
READ & RAISE

2011-2012 REPORT



GET ACTIVE!

CHANGE THE GAME!

Husky Sport
Department of Educational Leadership
249 Glenbrook Road, Unit 3093
Storrs, Connecticut 06269



University of
Connecticut

Neag School of Education

READ & RAISE 2011-2012 REPORT



Husky Sport staff member, Alexander Piñeres, reads with Mrs. Rojas 3rd grade students at Fred D. Wish Elementary and Middle School.

2011-2012 REPORT

Overview of R&R



2011-2012 Year in Perspective

3

Assessment



Student Survey

4



Teacher Focus Groups

8



Planning for 2013

9

*Changing the Game
One Book at a Time*

What is Read & Raise?

Read & Raise is a literacy initiative with pre-kindergarten to eighth grade students at three schools in Hartford, Connecticut. The three participating schools are John C. Clark Elementary and Middle School, Fred D. Wish Elementary and Middle School, and Dr.

Martin Luther King, Jr. Elementary and Middle School. Read & Raise is a close partnership between students, families, teachers, staff, Husky Sport personnel, the University of Connecticut community and the Hartford community.

2011-2012 in Perspective

Read & Raise 2011-2012 began in January with school assemblies explaining the program and getting students excited to compete amongst each other and with other schools to complete the most books and worksheets. For the third year Clark, Wish and MLK participated. Point people Tiffanie Russell and Alicia Waring at Clark, Evan Timme and Derek Santiago at MLK, and Patricia Bellamy, Nicole Squadrito, and Alexander Piñeres at Wish visited each kindergarten- sixth grade class weekly to read with students and assist them in completing their reading response worksheets. Husky Sport staff members Laura Harris, Mike Evanovich, Danielle DeRosa and Floyd Grier led a Middle School initiative and visited Middle School classes at each school weekly and read current event articles with the students.

Over the four-month initiative students completed 15,185 worksheets at Clark, 9,408 worksheets at Wish, and 19,400 worksheets at MLK. For a total of 43,993 worksheets and 167,904 worksheets completed over the four years of Read & Raise.

In April the top two reading classes at each school and the top two reading students from every other class, a total of 175 students, along with Husky Sport staff, teachers, school staff and family members travelled from Hartford to the UConn Storrs campus for an end of the year celebration. The day started off with brunch in the Rome Ballroom and an award ceremony. The group then walked to Gampel Pavilion where the students enjoyed getting to play where the UConn basketball players play. Students rotated through physical activity and nutrition stations that included soccer drills, basketball dribbling practice and yoga.



Clark 4th grade teacher, Ms. Daly, talks with her students in UConn's Rome Ballroom.



Wish students practice dribbling in UConn's Gampel Pavilion.

2011-2012 Assessment

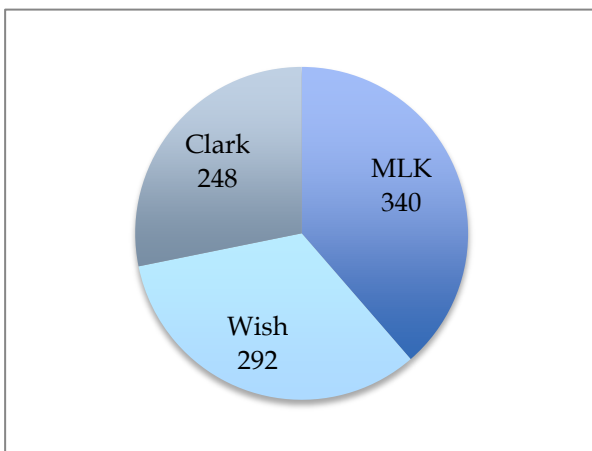
Throughout the duration of the Read & Raise initiative, the Husky Sport staff, as well as the teachers and administrators at the participating Hartford schools, have continually worked together to make adjustments to the program for the benefit of the student participants. At the end of the 2011-2012 program year Husky Sport conducted a formal assessment in which surveys were administered to student participants and teachers were asked to participate in focus groups in order to get a greater sense of the impact Read & Raise had, further understand students' reading preferences and motivations, and learn ways the program could be improved. We believe their opinions are extremely important in developing the program and making it the most beneficial it can be for the students and teachers.

