THE CALIFORNIA READING FIRST

YEAR 3

EVALUATION REPORT

APPENDICES

List of Appendices

Appendix A: Development Methodology of 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 we have modified the labels of these groups. Comparison Group A is now referred to as the Reading First Eligible schools and Comparison Group B is referred to as the Comparison Group schools. 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 applies to Year 3 as well because the Comparison Group and Reading First Eligible schools remain exactly the same this year as well. Note that even though the development of the Reading First Eligible schools is documented here, it is not used in Year 3 of the study as a comparison group. This is 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
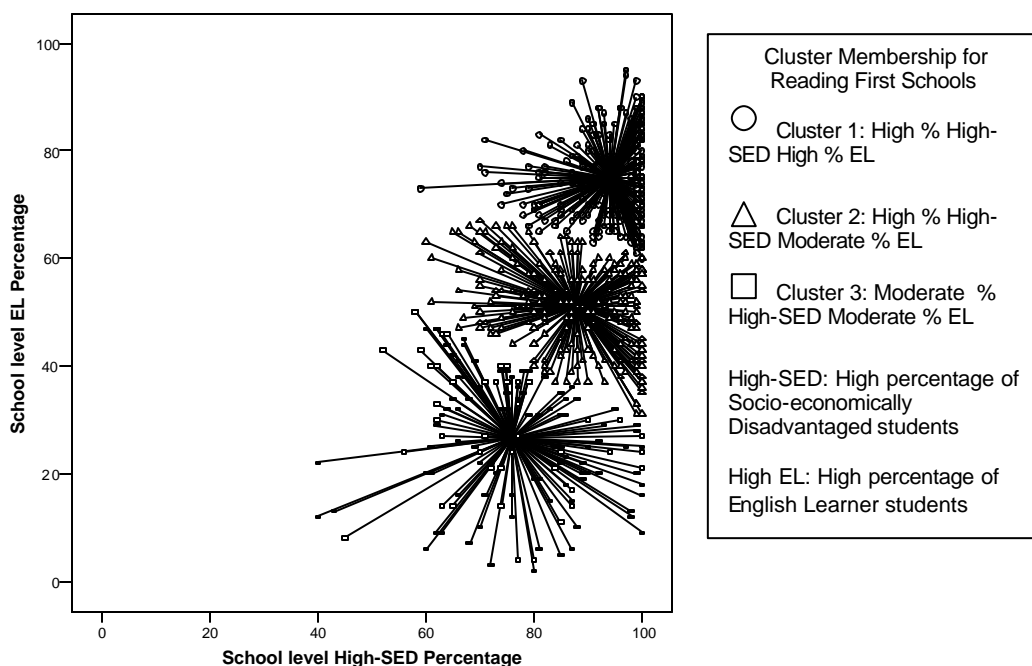
The next step was to identify all schools from non-Reading First funded districts, and condition that group of schools to identify a pool of schools from which a demographically matched comparison group might be drawn. The initial pool consisted of 3906 elementary schools from non-Reading First funded 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)
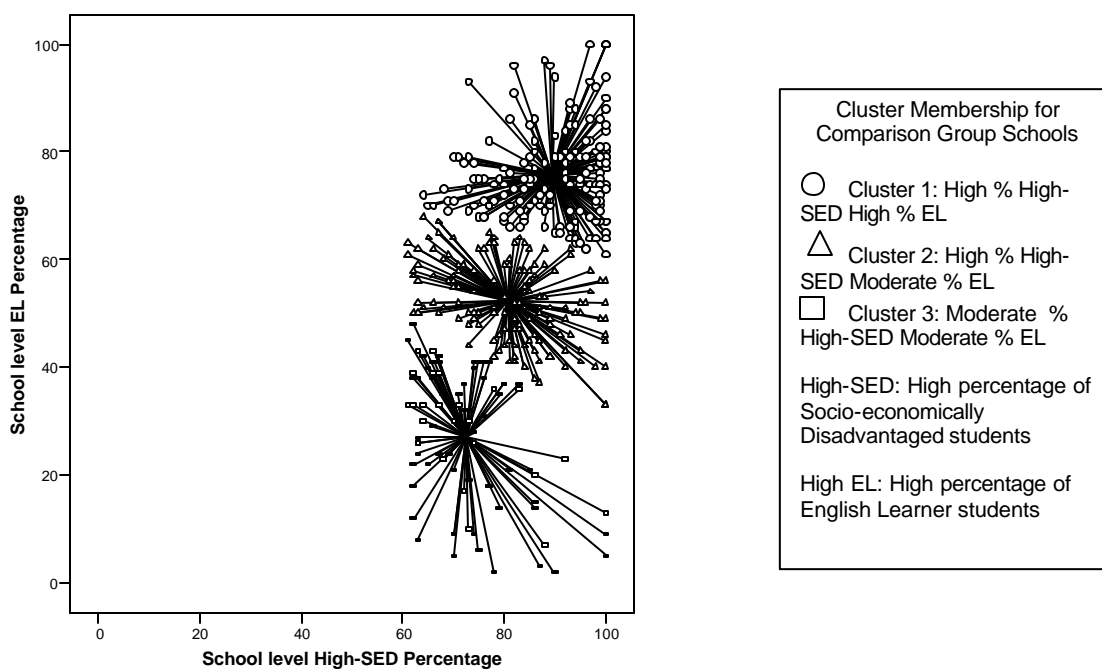
Methodology for Reading First Eligible Schools (formerly Comparison Group A)

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)
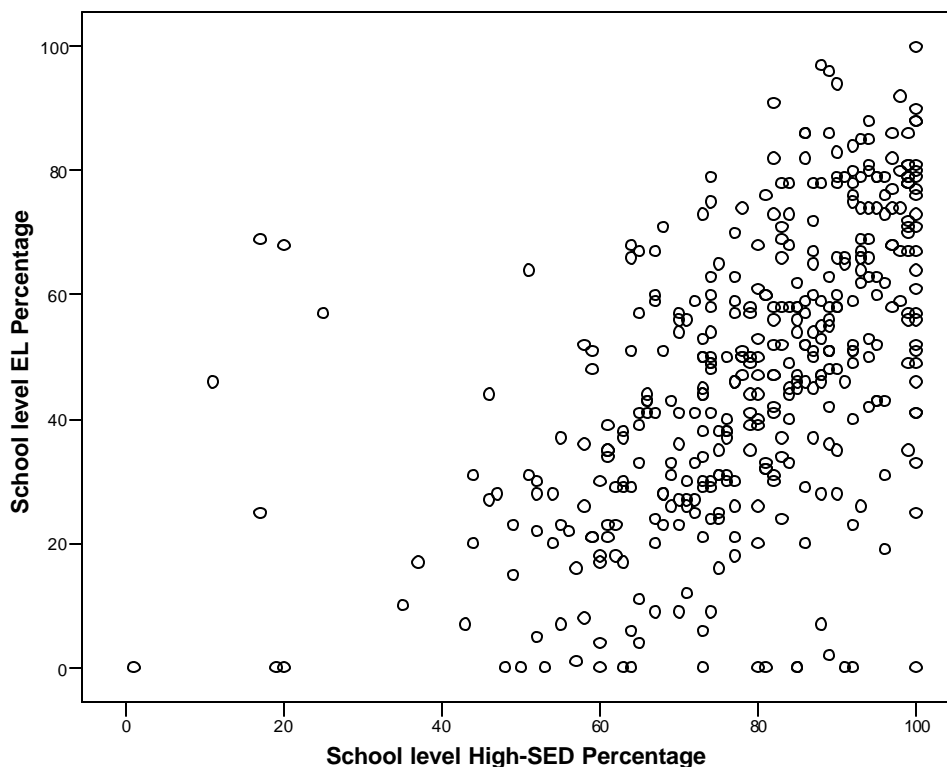
Concluding Remarks

When Reading First schools are compared to the Comparison Group schools and Reading First Eligible schools, they closely match the Comparison Group schools on SED and EL. Refer to the Table on the following page reproduced from Chapter 2 of the 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.

Table A.1: Student Demographic Data, 2002 to 2005

	Reading First Schools									Comparison Group Schools [3]			RF Eligible Schools [3]			All Elementary Schools		
	Cohort 1			Cohort 2 [1]			Cohort 3 [2]											
	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005	2003	2004	2005
Number of Schools	*283*	*282*	*276*	-	*391*	*386*	-	-	*152*	-	*400*	*392*	-	*400*	*393*	*5823*	*5919*	*5977*
SED (%)	90.4	92.1	87.7	-	84.3	87.8	-	-	85.7	-	82.7	82.1	-	78.8	82.2	51	51.6	53.3
EL (%)	57.1	57.1	57.6	-	54.6	56.2	-	-	58.8	-	57.0	57.5	-	47.4	49.7	27.1	28.2	29.3
Students with Disabilities (%)	7.7	8.7	8.6	-	7.9	7.7	-	-	7.2	-	9.4	8.49	-	7.9	7.8	9.8	11	11.1
African American (%)	17.1	16.7	15.4	-	9.8	9.2	-	-	6.4	-	5.2	5.1		6.7	6.4	7.8	7.8	7.6
American Indian (%)	0.3	0.3	0.3	-	0.9	0.9	-	-	0.7	-	0.8	0.9	-	1.5	1.6	1.3	1.3	1.3
Asian (%)	4.5	4.2	4.4	-	4.1	3.8	-	-	1.1	-	7.1	7.0	-	3.9	3.9	7.3	7.3	7.5
Filipino (%)	1.1	1.0	1.2	-	1.5	1.5	-	-	1.2	-	1.5	1.6	-	1.2	1.2	2.2	2.2	2.3
Hispanic (%)	70.5	72	73.2	-	73.1	74.5	-	-	78.2	-	71.5	71.6	-	67.9	69.4	40.2	41.5	42.6
Pacific Islander (%)	0.6	0.6	0.5	-	0.7	0.7	-	-	0.5	-	0.5	0.6	-	0.4	0.5	0.6	0.6	0.7
White (%)	4.1	3.9	3.7	-	8.5	8.0	-	-	10.4	-	12.1	11.6	-	17.2	15.8	36.5	35.2	33.9

[1] Cohort 2 demographics are provided beginning in 2004 because 2003-2004 was the first year of Reading First Implementation in those schools.
[2] Cohort 3 demographics are provided beginning in 2004 because 2003-2004 was the first year of Reading First Implementation in those schools.
[3] Demographics for the Comparison Group Schools and the RF Elibible Schools are presented only for 2004 and 2005 because these groups were formed in the second year of the study.

California Reading First Teacher Survey 2004-2005

Appendices B, C, and D provide survey results from the teacher, coach, and principal surveys respectively. It is important to remember that these are raw numbers, simple percentages of the survey responses as they came in, and they need to be interpreted with care and caution. The following explanations will aid in interpreting the results:

- Each survey question is labeled with a section letter followed by a number, e.g., question B6 is the sixth question in Section B of the questionnaire.

- Following each question is a series of response options. Sometimes respondents are asked to select only one of the options, sometimes to select all that apply.

- At the top of the page is the total number of surveys received by the evaluator. In the case of the teacher survey, there were 18,492 surveys returned. This number forms the denominator for the "percent" statistics in the teacher survey except in Sections C and G.

- To the right of each response option are two columns of statistics labeled "# Bubbled Responses" and "Percent." The "# Bubbled Responses" statistic is the number of respondents who selected that option. It will be found that the total number of responses to a given question rarely, if ever, equals the total number of respondents. This is caused by respondents skipping over a question without registering a response.

- The "Percent" statistic is, with the exception of Sections C and G of the teacher survey, the number of respondents who selected that option divided by the total number of surveys returned. It will be found that these percentages rarely, if ever, sum to 100% due to respondents skipping over the question. Therefore, these statistics are interpreted as the percentage of persons responding affirmatively to an option out of the *entire* respondent population for that questionnaire, including non-responders, not as the percentage of respondents of those who actually registered a response to the question.

- Section C of the teacher questionnaire, which asks about the receipt and use of specific program materials, is handled quite differently from the other sections. First, the "# of Bubbled Responses" statistic for a given program component adds up to a much smaller number than the total number of respondents. This is because these questions are specific to grade (K, 1, 2, or 3), type of program (Open Court or Houghton), and language (the English or Spanish version of the program), and respondents are directed to answer only those questions relevant to how they described themselves in Section A.

- The "Percent" statistic is computed based on the total number of actual responses to that question using the following rules:

  o The percent "Received" equals the count of respondents who registered a response to either the "Effective" category, the "Used" category, or the "Received" category, divided by that number plus those who registered a response in the "Did not receive" category.

  o The percent of those who "Did not receive" is the count of "Did not receive" responses divided by the same denominator used for the percent "Received" statistic. Therefore, the percent "Received" and the percent "Did not receive" are forced to add up to 100%.

  o The percent "Used" equals the count of respondents who registered a response to "Used" divided by the sum of the "Received" and "Did not receive" statistics as computed above.

  o The percent "Effective" equals the count of respondents who registered a response to "Deemed effective" divided by the sum of the "Received" and "Did not receive" statistics as computed above.

- Thus, the Section C percentages can be interpreted as percentages of *relevant* teachers who actually *responded* to the question.

- Section G of the teacher questionnaire consists of a subsection written specifically for Kindergarten teachers and another written specifically for teachers in Grades 1-3. The denominator used for computing percentages in the Kindergarten subsection is drawn from the number of respondents describing themselves as Kindergarten teachers in Section A. The denominator for the Grades 1-3 subsection is drawn similarly. Because these questions are of the "select all that apply" type, the percentages for each question may add up to more than 100%.

- Section H of the 2003-2004 teacher survey was removed and did not appear in the 2004-2005 survey. However, in order to maintain consistency across the two years, the section following— Section I—was not renumbered and was maintained as Section I for both years' surveys.

- Question I5 of the teacher survey was an open-ended question and is not included in the compilation of the multiple-choice survey responses.

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

A1. How many years have you been teaching your district's adopted reading/language arts program?

a. Less than 1 year	962	5%
b. 1 year	1424	8%
c. 2 years	5729	31%
d. 3 years	3992	22%
e. 4 years	1894	10%
f. 5 years or more	4486	24%

A2. How many years will you have taught in the primary grades (K-3) as of July 2005?

a. Less than 1 year	472	3%
b. 1 year	1051	6%
c. 2 years	1300	7%
d. 3 - 5 years	4137	22%
e. 6 - 10 years	5778	31%
f. 11 - 20 years	3628	20%
g. 21 - 25 years	1011	5%
h. 26 or more years	1085	6%

A3. What grade level are you teaching this year?

a. Kindergarten only	4049	22%
b. Grade 1 only	4440	24%
c. Grade 2 only	4434	24%
d. Grade 3 only	4359	24%
e. I teach a split grade combination	1148	6%

A4. If you teach a split grade combination, please indicate which grades:

a. Kindergarten and Grade 1	325	2%
b. Grade 1 and Grade 2	397	2%
c. Grade 2 and Grade 3	449	2%
d. Grade 3 and Grade 4	305	2%

A5. If you teach a split grade combination, are you teaching two program levels at once?

a. Yes, I teach both program levels	748	4%
b. No, I teach the lower program level	527	3%
c. No, I teach the higher program level	253	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, 2000/2002 program	9640	52%
b. SRA/McGraw-Hill's Foro abierto para la lectura program	401	2%
c. Houghton-Mifflin's Reading: A Legacy of Literacy, 2003 program	6921	37%
d. Houghton-Mifflin's Lectura program	1425	8%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State -Level	
	# Bubbled Responses	**Percent**

B1. Which grade level Reading Professional Development Institute did you complete this academic year, 2004 - 05, if any? Select all that apply.

a. AB 466, Year 1, Kindergarten	1545	8%
b. AB 466, Year 1, Grade 1	1906	10%
c. AB 466, Year 1, Grade 2	1589	9%
d. AB 466, Year 1, Grade 3	1553	8%
e. Advanced, Year 2, Kindergarten	1522	8%
f. Advanced, Year 2, Grade 1	1708	9%
g. Advanced, Year 2, Grade 2	1862	10%
h. Advanced, Year 2, Grade 3	1728	9%
i. Advanced or Mastery, Year 3 or Year 4, Kindergarten or Grades 1, 2, or 3	3038	16%
j. None of the above. Skip to Section C.	2201	12%

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

a. Your own time	9433	51%
b. Instructional day time	6144	33%
c. Not applicable	646	3%

B3. When did the 40 hour Reading Professional Development Institute training occur?

a. Not applicable	618	3%
b. Before I had to begin teaching the district adopted program	4887	26%
c. During my first year of teaching the district adopted program	4546	25%
d. After my first year of teaching the program	6164	33%

B4. How well did it prepare you to teach the district's adopted reading/language arts program?

a. Not applicable	494	3%
b. It did not prepare me well	2221	12%
c. It prepared me adequately	10737	58%
d. It prepared me very well	2733	15%

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	1449	8%
b. Less than 20 hours	656	4%
c. 20 - 39 hours	584	3%
d. 40 - 59 hours	845	5%
e. 60 - 79 hours	604	3%
f. 80 or more hours	12064	65%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

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	2194	12%
b. It has not supported me well	1830	10%
c. It has supported me adequately	8504	46%
d. It has supported me very well	3232	17%

B7. How much reading/language arts professional training have you received this academic year that is not related to your district's adopted reading/language arts program?

a. None	6171	33%
b. 1 - 5 hours	3547	19%
c. 6 - 10 hours	2349	13%
d. 11 -15 hours	1231	7%
e. 16 - 20 hours	969	5%
f. More than 20 hours	1927	10%

C1. Open Court, Kindergarten, Teacher Materials

a. Open Court Reading Units 1-5 (2000) or Units 1-8 (2002) Teacher Editions

Received?	2184	99%
Did not receive?	29	1%
Used	1489	68%
Effective	1180	54%

b. Sounds and Letters Workbook (2002) or Reading/Writing Workbook Teacher Editions (2000)

Received?	2126	98%
Did not receive?	45	2%
Used	1442	68%
Effective	1135	53%

c. ELD Guide (2002), Intervention Guide (2002), Challenge Workbook, and Reteach Workbook Teacher Editions

Received?	1997	94%
Did not receive?	128	6%
Used	1122	56%
Effective	684	34%

d. Big Books

Received?	2106	98%
Did not receive?	36	2%
Used	1444	69%
Effective	1135	54%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level # Bubbled Responses	Percent
e. Manipulative Package (2000), Reading, Phonemic Awareness, and Phonics Package (2002)		
Received?	1762	84%
Did not receive?	337	16%
Used	1116	63%
Effective	832	47%
f. Alphabet /Sound Wall Cards		
Received?	2146	99%
Did not receive?	25	1%
Used	1482	69%
Effective	1259	59%
C2. Open Court, Kindergarten, Student Materials		
a. Level A Pre-Decodable Books 1-25 (2000) or Pre-decodable Books 1-15 (2002)		
Received?	2102	98%
Did not receive?	34	2%
Used	1453	69%
Effective	1160	55%
b. Decodable Books 1-20 (2002)		
Received?	1464	83%
Did not receive?	291	17%
Used	957	65%
Effective	749	51%
c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)		
Received?	1835	88%
Did not receive?	243	12%
Used	1200	65%
Effective	896	49%
C3. Open Court, Grade 1, Teacher Materials		
a. Open Court Reading Level 1, Books 1A, 1B, 1C, Books 1 and 2 (2000) Level 1, Units 1-10 (2002)		
Received?	2385	98%
Did not receive?	57	2%
Used	1771	74%
Effective	1377	58%
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)		
Received?	2349	97%
Did not receive?	84	3%
Used	1700	72%
Effective	1267	54%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level # Bubbled Responses	Percent
c. ESL Supplement Revised, Challenge Workbook, Reteach Workbook (2000) Teacher Editions		
Received?	2127	90%
Did not receive?	224	10%
Used	1273	60%
Effective	752	35%
d. ELD Guide, Intervention Guide, Challenge Workbook, Reteach Workbook Teacher Editions (2002)		
Received?	2039	87%
Did not receive?	295	13%
Used	1232	60%
Effective	755	37%
e. Big Books		
Received?	2366	97%
Did not receive?	67	3%
Used	1753	74%
Effective	1313	55%
f. Sound/Spelling Wall Cards		
Received?	2430	99%
Did not receive?	27	1%
Used	1823	75%
Effective	1540	63%
g. Language Arts Big Book (2002)		
Received?	1649	76%
Did not receive?	515	24%
Used	1094	66%
Effective	693	42%
h. Reading and Phonics Package (2002)		
Received?	1413	67%
Did not receive?	684	33%
Used	932	66%
Effective	687	49%
i. Manipulative Package (2000)		
Received?	1105	54%
Did not receive?	947	46%
Used	721	65%
Effective	513	46%

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	State-Level # Bubbled Responses	Percent
C4. Open Court, Grade 1, Student Materials		
a. Level B Decodable Books Set 1, 1-75, Set 2, 1-25 (2000) or Decodable Books 1-118 (2002)		
Received?	2340	97%
Did not receive?	77	3%
Used	1742	74%
Effective	1349	58%
b. First and Second Readers (2002)		
Received?	1521	74%
Did not receive?	546	26%
Used	1071	70%
Effective	805	53%
c. Student Anthologies (Units 7-10)		
Received?	2242	96%
Did not receive?	96	4%
Used	1658	74%
Effective	1324	59%
d. Phonics Skills Workbook (2002) or Reading/Writing Workbooks (2000)		
Received?	2241	95%
Did not receive?	129	5%
Used	1666	74%
Effective	1315	59%
e. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1546	72%
Did not receive?	587	28%
Used	1094	71%
Effective	768	50%
f. Writer's Workbooks (2002)		
Received?	738	37%
Did not receive?	1283	63%
Used	419	57%
Effective	190	26%
C5. Open Court, Grade 2, Teacher Materials		
a. Open Court Reading Level 2, Books 1 and 2 (2000) or Level 2, Units 1-6 (2002)		
Received?	2422	99%
Did not receive?	35	1%
Used	1784	74%
Effective	1434	59%

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	State-Level	
	# Bubbled Responses	Percent
b. Reading/Writing Workbook Teacher Editions (2000) or Phonics Skills Workbook (2002)		
Received?	2060	86%
Did not receive?	339	14%
Used	1397	68%
Effective	1020	50%
c. Inquiry Journal Teachers Edition		
Received?	2200	91%
Did not receive?	220	9%
Used	1298	59%
Effective	576	26%
d. Sound/Spelling Wall Cards		
Received?	2399	99%
Did not receive?	34	1%
Used	1759	73%
Effective	1474	61%
e. ESL Supplement, Revised (2000), ELD Guide (2002), Intervention, Challenge, and Reteach		
Received?	2336	96%
Did not receive?	101	4%
Used	1559	67%
Effective	1061	45%
f. Manipulative Package (2000)		
Received?	990	47%
Did not receive?	1125	53%
Used	615	62%
Effective	419	42%
g. Reading and Phonics Package (2002)		
Received?	1200	56%
Did not receive?	938	44%
Used	770	64%
Effective	517	43%
C6. Open Court, Grade 2, Student Materials		
a. Level C Decodable Books 1-25 (2000) or Decodable Books 1-44 (2002)		
Received?	2352	97%
Did not receive?	71	3%
Used	1741	74%
Effective	1348	57%

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State-Level Responses

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	State-Level	
	# Bubbled Responses	Percent
b. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)		
Received?	1808	77%
Did not receive?	532	23%
Used	1285	71%
Effective	971	54%
c. Inquiry Journals		
Received?	2085	89%
Did not receive?	250	11%
Used	1324	64%
Effective	565	27%
d. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1668	74%
Did not receive?	578	26%
Used	1182	71%
Effective	852	51%
e. Student Anthologies Units 1-6		
Received?	2357	98%
Did not receive?	49	2%
Used	1737	74%
Effective	1381	59%
f. Spelling and Vocabulary Skills (2002)		
Received?	1343	62%
Did not receive?	834	38%
Used	970	72%
Effective	721	54%
g. Writer's Workbooks (2002)		
Received?	772	37%
Did not receive?	1334	63%
Used	418	54%
Effective	177	23%
h. Language Arts Handbooks (2002: 10 per classroom)		
Received?	1237	57%
Did not receive?	919	43%
Used	800	65%
Effective	456	37%

California Reading First Teacher Survey 2004-2005
State-Level Responses

	State-Level	
Number of Surveys Received by Evaluator: 18,492	**# Bubbled Responses**	**Percent**

C7. Open Court, Grade 3, Teacher Materials

a. Open Court Reading Level 3, Books 1 and 2 (2000)/ Level 2, Units 1-6 (2002)

Received?	2486	98%
Did not receive?	41	2%
Used	1745	70%
Effective	1309	53%

b. ESL Supplement Revised (2000), ELD Guide (2002), Intervention Guide, Challenge Workbook, Reteach Workbook Teacher Editions (2000/2002)

Received?	2401	96%
Did not receive?	110	4%
Used	1554	65%
Effective	1015	42%

c. Inquiry Journal Teachers Edition

Received?	2293	92%
Did not receive?	212	8%
Used	1306	57%
Effective	552	24%

d. Sound/Spelling Wall Cards

Received?	2485	98%
Did not receive?	41	2%
Used	1707	69%
Effective	1284	52%

e. Manipulative Package (2000)

Received?	1097	50%
Did not receive?	1092	50%
Used	602	55%
Effective	374	34%

f. Reading and Phonics Package (2002)

Received?	1274	59%
Did not receive?	898	41%
Used	748	59%
Effective	461	36%

C8. Open Court, Grade 3, Student Materials

a. Sound/Spelling Cards

Received?	2305	94%
Did not receive?	157	6%
Used	1564	68%
Effective	1127	49%

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State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent
b. Level D Decodable Books 1-25 (2000) or Decodable Books 1-35 (2002)		
Received?	2390	96%
Did not receive?	102	4%
Used	1659	69%
Effective	1183	49%
c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)		
Received?	1905	78%
Did not receive?	551	22%
Used	1266	66%
Effective	912	48%
d. Inquiry Journals		
Received?	2247	90%
Did not receive?	242	10%
Used	1385	62%
Effective	586	26%
e. Comprehension and Language Arts Skills Workbooks (2002)		
Received?	1761	76%
Did not receive?	545	24%
Used	1188	67%
Effective	836	47%
f. Student Anthologies Units 1-6		
Received?	2454	97%
Did not receive?	68	3%
Used	1718	70%
Effective	1305	53%
g. Spelling and Vocabulary Skills (2002)		
Received?	1362	62%
Did not receive?	844	38%
Used	934	69%
Effective	666	49%
h. Writer's Workbooks (2002)		
Received?	802	38%
Did not receive?	1330	62%
Used	427	53%
Effective	175	22%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent
i. Language Arts Handbooks (2002: 10 per classroom)		
Received?	1296	59%
Did not receive?	895	41%
Used	854	66%
Effective	517	40%
C9. Houghton Mifflin, Kindergarten, Teacher Materials		
a. Level K Themes 1-10 Teacher Editions		
Received?	1563	98%
Did not receive?	27	2%
Used	1107	71%
Effective	933	60%
b. Universal Access Handbooks Set, Level K (Extra Support, Challenge, Classroom Management, Handbook for English Learners)		
Received?	1535	98%
Did not receive?	37	2%
Used	986	64%
Effective	605	39%
c. Kindergarten Complete Set (10 Theme Packages, Welcome to School Big Books, Alphafriend Package, Letter/Word/Picture Cards, Phonics Center)		
Received?	1536	98%
Did not receive?	38	2%
Used	1090	71%
Effective	911	59%
d. Alphafriend Display Cards		
Received?	1531	98%
Did not receive?	35	2%
Used	1068	70%
Effective	904	59%
e. Phonics Library Classroom Set Level K		
Received?	1505	96%
Did not receive?	60	4%
Used	1050	70%
Effective	812	54%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

C10. Houghton Mifflin, Kindergarten, Student Materials

a. Practice Books Student Edition Level K

Received?	1492	97%
Did not receive?	41	3%
Used	1038	70%
Effective	756	51%

b. Phonics Library Takehomes (or Reproducible Masters) Level K

Received?	1448	95%
Did not receive?	75	5%
Used	944	65%
Effective	728	50%

C11. Houghton Mifflin, Grade 1, Teacher Materials

a. Level 1 Themes 1-10 Teacher Editions

Received?	1842	99%
Did not receive?	26	1%
Used	1440	78%
Effective	1240	67%

b. Universal Access Handbooks Set, Level 1 (Extra Support, Challenge, Classroom Management, Handbook for English Learners)

