



# RESA Growing Readers Program: A K-3 Literacy Professional Learning Grant

2015-2016 Mid-Year Evaluation Report

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## Executive Summary

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### Overview

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The Regional Educational Service Agency (RESA) Growing Readers Program (GRP) is a K-3 literacy professional learning grant administered through the Governor's Office of Student Achievement (GOSA). The program aims to provide consistent and high-quality professional learning to teachers on effective reading instruction to help more children read at grade level by the end of third grade. The GRP is part of GOSA's goal to invest in universal RESA initiatives that ensure all regions in Georgia are receiving high-quality, replicable professional learning.

The GRP is a one-year program that is being implemented during the 2015-2016 school year. Each RESA identified one or more reading specialists to provide coaching support to teachers and leaders on reading instruction and tiered interventions for struggling students.<sup>1</sup> Reading specialists are educators with a background in literacy instruction who were either already working for or hired by a RESA for this program. Schools were recruited using the 2014 College and Career Ready Performance Index (CCRPI) Third Grade Lexile Indicator for schools in each RESA, beginning with the lowest performing. RESAs continued recruiting until at least three but no more than six schools in each RESA agreed to participate. Schools then selected at least one teacher per grade level to participate in the GRP. The GRP has 26 reading specialists working with 61 schools in all 16 RESAs. The goal of the GRP is to provide consistent, statewide, high-quality professional learning to teachers to improve student achievement.

### Evaluation Methodology

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GOSA developed several evaluation instruments to collect developmental and summative information on the GRP. The evaluation will focus on four areas: implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes. This report presents preliminary findings using all available data from the evaluation instruments.

### Preliminary Findings

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The preliminary findings below include observations from monthly status reports submitted by reading specialists, feedback forms from the first professional learning session, Teacher Observation Tool baseline data, the Collaboration Self-Assessment Tool, and GRP meeting minutes.

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<sup>1</sup> Tiered interventions are part of the Response-to-Intervention (RTI) model in which teachers provide individualized supports in addition to regular classroom instruction to students who are performing below grade level according to the student's specific needs.

## Implementation Consistency

GOSA plans to evaluate whether the GRP is consistently implemented across all RESAs. Reading specialists submit monthly status reports to GOSA to track program implementation. GOSA also administered a feedback survey for the first of three professional learning sessions that each reading specialist will administer using the same content across RESAs. Key findings include:

- All RESAs are implementing all components of the GRP as of November 2015, including the completion of baseline observations, baseline assessments, and Professional Learning Session One.
- Participant feedback reveals Professional Learning Session One successfully trained teachers on the reading process, effective reading instruction, conferencing with students, and administering reading assessments.
- 85% of training participants agree that Professional Learning Session One taught useful strategies, was engaging and organized, and prepared teachers to support struggling students.
- Open-ended responses yield further evidence that Professional Learning Session One was interactive, offered valuable networking and collaboration opportunities, and provided teachers with useful strategies that they are excited to start using in the classroom.

## Teacher Practice

GOSA and the GRP team developed the Teacher Observation Tool to evaluate whether teachers are learning and improving upon reading instructional strategies. Data from the Teacher Observation Tool establish a baseline of teacher performance that guides content development for the GRP. Key findings include:

- Teachers need support in aligning instruction to the Georgia Standards of Excellence.
- Teachers are rarely conferencing with students one-on-one in the classroom, in which they listen to students read, provide immediate feedback, and set goals together.
- Teachers need help with using assessment data meaningfully at the classroom and student level.
- Teachers need a better balance of engaging whole group instruction, small group instruction, and independent practice during literacy blocks.

## RESA Cohesiveness and Collaboration

As part of GOSA's initiative to unite the RESAs to provide consistent professional learning statewide, GOSA will also evaluate the cohesiveness,

successes, and value of the RESA partnership. GOSA developed a Collaboration Self-Assessment Tool and analyzed meeting minutes from GRP meetings to identify the following key findings:

- According to the Collaboration Self-Assessment Tool, all reading specialists agree the RESA partnership is functional, has clear and mutual goals, completes tasks efficiently, and improves relationships and access to resources among RESAs.
- All reading specialists believe the GRP allows for universal professional learning opportunities for teachers in the program.
- Some specialists feel they are not consulted about programmatic changes (27%), and that there is not enough time to accomplish the goals of the program because the GRP is a one-year grant (23%).
- Reading specialists identified several positive impacts of the GRP, including observable changes in teacher practice, unity among RESAs, networking among teachers, schools, and districts, and increased supports for struggling readers.
- The overall agreement among all reading specialists on the effectiveness and successes of the GRP indicates that cohesiveness exists throughout the program.
- The Collaboration Self-Assessment Tool results demonstrate that an initiative like the GRP, which aims to provide standardized professional learning for educators in Georgia through a unified RESA effort, is both possible and beneficial to RESAs and the schools they serve.
- Meeting minutes and materials produced by reading specialists after meetings show that RESAs are working cohesively and frequently to produce high-quality professional learning sessions and resources.

### Student Outcomes

GOSA will analyze the College and Career Ready Performance Index (CCRPI) Third Grade Lexile Indicator to assess any changes in school performance for GRP participants after the year-long program.<sup>2</sup> GOSA will also evaluate student reading performance using reading assessment scores for the students of participating teachers. Schools are using a variety of reading assessments to monitor student growth. GOSA is working with the GRP team to develop universal performance targets for students and analyze student performance for the entire program. Data are not available yet for either indicator, so there are no preliminary findings to report. These outcomes will be assessed in the end-of-year report.

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<sup>2</sup> Since 2016 CCRPI data will not be available until spring 2017, GOSA will release this analysis as an addendum to the 2015-2016 GRP end-of-year report.

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## Next Steps

Preliminary findings indicate that the RESAs are successfully collaborating and delivering consistent, valuable professional learning in K-3 literacy instruction to teachers. GOSA will continue to collect data on implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes through the rest of the 2015-2016 school year. The end-of-year report will provide a more complete analysis of the GRP as a whole by including a comparison of mid-year findings with end-of-year data, additional qualitative data from surveys, interviews and/or focus groups, and student outcome data.

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## Table of Abbreviations

CCRPI	College and Career Ready Performance Index	EIP	Early Intervention Program
FAY	Full Academic Year	GaDOE	Georgia Department of Education
GOSA	Governor’s Office of Student Achievement	GRP	Growing Readers Program
RESA	Regional Educational Service Agency	RTI	Response-to-Intervention
TAPS	Teacher Assessment on Performance Standards	TKES	Teacher Keys Effectiveness System

## Introduction

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The Regional Educational Service Agency (RESA) Growing Readers Program (GRP) aims to provide consistent and research-based professional learning to teachers on effective reading instructional strategies to help more children read at grade level by the end of third grade. The grant program is administered through the Governor's Office of Student Achievement (GOSA) and is part of GOSA's mission to invest in universal RESA initiatives designed to ensure that teachers in all regions of the state are receiving high-quality, replicable professional learning that directly target state-wide goals, such as ensuring all students reading on grade level by the end of third grade. The GRP is being implemented during the 2015-2016 school year with a focus on literacy instruction for K-3 students, though the program only serves some K-3 classrooms in participating schools.

Georgia's statewide network of 16 RESAs provides support services and professional development to local systems and schools. Historically, each RESA operates, plans, and provides support services to local systems and schools autonomously. The GRP presents an opportunity for RESAs to work together to provide the same content and quality of support and professional learning throughout the state.

All 16 RESAs identified at least one reading specialist to provide professional learning to three to six schools in his/her RESA. Reading specialists from all RESAs are collaborating to develop consistent professional learning sessions that will be delivered to all participating teachers throughout the school year. The reading specialists also provide coaching to teachers and administrators on how to effectively use reading assessments to provide tiered instruction and interventions for students. Though the reading specialists differentiate their coaching to address specific teacher needs, the GRP's main focus is providing support for Response-to-Intervention (RTI) models and strategies. RTI models aim to identify and support students with learning and behavior needs by using assessments to guide instruction and provide interventions to struggling students through a tiered system.<sup>3</sup> The GRP currently serves 61 schools throughout the state. If successful, GOSA hopes that the GRP can demonstrate the value of providing consistent, high-quality professional learning statewide through the RESAs to improve student achievement outcomes.

The 2015-2016 RESA GRP Mid-Year Evaluation Report is a status update of the GRP's activities since the beginning of the 2015-2016 school year. GOSA's Research and Evaluation unit conducted this evaluation. The evaluation team collaborated with GOSA's RESA Professional Learning Grants and Contracts

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<sup>3</sup> For more information on RTI, please visit the [RTI Action Network's website](#).

Program Manager and RESA reading specialists to develop the evaluation plan and collect and analyze baseline data. The report includes:

- A summary of the GRP's mission and goals,
- A profile of participating schools,
- A description of the evaluation methodology, and
- Preliminary findings from collected baseline data.

## GRP Mission and Goals

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The mission of the GRP is to design and implement high-quality and consistent professional learning sessions, with a focus on instructional strategies for Tier 2 and Tier 3 students, for teachers and administrators in each RESA to improve student reading performance.<sup>4</sup> In the RTI framework, Tier 2 and Tier 3 students are those in need of supplemental intervention to reach grade-level proficiency, but the specific determination of thresholds for Tier 2 and Tier 3 are unique to each school.

The one-year goals for the GRP, as identified in the strategic plan, include:

- Anecdotal and observation data will show 90% of teachers served effectively implement research- and/or evidence-based instructional and assessment practices.
- 85% of participating Tier 2 and Tier 3 students will increase reading achievement by a minimum of one year's growth.
- 90% of RESAs successfully implement all components of the GRP and express interest in replication.
- 80% of participating schools in the GRP will increase the percentage of students reading on grade level by the end of third grade by 10% of the baseline gap to 100%, as indicated by the College and Career Reading Performance Index (CCRPI) Third Grade Lexile Indicator.<sup>5</sup>

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<sup>4</sup> Tier 2 consists of students who are performing below benchmark levels and are at some risk for academic failure, but who are still above levels considered to indicate a high risk for failure. Tier 3 includes students who are considered to be at high risk for failure. Each school determines its own tiering system based on student data. For more information on RTI, please visit [www.rtinetwork.org](http://www.rtinetwork.org).

<sup>5</sup> GOSA and the GRP team will compare the 2014 and 2016 CCRPI Third Grade Lexile Indicator. However, GOSA recognizes that 2016 CCRPI data will not be available until spring 2017, so this analysis will be included in an addendum to the 2015-2016 GRP end-of-year report.

## Profile of Participating Schools

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### Audit of School Needs

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In the beginning of the school year, reading specialists administered an audit survey to teachers and leaders at GRP schools to collect data on current instructional practices and perceived needs. After analyzing the audit results, GOSA identified some common themes from the listed needs at each school:

- Better understanding of the Georgia Standards of Excellence
- Access to more resources and texts that are at the appropriate level for students
- Use of standardized reading assessments within a school
- Training on frequent progress monitoring and adjusting instruction to meet individual student needs
- Strategies to improve comprehension, vocabulary, and phonics<sup>6</sup>
- Less reliance on and/or more effective implementation of commercial reading programs that provide highly structured lessons and scripts for teachers

The audit results provide a qualitative profile of the types of supports GRP schools need to improve reading instruction.

