

# READING FIRST PROGRESS REPORT 2006–2007 SCHOOL YEAR



## Report for the Reading First Program Michigan Department of Education

Prepared by Joanne F. Carlisle, PhD.,  
University of Michigan

## CONTENTS OF THE REPORT

|   |                |
|---|----------------|
| <b>Part 1: Introduction</b>   | <b>page 3</b>  |
| 1.1 Overview of the 2006-2007 Reading First Report  |                |
| 1.2 Contact Information   |                |
| <b>Part 2: Performance on the Iowa Test of Basic Skills and Gates MacGinitie Reading Test</b> | <b>page 4</b>  |
| 2.1 Description of Reading Achievement Tests  |                |
| 2.2 Description of Students   |                |
| 2.3 Rank Order of Schools Meeting Expectations on ITBS  |                |
| 2.4 Students Meeting Grade-Level Expectations on ITBS   |                |
| 2.5 Students Underachieving in Reading on ITBS  |                |
| 2.6 Progress in Reading in Michigan's Reading First Schools                                   |                |
| 2.7 Performance of Students in Risk Categories  |                |
| 2.8 Meeting Michigan's Progress Criteria in 2006-2007   |                |
| 2.9 Performance of Kindergartners on the Gates MacGinitie Reading Test                        |                |
| 2.10 Performance of Fourth Graders on ITBS subtests   |                |
| <b>Part 3: Performance on Dynamic Indicators of Basic Early Literacy Skills</b>               | <b>page 18</b> |
| 3.1 Description of DIBELS   |                |
| 3.2 Students Meeting Standards and Students Needing Intensive Instruction                     |                |
| <b>Part 4: Overview of Program Implementation</b>   | <b>page 26</b> |
| 4.1 Analysis of compliance with Reading First requirements                                    |                |
| 4.2 Overview of Classroom Practices Study   |                |
| 4.3 Information about Instructional Practices from Surveys                                    |                |
| <b>Appendix A: Rank order of schools meeting expectations by grade level</b>                  | <b>page 31</b> |

## **PART 1: INTRODUCTION**

### **1.1 Overview of the 2006-2007 Reading First Report**

The external evaluator of Reading First programs in each state is required to provide analyses of students' performance on reading achievement tests so that the state and federal departments of education can assess the progress made by Reading First schools, districts, and states in improving the reading of students in first through third grades. The US Department of Education requests the following information:

1. Provide information about the gains in reading achievement made by students in Reading First schools.
2. Provide students' performance on a reading achievement measure that shows the percentages of students in grades 1, 2, and 3 in Reading First schools reading at grade level or above.
3. Provide disaggregated data that demonstrate the number of students in Reading First schools from the following categories reading at grade level or above: economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

This report is designed to provide Michigan Department of Education with information gathered by researchers involved in the Evaluation of Reading First in Michigan. It includes (a) results of students' performance on the Iowa Tests of Basic Skills, reading subtests, (b) results of students' performance on Dynamic Indicators of Basic Early Literacy Skills, and (c) an overview of program implementation.

Technical reports of studies of Reading First in Michigan are available on Michigan's Reading First website ([www.mireadingfirst.org](http://www.mireadingfirst.org)). In addition, in the 2006-2007 school year, we published three Newsletters for the purpose of providing information about Reading First in Michigan for teachers. These, too, can be read or downloaded from Michigan's Reading First website.

### **1.2 Contact Information**

This report was prepared by Joanne F. Carlisle, PhD.

Principal Investigator, Evaluation of Reading First in Michigan  
Professor, Educational Studies  
School of Education, University of Michigan  
610 E. University Ave.  
Ann Arbor, MI 48109-1259  
Telephone: 734-615-1267  
Email: RFEval@isr.umich.edu

## **PART 2: PERFORMANCE ON THE IOWA TESTS OF BASIC SKILLS AND THE GATES MACGINITIE READING TEST**

### **2.1 Description of Reading Achievement Tests**

The Iowa Tests of Basic Skills (ITBS) is a standardized test, published by Riverside Publishing, which provides indices of proficiency in reading and language skills. ITBS subtests map onto the five components of reading instruction required by the Reading First legislation. The following ITBS subtests were administered to students in Reading First schools in grades 1-3:

|                       |   |
|-----------------------|---|
| Vocabulary            | (assesses knowledge of word meanings)   |
| Word Analysis         | (assesses ability to analyze word structure for purposes of reading and spelling)   |
| Listening Language    | (assesses abilities to understand language presented orally)<br>(assess components of language, such as spelling and grammar) |
| Reading Comprehension | (assesses comprehension of written texts)   |
| Reading Total         | (a composite of vocabulary and reading comprehension)   |

Fourth graders in Reading First schools take three subtests: Vocabulary, Language and Reading Comprehension. Reading Total is computed from the Vocabulary and Reading Comprehension subtests.

The Gates MacGinitie Reading Test is a standardized test published by Riverside Publishing. Level PR was designed to help teachers learn what kindergartners know about important concepts on which beginning reading skills are built. Subtests include Literacy Concepts, Oral Language Concepts, Letters and Letter-Sound Correspondences, and Listening (Story) Comprehension.

For more information about the Iowa Tests of Basic Skills and Gates MacGinitie Reading Test, we refer you to the publisher's website: [www.riverside.com](http://www.riverside.com).

### **2.2 Description of Students**

Forty-two districts or local educational agencies (LEAs) had Reading First grants in Michigan for 2006-2007. In these districts, there are 165 Reading First schools. In the spring of 2007, the Gates MacGinitie Reading Test was taken by 8,975 kindergartners, and ITBS was taken by 9,187 first graders, 8,904 second graders, and 8,719 third graders. We exclude from our analyses any students who were not eligible to take ITBS but did so anyway.

We also asked schools to administer ITBS to 4<sup>th</sup> graders so that we would be able to determine whether any gains made the previous year (3<sup>rd</sup> grade in a Reading First school) were still evident in the 2007 test results. We have ITBS test results for 8,428 fourth graders in 2007.

In order to report on the reading achievement of students in risk categories specified by the federal government, we matched the students who took the ITBS with students in Michigan's Single Record Student Database (SRSD). This database is maintained by the state of Michigan's Center for Educational Performance and Information. It contains information about students in Michigan of the kind necessary to disaggregate the data for the students in risk groups; the data are collected and entered into the database at the school and district levels. We used the same fields from the SRSD data that are used by the state to disaggregate the data on Michigan's state achievement test. The categories are as follows:

- students with limited English proficiency (LEP),
- students who are economically disadvantaged,
- students with disabilities, and
- students from ethnic and cultural minority groups.

Of the students in Reading First schools in 2006-2007, we were able to match 24,228 first, second, and third graders on ITBS and SRSD. Tables 1 and 2 show the breakdown by racial/ethnic category and by risk category. In interpreting the information in these tables, we note that only students with one primary race category are included .

*Table 1: Breakdown by Racial/Ethnic Category (2006-2007)*

| <i>Category</i>  | <i>Number of students</i> |
|------------------|---------------------------|
| African American | 11,256                    |
| White            | 9,485                     |
| Hispanic/Latino  | 3,021                     |
| Asian American   | 2,51                      |
| American Indian  | 2,05                      |
| Native Hawaiian  | 10                        |

*Table 2: Breakdown for Students in Risk Categories (2006-2007)*

| <i>Category</i>                             | <i>Number of students</i> |
|---|---------------------------|
| Students who are economically disadvantaged | 18,405                    |
| Students with limited English proficiency   | 2,879                     |
| Students with disabilities                  | 2,677                     |

We feel it is important to provide two reminders about students included in the results in this report. First, although in reports to the districts and schools, we provide results for both students who were in the school for most of the year (Early Entry) and all students (regardless of how long they have been in the school), for state and federal reports we include all students who were in Reading First schools. For several years, we have found no significant difference in the achievement of students who are early entry students and all students (i.e., including both early and late entry students). Second, reading achievement results based on disaggregation of students by racial/ethnic category or by risk category necessarily includes only those students who took ITBS and were also present in SRSD.

### **2.3 Rank Order of Schools Meeting Expectations on ITBS**

We provide a table for each grade level that places the schools in rank order from the largest to the smallest percentage of students reading at or above grade level in grades 1-3. The tables are given in **Appendix A**. For grade 1, the percentage of first graders meeting grade-level expectations ranges from 85% to 4%; for second grade, the range is 80% to 0%; for third grade, the range is 76% to 0%. Another way to describe these results involves tabulating the number of schools with 50% or more of their students meeting grade level expectations. This tabulation shows that for first grade, there are 51 schools with 50% or more of the students reading at grade level; for second grade, there are 36 such schools; and for third grade, 26 such schools. For first and second grades, these numbers represent noticeable gains. Last year, the figure was 40 schools for first grade, 24 schools for second grade, and 33 schools for third grade—thus, we see noticeable gains for first and second grades.

One finding highlighted by these tables is the variability in achievement of schools within districts. That is, within a district, there are some schools with a very small percentage of students performing at or above grade level and some with a large percentage of students at or above grade level.

## 2.4 Students Meeting Grade-Level Expectations on ITBS

Table 3 shows the percentage of students at each grade level in each district whose Reading Total score on the ITBS was at or above grade level. Grade level reading is operationally defined the 50<sup>th</sup> percentile, based on national norms. The table also indicates whether schools in the district started its Reading First program in 2002 (Round 1), 2003 (Round 2), 2005 (Round 3) or some combination thereof.

*Table 3: Percent of Students At or Above Grade Level on the Reading Total Score of the ITBS by District*

| District              | Rounds | Percentage (%) of Students |              |             |
|-----------------------|--------|----------------------------|--------------|-------------|
|                       |        | First Grade                | Second Grade | Third Grade |
| ARTS & TECH ACAD.     | 3      | 25                         | 30           | 30          |
| BAY COUNTY PSA        | 3      | 33                         | 32           | 46          |
| BEECHER PS            | 2      | 43                         | 35           | 13          |
| BENTON HARBOR PS      | 2,3    | 37                         | 31           | 13          |
| BUENA VISTA PS        | 2      | 20                         | 13           | 7           |
| CESAR CHAVEZ ACAD.    | 3      | 15                         | 26           | 11          |
| DEARBORN PS           | 1,3    | 45                         | 37           | 22          |
| DECATUR PUBLIC        | 3      | 59                         | 59           | 53          |
| DETROIT PUBLIC        | 1,3    | 37                         | 23           | 21          |
| ENGADINE CONSOLID.    | 3      | 53                         | 69           | 54          |
| FERNDALE PS           | 2      | 57                         | 47           | 48          |
| GLADWIN COMMUNITY     | 3      | 46                         | 60           | 50          |
| GRAND RAPIDS PS       | 2,3    | 30                         | 26           | 24          |
| HALE AREA SCHOOLS     | 3      | 62                         | 53           | 53          |
| HOLLAND PS            | 1      | 55                         | 52           | 48          |
| JACKSON P S           | 3      | 15                         | 8            | 27          |
| KALAMAZOO PS          | 1,2,3  | 42                         | 40           | 35          |
| KALKASKA PS           | 3      | 70                         | 61           | 50          |
| LANSING PS            | 2,3    | 44                         | 41           | 41          |
| MARION PS             | 3      | 59                         | 68           | 41          |
| MESICK CONS. SCHLS    | 3      | 57                         | 52           | 44          |
| MIO-AUSABLE SCHLS     | 3      | 55                         | 49           | 48          |
| MUSKEGON HEIGHTS      | 3      | 26                         | 19           | 14          |
| MUSKEGON PS           | 1,3    | 38                         | 32           | 31          |
| OAK PARK PS           | 2      | 33                         | 24           | 35          |
| ONAWAY AREA SCHLS.    | 3      | 75                         | 65           | 71          |
| OWOSSO PS             | 2      | 53                         | 55           | 57          |
| PONTIAC PS            | 2      | 30                         | 27           | 22          |
| PORT HURON PS         | 1,3    | 41                         | 43           | 38          |
| QUINCY COMM SCHLS     | 3      | 61                         | 47           | 54          |
| ROMULUS PS            | 2      | 42                         | 40           | 38          |
| SAGINAW PS            | 1,2    | 29                         | 29           | 22          |
| TRI-VALLEY ACAD.      | 3      | 19                         | 12           | 6           |
| UNION CITY COMM       | 3      | 51                         | 41           | 63          |
| UTICA COMM SCHLS      | 3      | 48                         | 55           | 52          |
| VANDERBILT AREA SCHLS | 3      | 37                         | 36           | 47          |
| WATERSMEET SCHLS      | 3      | 64                         | 61           | 43          |
| WAYNE WESTLAND PS     | 2,3    | 35                         | 36           | 40          |
| WEST BRNCH ROSE CITY  | 3      | 64                         | 58           | 69          |
| WEST IRON CTY SCHLS   | 3      | 60                         | 67           | 63          |
| WYOMING PS            | 2      | 41                         | 20           | 24          |
| YPSILANTI PS          | 2      | 46                         | 50           | 41          |

## 2.5 Students Underachieving in Reading on ITBS

Table 4 shows the percentage of students in each district with Reading Total scores below the 25<sup>th</sup> percentile, based on national norms. This analysis is particularly important because Reading First districts have a high percentage of students underachieving in reading. In short, these are the students most likely to be “left behind.”

*Table 4: Percent of Students with Reading Total Scores on the ITBS Below the 25<sup>th</sup> Percentile by District*

| District              | Rounds | Percentage (%) of Students |              |             |
|-----------------------|--------|----------------------------|--------------|-------------|
|                       |        | First Grade                | Second Grade | Third Grade |
| ARTS & TECH ACAD.     | 3      | 61                         | 37           | 44          |
| BAY COUNTY PSA        | 3      | 55                         | 29           | 22          |
| BEECHER PS            | 2      | 32                         | 35           | 48          |
| BENTON HARBOR PS      | 2,3    | 35                         | 36           | 41          |
| BUENA VISTA PS        | 2      | 48                         | 55           | 65          |
| CESAR CHAVEZ ACAD.    | 3      | 57                         | 30           | 53          |
| DEARBORN PS           | 1,3    | 31                         | 34           | 38          |
| DECATUR PUBLIC        | 3      | 26                         | 23           | 23          |
| DETROIT PUBLIC        | 1,3    | 39                         | 50           | 44          |
| ENGADINE CONSOLID.    | 3      | 20                         | 0            | 15          |
| FERNDALE PS           | 2      | 23                         | 26           | 25          |
| GLADWIN COMMUNITY     | 3      | 28                         | 14           | 20          |
| GRAND RAPIDS PS       | 2,3    | 42                         | 42           | 39          |
| HALE AREA SCHOOLS     | 3      | 16                         | 26           | 21          |
| HOLLAND PS            | 1      | 24                         | 18           | 23          |
| JACKSON P S           | 3      | 69                         | 54           | 59          |
| KALAMAZOO PS          | 1,2,3  | 35                         | 35           | 34          |
| KALKASKA PS           | 3      | 13                         | 13           | 21          |
| LANSING PS            | 2,3    | 31                         | 27           | 25          |
| MARION PS             | 3      | 8                          | 11           | 28          |
| MESICK CONS. SCHLS    | 3      | 18                         | 29           | 19          |
| MIO-AUSABLE SCHLS     | 3      | 24                         | 27           | 13          |
| MUSKEGON HEIGHTS      | 3      | 44                         | 52           | 52          |
| MUSKEGON PS           | 1,3    | 36                         | 41           | 35          |
| OAK PARK PS           | 2      | 42                         | 45           | 27          |
| ONAWAY AREA SCHLS.    | 3      | 15                         | 6            | 7           |
| OWOSSO PS             | 2      | 26                         | 28           | 19          |
| PONTIAC PS            | 2      | 39                         | 50           | 43          |
| PORT HURON PS         | 1,3    | 34                         | 32           | 25          |
| QUINCY COMM SCHLS     | 3      | 17                         | 22           | 16          |
| ROMULUS PS            | 2      | 33                         | 31           | 28          |
| SAGINAW PS            | 1,2    | 41                         | 39           | 42          |
| TRI-VALLEY ACAD.      | 3      | 46                         | 64           | 69          |
| UNION CITY COMM       | 3      | 27                         | 32           | 14          |
| UTICA COMM SCHLS      | 3      | 29                         | 21           | 20          |
| VANDERBILT AREA SCHLS | 3      | 32                         | 43           | 21          |
| WATERSMEET SCHLS      | 3      | 14                         | 11           | 36          |
| WAYNE WESTLAND PS     | 2,3    | 39                         | 36           | 25          |
| WEST BRNCH ROSE CITY  | 3      | 10                         | 13           | 7           |
| WEST IRON CTY SCHLS   | 3      | 15                         | 19           | 10          |
| WYOMING PS            | 2      | 39                         | 60           | 42          |
| YPSILANTI PS          | 2      | 34                         | 23           | 26          |



## 2.6 Progress in Reading in Michigan's Reading First Schools

The goal of the Reading First program in Michigan is for schools to show improvements in the reading achievement of students each year. Based on federal requirements and guidelines, Michigan's Reading First program uses the following criteria to assess progress: increase in the percent of students reading at grade level (GL), defined as performance at or above the 50<sup>th</sup> %ile; and decrease in the percent of students at high risk (HR), defined as performance below the 25<sup>th</sup> %ile. Progress results for schools from spring 2006 to spring 2007 are shown in the scatterplot in Figure 1. This is a graphic display of the extent to which Reading First schools have met the yearly progress criteria on ITBS Reading Total. The vertical axis shows the change in the percent of students at or above the 50<sup>th</sup> %ile from 2006 to 2007. The horizontal axis shows the change in percent of students below the 25<sup>th</sup> %ile. Schools in the upper right quadrant made progress on both criteria. Schools in the bottom left quadrant did not make progress on either criteria.