Received?	1840	98%
Did not receive?	41	2%
Used	1320	72%
Effective	834	45%

c. Phonics Library Classroom Set, Level 1

Received?	1830	97%
Did not receive?	49	3%
Used	1422	78%
Effective	1209	66%

d. Back to School Big Books, Level 1: My Best Friend/ ABCs Rhyme, Chant, & Song

Received?	1735	93%
Did not receive?	138	7%
Used	1311	76%
Effective	949	55%

e. Big Book Anthologies, Levels 1.1 - 1.2

Received?	1619	87%
Did not receive?	241	13%
Used	1228	76%
Effective	1018	63%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent
f. Theme Paperbacks Level 1 Set ((6) On Level, (6) Challenge)		
Received?	1252	68%
Did not receive?	589	32%
Used	779	62%
Effective	499	40%
g. Sound/Spelling Cards		
Received?	1853	98%
Did not receive?	32	2%
Used	1440	78%
Effective	1215	66%
C12. Houghton Mifflin, Grade 1, Student Materials		
a. Practice Books, Student Edition 1.1-1.2,1.3-1.5		
Received?	1813	98%
Did not receive?	33	2%
Used	1420	78%
Effective	1112	61%
b. Student Anthologies 1.1,1.2,1.3,1.4, 1.5		
Received?	1807	98%
Did not receive?	31	2%
Used	1421	79%
Effective	1218	67%
c. I Love Reading Books Level 1		
Received?	1652	91%
Did not receive?	159	9%
Used	1198	73%
Effective	934	57%
d. Phonics Library Takehomes Level 1		
Received?	1425	79%
Did not receive?	368	21%
Used	945	66%
Effective	741	52%
e. Theme Paperbacks Level 1 Set ((6) On Level, (6) Challenge)		
Received?	1092	61%
Did not receive?	685	39%
Used	652	60%
Effective	420	38%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State -Level	
	# Bubbled Responses	**Percent**

C13. Houghton Mifflin, Grade 2, Teacher Materials

a. Level 2 Themes 1-6 Teacher Editions

Received?	1855	98%
Did not receive?	35	2%
Used	1357	73%
Effective	1130	61%

b. Universal Access Handbooks Set Level 2 (Extra Support, Challenge, Classroom Management, Handbook for English Learners)

Received?	1851	98%
Did not receive?	43	2%
Used	1288	70%
Effective	890	48%

c. Phonics Library Classroom Set Level 2

Received?	1821	97%
Did not receive?	65	3%
Used	1321	73%
Effective	1094	60%

d. Theme Paperbacks Level 2 Set ((6) On Level, (6) Challenge)

Received?	1372	75%
Did not receive?	451	25%
Used	806	59%
Effective	490	36%

e. Sound/Spelling Cards

Received?	1851	98%
Did not receive?	39	2%
Used	1321	71%
Effective	1021	55%

C14. Houghton Mifflin, Grade 2, Student Materials

a. Practice Books, Student Edition Level 2.1 - 2.2

Received?	1828	98%
Did not receive?	39	2%
Used	1335	73%
Effective	1074	59%

b. Student Anthologies Level 2.1, 2.2

Received?	1809	98%
Did not receive?	44	2%
Used	1317	73%
Effective	1116	62%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent
c. I Love Reading Books Level 2		
Received?	1648	90%
Did not receive?	179	10%
Used	1104	67%
Effective	868	53%
d. Phonics Library Takehomes (or Reproducible Masters) Level 2		
Received?	1648	90%
Did not receive?	191	10%
Used	907	55%
Effective	678	41%
C15. Houghton Mifflin, Grade 3, Teacher Materials		
a. Level 3, Themes 1-6 Teacher Editions		
Received?	1827	98%
Did not receive?	36	2%
Used	1329	73%
Effective	1071	59%
b. Universal Access Handbooks Set, Level 3 (Extra Support, Challenge, Classroom Management, Handbook for English Learners)		
Received?	1809	97%
Did not receive?	47	3%
Used	1269	70%
Effective	913	50%
c. Reader's Library Classroom Set, Themes 1-6 Level 3		
Received?	1686	91%
Did not receive?	164	9%
Used	1115	66%
Effective	772	46%
d. Theme Paperbacks Level 3 Set ((6) On Level (6) Challenge)		
Received?	1576	86%
Did not receive?	252	14%
Used	945	60%
Effective	584	37%
e. Sound/Spelling Cards		
Received?	1797	97%
Did not receive?	59	3%
Used	1219	68%
Effective	782	44%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**

C16. Houghton Mifflin, Grade 3, Student Materials

a. Practice Books, Student Edition Level 3.1, 3.2

Received?	1787	97%
Did not receive?	49	3%
Used	1310	73%
Effective	1064	60%

b. Student Anthologies Level 3.1, 3.2

Received?	2316	98%
Did not receive?	51	2%
Used	1623	70%
Effective	1307	56%

c. Reader's Library Books Level 3, Themes 1-6

Received?	1611	90%
Did not receive?	179	10%
Used	1047	65%
Effective	702	44%

d. Reader's Library Takehomes (or Reproducible Masters) Level 3

Received?	1450	82%
Did not receive?	317	18%
Used	595	41%
Effective	369	25%

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

a. Edición del maestro Unidades 1-8

Received?	105	86%
Did not receive?	17	14%
Used	72	69%
Effective	53	50%

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

Received?	102	84%
Did not receive?	20	16%
Used	67	66%
Effective	42	41%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**

c. Un paso más (Challenge Workbook), Guía de desarrollo del idioma inglés (ELD Guide), Volver a enseñar (Reteach workbook), Intervención (Intervention)

Received?	99	83%
Did not receive?	21	18%
Used	50	51%
Effective	26	26%

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

Received?	104	86%
Did not receive?	17	14%
Used	70	67%
Effective	54	52%

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

Received?	103	86%
Did not receive?	17	14%
Used	68	66%
Effective	54	52%

f. Libros decodificables (Classroom set decodables 6 each of 35 titles)

Received?	95	79%
Did not receive?	25	21%
Used	63	66%
Effective	40	42%

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

a. Libros decodificables (Decodables 1 includes predecodables/decodables 35 titles)

Received?	101	85%
Did not receive?	18	15%
Used	73	72%
Effective	55	54%

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

Received?	100	85%
Did not receive?	17	15%
Used	70	70%
Effective	49	49%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

c. Cuaderno del escritor (Writer's Workbook)

Received?	78	67%
Did not receive?	39	33%
Used	44	56%
Effective	19	24%

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

a. Edición del maestro Unidades 1-8

Received?	110	85%
Did not receive?	19	15%
Used	66	60%
Effective	50	45%

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 Skills, Spelling and Vocabulary

Received?	105	84%
Did not receive?	20	16%
Used	59	56%
Effective	45	43%

c. Guía de desarrollo del idioma inglés (ELD Guide), Intervención edicones del maestro (Intervention Teacher Editions)

Received?	107	85%
Did not receive?	19	15%
Used	39	36%
Effective	25	23%

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

Received?	104	84%
Did not receive?	20	16%
Used	62	60%
Effective	53	51%

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

Received?	105	85%
Did not receive?	18	15%
Used	61	58%
Effective	49	47%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

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

Received?	97	78%
Did not receive?	28	22%
Used	41	42%
Effective	25	26%

C20. Foro abierto para la lectura, Grade 1, Student Materials

a. Destrezas de fonética (Phonics Skills Workbook)

Received?	101	83%
Did not receive?	20	17%
Used	56	55%
Effective	50	50%

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

Received?	99	85%
Did not receive?	18	15%
Used	56	57%
Effective	49	49%

c. Antologías del estudiante 1 y 2 unidades 7-10 (Student Anthologies 1 and 2 Units 7-10)

Received?	101	85%
Did not receive?	18	15%
Used	58	57%
Effective	50	50%

d. Primeras y segundas lecturas (First and Second Readers)

Received?	101	86%
Did not receive?	17	14%
Used	56	55%
Effective	45	45%

e. Libros decodificables 1-118 (Decodable Books 1-118)

Received?	101	84%
Did not receive?	19	16%
Used	58	57%
Effective	43	43%

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

a. Edición del maestro Unidades 1-6

Received?	111	87%
Did not receive?	17	13%
Used	74	67%
Effective	56	50%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level # Bubbled Responses	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?	110	85%
Did not receive?	19	15%
Used	73	66%
Effective	45	41%
c. Guía de desarrollo del idioma inglés (ELD Guide), Intervención edicones del maestro (Intervention Teacher Editions)		
Received?	106	83%
Did not receive?	22	17%
Used	48	45%
Effective	20	19%
d. Paquete de fonética incluyendo tarjetas de sonidos y su grafía (Reading and Phonics Package Includes Sounds/Spelling Wall Cards)		
Received?	110	86%
Did not receive?	18	14%
Used	71	65%
Effective	49	45%
e. Cuaderno del escritor hojas fotocopiables (Writer's Workbook Black Line Master)		
Received?	100	78%
Did not receive?	28	22%
Used	49	49%
Effective	21	21%
C22. Foro abierto para la lectura, Grade 2, Student Materials		
a. Destrezas de fonética (Phonics Skills Workbook)		
Received?	49	41%
Did not receive?	70	59%
Used	29	59%
Effective	18	37%
b. Destrezas de ortografía y vocabulario (Spelling and Vocabulary Workbook)		
Received?	97	78%
Did not receive?	28	22%
Used	74	76%
Effective	51	53%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

c. Guía de desarrollo del idioma inglés (ELD Guide), Intervención edicones del maestro (Intervention Teacher Editions).

Received?	91	81%
Did not receive?	21	19%
Used	54	59%
Effective	27	30%

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

Received?	90	81%
Did not receive?	21	19%
Used	58	64%
Effective	34	38%

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

Received?	82	75%
Did not receive?	27	25%
Used	56	68%
Effective	29	35%

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?	94	85%
Did not receive?	16	15%
Used	75	80%
Effective	47	50%

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

Received?	79	72%
Did not receive?	31	28%
Used	62	78%
Effective	40	51%

c. Antologías del estudiante 1 y 2 (Student Anthologies 1 and 2)

Received?	91	84%
Did not receive?	17	16%
Used	70	77%
Effective	48	53%

d. Libros decodificables 1-35 (Decodable Books 1-35)

Received?	88	81%
Did not receive?	21	19%
Used	69	78%
Effective	44	50%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**

e. Diario de investigación (Inquiry Journal)

Received?	89	82%
Did not receive?	19	18%
Used	63	71%
Effective	23	26%

C25. Houghton Mifflin Lectura, Kindergarten, Teacher Materials

a. Guía del maestro temas 1-10 (Teacher Editions)

Received?	393	95%
Did not receive?	19	5%
Used	263	67%
Effective	210	53%

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

Received?	378	93%
Did not receive?	28	7%
Used	218	58%
Effective	141	37%

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

Received?	335	87%
Did not receive?	52	13%
Used	201	60%
Effective	114	34%

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

Received?	375	93%
Did not receive?	30	7%
Used	210	56%
Effective	118	31%

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

Received?	358	91%
Did not receive?	34	9%
Used	206	58%
Effective	128	36%

f. Conjunto completo de Kindergarten – 10 temas, Regreso a la escuela superlibros, tarjetas de letras/palabras/dibujos y alfamigos (Kindergarten Complete set 10 Theme packages, Welcome to School Big Books, Alfamigos, Letter/Word/Picture Cards)

Received?	377	93%
Did not receive?	27	7%
Used	245	65%
Effective	196	52%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent
g. Tarjetas de Alfamigos		
Received?	380	95%
Did not receive?	20	5%
Used	240	63%
Effective	191	50%
C26. Houghton Mifflin Lectura, Kindergarten, Student Materials		
a. Cuaderno de práctica nivel K (Practice Workbooks Student Edition Level K)		
Received?	382	96%
Did not receive?	15	4%
Used	245	64%
Effective	164	43%
C27. Houghton Mifflin Lectura, Grade 1, Teacher Materials		
a. Guía del maestro temas 1-10 (Teacher Editions)		
Received?	415	96%
Did not receive?	17	4%
Used	286	69%
Effective	215	52%
b. Biblioteca fonética (Phonics Library Takehome)		
Received?	371	88%
Did not receive?	51	12%
Used	244	66%
Effective	181	49%
c. Recursos del maestro páginas duplicables (Teacher Resource Black Line Master)		
Received?	404	94%
Did not receive?	24	6%
Used	240	59%
Effective	134	33%
d. Biblioteca fonética páginas duplicables (Phonics Library Takehome Black Line Master)		
Received?	403	94%
Did not receive?	24	6%
Used	243	60%
Effective	168	42%
e. Superlibros Nivel 1: "Mi mejor amiga/Luna Lunera, un libro de versos" (Big books)		
Received?	387	91%
Did not receive?	39	9%
Used	258	67%
Effective	177	46%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**
f. Superlibros antologías nivel 1.1 – 1.2 (Big Book Anthologies, Levels 1.1 – 1.2)		
Received?	367	87%
Did not receive?	57	13%
Used	260	71%
Effective	204	56%
g. Me encanta leer páginas duplicables (I Love to Read Black Line Master)		
Received?	392	92%
Did not receive?	34	8%
Used	224	57%
Effective	168	43%
h. Libros del tema (Theme Paperbacks 24 titles)		
Received?	303	72%
Did not receive?	118	28%
Used	175	58%
Effective	116	38%
C28. Houghton Mifflin Lectura, Grade 1, Student Materials		
a. Cuaderno de práctica nivel 1: 1.1-1.2, 1.3-1.5 (Practice Workbooks Student Edition 1.1-1.2, 1.3-1.5)		
Received?	408	97%
Did not receive?	14	3%
Used	284	70%
Effective	222	54%
b. Antología del estudiante 1.1, 1.2, 1.2, 1.4, 1.5 (Student Anthologies 1.1, 1.2, 1.2,1.4, 1.5)		
Received?	405	96%
Did not receive?	18	4%
Used	281	69%
Effective	238	59%
C29. Houghton Mifflin Lectura, Grade 2, Teacher Materials		
a. Guía del maestro temas 1-6 (Teacher Editions)		
Received?	389	96%
Did not receive?	16	4%
Used	280	72%
Effective	212	54%
b. Biblioteca fonética (Phonics Library Takehome)		
Received?	350	88%
Did not receive?	46	12%
Used	242	69%
Effective	173	49%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

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

Received?	365	92%
Did not receive?	30	8%
Used	241	66%
Effective	155	42%

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

Received?	368	92%
Did not receive?	31	8%
Used	221	60%
Effective	151	41%

e. Superlibros Nivel 2: "Las vacas no vuelan/Hora de dormir" (Big books)

Received?	279	71%
Did not receive?	115	29%
Used	184	66%
Effective	112	40%

f. Me encanta leer páginas duplicables (I Love to Read Black Line Master)

Received?	358	90%
Did not receive?	41	10%
Used	202	56%
Effective	136	38%

g. Libros del tema (Theme Paperbacks 24 titles)

Received?	253	64%
Did not receive?	142	36%
Used	162	64%
Effective	97	38%

C30. Houghton Mifflin lectura, Grade 2, Student Materials

a. Cuaderno de práctica nivel 2.1 y 2.2 (Practice Workbooks Student Edition 2.1and 2.2)

Received?	370	95%
Did not receive?	19	5%
Used	265	72%
Effective	209	56%

b. Antologias del estudiante 2.1 y 2.2 (Student Anthologies 2.1 and 2.2)

Received?	363	95%
Did not receive?	20	5%
Used	252	69%
Effective	209	58%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

C31. Houghton Mifflin Lectura, Grade 3,Teacher Materials

a. Guía del maestro temas 1-6 (Teacher Editions)

Received?	250	93%
Did not receive?	18	7%
Used	173	69%
Effective	127	51%

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

Received?	203	80%
Did not receive?	51	20%
Used	119	59%
Effective	67	33%

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

Received?	239	92%
Did not receive?	21	8%
Used	152	64%
Effective	101	42%

d. Libros del tema (Theme Paperbacks)

Received?	213	82%
Did not receive?	46	18%
Used	125	59%
Effective	80	38%

C32. Houghton Mifflin Lectura, Grade 3, Student Materials

a. Cuaderno de práctica nivel 3 (Practice Workbooks Student Edition Level 3)

Received?	234	90%
Did not receive?	27	10%
Used	161	69%
Effective	120	51%

b. Antologias del estudiante nivel 3 (Student Anthologies Level 3)

Received?	229	88%
Did not receive?	31	12%
Used	157	69%
Effective	114	50%

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?

a. None	288	2%
b. Some	1567	8%
c. Most	5718	31%
d. All	8707	47%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**
D1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	764	4%
b. My school has a pacing schedule based only on the assessment schedule	6809	37%
c. My school's pacing schedule identifies lessons on a daily or weekly schedule, as well as when to give assessments	10641	58%
D2. How often does your school provide time for teachers to plan collaboratively?		
a. Hardly ever	3631	20%
b. Monthly	5143	28%
c. Twice monthly	4102	22%
d. Weekly	5236	28%
e. Daily	123	1%
D3. How much time does your school provide for individual planning of lessons?		
a. I have no individual planning time aside from the planning I do at home	8865	48%
b. I am provided some individual planning time during the day	6269	34%
c. My individual planning time is adequate	2695	15%
d. My individual planning time is more than adequate	365	2%
D4. How many minutes outside of the normal school day do you spend planning your daily lessons?		
a. Less than 20 minutes per day	1096	6%
b. 20 - 59 minutes per day	9348	51%
c. 60 - 89 minutes per day	5071	27%
d. 90 - 119 minutes per day	1497	8%
e. 120 or more minutes per day	1239	7%
D5. How involved is your school principal with the 6-8 week skill assessments?		
a. The principal is generally not involved with skill assessments	6357	34%
b. The principal makes sure skill assessments take place, but does not track	2618	14%
c. The principal helps with skill assessments and keeps track of the results	5618	30%
d. The principal helps with skill assessments and requires that instruction be adjusted as necessary	3347	18%
D6. What is the primary purpose of the 6-8 week skill assessments in your school, at your grade? Select only one.		
a. Skill assessments are not administered	702	4%
b. To monitor student progress	7740	42%
c. To guide instructional decisions	8850	48%
d. To challenge students to achieve	419	2%
e. To compute grades for report cards	438	2%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level # Bubbled Responses	Percent
D7. About how frequently do teachers at your grade level have grade-level meetings related to your adopted program?		
a. Hardly ever	1264	7%
b. Once every 3-4 months	1713	9%
c. Monthly	6270	34%
d. More than once a month	8941	48%
D8. Does the principal attend grade-level meetings specifically related to your district's adopted reading/language arts program?		
a. The principal is not involved with such meetings	6100	33%
b. The principal attends such meetings every 3-4 months	5109	28%
c. The principal attends such meetings monthly	4407	24%
d. The principal attends such meetings more often than monthly	2370	13%
D9. What topics are discussed at these grade-level meetings? Select all that apply.		
a. Not applicable	501	3%
b. Instructional reading/language arts strategies	16200	88%
c. School-level administrative issues and announcements	8460	46%
d. Students who are having trouble	12181	66%
e. Extracurricular activities	4419	24%
f. Reading/language arts assessment results	15768	85%
g. Intervention strategies	14276	77%
h. The school's and district's mission	3779	20%
i. Issues in the field of education	5242	28%
j. Teacher professional development issues	8332	45%
k. Upcoming special events	7790	42%
l. Issues related to specific teaching practices that are part of your adopted reading/language arts program	14129	76%
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	467	3%
b. The principal takes primary responsibility	2046	11%
c. The principal and the coach share equal responsibility	7811	42%
d. The principal gives the coach the primary responsibility	7811	42%
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	3552	19%
b. Adequate support	10080	55%
c. More than adequate support	4487	24%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**

E1. What is your access to a reading coach?

a. Not applicable. My school does not have a reading coach. (Skip to Section F.)	170	1%
b. The coach is often unavailable	2042	11%
c. The coach is usually available	9040	49%
d. The coach seeks me out to assure that I have the support I need	6913	37%

E2. Is your coach helpful in answering questions about how to teach the program?

a. Not applicable. My school does not have a reading coach. (Skip to Section F.)	76	0%
b. The coach often doesn't know more than I do about how to teach the program	1553	8%
c. The coach gives general answers to questions	4478	24%
d. The coach gives specific, detailed answers that I can use	11912	64%

E3. If the coach has conducted one or more demonstration lessons for you, how helpful were they?

a. Not applicable. My school does not have a reading coach. (Skip to Section F.)	251	1%
b. The coach has not conducted a demonstration for me	5473	30%
c. The coach's demonstrations do not help much	1038	6%
d. The coach provides adequate demonstrations	6028	33%
e. The coach provides demonstrations that significantly improve my teaching	5169	28%

E4. Does the coach facilitate regular grade-level teacher meetings related to your district's adopted reading/language arts program?

a. Not applicable. My school does not have a reading coach. (Skip to Section F.)	104	1%
b. The coach is not involved with the grade-level meetings	4165	23%
c. The coach helps facilitate the meetings regularly	8405	45%
d. In addition to facilitating grade-level meetings regularly, the coach keeps them focused on the instructional needs of the teachers	5187	28%

E5. Does the coach help reinforce the school's pacing schedule?

a. Not applicable. My school does not have a reading coach or a pacing schedule.	274	1%
b. The coach does not check on my location on the pacing schedule	3800	21%
c. The coach occasionally checks in on whether I am on the pacing schedule	8657	47%
d. The coach takes notice and helps me catch up if I fall behind on the pacing schedule	5196	28%

E6. Does the coach help you with the 6-8 week skill assessments?

a. Not applicable. My school does not have a reading coach or does not administer the 6-8 week skill assessments.	568	3%
b. The coach is not involved with these assessments	2502	14%
c. The coach makes sure the assessments take place, but does not review results	3027	16%
d. The coach helps interpret the assessments and reviews results	11738	63%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

E7. How much access does the coach have to classrooms in your school?

a. Not applicable. My school does not have a reading coach. (Skip to Section F.)	78	0%
b. Coaches need teacher or principal permission to visit a classroom	383	2%
c. Coaches have free access to classrooms, but only a few teachers welcome their presence	2419	13%
d. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	3843	21%
e. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	11213	61%

E8. In general, what level of support are you getting from your coach related to your district's adopted reading/language arts program?

a. Not applicable. My school does not have a reading coach. (Skip to Section F.)	71	0%
b. Little or no support	2275	12%
c. Adequate support	7892	43%
d. More than adequate support	7755	42%

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	51	0%
b. 20 - 39 minutes	99	1%
c. 40 - 59 minutes	283	2%
d. 60 - 79 minutes	965	5%
e. 80 - 99 minutes	1661	9%
f. 100 - 119 minutes	1363	7%
g. 120 - 139 minutes	3414	18%
h. 140 - 159 minutes	2951	16%
i. 160 - 179 minutes	1847	10%
j. 180 minutes or more	5605	30%

F2. On average over the last four instructional weeks, how many minutes per day have you spent planning implementation of your reading/language arts lessons?

a. Less than 20 minutes	833	5%
b. 20 - 59 minutes	8389	45%
c. 60 - 89 minutes	4225	23%
d. 90 - 120 minutes	1961	11%
e. More than 120 minutes	2762	15%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	**Percent**

F3. What percentage of your total reading/language arts instruction relies on materials from your district's adopted program?

	# Bubbled Responses	Percent
a. 0% - 19%	66	0%
b. 20% - 39%	186	1%
c. 40% - 59%	839	5%
d. 60% - 79%	2830	15%
e. 80% - 100%	14254	77%

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

	# Bubbled Responses	Percent
a. Our school does not have a pacing schedule	364	2%
b. I do not follow the existing pacing schedule	286	2%
c. I keep in mind where I want to be and aim for that	1468	8%
d. I follow the pacing schedule approximately	6937	38%
e. I follow the pacing schedule quite precisely	9124	49%

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

	# Bubbled Responses	Percent
a. Not applicable	1160	6%
b. I am more than two weeks behind where I should be	587	3%
c. I am one to two weeks behind where I should be	1109	6%
d. I am within a week of where I should be	13137	71%
e. I am one to two weeks ahead of where I should be	1794	10%
f. I am more than two weeks ahead of where I should be	352	2%

F6. If you assess the reading progress of your students every 6-8 weeks, which assessments do you use for this purpose? Select all that apply.

	# Bubbled Responses	Percent
a. I do not assess reading progress every 6-8 weeks	874	5%
b. I use assessments that my colleagues or I have written	2688	15%
c. I use assessments that come from the publisher with the adopted program	9028	49%
d. I use assessments called Reading First Theme or Unit Skill Assessments	11062	60%
e. I use assessments other than those listed above.	3313	18%

F7. If you assess the reading progress of your students every 6-8 weeks, how do you use the results?

	# Bubbled Responses	Percent
a. I don't assess student progress every 6-8 weeks	819	4%
b. I give the assessments, but I don't use the results	897	5%
c. I give the assessments and use the results to guide my teaching	16274	88%

California Reading First Teacher Survey 2004-2005
State-Level Responses

	State -Level	
Number of Surveys Received by Evaluator: 18,492	**# Bubbled Responses**	**Percent**

F8. What options are available to you when students do poorly on the assessments? Select all that apply.

a. Adjust the pacing schedule to match student learning rates	3448	19%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	16215	88%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	7938	43%
d. Refer students as needed to Special Education services	5976	32%
e. Call for the assistance of a program coach to help me improve my teaching	7776	42%
f. Call in a reading specialist or resource teacher to assist me with students	3869	21%
g. Recommend time after school or during the summer to help students practice using adopted materials	10158	55%
h. Transfer the student to a class more appropriate to the student's skill level	1127	6%

F9. What options do you find to be most effective when students do poorly on the assessments? Select all that apply.

a. I don't generally use these options	661	4%
b. Adjust the pacing schedule to match student learning rates	4124	22%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	14752	80%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	8033	43%
e. Refer students as needed to Special Education services	2706	15%
f. Call for the assistance of a program coach to help me improve my teaching	4952	27%
g. Call in a reading specialist or resource teacher to assist me with students	2833	15%
h. Recommend time after school or during the summer to help students practice using adopted materials	7945	43%
i. Transfer the student to a class more appropriate to the student's skill level	813	4%

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	2973	70%
b. Rotate into a sequence of activities on a variety of topics	1874	44%
c. Be assigned to a group with matched abilities	2558	60%
d. Work on specific skills or activities designed to meet their needs	3835	91%

G2. The adopted program components that are best delivered to the entire class at the same time are:

a. Workbook/practice book	2343	55%
b. Pre-decodable books	1862	44%
c. Reading the Big Book	3865	91%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent
G3. When teaching phonemic awareness, I:		
a. Check for understanding by calling on all students during each lesson	2629	62%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	1444	34%
c. Clarify meaning of all unknown words	2178	51%
d. Make sure students are in close proximity in order to monitor responses	3314	78%
G4. Most of my writing instruction is focused on:		
a. Introducing the writing process	2792	66%
b. Teaching the adopted program's lessons	2137	51%
c. Giving students an opportunity to write on self-selected topics	2108	50%
d. Having students write on various topics in their journals	2931	69%
G5. It is most important for Kindergarten students to be automatic in recognizing:		
a. Their names	3072	73%
b. Names of the Alphabet Sounds Cards / Alphafriends	3250	77%
c. Upper and lower case letters	3681	87%
d. Simple consonant-vowel-consonant words	2885	68%
G6. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	1428	34%
b. Provide guided practice	3821	90%
c. Have students work on the assignment as homework	742	18%
G7. I teach comprehension and vocabulary development through the use of:		
a. Decodable text	2269	54%
b. Read alouds	3814	90%
c. Strategies and skills	3162	75%
G8. Most of my writing instruction time is focused on:		
a. Teaching the writing process	9479	65%
b. Daily lessons or weekly projects as provided in the adopted program	9644	66%
c. Weekly writing topics selected by my students	2371	16%
d. Writing projects the students are to publish, three times a year	2463	17%
G9. Most of my spelling instruction is focused on:		
a. Weekly lessons based on the sound/spelling card patterns	12106	83%
b. Assigning students to write spelling words for practice	6184	43%
c. Providing word games to practice spelling	6217	43%
d. Having students memorize words to prepare for weekly tests	5073	35%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	# Bubbled Responses	Percent
G10. When introducing a decodable book, I have my students:		
a. Follow along as I read the book aloud	5997	41%
b. Silently read the book on their own	5172	36%
c. Work with me in a small group	7151	49%
d. Preview the book first, and then chorally read each page aloud	10908	75%
G11. Generally, when students are given an opportunity to practice oral fluency, they are:		
a. Working in small groups with me	8515	59%
b. Working with a student partner	10956	75%
c. Working individually	6169	42%
G12. To introduce a new reading selection in the anthology, I:		
a. Have students listen to the selection on audio cassette/CD	4693	32%
b. Read the selection aloud	8392	58%
c. Select individual students to read parts of the selection aloud	4737	33%
d. Have students chorally read the selection	8686	60%
G13. After reading an anthology selection, my students generally:		
a. Participate in a whole group discussion	13060	90%
b. Write a summary of the selection	3460	24%
c. Complete workbook pages to verify understanding	7725	53%
G14. My vocabulary instruction focuses mainly on students:		
a. Writing definitions from the glossary	2569	18%
b. Completing the vocabulary worksheets	6179	43%
c. Applying vocabulary strategies before and during reading	12528	86%
d. Using a graphic organizer to define and compare related words	6131	42%
G15. I use the workbook/practice book to:		
a. Have students complete assignments independently in class	6079	42%
b. Provide guided practice	13358	92%
c. Have students work on the assignment as homework	3152	22%
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program in your school?		
a. Poor	526	3%
b. Fair	3607	20%
c. Good	10189	55%
d. Excellent	3608	20%

California Reading First Teacher Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 18,492

	State-Level	
	# Bubbled Responses	Percent

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

	# Bubbled Responses	Percent
a. Not well	139	1%
b. Somewhat well	1451	8%
c. Reasonably well	10347	56%
d. Very well	5998	32%

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 Responses	Percent
a. Less than 30%	151	1%
b. 30 - 59%	1019	6%
c. 60 - 89%	5320	29%
d. 90 - 100%	11365	61%

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

	# Bubbled Responses	Percent
a. Strongly disagree	632	3%
b. Disagree	2081	11%
c. Unsure	5621	30%
d. Agree	8114	44%
e. Strongly agree	1472	8%

California Reading First Coach Survey 2004-2005

Appendix C provides survey results from the reading coach surveys. It is important to remember that these are raw numbers, simple percentages of the survey responses as they came in, and they need to be interpreted with care and caution. The following explanations will aid in interpreting the results:

- Each survey question is labeled with a section letter followed by a number, e.g., question B6 is the sixth question in Section B of the questionnaire.

