The California Reading First

Year 4

Evaluation Report

Appendices

List of Appendices

Appendix A: Methodology Used in the Year 1, Year 2, and Year 3 Evaluation Studies to Identify Comparison Group Schools and Reading First Eligible Schools

The Year 1 and Year 2 Evaluation studies used two comparison groups called Comparison Group A and Comparison Group B. In Year 3 Comparison Group A was referred to as the Reading First Eligible schools and Comparison Group B was referred to as the Comparison Group schools. The Comparison Group schools were used as the control group in the Year 3 (2005) Report. In this Year 4 Report (2006), we no longer use either the Reading First Eligible schools or the Comparison Group schools as control groups, opting instead to create a "statistical control group" using Multiple Regression as described in Chapters 2 and 4. However, to document the methodologies used in previous years and which are referred to in Chapter 2, we reproduce the following explanations.

*   *   *

Introduction

Below is a description of the methodology used to select these two groups of schools. This methodology was implemented in Year 2 of the study but applied to Year 3 as well. Note that even though the development of the Reading First Eligible schools is documented here, it was not used in Year 3 of the study as a comparison group. This was due to large discrepancies in demographics between these schools and the Reading First schools (refer to Chapter 2 for a detailed explanation).

Methodology for Comparison Group Schools (previously called Comparison Group B schools)

The objective was to find a demographically matched set of schools from all other K-3 schools in California, eliminating any schools from Reading First funded districts. To develop this group, the first step was to conduct cluster analyses on the target group of 673 Reading First schools (Cohorts 1 and 2). We hoped that the cluster structure found for the 283 Year 1 Reading First schools documented in the Year 1 Evaluation Study report would be replicated in the new target group, and indeed it was. The three cluster solution found for the new target group again revealed a group of High SED, High EL schools (279 schools), a group of High SED, Moderate EL schools (240 schools), and a group of Moderate SED, Moderate EL schools (141 schools). Figure A.1 provides a visual representation of the cluster solution for the Reading First schools from Cohorts 1 and 2.

Figure A.1: Scatterplot by High-SED, EL and Cluster for Cohorts 1 and 2 Reading First Schools
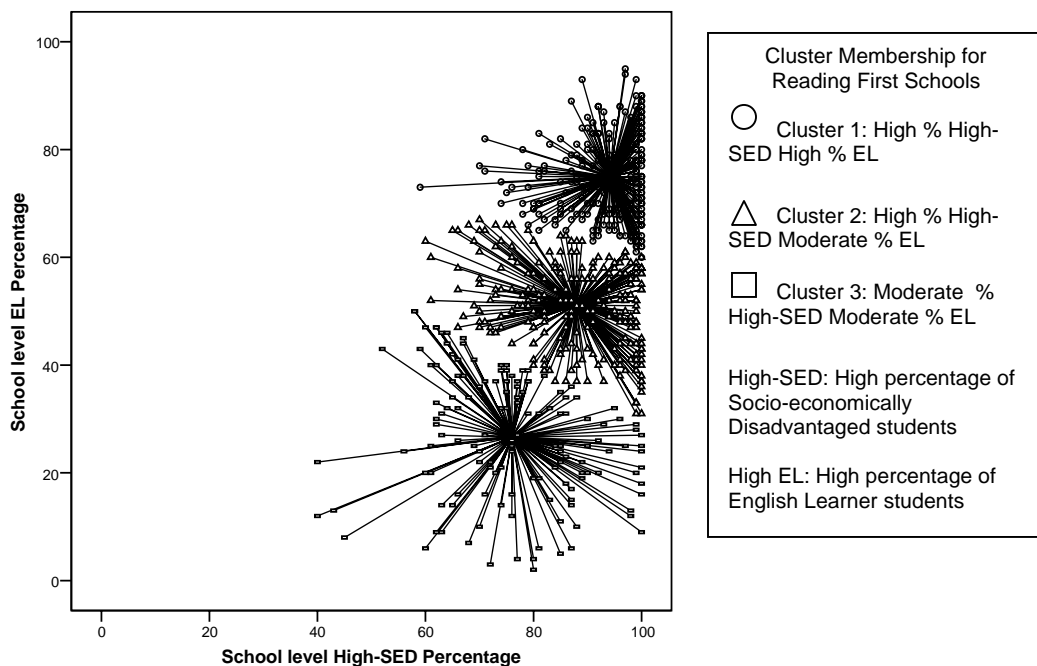
The next step was to identify all schools from non-Reading First funded districts, and condition that group of schools to identify a pool of schools from which a demographically matched comparison group might be drawn. The initial pool consisted of 3906 elementary schools from non-Reading First funded districts. To condition the pool to better reflect the characteristics for all three clusters of Reading First schools, we eliminated all schools with percent SED less than 60 percent. The result was a pool of 1066 schools.

Each school in this pool of 1066 was then assigned to the closest cluster center as reflected in Figure A.1. A total of 202 schools were assigned to Cluster 1 (the High SED High EL cluster), 366 assigned to Cluster 2 (the High SED Moderate EL cluster), and 498 assigned to Cluster 3 (the Moderate SED Moderate EL cluster). The pool sizes were sufficient for the latter two clusters, but note that the pool size was not sufficient for the first cluster (279 schools in the target group, 202 schools in the pool for Comparison Group). This circumstance indicated once again that the pool of schools available from which to develop a comparison group was not large enough to allow for a comparison group the same size as the target group of Reading First schools. In fact, if all available schools were chosen for Cluster 1 and the proportional selections were made for the remaining clusters, the maximum comparison group size for the Comparison Group would be roughly 500 schools.

The fact that available comparison group pool sizes would not permit comparison groups the same size as the target group for either Reading First Eligible schools or Comparison Group schools led us to decide to equalize the sizes of the comparison groups. This decision was arbitrary, as much to ease the

interpretation burden for the reader of this report as for any other reason. A comparison group size of 400 was chosen, in part on the rationale that 400 would be roughly half the eventual group size for the stable Reading First cohort of schools for future years. To develop the final list of schools for the Comparison Group, schools were randomly selected from the available pools for each cluster, such that the final composition of Comparison Group schools reflected the proportional representation of each cluster in the Reading First cohort of schools.

A scatter plot for the Comparison Group schools is provided in Figure A.2. This scatter plot shows that Comparison Group schools match the Reading First schools cluster by cluster, with some deviation for Cluster 2. (The percent SED for Cluster 2 in this comparison group is somewhat lower than the percent SED for Cluster 2 in the target Reading First cohort.)

Figure A.2: Scatterplot by High-SED, EL and Cluster for Comparison Group Schools (N=400)
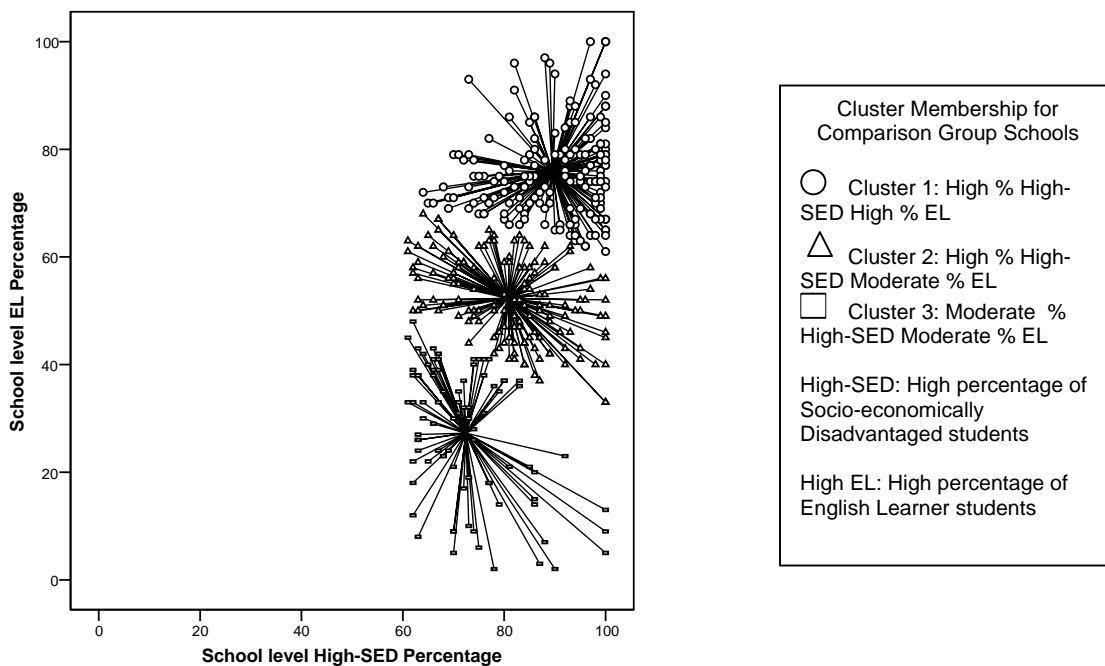
Methodology for Reading First Eligible Schools (formerly Comparison Group A)

To select the Reading First Eligible schools we started with the eligibility list of districts and schools that was used for the first two rounds of funding, and added districts and schools from a new eligibility list of districts and schools released by the CDE for the Round 3 application process. The combined eligibility lists totaled 1699 schools. We eliminated all eligible schools from districts funded by Reading First for all three rounds of applications, a total of 1095 schools. The result of this process was a pool of schools

eligible for Reading First from districts not funded for Reading First. This pool consisted of 604 schools. 400 schools were randomly selected from the pool of 604 schools and labeled as Comparison Group A schools in Year 2 of the study. A scatter plot for percent SED and percent EL for the Comparison Group A schools is provided as Figure A.3. As is observed Reading First Eligible schools have lower SED and EL characteristics than the target group of Reading First schools.

Figure A.3: Scatterplot by High-SED and EL for Reading First Eligible Schools (N=400)
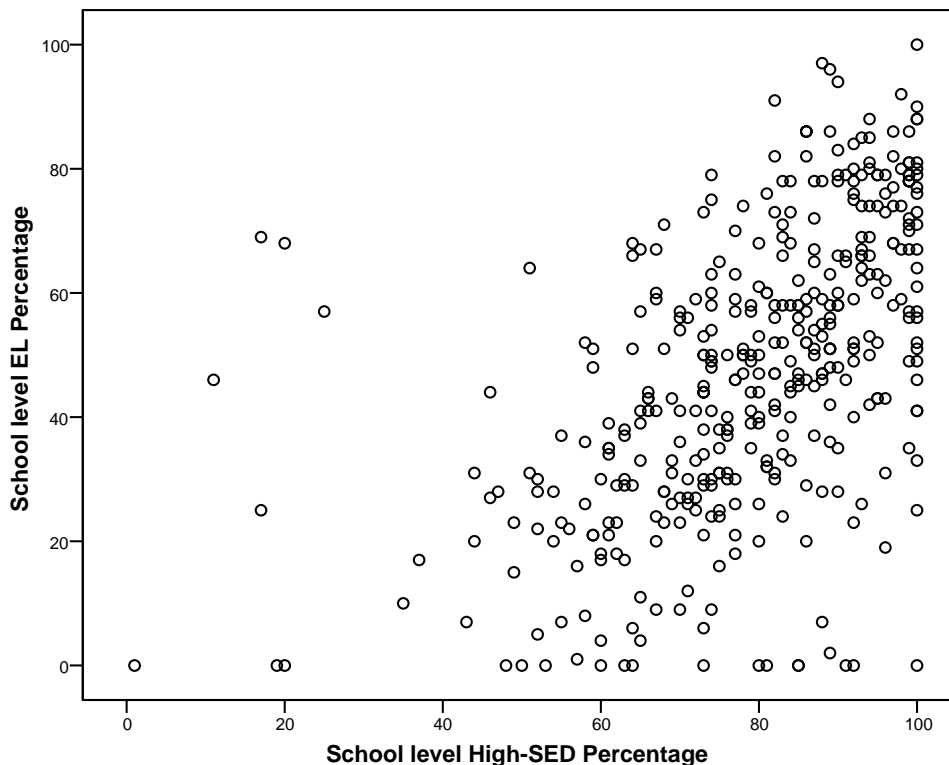
Concluding Remarks

When Reading First schools are compared to the Comparison Group schools and Reading First Eligible schools, they closely match the Comparison Group schools on EL and to a lesser extent on SED. Refer to Table 2.2 from Chapter 2 of the Year 3 or Year 4 report. It shows that the Reading First Eligible schools are almost ten points lower than the Reading First schools on EL. This difference is quite significant because it implies a fundamental difference in the student population in these schools. Proficiency in English has a direct impact on a student's academic success. It is therefore unfair to compare Reading First Eligible schools to Reading First schools on student gains.

Appendix B: California Reading First Teacher Survey 2005-2006

A Note Regarding the Percentages

The survey results that follow report the number of "bubbled in" responses to each option of each question, coupled with a percentage. That percentage equals the number of bubbled in responses divided by the estimated total number of respondents who answered the question.

For most questions the denominator is not an issue. The total number of respondents is simply the total number of teachers who responded to the survey -- 17,920, the number at the top of each page. However, there are some sections of the teacher survey where the size of the denominator varies. This is true of Section C (regarding the receipt and use of Reading First curricular materials) and Section G (regarding teaching strategies).

Section C

Section C is organized so that teachers are routed to those questions that pertain to that teacher's grade (K, 1, 2, or 3) and program (Open Court or Houghton-Mifflin, the Spanish version or the English version). Thus, not every teacher answers every question in Section C.

For each material listed in Section C (e.g., Sound/Spelling Wall Cards), there are four options that a respondent can bubble: Received?, Did not receive?, Used?, and Effective?. Each option has a count of bubbled responses and a percentage reported next to it. The denominator of the "Received" percentage and the "Did not receive" percentage equals the count of "Received" for that question plus the count of "Did not receive" for that question.

The denominator of the "Used" percentage equals the count of "Received" plus the count of "Did not receive."

The denominator of the "Effective" percentage is the count of "Used" responses for that question. Thus, it answers the question, "Of those who used the material, how many found it to be effective?"

Section G

Section G consists of a section that is to be answered by Kindergarten teachers and another section to be answered by teachers in Grades 1-3. The denominators of the percentages in each case are calculated using the counts from questions in Section A of the survey, where teachers report on which grade they teach.

Other Sections

The remaining sections of the survey all use the same denominator – 17,920. For those questions where only one response was permitted, the total across the categories should approximately equal 17,920, though this is not always the case. Other questions allow multiple responses and may total more than 17,920.

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
A1. How many years have you been teaching your district's adopted reading/language arts program?		
a. Less than 1 year	753	4%
b. 1 year	821	5%
c. 2 years	1837	10%
d. 3 years	4920	27%
e. 4 years	3640	20%
f. 5 years or more	5917	33%
A2. How many years will you have taught in the primary grades (K-3) as of July 2006?		
a. Less than 1 year	433	2%
b. 1 year	1024	6%
c. 2 years	1146	6%
d. 3 - 5 years	3596	20%
e. 6 - 10 years	5693	32%
f. 11 - 20 years	3887	22%
g. 21 - 25 years	1002	6%
h. 26 or more years	1113	6%
A3. What grade level are you teaching this year?		
a. Kindergarten only	4054	23%
b. Grade 1 only	4390	24%
c. Grade 2 only	4285	24%
d. Grade 3 only	4193	23%
e. I teach a split grade combination	956	5%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
A4. If you teach a split grade combination, please indicate which grades:		
a. Kindergarten and Grade 1	295	2%
b. Grade 1 and Grade 2	331	2%
c. Grade 2 and Grade 3	424	2%
d. Grade 3 and Grade 4	276	2%
A5. If you teach a split grade combination, are you teaching two program levels at once?		
a. Yes, I teach both program levels	681	4%
b. No, I teach the lower program level	444	2%
c. No, I teach the higher program level	257	1%
A6. Which of the following is the reading/language arts program that you are currently teaching in your classroom?		
a. SRA/McGraw-Hill's Open Court Reading, 2000 or 2002 program	8907	50%
b. SRA/McGraw-Hill's Foro abierto para la lectura program	375	2%
c. Houghton-Mifflin's Reading: A Legacy of Literacy, 2003 program	7186	40%
d. Houghton-Mifflin's Lectura program	1375	8%
B1. What type of 5-day Reading Professional Development Institute did you complete most recently this academic year, if any?		
a. AB 466, Year 1, Kindergarten	950	5%
b. AB 466, Year 1, Grade 1	1095	6%
c. AB 466, Year 1, Grade 2	921	5%
d. AB 466, Year 1, Grade 3	863	5%
e. Advanced, Year 2, Kindergarten	1244	7%
f. Advanced, Year 2, Grade 1	1475	8%
g. Advanced, Year 2, Grade 2	1561	9%
h. Advanced, Year 2, Grade 3	1462	8%
i. Advanced or Mastery, Year 3, Year 4 or Year 5, Kindergarten or Grades 1, 2, or 3	4792	27%
j. Coach training	191	1%
k. None of the above. Skip to Question B7.	3009	17%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	**Percent**

B2. Your attendance at the Reading Professional Development Institute was on:

a. Not applicable	437	2%
b. My own time	9305	52%
c. Instructional day time	5021	28%

B3. When did the 5-day Reading Professional Development Institute training occur?

a. Not applicable	655	4%
b. Before I began teaching the district adopted program	3952	22%
c. During my first year of teaching the district adopted program	3795	21%
d. After my first year of teaching the program	6327	35%

B4. How well did the Reading Professional Development Institute training prepare you to teach the district's adopted reading/language arts program?

a. Not applicable	290	2%
b. It did not prepare me well	1749	10%
c. It prepared me adequately	9839	55%
d. It prepared me very well	2801	16%

B5. How many hours of the 80-hour follow-up to the Reading Professional Development Institute will you have completed by the end of the school year?

a. Not applicable	1421	8%
b. Less than 20 hours	530	3%
c. 20 - 39 hours	410	2%
d. 40 - 59 hours	658	4%
e. 60 - 79 hours	456	3%
f. 80 or more hours	11208	63%

B6. If you completed at least 39 hours of follow-up, how well has it supported you in teaching your district's adopted reading/language arts program?

a. Not applicable	1907	11%
b. It has not supported me well	1405	8%
c. It has supported me adequately	7612	42%
d. It has supported me very well	3377	19%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
B7. How much professional development training in reading/language arts have you received this academic year that is not related to your district's adopted reading/language arts program?		
a. None	5351	30%
b. 1 - 5 hours	3413	19%
c. 6 - 10 hours	2567	14%
d. 11 -15 hours	1533	9%
e. 16 - 20 hours	1352	8%
f. More than 20 hours	3266	18%
C1. Open Court, Kindergarten, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	2029	99%
Did not receive?	21	1%
Used	1511	74%
Effective	1303	86%
b. Reading/Writing Workbook Teacher Editions (2000) or Sounds and Letters Workbook (2002)		
Received?	1948	97%
Did not receive?	56	3%
Used	1394	72%
Effective	1153	83%
c. English Learner Support Guide (2005)		
Received?	1908	95%
Did not receive?	107	5%
Used	1091	57%
Effective	672	62%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

d. Big Books

Received?	1966	98%
Did not receive?	36	2%
Used	1461	74%
Effective	1258	86%

e. Manipulative Package (2000), or Reading, Phonemic Awareness, and Phonics Package (2002)

Received?	1633	82%
Did not receive?	349	18%
Used	1131	69%
Effective	910	80%

f. Alphabet /Sound Wall Cards

Received?	2010	99%
Did not receive?	23	1%
Used	1499	75%
Effective	1341	89%

g. Intervention Guide

Received?	1762	88%
Did not receive?	233	12%
Used	1009	57%
Effective	645	64%

C2. Open Court, Kindergarten, Student Materials

a. Level A Pre-Decodable Books

Received?	1960	97%
Did not receive?	52	3%
Used	1462	75%
Effective	1272	87%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
b. Decodable Books		
Received?	1518	83%
Did not receive?	319	18%
Used	1076	71%
Effective	914	85%
c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)		
Received?	1776	90%
Did not receive?	199	10%
Used	1274	72%
Effective	1024	80%
C3. Open Court, Grade 1, Teacher Materials		
a. Open Court Reading Teacher Editions		
Received?	2275	99%
Did not receive?	29	1%
Used	1842	81%
Effective	1601	87%
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)		
Received?	2190	97%
Did not receive?	75	4%
Used	1704	78%
Effective	1405	82%
c. English Learner Support Guide (2005)		
Received?	2107	93%
Did not receive?	157	7%
Used	1364	65%
Effective	866	63%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	**Percent**

d. Intervention Guide

Received?	1932	86%
Did not receive?	304	14%
Used	1284	66%
Effective	876	68%

e. Big Books

Received?	2211	97%
Did not receive?	67	3%
Used	1769	80%
Effective	1473	83%

f. Sound/Spelling Wall Cards

Received?	2261	99%
Did not receive?	30	1%
Used	1820	80%
Effective	1643	90%

g. Language Arts Big Book (2002)

Received?	1505	73%
Did not receive?	559	27%
Used	1076	71%
Effective	748	70%

h. Reading and Phonics Package (2002) or Manipulative Package (2000)

Received?	1496	69%
Did not receive?	686	32%
Used	1100	74%
Effective	882	80%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

C4. Open Court, Grade 1, Student Materials

a. Decodable Books

	# Bubbled	Percent
Received?	2264	99%
Did not receive?	23	1%
Used	1836	81%
Effective	1519	83%

b. First and Second Readers

	# Bubbled	Percent
Received?	1611	74%
Did not receive?	564	26%
Used	1210	75%
Effective	1013	84%

c. Student Anthologies

	# Bubbled	Percent
Received?	2213	98%
Did not receive?	38	2%
Used	1765	80%
Effective	1533	87%

d. Phonics Skills Workbook (2002) or Reading/Writing Workbooks (2000)

	# Bubbled	Percent
Received?	2172	96%
Did not receive?	85	4%
Used	1743	80%
Effective	1496	86%

e. Comprehension and Language Arts Skills Workbooks (2002)

	# Bubbled	Percent
Received?	1490	71%
Did not receive?	596	29%
Used	1140	77%
Effective	903	79%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

_____

f. Writer's Workbooks (2002)

Received?	684	34%
Did not receive?	1338	67%
Used	407	60%
Effective	191	47%

C5. Open Court, Grade 2, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	2250	99%
Did not receive?	29	1%
Used	1803	80%
Effective	1551	86%

b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)

Received?	1862	83%
Did not receive?	371	17%
Used	1365	73%
Effective	1054	77%

c. Inquiry Journal Teacher Edition

Received?	2052	91%
Did not receive?	212	9%
Used	1344	65%
Effective	641	48%

d. Sound/Spelling Wall Cards

Received?	2239	98%
Did not receive?	38	2%
Used	1784	80%
Effective	1573	88%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent

e. English Learner Support Guide (2005)

Received?	2086	93%
Did not receive?	163	7%
Used	1398	67%
Effective	931	67%

f. Manipulative Package (2000) or Reading and Phonics Package (2002)

Received?	1326	61%
Did not receive?	843	39%
Used	950	72%
Effective	689	73%

g. Intervention Guide

Received?	2221	98%
Did not receive?	54	3%
Used	1669	75%
Effective	1291	77%

C6. Open Court, Grade 2, Student Materials

a. Decodable Books

Received?	2228	98%
Did not receive?	40	2%
Used	1811	81%
Effective	1501	83%

b. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)

Received?	1691	77%
Did not receive?	512	24%
Used	1293	76%
Effective	1040	80%

California Reading First Teacher Survey 2005-2006
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	# Bubbled Response	Percent
c. Inquiry Journals		
Received?	2023	91%
Did not receive?	211	10%
Used	1438	71%
Effective	673	47%
d. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1538	72%
Did not receive?	604	29%
Used	1174	76%
Effective	930	79%
e. Student Anthologies		
Received?	2224	98%
Did not receive?	49	2%
Used	1790	80%
Effective	1538	86%
f. Spelling and Vocabulary Skills (2002)		
Received?	1213	58%
Did not receive?	879	43%
Used	929	77%
Effective	755	81%
g. Writer's Workbooks (2002)		
Received?	728	36%
Did not receive?	1310	65%
Used	403	55%
Effective	190	47%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

h. Language Arts Handbooks (2002)

Received?	1194	58%
Did not receive?	876	43%
Used	826	69%
Effective	533	65%

C7. Open Court, Grade 3, Teacher Materials

a. Open Court Reading Teacher Editions

Received?	2356	99%
Did not receive?	29	1%
Used	1845	78%
Effective	1545	84%

b. English Learner Support Guide (2005)

Received?	2128	92%
Did not receive?	177	8%
Used	1408	66%
Effective	911	65%

c. Inquiry Journal Teacher Edition

Received?	2055	88%
Did not receive?	287	13%
Used	1293	63%
Effective	642	50%

d. Sound/Spelling Wall Cards

Received?	2324	98%
Did not receive?	40	2%
Used	1813	78%
Effective	1494	82%

California Reading First Teacher Survey 2005-2006
State-Level Responses

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	# Bubbled Response	Percent

e. Manipulative Package (2000) or Reading and Phonics Package (2002)

	# Bubbled Response	Percent
Received?	1410	63%
Did not receive?	834	37%
Used	906	64%
Effective	613	68%

f. Intervention Guide

	# Bubbled Response	Percent
Received?	2300	97%
Did not receive?	62	3%
Used	1682	73%
Effective	1252	74%

C8. Open Court, Grade 3, Student Materials

a. Sound/Spelling Cards

	# Bubbled Response	Percent
Received?	2173	92%
Did not receive?	186	8%
Used	1671	77%
Effective	1326	79%

b. Decodable Books

	# Bubbled Response	Percent
Received?	2265	97%
Did not receive?	67	3%
Used	1765	78%
Effective	1419	80%

c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)

	# Bubbled Response	Percent
Received?	1751	76%
Did not receive?	557	25%
Used	1306	75%
Effective	1013	78%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

	# Bubbled Response	State-Level Percent
d. Inquiry Journals		
Received?	2108	90%
Did not receive?	239	10%
Used	1459	69%
Effective	702	48%
e. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1590	71%
Did not receive?	635	29%
Used	1203	76%
Effective	903	75%
f. Student Anthologies		
Received?	2305	98%
Did not receive?	50	2%
Used	1815	79%
Effective	1499	83%
g. Spelling and Vocabulary Skills (2002)		
Received?	1274	59%
Did not receive?	891	42%
Used	971	76%
Effective	749	77%
h. Writer's Workbooks (2002)		
Received?	807	38%
Did not receive?	1316	62%
Used	471	58%
Effective	214	45%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
i. Language Arts Handbooks (2002)		
Received?	1255	58%
Did not receive?	892	42%
Used	911	73%
Effective	597	66%
C9. Houghton- Mifflin, Kindergarten, Teacher Materials		
a. Themes Teacher Editions		
Received?	1674	98%
Did not receive?	28	2%
Used	1321	79%
Effective	1166	88%
b. Universal Access Handbooks Set		
Received?	1539	92%
Did not receive?	129	8%
Used	1081	70%
Effective	712	66%
c. Kindergarten Complete Set (10 Theme Packages, Welcome to School Big Books, Alphafriend Package, Letter/Word/Picture Cards, Phonics Center)		
Received?	1641	98%
Did not receive?	38	2%
Used	1306	80%
Effective	1159	89%
d. Alphafriend Display Cards		
Received?	1640	98%
Did not receive?	35	2%
Used	1295	79%
Effective	1130	87%

California Reading First Teacher Survey 2005-2006
State-Level Responses

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	# Bubbled Response	Percent
e. Phonics Library Classroom Set		
Received?	1638	98%
Did not receive?	41	3%
Used	1274	78%
Effective	1079	85%
C10. Houghton-Mifflin, Kindergarten, Student Materials		
a. Practice Books		
Received?	1606	97%
Did not receive?	44	3%
Used	1264	79%
Effective	987	78%
b. Phonics Library Takehomes (or Reproducible Masters)		
Received?	1564	95%
Did not receive?	84	5%
Used	1180	75%
Effective	972	82%
C11. Houghton-Mifflin, Grade 1, Teacher Materials		
a. Themes Teacher Editions		
Received?	1901	99%
Did not receive?	28	1%
Used	1580	83%
Effective	1407	89%

California Reading First Teacher Survey 2005-2006
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	# Bubbled Response	Percent
b. Universal Access Handbooks Set		
Received?	1735	91%
Did not receive?	168	9%
Used	1292	74%
Effective	856	66%
c. Phonics Library Classroom Set		
Received?	1877	98%
Did not receive?	48	3%
Used	1553	83%
Effective	1385	89%
d. Back to School Big Books (My Best Friend/ ABCs Rhyme, Chant, & Song)		
Received?	1789	93%
Did not receive?	126	7%
Used	1436	80%
Effective	1089	76%
e. Big Book Anthologies		
Received?	1466	78%
Did not receive?	423	22%
Used	1185	81%
Effective	1018	86%
f. Theme Paperbacks		
Received?	1454	77%
Did not receive?	440	24%
Used	1058	73%
Effective	744	70%

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	# Bubbled Response	Percent
g. Sound/Spelling Cards		
Received?	1895	98%
Did not receive?	31	2%
Used	1574	83%
Effective	1403	89%
C12. Houghton-Mifflin, Grade 1, Student Materials		
a. Practice Books		
Received?	1884	98%
Did not receive?	32	2%
Used	1566	83%
Effective	1307	83%
b. Student Anthologies		
Received?	1869	98%
Did not receive?	29	2%
Used	1555	83%
Effective	1390	89%
c. I Love Reading Books		
Received?	1746	92%
Did not receive?	144	8%
Used	1372	79%
Effective	1163	85%
d. Phonics Library Takehomes		
Received?	1545	82%
Did not receive?	330	18%
Used	1148	74%
Effective	948	83%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent
e. Theme Paperbacks		
Received?	1242	67%
Did not receive?	604	33%
Used	857	69%
Effective	607	71%
C13. Houghton-Mifflin, Grade 2, Teacher Materials		
a. Themes Teacher Editions		
Received?	1887	98%
Did not receive?	27	2%
Used	1535	81%
Effective	1362	89%
b. Universal Access Handbooks Set		
Received?	1728	92%
Did not receive?	143	8%
Used	1282	74%
Effective	880	69%
c. Phonics Library Classroom Set		
Received?	1830	97%
Did not receive?	65	4%
Used	1475	81%
Effective	1296	88%
d. Theme Paperbacks		
Received?	1518	81%
Did not receive?	350	19%
Used	1013	67%
Effective	694	69%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

e. Sound/Spelling Cards

Received?	1874	99%
Did not receive?	25	2%
Used	1516	81%
Effective	1278	84%

C14. Houghton-Mifflin, Grade 2, Student Materials

a. Practice Books

Received?	1854	99%
Did not receive?	28	2%
Used	1508	81%
Effective	1272	84%

b. Student Anthologies

Received?	1824	98%
Did not receive?	40	2%
Used	1477	81%
Effective	1311	89%

c. I Love Reading Books

Received?	1685	92%
Did not receive?	153	9%
Used	1284	76%
Effective	1078	84%

d. Phonics Library Takehomes (or Reproducible Masters)

Received?	1634	89%
Did not receive?	207	12%
Used	1137	70%
Effective	920	81%

California Reading First Teacher Survey 2005-2006
State-Level Responses

State-Level

	# Bubbled Response	Percent
C15. Houghton-Mifflin, Grade 3, Teacher Materials		
a. Themes Teacher Editions		
Received?	1910	99%
Did not receive?	27	2%
Used	1490	78%
Effective	1288	86%
b. Universal Access Handbooks Set		
Received?	1739	92%
Did not receive?	146	8%
Used	1294	74%
Effective	920	71%
c. Reader's Library Classroom Set		
Received?	1757	92%
Did not receive?	154	8%
Used	1280	73%
Effective	929	73%
d. Theme Paperbacks		
Received?	1660	88%
Did not receive?	233	13%
Used	1130	68%
Effective	761	67%
e. Sound/Spelling Cards		
Received?	1898	99%
Did not receive?	25	1%
Used	1457	77%
Effective	1100	75%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
C16. Houghton-Mifflin, Grade 3, Student Materials		
a. Practice Books		
Received?	1847	98%
Did not receive?	31	2%
Used	1441	78%
Effective	1222	85%
b. Student Anthologies		
Received?	1815	97%
Did not receive?	47	3%
Used	1412	78%
Effective	1241	88%
c. Reader's Library Books		
Received?	1679	91%
Did not receive?	174	10%
Used	1204	72%
Effective	883	73%
d. Reader's Library Takehomes (or Reproducible Masters)		
Received?	1455	80%
Did not receive?	360	20%
Used	708	49%
Effective	490	69%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

C17. Foro abierto para la lectura, Kindergarten, Teacher Materials

a. Edición del maestro (Teacher Editions)

	# Bubbled Response	Percent
Received?	100	88%
Did not receive?	14	12%
Used	78	78%
Effective	67	86%

b. Destrezas de sonidos y letras (Sounds and Letters), Destrezas de artes del lenguaje (Language Arts Skills workbook) Teacher Editions

	# Bubbled Response	Percent
Received?	99	89%
Did not receive?	12	11%
Used	75	76%
Effective	64	85%

c. Guía de desarrollo del idioma inglés (ELD Guide)

	# Bubbled Response	Percent
Received?	93	87%
Did not receive?	14	13%
Used	34	37%
Effective	16	47%

d. Libros grandes incluyendo Libro grande de artes de lenguaje (Big Books including Language Arts Big Books)

	# Bubbled Response	Percent
Received?	97	89%
Did not receive?	12	11%
Used	76	78%
Effective	54	71%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

e. Paquete de fonética y Tarjetas del alfabeto y sus sonidos (Phonics kit includes Alphabet/Sound Wall Cards)

	# Bubbled Response	Percent
Received?	96	87%
Did not receive?	14	14%
Used	75	78%
Effective	67	89%

f. Libros decodificables (Decodable Books)

	# Bubbled Response	Percent
Received?	96	88%
Did not receive?	13	12%
Used	78	81%
Effective	61	78%

g. Intervención (Intervention)

	# Bubbled Response	Percent
Received?	95	87%
Did not receive?	14	13%
Used	52	55%
Effective	31	60%

C18. Foro abierto para la lectura, Kindergarten, Student Materials

a. Libros decodificables (Decodable Books)

	# Bubbled Response	Percent
Received?	98	86%
Did not receive?	16	14%
Used	79	81%
Effective	64	81%

b. Destrezas de sonidos y letras (Sounds and Letters)

	# Bubbled Response	Percent
Received?	96	87%
Did not receive?	14	13%
Used	75	78%
Effective	65	87%

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

c. Destrezas de artes del lenguaje (Language Arts Skills Workbook and Sounds and Letters Workbook)

