



The Reading Mentors Program: A Language and Literacy Partnership

2015-2016 End-of-Year Evaluation Report

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Executive Summary

Overview

The Reading Mentors Program: A Language and Literacy Partnership (RMP) aims to improve the efficacy of kindergarten through third grade (K-3) teachers in literacy instruction through comprehensive coaching support for teachers and leaders at participating schools. Language and Literacy Specialists (LLSs) provide research-based professional learning, personalized one-on-one coaching based on individual teacher needs, and support for data-driven instruction to teachers and administrators in participating Georgia public schools. The RMP aims to build capacity and facilitate the change needed in each participating school to strengthen instructional practices and help more students read at grade level by the end of third grade.

Governor Deal first began the RMP in 2012. The 2015-2016 school year marks the beginning of the newly revamped three-year RMP that has expanded its focus to include not only conventional reading skills, but also foundational reading skills such as speaking, listening, and writing. The RMP currently serves approximately 21,000 students in 60 schools and 22 districts across the state. Participating schools submitted applications to be a part of the program. The Governor's Office of Student Achievement (GOSA) reviews school applications, hires the RMP staff, and provides overall guidance to the program. The RMP team consists of 2 Program Managers and 17 LLSs. The LLSs work directly with teachers and leaders in approximately three to five schools each, and the Program Managers oversee and support LLSs.

Program Goals

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

- LLSs will show marked improvement in their knowledge of early literacy skills related to oral language and phonological awareness.¹
- 90% of principals and teachers indicate that they are well supported by their LLS.
- 100% of district central office staff indicate that they received timely and professional communication regarding the status of the program from their respective Program Manager.²
- Generate statistically significant increases in the percentage of students meeting grade-level benchmarks in Oral Reading Fluency on the Dynamic

¹ Phonological awareness is the ability to understand that words are comprised of different sound units.

² The RMP has two Program Managers who oversee and support the activities of the LLSs and frequently interact with all district-level program participants.

Indicators of Basic Early Literacy Skills (DIBELS) Next assessment from beginning-of-year administration to end-of-year administration.

The three-year goals for the RMP (to be completed by the end of the 2017-2018 school year), as identified in the strategic plan, include:

- 90% of students will be reading at or above grade level by the end of third grade.
- 95% of stakeholders (teachers, coaches, administrators, and district staff) will indicate that participation in the RMP is valuable in meeting individual teacher professional learning goals, as well as school- and/or system-level literacy goals.

Evaluation Methodology

GOSA's Evaluation team will produce annual mid-year and end-of-year reports for each year of the three-year program, as well as a summative report on the RMP as a whole at the end of the third year. GOSA's Evaluation team developed several evaluation instruments to collect information to inform developmental and summative analyses of the RMP. The evaluation focuses on three areas: program implementation, stakeholder satisfaction and impact, and student outcomes. This report presents major findings from multiple evaluation instruments for the 2015-2016 school year, as well as evaluative conclusions and recommendations. Evaluation instruments include weekly logs submitted by the LLSs, phone interviews, focus groups, end-of-year surveys, the School Literacy Needs Assessments, the Teacher Progress Monitoring Forms, and student reading performance data.

Major Findings

EVALUATION FOCUS AREA I: PROGRAM IMPLEMENTATION

GOSA's Evaluation team analyzed data from weekly logs completed by LLSs and conducted phone interviews and focus groups with teachers to evaluate program implementation. Key findings include:

- LLSs spent 39% of their time on supplemental LLS operations, which include conducting professional learning sessions for school faculty, gathering resources, and other administrative work.
- LLSs spent 25% of their time providing one-on-one coaching to teachers, including observations, educational discussions, and gathering resources to support teachers.
- As the 2015-2016 school year progressed, LLSs spent more time providing one-on-one coaching and less time providing data analysis and

assessment support, indicating a shift in focus from DIBELS Next training to instructional support.

- In terms of content area, LLSs spent 55% of their time on instructional strategies, 17% on assessment strategies, and 25% on data review.
- There is variation among the LLSs in how often they are able to visit schools, affecting how much face-to-face time LLSs were able to provide to each school.

EVALUATION FOCUS AREA II: STAKEHOLDER SATISFACTION AND IMPACT

GOSA's Evaluation team administered end-of-year surveys to teachers, coaches, administrators, and district staff to collect feedback on the RMP.³ GOSA's Evaluation team also conducted phone interviews and focus groups with teachers to determine stakeholder satisfaction and impact. Furthermore, GOSA's Evaluation team also analyzed findings from the School Literacy Needs Assessment and Teacher Progress Monitoring Forms to assess the impact of the RMP on school and teacher practices. Key findings include:

- Although the RMP did not meet its goal for 90% of stakeholders to indicate that they are well supported by the LLS, over 85% of coach, administrator, and district staff survey respondents feel very or extremely supported; however, only 59% of teachers who responded to the survey feel very or extremely supported by their LLS.
- The RMP is somewhat on track to meet its three-year goal for 95% of stakeholders to indicate that participation in the RMP is valuable to meeting literacy goals, as over 80% of coach, administrator, and district staff respondents feel the RMP is very or extremely valuable. However, again, only 59% of teacher respondents feel the RMP is valuable.
- 100% of district staff who responded to the survey indicated they received good or excellent professional communication from the Program Managers, but only 89% of respondents rated timeliness as good or excellent.
- All stakeholder respondents feel more proficient in reading instruction and assessment strategies, but many teachers feel the RMP is time-consuming and demanding.
- All stakeholder respondents indicated some confusion caused by misalignment between the RMP framework and other district or school initiatives.
- All stakeholder respondents recommended increasing the amount of face-to-face time with LLSs.

³ Participating coaches in the RMP have different titles depending on the school or district, and several RMP schools do not have coaches. In general, coaches provide instructional support, including literacy instruction, to teachers and staff in their schools.

- During the 2015-2016 school year, more schools became at least operational in implementing ongoing formative and summative assessments, best practices in literacy instruction, and tiered interventions for students.⁴ However, schools could use more support in establishing continuity of literacy instruction schoolwide and improving instruction through effective professional learning.
- LLSs identified 66% of teachers as proficient or exemplary in employing research-based instructional strategies to engage students in active learning and 63% of teachers as proficient or exemplary in using assessment data to drive instruction. This is an increase of 37 percentage points from the beginning of the school year.
- LLSs indicated that teachers still need support in developing higher-order thinking among students through questioning and problem solving and teaching students how to self-assess and monitor their own learning.

EVALUATION FOCUS AREA III: STUDENT OUTCOMES

GOSA's Evaluation team evaluated student performance on the DIBELS Next assessment from the beginning, middle, and end of the school year. Once available, GOSA's Evaluation team will also analyze the College and Career Ready Performance Index (CCRPI) Third Grade Lexile indicator to evaluate any changes in school performance over time.⁵ Key findings include:

- The percentage of all students meeting DIBELS Next benchmark goals increased by only three percentage points to 62% at the end of the year, which is 28 percentage points below the RMP's three-year goal for 90% of students to be reading at or above grade level by the end of third grade.
- 43% of schools had EOY percentages of students meeting benchmarks that were greater than the overall program percentage (62%), and 52% of schools saw growth in the percentage of students meeting benchmarks.
- The percentage of students meeting benchmark goals increased for kindergarten and first grade but decreased for second and third grade.
- The RMP did not meet its goal to generate statistically significant increases in the percentage of students meeting benchmark goals in oral reading fluency, as the percentage dropped from 58% to 52% during the school year.⁶

⁴ 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.

⁵ Since 2016 CCRPI data will not be available until late 2016, GOSA will release this analysis as an addendum to the 2015-2016 RMP end-of-year report.

⁶ Only second and third graders are assessed on oral reading fluency. Oral reading fluency is measured by taking the median number of words read correctly by a student on three one-minute passages.

- The percentage of third graders meeting oral reading fluency benchmarks dropped by eight percentage points, while the percentage for second graders dropped by four percentage points.
- Students who met mid-year benchmark goals were 33% more likely to meet benchmarks goals at the end of the year than students who did not meet mid-year benchmarks.

Recommendations

Based on the major findings, some of the Evaluation team’s key recommendations include:

- Establish clearer program expectations and ensure all stakeholders understand the purpose and components of the RMP.
- Improve ongoing communication with all stakeholders to ensure all parties’ visions are aligned and that all needs are being met.
- Restructure LLS schedules to allow for more meaningful face-to-face time between LLSs and stakeholders. If restructuring is not sufficient, encourage frequent digital coaching with teachers, coaches, and administrators to maximize LLS accessibility when LLSs are not in schools.
- Revise program expectations to accommodate competing responsibilities for teachers, coaches, and administrators, or provide increased support to stakeholders on how to implement RMP practices without feeling overwhelmed.
- Provide schoolwide support on how to establish continuity of literacy instruction across the curriculum, and make sure professional learning is meaningful and effective.
- Support teachers in ensuring students are actively and meaningfully engaged in their own learning through student self-assessment and higher-order thinking.
- Identify target areas of deficiency for each grade level in each school and provide extensive support to teachers on how to address each target area, with additional support aimed towards second and third grade teachers and students.
- Establish oral reading fluency as a professional learning priority for LLSs, teachers, coaches, and administrators to support stronger oral reading fluency development among students.

Next Steps

The major findings indicate that the RMP is having some impact on reading instruction and assessment strategies in participating schools, but that there is still room for growth over the remainder of the three-year program. Teachers, coaches, administrators, and district staff are learning and implementing research-based reading instructional strategies and frequently collecting and analyzing student

data to guide instruction. However, teachers feel overwhelmed by program expectations, and all stakeholders would like more time with LLSs. Schools still need support in establishing well-rounded literacy environments, especially in terms of continuous literacy instruction across the curriculum and professional learning. Additionally, there was only a slight increase in the percentage of students meeting benchmark goals by the end of the year, and the percentage of students meeting benchmark goals in oral reading fluency declined.

GOSA's Evaluation team will continue to use consistent evaluation instruments to collect data on program implementation, stakeholder satisfaction and impact, and student outcomes for each year of the three-year program. The annual mid-year and end-of-year reports will monitor any growth and inform ongoing program developments. The summative report at the end of the RMP will evaluate any three-year trends and the program's overall impact.

Table of Contents

EXECUTIVE SUMMARY	III
OVERVIEW	III
PROGRAM GOALS	III
EVALUATION METHODOLOGY	IV
MAJOR FINDINGS	IV
<i>Evaluation Focus Area I: Program Implementation</i>	<i>iv</i>
<i>Evaluation Focus Area II: Stakeholder Satisfaction and Impact.....</i>	<i>v</i>
<i>Evaluation Focus Area III: Student Outcomes</i>	<i>vi</i>
RECOMMENDATIONS	VII
NEXT STEPS	VII
TABLE OF FIGURES AND TABLES	XI
TABLE OF ABBREVIATIONS	XII
INTRODUCTION	1
RMP MISSION AND GOALS	2
PROFILE OF PARTICIPATING SCHOOLS	3
EVALUATION METHODOLOGY	6
MAJOR FINDINGS.....	8
EVALUATION FOCUS AREA I: PROGRAM IMPLEMENTATION	8
<i>LLS Weekly Logs</i>	<i>8</i>
<i>Phone interviews and focus groups</i>	<i>11</i>
PROGRAM IMPLEMENTATION RECOMMENDATIONS	12
EVALUATION FOCUS AREA II: STAKEHOLDER SATISFACTION AND IMPACT	12
<i>End-of-Year Surveys.....</i>	<i>12</i>
<i>Phone Interviews and Focus Groups.....</i>	<i>26</i>
<i>School Literacy Needs Assessment</i>	<i>28</i>
<i>Teacher Progress Monitoring Forms</i>	<i>31</i>
STAKEHOLDER SATISFACTION AND IMPACT RECOMMENDATIONS.....	34
EVALUATION FOCUS AREA III: STUDENT OUTCOMES	35
<i>DIBELS Next Benchmark Scores.....</i>	<i>36</i>
<i>Subgroup Analysis</i>	<i>40</i>
STUDENT OUTCOME RECOMMENDATIONS.....	42
CONCLUSION	43
APPENDIX A: LIST OF PARTICIPATING SCHOOLS AND DISTRICTS IN THE RMP 46	
APPENDIX B: DEMOGRAPHIC PROFILES FOR ALL RMP PARTICIPATING SCHOOLS	48
APPENDIX C: LLS ACTIVITIES BY CATEGORY	51
APPENDIX D: PHONE INTERVIEW AND FOCUS GROUP PROTOCOLS	53
APPENDIX E: END-OF-YEAR TEACHER, COACH, ADMINISTRATOR, AND DISTRICT PERSONNEL SURVEY ITEMS	58
APPENDIX F: SCHOOL LITERACY NEEDS ASSESSMENT SURVEY ITEMS	77
APPENDIX G: PERCENTAGE OF SCHOOLS AT OPERATIONAL OR FULLY OPERATIONAL FOR ALL INDICATORS OF SCHOOL LITERACY NEEDS ASSESSMENT FROM BOY TO EOY	85
APPENDIX H: TEACHER PROGRESS MONITORING FORM SURVEY ITEMS	88

APPENDIX I: PERCENTAGE OF TEACHERS PROFICIENT OR EXEMPLARY FOR ALL INDICATORS ON THE TEACHER PROGRESS MONITORING FORM AT THE BOY, MOY, AND EOY90

APPENDIX J: PERCENT OF STUDENTS MEETING BENCHMARKS AT BOY, MOY, AND EOY BY SCHOOL92

APPENDIX K: MEETING BENCHMARK GOALS LOGISTIC REGRESSION TABLE.94

Table of Figures and Tables

TABLE 1: DEMOGRAPHIC PROFILE COMPARISON OF RMP AND THE STATE	4
TABLE 2: SUMMARY OF GOSA'S RMP EVALUATION PLAN.....	6
TABLE 3: END-OF-YEAR SURVEY RESPONSE RATES.....	13
TABLE 4: END-OF-YEAR SURVEY RESULTS FOR QUESTIONS ACROSS ALL SURVEYS	14
TABLE 5: TEACHING EXPERIENCE OF END-OF-YEAR SURVEY RESPONDENTS .	15
TABLE 6: TEACHER END-OF-YEAR SURVEY ATTITUDE QUESTION RESULTS	16
TABLE 7: PRE/POST RETROSPECTIVE TEACHER PRACTICE QUESTION RESULTS	17
TABLE 8: COACH END-OF-YEAR SURVEY ATTITUDE QUESTION RESULTS	20
TABLE 9: ADMINISTRATOR EXPERIENCE OF END-OF-YEAR SURVEY RESPONDENTS	21
TABLE 10: ADMINISTRATOR END-OF-YEAR SURVEY ATTITUDE QUESTION RESULTS.....	22
TABLE 11: PRE/POST RETROSPECTIVE ADMINISTRATOR QUESTION RESULTS	23
TABLE 12: DISTRICT STAFF END-OF-YEAR SURVEY ATTITUDE QUESTION RESULTS.....	25
TABLE 13: PERCENT MEETING BENCHMARK GOALS BY ASSESSMENT PLATFORM.....	38
TABLE 14: PERCENT MEETING ORAL READING FLUENCY BENCHMARK GOALS BY GRADE.....	39
TABLE 15: PERCENT MEETING BENCHMARK GOALS BY RACE/ETHNICITY.....	40
FIGURE 1: MAP OF PARTICIPATING RMP SCHOOLS	3
FIGURE 2: DISTRIBUTION OF LLS ACTIVITIES BY CATEGORY THROUGH APRIL 29.....	9
FIGURE 3: DISTRIBUTION OF LLS ACTIVITIES BY FOCUS AREA THROUGH APRIL 29	10
FIGURE 4: CHANGE IN THE AVERAGE PERCENT OF SCHOOLS PERFORMING AT THE OPERATIONAL OR FULLY OPERATIONAL LEVEL BY BUILDING BLOCK ...	29
FIGURE 5: OVERALL PERCENT OF TEACHERS PROFICIENT OR EXEMPLARY...	32
FIGURE 6: PERCENTAGE OF STUDENTS MEETING BENCHMARK GOALS BY GRADE	37
FIGURE 7: PERCENT MEETING BENCHMARK GOALS AT EOY BY OTHER SUBGROUPS	41

Table of Abbreviations

BOY	Beginning of Year	CCRPI	College and Career Ready Performance Index
CEP	Community Eligibility Provision	DIBELS	Dynamic Indicators of Basic Early Literacy Skills
EL	English Learner	EOY	End of Year
FRL	Free/Reduced Price Lunch	FTE	Full-Time Equivalent
GaDOE	Georgia Department of Education	GOSA	Governor's Office of Student Achievement
K-3	Kindergarten through Third Grade	LLS	Language and Literacy Specialist
LLT	Literacy Leadership Team	MOY	Middle of Year
RMP	Reading Mentors Program: A Language and Literacy Partnership	RTI	Response to Intervention
SWD	Students with Disabilities	TAPS	Teacher Assessment on Performance Standards
TKES	Teacher Keys Effectiveness System		

Introduction

The Reading Mentors Program: A Language and Literacy Partnership (RMP) aims to improve the efficacy of K-3 teachers in literacy instruction through comprehensive coaching support for teachers and leaders at participating schools. The program's Language and Literacy Specialists (LLSs) provide research-based professional learning, personalized one-on-one coaching based on individual teacher needs, and support for data-driven instruction to K-3 teachers and school leaders in participating schools. LLSs aim to build capacity and facilitate the change needed in each participating school to strengthen instructional practices and help more students read at grade level by the end of third grade.

Governor Deal first introduced the RMP in 2012 as part of an initiative to improve the percentage of children reading at grade level by the end of third grade. Beginning with the 2015-2016 school year, the Governor's Office of Student Achievement (GOSA) revamped the RMP. The focus of the program expanded to encompass not only conventional reading skills—including decoding or sounding out words, oral reading fluency, reading comprehension, and spelling, but also foundational early literacy skills including speaking, listening, and writing.⁷ GOSA believes that by providing more research-based and comprehensive coaching support to teachers and staff in participating schools, the RMP can foster lasting changes in literacy instruction that will improve student reading performance across the state. The RMP currently serves 60 participating schools in 22 districts. Schools applied to be in the RMP, and GOSA reviewed and selected schools from the applicant pool.

The 2015-2016 RMP End-of-Year Evaluation Report is a comprehensive analysis of the RMP's activities since the beginning of the 2015-2016 school year. GOSA's Research and Evaluation team conducted this evaluation. The Evaluation team collaborated with RMP staff to establish the evaluation plan and collect and analyze data. The 2015-2016 RMP End-of-Year Evaluation Report includes:

- A summary of the RMP'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.

