



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

2015-2016 End-of-Year Evaluation Report

Rosaline Tio

July 2016



This page is intentionally left blank.

Executive Summary

Overview

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 currently a two-year program that is being implemented during the 2015-2016 and 2016-2017 school years. Future extensions of the program are contingent upon funding availability. During the first year of the program, each RESA identified one or more reading specialists to provide coaching support to teachers and school leaders on reading instruction and tiered interventions for struggling students.¹ Reading specialists are educators with a background in literacy instruction who were either already working for or hired by a RESA for this program. For the 2015-2016 school year, 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.

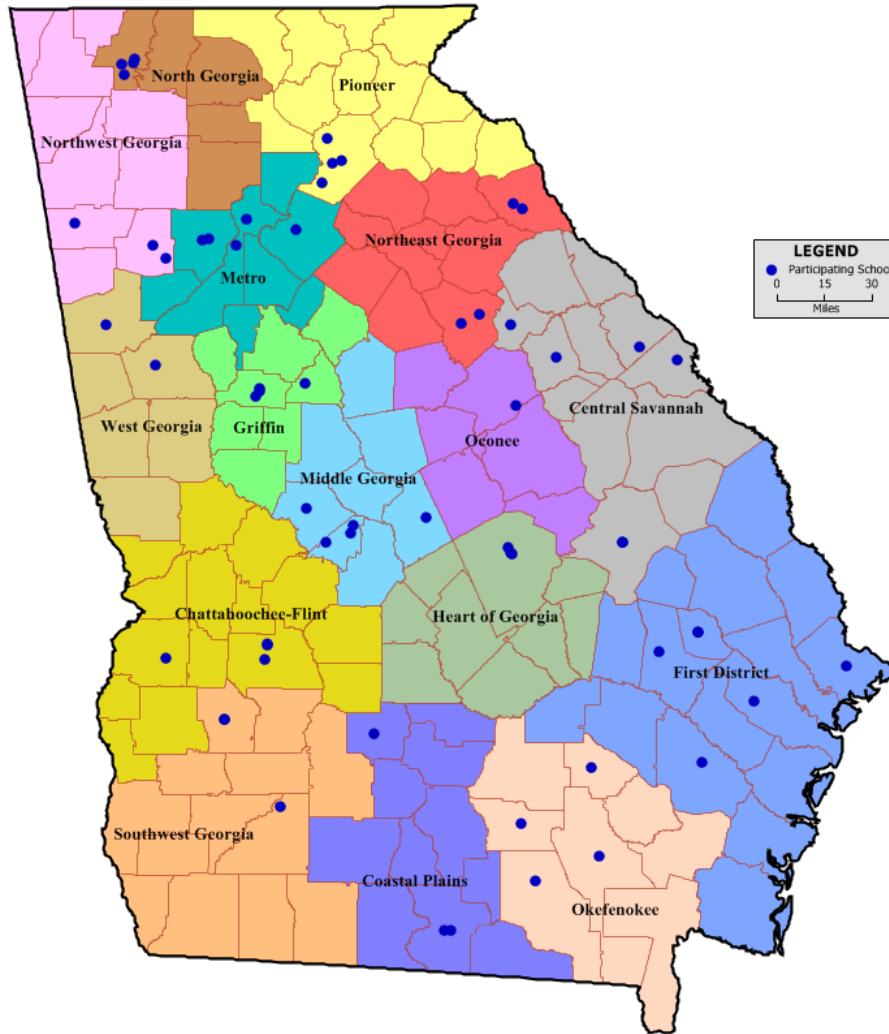
Program Goals

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

¹ 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.

baseline gap to 100%, as indicated by the College and Career Reading Performance Index (CCRPI) Third Grade Lexile Indicator.²



Map of Participating GRP Schools

Evaluation Methodology

GOSA developed several evaluation instruments to collect developmental and summative information on the GRP. The evaluation focuses on four areas: implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes. This report presents major findings for the 2015-2016 school year from multiple evaluation instruments. Evaluation instruments include phone interviews, monthly status reports, professional learning session feedback forms, end-of-year surveys, teacher observation tools,

² 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.

collaboration self-assessment tools, meeting minutes, and student performance measures.

Major Findings

Evaluation Focus Area I: Implementation Consistency

GOSA evaluated whether the GRP was consistently implemented across all RESAs. Reading specialists submitted monthly status reports to GOSA to track program implementation. GOSA also conducted phone interviews and administered a feedback survey for all three professional learning sessions with the same content delivered in each RESA. Key findings include:

- All RESAs implemented all components of the GRP as of April 2016, including the completion of three observations, submission of assessment data, and three professional learning sessions.
- Although the amount of contact time with reading specialists varied among RESAs, the accessibility and support from each specialist was consistent across all regions.
- The professional learning sessions successfully trained teachers on effective reading instruction, conferencing with students, administering assessments, and implementing targeted interventions.
- Responses for each professional learning session were consistently positive and improved after each successive session.
- By Professional Learning Session 3, over 90% of training participants agreed that the session taught useful strategies, was engaging and organized, and prepared teachers to support struggling students.
- Open-ended responses yield further evidence that the sessions were interactive, offered valuable networking and collaboration opportunities, and provided teachers with useful strategies that they could use immediately in the classroom.

Evaluation Focus Area II: Teacher Practice

GOSA and the GRP team developed a Teacher Observation Tool to evaluate whether teachers are learning and improving upon reading instructional strategies. GOSA also administered an end-of-year survey to teachers, administrators, and coaches to obtain qualitative data on the GRP's impact. Finally, GOSA conducted phone interviews with a sample of participants from each RESA. Key findings include:

- By the end of the school year, at least 90% of teachers are implementing at least one research-based strategy related to assessment and data.

- By the end of the school year, the percentage of teachers utilizing at least one research-based strategy for alignment to standards, balanced instruction, conferencing, and interventions is below the goal of 90%.
- Compared to the beginning of the school year, the percentage of teachers who are conferencing with students, using data to group students, and implementing targeted interventions grew by an average of 30 percentage points.
- Teachers need support in ensuring students are engaging with new reading instructional strategies in meaningful ways.
- Over 90% of teachers, administrators, and coaches feel the GRP is valuable to improving reading instruction practices.
- By the end of the school year, almost 100% of teachers feel at least proficient in conferencing, administering and using assessment data, and selecting targeted interventions, compared to an average of 40% of teachers at the beginning of year.
- On average, administrators and coaches have observed a 65 percentage point increase in the percentage of teachers who are conferencing, progress monitoring, implementing targeted interventions, balancing instruction, and sharing strategies with other teachers.
- The program exceeded participants' expectations by teaching relevant reading instruction strategies and improving teacher confidence.
- Teachers and leaders recommended increasing the number of participating teachers in the program.
- Participants also recommended shortening the length of the professional learning sessions.

“I have more strategies to teach reading. I have new procedures to provide a productive reading environment in my classroom, and I now love teaching reading.”

Evaluation Focus Area III: RESA Cohesiveness and Collaboration

As part of GOSA's initiative to ensure RESAs provide consistent professional learning statewide, GOSA also evaluated 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:

“Consistent, quality teaching practices have been shared, practiced and implemented across the state. This is the beginning of systemic change that should spread to more and more classrooms in the schools involved in the grant work.”

- All reading specialists agree that they communicate with one another, are actively engaged, understand the goals, and complete tasks.
- All specialists agree that the partnership has allowed for collaboration and networking among RESAs and consistent professional learning for teachers across the state.
- 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.
- RESAs are working cohesively and frequently to produce high-quality professional learning sessions and resources that enable standardized professional learning for educators in Georgia through a unified RESA effort, which has benefitted both RESAs and the schools they serve.

Evaluation Focus Area IV: Student Outcomes

GOSA evaluated reading assessment scores for all students of participating teachers. Schools used a variety of reading assessments to monitor student growth. The analysis focused on the percent of all students who are meeting national benchmarks, which are uniquely defined for each assessment. GOSA also examined whether the gains made by Tier 2 and Tier 3 students, who are at-risk students performing below grade level, were statistically significant.³ However, the variation in assessments and sample sizes makes it difficult to draw conclusions on how students are performing across the board. Once available, GOSA will also 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.⁴ Key findings include:

- The percentage of all students meeting national benchmarks grew by 6 percentage points from 39% at the beginning of the year to 45% at the end of the year.
- Second grade saw the largest growth in the percentage of students meeting national benchmarks.

³ 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.

⁴ Since 2016 CCRPI data will not be available until late 2016, GOSA will release this analysis as an addendum to the 2015-2016 GRP end-of-year report.

- Large variability exists in GRP schools' student performance, largely due to the variety of assessments used.
- The percentage of Tier 2 and Tier 3 students meeting national benchmarks was 17% both at the beginning of the year and the end.
- Schools that administered assessments with numerical scales, which represents 80% of Tier 2 and 3 students, had statistically significant gains, while those without numerical scales did not have statistically significant gains. It is important to note that these differences could also partially reflect differences in characteristics of the assessments rather than just differences in outcomes. For the statistically significant gains, the effect size ranges from small to large depending on assessment.
- Given the variability among assessments and small sample sizes, GOSA cannot draw any overall conclusions on Tier 2 and 3 performance during the 2015-2016 school year.

Recommendations

Based on the major findings, some of GOSA's key recommendations include:

- Streamline the student assessment data collection process from schools so data are received on time.
- Consider restructuring professional learning sessions to one-day instead of two-day trainings.
- In addition to teaching new strategies, provide teachers with support on how to ensure student are engaging with the new strategies in meaningful ways.
- Include more participants from each school without compromising the effectiveness of the GRP's current model.
- Use only assessments with numerical and equal interval scales. However, if this is not possible, all GRP schools should use the same assessment. If this assessment does not have a numerical and equal interval scale, the student outcome goals should be realigned to fit the assessment chosen.
- Develop a consistent methodology across participating schools (insofar as it aligns with RTI) for establishing cut points for placing students in Tier 2 and Tier 3 and require GRP schools to report on the methodology used.

Next Steps

The major findings indicate that the RESAs are successfully collaborating and delivering consistent, valuable professional learning in K-3 literacy instruction to teachers. As a result of the first year of the GRP, teachers have begun to change their reading instructional practices to incorporate new strategies learned from the reading specialists. The percentage of students meeting national benchmarks has increased by six percentage points over the 2015-2016 school year to 45%. Nevertheless, large variability exists in GRP schools' student performance, largely due to the variety of assessments used, making it difficult to draw overarching conclusions. Tier 2 and Tier 3 students made statistically significant gains in reading performance on assessments with numerical scores during the school year;

however, the effect size ranges from small to large depending on the assessment. GOSA will continue to collect data on implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes as the GRP continues during the 2016-2017 school year.

Table of Contents

EXECUTIVE SUMMARY III

 OVERVIEW III

 PROGRAM GOALS III

 EVALUATION METHODOLOGY IV

 MAJOR FINDINGS V

Evaluation Focus Area I: Implementation Consistency v

Evaluation Focus Area II: Teacher Practice v

Evaluation Focus Area III: RESA Cohesiveness and Collaboration vi

Evaluation Focus Area IV: Student Outcomes vii

 RECOMMENDATIONS VIII

 NEXT STEPS VIII

TABLE OF FIGURES AND TABLES XII

TABLE OF ABBREVIATIONS XIII

INTRODUCTION 1

GRP MISSION AND GOALS 3

PROFILE OF PARTICIPATING SCHOOLS 4

 AUDIT OF SCHOOL NEEDS 4

 DEMOGRAPHIC PROFILE 4

 RTI PROFILE 7

EVALUATION METHODOLOGY 9

MAJOR FINDINGS 11

 IMPLEMENTATION CONSISTENCY 11

Monthly Status Reports 11

Phone Interviews 13

Professional Learning Session Feedback Forms 13

 IMPLEMENTATION CONSISTENCY RECOMMENDATIONS 18

 TEACHER PRACTICE 18

Teacher Observation Tool 18

Teacher End-of-Year Survey 27

Administrator/Coach End-of-Year Survey 30

Phone Interviews 33

 TEACHER PRACTICE RECOMMENDATIONS 34

 RESA COHESIVENESS AND COLLABORATION 35

Collaboration Self-Assessment Tool 35

Meeting Minutes 39

 RESA COHESIVENESS AND COLLABORATION RECOMMENDATIONS 40

 STUDENT OUTCOMES 40

Meeting National Benchmarks 42

Growth of Tier 2 and Tier 3 Students 48

 STUDENT OUTCOMES RECOMMENDATIONS 50

CONCLUSION 52

APPENDIX A: LIST OF PARTICIPATING SCHOOLS IN THE GRP 54

APPENDIX B: 2014 CCRPI THIRD GRADE LEXILE INDICATORS FOR GRP SCHOOLS 56

APPENDIX C: DEMOGRAPHIC PROFILES FOR ALL GRP PARTICIPATING SCHOOLS 59

APPENDIX D: PROFESSIONAL LEARNING SESSION FEEDBACK FORM SURVEY ITEMS.....63

APPENDIX E: TEACHER OBSERVATION TOOL.....65

APPENDIX F: TEACHER OBSERVATION TOOL BASELINE, MID-YEAR, AND END-OF-YEAR PERCENTAGES.....73

APPENDIX G: GRP 2015-2016 END-OF-YEAR TEACHER SURVEY ITEMS.....76

APPENDIX H: GRP 2015-2016 ADMINISTRATOR/COACH END-OF-YEAR SURVEY ITEMS.....80

APPENDIX I: COLLABORATION SELF-ASSESSMENT TOOL SURVEY ITEMS.....85

APPENDIX J: OVERVIEW OF GRP READING ASSESSMENTS87

APPENDIX K: MEETING NATIONAL BENCHMARK LOGISTIC REGRESSION TABLES.....102

Table of Figures and Tables

TABLE 1: DEMOGRAPHIC PROFILE COMPARISON OF GRP STUDENTS AND THE STATE..... 6

TABLE 2: SUMMARY OF GOSA’S GRP EVALUATION PLAN 9

TABLE 3: PROFESSIONAL LEARNING SESSION LEARNING TARGETS..... 14

TABLE 4: DISTRIBUTION OF SESSION 2 AND 3 PARTICIPANTS 15

TABLE 5: TEACHING EXPERIENCE OF PROFESSIONAL LEARNING SESSION 3 RESPONDENTS 15

TABLE 6: PROFESSIONAL LEARNING SESSION FEEDBACK FORM RESULTS: PERCENT AGREE OR STRONGLY AGREE 16

TABLE 7: TEACHER OBSERVATION TOOL LEARNING TARGETS 19

TABLE 8: PERCENTAGE OF TEACHERS MEETING INDICATORS..... 21

TABLE 9: TEACHING EXPERIENCE OF END-OF-YEAR TEACHER SURVEY RESPONDENTS 27

TABLE 10: END-OF-YEAR TEACHER SURVEY ATTITUDE QUESTION RESULTS .. 28

TABLE 11: PRE/POST RETROSPECTIVE TEACHER PRACTICE QUESTION RESULTS 29

TABLE 12: DISTRIBUTION OF ADMINISTRATOR/COACH SURVEY RESPONDENTS 30

TABLE 13: END-OF-YEAR ADMINISTRATOR/COACH SURVEY ATTITUDE QUESTION RESULTS..... 31

TABLE 14: PRE/POST RETROSPECTIVE TEACHER PRACTICE QUESTION RESULTS – ADMINISTRATOR/COACH SURVEY 32

TABLE 15: COLLABORATION SELF-ASSESSMENT TOOL FINDINGS 36

TABLE 16: READING ASSESSMENTS SELECTED BY GRP SCHOOLS 41

TABLE 17: PERCENT MEETING NATIONAL BENCHMARKS BY GRADE..... 43

TABLE 18: PERCENT MEETING NATIONAL BENCHMARK BY ASSESSMENT..... 44

TABLE 19: PERCENT MEETING NATIONAL BENCHMARKS BY RACE/ETHNICITY 46

TABLE 20: MEAN SCORES FOR TIER 2 AND 3 STUDENTS 48

TABLE 21: MEAN SCORES FOR TIER 2 AND 3 STUDENTS BY GRADE..... 49

TABLE 22: PERCENT OF TIER 2 AND 3 STUDENTS MEETING NATIONAL BENCHMARKS..... 50

FIGURE 1: MAP OF PARTICIPATING GRP SCHOOLS..... 5

FIGURE 2: TARGET 1: EVIDENCE OF ALIGNMENT TO STANDARDS..... 22

FIGURE 3: TARGET 2: TYPE OF INSTRUCTION OBSERVED 23

FIGURE 4: TARGET 3: EVIDENCE OF CONFERENCING STRATEGIES 24

FIGURE 5: TARGET 4: TYPES OF ASSESSMENT STRATEGIES 25

FIGURE 6: TARGET 4: USES OF ASSESSMENT DATA 25

FIGURE 7: TARGET 5: INTERVENTION FOCUS AREAS 26

FIGURE 8: PERCENT MEETING NATIONAL BENCHMARK BY OTHER SUBGROUPS 46

Table of Abbreviations

BOY	Beginning-of-Year	CCRPI	College and Career Ready Performance Index
CEP	Community Eligibility Provision	EIP	Early Intervention Program
EL	English Learner	ELA	English Language Arts
EOY	End-of-Year	FAY	Full Academic Year
FRL	Free/Reduced-Price Lunch	FTE	Full-Time Equivalent
GaDOE	Georgia Department of Education	GOSA	Governor’s Office of Student Achievement
GRP	Growing Readers Program	GTID	Georgia Test ID
RESA	Regional Educational Service Agency	RTI	Response-to-Intervention
SWD	Students with Disabilities	TAPS	Teacher Assessment on Performance Standards
TKES	Teacher Keys Effectiveness System		

Introduction

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 and 2016-2017 school years 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 use reading assessments effectively 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.⁵ 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 End-of-Year Evaluation Report is a comprehensive analysis of the GRP's activities during 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

⁵ 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 the data. The report includes:

- A summary of the GRP's mission and goals,
- A profile of participating schools,
- A description of the evaluation methodology,
- A discussion of the findings for each evaluation instrument, and
- Recommendations for future practice.

GRP Mission and Goals

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.⁶ 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.⁷

⁶ 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.

⁷ 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

Audit of School Needs

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 K-3 Georgia Standards of Excellence for English Language Arts (ELA), with an emphasis on the standards related to reading skills
- 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 phonics⁸
- Less reliance on 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

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.⁹ The RESA reading specialists reached out to schools according to 2014 CCRPI Third Grade Lexile Indicator rankings, beginning with the lowest performing.¹⁰ 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.

⁸ Phonics is the ability to connect sounds and print letters. Please visit [Scholastic's website](#) for more information on phonics.

⁹ With the exception of Oconee RESA, which is only working with one school due to recruitment challenges.

¹⁰ Striving Reader and Reading Mentors Program schools were considered ineligible for the GRP.