	# Bubbled Response	Percent
Received?	99	88%
Did not receive?	13	12%
Used	70	71%
Effective	50	71%

d. Cuaderno del escritor (Writer's Workbook)

	# Bubbled Response	Percent
Received?	63	59%
Did not receive?	44	42%
Used	38	60%
Effective	16	42%

C19. Foro abierto para la lectura, Grade 1, Teacher Materials

a. Edición del maestro (Teacher Editions)

	# Bubbled Response	Percent
Received?	107	91%
Did not receive?	11	9%
Used	85	79%
Effective	74	87%

b. Destrezas de fonética (Phonics Skills) Workbook, Un paso más (Challenge) Workbook, Volver a enseñar (Reteach) Destrezas de comprensión y artes del lenguaje, Destrezas de ortografía y vocabulario ediciones del maestro (Comprehension and Language Arts

	# Bubbled Response	Percent
Received?	107	91%
Did not receive?	11	11%
Used	83	78%
Effective	67	81%

c. Guía de desarrollo del idioma inglés (ELD Guide)

	# Bubbled Response	Percent
Received?	101	85%
Did not receive?	17	15%
Used	42	42%
Effective	25	60%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent

d. Libros grandes incluyendo libro grande de artes del lenguaje (Big Books including Language Arts big book)

Received?	106	91%
Did not receive?	10	9%
Used	82	77%
Effective	66	80%

e. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)

Received?	109	92%
Did not receive?	10	8%
Used	85	78%
Effective	73	86%

f. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)

Received?	92	78%
Did not receive?	25	22%
Used	50	54%
Effective	30	60%

g. Intervención edicones del maestro (Intervention Teacher Editions)

Received?	106	90%
Did not receive?	12	10%
Used	66	62%
Effective	40	61%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
C20. Foro abierto para la lectura, Grade 1, Student Materials		
a. Destrezas de fonética (Phonics Skills Workbook)		
Received?	104	90%
Did not receive?	11	10%
Used	79	76%
Effective	70	89%
b. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)		
Received?	101	90%
Did not receive?	11	11%
Used	78	77%
Effective	62	79%
c. Antologías del estudiante (Student Anthologies)		
Received?	102	92%
Did not receive?	9	8%
Used	80	78%
Effective	71	89%
d. Primeras y segundas lecturas (First and Second Readers)		
Received?	97	87%
Did not receive?	14	13%
Used	77	79%
Effective	66	86%
e. Libros decodificables (Decodable Books)		
Received?	102	92%
Did not receive?	9	8%
Used	78	76%
Effective	54	69%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	**Percent**

C21. Foro abierto para la lectura, Grade 2, Teacher Materials

a. Edición del maestro (Teacher Editions)

Received?	105	89%
Did not receive?	13	11%
Used	80	76%
Effective	66	83%

b. Un paso más (Challenge Workbook), Volver a enseñar (Reteach) Destrezas de comprensión y artes del lenguaje, Destrezas de ortografía y vocabulario ediciones del maestro (Comprehension and Language Arts Skills, Spelling and Vocabulary Teacher Editions)

Received?	99	87%
Did not receive?	15	13%
Used	69	70%
Effective	53	77%

c. Guía de desarrollo del idioma inglés (ELD Guide)

Received?	98	87%
Did not receive?	15	13%
Used	48	49%
Effective	32	67%

d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)

Received?	100	88%
Did not receive?	14	13%
Used	72	72%
Effective	55	76%

Number of Surveys Received by Evaluator: 17,920

	State-Level	
	# Bubbled Response	**Percent**

e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)

Received?	87	79%
Did not receive?	23	21%
Used	47	54%
Effective	27	57%

f. Intervención edicones del maestro (Intervention Teacher Editions)

Received?	99	88%
Did not receive?	14	12%
Used	63	64%
Effective	50	79%

C22. Foro abierto para la lectura, Grade 2, Student Materials

a. Destrezas de fonética (Phonics Skills Workbook)

Received?	53	48%
Did not receive?	57	52%
Used	29	55%
Effective	19	66%

b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)

Received?	88	80%
Did not receive?	22	20%
Used	66	75%
Effective	53	80%

c. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Arts Skills Workbook)

Received?	97	88%
Did not receive?	13	12%
Used	71	73%
Effective	53	75%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

d. Antologías del estudiante (Student Anthologies)

	# Bubbled Response	Percent
Received?	99	89%
Did not receive?	12	11%
Used	73	74%
Effective	66	90%

e. Primeras lecturas (First Readers)

	# Bubbled Response	Percent
Received?	87	79%
Did not receive?	23	21%
Used	59	68%
Effective	41	69%

f. Libros decodificables (Decodable Books)

	# Bubbled Response	Percent
Received?	100	90%
Did not receive?	11	11%
Used	72	72%
Effective	53	74%

g. Diario de investigación (Inquiry Journal)

	# Bubbled Response	Percent
Received?	92	84%
Did not receive?	18	16%
Used	53	58%
Effective	27	51%

C23. Foro abierto para la lectura, Grade 3, Teacher Materials

a. Edición del maestro (Teacher Editions)

	# Bubbled Response	Percent
Received?	79	87%
Did not receive?	12	13%
Used	56	71%
Effective	42	75%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
b. Un paso más (Challenge Workbook), Volver a enseñar (Reteach) Destrezas de comprensión y artes del lenguaje, Destrezas de ortografía y vocabulario ediciones del maestro (Comprehension and Language Arts Skills, Spelling and Vocabulary Teacher Editions)		
Received?	72	82%
Did not receive?	16	18%
Used	46	64%
Effective	31	67%
c. Guía de desarrollo del idioma inglés (ELD Guide)		
Received?	72	83%
Did not receive?	15	17%
Used	32	44%
Effective	18	56%
d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package includes Sounds/Spelling Wall Cards)		
Received?	75	86%
Did not receive?	12	14%
Used	48	64%
Effective	27	56%
e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)		
Received?	54	61%
Did not receive?	34	39%
Used	26	48%
Effective	11	42%
f. Intervención edicones del maestro (Intervention Teacher Editions)		
Received?	70	80%
Did not receive?	17	20%
Used	43	61%
Effective	26	60%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

C24. Foro abierto para la lectura, Grade 3, Student Materials

a. Destrezas de comprensión y artes del lenguaje (Comprehension and Language Art Skills Workbook)

Received?	78	86%
Did not receive?	13	14%
Used	55	71%
Effective	42	76%

b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)

Received?	54	62%
Did not receive?	33	40%
Used	35	65%
Effective	25	71%

c. Antologías del estudiante (Student Anthologies)

Received?	75	86%
Did not receive?	12	15%
Used	53	71%
Effective	42	79%

d. Libros decodificables (Decodable Books)

Received?	77	88%
Did not receive?	11	14%
Used	55	71%
Effective	41	75%

e. Diario de investigación (Inquiry Journal)

Received?	71	83%
Did not receive?	15	17%
Used	42	59%
Effective	19	45%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent

C25. Houghton-Mifflin Lectura, Kindergarten, Teacher Materials

a. Guía del maestro (Teacher Editions)

Received?	415	96%
Did not receive?	16	4%
Used	306	74%
Effective	250	82%

b. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	390	92%
Did not receive?	32	8%
Used	255	65%
Effective	186	73%

c. ¡Adelante! Libros de práctica (On my way practice readers)

Received?	331	82%
Did not receive?	71	18%
Used	216	65%
Effective	146	68%

d. Recursos del maestro páginas duplicables (Resource Black Line Master)

Received?	391	93%
Did not receive?	29	7%
Used	247	63%
Effective	158	64%

e. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	392	93%
Did not receive?	29	7%
Used	251	64%
Effective	175	70%

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Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

f. Conjunto completo de Kindergarten – Regreso a la escuela superlibros, tarjetas de letras/palabras/dibujos y alfamigos (Kindergarten Complete Set, Welcome to School Big Books, Alfamigos, Letter/Word/Picture Cards)

	# Bubbled Response	Percent
Received?	401	95%
Did not receive?	21	5%
Used	296	74%
Effective	248	84%

g. Tarjetas de Alfamigos

	# Bubbled Response	Percent
Received?	408	96%
Did not receive?	17	4%
Used	300	74%
Effective	247	82%

C26. Houghton-Mifflin Lectura, Kindergarten, Student Materials

a. Cuaderno de práctica (Practice Workbooks Student Edition)

	# Bubbled Response	Percent
Received?	404	96%
Did not receive?	18	5%
Used	297	74%
Effective	215	72%

C27. Houghton-Mifflin Lectura, Grade 1, Teacher Materials

a. Guía del maestro (Teachers Editions)

	# Bubbled Response	Percent
Received?	401	96%
Did not receive?	18	5%
Used	311	78%
Effective	268	86%

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State-Level Responses

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	# Bubbled Response	Percent

b. Biblioteca fonética (Phonics Library Takehome)

Received?	361	89%
Did not receive?	45	12%
Used	275	76%
Effective	222	81%

c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)

Received?	391	95%
Did not receive?	21	5%
Used	259	66%
Effective	174	67%

d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)

Received?	384	94%
Did not receive?	25	6%
Used	264	69%
Effective	198	75%

e. Superlibros: "Mi mejor amiga/Luna Lunera, un libro de versos" (Big books)

Received?	373	90%
Did not receive?	43	11%
Used	278	75%
Effective	218	78%

f. Superlibros antologías (Big Book Anthologies)

Received?	315	77%
Did not receive?	95	23%
Used	236	75%
Effective	196	83%

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State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
g. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	388	94%
Did not receive?	24	6%
Used	265	68%
Effective	200	75%
h. Libros del tema (Theme Paperbacks)		
Received?	298	73%
Did not receive?	112	28%
Used	203	68%
Effective	138	68%
C28. Houghton-Mifflin Lectura, Grade 1, Student Materials		
a. Cuaderno de práctica (Practice Workbooks Student Edition)		
Received?	391	96%
Did not receive?	17	4%
Used	301	77%
Effective	255	85%
b. Antología del estudiante (Student Anthologies)		
Received?	393	96%
Did not receive?	15	4%
Used	307	78%
Effective	276	90%

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State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

C29. Houghton-Mifflin Lectura, Grade 2, Teacher Materials

a. Guía del maestro (Teachers Editions)

Received?	376	96%
Did not receive?	15	5%
Used	300	80%
Effective	250	83%

b. Biblioteca fonética (Phonics Library Takehome)

Received?	327	87%
Did not receive?	50	15%
Used	242	74%
Effective	198	82%

c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)

Received?	358	93%
Did not receive?	28	8%
Used	258	72%
Effective	185	72%

d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master

Received?	357	94%
Did not receive?	24	7%
Used	244	68%
Effective	191	78%

e. Superlibros: "Las vacas no vuelan/Hora de dormir" (Big books)

Received?	281	74%
Did not receive?	100	27%
Used	199	71%
Effective	136	68%

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Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
f. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	336	88%
Did not receive?	45	13%
Used	220	65%
Effective	176	80%
g. Libros del tema (Theme Paperbacks)		
Received?	276	73%
Did not receive?	100	27%
Used	174	63%
Effective	121	70%
C30. Houghton-Mifflin Lectura, Grade 2, Student Materials		
a. Cuaderno de práctica (Practice Workbooks)		
Received?	363	95%
Did not receive?	19	5%
Used	288	79%
Effective	247	86%
b. Antologias del estudiante (Student Anthologies)		
Received?	342	91%
Did not receive?	33	9%
Used	275	80%
Effective	241	88%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

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C31. Houghton-Mifflin Lectura, Grade 3,Teacher Materials

a. Guía del maestro (Teachers Editions)

Received?	191	94%
Did not receive?	12	6%
Used	141	74%
Effective	112	79%

b. Biblioteca del lector (Reader's Library Takehome)

Received?	166	86%
Did not receive?	28	15%
Used	114	69%
Effective	79	69%

c. Recursos del maestro páginas duplicables (Resource Black Line Master)

Received?	182	91%
Did not receive?	16	9%
Used	127	70%
Effective	90	71%

d. Libros del tema (Theme Paperbacks)

Received?	164	85%
Did not receive?	30	15%
Used	104	63%
Effective	69	66%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent

C32. Houghton-Mifflin Lectura, Grade 3, Student Materials

a. Cuaderno de práctica (Practice Workbooks)

Received?	186	93%
Did not receive?	14	7%
Used	138	74%
Effective	111	80%

b. Antologias del estudiante (Student Anthologies)

Received?	179	91%
Did not receive?	17	9%
Used	133	74%
Effective	108	81%

C33. How much of the teacher and student materials listed above, for your program and grade level, did you receive by the first day of school this year?

None	189	1%
Some	1042	6%
Most	5332	30%
All	9939	55%

D1. Does your school have a pacing schedule?

a. My school does not have a pacing schedule	368	2%
b. My school has a pacing schedule based only on the assessment schedule	5664	32%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	11553	64%

D2. How often does your school provide time for teachers to plan collaboratively?

a. Hardly ever	3125	17%
b. Monthly	4976	28%
c. Twice monthly	3958	22%
d. Weekly	5392	30%
e. Daily	147	1%

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Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

D3. How much time does your school provide for individual planning of lessons?

	# Bubbled Response	Percent
a. I have no individual planning time aside from the planning I do at home	8485	47%
b. I am provided some individual planning time during the day	5881	33%
c. My individual planning time is adequate	2746	15%
d. My individual planning time is more than adequate	419	2%

D4. How many minutes outside of the normal school day do you spend planning your daily lessons?

	# Bubbled Response	Percent
a. Less than 20 minutes per day	1051	6%
b. 20 - 59 minutes per day	9017	50%
c. 60 - 89 minutes per day	4911	27%
d. 90 - 119 minutes per day	1469	8%
e. 120 or more minutes per day	1152	6%

D5. How involved is your school principal with the 6-8 Week Skill Assessments?

	# Bubbled Response	Percent
a. The principal is generally not involved with the skill assessments	4614	26%
b. The principal makes sure the skill assessments take place, but does not track results	1383	8%
c. The principal makes sure that the skill assessments take place and keeps track of the results	5656	32%
d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	5845	33%

D6. What is the primary purpose of the 6-8 Week Skill Assessments in your school, at your grade? Select only one.

	# Bubbled Response	Percent
a. Skill assessments are not administered	423	2%
b. To monitor student progress	6857	38%
c. To guide instructional decisions	9608	54%
d. To challenge students to achieve	488	3%
e. To compute grades for report cards	327	2%

California Reading First Teacher Survey 2005-2006
State-Level Responses

State-Level

	# Bubbled Response	Percent
D7. About how frequently do teachers at your grade level have grade-level meetings related to your adopted program?		
a. Never (skip to Question D10)	447	2%
b. Less than monthly	2627	15%
c. Monthly	5746	32%
d. More than once a month	8748	49%
D8. How many of your grade-level meetings specifically related to your district's adopted reading/language arts program does the principal attend?		
a. None	3435	19%
b. Fewer than half	6011	34%
c. Half or more than half	3790	21%
d. All or almost all	3905	22%
D9. What topics are discussed at grade-level meetings? Select all that apply.		
a. Not applicable	158	1%
b. Instructional reading/language arts strategies	15847	88%
c. School-level administrative issues and announcements	8793	49%
d. Students who are having trouble	12593	70%
e. Extracurricular activities	4962	28%
f. Reading/language arts assessment results	15685	88%
g. Intervention strategies	14457	81%
h. The school's and district's mission	3779	21%
i. Issues in the field of education	5236	29%
j. Teacher professional development issues	8232	46%
k. Upcoming special events	8528	48%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	14077	79%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
D10. Who takes responsibility for teachers using the district's adopted reading/language arts program?		
a. Neither the principal nor the coach take much responsibility	364	2%
b. The principal takes primary responsibility	2223	12%
c. The principal and the coach share equal responsibility	7760	43%
d. The principal gives the coach the primary responsibility	7165	40%
D11. In general, what level of support are you getting from your principal related to your teaching of the adopted reading/language arts program?		
a. Little or no support	3150	18%
b. Adequate support	9559	53%
c. More than adequate support	4833	27%
D12. Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?		
a. Full implemention is required	16090	90%
b. Some variation from full implementation is permitted	1440	8%
E1. What is your access to a reading coach?		
a. The coach is often unavailable	1697	9%
b. The coach is usually available	9075	51%
c. The coach seeks me out to assure that I have the support I need	6601	37%
E2. Is your coach helpful in answering questions about how to teach the program?		
a. The coach often doesn't know more than I do about how to teach the program	1255	7%
b. The coach gives general answers to questions	4238	24%
c. The coach gives specific, detailed answers that I can use	11823	66%
E3. If the coach has conducted one or more demonstration lessons for you, how helpful were they?		
a. The coach has not conducted a demonstration for me	4745	26%
b. The coach's demonstrations do not help much	952	5%
c. The coach provides adequate demonstrations	5791	32%
d. The coach provides demonstrations that significantly improve my teaching	5786	32%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
E4. Does the coach facilitate regular grade-level teacher meetings related to your district's adopted reading/language arts program?		
a. The coach is not involved with the grade-level meetings	3684	21%
b. The coach helps facilitate the meetings regularly	8048	45%
c. In addition to facilitating grade-level meetings regularly, the coach keeps them focused on the instructional needs of the teachers	5490	31%
E5. Does the coach help reinforce the school's pacing schedule?		
a. Not applicable. My school does not have a pacing schedule.	127	1%
b. The coach does not check on my location on the pacing schedule	3295	18%
c. The coach occasionally checks in on where I am on the pacing schedule	8651	48%
d. The coach takes notice and helps me catch up if I fall behind on the pacing schedule	5198	29%
E6. Does the coach help you with the 6-8 Week Skill Assessments?		
a. Not applicable. My school does not administer the 6-8 Week Skill Assessments.	454	3%
b. The coach is not involved with these assessments	1976	11%
c. The coach makes sure the assessments take place, but does not review results	2097	12%
d. The coach helps interpret the assessments and reviews results	12715	71%
E7. How much access does the coach have to classrooms in your school?		
a. Coaches need teacher or principal permission to visit a classroom	297	2%
b. Coaches have free access to classrooms, but only a few teachers welcome their presence	2018	11%
c. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	3571	20%
d. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	11341	63%
E8. In general, what level of support are you getting from your coach related to your district's adopted reading/language arts program?		
a. Little or no support	1882	11%
b. Adequate support	7356	41%
c. More than adequate support	8047	45%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent
F1. On average over the last four instructional weeks, how many minutes per day have you spent teaching the district's adopted reading/language arts program?		
a. Less than 20 minutes	26	0%
b. 20 - 39 minutes	90	1%
c. 40 - 59 minutes	227	1%
d. 60 - 79 minutes	817	5%
e. 80 - 99 minutes	1479	8%
f. 100 - 119 minutes	1258	7%
g. 120 - 139 minutes	3302	18%
h. 140 - 159 minutes	3011	17%
i. 160 - 179 minutes	1788	10%
j. 180 minutes or more	5610	31%
F2. On average over the last four instructional weeks, how many minutes per day have you spent planning your reading/language arts lessons?		
a. Less than 20 minutes	841	5%
b. 20 - 59 minutes	8422	47%
c. 60 - 89 minutes	4191	23%
d. 90 - 120 minutes	1849	10%
e. More than 120 minutes	2221	12%
F3. What percentage of your total reading/language arts instruction relies on materials from your district's adopted program?		
a. 0% - 19%	46	0%
b. 20% - 39%	186	1%
c. 40% - 59%	676	4%
d. 60% - 79%	2439	14%
e. 80% - 100%	14196	79%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

F4. To what degree do you follow your school's pacing schedule for reading/language arts?

	# Bubbled Response	Percent
a. Our school does not have a pacing schedule	98	1%
b. I do not follow the existing pacing schedule	150	1%
c. I keep in mind where I want to be and aim for that	1002	6%
d. I follow the pacing schedule approximately	4750	27%
e. I follow the pacing schedule very closely	11554	64%

F5. Where are you right now in relation to your school's pacing schedule?

	# Bubbled Response	Percent
a. Not applicable. Our school does not have a pacing schedule.	127	1%
b. I am more than two weeks behind where I should be	355	2%
c. I am one to two weeks behind where I should be	871	5%
d. I am within a week of where I should be	14138	79%
e. I am one to two weeks ahead of where I should be	1688	9%
f. I am more than two weeks ahead of where I should be	271	2%

F6. If you assess your students in reading every six to eight weeks, which assessments do you use? Select all that apply.

	# Bubbled Response	Percent
a. I do not assess students in reading progress every six to eight weeks (Skip to Section G)	577	3%
b. I use teacher-developed assessments that my colleagues or I have written	3210	18%
c. I use assessments that come from the publisher with the adopted program	7534	42%
d. I use the 6-8 Week Skill Assessments	13203	74%
f. I use assessments other than those listed above	5104	28%
e. I use district-developed assessments	2395	13%

F7. How do you primarily use results of the 6-8 Week Skill Assessments?

	# Bubbled Response	Percent
a. I don't use the results	349	2%
b. I use the results to monitor student progress every six to eight weeks	5886	33%
c. I use the results to guide my teaching	10896	61%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

F8. What options are available to you when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# Bubbled Response	Percent
a. Adjust the pacing schedule to match student learning rates	2433	14%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	15282	85%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	7409	41%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	8416	47%
e. Call for the assistance of a program coach to help me improve my teaching	7244	40%
f. Call in a reading specialist or resource teacher to assist me with students	3189	18%
g. Recommend time after school or during the summer to help students practice using adopted materials	8678	48%
h. Transfer the student to a class more appropriate to the student's skill level	995	6%
i. Use a supplemental intervention program approved by the State Board of Education	3210	18%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
F9. What options do you find to be most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.		
a. I don't generally use these options	517	3%
b. Adjust the pacing schedule to match student learning rates	2894	16%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	14030	78%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	7639	43%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	4617	26%
f. Call for the assistance of a program coach to help me improve my teaching	4928	28%
g. Call in a reading specialist or resource teacher to assist me with students	2318	13%
h. Recommend time after school or during the summer to help students practice using adopted materials	6888	38%
i. Transfer the student to a class more appropriate to the student's skill level	771	4%
j. Use a supplemental intervention program approved by the State Board of Education	2669	15%
G1. Small group instruction offers opportunities for students to:		
a. Be involved in a variety of reading/language arts activities related to the content of the unit/theme	2680	64%
b. Rotate into a sequence of activities on a variety of topics	1596	38%
c. Be assigned to a group with matched abilities	2373	56%
d. Work on specific skills or activities designed to meet their needs	3948	94%
G2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	2627	62%
b. Pre-decodable books	2055	49%
c. Reading the Big Book	3902	93%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent
G3. When teaching phonemic awareness, I:		
a. Check for understanding by calling on all students during each lesson	2695	64%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	1585	38%
c. Clarify meaning of all unknown words	2043	48%
d. Make sure students are in close proximity in order to monitor responses	3382	80%
G4. Most of my writing instruction is focused on:		
a. Introducing the writing process	2851	68%
b. Teaching the adopted program's lessons	2281	54%
c. Giving students an opportunity to write on self-selected topics	2121	50%
d. Having students write on various topics in their journals	2938	70%
G5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their names	2920	69%
b. Names of the Alphabet Sounds Cards / Alphafriends	3258	77%
c. Upper and lower case letters	3682	87%
d. Simple consonant-vowel-consonant words	2935	70%
G6. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	1375	33%
b. Provide guided practice	4038	96%
c. Have students work on the assignment as homework	643	15%
G7. I teach comprehension and vocabulary development through the use of:		
a. Decodable text	2150	51%
b. Read alouds	3836	91%
c. Strategies and skills	3277	78%

Educational Data Systems

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent
G8. The IWT, Workshop, and Universal Access Time are primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	2407	57%
b. Provide guided practice of assigned independent work	1045	25%
c. Teach core content more easily in a smaller group setting	1217	29%
G9. Most of my writing instruction time is focused on:		
a. Teaching the writing process	8800	63%
b. Daily lessons or weekly projects as provided in the adopted program	8995	64%
c. Weekly writing topics selected by my students	1986	14%
d. Writing projects the students are to publish, three times a year	1850	13%
G10. Most of my spelling instruction is focused on:		
a. Weekly lessons based on the sound/spelling card patterns	11855	84%
b. Assigning students to write spelling words for practice	5162	37%
c. Providing word games to practice spelling	5397	38%
d. Having students memorize words to prepare for weekly tests	4042	29%
G11. When introducing a decodable book, I have my students:		
a. Follow along as I read the book aloud	5095	36%
b. Silently read the book on their own	4676	33%
c. Work with me in a small group	6243	44%
d. Preview the book first, and then chorally read each page aloud	10658	76%
G12. Generally, when students are given an opportunity to practice oral fluency, they are:		
a. Working in small groups with me	7611	54%
b. Working with a student partner	10581	75%
c. Working individually	5726	41%

California Reading First Teacher Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent

G13. To introduce a new reading selection in the anthology, I:

a. Have students listen to the selection on audio cassette/CD	4199	30%
b. Read the selection aloud	7417	53%
c. Select individual students to read parts of the selection aloud	4045	29%
d. Have students chorally read the selection	8486	60%

G14. After reading an anthology selection, my students generally:

a. Participate in a whole group discussion	12400	88%
b. Write a summary of the selection	3072	22%
c. Complete workbook pages to verify understanding	6708	48%

G15. My vocabulary instruction focuses mainly on students:

a. Writing definitions from the glossary	2201	16%
b. Completing the vocabulary worksheets	5226	37%
c. Applying vocabulary strategies before and during reading	11775	84%
d. Using a graphic organizer to define and compare related words	6109	43%

G16. I use the workbook/practice book to:

a. Have students complete assignments independently in class	4898	35%
b. Provide guided practice	12817	91%
c. Have students work on the assignment as homework	2337	17%

G17. The IWT, Workshop, and Universal Access Time are primarily used to: (Select only one.)

a. Pre-teach or re-teach material from current core lessons using program support materials	7630	54%
b. Provide guided practice of assigned independent work	3256	23%
c. Teach core content more easily in a smaller group setting	3207	23%

California Reading First Teacher Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 17,920

	# Bubbled Response	Percent

I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?

	# Bubbled Response	Percent
a. Poor	486	3%
b. Fair	3308	18%
c. Good	9860	55%
d. Excellent	3765	21%

I2. How well do you feel you implemented your district's adopted reading/language arts program as designed?

	# Bubbled Response	Percent
a. Not well	111	1%
b. Somewhat well	1156	6%
c. Reasonably well	9519	53%
d. Very well	6624	37%

I3. What percentage of K-3 teachers in your school do you think are implementing the district's adopted reading/language arts program as designed?

	# Bubbled Response	Percent
a. Less than 30%	127	1%
b. 30 - 59%	767	4%
c. 60 - 89%	4490	25%
d. 90 - 100%	11988	67%

I4. In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.

	# Bubbled Response	Percent
a. Strongly disagree	597	3%
b. Disagree	2119	12%
c. Unsure	4934	28%
d. Agree	8034	45%
e. Strongly agree	1717	10%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

A1. What are your position(s) at the school? Select all that apply.

		# Bubbled Response	Percent
a.	Principal or chief school administrator	5	1%
b.	Vice Principal	6	1%
c.	Reading/language arts coach	917	92%
d.	Reading First site-level coordinator	112	11%
e.	Content Expert	24	2%
f.	Reading First District-level coordinator	10	1%
g.	Teacher, Kindergarten	8	1%
h.	Teacher, Grade 1	7	1%
i.	Teacher, Grade 2	10	1%
j.	Teacher, Grade 3	7	1%
k.	Teacher in Grade 4 or above	10	1%

A2. How many years of experience do you have with your district's adopted reading/language arts program?

		# Bubbled Response	Percent
a.	Less than 1 year	7	1%
b.	1 year	11	1%
c.	2 years	65	7%
d.	3 years	291	29%
e.	4 years	237	24%
f.	5 years or more	360	36%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

_____

A3. How many years will you have taught or provided instructional support in the primary grades (K-3) as of July 2006?

a. Less than 1 year	11	1%
b. 1 year	23	2%
c. 2 years	47	5%
d. 3 - 5 years	227	23%
e. 6 - 10 years	265	27%
f. 11 - 20 years	231	23%
g. 21 - 25 years	65	7%
h. 26 or more years	106	11%

A4. How long have you been a Reading First coach?

a. This is my first year	288	29%
b. This is my second year	273	27%
c. This is my third year	283	28%
d. This is my fourth year	122	12%

A5. Are you serving teachers in waiver classrooms?

a. Yes, I am serving only teachers in waiver classrooms	26	3%
b. Yes, I am serving both teachers in waiver and non-waiver classrooms	281	28%
c. No, I do not serve teachers in waiver classrooms	646	65%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

B1. What type of 5-day Reading Professional Development Institute did you attend this academic year, 2005 - 06? Select all that apply.

	# Bubbled Response	Percent
a. AB 466, Year 1, Kindergarten	54	5%
b. AB 466, Year 1, Grade 1	71	7%
c. AB 466, Year 1, Grade 2	36	4%
d. AB 466, Year 1, Grade 3	39	4%
e. Advanced, Year 2, Kindergarten	103	10%
f. Advanced, Year 2, Grade 1	105	11%
g. Advanced, Year 2, Grade 2	93	9%
h. Advanced, Year 2, Grade 3	80	8%
i. Advanced or Mastery, Year 3, Year 4 or Year 5, Kindergarten or grades 1, 2, or 3	258	26%
j. Summer Coach Training	257	26%
k. None of the above. Skip to Question B8.	183	18%

B2. Your attendance at the Reading Professional Development Institute was on:

	# Bubbled Response	Percent
a. Not applicable	48	5%
b. My own time	361	36%
c. Instructional day time	392	39%

B3. When did you attend the 5-day Reading Professional Development Institute training?

	# Bubbled Response	Percent
a. Not applicable	43	4%
b. Before the district adopted program started being taught in the school	145	15%
c. During the first year the district adopted program was taught in the school	201	20%
d. Sometime after the first year that the district adopted program was taught in the school	409	41%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

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B4. **How well did the Reading Professional Development Institute training prepare you to support your district's adopted reading/language arts program?**

a. Not applicable	12	1%
b. It did not prepare me well	45	5%
c. It prepared me adequately	423	42%
d. It prepared me very well	317	32%

B5. **How many hours of the 80-hour follow-up to the Reading Professional Development Institute will you have completed by the end of the school year?**

a. Not applicable	76	8%
b. Less than 20 hours	1	0%
c. 20 – 39 hours	2	0%
d. 40 – 59 hours	7	1%
e. 60 – 79 hours	8	1%
f. 80 or more hours	703	71%

B6. **If you completed at least 39 hours of follow-up, how well has it supported you for coaching your district's adopted reading/language arts program?**

a. Not applicable	85	9%
b. It has not supported me well	26	3%
c. It has supported me adequately	276	28%
d. It has supported me very well	407	41%

B7. **How many hours of follow-up C-TAC Reading First Coach training have you completed this school year?**

a. Not applicable	100	10%
b. Less than 16 hours (0 – 2 days)	81	8%
c. 17 – 32 hours (3 – 4 days)	602	60%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

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B8. **How much professional development training in reading/language arts have you received this academic year that is not related to your district's adopted reading/language arts program?**

a. None	357	36%
b. 1 – 5 hours	159	16%
c. 6 – 10 hours	102	10%
d. 11 – 15 hours	70	7%
e. 16 – 20 hours	68	7%
f. More than 20 hours	210	21%

B9. **Has professional development or your role as a coach led to any of the following? (Select all that apply.)**

a. An additional certificate or degree	261	26%
b. Additional pay	282	28%
c. No change in professional status	551	55%

C1. **To your knowledge, how many times has your district administrative staff made site visits to your school to monitor the level of implementation of the adopted reading/language arts program?**

a. None	21	2%
b. 1 – 3 times	402	40%
c. 4 – 6 times	299	30%
d. 7 or more times	248	25%

C2. **Has your school leadership established a well-defined school vision aligned with Reading First goals and objectives for student achievement?**

a. We do not have such a vision at this time	82	8%
b. We have such a vision, but it has not been fully communicated to the teachers	238	24%
c. We have such a vision, and it has been fully communicated to the teachers	651	65%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

C3. **Does your school leadership promote the belief that all students can read at grade level if adequately taught?**

		# Bubbled Response	Percent
a.	We do not believe that all students can read at grade level, even if adequately taught	18	2%
b.	We are waiting to see how our adopted program is working before committing to the idea that all students can read at grade level if adequately taught	51	5%
c.	We are firmly behind the idea that all students can read at grade level if adequately taught, but it has not been fully communicated to the teachers	165	17%
d.	We are firmly behind the idea that all students can read at grade level if adequately taught, and it has been fully communicated to teachers	731	73%

C4. **To your knowledge, what percentage of the K-3 Reading First teachers in your school completed the AB 466 Reading Professional Development Institute 5-day training?**

		# Bubbled Response	Percent
a.	Not known	23	2%
b.	Less than 25%	113	11%
c.	Between 25% and 49%	96	10%
d.	Between 50% and 74%	81	8%
e.	Between 75% and 99%	391	39%
f.	100 %	265	27%

C5. **To your knowledge, what percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the AB 466 Reading Professional Development Institute training by the end of the school year?**

		# Bubbled Response	Percent
a.	Not known	30	3%
b.	Less than 25%	135	14%
c.	Between 25% and 49%	111	11%
d.	Between 50% and 74%	118	12%
e.	Between 75% and 99%	330	33%
f.	100 %	245	25%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

C6. **To your knowledge, what percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2005-06?**

	# Bubbled Response	Percent
a. Not known	43	4%
b. Less than 25%	118	12%
c. Between 25% and 49%	99	10%
d. Between 50% and 74%	130	13%
e. Between 75% and 99%	360	36%
f. 100 %	158	16%

C7. **To your knowledge, what percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the Advanced Training Institute by the end of the school year?**

	# Bubbled Response	Percent
a. Not known	55	6%
b. Less than 25%	146	15%
c. Between 25% and 49%	99	10%
d. Between 50% and 74%	111	11%
e. Between 75% and 99%	276	28%
f. 100 %	219	22%

C8. **Does your school leadership require K-3 teachers to fully implement the adopted reading/language arts program?**

	# Bubbled Response	Percent
a. We do require full implementation	864	87%
b. Some variation from full implementation is permitted	105	11%

C9. **On average, how often do your Reading First teachers have uninterrupted instructional time for your district's adopted reading/language arts program of at least one hour for Kindergarten and 2.5 hours for grades 1-3?**

	# Bubbled Response	Percent
a. Never	36	4%
b. One to two days per week	38	4%
c. Three to four days per week	228	23%
d. Five days per week	668	67%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

C10. Has your school leadership ensured that any supplemental materials, technology programs, or staff development programs will be in alignment with the adopted program?

a. We do permit the use of supplemental materials, technology programs, or staff development programs that are not aligned to the adopted reading/language arts instructional program	262	26%
b. We do not permit the use of supplemental materials, technology programs, or staff development programs that are not aligned to the adopted reading/language arts instructional program	697	70%

D1. How much of the adopted program's instructional materials did your teachers receive by the first day of school this year?

a. None	4	0%
b. Some	14	1%
c. Most	269	27%
d. All	684	69%

D2. Does each teacher have his or her own full set of Teacher Editions?

a. No, some or all teachers do not have access to Teacher Editions	1	0%
b. No, some teachers have to share Teacher Editions	19	2%
c. Yes, all teachers have their own set of Teacher Editions	949	95%

D3. Do you as a Reading First coach have your own full set of Teacher Editions for all the relevant grades?

a. No	90	9%
b. Yes	877	88%

D4. To your knowledge, does your principal have his or her own full set of Teacher Editions for all grades?

a. No	351	35%
b. Yes	508	51%
c. I don't know	107	11%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent
E1.	**Does your school have a pacing schedule?**		
	a. My school does not have a pacing schedule	5	1%
	b. My school has a pacing schedule based only on the assessment schedule	174	17%
	c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	787	79%
E2.	**How often does your school leadership provide time for teachers to plan collaboratively?**		
	a. Hardly ever	54	5%
	b. Monthly	203	20%
	c. Twice monthly	345	35%
	d. Weekly	359	36%
	e. Daily	7	1%
E3.	**How involved is your school principal with the 6-8 Week Skill Assessments?**		
	a. The principal is generally not involved with the skill assessments	130	13%
	b. The principal makes sure the skill assessments take place, but does not track results	116	12%
	c. The principal makes sure that the skill assessments take place and keeps track of the results	283	28%
	d. The principal makes sure that the skill assessments take place, tracks results, and requires that instruction be adjusted as necessary	434	44%
E4.	**What is the primary purpose of 6-8 Week Skill Assessments in your school? Select only one.**		
	a. The skill assessments are not administered	2	0%
	b. To monitor student progress	220	22%
	c. To guide instructional decisions	732	73%
	d. To challenge students to achieve	4	0%
	e. To compute grades for report cards	7	1%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

E5. **How many of your grade-level meetings specifically related to your district's adopted reading/language arts program does the principal attend?**

		# Bubbled Response	Percent
a.	None	80	8%
b.	Fewer than half	353	35%
c.	Half or more than half	259	26%
d.	All or all most	270	27%

E6. **What topics are discussed at grade-level meetings? Select all that apply.**

		# Bubbled Response	Percent
a.	Not applicable	7	1%
b.	Instructional reading/language arts strategies	927	93%
c.	School-level administrative issues and announcements	385	39%
d.	Students who are having trouble	737	74%
e.	Extracurricular activities	221	22%
f.	Reading/language arts assessment results	932	94%
g.	Intervention strategies	844	85%
h.	The school's and district's mission	185	19%
i.	Issues in the field of education	246	25%
j.	Teacher professional development issues	469	47%
k.	Upcoming special events	362	36%
l.	Issues related to specific teaching practices that are part of your adopted reading/language arts program	875	88%

E7. **Who takes responsibility for teachers using the district's adopted reading/language arts program?**

		# Bubbled Response	Percent
a.	Neither the principal nor I take much responsibility	2	0%
b.	The principal takes primary responsibility	332	33%
c.	The principal and I share equal responsibility	460	46%
d.	The principal gives me the primary responsibility	168	17%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent

E8. Do you feel that the district has adequately prepared you to serve as a peer coach for teachers implementing the adopted reading/language arts program?

