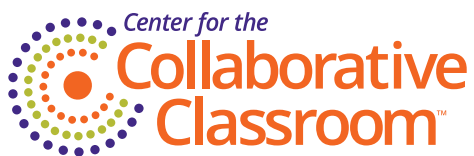


# Evidence from the Field

An Impact Study of CCC Curriculum  
Implementations and Professional Learning



Empowering teachers. Inspiring students.

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# Part I: Summary

## INTRODUCTION

Center for the Collaborative Classroom (CCC) is actively working with district partners to collect data that will both inform our work in schools and help us build and refine our programs. This summary provides an overview of our impact; further details about the evidence of this impact follow.

Our work is motivated by the understanding that developing a sense of community—by providing opportunities for students to interact and collaborate—is fundamental for student growth. Accordingly, CCC’s programs are written with the conviction that social development and academic curricula are mutually integrated and mutually interdependent, and that building caring relationships among students and teachers is foundational to productive student and adult learning communities. If schools are going to educate our children to thrive, and in turn contribute to a thriving society, they must begin with the concepts of care and motivation.

In order for this work to have a broad impact, significant numbers of children need to attend schools with curricula that support this integration of academic and social development. Schools must offer deep learning for students while helping teachers refine their practice.

Our curriculum materials and professional learning have raised student test scores and grades, fostered a sense of connectedness in school communities, reduced problem behaviors, and bolstered student and teacher engagement.

This progress emerges because social development is integrated into the fabric of academic instruction. Classroom learning occurs when students construct knowledge and engage in activities that honor their intrinsic motivation. When our curricula are taught, students achieve because they want to learn and they want to learn with one another. As this happens, students also learn to be kinder and more considerate members of a group, and become aware of taking responsibility for their thinking and behavior—critical skills for the health and well-being of our democracy.

## IMPACT ON SENSE OF COMMUNITY AND SOCIAL DEVELOPMENT

One of the central aims of our work—embodied by the *Caring School Community (CSC)* program and its predecessor, the *Child Development Project (CDP)*—is to create in students an emotional attachment to school. Studies of *CDP* and *CSC* have shown that students who work with these programs:

- Show an interest and eagerness to take part in meta-conversations and reflections about their school’s experience
- Develop empathy and maturity, coupled with increased academic skills
- Become empowered to take responsibility for their thinking and behavior
- Show decreased tendencies towards bullying, aggression, fighting, and cheating

A four-year, nationwide evaluation of *CDP* in 24 elementary schools across six districts found:

- Significant effects on students'
  - Liking for school
  - Enjoyment of class
- 24% higher academic motivation
- 10% more concern for others

A study of 40 schools implementing *CSC* showed that students in *CSC* schools more often discuss values, help establish classroom norms, plan school activities, engage in learning with cross-age pairs, participate in learning with their parents, and develop relationships. At the same time, the schools implementing *CSC* saw a marked decrease in behavior referrals as compared to control schools—a 25% decrease compared to a 42% increase in control schools.

The spirit of *CSC*'s social development is reflected in the pedagogical structure of other curricula from Center for the Collaborative Classroom. Each of our core academic curricula was conceived and written with collaboration, mutual empathy, community development, and intrinsic student motivation in mind.

Likewise, the implementation of *CCC*'s after-school programs and materials leads to an increase in engagement and a decrease in problem behaviors. For example, in 2014 the implementation of *CCC*'s *AfterSchool KidzLit*,<sup>®</sup> *AfterSchool KidzMath*,<sup>™</sup> and *AfterSchool KidzScience*<sup>™</sup> programs at the Albany, Georgia, YMCA was accompanied by a measurable improvement in behavior and a decrease in disciplinary referrals.

## IMPACT ON ACHIEVEMENT

Using *CCC*'s programs, students become better readers, writers, and thinkers. These are core skills that students need to become college-, career-, and life-ready. When developed in intentional, nurturing classrooms, they give students the environment they need to:

- Work together
- Take risks
- Share their thinking

Strategies and skills are learned through conversation and collaboration. *CCC*'s programs are successful at fostering achievement because they help teachers generate highly literate and engaged students in a caring atmosphere.

A study of program implementations in Newark, California, for example, showed that after implementing *Making Meaning*, every Newark school had an increase in reading scores at every grade level except one. And after *Being a Writer* was implemented, performance levels on the California

Writing Standards Test improved at every school studied. Classroom teacher observations from the *Making Meaning* evaluation attributed these gains to socially focused comprehension strategies that bolstered students’:

- Motivation to read
- Willingness to share their thinking
- Respect for one another

Since 2013, P.K. Yonge Developmental Research School in Gainesville, Florida, has worked closely with CCC to implement *SIPPS*,<sup>®</sup> *Making Meaning*, and *Being a Writer*. After the state of Florida transitioned to new reading and writing assessments aligned with new, more rigorous standards in spring 2015, the third-grade students at the school posted the highest district passing rate in the state (96%).

## IMPACT ON TEACHER LEARNING

We recognize the critical importance of developing the social skills students need to work together, take risks, and share their thinking. To cultivate these abilities, teachers have to intentionally attend to them. CCC’s programs are effective because they embed skill training and support for teachers within the materials themselves.

Diane Kornegay, deputy superintendent of the Clay County school district, Florida, where both the *Making Meaning* and *Being a Writer* programs are implemented districtwide in grades K–5 has observed how the programs help her teachers build classroom social development. She notes that teachers with the programs have students who “turn and talk with partners respectfully, continue their conversation without prompting, and get lost in their books during the first week of school.”

Lynda Fender Hayes, director of P.K. Yonge Developmental Research School, writes that her “faculty have common reading and writing curriculums that they implement on a daily basis.” Hayes also notes that, “P.K. Yonge elementary teachers now have the tools they need to fully support our enormously successful multi-tiered system of supports for struggling and high-achieving learners.”

Redonda Mann, lower school principal at Stratford Academy in Macon, Georgia, links gains at her school to the central tenets of the *Making Meaning* program: “It’s CCC’s philosophy of teaching that I embrace. It was a gift to me to be able to find a program that has comprehension as a priority, and you’re able to teach it without just ‘skilling’ kids to death. . . . You’re actually teaching those valuable comprehension skills, and your students are practicing those critical skills in the context of their own reading.”