Student Survey

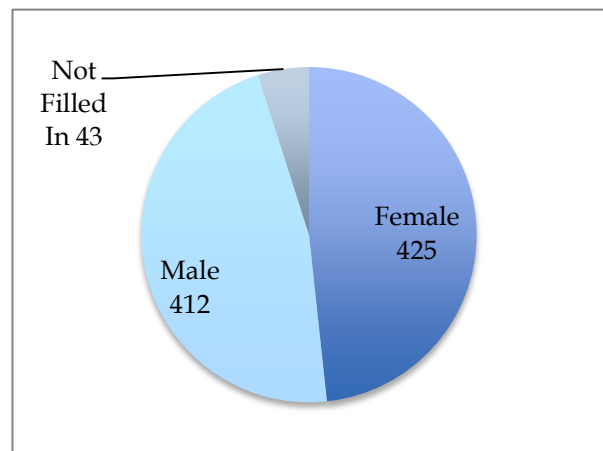
Surveys were administered to 880 student participants at the conclusion of Read & Raise. Two different surveys were conducted to accommodate differences in age and understanding of the questions. One survey was for kindergarten-third grade students that consisted of twelve survey points. 425 kindergarten to third grade students responded to this survey across the three schools. The second survey was administered to fourth to eighth graders and students were asked to respond to thirty-nine survey items. 455 fourth-eighth grade students completed this survey across the three schools.

The charts below show the number of total survey responses broken down by school (Fig. 1) and by gender (Fig.2). The chart on page 8 shows the total number of surveys broken down by grade level of the respondents (Fig. 3).

Survey Responses by School (Fig. 1)



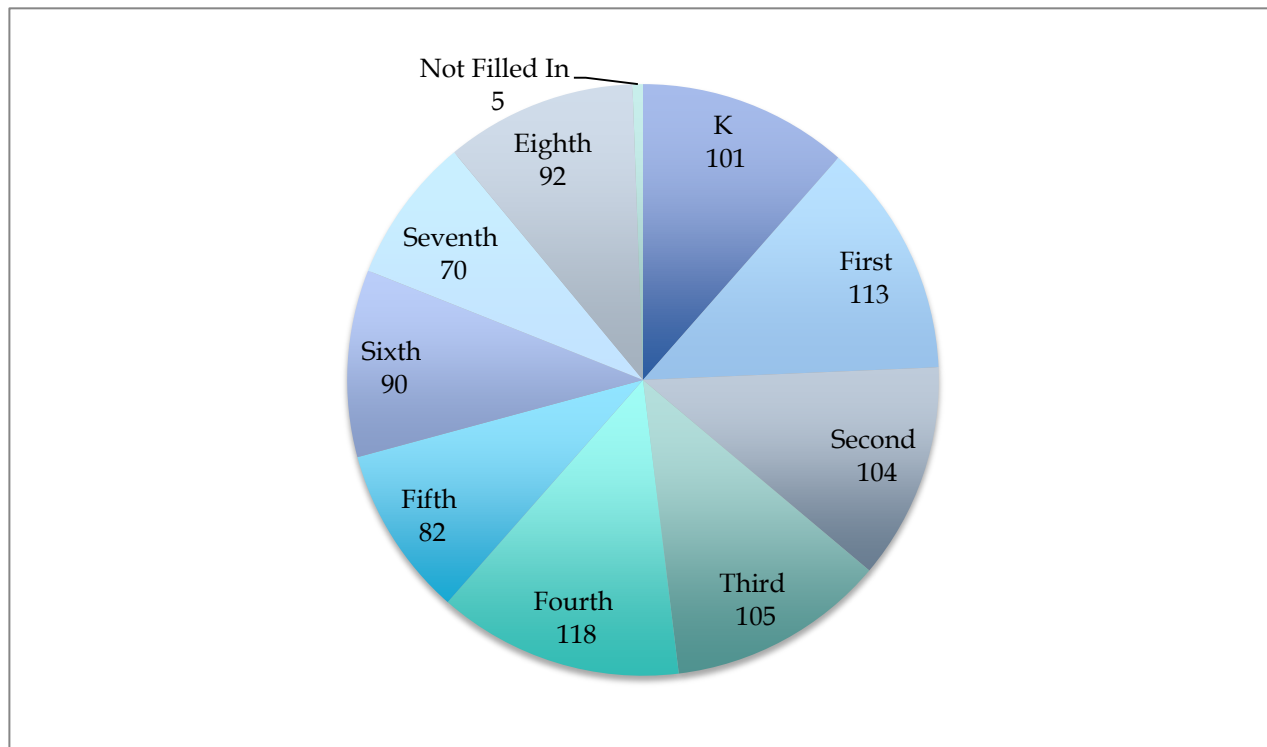
Survey Responses by Gender (Fig. 2)