⁷ Decoding is the ability to apply letter-sound relationships to sound out written words.

RMP Mission and Goals

The mission of the RMP is to build teacher and leader capacity to deliver high-quality literacy instruction that increases student achievement. LLSs help Georgia's teachers and leaders establish supportive and long-lasting environments that enable effective literacy instruction to ensure students are reading at or above grade level at the end of each grade.

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

- LLSs will show marked improvement in their knowledge of early literacy skills related to oral language and phonological awareness.⁸
- 90% of principals and teachers indicate that they are well supported by their LLS.
- 100% of district central office staff indicate that they received timely and professional communication regarding the status of the program from their respective Program Manager.⁹
- Generate statistically significant increases in the percentage of students meeting grade-level benchmarks in Oral Reading Fluency on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next assessment from beginning-of-year administration to end-of-year administration.

The three-year goals for the RMP (to be completed by the end of the 2017-2018 school year), as identified in the strategic plan, include:

- 90% of students will be reading at or above grade level by the end of third grade.
- 95% of stakeholders will indicate that participation in the RMP is valuable in meeting individual teacher professional learning goals, as well as school- and/or system-level literacy goals.

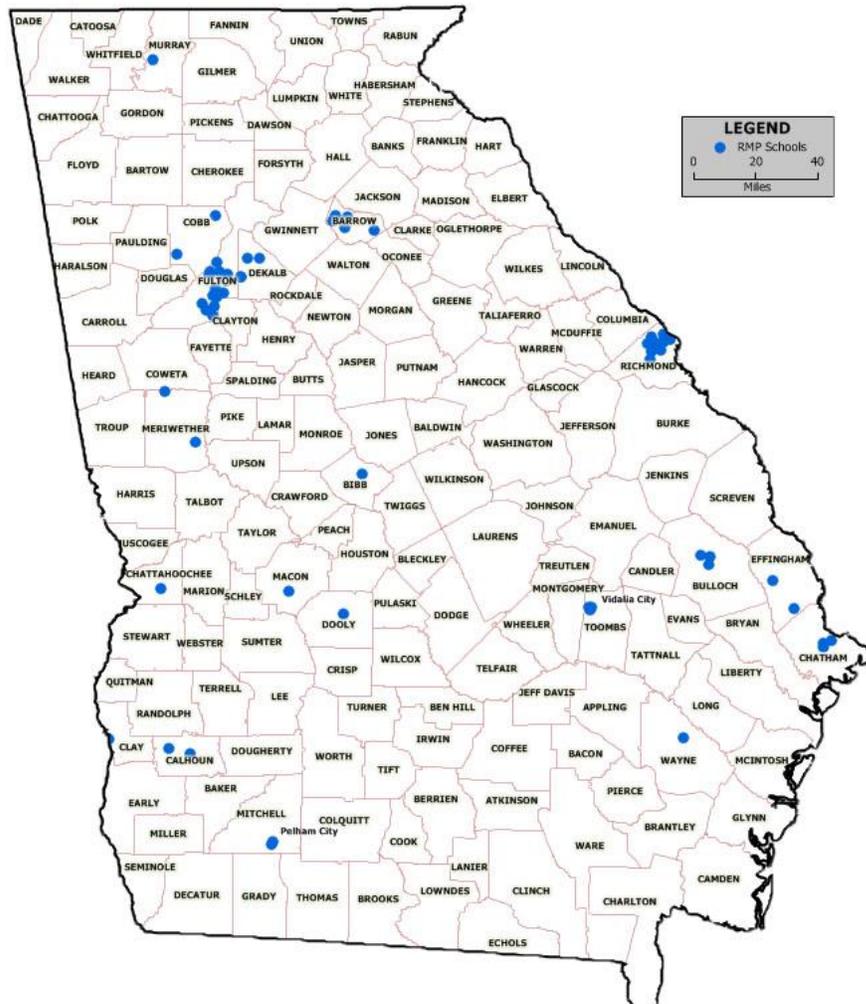
⁸ Phonological awareness is the ability to understand that words are made up of different sound units.

⁹ The RMP has two Program Managers who oversee and support the activities of the LLSs and frequently interact with all district-level program participants.

Profile of Participating Schools

The RMP currently serves 60 schools in 22 districts across the state. All participating schools had to submit an application to be a part of the program. Since program participation is application-based, LLSs serve districts and schools with varied socioeconomic and academic backgrounds. Some LLSs work with high-capacity urban districts and schools, but other LLSs serve districts and schools who have never had an individual dedicated to language and literacy support in their building. Figure 1 is a map showing the geographic distribution of the 60 participating schools. A full table of participating schools and districts is available in Appendix A.

Figure 1: Map of Participating RMP Schools



LLSs serve all K-3 teachers, staff, and students at participating schools. GOSA used March Full-Time Equivalent (FTE) demographic data provided by the Georgia Department of Education (GaDOE) to produce a demographic profile of RMP schools. During the 2015-2016 school year, the RMP served approximately 21,300 K-3 students across the state, or approximately four percent of the state’s total K-3 student population.

Although there is great diversity among the student population of RMP schools, the demographic profile of the RMP as a whole reveals overall racial/ethnic differences when compared to the state’s K-3 student population. Table 1 shows the racial/ethnic distribution of K-3 students in RMP participating schools and the state. 62% of students in RMP schools are black, which is 25 percentage points higher than the overall state percentage. Additionally, the RMP has a lower percentage of white students (23%) compared to the overall state percentage (39%). Students in RMP schools also consist of a smaller share of Hispanic students (9%) than the state’s K-3 student population (16%). However, it is important to remember that the demographic profile presented in Table 1 is merely an overall summary of the racial/ethnic demographics for all students in participating RMP schools and does not capture school-level differences. A full breakdown of racial/ethnic demographics for each participating school is available in Appendix B.

Table 1: Demographic Profile Comparison of RMP and the State

	RMP Students	K-3 Students in Georgia	Difference in Percentage Points
American Indian	<1%	<1%	<1
Asian	2%	4%	2
Black	63%	37%	25
Hispanic	9%	16%	7
Pacific Islander	<1%	<1%	<1
Multi-Racial	3%	4%	1
White	23%	39%	16

Source: GaDOE March 3, 2016 FTE Enrollment by Ethnicity/Race, Gender, and Grade Level

Student FTE data also revealed that 10% of students in RMP schools are students with disabilities (SWD), which is similar to the statewide percentage of SWD during the 2014-2015 school year (11%).¹⁰ 7% of students in RMP schools are English Learners (EL), which is comparable to the 8% of all Georgia students

¹⁰ 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. GOSA’s Annual Report Card collects SWD data from the December FTE count, EL data from Student Record, and gifted data using an unduplicated count of October and March FTE data.

classified as Limited English Proficient in 2014-2015. Furthermore, 2% of students in RMP schools are gifted, which is much lower than the state's percentage of gifted students in 2014-2015 (11.5%). No students in RMP schools are 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, overinflating the number of economically disadvantaged students.¹¹ Twenty-six schools, or 43% of participating schools, are Community Eligibility Provision Schools. This demographic profile provides useful context on the student population the RMP serves.

¹¹ For more information on why FRL is not the most accurate measure of student poverty, please see GOSA's e-bulletin [here](#).

Evaluation Methodology

Given that the RMP is a three-year program, GOSA’s Research and Evaluation team plans to produce annual mid-year and end-of-year reports, as well as a summative report on the RMP as a whole at the end of the third year.¹² GOSA’s evaluation of the RMP will analyze developmental and summative information in three focus areas: program implementation, stakeholder impact and satisfaction, and student outcomes. Table 2 lists each evaluation focus area with its respective evaluation questions and instruments. The following sections will present major findings during the 2015-2016 school year in each of the three focus areas from the evaluation instruments, including the LLS weekly logs, phone interviews, focus groups, end-of-year surveys, school literacy needs assessments, teacher progress monitoring forms, and student performance data.

Table 2: Summary of GOSA’s RMP Evaluation Plan

Evaluation Focus Area	Evaluation Question(s)	Instruments
Program Implementation	<p>Did LLSs present research-based strategies that provide instructional support for teachers and school staff to better serve students?</p> <p>Was the grant program implemented with fidelity?</p>	<p>LLS Weekly Logs of coaching activities</p> <p>Phone Interviews and Focus Groups</p>
Stakeholder (Teacher, Coach, Administrator, District Personnel) Satisfaction and Impact	<p>Do stakeholders (teachers, coaches, administrators, district personnel) feel satisfied with and believe there was a value add from the instructional support provided by LLSs?</p> <p>How impactful are the LLSs in developing highly effective teachers and strong literacy instructional environments in participating schools?</p>	<p>End-of-year survey of teachers, administrators, coaches, and district personnel</p> <p>Phone Interviews and Focus Groups</p> <p>School Literacy Needs Assessments</p> <p>Teacher Progress Monitoring Forms</p>

¹² To access the 2015-2016 RMP Mid-Year Evaluation Report, click [here](#).

Evaluation Focus Area	Evaluation Question(s)	Instruments
Student Outcomes	Are students benefitting from greater teacher preparation from coaching and professional learning provided by LLSs?	DIBELS Next benchmarking scores (beginning of year, middle of year, and end of year), disaggregated by subgroup CCRPI Third Grade Lexile Indicator from Georgia Milestones

Major Findings

Throughout the 2015-2016 school year, GOSA's Evaluation team collected data using all of the evaluation instruments in Table 2. This report includes findings and summative conclusions from the LLS weekly logs, phone interviews, focus groups, end-of-year surveys, school literacy needs assessments, teacher progress monitoring forms, and student performance data. The findings that follow are organized according to the evaluation focus areas listed in Table 2.

Evaluation Focus Area I: Program Implementation

To evaluate program implementation, GOSA's Evaluation team analyzed data from the LLS Weekly Logs and conducted phone interviews and focus groups with teachers. The LLS Weekly Log is a cumulative tracking sheet documenting all LLS activities in a day that LLSs submit weekly to their Program Manager. This report includes data collected from all LLS Weekly Logs between August 10, 2015 and April 29, 2016. GOSA's Evaluation team also conducted phone interviews and focus groups during the month of May to gather additional data on program implementation.

LLS WEEKLY LOGS

The RMP team consists of 2 Program Managers and 17 LLSs.¹³ The LLSs work directly with teachers and leaders in participating schools, and the Program Managers oversee and support LLSs. On average, each LLS serves between three to five schools, so LLSs must divide their time among each of her schools.¹⁴ LLSs complete and submit Weekly Logs to document the amount of time spent on the coaching activities that comprise their work. The Program Managers monitor Weekly Logs to track LLSs' work and ensure coaching activities are appropriate and justifiable. GOSA's Evaluation team analyzes hour totals from the Weekly Logs to provide an overall understanding of LLS activities.

GOSA's Evaluation team analyzed all submitted LLS Weekly Logs from the beginning of the school year through April 29, 2016. Typical LLS activities are organized into seven different categories: one-on-one coaching, data analysis and assessment support, LLS professional learning, supplementary LLS operations, school closures/personal leave, LLS committee work, and additional work.¹⁵ A

¹³ RMP schools and LLSs are divided into a North and a South team. Each team has one Program Manager. The North team consists of 10 LLSs and 41 schools. The South team consists of 7 LLSs and 19 schools.

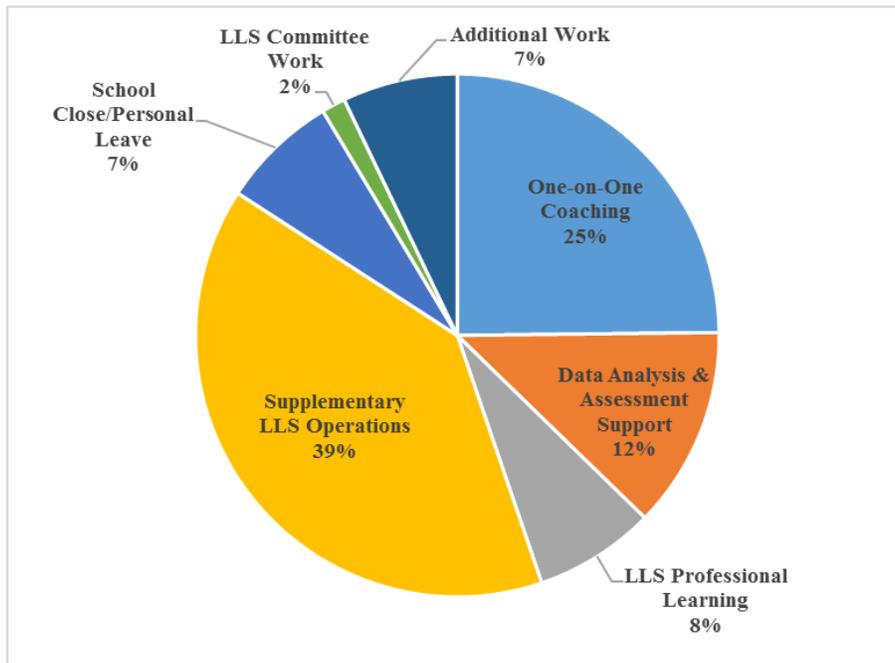
¹⁴ All of the LLSs and Program Managers are female.

¹⁵ "LLS Professional Learning" refers to trainings the LLSs personally attend to develop their skills. GOSA is committed to ensuring LLSs have adequate personal professional learning to build a strong foundation of knowledge so they can best serve their schools for the remainder of the

complete list of the LLS activities included in each category is available in Appendix C. Figure 2 shows the percentage distribution of LLS activities based on LLS-reported hours in the Weekly Logs through April 29.

The majority of the LLSs' time (39%) was spent on supplementary LLS operations, which includes developing and delivering group professional learning sessions, gathering resources for schools and individuals, providing technical support, preparing materials for school staff, collaborating with other LLSs, and completing administrative work for the program. As this is the first year of the second iteration of the RMP, LLSs spent a significant amount of time in the beginning of the school year conducting school-wide or grade-level professional learning sessions to establish relationships and build a strong foundation for the three-year partnership.

Figure 2: Distribution of LLS Activities by Category through April 29



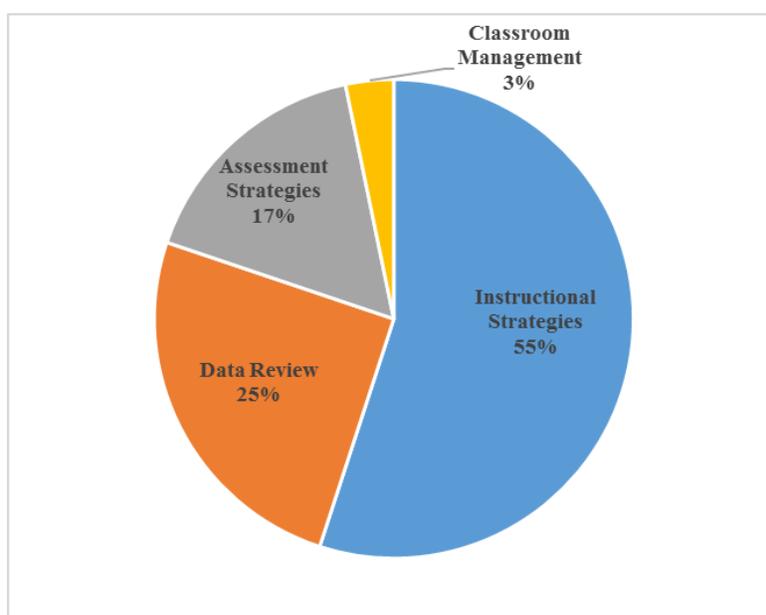
Furthermore, LLSs have spent 25% of their time providing one-on-one coaching support for teachers. One-on-one coaching support has mostly consisted of classroom observations, educational discussions with teachers, and gathering additional resources to support teachers. Given the emphasis on data-driven instruction during this second iteration of the RMP, LLSs also spent 12% of their time providing support for data analysis and assessment strategies. All participating schools are using the DIBELS Next assessment to support literacy instruction. Since many schools are new to DIBELS Next, LLSs provided

RMP. Trainings conducted by LLSs are housed under “Supplemental LLS Operations.” “Additional Work” includes administrative work for GOSA outside of RMP requirements, such as reviewing grant applications.

extensive training for teachers and administrators on how to administer and analyze DIBELS Next. LLSs have also facilitated frequent data conferences with teachers and administrators to model progress monitoring practices and ensure instructional decisions are truly data-driven. When comparing the distribution of LLS activities at the beginning of the year with the end of the year, as the school year progressed, LLSs spent more time providing one-on-one coaching and less time providing data analysis and assessment support. This indicates that while schools may have needed intense training on DIBELS Next at the beginning of the year, LLSs were able to shift their focus as the school year continued and schools became more comfortable with DIBELS Next.

As part of the Weekly Logs, LLSs also categorize their daily activities according to four focus areas: instructional strategies, data review, assessment strategies, and classroom management. Figure 3 shows the percentage distribution of LLS activities by focus area based on the Weekly Logs.

Figure 3: Distribution of LLS Activities by Focus Area through April 29



Whereas the analysis of LLS activities by category shows what types of activities LLSs were engaged in on a daily basis, the analysis of LLS activities by focus area reveals the content of LLS coaching support during the school year. 55% of the LLSs' time was spent providing coaching support to teachers and staff on how to implement research-based instructional strategies. 42% of the LLSs' time was spent modeling successful assessment strategies and facilitating data review at schools. LLSs' only spent 3% of their time providing classroom management support. Compared to the beginning of the school year, as the school year progressed, LLSs spent more time focusing on instructional strategies than assessment strategies; at the end of October, LLSs spent 41% of their time providing coaching support on instructional strategies and 28% on assessment

strategies, compared to 55% and 17%, respectively, by the end of the year. The increased focus on instructional strategies as opposed to assessment strategies reflects the changing needs of participating schools throughout the 2015-2016 school year. In alignment with the findings from Figure 2, as the school year progressed and teachers and leaders became more comfortable with assessment strategies, LLSs were able to shift their focus to instructional strategies for the classroom.

The LLS Weekly Logs are meant to inform GOSA on the RMP's activities and where LLSs are focusing their time, rather than serve as an evaluation of the LLSs. Nevertheless, data from the LLS Weekly Logs show that LLSs provided a variety of supports to RMP schools during the 2015-2016 school year.

PHONE INTERVIEWS AND FOCUS GROUPS

GOSA's Evaluation team conducted nine phone interviews with a randomly selected sample of teachers from RMP schools across the state. GOSA's Evaluation team also conducted three focus groups with participating teachers. One focus group consisted of five teachers from metro-Atlanta area schools. The other focus groups included participating teachers at Pataula Charter Academy and Clay County Elementary School in South Georgia.¹⁶ During the phone interviews and focus groups, participants were asked to describe their interactions with the LLS during the 2015-2016 school year. A full list of the phone interview and focus group questions is available in Appendix D. GOSA's Evaluation team used these responses to identify similarities and differences in program implementation across multiple RMP schools.

