



NEVADA **READING FIRST** EVALUATION REPORT 2006–2007



Submitted to:
The Nevada Department of Education

Submitted by:
MGT of America, Inc.

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Nevada Reading First Evaluation Report

2006-2007

Submitted to:

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1.0 INTRODUCTION



1.0 INTRODUCTION

The *No Child Left Behind Act of 2001* (NCLB) established the Reading First initiative. Signed into law in January 2002, this act dedicated funds to improve K-3 reading instruction and student achievement so that all students will be successful readers by the end of third grade. Congress will appropriate nearly \$6 billion for distribution among the 50 states, the District of Columbia, Puerto Rico, and outlying areas during the first six years of the program. Almost \$3 billion has already been awarded. School districts that are eligible to receive Reading First funds have a significant number of children and families living in poverty who require additional services and instructional enhancements to ensure literacy development.

States submitted applications for Reading First funding, and each application received a rigorous review by a panel of reading experts. On April 10, 2003, the United States Department of Education (USDE) awarded Nevada \$4.2 million to develop and implement Reading First in qualified districts. Depending on the success of the implementation, Nevada would be eligible to receive approximately \$26 million for the six-year grant period. Funding for Year 4 (2006–2007) totaled \$6,565,633. The Nevada Department of Education (NDE), Reading First Project Office, administers the implementation of Nevada Reading First, and is responsible for designing and implementing the Nevada Reading First program to improve reading in the early grades.

NCLB requires that states evaluate their Reading First programs. To meet this requirement and to contribute to management of the Nevada Reading First program, NDE contracted with MGT of America, Inc. (MGT) in December of 2003 to conduct the external evaluation of the state's Reading First program. The purpose of the Nevada Reading First evaluation for 2006–2007 was to describe the implementation status in Year 4 and to examine the program's intended goal of improving reading achievement for all children in grades K-3, including students in the NCLB targeted subgroups (i.e., race/ethnicity, students from high poverty backgrounds, students with disabilities, and students eligible for English language learner programs).

1.1 OVERVIEW OF READING FIRST

Reading First is an intense nationwide effort to enable all students to become successful early readers and to ensure that more children receive effective reading instruction in the early grades. The initiative builds on the findings of years of scientific research, which were compiled by the National Reading Panel.

Results of the most recent national assessment of reading provided evidence of the critical need for intervention in reading instruction. According to the 2005 report of the National Assessment of Educational Progress (NAEP), 34 percent of U.S. students in the fourth grade cannot read at a basic level. The Reading First initiative seeks to concentrate resources in the nation's neediest districts and schools so that findings from reading research can be used to improve instruction for children with critical learning needs.

To address the nationwide reading deficit, the Reading First initiative is designed to reform reading instruction through the application of research on reading and literacy development. The focus of the initiative is twofold: (1) to raise the quality of classroom instruction by providing professional development for teachers using scientifically based reading programs; and (2) to ensure accountability through screening, diagnostic, and classroom-based assessment.

As a classroom-focused initiative, Reading First established specific expectations for literacy instruction for all students. Teachers' classroom instructional decisions must be supported by scientifically based reading research (SBRR), and instruction must systematically and explicitly teach the five key early reading skills:

- Phonemic awareness – the ability to hear, identify, and play with individual sounds or phonemes in spoken words;
- Phonics – the relationship between the letters of written language and the sounds of spoken language;
- Fluency – the capacity to read text accurately and quickly;
- Vocabulary – the words students must know to communicate effectively; and
- Comprehension – the ability to understand and gain meaning from what has been read.

States must use their Reading First funds to provide teachers with the necessary resources and tools to improve instruction. Specifically, states may use funds to organize additional professional development, to purchase or develop high-quality instructional materials, and for assessments or diagnostic instruments.

States received funding based on a formula incorporating the number of low-income students in the state. States that receive funding must distribute subgrants through a competitive application process to eligible school districts.¹

1.2 OVERVIEW OF NEVADA READING FIRST

Consistent with the intent of NCLB, Nevada's Reading First program established a statewide program of literacy education to provide opportunities to improve reading instruction in primary grades in poor and low-performing schools. Professional

¹ U.S. Department of Education, *ED.gov*, www.ed.gov/programs/readingfirst/index.html

development focused on research-based reading instruction, providing teachers with more information about effective SBRR practices, as well as more guidance and training on how to implement those practices in their classrooms. Nevada Reading First, in collaboration with former Governor Kenny Guinn's Nevada Early Literacy Intervention Program, was designed to expand on existing reforms such as the Nevada Content and Performance Standards and statewide regional professional development programs.

In the application for federal Reading First funding, Nevada proposed to fund subgrants to districts to develop schoolwide literacy plans aimed at improving instruction in the earliest grades. Job-embedded professional development, based on the specific literacy needs of the schools, was provided by school-based literacy leaders and facilitated by school improvement teams. The Local Education Agencies (LEAs) received assistance in these efforts from a State Task Force led by university literacy researchers/professors and Nevada Department of Education consultants.

At the time of its Federal Reading First Grant Application, Nevada had 17 school districts with 480 public schools, for a total of 356,624 students and 20,014 teaching personnel. Eight of these districts were eligible to apply for Nevada Reading First subgrants, under the federal Reading First guidelines. In 2006–2007, Nevada had 17 school districts with 570 public schools, including 18 charter schools, serving 426,436 students with 21,641 (according to the Nevada Report Card) teaching personnel.

The Nevada Reading First Program had five major goals:²

- Through high quality professional development, teachers will understand and apply scientifically based research to improve literacy instruction in: phonemic awareness, systematic phonics and spelling, vocabulary, reading fluency, comprehension, and writing so that every child in Nevada will read by the end of third grade.
- As a result of statewide and site-based sustained professional development, those teachers responsible for literacy instruction, including classroom teachers, special education teachers, and paraprofessionals, will demonstrate an understanding of the language and literacy development of the children they teach and use that understanding in their efforts to promote literacy learning activities that provide children with the skills they need to learn to read and write.
- Eligible LEAs will provide children who are experiencing reading difficulties with early intervention and assistance through screening, diagnostic, and classroom-based instructional reading assessments to support their need to become successful readers.
- Through an established partnership with the university system and the Governor's Literacy Advisory Council, the Nevada Reading First Partnership will assist districts and schools in selecting and developing effective instructional materials, programs, learning

² Nevada Department of Education, *Nevada Reading First Federal Grant Application*, page 1.

systems, and strategies to implement methods that have been proven to prevent or remediate reading failure.

- The Reading First Partnership will strengthen coordination among schools, early literacy programs, libraries, and family literacy programs to improve reading achievement for all children.

The key features of the Nevada Reading First grant were:

- a leadership council consisting of state literacy experts in reading research who represent Colleges of Education from University of Nevada, Reno, and University of Nevada, Las Vegas, as well as representatives from the Regional Professional Development Programs, Governor's office, Nevada State Board of Education, Nevada State Education Association, and district literacy experts;
- statewide project management by the Nevada Department of Education;
- a cadre of reading coaches and Literacy Specialists/coordinators trained in SBRR to train and support K-3 teachers in implementing effective instruction, assessment, and intervention with struggling readers; and
- extensive professional development through a series of increasingly in-depth academies and competitive mini-grants for learning communities of three or more schools.

The Nevada Department of Education was awarded an allocation of \$22.1 million for four fiscal years to implement Nevada Reading First. As of June 30, 2007, \$27,768,209 was expended. Approximately \$22.2 million was awarded as subgrants to LEAs. Approximately \$819,000 was designated for technical assistance to schools, and approximately \$3.4 million was designated for professional development.

Currently, 27 schools in seven districts are receiving an average of \$243,171 in Reading First funds for the current funding period. Most (67%) of the funded schools are not Title I schools, while nationally only 4 percent are not Title I schools. Nine of the 27 (33%) are Title I schools, with two schools (7%) receiving targeted Title I assistance, and seven schools (26%) receiving school wide Title I assistance. Fifteen (56%) of the Reading First schools are located in large cities, eight (30%) are in small towns, and four (15%) are in a mid-size city.³

Each Reading First school employs at least one school-based Literacy Specialist to provide job-embedded professional development based on current literacy research. Additionally, schools in Clark County are supported by a reading coach employed at the district level to provide professional development and project oversight. Reading First Project Managers are employed in the large districts of Washoe (Reno) and Clark (Las Vegas) to coordinate efforts with the state management team and site-based staff.

³ SEDL, Reading First Awards Database, www.sedl.org.

Accomplishment of Reading First goals was supported by the Nevada Reading First Leadership Team, which provided oversight for the effort. Management and monitoring of Reading First activities was provided by the Nevada Reading First Management Team, including the State Director and Co-Director, Principal Investigator, Grant Coordinator, and Assistant Project Manager.

1.3 PURPOSE AND OVERVIEW OF REPORT

The Year Four Evaluation Report provides an evaluation of the third full year of the Reading First program implemented by NDE. The report is authored by MGT of America, Inc., a national research, evaluation, and consulting firm serving as the external evaluator for the Reading First program in Nevada.

Chapter 2.0 presents a detailed description of the context of the implementation of Reading First in Nevada, the required components of the Nevada Reading First literacy program, and the state's approach to professional development. Chapter 3.0 discusses the methodology used for the evaluation. Chapter 4.0 presents the implementation status of the Reading First program in Nevada. Chapter 5.0 describes changes in student performance data from common assessments used to for classroom-level progress monitoring, as well as the outcome assessments, including results from the norm-referenced achievement test and the state's criterion-referenced test.

Appendix A supplements the information in the report.

2.0 PROGRAM DESCRIPTION

2.0 PROGRAM DESCRIPTION

This chapter presents a historical perspective on reading achievement in Nevada, a description of the state's context for implementing Reading First and an overview description of the Nevada Department of Education's (NDE's) plan for implementing Reading First funding.

2.1 BACKGROUND ON READING ACHIEVEMENT IN NEVADA

The 2007 National Assessment of Educational Progress (NAEP) shows that the United States has made progress in improving reading achievement over the past nine years, although performance for the past five years has only improved slightly. In 1998, 40 percent of fourth-grade students were unable to reach the Basic level of reading proficiency as measured by the NAEP.¹ In 2007, the percentage dropped to 34 percent. At the same time, the percentage reading at the Proficient or Advanced level increased from 29 percent in 1998 to 31 percent in 2007.

The NAEP 2007 Reading State Report shows that Nevada has only made slight gains from 1998 to 2007 in reading achievement for fourth-grade students. General findings from the report include the following:

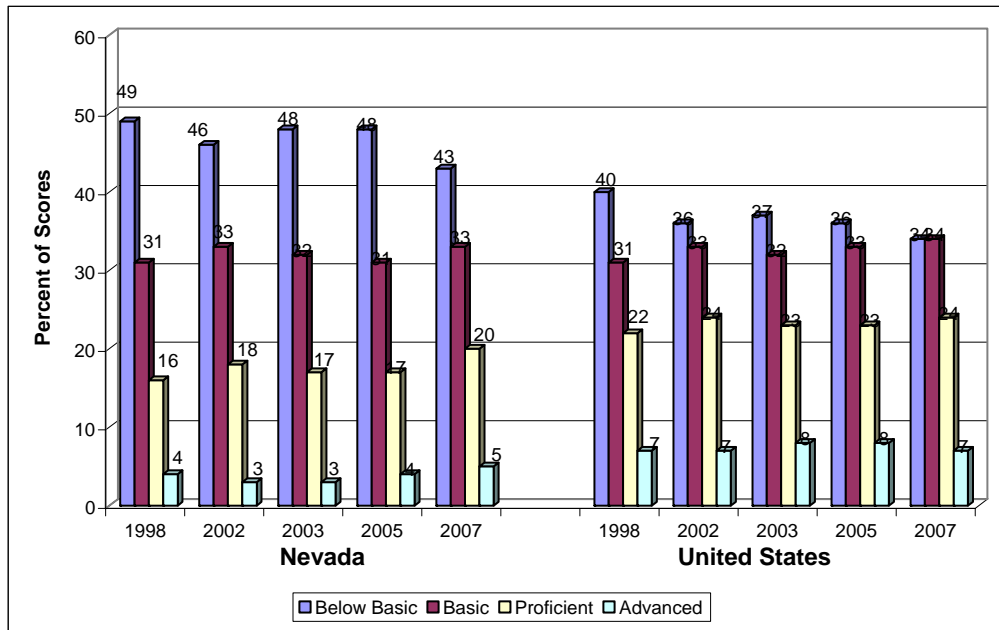
- Nevada's fourth-grade students performed below students nationally in 2007.
 - The 2007 average scale score (scale: 0-500) for Nevada's fourth-grade students on the NAEP reading test (211) was 9 points below the national average score (220) for public schools.
 - In Nevada, 43 percent of fourth-grade students were Below Basic, compared with 34 percent nationally.
 - In Nevada, 25 percent of fourth-grade students performed at or above the Proficient level of achievement in reading, compared with 31 percent nationally.
- Nevada's fourth-grade students showed little progress from 1998 to 2007.
 - The average scale score in reading for fourth-grade students in 2007 (211) was not significantly higher than in 1998 (206).
 - The percentage of Nevada fourth-grade students scoring Below Basic improved only one percentage point, from 49 percent in 1998 to 43 percent in 2007, compared to the national average of 40 percent in 1998 and 34 percent in 2007.

¹ U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, October, 2007.

- The percentage of Nevada students performing at or above the Proficient level in reading improved slightly in 2007 (25%) from that in 1998 (20%).
- The gap in performance for students in poverty remained constant from 1998 to 2007.
 - In 2007, students who were eligible for free/reduced meals scored an average of 25 points lower than students who were not eligible for free/reduced meals. In 1998, the average score was 25 points lower.
- There was inconsistent progress in narrowing the gap between minority and non-minority students.
 - In 2005, the gap in average scores between Black students and White students was 27 points, reduced from a 30-point gap in 1998. In 2007, the gap closed five points more with Black students average score at 202 compared with 224 (White students).
 - In 2005, the gap in average scores between Hispanic students and White students was 24 points, reduced from a 25-point gap in 1998. In 2007, the gap widened four additional points with Hispanics students average score at 196 compared with 224 (White students).

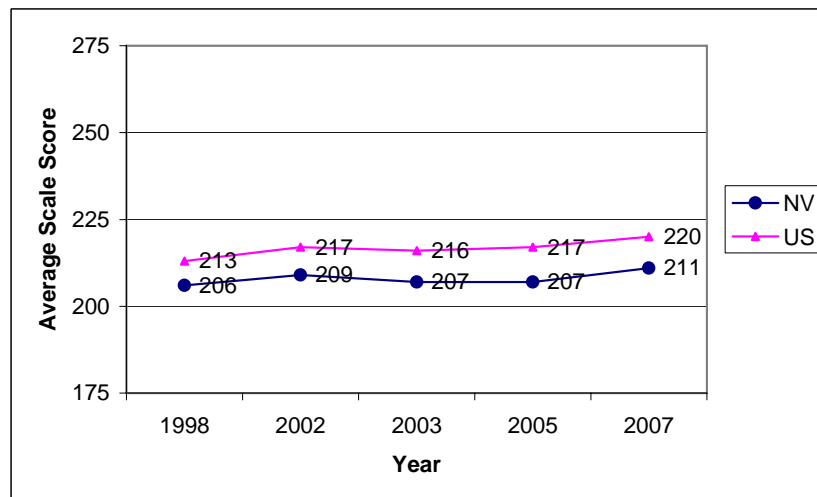
Exhibit 2-1 compares Nevada's fourth-grade students with students nationally in terms of the percentage scoring Below Basic, Basic, Proficient, and Advanced in reading achievement in 1998, 2002, 2003, 2005, and 2007 on the NAEP reading assessment. Exhibit 2-2 compares the average scale scores for the same years.

EXHIBIT 2-1 ACHIEVEMENT LEVEL ON NAEP IN FOURTH-GRADE READING: PERCENT OF SCORES BY PROFICIENCY CATEGORY COMPARING NEVADA TO U.S.



Source: U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, *National Assessment of Education Progress*, October, 2007.

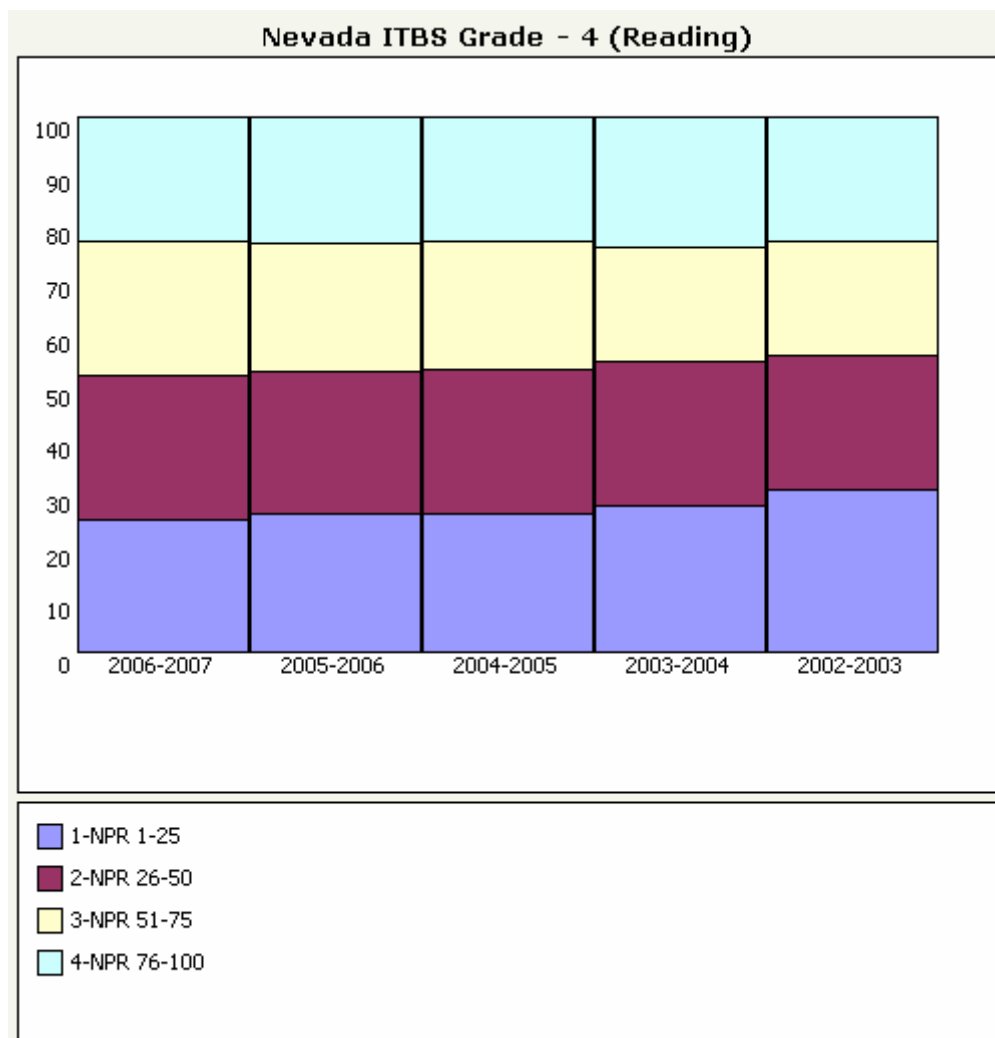
EXHIBIT 2-2 ACHIEVEMENT LEVEL ON NAEP IN FOURTH-GRADE READING: AVERAGE SCALE SCORES COMPARING NEVADA TO U.S.



Source: U.S. Department of Education, National Center for Education Statistics, Institute of Education Statistics, *National Assessment of Education Progress*, October, 2007.

Nevada’s statewide testing program includes the assessment of reading achievement on the Iowa Test of Basic Skills (ITBS) published by Riverside Publishing, Houghton Mifflin Company. The following exhibits show the performance of fourth-grade students in reading for the past four years. The exhibit shows slight decreases in the number of students scoring below the 25th percentile, from 2002–2003 to 2006-2007. The proportion of high performers (students scoring above the 75th percentile) increased steadily across the four years. Exhibit 2-3 presents this information.

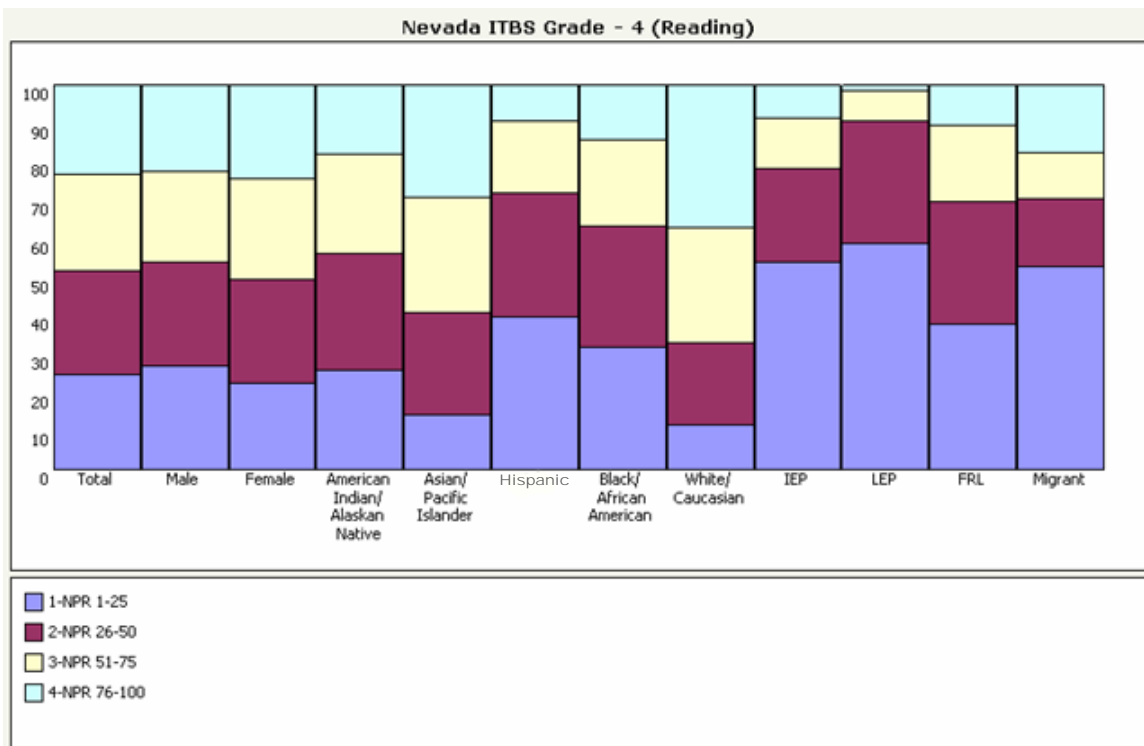
**EXHIBIT 2-3
ACHIEVEMENT LEVEL ON ITBS FOR FOURTH-GRADE
READING: PERCENT OF SCORES BY NATIONAL PERCENTILE
RANK: 2002–2003 TO 2006–2007**



Source: Nevada Department of Education, Nevada Annual Reports of Accountability, 2007.

Data for the same assessment were disaggregated by gender, race/ethnic, and at-risk categories. Over half of the Special Education and Limited English Proficiency (LEP) scored in the lowest percentile rank (below 25).

EXHIBIT 2-4
ACHIEVEMENT LEVEL ON ITBS FOR FOURTH-GRADE
READING: PERCENT OF SCORES BY NATIONAL PERCENTILE
RANK BY GENDER, RACE/ETHNIC, AND AT-RISK
CATEGORIES: 2006–2007



Source: Nevada Department of Education, Nevada Annual Reports of Accountability, 2007.

2.2 CONTEXT OF THE NEVADA READING FIRST EVALUATION

The Nevada Reading First program operates in conjunction with other key reading initiatives and reform efforts in Nevada. The paragraphs below briefly describe the state context for implementing Nevada Reading First.

Nevada Early Literacy Intervention Program (NELIP)

The Nevada Early Literacy Intervention Program (NELIP) is an initiative championed by Governor Kenny Guinn to enhance the state’s early literacy program. Beginning in 2001 this program predates Nevada’s Reading First and established a statewide commitment for pre-K through third grade reading excellence. Through Governor Guinn’s efforts, NELIP received \$10 million in funding to create a statewide network of teachers, principals, librarians, and education consultants who share a knowledge base about the

teaching and learning of pre-K through third grade reading and writing. Using a teacher-training program focused on reading techniques that have proven successful in early grades, NELIP, in collaboration with Nevada Reading First, ensure progress toward helping Nevada's children achieve early and sustained proficiency in literacy learning.

Nevada Content and Performance Standards

The Nevada Content and Performance Standards were developed to build the capacity of teachers to focus instruction on the essential elements for literacy development. The Nevada English Language Arts Standards were developed to give children the tools and experience they need to succeed in school and become adept readers, writers, listeners, and speakers.

Members of a state prioritization team organized each of the benchmark standards based on a three-part framework that included Enduring Knowledge, Important Knowledge, and Knowledge Worth Being Familiar With. The state prioritization team also determined whether the benchmark standards in grades 3, 4, 5, 6, 7, 8, and 12 would be assessed locally by school district personnel or through a state assessment.

2.3 OVERVIEW OF THE NEVADA READING FIRST PROGRAM

Nevada Reading First was designed to offer districts the assistance necessary to establish research-based reading programs for students in K-3 classrooms so that all Nevada children will read by the end of third grade. Through Nevada Reading First, teachers receive instructional and assessment tools consistent with research to teach all children to read.

Nevada is currently revising its content standards for the 2007-2008 school year to align with findings by the National Reading Panel.

Nevada Reading First has two distinct focuses: professional development in scientifically based reading research (SBRR), and reading proficiency of K-3 students. The specific goals and objectives of Nevada Reading First are presented in Exhibit 2-5.

EXHIBIT 2-5 GOALS AND OBJECTIVES FOR THE NEVADA READING FIRST PROGRAM

Goal 1: Through high quality professional development, teachers will understand and apply scientifically-based research to improve literacy instruction in: phonemic awareness, systematic phonics and spelling, vocabulary, comprehension, reading fluency, and writing, so that every child in Nevada will read by the end of third grade.

Objectives:

- Students will exhibit reading achievement that will project growth rate to indicate that every child in Nevada will read by the end of third grade.
- Students' writing will reflect growth in developmental phases of literacy.

Goal 2: As a result of statewide and site-based, sustained professional development, those teachers responsible for literacy instruction, including classroom teachers, special education teachers and paraprofessionals, will demonstrate an understanding of the language and literacy development of the children they teach and use that understanding in their efforts to promote literacy learning activities that provide children with the skills they need to learn to read and write.

Objectives:

- School teams will demonstrate literacy instruction abilities through facilitation of school-wide collaborative efforts.
- Teachers will learn and practice a variety of scientifically-based methods and skills in early literacy instructional techniques that will provide data for curricular decisions.

Goal 3: Eligible LEAs will provide children who are experiencing reading difficulties with early intervention and assistance through screening, diagnostic, and classroom-based instructional reading assessments to support their need to become successful readers.

Objectives:

- Teachers will increase the use of reliable and valid assessments to screen students in need of early intervention.
- The number of children inappropriately retained and referred for special education services will decline.

Goal 4: Through an established partnership with the university system and the Governor's Literacy Advisory Council, the Nevada Reading First Partnership will assist districts and schools in selecting and developing effective instructional materials, programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure.

Objectives:

- Districts and schools will use the *Consumers' Guide to Scientifically-based Reading Programs and Materials* to evaluate programs and products.
- Districts and schools will adopt scientifically-based reading materials, programs and instructional strategies.

Goal 5: The Reading First Partnership will strengthen coordination among schools, early literacy programs, and family literacy programs to improve reading achievement for all children.

Objectives:

- Schools will demonstrate a commitment to improving school-wide literacy programs so that every student will read by the end of 3rd grade.
- Schools will participate in Reading First Academies and in Reading First collegial meetings.
- The number of family literacy events will increase.

Source: Nevada Reading First Grant Proposal, 2003.

The key operational components of the Nevada Reading First grant are:

- state leadership and management
 - monthly Administrator Cohort meetings
 - monthly Literacy Leaders and Coaches meetings
- state technical assistance and monitoring
- key district and school personnel designated as literacy leaders
 - district Reading First project managers/district reading coaches
 - principals
 - site-based Literacy Specialists/coordinators
- concerns-based diagnostic tools
 - Stages of Concern
 - Innovation Configuration Mapping
 - Levels of Concern
- SBRR instruction, assessment, and intervention
 - comprehensive core reading programs
 - assessments (including DIBELS, PALS, ITBS, and CRT)
 - supplemental programs
 - intervention materials
- professional development
 - Level I Academy
 - Level II Academy for administrators
 - Level II Academy for Literacy Specialists/Coordinators/Coaches
 - Level III Academy (mini-grants)
 - Early Literacy Portal and Reading First Virtual Academy
 - Other training, e.g., publisher's training, district training

2.4 NEVADA READING FIRST SUBGRANT AWARD PROCESS

This section describes Nevada's process for determining eligibility for subgrantees and awarding grants to 30 cohorts of local education agencies (LEA's)

Subgrant Eligibility

The federal requirements for Reading First specified the following eligibility criteria for districts and individual schools:

- District Eligibility:
 - Have the highest numbers or percentage of K-3 students reading below grade level.
 - Have a significant number or percentage of schools identified for Title I school improvement or the highest numbers or percentages of children who are counted for allocations under Title I, Part A.
- School Eligibility:
 - Have the highest numbers/percentages of K-3 students reading below grade level, based on the most currently available data.
 - Have at least 15 percent of the student population from families with incomes below the poverty line.
 - Give priority to those schools that receive the least amount of current resource allocations.

To ensure geographic diversity of eligible LEAs across the state, both rural and urban areas were targeted for inclusion in Nevada Reading First. Because of the limited funding available to the state, regions were encouraged to submit subgrant applications as a consortium so that those districts with small eligibilities as defined by Title I percentage of funds received will have sufficient combined resources to implement effective reading program interventions in the schools in their areas.

Process for Awarding Subgrants

Nevada Reading First anticipated funding proposals with awards ranging from approximately \$150,000 to \$250,000 annually. Nevada Reading First applications were made available to eligible districts/consortia in February 2003. Following statewide publicity and notice of the grant application availability; eligible applicants were invited to attend an intensive pre-application workshop. Follow-up grant-writing assistance was made available from Nevada Reading First Task Force members on an as-needed basis for all eligible sites.

Subgrant applications were submitted to the Management Team for review and comment in May 2003. Each grant application was evaluated based on 11 criteria and related conditions. Final reviewers for Nevada Reading First subgrants were a subset of members of the Nevada Reading First Management Team. Upon request applicants revised and resubmitted the applications for a second review by the Management Team.

Nevada Reading First conducted two rounds of subgrant competitions. A letter of invitation to apply for Reading First subgrants was sent to eligible LEAs in April 2003. The Southern Nevada Reading First Consortium, made up of Clark County and White Pine County, submitted a subgrant application within that time. Two other LEAs, Washoe County and Nye County, requested and were granted extensions.

The Southern Nevada Reading First Consortium subgrant application was received by the State Education Agency (SEA) in May 2003. As described in the Year Two Evaluation Report, the Southern Nevada Reading First Consortium was required to submit several revisions to NDE prior to final approval in March 2004 for 15 schools.

The Washoe County subgrant application was received in October 2003 and after several revisions and technical assistance from NDE four schools were approved in November 2003.

A second subgrant competition began in May 2004. Eligible LEAs submitted subgrant applications and LEAs from the previous competition added additional schools. The outcome of that competition was as follows:

- Carson City School District submitted a subgrant application in June 2004. It was sent out for review and returned to the district for revision. In July 2004, a written response was received, addressing many of the concerns of the review team. The SEA conducted a phone conference with district officials, resulting in the district withdrawing their subgrant application.
- In May 2004, Elko County School District submitted a subgrant application. After one revision, Elko County was approved to fund two schools.
- In May 2004, Esmeralda County School District submitted a subgrant application. After one revision, it was approved in June 2004 as the Esmeralda Combined Schools.
- Lyon County School District submitted a subgrant application in June 2004 and was approved for one school.
- Nye County School District applied again during the second subgrant competition and after one revision was approved for one school in May 2004.
- The Southern Nevada Consortium added three schools from Clark County School District during the second subgrant competition.
- Washoe County added one school from Pershing County and created the Northern Nevada Reading First Consortium.

Reading First grants were awarded to 30 schools or consortia in seven districts for 2004–2005. An initial round of grant awards funded 17 schools, forming Cohort 1. A second round of funding added 13 schools, forming Cohort 2. All schools originally funded received continuation funding in 2004–2005 and 2005-2006. In 2006-2007, three schools (Culley, Warren, and Hafen) had their funding discontinued. Exhibit 2-6 lists the schools funded through Nevada Reading First by cohort and LEA/consortium.

**EXHIBIT 2-6
READING FIRST FUNDED SCHOOLS:
COHORT 1 AND COHORT 2**

	LEA	SCHOOL	District
Cohort 1			
1	Clark and White Pine Consortium	Cunningham Elementary	Clark
2	Washoe and Pershing Consortium	Dodson, Edwin Elementary	Washoe
3	Clark and White Pine Consortium	Fyfe Elementary	Clark
4	Washoe and Pershing Consortium	Greenbrae Elementary	Washoe
5	Clark and White Pine Consortium	Griffith Elementary	Clark
6	Clark and White Pine Consortium	Harmon Elementary	Clark
7	Clark and White Pine Consortium	Hinman Elementary	Clark
8	Clark and White Pine Consortium	Jydstrup Elementary	Clark
9	Clark and White Pine Consortium	Norman Elementary	White Pine
10	Clark and White Pine Consortium	Reed Elementary	Clark
11	Clark and White Pine Consortium	Rundle Elementary	Clark
12	Washoe and Pershing Consortium	Smith, Alice Elementary	Washoe
13	Clark and White Pine Consortium	Smith, Hal Elementary	Clark
14	Clark and White Pine Consortium	Vegas Verges Elementary	Clark
15	Washoe and Pershing Consortium	Warner Elementary	Washoe
16	Clark and White Pine Consortium	Wasden Elementary	Clark
17	Clark and White Pine Consortium	Wynn Elementary	Clark
Cohort 2			
18	Clark and White Pine Consortium	Beckley Elementary	Clark
19	Esmeralda County School District	Dyer Elementary	Esmeralda
20	Esmeralda County School District	Goldfield Elementary	Esmeralda
21	Esmeralda County School District	Silver Peak Elem.	Esmeralda
22	Clark and White Pine Consortium	Edwards, Elbert Elementary	Clark
23	Lyon County School District	Fernley Elementary	Lyon
24	Washoe and Pershing Consortium	Lovelock Elementary	Pershing
25	Clark and White Pine Consortium	Moore, William Elementary	Clark
26	Elko County School District	Southside Elementary	Elko
27	Elko County School District	West Wendover Elementary	Elko

Source: Nevada State Department of Education, 2007.

2.5 NEVADA READING FIRST BUDGET ALLOCATION

The Nevada Reading First budget is allocated to three general categories: state administration, professional development, and LEA subgrants. Under federal guidelines, up to 20 percent of the state grant may be allocated to professional development and technical assistance. The remaining 80 percent is designated for LEA subgrants.

State Administration

As part of the technical assistance component, NDE funds four full-time Reading First consultants to support Reading First schools. Two are NDE staff and one is employed by the University and Community College System of Nevada (UCCSN). A full-time administrative assistant provides support for the consultants. State administration funds are used for the external evaluator, and for indirect costs charged to the grant by the NDE.

Professional Development

A portion of the professional development monies is designated for the Nevada Reading First Virtual Academies each year. In addition, professional development funds support the Level II Academies, the Level III Academies, and the mini-grants as described above. The additional funds will be used for professional development assistance from the UCCSN. Funding for principal and specialist training is being provided through the state administration funds.

Professional development funds enabled Learning Options to develop a Web site to describe Nevada Reading First and provide information and resources to participants. Learning Options also developed a portal that provides a starting point for development of a Reading First Virtual Academy.

Local Education Agency Subgrants

Eighty percent (\$3,587,722 in Year 1; \$4,885,775 in Year 2, \$4,987,272 in Year 3, and \$5,524,603 in Year 4) of the Nevada Reading First funds supported subgrants to LEAs for targeted Reading First schools. These funds are used to assist Nevada schools that, with support from their respective districts and universities, developed schoolwide literacy plans firmly established on SBRR to improve instruction in the primary grades.

The grants fund two consortia and three individual districts in the state. Eligibility was based on the percentage that LEAs received from the state's Title I, Part A funds during the previous fiscal year.

Sixty-seven percent of the LEA allocation goes to the Clark/White Pine consortium, which includes the Las Vegas metro area. Clark/White Pine funds 16 schools. Twenty-one percent of the LEA allocation goes to Washoe/Pershing, which includes the Reno metro area. Five schools are funded in Washoe/Pershing. Esmeralda district accounts for 3 percent of the allocation, Elko for 5 percent, and Lyon for 4 percent.

Exhibit 2-7 shows the amounts of funds awarded to the districts and the number of schools funded for the four grant years to date.

**EXHIBIT 2-7
READING FIRST FUNDS OBLIGATED TO DISTRICTS: 2003-2007**

DISTRICTS AND CONSORTIA	# SCHOOLS	2002-2003 FUNDS	2003-2004 FUNDS	2004-2005 FUNDS	2005-2006 FUNDS	2006-2007 FUNDS
Clark/ White Pine	16	-	\$3,253,754	\$4,088,105	\$4,459,928	\$4,400,000
Elko	2	-	\$265,000	\$302,000	\$330,303	\$300,000
Esmeralda	3	-	\$157,392	\$171,393	\$173,130	\$195,858
Lyon	1	-	\$245,000	\$283,800	\$245,942	\$287,700
Nye	0	-	\$215,890	\$235,390	\$211,931	-
Washoe/ Pershing	5	-	\$408,711	\$1,244,951	\$1,435,000	\$1,382,076
Total	27	\$3,229,176	\$4,545,747	\$6,325,639	\$6,856,234	\$6,565,634

Source: Nevada State Department of Education, 2007.

2.6 NEVADA READING FIRST STATE INFRASTRUCTURE

Two leadership groups were established at the state level to provide oversight and support for Nevada Reading First: the Governor's Literacy Advisory Council and the Nevada Reading First Management Team.

Governor's Literacy Advisory Council

The Governor's Literacy Advisory Council, a 14-member steering committee, meets two times annually to set policy and assist in the implementation of Reading First work in Nevada. Mr. Darrin Hardman, Reading First Consultant for the Nevada Department of Education, coordinates the team's meetings and activities.

The membership of the Council includes representatives from the Nevada Department of Education; the Colleges of Education of the University of Nevada, Reno and the University of Nevada, Las Vegas; the Nevada Association of School Administrators; and the Nevada School Boards Association, as well as community-based literacy agencies.

Nevada Reading First Management Team

The NDE provides day-to-day statewide project management through a management team. The management team meets monthly to coordinate and plan, and conducts regular program monitoring. To meet the needs of the funded schools, staff operate from one satellite regional center in the southern part of the state and one in the northern part.

The Nevada Reading First Management Team consists of State Director Darrin Hardman; State Project Co-Director Connie Poulton; Dr. Diane Barone Principal Investigator and a literacy professor at the University of Nevada, Reno; Reading First Grant Coordinator Nancy Strader; and Reading First Assistant Project Manager Carrie Reed.

The Nevada Reading First Management Team provides technical assistance and monitoring through monthly contacts by a member of the management team to each Nevada Reading First LEAs during the months of September through June. These contacts allow the state management team to check on sites' concerns and issues, to provide professional development opportunities, to conduct classroom observations, and to ensure accurate monitoring of progress. Additionally, school site visits are conducted at least twice each school year, or more often if requested by individual sites or networks.

As part of the monitoring process NDE ensures that all funded programs implement the following required program components:

- Comprehensive core reading programs – Implement instructional strategies based on SBRR that focuses on the essential components of literacy. Core reading programs:
 - meet the needs of diverse learners and struggling readers;
 - are implemented within an uninterrupted 90-minute block of instruction time;
 - provide explicit and systematic instruction of the literacy components;
 - are not to be layered on top of non-research based programs; and
 - provide access to a variety of print materials.
- Instructional Leadership
 - At least one full-time Literacy Leader devoted entirely to Reading First activities.
 - Job-embedded professional development based on leading literacy research that:
 - * enhances teachers' content knowledge;
 - * assists teachers in developing strategies that can be used for continuous inquiry and improvement of teaching practice; and
 - * develops literacy leadership skills and dispositions.
 - Evidence of highly qualified individuals.

- District and School-Based Professional Development
 - District-based technical assistance
 - * Training that coordinates with current statewide professional development efforts, builds capacity in the schools, and helps to establish and sustain long-term goals.
 - * Evidence of collaboration at the regional (RPDP), district, and site-based level, as well as teachers' commitment to and enthusiasm for Reading First goals and activities.
 - Administrative/District Support
 - * Strong, capable, instructionally focused administrators.
 - * School districts build capacity to sustain ongoing support.
- Evaluation Strategies
 - Evaluate effectiveness of program by using multiple assessment data with assistance to principals and school teams.
 - Document professional development activities for the team, staff, and community.
 - Evaluation reports due to NDE on November 30 for the previous year
 - * Detailed report on outcomes, including schools not making significant progress. Report end-of-year number and percentage of children who are reading at grade level compared with beginning of year and prior year, and determine need for additional or intensive intervention.
 - * Disaggregate subpopulations reading at grade level.
- Competitive Priorities
 - Targeted schools have at least 15 percent FRL, provisions for using school improvement tools, and partnerships with established school improvement processes.
 - Funding only for those LEAs that show real promise for successful implementation, particularly for raising student achievement at the classroom level.

2.7 NEVADA READING FIRST LEA INFRASTRUCTURE

Nevada created a statewide network of Literacy Leaders and educational specialists who focus on the five Nevada Reading First goals and related objectives to provide models for schoolwide reform efforts and continued research into improved reading education. At the school level, administrators work with other Literacy Leaders to involve teachers and other key staff in sustained literacy development based on job-embedded professional development. The school-based Literacy Specialists/Coordinators, along with district Reading Coaches, provide the job-embedded professional development.

Reading First Project Managers

Both Washoe and Clark counties hired full-time Project Managers to provide leadership and support to Reading First schools and to coordinate local program efforts with the state initiative. The Reading First Project Manager works collaboratively with the state-level leadership, as well as Reading First district Reading Coaches, principals, and site-based Reading First Literacy Leaders. Project Managers attend and lead several state- and district-provided professional development activities. Responsibilities of Reading First Project Managers include:

- Working effectively with administrators, classroom teachers, and specialists at assigned schools to implement literacy and intervention programs.
- Ensuring alignment of instructional materials and assessments to state standards and standards of scientifically based research in reading.
- Participating in ongoing literacy-related professional development.
- Facilitating professional development programs for literacy at multiple sites and providing assistance as needed with core and supplementary instructional programs.
- Acting as a liaison between members of the consortium of schools within the district.
- Effectively collaborating and coordinating with the state Reading First management team to disseminate SBRR throughout the region.
- Developing and coordinating literacy training programs for parents and community volunteers.
- Presenting or facilitating literacy professional development activities including before and after school meetings, prep time collegial discussions, classroom modeling, observation, and feedback.
- Facilitating the school literacy self-audit process and use of monitoring data to inform instruction, determining professional development needs, and refining programs as necessary.

- Assisting classroom teachers with the integration of reading and writing into other curricular areas.
- Serving as a mentor/coach for reading coaches and Literacy Specialists.
- Assisting in assessing the effectiveness of schoolwide literacy programs and in developing improvement plans.
- Assisting in evaluating school and district progress in attaining Reading First goals and objectives and reporting progress to the Governor's Literacy Advisory Council, MGT of America (the external evaluator), and the NDE.
- Coordinating with MGT of America and any federal evaluators on the analysis and reporting of achievement data to the Nevada Department of Education according to schedule.
- Monitoring each school's implementation of core and supplemental programs, as well as Reading First professional development activities.
- Providing instructional assessment resources and assisting in screening, diagnosing, and monitoring student progress.
- Assisting teachers and principals in analyzing and interpreting assessment data to best assist instruction.
- Collaborating with ELL and special education staff.
- Providing support to the site Student Intervention Team.

Reading Coaches

Reading Coaches provide expertise in the five essential elements of reading and assessment strategies to Reading First schools. They work with school staff, employing a variety of professional development techniques, to establish best practices for implementing a research-based literacy program in each of the Reading First schools. Clark County employs seven Reading Coaches; in Washoe County the Project Manager assumes this role.

Clark County Reading Coaches work in teams of three and spend two days per week in each Reading First school, training teachers on the essential elements of reading, ensuring proper implementation of the literacy program and supplemental materials, and assisting school staff with evaluating assessment data to guide instruction. This team of Reading Coaches acts as support to principals, school-based Literacy Specialists/Coordinators, and the Reading First Project Manager. Reading Coaches provided technical assistance to schools through professional development activities including before and after school meetings, prep time collegial discussions, classroom modeling, observation, and feedback. The primary responsibilities of Reading Coaches include:

- Working effectively with administrators, classroom teachers, and specialists at assigned schools to implement literacy and intervention programs.
- Serving as team builders in each Reading First school and liaison between schools;
- Participating in ongoing literacy-related professional development activities.
- Facilitating professional development programs for literacy at multiple sites and providing assistance as needed with core and supplementary instructional programs.
- Developing and coordinating literacy training programs for parents and community volunteers.
- Presenting or facilitating literacy professional development activities including before and after school meetings, prep time collegial discussions, classroom modeling, observation, and feedback.
- Facilitating the school literacy self-audit process and use of monitoring data to inform instruction, determine professional development needs, and refine programs as necessary.
- Assisting classroom teachers with the integration of reading and writing into other curricular areas.
- Serving as a mentor/coach for classroom teachers.
- Assisting in assessing the effectiveness of schoolwide literacy programs and in developing improvement plans.
- Providing instructional assessment resources and assisting in screening, diagnosing, and monitoring student progress.
- Assisting teachers and principals in analyzing and interpreting assessment data.
- Collaborating with ELL and special education staff.
- Providing support to the site Student Intervention Team.

Principals

Principals in Reading First schools serve as instructional leaders and collaborate with the Reading First Project Manager, Reading Coaches, Literacy Specialists/Coordinators, and K-3 teachers to ensure a seamless implementation of Reading First goals and objectives. They also meet regularly with other Reading First principals throughout the state and attend the state-sponsored Reading First Principal Cohort meetings and other

district-provided professional development activities. Responsibilities of Reading First principals include:

- Collaborating with the Reading First Project Manager, Reading Coaches, other Reading First principals and site-based Literacy Specialists/Coordinators regarding program implementation.
- Setting goals and benchmarks for student achievement and staff professional development.
- Gathering and interpreting assessment data and monitoring student progress.
- Implementing interventions when students are struggling to meet benchmarks.

Site-Based Reading First Literacy Specialists/ Coordinators

Each Reading First school employs at least one full-time Literacy Specialist/Coordinator devoted entirely to Reading First activities. These Literacy Specialists/Coordinators focus on professional development and student instruction. The cohort of Reading First Literacy Specialists/Coordinators plays a pivotal role in the delivery of job-embedded professional development based on current literacy research. In addition to being Literacy Specialists, they possess knowledge, skills, and strategies for teaching teachers, making presentations, and facilitating adult learning. The Reading Coaches and Reading First Literacy Specialists/Coordinators will work closely together to develop and implement each site-specific professional development plan. The responsibilities of Literacy Specialists/coordinators include:

- Working effectively with administrators, classroom teachers, and specialists at assigned schools to implement Reading First intervention programs.
- Participating in professional development activities related to Reading First literacy programs.
- Facilitating professional development programs for literacy at the school site.
- Developing and coordinating literacy training programs for parents and community volunteers.
- Presenting ongoing literacy professional development activities for K-3 and special education teachers.
- Preparing and demonstrating model classroom lessons and providing instructional resource support.
- Assisting K-3 classroom teachers with the integration of reading and writing into other curricular areas.

- Serving as a mentor/coach for K-3 classroom teachers.
- Assisting in assessing the effectiveness of schoolwide literacy programs and in developing improvement plans.
- Collaborating with other Reading First Literacy Specialists/ Coordinators at regularly scheduled events.
- Implementing an effective literacy intervention program for identified K-3 students.
- Providing supplemental reading instruction, assessment, and related services for identified K-3 students.
- Collaborating with other site-based Literacy Specialists/ Coordinators, ELL and special education staff.
- Serving in a leadership role on the site Student Intervention Team.

2.8 LITERACY INSTRUCTION IN READING FIRST SCHOOLS: CORE PROGRAM, ASSESSMENT, AND INTERVENTION

Nevada Reading First has mobilized resources and coordinated efforts to strengthen the critical components of literacy instruction: classroom instruction incorporating the core program, assessments to identify struggling readers and diagnose problems, and interventions with struggling readers through supplemental instruction. Each of these components is described below.

Core Program

The Nevada Reading First core program includes the following:

- A minimum of 90 minutes of uninterrupted literacy instruction daily.
- Specific teaching of concept of word in print and of text structures.
- Direct instruction to foster students' phonemic awareness.
- Explicit, systematic instruction in phonics.
- A sequential program of spelling, word study, and vocabulary that will enable students to apply knowledge of letters and words in a purposeful manner.
- Direct instruction and practice in strategies to foster reading fluency.
- Definitive comprehension instruction with opportunities for children to read and discuss quality literature from a variety of genres, focusing on sounds and language, but also on strategic comprehension by

making predictions, generating questions, summarizing, making inferences and/or comparisons, and drawing conclusions.

- Writing experiences that allow children flexibility in nonconventional spelling (invented or phonic) as they move closer to conventional spelling with methodical and developmentally appropriate instruction.
- Integrating reading and writing to assist in organization and exploration of challenging content across curricular areas.
- Opportunities for listening, speaking, and writing in response to reading experiences.
- Daily adult read alouds of high-quality literature and/or expository text.
- Progress monitoring at appropriate intervals using valid and reliable screening and diagnostic tools.

Assessments

Assessments were selected to help teachers make informed decisions about instruction such as what materials to use, how to group students for instruction, which instructional strategies to employ, and which areas students need additional practice. The sequence of assessments is:

- *Screening* – Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.
- *Diagnosis* – Assessments that help teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- *Progress Monitoring* – Assessments that determine if students are making adequate progress or need more intervention to achieve grade-level reading outcomes.
- *Outcome* – Assessments that provide a bottom-line evaluation of the effectiveness of the reading program.

Screening and Diagnosis: DIBELS was developed to help identify students who are in need of additional instruction in key literacy fundamentals. As a screening tool, DIBELS allows schools to identify students who are at risk of reading failure because they are below grade-level expectations in Key Literacy Skills. As a diagnostic tool, teachers are able to perform an item analysis of and look for error patterns to help identify areas individual children need further help.

Progress Monitoring: The progress monitoring of students included the subtests from the DIBELS. The DIBELS subtests included Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. Progress monitoring assessments are

administered in fall (weeks 12-15) and spring (weeks 22-24) to identify K-3 students in need of additional instruction as well as for grouping students for instruction.

Outcome Assessments: Subtests from DIBELS, ITBS, and the State CRT are used as assessments of instructional outcomes. The DIBELS subtests included Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. The ITBS subtests included Language and Reading Total. These measures are described in more detail in Chapter 5.0.

Exhibit 2-8 shows the screening, diagnostic, progress monitoring, and outcome assessments for each of the five essential elements of instruction.

EXHIBIT 2-8
NEVADA READING FIRST ASSESSMENT MATRIX: 2006–2007

SCREENING AND DIAGNOSTIC ASSESSMENTS				
	KINDERGARTEN WEEKS 3-6	FIRST GRADE WEEKS 3-4	SECOND GRADE WEEKS 3-4	THIRD GRADE WEEKS 3-4
Phonemic Awareness	DIBELS (ISF)	DIBELS (PSF)		
Phonics	DIBELS (LNF)	DIBELS (LNF, NWF)	DIBELS (NWF)	
Vocabulary			DIBELS (ORF, RTF)	DIBELS (ORF, RTF)
Fluency			DIBELS (ORF, RTF)	DIBELS (ORF, RTF)
Comprehension			DIBELS (ORF, RTF)	DIBELS (ORF, RTF)

PROGRESS MONITORING ASSESSMENTS				
	KINDERGARTEN WEEKS 12-15 WEEKS 22-24	FIRST GRADE WEEKS 12-15 WEEKS 22-24	SECOND GRADE WEEKS 12-15 WEEKS 22-24	THIRD GRADE WEEKS 12-15 WEEKS 22-24
Phonemic Awareness	DIBELS (ISF, PSF)	DIBELS (PSF)		
Phonics	DIBELS (LNF, NWF)	DIBELS (NWF)		
Vocabulary		DIBELS (ORF, RTF)	DIBELS (ORF)	DIBELS (ORF)
Fluency		DIBELS (ORF)	DIBELS (ORF)	DIBELS (ORF)
Comprehension		DIBELS (ORF, RTF)	DIBELS (ORF, RTF)	DIBELS (ORF, RTF)

EXHIBIT 2-8 (Continued)
NEVADA READING FIRST ASSESSMENT MATRIX: 2006–2007

OUTCOME ASSESSMENTS				
	KINDERGARTEN WEEKS 32-34	FIRST GRADE WEEKS 32-34	SECOND GRADE WEEKS 32-34	THIRD GRADE WEEKS 32-34
Phonemic Awareness	DIBELS (PSF)	ITBS		
Phonics	DIBELS (LNF, NWF)	ITBS	ITBS	ITBS/CRT
Vocabulary		ITBS	ITBS	ITBS/CRT
Fluency		DIBELS (ORF)	DIBELS (ORF)	DIBELS (ORF)
Comprehension		ITBS	ITBS	ITBS/CRT

DIBELS=Dynamic Indicators of Basic Literacy Skills; ITBS=Iowa Test of Basic Skills; CRT=Nevada Criterion Reference Test.

Interventions

Assessment data will help teachers identify students who fall into the following groups:

- At Grade-Level Benchmarks: Students on track to achieve reading outcomes with the core reading program.
- Needing Strategic Intervention: Students who need *some* additional instructional intervention above and beyond the core reading program to achieve grade-level outcomes.
- Needing Intensive Intervention: Students who need *substantial* additional instructional intervention to achieve grade-level outcomes.

Schools will develop appropriate additional and substantial interventions for students not achieving grade-level benchmarks. Interventions are classified as “strategic” or “intensive” depending upon how far below proficiency the student is performing. Intervention materials may include Reading Mastery Fast Cycle, Read Well, Voyager Passport, Soar to Success, Early Success, and Early Reading Intervention. Children whose lack of growth and achievement is still problematic to teachers and school districts after repeated unsuccessful interventions may be referred to the literacy centers at the universities for in-depth testing and recommendations.

2.9 PROFESSIONAL DEVELOPMENT

A large portion of instruction in Nevada Reading First schools is designed to occur within classrooms with students as job-embedded professional development facilitated by teacher leaders and incorporated in site-based learning communities and networks. This will allow for the practice, follow-up, and feedback that are essential to effective professional development. Nevada Reading First professional development activities:

- Engage in concrete tasks of teaching, assessment, observation, and reflection.
- Are grounded in inquiry, reflection, and experimentation that are participant-driven.
- Are collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers.
- Are sustainable, ongoing, intensive, and supported by modeling, coaching, and the collective solving of specific problems of practice.

Classroom application of the professional development includes practices that:

- Are directly linked to the Nevada Content and Performance Standards.
- Are scientifically based.
- Contain print-rich environments.
- Intervene with early, intensive instructional support for students who are experiencing reading difficulties.
- Provide opportunities for readers to collaborate.
- Use established, evidence-based, systematic teaching and active learning strategies to meet the needs of all learners, including English Language Learners and special education students.
- Bridge continuity of content and instruction across grades and schools within a district.
- Foster opportunities for children to read independently as well as at the level where they will profit most from scaffolding by a teacher or tutor.

Nevada Reading First provides state-sponsored professional development activities in the form of Reading First Academies that incorporate research-based knowledge into teacher practices. The academies provide instructional tools and resources that focus on phonemic awareness, systematic phonics and spelling, fluency, vocabulary, comprehension, and writing.

Level I Academies

The Level I Virtual Academies include an introduction to the key elements of effective reading instruction, SBRR, and use of assessments to inform reading instruction. All K-3 classroom teachers and ELL and special education teachers at Nevada Reading First schools are required to attend and complete the three-day (15 hours) training. Each participant receives a Nevada Reading First Academy resource binder and a copy of *What Research Has to Say About Reading Instruction* (Farstrup and Samuels, 2002).

Level II Academies

The Level II Academies concentrate on the learning needs of struggling students and the instructional concerns of their teachers. These academies explore more specific issues related to literacy instruction, allowing participants to deepen their knowledge of specific components of literacy instruction and improve their ability to use assessments and evaluate what is working and what is not. Each participant receives a Nevada Reading First Level II Academy booklet.

Level II Academies, titled *Consortium on Reading Excellence* (CORE), consist of an intensive Three-Day Reading Leader Workshop for principals/administrators and an intensive Three-Day Reading Coach Workshop for Literacy Specialists/Coordinators, district reading Project Managers, and district Reading Coaches.

Level III Academies

The Level III Academies are professional learning community opportunities for small groups of educators to concentrate on the specific obstacles facing their students. The topics discussed in these academies are based on issues raised in formative evaluation findings, and are part of a larger professional development effort to establish site-based learning communities. The focus is to develop and expand literacy capacity and expertise, build professional learning communities, and establish and sustain increases in student reading achievement and decreases in reading deficiencies.

Level III Academies are offered as mini-grants in response to grant applications. Mini-grants are a resource to extend Reading First professional development. Grants up to \$3,000 are awarded to fund professional development networks of Nevada Reading First Academy participants. School communities that have formed a coalition of three or more schools were also eligible to apply for professional development mini-grants from the Nevada Department of Education. Possible uses of the mini-grants are workshops, university mentors, study groups, and attendance at national professional literacy conferences. Funds also may be used to visit other classrooms for model lessons or similar exchanges.

On-Line Resources: Early Literacy Portal And Virtual Reading First Academy

The Nevada Reading First employs three websites to serve the needs of their project sites and constituents. The sites were developed by Learning Options, the technology advisor for Nevada. These sites include:

Nevada Reading.org

- The main website (<http://www.nevadareading.org>) is designed to support and extend the work of the project. Information and communication tools are provided in response to expressed needs of Nevada Reading First staff, Project Coordinators, Principals, and Literacy Coaches.

Reading First Virtual Academy

- The Virtual Academy (<http://academy.nevadareading.org>) is based on the materials and activities developed for the Reading First Level I Academy. It is a blended design (combining face-to-face and online activities) structured around a cycle of team meetings, independent readings, and classroom practice/reflections. The Virtual Academy was developed so that teachers in remote areas of the state could still participate in statewide professional development.

Early Literacy Portal

- The Early Literacy Portal (<http://edreform.literacy.net>) is jointly supported by Nevada Reading First and the National Institute for Community Innovations. It is a searchable online catalog of websites and documents organized in eleven channels: phonemic awareness, phonics & spelling, fluency, comprehension, vocabulary, writing, motivation, family literacy, struggling readers, English language learners, professional development, and instructional approaches.

3.0 *EVALUATION DESIGN*

3.0 EVALUATION DESIGN

No Child Left Behind (NCLB) requires that states receiving Reading First funds conduct an external evaluation of their Reading First program. MGT of America, Inc., conducted this evaluation for the Nevada Reading First program. This chapter presents a description of the evaluation design for Nevada Reading First in terms of the questions that the evaluation was intended to address and the methodology used to answer the evaluation questions. Within the discussion of methodology, each data collection strategy is described in detail.

3.1 EVALUATION FOCUS

The purpose of the Nevada Reading First evaluation was to examine the implementation of Nevada Reading First requirements at the state level and in funded schools and to assess the progress made in achieving the goal of having all children reading on grade level by the end of third grade. The evaluation plan, developed by MGT in collaboration with the Nevada Department of Education (NDE), focused on questions that reflect (1) effective implementation of program components and (2) impact of the project in terms of student outcomes. The questions that guided the data collection and analysis were as follows:

- **Effectiveness of Nevada Reading First Implementation**
 - **State Management of Reading First**
 1. How did the state monitor grant implementation?
 2. What assistance was provided to struggling schools?
 3. What was the status of the grant expenditures?
 - **Characteristics of Reading First Schools and Staff**
 4. What were the characteristics of Reading First schools?
 5. What were the characteristics of the students in Reading First classrooms?
 6. What were the credentials and experience of school-based literacy team members (principals, literacy specialists/coordinators and teachers) and district reading coaches?
 - **District/School Literacy Leadership**
 7. What implementation support was provided by district reading coaches/project managers to Reading First schools? What was the focus of support activities?

8. How effective was the support provided by district and state staff to literacy specialists/coordinators and principals?
9. How has Reading First enhanced the literacy leadership skills of principals, literacy specialists/coordinators, and teachers?

– **Professional Development**

10. How was job-embedded professional development implemented by literacy specialists/coordinators, and principals?
11. How effective was job-embedded professional development in enhancing the ability of teachers to implement effective reading programs?
12. In what literacy-related professional development did principals, literacy specialists/coordinators, and teachers participate outside the classroom?
13. How effective was the additional literacy-related professional development in enhancing the ability of principals, literacy specialists/coordinators, and teachers to implement effective reading programs?
14. What professional development needs continue to exist?

– **Classroom Instruction in Reading First Schools**

15. To what extent did the structure of the literacy program in Reading First Schools reflect the Nevada Reading First requirements, as reported by principals, literacy specialists/coordinators, and teachers?
16. What changes have occurred in classroom instruction since Reading First funding was instituted?
17. To what extent did classroom instruction in Reading First Schools incorporate the required elements of Nevada Reading First, as reported by principals, literacy specialists/coordinators, and teachers?

– **Intervention with Struggling Readers**

18. To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
19. Are the interventions as effective in meeting the needs of struggling readers?

– **Concerns and Recommendations of Staff in Reading First Schools**

20. To what extent do teachers, literacy specialists/ coordinators, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research, Reading First implementation, and progress in student performance?
21. What recommendations do school staff offer to improve Nevada Reading First to achieve the goal of having all children reading by third grade?

■ **Impact of Nevada Reading First on Student Performance**

22. What were the characteristics of students in Reading First schools in terms of gender, race/ethnicity, eligibility for Free/Reduced Lunch, English Language Learner (ELL) placement, and Special Education placement?
23. What percentage of K-3 students achieved grade-level benchmarks on progress monitoring indicators during the school year?
24. What percentage of K-3 students achieved proficiency on outcome measures at the end of the school year?
25. How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?
26. How did the reading achievement for Nevada K-3 students compare to national norms (using average NCE on ITBS)?
27. What were the differences in performance on outcome measures by gender and by race/ethnic categories?
28. How did subgroups of students (Free/Reduced Lunch eligibility, English Language Learner placement, Special Education placement) perform on outcome measures?

29. What impact has Nevada Reading First had on improving reading performance of students in grades 1 through 3 (combined) who were reading below grade level (as evidenced by comparison of 2005-06 scores and 2006-07 scores; percentage at or above the 40th percentile and below the 25th percentile, and average NCE on Reading Total)?
30. Which schools made the most gains in improving reading performance in grades 1 through 3 (combined) (as defined by percentage at or above the 40th percentile on ITBS Reading Total, comparing 2005-2006 and 2006-2007)?
31. To what extent were at-risk students (defined by DIBELS) provided interventions?
32. What impact has Nevada Reading First had on improving the reading performance of students who remained in Reading First Schools through three years? This analysis will review first grade students' data in 2004-05 and again at the end of their third grade year (2006-07). The measurements will include the ORF and the ITBS which are administered in grades 1-3. ITBS – The spring score of first grade in 2004-2005 will serve as the benchmark. This will be compared to the student's spring score after two years in the program (third grade – 2006-2007). ORF – The MOY1 score for first grade in 2004-2005 will serve as the benchmark. This will be compared to the student's End score after two and a half years in the program (third grade – 2006-2007).

3.2 OVERVIEW OF METHODOLOGY

The approach to the Nevada Reading First evaluation was to provide a technically sound evaluation plan that was feasible and efficient to implement, and that provided both quantitative data and qualitative analysis to address the evaluation questions relating to both implementation and outcomes. The evaluation design included a variety of data collection methods, incorporating existing data whenever possible. A comprehensive set of descriptive data was collected to describe the program implementation, while the impact of the program on student performance will be analyzed using a quasi-experimental design, incorporating pre/post assessment data and comparison schools.

To improve the efficiency of data collection, reporting, and information sharing, MGT developed an evaluation Web site. In early 2005, key members of school literacy teams were assigned user names and passwords to access the various components of the Web site to report data as required by the evaluation plan. Additionally, perceptions about program implementation and impact were reported by principals, literacy specialists/coordinators, and K-3 teachers through surveys disseminated via the

evaluation Web site. MGT staff monitored completion of the various components by accessing school entries on the Web site. Technical assistance for evaluation Web site users was available to schools by telephone. MGT's Web-based data collection also included student assessment data reported by school staff.

The evaluation methodology addresses the two areas of focus for the evaluation—implementation and outcomes—and incorporates a variety of quantitative and qualitative data collection strategies. An overview of data collection strategies for implementation and outcome data is provided below. Following the overview, detailed information about each data collection strategy is provided. Following the overview, Sections 3.3 and 3.4 provide detailed information about each data collection strategy.

Evaluation of Implementation

The school year 2006–2007 was the third full year of implementation. Evidence of effective implementation included documentation of:

- State management and technical assistance activities.
- Implementation of Reading First in schools.
- Support for instructional staff from literacy specialists/coordinators.
- Support for school-based staff from state staff and district reading coaches.
- Participation in additional literacy-related professional development.
- Literacy leadership.
- Classroom instruction in Reading First schools, including assessment to identify students who are not reading at grade level.
- Intervention for struggling reading in Reading First schools.
- Concerns and recommendations of staff in Reading First schools.

Evaluation of Student Outcomes

Within Reading First schools, **progress-monitoring information** from DIBELS was used to identify struggling readers and to target these students for intervention. The evaluation provides a summary of the extent to which students made progress during the year in achieving grade-level benchmarks, comparing beginning scores with mid-year scores.

In terms of **reading proficiency**, the evaluation uses the data collected by Reading First schools on the DIBELS, ITBS and state CRT assessments. The evaluation summarizes reading performance for K-3 students by grade on the outcome measures. Analysis of grades 1-3 combined provides an overall look at performance. These data are used to identify schools making the most gains in performance.

Analysis of **reading performance by subgroups** is also provided. In the student data section of the evaluation Web site, K-3 teachers maintained a database of students for their classroom. The database included demographic information, placement information, data on intervention activity, and performance data. The demographic data allowed analysis of performance to be disaggregated by gender and race and for special student populations, including Free/Reduced Meals (FRM), English Language Learners (ELL), and Special Education Students.

Baseline data are available for Cohort 1 schools for the ITBS at grades 1-2. **Comparison** of performance relative to baseline is provided for these schools.

Additional statistical analysis and **targeted focus groups/ interviews** with principals, literacy specialists/coordinators, teachers, and district reading coaches was conducted to examine schools with most gains and other positive outcome indicators to identify factors associated with success.

Sections 3.3 and 3.4 below provide a detailed description of the data collection instruments used to collect implementation and student outcome data.

3.3 DESCRIPTION OF DATA COLLECTION FOR EVALUATION OF IMPLEMENTATION

A key part of the evaluation is the documentation of school-based literacy plans for instructional improvements. Such documentation is essential to fully understand the intervention and enable further research into performance variations. **Program Profiles** provided this documentation.

Highly qualified school-based literacy leaders are essential to effective implementation of Nevada Reading First, while continuing professional development strengthens their skills and abilities to provide effective instruction. School staff recorded credentials and maintained professional development logs in order to provide these data for the Reading First evaluation.

Documentation of time and effort on implementation activities provided evidence of program implementation, including relative emphasis on the various program components. Activity logs provided this documentation for principals, literacy specialists/coordinators, and district reading coaches. Progress monitoring logs documented the technical assistance provided by State Coordinators.

The perceptions of K-3 teachers, literacy specialists/coordinators, and principals concerning implementation were reported through stakeholder surveys.

Interventions provided to struggling students are a critical component of Reading First. The evaluation included documentation of the type and intensity of interventions provided to students in Reading First schools in intervention activities as part of the student data set.

All districts and schools with a Nevada Reading First grant were required to participate in the evaluation data collection activities. To create efficient data collection, MGT

established and supported the Nevada Reading First Evaluation Web site. The Web-based strategies and other data collection strategies for evaluation of the implementation are summarized below.

Program Profiles

A systematic description of school plans was developed and maintained in Web-based Program Profiles. The Program Profiles provided a summary of each grantee's approach to improving reading achievement using Reading First funding, including the schools' selection of instructional materials, and the methods specified by the grantee for evaluating the impact of the selected intervention strategies.

