EARLY LITERACY SURVEY

San Felipe Del Rio Consolidated Independent School District

July, 2019

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INTRODUCTION

OVERVIEW

KEY OBJECTIVES

✓ To investigate elementary school teachers' perceptions of self-efficacy in literacy instruction.

✓ To understand the areas in which teachers need assistance, training, and professional development.

SURVEY ADMINISTRATION & SURVEY SAMPLE

✓ The survey was administered online in May, 2019 using the Qualtrics platform.

✓ The analysis includes a total of 112 respondents following data cleaning.

✓ Results are presented in aggregate and segmented by grade (e.g., Kindergarten, Grade 1, etc.) in the report. Additionally, the data supplement includes the following segments: by years of experience.

RESPONDENT QUALIFICATIONS

✓ Must be a elementary school teacher within San Felipe Del Rio Consolidated Independent School District (San Felipe Del Rio CISD).

METHODOLOGY NOTES

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.

- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

- For full aggregate and segmented results, please consult the accompanying data supplement.

- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

- After data collection, Hanover identified and removed low-quality respondents.

- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATIONS

Encourage teachers to participate in TPRI administration and data utilization training, especially those who teach Grades 4 and 5. These teachers feel the least confident in their abilities to administer TPRI and use data to provide instruction.

Identify areas in which to help teachers feel more confident in teaching non-readers. For example, Grade 2 teachers have less confidence in areas such as word reading and spelling.

Consider implementing additional professional development opportunities centered around teaching non-readers to read. Aside from TPRI and "Six Syllable Types" training, attendance for training programs is low. Additional options that teachers will find helpful will benefit those who do not feel as confident in their abilities to teach certain components.

KEY FINDINGS: TEACHING NON-READERS

- **Overall, 63% of respondents are either moderately or extremely confident in teaching a non-reader to read.** Kindergarten teachers (88%) and Grade 1 teachers (83%) are most confident in their abilities, while Grade 2 (39%) and 4 (36%) teachers are the least confident.

- Over 70% of all respondents report that they are either moderately or extremely confident with all components of a balanced literacy framework, with the exception of the writing workshop (53%).

HOW CONFIDENT ARE YOU IN TEACHING A NON-READER TO READ?

63%

1%	11%	26%	28%	35%
Not at all confident	Slightly confident	Somewhat confident	Moderately confident	Extremely confident
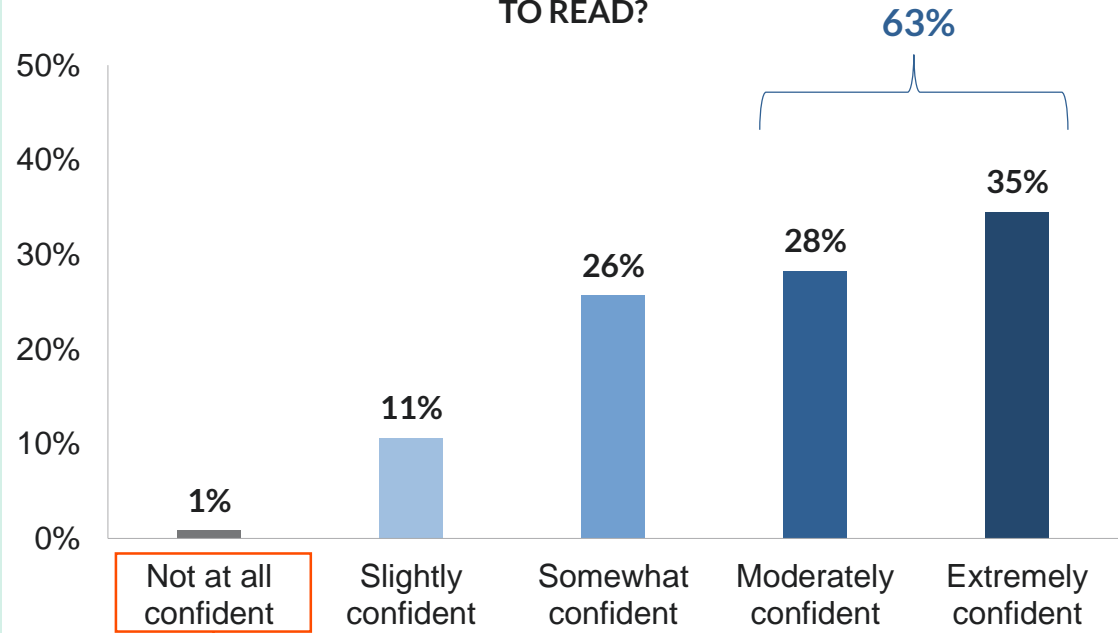
Only **1%** indicate that they are not all confident in their ability to teach a non-reader to read. While **99%** indicate at least some confidence in their abilities.

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(n=113)

CONFIDENCE IN TEACHING NON-READERS – BY GRADE

CONFIDENCE IN TEACHING A NON-READER

Legend: ■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

Grade	Not at all confident	Slightly confident	Somewhat confident	Moderately confident	Extremely confident
Kindergarten* (n=24)		4%	8%	54%	33%
Grade 1* (n=24)		8%	8%	21%	63%
Grade 2* (n=23)		22%	39%	22%	17%
Grade 3 (n=15)	7%	13%	20%	20%	40%
Grade 4* (n=14)			64%	14%	21%
Grade 5* (n=12)		17%	33%	25%	25%
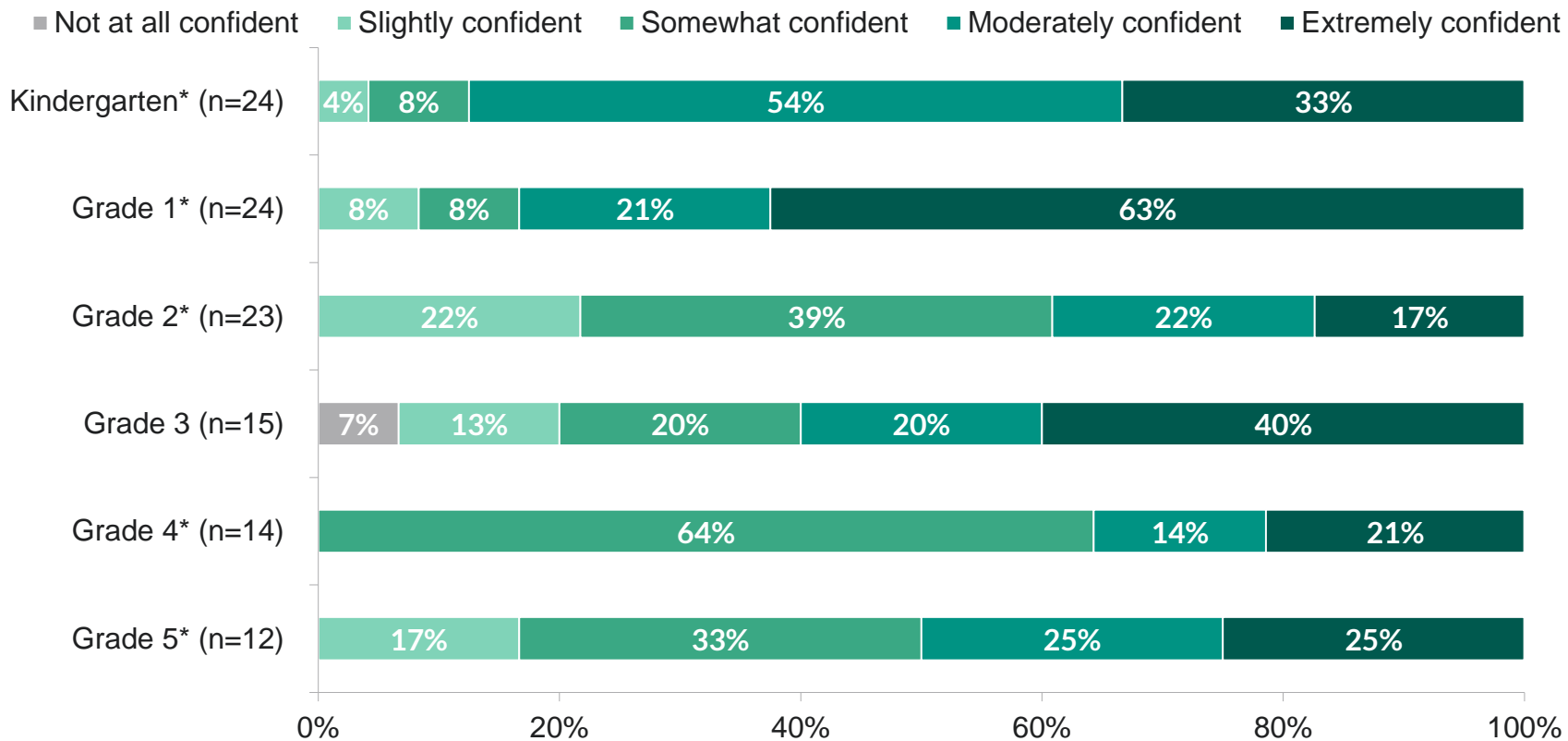
Q: How confident are you in teaching a non-reader to read?
* Indicates a significant finding between groups at the 95% confidence level (p < .05).