The phone interviews and focus groups reveal that LLSs provided similar supports for teachers during the school year, regardless of the school. Overall, participants stated that LLSs provided relevant resources and ideas for improving classroom instruction, as well as support in how to analyze DIBELS Next assessment data and use data to better support students. In addition, most participants saw their LLS at least once a week in either grade-level teams or one-on-one conferences. These findings indicate that LLSs are providing research-based strategies and instructional support to teachers to better serve students.

However, some participants mentioned not being able to see the LLS on a weekly basis as they expected. Some participants cited schedule conflicts as the issue, while others felt the LLS had no official schedule and therefore did not know when to expect the LLS in the school. These findings reveal some differences in how often LLSs were able to visit schools, and as a result, how much support LLSs were able to provide. While some of these differences were due to some

¹⁶ GOSA conducted these focus groups at the schools rather than asking teachers to come to one location to better accommodate teacher schedules and transportation challenges.

internal staff changes during the 2015-2016 school year, moving forward, the RMP should try to ensure the amount of support LLSs provide to schools is consistent throughout the program.¹⁷

Program Implementation Recommendations

The LLS Weekly Logs, phone interviews, and focus groups reveal that LLSs are implementing the RMP by providing research-based strategies and instructional support for participating schools to serve students better. In order to address some of the differences in the amount of time LLSs spent in different schools, GOSA's Evaluation team recommends that the RMP set clear and consistent expectations for the LLSs and schools on how much time LLSs should be spending in schools and be sure these expectations are communicated to school participants. Additionally, the RMP Program Managers can use the LLS Weekly Logs as a tracking mechanism to ensure RMP schools are receiving similar support from all LLSs during the school year.

Evaluation Focus Area II: Stakeholder Satisfaction and Impact

GOSA's Evaluation team used several tools to evaluate stakeholder satisfaction and impact for the RMP. The Evaluation team administered end-of-year surveys to teachers, coaches, administrators, and district staff to collect feedback on the RMP. GOSA's Evaluation team also conducted phone interviews and focus groups with teachers to better determine stakeholder satisfaction and impact. The Evaluation team also analyzed findings from the School Literacy Needs Assessment and Teacher Progress Monitoring Forms to assess the impact of the RMP on school and teacher practices.

END-OF-YEAR SURVEYS

GOSA's Evaluation team administered an end-of-year survey to all RMP participants to evaluate the impact of the RMP on instructional practices and collect feedback on the program. GOSA's Evaluation team created a separate survey for teachers, coaches, administrators, and district staff to collect differentiated feedback from each group according to each group's participation in the program.¹⁸ Respondents were asked to complete the survey electronically during the month of May. Each survey consisted of approximately 20 questions, including general background questions, pre/post retrospective questions, open-

¹⁷ A couple of LLSs were hired mid-year, and one LLS was removed, causing other LLSs to have to change school assignments during the middle of the school year.

¹⁸ Teachers, coaches, administrators, and district personnel all interact with the RMP in different capacities, so GOSA and the RMP Program Managers felt it would be more insightful to develop a separate end-of-year survey for each group.

ended questions, and attitude questions rated on a five-point scale.¹⁹ Six questions were consistent across all surveys. A copy of each survey is available in Appendix E.

The response rate for each survey, displayed in Table 3 below, varied. The teacher end-of-year survey had the lowest response rate (41%).²⁰ The low teacher response rate may be because of the larger sample size and the fact that the survey was administered at the end of the school year. Next year, GOSA’s Evaluation team may want to work with the RMP program staff to develop a better survey administration process, such as earlier administration and/or in-person facilitation by the LLS, to solicit more responses.

Table 3: End-of-Year Survey Response Rates

	Number of Responses	Response Rate
Teacher	386	41%
Coach	38	66%
Administrator	43	69%
District Staff	16	73%

GOSA’s Evaluation team included six questions that were consistent across all surveys to better assess the RMP’s goals for 90% of stakeholders to indicate that they are well supported by the LLS after year one, and 95% of stakeholders to indicate that participation in the RMP is valuable to meeting literacy goals. The results from each survey for the six consistent questions are shown in Table 4. Although over 85% of coaches, administrators, and district staff feel very or extremely supported by the LLS, the RMP did not meet its goal for 90% of stakeholders to indicate that they are well supported by the LLS at the end of year one. The goal for 95% of stakeholders to indicate that participation in the RMP is valuable to meeting literacy goals is a three-year goal; by the end of year one, over 80% of coaches, administrators, and district staff feel the RMP is valuable, which is on track to meeting the goal of 95% for these stakeholder groups by the end of year three.

However, only 59% of teacher respondents feel well supported by the LLS and think the RMP is very or extremely valuable to meeting literacy goals. In fact, for all six questions, the percentage of teachers indicating a rating of 4 or 5 was the lowest among all stakeholder groups.²¹ For each type of LLS support, the percentage of teachers who found each support valuable hovered around only 50%. In contrast, over 80% of coaches indicated a rating of 4 or 5 for all

¹⁹ All response scales were designed so that a rating of 1 was the lowest and 5 was the highest.

²⁰ Since the survey was sent to teachers electronically by e-mail, some e-mail addresses were incorrect, which contributes slightly to the low response rate.

²¹ GOSA chose the 4 or 5 rating as the threshold for analyzing end-of-year survey results for all four surveys because the percentage of respondents selecting the 4 or 5 rating was very high for coaches, administrators, and district staff. GOSA decided to use the same threshold for the teacher survey for consistent analysis across all surveys.

questions, demonstrating that coaches feel the RMP has been valuable and relevant to their practice. The lower percentages for teachers may be due to the much larger sample size of teacher respondents to the survey. However, despite the fact that many more teachers are participating in the RMP than coaches, administrators, and district staff, the RMP should place more emphasis in the future on ensuring LLSs are meeting the needs of participating teachers so teachers can see more value in the program. Nevertheless, when respondents were asked if they would recommend the RMP to someone else, the majority of respondents said they would. 100% of district staff, 97% of coaches, 95% of administrators, and 79% of teachers indicated they would recommend the RMP to another colleague, school, or district.

Table 4: End-of-Year Survey Results for Questions across All Surveys

Survey Question		Percent Rating 4 or 5			
		Teacher	Coach	Administrator	District
How supported do you feel by the LLS?		59%	86%	88%	86%
How valuable is your participation in the RMP to meeting literacy goals?		59%	82%	88%	93%
How valuable have the following supports from the LLS been to you?	<i>Professional learning sessions</i>	50%	84%	81%	N/A
	<i>Materials/resources</i>	56%	91%	74%	N/A
	<i>Observations</i>	44%	84%	74%	N/A
	<i>Conferences</i>	52%	91%	81%	N/A
How often do you apply what you learn from the RMP or LLS in your practice?		69%	85%	88%	N/A
How prepared do you feel to teach literacy to a variety of learners?		65%	85%	79%	N/A
Would you recommend the RMP to someone else?		79%	97%	95%	100%

The results in Table 4 provide an overall snapshot of how stakeholders feel about the RMP as a whole and reveals that stakeholders vary in how they feel about the RMP. While coaches, administrators, and district staff feel positively about the RMP in general, the percentage of teachers who feel supported, prepared, and that the program is valuable to their practice is much smaller. Keeping in mind that the teacher response rate was only 41% and therefore may not be representative of all teachers' opinions, moving forward, the RMP should work with teachers to ensure the supports LLSs are providing are relevant and useful. However, a separate analysis of each end-of-year survey will provide more insight for recommendations. The following sections analyze more specific findings from each stakeholder group's end-of-year survey.

Teacher End-of-Year Survey

The end-of-year survey for teachers consisted of 25 questions that can be found in Appendix E. As mentioned earlier, the response rate from the teacher end-of-year survey was only 41%.²² The survey collected data on how long respondents have been teaching as shown in Table 5. Over 50% of respondents have more than 10 years of teaching experience; the largest share of respondents (32%) have 11 to 20 years of teaching experience. 10% of respondents have been teaching for less than three years.

Table 5: Teaching Experience of End-of-Year Survey Respondents

Teaching Experience	Total Number of Respondents	Percentage
Less than 3 Years	40	10%
3 - 5 Years	45	12%
6 - 10 Years	80	21%
11 - 20 Years	124	32%
Over 20 Years	97	25%
Total	386	100%

The teacher end-of-year survey included two questions asking teachers for feedback on video coaching, which was piloted with a sample of teachers during year one and will become a larger component of the RMP moving forward. 15% of respondents participated in video coaching during the 2015-2016 school year. Of these respondents, only 38% felt very or extremely comfortable participating in video coaching, and only 50% of respondents felt video coaching will be very or extremely valuable to their professional development. As the RMP plans to implement video coaching program-wide in the future, these findings indicate that the RMP will need to provide additional support to teachers to help them feel more comfortable with video coaching and see its value. LLSs may need further training on how to ensure video coaching is effective and useful.

Table 6 summarizes the teacher responses to the attitude questions as well as “yes” or “no” questions from the survey. The findings indicate that while many teachers feel the RMP has been valuable and applicable to their practice, a large share of teachers also do not. Only 59% of teacher respondents feel supported by the LLS and think the RMP is valuable to improving their instructional practice.²³

²² Despite the low response rate, the teacher responses GOSA did receive were geographically representative of the total RMP population. Two-thirds of respondents listed their school district, and of those respondents, 55% of respondents were from North team districts and 44% were from South team districts. Within the North and South teams, each district was also represented.

²³ GOSA conducted a one-way analysis of variance (ANOVA) test of the responses to these two questions by teaching experience, number of years at the school, and grade taught and found no statistically significant differences. A one-way ANOVA test of the responses to each question by

Only about half of teachers think the specific supports provided by the LLS are valuable. Yet almost 70% of teachers surveyed often or always apply strategies learned from the LLS, reflect on their practice, and communicate with other teachers about literacy instruction. Thus, while a large share of teachers are implementing lessons learned from the RMP, a smaller share of teachers find LLS supports useful.

Table 6: Teacher End-of-Year Survey Attitude Question Results

Survey Question		Percentage of Respondents	
How supported do you feel by the LLS?		Percent Very or Extremely Supported	59%
How valuable is your participation in the RMP to improving your instructional practice?		Percent Very or Extremely Valuable	59%
<i>How valuable have the following RMP supports been to improving your practice?</i>	Professional learning sessions led by the LLS	Percent Very or Extremely Valuable	50%
	Materials and/or resources provided by the LLS		56%
	Observations of your classroom by the LLS		44%
	One-on-one coaching support from the LLS		49%
	Conferences (individual or small group) with the LLS		52%
	Using DIBELS Next to assess and monitor students		65%
How prepared do you feel to teach literacy to a variety of learners?		Percent Very or Extremely Prepared	65%
How often do you apply what you learn from the LLS in your classroom?		Percent Often or Always	69%
Would you recommend the RMP to a colleague?		Percent Yes	79%
<i>How often have you been able to do the following?</i>	Reflect on your literacy instructional practice	Percent Often or Always	68%
	Communicate with other teachers about literacy instruction		68%

The end-of-year survey also included two pre/post retrospective questions that analyzed any changes among teachers in reading instruction and assessment strategies as a result of participating in the RMP. Respondents were asked to rate their level of knowledge of specific learning targets at the beginning and end of the school year. Table 7 shows that although over 60% of teachers already felt

school district found there were statistically significant ($p < .05$) differences among school districts, but according to post-hoc tests, there were no statistically significant differences between any two districts in particular. Two-sample t-tests found that participants who participated in the previous iteration of the RMP had statistically significantly higher average ratings than those who are new to the RMP. Finally, two-sample t-tests found statistically significantly higher average ratings in North schools than South schools only for the question about support.

proficient in each learning target at the beginning of the year, by the end of the year, over 90% of teachers felt proficient in all but one learning target. The largest share of teachers (96%) felt proficient in fluency and using data to determine student groups at the end of the year. The percentages of teachers who felt proficient in frequently collecting student data and setting literacy goals for students using data saw the greatest growth of 30 percentage points during the school year. These findings indicate that teachers feel they are more proficient in reading instruction and assessment strategies after a year of participation in the RMP.

Table 7: Pre/Post Retrospective Teacher Practice Question Results

Learning Target	Percent Proficient or Above		Change
	Beginning of Year	End of Year	
Reading Instruction			
Fluency	75%	96%	
Phonics	72%	91%	
Phonemic Awareness	70%	91%	
Vocabulary	74%	90%	
Comprehension	76%	93%	
Selecting appropriate instructional strategies to support struggling students in literacy	65%	92%	
Assessment Strategies			
How to frequently collect data on student literacy performance	64%	94%	
Using data to determine student groups	71%	96%	
Setting literacy goals for students using data	59%	89%	
Using data to provide literacy instruction that meets students at their skill level	65%	93%	

The findings from the attitude questions and the pre/post retrospective questions reveal that more than 90% of teachers feel they are learning and becoming more proficient in reading instruction and assessment strategies, but many teachers may not attribute these changes to the RMP specifically, given that only 60% of

teachers feel the RMP is valuable to improving their practice. The open-ended responses provide more insight on the different feelings teachers have about the RMP. When asked how the RMP has benefited them, many teachers mentioned that the LLSs changed their understanding of reading and provided useful materials, ideas, and strategies that helped improve instruction. Another common response was that the RMP helped teachers use data more effectively to meet individual student needs.

“[The RMP] has helped me grow and look at children differently. I see specific areas that children need help with rather than just saying they need help in reading.”

However, there were just as many responses that stated the RMP was not beneficial to literacy teachers because they did not feel they learned new material. Similarly, when asked what challenges teachers have faced from participating in the RMP, there were just as many respondents who stated they faced no challenges as respondents that did list challenges. Of the challenges listed, the most common one was a lack of time with the LLS and a lack of time to implement all of the RMP’s program elements. Many teachers stated there is too much testing involved and the progress monitoring requirements are overwhelming. More specifically, teachers indicated that progress monitoring took away from valuable instructional time with students and feel the VPort platform has too many technical issues to allow for efficient progress monitoring.²⁴ Some respondents also cited unsatisfactory interactions with their LLS as a challenge. Additionally, some teachers felt the RMP model conflicted with other school or district initiatives. These findings reveal that teachers are having a range of positive and negative experiences in the RMP so far. Some teachers find the RMP useful to improving their literacy instruction, while others do not see any benefits or feel the program is too demanding. These varied experiences likely explain the fact that only 60% of teachers feel supported and find the RMP valuable.

When asked how they would improve the RMP, although about half of respondents listed nothing, teachers also provided a variety of recommendations, such as:

- More modeling and face-to-face interactions with LLSs in schools and classrooms
- Solicit teacher input and allow for flexibility in the RMP model to accommodate different teacher needs
- Provide immediate feedback to teachers following observations
- Set clearer program expectations from the beginning of the school year
- Decrease the amount of progress monitoring required and have a more user friendly assessment platform than VPort

²⁴ VPort is the online assessment platform most RMP schools are using to administer DIBELS Next.

Given these findings, the RMP should consider revising program expectations to address the above concerns and/or make sure program expectations are clear to all stakeholders at the beginning of the school year. The open response findings hint that some teachers feel overwhelmed by program requirements and did not expect the RMP to involve so much testing. The RMP should ensure future messaging about the program is clear and emphasize that progress monitoring through DIBELS Next is only one element of the broader RMP framework for improving literacy instruction overall. This may help teachers better understand the RMP's purpose and see its value in the future. LLSs should also solicit ongoing feedback from teachers to ensure the support they are providing is relevant and beneficial.

Coach End-of-Year Survey

The end-of-year survey for coaches consisted of 21 questions that can be found in Appendix E. GOSA's Evaluation team administered the survey to 58 coaches and the response rate was 66%. Participating coaches in the RMP have different titles depending on the school or district, and several RMP schools do not have coaches.²⁵ In general, coaches provide instructional support, including literacy, to teachers in their schools, so LLSs also provide professional development to coaches and teachers to build capacity within schools. 76% of respondents have been working as coaches for less than five years. The majority of respondents serve at least 20 teachers, with 21% of respondents serving over 40 teachers.

Table 8 summarizes the coach responses to the attitude questions as well as “yes” or “no” questions from the survey. In general, coaches have positive feelings about the RMP. Over 80% of respondents feel supported by the LLS and prepared to support teachers, think the RMP is valuable, and apply what they learn from the LLS frequently in their practice. 97% of respondents would recommend the RMP to a colleague. Approximately 75% of respondents participated in all RMP activities, indicating high participation from coaches. Of the RMP supports, coaches found the materials and resources provided by the LLS and conferences with the LLS to be most valuable. These findings indicate that coaches feel the RMP has provided them with valuable knowledge and strategies to better support literacy instruction in their schools.

The end-of-year coach survey also included one pre/post retrospective question that analyzed any changes among coaches in their understanding of research-based literacy instructional practices and frequent collection of student literacy data. At the beginning of the school year, over 80% of coaches already felt proficient in both learning targets. Nevertheless, there was still growth by the end of the school year; 97% of respondents felt proficient in understanding research-based literacy instruction, and 100% of respondents felt proficient in how to

²⁵ Most survey respondents (74%) identified as academic or instructional coaches. There were also literacy coaches, reading specialists, instructional supervisors, and curriculum specialists.

frequently collect student literacy data. The RMP has helped coaches become even more proficient in literacy instruction and assessment strategies; in the future, the RMP should focus on increasing the percentage of coaches who feel they are able to teach these learning targets to a team of colleagues.

