



2005 *Reading First* Site Visits Statewide Report

To satisfy the requirements of Florida's *Reading First* grant, the Florida Center for Reading Research (FCRR) conducted random site visits at approximately 10% of Florida's *Reading First* Schools during the fall of 2005. The purpose of this statewide report is to summarize data collected through all classroom observations, interviews and teacher focus groups. The data provide a snapshot of reading instruction and reading programs in Florida's *Reading First* schools that includes a compilation of the responses to a variety of questions regarding the implementation of district level *Reading First (RF)* grants during the 2005-06 school year. When considered along with other data such as district and school observational records, student reading scores, and informal feedback from faculty and staff, the report can contribute information valuable to the continued implementation of the *Reading First* initiative in Florida.

Site Visit Process

The process of planning and implementing site visits involved several steps which actually began in 2003 in preparation for the first year of site visits in 2004. One of the first tasks was to select an appropriate classroom observation instrument. After several tools for collecting data on teachers' delivery of reading instruction were reviewed, the revised Instructional Content Emphasis (ICE-R) instrument was selected. The ICE-R is a valid and reliable observation instrument used to systematically categorize and code the content of reading and language arts instruction; it can be used to collect data helpful in answering the following questions:

- What is being taught?
- How is it being taught?
- How well is it being taught?
- What is being used to teach?

Data was collected in ten major instructional categories:

1. Concepts of print
2. Phonological awareness
3. Alphabetic knowledge
4. Word study/phonics
5. Spelling
6. Oral language development/discussion
7. Fluency
8. Text reading
9. Comprehension
10. Writing or language arts

For a more detailed description of these ten categories, see Appendix A. The ICE-R also facilitates the collection of data on instructional focus, student engagement and instructional quality.

To help ensure the collection of reliable data, site visit reviewers were selected based on their ability to recognize various aspects of reading instruction. For example, reviewers had to be able to differentiate between phonological awareness and phonics instruction. Classroom reviewers were selected based on their expertise in teaching reading and on successful completion of a two-day training session during which participants practiced using the ICE-R instrument and learned site visit procedures.

Another critical part of the site visit process was scheduling the site visits with schools and districts. The FCRR Director of Professional Development communicated with the randomly selected schools in August 2005 to inform them of the upcoming site visit calendar and procedures. District *Reading First* coordinators ensured that school schedules would accommodate the 45-minute observations during each school's reading block. Three-member teams conducted one-day site visits in nine *Reading First* districts at twenty schools during the months of September, October, November, and December. Eighty randomly selected classrooms were visited in grades K-3 with the number of students per classroom averaging 18. The average length of observations was 46 minutes and the average length of the reading block in observed classrooms was 94 minutes. Shorter informal walk-throughs were conducted in other K-3 classrooms at each school.

Information was collected at each school through classroom observations and interviews with teachers, principals and reading coaches. Two separate interviews were conducted with school principals and reading coaches, respectively. Every effort was made to conduct the interviews with consistency and objectivity. Focus groups were conducted with teachers to gather information on the implementation of the *Reading First* initiative from the teachers' perspective. Each school was asked to select one teacher per K-3 grade level, including ESE and ESOL, to participate in a school focus group conducted by the site visit team. These teachers responded to questions as the spokesperson for their grade level or instructional area and were not informed of the focus group questions ahead of time. Focus groups consisted of 4-6 teachers and the site visit team with no other school personnel present. All interview and focus group information was collected via laptop computer and analyzed using a software program for coding qualitative data. Additionally, all electronic searches were analyzed in conjunction with the actual interview documents.

Reading First Schools

The site visit schedule for school year 2005-06 was set up differently from previous years. Because the list of *Reading First* schools now includes both schools new to *Reading First* as well as schools who are in their second or third year of implementation, we determined that site visits would be conducted in two periods, fall and spring. Schools were scheduled for visits in one of the two periods based on their implementation stage. The twenty schools randomly selected for fall visits were identified from the pool of

schools in their second or third year of *Reading First* implementation. A listing of these schools can be found in Appendix B. With the exception of Oriole and Walker Elementary Schools in Broward District and Madison Central in Madison District, which were second-year *Reading First* Schools, all the remaining seventeen schools visited in fall of 2005 were third-year *Reading First* Schools. In spring 2006 all 24 of the schools to be visited are first-year *Reading First* Schools.