*Figure 1: Scatterplot Showing Progress Made by Reading First Schools*

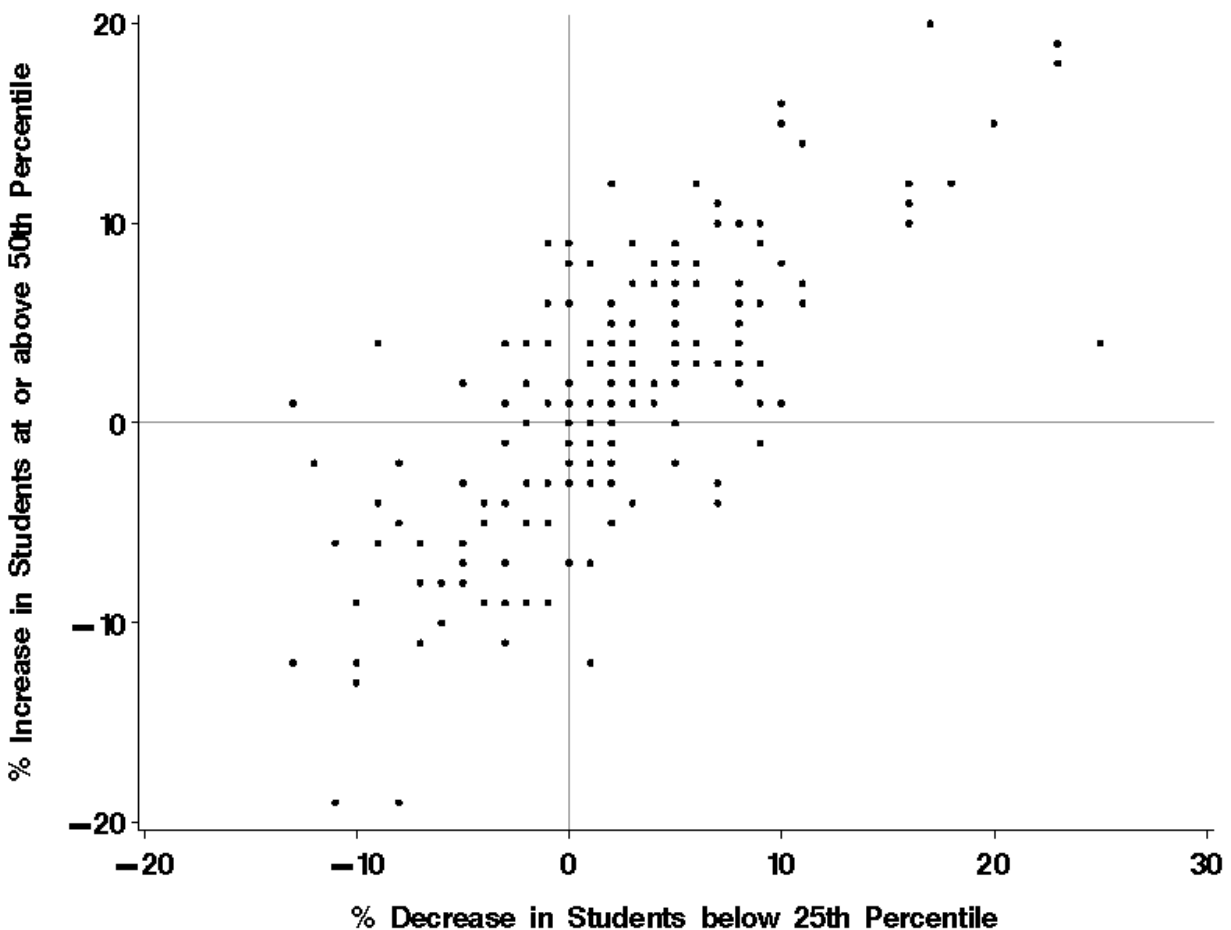


Table 5 provides the same information in numerical format by indicating the percent of schools that met each criterion, both criteria, or neither criteria. Overall, about 71% percent of the Reading First schools showed progress on one criterion or both criteria.

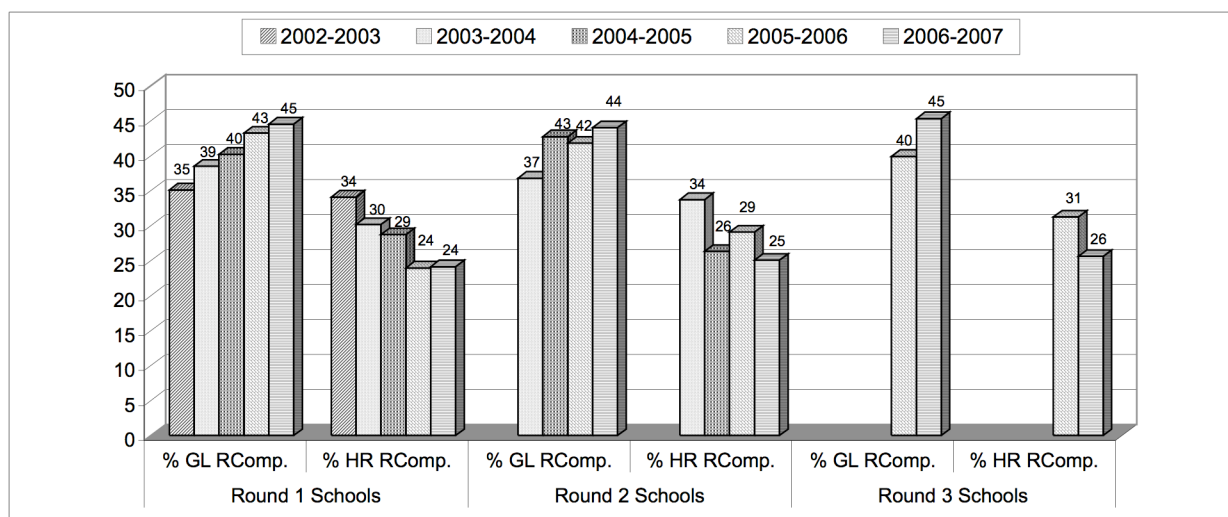
*Table 5: The Percentage of Schools Meeting Progress Criteria.*

| Quadrant Summary:  | Percent of schools |
|--|--------------------|
| Made progress on both criteria                             | 44.4               |
| Increased % students meeting grade level expectations only | 13.6               |
| Decreased % of students at high risk only                  | 13.0               |
| Showed no improvement on either criteria                   | 29.0               |

Progress from one year to the next is just one way of determining the extent to which Reading First schools are improving students' reading achievement. Another index of improvement is long-term results for schools from the end of the first year in which they began participation through spring of 2007. Figures 2, 3, and 4 show these results for ITBS Reading Comprehension. Each graph provides results for one grade level (first through third grade) for all three Rounds, showing both the percent of students meeting grade level expectations (GL) and the percent of students at high risk (HR).

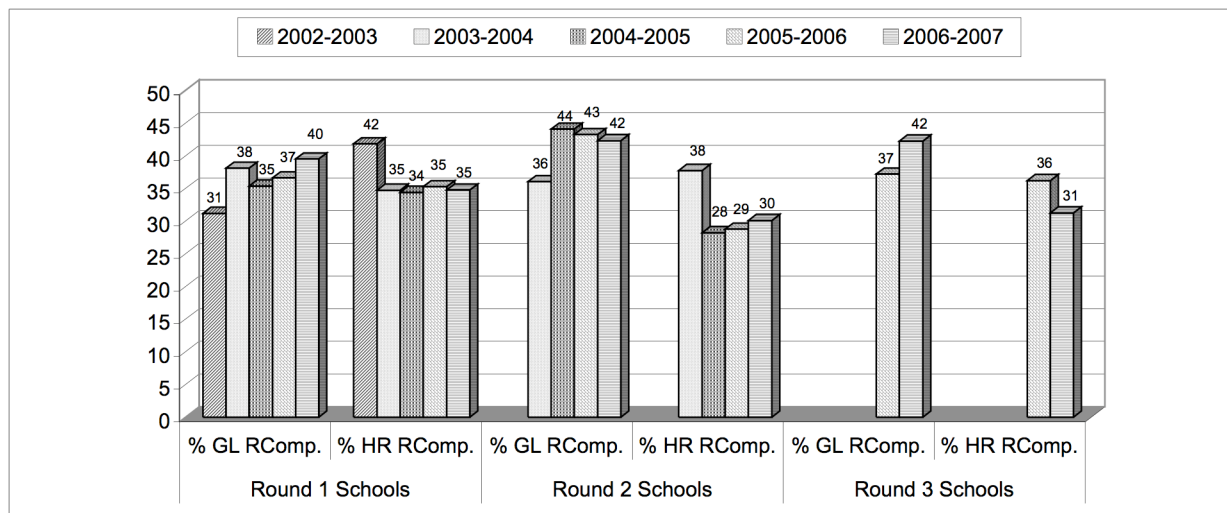
*Figure 2:*

Changes in Percent of First Graders' at Grade Level or Above (GL) or at High Risk (HR) on ITBS Reading Comprehension (RComp) for Round 1 (n=32), Round 2 (n=55) and Round 3 (n=64) Schools



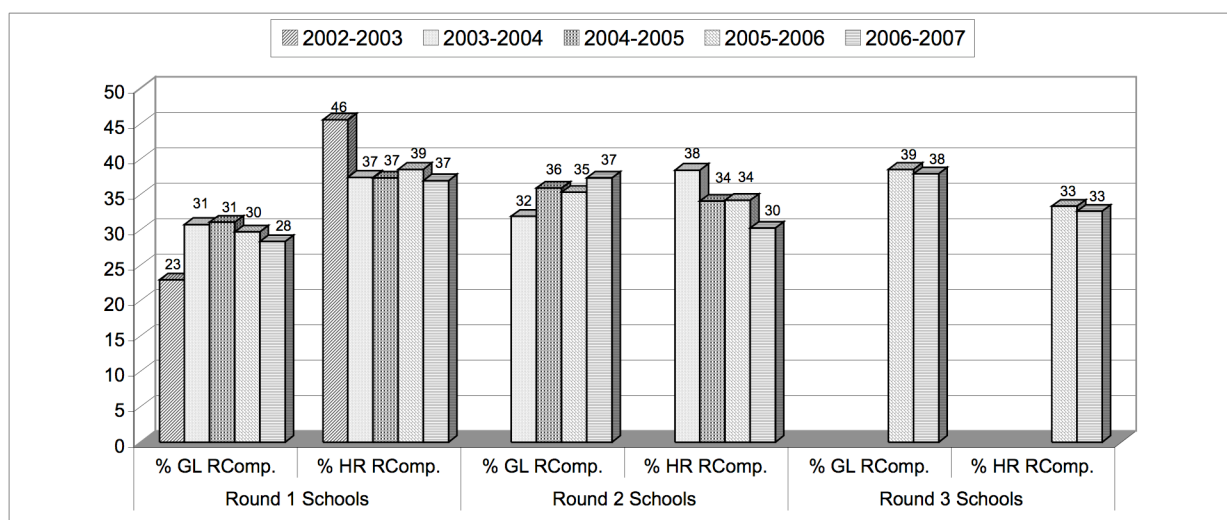
*Figure 3:*

Changes in Percent of Second Graders' at Grade Level or Above (GL) or at High Risk (HR) on ITBS Reading Comprehension (RComp) for Round 1 (n=32), Round 2 (n=56), and Round 3 (n=64) Schools



*Figure 4:*

Changes in Percent of Third Graders' at Grade Level or Above (GL) or at High Risk (HR) on ITBS Reading Comprehension (RComp) for Round 1 (n=32), Round 2 (n=53), and Round 3 (n=64) Schools



Two trends can be observed through scrutiny of these graphs. One is that there has consistently been noticeable progress from the end of the first year to the end of the second year of participation in Reading First. The second is that in first grade, there is steady progress across the years of participation, whereas in second and third grades, relatively little or no progress is demonstrated after the initial gain between the first and second years of participation.

## 2.7 Performance of Students in Risk Categories

The Reading First legislation and federal guidelines require the state to provide information about the reading achievement of students in major risk categories. The three risk groups are students with limited English proficiency, those with economic disadvantage, and those with disabilities.

Tables 7 through 9 on the following pages show the percentage of students in the three risk categories reading (a) meeting grade-level expectations and (b) substantially underachieving on the ITBS subtests for four years (2004 through 2007). The results include students in each category in all schools from all three Rounds. Tables 7a and 7b present results for students with disabilities; Tables 8a and 8b present results for students with economic disadvantage; Tables 9a and 9b present results for students with limited English proficiency.

Overall, there are indications of modest improvement in reading for the three risk groups over this three-year period. In general, less progress is made for the third grade than the second grade, and less progress for the second grade than the first grade. Table 6 below provides a comparison of results for Reading Total for 2004 and 2007 for the three risk categories; GL refers to percent of students at or above grade level while HR refers to percent of students at high risk (below the 25<sup>th</sup> %ile). To interpret the results, remember that we hope to see increases in the percent of students at GL and decreases in the percent of students at HR.

*Table 6: Comparison of Percentage of Students in the Three Risk Categories At Grade Level and At High Risk in 2004 and 2007*

|    |      | Disabilities |      | Economic Disadvantage |      | Limited English Proficiency |      |
|----|------|--------------|------|-----------------------|------|-----------------------------|------|
|    |      | 2004         | 2007 | 2004                  | 2007 | 2004                        | 2007 |
| GL | Gr 1 | 17           | 24   | 30                    | 36   | 28                          | 33   |
|    | Gr 2 | 14           | 15   | 26                    | 30   | 24                          | 27   |
|    | Gr 3 | 14           | 14   | 24                    | 25   | 14                          | 16   |
| HR | Gr 1 | 62           | 50   | 48                    | 38   | 47                          | 40   |
|    | Gr 2 | 65           | 59   | 46                    | 41   | 53                          | 43   |
|    | Gr 3 | 59           | 58   | 42                    | 39   | 50                          | 50   |

*Note.* For the Disabilities category, students whose IEPs indicate that they should not take a standardized test in reading do not participate in ITBS.