# Part II: Evidence

## QUANTITATIVE ANALYSIS OF DISTRICT RESULTS

### Six-district Evaluation of the *Child Development Project (CDP)*

A four-year evaluation of *CDP* was conducted in 24 elementary schools, four in each of six districts—Dade County, FL; White Plains, NY; Louisville, KY; San Francisco, CA; Cupertino, CA; and Salinas, CA. The study involved two program schools and two comparison schools in each district. Careful monitoring showed that only 5 of the 12 program schools actually implemented the program consistently. At the end of three years of *CDP* implementation, students in those five high-implementing *CDP* schools, relative to their comparison school counterparts, showed:

- A greater sense of the school as a caring community (33% higher than expectations in comparison schools)
- More liking for school (12% higher)
- Stronger academic motivation (24% higher)
- More frequent reading of books outside of school (8% higher)
- Higher sense of efficacy (6% higher)
- Stronger commitment to democratic values (12% higher)
- Better conflict-resolution skills (17% higher)
- More concern for others (10% higher) and
- More frequent altruistic behavior (8% higher)
- Less use of alcohol (13% lower) and marijuana (19% lower)

A follow-up study of former students from three of the five high-implementing *CDP* elementary schools in two districts showed continuing improvements in middle school that outpaced comparison students. Specifically, *CDP* program students showed:

- Higher grades in core academic classes—English, mathematics, science, social studies (an average of one-half grade-point; 25% higher than would be expected if they had not experienced the program)
- Higher achievement test scores (25% higher)
- A greater sense of community (15% higher)
- Higher educational aspirations (18% higher)
- More liking for school (19% higher)
- Greater trust in and respect for teachers (18% higher)
- Greater involvement in positive activities such as sports, clubs, and youth groups (20% higher)
- Less misconduct at school (19% lower)
- Less delinquent behavior (13% lower)

Read a more extensive report summary here: [collaborativeclassroom.org/sites/default/files/media/pdfs/cdp/cdp\\_eval\\_summary.pdf](https://collaborativeclassroom.org/sites/default/files/media/pdfs/cdp/cdp_eval_summary.pdf). Also visit [collaborativeclassroom.org/research-child-development-project](https://collaborativeclassroom.org/research-child-development-project) for more information about the *Child Development Project*.

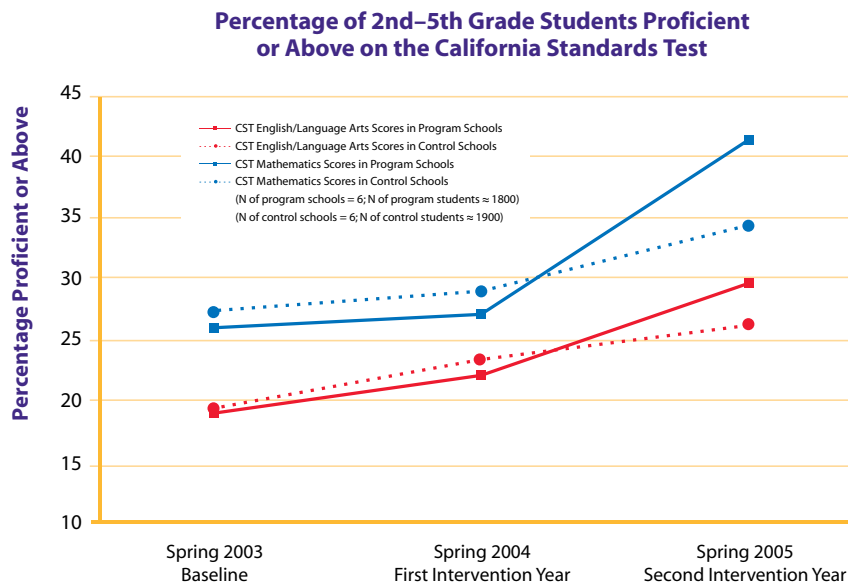


## San Francisco Unified School District Study of *Caring School Community* (CSC)

A federally funded, third-party randomized trial of the CSC program was conducted from 2003 to 2006 by the San Francisco Unified School District's research department. It involved 12 underperforming elementary schools using identical reading and mathematics curricula. The study covered a total of 3,700 racially and socio-economically diverse students in grades 2–6.

Six schools were randomly selected to implement the CSC program and six served as a control group. Over the two-year implementation period, from spring 2003 to spring 2005, students in the CSC schools showed significantly stronger academic growth in both reading and math, as measured by the California Standards Test.

After one year of implementation, there were no differential gains in students' achievement, but after a further year, there were sizable gains in reading and math in the CSC schools.



One of the CSC school principals reported that the program:

- Gave the school a common vocabulary and tools that work
- Helped students bring new understanding to recess, where they put what they learned into action
- Helped kids to feel safe
- Offered cooperative structures that carried over into academics
- Provided tools for conflict resolution that resulted in fewer disruptions and more achievement
- Taught staff principles that brought the staff closer together

Read more about this report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/research/CSC\\_SF.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/research/CSC_SF.pdf).

## Forty-school Study of CSC in St. Louis, Missouri

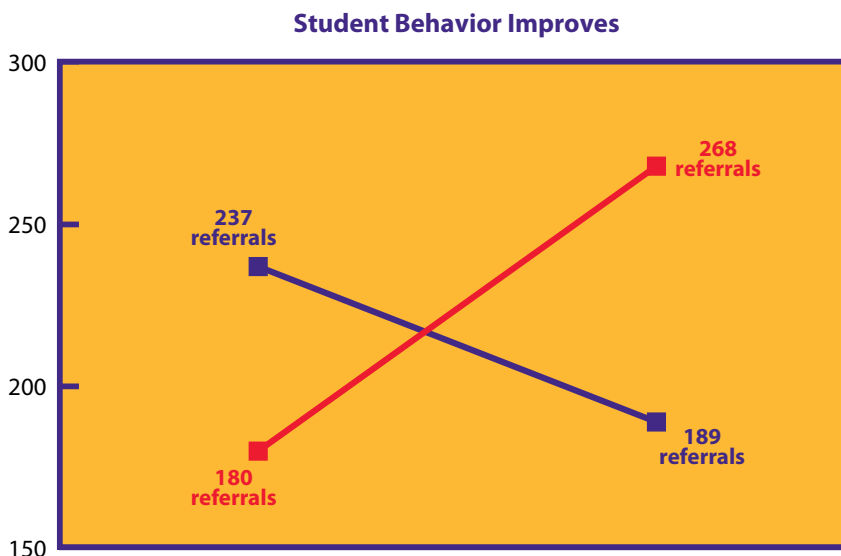
Forty schools in the Cooperating School Districts of St. Louis, Missouri, were randomly assigned to four treatment groups of ten schools each. Three of the groups implemented CSC, and the fourth served as the control group. The three CSC groups of schools implemented the program in successive years, starting in the 2002–03 school year. Student and teacher surveys, records of discipline referrals, and Missouri State Achievement Test scores in math and reading were measured.

On the Missouri State Achievement Test, CSC program schools:

- Showed a 54% improvement in math scores
- Showed a 46% improvement in communication arts scores

CSC schools, on average, also:

- Became safer, more orderly learning communities; staff members more often worked together collaboratively. Effect Size (ES) = .17
- Saw staff more often form collaborative teams that regularly shared ideas, strategies, and successes; engaged collectively in reflection on the results of instructional activities; and worked together on instructional planning. ES = .21
- Saw students more often discuss values, help set classroom norms, plan school activities, engage in learning with cross-age pairs, jointly engage in learning with their parents, and develop relationships with other children, staff, and families as a result of schoolwide activities. ES = .35
- Helped students to work cooperatively and develop a strong sense of democratic values. ES = .22
- Saw a marked decrease in behavior referrals compared to control schools—a 25% decline in discipline referrals for bullying, aggression, fighting, vandalism, insolence, and cheating, compared to a 42% increase in behavior referrals in control schools. ES = .40



**During the three-year grant:**

- Discipline referrals in CSC schools went down by 57.
- Discipline referrals in control schools went up by 69.