In addition to documenting the project plan, Program Profiles reported information about the context in which the project was implemented. Although improvement in reading scores is the ultimate goal for Reading First-funded projects, progress in creating learning environments that are conducive to literacy development is another relevant goal. Therefore, the Program Profile included academic indicators and nonacademic indicators supported by research as predictive of a learning environment that promotes effective instruction in reading. The profiles provided:

- Key descriptors of the host school.
- Concurrent school improvement initiatives.
- School and grade level indicators.
- Student and teacher demographics.
- Professional development strategies for principals, literacy specialists/coordinators, and K-3 teachers.
- Descriptions of core and supplemental reading programs.
- Descriptions of intervention strategies.

Schools completed their Program Profile initially during the fall of 2004 and updated the information during the spring of 2005. After the initial data collection was completed, dynamic (auto-generated) reports were created on the Web site. Schools updated Program Profile information again as needed throughout the year and for each subsequent year.

Credentials of Reading First Implementers

Principals and literacy specialists/coordinators recorded their educational credentials and their teaching and administrative experience in the credentials section of the evaluation Web site. These data provided important descriptive information about the Reading First implementers.

Staff credentials were reported during fall of the 2004-2005 school year and will be updated at the end of each school year. Teachers recorded their credentials as part of the stakeholder surveys, described below.

Literacy-Related Professional Development

To document their literacy-related professional development during Reading First, school staff used the Web-based **Professional Development Logs** maintained on the MGT evaluation Web site. Principals, literacy specialists/coordinators, and district reading coaches recorded completion of workshops and conferences as well as their evaluation of the effectiveness of these trainings. Additionally, they reported enrollment and completion of relevant university courses. Staff were instructed to update their professional development logs whenever professional development activities were completed.

To address impact, principals, coaches, and K-3 teachers participating in Reading First were asked to complete self-assessments indicating the extent to which they had been trained and were confident in their ability to provide or supervise research-based reading instruction. The self-assessments were administered as part of the implementation survey described below.

Activity Logs

Another method for documenting program implementation was the Activity Logs used by principals, literacy specialists/coordinators, and reading specialists to document the implementation of the processes intended to support teachers' learning and intervene with students experiencing difficulties in reading achievement. Principals and literacy specialists/coordinators used Activity Logs specific to their roles to record time spent on literacy-related activities. Another form of the Activity Log was used by district reading coaches to document training and technical assistance provided. Staff entered data into the Web site monthly during the school year, and MGT compiled the activity data for reports for monitoring purposes.

The Activity Logs for principals allowed for documentation of time spent for the following activities, recording hours devoted to grades K-3:

- Classroom observations.
- Conferences with literacy specialist/coordinator.
- Conferences with other K-3 classroom teachers on literacy instruction.
- Attendance at reading-related professional development and study team meetings.
- Leadership Team Meetings (meetings related to grant strategies).
- Monitoring of Student Performance (reviewing data and attending meetings related to planning for individual students).
- Procurement of instructional materials.

The Activity Logs for literacy specialists/coordinators allowed for documentation of time spent for the following activities, recording hours devoted to grades K-3:

- Mentoring/coaching in K-3 classrooms.
- Demonstration teaching in K-3 classrooms.
- Planning for mentoring/coaching and demonstration teaching.
- Monitoring student performance (reviewing and analyzing student data and attending meetings for planning, data collection, and reporting).
- Conducting teacher workshops.
- Conducting study sessions (leading small groups on reading topics).
- Attending Leadership Team meetings (meetings related to grant).
- Assisting with assessments.
- Assisting teachers in planning and implementing scientifically based reading instruction.
- Assisting teachers in planning and implementing student interventions.
- Ordering and organizing instructional materials.
- Supporting family literacy connections.
- Supervision/recruitment of volunteers.

The Activity Logs for district reading coaches allowed for documentation of:

- School support activities, including date, total hours, and activities conducted.
- Training conducted or arranged, including topic, total hours, and number attending by grade level.

Progress Monitoring Logs

State coordinators used the Program Monitoring Logs to document the status of implementation of Reading First requirements in funded schools based on observations during monitoring visits. In addition, they recorded the technical assistance they provided to schools during site visits or telephone/e-mail consultations.

Stakeholder Surveys

Stakeholder perceptions of implementation are frequently used as a predictor variable in the literature of reform implementation and school change. To gather stakeholder perceptions, surveys were included in the evaluation plan. The surveys provided

additional information about implementation of Reading First and changes observed. Surveys elicited feedback from key stakeholders as to implementation status and perceived effectiveness. These stakeholders included principals, literacy specialists/coordinators, and K-3 teachers. A sampling plan was not developed as all staff were encouraged to participate in the survey.

Survey instruments, using a variety of fixed-response and open-ended questions were developed and disseminated to principals, literacy specialists/coordinators, and to K-3 teachers to address implementation of each key component of Reading First. Survey participants were asked to report their perceptions about:

- Teachers' credentials and experience.
- The school's structure for literacy instruction.
- The K-3 core reading program.
- Classroom instruction.
- K-3 screening and assessment.
- Supplemental instruction.
- Intensive intervention.
- Classroom management.
- Literacy teams.
- Literacy leadership at the school.
- Support for teachers from literacy specialists and principals.
- Support to school administrators from district and state staff.
- Literacy-related professional development.
- Concerns and recommendations about continuation of Reading First.
- Implementation status, issues, and perceptions of accomplishments of the program.

Nevada Reading First Observation Protocols

MGT conducted classroom observations in grades K-3 in a sample of Reading First schools during the spring of 2007. A purposeful sample of 12 schools was selected for observations based on location, free and reduced lunch status, past performance of students in reading, and school accreditation status. Classrooms were chosen at random from those classes where teachers were teaching their literacy block at the time of the on-site visit. A total of 24 classrooms were observed in grades K-3.

To conduct the observations, MGT used the *Instructional Content Emphasis - Revised* (ICE-R). The ICE-R is an instrument published by the University of Texas Center for Reading and Language Arts (CTCRLA). It is based on the ICE observation instrument developed by Edmonds and Briggs (2003).

The data yielded by ICE-R include:

- Multi-dimensional descriptions of reading and language arts instruction.
- Amount of time allocated for components of reading instruction relative to the total instructional time (i.e., rates of inclusion).
- Student grouping patterns.
- Materials utilized.
- Levels of student engagement.
- Instructional quality.
- Text reading variables.

To ensure inter-rater reliability, MGT observers were trained by a representative of CTCRLA. To conduct the observations, MGT followed procedures outlined in the ICE-R manual. With the exception of a few observations that were shortened due to extenuating circumstances in some schools, MGT's observations lasted from 45 to 60 minutes per classroom observation period.

After the observation period was over, observers coded their observations according to the directions in the ICE-R manual and assigned a number from one to three for student engagement and from one to four for quality of instruction.

To put the observations into a form that would be accessible to analysis, MGT consulted with a representative from the University of Texas. CTCRLA has proposed a system whereby the ICE-R observational data are converted to two dimensions. The first step of the analysis is to determine the degree to which the instructional content aligns with SBRR, and the second step is to assess the quality with which the instruction is delivered. SBRR is determined by the percentage of observed time devoted to one of the five components of SBRR weighted to reflect instructional priority. Classrooms at or above average are ones where 90 percent or more of observed instructional time is devoted to SBRR. Instructional quality is determined by a weighted average (by minutes) of the quality indicator rating and the student engagement rating. A weighted average of 2.5 indicates an average instructional quality score.

Intervention Activities

The schools used the **Program Profiles** to report anticipated intervention activities at the school for K-3 students. The Web-based form structured the information about intervention in the following categories:

- Tutoring;
- Project LIFE;

- Additional Time; and
- Computer-Assisted.

Actual interventions received by students were recorded in the **Student Intervention Data** portion of the evaluation Web site. This section of the student data set included information about the quantity and type of interventions provided to students who are not meeting grade level benchmarks.

The surveys described above provided another source of information about the implementation and impact of intervention services. Questions on the survey addressed whether students were effectively identified for intervention, whether interventions were aligned with classroom activities, and other related questions.

3.4 DESCRIPTION OF DATA COLLECTION FOR EVALUATION OF STUDENT OUTCOMES

As a result of Nevada Reading First implementation, state and local stakeholders expect that improvements in literacy development will be evident in student performance. Nevada Reading First incorporates four primary sources of data for the analysis of student performance:

- Phonological Assessment of Literacy Screening (PALS) for diagnostic.
 - Concept of Word-Word ID
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for screening, progress monitoring, and outcome measures.
 - Phoneme Segmentation Fluency
 - Nonsense Word Fluency
 - Oral Reading Fluency
 - Initial Sound Fluency
 - Letter Naming Fluency
- Iowa Test of Basic Skills (ITBS) for outcome measures.
 - Reading (comprehension and vocabulary)
 - Language (phonics)
- Nevada CRT.
 - Reading
 - Vocabulary

To address these areas of performance, schools tested their students during the middle of the fall and spring terms according to the Reading First assessment plan. Assessment data were either entered by school staff into a specially constructed Web site, developed

and maintained by MGT for DIBELS data or were obtained from NDE for PALS, ITBS, and CRT. MGT conducted the analysis of the assessment data.

Exhibit 3-1 illustrates the instruments used and the pattern of testing at each grade level.

**EXHIBIT 3-1
NEVADA READING FIRST ASSESSMENT
ADMINISTRATION PLAN**

2006-07 Assessment Schedule

SCREENING ASSESSMENTS				
	KINDERGARTEN WEEKS 3-6	FIRST GRADE WEEKS 3-4	SECOND GRADE WEEKS 3-4	THIRD GRADE WEEKS 3-4
Phonemic Awareness	DIBELS (ISF)	DIBELS (PSF)		
Phonics	DIBELS (LNF)	DIBELS (LNF, NWF)	DIBELS (NWF)	
Vocabulary			DIBELS (ORF, RTF)	DIBELS (ORF, RTF)
Fluency			DIBELS (ORF, RTF)	DIBELS (ORF, RTF)
Comprehension			DIBELS (ORF, RTF)	DIBELS (ORF, RTF)

DIAGNOSTIC ASSESSMENTS				
	KINDERGARTEN WEEKS 6-8	FIRST GRADE WEEKS 3-4	SECOND GRADE WEEKS 3-4	THIRD GRADE WEEKS 3-4
Phonemic Awareness	PALS K	PALS 1-3	PALS 1-3	PALS 1-3
Phonics	PALS K	PALS 1-3	PALS 1-3	PALS 1-3
Vocabulary	PALS K	PALS 1-3	PALS 1-3	PALS 1-3
Fluency		PALS 1-3	PALS 1-3	PALS 1-3
Comprehension		PALS 1-3	PALS 1-3	PALS 1-3

PROGRESS MONITORING ASSESSMENTS				
	KINDERGARTEN WEEKS 12-15 WEEKS 22-24	FIRST GRADE WEEKS 12-15 WEEKS 22-24	SECOND GRADE WEEKS 12-15 WEEKS 22-24	THIRD GRADE WEEKS 12-15 WEEKS 22-24
Phonemic Awareness	DIBELS (ISF, PSF)	DIBELS (PSF)		
Phonics	DIBELS (LNF, NWF)	DIBELS (NWF)		
Vocabulary		DIBELS (ORF, RTF)	DIBELS (ORF)	DIBELS (ORF)
Fluency		DIBELS (ORF)	DIBELS (ORF)	DIBELS (ORF)
Comprehension		DIBELS (ORF, RTF)	DIBELS (ORF, RTF)	DIBELS (ORF, RTF)

EXHIBIT 3-1 (Continued)
NEVADA READING FIRST ASSESSMENT MATRIX: 2006–2007

OUTCOME ASSESSMENTS				
	KINDERGARTEN WEEKS 32-34	FIRST GRADE WEEKS 32-34	SECOND GRADE WEEKS 32-34	THIRD GRADE WEEKS 32-34
Phonemic Awareness	DIBELS (PSF)	ITBS		
Phonics	DIBELS (LNF, NWF)	ITBS	ITBS	ITBS/CRT
Vocabulary		ITBS	ITBS	ITBS/CRT
Fluency		DIBELS (ORF)	DIBELS (ORF)	DIBELS (ORF)
Comprehension		ITBS	ITBS	ITBS/CRT

DIBELS=Dynamic Indicators of Basic Literacy Skills; PALS= Phonological Awareness Literacy Screening;
 ITBS=Iowa Test of Basic Skills; CRT=Nevada Criterion Reference Test.

*PALS diagnostic is used only for students who do not meet benchmark goals of the DIBELS.

Source: Nevada Department of Education.

Analysis by Subgroup

Research on student achievement indicates that there are multiple variables that may be associated with performance outcomes for students. Differential results in student achievement have been correlated with socioeconomic status, attendance, participation rates in special education, and English as a Second Language (ESL) program.

In the student data section of the Reading First Web site, K-3 teachers maintained a database for students in their classroom. The database included demographic information and placement information, as well as data on intervention activity. The demographic data supported analysis of performance disaggregated for special student populations, including English Language Learners, Special Education Students, and students receiving Free/Reduced Lunch.

Predictive Analysis

To support NDE’s long-range plan for improving reading performance additional analysis explores the relationship between progress monitoring data and outcomes data. Specifically, MGT will analyze the predictive value of DIBELS scores on subsequent ITBS Reading Total and State CRT Reading scores.

Exhibit 3-2 summarizes the cohorts for the 06/07 analysis and analysis in future years.

**EXHIBIT 3-2
COHORTS FOR PREDICTIVE ANALYSIS**

COHORT	BASELINE 2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Cohort 1	Grade 2	Grade 3				
Cohort 2	Grade 1	Grade 2	Grade 3			
Cohort 3	Kindergarten data not available	Grade 1	Grade 2	Grade 3		
Cohort 4		Kindergarten	Grade 1	Grade 2	Grade 3	
Cohort 5			Kindergarten	Grade 1	Grade 2	Grade 3
Cohort 6				Kindergarten	Grade 1	Grade 2

Source: MGT of America, Inc.

4.0 IMPLEMENTATION STATUS

4.0 IMPLEMENTATION STATUS

This chapter provides a comprehensive review of the implementation of the Nevada Reading First Program during 2005–06, the second full year of implementation. Chapter 4.0 is organized into six sections that reflect the issue areas and evaluation questions as presented in Chapter 3.0:

- 4.1 State Management of Reading First
- 4.2 Characteristics of Reading First Schools and Staff
- 4.3 District/School Literacy Leadership
- 4.4 Professional Development
- 4.5 Classroom Instruction in Reading First Schools
- 4.6 Intervention with Struggling Readers
- 4.7 Concerns and Recommendations of Staff in Reading First Schools

For each section, MGT presents findings from the various data sources including the Program Profiles, Staff Credentials, Activity Reports, Professional Development Logs, and student data (demographic and intervention) described in Chapter 3.0. In addition, survey data from principals, literacy specialists/coordinators, and teachers provide an overview of the status of classroom instruction and impact on students. Detailed information from the surveys is provided in Appendix A.

Specifically, the findings address the following topics and evaluation questions relating to the effectiveness of Nevada Reading First implementation:

- State Management of Reading First
 - How did the state monitor Reading First grant implementation?
 - What assistance was provided to struggling schools?
 - What was the status of the grant expenditures?
- Characteristics of Reading First Schools and Staff
 - What were the characteristics of Reading First schools?
 - What were the characteristics of students in Reading First classrooms?
 - What were the credentials and experience of school-based literacy team members (principals, literacy specialists/coordinators, and teachers) and district reading coaches?
- District/School Literacy Leadership
 - What implementation support was provided by district reading coaches/project managers to Reading First schools? What was the focus of these support activities?

- How effective was the support provided by district and state staff to literacy specialists/coordinators and principals?
- How has Reading First enhanced the literacy leadership skills of principals, literacy specialists/coordinators, and teachers?
- Professional Development
 - How was job-embedded professional development implemented by literacy specialists/coordinators, and principals?
 - How effective was job-embedded professional development in enhancing the ability of teachers to implement effective reading programs?
 - In what literacy-related professional development did principals, literacy specialists/coordinators, and teachers participate outside the classroom?
 - How effective was the additional literacy-related professional development in enhancing the ability of principals, literacy specialists/coordinators, and teachers to implement effective reading programs?
 - What professional development needs continue to exist?
- Classroom Instruction in Reading First Schools
 - To what extent did the structure of the literacy program in Reading Schools reflect the Nevada Reading First requirements?
 - What changes have occurred in classroom instruction since Reading First funding was instituted?
 - To what extent did classroom instruction in Reading First Schools incorporate the required elements of Nevada Reading First?
- Intervention with Struggling Readers
 - To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
 - Are the interventions perceived as effective in meeting the needs of struggling readers?

- Concerns and Recommendations of Staff in Reading First Schools
 - To what extent do teachers, literacy specialists/coordinators, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research, Reading First implementation, and progress in student performance?
 - What recommendations do school staff offer to improve Nevada Reading First to achieve the goal of having all children reading by third grade?

4.1 STATE MANAGEMENT OF READING FIRST

Data and documents compiled by the Nevada Department of Education (NDE) provided an overview of state-level management of the Reading First grant. The information provided by NDE addresses the following questions:

- How did the state monitor Reading First grant implementation?
- What assistance was provided to struggling schools?
- What is the status of the grant expenditures?

How did the state monitor reading first grant implementation?

A member of the management team made monthly contact with every Nevada Reading First Local Education Agency (LEA) between September and June 2006-2007. Site visits were conducted at twice during the school year. Both the monthly contact and site visits allowed the state management team to address grantee's implementation concerns and issues and ensure that progress was being made in implementing the Reading First requirements.

MGT of America, Inc. also provided Reading First schools a Web-based data management system to assist the state in tracking activities, professional development offerings, and collecting student data for the purpose of monitoring student progress and outcomes. This system allowed district reading coaches/project managers and the state Management Team to electronically monitor student achievement data as well as all facets of implementation. MGT monitored data collection and provided the Reading First management and school staff with constant access to all information via reports available on the Nevada Reading First Evaluation Web Site.

What assistance was provided to struggling schools?

NDE provides additional support to schools that are deemed out of compliance after site visits and meetings with each school's literacy team, documenting issues such as using unapproved reading materials, not maintaining an uninterrupted reading block in all K-3 classrooms, and not implementing their approved core reading program. LEAs provide additional support to non-compliant schools so that schools return to compliance within 30 days. District-level personnel may be reassigned to non-compliant schools to support the efforts of teachers and administrators in implementing Reading First. NDE will

continue to monitor progress each month at non-compliant site by observing and providing timely feedback and suggestions to maximize student achievement.

For 2006-2007, the site visits and schools meetings indicated that there were no schools out of compliance with the Reading First requirements and, therefore, no need for corrective action with schools. NDE did note, however, that some schools were able to accelerate student learning better than others. For the schools that were not making as much progress, the state provided more monitoring visits, more classroom observations and feedback, and additional support to the local district. In addition, the state was able to begin forming collegial networks, allowing principals with certain needs to begin networking with other principals to solve problems or approach student learning needed differently.

What was the status of the grant expenditures?

As of June 30, 2007, the Nevada Department of Education had expended \$27,768,209 of the total Reading First allocation of \$35,783,433. The amount disbursed to districts for Grant Year 3 was \$5,524,603; 80 percent of the total expended. In Grant Year 4, Nevada Reading First used \$138,115; two percent of the total expended, to provide technical assistance to Reading First schools. The State expended \$849,409 in Grant Year 4, 12 percent of the total expended, to provide professional development to kindergarten through third grade teachers, special education teachers, and administrators.

Exhibit 4-1 provides an overview of the expenditures of Reading First funding across the major funding categories. Of the total funding, 80 percent went to LEAs and 20 percent to professional development and state administration.

**EXHIBIT 4-1
BUDGET INFORMATION FOR
NEVADA READING FIRST GRANT**

BUDGET BREAKDOWN	PRE- IMPLEMEN- TATION YEAR (4/03-6/03)	YEAR 1 (7/03-6/04)	YEAR 2 (7/04-6/05)	YEAR 3 (7/05-6/06)	YEAR 4 (7/06-6/07)	TOTAL
State Administration						
Technical Assistance	\$ 201,824	\$ 224,232	\$ 125,808	\$ 129,447	\$ 138,115	\$ 819,426
Evaluation	\$ 38,790	\$ 42,711	\$ 166,117	\$ 167,434	\$ 186,455	\$ 601,507
State Indirect Costs	\$ 42,348	\$ 46,982	\$ 196,652	\$ 200,834	\$ 207,172	\$ 693,988
Professional Development	\$ 524,332	\$ 583,005	\$ 732,866	\$ 749,128	\$ 849,409	\$3,438,740
LEA Subgrants	\$3,229,176	\$3,587,722	\$4,885,775	\$4,987,272	\$5,524,603	\$22,214,548
TOTAL	\$4,036,470	\$4,484,652	\$6,107,218	\$6,234,115	\$6,905,754	\$27,768,209

Source: Nevada Reading First State Grant, Revised 2007.

4.2 CHARACTERISTICS OF READING FIRST SCHOOLS AND STAFF

To compile a description of the schools and staff participating in Nevada Reading First, MGT gathered information through four sources: (1) NDE data, (2) Program Profiles, (3) Staff Credentials, and (4) student demographic data as recorded in the Nevada Reading First Evaluation student data file. Collectively, these sources provide information that addresses the following evaluation questions:

- What were the characteristics of Reading First schools?
- What were the characteristics of students in Reading First classrooms?
- What were the credentials and experience of school-based literacy team members (principals, literacy specialists/coordinators, and teachers) and district reading coaches?

What were the characteristics of Reading First schools?

Given the combined K-3 enrollment in Reading First schools, the program has the potential to benefit approximately 11,500 students. Based on information from the Nevada Annual Reports of Accountability, the characteristics of Reading First schools were as follows:

- Reading First schools ranged in size from 662 K-3 students to as few as 4.
- Twenty-three of the 27 Reading First schools were Title I schools.
- The average expenditure per student was \$8,508.
- Most Reading First schools had high mobility populations. Ninety percent of the schools reported a transience rate of greater than 25 percent.
- Regular student attendance was a problem for over three-fourths of the Reading First schools, with 24 percent of the schools reporting an attendance rate of less than 95 percent.

Exhibit 4-2 and Exhibit 4-3 provide a summary of descriptive data for schools.

**EXHIBIT 4-2
READING FIRST SCHOOL
CHARACTERISTICS: 2006-07**

Average per pupil expenditure (n=29)	\$8,508.00
Percent of schools with student mobility greater than 25% (n=29)	90%
Percent of schools with attendance rate less than 95% (n=29)	24%
Percent of schools served by Title I (n=27)	85%
Percent of schools where Limited English Proficient students exceeds 30% (n=26)	45%

Source: Nevada Department of Education, Nevada Accountability Report, 2007.

**EXHIBIT 4-3
READING FIRST SCHOOL ENROLLMENT
(REPORTED BY 27 READING FIRST SCHOOLS): 2006-07**

	K	1ST	2ND	3RD	TOTAL
Smallest Enrollment per School	2	2	6	10	20
Largest Enrollment per School	411	268	217	245	1,141
Average Enrollment per School	113	120	118	115	466
Total Enrollment	2,819	2,869	2,949	2,871	11,508

Source: MGT of America, Inc., DIBELS Assessment End of Year Data, 2007.

What were the characteristics of students in Reading First classrooms?

Approximately 11,500 students participated in Reading First during 2006–2007; the fourth full year of implementation. Through the student data section of the Nevada Reading First Evaluation Web site, school staff reported information for 11,508 students. Based on the demographic information provided, 62 percent were eligible for Free or Reduced Lunch. Thirty-six percent of the students spoke a language other than English at home and ten percent were receiving Special Education.

Exhibit 4-4 provides information about Reading First students during 2006–07.

EXHIBIT 4-4 STUDENTS IN READING FIRST SCHOOLS: 2006-07

CLASSROOMS/STUDENTS	SCHOOL YEAR 2006-07				
	K	1	2	3	TOTAL
Number of teachers	104	157	155	129	545
Total number of Reading First students	2,819	2,869	2,949	2,871	11,508
■ Reading First students eligible for Free or Reduced Lunch	1,525	1,814	1,953	1,878	7,170 (62%)
■ Reading First students speaking a language other than English at home	744	1,252	1,103	1,066	4,165 (36%)
■ Reading First students receiving Special Education	225	249	296	373	1,143 (10%)

Source: MGT of America, Inc., DIBELS Assessment End of Year Data, 2007.

What were the credentials and experience of school-based literacy team members (principals, literacy specialists/coordinators, and teachers) and district reading coaches?

To better understand who the key Reading First implementers were, MGT's Reading First Evaluation Web Site included a Staff Profile section that addressed the educational background of principals, literacy specialists/coordinators, and teachers. Staff were asked about their training and certification as well as their level of experience in education and at their current school.

Based on the credentials information provided by principals, they had an average of 19.7 years of teaching experience and seven years of administrative experience. On average, they had been at their current school for 4.7 years. All (100%) held a master's as their highest degree. All held Administrative, Supervision Licensure, and Elementary Education Licensure (100%). Exhibits 4-5 through 4-7 provide additional information about principals' credentials.

EXHIBIT 4-5 OVERVIEW OF EXPERIENCE REPORTED BY PRINCIPALS: 2006-07

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=3)	19.7
Years at Current School (n=3)	4.7
Administrative Experience (n=3)	7.0
K-3 Experience (n=3)	8.7

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

**EXHIBIT 4-6
OVERVIEW OF EDUCATION
REPORTED BY PRINCIPALS: 2006–07**

DEGREES HELD	PERCENT N=3
Master's	100%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

**EXHIBIT 4-7
OVERVIEW OF CERTIFICATION/LICENSURE
REPORTED BY PRINCIPALS: 2006–07**

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
Administrative and Supervision Licensure (n=3)	100%
Elementary Education Licensure (n=3)	100%
Early Childhood Education Licensure (n=3)	0%
Special Education Licensure (n=3)	67%
Reading Specialist Endorsement (n=3)	33%
TESOL Endorsement (n=3)	0%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

Literacy specialists/coordinators also reported their training and experience on the evaluation Web site. Based on information provided by specialists/coordinators, they had an average of 20.7 years of teaching experience, including 3.5 years of K-3 experience. Specialists/coordinators had been at their current school for an average of 0.6 years. In terms of education, 90 percent of the specialists/coordinators held a master's degree. All (100%) held Elementary Education Licensure, and 60% held Reading Specialist and TESOL Endorsements. Exhibits 4-8 through 4-10 provide additional information about literacy specialists'/coordinators' credentials.

**EXHIBIT 4-8
OVERVIEW OF EXPERIENCE REPORTED BY LITERACY
SPECIALISTS/COORDINATORS: 2006–07**

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=10)	20.7
K-3 Experience (n=8)	3.5
Years at Current School (n=7)	0.6
Administrative Experience (n=10)	16.3

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

EXHIBIT 4-9
OVERVIEW OF EDUCATION REPORTED BY LITERACY
SPECIALISTS/COORDINATORS: 2006–07

DEGREES HELD	PERCENT N=10
Master's	90%
Ed.S.	10%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

EXHIBIT 4-10
OVERVIEW OF CERTIFICATION REPORTED BY LITERACY
SPECIALISTS/COORDINATORS: 2006–07

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
Administrative and Supervision Licensure (n=10)	20%
Elementary Education Licensure (n=10)	100%
Early Childhood Education Licensure (n=10)	10%
Special Education Licensure (n=10)	20%
Reading Specialist Endorsement (n=10)	60%
TESOL Endorsement (n=10)	60%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

District reading coaches reported their training and experience on the evaluation Web site. Based on information provided, they had an average of 18 years of teaching experience, including 17 years of K-3 experience, and no administrative experience. One hundred percent held Masters Degrees and zero held Education Specialists Degrees. All (100%) held Elementary Education Licensure, and 60% held Reading Specialist Endorsement. Exhibits 4-11 through 4-13 provide additional information about district reading coaches' credentials.

EXHIBIT 4-11
OVERVIEW OF EXPERIENCE REPORTED
BY DISTRICT READING COACHES: 2006–07

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
Teaching Experience (n=7)	19.0
Administrative Experience (n=5)	0
K-3 Experience (n=7)	17.9

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

EXHIBIT 4-12
OVERVIEW OF EDUCATION REPORTED
BY DISTRICT READING COACHES: 2006–07

DEGREES HELD	PERCENT N=7
Master's	100%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

EXHIBIT 4-13
OVERVIEW OF CERTIFICATION/LICENSURE REPORTED
BY DISTRICT READING COACHES: 2006–07

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
Administrative and Supervision Licensure (n=7)	0%
Elementary Education Licensure (n=7)	86%
Early Childhood Education Licensure (n=7)	0%
Special Education Licensure (n=7)	0%
Reading Specialist Endorsement (n=7)	86%
TESOL Endorsement (n=7)	43%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Credentials section, 2007.

A total of 427 teachers reported credentials information on the evaluation Website. This group had an average of 10 years of teaching experience which included 8 years of K-3 experience. Almost half (49%) held a master's as their highest degree. In terms of teaching certification, 95 percent held Elementary Education Licensure, and 22 percent held TESOL endorsement. Fifteen percent held Early Childhood Education Licensure and nine percent held Reading Specialist Endorsement. Exhibits 4-14 to 4-17 provide additional detail about teachers' credentials.

EXHIBIT 4-14
GRADE LEVEL TAUGHT: 2006–07

GRADE LEVEL	PERCENT N=427
Kindergarten	19%
First	29%
Second	28%
Third	24%

Source: MGT of America, Inc., Nevada Reading First Teacher Survey, 2007.

**EXHIBIT 4-15
OVERVIEW OF EXPERIENCE
REPORTED BY TEACHERS: 2006–07**

AREAS OF EXPERIENCE	AVERAGE YEARS OF EXPERIENCE
	N=427
Teaching Experience	10
K-3 Experience	8
Years at Current School	5
Years at Current Grade Level	5

Source: MGT of America, Inc., Nevada Reading First Teacher Survey, 2007.

**EXHIBIT 4-16
OVERVIEW OF EDUCATION REPORTED BY TEACHERS: 2006–07**

DEGREES HELD	PERCENT
	N=422
Bachelor's	50%
Master's	49%
Ed. Specialist	0.5%
Ph.D.	0.5%

Source: MGT of America, Inc., Nevada Reading First Teacher Survey, 2007.

**EXHIBIT 4-17
OVERVIEW OF CERTIFICATION REPORTED BY TEACHERS:
2006–07**

AREA OR TYPE DEGREE/CERTIFICATION	PERCENT
	N=427
Elementary Education Licensure	95%
TESOL Endorsement	22%
Early Childhood Education Licensure	15%
Special Education Licensure	7%
Reading Specialist Endorsement	9%
Administrative and Supervision Licensure	2%

Source: MGT of America, Inc., Nevada Reading First Teacher Survey, 2007.

4.3 DISTRICT/SCHOOL LITERACY LEADERSHIP

With the increased professional competence that Reading First professional development establishes, both administrators and teachers are in a position to provide leadership in the development and oversight of K-3 literacy instructional programs. Reading First seeks to establish principals as literacy leaders through focused, systematic professional development and support for involvement in the classroom.

Literacy specialists/coordinators have a key leadership role in the development of literacy teams. Reading First also seeks to promote development of teachers as literacy professionals in terms of an increased understanding of the literacy process and action research. MGT's survey asked principals, literacy specialists/coordinators, and teachers to comment on the literacy leadership within their school.

To examine perceptions about literacy leadership, surveys of principals, literacy specialists/coordinators and teachers addressed the following evaluation questions:

- What implementation support was provided by district reading coaches/project managers to Reading First schools? What was the focus of these support activities?
- How effective was the support provided by district and state staff to literacy specialists/coordinators and principals?
- How has Reading First enhanced the literacy leadership skills of principals, literacy specialists/coordinators, and teachers?

What implementation support was provided by district reading coaches/project managers to Reading First schools? What was the focus of these support activities?

In Reading First-funded schools, district reading coaches or Reading First project managers supported Reading First implementation by conducting training sessions and providing on-site technical assistance. As summarized from their Activity Logs for work in Reading First schools, 9 district Reading First project managers reported 397 training sessions, totaling 1,503 hours of training, for an average of 3.8 hours per session. Literacy specialists/coordinators represented 27.3 percent of the trainee population. Teacher participants represented between 14 percent and 16 percent at each grade level. Administrators accounted for 2.5 percent.

In 2006-07, district reading coaches or Reading First project managers reported 1,246 school visits to Reading First schools, totaling 7,905 hours of support and averaging 6.3 hours for each school visit. During these visits, conferences were held and observations were made. Forty percent of the visits included conferences with literacy specialists/coordinators. Conferences with administrators occurred in 28 percent of the visits. Conferences with teachers at each grade level occurred in 17.5 percent of the visits. However, observations of teachers at each grade level were slightly higher (K=19%, 1st=23%, 2nd=20%, and 3rd =19%). Specialists/coordinators were observed in 8 percent of the visits. Other activities occurred during Reading First school visits, including:

- Local leadership team meetings (15%).
- Literacy team meeting (17%).
- Professional Development: Coaching (15%).
- Professional Development: Presentation (13%).
- Technical Assistance (20%).

Exhibits 4-18 and 4-19 provide additional detail about Reading First Literacy Specialists' activity in Reading First schools.

**EXHIBIT 4-18
READING FIRST PROJECT MANAGERS/READING COACHES
ACTIVITY LOG FOR READING FIRST SCHOOLS:
PERCENTAGE OF TIME BY TASK: 2006-07**

	TRAINING				SCHOOL SUPPORT	
	Training Sessions				School Visits	
Total Events	397.0				1,246.0	
Total Hours	1,503				7,905.0	
Average Hours	3.8				6.3	
	ATTENDANCE		HOURS		% OF VISITS: OBSERVATIONS OF SCHOOL STAFF (N=1,246)	% OF VISITS: CONFERENCES WITH SCHOOL STAFF (N=1,246)
	N	%	TRAINING HOURS	CONTACT HOURS	PERCENT*	PERCENT*
Kindergarten	956	16.39	366	174,948	19%	15%
First grade	939	16.10	470	441,330	23%	18%
Second grade	828	14.20	475	393,300	20%	18%
Third grade	862	14.78	459	395,658	19%	19%
Literacy Spec.	1,592	27.30	1,124	1,789,408	8%	40%
Administration	144	2.47	328	47,232	--	28%
Other	511	8.76	474	242,214	--	--
Total	5,832	100			--	--

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Activity Logs, 2007.
Contact Hours = Number in Attendance multiplied by the number of hours of training they attended.
Note: Number in Attendance may be a duplicate count of individuals.

**EXHIBIT 4-19
DISTRICT READING COACH ACTIVITIES DURING READING
FIRST SCHOOL VISITS: 2006-07**

SCHOOL VISIT ACTIVITY	PERCENT (N=1,422) SCHOOL VISITS REPORTED)
Monitoring	11
Demonstration Teaching	5
Professional Development: Coaching	15
Literacy Team Meeting	17
Technical Assistance	20
Professional Development: Presentation	13
Local Leadership Team Meeting	15
Other	24

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Activity Logs, 2007.
*Percents may not total 100% since more than one activity could be selected for each school visit.

How effective was the support provided by district and state staff to literacy specialists/coordinators and principals?

The MGT survey questioned principals and literacy specialists/coordinators on the perceived effectiveness of the work of the district reading coaches/project managers and the state staff on their school's behalf. The ratings of specific components of the assistance varied.

DISTRICT SUPPORT

In terms of district effectiveness, principals gave the highest ratings to the component "technical assistance" with 86 percent rating the components as very effective or generally effective.

Five other components of district support were fairly favorably viewed by principals (60% or higher). These components included:

- Assistance in diagnosing students' reading problems (rated by 22% as very effective and 56% as generally effective).
- Assistance in monitoring student progress (rated by 26% as very effective and 59% as generally effective).
- Assistance in diagnosing students' reading problems (rated by 22% as very effective and 56% as generally effective).
- Assistance in designing and implementing interventions (rated by 22% as very effective and 56% as generally effective).
- Assistance in designing and implementing supplemental instruction (rated by 26% as very effective and 52% as generally effective).

Literacy specialists/coordinators also rated district effectiveness. Components of district support that were favorably viewed by specialists/coordinators included:

- Discussion/networking opportunities with other literacy specialist/coordinators and principals (rated by 42% very effective and 39% as generally effective).
- Technical assistance (rated by 33% very effective and 44% as generally effective).
- Assistance in monitoring student progress (rated by 28% as very effective and 58% as generally effective).
- Assistance in diagnosing students' reading problems (rated by 33% as very effective and 47% as generally effective).
- Assistance in designing and implementing interventions (rated by 19% as very effective and 56% as generally effective).

STATE SUPPORT

In terms of state effectiveness, principals gave the highest ratings to the component “discussion/networking opportunities with other literacy specialists/coordinators and principals” with 92 percent rating the components as very effective or generally effective.

Five other components of state support were fairly favorably viewed by principals (60% or higher). These components included:

- Assistance in monitoring student progress (rated by 37% as very effective and 52% as generally effective).
- Assistance in diagnosing students’ reading problems (rated by 26% as very effective and 48% as generally effective).
- Assistance in designing and implementing interventions (rated by 30% as very effective and 52% as generally effective).
- Assistance in designing and implementing supplemental instruction (rated by 30% as very effective and 52% as generally effective).
- Technical assistance (rated by 37% very effective and 52% as generally effective).

Literacy specialists/coordinators also rated state effectiveness. Components of district support that were favorably viewed by specialists/coordinators included:

- Discussion/networking opportunities with other literacy specialist/ coordinators and principals (rated by 56% very effective and 28% as generally effective).
- Technical assistance (rated by 44% very effective and 39% as generally effective).
- Assistance in monitoring student progress (rated by 53% as very effective and 31% as generally effective).
- Assistance in diagnosing students’ reading problems (rated by 31% as very effective and 50% as generally effective).
- Assistance in designing and implementing interventions (rated by 31% as very effective and 44% as generally effective).

How has Reading First enhanced the literacy leadership skills of principals, literacy specialists/coordinators, and teachers?

Strong literacy leadership will result in a school culture that is focused on improving literacy and enabling all children to read at grade level by third grade. Through the MGT survey, virtually all Reading First principals (100%), literacy specialists/ coordinators (95%), and teachers (94%) claimed that their school was committed to improving school wide literacy programs so that every student will read by the end of third grade. The

survey also addressed each of the critical staff groups in terms of their perception of their own leadership and the leadership of other groups.

PRINCIPALS AS LITERACY LEADERS

The leadership of the school principal is critical to the implementation of an effective literacy program. In a self-report, most (96%) of the Reading First principals reported that they provided effective leadership to strengthen reading and literacy instruction in their schools. Many teachers (83%) and literacy specialists/coordinators (83%) agreed that their principal provided effective leadership for literacy instruction.

Most principals (93%) reported that their approach as a principal and as a literacy instructional leader changed as a result of Reading First implementation. The most significant changes reported were:

- Increased knowledge and understanding of literacy and reading instruction (4).
- Improved ability to critically observe (3).
- Greater involvement in using assessment results to identify appropriate instructional paths (12).

LITERACY SPECIALISTS/COORDINATORS AS LITERACY LEADERS

Literacy specialists/coordinators have significant leadership responsibilities for developing strong literacy programs in Reading First schools. MGT survey indicated that many literacy specialists/coordinators (91%) reported that they had presented at study sessions on literacy topics. Additionally, many specialists/coordinators (75%) reported that they had been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.

In their self-report, almost all (97%) of the literacy specialists/coordinators claimed that they provided effective leadership to strengthen reading and literacy instruction in their schools. Most principals (92%) and many teachers (82%) agreed that their specialist/coordinator provided effective leadership for literacy instruction.

TEACHERS AS LITERACY PROFESSIONALS

Eighty percent of teachers indicated that their approach as a literacy professional changed as a result of Reading First. One way that teachers can demonstrate leadership is through involvement in the school's Leadership Team and/or literacy study groups. However, only 39 percent of teachers indicated they had participated in Leadership Team meetings and only 32 percent reported that they had presented their study or research on literacy topics at study group meetings.

4.4 PROFESSIONAL DEVELOPMENT

The Nevada Reading First model of professional development was designed to create learning environments in which all school staff would become knowledgeable about the

literacy development of children through Scientifically Based Reading Research (SBRR) and have expectations that all children can and would learn to read proficiently. This was done by building the capacity at each school to provide ongoing, job-embedded professional development at the local level, as described in detail in Chapter 2.0. School-based professional development was provided by literacy specialists/coordinators, principals, and district reading coaches through job-embedded professional development.

To examine the implementation of job-embedded professional development, two data collection methods were used: (1) Activity Logs maintained by principals and literacy specialists/coordinators; and (2) surveys of principals, literacy specialists/coordinators and teachers. These data sources addressed the following evaluation questions:

- How was job-embedded professional development implemented by literacy specialists/coordinators, and principals?
- How effective was job-embedded professional development in enhancing the ability of teachers to implement effective reading programs?
- In what literacy-related professional development did principals, literacy specialists/coordinators, and teachers participate outside the classroom?
- How effective was the additional literacy-related professional development in enhancing the ability of principals, literacy specialists/coordinators, and teachers to implement effective reading programs?
- What professional development needs continue to exist?

How was the job-embedded professional development implemented by literacy specialists/coordinators, and principals?

PRINCIPALS' ACTIVITIES

Principals played a significant part in the development of the K-3 literacy program through observation in K-3 classrooms and feedback to teachers, as well as by participating in study group meetings. Principals maintained Activity Logs of their K-3 literacy-related activities on the Nevada Reading First Evaluation Web Site.

Based on the Activity Logs, a total of 13,368 hours of K-3 literacy activity was reported by 35 principals over the 2006–07 school year. The principals' time for K-3 literacy was fairly evenly distributed across the four grade levels, ranging from 19 percent of time devoted to kindergarten to 29 percent devoted to first grade.

Of the total hours that principals reported as devoted to K-3 literacy, 3,854 hours (29%) was spent in classroom observations. The remainder of the principals' time was devoted to conferences with literacy specialists/coordinators (13%), attending literacy-related professional development and study group meetings (12%), conferences with other K-3 teachers on literacy instruction (12%), and monitoring student performance (12%).

Exhibit 4-20 provides information about how the principals' time was allocated to classroom observations and other activities.

Through the survey administered by MGT, most principals (92%) expressed confidence in their ability to critically observe K-3 literacy instruction and (93%) in their ability to conference with teachers based on the observations. Time for classroom observations was generally not an issue for most principals, with most (78%) reporting that they had sufficient opportunity for observations of K-3 literacy instruction and 74 percent reporting they had sufficient opportunity to conference with K-3 teachers.

In terms of classroom observations, principals reported through the survey that they spent 56 minutes each day observing K-3 literacy instruction, including an average of 31 minutes of uninterrupted time. Fifty-nine percent reported that their uninterrupted observations were between 30-60 minutes, 37 percent were less than 30 minutes, and 4 percent were between 61-90 minutes. Principals reported that they were able to conduct K-3 literacy observations about three days per week, and observed in about 15 K-3 classes per month.

**EXHIBIT 4-20
ADMINISTRATOR ACTIVITY LOG
PERCENTAGE OF TIME BY TASK: 2006-07**

ACTIVITY FOR 35 PRINCIPALS	HOURS	PERCENT
Total Activity Hours	13,368	100%
Total Classroom Observations	3,854	29%
<i>Kindergarten (19%)</i>	764	--
<i>First Grade (29%)</i>	1,110	--
<i>Second Grade (26%)</i>	1,029	--
<i>Third Grade (26%)</i>	951	--
Conferences with literacy specialists/coordinators	1,779	13%
Conferences with K-3 teachers on literacy instruction	1,541	12%
Attending literacy-related professional development and study group meetings	1,625	12%
Leadership Team meetings: Meetings related to grant work	1,155	9%
Monitoring student performance: Reviewing and analyzing student data	1,640	12%
Monitoring student performance: Attending meetings related to planning for individual students	1,096	8%
Other	678	5%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Activity Logs, 2007.

LITERACY SPECIALISTS/COORDINATORS' ACTIVITIES

To document their activities, literacy specialists/coordinators maintained Activity Logs in which they recorded the hours they spent on various activities and the grades associated with these activities. A total of 37,540 hours of activity were reported for 43 literacy specialists/coordinators over the 2006–07 school year. In terms of amount of time for mentoring/coaching and demonstration teaching, an emphasis was placed on second grade.

Of the total hours reported by literacy specialists/coordinators, 5,132 hours (14%) were devoted to mentoring/coaching in K-3 classrooms and leadership team meetings (4,767 hours or 13%). The remainder of the specialists/coordinators' time was devoted to assisting with assessments (8%), planning (7%), monitoring student performance (8%), procuring instructional materials (6%), conducting teacher workshops, etc.

Exhibit 4-21 provides information about how the literacy specialists/coordinators' classroom time was allocated by grade level and to which tasks the remainder of the time was devoted.

**EXHIBIT 4-21
LITERACY SPECIALIST/COORDINATOR ACTIVITY LOG
PERCENTAGE OF TIME BY TASK: 2006–07**

ACTIVITY FOR 35 LITERACY SPECIALISTS/COORDINATORS	HOURS	K	1	2	3
Mentoring/Coaching in K-3 classrooms	5,132	21%	26%	28%	25%
Demonstration teaching in K-3 classrooms	1,749	15%	22%	38%	25%

ACTIVITY FOR 43 LITERACY SPECIALISTS/COORDINATORS	HOURS	PERCENT
Total Activity Time	37,540	100%
Mentoring/Coaching in K-3 classrooms	5,132	14%
Demonstration teaching in K-3 classrooms	1,749	5%
Planning for mentoring/coaching and demonstration teaching	2,782	7%
Monitoring student performance: Reviewing and analyzing student data	2,882	8%
Monitoring student performance: Attending meetings for planning, data collection, and reporting	2,239	6%
Conducting teacher workshops	2,260	6%
Conducting study sessions: Leading small groups on reading topics	516	1%
Leadership Team meetings: Meetings related to grant work	4,767	13%
Assisting with assessments	2,871	8%
Assisting teachers in planning and implementing SBRR instruction	2,012	5%
Assisting teachers in planning and implementing student interventions	1,980	5%
Ordering and organizing instructional materials	2,346	6%
Supporting family literacy connections	1,114	3%
Supervision/recruitment of volunteers	487	1%
Other	4,403	12%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Activity Logs, 2007.

Almost all literacy specialists/coordinators felt confident in their ability to critically observe K-3 literacy instruction (97%) and to conference with teachers based on the observations (95%). All (100%) felt they had sufficient knowledge and experience to be an effective coach. Many (89%) indicated that they had sufficient opportunity to observe K-3 teachers. Ninety-two percent indicated they had sufficient opportunity to demonstrate instructional strategies in the K-3 classrooms, with eight percent disagreeing. Seventy-eight percent reported that they had sufficient opportunity to conference with K-3 teachers (19% disagreed).

In 2006-07, Literacy specialists/coordinators reported spending slightly more than one hour (average of 92 minutes) each day observing K-3 literacy instruction. Specialists/coordinators also reported that they observed an average of 34 minutes of uninterrupted time for observations. Literacy specialists/coordinators observed in K-3 classrooms an average of four days per week. Literacy specialists/coordinators reported they observed an average of 12 K-3 classrooms per month, compared to 10 in 2005-06.

LEADERSHIP TEAMS

Within each Reading First school, local Leadership Teams were developed for the purpose of monitoring the implementation of the Reading First subgrant and providing leadership to the Literacy Teams within the school. All principals and all literacy specialists/coordinators reported that they participated in Leadership Team meetings in their school on Reading First grant related topics.

LITERACY TEAMS AND STUDY GROUPS

The Reading First model called for school literacy teams to facilitate study groups to provide professional support to staff by focusing on literacy-related topics, and to collaboratively plan interventions to support struggling readers. Agreement of whether these expectations were met varied across the groups surveyed.

Through the MGT survey, principals (93%), literacy specialists (81%), and teachers (71%) reported that school literacy teams facilitated study groups on literacy-related topics. Similarly, most literacy specialists (86%) and principals (93%) indicated that literacy teams planned interventions, while only 69% of the teachers agreed.

Most staff reported that they had participated in study groups or grade-level/team meetings on literacy topics. Almost all (98%) specialists/coordinators and principals (92%) reported that they had participated in study group meetings; compared to 84% of the teachers.

As to whether the study groups were helpful to staff in applying scientifically based reading research to literacy instruction, 89% of literacy specialists agreed compared with 74% of principals and 68% of teachers.

How effective was job-embedded professional development in enhancing the ability of teachers to implement effective reading programs?

The survey administered by MGT provided an opportunity for principals, literacy specialists/coordinators, and teachers to provide a self-assessment of the effectiveness of the job-embedded professional development in Reading First schools.

Principals and specialists/coordinators were positive in their assessment of the effectiveness of the model. The survey results indicated that:

- Principals (97%) and literacy specialists/coordinators (98%) reported that K-3 teachers have had adequate support from a literacy specialist/coordinator to assist in developing effective instruction.
- Similarly, 96 percent of principals and almost all specialists/coordinators (97%) reported that teachers have had adequate support from a literacy specialist/coordinator to assist in diagnosing problems.
- Most principals (93%) and specialists/coordinators (95%) reported that support from the principal and literacy specialist/coordinator has had a positive effect on teachers' abilities to achieve literacy goals.
- Many specialists/coordinators (78%) reported that teachers can now teach the literacy block effectively without the presence of the specialist/coordinator.
- Most specialists/coordinators (98%) reported that they provided clear, effective demonstrations for lab classroom teachers.
- Most specialists/coordinators felt they provided adequate support to teachers to develop effective instruction (95%).
- All specialists/coordinators (100%) reported that they procured materials for classrooms in a timely manner.
- In terms of support for the literacy specialist by the principal, most specialists/coordinators indicated that they have had adequate support from their principal to assist in developing effective instruction (86%); however, 75% reported adequate support from principals to assist in diagnosing problems.

Teachers also were asked to describe how effective support from the literacy specialists/coordinators and principals was in implementing SBRR in their schools. The components rated highest in effectiveness were "discussion/networking opportunities with other teachers" and "assistance in implementing the core reading program," with many (81%) teachers rating the components as "very effective" or "generally effective."

At least 60 percent of teachers responding to the survey rated each of the other components as "very" or "generally effective."

Exhibit 4-22 provides more information about teachers' rating on features of the support that literacy specialists/coordinators provided to teachers.

EXHIBIT 4-22
EFFECTIVENESS OF SUPPORT FROM LITERACY SPECIALISTS
RATINGS BY TEACHERS: 2006–07

TOPICS	VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/NOT APPLICABLE
	PERCENT OF RESPONDENTS (N=421)				
Demonstration lessons by literacy specialist/coordinator (or coaches if applicable)	20%	44%	18%	8%	11%
Frequency of observation of my lessons	20%	58%	15%	3%	5%
Feedback and reflections based on observation of my lessons	18%	52%	20%	6%	4%
Assistance in developing effective instructional strategies	20%	55%	16%	5%	5%
Assistance in implementing the core reading program	22%	54%	14%	5%	6%
Assistance in designing and implementing supplemental instruction	18%	53%	18%	5%	7%
Assistance in designing and implementing interventions	19%	51%	20%	5%	4%
Assistance in diagnosing students' reading problems	16%	50%	24%	5%	6%
Assistance in monitoring student progress	21%	56%	16%	4%	4%
Discussion/networking opportunities with other teachers	23%	58%	12%	4%	4%

Source: MGT of America, Inc., Teacher Survey, spring 2007.

Teachers were asked what was most helpful about the support of the literacy specialists/coordinators. The features most frequently noted as helpful are listed below, with the number of applicable responses in parentheses.

- Assistance with assessments—Literacy specialists/coordinators offered much needed assistance with the DIBELS and PALS assessments and other testing (33).
- Trainings and modeled lessons—The modeling and coaching provided by literacy specialist/coordinators helped teachers better understand and implement the core program (46).
- Feedback—Feedback from the literacy specialists/coordinators based on classroom observations was beneficial to many teachers (56).

- Classroom management and organization of the literacy block—Literacy specialists coordinators helped teachers organize their classrooms and arrange their schedules to best implement the literacy block, and offered assistance with specific lessons, such as vocabulary lessons, and classroom management (106).
- Sharing ideas—The literacy coordinators shared helpful strategies and new ideas, and provided an opportunity to talk about what was working and what was not (125).

Teachers were also asked to identify what needs to be changed about the support of literacy specialists/coordinators. Teachers noted that improvements were needed in the following areas:

- More support—Provide more time and support to teachers as opposed to other activities (39).
- Modeling—More modeling or demonstration of lessons by the literacy specialist/coordinator (38).
- Feedback—More observations and more feedback after observations (45).
- Help with assessments—Less time on assessments and more help in reviewing assessment results (9).
- Better information—More clearly defined expectations, more consistent information, more timely information, and more information about dates (22).
- Training—Literacy specialists/coordinators need more training, especially in the area of assessments (10).
- Availability—More accessibility and availability of specialists (37).
- Amount of time in the classroom—Spend more time in the classrooms (42).
- Interventions—Offer more assistance with identification and intervention with struggling readers (17).
- Nothing---They did a great job (110).

Principals and specialists/coordinators reported that:

- Teachers have been very or mostly accepting of Reading First and willing to change practice (reported by 92% of principals and 92% of specialists/coordinators).
- Teachers were reluctantly cooperative and slow to change practice (reported by 4% of principals and 6% of specialists/coordinators).

Teachers themselves see their acceptance differently. Eight-six percent of teachers described themselves as very/mostly accepting and willing to change practice. Only three percent described themselves as reluctant and one percent as uncooperative.

Literacy specialists/coordinators were asked to describe any challenges they encountered that had not yet been resolved. Specialists/ coordinators described the unresolved challenges as:

- Resistance or negative attitude from individual teacher(s) to the whole program or to aspects of the program/practice (17); (e.g., lack of interest in reading, resist change, reluctance to teach with fidelity, uncooperative teachers, being defensive).
- Limited time for literacy specialist to provide adequate support to the teachers (11).
- Inadequate meeting student needs (3).
- Technical difficulties (2).

In what literacy-related professional development did principals, literacy specialists/coordinators, and teachers participate outside the classroom?

Reading First professional development included job-embedded professional development as described in the previous sections, as well as professional development outside the classroom. The primary mode for outside professional development was the Reading First Academies sponsored by NDE for principals, literacy specialists/coordinators, and K-3 teachers. The series, described in Chapter 2.0, included Level I Academies for teachers and Level II Academies for administrators, district managers and coaches, and site-based literacy specialists/coordinators.

Staff also participated in other district training, site-based training, or other professional development. Among those trainings were NELIP/RPDP, PALS, DIBELS, assessment, and Reading program training.

Additional professional development was available through university-based graduate-level courses in literacy as well as reading-related conferences, such as the Silver State Reading Association Conference and the International Reading Conference.

Through MGT's Web-based Professional Development Logs, principals, district reading staff, and literacy specialists/coordinators maintained individual records of their professional development activity throughout the year. Thirty-four percent of the literacy specialists/coordinators and 10 percent of the principals maintained Professional Development Logs. The teachers reported their professional development through the survey.

STATE READING FIRST PROFESSIONAL DEVELOPMENT

A major component of the overall professional development plan was Reading First Level I Academies; consisting of approximately 15 hours of training. This training, described in detail in Chapter 2.0, addressed a wide variety of topics relating to the essential elements of reading, assessment, classroom implementation, and other related topics.

Other state Reading First professional development offerings included Introduction to Reading First; Reading Recovery Continuing Contact, Data Driver Dialogue, GLAD Training, Reading Virtual Academy, DIBELS Assessment Result Training, WCSD Literacy Cadre, Houghton Mifflin, Introduction to Interact, *Owning Words for Literacy (OWL II)*, Harcourt Trophies Implementing Centers.

For 2006-2007, principals reported an average of eight hours of training in Level I Academies. Literacy specialists/coordinators averaged 15 hours of training and teachers reported an average of 10. Exhibit 4-23 provides a summary of the attendance at Reading First Academies reported by school-based literacy team members.

**EXHIBIT 4-23
ATTENDANCE AT LEVEL I ACADEMIES
REPORTED BY LITERACY TEAM MEMBERS: 2006-07**

LEVEL I ACADEMIES			
	Level I Academies		
	% Attending	Total Hours	Average
Principals (n=27)	48%	210	8
Literacy Specialists/Coordinators (n=31)	97%	525	15
Teachers (n=409)	65%	4,003	10

Source: MGT of America, Inc., Nevada Reading First Evaluation Principal, Literacy Specialist, and Teacher Surveys, 2007.

Teachers reported an average of seven hours of training in other state Reading First professional development offerings. Specialists/coordinators averaged nine hours and district reading staff reported an average of 17 hours. Exhibit 4-24 provides a summary of the participation reported by school-based literacy team members and district staff.

**EXHIBIT 4-24
OTHER STATE READING FIRST PROFESSIONAL
DEVELOPMENT
REPORTED BY LITERACY TEAM MEMBERS: 2006-07**

OTHER STATE READING FIRST PROFESSIONAL DEVELOPMENT				
	NUMBER REPORTING	SESSIONS/TOPICS REPORTED	TOTAL HOURS	AVERAGE
Principals	1	1	40	40
Literacy Specialists/Coordinators	11	72	675	9
Teachers	277	982	6,574	7
District reading staff	9	66	1,126	17

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Reading First Professional Development Logs, and Teacher Surveys, 2007.

DISTRICT, SITE, AND OTHER PROFESSIONAL DEVELOPMENT

Several other professional development strategies were featured in the Reading First professional development plan. These included trainings in NELIP/RPDP, PALS, DIBELS, assessments, Reading Program, etc.

Exhibit 4-25 shows more detail about the type and amount of other professional development reported by literacy team members.

**EXHIBIT 4-25
OTHER PROFESSIONAL DEVELOPMENT
REPORTED BY LITERACY TEAM MEMBERS: 2006-07**

PROFESSIONAL DEVELOPMENT ACTIVITIES	PRINCIPALS (N=1)		LITERACY SPECIALISTS/ COORDINATORS (N=11)		DISTRICT READING STAFF (N=9)	
	%	HOURS	%	HOURS	%	HOURS
NELIP/RPDP	100%	24	27%	32	0%	0
Assessment Training	0%	0	36%	24	22%	10
PALS	0%	0	27%	8	33%	16
DIBELS	0%	0	45%	32	22%	11
Reading Program Training	100%	16	64%	71	44%	10
Other	0%	0	91%	509	100%	1,079

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Professional Development Logs, and Teacher Surveys, 2007.

LITERACY-RELATED CONFERENCES

Additional professional development was offered at professional literacy-related conferences. Staff in Reading First schools attended the following conferences in particular: Silver State Reading Association Conference, Nevada Reading Week Conference, Start Fresh/Finish Fresh, and International Reading Association Conference. Exhibit 4-26 shows the participation by staff group in each of these conferences. As the exhibit shows, there was limited attendance reported for 2006-2007 from each group.

EXHIBIT 4-26
CONFERENCE ATTENDANCE
REPORTED BY LITERACY TEAM MEMBERS: 2006–07

PROFESSIONAL DEVELOPMENT ACTIVITIES	PRINCIPALS (N=4)		LITERACY SPECIALISTS/ COORDINATORS (N=7)		DISTRICT READING STAFF (N=8)	
	%	HOURS	%	HOURS	%	HOURS
Silver State Reading Association Conference	0%	0	29%	30	25%	8
Nevada Reading Week Conference	25%	24	14%	25	0%	0
Start Fresh/ Finish Fresh	0%	0	0%	0	0%	0
International Reading Association Conference	0%	0	29%	48	25%	50

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Professional Development Logs, and Teacher Surveys, 2007.

GRADUATE COURSES IN LITERACY

The final component of professional development was enrollment in graduate-level literacy courses at state universities. Staff accessed three primary universities for their courses. A wide variety of courses were reported. A detailed list of courses completed by Reading First staff is available upon request, as reported from the MGT Professional Development Log database.

Exhibit 4-27 shows the universities from which courses were taken in 2006-2007.

EXHIBIT 4-27
UNIVERSITY COURSEWORK
REPORTED BY LITERACY TEAM MEMBERS: 2006–07

UNIVERSITY AT WHICH COURSE WAS TAKEN	PRINCIPALS (N=0)	LITERACY SPECIALISTS/ COORDINATORS (N=3)	TEACHERS (N=107)	DISTRICT READING STAFF (N=2)
University of Nevada, Reno	0%	33%	18%	0%
University of Nevada, Las Vegas	0%	33%	20%	50%
Sierra Nevada University	0%	33%	14%	50%
University of Phoenix	0%	0%	8%	0%
Southern Utah State	0%	0%	23%	0%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Professional Development Logs, 2007.

ON-LINE RESOURCES

As described in Chapter 2.0, two on-line resources were available to Reading First staff. The Nevada Reading First Web site (www.nevadareading.org) was designed to share information about the funded sites and resources, and to serve as a bulletin board for project activities and accomplishments. The Nevada Reading First Early Literacy Portal (<http://literacy.edreform.net>), a virtual library, provided Nevada Reading First lessons and resources for classroom teachers and principals on-line. Training materials for the Virtual Reading First Academy were posted so that teachers in remote areas of the state could still participate in statewide professional development.

The MGT survey asked site-based Reading First staff about their experience with these two on-line resources. Most principals and literacy specialists/coordinators reported that they used the Reading First Web site. Very few principals and teachers are utilizing the Early Literacy Portal. Exhibit 4-28 provides a summary of responses.

**EXHIBIT 4-28
USE OF ON-LINE RESOURCES
BY LITERACY TEAM MEMBERS: 2006–07**

	READING FIRST WEB SITE		EARLY LITERACY PORTAL	
	% Using	% Frequency	% Using	% Frequency
Principals (n=27)	85%	15% Never 7% Weekly 33% Monthly 33% Occasionally 11% Rarely	11%	89% Never 7% Occasionally 4% Rarely
Literacy specialists/ coordinators (n=36)	97%	3% Never 8% Weekly 53% Monthly 28% Occasionally 8% Rarely	31%	69% Never 0% Weekly 6% Monthly 8% Occasionally 17% Rarely
Teachers (n=409)	39%	1% Never 6% Weekly 4% Monthly 16% Occasionally 12% Rarely 61% NA	11%	3% Never 1% Weekly 1% Monthly 2% Occasionally 4% Rarely 90% NA

Source: MGT of America, Inc., Principal, Specialist, and Teacher Surveys, 2007.

How effective was the additional literacy-related professional development in enhancing the ability of principals, literacy specialists/coordinators, and teachers to implement effective reading programs?

STATE READING FIRST PROFESSIONAL DEVELOPMENT

At the time literacy team members completed their Professional Development Logs and/or surveys, they had the opportunity to rate the professional development opportunities overall as being Very Effective, Generally Effective, Generally Not Effective, Not Effective At All, or Don't Know/Not Applicable.

Level I Academies were rated Very Effective or Generally Effective by most participants. Exhibit 4-29 provides additional detail about the overall rating for Reading First training.

**EXHIBIT 4-29
OVERALL EFFECTIVENESS OF READING FIRST ACADEMIES
REPORTED BY LITERACY TEAM MEMBERS: 2006–07
PERCENT OF TRAINING SESSIONS REPORTED BY EACH
ROLE**

LEVEL I ACADEMIES					
	VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW/NA
Principals (n=27)	19%	30%	4%	%	48%
Literacy specialists/ coordinators (n=36)	36%	56%	3%	3%	3%
Teachers (n=410)	11%	39%	8%	5%	36%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Reading First Professional Development Logs, and Teacher Surveys, 2007.

The other state Reading First Professional Development was rated overall as very effective or effective by almost all participants who rated. Exhibit 4-30 provides additional detail about the overall rating for state Reading First training.

**EXHIBIT 4-30
OVERALL EFFECTIVENESS OF STATE READING FIRST
PROFESSIONAL DEVELOPMENT REPORTED BY LITERACY
TEAM MEMBERS: 2006–07
PERCENT OF TRAINING SESSIONS REPORTED BY EACH
ROLE**

STATE READING FIRST PROFESSIONAL DEVELOPMENT					
	VERY EFFECTIVE 1	EFFECTIVE 2	MODERATELY EFFECTIVE 3	LIMITED EFFECTIVENESS 4	NOT EFFECTIVE 5
Principals (n=3)	7%	80%	13%	0%	0%
Literacy specialists/ coordinators (n=16)	31%	49%	15%	4%	1%
District reading staff (n=9)	48%	38%	9%	5%	0%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007. * MGT does not normally report numbers with very little significant value. However, this information was provided to inform the Nevada Department of Education of the numbers reporting.

DISTRICT, SITE, AND OTHER PROFESSIONAL DEVELOPMENT

The other major professional development offerings also received high effectiveness ratings from participants, although the number reporting and rating was very limited. These training events included NELIP/RPDP, Assessment Training, PALS Training, DIBELS Training, and Reading Program Training. Exhibit 4-31 provides a summary of the effectiveness ratings for each of the major training topics.

**EXHIBIT 4-31
EFFECTIVENESS OF DISTRICT, SITE, AND OTHER
PROFESSIONAL DEVELOPMENT REPORTED
BY LITERACY TEAM MEMBERS: 2006–07
PERCENT OF TRAINING SESSIONS
REPORTED BY EACH ROLE**

NELIP/RPDP					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=1)	100%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=3)	0%	67%	0%	0%	33%
District reading staff (n=0)	0%	0%	0%	0%	0%

ASSESSMENT TRAINING					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=0)	0%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=4)	50%	0%	50%	0%	0%
District reading staff (n=2)	50%	50%	0%	0%	0%

PALS TRAINING					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=0)	0%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=3)	0%	67%	33%	0%	0%
District reading staff (n=3)	67%	33%	0%	0%	0%

EXHIBIT 4-31 (Continued)
EFFECTIVENESS OF DISTRICT, SITE, AND OTHER
PROFESSIONAL DEVELOPMENT REPORTED
BY LITERACY TEAM MEMBERS: 2006–07
PERCENT OF TRAINING SESSIONS REPORTED BY EACH
ROLE

DIBELS TRAINING					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=0)	0%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=5)	20%	80%	0%	0%	0%
District reading staff (n=2)	100%	0%	0%	0%	0%

READING PROGRAM TRAINING					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=1)	100%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=7)	57%	29%	0%	14%	0%
District reading staff (n=4)	25%	25%	50%	0%	0%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Professional Development Logs, 2007. * MGT does not normally report numbers with very little significant value. However, this information was provided to inform the Nevada Department of Education of the numbers reporting.

LITERACY-RELATED CONFERENCES

The series of exhibits below show the effectiveness ratings for the major conferences that staff from Reading First schools attended. The information in Exhibit 4-32 provides details about the effectiveness ratings by conference.

EXHIBIT 4-32
EFFECTIVENESS OF LITERACY-RELATED
CONFERENCES: 2006–07

SILVER STATE READING ASSOCIATION CONFERENCE					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=0)	0%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=2)	0%	100%	0%	0%	0%
District reading staff (n=1)	0%	100%	0%	0%	0%

EXHIBIT 4-32 (Continued)
EFFECTIVENESS OF LITERACY-RELATED
CONFERENCES: 2006–07

NEVADA READING WEEK CONFERENCE:					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=1)	0%	100%	0%	0%	0%
Literacy specialists/ coordinators (n=1)	100%	0%	0%	0%	0%
District reading staff (n=0)	0%	0%	0%	0%	0%

START FRESH / FINISH FRESH:					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=0)	0%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=0)	0%	0%	0%	0%	0%
District reading staff (n=0)	0%	0%	0%	0%	0%

INTERNATIONAL READING CONFERENCE					
	VERY EFFECTIVE	EFFECTIVE	MODERATELY EFFECTIVE	LIMITED EFFECTIVENESS	NOT EFFECTIVE
Principals (n=0)	0%	0%	0%	0%	0%
Literacy specialists/ coordinators (n=2)	100%	0%	0%	0%	0%
District reading staff (n=1)	100%	0%	0%	0%	0%

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Reading First Professional Development Logs, 2007. * MGT does not normally report numbers with very little significant value. However, this information was provided to inform the Nevada Department of Education of the numbers reporting.

ON-LINE RESOURCES

Through the surveys, staff rated the effectiveness of the on-line resources. Ratings for the Reading First Web Site from the principals and literacy specialists were predominately very effective or generally effective. Almost all of the principals, literacy specialist, and teachers were unsure about the effectiveness of the portal. The information in Exhibit 4-33 provides details about the effectiveness ratings by conference.