		# Bubbled Response	Percent
a.	I do not feel prepared for this role	13	1%
b.	I feel somewhat prepared	76	8%
c.	I feel adequately prepared	479	48%
d.	I feel more than adequately prepared	399	40%

E9. How often does the principal hold meetings with you as a reading coach?

a.	Less than monthly	124	12%
b.	Once a month on average	212	21%
c.	Once a week on average	411	41%
d.	Multiple times during an average week	215	22%

E10. As a reading coach, the conversations you have with your principal focus on what topics? Select all that apply.

a.	My role and responsibilities as a reading coach	670	67%
b.	Preparing the principal for what to look for during classroom visits	578	58%
c.	Planning grade-level meeting agendas	523	53%
d.	Analyzing the 6-8 Week Skill Assessment data	695	70%
e.	Addressing instructional needs of teachers	798	80%
f.	Planning site professional development programs and services	756	76%
g.	Planning classroom walkthroughs together	508	51%

E11. How often do you and your principal conduct joint classroom visits?

a.	Less than monthly	558	56%
b.	Once a month on average	288	29%
c.	Once a week on average	88	9%
d.	Multiple times during an average week	22	2%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

E12. How much access do you have to teacher classrooms?

	# Bubbled Response	Percent
a. I need teacher or principal permission to visit a classroom	20	2%
b. I have free access to classrooms, but only a few teachers welcome my presence	29	3%
c. I have free access to classrooms, but only about half of the teachers welcome my	129	13%
d. I have free access to classrooms, and almost all of the teachers welcome my presence	787	79%

E13. In general, what level of support are you getting from your principal related to your adopted reading/language arts program?

	# Bubbled Response	Percent
a. Little or no support	106	11%
b. Adequate support	297	30%
c. More than adequate support	562	56%

F1. What kinds of support are the reading coaches in your school expected to provide K-3 teachers in the effective use of the adopted reading/language arts program? Select all that apply.

	# Bubbled Response	Percent
a. Be available for teacher consultation only if asked, but otherwise do not interfere	151	15%
b. Conduct demonstration lessons	955	96%
c. Assist with planning and pacing of the adopted program	897	90%
d. Conduct focused observations and provide specific feedback to teachers	884	89%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	812	82%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	379	38%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	912	92%
h. Facilitate teacher grade-level meetings	804	81%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	130	13%
j. Help analyze assessment results	935	94%
k. Assist with formal and informal classroom reading assessments	586	59%
l. Prepare reports for the district's Reading First coordinator regarding work activities	749	75%

Educational Data Systems

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent

F2. What qualifications does your school leadership require of its reading coaches? Select all that apply.

		# Bubbled Response	Percent
a.	A valid California teaching credential	936	94%
b.	Three years or more of successful classroom teaching experience	925	93%
c.	Recent, relevant training in scientifically-based reading instruction	741	74%
d.	Demonstrated skill in working with adult learners	685	69%

F3. What is your school's coach-to-teacher ratio?

		# Bubbled Response	Percent
a.	One coach to more than 30 teachers	254	26%
b.	One coach to 21-30 teachers	382	38%
c.	One coach to 16-20 teachers	168	17%
d.	One coach to 10-15 teachers	118	12%
e.	One coach to less than 10 teachers	40	4%

F4. How much access do teachers generally have to a reading coach?

		# Bubbled Response	Percent
a.	Coaches are often unavailable	18	2%
b.	Coaches are usually available	291	29%
c.	Coaches seek out teachers to assure that they have the support they need	649	65%

F5. How helpful do you feel you are in answering teacher questions about how to teach the program?

		# Bubbled Response	Percent
a.	I often don't know more than the teachers about how to teach the program	5	1%
b.	I am able to give general answers to questions	96	10%
c.	I give specific, detailed answers that teachers can use	862	87%

F6. If you conduct demonstration lessons, how helpful are they?

		# Bubbled Response	Percent
a.	I do not usually conduct demonstrations	24	2%
b.	My demonstrations do not seem to help much	15	2%
c.	My demonstrations are adequate	362	36%
d.	My demonstrations often significantly improve teaching	555	56%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent
F7.	**Do you facilitate regular grade-level meetings related to your adopted reading/language arts program?**		
a.	I am not involved with the grade-level meetings	107	11%
b.	I facilitate the meetings regularly	348	35%
c.	In addition to facilitating grade-level meetings regularly, I keep them focused on the instructional needs of the teachers	485	49%
F8.	**Do you help reinforce your school's pacing schedule?**		
a.	Not applicable. Our school does not have a pacing schedule.	2	0%
b.	I do not check on teacher locations on the pacing schedule	28	3%
c.	I occasionally check in on teacher locations on the pacing schedule	284	29%
d.	I take notice and help teachers catch up if they fall behind on the pacing schedule	648	65%
F9.	**Do you help the teachers with the 6-8 Week Skill Assessments?**		
a.	Not applicable. Our school does not administer the 6-8 Week Skill Assessments.	4	0%
b.	I am not involved with these assessments	12	1%
c.	I make sure the assessments take place, but do not review results	18	2%
d.	I help interpret the assessments and review results	929	93%
G1.	**On average over the last four instructional weeks, how many minutes per day would you say Kindergarten teachers in your school have spent on teaching the district's adopted reading/language arts program?**		
a.	Less than 20 minutes	1	0%
b.	20 - 39 minutes	7	1%
c.	40 - 59 minutes	35	4%
d.	60 - 79 minutes	231	23%
e.	80 - 99 minutes	254	26%
f.	More than 100 minutes	411	41%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent
G2.	**On average over the last four instructional weeks, how many minutes per day would you say Grade 1 - 3 teachers in your school have spent on teaching the district's adopted reading/language arts program?**		
a.	Less than 20 minutes	0	0%
b.	20 – 39 minutes	0	0%
c.	40 – 59 minutes	4	0%
d.	60 – 79 minutes	9	1%
e.	80 – 99 minutes	20	2%
f.	100 – 119 minutes	35	4%
g.	120 – 139 minutes	140	14%
h.	140 – 159 minutes	311	31%
i.	160 – 179 minutes	158	16%
j.	180 minutes or more	284	29%
G3.	**On average over the last four instructional weeks, how many minutes per day would you say teachers in your school have spent planning reading/language arts lessons?**		
a.	Less than 20 minutes	55	6%
b.	20 – 59 minutes	480	48%
c.	60 – 89 minutes	200	20%
d.	90 – 120 minutes	88	9%
e.	More than 120 minutes	135	14%
G4.	**What percentage of total reading/language arts instruction would you say relies on materials from your district's adopted reading/language arts program?**		
a.	0% - 19%	0	0%
b.	20% - 39%	5	1%
c.	40% - 59%	5	1%
d.	60% - 79%	84	8%
e.	80% - 100%	870	87%

State-Level

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

G5. To what degree do teachers in your school follow a pacing schedule for reading/language arts?

	# Bubbled Response	Percent
a. Our school does not have a pacing schedule	4	0%
b. There is a pacing schedule, but teachers do not follow it	4	0%
c. The teachers keep in mind where they want to be and aim for that	26	3%
d. The teachers follow the pacing schedule approximately	291	29%
e. The teachers follow the pacing schedule very closely	635	64%

G6. If teachers assess their students in reading every six to eight weeks, which assessments do they use for this purpose? Select all that apply.

	# Bubbled Response	Percent
a. Teachers do not assess students in reading every six to eight weeks: (Skip to Section H)	4	0%
b. Teachers use teacher-developed assessments that they or their colleagues have written	121	12%
c. Teachers use assessments that come from the publisher with the adopted program	364	37%
d. Teachers use the 6-8 Week Skill Assessments	890	89%
e. Teachers use district-developed assessments	217	22%
f. Teachers use assessments other than those listed above	102	10%

G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?

	# Bubbled Response	Percent
a. They don't use the results	14	1%
b. They use the results to monitor student progress	316	32%
c. They use the results to guide their teaching	624	63%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

_____

G8. What options are available to teachers when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# Bubbled Response	Percent
a. Adjust the pacing schedule to match student learning rates	83	8%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	941	94%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	582	58%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	650	65%
e. Call for the assistance of a program coach to help improve teaching	797	80%
f. Call in a reading specialist or resource teacher to assist with students	367	37%
g. Recommend time after school or during the summer to help students practice using adopted material	740	74%
h. Transfer the student to a class more appropriate to the student's skill level	102	10%
i. Use a supplemental intervention program approved by the State Board of Education	388	39%

State-Level

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent

G9. **What options do teachers find most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.**

		# Bubbled Response	Percent
a.	Our teachers generally don't use these options	19	2%
b.	Adjust the pacing schedule to match student learning rates	67	7%
c.	Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	863	87%
d.	Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	472	47%
e.	Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	405	41%
f.	Call for the assistance of a program coach to help improve teaching	632	63%
g.	Call in a reading specialist or resource teacher to assist with students	249	25%
h.	Recommend time after school or during the summer to help students practice using adopted matrial	578	58%
i.	Transfer the student to a class more appropriate to the student's skill level	77	8%
j.	Use a supplemental intervention program approved by the State Board of Education	264	27%

H1. **Small group instruction offers opportunities for students to:**

		# Bubbled Response	Percent
a.	Be involved in a variety of reading/language arts activities related to the content of the unit/theme	583	59%
b.	Rotate into a sequence of activities on a variety of topics	176	18%
c.	Be assigned to a group with matched abilities	415	42%
d.	Work on specific skills or activities designed to meet their needs	922	93%

H2. **The adopted program components that are best delivered to the entire class at the same time are:**

		# Bubbled Response	Percent
a.	Workbook/practice book	690	69%
b.	Pre-decodable books	558	56%
c.	Reading the Big Book	907	91%

California Reading First Coach Survey 2005-2006
State-Level Responses

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		# Bubbled Response	Percent
H3.	**When teaching phonemic awareness, teachers should:**		
a.	Check for understanding by calling on all students during each lesson	428	43%
b.	Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	243	24%
c.	Clarify meaning of all unknown words	143	14%
d.	Make sure students are in close proximity in order to monitor responses	905	91%
H4.	**Most writing instruction should be focused on:**		
a.	Introducing the writing process	663	67%
b.	Teaching the adopted program's lessons	763	77%
c.	Giving students an opportunity to write on self-selected topics	368	37%
d.	Having students write on various topics in their journals	384	39%
H5.	**It is most important for Kindergarten students to be automatic in recognizing:**		
a.	Their name	590	59%
b.	Names of the Alphabet Sounds Cards / Alphafriends	725	73%
c.	Upper and lower case letters	854	86%
d.	Simple consonant-vowel-consonant words	628	63%
H6.	**The workbook/practice book should be used to:**		
a.	Have students complete assignments independently in class	105	11%
b.	Provide guided practice by the teacher	938	94%
c.	Have students work on the assignment as homework	49	5%
H7.	**Comprehension and vocabulary development should be taught through the use of:**		
a.	Decodable text	275	28%
b.	Read alouds	706	71%
c.	Using strategies and skills	859	86%

California Reading First Coach Survey 2005-2006
State-Level Responses

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	# Bubbled Response	Percent
H8. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support	832	84%
b. Provide guided practice of assigned independent work	43	4%
c. Teach core content more easily in a smaller group setting	74	7%
H9. Most writing instruction time should be focused on:		
a. Teaching the writing process	789	79%
b. Daily lessons or weekly projects as provided in the adopted program	808	81%
c. Weekly writing topics selected by students	229	23%
d. Writing projects the students are to publish, three times a year	177	18%
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	950	95%
b. Assigning students to write spelling words for practice	51	5%
c. Providing word games to practice spelling	296	30%
d. Memorizing words to prepare for weekly tests	23	2%
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	120	12%
b. Silently read the book on their own	240	24%
c. Work with the teacher in a small group	254	26%
d. Preview the book first, and then chorally read each page aloud	785	79%
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	544	55%
b. Working with a student partner	846	85%
c. Working individually	322	32%

California Reading First Coach Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent
H13. To introduce a new reading selection in the anthology, teachers should:		
a. Have students listen to the anthology selection on the audio cassette/CD	133	13%
b. Read the selection aloud	329	33%
c. Select individual students to read parts of the selection aloud	108	11%
d. Have students chorally read the selection	823	83%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	951	95%
b. Write a summary of the selection	124	12%
c. Complete workbook pages to verify understanding	194	19%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	15	2%
b. Completing the vocabulary worksheets	48	5%
c. Applying vocabulary strategies before and during reading	947	95%
d. Using a graphic organizer to define and compare related words	495	50%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	138	14%
b. Provide guided practice by the teacher	938	94%
c. Have students work on the assignment as homework	49	5%
H17. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support	829	83%
b. Provide guided practice of assigned independent work	70	7%
c. Teach core content more easily in a smaller group setting	59	6%

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State-Level Responses

Number of Surveys Received by Evaluator: 996

	# Bubbled Response	Percent

I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?

		# Bubbled Response	Percent
a.	Poor	10	1%
b.	Fair	110	11%
c.	Good	541	54%
d.	Excellent	298	30%

I2. What percentage of K-3 teachers in your school do you think are implementing the district's adopted reading/language arts program as designed?

		# Bubbled Response	Percent
a.	Less than 30%	29	3%
b.	30 – 59%	84	8%
c.	60 – 89%	375	38%
d.	90 – 100%	467	47%

I3. In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.

		# Bubbled Response	Percent
a.	Strongly disagree	24	2%
b.	Disagree	151	15%
c.	Unsure	159	16%
d.	Agree	515	52%
e.	Strongly agree	101	10%

I4. As far as you can tell, does your district's adopted reading/language arts program have any unintended negative consequences? For example, is it adversely affecting any other school initiatives or activities?

		# Bubbled Response	Percent
a.	There are few, if any, negative consequences	467	47%
b.	I'm not sure	170	17%
c.	There are some negative consequences, but they are minor	270	27%
d.	There are severe negative consequences	39	4%

Educational Data Systems

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State-Level Responses

Number of Surveys Received by Evaluator: 996

		# Bubbled Response	Percent

I6. **Are any other programs, school initiatives, or activities having an adverse effect on the implementation of your district's adopted reading/language arts program?**

		# Bubbled Response	Percent
a.	No	575	58%
b.	I'm not sure	201	20%
c.	Yes	165	17%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
A1. What is your position at the school?		
a. Principal or chief school administrator	770	74%
b. Vice Principal	253	24%
A2. How many years have you been in this position at your current school?		
a. Less than 1 year	195	19%
b. 1 year	127	12%
c. 2 years	189	18%
d. 3 years	159	15%
e. 4 years	88	8%
f. 5 years or more	264	25%
A3. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	29	3%
b. 1 year	28	3%
c. 2 years	77	7%
d. 3 years	245	24%
e. 4 years	225	22%
f. 5 years or more	415	40%
A4. How many years will you have taught or provided administrative support for the primary grades (K-3) as of July 2006?		
a. Less than 1 year	22	2%
b. 1 year	34	3%
c. 2 years	47	5%
d. 3 - 5 years	214	21%
e. 6 - 10 years	237	23%
f. 11 - 20 years	239	23%
g. 21 - 25 years	91	9%
h. 26 or more years	136	13%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
B1. What training in your district's adopted reading/language arts program have you completed? Select all that apply.		
a. No formal training on our district's adopted reading/language arts program	31	3%
b. The AB 75 Principal Training Program, Module 1	853	82%
c. The 40-hour follow-up to the AB 75 Principal Training Program, Module 1	623	60%
d. The AB 466, Year 1 training ordinarily given to teachers	373	36%
e. The Reading First Administrator's Modules (one or more)	595	57%
B2. If you attended the AB 75 Principal Training Program, Module 1, when did this occur?		
a. Not applicable	84	8%
b. Before the district adopted program started being taught in the school	63	6%
c. During the first year the district adopted program was taught in the school	289	28%
d. Some time after the first year that the district adopted program was taught in the school	559	54%
B3. How well did the AB 75, Module 1, prepare you to be an instructional leader with your teachers for your district's adopted reading/language arts program?		
a. Not applicable	88	8%
b. It did not prepare me well	114	11%
c. It prepared me adequately	582	56%
d. It prepared me very well	208	20%
B4. How many hours of the 40-hour follow-up to the AB 75 Principal Training Program, Module 1, will you have completed by the end of the school year?		
a. Not Applicable	222	21%
b. Less than 10 hours	41	4%
c. 10 - 19 hours	29	3%
d. 20 - 29 hours	20	2%
e. 30 - 39 hours	14	1%
f. 40 or more hours	664	64%

California Reading First Principal Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	Percent

B5. How well have the 40-hours of follow-up activities to AB 75, Module 1, supported you for administering the adopted reading/language arts program?

a. Not applicable	184	18%
b. They have not supported me well	49	5%
c. They have supported me adequately	475	46%
d. They have supported me very well	279	27%

C1. How many times has your district administrative staff made site visits to your school to monitor the implementation of your district's adopted reading/language arts program?

a. None	19	2%
b. 1-3 times	315	30%
c. 4-6 times	337	32%
d. 7 or more times	347	33%

C2. Has your school leadership established a well-defined school vision aligned with Reading First goals and objectives for student achievement?

a. We do not have such a vision at this time	41	4%
b. We have such a vision, but it has not been fully communicated to the teachers	175	17%
c. We have such a vision, and it has been fully communicated to the teachers	807	78%

C3. Do you promote the belief that all students can read at grade level if adequately taught?

a. I do not believe that all students can read at grade level, even if adequately	41	4%
b. I am waiting to see how our adopted program is working before committing to the idea that all students can read at grade level if adequately taught	29	3%
c. I am firmly behind the idea that all students can read at grade level if adequately taught, but I have not fully communicated it to the coaches and teachers	89	9%
d. I am firmly behind the idea that all students can read at grade level if adequately taught, and I have fully communicated this to coaches and teachers	858	82%

C4. What percentage of the K-3 Reading First teachers in your school completed the AB 466 Reading Professional Development Institute 5-day training in 2005-06?

a. Less than 25%	75	7%
b. Between 25% and 49%	57	5%
c. Between 50% and 74%	67	6%
d. Between 75% and 99%	445	43%
e. 100%	363	35%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

State-Level

	# Bubbled Response	Percent

C5. What percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the AB 466 Reading Professional Development Institute training by the end of this school year?

	# Bubbled Response	Percent
a. Less than 25%	93	9%
b. Between 25% and 49%	89	9%
c. Between 50% and 74%	133	13%
d. Between 75% and 99%	410	39%
e. 100%	275	26%

C6. What percentage of the K-3 Reading First teachers in your school completed the 5-day Advanced Training Institute in 2005-06?

	# Bubbled Response	Percent
a. Less than 25%	117	11%
b. Between 25% and 49%	130	12%
c. Between 50% and 74%	154	15%
d. Between 75% and 99%	521	50%

C7. What percentage of the K-3 Reading First teachers in your school will have completed the 80-hour follow-up to the Advanced Training Institute by the end of the

	# Bubbled Response	Percent
a. Less than 25%	136	13%
b. Between 25% and 49%	126	12%
c. Between 50% and 74%	148	14%
d. Between 75% and 99%	317	30%
e. 100 %	194	19%

C8. Do you require K-3 teachers to fully implement the adopted reading/language arts program?

	# Bubbled Response	Percent
a. I require full implementation	978	94%
b. I permit some variation from full implementation	42	4%

C9. On average, how often do your Reading First teachers have uninterrupted instructional time for your district's adopted reading/language arts program of at least 1 hour for Kindergarten and 2.5 hours for grades 1-3?

	# Bubbled Response	Percent
a. Never	28	3%
b. One or two days per week	15	1%
c. Three or four days per week	120	12%
d. Five days per week	854	82%

Educational Data Systems

California Reading First Principal Survey 2005-2006
State-Level Responses

State-Level

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent

C10. Have you ensured that any supplemental materials, technology programs, and staff development programs will be in alignment with the adopted program?

	# Bubbled Response	Percent
a. I permit the use of supplemental materials, technology programs, and staff development programs that are not aligned to the adopted reading/language arts instructional program	198	19%
b. I do not permit the use of supplemental materials, technology programs, and staff development programs that are not aligned to the adopted reading/language arts instructional program	815	78%

C11. Have you assured that the Reading First program is coordinated with staff and advisory committees responsible for Language Acquisition, Title I, School Improvement, and Special Education programs?

	# Bubbled Response	Percent
a. Not applicable	18	2%
b. Not much progress yet	8	1%
c. Some progress	94	9%
d. Satisfactory progress	490	47%
e. Progress more than satisfactory	404	39%

D1. How much of the adopted program's instructional materials did your teachers receive by the first day of school this school year?

	# Bubbled Response	Percent
a. None	5	0%
b. Some	14	1%
c. Most	210	20%
d. All	789	76%

D2. Does each teacher have his or her own full set of Teacher Editions?

	# Bubbled Response	Percent
a. No, some or all teachers do not have access to Teacher Editions	1	0%
b. No, some or all teachers have to share Teacher Editions	4	0%
c. Yes, all teachers have their own sets of Teacher Editions	1011	97%

D3. Does each Reading First coach have his or her own full set of Teacher Editions for all the relevant grades?

	# Bubbled Response	Percent
a. No	49	5%
b. Yes	964	93%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
D4. Do you yourself have a full set of Teacher Editions for all grades?		
a. No	412	40%
b. Yes	610	59%
E1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	3	0%
b. My school has a pacing schedule based only on the assessment schedule	149	14%
c. My school has a pacing schedule that identifies lessons on a daily or weekly schedule and when to give assessments	867	83%
E2. How often does your school leadership provide time for teachers to plan collaboratively?		
a. Hardly ever	7	1%
b. Monthly	171	16%
c. Twice monthly	358	34%
d. Weekly	468	45%
e. Daily	15	1%
E3. How involved are you with the 6-8 Week Skill Assessments in your school?		
a. I am generally not involved with the skill assessments	44	4%
b. I make sure that the skill assessments take place, but I do not track results	59	6%
c. I make sure that the skill assessments take place and I keep track of the results	327	31%
d. I make sure that the skill assessments take place, I track results, and I require that instruction is adjusted as necessary	590	57%
E4. What is the primary purpose of the 6-8 Week Skill Assessments in your school? Select only one.		
a. Skill assessments are not administered	3	0%
b. To monitor student progress	159	15%
c. To guide instructional decisions	839	81%
d. To challenge students to achieve	15	1%
e. To compute grades for report cards	7	1%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
E5. How many of the grade-level meetings specifically related to your district's adopted reading/language arts program do you attend?		
a. None	13	1%
b. Fewer than half	217	21%
c. Half or more than half	424	41%
d. All or almost all	364	35%
E6. What topics are discussed at grade-level meetings? Select all that apply.		
a. Not applicable	7	1%
b. Instructional reading/language arts strategies	984	95%
c. School-level administrative issues and announcements	235	23%
d. Students who are having trouble	788	76%
e. Extracurricular activities	154	15%
f. Reading/language arts assessment results	980	94%
g. Intervention strategies	957	92%
h. The school's and district's mission	288	28%
i. Issues in the field of education	243	23%
j. Teacher professional development issues	598	57%
k. Upcoming special events	239	23%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	946	91%
E7. Who takes responsibility for teachers using the district's adopted reading/language arts program?		
a. Neither I nor the coach take much responsibility	0	0%
b. I take primary responsibility	359	34%
c. The coach and I share equal responsibility	548	53%
d. I give the coach the primary responsibility	90	9%

California Reading First Principal Survey 2005-2006
State-Level Responses

	# Bubbled Response	State-Level Percent
E8. Do you feel that the district has adequately prepared coaches to serve as a peer coach to teachers implementing the adopted reading/language arts program?		
a. Not applicable	3	0%
b. The coaches are not adequately prepared for this role	23	2%
c. The coaches are somewhat prepared	63	6%
d. The coaches are adequately prepared	348	33%
e. The coaches are more than adequately prepared	563	54%
E9. How often do you hold meetings with your reading coach?		
a. Not applicable	21	2%
b. Less than monthly	31	3%
c. Once a month on average	163	16%
d. Once a week on average	458	44%
e. Multiple times during an average week	325	31%
E10. How often do you and your coach conduct joint classroom visits?		
a. Not applicable	96	9%
b. Less than monthly	326	31%
c. Once a month on average	359	34%
d. Once a week on average	175	17%
e. Multiple times during an average week	43	4%
E11. How much access do coaches have to teacher classrooms?		
a. Not applicable	6	1%
b. Coaches need teacher or principal permission to visit a classroom	11	1%
c. Coaches have free access to classrooms, but only a few teachers welcome their presence	33	3%
d. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	136	13%
e. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	813	78%

Educational Data Systems

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

State-Level

	# Bubbled Response	Percent

E12. In general, what level of support do you provide the teachers and coach related to your district's adopted reading/language arts program?

	# Bubbled Response	Percent
a. Little or no support	6	1%
b. Adequate support	271	26%
c. More than adequate support	722	69%

F1. What kinds of support are the reading coaches in your school expected to provide K-3 teachers in the effective use of the adopted reading/language arts program? Select all that apply.

	# Bubbled Response	Percent
a. Be available for teacher consultation only if asked, but otherwise do not interfere	172	17%
b. Conduct demonstration lessons	980	94%
c. Assist with planning and pacing of the adopted program	946	91%
d. Conduct focused observations and provide specific feedback to teachers	921	88%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	890	85%
f. Assist in referring students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	465	45%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	946	91%
h. Facilitate teacher grade-level meetings	824	79%
i. Help write and administer assessments and quizzes for Kindergarten through Grade 3	245	24%
j. Help analyze assessment results	967	93%
k. Assist with formal and informal classroom reading assessments	746	72%
l. Prepare reports for the district's Reading First coordinator regarding work activities	872	84%
m Not applicable	7	1%

F2. What qualifications does your district require of its reading coaches? Select all that apply.

	# Bubbled Response	Percent
a. A valid California teaching credential	956	92%
b. Three years or more of successful classroom teaching experience	938	90%
c. Recent, relevant training in scientifically-based reading instruction	803	77%
d. Demonstrated skill in working with adult learners	670	64%
e. Not applicable	7	1%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
F3. What is your school's coach-to-teacher ratio?		
a. One coach to more than 30 teachers	220	21%
b. One coach to 21-30 teachers	379	36%
c. One coach to 16-20 teachers	224	22%
d. One coach to 10-15 teachers	138	13%
e. One coach to less than 10 teachers	30	3%
f. Not applicable	3	0%
F4. How much access do teachers generally have to a reading coach?		
a. Coaches are often unavailable	21	2%
b. Coaches are usually available	303	29%
c. Coaches seek out teachers to assure that they have the support they need	671	64%
F5. How helpful are the coaches in answering teacher questions about how to teach the program?		
a. Coaches often don't know more than the teachers about how to teach the program	5	0%
b. Coaches are able to give general answers to questions	76	7%
c. Coaches give specific, detailed answers that teachers can use	911	88%
F6. Do the coaches conduct helpful demonstration lessons?		
a. Coaches do not usually conduct demonstrations	27	3%
b. Coach demonstrations do not seem to help much	11	1%
c. Coach demonstrations are adequate	254	24%
d. Coach demonstrations often significantly improve teaching	697	67%
F7. Do coaches facilitate regular grade-level meetings related to your adopted reading/language arts program?		
a. Coaches are not involved with the grade-level meetings	70	7%
b. Coaches facilitate the meetings regularly	354	34%
c. In addition to facilitating grade-level meetings regularly, the coaches keep them focused on the instructional needs of the teachers	552	53%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
F8. Do the coaches help reinforce the school's pacing schedule?		
a. Not applicable. Our school does not have a pacing schedule	1	0%
b. Coaches do not check on teacher locations on the pacing schedule	17	2%
c. Coaches occasionally check in on teacher locations on the pacing schedule	180	17%
d. Coaches take notice and help teachers catch up if they fall behind on the pacing schedule	789	76%
F9. Do coaches help the teachers with the 6-8 Week Skill Assessments?		
a. Not applicable. Our school does not administer the 6-8 Week Skill	3	0%
b. Coaches are not involved with these assessments	16	2%
c. Coaches make sure the assessments take place, but do not review results	38	4%
d. Coaches help interpret the assessments and review results	935	90%
G1. On average over the last four instructional weeks, how many minutes per day would you say Kindergarten teachers in your school have spent on teaching the district's adopted reading/language arts program?		
a. Less than 20 minutes	1	0%
b. 20 - 39 minutes	5	0%
c. 40 - 59 minutes	30	3%
d. 60 - 79 minutes	207	20%
e. 80 - 99 minutes	246	24%
f. More than 100 minutes	504	48%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent

G2. On average over the last four instructional weeks, how many minutes per day would you say Grade 1 - 3 teachers in your school have spent on teaching the district's adopted reading/language arts program?

	# Bubbled Response	Percent
a. Less than 20 minutes	0	0%
b. 20 - 39 minutes	3	0%
c. 40 - 59 minutes	3	0%
d. 60 - 79 minutes	11	1%
e. 80 - 99 minutes	20	2%
f. 100 - 119 minutes	33	3%
g. 120 - 139 minutes	156	15%
h. 140 - 159 minutes	297	29%
i. 160 - 179 minutes	169	16%
j. More than 180 minutes	315	30%

G3. On average over the last four instructional weeks, how many minutes per day would you say teachers in your school have spent planning reading/language arts lessons?

	# Bubbled Response	Percent
a. Less than 20 minutes	24	2%
b. 20 - 59 minutes	453	44%
c. 60 - 89 minutes	257	25%
d. 90 - 120 minutes	118	11%
e. More than 120 minutes	160	15%

G4. What percentage of total reading/language arts instruction would you say relies on materials from your district's adopted reading/language art program?

	# Bubbled Response	Percent
a. 0% - 19%	0	0%
b. 20% - 39%	1	0%
c. 40% - 59%	6	1%
d. 60% - 79%	55	5%
e. 80% - 100%	948	91%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
G5. To what degree do teachers in your school follow a pacing schedule for reading/language arts?		
a. Our school does not have a pacing schedule	2	0%
b. There is a pacing schedule, but the teachers do not follow it	3	0%
c. The teachers keep in mind where they want to be and aim for that	18	2%
d. The teachers follow the pacing schedule approximately	211	20%
e. The teachers follow the pacing schedule quite very closely	777	75%
G6. If teachers assess their students in reading every six to eight weeks, which assessments do they use for this purpose? Select all that apply.		
a. Teachers do not assess reading every six to eight weeks (Skip to Section H)	6	1%
b. Teachers use assessments that they or their colleagues have written	107	10%
c. Teachers use assessments that come from the publisher with the adopted program	465	45%
d. Teachers use the 6-8 Week Skill Assessments	908	87%
e. Teachers use district-developed assessments	346	33%
f. Teachers use assessments other than those listed above	137	13%
G7. How do teachers primarily use results of the 6-8 Week Skill Assessments?		
a. They don't use the results	7	1%
b. They use the results to monitor student progress	279	27%
c. They use the results to guide their teaching	722	69%

California Reading First Principal Survey 2005-2006
State-Level Responses

	State-Level	
	# Bubbled Response	**Percent**

G8. What options are available to teachers when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# Bubbled Response	Percent
a. Adjust the pacing schedule to match student learning rates	123	12%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	974	94%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	667	64%
d. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	732	70%
e. Call for the assistance of a program coach to help improve teaching	812	78%
f. Call in a reading specialist or resource teacher to assist with students	410	39%
g. Recommend time after school or during the summer to help students practice using adopted materials	784	75%
h. Transfer the student to a class more appropriate to the student's skill level	89	9%
i. Use a supplemental intervention program approved by the State Board of Education	444	43%

G9. What options do teachers find to be most effective when students do poorly on the 6-8 Week Skill Assessments? Select all that apply.