School Focus

When discussing strategies implemented at their schools to ensure a strong focus on the *Reading First* initiative, principals noted the following elements in their comments. The following areas were identified with frequency between 75% and 95%:

- Date-driven instruction (95%)
- 90-minute reading block (85%)
- Professional development (75%)

Virtually all of the principals praised data-driven instruction as key to reading improvement at their respective schools. One principal called data-driven instruction “one of the best things of *Reading First*, so that the needs of the children can be specifically met.” Most principals credited the 90-minute reading block as another component of *Reading First* that was helpful in improving reading. Professional development was a third important component that most principals cited, which included such activities as: trainings on assessments, differentiated instruction and reading center implementation; workshops; modeling; teacher reading academies; and coaches’ reading academies. The importance of these components was summed up by one of the principals, “Data analysis and instruction for teachers, as well as the 90-minute reading block, are critical for reading improvement.”

The following areas were identified by principals with frequency between 35% and 74%:

- New organizational structure (55%)
- Walk-throughs (35%)

The following areas were identified by principals with less than 35% frequency:

- Special support program (30%)
- Technology program (25%)
- Increased time for reading (20%)
- Progress monitoring (20%)
- Core reading program (15%)
- Intervention instruction (10%)
- Teacher collaboration (10%)
- Classroom libraries (10%)
- Family involvement (5%)
- Tutoring (5%)

Support for Reading

Participants in the interviews and focus groups were asked to describe supporters of the schools' reading efforts. Table 1 reflects the responses of the principals, reading coaches and teachers.

Supporters of Schools' Reading Efforts from the Perspective of:		
Principal	Reading First Coach	Teachers
Reading coach (100%)	Principals (95%)	Principals (95%)
District staff (85%)	RF PD coordinator (80%)	Reading coach (75%)
RF PD coordinator (70%)	ESE teacher (60%)	Speech language teacher (55%)
Teachers (45%)	Special area teacher (40%)	ESE teacher (55%)
Title I (35%)	Speech pathologist (40%)	Special program teacher (35%)
	Assistant principal (30%)	Reading specialist (30%)
	Curriculum specialist (30%)	Special area teacher (30%)
	Title I (25%)	ESOL teacher (25%)

Table 1: Supporters of School's Reading Efforts

All of the principals expressed positive comments about the reading coaches some of which were:

- "positive"
- "respected"
- "supportive"
- "trusting"
- "invaluable"
- "excellent rapport with our teachers"

One principal referred to the reading coach as the school's "eyes and ears." Another principal called her reading coach "my expert on staff." The principal added, "She has a wealth of knowledge and experience. She isn't afraid to pull me aside and explain things to me. I count on [her] as my sounding board. She has steered us in the right direction." A third principal stated that the reading coach is "the leader of reading with primary teachers." Another principal praised the reading coach by saying, "She is wonderful in parent conferences, helping them understand the problems the child is facing and what the parents can do to help the children."

Reading coaches most often praised the principals' efforts in implementing *Reading First* as "excellent" or "very effective." One reading coach stated, "When we ask for things we get them." Another reading coach noted that the principal "has a working lunch everyday at the school with his support staff to discuss reading." She added that he is "always looking at data to make sure we are on track." Another reading coach stated, "The principal is very supportive of the reading coach, *Reading First*, and all that *Reading First* entails." She added that his "continued support of the reading coach's activities and his continued involvement in walk-throughs and modeling activities are appreciated." A

fourth reading coach praised her principal by stating, “She is an outstanding instructional leader, very effective. She’s what you want in a principal. She’s very knowledgeable about the curriculum.”

Most of the teachers described their reading coaches’ efforts to implement *Reading First* as either “excellent” or “very effective.” Additional comments included “really helpful,” “approachable,” and “inclusive.” One teacher stated, “She does classroom walk-throughs; she’ll bring up issues and concerns and the good things [we are doing] to our attention. She makes sure that we have more than enough resources.” Teachers from another school praised their reading coach by stating, “She is a tremendous resource and has provided us with wonderful trainings. She is amazing, so superior. . . She knows the kids and has a good rapport with them.”