**EXHIBIT 4-33
EFFECTIVENESS OF ON-LINE
RESOURCES: 2006-07**

NEVADA READING FIRST WEB SITE						
	VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW	NOT APPLICABLE
Principals (n=27)	7%	59%	7%	4%	7%	15%
Literacy specialists/ coordinators (n=36)	17%	72%	6%	0%	3%	3%
Teachers (n=409)	3%	24%	4%	2%	4%	63%

EARLY LITERACY PORTAL						
	VERY EFFECTIVE	GENERALLY EFFECTIVE	GENERALLY NOT EFFECTIVE	NOT EFFECTIVE AT ALL	DON'T KNOW	NOT APPLICABLE
Principals (n=45)	0%	4%	0%	4%	4%	89%
Literacy specialists/ coordinators (n=36)	0%	14%	6%	3%	8%	69%
Teachers (n=409)	<1%	4%	1%	1%	4%	90%

Source: MGT of America, Inc., Principal, Specialist, and Teacher Surveys, 2007.

What professional development needs continue to exist?

Through the survey administered by MGT, principals, literacy specialists/ coordinators, and K-3 teachers indicated their level of interest in pursuing additional professional development in a defined set of topics. Additionally, the three groups were asked to list the topics they were most interested in addressing over the next year.

TOPICS OF HIGH INTEREST

With regard to continued professional development, principals, literacy specialists/ coordinators, and teachers, indicated a high or extremely high interest in additional training on the topics shown in Exhibit 4-34 below. Principals indicated the highest interest in the topics of literacy instruction for children with special needs and intervention programs. Literacy specialists/coordinators indicated the highest interest in the use of intervention programs. Teachers indicated writing instruction as the area of highest interest along with literacy instruction for children with special needs.

EXHIBIT 4-34
PROFESSIONAL DEVELOPMENT NEEDS
**REPORTED BY PRINCIPALS, SPECIALISTS/
 COORDINATORS, AND TEACHERS: 2006–07**

TOPICS	PERCENT REPORTING HIGH INTEREST		
	PRINCIPALS N=27	LITERACY SPECIALISTS/ COORDINATORS N=36	TEACHERS N=409
Phonemic Awareness	45%	42%	35%
Explicit Systematic Phonics	49%	50%	31%
Fluency	59%	45%	43%
Vocabulary	59%	58%	41%
Comprehension	70%	59%	44%
Writing Instruction	59%	64%	57%
Spelling	40%	44%	33%
Literacy instruction for children with limited English proficiency	63%	71%	51%
Literacy instruction for children with special needs	74%	64%	44%
Organization and supervision of literacy instruction	52%	72%	34%
Using PALS to diagnose student strengths and weaknesses	44%	39%	20%
Using DIBELS and Gates to monitor student progress	54%	55%	29%
Using student assessments to guide instruction	71%	69%	37%
Use of the core reading program	60%	56%	35%
Use of supplemental materials	63%	72%	45%
Use of intervention programs	74%	75%	42%

Source: MGT of America, Inc., Principal, Specialist, and Teacher Surveys, 2007.

When asked what literacy-related professional development needs/topic principals' were most interested in addressing over the next year, the most frequent responses given were as follows (number of applicable responses in parentheses):

- Interventions—Strategies for interventions within the classroom (8).
- Following Core—Helping teachers understand the need for and develop learning centers using the core reading materials (9).
- Time management—Scheduling and time management, such as incorporating the writing process, pacing, and scheduling for additional instruction (3).

- Professional Development—Training for all staff (4).
- Special needs children—Offering differentiated instruction to meet the educational needs of students, including ELL students and students in special education (10).
- Assessment—Using assessments to guide instruction, using DIBELS and PALS (6).
- Other/NA (4).

The literacy specialists/coordinators most often identified their need for additional training in:

- More information/training on the five essential elements, learning strategies, and core/supplemental programs (34).
- Effective ways to work with ELL and/or special education students (13).
- More information/training for teachers to understand and effectively use differentiated instruction (15).
- More information/training on how to use intervention programs with specific groups (20).
- Training on use data to guide instruction and/or intervention (5).

Teachers most frequently identified a need for additional training in:

- ELL students—Addressing the needs of ELL students and other struggling readers (95).
- Writing instruction—Effective writing instruction and how to integrate writing into the daily schedule (110).
- Interventions—How to implement effective interventions at each grade level (80).
- Core reading—How to better implement the core reading program (14).
- Assessments—Using assessments to guide instruction, how to interpret results, how to test effectively (46).
- Incorporating other subjects into the instructional day—Managing all areas of instruction, including math and science, within the available instructional time (9).
- Supplemental materials—Developing and using supplemental materials effectively, including materials for high-achieving students (38).

- Comprehension—Strategies to help students gain comprehension skills (54).
- Vocabulary—How to teach vocabulary and build vocabulary in students (43).
- Fluency—Increasing fluency in readers (49).
- Guided Reading—More guided reading lessons and modeling on guided reading (12).
- Centers/circles—Developing appropriate centers, using centers for ability grouping, how to implement Literature Circles (71).
- Phonemic awareness and phonics—Coherent instruction in phonemic awareness and explicit phonics, use of phonics charts and readers (28).
- Grouping—Strategies to develop groups and provide small group instruction (41).
- Classroom organization—Organization and supervision of core reading program, classroom management, time management (27).
- Accelerated students—How to challenge above average students, providing opportunities for enrichment (17).
- Spelling—Strategies for spelling instruction (9).

4.5 CLASSROOM INSTRUCTION IN READING FIRST SCHOOLS

The Reading First program was established to bring about a change in the way reading is taught and to align instructional strategies more closely with the current research on effective practice. Specifically, the program seeks to infuse scientifically based reading research into reading and literacy instruction. This research defines reading as a system consisting of several dimensions, including the understanding of phonemes, decoding ability, fluency, information and vocabulary to support comprehension, and strategies to construct meaning from print. Each of these dimensions is critical to effective literacy instruction.

Given the professional development emphasis of Reading First, teachers who have participated in the training should be knowledgeable in several areas. Teachers should know the essential elements of the reading process and how to translate this knowledge into instructional practice. Teachers should also be able to effectively individualize instruction based on the needs of the students, using diagnostic assessments to identify areas of need and modifying instruction accordingly. Teachers should be able to organize classrooms to maximize the amount of time students are actively engaged in reading instruction and know how to select and use reading resources. Efficiently organizing instruction, carefully selecting and modifying reading material, and effectively

presenting the material can prevent reading failure. Adequate instructional time, well-designed materials, and effective presentation techniques are all essential ingredients of a successful school reading program.

Students who are not meeting benchmarks on reading progress monitoring instruments at the beginning or middle of the school year are much more at risk of not meeting the end-of-year benchmarks on outcomes assessments. When these students are identified through screening and assessment (as described in the previous section), Nevada Reading First calls for teachers to arrange time within the school day for additional instruction beyond the core reading program that is targeted to the students' specific reading difficulties.

MGT gathered information about Reading First classroom instruction through two primary sources: (1) Program Profiles and (2) surveys of principals, literacy specialists/coordinators, and teachers. Collectively, these sources provide information and document perceptions about the nature and impact of instruction under Reading First. These data sources addressed the following evaluation questions:

- To what extent did the structure of the literacy program in Reading First Schools reflect Nevada Reading First requirements?
- To what extent did classroom instruction in Reading First Schools incorporate the required elements of Nevada Reading First?
- What changes have occurred in classroom instruction since Reading First funding was instituted?
- To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
- Do staff see the interventions as effective in meeting the needs of struggling readers?

To what extent did the structure of the literacy program in reading first schools reflect Nevada Reading First requirements?

Based on survey responses in 2006-07, principals, literacy specialists/coordinators, and teachers described a structure for literacy instruction that reflects Nevada Reading First requirements. Principals, literacy specialists/coordinators, and teachers agreed that:

- The approach to literacy was consistent with SBRR (100%, 97%, and 93%).
- The components of the literacy program are systematic and sequential, emphasizing explicit instruction (100%, 97%, and 96%).
- The school has established an uninterrupted block of time for reading instruction of at least 90 minutes (100%, 97%, and 99%).
- The literacy program includes explicit instructional strategies and coordinated sequences of skill development (100%, 100%, and 95%).

- Teachers use in-class grouping strategies, including small group instruction, to meet students' needs (100%, 97%, and 97%).

Perceptions concerning the adequacy of the school's library to support K-3 literacy development varied across principals, specialists/coordinators, and teachers. While 92% of all principals indicated their library supported K-3 literacy development, 83 percent of literacy specialists/coordinators and 80 percent teachers agreed.

To what extent did classroom instruction in reading first schools incorporate the required elements of Nevada Reading First?

CORE READING PROGRAM

The instructional content of the core reading program was effectively addressed as reported by principals, literacy specialists, and teachers through the survey. For the various elements of the program, these groups indicated effectiveness as follows:

- Phonemic awareness and/or phonics: literacy specialists (100%), principals (97%), and teachers (92%).
- Vocabulary development: literacy specialists (97%), principals (96%), and teachers (88%).
- Reading fluency, including oral reading strategies: literacy specialists (100%), principals (100%), and teachers (88%).
- Reading comprehension: literacy specialists (98%), principals (96%), and teachers (91%).

Literacy specialists, principals, and teachers all agreed that student materials were effectively aligned with the core reading program instruction (100%, 100%, and 94% respectively).

CLASSROOM INSTRUCTION

Staff were asked to describe classroom instruction in their school for the 2006–07 school year in terms of Nevada Reading First requirements:

- In terms of the literacy block, 97 percent of teachers reported that their students received at least at least 90 minutes of uninterrupted reading instruction daily. All specialists/coordinators and almost all principals (97%) literacy agreed that this was occurring in the classrooms in their school.
- Most teachers (93%) reported that they based instructional decisions on students' needs. All principals and many literacy specialists/coordinators (83%) agreed.
- Most teachers (95%) reported that they included writing lessons daily with 85 percent of principals agreeing. However, only 59 percent of literacy specialists/coordinators agreed.

Teachers were asked specifically how much time they spent each day providing instruction in reading and language arts. The average time reported was 145 minutes. Thirty-three percent reported (91-120) minutes, 27 percent reported (121-150) minutes, and 27 percent reported spending (150-180+) minutes.

In terms of instruction for special populations:

- Most teachers (85%) reported that they use instructional strategies for students with limited English proficiency. Eighty-six percent of literacy specialists/coordinators and 85 percent of principals agreed.
- Seventy-seven percent of teachers felt that instruction for students with disabilities was effective. Eighty-nine percent of principals and 78 percent of literacy specialists/coordinators agreed.

Teachers included a wide variety of instructional strategies in their reading lessons. At least 90 percent of teachers reported using the following strategies regularly:

- Kindergarten
 - Reading aloud (98%).
 - Shared reading (90%).
 - Guided reading (95%).
 - High frequency/sight-word instruction (98%).
 - Phonological awareness (98%).
 - Modeling (97%).
- First Grade
 - Reading aloud (99%).
 - Shared reading (96%).
 - Independent reading (98%).
 - Guided reading (99%).
 - High frequency/sight-word instruction (93%).
 - Explicit teaching by demonstration (93%).
 - Phonological awareness (96%).
 - Vocabulary fluency (95%).
 - Modeling (100%).
- Second Grade
 - Reading aloud (98%).
 - Independent reading (97%).
 - Guided reading (97%).
 - Independent writing (90%).
 - High frequency/sight-word instruction (91%).
 - Phonological awareness (92%).
 - Vocabulary fluency (96%).
 - Modeling (96%).

- Third Grade
 - Reading aloud (95%).
 - Shared reading (92%).
 - Independent reading (98%).
 - Independent writing (93%).
 - Guided reading (97%).
 - Modeling (99%).
 - Vocabulary fluency (97%).

Exhibit 4-35 lists the strategies that teachers reported using regularly, by grade level.

**EXHIBIT 4-35
INSTRUCTIONAL STRATEGIES
USED REGULARLY: 2006-07**

INSTRUCTIONAL STRATEGIES	PERCENT USING STRATEGY REGULARLY			
	KG. N=60	1 ST N=98	2 ND N=92	3 RD N=86
Reading aloud	98%	99%	98%	95%
Shared Reading	90%	96%	86%	92%
Independent Reading	95%	98%	97%	98%
Guided Reading	95%	99%	97%	97%
Literature Circles	23%	28%	34%	31%
Interactive Writing	82%	70%	60%	56%
Write Aloud	48%	48%	35%	30%
Independent Writing	92%	87%	89%	93%
Writing Conferences	32%	43%	47%	44%
Writing Mini-lessons	45%	67%	61%	65%
Literacy Corners	47%	54%	39%	43%
High frequency/sight-word instruction	98%	93%	91%	80%
Motivational materials and activities	83%	69%	76%	67%
Explicit teaching by demonstration	92%	93%	87%	92%
Modeling	97%	100%	96%	99%
Literacy instruction integrated with content from other subject areas	77%	68%	74%	69%
Opportunities to independently apply new learning	85%	69%	72%	71%
Phonological awareness	98%	96%	92%	83%
Vocabulary fluency	87%	95%	96%	97%
Other	10%	7%	10%	6%

Source: MGT of America, Inc., Teacher Survey, spring 2007.

EMPHASIS OF INSTRUCTIONAL CONTENT

MGT consultants visited a total of 12 Reading First Schools during the 2006-2007 school year. Each school was visited in the spring to determine the impact of the program during the third year of implementation on the classroom.

During the visits, MGT conducted a total of 24 classroom observations of the designated 90-minute reading block using a formal reading observation tool—12 first grade and 12 third grade. MGT consultants reported that first grade and third grade classrooms had an average of 17 students.

To ensure consistency among the consultants, MGT utilized the Instructional Content Emphasis - Revised (ICE-R) instrument for recording classroom reading instruction (see Appendix B). This instrument allows consultants to summarize instructional activities by instructional category, instructional subcategory, grouping, materials used, student engagement, and teacher quality. The 10 main instructional categories are:

- Concepts of Print;
- Phonological Awareness;
- Alphabetic Knowledge;
- Word Study/Phonics;
- Spelling;
- Oral Language Development;
- Fluency;
- Text Reading;
- Comprehension; and
- Writing/Language Arts.

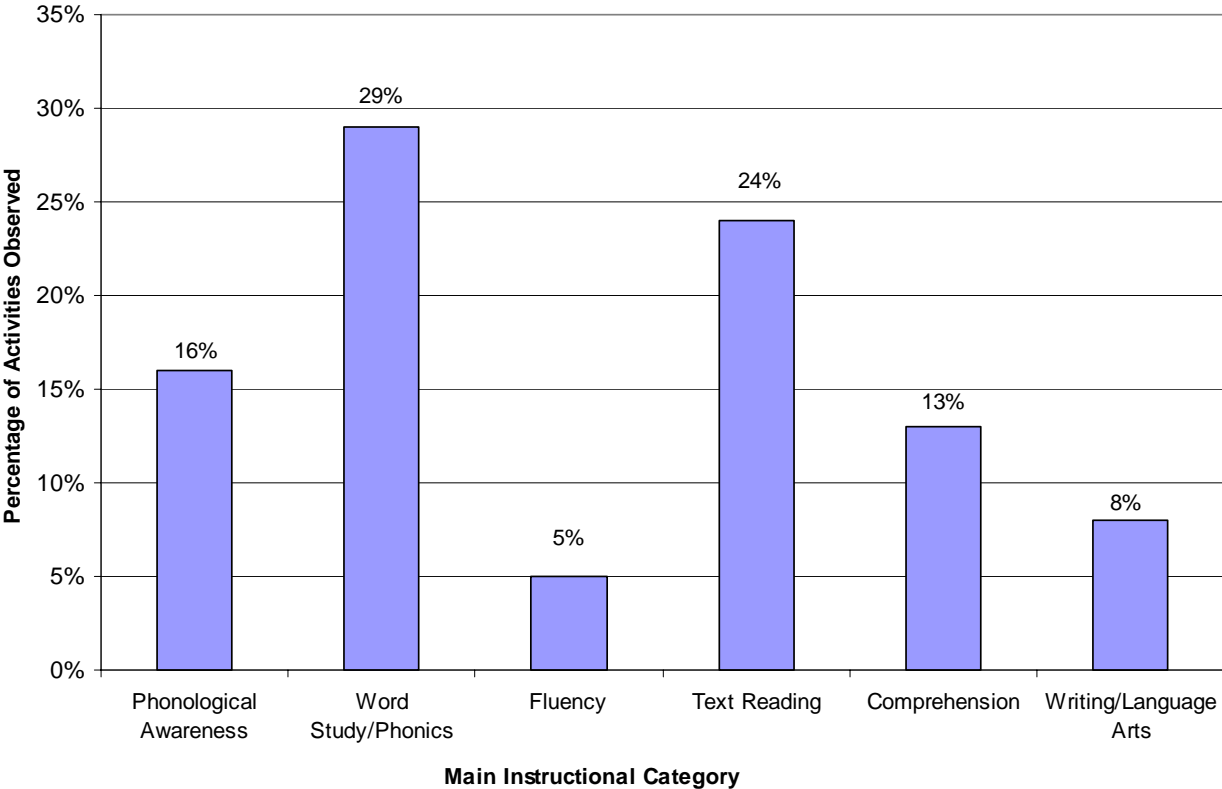
MGT condensed the instructional categories to six—phonological awareness, word study/phonics, fluency, text reading, comprehension, and writing/language arts—for analysis to focus more on the five essential components of Reading First.

Classroom observations lasted an average of 44 minutes. During that time, MGT consultants reported observing an average of 42 minutes of reading instruction and an average of two minutes addressing tasks that did not directly relate to the reading instruction. Consultants recorded a total of 63 instructional activities at the first grade level and 56 in the third grade.

The following is a summary of the data collected from classroom observations across the state by grade level.

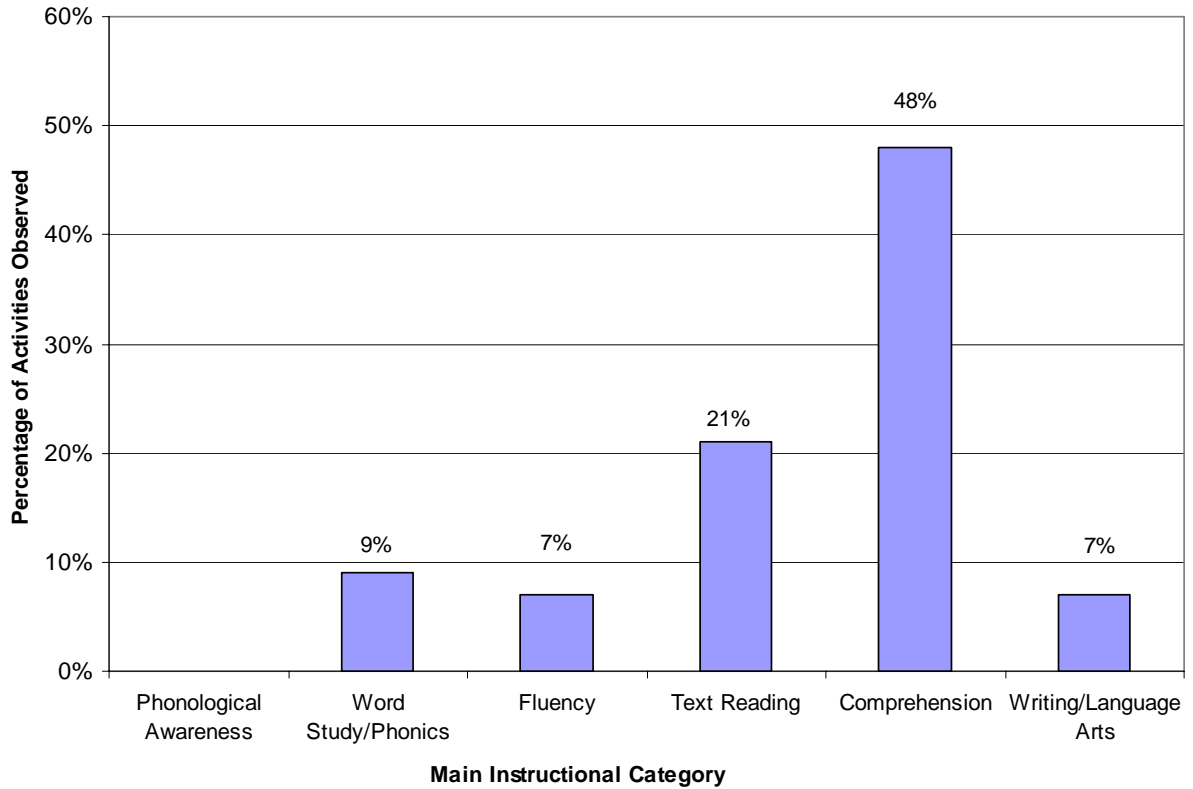
In the first grade classrooms, the observed instructional focus for the included word study/phonics, text reading, and phonological awareness. In third grade classrooms, consultants observed activities that focused on comprehension and text reading. Exhibits 4-36 and 4-37 illustrate a breakdown of the main categories of instruction integrated into the reading block by grade level.

**EXHIBIT 4-36
MAIN INSTRUCTIONAL CATEGORIES
OF ACTIVITIES OBSERVED: GRADE 1**



Source: MGT ICE-R Classroom Observations, spring 2006.

**EXHIBIT 4-37
MAIN INSTRUCTIONAL CATEGORIES
OF ACTIVITIES OBSERVED: GRADE 3**



Source: MGT ICE-R Classroom Observations, spring 2007.

Exhibit 4-38 shows the number of activities consultants recorded by instructional category and the average number of minutes per activity by grade level.

EXHIBIT 4-38
AVERAGE TIME-ON-TASK PER INSTRUCTIONAL
ACTIVITY BY GRADE LEVEL

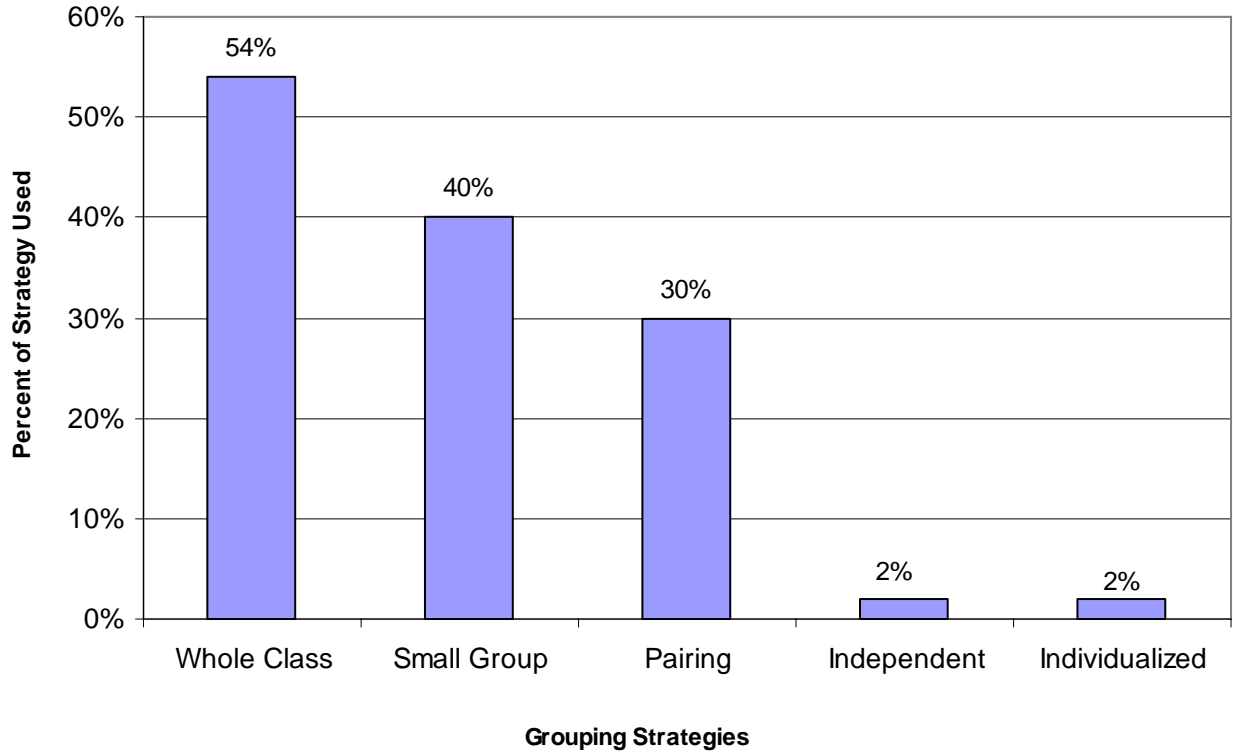
	Number of Activities	Average Minutes Per Activity
First Grade		
Phonological Awareness	10	6
Word Study/Phonics	18	10
Fluency	3	14
Text Reading	15	10
Comprehension	8	9
Writing/Language Arts	5	12
Third Grade		
Phonological Awareness	-	-
Word Study/Phonics	5	13
Fluency	4	8
Text Reading	12	12
Comprehension	27	12
Writing/Language Arts	4	20

Source: MGT ICE-R Classroom Observations, spring 2007.

In general, these findings demonstrate compliance with recommendations from the National Reading Panel (2006) that phonics and phonemic awareness instruction are most effective for children in kindergarten and first grades and that an emphasis on the importance of comprehension should begin early and need not wait until children have mastered basic reading skills. Shifting to a focus on reading comprehension and fluency in third grade is also consistent with research findings that continued phonics instruction after first grade tends to be less effective and has even been linked to lower reading growth for students beyond first grade who have already established phonics skills.

As shown in Exhibit 4-39 the data collected on grouping students for instruction, 54 percent of the activities observed in first grade classrooms focused on whole class instruction and 40 percent on small group.

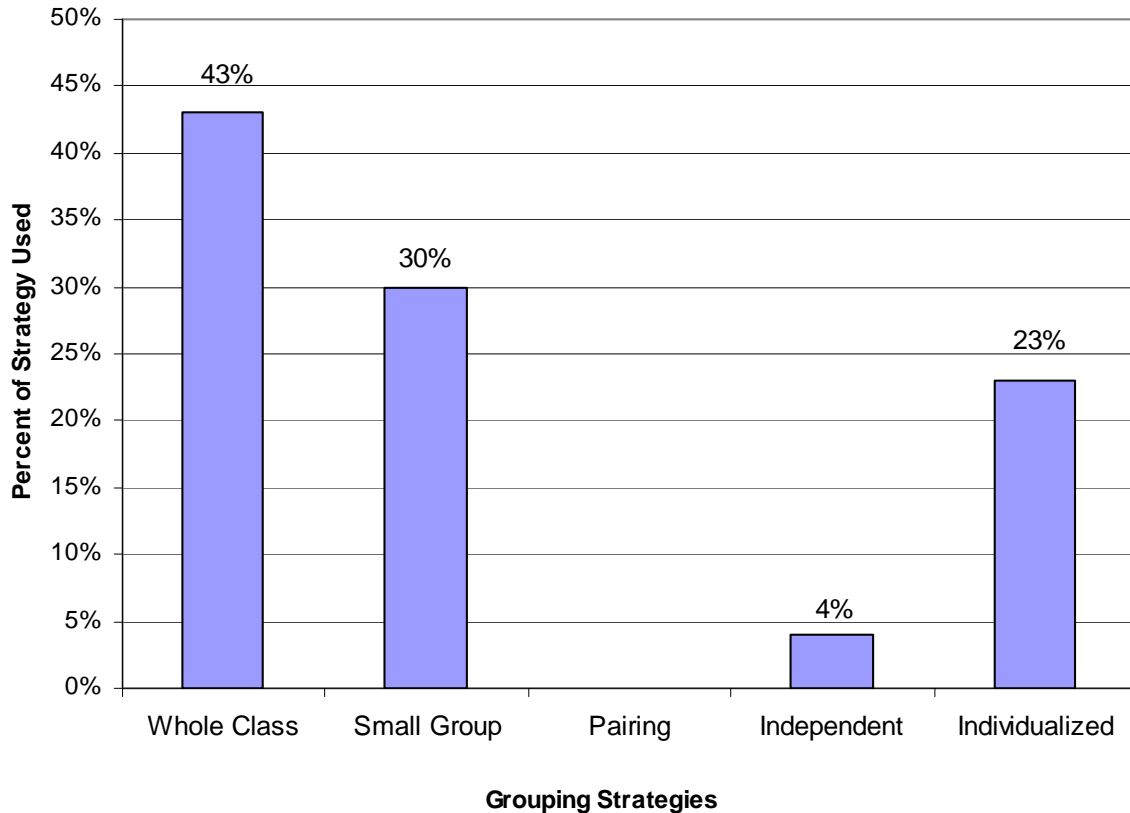
**EXHIBIT 4-39
INSTRUCTIONAL GROUPING FOR
READING ACTIVITIES: GRADE 1**



Source: MGT ICE-R Classroom Observations, fall 2006 and spring 2007.

As shown in Exhibit 4-40, observations of third grade activities revealed that the majority of instructional events were presented to students in whole class settings (43%) followed by small group instruction (30%), and individualized instruction (23%).

EXHIBIT 4-40
INSTRUCTIONAL GROUPING FOR
READING ACTIVITIES: GRADE 3



Source: MGT ICE-R Classroom Observations, fall 2006 and spring 2007.

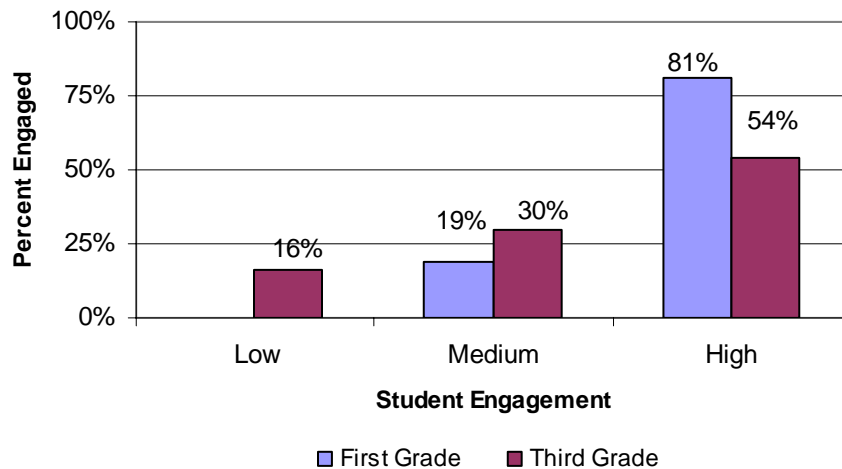
Observations revealed that phonological awareness activities in first grade classrooms were taught as both whole class and small group instruction. Word study/phonics activities observed were also taught in whole class settings in first grade, and as whole class and individualized instruction in third grade. Fluency activities were taught both as whole class and small groups in first grade. In the third grade teachers used individualized instruction to build fluency. In both the first and third grade, text reading activities were observed mostly in small groups followed by whole class instruction. In first grade classrooms, comprehension activities were observed more as whole class instruction followed by small groups. At the third grade level comprehension was also taught mostly in whole class settings followed by small group instruction. At both grade levels students were observed to be working in small group settings for writing/language arts activities.

Regarding grouping for reading activities, unlike phonemic awareness which is best taught in small groups, the National Reading Panel (NRP) found that phonics can be taught effectively using whole class, small group, or individualized activities. Furthermore, effective teachers tend to vary their use of grouping activities (John, Roehrig, Pressley, 2004). What seems to be more important is that students learn to

develop self-regulating skills and are actively involved in the learning process which can be accomplished with whole class instruction, small group activities, or individualized activities (Taylor, Pearson, Peterson, Rodriguez, 2003).

While observing the reading activities during the established reading block, MGT consultants found that nearly all first grade students (81%) were highly engaged in the learning activities. Over half (54%) of third grade students were observed to be highly engaged in instructional activities, and 30 percent were moderately engaged. Exhibit 4-41 shows the breakdown of the average student engagement by grade level for the reading activities observed.

**EXHIBIT 4-41
STUDENT ENGAGEMENT WITH
READING ACTIVITIES:**



Source: MGT ICE-R Classroom Observations, spring 2007.

SCREENING AND ASSESSMENT

Early identification of students experiencing reading difficulties is essential for progressing toward Nevada’s goal of all students reading on grade level by third grade. Each of the Reading First programs has developed methods of accomplishing this early identification through the use of screening and assessment instruments. There was wide agreement that schools used screening and assessment to identify students needing intervention. All literacy specialists/coordinators and principals reported that their schools use screening tools that identify students with reading difficulties (94% of teachers agreed). Ninety-eight percent of teachers reported that they have access to student assessment data.

All principals and ninety-seven percent of the literacy specialists/coordinators reported that the screening process has been effective in identifying children who need supplemental instruction or intensive intervention. Eighty-nine percent of teachers agreed. All principals and 92 percent of specialists/coordinators reported that information

from assessments is used by teachers to group students according to their needs for appropriate intervention.

Through the survey, teachers reported which strategies they used to determine if a particular child was reading below grade level. Exhibit 4-42 below shows the percentage of teachers that reported using the various strategies to identify struggling readers. There was considerable consistency reported across schools in terms of using PALS and DIBELS as the screening and assessment strategy.

**EXHIBIT 4-42
STRATEGIES USED TO IDENTIFY STUDENTS
FOR INTERVENTION: 2006-07**

STRATEGIES USED	PERCENT OF TEACHERS N=558/569
PALS	74%
DIBELS	99%
End of theme/unit tests	73%
Informal reading inventory	49%
Observation survey	55%
Standardized screening instrument	44%
Teacher developed test	41%
Student portfolio	32%
Reading series placement test	26%
Other	11%

Source: MGT of America, Inc., Teacher Survey, spring 2007.

CLASSROOM MANAGEMENT

Student behavior and time management within the classroom can both have a bearing on the effectiveness of literacy instruction. The MGT survey included several questions to determine the extent to which classroom management affected instruction. Data collected provided the following:

- Time management appears to be the most significant classroom management issue, according to 67 percent of principals and 50 percent of literacy specialists/coordinators; however only 39 percent of teachers agreed that this is a problem.
- Sixty percent of principals and 53% of literacy specialists/coordinators reported that the effectiveness of instruction has been diminished by behavior problems. Teachers reported a lower percent (46%).
- Principals (45%), literacy specialists/coordinators (28%), and teachers (29%) reported that limited English proficiency students presented challenges to classroom management.

- Principals (63%), literacy specialists/coordinators (47%), and teachers (33%) reported that students with disabilities presented challenges to classroom management.

What changes have occurred in classroom instruction since Reading First funding was instituted?

When asked to describe the most significant changes that have occurred in their classrooms, teachers most frequently mentioned the following (number of applicable responses in parentheses):

- Small group instruction including guided reading groups (130).
- No changes (48).
- Following the core program with fidelity (45).
- Better organization of lessons and classroom, better time management (40).
- Changes to instruction including more focused instruction on phonemic awareness and phonics, more vocabulary activities, giving up some former favored activities (37).
- Instruction of a targeted reading strategy to better meet the needs of the students (35).
- Using assessments to guide instruction (29).
- Other (21).
- 90 minutes of uninterrupted literacy instruction, typically representing more time than in previous years (19).
- Using different materials, sometimes with reluctance (19).

Literacy specialists/coordinators were asked to address the question of the most significant changes observed in K-3 classrooms as a result of Reading First. The most frequent responses by specialists/coordinators were:

- Positive changes in instruction (e.g., data-driven instruction, more differentiated instruction, research-based instruction, small group and individual instruction, better sense of organization, improved pacing of lessons, effective strategies in classroom, effective planning) (21).
- Teachers using assessments data to drive curriculum and/or instruction (13).
- Positive changes in teachers' attitudes toward the program (e.g., more buy-in, higher familiarity with the program and faithful and regular implementation, realization of the importance of the program) (10).

- Positive changes in the learning process and student learning outcomes (e.g., more engaged students, higher DIBELS scores, higher comprehension and development of reading skills, growth in K and 1st) (4).

Principals also commented on the most significant changes observed in K-3 classrooms as a result of Reading First. The most frequent responses by principals were:

- Explicit instruction (7).
- Teachers' and students' attitudes (6).
- Improved reading and writing abilities (5).
- New reading strategies and assessment strategies (4).
- More collaboration between teachers and school (3).
- Consistency throughout the school and grade levels (2).

4.6 INTERVENTION WITH STRUGGLING READERS

Students who are not meeting benchmarks on reading progress monitoring instruments at the beginning or middle of the school year are much more at risk of not meeting the end-of-year benchmarks on outcomes assessments. When these students are identified through screening and assessment (as described in the previous section), Nevada Reading First calls for teachers to arrange time within the school day for additional instruction beyond the core reading program that is targeted to the students' specific reading difficulties.

MGT gathered information about Reading First interventions through three primary sources: (1) Program Profiles; (2) surveys of principals, literacy specialists/coordinators, and teachers; and (3) student participation in intervention as recorded in the Nevada Reading First Evaluation Web Site, Intervention Data section. Collectively, these sources provide information and document perceptions about the extent and impact of Reading First interventions. These data sources addressed the following evaluation questions:

- To what extent have Reading First programs offered interventions for students who are not making sufficient progress in reading?
- Are the interventions as effective in meeting the needs of struggling readers?

To What Extent Have Reading First Programs Offered Interventions for Students Who Are Not Making Sufficient Progress in Reading?

Information provided in the Program Profiles described the interventions planned for students who were not meeting benchmarks in reading. Exhibit 4-43 shows the number of schools planning each type of intervention.

EXHIBIT 4-43
INTERVENTION INSTRUCTION OFFERED:
2006-07

INTERVENTIONS OFFERED	NUMBER OF SCHOOLS
Tutoring	3
Additional Time-Targeted Instruction	1
Other	4

Schools provided interventions during school hours and as well as after school. Schools who reported using tutoring as an intervention offered these services before, after, and during (in and outside the classroom) school. Those offering Additional Time-Targeted Instruction generally provided this outside the classroom but during the school day.

Exhibit 4-44 provides a summary of intervention activities in Reading First Schools.

Through the surveys, teachers confirmed that a variety of interventions in the form of additional time were provided in the classroom to students reading below grade level. The additional time interventions as reported by teachers:

- Additional guided reading lessons (80%).
- Additional targeted phonics lessons (reported by 81%).
- Additional phonemic awareness instruction (80%).
- Additional fluency readings (reported by 81%).
- Additional fluency monitoring (67%).

Do Staff See the Interventions as Effective in Meeting the Needs of Struggling Readers?

Students who are not making sufficient progress should be provided with supplemental instruction in literacy, and those who are significantly behind in reading should be provided with intensive interventions. The MGT survey addressed both of these areas. All principals, many literacy specialists/coordinators (94%), and teachers (91%) agreed that supplemental instruction was provided to students who were not making sufficient progress. Similarly, principals (89%), literacy specialists (86%), and teachers (84%) agreed that supplemental instruction was effectively aligned with the core reading program instruction.

Principals (89%) and literacy specialists (80%) stated that intensive interventions were provided to students who were significantly behind; whereas 84 percent of teachers agreed. Similarly, as to whether the interventions were targeted to children's specific reading difficulty, 89 percent of principals agreed but only 67 percent of literacy specialists and 73 percent of teachers agreed. Many principals (89%) and literacy specialists (81%) stated that intensive interventions were effectively aligned with the core instruction with 89 percent of the teachers agreeing.

As part of the student data collection, intervention data were tracked to a limited extent. From the database of 11,508 students, a total of 667 students were reported as having at least one intervention. About one-third (31%) of the reported interventions were

focused on first grade students. Of the remainder, 27 percent of the interventions reported involved second grade students, 25 percent involved third grade students, and 17 percent involved kindergarten students.

Based on the information reported, the predominant interventions provided to Reading First students were Core Intervention Programs and tutoring. Many students in Kindergarten through third grade received one or both of these interventions. Chapter 5.0 provides additional information about interventions provided to struggling (at risk) Reading First students. Exhibit 4-45 provides a breakdown of the type and intensity of interventions.

EXHIBIT 4-44
SUMMARY OF INTERVENTION ACTIVITY IN
NEVADA READING FIRST SCHOOLS: 2006–07

INTERVENTION TYPES BY GRADE	NUMBER OF STUDENTS	AVERAGE NUMBER OF WEEKS PER INTERVENTION
Kindergarten (17%)	114*	
Tutoring	47	32.61
Add'l Time-Targeted Inst.	0	0.00
Early Success, Enrichment, Guided Reading, Quick Reads, Reading Mastery, Road to the Code, Soar to Success	75	13.63
Other	27	13.37***
First Grade (31%)	209	
Tutoring	41	33.00
Add'l Time-Targeted Inst.	0	0.00
Early Success, Enrichment, Guided Reading, Quick Reads, Reading Mastery, Road to the Code, Soar to Success	220	19.05
Other	26	13.69
Second Grade (27%)	177	
Tutoring	39	21.62
Add'l Time-Targeted Inst.	1	0.00
Early Success, Enrichment, Guided Reading, Quick Reads, Reading Mastery, Road to the Code, Soar to Success	179	22.83
Other	3	6.00
Third Grade (25%)	167	
Tutoring	32	33.00
Add'l Time-Targeted Inst.	0	0.00
Early Success, Enrichment, Guided Reading, Quick Reads, Reading Mastery, Road to the Code, Soar to Success	201	19.85
Other	0	0.00
Total (100%)	667	

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Intervention Data section, 2007.

* Totals of students by grade are unduplicated counts.

** Totals by intervention type may include duplicated counts as one student may participate in more than one intervention.

*** Average number of weeks for other interventions includes intense interventions for special education and ELL students.

4.7 CONCERNS AND RECOMMENDATIONS OF STAFF IN READING FIRST SCHOOLS

Reading First has completed its fourth full year of implementation, incorporating an extensive amount of formal and job-embedded professional development. School staff can now be expected to offer critical reflections about their own abilities in key areas and the performance of their students. The implementation survey contained a section for school staff to express their concerns about Reading First implementation and their recommendations for improving the initiative. The survey contained items which addressed the following questions.

- To what extent do teachers, literacy specialists/coordinators, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research, Reading First implementation, and progress in student performance?
- What recommendations do school staff offer to improve Nevada Reading First to achieve the goal of having all children reading by third grade?

To what extent do teachers, specialists/coordinators, and principals express concern versus confidence about factors relating to knowledge of scientifically based reading research, reading first implementation, and progress in student performance?

The MGT survey contained a set of items designed to identify the level of concern/confidence school staff had about factors relating to SBRR, Reading First implementation, and progress in student performance. Principals, specialists/coordinators, and teachers were asked to rate their level of concern for a set of 17-18 items. A seven-point scale anchored as "worried" to "concerned" to "comfortable" to "confident" was used to rate each item.

Combining the top three scale scores into one category of "high degree of confidence,"

80 percent or more expressed a high degree of confidence in the following areas, presented by group:

- Principals
 - Knowledge about how to manage students during the literacy block (89%).
 - Reactions from teachers about the feedback I provide (89%).
 - Knowledge about how to use the core reading program (85%).
 - Knowledge about how to use assessment to modify instruction to match students' needs (81%).

- Literacy specialists/coordinators
 - Working with the literacy team to improve instruction and assessment (97%).
 - Knowledge about how to manage students during the literacy block (95%).
 - Knowledge about how to teach reading using SBRR strategies (100%).
 - Knowledge about how to use the core reading program (97%).
 - Skill at critically observing literacy instruction (98%).
 - Knowledge about how to use assessment to modify instruction to match students' needs (100%).
 - Skill at providing feedback to teachers based on classroom observations (89%).

- Teachers
 - Ability to use the core reading program (91%).
 - Ability to manage students during the literacy block (87%).
 - Applying professional development to improve instruction (89%).
 - Ability to use assessment to modify instruction to match students' needs (86%).

Exhibit 4-45 shows the average scale score for each item for principals and literacy specialists/coordinators. The higher the number the more confidence is indicated; the lower the number the more concern is indicated.

**EXHIBIT 4-45
IMPLEMENTATION CONCERNS FOR PRINCIPALS AND
LITERACY SPECIALISTS/COORDINATORS:
2005-06 AND 2006-07 COMPARISONS**

	MEAN SCALE SCORES (SCALE 1-7) ¹			
	PRINCIPALS		LITERACY SPECIALISTS/ COORDINATORS	
	2005-06	2006-07	2005-06	2006-07
1. My knowledge about how to teach reading, using SBRR strategies	5.02	4.85	6.07	6.42
2. My knowledge about how to use the core reading program	5.53	5.44	6.00	6.28
3. My knowledge about how to manage students during the literacy block	5.78	5.70	6.20	6.36
4. My knowledge about how to use assessment to modify instruction to match students' needs	5.67	5.52	6.13	6.28
5. My skill at critically observing literacy instruction.	5.78	5.37	5.78	5.81
6. My skill at providing feedback to teachers based on classroom observations	5.71	5.48	5.59	5.64
7. Reactions from teachers about the feedback I provide	5.49	5.33	5.30	5.31
8. Working with the literacy team to improve instruction and assessment	5.90	6.00	6.24	6.19
9. Time for classroom observations	4.22	4.19	5.11	5.14
10. Time to complete nonacademic tasks related to Reading First	4.27	4.11	4.43	4.64
11. Support from principal	6.04	6.26	5.78	5.72
12. Support from district	5.29	5.59	5.46	5.75
13. The progress our students are making in reading	4.80	5.07	4.74	4.56
14. The progress our students are making in writing	4.07	4.30	3.78	3.72
15. The progress our students are making in spelling	4.27	4.44	4.30	4.08
16. How our students' performance reflects on me as a principal/literacy specialist	4.67	5.22	4.78	4.53
17. Our students' attitudes toward reading	5.04	5.11	4.96	4.61
18. The ability of our students' parents to support literacy development at home	3.69	3.33	3.87	3.25

¹ Scale Values

1	2	3	4	5	6	7
Worried		Concerned		Comfortable		Confident

Source: MGT of America, Inc., Principal and Specialist Surveys, 2007.

Comparing mean scale scores of principals and literacy specialists/coordinators, there were some significant differences. Literacy specialists/coordinators expressed more confidence than principals at the end of 2006–07 in:

- Knowledge about how to teach reading, using SBRR strategies (6.42 versus 4.85).
- Knowledge about how to use the core reading program (6.28 versus 5.44).
- Knowledge about how to manage students during the literacy block (6.36 versus 5.70).
- Knowledge about how to use assessment to modify instruction to match students' needs (6.28 versus 5.52).
- Skill at critically observing literacy instruction (5.81 versus 5.37).
- Skill at providing feedback to teachers based on classroom observations (5.64 versus 5.48).
- Working with the literacy team to improve instruction and assessment (6.19 versus 6.00).
- Time to complete nonacademic tasks related to Reading First (4.64 versus 4.11).
- Time for classroom observations (5.14 versus 4.19).
- Support from district (5.75 versus 5.59).

Comparing 2005-06 and 2006-07 mean scale scores of principals and literacy specialist, there were many increase for both groups. The greatest increases in mean scale scores for principals were:

- How our students' performance reflects on me as a principal went from 4.67 to 5.22.
- Support from the district went from 5.29 to 5.59.
- The progress our students are making in reading went from 4.80 to 5.07.
- The progress our students are making in writing went from 4.07 to 4.30.
- The progress our students are making in spelling went from 4.27 to 4.44.

The greatest increases in mean scale scores for literacy specialists were:

- My knowledge about how to teach reading, using SBRR strategies went from 6.07 to 6.42.
- My knowledge about how to manage students during the literacy block went from 6.20 to 6.36.
- My knowledge about how to use assessment to modify instruction to match students' needs went from 6.13 to 6.28.
- Time to complete nonacademic tasks related to Reading First went from 4.43 to 4.64.
- Support from the district went from 5.46 to 5.75.

There were ten decreases in the mean scale scores for principals and nine for literacy specialists.

Exhibit 4-46 shows the average scale score for each item for teachers in 2005-06 and 2006-07. Again, the higher the number, the more confidence is indicated; the lower the number, the more concern is indicated. Of the seventeen indicators, sixteen increased by a margin of 0.02 to 0.28. One indicator did not change and there were no decreases.

**EXHIBIT 4-46
IMPLEMENTATION CONCERNS FOR TEACHERS:
2005-06 AND 2006-07 COMPARISONS**

	MEAN SCALE SCORES (SCALE 1-7) ¹	
	TEACHERS	
	2005-06	2006-07
1. My ability to teach reading, using SBRR strategies	4.74	5.00
2. My ability to use the core reading program	5.77	5.79
3. My ability to manage students during the literacy block	5.80	5.80
4. My ability to use assessment to modify instruction to match students' needs	5.40	5.56
5. Receiving feedback from the literacy specialist/coordinator	5.10	5.30
6. Using feedback to improve instruction and assessment	5.26	5.43
7. Working with the Literacy Team to improve instruction and assessment	5.18	5.29
8. Applying professional development to improve instruction	5.55	5.64
9. Time to do what is required for literacy-related teaching tasks	4.10	4.12
10. Time to cover other academic areas	3.15	3.42
11. Time to complete nonacademic tasks related to Reading First	3.56	3.76
12. The progress my students are making in reading	4.89	5.09
13. The progress my students are making in writing	4.18	4.44
14. The progress my students are making in spelling	4.72	5.00
15. How my students' performance reflects on me as a teacher	4.60	4.82
16. My students' attitudes toward reading	5.00	5.02
17. The ability of my students' parents to support literacy development at home	3.47	3.51

¹ Scale Values

1	2	3	4	5	6	7
Worried		Concerned		Comfortable		Confident

Source: MGT of America, Inc., Teachers Surveys, 2007.

What recommendations do school staff offer to improve Nevada Reading First to achieve the goal of having all children reading by third grade?

Through the survey, principals, literacy specialists/coordinators, and teachers offered recommendations for improving Nevada Reading First.

Principals offered the following recommendations (number of applicable responses in parentheses):

- Provide more support for struggling readers beyond the basic program (6).
- Provide continued support (5).
- More professional development for teachers, not just literacy coaches (2).
- Increased focus on intervention (2).

Literacy specialists/coordinators:

- Provide more administrative support for literacy specialists/coordinators such as holding principals accountable, informing superintendents of requirements, and approving attendance at conferences (12).
- Provide more support for the students (8).
- Provide more opportunities to support parents, such as newsletters, parenting classes, family literacy nights (4).
- Provide more administrative support (3).
- Continue to provide training and training opportunities (3).

Teachers:

- Parent involvement needs to be more directly incorporated in the child's learning (50).
- More training for teachers (61).
- Have specialists/coordinators spend more time in classrooms (and less time in training) and generally provide more support to teachers (35).
- Allow more flexibility in the use of supplemental materials for differentiated instruction (28).
- Develop more effective interventions for students with limited English proficiency and other students needing support (32).

- More trust in the teachers (21).
- Additional time (17).
- Require fewer assessments to allow more time for instruction (13).
- Different and more materials for teachers (14).
- Smaller classes (11).

5.0 STUDENT OUTCOMES

5.0 STUDENT OUTCOMES

This chapter presents student demographic and outcome data gathered during the 2006–07 school year, the fourth year of implementation of the Nevada Reading First Program. Student demographic information is presented first, followed by outcome data reported by grade level and by school.

5.1 FOCUS OF ANALYSIS

The 2006–07 evaluation focused on the change in student performance from the beginning to the end of the year using four progress monitoring measures and the status of student performance in terms of grade-level benchmarks at the end of the year (outcome assessment).

Evaluation Questions

The analysis of outcome data addressed the following evaluation questions:

- What were the characteristics of students in Reading First schools in terms of gender, race/ethnicity, eligibility for Free/Reduced Lunch, English Language Learner (ELL) placement, and Special Education placement?
- What percentage of K-3 students achieved grade-level benchmarks on progress monitoring indicators during the school year?
- What percentage of K-3 students achieved proficiency on outcome measures at the end of the school year?
- How did schools vary in terms of the percentage of K-3 students achieving proficiency on outcome measures?
- How did the reading achievement for Nevada K-3 students compare to national norms using average NCE on Iowa Test of Basic Skills (ITBS)?
- What were the differences in performance on outcome measures by gender and by race/ethnic category?
- How did subgroups of students (Free/Reduced Lunch eligibility, ELL placement, Special Education placement) perform on outcome measures?
- What impact has Nevada Reading First had on improving the reading performance of students in grades 1, 2, and 3 (combined) who were reading below grade level (as evidenced by comparison of 2005–06 scores and 2006–07 scores; percentage at or above the 40th percentile and below the 25th percentile; and average NCE on ITBS Reading Total)?

- Which schools made the most gains in improving reading performance in grades 1, 2, and 3 (combined) (as defined by percentage at or above the 40th percentile on ITBS Reading Total, comparing 2005–06 and 2006–07)?
- To what extent were at-risk students (defined by DIBELS) provided interventions?
- What impact has Nevada Reading First had on improving the reading performance of students who remained in Reading First Schools through three years? This analysis will review first grade students' data in 2004-05 and again at the end of their third grade year (2006-07). The measurements will include the ORF and the ITBS which are administered in grades 1-3. ITBS – The spring score of first grade in 2004-2005 will serve as the benchmark. This will be compared to the student's spring score after two years in the program (third grade – 2006-2007). ORF – The MOY1 score for first grade in 2004-2005 will serve as the benchmark. This will be compared to the student's End score after two and a half years in the program (third grade – 2006-2007).

Performance Data Sources

Evaluation of Reading First student performance focuses on three assessments for the 2006-07 school year for progress monitoring and outcome assessment:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Iowa Test of Basic Skills (ITBS).
- Nevada Criterion Referenced Test (CRT).

School staff administered DIBELS assessments and reported the scores on the respective Web sites. MGT compiled the database and conducted the data analysis. For the ITBS, MGT obtained the student database from Riverside Publishing via the Nevada Department of Education (NDE), then conducted the data analysis.

DIBELS

Nevada Reading First schools used the DIBELS to assess students' literacy skills and to provide appropriate instructional focus for students who were not meeting performance goals. The following DIBELS assessments were administered to students throughout the year:

Letter Naming Fluency. DIBELS Letter Naming Fluency (LNF) is a standardized test that provides a measure of risk for achieving early literacy benchmark goals, mainly for kindergarten students. LNF is administered at the beginning, middle, and end of kindergarten, and at the beginning of first grade.

Phoneme Segmentation Fluency. The DIBELS Phoneme Segmentation Fluency subtest (PSF) tests the ability of students to segment three- and

four-phoneme words into their individual phonemes fluently. PSF is administered to kindergarten students at the middle and end testing periods, and at the beginning, middle, and end of first grade.

Nonsense Word Fluency. DIBELS Nonsense Word Fluency (NWF) assesses alphabetic principle skills including letter-sound correspondence and the ability to blend letters into words in which letters represent their most common sounds. NWF is administered at the middle and end testing periods for kindergarten and at the beginning, middle, and end of first grade.

Oral Reading Fluency. DIBELS Oral Reading Fluency (ORF) is administered to first grade students (middle and end), and to second and third grade students (beginning, middle, and end) to test the accuracy and fluency of reading with connected text.¹

IOWA TEST OF BASIC SKILLS (ITBS)

The Reading First schools used the ITBS to assess K-3 student achievement in reading and language skills at the end of the year. The ITBS is the current nationally normed test adopted by the Nevada State Board of Education in 2002. The test provides a means to examine achievement levels of Nevada students in relation to a nationally representative student group. The first of the statewide series was administered in the fall of 2002 to all fourth grade students. First and second grade students in Reading First Cohort Year 1 schools were tested in the spring of 2004 to establish baseline data. The Reading First assessment plan focused on the Language Total (LT) subtest and the Reading Total (RT) subtest. A description of these subtests appears below, as provided by Riverside Publishing.

Language Total. Nevada first and second grade students were tested on Level 7 and 8 questions respectively in Spelling, Capitalization, Punctuation, and Usage and Expression. The Language Total is a composite score of these subtests. The Language tests at Levels 5 and 6 measure students' understanding of how language is used to express ideas. Skills assessed include the use of prepositions, comparatives, and superlatives, and singular-plural distinctions. Questions are presented orally as scenarios; students choose one of three picture responses. At Levels 7 and 8, the teacher reads one or more sentences aloud while the students look for a mistake in either spelling, capitalization, punctuation, or usage. The items at these levels represent a bridge between the emphasis on oral language in Levels 5 and 6 and the emphasis on written language in Levels 9 through 14.

Reading Total. Nevada first and second grade students were tested on Level 7 and 8 questions, respectively, in Vocabulary and Reading Comprehension. The Reading Total is a composite score of these two subtests. The Vocabulary subtest assesses students' breadth of vocabulary and is a useful indicator of overall verbal ability. At Levels 5

¹ Subtest description from Good, R.H., & Kaminski, R.A. (Eds.). (2002). "Dynamic Indicators of Basic Early Literacy Skills" (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement.

and 6, the focus is on listening vocabulary. Students hear a word, sometimes used in a sentence, and choose one of three pictures. Levels 7 and 8 measure reading vocabulary. A picture or written word is followed by a set of written responses. At Levels 9 through 14, each question presents a word in the context of a short phrase or sentence. Students select the answer that has the same meaning as the target word. At all levels, words tested represent general vocabulary rather than the specialized vocabulary used in subject matter areas. The Reading Comprehension subtest, at Level 6, measures students' ability to read words in isolation and to use context and picture cues for word identification. There are also sentence and story comprehension questions. At Levels 7 and 8, students answer questions about a picture that tells a story and demonstrate their comprehension of sentences and stories. At Level 9, the subtest consists of reading passages of varying length and difficulty. At each level, there is at least one narrative, a poem, and at least one passage each about a science and social studies topic.

NEVADA CRITERION REFERENCED TEST (CRT)

The State of Nevada, in conjunction with Measured Progress, developed the Criterion Referenced Test to align with the Nevada State Content Standards. This assessment measures vocabulary and reading comprehension.

Analysis Methods

The performance data were analyzed in terms of the number and percentage of students who attained proficiency in the particular literacy skill measured by the assessment. The analysis is organized into two sections for each grade level.

- The first section includes progress throughout the year comparing performance at the beginning of the year (weeks 3-4), midyear (weeks 12-15 and weeks 22-24) and end of the year (weeks 32-34). The data are presented in chart form to aid in visual comparison of progress.
- The second section presents end-of-year performance (outcome assessment). For each outcome assessment, MGT calculated both statewide student performance and school-level performance in terms of number and percentage achieving proficiency as well as the average score. Results for 2006–07 are presented in both charts and tables and are contrasted with 2005–06 results. The tables display statewide results and the results for individual schools. Each table shows the numbers of students assessed. Since all students should have been assessed in each school, the numbers should be close to the number of students at that grade level.

Data for the outcome assessments were disaggregated by subgroup based on gender, ethnicity, ELL placement, Special Education placement, and Free/Reduced Lunch eligibility. Data for subgroups are presented as state-level data only, not by individual school, and are shown in table and chart form.

Schools are not identified by name in this public report, but rather are represented by numbers in the tables. The numbering of schools has no other meaning within or between tables, although NDE has been provided with information to identify the schools in each table. Dissemination of the identifying information is up to the discretion of NDE.

Preceding the student performance data sections is a description of Nevada Reading First student characteristics. This information provides a context within which to better understand the performance of students and the variation of performance across schools.

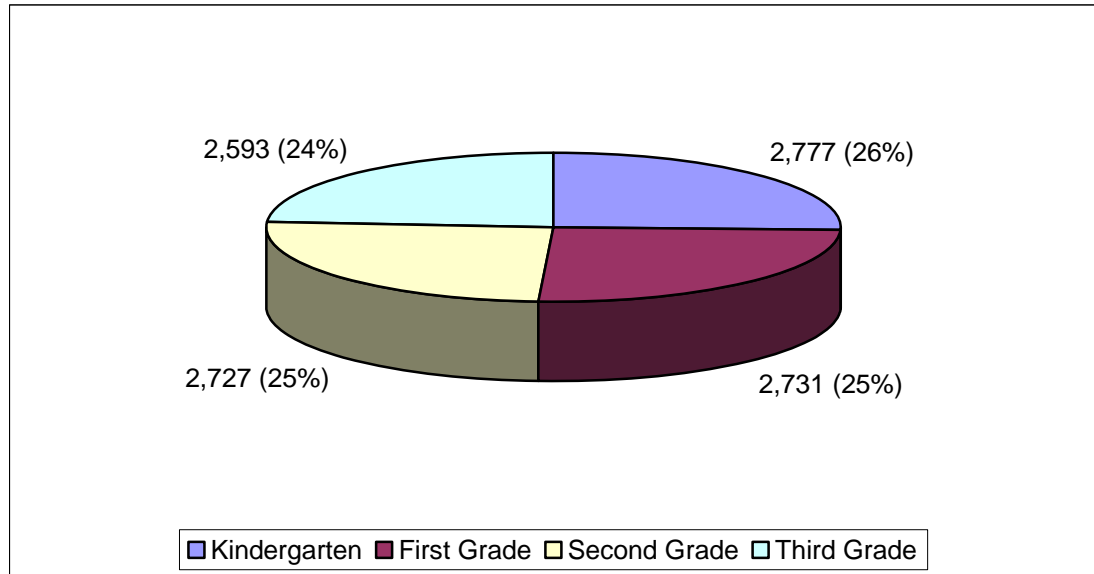
5.2 DESCRIPTION OF STUDENT CHARACTERISTICS

During 2006–07, 10,828 K-3 students in 27 schools took part in the Nevada Reading First assessments. Each school offered all grades, i.e., kindergarten through third grade. (Note: The three schools in Esmeralda district were combined into one reporting group, so the school lists within this chapter contain 25 schools instead of 27 schools).

Exhibits 5-1 through 5-6 present a summary of the student characteristics. Highlights are as follows:

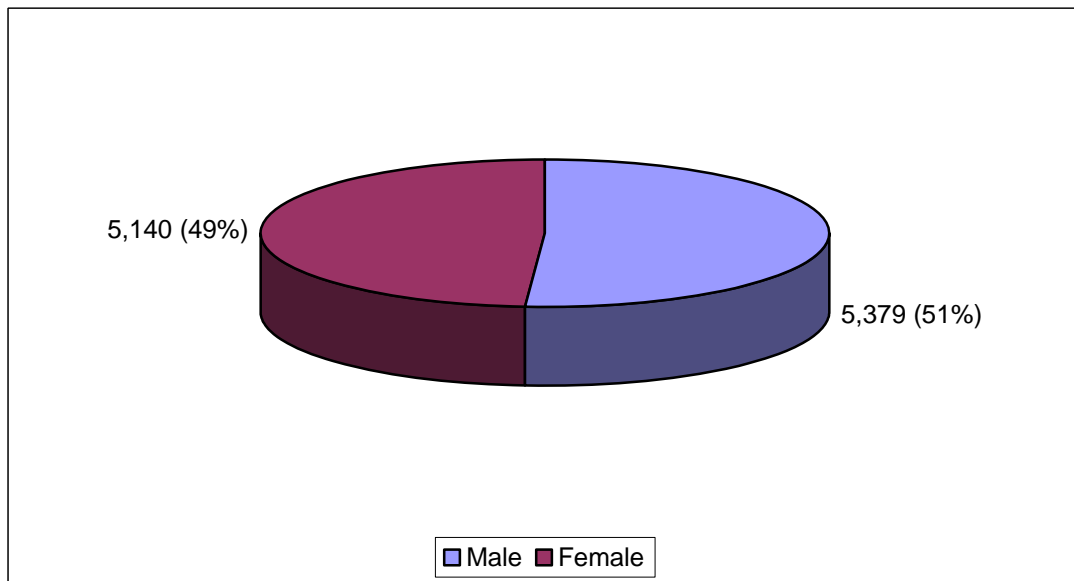
- Students were evenly distributed across kindergarten (26%), first grade (25%), second grade (25%), and third grade (24%). The number of students ranged from 2,593 students in third grade to 2,777 students in kindergarten.
- Gender was evenly distributed, with 51 percent male and 49 percent female.
- Students were predominately minority in race/ethnic make-up. Fifty-six percent of the Nevada Reading First students were Hispanic, while White students made up 28 percent of the total.
- Sixty-six percent were eligible for Free/Reduced Lunch.
- Thirty-eight percent were classified as English Language Learners.
- Most (92%) students were in regular education placements; eight percent were classified as Special Education.