- Following each question is a series of response options. Sometimes respondents are asked to select only one of the options, sometimes to select all that apply.

- At the top of the page is the total number of surveys received by the Evaluator. In the case of the coach survey, there were 903 surveys returned. This number forms the denominator for the "percent" statistics.

- To the right of each response option are two columns of statistics labeled "# Bubbled Responses" and "Percent." The "# Bubbled Responses" statistic is the number of respondents who selected that option. It will be found that the total number of responses to a given question rarely, if ever, equals the total number of respondents. This is caused by respondents skipping over a question without registering a response.

- The "Percent" statistic is, for all sections of the coach survey, the number of respondents who selected that option divided by the total number of surveys returned. It will be found that these percentages rarely, if ever, sum to 100% due to respondents skipping over the question. Therefore, these statistics are interpreted as the percentage of persons responding affirmatively to an option out of the *entire* respondent population for that questionnaire, including non-responders, not as the percentage of respondents of those who actually registered a response to the question.

- Question I5 of the coach survey was an open-ended question and is not included in the compilation of the multiple-choice survey responses.

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State -Level # Bubbled Responses	Percent
A1. What are your position(s) at the school? Select all that apply.		
a. Principal or chief school administrator	4	0%
b. Vice Principal	5	1%
c. Reading/language arts coach	848	94%
d. Reading First site-level coordinator	110	12%
e. Content Expert	24	3%
f. Reading First District-level coordinator	9	1%
g. Teacher, Kindergarten	5	1%
h. Teacher, Grade 1	6	1%
i. Teacher, Grade 2	7	1%
j. Teacher, Grade 3	5	1%
k. Teacher in Grade 4 or above	7	1%
A2. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	27	3%
b. 1 year	40	4%
c. 2 years	256	28%
d. 3 years	234	26%
e. 4 years	97	11%
f. 5 years or more	240	27%
A3. How many years will you have taught or provided instructional support in the primary grades (K-3) as of July 2005?		
a. Less than 1 year	19	2%
b. 1 year	31	3%
c. 2 years	84	9%
d. 3 - 5 years	153	17%
e. 6 - 10 years	219	24%
f. 11 - 20 years	223	25%
g. 21 - 25 years	73	8%
h. 26 or more years	97	11%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State-Level	
	# Bubbled Responses	**Percent**

B1. What type of Reading Professional Development Institute did you attend this academic year, 2004 - 05? Select all that apply.

a. AB 466, Year 1, Kindergarten	110	12%
b. AB 466, Year 1, Grade 1	115	13%
c. AB 466, Year 1, Grade 2	69	8%
d. AB 466, Year 1, Grade 3	79	9%
e. Advanced, Year 2, Kindergarten	112	12%
f. Advanced, Year 2, Grade 1	121	13%
g. Advanced, Year 2, Grade 2	108	12%
h. Advanced, Year 2, Grade 3	110	12%
i. Advanced or Mastery, Year 3 or Year 4, Kindergarten or grades 1, 2, or 3	138	15%
j. C-TAC Reading First Coach Training	605	67%
k. None of the above. Skip to Section C.	28	3%

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

a. My own time	285	32%
b. Instructional day time	549	61%
c. Not applicable	45	5%

B3. When did the 40-hour Reading Professional Development Institute training occur?

a. Not applicable	70	8%
b. Before the district adopted program started being taught in the school	253	28%
c. During the school year after the district adopted program was already being taught	304	34%
d. After the first year of teaching your district's adopted reading program	253	28%

B4. How well did it prepare you to support your district's adopted reading/language arts program?

a. Not applicable	31	3%
b. It did not prepare me well	56	6%
c. It prepared me adequately	464	51%
d. It prepared me very well	321	36%

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	110	12%
b. Less than 20 hours	2	0%
c. 20 - 39 hours	7	1%
d. 40 - 59 hours	12	1%
e. 60 - 79 hours	6	1%
f. 80 or more hours	740	82%

California Reading First Coach Survey 2004-2005
State-Level Responses

State -Level

Number of Surveys Received by Evaluator: 903

 # Bubbled Percent Responses

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	112	12%
b. It has not supported me well	38	4%
c. It has supported me adequately	289	32%
d. It has supported me very well	420	47%

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

a. Not applicable	72	8%
b. Less than 16 hours (0 - 2 days)	36	4%
c. 17 - 32 hours (3 - 4 days)	23	3%
d. 33 - 48 hours (5 - 6 days)	40	4%
e. 49 - 64 hours (7 - 8 days)	89	10%
f. 65 - 80 hours (9 - 10 days)	594	66%

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

a. None	325	36%
b. 1 - 5 hours	141	16%
c. 6 - 10 hours	112	12%
d. 11 - 15 hours	43	5%
e. 16 - 20 hours	62	7%
f. More than 20 hours	190	21%

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	33	4%
b. 1-3 times	447	50%
c. 4-6 times	260	29%
d. 7 or more times	160	18%

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

a. We have a well-defined vision of reading/language arts, but it isn't Reading First	46	5%
b. We do not yet have such a vision	75	8%
c. We have such a vision, but it has not been fully communicated to the teachers	217	24%
d. We have such a vision and it has been fully communicated to the teachers	559	62%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State-Level # Bubbled Responses	Percent

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

	# Bubbled Responses	Percent
a. We do not believe that all students can read at grade level, even if adequately taught	38	4%
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	69	8%
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	183	20%
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	607	67%

C4. To your knowledge, what percentage of all Reading First teachers (K-3) in your school completed the AB 466 Reading Professional Development Institute 40-hour training?

a. Not known	22	2%
b. Less than 25%	13	1%
c. Between 25% and 49%	12	1%
d. Between 50% and 74%	28	3%
e. Between 75% and 99%	173	19%
f. 100 %	124	14%

C5. To your knowledge, 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 the school year?

a. Not known	36	4%
b. Less than 25%	33	4%
c. Between 25% and 49%	27	3%
d. Between 50% and 74%	39	4%
e. Between 75% and 99%	155	17%
f. 100 %	102	11%

C6. To your knowledge, what percentage of all Reading First teachers (K-3) in your school completed the 40-hour Advanced Training Institute?

a. Not known	29	3%
b. Less than 25%	29	3%
c. Between 25% and 49%	39	4%
d. Between 50% and 74%	53	6%
e. Between 75% and 99%	246	27%
f. 100 %	212	23%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

State -Level

	# Bubbled Responses	Percent
C7. To your knowledge, what percentage of Reading First teachers (K-3) in your school will have completed the 80-hour follow-up to the Advanced Training Institute by the end of the school year?		
a. Not known	35	4%
b. Less than 25%	67	7%
c. Between 25% and 49%	57	6%
d. Between 50% and 74%	73	8%
e. Between 75% and 99%	234	26%
f. 100 %	155	17%
C8. Does your school require K-3 teachers to fully implement the adopted reading/language arts program?		
a. We do require full implemention	806	89%
b. Some variation from full implementation is permitted	84	9%
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?		
a. Never	33	4%
b. One to two days per week	40	4%
c. Three to four days per week	252	28%
d. Five days per week	568	63%
C10. Has your school 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	258	29%
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	626	69%
D1. How much of the adopted program's instructional materials did your teachers receive by the first day of school this year?		
a. None	10	1%
b. Some	31	3%
c. Most	292	32%
d. All	562	62%
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	2	0%
b. No, some teachers have to share Teacher Editions	24	3%
c. Yes, all teachers have their own set of Teacher Editions	871	96%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State-Level	
	# Bubbled Responses	Percent
D3. Do you as a Reading First coach have your own full set of Teacher Editions for all the relevant grades?		
a. No	107	12%
b. Yes	786	87%
D4. To your knowledge, does your principal have a full set of Teacher Editions for all grades?		
a. No	364	40%
b. Yes	432	48%
c. I don't know	100	11%
E1. Does your school have a pacing schedule?		
a. My school does not have a pacing schedule	17	2%
b. My school has a pacing schedule based only on the assessment schedule	246	27%
c. My school's pacing schedule identifies lessons on a daily or weekly schedule, as well as when to give assessments	632	70%
E2. How often does your school provide time for teachers to plan collaboratively?		
a. Hardly ever	71	8%
b. Monthly	208	23%
c. Twice monthly	308	34%
d. Weekly	303	34%
e. Daily	6	1%
E3. How involved is your school principal with the 6-8 week skill assessments?		
a. The principal is generally not involved with skill assessments	197	22%
b. The principal makes sure skill assessments take place, but does not track results	155	17%
c. The principal helps with skill assessments and keeps track of the results	299	33%
d. The principal helps with skill assessments and requires that instruction be adjusted as necessary	240	27%
E4. What is the primary purpose of 6-8 week skill assessments in your school?		
a. Skill assessments are not administered	11	1%
b. To monitor student progress	206	23%
c. To guide instructional decisions	662	73%
d. To challenge students to achieve	7	1%
e. To compute grades for report cards	13	1%
E5. Does your school principal attend grade-level meetings specifically related to your district's adopted reading/language arts program?		
a. The principal is not involved with such meetings	174	19%
b. The principal attends such meetings every 3-4 months	224	25%
c. The principal attends such meetings monthly	275	30%
d. The principal attends such meetings more often than monthly	219	24%

California Reading First Coach Survey 2004-2005
State-Level Responses

	State-Level	
Number of Surveys Received by Evaluator: 903	**# Bubbled Responses**	**Percent**

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

a. Not applicable	15	2%
b. Instructional reading/language arts strategies	803	89%
c. School-level administrative issues and announcements	248	27%
d. Students who are having trouble	561	62%
e. Extracurricular activities	118	13%
f. Reading/language arts assessment results	788	87%
g. Intervention strategies	703	78%
h. The school's and district's mission	113	13%
i. Issues in the field of education	147	16%
j. Teacher professional development issues	371	41%
k. Upcoming special events	238	26%
l. Issues related to specific teaching practices contained in your adopted reading/language arts program	741	82%

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

a. Neither the principal nor the coach take much responsibility	4	0%
b. The principal takes primary responsibility	240	27%
c. The principal and the coach share equal responsibility	422	47%
d. The principal gives the coach the primary responsibility	227	25%

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?

a. I do not feel adequately prepared for this role	6	1%
b. I feel somewhat prepared	93	10%
c. I feel adequately prepared	461	51%
d. I feel more than adequately prepared	331	37%

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

a. Less than monthly	111	12%
b. Once a month on average	206	23%
c. Once a week on average	377	42%
d. Multiple times during an average week	196	22%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State-Level	
	# Bubbled Responses	Percent

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	593	66%
b. Preparing the principal for what to look for during classroom visits	463	51%
c. Planning grade-level meeting agendas	464	51%
d. Analyzing 6-8 week skill assessment data	544	60%
e. Addressing instructional needs of teachers	703	78%
f. Planning site professional development programs and services	706	78%
g. Planning classroom walkthroughs together	333	37%

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

a. Less than monthly	662	73%
b. Once a month on average	171	19%
c. Once a week on average	50	6%
d. Multiple times during an average week	5	1%

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

a. I need teacher or principal permission to visit a classroom	39	4%
b. I have free access to classrooms, but only a few teachers welcome my presence	46	5%
c. I have free access to classrooms, but only about half of the teachers welcome my presence	150	17%
d. I have free access to classrooms, and almost all of the teachers welcome my presence	655	73%

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

a. Little or no support	122	14%
b. Adequate support	300	33%
c. More than adequate support	465	51%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State-Level	
	# Bubbled Responses	Percent

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 Responses	Percent
a. Be available for teacher consultation only if asked, but otherwise do not interfere	124	14%
b. Conduct demonstration lessons	880	97%
c. Assist with planning and pacing of the adopted program	828	92%
d. Conduct focused observations and provide specific feedback to teachers	801	89%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	698	77%
f. Assist in referring students for special education classes as needed	218	24%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	854	95%
h. Facilitate teacher grade-level meetings	755	84%
i. Help write and administer assessments and quizzes for grades Kindergarten through 3	89	10%
j. Help analyze assessment results	851	94%
k. Assist with formal and informal classroom reading assessments	509	56%
l. Prepare reports for the district's coordinator regarding work activities	588	65%

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

	# Bubbled Responses	Percent
a. A valid California teaching credential	873	97%
b. Three years or more of successful classroom teaching experience	858	95%
c. Recent, relevant training in scientifically-based reading instruction	688	76%
d. Demonstrated skill in working with adult learners	610	68%

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

	# Bubbled Responses	Percent
a. One coach to more than 30 teachers	281	31%
b. One coach to 21-30 teachers	324	36%
c. One coach to 16-20 teachers	149	17%
d. One coach to 10-15 teachers	97	11%
e. One coach to less than 10 teachers	44	5%
f. Not applicable	0	0%

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

	# Bubbled Responses	Percent
a. Coaches are often unavailable	27	3%
b. Coaches are usually available	303	34%
c. Coaches seek out teachers to assure that they have the support they need	565	63%

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

	# Bubbled Responses	Percent
a. I often don't know more than the teachers about how to teach the program	4	0%
b. I am able to give general answers to questions	139	15%
c. I give specific, detailed answers that teachers can use	749	83%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	# Bubbled Responses	Percent
F6. If you conduct demonstration lessons, how helpful are they?		
a. I do not usually conduct demonstrations	48	5%
b. My demonstrations do not seem to help much	20	2%
c. My demonstrations are adequate	380	42%
d. My demonstrations often significantly improve teaching	463	51%
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	110	12%
b. I facilitate the meetings regularly	340	38%
c. In addition to facilitating grade-level meetings regularly, I keep them focused on the instructional needs of the teachers	418	46%
F8. Do you help reinforce your school's pacing schedule?		
a. Not applicable. Our school does not have a pacing schedule.	13	1%
b. I do not check on teacher locations on the pacing schedule	36	4%
c. I occasionally check in on teacher locations on the pacing schedule	286	32%
d. I take notice and help teachers catch up if they fall behind on the pacing schedule	554	61%
F9. Do you help the teachers with 6-8 week skill assessments?		
a. Not applicable. Our school does not administer the 6-8 week skill assessments.	15	2%
b. I am not involved with these assessments	16	2%
c. I make sure the assessments take place, but do not review results	41	5%
d. I help interpret the assessments and review results	819	91%
G1. On average over the past four instructional weeks, how many minutes per day would you say Kindergarten teachers in your school have spent on teaching the district's adopted language arts adopted program?		
a. Less than 20 minutes	3	0%
b. 20 - 39 minutes	10	1%
c. 40 - 59 minutes	51	6%
d. 60 - 79 minutes	217	24%
e. 80 - 99 minutes	300	33%
f. More than 100 minutes	300	33%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

State -Level

 # Bubbled Responses | **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 language arts adopted program?

	# Bubbled Responses	Percent
a. Less than 20 minutes	0	0%
b. 20 - 39 minutes	0	0%
c. 40 - 59 minutes	3	0%
d. 60 - 79 minutes	14	2%
e. 80 - 99 minutes	15	2%
f. 100 - 119 minutes	32	4%
g. 120 - 139 minutes	113	13%
h. 140 - 159 minutes	311	34%
i. 160 - 179 minutes	140	16%
j. 180 minutes or more	260	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 implementation of the reading/language arts lessons?

a. Less than 20 minutes	72	8%
b. 20 - 59 minutes	439	49%
c. 60 - 89 minutes	169	19%
d. 90 - 120 minutes	92	10%
e. More than 120 minutes	122	14%

G4. What percentage of total reading/language arts instruction would you say relies on materials that come from your adopted reading/language arts program?

a. 0% - 19%	1	0%
b. 20% - 39%	1	0%
c. 40% - 59%	22	2%
d. 60% - 79%	98	11%
e. 80% - 100%	772	85%

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	13	1%
b. There is a pacing schedule, but teachers do not follow it	16	2%
c. The teachers keep in mind where they want to be and aim for that	54	6%
d. The teachers follow the pacing schedule approximately	421	47%
e. The teachers follow the pacing schedule quite precisely	390	43%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State -Level
	# Bubbled Percent Responses

G6. If teachers assess the reading progress of their students every 6-8 weeks, which assessments do they use for this purpose? Select all that apply.

a. Teachers do not assess reading progress every 6-8 weeks	10	1%
b. Teachers use assessments that they or their colleagues have written	84	9%
c. Teachers use assessments that come from the publisher with the adopted program	385	43%
d. Teachers use assessments called Reading First Theme or Unit Skill Assessments	778	86%
e. Teachers use assessments other than those listed above.	113	13%

G7. If your teachers assess reading progress every 6-8 weeks, how do they use the results?

a. They do not assess reading progress every 6-8 weeks	6	1%
b. They give the assessments, but don't use the results	95	11%
c. They give the assessments and use the results to guide their teaching	789	87%

G8. What options are available to teachers when students do poorly on the assessments? Select all that apply.

a. Adjust the pacing schedule to match student learning rates	100	11%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	873	97%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	533	59%
d. Refer students as needed to Special Education services	456	50%
e. Call for the assistance of a program coach to help me improve my teaching	746	83%
f. Call in a reading specialist or resource teacher to assist me with students	361	40%
g. Recommend time after school or during the summer to help students practice using adopted materials	693	77%
h. Transfer the student to a class more appropriate to the student's skill level	103	11%

G9. What options do teachers find most effective when students do poorly on the assessments? Select all that apply.

a. Our teachers generally favor other options	57	6%
b. Adjust the pacing schedule to match student learning rates	88	10%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	778	86%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional	456	50%
e. Refer students as needed to Special Education services	282	31%
f. Call for the assistance of a program coach to help me improve my teaching	553	61%
g. Call in a reading specialist or resource teacher to assist me with students	286	32%
h. Recommend time after school or during the summer to help students practice using adopted matrials	587	65%
i. Transfer the student to a class more appropriate to the student's skill level	76	8%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State-Level	
	# Bubbled Responses	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	672	74%
b. Rotate into a sequence of activities on a variety of topics	195	22%
c. Be assigned to a group with matched abilities	436	48%
d. Work on specific skills or activities designed to meet their needs	858	95%

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

a. Workbook/practice book	589	65%
b. Pre-decodable books	486	54%
c. Reading the Big Book	864	96%

H3. When teaching phonemic awareness, teachers should:

a. Check for understanding by calling on all students during each lesson	336	37%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	206	23%
c. Clarify meaning of all unknown words	150	17%
d. Make sure students are in close proximity in order to monitor responses	844	93%

H4. Most writing instruction is focused on:

a. Introducing the writing process	614	68%
b. Teaching the adopted program's lessons	657	73%
c. Giving students an opportunity to write on self-selected topics	282	31%
d. Having students write on various topics in their journals	402	45%

H5. It is most important for Kindergarten students to be automatic in recognizing:

a. Their name	588	65%
b. Names of the Alphabet Sounds Cards / Alphafriends	689	76%
c. Upper and lower case letters	790	87%
d. Simple consonant-vowel-consonant words	592	66%

H6. The workbook/practice book is used to:

a. Have students complete assignments independently in class	99	11%
b. Provide guided practice by the teacher	870	96%
c. Have students work on the assignment as homework	37	4%

H7. Comprehension and vocabulary development are taught through the use of:

a. Decodable text	277	31%
b. Read alouds	756	84%
c. Using strategies and skills	752	83%

California Reading First Coach Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 903

	State -Level	
	# Bubbled Responses	**Percent**

H8. Most writing instruction time should be focused on:

a. Teaching the writing process	778	86%
b. Daily lessons or weekly projects as provided in the adopted program	791	88%
c. Weekly writing topics selected by students	204	23%
d. Writing projects the students are to publish, three times a year	171	19%

H9. Most spelling instruction should be focused on:

a. Weekly lessons based on the sound/spelling card patterns	880	97%
b. Assigning students to write spelling words for practice	79	9%
c. Providing word games to practice spelling	364	40%
d. Memorizing words to prepare for weekly tests	39	4%

H10. When introducing a decodable book, teachers should have their students

a. Follow along as the teacher reads the book	154	17%
b. Silently read the book on their own	187	21%
c. Work with the teacher in a small group	346	38%
d. Preview the book first, and then chorally read each page aloud	729	81%

H11. Generally, when students are given an opportunity to practice oral fluency, they should be:

a. Working in small groups with the teacher	548	61%
b. Working with a student partner	790	87%
c. Working individually	304	34%

H12. To introduce a new reading selection in the anthology, teachers should:

a. Have students listen to the anthology selection on the audio cassette/CD	125	14%
b. Read the selection aloud	370	41%
c. Select individual students to read parts of the selection	96	11%
d. Have students chorally read the selection	736	82%

H13. After the reading of an anthology selection, students should generally:

a. Participate in a whole group discussion	877	97%
b. Write a summary of the selection	124	14%
c. Complete workbook pages to verify understanding	199	22%

H14. Vocabulary instruction should focus mainly on:

a. Writing definitions from the glossary	12	1%
b. Completing the vocabulary worksheets	68	8%
c. Applying vocabulary strategies before and during reading	875	97%
d. Using a graphic organizer to define and compare related words	517	57%

California Reading First Coach Survey 2004-2005
State-Level Responses

	State-Level	
Number of Surveys Received by Evaluator: 903	**# Bubbled Responses**	**Percent**

H15. The workbook/practice book should be used to:

a. Have students complete assignments independently in class	138	15%
b. Provide guided practice by the teacher	875	97%
c. Have students work on the assignment as homework	45	5%

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

a. Poor	3	0%
b. Fair	72	8%
c. Good	525	58%
d. Excellent	282	31%

I2. What percent of K-3 teachers in your school would you say are implementing the program as designed?

a. Less than 30%	23	3%
b. 30 - 59%	126	14%
c. 60 - 89%	384	43%
d. 90 - 100%	350	39%

I3. In general, our school is satisfied with the student results we are getting with the adopted program.

a. Strongly disagree	15	2%
b. Disagree	136	15%
c. Unsure	185	20%
d. Agree	498	55%
e. Strongly agree	49	5%

I4. As far as you can tell, does your district's 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	332	37%
b. I'm not sure	181	20%
c. There are some, but they are minor	307	34%
d. There are severe negative consequences	58	6%

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

a. No	432	48%
b. I'm not sure	271	30%
c. Yes	134	15%

California Reading First Principal Survey 2004-2005

Appendix D provides survey results from the school principal surveys. It is important to remember that these are raw numbers, simple percentages of the survey responses as they came in, and they need to be interpreted with care and caution. The following explanations will aid in interpreting the results:

- Each survey question is labeled with a section letter followed by a number, e.g., question B5 is the fifth question in Section B of the questionnaire.

- Following each question is a series of response options. Sometimes respondents are asked to select only one of the options, sometimes to select all that apply.

- At the top of the page is the total number of surveys received by the Evaluator. In the case of the principal survey, there were 811 surveys returned. This number forms the denominator for the "percent" statistics.

- To the right of each response option are two columns of statistics labeled "# Bubbled Responses" and "Percent." The "# Bubbled Responses" statistic is the number of respondents who selected that option. It will be found that the total number of responses to a given question rarely, if ever, equals the total number of respondents. This is caused by respondents skipping over a question without registering a response.

- The "Percent" statistic is, for all sections of the principal survey, the number of respondents who selected that option divided by the total number of surveys returned. It will be found that these percentages rarely, if ever, sum to 100% due to respondents skipping over the question. Therefore, these statistics are interpreted as the percentage of persons responding affirmatively to an option out of the *entire* respondent population for that questionnaire, including non-responders, not as the percentage of respondents of those who actually registered a response to the question.

- Question I5 of the principal survey was an open-ended question and is not included in the compilation of the multiple-choice survey responses.