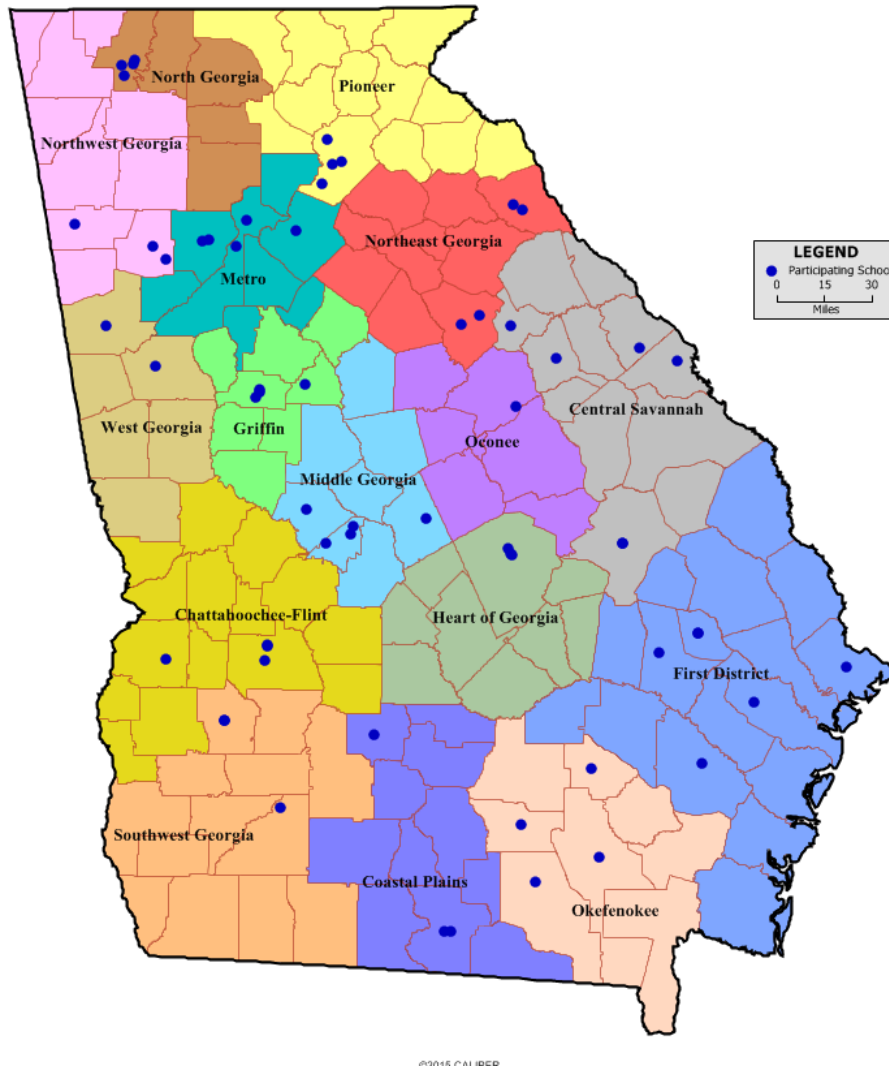


Figure 1: Map of Participating GRP Schools

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.¹¹ 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. Four participating schools had CCRPI Third Grade Lexile Indicators a few points 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.

¹¹ To be counted as FAY, a student must be enrolled for at least two-thirds of the school year.

Most reading specialists are only working with select K-3 classrooms in participating schools. GOSA used student Georgia Test ID (GTID) numbers provided by schools to match GRP student participants with Full-Time Equivalent (FTE) demographic data provided by the Georgia Department of Education (GaDOE).¹² During the 2015-2016 school year, the GRP served approximately 4,000 students. Table 1 shows the racial/ethnic distribution of students in the GRP schools and the state.

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

	GRP Students	Students in Georgia	Difference in Percentage Points
American Indian	<1%	<1%	<1
Asian	<1%	4%	3.4
Black	48%	37%	11.3
Hispanic	21%	15%	6.6
Pacific Islander	0%	<1%	<1
Multi-Racial	3%	3%	<1
White	27%	41%	13.6

Source: GaDOE March 3, 2016 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 students differs from the state’s student population. 48% of students in the GRP are black, which is 11 percentage points higher than the state’s overall percentage. Hispanic students comprise a larger share of GRP students (21%) than in the state as a whole (15%). The GRP student population consists of a smaller share of white students (27%) and Asian students (<1%) compared to the state’s student population (41% 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 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.

Student FTE data also revealed that 10% of GRP students are students with disabilities (SWD), which is similar to the state’s share of SWD students during the 2014-2015 school year (11%).¹³ 16% of GRP students are English Learners, which is almost double the 8% of all Georgia students classified as Limited English

¹² Some students are not accounted for in the FTE data because they were not present during the FTE count, or GTID numbers were not provided or incorrect. Therefore, the demographic numbers presented here are approximations.

¹³ State subgroup data was obtained through GOSA’s Annual Report Card available [here](#). GOSA used 2014-2015 data because 2015-2016 data are not yet available.

Proficient in 2014-2015. Furthermore, 2% of GRP students are gifted, which is much lower than the state's percentage of gifted students in 2014-2015 (11.5%). No GRP students were classified as retained. Although Free/Reduced-Price Lunch (FRL) status is commonly used as an indicator for poverty, GOSA did not collect FRL data because Community Eligibility Provision (CEP) schools do not collect student-level FRL data and instead report all students as FRL, sometimes overinflating the number of economically disadvantaged students.¹⁴ This demographic profile provides useful context on the student population the GRP serves.

RTI Profile

During the 2015-2016 school year, reading specialists collected data on RTI practices from participating schools. 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.¹⁵ Reading specialists asked participating schools to describe their RTI process, explain how students are placed into Tiers 2 and 3, and describe the progress monitoring expectations for Tier 2 and Tier 3 students.

GOSA received responses from 35 out of the 61 participating schools (57%). After analyzing the RTI information, GOSA found that the RTI practices used in participating schools varied greatly. Some of the key differences include:

- Definition of Tier 2 and Tier 3
- Length of time before a student can be placed in Tier 2
- Length of time a student is progress monitored in Tier 2 or Tier 3 (ranged from 4 weeks to 12 weeks)
- Frequency of interventions for Tier 2 and Tier 3 per week
- Types of interventions for Tier 2 versus Tier 3 students
- Method for determining tier placement (teacher referral, RTI meetings, universal screeners, etc.)
- Frequency and method of progress monitoring for Tier 2 students

The most consistent RTI practice across all schools was weekly progress monitoring for Tier 3 students. However, the RTI Action Network does not identify one specific model of RTI that schools must follow; rather, schools can adopt a variety of approaches to RTI in order to develop a model that best suits their needs. Nevertheless, understanding the differences among the various RTI models GRP schools are using informs any conclusions about the impact of the GRP because a school's RTI process directly affects who receives interventions as well as the types

¹⁴ For more information on why FRL is not the most accurate measure of student poverty, please see GOSA's e-bulletin [here](#).

¹⁵ For more information on RTI, please visit the [RTI Action Network's website](#).

of interventions provided. A lack of consistency in RTI models may make it difficult to accurately compare the impact of the GRP across all schools.

Evaluation Methodology

GOSA’s Research and Evaluation unit produced a mid-year evaluation report released in January in addition to this end-of-year report.¹⁶ GOSA collected and analyzed 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 major findings from the evaluation instruments, which include phone interviews, monthly status reports, professional learning session feedback forms, end-of-year surveys, teacher observation tools, collaboration self-assessment tools, meeting minutes, and student performance measures.

Table 2: Summary of GOSA’s GRP Evaluation Plan

Evaluation Focus Area	Evaluation Question(s)	Instruments
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>Monthly Status Reports</p> <p>Phone Interviews</p> <p>Professional Learning Session Feedback Forms</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>Phone Interviews</p> <p>Teacher Observation Tool</p> <p>Teacher End-of-Year Survey</p> <p>Administrator/Coach End-of-Year Survey</p>

¹⁶ To access the 2015-2016 GRP Mid-Year Evaluation Report, click [here](#).

Evaluation Focus Area	Evaluation Question(s)	Instruments
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>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>

Major Findings

Throughout the 2015-2016 school year, GOSA collected data on the GRP using all of the evaluation instruments in Table 2. This report includes findings and summative conclusions from phone interviews, monthly status reports, professional learning session feedback forms, end-of-year surveys, teacher observation tools, collaboration self-assessment tools, meeting minutes, and student performance measures. The findings that follow are organized according to the four evaluation focus areas listed in Table 2.

Implementation Consistency

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 conducted phone interviews with participants to collect information on what GRP implementation was like in each RESA. Finally, GOSA analyzed data from the professional learning session feedback forms.

Monthly Status Reports

Reading specialists submit status reports to GOSA on a monthly basis. In each status report, reading specialists indicate whether grant milestones set by the Program Manager 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 April, RESA reading specialists have spent roughly 4,500 hours in participating schools. Reading specialists have provided on average 75 hours of on-site support to each school as of April 29, 2016, in addition to frequent

online support and communication. The majority of the on-site support was spent conducting 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 31 hours to a maximum of 147 hours from September through the end of April.¹⁷ 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 490 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. Each RESA delivered all three professional learning sessions during specified time frames. 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, mid-year, and end-of-year teacher observations have been submitted using the common Teacher Observation Tool. 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. Although often delayed, most schools submitted baseline and mid-year reading assessment data to GOSA, but only 77% of schools have submitted end-of-year data as of June 15, 2016. GOSA and the reading specialists should brainstorm ways to simplify the data collection process and work with schools to set clearer expectations for timely data submission. Nevertheless, the monthly status reports demonstrate that overall, each RESA is implementing all components of the GRP.

¹⁷ 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.

Phone Interviews

GOSA conducted 15 phone interviews with a randomly selected sample of teachers, instructional coaches, and administrators from almost every RESA.¹⁸ Part of the phone interviews aimed to collect additional qualitative data from stakeholders on their interactions with the reading specialists to evaluate implementation consistency. GOSA interviewed 11 K-3 teachers and 4 participants serving in an administrative or coaching role.

When participants were asked to describe their interactions with the reading specialist, the number of times participants saw the reading specialist varied across RESAs. All participants saw their reading specialist at the professional learning sessions and at least three times in the classroom for the observations. However, while some participants did not see their reading specialist outside of professional learning sessions and observations, other participants saw their reading specialist more frequently throughout the school year—ranging from monthly to biweekly. The different amounts of interaction is likely due to the different schedules of the reading specialists according to his/her RESA structure. The GRP may want to consider standardizing the amount of contact time each specialist has with each school for greater consistency in the future.

Regardless of the different amounts of contact time with the reading specialist across RESAs, all participants expressed that the reading specialists were easily accessible through email, text, and phone. Thus, even if each specialist's contact time with schools may have varied, the phone interviews showed that participants felt the reading specialists were always available as a resource. These findings demonstrate the consistent accessibility and relationship-building among the reading specialists and participating stakeholders across all RESAs.

Professional Learning Session Feedback Forms

The RESA reading specialists administered three professional learning sessions during the 2015-2016 school year as part of the GRP. 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. Table 3 lists the learning targets for each professional

¹⁸ GOSA was unable to reach a phone interview participant for Northeast Georgia RESA.

learning session.¹⁹ All RESAs attempted to deliver each session around the same time. Session 1 occurred from late September through October, Session 2 from late January through early February, and Session 3 during the month of May.

Table 3: Professional Learning Session Learning Targets

Session	Learning Targets
Session 1	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
	Understand and use effective reading assessment practices
Session 2	Deepen understanding of the behaviors of readers
	Apply understanding of reading behaviors to diagnose student needs
	Select appropriate strategies and intervene
Session 3	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
	Understand and use effective reading assessment practices
	Implement targeted interventions based on data

Each professional learning session consisted of two eight-hour days. GOSA sent the feedback forms electronically to all participants after each professional learning session. All responses were anonymous. The surveys asked respondents for general information including their RESA, their instructional role, what grade they teach, and how many years they have been teaching. The surveys then asked participants to evaluate the professional learning sessions using a five-point Likert scale to determine how much they agree or disagree with seven statements.²⁰ 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. The feedback forms were the same for each session to establish consistency. A copy of the Professional Learning Session Feedback Form survey items is available in Appendix D.

¹⁹ Session 3 included reflection of the entire school year, so several of the Session 3 learning targets are the same as the Session 1 targets.

²⁰ The response options were Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), or Strongly Agree (5).

Reading specialists welcomed school team members who were not official grant participants to attend the professional learning sessions, so participants at each session included teachers (full grant participation or professional learning only), instructional coaches, and administrators. The distribution of participants for Session 2 and Session 3 is displayed in Table 4 below.²¹

Table 4: Distribution of Session 2 and 3 Participants

Instructional Role	Session 2 Distribution	Session 3 Distribution
Academic Coach/Instructional Support	14%	12%
Administrator	5%	4%
Teacher - Full Participation	70%	78%
Teacher - Professional Learning Only	11%	6%
Total	100%	100%

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 teaching. Since the professional learning participants have not changed much throughout the school year, GOSA will only report teaching experience results from Session 3. Table 5 shows the variation in teaching experience among Session 3 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 5: Teaching Experience of Professional Learning Session 3 Respondents

Teaching Experience	Total Number of Respondents	Percentage
Less than 3 Years	35	13%
3 - 5 Years	32	12%
6 - 10 Years	44	17%
11 - 20 Years	95	36%
Over 20 Years	60	23%
Total	266	100%

²¹ GOSA realized after Session 1 that additional school team members who were not fully participating in the GRP were attending the professional learning sessions, so this information was only collected for Sessions 2 and 3.

Table 6: Professional Learning Session Feedback Form Results: Percent Agree or Strongly Agree

Survey Question	Session 1	Session 2	Session 3
I learned useful literacy intervention strategies that I can apply in the classroom.	88%	92%	93%
I feel more confident in supporting my Tier II and Tier III students instructionally.	84%	90%	93%
I feel prepared to implement the strategies I learned today in the classroom.	85%	90%	93%
The Professional Learning Session was well organized.	91%	92%	92%
The Professional Learning Session was presented at an appropriate level.	91%	92%	93%
The Professional Learning Session was engaging.	89%	92%	91%
The strategies and resources utilized were appropriate for meeting the stated objectives of the Professional Learning Session.	92%	92%	93%

Table 6 shows the percentage of participants who agreed or strongly agreed with the survey statements for each professional learning session. In general, responses to all statements from all three sessions were very positive. By Session 3, over 90% of participants agreed with all of the survey statements. The majority of participants felt that the sessions were implemented well and provided them with useful strategies to use in the classroom. Additionally, from Session 1 to Session 3, the percentage of respondents who agreed or strongly agreed with each survey statement increased. Session 3 had the highest percent of respondents agreeing or strongly agreeing with all survey statements except for one. Thus, the professional learning sessions were successful in meeting the established learning targets of training teachers on effective reading instruction, conferencing with students, administering assessments, and implementing targeted interventions. Furthermore, the consistent survey results for all three sessions indicate that learning targets were met across all RESAs and that reading specialists are delivering high-quality professional learning to participating teachers across the state.

The responses to the open-ended questions further support the consistent implementation of professional learning sessions throughout the year. Participants provided similar responses to three open-ended questions across all three sessions. When asked what participants liked about the session, participants mentioned the following after all three sessions:

- Opportunities for collaboration and networking within and between schools

- Interactive and engaging sessions
- Useful reading instruction strategies and resources, including conferencing with students and targeted interventions, that can immediately be applied in the classroom
- Knowledge and preparation of the reading specialists

“I am so excited to start next year already because of this program. I cannot wait to use everything I’ve learned starting on day one of school. [The reading specialist] has made a huge impression on my reading instruction beliefs and I cannot wait to apply everything she has taught me.”

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, excitement to be a part of the GRP, or a desire for the program to continue.

When asked what participants would like to improve about the sessions, the majority of respondents stated they have no suggestions for improvement for all three sessions. Of those who did list improvements, the most common suggestions were related to the logistics and timing of the sessions, such as condensing them into one day. After Session 3 in particular, several respondents expressed a desire for the last session to take place at a time that is not so close to the end of the school year. Nevertheless, given that responses to the improvement question were positive overall, these responses provide further evidence that the GRP is meeting its goal of offering high-quality professional learning to teachers on reading instruction across all RESAs.²²

When asked what participants would like to improve about the

Finally, when participants were asked about their next steps after each session, the majority of participants stated they would begin implementing the strategies learned in that particular session; prevalent answers included conferencing with students and using targeted intervention strategies with Tier 2 and 3 students, both of which are directly linked to the session learning targets listed in Table 3. Many teachers also mentioned redesigning their literacy block after each session to incorporate more independent reading time for students. Several teachers also expressed a desire to share what they learned with other teachers. Thus, the sessions were also effective in meeting established learning targets and inspiring teachers to change their reading instructional practice. Overall, the professional learning session feedback forms reveal that RESA reading

“I love all of the resources. I plan on sharing several of the resources with other teachers and hope that they can see the value of this.”

²² 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.

specialists delivered engaging and valuable professional learning to GRP participants during the 2015-2016 school year.

Implementation Consistency Recommendations

All of the major findings from the monthly status reports, phone interviews, and Professional Learning Session Feedback Forms indicate that reading specialists are implementing the GRP consistently across all RESAs. All participants are receiving the same, high-quality professional learning and survey results indicate that an overwhelming majority of participants agree that they are learning useful strategies to implement in the classroom.

Based on findings and feedback from the status reports, phone interviews, and Professional Learning Session Feedback Forms, GOSA recommends the following:

- Streamline the student assessment data collection process from schools so data is received on time.
- Maintain the accessibility of reading specialists to participants to preserve relationship-building.
- Continue to offer professional learning sessions to non-grant participants to help build capacity in schools.
- Consider restructuring professional learning sessions to one-day instead of two-day trainings.

Teacher Practice

GOSA collected qualitative data using various instruments to evaluate teacher practice. GOSA worked with the RESA reading specialists to develop a common Teacher Observation Tool that was used consistently throughout the school year. The Teacher Observation Tool allows GOSA to track any changes in instruction among participating teachers as the GRP progresses. GOSA collected three formal submissions of the observation data during the 2015-2016 school year. Additionally, GOSA administered an end-of-year survey to teachers, administrators, and coaches to collect qualitative data on the impact of the GRP on teacher practice. GOSA also conducted phone interviews with randomly selected teachers and administrators from all RESAs to gather additional feedback 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 collected Teacher Observation Tool data during three 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 7: Teacher Observation Tool Learning Targets

Professional Learning Target	TAPS Standard ²³
<p>Target 1: Full Scope of Reading/Literacy Incorporate all three strands of the Georgia Standards of Excellence²⁴ (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>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.</p>	<p>TAPS Standard 3: Instructional Strategies TAPS Standard 4: Differentiated Instruction</p>
<p>Target 3: Conferencing 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>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.).</p>	<p>TAPS Standard 5: Assessment Strategies TAPS Standard 6: Assessment Uses</p>
<p>Target 5: Interventions 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>

Table 7 lists the Teacher Observation Tool’s five professional learning targets with the corresponding TAPS standards. The targets capture critical teacher practices

²³ For more information on the TAPS standards, please see the [TAPS Standards and Rubrics Reference Sheet](#).

²⁴ For more information on the Georgia Standards of Excellence for English Language Arts grades K-5, please click [here](#).

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.

Reading specialists used the Teacher Observation Tool to conduct formal observations at three points during the 2015-2016 school year for all participating teachers. Reading specialists observed an entire literacy block to collect baseline data from September to October and then conducted thirty minute observations of each teacher at the middle and end of the school year.²⁵ GOSA received 243 baseline observations, 238 mid-year observations, and 226 end-of-year observations.²⁶ 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.

To analyze all of the data collected from the Teacher Observation Tool, GOSA tracked the percentage of teachers utilizing strategies for each learning target throughout the school year to evaluate any changes in teacher practice.²⁷ The GRP's goal is for at least 90% of teachers to implement research-based instructional and assessment strategies effectively. Table 8 shows the percentage of teachers meeting specified indicators for each learning target during baseline, mid-year, and end-of-year observations. Since each learning target has several associated strategies listed in the Teacher Observation Tool, GOSA calculated the percentage of teachers utilizing at least one strategy for each learning target.²⁸ A full breakdown of the baseline, mid-year, and end-of-year percentages for each strategy under each learning target is available in Appendix F.

²⁵ The mid-year observations were conducted from November to December 2015, and the end-of-year observations were conducted from February to March 2016.

²⁶ There were no noticeable systematic differences between the observations received during each period. The different number of observations varies due to teachers no longer participating in the program, new teachers entering the program, or GOSA not receiving all data from reading specialists.

²⁷ GOSA calculated the percentage of teachers for each collection period using the total number of observations collected in that period, so the n-size for baseline, mid-year, and end-of-year data varies.

²⁸ For Target 1, GOSA also calculated the percentage of teachers incorporating all three strands of the Georgia Standards of Excellence since that is the listed learning target in Table 7. For Target 2, GOSA calculated the percentage of teachers observed using at least two different types of instruction.