**EXHIBIT 5-1
STUDENTS BY GRADE LEVEL: 2006-07**



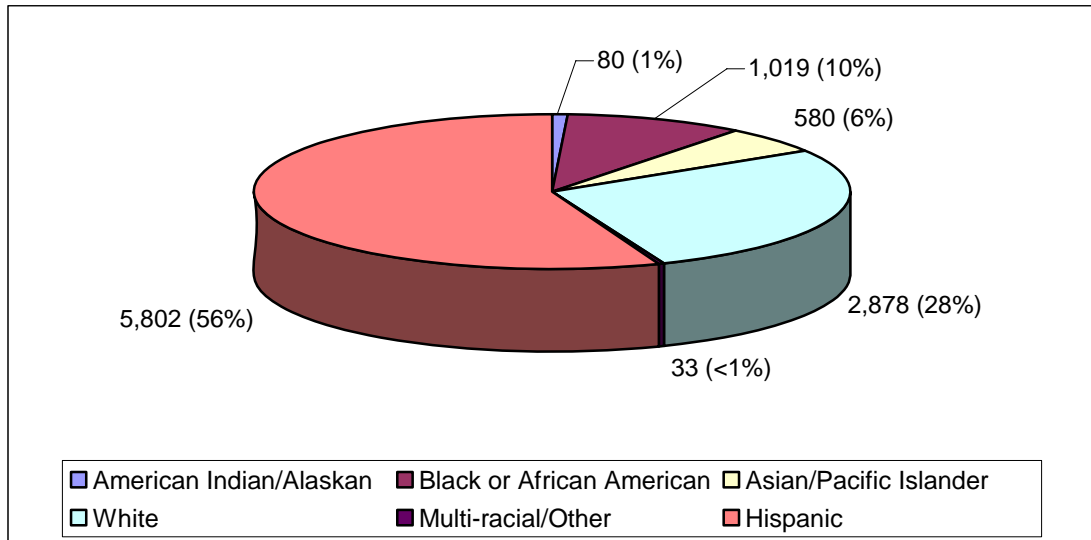
Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

**EXHIBIT 5-2
STUDENTS BY GENDER: 2006-07**



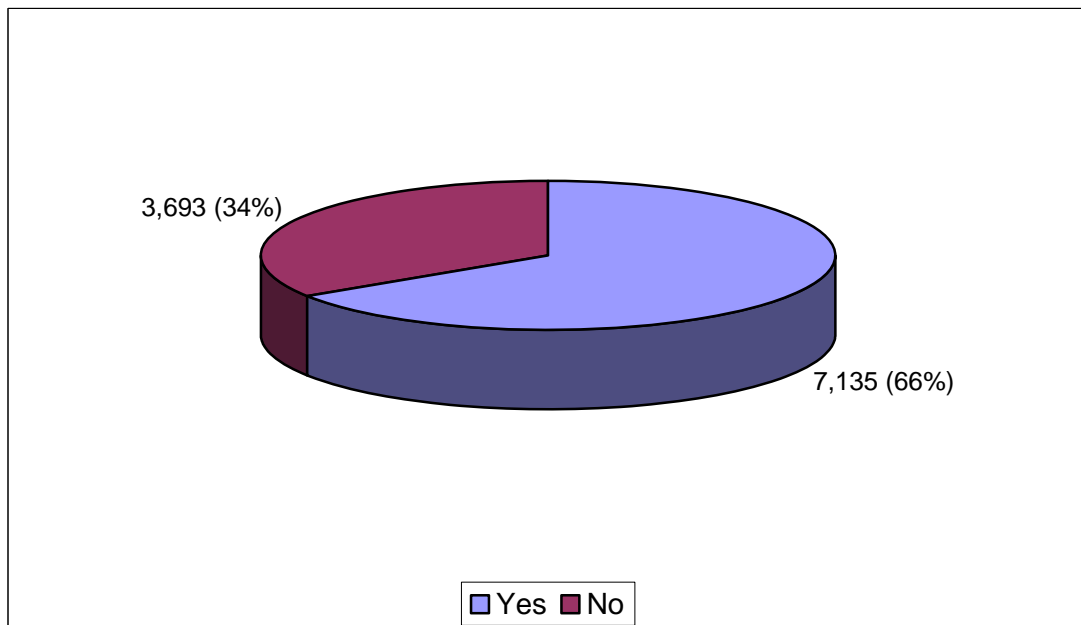
Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

**EXHIBIT 5-3
STUDENTS BY RACE/ETHNICITY: 2006-07**



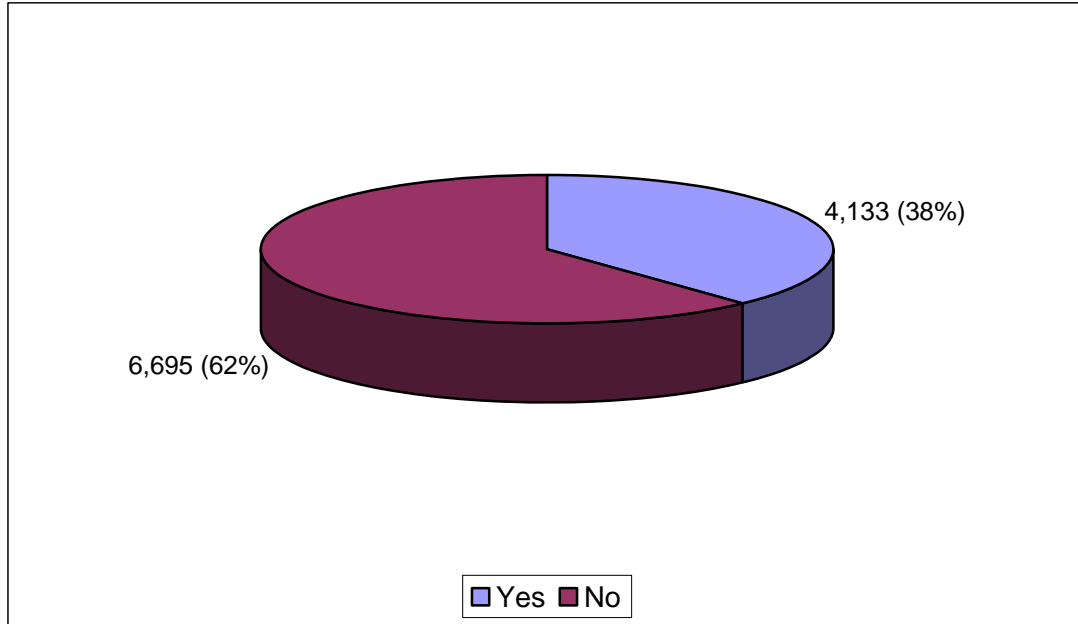
Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

**EXHIBIT 5-4
STUDENTS BY FREE OR REDUCED LUNCH ELIGIBILITY:
2006-07**



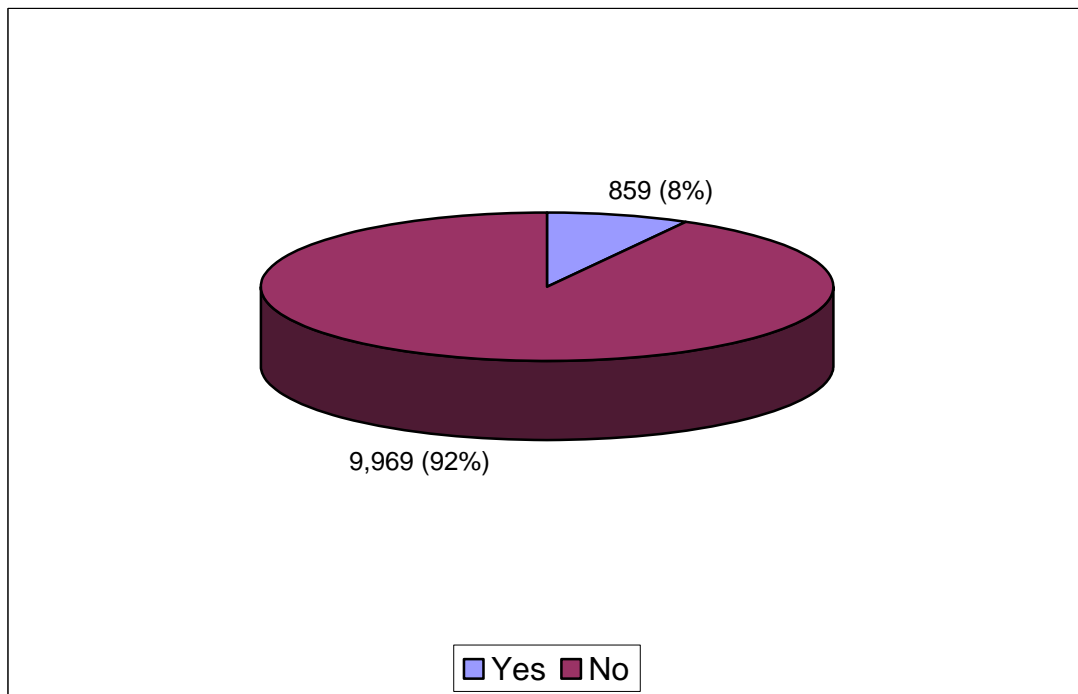
Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

**EXHIBIT 5-5
STUDENTS BY ENGLISH LANGUAGE LEARNER PLACEMENT:
2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

**EXHIBIT 5-6
STUDENTS BY SPECIAL EDUCATION PLACEMENT: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

5.3 KINDERGARTEN STUDENT PERFORMANCE

Progress During School Year

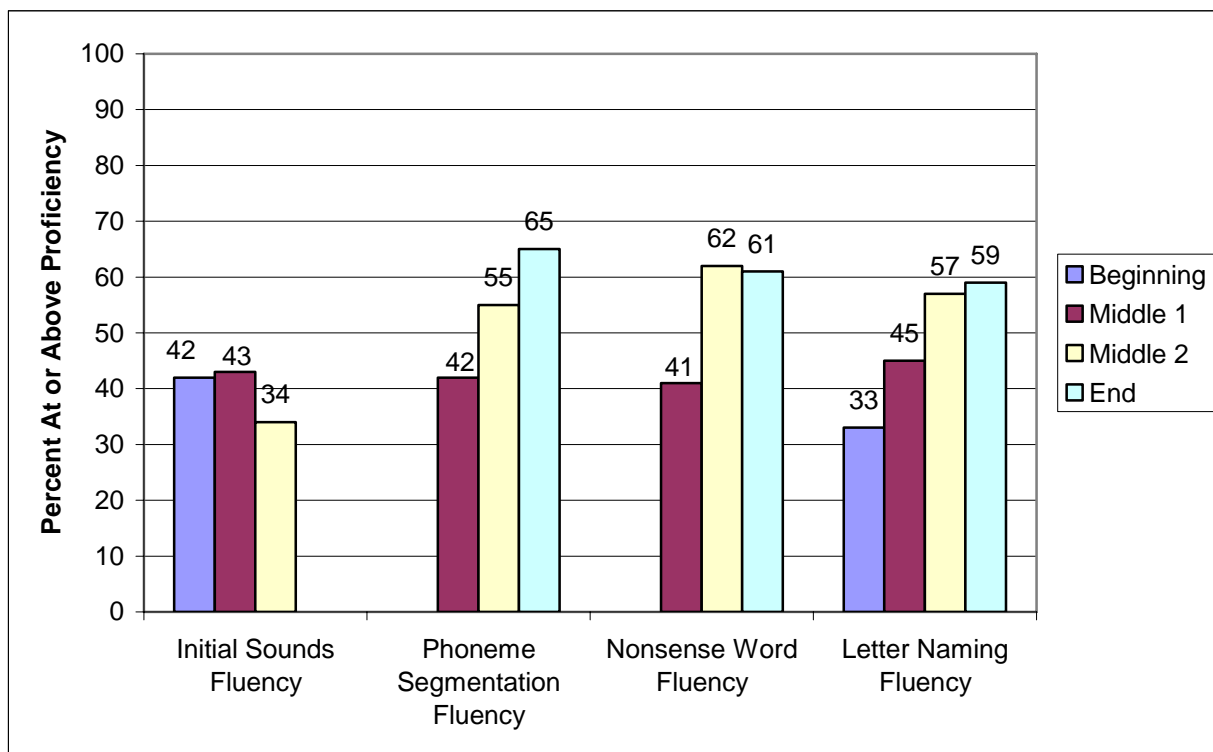
Kindergarten students were tested on four DIBELS measures as progress monitoring for the essential elements of reading:

- DIBELS Initial Sounds Fluency (ISF) for phonemic awareness.
- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.
- DIBELS Letter Naming Fluency (LNF) for phonics.

Kindergarten students made progress in most areas tested, comparing their initial performance (beginning or middle 1 benchmark) to their performance at the last benchmark period at which they were tested (middle 2 or end benchmark). On ISF, 34 percent were meeting proficiency at the middle 2 benchmark compared to 42 percent at the beginning benchmark. This reduction in performance has been consistent over the past three years. One aspect to consider is that the beginning benchmark for the ISF is 8 and the middle 2 benchmark is 25. On PSF, 65 percent were meeting proficiency at the end benchmark compared to 42 percent at the middle 1 benchmark. On NWF, 61 percent met proficiency at the end benchmark compared to 41 percent at the middle 1 benchmark. On LNF, 59 percent met proficiency at the end benchmark compared to 33 percent at the beginning benchmark.

Exhibit 5-7 provides an overview of the performance during the year on each progress monitoring assessment.

**EXHIBIT 5-7
PROGRESS MONITORING PERFORMANCE
KINDERGARTEN: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Performance on Outcomes

At the kindergarten level, Nevada Reading First students were assessed on three outcome measures for 2006-07. Over 2,600 kindergarten students were assessed on these subtests:

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.
- DIBELS Letter Naming Fluency (LNF) for phonics and fluency.

KINDERGARTEN: PHONEME SEGMENTATION FLUENCY

Phonemic awareness was measured by the DIBELS PSF subtest for kindergarten students. Sixty-five percent of kindergarten students statewide achieved the goal of 35 correct phonemic sounds per minute at the final testing (end benchmark). Four schools had over 80 percent of their kindergarten students meeting the phoneme segmentation fluency goal. The highest performing school had 97 percent of the kindergarten students demonstrating proficiency in phoneme segmentation fluency, compared with 21 percent of the kindergarten students in the lowest performing school. Exhibit 5-8 presents the statewide performance and the performance by school for kindergarten PSF for 2006-07.

KINDERGARTEN: NONSENSE WORD FLUENCY

The DIBELS NWF subtest served as the kindergarten outcome measure for phonics. Sixty-one percent of kindergarten students statewide achieved the goal of 25 correct nonsense words per minute at the final testing (end benchmark). Only one school had over 80 percent of its kindergarten students meeting the NWF goal. Five schools had fewer than half of their kindergarten students demonstrating proficiency in NWF. In the highest performing school, 83 percent of the kindergarten students demonstrated proficiency in NWF, compared with only 15 percent of the kindergarten students in the lowest performing school. Exhibit 5-9 presents the statewide performance and the performance by school for kindergarten NWF in 2006–07.

KINDERGARTEN: LETTER NAMING FLUENCY

The DIBELS LNF subtest served as the other kindergarten outcome measure for phonics. Fifty-nine percent of kindergarten students statewide achieved the goal of 40 correct letter names per minute at the final testing (end benchmark). Not one school had over 80 percent of its kindergarten students meeting the LNF goal. Seven schools had fewer than half of their kindergarten students demonstrating proficiency in LNF. In the highest performing school, 78 percent of the kindergarten students demonstrated proficiency in LNF, compared with only 30 percent of the kindergarten students in the lowest performing school. Exhibit 5-10 presents the statewide performance and the performance by school for kindergarten LNF in 2006–07.

**EXHIBIT 5-8
DIBELS PHONEME SEGMENTATION FLUENCY:
END BENCHMARK
KINDERGARTEN: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	PHONEME SEGMENTATION FLUENCY				PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 PHONEMES / MINUTE				GOAL: 35 PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	2,954	1,752	59	34.52	2,635	1,709	65	37.85
1	120	70	58	34.31	163	90	55	32.75
2	180	90	50	29.99				
3	160	113	71	38.09	166	125	75	42.40
4	58	36	62	36.22	56	41	73	37.32
5	151	104	69	36.79	140	73	52	32.85
6	9	3	33	24.44	8	3	38	25.75
7	161	132	82	45.36	87	84	97	57.54
8	84	75	89	44.14	94	71	76	39.52
9	56	38	68	36.84	71	58	82	45.15
10	79	49	62	35.19	71	50	70	37.15
11	79	50	63	36.68				
12	143	75	52	31.69	132	80	61	34.92
13	89	58	65	36.76	85	68	80	41.88
14	98	38	39	27.60	96	33	34	23.98
15	59	39	66	36.59	60	37	62	35.13
16	172	80	47	29.58	161	104	65	40.02
17	61	57	93	50.57	60	40	67	42.23
18	109	65	60	32.33	143	113	79	44.55
19	141	81	57	39.82	166	120	72	42.90
20	69	22	32	26.17	95	45	47	28.68
21	112	48	43	29.50	108	23	21	24.38
22	88	73	83	42.06	93	78	84	44.19
23	135	82	61	34.27	140	96	69	40.49
24	60	23	38	25.78	83	71	86	44.99
25	107	72	67	36.73				
26	91	55	60	33.75	88	54	61	35.13
27	108	67	62	34.68	102	81	79	42.75
28	175	57	33	22.99	167	71	43	27.13

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-9
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
KINDERGARTEN: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	NONSENSE WORD FLUENCY				NONSENSE WORD FLUENCY			
	GOAL: 25 NONSENSE WORDS / MINUTE				GOAL: 25 NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	2,954	1,575	53	26.25	2,635	1,595	61	29.77
1	120	60	50	24.28	163	104	64	30.35
2	180	99	55	23.33				
3	160	102	64	33.23	166	126	76	37.64
4	58	28	48	24.26	56	20	36	22.32
5	151	121	80	35.62	140	77	55	25.67
6	9	5	56	25.89	8	5	63	25.63
7	161	111	69	29.99	87	65	75	37.26
8	84	63	75	35.76	94	62	66	31.72
9	56	30	54	27.23	71	59	83	37.51
10	79	54	68	35.65	71	46	65	33.72
11	79	46	58	27.42				
12	143	82	57	25.75	132	73	55	27.33
13	89	48	54	26.91	85	54	64	29.39
14	98	30	31	17.58	96	14	15	15.42
15	59	30	51	25.44	60	44	73	30.18
16	172	96	56	28.30	161	107	66	31.42
17	61	29	48	27.62	60	30	50	25.80
18	109	51	47	22.11	143	91	64	30.30
19	141	93	66	30.30	166	131	79	38.86
20	69	17	25	16.72	95	37	39	22.72
21	112	56	50	28.31	108	36	33	19.65
22	88	47	53	26.07	93	60	65	31.65
23	135	66	49	23.70	140	100	71	34.24
24	60	24	40	23.43	83	56	67	33.29
25	107	46	43	21.15				
26	91	31	34	20.43	88	47	53	25.72
27	108	41	38	19.92	102	71	70	30.61
28	175	69	39	21.25	167	80	48	23.75

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-10
DIBELS LETTER NAMING FLUENCY: END BENCHMARK
KINDERGARTEN: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	LETTER NAMING FLUENCY				LETTER NAMING FLUENCY			
	GOAL: 40 LETTER NAMES / MINUTE				GOAL: 40 LETTER NAMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	2,954	1,384	47	38.03	2,636	1,543	59	42.32
1	120	47	39	33.71	163	101	62	40.90
2	180	84	47	37.72				
3	160	96	60	43.48	166	129	78	47.72
4	58	25	43	38.02	56	27	48	37.95
5	151	85	56	42.19	140	60	43	37.16
6	9	1	11	34.22	8	4	50	42.50
7	161	83	52	39.86	87	65	75	47.41
8	84	58	69	46.56	94	52	55	40.67
9	56	28	50	37.88	71	45	63	45.07
10	79	52	66	46.84	71	49	69	48.15
11	79	44	56	43.06				
12	143	64	45	37.01	132	53	40	37.94
13	89	34	38	35.37	85	47	55	42.32
14	98	33	34	33.15	96	29	30	33.66
15	59	25	42	37.14	60	34	57	42.55
16	172	116	67	45.65	161	101	63	43.81
17	61	28	46	38.39	60	36	60	42.35
18	109	34	31	30.51	143	90	63	44.43
19	141	86	61	42.00	166	123	74	48.75
20	69	24	35	31.32	95	47	49	38.91
21	112	39	35	35.88	109	53	49	37.02
22	88	30	34	36.16	93	49	53	41.58
23	135	50	37	33.17	140	108	77	48.96
24	60	22	37	33.60	83	55	66	42.69
25	107	36	34	33.44				
26	91	35	38	37.08	88	40	45	35.95
27	108	51	47	36.95	102	63	62	44.89
28	175	74	42	34.25	167	83	50	39.24

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

Exhibit 5-11 presents an analysis of statewide scores by demographic characteristics and for risk groups, including gender, race/ethnicity groups, language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year.

As the exhibit shows, there were more male than female kindergarten students. Female students did consistently better than male students on the PSF, NWF, and LNF.

Focusing on race/ethnicity, a much higher percentage (73%) of White students met the PSF benchmark, compared to 64 percent of Black/African American and Hispanic students. On the NWF benchmark, 63 percent of White students, 66 percent of Black/African American, and 59 percent of Hispanic met the NWF goal. Additionally, similar percentages of White students (66%), Black/African American students (65%), and Hispanic (54%) met the LNF goal.

Contrasting risk groups, English Language Learners were behind English speakers for each of the outcome measures, with 61 versus 66 percent on PSF, 56 versus 62 percent on NWF, and 51 versus 62 percent on LNF.

Of the 190 students designated in the DIBELS database as receiving Special Education, 47 percent met the PSF goal, 51 percent met the NWF goal, and 51 percent met the LNF goal. These percentages were noticeably lower than those for students not receiving special education.

Students who were designated as eligible for Free/Reduced Lunch performed similarly on PSF, NWF, and LNF to other students who did not receive Free/Reduced Lunch. Sixty-three percent of students receiving Free/Reduced Lunch met the PSF goal compared to 67 percent of other students. Similarly, 57 percent of students receiving Free/Reduced Lunch met the NWF goal compared to 65 percent of other students. Fifty-five percent of students receiving Free/Reduced Lunch met the LNF goal compared to 64 percent of other students.

Exhibits 5-12 through 5-14 present the demographic and risk group characteristics in chart form.

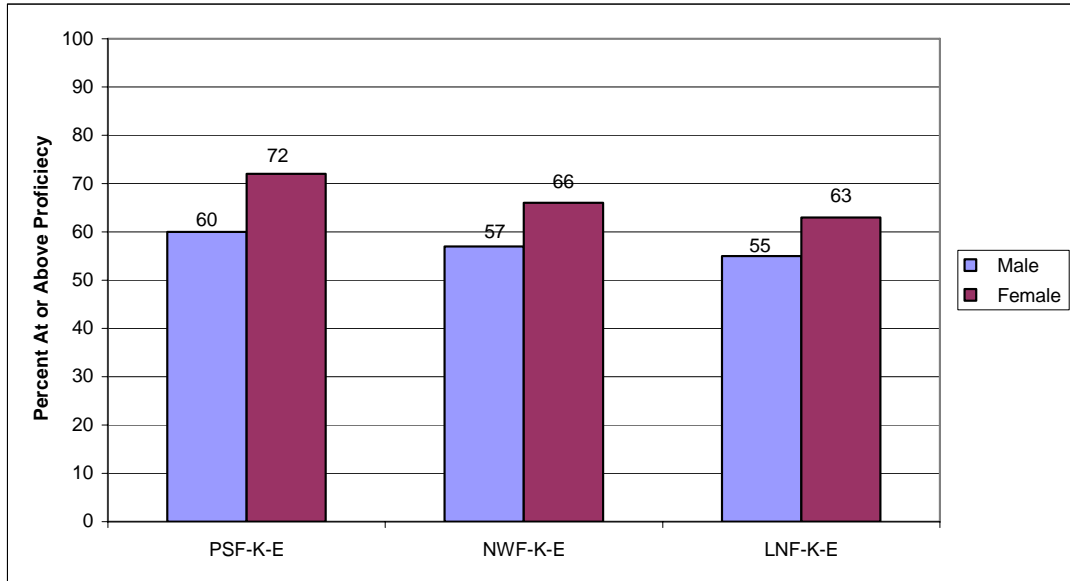
**EXHIBIT 5-11
DIBELS PERFORMANCE: END BENCHMARK
KINDERGARTEN: 2006–07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC**

	PHONEME SEGMENTATION FLUENCY		NONSENSE WORD FLUENCY		LETTER NAMING FLUENCY	
	GOAL: 35 PHONEMES / MINUTE		GOAL: 25 NONSENSE WORDS / MINUTE		GOAL: 40 LETTER NAMES / MINUTE	
	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL
Gender						
Male	1,295	60 (775)	1,295	57 (734)	1,296	55 (718)
Female	1,234	72 (883)	1,234	66 (810)	1,234	63 (780)
Race/Ethnicity						
American Indian/Alaskan	41	61 (25)	41	66 (27)	41	56 (23)
Asian/Pacific Islander	141	62 (87)	141	73 (103)	141	72 (102)
Black or African American	255	64 (163)	255	66 (157)	256	65 (166)
Hispanic	1,428	64 (907)	1,428	59 (840)	1,428	54 (775)
White	629	73 (457)	629	63 (397)	629	66 (414)
Multi-racial/Other	15	60 (9)	15	53 (8)	15	47 (7)
English Language Learner						
Yes	765	61 (466)	765	56 (429)	765	51 (392)
No	1,870	66 (1,243)	1,870	62 (1,166)	1,871	62 (1,151)
Special Ed. Placement						
Yes	190	47 (89)	190	51 (97)	190	51 (97)
No	2,445	66 (1,620)	2,445	61 (1,498)	2,446	59 (1,446)
Free/Reduced Lunch						
Yes	1,514	63 (961)	1,514	57 (866)	1,514	55 (828)
No	1,121	67 (748)	1,121	65 (729)	1,122	64 (715)

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

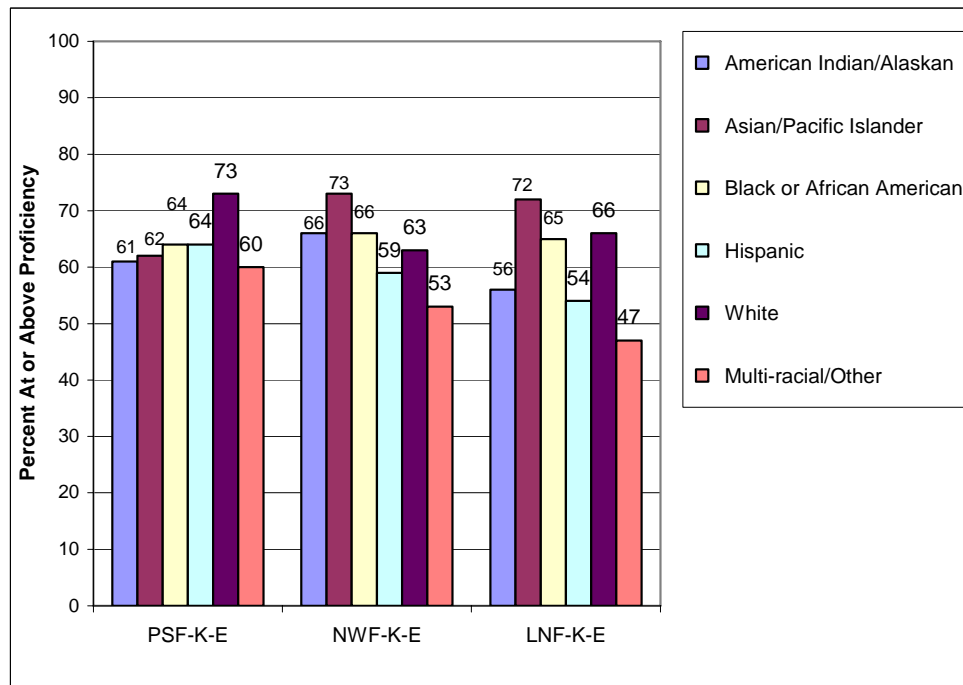
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-12
KINDERGARTEN PERFORMANCE
BY GENDER: 2006-07**



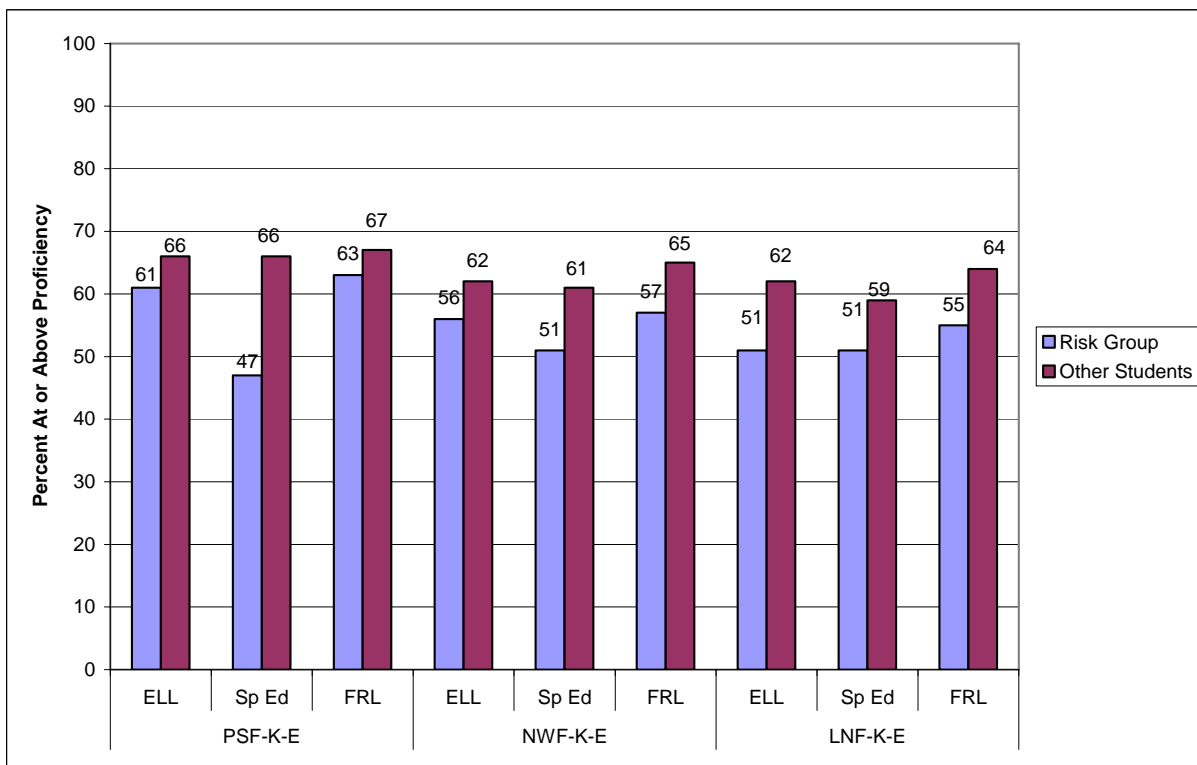
Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

**EXHIBIT 5-13
KINDERGARTEN PERFORMANCE
BY RACE/ETHNICITY: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

EXHIBIT 5-14 KINDERGARTEN PERFORMANCE BY RISK GROUP: 2006-07



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

5.4 FIRST GRADE STUDENT PERFORMANCE

Progress During School Year

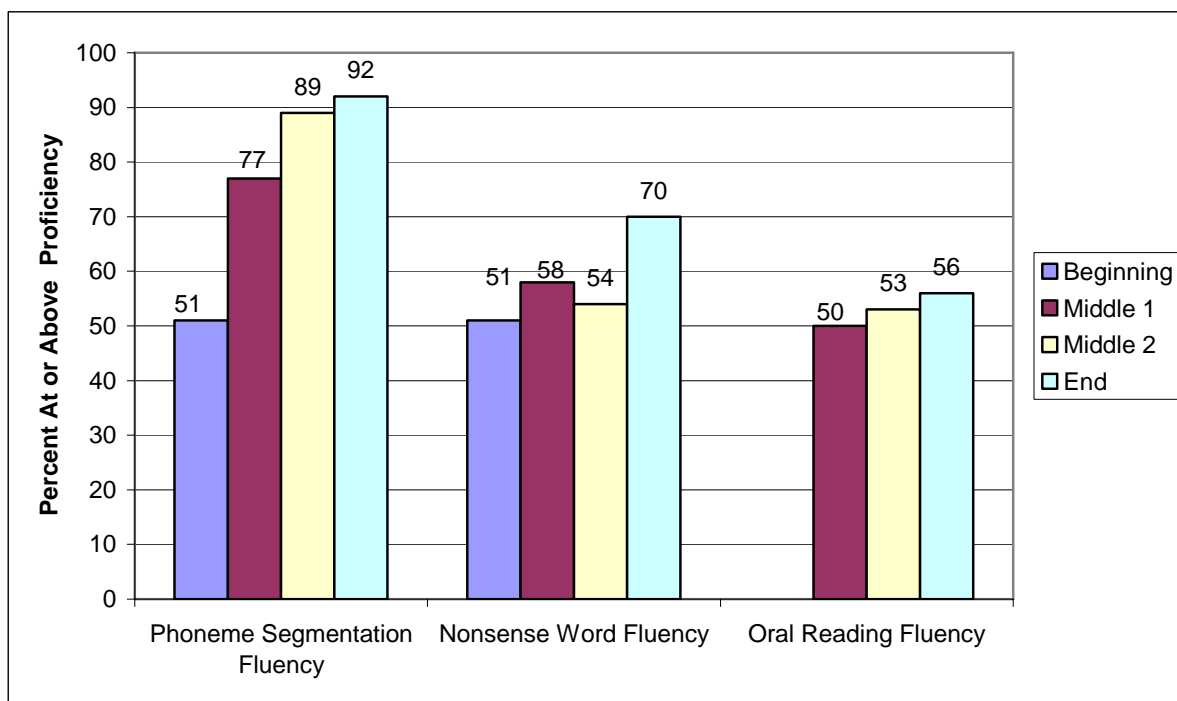
First grade students were given three DIBELS subtests as progress monitoring for the essential elements of reading:

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.
- DIBELS Oral Reading Fluency (ORF) for fluency.

First grade students made progress in all three areas tested, comparing the initial performance (beginning or middle 1 benchmark) to their performance at the end. On PSF, 92 percent were meeting proficiency compared to 51 percent at the beginning. For NWF, 70 percent were meeting proficiency compared to 51 at the beginning. On ORF, 56 percent were meeting proficiency compared to 50 percent at the middle 1 benchmark.

Exhibit 5-15 provides an overview of the progress made throughout the year on each progress monitoring assessment.

**EXHIBIT 5-15
PROGRESS MONITORING PERFORMANCE
FIRST GRADE: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Performance on Outcomes

First grade students were assessed on five outcome measures for 2006-07, including three DIBELS subtests and two ITBS subtests. Over 2,300 first grade students were assessed on at least one of these subtests:

- DIBELS Phoneme Segmentation Fluency (PSF) for phonemic awareness.
- DIBELS Nonsense Word Fluency (NWF) for phonics.
- DIBELS Oral Reading Fluency (ORF) for fluency.
- ITBS Language Total for phonics.
- ITBS Reading Total for vocabulary and comprehension.

Exhibits 16-18 present statewide and school performance for PSF, NWF, and ORF. Exhibits 19-22 present statewide and school performance ITBS Reading Total and Language Total.

FIRST GRADE: PHONEME SEGMENTATION FLUENCY

First grade students were assessed on DIBELS PSF as the outcome measure for phonemic awareness. Ninety-two percent of first grade students statewide met or exceeded the PSF goal of 35 correct phonemic sounds per minute. Performance varied by school. Twenty-four of the 25 schools in 2006-07 had over 80 percent of their first

grade students meeting the PSF goal. Eighteen schools had over 90 percent of their first grade students meeting the PSF goal.

FIRST GRADE: NONSENSE WORD FLUENCY

First grade students were assessed on DIBELS NWF as the outcome measure for phonics. Seventy percent of first grade students statewide met or exceeded the goal of 50 nonsense words per minute. Six schools had 80 or more percent of its first grade students meeting the NWF goal, while one school had fewer than 50 percent of their students completing first grade and demonstrating proficiency. In the two best performing schools, 92 percent of the first grade students demonstrated nonsense word fluency compared with 47 percent of the first grade students in the lowest performing school.

FIRST GRADE: ORAL READING FLUENCY

DIBELS ORF was the first grade outcome measure for fluency. Fifty-six percent of first grade students met or exceeded the goal of reading out loud 40 correct words per minute. One school had 80 or more percent of its first grade students meeting the ORF goal. Seven schools had fewer than 50 percent of their students completing first grade and demonstrating oral reading fluency. In the best performing school, 80 percent of the first grade students demonstrated oral reading fluency in 2006–07, compared with 32 percent of the first grade students in the lowest performing school.

**EXHIBIT 5-16
DIBELS: PHONEME SEGMENTATION FLUENCY
END BENCHMARK
FIRST GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	PHONEME SEGMENTATION FLUENCY				PHONEME SEGMENTATION FLUENCY			
	GOAL: 35 PHONEMES / MINUTE				GOAL: 35 PHONEMES / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	3,029	2,694	89	50.62	2,569	2,376	92	53.27
1	160	145	91	52.31	146	142	97	58.66
2	165	146	88	52.64				
3	148	137	93	54.70	177	158	89	50.93
4	69	61	88	46.01	64	58	91	53.20
5	159	152	96	56.38	132	116	88	50.38
6	11	7	64	37.91	5	5	100	49.60
7	118	112	95	59.10	97	97	100	57.97
8	103	99	96	59.75	108	105	97	61.56
9	62	60	97	59.56	53	52	98	56.98
10	78	68	87	50.69	74	73	99	55.58
11	87	85	98	58.92				
12	144	128	89	51.02	134	130	97	55.19
13	61	45	74	42.75	88	80	91	51.94
14	113	76	67	39.80	89	56	63	38.69
15	65	62	95	45.28	67	62	93	48.63
16	161	135	84	46.34	138	117	85	46.28
17	68	62	91	50.76	67	62	93	50.48
18	143	127	89	52.69	132	128	97	66.05
19	169	153	91	49.79	165	162	98	53.89
20	98	87	89	53.00	95	94	99	60.64
21	121	113	93	48.51	109	107	98	53.83
22	89	72	81	43.02	88	81	92	47.53
23	125	114	91	47.12	133	123	92	49.43
24	89	87	98	52.22	67	66	99	55.39
25	74	63	85	44.84				
26	89	77	87	47.87	96	84	88	49.96
27	117	109	93	52.12	107	100	93	56.65
28	143	112	78	45.82	138	118	86	47.59

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-17
DIBELS NONSENSE WORD FLUENCY: END BENCHMARK
FIRST GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	NONSENSE WORD FLUENCY				NONSENSE WORD FLUENCY			
	GOAL: 50 NONSENSE WORDS / MINUTE				GOAL: 50 NONSENSE WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	3,029	2,082	69	64.96	2,569	1,808	70	67.14
1	160	101	63	61.37	146	129	88	77.80
2	165	98	59	58.92				
3	148	113	76	70.89	177	113	64	62.96
4	69	47	68	65.78	64	39	61	68.30
5	159	113	71	67.81	132	92	70	70.38
6	11	8	73	74.27	5	4	80	53.80
7	118	99	84	75.45	97	84	87	75.97
8	103	87	84	70.38	108	98	91	73.33
9	62	48	77	70.10	53	39	74	71.09
10	78	57	73	67.21	74	68	92	85.93
11	87	64	74	67.79				
12	144	98	68	64.75	134	88	66	60.73
13	61	41	67	67.62	88	64	73	67.14
14	113	62	55	60.45	89	46	52	59.63
15	65	42	65	63.14	67	53	79	72.19
16	161	95	59	58.27	138	88	64	65.70
17	68	40	59	61.88	67	39	58	63.58
18	143	104	73	65.91	132	122	92	74.97
19	169	132	78	66.31	165	125	76	71.95
20	98	64	65	52.36	95	70	74	68.43
21	121	78	64	59.91	109	66	61	65.00
22	89	66	74	70.58	88	57	65	65.51
23	125	80	64	59.94	133	84	63	60.83
24	89	65	73	65.30	67	49	73	63.33
25	74	48	65	58.54				
26	89	60	67	61.93	96	60	63	62.77
27	117	76	65	62.89	107	66	62	60.63
28	143	96	67	70.60	138	65	47	51.85

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-18
DIBELS ORAL READING FLUENCY: END BENCHMARK
FIRST GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ORAL READING FLUENCY				ORAL READING FLUENCY			
	GOAL: 40 ORAL WORDS / MINUTE				GOAL: 40 ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	3,029	1,606	53	46.86	2,562	1,427	56	47.65
1	160	78	49	44.09	146	102	70	52.07
2	165	70	42	40.35				
3	148	90	61	52.01	176	91	52	45.42
4	69	49	71	61.25	64	36	56	54.22
5	159	89	56	47.62	131	84	64	49.89
6	11	7	64	59.09	5	3	60	37.40
7	118	85	72	56.16	97	72	74	55.53
8	103	48	47	45.21	107	64	60	48.56
9	62	35	56	50.68	53	32	60	49.96
10	78	41	53	44.88	74	59	80	63.38
11	87	49	56	49.68				
12	144	78	54	44.97	132	74	56	46.92
13	61	32	52	46.80	88	47	53	52.02
14	113	57	50	49.79	89	44	49	45.37
15	65	34	52	46.98	67	39	58	50.18
16	161	66	41	40.64	138	70	51	45.58
17	68	26	38	37.07	67	34	51	48.28
18	143	74	52	44.88	113	69	61	47.65
19	169	95	56	51.91	165	122	74	57.23
20	98	60	61	52.45	95	55	58	49.22
21	121	58	48	42.44	126	66	52	48.94
22	89	47	53	47.96	88	42	48	41.70
23	125	58	46	45.94	133	60	45	40.54
24	89	51	57	49.09	67	33	49	43.45
25	74	41	55	41.16				
26	89	53	60	46.47	96	46	48	43.85
27	117	47	40	41.00	107	39	36	38.50
28	143	88	62	51.79	138	44	32	34.13

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

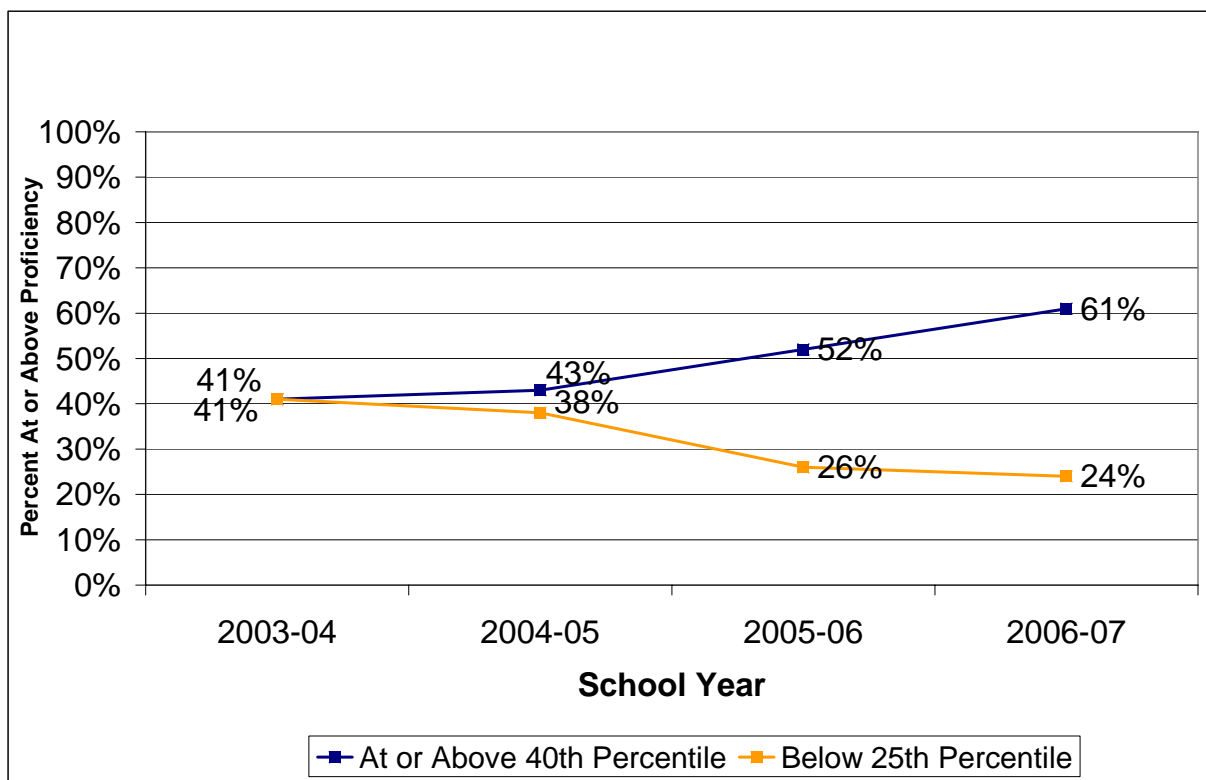
Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

FIRST GRADE: IOWA TEST OF BASIC SKILLS (ITBS) READING TOTAL

First grade students were assessed on ITBS Reading Total as the outcome measure for vocabulary and comprehension. The mean NCE was 48.14 for 2,450 students tested. With the proficiency level set at the 40th percentile, 61 percent of first grade students achieved proficiency at the end of the 2006-07 school year. These results were significantly above the previous year (52% for 2005-06). Looking at progress with the lowest performing group, the percentage of students below the 25th percentile was reduced by two percentage points from 26 percent in 2005-06 to 24 percent in 2006-07.

Two schools had over 80 percent of their first grade students achieving proficiency on ITBS Reading Total, while 4 schools had less than half of their first grade students demonstrating proficiency. This is compared to 9 schools for the 2005-06 school year. In 2006-07, the highest performing school had 86 percent proficient compared with 31 percent for the lowest performing school.

EXHIBIT 5-19
FIRST GRADE STUDENTS MEETING PROFICIENCY
ON ITBS READING TOTAL
COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07



Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2004, 2005, 2006, and 2007.

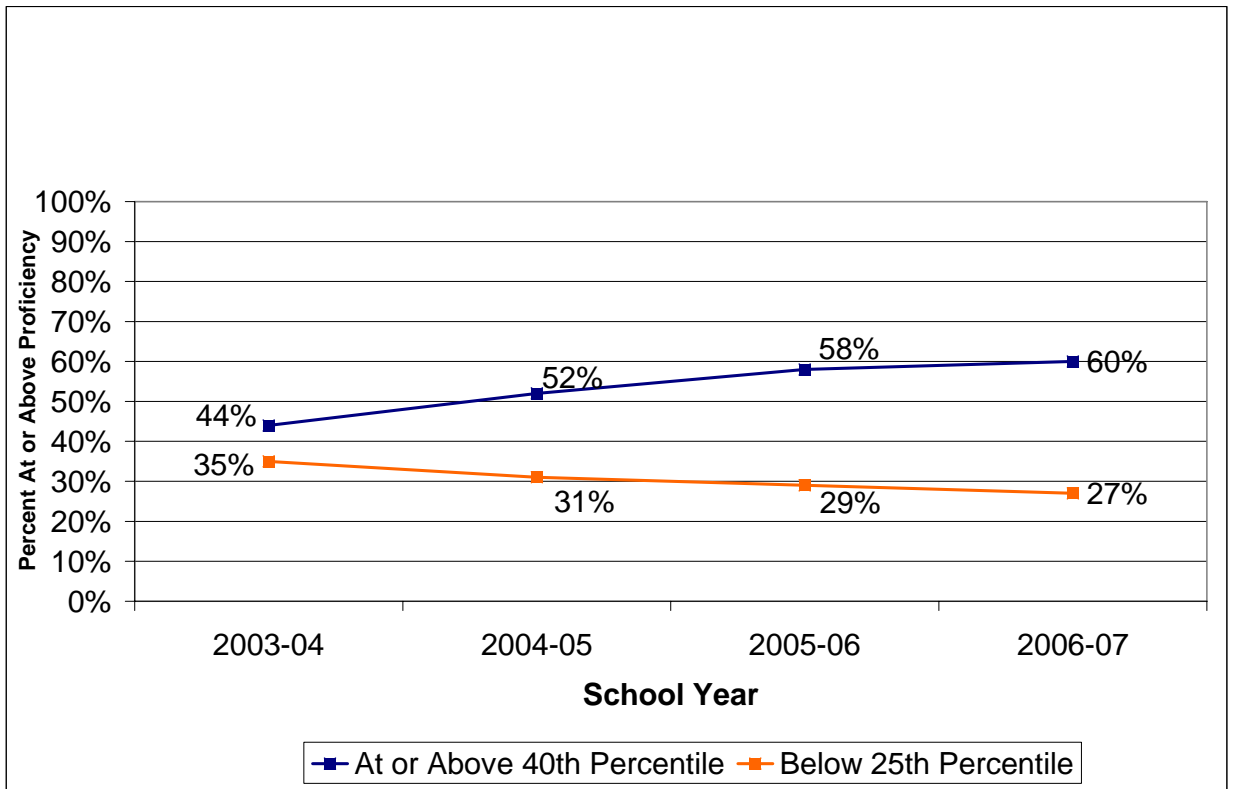
FIRST GRADE: IOWA TEST OF BASIC SKILLS (ITBS) LANGUAGE TOTAL

First grade students were assessed on ITBS Language Total as the outcome measure for phonics. The mean NCE was 50.27 for 2,449 students tested. With the proficiency level set at the 40th percentile, 60 percent of first grade students achieved proficiency at the end of the 2006-07 school year. These results were slightly above 58 percent from the previous year (2005-06). Looking at progress with the lowest performing group, the percentage of students below the 25th percentile was reduced by two percentage points from 29 percent in 2005-06 to 27 percent in 2006-07.

Two schools had over 80 percent of its first grade students achieving proficiency on ITBS Language Total, while 4 schools had less than half of their first grade students

demonstrating proficiency. The highest performing school had 86 percent proficient compared with 34 percent for the lowest performing school.

EXHIBIT 5-20
FIRST GRADE STUDENTS MEETING PROFICIENCY
ON ITBS LANGUAGE TOTAL
COMPARING 2003-04, 2004-05, 2005-06, AND 2006-07



Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2004, 2005, 2006, and 2007.

**EXHIBIT 5-21
ITBS READING TOTAL
FIRST GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ITBS READING TOTAL				ITBS READING TOTAL			
	AT OR ABOVE 40 TH PERCENTILE				AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE
All	3,037	1,587	52	45.79	2,450	1,498	61	48.14
1	160	76	48	44.33	139	96	69	48.17
2	155	67	43	42.10				
3	134	68	51	44.48	174	108	62	49.03
4	65	44	68	52.45	36	18	50	44.94
5	139	77	55	46.32	129	69	53	44.82
6	11	6	55	60.36	5	3	60	54.40
7	132	82	62	51.24	94	74	79	55.91
8	97	55	57	47.95	102	83	81	58.16
9	65	34	52	45.18	53	35	66	46.58
10	78	32	41	40.71	72	62	86	59.10
11	111	51	46	45.77				
12	165	100	61	48.21	134	82	61	45.48
13	68	41	60	47.19	88	56	64	53.39
14	114	60	53	45.40	89	59	66	49.01
15	65	49	75	53.95	67	48	72	54.51
16	162	69	43	40.01	91	51	56	46.46
17	68	35	51	42.38	66	39	59	47.82
18	134	95	71	54.71	133	97	73	55.32
19	169	85	50	45.73	153	105	69	50.51
20	108	58	54	48.09	93	56	60	49.18
21	119	62	52	44.78	118	74	63	52.72
22	90	41	46	45.11	87	40	46	40.40
23	127	67	53	47.80	131	61	47	40.58
24	88	52	59	47.97	64	38	59	47.39
25	78	36	46	41.44				
26	89	46	52	45.11	94	54	57	45.62
27	114	41	36	39.72	104	32	31	35.63
28	132	58	44	41.30	134	58	43	38.83

Source: Nevada Reading First ITBS assessment results, provided by Riverside Publishing Company, 2006 and 2007.
 Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-22
ITBS LANGUAGE TOTAL
FIRST GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ITBS LANGUAGE TOTAL				ITBS LANGUAGE TOTAL			
	AT OR ABOVE 40 TH PERCENTILE				AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE
All	3,061	1,769	58	48.06	2,449	1,469	60	50.27
1	162	98	60	49.93	137	98	72	53.56
2	160	88	55	44.82				
3	137	80	58	47.44	174	95	55	48.08
4	68	46	68	57.09	37	19	51	47.03
5	140	72	51	42.22	128	65	51	45.87
6	11	10	91	68.00	5	3	60	59.00
7	132	84	64	52.30	94	71	76	56.67
8	97	71	73	59.40	102	83	81	62.25
9	65	38	58	50.28	53	29	55	45.45
10	79	43	54	46.77	71	61	86	59.23
11	111	47	42	36.59				
12	166	111	67	48.64	133	86	65	49.77
13	68	47	69	53.68	88	57	65	53.70
14	117	66	56	47.79	89	57	64	53.44
15	65	49	75	55.57	67	46	69	55.75
16	162	71	44	39.65	91	41	45	44.85
17	68	24	35	31.84	65	33	51	43.34
18	134	88	66	55.32	132	97	73	56.35
19	170	98	58	46.10	154	104	68	52.98
20	108	67	62	52.86	93	60	65	53.02
21	120	66	55	46.55	120	72	60	55.09
22	91	45	49	43.26	87	30	34	39.72
23	127	93	73	55.10	133	69	52	47.84
24	88	52	59	47.85	65	40	62	48.02
25	78	44	56	46.36				
26	90	62	69	57.85	96	55	57	48.77
27	115	47	41	38.04	103	36	35	38.63
28	132	62	47	39.92	132	62	47	43.51

Source: Nevada Reading First ITBS assessment results, provided by Riverside Publishing Company, 2006 and 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

Exhibits 5-23 through 5-27 present an analysis of first grade scores by demographic characteristics; including language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year.

With a slightly larger number of male students than female students, female students consistently performed better on the PSF, NWF, ORF, ITBS Language Total, and ITBS Reading Total.

Focusing on race/ethnicity, 94 percent of the White students and 93 percent of the Hispanic students completed first grade meeting the PSF goal, while 73 percent of White students and 68 percent of Hispanic students met the NWF goal. With regard to oral reading fluency, 63 percent of White students and 51 percent of Hispanic students met the mid-year benchmark. White first grade students had a higher proportion meeting proficiency on ITBS Language Total and ITBS Reading Total than did Hispanic students (Reading Total: 73% versus 53% and Language Total: 70% versus 52%).

In terms of risk groups, students who were designated as English Language Learners performed similarly on PSF, NWF, and ORF to those who were not designated as English Language Learners. Ninety-three percent of ELL met the PSF goal compared to 92 percent of other students. Similarly, 69 percent of ELL students met the NWF goal compared to 72 percent of other students, and 53 percent of ELL students met the ORF goal compared to 58 percent of other students.

Of the 181 students designated as Special Education in the DIBELS database, 86 percent met the PSF benchmark, 58 percent met the NWF benchmark, and 41 percent met the ORF benchmark. In the ITBS database, 176 first grade students were designated as Special Education. Of these, fewer met proficiency on Reading Total (43% versus 63%) and Language Total (40% versus 62%) than did their non-special education counterparts.

Students who were designated as eligible for Free/Reduced Lunch performed similarly on PSF, NWF, and ORF to those who did not receive Free/Reduced Lunch. Ninety-three percent of students receiving Free/Reduced Lunch met the PSF goal compared to 92 percent of other students. Similarly, 69 percent of students receiving Free/Reduced Lunch met the NWF goal compared to 74 percent of other students, and 52 percent of students receiving Free/Reduced Lunch met the ORF goal compared to 64 percent of other students. Fewer disadvantaged students met proficiency on ITBS Language Total (53% versus 67%) and ITBS Reading Total (53% versus 70%).

EXHIBIT 5-23
DIBELS PERFORMANCE: END BENCHMARK
FIRST GRADE: 2006–07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC

	PHONEME SEGMENTATION FLUENCY		NONSENSE WORD FLUENCY		ORAL READING FLUENCY	
	GOAL: 35 PHONEMES / MINUTE		GOAL: 50 NONSENSE WORDS / MINUTE		GOAL: 40 ORAL WORDS / MINUTE	
	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Gender						
Male	1,280	92 (1,173)	1,280	69 (884)	1,276	52 (660)
Female	1,230	94 (1,151)	1,230	72 (885)	1,225	60 (734)
Race/Ethnicity						
American Indian/Alaskan	41	83 (34)	41	66 (27)	42	36 (15)
Asian/Pacific Islander	123	94 (116)	123	79 (97)	122	73 (89)
Black or African American	240	90 (217)	240	72 (173)	234	59 (138)
Hispanic	1,412	93 (1,308)	1,412	68 (966)	1,409	51 (720)
White	685	94 (642)	685	73 (500)	684	63 (428)
Multi-racial/Other	6	83 (5)	6	50 (3)	7	43 (3)
English Language Learner						
Yes	1,194	93 (1,105)	1,194	69 (821)	1,189	53 (625)
No	1,375	92 (1,271)	1,375	72 (987)	1,373	58 (802)
Special Ed. Placement						
Yes	181	86 (155)	181	58 (105)	183	41 (75)
No	2,388	93 (2,221)	2,388	71 (1,703)	2,379	57 (1,352)
Free/Reduced Lunch						
Yes	1,711	93 (1,585)	1,711	69 (1,175)	1,704	52 (878)
No	858	92 (791)	858	74 (633)	858	64 (549)

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

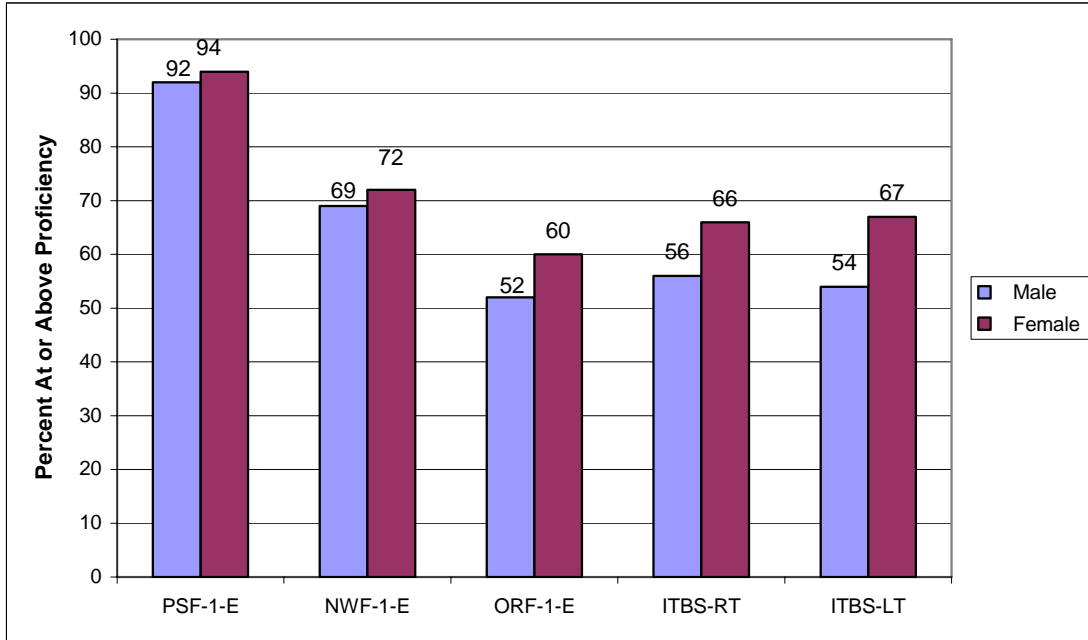
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-24
ITBS PERFORMANCE
FIRST GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC**

	ITBS READING TOTAL			ITBS LANGUAGE TOTAL		
	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL	MEAN NCE	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL	MEAN NCE
Total	2,450	61 (1,498)	48.14	2,449	60 (1,469)	50.27
Gender						
Male	1,255	56 (700)	46.50	1,253	54 (677)	47.63
Female	1,187	66 (785)	49.84	1,187	67 (792)	53.02
Race/Ethnicity						
American Indian/Alaskan	36	47 (17)	42.75	36	56 (20)	45.92
Asian/Pacific Islander	122	72 (88)	52.64	122	76 (93)	55.63
Black or African American	220	71 (156)	52.45	222	67 (149)	53.46
Hispanic	1,360	53 (725)	43.88	1,357	52 (711)	46.57
White	667	73 (484)	54.96	667	70 (470)	56.21
Other	3	100 (3)	58.67	3	67 (2)	40.33
English Language Learner						
Yes	1,322	56 (737)	45.13	1,321	55 (728)	47.54
No	1,128	67 (761)	51.67	1,128	66 (741)	53.47
Special Ed. Placement						
Yes	175	43 (76)	39.91	176	40 (70)	40.66
No	2,275	63 (1,422)	48.77	2,273	62 (1,399)	51.02
Free/Reduced Lunch						
Yes	1,242	53 (658)	43.46	1,238	53 (653)	46.09
No	1,208	70 (840)	52.95	1,211	67 (816)	54.55

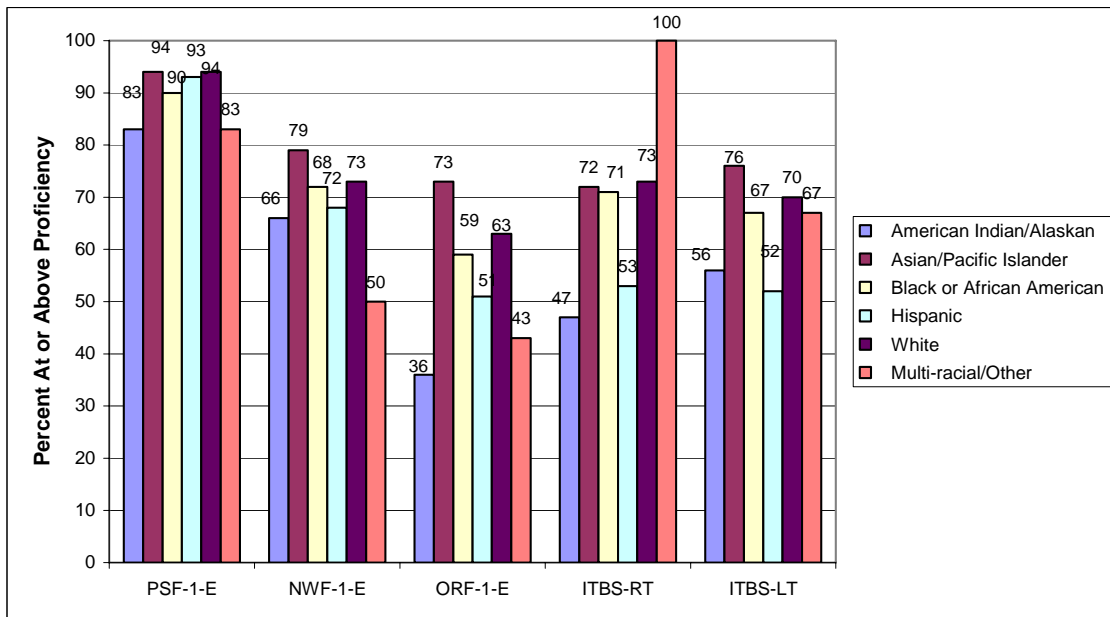
Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2007. Further analysis conducted by MGT of America, Inc.
 Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-25
FIRST GRADE PERFORMANCE
BY GENDER: 2006-07**



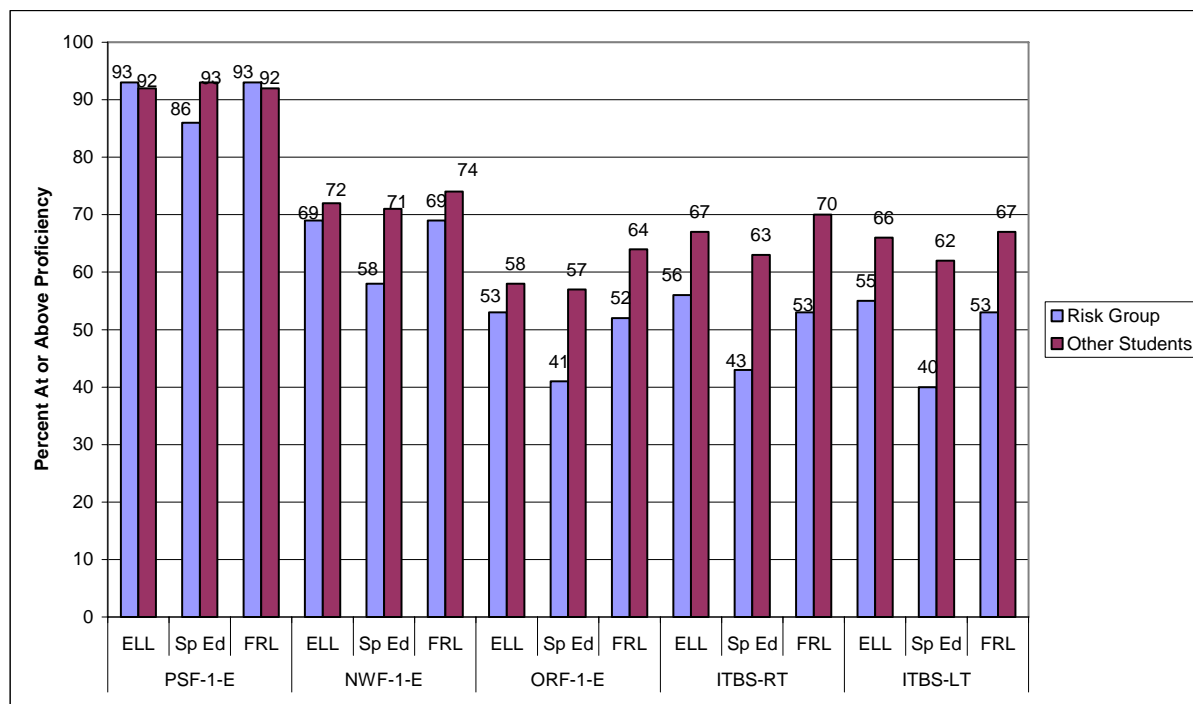
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-26
FIRST GRADE PERFORMANCE
BY RACE: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

EXHIBIT 5-27 FIRST GRADE PERFORMANCE BY RISK GROUP: 2006-07



Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

5.5 SECOND GRADE STUDENT PERFORMANCE

Progress During School Year

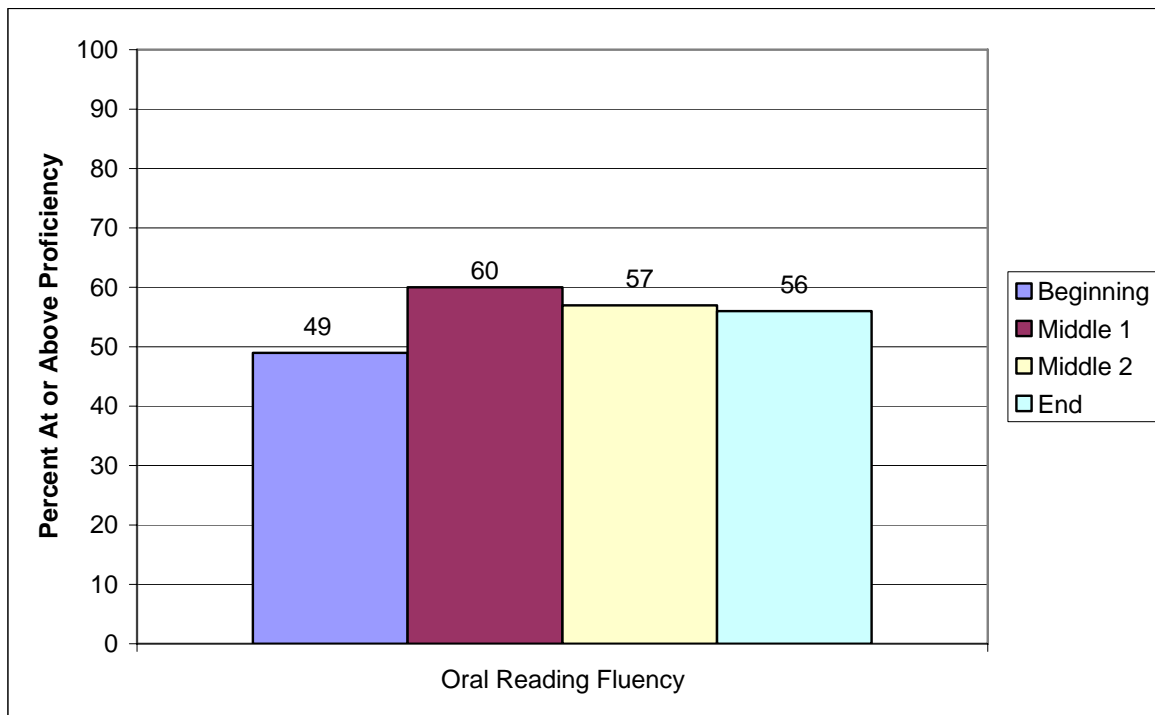
Second grade students were tested on one DIBELS measure as progress monitoring for the essential elements of reading:

- DIBELS Nonsense Word Fluency (NWF)
- DIBELS Oral Reading Fluency (ORF) for fluency.

Second grade students made progress on the one progress monitoring assessment. On ORF, 56 percent met proficiency compared with 49 percent at the beginning.

Exhibit 5-28 provides an overview of the progress made throughout the year on each progress monitoring assessment.

EXHIBIT 5-28
PROGRESS MONITORING PERFORMANCE
SECOND GRADE: 2006–07



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Performance on Outcomes

Nevada Reading First second grade students were assessed on three outcome measures for 2006–07, including one DIBELS subtest and two ITBS subtests. Over 2,600 second grade students were assessed on these subtests:

- DIBELS Oral Reading Fluency (ORF) for fluency.
- ITBS Language Total for phonics.
- ITBS Reading Total for vocabulary and comprehension.

SECOND GRADE: DIBELS ORAL READING FLUENCY

DIBELS ORF was the second grade outcome measure for fluency. Fifty-six percent of the second grade students statewide achieved the goal of reading aloud 90 correct words per minute. No school had over 80 percent of its second grade students meeting the ORF goal. Seven schools had less than 50 percent of their students demonstrating proficiency in ORF. The highest performing school had 70 percent of its second grade students demonstrating proficiency in ORF, compared to only 38 percent in the lowest performing school. Exhibit 5-31 presents the statewide performance and the performance by school.

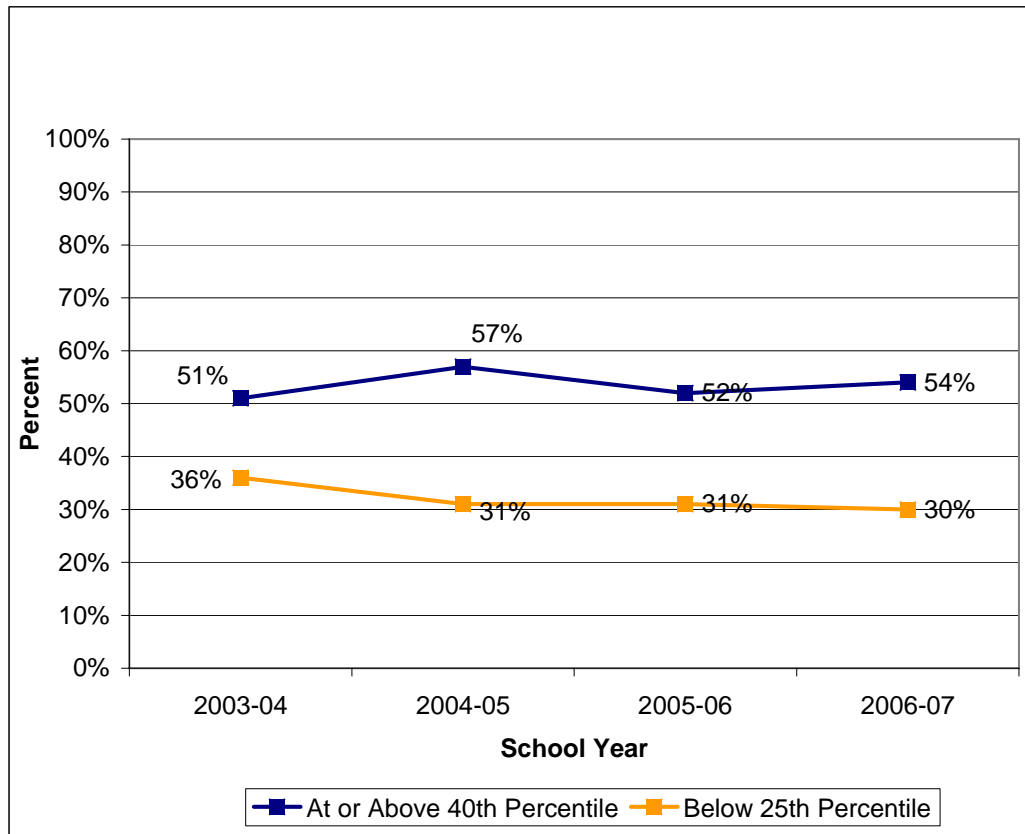
SECOND GRADE: IOWA TEST OF BASIC SKILLS (ITBS) LANGUAGE TOTAL

Second grade students were assessed on ITBS Language Total as the outcome measure for phonics. The mean NCE was 46.73 for 2,540 students tested. With the proficiency level set at the 40th percentile, 54 percent of second grade students achieved proficiency at the end of the 2006–07 school year. These results were up two percentage points from the previous year (2005-2006).

