



Annual Performance Report

for

Reading First

Form _____

OMB No. _____

Expiration Date: _____

Due Date	Period Covered
November 30, XXXX	School Year 20XX-20XX/FY 20XX

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**UNITED STATES
DEPARTMENT OF EDUCATION**

**ANNUAL PERFORMANCE REPORT
for the
READING FIRST PROGRAM**

Legal Name of State Educational Agency Submitting This Report:		
Address:		
Contact Person for this Report Name: Position: Telephone: Fax: Email:		
Typed Name and Title of Authorizing State Official:		
<table style="width: 100%;"><tr><td style="width: 60%; border-top: 1px solid black; border-bottom: 1px solid black;">Signature of Authorizing State Official</td><td style="width: 40%; border-top: 1px solid black; border-bottom: 1px solid black;">Date</td></tr></table>	Signature of Authorizing State Official	Date
Signature of Authorizing State Official	Date	

Annual Performance Report for the Reading First Program

Introduction

The Reading First program focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, States and districts receive support to apply scientifically based reading research – and the proven instructional and assessment tools consistent with this research – to ensure that all children learn to read well by the end of third grade. The Reading First program provides assistance to States and districts to establish research-based reading programs for students in kindergarten through third grade. Funds also support a significant increase in professional development to ensure that all teachers have the skills they need to teach these reading programs effectively. Additionally, the program provides assistance to States and districts in preparing classroom teachers to screen, to identify and to eliminate reading barriers facing their students.

This document contains the U.S. Department of Education’s performance reporting instrument for the Reading First program, authorized by Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. This document will serve as the reporting instrument for the required annual and midpoint progress reports on each State’s implementation of the Reading First program and the achievement of students served by the program.

This performance report seeks information from the State about its progress in implementing and evaluating its Reading First program, as required under Section 1202 (d)(5) of the Reading First statute. Items covered in the performance report address those areas that are of central importance to the administration and evaluation of the Reading First program and for which the Department does not expect to gather information via the database administered by the American Institutes for Research (AIR) or through other aspects of the program’s national evaluation. The questions are designed to provide information in the following key areas: progress of implementation of scientifically based reading instruction; impact on student achievement; State administration and evaluation of the Reading First program; and the broader impact of Reading First in each State.

In identifying the information collected through this instrument, the Department has been mindful of its own requirements to present performance information to Congress, including requirements related to the Government Performance and Results Act of 1993 (GPRA) and the national evaluation of Reading First. Specifically, this information will help the Department determine the results of the State plans implemented for the Reading First program.

All States that receive funding under the Reading First program must respond to this report. The report is due within 60 days of the conclusion of the Federal grant period for each fiscal year.

Reporting Periods and Due Dates

Fiscal Year	Federal Grant Period*	Period Covered	Due Date (Annual Performance Report only)
FY 20XX	July 1, 20XX – September 30, 20XX	School Year 20XX-20XX	November 30, 20XX

*The Federal Grant Period refers to the fifteen-month period that funds are initially available for obligation. Under the Tydings amendment, unobligated funds are carried over and remain available for an additional twelve-month period.

Instructions

The reporting period for the grant coincides with the Federal grant period. As there is some overlap (occurring between July and September) between Federal grant periods, the reporting period is defined as the school year identified in the table above, as well as the preceding summer. For example, for FY 2008, each State should report on activities beginning in July 2008 and continuing through the 2008-2009 school year. Activities that occur in summer 2009 would be included in the FY 2009 report.

Additional information related to completing this report is provided throughout the document. States may use the format provided or an alternate format they determine is appropriate. The report must include all requested information. Please contact the Reading First program office at Reading.First@ed.gov or 202-401-4877 for assistance related to completing this report.

Please be sure to include the signed cover sheet with the submission. The Department recommends including the State's name in the header or footer so it is visible on each page of the report. This report may be filed electronically through email to Reading.First@ed.gov or via CD-ROM or in hard copy by mail to:

Reading First
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6201
Attn: Corinne Sauri

1) IMPLEMENTATION PROGRESS

a) Subgrants to Local Educational Agencies (LEAs)

- i) For the purpose of establishing eligibility for Early Reading First, please provide the names of each eligible LEA. This should include all LEAs that have active Reading First grants as well as any LEA that would have been eligible for Reading First as of October 15, 2009, even if they have not received a grant, based on the most recent analysis of your SEA's Reading First eligibility criteria.
- ii) Has the State held a subgrant competition during this reporting period? If so, provide the following:
 - (1) Number of rounds of competition that occurred
 - (2) Number of eligible LEAs that applied per round
 - (3) Number of awards per round (include total number of LEAs receiving awards and the total number of participating schools represented by those awards)
- iii) If the State has made subgrant awards, has all required information been entered in the Reading First grantee database? If not, provide the State's timeline for entering this information.
- iv) List LEAs and/or schools for which Reading First subgrant awards have been discontinued and indicate the reason for discontinuation.