	# Bubbled Response	Percent
a. Our teachers generally don't use these options	11	1%
b. Adjust the pacing schedule to match student learning rates	113	11%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	929	89%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	583	56%
e. Refer students to the school's pre-referral team (e.g., Student Study Team or Student Assistance Team)	510	49%
f. Call for the assistance of a program coach to help improve teaching	672	65%
g. Call in a reading specialist or resource teacher to assist with students	307	29%
h. Recommend time after school or during the summer to help students practice using adopted material	651	63%
i. Transfer the student to a class more appropriate to the student's skill level	69	7%
j. Use a supplemental intervention program approved by the State Board of Education	332	32%

California Reading First Principal Survey 2005-2006
State-Level Responses

State-Level

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
H1. Small group instruction offers opportunities for students to:		
a. Be involved in a variety of reading/language arts activities related to the content of the unit/theme	614	59%
b. Rotate into a sequence of activities on a variety of topics	265	25%
c. Be assigned to a group with matched abilities	496	48%
d. Work on specific skills or activities designed to meet their needs	947	91%
H2. The adopted program components that are best delivered to the entire class at the same time are:		
a. Workbook/practice book	596	57%
b. Pre-decodable books	501	48%
c. Reading the Big Book	890	85%
H3. When teaching phonemic awareness, teachers should:		
a. Check for understanding by calling on all students during each lesson	490	47%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	382	37%
c. Clarify meaning of all unknown words	254	24%
d. Make sure students are in close proximity in order to monitor responses	829	80%
H4. Most writing instruction should be focused on:		
a. Introducing the writing process	670	64%
b. Teaching the adopted program's lessons	707	68%
c. Giving students an opportunity to write on self-selected topics	383	37%
d. Having students write on various topics in their journals	412	40%
H5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their name	584	56%
b. Names of the Alphabet Sounds Cards / Alphafriends	826	79%
c. Upper and lower case letters	743	71%
d. Simple consonant-vowel-consonant words	635	61%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

State-Level

	# Bubbled Response	Percent
H6. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	219	21%
b. Provide guided practice by the teacher	952	91%
c. Have students work on the assignment as homework	104	10%
H7. Comprehension and vocabulary development should be taught through the use of:		
a. Decodable text	377	36%
b. Read alouds	673	65%
c. Using strategies and skills	834	80%
H8. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	771	74%
b. Provide guided practice of assigned independent work	114	11%
c. Teach core content more easily in a smaller group setting	157	15%
H9. Most writing instruction time should be focused on:		
a. Teaching the writing process	770	74%
b. Daily lessons or weekly projects as provided in the adopted program	809	78%
c. Weekly writing topics selected by students	284	27%
d. Writing projects the students are to publish, three times a year	248	24%
H10. Most spelling instruction should be focused on:		
a. Weekly lessons based on the sound/spelling card patterns	988	95%
b. Assigning students to write spelling words for practice	121	12%
c. Providing word games to practice spelling	337	32%
d. Memorizing words to prepare for weekly tests	57	5%
H11. When introducing a decodable book, teachers should have their students:		
a. Follow along as the teacher reads the book	327	31%
b. Silently read the book on their own	219	21%
c. Work with the teacher in a small group	352	34%
d. Preview the book first, and then chorally read each page aloud	811	78%

Educational Data Systems

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
H12. Generally, when students are given an opportunity to practice oral fluency, they should be:		
a. Working in small groups with the teacher	553	53%
b. Working with a student partner	832	80%
c. Working individually	285	27%
H13. To introduce a new reading selection in the anthology, teachers should:		
a. Have students listen to the anthology selection on audio cassette/CD	375	36%
b. Read the selection aloud	568	55%
c. Select individual students to read parts of the selection aloud	175	17%
d. Have students chorally read the selection	613	59%
H14. After reading an anthology selection, students should generally:		
a. Participate in a whole group discussion	965	93%
b. Write a summary of the selection	188	18%
c. Complete workbook pages to verify understanding	268	26%
H15. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	20	2%
b. Completing the vocabulary worksheets	91	9%
c. Applying vocabulary strategies before and during reading	970	93%
d. Using a graphic organizer to define and compare related words	518	50%
H16. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	231	22%
b. Provide guided practice by the teacher	950	91%
c. Have students work on the assignment as homework	112	11%
H17. The IWT, Workshop, and Universal Access Time should be primarily used to: (Select only one.)		
a. Pre-teach or re-teach material from current core lessons using program support materials	323	31%
b. Provide guided practice of assigned independent work	837	80%
c. Teach core content more easily in a smaller group setting	138	13%

California Reading First Principal Survey 2005-2006
State-Level Responses

Number of Surveys Received by Evaluator: 1,041

	# Bubbled Response	Percent
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	6	1%
b. Fair	63	6%
c. Good	606	58%
d. Excellent	332	32%
I2. What percentage of K-3 teachers in your school do you think are implementing the district's adopted reading/language arts program as designed?		
a. Less than 30%	5	0%
b. 30 - 59%	37	4%
c. 60 - 89%	317	30%
d. 90 - 100%	645	62%
I3. In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.		
a. Strongly disagree	14	1%
b. Disagree	145	14%
c. Unsure	116	11%
d. Agree	578	56%
e. Strongly agree	153	15%
I4. As far as you can tell, does your district's adopted reading/language arts program have any unintended negative consequences? For example, is it adversely affecting any other school initiatives or activities?		
a. There are few, if any, negative consequences	501	48%
b. I'm not sure	132	13%
c. There are some negative consequences, but they are minor	310	30%
d. There are severe negative consequences	55	5%
I6. Are any other school programs, initiatives, or activities having an adverse effect on the implementation of your district's adopted reading/language arts program?		
a. No	759	73%
b. I'm not sure	121	12%
c. Yes	111	11%

Appendix E: Development of the Reading First Survey and Calculation of the Reading First Implementation Index (RFII)

Development of the Surveys

Beginning December 2003, EDS developed initial drafts of a Reading First survey to be administered to teachers, coaches, and principals. Its goal was, first, to allow the measurement of school implementation of Reading First, and second, to compile measures on a number of dimensions that might be of interest in understanding the perceptions and effects of Reading First. The initial teacher survey was designed to answer questions both at the school and classroom level.

At that time, the EAG authorized the creation of a committee (the "EAG Committee") to help design and review the surveys, to be coordinated through C-TAC. EDS worked intensively with this committee from December 2003 through March 2004 while building and revising the surveys. There were sections on background information, professional development, the receipt and use of specific program materials, school-level support, coaching support, teaching and assessment practices, instructional practices (understanding of Reading First pedagogical principles), student progress on Oral Fluency at the classroom level, and evaluation of the program. The coach and principal surveys included questions relating to the LEA and school "Assurances" and other questions specific to coaches and principals. Space was provided for comments on unintended consequences. All told, the three Year 2 surveys contained approximately 180 questions, although individual respondents only answered the 55 questions or so appropriate to their grade level. The survey took approximately 30 minutes to complete.

The Year 3 surveys, finalized in February 2005, contained approximately 250 questions, the extra 70 resulting from the expansion of the curriculum materials section (Section C of the teacher survey) to include Spanish materials for Open Court and Houghton Mifflin. While this increased the size of the teacher survey, it did not increase its length for individual respondents. Because Section H was dropped, a labor-intensive section asking for average classroom Oral Fluency scores, the 2005 survey could be completed in approximately 20 minutes.

Initially, survey development was focused on the teacher survey, the largest and most complicated of the three. A subset of teacher questions, suitably reworded, formed the core of the coach and principal surveys. These also constituted "linking questions" that made it possible to analyze the teacher, coach, and principal surveys concurrently, revealing and adjusting for differences in rater type. Additional questions were written specifically for coaches and principals, such as those relating to implementation of the LEA Assurances.

Survey drafts were submitted to the EAG Committee toward the end of February 2004, resulting in a new round of changes that was incorporated in March. Procedures for distributing, labeling, and collecting the surveys were finalized. Printing took place through the month of April, and surveys were distributed in April and May.

In late May, the EAG Committee reconvened for the important task of "keying" the surveys, formalizing how each data bubble on the questionnaire should be interpreted. The survey questions were assigned to approximately 17 dimensions and each possible response coded for the degree to which it is an indicator of each dimension. This information would eventually be used to score the surveys.

Administration of the Surveys in 2004 and 2005

Camera-ready files of the three surveys were submitted to a subcontractor in early April 2004, but surveys were not actually available for mailing until the middle of May due to printing delays. Since some year-round schools were going off-track at the end of April, EDS printed some 3,600 surveys in-house for shipping in late April. On the cover of each survey was a label containing a serial number and password. The serial number contained pre-coded information on the identity of the school, the type of respondent (teacher, coach, or principal), and a sequential identifier for each respondent within the school. Every opportunity was taken to make the surveys as anonymous and confidential as possible, though this was obviously harder to guarantee at the principal and coach levels. Surveys were mailed to districts, which then distributed them to district schools. Although the completion of each survey was voluntary, EDS and C-TAC went to considerable lengths to encourage a high response rate by alerting districts of the coming survey and offering to share survey results with participating schools.

While paper surveys were being printed, EDS created an online survey completion form that could be accessed by entering the appropriate serial number and password for each survey. The online option proved to be quite popular and effective, but it led to a significant unintended consequence. Some districts and schools, without EDS's knowledge, opted to print paper copies of the online surveys and to administer these to teachers rather than the EDS-produced paper surveys. Unfortunately, these school printouts were not suitable for scanning and lacked information needed to link these surveys back to a particular school, so their data had to be discarded.

The deadline for receipt of surveys was June 15 but this was extended to June 30. The great bulk of surveys arrived at EDS by the deadline, but others trickled in throughout July and August and these were added to the database. Data was eventually captured from 14,328 surveys, of which some 14 percent were filled out online. Not all of the surveys could be used.

While the overall return rate of surveys *that were mailed out* was 82%, when one includes in the denominator all the subsequent requests for surveys that came in from schools through the summer (an

additional 1,600 or so), the response rate drops to 73%. This difference is partly composed of duplicate requests for surveys (e.g., some paper surveys were lost, resulting in directing teachers to the online surveys instead) and partly of legitimate requests for additional surveys and revised teacher counts. In any case, the difference is the effect of uncertainty in the denominator regarding the numbers of Reading First teachers, coaches, and principals. The true response rate is probably quite a bit closer to 82% than to 73%.

The response rate from district to district was quite varied. Three districts returned no surveys (in the case of San Jose Unified, copies of the surveys were returned but not usable), and four additional districts returned some surveys but less than 50 percent of the teachers completed the surveys. One district is listed with a 102% response rate, reflecting the uncertainty in the denominator. Turning to the school level, 44 schools (of the 673) returned no surveys.

In view of the popularity of online entry and the relative expense and difficulty of paper-based surveys, EDS implemented a shift to online reporting in 2005, with paper-based surveys as a back-up. It also disabled the Print function for the online surveys. Instead of mailing paper surveys to districts (aside from the few who requested them), EDS mailed passwords which were distributed to respondents. Without knowing the precise identities of each respondent in the population or the exact number of qualified respondents per school, it was necessary to allow schools to have extra passwords to be used at their discretion. It was therefore possible for a school to submit duplicate surveys under different passwords. While there is not yet a practical solution for closing this loophole, there is little evidence that it was abused. Schools that might want to "cheat" or bias the surveys in some way can do so in other ways easily enough.

The shift to online reporting proved to be quite effective. Of an estimated population of 23,421 Reading First teachers, coaches, and principals (based on a CDE estimate), 20,206 (86%) returned surveys, the great majority online. The online option made it easier to route each respondent type to the appropriate section of the survey, to collect and store the data, and to enforce the confidentiality of the respondent.

Administration of the Surveys in 2006

The administration of the surveys ran smoothly in 2006. Out of 21,357 surveys that were expected (based on a count of teachers derived from the CBEDS file, plus one assumed coach and principal per school), 19,957 were received for an overall response rate of 93%. Of these, 17,339 were online and 2,618 were paper (15%). However, it will be noted that the total number of surveys expected in 2006 was some 2000 less than the estimated population in 2005, even though the total number of schools was higher. The 2005 estimate came from CDE. The 2006 estimate is based on the CBEDS file. We do not actually know which is correct and what the true number of Reading First teachers, coaches, and principals is

unknown. Therefore, we estimate the response rates for 2005 and 2006 to be somewhere between 85% and 93%.

Some of the issues that arose in 2005 with online survey administration were addressed in 2006. The ability to print surveys from the screen was disabled. The ability to route respondents to the questions appropriate for them was greatly improved, and the paper and online surveys were better matched.

On the downside, it is still possible for a school to submit surveys for duplicate respondents by having them log in under different passwords due to the fact that there is no way to be certain how many potential respondents there are in a school. We have not seen evidence that this was abused.

Another problem is that one of the items, Section B, Item 7 of the Coach survey asking about hours of professional development, did not print out properly on the paper version. Fortunately, the online version of the item was correct and provided sufficient data for the item to be used.

Converting Survey Data into Implementation Measures

Figure E.1 shows the process by which the RFII was designed and is calculated annually. The following steps were followed.

1. Survey Construction. Surveys were written to be administered to Reading First teachers, coaches, and principals. The teacher survey included sections specifically tailored to grade level (K-3) and type of program (Open Court, Houghton Mifflin, Spanish or English).

2. Questions Keyed to Dimensions. The questions were assigned by a subcommittee of the EAG to 17 dimensions or categories that reflect different aspects of program implementation. A given question might appear in multiple dimensions. Each option in the question was rated as to the degree of the dimension in question it signifies. This process is analogous to deciding which option in a multiple-choice question on a student exam corresponds to "correct."

3. Survey Administration. In spring of the second, third and fourth years, the surveys were administered (online as of 2005) to all K-3 teachers in Reading First schools, plus Reading First coaches and school principals.

4. Raw Survey Results Reported. In summer of each year, the data were compiled and reported back to schools and districts as raw percentages for each question option. They were reported at the school, district, and state levels. However, results for questions that might be considered "evaluative" were suppressed at the school level and only presented at the district level.

5. Construction of Data Matrix. Concurrently, the surveys were scored and the results collapsed into a matrix suitable for analysis using the Facets statistical program. In fall 2004 the Facets methodology, described below, was applied to the survey data to verify that all questions keyed to

a given dimension do in fact measure along a common construct. Aberrant questions were flagged to be ignored for purposes of measurement, though retained on the survey for informational purposes.

6. Facets Analysis. The data matrix was analyzed using a methodology called Facets, a variant of the Rasch Model which is frequently used to analyze data involving raters or judges. The Facets program was applied to generate measures on 18 dimensions (the original 17 plus a composite teacher/coach professional development dimension).

7. Calculating Each School's RFII Statistic. In fall 2004, based on the empirical results of a factor analysis performed on the data, the external evaluator and a subcommittee of the EAG identified three of the 18 dimensions as indicators of "implementation" and assigned weights to them. These three dimensions are labeled School Implementation Overall (SIO), Overall Understanding (OUND), and Teacher Coach Professional Development (TCPD), weighted 70%, 20%, and 10%, respectively. In September, each school RFII statistic was computed by combining its measures on these three dimensions.

Figure E.1: Flowchart for the annual computation of the Reading First Implementation Index (RFII)

Surveys designed and written by Evaluator, C-TAC, and an EAG subcommittee, spring 2004	EAG assigned questions to 17 dimensions and keyed each option, spring 2004. Surveys administered in spring of each year.

Teacher Survey	Coach Survey	Principal Survey

Survey data collected and organized.

Survey results (question tallies) posted by school, district, and state.

Data matrix built, then analyzed using Facets, to create measures on 18 dimensions.

CEV	CIM	CPD	CUND	EPD	IAS	OUND	PEV	PPD

PUND	SII	SIM	SIO	TCPD	TEV	TIM	TPD	TUND

In fall 2004, the dimensions were examined using Factor Analysis to identify 5 principal components. 3 of these, embodied by dimensions SIO, TCPD, and OUND, were identified by EAG as most relevant to "implementation" and weighted to form the RFII.

TCPD (10%)	SIO (70%)	OUND (20%)

Reading First Implementation Index (RFII)

Compiling the Data

The 2006 teacher, coach, and principal surveys accompany this report as Appendices B, C, and D. In addition to displaying the text of each question for each survey, the attachments include the state-level response tallies and percentages for each response option. These tallies are shared with participating districts each year, suppressing results at the school level that might make it possible to identify and evaluate individual teachers or coaches. Although the three surveys have common questions, they differ in important respects in order to be relevant to the respondent type. Respondents differ not only according to whether they are teachers, coaches, or principals, but also by the type of curriculum they teach (Open Court, Houghton Mifflin, English, or Spanish) and by their grade level. There are, in fact, 18 different respondent types, each of whom fills out a somewhat different version of the survey.

Respondents fill in or select bubbles to indicate selection of one of the question options. The total information in the data set corresponds to the sum of the bubbles across the three surveys, plus some open-ended responses. This is the original form of the data as it comes in.

In order to convert this data into measures on various dimensions, three important tasks are performed:

1. Identify Common Questions. Although the teacher, coach, and principal surveys are different, they were deliberately written to have common questions. This makes it possible to compare the teachers, coaches, and principals with each other. Each question was given a unique identifier number and a description of where on each survey it appears.

2. Key Questions to Appropriate Dimensions. By "dimension," we mean groups of questions identified by the Evaluation Advisory Group as embodying a specific construct such as Teacher Professional Development, School Implementation in Providing Materials, Evaluation of Reading First, and so forth. In May 2004, members of EAG and C-TAC reviewed each question option to make a decision regarding how much it serves as an indicator of the dimension in question. For instance, a question asking how frequently teachers attend grade-level meetings might have four options, ranging from "Hardly ever" to "More than once a month." On the School Implementation dimension the four options would be assigned rating values starting at 0, such as 0, 1, 2, 3. Or if only the last option were considered acceptable, the values might be 0, 0, 0, 1. A decision was made regarding the degree to which each rating scale option signified that the school was "poor," "less than adequate," "adequate," or "more than adequate." This was done for each question on each dimension. Note that questions assigned to various dimensions did not necessarily come from the same sections of the surveys, though they did for the most part.

3. Collapse the "Bubbles" into Questions. On these surveys, questions come in a variety of flavors. Sometimes they are "select all options that apply," making each option a question unto itself.

Sometimes they are "select the best option," like multiple choice. A small program was written for each question to decide what rating should be assigned to it based on the pattern of responses to its options. It might say something like: For Question 100953.00 (the question's unique i.d.), which resides in B3 (Section B, Position 3) of the Teacher survey, if the responses for the four options are 0, 0, 1, 0, assign the question a value of "1" for that respondent, otherwise a "0."

Description of Dimensions

Table E.1 lists the dimensions that were identified and keyed by the EAG in May 2004, along with examples of questions that correlate highly to those dimensions. The reader should note that the number of dimensions listed below differs sometimes from those given in other tables in this and previous reports. The variation in number of dimensions reflects the inclusion or omission of "composite" dimensions that are combinations of two or more of the original 17 dimensions identified by the EAG when keying the data. For instance, the dimension listed as Teacher Coach Professional Development combines the Teacher and the Coach professional development dimensions.

Composite dimensions are created by pooling their survey questions together when analyzing them using the Facets program. This is valid so long as the questions are reasonably correlated with each other, as is the case with teacher professional development and coach professional development. Some dimensions are sufficiently dissimilar that they cannot be combined in this way.

In interpreting the table, the number of questions per dimension is close to the number of questions in the relevant survey sections, but not necessarily the same. "T:" refers to the teacher survey, "C:" refers to the coach survey, "P:" refers to the principal survey. The letters that follow, between A and I, refer to sections of the relevant survey. The number of questions per dimension is generally close to the number of questions in the relevant sections, but not necessarily. It also varies from year to year.

Table E.1: List of Dimensions, with Question Examples

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
INF	T: A C: A P: A	6	**Informational questions** How many years have you been teaching your district's adopted reading/language arts program?
TPD	T: B C: C	9	**Teacher Professional Development**

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
	P: C		Which grade level Reading Professional Development Institute did you complete this academic year, 2003 - 04, if any? Select all that apply.
			What percentage of Reading First teachers (K-3) in your school will have completed the 80-hour follow-up to AB 466 by the end of this school year?
CPD	T: B C: B	6	**Coach Professional Development** How many hours of the 80-hour follow-up to the Reading Professional Development Institute will you have completed by the end of the school year? How many hours of follow-up C-TAC Reading First Coach training have you completed this school year?
PPD	P: B	3	**Principal Professional Development** What training in your district's adopted reading/language arts program have you completed? Select all that apply. How many hours of the 40-hour follow-up to the AB 75 Principal Training Program, Module 1, will you have completed by the end of the school year?
TCPD	T: A C: A,B,C P: A,B,C	10	**Teacher and Coach Professional Development (combines TPD, CPD)**
EPD	T: B C: B, E P: B, E	5	**Evaluation of Professional Development** How well did it prepare you to teach the district's adopted reading/language arts program? If you completed at least 39 hours of follow-up, how well has it supported you in teaching your district's adopted reading/language arts program?
IAS	C: C P: C	12	**School Implementation, Assurances** Has your school established a well-defined vision with goals and objectives for student achievement? Does your school promote the belief that all students can read at grade level if adequately taught?
SIM	T: C C: D P: D	170	**School Implementation, Materials** Level 2 Themes 1-6 Teachers Editions

Appendix E

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
SII	T: B,D,F C: B,C,E,G P: C,E,G	28	Universal Access Handbooks Set Level 2 (Extra Support, Challenge, Classroom Management, Handbook for English Learners) **School Implementation, Instruction (Instructional Resources)** How involved is your school principal with the 6-8 week skill assessments? About how frequently do teachers at your grade level have grade-level meetings related to your adopted program?
SIO	All except: T: A,B,G C: A,B P: A,B	205	**School Implementation Overall** Open Court Reading Level 1, Books 1A, 1B, 1C, Books 1 and 2 (2000) Level 1, Units 1-10 (2002) In general, what level of support are you getting from your principal related to your teaching of the adopted reading/language arts program? What is your access to a reading coach? Is your coach helpful in answering questions about how to teach the program? What options do you find to be most effective when students do poorly on the assessments? Select all that apply.
CIM	T: E,G C: F,H P: F,H	29	**Coaching Implementation** Is your coach helpful in answering questions about how to teach the program? If the coach has conducted one or more demonstration lessons for you, how helpful were they?
TIM	T: B,D,E, F,G C: B,E,F, G,H P: B,E,F, G,H	31	**Teacher Implementation** To what degree do you follow your school's pacing schedule for reading/language arts? When introducing a decodable book, I have my students:
TUND	T: G	15	**Teacher RF Understanding (Instructional Practices)** Most of my spelling instruction is focused on: When introducing a decodable book, I have my students:

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
CUND	C: H	15	**Coach RF Understanding (Instructional Practices)** Most spelling instruction should be focused on: Vocabulary instruction should focus mainly on:
PUND	P: H	15	**Principal RF Understanding (Instructional Practices)** Most spelling instruction should be focused on: Vocabulary instruction should focus mainly on:
OUND	T: G C: H P: H	15	**Overall RF Understanding (combines TUND, CUND, and PUND)**
TEV	T: B,I	4	**Teacher RF Evaluation** Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school? In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.
CEV	C: B, I	6	**Coach RF Evaluation** Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school? In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.
PEV	PEV: B,I	6	**Principal RF Evaluation** Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school? In general, our school is satisfied with the student results we are getting with the district's adopted reading/language arts program.

The Facets Methodology

There are a number of widely practiced methods for analyzing survey data, but for data of this complexity we used a methodology known as the "Many-Facet Rasch Model." (A brief explanation with links can be found at www.rasch.org/rmt/rmt162h.htm.) This model is especially useful when it is expected that there will be large amounts of missing data and where the data consist of "subjective judgments." In this case,

the model removes the need for every respondent to answer every question across all three surveys. It also allows us to capture and adjust for the differences between teachers, coaches, and principals.

The original application of the Facets model was the grading of essays by panels of raters. By analogy, each school is like an essay being judged, and each respondent is like a judge who evaluates the school using a long list of criteria. The scoring criteria are the questions in the surveys. Using this scheme, the Facets model is able to measure each school on each of the various implementation dimensions, taking into account the questions that were answered and the type of person answering the question (teacher, coach, or principal).

The Facets output is on a linear scale much like the "scale scores" used in standardized testing, the preferred metric for measuring growth and performing statistical analysis. For reporting purposes the measures are converted to a percentage metric. If we see that a school gets a "40" on School Implementation, that is interpreted to mean that it got 40% of the questions in that dimension "correct." What "correct" means in this context is a matter of definition and depends on how stringent a criterion is set (e.g., whether "correct" means "adequate" or "more than adequate" as perceived by teachers).

In addition to the measures, Facets reports how strongly each question correlates with the dimension to which it was assigned. It tells us, for example, that the Professional Development questions and Reading First Understanding questions do not belong to the same dimension as the School Implementation questions and should be handled separately.

There are a number of technical issues regarding this application of Facets Analysis that need to be discussed. We will discuss four such issues: question difficulty, rater severity, rating scale categories, and misfit statistics.

Question Difficulty

"Question difficulty" means the tendency of a survey question to get a low score when all the responses to that question are tallied. Question difficulty provides a good idea of what types of questions respondents were reluctant, or unable, to answer affirmatively. Each of the 18 dimensions has its own set of survey questions.

As an example (response percentages are drawn from the 2004 administration), the most difficult questions in the School Implementation Overall dimension (SIO) ask:

- How often do (coaches) and principals conduct joint classroom observations? (Answer: 72 percent of respondents said less than monthly.)

- Who takes responsibility for teachers using the district's adopted reading/language arts program? (Answer: Only 15 percent said the Principal took primary responsibility.)

- How much time does your school provide for planning lessons? (Answer: Only 15 percent said their individual planning time was adequate or more.)

- To your knowledge, does your principal have a full set of Teacher Editions for all grades? (Answer: 38 percent of respondents said yes, including principals, but this does not account for the coaches who did not know the answer.)

- How much time does your school provide for teachers to plan collaboratively? (Answer: 31 percent reported weekly or daily.)

Two examples of the easiest SIO overall implementation questions are:

- If you assess the reading progress of your students every 6-8 weeks, how do you use the results? (Answer: 88 percent said they give the assessments and use the results to guide their teaching.)

- How much of the teacher and student materials listed above, for your program and grade level, did you receive by the first day of school this year? (Answer: 83 percent said they received most or all of the materials.)

Difficulty statistics exist for every question on every dimension and are available from EDS upon request.

Rater Severity

Another important Facets statistic is the relative severity of teachers, coaches, and principals as groups. Table E.2 displays these measures for three of the implementation dimensions on a logit scale, the preferred metric for this type of analysis. Logits tend to run from 4.0 to -4.0, with the average measure established at 0.0 by convention. A higher (more positive value) indicates a higher degree of severity (i.e., a tendency to assign or otherwise register low scores). These measures may look small, but relative to the "standard error" around each measure, which runs from 0.01 to 0.04, most of these differences are quite significant in a statistical sense. In short, we see that on the School Implementation dimension (SIO), teachers were significantly more likely to assign low scores to their schools than the coaches, and coaches were significantly more severe than the principals. School principals were much more lenient than the other rater types in evaluating their implementation of Reading First.

For Teacher and Coach Professional Development, we see that teachers were more likely to report lower levels of Reading First professional development for themselves and coaches. Coaches and principals reported higher amounts of teacher/coach professional development. Note that these measures reflect perceptions primarily of teacher professional development (and to a lesser extent coach professional development). They do not reflect principal professional development.

The Overall Reading First Understanding (OUND) statistics can be interpreted in terms of success (or lack thereof) in answering a series of non-obvious questions relating to Reading First teaching practices.

"Severity" is not really the correct word here; "trouble answering" is closer. Thus, we see that teachers had more trouble answering the Reading First Understanding questions correctly than either coaches or principals. Coaches had the least trouble answering them correctly. Principals were midway between them.

Table E.2: Teacher/Coach "Severity" Measures in "Logits"

	School Implementation Overall	**Teacher/Coach Professional Development**	**Overall Reading First Understanding**
	SIO	TCPD	OUND
Teacher	0.36	0.14	0.26
Coach	-0.04	-0.08	-0.28
Principal	-0.32	-0.07	0.02

While there is some inherent interest in knowing the relative severity of the teacher, coach, and principal rater types, these numbers serve the more practical function of helping us interpret the school implementation measures. For instance, if we choose to evaluate schools from the principal perspective, the school implementation measures will be uniformly higher than if we choose to evaluate them from the teacher perspective. Therefore, in order to establish a single score implementation measure, it is necessary to decide *from what perspective* the scale should be viewed. Once the perspective is chosen, it becomes a simple matter to scale the single score measure appropriately. For purposes of the computing the RFII and most of the other dimensions, the EAG opted to use the teacher perspective.

Rating Scale Categories

Most questions in the Reading First surveys were keyed to have a rating scale indicating some level of the dimension in question. For example, Question D8 in the teacher questionnaire asks: "About how frequently do teachers at your grade level have grade-level meetings related to your adopted program?" There are four possible response options: "a. Hardly ever; b. Once every 3-4 months; c. Monthly; d. More than once a month."

These response options were keyed as a 0, 1, 2, or 3 respectively, where 0 means something like "poor," 1 means "less than adequate," 2 means "adequate," and 3 means "more than adequate." This 0, 1, 2, 3 rating scale, while not uniform across the questions, was used to score quite a number of them.

The important point here is that the Facets model assigns a difficulty measure to each rating scale category for each question, as well as to the "steps" or boundaries separating categories. These are shown in Table E.3 for three illustrative implementation dimensions. The "step" measures are shown as being on the 0.5 increments between categories, though statistically this is only a symbolic representation. This category difficulty measure is on the same logit scale as the schools, questions, raters, and rater types.

Like rater type, it can be used to assign meaning to a single score implementation measure, in this case to help us decide what it means for a school to get a question "correct." Once this decision is made, the single score implementation measure scale is adjusted accordingly.

Table E.3: Rating Scale Difficulty Measures, in Logits

Category Labels	Categories	SIO	TCPD	OUND
More than Adequate	3	1.15	1.65	2.76
	2 to 3 step = 2.5	0.75	0.98	2.07
Adequate	2	0.32	0.32	1.23
	1 to 2 step = 1.5	0.01	-0.1	0.44
Less than Adequate	1	-0.31	-0.49	-0.74
	0 to 1 step = 0.5	-0.75	-1	-2.46
Failing	0	-1.15	-1.44	-3.48

Misfit Statistics and "Coherence"

An interesting topic in policy circles is the concept of "coherence," aligning various policy initiatives and activities so that they complement each other rather than conflict. As it happens, Facets publishes an "incoherence" statistic for schools, known statistically as "misfit." This is a statistic that assesses the degree to which the questionnaire ratings associated with a particular school are not internally consistent across raters and questions. Where raters respond to the questionnaire in contradictory ways – Rater A assigning high ratings to Question 1 and low ratings to Question 2 while Rater B does the opposite – one may reasonably suspect that Reading First implementation may be incomplete or inconsistent within the school, in a word, "incoherent." This is also the situation that will cause a school to register statistical misfit.

Figure E.2 suggests that there may indeed be a relationship between implementation and coherence as measured (inversely) by statistical misfit. It shows that schools with higher implementation measures have lower misfit, and vice versa.

Figure E.2: School Implementation versus Misfit
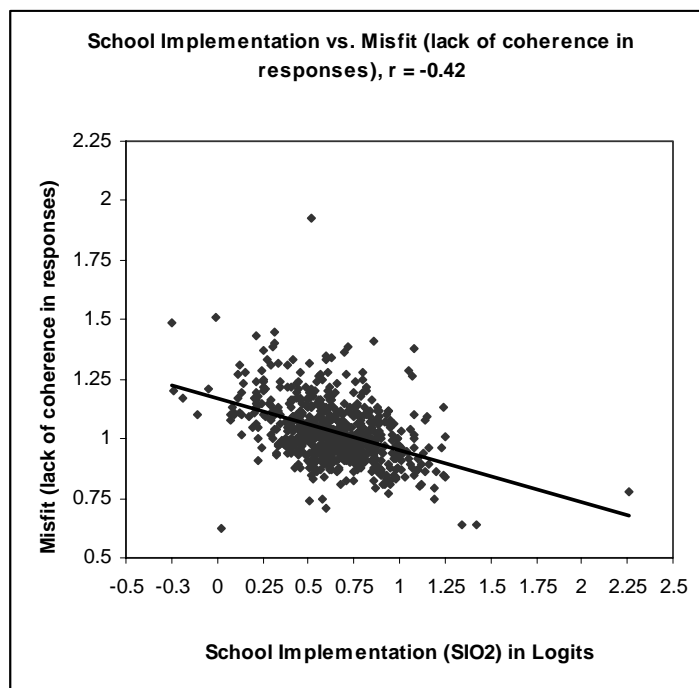
The more conventional use of misfit statistics is to diagnose questions that are behaving poorly. When a question behaves as if it is unduly difficult for some respondents, unduly easy for others, the result is a high misfit statistic that invites the user to investigate the question for confusing language and other problems. Misfit can also indicate a difference between what the survey writers and the respondents mean by "implementation." These differences can be illuminating in their own right. For example, misfit statistics show that a large number of teachers who are high implementers spend less time planning their lessons than teachers who are low implementers, contrary to expectation.

Implementation Measure Comparability Across Years

It is important to be able to compare a school's implementation in one year with its implementation in another year. This would appear to be quite a conceptual challenge in light of the likelihood that the surveys will undoubtedly change in some respects from year to year. More daunting, the survey respondents who rate a given school will certainly change from year to year.

The goal of the Rasch Facets analysis is to make the implementation measures as robust to such changes as possible. To that end, Facets automatically adjusts for changes in survey "difficulty" across administrations, where "difficulty" is the tendency of a survey to attract a low number of bubbled responses. It does this using exactly the same methodology by which standardized tests are equated across test administrations despite having a significant number of their questions replaced with new questions.