Table 7a: Percentage of Students with Disabilities Reading at or above Grade Level from 2004 to 2007

| ITBS Subtests         | Year | Grade Levels |         |         |
|-----------------------|------|--------------|---------|---------|
|                       |      | Grade 1      | Grade 2 | Grade 3 |
| Vocabulary            | 2004 | 16           | 16      | 15      |
|                       | 2005 | 22           | 20      | 16      |
|                       | 2006 | 21           | 17      | 17      |
|                       | 2007 | 22           | 17      | 16      |
| Word Analysis         | 2004 | 21           | 14      | 13      |
|                       | 2005 | 25           | 17      | 16      |
|                       | 2006 | 24           | 17      | 15      |
|                       | 2007 | 26           | 15      | 13      |
| Listening             | 2004 | 27           | 22      | 18      |
|                       | 2005 | 27           | 27      | 19      |
|                       | 2006 | 24           | 25      | 20      |
|                       | 2007 | 25           | 23      | 18      |
| Language              | 2004 | 18           | 13      | 15      |
|                       | 2005 | 21           | 18      | 14      |
|                       | 2006 | 19           | 17      | 14      |
|                       | 2007 | 23           | 18      | 12      |
| Reading Comprehension | 2004 | 20           | 18      | 17      |
|                       | 2005 | 27           | 23      | 17      |
|                       | 2006 | 24           | 19      | 17      |
|                       | 2007 | 30           | 20      | 18      |
| Reading Total         | 2004 | 17           | 14      | 14      |
|                       | 2005 | 22           | 19      | 15      |
|                       | 2006 | 22           | 16      | 16      |
|                       | 2007 | 24           | 15      | 14      |

Table 7b: Percentage of Students with Disabilities Underachieving in Reading from 2004 to 2007

| ITBS Subtests         | Year | Grade Levels |         |         |
|-----------------------|------|--------------|---------|---------|
|                       |      | Grade 1      | Grade 2 | Grade 3 |
| Vocabulary            | 2004 | 54           | 64      | 56      |
|                       | 2005 | 45           | 55      | 53      |
|                       | 2006 | 45           | 57      | 54      |
|                       | 2007 | 44           | 57      | 52      |
| Word Analysis         | 2004 | 54           | 61      | 63      |
|                       | 2005 | 47           | 52      | 60      |
|                       | 2006 | 49           | 55      | 61      |
|                       | 2007 | 45           | 55      | 62      |
| Listening             | 2004 | 49           | 60      | 64      |
|                       | 2005 | 48           | 53      | 60      |
|                       | 2006 | 48           | 54      | 62      |
|                       | 2007 | 51           | 56      | 62      |
| Language              | 2004 | 54           | 71      | 62      |
|                       | 2005 | 52           | 65      | 60      |
|                       | 2006 | 51           | 65      | 64      |
|                       | 2007 | 48           | 64      | 61      |
| Reading Comprehension | 2004 | 47           | 59      | 59      |
|                       | 2005 | 39           | 51      | 59      |
|                       | 2006 | 41           | 56      | 58      |
|                       | 2007 | 38           | 56      | 57      |
| Reading Total         | 2004 | 62           | 65      | 59      |
|                       | 2005 | 52           | 57      | 60      |
|                       | 2006 | 54           | 61      | 60      |
|                       | 2007 | 50           | 59      | 58      |

Table 8a: Percentage of Students with Economic Disadvantage Reading at or above Grade Level from 2004 to 2007

| ITBS Subtests         | Year | Grade Levels |         |         |
|-----------------------|------|--------------|---------|---------|
|                       |      | Grade 1      | Grade 2 | Grade 3 |
| Vocabulary            | 2004 | 28           | 26      | 25      |
|                       | 2005 | 29           | 30      | 25      |
|                       | 2006 | 31           | 25      | 25      |
|                       | 2007 | 33           | 29      | 26      |
| Word Analysis         | 2004 | 35           | 28      | 26      |
|                       | 2005 | 37           | 29      | 28      |
|                       | 2006 | 37           | 27      | 29      |
|                       | 2007 | 40           | 30      | 29      |
| Listening             | 2004 | 30           | 31      | 25      |
|                       | 2005 | 32           | 34      | 27      |
|                       | 2006 | 30           | 29      | 25      |
|                       | 2007 | 34           | 30      | 27      |
| Language              | 2004 | 29           | 30      | 25      |
|                       | 2005 | 29           | 29      | 27      |
|                       | 2006 | 30           | 29      | 28      |
|                       | 2007 | 33           | 31      | 27      |
| Reading Comprehension | 2004 | 35           | 33      | 27      |
|                       | 2005 | 38           | 37      | 29      |
|                       | 2006 | 37           | 33      | 29      |
|                       | 2007 | 41           | 37      | 29      |
| Reading Total         | 2004 | 30           | 26      | 24      |
|                       | 2005 | 33           | 30      | 25      |
|                       | 2006 | 33           | 27      | 25      |
|                       | 2007 | 36           | 30      | 25      |

Table 8b: Percentage of Students with Economic Disadvantage Underachieving in Reading from 2004 to 2007

| ITBS Subtests         | Year | Grade Levels |         |         |
|-----------------------|------|--------------|---------|---------|
|                       |      | Grade 1      | Grade 2 | Grade 3 |
| Vocabulary            | 2004 | 39           | 47      | 40      |
|                       | 2005 | 34           | 42      | 38      |
|                       | 2006 | 35           | 45      | 39      |
|                       | 2007 | 32           | 41      | 36      |
| Word Analysis         | 2004 | 39           | 40      | 42      |
|                       | 2005 | 34           | 36      | 38      |
|                       | 2006 | 35           | 39      | 39      |
|                       | 2007 | 33           | 35      | 38      |
| Listening             | 2004 | 42           | 47      | 52      |
|                       | 2005 | 40           | 42      | 50      |
|                       | 2006 | 42           | 47      | 52      |
|                       | 2007 | 40           | 46      | 51      |
| Language              | 2004 | 40           | 47      | 43      |
|                       | 2005 | 40           | 46      | 40      |
|                       | 2006 | 39           | 47      | 41      |
|                       | 2007 | 36           | 46      | 40      |
| Reading Comprehension | 2004 | 34           | 39      | 42      |
|                       | 2005 | 29           | 33      | 38      |
|                       | 2006 | 32           | 38      | 39      |
|                       | 2007 | 28           | 34      | 37      |
| Reading Total         | 2004 | 46           | 46      | 42      |
|                       | 2005 | 40           | 40      | 40      |
|                       | 2006 | 41           | 45      | 41      |
|                       | 2007 | 38           | 41      | 39      |

Table 9a: Percentage of Students with Limited English Proficiency Reading at or above Grade Level from 2004 to 2007

| ITBS Subtests         | Year | Grade Levels |         |         |
|-----------------------|------|--------------|---------|---------|
|                       |      | Grade 1      | Grade 2 | Grade 3 |
| Vocabulary            | 2004 | 24           | 22      | 13      |
|                       | 2005 | 27           | 18      | 10      |
|                       | 2006 | 26           | 17      | 10      |
|                       | 2007 | 27           | 22      | 11      |
| Word Analysis         | 2004 | 36           | 30      | 19      |
|                       | 2005 | 39           | 29      | 19      |
|                       | 2006 | 34           | 27      | 22      |
|                       | 2007 | 42           | 36      | 27      |
| Listening             | 2004 | 23           | 31      | 18      |
|                       | 2005 | 23           | 27      | 18      |
|                       | 2006 | 21           | 22      | 14      |
|                       | 2007 | 25           | 25      | 21      |
| Language              | 2004 | 28           | 31      | 27      |
|                       | 2005 | 28           | 29      | 25      |
|                       | 2006 | 30           | 31      | 28      |
|                       | 2007 | 31           | 37      | 32      |
| Reading Comprehension | 2004 | 35           | 30      | 22      |
|                       | 2005 | 41           | 33      | 22      |
|                       | 2006 | 37           | 30      | 21      |
|                       | 2007 | 43           | 39      | 25      |
| Reading Total         | 2004 | 28           | 24      | 14      |
|                       | 2005 | 32           | 22      | 14      |
|                       | 2006 | 30           | 21      | 11      |
|                       | 2007 | 33           | 27      | 16      |

Table 9b: Percentage of Students with Limited English Proficiency Underachieving in Reading from 2004 to 2007

| ITBS Subtests         | Year | Grade Levels |         |         |
|-----------------------|------|--------------|---------|---------|
|                       |      | Grade 1      | Grade 2 | Grade 3 |
| Vocabulary            | 2004 | 44           | 54      | 54      |
|                       | 2005 | 37           | 51      | 56      |
|                       | 2006 | 41           | 55      | 58      |
|                       | 2007 | 40           | 48      | 54      |
| Word Analysis         | 2004 | 38           | 42      | 48      |
|                       | 2005 | 32           | 36      | 49      |
|                       | 2006 | 37           | 39      | 45      |
|                       | 2007 | 33           | 33      | 42      |
| Listening             | 2004 | 49           | 46      | 56      |
|                       | 2005 | 49           | 51      | 61      |
|                       | 2006 | 54           | 58      | 66      |
|                       | 2007 | 50           | 54      | 57      |
| Language              | 2004 | 40           | 48      | 41      |
|                       | 2005 | 41           | 48      | 43      |
|                       | 2006 | 39           | 46      | 38      |
|                       | 2007 | 35           | 42      | 36      |
| Reading Comprehension | 2004 | 32           | 43      | 44      |
|                       | 2005 | 26           | 37      | 46      |
|                       | 2006 | 29           | 41      | 43      |
|                       | 2007 | 24           | 33      | 41      |
| Reading Total         | 2004 | 47           | 52      | 50      |
|                       | 2005 | 40           | 48      | 54      |
|                       | 2006 | 44           | 53      | 53      |
|                       | 2007 | 40           | 43      | 50      |

## **2.8 Meeting Michigan's Progress Criteria in 2006-2007**

The federal guidelines for Reading First specify that schools with Reading First funding must show that their students are improving in reading achievement. Michigan Reading First carried out a review of progress at the end of each schools year. In the 2004-2005 school year, the Reading First evaluation team worked with the Reading First coordinators at Michigan Department of Education to establish procedures for determining whether a school was making adequate progress in improving reading achievement of students in grades 1 through 3. The same procedures and criteria were used for the 2006-2007 school year. The procedure for determining progress involved a three step process.

Step 1: 95% student participation. In keeping with state and federal policies, 95% of the eligible students took ITBS.

Step 2: Increase in percentage of students reading at or above grade level. This was determined by a two-step process: (a) calculating the gains or losses in percent of students at each grade level whose score on ITBS Reading Total was at or above the 50<sup>th</sup> %ile and (b) averaging the results for grades 1-3. The goal is to show an increase from 2006 to 2007.

Step 3: Decrease in percentage of students significantly underachieving in reading. This was determined by a two-step process: (a) calculating the gains or losses in the percent of students at each grade level whose Reading Total was below the 25<sup>th</sup> %ile and (b) averaging the results for grades 1-3. The goal was to show a decrease from 2006 to 2007

Improvements on the ITBS (gains in reading achievement using these two measures) provided one index of the performance of Reading First schools. Other indices included evaluation of the implementation of the reading program, compliance with Reading First requirements, and participation in professional development and evaluation activities. Information regarding the implementation and compliance of schools is collected by the state Reading First administration.

In June 2007, analysis of the ITBS results showed that 90% of the schools assessed 95% or more of their students. Results showed that 60% and 61% of the schools met the criteria specified in Steps 2 and 3 respectively.

The Reading First coordinators from MDE carried out a review of each school's compliance with Reading First requirements and the implementation of their Reading First plan. They used both the progress results and information on implementation and compliance to identify schools in a "probationary" category, indicating that the school would benefit from greater oversight from the Reading First technical assistance team.

## **2.9 Performance of Kindergartners on Gates MacGinitie Reading Test**

The Gates-MacGinitie Reading Test measures aspects of emergent reading that are aligned with the components of reading important to Reading First. Table 10 shows the results for kindergartners in 2006 and in 2007. We note that there has been 4% increase in kindergartners'



performing at or above grade level and a 6% decrease in kindergartners' performing below the 25<sup>th</sup> percentile.

*Table 10: Kindergartners' Performance on Gates-MacGinitie Reading Test in 2006 and 2007*

| Subtest                               |   | Median Stanines |      | Percentages (%) |      |
|---------------------------------------|---|-----------------|------|-----------------|------|
|                                       |   | 2006            | 2007 | 2006            | 2007 |
| Literacy Concepts                     |   | 4               | 4    | --              | --   |
| Oral Language Concepts                |   | 4               | 4    | --              | --   |
| Letters & Letter-Sound Correspondence |   | 4               | 5    | --              | --   |
| Listening (Story) Comprehension       |   | 4               | 4    | --              | --   |
| Total                                 | % of students at or above 50 <sup>th</sup> percentile | --              | --   | 36              | 40   |
|                                       | % of students below 25 <sup>th</sup> percentile       | --              | --   | 35              | 29   |

## 2.10 Performance of Fourth Graders on ITBS Subtests

Reading First schools were asked to administer three ITBS subtests to their fourth-grade students: Vocabulary, Language, and Reading Comprehension. The purpose was to determine whether achievement levels remained stable or even improved after a year in a classroom without Reading First support. Included in this analysis are all fourth-grade students in Reading First schools; that is, we were not able to assess the reading of only those students who had been in Reading First classrooms in the preceding year. As Table 11 shows, about a third of the fourth graders met grade-level expectations. This suggests that reading achievement levels are generally sustained from the end of third to the end of the fourth grade.

*Table 11: Third graders who took ITBS in 2006; fourth graders who took ITBS in 2007*

| ITBS Subtests | 2006 3rd Grade Students |                    | 2007 4th Grade Students |                    |
|---------------|-------------------------|--------------------|-------------------------|--------------------|
|               | % Meeting Expectation   | Number of Students | % Meeting Expectation   | Number of Students |
| Vocabulary    | 31                      | 8,805              | 33                      | 8,385              |
| Word Analysis | --                      | --                 | --                      | --                 |
| Listening     | --                      | --                 | --                      | --                 |
| Language      | 32                      | 8,702              | 35                      | 8,314              |
| Reading Comp  | 36                      | 8,782              | 37                      | 8,354              |
| Reading Total | 32                      | 8,761              | 34                      | 8,341              |

## **PART 3: PERFORMANCE ON DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)**

### **3.1 Description of DIBELS**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of measures of early reading skills used to monitor the progress of students' reading skills during the school year. Developed by researchers at the University of Oregon, it is administered to all Reading First students, kindergarten through grade 3, in the fall, winter, and spring. The students' test scores are entered into a data system that is run through the DIBELS website at the University of Oregon. Immediately after entering the test scores, the results for each classroom can be made available to the teacher. Each student's performance on each subtest identified the extent to which students are making timely progress in reading. For example, performance on a given measure might be classified as showing an "established," "emerging," or deficient skill. This information gives the teacher a basis for considering whether or not to modify the instruction that each student receives.

Research on the subtests has shown that certain subtests serve as valid and reliable tools to determine whether students have reached a "benchmark," indicating levels of achievement that would allow the teacher to predict that the student had acquired grade-level reading skill in that area. Conversely, the benchmark system also allows for the prediction of scores below which it is predicted that the student is not likely to be successful in learning to read. This category is referred to as needing "intensive instructional support." Our report focuses on these two levels: students "meeting benchmark standard" are those meeting grade-level expectations, whereas students "needing intensive instructional support" are underachieving in basic reading skills.

