

Houghton Mifflin Harcourt Journeys Common Core Pilot Study Report

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Executive Summary

PRES Associates conducted a one-year pilot study on the Journeys Common Core program during the 2013-2014 school year. Designed to meet the diverse needs of all K-6 students, the Journeys Common Core program includes more rigorous content and non-fiction text as well as leading-edge digital tools and scaffolding supports. The pilot study was designed to gather quantitative and qualitative data so as to provide a comprehensive picture of program implementation as well as obtain preliminary outcome data on a diverse set of student and teacher outcomes. Three sites consisting of elementary schools in Arizona, Wyoming and Georgia participated in the study. A total of 20 teachers and 512 K-5 students participated in the pilot study.

The following provides a summary of key findings obtained from the pilot study.

Key Findings

- ◆ Results from assessment data showed that students using the Journeys Common Core program demonstrated significant learning gains on both national, standardized assessments examined: Terranova 3 Common Core and Iowa Form E. In particular, students showed significant improvement on all subtests in the areas of comprehension, vocabulary, language arts, and word analysis. Moreover, the growth in percentile rankings on both assessments indicate that these results are meaningful – Journeys students performed at a higher rate than is expected.
- ◆ When results were examined by grade level, results showed that with the exception of the 4th graders, students at all grade levels demonstrated significant gains. The consistency of findings across assessments, subtests, Common Core standards, cognitive levels and grade levels means that we can be confident that gains observed are real.
- ◆ In general, teachers felt that the Journeys program helped students with their reading, comprehension, vocabulary and fluency skills. Students also reported that the program helped them to be better readers and writers. However, the program’s impact on writing skills was not viewed as highly as it was considered the weakest component of the program.
- ◆ Students liking for reading remained relatively unchanged from Fall to Spring, except for a few areas related to vocabulary and poetry. However, teachers reported a higher level of student engagement while using the Journeys program. In particular, the



majority felt that students were more engaged in reading (including reading lessons and activities).

- ◆ Teachers felt greater levels of preparedness to teach vocabulary, grammar, phonics, phonemic awareness, and fluency. In addition, the majority felt that the Journeys program was useful in helping them effectively teach reading and about half felt that the program was helpful with teaching writing. Teachers' preparedness to use several best practices and engage in Common Core-related activities increased from Fall to Spring. Teachers also reported that the program provided them with assistance to provide differentiated instruction and intervention to students when needed.
- ◆ The teachers unanimously enjoyed using the Journeys program and would like to use the program during the following school year. Students also liked the program. Teachers felt that it was a better program compared to what they used previously. They also liked the quality of the resources, especially the reading activities. The writing

activities were not as well liked by teachers.

- ◆ While 100% of teachers felt the program was easy to use for students, only half felt the program was easy to use for teachers. In particular, only 50% of teachers felt the preparation and planning time was reasonable. However, such perceptions are not uncommon during the first year of implementation of a new comprehensive core curriculum. Teachers also reported that they liked the quality of the resources, especially the reading activities and exercises/questions. In contrast, the writing components were viewed as needing more improvement.

In sum, researchers were able to obtain exploratory information that suggests that the Journeys Common Core program is associated with positive student outcomes. The fact that gains were observed across several subtests (comprehension, vocabulary, language arts, word analysis), grade levels, standards, cognitive levels, and study sites lends support to the conclusion that the Journeys program has a positive impact on student literacy skills.



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Study Background

“The Common Core State Standards for the English Language Arts are a major shift in the focus of K–12 education in the United States. These standards are not just more rigorous versions of past standards, nor were they simply shifted across the grade levels. Instead, these standards represent qualitatively different outcomes and their accomplishment will require significant shifts in educational practice involving teachers across the curriculum..”

- International Reading Association

In order to provide students with a higher level of knowledge required as part of the Common Core State Standards (CCSS), Houghton Mifflin Harcourt revamped their Journeys reading program to integrate the CCSS into every lesson, helping educators plan, engage, teach and assess students effectively and efficiently. Designed to meet the diverse needs of all K-6 students, the Journeys Common Core program includes more rigorous content and non-fiction text as well as leading-edge digital tools and scaffolding supports. The unique close reading routine also helps

build better readers while providing intervention for struggling students. The Journeys program in grades 2-5 includes weekly interactive lessons, Leveled Readers by Irene Fountas, Vocabulary Readers and intervention support for struggling readers, all aligned to the Common Core State Standards.

For students, the Journeys Common Core student edition includes strong vocabulary instruction that takes students through key steps in acquiring, practicing and applying a rich vocabulary. Every lesson allows the student to develop comprehension and fluency focusing on a target skill and target strategy in a relevant short story and non-fiction story companion.

For teachers, Journeys Common Core offers easy organization with Teacher’s Editions that make navigation of whole and small group instruction easy and a focus wall that provides a blueprint for weekly instruction. The Grab-and-Go kit included in the program keeps classroom resources, such as worksheets and transparencies, all in one manageable location. The Leveled Readers, Vocabulary readers and ELL support texts are all accompanied by a Leveled Reader Teaching Plan designed to support these readers in a small-group setting.

Other key features of the program include:



- ◆ Journeys Digital classroom including listening, writing and reading supports to extend student learning and provide necessary skills for the 21st century.
- ◆ Reading Primary Toolkit provides instructional routines that reinforce and apply the principles of phonics, phonemic awareness, vocabulary, fluency and comprehension.
- ◆ Small Group plans in the Teachers Edition include Ready Made Workstation flip charts and a lesson plan for every leveled reader.

In order to obtain preliminary information on this new literacy program, PRES Associates¹ conducted a one-year pilot study on the Journeys Common Core program during the 2013-14 school year. The pilot study was designed to gather quantitative and qualitative data to provide a comprehensive picture of program implementation as well as obtain preliminary outcome data on a diverse set of student and teacher outcomes.

It should be noted that the pilot study was not designed to produce conclusive evidence on the effectiveness of the Journeys program. That is, since randomization did not take place nor is there a comparison group, strong

conclusions cannot be drawn with respect to the effects of the program on student learning. However, researchers were able to obtain preliminary information on the relationship between the new Journeys program and student reading performance. Specifically, the pilot study was designed to address the following questions:

- ◆ What effects (anticipated or unanticipated) does Journeys have on student learning and teacher practices?
- ◆ What do teachers and students think about the program? How do the teachers rate the perceived usefulness and quality of program features?
- ◆ How is Journeys typically implemented in classrooms? How long does it take teachers to feel comfortable using the new Journeys program?

This report provides information on findings from the pilot study. Preliminary impacts on teachers and students are presented along with feedback obtained via teacher interviews and student surveys. As well, implementation information is provided based on analysis of interviews, classroom observations, surveys and teacher online logs.

¹ PRES Associates Inc. is an independent, external research and evaluation firm with over twenty years of experience conducting applied educational research.



Methodology

The Journeys Common Core pilot study commenced in September 2014 and concluded in June 2014. Three sites consisting of elementary schools in Arizona, Wyoming and Georgia² participated in the study. Twenty teachers participated in the study; two taught Kindergarten, four taught 2nd grade, six taught 3rd grade, four taught 4th grade, and four taught 5th grade.

Teachers had access to the Journeys Common Core program during the study. Indeed, only schools that had recently purchased the new program were recruited for participation. Training was provided by HMH as part of their study participation.

Procedures

Teachers were provided with both implementation guidelines and Journeys-specific training prior to implementation to ensure that all teachers participating in the study had sufficient knowledge and skills to successfully implement the Journeys Common Core reading program. In addition, monitoring procedures (via monthly instructional logs completed by teachers, classroom observations, and interviews) were developed to measure the extent to which teachers were implementing

a similar instructional model as outlined by the program implementation guidelines.

Training

The training model for the Journeys Common Core pilot study was designed to provide teachers with the necessary background and practical experiences to begin implementing the program during the 2013-14 school year. It should be noted the focus of the training was not on general literacy professional development, but rather on the vision of the program, the use of program materials, implementation of the essential components, Common Core alignment and activities, and how the program could best be used to effectively help students become more successful in literature.

Teachers met with a Houghton Mifflin Harcourt professional trainer for approximately 5-6 hours at the start of the 2013-14 school year. During the training, trainers clearly described the philosophy of the program, provided an overview of all program components and indicated key components teachers were required to use based on the implementation guidelines. The Houghton Mifflin Harcourt professional trainer also assisted teachers in understanding the daily structure of the Journeys program and specifically addressed how to incorporate key elements into centers and small group activities. A strong emphasis was placed on which components were key and required, versus

² The Georgia school did not provide survey or teacher log data due to concerns with teacher time. Instead, this school only provided assessment data.



those that were strongly encouraged or just recommended. Handouts (including the implementation guidelines) were also provided. These included materials lists, and specific instructions on lesson flow for each day of the week.

Implementation Guidelines

Journeys teachers were provided with detailed implementation guidelines at the onset of the study in order to ensure they had a concise understanding of the essential program components and an understanding of the foundation of the Journeys Common Core program. Implementation guidelines were based on key program components and pedagogy as identified by HMH product managers and trainers. The guidelines were developed by PRES Associates with final input and revisions from HMH. These offered detailed direction on how the program should be used in the classroom, as well as what parts of the program were considered key (and required), versus what program elements were considered optional. Given that each Journeys lesson takes one week to complete, teachers were asked to complete whole group reading, small group reading, and language arts activities as outlined in the implementation guidelines.

Of note, based on discussions with the Houghton Mifflin Harcourt Journeys team, key components of the program were identified that should positively impact student learning. These include:

- ◆ Opening Routines (K-3)
- ◆ Read Alouds
- ◆ Phonemic Awareness/Phonics and/or Fluency activities (K-3)
- ◆ Vocabulary/Words to Know
- ◆ Vocabulary Strategies
- ◆ Apply Vocabulary Knowledge
- ◆ Anchor Text
 - Think through the Text
 - Analyze the Text
 - Your Turn
- ◆ Leveled Readers
- ◆ Vocab Readers
- ◆ Decodable Readers (K-3)
- ◆ Trade Books (Grade 3+)
- ◆ Independent Reading
- ◆ Informational Text/Compare Texts

Every month, teachers were asked about the extent to which they completed these and additional components of the Journeys program via the online teacher log.

Data Collection Methods

A range of data was collected in the pilot study, including descriptive information, program implementation data, and preliminary outcome data. Data from both quantitative and qualitative sources were triangulated to identify recurrent themes. The following presents details on the types of data collected during the pilot study.



Quantitative Methods

Teacher Survey: Pilot teachers completed an online teacher survey in the Fall and at the end of the study. The survey created by PRES Associates, was developed to collect information on:

- ◆ Reading/writing elements emphasized during instruction;
- ◆ Preparation to teach Common Core State Standards;
- ◆ Classroom practices and assessment use;
- ◆ Attitudes about Journeys; and
- ◆ Demographic information.

Student Survey: Participating students in grades 2-5 also completed a student survey in the Fall and at the end of the study period (May/June 2014). The survey created by PRES Associates was developed to collect information on:

- ◆ Students attitudes towards reading/writing;
- ◆ School and education related attitudes;
- ◆ Self-perceived abilities in reading/writing;
- ◆ Classroom practices; and
- ◆ Attitudes about Journeys.

Student Assessments: Assessments were administered twice during the school year, once in September and again in May/June, in order to obtain pre-post data. Two assessments were piloted; teachers were randomly assigned one test to administer for pre- and post-testing. Following a thorough literature review of

existing standardized, published assessments to identify tests that were valid, reliable, sensitive, as well as either aligned to Common Core standards and/or containing items similar to those in the PARCC or Smarter Balanced Assessments, the TerraNova 3 and Iowa Form E were selected for piloting.

- The **Iowa Form E** measures student achievement and growth across a continuum of next generation learning standards, including Common Core. The Form E is based on 2011 norms. Within *reading*, this test provides information about the kinds of comprehension skills students are expected to continue to develop as they proceed through elementary school. For *word analysis*, the test provides detailed diagnostic information about a student's ability to identify and analyze distinctive features of the sounds and symbols of oral and written language. The test also assesses general *vocabulary* development. In addition to providing scale scores for each of these three content areas (reading, word analysis, and vocabulary), percent correct scores are provided for Iowa cognitive levels (essential competencies, conceptual understanding, and extended reasoning), and Common Core standards for reading. Students were administered 38 reading items, 33 word analysis items, and 26 vocabulary items, for a total testing time of 1.25 hours. Six classes (two each of grades K, 2, and 3) took this assessment.



- **Terranova 3 Common Core edition** features innovative items that deliver an authentic measure of the higher order thinking skills and increased depth of knowledge highlighted by the Common Core. The TerraNova Common Core offers constructed-response, extended constructed- response, and performance task items in the same test, on the same scale. As part of the pilot, students were administered the Reading and Language Arts portions of the test. Students were administered 49 reading comprehension items, 20 language arts items, 20 vocabulary items which produced three scale scores for each of these content areas. An overall reading scale score was also produced by adding the comprehension and language arts scores. Total testing time is approximately 2 hours. Available for grades 3-8 only, six classes were administered this assessment (two each of grades 3-5).

For both assessments, teachers followed the test publisher’s standard testing procedures to administer the assessment. Teachers were instructed to contact PRES Associates if they needed additional guidance related to assessment administration. For the TerraNova 3, two research assistants scored the test following published scoring protocols. For the Iowa Form E, tests were scored by Riverside Publishing scoring services.

Qualitative Methods

Classroom Observations: Two classroom observations and interviews were conducted, one in Fall 2013 and another in Spring 2014. Observation provided researchers the opportunity to better understand the instructional approaches and materials used by teachers with their students. Specifically, observations focused on how classroom activities were structured, what and how print and digital materials were used, and characteristics of the class including student engagement, classroom environment and culture, and teacher-student interactions. In addition, teachers were interviewed after the observations to obtain more specific information on the representativeness of the lesson, resources used, ability levels of the students, assessment practices, pacing, independent practices, test preparation strategies, and feedback related to the program.

Teacher Activity Logs: Teachers were asked to complete monthly online activity logs so instructional activities and content covered could be monitored. Teachers also reported the frequency in which they used the various components of the Journeys program as well as the amount of homework and in class assignments that were assigned. Finally teachers were asked to report any supplemental materials they may have used. Completion rate (i.e., percent of all teachers in the two reporting



elementary schools who completed at least one log) was calculated at 95%.