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BALANCED LITERACY FRAMEWORK

CONFIDENCE IN COMPONENTS OF BALANCED LITERACY FRAMEWORK

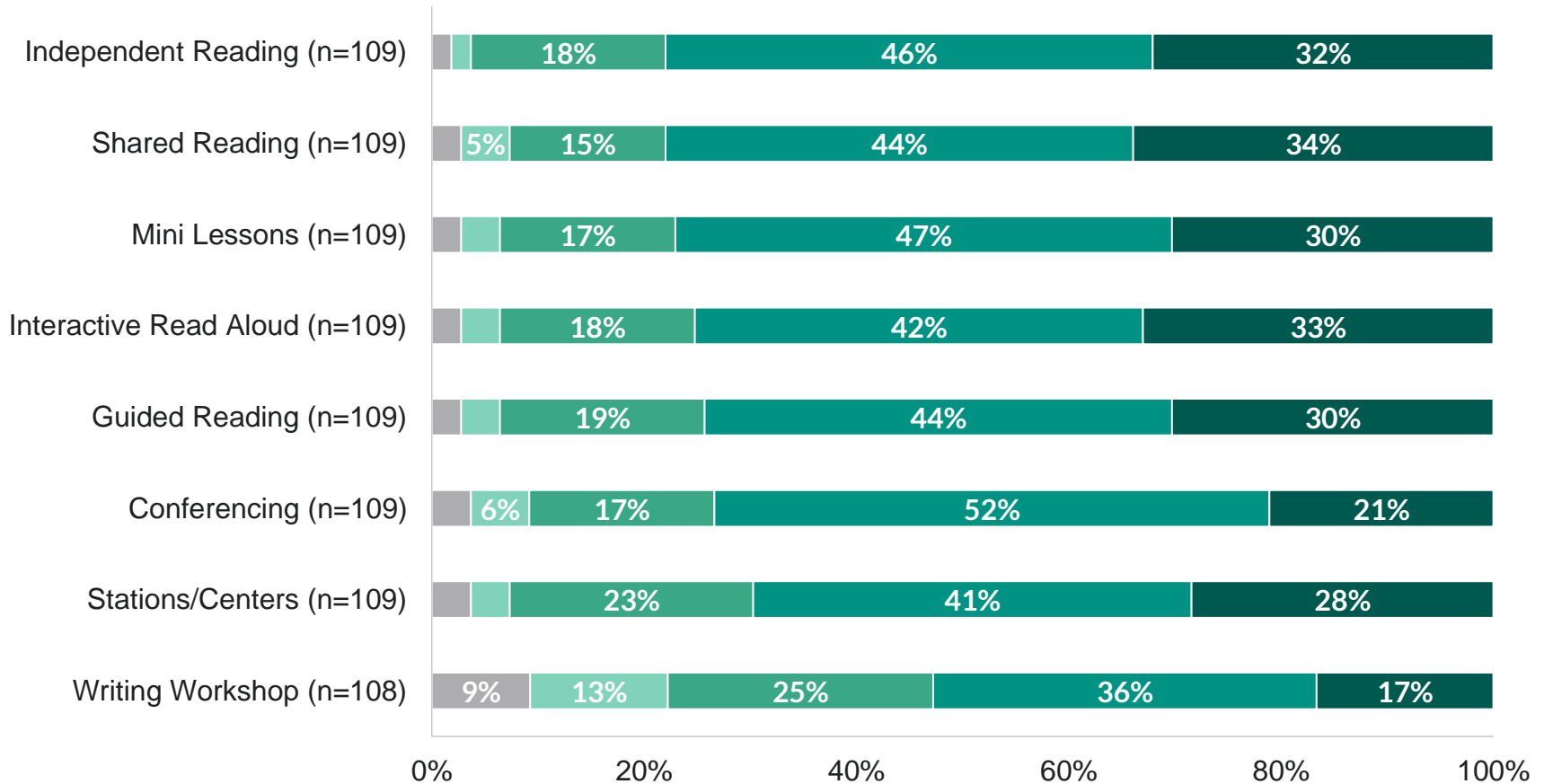■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

Component	Somewhat confident	Moderately confident	Extremely confident
Independent Reading (n=109)	18%	46%	32%
Shared Reading (n=109)	5% / 15%	44%	34%
Mini Lessons (n=109)	17%	47%	30%
Interactive Read Aloud (n=109)	18%	42%	33%
Guided Reading (n=109)	19%	44%	30%
Conferencing (n=109)	6% / 17%	52%	21%
Stations/Centers (n=109)	23%	41%	28%
Writing Workshop (n=108)	9% / 13% / 25%	36%	17%