Most of the teachers described their principal’s efforts in implementing *Reading First* as “excellent” or “very effective;” “supportive” was another common comment. One group of teachers described their principal as someone who “makes sure the job gets done.” Another group of teachers noted that their principal is “very supportive of the curriculum and its implementation,” who “does walk-throughs at least twice a day.” Other teachers stated that their principal “acts quickly” and “gets us anything we need.” Still others stated that their principal has “empowered us to become leaders.” Another group agreed that their principal “leads by example” and “sets high standards,” as well as being “supportive, committed, a team player, who places a high value on reading” and has made the 90-minute reading block “sacred.” Teachers at one school observed that their principal “checks with each teacher to monitor student data.” Teachers at another school described their principal as “knowledgeable,” who “analyzes data with each teacher.” Another group of teachers noted that their principal is “very visible in the classrooms.”

Professional Development

When asked to describe activities or resources that had had a positive impact on the quality of their teaching, teachers at *Reading First* Schools most often indicated the following:

- Professional development (80%)
- Reading coach (80%)
- Classroom resources (65%)
- Summer reading academy (55%)

The area of professional development included coaching, modeling, workshops, assistance from the district *Reading First* director, and particular trainings on a special product such as the K-1 FCRR Center Activities resource. Teachers at one school praised the professional development at their school by stating, “Our school does a wonderful job of providing opportunities for reading in-service. The training is useful and has validity in our everyday instruction. As each new thing comes up, they are giving us training on it.” Teachers at another school stated, “*Reading First* Academy put everything together well.”

Other activities or resources that teachers mentioned with less frequency included: professional books on reading instruction (30%), professional articles on reading instruction (10%), collegial sharing/teamwork (20%), volunteers (5%), and book studies with colleagues (5%).

When asked to describe activities or resources that had had a positive impact on the quality of their coaching, reading coaches at *Reading First* schools most often indicated the following:

- Professional development (85%)
- Books (60%)
- Classroom resources (60%)
- Summer reading academy (50%)

Other activities or resources that reading coaches mentioned with less frequency included: articles (25%), collegial sharing/teamwork (25%), district *Reading First* professional development coordinator (20%), and peer assistance (5%).

Reading coaches specified several aspects of *Reading First* that had had a positive impact on the quality of their coaching. One coach noted that the “district has provided good training for coaches.” Another coach observed that “weekly coaches’ meetings” have been beneficial. She went on to say that “networking has helped enormously.”

Reading Coach

During the site visit interviews and focus groups, teachers, reading coaches and principals were asked to provide information regarding the activities performed by the reading coach. Table 1 presents the most significant responses by the three groups.

Perceptions of Significant Activities Performed by Coaches in Fall of 2005			
Activity	Principals	Teachers	Coaches
Coaching and modeling	90%	80%	90%
Visiting classrooms to provide ideas for instruction	70%	55%	85%
Providing professional development	90%	75%	65%
Providing resources	85%	80%	60%
Organizing/conducting assessments	55%	20%	65%
Analyzing data	70%	50%	60%
Committees/school teams	40%	30%	50%
Administrative (budget/materials)	5%	0%	5%

Table 1: Perceptions of Significant Activities Performed by Coaches

NOTE: Percentages indicate the portion of comments indicating coaches performed an activity, not the quantity of time spent performing an activity.

In discussing their work with teachers, reading coaches specified several aspects of *Reading First* that had had a positive impact on the quality of teacher practice. According to one reading coach, all of the proponents of *Reading First* are “on the same page—the academy, the leadership conference—everyone knows what is expected.” She added that there had been a “systematic focus on reading,” and that “district support is wonderful.” A third coach stated that her modeling of lessons using the core reading program “has empowered teachers to make more instructional decisions.”

Sixty percent (60%) of the reading coaches reported having had contact with the *Reading First* professional development coordinator three or more times. Several of the reading coaches articulated specific ways in which the *Reading First* professional development coordinator had been helpful. One coach stated that their coordinator had “already visited [the school] three times this year.” In addition to providing professional development for the teachers, she also had “helped the school get ready for the site visit.” Another coach stated that she and the coordinator “call each other often.” She added, “Besides providing professional development for coaches four times a year, he has visited the school to do data analysis meetings.” A third coach called their coordinator “great, a big help,” who “comes to our school frequently” and “comes to our trainings.” A fourth coach stated that their coordinator “observed teachers, gave feedback, brought materials, coached the standards coach,” and provided “information about resources.” Another coach described their coordinator as “very helpful, always accessible,” who provides “anything I ask for” and offers “good support.” Still another stated that their coordinator “makes school visits, comes to most meetings,” and “provides resources.” She added that the coordinator has “provided different approaches [to reading instruction],” and “given our district training in literacy centers and differentiated instruction.” One reading coach told how in her first year as reading coach, the professional development coordinator “was wonderful and walked me through becoming a coach.”