In addition, Facets makes it possible to control for any changes in the severity of the rater type (teacher, coach, and principal) and in the relative difficulties of the rating scale categories corresponding to each question. Thus, in 2005 the rater type parameter and the step difficulty parameters, as well as the question difficulty parameters, were anchored at their 2004 values. Some questions and steps were allowed to "float" when it was found that their difficulties had changed substantially across the years (i.e., they are not treated as common questions linking the 2004 and 2005 administrations). Thus, the 2005 question and step parameters are anchored to the most stable of the 2004 parameters, and the 2005 severities for the teacher, coach, and principal rater types were anchored at their 2004 values. It is this process of anchoring across test administrations that makes it possible to compare the administrations together in a rigorous way. It explains why the 2005 dimension measures so closely match the 2004 measures – many of the factors that might ordinarily perturb the comparisons have been removed. The only thing that changes is the school's implementation measure.

Note what this does to our interpretation. When we say that the 2005 RFII represents the (theoretical) percentage of times that teachers rate their school as "more than adequate," we are referring to the average severity of *the 2004 teachers* and the average step difficulty *of the 2004 rating scale categories*. It is these 2004 parameters that must be carried forward to the computation of all subsequent RFII statistics. This is the only way that the RFII will be comparable for a given school across survey administrations.

Controlling for changes in the survey and rater type is relatively easy. Controlling for changes in the respondent population is harder. The measures computed so far assume that the average "severity" (a respondent's tendency to assign low scores) of the respondents per school is the same across all the schools and test administrations. This assumption allows us to say that if the score of one school is higher than that of another school, it is because the school is a better implementer of Reading First, not because its teachers are more lenient in their evaluations.

Unfortunately, the assumption of constant teacher severity across schools is quite optimistic. The best way to control for respondent differences is to have the same respondent rate multiple schools, but this is not practical in the case of the Reading First study. The next best way is to identify aspects of the respondent that are likely to affect his or her severity in filling out the survey but that have nothing to do with the school's implementation level. One such control variable is already in use – whether the respondent is a teacher, coach, or principal. (Teachers are notably more severe than coaches and principals.) But this does not help much because the ratio of principals to coaches and teachers does not change sufficiently across schools for this to be a disturbing factor.

Whether other respondent variables can be used to control severity and converted into "facets" is not known, but the answer is probably not. We are left to assume that the respondent population for each school is comparable to the respondent populations of all the other schools. Violations of this assumption could cause school implementation measures to be too high or too low in particular cases.

Methodology

Consolidating the Dimensions Into Components

While we used Facets to compute school measures on each of the 22 dimensions in Table E.4 (reduced to 18 in 2005), we used other methods to show how these dimensions relate to each other. The first step was to compute the correlation between each dimension, shown in Table E.4. Table E.5 provides a key to the abbreviations in Table E.4.

The correlations in **bold** are greater than 0.60. The correlations in *italic* are less than 0.20. All the others are in normal type.

Table E.4: Correlations Between Dimensions

	TPD	CPD	PPD	TCPD	OPD	EPD	IAS	SIM	SII	SIO1	SIO2	CIM	TIM	TUND	CUND	PUND	TCOUND	OUND	TEV	CEV	PEV	OEV
TPD	**1.00**	0.28	0.26	**0.98**	**0.97**	*0.06*	0.38	*0.16*	0.27	0.27	0.24	*0.20*	0.20	*-0.01*	*-0.02*	*0.00*	*-0.01*	*-0.01*	*0.12*	*0.03*	*0.19*	*0.12*
CPD	0.28	**1.00**	*0.12*	0.39	0.39	*0.12*	*0.15*	*0.09*	*0.17*	*0.19*	*0.18*	*0.16*	*0.14*	*0.04*	*0.13*	*0.02*	*0.06*	*0.05*	*0.12*	*0.09*	*0.08*	*0.13*
PPD	0.26	*0.12*	**1.00**	0.28	0.35	*0.02*	*0.18*	*0.08*	0.24	*0.18*	*0.16*	*0.01*	*0.16*	*0.06*	*0.01*	*0.09*	*0.06*	*0.07*	*0.04*	*0.00*	*0.11*	*0.05*
TCPD	**0.98**	0.39	0.28	**1.00**	**0.99**	*0.07*	0.39	*0.17*	0.30	0.29	0.26	*0.20*	0.22	*-0.01*	*0.01*	*0.01*	*-0.01*	*-0.01*	*0.14*	*0.05*	*0.19*	*0.14*
OPD	**0.97**	0.39	0.35	**0.99**	**1.00**	*0.07*	0.41	*0.17*	0.32	0.30	0.27	0.21	0.22	*-0.02*	*0.01*	*0.02*	*-0.01*	*-0.02*	*0.13*	*0.05*	*0.18*	*0.13*
EPD	*0.06*	*0.12*	*0.02*	*0.07*	*0.07*	**1.00**	0.24	*0.00*	0.38	0.38	0.34	0.37	0.41	0.22	*0.16*	*0.13*	0.22	0.22	**0.70**	0.40	0.37	**0.74**
IAS	0.38	*0.15*	*0.18*	0.39	0.41	0.24	**1.00**	*0.15*	0.38	0.38	0.35	0.31	0.36	*0.08*	*-0.01*	*0.15*	*0.07*	*0.08*	0.24	0.25	0.32	0.27
SIM	*0.16*	*0.09*	*0.08*	*0.17*	*0.17*	*0.00*	*0.15*	**1.00**	*0.15*	0.58	**0.68**	*0.15*	*0.12*	*-0.08*	*-0.16*	*-0.08*	*-0.09*	*-0.09*	*0.15*	*0.02*	*0.12*	*0.15*
SII	0.27	*0.17*	0.24	0.30	0.32	0.38	0.38	*0.15*	**1.00**	**0.74**	**0.71**	0.47	**0.72**	0.26	*0.17*	0.31	0.27	0.29	0.48	0.21	0.26	0.48
SIO1	0.27	*0.19*	*0.18*	0.29	0.30	0.38	0.38	0.58	**0.74**	**1.00**	**0.97**	0.58	**0.75**	0.39	*0.20*	0.29	0.40	0.41	0.48	0.21	0.28	0.50
SIO2	0.24	*0.18*	*0.16*	0.26	0.27	0.34	0.35	**0.68**	**0.71**	**0.97**	**1.00**	0.58	**0.62**	*0.18*	*0.07*	*0.18*	*0.18*	*0.19*	0.47	*0.18*	0.27	0.48
CIM	*0.20*	*0.16*	*0.01*	*0.20*	0.21	0.37	0.31	*0.15*	0.47	0.58	0.58	**1.00**	0.46	*0.12*	*0.11*	*0.15*	*0.13*	*0.14*	0.42	*0.12*	0.24	0.43
TIM	0.20	*0.14*	*0.16*	0.22	0.22	0.41	0.36	*0.12*	**0.72**	**0.75**	**0.62**	0.46	**1.00**	**0.72**	0.30	0.33	**0.72**	**0.72**	0.47	0.26	0.25	0.48
TUND	*-0.01*	*0.04*	*0.06*	*-0.01*	*-0.02*	0.22	*0.08*	*-0.08*	0.26	0.39	*0.18*	*0.12*	**0.72**	**1.00**	0.36	0.34	**0.97**	**0.96**	*0.14*	*0.14*	*0.07*	*0.17*
CUND	*-0.02*	*0.13*	*0.01*	*0.01*	*0.01*	*0.16*	*-0.01*	*-0.16*	*0.17*	*0.20*	*0.07*	*0.11*	0.30	0.36	**1.00**	0.33	0.51	0.52	*0.20*	*0.12*	*0.01*	0.20
PUND	*0.00*	*0.02*	*0.09*	*0.01*	*0.02*	*0.13*	*0.15*	*-0.08*	0.31	0.29	*0.18*	*0.15*	0.33	0.34	0.33	**1.00**	0.37	0.52	*0.13*	*0.12*	*0.09*	*0.15*
TCOUND	*-0.01*	*0.06*	*0.06*	*-0.01*	*-0.01*	0.22	*0.07*	*-0.09*	0.27	0.40	*0.18*	*0.13*	**0.72**	**0.97**	0.51	0.37	**1.00**	**0.99**	*0.16*	*0.14*	*0.07*	*0.18*
OUND	*-0.01*	*0.05*	*0.07*	*-0.01*	*-0.02*	0.22	*0.08*	*-0.09*	0.29	0.41	*0.19*	*0.14*	**0.72**	**0.96**	0.52	0.52	**0.99**	**1.00**	*0.16*	*0.15*	*0.08*	*0.19*
TEV	*0.12*	*0.12*	*0.04*	*0.14*	*0.13*	**0.70**	0.24	*0.15*	0.48	0.48	0.47	0.42	0.47	*0.14*	*0.20*	*0.13*	*0.16*	*0.16*	**1.00**	0.29	0.35	**0.98**
CEV	*0.03*	*0.09*	*0.00*	*0.05*	*0.05*	0.40	0.25	*0.02*	0.21	0.21	*0.18*	*0.12*	0.26	*0.14*	*0.12*	*0.12*	*0.14*	*0.15*	0.29	**1.00**	0.31	0.43
PEV	*0.19*	*0.08*	*0.11*	*0.19*	*0.18*	0.37	0.32	*0.12*	0.26	0.28	0.27	0.24	0.25	*0.07*	*0.01*	*0.09*	*0.07*	*0.08*	0.35	0.31	**1.00**	0.48
OEV	*0.12*	*0.13*	*0.05*	*0.14*	*0.13*	**0.74**	0.27	*0.15*	0.48	0.50	0.48	0.43	0.48	*0.17*	0.20	*0.15*	*0.18*	*0.19*	**0.98**	0.43	0.48	**1.00**

>0.60 is bold, *<0.20 is italic*

Table E.5: List of Dimensions with Abbreviations

Dimension	Abbreviation/ Question	Description of Dimension
0	INF	Informational questions
1	TPD	Teacher Professional Development
2	CPD	Coach Professional Development
3	PPD	Principal Professional Development
4	TCPD	Teacher and Coach Professional Development (combines TPD, CPD)
5	OPD	Overall Professional Development (combines TPD, CPD, PPD)
6	EPD	Evaluation of Professional Development
7	IAS	School Implementation (Assurances)
8	SIM	School Implementation, Materials
9	SII	School Implementation, Instruction (Instructional Resources)
10	SIO1	School Implementation Overall (as originally defined by EAG)
11	SIO2	Edited School Implementation Overall (same as SIO1, but no Professional Development or RF Understanding questions)
12	CIM	Coaching Implementation
13	TIM	Teacher Implementation
14	TUND	Teacher RF Understanding (Instructional Practices)
15	CUND	Coach RF Understanding (Instructional Practices)
16	PUND	Principal RF Understanding (Instructional Practices)
17	TCUND	Teacher and Coach RF Understanding (combines TUND, CUND)
18	OUND	Overall RF Understanding (combines TUND, CUND, and PUND)
19	TEV	Teacher RF Evaluation
20	CEV	Coach RF Evaluation
21	PEV	Principal RF Evaluation
22	OEV	Overall RF Evaluation (combines TEV, CEV, and PEV)

Based on these correlations, a factor analysis procedure was used to identify those dimensions that are the most important in explaining differences between schools. We did not use the full correlation matrix, but removed dimensions that were to a large extent "duplicates" of other dimensions, such as SIO1 (which is very similar to SIO2), and TCPD (which is very similar to TPD). (Note: The dimension called SIO2 in 2004 was relabeled simply SIO in 2005.)

The factor analysis showed that we could boil down the survey dimensions (the original 17 identified by the EAG Committee in May, minus the purely informational dimension) to five essential components, called "principal components." Table E.6 lists each dimension that went into the factor analysis and shows the component to which it belongs. An "X" means that the dimension is reasonably correlated (r>0.40) with that component. The actual components were discovered by the factor analysis procedure. The labels were assigned by EDS using words from dimensions that correlated strongly with that component.

The components are listed in order of importance. Therefore Component 1, which correlates with the School Implementation dimensions, explains most of the differences between the schools. This is desirable and expected, as it indicates that the survey is measuring the dimension at which it was primarily targeted. The second most important component in explaining how schools differ is how highly their teachers and coaches evaluate their Reading First program – whether they think it is a good program or not. Interestingly, this explains even more of the variation in schools than Reading First Understanding and Professional Development. Component 4 tells us that principals responded differently to many of the questions than coaches and teachers did – an invitation to further investigation.

Table E.6: Principal Component Loadings

Abbrev.	Description of Dimension	Component 1 School Impl. - Materials, Instruction, Teacher, Coach Impl.	Component 2 Evaluation of RF by Teachers, Coaches	Component 3 Understanding of RF instructional techniques	Component 4 Principal Professional Development, Reports on Assurances	Component 5 Professional Development of Coaches and Teachers
SIO	School Implementation, Overall	X				
SIM	School Implementation, Materials	X				
SII	School Implementation, Instruction	X		X		
CIM	Coach Implementation	X				
EPD	Evaluation of Professional Development		X			
TEV	Teacher Evaluation of RF	X	X			
CEV	Coach Evaluation of RF		X			
PEV	Principal Evaluation of RF		X			
TUND	Teacher RF Understanding			X		
TIM	Teacher Implementation	X		X		
CUND	Coach RF Understanding			X		
PUND	Principal RF Understanding			X		
PPD	Principal Prof. Development				X	
IAS	Implementation of Assurances				X	
CPD	Coach Professional Development					X
TPD	Teacher Prof. Development				X	X

Note: Components are arranged left to right in order of importance.

Reading First Implementation Index

As shown above, it is evident that the dimensions calculated from the Reading First implementation surveys may be reduced to five primary "components." These point the way to calculating a single score school implementation measure, a Reading First Implementation Index (RFII) statistic. The development of a RFII statistic was based on recommendations by a committee of the EAG in November 2004. The committee used the results of the components analysis reported in Chapter 3 to select and weight dimensions relevant to Reading First implementation, as well as provided judgments necessary for appropriate scaling for the RFII.

Table E.6 shows that the survey dimensions reduce to five components. Of these, Components 1, 3, and 5 (School Implementation, Reading First Understanding, and Professional Development) were deemed by the EAG Committee to be most relevant to Reading First implementation *per se*. Components 2 and 4 (Evaluation of Reading First, Principal Perceptions) did not seem relevant. Therefore, the RFII was based on these three components.

But how exactly should the RFII be computed? One approach is to use factor analysis to compute "factor scores" for each school on each component, and then combine these into a single index using weights assigned by EAG Committee. A problem with this approach is that factor scores can be unstable as a function of the size and shape of the sample. They tend to change across all the schools as new schools are added to or subtracted from the sample, or as the dimensions are redefined or combined. The factor scores also include information from dimensions that are not strictly relevant to the component in question. For instance, our School Implementation component includes how teachers *evaluate* Reading First, which is not the same thing as *implementing* it.

The other approach is to use factor analysis only to identify the key dimension(s) within each principal component, combine these dimensions using Facets Analysis, then assign weights to these composite Facets dimensions and compute an RFII. This was the approach that was used for this study because it takes advantage of the most important aspect of the Facets model, namely its ability to compute measures that are comparable over time and robust to changes in the school sample and the surveys.

Thus, we embody the School Implementation *component* with the SIO *dimension* (School Implementation Overall, which combines implementation as it relates to Materials, Instruction, Teacher Implementation, and Coach Implementation). We embody the Reading First Understanding *component* with a composite *dimension* called OUND (Overall RF Understanding, which combines Principal Understanding, Coach Understanding, and Teacher Understanding). We embody the Professional Development *component* with a composite *dimension* called TCPD (Teacher/Coach Professional Development, which combines Teacher Professional Development and Coach Professional Development). We then weight and combine

the SIO, OUND, and TCPD dimensions into a Reading First Implementation Index. This is the procedure we followed to compute a Reading First Implementation Index. The weights recommended by the EAG Committee were:

$$SIO \ = 70 \text{ percent}$$
$$OUND = 20 \text{ percent}$$
$$TCPD \ = 10 \text{ percent}$$

Notice, by the way, that we left out the Principal Professional Development (PPD) dimension in computing the TCPD dimension. This is because Table E.6 demonstrates that Principal Professional Development does not fall onto the same principal component as Teacher or Coach Professional Development. They do not correlate with each other. This was confirmed by the Facets Analysis. Therefore, the data from building principals have to be handled separately. It was possible for the EAG Committee to assign a weight and add Principal Professional Development (PPD) to the RFII index, but this approach has the practical problem that a number of schools lack PPD measures because their principals did not fill out the survey.

Combining the SIO, OUND, and TCPD dimensions according to the weights above produces a number that, converted into a percentage, *might* be interpreted as a school Reading First implementation statistic. Unfortunately, without further scaling work this statistic is not interpretable and cannot be compared to the RFAI statistic. For example, the mean school RFAI in 2004 was 35 whereas the mean school RFII without rescaling and interpretation was 66. One is moved to ask, 66% of what? What is the substantive meaning of this RFII statistic?

On an intuitive level, 66% can be loosely interpreted as the percent of questions that a given school "got correct" on the questionnaire in the eyes of the respondent. But what does "correct" mean in this context? And from whose perspective should the school be judged? Answers to these two questions are essential to making the RFII statistic meaningful.

Fortunately, the technical part of these questions is easy to solve. So long as "correct" can be explicitly defined and a respondent type (teacher, coach, or principal) chosen as the judge, both of which are matters of human judgment, the Facets model can be used to adjust the RFII scale appropriately. This exercise was in fact performed by the EAG Committee in November 2004 and the result was a rescaled RFII statistic that can be directly compared with the RFAI statistic and whose average (36), incidentally, ended up almost exactly matching the average RFAI of 35.

In order to understand the rescaling procedure, however, we need to refer back to some of the statistics that the Facets model produces that were presented above, in particular the rater severity and rating scale difficulty statistics.

First, with respect to rater severity, at the November 2004 meeting the EAG Committee chose to calibrate all three implementation dimensions from the perspective of the teacher rater-type (instead of coach and principal). The teachers were in general the most severe of the three rater-types (i.e., the most inclined to assign a low rating). This was done by shifting each of the weighted dimensions downward by various amounts – by 0.36 logits in the case of SIO, by 0.14 logits in the case of TCPD, and by 0.26 logits in the case of OUND.

Second, with respect to rating scale difficulty, the EAG Committee chose to define "correct" as falling within the "More than Adequate" rating scale category (as keyed by the EAG Committee) for each of the three weighted dimensions. This also meant adjusting the RFII scale downwards by various amounts – by 0.75 logits for SIO, by 0.98 logits for TCPD, and by 2.07 logits for OUND.

Based on these decisions, the EAG Committee defined "correct" as follows: *A school was deemed to have gotten a question "correct" if a teacher assigned it the equivalent of a 2.5 on a 0 to 3 rating scale where "2" indicates "Adequate" and "3" indicates "More than Adequate."* Thus, a "2.5" is that part of the scale above which a school is "More than Adequate." Therefore, a school was deemed to have gotten a question "correct" if a teacher rated the school as "More than Adequate" or the linguistic equivalent as defined by the EAG Committee.

To this needs to be added the qualification that "teacher" refers to a "2004 teacher" and "More than Adequate" refers to "More than Adequate as that was interpreted in 2004."

This definition was used to adjust the RFII computations to provide an interpretable scale of measurement roughly comparable to the RFAI scale of measurement. The resulting RFII statistic may be interpreted as the percentage of survey questions on which a school was deemed "More than Adequate" from the point of view of teachers, bearing in mind that this is a "theoretical" percentage calculated using Facets measures and EAG Committee definitions of adequacy. In 2004, the average RFII for the 628 schools with RFII data using these scaling adjustments was 35.8 with a standard deviation of 5.7. By comparison, the average RFAI was 35.6 with a standard deviation of 8.4.

This "theoretical" percentage bears some explaining. Facets outputs are on a linear scale stretching from negative to positive infinity on what is known as a logit or "log-odds unit" metric. Logit measures for school, rater-type, and rating scale category are added together, and the sum is converted into a probability of a school's "success" on the questionnaire (i.e., the probability that a school will achieve a specified level of success – be considered "more than adequate" for example) on a survey question of "average" difficulty. This probability can be re-interpreted as an expected percentage of questions correct on the survey as a whole, for the dimension in question. This allows the RFII measure to be interpreted as the percentage of questions that a school is expected to get "correct" on a given dimension, given a

specified rater-type and rating scale criterion. However, this is almost certainly not the same as the *literal* number of items that a school got "correct" on that dimension.

Summary: Computing and Interpreting the RFII

The Facets implementation measures for each of the 17 dimensions are on a linear scale much like the scale scores used in standardized testing, the preferred metric for measuring growth and performing statistical analysis. For reporting purposes the RFII measures (derived below) have been converted to a 0-100 metric which can be conceived of as a percentage.[1] This is a little more tangible than a scale score, but a percentage of what? Let us state it simply: The RFII is a (theoretical) percentage of items for which teachers in the school rated their school "more than adequate." If we see that a school gets a "40" on School Implementation Overall (SIO), that loosely means that its teachers rated the school "more than adequate" 40% of the time, that is, on 40% of the questions.

Note that the terms "adequate" and "more than adequate" (as well as "less than adequate" and "poor") appear rarely in the survey. This terminology was determined in consultation with the EAG, and it was the Facets program that quantified these attributions across all items on a common scale.

Note also that for those dimensions that combine teacher, coach, and principal data, the same method of defining the percentage was used. Such measures can be interpreted as the percent of items for which teachers found their schools "more than adequate" on the dimension in question. (Coach- or principal-specific dimensions produce measures that can be interpreted as the percent of items for which coaches or principals found their schools "more than adequate" on that dimension.) Chapter 3 reports these measures for each dimension, both at the "more than adequate" level and at the "adequate" or better level.

Computation of the RFII

To summarize, we embody the School Implementation *component* with the SIO *dimension* (School Implementation Overall, which combines implementation as it relates to Materials, Instruction, Teacher Implementation, and Coach Implementation). We embody the Reading First Understanding *component* with a composite *dimension* called OUND (Overall Reading First Understanding, which combines Principal Understanding, Coach Understanding, and Teacher Understanding). We embody the Professional Development *component* with a composite *dimension* called TCPD (Teacher Coach Professional Development, which combines Teacher Professional Development and Coach Professional Development).

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[1] While percentages have a more tangible meaning than scale scores and are used for that reason, they sacrifice equal-interval measurement. Scale score units are of equal size at all points along the scale. Percentage point units are not: the theoretical "distance" between implementing at 99% and at 100% is much harder for a school to overcome than that between 50% and 51%. In choosing the percentage metric, we are assuming that the implementation "distances" are sufficiently similar across the RFII = 25 to 50 range not to skew the results too badly.

These are calibrated mathematically on how "teachers" interpret "more than adequate."

The external evaluator, with approval of the EAG, then assigned weights to the three dimensions with which to compute the Reading First Implementation Index. The RFII is calculated using those weights.

The formula for computing each school's RFII is:

$$RFII_{schoolX} = 0.70*SIO_{schoolX} + 0.20*OUND_{schoolX} + 0.10*TCPD_{schoolX}$$

Thus, the school RFII is the weighted average of its School Implementation Overall (SIO) measure, its Overall Understanding (OUND) measure, and its Teacher Coach Professional Development (TCPD) measure.

Educational Data Systems

Appendix F: Disaggregated Achievement Gains

Appendix F has been removed from the Year 4 Report.

As part of its contract with the California Department of Education, the External Evaluator was asked to report achievement gains disaggregated by ethnic group, primarily to assist the CDE to prepare its annual Reading First report to the Federal Department of Education. However, by California law such gains cannot be reported to the public for an ethnic group within a school that has less than 11 students. Because the Year 4 Report is a public document, many cells in the Evaluation Report had to be made blank, making Appendix F largely unusable. Therefore it has been discontinued in the Year 4 Report. The CDE, which is authorized to work with individual student data, now prepares its own ethnic breakdowns for the federal government.

Appendix G: Reading First Achievement Index (RFAI)

Year 4 of the Evaluation study (2006) is the third year of RFAI calculation. The rules used to compute this index did not change between Years 2 and 3, but the Year 4 computation will include changes in how missing data are handled as well as the addition of a component to the kindergarten calculation and the inclusion of Grade 3 EOY results for students from "waiver" classrooms testing in Spanish. What follows is a brief history and documentation of the development of the RFAI, its purpose in determining whether schools are making "significant progress" for purposes of making funding renewal decisions, and the 2004 procedure for calculating it.

At the Reading First EAG meeting in December 2003, the EAG advised the external evaluator to develop an index approach for the "criteria for determining progress" required for the Reading First program. Three types of achievement data were used to develop this index: (a) Grades 2 and 3 STAR California Standards Tests (CST) scores, (2) Grade 3 STAR CAT/6 norm-referenced or basic skills (NRT) scores and (3) C-TAC End-of-Year (EOY) assessment scores. At the EAG meeting in February 2004, the EAG recommended weights for each of the available achievement test scores. The weight distributions are provided on the tree diagram of Figure G.1 shown later in this attachment. The CSTs were weighted 60%, the CAT/6 scores were weighted 10%, and the EOY scores were weighted 30%. A computational example for how this achievement index is computed is provided at the end of this document.

There are many instances of missing data in the Reading First schools. In the 2005 data file, a total of 38 schools had missing data/scores in one or more grades. For a few schools, the missing data problems were a legitimate outgrowth of current grade configurations (e.g., the school did not enroll students for all grades in the K through 3 sequence) or small enrollments (less than 11 students for a grade). For other schools the missing data problems were not legitimate – schools did not administer required assessments and/or did not submit the results of those assessments. The latter situation occurred only for C-TAC EOY data. For STAR data, no school failed to administer and/or submit the data.

To resolve these missing data issues, EDS developed a set of rules to be applied to the 2004-05 achievement data:

- Minimum of 11 Students. For privacy purposes no school data based on scores for less than 11 students were used, for either STAR or EOY data (this rule is a formal state regulation for STAR data, and to be consistent was also applied to EOY data). Any scores based on less than 11 students were treated as missing data.

- Prorating in Kindergarten. For the EOY scores at Kindergarten, the total score was based on sub-scores from 7 subtests, and rules were needed to treat potential patterns of missing data within the

7 subtests. For the most part, either all or none of the 7 subtests were administered or reported. However, there were a few schools reporting data for a partial number of subtests. It was decided to compute EOY Kindergarten scores for a school provided data were available for a majority (4 or more) of the subtests. For such computations, the missing subtest data were treated as if no students reached benchmark (i.e., zero values were assigned for the missing subtests). If data for less than a majority of the Kindergarten subtests were available, then the EOY Kindergarten score was treated as missing. These two rules were applied to condition the data before further missing data situations were addressed.

- 45 Percent Minimum RFAI Weight. For a school to receive an RFAI, the combined weights of the non-missing data (see the Tree Diagram below) were required to add to at least 45 percent of 100. Otherwise, it would not receive an RFAI.

- Prorating Overall. If the 45 percent minimum was met but a school still had missing components, and if the missing data were "legitimately missing," then the scores on the remaining components were "prorated." Prorating means that each component for which data are available is multiplied by the appropriate weight for that component, the components are added, and this sum is divided by the sum of the weights of those components. This has the effect of placing the school on the same 100 point scale as those with complete data.

- Assign Zero Values. If the preceding conditions were met, but the school had "non-legitimately missing" components, it was decided to assign zero values for those components. This has the effect of penalizing schools that do not submit data for all the required components.

- While these rules seemed to be reasonable in general, it became apparent by early 2006 in the context of discussions surrounding the definition of "significant progress" that they suffer several deficiencies:

- The prorating method can lead to misleading results when the missing components are more or less "difficult" than the non-missing components. For example, Kindergarten-only schools tend to show extremely high RFAI scores because the EOY scores for Kindergarten students are in general higher than those for other assessments in the higher grades – an unfair advantage for Kindergarten-only schools.

- The EDS rules for missing data were not in complete agreement with the C-TAC rules, resulting in discrepancies between the RFAI statistics published by the two organizations. In particular, C-TAC did not use the prorating method, opting to impute missing values from the remainder of the district. While EDS and C-TAC have different uses for the RFAI that might justify different procedures, it was acknowledged that this could lead to confusion and that the two should publish the same statistic if at all possible.

- The C-TAC added an eighth subtest to the kindergarten component of the EOY. For 2004-05, EDS opted not to include this component in order to preserve consistency in how the RFAI is computed across years. However, this concern became moot in light of the need for other changes.

- In the context of decisions made regarding the definition of "significant progress" in the summer of 2006, it was agreed that oral fluency data for students in Grade 3 "waiver" classrooms (who receive instruction and take the oral fluency test in Spanish) should be included.

- Therefore, based on recommendations made by the EAG subcommittee in April 2006, the following procedure for calculating the RFAI and handling missing data was adopted, to be identical for both C-TAC and the External Evaluator. The steps should proceed in the following order:

1. Minimum of 11 Students. To preserve privacy, those performance components for a given school for which there are less than 11 students will be made "legitimately missing." This applies both to STAR data (already a state regulation) and to the EOY data.

2. Identify "legitimate" and "non-legitimate" missing data components, in which the components are missing at the level of the entire grade. Data missing at the classroom or student level are not addressed by these rules and are handled using the reporting conventions of the relevant testing agencies.

   a. "Legitimate" means:

      i. Data are deliberately made missing because a grade in a school has less than 11 students;

      ii. The missing data correspond to an entire grade for which the school does not offer instruction (e.g., a K-1 school will "legitimately" be missing data for Grades 2 and 3);

   b. "Non-legitimate" means:

      i. The missing data correspond to an entire grade for which the school does offer instruction and therefore should have submitted assessment data;

      ii. The missing data correspond to an entire EOY subtest out of the 8 EOY subtests that are administered in Kindergarten (i.e., a Kindergarten subtest for which no data are available from that school, even though it offers Kindergarten instruction).

3. Apply "45 Percent Rule." Taking into account only "legitimately missing" data, assess whether the available non-missing data components have weights that add up to at least 45 percent of the

total. This is done using the weights in the bottom tier of the tree diagram in Figure G.1. Any schools that do not meet the 45 Percent Rule do not receive an RFAI.

4. Impute "Legitimately Missing" Data. Assign to each "legitimately missing" component for a given school a value equal to the district mean for that component.

5. Set "Non-legitimately Missing" Data to Zero. Assign to each "non-legitimately missing" component for a given school a value of zero.

6. Compute RFAI. Having assigned data values for all the missing components for each school and removed from consideration all schools with insufficient data, apply the detailed weighting procedure described in Figure G.1 and Steps 1-8 below to compute a final RFAI.

The intention is that the resulting RFAI statistic should be suitable for determining whether a participating LEA has made "significant progress" in meeting its reading achievement goals in accordance with federal requirements that such progress be met as a condition of continued Reading First funding. Based on extensive discussions between the California Department of Education and other stakeholders, with input from the External Evaluator, regulations have been proposed to define "significant progress" though they have yet to be formally adopted as of the writing of this Year 4 Report. The gist of the proposed regulations is that an LEA is making "significant progress" if at least 50% of its schools have RFAI statistics above the cut-point established for their cohort. This cut-point is found by calculating the mean RFAI of the cohort and subtracting one standard deviation from that mean.

Figure G.1: Tree Diagram showing RFAI Weight

RFAI

CST	CAT 6 NPRs (Grade 3 only)	EOY Oral Fluency Test plus Kindergarten tests
60%	10%	30%

Grade 2	Grade 3		Reading	Language Arts	Spelling		Grade 3	Grade 2	Grade 1	K
30%	30%		6%	2%	2%		5%	10%	10%	5%
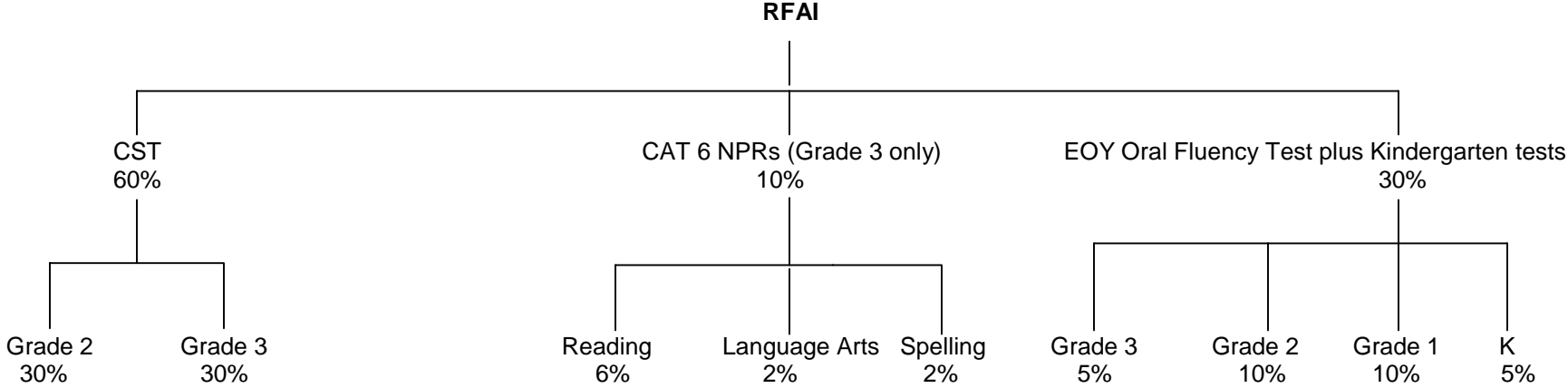
Performance Level weights within the CSTs:
Weight of 0 to FBB, BB
Weight of 0.5 to Basic
Weight of 1 to Proficient and Above

Weights at each NPR level:
Weight of 1 for percents above 50th NPR
Weight of 0.5 for percents b/w 25th and 50th NPRs
Weight of 0 for below 25th NPR

Weights across Kindergarten tests:
Weight of 0.10 to all except Lower and Upper
  case, which are weighted as 0.20.