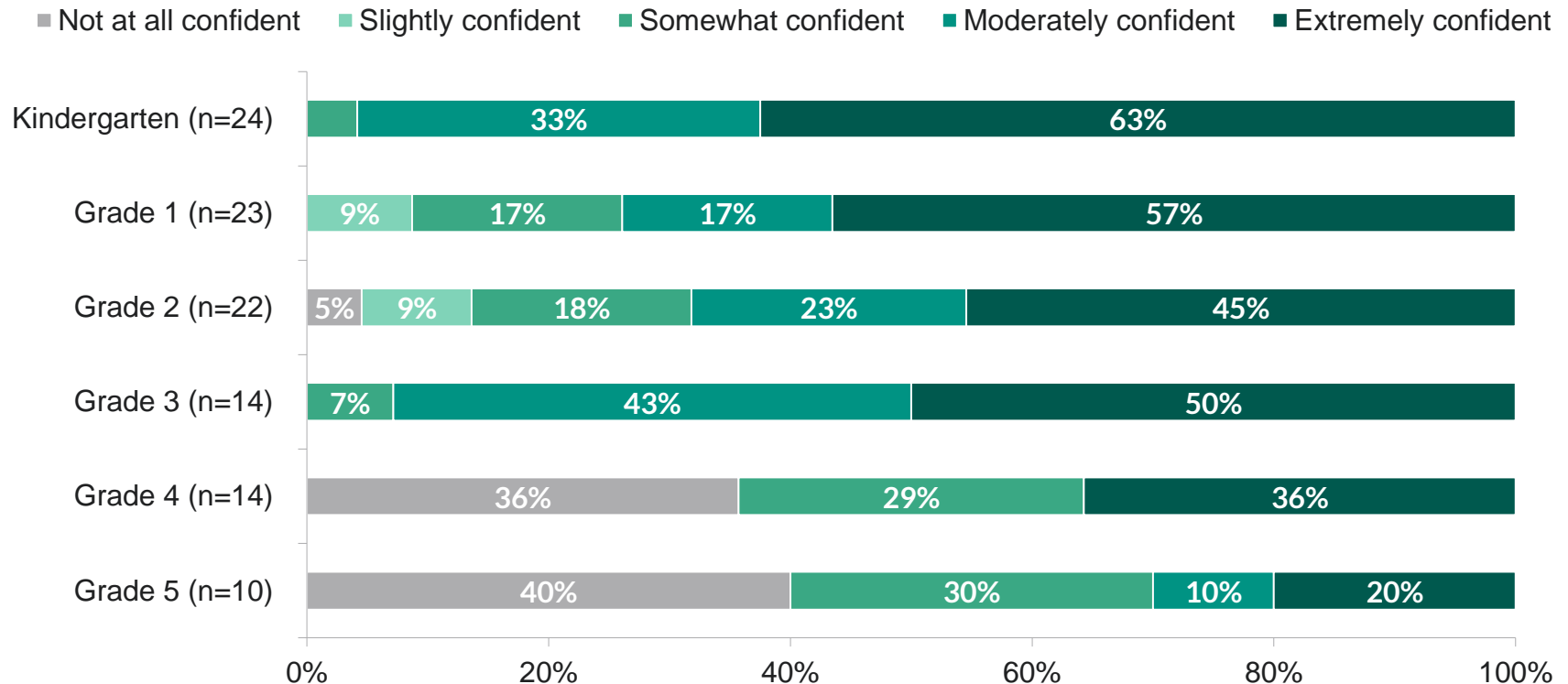0% 20% 40% 60% 80% 100%

Q: How confident are you with teaching/delivering the components of a Balanced Literacy framework?
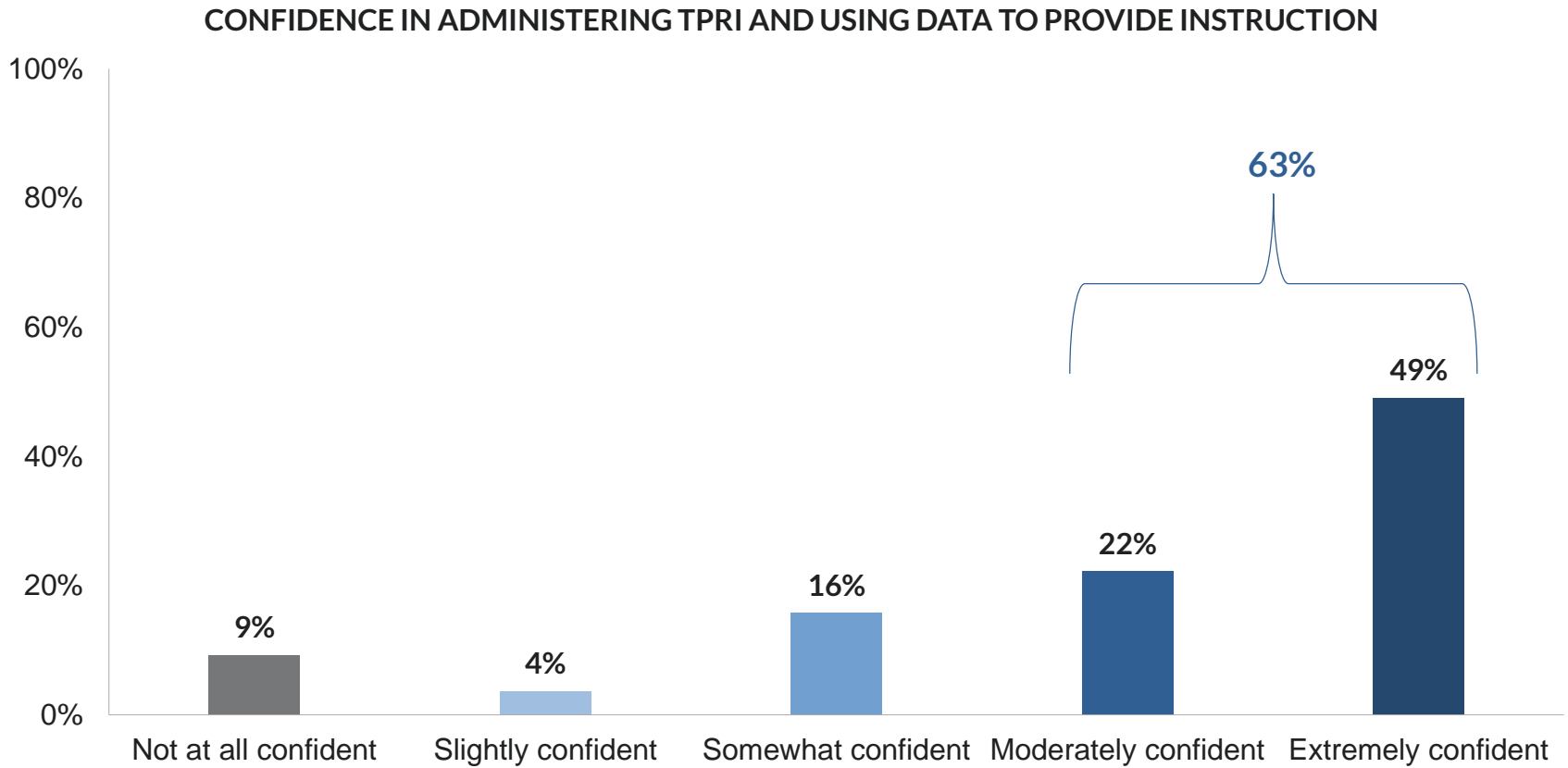
KEY FINDINGS: COMPONENTS OF TPRI AND LETRS

- **Grade 4 and 5 teachers' confidence regarding TPRI is lower than teachers of other grade levels.** Specifically, 36% of Grade 4 and 40% of Grade 5 teachers are not at all confident in administering TPRI and using data to provide instruction. Kindergarten teachers are most comfortable with LETRS and/or TPRI components such as decoding (79%), phonics (88%), and phonemic awareness (79%). Those who teach Grade 4 are the least comfortable with these three categories.