### Demographic Profile

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The GRP currently serves 61 schools in 37 districts throughout the state. Each RESA is working with between three to six elementary schools in its region.<sup>7</sup> The RESA reading specialists reached out to schools according to 2014 CCRPI Third Grade Lexile Indicator rankings, beginning with the lowest performing.<sup>8</sup> If school administrators agreed to program implementation, then the school was selected for participation. Reading specialists continued to recruit schools until a minimum of three schools were selected for each RESA. After approval, schools then selected at least one teacher per grade level to participate in the GRP. Figure 1 is a map showing the geographic distribution of the 61 participating schools. A full table of participating schools, districts, and respective RESAs is available in Appendix A.

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<sup>6</sup> Phonics is the ability to connect sounds and print letters. Please visit [Scholastic's website](#) for more information on phonics.

<sup>7</sup> With the exception of Oconee RESA, which is only working with one school due to recruitment challenges.

<sup>8</sup> Striving Reader and Reading Mentors Program schools were considered ineligible for the GRP.

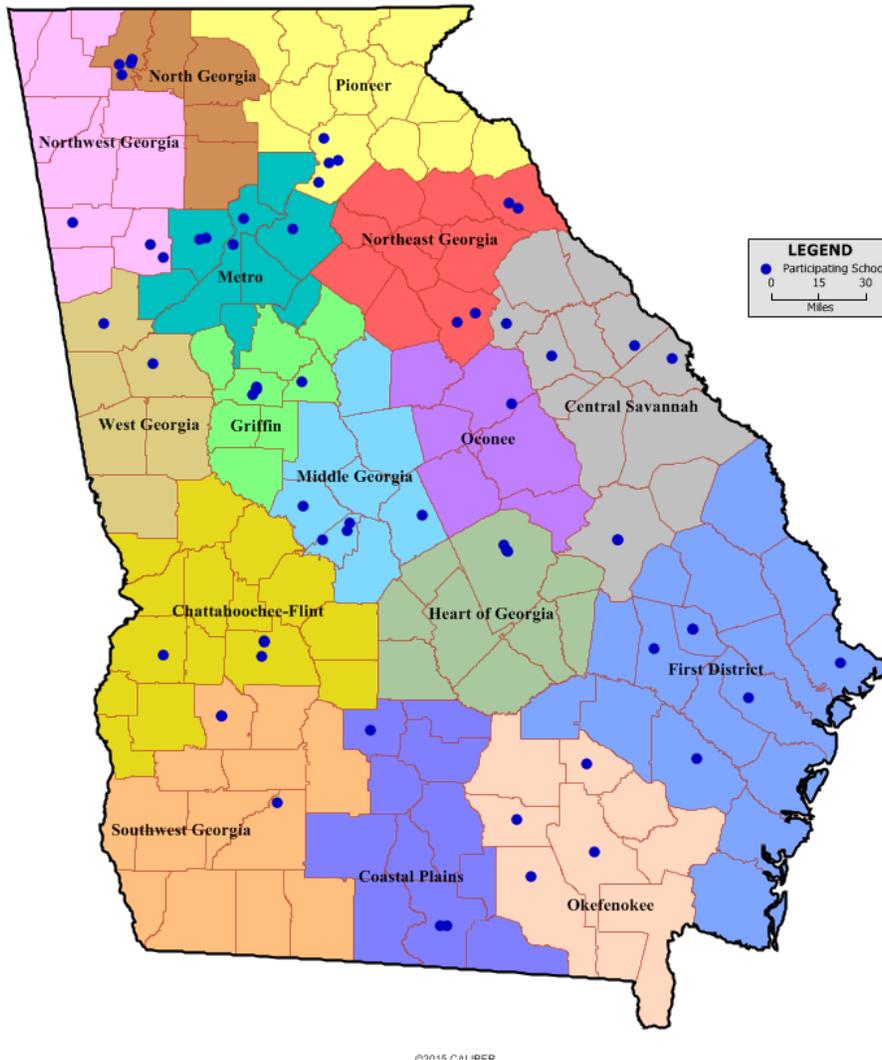


Figure 1: Map of Participating GRP Schools

On average, the 2014 CCRPI Third Grade Lexile Indicator for GRP schools was 45.9, which means 45.9% of participating schools’ full academic year (FAY) third grade students achieved a Lexile measure greater than or equal to 650, which is considered as reading on grade level.<sup>9</sup> The GRP schools’ average CCRPI Third Grade Lexile Indicator was 18 percentage points lower than the state percentage of 63.7. Even though reading specialists targeted lower performing schools during recruitment, since school selection was dependent on a school’s willingness to participate, there is some diversity among the participating schools in terms of reading performance. A few participating schools had CCRPI Third Grade Lexile Indicators greater than the state average. A full table of participating schools and their corresponding 2014 CCRPI Third Grade Lexile Indicators is available in Appendix B.

<sup>9</sup> To be counted as FAY, a student must be enrolled for at least two-thirds of the school year.

Many reading specialists are only working with select K-3 classrooms in participating schools. Since demographic data for the specific K-3 students of only teachers participating in GRP are not yet available, GOSA is reporting the demographic profiles of all K-3 students in GRP schools.<sup>10</sup> The end-of-year evaluation report will include demographics of only participating classrooms. Table 1 shows the racial/ethnic distribution of K-3 students in GRP schools and the state.

Table 1: Demographic Profile Comparison of GRP Schools and the State

	<b>GRP Average</b>	<b>K-3 Students in Georgia</b>
American Indian	<1%	<1%
Asian	1%	4%
Black	42%	37%
Hispanic	24%	16%
Pacific Islander	<1%	<1%
Multi-Racial	3%	4%
White	30%	39%

Source: GaDOE October 6, 2015 FTE Enrollment by Ethnicity/Race, Gender, and Grade Level

Although there is great diversity among the student population of GRP schools, overall, the GRP’s racial/ethnic distribution of K-3 students differs from the state’s K-3 student population. 42% of students in GRP schools are black, which is 5 percentage points higher than the state’s overall percentage. GRP schools also have a higher percentage of Hispanic students (24%) than the state percentage (16%). The GRP K-3 student population consists of a smaller share of white students (30%) and Asian students (1%) compared to the state’s K-3 student population (39% and 4%, respectively). Given these differences, it is important to remember that the demographic profile in Table 1 is simply an overall summary of the racial/ethnic demographics for K-3 students in participating GRP schools and does not capture school-level differences within the program. A full breakdown of the racial/ethnic demographics for each participating school is available in Appendix C.

<sup>10</sup> GOSA used the Georgia Department of Education’s (GaDOE) recent release of school enrollment by ethnicity/race, gender, and grade level to produce demographic profiles of GRP schools. The demographic analysis does not include information on Students with Disabilities and Free/Reduced Price Lunch status because GaDOE has not yet released these data at the school-level.

**Evaluation Methodology**

GOSA’s Research and Evaluation unit will produce an end-of-year report in addition to this mid-year evaluation report. GOSA will collect and analyze developmental and summative information in four evaluation focus areas: implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes. Table 2 lists each evaluation focus area with its respective evaluation question(s) and instruments. The remainder of the report will present preliminary findings from the evaluation instruments that have data available, which include the monthly status reports, Professional Learning Session One Feedback Form, Teacher Observation Tool, Collaboration Self-Assessment Tool, and meeting minutes.

Table 2: Summary of GOSA’s GRP Evaluation Plan

<b>Evaluation Focus Area</b>	<b>Evaluation Question(s)</b>	<b>Instruments</b>
Implementation Consistency	<p>Did RESA reading specialists present professional learning opportunities and research-based strategies that provide instructional support for Tier 2 and Tier 3 students?</p> <p>Were professional learning opportunities and supports consistent across RESAs?</p> <p>Was the grant program implemented with fidelity?</p>	<p>Interviews and/or focus groups</p> <p>Monthly Status Reports*</p> <p>Professional Learning Session Feedback Forms*</p> <p>Survey of teachers, administrators, and reading specialists</p>
Teacher Practice	<p>Are teachers learning and improving upon strategies to provide instructional reading support for Tier 2 and Tier 3 students?</p>	<p>Interviews and/or focus groups</p> <p>Teacher Observation Tool*</p> <p>Survey of teachers, administrators, and reading specialists</p>

<b>Evaluation Focus Area</b>	<b>Evaluation Question(s)</b>	<b>Instruments</b>
RESA Cohesiveness and Collaboration	<p>Are the RESAs working cohesively to design and provide teacher support and professional learning opportunities?</p> <p>To what degree are the RESAs collaborating?</p>	<p>Interviews and/or focus groups</p> <p>Collaboration Self-Assessment Tool*</p> <p>Meeting Minutes*</p>
Student Outcomes	<p>Are students benefiting from greater teacher preparation in providing Tier 2 and Tier 3 reading interventions?</p>	<p>CCRPI Third Grade Lexile Indicator</p> <p>Student reading performance measures (measures will vary depending on school's choice of assessment)</p>

\*Asterisks denote instruments with baseline data that are available and are discussed in this report.

## Preliminary Findings

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Since the beginning of the 2015-2016 school year, GOSA has collected baseline data for some of the evaluation instruments in Table 2. This report includes preliminary findings from the monthly status reports, Professional Learning Session One Feedback Form, Teacher Observation Tool, Collaboration Self-Assessment Tool, and meeting minutes. Other evaluation measures are either still in progress or have yet to be administered. Thus, the 2015-2016 RESA GRP Mid-Year Evaluation Report serves as an overall status update of the GRP's implementation so far. The 2015-2016 RESA GRP End-of-Year Report will provide summative conclusions and recommendations. The preliminary findings that follow are organized according to the four evaluation focus areas listed in Table 2.

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### Implementation Consistency

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To evaluate implementation consistency, GOSA collected data from the monthly status reports submitted by each reading specialist, which GOSA uses to track each RESA's overall progress in program implementation. GOSA also gathered data from the Professional Learning Session One Feedback Form. Later in the school year, GOSA will administer a survey and conduct interviews and/or focus groups to collect additional qualitative data on the GRP's implementation.

#### Monthly Status Reports

Reading specialists submit status reports to GOSA on a monthly basis. In each status report, reading specialists indicate whether milestones are on track or not, allowing GOSA to monitor how the GRP is implemented in each RESA and identify any immediate needs. Reading specialists also record his/her cumulative contact hours with each school in the status reports. GOSA plans to use the monthly status reports to assess whether the GRP is meeting its goal of at least 90% of RESAs to successfully implement all components of the grant.

Most RESAs have one reading specialist responsible for implementing the GRP, but some RESAs have more than one part- or full-time reading specialist. In total, there are 26 reading specialists. Reading specialists vary in the amount of time he/she can dedicate to the program; several reading specialists split their time between the GRP and other RESA work. Additionally, reading specialists vary in the number of schools and teachers he/she supports. Nevertheless, in general, reading specialists work with three to five schools and serve a minimum of four teachers per school. Reading specialists provided school administrators with suggested criteria for teacher selection that included qualities such as openness to new methods, willingness to collaborate, and commitment to fully participate in the GRP as well as meet all expectations. From the beginning of the 2015-2016

school year through the end of October, RESA reading specialists have spent roughly 1,700 hours in participating schools. Reading specialists have provided on average 28 hours of on-site support to each school as of October 30, 2015 in addition to frequent online support and communication. The majority of the on-site support was spent conducting baseline observations, assisting with reading assessment administration, and conferencing with teachers, coaches, and administrators. However, there is great variability among the RESAs in the amount of time reading specialists can dedicate to the GRP. The amount of on-site support schools have received ranges from a minimum of 9.5 hours to a maximum of 89 hours from September through the end of October.<sup>11</sup> The wide range is due to differences in the amount of time reading specialists have allotted for the GRP, as well as differences in the number of teachers reading specialists are working with in each school.