The Reading Block

All of the schools visited reported implementing at least a 90-minute reading block, and a few schools reported allotting additional time for reading during the school day.

Core Reading Program

When asked to describe the function of the core reading program in the reading block, 95% of the teachers’ comments indicated that the core reading program had played a major role. The following are the core reading programs utilized by the visited schools:

- Harcourt
- Houghton Mifflin
- Scott Foresman with Links to *Reading First*
- SRA Reading Mastery Plus

Implementation

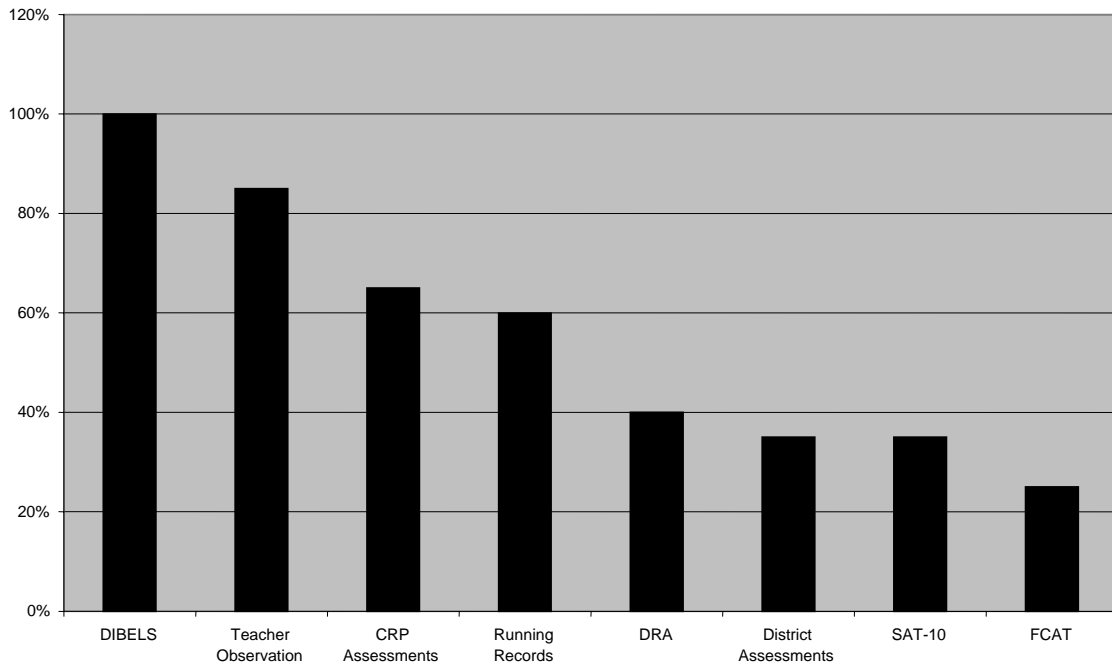
During the teacher focus groups, teachers were asked to describe both the aspects of the reading block that they implemented well and those aspects that they wanted help in implementing better. Teachers from 100% of the schools stated that they were implementing phonemic awareness and phonics well. Teachers from 90% of the schools stated that they were implementing fluency and comprehension well. Teachers from 70% of the schools stated that they were implementing vocabulary well.

Teachers most frequently indicated that the following elements needed improvement:

- Fluency (70%)
- Vocabulary (70%)
- Comprehension (65%)
- Phonemic awareness (50%)
- Phonics (40%)

Another topic presented to all focus groups was how students were grouped for reading instruction. Teachers reported using the following assessments to group students:

Percentage of Teachers Using Various Assessments to Group Students



Reading First Challenges

Table 2 depicts challenges as identified by the comments of the three groups: principals, teachers and coaches in *Reading First* schools.