CONFIDENCE IN ADMINISTERING TPRI AND USING DATA TO PROVIDE INSTRUCTION

■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

Grade	Not at all confident	Slightly confident	Somewhat confident	Moderately confident	Extremely confident
Kindergarten (n=24)				33%	63%
Grade 1 (n=23)		9%	17%	17%	57%
Grade 2 (n=22)	5%	9%	18%	23%	45%
Grade 3 (n=14)			7%	43%	50%
Grade 4 (n=14)	36%		29%		36%
Grade 5 (n=10)	40%		30%	10%	20%

OVERALL CONFIDENCE IN TPRI AND DATA USAGE

CONFIDENCE IN ADMINISTERING TPRI AND USING DATA TO PROVIDE INSTRUCTION

63%

Not at all confident	9%
Slightly confident	4%
Somewhat confident	16%
Moderately confident	22%
Extremely confident	49%

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CONFIDENCE WITH LETRS AND TPRI

CONFIDENCE IN TEACHING LETRS AND TPRI COMPONENTS
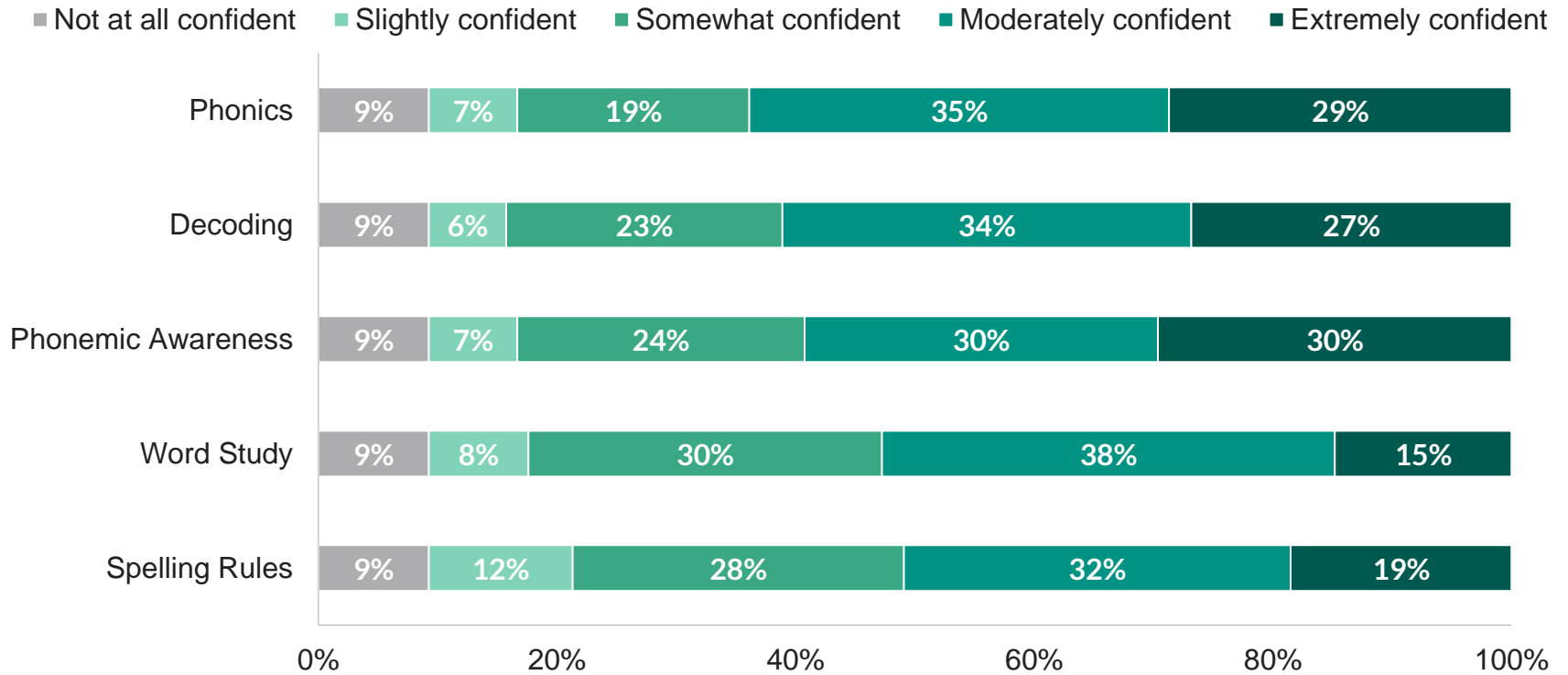
Legend: ■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

Component	Not at all confident	Slightly confident	Somewhat confident	Moderately confident	Extremely confident
Phonics	9%	7%	19%	35%	29%
Decoding	9%	6%	23%	34%	27%
Phonemic Awareness	9%	7%	24%	30%	30%
Word Study	9%	8%	30%	38%	15%
Spelling Rules	9%	12%	28%	32%	19%

Q: How confident are you with Language Essentials for Teachers of Reading and Spelling (LETRS) and/or TPRI components? (n=108)

CONFIDENCE WITH LETRS AND TPRI – BY GRADE

CONFIDENCE WITH LETRS AND TPRI
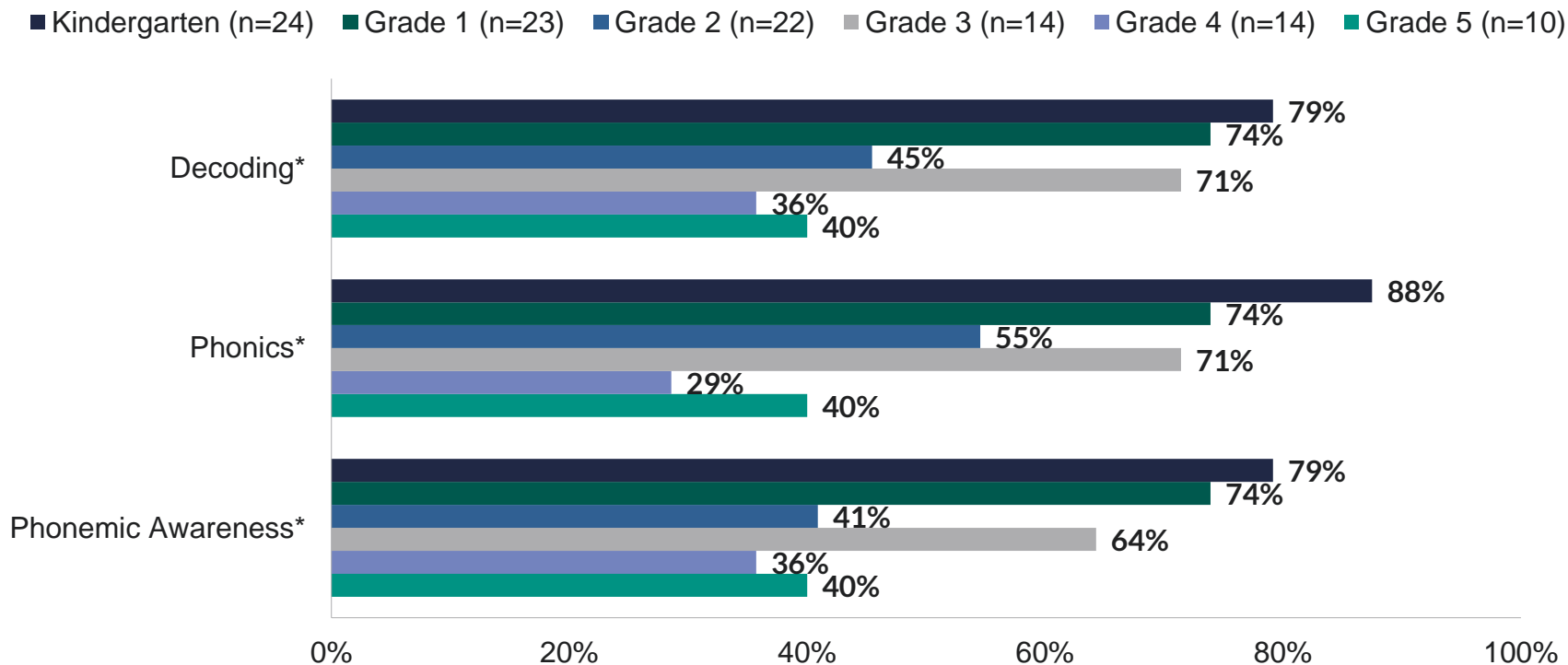
■ Kindergarten (n=24) ■ Grade 1 (n=23) ■ Grade 2 (n=22) ■ Grade 3 (n=14) ■ Grade 4 (n=14) ■ Grade 5 (n=10)