To interpret students' performance on subtests of DIBELS across the year, it is important to know that the standard for "meeting standards" and for "needing intensive instruction" more often than not change from the fall to the winter and the winter to the spring. For example, to meet the standard for the second grade on the Oral Reading Fluency subtest, a student would have to read 40 words per minute in the fall, 70 words per minute in the winter, and 90 words per minute in the spring. Thus, in the tables that follow, if the percentage of students meeting standards stays the same for the fall, winter, and spring on the Oral Reading Fluency subtest, it is still the case that the students made gains in the number of words they could read accurately in a minute. Two exceptions are Phoneme Segmentation Fluency over the first-grade year and Nonsense Word Fluency from winter of first grade through fall of second grade. For these subtests and time periods, there is no change in the score that is used for benchmark determinations.

The subtests for each grade level that are included in this report are as follows:

#### **Kindergarten**

|                                    |                                     |
|------------------------------------|-------------------------------------|
| Letter Naming Fluency (LNF)        | (naming letters fluently)           |
| Phoneme Segmentation Fluency (PSF) | (giving the sounds in spoken words) |
| Nonsense Word Fluency (NWF)        | (reading non-words)                 |

**First Grade**

Phoneme Segmentation Fluency (PSF) (giving the sounds in spoken words)

Nonsense Word Fluency (NWF) (reading non-words)

Oral Reading Fluency (ORF) (reading short passages aloud)

**Second and Third Grade**

Oral Reading Fluency (ORF) (reading short passages aloud)

**3.2 Students Meeting Standards and Students Needing Intensive Instruction**

We report the percentage of students in each district at each grade level who met or exceeded standards of adequate progress on each subtest. We also report the percentage of students at each grade level who were in need of intensive instruction on each subtest. The tables are presented by grade level, so that the first table (Table 12) shows percentage of kindergartners meeting expectations, and the second (Table 13) shows the percentage of kindergartners needing intensive instruction. These are followed by the tables for first, second, and third graders (Tables 14-17).

A comparison of DIBELS results over the years suggests overall improvement in Reading First schools in increasing the percent of students meeting grade level expectations and in decreasing the percent of students in need of intensive remediation. While the federal Department of Education requires that DIBELS results for each school be submitted as part of the annual performance report, we do not use DIBELS results to assess schools' progress in reading. DIBELS is not a high stakes achievement test. Instead, the test results are intended for the use of teachers and schools in making educational decision about the instructional needs of the students in each classroom.

Table 12: Percentage of Kindergarteners Meeting Standards on DIBELS Subtests (by District)

| Districts                             | % of students who meet or exceed standards during 2006-2007 |        |        |        |        |        |        |
|---------------------------------------|---|--------|--------|--------|--------|--------|--------|
|                                       | LNF   |        | PSF    |        |        | NWF    |        |
|                                       | Fall  | Winter | Spring | Winter | Spring | Winter | Spring |
| Arts and Tech Academy of Pontiac      | 52  | 70     | 60     | 40     | 38     | 47     | 64     |
| Bay County PSA                        | 50  | 80     | 68     | 47     | 83     | 61     | 55     |
| Beecher Community School District     | 46  | 61     | 69     | 46     | 78     | 65     | 71     |
| Benton Harbor Area Schools            | 38  | 67     | 67     | 43     | 61     | 64     | 71     |
| Buena Vista                           | 51  | 52     | 67     | 29     | 69     | 53     | 47     |
| Cesar Chavez Academy                  | 16  | 54     | 61     | 59     | 76     | 63     | 81     |
| Dearborn                              | 45  | 61     | 58     | 40     | 62     | 48     | 51     |
| Decatur Public Schools                | 54  | 70     | 60     | 59     | 72     | 78     | 67     |
| Detroit Public Schools                | 35  | 55     | 55     | 25     | 38     | 28     | 47     |
| Engadine Consolidated Schools         | 48  | 55     | 61     | 59     | 95     | 64     | 65     |
| Ferndale Public Schools               | 56  | 63     | 47     | 46     | 56     | 62     | 54     |
| Gladwin Community Schools             | 58  | 77     | 67     | 70     | 97     | 70     | 78     |
| Grand Rapids Public Schools           | 28  | 65     | 65     | 58     | 80     | 64     | 76     |
| Hale Area Schools                     | 51  | 83     | 62     | 69     | 81     | 71     | 70     |
| Holland Public Schools                | 58  | 68     | 61     | 66     | 78     | 71     | 75     |
| Jackson Public Schools                | 45  | 49     | 59     | 18     | 47     | 42     | 41     |
| Kalamazoo Public Schools              | 50  | 66     | 65     | 61     | 80     | 65     | 72     |
| Kalkaska Public School                | 45  | 62     | 60     | 62     | 80     | 61     | 69     |
| Lansing School District               | 46  | 65     | 63     | 58     | 72     | 56     | 60     |
| Marion Public Schools                 | 33  | 80     | 76     | 69     | 80     | 60     | 65     |
| Mesick Consolidated Schools           | 49  | 62     | 57     | 80     | 85     | 71     | 59     |
| Mio-Ausable                           | 56  | 66     | 37     | 52     | 71     | 39     | 44     |
| Muskegon Heights Public Schools       | 31  | 51     | 51     | 48     | 60     | 48     | 54     |
| Muskegon Public Schools               | 48  | 72     | 64     | 65     | 80     | 70     | 66     |
| Oak Park Schools                      | 63  | 74     | 62     | 38     | 68     | 64     | 56     |
| Onaway Area Community School District | 51  | 82     | 80     | 79     | 92     | 82     | 88     |
| Owosso Public Schools                 | 47  | 54     | 50     | 67     | 79     | 56     | 54     |
| Pontiac School District               | 37  | 62     | 53     | 29     | 48     | 48     | 48     |
| Port Huron Area SD                    | 43  | 58     | 55     | 39     | 63     | 50     | 49     |
| Quincy Community Schools              | 74  | 77     | 72     | 63     | 77     | 70     | 68     |
| Romulus Community Schools             | 48  | 77     | 74     | 57     | 84     | 76     | 73     |
| Saginaw City SD                       | 37  | 70     | 68     | 50     | 72     | 61     | 65     |
| Tri Valley Academy                    | 11  | 56     | 46     | 19     | 50     | 37     | 38     |
| Union City Community Schools          | 56  | 60     | 55     | 58     | 76     | 43     | 49     |
| Utica                                 | 57  | 70     | 69     | 58     | 85     | 52     | 66     |
| Vanderbilt Area Schools               | 28  | 72     | 61     | 65     | 72     | 71     | 72     |
| Watersmeet Township School District   | 40  | 80     | 70     | 100    | 100    | 100    | 100    |
| Wayne-Westland Community Schools      | 47  | 58     | 54     | 37     | 64     | 50     | 56     |
| West Branch-Rose City Area Schools    | 64  | 64     | 58     | 71     | 75     | 70     | 70     |
| West Iron County Public Schools       | 58  | 72     | 56     | 68     | 89     | 74     | 60     |
| Wyoming Public Schools                | 21  | 25     | 23     | 25     | 68     | 30     | 27     |
| Ypsilanti                             | 59  | 67     | 57     | 49     | 65     | 55     | 52     |

*Table 13: Percentage of Kindergartners Needing Intensive Remediation on DIBELS subtests (by District)*

| Districts                             | % of students needing intensive remediation during 2006-2007 |      |      |      |      |      |      |
|---------------------------------------|--|------|------|------|------|------|------|
|                                       | LNF  |      |      | LNF  |      | LNF  |      |
|                                       | Fall   | Fall | Fall | Fall | Fall | Fall | Fall |
| Arts and Tech Academy of Pontiac      | 26   | 12   | 7    | 26   | 7    | 37   | 17   |
| Bay County PSA                        | 29   | 2    | 17   | 14   | 4    | 22   | 15   |
| Beecher Community School District     | 30   | 19   | 17   | 27   | 8    | 11   | 12   |
| Benton Harbor Area Schools            | 39   | 18   | 17   | 24   | 15   | 22   | 16   |
| Buena Vista                           | 30   | 19   | 17   | 20   | 7    | 24   | 34   |
| Cesar Chavez Academy                  | 48   | 20   | 11   | 18   | 0    | 10   | 3    |
| Dearborn                              | 35   | 20   | 20   | 31   | 9    | 32   | 29   |
| Decatur Public Schools                | 30   | 15   | 19   | 23   | 12   | 12   | 18   |
| Detroit Public Schools                | 45   | 27   | 26   | 49   | 24   | 51   | 32   |
| Engadine Consolidated Schools         | 30   | 23   | 17   | 14   | 0    | 14   | 13   |
| Ferndale Public Schools               | 23   | 19   | 23   | 26   | 17   | 13   | 23   |
| Gladwin Community Schools             | 20   | 11   | 12   | 9    | 2    | 15   | 7    |
| Grand Rapids Public Schools           | 49   | 14   | 13   | 20   | 4    | 17   | 13   |
| Hale Area Schools                     | 24   | 10   | 15   | 10   | 4    | 8    | 6    |
| Holland Public Schools                | 25   | 15   | 20   | 13   | 6    | 13   | 9    |
| Jackson Public Schools                | 32   | 25   | 25   | 44   | 22   | 40   | 44   |
| Kalamazoo Public Schools              | 28   | 18   | 19   | 16   | 5    | 17   | 12   |
| Kalkaska Public School                | 28   | 18   | 16   | 20   | 7    | 18   | 12   |
| Lansing School District               | 33   | 17   | 18   | 20   | 8    | 26   | 22   |
| Marion Public Schools                 | 40   | 13   | 9    | 24   | 11   | 20   | 13   |
| Mesick Consolidated Schools           | 23   | 18   | 24   | 15   | 6    | 15   | 15   |
| Mio-Ausable                           | 19   | 13   | 27   | 27   | 10   | 24   | 20   |
| Muskegon Heights Public Schools       | 46   | 25   | 28   | 29   | 15   | 29   | 25   |
| Muskegon Public Schools               | 31   | 14   | 13   | 15   | 4    | 13   | 13   |
| Oak Park Schools                      | 24   | 10   | 16   | 26   | 11   | 21   | 21   |
| Onaway Area Community School District | 28   | 6    | 9    | 6    | 0    | 6    | 6    |
| Owasso Public Schools                 | 29   | 25   | 34   | 12   | 5    | 20   | 19   |
| Pontiac School District               | 42   | 21   | 22   | 33   | 19   | 28   | 27   |
| Port Huron Area SD                    | 35   | 27   | 31   | 28   | 11   | 24   | 31   |
| Quincy Community Schools              | 8  | 8    | 11   | 9    | 3    | 11   | 14   |
| Romulus Community Schools             | 29   | 8    | 9    | 13   | 3    | 10   | 8    |
| Saginaw City SD                       | 39   | 14   | 15   | 17   | 5    | 18   | 16   |
| Tri Valley Academy                    | 75   | 22   | 27   | 37   | 12   | 41   | 23   |
| Union City Community Schools          | 28   | 25   | 31   | 15   | 4    | 31   | 29   |
| Utica                                 | 17   | 14   | 10   | 19   | 4    | 27   | 17   |
| Vanderbilt Area Schools               | 39   | 6    | 11   | 0    | 0    | 6    | 17   |
| Watersmeet Township School District   | 10   | 0    | 10   | 0    | 0    | 0    | 0    |
| Wayne-Westland Community Schools      | 33   | 22   | 27   | 33   | 12   | 30   | 29   |
| West Branch-Rose City Area Schools    | 15   | 20   | 19   | 13   | 8    | 12   | 16   |
| West Iron County Public Schools       | 17   | 11   | 10   | 13   | 3    | 13   | 14   |
| Wyoming Public Schools                | 58   | 45   | 52   | 34   | 9    | 36   | 30   |
| Ypsilanti                             | 21   | 16   | 22   | 21   | 7    | 23   | 24   |

Table 14: Percentage of First Graders Meeting Standards on DIBELS Subtests (by District)

| Districts                             | % of students who meet or exceed standards during 2006-2007 |        |        |      |        |        |        |        |
|---------------------------------------|---|--------|--------|------|--------|--------|--------|--------|
|                                       | PSF   |        |        | NWF  |        |        | ORF    |        |
|                                       | Fall  | Winter | Spring | Fall | Winter | Spring | Winter | Spring |
| Arts and Tech Academy of Pontiac      | 71  | 88     | 100    | 37   | 33     | 39     | 28     | 30     |
| Bay County PSA                        | 63  | 88     | 93     | 44   | 56     | 60     | 41     | 43     |
| Beecher Community School District     | 68  | 90     | 94     | 59   | 57     | 70     | 48     | 46     |
| Benton Harbor Area Schools            | 39  | 86     | 92     | 46   | 62     | 72     | 49     | 52     |
| Buena Vista                           | 24  | 79     | 81     | 26   | 25     | 33     | 31     | 33     |
| Cesar Chavez Academy                  | 58  | 86     | 93     | 42   | 38     | 81     | 34     | 34     |
| Dearborn                              | 33  | 79     | 93     | 28   | 59     | 81     | 56     | 65     |
| Decatur Public Schools                | 61  | 91     | 96     | 49   | 53     | 80     | 53     | 67     |
| Detroit Public Schools                | 32  | 62     | 78     | 35   | 38     | 55     | 32     | 34     |
| Engadine Consolidated Schools         | 56  | 100    | 100    | 25   | 73     | 87     | 47     | 67     |
| Ferndale Public Schools               | 51  | 91     | 95     | 52   | 68     | 81     | 57     | 63     |
| Gladwin Community Schools             | 69  | 98     | 98     | 55   | 66     | 72     | 55     | 53     |
| Grand Rapids Public Schools           | 58  | 89     | 94     | 47   | 60     | 75     | 42     | 45     |
| Hale Area Schools                     | 70  | 96     | 100    | 56   | 76     | 70     | 49     | 50     |
| Holland Public Schools                | 66  | 95     | 99     | 60   | 70     | 87     | 53     | 63     |
| Jackson Public Schools                | 25  | 75     | 88     | 18   | 18     | 47     | 13     | 14     |
| Kalamazoo Public Schools              | 62  | 90     | 94     | 58   | 60     | 73     | 51     | 52     |
| Kalkaska Public School                | 67  | 94     | 96     | 59   | 66     | 77     | 60     | 67     |
| Lansing School District               | 62  | 86     | 89     | 49   | 50     | 68     | 54     | 53     |
| Marion Public Schools                 | 83  | 100    | 100    | 54   | 54     | 89     | 51     | 62     |
| Mesick Consolidated Schools           | 68  | 100    | 100    | 50   | 59     | 69     | 43     | 62     |
| Mio-Ausable                           | 76  | 94     | 98     | 48   | 31     | 50     | 49     | 52     |
| Muskegon Heights Public Schools       | 54  | 80     | 91     | 47   | 53     | 66     | 35     | 43     |
| Muskegon Public Schools               | 61  | 91     | 96     | 55   | 73     | 82     | 49     | 54     |
| Oak Park Schools                      | 31  | 77     | 93     | 36   | 39     | 62     | 42     | 47     |
| Onaway Area Community School District | 77  | 95     | 98     | 67   | 74     | 82     | 74     | 73     |
| Owosso Public Schools                 | 81  | 98     | 97     | 50   | 66     | 77     | 57     | 65     |
| Pontiac School District               | 43  | 87     | 95     | 34   | 44     | 74     | 35     | 40     |
| Port Huron Area SD                    | 48  | 83     | 94     | 41   | 55     | 66     | 43     | 47     |
| Quincy Community Schools              | 71  | 96     | 96     | 51   | 59     | 65     | 57     | 57     |
| Romulus Community Schools             | 63  | 90     | 92     | 53   | 65     | 74     | 57     | 65     |
| Saginaw City SD                       | 53  | 94     | 94     | 47   | 70     | 74     | 49     | 51     |
| Tri Valley Academy                    | 13  | 86     | 86     | 38   | 79     | 68     | 38     | 46     |
| Union City Community Schools          | 55  | 96     | 99     | 46   | 65     | 85     | 43     | 52     |
| Utica                                 | 77  | 97     | 96     | 41   | 49     | 79     | 52     | 57     |
| Vanderbilt Area Schools               | 42  | 89     | 100    | 42   | 26     | 74     | 47     | 58     |
| Watersmeet Township School District   | 87  | 100    | 100    | 53   | 86     | 92     | 57     | 85     |
| Wayne-Westland Community Schools      | 45  | 86     | 92     | 36   | 48     | 64     | 41     | 48     |
| West Branch-Rose City Area Schools    | 75  | 94     | 99     | 66   | 69     | 76     | 60     | 61     |
| West Iron County Public Schools       | 79  | 98     | 100    | 60   | 83     | 91     | 65     | 75     |
| Wyoming Public Schools                | 49  | 89     | 96     | 31   | 52     | 62     | 28     | 35     |
| Ypsilanti                             | 30  | 86     | 88     | 29   | 39     | 59     | 37     | 42     |