Not one school had over 80 percent of its second grade students achieving proficiency on ITBS Language Total, while only five schools had less than half of their second grade students demonstrating proficiency. The two highest performing schools had 73 percent proficient, while the lowest performing school had 38 percent proficient.

Exhibit 5-29 presents the second grade statewide performance on the ITBS Language Total for 2005–06 and 2006–07.

**EXHIBIT 5-29
SECOND GRADE STUDENTS MEETING PROFICIENCY
ON ITBS LANGUAGE TOTAL COMPARING
2003–04, 2004–05, 2005–06, AND 2006-07**



Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2004, 2005, 2006, and 2007.

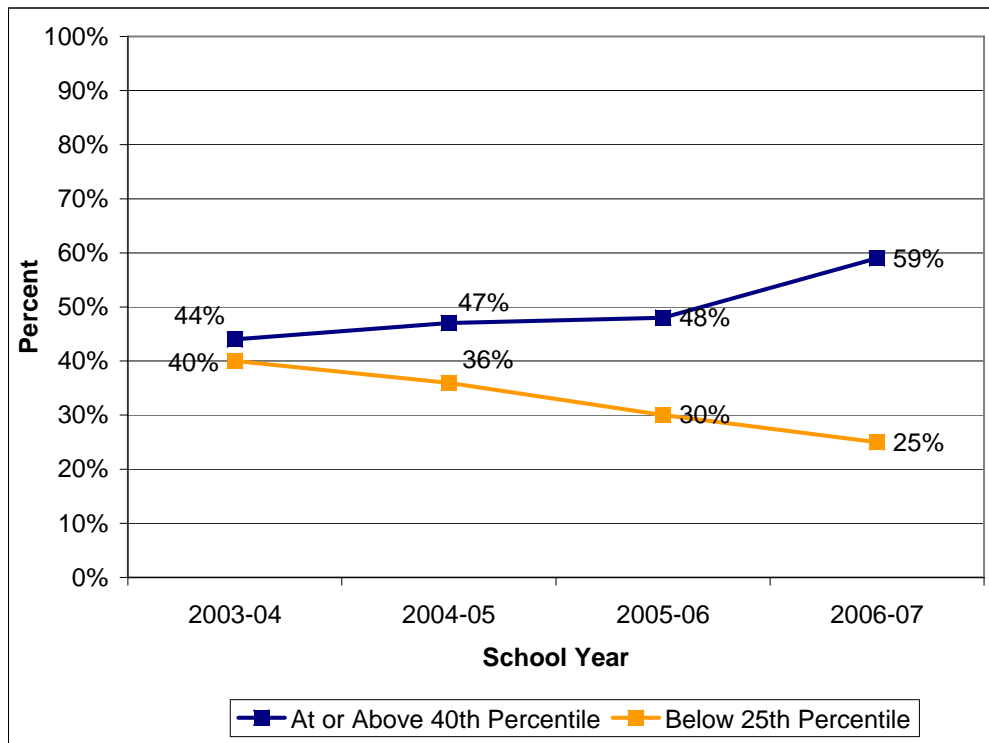
SECOND GRADE: IOWA TEST OF BASIC SKILLS (ITBS) READING TOTAL

Second grade students were assessed on ITBS Reading Total as the outcome measure for vocabulary and comprehension. The mean NCE was 47.47 for 2,545 students tested. With the proficiency level set at the 40th percentile, 59 percent of second grade students achieved proficiency at the end of the 2006–07 school year. That was up eleven percentage points from the previous year (2005–06). Looking at progress with the lowest performing group, the percentage of students below the 25th percentile was reduced by five percentage points from 30 percent in 2005–06 to 25 percent in 2006–07.

No school had over 80 percent of its second grade students achieving proficiency on ITBS Reading Total, and three schools had less than half of their second grade students demonstrating proficiency. The two highest performing schools had 78 percent proficient, while the lowest performing school had 40 percent proficient.

Exhibit 5-30 presents the second grade statewide performance on the ITBS Reading Total for 2005–06 and 2006–07. Exhibits 5-32 and 5-33 present ITBS Reading and Language Total by school for 2005-06 and 2006-07.

**EXHIBIT 5-30
SECOND GRADE STUDENTS MEETING PROFICIENCY
ON ITBS READING TOTAL COMPARING
2003–04, 2004–05, 2005–06, AND 2006-07**



Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2004, 2005, 2006, and 2007.

**EXHIBIT 5-31
DIBELS ORAL READING FLUENCY: END BENCHMARK
SECOND GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ORAL READING FLUENCY				ORAL READING FLUENCY			
	GOAL: 90 ORAL WORDS / MINUTE				GOAL: 90 ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	2,934	1,399	48	84.17	2,573	1,431	56	91.76
1	145	65	45	82.39	148	82	55	96.45
2	136	56	41	79.73				
3	136	61	45	80.31	160	79	49	83.40
4	67	45	67	95.84	74	37	50	87.19
5	141	76	54	84.47	128	88	69	95.86
6	6	4	67	98.67	10	6	60	89.70
7	129	77	60	94.77	86	49	57	94.50
8	107	64	60	93.12	107	51	48	89.15
9	46	17	37	79.50	62	34	55	92.35
10	77	29	38	75.12	64	27	42	86.20
11	88	57	65	99.20				
12	143	61	43	80.81	161	101	63	96.45
13	73	36	49	84.25	71	35	49	85.17
14	92	44	48	88.07	113	64	57	93.53
15	50	30	60	100.18	59	30	51	94.08
16	143	78	55	86.14	137	71	52	84.90
17	59	31	53	83.51	68	26	38	73.37
18	125	50	40	80.94	132	78	59	91.26
19	174	80	46	86.43	147	95	65	94.88
20	89	45	51	75.56	117	82	70	102.24
21	132	72	55	89.37	123	74	60	94.36
22	104	39	38	76.21	88	42	48	89.18
23	126	46	37	76.20	113	64	57	100.09
24	84	34	40	84.94	80	54	68	107.19
25	130	56	43	78.33				
26	111	60	54	88.49	97	49	51	85.26
27	91	42	46	83.92	111	59	53	92.77
28	130	44	34	72.61	117	54	46	83.64

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-32
ITBS LANGUAGE TOTAL
SECOND GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ITBS LANGUAGE TOTAL				ITBS LANGUAGE TOTAL			
	GOAL: AT OR ABOVE 40 TH PERCENTILE				AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE
All	2,942	1,522	52	45.22	2,540	1,374	54	46.73
1	146	68	47	38.80	143	82	57	46.31
2	130	67	52	44.27				
3	138	63	46	41.33	157	79	50	43.95
4	67	42	63	49.79	75	41	55	46.76
5	139	62	45	35.61	130	67	52	43.43
6	6	3	50	41.00	9	6	67	60.89
7	132	71	54	47.45	85	48	56	53.07
8	99	57	58	47.79	105	55	52	46.95
9	49	27	55	45.02	61	25	41	42.67
10	77	41	53	43.71	64	33	52	47.89
11	85	43	51	45.94				
12	142	85	60	47.78	161	86	53	46.10
13	75	45	60	50.32	71	40	56	47.85
14	103	64	62	51.73	111	81	73	54.77
15	50	36	72	54.96	59	43	73	53.75
16	134	77	57	43.90	116	63	54	45.88
17	60	33	55	46.80	67	32	48	42.07
18	126	70	56	47.57	134	91	68	51.46
19	181	83	46	38.91	156	68	44	42.81
20	90	57	63	51.70	115	79	69	53.66
21	133	70	53	43.47	116	58	50	45.00
22	104	45	43	38.61	87	46	53	45.67
23	127	64	50	41.45	112	65	58	49.69
24	84	40	48	42.49	79	43	54	47.61
25	133	53	40	35.86				
26	112	66	59	46.36	98	55	56	46.71
27	89	31	35	31.34	112	43	38	40.44
28	131	59	45	38.50	117	45	38	40.86

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2006 and 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-33
ITBS READING TOTAL
SECOND GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ITBS READING TOTAL				ITBS READING TOTAL			
	GOAL: AT OR ABOVE 40 TH PERCENTILE				GOAL: AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER ABOVE GOAL	PERCENT ABOVE GOAL	MEAN NCE	TOTAL TESTED	NUMBER ABOVE GOAL	PERCENT ABOVE GOAL	MEAN NCE
All	2,941	1,414	48	45.00	2,545	1,491	59	47.47
1	147	59	40	42.40	145	73	50	45.90
2	129	62	48	46.16				
3	134	65	49	44.60	158	86	54	46.14
4	67	46	69	53.91	75	46	61	48.32
5	139	60	43	41.30	131	79	60	45.56
6	6	4	67	52.83	9	7	78	65.56
7	132	71	54	48.44	85	53	62	50.45
8	99	48	48	44.36	105	62	59	49.32
9	49	25	51	43.55	61	29	48	42.64
10	77	38	49	43.49	64	39	61	50.34
11	85	50	59	50.26				
12	143	73	51	43.58	160	117	73	52.78
13	75	43	57	50.67	71	45	63	46.58
14	102	67	66	51.88	111	79	71	54.53
15	50	31	62	51.18	59	40	68	51.19
16	134	54	40	42.60	116	58	50	43.65
17	60	42	70	53.08	67	38	57	44.15
18	126	53	42	41.94	135	77	57	46.79
19	181	79	44	42.57	156	81	52	43.34
20	90	52	58	51.19	115	90	78	54.43
21	134	72	54	47.41	116	65	56	46.73
22	104	36	35	39.28	87	46	53	44.94
23	127	46	36	39.64	112	68	61	48.79
24	84	43	51	46.42	79	54	68	52.89
25	135	61	45	44.04				
26	112	57	51	47.60	97	61	63	48.77
27	89	29	33	40.15	114	46	40	40.29
28	131	48	37	41.00	117	52	44	41.92

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2006 and 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

Exhibits 5-34 and 5-35 present an analysis of second grade statewide scores by demographic characteristics; including language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006–07 school year. Exhibit 5-34 presents the data for DIBELS, and Exhibit 5-35 presents the data for ITBS.

With gender groups about equally distributed, proportionately more female students met proficiency on DIBELS ORF, ITBS Language Total, and ITBS Reading Total than did male students.

In terms of race/ethnicity, 61 percent of the White students and 52 percent of the Hispanic students completed second grade demonstrating ORF proficiency. White second grade students had a higher proportion meeting proficiency on ITBS Reading Total and ITBS Language Total than did Hispanic students (Reading Total: 72% versus 49% and Language Total: 66% versus 47%).

In terms of risk groups, 53 percent of the English Language Learners met the ORF benchmark at the end of second grade, while 58 percent of English-speaking students met the benchmark. Compared to English speakers, a much lower percentage of English Language Learners met proficiency on ITBS Reading Total (65% versus 53%) and Language Total (59% versus 50%).

Of the 190 second grade students designated as Special Education in the DIBELS database, 33 percent met the ORF benchmark, compared to 57 percent of students not placed in Special Education. Of these, fewer met proficiency on Reading Total (28% versus 61%) and Language Total (25% versus 56%) than did their non-special education counterparts.

Fifty-two percent of students designated as eligible for Free/Reduced Lunch met the ORF benchmark, compared to 64 percent of those not eligible. Fewer disadvantaged students met proficiency on ITBS Reading Total (47% versus 69%) and ITBS Language Total (46% versus 61%) as well.

Exhibits 5-36 through 5-38 present the demographic and risk group characteristic contrasts in chart form.

**EXHIBIT 5-34
DIBELS PERFORMANCE: END BENCHMARK
SECOND GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP
CHARACTERISTIC**

	ORAL READING FLUENCY	
	GOAL: 90 ORAL WORDS / MINUTE	
	TOTAL TESTED	PERCENT/NUMBER MEETING GOAL
Gender		
Male	1,325	54 (719)
Female	1,189	58 (686)
Race/Ethnicity		
American Indian/Alaskan	31	48 (15)
Asian/Pacific Islander	148	79 (117)
Black or African American	225	48 (108)
Hispanic	1,358	52 (706)
White	740	61 (452)
Multi-racial/Other	3	33 (1)
English Language Learner		
Yes	1,020	53 (536)
No	1,553	58 (895)
Special Ed. Placement		
Yes	190	33 (62)
No	2,383	57 (1,369)
Free/Reduced Lunch		
Yes	1,809	52 (940)
No	764	64 (491)

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

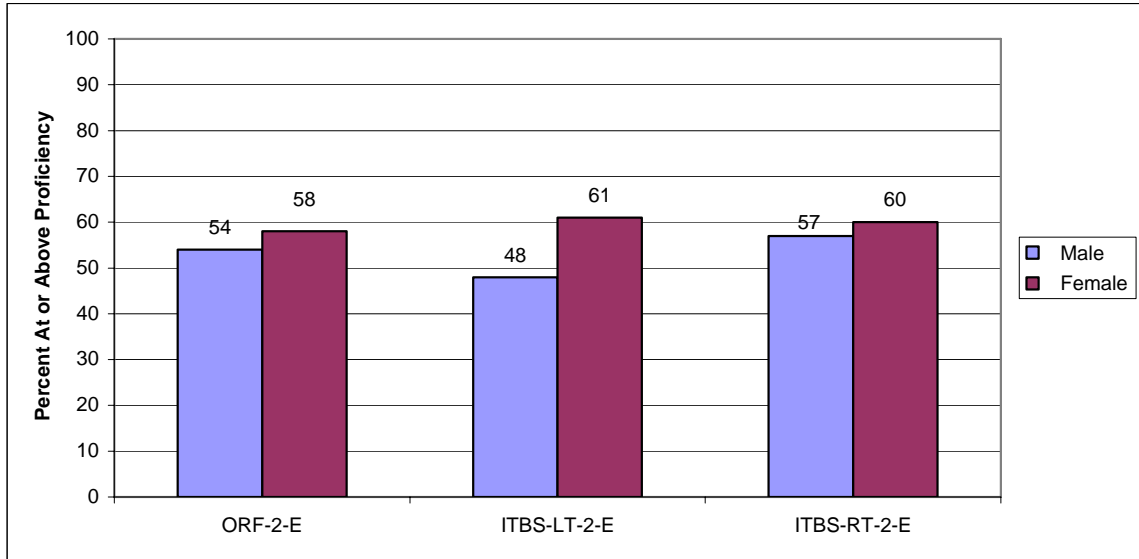
EXHIBIT 5-35
ITBS PERFORMANCE
SECOND GRADE: 2006–07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTICS

	ITBS READING TOTAL			ITBS LANGUAGE TOTAL		
	TOTAL TESTED	PERCENT/ NUMBER MEETING GOAL	MEAN NCE	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	MEAN NCE
Total	2,545	59 (1,491)	47.47	2,540	54 (1,374)	50.27
Gender						
Male	1,344	57 (769)	46.05	1,341	48 (645)	44.21
Female	1,191	60 (718)	49.12	1,189	61 (724)	49.63
Race/Ethnicity						
American Indian/Alaskan	31	58 (18)	41.71	30	40 (12)	40.73
Asian/Pacific Islander	147	83 (122)	55.56	145	72 (104)	53.30
Black or African American	217	64 (138)	48.50	215	49 (106)	45.25
Hispanic	1,386	49 (675)	43.07	1,385	47 (656)	43.37
White	728	72 (523)	54.55	729	66 (481)	52.79
Other	–	–	–	–	–	–
English Language Learner						
Yes	1,338	53 (709)	44.93	1,336	50 (662)	44.59
No	1,207	65 (782)	50.27	1,204	59 (712)	49.10
Special Ed. Placement						
Yes	179	28 (51)	35.20	178	25 (45)	33.08
No	2,366	61 (1,440)	48.39	2,362	56 (1,329)	47.76
Free/Reduced Lunch						
Yes	1,183	47 (554)	42.41	1,181	46 (542)	42.92
No	1,362	69 (937)	51.86	1,359	61 (832)	50.04

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2007. Further analysis conducted by MGT of America, Inc.

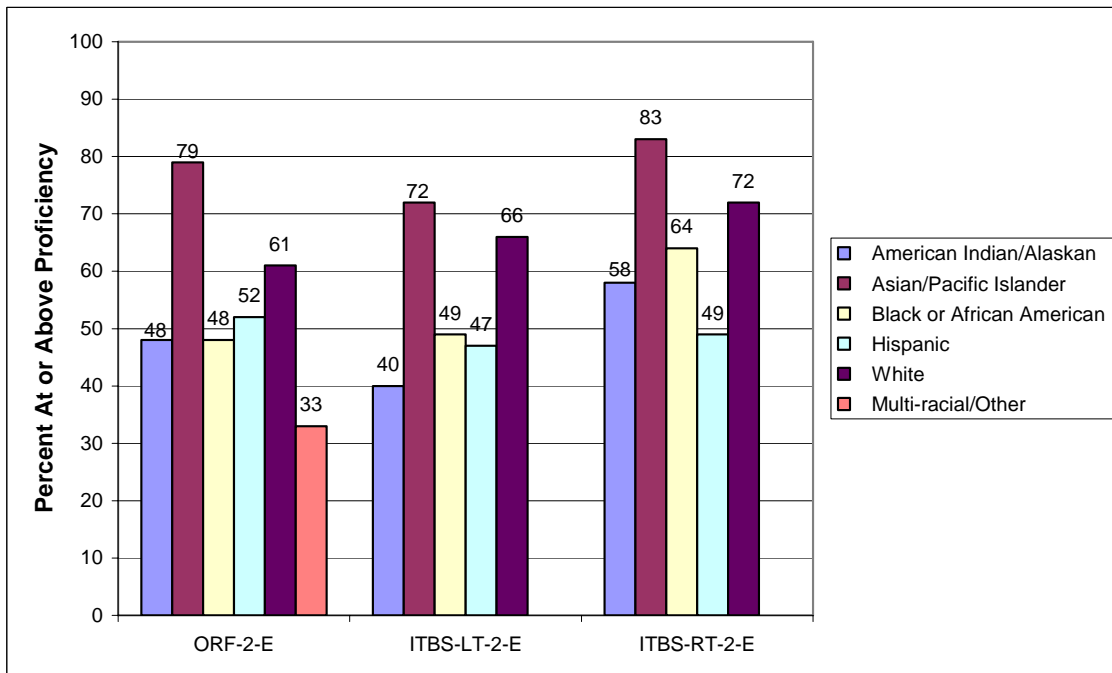
Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-36
SECOND GRADE PERFORMANCE
BY GENDER: 2006-07**



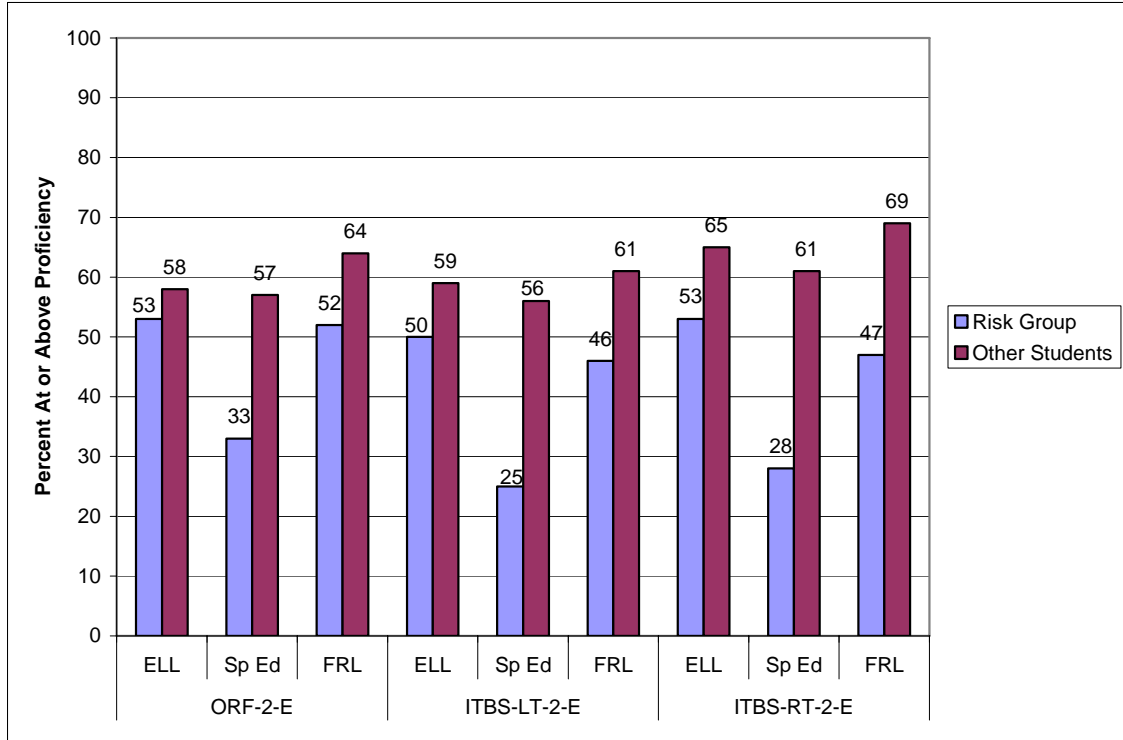
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-37
SECOND GRADE PERFORMANCE
BY RACE/ETHNICITY: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-38
SECOND GRADE PERFORMANCE
BY RISK GROUP: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

5.6 THIRD GRADE STUDENT PERFORMANCE

Progress During School Year

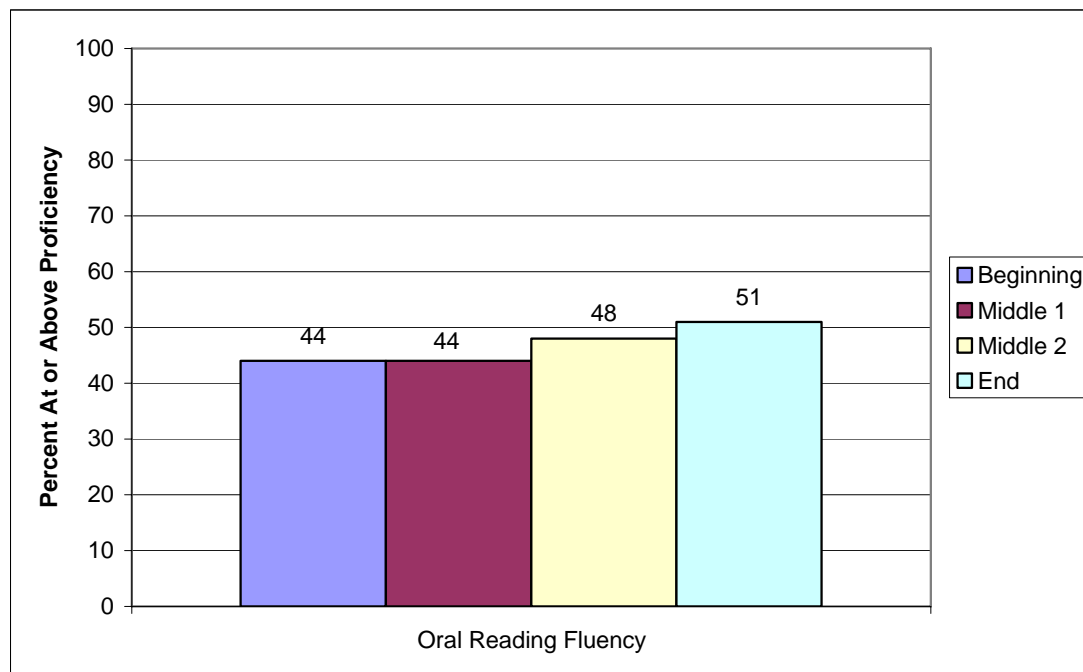
Third grade students were tested on one DIBELS measure as progress monitoring for the essential elements of reading:

- DIBELS Oral Reading Fluency (ORF) for fluency.

Third grade students made progress on the one progress monitoring measure. On ORF, 51 percent were meeting proficiency compared with 44 percent at the beginning benchmark.

Exhibit 5-39 provides an overview of the progress made throughout the year on the progress monitoring assessment.

EXHIBIT 5-39
PROGRESS MONITORING PERFORMANCE
THIRD GRADE: 2006–07



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Performance on Outcomes

Nevada Reading First third grade students were assessed on four outcome measures for 2006–07, including one DIBELS subtest, two ITBS subtests, and the Nevada CRT. Over 2,500 third grade students were assessed on these sub-tests:

- DIBELS Oral Reading Fluency (ORF) for fluency.
- ITBS Language Total for phonics.
- ITBS Reading Total for vocabulary and comprehension.
- Nevada Criterion Referenced Test (CRT) for vocabulary and comprehension.

THIRD GRADE: DIBELS ORAL READING FLUENCY

DIBELS ORF was the third grade outcome measure for fluency. Fifty-one percent of the third grade students statewide achieved the goal of reading aloud 110 correct words per minute. Ten schools had less than 50 percent of their students demonstrating proficiency in ORF. The best performing school had 80 percent of the third grade students demonstrating oral reading fluency, compared with only 30 percent of the third grade students in the lowest performing school. Exhibit 5-43 presents the statewide performance and the performance by school.

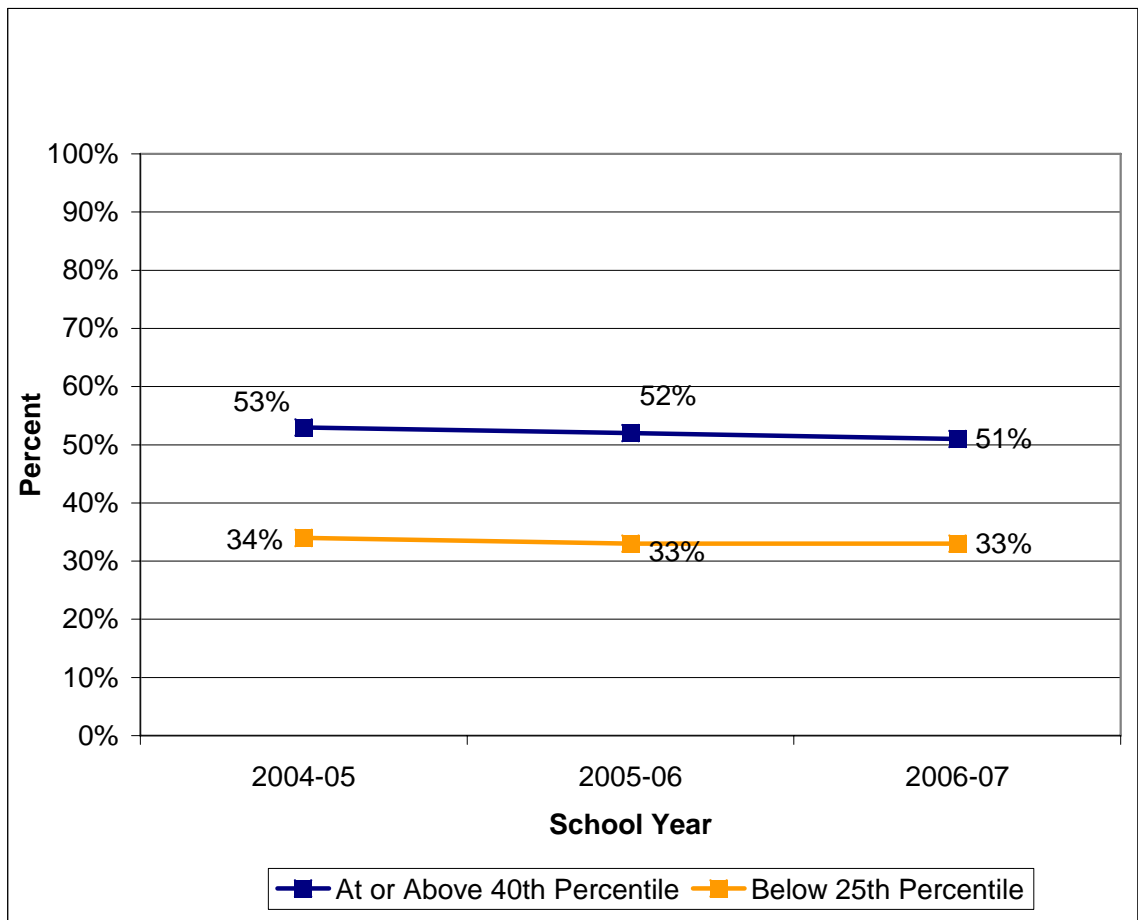
THIRD GRADE: IOWA TEST OF BASIC SKILLS (ITBS) LANGUAGE TOTAL

Third grade students were assessed on ITBS Language Total as the outcome measure for phonics. The mean NCE was 44.92 for 2,440 students. With the proficiency level set at the 40th percentile, 51 percent of third grade students achieved proficiency at the end of the 2006–07 school year.

No school had over 80 percent of its third grade students achieving proficiency on ITBS Language Total, while nine schools had less than half of their third grade students demonstrating proficiency. The highest performing school had 70 percent proficient, while the lowest performing school had only 25 percent proficient.

Exhibits 5-40 and 5-41 illustrate the assessment results from school years 2004–05, 2005-06, and 2006–07 on the ITBS Language and Reading Totals.

**EXHIBIT 5-40
THIRD GRADE STUDENTS MEETING PROFICIENCY ON ITBS
LANGUAGE TOTAL COMPARING 2004–05, 2005-06 AND 2006–07**



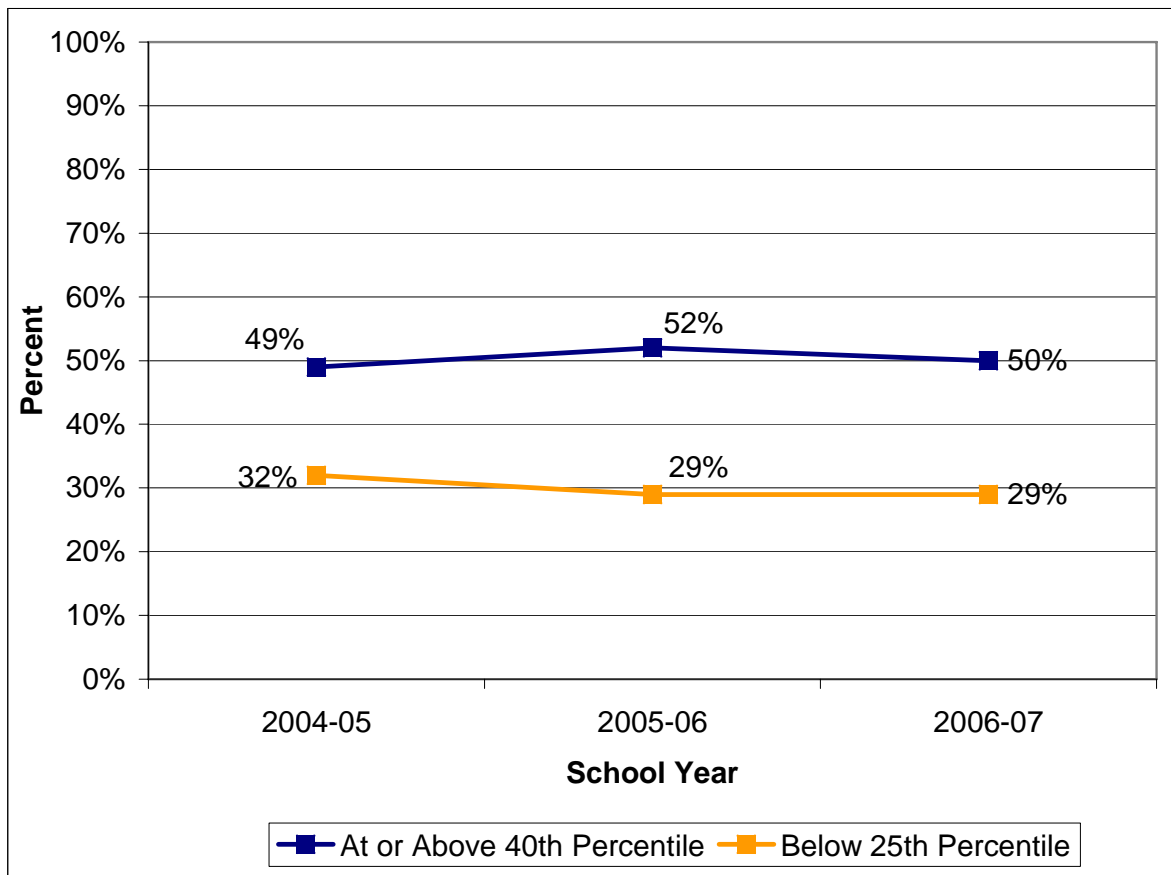
Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2005, 2006, and 2007.

THIRD GRADE: IOWA TEST OF BASIC SKILLS (ITBS) READING TOTAL

Third grade students were assessed on ITBS Reading Total as the outcome measure for vocabulary and comprehension. The mean NCE was 44.26 for 2,445 students. With the proficiency level set at the 40th percentile, 50 percent of third grade students achieved proficiency at the end of the 2006–07 school year compared to 52 percent in 2005–2006.

None of the schools had over 80 percent of its third grade students achieving proficiency on ITBS Reading Total, while 11 schools had less than half of their third grade students demonstrating proficiency. The highest performing school had 70 percent proficient compared with 33 percent for the lowest performing school.

**EXHIBIT 5-41
THIRD GRADE STUDENTS MEETING PROFICIENCY ON ITBS
READING TOTAL COMPARING 2004–05, 2005-06, AND 2006–07**



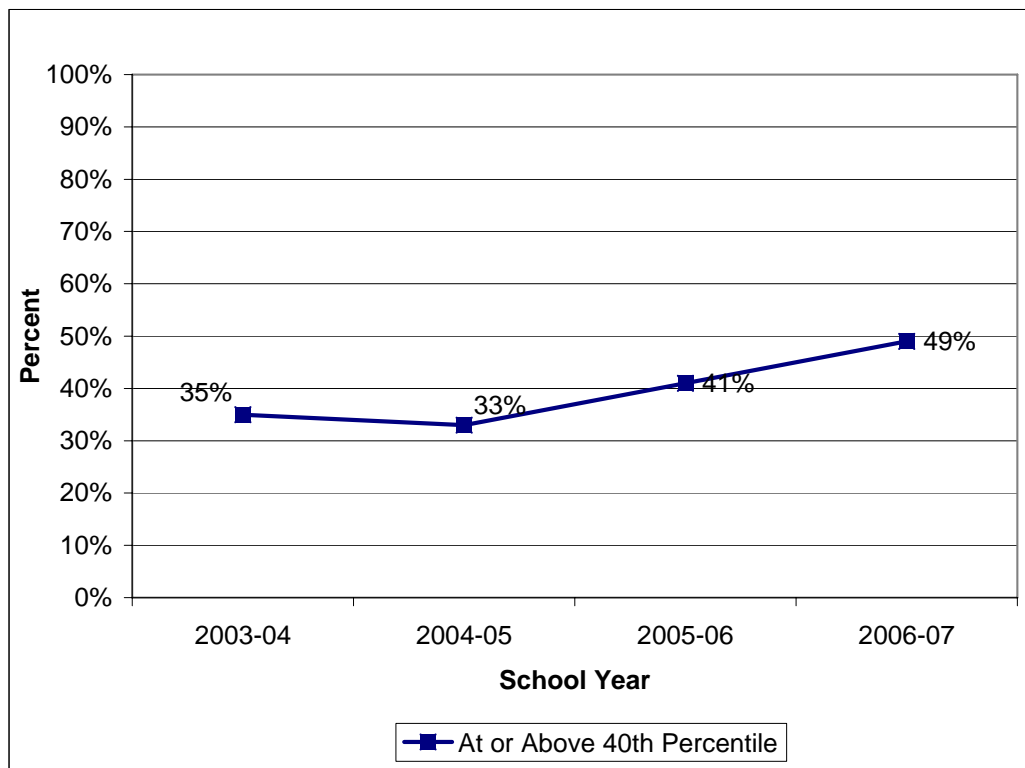
Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2005, 2006, and 2007.

THIRD GRADE: NEVADA CRITERION REFERENCED TEST (CRT)

Third grade students were assessed on the Nevada CRT as the outcome measure for vocabulary and comprehension. Forty-nine percent of third grade students met or exceeded the standard (scale score greater than or equal to 300) at the end of the 2006–07 school year compared with 41 percent in the 2005–06 school year. Twenty-three of 25 schools demonstrated proficiency. The highest performing school had 71 percent proficient, while the lowest performing school had only 28 percent proficient.

Exhibit 5-42 illustrates third grade assessment results from school years 2003–04, 2004–05, 2005–06, and 2006–07 on the Nevada CRT. Exhibits 5-43 through 5-46 present the ORF, ITBS Reading and Language Total, and CRT by school for 2005-06 and 2006-07.

**EXHIBIT 5-42
THIRD GRADE STUDENTS MEETING PROFICIENCY
ON NEVADA CRT COMPARING
2003–04, 2004–05, 2005–06, AND 2006–07**



Source: Nevada Department of Education, Nevada Annual Reports of Accountability, Nevada Report Cards, 2004 through 2007.

**EXHIBIT 5-43
DIBELS ORAL READING FLUENCY: END BENCHMARK
THIRD GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ORAL READING FLUENCY				ORAL READING FLUENCY			
	GOAL: 110 ORAL WORDS / MINUTE				GOAL: 110 ORAL WORDS / MINUTE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	AVERAGE SCORE
All	2,858	1,252	44	101.33	2,445	1,255	51	107.27
1	130	60	46	102.11	133	64	48	106.04
2	125	35	28	90.75				
3	162	97	60	111.46	156	67	43	98.31
4	63	36	57	111.35	68	45	66	121.88
5	134	64	48	106.39	119	64	54	108.31
6	9	2	22	96.11	5	4	80	109.60
7	121	68	56	115.01	85	61	72	121.99
8	99	38	38	96.41	102	47	46	101.49
9	70	29	41	102.86	45	24	53	108.56
10	81	41	51	98.98	69	33	48	103.28
11	73	45	62	122.63				
12	136	47	35	97.46	138	59	43	107.24
13	85	42	49	103.05	73	29	40	101.79
14	110	54	49	107.90	88	53	60	113.83
15	58	35	60	116.48	49	35	71	127.92
16	125	48	38	96.09	127	84	66	111.32
17	77	32	42	99.40	64	33	52	107.47
18	120	45	38	101.93	122	67	55	109.10
19	163	66	40	97.82	160	86	54	109.24
20	78	28	36	52.34	101	55	54	112.77
21	123	65	53	111.29	126	68	54	108.51
22	105	26	25	89.34	97	37	38	101.75
23	111	48	43	102.59	123	56	46	104.19
24	62	41	66	112.97	71	46	65	115.42
25	82	27	33	89.40				
26	109	61	56	108.50	105	60	57	109.52
27	90	30	33	96.50	86	38	44	100.95
28	157	42	27	86.89	133	40	30	89.80

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-44
ITBS LANGUAGE TOTAL
THIRD GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ITBS LANGUAGE TOTAL				ITBS LANGUAGE TOTAL			
	GOAL: AT OR ABOVE 40 TH PERCENTILE				AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE
All	2,895	1,493	52	45.69	2,440	1,249	51	44.92
1	133	80	60	48.35	141	90	64	49.10
2	124	49	40	37.16				
3	153	74	48	42.05	156	74	47	44.18
4	66	38	58	44.77	68	37	54	48.66
5	136	80	59	44.25	118	58	49	41.47
6	9	6	67	53.22	5	3	60	47.80
7	126	75	60	49.69	84	59	70	55.18
8	97	44	45	37.92	98	59	60	46.44
9	71	32	45	41.27	45	24	53	46.22
10	80	34	43	41.29	68	36	53	46.38
11	88	70	80	61.36				
12	136	75	55	46.32	137	68	50	45.05
13	85	37	44	40.85	72	49	68	50.79
14	120	83	69	52.10	87	57	66	52.10
15	53	34	64	50.62	49	25	51	47.39
16	115	42	37	34.39	130	66	51	44.18
17	78	40	51	42.45	65	32	49	41.00
18	124	73	59	51.94	125	73	58	50.54
19	166	75	45	39.11	165	63	38	39.47
20	91	52	57	45.78	101	54	53	47.16
21	122	62	51	45.06	121	65	54	44.90
22	100	38	38	36.50	96	42	44	42.67
23	110	60	55	45.40	120	52	43	40.20
24	60	40	67	54.22	71	35	49	45.93
25	100	43	43	38.23				
26	110	73	66	52.57	107	65	61	46.48
27	89	32	36	33.79	83	21	25	35.49
28	153	52	34	32.54	128	42	33	36.80

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2006 and 2007.
 Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-45
ITBS READING TOTAL
THIRD GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	ITBS READING TOTAL				ITBS READING TOTAL			
	GOAL: AT OR ABOVE 40 TH PERCENTILE				GOAL: AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER ABOVE GOAL	PERCENT ABOVE GOAL	MEAN NCE	TOTAL TESTED	NUMBER ABOVE GOAL	PERCENT ABOVE GOAL	MEAN NCE
All	2,894	1,495	52	45.11	2,445	1,234	50	44.26
1	133	80	60	46.68	142	74	52	44.94
2	126	49	39	40.87				
3	155	74	48	44.70	156	74	47	41.61
4	66	39	59	46.09	68	45	66	50.87
5	136	81	60	44.20	118	53	45	41.59
6	9	6	67	50.00	5	2	40	38.80
7	126	80	63	49.96	84	56	67	52.68
8	97	37	38	40.39	98	55	56	44.54
9	70	47	67	47.81	45	24	53	45.20
10	80	28	35	39.06	68	33	49	44.46
11	88	64	73	53.89				
12	136	68	50	45.68	138	65	47	43.01
13	85	40	47	46.09	73	51	70	49.90
14	119	73	61	48.92	87	50	57	46.86
15	53	36	68	52.60	49	26	53	48.10
16	116	38	33	38.22	128	52	41	41.81
17	78	45	58	48.23	64	37	58	49.02
18	124	77	62	50.48	125	72	58	49.03
19	165	71	43	40.76	167	77	46	42.65
20	91	54	59	48.82	101	60	59	47.73
21	121	75	62	47.56	121	63	52	43.60
22	100	48	48	42.59	96	46	48	42.44
23	110	54	49	44.58	120	45	38	40.19
24	59	37	63	52.76	71	41	58	48.21
25	100	37	37	40.89				
26	110	66	60	50.33	107	59	55	46.06
27	88	38	43	40.05	86	32	37	38.58
28	153	53	35	37.83	128	42	33	35.30

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2006 and 2007.
Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-46
NEVADA CRT
THIRD GRADE: 2006-07**

SCHOOL	CRITERION REFERENCED TEST		
	GOAL: MEETS OR EXCEEDS STANDARD		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
All	2,543	1,247	49
1	148	67	45
2			
3	166	69	42
4	65	39	60
5	131	60	46
6	5	2	40
7	85	60	71
8	101	67	66
9	46	27	59
10	74	32	43
11			
12	146	71	49
13	78	42	54
14	94	63	67
15	48	26	54
16	135	61	45
17	65	32	49
18	128	69	54
19	180	79	44
20	99	60	61
21	137	58	42
22	95	34	36
23	119	64	54
24	67	28	42
25			
26	106	64	60
27	87	35	40
28	138	38	28

Source: Nevada Department of Education, Nevada Annual Reports of Accountability, Nevada Report Cards, 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

Exhibits 5-47 through 5-49 present an analysis of third grade statewide scores by demographic characteristics; including language groups, students with disabilities (Special Education group), and economic status (Free/Reduced Lunch) for the 2006-07 school year.

Fifty-five percent of female students met the ORF goal, compared with 48 percent of male students. On ITBS Reading Total, 54 percent of female students met proficiency compared with 47 percent of male students. Similarly, 58 percent of female students met proficiency on ITBS Language Total, compared to 45 percent of male students.

**EXHIBIT 5-47
DIBELS PERFORMANCE: END BENCHMARK
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP
CHARACTERISTIC**

	ORAL READING FLUENCY	
	GOAL: 110 ORAL WORDS / MINUTE	
	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL
Gender		
Male	1,202	48 (574)
Female	1,196	55 (652)
Race/Ethnicity		
American Indian/Alaskan	36	69 (25)
Asian/Pacific Islander	142	68 (97)
Black/African American	228	45 (102)
Hispanic	1,318	46 (608)
White	658	59 (388)
Multi-racial/Other	5	40 (2)
English Language Learner		
Yes	960	43 (413)
No	1,485	57 (842)
Special Ed. Placement		
Yes	235	28 (65)
No	2,210	54 (1,190)
Free/Reduced Lunch		
Yes	1,740	48 (834)
No	705	60 (421)

Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2007.

Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-48
ITBS PERFORMANCE
THIRD GRADE: 2006-07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP CHARACTERISTIC**

	ITBS READING TOTAL			ITBS LANGUAGE TOTAL		
	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	MEAN NCE	TOTAL TESTED	PERCENT / NUMBER MEETING GOAL	MEAN NCE
Total	2,445	50 (1,234)	44.26	2,440	51 (1,249)	44.92
Gender						
Male	1,226	47 (578)	42.90	1,221	45 (546)	42.32
Female	1,210	54 (654)	45.71	1,210	58 (700)	47.61
Race/Ethnicity						
American Indian/Alaskan	39	36 (14)	40.49	39	49 (19)	40.73
Asian/Pacific Islander	142	65 (92)	49.02	141	73 (103)	53.30
Black or African American	223	52 (115)	43.65	225	50 (113)	45.25
Hispanic	1,344	41 (551)	43.07	1,342	45 (600)	43.37
White	663	68 (451)	54.55	659	61 (402)	52.79
Other	–	–	–	–	–	–
English Language Learner						
Yes	1,255	44 (557)	41.86	1,256	47 (591)	42.76
No	1,190	57 (677)	46.79	1,184	56 (658)	47.21
Special Ed. Placement						
Yes	287	40 (114)	39.86	286	40 (113)	40.72
No	2,158	52 (1,120)	44.84	2,154	53 (1,136)	45.48
Free/Reduced Lunch						
Yes	1,153	39 (447)	39.59	1,148	41 (473)	40.86
No	1,292	61 (787)	48.43	1,292	60 (776)	48.53

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2007. Further analysis conducted by MGT of America, Inc.

Note: The (N=) values may not equal the total number of students due to some students not being designated for some of the demographic categories.

**EXHIBIT 5-49
NEVADA CRT
THIRD GRADE: 2006–07
BREAKDOWN BY DEMOGRAPHIC AND RISK GROUP
CHARACTERISTIC**

	TOTAL TESTED	PERCENT / NUMBER MEETING OR EXCEEDING STANDARD
Total	2,543	49 (1,247)
Gender		
Male	1,284	45 (572)
Female	1,259	54 (675)
Race/Ethnicity		
American Indian/Alaskan	44	41 (18)
Asian/Pacific Islander	151	64 (97)
Black or African American	252	46 (116)
Hispanic	1,408	43 (598)
White	687	61 (418)
English Language Learner	963	34 (325)
Special Ed. Placement	272	21 (56)
Free/Reduced Lunch	1,591	44 (707)

Source: Nevada Department of Education, Nevada Annual Reports of Accountability, Nevada Report Cards, 2007.

When looking at race/ethnicity, 59 percent of the White students and 43 percent of the Hispanic students completed third grade demonstrating oral reading fluency. White THIRD grade students had a higher proportion meeting proficiency on ITBS Reading Total and ITBS Language Total than did Hispanic students (Reading Total: 68% versus 41% and Language Total: 61% versus 45%). On the Nevada CRT, 61 percent of White students met proficiency compared to 43 percent of Hispanic students. The smaller subgroups (Asian and Hawaiian/Pacific Islander) had higher percentages of students meeting proficiency.

In terms of risk groups, the percentage of English speakers (57%) exceeded the percentage of English Language Learners (43%) meeting the ORF benchmark. Compared to English speakers, a much lower percentage of English Language Learners met proficiency on ITBS Reading Total (57% versus 44%) and Language Total (56% versus 47%). On the Nevada CRT, 34 percent of English Language Learners met proficiency.

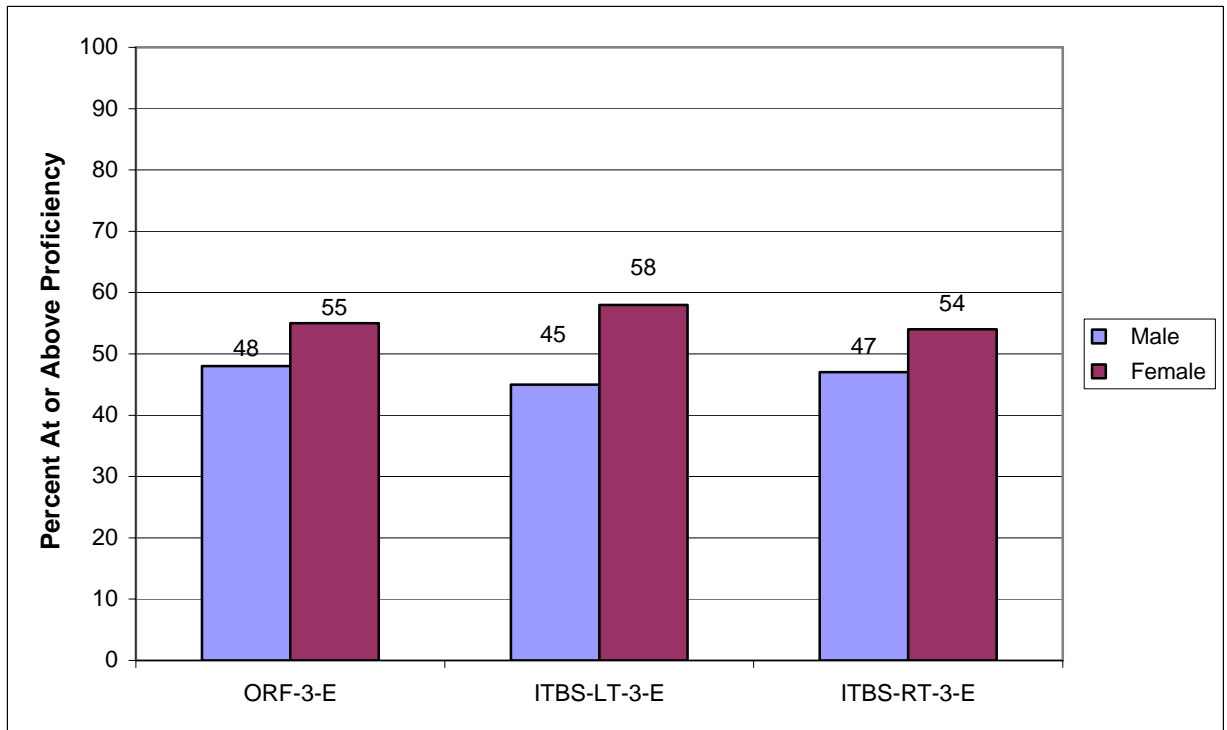
Of the 235 students designated as Special Education in the DIBELS database, 28 percent met the ORF benchmark, compared to 54 percent of students not placed in Special Education. Of the 287 Special Education students in the ITBS data base, fewer

met proficiency on Reading Total (40% versus 52%) and Language Total (40% versus 53%) than did their non-special education counterparts. Of the 272 students designated as Special Education on the Nevada CRT, 21 percent met proficiency.

Fewer disadvantaged (eligible for Free/Reduced Lunch) students (48%) met the ORF benchmark, compared with 60 percent of the non-economically disadvantaged students. Fewer disadvantaged students met proficiency on ITBS Reading Total (39% versus 61%) and ITBS Language Total (41% versus 60%) as well. On the Nevada CRT, 44 percent of the economically disadvantaged students met proficiency.

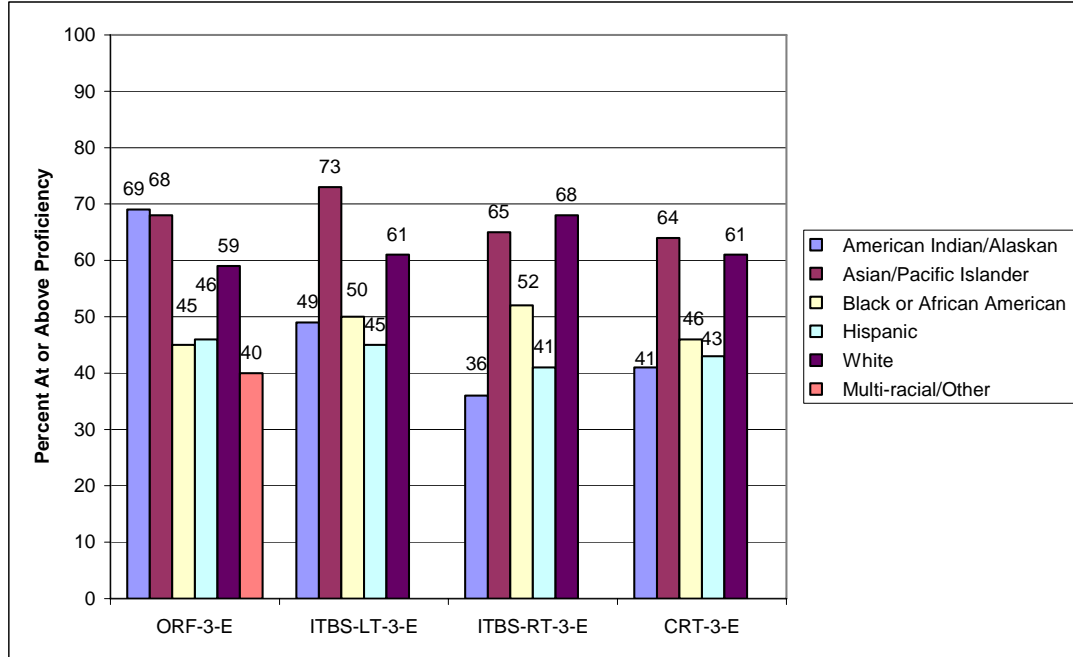
Exhibits 5-50 through 5-52 present the demographic characteristic and risk group contrasts in chart form.

**EXHIBIT 5-50
THIRD GRADE PERFORMANCE
BY GENDER: 2006-07**



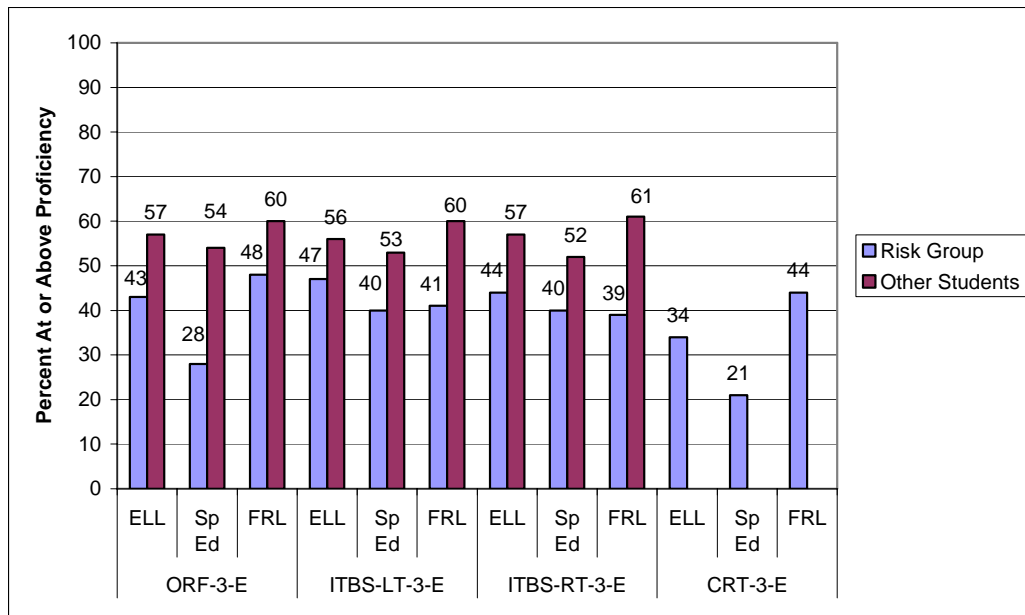
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-51
THIRD GRADE PERFORMANCE
BY RACE/ETHNICITY: 2006-07**



Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-52
THIRD GRADE PERFORMANCE
BY RISK GROUP: 2006-07**



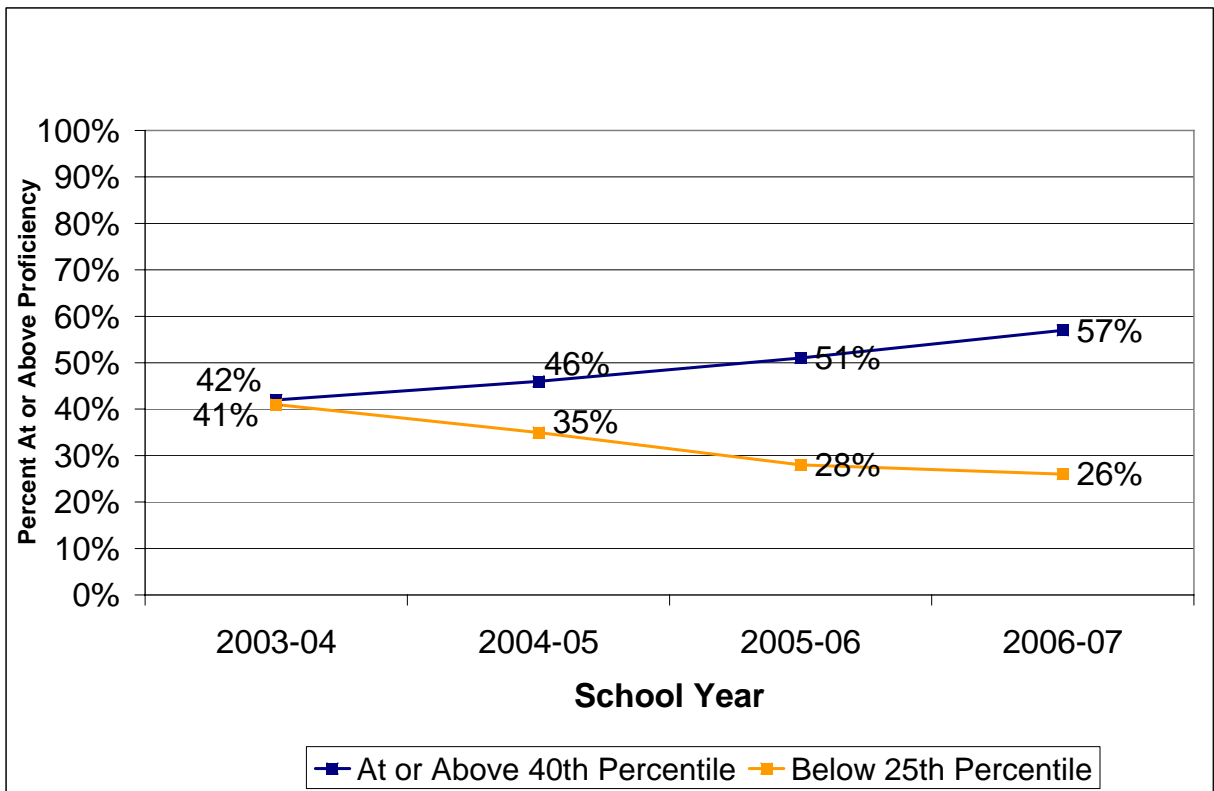
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

5.7 MOST GAINS MADE BY SCHOOLS

ITBS Reading Total, administered at the end of grades 1–3 was considered the critical performance measure to address the question of “Which school made the most gains?” The Nevada CRT was also selected as another measure to address this question for third grade.

Statewide, 57 percent of the combined grade 1 through 3 Reading First students scored above the 40th percentile in 2006–07 as compared to 51 percent in 2005–06. Progress also was made in moving students out of the lowest quartile. Fewer students were in the lowest quartile in 2006–07 (26%) compared to 2005–06 (28%). Exhibit 5-53 illustrates the positive performance from 2003–04 through 2006–07.

**EXHIBIT 5-53
PERCENTAGE OF READING FIRST STUDENTS GRADE 1-3
AT OR ABOVE 40TH PERCENTILE AND BELOW 25TH
PERCENTILE ON ITBS READING TOTAL:
2003–04, 2004–05, 2005–06, AND 2006–07**



Source: Nevada Department of Education, ITBS assessment results provided by Riverside Publishing Company, analysis by MGT of America, Inc., 2004 through 2007.

Out of 25 schools for which ITBS Reading Total scores were available for both years (05/06-06/07), 19 schools made improvements. School #8 and School #13 made the most gain with increases of 18 and 12 percentage points respectively. Exhibit 5-54 shows the percent scoring at or above the 40th percentile and Exhibit 5-55 shows the percent scoring below the 25th percentile. There was an overall reduction of two percent

of students scoring below the 25th percentile. Fifteen schools reduced with school #10 having the greatest reduction by 20 percentage points.

**EXHIBIT 5-54
ITBS READING TOTAL
AT OR ABOVE 40TH PERCENTILE
GRADES 1-3: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	READING TOTAL				READING TOTAL			
	GOAL: AT OR ABOVE 40 TH PERCENTILE				GOAL: AT OR ABOVE 40 TH PERCENTILE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE
All	8,872	4,496	51	43.23	7,440	4,223	57	45.23
1	440	215	49	41.93	426	243	57	44.62
2	410	178	43	39.37				
3	423	207	49	42.30	488	268	55	43.98
4	198	129	65	51.19	179	109	61	48.58
5	414	218	53	41.92	378	201	53	41.70
6	26	16	62	55.15	19	12	63	56.21
7	390	233	60	49.66	263	183	70	54.36
8	293	140	48	41.67	305	200	66	50.35
9	184	106	58	43.90	159	88	55	42.60
10	235	98	42	37.50	204	134	66	52.02
11	284	165	58	49.72				
12	444	241	54	44.41	432	264	61	46.83
13	228	124	54	46.77	232	152	66	50.16
14	335	200	60	48.03	287	188	66	50.91
15	168	116	69	53.95	175	114	65	51.89
16	412	161	39	36.10	335	161	48	41.05
17	206	122	59	46.51	197	114	58	46.39
18	384	225	59	48.46	393	246	63	50.34
19	515	235	46	39.73	476	263	55	43.38
20	289	164	57	49.21	309	206	67	50.85
21	374	209	56	45.24	355	202	57	46.42
22	294	125	43	38.52	270	132	49	39.09
23	364	167	46	41.11	363	174	48	39.92
24	231	132	57	47.78	214	133	62	49.31
25	313	134	43	39.08				
26	311	169	54	47.10	298	174	58	45.84
27	291	108	37	35.10	304	110	36	33.39
28	416	159	38	35.78	379	152	40	34.23

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2006 and 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

**EXHIBIT 5-55
ITBS READING TOTAL
BELOW 25TH PERCENTILE
GRADES 1-3: 2005-06 AND 2006-07**

SCHOOL	2005-06				2006-07			
	READING TOTAL				READING TOTAL			
	GOAL: BELOW 25 TH PERCENTILE				GOAL: BELOW 25 TH PERCENTILE			
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	MEAN NCE
All	8,872	2,514	28	43.23	7,440	1,947	26	45.23
1	440	141	32	41.93	426	98	23	44.62
2	410	135	33	39.37				
3	423	127	30	42.30	488	149	31	43.98
4	198	36	18	51.19	179	43	24	48.58
5	414	120	29	41.92	378	105	28	41.70
6	26	4	15	55.15	19	1	5	56.21
7	390	70	18	49.66	263	35	13	54.36
8	293	88	30	41.67	305	56	18	50.35
9	184	49	27	43.90	159	42	26	42.60
10	235	91	39	37.50	204	38	19	52.02
11	284	58	20	49.72				
12	444	120	27	44.41	432	99	23	46.83
13	228	48	21	46.77	232	37	16	50.16
14	335	76	23	48.03	287	52	18	50.91
15	168	23	14	53.95	175	32	18	51.89
16	412	150	36	36.10	335	98	29	41.05
17	206	49	24	46.51	197	57	29	46.39
18	384	90	23	48.46	393	79	20	50.34
19	515	161	31	39.73	476	116	24	43.38
20	289	61	21	49.21	309	70	23	50.85
21	374	88	24	45.24	355	90	25	46.42
22	294	95	32	38.52	270	91	34	39.09
23	364	120	33	41.11	363	130	36	39.92
24	231	60	26	47.78	214	46	21	49.31
25	313	110	35	39.08				
26	311	76	24	47.10	298	78	26	45.84
27	291	107	37	35.10	304	133	44	33.39
28	416	161	39	35.78	379	172	45	34.23

Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2006 and 2007.
Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

Forty-nine percent of the third grade Reading First students met or exceeded the standard on the Nevada CRT in 2006-07, eight percentage points above the performance in 2005-06.

Out of 25 schools for which Nevada CRT scores were available for both years, 19 schools made improvement this year in the percentage of students meeting or exceeding the standard, compared to last year. Exhibit 5-56 shows the performance statewide and by school for students in third grade in 25/28 schools with data for both years.

**EXHIBIT 5-56
NEVADA CRT
MEETS OR EXCEEDS STANDARD
THIRD GRADE: 2005-06 AND 2006-07**

SCHOOL	2005-06			2006-07		
	CRITERION REFERENCED TEST			CRITERION REFERENCED TEST		
	GOAL: MEETS OR EXCEEDS STANDARD			GOAL: MEETS OR EXCEEDS STANDARD		
	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL	TOTAL TESTED	NUMBER MEETING GOAL	PERCENT MEETING GOAL
All	2,967	1,226	41	2,543	1,247	49
1	137	64	47	148	67	45
2	133	29	22			
3	165	60	36	166	69	42
4	68	32	47	65	39	60
5	137	58	42	131	60	46
6	10	7	70	5	2	40
7	129	68	53	85	60	71
8	100	32	32	101	67	66
9	69	40	58	46	27	59
10	78	20	26	74	32	43
11	85	53	62			
12	139	56	40	146	71	49
13	84	30	36	78	42	54
14	131	67	51	94	63	67
15	56	36	64	48	26	54
16	127	36	28	135	61	45
17	77	36	47	65	32	49
18	124	71	57	128	69	54
19	163	47	29	180	79	44
20	91	47	52	99	60	61
21	132	48	36	137	58	42
22	108	37	34	95	34	36
23	107	47	44	119	64	54
24	62	37	60	67	28	42
25	100	28	28			
26	110	58	53	106	64	60
27	89	41	46	87	35	40
28	156	41	26	138	38	28

Source: Nevada Department of Education, Nevada Annual Reports of Accountability, Nevada Report Cards, 2006 and 2007.

Note: School Nos. 2, 11, and 25 were not funded in 2006-2007.

5.8 PERFORMANCE AND INTERVENTIONS RECEIVED

The purpose of progress monitoring was to identify struggling students who needed additional assistance. The student assessment and intervention activity data collected through the Nevada Reading First Evaluation Web Site were analyzed to determine if the At Risk students were provided with interventions and, if so, what type. MGT used two approaches to examine the relationship between performance and interventions for first through third grade students.

The first analysis compared end-of-year performance levels of students who received intervention to those of students who did not receive any intervention throughout the year. The analysis addresses whether students receiving intervention were truly in need (as represented by being classified as Some Risk or At Risk based on DIBELS scores), and whether students not receiving interventions may have needed assistance (as represented by being classified as Some Risk or At Risk on DIBELS).

The second analysis is a retrospective look at students who were labeled in the At Risk category at the end of the year to see whether interventions were provided and, if so, what type.

Exhibit 5-57 compares the risk status of first grade students who received intervention to that of students who did not receive intervention, by type of intervention received (Tutoring, Added Time-Targeted Instruction (ATTI), Core Interventions, and Other). Out of 149 first grade students for whom data were reported, 40 received tutoring and 92 received Core Intervention.

**EXHIBIT 5-57
END-OF-YEAR RISK STATUS FOR FIRST GRADE STUDENTS
ENROLLED/NOT ENROLLED IN INTERVENTIONS**

TOTAL N=134	ENROLLED IN INTERVENTION			NOT ENROLLED IN INTERVENTION				
	N	% LOW RISK	% SOME RISK	% AT RISK	N	% LOW RISK	% SOME RISK	% AT RISK
Tutoring	40	52	30	18	94	26	46	28
ATTI	1	0	100	0	133	34	41	25
Core Int.	92	26	46	28	42	52	31	17
Other	16	31	44	25	118	34	41	25

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Student Intervention Data, 2007.
Note: ATTI = Added Time-Targeted Instruction; Core Int. = Early Success/Soar to Success, Harcourt, Quick Reads, Road to the Code, SRA Reading Mastery, and Voyager Passport.

The second analysis addressed the question of whether At Risk students were provided with interventions of one type or another. As indicated by Exhibit 5-57, 71percent of the at-risk first grade students received some type of intervention during the school year. Twenty-eight percent received a core intervention program, while 18 percent received tutoring.

**EXHIBIT 5-58
AT-RISK FIRST GRADE STUDENTS
WHO RECEIVED INTERVENTIONS
THROUGHOUT THE YEAR**

	NUMBER AT RISK	TUTORING	ADDED TIME-TARGETED INSTRUCTION	CORE INTERVENTIONS	OTHER
	N	Percent	Percent	Percent	Percent
ORF_E	33	21	0	79	12

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Student Intervention Data, 2007.

