

## Reading In Motion: Sustainability Assessment Report 2014-15

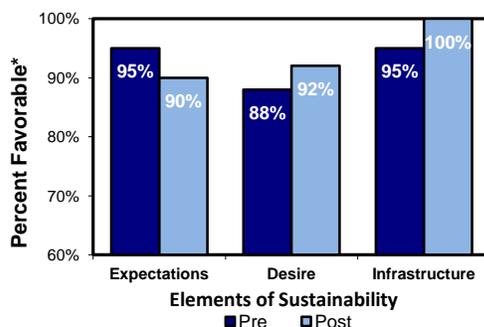
### What We Did...

3D Group surveyed teachers and principals participating in Reading In Motion in Chicago and the surrounding area. In Fall 2014, 104 teachers and 21 principals responded to the pre-survey, and 115 teachers and 11 principals responded to the Summer 2015 post-survey. The purpose was to support the ongoing sustainability efforts of Reading In Motion—a reading program for teachers. The survey was designed by 3D Group to measure Reading In Motion’s three identified prerequisite elements of sustainability: (1) expectations of ongoing usage, (2) desire to continue, and (3) infrastructure to support ongoing usage of Reading In Motion. The teacher and principal surveys contained 18 questions with a 6-point likert rating scale of “strongly disagree” (1) to “strongly agree” (6) with a “not applicable” option. The surveys were administered in paper form by Reading in Motion staff with the option of including personal and school names. Individually sealed envelopes were used to protect anonymity. 3D Group compiled and analyzed the data. The pre- and post-program survey was used to determine if Reading in Motion initially met, then maintained, the 3 prerequisite elements of sustainability.

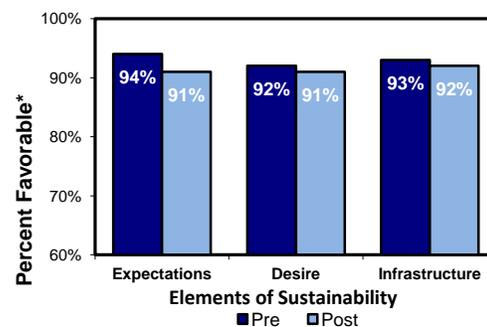
### What We Found...

- ✓ The overall results from both teachers and principals were highly favorable during the pre-test; these favorable results were maintained at the post-test with very little difference in overall scores over time. Therefore, Reading In Motion has continued to accomplish all of the prerequisites for creating a sustainable program, laying the groundwork for achieving sustainability goals.
- ✓ Teachers consistently rated lowest, “If it was up to me, all of the K-1<sup>st</sup> teachers at CPS would use Reading In Motion to teach reading”. But favorability increased the most on this item from 78% to 87%.
- ✓ Principals rated the same item, “If it was up to me, all of the K-1<sup>st</sup> teachers at CPS would use Reading In Motion to teach reading”, the lowest with 76% favorable responses. But, the ratings climbed to 91%.
- ✓ Teachers initially rated the item, “I plan to use Reading In Motion as one of my primary resources for teaching reading”, the highest with a 97% favorable response. During post-testing, teachers rated these items the highest, both at 96% favorable: “I would continue using Reading In Motion even without ongoing coaching,” and “I would recommend Reading In Motion to a friend or colleague.”
- ✓ The number of items that principals rated 100% favorably increased over time, from 3 to 8 items. The 3 pre-survey items were from a single dimension, “expectations”. The post-survey items spanned across all three dimensions to also include “desire” and “infrastructure”.
- ✓ Teachers from 4 schools had 100% favorable ratings on all items during pre- and post-testing.
- ✓ Fratt Elementary, the lowest scoring school on the pre-survey (63% favorable overall), made significant gains during the year (96% favorable). At John H. Kinzie Elementary, teachers began with positive opinions (88% favorable), but sentiment dropped to 22% favorable. This school did not renew in Fall of 2015, suggesting these data were predictive of program sustainability.
- ✓ Overall, teacher and principal ratings were high and comparable on the dimensions of “desire,” “expect” and “infrastructure”. Principals’ desire and infrastructure improved over time. (See Figure 1 and 2).

**Figure 1.** Sustainability Results for Principals



**Figure 2.** Sustainability Results for Teachers



\*“Percent Favorable” represents all ratings from “Somewhat Agree” (4) to “Strongly Agree” (6)