Table 8: Coach End-of-Year Survey Attitude Question Results

Survey Question		Percentage of Respondents	
How supported do you feel by the LLS?		Percent Very or Extremely Supported	86%
How valuable is your participation in the RMP to improving your coaching practice?		Percent Very or Extremely Valuable	82%
How often do you apply what you learn from the LLS in your practice?		Percent Often or Always	85%
Would you recommend the RMP to a colleague?		Percent Yes	97%
How prepared do you feel to help teachers provide literacy instruction to a variety of learners?		Percent Very or Extremely Prepared	85%
<i>How often did you participate in the following RMP activities?</i>	Professional learning sessions led by the LLS	Percent Often or Always	74%
	Discussions about student data and achievement with the LLS		88%
	Classroom observations of literacy instruction		85%
	Team meetings to discuss literacy and student data		79%
<i>How valuable have the following RMP supports been to improving your practice?</i>	Professional learning sessions led by the LLS	Percent Very or Extremely Valuable	84%
	Materials and/or resources provided by the LLS		91%
	Observations of teacher classrooms with the LLS		84%
	Conferences with the LLS		91%

The open-ended responses further support the finding that coaches feel the RMP has been a valuable support for them. When asked how the RMP has benefited them, all responses were positive. The most frequent responses from coaches were the additional resources and coaching support to teachers that LLSs provided, as well as an improved understanding of literacy and how to analyze data. Respondents appreciated the opportunities for collaboration with the LLSs. Additionally, when asked what challenges coaches have faced from the RMP, most respondent stated there were none. Of the challenges listed, common challenges were soliciting full teacher buy-in, limited time with the LLS in the school, and program expectations that were unclear or conflicted with other initiatives. Similarly, when asked what they would improve about the RMP, most respondents had no improvements. Of those who did, the most common recommendation was for the LLS to visit the school more often, though this is difficult given the number of schools each LLS serves. The RMP may want to

consider hiring more LLSs to better accommodate the number of schools in the program. If that is not possible, the RMP should ensure that digital coaching is used effectively with all stakeholders, not just teachers, to maximize the amount of support LLSs provide to schools. Regardless, the attitude questions, pre/post retrospective question, and open-ended responses all reveal that coaches value the RMP and feel they have benefited from the professional learning.

Administrator End-of-Year Survey

The end-of-year survey for administrators consisted of 23 questions that can be found in Appendix E. GOSA’s Evaluation team administered the survey to 62 administrators and the response rate was 69%. 91% of respondents were school principals. Table 9 shows the range of administrator experience among the respondents. 21% of respondents have less than three years of administrator experience, but 36% of respondents have over ten years of experience as an administrator. Additionally, 50% of respondents have been at their particular school for less than three years.

Table 9: Administrator Experience of End-of-Year Survey Respondents

Administrator Experience	Percentage
Less than 3 Years	21%
3 - 5 Years	18%
6 - 10 Years	25%
11 - 20 Years	34%
Over 20 Years	2%

Similar to coaches, the findings in Table 10 reveal that administrators also feel positively about the RMP. 88% of respondents feel supported by the LLS, frequently apply what they learn from the RMP in their school, and think the RMP is valuable to meeting school literacy goals. 95% of respondents would recommend the RMP to another school. However, the participation among administrators in RMP activities is lower than the percentages for coaches. Only 51% of respondents participated frequently in the LLSs’ professional learning sessions, and 70% of respondents had frequent discussions with LLSs about student data. Nevertheless, of the RMP supports provided, a greater percentage of administrators felt the professional learning sessions and conferences with LLSs were valuable. These findings indicate that despite variations in how often administrators participate in RMP activities, overall, administrators feel the RMP has been valuable in helping them improve literacy instruction in their schools.

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

Survey Question		Percentage of Respondents	
How supported do you feel by the LLS?		Percent Very or Extremely Supported	88%
How often do you apply what you learn from the RMP in your school?		Percent Often or Always	88%
How valuable is your participation in the RMP to meeting your school's literacy goals?		Percent Very or Extremely Valuable	88%
Would you recommend the RMP to another school?		Percent Yes	95%
How prepared do you feel to support K-3 literacy instruction in your school?		Percent Very or Extremely Prepared	79%
<i>How valuable have the following RMP supports been to you?</i>	Professional learning sessions led by the LLS	Percent Very or Extremely Valuable	81%
	Materials and/or resources provided by the LLS		74%
	Observations of literacy teacher classrooms with the LLS		74%
	Conferences with the LLS		81%
<i>Rate the communication you have received from the RMP Program Managers.</i>	Timeliness	Percent Good or Excellent	86%
	Professionalism		97%
<i>How often did you participate in the following RMP activities?</i>	Professional learning sessions led by the LLS	Percent Often or Always	51%
	Discussions about student data and achievement with the LLS		70%
	Classroom observations of literacy instruction		67%
	Team meetings to discuss literacy and student data		65%

Administrators were also asked three pre/post retrospective questions to evaluate changes in their understanding of literacy instruction, what they are observing in classrooms, and the school’s Literacy Leadership Team. The results are in Table 11. By the end of the school year, 93% of respondents felt proficient in research-based literacy instructional practices and how to frequently collect student data, an increase of over 20 percentage points from the beginning of the year. Administrators also reported significant increases in how often they observed teachers engaging in RMP-supported practices. Administrators observed the greatest increase (45 percentage points) in teachers feeling comfortable receiving feedback on literacy instruction, which is likely a reflection of their interactions with LLSs. Although only 60% of respondents reported observing teachers creating rigorous, differentiated assignments frequently, this is a great improvement from only 25% at the beginning of the year. Thus, administrators feel that teachers are changing their practices as they participate in the RMP.

Table 11: Pre/Post Retrospective Administrator Question Results

Indicator	Beginning of Year	End of Year	Change
Percent Proficient or Above			
Research-based literacy instructional practices	67%	93%	
How to frequently collect data on student literacy performance	70%	93%	
Percent Often or Always			
Teachers create rigorous reading assignments that are differentiated to the needs of individual students.	25%	60%	
Teachers collaborate to develop new ideas for reading instruction.	50%	88%	
Teachers are comfortable receiving feedback on literacy instruction.	38%	83%	
Percent Good or Excellent			
Ability of Literacy Leadership Team to address literacy in school	44%	77%	
Ability of Literacy Leadership Team to address literacy in community	34%	58%	

Finally, administrators also reported improvements in the functionality of the Literacy Leadership Team (LLT), which is typically comprised of teachers and administrators dedicated to improving literacy performance in the school. 77% of respondents rated the ability of their LLT to address literacy in school as good or excellent at the end of the year, compared to 44% at the beginning. There was also an increase in the percentage of respondents rating the ability of the LLT to address literacy in the community as good or excellent, but the percentage was still only 58% at the end of the year. Moving forward, the RMP should continue to support the development of strong LLTs in schools with an emphasis on how LLTs can better address literacy in the community as well, such as parent or community engagement in literacy initiatives. Regardless, the results in Table 11 show that administrators have observed improvements in teacher practice, LLTs, and their own understanding after participating in the RMP.

The open-ended responses also reveal that administrators feel positively about the RMP. When asked how the RMP has benefited their school, most respondents had positive answers. The most common response was improving the use of data such as progress monitoring in schools to drive instruction. Respondents also stated that the RMP provides valuable knowledge and strategies about literacy instruction that has improved staff understanding of literacy.

“The RMP has provided the foundation for common language and expectations for student growth on our campus.”

However, when asked what challenges they have faced from participating in the RMP, many administrators listed at least one. Common challenges included difficulty getting “buy-in” from teachers and the limited time LLSs had at the school. Additionally, many administrators identified misalignment with other school or district initiatives as a challenge; respondents stated that RMP messaging sometimes conflicted with other initiatives and often added additional requirements for school staff on top of preexisting requirements. When asked how they would improve the program, similar to coaches and teachers, while many administrators did not list any improvements, those who did commonly stated they would like more time with the LLSs in schools. Administrators also recommended expanding the program to fourth and fifth grade as well and providing more training specifically for administrators. Overall, the survey results indicate that administrators feel the RMP is a useful asset for improving literacy instruction in their schools.

District Staff End-of-Year Survey

The end-of-year survey for district staff consisted of 18 questions that are available in Appendix E. Similar to the other surveys, the district end-of-year survey aimed to collect feedback from district staff on the RMP; however, GOSA’s Evaluation team also designed the survey to assess whether district staff understood the goals and principles of the RMP. There were no pre/post retrospective questions. GOSA’s Evaluation Team administered the survey to 22 district staff working with the RMP and the response rate was 73%. Of the respondents, 25% have been working at their district for over 20 years. Additionally, 81% of respondents work in districts where 50% or fewer of the district’s schools are participating in the RMP.

Keeping in mind that the sample size for district staff is small, the results in Table 12 reveal that district staff are pleased with the RMP so far. 86% of district staff feel supported by the Program Managers, and 93% feel the RMP is valuable to meeting district literacy goals. All respondents would recommend the RMP to another school or district. One of the RMP’s goals is for 100% of district staff to indicate that they received timely and professional communication regarding the RMP from the Program Managers. Although the response rate was below 100%, 100% of respondents rated professionalism as good or excellent, but only 89% of

respondents rated timeliness as good or excellent. The Program Managers should discuss communication standards with district staff to ensure this goal can be met in the future.

Table 12: District Staff End-of-Year Survey Attitude Question Results

Survey Question		Percentage of Respondents	
How supported do you feel by the RMP Program Managers?		Percent Very or Extremely Supported	86%
How valuable is your participation in the RMP to meeting your district's literacy goals?		Percent Very or Extremely Valuable	93%
Would you recommend the RMP to another school or district?		Percent Yes	100%
<i>Rate the communication you have received from the Program Managers.</i>	Timeliness	Percent Good or Excellent	89%
	Professionalism		100%
<i>How important do you feel each of the following components are to improving literacy performance in your district?</i>	One-on-one coaching for teachers on literacy instruction	Percent Very or Extremely Important	100%
	Use of research-based literacy instructional practices		100%
	Understanding fluency, phonics, phonemic awareness, vocabulary, and comprehension		100%
	Frequently tracking student progress using data		100%
	Opportunities for reflection among school staff		100%
	Using data to set rigorous goals for students		100%
How often do you set up times with participating schools to discuss the progress of the RMP?		Percent Often or Always	57%

The district staff survey also asked respondents to rate how important they feel certain literacy instruction elements are in order to assess alignment of district staff priorities with RMP priorities. The literacy instruction elements included were identified by RMP staff as critical components of the RMP model. All respondents rated each literacy instruction element as very or extremely important, indicating that there is strong alignment between district staff priorities and the RMP model. Additionally, when asked to describe the role of the LLS in RMP schools, all respondents generally agreed that the LLS provides coaching and professional development support for schools on literacy instruction and data analysis for K-3 teachers.

However, only 57% of respondents indicated that they frequently set up times to meet with schools to discuss the RMP. Given that some teachers and administrators described a lack of alignment between district initiatives and the RMP as a challenge, this finding could indicate a need for greater coordination among the LLS, schools, and district staff to ensure all participants are on the same page. These findings, in conjunction with the teacher and administrator open-ended response findings, demonstrate that while district staff understand the

purpose of the RMP and agree with the program's principles and priorities, district and RMP staff may need to improve communication with schools to avoid sending conflicting messages to teachers and administrators about literacy instruction in the future.

The open-ended responses mimic the findings from the attitude questions. Respondents listed several benefits of the RMP that reflect the positive attitude district staff have about the RMP. The most common benefit listed was improvement in student literacy scores, followed by the framework of best literacy practices the RMP provides. When asked what challenges they have faced from the RMP, district staff also mentioned the need for more time with the LLSs in schools or more LLSs in general, similar to other stakeholder groups. Respondents also mentioned conflicting messages from the RMP and the district to the schools, highlighting the potential need for greater coordination among RMP, district, and school staff to ensure literacy initiatives are aligned. Lastly, when asked what they would improve about the RMP, most district staff either had no improvements or wanted more time with LLSs in schools. Overall, the open-ended responses further demonstrate that district staff feel the RMP is useful to schools and are satisfied with the support they have received so far.

In summary, the end-of-year surveys revealed that coaches, administrators, and district staff are generally satisfied with the RMP so far. However, the percentage of teacher respondents who felt the RMP was a valuable support to their instructional practices was much smaller. Respondents from all surveys also indicated some misalignment between the RMP model and other district or school initiatives. The RMP should aim to clarify expectations and improve communication with all stakeholders in order to ensure all participants understand the program and can see its potential value. Additionally, across all surveys, the most common recommendation was increased face-to-face time with the LLS in schools. While this may not be logistically possible given the number of LLSs and schools in the program, the RMP should brainstorm potential schedules for LLSs that may better accommodate school and participant needs.

PHONE INTERVIEWS AND FOCUS GROUPS

GOSA's Evaluation team conducted nine phone interviews with a randomly selected sample of teachers from RMP schools across the state. The Evaluation team also conducted three focus groups with participating teachers. One focus group consisted of five teachers from metro-Atlanta area schools. The other focus groups included participating teachers at Pataula Charter Academy and Clay County Elementary School in South Georgia.²⁶ The phone interviews and focus groups aimed to collect additional qualitative data from stakeholders on the

²⁶ GOSA conducted these focus groups at the schools rather than asking teachers to come to one location to better accommodate teacher schedules and transportation challenges.

benefits, challenges, and recommendations for the RMP. The phone interview and focus group protocols are available in Appendix D.

The findings from the phone interviews and focus groups provide more insight from teachers' perspectives on some of the end-of-year survey findings. In terms of benefits of the RMP, respondents overwhelmingly reported feeling more comfortable with using data to track student progress and inform instruction. This finding reflects the growth in proficiency among teachers in frequently collecting and using student data that was documented in the end-of-year surveys. Additionally, most participants reported that the LLS provided many relevant and effective resources, activities, and strategies to use in the classroom, especially to help with differentiation for students. Many respondents mentioned a box containing tiered lessons for students provided by the RMP as the most useful resource.²⁷ Furthermore, the majority of respondents felt that the LLS served as a positive support system for them, with some teachers noting that the LLS became an advocate for teachers in some schools.

When describing challenges of the RMP, the responses were very similar to the end-of-year survey findings. Most respondents indicated feeling overwhelmed by RMP program requirements, particularly in relation to testing. Many were concerned that DIBELS Next was just another test that added to the long list of duties teachers have and suggested alleviating some of the RMP expectations, such as reducing the amount of progress monitoring required. Many respondents also stated that the LLS was not at the school enough to provide adequate instructional support through observations and modeling. Some respondents also mentioned confusion about the program itself and its purpose. Others also described a disconnect between what LLSs and administrators are asking teachers to do for literacy instruction. These findings further highlight some of the concerns listed in the end-of-year survey open-ended responses.

To address these concerns, participants provided recommendations for the future. Common recommendations included:

- Greater LLS presence in the school to allow for more observations and instructional coaching
- Increased collaboration between school administration and the LLS
- Clearer and less overwhelming expectations and requirements for teachers

Overall, the findings from the phone interviews and focus groups provide further evidence for some of the key benefits and challenges identified in the end-of-year survey. Teachers feel the RMP has helped them improve their use of data in the classroom and provided them with useful resources and strategies. However, teachers feel overwhelmed by some of the program components and want more time with the LLS in their classroom. The phone interviews and focus groups

²⁷ Several participants referred to this as the "GOSA box."

provide a more in-depth understanding of teachers' experiences with the RMP and provide further evidence that the RMP should try to address these concerns in the future. The RMP should revisit program expectations and solicit ongoing feedback from teachers to ensure teachers find the RMP valuable rather than burdensome.

SCHOOL LITERACY NEEDS ASSESSMENT

The School Literacy Needs Assessment is a survey that LLSs complete with the administrators at each school to assess the literacy instructional environment at the beginning and end of the school year. The School Literacy Needs Assessment evaluates schools according to six building blocks identified by GOSA and the RMP Program Managers as important foundations for effective literacy instruction:

- 1) Engaged leadership,
- 2) Continuity of instruction,
- 3) Ongoing formative and summative assessments
- 4) Best practices in literacy instruction,
- 5) A system of tiered intervention (Response to Intervention, or RTI) for all students, and
- 6) Improved instruction through professional learning.

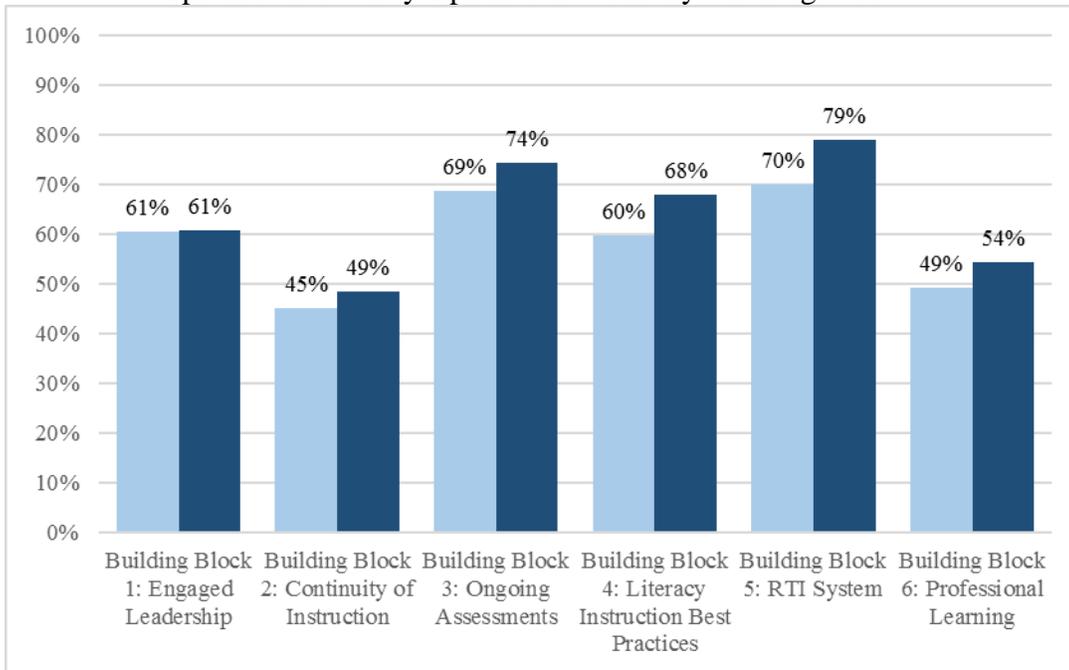
The School Literacy Needs Assessment consists of 25 total questions that use a 4-point scale measuring the functionality of a school's literacy environment.²⁸ Each building block has its own list of indicators that the LLS and administrator use to rate the school. All 60 schools completed a School Literacy Needs Assessment at the beginning of the school year to establish a baseline. GOSA received 48 out of 60 School Literacy Needs Assessments at the end of the year for a response rate of 80%. A full list of the School Literacy Needs Assessment survey items is available in Appendix F.

Figure 4 shows the average percentage of schools performing at the operational or fully operational level for each building block at the beginning of the year (BOY) and end of the year (EOY). Operational performance means that the building block or indicator is visibly present in the school; fully operational performance means that the building block or indicator is visibly present and successfully implemented in the school. A full table of the percentage of operational or fully operational schools for all indicators in each building block at the BOY and EOY is available in Appendix G.

²⁸ The response options are Not Addressed (1), Emergent (2), Operational (3), or Fully Operational (4). Definitions of the response options were provided to LLSs, who then shared the information with school administrators.