Note: ORF_E = Oral Reading Fluency-End. Core Int. = Early Success/Soar to Success, Harcourt, Quick Reads, Road to the Code, SRA Reading Mastery, and Voyager Passport.

Exhibit 5-59 compares the risk status of second grade students who received interventions with that of students who did not receive interventions by type of intervention received. Out of 151 second grade students for whom data were available, 38 received tutoring, 87 received Core Intervention, and 26 received other interventions. For other interventions, zero percent were At Risk compared with 73 percent being low risk.

**EXHIBIT 5-59
END-OF-YEAR RISK STATUS FOR SECOND GRADE STUDENTS
ENROLLED/NOT ENROLLED IN INTERVENTIONS**

TOTAL N=151	ENROLLED				NOT ENROLLED			
	N	% LOW RISK	% SOME RISK	% AT RISK	N	% LOW RISK	% SOME RISK	% AT RISK
Tutoring	38	42	24	34	107	36	35	29
ATTI	0	0	0	0	145	38	32	30
Core Int.	87	27	37	36	33	39	22	39
Other	26	73	27	0	119	30	33	37

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Student Intervention Data, 2007.

Note: ATTI = Added Time-Targeted Instruction; Core Int. = Early Success/Soar to Success, Harcourt, Quick Reads, Road to the Code, SRA Reading Mastery, and Voyager Passport.

In terms of whether At Risk students were provided with interventions of one type or another, thirty-six percent received core intervention and thirty-four percent received tutoring.

**EXHIBIT 5-60
AT-RISK SECOND GRADE STUDENTS
WHO RECEIVED INTERVENTIONS
THROUGHOUT THE YEAR**

	NUMBER AT RISK	TUTORING	ADDED TIME-TARGETED INSTRUCTION	CORE INTERVENTIONS	OTHER
	N	Percent	Percent	Percent	Percent
ORF_E	44	30	0	71	0

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Student Intervention Data, 2007.

Note: ORF_E = Oral Reading Fluency-End. Core Int. = Early Success/Soar to Success, Harcourt, Quick Reads, Road to the Code, SRA Reading Mastery, and Voyager Passport.

Exhibit 5-61 compares the risk status of third grade students who received interventions with that of students who did not receive interventions by type of intervention received. Out of 176 third grade students for whom data were available, 30 received tutoring, 101 received a Core Intervention Program, and 45 received other interventions.

**EXHIBIT 5-61
AT-RISK THIRD GRADE STUDENTS
ENROLLED IN INTERVENTIONS**

TOTAL N=150	ENROLLED				NOT ENROLLED			
	N	% LOW RISK	% SOME RISK	% AT RISK	N	% LOW RISK	% SOME RISK	% AT RISK
Tutoring	30	37	50	13	120	56	27	17
ATTI	0	0	0	0	150	53	31	16
Core Int.	101	48	32	20	49	61	31	8
Other	45	80	20	0	105	41	36	23

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Student Intervention Data, 2007.

Note: ATTI = Added Time-Targeted Instruction; Core Int. = Early Success/Soar to Success, Harcourt, Quick Reads, Road to the Code, SRA Reading Mastery, and Voyager Passport.

In terms of whether At Risk students were provided with interventions of one type or another, 24 third grade students were classified as At Risk on the basis of their end-of-year Oral Reading Fluency scores. As indicated by Exhibit 5-62, 24 (100%) of these students received some type of intervention during the school year. Many of the intervention students (83%) received a Core Intervention Program; while 17 percent received tutoring.

**EXHIBIT 5-62
AT-RISK THIRD GRADE STUDENTS
WHO RECEIVED INTERVENTIONS
THROUGHOUT THE YEAR**

	NUMBER AT RISK	TUTORING	ADDED TIME-TARGETED INSTRUCTION	CORE INTERVENTIONS	OTHER
	N	Percent	Percent	Percent	Percent
ORF_E	24	17	0	83	0

Source: MGT of America, Inc., Nevada Reading First Evaluation Web Site, Student Intervention Data, 2007.

Note: ORF_E = Oral Reading Fluency-End. Core Int. = Early Success/Soar to Success, Harcourt, Quick Reads, Road to the Code, SRA Reading Mastery, and Voyager Passport.

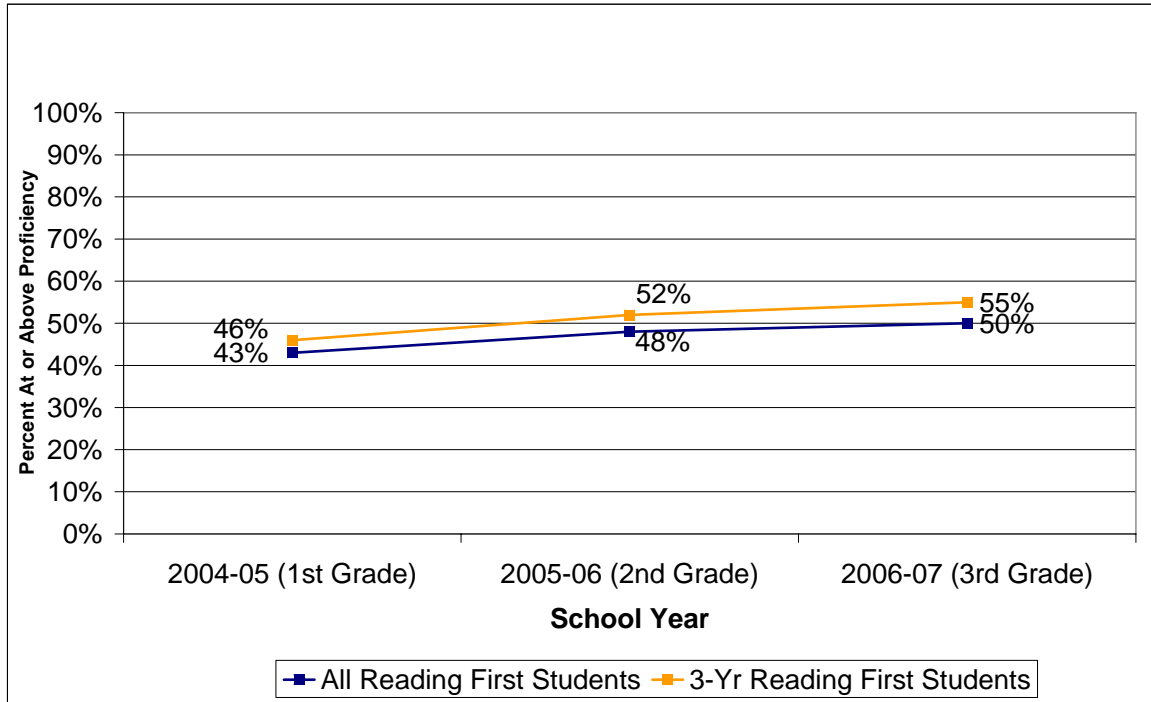
5.9 THREE-YEAR ANALYSIS

In the twenty-five Reading First schools, approximately 40% of the students are transient. Meaning, 40% of the students enrolled in Reading First schools will withdraw and enroll in another school. Due to the substantially high transient level, many students begin in Reading First schools, but never complete multiple years of the Reading First Program.

Students maintaining enrollment in Reading First schools were tracked over the course of three years. Exhibit 5-63 highlights the performance of these students (3-Yr Students) compared with all Reading First students “At or Above Proficiency” on the ITBS Reading Total subtest. In 2004-05, three percentage points separated the two groups. Over the next two years, the percent “At or Above Proficiency” steadily increased to five percentage points.

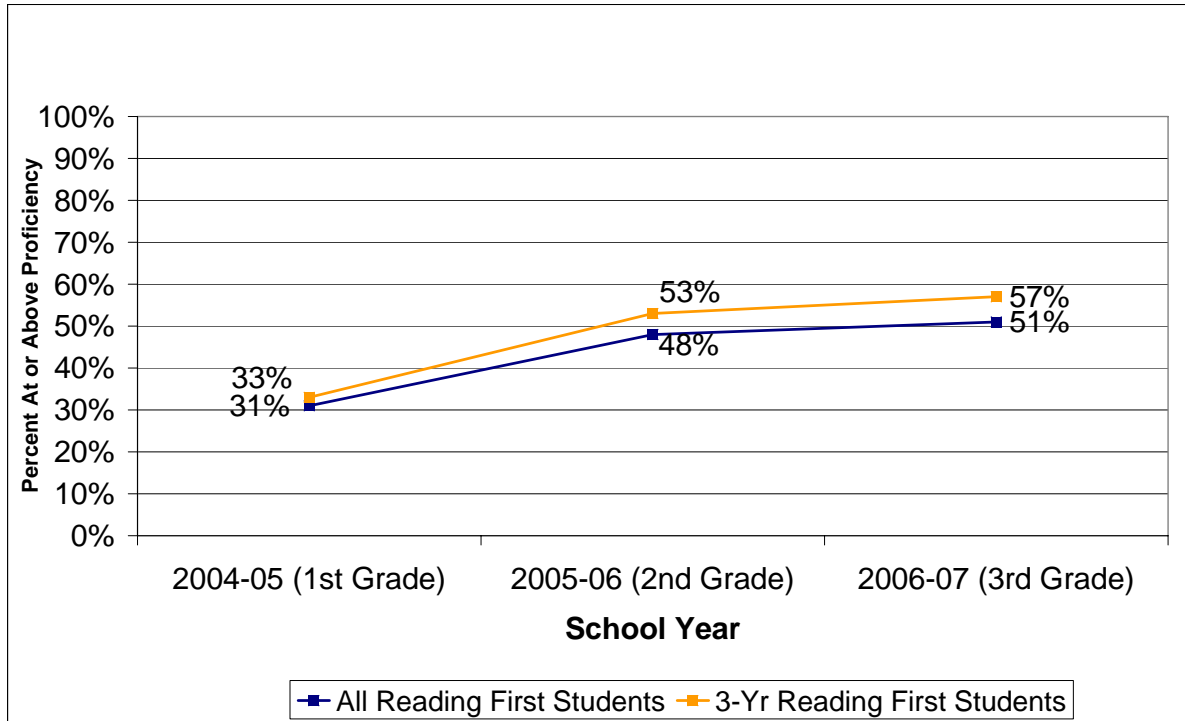
Exhibit 5-64 highlights the performance of these same students (3-Yr Students) compared with all Reading First students “At or Above Proficiency” on the DIBELS subtest. In 2004-05, two percentage points separated the two groups. Over the next two years, the percent “At or Above Proficiency” steadily increased to six percentage points.

**EXHIBIT 5-63
THREE YEAR ANALYSIS OF
STUDENTS WHO MAINTAINED ENROLLMENT
IN READING FIRST SCHOOLS
COMPARED TO
ALL STUDENTS IN READING FIRST SCHOOLS
ON THE ITBS READING TOTAL**



Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2005 through 2007.

**EXHIBIT 5-64
THREE YEAR ANALYSIS OF
STUDENTS WHO MAINTAINED ENROLLMENT
IN READING FIRST SCHOOLS
COMPARED TO
ALL STUDENTS IN READING FIRST SCHOOLS
ON THE DIBELS ORF SUBTEST**



Source: MGT of America, Inc., Analysis of Nevada Reading First DIBELS Data, 2005 through 2007.

*In 2004-05, the DIBELS ORF subtest was not administered at the end of the year. Therefore, in 2004-05, results from the DIBELS ORF Middle of the Year 2 subtest were used. In 2005-06 and 2006-07, results from the DIBELS ORF end of the year subtest was used.

5.10 NEVADA READING FIRST 2006–07 PERFORMANCE SUMMARY

Overall, improvements in performance were made throughout the 2006–07 school year at each grade level. For kindergarten through third grade students, progress was monitored by DIBELS assessments.

In terms of progress toward meeting the goal during the school year, data were compared with the first assessment period to the end. The results were:

- Kindergarten students improved on all three DIBELS assessments. On the PSF, students moved from 42 to 65 percent. On the NWF, students moved from 41 to 61 percent. On the LNF, students moved from 33 percent to 59 percent.
- First grade students made progress on the NWF DIBELS assessment, moving from 51 percent proficient to 70 percent. On the PSF, proficiency increased moving from 51 percent to 92 percent. On the ORF, proficiency increased slightly moving from 50 percent to 56 percent.
- Second grade students improved on the DIBELS measure, moving from 49 percent to 56 percent on ORF.
- Third grade students also showed improvement on the ORF DIBELS assessment, moving from 44 percent to 51 percent.

Performance on outcome measures mainly showed positive change. Outcomes were assessed at each grade level on a variety of assessments. For kindergarten, outcomes were measured by three DIBELS assessments. First grade outcomes were measured by three DIBELS and two ITBS assessments. Second grade outcomes were measured by one DIBELS and two ITBS assessments. Third grade outcomes were measured by one DIBELS, two ITBS assessments, and the state CRT.

In terms of performance at the end of the 2006–07 school year:

- Kindergarten students' performance on the DIBELS assessments varied with 65 percent meeting the benchmark on the PSF to 61 percent on NWF and 59 percent on LNF.
- First grade students had mixed performance on the DIBELS assessments, with 92 percent meeting the benchmark on PSF, 70 percent on NWF, and 56 percent on ORF. On ITBS Reading Total, 61 percent of first grade students met proficiency (at or above the 40th percentile). On ITBS Language Total, 60 percent met proficiency.
- Second grade students' performance on the DIBELS ORF assessment resulted in 56 percent meeting the benchmark. On ITBS Reading Total, 59 percent of first grade students met proficiency (at

or above the 40th percentile). On ITBS Language Total, 54 percent met proficiency.

- Third grade students performed lower than first and second grade students on ORF, with 51 percent meeting the benchmark. On ITBS Reading Total, 50 percent of third grade students met proficiency (at or above the 40th percentile). On ITBS Language Total, 51 percent met proficiency.

The exhibits below show the end-of-year data for each grade. Exhibits 5-65 through 5-68 present the percentage of students achieving proficiency on each assessment for each grade. Exhibits 5-69 through 5-72 present the data in pictorial charts. Finally, Exhibit 5-73 contrasts the mean NCE on the primary ITBS subtests for each grade level, showing improvement first and second grades compared to last year.

EXHIBIT 5-65
2006–07: END OF SCHOOL YEAR
AGGREGATE STUDENT PERFORMANCE

GRADE:		PHONEME SEGMENTATION FLUENCY	NONSENSE WORD FLUENCY	ORAL READING FLUENCY	LETTER NAMING FLUENCY	NEVADA CRT	ITBS: LANGUAGE TOTAL	ITBS: READING TOTAL
Kindergarten	Goal:	35	25	-	40	-	-	-
	Average Score	37.85	29.77	-	42.32	-	-	-
	Number of Students	2635	2635	-	2636	-	-	-
	Percent At or Above Goal	65	61	-	59	-	-	-
First Grade	Goal:	35	50	40	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	53.27	67.14	47.65	-	-	50.27	48.14
	Number of Students	2569	2569	2562	-	-	2449	2450
	Percent At or Above Goal	92	70	56	-	-	60	61
Second Grade	Goal:	-	-	90	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	91.76	-	-	46.73	47.47
	Number of Students	-	-	2573	-	-	2540	2545
	Percent At or Above Goal	-	-	56	-	-	54	59
Third Grade	Goal:	-	-	110	-	At or Above 40 th Percentile	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	107.27	-	-	44.92	44.26
	Number of Students	-	-	2445	-	2543	2440	2445
	Percent At or Above Goal	-	-	51	-	49	51	50

Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-66
2005-06: END OF SCHOOL YEAR
AGGREGATE STUDENT PERFORMANCE**

GRADE:		PHONEME SEGMENTATION FLUENCY	NONSENSE WORD FLUENCY	ORAL READING FLUENCY	LETTER NAMING FLUENCY	NEVADA CRT	ITBS: LANGUAGE TOTAL	ITBS: READING TOTAL
Kindergarten	Goal:	35	25	-	40	-	-	-
	Average Score	34.52	26.25	-	38.03	-	-	-
	Number of Students	2954	2954	-	2954	-	-	-
	Percent At or Above Goal	59	53	-	47	-	-	-
First Grade	Goal:	35	50	40	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	50.62	64.96	46.86	-	-	48.06	45.79
	Number of Students	2942	2942	2941	-	-	3046	3037
	Percent At or Above Goal	89	69	53	-	-	58	52
Second Grade	Goal:	-	-	90	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	84.17	-	-	45.22	45.00
	Number of Students	-	-	2879	-	-	2942	2941
	Percent At or Above Goal	-	-	47	-	-	52	52
Third Grade	Goal:	-	-	110	-	At or Above 40 th Percentile	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	101.33	-	-	45.69	45.11
	Number of Students	-	-	2824	-	2967	2894	2895
	Percent At or Above Goal	-	-	44	-	41	52	52

Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2006.

**EXHIBIT 5-67
2004-05: END OF SCHOOL YEAR
AGGREGATE STUDENT PERFORMANCE**

GRADE:		PHONEME SEGMENTATION FLUENCY	NONSENSE WORD FLUENCY	ORAL READING FLUENCY	PALS	NEVADA CRT	ITBS: LANGUAGE TOTAL	ITBS: READING TOTAL
Kindergarten	Goal:	23	16	-	9	-	-	-
	Average Score	16.76	12.69	-	5.56	-	-	-
	Number of Students	2917	2915	-	2790	-	-	-
	Percent At or Above Goal	32	33	-	31	-	-	-
First Grade	Goal:	35	50	25	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	40.27	40.42	22.54	-	-	44.92	41.39
	Number of Students	3222	3224	3220	-	-	3119	3123
	Percent At or Above Goal	67	28	31	-	-	52	43
Second Grade	Goal:	-	-	74	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	64.29	-	-	46.11	43.51
	Number of Students	-	-	2654	-	-	2916	2902
	Percent At or Above Goal	-	-	45	-	-	57	47
Third Grade	Goal:	-	-	98	-	At or Above 40 th Percentile	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	78.44	-	-	45.48	44.40
	Number of Students	-	-	3007	-	3001	2937	2940
	Percent At or Above Goal	-	-	30	-	33	53	49

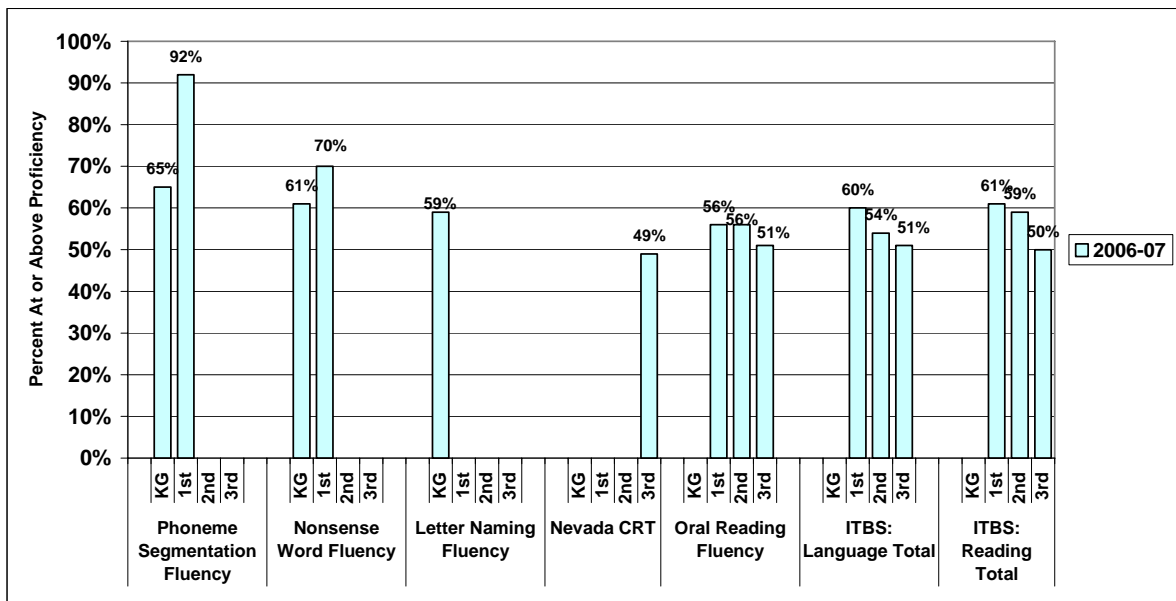
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2005.

**EXHIBIT 5-68
2003-04: END OF SCHOOL YEAR
AGGREGATE STUDENT PERFORMANCE**

GRADE:		PHONEME SEGMENTATION FLUENCY	NONSENSE WORD FLUENCY	ORAL READING FLUENCY	PALS	NEVADA CRT	ITBS: LANGUAGE TOTAL	ITBS: READING TOTAL
Kindergarten	Goal:	-	-	-	-	-	-	-
	Average Score	-	-	-	-	-	-	-
	Number of Students	-	-	-	-	-	-	-
	Percent At or Above Goal	-	-	-	-	-	-	-
First Grade	Goal:	-	-	-	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	-	-	-	43.88	40.41
	Number of Students	-	-	-	-	-	2098	2091
	Percent At or Above Goal	-	-	-	-	-	44	41
Second Grade	Goal:	-	-	-	-	-	At or Above 40 th Percentile	At or Above 40 th Percentile
	Average Score	-	-	-	-	-	44.24	41.25
	Number of Students	-	-	-	-	-	2053	2056
	Percent At or Above Goal	-	-	-	-	-	51	44
Third Grade	Goal:	-	-	-	-	Meets or Exceeds Standard	-	-
	Average Score	-	-	-	-	-	-	-
	Number of Students	-	-	-	-	2986	-	-
	Percent At or Above Goal	-	-	-	-	35	-	-

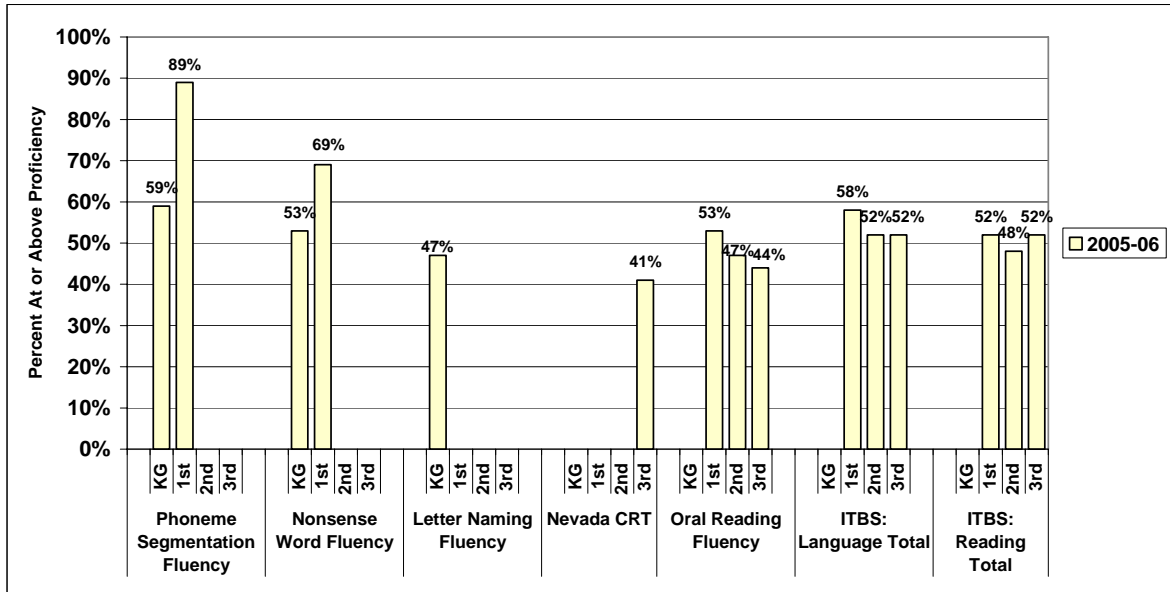
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2004.

**EXHIBIT 5-69
PERCENT OF STUDENTS MEETING PROFICIENCY
END OF YEAR PERFORMANCE
K-3: 2006-07**



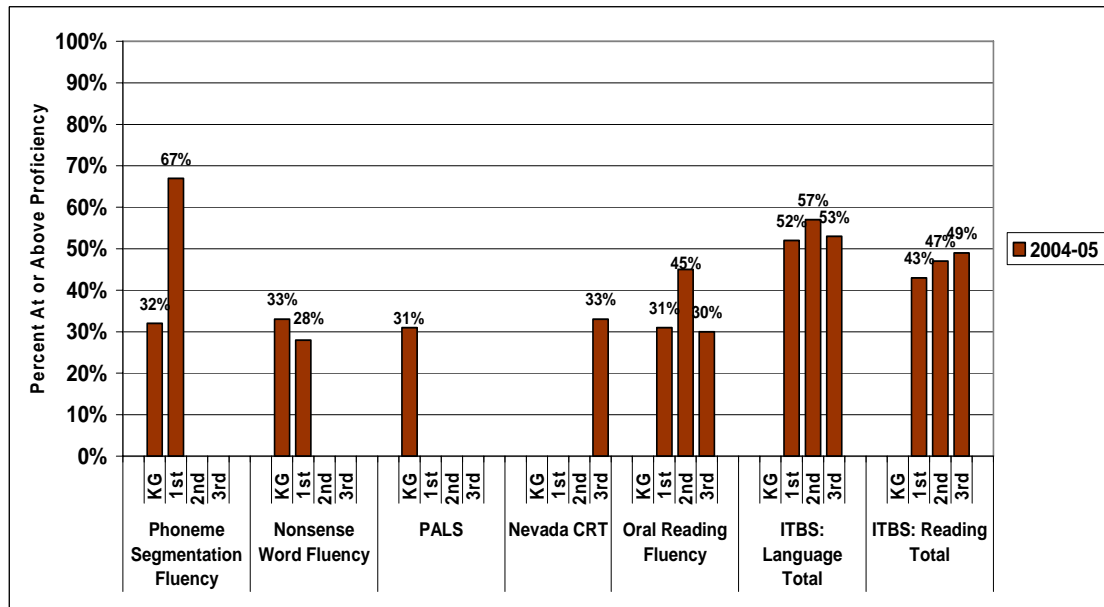
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2007.

**EXHIBIT 5-70
PERCENT OF STUDENTS MEETING PROFICIENCY
END OF YEAR PERFORMANCE
K-3: 2005-06**



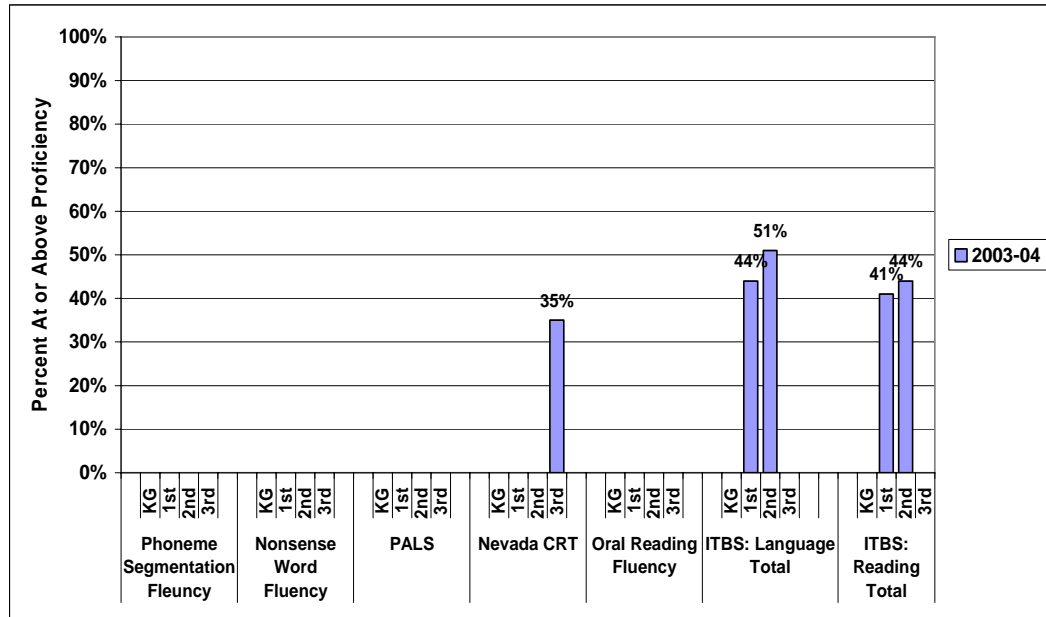
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2006.

**EXHIBIT 5-71
PERCENT OF STUDENTS MEETING PROFICIENCY
END OF YEAR PERFORMANCE
K-3: 2004-05**



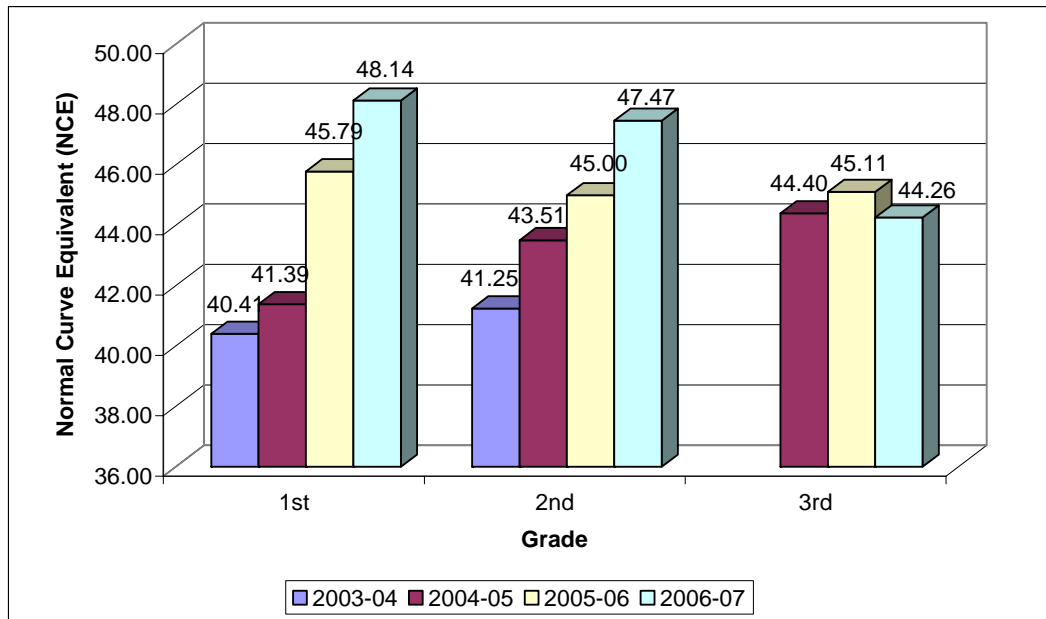
Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2005.

**EXHIBIT 5-72
PERCENT OF STUDENTS MEETING PROFICIENCY
END OF YEAR PERFORMANCE
K-3: 2003-04**



Source: MGT of America, Inc., Analysis of Nevada Reading First Data, 2004.

**EXHIBIT 5-73
ITBS: READING TOTAL MEAN NCE
GRADES 1-3: 2003-04, 2004-05, 2005-06, AND 2006-07**



Source: Nevada Reading First ITBS assessment results provided by Riverside Publishing Company, 2004, 2005, 2006, and 2007.

APPENDIX A:
SURVEY RESULTS

APPENDIX A: SURVEY, INTERVIEW AND FOCUS GROUP RESULTS

As part of the evaluation of the Nevada Reading First Program, Preimplementation and Implementation Surveys were completed by administrators, Literacy Coaches, and instructional personnel. This appendix summarizes the personnel profile administration procedures and response rates. Because a school may employ more than one administrator or Literacy Coach, the total number of respondents may exceed the n value.

The reader should keep in mind that the survey results represent perceptive data and do NOT lead directly to conclusions.

A.1 ADMINISTRATOR SURVEY RESULTS

Web-based Preimplementation and Implementation Surveys administered to all Principals and other Reading First administrators. The Implementation Survey (2004-2005) yielded a response rate of 41% percent (n=18). The Implementation Survey (2005-2006) yielded a response rate of 98% (n=46). The Implementation Survey (2006-2007) yielded a response rate of 66% (n=41).

A.2 INSTRUCTIONAL PERSONNEL SURVEY RESULTS

Web-based Preimplementation and Implementation Surveys administered to all Reading First instructional personnel. The Implementation Survey (2004-2005) yielded a response rate of 56% (n=308). The Implementation Survey (2005-2006) yielded a response rate of 91% (n=614). The Implementation Survey (2006-2007) yielded a response rate of 66% (n=615).

A.3 NEVADA READING FIRST LITERACY SPECIALIST/ COORDINATOR SURVEY

Web-based Preimplementation and Implementation Surveys administered to all Reading First funded Literacy Coaches. The Implementation Survey (2005-2006) yielded a response rate of 98% (n=47). The Implementation Survey (2006-2007) yielded a response rate of 78% (n=46).

A.4 NEVADA READING FIRST ADMINISTRATOR AND LITERACY COACH FOCUS GROUP SUMMARY

A.5 NEVADA READING FIRST DISTRICT READING COACH FOCUS GROUP SUMMARY

A.6 NEVADA READING FIRST TEACHER FOCUS GROUP SUMMARY

APPENDIX A.1

NEVADA READING FIRST PRINCIPAL SURVEY

SECTION 1: Your School's K-3 Literacy Program

Describe the K-3 literacy program at your school, indicating your level of agreement with the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable ¹
1. Our school's approach to K-3 literacy is consistent with scientifically based reading research.	2004-2005 (n=18)	78%	22%	--	--	--	--
	2005-2006 (n=45)	73%	20%	4%	--	--	2%
	2006-2007 (n=27)	63%	37%	--	--	--	--
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2004-2005 (n=18)	61%	33%	6%	--	--	--
	2005-2006 (n=45)	67%	27%	4%	--	--	2%
	2006-2007 (n=27)	74%	26%	--	--	--	--
3. Our literacy program includes explicit instructional strategies and coordinated sequences of skill development.	2004-2005 (n=18)	50%	44%	6%	--	--	--
	2005-2006 (n=45)	69%	22%	7%	--	--	2%
	2006-2007 (n=27)	70%	30%	--	--	--	--
4. Our school has established a 90 minute (or more) protected, uninterrupted block of time for reading instruction	2004-2005 (n=18)	89%	11%	--	--	--	--
	2005-2006 (n=45)	80%	18%	--	--	--	2%
	2006-2007 (n=27)	78%	22%	--	--	--	--
5. Teachers use in-class grouping strategies, including small group instruction, to meet students' needs	2004-2005 (n=18)	67%	28%	5%	--	--	--
	2005-2006 (n=45)	58%	38%	2%	--	--	2%
	2006-2007 (n=27)	67%	33%	--	--	--	--
6. Our school's library program supports literacy development in grades K-3.	2004-2005 (n=18)	28%	72%	--	--	--	--
	2005-2006 (n=45)	42%	49%	2%	2%	--	4%
	2006-2007 (n=27)	48%	44%	7%	--	--	--

¹The choice of "Not Applicable" was made available to the respondents in the 2005-2006 and 2006-2007 survey, but not in the 2004-2005 survey. This applies to the remaining survey items in this report.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
K-3 Core Reading Program							
7. The instructional content of our core reading program effectively addresses:							
▪ phonemic awareness and/or phonics	2004-2005 (n=18)	72%	22%	6%	--	--	--
	2005-2006 (n=45)	71%	24%	2%	--	--	2%
	2006-2007 (n=27)	67%	30%	4%	--	--	--
▪ vocabulary development	2004-2005 (n=18)	67%	33%	--	--	--	--
	2005-2006 (n=45)	67%	31%	--	--	--	2%
	2006-2007 (n=27)	59%	37%	4%	--	--	--
▪ reading fluency, including oral reading strategies	2004-2005 (n=18)	67%	28%	5%	--	--	--
	2005-2006 (n=45)	67%	27%	4%	--	--	2%
	2006-2007 (n=27)	74%	26%	--	--	--	--
▪ reading comprehension strategies	2004-2005 (n=18)	72%	28%	--	--	--	--
	2005-2006 (n=45)	62%	33%	2%	--	--	2%
	2006-2007 (n=27)	63%	33%	4%	--	--	--
8. Our core reading program allows for modifying instruction based on students' needs. (e.g. below level, advanced level, ELL)	2004-2005 (n=18)	67%	28%	6%	--	--	--
	2005-2006 (n=45)	38%	47%	13%	--	--	2%
	2006-2007 (n=27)	33%	48%	15%	--	4%	--
9. Our core reading program allows ample practice opportunities.	2004-2005 (n=18)	61%	28%	6%	6%	--	--
	2005-2006 (n=45)	36%	51%	9%	--	2%	2%
	2006-2007 (n=27)	48%	44%	4%	--	4%	--
10. The student materials are effectively aligned to core reading program instruction.	2004-2005 (n=18)	67%	22%	6%	6%	--	--
	2005-2006 (n=45)	56%	40%	2%	--	--	2%
	2006-2007 (n=27)	52%	48%	--	--	--	--
Classroom Instruction							
11. Our K-3 students receive at least 90 minutes of uninterrupted reading instruction daily.	2004-2005 (n=18)	89%	11%	--	--	--	--
	2005-2006 (n=45)	78%	18%	2%	--	--	2%
	2006-2007 (n=27)	78%	19%	4%	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
12. Teachers include writing lessons in the language arts instruction each day.	2004-2005 (n=18)	28%	56%	11%	--	6%	--
	2005-2006 (n=45)	29%	42%	20%	2%	4%	2%
	2006-2007 (n=27)	37%	48%	11%	--	--	4%
13. Teachers base instruction on student needs.	2004-2005 (n=18)	28%	67%	5%	--	--	--
	2005-2006 (n=45)	29%	58%	9%	2%	--	2%
	2006-2007 (n=27)	44%	56%	--	--	--	--
14. Teachers are able to use effective instructional strategies for students with limited English proficiency.	2004-2005 (n=18)	17%	61%	22%	--	--	--
	2005-2006 (n=45)	13%	64%	18%	2%	--	2%
	2006-2007 (n=27)	26%	59%	11%	--	4%	--
15. Teachers are able to use effective instructional strategies for students with disabilities or other special needs.	2004-2005 (n=18)	11%	67%	22%	--	--	--
	2005-2006 (n=45)	18%	60%	20%	--	--	2%
	2006-2007 (n=27)	26%	63%	7%	--	4%	--
16. Teachers have sufficient student texts to support an effective literacy instruction.	2004-2005 (n=18)	56%	33%	6%	6%	--	--
	2005-2006 (n=45)	62%	31%	4%	--	--	2%
	2006-2007 (n=27)	70%	26%	4%	--	--	--
17. Teachers have an adequate supply of guided reading sets (instructional level texts) to implement small group reading instruction.	2004-2005 (n=18)	61%	22%	11%	6%	--	--
	2005-2006 (n=45)	47%	44%	4%	2%	--	2%
	2006-2007 (n=27)	67%	30%	4%	--	--	--
18. Teachers have ample materials to implement an effective literacy program.	2004-2005 (n=18)	67%	22%	6%	6%	--	--
	2005-2006 (n=45)	53%	40%	2%	2%	--	2%
	2006-2007 (n=27)	67%	30%	4%	--	--	--
K-3 Screening and Assessment							
19. Screening tools are used in our school that identified children with reading difficulties.	2004-2005 (n=18)	78%	17%	--	6%	--	--
	2005-2006 (n=45)	76%	22%	--	--	--	2%
	2006-2007 (n=27)	82%	19%	--	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
20. The screening process is effective in identifying children who needed supplemental instruction or intensive intervention.	2004-2005 (n=18)	61%	33%	--	6%	--	--
	2005-2006 (n=45)	71%	24%	2%	--	--	2%
	2006-2007 (n=27)	70%	30%	--	--	--	--
21. Teachers have ready access to information from diagnostic assessments about student skills.	2004-2005 (n=18)	67%	28%	--	6%	--	--
	2005-2006 (n=45)	62%	36%	--	--	--	2%
	2006-2007 (n=27)	67%	33%	--	--	--	--
22. Teachers have ready access to information from classroom assessments about student progress.	2004-2005 (n=18)	72%	28%	--	--	--	--
	2005-2006 (n=45)	60%	38%	--	--	--	2%
	2006-2007 (n=27)	59%	41%	--	--	--	--
23. Teachers use information from assessments to group students according to their needs.	2004-2005 (n=18)	28%	72%	--	--	--	--
	2005-2006 (n=45)	44%	47%	7%	--	--	2%
	2006-2007 (n=27)	59%	41%	--	--	--	--
Supplemental Instruction							
24. Students who are not making sufficient progress are provided with supplemental instruction in literacy.	2004-2005 (n=18)	22%	56%	11%	6%	6%	--
	2005-2006 (n=45)	44%	49%	4%	--	--	2%
	2006-2007 (n=27)	56%	44%	--	--	--	--
25. Supplemental instruction is effectively aligned with core reading program instruction.	2004-2005 (n=18)	22%	72%	--	--	6%	--
	2005-2006 (n=45)	44%	44%	9%	--	--	2%
	2006-2007 (n=27)	48%	41%	7%	--	4%	--
Intensive Intervention							
26. Students who are significantly behind in reading are provided with intensive interventions.	2004-2005 (n=18)	11%	56%	33%	--	--	--
	2005-2006 (n=45)	47%	42%	9%	--	--	2%
	2006-2007 (n=27)	59%	30%	11%	--	--	--
27. Intensive interventions are targeted to children's specific reading difficulty.	2004-2005 (n=18)	22%	39%	33%	--	6%	--
	2005-2006 (n=45)	38%	42%	18%	--	--	2%
	2006-2007 (n=27)	52%	37%	11%	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
28. Literacy-related interventions are effectively aligned with core reading program instruction.	2004-2005 (n=18)	11%	78%	--	--	11%	--
	2005-2006 (n=45)	38%	44%	16%	--	--	2%
	2006-2007 (n=27)	52%	37%	11%	--	--	--
Classroom Management							
29. The effectiveness of instruction has been diminished by behavior problems presented by some students.	2004-2005 (n=18)	11%	39%	28%	22%	--	--
	2005-2006 (n=45)	2%	33%	38%	22%	2%	2%
	2006-2007 (n=27)	19%	41%	33%	4%	4%	--
30. Time management in the classroom has been an issue affecting the quality of instruction.	2004-2005 (n=18)	6%		28%	6%	--	--
	2005-2006 (n=45)	4%	31%	51%	9%	2%	2%
	2006-2007 (n=27)	26%	41%	30%	4%	--	--
31. Students with limited English proficiency have presented challenges to classroom management.	2004-2005 (n=18)	11%	56%	28%	11%	--	--
	2005-2006 (n=45)	2%	29%	49%	18%	--	2%
	2006-2007 (n=27)	15%	30%	48%	7%	--	--
32. Students with disabilities or other special needs have presented challenges to classroom management.	2004-2005 (n=18)	6%	56%	28%	11%	--	--
	2005-2006 (n=45)	7%	49%	31%	9%	--	4%
	2006-2007 (n=27)	19%	44%	37%	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
Literacy Teams							
33. The School Literacy Team collaboratively planned interventions to support struggling readers.	2004-2005 (n=18)	33%	39%	22%	--	6%	--
	2005-2006 (n=45)	51%	38%	7%	--	--	4%
	2006-2007 (n=27)	56%	37%	--	4%	--	4%
34. The School Literacy Team facilitated study groups to focus on literacy-related topics.	2004-2005 (n=18)	33%	50%	17%	--	--	--
	2005-2006 (n=45)	47%	33%	16%	2%	--	2%
	2006-2007 (n=27)	56%	37%	--	4%	--	4%
35. I participated in study groups or grade level/team meetings on literacy topic	2004-2005 (n=18)	39%	50%	11%	--	--	--
	2005-2006 (n=45)	42%	42%	13%	--	--	2%
	2006-2007 (n=27)	59%	33%	--	--	--	7%
36. Study groups were helpful to me in to apply scientifically based reading research to literacy instruction.	2004-2005 (n=18)	39%	33%	--	--	28%	--
	2005-2006 (n=45)	33%	36%	9%	2%	--	20%
	2006-2007 (n=27)	33%	41%	7%	--	--	19%
Literacy Leadership							
37. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2004-2005 (n=18)	78%	22%	--	--	--	--
	2005-2006 (n=45)	80%	13%	2%	--	2%	2%
	2006-2007 (n=27)	70%	30%	--	--	--	--
38. As principal, I provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=18)	39%	50%	11%	--	--	--
	2005-2006 (n=45)	47%	44%	2%	--	--	7%
	2006-2007 (n=27)	37%	59%	--	--	--	4%
39. The literacy specialist/coordinator(s) in our school provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=18)	78%	17%	6%	--	--	--
	2005-2006 (n=45)	67%	27%	4%	--	--	2%
	2006-2007 (n=27)	70%	22%	4%	4%	--	--
40. I presented to study groups on my research or study on literacy topics.	2004-2005 (n=18)	17%	28%	50%	6%	--	--
	2005-2006 (n=45)	24%	24%	29%	--	--	22%
	2006-2007 (n=27)	33%	26	19%	--	--	22%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
41. I participated in Leadership team meetings on Reading First grant related topics.	2004-2005 (n=18)	72%	28%	--	--	--	--
	2005-2006 (n=45)	58%	29%	7%	--	--	7%
	2006-2007 (n=27)	56%	33%	--	--	--	11%

On average, how much time do you estimate teachers spend each day providing instruction in reading and language arts? (in minutes)

2004-2005 Average: 137.5 minutes Minimum: 95 minutes Maximum: 180 minutes

2005-2006 Average: 138.6 minutes Minimum: 90 minutes Maximum: 240 minutes

2006-2007 Average: 151.8 minutes Minimum: 90 minutes Maximum: 240 minutes

	2004-2005 (n=18)	2005-2006 (n=44)	2006-2007 (n=27)		2004-2005 (n=18)	2005-2006 (n=44)	2006-2007 (n=27)
Less than 30 minutes	0%	0%	0%	91-120 minutes	34%	41%	30%
30-60 minutes	0%	0%	0%	121-150 minutes	22%	36%	26%
61-90 minutes	0%	5%	4%	151 -180+	44%	18%	44%

What is the one most significant change you saw in the K-3 classrooms during the school year as a result of Nevada Reading First? (number of applicable responses in parentheses)

Responses to the 2004-2005 survey.

- consistent and complete use of core reading program, ensuring 90 minutes a day in reading (4);
- consistency across grade levels (3); and
- classroom pacing—all teachers using the same materials and roughly the same pace (2).

Responses to the 2005-2006 survey.

- Teachers and Students attitudes (11);
- New Reading Strategies and assessment strategies (10);
- Consistency throughout the school and grade levels(8);
- Explicit instruction (7);
- More collaboration between teachers and school (4);
- Improved reading and writing abilities (3); and
- Instruction was resource based (2).

Responses to the 2006-2007 survey.

- Teachers and Students attitudes (6);
- New Reading Strategies and assessment strategies (4);
- Consistency throughout the school and grade levels(2);
- Explicit instruction (7);
- More collaboration between teachers and school (3);
- Improved reading and writing abilities (5); and
- Other (2).

SECTION 2: Literacy Specialist/Coordinators' & Principals' Support to Teachers

Describe your perception of the support provided to teachers by the literacy specialist/coordinator(s) and principal, indicating your level of agreement with the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
1. I provided effective leadership to strengthen reading and literacy instruction in our school.	2004-2005 (n=18)	28%	61%	11%	--	--	--
	2005-2006 (n=45)	38%	53%	4%	--	--	4%
	2006-2007 (n=27)	41%	56%	--	--	--	4%
2. Overall, K-3 teachers in our school have adequate support from a literacy specialist/coordinator to assist in developing effective instruction.	2004-2005 (n=18)	50%	44%	6%	--	--	--
	2005-2006 (n=45)	58%	39%	2%	--	--	2%
	2006-2007 (n=27)	67%	30%	4%			
3. Overall, K-3 teachers in our school have adequate support from a literacy specialist/coordinator to assist in diagnosing problems.	2004-2005 (n=18)	50%	44%	6%	--	--	--
	2005-2006 (n=45)	58%	36%	4%	--	--	2%
	2006-2007 (n=27)	63%	33%	4%			
4. I believe that support from the principal and literacy specialists/coordinators have had a positive effect on teachers' abilities to achieve literacy goals.	2004-2005 (n=18)	44%	44%	6%	--	--	6%
	2005-2006 (n=45)	62%	33%	2%	--	--	2%
	2006-2007 (n=27)	74%	19%	7%			
5. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2004-2005 (n=18)	28%	61%	11%	--	--	--
	2005-2006 (n=45)	53%	42%	2%	--	--	2%
	2006-2007 (n=27)	44%	48%	4%	--	--	4%
6. I felt confident in my ability to conference with teachers based on my observations of K-3 reading and literacy instruction.	2004-2005 (n=18)	39%	50%	11%	--	--	--
	2005-2006 (n=45)	51%	47%	--	--	--	2%
	2006-2007 (n=27)	52%	41%	4%	--	--	4%
7. I had sufficient opportunity to observe K-3 teachers.	2004-2005 (n=18)	50%	44%	6%	--	--	--
	2005-2006 (n=45)	40%	42%	13%	2%	--	2%
	2006-2007 (n=27)	26%	52%	19%	--	--	4%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
8. I had sufficient opportunity to conference with K-3 teachers.	2004-2005 (n=18)	33%	56%	6%	6%	--	--
	2005-2006 (n=45)	36%	44%	16%	2%	--	2%
	2006-2007 (n=27)	26%	48%	22%	--	--	4%

When you observe K-3 literacy instruction, how much uninterrupted time did you typically spend in a classroom for one observation? (in minutes)

2004-2005 Average: 33 minutes Minimum: 10 minutes Maximum: 90 minutes

2005-2006 Average: 35 minutes Minimum: 10 minutes Maximum: 90 minutes

2006-2007 Average: 31 minutes Minimum: 0 minutes Maximum: 90 minutes

	2004-2005 (n=18)	2005-2006 (n=44)	2006-2007 (n=27)		2004-2005 (n=18)	2005-2006 (n=44)	2006-2007 (n=27)
Less than 30 minutes	55%	36%	37%	91-120 minutes	--	--	--
30-60 minutes	39%	57%	59%	121-150 minutes	--	--	--
61-90 minutes	6%	7%	4%	150 -180+	--	--	--

What was the total amount of time per day that you able to spend observing K-3 literacy instruction in a typical day? (in minutes)

2004-2005 Average: 52 minutes Minimum: 20 minutes Maximum: 125 minutes

2005-2006 Average: 68 minutes Minimum: 10 minutes Maximum: 180 minutes

2006-2007 Average: 56 minutes Minimum: 0 minutes Maximum: 180 minutes

	2004-2005 (n=18)	2005-2006 (n=44)	2006-2007 (n=27)		2004-2005 (n=18)	2005-2006 (n=44)	2006-2007 (n=27)
Less than 30 minutes	6%	16%	11%	91-120 minutes	--	16%	10%
30-60 minutes	73%	48%	63%	121-150 minutes	--	5%	--
61-90 minutes	23%	16%	16%	150 -180+	--	--	--

How many days per week were you able to spend observing K-3 literacy instruction in a typical week?

2004-2005 Average: 3 days Minimum: 1 day Maximum: 4 days

2005-2006 Average: 3 days Minimum: 0 day Maximum: 5 days

2006-2007 Average: 3 days Minimum: 0 day Maximum: 5 days

Number of Days	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=44)	Percent Response 2006-2007 (n=27)
0	--	2%	7%
1	6%	5%	--
2	11%	14%	7%
3	61%	48%	56%
4	22%	27%	19%
5	--	5%	11%

In how many different K-3 classrooms were you able to observe literacy instruction (Indicate number of different classrooms observed per month, on average)?

2004-2005 Average: 16 classrooms Minimum: 3 classrooms Maximum: 30 classrooms

2005-2006 Average: 16 classrooms Minimum: 3 classrooms Maximum: 60 classrooms

2006-2007 Average: 15 classrooms Minimum: 0 classrooms Maximum: 36 classrooms

Number of Classrooms	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=44)	Percent Response 2006-2007 (n=27)
0	--	--	4%
3	6%	5%	4%
6	6%	--	4%
8	--	16%	7%
9	--	5%	7%
10	17%	5%	--
11	--	2%	4%
12	11%	9%	22%
13	--	2%	4%
14	--	7%	4%
15	6%	16%	7%
16	6%	5%	--
17	6%	--	4%
18	--	2%	--
19	11%	2%	--
20	11%	2%	11%
23	6%	--	--
24	--	5%	4%
25	6%	7%	4%
26	--	2%	--
27	6%	2%	4%
30	6%	2%	4%
36	--	--	4%
60	--	2%	--

How would you describe the teachers' acceptance of observation and feedback by the literacy specialist/coordinator?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Very accepting and willing to change practice based on feedback	6%	20%	33%
Mostly accepting and generally willing to change practice	61%	69%	59%
Reluctantly cooperative and slow to change practice	33%	7%	4%
Uncooperative, resistant to change in practice	0%	2%	0%
Don't know	--	0%	--
Not Applicable	--	2%	4%

Overall, has your approach as a literacy professional changed as a result of Reading First?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Yes	94%	84%	93%
No	6%	16%	7%

What is the most significant change you made in your role as a principal during school as a result of Nevada Reading First? (number of applicable responses in parentheses)

Responses to the 2004-2005 survey.

- increased knowledge of literacy and reading instruction (5);
- improved ability to critically observe (5);
- greater involvement in using assessment results to identify appropriate instructional paths (5); and
- greater support of the program and the efforts of teachers (3).

Responses to the 2005-2006 survey.

- More involved in literacy (14);
- More involved in classroom (14);
- Better understanding of the program (13);
- More cooperative (9);
- Learned new strategies (5);
- Better observation techniques (4); and
- Other (4).

Responses to the 2006-2007 survey.

- More involved in literacy (12);

- Better understanding of the program (4);
- Better observation techniques (3);
- More involved in classroom (2);
- Learned new strategies (1); and
- Other (2).

SECTION 3: District and State Support

How effective was the support provided by the district staff to literacy specialists/coordinators and principals?

		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
1. Consumers' Guide ² .	2004-2005 (n=18)	6%	33%	17%	--	--	44%
2. Technical assistance	2004-2005 (n=18)	17%	50%	11%	--	--	22%
	2005-2006 (n=45)	27%	53%	7%	--	7%	7%
	2006-2007 (n=27)	30%	56%	7%	--	--	7%
3. Concerns-based diagnostic tools ³ .	2004-2005 (n=18)	39%	33%	--	--	--	28%
4. Assistance in monitoring student progress	2004-2005 (n=18)	28%	44%	11%	6%	--	11%
	2005-2006 (n=45)	33%	40%	11%	2%	4%	9%
	2006-2007 (n=27)	26%	59%	4%	4%	--	7%
5. Assistance in diagnosing students' reading problems.	2004-2005 (n=18)	17%	55%	11%	6%	--	11%
	2005-2006 (n=45)	27%	40%	16%	2%	4%	11%
	2006-2007 (n=27)	22%	56%	7%	4%	--	11%
6. Assistance in designing and implementing supplemental instruction.	2004-2005 (n=18)	11%	56%	17%	5%	--	11%
	2005-2006 (n=45)	24%	40%	11%	7%	7%	11%
	2006-2007 (n=27)	26%	52%	11%	4%	--	7%
7. Assistance in designing and implementing interventions.	2004-2005 (n=18)	11%	44%	22%	6%	--	17%
	2005-2006 (n=45)	22%	38%	16%	7%	7%	11%
	2006-2007 (n=27)	22%	56%	7%	4%	--	11%
8. Discussion/networking opportunities with other literacy specialists/coordinators and principal	2004-2005 (n=18)	56%	39%	--	--	--	5%
	2005-2006 (n=45)	27%	47%	9%	4%	4%	9%
	2006-2007 (n=27)	26%	59%	4%	4%	--	11%

² This item was in the 2004-2005 survey, but not in the 2005-2006 and 2006-2007 survey.

³ This item was in the 2004-2005 survey, but not in the 2005-2006 and 2006-2007 survey.

How effective was the support provided by the state staff to literacy specialists/coordinators and principals?

		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
1. Consumers' Guide.	2004-2005 (n=18)	6%	39%	11%	6%	--	39%
2. Technical assistance.	2004-2005 (n=18)	33%	28%	17%	5%	--	17%
	2005-2006 (n=45)	27%	44%	4%	2%	13%	9%
	2006-2007 (n=27)	37%	52%	--	4%	7%	--
3. Concerns-based diagnostic tools.	2004-2005 (n=18)	17%	44%	17%	5%	--	17%
4. Assistance in monitoring student progress.	2004-2005 (n=18)	11%	67%	11%	6%	--	5%
	2005-2006 (n=45)	24%	49%	4%	7%	11%	4%
	2006-2007 (n=27)	37%	52%	--	4%	4%	4%
5. Assistance in diagnosing students' reading problems.	2004-2005 (n=18)	11%	50%	17%	11%	--	11%
	2005-2006 (n=45)	22%	31%	16%	7%	13%	11%
	2006-2007 (n=27)	26%	48%	7%	4%	4%	11%
6. Assistance in designing and implementing supplemental instruction	2004-2005 (n=18)	11%	44%	17%	17%	--	11%
	2005-2006 (n=45)	24%	31%	18%	7%	13%	7%
	2006-2007 (n=27)	30%	52%	15%	4%	--	--
7. Assistance in designing and implementing interventions.	2004-2005 (n=18)	11%	45%	11%	22%	--	11%
	2005-2006 (n=45)	27%	31%	18%	7%	13%	4%
	2006-2007 (n=27)	30%	56%	11%	4%	--	--
8. Discussion/networking opportunities with other literacy specialists/coordinators and principals.	2004-2005 (n=18)	33%	44%	17%	--	--	6%
	2005-2006 (n=45)	38%	40%	4%	4%	9%	4%
	2006-2007 (n=27)	44%	48%	4%	--	--	4%

SECTION 4: Literacy Related Professional Development

Did you attend the Level I Reading First Academy training?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Yes	61%	47%	48%
No	39%	53%	52%

Total hours of Level I Academy attended (a typical Academy is 15 hours):

2004-2005 Average: 10 hours Minimum: 0 hours Maximum: 30 hours

2005-2006 Average: 7 hours Minimum: 0 hours Maximum: 30 hours

2006-2007 Average: 8 hours Minimum: 0 hours Maximum: 30 hours

Hours	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
0 hours	39%	53%	52%
8 hours	--	2%	--
10 hours	--	2%	--
12 hours	--	2%	--
14 hours	6%	--	--
15 hours	50%	36%	44%
20 hours	--	2%	--
30 hours	6%	2%	4%

How effective was the Level I Academy in your preparation as a literacy professional?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Very Effective	22%	13%	19%
Generally Effective	17%	29%	30%
Generally Not Effective	11%	2%	4%
Not Effective at All	6%	2%	--
Don't Know	44%	11%	--
Not Applicable		42%	48%

Level II (Core) Reading First Academy⁴

Did you attend the Level II Reading First Academy training?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Yes	61%	--	--
No	39%	--	--

⁴ The section on Level II (Core) Reading First Academy is not in the 2005-2006 and 2006-2007 survey.

Total hours of Level II Academy attended (a typical Academy is 15 hours):

2004-2005 Average: 10 hours Minimum: hours Maximum: 24 hours

2005-2006 Average: N/A Minimum: N/A Maximum: N/A

2006-2007 Average: N/A Minimum: N/A Maximum: N/A

Hours	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
0 hours	39%	N/A	N/A
12 hours	6%	N/A	N/A
15 hours	44%	N/A	N/A
24 hours	11%	N/A	N/A

How effective was the Level II Academy in your preparation as a literacy professional?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Very Effective	39%	N/A	N/A
Generally Effective	17%	N/A	N/A
Not Effective at All	6%	N/A	N/A
Don't Know/ Not Applicable	40%	N/A	N/A

Nevada Reading First Web Site

Did you use the Nevada Reading First Web site?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Yes	89%	82%	85%
No	11%	13%	15%

How often did you access the Nevada Reading First Web site?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Never	11%	18%	15%
Weekly	--	7%	7%
Monthly	56%	24%	33%
Occasionally	17%	29%	33%
Rarely	17%	22%	11%

How effective was the Nevada Reading First Web site as a resource for you?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Very Effective	11%	7%	7%
Generally Effective	56%	49%	59%
Generally Not Effective	17%	13%	7%
Not Effective at All	6%	--	4%
Don't Know ⁵		11%	7%
Not Applicable	11%	20%	15%

Early Literacy Portal

Did you use the Early Literacy Portal?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Yes	6%	13%	11%
No	94%	87%	89%

How often did you access the Early Literacy Portal?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Weekly	--	--	--
Monthly	--	7%	--
Occasionally	6%	--	7%
Rarely	--	7%	4%
Never	94%	87%	89%

How effective was the Early Literacy Portal as a resource for you?

	Percent Response 2004-2005 (n=18)	Percent Response 2005-2006 (n=45)	Percent Response 2006-2007 (n=27)
Very Effective	--	--	--
Generally Effective	--	11%	4%
Generally Not Effective	--	--	--
Not Effective At All	--	--	4%
Don't Know ⁶		22%	45%
Not Applicable	100%	67%	89%

⁵ "Don't know/not applicable" was a combined choice for the respondents in the 2004-2005 survey. It was separated into "don't know" and "not applicable" in the 2005-2006 and 2006-2007 survey.

⁶ "Don't know/not applicable" was a combined choice for the respondents in the 2004-2005 survey. It was separated into "don't know" and "not applicable" in the 2005-2006 and 2006-2007 survey.

Using the rating scales below, rate yourself in each of the areas—general knowledge, confidence to observe instruction and give feedback, and interest in learning more—for each topic. Under each of the three columns, circle the number that best represents your self-assessment.

	1	2	3	4	5
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge	Not applicable
CONFIDENCE:	Little confidence	Basic confidence	More than average confidence	Extensive confidence	Not applicable
INTEREST:	Little interest	Basic interest	More than average interest	Extensive interest	Not applicable

Topics		General knowledge					Confidence to observe instruction and give feedback					Interest in learning more					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	Phonemic Awareness	2004-2005 (n=18,18,18)	6%	56%	33%	6%	--	17%	33%	33%	17%	--	6%	39%	56%	--	--
		2005-2006 (n=45,45,45)	--	36%	51%	11%	2%	2%	29%	51%	16%	2%	4%	36%	36%	22%	2%
		2006-2007 (n=27,27,27)	--	44%	48%	7%	--	4%	44%	41%	11%	--	22%	33%	30%	15%	--
2	Explicit Systematic Phonics	2004-2005 (n=17,18,18)	13%	40%	40%	7%	--	22%	28%	33%	17%	--	--	44%	56%	--	--
		2005-2006 (n=45,45,45)	7%	44%	40%	7%	2%	7%	36%	44%	11%	2%	4%	36%	31%	24%	4%
		2006-2007 (n=27,27,27)	--	48%	48%	4%	--	4%	44%	44%	7%	--	22%	30%	30%	19%	--
3	Fluency	2004-2005 (n=18,18,18)	6%	44%	44%	6%	--	11%	39%	39%	11%	--	--	28%	72%	--	--
		2005-2006 (n=45,45,45)	--	27%	60%	11%	2%	2%	29%	53%	13%	2%	9%	38%	31%	20%	2%
		2006-2007 (n=27,27,27)	--	33%	56%	11%	--	4%	30%	52%	15%	--	11%	30%	44%	15%	--
4	Vocabulary	2004-2005 (n=18,18,18)	--	56%	33%	11%	--	6%	56%	22%	17%	--	--	33%	56%	11%	--
		2005-2006 (n=45,45,45)	--	31%	56%	11%	2%	2%	31%	51%	13%	2%	4%	36%	27%	31%	2%
		2006-2007 (n=27,27,27)	--	41%	52%	7%	--	--	44%	48%	7%	--	11%	30%	37%	22%	--
5	Comprehension	2004-2005 (n=18,18,18)	--	50%	33%	17%	--	12%	41%	29%	18%	--	--	39%	50%	11%	--
		2005-2006 (n=45,45,45)	--	27%	58%	13%	2%	2%	29%	51%	16%	2%	4%	33%	31%	29%	2%
		2006-2007 (n=27,27,27)	--	37%	56%	7%	--	--	44%	44%	11%	--	7%	22%	48%	22%	--
6	Writing Instruction	2004-2005 (n=18,18,18)	6%	28%	50%	17%	--	11%	33%	33%	22%	--	--	39%	50%	11%	--
		2005-2006 (n=45,45,45)	2%	33%	56%	7%	2%	4%	31%	51%	11%	2%	4%	36%	31%	27%	2%
		2006-2007 (n=27,27,27)	4%	37%	48%	11%	--	--	37%	48%	15%	--	7%	33%	37%	22%	--
7	Spelling	2004-2005 (n=18,18,18)	--	61%	28%	11%	--	--	50%	50%	--	--	33%	39%	11%	17%	--
		2005-2006 (n=45,45,45)	--	47%	42%	7%	2%	2%	38%	44%	11%	2%	7%	40%	27%	22%	2%
		2006-2007 (n=27,27,27)	4%	48%	48%	--	--	--	52%	44%	4%	--	19%	41%	33%	7%	--
8	Literacy instruction for children with limited English proficiency.	2004-2005 (n=18,18,18)	33%	39%	11%	17%	--	33%	39%	11%	--	17%	--	6%	67%	28%	--
		2005-2006 (n=45,45,45)	4%	53%	29%	11%	2%	7%	47%	36%	9%	2%	2%	20%	42%	31%	4%
		2006-2007 (n=27,27,27)	4%	52%	41%	4%	--	4%	56%	37%	4%	--	7%	30%	33%	30%	--

Topics		General knowledge					Confidence to observe instruction and give feedback					Interest in learning more					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
9	Literacy instruction for Children with special needs	2004-2005 (n=18,18,18)	28%	39%	28%	6%	--	28%	39%	28%	--	6%	--	11%	67%	22%	--
		2005-2006 (n=45,45,45)	9%	49%	27%	13%	2%	11%	42%	29%	16%	2%	7%	31%	29%	29%	4%
		2006-2007 (n=27,27,27)	19%	37%	37%	7%	--	11%	44%	37%	7%	--	7%	19%	48%	26%	--
10	Organization and supervision of literacy instruction	2004-2005 (n=18,18,18)	--	33%	50%	17%	--	--	39%	44%	--	17%	--	33%	50%	17%	--
		2005-2006 (n=45,45,44)	--	16%	60%	22%	2%	2%	18%	58%	20%	2%	2%	34%	34%	28%	2%
		2006-2007 (n=27,27,27)	--	30%	56%	15%	--	4%	26%	56%	15%	--	15%	33%	33%	19%	--
11	Using PALS to diagnose student strengths & weaknesses	2004-2005 (n=18,17,18)	11%	72%	--	17%	--	8%	68%	12%	--	12%	6%	39%	50%	6%	--
		2005-2006 (n=45,45,45)	22%	53%	18%	2%	4%	24%	44%	27%	2%	2%	2%	38%	33%	24%	2%
		2006-2007 (n=27,27,27)	26%	56%	7%	7%	4%	19%	50%	11%	7%	4%	11%	44%	33%	11%	--
12	Using DIBELS and Gates to monitor student progress	2004-2005 (n=18,17,18)	17%	44%	28%	11%	--	12%	41%	35%	--	12%	6%	33%	44%	17%	--
		2005-2006 (n=45,45,45)	7%	53%	29%	9%	2%	7%	44%	38%	9%	2%	2%	31%	36%	29%	2%
		2006-2007 (n=27,26,26)	--	48%	41%	7%	4%	--	46%	39%	12%	4%	12%	35%	35%	19%	--
13	Using student assessments to guide instruction.	2004-2005 (n=18,18,18)	11%	28%	40%	22%	--	11%	28%	39%	--	22%	--	28%	33%	39%	--
		2005-2006 (n=45,45,45)	--	27%	47%	24%	2%	2%	24%	49%	22%	2%	2%	36%	29%	31%	2%
		2006-2007 (n=26,27,27)	4%	35%	46%	15%	--	4%	30%	52%	15%	--	7%	22%	41%	30%	--
14	Use of the core reading program	2004-2005 (n=18,18,18)	6%	33%	56%	6%	--	6	33%	56%	--	6%	6%	33%	33%	28%	--
		2005-2006 (n=45,45,45)	2%	29%	47%	20%	2%	2%	38%	40%	18%	2%	4%	44%	29%	20%	2%
		2006-2007 (n=27,27,27)	--	48%	44%	7%	--	--	44%	48%	7%	--	11%	30%	41%	19%	--
15	Use of supplemental materials	2004-2005 (n=18,18,18)	22%	39%	39%	--	--	22%	44%	28%	--	6%	--	28%	50%	22%	--
		2005-2006 (n=45,45,45)	11%	49%	33%	4%	2%	9%	53%	29%	7%	2%	4%	31%	38%	24%	2%
		2006-2007 (n=27,27,27)	15%	52%	26%	7%	--	4%	59%	26%	11%	--	7%	30%	48%	15%	--
16	Use of intervention programs	2004-2005 (n=18,17,18)	17%	56%	17%	11%	--	18%	46%	18%	--	18%	--	17%	50%	33%	--
		2005-2006 (n=45,45,45)	16%	40%	36%	7%	2%	11%	42%	29%	16%	2%	2%	31%	31%	31%	4%
		2006-2007 (n=27,27,27)	--	59%	33%	7%	--	--	59%	26%	15%	--	4%	22%	37%	37%	--

Beyond the information provided in the table above, what are the 3 top specific literacy-related professional development needs/topics are you most interested in addressing over the next year? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Interventions—Strategies for interventions within the classroom (8).
- Time management—Scheduling and time management, such as incorporating the writing process, pacing, and scheduling for additional instruction (7).