2005 Challenges of <i>Reading First</i> Schools			
Activity	Principals	Teachers	Coaches
Assessments	35%	30%	35%
Reading block	5%	50%	15%
Scheduling	35%	25%	0%
Lack of resources	45%	15%	35%
Resistant teachers	30%	0%	40%
Program implementation	10%	30%	35%
Lack of time for professional development	35%	20%	55%
Lack of time to accomplish all tasks	30%	75%	65%
Centers	25%	15%	10%

Table 2: 2005 Challenges of *Reading First*

Principals' Challenges

Principals identified several challenges of *Reading First*. The most frequently identified challenge by principals was “lack of resources” (45%). The principals from two schools in the same district stated that the budget was a challenge especially with the “significant decrease in the budget for *Reading First*.” Principals in certain small schools voiced a concern, that “meeting individual student needs with fewer resources and personnel” presented a challenge.

The second most frequently identified challenges mentioned by principals were “assessments” (35%), scheduling (35%), and “lack of time for professional development” (35%). In terms of “assessments,” specific principal comments include:

- “It is challenging to “keep a trained team to do DIBELS; sometimes team members are unavailable.”
- “Getting the DIBELS testing done is a challenge; we need more members on the assessment team.”
- “During screening or DIBELS, it is a challenge, because the paraprofessionals are pulled from the classroom. Assessments have taken a huge amount of human energy, and it does disrupt the classroom. Four times a year for assessments is really a challenge.”

Scheduling also was mentioned as a challenge by 35% of the principals. The following are some specific comments:

- “We’d like our teachers to have more than 90 minutes [for the reading block].”
- “Scheduling everything around the 90-minute [reading] block [has been a challenge].”
- Principals at several schools agreed that “scheduling the protected reading block” had been challenging.

The other challenging area mentioned by 35% of the principals was “lack of time for professional development.” These comments primarily related to the need to train new teachers in *Reading First* content and practices.

The third most frequently mentioned challenges by principals were “resistant teachers” (30%) and “lack of time to accomplish all tasks” (30%). Concerning “resistant teachers:”

- One principal stated that it was a challenge “initially getting teachers used to change. Walking them through in small steps was important, and it helped.” Other measures that have helped overcome teacher resistance at that school included “staggering the introduction of materials” and “showing [teachers] how to integrate the material.”
- Another principal stated that resistant teachers were a challenge, because some teachers “didn’t think they needed the training.”
- A third principal expressed a similar problem, that of “convincing older teachers that they need to differentiate instruction.”
- Another principal also noted “dealing with change” had been a problem.

In relation to the challenge of lack of time, one principal summed it up by stating, “We need more time for planning, collaboration, and reflection.”

Teachers’ Challenges

The most frequently identified challenges by teachers were “lack of time to accomplish all tasks” (75%), “reading block” (50%), “assessments” (30%) and “program implementation” (30%).

In terms of “lack of time to accomplish all tasks:”

- One group of teachers stated that “preparing the materials. . . was very time-consuming.”
- Another group of teachers stated that they need more “preparation time for center activities and practice materials.”
- A third group of teachers stated, “So many kids need iii, it is difficult to find the time.” They added that there is “not enough planning time to be able to implement everything we need to implement,” nor “enough time to disseminate information.”

In terms of the “reading block:”

- One group of teachers stated that there are “limitations of what can and can’t be done during the 90-minute [reading] block.”
- Another group of teachers questioned whether “scheduling the reading block after lunch” is a good idea.
- A third group of teachers urged the consideration of “an extension of the reading block time.”

In terms of “assessments,” teachers at one school stated, “Third grade is bogged down with testing,” adding that the testing and benchmarks of *Reading First* are challenging.

Concerning “program implementation:”

- Teachers at one school stated, “We have a lot of resources and a lot of new teachers, and they don’t know how to get everything in. They don’t know how to use the resources. Teachers are feeling overwhelmed.”
- Teachers at another school stated that they are struggling “to identify the critical aspects of the CRP and the *Reading First* academy guide.”

Reading Coaches’ Challenges

Reading coaches cited several challenges. The challenge they most frequently mentioned was “lack of time to accomplish all tasks” (65%), second in frequency was “lack of time for professional development” (55%), and third in frequency was “resistant teachers” (40%). Concerning “lack of time to accomplish all tasks,” the challenge, as represented by one coach, was “finding time to implement all of the new programs that we get.”