Table 8: Percentage of Teachers Meeting Indicators

Learning Target	Indicator Measured	Percentage of Teachers		
		Baseline	Mid-Year	End-of-Year
1. Full Scope of Reading/Literacy	Use of <u>at least one</u> strategy for alignment to standards	77%	91%	88%
	Incorporation of <u>all three</u> strands of Georgia Standards of Excellence (Reading Foundational, Reading Literary, Reading Informational)	2%	5%	6%
2. Reading/Literacy Framework	Use of <u>at least two</u> different types of instruction (whole group, small group, independent practice) ²⁹	43%	51%	38%
3. Conferencing	Use of <u>at least one</u> strategy for conferencing with students	42%	83%	80%
4. Assessment and Data	Use of <u>at least one</u> type of assessment strategy	72%	94%	94%
	Evidence of <u>at least one</u> use of assessment data for instruction	61%	89%	92%
5. Interventions	Evidence of <u>at least one</u> targeted intervention strategy	54%	56%	77%

By the end of the 2015-2016 school year, the GRP has only partially met its goal for at least 90% of teachers to implement research-based instructional and assessment strategies effectively. At least 90% of teachers were using at least one strategy for the assessment and data learning target by the end-of-year observation. Additionally, 88% of teachers were using at least one strategy for alignment for standards under the full scope of reading/literacy learning target. Although the GRP goal was not met for Target 3 (conferencing), the percentage of teachers observed using at least one strategy for conferencing almost doubled from the baseline to end-of-year observation. Similarly, the percentage of teachers observed implementing at least one targeted intervention strategy grew by 23 percentage points from the beginning to end of the school year. The growth in the use of conferencing, assessment and data, and intervention strategies throughout the 2015-2016 school year aligns with the GRP's focus on conferencing, analyzing data, and selecting appropriate interventions during the professional learning sessions.

Table 8 also reveals some potential areas for improvement for GRP teachers. By the end of the year, only six percent of teachers were observed incorporating all

²⁹ Although the ultimate goal is for teachers to use all three types of instruction during a literacy block, since the mid-year and end-of-year observations were only thirty minutes long, reading specialists were likely unable to observe all three, so GOSA looked for at least two types of instruction.

three strands of the Georgia Standards of Excellence into instruction. During the GRP’s second year of implementation, reading specialists may want to emphasize how to effectively incorporate Reading Foundational, Reading Informational, and Reading Literary skills into instruction during professional learning sessions. Another area for improvement for GRP teachers is using a mix of whole group instruction, small group instruction, and independent practice during the literacy block. The percentage of teachers with at least two types of instruction observed at the end of the year was 38%, which was lower than the baseline and mid-year percentages. Though this may be due to the limited number of activities reading specialists were able to document during the thirty-minute observation, the GRP should continue to help teachers establish a balance of all three types of instruction during the literacy block.

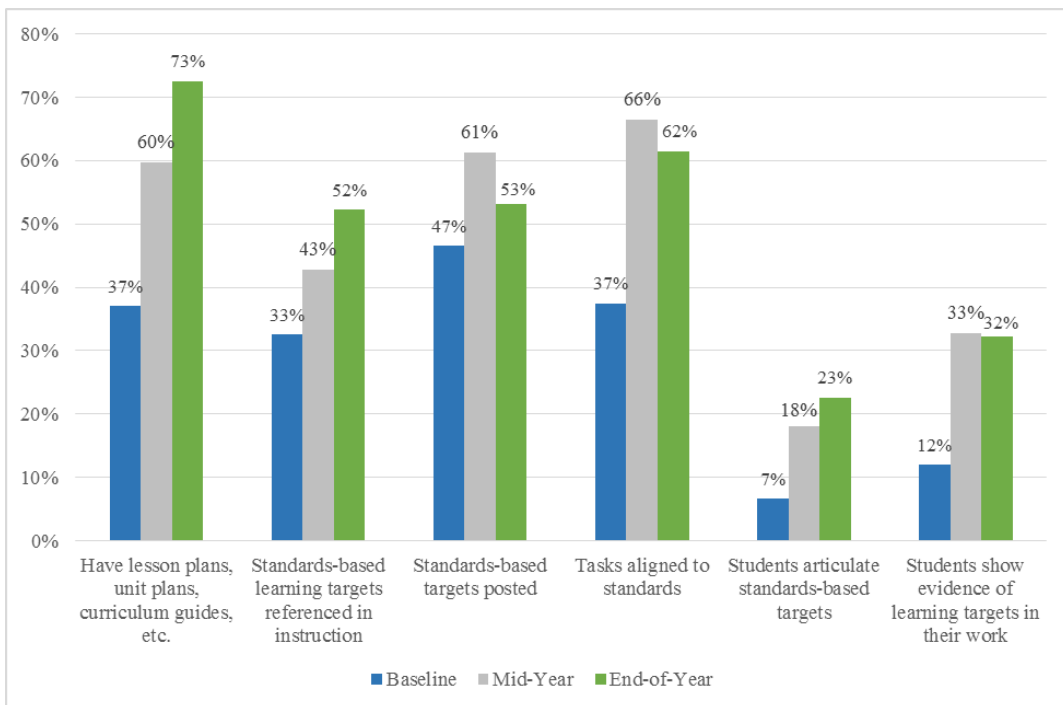


Figure 2: Target 1: Evidence of Alignment to Standards

In addition to the overall analysis of which targets teachers are meeting, a deeper look at changes within each learning target reveals more nuanced trends in teacher practice throughout the 2015-2016 school year. As seen in Figure 2 for Target 1, which assesses the alignment of instruction and state standards, the percentage of teachers implementing each strategy increased from the baseline to end-of-year observation. Both the percentage of teachers with lesson plans, unit plans, and curriculum guides as well as the percentage of teachers with tasks aligned to standards almost doubled from the beginning to the end of the school year. Additionally, although the percentages more than doubled since the beginning of the year, the percentage of classrooms with students articulating standards-based targets (23%) and showing evidence of learning targets in their work (32%) are still

below 50%. Reading specialists should work with teachers to ensure that standards-based learning targets are successfully incorporated into student tasks.

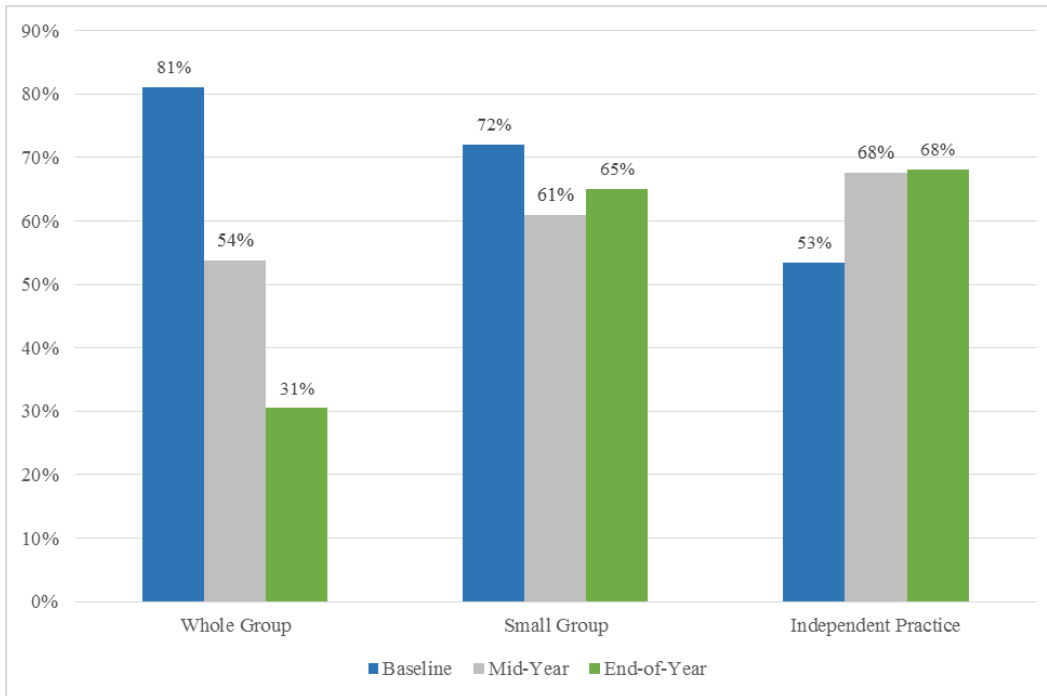


Figure 3: Target 2: Type of Instruction Observed

Target 2 focuses on establishing a balance of effective whole group instruction, small group instruction, and independent practice. As seen in Figure 3, compared to the beginning of the year, reading specialists observed more small group instruction and independent practice and less whole group instruction in classrooms at the end of the year. The change in distribution of the types of instruction reflects teachers attempting to integrate different instructional methods during the literacy block. However, as stated before, the mid-year and end-of-year observations were only 30 minutes as opposed to the entire literacy block, so specialists may not have been able to document all types of instruction used during a literacy block at the middle and end of the year. In analyzing additional comments from reading specialists, by the end of the year, teachers have implemented strategies such as the Daily 5 and are using both whole group and small group instruction effectively, but still may need more support in successfully implementing independent practice time, especially for reading.³⁰

³⁰ The Daily 5 is a method for structuring the classroom to allow for whole group instruction, small group instruction, and independent practice during the literacy block. For more information, click [here](#).

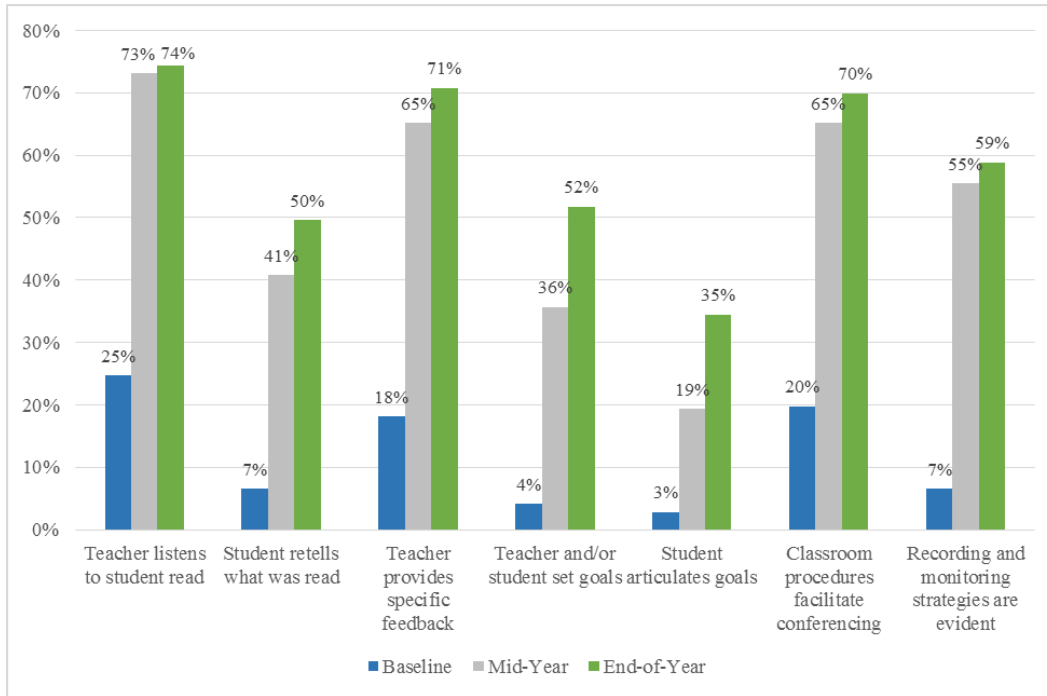


Figure 4: Target 3: Evidence of Conferencing Strategies

Target 3 saw the most dramatic change in teacher practice from beginning to end of the school year as shown in Figure 4. For most of the conferencing strategies, the percentage of teachers using strategies such as listening to students read, providing specific feedback, and implementing classroom conferencing procedures grew by approximately 50 percentage points. Given that conferencing was introduced during the first professional learning session as a critical instructional practice, even though the percentage of teachers using conferencing strategies is not yet 90%, the drastic increase in conferencing throughout the school year indicates a clear change in teacher practice as more teachers began conferencing with students. Reading specialists should continue to encourage conferencing as an important strategy with an emphasis on how teachers can facilitate more student engagement in conferencing, such as retelling what was read or articulating goals.

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, shown in Figure 5 and Figure 6. In terms of assessment strategies, on the whole, more teachers were observed using all of the assessment strategies listed with the exception of “other.” Conferencing went from being one of the least observed assessment strategies at the beginning of the year to the most frequently observed (78%) assessment strategy at the end of the year. Reading specialists also observed much greater uses of assessment data by the end of the school year. The percentage of teachers using each assessment data strategy more than doubled by the end of the school year, demonstrating that teachers are beginning to use data to create flexible groups, provide feedback, and differentiate instruction to address specific student needs, particularly for Tier 2 and 3 students. Additional comments

from reading specialists indicated a need to support teachers in using data to match students with appropriately leveled texts.

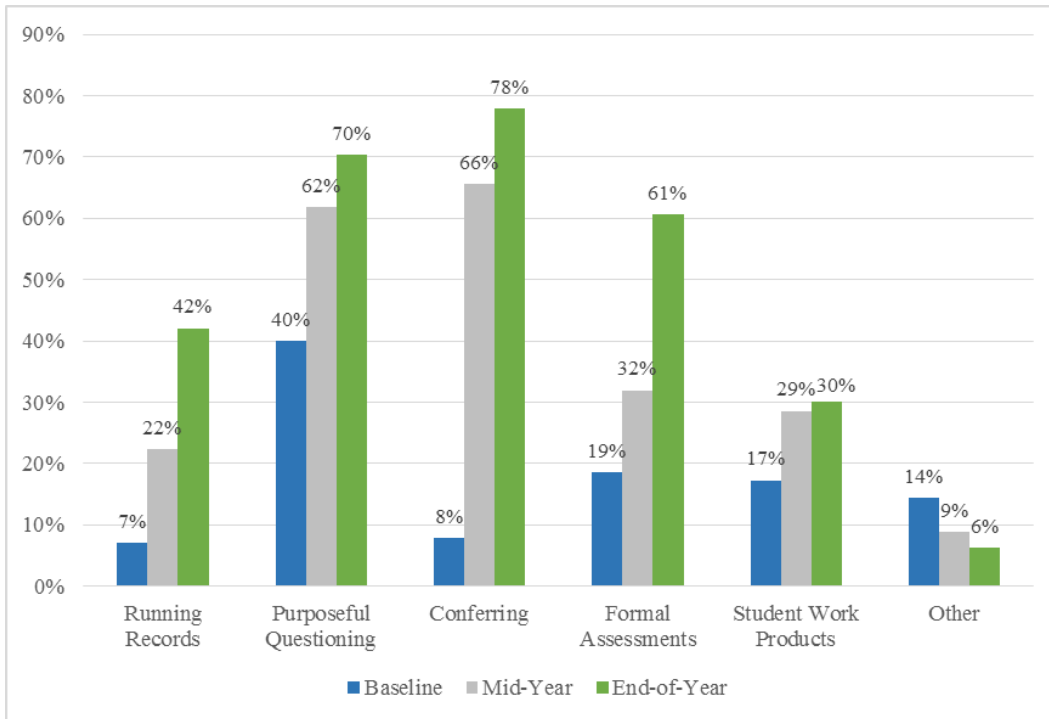


Figure 5: Target 4: Types of Assessment Strategies

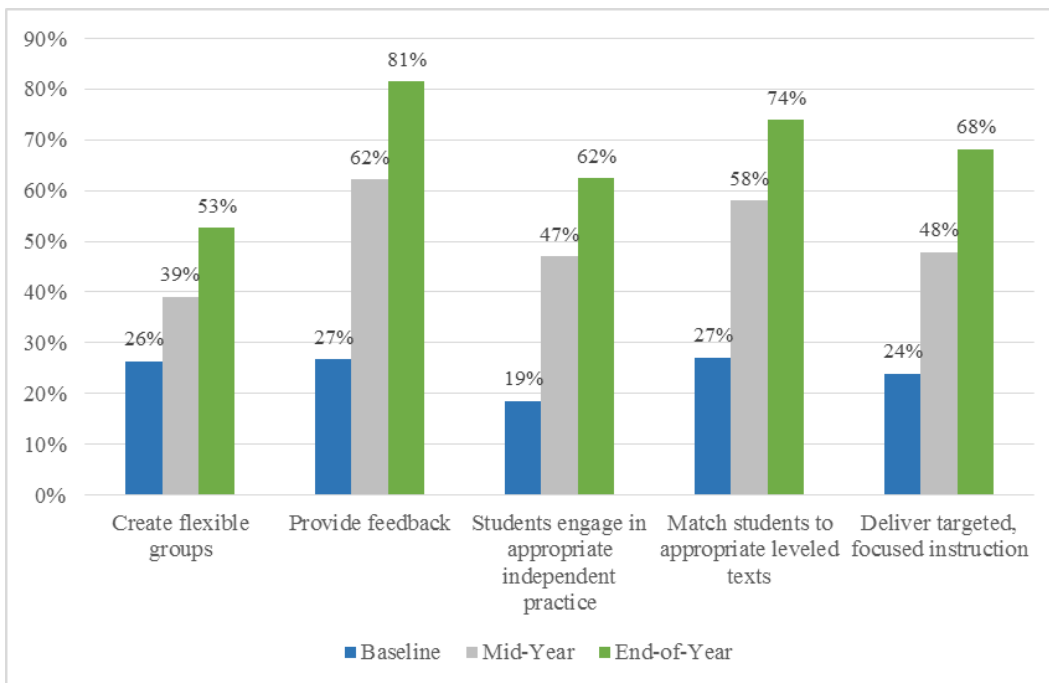


Figure 6: Target 4: Uses of Assessment Data

Finally, Target 5 focuses on implementing targeted interventions for students to address the five components of reading—phonemic awareness, phonics, vocabulary, fluency, and comprehension.³¹ GOSA collected data on which components were more frequently addressed. From the beginning to end of the school year, interventions for phonemic awareness and vocabulary were less commonly observed while interventions for fluency and comprehension were more common. This trend is largely attributed to significant increases in teachers targeting fluency and comprehension in 1st, 2nd, and 3rd grades by the end-of-year observation. The changes in intervention focus areas somewhat reflect the different developmental needs of reading students in different grades as they progress through the school year 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 important for a student to read proficiently.

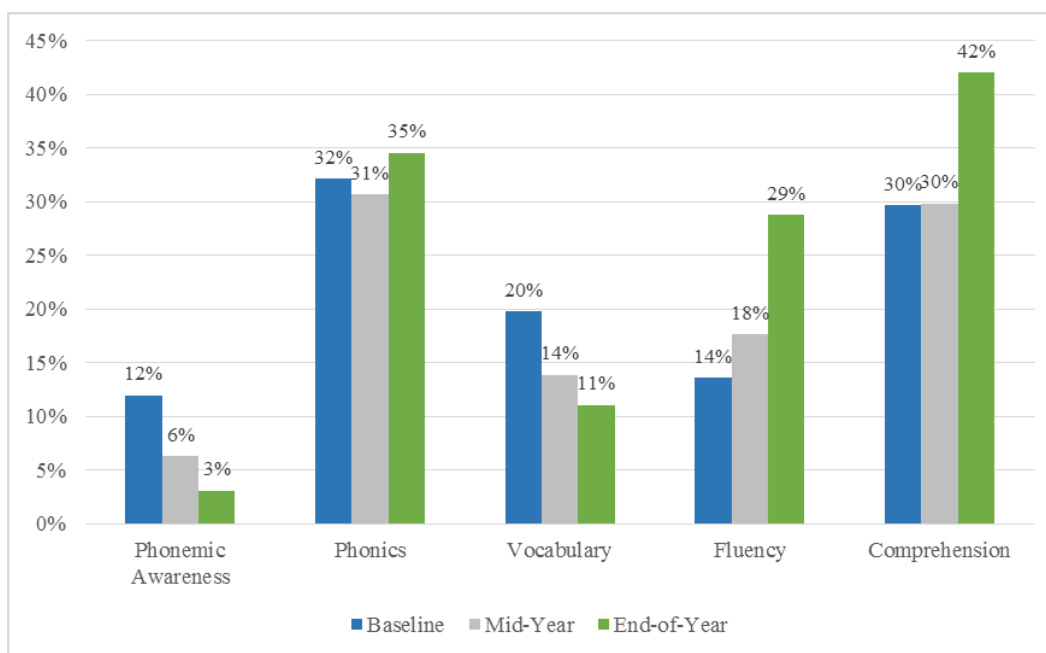


Figure 7: Target 5: Intervention Focus Areas

Overall, the Teacher Observation Tool results found that teachers are conferencing more with students and using assessment data more effectively to group students and provide targeted interventions. Teachers can use more support in incorporating all three strands of the Georgia Standards of Excellence into instruction and establishing a strong balance of whole group instruction, small group instruction, and independent practice during the literacy block. Each of the learning targets saw an increase in the percentage of teachers effectively using the listed strategies; however, for all of the learning targets, teachers can also use more support in

³¹ 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](#).

making sure student engagement with each strategy is meaningful and appropriate. These findings should guide content development for new and returning teacher participants during the 2016-2017 school year.