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	# Bubbled Responses	Percent
A1. What are your position(s) at the school? Select all that apply.		
a. Principal or chief school administrator	696	86%
b. Vice Principal	109	13%
c. Reading/language arts coach	17	2%
d. Reading First site-level coordinator	17	2%
e. Content Expert	9	1%
f. Reading First District-level coordinator	16	2%
g. Teacher, Kindergarten	12	1%
h. Teacher, Grade 1	13	2%
i. Teacher, Grade 2	13	2%
j. Teacher, Grade 3	14	2%
k. Teacher in Grade 4 or above	11	1%
A2. How many years have you been principal at your current school?		
a. Less than 1 year	137	17%
b. 1 year	96	12%
c. 2 years	136	17%
d. 3 years	97	12%
e. 4 years	92	11%
f. 5 years or more	236	29%
A3. How many years of experience do you have with your district's adopted reading/language arts program?		
a. Less than 1 year	43	5%
b. 1 year	26	3%
c. 2 years	244	30%
d. 3 years	175	22%
e. 4 years	87	11%
f. 5 years or more	220	27%
A4. How many years will you have taught or provided administrative support for the primary grades (K-3) as of July 2005?		
a. Less than 1 year	27	3%
b. 1 year	24	3%
c. 2 years	58	7%
d. 3 - 5 years	159	20%
e. 6 - 10 years	148	18%
f. 11 - 20 years	208	26%
g. 21 - 25 years	60	7%
h. 26 or more years	114	14%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State -Level	
	# Bubbled Responses	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	36	4%
b. The AB 75 Principal Training Program, Module 1	677	83%
c. The 40-hour follow-up to the AB 75 Principal Training Program, Module 1	501	62%
d. The AB 466, Year 1 training ordinarily given to teachers	273	34%

B2. If you attended the AB 75 Principal Training Program, Module 1, when did this occur?

a. Not applicable	74	9%
b. Before the district adopted program started being taught in the school	71	9%
c. During the first year the district adopted program was taught in the school	284	35%
d. Some time after the first year that the district adopted program was taught in the school	367	45%

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	77	9%
b. It did not prepare me well	59	7%
c. It prepared me adequately	462	57%
d. It prepared me very well	201	25%

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	166	20%
b. Less than 10 hours	40	5%
c. 10 - 19 hours	25	3%
d. 20 - 29 hours	20	2%
e. 30 - 39 hours	26	3%
f. 40 or more hours	518	64%

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	163	20%
b. It has not supported me well	35	4%
c. It has supported me adequately	377	46%
d. It has supported me very well	217	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	18	2%
b. 1-3 times	306	38%
c. 4-6 times	246	30%
d. 7 or more times	229	28%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	Percent

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

a. We have a well-defined vision of reading/language arts, but it isn't Reading First	75	9%
b. We do not yet have such a vision	38	5%
c. We have such a vision, but have not fully communicated it to the coaches and teachers	139	17%
d. We have such a vision and it has been fully communicated to the coaches and teachers	543	67%

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

a. We do not believe that all students can read at grade level, even if adequately taught	12	1%
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	45	6%
c. We are firmly behind the idea that all students can read at grade level if adequately taught, but have not fully communicated it to the coaches and teachers	120	15%
d. We are firmly behind the idea that all students can read at grade level if adequately taught and have fully communicated this to coaches and teachers	621	77%

C4. What percentage of Reading First teachers (K-3) at your school completed the AB 466 Reading Professional Development Institute 40-hour training?

a. Less than 25%	14	2%
b. Between 25% and 49%	12	1%
c. Between 50% and 74%	18	2%
d. Between 75% and 99%	157	19%
e. 100%	160	20%

C5. 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?

a. Less than 25%	31	4%
b. Between 25% and 49%	33	4%
c. Between 50% and 74%	50	6%
d. Between 75% and 99%	156	19%
e. 100%	108	13%

C6. What percentage of all Reading First teachers (K-3) completed the 40-hour Advanced Training Institute?

a. Less than 25%	45	6%
b. Between 25% and 49%	33	4%
c. Between 50% and 74%	66	8%
d. Between 75% and 99%	222	27%
e. 100%	167	21%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	# Bubbled Responses	Percent
C7. What percentage of Reading First teachers (K-3) will have completed the 80-hour follow-up to the Advanced Training Institute by the end of the school year?		
a. Less than 25%	72	9%
b. Between 25% and 49%	44	5%
c. Between 50% and 74%	77	9%
d. Between 75% and 99%	217	27%
e. 100%	127	16%
C8. Does your school require K-3 teachers to fully implement the adopted reading/language arts program?		
a. We do require full implementation	750	92%
b. Some variation from full implementation is permitted	41	5%
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?		
a. Never	12	1%
b. One or two days per week	17	2%
c. Three or four days per week	116	14%
d. Five days per week	648	80%
C10. Has your school ensured that any supplemental materials, technology programs, and staff development programs will be in alignment with the adopted program?		
a. We do permit the use of supplemental materials, technology programs, and staff development programs that are not aligned to the adopted reading/language arts instructional program	213	26%
b. We 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	574	71%
C11. Has your school assured that its adopted reading/language arts program is coordinated with staff and advisory committees responsible for Language Acquisition, Title I, School Improvement, and Special Education programs?		
a. Not applicable	8	1%
b. Not much progress yet	8	1%
c. Some progress	82	10%
d. Satisfactory progress	359	44%
e. Progress more than satisfactory	337	42%
D1. How much of the adopted program's instructional materials did your teachers receive by the first day of school this school year?		
a. None	3	0%
b. Some	18	2%
c. Most	240	30%
d. All	537	66%

California Reading First Principal Survey 2004-2005
State-Level Responses

	State -Level	
Number of Surveys Received by Evaluator: 811	**# Bubbled Responses**	**Percent**

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 or all teachers have to share Teacher Editions	10	1%
c. Yes, all teachers have their own sets of Teacher Editions	786	97%

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

a. No	46	6%
b. Yes	750	92%

D4. Do you have a full set of Teacher Editions for all grades?

a. No	312	38%
b. Yes	487	60%

E1. Does your school have a pacing schedule?

a. My school does not have a pacing schedule	12	1%
b. We have a pacing schedule based only on the assessment schedule	188	23%
c. My school's pacing schedule identifies lessons on a daily or weekly schedule, as well as when to give assessments	601	74%

E2. How often does your school provide time for teachers to plan collaboratively?

a. Hardly ever	9	1%
b. Monthly	127	16%
c. Twice monthly	303	37%
d. Weekly	355	44%
e. Daily	7	1%

E3. How involved are you with 6-8 week skill assessments in your school?

a. I am generally not involved with skill assessments	69	9%
b. I make sure that skill assessments take place, but do not track results	96	12%
c. I help with skill assessments and keep track of the results	346	43%
d. I help with skill assessments and require that instruction is adjusted as necessary	286	35%

E4. What is the primary purpose of the 6-8 week skill assessments in your school?

a. Skill assessments are not administered	4	0%
b. To monitor student progress	151	19%
c. To guide instructional decisions	637	79%
d. To challenge students to achieve	15	2%
e. To compute grades for report cards	1	0%

E5. Do you attend grade-level meetings specifically related to your district's adopted reading/language arts program?

a. I am not involved with such meetings	32	4%
b. I attend such meetings every 3-4 months	170	21%
c. I attend such meetings monthly	328	40%
d. I attend such meetings more often than monthly	274	34%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	**Percent**

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

a. Not applicable	14	2%
b. Instructional reading/language arts strategies	739	91%
c. School-level administrative issues and announcements	149	18%
d. Students who are having trouble	538	66%
e. Extracurricular activities	77	9%
f. Reading/language arts assessment results	729	90%
g. Intervention strategies	701	86%
h. The school's and district's mission	135	17%
i. Issues in the field of education	104	13%
j. Teacher professional development issues	380	47%
k. Upcoming special events	146	18%
l. Issues related to specific teaching practices contained in your adopted reading/language arts program	665	82%

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

a. Neither the principal nor the coach take much responsibility	1	0%
b. The principal takes primary responsibility	325	40%
c. The principal and the coach share equal responsibility	391	48%
d. The principal gives the coach the primary responsibility	83	10%

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

a. Not applicable	10	1%
b. The coaches are not adequately prepared for this role	14	2%
c. The coaches are somewhat prepared	49	6%
d. The coaches are adequately prepared	295	36%
e. The coaches are more than adequately prepared	435	54%

E9. How often do you hold meetings with your reading coach?

a. Not applicable	31	4%
b. Less than monthly	27	3%
c. Once a month on average	131	16%
d. Once a week on average	391	48%
e. Multiple times during an average week	221	27%

E10. How often do you and your coach conduct joint classroom visits?

a. Not applicable	122	15%
b. Less than monthly	329	41%
c. Once a month on average	231	28%
d. Once a week on average	94	12%
e. Multiple times during an average week	29	4%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	**Percent**

E11. How much access do coaches have to teacher classrooms?

a. Not applicable	12	1%
b. Coaches need teacher or principal permission to visit a classroom	8	1%
c. Coaches have free access to classrooms, but only a few teachers welcome their presence	34	4%
d. Coaches have free access to classrooms, but only about half of the teachers welcome their presence	132	16%
e. Coaches have free access to classrooms, and almost all of the teachers welcome their presence	612	75%

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

a. Little or no support	7	1%
b. Adequate support	259	32%
c. More than adequate support	528	65%

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.

a. Be available for teacher consultation only if asked, but otherwise do not interfere	116	14%
b. Conduct demonstration lessons	769	95%
c. Assist with planning and pacing of the adopted program	745	92%
d. Conduct focused observations and provide specific feedback to teachers	715	88%
e. Assist the classroom teachers in diagnosing reading problems and planning appropriate interventions	690	85%
f. Assist in referring students for special education classes as needed	200	25%
g. Provide formal and informal staff development related to both research and practice for classroom teachers	733	90%
h. Facilitate teacher grade-level meetings	652	80%
i. Help write and administer assessments and quizzes for grades Kindergarten through 3	154	19%
j. Help analyze assessment results	743	92%
k. Assist with formal and informal classroom reading assessments	564	70%
l. Prepare reports for the district's coordinator regarding work activities	603	74%
m. Not applicable	12	1%

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

a. A valid California teaching credential	739	91%
b. Three years or more of successful classroom teaching experience	735	91%
c. Recent, relevant training in scientifically-based reading instruction	647	80%
d. Demonstrated skill in working with adult learners	549	68%
e. Not applicable	18	2%

California Reading First Principal Survey 2004-2005
State-Level Responses

	State-Level	
Number of Surveys Received by Evaluator: 811	**# Bubbled Responses**	**Percent**

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

a. One coach to more than 30 teachers	221	27%
b. One coach to 21-30 teachers	272	34%
c. One coach to 16-20 teachers	171	21%
d. One coach to 10-15 teachers	97	12%
e. One coach to less than 10 teachers	26	3%
f. Not applicable	8	1%

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

a. Not applicable. Our school does not have a reading coach.	6	1%
b. Coaches are often unavailable	34	4%
c. Coaches are usually available	235	29%
d. Coaches seek out teachers to assure that they have the support they need	523	64%

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

a. Not applicable. Our school does not have a reading coach.	5	1%
b. Coaches often don't know more than the teachers about how to teach the program	10	1%
c. Coaches are able to give general answers to questions	79	10%
d. Coaches give specific, detailed answers that teachers can use	700	86%

F6. Do the coaches conduct helpful demonstration lessons?

a. Not applicable. Our school does not have a reading coach.	6	1%
b. Coaches do not usually conduct demonstrations	39	5%
c. Coach demonstrations do not seem to help much	16	2%
d. Coach demonstrations are adequate	260	32%
e. Coach demonstrations often significantly improve teaching	490	60%

F7. Do coaches facilitate regular grade-level meetings related to your adopted reading/language arts program?

a. Not applicable. Our school does not have a reading coach.	9	1%
b. Coaches are not involved with the grade-level meetings	66	8%
c. Coaches facilitate the meetings regularly	275	34%
d. In addition to facilitating grade-level meetings regularly, the coaches keep them focused on the instructional needs of the teachers.	444	55%

F8. Do the coaches help reinforce the school's pacing schedule?

a. Not applicable. Our school does not have a reading coach or a pacing schedule.	9	1%
b. Coaches do not check on teacher locations on the pacing schedule	30	4%
c. Coaches occasionally check in on teacher locations on the pacing schedule	156	19%
d. Coaches take notice and help teachers catch up if they fall behind on the pacing schedule	599	74%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	Percent

F9. Do coaches help the teachers with the 6-8 week skill assessments?

a. Not applicable. Our school does not have a reading coach or does not administer the 6-8 week skill assessments.	12	1%
b. Coaches are not involved with these assessments	13	2%
c. Coaches make sure the assessments take place, but do not review results	36	4%
d. Coaches helps interpret the assessments and reviews results	734	91%

G1. On average over the past four instructional weeks, how many minutes per day would you say Kindergarten teachers in your school have spent on teaching the district's adopted language arts adopted program?

a. Less than 20 minutes	1	0%
b. 20 - 39 minutes	7	1%
c. 40 - 59 minutes	40	5%
d. 60 - 79 minutes	170	21%
e. 80 - 99 minutes	241	30%
f. More than 100 minutes	330	41%

G2. On average over the past 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 language arts adopted program?

a. Less than 20 minutes	0	0%
b. 20 - 39 minutes	2	0%
c. 40 - 59 minutes	1	0%
d. 60 - 79 minutes	9	1%
e. 80 - 99 minutes	11	1%
f. 100 - 119 minutes	29	4%
g. 120 - 139 minutes	112	14%
h. 140 - 159 minutes	261	32%
i. 160 - 179 minutes	115	14%
j. More than 180 minutes	254	31%

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

a. Less than 20 minutes	23	3%
b. 20 - 59 minutes	357	44%
c. 60 - 89 minutes	175	22%
d. 90 - 120 minutes	114	14%
e. More than 120 minutes	123	15%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	**Percent**

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

	# Bubbled Responses	Percent
a. 0% - 19%	2	0%
b. 20% - 39%	1	0%
c. 40% - 59%	7	1%
d. 60% - 79%	59	7%
e. 80% - 100%	726	90%

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

	# Bubbled Responses	Percent
a. Our school does not have a pacing schedule	6	1%
b. There is a pacing schedule, but the teachers do not follow it	7	1%
c. The teachers keep in mind where they want to be and aim for that	32	4%
d. The teachers follow the pacing schedule approximately	320	39%
e. The teachers follow the pacing schedule quite precisely	433	53%

G6. If teachers assess the reading progress of their students every 6-8 weeks, which assessments do they use for this purpose? Select all that apply.

	# Bubbled Responses	Percent
a. Teachers do not assess reading progress every 6-8 weeks	5	1%
b. Teachers use assessments that they or their colleagues have written	69	9%
c. Teachers use assessments that come from the publisher with the adopted program	358	44%
d. Teachers use assessments called Reading First Theme or Unit Skill Assessments	667	82%
e. Teachers use assessments other than those listed above.	137	17%

G7. If your teachers assess reading progress every 6-8 weeks, how do they use the results?

	# Bubbled Responses	Percent
a. Teachers do not assess reading progress every 6-8 weeks	6	1%
b. Teachers give the assessments, but don't use the results	50	6%
c. Teachers give the assessments and use the results to guide their teaching	732	90%

G8. What options are available to teachers when students do poorly on the assessments? Select all that apply.

	# Bubbled Responses	Percent
a. Adjust the pacing schedule to match student learning rates	120	15%
b. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	778	96%
c. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	559	69%
d. Refer students as needed to Special Education services	363	45%
e. Call for the assistance of a program coach to help me improve my teaching	643	79%
f. Call in a reading specialist or resource teacher to assist me with students	369	45%
g. Recommend time after school or during the summer to help students practice using adopted materials	640	79%
h. Transfer the student to a class more appropriate to the student's skill level	58	7%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	Percent

G9. What options do teachers find to be most effective when students do poorly on the assessments? Select all that apply.

a. Our teachers generally favor other options	25	3%
b. Adjust the pacing schedule to match student learning rates	118	15%
c. Use intervention lessons provided in the program (Reteach, EL, Preteach) during small group instruction	717	88%
d. Allocate extended time (30 - 45 mins), using the Handbooks/Guides for additional student practice	499	62%
e. Refer students as needed to Special Education services	173	21%
f. Call for the assistance of a program coach to help me improve my teaching	492	61%
g. Call in a reading specialist or resource teacher to assist me with students	288	36%
h. Recommend time after school or during the summer to help students practice using adopted materials	534	66%
i. Transfer the student to a class more appropriate to the student's skill level	47	6%

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	617	76%
b. Rotate into a sequence of activities on a variety of topics	325	40%
c. Be assigned to a group with matched abilities	464	57%
d. Work on specific skills or activities designed to meet their needs	750	92%

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

a. Workbook/practice book	446	55%
b. Pre-decodable books	337	42%
c. Reading the Big Book	737	91%

H3. When teaching phonemic awareness, teachers should:

a. Check for understanding by calling on all students during each lesson	399	49%
b. Make sure students have proficiency in one phonemic awareness skill before proceeding to the next skill	303	37%
c. Clarify meaning of all unknown words	245	30%
d. Make sure students are in close proximity in order to monitor responses	661	82%

H4. Most writing instruction is focused on:

a. Introducing the writing process	539	66%
b. Teaching the adopted program's lessons	518	64%
c. Giving students an opportunity to write on self-selected topics	264	33%
d. Having students write on various topics in their journals	394	49%

H5. It is most important for Kindergarten students to be automatic in recognizing:

a. Their name	507	63%
b. Names of the Alphabet Sounds Cards / Alphafriends	674	83%
c. Upper and lower case letters	608	75%
d. Simple consonant-vowel-consonant words	543	67%

California Reading First Principal Survey 2004-2005
State-Level Responses

Number of Surveys Received by Evaluator: 811

	State-Level	
	# Bubbled Responses	**Percent**

H6. The workbook/practice book is used to:

a. Have students complete assignments independently in class	185	23%
b. Provide guided practice by the teacher	746	92%
c. Have students work on the assignment as homework	94	12%

H7. Comprehension and vocabulary development are taught through the use of:

a. Decodable text	361	45%
b. Read alouds	616	76%
c. Using strategies and skills	635	78%

H8. Most writing instruction time should be focused on:

a. Teaching the writing process	629	78%
b. Daily lessons or weekly projects as provided in the adopted program	653	81%
c. Weekly writing topics selected by students	259	32%
d. Writing projects the students are to publish, three times a year	231	28%

H9. Most spelling instruction should be focused on:

a. Weekly lessons based on the sound/spelling card patterns	771	95%
b. Assigning students to write spelling words for practice	114	14%
c. Providing word games to practice spelling	333	41%
d. Memorizing words to prepare for weekly tests	80	10%

H10. When introducing a decodable book, teachers should have their students

a. Follow along as the teacher reads the book	333	41%
b. Silently read the book on their own	172	21%
c. Work with the teacher in a small group	359	44%
d. Preview the book first, and then chorally read each page aloud	624	77%

H11. Generally, when students are given an opportunity to practice oral fluency, they should be:

a. Working in small groups with the teacher	503	62%
b. Working with a student partner	635	78%
c. Working individually	265	33%

H12. To introduce a new reading selection in the anthology, teachers should:

a. Have students listen to the anthology selection on audio cassette/CD	318	39%
b. Read the selection aloud	514	63%
c. Select individual students to read parts of the selection	136	17%
d. Have students chorally read the selection	471	58%

H13. After their reading of an anthology selection, students should generally:

a. Participate in a whole group discussion	751	93%
b. Write a summary of the selection	185	23%
c. Complete workbook pages to verify understanding	241	30%

California Reading First Principal Survey 2004-2005
State-Level Responses

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	# Bubbled Responses	Percent
H14. Vocabulary instruction should focus mainly on:		
a. Writing definitions from the glossary	20	2%
b. Completing the vocabulary worksheets	105	13%
c. Applying vocabulary strategies before and during reading	762	94%
d. Using a graphic organizer to define and compare related words	454	56%
H15. The workbook/practice book should be used to:		
a. Have students complete assignments independently in class	223	27%
b. Provide guided practice by the teacher	749	92%
c. Have students work on the assignment as homework	113	14%
I1. Overall, how would you rate the effectiveness of your district's adopted reading/language arts program?		
a. Poor	1	0%
b. Fair	52	6%
c. Good	445	55%
d. Excellent	291	36%
I2. What percent of K-3 teachers in your school are implementing the district's adopted reading/language arts program as designed reasonably or very well?		
a. Less than 30%	3	0%
b. 30 - 59%	47	6%
c. 60 - 89%	285	35%
d. 90 - 100%	454	56%
I3. In general, our school is satisfied with the student results we are getting with the adopted program.		
a. Strongly disagree	10	1%
b. Disagree	91	11%
c. Unsure	111	14%
d. Agree	451	56%
e. Strongly agree	126	16%
I4. As far as you can tell, does your district's adopted reading/language arts program have any negative consequences? For example, is it adversely affecting any other school initiatives or activities?		
a. There are few, if any, negative consequences	370	46%
b. I'm not sure	87	11%
c. There are some negative consequences, but they are minor	281	35%
d. There are severe negative consequences	48	6%
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	573	71%
b. I'm not sure	107	13%
c. Yes	82	10%

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

Camera-ready files of the three surveys were submitted to a subcontractor in early April, 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, 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.

Compiling the Data

The 2005 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 in August or September of 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."

In this way, by identifying common questions, keying their options to the appropriate dimension, and writing rules to assign a value to each question based on the pattern of responses to its options, a dataset

consisting of more than 1400 variables was reduced to 252 analyzable questions, not including the classroom Oral Fluency scores reported by teachers (removed for the 2005 teacher survey).

It is useful to provide some idea of how the questions were keyed and collapsed into analyzable form. Table E.1 provides a sample of the questions as they exist at the distractor/option level, before they have been collapsed according to the various scoring rules but after they have been linked by common questions. The first column gives each unique question identifier. Note that these identifiers are assigned at the option/distractor level. The second column gives some text for the question. The third, fourth, and fifth columns give its positions on the three surveys, where applicable. The column labeled "key" provides a rating starting at 0 and going to some higher integer, usually 3. This rating indicates the "level" of implementation that a bubbled response to that option implies. The column labeled "Ifunction" gives an "N" if that option/distractor will be subsumed within the larger question, a "C" if that question represents a number of options/distractors that will be "collapsed" into a single rating. The "C" is almost always associated with the stem of the question. The remaining columns indicate participation in the dimension in question as it was specified by the EAG Committee.

Table E.2 is like Table E.1, except that it provides a sample of "collapsed" questions that were used for the Facets Analysis (see Measurement Methodology section below), with their maximum scores. The cells in the columns to the right have a "0" if the question is not used in that dimension, a "1" if it is used, and a "2" if it has a strong loading on the dimension.

Table E.1: Sample of Questions Linked Across Surveys

Unique ID	Text	Teacher	Coach	Principal	Key	IFunction	INF	TPD	CPD	PPD	EPD	IAS	SIM	SII	SIO	CIM	TIM	TUND	CUND	PUND	TEV	CEV	PEV
101080.00	G7. I teach comprehension and vocabulary development through the use of:	G07P000	H07P000	H07P000	1	C	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101080.01	a. Decodable text	G07P001	H07P001	H07P001	0	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101080.02	b. Read alouds	G07P002	H07P002	H07P002	0	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101080.03	c. Strategies and skills	G07P003	H07P003	H07P003	1	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101081.00	G8. Most of my writing instruction time is focused on:	G08P000	H08P000	H08P000	1	C	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101081.01	a. Teaching the writing process	G08P001	H08P001	H08P001	0	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101081.02	b. Daily lessons or weekly projects as provided in the adopted program	G08P002	H08P002	H08P002	1	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101081.03	c. Weekly writing topics selected by my students	G08P003	H08P003	H08P003	0	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101081.04	d. Writing projects the students are to publish, three times a year	G08P004	H08P004	H08P004	0	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101082.00	G9. Most of my spelling instruction is focused on:	G09P000	H09P000	H09P000	1	C	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.
101082.01	a. Weekly lessons based on the sound/spelling card patterns	G09P001	H09P001	H09P001	1	N	.	.	.	.	.	.	.	.	SIO	CIM	TIM	TUND	CUND	PUND	.	.	.

Table E.2: Sample of Questions With Participation by Dimension

#1-177	Question ID	Question Text	Teacher	Coach	Principal	Max Score	INF	TPD	CPD	PPD	OPD	EPD	IAS	SIM	SII	SIO1	SIO2	CIM	TIM	TUND	CUND	PUND	OUND	TEV	CEV	PEV	OEV
1	101023.00	B1. Which grade level Reading Professional Development Institute did you complete this academic year, 2003 - 04, if any? Select all that apply.	B01P000	B01P000		1	0	2	1	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
2	101024.00	B2. Your attendance at the Reading Professional Development Institute was on:	B02P000	B02P000		1	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
3	101025.00	B3. When did the 40 hour Reading Professional Development Institute training occur?	B03P000	B03P000		2	0	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0
4	101026.00	B4. How well did it prepare you to teach the district's adopted reading/language arts program?	B04P000	B04P000		2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	2	0	1
5	101027.00	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?	B05P000	B05P000		4	0	1	2	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
6	101028.00	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?	B06P000	B06P000		2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	2	0	2
7	101029.00	B7. How much reading/language arts professional training have you received this academic year that is not related to your district's adopted reading/language arts program?	B07P000	B08P000		1	0	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
8	101030.10	a. Open Court Reading Units 1-5 (2000) or Units 1-8 (2002) Teachers Editions	C01P010			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
9	101030.20	b. Sounds and Letters Workbook (2002) or Reading/Writing Workbook Teachers Editions (2000)	C01P020			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
10	101030.30	c. ELD Guide (2002), Intervention Guide (2002), Challenge Workbook, and Reteach Workbook Teachers Editions	C01P030			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
11	101030.40	d. Big Books	C01P040			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
12	101030.50	e. Manipulative Package (2000), Reading, Phon Aware, and Phonics Package (2002)	C01P050			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
13	101030.60	f. Alphabet /Sound Wall Cards	C01P060			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
14	101031.10	a. Level A Pre-Decodable Books 1-25 (2000) or Pre-decodable Books 1-15 (2002)	C02P010			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
15	101031.20	b. Decodable Books 1-20 (2002)	C02P020			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
16	101031.30	c. Reading/Writing Workbooks (2000) or Phonics Skills Workbooks (2002)	C02P030			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
17	101032.10	a. Open Court Reading Level 1, Books 1A, 1B, 1C, Books 1 and 2 (2000) Level 1, Units 1-10 (2002)	C03P010			3	0	0	0	0	0	0	0	1	0	2	2	0	0	0	0	0	0	0	0	0	0

#1-177	Question ID	Question Text	Question Position in Survey			Max Score	Question Dimensions																				
			Teacher	Coach	Principal		INF	TPD	CPD	PPD	OPD	EPD	IAS	SIM	SII	SIO1	SIO2	CIM	TIM	TUND	CUND	PUND	OUND	TEV	CEV	PEV	OEV
18	101032.20	b. Reading/Writing Workbook Teachers Editions (2000) or Phonics Skills Workbook (2002)	C03P020			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0
19	101032.30	c. ESL Supplement Revised, Challenge Workbook, Reteach Workbook (2000) Teacher Editions	C03P030			3	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0

Table E.3 lists the dimensions that were identified and keyed by the EAG Committee in May, with examples of questions that correlate highly with those dimensions. Included are abbreviations for each dimension. In general, we try to use the full name of the dimension, but sometimes space requires us to use the abbreviation instead. The reader should note that the number of dimensions listed below (18) exceeds the numbers used in other related tables. The variation in dimensions reflects the inclusion of "composite" dimensions that are combinations of two or more of the 17 original dimensions identified by the EAG Committee when keying the data. For instance, the dimension listed as TCPD combines TPD and CPD (coach and teacher professional development).

In interpreting the table, "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.

Table E.3: 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 P: C	9	**Teacher Professional Development** 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**

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
			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
			Universal Access Handbooks Set Level 2 (Extra Support, Challenge, Classroom Management, Handbook for English Learners)
SII	T: B,D,F C: B,C,E,G P: C,E,G	28	**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**

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
			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:
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**

Abbrev	Survey Type: Survey Section(s)	# Questions per Dimension	Description of Dimensions with Examples of Question Stems that Correlate Highly with Each Dimension
			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.

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: 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.4 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. Not surprisingly, 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.4: 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.

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.5 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.5: 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.1 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.1: School Implementation vs. Misfit .
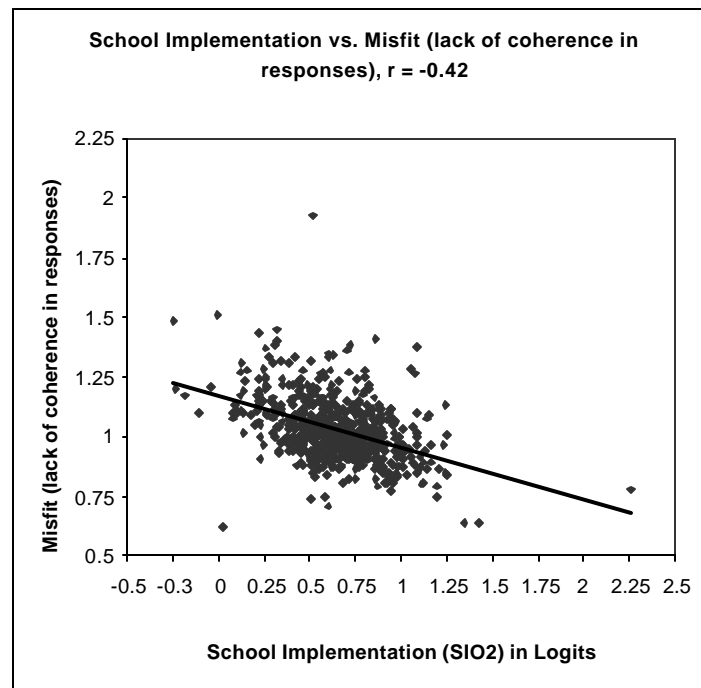
The more conventional use of misfit statistics is to diagnose questions that are behaving poorly. When a question behaves as if it is unduly difficult for some respondents, unduly easy for others, the result is a high misfit statistic that invites the user to investigate the question for confusing language 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.

Consolidating the Dimensions Into Components

While we used Facets to compute school measures on each of the 22 dimensions in Table E.6 (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.6.

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.6: 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.7: 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.8 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.8: 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 Develop-ment, Reports on Assurances	Component 5 Professional Develop-ment 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.8 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 possible 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.8 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 RF 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 is 35 whereas the mean school RFII without rescaling and interpretation is 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, at its November 2004 meeting 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. The average RFII for the 628 schools with RFII data using these scaling adjustments is 35.8 with a standard deviation of 5.7. By comparison, the average RFAI is 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.

Appendix F: Regression Results and Disaggregated Achievement Gains

Regression Models for Predicting 2004-05 CST Performance

Regressions were performed to predict Grade 2 and Grade 3 School Mean Performance Levels for 2004-05. Each school's mean performance level was calculated as:

School Mean Performance Level = (%FBB*1 + %BB*2 + %Bas*3 + %Prof*4 + %Adv*5)/100

where FBB = Far Below Basic, BB = Below Basic, Bas = Basic, Prof = Proficient, Adv = Advanced, and % refers to the percentage of students within that school in that performance level. School Mean Performance Levels range from 1 to 5.

 "Starting Point" refers to the school's Mean Performance Level in the year immediately prior to the first year of Reading First Implementation.

 "Years in Program" refers to the number of years the school received Reading First funding, and is associated with its cohort.

 "Mean RFII" refers to the average of the 2004 and 2005 Reading First Implementation Index (RFII) statistics, where available, derived from the implementation surveys.

 "School Percent EL" refers to the percent of English Learners in the school, as of 2005.

 "School Percent SED" refers to the percent of Socio-Economically Disadvantaged students in the school as identified in the STAR 2005 file.

 "RFII Mean*Years in Program" refers to the product of the school's average RFII statistic and the number of years it has been in the Reading First program. This is defined as the total degree of implementation for that school.