Note: CST: California Standards Test administered as part of the STAR test
CAT 6: CAT 6 is a nationally normed test, version 6, administered as part of the STAR test
NPRs: National Percentile Ranks, generated by comparing the performance of California students on the CAT 6 against the national norms on CAT 6
EOY: End of Year
FBB: Far Below Basic
BB: Below Basic

Step-by-step demonstration of the RFAI Computation methodology

STEP 1: Compute a Weighted CST Grade 2 score:

A	B	C	D
Performance Levels	**CDE Provided Student Percentages In each level**	**Weight**	**Weighted Score in each level B x C**
Advanced	0.00	1.00	0.00 x 1.00 = 0.000
Proficient	20.00	1.00	20.00 x 1.00 = 20.000
Basic	40.00	0.50	40.00 x 0.50 = 20.000
Below Basic	20.00	0.00	20.00 x 0.00 = 0.000
Far Below Basic	20.00	0.00	20.00 x 0.00 = 0.000
Sub-Total Weighted Score			40.000

Multiply the sub-total weighted score computed above with the weight assigned to CST Grade 2

CST Grade 2 Weight	30%
Total CST Grade 2 Weighted Score	**40.0 x 0.30 = 12.000**

STEP 2: Compute a Weighted CST Grade 3 score:

A	B	C	D
Performance Levels	**CDE Provided Student Percentages In each level**	**Weight**	**Weighted Score in each level B x C**
Advanced	0.00	1.00	0.00 x 1.00 = 0.000
Proficient	10.00	1.00	10.00 x 1.00 = 10.000
Basic	39.00	0.50	39.00 x 0.50 = 19.500
Below Basic	35.00	0.00	35.00 x 0.00 = 0.000
Far Below Basic	16.00	0.00	16.00 x 0.00 = 0.000
Sub-Total Weighted Score			29.500

Multiply the sub-total weighted score computed above with the weight assigned to CST Grade 3

CST Grade 3 Weight	30%
Total CST Grade 3 Weighted Score	**29.5 x 0.30 = 8.85**

STEP 3: Compute a Weighted CAT 6 Reading Grade 3 score:

A	B	C	D	E
Performance Levels	CDE Provided Student Percentages	Computed Student Percentages	Weight	Weighted Score C x D
At or above 50th NPR	19.00	19.00	1.00	19.00 x 1.00 = 19.000
Above 25th NPR	47.00	Subtract 25th and the 50th NPRs: 47-19 = 28.00	0.50	28.00 x 0.50 = 14.000
At or below 25th NPR	NA	Percentage below the 25th NPR: 100-47 = 53.00	0.00	53.00 x 0.00 = 0.000
Sub-Total Weighted Score				33.000

Multiply the sub-total weighted score computed above with the weight assigned to CAT 6 Reading Grade 3

CAT 6 Reading Grade 3 Weight	6%
Total CAT 6 Reading Grade 3 Weighted Score	**33.0 x 0.06 = 1.98**

STEP 4: Compute a Weighted CAT 6 Language Grade 3 score:

A	B	C	D	E
Performance Levels	CDE Provided Student Percentages	Computed Student Percentages	Weight	Weighted Score C x D
At or above 50th NPR	19.00	19.00	1.00	19.00 x 1.00 = 19.000
Above 25th NPR	50.00	Subtract 25th and the 50th NPRs: 50 – 19 = 31.00	0.50	31.00 x 0.50 = 15.500
At or below 25th NPR	NA	Percentage below the 25th NPR: 100-50 = 50.00	0.00	20.00 x 0.00 = 0.000
Sub-Total Weighted Score				34.500

Multiply the sub-total weighted score computed above with the weight assigned to CAT 6 Reading Grade 3

CAT 6 Language Grade 3 Weight	2%
Total CAT 6 Language Grade 3 Weighted Score	**34.5 x 0.02= 0.69**

STEP 5: Compute a Weighted CAT 6 Spelling Grade 3 score:

A	B	C	D	E
Performance Levels	CDE Provided Student Percentages	Computed Student Percentages	Weight	Weighted Score C x D
At or above 50th NPR	68.00	68.00	1.00	68.00 x 1.00 = 68.000
Above 25th NPR	77.00	Subtract 25th and the 50th NPRs: 77 – 68 = 9.00	0.50	9.00 x 0.50 = 4.500
At or below 25th NPR	NA	Percentage below the 25th NPR: 100-77 = 23.00	0.00	33.00 x 0.00 = 0.000
Sub-Total Weighted Score				72.500

Multiply the sub-total weighted score computed above with the weight assigned to CAT 6 Reading Grade 3

CAT 6 Spelling Grade 3 Weight	2%
Total CAT 6 Spelling Grade 3 Weighted Score	**72.5 x 0.02= 1.45**

STEP 6: Compute a Weighted End of Year Kindergarten Score

A	B	C	D
Test Categories	Percent Students at Benchmark	Weight	Weighted Score at Benchmark B x C
Consonants	67.5	0.10	67.50 x 0.10 = 6.75
Lower Case	87.18	0.20	87.18 x 0.20 = 17.436
Phonics	65.79	0.10	65.79 x 0.10 = 6.579
Rhyming	95	0.10	95.00 x 0.10 = 9.50
Syllables	76.19	0.10	76.19 x 0.10 = 7.619
Upper Case	90	0.20	90.00 x 0.20 = 18.00
Vowels	54.76	0.10	54.76 x 0.10 = 5.476
CVC Words	71.36	0.10	71.36 x 0.10 = 7.136
Sub-Total Weighted Score			78.496

End of Year Kindergarten Weight	5%
Total End of Year Kindergarten Weighted Score	**78.496 x 0.05 = 3.925**

STEP 7: Compute a Weighted End of Year Oral Fluency Score for Grades 1 through 3

A	B	C	D
Grade Level Benchmarks	**Percent Students at Benchmark**	**Weight**	**Weighted Score at Benchmark** **B x C**
40 Word Count Per Minute: Grade 1	21.05	0.10	21.05 x 0.10 = 2.105
94 Word Count Per Minute: Grade 2	35.71	0.10	35.71 x 0.10 = 3.571
114 Word Count Per Minute: Grade 3	55.17	0.05	55.17 x 0.05 = 2.7585
Total End of Year Oral Fluency Grades 1 through 3 Weighted Score			**8.435**

STEP 8: Sum the final results obtained in Steps 1 through 7 to obtain the RFAI score.

Total CST Grade 2 Weighted Score	12.000

+

Total CST Grade 3 Weighted Score	8.850

+

Total CAT 6 Reading Grade 3 Weighted Score	1.980

+

Total CAT 6 Language Grade 3 Weighted Score	0.690

+

Total CAT 6 Spelling Grade 3 Weighted Score	1.450

+

Total End of Year Oral Fluency Kindergarten Weighted Score	3.925

+

Total End of Year Oral Fluency Grades 1 through 3 Weighted Score	8.435

Final RFAI = 37.33

Appendix H: Lists of Reading First Schools

Table H.1: Cohort 1 Top 20 Reading First Schools on the 2006 RFAI[1]

#	County Name	District Name	School Name	RFAI			RFII		
				2004	2005	2006	2004	2005	2006
1	Los Angeles	Los Angeles Unified	Short Avenue Elementary	60	70	71	40	35	38
2	Santa Clara	Alum Rock Union Elementary	Thomas P. Ryan	46	48	65	33	38	35
3	Los Angeles	Los Angeles Unified	Sierra Vista Elementary	42	53	64	46	41	40
4	Los Angeles	Pasadena Unified	Washington Accelerated Elementary	43	49	64	36	44	42
5	Los Angeles	Paramount Unified	Abraham Lincoln	58	61	63	48	46	47
6	Alameda	Oakland Unified	Franklin Elementary	53	58	63	36	38	58
7	Los Angeles	Los Angeles Unified	Nora Sterry Elementary	48	56	62	36	25	34
8	Los Angeles	Los Angeles Unified	Dolores Street Elementary	55	56	61	37	39	36
9	Los Angeles	Los Angeles Unified	Nueva Vista Elementary	49	57	61	35	35	35
10	Los Angeles	Paramount Unified	Wesley Gaines	43	46	60	34	43	52
11	Los Angeles	Montebello Unified	Montebello Gardens Elementary	34	42	59	31	29	29
12	Santa Clara	Alum Rock Union Elementary	Clyde Arbuckle Elementary	32	44	59	31	36	37
13	Sacramento	Sacramento City Unified	Tahoe Elementary	42	48	59	40	41	44
14	Los Angeles	Los Angeles Unified	San Pedro Street	44	47	58	39	38	38
15	Los Angeles	Los Angeles Unified	Canterbury Avenue Elementary	48	55	58	33	37	36
16	Los Angeles	Los Angeles Unified	Seventy-Fourth Street Elementary	42	52	57	32	31	36
17	Los Angeles	Los Angeles Unified	Parthenia Street	46	50	57	40	44	44
18	Los Angeles	Los Angeles Unified	Catskill Avenue Elementary	51	53	57	41	39	41
19	Los Angeles	Los Angeles Unified	Braddock Drive Elementary	45	53	57	33	33	36
20	Los Angeles	Los Angeles Unified	Glassell Park Elementary	43	51	57	40	38	40

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column or the RFAI column implies no data. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time.

Appendix H

Table H.2: Cohort 2 Top 20 Reading First Schools on the 2006 RFAI[1]

#	County Name	District Name	School Name	RFAI			RFII		
				2004	2005	2006	2004	2005	2006
1	Lassen	Johnstonville Elementary	Johnstonville Elementary	56	62	72	38	37	31
2	Los Angeles	Glendale Unified	Thomas Jefferson Elementary	64	69	69	35	34	35
3	San Francisco	San Francisco Unified	Sheridan Elementary	53	72	68	44	43	41
4	Los Angeles	Long Beach Unified	Muir Elementary	50	55	65	38	44	47
5	San Mateo	Ravenswood City Elementary	East Palo Alto Charter	54	62	65		41	39
6	Los Angeles	Hacienda la Puente Unified	Kwis Elementary	51	56	64	38	33	41
7	Santa Clara	Luther Burbank	Luther Burbank Elementary	37	50	63	40	44	41
8	Merced	Livingston Union Elementary	Yamato Colony Elementary	57	56	62	37	37	46
9	San Francisco	San Francisco Unified	Bessie Carmichael Elementary	51	52	62	45	35	38
10	San Francisco	San Francisco Unified	McKinley Elementary	52	54	62	52	43	35
11	San Francisco	San Francisco Unified	Jose Ortega Elementary	40	56	61	51	44	48
12	Los Angeles	Glendale Unified	John Muir Elementary	48	51	60	36	41	43
13	Santa Clara	San Jose Unified	Canoas Elementary	57	57	60		47	50
14	Los Angeles	Long Beach Unified	Webster Elementary			59			38
15	Orange	Orange Unified	West Orange Elementary	54	59	59	37	36	43
16	Los Angeles	Mountain View Elementary	La Primaria Elementary	52	60	59	31	35	34
17	San Francisco	San Francisco Unified	Harvey Milk Civil Rights Elementary	52	59	58	46	40	42
18	San Francisco	San Francisco Unified	Glen Park Elementary	44	54	58	37	35	36
19	Los Angeles	Hacienda la Puente Unified	Workman Elementary	39	50	58	38	41	42
20	Los Angeles	Whittier City Elementary	Daniel Phelan Elementary	46	49	57	46	50	55

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column or the RFAI column implies no data. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time.

Table H.3: Cohort 3 Top 20 Reading First Schools on the 2006 RFAI[1]

#	County Name	District Name	School Name	RFAI			RFII		
				2004	2005	2006	2004	2005	2006
1	Los Angeles	El Rancho Unified	Alice M. Birney Elementary		52	62		33	41
2	Tehama	Corning Union Elementary	Woodson Elementary		55	61		33	36
3	Los Angeles	El Rancho Unified	North Ranchito Elementary		45	58		28	32
4	Lake	Konocti Unified	Lower Lake Elementary		46	57		37	39
5	Los Angeles	El Rancho Unified	Rivera Elementary		46	56		31	38
6	Mendocino	Arena Union Elementary	Arena Elementary		44	56			50
7	Riverside	Alvord Unified	Myra Linn Elementary		43	55		30	37
8	Lake	Konocti Unified	East Lake Elementary		45	54		34	42
9	Los Angeles	Compton Unified	Robert F. Kennedy Elementary		39	54		36	34
10	Los Angeles	Lynwood Unified	Rosa Parks Elementary		28	54		29	44
11	Los Angeles	El Rancho Unified	Lawrence T. Magee Elementary		39	53		23	37
12	Los Angeles	Compton Unified	Ronald E. McNair Elementary		48	53		30	43
13	Riverside	Banning Unified	Central Elementary		48	53		36	42
14	Monterey	Alisal Union Elementary	Creekside Elementary		42	52		30	37
15	Los Angeles	Palmdale Elementary	Chaparral Elementary			52			35
16	Kern	Taft City Elementary	Taft Primary		43	52		39	45
17	Los Angeles	El Rancho Unified	Selby Grove Elementary		49	51		32	31
18	Ventura	Oxnard Elementary	Curren Elementary		34	51		28	41
19	Tehama	Corning Union Elementary	Olive View Elementary		44	51		49	49
20	Los Angeles	Compton Unified	Tibby Elementary		38	51			30

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column or the RFAI column implies no data. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time.

Table H.4: Cohort 1 Bottom 20 Reading First Schools on the 2006 RFAI[1]

#	County Name	District Name	School Name	RFAI			RFII		
				2004	2005	2006	2004	2005	2006
1	Sacramento	Sacramento City Unified	Father Keith B. Kenny Elementary Charter	42	34	32	33	30	36
2	Sacramento	Sacramento City Unified	Freeport Elementary	33	33	32	35	30	37
3	Contra Costa	West Contra Costa Unified	Lake Elementary	26	25	31	38	39	37
4	Los Angeles	Los Angeles Unified	One Hundred Seventh Street Elementary	34	35	31	32	32	32
5	Alameda	Oakland Unified	Education for Change at Cox Elementary	27	28	31	34	34	54
6	Contra Costa	West Contra Costa Unified	Dover Elementary	19	24	31	33	34	38
7	Kern	Bakersfield City	Longfellow Elementary	21	30	31	43	33	28
8	Contra Costa	West Contra Costa Unified	Verde Elementary	23	25	30		43	40
9	Kern	Bakersfield City	Williams Elementary	21	29	30	41	37	42
10	Los Angeles	Los Angeles Unified	Woodcrest Elementary	27	27	30	36	34	34
11	Los Angeles	Los Angeles Unified	West Vernon Avenue Elementary	24	26	30	32	31	33
12	Alameda	Oakland Unified	Jefferson Elementary	31	30	29	34	37	42
13	Riverside	Coachella Valley Unified	Peter Pendleton	16	20	27	34	38	40
14	Alameda	Oakland Unified	Highland Elementary	18	25	26	31	36	39
15	Riverside	Coachella Valley Unified	Bobby G. Duke Elementary	15	21	26	33	36	35
16	Alameda	Oakland Unified	Webster Academy (K-6)	21	23	25	32	35	39
17	Contra Costa	West Contra Costa Unified	Lincoln Elementary	25	29	24	30	32	34
18	Alameda	Oakland Unified	Lockwood Elementary	28	28	24	28	43	46
19	Riverside	Coachella Valley Unified	Saul Martinez Elementary	23	20	22	74	60	51
20	Riverside	Coachella Valley Unified	Mecca Elementary		14	17		44	36

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column or the RFAI column implies no data. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time.

Table H.5: Cohort 2 Bottom 20 Reading First Schools on the 2006 RFAI[1]

#	County Name	District Name	School Name	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
1	Contra Costa	Mt. Diablo Unified	Meadow Homes Elementary	26	28	31	38	36	38
2	Fresno	Fresno Unified	Rowell Elementary	21	27	30	23	35	39
3	Fresno	Fresno Unified	Mayfair Elementary			30			36
4	Fresno	Fresno Unified	King Elementary	24	25	30	26	38	41
5	San Bernardino	Ontario-Montclair Elementary	Lehigh Elementary	27	26	30	37	36	36
6	Kern	Arvin Union Elementary	Bear Mountain Elementary	29	25	29	30	34	43
7	San Bernardino	Ontario-Montclair Elementary	Mission Elementary	24	23	29	36	39	39
8	Orange	Santa Ana Unified	Diamond Elementary	24	31	29	38	36	38
9	San Bernardino	San Bernardino City Unified	Warm Springs Elementary	25	28	28	35	34	37
10	Monterey	Salinas City Elementary	Los Padres Elementary	26	24	28	31	29	33
11	San Bernardino	San Bernardino City Unified	Riley Elementary	21	22	27	47	36	45
12	San Francisco	San Francisco Unified	Paul Revere Elementary	30	31	27	31	34	37
13	Orange	Santa Ana Unified	Wilson Elementary			26			35
14	Fresno	Fresno Unified	Muir Elementary			25			40
15	Fresno	Fresno Unified	David L. Greenberg Elementary			25			36
16	Fresno	Fresno Unified	Calwa Elementary			25			37
17	Orange	Santa Ana Unified	Lowell Elementary	21	22	25		34	36
18	Fresno	Fresno Unified	Lincoln Elementary	16	23	24	25	36	38
19	Monterey	Salinas City Elementary	Sherwood Elementary	22	28	24	31	28	36
20	Contra Costa	Mt. Diablo Unified	Cambridge Elementary	19	19	23	38	46	42

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column or the RFAI column implies no data. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time.

Table H.6: Cohort 3 Bottom 20 Reading First Schools on the 2006 RFAI[1]

#	County Name	District Name	School Name	RFAI			RFII		
				2004	2005	2006	2004	2005	2006
1	San Diego	Escondido Union Elementary	Farr Avenue		29	31		37	44
2	Los Angeles	Compton Unified	Foster Elementary		26	31		30	32
3	Ventura	Rio Elementary	Rio Plaza Elementary		29	31			31
4	Kern	Wasco Union Elementary	Karl F. Clemens Elementary		25	30		28	28
5	Los Angeles	Compton Unified	Anderson Elementary		23	30		32	32
6	Fresno	Raisin City Elementary	Raisin City Elementary		34	30		34	37
7	San Mateo	Ravenswood City Elementary	Belle Haven Elementary		19	30		31	40
8	Monterey	Greenfield Union Elementary	Oak Avenue Elementary		27	30		40	47
9	Los Angeles	Lynwood Unified	Helen Keller Elementary			30			38
10	Santa Cruz	Pajaro Valley Unified	Starlight Elementary		23	29		25	33
11	Los Angeles	Palmdale Elementary	Yucca Elementary		21	29		34	40
12	Los Angeles	Compton Unified	Washington Elementary		24	29		30	33
13	Ventura	Oxnard Elementary	Cesar E. Chavez		24	29		32	35
14	Monterey	Greenfield Union Elementary	Greenfield Elementary		19	28		33	36
15	Santa Cruz	Pajaro Valley Unified	Mintie White Elementary			27			36
16	Ventura	Oxnard Elementary	Elm Street Elementary		17	25		27	38
17	Riverside	Desert Sands Unified	Dwight Eisenhower Elementary		22	24		29	35
18	Santa Cruz	Pajaro Valley Unified	Radcliff Elementary			22			28
19	Santa Cruz	Pajaro Valley Unified	Ohlone Elementary		20	22		29	31
20	San Mateo	Ravenswood City Elementary	Green Oaks		10	17		24	28

[1]This list is produced for only those schools that had no missing grades.

Note: A blank cell under the RFII column or the RFAI column implies no data. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time.

Table H.7: Alphabetical Listing (by District and School) of Reading First Schools, Years in Program, Achievement and Implementation Scores

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
1	Monterey	Alisal Union	Alisal Community	3		29	38		27	34
2	Monterey	Alisal Union	Cesar Chavez Elementary	3		34	41		28	36
3	Monterey	Alisal Union	Creekside Elementary	3		42	52		30	37
4	Monterey	Alisal Union	Fremont Elementary	3		25	33		26	36
5	Monterey	Alisal Union	Jesse G. Sanchez Elementary	3		29	36		31	38
6	Monterey	Alisal Union	Oscar F. Loya Elementary	3		37	47		29	37
7	Monterey	Alisal Union	Virginia Rocca Barton Elementary	3		29	36		29	35
8	Santa Clara	Alum Rock Union Elementary	A. J. Dorsa Elementary	2	25	35	39	39	40	40
9	Santa Clara	Alum Rock Union Elementary	Cesar Chavez Elementary	1	32	33	35	43	36	35
10	Santa Clara	Alum Rock Union Elementary	Clyde Arbuckle Elementary	1	32	44	59	31	36	37
11	Santa Clara	Alum Rock Union Elementary	Harry Slonaker Elementary	1	29	33	44	43	38	36
12	Santa Clara	Alum Rock Union Elementary	Lester W. Shields Elementary	1	33	41	47	33	38	37
13	Santa Clara	Alum Rock Union Elementary	Mildred Goss Elementary	1	27	31	44	34	43	41
14	Santa Clara	Alum Rock Union Elementary	O. S. Hubbard Elementary	1	26	42	42	41	46	44
15	Santa Clara	Alum Rock Union Elementary	San Antonio Elementary	1	41	47	44	36	37	36
16	Santa Clara	Alum Rock Union Elementary	Thomas P. Ryan Elementary	1	46	48	65	33	38	35
17	Riverside	Alvord Unified	Arlanza Elementary	3		30	36		38	40
18	Riverside	Alvord Unified	Collett Elementary	3		40	50		28	36
19	Riverside	Alvord Unified	Foothill Elementary	3		32	42		27	35
20	Riverside	Alvord Unified	La Granada Elementary	3		31	33		34	44
21	Riverside	Alvord Unified	Myra Linn	3		43	55		30	37
22	Riverside	Alvord Unified	Rosemary Kennedy Elementary	3		40	43		32	38
23	Riverside	Alvord Unified	Terrace Elementary	3		40	46		36	43
24	Orange	Anaheim City	Franklin (Benjamin) Elementary	2	30	48	51	34	58	46
25	Orange	Anaheim City	Gauer (Melbourne A.) Elementary	2	29	40	40	46	43	44
26	Orange	Anaheim City	Guinn (James M.) Elementary	2	42	44	46	41	35	38
27	Orange	Anaheim City	Henry (Patrick) Elementary	2	28	34	39	35	35	41

Appendix H

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
28	Orange	Anaheim City	Juarez (Benito) Elementary	2	39	42	42	33	40	38
29	Orange	Anaheim City	Loara Elementary	2	40	49	53	35	39	38
30	Orange	Anaheim City	Madison (James) Elementary	2	38	41	40	42	31	38
31	Orange	Anaheim City	Marshall (John) Elementary	2	36	37	40	35	37	36
32	Orange	Anaheim City	Olive Street Elementary	2	24	41	41	39	60	67
33	Orange	Anaheim City	Palm Lane Elementary	2	24	30	37	38	37	38
34	Orange	Anaheim City	Price (Adelaide) Elementary	2	34	45	46	45	44	42
35	Orange	Anaheim City	Revere (Paul) Elementary	2	29	33	39	39	41	37
36	Orange	Anaheim City	Roosevelt (Theodore) Elementary	2	42	44	43	37	33	32
37	Orange	Anaheim City	Ross (Betsy) Elementary	2	44	45	49	38	32	34
38	Orange	Anaheim City	Sunkist Elementary	2	34	37	40	40	36	40
39	Orange	Anaheim City	Westmont Elementary	2	31	35	43	39	41	43
40	Mendocino	Arena Union Elementary	Arena Elementary	3		44	56			50
41	Kern	Arvin Union	Bear Mountain Elementary	2	29	25	29	30	34	43
42	Kern	Arvin Union	Sierra Vista Elementary	2	25	33	36	33	33	36
43	Merced	Atwater Elementary	Bellevue Elementary	2	41	44	45	39	35	39
44	Merced	Atwater Elementary	Mitchell Elementary	2	41	48	43	41	38	39
45	Merced	Atwater Elementary	Thomas Olaeta Elementary	2	54	54	56	49	41	38
46	Kern	Bakersfield City	Bessie E. Owens Primary	1	38	46	39	35	43	38
47	Kern	Bakersfield City	Caroline Harris Elementary	1	49	50	47	34	28	50
48	Kern	Bakersfield City	College Heights Elementary	1	27	34	38	35	46	45
49	Kern	Bakersfield City	Evergreen Elementary	1	39	45	48	41	32	38
50	Kern	Bakersfield City	Fremont Elementary	1	30	40	42	36	37	35
51	Kern	Bakersfield City	Horace Mann Elementary	1	31	34	39	37	34	31
52	Kern	Bakersfield City	Hort Elementary	1	39	42	48	36	36	40
53	Kern	Bakersfield City	Jefferson Elementary	1	26	33	43	37	49	51

Educational Data Systems

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
54	Kern	Bakersfield City	Longfellow Elementary	1	21	30	31	43	33	28
55	Kern	Bakersfield City	Mt. Vernon Elementary	1	28	34	39	32	36	42
56	Kern	Bakersfield City	Munsey Elementary	1	43	44	43	39	36	30
57	Kern	Bakersfield City	Pioneer Drive Elementary	1	24	34	40	37	46	41
58	Kern	Bakersfield City	Ramon Garza Elementary	1	28	36	40	34	44	34
59	Kern	Bakersfield City	Roosevelt Elementary	1	32	44	45	47	44	41
60	Kern	Bakersfield City	Williams Elementary	1	21	29	30	41	37	42
61	Riverside	Banning Unified	Central Elementary	3		48	53		36	42
62	Riverside	Banning Unified	Hemmerling Elementary	3		45	50		32	40
63	Riverside	Banning Unified	Hoffer Elementary	3		48	45		40	46
64	San Diego	Cajon Valley Union Elementary	Anza Elementary	2	44	48	53	52	47	53
65	San Diego	Cajon Valley Union Elementary	Lexington	2	37	42	43	43	41	47
66	San Diego	Cajon Valley Union Elementary	Naranca Elementary	2	47	50	53	46	42	49
67	Imperial	Calexico Unified	Dool Elementary	2	37	36	45			55
68	Imperial	Calexico Unified	Jefferson Elementary	2	14	30	32			40
69	Imperial	Calexico Unified	Kennedy Garden	2	29	33	40			44
70	Imperial	Calexico Unified	Mains Elementary	2	24	29	44			41
71	Imperial	Calexico Unified	Rockwood Elementary	2	19	36	35			48
72	Stanislaus	Chatom Union Elementary	Chatom Elementary	2	46	48	49	42	39	41
73	Monterey	Chualar Union Elementary	Chualar Elementary	3		30	36		35	38
74	San Diego	Chula Vista	Castle Park Elementary	2	35	43	46	28	27	36
75	San Diego	Chula Vista	Harborside Elementary	2	31	35	42	38	41	52
76	San Diego	Chula Vista	J. Calvin Lauderbach	2	28	32	46	28	39	40
77	San Diego	Chula Vista	John J. Montgomery Elementary	3		41	45		31	34
78	San Diego	Chula Vista	Juarez-Lincoln Accelerated	2	39	49	53	38	44	51
79	San Diego	Chula Vista	Lilian J. Rice Elementary	2	35	38	42	34	27	38
80	San Diego	Chula Vista	Loma Verde Elementary	2	47	47	52	30	39	36
81	San Diego	Chula Vista	Los Altos Elementary	2	31	40	48	34	41	47

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
82	San Diego	Chula Vista	Vista Square Elementary	2	29	35	49	33	40	43
83	Riverside	Coachella Valley Unified	Bobby G. Duke Elementary	1	15	21	26	33	36	35
84	Riverside	Coachella Valley Unified	Cesar Chavez Elementary	1	27	37	43	38	44	31
85	Riverside	Coachella Valley Unified	John Kelley Elementary	1	17	30	32	32	35	31
86	Riverside	Coachella Valley Unified	Mecca Elementary	2		14	17		44	36
87	Riverside	Coachella Valley Unified	Mountain Vista Elementary	1	32	37	43	44	43	36
88	Riverside	Coachella Valley Unified	Palm View Elementary	1	21	28	40	41	36	38
89	Riverside	Coachella Valley Unified	Peter Pendleton Elementary	1	16	20	27	34	38	40
90	Riverside	Coachella Valley Unified	Saul Martinez Elementary	1	23	20	22	74	60	51
91	Riverside	Coachella Valley Unified	Valley View Elementary	1	20	32	37	39	43	31
92	Riverside	Coachella Valley Unified	Westside Elementary	1	24	28	34	42	34	45
93	Los Angeles	Compton Unified	Anderson	3		23	30		32	32
94	Los Angeles	Compton Unified	Carver Elementary	3		36	38		35	41
95	Los Angeles	Compton Unified	Emerson Elementary	3		47	50		34	38
96	Los Angeles	Compton Unified	Foster Elementary	3		26	31		30	32
97	Los Angeles	Compton Unified	Jefferson Elementary	3		33	37		33	38
98	Los Angeles	Compton Unified	Lincoln Elementary	3		27	34		32	34
99	Los Angeles	Compton Unified	Robert F. Kennedy Elementary	3		39	54		36	34
100	Los Angeles	Compton Unified	Ronald E. McNair Elementary	3		48	53		30	43
101	Los Angeles	Compton Unified	Roosevelt Elementary	3		26	41		30	41
102	Los Angeles	Compton Unified	Tibby Elementary	3		38	51			30
103	Los Angeles	Compton Unified	Washington Elementary	3		24	29		30	33
104	Tehama	Corning Union Elementary	Olive View Elementary	3		44	51		49	49
105	Tehama	Corning Union Elementary	Rancho Tehema Elementary	3		46	47			35
106	Tehama	Corning Union Elementary	Woodson	3		55	61		33	36
107	Del Norte	Del Norte County Unified	Joe Hamilton Elementary	2	29	39	36	21	39	38
108	Del Norte	Del Norte County Unified	Margaret Keating Elementary	2	29	24	42	30	37	31

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
109	Sacramento	Del Paso Heights Elementary	Del Paso Heights Elementary	2	39	39	40	31	29	34
110	Sacramento	Del Paso Heights Elementary	Fairbanks	2	22	27	33	35	34	37
111	Sacramento	Del Paso Heights Elementary	Garden Valley Elementary	2	27	32	36	33	34	36
112	Sacramento	Del Paso Heights Elementary	North Avenue Elementary	2	26	33	31	27	26	33
113	Kern	Delano Union Elementary	Del Vista Elementary	3		34	35		28	33
114	Kern	Delano Union Elementary	Fremont Elementary	3		39	42		36	37
115	Kern	Delano Union Elementary	Terrace Elementary	3		30	37		34	40
116	Kern	Delano Union Elementary	Valle Vista Elementary	3		23	34		34	40
117	Merced	Delhi Unified	Harmony Elementary	4			40			
118	Merced	Delhi Unified	Schendel	3		41	45		43	42
119	Riverside	Desert Sands Unified	Andrew Jackson Elementary	3		34	40		42	42
120	Riverside	Desert Sands Unified	Dwight Eisenhower Elementary	3		22	24		29	35
121	Riverside	Desert Sands Unified	Herbert Hoover Elementary	3		24	36		40	41
122	Riverside	Desert Sands Unified	John Adams Elementary	3		46	51		35	34
123	Riverside	Desert Sands Unified	John F. Kennedy Elementary	3		31	37		34	45
124	Riverside	Desert Sands Unified	Lyndon B. Johnson Elementary	3		41	45		36	40
125	Tulare	Dinuba Unified	Jefferson Elementary	2	24	31	37	50	49	46
126	Imperial	El Centro Elementary	De Anza	2	68	63	56	33	41	42
127	Imperial	El Centro Elementary	Desert Garden Elementary	2	37	45	49	35	40	39
128	Imperial	El Centro Elementary	Harding Elementary	2	42	51	55	39	39	38
129	Imperial	El Centro Elementary	Washington	2	40	38	38	35	39	37
130	Los Angeles	El Rancho Unified	Alice M. Birney Elementary	3		52	62		33	41
131	Los Angeles	El Rancho Unified	Lawrence T. Magee Elementary	3		39	53		23	37
132	Los Angeles	El Rancho Unified	North Ranchito Elementary	3		45	58		28	32
133	Los Angeles	El Rancho Unified	Rivera Elementary	3		46	56		31	38
134	Los Angeles	El Rancho Unified	Selby Grove Elementary	3		49	51		32	31
135	Los Angeles	El Rancho Unified	South Ranchito Elementary	3		37	42		25	31

Appendix H

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
136	Sacramento	Elk Grove Unified	Charles E. Mack Elementary	2	37	37	42	31	32	32
137	Sacramento	Elk Grove Unified	Prairie Elementary	2	44	45	51	30	32	37
138	Sacramento	Elk Grove Unified	Samuel Kennedy Elementary	2	47	43	46	32	33	35
139	San Diego	Escondido Union Elementary	Farr Avenue	3		29	31		37	44
140	San Diego	Escondido Union Elementary	Felicita Elementary	3		31	36		37	40
141	San Diego	Escondido Union Elementary	Glen View Elementary	3		41	48		35	39
142	San Diego	Escondido Union Elementary	Lincoln	3		33	41		40	44
143	San Diego	Escondido Union Elementary	Pioneer Elementary	3		34	40		39	41
144	San Diego	Escondido Union Elementary	Rose Elementary	3		36	44		36	45
145	San Bernardino	Fontana Unified	Citrus Elementary	2	31	38	42	27	36	40
146	San Bernardino	Fontana Unified	Date Elementary	2	34	35	39	30	39	35
147	San Bernardino	Fontana Unified	Hemlock Elementary	2	40	49	54	30	40	45
148	San Bernardino	Fontana Unified	Juniper Elementary	2	32	41	46	25	40	38
149	San Bernardino	Fontana Unified	Live Oak Elementary	2	30	34	42	27	39	39
150	San Bernardino	Fontana Unified	Locust Elementary	2	36	46	48	27	39	41
151	San Bernardino	Fontana Unified	Maple Elementary	2	33	33	45	30	41	43
152	San Bernardino	Fontana Unified	North Tamarind Elementary	2	26	41	45	34	37	40
153	San Bernardino	Fontana Unified	Oleander	2	30	33	36	29	38	40
154	San Bernardino	Fontana Unified	Palmetto	2	30	42	48	25	35	38
155	San Bernardino	Fontana Unified	Poplar Elementary	2	36	33	46	24	39	39
156	San Bernardino	Fontana Unified	Randall Pepper Elementary	2	31	39	44	28	35	37
157	San Bernardino	Fontana Unified	Redwood	2	26	46	57	25	36	36
158	San Bernardino	Fontana Unified	South Tamarind Elementary	2	32	39	48	25	34	37
159	San Bernardino	Fontana Unified	Virginia Primrose Elementary	2	28	32	41		35	43
160	San Bernardino	Fontana Unified	West Randall Elementary	2	27	32	38	24	38	38