Decoding*
- Kindergarten: 79%
- Grade 1: 74%
- Grade 2: 45%
- Grade 3: 71%
- Grade 4: 36%
- Grade 5: 40%

Phonics*
- Kindergarten: 88%
- Grade 1: 74%
- Grade 2: 55%
- Grade 3: 71%
- Grade 4: 29%
- Grade 5: 40%

Phonemic Awareness*
- Kindergarten: 79%
- Grade 1: 74%
- Grade 2: 41%
- Grade 3: 64%
- Grade 4: 36%
- Grade 5: 40%

0%   20%   40%   60%   80%   100%

Q: How confident are you with Language Essentials for Teachers of Reading and Spelling (LETRS) and/or TPRI components? (n=108)
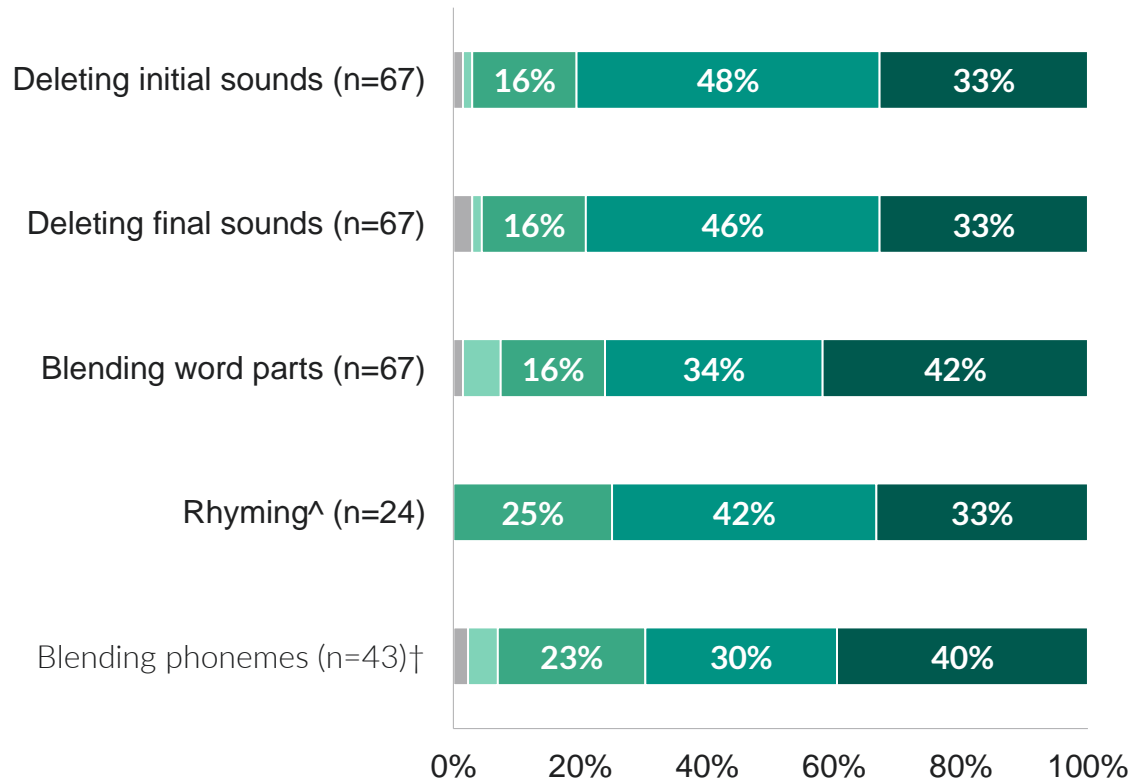* Indicates a significant difference between groups at the 95% confidence level (p < .05).

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KEY FINDINGS: GRAPHOPHONEMIC AWARENESS

Overall, 70% or more respondents are moderately or extremely confident in teaching phonemic awareness. For example, 81% of respondents are confident in their ability to teach students about blending word parts while 79% are confident in teaching students to delete initial sounds. The component that teachers are least confident in teaching is blending phonemes (70%) but the amount of respondents that are confident is still high.

CONFIDENCE IN TEACHING COMPONENTS OF PHONEMIC AWARENESS

- ■ Not at all confident
- ■ Slightly confident
- ■ Somewhat confident
- ■ Moderately confident
- ■ Extremely confident

Deleting initial sounds (n=67)	16%	48%	33%
Deleting final sounds (n=67)	16%	46%	33%
Blending word parts (n=67)	16%	34%	42%
Rhyming^ (n=24)	25%	42%	33%
Blending phonemes (n=43)†	23%	30%	40%

0% 20% 40% 60% 80% 100%

Q: How confident are you in teaching the following components of Phonemic Awareness?
^ indicates an answer choice shown only to kindergarten teachers
† indicates an answer choice shown to 1st and 2nd grade teachers only
All other answer choices were shown to kindergarten, 1st, and 2nd grade teachers

GRAPHOPHONEMIC AWARENESS –GRADE 1 TEACHERS

- **Confidence in teaching graphophonemic awareness is highest in kindergarten teachers, but lower in Grade 1 teachers.** For example, 77% of Grade 1 teachers say they are comfortable teaching initial consonant substitution, middle vowel substitution, and blends in final position. Most kindergarten teachers (96%) are moderately or extremely confident in teaching letter name ID (96%) and letter to sounds (100%). Grade 2 teachers are more confident in their abilities to teach reading accuracy and fluency (95%) and reading comprehension (95%) than teaching spelling (76%) and word reading (71%).