*Not Filled In means the student did not fill in the category

Student Survey

Survey Responses by Grade (Fig. 3)



*Not Filled In means the student did not fill in the category

Student Survey Results

The following are the most significant results:

- It's very important to the students to be good readers. As in past years' survey results, this survey statement had the strongest positive responses.
 - Grades K-3: 2.86 on a 3 point scale
 - Grades 4-8: 3.54 on a 4 point scale

Student Survey Results

- The students enjoyed reading with Husky Sport staff and volunteers. For the younger students this survey question was the second highest responded to statement. For older students it was the sixth highest positively responded to statement.
 - Grades K-3: 2.82 on a 3 point scale
 - Grades 4-8: 3.37 on a 4 point scale
- Older students felt that Husky Sport staff and volunteers taught them reading is important for their future.
 - Grades 4-8: 3.42 on a 4 point scale



MLK 6th grade teacher, Ms. Sullivan, plays soccer with her students in UConn's Gampel Pavilion.

- Younger students are motivated by the incentives that Husky Sport gives them.
 - Grades K-3: 2.79 on a 3 point scale
- Younger students preferred reading as a whole class (2.76) or with Husky Sport staff and volunteers (2.82) to reading in small groups (2.46).

Student Survey Results



Husky Sport staff member Tiffanie Russell with Clark student Destiny in UConn's Gampel Pavilion.

- Older students preferred reading on their own (3.49) to reading in small groups (2.95). The preference for group readings steadily decreases with age:
 - Grade 4: 3.31 on a 4 point scale
 - Grade 5: 3.02 on a 4 point scale
 - Grade 6: 2.93 on a 4 point scale
 - Grade 7: 2.86 on a 4 point scale



Hartford Public Library Albany Branch Children's librarian, Candyce Pruitt-Goddard, guest reads to MLK 3rd grade students.

Teacher Focus Groups

In order to gain a greater understanding of what teachers thought worked well for their students and what could be improved a focus group of teachers was held at each school.

Focus Groups included the Read & Raise coordinator, one Husky Sport point person from the school, and teachers of the following grades:

- Clark, 3 teacher participants: 2nd grade, 4th grade, and 5th grade
- MLK, 5 teacher participants: Kindergarten, 2nd grade, 3rd grade, 6th grade, and 8th grade
- Wish, 5 teacher participants: Kindergarten, 1st grade, 2nd grade, 3rd grade, and 7th grade



MLK 3rd grade teacher Ms. Rhey and Husky Sport Assistant Director Danielle DeRosa.

The following are primary themes from the focus groups:

- Teachers liked that this year's Read & Raise worksheets were modeled after CMT (Connecticut Mastery Test) questions.
 - "I liked the Read & Raise sheet a lot better this year because it had specific CMT questions on it" - 8th Grade Teacher
- Teachers would like a greater variety of worksheets, especially for the older students.
 - "They like choices, so we give them say 5 different worksheets then they can't make a bad choice." - 7th Grade Teacher
 - "The style was good, the only request that I would have is that the questions changed." - 5th Grade Teacher

Teacher Focus Groups

- Teachers felt it would be more motivating for the students to have incentives distributed by grade levels; i.e. an incentive for K-2, 3-5 and 6-8. Teachers for K-2 grades would especially like to see an end of the year incentive for the youngest students since they aren't able to go on the field trip to UConn in April.
- Middle School teachers liked that their students were reading articles and want the Middle School to be more connected to the rest of Read & Raise that the K-6th graders participate in.
 - “The kids really responded to whenever [Husky Sport staff] came in and read about current events.” – 7th Grade Teacher

Learning from This Year & Planning for 2013

In planning for the 2012-2013 Read & Raise program Husky Sport will focus on the feedback received from the student surveys and teacher focus groups this year. Read & Raise will continue to include frequent visits of Husky Sport staff and volunteers to classrooms. Point people will continue to read stories aloud to the younger grades and we will be seeking ways to work with older students and also incorporate time for them to read independently as they expressed that is their preferred reading method. We'll be looking to include the Middle School students more, refine our incentive process and develop more worksheets for students to use. We're looking forward to planning for next year and continuing to make the program more beneficial for all stakeholders in the program.



Husky Sport staff members Alexander Piñeres, Erinn Arbelaez, and Patricia Bellamy with Wish 7th grader Natalia .

Husky Sport would like to congratulate the students on their hard work and dedication. We would also like to give our sincere thanks to the school literacy coordinators, school staff, teachers and students for working with Husky Sport to make Read & Raise 2011-2012 a successful and a meaningful experience for all involved!