Pilot Sample Characteristics

The pilot study sites consisted of three elementary schools: one located in an urban city in Arizona, a rural community in Wyoming and a suburban town in Georgia. Demographic information is presented in Table 1 for each of the study schools. As shown, two schools (GA and WY) had a predominately white student population (>70%) while the AZ school had a large Hispanic population

(82%). This school also had a small percentage of students who were English Language Learners (8.6%). The percent of students receiving free/reduced lunch ranged from 100% to 16%, with the highest percentage in School A.

Table 1. Pilot Study Participants' Characteristics

		School A (GA)	School B (AZ)	School C (WY)
		81 Students 4 Teachers	259 Students 8 Teachers	172 Students 8 Teachers
Race (%)	White	70.4%	8.2%	87.3%
	Hispanic	7.4%	81.9%	10.2%
	African American	12.3%	7.3%	0.0%
	Asian	9.9%	.4%	1.8%
	Native American/ Other	0.0%	2.1%	.6%
Gender (%)	Male	45.7%	55.6%	46.4%
	Female	54.3%	44.4%	53.6%
Grade (#)	K	35	0	0
	2	0	67	40
	3	46	46	44
	4	0	72	45
	5	0	74	43
Special Ed		2.5%	9.5%	15.1%
Free/Reduced Lunch		100.0%	59.1%	16.3%
English Language Learners		0.0%	8.6%	2.4%
Class Level (%)	Below level	0.0%	0.0%	0.0%
	On level	66.3%	0.0%	100.0%
	Above level	33.8%	0.0%	0.0%



Results

What effects (anticipated or unanticipated) does Journeys have on student learning and teacher practices?

Student Learning Outcomes

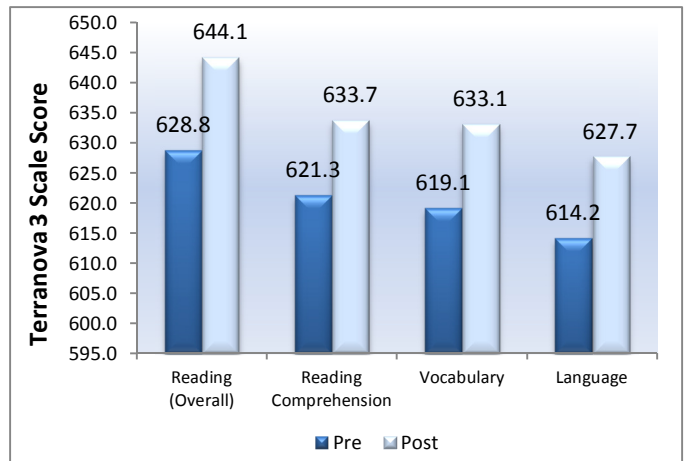
As a reminder, this study does not include a comparison group. It was designed to obtain information on preliminary performance gains, which may be associated with the program but does not allow for causal inferences to be made in regards to the effectiveness of the program. Although no conclusive findings about the effectiveness of the program can be drawn, analyses were performed to provide preliminary information on the relationship between the Journeys program and student learning outcomes.

Pre-post data from the TerraNova 3 Common Core and Iowa Form E assessments were analyzed via paired sample t-tests to determine if students in grades K-5 showed significant growth in reading performance. Results indicate that 3rd – 5th grade students showed significant growth from Fall to Spring testing on all the TerraNova 3 subtests: reading (overall), comprehension, vocabulary and language, see Figure 1, $p < .05^3$. Gains can be observed more clearly via the percentile rankings. As shown in Figure 2, students were below the 50th percentile in Fall; this means that pilot students were ranked below 50% of nationally normed students. However, at post-

³ Detailed statistics for all t-tests are available in Appendix A.

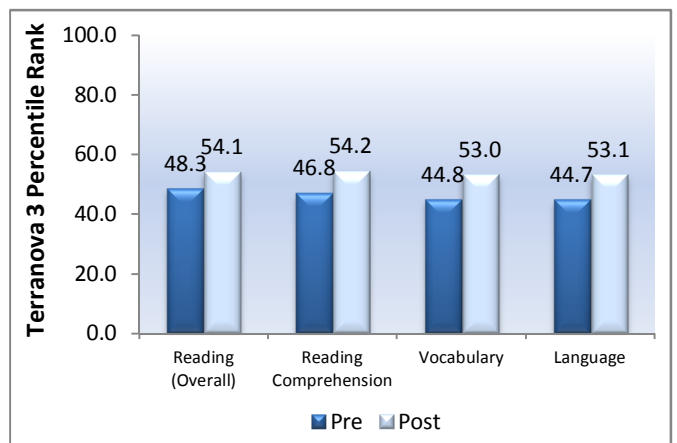
testing, students were above the 50th percentile across all subtests. These findings are noteworthy when one considers that students who make *typical* progress from fall to spring should have the same percentile standing at both times of the year. The fact that Journeys pilot students demonstrated higher percentile standings indicates that their learning gains were greater than the norm.

Figure 1. Student Performance on the TerraNova 3 Common Core Assessment



- ◆ Significant growth was observed among students using the Journeys Common Core program on the TerraNova 3 Common Core test. Students showed gains in their overall reading, comprehension, vocabulary, and language scores.

Figure 2. Student Performance on the TerraNova 3 Common Core Assessment: Percentile Ranks

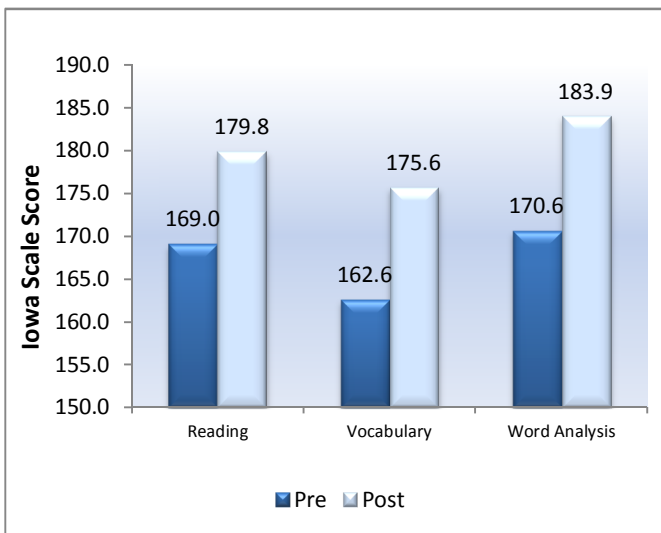




- ◆ Examination by percentile rankings shows that while pilot students were below 50% of the national norm sample, their performance grew such that at post-testing pilot students were above the 50th percentile.

Examination of the Iowa, administered to students in grades K, 2 and 3, also showed that students improved over the course of the school year while they used the Journeys program. As shown in Figure 3, students showed growth in the areas of reading, vocabulary and word analysis, $p < .05$. The significance of these findings can be observed in the change in student percentile rankings. As shown in Figure 4, pilot students showed growth of 3 to 8 percentile points over the course of the school year. As previously noted, the higher percentile rankings at post-testing are indicative of accelerated learning gains.

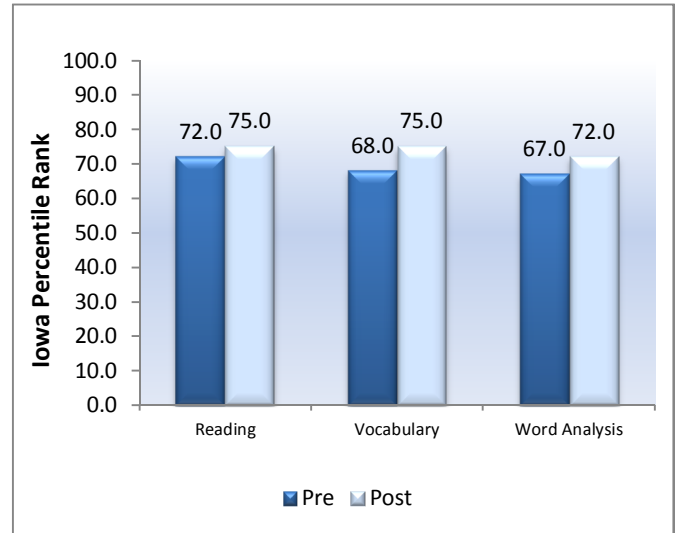
Figure 3. Student Performance on the Iowa Form E Assessment



- ◆ Journeys' students in K, 2nd, and 3rd grades showed significant positive changes on the

Iowa Form E assessment across all subtests (reading, vocabulary, and word analysis).

Figure 4. Student Performance on the Iowa Form E Assessment: Percentile Rank



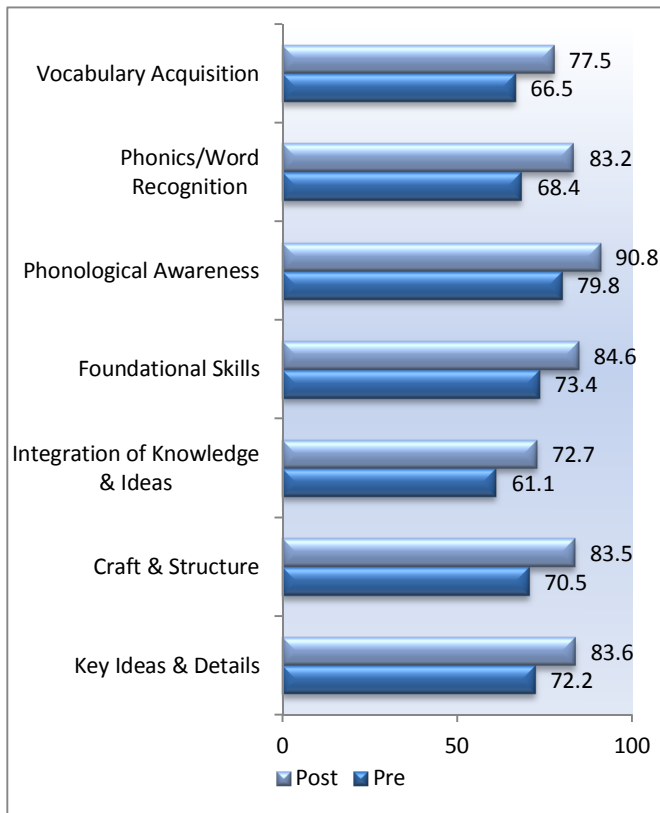
- ◆ Improvement on the Iowa test was also observed via percentile rankings. Pilot students showed 3 to 8 percentiles growth from pre- to post-testing which indicate accelerated learning gains.

Students showed significant gains on the Terranova 3 Common Core and Iowa Form E assessments over the school year in which they used the Journeys program. Growth was observed in the areas of reading, comprehension, vocabulary, language, and word analysis.



The Iowa Form E can further be broken down by Common Core Standards. Figure 5 below shows percent correct scores for Journeys pilot students. Students demonstrated statistically significant growth on items measuring all the assessed Common Core standards, $p < .05$. Journeys students showed the greatest levels of growth on items measuring the standards associated with Craft/Structure and Phonics/Word Recognition.

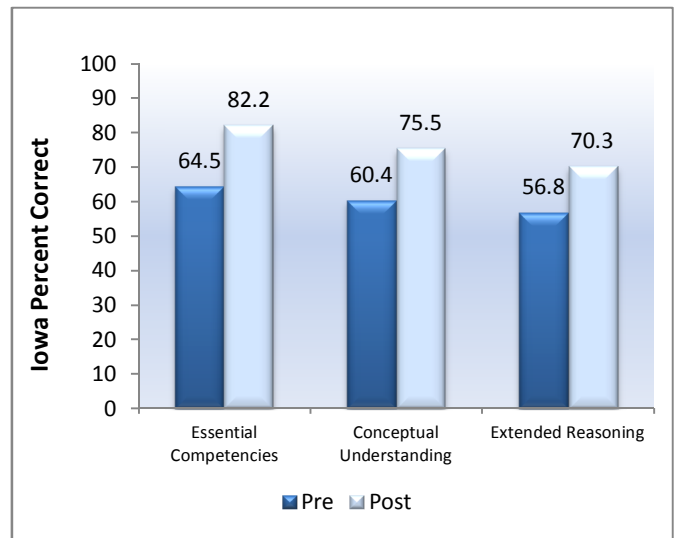
Figure 5. Student Performance on Common Core Standards Measured by Iowa Form E Assessment: Percent Correct



The Iowa also provides results on each of the cognitive levels it measures; three cognitive levels, which provide a hierarchy of critical thinking skills, are reported and include

Level 1: Essential Competencies, Level 2: Conceptual Understanding, and Level 3: Extended Reasoning. As shown in Figure 6, results again showed significant learning gains on all three levels, with the greatest growth observed in Essential Competencies (17.7% gain).

Figure 6. Student Performance on Iowa Cognitive Levels: Percent Correct



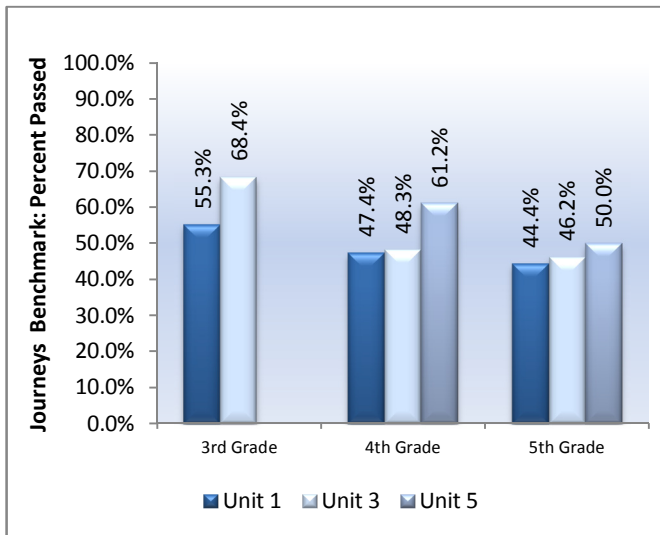
Journeys students demonstrated significant performance gains as measured by items aligned to Common Core English Language Arts Standards and Iowa Cognitive Levels. Across all standards and levels, students showed significant growth.

Over the course of the school year, students were also administered the Journeys Benchmark assessment. Teachers were asked to report results of the benchmark assessments for Units 1, 3, and 5 (note that Unit 3 is typically administered in Winter and Unit 5 in late Spring). Data from these benchmark assessments were examined to determine the percent of students who “passed” the



benchmark during each administration period⁴. As shown in Figure 7, results showed that in general, the percent of students who passed the benchmark grew during each subsequent administration as content became more challenging⁵. This positive change was observed across all grade levels.