In Tables F.1 – F.4, the dependent variable to be predicted is the 2005 School Mean Performance Level for Grades 2 or 3.

Table F.1: Prediction of Grade 2 CST School Mean Performance Level, 2004-05, all predictor variables

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	0.896	0.125		7.186	0	0.651	1.14
Starting Point	0.557	0.032	0.537	17.498	0	0.494	0.619
Years in Program	0.07	0.013	0.15	5.183	0	0.043	0.096
RFII_Mean	0.01	0.002	0.141	4.856	0	0.006	0.014
School Percent EL	-0.002	0.001	-0.128	-3.875	0	-0.003	-0.001
School Percent SED	0	0.001	0.011	0.37	0.712	-0.001	0.001

Table F.2:   Prediction of Grade 2 CST School Mean Performance Level, 2004-05, using the combined RFII Mean and Years in Program variable and removing SED

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.190	0.099		12.000	0.000	0.996	1.385
Starting Point	0.573	0.031	0.552	18.204	0.000	0.511	0.634
RFII Mean*Yrs in Program	0.002	0.000	0.213	7.555	0.000	0.002	0.003
School Percent EL	-0.002	0.001	-0.124	-4.093	0.000	-0.003	-0.001

Table F.3:   Prediction of Grade 3 CST School Mean Performance Level, 2004-05, all predictor variables

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.194	0.117		10.229	0.000	0.965	1.423
Starting Point	0.498	0.033	0.478	15.208	0.000	0.434	0.562
Years in Program	0.017	0.012	0.041	1.366	0.172	-0.007	0.041
RFII_Mean	0.005	0.002	0.083	2.745	0.006	0.001	0.009
School Percent EL	-0.003	0.001	-0.183	-5.390	0.000	-0.004	-0.002
School Percent SED	0.000	0.001	-0.028	-0.851	0.395	-0.002	0.001

Table F.4: Prediction of Grade 3 CST School Mean Performance Level, 2004-05, using the combined RFII Mean and Years in Program variable and removi ng SED

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	1.307	0.091		14.305	0.000	1.128	1.487
Starting Point	0.505	0.033	0.485	15.462	0.000	0.441	0.569
RFII Mean*Yrs in Program	0.001	0.000	0.076	2.554	0.011	0.000	0.001
School Percent EL	-0.003	0.000	-0.198	-6.335	0.000	-0.004	-0.002

Including "Starting Point" as a predictor variable has the effect of removing that portion of variation in school "end points" (school 2005 CST School Mean Performance Level) that is caused by having

different starting points. Thus, it is equivalent to assigning all schools the same starting point, which has the effect of converting each 2005 CST School Mean Performance Level into a gain score. The remaining predictor variables are thus predictions of CST achievement gains from the start of the program to 2005.

In Table F.2 and F.4, the two implementation variables (RFII Mean and Years in Program) are multiplied to create a composite implementation variable, and RFII Mean and Years in Program are removed (to avoid collinearity). School Percent SED is also removed as contributing little to the model.

In all four regression models, residuals were normally distributed and collinearity was minimal.

The "Unstandardized Coefficients" are derived from the slope of the regression line and are strongly affected by the relative metrics of the independent and independent variables. They should not be used to determine whether the effect is "strong" or not. Thus, in Table F.2, what looks like a small "effect" of 0.002 for the RFII Mean*Years in Program is actually much larger when the metrics of the predictor variable (which ranges from 0 to 100) and the dependent variable (which ranges from 1 to 5) are standardized. The true effect is given in the "Standardized Coefficients" column: 0.213. This means that for every unit increase in implementation, there is a 0.213 increase in 2005 CST achievement. The "standardized coefficient" is equivalent to the treatment "effect size" and is suitable for use in Meta-analysis studies.

To be significant at the 95% confidence level, a predictor variable needs to have a *t*-statistic greater than or equal 1.96 and, equivalently, a significance level of 0.05 or less. School Percent SED does not have a statistically significant effect on achievement outcomes, given the presence of the other predictor variables. The implementation variables and the School Percent EL variable have significant effects on achievement outcomes, except for the effect of Years in Program on Grade 3 Mean Performance Level. The 95% confidence bands in the right hand corners bracket the "unstandardized coefficients." On repeated sampling, those confidence bands will bracket the "true" coefficient 95% of the time.

As with all regression equations, the coefficients can change or become insignificant by the addition or removal of predictor variables. While it is rare in studies of this sort for additional predictor variables to contribute substantially to the regression model, it does happen. Thus, if some other demographic variable not related to EL and SED status were found to be highly correlated to Mean RFII, it is conceivable that the Mean RFII effect could become statistically insignificant. This uncertainty is the price to be paid for a non-experimental research design.

Disaggregated Achievement Gains

Table F.5: End of Year Fluency (EOY) Gain, 2003 to 2005 Cohort 1 Reading First Schools

	All Reading First Schools		High Implementation Schools Reading First Schools		Low Implementation Reading First Schools	
	N of Schools	Mean	N of Schools	Mean	N of Schools	Mean
End of Year Fluency Test						
Kindergarten	234	6.8	107	7.5	121	6.0
Grade 1	257	18.0	116	18.3	135	18.1
Grade 2	258	13.4	117	15.3	135	12.0[1]
Grade 3	253	14.5	115	15.6	132	13.6

[1]Statistically significant difference at $p < 0.05$ as compared to High Implementation Reading First schools.

Table F.6: Disaggregated CST Proficient and Above Gains, 2002 to 2005 Cohort 1 Reading First and Non-Reading First Schools

	Reading First Schools		Comparison Group Schools		RF Eligible Schools		All Elementary Schools	
	N of Schools	Mean	N of Schools	Mean	N of Schools	an	N of Schools	Mean
SED Students								
Grade 2 Proficient & Above	265	10.6	349	9.7	353	10.1	3843	10.1
Grade 3 Proficient & Above	266	-0.1	350	-0.5	358	0.8	3864	-1.3
EL Students								
Grade 2 Proficient & Above	258	8.9	318	9.3	313	10.1	2898	9.2
Grade 3 Proficient & Above	259	0.2	318	-0.9	321	1.2	2884	-1.4

Note: The STAR 2002 research files contained disaggregated data only for two demographics categories, SED and EL.

Table F.7: Disaggregated CST Proficient and Above Gains, 2003 to 2005 Cohorts 1 and 2 Reading First and Non-Reading First Schools

	Reading First Schools				Comparison Group Schools		RF Eligible Schools		All Elementary Schools	
	Cohort 1		Cohort 2							
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
SED Students										
Grade 2 Proficient & Above	257	4.4	377	5.4	359	4.9	362	5.5	3978	4.9
Grade 3 Proficient & Above	266	-1.1	376	-0.2	357	-1.3	364	-0.1	4006	-2.0
EL Students										
Grade 2 Proficient & Above	260	3.6	361	4.7	322	4.7	319	5.0	3056	4.1
Grade 3 Proficient & Above	260	-2.7	355	-0.6	328	-1.2	325	0.1	3011	-2.6
African American										
Grade 2 Proficient & Above	100	4.0	96	2.6	29	4.5	62	6.2	817	4.5
Grade 3 Proficient & Above	107	-1.8	100	0.8	34	0.8	66	1.8	850	-1.5
American Indian										
Grade 2 Proficient & Above	0	-	0	-	1	-5.0	2	-6.5	10	2.0
Grade 3 Proficient & Above	0	-	0	-	1	-8.0	4	1.5	11	-3.3
Asian										
Grade 2 Proficient & Above	24	2.3	29	7.7	51	4.6	37	8.6	780	5.3
Grade 3 Proficient & Above	21	-6.5	30	0.6	58	-1.3	39	-3.1	806	-1.9
Filipino										
Grade 2 Proficient & Above	4	-3.3	4	2.8	9	14.3	5	15.6	148	6.1
Grade 3 Proficient & Above	6	0.2	5	-6.4	5	-8.4	5	11.4	149	-3.6
Hispanic										
Grade 2 Proficient & Above	259	4.7	360	5.2	346	4.7	347	5.3	3681	4.7
Grade 3 Proficient & Above	258	-1.1	358	-0.6	343	-1.0	352	-0.1	3686	-1.9
Pacific Islander										
Grade 2 Proficient & Above	1	4.0	0	-	0	-	0	-	1	4.0
Grade 3 Proficient & Above	1	-7.0	0	-	0	-	0	-	2	-3.5
White										
Grade 2 Proficient & Above	23	5.5	86	6.8	80	9.3	116	7.3	3065	6.0
Grade 3 Proficient & Above	23	4.6	87	0.7	87	0.2	140	-0.9	3131	-1.6

Table F.8: Disaggregated CST Proficient and Above Gains, 2004 to 2005 Cohort 1 Reading First and Non-Reading First Schools

	Cohort 3 Reading First Schools		Comparison Group Schools		Schools Eligible for RF Funding		All Elementary Schools	
	N	Mean	N	Mean	N	Mean	N	Mean
SED Students								
Grade 2 Proficient & Above	143	5.9	369	5.4	361	5.4	4042	6.0
Grade 3 Proficient & Above	145	1.1	368	0.4	366	1.5	4078	1.0
EL Students								
Grade 2 Proficient & Above	131	5.4	344	4.5	332	3.9	3221	4.9
Grade 3 Proficient & Above	133	1.2	335	0.7	332	2.1	3105	0.7
African American								
Grade 2 Proficient & Above	30	5.0	32	5.0	63	4.3	822	5.5
Grade 3 Proficient & Above	31	1.0	31	-2.5	62	3.9	856	1.6
American Indian								
Grade 2 Proficient & Above	0	-	2	6.0	2	8.5	10	7.8
Grade 3 Proficient & Above	0	-	1	6.7	3	7.0	9	2.8
Asian								
Grade 2 Proficient & Above	1	1.0	55	6.5	39	7.5	810	5.3
Grade 3 Proficient & Above	2	4.5	57	0.6	37	1.4	831	-0.1
Filipino								
Grade 2 Proficient & Above	2	10.0	7	9.28	4	2.75	151	6.1
Grade 3 Proficient & Above	2	-21.0	5	-0.6	4	-1.25	159	-0.6
Hispanic								
Grade 2 Proficient & Above	140	5.7	353	5.4	350	5.6	3768	6.1
Grade 3 Proficient & Above	140	1.1	350	0.5	355	1.4	3787	0.6
Pacific Islander								
Grade 2 Proficient & Above	0	-	0	-	0	-	2	-3.5
Grade 3 Proficient & Above	0	-	0	-	0	-	1	-11.0
White								
Grade 2 Proficient & Above	41	8.4	77	9.5	112	7.1	3076	7.0
Grade 3 Proficient & Above	38	0.6	84	0.5	133	1.4	3145	2.2
Students with Disabilities								
Grade 2 Proficient & Above	19	4.4	33	2.4	40	4.0	575	3.4
Grade 3 Proficient & Above	27	-0.6	41	-2.4	54	0.4	934	-0.3

Table F.9: CST Proficient and Above Gains, 2002 to 2005 Cohort 1 Reading First and Comparison Group Schools by Demographic Clusters

	Reading First Schools			Comparison Group Schools		
	Cluster 1	Cluster 2	Cluster 3	Cluster 1	Cluster 2	Cluster 3
CST						
Grade 2	(N=137)	(N=95)	(N=44)	(N=153)	(N=127)	(N=74)
Proficient & Above	10.7	9.8	13.2	9.5	10.2	9.8
Basic	0.3	0.3	-2.6	2.1	-0.2	-1.9
Below Basic & Far Below Basic	-11.0	-10.2	-10.7	-11.6	-9.8	-7.7
Grade 3	(N=136)	(N=95)	(N=44)	(N=155)	(N=128)	(N=73)
Proficient & Above	-1.0	0.7	1.9	-0.6	-1.1	-1.8
Basic	3.5	4.1	4.2	4.1	2.6	2.8
Below Basic & Far Below Basic	-2.4	-4.8	-6.1	-3.5	-1.3	-1.0
CAT/6						
Grade 3	(N=136)	(N=95)	(N=44)	(N=154)	(N=128)	(N=75)
Reading	2.4	3.3	3.2	2.9	2.9	2.4
Language	2.8	4.4	5.8	2.4	2.8	3.9
Spelling	8.5	10.5	10.9	5.8	6.1	6.4

Note: Cluster 1: Schools with high percentages of High-SED students and high percentages of EL students

Cluster 2: Schools with high percentages of High-SED students and moderate percentages of EL students

Cluster 3: Schools with high percentages of High-SED students and low percentages of EL students

Table F.10: CST Proficient and Above Gains, 2003 to 2005 Cohort 2 Reading First and Comparison Group Schools by Demographic Clusters

	Reading First Schools			Comparison Group Schools		
	Cluster 1	Cluster 2	Cluster 3	Cluster 1	Cluster 2	Cluster 3
CST						
Grade 2	(N=137)	(N=149)	(N=87)	(N=158)	(N=129)	(N=74)
Proficient & Above	6.6	5.3	4.8	4.8	5.5	5.4
Basic	-1.1	-2.7	-4.8	-4.3	-5.0	-4.3
Below Basic & Far Below Basic	-5.5	-2.7	-0.1	-0.4	-0.5	-1.2
Grade 3	(N=137)	(N=149)	(N=85)	(N=157)	(N=127)	(N=73)
Proficient & Above	-0.9	-0.6	0.9	-0.6	-2.2	-2.5
Basic	2.5	1.4	1.2	1.0	1.4	1.5
Below Basic & Far Below Basic	-1.6	-0.9	-2.2	-0.4	0.9	0.9
CAT/6						
Grade 3	(N=137)	(N=149)	(N=85)	(N=157)	(N=127)	(N=74)
Reading	2.4	2.7	3.0	2.0	0.9	0.7
Language	3.6	3.4	4.4	2.4	1.2	1.2
Spelling	5.0	5.2	5.8	1.8	1.8	0.2

Table F.11: CST Proficient and Above Gains, 2004 to 2005 Cohort 3 Reading First and Comparison Group Schools by Demographic Clusters

	Reading First Schools			Comparison Group Schools		
	Cluster 1	Cluster 2	Cluster 3	Cluster 1	Cluster 2	Cluster 3
CST						
Grade 2	(N=69)	(N=44)	(N=31)	(N=161)	(N=132)	(N=78)
Proficient & Above	4.7	5.7	9.5	5.2	6.6	6.6
Basic	1.7	1.4	-1.9	-0.7	-2.3	-1.2
Below Basic & Far Below Basic	-6.4	-7.3	-7.5	-4.5	-4.2	-5.4
Grade 3	(N=67)	(N=46)	(N=33)	(N=161)	(N=132)	(N=77)
Proficient & Above	0.5	2.1	1.2	0.0	1.1	0.7
Basic	1.6	1.6	0.1	0.2	0.6	-0.3
Below Basic & Far Below Basic	-2.0	-3.6	-1.1	-0.2	-1.5	-0.3
CAT/6						
Grade 3	(N=67)	(N=46)	(N=33)	(N=161)	(N=132)	(N=77)
Reading	0.7	2.2	0.7	0.3	0.8	1.3
Language	1.0	2.3	0.4	0.3	0.2	1.4
Spelling	1.5	1.9	1.2	0.3	0.8	-0.7

Appendix G: Reading First Achievement Index

Year 3 of the Evaluation study is the second year of RFAI computation. The rules used to compute this index have not changed between Year 2 and Year 3. What follows is a brief history and documentation on the development of the RFAI.

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 shown later in this attachment. Essentially, 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 (i.e., 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 simply did not administer certain 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 arbitrary rules:

- First, 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 it was also applied to EOY data). Any scores based on less than 11 students were treated as missing data.

- Second, 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 7 subtests were administered and reported, or no 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.

Once the data were conditioned, it was decided to treat legitimate missing data by prorating the RFAI computations, and it was decided to treat remaining missing data by assigning zero values. This decision in effect penalized schools if their missing data were not legitimate, but it did not penalize schools with legitimate missing data.

The rules for RFAI computations for missing data situations were then formalized. They may be summarized as follows:

- If a school is missing data due to grade configuration or low enrollment, then prorate provided the available data consist of at least 45 percent of the RFAI weights. If the missing data consist of less than 45 percent of the RFAI weights, then do not compute an RFAI.

- If a school is missing EOY data for Kindergarten only, then prorate. (This rule is quite arbitrary; it is based on the observation that roughly half of the schools with missing data issues fit this pattern, and that since EOY for Kindergarten constitutes only 5 percent of the RFAI weight, the practical effect of prorating is small. An additional rationale for this rule is that some schools do not have enrolled students for Kindergarten, and other schools do not implement the Reading First program at Kindergarten in the same way they implement the program for Grades 1-2-3. This rule could be revised in the future, or may become mute if submission of all EOY data (including EOY data for Kindergarten) becomes a requirement for participation in Reading First.)

- To prorate, compute partial RFAIs using available data, and then divide by the percentage of weights available. (For example, if a school has data for 55 percent of the available weight, then compute a partial RFAI and divide it by 0.55 to put that RFAI on a 100 point scale.)

- For all other missing data, assign zero values.

```
                    ┌─────────────────────────────────────────┐
                    │  Tree Diagram showing RFAI Weight Distribution │
                    └─────────────────────────────────────────┘
                                    RFAI
```

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

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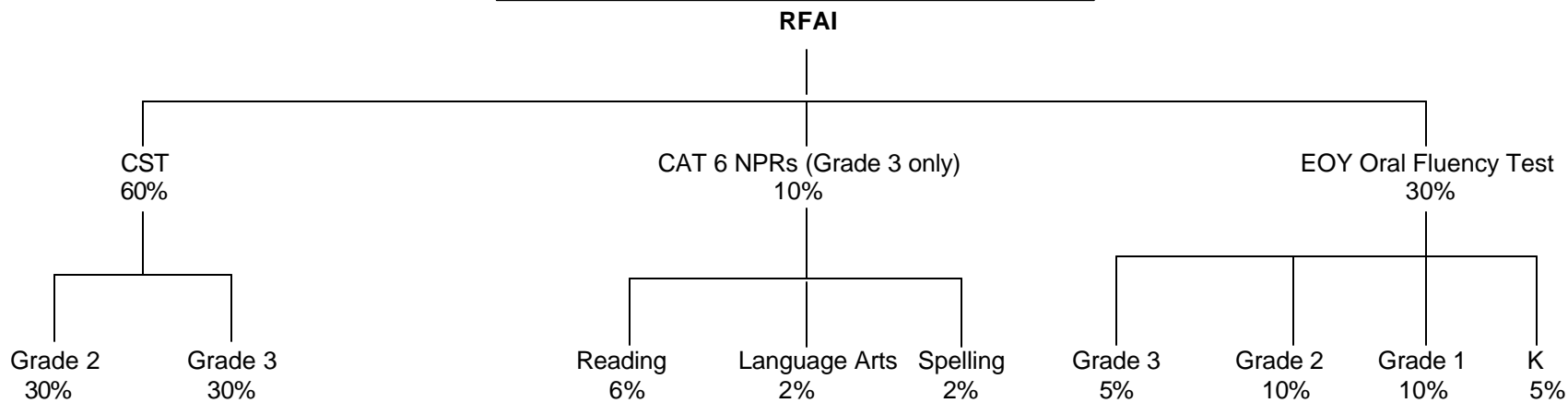
Performance Level weights within the CSTs:
Weight of 0 to FBB, BB
Weight of 0.5 to Basic
Weight of 1 to Proficient and Above

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 between Kindergarten tests:
Weight of 0.11 to all except Lower and Upper case that are weighted as 0.22.

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
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
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
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
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**
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
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	67.50	0.11	67.50 x 0.11 = 7.425
Lower Case	87.18	0.22	87.18 x 0.22 = 19.180
Phonics	65.79	0.11	65.79 x 0.11 = 7.237
Rhyming	95.00	0.11	95.00 x 0.11 = 10.450
Syllables	76.19	0.11	76.19 x 0.11 = 8.381
Upper Case	90.00	0.22	90.00 x 0.22 = 19.800
Vowels	54.76	0.11	54.76 x 0.11 = 6.024
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 2005 RFAI[1]

#	County Name	District Name	School Name	STAR 2005 CST Percent Proficient & Above		RFII		RFAI	
				Grade 2	Grade 3	2004	2005	2004	2005
1	Los Angeles	Los Angeles USD	Short Elem	54	48	40	35	60	70
2	Los Angeles	Paramount USD	Lincoln Elem	52	38	48	46	58	61
3	Alameda	Oakland USD	Franklin Elem	33	38	36	38	53	58
4	Alameda	Oakland USD	Bella Vista Elem	42	24	29	39	53	57
5	Los Angeles	Los Angeles USD	Nueva Vista Elem	42	22	35	35	49	57
6	Los Angeles	Los Angeles USD	Dolores Street School	38	24	37	39	55	56
7	Los Angeles	Los Angeles USD	Sterry (Nora) Elem	39	39	36	25	48	56
8	Los Angeles	Los Angeles USD	Canterbury Elem	38	30	33	37	48	55
9	Los Angeles	Los Angeles USD	Fifteenth Street Elem	24	26	40	48	50	53
10	Sacramento	North Sacramento Elem SD	Woodlake Elem	40	32	38	46	43	53
11	Los Angeles	Los Angeles USD	Gardena Elem	39	20	43	41	53	53
12	Los Angeles	Los Angeles USD	Sierra Vista Elem	37	16	46	41	42	53
13	Los Angeles	Los Angeles USD	Catskill Avenue Elem	49	22	41	39	51	53
14	Sacramento	Sacramento City USD	John Cabrillo Elem	32	30	33	37	55	53
15	Los Angeles	Los Angeles USD	Braddock Drive Elem	41	23	33	33	45	53
16	Los Angeles	Pasadena USD	San Rafael Elem	55	24			46	53
17	Los Angeles	Los Angeles USD	Cimarron Elem	37	31	36	40	39	52
18	Los Angeles	Los Angeles USD	Cantara Street Elem	30	31	37	39	48	52
19	Sacramento	Sacramento City USD	Bret Harte Elem	32	29	39	38	40	52
20	Los Angeles	Los Angeles USD	Wilmington Park Elem	35	23	37	37	48	52

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

Note: A blank cell under the CST Grade 2 or 3 Proficient and Above column, or the 2004/2005 RFII column, or the 2004/2005 RFAI column implies no data. CST Grade 2 or 3 data may be missing because the corresponding school may have fewer than 11 students and therefore no CST data is available for those grades in that school. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time. The RFAI data is computed for every school, except for Junction Elementary that has fewer than 11 students in both Grades 2 and 3.

Table H.2: Cohort 2 Top 20 Reading First Schools on the 2005 RFAI[1]

#	County Name	District Name	School Name	STAR 2005 CST Percent Proficient & Above		RFII		RFAI	
				Grade 2	Grade 3	2004	2005	2004	2005
1	San Francisco	San Francisco Unified SD	Sheriden Elem	84	65	44	43	53	72
2	Los Angeles	Glendale USD	Thomas Jefferson Elem	70	42	35	34	64	69
3	Imperial	El Centro Elem	De Anza Elem	48	39	33	41	68	63
4	San Mateo	East Palo Alto Charter School	East Palo Alto Charter	60	28		41	54	62
5	Lassen	Johnstonville Elem	Johnstonville Elem	62	34	38	37	56	62
6	Los Angeles	Mountain View Elem	La Primaria Elem	55	35	31	35	52	60
7	San Francisco	San Francisco Unified SD	Milk (harvey) Civil Rights Aca	38	43	46	40	52	59
8	Los Angeles	Los Angeles USD	Cabrillo Avenue Elem	46	25	48	37	51	59
9	Orange	Orange USD	West Orange Elem	49	33	37	36	54	59
10	Santa Clara	San Jose USD	Canoas Elem	36	44		47	57	57
11	San Francisco	San Francisco Unified SD	Ortega (Jose) Elem	50	36	51	44	40	56
12	San Joaquin	New Hope Elem	New Hope Elem	48	38	23	40	48	56
13	Merced	Livingston Union Elem	Yamato Colony Elem	59	27	37	37	57	56
14	Los Angeles	Hacienda La Puente Unified	Kwis Elem	39	29	38	33	51	56
15	Los Angeles	Long Beach USD	Muir Elem	43	28	38	44	50	55
16	Los Angeles	Long Beach USD	Harte Elem	39	32	48	40	54	55
17	Sacramento	San Juan USD	Skycrest Elem	44	34	38	33	53	55
18	San Francisco	San Francisco Unified SD	McKinley Elem	48	21	52	43	52	54
19	Merced	Atwater Elem School Dist	Olaeta (Thomas) Elem	42	28	49	41	54	54
20	San Francisco	San Francisco Unified SD	Glen Park Elem	36	47	37	35	44	54

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

Note: A blank cell under the CST Grade 2 or 3 Proficient and Above column, or the 2004/2005 RFII column, or the 2004/2005 RFAI column implies no data. CST Grade 2 or 3 data may be missing because the corresponding school may have fewer than 11 students and therefore no CST data is available for those grades in that school. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time. The RFAI data is computed for every school, except for Junction Elementary that has fewer than 11 students in both Grades 2 and 3.

Table H.3: Cohort 3 Top 20 Reading First Schools on the 2005 RFAI[1]

	County Name	District Name	School Name	STAR 2005 CST Percent Proficient & Above		RFII		RFAI	
				Grade 2	Grade 3	2004[2]	2005	2004[2]	2005
1	Tehama	Corning Union Elem Schoo	Woodson	56	31	-	33	-	55
2	Los Angeles	El Rancho USD	Birney Elem	36	31	-	33	-	52
3	Los Angeles	El Rancho USD	Selby Grove Elem	42	18	-	32	-	49
4	Riverside	Banning USD	Hoffer	42	24	-	40	-	48
5	Riverside	Banning USD	Central	33	20	-	36	-	48
6	Sonoma	Santa Rosa City Schools	Helen Lehman	30	24	-	32	-	48
7	Los Angeles	Compton USD	Ronald E. McNair	42	23	-	30	-	48
8	Los Angeles	Wilsona Elem School Dist	Vista San Gabriel	33	13	-	35	-	47
9	Los Angeles	Compton USD	Emerson	30	21	-	34	-	47
10	Yolo	Washington USD	Evergreen	39	16	-	42	-	46
11	San Diego	Vista USD	Grapevine	35	17	-	38	-	46
12	lake	Konocti USD	Lower Lake Elem	41	17	-	37	-	46
13	Riverside	Desert Sands USD	John Adams	34	25	-	35	-	46
14	San Bernardino	Rialto USD	Dr. Ernest Garcia Elem	37	16	-	32	-	46
15	Los Angeles	El Rancho USD	Rivera Elem	41	13	-	31	-	46
16	Tehama	Corning Union Elem Schoo	Rancho Tehama	19	24	-		-	46
17	Kern	Taft City SD	Jefferson School	29	11	-	38	-	45
18	Lake	Konocti USD	East Lake Elem	41	19	-	34	-	45
19	Riverside	Banning USD	Hemmerling	40	15	-	32	-	45
20	Los Angeles	El Rancho USD	North Ranchito Elem	27	27	-	28	-	45

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

[2] Cohort 3 schools do not have a 2004 RFAI or RFII because 2004-2005 was the first year of Reading First implementation for those schools.

Note: A blank cell under the CST Grade 2 or 3 Proficient and Above column, or the 2004/2005 RFII column, or the 2004/2005 RFAI column implies no data. CST Grade 2 or 3 data may be missing because the corresponding school may have fewer than 11 students and therefore no CST data is available for those grades in that school. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time. The RFAI data is computed for every school, except for Junction Elementary that has fewer than 11 students in both Grades 2 and 3.