*Table 15: Percentage of First Graders Needing Intensive Remediation on DIBELS Subtests (by District)*

| Districts                             | % of students needing intensive instruction during 2006-2007 |        |        |      |        |        |        |        |
|---------------------------------------|--|--------|--------|------|--------|--------|--------|--------|
|                                       | PSF  |        |        | NWF  |        |        | ORF    |        |
|                                       | Fall   | Winter | Spring | Fall | Winter | Spring | Winter | Spring |
| Arts and Tech Academy of Pontiac      | 14   | 2      | 0      | 27   | 21     | 4      | 28     | 26     |
| Bay County PSA                        | 5  | 10     | 3      | 33   | 22     | 10     | 37     | 38     |
| Beecher Community School District     | 17   | 5      | 2      | 23   | 17     | 10     | 26     | 32     |
| Benton Harbor Area Schools            | 17   | 2      | 0      | 22   | 4      | 2      | 17     | 16     |
| Buena Vista                           | 39   | 10     | 3      | 53   | 22     | 30     | 26     | 39     |
| Cesar Chavez Academy                  | 18   | 5      | 1      | 24   | 20     | 3      | 32     | 35     |
| Dearborn                              | 26   | 3      | 1      | 47   | 10     | 2      | 13     | 12     |
| Decatur Public Schools                | 20   | 1      | 0      | 23   | 9      | 4      | 12     | 17     |
| Detroit Public Schools                | 37   | 12     | 5      | 44   | 26     | 16     | 37     | 40     |
| Engadine Consolidated Schools         | 19   | 0      | 0      | 44   | 0      | 0      | 0      | 0      |
| Ferndale Public Schools               | 23   | 2      | 0      | 22   | 5      | 1      | 10     | 10     |
| Gladwin Community Schools             | 6  | 2      | 1      | 15   | 6      | 4      | 12     | 20     |
| Grand Rapids Public Schools           | 13   | 2      | 1      | 22   | 9      | 4      | 21     | 21     |
| Hale Area Schools                     | 7  | 0      | 0      | 9    | 7      | 0      | 2      | 15     |
| Holland Public Schools                | 10   | 1      | 0      | 15   | 6      | 2      | 12     | 13     |
| Jackson Public Schools                | 41   | 5      | 2      | 51   | 35     | 14     | 53     | 55     |
| Kalamazoo Public Schools              | 11   | 3      | 1      | 20   | 10     | 6      | 17     | 24     |
| Kalkaska Public School                | 10   | 1      | 0      | 16   | 5      | 2      | 8      | 11     |
| Lansing School District               | 11   | 2      | 2      | 22   | 13     | 8      | 13     | 22     |
| Marion Public Schools                 | 6  | 0      | 0      | 23   | 10     | 0      | 21     | 24     |
| Mesick Consolidated Schools           | 6  | 0      | 0      | 24   | 4      | 4      | 7      | 10     |
| Mio-Ausable                           | 2  | 0      | 0      | 24   | 27     | 6      | 20     | 25     |
| Muskegon Heights Public Schools       | 24   | 5      | 3      | 26   | 12     | 8      | 26     | 33     |
| Muskegon Public Schools               | 13   | 2      | 0      | 19   | 3      | 1      | 12     | 19     |
| Oak Park Schools                      | 40   | 9      | 2      | 38   | 23     | 9      | 27     | 28     |
| Onaway Area Community School District | 7  | 0      | 0      | 14   | 5      | 2      | 3      | 4      |
| Owosso Public Schools                 | 11   | 1      | 1      | 25   | 6      | 5      | 10     | 13     |
| Pontiac School District               | 24   | 2      | 1      | 42   | 16     | 6      | 28     | 31     |
| Port Huron Area SD                    | 21   | 3      | 2      | 32   | 10     | 4      | 18     | 21     |
| Quincy Community Schools              | 6  | 2      | 2      | 26   | 9      | 5      | 9      | 15     |
| Romulus Community Schools             | 14   | 1      | 0      | 20   | 9      | 3      | 10     | 11     |
| Saginaw City SD                       | 16   | 1      | 1      | 26   | 8      | 3      | 15     | 19     |
| Tri Valley Academy                    | 47   | 3      | 0      | 44   | 10     | 11     | 38     | 39     |
| Union City Community Schools          | 14   | 1      | 0      | 36   | 4      | 1      | 15     | 17     |
| Utica                                 | 8  | 0      | 2      | 27   | 12     | 4      | 20     | 23     |
| Vanderbilt Area Schools               | 0  | 0      | 0      | 11   | 5      | 0      | 11     | 16     |
| Watersmeet Township School District   | 0  | 0      | 0      | 20   | 7      | 0      | 0      | 8      |
| Wayne-Westland Community Schools      | 27   | 3      | 1      | 34   | 15     | 7      | 22     | 22     |
| West Branch-Rose City Area Schools    | 7  | 2      | 1      | 13   | 9      | 5      | 11     | 13     |
| West Iron County Public Schools       | 0  | 0      | 0      | 15   | 0      | 0      | 2      | 4      |
| Wyoming Public Schools                | 28   | 8      | 1      | 36   | 10     | 6      | 27     | 30     |
| Ypsilanti                             | 25   | 4      | 0      | 35   | 14     | 7      | 26     | 25     |

*Table 16: Percentage of Second Graders Meeting Standards and Needing Intensive Instruction on DIBELS ORF (by District)*

| District                              | ORF during 2006-2007                       |        |        |   |        |        |
|---------------------------------------|--|--------|--------|---|--------|--------|
|                                       | % of students who meet or exceed standards |        |        | % of students needing intensive instruction |        |        |
|                                       | Fall                                       | Winter | Spring | Fall  | Winter | Spring |
| Arts and Tech Academy of Pontiac      | 51   | 49     | 42     | 30  | 32     | 42     |
| Bay County PSA                        | 41   | 53     | 48     | 32  | 43     | 41     |
| Beecher Community School District     | 36   | 58     | 54     | 33  | 30     | 31     |
| Benton Harbor Area Schools            | 25   | 40     | 43     | 42  | 40     | 39     |
| Buena Vista                           | 22   | 34     | 18     | 61  | 56     | 62     |
| Cesar Chavez Academy                  | 28   | 45     | 46     | 32  | 32     | 29     |
| Dearborn                              | 38   | 60     | 57     | 31  | 28     | 28     |
| Decatur Public Schools                | 49   | 62     | 55     | 24  | 24     | 21     |
| Detroit Public Schools                | 27   | 33     | 29     | 47  | 50     | 53     |
| Engadine Consolidated Schools         | 53   | 88     | 82     | 24  | 0      | 0      |
| Ferndale Public Schools               | 53   | 65     | 58     | 18  | 21     | 21     |
| Gladwin Community Schools             | 46   | 58     | 55     | 28  | 27     | 23     |
| Grand Rapids Public Schools           | 34   | 45     | 44     | 37  | 34     | 35     |
| Hale Area Schools                     | 42   | 56     | 47     | 33  | 28     | 26     |
| Holland Public Schools                | 45   | 59     | 61     | 26  | 24     | 23     |
| Jackson Public Schools                | 13   | 20     | 27     | 67  | 54     | 47     |
| Kalamazoo Public Schools              | 39   | 53     | 46     | 34  | 32     | 35     |
| Kalkaska Public School                | 45   | 59     | 49     | 20  | 22     | 26     |
| Lansing School District               | 41   | 51     | 49     | 27  | 27     | 31     |
| Marion Public Schools                 | 51   | 58     | 56     | 20  | 30     | 28     |
| Mesick Consolidated Schools           | 43   | 50     | 43     | 30  | 34     | 32     |
| Mio-Ausable                           | 42   | 57     | 36     | 34  | 35     | 36     |
| Muskegon Heights Public Schools       | 30   | 39     | 35     | 39  | 40     | 43     |
| Muskegon Public Schools               | 36   | 50     | 45     | 31  | 29     | 33     |
| Oak Park Schools                      | 32   | 41     | 37     | 36  | 39     | 39     |
| Onaway Area Community School District | 42   | 68     | 60     | 24  | 21     | 24     |
| Owosso Public Schools                 | 52   | 64     | 60     | 27  | 27     | 28     |
| Pontiac School District               | 20   | 32     | 30     | 50  | 51     | 48     |
| Port Huron Area SD                    | 33   | 48     | 41     | 33  | 33     | 37     |
| Quincy Community Schools              | 38   | 48     | 38     | 29  | 36     | 43     |
| Romulus Community Schools             | 38   | 49     | 50     | 34  | 29     | 30     |
| Saginaw City SD                       | 31   | 53     | 50     | 34  | 29     | 32     |
| Tri Valley Academy                    | 7  | 31     | 24     | 60  | 46     | 48     |
| Union City Community Schools          | 38   | 51     | 56     | 35  | 31     | 21     |
| Utica                                 | 51   | 62     | 61     | 23  | 27     | 25     |
| Vanderbilt Area Schools               | 40   | 43     | 36     | 40  | 57     | 43     |
| Watersmeet Township School District   | 53   | 72     | 72     | 0   | 11     | 6      |
| Wayne-Westland Community Schools      | 42   | 51     | 46     | 28  | 31     | 33     |
| West Branch-Rose City Area Schools    | 47   | 63     | 62     | 24  | 23     | 22     |
| West Iron County Public Schools       | 55   | 67     | 63     | 18  | 26     | 24     |
| Wyoming Public Schools                | 20   | 38     | 23     | 49  | 45     | 46     |
| Ypsilanti                             | 42   | 60     | 54     | 25  | 24     | 27     |



*Table 17: Percentage of Third Graders Meeting Standards and Needing Intensive Instruction on DIBELS ORF (by District)*

| District                              | ORF during 2006-2007                       |        |        |   |        |        |
|---------------------------------------|--|--------|--------|---|--------|--------|
|                                       | % of students who meet or exceed standards |        |        | % of students needing intensive instruction |        |        |
|                                       | Fall                                       | Winter | Spring | Fall  | Winter | Spring |
| Arts and Tech Academy of Pontiac      | 34   | 31     | 36     | 38  | 51     | 27     |
| Bay County PSA                        | 44   | 43     | 44     | 28  | 26     | 20     |
| Beecher Community School District     | 35   | 40     | 38     | 37  | 29     | 23     |
| Benton Harbor Area Schools            | 23   | 29     | 34     | 39  | 33     | 27     |
| Buena Vista                           | 14   | 22     | 24     | 56  | 54     | 40     |
| Cesar Chavez Academy                  | 25   | 22     | 34     | 47  | 51     | 32     |
| Dearborn                              | 39   | 42     | 47     | 32  | 28     | 22     |
| Decatur Public Schools                | 42   | 47     | 46     | 24  | 21     | 18     |
| Detroit Public Schools                | 25   | 27     | 29     | 47  | 45     | 39     |
| Engadine Consolidated Schools         | 67   | 79     | 77     | 17  | 14     | 15     |
| Ferndale Public Schools               | 50   | 54     | 53     | 27  | 23     | 16     |
| Gladwin Community Schools             | 36   | 39     | 49     | 38  | 31     | 24     |
| Grand Rapids Public Schools           | 35   | 39     | 44     | 34  | 30     | 22     |
| Hale Area Schools                     | 25   | 29     | 20     | 39  | 39     | 22     |
| Holland Public Schools                | 39   | 45     | 50     | 34  | 27     | 20     |
| Jackson Public Schools                | 13   | 12     | 23     | 60  | 65     | 41     |
| Kalamazoo Public Schools              | 38   | 41     | 45     | 35  | 32     | 26     |
| Kalkaska Public School                | 37   | 42     | 46     | 33  | 33     | 27     |
| Lansing School District               | 38   | 40     | 41     | 33  | 33     | 26     |
| Marion Public Schools                 | 17   | 27     | 37     | 43  | 44     | 28     |
| Mesick Consolidated Schools           | 35   | 40     | 46     | 35  | 27     | 19     |
| Mio-Ausable                           | 33   | 38     | 41     | 45  | 36     | 33     |
| Muskegon Heights Public Schools       | 23   | 22     | 17     | 50  | 43     | 40     |
| Muskegon Public Schools               | 33   | 42     | 43     | 38  | 30     | 23     |
| Oak Park Schools                      | 38   | 36     | 40     | 36  | 38     | 26     |
| Onaway Area Community School District | 41   | 64     | 51     | 24  | 17     | 16     |
| Owosso Public Schools                 | 47   | 48     | 51     | 25  | 23     | 17     |
| Pontiac School District               | 29   | 30     | 32     | 45  | 47     | 38     |
| Port Huron Area SD                    | 42   | 45     | 50     | 30  | 28     | 19     |
| Quincy Community Schools              | 39   | 38     | 45     | 34  | 32     | 23     |
| Romulus Community Schools             | 41   | 43     | 49     | 31  | 30     | 24     |
| Saginaw City SD                       | 30   | 34     | 35     | 37  | 39     | 28     |
| Tri Valley Academy                    | 0  | 0      | 0      | 94  | 88     | 53     |
| Union City Community Schools          | 36   | 44     | 41     | 25  | 25     | 13     |
| Utica                                 | 50   | 51     | 56     | 28  | 21     | 16     |
| Vanderbilt Area Schools               | 33   | 37     | 45     | 33  | 42     | 20     |
| Watersmeet Township School District   | 20   | 29     | 40     | 60  | 57     | 20     |
| Wayne-Westland Community Schools      | 41   | 39     | 46     | 33  | 33     | 22     |
| West Branch-Rose City Area Schools    | 51   | 61     | 69     | 30  | 23     | 18     |
| West Iron County Public Schools       | 49   | 57     | 63     | 23  | 19     | 11     |
| Wyoming Public Schools                | 23   | 37     | 44     | 41  | 39     | 32     |
| Ypsilanti                             | 46   | 49     | 52     | 28  | 29     | 17     |

## Part 4: Overview of Program Implementation

### 4.1 Analysis of Compliance with Reading First Requirements

The Reading First program directors at Michigan Department of Education and our evaluation staff have collaborated in developing a rating system for determining the extent to which schools are in compliance with requirements of the state program. The Compliance Check, as the instrument is called, is completed by the facilitator who oversees implementation of the Reading First program in each school. In order to provide an overview of the extent to which schools in Michigan are implementing the program as required, we include in this report central components of the Compliance Check that was submitted by facilitators in May of 2007.