2) ACHIEVEMENT IMPACT

a) Progress of LEAs and Schools Participating in Reading First

- i) Provide student performance data that demonstrate the numbers of students in grades 1, 2 and 3 in schools participating in Reading First who are reading at grade level or above.
- ii) The template is offered as a guide or sample reporting format that States may adapt to their own strategies for analyzing data. States should report these data for grades 1, 2 and 3 separately for each school. If multiple outcome instruments were used, these data should be presented in separate charts, rows, or columns according to assessment instrument.
- iii) The following items must be included:
 - (1) *Grade level.* Provide assessment results for grades 1, 2 and 3.
 - (2) *Name of assessment.* Indicate the outcome assessment instrument used. If multiple outcome instruments were used, data on student assessment results should be presented in separate charts, rows, or columns according to assessment instrument.
 - (3) *Components measured.* If multiple instruments were used to evaluate progress in the five components of reading instruction, indicate which

components were measured. States must, at a minimum, provide assessment results for oral reading fluency and reading comprehension in order to enable the Department to meet the data requirements established by GPRA.

- (4) *Proficiency level.* Indicate the number of students scoring at grade level or proficiency. Please also include the total number of students for each grade or category that is reported.
 - (5) *Years of data.* Data should be reported for the current year of implementation. For schools awarded subgrants between July 1 and December 31 of any reporting period, the current school year should be reported as the first year of implementation. For schools awarded subgrants after January 1, the following school year will be considered the first year of implementation. For example, the 2006-2007 school year is the first year of implementation for schools that received subgrants between July 1, 2006 and December 31, 2006. The 2007-2008 school year is the first year of implementation for schools that received subgrants after January 1, 2007.
 - (6) The State may have participating schools in different years of implementation due to multiple rounds of competition. If so, use separate charts, rows, or columns according to current year of implementation.
- iv) *Baseline data.* The Department recognizes that schools participating in Reading First may be administering the assessments included in this report for the first time. However, if the school administered any of the reported assessments for grades 1, 2 or 3 in the year preceding implementation of Reading First, please provide the number of students scoring at grade level or proficiency for that year. Similarly, if the outcome measure was used as a screening or pretest measure in the beginning of the school year, please provide the number of students scoring at grade level or proficiency as baseline data.
 - v) Provide disaggregated data that demonstrate the numbers of students in schools participating in Reading First reading at grade level or above from the following categories:
 - (1) economically disadvantaged students
 - (2) students from major racial and ethnic groups
 - (3) students with disabilities
 - (4) students with limited English proficiency
 - vi) Has the State made progress in increasing the number of students reading at grade level or above? Provide the percentage of third grade students reading at the proficient level for the State as a whole, as measured by the State assessment system. Please include baseline data. If data are not available for third grade, use the closest grade for which data are available.

3) PROGRAM EVALUATION

a) Evaluation

- i)* Attach the evaluation report as described in the State’s Reading First plan. If this report is not yet available, indicate the timeline for its completion. Submit a draft of the report if it is available.

4) PROFILES OF SUCCESSFUL SITES (OPTIONAL)

a) School Profiles

- i)* Provide a narrative description of the Reading First program at one or more of the State’s most successful participating sites. This is requested to provide an illustrative example of the impact of the State’s implementation of instructional practices based on scientifically based reading research. *States are not required to submit these profiles.*

										Number of Students Scoring at Grade Level Proficiency					
										Grade 1		Grade 2		Grade 3	
										Economically Disadvantaged Students		Economically Disadvantaged Students		Economically Disadvantaged Students	
School Implementation Year	Academic Year	State	Consortium	LEA	LEA NCES ID	School	School NCES ID	Assessment	Sub-tests	N	Total	N	Total	N	Total

										Number of Students Scoring at Grade Level Proficiency					
										Grade 1		Grade 2		Grade 3	
										*Race/Ethnicity categories below		*Race/Ethnicity categories below		*Race/Ethnicity categories below	
School Implementation Year	Academic Year	State	Consortium	LEA	LEA NCES ID	School	School NCES ID	Assessment	Sub-tests	N	Total	N	Total	N	Total

- Race/Ethnicity Categories:
- Hispanic or Latino
 - Not Hispanic or Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Pacific Islander
 - White