Teacher End-of-Year Survey

GOSA administered an end-of-year survey to all GRP teacher participants to evaluate the impact of the GRP on teacher practice and collect feedback on the program. Teachers were asked to complete the survey electronically at the end of their last professional learning session in May or June. GOSA received 166 responses out of 226 teacher participants at the end of the school year for a response rate of 73%.³² The survey consisted of 21 questions, including general background questions, 1 pre/post retrospective question, 5 open-ended questions, and 7 attitude questions rated on a five-point scale.³³ A copy of the survey items is available in Appendix G.

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 survey also collected data on how long participants have been teaching. 54% of respondents have over 10 years of teaching experience, and 37% of respondents have 11 to 20 years of teaching experience. 15% of respondents have been teaching for less than three years.

Table 9: Teaching Experience of End-of-Year Teacher Survey Respondents

Teaching Experience	Total Number of Respondents	Percentage
Less than 3 Years	25	15%
3 - 5 Years	21	13%
6 - 10 Years	31	19%
11 - 20 Years	61	37%
Over 20 Years	28	17%
Total	166	100%

Table 10 below summarizes the responses to the attitude questions as well as yes or no questions from the survey. The overall results are positive. 100% of respondents are likely to continue using the strategies learned from the GRP in the future, and 99% of respondents would recommend the GRP to a colleague. 98% of respondents apply what they learn from their reading specialist in the classroom. Over 90% of respondents feel supported by the program and feel the

³² GOSA used the number of end-of-year observation tools submitted to determine the total number of teacher participants at the end of the school year.

³³ All response scales were designed so that a rating of 1 was the lowest and 5 was the highest.

GRP is valuable to improving his/her instructional practice. Of the different professional learning supports provided, more respondents felt that materials and/or resources provided by the specialist and the professional learning sessions were valuable than other supports like classroom observations. While 99% of respondents would recommend the GRP to a colleague, only 88% of respondents stated they would like to continue participating in the GRP, with several citing lack of time and anxiety over frequent observations as the reason. Additionally, 65% of respondents felt the GRP professional learning sessions were different from traditional professional development at his/her school. Respondents felt the GRP professional learning was more hands-on, personalized, and appreciated the consistency throughout the year; however, some respondents felt some of the content was a repetition of prior district training. Reading specialists may want to try to account for prior training when individualizing professional learning sessions for specific schools in the future.

Table 10: End-of-Year Teacher Survey Attitude Question Results

Survey Question		Percentage of Respondents	
<i>How valuable have the following GRP supports been to your teaching practice?</i>	Professional learning sessions led by the RESA Reading Specialist	Percent Very or Extremely Valuable	95%
	Materials and/or resources provided by the RESA Reading Specialist	Percent Very or Extremely Valuable	96%
	Observations of your classroom by the RESA Reading Specialist	Percent Very or Extremely Valuable	87%
	One-on-one coaching with the RESA Reading Specialist	Percent Very or Extremely Valuable	91%
<i>How often have you been able to do the following?</i>	Reflect on your reading instructional practice	Percent Often or Always	96%
	Communicate with other teachers about reading instruction	Percent Often or Always	91%
How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school?		Percent Very or Extremely Different	65%
How supported do you feel by the reading specialist?		Percent Very or Extremely Supported	93%
How valuable is your participation in the GRP to improving your instructional practice?		Percent Very or Extremely Valuable	94%
How often do you apply what you learn from the reading specialist in your classroom?		Percent Often or Always	98%
What is the likelihood that you will continue using the strategies you learned from the GRP in the future?		Percent Very or Extremely Likely	100%
Would you recommend the GRP to a colleague?		Percent Yes	99%
Would you like to continue participating in the GRP?		Percent Yes	88%

The end-of-year survey also included a pre/post retrospective question that analyzed any changes in teacher practice as a result of participating in the GRP.

Respondents were asked to rate their level of knowledge of specific learning targets at the beginning and end of the school year. Table 11 shows that teachers feel their knowledge of reading instructional strategies has significantly increased from the beginning to end of the school year. Teachers feel they gained the most knowledge in conducting conferences with students and selecting targeted intervention strategies to support struggling readers, with the percent proficient increasing by over 60 percentage points from the beginning to end of the year. The percent of teachers proficient in administering and using assessment data also increased by about 50 percentage points. These findings indicate that teachers feel they are more equipped to use the new reading instructional strategies they learned from the GRP.

Table 11: Pre/Post Retrospective Teacher Practice Question Results

Learning Target	Percent Proficient or Above	
	Beginning of Year	End of Year
Conducting teacher-student conferences with students to assess reading progress, provide feedback, and set goals	24%	99%
Administering reading assessments to monitor student progress	56%	100%
Using formal and informal reading assessment data to make instructional decisions	49%	100%
Selecting targeted reading intervention strategies to support struggling students	34%	98%

The open-ended responses further support the conclusion that teachers feel they have learned useful strategies from the GRP to improve their reading instruction. When asked how the GRP has benefited them, popular responses from teachers included increased confidence as a reading teacher, better ability to address individual student needs for meaningful instruction, new instructional strategies like conferencing, and prioritizing more time for independent student reading. When asked what challenges they have faced from participating in the GRP, most teachers listed taking time out of the classroom for the professional learning sessions and finding time in the classroom to implement new strategies. The GRP may want to consider a way to restructure the professional learning sessions to address these concerns. Finally, when asked what they would improve about the GRP, many teachers had no improvements. For those who did list improvements, frequent recommendations included:

“I have more strategies to teach reading. I have new procedures to provide a productive reading environment in my classroom, and I now love teaching reading.”

- Including more teachers and schools in the program
- Condensing the two-day professional learning sessions to one day

- Decreasing the amount of observations
- Avoiding repetition of content

Overall, the end-of-year teacher survey findings reveal that participating teachers feel they have learned valuable and applicable reading instructional strategies to support struggling readers. The teacher survey results indicate that the GRP has had a noticeable impact on teacher practice during the 2015-2016 school year. These findings align with the Teacher Observation Tool findings that show teachers have seen dramatic growth in using new strategies to better support struggling readers, such as conferencing, using data to group students, and incorporating more independent reading time for students.

Administrator/Coach End-of-Year Survey

GOSA also administered an end-of-year survey to all GRP participants serving in an administrative or coaching role to evaluate the impact of the GRP on teacher practice from a different perspective. Administrators and coaches were asked to complete the survey electronically during a two-week window in May. GOSA received 35 responses out of 61 potential respondents for a response rate of 57%.³⁴ The survey consisted of 23 questions, including general background questions, 2 pre/post retrospective question, 5 open-ended questions, and 7 attitude questions rated on a five-point scale.³⁵ A copy of the survey items is available in Appendix H. The distribution of survey respondents is available in Table 12. About 40% of respondents were principals and another 40% of respondents were coaches.

Table 12: Distribution of Administrator/Coach Survey Respondents

Instructional Role	Percent
Principal	40%
Assistant Principal	11%
Academic/Instructional Coach	43%
Other ³⁶	6%
Total	100%

The survey asked respondents to indicate how often they participated in various GRP activities during the school year. 85% of respondents attended most of the professional learning sessions, and 65% of respondents conducted classroom observations of reading instruction with the reading specialist. 80% of respondents also had discussions with the reading specialist about data. Thus, participating administrators and coaches seem to have been active participants in the GRP.

³⁴ GOSA used the number of end-of-year observation tools submitted to determine the total number of teacher participants at the end of the school year.

³⁵ All response scales were designed so that a rating of 1 was the lowest and 5 was the highest.

³⁶ GOSA received one response from a school counselor and another from an evaluation and assessment coordinator.

Table 13 below summarizes the responses to the attitude questions as well as yes or no questions from the survey. Similar to the teacher survey, the responses from administrators and coaches are also positive. 100% of respondents would recommend the GRP to another school and would like to continue participating in the GRP. 97% of respondents feel supported by the reading specialist, feel the quality of K-3 reading instruction in their school has improved, and are likely to continue to encourage the use of strategies learned from the GRP in the future. Of the different professional learning supports provided, respondents felt that all were valuable, with more respondents citing materials and/or resources provided by the specialist as valuable. Only 42% of respondents feel the GRP professional learning sessions are very or extremely different from traditional professional development offered by the school, but there was little explanation provided as to why. This finding may be related to the fact that administrators and coaches, who typically deliver rather than attend professional development at their schools, were the survey respondents.

Table 13: End-of-Year Administrator/Coach Survey Attitude Question Results

Survey Question		Percentage of Respondents	
<i>How valuable have the following GRP supports been to your teachers?</i>	Professional learning sessions led by the RESA Reading Specialist	Percent Very or Extremely Valuable	91%
	Materials and/or resources provided by the RESA Reading Specialist	Percent Very or Extremely Valuable	97%
	Feedback on reading instruction from the RESA Reading Specialist	Percent Very or Extremely Valuable	94%
How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school?		Percent Very or Extremely Different	42%
How has the quality of K-3 reading instruction in your school changed as a result of participating in the Growing Readers Program?		Percent Slightly or Much Improved	97%
How supported do you feel by the reading specialist?		Percent Very or Extremely Supported	97%
How valuable is your participation in the GRP in meeting your school's literacy goals?		Percent Very or Extremely Valuable	93%
How has your relationship with your RESA changed after participating in the GRP?		Percent Slightly or Much Improved	90%
What is the likelihood that you will continue to encourage the use of strategies learned from the GRP in the future?		Percent Very or Extremely Likely	97%
Would you recommend the GRP to another school?		Percent Yes	100%
Would you like to continue participating in the GRP?		Percent Yes	100%

The end-of-year survey also included two pre/post retrospective questions that analyzed any changes in administrators’ or coaches’ understanding of reading instruction as well as any observed changes in teacher practice as a result of the GRP. Respondents were first asked to rate their level of knowledge of selecting targeted reading intervention strategies and using formal and informal reading assessment data to make instructional decisions. 97% of respondents felt proficient in selecting targeted reading interventions by the end of the year compared to only 58% at the beginning of the year. Similarly, 97% of respondents felt proficient in using assessment data to drive instruction at the end of the year compared to 70% at the beginning. Thus, administrators and coaches feel participating in the GRP has improved their understanding of reading instruction.

Respondents were then asked to indicate how often particular reading instructional practices were observed in K-3 classroom at the beginning and end of the school year to determine any changes in teacher practice. Table 14 shows that administrators and coaches saw significant increases in teachers implementing GRP learning targets from the beginning to end of the school year. By the end of the school year, over 80% of respondents observed teachers frequently progress monitoring students, using assessment data to group students, implementing targeted reading interventions, and using multiple types of instruction. Although only 65% of respondents observed teachers conferencing with students frequently at the end of the year, this is a dramatic improvement from 0% at the beginning of the year. There was also a significant increase in the percent of respondents observing teachers sharing strategies with each other from 6% at the beginning of the year to 80% at the end. These findings align with the Teacher Observation Tool findings and reveal that administrators and coaches are also observing changes in teacher practice as a result of the GRP.

Table 14: Pre/Post Retrospective Teacher Practice Question Results – Administrator/Coach Survey

Learning Target	Percent Often or Always	
	Beginning of Year	End of Year
Teachers conferencing with struggling readers to assess progress, provide feedback, and set goals.	0%	65%
Teachers administering reading assessments frequently to monitor student progress.	26%	84%
Teachers using formal and informal reading assessment data to make instructional decisions.	23%	90%
Teachers implementing targeted reading intervention strategies to struggling students.	3%	87%
Teachers sharing reading instructional strategies with each other.	6%	80%
Teachers using a combination of whole group instruction, small group instruction, and independent practice during literacy blocks.	35%	87%

Finally, the open-ended responses provide additional feedback from administrators and coaches on the program. When asked how the GRP has benefited their school, the main response was that it provided new strategies for teachers to better support struggling readers. Some respondents also stated that participating teachers are sharing their learning with the rest of the school. When asked what challenges they have faced from participating in the GRP, administrators and coaches also cited taking time to attend the professional learning sessions and finding time in classroom schedules to implement strategies. Multiple respondents also expressed a desire to include more teachers in the GRP. Finally, when asked what they would improve about the GRP, many respondents again had no improvements. Some of the recommendations listed were:

- Increase the number of participating teachers
- Establish a standard method for assessing student progress
- More financial support for resources

Overall, the findings from the administrator/coach end-of-year survey align with the findings from the teacher survey and Teacher Observation Tool. Administrators and coaches feel the GRP has been valuable to improving reading instruction in their schools and have noticed changes in teacher practice as a result of the program.

Phone Interviews

GOSA conducted 15 phone interviews with a randomly selected sample of teachers, instructional coaches, and administrators from almost every RESA.³⁷ The phone interviews aimed to collect additional qualitative data from stakeholders on the benefits of the GRP, challenges of the GRP, and any changes to their instructional practice as a result of participating in the GRP. GOSA interviewed 11 K-3 teachers and 4 participants serving in an administrative or coaching role.

The phone interview findings align with the end-of-year survey findings and provide a more detailed understanding of how teachers and schools have been impacted by the GRP. When participants were asked what they felt was most beneficial about the professional learning they received, the most common answer was the content and strategies learned from the GRP, especially conferencing, unpacking the Georgia Standards of Excellence, and Jennifer Serravallo's *The Reading Strategies Book*.³⁸ Several participants also stated that the combination of observations with modeling by the specialist and working with the specialist to restructure the literacy block were also beneficial. The introduction of conferencing

³⁷ GOSA was unable to reach a phone interview participant for one RESA.

³⁸ All GRP participants received a copy of Serravallo's book at the second professional learning session.

as a reading instructional strategy was most frequently cited as the most valuable takeaway from the GRP this year. Additionally, all participants stated they feel more prepared now to support struggling readers. These findings provide further evidence that GRP teachers value the strategies they have learned and are incorporating them into the classroom.

“I’ve been teaching a long time but there were things I found in [the sessions] that I really had not tried or thought of before. Sometimes all you need is one-on-one time with the child.”

Similar to the end-of-year surveys, when asked what they would improve about the GRP, most respondents had no recommendations and said the program was great. The recommendations provided mirror those listed in the end-of-year surveys—include more teachers and condense the number of professional learning session days. One question asked during the phone interviews that was not included in the surveys was whether the GRP has had any impact on school culture for literacy instruction. Many

participants stated that teachers have a more positive attitude towards literacy and there is excitement within schools to share what GRP teachers have learned with the rest of the staff. Additionally, when administrators were asked whether the GRP has affected the school’s relationship with its RESA, participants stated that they are now more open to pursuing RESA professional development opportunities.

The phone interviews found that regardless of RESA, instructional role, or teaching background, all participants felt that the GRP exceeded their expectations and provided them with relevant reading instruction strategies to use in the classroom. Participants even feel a sense of camaraderie with other GRP teachers at other schools. These findings, in combination with the Teacher Collaboration Tool and end-of-year surveys, indicate that teachers are learning and using new strategies to better support struggling readers.

Teacher Practice Recommendations

The findings from the Teacher Observation Tool, end-of-year surveys, and phone interviews all support the conclusion that the GRP has impacted teacher practice during the 2015-2016 school year by introducing instructional reading strategies for teachers to support Tier 2 and 3 students. Based on the findings and feedback from the Teacher Observation Tool, end-of-year surveys, and phone interviews, GOSA recommends the following:

- Consider observing teachers for a full literacy block for the baseline and end-of-year observation so that observation findings are more comparable.
- In addition to teaching new strategies, provide teachers with support on how to ensure students are engaging with the new strategies in meaningful ways.

- Restructure professional learning sessions so they do not require as much time out of the classroom for teachers.
- Brainstorm ways to include more participants from each school without compromising the effectiveness of the GRP's current model.
- Include previous professional learning received as part of the beginning-of-year school audits so reading specialists can personalize professional learning sessions by RESA to avoid repetitive content.

RESA Cohesiveness and Collaboration

GOSA developed a collaboration self-assessment tool that reading specialists completed in November and May to evaluate the effectiveness of the GRP RESA partnership. The qualitative survey data from the Collaboration Self-Assessment Tool assesses how cohesive, successful, and valuable the RESA collaboration has been to the reading specialists. GOSA also examined minutes from program-wide GRP meetings and Design Team meetings. The review of meeting minutes enables 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 and again in May 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.³⁹ Aside from asking reading specialists to describe his/her role in the GRP, responses were completely anonymous. The five 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 I.

The mid-year Collaboration Self-Assessment Tool response rate was 100%, and the end-of-year response rate was 96%.⁴⁰ GOSA calculated the percent of reading specialists who agreed or strongly agreed with the statements in each category at the middle and end of the school year. Table 15 presents the findings from the Collaboration Self-Assessment Tool. In general, reading specialists agree that the RESA collaboration is strong and valuable. Several statements about functionality, goal achievement, capacity, and benefits had 100% agreement from all reading

³⁹ 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.

⁴⁰ GOSA was missing one response from the end-of-year collection.

specialists at the middle and end of the year. Reading specialists consistently agree that communication is strong, all specialists are actively engaged and have opportunities for input, all specialists understand and regularly review goals, partnership tasks get completed, the partnership has allowed for collaboration and networking among RESAs, and the partnership enabled consistent professional learning for teachers across the state. By the end of the year, over 90% of specialists agreed with all statements about the collaboration; the lowest percentage was 91% and related to the time and location of meetings.

Table 15: Collaboration Self-Assessment Tool Findings

Statement	Percent who Agree or Strongly Agree - Mid-Year	Percent who Agree or Strongly Agree - End-of-Year	Change in Percentage Points
Functionality			
RESA meetings are at a convenient time and location.	92%	91%	-1
Meetings start and end on time.	92%	100%	8
Meetings have clear agendas and minutes.	88%	96%	7
All partners come to meetings prepared and with assigned tasks completed.	96%	100%	4
Communication among partnership members is clear and efficient.	100%	100%	0
Every member of the partnership has a chance to give their input.	100%	100%	0
All partners are actively engaged in collaboration and discussion.	100%	100%	0
The atmosphere at meetings is positive.	100%	96%	-4
Goal Achievement			
All partners agree on and understand the purpose and goals of the partnership.	100%	100%	0
There is regular review of the partnership's achievements and direction.	100%	100%	0
If changes are made in the partnership, every member is consulted about those changes.	73%	96%	23
Capacity			
The Program Manager helps ensure the partnership runs smoothly.	96%	100%	4
Tasks get assigned and completed in the partnership.	100%	100%	0

Statement	Percent who Agree or Strongly Agree - Mid-Year	Percent who Agree or Strongly Agree - End-of-Year	Change in Percentage Points
There is enough time to accomplish the goals of the partnership.	77%	96%	19
The partnership is able to adapt to challenges.	96%	100%	4
All members of the partnership have the support of their managers and/or agencies in the work they are doing.	92%	100%	8
The partnership is able to deal with conflict in a positive way.	96%	96%	-1
Achievements			
The partnership has made progress toward achieving its goals.	96%	100%	4
There are tangible outcomes from the partnership to date.	88%	100%	12
There is potential for other things to arise from the partnership.	92%	100%	8
The partnership is likely to make an impact on K-3 literacy instruction in Georgia.	96%	100%	4
Benefits			
The partnership allows me to get to know other RESA staff throughout the state.	100%	100%	0
The partnership helps me develop collaborative relationships with other RESAs.	100%	100%	0
The partnership provides access to resources (expertise, services, people) outside my RESA.	100%	100%	0
The partnership exposes me to different perspectives on literacy instruction and education.	100%	100%	0
The partnership enabled consistent professional learning for teachers across the state.	100%	100%	0
My RESA was able to achieve goals that would not be possible without the partnership.	80%	100%	20

The Collaboration Self-Assessment Tool findings also reveal improvements in the partnership from mid-year to end-of-year. The percentage of specialists who felt every member is consulted about changes in the partnership increased from 73% to 96% (23 percentage points). Additionally, more specialists feel there is enough time to accomplish the goals of the GRP, increasing by 19 percentage points to 96%. Both the percentages of specialists who feel there are tangible outcomes from the GRP and that his/her RESA was able to achieve goals that would not be possible without the GRP increased to 100% by the end of the year. These improvements indicate that some of the concerns about programmatic changes and time became more resolved throughout the school year, demonstrating the ability of the GRP RESA partnership to respond to feedback and evolve as a team. The overall agreement among all reading specialists on the effectiveness and successes of the GRP indicates the cohesiveness that exists throughout the program.