To evaluate compliance, the Reading First program directors and facilitators formulated a list of program requirements (e.g., a 90-minute literacy block) and developed a 5-point rubric for each item to make it possible to gather consistent, reliable data. The 5 possible points for each item map onto five criteria that would distinguish levels of compliance. A rating of 5 is considered exemplary. The following provides a list of items, the mean and standard deviation (SD) for the Reading First schools, and the criteria used in the scoring rubric. The results indicate that the Reading First schools are at or above average criterion (a rating of 3) on all items except flexible grouping and differentiated instruction (Part 5, C and D).

*Part 1. Requirement of minimum 9-min literacy block. Mean 3.11 (1.02 SD)*

*Part 2. Literacy coaching. Mean 3.59 (1.13 SD)*

- A qualified educator who supports grant implementation and effectively documents their activities in the timely submission of coach logs and working 100% with the Reading First initiative.
- Facilitates grade level meetings, using data to inform classroom practice.
- Devises a scheduling system that allows for customized coaching to meet the different needs of building educators.
- Uses a combination of professional development activities and methods to ensure training is rigorous, responsive, and on-going so that teacher knowledge transfers into practice.
- Is organized so that they can provide support to classroom teachers, prepare and present high quality professional development, and manage assessments and data.

*Part 4. Professional development*

*A. Weekly grade level meetings. Mean 3.44 (1.06 SD)*

- Meetings are regularly scheduled and are attended by appropriate staff.
- Leadership, planning, and facilitation are distributed among colleagues.
- Group norms and structures are in place to maximize professional growth; meeting artifacts are recorded and maintained.
- Content of professional development is discussed, extended, applied, and revisited.
- Student data is collaboratively reviewed and analyzed to inform instruction.

*B. Foundations, Texas Reading Academies, and publisher trainings. Mean 3.68 (0.98 SD)*

- Meetings are regularly scheduled and are attended by appropriate staff.
- Leadership, planning, and facilitation are distributed among colleagues.
- Group norms and structures are in place to maximize professional growth; meeting artifacts are recorded and maintained.
- Content of professional development is discussed, extended, applied, and revisited.
- Student data is collaboratively reviewed and analyzed to inform instruction.

*Part 5. Instruction*

*A. Comprehensive program. Mean 3.28 (1.15 SD)*

- Systematic, effective, and collaborative use of core program is evident within and across grade levels.
- Use of Teacher's manual is evident in instructional sequence and strategies during instruction.
- Standard program components (such as letter/sounds cards, anthologies, practice books) are displayed and used strategically.
- Additional core support materials (readers, manipulatives) are extensively used during instruction and accessible to students for independent practice.
- Core materials are fully utilized; any additional materials are fully integrated with the core program.
- 

*C. Flexible grouping. Mean 2.44 (1.35 SD)*

- A system is in place that allows for effective and efficient flexible grouping.
- Purposeful group formats are used.
- Grouping and group size is based on student data and need.
- Regrouping is based on updated and on-going student data and need
- Grouping is designed to accelerate learning.

*D. Differentiated instruction. Mean 2.01 (1.22 SD)*

- Assessment data is used to plan instruction.
- A variety of grouping formats is evident; instruction is targeted at small groups to achieve mastery.
- Independent work and practice opportunities are tailored to student ability.
- Student engagement is maximized.
- Instruction is appropriately scaffolded to optimize learning for all students.

*Part 6: Administrative (School) Instructional Leadership and Support. Mean 3.28 (1.23)*

- School goals and policies are aligned, consistent, and supportive of Reading First.
- Attends required Reading First activities and meetings (cohort, statewide, evaluation, probationary).
- Walkthroughs conducted frequently with feedback and support provided to staff.
- Builds instructional leadership skills by attending literacy professional development sessions.

- Develops a collaborative relationship with the literacy coach that supports all aspects of grant requirements.

## 4.2 Overview of Classroom Practices Study

The 2006-2007 school year is the second year in which we have carried a study of instructional practices in Reading First classrooms. This study was designed to help us understand what reading instruction looks like at each grade level. While primarily designed to collect descriptive information about reading instruction, we use the results to determine whether differences in the organization and time spent on different components of reading are related to gains in reading made by the students. Some details of the classroom practices study follow:

How were classroom observations carried out? For the 2006-2007 school year, observations were carried out in the classrooms of 96 randomly selected k-3 teachers in 15 Reading First schools. A field researcher or the Reading First facilitator visited each classroom to observe the literacy block 3 or 4 times a year. He/she recorded information about aspects of lesson, such as the purpose of the lesson, grouping arrangements, and materials used for the lesson.

The observer recorded instructional activities every 5 minutes. Typically data are analyzed by averaging three five-minute segments together to represent 15-minute intervals. Using these intervals, we can compare classrooms at the four grade levels to determine differences in how reading is taught.

Some of the questions we hope to answer include the following:

- 1) How much time is devoted to instruction in each one of the required components of Reading First (phonemic awareness, phonics, fluency, vocabulary, reading comprehension) and to writing activities related to reading?
- 2) How much time was devoted to whole-class instruction? For what types of lessons does the teacher provide instruction in small groups?
- 3) How much time was spent using “literacy centers” for practice and reinforcement of lesson? (Note: While students are working at the centers, the teacher is often working with a small group--for example, doing a guided reading lesson.)
- 4) What is the average level of student engagement, given different purposes and grouping arrangements?
- 5) To what extent do teachers include activities that are cognitively engaging?

Some Results for 2006-2007:

- There are striking differences in the focus on the five components of reading by grade level and time of year. For example, kindergarten and first grade teachers spent a large

portion of the first half of the literacy block working on phonemic awareness and phonics, whereas second and third grade teachers spent much less time on phonics. As might be expected, time spent on reading comprehension is the reverse: much more time was spent on comprehension activities in second and third grade than in kindergarten and first grade classrooms. Vocabulary was seldom the purpose of instruction at any grade level. More time was spent on vocabulary in second and third grades than in kindergarten and first grade classrooms.

- Different grouping arrangements were used at all four grade levels. In kindergarten, it was most common to have students work as a whole group when they were not working in literacy centers.
- Literacy centers was the most common event in the second half of the literacy block. Analyses of observations completed during the centers time indicate that teachers often worked with a small group (less commonly, an individual student) while the remainder of the class was working at literacy centers. Further analyses suggested that the time teachers spent working with small groups during literacy centers was related to the gains their students made on measures of reading, such as DIBELS Nonsense Word Fluency.

While we have some evidence that the purpose, organization, and materials used in reading lessons in Reading First classrooms are related to students' gains in reading, we are at only beginning to understand how features of teachers' reading instruction relates to their students' progress in reading.

### **4.3 Information about Instructional Practices from Surveys**

Teachers' responses to surveys provide additional information about reading instruction in Reading First classrooms. In terms of the comprehensive programs used in Reading First classrooms (as identified by the publisher), teachers indicated the following: 22% use Open Court, 39% use Houghton Mifflin, 31% use Harcourt Brace, 3% use Macmillan/McGraw Hill, and 3% use Scott Foresman.

Teachers completed a checklist called, "Practices That I Use" in the fall, winter, and spring. They indicated which activities their students participated in the literacy block during the past full week of school. The results indicate significant differences by grade level in the patterns and number of activities that they said they used. In addition, examination of different activities shows variation among activities within each of the five required components. For example, while one might think that phonological awareness activities are mostly used by kindergarten teachers, it turns out that some are commonly used by second and third grade teachers as well. The popularity of activities might reflect the demands they place on the students as well as the perceived usefulness for literacy learning. The results also reflect the instructional preferences and ideologies of teachers in Reading First schools. For example, few teachers at any grade level had students write book reports or participate in a word hunt. Over time, the results will provide helpful information about teachers' delivery of reading instruction in Reading First classrooms.

*Table 18: Percent of Teachers Indicating That They Had Used the Activity in the Preceding Week*

|  | Grade | Fall | Winter | Spring |
|--|-------|------|--------|--------|
| Orally separate words into word sounds                   | K     | 76   | 97     | 93     |
|  | 1     | 99   | 99     | 98     |
|  | 2     | 92   | 90     | 84     |
|  | 3     | 77   | 80     | 72     |
| Sing songs or recite nursery rhymes                      | K     | 95   | 94     | 66     |
|  | 1     | 81   | 61     | 56     |
|  | 2     | 37   | 24     | 28     |
|  | 3     | 20   | 14     | 15     |
| Discuss the meanings of prefixes and suffixes            | K     | 6    | 11     | 46     |
|  | 1     | 16   | 44     | 63     |
|  | 2     | 47   | 64     | 86     |
|  | 3     | 58   | 80     | 87     |
| Read round robin in small groups or with the whole class | K     | 29   | 43     | 50     |
|  | 1     | 46   | 45     | 52     |
|  | 2     | 56   | 52     | 56     |
|  | 3     | 59   | 60     | 61     |
| Reread a familiar text multiple times                    | K     | 74   | 86     | 90     |
|  | 1     | 94   | 95     | 98     |
|  | 2     | 94   | 94     | 95     |
|  | 3     | 87   | 92     | 89     |

Notice that the first phonemic awareness activity (orally separate words into word sounds) was checked by most teachers from the winter of kindergarten through the end of second grade. In contrast, a more basic phonemic awareness activity (sing songs) was common only in fall and winter of kindergarten and the fall of first grade.

The vocabulary activity (discuss meanings of prefixes and suffixes) is noteworthy because of the dramatic increase across the year and grades. It was common at the end of second grade and the middle and end of third grade.

The two final items are fluency activities. Round Robin reading was used by about half the teachers in first through third grades with little change across the year. In contrast, rereading a familiar text was very common by the end of kindergarten and stays that way through third grade.

## Appendix A

*Table A-1: Rank Order of Schools by Percentage of First Graders with ITBS Reading Total Scores at or above Grade Level*

| District             | School              | %age at or above grade level |
|----------------------|---------------------|------------------------------|
| KALAMAZOO PS         | INDIAN PRAIRIE ELEM | 85                           |
| DEARBORN PS          | SALINA ELEM (K-3)   | 84                           |
| FERNDALE PS          | JOHN F. KENNEDY     | 84                           |
| ONAWAY AREA SCHLS.   | ONAWAY ELEM         | 83                           |
| HOLLAND PS           | HARRINGTON ELEM     | 79                           |
| DETROIT PUBLIC       | BERRY ELEM          | 75                           |
| KALKASKA PS          | BIRCH ST. ELEM      | 70                           |
| WEST BRNCH ROSE CITY | SURLINE ELEM        | 70                           |
| KALKASKA PS          | RAPID CITY ELEM     | 70                           |
| DETROIT PUBLIC       | CARVER ELEM         | 69                           |
| DETROIT PUBLIC       | DUFFIELD ELEM       | 68                           |
| YPSILANTI PS         | ERICKSON ELEM       | 67                           |
| DETROIT PUBLIC       | DETROIT OPEN SCHOOL | 67                           |
| LANSING PS           | REO ELEM            | 67                           |
| DETROIT PUBLIC       | RUTHERFORD ELEM     | 66                           |
| WATERSMEET SCHLS     | WATERSMEET SCHL     | 64                           |
| HALE AREA SCHOOLS    | HALE ELEM           | 62                           |
| QUINCY COMM SCHLS    | JENNINGS ELEM       | 61                           |
| DETROIT PUBLIC       | COOPER ELEM         | 61                           |
| LANSING PS           | AVERILL ELEM        | 61                           |
| WEST IRON CTY SCHLS  | STAMBAUGH ELEM      | 60                           |
| MARION PS            | MARION ELEM         | 59                           |
| DECATUR PUBLIC       | DAVIS ELEM          | 59                           |
| DETROIT PUBLIC       | MACOMB ELEM         | 59                           |
| BENTON HARBOR PS     | SORTER ELEM         | 58                           |
| KALAMAZOO PS         | MLK-WESTWOOD        | 58                           |
| ONAWAY AREA SCHLS.   | MILLERSBURG ELEM    | 58                           |
| KALAMAZOO PS         | PARKWOOD-UPJOHN     | 57                           |
| ROMULUS PS           | BARTH ELEM          | 57                           |
| MESICK CONS. SCHLS   | FLOYD M JEWETT      | 57                           |
| UTICA COMM SCHLS     | WILEY ELEM          | 56                           |
| HOLLAND PS           | EAST K - 8          | 56                           |
| LANSING PS           | PLEASANT VIEW ELEM  | 56                           |
| OWOSSO PS            | EMERSON ELEM        | 55                           |
| MIO-AUSABLE SCHLS    | MIO-AUSABLE ELEM    | 55                           |
| ENGADINE CONSOLID.   | ENGADINE ELEM       | 53                           |
| GRAND RAPIDS PS      | ALEXANDER ELEM      | 53                           |
| KALAMAZOO PS         | GREENWOOD ELEM      | 53                           |
| UTICA COMM SCHLS     | DRESDEN ELEM        | 53                           |
| HOLLAND PS           | HOLLAND HEIGHTS     | 53                           |
| ROMULUS PS           | WICK ELEM           | 52                           |
| ROMULUS PS           | ROMULUS ELEM        | 52                           |
| PONTIAC PS           | FRANKLIN ELEM       | 52                           |
| DETROIT PUBLIC       | JOHN MARSHALL ELEM  | 52                           |
| BENTON HARBOR PS     | CALVIN-BRITAIN      | 52                           |
| HOLLAND PS           | MAPLEWOOD ELEM      | 51                           |
| UNION CITY COMM      | UNION CITY ELEM     | 51                           |
| OWOSSO PS            | BRYANT ELEM         | 51                           |
| LANSING PS           | MT. HOPE SCHOOL     | 51                           |
| DETROIT PUBLIC       | WINSHIP K-8         | 50                           |
| OWOSSO PS            | WASHINGTON ELEM     | 50                           |
| SAGINAW PS           | HERIG ELEM          | 49                           |
| DETROIT PUBLIC       | CLINTON ELEM        | 49                           |
| LANSING PS           | GRAND RIVER ELEM    | 49                           |
| PORT HURON PS        | GARFIELD ELEM       | 48                           |