Some reading specialists also serve on the GRP's Design Team in addition to their duties as a reading specialist. The Design Team is a group of seven highly-qualified reading specialists who collaborate to develop the professional learning curricula for the GRP. The Design Team members represent several RESAs across the state: First District, Metro, Middle Georgia, Pioneer, and West Georgia. Design Team members meet about once a month to develop professional learning content and resources, produce universal coaching materials, and make executive decisions that address any programmatic questions. The Design Team has been instrumental in ensuring the reading specialists are aligned in their practice. The Design Team has contributed an additional 180 hours to the GRP since the beginning of the school year.

Regardless of any differences in capacity among RESAs, the monthly status reports indicate that all RESAs are meeting all program implementation milestones. Between September and October, each RESA delivered the first of three Professional Learning Sessions. Even though the professional learning sessions are administered separately by RESA, the training content—which is developed by the Design Team—is consistent throughout. The majority of all baseline teacher observations have been submitted using the common Teacher Observation Tool. All but two schools have submitted baseline reading assessment data to GOSA. Additionally, all RESAs have had a reading specialist present at every program-wide planning meeting. The meetings help ensure that the research-based strategies and coaching support provided by the reading specialists are consistent across all RESAs. Overall, the monthly status reports demonstrate that each RESA is implementing all components of the GRP.

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<sup>11</sup> Most reading specialists did not start visiting schools until September 1, 2015. Schools with only two teachers participating in the GRP, such as some primary schools, have fewer overall contact hours. Additionally, some participating schools may have fewer contact hours because those schools did not fully commit to the program until October.

## Professional Learning Session One Feedback Forms

The GRP plans to administer three professional learning sessions during the 2015-2016 school year. GOSA's primary vision for the GRP is to ensure all regions in Georgia are receiving consistent, high-quality professional learning to improve K-3 literacy instruction. As such, the Design Team develops the content for each professional learning session. The Design Team then trains all reading specialists on how to conduct the professional learning session so that training for participating teachers is consistent throughout all RESAs.

In addition to providing universal content for professional learning sessions, GOSA also developed a common feedback form for all RESAs to use after each professional learning session. Since only Professional Learning Session One (Session 1) has been completed, this report includes findings from the Session 1 Feedback Form. Session 1 had four learning targets:

- Establish a common understanding of the reading process and the Georgia Standards of Excellence for Reading;
- Establish classroom structures that support effective reading instruction and student learning;
- Engage in teacher-student conferences to assess readers, provide feedback, and set individual goals; and
- Understand and use effective reading assessment practices.

Each RESA's Session 1 consisted of two eight-hour days. The feedback form was sent online to all participants after each professional learning session. All responses were anonymous. The survey asked respondents for general information including their RESA, what grade they teach, and how many years they have been teaching. The survey then asked participants to evaluate the professional learning session using a five-point Likert scale to determine how much they agree or disagree with seven statements.<sup>12</sup> Finally, respondents were given the option to comment on what they liked and disliked about the training and how they planned to implement their learning. A copy of the Session 1 Feedback Form survey items is available in Appendix D.

GOSA received 326 responses out of 371 total participants for a response rate of 88%.<sup>13</sup> Ten respondents only answered the general information questions and did not rate the professional learning session. The distribution of grade levels taught among all survey respondents was relatively even across grades K-3, given that each school was asked to select teachers from every grade to participate in the GRP. The feedback form also collected data on how long participants have been

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<sup>12</sup> The response options were Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), or Strongly Agree (5).

<sup>13</sup> Participants for Session 1 included teachers, instructional coaches, and administrators.

teaching. Table 3 shows the variation in teaching experience among Session 1 participants. Over half of participants have over 10 years of teaching experience, and 36% of participants have been teaching for 11 to 20 years.

Table 3: Teaching Experience of Professional Learning Session One Participants

<b>Teaching Experience</b>	<b>Total Number of Participants</b>	<b>Percentage</b>
Less than 3 Years	45	13.8%
3 - 5 Years	38	11.7%
6 - 10 Years	46	14.1%
11 - 20 Years	118	36.2%
Over 20 Years	79	24.2%
<b>Total</b>	<b>326</b>	<b>100%</b>

Table 4: Professional Learning Session One Feedback Form Results

<b>Statement</b>	<b>Percent Who Agree or Strongly Agree</b>
I learned useful literacy intervention strategies that I can apply in the classroom.	87.6%
I feel more confident in supporting my Tier 2 and Tier 3 students instructionally.	83.5%
I feel prepared to implement the strategies I learned today in the classroom.	85.4%
The Professional Learning Session was well organized.	90.8%
The Professional Learning Session was presented at an appropriate level.	91.1%
The Professional Learning Session was engaging.	88.6%
The strategies and resources utilized were appropriate for meeting the stated objectives of the Professional Learning Session.	91.7%

Table 4 shows the percent of participants who agreed or strongly agreed with the statements in the survey. In general, responses to Session 1 were very positive. Over 85% of participants agreed with all of the survey statements. Participants felt that they learned useful strategies, are more confident and prepared to support Tier 2 and 3 students, and the session was engaging. Additionally, over 90% of participants agreed that the session was well organized, presented at an appropriate level, and met learning targets. Session 1 was thus successful in

training teachers on the reading process, effective reading instruction, conferencing with students, and administering reading assessments.

The responses to the open-ended questions further support the positive reactions to Session 1. When asked what participants liked about the session, many participants mentioned the following:

- Opportunities for collaboration and networking within and between schools
- Interactive and engaging session
- Knowledge and preparation of the reading specialists
- Use of videos during the professional learning session
- Useful and practical reading instruction strategies, particularly on conferencing with students

Furthermore, when given the opportunity to provide any additional comments, of those who responded, almost all of the comments expressed praise for the reading specialists and excitement to be a part of the GRP. In response to the question about what participants would like to improve about the session, the majority of respondents stated they have no suggestions for improvement. Of those who did list improvements, common suggestions included:

- More examples and videos, especially showing struggling readers
- More time to practice strategies
- More breaks during the two-day training

*“I was not excited about missing two days from my classroom; however, I have learned so much. I cannot wait to try these things in my classroom!”*

*-Session 1 Participant*

Nevertheless, given that even responses to the improvement question were positive overall, the results provide evidence that the GRP is meeting its goal of offering high-quality professional learning to teachers on reading instruction.<sup>14</sup>

Additionally, when participants were asked about their next steps, the majority of participants stated they would begin

conferencing with students on a regular basis, which was one of the primary learning targets for Session 1. Thus, the session also seemed to meet its learning targets. Overall, the Session 1 Feedback Form reveals that RESA reading specialists are delivering engaging and valuable professional learning through the GRP.

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<sup>14</sup> GOSA conducted a one-way analysis of variance (ANOVA) test of the survey responses by RESA and found that there were no statistically significant differences between the responses from each RESA for each survey statement. As such, GOSA chose to discuss survey findings for the GRP as a whole rather than by RESA.

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## Teacher Practice

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GOSA plans to collect qualitative data using various instruments to evaluate teacher practice. GOSA worked with the RESA reading specialists to develop a common Teacher Observation Tool that will be used consistently throughout the school year. The Teacher Observation Tool will allow GOSA to track any changes in instruction among participating teachers as the GRP progresses. GOSA has collected baseline observation data so far. Additionally, GOSA will conduct interviews and/or focus groups and administer a survey to teachers and administrators to collect more qualitative data on the impact of the GRP on teacher practice.

### Teacher Observation Tool

The Teacher Observation Tool is a comprehensive observation instrument that allows reading specialists to document teacher practices according to five professional learning targets identified by the reading specialists. GOSA will collect and analyze the Teacher Observation Tool during four specific collection windows throughout the year to determine any changes in teacher practice over time. To ensure coaching support is relevant to teachers, the reading specialists identified corresponding Teacher Assessment on Performance Standards (TAPS) standards from the Teacher Keys Effectiveness System (TKES) that align to each professional learning target. However, the Teacher Observation Tool is not meant to be evaluative and will not be used as part of a teacher's formal TKES evaluation. Instead, the purpose of the tool is to allow reading specialists to document teacher and student behaviors, identify any strengths and areas for improvement, and determine what coaching support is needed.

Table 5 lists the Teacher Observation Tool's five professional learning targets with the corresponding TAPS standards. The targets capture critical teacher practices that must be present to provide quality literacy instruction for all students, especially those in Tier 2 and 3, as identified by the reading specialists. For each target, the reading specialists record notes on teacher behaviors, student behaviors, and evidence of various strategies associated with each learning target. The ultimate goal is that at least 90% of teachers will effectively implement all of the strategies associated with all five targets as a result of the GRP's coaching support. A copy of the complete Teacher Observation Tool is available in Appendix E.

Table 5: Teacher Observation Tool Learning Targets

Professional Learning Target	TAPS Standard <sup>15</sup>
<p><b>Target 1: Full Scope of Reading/Literacy</b>                      Incorporate all three strands of the Georgia Standards of Excellence<sup>16</sup> (Reading Foundational, Reading Literary, Reading Informational) into lesson planning and instruction.</p>	<p>TAPS Standard 2: Instructional Planning                      TAPS Standard 3: Instructional Strategies</p>
<p><b>Target 2: Reading/Literacy Framework</b>                      Implement an instructional framework that supports effective literacy instruction and allows for whole group instruction, small group instruction, and independent practice.</p>	<p>TAPS Standard 3: Instructional Strategies                      TAPS Standard 4: Differentiated Instruction</p>
<p><b>Target 3: Conferencing</b>                      Conduct teacher-student conferences with Tier 2 and Tier 3 students.</p>	<p>TAPS Standard 5: Assessment Strategies                      TAPS Standard 6: Assessment Uses                      TAPS Standard 7: Positive Learning Environment</p>
<p><b>Target 4: Assessment and Data</b>                      Use informal and formal assessment data to make instructional decisions (e.g. flexible grouping, targeting appropriate resources, identifying students in need of interventions, etc.).</p>	<p>TAPS Standard 5: Assessment Strategies                      TAPS Standard 6: Assessment Uses</p>
<p><b>Target 5: Interventions</b>                      Implement targeted reading strategies based on relevant data to address one or more of the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension).</p>	<p>TAPS Standard 4: Differentiated Instruction</p>

Reading specialists used the Teacher Observation Tool to conduct baseline observations from September to October 2015 of an entire literacy block for all participating teachers. GOSA received 237 baseline Teacher Observation Tools. Table 6 shows the grade distribution of the teachers observed during the baseline

<sup>15</sup> For more information on the TAPS standards, please see the [TAPS Standards and Rubrics Reference Sheet](#).