Figure 7. Student Performance on the Journeys Benchmark Assessment



- ◆ Journeys’ students in grades 3-5 showed improvement on the Journeys Benchmark assessments over the course of the school year. That is, a higher percentage of students passed the benchmark test during each subsequent unit test administration.

As students progressed in the Journeys Common Core reading program, the percent of students who passed the Journeys Benchmark assessment increased.

⁴ Note: These tests are not designed to measure growth, but rather are criterion-based.

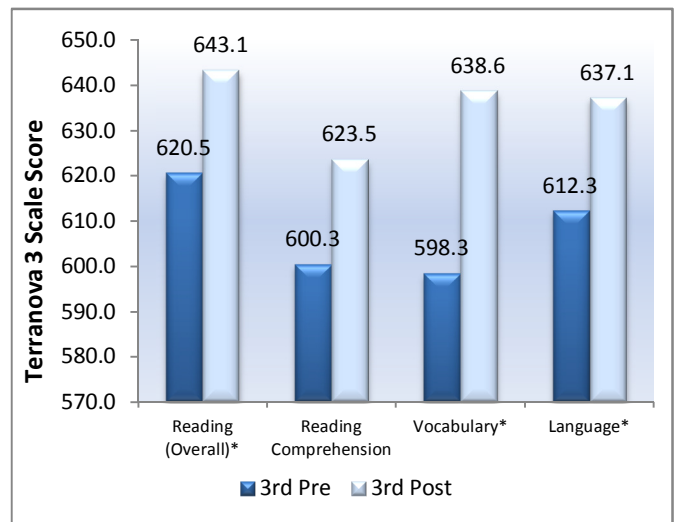
⁵⁵ Note that teachers did not provide Unit 5 benchmark scores for 3rd graders.

Outcomes by Grade Level

Preliminary analyses were also conducted to examine if the Journeys program was associated with improvements by grade level. It should be noted that the sample sizes in some grade levels are small. Therefore, with the caveat that these analyses are limited, this provides readers with preliminary, descriptive information on whether the program is associated with improvements among students at various grade levels.

Analyses were run on Terranova 3 Common Core assessment data for each grade level separately. As shown in Figure 8, significant differences were observed at the 3rd grade level on the overall reading test as well as the vocabulary and language subtests, $p < .05$.

Figure 8. Terranova 3 Assessment 3rd Grade Scale Scores at Pre- and Post-testing



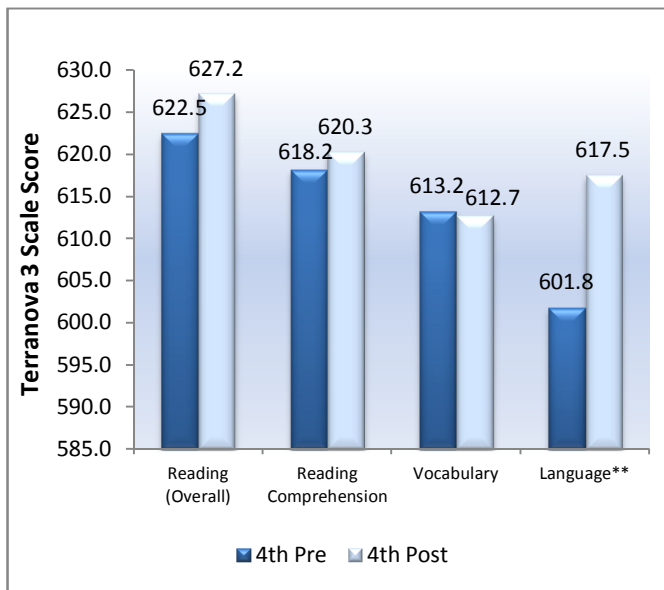
* $p < .05$

- ◆ Students in the 3rd grade showed the highest gains on the Terranova 3 vocabulary and language subtests.



Among 4th grade students, only a marginal significant difference was observed on the overall language subtest of the Terranova 3, $p < .10$. While gains were also observed on the overall reading test and comprehension subtest, these were not statistically significant.

Figure 9. Terranova 3 Assessment 4th Grade Scale Scores at Pre- and Post-testing

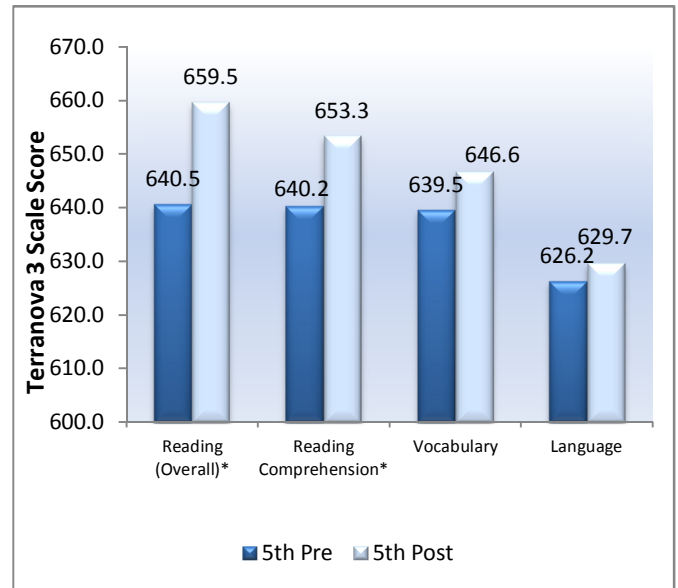


** $p < .10$

- ◆ Students in the 4th grade showed only one marginally significant gain on the Terranova 3 language subtest.

Fifth grade Journeys students showed significant differences on the overall reading test and the comprehension subtest, $p < .05$. In contrast, gains observed on the vocabulary and language subtests were not statistically significant.

Figure 10. Terranova 3 Assessment 5th Grade Scale Scores at Pre- and Post-testing



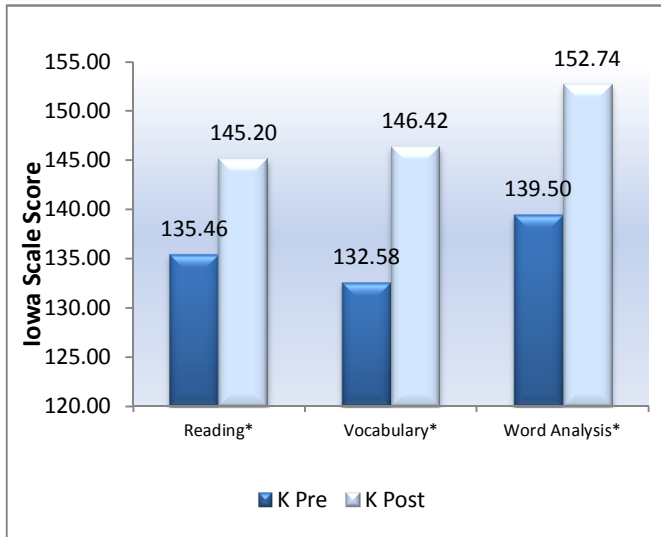
* $p < .05$

- ◆ Students in the 5th grade showed significant growth on the Terranova 3 reading and comprehension subtests.

Data was also analyzed by grade level on the Iowa Form E assessment. Given that scale scores are more sensitive to change than percent correct scores, analyses focused on the former. Results showed significant gains from pre- to post-testing on the reading, vocabulary, and word analysis subtests across all grade levels with one exception. At the 3rd grade, word analysis growth was not statistically significant. Nevertheless, the consistency in growth across all grade levels and subtests, and in conjunction with the Terranova 3, are impressive and indicate that students who used the Journeys program over the course of the school year demonstrated noteworthy literacy gains.



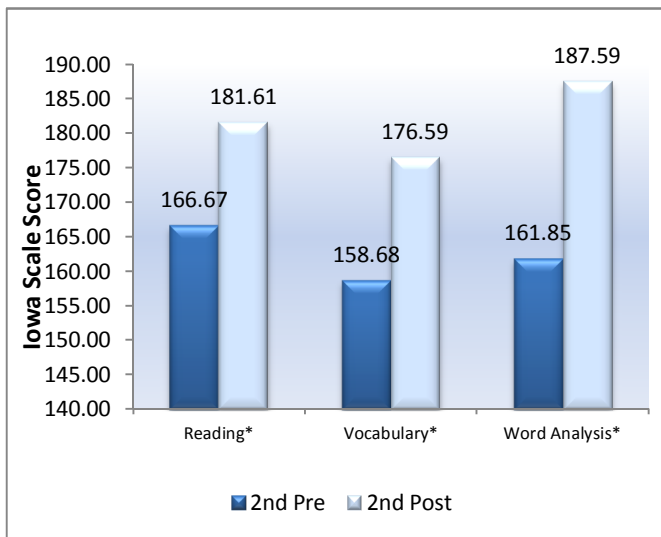
Figure 11. Iowa Form E Assessment K Grade Scale Scores at Pre- and Post-testing



* p<.05

- ◆ Kindergarten students showed significant differences in Iowa scale scores from pre- to post-testing across all subtests: reading, vocabulary, and word analysis.

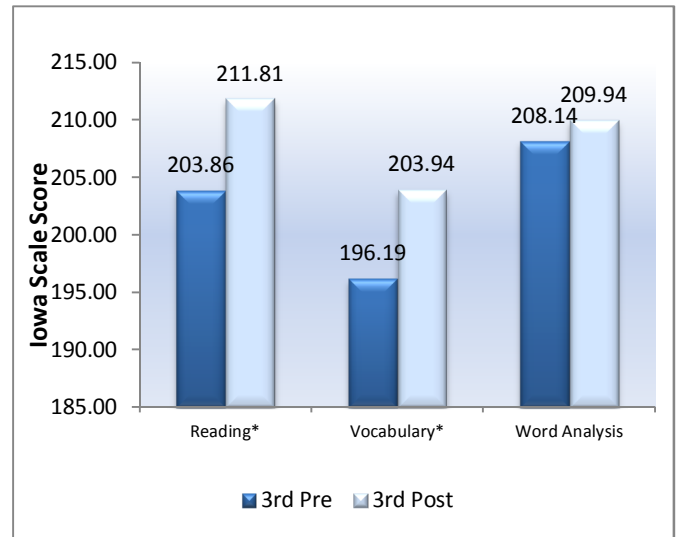
Figure 12. Iowa Form E Assessment 2nd Grade Scale Scores at Pre- and Post-testing



* p<.05

- ◆ Second grade students also showed significant improvement across all subtests (reading, vocabulary, word analysis) of the Iowa Form E assessment.

Figure 13. Iowa Form E Assessment 3rd Grade Scale Scores at Pre- and Post-testing



* p<.05

- ◆ Third grade students showed significant gains on the Iowa Form E reading and vocabulary subtests. While gains were also observed in word analysis, the difference was non-significant.

Significant improvements were observed among Kindergartners, 2nd and 3rd graders on the Iowa Form E assessment. Gains were observed across all subtests with one exception; 3rd grade performance on the word analysis subtest was not statistically significant.

In sum, Journeys students showed significant gains on both standardized, national assessments: Terranova 3 and Iowa Form E. The consistency of findings across assessments, subtests, Common Core standards, cognitive levels and grade levels means that we can be confident that gains observed are real. Moreover, the growth in percentile rankings on both assessments indicate that these results are meaningful – Journeys students performed at a higher rate than is expected.

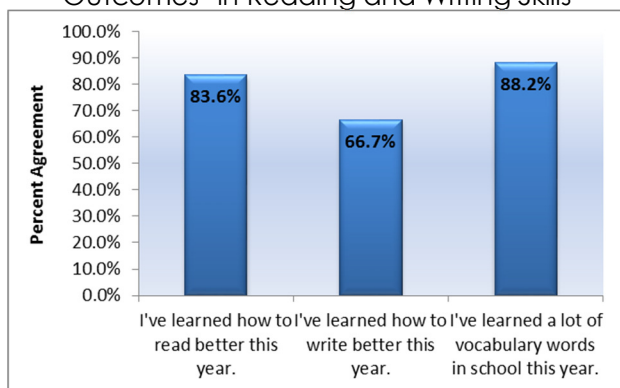


Student Perceptions of Learning Outcomes

While the primary focus of the Journeys program is to improve students' reading and language arts understanding and skills, the program incorporates a number of program components that may have an effect on other important aspects of education, including affective attitudes. Measures were included in the pilot study to explore whether use of the Journeys Common Core program was associated with changes in student attitudes towards reading as well as changes in teacher practices and attitudes.

Results showing improvement on the TerraNova 3 and Iowa assessments are supported by information from the student surveys. As shown in Figure 14, the majority of students (over 65%) reported that they learned a lot during the school year as it relates to reading, writing, and vocabulary.

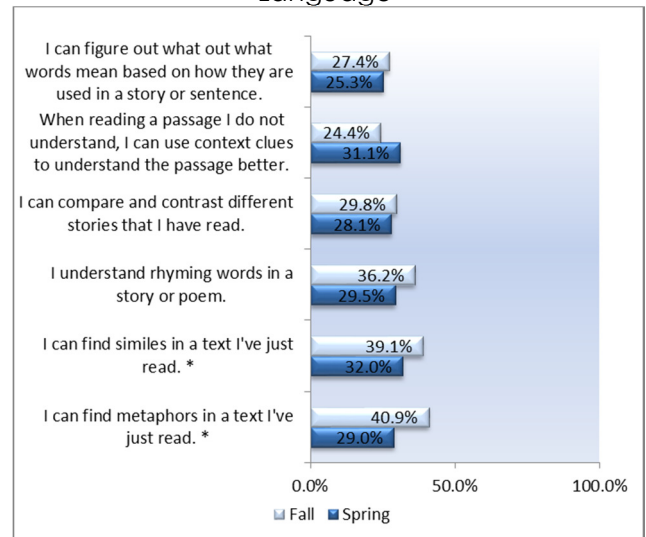
Figure 14. Student Agreement to Learning Outcomes* in Reading and Writing Skills



*Items from Spring Student Survey

That said, examination of pre-post changes of items measuring self-perceived reading and writing and vocabulary skills were significant for only a few skills. Students felt they could find metaphors and similes in text they read slightly more in Fall than Spring, $t_{(129)}=3.10$ and $t_{(125)}=2.94$, $p<.05$. They also agreed more that they could read chapter books, summarize a text they just read, and understand the plot of a story in Fall than in Spring, $t_{(129)}=4.23$, $t_{(128)}=2.14$, and $t_{(143)}=2.30$, $p<.05$. Although not significant, students agreed more that they had several other skills related to story parts, figurative language, general reading, and reading comprehension in Fall than they did in Spring, as seen in Figures 15 through 18.

