 %
Rarely Use	7	1.04 %
Never Use	2	0.30 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
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**Instr Features - Intervention - Vocabulary is taught through experiences/discussions.**

	675	100 %
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**Instr Features - Intervention - Students are taught phonics in the context of stories, poems, or other meaningful text.**

Always use	292	43.00 %
Often Use	292	43.00 %
Sometimes Use	80	11.78 %
Rarely Use	10	1.47 %
Never Use	5	0.74 %

	679	100 %
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**Instr Features - Intervention - Students copy definitions from the dictionary.**

Always use	14	2.08 %
Often Use	44	6.54 %
Sometimes Use	108	16.05 %
Rarely Use	253	37.59 %
Never Use	254	37.74 %

	673	100 %
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**Instr Features - Intervention - Students use a word wall during literacy instruction.**

Always use	293	43.15 %
Often Use	198	29.16 %
Sometimes Use	116	17.08 %
Rarely Use	55	8.10 %
Never Use	17	2.50 %

	679	100 %
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**Instr Features - Intervention - Students read texts they have chosen.**

Always use	262	38.47 %
Often Use	232	34.07 %
Sometimes Use	143	21.00 %
Rarely Use	36	5.29 %
Never Use	8	1.17 %

	681	100 %
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# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Instr Features - Intervention - Students read text multiple times.</b>		
Always use	329	48.38 %
Often Use	232	34.12 %
Sometimes Use	98	14.41 %
Rarely Use	17	2.50 %
Never Use	4	0.59 %
<b>Total Responses</b>	<b>680</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students are encouraged to construct spellings on their own as best as they can.</b>		
Always use	407	60.57 %
Often Use	182	27.08 %
Sometimes Use	56	8.33 %
Rarely Use	17	2.53 %
Never Use	10	1.49 %
<b>Total Responses</b>	<b>672</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students are encouraged to spell all words correctly and/or use only words they know how to spell.</b>		
Always use	75	11.06 %
Often Use	97	14.31 %
Sometimes Use	119	17.55 %
Rarely Use	209	30.83 %
Never Use	178	26.25 %
<b>Total Responses</b>	<b>678</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students copy writing from the board or from texts.</b>		
Always use	77	11.44 %
Often Use	135	20.06 %
Sometimes Use	217	32.24 %
Rarely Use	177	26.30 %
Never Use	67	9.96 %
<b>Total Responses</b>	<b>673</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students take turns reading sentences or paragraphs from books.</b>		
Always use	203	30.16 %
Often Use	226	33.58 %
Sometimes Use	151	22.44 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Instr Features - Intervention - Students take turns reading sentences or paragraphs from books.</b>		
Rarely Use	65	9.66 %
Never Use	28	4.16 %
<b>Total Responses</b>	<b>673</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students write about topics of their choice.</b>		
Always use	195	28.80 %
Often Use	296	43.72 %
Sometimes Use	152	22.45 %
Rarely Use	26	3.84 %
Never Use	8	1.18 %
<b>Total Responses</b>	<b>677</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students engage in peer-led discussions about books.</b>		
Always use	106	15.77 %
Often Use	244	36.31 %
Sometimes Use	223	33.18 %
Rarely Use	79	11.76 %
Never Use	20	2.98 %
<b>Total Responses</b>	<b>672</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students have opportunities to share their school experiences.</b>		
Always use	228	34.03 %
Often Use	278	41.49 %
Sometimes Use	142	21.19 %
Rarely Use	19	2.84 %
Never Use	3	0.45 %
<b>Total Responses</b>	<b>670</b>	<b>100 %</b>
<b>Instr Features - Intervention - Students have opportunities to share their home and community experiences.</b>		
Always use	241	35.65 %
Often Use	280	41.42 %
Sometimes Use	131	19.38 %
Rarely Use	21	3.11 %
Never Use	3	0.44 %

# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
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**Instr Features - Intervention - Students have opportunities to share their home and community experiences.**

	Total Responses	676	100 %
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**Instr Features - Intervention - Students engage in conversation about books to promote comprehension.**

Always use	246	36.39 %
Often Use	280	41.42 %
Sometimes Use	123	18.20 %
Rarely Use	21	3.11 %
Never Use	6	0.89 %

	Total Responses	676	100 %
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**Instr Features - Intervention - Students recommend literature to others.**

Always use	124	18.29 %
Often Use	231	34.07 %
Sometimes Use	238	35.10 %
Rarely Use	71	10.47 %
Never Use	14	2.06 %

	Total Responses	678	100 %
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**Instr Features - Intervention - Students and/or teachers read rhyming books.**

Always use	195	28.89 %
Often Use	262	38.81 %
Sometimes Use	174	25.78 %
Rarely Use	36	5.33 %
Never Use	8	1.19 %

	Total Responses	675	100 %
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**Instr Features - Intervention - Teacher instructs using leveled word lists.**

Always use	185	27.57 %
Often Use	246	36.66 %
Sometimes Use	157	23.40 %
Rarely Use	56	8.35 %
Never Use	27	4.02 %

	Total Responses	671	100 %
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# Count and Percent - Both

## CCLD\_RTA\_Teacher\_Survey\_General

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	Count	Percent
<b>Instr Features - Intervention - Teacher reads aloud to the class from trade books.</b>		
Always use	383	56.41 %
Often Use	201	29.60 %
Sometimes Use	69	10.16 %
Rarely Use	20	2.95 %
Never Use	6	0.88 %
<b>Total Responses</b>	<b>679</b>	<b>100 %</b>
<b>Instr Features - Intervention - Teacher asks questions and students provide answers.</b>		
Always use	365	53.44 %
Often Use	235	34.41 %
Sometimes Use	72	10.54 %
Rarely Use	8	1.17 %
Never Use	3	0.44 %
<b>Total Responses</b>	<b>683</b>	<b>100 %</b>
<b>Instr Features - Intervention - Teacher provides individual feedback to students through conferencing.</b>		
Always use	315	46.67 %
Often Use	240	35.56 %
Sometimes Use	98	14.52 %
Rarely Use	17	2.52 %
Never Use	5	0.74 %
<b>Total Responses</b>	<b>675</b>	<b>100 %</b>