<sup>16</sup> For more information on the Georgia Standards of Excellence for English Language Arts grades K-5, please click [here](#).

collection. Since schools were asked to select at least one teacher per grade level to participate in the GRP, reading specialists are working with approximately the same number of teachers per grade level.

Table 6: Grade Distribution of Teachers Observed

<b>Grade</b>	<b>Total Number of Teachers</b>	<b>Percentage</b>
Kindergarten	61	25.7%
1st	58	24.5%
2nd	59	24.9%
3rd	58	24.5%
Other <sup>17</sup>	1	0.4%
<b>Total</b>	<b>237</b>	<b>100%</b>

The Teacher Observation Tool also collects information on the instructional format of the teachers’ classrooms to inform any potential trends. The various instructional formats identified are single teacher, teacher with Early Intervention Program (EIP), teacher with paraprofessional, co-teaching, EIP with paraprofessional, and other.<sup>18</sup> Table 7 shows the distribution of instructional formats for each grade level. Almost 70% of participating kindergarten teachers have a paraprofessional in the classroom. In contrast, it is more common for second and third grade teachers to be the only teachers in the classroom. As GOSA examines data trends from the Teacher Observation Tool, the instructional format information can provide useful context for interpreting what reading specialists observe in the classroom.

<sup>17</sup> One reading specialist is working with a special education teacher who works with first, second, and third grade. This teacher was not included in the baseline percentage calculations in Appendix F.

<sup>18</sup> For more information on EIP, please see the [GaDOE’s information page on EIP](#).

Table 7: Instructional Formats by Grade Level

	Kindergarten	1st	2nd	3rd
<b>Single Teacher</b>	7%	50%	54%	62%
<b>Teacher with EIP</b>	2%	14%	9%	14%
<b>Teacher with Paraprofessional</b>	69%	19%	9%	2%
<b>Co-teaching</b>	2%	5%	10%	14%
<b>EIP with Paraprofessional</b>	2%	0%	2%	0%
<b>Other<sup>19</sup></b>	20%	12%	17%	9%
<b>Total Percent</b>	100%	100%	100%	100%

To analyze all of the data collected from the Teacher Observation Tool, GOSA plans to track the percentage of teachers utilizing the strategies for each learning target throughout the school year to evaluate any changes in teacher practice. GOSA used the baseline observation data to establish baseline percentages for all teachers and by grade level. The GRP's goal is for at least 90% of teachers to implement research-based instructional and assessment strategies effectively. Table 8 shows the baseline percentages for all teachers for each strategy on the Teacher Observation Tool. A full breakdown of the baseline percentages by grade level from the Teacher Observation Tool is available in Appendix F.

Table 8: Teacher Observation Tool Baseline Percentages

Indicator Measured	Specific Strategy	Percentage of All Teachers
<b>Learning Target 1: Full Scope of Reading/Literacy</b>		
Evidence of Alignment to Standards	Have lesson plans, unit plans, curriculum guides, etc.	37%
	Standards-based learning targets referenced in instruction	32%
	Standards-based targets posted	47%
	Tasks aligned to standards	38%
	Students articulate standards-based targets	7%
	Students show evidence of learning targets in their work	12%
<b>Learning Target 2: Reading/Literacy Framework</b>		
Type of Instruction Observed	Whole Group	81%
	Small Group	72%
	Independent Practice	53%
<b>Learning Target 3: Conferencing</b>		
Evidence of	Teacher listens to student read	25%

<sup>19</sup> Cases listed as other typically included instructional settings where the paraprofessional is only in the classroom for part of the time, the teacher has additional aides such as student teachers or other volunteers, or an English for Speakers of Other Languages (ESOL) teacher is in the classroom.

<b>Indicator Measured</b>	<b>Specific Strategy</b>	<b>Percentage of All Teachers</b>
Conferencing Strategies	Student retells what was read	7%
	Teacher provides specific feedback	19%
	Teacher and/or student set goals	5%
	Student articulates goals	3%
	Classroom procedures facilitate conferencing	19%
	Recording and monitoring strategies are evident	8%
<b>Learning Target 4: Assessment and Data</b>		
Assessment Strategies Evident	Running Records	7%
	Purposeful Questioning	40%
	Conferring	8%
	Formal Assessments	18%
	Student Work Products	18%
	Other	14%
Ways Assessment Data are Used	Create flexible groups	27%
	Provide feedback	28%
	Students engage in appropriate independent practice	19%
	Match students to appropriate leveled texts	27%
	Deliver targeted, focused instruction	25%
<b>Learning Target 5: Interventions</b>		
Intervention Focus Areas	Phonemic Awareness	13%
	Phonics	34%
	Vocabulary	21%
	Fluency	14%
	Comprehension	30%

For Target 1, which assesses the alignment of instruction and state standards, 32% of teachers referenced standards-based learning targets during instruction, and only 38% of tasks were aligned to standards. Additionally, students were engaged in tasks that directly addressed learning targets in only 12% of classrooms observed. Reading specialists should work with teachers to ensure that teachers can incorporate state standards into planning, instruction, and student tasks effectively.

Target 2 focuses on establishing a balance of effective whole group instruction, small group instruction, and independent practice. During baseline observations, 81% of all teachers used whole group instruction and 72% of teachers used small group instruction, but only 53% of teachers employed independent practice. In analyzing additional comments from reading specialists, teachers need support in

how to incorporate independent practice activities into a regular literacy block. The additional comments also revealed a need for whole group instruction to be more engaging and student-centered.

Target 3 results revealed a deficit among teachers in working one-on-one with struggling readers in the classroom to support reading and set goals. Only 19% of classrooms had procedures in place to facilitate conferencing, and only 5% of teachers engaged in goal-setting with students. The lack of conferencing observed by reading specialists supported the Design Team's decision to emphasize conferencing strategies during Session 1. Reading specialists should continue to encourage teachers to begin conferencing with students as a means to support struggling readers.

For Target 4, which involves using assessments to drive instructional decisions, GOSA analyzed the types of assessments used and the ways teachers utilized assessment data. In terms of assessment strategies, purposeful questioning was most commonly observed (40% of classrooms), followed by formal assessments and student work products (both 18%). Purposeful questioning was used more frequently by kindergarten and first grade teachers, while formal assessments and student work products were more frequently found in second and third grade classrooms. Twenty-seven percent of teachers used assessment data to create flexible groups and match students to appropriately leveled texts. However, flexible groups were observed less frequently in third grade classrooms (19%). Twenty-eight percent of teachers also used assessments to provide feedback to students, but only 19% of teachers used assessment data to engage students in appropriate independent practice. Reading specialists should provide more coaching to teachers on how to use assessment data to guide instruction and determine differentiated support for students at the classroom and individual level.

Finally, Target 5 focuses on implementing targeted interventions for students to address the five components of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension.<sup>20</sup> GOSA collected data on which components were more frequently addressed. Thirty-four percent of all teachers provided interventions in phonics, whereas fluency (14%) and phonemic awareness (13%) were less frequently addressed. However, the intervention focus areas vary by grade (see Appendix F). For instance, 28% of kindergarten teachers provided interventions for phonemic awareness, compared to only 3% of third grade teachers. Forty-five percent of first grade teachers targeted phonics, as opposed to 19% of third grade teachers. Approximately 20% of all teachers in all grade levels provided interventions in vocabulary. Fluency interventions were

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<sup>20</sup> Phonemic awareness is the understanding that words are created from phonemes, which are speech sound units, and is completely auditory. Phonics, though related, is the ability to connect sounds with print letters. Fluency is the ability to read with speed, accuracy, and expression. For more information on the five components of reading, click [here](#).

observed most often in second grade classrooms (17%) and least often in third grade classrooms (9%). Lastly, 38% of first and third grade teachers addressed comprehension, but only 23% of kindergarten and 24% of second grade teachers targeted comprehension. These grade-level differences somewhat reflect the different developmental needs of reading students in different grades and provide a snapshot of the types of support teachers and reading specialists are providing. Nevertheless, GOSA recognizes that all five components of reading are equally important for a student to read proficiently.

Overall, the Teacher Observation Tool baseline results identify areas where teachers need additional support, such as standards-aligned instruction and conferencing. Reading specialists are using the baseline observation results to guide content development for professional learning and focus their coaching sessions. These findings give a general understanding of the types of coaching and strategies reading specialists are providing, as well as a preview of the learning targets for future professional learning sessions.

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### RESA Cohesiveness and Collaboration

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GOSA developed a collaboration self-assessment tool for reading specialists to complete to evaluate the effectiveness of the GRP RESA partnership. The qualitative survey data from the Collaboration Self-Assessment Tool will indicate how cohesive, successful, and valuable the RESA collaboration has been to the reading specialists. GOSA also plans to examine minutes from program-wide GRP meetings and Design Team meetings. The review of meeting minutes will enable analysis of what RESAs have been able to accomplish through collaboration.

#### Collaboration Self-Assessment Tool

GOSA's Research and Evaluation unit developed the collaboration self-assessment tool for the GRP in order to collect qualitative data on the effectiveness of the collaboration among all RESAs as part of this program. The survey was administered in November to collect mid-year data on the collaboration as of November 9, 2015 and will be administered again at the end of the school year to determine any changes in responses. The reading specialists were asked to evaluate the RESA collaboration using a four-point Likert scale to determine how much they agree or disagree with five categories of statements assessing the partnership.<sup>21</sup> Aside from asking reading specialists to describe his/her role in the GRP, responses were completely anonymous. The five

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<sup>21</sup> The response options were Strongly Disagree (1), Disagree (2), Agree (3), or Strongly Agree (4). Respondents also had the option to select Unsure/Not Applicable because some statements may or may not have applied to certain reading specialists depending on his/her involvement.

categories of statements measured functionality, goal achievement, capacity, achievements, and benefits. A full list of the Collaboration Self-Assessment Tool survey items is available in Appendix G.

All 26 reading specialists responded to the survey for a 100% response rate. GOSA calculated the percent of reading specialists who agreed or strongly agreed with the statements in each category. Table 9 presents select findings from the Collaboration Self-Assessment Tool. A full table of the percentages for each statement is available in Appendix H.

Table 9: Select Findings from Collaboration Self-Assessment Tool

Statement	Percent who Agree or Strongly Agree
<b>Functionality</b>	
Communication among partnership members is clear and efficient.	100%
Every member of the partnership has a chance to give their input.	100%
All partners are actively engaged in collaboration and discussion.	100%
The atmosphere at meetings is positive.	100%
<b>Goal Achievement</b>	
All partners agree on and understand the purpose and goals of the partnership.	100%
There is regular review of the partnership's achievements and direction.	100%
If changes are made in the partnership, every member is consulted about those changes.	73%
Tasks get assigned and completed in the partnership.	100%
There is enough time to accomplish the goals of the partnership.	77%
<b>Achievements</b>	
The partnership has made progress toward achieving its goals.	96%
The partnership is likely to make an impact on K-3 literacy instruction in Georgia.	96%
<b>Benefits</b>	
The partnership allows me to get to know other RESA staff throughout the state.	100%

Statement	Percent who Agree or Strongly Agree
The partnership helps me develop collaborative relationships with other RESAs.	100%
The partnership provides access to resources (expertise, services, people) outside my RESA.	100%
The partnership exposes me to different perspectives on literacy instruction and education.	100%
The partnership enabled consistent professional learning for teachers across the state.	100%

In general, reading specialists agree that the RESA collaboration is strong and valuable. In terms of functionality, all reading specialists feel that communication is clear and efficient, all partners are engaged and treated equally, and the atmosphere at meetings is positive. With regards to goal achievement, all reading specialists agree on and understand the mission of the GRP and feel that goals are regularly reviewed. One hundred percent of reading specialists also feel that assigned tasks are properly completed. In terms of benefits, all reading specialists believe the GRP has expanded networking and relationships among RESAs and provided access to resources outside of one’s own RESA. Furthermore, all reading specialists agree that the GRP has enabled consistent professional learning for teachers across the state. The overall agreement among all reading specialists on the effectiveness and successes of the GRP indicates the cohesiveness that exists throughout the program. These results help show that an initiative like the GRP, which aims to enhance collaboration among all RESAs and provide standardized professional learning for educators in Georgia, is both possible and beneficial to RESAs and the schools they serve.