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 major successes. From these comments, reading specialists believe the GRP provides a unique opportunity for RESA specialists 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
- Increased teacher confidence
- Unity among the RESAs in terms of goals and professional learning content
- Opportunities for collaboration between teachers, schools, districts, and RESAs that would otherwise not be possible
- Development of a love for reading among students
- Student growth in reading

One reading specialist captured the multifaceted impact of the statewide RESA initiative in the following comment:

Having a statewide RESA partnership for this very specific work with K-3 literacy allows teachers and schools opportunities to collaborate with each other in ways not previously available. In addition, ideas and resources from all RESAs are included in the design and delivery of the training sessions. Another benefit is that every teacher in the [GRP] gets the same training and support which results in consistent professional learning across the state. Lastly, our RESA network is much stronger than ever because of the approach we have taken with Growing Readers.

Additionally, reading specialists are discovering that teachers who are not participating in the GRP are interested in the program's professional learning opportunities. Reading specialists feel that the GRP can help build the capacity for long-lasting change in reading instruction 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, teachers, and students they serve.

“Consistent, quality teaching practices have been shared, practiced and implemented across the state. This is the beginning of systemic change that should spread to more and more classrooms in the schools involved in the grant work.”

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 collected 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 seven 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 all three professional learning sessions. In the second half of the school year, the Design Team also reviewed available data and drafted program expectations for year two of the GRP. 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 the professional learning sessions 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 six times.⁴¹ 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 three 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 major findings from GRP meeting minutes indicate that RESAs are working as a cohesive unit and collaborating frequently to design and deliver universal professional learning opportunities to teachers in Georgia.

RESA Cohesiveness and Collaboration Recommendations

Both the Collaboration Self-Assessment Tool and meeting minutes reveal how strong and successful the GRP partnership is among RESAs. Given the extremely positive feedback, GOSA recommends that the GRP continue to use its current collaborative model moving forward, especially the program-wide meetings with all specialists that are key to establishing consistency. GOSA also recommends that the GRP promote this model throughout each RESA as an exemplar of how RESAs can collaborate more in the future to address other professional learning initiatives.

Student Outcomes

GOSA plans to use two academic indicators to analyze change in 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. GOSA will use the CCRPI Third Grade Lexile Indicator 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%. Since the 2016 Lexile Indicator will not be available until late 2016, GOSA will assess this goal in an addendum to this report. See Appendix B for the 2014 CCRPI Third Grade Lexile Indicators for GRP schools.

Second, GOSA will 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 submitted assessment data to GOSA during beginning, middle, and end of the year benchmark periods. Due to the flexibility in the selection of reading assessments

⁴¹ One of these meetings was split into regional meetings with the Program Manager.

and the availability of appropriate assessments by grade level, there is great diversity in the types of reading assessments GRP schools are using. The distribution of the 12 different assessments by grade level is shown in Table 16. A more detailed explanation of all of the assessments used by GRP schools is available in Appendix J.

Table 16: Reading Assessments Selected by GRP Schools⁴²

Assessment	Number of Schools Using			
	Kindergarten	1st	2nd	3rd
AIMSweb Test of Early Literacy	4	0	0	0
AIMSweb Reading CBM	0	5	5	6
DIBELS Next - Composite	4	3	3	3
DIBELS 6 th or DIBELS Next (Component Score)	6	3	2	2
Developmental Reading Assessment (DRA)	3	3	3	3
Fountas and Pinnell	6	5	5	5
iRead	3	3	3	0
Istation	1	1	1	1
Measure of Academic Progress (MAP)	5	6	6	4
Other Leveled Readers	3	1	1	1
Read with Sarah	0	1	1	1
Reading A-Z	4	3	3	3
Scholastic Reading Inventory (SRI) – Lexile	0	1	2	6
STAR Early Literacy (K only)	13	2	0	0
STAR Reading	0	13	15	15

As seen in the table above, schools are reporting a variety of reading assessments and measures to GOSA. The most commonly used assessment is the STAR Early Literacy/STAR Reading assessment. Many schools are also using different assessments for different grade levels due to the varying compatibilities of certain assessments with student in different grades. For example, many schools are using different assessments for kindergarten than first through third grade. Additionally, schools within a single RESA are also using different assessments.

GOSA’s challenge is that all of these reading assessments are administered differently and use different scoring systems. Only some of the assessments use an equal interval, vertical scale for reporting scores that can be compared across grades. Several assessments report reading levels identified by letters rather than a numeric scale. Most, but not all, assessments have nationally normed performance

⁴² GOSA compiled these numbers from a combination of submitted baseline data and the results from an assessment administration survey sent to reading specialists in December. GOSA does not yet have a complete set of end-of-year data, so the distributions in the table may have changed.

benchmarks for the beginning, middle, and end of the school year for each grade level.⁴³ Assessments also vary in the literacy skills they assess.

Given these challenges, GOSA decided to analyze student assessment data in two ways. First, GOSA will look at the percentage of all students who are meeting national benchmarks. The national benchmarks are unique to each assessment, but using national benchmarks allows GOSA to compare GRP student performance with national student achievement trends.

Second, in an effort to evaluate the GRP's goal for 85% of Tier 2 and Tier 3 students to increase reading achievement by a minimum of one year's growth, GOSA will use t-tests to determine if the gains for Tier 2 and 3 students are statistically significant. Many assessments do not use an equal-interval, vertical scale, which means student scores cannot be compared across assessments, grade levels, or over time. The assessments that use leveled reading systems, such as DRA, Fountas and Pinnell, iREAD, Read with Sarah, and Reading A-Z, also pose a challenge because schools are reporting student reading levels to GOSA rather than scores, so there is not a mathematical way to determine a one-year growth target using a system that, for example, ranges from aa to Z. Furthermore, the definition of Tier 2 and Tier 3 varies across schools and assessments, so it is difficult to establish a universal one-year growth target for all GRP students. Due to the variability in assessment scales and how students are placed in Tiers 2 and 3, testing for statistical significance was the best way to analyze growth among Tier 2 and 3 students.

Meeting National Benchmarks

GOSA analyzed student assessment data for students who had scores from assessments at the beginning and the end of the school year. Although GOSA received mid-year assessment data from schools, the end-of-year (EOY) report focuses on changes in beginning-of-year (BOY) and EOY scores.⁴⁴ GOSA collected BOY and EOY data for 4,059 K-3 students.⁴⁵ The percentage of all students meeting national benchmarks grew by 6 percentage points, from 39% at the beginning of the year to 45% at the end of the year. Thus, while less than half of GRP students are meeting national benchmarks by the end of the 2015-2016 school, the six percentage point increase from beginning to end of the school year is notable, especially given this is the first year of the GRP.

⁴³ Instead of national benchmarks, some assessments provide ranges of levels appropriate for each grade level that are not based on national studies.

⁴⁴ GOSA chose to focus on BOY and EOY scores only in order to focus the analysis on how students changed in general from BOY to EOY. Additionally, GOSA could not identify mid-year national benchmarks for several assessments.

⁴⁵ GOSA received end-of-year data from 47 out of 61 schools as of June 15, 2016, for a response rate of 77%.

Table 17 shows a breakdown of the percentage of students meeting national benchmarks by grade level. The largest growth in performance was in 2nd grade (8 percentage points) followed by kindergarten (7 percentage points). Using a two-sample t-test of proportions, the growth in the percentage of students meeting national benchmarks from BOY to EOY is statistically significant for all grades ($p < 0.05$). In light of these findings, it is also important to note that there are more students in 2nd and 3rd grade in the GRP than in lower grades.

Table 17: Percent Meeting National Benchmarks by Grade

Grade	Percent Meeting National Benchmarks - BOY	Percent Meeting National Benchmarks - EOY	Change (Percentage Points)
Kindergarten	46%	53%	7.3*
1st	40%	47%	6.3*
2nd	36%	43%	7.8*
3rd	37%	41%	4.0*
* denotes statistically significant difference in percentages using a t-test of proportions ($p < 0.05$)			

Table 18 displays the percentage of students meeting national benchmarks at the BOY and EOY by reading assessment. Students taking the SRI assessment had the greatest statistically significant growth in percentage points (32) from BOY to EOY followed by students taking the Reading A-Z assessment (28). Students taking the iRead assessment saw the greatest statistically significant decline (33 percentage points) in the percentage of students meeting national benchmarks. It is important to consider the number of students taking each assessment, which ranges from 70 to 881, because the percentages for assessments with a smaller sample size will be affected more by changes in a few students meeting national benchmarks than assessments with larger sample sizes.

AIMSweb TEL, AIMSweb RCBM, DIBELS 6th or Next (component scores), iRead, Istation, and the MAP assessment saw a decline in the percentage of students meeting national benchmarks from BOY to EOY; however, only the decline for the iRead assessment was statistically significant according to t-tests of proportions ($p < 0.05$). Only students in Griffin RESA took the iRead assessment and students in Southwest Georgia RESA took the Istation assessment, so the declines in those assessments were isolated to those RESAs, respectively. Only students from First District and Heart of Georgia RESA took both AIMSweb assessments; the declines in the percentage of students meeting national benchmarks were largely from Reidsville Elementary School in First District RESA and Hillcrest Elementary in Heart of Georgia RESA. The declines on the MAP assessment came from North Georgia RESA, where all schools saw a decrease in the percentage of students meeting national benchmarks; the largest decline was in Valley Point Elementary

School. Finally, for DIBELS 6th or DIBELS Next (component scores), the decrease in percentages came from Northside Elementary School in Northwest Georgia RESA.

Table 18: Percent Meeting National Benchmark by Assessment⁴⁶

Reading Assessment	Number of Students	Percent Meeting BOY National Benchmark	Percent Meeting EOY National Benchmark	Change (Percentage Points)
AIMSweb Test of Early Literacy	70	74%	63%	-11
AIMSweb Reading CBM	393	44%	43%	-1
DIBELS Next - Composite	471	51%	55%	4
DIBELS 6th or DIBELS Next (Component Scores)	271	48%	45%	-3
Developmental Reading Assessment (DRA)	107	49%	64%	15*
Fountas and Pinnell	273	27%	49%	22*
iRead	131	66%	34%	-33*
Istation	70	64%	50%	-14
MAP	586	37%	32%	-5
Read with Sarah	71	37%	45%	8
Reading A-Z	228	25%	53%	28*
Scholastic Reading Inventory (SRI) – Lexile	373	15%	47%	32*
STAR Early Literacy (K only)	134	25%	32%	7
STAR Reading	881	39%	47%	7*
* denotes statistically significant difference in percentages using a t-test of proportions (p < 0.05)				

On the other hand, DIBELS Next (composite score), DRA, Fountas and Pinnell, Read with Sarah, Reading A-Z, SRI, and both STAR assessments saw an increase in the percentage of students meeting national benchmarks from BOY to EOY. These increases were statistically significant for the DRA, Fountas & Pinnell, Reading A-Z, SRI, and STAR Reading. Metro, Middle Georgia, Oconee, Pioneer, and West Georgia RESA all saw growth in the percentage of students meeting national benchmarks regardless of which assessment students took. For Fountas and Pinnell, Crawford County Elementary School in Middle Georgia RESA had the largest growth in students meeting national benchmarks. Similarly, Ruskin Elementary School in Okefenokee RESA had the largest increase in the percentage

⁴⁶ GOSA could not calculate national benchmark percentages for the other leveled reader assessments used by some schools because there was no national benchmark information.

of students meeting national benchmarks of the schools using the SRI. For the STAR Reading assessment, which had the largest number of students, most schools saw growth in students meeting national benchmarks; however, Hunt Elementary School in Middle Georgia RESA and Jesup Elementary School in First District RESA had slight declines. For both the DRA and Reading A-Z, all RESAs and schools saw comparable amounts of growth.

The analysis of the percentage of students meeting national benchmarks by assessment serves as a snapshot of which assessments saw an increase or decrease in students meeting national benchmarks, and identifies whether any changes are associated with particular RESAs or schools. When looking at sample sizes, more students took assessments that saw growth in students meeting national benchmarks than decline, which reflects the previous finding that on the whole, the percentage of all GRP students meeting national benchmarks increased by six percentage points. However, the analysis by assessment also reveals the extreme variability that exists in GRP schools' student performance, largely due to the variety of assessments used. The variation in assessments and sample sizes makes it difficult to draw conclusions on how students are performing across the board. Additionally, GOSA does not have any information on the student performance of students who are not in the GRP to draw conclusions on the effect of the GRP on student achievement. Finally, only a handful of assessments had statistically significant changes in the percentage of students meeting national benchmarks. Thus, Table 18 merely shows trends in student performance for each assessment and highlights the extreme variation that exists among each assessment. It is important to note that these differences could partially reflect differences in characteristics of the assessments rather than just differences in outcomes. Additionally, there are no implications about whether students perform better on any particular assessment.

To provide further information for program improvement, GOSA also looked at student performance by subgroups. Table 19 breaks down the percentage of students meeting national benchmarks by race/ethnicity. White GRP students performed better when compared to all GRP students and saw greater growth from the beginning of the year to the end. The percentage point increase in students meeting national benchmarks for multi-racial students was almost double the growth for all GRP students. Black and Hispanic students had lower percentages of students meeting national benchmarks when compared to the entire GRP.

Table 19: Percent Meeting National Benchmarks by Race/Ethnicity⁴⁷

Subgroup	Percent Meeting National Benchmarks - BOY	Percent Meeting National Benchmarks - EOY	Change (Percentage Points)
Black	39%	44%	4.7
Hispanic	34%	39%	4.5
Multi-Racial	36%	48%	11.9
White	45%	54%	8.9
All Students	39%	45%	6.2

Figure 8 displays the differences in student performance in other subgroups, including English Learner (EL), Students with Disabilities (SWD), and gifted. EL students comprise 16% of GRP students. At the end of the year, EL students had performed worse than non-EL students (33% compared to 48%). Gifted students performed significantly higher (98%) than non-gifted students. Finally, the percent of SWD meeting national benchmarks (18%) was 30 percentage points lower than the percent of non-SWD meeting national benchmarks.

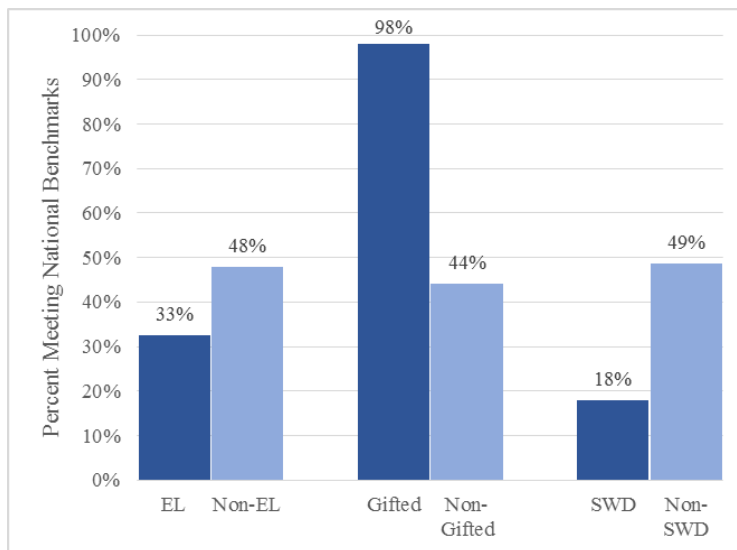


Figure 8: Percent Meeting National Benchmark by Other Subgroups

GOSA also conducted logistic regressions to analyze the relationships between student characteristics and the likelihood that a student meets national benchmarks, while holding other factors constant. Since each assessment determines national benchmarks differently, GOSA conducted a separate logistic regression for each

⁴⁷ American Indian, Asian, and Pacific Islander were not included because GOSA does not report data on subgroups with less than 10 students.

assessment that had a large enough sample size of student scores.⁴⁸ The logistic regression model used for each assessment includes minority status (not white or Asian), gender, disability status, English Learner status, gifted status, grade level, and whether or not the student met national benchmarks at the beginning of the year.⁴⁹ Third grade students are the reference category for grade level.⁵⁰ The probabilities are reported below, and the coefficients are available in Appendix K. Note that these regression results are not meant to exhibit causation but rather to provide descriptive information about the test results.

GOSA conducted logistic regressions for seven assessments: MAP, SRI, STAR Reading, DIBELs Next (composite score), Reading A-Z, AIMSweb RCBM, and Fountas and Pinnell. Of all the variables included in the models, meeting national benchmarks at the BOY had the largest marginal effect on meeting national benchmarks at the EOY. For all seven assessments, students who met BOY national benchmarks were at least 30% more likely to meet national benchmarks at the EOY, holding constant the other variables in the model; the SRI assessment saw the greatest marginal effect of students meeting BOY national benchmarks, as they were 60% more likely to meet EOY national benchmarks than students who did not meet at the BOY. Similarly, for all seven assessments, SWD were less likely than non-SWD to meet national benchmarks. The greatest marginal effect was observed in the MAP assessment, where SWD were 47% less likely to meet EOY national benchmarks than non-SWD.

Minority students were less likely to meet EOY national benchmarks than non-minority students for the SRI and STAR Reading assessments. In addition, the only assessment with an observed marginal effect of EL students was the STAR Reading; EL students were 13% less likely to meet EOY national benchmarks than non-EL students. Furthermore, the MAP assessment was the only one where gifted status had a marginal effect on the likelihood of a student meeting national benchmarks; gifted students were 26% more likely to meet EOY national benchmarks than non-gifted students. The marginal effects by grade level varied for each assessment; some grades had positive marginal effects on some assessments while others had negative marginal effects. Although there are no clear patterns, for some assessments, kindergarten and/or first grade students were more likely to meet EOY national benchmarks than third grade students. This may be a

⁴⁸ GOSA only used assessments that had a minimum of 200 individual student scores to account for the number of variables in the model. GOSA wanted to have at least 20 observations for each independent variable in the model.

⁴⁹ GOSA decided to use a binary minority variable rather than including each race/ethnicity category as individual variables because the number of students who are American Indian, Asian, or multi-racial was less than 10 for several assessments, which did not allow for a proper reference category for race/ethnicity. Minority status was defined as either black, Hispanic, American Indian, or multi-racial. Non-minority status was defined as Asian or white. Pacific Islander was excluded because there are no Pacific Islander students in the GRP.

⁵⁰ Student grade levels vary by assessment. GOSA chose third grade as the reference because it was present in every assessment.

reflection of the variation in content expectations for each grade. However, for specific grade-level marginal effects, see the regression tables in Appendix K.

Growth of Tier 2 and Tier 3 Students

During the 2015-2016 school year, 962 students (24% of GRP students) were identified as having been served in either Tier 2 or Tier 3. As a whole, the percentage of Tier 2 and 3 students meeting national benchmarks at the BOY and EOY did not change; 17% of Tier 2 and 3 students were meeting BOY and EOY national benchmarks. Although this finding does not indicate any growth for Tier 2 and 3 students, GOSA recognizes that national benchmarks may not be the most appropriate measure for evaluating the performance of Tier 2 and 3 students who are already performing below grade level.

In an effort to evaluate the goal for 85% of Tier 2 and 3 students to increase reading achievement by one year's growth, GOSA also analyzed growth in performance for Tier 2 and 3 students by assessment. GOSA conducted paired sample t-tests for assessments with numerical, equal interval scores to determine if the gains for Tier 2 and 3 students from the beginning to the end of the school year are statistically significant or not. Since each assessment is different and has unique scoring scales, GOSA conducted separate t-tests for each assessment.

Table 20: Mean Scores for Tier 2 and 3 Students

	Sample Size	BOY Mean	EOY Mean	Change
Istation	42	192.2	201.1	8.9*
MAP	126	155.7	168.7	13*
SRI	99	68.2	243.5	175.3*
STAR Early Literacy	30	441.8	546.3	104.5*
STAR Reading	193	128.2	202.8	74.6*

* denotes statistically significant difference in means using a paired-sample t-test ($p < 0.05$)

Table 20 shows the mean BOY and EOY scores for all students served in Tier 2 or 3 during the 2015-2016 school year. For each of these assessments, paired sample t-tests of BOY and EOY scores found the gains for Tier 2 and Tier 3 students to be statistically significant ($p < 0.05$). However, the effect size ranges from small to large depending on the assessment.