- Organization—Organization and supervision of literacy instruction, coordinating all aspects into a workable whole (5).
- Special needs children—Offering differentiated instruction to meet the educational needs of students, including ELL students and students in special education (5).
- Fidelity to the core—Core training and selecting a core program (3).
- Vocabulary—Vocabulary instruction (3).
- Assessment—Using assessments to guide instruction, using DIBELS and PALS (3).

Responses from the 2005-2006 survey.

- Vocabulary—Vocabulary instruction (2);
- Assessment—Using assessments to guide instruction, using DIBELS and PALS (3);
- Intervention—Strategies for interventions within the classroom (11);
- Special Needs—Offering differentiated instruction to meet the educational needs of students, including ELL students and students in special education (3);
- Time Management—Scheduling and time management, such as incorporating the writing process, pacing, and scheduling for additional instruction (8);
- Following Core—Helping teachers understand the need for and develop learning centers using the core reading materials (9);
- Professional Development—Training for all staff (4); and
- Other/NA (18).

Responses from the 2006-2007 survey.

- Instruction on the five essential elements (8);
- Assessment—Using assessments to guide instruction, using DIBELS and PALS (6);
- Intervention—Strategies for interventions within the classroom (8);
- Special Needs—Offering differentiated instruction to meet the educational needs of students, including ELL students and students in special education (10);
- Time Management—Scheduling and time management, such as pacing and scheduling for additional instruction (3);
- Following Core/Supplemental and Reading First Model—Helping teachers understand the need for and develop learning centers using the core and supplemental reading materials and the Reading First model (9);
- Professional Development—Training for all staff (4);
- Instruction in writing or incorporating the writing process into the curriculum (6);
- Dealing with reluctant staff (3); and
- Other (4).

SECTION 5: CONCERNS AND RECOMMENDATIONS

On a continuum of “Worried” to “Confident,” describe your feelings about the statements listed below. Circle the value that is most true of you now.

		1	2	3	4	5	6	7
		Worried		Concerned		Comfortable		Confident
1. My knowledge about how to teach reading, using SBRR strategies.	2004-2005 (n=18)	--	6%	11%	33%	11%	22%	17%
	2005-2006 (n=45)	2%	--	13%	16%	33%	18%	18%
	2006-2007 (n=27)	4%	4%	7%	15%	41%	19%	11%
2. My knowledge about how to use the core reading program.	2004-2005 (n=18)	--	--	6%	17%	33%	22%	22%
	2005-2006 (n=45)	--	--	9%	7%	33%	24%	27%
	2006-2007 (n=27)	--	--	--	15%	44%	22%	19%
3. My knowledge about how to manage students during the literacy block.	2004-2005 (n=18)	--	--	6%	17%	28%	22%	28%
	2005-2006 (n=45)	--	2%	2%	7%	24%	33%	31%
	2006-2007 (n=27)	--	--	4%	7%	30%	33%	26%
4. My knowledge about how to use assessment to modify instruction to match students' needs.	2004-2005 (n=18)	--	--	6%	22%	33%	22%	17%
	2005-2006 (n=45)	--	2%	4%	11%	16%	40%	27%
	2006-2007 (n=27)	--	--	--	19%	33%	26%	22%
5. My skill at critically observing literacy instruction.	2004-2005 (n=18)	--	6%	6%	17%	22%	33%	17%
	2005-2006 (n=45)	--	--	7%	4%	20%	42%	27%
	2006-2007 (n=27)	--	4%	4%	15%	26%	33%	19%
6. My skill at providing feedback to teachers based on classroom observations.	2004-2005 (n=18)	--	--	11%	22%	6%	44%	17%
	2005-2006 (n=45)	--	2%	2%	9%	20%	42%	24%
	2006-2007 (n=27)	--	--	4%	19%	22%	37%	19%
7. Reactions from teachers about the feedback I provide.	2004-2005 (n=18)	--	--	11%	6%	44%	22%	17%
	2005-2006 (n=45)	--	--	2%	11%	38%	33%	16%
	2006-2007 (n=27)	--	--	--	11%	56%	22%	11%

		1	2	3	4	5	6	7
		Worried		Concerned		Comfortable		Confident
8. Working with the Literacy Team to improve instruction and assessment.	2004-2005 (n=18)	--	--	6%	17%	11%	28%	39%
	2005-2006 (n=45)	--	--	4%	4%	18%	36%	38%
	2006-2007 (n=27)	--	--	--	--	37%	26%	37%
9. Time for classroom observations	2004-2005 (n=18)	6%	17%	11%	17%	28%	11%	11%
	2005-2006 (n=45)	9%	4%	22%	16%	27%	13%	9%
	2006-2007 (n=27)	4%	7%	26%	22%	22%	7%	11%
10. Time to complete nonacademic tasks related to Reading First.	2004-2005 (n=18)	--	28%	33%	11%	17%	--	11%
	2005-2006 (n=45)	4%	16%	13%	18%	24%	13%	11%
	2006-2007 (n=27)	11%	4%	11%	22%	41%	11%	--
11. Support from principal	2004-2005 (n=18)	--	--	--	17%	11%	27%	44%
	2005-2006 (n=45)	2%	--	4%	4%	18%	16%	56%
	2006-2007 (n=27)	--	--	--	--	22%	30%	48%
12. Support from district	2004-2005 (n=18)	--	6%	6%	22%	22%	17%	28%
	2005-2006 (n=45)	--	--	16%	9%	36%	11%	29%
	2006-2007 (n=27)	4%	--	--	15%	26%	22%	33%
13. The progress our students are making in reading	2004-2005 (n=18)	11%	17%	11%	17%	22%	17%	6%
	2005-2006 (n=45)	7%	4%	11%	11%	29%	22%	16%
	2006-2007 (n=27)	4%	--	11%	11%	30%	33%	11%
14. The progress our students are making in writing.	2004-2005 (n=18)	11%	6%	33%	28%	11%	6%	6%
	2005-2006 (n=45)	7%	9%	29%	11%	24%	11%	9%
	2006-2007 (n=27)	--	4%	22%	30%	33%	7%	4%
15. The progress our students are making in spelling.	2004-2005 (n=18)	11%	6%	22%	22%	28%	11%	--
	2005-2006 (n=45)	7%	7%	16%	18%	40%	4%	9%
	2006-2007 (n=27)	--	--	19%	37%	30%	11%	4%
16. How our students' performance reflects on me as a principal.	2004-2005 (n=18)	--	6%	11%	28%	39%	17%	--
	2005-2006 (n=45)	--	9%	13%	22%	24%	20%	11%
	2006-2007 (n=27)	--	7%	--	22%	22%	30%	19%

		1	2	3	4	5	6	7
		Worried		Concerned		Comfortable		Confident
17. Our students' attitudes toward reading.	2004-2005 (n=18)	11%	--	17%	11%	39%	17%	6%
	2005-2006 (n=45)	2%	2%	7%	16%	36%	27%	11%
	2006-2007 (n=27)	--	--	4%	22%	41%	26%	7%
18. The ability of our students' parents to support literacy development at home.	2004-2005 (n=18)	28%	28%	17%	11%	11%	6%	--
	2005-2006 (n=45)	7%	20%	29%	13%	16%	4%	11%
	2006-2007 (n=27)	7%	22%	30%	22%	7%	11%	--

How could Nevada Reading First be improved during the school year to better support the goal of having all children reading by third grade? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Provide more support for struggling readers beyond the basic program (3).
- Provide additional training on how to implement the program in terms of schedule and interventions (3).

Responses from the 2005-2006 survey.

- Provide more support for struggling readers beyond the basic program (1).
- Provide additional training on how to implement the program in terms of schedule and interventions (2).
- More professional development for teachers, not just literacy coaches (3).
- Increase focus on intervention (2).
- Other/NA (5).

Responses from the 2006-2007 survey.

- Provide more support for struggling readers beyond the core and supplemental programs (6).
- More professional development for teachers, not just literacy coaches (2).
- Increase focus on intervention (2).
- Provide continued support for teachers, literacy coaches, and administrators (5).
- Pleased with the Reading First program (5).
- Other (5).

APPENDIX A.2

NEVADA READING FIRST TEACHER SURVEY

SECTION 1: YOUR EXPERIENCE AND CREDENTIALS

Current Grade Level Taught:

	2004-2005 (n=308)	2005-2006 (N=569)	2006-2007 (N=425)
Kindergarten	12%	15%	19%
1 st	34%	27%	31%
2 nd	28%	29%	25%
3 rd	26%	25%	21%
Multi-grade	<1%	--	2%
Not assigned	--	<1%	<1%

Years at this school:

2004-2005 Average (N=308): 6 years Minimum: 0 years Maximum: 40 years

2005-2006 Average (N=565): 5 years Minimum: 0 years Maximum: 41 years

2006-2007 Average (N=425): 5 years Minimum: 0 years Maximum: 42 years

Years teaching at current grade level:

2004-2005 Average (N=308): 6 years Minimum: 0 years Maximum: 40 years

2005-2006 Average (N=564): 5 years Minimum: 0 years Maximum: 41 years

2006-2007 Average (N=425): 5 years Minimum: 0 years Maximum: 42 years

Years K-3 teaching experience:

2004-2005 Average (N=308): 9 years Minimum: 0 years Maximum: 41 years

2005-2006 Average (N=566): 8 years Minimum: 0 years Maximum: 41 years

2006-2007 Average (N=425): 8 years Minimum: 0 years Maximum: 43 years

Years teaching experience (total):

2004-2005 Average (N=308): 11 years Minimum: 0 years Maximum: 42 years

2005-2006 Average (N=565): 10 years Minimum: 0 years Maximum: 45 years

2006-2007 Average (N=425): 10 years Minimum: 0 years Maximum: 50 years

Have you completed any university Reading/Language Arts/Literacy-related courses this year?

2005-2006 (N=569)			2006-2007 (N=425)		
47%	No		46%	No	
24%	Yes, Master's degree		25%	Yes, Master's degree	
12%	Yes, working toward a post baccalaureate degree	Average hours completed: 22 Minimum hours completed: 0 Maximum hours completed: 99	13%	Yes, working toward a post baccalaureate degree	Average hours completed: 23 Minimum hours completed: 3 Maximum hours completed: 90
18%	Yes, but not degree-seeking	Average hours completed: 13 Minimum hours completed: 1 Maximum hours completed: 80	16%	Yes, but not degree-seeking	Average hours completed: 18 Minimum hours completed: 1 Maximum hours completed: 99

What is your highest degree in?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Bachelors	49%	51%	49%
Master	50%	47%	49%
EDS	1%	1%	1%
Ph.D	--	1%	1%
Not Applicable	N/A	2%	1%

Do you have Reading Specialist endorsement?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Yes	9%	7%	90%
No	91%	91%	9%
Not Applicable	N/A	1%	1%

Do you have Early Childhood Education licensure / endorsement for?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Yes	14%	13%	15%
No	86%	86%	84%
Not Applicable	N/A	1%	1%

Do you have Special Education licensure for?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Yes	10%	11%	7%
No	90%	88%	91%
Not Applicable	--	1%	2%

Do you have Elementary Education licensure for?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Yes	95%	94%	95%
No	5%	6%	5%
Not Applicable	N/A	1%	<1%

Do you have Administration and Supervision licensure for?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Yes	2%	2%	96%
No	88%	96%	2%
Not Applicable	N/A	1%	2%

Do you have a TESOL endorsement for?

	2004-2005 (N=308)	2005-2006(N=569)	2006-2007(N=425)
Yes	21%	24%	22%
No	79%	74%	76%
Not Applicable	N/A	1%	2%

Please list any other licenses or endorsements you currently have:

(N=89)	2006-2007
Reading/Literacy Endorsement	6%
CLAD - Cross-Cultural Language and Academic Development	2%
Computer Literacy	1%
National Board Certified Teacher – Literacy	3%
Non-Reading Related	88%

SECTION 2: Your School's K-3 Literacy Program

Describe the K-3 literacy program at your school, indicating your level of agreement with the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
1. Our school's approach to K-3 literacy is consistent with scientifically based reading research.	2004-2005 (n=308)	34%	58%	4%	2%	2%	--
	2005-2006 (n=569)	36%	56%	4%	1%	2%	--
	2006-2007 (n=425)	40%	53%	5%	1%	2%	--
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2004-2005 (n=308)	36%	57%	4%	1%	1%	--
	2005-2006 (n=569)	38%	56%	3%	1%	1%	1%
	2006-2007 (n=425)	41%	55%	3%	1%	1%	--
3. Our literacy program includes explicit instructional strategies and coordinated sequences of skill development.	2004-2005 (n=308)	37%	56%	5%	1%	1%	--
	2005-2006 (n=569)	37%	56%	4%	1%	1%	1%
	2006-2007 (n=425)	40%	55%	3%	2%	1%	--
4. Our school has established a 90 minute (or more) protected, uninterrupted block of time for reading instruction.	2004-2005 (n=308)	61%	36%	2%	1%	<1%	--
	2005-2006 (n=569)	70%	30%	1%	1%	1%	--
	2006-2007 (n=425)	68%	31%	1%	<1%	<1%	<1%
5. Teachers use in-class grouping strategies, including small group instruction, to meet students' needs.	2004-2005 (n=308)	46%	48%	4%	1%	1%	--
	2005-2006 (n=569)	60%	41%	1%	1%	1%	--
	2006-2007 (n=425)	56%	41%	2%	<1%	1%	--
6. Our school's library program supports literacy development in grades K-3.	2004-2005 (n=308)	28%	50%	10%	4%	8%	--
	2005-2006 (n=569)	33%	48%	10%	2%	7%	1%
	2006-2007 (n=425)	35%	45%	10%	3%	7%	<1%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
K-3 Core Reading Program							
7. The instructional content of our core reading program effectively addresses.							
<ul style="list-style-type: none"> ▪ phonemic awareness ▪ and/or phonics 	2004-2005 (n=308)	38%	49%	8%	4%	1%	--
	2005-2006 (n=569)	44%	46%	7%	3%	1%	1%
	2006-2007 (n=425)	46%	46%	5%	1%	<1%	1%
<ul style="list-style-type: none"> ▪ vocabulary development 	2004-2005 (n=308)	35%	54%	8%	2%	1%	--
	2005-2006 (n=569)	38%	54%	7%	1%	1%	1%
	2006-2007 (n=425)	35%	53%	11%	1%	<1%	<1%
<ul style="list-style-type: none"> ▪ reading fluency, including oral reading strategies 	2004-2005 (n=308)	35%	55%	8%	1%	1%	--
	2005-2006 (n=569)	39%	54%	6%	1%	1%	1%
	2006-2007 (n=425)	37%	54%	8%	<1%	1%	<1%
<ul style="list-style-type: none"> ▪ reading comprehension strategies 	2004-2005 (n=308)	35%	58%	5%	1%	1%	--
	2005-2006 (n=569)	39%	55%	5%	1%	1%	1%
	2006-2007 (n=425)	37%	54%	8%	1%	1%	--
8. Our core reading program provides adequate additional support based on students' needs. (e.g. below level, advanced level, ELL, etc.)	2004-2005 (n=308)	21%	42%	24%	12%	1%	--
	2005-2006 (n=569)	25%	50%	20%	5%	1%	--
	2006-2007 (n=425)	26%	53%	18%	3%	1%	--
9. Our core reading program allows ample practice opportunities.	2004-2005 (n=308)	22%	54%	17%	6%	1%	--
	2005-2006 (n=569)	22%	60%	19%	2%	1%	--
	2006-2007 (n=425)	25%	57%	15%	2%	1%	<1%
10. The student materials are effectively aligned to core reading program instruction.	2004-2005 (n=308)	30%	62%	6%	1%	1%	--
	2005-2006 (n=569)	30%	64%	5%	1%	1%	1%
	2006-2007 (n=425)	32%	62%	5%	<1%	1%	--
11. Screening tools are used in our school that identified children with reading difficulties.	2004-2005 (n=308)	34%	58%	5%	<1%	3%	--
	2005-2006 (n=569)	38%	56%	4%	1%	1%	1%
	2006-2007 (n=425)	39%	55%	5%	1%	1%	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
K-3 Screening and Assessment							
12. The screening process is effective in identifying children who needed supplemental instruction or intensive intervention.	2004-2005 (n=308)	28%	57%	11%	1%	3%	--
	2005-2006 (n=569)	34%	56%	7%	1%	1%	1%
	2006-2007 (n=425)	34%	55%	9%	1%	1%	--
13. Students who are not making sufficient progress are provided with supplemental instruction in literacy.	2004-2005 (n=308)	17%	56%	21%	5%	--	1%
	2005-2006 (n=569)	30%	56%	11%	2%	1%	--
	2006-2007 (n=425)	35%	56%	7%	1%	1%	--
14. Supplemental instruction is effectively aligned with core reading program instruction.	2004-2005 (n=308)	13%	55%	21%	6%	--	5%
	2005-2006 (n=569)	24%	56%	15%	2%	3%	1%
	2006-2007 (n=425)	31%	53%	13%	1%	2%	--
Intensive Intervention							
15. Students who are significantly behind in reading are provided with intensive interventions.	2004-2005 (n=308)	11%	42%	32%	11%	--	3%
	2005-2006 (n=569)	24%	51%	19%	3%	1%	1%
	2006-2007 (n=425)	33%	51%	13%	2%	1%	<1%
16. Intensive interventions are targeted to children's specific reading difficulty.	2004-2005 (n=308)	10%	43%	29%	10%	--	8%
	2005-2006 (n=569)	21%	49%	23%	4%	3%	1%
	2006-2007 (n=425)	24%	49%	22%	3%	2%	<1%
17. Literacy-related interventions are effectively aligned with core reading program instruction.	2004-2005 (n=308)	11%	47%	24%	9%	--	9%
	2005-2006 (n=569)	22%	55%	16%	3%	4%	1%
	2006-2007 (n=425)	26%	53%	16%	2%	3%	1%
Literacy Teams							
18. The School Literacy Team collaboratively planned interventions to support struggling readers.	2004-2005 (n=308)	12%	37%	30%	12%	--	9%
	2005-2006 (n=569)	19%	47%	19%	6%	8%	1%
	2006-2007 (n=425)	24%	45%	21%	4%	6%	1%
19. The School Literacy Team facilitated study groups to focus on literacy-related topics.	2004-2005 (n=308)	13%	40%	26%	11%	--	10%
	2005-2006 (n=569)	20%	47%	16%	5%	10%	2%
	2006-2007 (n=425)	21%	50%	17%	4%	7%	1%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
20. I participated in study groups or grade level/team meetings on literacy topics.	2004-2005 (n=308)	23%	55%	14%	6%	--	2%
	2005-2006 (n=569)	26%	58%	8%	2%	2%	4%
	2006-2007 (n=425)	31%	56%	9%	1%	1%	3%
21. Study groups were helpful to me in applying scientifically based reading research to my literacy instruction.	2004-2005 (n=308)	14%	44%	22%	12%	--	8%
	2005-2006 (n=569)	18%	52%	15%	4%	3%	8%
	2006-2007 (n=425)	20%	48%	17%	4%	2%	9%
Literacy Leadership							
22. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2004-2005 (n=308)	46%	49%	3%	1%	--	1%
	2005-2006 (n=569)	1%	46%	48%	4%	1%	1%
	2006-2007 (n=425)	43%	51%	3%	1%	1%	<1%
23. Our principal provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=308)	33%	46%	12%	6%	--	3%
	2005-2006 (n=569)	33%	50%	12%	3%	2%	1%
	2006-2007 (n=425)	30%	53%	10%	5%	3%	<1%
24. Our literacy specialist/coordinator(s) in our school provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=308)	31%	43%	16%	8%	--	3%
	2005-2006 (n=569)	30%	43%	16%	6%	2%	4%
	2006-2007 (n=425)	34%	48%	12%	4%	2%	<1%
25. I believe that support from the principal and literacy specialists/coordinators have had positive effect on teachers' abilities to achieve literacy goals.	2004-2005 (n=308)	29%	44%	17%	7%	--	4%
	2005-2006 (n=569)	30%	44%	17%	4%	4%	1%
	2006-2007 (n=425)	29%	46%	15%	6%	3%	1%
26. I presented to study groups on my research or study on literacy topics.	2004-2005 (n=308)	7%	22%	47%	13%	--	11%
	2005-2006 (n=569)	7%	23%	24%	5%	3%	39%
	2006-2007 (n=425)	9%	23%	23%	2%	2%	42%
27. I participated in Leadership team meetings on Reading First grant related topics.	2004-2005 (n=308)	13%	28%	39%	9%	--	11%
	2005-2006 (n=569)	12%	29%	19%	4%	5%	31%
	2006-2007 (n=425)	12%	27%	20%	4%	3%	34%

SECTION 3: Classroom Literacy Instruction

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
Classroom Instruction							
1. My students receive at least 90 minutes of uninterrupted reading instruction daily.	2004-2005 (n=308)	64%	29%	6%	<1%	--	1%
	2005-2006 (n=569)	74%	22%	1%	<1%	<1%	3%
	2006-2007 (n=425)	71%	26%	1%	<1%	<1%	1%
2. I include writing lessons in my language arts instruction each day.	2004-2005 (n=308)	36%	50%	11%	2%	--	1%
	2005-2006 (n=569)	35%	42%	19%	2%	1%	2%
	2006-2007 (n=425)	37%	43%	15%	3%	1%	2%
3. I base instruction on student needs.	2004-2005 (n=308)	39%	53%	7%	1%	--	<1%
	2005-2006 (n=569)	45%	48%	6%	1%	<1%	<1%
	2006-2007 (n=425)	45%	50%	5%	1%	<1%	1%
4. I am able to use effective instructional strategies for students with limited English proficiency.	2004-2005 (n=308)	24%	60%	10%	2%	--	3%
	2005-2006 (n=569)	28%	54%	13%	1%	1%	4%
	2006-2007 (n=425)	28%	57%	9%	1%	1%	3%
5. I am able to use effective instructional strategies for students with disabilities or other special needs.	2004-2005 (n=308)	20%	60%	13%	2%	--	5%
	2005-2006 (n=569)	20%	56%	14%	1%	2%	8%
	2006-2007 (n=425)	23%	54%	11%	1%	2%	9%
6. I have sufficient student texts to support an effective literacy instruction.	2004-2005 (n=308)	36%	48%	9%	6%	--	1%
	2005-2006 (n=569)	40%	46%	11%	1%	1%	1%
	2006-2007 (n=425)	38%	51%	9%	1%	1%	1%
7. I have an adequate supply of guided reading sets (instructional level texts) to implement small group reading instruction.	2004-2005 (n=308)	30%	45%	18%	7%	--	1%
	2005-2006 (n=569)	38%	47%	14%	2%	1%	1%
	2006-2007 (n=425)	39%	48%	9%	3%	1%	1%
8. I have ample materials to implement an effective literacy program.	2004-2005 (n=308)	31%	52%	12%	5%	--	1%
	2005-2006 (n=569)	35%	50%	13%	1%	1%	1%
	2006-2007 (n=425)	37%	49%	11%	2%	1%	1%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
9. I have ready access to information from diagnostic assessments about student skills.	2004-2005 (n=308)	28%	62%	7%	1%	--	2%
	2005-2006 (n=569)	41%	53%	4%	--	1%	1%
	2006-2007 (n=425)	48%	50%	1%	--	1%	<1%
10. I have ready access to information from classroom assessments about student progress.	2004-2005 (n=308)	33%	62%	4%	1%	--	1%
	2005-2006 (n=569)	43%	53%	2%	--	1%	1%
	2006-2007 (n=425)	48%	50%	1%	--	1%	<1%
11. I use information from assessments to group students according to their needs.	2004-2005 (n=308)	36%	60%	3%	<1%	--	<1%
	2005-2006 (n=569)	45%	52%	2%	--	<1%	1%
	2006-2007 (n=425)	52%	46%	1%	--	<1%	1%
Supplemental Instruction and Intervention							
12. My students who are not making sufficient progress receive supplemental instruction.	2004-2005 (n=308)	19%	64%	13%	3%	--	1%
	2005-2006 (n=569)	36%	58%	4%	1%	<1%	1%
	2006-2007 (n=425)	42%	52%	5%	--	1%	1%
13. My students who are significantly below grade level receive intensive intervention.	2004-2005 (n=308)	16%	46%	30%	7%	--	1%
	2005-2006 (n=569)	34%	45%	16%	3%	1%	1%
	2006-2007 (n=425)	41%	48%	10%	<1%	1%	1%
Classroom Management							
14. The effectiveness of instruction has been diminished by behavior problems presented by some students.	2004-2005 (n=308)	11%	31%	40%	18%	--	1%
	2005-2006 (n=569)	10%	31%	41%	18%	1%	1%
	2006-2007 (n=425)	14%	32%	37%	15%	1%	2%
15. Time management in the classroom has been an issue affecting the quality of instruction.	2004-2005 (n=308)	10%	31%	45%	14%	--	<1%
	2005-2006 (n=569)	8%	26%	50%	15%	1%	1%
	2006-2007 (n=425)	11%	28%	44%	16%	1%	1%
16. Students with limited English proficiency have presented challenges to classroom management.	2004-2005 (n=308)	6%	19%	52%	20%	--	4%
	2005-2006 (n=569)	7%	21%	50%	17%	1%	5%
	2006-2007 (n=425)	6%	23%	49%	17%	<1%	5%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
17. Students with disabilities or other special needs have presented challenges to classroom management.	2004-2005 (n=308)	6%	25%	49%	17%	--	4%
	2005-2006 (n=569)	7%	26%	40%	14%	1%	13%
	2006-2007 (n=425)	8%	25%	39%	13%	1%	14%

On average, how much time did you spend each day providing instruction in reading and language arts? (in minutes)

2004-2005 Average: 136 minutes Minimum: 1 minute Maximum: 360 minutes

2005-2006 Average: 140 minutes Minimum: 30 minutes Maximum: 330 minutes

2006-2007 Average: 145 minutes Minimum: 2 minutes Maximum: 300 minutes

	2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)		2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)
Less than 30 minutes	<1%	0%	1%	91-120 minutes	30%	32%	33%
30-60 minutes	3%	2%	2%	121-150 minutes	32%	26%	27%
61-90 minutes	13%	13%	10%	151 -180+	22%	27%	27%

Which of the following instructional strategies do you regularly include in your lessons?

	2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)		2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)
Reading Aloud	98%	97%	98%	Literacy Corners	33%	36%	45%
Shared Reading	97%	91%	93%	High Frequency/sightword instruction	88%	87%	91%
Independent Reading	95%	94%	97%	Motivational materials and activities	75%	74%	72%
Guided Reading	96%	96%	97%	Explicit teaching by demonstration	92%	91%	92%
Literature Circles	59%	29%	30%	Modeling	97%	97%	98%
Interactive Writing	68%	62%	65%	Literacy instruction integrated w/ content from other subject areas	76%	72%	71%
Write Aloud	42%	39%	39%	Opportunities to independently apply new learning	72%	76%	74%
Independent Writing	93%	88%	90%	Phonological awareness	--	89%	93%

	2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)		2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)
Writing Conferences	42%	41%	42%	Vocabulary fluency	--	90%	93%
Writing Mini-Lessons	64%	59%	62%	Other (specify)	8%	53%	8%

How do you determine if a particular child was reading below grade level? (Check all that apply)

	2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)		2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)
Student portfolio	40%	39%	32%	Reading Series Placement Test	37%	25%	26%
Teacher-developed test	43%	43%	41%	Informal Reading Inventory	60%	52%	49%
Standardized screening instrument	55%	49%	44%	Observation Survey	57%	55%	55%
PALS	96%	68%	74%	End of theme/unit tests	62%	64%	73%
DIBELS	93%	98%	99%	Other (Specify):	22%	25%	11%

What interventions in the form of additional time have been provided in classrooms to students reading below grade level proficiency? (Check all that apply)

	2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)		2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)
Additional targeted phonics lesson	67%	78%	81%	Additional fluency readings	71%	73%	81%
Additional guided reading lessons	77%	81%	80%	Additional fluency monitoring	55%	58%	67%
Additional phonemic awareness instruction	67%	76%	80%	Other (Specify):	9%	24%	14%

Overall, has your approach as a literacy professional changed as a result of Reading First?

	2004-2005 (n=308)	2005-2006 (n=569)	2006-2007 (n=425)
Yes	80%	86%	80%
No	21%	14%	20%

What is the one most significant change you made in your classrooms during the school year as a result of Nevada Reading First? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- 90 minutes of uninterrupted literacy instruction, typically representing more time than in previous years (58);
- changes to instruction including more focused instruction on phonemic awareness and phonics, more vocabulary activities, giving up some former favored activities (50);
- following the core program with fidelity (38);
- using assessment data, making time for additional assessments (30);
- using different materials, sometimes with reluctance (23);
- more time on required program components, less time for former activities such as individual instruction, thematic units, and reading aloud (19);
- better organization of lessons and classroom, better time management (17);
- little flexibility, strictly scripted, some material does not interest students (17); and
- small group instruction including guided reading groups (11).

Responses from the 2005-2006 survey.

- 90 minutes of uninterrupted literacy instruction, typically representing more time than in previous years (47);
- Assessments take a lot of the instruction time away from the students. There is no time to teach the students (18);
- All of the students are reading the leveled books in the classroom, and improving all around (9);
- Direct daily instruction of a targeted reading strategy for a better teaching method (57);
- Following the core program with fidelity (8);
- Changes to instruction including more focused instruction on phonemic awareness and phonics, more vocabulary activities, giving up some former favored activities (14);
- Small group instruction including guided reading groups (24);
- Using different materials, sometimes with reluctance (11);
- Better organization of lessons and classroom, better time management (52); and
- Other (15).

Responses from the 2006-2007 survey.

- 90 minutes of uninterrupted literacy instruction, typically representing more time than in previous years (19);
- Using assessments to guide instruction, sometimes taking a lot of the instruction time away from the students (29);

- Instruction of a targeted reading strategy to better meet the needs of the students (35);
- Following the core program and supplemental programs with fidelity (45);
- Changes to instruction including more focused instruction on the five essential elements, giving up some former favored activities (37);
- Small group instruction including guided reading groups and interventions (130);
- Using different materials, sometimes with reluctance (19);
- Better understanding of lessons and classroom, better time management (40);
- No Changes/Comments (48); and
- Other (21).

SECTION 4: Support from Literacy Specialist/Coordinator's & Principal's

		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
1. Demonstration lessons by Literacy Specialist/Coordinators (or Coaches if applicable).	2004-2005 (n=280)	15%	40%	19%	22%	4%	--
	2005-2006 (n=558)	16%	44%	17%	10%	2%	11%
	2006-2007 (n=421)	20%	44%	18%	8%	2%	9%
2. Frequency of observation of my lessons.	2004-2005 (n=280)	14%	50%	26%	7%	3%	--
	2005-2006 (n=558)	18%	54%	17%	5%	2%	4%
	2006-2007 (n=422)	20%	58%	15%	3%	2%	3%
3. Feedback and reflections based on observation of my lessons.	2004-2005 (n=280)	12%	52%	22%	10%	4%	--
	2005-2006 (n=558)	15%	51%	19%	9%	2%	4%
	2006-2007 (n=422)	18%	52%	20%	6%	1%	3%
4. Assistance in developing effective instructional strategies.	2004-2005 (n=280)	13%	53%	20%	11%	3%	--
	2005-2006 (n=557)	17%	53%	17%	6%	2%	5%
	2006-2007 (n=420)	20%	55%	16%	5%	1%	4%
5. Assistance in implementing the core reading program.	2004-2005 (n=280)	18%	57%	13%	10%	2%	--
	2005-2006 (n=558)	22%	54%	12%	7%	1%	5%
	2006-2007 (n=421)	22%	54%	14%	5%	1%	5%
6. Assistance in designing and implementing supplemental instruction.	2004-2005 (n=280)	13%	37%	34%	14%	2%	--
	2005-2006 (n=557)	15%	50%	21%	9%	2%	4%
	2006-2007 (n=421)	18%	53%	18%	5%	2%	5%

		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
7. Assistance in designing and implementing interventions.	2004-2005 (n=280)	10%	40%	33%	15%	2%	--
	2005-2006 (n=556)	14%	52%	20%	9%	2%	4%
	2006-2007 (n=421)	19%	51%	20%	5%	1%	3%
8. Assistance in diagnosing students' reading problems.	2004-2005 (n=280)	14%	44%	29%	11%	2%	--
	2005-2006 (n=556)	16%	50%	20%	9%	1%	4%
	2006-2007 (n=421)	16%	50%	24%	5%	2%	4%
9. Assistance in monitoring student progress.	2004-2005 (n=280)	16%	48%	24%	9%	3%	--
	2005-2006 (n=557)	20%	54%	14%	7%	1%	4%
	2006-2007 (n=420)	21%	56%	16%	4%	1%	3%
10. Discussion/networking opportunities with other teachers.	2004-2005 (n=280)	20%	57%	14%	7%	2%	--
	2005-2006 (n=556)	24%	56%	11%	4%	2%	3%
	2006-2007 (n=418)	23%	58%	12%	4%	2%	2%

Estimate the number of days the literacy coordinator/literacy specialist spent in your classroom providing support.

2005-2006 Average: 7 days Minimum: 0 days Maximum: 120 days

2006-2007 Average: 9 days Minimum: 0 days Maximum: 180 days

Number of Days	Percent Response 2005-2006 (n=553)	Percent Response 2006-2007 (n=422)
0	13%	12%
1	9%	8%
2	14%	7%
3	11%	9%
4	5%	5%
5	15%	15%
6-10	15%	23%
11-20	10%	13%
21+	6%	8%

How would you describe your acceptance of observation and feedback by the literacy specialist/coordinator?

	<i>2004-2005 (n=280)</i>	<i>2005-2006 (n=556)</i>	<i>2006-2007 (n=422)</i>
Very accepting and willing to change practice based on feedback	49%	50%	54%
Mostly accepting and generally willing to change practice	30%	33%	32%
Reluctantly cooperative and slow to change practice	4%	2%	3%
Uncooperative, resistant to change in practice	3%	1%	1%
Don't Know	15%	4%	4%
Not Applicable	--	10%	6%

What was most helpful about the support of literacy specialists/coordinators during the school year?

(number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Offering support and encouragement—Literacy specialists/ coordinators provided support and assistance in implementing the core program. Feedback was positive and helpful (51).
- Assistance with assessments—Literacy specialists/coordinators offered much needed assistance with the DIBELS and PALS assessments and other testing (43).
- Modeling lesson—The modeling and coaching provided by literacy specialist/coordinators helped teachers better understand and implement the core program (35).
- Feedback—Feedback from the literacy specialists/coordinators based on classroom observations was beneficial to many teachers (31).
- Classroom management and organization of the literacy block—Literacy specialists coordinators helped teachers organize their classrooms and arrange their schedules to best implement the literacy block, and offered assistance with specific lessons, such as vocabulary lessons, and classroom management (24).
- Explanations and information—Literacy specialists/coordinators kept teachers informed of testing schedules, helped to answer questions about Reading First, and offered explanations of requirements and expectations (23).
- Knowledgeable—Literacy specialists/coordinators were seen by many as knowledgeable and a source of information and tips (16).
- Sharing ideas—The literacy coordinators shared helpful strategies and new ideas, and provided an opportunity to talk about what was working and what was not (14).
- At least 22 teachers commented that the literacy specialists/coordinators had not provided significant support.

Responses from the 2005-2006 survey.

- Sharing Ideas—The literacy coordinators shared helpful strategies and new ideas, and provided an opportunity to talk about what was working and what was not (21).

- Knowledgeable—Literacy specialists/coordinators were seen by many as knowledgeable and a source of information and tips (24).
- Offering support and encouragement—Literacy specialists/coordinators provided support and assistance in implementing the core program. Feedback was positive and helpful (65).
- Assistance with assessments—Literacy specialists/coordinators offered much needed assistance with the DIBELS and PALS assessments and other testing (44).
- Classroom management and organization of the literacy block—Literacy specialists coordinators helped teachers organize their classrooms and arrange their schedules to best implement the literacy block, and offered assistance with specific lessons, such as vocabulary lessons, and classroom management (27).
- Modeling lesson—The modeling and coaching provided by literacy specialist/coordinators helped teachers better understand and implement the core program (31).
- Feedback—Feedback from the literacy specialists/coordinators based on classroom observations was beneficial to many teachers (40).
- At least 51 teachers commented that the literacy specialists/ coordinators had not provided significant support.

Responses from the 2006-2007 survey.

- Sharing Ideas—The literacy coordinators shared helpful strategies and new ideas, and provided an opportunity to talk about what was working and what was not. Literacy specialists/coordinators were seen by many as knowledgeable and a source of information and tips (125).
- Assistance with core and supplemental programs—Literacy specialists/coordinators provided support and assistance in implementing the core and supplemental programs. Feedback was positive and helpful (15).
- Assistance with assessments—Literacy specialists/coordinators offered much needed assistance with the DIBELS and PALS assessments and other testing (33).
- Classroom management and organization of the literacy block—Literacy specialists coordinators helped teachers organize their classrooms and arrange their schedules to best implement the literacy block, and offered assistance with specific lessons, such as vocabulary lessons, and classroom management (106).
- Trainings and modeled lessons—The modeling and coaching provided by literacy specialist/coordinators helped teachers better understand and implement the core program (46).
- Feedback—Feedback from the literacy specialists/coordinators based on classroom observations was beneficial to many teachers (56).
- Insignificant support from literacy specialists/coordinators or Not Applicable (37).

What needs to be changed about the support of literacy specialists/coordinators? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Amount of time in the classroom—Spend more time in the classrooms and less time in training or in meetings (45).

- Modeling—More modeling or demonstration of lessons by the literacy specialist/coordinator (32).
- Interventions—Offer more assistance with identification and intervention with struggling readers (28).
- Training—Literacy specialists/coordinators need more training, especially in the area of assessments (24).
- More support—Provide more time and support to teachers as opposed to other activities (22).
- Better information—More clearly defined expectations, more consistent information, more timely information, and more information about dates (19).
- Help with assessments—Less time on assessments, more help in reviewing assessment results (17).
- Feedback—More observations and more feedback after observations (11).
- Availability—More accessibility and availability of specialists (7).
- Paperwork—Reduce the amount of paperwork (3).

Responses from the 2005-2006 survey.

- Availability—More accessibility and availability of specialists (10).
- Modeling—More modeling or demonstration of lessons by the literacy specialist/coordinator (30).
- Amount of time in the classroom—Spend more time in the classrooms and less time in training or in meetings (1).
- Help with assessments—Less time on assessments, more help in reviewing assessment results (22).
- More support—Provide more time and support to teachers as opposed to other activities (74).
- Interventions—Offer more assistance with identification and intervention with struggling readers (1).
- Training—Literacy specialists/coordinators need more training, especially in the area of assessments (18).
- Feedback—More observations and more feedback after observations (29).
- Better information—More clearly defined expectations, more consistent information, more timely information, and more information about dates (20).
- Nothing—They did a great job (98).
- Other-N/A (19).

Responses from the 2006-2007 survey.

- Availability—More accessibility and availability of specialists (37).
- Modeling—More modeling or demonstration of lessons by the literacy specialist/coordinator (38).
- Amount of time in the classroom—Spend more time in the classrooms (42).
- Help with assessments—More assistance with the assessment and reviewing process (9).

- More support—Provide more time and support to teachers as opposed to other activities (39).
- Interventions—Offer more assistance with identification and intervention with struggling readers (17).
- Training—Literacy specialists/coordinators need more training or need to provide better training to teachers (10).
- Feedback—More observations and more feedback after observations (45).
- Better information—More clearly defined expectations, more consistent information, more timely information, and more information about dates (22).
- Nothing—They did a great job (110).
- Other (31).

SECTION 5: Literacy Related Professional Development

Part 1: State Reading First Professional Development

Did you attend the Level I Reading First Academy training?

	2004-2005 (n=280)	2005-2006 (n=558)	2006-2007 (n=409)
Yes	85%	78%	65%
No	15%	22%	35%

Total hours of Level I Academy attended (a typical Academy is 15 hours):

2004-2005 Average: 13 hours Minimum: 0 hours Maximum: 30 hours

2005-2006 Average: 12 hours Minimum: 0 hours Maximum: 30 hours

2006-2007 Average: 10 hours Minimum: 0 hours Maximum: 40 hours

	2004-2005 (n=280)	2005-2006 (n=558)	2006-2007 (n=386)		2004-2005 (n=280)	2005-2006 (n=558)	2006-2007 (n=386)
10 or less hours	16%	24%	34%	16-20 hours	9%	6%	6%
11-15 hours	74%	68%	59%	21+	1%	1%	1%

How effective was the Level I Academy in your preparation as a literacy professional?

	2004-2005 (n=280)	2005-2006 (n=558)	2006-2007 (n=409)
Very Effective	13%	15%	12%
Generally Effective	50%	45%	39%
Generally Not Effective	18%	11%	8%
Not Effective At All	5%	5%	5%
Don't Know	15%	1%	1%
Not Applicable	--	1%	36%

Effectiveness Rating (Other Reading First Sponsored Training 1)

	2005-2006 (n=249)	2006-2007 (n=224)
Very Effective	35%	43%
Generally Effective	52%	49%
Generally Not Effective	4%	6%
Not Effective At All	2%	1%
Don't Know	2%	--
Not Applicable	4%	1%

Effectiveness Rating (Other Reading First Sponsored Training 2)

	2005-2006 (n=172)	2006-2007 (n=169)
Very Effective	38%	36%
Generally Effective	42%	53%
Generally Not Effective	6%	5%
Not Effective At All	3%	3%
Don't Know	4%	--
Not Applicable	7%	3%

Effectiveness Rating (Other Reading First Sponsored Training 3)

	2005-2006 (n=96)	2006-2007 (n=108)
Very Effective	25%	40%
Generally Effective	53%	51%
Generally Not Effective	1%	2%
Not Effective At All	3%	1%
Don't Know	4%	1%
Not Applicable	14%	6%

Effectiveness Rating (Other Reading First Sponsored Training 4)

	2005-2006 (n=56)	2006-2007 (n=75)
Very Effective	38%	44%
Generally Effective	30%	39%
Generally Not Effective	4%	3%
Not Effective At All	--	4%
Don't Know	7%	1%
Not Applicable	21%	9%

Other Reading First-sponsored Training

Nevada Reading First Web Site

Did you use the Nevada Reading First Web site?

	2004-2005 (n=280)	2005-2006 (n=558)	2006-2007 (n=409)
Yes	23%	46%	39%
No	78%	54%	61%

How often did you access the Nevada Reading First Web site?

	2004-2005 (n=280)	2005-2006 (n=525)	2006-2007 (n=409)
Never	2%	3%	1%
Weekly	6%	3%	6%
Monthly	13%	5%	4%
Occasionally	48%	17%	16%
Rarely	31%	19%	12%
Not Applicable	--	52%	61%

How effective was the Nevada Reading First Web site as a resource for you?

	2004-2005 (n=280)	2005-2006 (n=525)	2006-2007 (n=409)
Very Effective	5%	3%	3%
Generally Effective	58%	26%	24%
Generally Not Effective	14%	6%	4%
Not Effective At All	3%	2%	2%
Don't Know	20%	9%	4%
Not Applicable	--	55%	63%

Early Literacy Portal

Did you use the Early Literacy Portal?

	2004-2005 (n=280)	2005-2006 (n=558)	2006-2007 (n=409)
Yes	3%	24%	11%
No	97%	76%	89%

How often did you access the Early Literacy Portal?

	2004-2005 (n=280)	2005-2006 (n=510)	2006-2007 (n=409)
Never	20%	6%	3%
Weekly	--	1%	1%
Monthly	--	1%	1%
Occasionally	30%	5%	2%
Rarely	50%	12%	4%
Not Applicable	--	75%	90%

How effective was the Early Literacy Portal as a resource for you?

	2004-2005 (n=280)	2005-2006 (n=510)	2006-2007 (n=409)
Very Effective	--	1%	<1%
Generally Effective	50%	8%	4%
Generally Not Effective	10%	2%	1%
Not Effective At All	--	3%	1%
Don't Know	40%	8%	4%
Not Applicable	--	79%	90%

Part 2: District, Site, and/or Other Professional Development

Course/Workshop Title		Rating					
		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
NELIP / RPDP	2004-2005 (n=111)	20%	41%	2%	3%	34%	--
	2005-2006 (n=173)	24%	31%	5%	--	4%	37%
	2006-2007 (n=108)	23%	36%	3%	--	--	38%
Assessment Training	2004-2005 (n=123)	18%	50%	2%	2%	29%	--
	2005-2006 (n=178)	21%	40%	3%	1%	3%	30%
	2006-2007 (n=157)	29%	47%	3%	2%	2%	18%
PALS	2004-2005 (n=195)	24%	62%	4%	1%	10%	--
	2005-2006 (n=243)	24%	49%	2%	1%	4%	20%
	2006-2007 (n=200)	31%	50%	5%	2%	1%	13%
DIBELS	2004-2005 (n=186)	23%	62%	2%	--	13%	--
	2005-2006 (n=379)	40%	48%	4%	1%	1%	7%
	2006-2007 (n=246)	37%	51%	2%	<1%	<1%	9%

Course/Workshop Title	Rating						
		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
Reading Program Training (Publisher, District, or School)	2004-2005 (n=158)	15%	56%	7%	7%	15%	--
	2005-2006 (n=210)	16%	51%	11%	3%	2%	17%
	2006-2007 (n=425)	20%	53%	3%	1%	1%	22%
Other 1:	2004-2005 (n=78)	19%	56%	3%	1%	21%	--
	2005-2006 (n=103)	51%	27%	4%	3%	3%	13%
	2006-2007 (n=87)	38%	47%	7%	--	--	8%
Other 2:	2004-2005 (n=52)	15%	40%	8%	4%	33%	--
	2005-2006 (n=52)	29%	29%	7%	--	4%	31%
	2006-2007 (n=49)	29%	49%	2%	4%	--	16%
Other 3	2004-2005 (n=35)	17%	23%	--	3%	57%	--
	2005-2006 (n=37)	32%	22%	3%	--	5%	38%
	2006-2007 (n=27)	30%	33%	4%	--	4%	30%
Other 4 :	2004-2005 (n=28)	7%	14%	7%	4%	68%	--
	2005-2006 (n=27)	22%	19%	4%	--	4%	52%
	2006-2007 (n=16)	19%	25%	--	--	6%	50%
Other 5:	2004-2005 (n=23)	9%	4%	--	4%	83%	--
	2005-2006 (n=23)	17%	9%	9%	--	4%	61%
	2006-2007 (n=13)	8%	23%	--	--	--	69%
Other 6:	2004-2005 (n=21)	--	5%	--	5%	91%	--
	2005-2006 (n=21)	14%	14%	--	--	5%	67%
	2006-2007 (n=13)	15%	15%	--	--	8%	62%
Other 7:	2004-2005 (n=21)	--	5%	5%	--	91%	--
	2005-2006 (n=19)	16%	11%	--	--	5%	68%
	2006-2007 (n=13)	8%	15%	8%	--	--	69%

Course/Workshop Title	Average Hours Attended To Date 2005-2006	Average Hours Attended To Date 2006-2007
NELIP / RPDP	11 hours (N=173)	12 hours (N=112)
Assessment Training	3 hours (N=178)	4 hours (N=157)
PALS	3 hours (N=243)	3 hours (N=200)
DIBELS Reading Program Training (Publisher, District, or School)	5 hours (N=379)	6 hours (N=246)
Reading Program Training (Publisher, District, or School)	6 hours (N=210)	6 hours (N=125)
Other (1) hours	9 hours (N=103)	16 hours (N=87)
Other (2) hours	6 hours (N=52)	14 hours (N=49)
Other (3) hours	5 hours (N=37)	6 hours (N=27)
Other (4) hours	1 hour (N=27)	6 hours (N=16)
Other (5) hours	2 hours (N=23)	1 hour (N=13)
Other (6) hours	1 hour (N=21)	1 hour (N=13)
Other (7) hours	2 hours (N=19)	1 hour (N=13)

Part 3: University Coursework

Course 1

University at which course was taken:

	2004-2005 (n=160)	2005-2006 (n=270)	2006-2007 (n=217)
University of Nevada Las Vegas	11%	10%	10%
University of Nevada Reno	14%	8%	8%
Sierra Nevada University	3%	6%	6%
Southern Utah University	4%	9%	9%
University of Phoenix	1%	3%	4%
Other	18%	19%	13%
Not Applicable	48%	46%	51%

Course 2

University at which course was taken:

	2004-2005 (n=160)	2005-2006 (n=185)	2006-2007 (n=110)
University of Nevada Las Vegas	8%	8%	27%
University of Nevada Reno	13%	8%	73%
Sierra Nevada University	3%	5%	--
Southern Utah University	3%	5%	--
University of Phoenix	1%	2%	--
Other	14%	14%	--
Not Applicable	58%	59%	--

Part 4: Conferences

Course/Workshop Title	Total Hours Attended To Date 2005-2006	Total Hours Attended To Date 2006-2007
Silver State Reading Association Conference	1 hour (N=84)	1 hour (N=47)
Nevada Reading Week Conference	2 hours (N=85)	3 hours (N=53)
Start Fresh / Finish Fresh	2 hours (N=82)	2 hours (N=51)
International Reading Conference	4 hours (N=89)	1 hours (N=49)
National Reading First Conference Hours ¹	2 hours (N=81)	4 hours (N=55)
Other 1 (Please Specify):	9 hours (N=35)	9 hours (N=27)
Other 2 (Please Specify):	3 hours (N=19)	2 hours (N=14)
Other 3 (Please Specify):	1 hour (N=17)	1 hour (N=14)

Course/Workshop Title 2006-2007	Rating					
	Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
Silver State Reading Association Conference (n=47)	4%	--	2%	--	2%	92%
Nevada Reading Week Conference (n=53)	6%	8%	2%	--	2%	83%
Start Fresh / Finish Fresh (n=51)	8%	8%	--	--	2%	82%
International Reading Conference (n=49)	4%	8%	--	--	2%	86%
Other 1 (Please Specify): (n=55)	15%	9%	--	--	2%	75%
Other 2 (Please Specify): (n=27)	22%	22%	7%	--	4%	44%
Other 3 (Please Specify): (n=14)	--	7%	--	--	7%	86%

¹ This item was not in the 2004-2005 survey.

Using the rating scales below, rate yourself in each of the areas—general knowledge, confidence to observe instruction and give feedback, and interest in learning more—for each topic. Under each of the three columns, circle the number that best represents your self-assessment.

	1	2	3	4
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Basic confidence	More than average confidence	Extensive confidence
INTEREST:	Little interest	Basic interest	More than average interest	Extensive interest

Topics	YEAR	General knowledge					Confidence to observe instruction and give feedback					Interest in learning more				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1 Phonemic Awareness	2004-2005 (n=280,279,274)	1%	30%	55%	14%	--	1%	35%	51%	13%	--	16%	42%	29%	12%	--
	2005-2006 (n=558,557,577)	1%	36%	53%	10%	1%	1%	39%	47%	11%	1%	12%	44%	30%	11%	2%
	2006-2007 (n=409,409,409)	1%	31%	53%	14%	1%	2%	34%	49%	14%	1%	16%	45%	24%	11%	3%
2 Explicit Systematic Phonics	2004-2005 (n=275,273,271)	6%	44%	38%	12%	--	5%	45%	40%	10%	--	16%	44%	28%	12%	--
	2005-2006 (n=557,557,557)	7%	47%	36%	8%	1%	8%	47%	33%	9%	1%	10%	45%	30%	11%	2%
	2006-2007 (n=409,409,409)	6%	42%	40%	9%	3%	5%	44%	40%	8%	3%	15%	50%	21%	10%	4%
3 Fluency	2004-2005 (n=278,280,276)	3%	45%	44%	8%	--	4%	48%	41%	7%	--	10%	44%	33%	13%	--
	2005-2006 (n=557,556,556)	2%	46%	43%	8%	1%	2%	50%	38%	9%	1%	10%	40%	35%	13%	1%
	2006-2007 (n=409,409,409)	2%	38%	50%	9%	1%	2%	44%	44%	9%	1%	11%	44%	29%	14%	3%
4 Vocabulary	2004-2005 (n=280,280,276)	<1%	43%	44%	13%	--	1%	46%	42%	10%	--	8%	48%	29%	15%	--
	2005-2006 (n=557,556,556)	1%	46%	41%	11%	1%	1%	50%	38%	10%	1%	8%	43%	34%	12%	1%
	2006-2007 (n=409,409,409)	1%	40%	50%	8%	1%	2%	44%	47%	7%	1%	10%	47%	30%	11%	3%
5 Comprehension	2004-2005 (n=280,280,276)	<1%	40%	47%	13%	--	1%	46%	43%	10%	--	7%	43%	36%	14%	--
	2005-2006 (n=557,556,556)	1%	46%	44%	8%	1%	1%	50%	40%	8%	1%	7%	42%	35%	14%	1%
	2006-2007 (n=408,408,409)	1%	41%	48%	9%	1%	2%	46%	44%	8%	1%	10%	44%	31%	13%	3%

Topics	YEAR	General knowledge					Confidence to observe instruction and give feedback					Interest in learning more				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6 Writing Instruction	2004-2005 (n=280,280,277)	6%	46%	38%	9%	--	9%	50%	35%	6%	--	5%	33%	41%	21%	--
	2005-2006 (n=558,557,557)	5%	57%	33%	5%	1%	8%	57%	29%	5%	--	6%	35%	38%	19%	1%
	2006-2007 (n=409,409,409)	7%	52%	33%	7%	1%	9%	54%	30%	6%	1%	7%	34%	37%	20%	2%
7 Spelling	2004-2005 (n=279,277,273)	1%	42%	43%	15%	--	1%	46%	43%	11%	--	15%	48%	25%	13%	--
	2005-2006 (n=557,556,556)	1%	47%	42%	10%	1%	2%	49%	40%	9%	1%	12%	45%	28%	11%	2%
	2006-2007 (n=409,409,409)	2%	46%	42%	9%	1%	2%	50%	39%	8%	1%	15%	50%	22%	11%	3%
Topics	YEAR	General knowledge					Confidence to observe instruction and give feedback					Interest in learning more				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8 Literacy instruction for children with limited English proficiency	2004-2005 (n=280,279,276)	16%	44%	33%	7%	--	15%	51%	18%	6%	--	7%	36%	37%	20%	--
	2005-2006 (n=558,556,556)	15%	46%	32%	6%	1%	14%	49%	30%	6%	1%	7%	37%	37%	17%	1%
	2006-2007 (n=409,409,409)	12%	47%	32%	8%	1%	11%	53%	28%	6%	1%	7%	40%	33%	18%	3%
9 Literacy instruction for Children with special needs	2004-2005 (n=280,276,275)	22%	52%	21%	5%	--	21%	56%	20%	4%	--	10%	44%	31%	15%	--
	2005-2006 (n=557,556,556)	21%	54%	18%	5%	1%	16%	58%	19%	4%	2%	7%	43%	32%	15%	2%
	2006-2007 (n=409,409,409)	22%	52%	19%	4%	4%	23%	51%	18%	3%	5%	10%	42%	28%	16%	4%
10 Organization and supervision of literacy instruction	2004-2005 (n=275,274,270)	8%	42%	39%	11%	--	7%	50%	35%	9%	--	15%	45%	26%	14%	--
	2005-2006 (n=557,556,556)	6%	49%	35%	8%	2%	5%	53%	31%	8%	2%	11%	48%	26%	11%	2%
	2006-2007 (n=409,409,409)	6%	45%	38%	6%	5%	6%	50%	33%	6%	5%	13%	47%	23%	11%	6%
11 Using PALS to diagnose student strengths & weaknesses	2004-2005 (n=278,277,274)	6%	50%	31%	13%	--	5%	54%	31%	11%	--	23%	46%	23%	8%	--
	2005-2006 (n=558,556,555)	12%	50%	26%	7%	2%	12%	51%	26%	7%	2%	18%	47%	21%	9%	3%
	2006-2007 (n=409,409,409)	13%	48%	29%	7%	4%	12%	49%	29%	6%	4%	25%	43%	20%	%	4%

Topics	YEAR	General knowledge					Confidence to observe instruction and give feedback					Interest in learning more				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12 Using DIBELS and Gates to monitor student progress	2004-2005 (n=272,271, 274)	16%	61%	19%	4%	--	14%	61%	20%	4%	--	21%	50%	22%	7%	--
	2005-2006 (n=558,555, 554)	4%	47%	37%	11%	1%	2%	53%	33%	10%	1%	15%	48%	24%	11%	1%
	2006-2007 (n=409,409, 409)	2%	38%	44%	15%	1%	2%	43%	41%	13%	1%	24%	46%	20%	9%	2%
13 Using student assessments to guide instruction	2004-2005 (n=280,279, 276)	3%	51%	36%	10%	--	3%	56%	34%	7%	--	11%	48%	30%	11%	--
	2005-2006 (n=557,555, 556)	3%	48%	42%	6%	1%	3%	51%	40%	5%	1%	9%	46%	30%	13%	1%
	2006-2007 (n=409,409, 408)	3%	41%	43%	12%	1%	4%	48%	37%	10%	1%	15%	46%	27%	10%	2%
14 Use of the core reading program	2004-2005 (n=280,279, 274)	1%	45%	48%	6%	--	2%	47%	43%	8%	--	14%	46%	27%	13%	--
	2005-2006 (n=558,557, 557)	1%	40%	43%	15%	1%	2%	43%	42%	12%	1%	14%	47%	26%	12%	1%
	2006-2007 (n=408,408, 408)	3%	31%	44%	21%	1%	2%	38%	43%	16%	2%	16%	46%	25%	10%	3%
15 Use of supplemental materials	2004-2005 (n=277,274, 274)	7%	52%	35%	5%	--	6%	57%	33%	5%	--	9%	42%	33%	17%	--
	2005-2006 (n=558,556, 557)	6%	56%	32%	5%	1%	6%	57%	30%	6%	1%	7%	43%	35%	14%	1%
	2006-2007 (n=409,409, 409)	6%	50%	35%	7%	2%	6%	53%	32%	7%	2%	11%	42%	32%	13%	2%
16 Use of intervention programs	2004-2005 (n=275,274, 274)	19%	54%	24%	4%	--	19%	54%	23%	4%	--	5%	41%	36%	19%	--
	2005-2006 (n=558,557, 557)	12%	56%	25%	5%	1%	10%	58%	25%	4%	1%	6%	40%	33%	18%	1%
	2006-2007 (n=408,408, 408)	8%	52%	33%	6%	1%	9%	54%	30%	5%	1%	12%	43%	30%	12%	2%

Beyond the information provided in the table above, what are the 3 top specific literacy-related professional development needs/topics are you most interested in addressing? (number of applicable responses in parentheses)

Response from the 2004-2005 survey.

- ELL students—Addressing the needs of ELL students and other struggling readers (78).
- Writing instruction—Effective writing instruction and how to integrate writing into the daily schedule (66).

- Interventions—How to implement effective interventions at each grade level (57).
- Assessments—Using assessments to guide instruction, how to interpret results, how test effectively (47).
- Supplemental materials—Developing and using supplemental materials effectively, including materials for high-achieving students (32).
- Vocabulary—How to teach vocabulary and build vocabulary in students (30).
- Fluency—Increasing fluency in readers (27).
- Core reading—How to better implement the core reading program (27).
- Comprehension—Strategies to help students gain comprehension skills (26).
- Centers/circles—Developing appropriate centers, using centers for ability grouping, how to implement Literature Circles (26).
- Classroom organization—Organization and supervision of core reading program, classroom management, time management (23).
- Phonemic awareness and phonics—Coherent instruction in phonemic awareness and explicit phonics, use of phonics charts and readers (19).
- Incorporating other subjects into the instructional day—Managing all areas of instruction, including math and science, within the available instructional time (13).
- Guided Reading—More guided reading lessons and modeling on guided reading (11).
- Accelerated students—How to challenge above average students, providing opportunities for enrichment (10).
- Spelling—Strategies for spelling instruction (9).
- Grouping—Strategies to develop groups and provide small group instruction (7).

Response from the 2005-2006 survey.

- ELL students—Addressing the needs of ELL students and other struggling readers (74).
- Writing instruction—Effective writing instruction and how to integrate writing into the daily schedule (67).
- Interventions—How to implement effective interventions at each grade level (67).
- Assessments—Using assessments to guide instruction, how to interpret results, how test effectively (46).
- Supplemental materials—Developing and using supplemental materials effectively, including materials for high-achieving students (33).
- Vocabulary—How to teach vocabulary and build vocabulary in students (31).
- Fluency—Increasing fluency in readers (24).
- Core reading—How to better implement the core reading program (48).

- Comprehension—Strategies to help students gain comprehension skills (32).
- Centers/circles—Developing appropriate centers, using centers for ability grouping, how to implement Literature Circles (18).
- Classroom organization—Organization and supervision of core reading program, classroom management, time management (16).
- Phonemic awareness and phonics—Coherent instruction in phonemic awareness and explicit phonics, use of phonics charts and readers (18).
- Incorporating other subjects into the instructional day—Managing all areas of instruction, including math and science, within the available instructional time (40).
- Guided Reading—More guided reading lessons and modeling on guided reading (19).
- Accelerated students—How to challenge above average students, providing opportunities for enrichment (11).
- Spelling—Strategies for spelling instruction (8).
- Grouping—Strategies to develop groups and provide small group instruction (16).
- Other (9).

Response from the 2006-2007 survey.

- ELL and special needs students—Addressing the needs of ELL students and other struggling readers (95).
- Writing instruction—Effective writing instruction and how to integrate writing into the daily schedule (110).
- Interventions—How to implement effective interventions at each grade level (80).
- Assessments—Using assessments to guide instruction, how to interpret results, how test effectively (46).
- Supplemental materials—Developing and using supplemental materials effectively, including materials for high-achieving students (38).
- Vocabulary—How to teach vocabulary and build vocabulary in students (43).
- Fluency—Increasing fluency in readers (49).
- Core reading—How to better implement the core reading program (14).
- Comprehension—Strategies to help students gain comprehension skills (54).
- Centers/circles—Developing appropriate centers, using centers for ability grouping, how to implement Literature Circles (71).
- Classroom organization—Organization and supervision of core reading program, classroom management, time management (27).
- Phonemic awareness and phonics—Coherent instruction in phonemic awareness and explicit phonics, use of phonics charts and readers (28).

- Incorporating other subjects into the instructional day—Managing all areas of instruction, including math and science, within the available instructional time (9).
- Guided Reading—More guided reading lessons and modeling on guided reading (12).
- Accelerated students—How to challenge above average students, providing opportunities for enrichment (17).
- Spelling—Strategies for spelling instruction (9).
- Grammar—Strategies for grammar instruction (6).
- Grouping/Differentiation—Strategies to develop groups and provide small group instruction (41).
- General reading concerns (18).
- Other (51).

SECTION 6: CONCERNS AND RECOMMENDATIONS

On a continuum of “Worried” to “Confident,” describe your feelings about the statements listed below. Circle the value that is most true of you now.

		1	2	3	4	5	6	7
		Worried	Concerned	Comfortable	Confident			
1. My ability to teach reading, using SBRR strategies.	2004-2005 (n=280)	4%	3%	9%	20%	35%	14%	14%
	2005-2006 (n=558)	3%	3%	8%	23%	35%	19%	8%
	2006-2007 (n=407)	3%	1%	7%	18%	40%	17%	15%
2. My ability to use the core reading program.	2004-2005 (n=280)	1%	--	3%	11%	33%	28%	24%
	2005-2006 (n=558)	--	1%	1%	9%	32%	28%	30%
	2006-2007 (n=407)	1%	--	1%	9%	30%	30%	31%
3. My ability to manage students during the literacy block.	2004-2005 (n=280)	<1%	<1%	5%	10%	27%	29%	28%
	2005-2006 (n=558)	1%	1%	3%	8%	27%	27%	34%
	2006-2007 (n=407)	1%	1%	3%	8%	24%	28%	35%
4. My ability to use assessment to modify instruction to match students' needs.	2004-2005 (n=280)	<1%	--	7%	18%	36%	23%	15%
	2005-2006 (n=558)	1%	1%	4%	13%	36%	27%	19%
	2006-2007 (n=407)	1%	--	3%	11%	34%	28%	24%
5. Receiving feedback from the Literacy specialist/coordinator.	2004-2005 (n=280)	4%	3%	10%	14%	31%	25%	13%
	2005-2006 (n=558)	4%	3%	8%	12%	31%	21%	21%
	2006-2007 (n=407)	3%	2%	6%	11%	29%	24%	25%
6. Using feedback from the literacy specialist/ coordinator to improve instruction and assessment.	2004-2005 (n=280)	3%	3%	7%	16%	33%	25%	14%
	2005-2006 (n=558)	3%	2%	5%	12%	33%	24%	21%
	2006-2007 (n=407)	2%	1%	4%	12%	31%	24%	25%
7. Working with the Literacy Team to improve instruction and assessment.	2004-2005 (n=280)	5%	3%	5%	14%	33%	27%	14%
	2005-2006 (n=558)	3%	3%	6%	12%	34%	23%	20%
	2006-2007 (n=407)	3%	1%	7%	11%	34%	22%	23%
8. Applying professional development to improve instruction.	2004-2005 (n=280)	1%	1%	2%	12%	38%	28%	19%
	2005-2006 (n=558)	1%	1%	3%	10%	36%	29%	22%
	2006-2007 (n=407)	1%	<1%	2%	8%	33%	32%	24%

		1	2	3	4	5	6	7
		Worried	Concerned	Comfortable	Confident			
9. Time to do what is required for literacy-related teaching tasks.	2004-2005 (n=280)	10%	11%	21%	15%	21%	14%	7%
	2005-2006 (n=558)	11%	7%	19%	19%	25%	14%	7%
	2006-2007 (n=407)	12%	7%	18%	15%	23%	16%	9%
10. Time to cover other academic areas.	2004-2005 (n=280)	28%	19%	21%	13%	11%	5%	5%
	2005-2006 (n=558)	25%	13%	22%	15%	15%	5%	4%
	2006-2007 (n=407)	23%	11%	20%	15%	18%	9%	5%
11. Time to complete nonacademic tasks related to Reading First.	2004-2005 (n=280)	18%	15%	25%	19%	14%	7%	2%
	2005-2006 (n=558)	13%	12%	24%	21%	19%	7%	4%
	2006-2007 (n=407)	14%	9%	22%	19%	20%	9%	7%
12. The progress my students are making in reading	2004-2005 (n=280)	5%	4%	8%	15%	35%	25%	8%
	2005-2006 (n=558)	1%	4%	10%	18%	33%	23%	11%
	2006-2007 (n=407)	3%	1%	10%	13%	34%	24%	16%
13. The progress my students are making in writing.	2004-2005 (n=280)	7%	5%	18%	21%	28%	16%	6%
	2005-2006 (n=558)	6%	8%	18%	23%	27%	14%	5%
	2006-2007 (n=407)	6%	5%	15%	18%	30%	16%	10%
14. The progress my students are making in spelling.	2004-2005 (n=280)	3%	4%	10%	17%	35%	24%	7%
	2005-2006 (n=558)	3%	3%	13%	22%	31%	20%	9%
	2006-2007 (n=407)	3%	1%	10%	17%	33%	23%	14%
15. How my students' performance reflects on me as a teacher.	2004-2005 (n=280)	8%	5%	11%	18%	27%	20%	11%
	2005-2006 (n=558)	5%	7%	11%	20%	30%	18%	11%
	2006-2007 (n=407)	5%	3%	13%	14%	29%	24%	12%
16. My students' attitudes toward reading.	2004-2005 (n=280)	5%	3%	7%	15%	29%	25%	15%
	2005-2006 (n=558)	2%	4%	10%	13%	32%	26%	13%
	2006-2007 (n=407)	5%	3%	8%	14%	28%	24%	18%
17. The ability of my students' parents to support literacy development at home.	2004-2005 (n=280)	17%	12%	27%	18%	14%	10%	2%
	2005-2006 (n=558)	15%	13%	25%	18%	18%	8%	3%
	2006-2007 (n=407)	16%	15%	23%	14%	18%	8%	6%

How could Nevada Reading First be improved to better support the goal of having all children reading by third grade? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Provide more flexibility for teachers to implement lessons and select materials to better meet individual needs (33).
- Develop programs to increase parental involvement (29).
- Require fewer assessments to allow more time for instruction (29).
- Have specialists/coordinators spend more time in classrooms (and less time in training) and generally provide more support to teachers (28).
- Allow more flexibility in the use of supplemental materials for differentiated instruction (23).
- Develop more effective interventions for students with limited English proficiency and other students needing support (20).

