**TEXAS LITERACY INITIATIVE STAFF SURVEY SUMMARY,
TEACHERS' RESPONSES, FALL 2013**

Department of
Research and
Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Background. The Texas Literacy Initiative (TLI) in Austin Independent School District (AISD) is currently implemented within the Johnson, Travis, and Lanier vertical teams of schools, grades prekindergarten (pre-K) through 12. The purpose of TLI is to improve school readiness and success in the areas of language and literacy for students in AISD, including associated early childhood education (ECE) providers. To do this, AISD uses the Literacy Lines model, which provides instructional and programming alignment for language, pre-literacy, and literacy development to ease the transition for children across their entire learning careers. A Literacy Line is a vertical collaborative among feeder-pattern campuses within the district, partnering eligible educational organizations (e.g., pre-K, elementary, middle, and high schools) and their associated ECE providers, which may include Early Head Start, Head Start, public or private or nonprofit licensed child care providers, and public pre-K programs. In Fall 2013, staff in AISD's Department of Research and Evaluation (DRE) worked with TLI grant management staff to create and administer a survey to principals, assistant principals, teachers, and TLI reading specialists/coaches at all TLI campuses. This report summarizes responses from teachers at TLI campuses.

Grade levels taught. An electronic survey was sent to 439 teachers within the TLI vertical teams. Of the 297 teachers who responded (68% response rate), the majority (70%) worked with students in kindergarten through 5th grade; the next greatest percentage (25%) of respondents worked with students from birth to 4-years-old. Two percent of respondents worked with 9th- through 12th-grade students.

Teachers' ratings. Teachers' responses to questions related to the TLI grant are shown in Table 1.

Table 1. Teachers' Ratings (*n* = 286)

Statement	% Strongly agree	% Agree	% Disagree	% Strongly disagree	% Not sure/NA
I have seen reading skills improvement in the students who have received help through the Texas Literacy Initiative (TLI).	22	44	3	< 1	31
The TLI reading specialists/coaches are important to the academic reading success of my students.	37	44	4	< 1	14
There is a mutual respect between the TLI reading specialists/coaches and teachers.	47	42	2	< 1	9
I collaborate with the TLI reading specialists/coaches to meet the needs of my students.	39	49	4	1	7
The TLI data meetings helped me to drive my instruction to support the needs of my students.	40	47	3	1	9
My campus administrators support the TLI grant work.	45	48	0	< 1	7
My campus administrators support the TLI funded teachers and/or coaches/specialists.	41	50	< 1	0	8

Source. TLI Fall 2013 Staff Survey

Teacher's use of literacy instructional strategies. Teachers were asked to report the frequency with which they were using the literacy instructional strategies or program in their classroom that their TLI coach/specialist introduced to them. Of the 283 who responded, 27% indicated they used the strategies all of the time, 46% said most of the time, 19% said occasionally, 2% said not at all, and 6% reported that their coach had not introduced such strategies to them.

Teacher's use of progress-monitoring tools. Teachers were asked to select all progress-monitoring tools or measures they currently used. Most teachers indicated that they used the Texas Primary Reading Inventory (TPRI) or El Inventario de Lectura en Español de Tejas (Tejas Lee) for grades kindergarten through 2; the Circle Phonological Awareness Language and Literacy System (CPALLS) was used with the second greatest frequency (Table 2).

Table 2. Progress-Monitoring Tools Used by Teachers (*n* =297)

Progress-monitoring tools used by teachers	% Used
Texas Primary Reading Inventory (TPRI) or El Inventario de Lectura en Español de Tejas (Tejas Lee)	70
Circle Phonological Awareness Language and Literacy System (CPALLS)	23
District-provided benchmark assessments	14
AIMSweb (online progress-monitoring system by Pearson)	7
Developmental Reading Assessment (DRA)	< 1
Inspire Literacy; GRADE (iLit)	2
Language! Live	1
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	1
Scholastic Reading Inventory (SRI)	< 1
Other	15

Source. TLI Fall 2013 Staff Survey

Teachers listed some of the following other progress-monitoring tools they used: informal teacher assessments, reading records, iStation, Treasures, Tesoros, Voyager Pasaporte, Read Naturally, journals, guided reading, teacher observations.

Data monitoring frequency. Teachers responded to the question "How often do you review progress-monitoring data and/or measures?" Most respondents (46%) reported they reviewed progress-monitoring data several times a month.

Table 3. Review of Progress-Monitoring Data (*n* = 283)

Frequency of reviewing progress-monitoring data	% Teachers
Daily	7
Several times a week	24
Several times a month	46
Several times a semester	19
Once or twice a year	3
Never	< 1

Source. TLI Fall 2013 Staff Survey

Collaboration and involvement. Teachers were asked to indicate all types of activities they had worked on with the TLI reading specialists/coaches so far during the school year. Table 4 summarizes the types of activities reported by teachers (teachers could select more than one activity).

Table 4. Collaborative Activities by Teachers and Texas Literacy Initiative (TLI) Reading Specialists/Coaches (n = 297)

Collaborative activity type	% Teachers
Participated in data meetings led by the coach/specialist	82
Used student performance data to plan instruction or intervention	77
Received professional development sessions from coach/specialist	64
Planned instruction with coach/specialist	50
Had classroom instruction observed and received feedback	42
Had coach/specialist model effective instructional strategies	33
Had coach/specialist co-teach	8
None of the above	5

Source. TLI Fall 2013 Staff Survey

Teachers (*n* = 173) mentioned the following as beneficial support they had already received from TLI reading specialists/coaches:

- "They showed me ways to help my students with fluency and spelling. They then helped me find the right resources to use in the classroom."
- "Being able to sit down and review the data showing student progress and being able to work together to collaborate on different activities that will help support our students' learning. They have also been great at providing me with positive feedback and different ideas to use with my students."
- "Data meetings."
- "Data analysis–time to plan for future intervention with that data; explicit PA [phonemic awareness] and phonics routines; vocabulary instruction."
- "Help on how to form guided reading groups."
- "Lesson planning."
- "Modeling lessons."
- "One on one support."
- "Professional development [for] teaching strategies and center activities."
- "Co-teaching, teaching strategies, intervention strategies."

Teachers (n = 118) also responded with some of the following suggestions for additional support they would like to receive:

- "Activities on how to use word walls daily; activities to increase students' vocabulary besides poems, chants/songs, and read alouds."
- "How to connect writing and reading."
- "How to use the strategies across different subjects would be helpful."

- "I would like the reading coaches to help me with intervention. I have some very low students that would benefit from that extra help."
- "Literacy activities and materials provided to do them. Examples or videos of best practices lessons at a deeper level of early literacy."
- "Modeling and feedback."
- "Co-teaching or teaching strategies in my classroom."