DIBELS Next (composite score and component scores), AIMSweb RCBM, and AIMSweb TEL have numerical scales, but the scores do not use an equal interval scale. GOSA conducted paired sample t-tests by grade level for these assessments as shown in Table 21.⁵¹ The t-tests found that the gains for Tier 2 and Tier 3 students

⁵¹ GOSA could not report on 1st and 2nd grade for DIBELS Next component scores because the number of students was less than 10.

in each grade reported are statistically significant ($p < 0.05$).⁵² Again, the effect size ranges from small to large depending on the assessment and grade level. As mentioned earlier, given the lack of consistent scoring scales that are equal interval and numerical, as well as the varying definitions of Tier 2 and Tier 3 across schools and assessments, GOSA was unable to develop universal one-year growth targets for all GRP Tier 2 and 3 students. While the t-tests do not specifically measure whether 85% of Tier 2 and 3 students increased reading achievement by one year's growth, these findings do indicate that Tier 2 and 3 students made statistically significant gains in reading performance across multiple assessments during the 2015-2016 school year.

Table 21: Mean Scores for Tier 2 and 3 Students by Grade

Assessment	Grade	Sample Size	BOY Mean	EOY Mean	Change
DIBELS Next - Composite Scores	K	26	32.1	107.3	75.2*
	1	37	82.1	116.1	34*
	2	32	90.5	109.3	18.8*
	3	44	157.3	235.9	78.6*
DIBELS 6 th and Next (Component Scores)	K	11	24.4	48.2	23.8*
	3	24	57	78	21*
AIMSweb RCBM	1	16	6.8	33.7	26.9*
	2	24	24.9	58.5	33.6*
	3	42	48.8	80	31.2*
AIMSweb TEL	K	15	4	34.2	30.2*

* denotes statistically significant difference in means using a paired-sample t-test ($p < 0.05$)

For assessments that do not have numerical scales, also called leveled reader assessments, GOSA conducted a two-sample t-test of proportions to determine if the difference between the percentage of Tier 2 and 3 students meeting national benchmarks at the BOY and EOY is statistically significant. Table 22 shows the percentage of Tier 2 and 3 students meeting BOY and EOY national benchmarks for assessments without numerical scales. The t-tests of proportions found that the difference in the BOY and EOY percentages of Tier 2 and 3 students meeting national benchmarks is only statistically significant for iRead ($p < 0.05$). However, the percentage of Tier 2 and 3 students meeting national benchmarks for iRead declined from BOY to EOY. The differences in national benchmark percentages are not statistically significant for the DRA, Fountas and Pinnell, Read with Sarah, and Reading A-Z. With such small sample sizes, it is hard to draw clear conclusions on the performance of Tier 2 and 3 students on these assessments. Even though there was an increase in the percentage of Tier 2 and 3 students meeting national benchmarks for Fountas and Pinnell, Read with Sarah, and Reading A-Z, the growth is not statistically significant, which means GOSA cannot definitively

⁵² Some of these findings may not be reliable given the small sample size of some of the grade levels.

conclude whether students are performing better. The only assessment with a statistically significant change saw a decline in the percentage of students meeting national benchmarks. Thus, GOSA can conclude that student performance on the iRead assessment declined, but the growth in students meeting national benchmarks on the other assessments may or may not be meaningful. These results show that the GRP needs a more consistent measure of student achievement in order to be able to determine whether Tier 2 and 3 students made statistically significant gains throughout the program.

Table 22: Percent of Tier 2 and 3 Students Meeting National Benchmarks

Reading Assessment	Sample Size	Percent Meeting National Benchmark - BOY	Percent Meeting National Benchmark - EOY	Change
Developmental Reading Assessment (DRA)	14	29%	29%	0
Fountas and Pinnell	91	10%	19%	9
iRead	21	38%	10%	-29*
Read with Sarah	16	6%	13%	6
Reading A-Z	47	9%	19%	11

* denotes statistically significant difference in percentages using a t-test of proportions ($p < 0.05$)

Student Outcomes Recommendations

Overall, the percentage of students meeting national benchmarks increased from BOY to EOY. However, the analysis by assessment also reveals the extreme variability that exists in GRP schools' student performance, largely due to the variety of assessments used. Tier 2 and 3 students made statistically significant gains during the 2015-2016 school year on assessments with numerical scales, but the effect size varied from small to large for each assessment. In terms of leveled assessments, student performance on the iRead assessment declined, but the growth in students meeting national benchmarks on the other assessments is not statistically significant.

The many differences between each reading assessment used by participating schools made it difficult to compare results across assessments. Thus, GOSA recommends that in the future, participating GRP schools use only assessments with numerical and equal interval scales. If that is not possible, GOSA recommends that all GRP schools use the same assessment; if this assessment does not have a numerical and equal interval scale, the student outcome goals must be realigned to

fit the assessment chosen. Although this may be difficult depending on what resources are available to schools, being able to compare student performance on assessments across participating schools is important to evaluate the GRP's impact on student achievement. Additionally, to allow for greater comparability across schools, GOSA also recommends that GRP schools use a consistent methodology (insofar as it aligns with RTI) for establishing cut points for placing students in Tiers 2 and 3. The GRP should also require GRP schools to report the methodology used for placing students into tiers. This will allow GOSA to better evaluate student outcomes program-wide.

Conclusion

The 2015-2016 RESA GRP End-of-Year Evaluation Report is a comprehensive analysis of the GRP's activities during the 2015-2016 school year. This report includes major findings for the four evaluation focus areas: implementation consistency, teacher practice, and RESA cohesiveness and collaboration, and student outcomes.

Implementation Consistency

Data collected from monthly status reports submitted by the reading specialists reveal that all RESAs completed program implementation milestones. The professional learning sessions, observations, and submission of assessment data were administered consistently, and all schools received similar services across all RESAs. The professional learning sessions received positive feedback overall. The majority of participants agreed that the sessions taught useful strategies, were engaging and organized, and prepared teachers to support Tier 2 and 3 students. The sessions also met learning targets, as many respondents commented that they were going to begin implementing new strategies in their classroom immediately. Phone interviews also indicated that although the amount of contact time with specialists varied, the accessibility and support from each specialist was consistent across RESAs. These findings 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 during the 2015-2016 school year.

Teacher Practice

Data from the Teacher Observation Tool, end-of-year surveys, and phone interviews provide insight on how the GRP has impacted teacher practice. Key findings indicate that although the percentage of teachers implementing research-based strategies for all learning targets is not yet 90%, the percentage of teachers who are conferencing with students, using data to drive instruction, and implementing targeted interventions grew by an average of 30 percentage points. Teachers need support in making sure students are engaging with new reading instruction strategies meaningfully. End-of-year survey data reveals that over 90% of teachers, administrators, and coaches feel the GRP is valuable to improving reading instruction practices. All stakeholders feel more proficient in and have seen increased use of conferencing, progress monitoring, targeted interventions, and balanced instruction. These data demonstrate that teachers have begun to implement new strategies and change their practice after participating in the GRP.

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. All specialists also agree that the GRP has facilitated universal professional learning opportunities for teachers across RESAs. The observed impacts of the collaboration 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.

Student Outcomes

Student performance data reveals overall gains in reading achievement during the 2015-2016 school year. Although still below 50%, the percentage of all students meeting national benchmarks grew by 6 percentage points from 39% to 45%. However, there is significant variability among schools. Logistic regressions found that students who met BOY benchmarks were more likely to meet EOY benchmarks, and SWD were less likely to meet EOY benchmarks than non-SWD. Paired sample t-tests also found that Tier 2 and Tier 3 students made statistically significant gains in reading performance on assessments with numerical scales, although the effect size ranged from small to large depending on the assessment. In terms of leveled assessments, student performance on the iRead assessment declined, but the growth in students meeting national benchmarks on the other assessments is not statistically significant. However, due to the significant differences among the 12 reading assessments schools used, GOSA was unable to determine whether 85% of Tier 2 and Tier 3 students achieved one year's growth, which is a stated program goal.

Summary

Overall, the major findings for implementation consistency and RESA cohesiveness and collaboration indicate that RESAs are collaborating and delivering consistent and high-quality K-3 literacy professional learning to teachers through the GRP. The teacher practice findings reveal that teachers are changing their instructional practice and implementing new strategies learned from the GRP in their classroom. As a result, student outcome data show that the percentage of students meeting national benchmarks has increased during the school year and Tier 2 and 3 students made statistically significant gains in reading performance on some assessments. GOSA will continue to look at implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes during year two of the GRP.

Appendix A: List of Participating Schools in the GRP

District	School	RESA
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

2015-2016 Growing Readers Program End-of-Year Evaluation Report

District	School	RESA
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
Tattnall 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

2014 CCRPI Third Grade Lexile Indicators for GRP Schools			
RESA	District	School	2014 CCRPI Third Grade Lexile Indicator
State	State	State	63.7
Average of GRP Schools	Average of GRP Schools	Average of GRP Schools	45.9
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
<i>Values highlighted in yellow represent CCRPI third grade Lexile indicators that are greater than the state average.</i>			

2014 CCRPI Third Grade Lexile Indicators for GRP Schools			
RESA	District	School	2014 CCRPI Third Grade Lexile Indicator
State	State	State	63.7
Average of GRP Schools	Average of GRP Schools	Average of GRP Schools	45.9
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
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	Panther 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

2014 CCRPI Third Grade Lexile Indicators for GRP Schools			
RESA	District	School	2014 CCRPI Third Grade Lexile Indicator
State	State	State	63.7
Average of GRP Schools	Average of GRP Schools	Average of GRP Schools	45.9
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
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
State of Georgia	0.2	3.8	36.9	16.1	0.1	3.8	39.1
GRP Average	0.1	0.7	41.9	24.0	0.1	3.3	30.0
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 Growing Readers Program End-of-Year Evaluation Report

Demographic Profiles for All GRP Participating Schools							
School Name	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	3.8	36.9	16.1	0.1	3.8	39.1
GRP Average	0.1	0.7	41.9	24.0	0.1	3.3	30.0
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 Growing Readers Program End-of-Year Evaluation Report

Demographic Profiles for All GRP Participating Schools							
School Name	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	3.8	36.9	16.1	0.1	3.8	39.1
GRP Average	0.1	0.7	41.9	24.0	0.1	3.3	30.0
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
<i>Values highlighted in yellow represent school percentages that are greater than the state percentage for that racial/ethnic category.</i>							

Demographic Profiles for All GRP Participating Schools							
School Name	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	3.8	36.9	16.1	0.1	3.8	39.1
GRP Average	0.1	0.7	41.9	24.0	0.1	3.3	30.0
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 Feedback Form Survey Items

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 1st 2nd 3rd 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.					

Statements	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
4. The Professional 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

RESA Coach Last Name:	
RESA Coach Email Address:	
School:	
Grade:	
Teacher Last Name:	

Observation:

- Baseline
- Formal 1
- Formal 2
- Formal 3

Date:	
Length of Observation (minutes):	
Length of Literacy Block (minutes):	

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, Mid-Year, and End-of-Year Percentages

Indicator Measured	Specific Strategy	Baseline Percentage of All Teachers	Mid-Year Percentage of All Teachers	End-of-Year Percentage of All Teachers	Baseline to End-of-Year Change (Percentage Points)
Learning Target 1: Full Scope of Reading/Literacy					
Evidence of Alignment to Standards	Have lesson plans, unit plans, curriculum guides, etc.	37%	60%	73%	36
	Standards-based learning targets referenced in instruction	33%	43%	52%	20
	Standards-based targets posted	47%	61%	53%	7
	Tasks aligned to standards	37%	66%	62%	24
	Students articulate standards-based targets	7%	18%	23%	16
	Students show evidence of learning targets in their work	12%	33%	32%	20
Learning Target 2: Reading/Literacy Framework					
Type of Instruction Observed	Whole Group	81%	54%	31%	-51
	Small Group	72%	61%	65%	-7
	Independent Practice	53%	68%	68%	15
Learning Target 3: Conferencing					
	Teacher listens to student read	25%	73%	74%	50
	Student retells what was read	7%	41%	50%	43

2015-2016 Growing Readers Program End-of-Year Evaluation Report

Indicator Measured	Specific Strategy	Baseline Percentage of All Teachers	Mid-Year Percentage of All Teachers	End-of-Year Percentage of All Teachers	Baseline to End-of-Year Change (Percentage Points)
Evidence of Conferencing Strategies	Teacher provides specific feedback	18%	65%	71%	53
	Teacher and/or student set goals	4%	36%	52%	48
	Student articulates goals	3%	19%	35%	32
	Classroom procedures facilitate conferencing	20%	65%	70%	50
	Recording and monitoring strategies are evident	7%	55%	59%	52
Learning Target 4: Assessment and Data					
Assessment Strategies Evident	Running Records	7%	22%	42%	35
	Purposeful Questioning	40%	62%	70%	30
	Conferring	8%	66%	78%	70
	Formal Assessments	19%	32%	61%	42
	Student Work Products	17%	29%	30%	13
	Other	14%	9%	6%	-8
Ways Assessment Data are Used	Create flexible groups	26%	39%	53%	26
	Provide feedback	27%	62%	81%	55
	Students engage in appropriate independent practice	19%	47%	62%	44

2015-2016 Growing Readers Program End-of-Year Evaluation Report

Indicator Measured	Specific Strategy	Baseline Percentage of All Teachers	Mid-Year Percentage of All Teachers	End-of-Year Percentage of All Teachers	Baseline to End-of-Year Change (Percentage Points)
	Match students to appropriate leveled texts	27%	58%	74%	47
	Deliver targeted, focused instruction	24%	48%	68%	44
Learning Target 5: Interventions					
Intervention Focus Areas	Phonemic Awareness	12%	6%	3%	-9
	Phonics	32%	31%	35%	2
	Vocabulary	20%	14%	11%	-9
	Fluency	14%	18%	29%	15
	Comprehension	30%	30%	42%	12

Appendix G: GRP 2015-2016 End-of-Year Teacher Survey Items

Thank you for taking the time to complete the Growing Readers Program 2015-2016 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Growing Readers Program during the 2015-2016 school year. The Governor's Office of Student Achievement will use the survey results to evaluate the impact of the Growing Readers Program on participating stakeholders and to inform future programming.

The survey should take approximately 10 minutes to complete. All responses are anonymous and will be kept completely confidential. Please click **Next** to begin the survey.

General Information

1. Please select the option(s) that best describes your primary instructional role during the 2015-2016 school year.

<input type="checkbox"/> Kindergarten Teacher	<input type="checkbox"/> Special Education Teacher
<input type="checkbox"/> 1 st Grade Teacher	<input type="checkbox"/> Gifted Teacher
<input type="checkbox"/> 2 nd Grade Teacher	<input type="checkbox"/> ESOL Teacher
<input type="checkbox"/> 3 rd Grade Teacher	<input type="checkbox"/> Paraprofessional
<input type="checkbox"/> EIP (Early Intervention Program) Teacher	<input type="checkbox"/> Other (please specify):

2. How many years have you been teaching (including the 2015-2016 school year)?

<input type="checkbox"/> Less than 3 Years
<input type="checkbox"/> 3 – 5 Years
<input type="checkbox"/> 6 – 10 Years
<input type="checkbox"/> 11 – 20 Years
<input type="checkbox"/> Over 20 Years

3. How many years have you been teaching at this particular school (including the 2015-2016 school year)?

<input type="checkbox"/> Less than 3 Years
<input type="checkbox"/> 3 – 5 Years
<input type="checkbox"/> 6 – 10 Years
<input type="checkbox"/> 11 – 20 Years
<input type="checkbox"/> Over 20 Years

4. How many years have you been working in K-3 elementary education (including the 2015-2016 school year)?

<input type="checkbox"/> Less than 3 Years
<input type="checkbox"/> 3 – 5 Years
<input type="checkbox"/> 6 – 10 Years
<input type="checkbox"/> 11 – 20 Years
<input type="checkbox"/> Over 20 Years

Professional Learning and Coaching Support from Reading Specialist

The following questions will address the professional learning and coaching support you received from the RESA Reading Specialist during the 2015-2016 school year.

5. Please indicate how valuable the following supports from the Growing Readers Program have been to improving your teaching practice.

	Not at all valuable (1)	Slightly valuable (2)	Moderately valuable (3)	Very valuable (4)	Extremely valuable (5)
Professional learning sessions led by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials and/or resources provided by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observations of your classroom by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one coaching with the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. As a result of participating in the Growing Readers Program during the 2015-2016 school year, please indicate how often you have been able to do the following.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Reflect on your reading instructional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicate with other teachers about reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school?

<input type="checkbox"/> Not at all different (1)	<input type="checkbox"/> Slightly different (2)	<input type="checkbox"/> Moderately different (3)	<input type="checkbox"/> Very different (4)	<input type="checkbox"/> Extremely different (5)
---	---	---	---	--

Please explain why.

Reading Instructional Practices

The following questions will address any changes to your reading instructional practices during the 2015-2016 school year as a result of participating in the Growing Readers Program.

8. Please indicate your level of understanding of the following both at the beginning and end of the 2015-2016 school year.

	Beginning of 2015-2016 School Year	End of 2015-2016 School Year

Conducting teacher-student conferences with students to assess reading progress, provide feedback, and set goals	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers
Administering reading assessments to monitor student progress	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers
Using formal and informal reading assessment data to make instructional decisions	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers
Selecting targeted reading intervention strategies to support struggling students	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers

Overall Feedback

The following questions will ask for your overall feedback of the Growing Readers Program during the 2015-2016 school year.

9. How supported do you feel by the RESA Reading Specialist?

<input type="checkbox"/> Not at all supported (1)	<input type="checkbox"/> Slightly supported (2)	<input type="checkbox"/> Moderately supported (3)	<input type="checkbox"/> Very supported (4)	<input type="checkbox"/> Extremely supported (5)
---	---	---	---	--

10. How valuable is your individual participation in the Growing Readers Program to improving your instructional practice?

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
--	--	--	--	---

11. How often do you apply what you learn from the RESA Reading Specialist in your classroom?

<input type="checkbox"/> Never (1)	<input type="checkbox"/> Rarely (2)	<input type="checkbox"/> Sometimes (3)	<input type="checkbox"/> Often (4)	<input type="checkbox"/> Always (5)
------------------------------------	-------------------------------------	--	------------------------------------	-------------------------------------

12. What is the likelihood that you will continue to use the strategies you learned from the Growing Readers Program in your classroom in the future?

<input type="checkbox"/> Not at all likely (1)	<input type="checkbox"/> Slightly likely (2)	<input type="checkbox"/> Moderately likely (3)	<input type="checkbox"/> Very likely (4)	<input type="checkbox"/> Extremely likely (5)
--	--	--	--	---

13. Would you recommend the Growing Readers Program to a colleague?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Please explain why or why not.

14. Would you like to continue participating in the Growing Readers Program in the future?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Please explain why or why not.

Open Response

The following questions will ask for your open feedback on the Growing Readers Program and any suggested improvements.

15. How has the Growing Readers Program benefited you as a literacy teacher?

16. What challenges have you faced from being in the Growing Readers Program?

17. What would you improve about the Growing Readers Program?

Demographic Information (optional)

Lastly, the following questions ask for general demographic information for classification purposes.

18. Gender: _____

19. Race/Ethnicity

<input type="checkbox"/> American Indian	<input type="checkbox"/> Two or More Races
<input type="checkbox"/> Asian	<input type="checkbox"/> White
<input type="checkbox"/> Black	<input type="checkbox"/> Other
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Pacific Islander	

20. Regional Educational Service Agency (RESA): (will be list of drop-downs)

21. School District: _____

Appendix H: GRP 2015-2016 Administrator/Coach End-of-Year Survey Items

Thank you for taking the time to complete the Growing Readers Program 2015-2016 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Growing Readers Program during the 2015-2016 school year. The Governor's Office of Student Achievement will use the survey results to evaluate the impact of the Growing Readers Program on participating stakeholders and to inform future programming.

The survey should take approximately 10 minutes to complete. All responses are anonymous and will be kept completely confidential. Please click **Next** to begin the survey.