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
161	Fresno	Fowler Unified	Malaga Elementary	2	39	40	48	44	33	43
162	Fresno	Fresno Unified	Ayer Elementary	2	40	48	56	26	36	44
163	Fresno	Fresno Unified	Aynesworth Elementary	2	37	40	49	30	37	37
164	Fresno	Fresno Unified	Burroughs Elementary	2	31	32	38	32	41	38
165	Fresno	Fresno Unified	Calwa Elementary	4			25			37
166	Fresno	Fresno Unified	Centennial Elementary	4			37			32
167	Fresno	Fresno Unified	Columbia	4			32			41
168	Fresno	Fresno Unified	Dailey Elementary	2	22	32	39	25	35	33
169	Fresno	Fresno Unified	David L. Greenberg Elementary	4			25			36
170	Fresno	Fresno Unified	Del Mar Elementary	2	28	35	45	35	36	41
171	Fresno	Fresno Unified	Ericson Elementary	4			48			38
172	Fresno	Fresno Unified	Ewing Elementary	4			32			36
173	Fresno	Fresno Unified	Fremont Elementary	2	36	37	53	32	38	45
174	Fresno	Fresno Unified	Heaton Elementary	2	26	25	36	25	32	38
175	Fresno	Fresno Unified	Holland Elementary	2	50	51	56	44	43	43
176	Fresno	Fresno Unified	Jefferson Elementary	2	28	32	35	31	40	42
177	Fresno	Fresno Unified	King Elementary	2	24	25	30	26	38	41
178	Fresno	Fresno Unified	Kirk Elementary	2	28	23	32	32	42	38
179	Fresno	Fresno Unified	Lane Elementary	2	21	31	36	30	36	40
180	Fresno	Fresno Unified	Lincoln Elementary	2	16	23	24	25	36	38
181	Fresno	Fresno Unified	Lowell Elementary	2	19	23	33	27	38	41
182	Fresno	Fresno Unified	Mayfair Elementary	4			30			36
183	Fresno	Fresno Unified	Miguel Hidalgo Elementary	2	17	25	32	27	48	42
184	Fresno	Fresno Unified	Muir Elementary	4			25			40
185	Fresno	Fresno Unified	Pyle Elementary	2	33	32	38	32	57	39
186	Fresno	Fresno Unified	Roeding Elementary	2	41	44	49	26	36	42
187	Fresno	Fresno Unified	Rowell Elementary	2	21	27	30	23	35	39
188	Fresno	Fresno Unified	Slater Elementary	4			36			36
189	Fresno	Fresno Unified	Sunset Elementary	2	28	34	41	27	36	39
190	Fresno	Fresno Unified	Susan B. Anthony Elementary	4			35			38
191	Fresno	Fresno Unified	Turner Elementary	4			35			40
192	Fresno	Fresno Unified	Webster Elementary	2	32	37	41	36	46	45
193	Fresno	Fresno Unified	Wilson Elementary	2	33	38	42	32	30	36
194	Fresno	Fresno Unified	Wishon Elementary	2	40	42	49	29	36	44
195	Fresno	Fresno Unified	Wolters Elementary	2	43	46	49	37	35	36

Appendix H

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
196	Los Angeles	Glendale Unified	Horace Mann Elementary	2	44	45	55	33	37	45
197	Los Angeles	Glendale Unified	John Muir	2	48	51	60	36	41	43
198	Los Angeles	Glendale Unified	Thomas Jefferson Elementary	2	64	69	69	35	34	35
199	Monterey	Gonzales Unified	La Gloria	1	34	35	45	41	40	42
200	Monterey	Greenfield Union Elementary	Cesar Chavez Elementary	3		25	34		35	39
201	Monterey	Greenfield Union Elementary	Greenfield Elementary	3		19	28		33	36
202	Monterey	Greenfield Union Elementary	Oak Avenue Elementary	3		27	30		40	47
203	Santa Barbara	Guadalupe Union Elementary	Mary Buren Elementary	2	36	47	45	35	36	33
204	Merced	Gustine Unified	Romero Elementary	3		29	39		39	48
205	Los Angeles	Hacienda la Puente Unified	Baldwin Academy	2	49	47	53	38	39	38
206	Los Angeles	Hacienda la Puente Unified	California	2	41	45	52	38	40	35
207	Los Angeles	Hacienda la Puente Unified	Del Valle	2	39	47	46	37	41	38
208	Los Angeles	Hacienda la Puente Unified	Glenelder	2	31	38	43	41	42	42
209	Los Angeles	Hacienda la Puente Unified	Kwis Elementary	2	51	56	64	38	33	41
210	Los Angeles	Hacienda la Puente Unified	Lassalette	2	45	49	53	31	38	38
211	Los Angeles	Hacienda la Puente Unified	Shadybend Elementary	2	43	51	56	28	38	34
212	Los Angeles	Hacienda la Puente Unified	Temple Academy	2	45	42	40	32	30	34
213	Los Angeles	Hacienda la Puente Unified	Valinda School of Academics	4			50			35
214	Los Angeles	Hacienda la Puente Unified	Wing Lane Elementary	4			44			33
215	Los Angeles	Hacienda la Puente Unified	Workman	2	39	50	58	38	41	42
216	Alameda	Hayward Unified	Bowman Elementary	2	37	40	50	27	31	39
217	Alameda	Hayward Unified	Cherryland Elementary	2	34	37	41	32	36	37
218	Alameda	Hayward Unified	Glassbrook Elementary	2	31	33	36	28	31	24
219	Alameda	Hayward Unified	John Muir	2	38	43	45	31	34	34
220	Alameda	Hayward Unified	Markham	2	37	53	56	32	29	40
221	Alameda	Hayward Unified	Park Elementary	2	40	40	43	30	35	37
222	Alameda	Hayward Unified	Ruus Elementary	2	45	44	49	33	29	25
223	Alameda	Hayward Unified	Shepherd	2	31	28	32	17	32	36

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
224	Imperial	Heber Elementary	Heber Elementary	3		40	50		42	52
225	Lassen	Johnstonville Elementary	Johnstonville Elementary	2	56	62	72	38	37	31
226	Siskiyou	Junction Elementary	Junction Elementary	2	0				23	45
227	Los Angeles	Keppel Union Elementary	Antelope	2	33	29	43	28	44	49
228	Los Angeles	Keppel Union Elementary	Daisy Gibson Elementary	2	37	40	44	37	46	46
229	Los Angeles	Keppel Union Elementary	Lake Los Angeles Elementary	2	37	40	40	38	44	45
230	Stanislaus	Keyes Union	Keyes Elementary	3		32	41		39	45
231	Monterey	King City Union Elementary	Del Rey Elementary	2	29	34	38	40	38	38
232	Monterey	King City Union Elementary	Santa Lucia Elementary	2	36	40	47	35	31	32
233	Lake	Konocti Unified	Burns Valley Elementary	3		41	44		34	39
234	Lake	Konocti Unified	East Lake Elementary	3		45	54		34	42
235	Lake	Konocti Unified	Lower Lake Elementary	3		46	57		37	39
236	Kern	Lamont Elementary	Alicante Avenue Elementary	2	33	34	39	35	31	35
237	Los Angeles	Lancaster Elementary	Desert View Elementary	3		37	47		33	41
238	Los Angeles	Lancaster Elementary	El Dorado Elementary	3		35	42		29	36
239	Los Angeles	Lancaster Elementary	Joshua Elementary	3		38	42		36	38
240	Los Angeles	Lancaster Elementary	Lincoln Elementary	3		38	43			39
241	Los Angeles	Lancaster Elementary	Mariposa	3		31	37		30	40
242	Los Angeles	Lancaster Elementary	Sierra Elementary	3		35	43		31	36
243	Merced	Le Grand Union Elementary	Le Grand	2	33	35	44	30	43	37
244	Trinity	Lewiston Elementary	Lewiston Elementary	3					30	31
245	Merced	Livingston Union Elementary	Selma Herndon Elementary	2	37	41	52	47	41	45
246	Merced	Livingston Union Elementary	Yamato Colony Elementary	2	57	56	62	37	37	46
247	Los Angeles	Long Beach Unified	Barton Elementary	2	47	52	57	43	36	54
248	Los Angeles	Long Beach Unified	Burbank Elementary	2	45	41	48	42	38	33
249	Los Angeles	Long Beach Unified	Burnett Elementary	2	38	33	42	41	35	35
250	Los Angeles	Long Beach Unified	Colin L. Powell Academy for Success	2	47	48	54	37	38	33
251	Los Angeles	Long Beach Unified	Harte Elementary	2	54	55	55	48	40	42
252	Los Angeles	Long Beach Unified	Lafayette	2	44	43	48	25	39	34

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
253	Los Angeles	Long Beach Unified	Lee Elementary	2	38	50	54	40	40	43
254	Los Angeles	Long Beach Unified	Lincoln Elementary	2	41	41	39	43	41	39
255	Los Angeles	Long Beach Unified	McKinley	2	38	43	49	41	43	58
256	Los Angeles	Long Beach Unified	Muir Elementary	2	50	55	65	38	44	47
257	Los Angeles	Long Beach Unified	Roosevelt Elementary	2	44	48	52	35	41	47
258	Los Angeles	Long Beach Unified	Sutter Elementary	2	46	46	54	48	38	53
259	Los Angeles	Long Beach Unified	Webster Elementary	4			59			38
260	Los Angeles	Long Beach Unified	Whittier Elementary	2	51	52	54	41	42	58
261	Los Angeles	Los Angeles Unified	Alexandria Avenue Elementary	1	37	38	42	33	35	36
262	Los Angeles	Los Angeles Unified	Alta Loma Elementary	1	47	47	55	35	37	40
263	Los Angeles	Los Angeles Unified	Amestoy Elementary	1	44	45	49	41	42	39
264	Los Angeles	Los Angeles Unified	Angeles Mesa Elementary	1	38	42	38	29	36	36
265	Los Angeles	Los Angeles Unified	Aragon Avenue Elementary	1	40	40	43	32	30	34
266	Los Angeles	Los Angeles Unified	Arco Iris Primary Center	1	50			30	30	33
267	Los Angeles	Los Angeles Unified	Arlington Heights Elementary	1	36	45	49	41	41	42
268	Los Angeles	Los Angeles Unified	Arminta Street Elementary	1	41	39	44	35	39	37
269	Los Angeles	Los Angeles Unified	Avalon Gardens Elementary	2	41	43	35	41	42	35
270	Los Angeles	Los Angeles Unified	Barton Hill Elementary	1	47	51	54	47	41	46
271	Los Angeles	Los Angeles Unified	Beachy Avenue Elementary	1	33	45	46	43	39	37
272	Los Angeles	Los Angeles Unified	Bellingham Primary Center	3					39	36
273	Los Angeles	Los Angeles Unified	Belvedere Elementary	1	49	45	47		31	34
274	Los Angeles	Los Angeles Unified	Betty Plasencia Elementary	1	40	45	51	32	31	30
275	Los Angeles	Los Angeles Unified	Braddock Drive Elementary	1	45	53	57	33	33	36
276	Los Angeles	Los Angeles Unified	Budlong Avenue Elementary	1	31	30	38	34	34	34
277	Los Angeles	Los Angeles Unified	Burton Street Elementary	1	45	47	48	35	35	39
278	Los Angeles	Los Angeles Unified	Cabrillo Avenue Elementary	2	51	59	55	48	37	37
279	Los Angeles	Los Angeles Unified	Camellia Avenue Elementary	1	35	33	40	34	31	35

Educational Data Systems

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
280	Los Angeles	Los Angeles Unified	Canoga Park Elementary	1	36	40	40	36	37	39
281	Los Angeles	Los Angeles Unified	Cantara Street Elementary	1	48	52	52	37	39	39
282	Los Angeles	Los Angeles Unified	Canterbury Avenue Elementary	1	48	55	58	33	37	36
283	Los Angeles	Los Angeles Unified	Catskill Avenue Elementary	1	51	53	57	41	39	41
284	Los Angeles	Los Angeles Unified	Century Park Elementary	2	33	37	42	37	36	36
285	Los Angeles	Los Angeles Unified	Charles W. Barrett Elementary	1	40	41	50	32	35	38
286	Los Angeles	Los Angeles Unified	Christopher Dena Elementary	2	31	34	43	33	34	35
287	Los Angeles	Los Angeles Unified	Cienega Elementary	1	38	45	49	34	36	35
288	Los Angeles	Los Angeles Unified	Cimarron Avenue Elementary	1	39	52	44	36	40	39
289	Los Angeles	Los Angeles Unified	City Terrace Elementary	1	38	39	44	37	36	36
290	Los Angeles	Los Angeles Unified	Cohasset Street Elementary	1	51	50	50	33	42	37
291	Los Angeles	Los Angeles Unified	Coldwater Canyon Elementary	1	43	41	42	37	32	36
292	Los Angeles	Los Angeles Unified	Coliseum Street Elementary	2	37	39	36		39	43
293	Los Angeles	Los Angeles Unified	Compton Avenue Elementary	2	36	34	40	32	36	35
294	Los Angeles	Los Angeles Unified	Corona Avenue Elementary	1	37	39	44	35	34	35
295	Los Angeles	Los Angeles Unified	Danny J. Bakewell, Senior Primary Center	4						46
296	Los Angeles	Los Angeles Unified	Dayton Heights Elementary	1	49	51	55	41	40	38
297	Los Angeles	Los Angeles Unified	Dena New Primary Center	4						48
298	Los Angeles	Los Angeles Unified	Dolores Street Elementary	1	55	56	61	37	39	36
299	Los Angeles	Los Angeles Unified	Dyer Street Elementary	1	43	46	48	33	32	37
300	Los Angeles	Los Angeles Unified	El Dorado Avenue Elementary	1	42	42	48	42	49	45
301	Los Angeles	Los Angeles Unified	El Sereno	1	40	46	53	36	39	29
302	Los Angeles	Los Angeles Unified	Elizabeth Learning Center	1	37	38	36	41	38	40
303	Los Angeles	Los Angeles Unified	Esperanza Elementary	2	22	28	33	31	38	35
304	Los Angeles	Los Angeles Unified	Euclid Avenue Elementary	1	37	45	46	39	37	37

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
305	Los Angeles	Los Angeles Unified	Evelyn Thurman Gratts Elementary	1	24	36	37	32	38	40
306	Los Angeles	Los Angeles Unified	Evergreen Avenue Elementary	2	26	33	45	40	34	39
307	Los Angeles	Los Angeles Unified	Farmdale	1	41	42	45	41	32	36
308	Los Angeles	Los Angeles Unified	Fernangeles Elementary	2	32	35	41	40	34	33
309	Los Angeles	Los Angeles Unified	Fifteenth Street Elementary	1	50	53	53	40	48	56
310	Los Angeles	Los Angeles Unified	Fifty-Ninth Street Elementary	1	40	35	38	34	34	36
311	Los Angeles	Los Angeles Unified	Fifty-Second Street Elementary	1	29	32	33	28	31	31
312	Los Angeles	Los Angeles Unified	Figueroa Street Elementary	2	36	38	39	31	34	38
313	Los Angeles	Los Angeles Unified	First Street Elementary	1	40	42	48	34	32	31
314	Los Angeles	Los Angeles Unified	Fishburn Avenue Elementary	1	45	51	47	36	35	41
315	Los Angeles	Los Angeles Unified	Fletcher Drive Elementary	1	33	36	41	34	34	38
316	Los Angeles	Los Angeles Unified	Florence Avenue Elementary	1	34	42	53	36	36	41
317	Los Angeles	Los Angeles Unified	Florence Griffith Joyner Elementary	1	31	27	32	34	38	39
318	Los Angeles	Los Angeles Unified	Ford Boulevard Elementary	1	39	41	42	32	33	32
319	Los Angeles	Los Angeles Unified	Forty-Ninth Street Elementary	2	31	30	34	37	30	35
320	Los Angeles	Los Angeles Unified	Forty-Second Street Elementary	1	31	37	45	31	33	35
321	Los Angeles	Los Angeles Unified	Fourth Street Elementary	1	47	49	56	38	40	40
322	Los Angeles	Los Angeles Unified	Fries Avenue Elementary	2	33	33	38	34	30	35
323	Los Angeles	Los Angeles Unified	Gardena Elementary	1	53	53	54	43	41	40
324	Los Angeles	Los Angeles Unified	Gates Street Elementary	1	40	42	51	31	31	38
325	Los Angeles	Los Angeles Unified	Glassell Park Elementary	1	43	51	57	40	38	40
326	Los Angeles	Los Angeles Unified	Glen Alta	1	47	44	51	31	27	28
327	Los Angeles	Los Angeles Unified	Glenwood Elementary	1	41	51	45	43	31	31
328	Los Angeles	Los Angeles Unified	Graham Elementary	2	28	31	37	34	33	33
329	Los Angeles	Los Angeles Unified	Grape Street Elementary	1	44	50	44	35	38	36
330	Los Angeles	Los Angeles Unified	Gridley Street Elementary	2	36	39	45	33	37	35

#	County Name	District Name	School Name	Years In Program	RFAI 2004	2005	2006	RFII 2004	2005	2006
331	Los Angeles	Los Angeles Unified	Gulf Avenue Elementary	1	34	38	43	40	38	35
332	Los Angeles	Los Angeles Unified	Hammel Street Elementary	1	31	36	45	38	36	34
333	Los Angeles	Los Angeles Unified	Harmony Elementary	3		33	37		31	32
334	Los Angeles	Los Angeles Unified	Harrison Street Elementary	2	24	31	33	33	32	38
335	Los Angeles	Los Angeles Unified	Harvard Elementary	4			52			43
336	Los Angeles	Los Angeles Unified	Hawaiian Avenue Elementary	2	35	48	50	37	36	38
337	Los Angeles	Los Angeles Unified	Hazeltine Avenue Elementary	1	36	39	41	39	38	36
338	Los Angeles	Los Angeles Unified	Heliotrope Avenue Elementary	1	38	40	48	36	36	43
339	Los Angeles	Los Angeles Unified	Hillcrest Drive Elementary	2	26	32	33	32	35	38
340	Los Angeles	Los Angeles Unified	Hillside Elementary	1	33	41	45	40	36	41
341	Los Angeles	Los Angeles Unified	Hobart Boulevard Elementary	1	51	51	55		34	35
342	Los Angeles	Los Angeles Unified	Holmes Avenue Elementary	1	30	33	36	41	31	32
343	Los Angeles	Los Angeles Unified	Hooper Avenue Elementary	2	26	26	33	39	33	36
344	Los Angeles	Los Angeles Unified	Hooper New Primary Center	4						42
345	Los Angeles	Los Angeles Unified	Humphreys Avenue Elementary	2	35	38	46	35	30	36
346	Los Angeles	Los Angeles Unified	Hyde Park Blvd. Elementary	1	22	33	34	40	38	40
347	Los Angeles	Los Angeles Unified	Jefferson New Elementary #1	4			40			39
348	Los Angeles	Los Angeles Unified	Jefferson New Elementary #7	4			43			36
349	Los Angeles	Los Angeles Unified	Jefferson New Primary Center 6	3						40
350	Los Angeles	Los Angeles Unified	John W. Mack Elementary	4			36			41
351	Los Angeles	Los Angeles Unified	Kittridge Street Elementary	1	34	37	43		36	43
352	Los Angeles	Los Angeles Unified	La Salle Avenue Elementary	1	41	42	42	35	34	36
353	Los Angeles	Los Angeles Unified	Langdon Avenue Elementary	1	30	33	37	39	37	37
354	Los Angeles	Los Angeles Unified	Lankershim Elementary	1	40	46	50	34	31	36
355	Los Angeles	Los Angeles Unified	Leo Politi	1	32	33	43	28	29	36
356	Los Angeles	Los Angeles Unified	Lexington Avenue Primary Center	4						37

Appendix H

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
357	Los Angeles	Los Angeles Unified	Liberty Boulevard Elementary	1	40	37	43	33	32	38
358	Los Angeles	Los Angeles Unified	Liggett Street Elementary	1	43	46	47	34	40	39
359	Los Angeles	Los Angeles Unified	Lillian Street Elementary	1	29	41	49	34	33	40
360	Los Angeles	Los Angeles Unified	Limerick Avenue Elementary	1	39	45	45	34	37	37
361	Los Angeles	Los Angeles Unified	Lockwood Avenue Elementary	1	38	44	45	37	38	34
362	Los Angeles	Los Angeles Unified	Loma Vista Elementary	1	36	39	44	40	36	38
363	Los Angeles	Los Angeles Unified	Loren Miller Elementary	2	33	36	39	39	41	44
364	Los Angeles	Los Angeles Unified	Lorena Street Elementary	1	35	37	41	37	35	38
365	Los Angeles	Los Angeles Unified	Los Angeles Elementary	2	38	44	46	36	41	44
366	Los Angeles	Los Angeles Unified	Los Angeles New Primary Center #5	4						42
367	Los Angeles	Los Angeles Unified	Lovelia P. Flournoy Elementary	2	26	33	44	36	34	40
368	Los Angeles	Los Angeles Unified	Main Street Elementary	2	31	31	32	30	31	34
369	Los Angeles	Los Angeles Unified	Malabar Street Elementary	1	35	36	38	34	31	33
370	Los Angeles	Los Angeles Unified	Manchester Avenue Elementary	2	28	32	34	37	39	44
371	Los Angeles	Los Angeles Unified	Manhattan Place Elementary	1	37	45	46	33	35	41
372	Los Angeles	Los Angeles Unified	Marianna Avenue Elementary	1	43	50	50	37	38	36
373	Los Angeles	Los Angeles Unified	Martha Escutia Primary Center	4						46
374	Los Angeles	Los Angeles Unified	Maurice Sendak Elementary	4			48			35
375	Los Angeles	Los Angeles Unified	Maywood New Elementary #5	4			44			44
376	Los Angeles	Los Angeles Unified	McKinley Avenue Elementary	1	40	41	46	34	35	40
377	Los Angeles	Los Angeles Unified	Menlo Avenue Elementary	2	39	30	37	36	34	40
378	Los Angeles	Los Angeles Unified	Micheltorena Street Elementary	1	37	41	50	37	32	31
379	Los Angeles	Los Angeles Unified	Middleton New Primary Center	4						38
380	Los Angeles	Los Angeles Unified	Middleton Street Elementary	1	41	39	46	35	33	36

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
381	Los Angeles	Los Angeles Unified	Miles Avenue Elementary	1	39	42	47	39	32	33
382	Los Angeles	Los Angeles Unified	Miramonte Elementary	2	31	35	37	35	36	33
383	Los Angeles	Los Angeles Unified	Morris K Hamasaki Elementary	1	25	34	46	38	37	33
384	Los Angeles	Los Angeles Unified	Murchison Street Elementary	1	27	34	46	35	37	36
385	Los Angeles	Los Angeles Unified	Napa Street Elementary	2	27	33	38	31	37	43
386	Los Angeles	Los Angeles Unified	Nevin Avenue Elementary	1	28	37	40	36	31	32
387	Los Angeles	Los Angeles Unified	Newcastle Elementary	1	46	42	53	42	38	39
388	Los Angeles	Los Angeles Unified	Ninety-Fifth Street Elementary	2	26	36	39	31	38	44
389	Los Angeles	Los Angeles Unified	Ninety-Ninth Street Elementary	1	38	38	38	34	34	40
390	Los Angeles	Los Angeles Unified	Ninety-Second Street Elementary	1	23	32	44	34	38	40
391	Los Angeles	Los Angeles Unified	Ninety-Sixth Street Elementary	1	41	50	54	40	38	40
392	Los Angeles	Los Angeles Unified	Ninety-Third Street Elementary	1	37	38	44	34	38	40
393	Los Angeles	Los Angeles Unified	Ninth Street Elementary	1	31	28	32	29	34	37
394	Los Angeles	Los Angeles Unified	Noble Avenue Elementary	1	39	42	45	33	33	41
395	Los Angeles	Los Angeles Unified	Noble New Elementary #1	4			42			45
396	Los Angeles	Los Angeles Unified	Nora Sterry Elementary	1	48	56	62	36	25	34
397	Los Angeles	Los Angeles Unified	Normandie Avenue Elementary	2	31	29	37	34	38	38
398	Los Angeles	Los Angeles Unified	Nueva Vista Elementary	1	49	57	61	35	35	35
399	Los Angeles	Los Angeles Unified	Olympic Primary Center	4						41
400	Los Angeles	Los Angeles Unified	One Hundred Eighteenth Street	1	34	39	38	37	34	38
401	Los Angeles	Los Angeles Unified	One Hundred Fifty-Third Street	1	39	40	47	39	34	38
402	Los Angeles	Los Angeles Unified	One Hundred Seventh Street Elementary	1	34	35	31	32	32	32
403	Los Angeles	Los Angeles Unified	One Hundred Sixteenth Street Elementary	2	36	37	32	36	35	37

Appendix H

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
404	Los Angeles	Los Angeles Unified	One Hundred Thirty-Fifth Street Elementary	1	39	41	45	43	40	45
405	Los Angeles	Los Angeles Unified	One Hundred Twelfth Street Elementary	1	29	35	42	35	33	33
406	Los Angeles	Los Angeles Unified	One Hundred Twenty-Second Street Elementary	1	38	38	41	36	36	38
407	Los Angeles	Los Angeles Unified	Oxnard Street Elementary	1	42	44	52	40	35	43
408	Los Angeles	Los Angeles Unified	Pacific Boulevard	4			48			34
409	Los Angeles	Los Angeles Unified	Parmelee Avenue Elementary	2	28	32	39	39	41	43
410	Los Angeles	Los Angeles Unified	Parthenia Street Elementary	1	46	50	57	40	44	44
411	Los Angeles	Los Angeles Unified	Pio Pico Elementary	1	40	41	46	38	38	39
412	Los Angeles	Los Angeles Unified	Ranchito Avenue Elementary	1	39	47	47	33	37	38
413	Los Angeles	Los Angeles Unified	Raymond Avenue Elementary	2	35	36	42	40	35	41
414	Los Angeles	Los Angeles Unified	Richland Avenue Elementary	1	41	47	51	36	25	36
415	Los Angeles	Los Angeles Unified	Ritter Elementary	1	36	39	36	37	31	33
416	Los Angeles	Los Angeles Unified	Robert F. Kennedy Elementary	1	30	37	43	35	33	36
417	Los Angeles	Los Angeles Unified	Roscoe Elementary	1	40	42	49	37	35	39
418	Los Angeles	Los Angeles Unified	Rowan Avenue Elementary	1	36	36	42	35	33	39
419	Los Angeles	Los Angeles Unified	Rowan New Primary Center	4						47
420	Los Angeles	Los Angeles Unified	Russell Elementary	2	26	33	37	33	32	37
421	Los Angeles	Los Angeles Unified	San Fernando Elementary	1	37	41	46	33	39	35
422	Los Angeles	Los Angeles Unified	San Miguel Elementary	1	40	41	47	32	40	41
423	Los Angeles	Los Angeles Unified	San Pedro Street Elementary	1	44	47	58	39	38	38
424	Los Angeles	Los Angeles Unified	Santa Monica Boulevard Community Charter	3		39	47		32	36
425	Los Angeles	Los Angeles Unified	Saticoy Elementary	1	46	44	48	40	33	34
426	Los Angeles	Los Angeles Unified	Saturn Street Elementary	1	47	49	46	40	33	39
427	Los Angeles	Los Angeles Unified	Seventy-Fifth Street Elementary	2	27	33	34	31	37	36
428	Los Angeles	Los Angeles Unified	Seventy-Fourth Street Elementary	1	42	52	57	32	31	36

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
429	Los Angeles	Los Angeles Unified	Sharp Avenue Elementary	2	29	34	43		35	43
430	Los Angeles	Los Angeles Unified	Shenandoah Street Elementary	1	38	47	55	38	36	36
431	Los Angeles	Los Angeles Unified	Sheridan Street Elementary	1	32	37	47	33	31	36
432	Los Angeles	Los Angeles Unified	Short Avenue Elementary	1	60	70	71	40	35	38
433	Los Angeles	Los Angeles Unified	Sierra Park Elementary	1	40	40	46	35	31	30
434	Los Angeles	Los Angeles Unified	Sierra Vista Elementary	1	42	53	64	46	41	40
435	Los Angeles	Los Angeles Unified	Sixty-Eighth Street Elementary	2	34	40	45	36	41	40
436	Los Angeles	Los Angeles Unified	Sixty-First Street Elementary	2	40	41	48	38	39	41
437	Los Angeles	Los Angeles Unified	Sixty-Sixth Street Elementary	2	35	37	45	30	37	40
438	Los Angeles	Los Angeles Unified	Soto Street Elementary	1	37	40	42	35	40	40
439	Los Angeles	Los Angeles Unified	South Gate New Elementary #6	4			48			43
440	Los Angeles	Los Angeles Unified	South Park Elementary	1	29	36	40	40	42	36
441	Los Angeles	Los Angeles Unified	Stanford Avenue Elementary	1	42	44	52	34	35	36
442	Los Angeles	Los Angeles Unified	Stanford New Primary Center	3					32	38
443	Los Angeles	Los Angeles Unified	State Street Elementary	1	36	40	45	37	34	36
444	Los Angeles	Los Angeles Unified	State Street New Elementary #1	4			47			37
445	Los Angeles	Los Angeles Unified	Stonehurst Avenue Elementary	1	44	50	49	38	35	37
446	Los Angeles	Los Angeles Unified	Sunny Brae Avenue Elementary	2	35	40	46	35	41	40
447	Los Angeles	Los Angeles Unified	Sylmar Elementary	1	33	40	43	29	36	38
448	Los Angeles	Los Angeles Unified	Sylvan Park Elementary	2	37	34	41	36	38	40
449	Los Angeles	Los Angeles Unified	Telfair Avenue Elementary	1	41	44	46	38	37	42
450	Los Angeles	Los Angeles Unified	Tenth Street Elementary	1	33	32	33	33	34	34
451	Los Angeles	Los Angeles Unified	Teresa Hughes Elementary	1	40	41	47		37	37
452	Los Angeles	Los Angeles Unified	Trinity Street Elementary	1	35	33	34	37	30	34
453	Los Angeles	Los Angeles Unified	Tweedy Elementary	1	39	39	47	34	30	37

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#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
454	Los Angeles	Los Angeles Unified	Twentieth Street Elementary	1	30	36	46	34	29	38
455	Los Angeles	Los Angeles Unified	Twenty-Fourth Street Elementary	1	36	38	42	31	35	34
456	Los Angeles	Los Angeles Unified	Union Avenue Elementary	2	34	38	47	35	38	39
457	Los Angeles	Los Angeles Unified	Utah Street Elementary	2	28	34	43	27	30	35
458	Los Angeles	Los Angeles Unified	Valerio Street Elementary	1	40	44	54	32	38	42
459	Los Angeles	Los Angeles Unified	Van Nuys	1	39	37	50	36	39	39
460	Los Angeles	Los Angeles Unified	Vermont Avenue Elementary	2	33	40	41	36	32	32
461	Los Angeles	Los Angeles Unified	Vernon City Elementary	1	40	42	35	34	39	31
462	Los Angeles	Los Angeles Unified	Victoria Avenue Elementary	1	39	42	50	35	38	35
463	Los Angeles	Los Angeles Unified	Victory Boulevard Elementary	1	42	46	49	33	33	32
464	Los Angeles	Los Angeles Unified	Vinedale	2	34	42	45	34	35	38
465	Los Angeles	Los Angeles Unified	Wadsworth Avenue Elementary	1	28	34	38	34	34	33
466	Los Angeles	Los Angeles Unified	Walnut Park Elementary	1	43	45	47	34	37	35
467	Los Angeles	Los Angeles Unified	Washington Primary Center	4						32
468	Los Angeles	Los Angeles Unified	Weigand Avenue Elementary	1	26	28	36	28	37	36
469	Los Angeles	Los Angeles Unified	West Athens Elementary	1	35	38	42	37	37	40
470	Los Angeles	Los Angeles Unified	West Vernon Avenue Elementary	1	24	26	30	32	31	33
471	Los Angeles	Los Angeles Unified	Western Avenue Elementary	1	31	40	41	37	36	39
472	Los Angeles	Los Angeles Unified	White House Primary Center	1	41	46	42	42	34	36
473	Los Angeles	Los Angeles Unified	Wilmington Park Elementary	1	48	52	53	37	37	41
474	Los Angeles	Los Angeles Unified	Wilson New Elementary #1	4			43			36
475	Los Angeles	Los Angeles Unified	Woodcrest Elementary	1	27	27	30	36	34	34
476	Santa Clara	Luther Burbank	Luther Burbank Elementary	2	37	50	63	40	44	41
477	Los Angeles	Lynwood Unified	Helen Keller Elementary	4			30			38
478	Los Angeles	Lynwood Unified	Mark Twain Elementary	3		38	49		37	37

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
479	Los Angeles	Lynwood Unified	Roosevelt Elementary	3		35	41		38	43
480	Los Angeles	Lynwood Unified	Rosa Parks Elementary	3		28	54		29	44
481	Los Angeles	Lynwood Unified	Wilson Elementary	3		34	41		33	40
482	Orange	Magnolia Elementary	Albert Schweitzer Elementary	2	50	45	52	37	37	37
483	Orange	Magnolia Elementary	Baden-Powell Elementary	2	41	52	54	37	42	58
484	Orange	Magnolia Elementary	Esther L. Walter Elementary	2	37	34	38	37	36	40
485	Orange	Magnolia Elementary	Mattie Lou Maxwell Elementary	2	37	42	46	38	36	42
486	Orange	Magnolia Elementary	Robert M. Pyles Elementary	2	38	38	40	42	42	49
487	San Joaquin	Manteca Unified	French Camp Elementary	2	32	39	40	49	50	53
488	San Joaquin	Manteca Unified	Lincoln Elementary	2	41	48	49	40	50	58
489	San Joaquin	Manteca Unified	Sequoia Elementary	2	38	46	49	47	42	45
490	Kern	McFarland Unified	Browning Road Elementary	2	34	36	43	34	41	40
491	Kern	McFarland Unified	Kern Avenue Elementary	2	28	37	41	23	34	36
492	Imperial	Meadows Union Elementary	Meadows	2	36	44	45	40	50	47
493	Merced	Merced City	Alicia Reyes Elementary	2	34	43	49	38	38	45
494	Merced	Merced City	Charles Wright Elementary	2	44	50	56	43	39	37
495	Merced	Merced City	Don Stowell Elementary	2	28	36	44	43	39	47
496	Merced	Merced City	John C. Fremont Charter	2	43	47	52	38	42	40
497	Merced	Merced City	John Muir	2	37	41	47	36	39	38
498	Merced	Merced City	Leontine Gracey Elementary	2	39	44	48	49	44	45
499	Merced	Merced City	Margaret Sheehy Elementary	2	33	49	50	35	39	44
500	Los Angeles	Montebello Unified	Bell Gardens Elementary	1	29	33	40	33	28	28
501	Los Angeles	Montebello Unified	Cesar E. Chavez Elementary	1	26	32	40	31	24	27
502	Los Angeles	Montebello Unified	Garfield Elementary	1	31	46	40	30	31	30
503	Los Angeles	Montebello Unified	Joseph A. Gascon Elementary	1	41	44	45	33	34	33
504	Los Angeles	Montebello Unified	La Merced Elementary	1	40	44	49	30	26	34