The Collaboration Self-Assessment Tool results also revealed some areas of improvement for the partnership. In particular, only 73% of reading specialists agreed with the statement, “If changes are made in the partnership, every member is consulted about those changes.” The GRP team should consider developing a more inclusive way to discuss programmatic changes. Additionally, several reading specialists felt there is not enough time to accomplish the goals of the GRP. The lack of time is mostly due to the one-year time frame for the grant. The same concern arose during the October program-wide meeting. Despite the limiting one-year timeline of the GRP, the reading specialists should try to brainstorm ways to account for the limited time and still achieve the program’s goals, such as the creative use of digital resources and online communication.

The Collaboration Self-Assessment Tool also included open-ended questions to give reading specialists an opportunity to discuss the impact and benefits of the

GRP, each reading specialist's personal contribution to the GRP, and any successes thus far. From these comments, reading specialists appreciate the variety of backgrounds present within the GRP team and believe the GRP provides a unique opportunity for educators with different expertise to share knowledge with each other. In terms of the impact and benefits of the GRP, reading specialists identified the following:

- Observable changes in teacher practice
- Better understanding among teachers of literacy concepts and standards
- Unity among the RESAs in terms of goals and professional learning content
- Opportunities for collaboration between teachers, schools, districts, and RESAs
- Increased support for struggling readers

One reading specialist described the impact of the GRP on student learning in the following comment:

I have seen the smile on the faces of students when they realize they are readers because the text has been matched to the reader. Because the professional learning has been followed by observations, I have seen a much higher rate of implementation than in other professional learning sessions. I have seen students who are more engaged in tasks because the teachers are using better strategies to teach reading.

Additionally, reading specialists are discovering that teachers who are not participating in the GRP are interested in the program's professional learning opportunities. Overall, the Collaboration Self-Assessment Tool serves as evidence that the RESAs have worked cohesively to establish a functional partnership that successfully provides universal K-3 literacy professional learning opportunities for teachers, potentially yielding positive outcomes for struggling readers.

*“The Growing Readers teachers have shared things with the other teachers in their school and those teachers are now asking questions on how to improve their reading instruction.”*

*-Reading Specialist*

### Meeting Minutes

Reading specialists and Design Team members have met frequently since the GRP's inception to develop and implement the program. As a supplement to the Collaboration Self-Assessment Tool, GOSA also collects any meeting minutes and products from both program-wide and Design Team meetings to conduct a

document review of the program's progress. Information from the document review allows GOSA to determine how productive the RESA partnership is and to what degree the RESAs are collaborating.

When the GRP started, the Design Team, which consists of seven RESA reading specialists from across the state, met in-person four times during the summer of 2015. In this time, the Design Team was able to develop a theory of action, program goals, selection criteria for schools, reading specialists, and teachers, and a year-long plan for the program. The Design Team also developed preliminary content for the professional learning sessions. Since August, the Design Team has met an additional four times to produce the five professional learning targets for instruction that are used in the Teacher Observation Tool, as well as design the curricula for Professional Learning Sessions One and Two. From the Design Team meeting minutes and resources produced and distributed to reading specialists, the Design Team's accomplishments coupled with the positive feedback on Session 1 appear to demonstrate the ability of RESAs to work cohesively to design and deliver high-quality professional learning opportunities for teachers. The immense productivity and commitment of the Design Team showcases not only the ability of RESAs to cooperate, but also the benefits of such a collaboration.

Additionally, between August and December 2015, all reading specialists have come together for in-person, program-wide meetings four times. The frequency of the in-person, program-wide meetings, in addition to frequent online communication, indicates a strong collaboration among all 16 RESAs. GOSA evaluation staff have observed two program-wide meetings and found that all reading specialists have aligned visions and support each other's work as coaches. The program-wide meetings also help ensure program expectations are standardized and consistent content is delivered to all participating schools in all RESAs. Overall, the preliminary findings from GRP meeting minutes so far indicate that RESAs are working as a cohesive unit and collaborating frequently to design and deliver universal professional learning opportunities to teachers in Georgia.

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### Student Outcomes

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GOSA plans to use two academic indicators to analyze the impact of the GRP on student reading performance. First, GOSA will use the CCRPI Third Grade Lexile Indicator to assess school performance for GRP participants. Given the 2014 CCRPI Third Grade Lexile Indicator was a primary determinant for school selection, GOSA will compare 2014 CCRPI Third Grade Lexile Indicators for participating schools to 2015 and 2016 CCRPI Third Grade Lexile Indicators when data become available.<sup>22</sup> GOSA will use the CCRPI Third Grade Lexile

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<sup>22</sup> GOSA recognizes that 2016 CCRPI data will not be available until spring 2017. GOSA plans to release this analysis as an addendum to the 2015-2016 GRP end-of-year report.

Indicators to determine whether the GRP meets its goal for 80% of participating schools to increase the percentage of students reading on grade level by the end of third grade by 10% of the baseline gap to 100%. See Appendix B for the 2014 CCRPI Third Grade Lexile Indicators for GRP schools.

GOSA also plans to evaluate student reading performance using reading assessment scores for the students in all participating teachers' classes. In order to avoid placing additional burdens on participating schools, the GRP team allowed schools to choose the reading assessment to track student growth. Schools will submit assessment data to GOSA for tests given during the beginning, middle, and end of the school year. GOSA plans to use these data to evaluate the GRP's goal for 85% of participating Tier 2 and Tier 3 students to increase reading achievement by a minimum of one year's growth.

Due to the flexibility in the selection of reading assessments and the availability of appropriate assessments by grade level, there is great diversity in the types of reading assessments GRP schools are using. The 14 different assessments schools are using are listed in Table 10. GOSA is still working with the reading specialists to collect all baseline data and accurately determine common performance targets to evaluate student growth, so no findings are available for this report.

Table 10: Reading Assessments Selected by GRP Schools

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next
Measure of Academic Progress (MAP)
STAR Early Literacy
STAR Reading
AIMSweb Reading Curriculum-Based Measurement (R-CBM)
AIMSweb Early Literacy
Reading A-Z
Scholastic Reading Inventory (SRI)
Fountas and Pinnell
Developmental Reading Assessment (DRA)
Read with Sarah
iRead
Istation Indicators of Progress (ISIP) Early Reading Assessment
Classworks

## Conclusion

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The 2015-2016 RESA GRP Mid-Year Evaluation Report provides a status update of the GRP's activities as of the middle of the school year. As a mid-year update, some of the evaluation instruments GOSA plans to analyze do not yet have any available data. Nevertheless, this report includes preliminary findings for three of

the four evaluation focus areas: implementation consistency, teacher practice, and RESA cohesiveness and collaboration. Student outcome data are not yet available.

#### *Implementation Consistency*

Data collected from monthly status reports submitted by the reading specialists reveal that all RESAs are meeting program implementation milestones. Professional Learning Session One, baseline observations, and the collection of baseline assessment scores have been administered consistently, and all schools are receiving similar services across all RESAs. Professional Learning Session One trained teachers on the reading process, effective reading instruction, conferencing with students, and administering reading assessments. It received positive feedback from the majority of participants. Over 85% of all participants agreed that the session taught useful strategies, was engaging and organized, and prepared teachers to support Tier 2 and 3 students. The session also met learning targets, as many respondents commented that they were going to begin implementing strategies, such as conferencing in their classrooms, immediately. The monthly status reports and Professional Learning Session One results provide evidence that each RESA is implementing all components of the grant, and the GRP has successfully delivered engaging and valuable professional learning to teachers to date.

#### *Teacher Practice*

Data from the Teacher Observation Tool provide a baseline of the percentages of participating teachers who are using strategies identified by reading specialists as critical to effective reading instruction. Key findings indicate that teachers need support in aligning instruction to state standards, conferencing with students, and using assessment data meaningfully at the classroom and student level. Teachers also need support in establishing a balance of whole group instruction, small group instruction, and independent practice during literacy blocks with continuous student engagement. Reading specialists use data from the Teacher Observation Tool to drive content development for professional learning.

#### *RESA Cohesiveness and Collaboration*

The Collaboration Self-Assessment Tool evaluates how cohesive, successful, and meaningful the RESA collaboration has been to the reading specialists. All reading specialists agree that the partnership is functional, goals are mutual and clear, tasks are completed efficiently, and the collaboration has improved relationships and access to resources among RESAs. Reading specialists also agree that the GRP has facilitated universal professional learning opportunities for teachers across RESAs. However, some specialists feel that programmatic changes could be more inclusive of all team members and that there is not enough time to accomplish the goals of the program given the one-year grant period. The observed impacts of the collaboration so far include positive changes in teacher practice and understanding, unity among the RESAs, greater cooperation between teachers, schools, and districts, and improved supports for struggling readers. GOSA's supplemental analysis of GRP meeting minutes further supports the

finding that RESAs are working cohesively, productively, and frequently to deliver high-quality professional learning to teachers in Georgia.

Overall, the preliminary findings for implementation consistency and RESA cohesiveness and collaboration reveal that RESAs are collaborating and delivering consistent and high-quality K-3 literacy professional learning to teachers through the GRP. The teacher practice findings establish strong baseline data for future analysis of the GRP's impact on K-3 literacy instruction.

In the end-of-year report, GOSA will compare the mid-year report's findings with data collected through the end of the 2015-2016 school year to evaluate the overall effectiveness of the GRP.