Read more about CSC research results here: [collaborativeclassroom.org/research-caring-school-community-research-results](http://collaborativeclassroom.org/research-caring-school-community-research-results).

## Results of *Making Meaning* in Newark, California

A field-test version of the *Making Meaning* program was evaluated in the 2002–03 school year in seven elementary schools in the Newark Unified School District, serving a diverse student population in the San Francisco Bay Area.

John Thomas, PhD, a third-party researcher, compiled observations by staff developers and feedback from field-test teachers before the program was revised for publication. Classroom teachers reported improvement in students’:

- Motivation to read
- Use of comprehension strategies
- Depth of their thinking about texts
- Willingness to share their thinking
- Communication and social skills
- Respect for other students

Teachers, principals, and literacy coordinators were pleased that the program:

- Was accompanied by initial and follow-up staff development
- Was easy to use and worked well with inexperienced and veteran teachers alike
- Provided a much-needed model for teaching reading comprehension strategies

The evaluation data, using the district’s own reading assessment after one year of implementation, showed:

- Improvements in scores ( $P < .01$ ) at every grade level except third grade
- Gains in 2002–03 over the 2001–02 school year in every school

Read a more detailed summary here: [collaborativeclassroom.org/sites/default/files/media/pdfs/research/MM\\_Newark.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/research/MM_Newark.pdf).

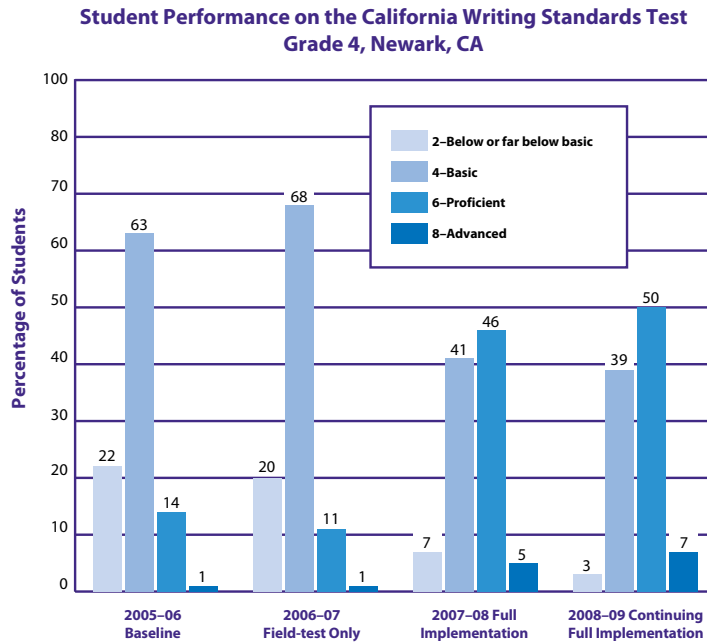
## Pilot Test Results of *Being a Writer* in Newark, California

*Being a Writer* was pilot-tested in the Newark, California, school district in 2006–07. The program was then adopted in 2007–08 by all schools in the district. The writing skills of fourth-graders at all eight Newark elementary schools are assessed annually using the California Writing Standards Test.

During the course of four years, the percentage of students who:

- Tested at Below or Far Below Basic, declined from 22% to 3%
- Tested at Basic declined from 63% to 39%
- Tested at Proficient increased from 14% to 50%
- Tested at Advanced increased from 1% to 7%

The bar graph below shows scores for (1) the 2005–06 baseline year, prior to the introduction of *Being a Writer*; (2) the 2006–07 pilot-test year, (3) the 2007–08 full implementation year, and (4) the 2008–09 year, the second year of full implementation.



Read a more detailed summary here: [collaborativeclassroom.org/sites/default/files/media/pdfs/research/BAW\\_Newark\\_field\\_test.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/research/BAW_Newark_field_test.pdf).

### Results of Implementation of *Making Meaning* in Denver, Colorado

Widespread adoption of the *Making Meaning* program in Denver Public Schools in 2004 was correlated with strong achievement growth at the elementary level, as assessed by student scores on the Colorado Student Assessment Program for third- through fifth-grade students.

Examination of the median growth percentile ratings (average student growth, taking into account prior achievement) revealed that Denver's ratings:

- Increased starting in 2004 when implementation occurred
- Matched the state median by the 2007–08 school year
- Exceeded state median in growth by 2009–10

The district showed a similar pattern of growth in writing and also experienced a decreasing gap between Denver students and students statewide in terms of the percentage of students who were proficient and advanced in reading and writing—a large shift in the year following adoption and a continuing increase in the five years afterward.

Read a more detailed report here: [collaborativeclassroom.org/success-stories/denver-public-schools](http://collaborativeclassroom.org/success-stories/denver-public-schools).

## **Longitudinal Study of *AfterSchool KidzMath* Effectiveness in Sacramento START Sites, Sacramento, California**

An analysis by Victor Louie, a researcher at UCLA, showed significant test-score differences after students participated in the *AfterSchool KidzMath* program for at least one year through one of 23 after-school sites run by Sacramento START (Students Today Achieving Results for Tomorrow).

Louie's thesis, titled "Analysis of *KidzMath* Program Effectiveness via Longitudinal Modeling," reflects an evaluation between March and September of 2011, with the intent of assessing the effectiveness of the program. The evaluation analyzed the math test scores of more than 13,000 elementary students (third- through fifth-graders), with data from the Sacramento Unified School District.

Overall results showed:

- Students who used the *AfterSchool KidzMath* curriculum were associated with higher math test scores.
- On average, students who participated in the *KidzMath* program for a single year outperformed non-participants by 8.24 points.
- The longer a student participated in *KidzMath*, the longer it took for scoring differences to diminish.

Focus-group interviews with Sacramento START children revealed:

- Enjoyment of *KidzMath* activities
- A majority finding the non-competitive nature of the games appealing
- Strong benefits from helping each other and working together

Read more details about this study here:

- [collaborativeclassroom.org/sites/default/files/media/pdfs/afterschool/askm/report\\_on\\_askm\\_study\\_11-2012.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/afterschool/askm/report_on_askm_study_11-2012.pdf)
- [collaborativeclassroom.org/sites/default/files/media/pdfs/afterschool/askm/analysis\\_of\\_askm\\_thesis-victor\\_louie.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/afterschool/askm/analysis_of_askm_thesis-victor_louie.pdf)
- [collaborativeclassroom.org/sites/default/files/media/private\\_node\\_uploads/kidzmath\\_sac\\_start\\_research\\_child\\_small\\_group\\_interview.pdf](http://collaborativeclassroom.org/sites/default/files/media/private_node_uploads/kidzmath_sac_start_research_child_small_group_interview.pdf)