|                       |                      |    |
|-----------------------|----------------------|----|
| DETROIT PUBLIC        | ROBERTO CLEMENTE     | 47 |
| KALAMAZOO PS          | MILWOOD ELEM         | 47 |
| GRAND RAPIDS PS       | EAST LEONARD SCHL    | 46 |
| WEST BRNCH ROSE CITY  | ROSE CITY ELEM       | 46 |
| GLADWIN COMMUNITY     | GLADWIN ELEM         | 46 |
| DEARBORN PS           | IRIS BECKER ELEM     | 45 |
| PORT HURON PS         | WOODROW WILSON       | 45 |
| GRAND RAPIDS PS       | HARRISON PARK ELEM   | 45 |
| DEARBORN PS           | MILLER ELEM          | 45 |
| GRAND RAPIDS PS       | CONGRESS ELEM        | 44 |
| WAYNE WESTLAND PS     | ELLIOT ELEM          | 44 |
| BEECHER PS            | MILTON TUCKER        | 43 |
| BENTON HARBOR PS      | MCCORD ELEM          | 43 |
| LANSING PS            | GIER PARK SCHL       | 43 |
| HOLLAND PS            | VAN RAALTE           | 43 |
| KALAMAZOO PS          | SPRING VALLEY CNTR   | 42 |
| BEECHER PS            | DAILEY ELEM          | 42 |
| PORT HURON PS         | HARRISON ELEM        | 42 |
| DETROIT PUBLIC        | WEBSTER ELEM         | 41 |
| WYOMING PS            | TAFT ELEM            | 41 |
| DETROIT PUBLIC        | CAMPBELL ELEM.       | 40 |
| MUSKEGON PS           | NIMS ELEM            | 40 |
| MUSKEGON PS           | OAKVIEW ELEM         | 40 |
| SAGINAW PS            | NELLE HALEY ELEM     | 40 |
| WAYNE WESTLAND PS     | TAFT GALLOWAY        | 40 |
| WAYNE WESTLAND PS     | HOOVER ELEM          | 40 |
| DETROIT PUBLIC        | MAAT IMHOTEP TECH    | 39 |
| WAYNE WESTLAND PS     | PATCHIN ELEM         | 39 |
| MUSKEGON PS           | NELSON ELEM          | 38 |
| MUSKEGON PS           | MARQUETTE SCHOOL     | 38 |
| ROMULUS PS            | MERRIMAN ELEM        | 38 |
| FERNDALE PS           | ROOSEVELT ELEM       | 37 |
| DETROIT PUBLIC        | BARBARA JORDAN       | 37 |
| PORT HURON PS         | CLEVELAND ELEM       | 37 |
| LANSING PS            | CUMBERLAND ELEM      | 37 |
| VANDERBILT AREA SCHLS | VANDERBILT AREA SCHL | 37 |
| KALAMAZOO PS          | WOODS LAKE ELEM      | 37 |
| DETROIT PUBLIC        | PRIEST ELEM          | 36 |
| SAGINAW PS            | JEROME ELEM          | 36 |
| DETROIT PUBLIC        | WM. BECKHAM ACAD.    | 36 |
| OAK PARK PS           | EINSTEIN ELEM        | 35 |
| LANSING PS            | WILLOW ELEM          | 35 |
| PONTIAC PS            | EMERSON SCHOOL       | 34 |
| MUSKEGON PS           | MOON ELEM            | 34 |
| GRAND RAPIDS PS       | HALL ELEM            | 34 |
| DEARBORN PS           | WILLIAM FORD         | 34 |
| MUSKEGON HEIGHTS      | EDGEWOOD ELEM        | 33 |
| MUSKEGON HEIGHTS      | ELLEN LOFTIS SCHL    | 33 |
| MUSKEGON PS           | MCLAUGHLIN ELEM      | 33 |
| WAYNE WESTLAND PS     | JEFFERSON-BARNS ELEM | 33 |
| DETROIT PUBLIC        | MAYBURY ELEM         | 33 |
| BAY COUNTY PSA        | BAY COUNTY PSA       | 33 |
| DEARBORN PS           | OAKMAN ELEM          | 32 |
| DETROIT PUBLIC        | LAW ELEM             | 31 |
| DETROIT PUBLIC        | CARLETON ELEM        | 31 |
| BENTON HARBOR PS      | H. C. MORTON         | 31 |
| DEARBORN PS           | LOWREY ELEM          | 31 |
| OAK PARK PS           | KEY ELEM             | 31 |
| DETROIT PUBLIC        | FITZGERALD ELEM      | 31 |
| DETROIT PUBLIC        | WESTSIDE MULTI.      | 30 |
| KALAMAZOO PS          | NORTHEASTERN ELEM    | 30 |



|                    |                     |    |
|--------------------|---------------------|----|
| PORT HURON PS      | SPARLINGVILLE ELEM  | 29 |
| DETROIT PUBLIC     | COURVILLE ELEM      | 29 |
| LANSING PS         | BINGHAM ELEM        | 29 |
| DETROIT PUBLIC     | BLACKWELL INSTITUTE | 29 |
| PONTIAC PS         | WHRC                | 28 |
| SAGINAW PS         | WEBBER ELEM         | 27 |
| DETROIT PUBLIC     | MARQUETTE ELEM      | 27 |
| YPSILANTI PS       | PERRY ELEM          | 27 |
| ROMULUS PS         | CORY ELEM           | 27 |
| KALAMAZOO PS       | WASHINGTON WRITERS  | 26 |
| BENTON HARBOR PS   | FAIR PLAIN WEST     | 26 |
| YPSILANTI PS       | CHAPELLE ELEM       | 25 |
| ARTS & TECH ACAD.  | ARTS & TECH ACAD.   | 25 |
| DETROIT PUBLIC     | GARDNER ELEM        | 25 |
| SAGINAW PS         | LONGFELLOW ELEM     | 25 |
| SAGINAW PS         | STONE ELEM          | 25 |
| GRAND RAPIDS PS    | STOCKING ELEM       | 25 |
| UTICA COMM SCHLS   | BURR ELEM           | 25 |
| PONTIAC PS         | WHITMAN ELEM        | 23 |
| DETROIT PUBLIC     | GREENFIELD UNION    | 23 |
| MUSKEGON HEIGHTS   | MLK JR. ELEM        | 23 |
| LANSING PS         | LYONS ELEM          | 23 |
| DETROIT PUBLIC     | PULASKI             | 23 |
| KALAMAZOO PS       | LINCOLN INTL STDY   | 23 |
| GRAND RAPIDS PS    | EASTERN ELEM        | 22 |
| PONTIAC PS         | CROFOOT ELEM        | 22 |
| SAGINAW PS         | HEAVENRICH ELEM     | 21 |
| BUENA VISTA PS     | HENRY DOERR CDC     | 20 |
| TRI-VALLEY ACAD.   | TRI-VALLEY ACAD.    | 19 |
| ROMULUS PS         | HALE CREEK ELEM     | 19 |
| JACKSON P S        | MCCULLOCH SCHL      | 18 |
| GRAND RAPIDS PS    | JEFFERSON ELEM      | 18 |
| KALAMAZOO PS       | EDISON ENVIRON.     | 17 |
| BENTON HARBOR PS   | FAIR PLAIN N.E.     | 17 |
| GRAND RAPIDS PS    | MLK LEADERSHIP      | 16 |
| GRAND RAPIDS PS    | BROOKSIDE SCHL      | 16 |
| CESAR CHAVEZ ACAD. | CESAR CHAVEZ ACAD.  | 15 |
| DETROIT PUBLIC     | HANNEMAN ELEM       | 15 |
| DETROIT PUBLIC     | HUTCHINSON ELEM     | 15 |
| DETROIT PUBLIC     | HIGGINS ELEM        | 13 |
| SAGINAW PS         | LOOMIS ELEM         | 13 |
| DETROIT PUBLIC     | VON STEUBEN ELEM    | 13 |
| DETROIT PUBLIC     | GRANT ELEM          | 13 |
| JACKSON P S        | T.A.WILSON SCHL     | 12 |
| DETROIT PUBLIC     | SHERRARD K-8        | 10 |
| WAYNE WESTLAND PS  | HICKS ELEM          | 10 |
| MUSKEGON HEIGHTS   | THEODORE ROOSEVELT  | 4  |

Table A-2: Rank Order of Schools by Percentage of Second Graders with ITBS Reading Total Scores at or above Grade Level

| District             | School              | %age at or above grade level |
|----------------------|---------------------|------------------------------|
| HOLLAND PS           | HARRINGTON ELEM     | 80                           |
| KALAMAZOO PS         | INDIAN PRAIRIE ELEM | 78                           |
| BENTON HARBOR PS     | SORTER ELEM         | 77                           |
| ENGADINE CONSOLID.   | ENGADINE ELEM       | 69                           |
| MARION PS            | MARION ELEM         | 68                           |
| ONAWAY AREA SCHLS.   | ONAWAY ELEM         | 68                           |
| WEST IRON CTY SCHLS  | STAMBAUGH ELEM      | 67                           |
| LANSING PS           | LYONS ELEM          | 67                           |
| KALAMAZOO PS         | MLK-WESTWOOD        | 66                           |
| FERNDALE PS          | JOHN F. KENNEDY     | 66                           |
| OWOSSO PS            | EMERSON ELEM        | 65                           |
| UTICA COMM SCHLS     | DRESDEN ELEM        | 64                           |
| PONTIAC PS           | FRANKLIN ELEM       | 64                           |
| WEST BRNCH ROSE CITY | ROSE CITY ELEM      | 63                           |
| WATERSMEET SCHLS     | WATERSMEET SCHL     | 61                           |
| KALKASKA PS          | BIRCH ST. ELEM      | 61                           |
| OWOSSO PS            | WASHINGTON ELEM     | 60                           |
| KALKASKA PS          | RAPID CITY ELEM     | 60                           |
| GLADWIN COMMUNITY    | GLADWIN ELEM        | 60                           |
| DECATUR PUBLIC       | DAVIS ELEM          | 59                           |
| ONAWAY AREA SCHLS.   | MILLERSBURG ELEM    | 58                           |
| HOLLAND PS           | MAPLEWOOD ELEM      | 57                           |
| WEST BRNCH ROSE CITY | SURLINE ELEM        | 57                           |
| DETROIT PUBLIC       | BERRY ELEM          | 57                           |
| PORT HURON PS        | GARFIELD ELEM       | 55                           |
| KALAMAZOO PS         | GREENWOOD ELEM      | 55                           |
| KALAMAZOO PS         | PARKWOOD-UPJOHN     | 54                           |
| YPSILANTI PS         | CHAPELLE ELEM       | 54                           |
| HALE AREA SCHOOLS    | HALE ELEM           | 53                           |
| UTICA COMM SCHLS     | WILEY ELEM          | 53                           |
| MESICK CONS. SCHLS   | FLOYD M JEWETT      | 52                           |
| ROMULUS PS           | WICK ELEM           | 51                           |
| ROMULUS PS           | BARTH ELEM          | 51                           |
| HOLLAND PS           | EAST K - 8          | 51                           |
| GRAND RAPIDS PS      | ALEXANDER ELEM      | 50                           |
| YPSILANTI PS         | PERRY ELEM          | 50                           |
| MIO-AUSABLE SCHLS    | MIO-AUSABLE ELEM    | 49                           |
| PORT HURON PS        | HARRISON ELEM       | 49                           |
| DEARBORN PS          | SALINA ELEM (K-3)   | 49                           |
| LANSING PS           | AVERILL ELEM        | 48                           |
| QUINCY COMM SCHLS    | JENNINGS ELEM       | 47                           |
| YPSILANTI PS         | ERICKSON ELEM       | 47                           |
| LANSING PS           | REO ELEM            | 47                           |
| UTICA COMM SCHLS     | BURR ELEM           | 46                           |
| LANSING PS           | BINGHAM ELEM        | 45                           |
| ROMULUS PS           | CORY ELEM           | 45                           |
| LANSING PS           | MT. HOPE SCHOOL     | 44                           |
| LANSING PS           | PLEASANT VIEW ELEM  | 44                           |
| DEARBORN PS          | MILLER ELEM         | 43                           |
| OWOSSO PS            | BRYANT ELEM         | 43                           |
| DEARBORN PS          | IRIS BECKER ELEM    | 42                           |
| LANSING PS           | CUMBERLAND ELEM     | 42                           |
| HOLLAND PS           | HOLLAND HEIGHTS     | 42                           |
| KALAMAZOO PS         | MILWOOD ELEM        | 41                           |
| UNION CITY COMM      | UNION CITY ELEM     | 41                           |
| BENTON HARBOR PS     | CALVIN-BRITAIN      | 41                           |
| MUSKEGON PS          | NIMS ELEM           | 41                           |
| PORT HURON PS        | CLEVELAND ELEM      | 41                           |

|                       |                      |    |
|-----------------------|----------------------|----|
| WAYNE WESTLAND PS     | PATCHIN ELEM         | 41 |
| DETROIT PUBLIC        | RUTHERFORD ELEM      | 41 |
| ROMULUS PS            | ROMULUS ELEM         | 40 |
| HOLLAND PS            | VAN RAALTE           | 40 |
| BEECHER PS            | DAILEY ELEM          | 40 |
| SAGINAW PS            | NELLE HALEY ELEM     | 40 |
| WAYNE WESTLAND PS     | HOOVER ELEM          | 39 |
| DEARBORN PS           | LOWREY ELEM          | 39 |
| MUSKEGON PS           | MARQUETTE SCHOOL     | 38 |
| WAYNE WESTLAND PS     | JEFFERSON-BARNS ELEM | 37 |
| FERNDALE PS           | ROOSEVELT ELEM       | 36 |
| BENTON HARBOR PS      | FAIR PLAIN N.E.      | 36 |
| VANDERBILT AREA SCHLS | VANDERBILT AREA SCHL | 36 |
| KALAMAZOO PS          | WOODS LAKE ELEM      | 35 |
| MUSKEGON PS           | NELSON ELEM          | 35 |
| PORT HURON PS         | WOODROW WILSON       | 35 |
| MUSKEGON HEIGHTS      | EDGEWOOD ELEM        | 35 |
| SAGINAW PS            | LOOMIS ELEM          | 35 |
| PORT HURON PS         | SPARLINGVILLE ELEM   | 35 |
| PONTIAC PS            | WHRC                 | 35 |
| WAYNE WESTLAND PS     | HICKS ELEM           | 34 |
| DETROIT PUBLIC        | DUFFIELD ELEM        | 34 |
| LANSING PS            | GIER PARK SCHL       | 34 |
| WAYNE WESTLAND PS     | TAFT GALLOWAY        | 34 |
| GRAND RAPIDS PS       | EAST LEONARD SCHL    | 33 |
| WAYNE WESTLAND PS     | ELLIOT ELEM          | 33 |
| DETROIT PUBLIC        | HUTCHINSON ELEM      | 33 |
| GRAND RAPIDS PS       | EASTERN ELEM         | 32 |
| BAY COUNTY PSA        | BAY COUNTY PSA       | 32 |
| SAGINAW PS            | JEROME ELEM          | 32 |
| DETROIT PUBLIC        | MAYBURY ELEM         | 32 |
| MUSKEGON PS           | MCLAUGHLIN ELEM      | 32 |
| KALAMAZOO PS          | LINCOLN INTL STDY    | 32 |
| DETROIT PUBLIC        | ROBERTO CLEMENTE     | 32 |
| GRAND RAPIDS PS       | HALL ELEM            | 31 |
| GRAND RAPIDS PS       | MLK LEADERSHIP       | 31 |
| DETROIT PUBLIC        | WM. BECKHAM ACAD.    | 31 |
| DETROIT PUBLIC        | CARVER ELEM          | 31 |
| ARTS & TECH ACAD.     | ARTS & TECH ACAD.    | 30 |
| DETROIT PUBLIC        | COOPER ELEM          | 30 |
| MUSKEGON PS           | MOON ELEM            | 29 |
| BEECHER PS            | MILTON TUCKER        | 29 |
| SAGINAW PS            | WEBBER ELEM          | 29 |
| DETROIT PUBLIC        | CLINTON ELEM         | 28 |
| KALAMAZOO PS          | NORTHEASTERN ELEM    | 28 |
| SAGINAW PS            | HERIG ELEM           | 28 |
| MUSKEGON HEIGHTS      | MLK JR. ELEM         | 28 |
| DETROIT PUBLIC        | MARQUETTE ELEM       | 28 |
| GRAND RAPIDS PS       | JEFFERSON ELEM       | 27 |
| KALAMAZOO PS          | SPRING VALLEY CNTR   | 27 |
| DETROIT PUBLIC        | HIGGINS ELEM         | 27 |
| SAGINAW PS            | LONGFELLOW ELEM      | 26 |
| CESAR CHAVEZ ACAD.    | CESAR CHAVEZ ACAD.   | 26 |
| PONTIAC PS            | CROFOOT ELEM         | 26 |
| OAK PARK PS           | KEY ELEM             | 26 |
| BENTON HARBOR PS      | FAIR PLAIN WEST      | 25 |
| DEARBORN PS           | OAKMAN ELEM          | 25 |
| DEARBORN PS           | WILLIAM FORD         | 25 |
| ROMULUS PS            | MERRIMAN ELEM        | 25 |
| DETROIT PUBLIC        | BLACKWELL INSTITUTE  | 25 |
| KALAMAZOO PS          | WASHINGTON WRITERS   | 25 |