Table H.4: Cohort 1 Bottom 20 Reading First Schools on the 2005 RFAI[1]

#	County Name	District Name	School Name	STAR 2005 CST Percent Proficient & Above		RFII		RFAI	
				Grade 2	Grade 3	2004	2005	2004	2005
1	Riverside	Coachella Valley USD	Peter Pendleton Elem	2	9	34	38	16	20
2	Riverside	Coachella Valley USD	Martinez (Saul) Elem	11	5	74	60	23	20
3	Riverside	Coachella Valley USD	Bobby G. Duke Elem	8	5	33	36	15	21
4	Alameda	Oakland USD	Webster Academy	3	4	32	35	21	23
5	Contra Costa	West Contra Costa Unified	Dover Elem	8	2	33	34	19	24
6	Alameda	Oakland USD	Highland Elem	5	7	31	36	18	25
7	Contra Costa	West Contra Costa Unified	Lake Elem	8	9	38	39	26	25
8	Contra Costa	West Contra Costa Unified	Verde Elem	8	9		43	23	25
9	Los Angeles	Los Angeles USD	West Vernon Elem	13	5	32	31	24	26
10	Los Angeles	Los Angeles USD	Woodcrest Elem	13	5	36	34	27	27
11	Los Angeles	Los Angeles USD	Griffith Joyner (Florance) Ele	16	3	34	38	31	27
12	Contra Costa	West Contra Costa Unified	Downer (Edward M.) Elem	18	11	26	32	23	28
13	Riverside	Coachella Valley USD	Westside Elem	16	8	42	34	24	28
14	Alameda	Oakland USD	Cox Elem	5	7	34	34	27	28
15	Los Angeles	Los Angeles USD	Ninth Street Elem	13	10	29	34	31	28
16	Riverside	Coachella Valley USD	Palm View Elem	13	4	41	36	21	28
17	Los Angeles	Los Angeles USD	Weigand Elem	8	3	28	37	26	28
18	Alameda	Oakland USD	Maxwell Park Elem	20	12	33	40	29	28
19	Alameda	Oakland USD	Lockwood Elem	11	6	28	43	28	28
20	Contra Costa	West Contra Costa Unified	Lincoln Elem	6	14	30	32	25	29

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

Note: A blank cell under the CST Grade 2 or 3 Proficient and Above column, or the 2004/2005 RFII column, or the 2004/2005 RFAI column implies no data. CST Grade 2 or 3 data may be missing because the corresponding school may have fewer than 11 students and therefore no CST data is available for those grades in that school. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time. The RFAI data is computed for every school, except for Junction Elementary that has fewer than 11 students in both Grades 2 and 3.

Table H.5: Cohort 2 Bottom 20 Reading First Schools on the 2005 RFAI[1]

#	County Name	District Name	School Name	STAR 2005 CST Percent Proficient & Above		RFII		RFAI	
				Grade 2	Grade 3	2004	2005	2004	2005
1	Riverside	Coachella Valley USD	Mecca	4	3		44		14
2	Contra Costa	Mt. Diablo USD	Cambridge Elem	8	5	38	46	19	19
3	Sacramento	San Juan USD	Dyer-Kelly Elem	10	9	33	38	22	21
4	Orange	Santa Ana USD	Lowell Elem	5	5		34	21	22
5	San Bernardino	San Bernardino City Unified	Riley Elem	6	5	47	36	21	22
6	Fresno	Fresno USD	Lincoln Elem	5	12	25	36	16	23
7	Fresno	Fresno USD	Lowell Elem	11	1	27	38	19	23
8	San Bernardino	Ontario-Montclair Elem	Mission Elem	10	5	36	39	24	23
9	Monterey	Salinas City Elem	Los Padres Elem	5	5	31	29	26	24
10	San Bernardino	San Bernardino City Unified	Lincoln Elem	12	6	32	38	18	24
11	Fresno	Fresno USD	Heaton Elem	16	3	25	32	26	25
12	Fresno	Fresno USD	King Elem	16	5	26	38	24	25
13	Orange	Santa Ana USD	King (Martin Luther, Jr.) Elem	9	4	35	39	18	25
14	San Bernardino	San Bernardino City Unified	Inghram Elem	7	5	41	41	19	25
15	Fresno	Fresno USD	Hidalgo Elem	18	11	27	48	17	25
16	Los Angeles	Los Angeles USD	Hooper Elem	10	4	39	33	26	26
17	San Bernardino	Ontario-Montclair Elem	Lehigh Elem	8	7	37	36	27	26
18	San Bernardino	Ontario-Montclair Elem	Montera Elem	11	9		38	28	26
19	Sacramento	Del Paso Heights Elem	Fairbanks Elem	5	5	35	34	22	27
20	Fresno	Fresno USD	Rowell Elem	11	8	23	35	21	27

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

Note: A blank cell under the CST Grade 2 or 3 Proficient and Above column, or the 2004/2005 RFII column, or the 2004/2005 RFAI column implies no data. CST Grade 2 or 3 data may be missing because the corresponding school may have fewer than 11 students and therefore no CST data is available for those grades in that school. The RFII may be missing because the school did not turn in the Teacher, Coach and Principal surveys on time. The RFAI data is computed for every school, except for Junction Elementary that has fewer than 11 students in both Grades 2 and 3.

Table H.6: Cohort 3 Bottom 20 Reading First Schools on the 2005 RFAI[1]

#	County Name	District Name	School Name	STAR 2005 CST Percent Proficient & Above		RFII		RFAI	
				Grade 2	Grade 3	2004[2]	2005	2004[2]	2005
1	Ventura	Oxnard SD	Elm Street	7	3	-	27	-	17
2	Ventura	Oxnard SD	Ramona	8	2	-	30	-	19
3	Santa Cruz	Pajaro Valley USD	Ohlone	9	4	-	29	-	20
4	Los Angeles	Palmdale SD	Yucca	6	6	-	34	-	21
5	Ventura	Rio Elem SD	Rio Real	3	17	-	28	-	22
6	Riverside	Desert Sands USD	Dwight Eisenhower	8	15	-	29	-	22
7	Santa Cruz	Pajaro Valley USD	Landmark	13	4	-	37	-	22
8	Santa Cruz	Pajaro Valley USD	Starlight	12	9	-	25	-	23
9	Ventura	Oxnard SD	Kamala	5	7	-	32	-	23
10	Kern	Delano Union SD	Valle Vista	8	6	-	34	-	23
11	Los Angeles	Compton USD	George Washington	10	6	-	30	-	24
12	Ventura	Oxnard SD	Chavez	9	4	-	32	-	24
13	Orange	Santa Ana USD	Kennedy Elem	10	6	-	36	-	24
14	Riverside	Desert Sands USD	Herbert Hoover	13	9	-	40	-	24
15	Monterey	Alisal Union SD	Fremont	8	5	-	26	-	25
16	Monterey	Greenfield Union SD	Greenfield Primary	22	0	-	35	-	25
17	Los Angeles	Compton USD	Foster	17	5	-	30	-	26
18	Ventura	Oxnard SD	McKinna	14	4	-	27	-	27
19	Santa Cruz	Pajaro Valley USD	MacQuiddy	8	11	-	30	-	27
20	Orange	Santa Ana USD	Franklin Elem	12	4	-	37	-	27

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

[2]Cohort 3 schools do not have a 2004 RFII or RFAI because 2004-2005 ws the first year of Reading First impelementation in those schools.

Note: A blank cell under the CST Grade 2 or 3 Proficient and Above column, or the 2004/2005 RFII column, or the 2004/2005 RFAI column implies no data. CST Grade 2 or 3 data may be missing because the corresponding school may have fewer than 11 students and therefore no CST data is available for those Grades in that school. The RFII may be missing because the school did not turn in the teacher, coach and principal surveys on time. The RFAI data is computed for every school, except for Junction Elementary that has fewer than 11 students in both Grades 2 and 3.

Table H.7: Alphabetical Listing (by Cohort by District and School) of Cohort 1, Cohort 2 and Cohort 3 Reading Schools, Achievement and Implementation Scores

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
1	Santa Clara	Alum Rock Union Elem SD	Arbuckle (Clyde) Elem	1	37	16	31	36	32	44
2	Santa Clara	Alum Rock Union Elem SD	Ceasar Chavez Elem	1	23	8	43	36	32	33
3	Santa Clara	Alum Rock Union Elem SD	Goss (Mildred Elem	1	18	6	34	43	27	31
4	Santa Clara	Alum Rock Union Elem SD	Hubbard (O.S.) Elem	1	29	10	41	46	26	42
5	Santa Clara	Alum Rock Union Elem SD	Ryan (Thomas P.) Elem	1	31	27	33	38	46	48
6	Santa Clara	Alum Rock Union Elem SD	San Antonio Elem	1	28	17	36	37	41	47
7	Santa Clara	Alum Rock Union Elem SD	Shields (Lester W.) Elem	1	29	17	33	38	33	41
8	Santa Clara	Alum Rock Union Elem SD	Slonaker (Harry) Elem	1	14	8	43	38	29	33
9	Kern	Bakersfield City SD	College Heights Elem	1	30	10	35	46	27	34
10	Kern	Bakersfield City SD	Evergreen Elem	1	38	23	41	32	39	45
11	Kern	Bakersfield City SD	Fremont Elem	1	29	20	36	37	30	40
12	Kern	Bakersfield City SD	Garza (Ramon) Elem	1	30	14	34	44	28	36
13	Kern	Bakersfield City SD	Harris (Caroline) Elem	1	37	38	34	28	49	50
14	Kern	Bakersfield City SD	Hort Elem	1	37	24	36	36	39	42
15	Kern	Bakersfield City SD	Jefferson Elem	1	18	15	37	49	26	33
16	Kern	Bakersfield City SD	Longefellow Elem	1	25	10	43	33	21	30
17	Kern	Bakersfield City SD	Mann (Horace) Elem	1	29	14	37	34	31	34
18	Kern	Bakersfield City SD	Mt. Vernon Elem	1	23	16	32	36	28	34
19	Kern	Bakersfield City SD	Munsey Elem	1	33	19	39	36	43	44
20	Kern	Bakersfield City SD	Owens (Bessie E.) Primary	1	42	32	35	43	38	46
21	Kern	Bakersfield City SD	Pioneer Drive Elem	1	21	10	37	46	24	34
22	Kern	Bakersfield City SD	Roosevelt Elem	1	46	19	47	44	32	44
23	Kern	Bakersfield City SD	Williams Elem	1	17	5	41	37	21	29
24	Riverside	Coachella Valley USD	Bobby G. Duke Elem	1	8	5	33	36	15	21
25	Riverside	Coachella Valley USD	Chavez (Cesar) Elem	1	30	7	38	44	27	37
26	Riverside	Coachella Valley USD	John Kelley Elem	1	14	5	32	35	17	30
27	Riverside	Coachella Valley USD	Martinez (Saul) Elem	1	11	5	74	60	23	20
28	Riverside	Coachella Valley USD	Mountain Vista Elem	1	25	14	44	43	32	37
29	Riverside	Coachella Valley USD	Palm View Elem	1	13	4	41	36	21	28
30	Riverside	Coachella Valley USD	Peter Pendleton Elem	1	2	9	34	38	16	20
31	Riverside	Coachella Valley USD	Valley View Elem	1	19	6	39	43	20	32
32	Riverside	Coachella Valley USD	Westside Elem	1	16	8	42	34	24	28
33	Monterey	Gonzales USD	La Gloria Elem	1	28	9	41	40	34	35
34	Los Angeles	Los Angeles USD	Alexandria Elem	1	22	9	33	35	37	38

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
35	Los Angeles	Los Angeles USD	Alta Loma Elem	1	34	14	35	37	47	47
36	Los Angeles	Los Angeles USD	Amestoy Elem	1	35	16	41	42	44	45
37	Los Angeles	Los Angeles USD	Angeles Mesa Elem	1	32	13	29	36	38	42
38	Los Angeles	Los Angeles USD	Aragon Avenue Elem	1	24	16	32	30	40	40
39	Los Angeles	Los Angeles USD	Arco Iris Primary Center	1			30	30	50	90
40	Los Angeles	Los Angeles USD	Arlington Heights Elem	1	31	12	41	41	36	45
41	Los Angeles	Los Angeles USD	Arminta Elem	1	27	12	35	39	41	39
42	Los Angeles	Los Angeles USD	Barrett (Charles) Elem	1	27	15	32	35	40	41
43	Los Angeles	Los Angeles USD	Barton Hill Elem	1	31	19	47	41	47	51
44	Los Angeles	Los Angeles USD	Beachy Elem	1	33	13	43	39	33	45
45	Los Angeles	Los Angeles USD	Belvedere Elem	1	25	15		31	49	45
46	Los Angeles	Los Angeles USD	Braddock Drive Elem	1	41	23	33	33	45	53
47	Los Angeles	Los Angeles USD	Budlong Elem	1	11	10	34	34	31	30
48	Los Angeles	Los Angeles USD	Burton Street Elem	1	31	12	35	35	45	47
49	Los Angeles	Los Angeles USD	Camellia School	1	17	9	34	31	35	33
50	Los Angeles	Los Angeles USD	Canoga Park Elem	1	25	18	36	37	36	40
51	Los Angeles	Los Angeles USD	Cantara Street Elem	1	30	31	37	39	48	52
52	Los Angeles	Los Angeles USD	Canterbury Elem	1	38	30	33	37	48	55
53	Los Angeles	Los Angeles USD	Catskill Avenue Elem	1	49	22	41	39	51	53
54	Los Angeles	Los Angeles USD	Cienega Elem	1	29	16	34	36	38	45
55	Los Angeles	Los Angeles USD	Cimarron Elem	1	37	31	36	40	39	52
56	Los Angeles	Los Angeles USD	City Terrace Elem	1	24	18	37	36	38	39
57	Los Angeles	Los Angeles USD	Cohasset Elem	1	35	25	33	42	51	50
58	Los Angeles	Los Angeles USD	Coldwater Canyon Elem	1	25	14	37	32	43	41
59	Los Angeles	Los Angeles USD	Corona Elem	1	27	13	35	34	37	39
60	Los Angeles	Los Angeles USD	Dayton Heights Elem	1	38	17	41	40	49	51
61	Los Angeles	Los Angeles USD	Dolores Street School	1	38	24	37	39	55	56
62	Los Angeles	Los Angeles USD	Dyer Elem	1	25	19	33	32	43	46
63	Los Angeles	Los Angeles USD	El Dorado Elem	1	26	12	42	49	42	42
64	Los Angeles	Los Angeles USD	El Sereno Elem	1	30	20	36	39	40	46
65	Los Angeles	Los Angeles USD	Elizabeth Learning Center	1	22	8	41	38	37	38
66	Los Angeles	Los Angeles USD	Euclid Avenue Elem	1	30	15	39	37	37	45
67	Los Angeles	Los Angeles USD	Farmdale Elem	1	37	12	41	32	41	42
68	Los Angeles	Los Angeles USD	Fifteenth Street Elem	1	24	26	40	48	50	53
69	Los Angeles	Los Angeles USD	Fifty-Ninth Street Elem	1	14	15	34	34	40	35
70	Los Angeles	Los Angeles USD	Fifty-Second Street	1	12	8	28	31	29	32

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
			Elem							
71	Los Angeles	Los Angeles USD	First Street Elem	1	38	9	34	32	40	42
72	Los Angeles	Los Angeles USD	Fishburn Elem	1	38	19	36	35	45	51
73	Los Angeles	Los Angeles USD	Fletcher Drive Elem	1	21	10	34	34	33	36
74	Los Angeles	Los Angeles USD	Florence Elem	1	24	19	36	36	34	42
75	Los Angeles	Los Angeles USD	Ford Boulevard Elem	1	23	18	32	33	39	41
76	Los Angeles	Los Angeles USD	Fourth Street Elem	1	32	24	38	40	47	49
77	Los Angeles	Los Angeles USD	Fourty-Second Street Elem	1	21	9	31	33	31	37
78	Los Angeles	Los Angeles USD	Gardena Elem	1	39	20	43	41	53	53
79	Los Angeles	Los Angeles USD	Gassell Park Elem	1	33	20	40	38	43	51
80	Los Angeles	Los Angeles USD	Gates Elem	1	32	6	31	31	40	42
81	Los Angeles	Los Angeles USD	Glen Alta Elem	1	33	11	31	27	47	44
82	Los Angeles	Los Angeles USD	Glenwood Elem	1	40	27	43	31	41	51
83	Los Angeles	Los Angeles USD	Grape Street Elem	1	37	10	35	38	44	50
84	Los Angeles	Los Angeles USD	Gratts (Evelyn Thurman) Elem	1	22	11	32	38	24	36
85	Los Angeles	Los Angeles USD	Griffith Joyner (Florance) Ele	1	16	3	34	38	31	27
86	Los Angeles	Los Angeles USD	Gulf Elem	1	24	12	40	38	34	38
87	Los Angeles	Los Angeles USD	Hamasaki (Morris K.) Elem	1	27	8	38	37	25	34
88	Los Angeles	Los Angeles USD	Hammel Street Elem	1	23	11	38	36	31	36
89	Los Angeles	Los Angeles USD	Hazeline Elem	1	17	13	39	38	36	39
90	Los Angeles	Los Angeles USD	Heliotrope Elem	1	20	15	36	36	38	40
91	Los Angeles	Los Angeles USD	Hillside Elem	1	34	12	40	36	33	41
92	Los Angeles	Los Angeles USD	Hobart Boulevard Elem	1	30	26		34	51	51
93	Los Angeles	Los Angeles USD	Holmes Elem	1	20	2	41	31	30	33
94	Los Angeles	Los Angeles USD	Hughes (Teresa) Elem	1	23	15		37	40	41
95	Los Angeles	Los Angeles USD	Hyde Park Elem	1	21	9	40	38	22	33
96	Los Angeles	Los Angeles USD	Kennedy Elem	1	25	8	35	33	30	37
97	Los Angeles	Los Angeles USD	Kittridge Elem	1	17	11		36	34	37
98	Los Angeles	Los Angeles USD	La Salle Elem	1	21	14	35	34	41	42
99	Los Angeles	Los Angeles USD	Langdon Elem	1	17	5	39	37	30	33
100	Los Angeles	Los Angeles USD	Lankershim Elem	1	35	13	34	31	40	46
101	Los Angeles	Los Angeles USD	Liberty Elem	1	24	13	33	32	40	37
102	Los Angeles	Los Angeles USD	Liggett Elem	1	29	16	34	40	43	46
103	Los Angeles	Los Angeles USD	Lillian Elem	1	32	8	34	33	29	41

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
104	Los Angeles	Los Angeles USD	Limerick Elem	1	32	20	34	37	39	45
105	Los Angeles	Los Angeles USD	Lockwood Elem	1	21	20	37	38	38	44
106	Los Angeles	Los Angeles USD	Loma Vista Elem	1	24	15	40	36	36	39
107	Los Angeles	Los Angeles USD	Lorena Elem	1	19	10	37	35	35	37
108	Los Angeles	Los Angeles USD	Malabar Elem	1	19	13	34	31	35	36
109	Los Angeles	Los Angeles USD	Manhattan Elem	1	35	14	33	35	37	45
110	Los Angeles	Los Angeles USD	Marianna Elem	1	34	23	37	38	43	50
111	Los Angeles	Los Angeles USD	McKinley Elem	1	26	16	34	35	40	41
112	Los Angeles	Los Angeles USD	Micheltorena Elem	1	21	18	37	32	37	41
113	Los Angeles	Los Angeles USD	Middleton Elem	1	22	14	35	33	41	39
114	Los Angeles	Los Angeles USD	Miles Elem	1	27	17	39	32	39	42
115	Los Angeles	Los Angeles USD	Murchison Elem	1	21	6	35	37	27	34
116	Los Angeles	Los Angeles USD	Nevin Elem	1	19	11	36	31	28	37
117	Los Angeles	Los Angeles USD	Newcastle School	1	29	19	42	38	46	42
118	Los Angeles	Los Angeles USD	Ninety-Ninth Street Elem	1	14	19	34	34	38	38
119	Los Angeles	Los Angeles USD	Ninety-Second Street Elem	1	20	12	34	38	23	32
120	Los Angeles	Los Angeles USD	Ninety-Sixth Street Elem	1	56	19	40	38	41	50
121	Los Angeles	Los Angeles USD	Ninety-Third Street Elem	1	19	11	34	38	37	38
122	Los Angeles	Los Angeles USD	Ninth Street Elem	1	13	10	29	34	31	28
123	Los Angeles	Los Angeles USD	Noble Elem	1	25	13	33	33	39	42
124	Los Angeles	Los Angeles USD	Nueva Vista Elem	1	42	22	35	35	49	57
125	Los Angeles	Los Angeles USD	One Hundred Eighteenth Street	1	26	17	37	34	34	39
126	Los Angeles	Los Angeles USD	One Hundred Fifty-Third Street	1	29	7	39	34	39	40
127	Los Angeles	Los Angeles USD	One Hundred Seventh Street Ele	1	15	14	32	32	34	35
128	Los Angeles	Los Angeles USD	One Hundred Thirty-Fifth Stree	1	28	17	43	40	39	41
129	Los Angeles	Los Angeles USD	One Hundred Twelth Street Elem	1	20	10	35	33	29	35
130	Los Angeles	Los Angeles USD	One Hundred Twenty-Second Stre	1	25	11	36	36	38	38
131	Los Angeles	Los Angeles USD	Oxnard Street Elem	1	26	19	40	35	42	44
132	Los Angeles	Los Angeles USD	Parthenia Street Elem	1	38	17	40	44	46	50
133	Los Angeles	Los Angeles USD	Pio Pico Elem	1	27	9	38	38	40	41
134	Los Angeles	Los Angeles USD	Plasencia Elem	1	28	19	32	31	40	45
135	Los Angeles	Los Angeles USD	Politi (Leo) Elem	1	17	10	28	29	32	33

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
136	Los Angeles	Los Angeles USD	Ranchito Elem	1	42	17	33	37	39	47
137	Los Angeles	Los Angeles USD	Richland Avenue Elem	1	23	30	36	25	41	47
138	Los Angeles	Los Angeles USD	Ritter Elem	1	26	14	37	31	36	39
139	Los Angeles	Los Angeles USD	Roscoe Elem	1	30	11	37	35	40	42
140	Los Angeles	Los Angeles USD	Rowan Elem	1	17	9	35	33	36	36
141	Los Angeles	Los Angeles USD	San Fernando Elem	1	25	15	33	39	37	41
142	Los Angeles	Los Angeles USD	San Miguel Avenue Elem	1	23	15	32	40	40	41
143	Los Angeles	Los Angeles USD	San Pedro Elem	1	30	9	39	38	44	47
144	Los Angeles	Los Angeles USD	Saticoy Elem	1	31	21	40	33	46	44
145	Los Angeles	Los Angeles USD	Saturn Elem	1	25	28	40	33	47	49
146	Los Angeles	Los Angeles USD	Seventy-Fourth Street Elem	1	53	15	32	31	42	52
147	Los Angeles	Los Angeles USD	Shenandoah Elem	1	24	31	38	36	38	47
148	Los Angeles	Los Angeles USD	Sheridan Street Elem	1	24	6	33	31	32	37
149	Los Angeles	Los Angeles USD	Short Elem	1	54	48	40	35	60	70
150	Los Angeles	Los Angeles USD	Sierra Parks Elem	1	28	17	35	31	40	40
151	Los Angeles	Los Angeles USD	Sierra Vista Elem	1	37	16	46	41	42	53
152	Los Angeles	Los Angeles USD	Soto Elem	1	32	10	35	40	37	40
153	Los Angeles	Los Angeles USD	South Park Elem	1	25	10	40	42	29	36
154	Los Angeles	Los Angeles USD	Stanford Elem	1	30	19	34	35	42	44
155	Los Angeles	Los Angeles USD	State Elem	1	20	13	37	34	36	40
156	Los Angeles	Los Angeles USD	Sterry (Nora) Elem	1	39	39	36	25	48	56
157	Los Angeles	Los Angeles USD	Stonehurst Elem	1	46	24	38	35	44	50
158	Los Angeles	Los Angeles USD	Sylmar Elem	1	31	10	29	36	33	40
159	Los Angeles	Los Angeles USD	Telfair Elem	1	27	17	38	37	41	44
160	Los Angeles	Los Angeles USD	Tenth Street Elem	1	15	6	33	34	33	32
161	Los Angeles	Los Angeles USD	Trinity Elem	1	18	8	37	30	35	33
162	Los Angeles	Los Angeles USD	Tweedy Elem	1	31	3	34	30	39	39
163	Los Angeles	Los Angeles USD	Tw entieth Street Elem	1	21	7	34	29	30	36
164	Los Angeles	Los Angeles USD	Twenty-Fourth Street Elem	1	22	13	31	35	36	38
165	Los Angeles	Los Angeles USD	Valerio Elem	1	21	22	32	38	40	44
166	Los Angeles	Los Angeles USD	Van Nuys Avenue Elem	1	21	11	36	39	39	37
167	Los Angeles	Los Angeles USD	Vernon City Elem	1	22	8	34	39	40	42
168	Los Angeles	Los Angeles USD	Victoria Elem	1	23	16	35	38	39	42
169	Los Angeles	Los Angeles USD	Victory Elem	1	31	21	33	33	42	46
170	Los Angeles	Los Angeles USD	Wadsworth Elem	1	17	11	34	34	28	34

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
171	Los Angeles	Los Angeles USD	Walnut Park Elem	1	24	23	34	37	43	45
172	Los Angeles	Los Angeles USD	Weigand Elem	1	8	3	28	37	26	28
173	Los Angeles	Los Angeles USD	West Athens Elem	1	17	11	37	37	35	38
174	Los Angeles	Los Angeles USD	West Vernon Elem	1	13	5	32	31	24	26
175	Los Angeles	Los Angeles USD	Western Elem	1	28	6	37	36	31	40
176	Los Angeles	Los Angeles USD	Whitehouse Primary Center	1	25		42	34	41	46
177	Los Angeles	Los Angeles USD	Wilmington Park Elem	1	35	23	37	37	48	52
178	Los Angeles	Los Angeles USD	Woodcrest Elem	1	13	5	36	34	27	27
179	Los Angeles	Montebello USD	Bell Gardens Elem	1	16	6	33	28	29	33
180	Los Angeles	Montebello USD	Ceasar E. Chavez Elem	1	19	12	31	24	26	32
181	Los Angeles	Montebello USD	Garfield Elem	1	49	18	30	31	31	46
182	Los Angeles	Montebello USD	Gascon (Joseph A.) Elem	1	27	19	33	34	41	44
183	Los Angeles	Montebello USD	La Merced Elem	1	27	24	30	26	40	44
184	Los Angeles	Montebello USD	Laguna Nueva Elem	1	20	7	27	25	21	30
185	Los Angeles	Montebello USD	Montebello Gardens Elem	1	14	29	31	29	34	42
186	Los Angeles	Montebello USD	Montebello Park Elem	1	31	12	29	30	32	40
187	Los Angeles	Montebello USD	Wilcox Elem	1	35	28	36	31	41	52
188	Los Angeles	Montebello USD	Winter Gardens Elem	1	4	16	27	26	30	32
189	Sacramento	North Sacramento Elem SD	Castori (Michael J.) Elem	1	36	14	46	52	37	39
190	Sacramento	North Sacramento Elem SD	Dos Rios Elem	1	41	0	37	38	31	38
191	Sacramento	North Sacramento Elem SD	Johnson (Harmon) Elem	1	29	7	37	37	30	38
192	Sacramento	North Sacramento Elem SD	Noralto Elem	1	27	22	38	43	38	41
193	Sacramento	North Sacramento Elem SD	Northwood Elem	1	32	29	39	36	41	45
194	Sacramento	North Sacramento Elem SD	Woodlake Elem	1	40	32	38	46	43	53
195	Alameda	Oakland USD	Bella Vista Elem	1	42	24	29	39	53	57
196	Alameda	Oakland USD	Brookfield Village Elem	1	13	14	34	38	35	39
197	Alameda	Oakland USD	Cox Elem	1	5	7	34	34	27	28
198	Alameda	Oakland USD	Emerson Elem	1	31	22	36	39	44	50
199	Alameda	Oakland USD	Franklin Elem	1	33	38	36	38	53	58
200	Alameda	Oakland USD	Garfield Elem	1	24	11	31	38	40	39
201	Alameda	Oakland USD	Golden Gate Elem	1	13	12	38	34	35	43
202	Alameda	Oakland USD	Hawthorne Elem	1	14	2	31	38	26	30
203	Alameda	Oakland USD	Highland Elem	1	5	7	31	36	18	25
204	Alameda	Oakland USD	Hoover Elem	1	16	12	34	40	38	35