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
505	Los Angeles	Montebello Unified	Laguna Nueva Elementary	1	21	30	37	27	25	26
506	Los Angeles	Montebello Unified	Montebello Gardens Elementary	1	34	42	59	31	29	29
507	Los Angeles	Montebello Unified	Montebello Park Elementary	1	32	40	46	29	30	30
508	Los Angeles	Montebello Unified	Rosewood Park Elementary	2	32	35	40		26	29
509	Los Angeles	Montebello Unified	Suva Elementary	2	31	34	35		26	28
510	Los Angeles	Montebello Unified	Wilcox Elementary	1	41	52	49	36	31	33
511	Los Angeles	Montebello Unified	Winter Gardens Elementary	1	30	32	35	27	26	29
512	Los Angeles	Mountain View Elementary	Cogswell Elementary	2	39	45	49	42	36	55
513	Los Angeles	Mountain View Elementary	La Primaria Elementary	2	52	60	59	31	35	34
514	Los Angeles	Mountain View Elementary	Maxson Elementary	2	36	41	53	43	38	53
515	Los Angeles	Mountain View Elementary	Miramonte Elementary	2	35	42	50	32	44	57
516	Los Angeles	Mountain View Elementary	Monte Vista Elementary	2	45	44	54	37	34	49
517	Los Angeles	Mountain View Elementary	Parkview Elementary	2	31	40	50	41	41	66
518	Los Angeles	Mountain View Elementary	Twin Lakes Elementary	2	44	50	55	40	34	47
519	Los Angeles	Mountain View Elementary	Willard F. Payne Elementary	2	31	36	44	39	45	43
520	Contra Costa	Mt. Diablo Unified	Cambridge Elementary	2	19	19	23	38	46	42
521	Contra Costa	Mt. Diablo Unified	Meadow Homes Elementary	2	26	28	31	38	36	38
522	Contra Costa	Mt. Diablo Unified	Rio Vista Elementary	2	34	46	42	43	44	46
523	Contra Costa	Mt. Diablo Unified	Shore Acres Elementary	2	29	33	32	35	30	35
524	Contra Costa	Mt. Diablo Unified	Ygnacio Valley Elementary	2	33	35	34	46	43	50
525	San Joaquin	New Hope Elementary	New Hope Elementary	2	48	56	54	23	40	40
526	Orange	Newport-Mesa Unified	Adams Elementary	2	46	47	53	33	48	48
527	Orange	Newport-Mesa Unified	Pomona Elementary	2	31	38	39	34	40	43
528	Orange	Newport-Mesa Unified	Whittier Elementary	2	34	42	47	37	39	42
529	Sacramento	North Sacramento Elementary	Dos Rios Elementary	1	31	38	48	37	38	40
530	Sacramento	North Sacramento Elementary	Harmon Johnson Elementary	1	30	38	38	37	37	41

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
531	Sacramento	North Sacramento Elementary	Michael J. Castori Elementary	1	37	39	49	46	52	43
532	Sacramento	North Sacramento Elementary	Noralto Elementary	1	38	41	41	38	43	39
533	Sacramento	North Sacramento Elementary	Northwood Elementary	1	41	45	41	39	36	37
534	Sacramento	North Sacramento Elementary	Woodlake Elementary	1	43	53	49	38	46	39
535	Alameda	Oakland Unified	Bella Vista Elementary	1	53	57	52	29	39	36
536	Alameda	Oakland Unified	Brookfield Elementary	1	35	39	42	34	38	39
537	Alameda	Oakland Unified	Education for Change at Cox Elementary	4	27	28	31	34	34	54
538	Alameda	Oakland Unified	Education for Change East Oakland Community Charte	4			37			43
539	Alameda	Oakland Unified	Emerson Elementary	1	44	50	47	36	39	41
540	Alameda	Oakland Unified	Franklin Elementary	1	53	58	63	36	38	58
541	Alameda	Oakland Unified	Garfield Elementary	1	40	39	46	31	38	40
542	Alameda	Oakland Unified	Highland	1	18	25	26	31	36	39
543	Alameda	Oakland Unified	Hoover Elementary	1	38	35	39	34	40	
544	Alameda	Oakland Unified	Horace Mann Elementary	1	36	36	38	32	45	46
545	Alameda	Oakland Unified	Jefferson Elementary	1	31	30	29	34	37	42
546	Alameda	Oakland Unified	Lafayette	1	39	34	36	38	34	39
547	Alameda	Oakland Unified	Lockwood Elementary	1	28	28	24	28	43	46
548	Alameda	Oakland Unified	Manzanita Elementary	1	34	40	43	29	35	41
549	Alameda	Oakland Unified	Markham	1	35	33	41	42	51	46
550	Alameda	Oakland Unified	Marshall Elementary	1	33	50	56	38	54	48
551	Alameda	Oakland Unified	Martin Luther King Jr. Elementary	1	33	41	47	39	42	45
552	Alameda	Oakland Unified	Maxwell Park Elementary	1	29	28	35	33	40	45
553	Alameda	Oakland Unified	Parker Elementary	1	34	41	52	29	43	41
554	Alameda	Oakland Unified	Prescott Elementary	1	42	48	41	36	38	34
555	Alameda	Oakland Unified	Sherman	1	33	47	40	27	46	51
556	Alameda	Oakland Unified	Stonehurst Elementary	1	32	40	38	30	37	44
557	Alameda	Oakland Unified	Webster Academy (K-6)	1	21	23	25	32	35	39
558	San Bernardino	Ontario-Montclair Elementary	Berlyn Elementary	2	24	28	39	35	39	43

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
559	San Bernardino	Ontario-Montclair Elementary	Bernt Elementary	3					38	46
560	San Bernardino	Ontario-Montclair Elementary	Bon View	2	28	34	36	43	40	41
561	San Bernardino	Ontario-Montclair Elementary	Corona Elementary	2	23	30	37	43	49	45
562	San Bernardino	Ontario-Montclair Elementary	Edison Elementary	2	42	49	51	37	38	41
563	San Bernardino	Ontario-Montclair Elementary	Elderberry Elementary	2	29	34	44	34	34	38
564	San Bernardino	Ontario-Montclair Elementary	Euclid Elementary	2	16	19	32	42	37	40
565	San Bernardino	Ontario-Montclair Elementary	Hawthorne Elementary	2	34	47	51	35	35	34
566	San Bernardino	Ontario-Montclair Elementary	Howard Elementary	2	38	50	52	48	39	42
567	San Bernardino	Ontario-Montclair Elementary	Kingsley Elementary	2	32	36	42	40	38	42
568	San Bernardino	Ontario-Montclair Elementary	Lehigh Elementary	2	27	26	30	37	36	36
569	San Bernardino	Ontario-Montclair Elementary	Linda Vista Elementary	3					50	41
570	San Bernardino	Ontario-Montclair Elementary	Mariposa	2	19	24	31	36	35	36
571	San Bernardino	Ontario-Montclair Elementary	Mission Elementary	2	24	23	29	36	39	39
572	San Bernardino	Ontario-Montclair Elementary	Monte Vista Elementary	2	32	41	47	36	43	41
573	San Bernardino	Ontario-Montclair Elementary	Montera Elementary	2	28	26	39		38	38
574	San Bernardino	Ontario-Montclair Elementary	Ramona Elementary	2	27	37	45	41	37	47
575	San Bernardino	Ontario-Montclair Elementary	Richard Haynes Elementary	2	31	33	40	35	36	40
576	San Bernardino	Ontario-Montclair Elementary	Sultana Elementary	2	24	32	37	34	33	34
577	San Bernardino	Ontario-Montclair Elementary	Vista Grande Elementary	2	34	44	48		44	43
578	Orange	Orange Unified	California	2	38	51	55	35	33	30
579	Orange	Orange Unified	Cambridge Elementary	2	47	49	52	28	32	31
580	Orange	Orange Unified	Esplanade Elementary	2	32	35	42	38	45	48
581	Orange	Orange Unified	Fairhaven Elementary	2	28	34	37	44	48	41
582	Orange	Orange Unified	Handy Elementary	2	39	44	43	36	34	34
583	Orange	Orange Unified	Sycamore Elementary	2	40	38	42	36	34	39

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
584	Orange	Orange Unified	West Orange Elementary	2	54	59	59	37	36	43
585	San Bernardino	Oro Grande	Oro Grande Elementary	3		23	45		31	32
586	Ventura	Oxnard Elementary	Cesar E. Chavez Elementary	3		24	29		32	35
587	Ventura	Oxnard Elementary	Curren Elementary	3		34	51		28	41
588	Ventura	Oxnard Elementary	Driffill Elementary	3		29	35		27	35
589	Ventura	Oxnard Elementary	Elm Street Elementary	3		17	25		27	38
590	Ventura	Oxnard Elementary	Harrington Elementary	3		29	35		34	34
591	Ventura	Oxnard Elementary	Kamala Elementary	3		23	32		32	36
592	Ventura	Oxnard Elementary	Lemonwood Elementary	3		35	44		26	34
593	Ventura	Oxnard Elementary	Marina West Elementary	3		33	43		27	32
594	Ventura	Oxnard Elementary	McKinna Elementary	3		27	35		27	32
595	Ventura	Oxnard Elementary	Ramona Elementary	3		19	34		30	35
596	Ventura	Oxnard Elementary	Sierra Linda Elementary	3		31	37		28	39
597	Santa Cruz	Pajaro Valley Unified	Amesti Elementary	3		30	32		30	36
598	Santa Cruz	Pajaro Valley Unified	Freedom Elementary	3		31	35		31	40
599	Santa Cruz	Pajaro Valley Unified	Hall District Elementary	3		30	33		34	38
600	Santa Cruz	Pajaro Valley Unified	Landmark Elementary	3		22	31		37	44
601	Santa Cruz	Pajaro Valley Unified	Mintie White Elementary	4			27			36
602	Santa Cruz	Pajaro Valley Unified	Ohlone Elementary	3		20	22		29	31
603	Santa Cruz	Pajaro Valley Unified	Radcliff Elementary	4			22			28
604	Santa Cruz	Pajaro Valley Unified	Starlight Elementary	3		23	29		25	33
605	Santa Cruz	Pajaro Valley Unified	T. S. MacQuiddy Elementary	3		27	32		30	35
606	Riverside	Palm Springs Unified	Cahuilla Elementary	2	43	40	47	34	38	39
607	Riverside	Palm Springs Unified	Cathedral City Elementary	2	32	33	41	31	34	36
608	Riverside	Palm Springs Unified	Della S. Lindley Elementary	2	44	48	53	29	37	37
609	Riverside	Palm Springs Unified	Edward L. Wenzlaff Elementary	2	35	34	42	31	33	37
610	Riverside	Palm Springs Unified	Julius Corsini Elementary	2	38	32	42	33	33	39
611	Riverside	Palm Springs Unified	Two Bunch Palms Elementary	2	34	35	36	25	35	39

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
612	Riverside	Palm Springs Unified	Vista del Monte Elementary	2	37	41	44	24	33	32
613	Los Angeles	Palmdale Elementary	Chaparral	4			52			35
614	Los Angeles	Palmdale Elementary	Golden Poppy	4			44			33
615	Los Angeles	Palmdale Elementary	Los Amigos	3		38	46		29	39
616	Los Angeles	Palmdale Elementary	Manzanita Elementary	4			34			30
617	Los Angeles	Palmdale Elementary	Palm Tree Elementary	3		39	46		37	37
618	Los Angeles	Palmdale Elementary	Summerwind Elementary	3		41	47		29	37
619	Los Angeles	Palmdale Elementary	Tamarisk Elementary	3		39	44		36	46
620	Los Angeles	Palmdale Elementary	Tumbleweed Elementary	3		35	42		40	42
621	Los Angeles	Palmdale Elementary	Yucca Elementary	3		21	29		34	40
622	Los Angeles	Paramount Unified	Abraham Lincoln	1	58	61	63	48	46	47
623	Los Angeles	Paramount Unified	Alondra	1	42	47	55	42	42	43
624	Los Angeles	Paramount Unified	Captain Raymond Collins	1	40	42	49	40	39	38
625	Los Angeles	Paramount Unified	Frank J. Zamboni	1	40	35	48	40	41	53
626	Los Angeles	Paramount Unified	Harry Wirtz Elementary	1	38	40	43	46	44	45
627	Los Angeles	Paramount Unified	Hollydale	1	42	46	50	48	44	43
628	Los Angeles	Paramount Unified	Jefferson Elementary	1	48	51	55	47	45	40
629	Los Angeles	Paramount Unified	Lakewood Elementary	1	39	49	48	35	36	38
630	Los Angeles	Paramount Unified	Los Cerritos	1	35	34	45	46	43	45
631	Los Angeles	Paramount Unified	Major Lynn Mokler	1	42	48	50	42	42	53
632	Los Angeles	Paramount Unified	Wesley Gaines	1	43	46	60	34	43	52
633	Los Angeles	Pasadena Unified	Altadena	1	45	45	54	41	46	39
634	Los Angeles	Pasadena Unified	Edison Elementary	1	52	46	46	32	49	39
635	Los Angeles	Pasadena Unified	Jackson Elementary	1	33	42	49	35	38	40
636	Los Angeles	Pasadena Unified	Loma Alta Elementary	1	43	47	47	27	29	32
637	Los Angeles	Pasadena Unified	Longfellow Elementary	1	44	48	54	39	48	49
638	Los Angeles	Pasadena Unified	Madison Elementary	1	35	45	50	36	37	42
639	Los Angeles	Pasadena Unified	San Rafael Elementary	1	46	53	50			38
640	Los Angeles	Pasadena Unified	Washington Accelerated Elementary	1	43	49	64	36	44	42
641	Riverside	Perris Elementary	Enchanted Hills Elementary	2	37	41	41	41	37	42

Educational Data Systems

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
642	Riverside	Perris Elementary	Good Hope Elementary	2	35	27	33	44	36	40
643	Riverside	Perris Elementary	Palms Elementary	2	40	42	42	32	32	36
644	Riverside	Perris Elementary	Park Avenue Elementary	2	32	33	41	36	36	43
645	Riverside	Perris Elementary	Perris Elementary	2	25	30	32	39	43	38
646	Contra Costa	Pittsburg Unified	Foothill Elementary	2	35	35	46	35	39	40
647	Contra Costa	Pittsburg Unified	Heights Elementary	2	44	50	53	40	42	45
648	Contra Costa	Pittsburg Unified	Highlands Elementary	2	42	42	50	34	36	38
649	Contra Costa	Pittsburg Unified	Willow Cove Elementary	2	45	47	47		40	38
650	Los Angeles	Pomona Unified	Alcott Elementary	2	31	36	43		24	28
651	Los Angeles	Pomona Unified	Arroyo Elementary	2	34	36	37		27	32
652	Los Angeles	Pomona Unified	C. Joseph Barfield Elementary	2	31	43	43		29	28
653	Los Angeles	Pomona Unified	Kellogg Polytechnic Elementary	2	27	42	53	35	30	27
654	Los Angeles	Pomona Unified	Lexington	2	32	29	37		29	28
655	Los Angeles	Pomona Unified	Lincoln Elementary	2	34	37	47		30	31
656	Los Angeles	Pomona Unified	Madison Elementary	2	25	34	36	17	33	36
657	Los Angeles	Pomona Unified	Mendoza	2	35	34	37		33	34
658	Los Angeles	Pomona Unified	Montvue Elementary	2	33	30	35	18	27	32
659	Los Angeles	Pomona Unified	Pueblo	2	24	32	44		39	43
660	Los Angeles	Pomona Unified	Roosevelt Elementary	2	33	33	43		31	31
661	Los Angeles	Pomona Unified	San Antonio Elementary	2	32	31	42		33	30
662	Los Angeles	Pomona Unified	Vejar Elementary	2	34	52	46		28	30
663	Los Angeles	Pomona Unified	Washington Elementary	2	28	34	40	35	28	30
664	Fresno	Raisin City Elementary	Raisin City Elementary	3		34	30		34	37
665	San Mateo	Ravenswood City Elementary	Belle Haven Elementary	3		19	30		31	40
666	San Mateo	Ravenswood City Elementary	East Palo Alto Charter	2	54	62	65		41	39
667	San Mateo	Ravenswood City Elementary	Green Oaks	3		10	17		24	28
668	San Mateo	Ravenswood City Elementary	Willow Oaks Elementary	3		18	36		29	25
669	San Bernardino	Rialto Unified	Bemis Elementary	2	33	41	43	28	34	37
670	San Bernardino	Rialto Unified	Boyd Elementary	2	35	36	45	33	33	54

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
671	San Bernardino	Rialto Unified	Casey Elementary	2	31	38	44	37	38	41
672	San Bernardino	Rialto Unified	Dunn Elementary	2	36	42	44	36	42	44
673	San Bernardino	Rialto Unified	Ernest Garcia Elementary	3		46	51		32	42
674	San Bernardino	Rialto Unified	Georgia Morris Elementary	2	41	45	47	34	40	42
675	San Bernardino	Rialto Unified	Henry Elementary	2	32	35	37	32	37	42
676	San Bernardino	Rialto Unified	Kelley Elementary	2	30	37	46	37	37	52
677	San Bernardino	Rialto Unified	Morgan Elementary	2	32	38	44	30	33	43
678	San Bernardino	Rialto Unified	Preston Elementary	2	32	41	48	34	39	45
679	San Bernardino	Rialto Unified	Sam V. Curtis Elementary	2	43	45	43	31	31	43
680	Tulare	Richgrove Elementary	Richgrove Elementary	3		33	38		36	42
681	Ventura	Rio Elementary	El Rio Elementary	3		29	35		29	29
682	Ventura	Rio Elementary	Rio Plaza	3		29	31			31
683	Ventura	Rio Elementary	Rio Real Elementary	3		22	32		28	35
684	Sacramento	Robla Elementary	Glenwood Elementary	1	41	44	48	36	38	38
685	Sacramento	Robla Elementary	Main Avenue Elementary	1	36	40	54	35	43	41
686	Sonoma	Roseland Elementary	Roseland	2	27	32	36	37	32	32
687	Sonoma	Roseland Elementary	Sheppard	2	40	45	46	37	37	36
688	Sacramento	Sacramento City Unified	A. M. Winn Elementary	1	47	50	53	33	36	33
689	Sacramento	Sacramento City Unified	Bret Harte Elementary	1	40	52	56	39	38	36
690	Sacramento	Sacramento City Unified	Collis P. Huntington Elementary	1	29	34	36	32	36	36
691	Sacramento	Sacramento City Unified	Earl Warren Elementary	1	40	45	46	35	37	37
692	Sacramento	Sacramento City Unified	Ethel I. Baker Elementary	1	43	46	45	38	36	40
693	Sacramento	Sacramento City Unified	Ethel Phillips Elementary	1	27	33	43	42	47	43
694	Sacramento	Sacramento City Unified	Father Keith B. Kenny Elementary Charter	1	42	34	32	33	30	36
695	Sacramento	Sacramento City Unified	Freeport Elementary	1	33	33	32	35	30	37
696	Sacramento	Sacramento City Unified	H. W. Harkness Elementary	1	47	47	46	32	34	32

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
697	Sacramento	Sacramento City Unified	Jedediah Smith Elementary	1	31	35	44	39	38	34
698	Sacramento	Sacramento City Unified	John H. Still	1	30	37	39	32	39	35
699	Sacramento	Sacramento City Unified	Maple Elementary	1	44	47	51	38	40	39
700	Sacramento	Sacramento City Unified	Oak Ridge Elementary	1	34	40	38	40	36	33
701	Sacramento	Sacramento City Unified	Pacific Elementary	1	38	34	36	43	42	43
702	Sacramento	Sacramento City Unified	Parkway Elementary	1	36	43	43	34	36	39
703	Sacramento	Sacramento City Unified	Susan B. Anthony Elementary	1	33	34	34	35	38	35
704	Sacramento	Sacramento City Unified	Tahoe Elementary	1	42	48	59	40	41	44
705	Sacramento	Sacramento City Unified	Washington Elementary	1	34	36	47	39	39	41
706	Monterey	Salinas City	Boronda Meadows	4			39			33
707	Monterey	Salinas City	El Gabilan Elementary	4			36			38
708	Monterey	Salinas City	Loma Vista Elementary	2	29	40	39	33	39	40
709	Monterey	Salinas City	Los Padres Elementary	2	26	24	28	31	29	33
710	Monterey	Salinas City	Natividad	2	29	36	35	26	33	36
711	Monterey	Salinas City	Sherwood Elementary	2	22	28	24	31	28	36
712	San Bernardino	San Bernardino City Unified	Bradley Elementary	2	30	32	31	34	32	42
713	San Bernardino	San Bernardino City Unified	Burbank Elementary	2	26	32	35	32	43	42
714	San Bernardino	San Bernardino City Unified	Cole Elementary	2	32	37	36	35	41	49
715	San Bernardino	San Bernardino City Unified	Davidson	2	29	31	38	31	38	42
716	San Bernardino	San Bernardino City Unified	E. Neal Roberts Elementary	4			33			44
717	San Bernardino	San Bernardino City Unified	Emmerton Elementary	2	24	31	39	39	43	40
718	San Bernardino	San Bernardino City Unified	Howard Inghram Elementary	2	19	25	32	41	41	43
719	San Bernardino	San Bernardino City Unified	Lincoln Elementary	2	18	24	31	32	38	46
720	San Bernardino	San Bernardino City Unified	Lytle Creek Elementary	3		27	33		38	38
721	San Bernardino	San Bernardino City Unified	Manuel A. Salinas Creative Arts Elementary	4			41			43

Appendix H

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
722	San Bernardino	San Bernardino City Unified	Marshall Elementary	2	31	35	36	38	49	42
723	San Bernardino	San Bernardino City Unified	Monterey	2	24	28	34	42	43	41
724	San Bernardino	San Bernardino City Unified	Mt. Vernon Elementary	2	26	29	33	34	42	47
725	San Bernardino	San Bernardino City Unified	Muscoy Elementary	2	35	33	36	44	48	49
726	San Bernardino	San Bernardino City Unified	Newmark Elementary	2	43	47	48	40	35	39
727	San Bernardino	San Bernardino City Unified	Oehl Elementary	3		37	45		45	61
728	San Bernardino	San Bernardino City Unified	Ramona-Alessandro Elementary	3		39	42		39	44
729	San Bernardino	San Bernardino City Unified	Riley Elementary	2	21	22	27	47	36	45
730	San Bernardino	San Bernardino City Unified	Rio Vista Elementary	4			44			37
731	San Bernardino	San Bernardino City Unified	Roosevelt Elementary	3		35	41		35	40
732	San Bernardino	San Bernardino City Unified	Urbita Elementary	2	24	34	42	30	35	44
733	San Bernardino	San Bernardino City Unified	Vermont Elementary	3		31	39		36	38
734	San Bernardino	San Bernardino City Unified	Warm Springs Elementary	2	25	28	28	35	34	37
735	San Bernardino	San Bernardino City Unified	Wilson Elementary	2	37	31	36	32	39	43
736	San Francisco	San Francisco Unified	Bessie Carmichael Elementary	2	51	52	62	45	35	38
737	San Francisco	San Francisco Unified	Bret Harte Elementary	2	31	44	52	39	33	40
738	San Francisco	San Francisco Unified	Bryant Elementary	2	32	38	36	37	28	26
739	San Francisco	San Francisco Unified	Cesar Chavez Elementary	2	33	47	55	35	33	37
740	San Francisco	San Francisco Unified	Charles R. Drew Elementary	2	23	37	47	36	35	29
741	San Francisco	San Francisco Unified	Glen Park Elementary	2	44	54	58	37	35	36
742	San Francisco	San Francisco Unified	Harvey Milk Civil Rights Elementary	2	52	59	58	46	40	42
743	San Francisco	San Francisco Unified	Hillcrest Elementary	2	37	35	48	35	31	40
744	San Francisco	San Francisco Unified	Jose Ortega Elementary	2	40	56	61	51	44	48
745	San Francisco	San Francisco Unified	Junipero Serra Elementary	2	49	43	56	42	38	36

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
746	San Francisco	San Francisco Unified	Leonard R. Flynn Elementary	2	32	31	36	31	32	30
747	San Francisco	San Francisco Unified	Malcolm X Academy	2	32	36	37	47	45	45
748	San Francisco	San Francisco Unified	Marshall Elementary	2	36	35	45	29	34	35
749	San Francisco	San Francisco Unified	McKinley	2	52	54	62	52	43	35
750	San Francisco	San Francisco Unified	Paul Revere Elementary	2	30	31	27	31	34	37
751	San Francisco	San Francisco Unified	Rosa Parks Elementary	2	36	35	44	33	46	31
752	San Francisco	San Francisco Unified	Sanchez Elementary	3		38	40		32	33
753	San Francisco	San Francisco Unified	Sheridan	2	53	72	68	44	43	41
754	San Francisco	San Francisco Unified	Starr King Elementary	2	38	37	39		37	
755	Riverside	San Jacinto Unified	Clayton A. Record, Jr. Elementary	4			44			32
756	Riverside	San Jacinto Unified	De Anza Elementary	2	40	44	51	34	36	40
757	Riverside	San Jacinto Unified	Estudillo Elementary	4			52			31
758	Riverside	San Jacinto Unified	Park Hill Elementary	2	37	38	40	30	32	40
759	Riverside	San Jacinto Unified	San Jacinto Elementary	2	25	29	33	35	36	35
760	Santa Clara	San Jose Unified	Almaden	2	27	38	43		39	41
761	Santa Clara	San Jose Unified	Anne Darling Elementary	2	33	43	42		35	39
762	Santa Clara	San Jose Unified	Canoas Elementary	2	57	57	60		47	50
763	Santa Clara	San Jose Unified	Gardner Elementary	2	27	27	32		36	29
764	Santa Clara	San Jose Unified	Merritt Trace Elementary	4			48			33
765	Santa Clara	San Jose Unified	Washington Elementary	2	23	30	37		33	38
766	Sacramento	San Juan Unified	Dyer-Kelly Elementary	2	22	21	32	33	38	37
767	Sacramento	San Juan Unified	Greer Elementary	2	49	41	43	38	35	40
768	Sacramento	San Juan Unified	Howe Avenue Elementary	2	28	28	35		36	39
769	Sacramento	San Juan Unified	John Holst Elementary	2	41	40	51	40	44	59
770	Sacramento	San Juan Unified	Skycrest Elementary	2	53	55	44	38	33	40
771	San Diego	San Ysidro Elementary	Beyer Elementary	2	32	32	38	24	32	39
772	San Diego	San Ysidro Elementary	La Mirada Elementary	2	35	39	43	33	36	42
773	San Diego	San Ysidro Elementary	Smythe Elementary	2	30	39	38	31	35	37

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#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
774	San Diego	San Ysidro Elementary	Sunset Elementary	2	50	46	52	32	42	37
775	Orange	Santa Ana Unified	Abraham Lincoln Elementary	3		32	38		34	40
776	Orange	Santa Ana Unified	Andrew Jackson Elementary	2	32	33	41		30	34
777	Orange	Santa Ana Unified	Carl Harvey Elementary	2	46	41	44		43	55
778	Orange	Santa Ana Unified	Diamond	2	24	31	29	38	36	38
779	Orange	Santa Ana Unified	Franklin Elementary	3		27	36		37	39
780	Orange	Santa Ana Unified	Frederick Remington Elementary	2	41	44	42		31	39
781	Orange	Santa Ana Unified	Fremont Elementary	2	24	29	34	35	31	33
782	Orange	Santa Ana Unified	Garfield Elementary	2	19	27	32	61	37	38
783	Orange	Santa Ana Unified	George Washington Carver Elementary	2	31	31	39	34	36	40
784	Orange	Santa Ana Unified	Hoover Elementary	3		30	37		35	42
785	Orange	Santa Ana Unified	John F. Kennedy Elementary	3		24	32		36	49
786	Orange	Santa Ana Unified	Jose Sepulveda Elementary	2	24	29	40	34	40	41
787	Orange	Santa Ana Unified	Lowell Elementary	2	21	22	25		34	36
788	Orange	Santa Ana Unified	Lydia Romero-Cruz Elementary	2				44	45	49
789	Orange	Santa Ana Unified	Madison Elementary	2	40	49	50	41	36	41
790	Orange	Santa Ana Unified	Martin Elementary	2	28	30	34	27	45	37
791	Orange	Santa Ana Unified	Martin Luther King Jr. Elementary	2	18	25	36	35	39	43
792	Orange	Santa Ana Unified	Martin R. Heninger Elementary	3		37	43		34	40
793	Orange	Santa Ana Unified	Monte Vista Elementary	2	27	30	35		36	75
794	Orange	Santa Ana Unified	Pio Pico Elementary	3		30	33		43	48
795	Orange	Santa Ana Unified	Theodore Roosevelt Elementary	2	22	27	38	35	41	41
796	Orange	Santa Ana Unified	Thomas A. Edison Elementary	3		30	35		34	39
797	Orange	Santa Ana Unified	Wilson Elementary	4			26			35
798	Santa Barbara	Santa Maria-Bonita Elementary	Alvin Elementary	2	34	37	39	33	38	40
799	Santa Barbara	Santa Maria-Bonita Elementary	Bonita Elementary	2	40	38	37	40	46	41
800	Santa Barbara	Santa Maria-Bonita Elementary	Bruce (Robert) Elementary	2	39	39	40	32	33	38
801	Santa Barbara	Santa Maria-Bonita Elementary	Calvin C. Oakley Elementary	2	28	33	39	39	39	43

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
802	Santa Barbara	Santa Maria-Bonita Elementary	Fairlawn Elementary	2	23	36	39	31	39	38
803	Santa Barbara	Santa Maria-Bonita Elementary	Rice (William) Elementary	2	28	35	43	31	39	41
804	Ventura	Santa Paula Elementary	Barbara Webster Elementary	2	27	34	40	33	35	27
805	Ventura	Santa Paula Elementary	Blanchard Elementary	2	42	43	42	36	32	28
806	Ventura	Santa Paula Elementary	Glen City	2	31	33	43	37	33	30
807	Ventura	Santa Paula Elementary	Grace S. Thille Elementary	2	27	45	51	35	35	35
808	Sonoma	Santa Rosa	Abraham Lincoln Elementary	3		30	40		35	39
809	Sonoma	Santa Rosa	Brook Hill	3		36	45		35	42
810	Sonoma	Santa Rosa	Helen M. Lehman Elementary	3		48	49		32	37
811	Sonoma	Santa Rosa	James Monroe Elementary	3		29	38		36	40
812	Sonoma	Santa Rosa	Luther Burbank Elementary	3		39	44		29	40
813	Sonoma	Santa Rosa	Steele Lane Elementary	3		32	41		33	39
814	Imperial	Seeley Union Elementary	Seeley Elementary	2	49	45	46	44	43	50
815	San Diego	South Bay Union Elementary	Central Elementary	3		40	42		34	41
816	San Diego	South Bay Union Elementary	George Nicoloff Elementary	3		32	38		32	34
817	San Diego	South Bay Union Elementary	Godfrey G. Berry Elementary	3		38	36		29	35
818	San Diego	South Bay Union Elementary	Nestor Elementary	3		33	39		34	37
819	San Diego	South Bay Union Elementary	Sunnyslope Elementary	3		42	40		34	38
820	San Diego	South Bay Union Elementary	Teofilo Mendoza	3		44	50		38	36
821	Los Angeles	South Whittier Elementary	Carmela Elementary	2	32	40	43	37	36	42
822	Los Angeles	South Whittier Elementary	Los Altos Elementary	2	48	49	43	31	31	28
823	Kern	Taft City Elementary	Conley Elementary	3		38	49		40	41
824	Kern	Taft City Elementary	Jefferson Elementary	3		45	50		38	39
825	Kern	Taft City Elementary	Taft Primary	3		43	52		39	45
826	San Diego	Vista Unified	Bobier Elementary	3		32	33		29	40
827	San Diego	Vista Unified	Crestview	3		41	46		44	44

#	County Name	District Name	School Name	Years In Program	RFAI 2004	RFAI 2005	RFAI 2006	RFII 2004	RFII 2005	RFII 2006
828	San Diego	Vista Unified	Grapevine Elementary	3		46	45		38	44
829	San Diego	Vista Unified	Olive Elementary	3		42	40		36	40
830	Kern	Wasco Union Elementary	John L. Prueitt Elementary	3					37	37
831	Kern	Wasco Union Elementary	Karl F. Clemens Elementary	3		25	30		28	28
832	Yolo	Washington Unified	Elkhorn Village Elementary	3		35	40		36	41
833	Yolo	Washington Unified	Evergreen Elementary	3		46	45		42	39
834	Yolo	Washington Unified	Westfield Village Elementary	3		31	40		43	43
835	Contra Costa	West Contra Costa Unified	Bayview Elementary	1	22	30	33	34	30	38
836	Contra Costa	West Contra Costa Unified	Cesar E. Chavez Elementary	1	35	38	47	29	34	36
837	Contra Costa	West Contra Costa Unified	Dover Elementary	1	19	24	31	33	34	38
838	Contra Costa	West Contra Costa Unified	Edward M. Downer Elementary	1	23	28	33	26	32	31
839	Contra Costa	West Contra Costa Unified	Ford Elementary	1	40	41	47	35	38	37
840	Contra Costa	West Contra Costa Unified	Grant Elementary	1	26	31	36	32	40	43
841	Contra Costa	West Contra Costa Unified	Lake Elementary	1	26	25	31	38	39	37
842	Contra Costa	West Contra Costa Unified	Lincoln Elementary	1	25	29	24	30	32	34
843	Contra Costa	West Contra Costa Unified	Montalvin Manor Elementary	1	24	31	40	25	28	33
844	Contra Costa	West Contra Costa Unified	Nystrom Elementary	1	25	30	33	37	41	42
845	Contra Costa	West Contra Costa Unified	Peres Elementary	1	31	43	42	35	39	44
846	Contra Costa	West Contra Costa Unified	Riverside	1	43	51	50	41	31	37
847	Contra Costa	West Contra Costa Unified	Verde Elementary	1	23	25	30		43	40
848	Contra Costa	West Contra Costa Unified	Wilson Elementary	1	40	46	51	35	31	32
849	Imperial	Westmorland Union Elementary	Westmorland Elementary	3		42	38		39	51
850	Los Angeles	Whittier City Elementary	Abraham Lincoln Elementary	2	52	45	39	47	36	47
851	Los Angeles	Whittier City Elementary	Christian Sorensen Elementary	2	39	40	46	42	36	38
852	Los Angeles	Whittier City Elementary	Daniel Phelan Elementary	2	46	49	57	46	50	55

#	County Name	District Name	School Name	Years In Program	RFAI			RFII		
					2004	2005	2006	2004	2005	2006
853	Los Angeles	Whittier City Elementary	Longfellow Elementary	2	36	42	54	45	42	46
854	Los Angeles	Whittier City Elementary	Lou Henry Hoover Elementary	2	51	48	55	50	51	46
855	Los Angeles	Whittier City Elementary	Orange Grove Elementary	2	44	51	56	47	46	38
856	Los Angeles	Wilsona Elementary	Vista San Gabriel Elementary	3		47	44		35	52
857	Los Angeles	Wilsona Elementary	Wilsona Elementary	3		43	48		38	52
858	Merced	Winton Elementary	Frank Sparkes Elementary	2	29	40	41		35	42
859	Merced	Winton Elementary	Sybil N. Crookham Elementary	2	38	36	45		31	36