**Appendix A: List of Participating Schools in the GRP**

<b>District</b>	<b>School</b>	<b>RESA</b>
Atkinson County	Pearson Elementary School	Okefenokee
Bacon County	Bacon County Primary School	Okefenokee
Bacon County	Bacon County Elementary School	Okefenokee
Butts County	Daughtry Elementary School	Griffin
Butts County	Jackson Elementary School	Griffin
Carrollton City	Carrollton Elementary School	West Georgia
Clinch County	Clinch County Elementary School	Okefenokee
Coweta County	Ruth Hill Elementary School	West Georgia
Crawford County	Crawford Elementary School	Middle Georgia
Dublin City	Saxon Heights Elementary School	Heart of Georgia
Dublin City	Susie Dasher Elementary School	Heart of Georgia
Dublin City	Hillcrest Elementary School	Heart of Georgia
Elbert County	Elbert County Elementary School	Northeast Georgia
Elbert County	Elbert County Primary School	Northeast Georgia
Emanuel County	Swainsboro Elementary School	Central Savannah River Area
Emanuel County	Swainsboro Primary School	Central Savannah River Area
Evans County	Claxton Elementary School	First District
Fulton County	Lake Forest Elementary School	Metro
Fulton County	Mimosa Elementary School	Metro
Gainesville City	Fair Street Elementary School	Pioneer
Gainesville City	Gainesville Exploration Academy	Pioneer
Grady County	Southside Elementary School	Southwest Georgia
Greene County	Greensboro Elementary School	Northeast Georgia
Greene County	Union Point STEAM Academy	Northeast Georgia
Hall County	Flowery Branch Elementary School	Pioneer
Hall County	Lanier Elementary School	Pioneer
Hancock County	Lewis Elementary School	Oconee
Heard County	Heard Elementary School	West Georgia
Liberty County	Button Gwinnett Elementary School	First District
Marietta City	Hickory Hills Elementary School	Metro
Marietta City	Park Street Elementary School	Metro
Mitchell County	North Mitchell Elementary School	Southwest Georgia
Paulding County	Dallas Elementary School	Northwest Georgia
Paulding County	Panther Elementary School	Northwest Georgia

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<b>District</b>	<b>School</b>	<b>RESA</b>
Peach County	Byron Elementary School	Middle Georgia
Peach County	Hunt Elementary School	Middle Georgia
Peach County	Kay Road Elementary School	Middle Georgia
Polk County	Northside Elementary School	Northwest Georgia
Spalding County	Anne Street Elementary School	Griffin
Spalding County	Susie B Atkinson Elementary School	Griffin
Spalding County	Moore Elementary School	Griffin
Stewart County	Stewart County Elementary School	Chattahoochee Flint
Sumter County	Sumter County Early Learning Center	Chattahoochee Flint
Sumter County	Sumter County Elementary School	Chattahoochee Flint
Sumter County	Sumter County Primary School	Chattahoochee Flint
Taliaferro County	Taliaferro County School	Central Savannah River Area
Tattall County	Reidsville Elementary School	First District
Terrell County	Carver Elementary School	Southwest Georgia
Terrell County	Cooper Primary School	Southwest Georgia
Turner County	Turner County Elementary School	Coastal Plains
Twiggs County	Jeffersonville Elementary School	Middle Georgia
Valdosta City	J. L. Lomax Elementary School	Coastal Plains
Valdosta City	Pinevale Elementary School	Coastal Plains
Ware County	Ruskin Elementary School	Okefenokee
Warren County	Mildred E. Freeman Elementary School	Central Savannah River Area
Wayne County	Jesup Elementary School	First District
Whitfield County	Antioch Elementary School	North Georgia
Whitfield County	Cedar Ridge Elementary School	North Georgia
Whitfield County	Dug Gap Elementary School	North Georgia
Whitfield County	Eastside Elementary School	North Georgia
Whitfield County	Valley Point Elementary School	North Georgia

**Appendix B: 2014 CCRPI Third Grade Lexile Indicators for GRP Schools**

<b>2014 CCRPI Third Grade Lexile Indicators for GRP Schools</b>			
<b>RESA</b>	<b>District</b>	<b>School</b>	<b>2014 CCRPI Third Grade Lexile Indicator</b>
<b>State</b>	<b>State</b>	<b>State</b>	<b>63.7</b>
<b>Average of GRP Schools</b>	<b>Average of GRP Schools</b>	<b>Average of GRP Schools</b>	<b>45.9</b>
Okefenokee	Atkinson County	Pearson Elementary School	65.8
Okefenokee	Bacon County	Bacon County Primary School	N/A
Okefenokee	Bacon County	Bacon County Elementary School	66.4
Griffin	Butts County	Daughtry Elementary School	50
Griffin	Butts County	Jackson Elementary School	52.6
West Georgia	Carrollton City	Carrollton Elementary School	66.6
Okefenokee	Clinch County	Clinch County Elementary School	47.3
West Georgia	Coweta County	Ruth Hill Elementary School	40.7
Middle Georgia	Crawford County	Crawford Elementary School	68
Heart of Georgia	Dublin City	Saxon Heights Elementary School	40.5
Heart of Georgia	Dublin City	Susie Dasher Elementary School	32.1
Heart of Georgia	Dublin City	Hillcrest Elementary School	51.5
Northeast Georgia	Elbert County	Elbert County Elementary School	55.9
Northeast Georgia	Elbert County	Elbert County Primary School	N/A
Central Savannah River Area	Emanuel County	Swainsboro Elementary School	42.4
Central Savannah River Area	Emanuel County	Swainsboro Primary School	N/A
First District	Evans County	Claxton Elementary School	41
Metro	Fulton County	Lake Forest Elementary School	35.7
Metro	Fulton County	Mimosa Elementary School	47.3
Pioneer	Gainesville City	Fair Street Elementary School	35
Pioneer	Gainesville City	Gainesville Exploration Academy	40.8
Southwest Georgia	Grady County	Southside Elementary School	39.6
Northeast Georgia	Greene County	Greensboro Elementary School	34.7
Northeast Georgia	Greene County	Union Point STEAM Academy	39.5
Pioneer	Hall County	Flowery Branch Elementary School	50
<i>Values highlighted in yellow represent CCRPI third grade Lexile indicators that are greater than the state average.</i>			

<b>2014 CCRPI Third Grade Lexile Indicators for GRP Schools</b>			
<b>RESA</b>	<b>District</b>	<b>School</b>	<b>2014 CCRPI Third Grade Lexile Indicator</b>
<b>State</b>	<b>State</b>	<b>State</b>	<b>63.7</b>
<b>Average of GRP Schools</b>	<b>Average of GRP Schools</b>	<b>Average of GRP Schools</b>	<b>45.9</b>
Pioneer	Hall County	Lanier Elementary School	53.2
Oconee	Hancock County	Lewis Elementary School	31.8
West Georgia	Heard County	Heard Elementary School	54.9
First District	Liberty County	Button Gwinnett Elementary School	51.9
Metro	Marietta City	Hickory Hills Elementary School	44.1
Metro	Marietta City	Park Street Elementary School	49.4
Southwest Georgia	Mitchell County	North Mitchell Elementary School	31.7
Northwest Georgia	Paulding County	Dallas Elementary School	48.7
Northwest Georgia	Paulding County	Panter Elementary School	52.1
Middle Georgia	Peach County	Byron Elementary School	62.8
Middle Georgia	Peach County	Hunt Elementary School	33.3
Middle Georgia	Peach County	Kay Road Elementary School	53.9
Northwest Georgia	Polk County	Northside Elementary School	43.5
Griffin	Spalding County	Anne Street Elementary School	48.9
Griffin	Spalding County	Susie B Atkinson Elementary School	25.9
Griffin	Spalding County	Moore Elementary School	41.9
Chattahoochee Flint	Stewart County	Stewart County Elementary School	40.7
Chattahoochee Flint	Sumter County	Sumter County Early Learning Center	N/A
Chattahoochee Flint	Sumter County	Sumter County Elementary School	39.5
Chattahoochee Flint	Sumter County	Sumter County Primary School	N/A
Central Savannah River Area	Taliaferro County	Taliaferro County School	42.1
First District	Tattnall County	Reidsville Elementary School	46.2

<b>2014 CCRPI Third Grade Lexile Indicators for GRP Schools</b>			
<b>RESA</b>	<b>District</b>	<b>School</b>	<b>2014 CCRPI Third Grade Lexile Indicator</b>
<b>State</b>	<b>State</b>	<b>State</b>	<b>63.7</b>
<b>Average of GRP Schools</b>	<b>Average of GRP Schools</b>	<b>Average of GRP Schools</b>	<b>45.9</b>
Southwest Georgia	Terrell County	Carver Elementary School	39.5
Southwest Georgia	Terrell County	Cooper Primary School	N/A
Coastal Plains	Turner County	Turner County Elementary School	50.5
Middle Georgia	Twiggs County	Jeffersonville Elementary School	44.7
Coastal Plains	Valdosta City	J. L. Lomax Elementary School	57.4
Coastal Plains	Valdosta City	Pinevale Elementary School	31.8
Okefenokee	Ware County	Ruskin Elementary School	46.9
Central Savannah River Area	Warren County	Mildred E. Freeman Elementary School	38
First District	Wayne County	Jesup Elementary School	45.5
North Georgia	Whitfield County	Antioch Elementary School	61.8
North Georgia	Whitfield County	Cedar Ridge Elementary School	35.6
North Georgia	Whitfield County	Dug Gap Elementary School	47.6
North Georgia	Whitfield County	Eastside Elementary School	40
North Georgia	Whitfield County	Valley Point Elementary School	45.9

**Appendix C: Demographic Profiles for All GRP Participating Schools**

Demographic Profiles for All GRP Participating Schools							
School Name	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
<b>State of Georgia</b>	<b>0.2</b>	<b>3.8</b>	<b>36.9</b>	<b>16.1</b>	<b>0.1</b>	<b>3.8</b>	<b>39.1</b>
<b>GRP Average</b>	<b>0.1</b>	<b>0.7</b>	<b>41.9</b>	<b>24.0</b>	<b>0.1</b>	<b>3.3</b>	<b>30.0</b>
Anne Street Elementary School	0.0	0.4	84.0	6.0	0.0	5.3	4.3
Antioch Elementary School	1.0	0.3	1.0	64.8	0.0	1.7	31.0
Atkinson Elementary School	0.3	0.7	90.6	1.4	0.3	3.1	3.5
Bacon County Elementary School	0.0	0.0	20.0	15.5	0.0	6.5	58.1
Bacon County Primary School	0.2	0.6	23.5	14.6	0.0	5.3	55.9
Button Gwinnett Elementary School	0.2	0.7	60.6	12.4	1.2	8.3	16.6
Byron Elementary School	0.0	1.5	24.9	10.1	0.0	4.4	59.0
Carrollton Elementary School	0.1	1.3	36.1	22.1	0.1	5.4	34.8
Carver Elementary School	0.0	0.0	88.3	1.0	0.0	0.0	10.7
Cedar Ridge Elementary	0.3	0.0	1.5	58.9	0.0	2.4	36.9
Claxton Elementary School	0.0	0.3	34.0	26.1	0.0	2.3	37.3
Clinch County Elementary School	0.2	0.5	36.7	4.4	0.0	5.6	52.6
Cooper Primary School	0.0	0.3	89.7	2.1	0.3	0.3	7.3
Crawford County Elementary School	0.0	0.4	22.4	2.8	0.0	3.4	71.0
Dallas Elementary School	0.0	2.2	42.6	9.4	0.0	5.4	40.4
Dug Gap Elementary School	0.3	1.0	0.7	66.2	0.0	1.0	30.7
Eastside Elementary School	0.5	0.0	1.3	80.9	0.0	1.6	15.8

*Values highlighted in yellow represent school percentages that are greater than the state percentage for that racial/ethnic category.*