In terms of “lack of time for professional development:”

- One coach said it was a challenge “finding time to model.”
- Another coach said that “there is not enough time to do the modeling for struggling teachers and boost and support my top teachers.”

Concerning “resistant teachers:”

- The coach at one school stated that the challenge is “change in general, both with new and older teachers,” including “getting teachers to use data to drive instruction.”
- The coach at another school stated, “I give the training, and then I don’t always see it implemented.”

Reading First Benefits

The following table depicts benefits as identified by the comments of the three groups: principals, teachers and coaches in *Reading First* Schools.

2005 Benefits of <i>Reading First</i> Schools			
Activity	Principals	Teachers	Coaches
Resources	50%	85%	70%
Assessments	75%	45%	55%
Professional development	35%	40%	50%
<i>RF</i> coach	60%	30%	35%
Reading focus	40%	20%	15%
Improved teacher knowledge of reading	45%	55%	30%
Student reading improvement	45%	50%	35%
Teacher openness	30%	5%	15%

Table 3: 2005 Benefits of *Reading First*

Principals' Benefits

The benefits most frequently identified by principals were “assessments” (75%), the “*Reading First* coach” (60%), and “resources” (50%). In terms of “assessments,” one principal stated, “DIBELS increased across the board last year. . . We were missing the assessment piece in K-3, and how we have it.” Another principal noted that it is now possible to “share with kids their progress on DIBELS in order to share in their success.”

Teachers' Benefits

The benefits most frequently identified by teachers were “resources” (85%), “improved teacher knowledge of reading” (55%), and “student reading improvement” (50%). In terms of “resources,” one group of teachers stated that there had been an “improvement in resources from the state.”

Concerning “improved teacher knowledge of reading:”

- One group of teachers stated that they “use more small group and explicit instruction.”
- Teachers from another school stated, “Teachers are now addressing all five components [of reading].”
- A third group of teachers stated, “We are more aware of what we need to do than ever before.”
- Another group of teachers stated, “We all know what we’re doing.”

Reading Coaches' Benefits

The benefits most frequently identified by reading coaches were “resources” (70%), “assessments” (55%), and “professional development” (50%). In terms of “resources,” one reading coach noted that “FCRR resources” have been beneficial.

Concerning “assessments:”

- One reading coach observed that she has been “seeing the results from using data.”
- The reading coach at another school noted that the school now has a “better understanding of data-driven instruction,” adding that they get “great information from DIBELS reports.”
- A third reading coach observed that assessments “make everyone accountable.”

Concerning “professional development,” one reading coach stated that professional development from the both the district and the state had been beneficial.

Suggestions for Program Improvement

Principals, teachers and reading coaches were asked to offer specific suggestions that would improve the implementation of high quality reading instruction. These suggestions are reported in the following chart.

2005 Suggestions for <i>Reading First</i>			
Suggestion	Principals	Teachers	Coaches
Deeper and ongoing professional development	yes		yes
Opportunities for teachers to observe model reading lessons			yes
Additional or improved personnel	yes	yes	yes
Improved scheduling/more time		yes	yes
More resources or assistance with existing resources	yes	yes	yes
Intervention assistance			yes
Core reading program assistance		yes	yes

Table 4. 2005 Suggestions for *Reading First*

Examples of coaches' comments and suggestions for program improvement include:

- “more professional development for teachers first-hand, rather than from state to coach to teachers,” as well as a need for two reading coaches
- allowing “teachers to do more observing of each other . . .to share ideas”
- “ongoing training throughout the year based on the summer academies for teachers and coaches”
- improving “school scheduling so grade levels can have common planning time”
- hiring a full-time reading coach
- improving intervention instruction
- providing “training for all [of the school’s] new teachers”
- reviewing “lesson plans to make certain the plans are aligned with student needs”
- “prioritization of resource materials for teachers (i.e., extrapolation of critical activities from the core reading program)”
- “revisiting the coaching and reading skills introduced during the summer academies again at midyear as a refresher for teachers and coach”
- “more time, both for DIBELS and for teachers’ professional development in how to effectively use the core reading program”

Examples of teachers' suggestions include:

- more paraprofessionals, particularly at the beginning of the year and during center time
- extending “the 5-day core reading program plan to a 6 or 7-day plan to give struggling students more time to learn the materials”
- more teacher input in the choice of resources
- more flexibility during the 90-minute reading block
- “more volunteers”
- more time with the reading coach
- ending the practice of pulling teachers for DIBELS testing

- extending reading time
- providing “classroom libraries for new teachers”

Examples of principals’ suggestions include:

- more professional development for teachers
- more monitoring of implementation
- more professional development in entire assessment process, from data collection to data reporting
- additional or improved personnel
- setting up a framework to assist schools in the use of *Reading First* materials
- additional help for DIBELS assessment team
- providing reading instruction across the curriculum
- trained specialists to teach reading
- full-time reading coach
- more technology in the classroom
- reading coach during summer school

Observational Data

The following section provides information on the types of instruction that were observed in classrooms visited by the reviewers. These data were collected during the 45-minute observations conducted in 80 classes in grades K-3 at twenty *Reading First* schools. The average number of students in these classrooms was 18.

Table 4 summarizes data on quality of instruction, the amount of student engagement and instructional focus across all site visits in first year schools.

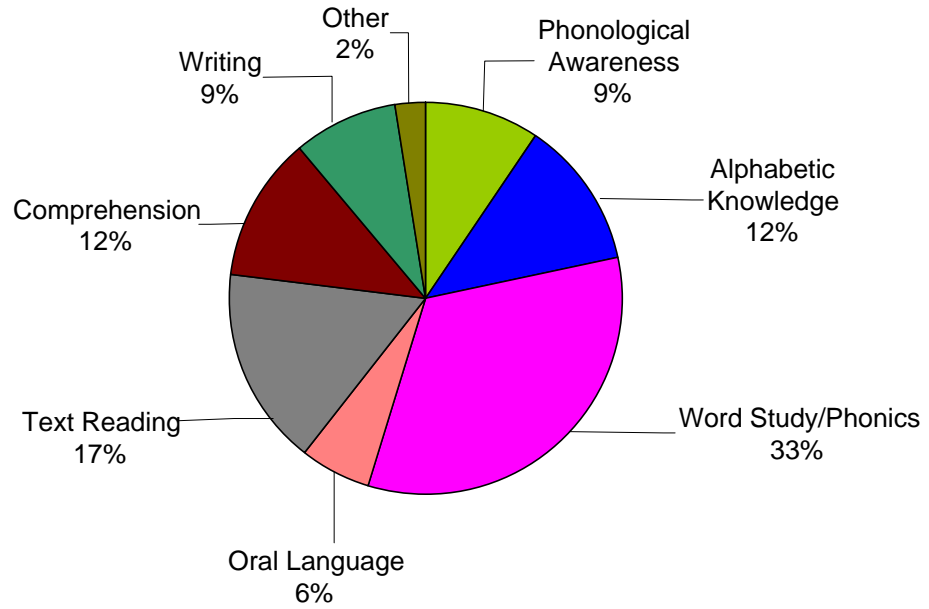
Ratings of Teachers’ Quality of Instruction, Student Engagement and Instructional Focus in <i>Reading First</i> Schools					
	K	1st	2nd	3rd	All Grades
Overall quality of instruction (4 pt. scale)	2.81 (.89)	2.65 (.76)	2.91 (.61)	3.23 (.85)	2.89 (.79)
Overall student engagement (3 pt. scale)	2.65 (.48)	2.51 (.46)	2.67 (.35)	2.81 (.32)	2.66 (.41)
Percentage of instructional time focused on instructional activities	80% (20%)	88% (13%)	90% (12%)	92% (9%)	88% (15%)
Length of observation	44.90 (7.04)	46.70 (4.31)	44.84 (5.28)	44.58 (3.36)	45.33 (5.113)
Length of reading block	91.84 (9.16)	99.60 (16.51)	93.42 (9.44)	91.67 (11.88)	95.28 (14.41)

Table 4: Ratings of Teachers’ Quality of Instruction, Student Engagement and Instructional Focus in *Reading First* Schools

