

Florida Reading First: Principals' Implementation Questionnaire

In May of 2005, principals of *Reading First* schools in Florida were asked to participate in a survey regarding the implementation of the *Reading First* Grant in their schools. The purpose of this survey was to obtain information about the extent to which schools have been able to implement *Reading First* requirements, and to determine principals' perceptions of issues associated with *Reading First*. The information in this report is based on responses from 388 *Reading First* principals who completed the survey.

It is Florida's intent to include *Reading First* school leadership in not only the site-level supervision of *Reading First* activities, but also in the ongoing refinement and improvement of the grant implementation process. As the ultimate goal of *Reading First* is improving individual student achievement, the principal's knowledge and involvement is critical to the success of grant activities at the school level. Therefore, we believe that this information is important to the overall success of Florida's *Reading First* program.

To gain insight into *Reading First* implementation issues, principals were asked to respond to 105 survey questions that fell into six categories.

- Core Reading Program
- Professional Development for Teachers Beyond That Associated with the Core Reading Program
- Leadership/Organizational Practices to Support Effective Instruction for All Students
- Implementation of *Reading First* Assessments
- Interventions for Struggling Readers
- Comments About Your School and *Reading First*

Results from these six categories were analyzed, and the most relevant for state technical assistance are reported below:

- 91% of schools are using a common core curriculum to guide instruction in all K-3 classrooms.
- 77% of schools had more than two days of initial training in the core reading program before materials were used to guide instruction.
- When asked what percentage of teachers in the school attended the summer *Reading First* training academies, all responded that at least 75% of teachers had participated.
- 97% of principals reported that they were able to visit each K-3 classroom at least 3-6 times per year to observe reading instruction.
- All principals reported that they meet with their reading coach one or more times per month to discuss reading instruction or student progress.
- Each principal signed into the Progress Monitoring and Reporting Network (PMRN) to check overall student progress, examine the progress in specific classrooms, examine the progress of specific children, and compare the progress of their school to other schools who serve similar children.
- 96% of principals reported that they attended grade level team meetings.

- When asked about time scheduled for reading instruction each day in schools, 71% of principals indicated they had scheduled at least 90 minutes.
- Most principals reported having between 5 and 8 members on school-based assessment teams.
- 40% of principals reported using published reading intervention programs “very frequently” to guide interventions for students at risk of being below grade level proficiency by the end of the school year.
- 39% of principals reported using computer-based intervention programs “very frequently” for students at risk of being below grade level proficiency by the end of the school year.