General Information

1. Please select the option that best describes your primary instructional role during the 2015-2016 school year.

<input type="checkbox"/> Principal
<input type="checkbox"/> Assistant Principal
<input type="checkbox"/> Academic/Instructional Coach
<input type="checkbox"/> Other (please specify):

2. How many years have you served in this role (including the 2015-2016 school year)?

<input type="checkbox"/> Less than 3 Years
<input type="checkbox"/> 3 – 5 Years
<input type="checkbox"/> 6 – 10 Years
<input type="checkbox"/> 11 – 20 Years
<input type="checkbox"/> Over 20 Years

3. How many years have you been at this particular school (including the 2015-2016 school year)?

<input type="checkbox"/> Less than 3 Years
<input type="checkbox"/> 3 – 5 Years
<input type="checkbox"/> 6 – 10 Years
<input type="checkbox"/> 11 – 20 Years
<input type="checkbox"/> Over 20 Years

4. How many years have you been working in K-3 elementary education (including the 2015-2016 school year)?

<input type="checkbox"/> Less than 3 Years
<input type="checkbox"/> 3 – 5 Years
<input type="checkbox"/> 6 – 10 Years
<input type="checkbox"/> 11 – 20 Years
<input type="checkbox"/> Over 20 Years

Participation

The following questions will address your level of participation in Growing Readers Program activities during the 2015-2016 school year.

5. Please indicate how often you participated in the following Growing Readers Program activities during the 2015-2016 school year.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
--	-----------	------------	---------------	-----------	------------

Professional learning sessions led by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom observations of reading instruction with the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions about student data and achievement with the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):					

RESA Reading Specialist Support

The following questions will address the professional learning and coaching support you received from the RESA Reading Specialist during the 2015-2016 school year.

6. Please indicate how valuable the following supports from the Growing Readers Program have been to teachers in your school.

	Not at all valuable (1)	Slightly valuable (2)	Moderately valuable (3)	Very valuable (4)	Extremely valuable (5)	N/A
Professional learning sessions led by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials and/or resources provided by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on reading instruction provided by the RESA Reading Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school?

<input type="checkbox"/> Not at all different (1)	<input type="checkbox"/> Slightly different (2)	<input type="checkbox"/> Moderately different (3)	<input type="checkbox"/> Very different (4)	<input type="checkbox"/> Extremely different (5)
---	---	---	---	--

Please explain why.

8. Please indicate your level of understanding of the following both at the beginning and end of the 2015-2016 school year.

	Beginning of 2015-2016 School Year	End of 2015-2016 School Year
Selecting targeted reading intervention strategies to support struggling students	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers

Using formal and informal reading assessment data to make instructional decisions	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers
---	---	---

Reading Instructional Practices

The following questions will address any changes in K-3 reading instructional practices at your school during the 2015-2016 school year as a result of participating in the Growing Readers Program.

9. Please indicate how often you observed the following in K-3 classrooms both at the beginning and end of the 2015-2016 school year as a result of participating in the Growing Readers Program.

	Beginning of 2015-2016 School Year	End of 2015-2016 School Year
Teachers conferencing with struggling readers to assess progress, provide feedback, and set goals.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers administering reading assessments frequently to monitor student progress.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers using formal and informal reading assessment data to make instructional decisions.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers implementing targeted reading intervention strategies to struggling students.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers sharing reading instructional strategies with each other.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers using a combination of whole group instruction, small group instruction, and independent practice during literacy blocks	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always

10. How has the quality of K-3 reading instruction in your school changed as a result of participating in the Growing Readers Program?

<input type="checkbox"/> Much worse (1)	<input type="checkbox"/> Slightly worse (2)	<input type="checkbox"/> Stayed the same (3)	<input type="checkbox"/> Slightly improved (4)	<input type="checkbox"/> Much improved (5)
---	---	--	--	--

Overall Feedback

The following questions will ask for your overall feedback of the Growing Readers Program during the 2015-2016 school year.

11. How supported do you feel by the RESA Reading Specialist?

<input type="checkbox"/> Not at all supported (1)	<input type="checkbox"/> Slightly supported (2)	<input type="checkbox"/> Moderately supported (3)	<input type="checkbox"/> Very supported (4)	<input type="checkbox"/> Extremely supported (5)
---	---	---	---	--

12. How valuable is your school's participation in the Growing Readers Program to meeting your school's literacy goals?

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
--	--	--	--	---

13. How has your relationship with your RESA (Regional Educational Service Agency) changed after participating in the Growing Readers Program?

<input type="checkbox"/> Much worse (1)	<input type="checkbox"/> Slightly worse (2)	<input type="checkbox"/> Stayed the same (3)	<input type="checkbox"/> Slightly improved (4)	<input type="checkbox"/> Much improved (5)
---	---	--	--	--

14. What is the likelihood that you will continue to encourage the use of strategies learned from the Growing Readers Program in your school in the future?

<input type="checkbox"/> Not at all likely (1)	<input type="checkbox"/> Slightly likely (2)	<input type="checkbox"/> Moderately likely (3)	<input type="checkbox"/> Very likely (4)	<input type="checkbox"/> Extremely likely (5)
--	--	--	--	---

15. Would you recommend the Growing Readers Program to another school?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Please explain why or why not.

16. Would you like to continue participating in the Growing Readers Program in the future?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
------------------------------	-----------------------------

Please explain why or why not.

Open Response

The following questions will ask for your open feedback on the Growing Readers Program and any suggested improvements.

17. How has the Growing Readers Program benefited your school?

18. What challenges have you faced from being in the Growing Readers Program?

19. What would you improve about the Growing Readers Program?

Demographic Information (optional)

Lastly, the following questions ask for general demographic information for classification purposes.

20. Gender: _____

21. Race/Ethnicity

<input type="checkbox"/> American Indian	<input type="checkbox"/> Two or More Races
<input type="checkbox"/> Asian	<input type="checkbox"/> White
<input type="checkbox"/> Black	<input type="checkbox"/> Other
<input type="checkbox"/> Hispanic	
<input type="checkbox"/> Pacific Islander	

22. Regional Educational Service Agency (RESA): (will be list of drop-downs)

23. School District: _____

Appendix I: Collaboration Self-Assessment Tool Survey Items

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 J: Overview of GRP Reading Assessments

Schools are reporting a variety of reading assessments and measures to GOSA. The most commonly used assessment is the STAR Early Literacy/STAR Reading assessment. Many schools are also using different assessments for different grade levels due to the varying compatibilities of certain assessments with student in different grades. For example, many schools are using different assessments for kindergarten than first through third grade. Additionally, schools within a single RESA are also using different assessments.

GOSA's challenge is that all of these reading assessments are administered differently and use different scoring systems. Only some of the assessments use an equal interval, vertical scale for reporting scores that can be compared across grades. Several assessments report reading levels identified by letters rather than a numeric scale. Most, but not all, assessments have nationally normed performance benchmarks for the beginning, middle, and end of the school year for each grade level. Assessments also vary in the literacy skills they assess.

In addition, the definition of a Tier 2 and Tier 3 student will vary by school because these thresholds are determined at the school-level. The types and amount of Tier 2 and Tier 3 interventions students receive will also vary by school. Some assessments may have a sample size of Tier 2 and Tier 3 students that is too small for statistical analysis as well. The variety in assessments and Tier 2 and Tier 3 thresholds presents several challenges with regards to evaluating student outcomes, including:

Several of the assessments have released nationally normed performance benchmarks or cut scores for each grade level. The nationally normed performance benchmarks are typically determined by studying national samples of students and calculating the mean score of students at different percentile ranks within a grade level to set national norms. Some assessments define benchmarks throughout the year by identifying a specific percentile rank that represents the minimum performance required to reach end-of-year performance targets, which are typically aligned to state performance standards. Many assessments state that the performance benchmarks represent typical student performance by grade level, but do not explicitly state that performance benchmarks necessarily define grade-level performance standards.⁵³ Thus, rather than defining “on grade level” performance, GOSA suggests using the performance benchmarks for each assessment to evaluate whether GRP students are “meeting national benchmarks” instead.⁵⁴

If the national benchmarks are defined by a range, GOSA will use the minimum value of the range as the benchmark. For example, Fountas and Pinnell identified levels D or E as meeting grade-level expectations at the end of kindergarten, so GOSA will use D as the end-of-year benchmark for kindergarten. However, many of the assessments associated with leveled reading systems (DRA, Fountas and Pinnell, Read with Sarah, Reading A-Z) that do not report numerical scores do not have clearly designated performance benchmarks based on national studies; instead, these assessments provide ranges of levels for each grade level. GOSA proposes using the last level for each grade as the performance benchmark for that grade level. For example, Reading A-Z levels range from aa to C in kindergarten, so the end-of-year target for kindergarten would be C.

⁵³ Benchmarks are typically determined by designating a specific percentile rank as “on grade level” performance, and then calculating the mean score of students at different percentile ranks within a grade level to set national norms.

⁵⁴ GOSA does not feel comfortable defining “on grade level” performance and does not want to assume that the national performance benchmarks set for each assessment are necessarily “on grade level” benchmarks.

The following table provides a snapshot of all assessments and their associated performance benchmarks that GOSA was able to identify. The table also indicates whether the assessment uses an equal-interval, vertical scale for student scores. Equal-interval, vertical scales allow for comparisons of student performance across grades and over time. There are both advantages and disadvantages to using the performance benchmarks provided by several assessments to set performance targets for “meeting national benchmarks.”

Advantages to this approach:

- Nationally normed benchmarks are grounded in research and used as the default benchmarks in the assessment systems that release nationally normed benchmarks (AIMSweb, Classworks, DIBELS, Istation, MAP, STAR).
- Evaluating GRP students’ performance using national performance benchmarks allows for comparison of GRP student achievement with national student achievement trends.
- Establishing a definition of “meeting national benchmarks” for all assessments allows GOSA to analyze whether most students in the GRP, regardless of assessment, are “meeting national benchmarks.”

Disadvantages to this approach:

- The nationally normed beginning-of-year, middle-of-year, and end-of-year performance benchmarks that GOSA identified for the assessments using leveled reading systems are approximations using available ranges provided for each grade level (DRA, Fountas and Pinnell, iREAD, Read with Sarah, Reading A-Z).⁵⁵
- Each assessment used its own methods to derive nationally normed benchmarks, using different percentile ranks to define grade-level performance.

⁵⁵ Fountas and Pinnell has grade-level expectations with beginning, middle, and end-of-year targets, but they are not nationally normed.

Overview of GRP Assessments and National Grade-Level Performance Benchmarks

Assessment	Equal-Interval, Vertical Scale?	Kindergarten Benchmarks		1st Grade Benchmarks		2nd Grade Benchmarks		3rd Grade Benchmarks	
		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
AIMSWeb Test of Early Literacy	No. Student's score is raw score of number of letter sounds or names stated correctly.	Letter Sound Fluency: 2 Letter Naming Fluency: 13	Letter Sound Fluency: 33 Letter Naming Fluency: 46 Nonsense Word Fluency: 33	Letter Sound Fluency: 25 Letter Naming Fluency: 40	Letter Sound Fluency: 46 Letter Naming Fluency: 56	N/A	N/A	N/A	N/A
AIMSWeb Reading Curriculum-Based Measurement⁵⁶	No. Student's score is the median number of words read correctly from 3 passages.	N/A	N/A	30 Administration begins winter of 1st grade	53	55	92	77	119
DIBELS 6th Edition⁵⁷	No. Different fluency measures are used at different points in each grade	First Found Fluency: 23 Letter Naming Fluency: 29	First Found Fluency: n/a Letter Naming Fluency: 62	Nonsense Word Fluency (Correct Letter Sounds): 42	Nonsense Word Fluency (Correct Letter Sounds): 96	Oral Reading Fluency: 80	Oral Reading Fluency: 111	Oral Reading Fluency: 97	Oral Reading Fluency: 123

⁵⁶ Please see [AIMSWeb Default Cut Scores](#) for the cut scores for both AIMSWeb assessments.

⁵⁷ Please see [DIBELS 6th Edition Benchmark Goals](#). GOSA only included benchmark goals for fluency measures reported by GRP schools.

Assessment	Equal-Interval, Vertical Scale?	Kindergarten Benchmarks		1st Grade Benchmarks		2nd Grade Benchmarks		3rd Grade Benchmarks	
		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
DIBELS Next ⁵⁸	No. Scores used to calculate composite score vary by grade and time of year.	26	119	113	155	141	238	220	330
Developmental Reading Assessment (DRA) ⁵⁹	Unsure. Uses a letter and number leveled system that may/may not be equal interval.	A – 2	4	6 – 8	18	20	28	30	38
Fountas and Pinnell ⁶⁰	Unsure. Uses a letter leveled system.	B (starts late fall)	D or E	D or E	J or K	J or K	M or N	M or N	P or Q
iREAD ⁶¹	Unsure. Uses a leveled series system, but not sure if they are equal interval.	A1	A18	B19	B36	C37	C51	N/A	N/A

⁵⁸ Please see [DIBELS Next Benchmark Goals](#). GOSA only included composite score benchmarks in the table, but some schools are reporting individual fluency measure scores rather than the composite score.

⁵⁹ GOSA derived these benchmarks from a DRA manual provided by one of the reading specialists.

⁶⁰ Please see Fountas and Pinnell [Instructional Reading Level Expectations](#). These are not nationally normed, but have been tested in a large field study. Please see [Fountas and Pinnell Frequently Asked Questions](#).

⁶¹ GOSA received this information from the iREAD trainer assisting the GRP schools using iREAD.

Assessment	Equal-Interval, Vertical Scale?	Kindergarten Benchmarks		1st Grade Benchmarks		2nd Grade Benchmarks		3rd Grade Benchmarks	
		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Istation Early Reading Assessment⁶²	Yes.	175	196	194	216	214	232	227	239
MAP for Primary Grades	Yes.	141	158.1	160.7	177.5	174.7	188.7	188.3	198.6
MAP Reading⁶³	Yes.	141	158.1	160.7	177.5	174.7	188.7	188.3	198.6
Read with Sarah⁶⁴	Unsure. Uses a leveled system of letters and numbers, but they don't seem to be equal-interval.	N/A	C	Levels C-J then 2-5		Levels 6-8		Levels 9-11	
Reading A-Z⁶⁵	Unsure. Uses a letter leveled system, but not sure if they are equal-interval.	Levels aa-C		Levels D-J		Levels K-P		Levels Q-T	

⁶² Please see the [ISIP Early Reading Technical Manual](#). GOSA used the norming tables and ISIP's definition of "at grade level" to identify benchmarks. ISIP provided benchmarks by month, so GOSA used August for beginning of year, January for middle of year, and May for end of year.

⁶³ Please see [NWEA 2015 MAP Normative Data](#) for the national norms for MPG and MAP Reading. National norms are the mean score of students in the sample study. GOSA is assuming that NWEA accounted for different students in different grades taking MPG and MAP Reading during the national sample study to establish national norms for each grade level.

⁶⁴ GOSA obtained grade-level equivalents from a Read with Sarah manual sent by a reading specialist. GOSA is not sure if these levels are nationally normed.

⁶⁵ GOSA obtained grade-level equivalents from the [Reading A-Z correlation chart](#), but Reading A-Z does not release any nationally normed benchmarks by grade level.

Assessment	Equal-Interval, Vertical Scale?	Kindergarten Benchmarks		1st Grade Benchmarks		2nd Grade Benchmarks		3rd Grade Benchmarks	
		BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Scholastic Reading Inventory (SRI)⁶⁶	Yes (Lexiles).	Lower threshold for Proficient: 0L		Lower threshold for Proficient: 190L		Lower threshold for Proficient: 420L		Lower threshold for Proficient: 520L	
STAR Early Literacy⁶⁷	Yes.	530	685	651	776	787	841	843	869
STAR Reading⁶⁸	Yes.	N/A	N/A	73	133	189	291	319	393

“N/A” indicates that the assessment is not administered for a particular grade level.

⁶⁶ Please see the [SRI Technical Manual](#) p.23. These performance bands are not explicitly presented as national normed benchmarks. Instead, SRI describes them as aligned to the standards for college and career ready grade-level expectations. Additionally, SRI does not provide benchmarks from the beginning through the end of the school year.

⁶⁷ Please see [STAR Early Literacy Benchmarks, Cut Scores, and Growth Rates](#).

⁶⁸ Please see [STAR Reading Benchmarks, Cut Scores, and Growth Rates](#).

“One Year’s Growth” Evaluation Plan

The GRP reading specialists would also like to develop performance targets to assess whether Tier 2 and Tier 3 students are achieving “one year’s growth” based on baseline performance. Recognizing that it may not be feasible for a Tier 2 or Tier 3 student to meet national benchmarks within one year, the one-year growth target aims to evaluate whether students are still achieving “one year’s growth” from their baseline score (even if not performing “on grade level” yet) to demonstrate any positive impacts of the GRP.

However, GOSA identifies some major challenges to establishing one-year growth targets. First, many assessments do not use an equal-interval, vertical scale, which means student scores cannot be compared across grade levels or over time. Thus, for the assessments without an equal-interval, vertical scale, it would not make sense to expect a student to increase his/her score by a specific amount because the scores do not necessarily reflect growth. Some assessments, such as DIBELS, even expect student scores to drop during the middle of the year because students are evaluated using different fluency measures as they develop over time. The assessments that use leveled reading systems, such as DRA, Fountas and Pinnell, iREAD, Read with Sarah, and Reading A-Z, also pose a challenge to establishing one-year growth targets. Since schools are reporting student reading levels to GOSA rather than scores, there may not be a mathematical way to determine a one-year growth target using a system that, for example, ranges from aa to Z.

Additionally, the definition of Tier 2 and Tier 3 students will vary across schools and assessments. Within a single grade level, the definition of “one year’s growth” for a Tier 2 and Tier 3 student will need to consider each student’s baseline scores because a student’s growth is dependent on where he/she is starting. The Northwest Evaluation Association, developers of the MAP assessment, argues that student growth will vary within a single grade level depending on students’ baseline performance.⁶⁹ The variations in student growth patterns make it difficult to develop general one-year growth targets for all GRP students.

Furthermore, for assessments that do use an equal-interval, vertical, one way to set growth targets that mimics the national norming process of several assessments is to determine if a student’s scale score gain is similar to the scale score gain of some percentile of students, usually the 50th percentile.⁷⁰ However, GOSA wants to avoid using percentile rankings of GRP students to set performance targets because the targets would then be based solely on the sample of students from GRP.

Given these challenges, GOSA does not feel there is a valid way to determine consistent one-year growth targets across all assessments. As an alternative, GOSA will use statistical tests to determine whether the gains for Tier 2 and Tier 3 students are significant.

⁶⁹ Please see the [NWEA article](#) on determine one year’s growth.

⁷⁰ Please see an [ESP Solutions Group report](#) on growth models.

Detailed Descriptions of All GRP Assessments

AIMSWeb

The AIMSWeb assessments are developed by Pearson. Schools are either reporting scores from the AIMSWeb Reading Curriculum-Based Measurement (R-CBM) or the Test of Early Literacy (TEL).

AIMSWeb TEL

There are four AIMSWeb TEL measures used to assess students in kindergarten and the beginning of first grade. Three GRP schools are using the Letter Sound Fluency (LSF) measure, which was administered by computer, to assess kindergarteners. One school is using the Letter Naming Fluency (LNF) measure, administered by paper, to assess kindergarteners. For the LSF measures, students say the sounds of visually presented letters for 1 minute. For the LNF measure, student say the names of visually presented letters for 1 minute. A student's score is the raw score of the number of letter sounds or names stated correctly in one minute.⁷¹ Thus, this assessment does not have an equal interval, vertical scale.

AIMSWeb releases default cut scores based on research using national samples.⁷² AIMSWeb also releases growth norms for students' rate of improvement based on national studies.⁷³

Table 3: AIMSWeb TEL Benchmarks

	Fall	Winter	Spring
LSF	2	20	33
LNF	13	38	46

AIMSWeb R-CBM

The AIMSWeb R-CBM can be used to assess oral reading for students from the end of first grade through 12th grade. The test can be administered by paper or computer. Students read three passages (called probes) for one minute each. A student's overall score is the median number of words read correctly from the three probes. Thus, this assessment does not have an equal interval, vertical scale. AIMSWeb also released default cut scores and growth norms for students' rate of improvement on the R-CBM using national samples.⁷⁴

⁷¹ For more information, see the [AIMSWeb TEL Administration and Scoring Guide](#).

⁷² Please see [AIMSWeb Default Cut Scores](#).

⁷³ Please see [AIMSWeb Rate of Improvement Norm Tables](#).