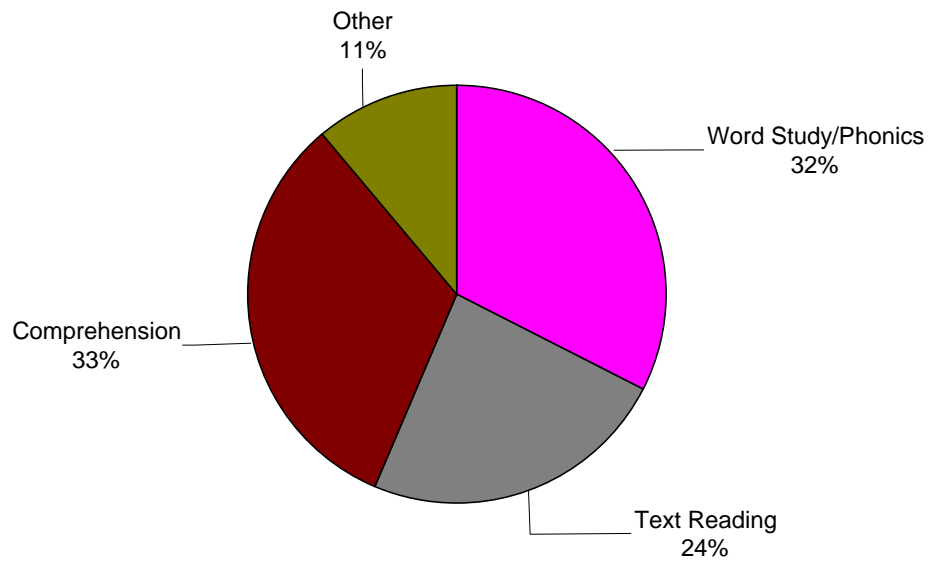
The average instructional quality rating of the teachers who were observed was 2.89 on a 4-point scale, with 4 being the highest quality. Examples of teacher characteristics that would qualify as high quality include: using explicit, direct language; modeling examples for students; providing immediate, corrective feedback to students; and scaffolding tasks and materials to meet student needs. Similarly, student engagement during this observation period was 2.66 on a 3-point scale. High student engagement is described as when almost all students are actively engaged in a learning activity. During all observations, the average amount of the class time dedicated to instructional activities was 88%. During both kindergarten observations, 80% of the time was focused on instructional activities. During the first grade observations, 88% of the time was focused on instructional activities. During the second grade observations, 90% of the time was focused on instructional activities. During the third grade observations, 92% of the time was focused on instructional activities. The remaining non-instructional time was spent on activities such as behavior management, announcements, instructions, distributing materials, facilitating seat work, etc.

Figures 1-4 show the percentages of instructional time dedicated to various reading categories in each grade across all classrooms in the eight first year *Reading First* schools where observations were conducted. For a description of the instructional categories, refer to Appendix A.

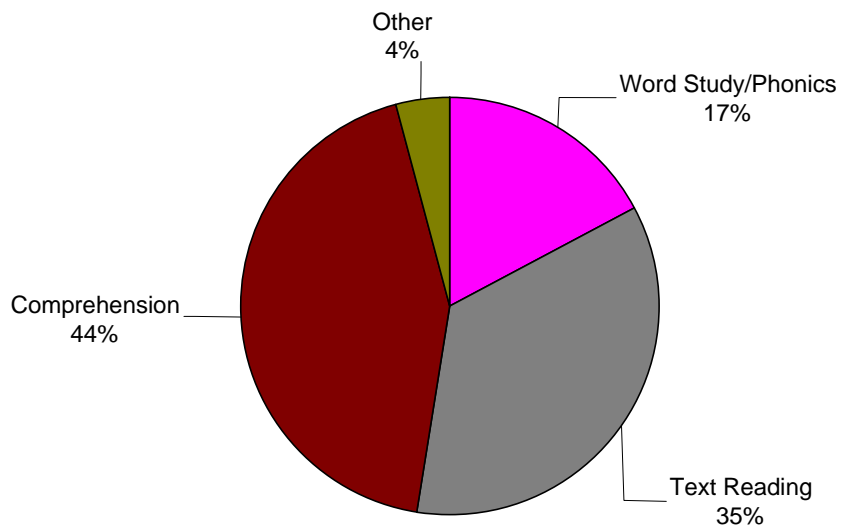
Kindergarten



First Grade



Second Grade



Third Grade