COMPONENTS OF GRAPHOPHONEMIC AWARENESS
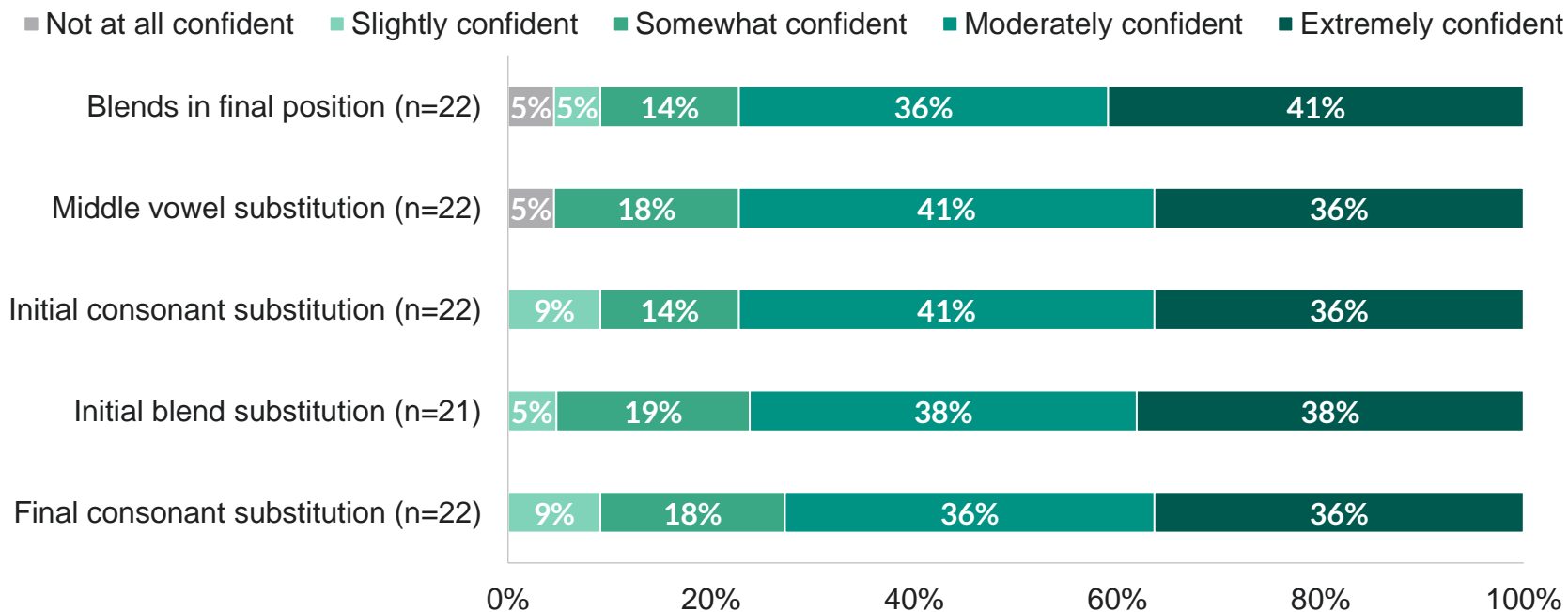
Legend: ■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

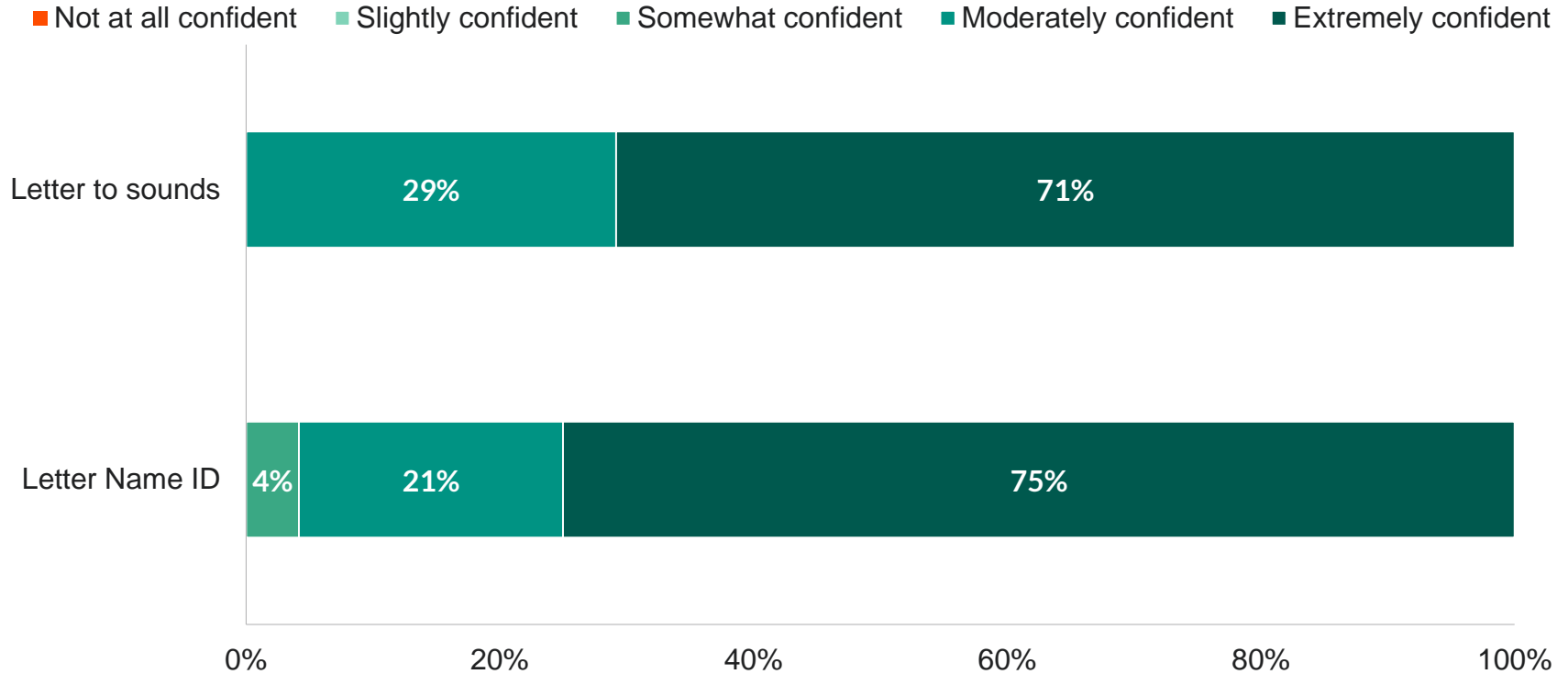| Component	Not at all confident	Slightly confident	Somewhat confident	Moderately confident	Extremely confident
Blends in final position (n=22)	5%	5%	14%	36%	41%
Middle vowel substitution (n=22)	5%		18%	41%	36%
Initial consonant substitution (n=22)		9%	14%	41%	36%
Initial blend substitution (n=21)		5%	19%	38%	38%
Final consonant substitution (n=22)		9%	18%	36%	36%

Q: How confident are you in teaching the following components of Graphophonemic Awareness?
Only 1st Grade teachers were shown this question.