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
205	Alameda	Oakland USD	Jefferson Elem	1	17	9	34	37	31	30
206	Alameda	Oakland USD	Lafayette Elem	1	15	7	38	34	39	34
207	Alameda	Oakland USD	Lockwood Elem	1	11	6	28	43	28	28
208	Alameda	Oakland USD	Mann (Horace) Elem	1	25	8	32	45	36	36
209	Alameda	Oakland USD	Manzanita Elem	1	22	8	29	35	34	40
210	Alameda	Oakland USD	Markham Elem	1	16	7	42	51	35	33
211	Alameda	Oakland USD	Marshall Elem	1	45	19	38	54	33	50
212	Alameda	Oakland USD	Martin Luther King, Jr. Elem	1	19	9	39	42	33	41
213	Alameda	Oakland USD	Maxwell Park Elem	1	20	12	33	40	29	28
214	Alameda	Oakland USD	Parker Elem	1	28	8	29	43	34	41
215	Alameda	Oakland USD	Prescott Elem	1	29	18	36	38	42	48
216	Alameda	Oakland USD	Sherman (Elisabeth) Elem	1	42	9	27	46	33	47
217	Alameda	Oakland USD	Stonehurst Elem	1	20	12	30	37	32	40
218	Alameda	Oakland USD	Washington Elem	1	25	8	45	34	54	39
219	Alameda	Oakland USD	Webster Academy	1	3	4	32	35	21	23
220	Los Angeles	Paramount USD	Alondra School	1	38	13	42	42	42	47
221	Los Angeles	Paramount USD	Collins (Captain Raymond) Scho	1	20	28	40	39	40	42
222	Los Angeles	Paramount USD	Gaines (Wesley) School	1	27	14	34	43	43	46
223	Los Angeles	Paramount USD	Hollydale School	1	30	21	48	44	42	46
224	Los Angeles	Paramount USD	Jefferson Elem	1	36	23	47	45	48	51
225	Los Angeles	Paramount USD	Lakewood School	1	37	12	35	36	39	49
226	Los Angeles	Paramount USD	Lincoln Elem	1	52	38	48	46	58	61
227	Los Angeles	Paramount USD	Los Cerritos School	1	23	11	46	43	35	34
228	Los Angeles	Paramount US D	Mokler (Major Lynn) School	1	43	18	42	42	42	48
229	Los Angeles	Paramount USD	Orange Avenue School	1	12	10	40	41	40	35
230	Los Angeles	Paramount USD	Wirtz (Harry) School	1	25	14	46	44	38	40
231	Los Angeles	Pasadena USD	Altadena Elem	1	36	13	41	46	45	45
232	Los Angeles	Pasadena USD	Edison Elem	1	25	28	32	49	52	46
233	Los Angeles	Pasadena USD	Jackson Elem	1	32	20	35	38	33	42
234	Los Angeles	Pasadena USD	Loma Alta Elem	1	45	27	27	29	43	47
235	Los Angeles	Pasadena USD	Longfellow Elem	1	31	29	39	48	44	48
236	Los Angeles	Pasadena USD	Madison Elem	1	27	25	36	37	35	45
237	Los Angeles	Pasadena USD	San Rafael Elem	1	55	24			46	53
238	Los Angeles	Pasadena USD	Washington Accelerated	1	41	15	36	44	43	49

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
			Elem							
239	Sacramento	Robla SD	Glenwood Elem	1	39	14	36	38	41	44
240	Sacramento	Robla SD	Main Avenue Elem	1	22	23	35	43	36	40
241	Sacramento	Sacramento City USD	A.M. Winn Elem	1	26	36	33	36	47	50
242	Sacramento	Sacramento City USD	Bret Harte Elem	1	32	29	39	38	40	52
243	Sacramento	Sacramento City USD	Collis P. Huntington Elem	1	21	5	32	36	29	34
244	Sacramento	Sacramento City USD	Earl Warren Elem	1	41	8	35	37	40	45
245	Sacramento	Sacramento City USD	Ethel I. Baker Elem	1	35	16	38	36	43	46
246	Sacramento	Sacramento City USD	Ethel Phillips Elem	1	22	8	42	47	27	33
247	Sacramento	Sacramento City USD	Father Keith B. Kenny Elem	1	13	11	33	30	42	34
248	Sacramento	Sacramento City USD	Freeport Elem	1	17	7	35	30	33	33
249	Sacramento	Sacramento City USD	Fruit Ridge Elem	1	32	2	48	35	33	38
250	Sacramento	Sacramento City USD	H.W. Harkness Elem	1	34	18	32	34	47	47
251	Sacramento	Sacramento City USD	Jedediah Smith Elem	1	32	7	39	38	31	35
252	Sacramento	Sacramento City USD	John Cabrillo Elem	1	32	30	33	37	55	53
253	Sacramento	Sacramento City USD	John H. Still Elem	1	23	15	32	39	30	37
254	Sacramento	Sacramento City USD	Maple Elem	1	43	14	38	40	44	47
255	Sacramento	Sacramento City USD	Mark Hopkins Elem	1	52	10	36	31	48	47
256	Sacramento	Sacramento City USD	Mark Twain Elem	1	29	8	40	32	38	38
257	Sacramento	Sacramento City USD	Nicholas Elem	1	21	19	32	32	35	39
258	Sacramento	Sacramento City USD	Oak Ridge Elem	1	20	12	40	36	34	40
259	Sacramento	Sacramento City USD	Pacific Elem	1	20	11	43	42	38	34
260	Sacramento	Sacramento City USD	Parkway Elem	1	30	24	34	36	36	43
261	Sacramento	Sacramento City USD	Susan B. Anthony Elem	1	15	12	35	38	33	34
262	Sacramento	Sacramento City USD	Tahoe Elem	1	26	35	40	41	42	48
263	Sacramento	Sacramento City USD	Washington Elem	1	21	4	39	39	34	36
264	Contra Costa	West Contra Costa Unified	Bayview Elem	1	13	4	34	30	22	30
265	Contra Costa	West Contra Costa Unified	Chavez (Cesar E.) Elem	1	26	15	29	34	35	38
266	Contra Costa	West Contra Costa Unified	Dover Elem	1	8	2	33	34	19	24
267	Contra Costa	West Contra Costa Unified	Downer (Edward M.) Elem	1	18	11	26	32	23	28
268	Contra Costa	West Contra Costa Unified	Ford Elem	1	24	22	35	38	40	41
269	Contra Costa	West Contra Costa Unified	Grant Elem	1	13	10	32	40	26	31
270	Contra Costa	West Contra Costa Unified	Lake Elem	1	8	9	38	39	26	25
271	Contra Costa	West Contra Costa Unified	Lincoln Elem	1	6	14	30	32	25	29
272	Contra Costa	West Contra Costa Unified	Montalvin Manor Elem	1	15	12	25	28	24	31

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
273	Contra Costa	West Contra Costa Unified	Nystrom Elem	1	13	7	37	41	25	30
274	Contra Costa	West Contra Costa Unified	Peres Elem	1	29	18	35	39	31	43
275	Contra Costa	West Contra Costa Unified	Riverside Elem	1	35	33	41	31	43	51
276	Contra Costa	West Contra Costa Unified	Verde Elem	1	8	9		43	23	25
277	Contra Costa	West Contra Costa Unified	Wilson Elem	1	35	19	35	31	40	46
278	Santa Clara	Alum Rock Union Elem SD	Dorsa (A.J.) Elem	2	21	16	39	40	25	35
279	Orange	Anaheim Elem School	Franklin (Benjamin) Elem	2	50	16	34	58	30	48
280	Orange	Anaheim Elem School	Gauer (Melbourne A.) Elem	2	28	17	46	43	29	40
281	Orange	Anaheim Elem School	Guinn (M. James) Elem	2	27	27	41	35	42	44
282	Orange	Anaheim Elem School	Henry (Patrick) Elem	2	20	12	35	35	28	34
283	Orange	Anaheim Elem School	Jefferson II (Thomas) Elem	2	20	12	39	60	24	41
284	Orange	Anaheim Elem School	Juarez (Benito) Elem	2	24	19	33	40	39	42
285	Orange	Anaheim Elem School	Loara Elem	2	37	28	35	39	40	49
286	Orange	Anaheim Elem School	Madison (James) Elem	2	29	14	42	31	38	41
287	Orange	Anaheim Elem School	Marshall (John) Elem	2	23	15	35	37	36	37
288	Orange	Anaheim Elem School	Palm Lane Elem	2	19	6	38	37	24	30
289	Orange	Anaheim Elem School	Price (Adelaide) Elem	2	46	11	45	44	34	45
290	Orange	Anaheim Elem School	Revere (Paul) Elem	2	15	10	39	41	29	33
291	Orange	Anaheim Elem School	Roosevelt (Theodore) Elem	2	29	22	37	33	42	44
292	Orange	Anaheim Elem School	Ross (Betsy) Elem	2	42	13	38	32	44	45
293	Orange	Anaheim Elem School	Sunkist Elem	2	28	13	40	36	34	37
294	Orange	Anaheim Elem School	Westmont Elem	2	33	14	39	41	31	35
295	Kern	Arvin Union SD	Bear Mountain Elem	2		9	30	34	29	25
296	Kern	Arvin Union SD	Sierra Vista Elem	2	19		33	33	25	33
297	Merced	Atwater Elem SD	Bellevue Elem	2	27	22	39	35	41	44
298	Merced	Atwater Elem SD	Mitchell Elem	2	27	31	41	38	41	48
299	Merced	Atwater Elem SD	Olaeta (Thomas) Elem	2	42	28	49	41	54	54
300	San Diego	Cajon Valley Union Elem	Anza Elem	2	38	20	52	47	44	48
301	San Diego	Cajon Valley Union Elem	Lexington Elem	2	29	17	43	41	37	42
302	San Diego	Cajon Valley Union Elem	Naranca Elem	2	44	17	46	42	47	50
303	Imperial	Calexico USD	Dool Elem	2	17	10			37	36
304	Imperial	Calexico USD	Jefferson School	2	8	7			14	30
305	Imperial	Calexico USD	Kennedy Gardens Elem	2	12	8			29	33
306	Imperial	Calexico USD	Mains Elem	2	18	7			24	29

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
307	Imperial	Calexico USD	Rockwood School	2	16	13			19	36
308	Stanislaus	Chatom Union Elem	Chatom Elem	2	41	19	42	39	46	48
309	San Diego	Chula Vista Elem	Castle Park Elem	2	30	19	28	27	35	43
310	San Diego	Chula Vista Elem	Harborside Accelerated School	2	25	7	38	41	31	35
311	San Diego	Chula Vista Elem	Juarez Lincoln Accelerated Sch	2	43	24	38	44	39	49
312	San Diego	Chula Vista Elem	Lauderbach Elem	2	18	8	28	39	28	32
313	San Diego	Chula Vista Elem	Loma Verde Elem	2	28	26	30	39	47	47
314	San Diego	Chula Vista Elem	Los Altos Elem	2	17	16	34	41	31	40
315	San Diego	Chula Vista Elem	Rice Corner Elem	2	19	11	34	27	35	38
316	San Diego	Chula Vista Elem	Vista Square Elem	2	25	14	33	40	29	35
317	Riverside	Coachella Valley USD	Mecca	2	4	3		44		14
318	Del Norte	Del Norte County Unified	Joe Hamilton Elem	2	18	17	21	39	29	39
319	Del Norte	Del Norte County Unified	Margaret Keating Elem	2	25	0	30	37	29	24
320	Sacramento	Del Paso Heights Elem	Del Paso Heights Elem	2	21	18	31	29	39	39
321	Sacramento	Del Paso Heights Elem	Fairbanks Elem	2	5	5	35	34	22	27
322	Sacramento	Del Paso Heights Elem	Garden Valley Elem	2	13	8	33	34	27	32
323	Sacramento	Del Paso Heights Elem	North Avenue Elem	2	19	8	27	26	26	33
324	Tulare	Dinuba USD	Jefferson Elem	2	19	10	50	49	24	31
325	San Mateo	East Palo Alto Charter School	East Palo Alto Charter	2	60	28		41	54	62
326	Imperial	El Centro Elem	De Anza Elem	2	48	39	33	41	68	63
327	Imperial	El Centro Elem	Desert Garden Elem	2	36	15	35	40	37	45
328	Imperial	El Centro Elem	Harding Elem	2	39	19	39	39	42	51
329	Imperial	El Centro Elem	Washington Elem	2	14	24	35	39	40	38
330	Sacramento	Elk Grove USD	Kennedy (Samuel) Elem	2	31	13	32	33	47	43
331	Sacramento	Elk Grove USD	Mack (Charles E.) Elem	2	24	17	31	32	37	37
332	Sacramento	Elk Grove USD	Prairie Elem	2	33	19	30	32	44	45
333	San Bernardino	Fontana USD	Citrus Elem	2	24	16	27	36	31	38
334	San Bernardino	Fontana USD	Date Elem	2	12	10	30	39	34	35
335	San Bernardino	Fontana USD	Hemlock Elem	2	38	23	30	40	40	49
336	San Bernardino	Fontana USD	Juniper Elem	2	27	11	25	40	32	41
337	San Bernardino	Fontana USD	Live Oak Elem	2	26	8	27	39	30	34
338	San Bernardino	Fontana USD	Locust Elem	2	35	18	27	39	36	46
339	San Bernardino	Fontana USD	Maple Elem	2	20	7	30	41	33	33

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
340	San Bernardino	Fontana USD	North Tamarind Elem	2	29	21	34	37	26	41
341	San Bernardino	Fontana USD	Oleander Elem	2	14	9	29	38	30	33
342	San Bernardino	Fontana USD	Palmetto Elem	2	36	11	25	35	30	42
343	San Bernardino	Fontana USD	Poplar Elem	2	19	13	24	39	36	33
344	San Bernardino	Fontana USD	Randall Pepper Elem	2	24	18	28	35	31	39
345	San Bernardino	Fontana USD	Redwood Elem	2	48	16	25	36	26	46
346	San Bernardino	Fontana USD	South Tamarind Elem	2	23	17	25	34	32	39
347	San Bernardino	Fontana USD	Virginia Primrose Elem	2	16	8		35	28	32
348	San Bernardino	Fontana USD	West Randall Elem	2	25	9	24	38	27	32
349	Fresno	Fowler USD	Malaga Elem	2	30	7	44	33	39	40
350	Fresno	Fresno USD	Ayer Elem	2	47	26	26	36	40	48
351	Fresno	Fresno USD	Aynesworth Elem	2	22	14	30	37	37	40
352	Fresno	Fresno USD	Burroughs Elem	2	16	10	32	41	31	32
353	Fresno	Fresno USD	Dailey Elem	2	15	19	25	35	22	32
354	Fresno	Fresno USD	Del Mar Elem	2	21	16	35	36	28	35
355	Fresno	Fresno USD	Fremont Elem	2	23	9	32	38	36	37
356	Fresno	Fresno USD	Heaton Elem	2	16	3	25	32	26	25
357	Fresno	Fresno USD	Hidalgo Elem	2	18	11	27	48	17	25
358	Fresno	Fresno USD	Holland Elem	2	37	29	44	43	50	51
359	Fresno	Fresno USD	Jefferson Elem	2	17	5	31	40	28	32
360	Fresno	Fresno USD	King Elem	2	16	5	26	38	24	25
361	Fresno	Fresno USD	Kirk Elem	2	3	11	32	42	28	23
362	Fresno	Fresno USD	Lane Elem	2	17	11	30	36	21	31
363	Fresno	Fresno USD	Lincoln Elem	2	5	12	25	36	16	23
364	Fresno	Fresno USD	Lowell Elem	2	11	1	27	38	19	23
365	Fresno	Fresno USD	Pyle Elem	2	15	14	32	57	33	32
366	Fresno	Fresno USD	Roeding Elem	2	26	23	26	36	41	44
367	Fresno	Fresno USD	Rowell Elem	2	11	8	23	35	21	27
368	Fresno	Fresno USD	Sunset Elem	2	13	27	27	36	28	34
369	Fresno	Fresno USD	Webster Elem	2	17	20	36	46	32	37
370	Fresno	Fresno USD	Wilson Elem	2	29	13	32	30	33	38
371	Fresno	Fresno USD	Wishon Elem	2	28	14	29	36	40	42
372	Fresno	Fresno USD	Wolters Elem	2	46	14	37	35	43	46
373	Los Angeles	Glendale USD	Horace Mann Elem	2	26	16	33	37	44	45
374	Los Angeles	Glendale USD	John Muir Elem	2	39	29	36	41	48	51

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
375	Los Angeles	Glendale USD	Thomas Jefferson Elem	2	70	42	35	34	64	69
376	Santa Barbara	Guadalupe Union Elem	Mary Buren School	2	41	21	35	36	36	47
377	Los Angeles	Hacienda La Puente Unified	Baldwin Academy	2	33	27	38	39	49	47
378	Los Angeles	Hacienda La Puente Unified	California Elem	2	34	16	38	40	41	45
379	Los Angeles	Hacienda La Puente Unified	Del Valle Elem	2	29	35	37	41	39	47
380	Los Angeles	Hacienda La Puente Unified	Glenelder Elem	2	24	15	41	42	31	38
381	Los Angeles	Hacienda La Puente Unified	Kwis Elem	2	39	29	38	33	51	56
382	Los Angeles	Hacienda La Puente Unified	Lassalette Elem	2	31	27	31	38	45	49
383	Los Angeles	Hacienda La Puente Unified	Shadybend Elem	2	36	31	28	38	43	51
384	Los Angeles	Hacienda La Puente Unified	Temple Academy	2	19	35	32	30	45	42
385	Los Angeles	Hacienda La Puente Unified	Workman Elem	2	46	16	38	41	39	50
386	Alameda	Hayward USD	Bowman Elem	2	41	10	27	31	37	40
387	Alameda	Hayward USD	Cherryland Elem	2	24	17	32	36	34	37
388	Alameda	Hayward USD	Glassbrook Elem	2	12	11	28	31	31	33
389	Alameda	Hayward USD	Markham Elem	2	57	23	32	29	37	53
390	Alameda	Hayward USD	Muir Elem	2	24	17	31	34	38	43
391	Alameda	Hayward USD	Park Elem	2	24	21	30	35	40	40
392	Alameda	Hayward USD	Ruus Elem	2	25	19	33	29	45	44
393	Alameda	Hayward USD	Shepherd Elem	2	19	14	17	32	31	28
394	Lassen	Johnstonville Elem	Johnstonville Elem	2	62	34	38	37	56	62
395	Siskiyou	Junction Elem SD	Junction Elem	2				23	0	
396	Los Angeles	Keppel Union Elem	Antelope Elem	2	10	7	28	44	33	29
397	Los Angeles	Keppel Union Elem	Daisy Gibson Elem	2	27	11	37	46	37	40
398	Los Angeles	Keppel Union Elem	Lake Los Angeles Elem	2	25	17	38	44	37	40
399	Monterey	King City Union Elem	Del Ray Elem	2	18	14	40	38	29	34
400	Monterey	King City Union Elem	Santa Lucia Elem	2	28	14	35	31	36	40
401	Kern	Lamont Elem SD	Alicante Avenue Elem	2	20	19	35	31	33	34
402	Merced	Le Grand Union Elem	Le Grand Union Elem	2	29	12	30	43	33	35
403	Merced	Livingston Union Elem	Selma Herndon Elem	2	21	21	47	41	37	41
404	Merced	Livingston Union Elem	Yamato Colony Elem	2	59	27	37	37	57	56
405	Los Angeles	Long Beach USD	Barton Elem	2	50	18	43	36	47	52
406	Los Angeles	Long Beach USD	Burbank Elem	2	26	18	42	38	45	41
407	Los Angeles	Long Beach USD	Burnett Elem	2	16	11	41	35	38	33
408	Los Angeles	Long Beach USD	Harte Elem	2	39	32	48	40	54	55
409	Los Angeles	Long Beach USD	Lafayette Elem	2	32	17	25	39	44	43
410	Los Angeles	Long Beach USD	Lee Elem	2	30	32	40	40	38	50
411	Los Angeles	Long Beach USD	Lincoln Elem	2	26	18	43	41	41	41

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
412	Los Angeles	Long Beach USD	McKinley Elem	2	38	13	41	43	38	43
413	Los Angeles	Long Beach USD	Muir Elem	2	43	28	38	44	50	55
414	Los Angeles	Long Beach USD	Powell (Collin L.) Academy	2	36	18	37	38	47	48
415	Los Angeles	Long Beach USD	Roosevelt Elem	2	33	23	35	41	44	48
416	Los Angeles	Long Beach USD	Sutter Elem	2	39	19	48	38	46	46
417	Los Angeles	Long Beach USD	Whittier Elem	2	39	25	41	42	51	52
418	Los Angeles	Los Angeles USD	Avalon Gardens Elem	2	26	21	41	42	41	43
419	Los Angeles	Los Angeles USD	Cabrillo Avenue Elem	2	46	25	48	37	51	59
420	Los Angeles	Los Angeles USD	Century Park Elem	2	20	13	37	36	33	37
421	Los Angeles	Los Angeles USD	Coliseum Street Elem	2	22	20		39	37	39
422	Los Angeles	Los Angeles USD	Compton Elem	2	24	10	32	36	36	34
423	Los Angeles	Los Angeles USD	Dena (Christopher) Elem	2	20	9	33	34	31	34
424	Los Angeles	Los Angeles USD	Esperanza Elem	2	7	5	31	38	22	28
425	Los Angeles	Los Angeles USD	Evergreen Avenue Elem	2	22	4	40	34	26	33
426	Los Angeles	Los Angeles USD	Fernangeles Elem	2	18	11	40	34	32	35
427	Los Angeles	Los Angeles USD	Figueroa Street Elem	2	17	14	31	34	36	38
428	Los Angeles	Los Angeles USD	Flournoy Elem	2	24	9	36	34	26	33
429	Los Angeles	Los Angeles USD	Forty-Ninth Street Elem	2	17	8	37	30	31	30
430	Los Angeles	Los Angeles USD	Fries Avenue Elem	2	16	6	34	30	33	33
431	Los Angeles	Los Angeles USD	Graham Elem	2	17	9	34	33	28	31
432	Los Angeles	Los Angeles USD	Gridley Elem	2	19	10	33	37	36	39
433	Los Angeles	Los Angeles USD	Harrison Elem	2	14	7	33	32	24	31
434	Los Angeles	Los Angeles USD	Hawaiian Elem	2	36	20	37	36	35	48
435	Los Angeles	Los Angeles USD	Hillcrest Drive Elem	2	19	13	32	35	26	32
436	Los Angeles	Los Angeles USD	Hooper Elem	2	10	4	39	33	26	26
437	Los Angeles	Los Angeles USD	Humphreys Elem	2	18	10	35	30	35	38
438	Los Angeles	Los Angeles USD	Los Angeles Elem	2	27	15	36	41	38	44
439	Los Angeles	Los Angeles USD	Main Street Elem	2	15	8	30	31	31	31
440	Los Angeles	Los Angeles USD	Manchester Elem	2	16	8	37	39	28	32
441	Los Angeles	Los Angeles USD	Menlo Elem	2	12	9	36	34	39	30
442	Los Angeles	Los Angeles USD	Miller (Loren) Elem	2	26	10	39	41	33	36
443	Los Angeles	Los Angeles USD	Miramonte Elem	2	15	15	35	36	31	35
444	Los Angeles	Los Angeles USD	Napa Elem	2	15	9	31	37	27	33
445	Los Angeles	Los Angeles USD	Ninety-Fifth Street Elem	2	21	11	31	38	26	36
446	Los Angeles	Los Angeles USD	Normandie Elem	2	8	11	34	38	31	29

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
447	Los Angeles	Los Angeles USD	One Hundred Sixteenth Street E	2	22	21	36	35	36	37
448	Los Angeles	Los Angeles USD	Parmelee Elem	2	14	11	39	41	28	32
449	Los Angeles	Los Angeles USD	Raymond Avenue Elem	2	26	7	40	35	35	36
450	Los Angeles	Los Angeles USD	Russell Elem	2	24	8	33	32	26	33
451	Los Angeles	Los Angeles USD	Seventy-Fifth Street Elem	2	18	13	31	37	27	33
452	Los Angeles	Los Angeles USD	Sharp Elem	2	18	9		35	29	34
453	Los Angeles	Los Angeles USD	Sixty-Eighth Street Elem	2	29	16	36	41	34	40
454	Los Angeles	Los Angeles USD	Sixty-First Street Elem	2	28	25	38	39	40	41
455	Los Angeles	Los Angeles USD	Sixty-Sixth Street Elem	2	25	13	30	37	35	37
456	Los Angeles	Los Angeles USD	Sunny Brae Avenue Elem	2	28	10	35	41	35	40
457	Los Angeles	Los Angeles USD	Sylvan Park Elem	2	15	11	36	38	37	34
458	Los Angeles	Los Angeles USD	Union Elem	2	23	9	35	38	34	38
459	Los Angeles	Los Angeles USD	Utah Elem	2	16	12	27	30	28	34
460	Los Angeles	Los Angeles USD	Vermont Elem	2	22	11	36	32	33	40
461	Los Angeles	Los Angeles USD	Vinedale Elem	2	33	11	34	35	34	42
462	Santa Clara	Luther Burbank Elem	Luther Burbank School	2	35	23	40	44	37	50
463	Orange	Magnolia Elem SD	Baden-Powell Elem	2	40	26	37	42	41	52
464	Orange	Magnolia Elem SD	Maxwell (Mattie Lou) Elem	2	32	15	38	36	37	42
465	Orange	Magnolia Elem SD	Pyles (Robert M.) Elem	2	22	11	42	42	38	38
466	Orange	Magnolia Elem SD	Schweitzer (Albert) Elem	2	36	16	37	37	50	45
467	Orange	Magnolia Elem SD	Walter (Esther L.) Elem	2	13	14	37	36	37	34
468	San Joaquin	Manteca USD	French Camp Elem	2	22	11	49	50	32	39
469	San Joaquin	Manteca USD	Lincoln Elem	2	38	26	40	50	41	48
470	San Joaquin	Manteca USD	Sequoia Elem	2	43	17	47	42	38	46
471	Kern	McFarland USD	Browning Road Elem	2	19	15	34	41	34	36
472	Kern	McFarland USD	Kern Avenue Elem	2	21	9	23	34	28	37
473	Imperial	Meadows Union Elem	Meadows Elem	2	32	5	40	50	36	44
474	Merced	Merced City Elem	Fremont Charter	2	28	27	38	42	43	47
475	Merced	Merced City Elem	Gracey (Leontine) Elem	2	31	14	49	44	39	44
476	Merced	Merced City Elem	Muir (John) Elem	2	24	14	36	39	37	41
477	Merced	Merced City Elem	Reyes (Alicia) Elem	2	24	32	38	38	34	43
478	Merced	Merced City Elem	Sheehy (Margaret) Elem	2	46	30	35	39	33	49
479	Merced	Merced City Elem	Stowell (Don) Elem	2	22	13	43	39	28	36

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
480	Merced	Merced City Elem	Wright (Charles) Elem	2	35	25	43	39	44	50
481	Los Angeles	Montebello USD	Rosewood Park Elem	2	19	12		26	32	35
482	Los Angeles	Montebello USD	Suva Elem	2	18	12		26	31	34
483	Los Angeles	Mountain View Elem	Cogswell School	2	25	23	42	36	39	45
484	Los Angeles	Mountain View Elem	La Primaria Elem	2	55	35	31	35	52	60
485	Los Angeles	Mountain View Elem	Maxson School	2	30	13	43	38	36	41
486	Los Angeles	Mountain View Elem	Miramonte School	2	29	20	32	44	35	42
487	Los Angeles	Mountain View Elem	Monte Vista School	2	28	14	37	34	45	44
488	Los Angeles	Mountain View Elem	Parkview School	2	28	18	41	41	31	40
489	Los Angeles	Mountain View Elem	Payne School	2	23	11	39	45	31	36
490	Los Angeles	Mountain View Elem	Twin Lakes School	2	46	27	40	34	44	50
491	Contra Costa	Mt. Diablo USD	Cambridge Elem	2	8	5	38	46	19	19
492	Contra Costa	Mt. Diablo USD	Meadow Homes Elem	2	13	10	38	36	26	28
493	Contra Costa	Mt. Diablo USD	Rio Vista Elem	2	34	12	43	44	34	46
494	Contra Costa	Mt. Diablo USD	Shore Acres Elem	2	24	9	35	30	29	33
495	Contra Costa	Mt. Diablo USD	Ygnacio Valley Elem	2	25	15	46	43	33	35
496	San Joaquin	New Hope Elem	New Hope Elem	2	48	38	23	40	48	56
497	Orange	Newport-Mesa USD	Adams Elem	2	32	19	33	48	46	47
498	Orange	Newport-Mesa USD	Pomona Elem	2	28	9	34	40	31	38
499	Orange	Newport-Mesa USD	Whittier Elem	2	20	25	37	39	34	42
500	San Bernardino	Ontario-Montclair Elem	Berlyn Elem	2	13	12	35	39	24	28
501	San Bernardino	Ontario-Montclair Elem	Bon View Elem	2	23	15	43	40	28	34
502	San Bernardino	Ontario-Montclair Elem	Corona Elem	2	18	8	43	49	23	30
503	San Bernardino	Ontario-Montclair Elem	Edison Elem	2	47	25	37	38	42	49
504	San Bernardino	Ontario-Montclair Elem	Elderberry Elem	2	23	15	34	34	29	34
505	San Bernardino	Ontario-Montclair Elem	Euclid Elem	2	14	3	42	37	16	19
506	San Bernardino	Ontario-Montclair Elem	Hawthorne Elem	2	45	17	35	35	34	47
507	San Bernardino	Ontario-Montclair Elem	Haynes (Richard E.) Elem	2	18	13	35	36	31	33
508	San Bernardino	Ontario-Montclair Elem	Howard Elem	2	50	18	48	39	38	50
509	San Bernardino	Ontario-Montclair Elem	Kingley Elem	2	24	13	40	38	32	36
510	San Bernardino	Ontario-Montclair Elem	Lehigh Elem	2	8	7	37	36	27	26
511	San Bernardino	Ontario-Montclair Elem	Mariposa Elem	2	11	11	36	35	19	24
512	San Bernardino	Ontario-Montclair Elem	Mission Elem	2	10	5	36	39	24	23
513	San Bernardino	Ontario-Montclair Elem	Monte Vista Elem	2	35	10	36	43	32	41