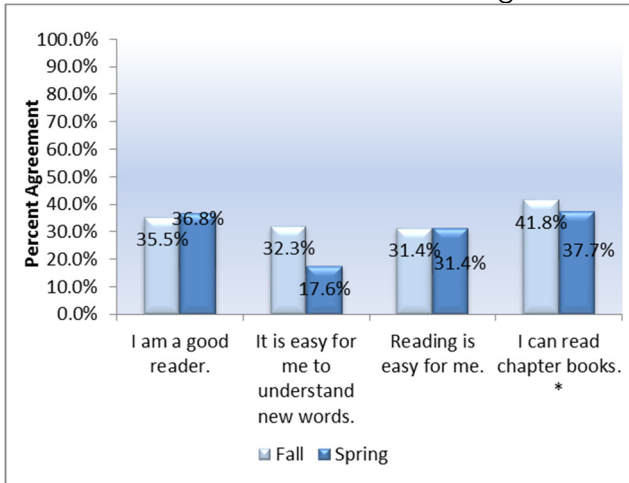
Figure 15. Student Agreement to Learning Outcomes in Story Parts and Figurative Language



*Significant at $p<.05$ level.

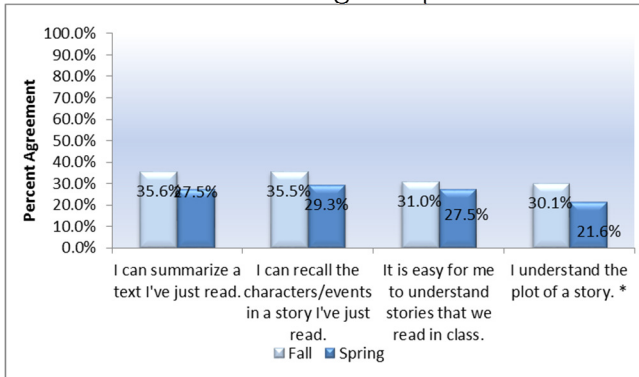


Figure 16. Student Agreement to Learning Outcomes in General Reading



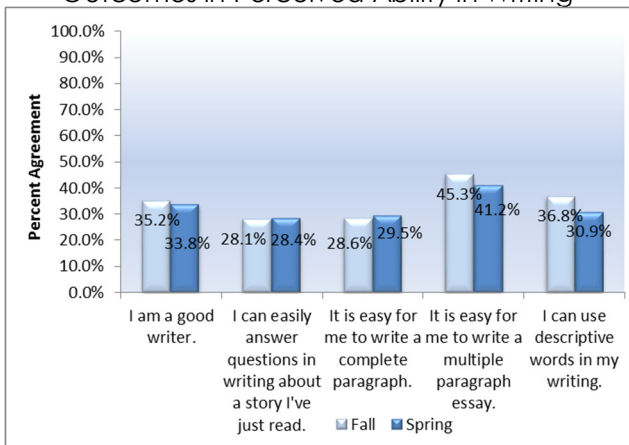
*Significant at $p < .05$ level.

Figure 17. Student Agreement to Learning Outcomes in Reading Comprehension



*Significant at $p < .05$ level.

Figure 18. Student Agreement to Learning Outcomes in Perceived Ability in Writing



The majority of students reported that they learned a lot during the school year in the areas of reading, writing, and vocabulary. However, this did not necessarily translate to changes in their perceptions about their abilities in specific areas (i.e., they did not feel they were more skilled by the end of the school year as compared to the beginning of the school year).

Overall, almost half (42.8%) of teachers felt that the Journeys program helped their students' reading skills improve more quickly than they did with their previous Reading/Language Arts program (see Figure 19). All (100%) teachers also felt that their students' reading, fluency, comprehension, vocabulary skills, and to a lesser extent their writing, had improved as a result of the Journeys program (see Figure 20). The large majority of teachers agreed that the Journeys program helped their students develop reading/writing and inquiry skills, and understanding of material during and after the lesson, as shown in Figure 21.

Figure 19. Teacher Rating of Item: Is the Journeys program better than the program you used in the prior school year?

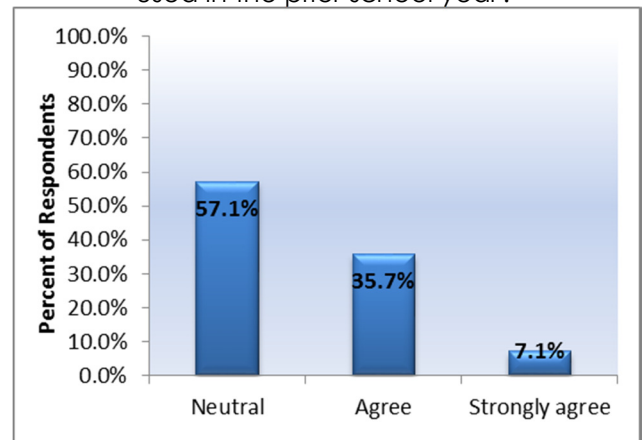




Figure 20. Teacher Perceptions of the Degree to Which the Journeys Program Helped Students' Abilities

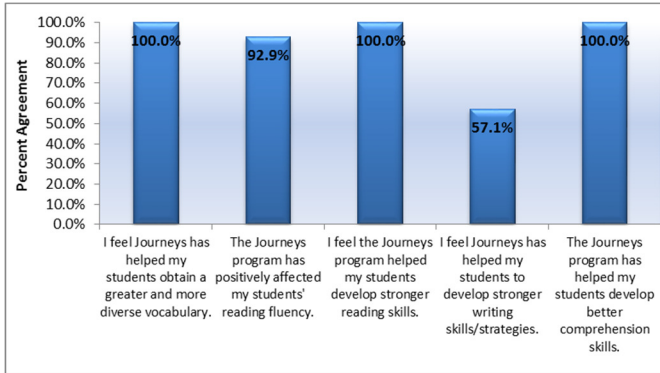
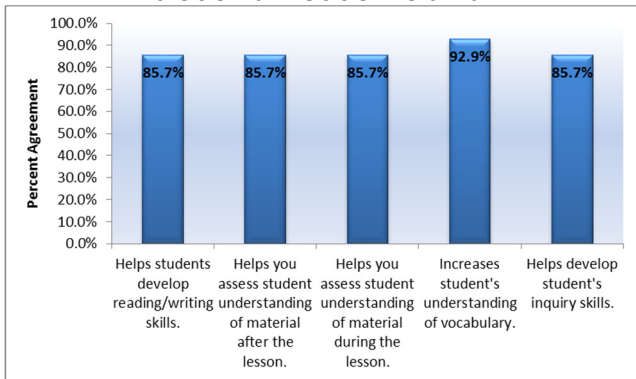
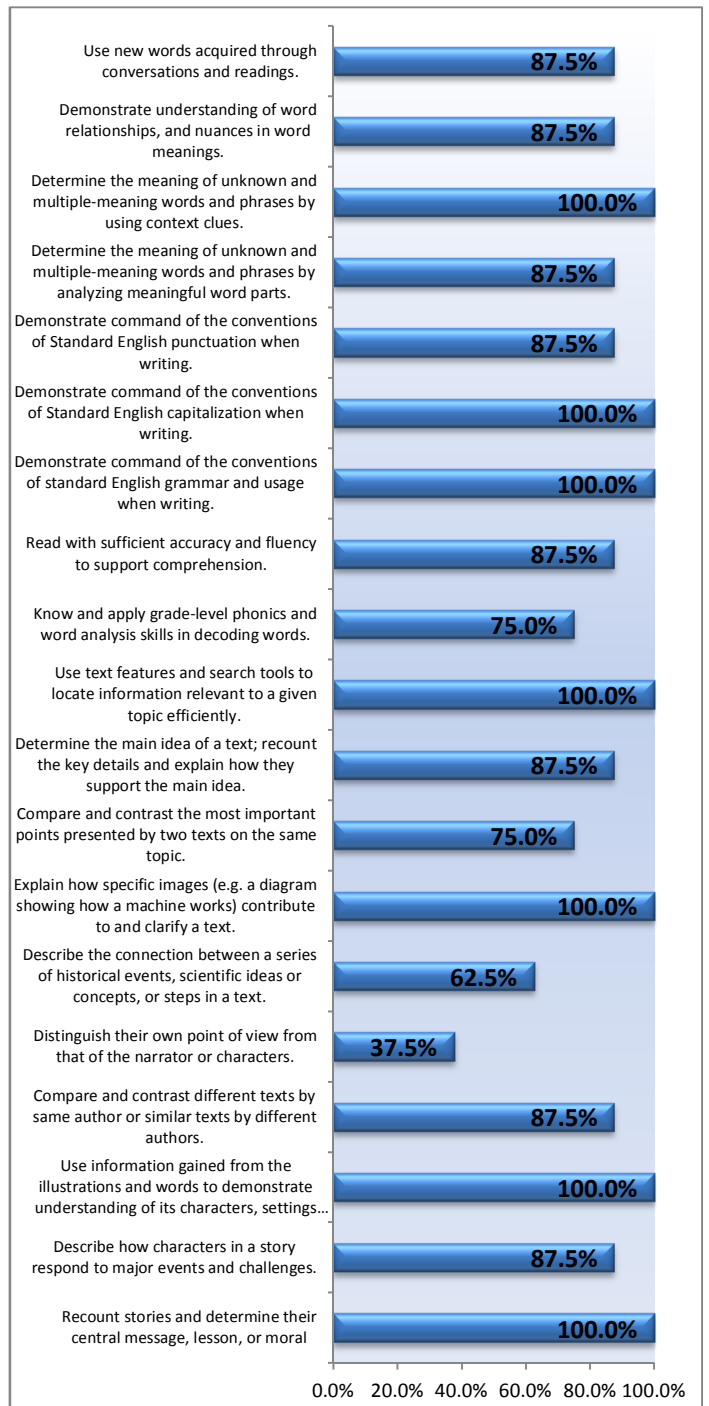


Figure 21. Teacher Perceptions of Impact on Students' Academic Skills



In addition, teachers perceived the Journeys program as helping their students gain many skills associated with the Common Core standards. As shown in Figure 22, the majority of 2nd and 3rd grade teachers (75% or more) agreed that the Journeys program helped their students make gains in 17 of 19 Common Core-related skills (see Figure 22). Fewer teachers agreed that the program was useful in helping students describe the connection between a series of historical events, scientific ideas or concepts, or steps in a text (62.5%), and distinguishing their own point of view from that of the narrator or characters (37.5%).

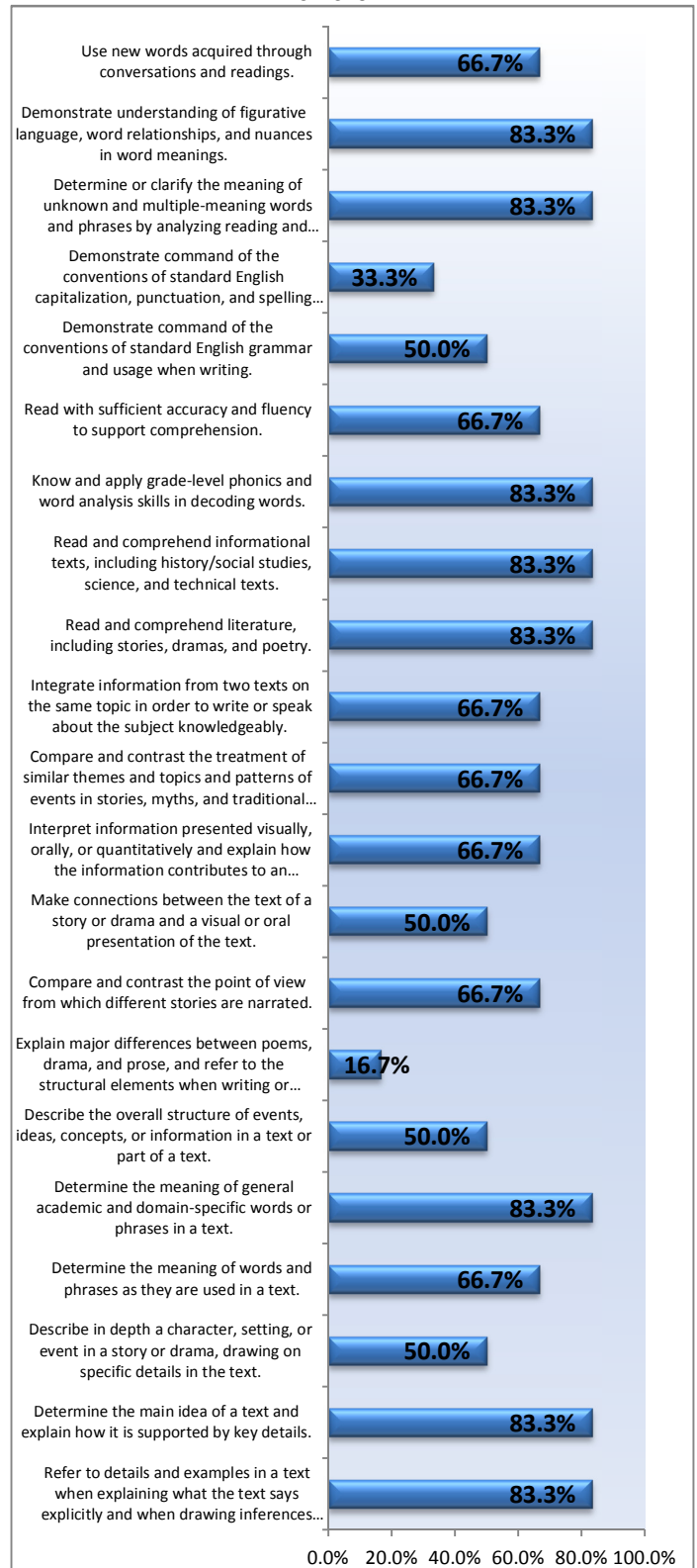
Figure 22. Teacher Perceptions of the Usefulness of Journeys Common Core Features for Grades 2 and 3





Similarly, the majority of teachers (50% or more) agreed that the Journeys program helped their students make gains in 19 of 21 Common Core-related skills for fourth and fifth grade (see Figure 23). The least usefulness was seen for demonstrating command of the conventions of standard English capitalization, punctuation, and spelling while writing (33.5%), and explaining major differences between poems, drama, and prose, and referring to the structural elements when writing or speaking about a text (16.7%).