There was an increase in the average percentage of schools performing at the operational or fully operational level in all building blocks except for engaged leadership, which remained at 61% from BOY to EOY. The building block for established systems of tiered interventions (RTI) has the highest percentage of schools performing at the operational or fully operational level and saw some of the highest growth from BOY to EOY (9 percentage points).²⁹ Among the indicators for RTI, the percentage of schools with at least operational Tier 2 interventions for students increased the most from 65% to 91%; however, at the same time, the percentage of schools with at least operational Tier 3 interventions declined by 8 percentage points to 62% by the end of the year.³⁰ This may indicate that while schools are becoming more operational at implementing RTI, LLSs may need to provide focused support on Tier 3 interventions in particular.

Figure 4: Change in the Average Percent of Schools Performing at the Operational or Fully Operational Level by Building Block



The building block with the second highest percentage of schools who were at least operational by the end of the school year was ongoing formative and summative assessments, which saw an increase of 5 percentage points to 74%.³¹

²⁹ For more information on RTI, please visit the [RTI Action Network's website](#).

³⁰ 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. For more information on RTI, please visit www.rtinetwork.org.

³¹ The purpose of formative assessments is to monitor student learning to provide ongoing feedback that teachers and students can use to improve instruction and learning, respectively. The purpose of summative assessments is to evaluate student learning at a particular point in time by comparing it to a standard or benchmark. For more information on the difference between formative and summative assessments, please see the [GOSA RMP web page](#).

Within this building block, the percentage of schools who use diagnostic assessments to further analyze problems identified in literacy screenings increased by twenty percentage points. This finding aligns with the findings from the end-of-year surveys, phone interviews, and focus groups that indicate stakeholders have become more proficient in administering and collecting student data.

The building blocks for best practices in literacy instruction and improved instruction through professional learning also saw notable growth from BOY to EOY. All of the indicators for best practices in literacy instruction saw growth in the percentage of schools performing at the operational or fully operational level except for providing extended time for literacy instruction. Moreover, although more schools are at least operational in improving instruction through professional learning, the EOY percentage was still only 54%, indicating a need for the RMP to maintain its focus on building capacity for effective professional learning in schools, especially preservice teacher preparation for teaching literacy in all content areas which has the lowest percentage of all indicators.

Similarly, the building block for continuity of instruction saw some growth, but has the lowest percentage of schools at the operational or fully operational level compared to the other building blocks. Schools are still struggling with establishing consistent, collaborative literacy instruction across the curriculum and collaborating with out-of-school organizations to support literacy in the community. The continuity of instruction building block should become a priority area for the RMP moving forward so that schools can establish a strong literacy framework schoolwide.

Finally, the percentage of schools that are at least operational in the engaged leadership building block remained at 61% from BOY to EOY. While the percentage of schools with administrators committed to evidence-based literacy instruction remains high at 92%, other key indicators saw declines from BOY to EOY. The percentage of schools with an active Literacy Leadership Team declined by 6 percentage points to only 44% at the EOY. Additionally, the percentage of schools making an effective use of time and personnel through scheduling and collaborative planning also declined from BOY to EOY. Nevertheless, there was growth in the percentage of schools with a strong literacy culture among teachers. The RMP should make sure school leaders receive ample support in how to oversee literacy instruction and maintain a strong Literacy Leadership Team so that school leadership can sustain a strong literacy instructional environment in the future.

Overall, the School Literacy Needs Assessment results showed that in general, more RMP schools are implementing the six building blocks for effective literacy instruction at an operational level. Schools are seeing greater growth in their ability to implement ongoing formative and summative assessments, best practices in literacy instruction, and tiered interventions for students. Although there was some growth, schools could use more support from the RMP in

establishing continuity of literacy instruction schoolwide and improving instruction through professional learning. The RMP should also make sure school leaders remain engaged in improving literacy instruction. As this is just the first year of the revamped RMP, GOSA's Evaluation team will continue to analyze the School Literacy Needs Assessment to track additional growth in the future.

TEACHER PROGRESS MONITORING FORMS

The Teacher Progress Monitoring Form is an observation rubric that LLSs use to identify strengths and areas of improvement for teachers. Although LLSs monitor and work with teachers frequently as a major element of their work, GOSA's Evaluation team formally collected and analyzed Teacher Progress Monitoring Forms three times a year to track instructional changes at the beginning, middle, and end of the year. The Teacher Progress Monitoring Form assesses teacher performance according to two Teacher Assessment on Performance Standards (TAPS) standards from the Teacher Keys Effectiveness System (TKES) that the RMP Program Managers identified as priority coaching areas for this school year.³² Though the Teacher Progress Monitoring Form is aligned to TAPS to better serve RMP teachers, the tool is not meant to be evaluative and will not be used as part of a teacher's formal TKES evaluation; GOSA developed this tool solely to aid LLSs in their work and to collect internal data on teacher instructional changes as a result of participation in the RMP.

The first priority area assessed in the Teacher Progress Monitoring Form is TAPS Standard 3 on Instructional Strategies—the teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The other priority area is TAPS Standard 6 on 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. The RMP Program Managers established indicators for each TAPS standard for LLSs to use as a guide when monitoring and coaching teachers. LLSs use a four-point scale to evaluate a teacher's performance.³³ A copy of the Teacher Progress Monitoring Form survey items is available in Appendix H.

³² For more information on the TAPS standards, please see the [TAPS Standards and Rubrics Reference Sheet](#). For more information on TKES, please see [GaDoe's TKES website](#). Please note, the TAPS standards refer to general instruction and are not literacy specific.

³³ The response options are Ineffective (1), Needs Improvement (2), Proficient (3), or Exemplary (4).

LLSs submitted a sample of Teacher Progress Monitoring Forms for teachers from various grade levels in each of their schools.³⁴ LLSs are working with approximately 1,000 teachers in the RMP. GOSA’s Evaluation team received 131 Teacher Progress Monitoring Forms at the beginning of the year (BOY), 134 at the middle of the year (MOY), and 135 at the end of the year (EOY). There were 100 teachers with BOY, MOY, and EOY Teacher Progress Monitoring Forms submitted.

Figure 5: Overall Percent of Teachers Proficient or Exemplary

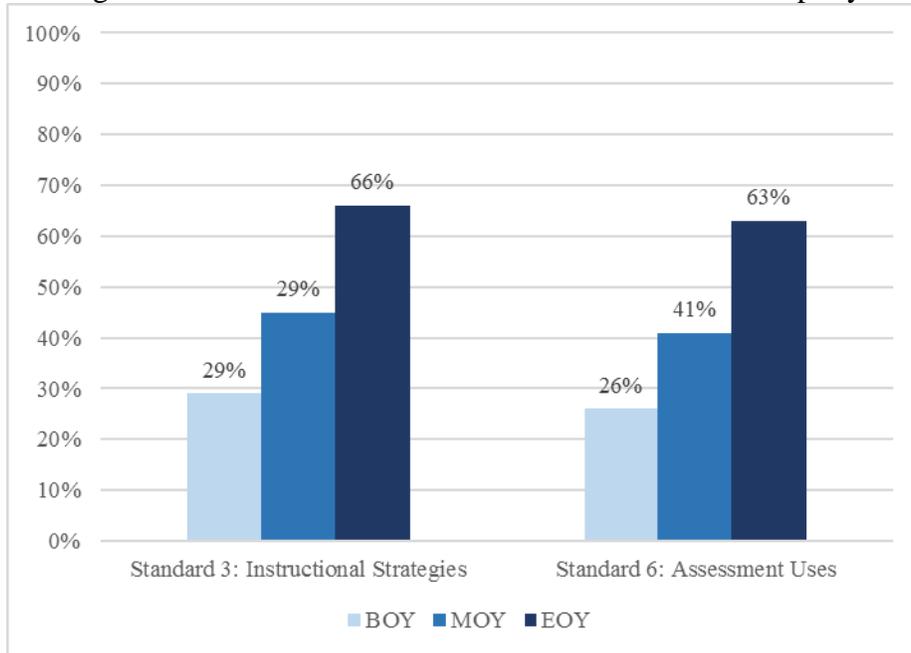


Figure 5 shows the percent of teachers scoring proficient or exemplary overall in Standards 3 and 6 at the BOY, MOY, and EOY. LLSs have observed significant increases in the percentage of teachers performing at the proficient or exemplary level in Standards 3 and 6 from the BOY to EOY. The percentage of teachers who are proficient or exemplary in employing research-based instructional strategies to engage students in active learning increased by 37 percentage points from BOY to EOY. Similarly, the percentage of teachers who are proficient or exemplary in using assessment data to drive instruction and provide feedback also increased by 37 percentage points. However, by the EOY, the percentage of teachers proficient or exemplary in instructional strategies and assessment uses was still only 66% and 63% respectively, indicating that a large share of teachers still need support in becoming proficient or exemplary in these two standards.

A complete table of the percentage of teachers receiving proficient or exemplary ratings for each indicator at the BOY, MOY, and EOY is available in Appendix I.

³⁴ Some LLSs submitted Teacher Progress Monitoring Forms for all of their teachers in each school, while others submitted a minimum of three Teacher Progress Monitoring Forms from each school.

Among the individual indicators for instructional strategies, by the EOY, the highest percentage of teachers were proficient or exemplary at building upon students' existing knowledge and skills (87%). The indicator with the greatest increase in the percentage of teachers who are proficient or exemplary (45 percentage points) was in effectively using instructional technology to enhance student learning. The indicator with the lowest share of teachers who are proficient or exemplary was developing higher-order thinking among students through questioning and problem solving activities (41%); this indicator also had the least amount of growth from BOY to EOY. Higher-order thinking involves prompting students to engage in questions or tasks that require more cognitive processing, such as analyzing a passage or evaluating a character's actions rather than simply recalling information. Thus, teachers need more support from LLSs on how to engage students in higher-order thinking through instruction.

When analyzing the assessment uses indicators, by the EOY, 73% of teachers were proficient or exemplary in using a variety of formal and informal assessments to measure student mastery and sharing results of student progress with students, parents, and key school personnel. LLSs observed the greatest growth (41 percentage points) in teachers sharing results of student progress with key stakeholders. LLSs also observed significant growth (37 percentage points) in the percentage of teachers who are proficient or exemplary in providing constructive and frequent feedback to students on their progress toward learning growth, even though the EOY percentage was still only 59%. These findings mirror the previous findings from the other evaluation instruments that teachers are becoming more proficient in analyzing and using student data. However, the Teacher Progress Monitoring Form results reveal that despite growth, there are still many teachers who need continued support from LLSs to become proficient or exemplary in using assessment data. Additionally, by the EOY, only 36% of teachers were proficient or exemplary in teaching students how to self-assess and use metacognitive strategies in support of lifelong learning. As teachers continue to improve their use of assessment data, LLSs should begin to emphasize how teachers can enable students to engage in self-assessment as well.

LLSs also provide additional comments and suggested strategies for teachers as part of the Teacher Progress Monitoring Form. For instructional strategies, common suggestions included:

- Improving differentiation of student tasks and centers,
- Ensuring activities are student-centered and allow for active and meaningful student engagement,
- Communicating learning goals to students,
- Creating more opportunities for dialogue among students, and
- Planning more thoughtful questions and activities to encourage higher-order thinking among students.

For assessment uses, common recommendations from LLSs included:

- Using a variety of formal and informal assessments to collect student data,
- Allowing students to monitor their own learning through self-assessment and metacognitive strategies,
- Encourage student articulation of their own goals with a focus on skills,
- Conferencing with students on an individual basis, and
- Consistently using multiple data points to drive instruction.

Finally, GOSA's Evaluation team used the data for the 100 teachers with BOY and EOY data to examine how teacher performance changed over the course of the school year. Of these teachers, 52% improved their overall rating in instructional strategies, 44% remained constant, and 4% declined from the BOY to EOY. Similarly, for assessment uses, 53% improved their overall rating, 41% remained constant, and 6% declined.³⁵ Thus, while about half of these teachers have improved their use of instructional strategies and assessments during the 2015-2016 school year, a large share still need additional support moving forward in order to improve performance.

Overall, the Teacher Progress Monitoring Form findings show that LLSs have seen great improvement among teachers in research-based instructional strategies and using assessment data to guide instruction. However, the findings also indicate that participating RMP teachers still need support in these areas in order for the majority of teachers to be proficient or exemplary in instructional strategies and assessment uses. Nevertheless, given this is only the first year of the three-year RMP, the findings imply that LLSs have had a positive impact on teacher practice so far. Moving forward, the RMP may want to set a minimum number of Teacher Progress Monitoring Forms per school for LLSs to submit to GOSA's Evaluation team to increase the sample size of teachers for analysis. To ensure the sample is representative, GOSA's Evaluation team recommends LLSs submit a form for one teacher per grade level for a total of four forms per school.

Stakeholder Satisfaction and Impact Recommendations

The purpose of the stakeholder impact and satisfaction focus area was to analyze whether stakeholders feel the instructional support provided by the RMP was valuable and impactful for participants and schools. GOSA's Evaluation team used several instruments to evaluate this focus area: end-of-year surveys, phone interviews and focus groups, School Literacy Needs Assessments, and Teacher Progress Monitoring Forms. The overall findings indicate that the RMP has had a positive impact on stakeholders' instructional practices, especially in terms of being more equipped to administer assessments and analyze data to identify student needs. However, there is also still room for growth in the future in terms

³⁵ For both standards, of the teachers whose ratings remained constant, teachers were generally rated as either Needs Improvement (2) or Proficient (3).

of stakeholder satisfaction and impact, especially for teachers. For stakeholder satisfaction, GOSA's Evaluation team recommends the following:

- Establish clearer program expectations and ensure all stakeholders understand the purpose and components of the RMP.
- Improve ongoing communication with all stakeholders to avoid conflicting messages and ensure all needs are being met.
- Restructure LLS schedules to allow for more meaningful face-to-face interactions between LLSs and schools.
- Revise program expectations to better accommodate competing responsibilities, or provide increased support to stakeholders on how to implement RMP practices without feeling overwhelmed.

For stakeholder impact, GOSA's Evaluation team recommends the following:

- Provide more schoolwide support on how to develop effective professional learning and establish continuity of literacy instruction across the curriculum.
- Help teachers make sure students are actively and meaningfully engaged in their own learning through self-assessment and higher-order thinking.

Evaluation Focus Area III: Student Outcomes

GOSA's Evaluation team uses two academic indicators to analyze the impact of the RMP on student achievement. First, GOSA uses the state's College and Career Ready Performance Index (CCRPI) Third Grade Lexile indicator score to analyze school performance while participating in the RMP. Since the CCRPI Third Grade Lexile is derived from Georgia Milestones scores, these data will not be available until late 2016. GOSA's Evaluation team will analyze the CCRPI Third Grade Lexile indicator when available in an addendum to this report.

Second, all participating schools are using DIBELS Next as the universal assessment to drive literacy instruction. DIBELS Next measures phonemic awareness, phonics, accurate and fluent reading of connected text, reading comprehension, and vocabulary and language skills.³⁶ DIBELS Next provides universal screening benchmarks and progress monitoring resources and allows teachers to differentiate literacy instruction through its performance tiers. GOSA's Evaluation team used DIBELS Next benchmark scores at the beginning, middle, and end of the year to analyze student achievement for the entire RMP. In particular, GOSA's Evaluation team evaluated the RMP's goal to generate statistically significant increases in the percentage of students meeting grade-level benchmarks in Oral Reading Fluency during the 2015-2016 school year. The

³⁶ For more information on DIBELS Next, please visit the Dynamic Measurement Group's website here: <https://dibels.org/dibelsnext.html>.

Evaluation team also evaluated the RMP's progress towards its three-year goal for 90% of students to be reading at or above grade level by the end of third grade.

DIBELS NEXT BENCHMARK SCORES

GOSA's Evaluation team analyzed DIBELS Next data for students who had scores from benchmarks at the beginning, middle, and end of the school year.³⁷ The DIBELS Next assessment sets benchmark goals for students for each grade level and assessment period. The benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading progress. If a student is meeting the benchmark goal, then that student is likely to achieve the next DIBELS Next benchmark goal and other important reading outcomes.³⁸ The DIBELS Next assessment does not use an equal interval, vertical scale, so scores cannot be compared across grade levels. Thus, GOSA analyzed the percentage of students meeting benchmark goals at the BOY, MOY, and EOY to evaluate student performance.

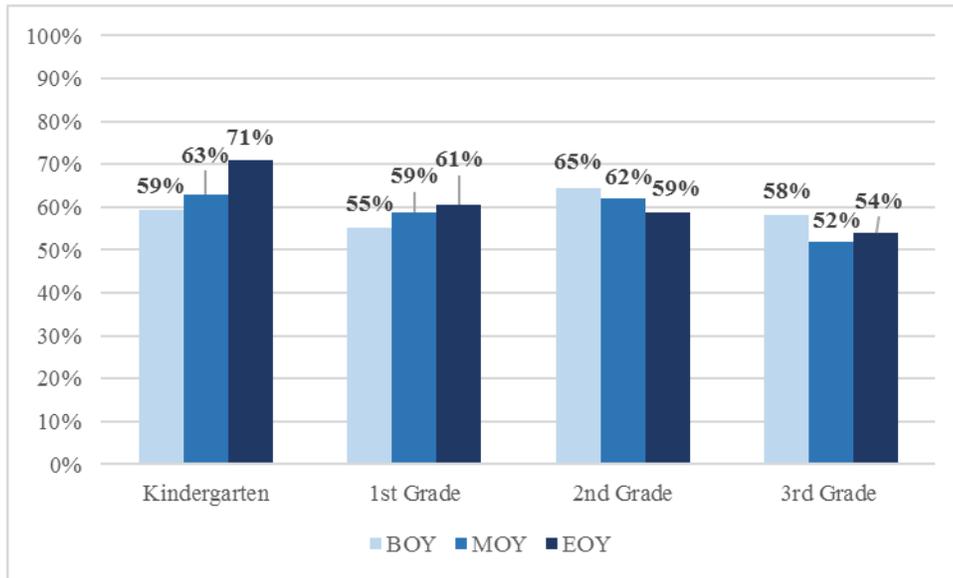
The percentage of all students meeting benchmark goals grew by 3 percentage points, from 59% at the BOY to 62% at the EOY. This three percentage point increase overall actually occurred from the MOY to EOY, as the percentage of all students meeting benchmark goals remained at 59% from BOY to MOY. Using a two-sample t-test of proportions, the overall increase in the percentage of students meeting benchmark goals is statistically significant ($p < 0.05$). The small growth in the percentage of all students meeting benchmark goals from BOY to EOY may be because the 2015-2016 school year is just the first year of the three-year RMP.