⁷⁴ Please see [AIMSWeb R-CBM Administration and Scoring Guide](#) and the default cut scores in footnote 6.

Table 4: AIMSWeb R-CBM Benchmarks

	Fall	Winter	Spring
1st Grade	Administration begins Winter of 1 st grade	30	53
2nd Grade	55	80	92
3rd Grade	77	105	119

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

DIBELS is an assessment of early literacy skills for students in grades kindergarten through sixth grade. DIBELS consists of multiple fluency measures assessing different skills. The fluency measures used for each grade level vary as a child develops, so some fluency measures are present in earlier grades but not in later grades. Thus, DIBELS scores are not on a vertical, equal interval scale and cannot be used to directly measure growth over time or compare results across grades or times of year. Most schools administered DIBELS by paper, but two schools administered the assessment on computers. GRP schools are using either DIBELS 6th Edition or DIBELS Next.

DIBELS 6th Edition

DIBELS 6th Edition is the older version of DIBELS. One school is using DIBELS 6th Edition to assess students in all grades.⁷⁵ DIBELS 6th Edition does not report a composite score, but the Dynamic Measurement Group has developed empirically derived, criterion-referenced benchmark goals for each component in each grade level. Table 5 only presents the benchmark goals for the components reported by the school using DIBELS 6th Edition.⁷⁶ The 6th Edition Benchmark goals are not the same as DIBELS Next benchmark goals.

Table 5: DIBELS 6th Edition Benchmarks

	Beginning of Year	Middle of Year	End of Year
Kindergarten – First Sound Fluency	23	52	n/a
Kindergarten – Letter Naming Fluency	29	52	62
1st Grade – Nonsense Word Fluency (Correct Letter Sounds)	42	70	96
2nd Grade – Oral Reading Fluency	80	100	111
3rd Grade – Oral Reading Fluency	97	115	123

⁷⁵ Another school is using DIBELS 6th Edition for kindergarten.

⁷⁶ Please see [DIBELS 6th Edition Benchmark Goals](#).

DIBELS Next

DIBELS Next is the latest version of DIBELS that some GRP schools are using. Some of the fluency measures are slightly different in DIBELS Next. Additionally, DIBELS Next combines the individual component scores from each fluency measure to generate a composite score that provides an overall estimate of a student’s early literacy skills and/or reading proficiency. Again, the scores used to calculate the composite score vary by grade and time of year, so the composite score is not on a vertical equal interval scale. Most schools are reporting the composite score, but a couple of schools are reporting individual component scores for DIBELS Next. Table 6 presents the composite score benchmark goals for DIBELS Next by grade level.⁷⁷

Table 6: DIBELS Next Benchmarks

	Beginning of Year	Middle of Year	End of Year
Kindergarten	26	122	119
1st Grade	113	130	155
2nd Grade	141	190	238
3rd Grade	220	285	330

Developmental Reading Assessment (DRA)

Three GRP schools are using the DRA to assess students in all grades. The DRA is designed to begin assessing students at the end of kindergarten. The DRA benchmark assessment measures student’s reading proficiency through observation, recording, and evaluating performance on reading engagement, oral reading fluency, and comprehension. It is administered on paper during a one-on-one session between the teacher and student. Students are assessed using a leveled text to evaluate whether the text represents the student’s instructional or independent reading level using rubrics provided by Pearson.⁷⁸ Thus, the level of the text corresponds to the student’s reading level, and as levels increase, so does the difficulty. Some schools are reporting the independent level while others are reporting the instructional level, but independent levels are more commonly reported. A student’s independent reading level reflects oral reading fluency with 95% accuracy and 90% comprehension. DRA levels range from A to 80. GOSA identified performance benchmarks by grade level for the DRA using a manual provided by a reading specialist.

⁷⁷ Please see [DIBELS Next Benchmark Goals](#). GOSA used the score needed to be at or above benchmark.

⁷⁸ Students must receive total scores in the independent range for both Oral Reading and Comprehension to determine the independent level. Students must receive a total score in the instructional range for either oral reading or comprehension to determine the instructional level. See [DRA2 Technical Guide](#).

Fountas and Pinnell

The Fountas and Pinnell benchmark assessment can determine a student's instructional or independent reading level. The assessments are administered on paper during a one-on-one session between the teacher and student. Fountas and Pinnell is similar to the DRA in that students are assessed using leveled texts to evaluate whether the text level is the student's instructional or independent reading level.⁷⁹ Teachers evaluate students on accuracy, self-correction, fluency, comprehension, and writing. GOSA is still collecting information to determine if schools are reporting instructional or independent reading levels. Fountas and Pinnell released performance expectations by grade for instructional reading levels, shown in Table 7 below.⁸⁰ The grade level benchmarks are not nationally normed, but have been tested in a large field study.⁸¹ Fountas and Pinnell levels range from A to Z+.

Table 7: Fountas and Pinnell Benchmarks

	Aug.-Sept.	Nov.-Dec.	Feb.-Mar.	May-June
Kindergarten	n/a	B	C	D/E
1st Grade	D/E	F	H	J/K
2nd Grade	J/K	K	L	M/N
3rd Grade	M/N	N	O	P/Q

iREAD

Three GRP schools are using iREAD to assess students in grades K-2. iREAD is a computer-based reading program for K-2 students originally developed by Scholastic Inc. The assessment measures fluency by counting the number of assessment questions out of 82 the student answered correctly and within an item-specific time limit. The student is then placed into an instructional series level based on the number of total fluent responses. GRP schools are reporting the instructional series level for each student to GOSA. iREAD has established grade-level equivalents for the instructional series.⁸²

Table 8: iREAD Benchmarks

	Beginning of Year	Middle of Year	End of Year
Kindergarten	A1	A10	A18
1st Grade	B19	B27	B36
2nd Grade	C37	C43	C51

⁷⁹ Instructional reading level is 90-94% accuracy with excellent/satisfactory comprehension or 95-100% accuracy with limited comprehension at levels A-K; for levels L-Z, it is 95-97% accuracy with excellent/satisfactory comprehension or 98-100% accuracy with limited comprehension. Independent reading level is 95-100% accuracy with excellent or satisfactory comprehension at levels A-K; for levels L-Z, it is 98-100% accuracy with excellent/satisfactory comprehension. See [Fountas and Pinnell Levels Information](#).

⁸⁰ Please see [Instructional Reading Level Expectations](#).

⁸¹ Please see [Fountas and Pinnell Frequently Asked Questions](#).

⁸² GOSA received this information from the iREAD trainer assisting the GRP schools using iREAD.

Istation Indicators of Progress (ISIP) Early Reading Assessment

Only one GRP school is using ISIP Early Reading to assess K-3 students. ISIP Early Reading is designed for pre-K through third grade students. The assessment is computer-adaptive. ISIP Early Reading reports a student's overall ability index score, which represents the difficulty level of questions a student is able to perform. The ability indices are derived from an equal interval scale, so scores can be compared across grades and over time. ISIP established national norms for each grade level using national samples of students.⁸³ ISIP identifies students scoring above the 40th percentile as performing at grade level.

Table 9: Istation Benchmarks

	Beginning of Year	Middle of Year	End of Year
Kindergarten	175	188	196
1st Grade	194	206	216
2nd Grade	214	226	232
3rd Grade	227	236	239

Measures of Academic Progress (MAP)

MAP is a computer-adaptive assessment developed by the Northwest Evaluation Association (NWEA). GRP schools are either using the MAP Reading assessment or MAP for Primary Grades (MPG). The MPG generally targets students in grades K-2, while the MAP Reading assessment targets students in grades 2-12. However, GOSA is concerned that some schools are using MPG for all grade levels and some are using the MAP Reading for all grade levels and may need further context to evaluate whether the use of assessments is developmentally appropriate.⁸⁴

All MAP assessments use an RIT (Rasch Unit) scale, which is an equal-interval, vertical scale. The RIT score indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. NWEA conducts regular norming studies to establish grade-level norms. NWEA recently released the student status norms for 2015, which provides the mean score of students in a particular grade at a particular time of year. GOSA recognizes that this is not necessarily the same as a grade-level performance benchmark. NWEA also releases student growth norms.⁸⁵

⁸³ Please see the [ISIP Early Reading Technical Manual](#). GOSA used the norming tables and ISIP's definition of "at grade level" to identify benchmarks. ISIP provided benchmarks by month, so GOSA used August for beginning of year, January for middle of year, and May for end of year.

⁸⁴ Please see [NWEA's guidance for using the MAP versus MPG](#). NWEA recommends all kindergarteners take the MPG, and all third graders take the MAP.

⁸⁵ Please see [NWEA 2015 MAP Normative Data](#).

2015 READING Student Status Norms						
Grade	Begin-Year		Mid-Year		End-Year	
	Mean	SD	Mean	SD	Mean	SD
K	141.0	13.54	151.3	12.73	158.1	12.85
1	160.7	13.08	171.5	13.54	177.5	14.54
2	174.7	15.52	184.2	14.98	188.7	15.21
3	188.3	15.85	195.6	15.14	198.6	15.10
4	198.2	15.53	203.6	14.96	205.9	14.92
5	205.7	15.13	209.8	14.65	211.8	14.72
6	211.0	14.94	214.2	14.53	215.8	14.66
7	214.4	15.31	216.9	14.98	218.2	15.14
8	217.2	15.72	219.1	15.37	220.1	15.73
9	220.2	15.68	221.3	15.54	221.9	16.21
10	220.4	16.85	221.0	16.70	221.2	17.48
11	222.6	16.75	222.7	16.53	222.3	17.68

2015 READING Student Growth Norms						
Grade	Begin-to-Mid Year		Mid-to-End Year		Begin-to-End Year	
	Mean	SD	Mean	SD	Mean	SD
K	10.3	6.01	6.81	5.46	17.1	8.11
1	10.8	6.00	5.99	5.46	16.8	8.09
2	9.5	6.05	4.52	5.49	14.0	8.20
3	7.3	5.79	3.02	5.33	10.3	7.59
4	5.4	5.56	2.33	5.19	7.8	7.05
5	4.2	5.60	1.97	5.21	6.1	7.15
6	3.2	5.62	1.54	5.22	4.8	7.19
7	2.5	5.58	1.25	5.20	3.7	7.11
8	1.9	6.05	0.99	5.49	2.8	8.19
9	1.1	6.35	0.60	5.68	1.7	8.87
10	0.6	6.72	0.17	5.91	0.7	9.66

Read with Sarah

GOSA has very little information on the Read with Sarah assessment. Only one school is using Read with Sarah to assess students in grades 1-3, so the sample size of Tier 2 and Tier 3 students for this assessment is likely too small to report. GOSA has received a list describing the general grade-level equivalents for Read with Sarah levels and a correlation chart comparing Read with Sarah levels with DRA and Fountas and Pinnell. However, GOSA does not have any nationally normed performance benchmarks for Read with Sarah.

Reading A-Z

Reading A-Z is another leveled book system similar to DRA and Fountas and Pinnell. The assessment consists of three parts in which students read provided passages or books and are evaluated using a running record, students retell the text and are assessed using retelling rubrics, and then students take an oral or written comprehension quiz. Students are assessed using leveled texts to evaluate whether the text level is the student’s instructional reading level. Students must receive a score of 95% or above on the running record, a score between 12 and 18 on the retelling rubric, and a score of 80 to 94% on the comprehension quiz for the level to be his/her instructional reading level.⁸⁶ Reading A-Z releases a [correlation chart](#) broken down by grade levels comparing Reading A-Z levels with Fountas and Pinnell, DRA, and Lexiles. However, Reading A-Z does not release specific nationally normed grade-level performance benchmarks.

Scholastic Reading Inventory (SRI)

The SRI Reading Comprehension Assessment is a computer-adaptive test for all grades that includes passages and vocabulary. Scores are reported as Lexiles. The Lexile measure of questions changes as a student progresses through the assessment

⁸⁶ GOSA gathered this information from the [Reading A-Z website](#) as well as a guide from one of the reading specialists. GOSA is not sure what the retelling rubric score is out of because the website did not provide that information.

to accurately determine a student’s Lexile. Lexiles can range from 0L to 2000L and are based on a vertical scale, so Lexiles can be compared across grade levels and over time. If a student is performing below 0L, they are designated a Beginning Reader (BR).⁸⁷ A student’s Lexile score means that the student can comprehend 75% of a book at the same Lexile level. SRI releases performance bands for each grade that provide Lexile ranges for students performing at a below basic, basic, proficient, or advanced level.⁸⁸ For instance, a first grade student is considered proficient if his/her Lexile is between 190L and 530L.⁸⁹ However, the ranges do not necessarily provide clear performance benchmarks GOSA can use. MetaMetrics also provides typical Lexile measures by grade level for grades 1-12 but cautions that there is no direct correspondence between Lexile measures and grade levels.⁹⁰

STAR

Approximately 25% of GRP schools are using STAR assessments developed by Renaissance Learning. The STAR assessments are computer-adaptive and measure several foundational reading skills. Schools are using either the STAR Reading assessment or STAR Early Literacy. All STAR assessments report scores using a scaled score that represents the difficulty level of questions a student can answer. The scaled scores allow for comparison across grades and over time. However, the scale for STAR Early Literacy and STAR Reading differ.

STAR Early Literacy

The STAR Early Literacy assessment targets students in grades K-2 but can also be used to assess third grade students. The STAR Early Literacy scaled scores range from 300-900. Renaissance Learning releases nationally normed benchmarks, cut scores, and growth rates for the STAR Early Literacy assessment. Table 10 shows the benchmark scores released in 2015.⁹¹

Table 10: STAR Early Literacy Benchmarks

	Beginning of Year	Middle of Year	End of Year	Moderate Growth Rate (Scaled Score/Week)
Kindergarten	530	608	685	4.83
1st Grade	651	720	776	3.71
2nd Grade	787	818	841	1.62
3rd Grade	843	858	869	.75

⁸⁷ Many reading specialists feel that SRI is not appropriate for kindergarteners since it is a reading-based assessment.

⁸⁸ Please see the [SRI Technical Manual](#) p.23.

⁸⁹ The SRI’s lower threshold for proficiency for a third grader is 520L, which is lower than Georgia’s College and Career Ready Performance Index threshold of 650L for a third grader.

⁹⁰ Please see [Lexile-to-Grade Correspondence](#).

⁹¹ Please see [STAR Early Literacy Benchmarks, Cut Scores, and Growth Rates](#).

STAR Reading

The STAR Reading assessment targets students in grades 1-12. Students who have a sight word vocabulary of at least 100 words can take the STAR Reading assessment. Students can thus progress from the STAR Early Literacy assessment to the STAR Reading assessment. However, the STAR Reading assessment uses a different range of scaled scores from 0-1400. The 2015 benchmark scores for STAR Reading are in Table 11.⁹²

Table 11: STAR Reading Benchmarks

	Beginning of Year	Middle of Year	End of Year	Moderate Growth Rate (Scaled Score/Week)
1st Grade	73	87	133	3.0
2nd Grade	189	239	291	4.2
3rd Grade	319	357	393	3.2

⁹² Please see [STAR Reading Benchmarks, Cut Scores, and Growth Rates](#).

Appendix K: Meeting National Benchmark Logistic Regression Tables

MAP Assessment

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	-0.020	-0.003	336
	(0.291)		
Female	0.337	0.048	264
	(0.231)		
SWD	-3.240*	-0.466	59
	(1.043)		
Gifted	1.793*	0.258	21
	(0.771)		
EL	-0.327	-0.047	197
	(0.295)		
Kindergarten	0.635	0.091	139
	(0.326)		
1st Grade	-0.377	-0.054	130
	(0.342)		
2nd Grade	0.786*	0.113	129
	(0.343)		
Met Benchmark at BOY	2.225*	0.320	208
	(0.245)		
Constant	-2.062		
	-0.362		
The dependent variable is Pr(Benchmark=1), *p<0.05, two-tailed. Substantive effects were derived using the margins package in Stata 14.			

SRI Assessment

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	-1.017*	-0.192	267
	(0.294)		
Female	-0.079	-0.015	190
	(0.244)		
SWD	-1.424*	-0.269	43
	(0.447)		
Gifted	Omitted from model by Stata		12
EL	-0.280	-0.053	17
	(0.562)		
1st Grade	0.835*	0.158	68
	(0.332)		
2nd Grade	0.469	0.089	99
	(0.289)		
Met Benchmark at BOY	3.175*	0.600	56
	(0.624)		
Constant	0.143		
	-0.342		
The dependent variable is Pr(Benchmark=1),*p<0.05, two-tailed. Substantive effects were derived using the margins package in Stata 14.			

STAR Reading Assessment

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	-0.567*	-0.090	658
	(0.209)		
Female	0.193	0.031	418
	(0.175)		
SWD	-1.473*	-0.235	94
	(0.327)		
Gifted	Omitted from model by Stata		19
EL	-0.826*	-0.132	81
	(0.318)		
1st Grade	0.374	0.060	241
	(0.214)		
2nd Grade	0.423*	0.067	286
	(0.208)		
Met Benchmark at BOY	2.677*	0.427	338
	(0.185)		
Constant	-0.870*		
	-0.237		
The dependent variable is Pr(Benchmark=1),*p<0.05, two-tailed. Substantive effects were derived using the margins package in Stata 14.			

DIBELS Next Assessment⁹³

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	0.208	0.031	347
	(0.292)		
Female	-0.117	-0.017	235
	(0.252)		
SWD	-0.921*	-0.136	41
	(0.462)		
Gifted	Omitted from model by Stata		29
Kindergarten	1.195*	0.177	105
	(0.370)		
1st Grade	1.686*	0.250	128
	(0.362)		
2nd Grade	0.508	0.075	104
	(0.362)		
Met Benchmark at BOY	2.904*	0.430	237
	(0.272)		
Constant	-2.190*		
	-0.398		
The dependent variable is Pr(Benchmark=1),*p<0.05, two-tailed. Substantive effects were derived using the margins package in Stata 14.			

⁹³ EL status was dropped as a variable because the number of students is less than 10.

Reading A-Z Assessment⁹⁴

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	-0.537	-0.077	102
	(0.368)		
Female	-0.525	-0.075	105
	(0.362)		
SWD	-1.692*	-0.242	26
	(0.648)		
EL	-1.374	-0.197	16
	(0.732)		
Kindergarten	1.365*	0.195	65
	(0.481)		
1st Grade	-0.448	-0.064	53
	(0.530)		
2nd Grade	-1.565*	-0.224	53
	(0.615)		
Met Benchmark at BOY	4.080*	0.584	57
	(0.676)		
Constant	0.162		
	-0.467		

The dependent variable is Pr(Benchmark=1),*p<0.05, two-tailed.
Substantive effects were derived using the margins package in Stata 14.

⁹⁴ Gifted was dropped from the model for Reading A-Z because there were no gifted students.

AIMSWeb RCBM Assessment ⁹⁵

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	-0.055	-0.007	343
	(0.405)		
Female	0.137	0.018	192
	(0.279)		
SWD	-2.428*	-0.324	30
	(0.842)		
EL	-0.884	-0.118	14
	(0.866)		
1st Grade	1.871*	0.249	57
	(0.462)		
2nd Grade	1.107*	0.148	130
	(0.359)		
Met Benchmark at BOY	3.654*	0.487	172
	(0.356)		
Constant	-2.593*		
	-0.505		

The dependent variable is Pr(Benchmark=1), *p<0.05, two-tailed.
Substantive effects were derived using the margins package in Stata 14.

⁹⁵ Gifted was dropped from the model for AIMSWeb RCBM because the number of students was less than 10.

Fountas and Pinnell Assessment⁹⁶

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
Minority	-0.827*	-0.153	205
	(0.401)		
Female	-0.042	-0.008	129
	(0.288)		
SWD	-1.159*	-0.214	23
	(0.569)		
EL	-0.008	-0.002	133
	(0.348)		
Kindergarten	1.618*	0.299	62
	(0.403)		
1st Grade	0.493	0.091	79
	(0.445)		
2nd Grade	-0.185	-0.034	64
	(0.421)		
Met Benchmark at BOY	2.314*	0.428	72
	(0.405)		
Constant	-0.383		
	-0.423		

The dependent variable is Pr(Benchmark=1),*p<0.05, two-tailed.
Substantive effects were derived using the margins package in Stata 14.

⁹⁶ Gifted was dropped from the model for AIMSWeb RCBM because the number of students was less than 10.