Figure 23. Teacher Perceptions of the Usefulness of Journeys Common Core Features: Grades 4 and 5





Teachers' level of agreement that the Journeys program helped their students improve specific writing skills were lower than for many of the other Common Core skills. Agreement was greater for skills in second and third grade than for skills in fourth and fifth grade, see Figures 24 and 25.

Figure 24. Teacher Perceptions of the Usefulness of Journeys Common Core Writing Features for Grades 2 and 3

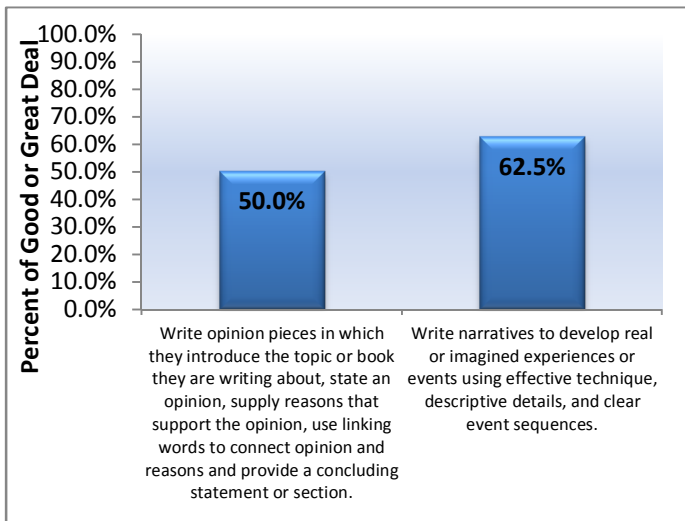
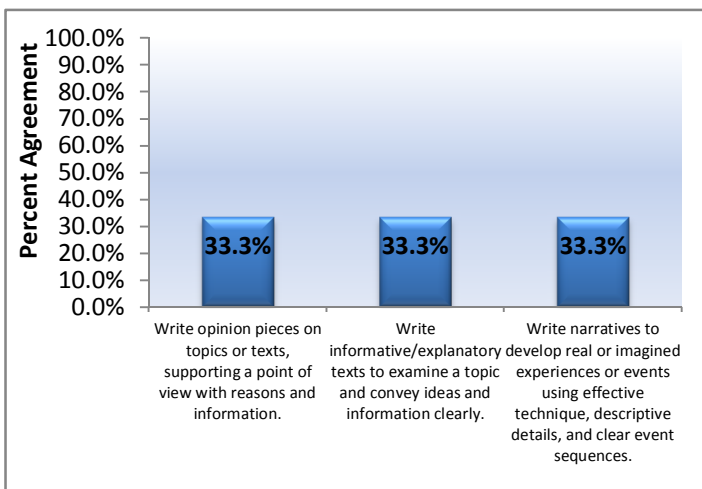


Figure 25. Teacher Perceptions of the Usefulness of Journeys Common Core Writing Features for Grades 4 and 5



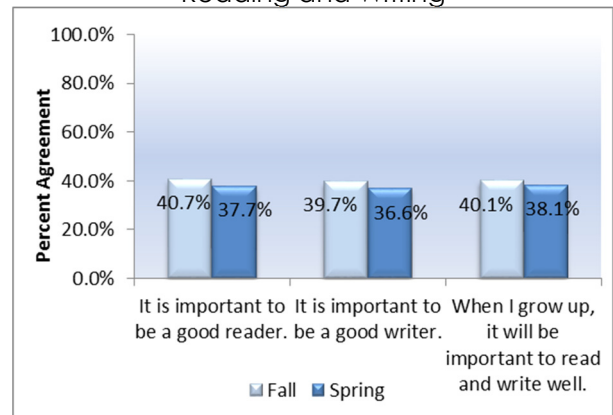
- ◆ *Journeys is a good program; there's a variety of stories and text and the students are engaged. – WY 4th Grade Teacher*
- ◆ *The questions in the journeys program has really improved students comprehension skills. – AZ 2nd grade teacher*
- ◆ *The stories have a lot of variety and exposes the students to life experiences. – WY 4th Grade Teacher*

In general, teachers felt that the Journeys program helped students with their reading, comprehension, vocabulary and fluency skills. However, the program's impact on writing skills was not viewed as highly.

Perceived Importance of Reading and Writing

Overall, about 40% of students believed that it is important to read and write well, see Figure 26. There were no significant differences from Fall to Spring, $p > .05$; thus, students' beliefs of the importance of reading and writing were consistent from the beginning to the end of the year.

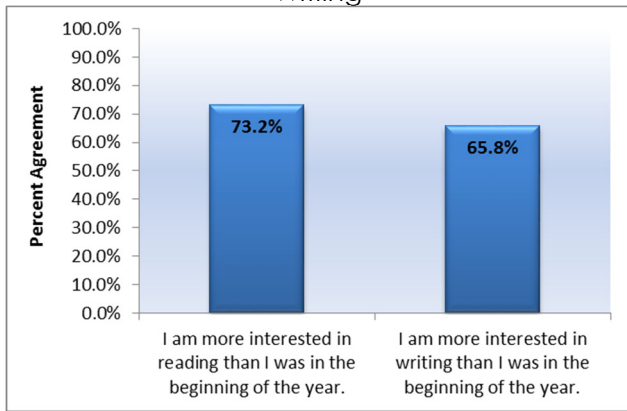
Figure 26. Student Perceptions of Importance of Reading and Writing





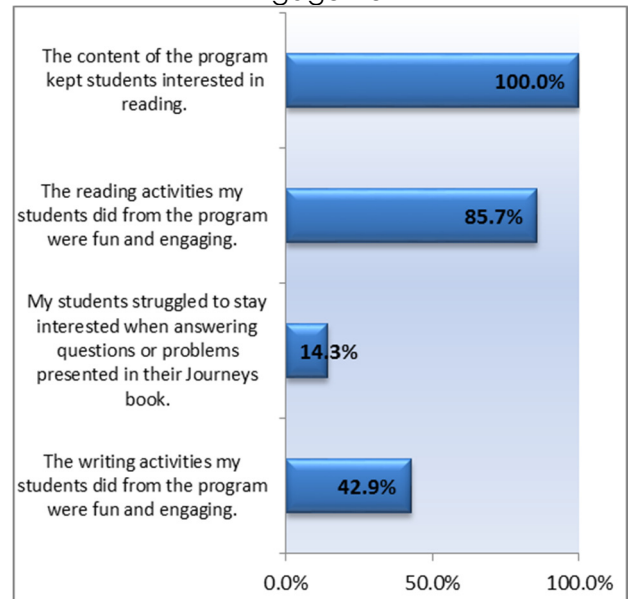
Overall students reported that they were more engaged in reading and writing at the end of the school year as compared to the Fall, as shown in Figure 27.

Figure 27. Student Engagement in Reading and Writing



As shown in Figure 28, similar to students, the majority of teachers felt that the content of the program kept students interested and their students enjoyed reading their Journey’s books. Writing activities were not as highly rated (i.e., teachers felt their students did not find writing activities as fun and engaging) as the reading activities. This is consistent with teachers’ perceptions of how much the Journeys program helped students improve their reading and writing skills.

Figure 28. Teacher Perceptions of Student Engagement



- ◆ *The stories are more engaging and match to their level. – AZ 5th Grade teacher*
- ◆ *Students are much more interested in the stories included in Journeys, especially the non-fiction pieces. – AZ 4th grade teacher*

Teachers reported a higher level of student engagement while using the Journeys program. In particular, the majority felt that students were more engaged in reading (including reading lessons and activities).

Despite students reporting being more interested in reading and writing at the end of the school year, in general students showed no changes in their enjoyment for vocabulary, reading, and writing activities from Fall to Spring, see Figure 29 through 32. No statistically significant differences were observed with the exception of five items. Students learning new vocabulary words, using vocabulary words in a sentence, and reading poetry were more enjoyable in the Fall than in



the Spring, $t(276)=2.15, t(273)=1.93$, and $t(129)=2.68, p<.05$. Students also reported enjoying writing and feeling that writing was fun more in Fall than in Spring, $t(275)=2.02$, and $t(277)=2.90, p<.05$. In sum, students enjoyment of reading and writing was generally low (35% or less enjoyed these activities) at Fall and Spring.

Figure 29. Student Agreement to Enjoyment of Word Meaning Activities

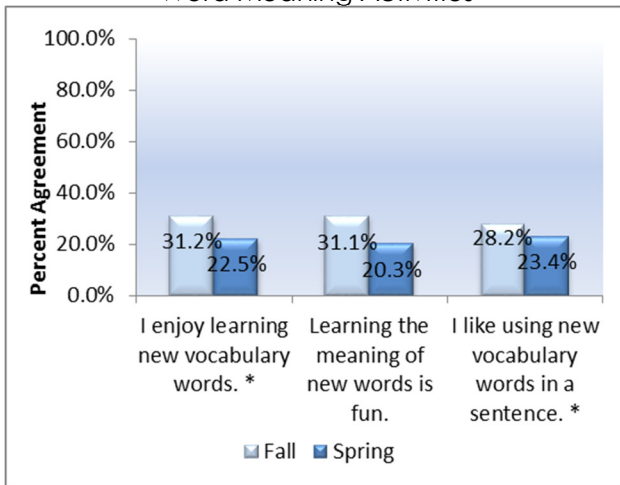


Figure 30. Student Agreement to Enjoyment of Reading

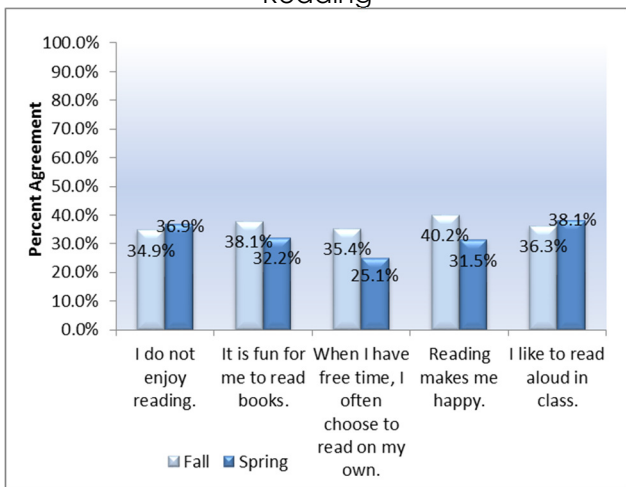


Figure 31. Student Agreement to Enjoyment of Reading by Genre

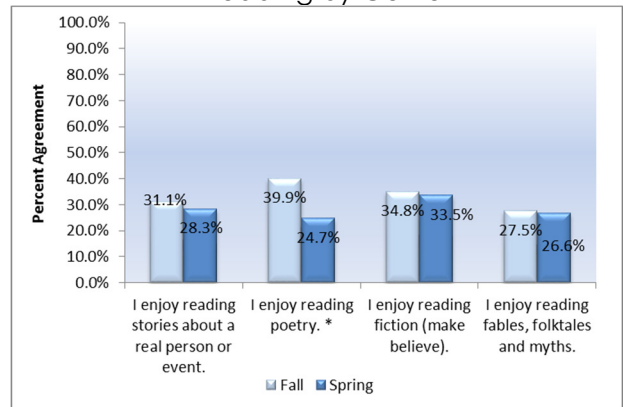
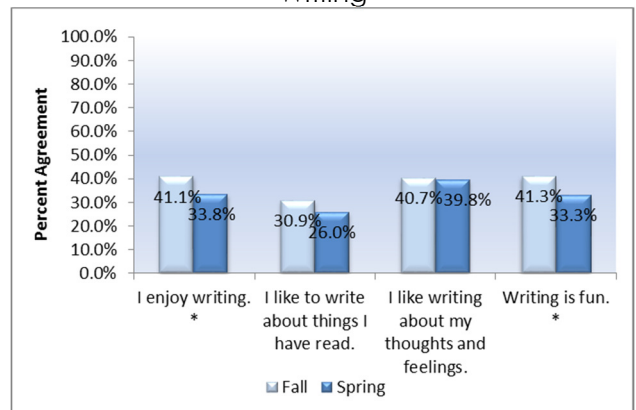


Figure 32. Student Agreement to Enjoyment of Writing

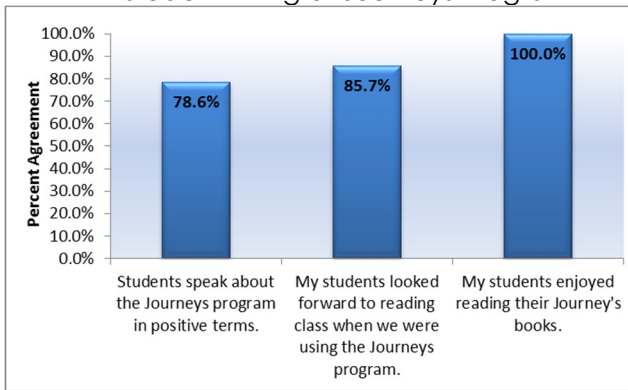


*Significant at $p<.05$ level.

In contrast, teachers' perceived more positive accounts of their students' enjoyment levels. As shown in Figure 33, teachers thought their students looked forward to reading class, and enjoyed reading their Journey books. They also believed their students spoke positively about the Journey program. It is important to note that unlike the students, teachers were asked directly to reflect on their students' enjoyment of the Journeys program, and not general liking for reading and writing.



Figure 33. Teacher Agreement to Satisfaction with Student Liking of Journeys Program

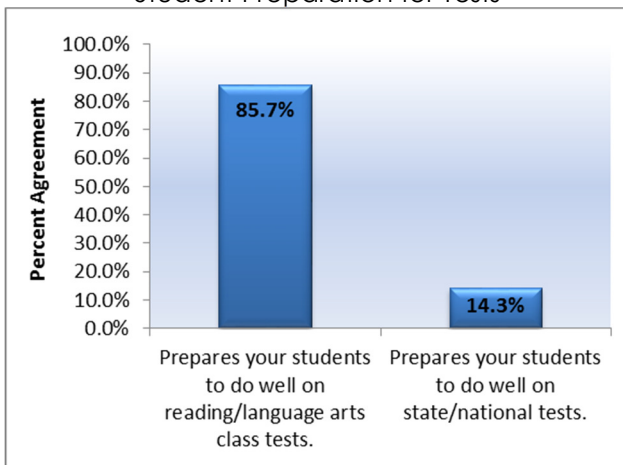


The vast majority of teachers reported that their students enjoyed reading from the Journeys text, looked forward to reading class, and spoke about the Journeys program in positive terms.