## DISTRICT NARRATIVES

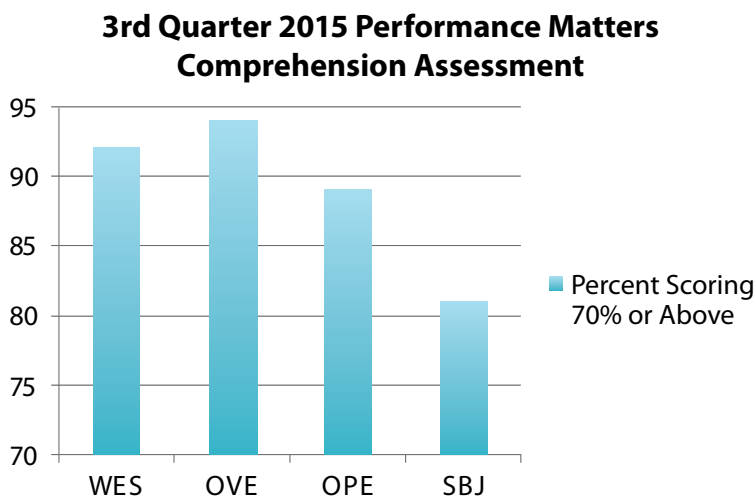
### ***Making Meaning and Being a Writer in Clay County, Florida***

Florida's Clay County school district serves 35,000 students in 27 elementary schools, including schools in both rural and urban settings. Forty-five percent of the students qualify for free and reduced lunch, and eight of the elementary schools are designated as Title 1 schools.

The district has been implementing both *Making Meaning* and *Being a Writer* for grades K–5, starting with *Being a Writer* in the Title I schools in 2012–13 and expanding to all district schools in 2013–14, adding *Making Meaning* in the 2014–15 school year. The district also implements *Being a Writer* and *Making Meaning* in some grade 6 classrooms, as well as the *SIPPS* program in select schools.

In 2014 testing, the first year of new assessments in the state of Florida, all tested grade levels in the district (grades 3–5) fell above the state's theta score (the mean achievement threshold). Students in grades 3–8 ranked 8th (out of 67 counties) in the percentage of students scoring in the lowest quartile and 13th scoring in the top quartile. Third-grade students, specifically, ranked 8th out of 67 counties in the percentage of students scoring in the lowest quintile.

In spring 2015 testing, a review of the district's model schools—which implement the programs with stricter controls on fidelity—showed one Title 1 school, W. E. Cherry Elementary, with a significantly lower-income population (80% of whom receive free and reduced lunch), outperforming another school, Orange Park Elementary (which has fewer than 5% of students receiving free and reduced lunch), on third-quarter comprehension assessments.



Diane Kornegay, deputy superintendent of the Clay County school district in Florida, where both the *Making Meaning* and *Being a Writer* programs are implemented districtwide in grades K–5, has observed how the programs help her teachers build classroom social development.

Upon returning to school in August, Kornegay noted that students in Collaborative Classrooms all across the district were able to transition efficiently to whole-group lessons, turn and talk with partners respectfully, continue their conversations without prompting, and were getting lost in their independent reading books during the first week of school. Additionally, the students were aware of new students to their schools and offered assistance immediately, so they too could be successful.

Kornegay notes: “Students have more time to collaborate—we’re seeing even in kindergarten classrooms new conversations take place. They’re learning to agree and disagree, to learn to form an opinion and support that opinion in ways I’d never imagine young children to be able to do.

“Most students do not come with these social skills, teachers have to intentionally attend to them. . . . The power is the scripted questions and teacher moves that help teachers ask the right questions.”

### **Cornerstone Literacy Intervention and *Being a Writer* in Springfield Public Schools, Springfield, Massachusetts**

The Springfield Public Schools in Springfield, Massachusetts, have worked with Cornerstone Literacy (CLI) since 2002 to implement a framework of literacy education. (CLI merged with Developmental Studies Center to become the Center for the Collaborative Classroom.)

In 2012, Cornerstone Literacy’s work with 28 schools wasn’t making as deep of an impact as was needed. To address this, four schools were selected as “anchor schools” where a coaching model could be tested and honed to guide improvement throughout the district.

Three of the four schools had a Level 4 designation by the state, assessed in terms of achievement, student growth, and improvement trends, as measured by the Massachusetts Comprehensive Assessment System (MCAS). Level 4 schools are among the state’s most struggling schools—only one level removed from mandated state intervention—so there was an urgent need for improvement. The anchor schools’ work was centered on a cadre of anchor school coaches and district coaches—around 12–15 in total.

In just one year of implementing the CLI coaching model, all of the schools showed improvement, and one school jumped from a Level 4 to a Level 1 designation. The work was promising enough to grow further in scope. In 2013, the CLI model expanded to reach coaches from 36 schools. The collection of formative data was systematized and used to adjust and refine coach and teacher practice, with improvement in mind.

Regression analysis also showed that students whose teachers experienced Cornerstone Literacy intervention scored significantly higher on standardized state tests than other students in the same school. When compared to students at nonparticipating schools, the scores were no different, which is consistent with the fact that instructional intervention is successful in struggling environments.

Subsequently, the CLI coaching model has become more central to district school improvement, expanding to include math coaches and secondary coaches (in middle and high schools). Presently, CCC continues to develop “coaching labs,” and these groups of coaches move between schools for lesson study to consider how coaches are coaching specific lessons. The district has also decided to pilot the *Being a Writer* program in four Springfield schools to further their school improvement gains.

Wendy Seger, who taught in the district from 2001–07 before joining CLI as a literacy fellow, worked with literacy coaches in various district schools, embedding best practices and supporting coaches as they worked. She notes in particular the emphasis on a sense of purpose in the work of teachers and coaches: “The work is very intentional. One of the first areas that we approach is setting up a writing community. Without intentionality, the work that leads to meeting standards doesn’t occur. Strategies and skills aren’t learned without a basis in conversation and community for students and teachers.

“With all the pedagogy and best practices that we have developed and studied together, teachers and coaches recognize that the lessons in *Being a Writer* bring this effort to life. The lessons truly give teachers material to teach with and learn from.

“Facilitation in student thinking has seen a major shift from what was happening in the past. Previously, teachers were taking opportunities to model, but with *Being a Writer*, the students get a chance to do the initial work.”

### **LA’s BEST and *AfterSchool KidzLit* in Los Angeles, California**

During the 2001–02 school year, researchers conducted an evaluation of the *AfterSchool KidzLit* program at eight after-school sites operated by LA’s BEST (Better Educated Students for Tomorrow), a highly regarded after-school provider in Los Angeles. Using a pretest/posttest design, the study assessed changes over eight months among second- and fourth-graders in reading-related attitudes and behaviors, vocabulary development, and social attitudes and behaviors. Findings of this evaluation included the following:

- Both second- and fourth-graders showed significant increases in their overall amount of reading and reading efficacy (feelings about their reading ability).
- Among Spanish-speaking youth, there were significant increases from pretest to posttest in the proportion of correct words that were answered in English.
- Fourth-graders showed positive effects related to social and ethical attitudes and behaviors, including:
  - Significant increases in concern for others
  - Significant increases in altruistic behavior
- Second- and fourth-graders did not show significant increases in vocabulary development when averaged over all sites, but they showed significant vocabulary gains at one site with high-quality implementation and where participating youths were exposed to twice as many books as the average sites.
- Benefits for participating youths, reported by youth workers at program sites, included:
  - Greater ability to think critically and express ideas verbally
  - Greater understanding of self and others

Read a more detailed report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/success\\_stories/success\\_story\\_as\\_se\\_las\\_best.pdf](https://collaborativeclassroom.org/sites/default/files/media/pdfs/success_stories/success_story_as_se_las_best.pdf).