To gain more insight on student performance during the 2015-2016 school year, GOSA's Evaluation team also analyzed the percentage of students meeting benchmark goals by grade level as shown in Figure 6. Using two-sample t-tests of proportions, the change in the percentage of students meeting benchmark goals from BOY to EOY is statistically significant for all grades ($p < 0.05$). The largest growth in performance was in kindergarten (11.5 percentage points), which also had the highest percent of students meeting benchmarks by the EOY (71%). The percentage of first graders meeting student benchmarks grew by 5.5 percentage points to 61%.

³⁷ The number of students with BOY, MOY, and EOY scores is less than the total number of students in the program demographic profile for several reasons. Students who did not have assessment data for all three periods were excluded in this analysis. Additionally, some teachers may not have inputted all scores for all students into the online platforms.

³⁸ For more information on the DIBELS Next benchmark goals, please visit the [Dynamic Measurement Group's information page](#).

Figure 6: Percentage of Students Meeting Benchmark Goals by Grade



However, both second and third grade saw a decline in the percentage of students meeting benchmark goals by the EOY; the percentage of second graders meeting benchmarks declined by six percentage points, and the percentage of third graders meeting benchmarks declined by four percentage points. For third grade, the percentage of students meeting benchmarks decreased from BOY to MOY, but actually increased slightly from MOY to EOY. The differences in student performance between lower grades and upper grades results in the mere three percentage point increase in the percentage of students meeting benchmarks overall. It is uncertain whether these grade level differences are a reflection of the different grade level expectations between kindergarten, first, second, and third grade; on the DIBELS Next assessment, the second and third grade assessments focus more on oral reading fluency and comprehension, while the kindergarten and first grade assessments focus on more foundational skills such as phonemic awareness and phonics. Nevertheless, these findings indicate that the RMP may need to differentiate the types of supports provided to teachers by grade level to better address the differences in student performance on the DIBELS Next assessment.

GOSA’s Evaluation team also analyzed student performance by school. A full breakdown of the percentage of students meeting benchmark goals at the BOY, MOY, and EOY for each school is available in Appendix J. The analysis by school reveals that there were some drastic differences in student performance among RMP schools, which likely affected the overall program percentages. At the EOY, 43% of schools had a percentage of students meeting benchmarks that was greater than the overall program percentage (62%). The EOY percentage of students meeting benchmarks in one school was 24 percentage points greater than the program percentage, while another school’s percentage was 32 percentage points below the program percentage. During the entire school year, 15% of

schools consistently had percentages of students meeting benchmarks greater than the overall program percentage, while 32% of schools consistently had percentages lower than the overall program percentage.

The wide range of student performance among RMP schools provides some explanation for the mere three percentage point increase in the percentage of students meeting benchmarks in the program overall; it will be more difficult to see significant growth in the program overall when the program consists of very high performers and very low performers. Nevertheless, from the BOY to EOY, 52% of RMP schools saw growth in the percentage of students meeting benchmark goals. Bayvale Elementary School in Richmond County saw the greatest growth (22 percentage points), and the percentage of students meeting benchmarks went from being 16 percentage points below the overall program percentage at the BOY to 4 percentage points higher than the overall program percentage at the EOY. Gideons Elementary School in Atlanta Public Schools, though still performing below the overall program average at the EOY, saw the second highest increase from BOY to EOY; the percentage of students meeting benchmarks grew by 21 percentage points. Thus, even though the percentage of students meeting benchmarks only increased by three percentage points program-wide, the breakdown of student performance by schools reveals that half of participating schools saw improvements in student performance.

Finally, GOSA’s Evaluation team also looked at student performance by assessment platform. The majority of RMP schools are using the VPort platform provided by the RMP to administer DIBELS Next. However, seven districts are using the Amplify platform to administer DIBELS Next.³⁹ Of the students with BOY, MOY, and EOY scores, 12,870 students used VPort and 3,924 students used Amplify. The percentage of students meeting benchmarks was higher for students using Amplify than students using VPort. By the EOY, 69% of Amplify students met benchmark goals compared to 59% of VPort students. Though this difference may be due to the vast difference in sample size, taking into consideration the concerns expressed in the end-of-year surveys about VPort, the RMP may want to investigate further any potential implications of the assessment platform on student performance.

Table 13: Percent Meeting Benchmark Goals by Assessment Platform

Grade	Percent Meeting Benchmarks - BOY	Percent Meeting Benchmarks - MOY	Percent Meeting Benchmarks - EOY
Amplify	62%	62%	69%
VPort	59%	58%	59%

³⁹ Amplify is a more expensive platform for DIBELS Next, Districts or schools using Amplify are paying for the platform independently, whereas VPort is provided to participating RMP schools through the RMP.

Using these data, GOSA’s Evaluation team evaluated the RMP’s progress towards meeting its student outcome goals. One of the RMP’s three-year goals is for 90% of students to be reading at or above grade level by the end of third grade. To evaluate this goal, the Evaluation team analyzed the percentage of students in each grade level meeting DIBELS Next benchmark goals. Given that only 62% of all students were meeting benchmark goals at the end of the 2015-2016 school year, the RMP is still far from meeting its goal of 90% by the end of the 2017-2018 school year. Kindergarten is somewhat closer to meeting the 90% goal, with 71% of students meeting benchmarks at the end of year one. Third grade needs to improve the most, with only 54% of third graders meeting benchmarks at the end of year one. Given the baseline data, LLSs should identify areas of deficiency in each school by grade level and target those areas with teachers in order to try to reach the goal for 90% of students to be reading at or above grade level by the end of 2017-2018.

GOSA’s Evaluation team also evaluated the RMP’s one-year goal to generate statistically significant increases in the percentage of students meeting grade-level benchmarks in oral reading fluency on DIBELS Next. The deeper analysis of student performance in oral reading fluency provides further insight on the differences in student performance by grade level. Only second and third graders are assessed on oral reading fluency from the BOY to EOY on the DIBELS Next assessment. Oral reading fluency is measured by taking the median number of words read correctly by a student on three one-minute passages.⁴⁰ There were 7,674 students with oral reading fluency scores at the BOY and EOY. The percentage of students meeting oral reading fluency benchmark goals dropped from 58% at the BOY to 52% at the EOY. Using a two-sample t-test of proportions, the six percentage point decline is statistically significant ($p < 0.05$). Thus, the RMP did not meet its goal to increase the percentage of students meeting grade-level benchmarks in oral reading fluency. The decline in oral reading fluency, which is a major component of the DIBELS Next assessment for second and third graders, may explain the decline in the percentage of second and third graders meeting benchmark goals overall.

Table 14: Percent Meeting Oral Reading Fluency Benchmark Goals by Grade

Grade	Percent Meeting Benchmarks - BOY	Percent Meeting Benchmarks - EOY	BOY to EOY Change (Percentage Points)
2nd Grade	57%	53%	-4.3*
3rd Grade	58%	50%	-8.0*

To better understand the drop in performance in oral reading fluency, Table 14 shows the percentage of students meeting oral reading fluency benchmarks by

⁴⁰ For more information on the DIBELS Next oral reading fluency measure, click [here](#).

grade level. The percentage of third graders meeting oral reading fluency benchmarks dropped by eight percentage points, almost double the decline in the percentage of second graders. These findings indicate that oral reading fluency for third graders may be a target area the RMP needs to address in order to improve oral reading fluency and overall performance on DIBELS Next. The DIBELS Next student data reveals that the RMP has not yet achieved the desired growth in student outcomes by the end of the 2015-2016 school year. The RMP may need to provide more targeted support to teachers on how to better prepare second and third grade students to meet reading benchmarks.

SUBGROUP ANALYSIS

To provide further information for program improvement, GOSA’s Evaluation team also looked at student performance by subgroups. Table 15 breaks down the percentage of students meeting DIBELS Next benchmark goals by race/ethnicity. Asian, multi-racial, Pacific Islander, and white students performed better when compared to all GRP students and saw growth from the BOY to EOY. Hispanic students saw the greatest growth (11 percentage points) in the percentage of students meeting benchmark goals, even though the percentage was still slightly lower than the overall program percent at the EOY. American Indian and black students saw declines in the percentage of students meeting benchmark goals and by the EOY, the percentages of students meeting benchmarks were lower than the overall program percentage. American Indian students had the greatest decline, but the large change in percentage may be due to the small sample size of American Indians in the RMP.

Table 15: Percent Meeting Benchmark Goals by Race/Ethnicity

Subgroup	Number of Students	Percent Meeting Benchmarks - BOY	Percent Meeting Benchmarks - EOY	Change (Percentage Points)
American Indian	22	64%	55%	-9.1
Asian	283	71%	79%	8.1
Black	10,035	58%	56%	-1.4
Hispanic	1,648	49%	60%	11.2
Multi-Racial	459	62%	70%	7.8
Pacific Islander	16	69%	75%	6.3
White	4032	67%	73%	6.5
All Students	16,495 ⁴¹	59%	62%	2.2

⁴¹ GOSA had to use student Georgia Testing ID (GTID) numbers to match students with demographic data provided by GaDOE. Some GTIDs were not provided or were incorrect, so the total number of students included in the subgroup analysis is lower.

Figure 7: Percent Meeting Benchmark Goals at EOY by Other Subgroups

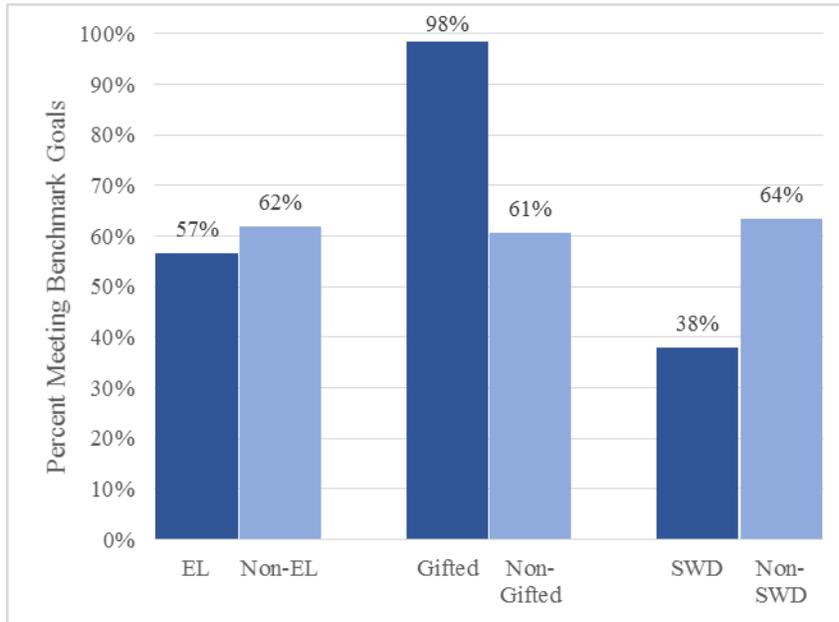


Figure 7 displays the differences in student performance in other subgroups at the EOY, including English Learner (EL), Students with Disabilities (SWD), and gifted. At the EOY, EL students performed only slightly worse than non-EL students (57% compared to 62%). EL students saw a 12 percentage point increase in the percentage of students meeting benchmark goals from BOY to EOY, which was significantly greater than the growth of non-EL students (1 percentage point). Gifted students performed significantly higher (98%) than non-gifted students. Finally, the percentage of SWD meeting benchmark goals at the EOY (38%) was 26 percentage points lower than the percentage of non-SWD meeting benchmarks.

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. The logistic regression model used for each assessment includes race/ethnicity, gender, disability status, English Learner status, gifted status, grade level, and whether or not the student met national benchmarks at the beginning or middle of the year. Kindergarten students are the reference category for grade level and white students are the reference category for race/ethnicity. 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.

Of all the variables included in the model, meeting benchmark goals at the MOY had the largest marginal effect on meeting benchmark goals at the EOY. Students who met MOY benchmark goals were 33% more likely than students who did not

meet MOY benchmarks to meet benchmark goals at the EOY, holding constant the other variables in the model. Students who met benchmarks at the BOY were also more likely than students who did not meet BOY benchmarks to meet EOY benchmarks but the probability was only 14% more likely. Additionally, first, second, and third grade students were all less likely to meet benchmark goals at the EOY compared to kindergarteners. Second grade had the greatest marginal effect as second graders were 13% less likely than kindergarteners to meet EOY benchmarks; third graders were 11% less likely and first graders were 7% less likely than kindergarteners to meet EOY benchmarks.

In terms of race/ethnicity, Asian students were 8% more likely than white students to meet benchmark goals at the EOY. In contrast, black students were 7% less likely than white students to meet EOY benchmarks. EL students and SWD were also less likely to meet benchmark goals at the EOY. EL students were 3% less likely than non-EL students to meet EOY benchmarks, and SWD were 7% less likely than non-SWD to meet EOY benchmarks. However, gifted students were 27% more likely than non-gifted students to meet benchmarks at the EOY. Again, the regression results are meant to provide descriptive information about the DIBELS Next benchmark results and are not meant to imply any sort of causation.

Student Outcome Recommendations

Though the percentage of students meeting DIBELS Next benchmark goals increased during the 2015-2016 school year, the growth was only by three percentage points. The RMP did not meet its goal to generate statistically significant increases in the percentage of students meeting grade-level benchmarks in oral reading fluency during the 2015-2016 school year. Additionally, with only 62% of all students meeting benchmark goals by the end of the 2015-2016 school year, the RMP will need to increase this percentage by 28 percentage points to meet its three-year goal for 90% of students to be reading at or above grade level by the end of third grade. Additionally, kindergarteners and first graders saw growth while second and third graders saw declines. Keeping in mind that this is just the first year out of three years, GOSA's Evaluation team recommends the following:

- Identify target areas for each grade level in each school and provide support to teachers on how to address each target area in order to reach the three-year goal for 90% of students to be reading at or above grade level.
- Establish oral reading fluency as a professional learning priority for LLSs, teachers, coaches, and administrators to support oral reading fluency development among students.
- Closely monitor second and third grade students and provide additional support to second and third grade teachers so they can better support continuous reading growth for second and third grade students.

Conclusion

The 2015-2016 RMP End-of-Year Evaluation Report is a comprehensive analysis of the RMP's activities during the 2015-2016 school year. This report includes major findings for the three evaluation focus areas: program implementation, stakeholder satisfaction and impact, and student outcomes.

Program Implementation

Using data collected from the LLS Weekly Logs, LLSs spent the majority of their time on supplemental LLS operations, which include professional learning sessions, gathering resources, and other administrative work. LLSs also spent a significant amount of time providing one-on-one coaching to teachers. The primary content focus of LLSs' work so far has been research-based instructional strategies, assessment strategies, and data review, with little time spent providing classroom management support. However, phone interview and focus groups revealed that there is variation among the LLSs in how much time each LLS is able to spend in each school, so the amount of support each school receives from the RMP may vary.

Stakeholder Satisfaction and Impact

Data from end-of-year surveys, phone interviews, focus groups, the School Literacy Needs Assessment, and Teacher Progress Monitoring Forms provided insight on how satisfied stakeholders are with the RMP and the impact the RMP has had on stakeholders. While coaches, administrators and district staff feel positively about the RMP overall, many teachers (41% of those surveyed) did not feel very supported by the RMP and did not find the RMP very valuable. Although stakeholders overall felt more proficient in reading instruction and assessment strategies after participating in the RMP, some feel overwhelmed by the program. All stakeholders also indicated a desire for more time with the LLSs in their schools. On the other hand, overall, participating schools have established more operational building blocks for an effective literacy instructional environment, especially in terms of ongoing assessments, best practices in literacy instruction, and tiered interventions for students. Teachers have also become more proficient in research-based instructional strategies to better engage students and using assessment data to drive instruction. These findings indicate that the RMP is having a noticeable impact on participants, but should communicate more with stakeholders and find ways for LLSs to spend more time in schools to ensure participants are satisfied with the program.

Student Outcomes

DIBELS Next benchmark data reveals that the percentage of all students meeting benchmark goals increased slightly by three percentage points to 62% at the end of the 2015-2016 school year. By the end of the year, the percentage of students meeting benchmarks was higher than the overall program percentage (62%) in 43% of participating schools, and 52% of schools increased the percentage of

students meeting benchmarks. However, 62% of students meeting benchmark goals is still well below the RMP's three-year goal for 90% of students to be reading at or above grade level by the end of third grade. Additionally, the percentage of students meeting benchmark goals in oral reading fluency actually declined by 6 percentage points to 52%. These findings reveal that many students, but second and third graders especially, are still struggling to meet reading benchmark goals and teachers may need more support in fostering continuous reading growth particularly for second and third grade students.

Recommendations

To address the major findings about program implementation, stakeholder satisfaction and impact, and student outcomes, GOSA's Evaluation team recommends the following:

- Establish clearer program expectations and ensure all stakeholders understand the purpose and components of the RMP.
- Improve ongoing communication with all stakeholders to ensure all parties' visions are aligned and that all needs are being met.
- Restructure LLS schedules to allow for more meaningful face-to-face time between LLSs and stakeholders. If restructuring is not sufficient, encourage frequent digital coaching with teachers, coaches, and administrators to maximize LLS accessibility when LLSs are not in schools.
- Revise program expectations to better accommodate competing responsibilities for teachers, coaches, and administrators, or provide increased support to stakeholders on how to implement RMP practices without feeling overwhelmed.
- Provide schoolwide support on how to establish continuity of literacy instruction across the curriculum and make sure professional learning is meaningful and effective.
- Support teachers in ensuring students are actively and meaningfully engaged in their own learning through student self-assessment and higher-order thinking.
- Identify target areas of deficiency for each grade level in each school and provide extensive support to teachers on how to address each target area, with additional support aimed towards second and third grade teachers and students.
- Establish oral reading fluency as a professional learning priority for LLSs, teachers, coaches, and administrators to support stronger oral reading fluency development among students.

Summary

Overall, the major findings for program implementation indicate that the RMP is presenting research-based instructional and assessment strategies to teachers and school staff. The stakeholder satisfaction findings reveal that coaches,

administrators, and district staff are overall very satisfied with the program, but not all teachers feel supported or find the program valuable. In addition, the stakeholder impact findings indicate that all stakeholders have become more proficient in employing research-based instructional strategies and using assessment data, but there are still several target areas that still need support. As this is just the first year of the RMP, the percentage of students meeting benchmark goals only increased by three percentage points, and the percentage of students meeting oral reading fluency benchmark goals declined. The RMP should use the 2015-2016 findings to inform programmatic changes moving forward in order to improve progress towards the RMP's goals. GOSA's Evaluation team will continue to look at program implementation, stakeholder satisfaction and impact, and student outcomes for the remainder of the RMP.