Student Preparation for Future Tests

Teachers’ believed that the Journeys program had a positive impact on students’ preparation for reading/language arts tests; however, they did not believe that the program prepared them to do well on state/national tests, see Figure 34.

Figure 34. Teachers Perceptions of Impact on Student Preparation for Tests



- ◆ *Journeys challenges students more than other programs I've used and I'm excited to see how they do on the state assessment. – WY 2nd Grade Teacher*

Teacher Outcomes

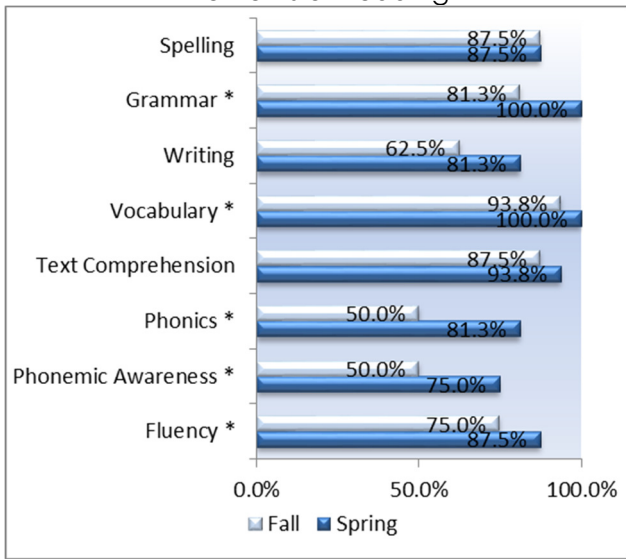
Preparedness

When analyzing teacher-specific outcomes, results from teacher surveys indicated that the Journeys program was associated with positive changes in preparedness to teach the five elements of reading. As shown in Figure 35, there were significant increases in teachers’ preparedness to teach fluency, phonemic awareness, phonics, vocabulary, and grammar $t(15)=2.74, t(15)=2.78, t(15)=2.45, t(15)=2.42,$ and $t(15)=2.74, p<.05,$ respectively.

Teachers’ preparedness in several best practices also significantly increased, including teaching strategies for decoding new words, $t(15)=3.91, p<.05,$ using small, leveled groups with students working independently, $t(15)=2.44, p<.05,$ using assessments to inform instruction, $t(15)=2.15, p<.05,$ providing differentiated instruction, $t(15)=2.52, p<.05,$ and assisting Limited English Proficient students with language acquisition, $t(15)=2.08, p<.10$ (see Figure 36). The Journeys program was also associated with improvements in teachers’ preparedness in covering Common Core standards, $t(15)=2.24, p<.05,$ including making connections between the text and self, $t(15)=2.42, p<.05,$ making connections between the text and other texts read, $t(15)=2.45, p<.05,$ practicing a variety of decoding strategies, $t(15)=4.04, p<.05,$ engaging in explicit phonics activities, $t(15)=2.24, p<.05,$ and making connections between the text and the world, $t(15)=2.08, p<.10$ (see Figure 37).

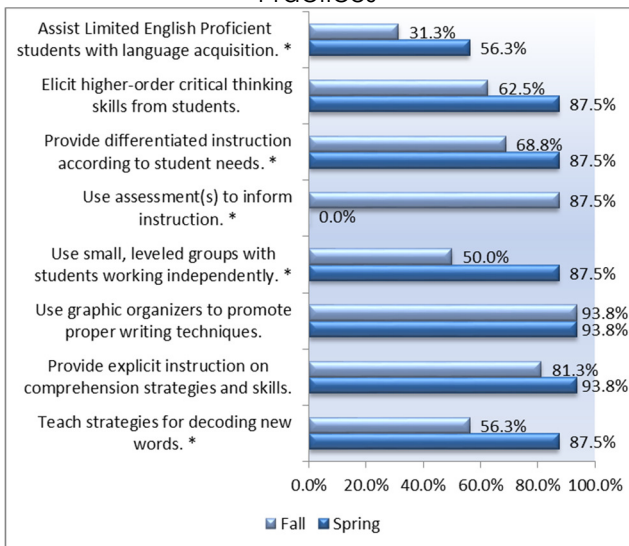


Figure 35. Teacher Preparedness to Teach Five Elements of Reading



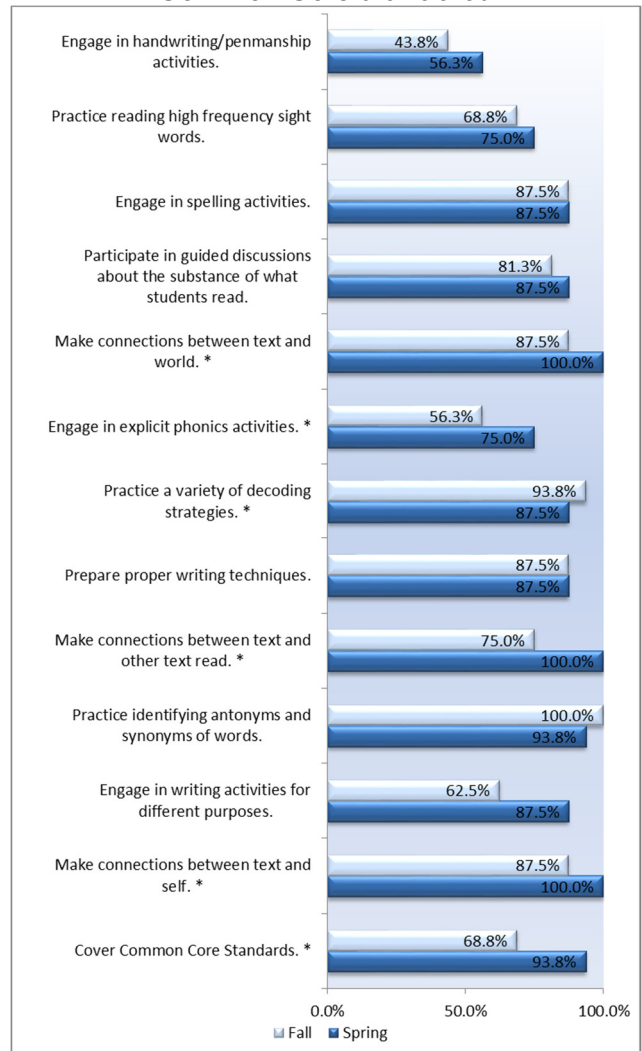
*Significant at p<.05 level.

Figure 36. Teacher Preparedness for Best Practices



*Significant at p<.05 level.

Figure 37. Teacher Preparedness to Teach the Common Core Standards



*Significant at p<.05 level.

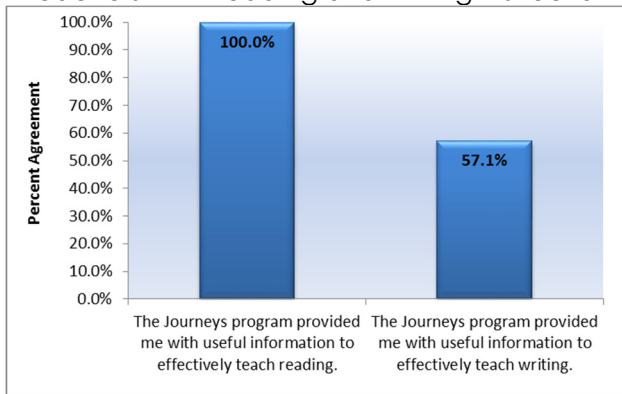
◆ *I like that Journeys hits all the standards of reading and makes it very clear for teachers. – WY 3rd Grade Teacher*

Assistance of Program

All of the teachers felt that the Journeys program provided them with useful information to effectively teach reading (100%). However, with respect to writing, a smaller majority (57%) felt the program was helpful to teachers and their students, see Figure 38.



Figure 38. Assistance of Program in Helping Teachers with Reading and Writing Instruction



- ◆ *I really like it, it meets the needs of all my learners. There's a lot there. – AZ 4th grade teacher*
- ◆ *The Journeys skills really build on one another and are really, really good. – WY 5th Grade Teacher*

Teachers felt greater levels of preparedness to teach vocabulary, grammar, phonics, phonemic awareness, and fluency. In addition, the majority felt that the Journeys program was useful in helping them effectively teach various Common Core-related activities as well as engage in best practice literacy activities.

Intervention and Individualization

Overall, teachers viewed the Journeys program as helpful in supporting instruction to a diverse range of students. Teachers reported that the Journeys program provided them with assistance to provide differentiated instruction to students as well as to provide intervention when needed, see Figure 39. The teachers also found the components to be helpful for differentiating instruction for students with on-

level and below-average ability and, to a lesser extent, students with above-average ability, see Figure 40.

Figure 39. Teacher Perceptions of the Degree to which the Journeys Program Helped with Intervention and Individualizing Instruction

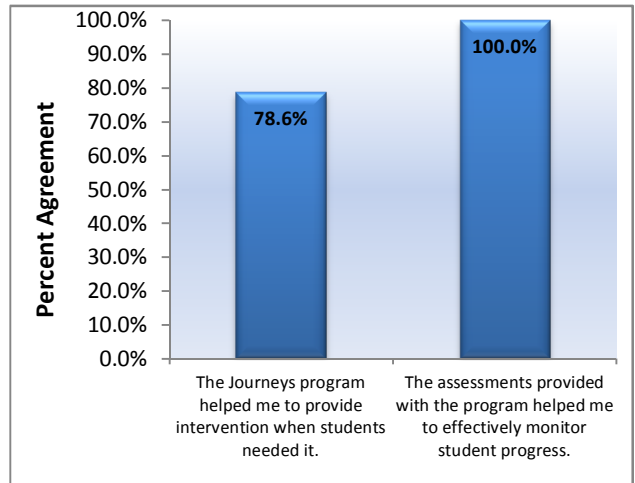
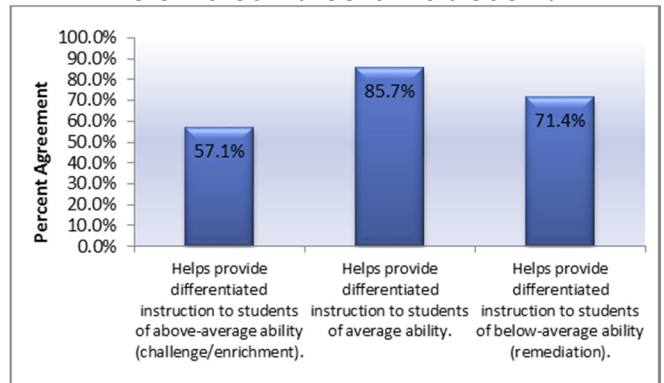


Figure 40. Teacher Perceptions of the Degree to which the Journeys Program Helped Provide Differentiated Instruction to Students



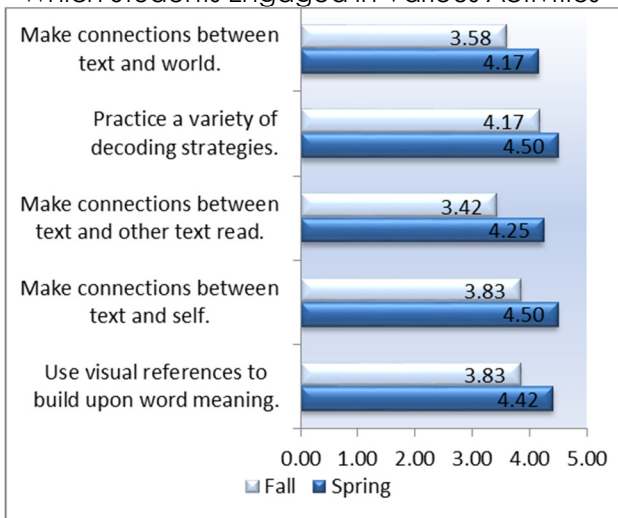
In general, teachers felt that the Journeys program provided them with assistance to provide differentiated instruction and intervention to students when needed.



Changes in Classroom Activities/Practices

Teachers were asked how often typical classroom activities occurred in the Fall and Spring of the 2013-14 school year. Several significant changes were reported in the extent to which their students engaged in various classroom activities, see Figure 41. The extent to which teachers engaged students in activities that connected the reading to the world, the self, and the rest of the world increased over time. Teachers also reported using visual references to build on word meaning and having students practice decoding strategies more in the Spring than the Fall.

Figure 41. Teacher Perceptions of the Degree to Which Students Engaged in Various Activities*

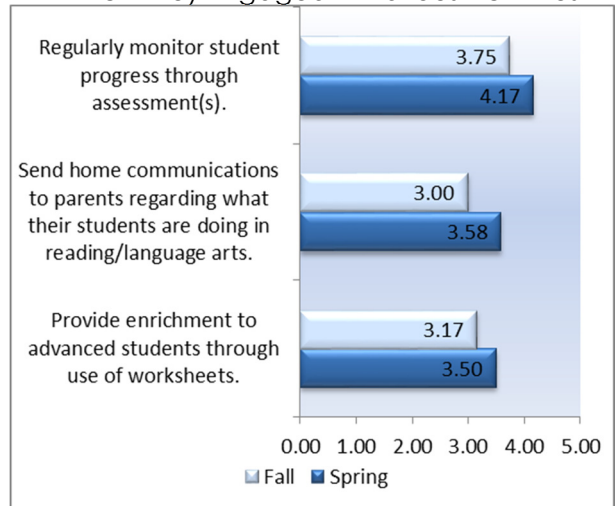


*All significant at $p < .05$ level. Based on scale from 1=never to 5=all the time.

Teachers were also asked to rate the frequency at which teachers engaged in various classroom activities in Fall and Spring. Significant differences are shown in Figure 42. As shown, teachers more frequently monitored

student progress through assessments, sent home communications to parents, and provided enrichment to advanced students through worksheets in Spring as compared to Fall.

Figure 42. Teacher Perceptions of the Degree to Which They Engaged in Various Activities*



*All significant at $p < .05$ level. Based on scale from 1=never to 5=all the time.