## Field Test of *AfterSchool KidzMath* in the San Francisco Bay Area

A prepublication field test of *AfterSchool KidzMath* involved six after-school sites in the San Francisco Bay Area, using worker's evaluations of staff development, follow-up surveys about *KidzMath* use, telephone interviews to probe the survey responses, and on-site observations and interviews.

*AfterSchool KidzMath* was enthusiastically received by staff and youth at the sites. While the quality of implementation varied, staff reported that the program had a positive impact on children by:

- Improving their mathematics skills and conceptual understanding
- Helping them to feel more positive about mathematics
- Improving their relationships with each other

Site staff judged the Games and Story Guides to be clear and useful, and they reported that *AfterSchool KidzMath* fit well with, and supported, their academic programming.

Read more about *KidzMath* results here: [collaborativeclassroom.org/research-afterschool-kidzmath-research-results](http://collaborativeclassroom.org/research-afterschool-kidzmath-research-results).

## Mercy Housing *AfterSchool KidzLit* Pilot Evaluation

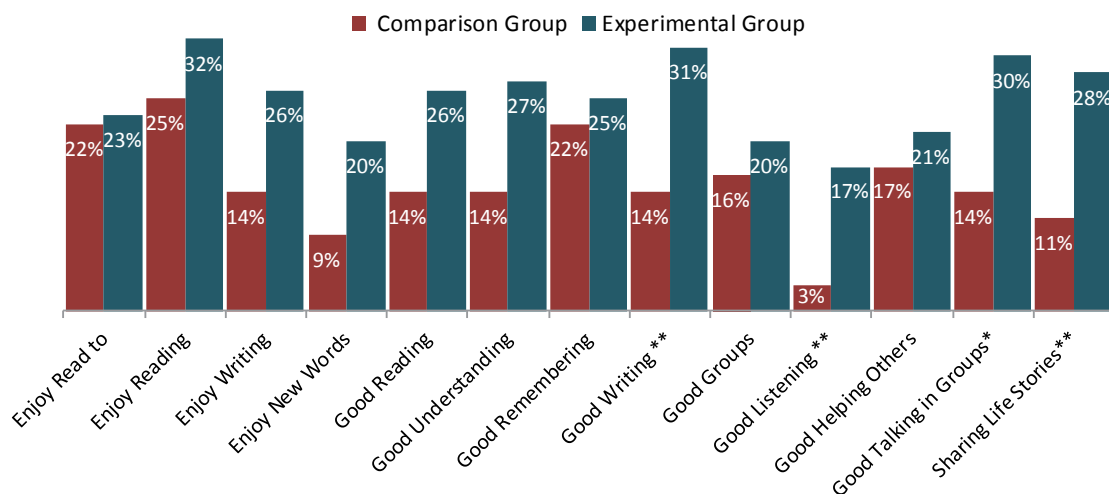
Mercy Housing, a national nonprofit organization developing affordable housing since 1981, piloted the *AfterSchool KidzLit* program as part of its Resident Service program starting in September 2013. Approximately 250 youth, aged 5–16, participated at eleven sites; intervention sites using the *KidzLit* program and comparison sites implementing the existing after-school program. Staff who participated in the *AfterSchool KidzLit* pilot sites received training on positive youth development principles, techniques, and strategies for classroom management, as well as 10 hours of training on implementing *AfterSchool KidzLit*.

Mercy Housing assessed the efficacy of the pilot with its own internal evaluation. One hundred nine children participating in the *KidzLit* experimental group completed both pretest and posttest assessments. The children participating in *KidzLit* experienced statistically significant positive changes from pretest to posttest on 12 of the 13 questions on the *KidzLit* assessment.

Following the *AfterSchool KidzLit* program, participants experienced higher levels of enjoyment in being read to, reading, writing, and discovering new words. They also showed increased skills in reading comprehension, memory, writing, and group participation. Participants also showed improvement in interpersonal competencies, such as helping others, talking in groups, and sharing about themselves.

The evaluation report notes that the program was “structured to provide a framework for training and supervision of staff, yet flexible enough to respond to the changing needs of children of varied age groups and social situations.”

Percentage of Residents with Improved Academic Skills—  
Comparison (N=29) versus Experimental (N=109) Groups



Read the full report from Mercy Housing here: [collaborativeclassroom.org/sites/default/files/media/private\\_node\\_uploads/askl\\_mercy\\_housing\\_pilot\\_2013-2014\\_final\\_report.pdf](http://collaborativeclassroom.org/sites/default/files/media/private_node_uploads/askl_mercy_housing_pilot_2013-2014_final_report.pdf).

### Implementation of *Being a Writer* in Albemarle County, Virginia

In the fall of 2008, Albemarle County schools in central Virginia began using *Making Meaning* in select schools and the *Being a Writer* program in elementary schools district-wide. The first four elementary schools in the district, all Title I elementary schools, showed significant variance in the percentage of their students measuring as proficient or advanced in writing performance (73–91%) before adoption. By the third year of implementation, all four schools demonstrated high rates of proficiency (84–92%), with initially high-scoring schools maintaining their rates and lower-scoring schools demonstrating increased rates.

Kristen Williams, Title I coordinator for the Albemarle County Public School District, described the staggered implementation the district undertook:

- Three to four schools added the program each year over four years, starting in 2008–09, building on the excitement and success of the schools that were already using *Being a Writer*.
- Principals and teachers were engaged because they could choose the kind of implementation support they needed.
- Excitement built because CCC staff developers were adept at showcasing the program’s flexibility and demonstrating the need for teaching to fidelity.

Read a more detailed report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/success\\_stories/success\\_story\\_bw\\_albermarle.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/success_stories/success_story_bw_albermarle.pdf).

## **Comparative Evaluation of *SIPPS* Implementation in Napa, California**

A quasi-experimental study of *SIPPS* was conducted in Napa, California, involving two program schools (one serving large numbers of Hispanic and socio-economically disadvantaged students) and two closely matched comparison schools. A total of 547 students in first through third grade were assessed in the fall, prior to the beginning of instruction in reading, and then they were assessed again in the spring.

Students who received seven months of *SIPPS* instruction showed significantly greater gains in decoding—approximately four more months of growth in grade-equivalent scores from the Slosson Oral Reading Test—than comparison students ( $p < .006$ ,  $ES = .24$ ), whose teachers used Saxon Phonics and other state-adopted phonics materials. These differences were greater for the school with a large Hispanic, low-SES population, relative to its matched comparison school ( $p < .003$ ,  $ES = .38$ ).

Read more details from this report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/research/SIPPS%20Evidence%20FINAL.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/research/SIPPS%20Evidence%20FINAL.pdf).

