



Overview

In July 2006, CRISS began what we thought would be a one-year research project carried out by Mathematica Policy Research, Inc. (MPR) and funded by the Institute of Education Sciences (IES). In March 2007, we were thrilled to receive a call from MPR saying IES had contacted them to request the study be extended for a second year. The original purpose of the study was to evaluate the effectiveness of four reading interventions on improving the science and social studies reading comprehension of 5th grade Title I students. Ten large districts from throughout the United States were chosen to participate.

In each district, four programs were randomly assigned to schools.

- *Project CRISS*
- *Read for Real* developed by Chapman University, Zaner-Bloser
- *Read About* developed by Scholastic
- *Reading for Knowledge* developed by Success for All

Two other schools within the same district were randomly selected to receive no intervention and are being used as the control sites.

Year 1

Nine CRISS National Trainers were selected to present Project CRISS workshops and follow-up support to ten districts. The trainers began last summer by conducting Level I trainings for all of the 5th grade teachers, the support staff, and at least one administrator from each school. Because we believed the study would be for just one year, our trainers took on the role of local facilitators by holding monthly follow-up sessions for the teachers, including helping with lesson planning, modeling lessons in the 5th grade classrooms, and teaching CRISS strategies. They also organized parent workshops at each school. The 5th grade teachers involved in the study implemented the student program, *Project CRISS for Students: It's a Brain Thing ~ Learning How to Learn!* and used it as their guide for the year. All of the 5th grade students, from both the control and experimental schools, were tested at the beginning of the year and again at the end of the school year.

Year 2

MPR contacted us last spring with the announcement the study had been extended, they indicated IES had two additional goals in mind. First, they wanted to see if students performed better when their teachers were more experienced with the treatment. To evaluate this, MPR will replicate the pre- and post-assessments used during year one of the study. Second, IES wanted to see if the treatment 5th graders would maintain their gains (if any) after a year with no treatment. To evaluate this, MPR will administer a post-test to the 2006-7 treatment 5th graders at the end of their 6th grade year. MPR forbid the treatments from doing any work with the current 6th grade teachers.

The nine CRISS National Trainers who took part in the 2006-7 research study began year two of the study with a two-day Level I training for all new and returning 5th grade teachers, support staff, and at least one administrator. The 5th grade teachers new to the school spent a third day learning about the *Project CRISS for Students* program.

For the remainder of this school year, the National Trainers will travel back to the schools three times to provide follow-up support and to conduct CRISS for Parents Workshops. During the return visits the NTs will meet with the entire 5th grade team for one day of follow-up support and an additional half day to meet directly with administrators and the Local Facilitators (LFs). At the end of last school year, at least one teacher from each school was selected to be his or her school's LF and eventually that school's certified CRISS trainer. In January, all of the LFs from the schools involved in the MPR study will come together for a four-day Level II Training of Trainers workshop. The ultimate goal for CRISS is to have the LFs take over from the National Trainers the responsibility for CRISS training and support.

We expect to have the results from this study in 2010.

State test results from schools involved in the Mathematica project.
CRISS-trained teachers used *Project CRISS for Students:*
It's a Brain Thing ~ Learning How to Learn! in their fifth grade classrooms.

Ft. Myers, Florida

North Ft. Myers Academy of the Arts

FCAT* Reading Scores 2006-2007			
Grade	2005-2006 Score	2006-2007 Score	Change
3 rd	58	56	-2
4 th	70	59	-11
5 th	48	77	+29
6 th	61	51	-10
7 th	55	60	+5
8 th	27	41	+14

* Florida's Comprehensive Assessment Test

Augusta, Georgia

Craig-Houghton Elementary School

CRCT* Reading Scores 2006-2007			
Grade	2005-2006 Score	2006-2007 Score	Change
5 th	58	67	+9

John Milledge Elementary School

CRCT* Reading Scores 2006-2007			
Grade	2005-2006 Score	2006-2007 Score	Change
5 th	68	74	+6

* Criterion-Referenced Competency Tests

Odessa, Texas**Murray Fly Elementary School**

TAKS* Scores 2006-2007			
5th Grade / Subject	2005-2006 passing rate	2006-2007 passing rate	Change
English Reading	68	78	+10
Spanish Reading	0	100	+100
Math	69	82	+13
Science (English)	47	75	+28
Science (Spanish)	25	60	+35

Noel Magnet Elementary School

TAKS* Reading Scores 2006-2007			
5th Grade / Subject	2005-2006 passing rate	2006-2007 passing rate	Change
English Reading	82	84	+2
Spanish Reading	100	100	0
Math	76	85	+9
Science (English & Spanish)	71	86	+15

* Texas Assessment of Knowledge and Skills

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