Appendix A: List of Participating Schools and Districts in the RMP

District	School
Atlanta Public Schools	Bolton Academy
Atlanta Public Schools	Fain Elementary
Atlanta Public Schools	FL Stanton Elementary
Atlanta Public Schools	Gideons Elementary
Atlanta Public Schools	Usher-Collier Elementary
Atlanta Public Schools	Woodson Primary School
Barrow County	Auburn Elementary
Barrow County	Bramlett Elementary
Barrow County	County Line Elementary
Barrow County	Kennedy Elementary
Barrow County	Statham Elementary
Bibb County	Hartley Elementary
Bulloch County	Sallie Zetterower Elementary
Bulloch County	Mill Creek Elementary
Bulloch County	Stilson Elementary
Calhoun County	Calhoun County Elementary
Chattahoochee County	Chattahoochee County Education Center
Clay County	Clay County Elementary
Cobb County	Powder Springs Elementary
DeKalb County	Brockett Elementary
DeKalb County	Oak Grove Elementary
Dooly County	Dooly County Elementary
Effingham County	Marlow Elementary
Effingham County	South Effingham Elementary
Fulton County	Asa Hilliard Elementary
Fulton County	Bethune Elementary
Fulton County	College Park Elementary
Fulton County	Feldwood Elementary
Fulton County	Hamilton E. Holmes Elementary
Fulton County	Heritage Elementary
Fulton County	Nolan Elementary
Fulton County	Parklane Elementary
Fulton County	Seaborn Lee Elementary
Ivy Preparatory Kirkwood Campus (DeKalb County)	Ivy Preparatory Academy at Kirkwood for Girls

2015-2016 Reading Mentors Program End-of-Year Evaluation Report

District	School
Ivy Preparatory Kirkwood Campus (DeKalb County)	Ivy Preparatory Young Men's Leadership Academy
Macon County	Macon County Elementary
Meriwether County	George E. Washington Elementary
Meriwether County	Mountain View Elementary
Meriwether County	Unity Elementary
Murray County	Spring Place Elementary
State Commission Charter School (serving Baker, Calhoun, Clay, Early, and Randolph counties)	Pataula Charter Academy
Pelham City	Pelham Elementary
Richmond County	Barton Chapel Elementary
Richmond County	Bayvale Elementary
Richmond County	Copeland Elementary
Richmond County	Craig Houghton Elementary
Richmond County	Diamond Lakes Elementary
Richmond County	Glenn Hills Elementary
Richmond County	Hains Elementary
Richmond County	Jenkins-White Elementary Charter School
Richmond County	Lamar-Milledge Elementary
Richmond County	Meadowbrook Elementary
Richmond County	Wheless Road Elementary
Richmond County	Wilkinson Gardens Elementary
Savannah-Chatham County	Haven Elementary
Savannah-Chatham County	Hodge Elementary
Savannah-Chatham County	Spencer Elementary
Vidalia City	J. D. Dickerson Primary
Vidalia City	Sally Dailey Meadows Elementary
Wayne County	Martha Rawls Smith Elementary

Appendix B: Demographic Profiles for All RMP Participating Schools

School	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
RMP Total	0.1	1.7	62.6	9.3	0.1	2.8	23.4
Asa Hilliard Elementary School	0.0	0.8	87.4	11.1	0.0	0.6	0.0
Auburn Elementary School	0.2	9.0	5.1	16.2	0.0	8.3	61.1
Barton Chapel Elementary School	0.0	0.0	86.9	3.7	0.0	2.8	6.7
Bayvale Elementary School	0.3	0.3	62.2	25.6	0.3	1.9	9.4
Bethune Elementary School	0.2	0.7	94.6	4.1	0.0	0.2	0.2
Bolton Academy	0.8	1.4	31.1	40.3	0.0	2.8	23.5
Bramlett Elementary School	0.2	8.0	6.7	13.8	0.2	4.0	67.1
Brockett Elementary School	0.3	20.5	29.0	30.7	0.0	4.0	15.5
Calhoun County Elementary School	0.0	0.0	95.4	3.1	0.0	0.0	1.5
Chattahoochee County Education Center	0.6	0.0	34.5	3.4	0.6	4.0	56.9
Clay County Elementary	1.7	0.0	95.0	0.0	0.0	0.0	3.3
College Park Elementary	0.0	0.9	88.9	9.0	0.0	1.1	0.2
Copeland Elementary School	0.0	1.5	83.4	4.0	2.5	3.4	5.2
County Line Elementary School	0.2	4.7	10.8	21.4	0.2	6.8	55.9
Craig-Houghton Elementary School	0.0	0.0	97.9	1.1	0.0	0.4	0.7
Diamond Lakes Elementary School	0.6	0.3	80.6	4.7	0.3	4.7	8.8
Dooly County Elementary School	0.0	0.2	66.1	21.1	0.0	2.4	10.1
Dorothy Hains Elementary School	0.0	0.6	78.6	1.7	0.0	1.4	17.7
F. L. Stanton Elementary School	0.0	0.0	99.4	0.0	0.0	0.6	0.0

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

2015-2016 Reading Mentors Program End-of-Year Evaluation Report

School	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
RMP Total	0.1	1.7	62.6	9.3	0.1	2.8	23.4
Fain Elementary School	0.0	0.0	91.0	8.7	0.3	0.0	0.0
Feldwood Elementary School	0.2	0.0	94.5	3.4	0.0	0.9	0.9
George E. Washington Elementary School	0.0	0.0	70.4	3.1	0.0	5.8	20.8
Gideons Elementary School	0.0	0.4	99.2	0.4	0.0	0.0	0.0
Glenn Hills Elementary School	0.0	0.0	88.9	4.8	0.8	2.0	3.6
Hamilton E. Holmes Elementary	0.0	0.4	82.5	13.5	0.0	1.4	2.2
Hartley Elementary School	0.0	0.7	97.9	0.0	0.0	1.4	0.0
Haven Elementary School	0.4	0.0	95.2	0.0	0.0	2.2	2.2
Heritage Elementary School	0.2	0.4	95.3	2.7	0.0	0.9	0.5
Hodge Elementary School	0.0	0.0	96.7	0.3	0.0	2.3	0.7
Ivy Preparatory Academy at Kirkwood for Girls	0.0	0.6	98.9	0.6	0.0	0.0	0.0
Ivy Preparatory Young Men's Leadership Academy	0.0	0.0	97.9	1.4	0.0	0.7	0.0
J. D. Dickerson Primary School	0.0	0.0	55.4	9.1	0.0	3.9	31.6
Jenkins-White Elementary Charter School	0.0	0.6	95.3	1.6	0.0	2.2	0.3
Kennedy Elementary School	0.0	3.4	16.1	21.7	0.0	7.4	51.5
Lamar-Milledge Elementary School	0.0	0.4	88.1	0.4	0.0	1.9	9.3
Lee Elementary School	0.3	0.0	94.6	3.4	0.0	1.0	0.7
Macon County Elementary School	0.2	1.1	81.1	8.8	0.0	1.8	7.0
Marlow Elementary School	0.0	0.6	5.0	5.8	0.0	4.3	84.2
Martha Rawls Smith Elementary School	0.0	1.7	34.1	10.1	0.0	7.0	47.0
Meadowbrook Elementary School	0.0	0.3	92.1	2.1	0.0	2.6	2.9

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

2015-2016 Reading Mentors Program End-of-Year Evaluation Report

School	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
RMP Total	0.1	1.7	62.6	9.3	0.1	2.8	23.4
Mill Creek Elementary School	0.2	2.2	57.8	4.5	0.2	4.5	30.5
Mountain View Elementary School	0.0	0.6	48.5	2.3	0.2	6.1	42.2
Nolan Elementary School	0.0	0.0	97.6	1.9	0.0	0.2	0.2
Oak Grove Elementary School	0.3	13.0	6.7	7.0	0.3	7.0	65.8
Parklane Elementary School	0.0	0.6	62.8	32.8	0.0	1.2	2.6
Pataula Charter Academy	0.0	0.6	17.3	5.8	0.0	1.7	74.6
Pelham Elementary School	0.0	0.2	55.1	7.9	0.0	3.5	33.3
Powder Springs Elementary School	0.6	1.7	65.5	16.0	0.0	3.7	12.5
Sallie Zetterower Elementary School	0.0	2.9	47.3	6.4	0.0	3.1	40.2
Sally Dailey Meadows Elementary School	0.3	1.0	52.6	6.4	0.0	2.8	36.9
South Effingham Elementary School	0.0	1.9	10.2	8.7	0.0	3.6	75.6
Spencer Elementary School	0.0	0.0	95.2	0.4	0.0	3.7	0.7
Spring Place Elementary School	0.0	0.0	0.8	39.6	0.0	0.5	59.1
Statham Elementary School	0.2	4.7	14.1	15.8	0.0	3.4	61.9
Stilson Elementary School	0.0	0.5	6.8	1.9	0.0	3.9	86.9
Unity Elementary School	0.0	0.0	43.2	5.9	0.0	5.0	45.9
Usher-Collier Elementary School	0.0	0.8	96.8	2.0	0.0	0.4	0.0
Wheless Road Elementary School	0.6	0.0	88.9	2.2	0.0	2.8	5.5
Wilkinson Gardens Elementary School	0.0	0.0	93.1	3.1	0.0	0.9	2.8
Woodson Primary School	0.0	0.0	94.9	3.9	0.0	0.9	0.3

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

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

*Note: The school demographic profiles were generated using October FTE data available from the GaDOE website, while the percentages in the program demographic profile used March FTE data.

Appendix C: LLS Activities by Category

One-on-One Coaching:

- **CE=Classroom Environment** – LLS is helping a teacher plan for a positive learning environment, focusing specifically on the room setup (Is it conducive to learning?) and atmosphere (Is it a positive learning environment where students feel safe?)
- **CL=Collaborative Lesson** - LLS is working with a teacher to plan a lesson to meet student needs. The LLS may even be in the classroom when the lesson is taught.
- **CO=Coaching Observation** - LLS goes into the classroom (or observes remotely) to observe instruction provided as a follow up to a coaching conference or feedback. Or, LLS is visiting the classroom to gather information for future conversations with the teacher.
- **ED=Educational Discussion** - LLS is having an educational discussion with administrators or literacy coaches to make plans for the school as a whole.
- **GR=Gathering Resources** - LLS is working to gather resources for teachers to use in their classrooms. Many times schools have resources they do not even know exist hidden in an old classroom or storage closet.
- **M=Modeling** - LLS is modeling a lesson or portion of a lesson for a teacher in his/her classroom.
- **PO=Post-Conference** - LLS is conducting a conference with a teacher following an observation.
- **PR=Pre-Conference** - LLS is having a conference with a teacher before observing in his/her classroom.

Data Analysis & Assessment Support:

- **ADC=Administrative Data Conference** - LLS is sharing data with the school administrator.
- **DC=Data Conference with Teacher or Grade Level** - LLS is analyzing data with at grade level or an individual teacher.
- **AC=Assessment Check** - LLS is making sure assessments are being given with fidelity using the Assessment Accuracy Checklist in the Data Resources Notebook.

LLS Professional Learning:

- **T=Training** - LLS is participating in a training, not conducting training.
- **SG=Study Group** - LLS is participating in a study group for her professional knowledge.

Supplemental LLS Operations:

- **PL=Professional Learning** - LLS is conducting professional learning for teachers/administrators.
- **PLP=Professional Learning Preparation** - LLS is preparing to present professional learning for teachers/administrators.
- **GR=Gather Resources** - LLS is gathering resources to present during professional learning.
- **CP=Coaching Partner Work** - LLS is working with assigned partner from their team.
- **FO=Field Office** - LLS is working on travel, time sheets, and other administrative tasks.
- **TS=Tech Support** - LLS is working on tech support for a school, teacher, or themselves.

School Closures/Personal Leave:

- **SC=School Closed**
- **PC=Partial School Closing**
- **AL=Annual Leave**
- **SL=Sick Leave**
- **ESL=Education Support Leave**

LLS Committee Work: LLS is working (independently or collaboratively) on tasks assigned by their Program Manager to distribute to the entire team.

Additional Work: LLS is completing other administrative tasks for GOSA.

Appendix D: Phone Interview and Focus Group Protocols

Reading Mentors Program Phone Interview Protocol

Introduction:

Hello, my name is [name] and I am a Program Evaluation Analyst for the Governor's Office of Student Achievement. How are you doing today?

As [LLS Name] may have told you, I am conducting the evaluation of the Reading Mentors Program and am doing phone interviews with a sample of participants to collect additional qualitative data on the impact of the program.

I want to start off by thanking you for giving me the opportunity to learn about your experience in the Reading Mentors Program this year. I appreciate you making time in your very busy schedule, especially at the end of the school year, to speak with me. As mentioned in our introductory emails, I'd like to talk with you about your participation in the Reading Mentors Program, any changes to your instructional practice as a result of the professional learning you received, and your feedback on the program.

Our conversation should last approximately 30 minutes. With your permission, I will be taking notes during our discussion. I want you to feel comfortable sharing your thoughts and ideas. Therefore, I want to assure you that:

- Your participation is completely voluntary and everything that is said during this conversation will remain confidential.
- No individual names will be used in summary reports and you will have access to the final report.
- If at any time you want to say something "off the record," just let me know and I will not include it in my notes.

Please feel free to share any thoughts or ideas you may have. All ideas and input are helpful and will be treated as such. Do you have any questions for me before we begin?

Background Questions:

I'd like to start with some general background questions.

1. Can you describe your primary instructional role during the 2015-2016 school year?

[probe for grade level, Special Ed, gifted, ESOL, EIP, served on SWAT team, etc.]

2. How many years have you been teaching, including this one?

3. How many years have you been at this school, including this one?

4. Did you participate in the Reading Mentors Program before the 2015-2016 school year?

[if yes, probe for how many years]

Reading Mentors Program Participation Questions:

Now I'd like to ask you some questions about your experience in the Reading Mentors Program. I'm going to refer to the Language and Literacy Specialist as the LLS from this point forward.

5. Can you please describe your interactions with the LLS during the 2015-2016 school year?

(If the following are not addressed):

- How often did you interact with the LLS?
- What types of supports did the LLS provide for you?

6. Which professional learning supports did you find most beneficial? Which did you find least beneficial?

[if clarification needed, mention professional learning sessions, one-on-one coaching, classroom observations, conferences, video coaching]

7. What do you feel is the most valuable takeaway you have from the professional learning you received so far from the Reading Mentors Program?

Impact:

The following questions will now focus more on any impacts the Reading Mentors Program has had on your instructional practice during the 2015-2016 school year.

8. Compared to the beginning of the school year, how has your understanding of the reading process changed?

9. How comfortable do you feel using literacy assessments to make instructional decisions for your students?

10. What, if any, changes to your literacy instructional practices have you made since the beginning of the school year?

[probe for pre-reading, during reading, post-reading strategies, progress monitoring, grouping students using data, aligning instruction to students' needs using data]

- a. How have students responded?

- b. If none: What has prevented you from trying new strategies in your classroom to teach literacy?
11. Have you noticed any changes in your school's culture with regards to literacy instruction? Please describe your school's culture.
12. Have you faced any challenges from participating in the Reading Mentors Program? Please describe.
13. Finally, how would you recommend improving the program in the future? Are there any changes you would like to see next year?

Those are all of the questions I had for you. Do you have any last thoughts or questions for me?

Thank you so much for your time!

Reading Mentors Program Focus Group Protocol

Introduction:

Hello, my name is [name] and I am a Program Evaluation Analyst for the Governor's Office of Student Achievement. How are you all doing today?

We want to start off by thanking you for giving me the opportunity to learn about your experience in the Reading Mentors Program this year. We appreciate you making time in your very busy schedule, especially at the end of the school year, to speak with us. We are here today to talk with you about your participation in the Reading Mentors Program, any changes to your instructional practice as a result of the professional learning you received, and your feedback on the program.

Our conversation should last approximately 60 minutes. With your permission, this discussion will be recorded. We are recording the session so that we can actively listen to what you are saying. We want you to feel comfortable sharing your thoughts and ideas. Therefore, we want to assure you that:

- Your participation is completely voluntary and everything that is said, recorded, and written down from this group will remain confidential.
- No individual names will be used in summary reports and you will have access to the final report.
- If at any time you want to say something “off the record,” just let us know and we will momentarily stop recording.

Lastly, active participation by everyone is encouraged—everyone has something to contribute. Please feel free to share any thoughts or ideas you may have. All ideas and input are helpful and will be treated as such. Do you have any questions for me before we begin?

Icebreaker:

Thank you again for participating in this discussion. I'd like to start by having introductions and a quick icebreaker. Please introduce yourself using the number that was given to you. Please also state what grade you teach and your favorite ice cream flavor.

[allow 5-10 minutes for this section]

Participation Questions:

Now I'd like to ask you some questions about your experience in the Reading Mentors Program.

1. How often do you interact with the LLS at your school, and what types of supports does the LLS provide?

2. Which professional learning supports did you find most beneficial? Which did you find least beneficial?

[if clarification needed, mention professional learning sessions, one-on-one coaching, classroom observations, conferences]

3. What do you feel is the most valuable takeaway you have from the professional learning you received so far from the Reading Mentors Program?

Impact:

The following questions will now focus more on any impacts the Reading Mentors Program has had on your instructional practice during the 2015-2016 school year.

4. Compared to the beginning of the school year, how has your understanding of the reading process changed?

5. How comfortable do you feel using literacy assessments to make instructional decisions for your students?

6. What, if any, changes to your literacy instructional practices have you made since the beginning of the school year?

[probe for pre-reading, during reading, post-reading strategies, progress monitoring, grouping students using data, aligning instruction to students' needs using data]

c. How have students responded?

d. If none: What has prevented you from trying new strategies in your classroom to teach literacy?

7. Have you noticed any changes in your school's culture with regards to literacy instruction? Please describe your school's culture.

8. Have you faced any challenges from participating in the Reading Mentors Program? Please describe.

Conclusion:

9. Finally, how would you recommend improving the program in the future? Are there any changes you would like to see next year?

Those are all of the questions I had for you. Do you have any last thoughts or questions for me?

Thank you so much for your time!