GRAPHOPHONEMIC AWARENESS – KINDERGARTEN TEACHERS

COMPONENTS OF GRAPHOPHONEMIC AWARENESS

Legend: ■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

Letter to sounds: 29% Moderately confident, 71% Extremely confident

Letter Name ID: 4% Somewhat confident, 21% Moderately confident, 75% Extremely confident
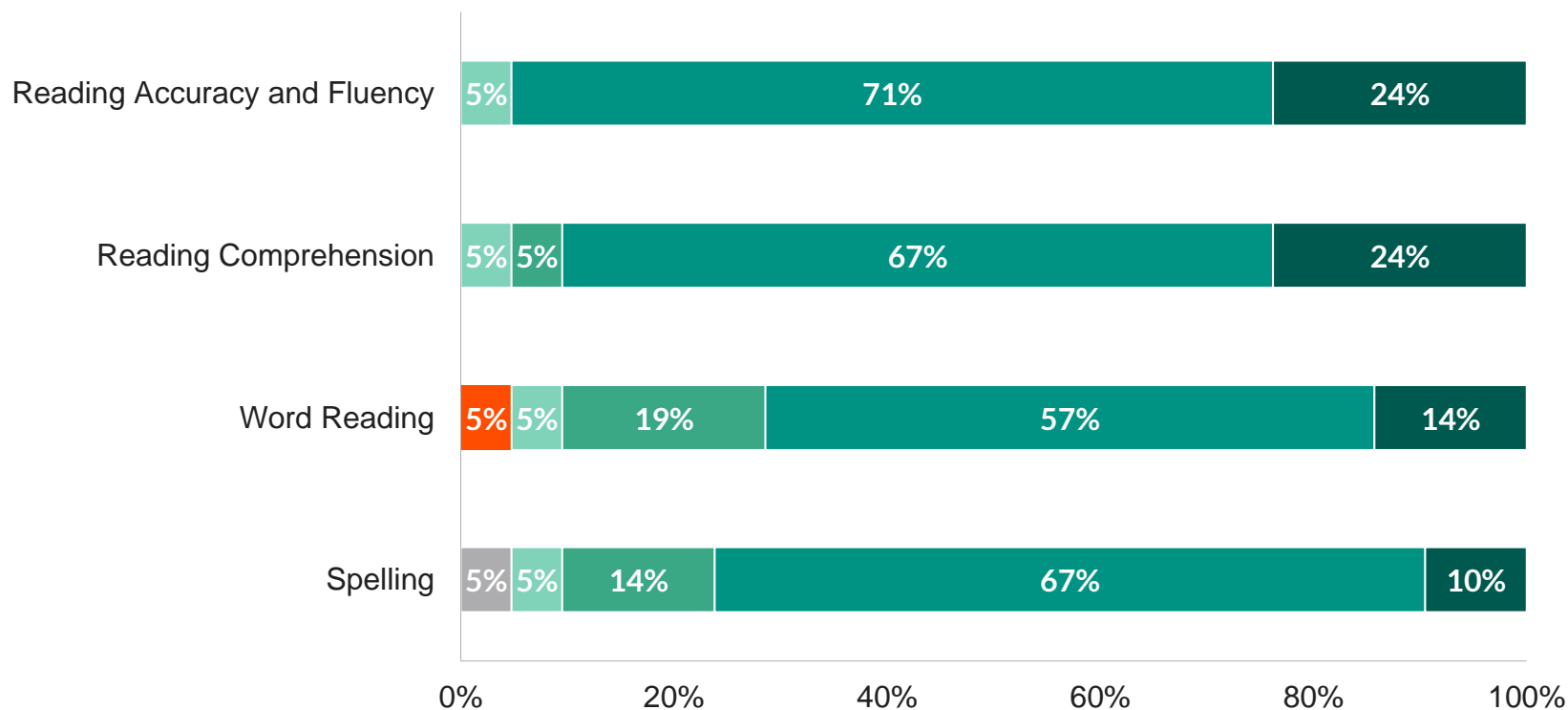
Q: How confident are you in teaching the following components of Graphophonemic Awareness? (n=24)
Only kindergarten teachers were shown this question.

GRAPHOPHONEMIC KNOWLEDGE – GRADE 2 TEACHERS

CONFIDENCE IN TEACHING GRAPHOPHONEMIC KNOWLEDGE

■ Not at all confident ■ Slightly confident ■ Somewhat confident ■ Moderately confident ■ Extremely confident

Component	Slightly	Somewhat	Moderately	Extremely
Reading Accuracy and Fluency	5%		71%	24%
Reading Comprehension	5%	5%	67%	24%
Word Reading	5% (Not at all) 5%	19%	57%	14%
Spelling	5% 5%	14%	67%	10%