## **Study of *AfterSchool KidzLit* Implementation with Boys and Girls Club of America**

A small, short-term project was performed in the spring of 2011 to analyze program implementation and outcome measurement data collected by the Boys and Girls Club of America (BGCA) from 20 clubs. They received grant funding from the Dollar General Literacy Foundation to implement Center for the Collaborative Classroom's *AfterSchool KidzLit* program from September 2010 through February 2011.

The findings of this evaluation showed:

- Significant increases in the amount of participants' overall reading
- Significant increases in participants' positive feelings about their reading ability
- Significant increases among Spanish-speaking youth from pretest to posttest in the proportion of correct words that were answered in English
- Positive effects related to fourth-graders' social/ethical attitudes and behaviors, including significant increases in concern for others
- Significant increases in altruistic behavior
- Benefits for participating youth reported by youth workers, including greater ability to think critically and express ideas verbally

Read more details about this evaluation here: [collaborativeclassroom.org/research-afterschool-kidzlit-research-results](http://collaborativeclassroom.org/research-afterschool-kidzlit-research-results).

## **Lawrence Hall of Science Survey of *AfterSchool KidzScience* Instructors**

One hundred seventeen after-school instructors in four regions of California (Northern California, San Jose, San Diego, and Central Valley) participated in a mixed-methods study to understand in what ways, if any, face-to-face workshops influence youths' understanding of science concepts, youths' attitudes about science, and instructors' attitudes in presenting science activities.

The survey indicated that students learned core science concepts through participation in programs where instructors used *AfterSchool KidzScience* kits. Among its findings were that:

- Students maintained high levels of interest in science after participation in *AfterSchool KidzScience* activities.
- 80% of students would like to do more science activities in their after-school program, as reported on post-surveys.
- Instructors found the kit's *Handbook* and *Session Guides* to be useful in helping them prepare for the activities.
- 75% of instructors (21 of 28) who viewed the videos considered them "helpful" or "very helpful."

Read more details from this report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/afterschool/asks/2013\\_aera\\_afterschool\\_kidzscience\\_final.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/afterschool/asks/2013_aera_afterschool_kidzscience_final.pdf).

### **Cornerstone Literacy Analysis of Teacher Intervention**

Regression analysis on Cornerstone Literacy intervention at struggling schools in Springfield, Massachusetts, and Muscogee, Georgia, show those students whose teachers experienced Cornerstone Literacy intervention scored significantly higher on state standardized tests than other students in the same school. When compared to students at non-participating schools, scores were no different, consistent with the fact that instructional intervention is successful in struggling environments.

## QUANTITATIVE AND NARRATIVE SCHOOL-LEVEL IMPACT

### ***Caring School Community at Belmont-Cragin Elementary School, Chicago, Illinois***

Belmont-Cragin Elementary School in Chicago, Illinois, participated in a three-year Safe Schools Pilot Project to learn about and practice social and emotional learning. The school implemented the *Caring School Community* program as part of their Safe Schools Pilot Project, a partnership between CPS/Belmont-Cragin, Mental Health America of Illinois, the Illinois Safe Schools Alliance, the Illinois Children’s Mental Health Partnership, and Center for the Collaborative Classroom.

Stacy Stewart, principal of the school, noted that a “systematic approach to meeting the needs of our students has really helped to shape a positive school climate at Belmont-Cragin.” She attributes the changes in social and emotional competencies across disciplines to the materials from CCC, which gave them the opportunity to embed social and emotional learning in “everything we do.” She noticed:

- A compelling level of empathy in interactions
- Interest in class meetings and empowerment of students to understand their responsibility to their peers and community
- Increased maturity
- Increased comprehension of textual meaning, vocabulary, and mathematics ability due to collaboration within lessons
- Use of buddy activities to provide powerful help to struggling students
- Staff collaboration and shared learning from professional development, peer observation, site visits, professional reads, and lesson experience

Visit [bit.ly/belmont-cragin](http://bit.ly/belmont-cragin) to watch a video that shows CSC in action at Belmont-Cragin.

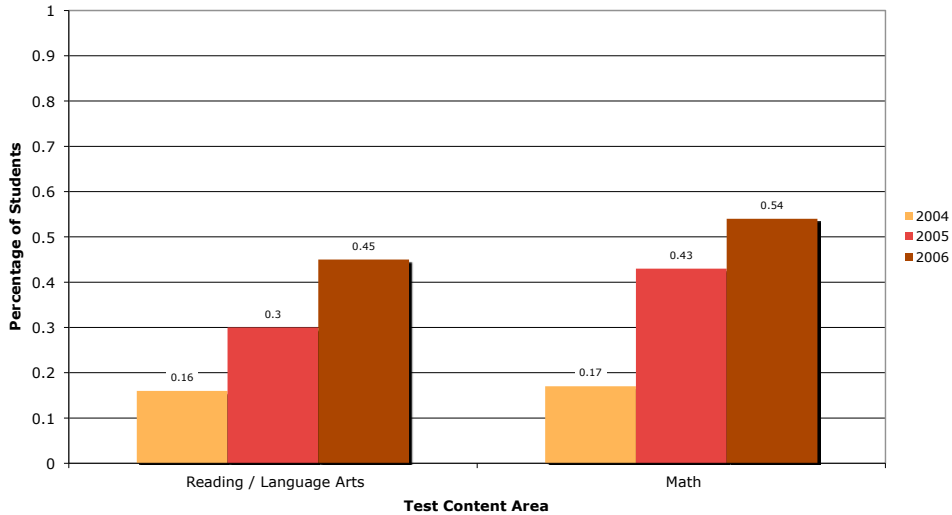
### ***Making Meaning, SIPPS, and Caring School Community at Integrity Charter School, National City, California***

Opening in fall 2003 under major financial constraints, Integrity Charter School included in their curriculum the *SIPPS* decoding program, the *Making Meaning* reading comprehension program, and the *Caring School Community* community-building program. One hundred percent of the school’s population is eligible for free or reduced price lunch, and 98% of its population is Hispanic.

From the 2003–06 school years, students at Integrity improved dramatically on the California Standards Tests:

- Proficiency in English language arts grew from 16% in 2004, to 30% in 2005, to 45% in 2006.
- The overall percentage of students meeting or exceeding state proficiency standards in math grew from 17% in 2004, to 43% in 2005, to 54% in 2006.
- California set an Academic Performance Indicator (API) target for Integrity of 628 points in 2004–05, which the school exceeded by 73 points to achieve a rating of 701—82 points higher than its score in 2003–04.
- In 2005–06, Integrity exceeded its API target of 706 by 70 points to achieve a rating of 776.

**Integrity Charter School**  
**Overall Percentage of Students Scoring Proficient of Above**  
**as Measured by the California Standards Test (CST)**  
**Spring 2004-Spring 2006**



Read a more detailed report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/research/Evidence\\_of\\_effectiveness\\_all\\_programs.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/research/Evidence_of_effectiveness_all_programs.pdf).

### ***Being a Writer at America’s Finest Charter School, San Diego, California***

America’s Finest Charter School in San Diego, California, began implementing *Being a Writer* in 2014 at grades K–6. The school serves a predominantly Hispanic population, and 95% of the students qualify for free and reduced lunch.