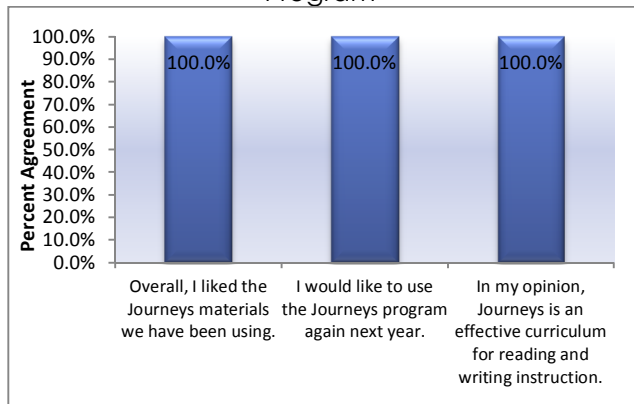
In general, teachers reported making connections between the readings and the world, self, and other texts, monitoring student progress through assessment, and sending home communications to parents more in Spring than in Fall.



What do teachers and students think about the Journeys program and the various components contained within it?

Teachers participating in the study overwhelmingly agreed that they liked the program overall. As shown in Figure 43, all of the teachers liked the Journeys program and would like to use it during the upcoming school year. They all felt the program was an effective curriculum for reading and writing.

Figure 43. Teacher Opinions on Journeys Program

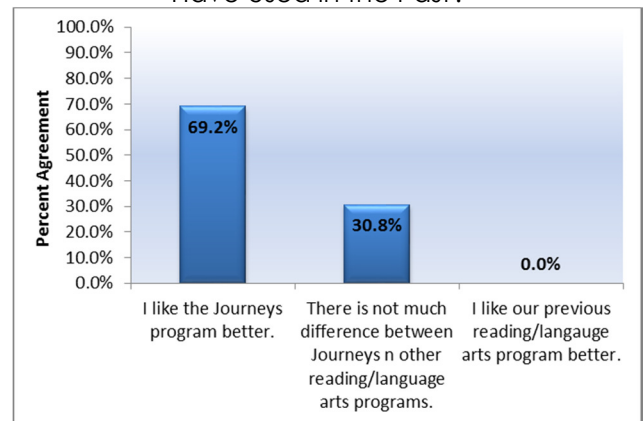


- ◆ *I like the activities on the back of the vocab cards; they're really great for thinking. – WY 4th Grade Teacher*
- ◆ *I like that it is so easy to organize. – AZ 3rd grade teacher*
- ◆ *I like Journeys; I like all the resources to choose from. – WY 2nd Grade Teacher*
- ◆ *I really like how the program has a lot of spiraled review. – AZ 3rd grade teacher*

When asked to compare the Journeys program to other reading/language arts programs they have used in the past, the majority (69.2%)

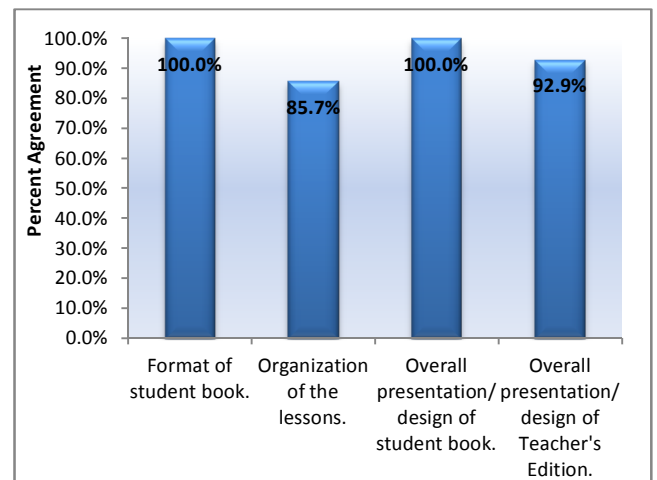
indicated that Journeys program was better. Another 31% thought the Journeys program was similar to prior programs, while no one preferred their prior reading/language arts program, see Figure 44.

Figure 44. Comparison of Journeys and Prior Reading/Language Arts Program: "How Did the Journeys Program Used This Year Compare to Other Reading/Language Arts Programs You Have Used in the Past?"



Teachers also liked the overall format, design and presentation of the books and Teacher’s Edition, see Figure 45.

Figure 45. Teacher Feedback on Format and Design of the Textbook



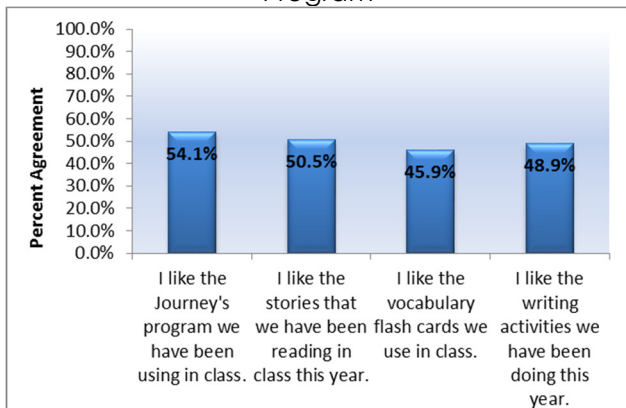


- ◆ *At first Journeys was overwhelming, but over time I'm getting to like it more and more. – WY 5th Grade Teacher*
- ◆ *After the second lesson it went really smoothly; Journeys is easy to implement. – WY 5th Grade Teacher*
- ◆ *It has helped me to focus on the strategies and skills we are working on. – AZ 2nd grade teacher*

The teachers unanimously enjoyed using the Journeys program and would like to use the program during the following school year. Most felt that it was a better program compared to what they used previously.

Students were also asked via surveys what they thought of the Journeys program. As shown in Figure 46, the majority indicated that they liked the program as a whole (54%) as well as the stories they read in class (51%). Many students liked the vocabulary flash cards (46%) and the writing activities (49%), as well.

Figure 46. Student Opinions on the Journeys Program

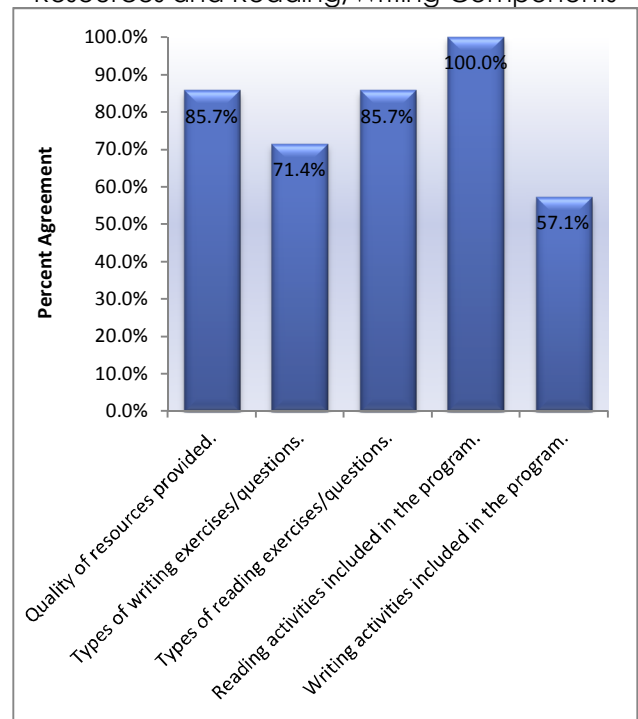


In general, students also liked the Journeys program. They were equally enthusiastic about the stories and writing activities.

Feedback Specific to Journeys Components

Teachers were asked about the extent to which they liked various components of the Journeys program. As shown in Figure 47, teachers gave higher ratings to the reading activities and exercises/questions as compared to the writing component. In addition, most of the teachers liked the quality of resources provided with the Journeys program.

Figure 47. Teacher Feedback on Quality of Resources and Reading/Writing Components



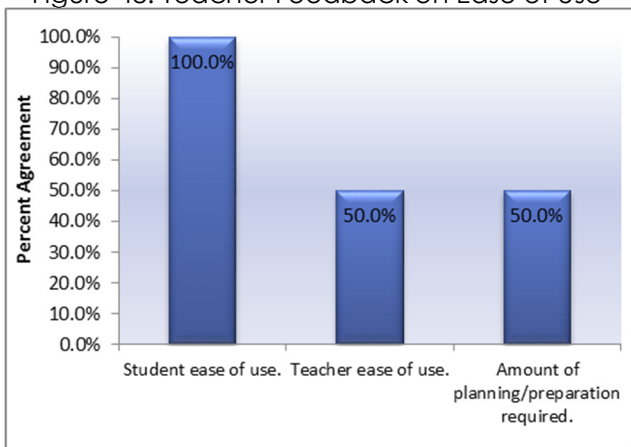
Teachers liked the quality of the resources, especially the reading activities and exercises/questions. However, fewer teachers liked the writing components.



Ease of Use & Usefulness of Resources

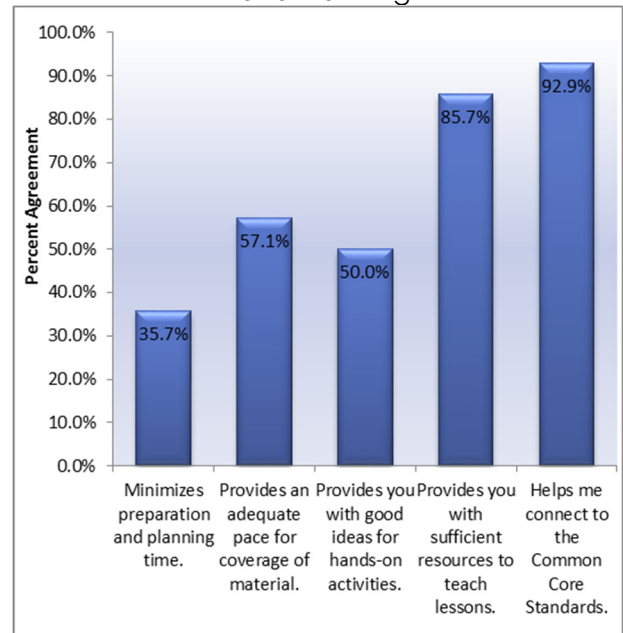
Teachers felt the program was easier for students to use than for teachers. As shown in Figure 48, 100% of teachers thought the program was easy to use by students, while only half thought the program was easy to use by teachers and that the amount of planning/preparation required was reasonable.

Figure 48. Teacher Feedback on Ease of Use



Almost all of the teachers felt the Journeys program provided sufficient resources to teach lessons (86%) and helped them connect to the Common Core Standards (93%). Many teachers also felt that the Journeys program provided a good pace (57%) and good ideas for hands-on activities (50%). The lowest ratings were given for minimizing preparation and planning time (36%), see Figure 49.

Figure 49. Teacher Feedback on Preparation and Planning



◆ *It was overwhelming at first because there was so much but I found the Journeys program very easy to use. – AZ 3rd grade teacher*

When asked to rate the usefulness of the specific components of the Journeys program, in general teachers thought that many of the program components were useful. The top rated components included: 1) inclusion of Common Core Standards, 2) comprehension strategies taught, 3) fluency lessons, 4) Your Turn activities following the main selection, and 5) Your Turn activities following the anchor text in every lesson. The least favorably rated components were the Writing activities, the Essential Question at the beginning of every lesson, and the phonemic awareness/phonics lessons, see Table 2.



Table 2. Teacher Ratings of Usefulness of Journeys Components

Journeys Lesson Features	Not at all useful	A little useful	Somewhat useful	Useful	Very useful	Useful to Very Useful
Inclusion of Common Core Standards	0%	0%	7.1%	21.4%	71.4%	92.8%
Comprehension strategies included in the TE	0%	0%	14.3%	7.1%	78.6%	85.7%
Fluency Lessons	7.1%	0%	7.1%	64.3%	21.4%	85.7%
Your Turn activities following the Main Selection	0%	0%	14.3%	35.7%	50.0%	85.7%
Your Turn activities following the Anchor Text	0%	0%	14.3%	35.7%	50.0%	85.7%
The Journeys program as a whole.	0%	0%	7.1%	28.6%	64.3%	82.9%
Spelling activities included in the program.	0%	10.0%	10.0%	60.0%	20.0%	80.0%
Grammar activities included in the program.	0%	7.7%	15.7%	38.5%	38.5%	77.0%
Phonemic Awareness/Phonics Lessons (K-2).	7.1%	7.1%	14.3%	57.1%	14.3%	71.4%
Essential Question at the beginning of every lesson.	0%	7.1%	28.6%	14.3%	50.0%	64.3%
Writing activities included in the program.	7.1%	28.6%	35.7%	14.3%	14.3%	28.6%
Journeys Resources	Not at all useful	A little useful	Somewhat useful	Useful	Very useful	Useful to Very Useful
Vocabulary in Context cards.	0%	0%	0%	7.1%	92.9%	100.0%
Weekly Assessments included in the Grab and Go Kit	0%	0%	0%	57.1%	42.9%	100.0%
Another Text of Lesson	0%	0%	0%	7.1%	92.9%	100.0%
Think Through the Text	0%	0%	0%	35.7%	64.3%	100.0%
Informational Text of the Lesson	0%	0%	0%	42.9%	57.1%	100.0%
Teachers Edition.	0%	0%	7.1%	14.3%	78.6%	92.9%
Student book.	0%	0%	7.1%	14.3%	78.6%	92.9%
Focus Wall	0%	7.1%	0%	28.6%	64.3%	92.9%
Leveled Readers.	0%	0%	7.1%	21.4%	71.4%	92.8%
Trade Books (grades 3-5 only)	0%	9.1%	0%	72.7%	18.2%	90.9%
Read Aloud Book	0%	0%	10%	50%	40%	90.0%
Reading Adventures Magazine	0%	0%	12.5%	75%	12.5%	87.5%
Vocabulary Readers.	0%	0%	14.3%	28.6%	57.1%	85.7%
Independent Reading activities	0%	0%	14.3%	35.7%	50%	85.7%
Grab and Go!	0%	7.1%	7.1%	42.9%	42.9%	85.5%
Practice Book	7.7%	7.7%	0%	38.5%	46.2%	84.7%
Graphic Organizers.	0%	7.7%	7.7%	30.8%	53.8%	84.6%
Reader's Notebook	0%	7.1%	14.3%	28.6%	50%	78.6%
Decodable Readers	0%	0%	33.3%	33.3%	33.3%	66.6%
Journeys Digital Online Companion.	0%	0%	37.5%	37.5%	25%	62.5%
Journeys Unit Benchmark Assessments	7.1%	28.6%	7.1%	42.9%	14.3%	57.2%
My Write Smart	16.7%	16.7%	33.3%	16.7%	16.7%	33.4%
Instructional Flip Chart	33.3%	11.1%	22.2%	33.3%	0%	33.3%
Literacy Centers	30.8%	15.4%	23.1%	15.4%	15.4%	30.8%
Running Records included in the Grab and Go Kit.	0%	14.3%	57.1%	14.3%	14.3%	28.6%



How is Journeys typically implemented in classrooms? How long does it take teachers to feel comfortable using the new Journeys program?