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					Grade 2	Grade 3	2004	2005	2004	2005
514	San Bernardino	Ontario-Montclair Elem	Montera Elem	2	11	9		38	28	26
515	San Bernardino	Ontario-Montclair Elem	Ramona Elem	2	29	9	41	37	27	37
516	San Bernardino	Ontario-Montclair Elem	Sultana Elem	2	24	8	34	33	24	32
517	San Bernardino	Ontario-Montclair Elem	Vista Grande Elem	2	38	13		44	34	44
518	Orange	Orange USD	California Elem	2	38	19	35	33	38	51
519	Orange	Orange USD	Cambridge Elem	2	43	23	28	32	47	49
520	Orange	Orange USD	Esplanade Elem	2	21	13	38	45	32	35
521	Orange	Orange USD	Fairhaven Elem	2	20	12	44	48	28	34
522	Orange	Orange USD	Handy Elem	2	46	14	36	34	39	44
523	Orange	Orange USD	Sycamore Elem	2	22	16	36	34	40	38
524	Orange	Orange USD	West Orange Elem	2	49	33	37	36	54	59
525	Riverside	Palm Springs USD	Cahuilla Elem	2	22	20	34	38	43	40
526	Riverside	Palm Springs USD	Cathedral City Elem	2	15	13	31	34	32	33
527	Riverside	Palm Springs USD	Corsini (Julius) Elem	2	18	14	33	33	38	32
528	Riverside	Palm Springs USD	Lindley (Della S.) Elem	2	29	24	29	37	44	48
529	Riverside	Palm Springs USD	Two Bunch Palms Elem	2	20	14	25	35	34	35
530	Riverside	Palm Springs USD	Vista del Monte Elem	2	24	21	24	33	37	41
531	Riverside	Palm Springs USD	Wenzlaff (Edward L.) Elem	2	24	16	31	33	35	34
532	Riverside	Perris Elem SD	Enchanted Hills Elem	2	33	16	41	37	37	41
533	Riverside	Perris Elem SD	Good Hope Elem	2	19	6	44	36	35	27
534	Riverside	Perris Elem SD	Palms Elem	2	28	12	32	32	40	42
535	Riverside	Perris Elem SD	Park Avenue Elem	2	15	8	36	36	32	33
536	Riverside	Perris Elem SD	Perris Elem	2	20	3	39	43	25	30
537	Contra Costa	Pittsburg USD	Foothill Elem	2	23	12	35	39	35	35
538	Contra Costa	Pittsburg USD	Heights Elem	2	48	19	40	42	44	50
539	Contra Costa	Pittsburg USD	Highlands Elem School	2	37	20	34	36	42	42
540	Contra Costa	Pittsburg USD	Willow Cove Elem	2	41	25		40	45	47
541	Los Angeles	Pomona USD	Alcott Elem	2	19	20		24	31	36
542	Los Angeles	Pomona USD	Arroyo Elem	2	27	14		27	34	36
543	Los Angeles	Pomona USD	Barfield Elem	2	30	19		29	31	43
544	Los Angeles	Pomona USD	Kellogg Polytechnic Elem	2	52	8	35	30	27	42
545	Los Angeles	Pomona USD	Lexington Elem	2	20	9		29	32	29
546	Los Angeles	Pomona USD	Lincoln Elem	2	34	14		30	34	37
547	Los Angeles	Pomona USD	Madison Elem	2	18	10	17	33	25	34
548	Los Angeles	Pomona USD	Mendoza Elem	2	25	16		33	35	34

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					Grade 2	Grade 3	2004	2005	2004	2005
549	Los Angeles	Pomona USD	Montvue Elem	2	23	14	18	27	33	30
550	Los Angeles	Pomona USD	Pueblo Elem	2	18	12		39	24	32
551	Los Angeles	Pomona USD	Roosevelt Elem	2	17	9		31	33	33
552	Los Angeles	Pomona USD	San Antonio Elem	2	28	14		33	32	31
553	Los Angeles	Pomona USD	Vejar Elem	2	31	48		28	34	52
554	Los Angeles	Pomona USD	Washington Elem	2	30	11	35	28	28	34
555	San Bernardino	Rialto USD	Bernis Elem	2	22	13	28	34	33	41
556	San Bernardino	Rialto USD	Boyd Elem	2	23	14	33	33	35	36
557	San Bernardino	Rialto USD	Casey Elem	2	14	14	37	38	31	38
558	San Bernardino	Rialto USD	Curtis (Sam V.) Elem	2	28	17	31	31	43	45
559	San Bernardino	Rialto USD	Dunn Elem	2	25	16	36	42	36	42
560	San Bernardino	Rialto USD	Henry Elem	2	18	12	32	37	32	35
561	San Bernardino	Rialto USD	Kelley Elem	2	15	12	37	37	30	37
562	San Bernardino	Rialto USD	Morgan Elem	2	28	11	30	33	32	38
563	San Bernardino	Rialto USD	Morris Elem	2	22	25	34	40	41	45
564	San Bernardino	Rialto USD	Preston Elem	2	31	10	34	39	32	41
565	Sonoma	Roseland Elem SD	Roseland Elem	2	10	11	37	32	27	32
566	Sonoma	Roseland Elem SD	Sheppard Elem	2	31	31	37	37	40	45
567	Monterey	Salinas City Elem	Boronda Elem	2	29	9	34	36	32	36
568	Monterey	Salinas City Elem	Lincoln Elem	2	19	13	24	35	31	33
569	Monterey	Salinas City Elem	Loma Vista Elem	2	23	15	33	39	29	40
570	Monterey	Salinas City Elem	Los Padres Elem	2	5	5	31	29	26	24
571	Monterey	Salinas City Elem	Natividad Elem	2	27	15	26	33	29	36
572	Monterey	Salinas City Elem	Sherwood Elem	2	15	11	31	28	22	28
573	San Bernardino	San Bernardino City Unified	Bradley Elem	2	17	10	34	32	30	32
574	San Bernardino	San Bernardino City Unified	Burbank Elem	2	16	3	32	43	26	32
575	San Bernardino	San Bernardino City Unified	Cole Elem	2	17	11	35	41	32	37
576	San Bernardino	San Bernardino City Unified	Davidson Elem	2	17	9	31	38	29	31
577	San Bernardino	San Bernardino City Unified	Emmerton Elem	2	19	5	39	43	24	31
578	San Bernardino	San Bernardino City Unified	Inghram Elem	2	7	5	41	41	19	25
579	San Bernardino	San Bernardino City Unified	Lincoln Elem	2	12	6	32	38	18	24
580	San Bernardino	San Bernardino City Unified	Marshall Elem	2	20	15	38	49	31	35
581	San Bernardino	San Bernardino City Unified	Monterey Elem	2	11	5	42	43	24	28

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
582	San Bernardino	San Bernardino City Unified	Mt. Vernon Elem	2	16	2	34	42	26	29
583	San Bernardino	San Bernardino City Unified	Muscoy Elem	2	15	17	44	48	35	33
584	San Bernardino	San Bernardino City Unified	Newmark Elem	2	30	27	40	35	43	47
585	San Bernardino	San Bernardino City Unified	Riley Elem	2	6	5	47	36	21	22
586	San Bernardino	San Bernardino City Unified	Urbita Elem	2	30	6	30	35	24	34
587	San Bernardino	San Bernardino City Unified	Warm Springs Elem	2	14	11	35	34	25	28
588	San Bernardino	San Bernardino City Unified	Wilson Elem	2	13	5	32	39	37	31
589	San Francisco	San Francisco USD	Bryant Elem	2	24	18	37	28	32	38
590	San Francisco	San Francisco USD	Carmichael (Bessie) Filipino E	2	37	27	45	35	51	52
591	San Francisco	San Francisco USD	Chavez (Cesar) Elem	2	24	26	35	33	33	47
592	San Francisco	San Francisco USD	deAvila (William R.) Elem	2	36	30	37	35	27	37
593	San Francisco	San Francisco USD	Drew (Carles R.) Elem	2	17	16	36	35	23	37
594	San Francisco	San Francisco USD	Flynn (Leonard R.) Elem	2	13	12	31	32	32	31
595	San Francisco	San Francisco USD	Glen Park Elem	2	36	47	37	35	44	54
596	San Francisco	San Francisco USD	Golden Gate Elem	2	73		46	41	47	74
597	San Francisco	San Francisco USD	Harte (Bret) Elem	2	19	24	39	33	31	44
598	San Francisco	San Francisco USD	Hillcrest Elem	2	22	8	35	31	37	35
599	San Francisco	San Francisco USD	Malcolm X Academy Elem	2	33	16	47	45	32	36
600	San Francisco	San Francisco USD	Marshall Elem	2	28	6	29	34	36	35
601	San Francisco	San Francisco USD	McKinley Elem	2	48	21	52	43	52	54
602	San Francisco	San Francisco USD	Milk (harvey) Civil Rights Aca	2	38	43	46	40	52	59
603	San Francisco	San Francisco USD	Ortega (Jose) Elem	2	50	36	51	44	40	56
604	San Francisco	San Francisco USD	Parks (Rosa) Elem	2	19	22	33	46	36	35
605	San Francisco	San Francisco USD	Revere (Paul) Elem	2	11	18	31	34	30	31
606	San Francisco	San Francisco USD	Serra (Junipero) Elem	2	33	16	42	38	49	43
607	San Francisco	San Francisco USD	Sheriden Elem	2	84	65	44	43	53	72
608	San Francisco	San Francisco USD	Starr King Elem	2	0	25		37	38	37
609	San Francisco	San Francisco USD	Treasure Island Elem	2	27	0			27	29
610	Riverside	San Jacinto USD	DeAnza Elem	2	42	15	34	36	40	44
611	Riverside	San Jacinto USD	Park Hill Elem	2	27	12	30	32	37	38
612	Riverside	San Jacinto USD	San Jacinto Elem	2	9	11	35	36	25	29
613	Santa Clara	San Jose USD	Almaden Elem	2	18	15		39	27	38

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
614	Santa Clara	San Jose USD	Canoas Elem	2	36	44		47	57	57
615	Santa Clara	San Jose USD	Cory Elem	2	36			37	42	51
616	Santa Clara	San Jose USD	Darling Anne Elem	2	37	12		35	33	43
617	Santa Clara	San Jose USD	Gardner Elem	2	7	4		36	27	27
618	Santa Clara	San Jose USD	Washington Elem	2	13	10		33	23	30
619	Sacramento	San Juan USD	Dyer-Kelly Elem	2	10	9	33	38	22	21
620	Sacramento	San Juan USD	Greer Elem	2	29	17	38	35	49	41
621	Sacramento	San Juan USD	Holst Elem	2	42	19	40	44	41	40
622	Sacramento	San Juan USD	Howe Avenue Elem	2	19	9		36	28	28
623	Sacramento	San Juan USD	Skycrest Elem	2	44	34	38	33	53	55
624	San Diego	San Ysidro Elem SD	Beyer Elem	2	12	1	24	32	32	32
625	San Diego	San Ysidro Elem SD	La Mirada Elem	2	10	17	33	36	35	39
626	San Diego	San Ysidro Elem SD	Smythe Elem	2	15	18	31	35	30	39
627	San Diego	San Ysidro Elem SD	Sunset Elem	2	32	14	32	42	50	46
628	Orange	Santa Ana USD	Carver (George Washington) Ele	2	16	9	34	36	31	31
629	Orange	Santa Ana USD	Diamond Elem	2	15	6	38	36	24	31
630	Orange	Santa Ana USD	Fremont (John C) Elem	2	11	10	35	31	24	29
631	Orange	Santa Ana USD	Garfield Elem	2	9	7	61	37	19	27
632	Orange	Santa Ana USD	Harvey (Carl) Elem	2	22	13		43	46	41
633	Orange	Santa Ana USD	Jackson (Andrew) Elem	2	16	13		30	32	33
634	Orange	Santa Ana USD	King (Martin Luther, Jr.) Elem	2	9	4	35	39	18	25
635	Orange	Santa Ana USD	Lowell Elem	2	5	5		34	21	22
636	Orange	Santa Ana USD	Madison (James) Elem	2	32	20	41	36	40	49
637	Orange	Santa Ana USD	Martin (Glenn L.) Elem	2	14	5	27	45	28	30
638	Orange	Santa Ana USD	Monte Vista Elem	2	16	5		36	27	30
639	Orange	Santa Ana USD	Remington (Fredrick) Elem	2	29	7		31	41	44
640	Orange	Santa Ana USD	Romero-Cruz (Lydia) Elem	2		13	44	45	20	34
641	Orange	Santa Ana USD	Roosevelt (Theodore) Elem	2	18	5	35	41	22	27
642	Orange	Santa Ana USD	Sepulveda (Jose Andres) Elem	2	11	8	34	40	24	29
643	Santa Barbara	Santa Maria-Bonita SD	Alvin Elem	2	36	8	33	38	34	37
644	Santa Barbara	Santa Maria-Bonita SD	Bonita Elem	2	15	12	40	46	40	38
645	Santa Barbara	Santa Maria-Bonita SD	Bruce (Robert) Elem	2	27	10	32	33	39	39

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					Grade 2	Grade 3	2004	2005	2004	2005
646	Santa Barbara	Santa Maria-Bonita SD	Fairlawn Elem	2	20	11	31	39	23	36
647	Santa Barbara	Santa Maria-Bonita SD	Oakley (Calvin C.) Elem	2	23	6	39	39	28	33
648	Santa Barbara	Santa Maria-Bonita SD	Rice (William) Elem	2	30	6	31	39	28	35
649	Ventura	Santa Paula Elem	Blanchard Elem	2	24	30	36	32	42	43
650	Ventura	Santa Paula Elem	Glen City Elem	2	19	11	37	33	31	33
651	Ventura	Santa Paula Elem	Thille (Grace S.) Elem	2	23	26	35	35	27	45
652	Ventura	Santa Paula Elem	Webster (Barbara) Elem	2	17	4	33	35	27	34
653	Imperial	Seeley Union Elem	Seeley Elem	2	24	13	44	43	49	45
654	Los Angeles	South Whittier Elem	Carmela Elem	2	25	27	37	36	32	40
655	Los Angeles	South Whittier Elem	Los Altos Elem	2	40	27	31	31	48	49
656	Los Angeles	Whittier City SD	Hoover (Lou Henry) Elem	2	44	30	50	51	51	48
657	Los Angeles	Whittier City SD	Lincoln (Abraham) Elem	2	19	31	47	36	52	45
658	Los Angeles	Whittier City SD	Longfellow Elem	2	31	18	45	42	36	42
659	Los Angeles	Whittier City SD	Orange Grove Elem	2	45	29	47	46	44	51
660	Los Angeles	Whittier City SD	Phelan (Daniel) Elem	2	47	16	46	50	46	49
661	Los Angeles	Whittier City SD	Sorensen (Christian Elem	2	16	18	42	36	39	40
662	Merced	Winton Elem SD	Crookham (Sybil N.) Elem	2	22	15		31	38	36
663	Merced	Winton Elem SD	Sparkes (Frank) Elem	2	27	16		35	29	40
664	Monterey	Alisal Union SD	Alisal Community	3	16	5		27		29
665	Monterey	Alisal Union SD	Barton	3	13	8		29		29
666	Monterey	Alisal Union SD	Chavez	3	13	20		28		34
667	Monterey	Alisal Union SD	Creekside	3	32	16		30		42
668	Monterey	Alisal Union SD	Fremont	3	8	5		26		25
669	Monterey	Alisal Union SD	Loya	3	31	13		29		37
670	Monterey	Alisal Union SD	Sanchez	3	14	2		31		29
671	Riverside	Alvord USD	Arlanza	3	18	10		38		30
672	Riverside	Alvord USD	Collett	3	26	15		28		40
673	Riverside	Alvord USD	Foothill	3	16	10		27		32
674	Riverside	Alvord USD	La Granada	3	15	14		34		31
675	Riverside	Alvord USD	Myra Linn	3	30	23		30		43
676	Riverside	Alvord USD	Rosemary Kennedy	3	28	19		32		40
677	Riverside	Alvord USD	Terrace	3	35	12		36		40
678	Mendocino	Arena Union Elem	Arena Union	3	43	32				44
679	Riverside	Banning USD	Central	3	33	20		36		48

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					Grade 2	Grade 3	2004	2005	2004	2005
680	Riverside	Banning USD	Hemmerling	3	40	15		32		45
681	Riverside	Banning USD	Hoffer	3	42	24		40		48
682	Monterey	Chualar Union Elem School	Chualar Union	3	11	3		35		30
683	San Diego	Chula Vista Elem	Montgomery Elem	3	24	16		31		41
684	Los Angeles	Compton USD	Anderson	3	14	5		32		23
685	Los Angeles	Compton USD	Carver Elem	3	28	20		35		36
686	Los Angeles	Compton USD	Emerson	3	30	21		34		47
687	Los Angeles	Compton USD	Foster	3	17	5		30		26
688	Los Angeles	Compton USD	George Washington	3	10	6		30		24
689	Los Angeles	Compton USD	Jefferson	3	15	13		33		33
690	Los Angeles	Compton USD	Lincoln Elem	3	12	13		32		27
691	Los Angeles	Compton USD	Robert F. Kennedy	3	24	11		36		39
692	Los Angeles	Compton USD	Ronald E. McNair	3	42	23		30		48
693	Los Angeles	Compton USD	Roosevelt	3	17	11		30		26
694	Los Angeles	Compton USD	Tibby	3	34	21				38
695	Tehama	Corning Union Elem School	Olive View	3	32	24		49		44
696	Tehama	Corning Union Elem School	Rancho Tehama	3	19	24				46
697	Tehama	Corning Union Elem School	Woodson	3	56	31		33		55
698	Kern	Delano Union SD	Del Vista	3	23	16		28		34
699	Kern	Delano Union SD	Fremont	3	27	21		36		39
700	Kern	Delano Union SD	Terrace	3	21	11		34		30
701	Kern	Delano Union SD	Valle Vista	3	8	6		34		23
702	Merced	Delhi USD	Schendel Elem	3	21	18		43		41
703	Riverside	Desert Sands USD	Andrew Jackson	3	31	19		42		34
704	Riverside	Desert Sands USD	Dwight Eisenhower	3	8	15		29		22
705	Riverside	Desert Sands USD	Herbert Hoover	3	13	9		40		24
706	Riverside	Desert Sands USD	John Adams	3	34	25		35		46
707	Riverside	Desert Sands USD	John F. Kennedy	3	24	13		34		31
708	Riverside	Desert Sands USD	Lyndon B. Johnson	3	27	24		36		41
709	Los Angeles	El Rancho USD	Birney Elem	3	36	31		33		52
710	Los Angeles	El Rancho USD	Magee Elem	3	26	18		23		39
711	Los Angeles	El Rancho USD	North Ranchito Elem	3	27	27		28		45
712	Los Angeles	El Rancho USD	Rivera Elem	3	41	13		31		46
713	Los Angeles	El Rancho USD	Selby Grove Elem	3	42	18		32		49
714	Los Angeles	El Rancho USD	South Ranchito Elem	3	13	20		25		37
715	San Diego	Escondido Union SD	Farr Avenue School	3	13	12		37		29
716	San Diego	Escondido Union SD	Felicita School	3	14	14		37		31

#	County Name	District Name	School Name	Cohort	Proficient & Above		RFII		RFAI	
					Grade 2	Grade 3	2004	2005	2004	2005
717	San Diego	Escondido Union SD	Glen View School	3	33	16		35		41
718	San Diego	Escondido Union SD	Lincoln School	3	21	11		40		33
719	San Diego	Escondido Union SD	Pioneer School	3	18	11		39		34
720	San Diego	Escondido Union SD	Rose School	3	24	10		36		36
721	Monterey	Greenfield Union SD	Greenfield Elem	3		6		33		19
722	Monterey	Greenfield Union SD	Greenfield Primary	3	22	0		35		25
723	Monterey	Greenfield Union SD	Oak Avenue Elem	3	14	11		40		27
724	Merced	Gustine USD	Romero Elem	3	17	16		39		29
725	Imperial	Heber SD	Heber Elem	3	34	12		42		40
726	Stanislaus	Keyes Union Elem School	Keyes Elem	3	15	6		39		32
727	Lake	Konocti USD	Burns Valley Elem	3	29	19		34		41
728	Lake	Konocti USD	East Lake Elem	3	41	19		34		45
729	lake	Konocti USD	Lower Lake Elem	3	41	17		37		46
730	Los Angeles	Lancaster SD	Desert View Elem	3	28	15		33		37
731	Los Angeles	Lancaster SD	El Dorado Elem	3	23	14		29		35
732	Los Angeles	Lancaster SD	Joshua Elem	3	30	16		36		38
733	Los Angeles	Lancaster SD	Lincoln Elem	3	22	19				38
734	Los Angeles	Lancaster SD	Mariposa Elem	3	23	9		30		31
735	Los Angeles	Lancaster SD	Sierra Elem	3	24	10		31		35
736	Trinity	Lewiston Elem SD	Lewiston Elem	3		36		30		47
737	Los Angeles	Los Angeles USD	BELLINGHAM PC	3				39		84
738	Los Angeles	Los Angeles USD	Jefferson New ES # 2	3	16	7		31		33
739	Los Angeles	Los Angeles USD	JEFFERSON NEW PC #6	3						86
740	Los Angeles	Los Angeles USD	STANFORD NEW PC	3				32		82
741	Los Angeles	Lynwood USD	Agnes Elem	3	17	1		29		28
742	Los Angeles	Lynwood USD	Mark Twain Elem	3	23	18		37		38
743	Los Angeles	Lynwood USD	Roosevelt Elem	3	24	9		38		35
744	Los Angeles	Lynwood USD	Wilson Elem	3	22	9		33		34
745	San Bernardino	Ontario-Montclair Elem	Bernt	3				38		71
746	San Bernardino	Ontario-Montclair Elem	Linda Vista	3				50		82
747	San Bernardino	Oro Grande SD	Oro Grande	3	30	8		31		23
748	Ventura	Oxnard SD	Chavez	3	9	4		32		24
749	Ventura	Oxnard SD	Curren	3	20	18		28		34
750	Ventura	Oxnard SD	Driffill	3	11	14		27		29
751	Ventura	Oxnard SD	Elm Street	3	7	3		27		17

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					Grade 2	Grade 3	2004	2005	2004	2005
752	Ventura	Oxnard SD	Harrington	3	12	8		34		29
753	Ventura	Oxnard SD	Kamala	3	5	7		32		23
754	Ventura	Oxnard SD	Lemonwood	3	24	15		26		35
755	Ventura	Oxnard SD	Marina West	3	12	15		27		33
756	Ventura	Oxnard SD	McKinna	3	14	4		27		27
757	Ventura	Oxnard SD	Ramona	3	8	2		30		19
758	Ventura	Oxnard SD	Sierra Linda	3	21	13		28		31
759	Santa Cruz	Pajaro Valley Unified SD	Amesti	3	20	11		30		30
760	Santa Cruz	Pajaro Valley Unified SD	Freedom	3	15	15		31		31
761	Santa Cruz	Pajaro Valley Unified SD	Hall Elem	3	16	6		34		30
762	Santa Cruz	Pajaro Valley Unified SD	Landmark	3	13	4		37		22
763	Santa Cruz	Pajaro Valley Unified SD	MacQuiddy	3	8	11		30		27
764	Santa Cruz	Pajaro Valley Unified SD	Ohlone	3	9	4		29		20
765	Santa Cruz	Pajaro Valley Unified SD	Starlight	3	12	9		25		23
766	Los Angeles	Palmdale SD	Los Amigos	3	26	15		29		38
767	Los Angeles	Palmdale SD	Palm Tree	3	27	12		37		39
768	Los Angeles	Palmdale SD	Summerwind	3	30	19		29		41
769	Los Angeles	Palmdale SD	Tamarisk	3	26	18		36		39
770	Los Angeles	Palmdale SD	Tumbleweed	3	19	10		40		35
771	Los Angeles	Palmdale SD	Yucca	3	6	6		34		21
772	Fresno	Raisin City SD	Raisin City School	3	26	3		34		34
773	San Mateo	Ravenswood City SD	Belle Haven	3	16	11		31		19
774	San Mateo	Ravenswood City SD	Green Oaks	3	5	3		24		10
775	San Mateo	Ravenswood City SD	Willow Oaks Elem	3	13	9		29		18
776	San Bernardino	Rialto USD	Dr. Ernest Garcia Elem	3	37	16		32		46
777	Tulare	Richgrove SD	Richgrove	3	25	9		36		33
778	Ventura	Rio Elem SD	El Rio	3	15	10		29		29
779	Ventura	Rio Elem SD	Rio Plaza	3	19	7				29
780	Ventura	Rio Elem SD	Rio Real	3	3	17		28		22
781	San Bernardino	San Bernardino City Unified	Alessandro Elem	3	27	14		39		39
782	San Bernardino	San Bernardino City Unified	Lytle Creek Elem	3	9	5		38		27
783	San Bernardino	San Bernardino City Unified	Oehl Elem	3	29	10		45		37
784	San Bernardino	San Bernardino City Unified	Roosevelt Elem	3	20	13		35		35
785	San Bernardino	San Bernardino City Unified	Vermont Elem	3	15	11		36		31
786	San Francisco	San Francisco USD	Sanchez Elem	3	14	18		32		38

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					Grade 2	Grade 3	2004	2005	2004	2005
787	Orange	Santa Ana USD	Edison Elem	3	20	3		34		30
788	Orange	Santa Ana USD	Franklin Elem	3	12	4		37		27
789	Orange	Santa Ana USD	Henninger Elem	3	26	16		34		37
790	Orange	Santa Ana USD	Hoover Elem	3	12	7		35		30
791	Orange	Santa Ana USD	Kennedy Elem	3	10	6		36		24
792	Orange	Santa Ana USD	Lincoln Elem	3	19	11		34		32
793	Orange	Santa Ana USD	Pio Pico Elem	3	10	14		43		30
794	Los Angeles	Santa Monica Boulevard Communi	Santa Monica Boulevard Communi	3	28	11		32		39
795	Sonoma	Santa Rosa City Schools	Abraham Lincoln	3	21	7		35		30
796	Sonoma	Santa Rosa City Schools	Brook Hill Elem School	3	22	23		35		36
797	Sonoma	Santa Rosa City Schools	Helen Lehman	3	30	24		32		48
798	Sonoma	Santa Rosa City Schools	James Monroe	3	13	6		36		29
799	Sonoma	Santa Rosa City Schools	Luther Burbank	3	28	7		29		39
800	Sonoma	Santa Rosa City Schools	Steele Lane	3	21	12		33		32
801	San Diego	South Bay Union SD	Berry	3	23	17		29		38
802	San Diego	South Bay Union SD	Central	3	29	12		34		40
803	San Diego	South Bay Union SD	Mendoza	3	31	24		38		44
804	San Diego	South Bay Union SD	Nestor	3	13	9		34		33
805	San Diego	South Bay Union SD	Nicoloff	3	9	10		32		32
806	San Diego	South Bay Union SD	Sunnyslope	3	33	21		34		42
807	Kern	Taft City SD	Conley	3	33	11		40		38
808	Kern	Taft City SD	Jefferson School	3	29	11		38		45
809	Kern	Taft City SD	Taft Primary	3	26	20		39		43
810	San Diego	Vista USD	Bobier	3	17	8		29		32
811	San Diego	Vista USD	Crestview	3	26	26		44		41
812	San Diego	Vista USD	Grapevine	3	35	17		38		46
813	San Diego	Vista USD	Olive	3	28	15		36		42
814	Kern	Wasco Union SD	John L. Prueitt	3				37		31
815	Kern	Wasco Union SD	Karl F. Clemens	3	11	11		28		25
816	Yolo	Washington USD	Elkhorn Village	3	12	8		36		35
817	Yolo	Washington USD	Evergreen	3	39	16		42		46
818	Yolo	Washington USD	Westfield Village	3	20	5		43		31
819	Imperial	Westmorland Union Elem S	Westmorland Elem	3	30	18		39		42
820	Los Angeles	Wilsona Elem SD	Vista San Gabriel	3	33	13		35		47
821	Los Angeles	Wilsona Elem SD	Wilsona	3	32	20		38		43