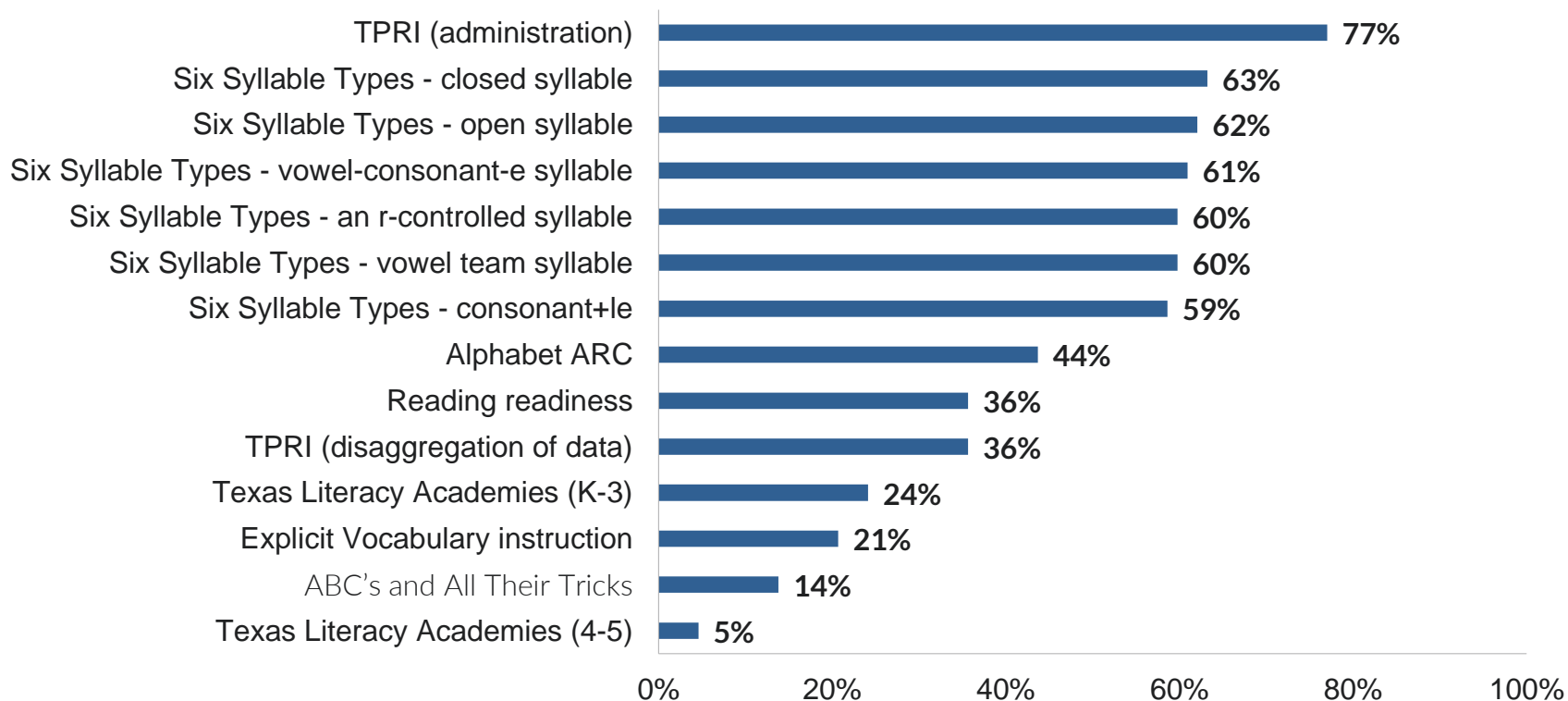0%   20%   40%   60%   80%   100%

Q: How confident are you in teaching the following components of Graphophonemic Knowledge? (n=21)
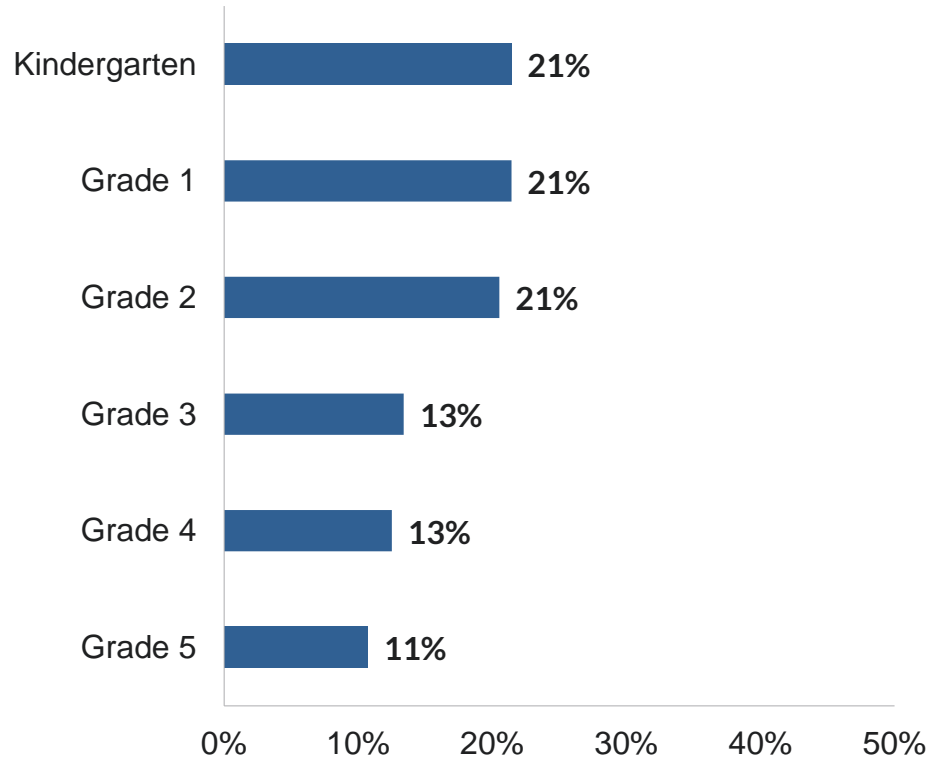
KEY FINDINGS: TRAINING

- **Respondents have participated the most in TPRI administration training and "Six Syllable Types" training but have low participation in other training areas.** Overall, 77% of respondents have participated in TPRI administration training. Respondents indicate the lowest participation in Texas Literacy Academies 4-5 (5%) and ABC's and All Their Tricks training (14%). Not as many kindergarten teachers (43%) have participated in the six syllable types trainings as Grade 1 teachers (75%).

PARTICIPATION IN TRAINING TOPICS

Topic	Percentage
TPRI (administration)	77%
Six Syllable Types - closed syllable	63%
Six Syllable Types - open syllable	62%
Six Syllable Types - vowel-consonant-e syllable	61%
Six Syllable Types - an r-controlled syllable	60%
Six Syllable Types - vowel team syllable	60%
Six Syllable Types - consonant+le	59%
Alphabet ARC	44%
Reading readiness	36%
TPRI (disaggregation of data)	36%
Texas Literacy Academies (K-3)	24%
Explicit Vocabulary instruction	21%
ABC's and All Their Tricks	14%
Texas Literacy Academies (4-5)	5%

Q: Have you had training on any of the following topics?
(n=87)

RESPONDENT CHARACTERISTICS

GRADE

Grade	Percentage
Kindergarten	21%
Grade 1	21%
Grade 2	21%
Grade 3	13%
Grade 4	13%
Grade 5	11%

(Axis: 0% 10% 20% 30% 40% 50%)

Q: Please indicate your grade level.
(n=112)

YEARS OF EXPERIENCE

Years of Experience	Percentage
This is my first year teaching	8%
2-3 years	14%
4-5 years	10%
6-10 years	21%
11-15 years	12%
16-20 years	8%
More than 20 years	27%

(Axis: 0% 10% 20% 30% 40% 50%)
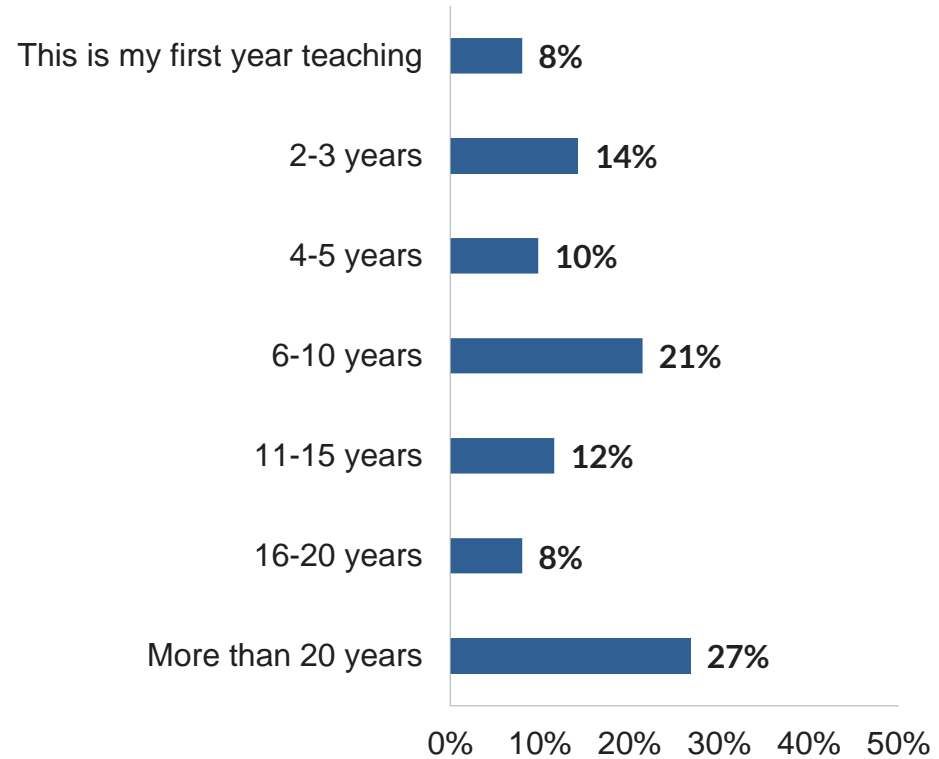
Q: Please indicate your years of teaching, including this year.
(n=112)

Thank you.

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