In a review of California schools’ first year of the California Assessment of Student Performance and Progress (CAASPP) testing (by The Education Trust–West), America’s Finest Charter School was found to be a top performer among low-income students in English language arts. In the first year (2015) of statewide testing, newly aligned with the more rigorous Common Core State Standards, 77% of low-income third-graders at the school tested as meeting or exceeding standards. In The Education Trust–West’s review, an analysis of schools where at least 60% of students are low income (matching the state’s K–12 student poverty level), the school ranked second in the state of California.

In addition to the writing instruction in the *Being a Writer* program, teachers at the school have specifically credited the program’s *Writing Performance Task Preparation Guide* and the included guided practice writing performance tasks as crucial tools to help their students prepare for the Smarter Balanced writing performance tasks and critical to their students’ success.

Read the full Education Trust–West report on student achievement on the new assessments in California here: [west.edtrust.org/resource/results-of-the-2014-15-smarter-balanced-assessments](http://west.edtrust.org/resource/results-of-the-2014-15-smarter-balanced-assessments).

## ***AfterSchool KidzLit, KidzMath, and KidzScience at the Albany, Georgia, YMCA***

Erin Hutchins is program director of the 21st Century Community Learning Centers (CCLC) Program at the Albany Area YMCA, in partnership with the Dougherty County School System in Albany, Georgia. Using funding from two CCLC grants, Hutchins purchased *AfterSchool KidzLit*, *AfterSchool KidzMath*, and *AfterSchool KidzScience*.

Children from the Martin Luther King, Alice Coachman, and Live Oak elementary schools were reading at low levels, showed low grades, and exhibited problem behaviors.

After implementation at the Alice Coachman and Live Oak elementary schools:

- 61% of the children demonstrated improvement in behavior, and
- 98% of the regularly participating students had no disciplinary referrals during the school year

At the Martin Luther King elementary school:

- 85% of the children demonstrated improvement in behavior, and
- 85% had no disciplinary referrals during the school year

Hutchins reports that staff have praised:

- High engagement in *KidzScience* kits
- Better writing skills as a result of observation and learning from *KidzScience*
- Ease of use because of kit completeness and lesson plans
- Excellent engagement with CCC staff
- Ease of ordering and refills and material longevity

At the Martin Luther King elementary school:

- 85% of parents stated that they were satisfied with the program
- 92% of parents reported that the after-school program has helped to improve their child's behavior
- 100% of parents want their child to continue to participate in the program the following year

At the Alice Coachman and Live Oak elementary schools:

- 97% of parents stated that they were satisfied with the program
- 80% of parents reported that the after-school program has helped to improve their child's behavior
- 89% of parents want their child to continue to participate in the program the following year

Visit [collaborativeclassroom.org/success-stories](https://collaborativeclassroom.org/success-stories) for a more detailed report.

## **Initial Field Studies of *SIPPS* in West Sacramento, California**

Throughout its pilot- and field-testing, participating teachers consistently reported that *SIPPS* was highly effective with their students and led to substantial gains in decoding ability, as well as increases in students' motivation to read (due to their increased reading ability).

In an early pilot study involving approximately 25 first-grade students at a single school in the Sacramento area:

- The percentage of non-readers dropped from 66% to 10%
- The percentage of students reading at or above the primary level increased from 34% to 70%

A subsequent field test was conducted involving approximately 200 second- through sixth-grade students at a school in West Sacramento, where the student population was 93% socio-economically disadvantaged, 62% Hispanic, and 33% limited English proficient. During this two-year study, English-speaking students gained an average of 1.6 grade levels in decoding ability each year (as measured by the Slosson Oral Reading Test) after seven months of *SIPPS* implementation—more than twice the growth expected over the seven-month instructional period.

Spanish-speaking bilingual students gained an average of 2.6 grade levels in decoding ability each year—almost four times the expected growth.

Read more details about this study here: [collaborativeclassroom.org/sites/default/files/media/pdfs/research/sipps\\_study.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/research/sipps_study.pdf).

## ***Making Meaning, Being a Writer, and SIPPS* at P.K. Yonge Developmental Research School, Gainesville, Florida**

P.K. Yonge Developmental Research School in Gainesville, Florida, has implemented *Making Meaning, Being a Writer, and SIPPS* since 2013. Lynda Fender Hayes, director of the school, has worked closely with CCC to support the daily work of her teachers using professional learning and curricula from CCC.

She writes, “Recent evidence suggests that our work with Center for the Collaborative Classroom has moved P.K. Yonge’s instructional strategies and curricula in the right direction. When the state of Florida transitioned to a new reading and writing assessment aligned with new, more rigorous standards in spring 2015, our third-grade students posted the highest district passing rate in the state (96%).”

“Not only are our students learning to read and write with skill and passion, they are learning how to care about and support one another as people and learners, while our teachers are supported in their efforts to continue learning as they work together to support our students.”

She’s thrilled that her “faculty have common reading and writing curricula that they implement on a daily basis” with the school’s “lottery-selected student population representative of the diversity of our nation.”

“P.K. Yonge elementary teachers now have the tools they need to fully support our enormously successful multi-tiered system of supports for struggling and high-achieving learners.”



### **SIPPS at Enterprise Elementary, Deltona, Florida**

At Enterprise Elementary School in Deltona, Florida, 35–45% of second-graders ended their 2011 school year below grade level in reading, giving third-grade teachers a difficult challenge. To respond, they implemented the *SIPPS* program.

Academic coach Yvette Best noted that the program:

- Provided phonics instruction and spelling skills to all levels of third-graders
- Filled in gaps in instruction for teachers who didn't have a background in phonics
- Addressed fundamentals of reading in every lesson to help struggling readers
- Helped the school with serious conversations about the alphabetic code and how to best teach children

Read more details from this report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/success\\_stories/success\\_story\\_sipps\\_volusia.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/success_stories/success_story_sipps_volusia.pdf).

### **Being a Writer at W. Reily Brown Elementary, Dover, Delaware**

Kim Simmons, a second-grade teacher at W. Reily Brown Elementary school in Dover, Delaware, piloted the *Being a Writer* program in the 2013–14 school year. Though she had nine years of teaching experience, she had no formal training in writing instruction, and neither she nor her school previously had a curriculum for teaching writing.

Simmons has found the program to be beneficial in a short amount of time, providing:

- A transformation in her students' writing stamina and enthusiasm—  
"We started with five minutes, then six, then eight. Word work used to be their favorite time of day, and now everybody wants to do the writing."
- Children's literature that allows students to immerse themselves in writing
- A writing process that allows readers of all abilities to participate freely and collaboratively
- Teacher support, like facilitation tips, that make it easy for children to get started
- Opportunities for teachers to write from their own experience and deepen their own understanding of the writing process
- A positive classroom climate and culture with sharing writing from the Author's Chair

Read more details from this report here: [collaborativeclassroom.org/sites/default/files/media/pdfs/success\\_stories/success\\_story\\_bw\\_reilly\\_brown\\_elementary.pdf](http://collaborativeclassroom.org/sites/default/files/media/pdfs/success_stories/success_story_bw_reilly_brown_elementary.pdf).