2015-2016 RESA Growing Readers Program Mid-Year Evaluation Report

Demographic Profiles for All GRP Participating Schools							
School Name	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
<b>State of Georgia</b>	<b>0.2</b>	<b>3.8</b>	<b>36.9</b>	<b>16.1</b>	<b>0.1</b>	<b>3.8</b>	<b>39.1</b>
<b>GRP Average</b>	<b>0.1</b>	<b>0.7</b>	<b>41.9</b>	<b>24.0</b>	<b>0.1</b>	<b>3.3</b>	<b>30.0</b>
Elbert County Elementary School	0.4	0.9	41.9	6.5	0.0	2.4	47.9
Elbert County Primary School	0.0	0.6	37.9	9.0	0.0	3.8	48.8
Fair Street International Baccalaureate World School	0.7	0.2	36.5	57.0	0.0	2.1	3.5
Flowery Branch Elementary School	0.0	1.1	12.9	18.8	0.0	3.8	63.5
Freeman Elementary School	0.0	0.0	86.1	0.9	0.0	5.2	7.8
Gainesville Exploration Academy	0.1	3.3	8.2	79.4	0.1	1.2	7.6
Greensboro Elementary	0.3	0.3	78.6	13.4	0.0	3.7	3.7
Hampton L. Daughtry Elementary School	0.3	0.7	33.7	4.8	0.0	3.1	57.5
Heard Elementary School	0.0	0.0	9.5	3.5	0.0	5.7	81.2
Hickory Hills Elementary School	0.7	0.7	30.1	48.7	0.7	3.0	16.0
Hillcrest Elementary	0.0	1.7	79.9	4.3	0.0	3.0	11.0
Hunt Elementary School	0.0	0.0	80.4	11.3	0.0	0.9	7.3
J. L. Lomax Elementary School	0.3	0.0	86.6	11.0	0.0	0.6	1.5
Jackson Elementary School	0.0	0.9	43.5	3.0	0.0	5.1	47.4
Jeffersonville Elementary	0.0	0.8	61.8	0.0	0.4	0.8	36.3
Jesup Elementary School	0.2	0.8	31.8	4.9	0.0	5.4	56.9
Kay Road Elementary	0.9	0.3	43.2	23.5	0.0	3.0	29.2
Lake Forest Elementary	0.0	1.1	2.6	94.5	0.0	0.3	1.5
Lanier Elementary School	0.0	1.1	1.1	24.9	0.0	2.8	70.1

*Values highlighted in yellow represent school percentages that are greater than the state percentage for that racial/ethnic category.*

2015-2016 RESA Growing Readers Program Mid-Year Evaluation Report

Demographic Profiles for All GRP Participating Schools							
School Name	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
<b>State of Georgia</b>	<b>0.2</b>	<b>3.8</b>	<b>36.9</b>	<b>16.1</b>	<b>0.1</b>	<b>3.8</b>	<b>39.1</b>
<b>GRP Average</b>	<b>0.1</b>	<b>0.7</b>	<b>41.9</b>	<b>24.0</b>	<b>0.1</b>	<b>3.3</b>	<b>30.0</b>
Lewis Elementary School	0.0	0.0	94.9	1.2	0.0	0.8	3.1
Mimosa Elementary School	0.0	2.0	14.2	76.4	0.0	1.8	5.7
Moore Elementary School	0.0	0.0	91.9	0.4	0.0	3.0	4.7
North Mitchell County Elementary School	0.0	0.0	78.6	7.8	0.0	1.2	12.3
Northside Elementary	0.0	0.6	12.9	54.0	0.0	4.8	27.7
Park Street Elementary School	0.0	0.2	30.3	62.9	0.0	4.1	2.4
Pearson Elementary School	0.0	0.0	14.4	44.2	0.0	2.5	39.0
Pinevale Elementary School	0.0	0.0	90.0	7.8	0.0	0.6	1.7
Reidsville Elementary School	0.0	0.2	25.2	24.2	0.2	5.2	45.0
Ruskin Elementary School	0.0	0.3	33.8	13.9	0.0	7.9	44.0
Ruth Hill Elementary School	0.3	0.3	47.0	10.5	0.0	3.4	38.5
Sam D. Panter Elementary School	0.0	0.6	12.8	7.1	0.3	8.0	71.1
Saxon Heights Elementary School	0.0	0.9	91.5	3.0	0.0	2.6	2.1
Southside Elementary School	0.5	1.0	47.1	20.3	0.0	3.0	28.1
Stewart County Elementary School	0.0	0.6	93.1	0.0	0.0	0.6	5.8
Sumter County Early Learning Center (Old Sarah Cobb ES)	0.0	0.3	71.1	10.2	0.0	2.0	16.4
Sumter County Elementary School	0.0	0.0	75.7	14.1	0.0	2.0	8.2
Sumter County Primary School	0.0	0.3	76.4	11.9	0.0	2.1	9.3
Susie Dasher Elementary School	0.0	0.3	95.0	1.3	0.0	1.7	1.7

*Values highlighted in yellow represent school percentages that are greater than the state percentage for that racial/ethnic category.*

<b>Demographic Profiles for All GRP Participating Schools</b>							
<b>School Name</b>	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>Pacific Islander</b>	<b>Multi-Racial</b>	<b>White</b>
<b>State of Georgia</b>	<b>0.2</b>	<b>3.8</b>	<b>36.9</b>	<b>16.1</b>	<b>0.1</b>	<b>3.8</b>	<b>39.1</b>
<b>GRP Average</b>	<b>0.1</b>	<b>0.7</b>	<b>41.9</b>	<b>24.0</b>	<b>0.1</b>	<b>3.3</b>	<b>30.0</b>
Swainsboro Elementary School	0.0	0.8	48.0	11.9	0.0	2.8	36.5
Swainsboro Primary School	0.0	0.5	47.4	8.4	0.0	3.3	40.4
Taliaferro County School	0.0	2.0	62.7	11.8	0.0	3.9	19.6
Turner County Elementary School	0.0	0.5	59.1	5.3	0.3	3.0	31.8
Union Point Elementary	0.5	0.5	59.2	13.6	0.0	2.1	24.1
Valley Point Elementary School	0.3	0.3	0.3	30.1	0.3	2.2	66.6
<i>Values highlighted in yellow represent school percentages that are greater than the state percentage for that racial/ethnic category.</i>							

**Appendix D: Professional Learning Session One Feedback Form Survey Items**

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The Professional Learning Session Feedback Forms will provide RESAs with immediate, honest feedback on the professional learning sessions. The feedback forms will also help the RESAs evaluate the effectiveness of the sessions in improving literacy instructional practices. Please evaluate Professional Learning Session 1 based on the learning targets listed below:

1. Establish a common understanding of the reading process and the Georgia Standards of Excellence for Reading.
2. Establish classroom structures that support effective reading instruction and student learning.
3. Engage in teacher-student conferences to assess readers, provide feedback, and set individual goals.
4. Understand and use effective reading assessment practices.

**RESA:** \_\_\_\_\_

**Grade Taught:**                    K      1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      Other: \_\_\_\_\_

**Number of Years Teaching:**  
 < 3 years      3-5 years      6-10 years      11-20 years      Over 20

Please indicate whether you strongly disagree, disagree, are neutral, agree, or strongly agree with the following statements:

Statements	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. I learned useful literacy intervention strategies that I can apply in the classroom.					
2. I feel more confident in supporting my Tier 2 and Tier 3 students instructionally.					
3. I feel prepared to implement the strategies I learned today in the classroom.					
4. The Professional					

Statements	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Learning Session was well organized.					
5. The Professional Learning Session was presented at an appropriate level.					
6. The Professional Learning Session was engaging.					
7. The strategies and resources utilized were appropriate for meeting the stated objectives of the Professional Learning Session.					

What did you like about this Professional Learning Session?

What would you improve about this Professional Learning Session?

What are your next steps? (How will you use what you learned in your classroom?) If you are facing any barriers to implement what you learned, please also list them and how you hope to address them.

Please provide any additional comments you would like to share about the Professional Learning Session.

**Appendix E: Teacher Observation Tool**

**RESA Growing Readers Literacy Grant Observation Tool**

This tool will allow RESA Reading Specialists to evaluate the effectiveness of the implementation of professional learning to support appropriate reading/literacy interventions. Each page is aligned to a specific implementation expectation for the professional learning sessions.

**Observation Details**

<b>RESA Coach Last Name:</b>	
<b>RESA Coach Email</b>	
<b>Address:</b>	
<b>School:</b>	
<b>Grade:</b>	
<b>Teacher Last Name:</b>	

**Observation:**

- Baseline
- Formal 1
- Formal 2
- Formal 3

<b>Date:</b>	
<b>Length of Observation (minutes):</b>	
<b>Length of Literacy Block (minutes):</b>	

**Instructional Format:**

- Single Teacher
- Teacher with EIP
- Teacher with Paraprofessional
- Co-teaching
- EIP
- EIP with Paraprofessional
- Other (please describe): \_\_\_\_\_

**Instructions**

The following five pages correspond to the implementation expectations outlined in the professional learning plan. For each of the expectations, please provide the specific behaviors observed that support your selection. These observations

should not be viewed as positive or negative. They should simply document the specific behaviors of the teacher and students. For each expectation, you should indicate the strengths of the observed lesson and how you plan to provide continued support to the teacher. Sometimes a check box will be followed by a new box in which you can provide details explaining your selection.

### **Learning Target 1**

*Full Scope of Reading/Literacy:* Incorporate all three strands of the Georgia Standards of Excellence (Reading Foundational, Reading Literary, Reading Informational) into lesson planning and instruction.

### **Alignment to TKES Performance Standards**

*Performance Standard 2: Instructional Planning*

The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

*Performance Standard 3: Instructional Strategies*

The teacher promotes student learning by using research-based instructional practices relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

### **Artifacts and Evidence:**

- Lesson plans, unit plans, curriculum guides, curriculum maps, etc.
- Standards-based learning targets referenced in instruction
- Standards-based learning targets posted
- Tasks are aligned to standards

Task Details:

- Students articulate standards-based learning targets

Student Evidence:

- Students show evidence of learning targets in their work

Student Work Evidence:

**Lesson Focus:**

- Reading Foundational

Reading Foundational Details:

- Reading Literary

Reading Literary Details:

- Reading Informational

Reading Informational Details:

**Observed Behaviors (may include teacher and students):**

**Strengths and Continued Support:**

**Learning Target 2**

*Reading/Literacy Framework:* Implement an instructional framework that supports effective literacy instruction and allows for whole group instruction, small group instruction, and independent practice.

**Alignment to TKES Performance Standards**

*Performance Standard 3: Instructional Strategies*

The teacher promotes student learning by using research-based instructional practices relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.

*Performance Standard 4: Differentiated Instruction*

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

**Type of Instruction Observed:**

Whole Group

Teacher Behavior:	
Student Behavior:	
Additional Comments:	

Small Group

Teacher Behavior:	
Student Behavior:	
Additional Comments:	

Independent Practice

Teacher Behavior:	
Student Behavior:	
Additional Comments:	

**Strengths and Continued Support:**

**Learning Target 3**

*Conferencing:* Conduct teacher-student conferences with Tier II and Tier III students.

**Alignment to TKES Performance Standards**

*Performance Standard 5: Assessment Strategies*

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

*Performance Standard 6: Assessment Uses*

The teacher systematically gathers, analyzes and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

*Performance Standard 7: Positive Learning Environment*

The teacher provides a well-managed, safe and orderly environment that is conducive to learning and encourages respect for all.