|                  |                     |    |
|------------------|---------------------|----|
| DETROIT PUBLIC   | GARDNER ELEM        | 24 |
| SAGINAW PS       | STONE ELEM          | 24 |
| BENTON HARBOR PS | MCCORD ELEM         | 23 |
| SAGINAW PS       | HEAVENRICH ELEM     | 23 |
| DETROIT PUBLIC   | CAMPBELL ELEM.      | 23 |
| GRAND RAPIDS PS  | BROOKSIDE SCHL      | 23 |
| OAK PARK PS      | EINSTEIN ELEM       | 22 |
| MUSKEGON PS      | OAKVIEW ELEM        | 22 |
| DETROIT PUBLIC   | WINSHIP K-8         | 21 |
| DETROIT PUBLIC   | WEBSTER ELEM        | 21 |
| DETROIT PUBLIC   | COURVILLE ELEM      | 21 |
| LANSING PS       | WILLOW ELEM         | 21 |
| ROMULUS PS       | HALE CREEK ELEM     | 21 |
| WYOMING PS       | TAFT ELEM           | 20 |
| DETROIT PUBLIC   | BARBARA JORDAN      | 19 |
| DETROIT PUBLIC   | DETROIT OPEN SCHOOL | 19 |
| DETROIT PUBLIC   | WESTSIDE MULTI.     | 19 |
| GRAND RAPIDS PS  | HARRISON PARK ELEM  | 18 |
| GRAND RAPIDS PS  | CONGRESS ELEM       | 18 |
| DETROIT PUBLIC   | PULASKI             | 18 |
| DETROIT PUBLIC   | SHERRARD K-8        | 17 |
| GRAND RAPIDS PS  | STOCKING ELEM       | 17 |
| DETROIT PUBLIC   | JOHN MARSHALL ELEM  | 16 |
| KALAMAZOO PS     | EDISON ENVIRON.     | 16 |
| DETROIT PUBLIC   | GRANT ELEM          | 16 |
| DETROIT PUBLIC   | HANNEMAN ELEM       | 15 |
| BENTON HARBOR PS | H. C. MORTON        | 15 |
| DETROIT PUBLIC   | PRIEST ELEM         | 15 |
| DETROIT PUBLIC   | VON STEUBEN ELEM    | 15 |
| PONTIAC PS       | EMERSON SCHOOL      | 14 |
| LANSING PS       | GRAND RIVER ELEM    | 14 |
| BUENA VISTA PS   | BRUNKOW ELEM        | 13 |
| DETROIT PUBLIC   | GREENFIELD UNION    | 13 |
| DETROIT PUBLIC   | MAAT IMHOTEP TECH   | 13 |
| PONTIAC PS       | WHITMAN ELEM        | 13 |
| TRI-VALLEY ACAD. | TRI-VALLEY ACAD.    | 12 |
| DETROIT PUBLIC   | CARLETON ELEM       | 12 |
| DETROIT PUBLIC   | MACOMB ELEM         | 11 |
| JACKSON P S      | T.A. WILSON SCHL    | 11 |
| DETROIT PUBLIC   | FITZGERALD ELEM     | 9  |
| DETROIT PUBLIC   | LAW ELEM            | 9  |
| MUSKEGON HEIGHTS | THEODORE ROOSEVELT  | 5  |
| JACKSON P S      | MCCULLOCH SCHL      | 4  |
| MUSKEGON HEIGHTS | ELLEN LOFTIS SCHL   | 0  |

Table A-3: Rank Order of Schools by Percentage of Third Graders with ITBS Reading Total Scores at or above Grade Level

| District              | School               | %age at or above grade level |
|-----------------------|----------------------|------------------------------|
| ONAWAY AREA SCHLS.    | MILLERSBURG ELEM     | 76                           |
| WEST BRNCH ROSE CITY  | SURLINE ELEM         | 72                           |
| ONAWAY AREA SCHLS.    | ONAWAY ELEM          | 68                           |
| OWOSSO PS             | WASHINGTON ELEM      | 65                           |
| FERNDALE PS           | JOHN F. KENNEDY      | 65                           |
| KALAMAZOO PS          | MLK-WESTWOOD         | 64                           |
| UTICA COMM SCHLS      | WILEY ELEM           | 63                           |
| UNION CITY COMM       | UNION CITY ELEM      | 63                           |
| WEST IRON CTY SCHLS   | STAMBAUGH ELEM       | 63                           |
| KALAMAZOO PS          | INDIAN PRAIRIE ELEM  | 62                           |
| LANSING PS            | CUMBERLAND ELEM      | 62                           |
| OWOSSO PS             | EMERSON ELEM         | 61                           |
| WAYNE WESTLAND PS     | HOOVER ELEM          | 61                           |
| WEST BRNCH ROSE CITY  | ROSE CITY ELEM       | 60                           |
| WAYNE WESTLAND PS     | TAFT GALLOWAY        | 60                           |
| HOLLAND PS            | EAST K - 8           | 58                           |
| HOLLAND PS            | HARRINGTON ELEM      | 57                           |
| LANSING PS            | AVERILL ELEM         | 57                           |
| KALKASKA PS           | BIRCH ST. ELEM       | 56                           |
| LANSING PS            | PLEASANT VIEW ELEM   | 56                           |
| ENGADINE CONSOLID.    | ENGADINE ELEM        | 54                           |
| QUINCY COMM SCHLS     | JENNINGS ELEM        | 54                           |
| DECATUR PUBLIC        | DAVIS ELEM           | 53                           |
| HALE AREA SCHOOLS     | HALE ELEM            | 53                           |
| GLADWIN COMMUNITY     | GLADWIN INTERMEDIATE | 50                           |
| DETROIT PUBLIC        | RUTHERFORD ELEM      | 50                           |
| DETROIT PUBLIC        | JOHN MARSHALL ELEM   | 49                           |
| KALAMAZOO PS          | PARKWOOD-UPIJOHN     | 49                           |
| LANSING PS            | MT. HOPE SCHOOL      | 49                           |
| UTICA COMM SCHLS      | DRESDEN ELEM         | 48                           |
| PORT HURON PS         | HARRISON ELEM        | 48                           |
| MIO-AUSABLE SCHLS     | MIO-AUSABLE ELEM     | 48                           |
| VANDERBILT AREA SCHLS | VANDERBILT AREA SCHL | 47                           |
| BAY COUNTY PSA        | BAY COUNTY PSA       | 46                           |
| ROMULUS PS            | WICK ELEM            | 46                           |
| PORT HURON PS         | GARFIELD ELEM        | 45                           |
| OWOSSO PS             | BRYANT ELEM          | 45                           |
| HOLLAND PS            | MAPLEWOOD ELEM       | 44                           |
| ROMULUS PS            | BARTH ELEM           | 44                           |
| MESICK CONS. SCHLS    | FLOYD M JEWETT       | 44                           |
| ROMULUS PS            | ROMULUS ELEM         | 43                           |
| MUSKEGON PS           | MCLAUGHLIN ELEM      | 43                           |
| UTICA COMM SCHLS      | BURR ELEM            | 43                           |
| WATERSMEET SCHLS      | WATERSMEET SCHL      | 43                           |
| KALAMAZOO PS          | GREENWOOD ELEM       | 42                           |
| MARION PS             | MARION ELEM          | 41                           |
| YPSILANTI PS          | CHAPELLE ELEM        | 41                           |
| DETROIT PUBLIC        | WM. BECKHAM ACAD.    | 41                           |
| YPSILANTI PS          | ERICKSON ELEM        | 40                           |
| HOLLAND PS            | VAN RAALTE           | 40                           |
| SAGINAW PS            | HERIG ELEM           | 40                           |
| DETROIT PUBLIC        | CARLETON ELEM        | 40                           |
| GRAND RAPIDS PS       | STOCKING ELEM        | 38                           |
| FERNDALE PS           | ROOSEVELT ELEM       | 38                           |
| HOLLAND PS            | HOLLAND HEIGHTS      | 38                           |
| BENTON HARBOR PS      | SORTER ELEM          | 38                           |
| ROMULUS PS            | HALE CREEK ELEM      | 37                           |
| OAK PARK PS           | KEY ELEM             | 37                           |

|                   |                      |    |
|-------------------|----------------------|----|
| MUSKEGON PS       | MOON ELEM            | 36 |
| LANSING PS        | LYONS ELEM           | 36 |
| KALAMAZOO PS      | WOODS LAKE ELEM      | 35 |
| GRAND RAPIDS PS   | EASTERN ELEM         | 34 |
| WAYNE WESTLAND PS | PATCHIN ELEM         | 34 |
| OAK PARK PS       | EINSTEIN ELEM        | 33 |
| PORT HURON PS     | WOODROW WILSON       | 33 |
| PORT HURON PS     | SPARLINGVILLE ELEM   | 33 |
| GRAND RAPIDS PS   | JEFFERSON ELEM       | 32 |
| KALAMAZOO PS      | MILWOOD ELEM         | 32 |
| DETROIT PUBLIC    | BLACKWELL INSTITUTE  | 32 |
| WAYNE WESTLAND PS | HICKS ELEM           | 32 |
| DEARBORN PS       | LOWREY ELEM          | 32 |
| LANSING PS        | REO ELEM             | 31 |
| LANSING PS        | GIER PARK SCHL       | 31 |
| GRAND RAPIDS PS   | HARRISON PARK ELEM   | 31 |
| LANSING PS        | BINGHAM ELEM         | 31 |
| DETROIT PUBLIC    | CARVER ELEM          | 31 |
| WAYNE WESTLAND PS | ELLIOT ELEM          | 31 |
| PORT HURON PS     | CLEVELAND ELEM       | 31 |
| DETROIT PUBLIC    | HANNEMAN ELEM        | 31 |
| ARTS & TECH ACAD. | ARTS & TECH ACAD.    | 30 |
| MUSKEGON PS       | MARQUETTE SCHOOL     | 29 |
| WAYNE WESTLAND PS | JEFFERSON-BARNS ELEM | 29 |
| MUSKEGON PS       | OAKVIEW ELEM         | 28 |
| GRAND RAPIDS PS   | CONGRESS ELEM        | 28 |
| PONTIAC PS        | EMERSON SCHOOL       | 28 |
| DETROIT PUBLIC    | MACOMB ELEM          | 28 |
| KALAMAZOO PS      | NORTHEASTERN ELEM    | 28 |
| ROMULUS PS        | MERRIMAN ELEM        | 28 |
| JACKSON P S       | MCCULLOCH SCHL       | 27 |
| SAGINAW PS        | WEBBER ELEM          | 27 |
| DEARBORN PS       | WILLIAM FORD         | 27 |
| MUSKEGON PS       | NIMS ELEM            | 27 |
| JACKSON P S       | T.A. WILSON SCHL     | 26 |
| DETROIT PUBLIC    | PULASKI              | 26 |
| MUSKEGON PS       | NELSON ELEM          | 26 |
| SAGINAW PS        | JEROME ELEM          | 26 |
| PONTIAC PS        | CROFOOT ELEM         | 25 |
| DETROIT PUBLIC    | BARBARA JORDAN       | 24 |
| WYOMING PS        | TAFT ELEM            | 24 |
| DETROIT PUBLIC    | GRANT ELEM           | 24 |
| GRAND RAPIDS PS   | EAST LEONARD SCHL    | 24 |
| DETROIT PUBLIC    | DETROIT OPEN SCHOOL  | 23 |
| KALAMAZOO PS      | SPRING VALLEY CNTR   | 23 |
| ROMULUS PS        | CORY ELEM            | 23 |
| DETROIT PUBLIC    | WEBSTER ELEM         | 23 |
| GRAND RAPIDS PS   | MLK LEADERSHIP       | 22 |
| PONTIAC PS        | WHRC                 | 21 |
| BENTON HARBOR PS  | FAIR PLAIN N.E.      | 21 |
| DEARBORN PS       | OAKMAN ELEM          | 21 |
| KALAMAZOO PS      | WASHINGTON WRITERS   | 21 |
| DETROIT PUBLIC    | ROBERTO CLEMENTE     | 21 |
| PONTIAC PS        | WHITMAN ELEM         | 20 |
| LANSING PS        | WILLOW ELEM          | 19 |
| KALAMAZOO PS      | LINCOLN INTL STDY    | 19 |
| DEARBORN PS       | IRIS BECKER ELEM     | 19 |
| KALKASKA PS       | RAPID CITY ELEM      | 19 |
| SAGINAW PS        | HEAVENRICH ELEM      | 19 |
| KALAMAZOO PS      | EDISON ENVIRON.      | 19 |
| DEARBORN PS       | MILLER ELEM          | 18 |

|                    |                    |    |
|--------------------|--------------------|----|
| DETROIT PUBLIC     | GREENFIELD UNION   | 18 |
| DETROIT PUBLIC     | COURVILLE ELEM     | 18 |
| BEECHER PS         | MILTON TUCKER      | 17 |
| DETROIT PUBLIC     | MARQUETTE ELEM     | 17 |
| MUSKEGON HEIGHTS   | EDGEWOOD ELEM      | 17 |
| BENTON HARBOR PS   | MCCORD ELEM        | 17 |
| SAGINAW PS         | LOOMIS ELEM        | 16 |
| DETROIT PUBLIC     | BERRY ELEM         | 15 |
| DETROIT PUBLIC     | WESTSIDE MULTI.    | 15 |
| SAGINAW PS         | NELLE HALEY ELEM   | 15 |
| SAGINAW PS         | LONGFELLOW ELEM    | 15 |
| SAGINAW PS         | STONE ELEM         | 15 |
| DETROIT PUBLIC     | VON STEUBEN ELEM   | 14 |
| GRAND RAPIDS PS    | BROOKSIDE SCHL     | 14 |
| LANSING PS         | GRAND RIVER ELEM   | 14 |
| DETROIT PUBLIC     | HUTCHINSON ELEM    | 14 |
| DEARBORN PS        | SALINA ELEM (K-3)  | 14 |
| MUSKEGON HEIGHTS   | ELLEN LOFTIS SCHL  | 13 |
| PONTIAC PS         | FRANKLIN ELEM      | 13 |
| DETROIT PUBLIC     | MAAT IMHOTEP TECH  | 13 |
| MUSKEGON HEIGHTS   | MLK JR. ELEM       | 12 |
| DETROIT PUBLIC     | WINSHIP K-8        | 12 |
| DETROIT PUBLIC     | CAMPBELL ELEM.     | 12 |
| CESAR CHAVEZ ACAD. | CESAR CHAVEZ ACAD. | 11 |
| BENTON HARBOR PS   | CALVIN-BRITAIN     | 10 |
| MUSKEGON HEIGHTS   | THEODORE ROOSEVELT | 10 |
| DETROIT PUBLIC     | PRIEST ELEM        | 9  |
| BEECHER PS         | DAILEY ELEM        | 9  |
| DETROIT PUBLIC     | FITZGERALD ELEM    | 9  |
| DETROIT PUBLIC     | SHERRARD K-8       | 9  |
| GRAND RAPIDS PS    | HALL ELEM          | 9  |
| DETROIT PUBLIC     | DUFFIELD ELEM      | 9  |
| DETROIT PUBLIC     | MAYBURY ELEM       | 9  |
| DETROIT PUBLIC     | LAW ELEM           | 7  |
| BUENA VISTA PS     | BRUNKOW ELEM       | 7  |
| DETROIT PUBLIC     | CLINTON ELEM       | 7  |
| DETROIT PUBLIC     | GARDNER ELEM       | 7  |
| TRI-VALLEY ACAD.   | TRI-VALLEY ACAD.   | 6  |
| DETROIT PUBLIC     | HIGGINS ELEM       | 6  |
| BENTON HARBOR PS   | H. C. MORTON       | 5  |
| DETROIT PUBLIC     | COOPER ELEM        | 4  |
| BENTON HARBOR PS   | FAIR PLAIN WEST    | 3  |
| GRAND RAPIDS PS    | ALEXANDER ELEM     | 0  |