## TEACHER AND ADMINISTRATOR TESTIMONIALS ABOUT CCC'S PROGRAMS AND PROFESSIONAL LEARNING

**Rebecca Lauterbach, fourth- and fifth-grade teacher, Alfred G. Zanetti Montessori School Springfield, Massachusetts**

"I remember for years saying to people around me, 'I know the main reason our school is failing is because the kids aren't reading well enough. How do I teach reading?' It seemed like a basic question, but I couldn't get an answer. It wasn't until Cornerstone that . . . I was taught how to teach reading. And the more I learn, the more I realize there is to learn. It's been incredible what's happened to my students. I'm very grateful to Cornerstone."

**Michelle Caulk, third-grade teacher, Lake Forest South Elementary, Harrington, Delaware**

"When I first introduced writing to my third-grade class, my students informed me that writing was their least favorite subject. Now that I have implemented the *Being a Writer* program, you can ask any of my students and most would say that writing is their favorite subject. It really is an amazing transformation.

"The most powerful aspect of the *Being a Writer* program for my students is the safe writing community that it helped us build. I think having that level of comfort and safety in the classroom is one of the most powerful means. In order to write, you need to feel comfortable, and when the students feel comfortable, the sky is the limit. I feel this program is so effective that my whole school ordered the program for all grade levels. I am thrilled to see our students learning the writing process and enjoying it!"

**Heather Teto, assistant principal, Wilkinson Elementary, Florida**

"*Genuine, thoughtful, and inspirational* are only a few words that describe my team's transformational experience with the dynamic leaders from Center for the Collaborative Classroom."

**Monica McCurry, fourth-grade teacher, W. Reily Brown Elementary School Dover, Delaware**

"I love how the program teaches and encourages responsible behavior with regards to speaking, listening, and being part of a community. I think that the SEL component of the program makes the students very aware of other people's thoughts, ideas, and opinions—and that's paramount for learning. When I ask, 'How are you taking responsibility for your learning? How were you responsible?' they realize that they need to be aware of what other people are thinking and seeing. They realize that they have to consider the ideas and thoughts of others. They've taken more accountability for their learning because they are listening to each other. They are using the *Making Meaning* and *Being a Writer* prompts such as 'I agree with . . .' and 'I disagree with [name] because . . .' throughout the day. It's really helped them and they've taken responsibility for their interactions and their learning. While we've always worked on having a positive community, I now realize how much impact the community and how we teach has on our students' potential to become better readers and writers."

**Laura Schlofman, first-grade teacher, Wilkinson Elementary, Florida**

“By far the most moving and empowering professional development I have ever been to.”

**Dr. Mike Doolittle, principal, Lewiston Elementary, Grovetown, Georgia**

“We were in the 71st percentile for students that met and exceeded the Georgia state test. We knew that we needed to do something for our teachers. We did some training in the beginning of the last school year before the teachers began to implement the program. The amount of information the students began to write increased greatly. The information that started coming from the kids was phenomenal. After administering the state test to our students in March, we saw we had a 16-point increase, which I attribute to the *Being a Writer* program and the organization of the program. The fifth-graders are given the State Writing Assessment to be scored by a reader provided by the testing organization. On this year’s state exam, we had an increase across the board in our fifth-grade students. Our G-kids Assessment has shown improvement in the developing writing skills in kindergarten. Last year we scored in the 71st percentile, and this year we are meeting and exceeding expectations with the *Being a Writer* program.

“The communication between teachers has greatly improved as well. My teachers are collaborating more about the writing. They don’t have to plan the lessons anymore, but they do share the lessons. We’re seeing communication come alive between both the teachers and the students. It has been a very successful program for us.”

**Karen Frazier, intervention coach and third-grade teacher, Clay County Schools, Florida**

“The Collaborative Classroom workshop was a transformational experience. I can’t wait to continue the journey of building a community of thinkers and problem solvers. The heart of CCC is the reason we have all become educators.”

**Wade White, principal, Martinez Elementary School, Martinez, Georgia**

“As a Title 1 school, we have to really manage our resources. We felt we really needed to target our third- to fifth-grade students this year. The first year we implemented *Being a Writer*, we achieved a 22% gain in our writing scores. In fact, our school had the largest gain in writing scores in our school district.

“We have seen an obvious increase in our students’ quality of writing and the way they think about their writing. Their comfort levels have increased. The students in the program think a lot about their writing and talk about their writing as well. They are much more confident writers. The students are genuinely excited to write. That’s something that is very difficult to achieve. It takes a lot of planning to motivate our kids to want to write, and the *Being a Writer* program has been a great benefit to us. The *Being a Writer* program provides all the necessary resources for my teachers. They don’t have to go out and search for other pieces to make the program complete.”

**Diane Gagnon, principal, Gerena Community School, Springfield, Massachusetts**

“We have achieved our three-year redesign exit goals in two years and are currently working on Level 4 exit strategies with the State Department of Education. CLI continues to provide opportunities for excellent professional development that are critical to our continued growth.”

**Lisa McGovern, third-grade teacher, Wilkinson Elementary, Florida**

“Where do I begin? I would highly recommend the Collaborative Classroom workshop to any teacher looking for inspiration. Thank you CCC! I can’t wait to begin my Collaborative Classroom.”

**Carrie Farmer, third-grade teacher, Charles E. Bennett Elementary, Florida**

“I really enjoyed the professional development. I feel like it put the ‘fun’ back into teaching. I am excited to get into the classroom and begin these practices on day one. I feel that the students are getting their voices back! Thank you!”

**Redonda Mann, lower school principal, Stratford Academy, Macon, Georgia**

“It’s CCC’s philosophy of teaching that I embrace. It was a gift to me to be able to find a program that has comprehension as a priority and you’re able to teach it without just ‘skilling’ kids to death. There is a social component and specific skills and strategies that are modeled and practiced. You’re actually teaching those valuable comprehension skills, and your students are practicing those critical skills in the context of their own reading.”

**Karen Walker, third-grade teacher, Orange Park Elementary, Florida**

“The Collaborative Classroom Institute was wonderful. In a word, I feel . . . EMPOWERED. Filled to overflowing with ideas, thoughts, and questions. Ready to get started and begin this journey.”

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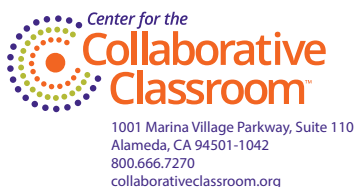
## Our Mission

Center for the Collaborative Classroom is a nonprofit organization dedicated to students' growth as critical thinkers who learn from, care for, and respect one another.

We are teachers and writers, researchers and editors, advocates and innovators. Together we work to make a profound difference in the lives of students by giving teachers the support they need to create classrooms and schools where students have the opportunity to learn and grow together.

Center for the Collaborative Classroom provides continuous professional learning for teachers and develops curricula that support the academic and social development of children. The organization combines over 50 years of collective experience from two leading educational nonprofit organizations: Developmental Studies Center and Cornerstone Literacy, Inc.

To learn more about our programs and professional learning services, please visit [collaborativeclassroom.org](http://collaborativeclassroom.org).



Find us on:



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