**Artifacts and Evidence:**

- Teacher listens to selected student read
- Student retells what was read
- Teacher provides specific feedback
- Teacher and/or student set(s) goals
- Student can articulate goals (previous or current)
- Classroom procedures facilitate conferencing
- Recording and monitoring strategies are evident
- Other artifacts and evidence: \_\_\_\_\_

**Observed Behaviors (may include teacher and students):**

**Strengths and Continued Support:**

**Learning Target 4**

*Assessment and Data:* Use informal and formal assessment data to make instructional decisions (e.g., flexible grouping, targeting appropriate resources, identifying students in need of interventions, etc.).

**Alignment to TKES Performance Standards**

*Performance Standard 5: Assessment Strategies*

The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

*Performance Standard 6: Assessment Uses*

The teacher systematically gathers, analyzes and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

**Evidence of Assessment Strategies:**

- Running Records
- Purposeful Questioning
- Conferring
- Formal Assessments
- Student Work Products (e.g. portfolios, reading logs, reading responses): \_\_\_\_\_
- Other (please describe): \_\_\_\_\_

**Evidence of Assessment Uses:**

- Create flexible groups
- Provide feedback
- Engage students in appropriate independent practice
- Match students to appropriate leveled texts
- Deliver targeted, focused instruction to students
- Other (please describe): \_\_\_\_\_

**Strengths and Continued Support:**

**Learning Target 5**

*Interventions:* Implement targeted reading strategies based on relevant data to address one or more of the five essential components of reading.

**Alignment to TKES Performance Standards**

*Performance Standard 4: Differentiated Instruction*

The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

**Choose the foundational reading component addressed and provide associated behaviors:**

Phonemic Awareness

Teacher Behavior:	
Student Behavior:	

Phonics

Teacher Behavior:	
Student Behavior:	

Vocabulary

Teacher Behavior:	
Student Behavior:	

Fluency

Teacher Behavior:	
Student Behavior:	

Comprehension

Teacher Behavior:	
Student Behavior:	

**How was data used to plan and/or guide the implementation of the strategies listed above? (This information can be obtained through pre- or post-observation conferencing.)**

--

**In what ways were the strategies effectively implemented, and how can their implementation be improved?**

**Strengths and Continued Support:**

**Appendix F: Teacher Observation Tool Baseline Percentages**

<b>Teacher Observation Tool Baseline Percentages</b>						
<b>Indicator Measured</b>	<b>Specific Strategy</b>	<b>Percentage of All Teachers</b>	<b>Percentage of Kindergarten Teachers</b>	<b>Percentage of 1st Grade Teachers</b>	<b>Percentage of 2nd Grade Teachers</b>	<b>Percentage of 3rd Grade Teachers</b>
<b>Learning Target 1: Full Scope of Reading/Literacy</b>						
<b>Evidence of Alignment to Standards</b>	Have lesson plans, unit plans, curriculum guides, etc.	<b>37%</b>	36%	38%	39%	36%
	Standards-based learning targets referenced in instruction	<b>32%</b>	25%	29%	29%	47%
	Standards-based targets posted	<b>47%</b>	36%	50%	47%	55%
	Tasks aligned to standards	<b>38%</b>	41%	43%	31%	40%
	Students articulate standards-based targets	<b>7%</b>	10%	5%	5%	7%
	Students show evidence of learning targets in their work	<b>12%</b>	13%	7%	12%	17%

Teacher Observation Tool Baseline Percentages						
Indicator Measured	Specific Strategy	Percentage of All Teachers	Percentage of Kindergarten Teachers	Percentage of 1st Grade Teachers	Percentage of 2nd Grade Teachers	Percentage of 3rd Grade Teachers
<b>Learning Target 2: Reading/Literacy Framework</b>						
Type of Instruction Observed	Whole Group	<b>81%</b>	79%	79%	78%	88%
	Small Group	<b>72%</b>	74%	74%	78%	60%
	Independent Practice	<b>53%</b>	54%	50%	63%	47%
<b>Learning Target 3: Conferencing</b>						
Evidence of Conferencing Strategies	Teacher listens to student read	<b>25%</b>	16%	28%	32%	24%
	Student retells what was read	<b>7%</b>	7%	7%	5%	9%
	Teacher provides specific feedback	<b>19%</b>	20%	17%	19%	21%
	Teacher and/or student set goals	<b>5%</b>	5%	3%	7%	3%
	Student articulates goals	<b>3%</b>	3%	2%	3%	3%
	Classroom procedures facilitate conferencing	<b>19%</b>	25%	21%	14%	17%
	Recording and monitoring strategies are evident	<b>8%</b>	11%	5%	8%	5%

Teacher Observation Tool Baseline Percentages						
Indicator Measured	Specific Strategy	Percentage of All Teachers	Percentage of Kindergarten Teachers	Percentage of 1st Grade Teachers	Percentage of 2nd Grade Teachers	Percentage of 3rd Grade Teachers
<b>Learning Target 4: Assessment and Data</b>						
Assessment Strategies Evident	Running Records	7%	10%	5%	10%	3%
	Purposeful Questioning	40%	44%	41%	39%	36%
	Conferring	8%	11%	10%	8%	3%
	Formal Assessments	18%	11%	14%	25%	21%
	Student Work Products	18%	8%	22%	15%	28%
	Other	14%	10%	14%	19%	16%
Ways Assessment Data are Used	Create flexible groups	27%	28%	29%	31%	19%
	Provide feedback	28%	30%	29%	34%	19%
	Students engage in appropriate independent practice	19%	16%	22%	22%	16%
	Match students to appropriate leveled texts	27%	23%	29%	32%	22%
	Deliver targeted, focused instruction	25%	26%	22%	25%	24%

<b>Teacher Observation Tool Baseline Percentages</b>						
<b>Indicator Measured</b>	<b>Specific Strategy</b>	<b>Percentage of All Teachers</b>	<b>Percentage of Kindergarten Teachers</b>	<b>Percentage of 1st Grade Teachers</b>	<b>Percentage of 2nd Grade Teachers</b>	<b>Percentage of 3rd Grade Teachers</b>
<b>Learning Target 5: Interventions</b>						
<b>Intervention Focus Areas</b>	Phonemic Awareness	<b>13%</b>	28%	10%	10%	3%
	Phonics	<b>34%</b>	36%	45%	36%	19%
	Vocabulary	<b>21%</b>	21%	21%	19%	22%
	Fluency	<b>14%</b>	16%	12%	17%	9%
	Comprehension	<b>30%</b>	23%	38%	24%	38%

## **Appendix G: Collaboration Self-Assessment Tool Survey Items**

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For the following survey, reading specialists were asked to evaluate each statement using a four-point Likert scale where 1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree. Reading specialists also had the option to select Unsure/Not Applicable if the statement did not apply to them.

*The purpose of this tool is to evaluate how effective the RESA partnership has been so far during the school year in strengthening instructional support for students in literacy in Georgia. Responses will be anonymous, so please be honest in your feedback in order to help the RESA partnership move forward.*

1. How would you describe your role in the RESA grant partnership (e.g. specialist, design team member, etc.)? Feel free to expand upon your response.
2. How many all-specialist meetings have you attended since July?
3. How many design team meetings have you attended so far? If not applicable, please type N/A.

### **Functionality**

1. GRP meetings are at a convenient time and location.
2. Meetings start and end on time.
3. Meetings have clear agendas and minutes.
4. All partners come to meetings prepared and with assigned tasks completed.
5. Communication among partnership members is clear and efficient.
6. Every member of the partnership has a chance to give their input.
7. All partners are actively engaged in collaboration and discussion.
8. The atmosphere at meetings is positive.

### **Goal Achievement**

1. All partners agree on and understand the purpose and goals of the partnership.
2. There is regular review of the partnership's achievements and direction.
3. If changes are made in the partnership, every member is consulted about those changes.

### **Capacity**

1. The GOSA RESA Professional Learning and Contracts Program Manager helps ensure the partnership runs smoothly.

2. Tasks get assigned and completed in the partnership.
3. There is enough time to accomplish the goals of the partnership.
4. The partnership is able to adapt to challenges.
5. All members of the partnership have the support of their managers and/or agencies in the work they are doing.
6. The partnership is able to deal with conflict in a positive way.

### **Achievements**

1. The partnership has made progress toward achieving its goals.
2. There are tangible outcomes from the partnership to date.
3. There is potential for other things to arise from the partnership.
4. The partnership is likely to make an impact on K-3 literacy instruction in Georgia.

### **Benefits**

1. The partnership allows me to get to know other RESA staff throughout the state.
2. The partnership helps me develop collaborative relationships with other RESAs.
3. The partnership provides access to resources (expertise, services, people) outside my RESA.
4. The partnership exposes me to different perspectives on literacy instruction and education.
5. The partnership enabled consistent professional learning for teachers across the state.
6. My RESA was able to achieve goals that would not be possible without the partnership.

### **Additional Questions**

1. What impact do you think your involvement has had so far on the outcomes of the partnership?
2. What would the partnership be like if you were not involved?
3. What, if any, are the benefits of the partnership for your RESA and schools so far?
4. What has been one of your greatest success so far as part of the Growing Readers Program?

**Appendix H: Mid-Year Collaboration Self-Assessment Tool Results**

<b>Mid-Year Collaboration Self-Assessment Tool Results</b>	
<b>Statement</b>	<b>Percent who Agree or Strongly Agree</b>
<b>Functionality</b>	
RESA meetings are at a convenient time and location.	92%
Meetings start and end on time.	92%
Meetings have clear agendas and minutes.	88%
All partners come to meetings prepared and with assigned tasks completed.	96%
Communication among partnership members is clear and efficient.	100%
Every member of the partnership has a chance to give their input.	100%
All partners are actively engaged in collaboration and discussion.	100%
The atmosphere at meetings is positive.	100%
<b>Goal Achievement</b>	
All partners agree on and understand the purpose and goals of the partnership.	100%
There is regular review of the partnership's achievements and direction.	100%
If changes are made in the partnership, every member is consulted about those changes.	73%
<b>Capacity</b>	
The Program Manager helps ensure the partnership runs smoothly.	96%
Tasks get assigned and completed in the partnership.	100%
There is enough time to accomplish the goals of the partnership.	77%
The partnership is able to adapt to challenges.	96%
All members of the partnership have the support of their managers and/or agencies in the work they are doing.	92%
The partnership is able to deal with conflict in a positive way.	96%

<b>Mid-Year Collaboration Self-Assessment Tool Results</b>	
<b>Statement</b>	<b>Percent who Agree or Strongly Agree</b>
<b>Achievements</b>	
The partnership has made progress toward achieving its goals.	96%
There are tangible outcomes from the partnership to date.	88%
There is potential for other things to arise from the partnership.	92%
The partnership is likely to make an impact on K-3 literacy instruction in Georgia.	96%
<b>Benefits</b>	
The partnership allows me to get to know other RESA staff throughout the state.	100%
The partnership helps me develop collaborative relationships with other RESAs.	100%
The partnership provides access to resources (expertise, services, people) outside my RESA.	100%
The partnership exposes me to different perspectives on literacy instruction and education.	100%
The partnership enabled consistent professional learning for teachers across the state.	100%
My RESA was able to achieve goals that would not be possible without the partnership.	80%