As previously noted, teachers were provided with Journeys implementation guidelines and asked to use the program according to the guidelines. Furthermore, teachers were provided with training on how best to use the program to meet their instructional needs. As with the commencement of any new curriculum program, there were early challenges in implementation due to learning a new program and trying to figure out how to best fit the program within their literacy time. In addition, some teachers who did not have a lot of experience with small groups/ literacy centers and therefore found that setting these up and managing small groups challenging. However, for the most part teachers became comfortable with using the program following the first month.

◆ *“The first month was very hard to find time to teach all the components. The manual wasn’t very explicit in initial implementation so it’s been a month of experimenting and trying to figure things out.” – AZ Teacher*

With this in mind, results on implementation reveal that program usage was high and teachers did quite well in implementing Journeys Common Core with fidelity. Only one teacher was rated as a low implementer due to failure in implementing Journeys small groups and language arts instructional activities.

As shown in Table 3, teachers in grades 2 and 4 showed the highest levels of implementation, followed by 3rd and 5th. Examination of usage data from the monthly teacher logs show that, across all grade levels, teachers used the Vocabulary, Reading of Anchor Text and Read Alouds, Analyze Text, and Read and Comprehend for most of their lessons (see Table 4 on the following page). In contrast, teachers rarely used the Extend the Topic, and many of the available small group resources.

Table 3. Implementation Level by Grade

		Implementation Level		
		Low	Moderate	High
Grade (N=4 for each grade)	2	0.00%	25.00%	75.00%
	3	0.00%	50.00%	50.00%
	4	0.00%	0.00%	100.00%
	5	25.00%	50.00%	25.00%



Table 4. Implementation of Journeys Program Components* (Percent Who Used Often to Always)

Program Components	Percent
WHOLE GROUP ACTIVITIES	
Introduce Words to Know/Vocabulary	98.5%
Read the Anchor Text	98.5%
Analyze the Text	97.1%
Teacher Read Aloud	96.3%
Read and Comprehend	95.6%
Informational Text	91.2%
Assessment	91.2%
Apply Vocabulary Knowledge	89.7%
Dig Deeper	89.0%
Think Through the Text	88.9%
Independent Reading	87.5%
Fluency	85.3%
Vocabulary Strategies	84.6%
Phonemic Awareness/Phonics (K-3 only)	82.1%
Your Turn	77.8%
Opening Routines (K-3 only)	67.6%
Extend the Topic	46.0%
SMALL GROUP ACTIVITIES	
My Write Smart	75.7%
Teacher- or school-created center activity	65.0%
Leveled Readers	63.7%
Decodable Readers	48.2%
Trade Books (Grades 3-5)	39.4%
Reader's Notebook	29.9%
Vocabulary Readers	27.2%
Literacy Centers	13.8%
Go Digital	9.7%
Individualized Instruction with Struggling Readers	6.2%

The activities that were used most often included the Vocabulary, Reading of Anchor Text and Read Alouds, Analyze Text, and Read and Comprehend. The activities that were used less often were the Journeys small group activities.



As previously noted, it was commented that the program’s language arts resources were not as extensive as teachers would have liked. As a result, implementation of the Journeys Common Core language arts resources was not as high as that observed for usage of reading resources. However, this tended to vary by grade level and resource type. As shown in Table 5, grammar was used with a high level of frequency among 2nd – 4th graders. These teachers reported that such resources were rare at these early grade levels and were very satisfied to have grammar resources available. As well, the 4th grade teachers tended to use the writing resources with a high level of frequency. Spelling resources were used on occasion (approximately half the time) and 5th grade teachers in particular showed the lowest levels of Journeys language arts usage.

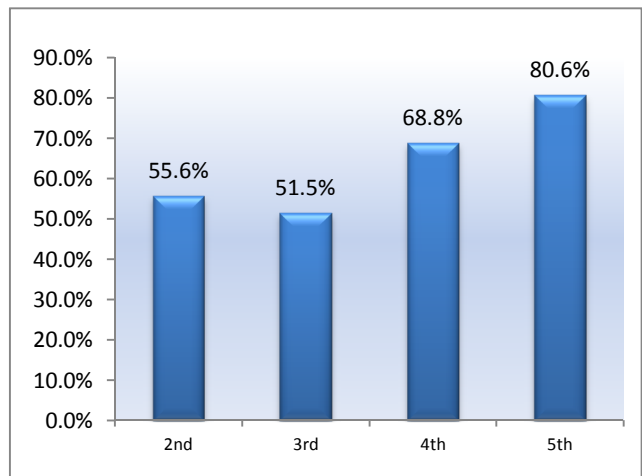
Table 5. Implementation of Journeys Language Arts Components (Percent Who Used Often to Always)

		Implementation Level		
		Spelling	Grammar	Writing
Grade (N=4 for each grade)	2	47.2%	83.3%	44.4%
	3	54.5%	84.8%	51.5%
	4	46.9%	93.8%	93.8%
	5	52.8%	33.3%	44.4%

Teachers also supplemented the Journeys program with other resources according to the needs of their students. As shown in Figure 50, teachers in grades 2-3 tended to supplement less than teachers at the upper elementary grades 4-5. Teachers

primarily supplemented the Journeys program with writing prompts that they previously used/created, readers (e.g., Scholastic Little Readers), or online reading resources (e.g., Galileo and Readworks). However, for the most part, they used the Journeys Common Core program primarily for their core instruction.

Figure 50. Percent of Teachers Who Supplemented At Least Once with Non-Journeys Resources



In addition, teachers were asked whether or not they used various ancillary components of the program, including the various assessment tools available. Table 6 shows the percent of teachers who used Journeys resources at least once. As shown, the vast majority of teachers (over 85%) used Weekly Assessments and Vocabulary in Context cards. The least used components included the Running Records, Diagnostic Assessments, Comprehensive Screening Assessments, and the Scaffolded Supports.



Table 6. Percent of Teachers Who Used Journey's Assessment and Ancillary Print Resources

Resource	Percent
Weekly Assessments included in the Grab and Go Kit	97.8%
Vocabulary in Context Cards	85.4%
Daily Lessons	63.5%
Journeys Write in Reader	51.8%
Unit Benchmark Assessments	40.1%
Digital Online Companion	34.3%
Language Support Card	15.3%
Reading Tool Kit	11.7%
ELL Leveled Reader	10.9%
Literacy and Language Guide	10.2%
Comprehensive Screening Assessment	8.8%
Diagnostic Assessment	5.8%
Scaffolded Support	4.4%
Running Records included in the Grab and Go Kit	1.5%

In sum, teachers did very well in implementing the Journeys Common Core program with fidelity, following the implementation guidelines. While there was some variation in the extent to which teachers engaged in Journeys small group and language arts activities (with 5th grade classes showing less usage of these resources than other grade levels), it is also important for teachers to have some flexibility as they try to meet the needs of their students.



Conclusion

The pilot study allowed researchers to obtain preliminary data on teacher and student outcomes associated with using the Journeys Common Core program. Results showed significant growth in performance among students using the Journeys Common Core program over the school year. In addition, gains were observed on different national assessment measures: the Iowa Form E and Terranova 3 Common Core assessment. Moreover, the percentile gains observed across both tests demonstrate that students showed accelerated learning gains that were greater than typical rates. The positive gains were also observed across all Common Core standards measured and cognitive levels (including higher order thinking skills). Thus, the analyses suggest a positive relationship between usage of Journeys Common Core and student reading performance.

These positive results are supported by affective outcomes as well. The majority of teachers reported that the Journeys program helped students with their reading, comprehension, vocabulary and fluency skills. Students also reported that the program helped them to be better readers and writers. That said, the program's impact on writing skills was not viewed as highly as it was considered the weakest component of the program.

Positive outcomes were also observed among teachers. For example, teachers felt greater levels of preparedness to teach vocabulary, grammar, phonics, phonemic awareness, and fluency. In addition, teachers' preparedness to use several best practices and engage in Common Core-related activities increased significantly from Fall to Spring. Teachers also reported that the program provided them with assistance to provide differentiated instruction and intervention to students when needed.

With respect to specific feedback on the Journeys Common Core program, the teachers and students enjoyed using the Journeys program and would like to use the program during the following school year. Teachers felt that it was a better program compared to what they used previously. Furthermore, almost all of the teachers felt the Journeys program provided sufficient resources to teach lessons and helped them connect to the Common Core Standards.

In sum, researchers were able to obtain exploratory information that suggests that the Journeys Common Core program is associated with positive student outcomes. The fact that gains were observed across several subtests (comprehension, vocabulary, language arts, word analysis), grade levels, standards, cognitive levels, and study sites lends support to the conclusion that the Journeys program has a positive impact on student literacy skills.



APPENDIX A: Statistical Results

T-Test Results for Iowa Form E

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
READING Scale Score	-10.769	13.504	1.324	-13.395	-8.143	-8.133	103	.000
VOCABULARY Scale Score	-13.075	15.631	1.518	-16.086	-10.065	-8.613	105	.000
WORD ANALYSIS Scale Score	-13.365	21.015	2.061	-17.452	-9.279	-6.486	103	.000
KEY IDEAS & DETAILS - %Correct	-11.420	18.880	2.273	-15.956	-6.885	-5.025	68	.000
CRAFT & STRUCTURE - %Correct	-13.058	24.246	2.919	-18.883	-7.233	-4.474	68	.000
INTEGRATION OF KNOWLEDGE & IDEAS- %Correct	-11.551	31.997	3.852	-19.237	-3.864	-2.999	68	.004
FOUNDATIONAL SKILLS - %Correct	-11.200	14.232	1.701	-14.593	-7.807	-6.584	69	.000
PHONOLOGICAL AWARENESS - %Correct	-10.907	22.837	2.208	-15.284	-6.530	-4.940	106	.000
PHONICS & WORD RECOGNITION - %Correct	-14.841	20.937	2.024	-18.854	-10.828	-7.332	106	.000
VOCABULARY ACQUISITION & USE - %Correct	-10.971	18.106	2.164	-15.289	-6.654	-5.070	69	.000
ESSENTIAL COMPETENCIES - %Correct	-17.708	29.562	2.871	-23.401	-12.014	-6.167	105	.000
CONCEPTUAL UNDERSTANDING - %Correct	-15.132	26.435	2.568	-20.223	-10.041	-5.893	105	.000
EXTENDED REASONING - %Correct	-13.481	36.363	3.532	-20.484	-6.478	-3.817	105	.000

T-Test Results for Terranova 3 Common Core

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Reading Scale Score	-15.32203	25.56804	2.35373	-19.98347	-10.66060	-6.510	117	.000
Vocabulary Scale Score	-13.94017	34.39609	3.17992	-20.23840	-7.64194	-4.384	116	.000
Language Arts Scale Score	-13.54701	45.33049	4.19081	-21.84743	-5.24659	-3.233	116	.002
Comprehension Scale Score	-12.42857	54.65199	5.00994	-22.34962	-2.50753	-2.481	118	.015



T-Test Results for Iowa Form E: Grade K

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
READING Scale Score	-9.743	7.598	1.284	-12.353	-7.133	-7.586	34	.000
VOCABULARY Scale Score	-13.833	15.897	2.649	-19.212	-8.455	-5.221	35	.000
WORD ANALYSIS Scale Score	-13.235	13.989	2.399	-18.116	-8.354	-5.517	33	.000

T-Test Results for Iowa Form E: Grade 2

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
READING Scale Score	-14.939	15.740	2.740	-20.521	-9.358	-5.452	32	.000
VOCABULARY Scale Score	-17.912	14.786	2.536	-23.071	-12.753	-7.064	33	.000
WORD ANALYSIS Scale Score	-25.735	18.566	3.184	-32.213	-19.257	-8.083	33	.000

T-Test Results for Iowa Form E: Grade 3

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
READING Scale Score	-7.944	15.113	2.519	-13.058	-2.831	-3.154	35	.003
VOCABULARY Scale Score	-7.750	14.887	2.481	-12.787	-2.713	-3.124	35	.004
WORD ANALYSIS Scale Score	-1.806	22.450	3.742	-9.401	5.790	-.483	35	.632

T-Test Results for Terranova 3 Common Core: Grade 3

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Reading Scale Score	-22.61765	26.20434	4.49401	-31.76077	-13.47452	-5.033	33	.000
Vocabulary Scale Score	-40.30303	24.36248	4.24096	-48.94159	-31.66447	-9.503	32	.000
Language Arts Scale Score	-24.84848	33.27266	5.79203	-36.64646	-13.05051	-4.290	32	.000
Comprehension Scale Score	-23.11429	95.09338	16.07372	-55.78001	9.55143	-1.438	34	.160



T-Test Results for Terranova 3 Common Core: Grade 4

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Reading Scale Score	-4.69231	26.07898	4.17598	-13.14614	3.76152	-1.124	38	.268
Vocabulary Scale Score	.48718	36.04301	5.77150	-11.19661	12.17097	.084	38	.933
Language Arts Scale Score	-15.66667	57.03385	9.13272	-34.15490	2.82157	-1.715	38	.094
Comprehension Scale Score	-2.07692	23.08153	3.69600	-9.55909	5.40524	-.562	38	.577

T-Test Results for Terranova 3 Common Core: Grade 5

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Reading Scale Score	-19.02222	21.92393	3.26823	-25.60890	-12.43555	-5.820	44	.000
Vocabulary Scale Score	-7.11111	28.49579	4.24790	-15.67219	1.44997	-1.674	44	.101
Language Arts Scale Score	-3.42222	39.97868	5.95967	-15.43315	8.58870	-.574	44	.569
Comprehension Scale Score	-13.08889	19.39637	2.89144	-18.91620	-7.26157	-4.527	44	.000