Responses from the 2005-2006 survey

- Parental Involvement needs to be more directly incorporated in the child's learning (28).
- ESL/high risk students (3).
- Different and more materials for teachers (22).
- Have specialists/coordinators spend more time in classrooms (and less time in training) and generally provide more support to teachers (78).
- Allow more flexibility in the use of supplemental materials for differentiated instruction (47).
- Smaller classes (9).
- Develop more effective interventions for students with limited English proficiency and other students needing support (34).
- Be more realistic about students, teachers, and their needs (8).
- Less testing is needed. Valuable instructional time is being used way too often in our classrooms (24).
- Other/ Not Applicable (21).

Responses from the 2006-2007 survey

- Parental Involvement needs to be more directly incorporated in the child's learning (50).
- ESL/high risk students (12).
- Different and more materials for teachers (14).
- Have specialists/coordinators spend more time in classrooms (and less time in training) and generally provide more support to teachers (35).

- Allow more flexibility in the use of supplemental materials for differentiated instruction (28).
- Smaller classes (11).
- Develop more effective interventions for students with limited English proficiency and other students needing support (32).
- Less testing is needed. Valuable instructional time is being used way too often in our classrooms (13).
- Put more trust in the teachers (21).
- More time is needed by lengthening the reading block or school day (17).
- Better understanding/more flexibility in the Reading First program including more training for teachers (61).
- Happy with the Reading First program (13).
- Other (12).

APPENDIX A.3

NEVADA READING FIRST LITERACY SPECIALIST/COORDINATOR SURVEY

SECTION 1: Your School's K-3 Literacy Program

Reflect on the school year and describe the K-3 literacy program at your school, indicating your level of agreement with the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
1. Our school's approach to K-3 literacy is consistent with scientifically based reading research.	2004-2005 (n=31)	61%	32%	7%	--	--	--
	2005-2006 (n=46)	83%	17%	--	--	--	--
	2006-2007 (n=36)	75%	22%	3%	--	--	--
2. The components of our school's literacy program are systematic and sequential, emphasizing explicit instruction.	2004-2005 (n=31)	58%	39%	3%	--	--	--
	2005-2006 (n=46)	89%	9%	2%	--	--	--
	2006-2007 (n=36)	72%	25%	3%	--	--	--
3. Our literacy program includes explicit instructional strategies and coordinated sequences of skill development.	2004-2005 (n=31)	58%	39%	--	--	--	--
	2005-2006 (n=46)	83%	15%	2%	--	--	--
	2006-2007 (n=36)	58%	42%	--	--	--	--
4. Our school has established a 90 minute (or more) protected, uninterrupted block of time for reading instruction.	2004-2005 (n=31)	74%	26%	--	--	--	--
	2005-2006 (n=46)	91%	9%	--	--	--	--
	2006-2007 (n=36)	75%	22%	3%	--	--	--
5. Teachers use in-class grouping strategies, including small group instruction, to meet students' needs.	2004-2005 (n=31)	42%	55%	--	3%	--	--
	2005-2006 (n=46)	46%	48%	7%	--	--	--
	2006-2007 (n=36)	44%	53%	3%	--	--	--
6. Our school's library program supports literacy development in grades K-3.	2004-2005 (n=31)	39%	45%	16%	--	--	--
	2005-2006 (n=46)	35%	46%	15%	4%	--	--
	2006-2007 (n=36)	22%	61%	6%	3%	8%	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
K-3 Core Reading Program							
7. The instructional content of our core reading program effectively addresses:							
▪ phonemic awareness and/or phonics	2004-2005 (n=31)	74%	23%	3%	--	--	--
	2005-2006 (n=46)	74%	26%	--	--	--	--
	2006-2007 (n=36)	69%	31%	--	--	--	--
▪ vocabulary development	2004-2005 (n=31)	65%	32%	3%	--	--	--
	2005-2006 (n=46)	59%	41%	--	--	--	--
	2006-2007 (n=36)	50%	47%	3%	--	--	--
▪ reading fluency, including oral reading strategies	2004-2005 (n=31)	68%	32%	--	--	--	--
	2005-2006 (n=46)	70%	28%	2%	--	--	--
	2006-2007 (n=36)	56%	44%	--	--	--	--
▪ reading comprehension strategies	2004-2005 (n=31)	77%	23%	--	--	--	--
	2005-2006 (n=46)	70%	30%	--	--	--	--
	2006-2007 (n=36)	67%	31%	3%	--	--	--
8. Our core reading program allows for modifying instruction based on students' needs.	2004-2005 (n=31)	58%	32%	10%	--	--	--
	2005-2006 (n=46)	41%	44%	13%	2%	--	--
	2006-2007 (n=36)	44%	39%	17%	--	--	--
9. Our core reading program allows ample practice opportunities.	2004-2005 (n=31)	58%	32%	10%	--	--	--
	2005-2006 (n=46)	33%	65%	2%	--	--	--
	2006-2007 (n=36)	33%	53%	14%	--	--	--
10. The student materials are effectively aligned to core reading program instruction.	2004-2005 (n=31)	58%	39%	3%	--	--	--
	2005-2006 (n=46)	57%	41%	2%	--	--	--
	2006-2007 (n=36)	56%	44%	--	--	--	--
Classroom Instruction							
11. Our K-3 students receive at least 90 minutes of uninterrupted reading instruction daily.	2004-2005 (n=31)	74%	23%	3%	--	--	--
	2005-2006 (n=46)	78%	22%	--	--	--	--
	2006-2007 (n=36)	67%	33%	--	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
12. Teachers include writing lessons in the language arts instruction each day.	2004-2005 (n=31)	13%	52%	35%	--	--	--
	2005-2006 (n=46)	9%	52%	30%	4%	4%	--
	2006-2007 (n=36)	6%	53%	19%	6%	17%	--
13. Teachers base instruction on student needs.	2004-2005 (n=31)	23%	58%	16%	3%	--	--
	2005-2006 (n=46)	20%	67%	13%	--	--	--
	2006-2007 (n=36)	14%	69%	17%	--	--	--
14. Teachers are able to use effective instructional strategies for students with limited English proficiency.	2004-2005 (n=31)	3%	68%	26%	--	3%	--
	2005-2006 (n=46)	9%	74%	17%	--	--	--
	2006-2007 (n=36)	14%	72%	11%	--	3%	--
15. Teachers are able to use effective instructional strategies for students with disabilities or other special needs.	2004-2005 (n=31)	3%	65%	23%	--	10%	--
	2005-2006 (n=46)	11%	63%	17%	2%	7%	--
	2006-2007 (n=36)	6%	72%	19%	--	3%	--
16. Teachers have sufficient student texts to support an effective literacy instruction.	2004-2005 (n=31)	68%	26%	6%	--	--	--
	2005-2006 (n=46)	67%	30%	2%	--	--	--
	2006-2007 (n=36)	78%	19%	--	--	3%	--
17. Teachers have an adequate supply of guided reading sets (instructional level texts) to implement small group reading instruction.	2004-2005 (n=31)	61%	16%	23%	--	--	--
	2005-2006 (n=46)	63%	33%	4%	--	--	--
	2006-2007 (n=36)	64%	33%	3%	--	--	--
18. Teachers have ample materials to implement an effective literacy program.	2004-2005 (n=31)	52%	42%	6%	--	--	--
	2005-2006 (n=46)	65%	30%	4%	--	--	--
	2006-2007 (n=36)	67%	33%	--	--	--	--
K-3 Screening Assessment							
19. Screening tools are used in our school that identified children with reading difficulties.	2004-2005 (n=31)	77%	23%	--	--	--	--
	2005-2006 (n=46)	76%	24%	--	--	--	--
	2006-2007 (n=36)	81%	19%	--	--	--	--
20. The screening process is effective in identifying children who needed supplemental instruction or intensive intervention.	2004-2005 (n=31)	68%	26%	--	--	--	--
	2005-2006 (n=46)	78%	17%	4%	--	--	--
	2006-2007 (n=36)	72%	25%	3%	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
21. Teachers have ready access to information from diagnostic assessments about student skills.	2004-2005 (n=31)	74%	26%	--	--	--	--
	2005-2006 (n=46)	76%	22%	2%	--	--	--
	2006-2007 (n=36)	72%	25%	3%	--	--	--
22. Teachers have ready access to information from classroom assessments about student progress.	2004-2005 (n=31)	65%	36%	--	--	--	--
	2005-2006 (n=46)	80%	17%	2%	--	--	--
	2006-2007 (n=36)	67%	33%	--	--	--	--
23. Teachers use information from assessments to group students according to their needs.	2004-2005 (n=31)	23%	68%	10%	--	--	--
	2005-2006 (n=46)	46%	52%	2%	--	--	--
	2006-2007 (n=36)	36%	56%	8%	--	--	--
Supplemental Instruction							
24. Students who are not making sufficient progress are provided with supplemental instruction in literacy.	2004-2005 (n=31)	26%	48%	26%	--	--	--
	2005-2006 (n=46)	37%	52%	11%	--	--	--
	2006-2007 (n=36)	44%	50%	3%	3%	--	--
25. Supplemental instruction is effectively aligned with core reading program instruction.	2004-2005 (n=31)	16%	52%	23%	--	10%	--
	2005-2006 (n=46)	35%	46%	20%	--	--	--
	2006-2007 (n=36)	28%	58%	11%	3%	--	--
Intensive Intervention							
26. Students who are significantly behind in reading are provided with intensive interventions.	2004-2005 (n=31)	16%	39%	32%	13%	--	--
	2005-2006 (n=46)	37%	37%	20%	7%	--	--
	2006-2007 (n=36)	44%	36%	17%	--	3%	--
27. Intensive interventions are targeted to children's specific reading difficulty.	2004-2005 (n=31)	10%	39%	39%	10%	3%	--
	2005-2006 (n=46)	28%	41%	22%	7%	2%	--
	2006-2007 (n=36)	31%	36%	28%	--	6%	--
28. Literacy-related interventions are effectively aligned with core reading program instruction.	2004-2005 (n=31)	19%	39%	26%	7%	10%	--
	2005-2006 (n=46)	30%	50%	15%	4%	--	--
	2006-2007 (n=36)	31%	50%	17%	--	3%	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
Classroom Management							
29. The effectiveness of instruction has been diminished by behavior problems presented by some students.	2004-2005 (n=31)	3%	52%	36%	7%	3%	--
	2005-2006 (n=46)	7%	41%	46%	--	7%	--
	2006-2007 (n=36)	3%	50%	42%	--	6%	--
30. Time management in the classroom has been an issue affecting the quality of instruction.	2004-2005 (n=31)	19%	55%	23%	3%	--	--
	2005-2006 (n=46)	11%	52%	35%	--	2%	--
	2006-2007 (n=36)	3%	47%	44%	6%	--	--
31. Students with limited English proficiency have presented challenges to classroom management.	2004-2005 (n=31)	7%	23%	52%	13%	7%	--
	2005-2006 (n=46)	4%	33%	59%	--	4%	--
	2006-2007 (n=36)	3%	25%	58%	11%	3%	--
32. Students with disabilities or other special needs have presented challenges to classroom management.	2004-2005 (n=31)	7%	52%	29%	10%	3%	--
	2005-2006 (n=46)	4%	44%	48%	--	4%	--
	2006-2007 (n=36)	--	47%	44%	3%	3%	3%
Literacy Teams							
33. The School Literacy Team collaboratively planned interventions to support struggling readers.	2004-2005 (n=31)	26%	26%	42%	3%	3%	--
	2005-2006 (n=46)	44%	50%	7%	--	--	--
	2006-2007 (n=36)	50%	36%	8%	--	--	6%
34. The School Literacy Team facilitated study groups to focus on literacy-related topics.	2004-2005 (n=31)	16%	45%	32%	3%	3%	--
	2005-2006 (n=46)	30%	50%	15%	2%	--	2%
	2006-2007 (n=36)	42%	39%	14%	--	--	6%
35. I participated in study groups or grade level/team meetings on literacy topics.	2004-2005 (n=31)	48%	49%	--	3%	--	--
	2005-2006 (n=46)	48%	48%	2%	2%	--	--
	2006-2007 (n=36)	56%	42%	--	--	--	6%
36. Study groups were helpful to me in apply scientifically based reading research to literacy instruction.	2004-2005 (n=31)	42%	39%	6%	13%	--	--
	2005-2006 (n=46)	44%	41%	7%	2%	2%	4%
	2006-2007 (n=36)	53%	36%	3%	--	--	8%

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
Literacy Leadership							
37. Our school has a commitment to improving K-3 literacy programs so that every student will read at grade level or above by the end of third grade.	2004-2005 (n=31)	58%	36%	6%	--	--	--
	2005-2006 (n=46)	70%	24%	7%	--	--	--
	2006-2007 (n=36)	64%	31%	6%	--	--	--
38. Our principal provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=31)	52%	26%	13%	10%	--	--
	2005-2006 (n=46)	54%	33%	11%	2%	--	--
	2006-2007 (n=36)	50%	33%	8%	6%	3%	--
39. As a literacy specialist/coordinator, I provided effective leadership to strengthen our literacy instruction.	2004-2005 (n=31)	42%	55%	3%	--	--	--
	2005-2006 (n=46)	52%	46%	--	--	2%	--
	2006-2007 (n=36)	50%	47%	--	--	3%	--
40. I presented to study groups on my research or study on literacy topics.	2004-2005 (n=31)	32%	45%	19%	--	3%	--
	2005-2006 (n=46)	37%	50%	9%	2%	--	2%
	2006-2007 (n=36)	47%	44%	3%	--	--	6%
41. I participated in Leadership team meetings on Reading First grant related topics.	2004-2005 (n=31)	74%	26%	--	--	--	--
	2005-2006 (n=46)	67%	30%	--	2%	--	--
	2006-2007 (n=36)	72%	22%	3%	--	--	3%

On average, how much time do you estimate teachers spend each day providing instruction in reading and language arts? (in minutes)

2004-2005 Average: 135 minutes Minimum: 120 minutes Maximum: 195 minutes

2005-2006 Average: 132 minutes Minimum: 90 minutes Maximum: 200 minutes

2006-2007 Average: 136 minutes Minimum: 90 minutes Maximum: 200 minutes

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)		2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Less than 30 minutes	0%	0%	0%	91-120 minutes	45%	48%	50%
30-60 minutes	0%	0%	0%	121-150 minutes	48%	35%	31%
61-90 minutes	0%	7%	3%	150 -180+	7%	11%	17%

What is the one most significant change you saw in the K-3 classrooms as a result of Nevada Reading First? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- implementation of the research-based core program with fidelity (14);
- teachers using assessments to drive instruction, grouping students by ability (9);
- consistent teaching practices throughout the grade levels (8);
- more time on instruction (3); and
- more self-reflection and accountability on the part of teachers (3).

Responses from the 2005-2006 survey.

- Positive changes in instruction (e.g., data-driven instruction, more differentiated instruction, research-based instruction, small group and individual instruction, better sense of organization, improved pacing of lessons, effective strategies in classroom, effective planning) (18).
- Teachers use assessment data to drive curriculum and/or instruction (13).
- Positive changes in teachers' attitudes toward the program (e.g., more buy-in, higher familiarity with the program and faithful and regular implementation, realization of the importance of the program) (9).
- Positive changes in learning process and student learning outcomes (e.g., more engaged students, higher DIBELS scores, higher comprehension and development of reading skills, growth in K and 1st) (5).

Responses from the 2006-2007 survey.

- Positive changes in instruction (e.g., data-driven instruction, more differentiated instruction, research-based instruction, small group and individual instruction, better sense of organization, improved pacing of lessons, effective strategies in classroom, effective planning) (21).
- Positive changes in teachers' attitudes toward the program (e.g., more buy-in, higher familiarity with the program and faithful and regular implementation, realization of the importance of the program) (10).
- Positive changes in learning process and student learning outcomes (e.g., more engaged students, higher DIBELS scores, higher comprehension and development of reading skills, growth in K and 1st) (4).

SECTION 2: Literacy Specialist/Coordinators' & Principals' Support to Teachers

Reflect on the (2004-2005) (2005-2006) school year and describe your perception of the support provided to teachers by the literacy specialist/coordinator(s) and principal, indicating your level of agreement with the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
1. Our principal provided effective leadership to strengthen reading and literacy instruction in our school.	2004-2005 (n=31)	45%	36%	7%	16%	--	--
	2005-2006 (n=46)	59%	28%	11%	2%	--	--
	2006-2007 (n=36)	56%	31%	6%	6%	3%	--
2. Overall, K-3 teachers in our school have adequate support from a literacy specialist/coordinator to assist in developing effective instruction.	2004-2005 (n=31)	45%	55%	--	--	--	--
	2005-2006 (n=46)	72%	24%	2%	--	2%	--
	2006-2007 (n=36)	67%	31%	3%	--	--	--
3. Overall, K-3 teachers in our have adequate support from a literacy specialist/coordinator to assist in diagnosing problems.	2004-2005 (n=31)	45%	55%	--	--	--	--
	2005-2006 (n=46)	67%	26%	4%	--	2%	--
	2006-2007 (n=36)	58%	39%	3%	--	--	--
4. I believe that support from the principal and literacy specialists/coordinators have had a positive effect on teachers' abilities to achieve literacy goals.	2004-2005 (n=31)	42%	48%	7%	--	3%	--
	2005-2006 (n=46)	70%	22%	7%	--	2%	--
	2006-2007 (n=36)	53%	42%	3%	--	3%	--
5. I had adequate support from my principal to assist in developing effective instruction.	2004-2005 (n=31)	42%	39%	6%	13%	--	--
	2005-2006 (n=46)	57%	26%	11%	2%	2%	2%
	2006-2007 (n=36)	50%	36%	6%	6%	3%	--
6. I had adequate support from my principal to assist in diagnosing problems.	2004-2005 (n=31)	45%	39%	3%	13%	--	--
	2005-2006 (n=46)	4%	44%	35%	11%	7%	--
	2006-2007 (n=36)	36%	39%	11%	3%	3%	8%
7. I had sufficient knowledge and background experience to be an effective instructional coach.	2004-2005 (n=31)	39%	55%	7%	--	--	--
	2005-2006 (n=46)	48%	52%	--	--	--	--
	2006-2007 (n=36)	50%	50%	--	--	--	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
8. I provided clear, effective demonstrations for classroom teachers.	2004-2005 (n=31)	29%	65%	3%	--	3%	--
	2005-2006 (n=46)	37%	59%	4%	--	--	--
	2006-2007 (n=36)	42%	56%	--	--	--	3%
9. I felt confident in my ability to critically observe K-3 reading and literacy instruction.	2004-2005 (n=31)	32%	61%	7%	--	--	--
	2005-2006 (n=46)	44%	52%	4%	--	--	--
	2006-2007 (n=36)	39%	56%	6%	--	--	--
10. I felt confident in my ability to conference with teachers based on my observations of K-3 reading and literacy instruction.	2004-2005 (n=31)	45%	49%	3%	--	3%	--
	2005-2006 (n=46)	35%	61%	4%	--	--	--
	2006-2007 (n=36)	42%	53%	3%	--	--	3%
11. I had sufficient opportunity to demonstrate instructional strategies in the K-3 classrooms.	2004-2005 (n=31)	26%	32%	36%	3%	3%	--
	2005-2006 (n=46)	30%	50%	20%	--	--	--
	2006-2007 (n=36)	36%	56%	6%	--	--	3%
12. I had sufficient opportunity to observe K-3 teachers.	2004-2005 (n=31)	29%	45%	19%	--	7%	--
	2005-2006 (n=46)	41%	46%	13%	--	--	--
	2006-2007 (n=36)	47%	42%	8%	--	--	3%
13. I had sufficient opportunity to conference with K-3 teachers.	2004-2005 (n=31)	26%	36%	29%	3%	7%	--
	2005-2006 (n=46)	30%	52%	17%	--	--	--
	2006-2007 (n=36)	28%	50%	19%	--	--	3%
14. Classroom teachers can now confidently teach the literacy block without my presence.	2004-2005 (n=31)	23%	48%	19%	3%	7%	23%
	2005-2006 (n=46)	13%	70%	17%	--	--	--
	2006-2007 (n=36)	25%	53%	17%	--	3%	3%
15. I procured materials for classrooms in a timely manner.	2004-2005 (n=31)	61%	33%	3%	--	3%	--
	2005-2006 (n=46)	59%	41%	--	--	--	--
	2006-2007 (n=36)	44%	56%	--	--	--	--
16. Overall, I provided adequate support to teachers to develop effective instruction.	2004-2005 (n=31)	26%	68%	3%	--	3%	--
	2005-2006 (n=46)	44%	52%	4%	--	--	--
	2006-2007 (n=36)	42%	53%	3%	--	3%	--

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
17. Overall, I provided adequate support to teachers to identify individual students' areas of need (diagnosis).	2004-2005 (n=31)	32%	61%	7%	--	--	--
	2005-2006 (n=46)	50%	46%	4%	--	--	--
	2006-2007 (n=36)	44%	53%	3%	--	--	--
18. I have been included in making decisions about Reading First concerns, such as budget revisions, curriculum changes, and scheduling.	2004-2005 (n=31)	65%	23%	7%	3%	3%	--
	2005-2006 (n=46)	48%	33%	15%	4%	--	--
	2006-2007 (n=36)	56%	19%	17%	3%	--	6%

When you observe K-3 literacy instruction, how much uninterrupted time did you typically spend in a classroom for one observation? (in minutes)

2004-2005 Average: 39 minutes Minimum: 0 minutes Maximum: 90 minutes

2005-2006 Average: 39 minutes Minimum: 0 minutes Maximum: 90 minutes

2006-2007 Average: 34 minutes Minimum: 0 minutes Maximum: 90 minutes

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)		2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Less than 30 minutes	39%	33%	42%	91-120 minutes	3%	--	--
30-60 minutes	41%	52%	50%	121-150 minutes	0%	--	--
61-90 minutes	16%	15%	8%	150 - 180+	0%	--	--

What was the total amount of time per day that you able to spend observing K-3 literacy instruction in a typical day? (in minutes)

2004-2005 Average: 61 minutes Minimum: 0 minutes Maximum: 240 minutes

2005-2006 Average: 80 minutes Minimum: 0 minutes Maximum: 270 minutes

2006-2007 Average: 92 minutes Minimum: 0 minutes Maximum: 260 minutes

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)		2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Less than 30 minutes	26%	9%	6%	91-120 minutes	7%	9%	6%
30-60 minutes	35%	39%	22%	121-150 minutes	0%	9%	6%
61-90 minutes	26%	28%	31%	150 - 180+	6%	7%	17%

How many days per week were you able to spend observing K-3 literacy instruction in a typical week?

2004-2005 Average: 3 days Minimum: 0 days Maximum: 5 days

2005-2006 Average: 3 days Minimum: 0 days Maximum: 5 days

2006-2007 Average: 4 days Minimum: 0 days Maximum: 5 days

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Less than 1 day	13%	7%	3%
1-5 days	88%	93%	97%
6-10 days	--	--	--
More than 10 days	--	--	--

In how many different K-3 classrooms were you able to observe literacy instruction (Indicate number of different classrooms observed per month, on average)?

2004-2005 Average: 12 classrooms Minimum: 0 classrooms Maximum: 32 classrooms

2005-2006 Average: 10 classrooms Minimum: 0 classrooms Maximum: 30 classrooms

2006-2007 Average: 12 classrooms Minimum: 0 classrooms Maximum: 30 classrooms

Based on your experience, how would you describe the teachers' acceptance of observation and feedback by the literacy specialist/coordinator?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Very accepting and willing to change practice based on feedback	16%	9%	--
Mostly accepting and generally willing to change practice	48%	70%	92%
Reluctantly cooperative and slow to change practice	26%	22%	6%
Uncooperative, resistant to change in practice	7%	--	--
Don't Know	3%	--	3%

What challenges did you encounter as a literacy specialist/coordinator that have not yet been resolved during the school year? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- teacher buy-in, resistance of some teachers to the changes that are required (12);
- not enough time to get into classrooms for observing and modeling, or to organize/order materials (7);
- getting teachers to implement the program with fidelity (5); and
- late or unavailable training resulting in delayed start-up (4).

Responses from the 2005-2006 survey.

- Resistance or negative attitude from individual teacher(s) to the whole program or to aspects of the program/practice (e.g., lack of interest in reading, resist change, reluctance to teach with fidelity, uncooperative teachers, being defensive) (13).
- Limited time for literacy specialist to provide adequate support to the teachers (12).
- Nothing challenging at this time (5).

Responses from the 2006-2007 survey.

- Resistance or negative attitude from individual teacher(s) to the whole program or to aspects of the program/practice (e.g., lack of interest in reading, resist change, reluctance to teach with fidelity, uncooperative teachers, being defensive) (17).
- Limited time for literacy specialist to provide adequate support to the teachers (11).
- Inadequately meeting student needs (3).
- Technical difficulties (2).
- Nothing challenging at this time (2).

SECTION 3: District and State Support

How effective was the support provided by the district staff to literacy specialists/coordinators and principals?

		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know/	Not Applicable
1. Consumers' Guide ¹ .	2004-2005 (n=31)	--	20%	--	3%	77%	--
2. Technical assistance	2004-2005 (n=31)	19%	45%	7%	6%	23%	--
	2005-2006 (n=46)	30%	52%	7%	--	7%	4%
	2006-2007 (n=36)	33%	44%	8%	--	8%	6%
3. Concerns-based diagnostic tools ² .	2004-2005 (n=31)	23%	45%	3%	6%	23%	--
4. Assistance in monitoring student progress.	2004-2005 (n=31)	16%	48%	13%	7%	16%	--
	2005-2006 (n=46)	24%	46%	9%	4%	11%	7%
	2006-2007 (n=36)	28%	58%	3%	--	3%	8%
5. Assistance in diagnosing students' reading problems.	2004-2005 (n=31)	26%	29%	23%	6%	16%	--
	2005-2006 (n=46)	17%	50%	9%	--	13%	11%
	2006-2007 (n=36)	33%	47%	8%	--	3%	8%
6. Assistance in designing and implementing supplemental instruction.	2004-2005 (n=31)	16%	39%	13%	13%	19%	--
	2005-2006 (n=46)	20%	52%	11%	--	13%	4%
	2006-2007 (n=36)	25%	53%	11%	3%	3%	6%
7. Assistance in designing and implementing interventions.	2004-2005 (n=31)	13%	36%	19%	13%	19%	--
	2005-2006 (n=46)	24%	48%	11%	--	11%	7%
	2006-2007 (n=36)	19%	56%	14%	3%	3%	6%
8. Discussion/networking opportunities with other literacy specialists/coordinators and principals.	2004-2005 (n=31)	52%	26%	3%	7%	13%	--
	2005-2006 (n=46)	33%	50%	2%	4%	7%	4%
	2006-2007 (n=36)	42%	39%	6%	--	8%	6%

¹ The item is in the 2004-2005 survey, but not in the 2005-2006 and 2006-2007 survey.

² The item is in the 2004-2005 survey, but not in the 2005-2006 and 2006-2007 survey.

How effective was the support provided by the state staff to literacy specialists/coordinators and principals?

		Very Effective	Generally Effective	Generally Not Effective	Not Effective At All	Don't Know	Not Applicable
1. Consumers' Guide.	2004-2005 (n=31)	3%	20%	--	--	77%	--
2. Technical assistance	2004-2005 (n=31)	16%	49%	16%	3%	16%	--
	2005-2006 (n=46)	26%	46%	11%	2%	7%	9%
	2006-2007 (n=36)	44%	39%	--	--	6%	11%
3. Concerns-based diagnostic tools.	2004-2005 (n=31)	16%	58%	10%	--	16%	--
4. Assistance in monitoring student progress.	2004-2005 (n=31)	10%	64%	10%	--	16%	--
	2005-2006 (n=46)	33%	44%	11%	--	4%	9%
	2006-2007 (n=36)	53%	31%	3%	--	6%	8%
5. Assistance in diagnosing students' reading problems.	2004-2005 (n=31)	13%	52%	13%	3%	19%	--
	2005-2006 (n=46)	30%	26%	22%	--	4%	17%
	2006-2007 (n=36)	31%	50%	3%	--	8%	8%
6. Assistance in designing and implementing supplemental instruction.	2004-2005 (n=31)	16%	42%	16%	7%	19%	--
	2005-2006 (n=46)	30%	39%	15%	--	4%	11%
	2006-2007 (n=36)	33%	44%	6%	--	8%	8%
7. Assistance in designing and implementing interventions.	2004-2005 (n=31)	10%	35%	23%	6%	26%	--
	2005-2006 (n=46)	33%	35%	15%	--	4%	13%
	2006-2007 (n=36)	31%	44%	8%	--	8%	8%
8. Discussion/networking opportunities with other literacy specialists/coordinators and principals.	2004-2005 (n=31)	48%	39%	3%	--	10%	--
	2005-2006 (n=46)	52%	30%	7%	--	7%	4%
	2006-2007 (n=36)	56%	28%	3%	--	8%	8%

SECTION 4: Literacy Related Professional Development

Did you attend the Level I Reading First Academy training?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Yes	100%	85%	97%
No	0%	15%	3%

Total hours of Level I Academy attended (a typical Academy is 15 hours):

2004-2005 Average: 15 hours Minimum: 13 hours Maximum: 16 hours

2005-2006 Average: 14 hours Minimum: 0 hours Maximum: 30 hours

2006-2007 Average: 15 hours Minimum: 0 hours Maximum: 30 hours

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
0 hours	--	15%	3%
13 hours	3%	--	--
15 hours	90%	76%	94%
16 hours	7%	2%	--
30 hours	--	4%	3%

How effective was the Level I Academy in your preparation as a literacy professional?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Very Effective	48%	26%	36%
Generally Effective	42%	48%	56%
Generally Not Effective	3%	7%	3%
Not Effective At All	3%	4%	3%
Don't Know	3%	2%	--
Not Applicable	--	13%	3%

Level II (Core) Reading First Academy³

Did you attend the Level II Reading First Academy training?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Yes	61%	N/A	N/A
No	39%	N/A	N/A

Total hours of Level II Academy attended (a typical Academy is 15 hours):

2004-2005 Average: 12 hours Minimum: 0 hours Maximum: 48 hours

³ This section is NOT included in the 2005-2006 and 2006-2007 survey.

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
0 hours	39%	N/A	N/A
15 hours	39%	N/A	N/A
18 hours	3%	N/A	N/A
21 hours	7%	N/A	N/A
24 hours	10%	N/A	N/A
48 hours	3%	N/A	N/A

How effective was the Level II Academy in your preparation as a literacy professional?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Very Effective	45%	N/A	N/A
Generally Effective	13%	N/A	N/A
Generally Not Effective	0%	N/A	N/A
Not Effective At All	0%	N/A	N/A
Don't Know	42%	N/A	N/A
Not Applicable	--	N/A	N/A

Nevada Reading First Web Site

Did you use the Nevada Reading First Web site?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Yes	94%	85%	97%
No	7%	15%	3%

How often did you access the Nevada Reading First Web site?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Never	7%	15%	3%
Weekly	16%	17%	8%
Monthly	36%	26%	53%
Occasionally	29%	30%	28%
Rarely	13%	11%	8%

How effective was the Nevada Reading First Web site as a resource for you?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Very Effective	29%	9%	17%
Generally Effective	55%	54%	72%
Generally Not Effective	7%	13%	6%
Not Effective At All	0%	--	--
Don't Know	10%	9%	3%
Not Applicable	--	15%	3%

Early Literacy Portal

Did you use the Early Literacy Portal?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Yes	10%	35%	31%
No	90%	65%	69%

How often did you access the Early Literacy Portal?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Never	90%	65%	69%
Weekly	0%	--	--
Monthly	0%	7%	6%
Occasionally	3%	11%	8%
Rarely	7%	17%	17%

How effective was the Early Literacy Portal as a resource for you?

	2004-2005 (n=31)	2005-2006 (n=46)	2006-2007 (n=36)
Very Effective	0%	4%	--
Generally Effective	7%	13%	14%
Generally Not Effective	0%	9%	6%
Not Effective At All	0%	--	3%
Don't Know	94%	9%	8%
Not Applicable	--	65%	69%

Using the rating scales below, rate yourself in each of the areas—general knowledge, confidence to observe instruction and give feedback, and interest in learning more—for each topic. Under each of the three columns, circle the number that best represents your self-assessment.

	1	2	3	4
KNOWLEDGE:	Little knowledge	Basic knowledge	More than average knowledge	Extensive knowledge
CONFIDENCE:	Little confidence	Basic confidence	More than average confidence	Extensive confidence
INTEREST:	Little interest	Basic interest	More than average interest	Extensive interest

	Topics		⁴ General knowledge				Confidence to observe instruction and give feedback				Interest in learning more			
			1	2	3	4	1	2	3	4	1	2	3	4
1	Phonemic Awareness	2004-2005 (n=31,31,31)	--	13%	45%	42%	--	26%	42%	32%	13%	39%	29%	19%
		2005-2006 (n=46,46,46)	--	11%	57%	33%	2%	20%	48%	30%	13%	22%	41%	22%
		2006-2007 (n=36,36,36)	--	3%	61%	36%	--	14%	58%	28%	25%	31%	28%	14%

⁴ The choices available to the respondents in 2005-2006 and 2006-2007 survey were slightly different from the ones in 2004-2005 survey. The respondents were given the choices of "little knowledge", "basic knowledge", "more than average knowledge", "extensive knowledge", "don't know", and "not applicable" in 2005-2006. None of the respondents in 2005-2006 and very few respondents in 2006-2007 chose "don't know" or "not applicable" and thus they are not included in this report.

	Topics		⁵ General knowledge				Confidence to observe instruction and give feedback				Interest in learning more			
			1	2	3	4	1	2	3	4	1	2	3	4
2	Explicit Systematic Phonics	2004-2005 (n=31,31,31)	--	16%	52%	32%	--	26%	45%	29%	13%	29%	32%	26%
		2005-2006 (n=46,46,46)	--	17%	57%	26%	4%	22%	46%	28%	11%	30%	37%	22%
		2006-2007 (n=36,36,36)	--	14%	64%	22%	--	19%	67%	14%	8%	39%	33%	17%
3	Fluency	2004-2005 (n=31,31,31)	--	16%	68%	16%	--	23%	58%	19%	--	32%	48%	19%
		2005-2006 (n=46,46,46)	--	13%	52%	35%	2%	20%	48%	30%	13%	26%	39%	22%
		2006-2007 (n=36,36,36)	--	--	69%	31%	--	--	81%	19%	25%	31%	28%	17%
4	Vocabulary	2004-2005 (n=31,31,31)	--	26%	61%	13%	--	39%	55%	7%	3%	32%	32%	32%
		2005-2006 (n=46,46,46)	2%	15%	61%	22%	7%	22%	54%	17%	7%	28%	44%	22%
		2006-2007 (n=36,36,36)	--	11%	69%	19%	--	17%	75%	8%	6%	33%	33%	25%
5	Comprehension	2004-2005 (n=31,31,31)	--	10%	71%	19%	--	19%	68%	13%	3%	32%	48%	16%
		2005-2006 (n=46,46,46)	--	15%	48%	37%	2%	22%	48%	28%	9%	33%	41%	17%
		2006-2007 (n=36,36,36)	--	14%	58%	28%	--	22%	50%	28%	11%	28%	28%	31%
6	Writing Instruction	2004-2005 (n=31,31,31)	--	29%	55%	16%	7%	36%	48%	10%	--	29%	45%	26%
		2005-2006 (n=46,46,46)	--	28%	57%	15%	7%	41%	39%	13%	4%	28%	48%	20%
		2006-2007 (n=36,36,36)	3%	33%	39%	25%	--	44%	39%	17%	3%	33%	31%	33%
7	Spelling	2004-2005 (n=31,31,31)	3%	23%	52%	23%	3%	39%	42%	16%	16%	29%	29%	26%
		2005-2006 (n=46,46,46)	2%	33%	50%	15%	4%	48%	35%	13%	4%	41%	30%	22%
		2006-2007 (n=36,36,36)	--	31%	58%	11%	--	39%	50%	11%	14%	39%	25%	19%
8	Literacy instruction for children with limited English proficiency	2004-2005 (n=31,31,31)	13%	39%	39%	10%	10%	52%	32%	7%	10%	29%	26%	36%
		2005-2006 (n=46,46,46)	7%	28%	46%	20%	11%	35%	35%	20%	2%	22%	46%	30%
		2006-2007 (n=36,35,35)	--	28%	53%	19%	3%	23%	60%	14%	9%	20%	37%	34%
9	Literacy instruction for Children with special needs	2004-2005 (n=30,30,30)	11%	55%	27%	7%	11%	62%	16%	11%	4%	26%	30%	40%
		2005-2006 (n=46,46,46)	13%	35%	41%	11%	20%	35%	37%	9%	4%	15%	46%	35%
		2006-2007 (n=36,36,36)	11%	28%	47%	14%	11%	42%	36%	11%	3%	33%	36%	28%

⁵ The choices available to the respondents in 2005-2006 and 2006-2007 survey were slightly different from the ones in 2004-2005 survey. The respondents were given the choices of "little knowledge", "basic knowledge", "more than average knowledge", "extensive knowledge", "don't know", and "not applicable" in 2005-2006. None of the respondents in 2005-2006 and very few respondents in 2006-2007 chose "don't know" or "not applicable" and thus they are not included in this report.

	Topics		General knowledge ⁶				Confidence to observe instruction and give feedback				Interest in learning more			
			1	2	3	4	1	2	3	4	1	2	3	4
10	Organization and supervision of literacy instruction	2004-2005 (n=31,31,31)	--	23%	45%	32%	--	29%	45%	26%	7%	16%	39%	39%
		2005-2006 (n=46,46,46)	2%	11%	57%	30%	2%	17%	50%	30%	7%	33%	33%	28%
		2006-2007 (n=36,36,36)	--	11%	64%	35%	--	19%	61%	19%	14%	14%	50%	22%
11	Using PALS to diagnose student strengths & weaknesses	2004-2005 (n=31,31,31)	--	19%	39%	42%	--	23%	39%	39%	19%	23%	26%	32%
		2005-2006 (n=46,46,46)	--	28%	48%	24%	2%	35%	37%	26%	13%	37%	33%	17%
		2006-2007 (n=36,36,36)	3%	3%	69%	25%	--	19%	58%	22%	22%	39%	25%	14%
12	Using DIBELS and Gates to monitor student progress	2004-2005 (n=31,31,31)	3%	29%	48%	19%	--	39%	32%	29%	16%	16%	36%	32%
		2005-2006 (n=46,46,46)	--	9%	57%	35%	2%	11%	52%	35%	15%	24%	35%	26%
		2006-2007 (n=36,36,36)	--	6%	42%	53%	--	3%	53%	44%	19%	25%	33%	22%
13	Using student assessments to guide instruction	2004-2005 (n=31,31,31)	--	16%	52%	32%	3%	26%	52%	19%	10%	16%	36%	39%
		2005-2006 (n=46,46,46)	--	11%	59%	30%	2%	15%	59%	24%	13%	22%	37%	28%
		2006-2007 (n=36,36,36)	--	6%	72%	22%	--	11%	67%	22%	11%	19%	44%	25%
14	Use of the core reading program	2004-2005 (n=31,31,31)	--	36%	45%	19%	--	36%	42%	23%	3%	23%	23%	51%
		2005-2006 (n=46,46,46)	--	11%	59%	30%	2%	15%	61%	22%	9%	24%	37%	30%
		2006-2007 (n=36,36,36)	--	8%	67%	25%	--	17%	64%	19%	8%	36%	39%	17%
15	Use of supplemental materials	2004-2005 (n=31,31,30)	6%	48%	36%	10%	7%	52%	36%	7%	--	14%	43%	43%
		2005-2006 (n=46,46,46)	4%	26%	59%	11%	4%	37%	48%	11%	7%	24%	37%	33%
		2006-2007 (n=36,36,36)	--	39%	61%	--	--	47%	53%	--	6%	22%	50%	22%
16	Use of intervention programs	2004-2005 (n=31,31,31)	16%	48%	23%	13%	10%	58%	23%	10%	7%	10%	39%	45%
		2005-2006 (n=46,46,46)	9%	26%	46%	20%	9%	35%	37%	20%	--	--	--	--
		2006-2007 (n=36,36,36)	--	28%	50%	22%	--	36%	50%	14%	6%	19%	42%	33%

Beyond the information provided in the table above, what are the 3 top specific literacy-related professional development needs/topics are you most interested in addressing over the next year?
(number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Interventions—Using intervention programs effectively, and planning and managing interventions (15).

⁶ The choices available to the respondents in 2005-2006 and 2006-2007 survey were slightly different from the ones in 2004-2005 survey. The respondents were given the choices of "little knowledge", "basic knowledge", "more than average knowledge", "extensive knowledge", "don't know", and "not applicable" in 2005-2006. None of the respondents in 2005-2006 and very few respondents in 2006-2007 chose "don't know" or "not applicable" and thus they are not included in this report.

- Assessment—Analyzing and using data, helping teachers use assessments to guide instruction (14).
- Coaching and modeling—More training on coaching and modeling, more in-depth training on the core so coaching is more effective (13).
- Special needs students—Meeting the needs of children with special needs, especially struggling ELL students (8).
- Writing, spelling—How to integrate writing into the core and beyond the core, spelling programs (6).
- Managing instructional time—Providing time for practice and for differentiated instruction, pacing, while maintaining fidelity (5).
- Vocabulary—Teaching diverse students vocabulary, Word Study (4).

Responses from the 2005-2006 survey.

- Effective ways to work with ELL and/or special education students (27).
- More information/training for teachers to understand and effectively use differentiated instruction (18).
- More information/training on how to use intervention programs with specific groups (18).
- Training on use data to guide instruction and/or intervention (9).

Responses from the 2006-2007 survey.

- More information/training on the five essential elements, learning strategies, and core/supplemental programs (34).
- More information/training on how to use intervention programs with specific groups (20).
- More information/training for teachers to understand and effectively use differentiated instruction (15).
- Effective ways to work with ELL and/or special education students (13).
- Training on use data to guide instruction and/or intervention (5).
- Coaching teachers more effectively (7).
- Time/classroom management (4).

SECTION 5: CONCERNS AND RECOMMENDATIONS

On a continuum of “Worried” to “Confident,” describe your feelings about the statements listed below. Circle the value that is most true of you now.

		1	2	3	4	5	6	7
		Worried		Concerned		Comfortable		Confident
1. My knowledge about how to teach reading, using SBRR strategies.	2004-2005 (n=31)	3%	--	3%	3%	19%	36%	36%
	2005-2006 (n=46)	--	--	--	7%	20%	35%	39%
	2006-2007 (n=36)	--	--	--	--	11%	36%	53%
2. My knowledge about how to use the core reading program.	2004-2005 (n=31)	--	--	3%	10%	29%	32%	26%
	2005-2006 (n=46)	--	--	--	7%	22%	37%	35%
	2006-2007 (n=36)	--	--	--	3%	8%	47%	42%
3. My knowledge about how to manage students during the literacy block.	2004-2005 (n=31)	--	--	--	7%	19%	29%	45%
	2005-2006 (n=46)	--	--	--	4%	22%	24%	50%
	2006-2007 (n=36)	--	--	--	6%	3%	42%	50%
4. My knowledge about how to use assessment to modify instruction to match students' needs.	2004-2005 (n=31)	--	--	--	10%	19%	39%	32%
	2005-2006 (n=46)	--	--	--	11%	15%	24%	50%
	2006-2007 (n=36)	--	--	--	--	22%	28%	50%
5. My skill at critically observing literacy instruction.	2004-2005 (n=31)	--	--	3%	13%	26%	29%	29%
	2005-2006 (n=46)	--	--	--	11%	22%	46%	22%
	2006-2007 (n=36)	--	--	--	3%	31%	50%	17%
6. My skill at providing feedback to teachers based on classroom observations.	2004-2005 (n=31)	--	--	3%	13%	32%	29%	23%
	2005-2006 (n=46)	--	2%	--	13%	26%	39%	20%
	2006-2007 (n=36)	--	--	--	11%	28%	47%	14%
7. Reactions from teachers about the feedback I provide.	2004-2005 (n=31)	--	--	7%	23%	32%	26%	13%
	2005-2006 (n=46)	2%	--	2%	13%	37%	35%	11%
	2006-2007 (n=36)	--	--	6%	6%	47%	36%	6%
8. Working with the Literacy Team to improve instruction and assessment.	2004-2005 (n=31)	--	--	7%	10%	19%	26%	39%
	2005-2006 (n=46)	--	--	--	2%	20%	30%	48%
	2006-2007 (n=36)	--	--	3%	--	11%	47%	39%

		1	2	3	4	5	6	7
		Worried	Concerned	Comfortable	Confident			
9. Time for classroom observations	2004-2005 (n=31)	7%	3%	16%	16%	23%	23%	13%
	2005-2006 (n=46)	--	2%	13%	13%	28%	30%	13%
	2006-2007 (n=36)	--	3%	14%	11%	28%	28%	17%
10. Time to complete nonacademic tasks related to Reading First.	2004-2005 (n=31)	7%	7%	19%	23%	29%	10%	7%
	2005-2006 (n=46)	--	7%	20%	26%	26%	15%	7%
	2006-2007 (n=36)	3%	6%	11%	25%	25%	22%	8%
11. Support from principal	2004-2005 (n=31)	3%	3%	10%	13%	7%	19%	45%
	2005-2006 (n=46)	2%	2%	7%	9%	17%	11%	52%
	2006-2007 (n=36)	3%	3%	6%	6%	11%	36%	36%
12. Support from district	2004-2005 (n=31)	--	3%	7%	13%	29%	23%	26%
	2005-2006 (n=46)	--	4%	4%	11%	24%	35%	22%
	2006-2007 (n=36)	--	--	8%	6%	14%	47%	25%
13. The progress our students are making in reading	2004-2005 (n=31)	3%	7%	32%	16%	23%	16%	3%
	2005-2006 (n=46)	2%	11%	9%	15%	28%	22%	13%
	2006-2007 (n=36)	3%	3%	19%	19%	28%	22%	6%
14. The progress our students are making in writing.	2004-2005 (n=31)	10%	19%	32%	32%	3%	3%	--
	2005-2006 (n=46)	7%	9%	33%	24%	13%	11%	4%
	2006-2007 (n=36)	8%	6%	31%	25%	25%	3%	3%
15. The progress our students are making in spelling.	2004-2005 (n=31)	--	--	13%	36%	23%	23%	7%
	2005-2006 (n=46)	2%	9%	15%	30%	22%	17%	4%
	2006-2007 (n=36)	--	8%	22%	33%	28%	6%	3%
16. How our students' performance reflects on me as a literacy specialist/ coordinator.	2004-2005 (n=31)	--	10%	19%	19%	32%	13%	7%
	2005-2006 (n=46)	--	7%	13%	20%	26%	26%	9%
	2006-2007 (n=36)	6%	3%	8%	22%	42%	17%	3%
17. Our students' attitudes toward reading.	2004-2005 (n=31)	--	3%	19%	26%	36%	16%	--
	2005-2006 (n=46)	--	9%	7%	13%	35%	26%	11%
	2006-2007 (n=36)	8%	--	11%	11%	50%	11%	8%

		1	2	3	4	5	6	7
		Worried		Concerned		Comfortable		Confident
18. The ability of our students' parents to support literacy development at home.	2004-2005 (n=31)	13%	10%	39%	26%	10%	3%	--
	2005-2006 (n=46)	4%	15%	28%	17%	17%	11%	7%
	2006-2007 (n=36)	19%	8%	28%	25%	14%	3%	3%

How could Nevada Reading First be improved to better support the goal of having all children reading by third grade? (number of applicable responses in parentheses)

Responses from the 2004-2005 survey.

- Provide more opportunities to support parents, such as newsletters, parenting classes, family literacy nights (7).
- Provide more professional development for teachers, e.g., CORE, best practices, DIBELS (6).
- Require fewer assessments to allow more time for instruction (4).
- Provide more administrative support for literacy specialists/ coordinators such as holding principals accountable, informing superintendents of requirements, and approving attendance at conferences (4).

Responses from the 2005-2006 survey.

- Provide more administrative support for literacy specialists/ coordinators such as holding principals accountable, informing superintendents of requirements, and approving attendance at conferences (12).
- Provide more opportunities to support parents, such as newsletters, parenting classes, family literacy nights (11).
- Provide more professional development for teachers, e.g., Core, best practices, DIBELS (2).
- Continue to provide training and training opportunities (15).
- Other/ Not Applicable (5).

Responses from the 2006-2007 survey.

- Provide more teacher support and allow more teacher involvement and flexibility (12).
- Provide more support for the students (8).
- Provide more opportunities to support parents, such as newsletters, parenting classes, family literacy nights (4).
- Continue to provide training and training opportunities (3).
- Provide more administrative support for literacy specialists/ coordinators such as holding principals accountable, informing superintendents of requirements, and approving attendance at conferences (3).
- Other/ Not Applicable (3).

**APPENDIX A.4
NEVADA READING FIRST
ADMINISTRATOR AND SCHOOL LITERACY
SPECIALIST/COORDINATOR INTERVIEW SUMMARY
SPRING 2007 (n=12)**

1. What were the major steps you took to implement the Reading First Program in your school?

RESPONSES	PERCENTAGE
Selected criteria/curriculum	25%
Provided professional development	17%
Shared overview/expectations	17%
Scheduled 90 minute block	33%
Hired literacy coaches	33%
Selected schools	25%
Other	33%

2. In general, how would you assess the implementation of Reading First Program at your school?

RESPONSES	PERCENTAGE
Very Successful	17%
Successful	67%
Somewhat successful	17%

3. Which activities are most successful? Are there any new implementation barriers? If so, how have barriers been addressed?

RESPONSES	PERCENTAGE
Most Successful	
Core Reading/Big 5	92%
Intervention	50%
Teaching Strategies	58%
DIBELS	33%
Data/Assessment Driven Instruction	42%
Specific coaching/Collaboration with Teachers	17%
Barriers:	
Teachers resistance	50%
Time	42%
Teacher turnover	17%
Constant Changes/Everyone not on the same page	25%
Structure of Program/Flexibility	33%

RESPONSES	PERCENTAGE
Other	42%
Addressing Barriers:	
Meetings/Collaboration	67%
Coaches work with Teachers	42%
Other	42%
Similar Expectations	8%
Professional Development	8%

4. How has reading instruction changed in your school since the Reading First Program project started? Have there been any new changes/additions to your school's curriculum and assessment requirements?

RESPONSES	PERCENTAGE
How Has Reading Instruction Changed?	
Instructional strategies: Examples included more consistency, direct instruction, progress monitoring, differentiated instruction, 90 minute block, etc.	100%
Assessments: Teachers are using assessments to drive instruction.	25%
Most Significant Changes/Additions to Curriculum:	
Specific curriculum materials/programs added: Examples included Basal, Voyager, Waterford, Road to the Code, Trophies, Hartcourt	83%
90 minute reading block	17%
Interventionist added	8%
Most Significant Changes/Additions to Assessments	
DIBELS	83%
Progress monitoring	42%
Data Driven Instruction	8%
Other: Examples include ITBS, PALS, etc.	50%

5. To what extent has NDE provided leadership and technical assistance for the Nevada Reading First implementation? What suggestions would you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
Availability, attend meetings	83%
Professional Development	25%
Other: Examples include financial assistance, helpful web site	17%
No assistance provided or No comment	25%
Suggestions for improving leadership:	
Timely feedback/More Communication	25%
Extended Visits/ Accessibility	25%
N/A	33%
Other	25%

6. To what extent has your school district provided leadership and technical assistance for the Reading First Program?

RESPONSES	PERCENTAGE
Availability	42%
Professional development/training	42%
Regular meetings	17%
Other: Examples include spending time in the schools, grant writing, etc.	17%
N/A	17%

7. How has the process your school uses to evaluate reading materials changed since the implementation of Reading First?

RESPONSES	PERCENTAGE
Assure everything aligns with Reading First	17%
Focus on Research based materials	17%
Collaborative efforts	17%
Selections made a region/district level	17%
Similar before Reading First	8%
N/A	25%

8. In your opinion, what is the impact of the Reading First Program on student achievement? Has the grant program created any unintended negative effects?

RESPONSES	PERCENTAGE
Impact on Student Achievement:	
Moderate changes	42%
Significant Impact: more focus, scores improving	42%
Other	25%
Unintended Negative Effects?	
Struggle with change	42%
No negative effects	25%
Loss of teachers	17%
Other	17%

9. What was your experience of NDE professional development activities since the implementation of Reading First? Which offerings were most effective? How could professional development be improved?

RESPONSES	PERCENTAGE
Effective/Appreciated	83%
Need Improvement	17%
Which offerings were most effective:	
ELL	33%
Academy	25%

RESPONSES	PERCENTAGE
Wireless Generation	25%
Vocabulary training	17%
DIBELS	17%
CORE	17%
Other	33%
Improve professional development:	
Specified Content	25%
N/A	25%
List of Professional Development offerings	17%
Time	17%
Same training for Literacy Coaches as for teachers	8%
Follow-up	8%

10. How effective has professional development been in changing attitudes and beliefs in your school about teaching reading using SBRR?

RESPONSES	PERCENTAGE
No Change	33%
Effective	25%
Moderately effective	25%
Very effective	17%

11. What three new processes are in place in Reading First Schools to determine if teachers and literacy coaches are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Observations:	92%
Evaluations: Formal and informal feedback.	75%
Training: coaching/peer coaching	25%
Modeling	33%
Assessment data:	17%
Lesson Planning/Shared Planning	25%

12. How could reading-related professional development for teachers, literacy coaches, and administrative staff be improved?

RESPONSES	PERCENTAGE
Teachers:	
Specificity: Examples include time, diversification, focus on needs, new and inventive centers, stress the importance of SBRR, follow-up, intra-school collaboration, etc.	58%
No Response	17%
Combining Literacy Coaches and Teachers	8%
Collaboration with Magraw Hill	8%

RESPONSES	PERCENTAGE
Literacy Coaches:	
N/A	42%
More Strategies	33%
More Follow-up, on-site opportunities	17%
Collaboration with other staff	8%
Administrative Staff:	
No suggestions	42%
Specificity: SBRR, ELL, hands-on examples	33%
Visit other sites	8%
Vice Principal meetings	8%
More on-site opportunities	8%

13. Has your school changed the way they approach early intervention with children experiencing reading difficulties since the implementation of Reading First? How and what roles do the teacher, literacy coach, etc, have in the process?

RESPONSES	PERCENTAGE
Tutoring/Focus on struggling students	25%
Use Data/Progress Monitoring	25%
No Change	25%
Tools are available	17%
Have interventionist on staff	8%
Roles	
Meetings	8%
Collaboration	17%
Teachers provide Interventions	58%
Literacy Coaches assist, analyze data	75%

14. To what extent are special assistance/resources available in Reading First Schools to support classroom instruction and intervention? What additional resources are needed to improve the reading performance of students?

RESPONSES	PERCENTAGE
Available resources:	
Specialized Materials and/or Programs:	75%
Extra Staff: Interventionist, resource teachers	33%
Additional resources needed:	
More staff assistance	67%
Other: Examples include tutoring, funding, reduce class size, extended day, materials, etc.	42%
More professional development	25%
Parental Involvement	17%

15. What are three ways early intervention for struggling students be improved in your district (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Additional Staff: Examples included interventionist, aides, etc.	58%
Before and After school tutoring	67%
Time	25%
Full day Kindergarten	17%
Parent Trainings/Parent Involvement	17%
More Materials	8%

16. What top three other literacy programs that impact students K-3 are implemented in your school along with the Reading First Program?

RESPONSES	PERCENTAGE
Leap Frog	58%
Voyager	42%
Road to the Code	25%
Reading Mastery	25%
Waterford	25%
Accelerated Reader	25%
Passport	17%
Other: Examples include Houghton-Mifflin, Title 1, Destination Reading, Lexia, Read Naturally, STAR, etc.	50%

17. How would you describe the cooperation/coordination of these programs? Has the cooperation/coordination of those programs improved because of the grant? Give examples.

RESPONSES	PERCENTAGE
Describe Cooperation/Coordination	
Good Cooperation	75%
Not enough time	8%
More Training Needed	8%
N/A	8%
Has Cooperation/Coordination Improved	
Yes	67%
No	8%
Don't Know	25%
Give Examples	
No Response	67%
Gives teachers a variety of resources/Programs work well together	25%
More funding for training	8%

18. How has parental involvement in reading programs in your school changed since the implementation of Reading First? What continues to be the barriers to parental involvement? How have these barriers been addressed?

RESPONSES	PERCENTAGE
Parent Involvement	
Literacy Nights: informing and educating parents	67%
Take Home Activities	25%
No Change	25%
Have Bilingual Staff	8%
Barriers	
Language	83%
Working/single parents	75%
Other: Examples include lack of interest, transportation, illiteracy of parents.	25%
Addressing Barriers	
Bilingual Staff/Translators/Bilingual Phone System	42%
Literacy Nights/Kindergarten Afternoon Program	33%
Other: Examples include weekly newsletters, Wasden Reader Program, and starting a parent community center.	33%

19. Do you have any other issues or concerns about Reading First implementation that you would like to share?

RESPONSES	PERCENTAGE
Happy with the program/No Comment	50%
Still have reluctant teachers	17%
Intervention/Reading Level	25%
Improve Professional Development	8%
Transiency	8%
Dual Language Program and Reading First do not coincide	8%

**A.5 NEVADA READING FIRST
DISTRICT READING COACH
FOCUS GROUP SUMMARY 2007 (n=7)**

1. What steps did you take to implement the Reading First Program in your district?

RESPONSES
Selected criteria/curriculum
Designed/provided professional development
Shared overview/expectations
Provided training between literacy coaches and reading specialist and involved principals and regional administrators
Hired literacy coaches

2. In general, how would you assess the implementation of Reading First Program in your district?

RESPONSES
Somewhat successful
Successful

3. Which activities are most successful? Are there any new implementation barriers?

RESPONSES
Most Successful
Teacher training and professional development
Data/Assessment driven Instruction
Knowledge of literacy coaches
District level support
Grade level collaboration
Barriers:
Not enough time to implement everything
No longer allowed to use subs to free up teachers for PD
Not being at one site

4. What is the Comprehensive Reading Program currently in use in your district? What adaptations are made for ELL and Special Education students?

RESPONSES
What reading programs are being used?
Harcourt
Scott-Foresman

5. How has reading instruction in your district changed since the Reading First Program project started? Have there been any significant changes/additions to the district's assessment requirements?

RESPONSES
How Has Reading Instruction Changed?
Instructional strategies: Examples included more cohesive pattern in literacy, specific needs, implementation of the five components of reading, differentiated instruction, 90 minute block, etc.
Assessments: Teachers are using assessments to drive instruction.
More systematic approach to teaching
Greater organization
Most Significant Changes/Additions:
Assessments: Assessments are more frequently used to drive instruction.
Reduced the number of assessments

6. To what extent has the NDE provided leadership and technical assistance for the Nevada Reading First implementation? What suggestions would you have for improving leadership and technical assistance activities?

RESPONSES
Reading First Academy
Regular meetings: Examples included meetings with school administrators and/or Reading Specialists.
Provide training for principals and Literacy Coaches
Responsive to professional development needs
Much more collaborative this year
Suggestions for improving leadership:
Professional Development: Examples included meeting the individual needs of Specialist, administrators, coaches, and teachers.
Greater focus on content and effective practices

7. To what extent have you provided leadership and technical assistance for the Reading First Program?

RESPONSES
Spend time in the schools providing technical assistance
Professional development/training
Attend regularly held Reading First meetings

8. What process does your district use to evaluate reading materials for use in schools?

RESPONSES
District committee evaluates to align with Nevada standards
Literacy specialists provide recommendations

9. In your opinion, what is the impact of Reading First on student achievement? Has the grant program created any unintended negative effects?

RESPONSES
Impact on Student Achievement:
Overall growth across district
Varies from school to school
Unintended Negative Effects?
No

10. What was your experience of the NDE professional development activities? Which offerings were most effective? How could professional development be improved?

RESPONSES
Top Heavy
Occurring throughout the year
Which offerings were most effective:
PD that involved working directly with teachers
Assessment training
Improve professional development:
Same training for principals as for teachers
More ELL , Special education, and adult learner training
More PD that concentrates on working side by side with teachers

11. How effective have school-based professional development and study group activities been in changing attitudes and beliefs in your district about teaching reading using SBRR?

RESPONSES
Very effective
Moderately effective

12. What new processes are in place in Reading First Schools to determine if teachers and literacy coaches are applying their new skills and knowledge effectively?

RESPONSES
Observations
Evaluations: Formal and informal by administration and coaches
Training
Self-reflection
Assessment data

13. How could reading-related professional development for teachers, literacy coaches, and administrative staff be improved?

RESPONSES
Specificity: Examples include professional development training, accessibility to a variety of resources, more independent professional development, modeling by literacy coaches, etc.
More hands-on

14. How does the district approach early intervention with children experiencing reading difficulties?

RESPONSES
Specialized Intervention
Extended learning opportunities

15. To what extent are special assistance/resources available in Reading First Schools to support classroom instruction and intervention? What additional resources are needed to improve the reading performance of students?

RESPONSES
Available resources:
Intervention Kits
Voyager Passport

RESPONSES
Additional resources needed:
Improved professional development
More teacher assistance
Lower student/teacher ratio

16. How could early intervention be improved in your district (use of tutors, extended sessions, etc.)?

RESPONSES
Additional Staff: Examples included literacy support teachers, tutors, and paraprofessionals/teaching assistants.
Parental Support
Extended Day
Before/After school programs

17. What other literacy programs were in Reading First Schools in your district prior to the initiation of the Reading First Program?

RESPONSES
Leap Frog
Voyager
Waterford
Accelerated Reader

18. How are parents involved in reading programs in your district? What are the barriers to parental involvement? How have these barriers been addressed

RESPONSES
Parent Involvement
Parental tutoring events
Literacy nights
Parent meetings
Newsletters
Take home activities
Barriers
Language
Working/single parents
Culture
Economics
Transportation
Addressing Barriers
Flexible scheduling
Emphasizing importance to parents

RESPONSES
Literacy Night
Parent/Teacher Conferences

*Percentages were not calculated due to only one focus group.

**D-8 NEVADA READING FIRST
TEACHER FOCUS GROUP SUMMARY SPRING 2007
(n=12 schools)**

1. Overall, how would you assess your experience with the New Jersey Reading First grant this year?

RESPONSES	PERCENTAGE
Successful:	50%
Somewhat successful:	50%

2. Which activities have been most successfully implemented? What have been the major implementation barriers?

RESPONSES	PERCENTAGE
Most Successful:	
Core Curriculum:	42%
Assessments:	25%
Differentiated Instruction	25%
Phonemic Awareness:	33%
Supplemental Materials:	25%
Barriers:	
Program too structured/rigid:	25%
Managing Assessment time:	17%
Unclear Expectations:	8%
Teacher Reluctance:	8%

3. How has reading instruction in your school changed since the Reading First program started? What have been the most significant changes/additions to your daily reading program?

RESPONSES	PERCENTAGE
Instructional Strategies: Transition to common core of understanding and instructional content	33%
Continuity among grades: Everyone on the same page	58%
No Answer:	17%

4. To what extent has your school district and school provided leadership and technical assistance for the Reading First program? What suggestions do you have for improving leadership and technical assistance activities?

RESPONSES	PERCENTAGE
Positive:	
Little/No/Negative Support:	58%
Literacy coaches have provided much assistance and support:	17%
Professional development:	8%
Availability	8%
Grade Level Meetings: working in teams	8%
Suggestions for Improvement:	
Professional development: Examples included offering regular trainings, modeling, longer PD, more time to practice, etc.	8%
More Positive Feedback	17%
More modeling	8%

5. In your opinion, what is the impact of Reading First on student achievement? Has the grant caused any unintended negative effects?

RESPONSES	PERCENTAGE
Impact on Student Achievement:	
Achievement is up: Teachers seeing improvements	92%
Consistency:	8%
Unintended Negative Effects:	
Not helping the very high and very low achieving students:	25%
Program too rigid:	17%
Other subjects suffer: Not enough play time in Kindergarten	8%
Students: test anxiety, not excited about reading	8%

6. Did you participate in any professional development activities provided by the NDE? If so, how did they affect your knowledge and beliefs about teaching reading?

RESPONSES	PERCENTAGE
Yes: Attended Academy, conferences, conventions, and workshops.	100%
How did they affect knowledge and beliefs?	
Trainings were not helpful: Academy, online training, some were below professional level	25%
Changed beliefs: provided teachers with knowledge, understanding, and a stronger grasp to teach reading.	67%

7. How have school-based professional development and peer coaching activities affected your ability to implement SBRR in your classroom?

RESPONSES	PERCENTAGE
Instructional strategies: Examples include differentiated instruction, the coach modeling, guided reading, data driven instruction, centers, etc.	58%
Not working: Confusing/conflicting views:	25%

8. How has your knowledge of SBRR affected your ability to teach reading to your students?

RESPONSES	PERCENTAGE
Content knowledge: Increased content knowledge has resulted in paying more attention to SBRR elements, blending activities, more strategies for teaching reading, better time management, guided reading.	83%
Teachers feel Validated:	25%

9. What processes are in place to determine if teachers are applying their new skills and knowledge effectively?

RESPONSES	PERCENTAGE
Formal/informal observations:	75%
Walk Through	50%
Assessments:	8%
Grade Level Meetings:	8%

10. How could reading-related professional development for teachers be improved?

RESPONSES	PERCENTAGE
More professional development: Examples included more time for PD, on-going training, collaborative training, more grade level specific, visiting other RF schools, hands-on activities, modeling, etc.	33%
Content: Examples included more instruction in writing elements, hands-on training, more modeling, etc.	25%
Timing: Need more time for planning and preparation:	25%
Professional Development is adequate:	8%

11. How does the school approach early intervention with children experiencing reading difficulties? What roles do the teacher, literacy coach, etc. have in the process?

RESPONSES	PERCENTAGE
Intervention Process:	
Specialized programs/materials: Examples included developmental kindergarten and pre-kindergarten programs, Kinder Amigos, Power Hour, Early Intervention Kits, etc.	42%
Before/After school tutoring; summer school	42%
Intervention block outside the 90 minute block:	25%
Assessments:	8%
Differentiated instruction:	8%
Hire Interventionist:	8%
Observations/grade level meetings	8%

12. To what extent are special assistance/resources available to support classroom reading instruction? What additional resources are needed to improve the reading performance of students?

RESPONSES	PERCENTAGE
Support Available:	
Extra or specialized materials/programs: Examples include classroom libraries, specialized materials, after school interventions.	83%
No Help:	8%
Extra staff: Examples include interventionist, paraprofessionals, volunteers, tutors, additional teacher during the reading block, Reading Specialists, Reading Recovery teachers, etc.	8%
Additional Resources Needed:	
More staff: Examples include aides, substitute teachers, Reading Specialist, tutors, and another Literacy Coach.	33%
Materials and supplies: Examples included intervention kits, supplemental materials, computers, ELL materials	33%
Support from Lit Coach	8%
Other: class size reduction	8%

13. How could early intervention be improved (use of tutors, extended sessions, etc.)?

RESPONSES	PERCENTAGE
Increase staff: Examples include additional paraprofessionals, tutors, resource teachers, etc.	58%
More time:	17%
No Answer:	17%
More materials: for in-between readers	8%
Extended Sessions:	8%
All day Kindergarten	8%

RESPONSES	PERCENTAGE
More parental involvement	8%
Better planning	8%

14. How are parents engaged in literacy activities at your school?

RESPONSES	PERCENTAGE
Special programs: These included Family Literacy Hour, Family Resource Center, SPAN, Literacy nights, lending library, Reading First Program (3X a week), multicultural dinners, Back to School Program, Basic Skills meeting, PTO, etc.	42%
Communication activities: These included sending home materials, Meetings with parents, newsletters, etc.	42%
Parent participation is very minimal:	25%
Homework:	25%
Workshops: These included workshops for parents to help them understand the reading program, English classes for non-English speaking parents, how to work with your child at home, etc.	17%

15. What are the barriers to parental involvement and how have these barriers been addressed?

RESPONSES	PERCENTAGE
Barriers:	
Language/Literacy:	75%
Time issues: Parents work many hours:	92%
Socioeconomic:	33%
How Barriers Were Addressed:	
Parent/teacher meetings/classes for parents Literacy Night:	33%
Communication: bilingual callers help get the word out. Materials are provided in English and Spanish (or other language).	25%