Appendix E: End-of-Year Teacher, Coach, Administrator, and District Personnel Survey Items

Reading Mentors Program 2015-2016 End-of-Year Survey – Teacher

Thank you for taking the time to complete the Reading Mentors Program 2015-2016 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Reading Mentors 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 Reading Mentors 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 school title/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"/> Teacher Leader
<input type="checkbox"/> EIP (Early Intervention Program) Teacher	<input type="checkbox"/> Other (please specify):

2. Are you a member of a team of educators at your school that collaborates around literacy and analyzes student data?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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3. 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

4. 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

5. 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

6. Did you participate in the Reading Mentors Program during the 2012-2013, 2013-2014, or 2014-2015 school years?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Overall Feedback

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

7. How supported do you feel by the Language and Literacy Specialist (LLS)?

<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)
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8. How valuable is your individual participation in the Reading Mentors 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)
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9. How often do you apply what you learn from the LLS 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)
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10. Would you recommend the Reading Mentors Program to a colleague?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why you would or would not recommend the Reading Mentors Program to a colleague.

Professional Learning and Coaching Support

The following questions will address the professional learning and coaching support you received from the Language and Literacy Specialist (LLS) during the 2015-2016 school year.

11. Please indicate how valuable the following supports from the LLS 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 LLS	<input type="checkbox"/>				
Materials and/or resources provided by the LLS	<input type="checkbox"/>				
Observations of your classroom by the LLS	<input type="checkbox"/>				
One-on-one coaching support from the LLS	<input type="checkbox"/>				
Conferences (individual or small group) with the LLS	<input type="checkbox"/>				
Using DIBELS Next to assess and monitor students	<input type="checkbox"/>				

12. As a result of working with the LLS, 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 literacy instructional practice	<input type="checkbox"/>				
Communicate with other teachers about literacy instruction	<input type="checkbox"/>				

13. After working with the LLS during the 2015-2016 school year, how prepared do you feel to teach reading to a variety of learners?

<input type="checkbox"/> Not at all prepared (1)	<input type="checkbox"/> Slightly prepared (2)	<input type="checkbox"/> Moderately prepared (3)	<input type="checkbox"/> Very prepared (4)	<input type="checkbox"/> Extremely prepared (5)
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14. Did you participate in video coaching during the 2015-2016 school year?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Video Coaching Questions (only if answered yes to question 14, otherwise skips to next question page)

The following questions only apply if you participated in video coaching during the 2015-2016 school year.

15. How comfortable are you participating in video coaching?

<input type="checkbox"/> Not at all comfortable (1)	<input type="checkbox"/> Slightly comfortable (2)	<input type="checkbox"/> Moderately comfortable (3)	<input type="checkbox"/> Very comfortable (4)	<input type="checkbox"/> Extremely comfortable (5)
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16. How valuable do you feel video coaching will be to your professional development?

<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)
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Reading Instructional Practices

The following questions will address any changes to your literacy instructional practices during the 2015-2016 school year.

17. 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
Fluency	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
Phonics	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
Phonemic Awareness	Not much knowledge Fair amount of knowledge	Not much knowledge Fair amount of knowledge

	Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers	Proficient amount of knowledge Able to teach a peer Able to teach a team of teachers
Vocabulary	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
Comprehension	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 appropriate instructional strategies to support struggling students in literacy	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

Assessment Strategies

The following questions will address any changes to your assessment strategies during the 2015-2016 school year.

18. 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
How to frequently collect data on student literacy performance	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 data to determine student groups	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
Setting literacy goals for students using data	Not much knowledge Fair amount of knowledge Proficient amount of	Not much knowledge Fair amount of knowledge Proficient amount of

	knowledge Able to teach a peer Able to teach a team of teachers	knowledge Able to teach a peer Able to teach a team of teachers
Using data to provide literacy instruction that meets students at their skill level	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

Open Response

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

- 19. How has the Reading Mentors Program benefited you as a literacy teacher?
- 20. What challenges have you faced from being in the Reading Mentors Program?
- 21. What would you improve about the Reading Mentors Program?
- 22. What would best support you moving forward in the Reading Mentors Program?

Demographic Information (optional)

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

23. Gender: _____

24. 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	

25. School District: _____

Reading Mentors Program 2015-2016 End-of-Year Survey – Administrator

Thank you for taking the time to complete the Reading Mentors Program 2015-2016 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Reading Mentors 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 Reading Mentors 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 school title/role during the 2015-2016 school year.

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

2. How many years have you been an administrator (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

5. Did you participate in the Reading Mentors Program during the 2012-2013, 2013-2014, or 2014-2015 school years?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Overall Feedback

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

6. How supported do you feel by the Language and Literacy Specialist (LLS)?

<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)
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7. Please rate the communication you have received from the Reading Mentors Program Program Managers (Jamie Ray or Kimberly Turner):

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)	N/A
Timeliness	<input type="checkbox"/>					
Professionalism	<input type="checkbox"/>					

8. How often do you apply what you learn from the LLS in your school?

<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)
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9. How valuable is your school's participation in the Reading Mentors 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)
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10. Would you recommend the Reading Mentors Program to another school?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why you would or would not recommend the Reading Mentors Program to another school.

Participation

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

11. Please indicate how often you participated in the following Reading Mentors Program activities during the 2015-2016 school year.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Professional learning sessions led by the LLS	<input type="checkbox"/>				
Discussions about student data and achievement with the LLS	<input type="checkbox"/>				
Classroom observations of reading instruction	<input type="checkbox"/>				
Team meetings to discuss literacy and student data	<input type="checkbox"/>				

Language and Literacy Specialist (LLS) Support

The following questions will address the professional learning and coaching support you received from the Language and Literacy Specialist (LLS) during the 2015-2016 school year.

12. Please indicate how valuable the following supports from the LLS have been to you:

	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 LLS	<input type="checkbox"/>					
Materials and/or resources provided by the LLS	<input type="checkbox"/>					
Observations of teacher classrooms with the LLS	<input type="checkbox"/>					
Conferences with the LLS	<input type="checkbox"/>					

13. After working with the LLS during the 2015-2016 school year, how prepared do you feel to support K-3 reading instruction in your school?

<input type="checkbox"/> Not at all prepared (1)	<input type="checkbox"/> Slightly prepared (2)	<input type="checkbox"/> Moderately prepared (3)	<input type="checkbox"/> Very prepared (4)	<input type="checkbox"/> Extremely prepared (5)
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14. 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
Research-based literacy instructional practices	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
How to frequently collect data on student literacy performance	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

School Culture and Climate

The following questions will address any changes to the culture and climate of K-3 literacy instruction in your school during the 2015-2016 school year as a result of the Reading Mentors Program.

15. Please indicate how often you observed the following teacher practices in your school both at the beginning and end of the 2015-2016 school year.

	Beginning of 2015-2016 School Year	End of 2015-2016 School Year
Teachers create rigorous literacy assignments that are differentiated to the needs of individual students.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers collaborate to develop new ideas for reading instruction.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Teachers are comfortable receiving feedback on literacy instruction.	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always

16. Please indicate the level of functionality of your school's Literacy Leadership Team both at the beginning and end of the 2015-2016 school year.

	Beginning of 2015-2016 School Year	End of 2015-2016 School Year
Ability of Literacy Leadership Team to address literacy in school	Very poor Poor Fair Good Excellent	Very poor Poor Fair Good Excellent

Ability of Literacy Leadership Team to address literacy in community	Very poor Poor Fair Good Excellent	Very poor Poor Fair Good Excellent
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Open Response

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

- 17. How has the Reading Mentors Program benefited your school?
- 18. What challenges have you faced from being in the Reading Mentors Program?
- 19. What would you improve about the Reading Mentors Program?
- 20. What would best support you moving forward in the Reading Mentors Program?

Demographic Information (optional)

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

21. Gender: _____

22. 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	

23. School District: _____

Reading Mentors Program 2015-2016 End-of-Year Survey – Coach

Thank you for taking the time to complete the Reading Mentors Program 2015-2016 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Reading Mentors 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 Reading Mentors 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 school title/role during the 2015-2016 school year.

<input type="checkbox"/> Academic Coach	<input type="checkbox"/> Literacy Coach
<input type="checkbox"/> Instructional Coach	<input type="checkbox"/> Reading Specialist
<input type="checkbox"/> Instructional Supervisor	<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 working with this school(s) (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. In your coaching role, how many teachers do you support?

<input type="checkbox"/> Less than 10 Teachers
<input type="checkbox"/> 10 – 19 Teachers
<input type="checkbox"/> 20 – 29 Teachers
<input type="checkbox"/> 30 – 39 Teachers
<input type="checkbox"/> Over 40 Teachers

5. 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

6. Did you participate in the Reading Mentors Program during the 2012-2013, 2013-2014, or 2014-2015 school years?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Overall Feedback

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

7. How supported do you feel by the Language and Literacy Specialist (LLS)?

<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)
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8. How valuable is your individual participation in the Reading Mentors 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)
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9. How often do you apply what you learn from the LLS in your coaching practice?

<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)
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10. Would you recommend the Reading Mentors Program to a colleague?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why you would or would not recommend the Reading Mentors Program to a colleague.

Participation

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

11. Please indicate how often you participated in the following Reading Mentors Program activities during the 2015-2016 school year.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Professional learning sessions led by the LLS	<input type="checkbox"/>				
Discussions about student data and achievement with the LLS	<input type="checkbox"/>				
Classroom observations of reading instruction	<input type="checkbox"/>				
Team meetings to discuss literacy and student data	<input type="checkbox"/>				

14. 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
Research-based literacy instructional practices	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
How to frequently collect data on student literacy performance	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

Open Response

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

- 15. How has the Reading Mentors Program benefited you as a coach?
- 16. What challenges have you faced from being in the Reading Mentors Program?
- 17. What would you improve about the Reading Mentors Program?
- 18. What would best support you moving forward in the Reading Mentors Program?

Demographic Information (optional)

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

19. Gender: _____

20. 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	

21. School District: _____

Reading Mentors Program 2015-2016 End-of-Year Survey – District

Thank you for taking the time to complete the Reading Mentors Program 2015-2016 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Reading Mentors 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 Reading Mentors Program on participating stakeholders and to inform future programming.

The survey should take approximately 5-10 minutes to complete. All responses are anonymous and will be kept completely confidential. Please click **Next** to begin the survey.

General Information

1. Please list your district title/role during the 2015-2016 school year.

2. How many years have you been working for this district (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 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

4. Did you participate in the Reading Mentors Program during the 2012-2013, 2013-2014, or 2014-2015 school years?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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5. What percentage of schools in your district are participating in the Reading Mentors Program?

<input type="checkbox"/> 0% - 25%
<input type="checkbox"/> 26% - 50%
<input type="checkbox"/> 51% - 75%
<input type="checkbox"/> 76% - 100%

Overall Feedback

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

6. How supported do you feel by the Reading Mentors Program Program Managers (Jamie Ray or Kimberly Turner)?

<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)
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7. Please rate the communication you have received from the Program Managers (Jamie Ray or Kimberly Turner):

	Very poor (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
Timeliness	<input type="checkbox"/>				
Professionalism	<input type="checkbox"/>				

8. How valuable is your district’s participation in the Reading Mentors Program to meeting your district’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)
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9. Would you recommend the Reading Mentors Program to another school or district?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why you would or would not recommend the Reading Mentors Program to a colleague.

Program Components

10. How often do you set up times with participating schools to discuss the progress of the Reading Mentors Program?

<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)
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11. In your own words, please describe the role of the Language and Literacy Specialist in participating Reading Mentors Program schools in your district.

12. How important do you feel each of the following components are to improving literacy performance in your district?

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
One-on-one coaching for teachers on literacy instruction	<input type="checkbox"/>				
Use of research-based literacy instructional practices	<input type="checkbox"/>				
Understanding fluency, phonics, phonemic awareness, vocabulary, and comprehension	<input type="checkbox"/>				
Frequently tracking student progress using data	<input type="checkbox"/>				
Opportunities for reflection among school staff	<input type="checkbox"/>				
Using data to set rigorous goals for students	<input type="checkbox"/>				

Open Response

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

- 13. How has the Reading Mentors Program benefited your district?
- 14. What challenges have you faced from being in the Reading Mentors Program?
- 15. What would you improve about the Reading Mentors Program?

Demographic Information (optional)

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

16. Gender: _____

17. 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	

18. School District: _____

Appendix F: School Literacy Needs Assessment Survey Items

For the following survey, administrators and LLSs were asked to rate their school (grades K-3) using a four-point scale where 1=Not Addressed, 2=Emergent, 3=Operational, and 4=Fully Operational. The definitions of each rating for each indicator is listed below.

Building Block 1. Engaged Leadership			
A. Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.			
Fully Operational	Operational	Emergent	Not Addressed
Administrator seeks out and participates in professional learning in literacy with his/her faculty.	Administrator researches and secures professional learning in literacy for his/her faculty, but does not participate in it.	Administrator researches professional learning in literacy.	Administrator has not yet demonstrated a commitment to learning about literacy instruction.
B. A school literacy leadership team organized by the administrator is active.			
Fully Operational	Operational	Emergent	Not Addressed
A literacy leadership team, led by the administrator, meets regularly and provides substantive direction for the school and community.	A school literacy leadership team has been formed, meets regularly, but has not yet begun effecting change in the course of literacy instruction.	A school literacy leadership team is envisioned and stakeholders have been identified.	No action has yet been taken in the formation of a literacy leadership team.
C. The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-3).			
Fully Operational	Operational	Emergent	Not Addressed
Daily schedules include a 90-120- minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and collaborative planning.	Daily schedules include a 90-120-minute literacy block but do not include scheduled time for all of the following: intervention, disciplinary literacy in content areas, and collaborative planning.	Daily schedules include 90-120 minute literacy block but do not include scheduled time for any of the following: intervention, disciplinary literacy in content areas, and collaborative planning.	Daily schedules are elastic and do not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy.
Fully Operational	Operational	Emergent	Not Addressed

Building Block 1. Engaged Leadership			
D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common core Georgia Performance Standards (CCGPS).			
Fully Operational	Operational	Emergent	Not Addressed
Faculty and staff know and consistently use effective instructional practices for disciplinary literacy across the content areas.	Faculty and staff have received professional learning in disciplinary literacy across the content areas, but implementation is not consistent.	Faculty and staff have received professional learning in disciplinary literacy in some content areas but not all.	Professional learning in disciplinary literacy has not formally begun.
E. Literacy instruction is optimized in all content areas.			
Fully Operational	Operational	Emergent	Not Addressed
Content area teachers consistently incorporate the teaching of academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.	Content area teachers consistently incorporate the teaching of two but not all of the following: 1. academic vocabulary; 2. narrative, informational, and argumentative writing; and 3. the use of discipline-specific text structures	Content area teachers consistently incorporate the teaching of one of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.	Content area teachers do not consistently incorporate the teaching of the following: academic vocabulary; narrative, informational, and argumentative writing; and the use of discipline-specific text structures.
F. The community at large supports schools and teachers in the development of students who are college- and-career-ready as articulated in the Common core Georgia Performance Standards (CCGPS).			
Fully Operational	Operational	Emergent	Not Addressed
A community literacy council participates in achieving literacy goals through support of and/or participation in a network of learning supports (e.g., tutoring, mentoring, afterschool programming).	A community literacy council participates in developing literacy goals, but a system of learning supports has not yet developed.	A community literacy council is being planned. Stakeholders have been identified and meetings are being planned.	A community literacy council has not yet begun to take shape.

Building Block 2. Continuity of Instruction			
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum (See Engaged Leadership, 1. D, E).			
Fully Operational	Operational	Emergent	Not Addressed
Cross-disciplinary teams meet regularly to examine student work and to collaborate on the achievement of literacy goals shared by all teachers.	Cross disciplinary teams have allocated various aspects of literacy instruction across all content areas.	Cross-disciplinary teams meet regularly to examine student work, but all teachers have not fully assumed responsibility for achieving literacy goals.	Cross disciplinary teams are not currently meeting.
B. Teachers provide literacy instruction across the curriculum (See Engaged Leadership, 1. D, E).			
Fully Operational	Operational	Emergent	Not Addressed
Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in all content areas.	Literacy instruction, supported by a systematic, comprehensive core language arts core program, occurs in only one or two content areas.	Literacy instruction, supported by a systematic, comprehensive core reading core program occurs only in language arts classrooms.	Literacy instruction is not guided by a systematic, comprehensive core program. C. Out-
C. Out-of-school agencies and organizations collaborate to support literacy within the community.			
Fully Operational	Operational	Emergent	Not Addressed
A comprehensive system of learning supports within the community complement literacy instruction within the classroom.	A few community organizations provide learning supports to complement literacy instruction within the classroom.	Out-of-school organizations and agencies are making plans to develop learning supports to complement literacy instruction.	As of yet, there is no system of learning supports available in the community.

Building Block 3. Ongoing Formative and Summative Assessments			
A. An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.			
Fully Operational	Operational	Emergent	Not Addressed
Effective screening, progress monitoring and diagnostic tools have been selected to be used along with a complementary system of mid-course assessments that are common across classrooms.	A system of mid-course assessments that are common across classrooms is in place, but as of yet screening, progress monitoring, and diagnostic tools have not been selected.	Teachers have agreed that a system of common mid-course assessments across classrooms is needed but those assessments have not been developed or located yet.	The district is complying with state requirements for summative assessments, but formative assessments have not been selected or developed.
B. A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.			
Fully Operational	Operational	Emergent	Not Addressed
A full range of formative and summative assessments are administered regularly and are used to guide classroom and intervention instruction.	A full range of formative and summative assessments are administered regularly, but review of assessments is not consistent.	Some formative and summative assessments are administered.	The district is complying with state requirements for summative assessments, but no true formative assessments have been selected or developed.
C. Problems found in literacy screenings are further analyzed with diagnostic assessment.			
Fully Operational	Operational	Emergent	Not Addressed
Problems found in literacy screenings are routinely followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	Problems found in literacy screenings in some cases are followed up by diagnostic assessments that are used to guide placement and/or inform instruction in intervention programs.	Problems found in literacy screenings are sometimes followed up by diagnostic assessments, but are rarely used to guide placement and/or to inform instruction in intervention programs.	Problems found in literacy screenings are not followed by diagnostic assessments.
D. Summative data is used to make programming decisions as well as to monitor individual student progress.			
Fully Operational	Operational	Emergent	Not Addressed

Time is devoted in teacher team meetings to review and analyze assessment results to identify needed programmatic and instructional adjustments.	Teacher team meetings to analyze summative assessment results of individual students are used to make adjustments to instruction, but rarely impact programmatic decisions.	Teachers meet with administrator to discuss progress of individual students on summative assessments.	Teachers rarely have time to review summative data for their former or future students.
E. A clearly articulated strategy for using data to improve teaching and learning is followed.			
Fully Operational	Operational	Emergent	Not Addressed
All appropriate staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.	All appropriate staff members follow the established protocol for making decisions when they have access to necessary data to identify the instructional needs of students.	Some staff members have access to data and follow the established protocol for making decisions to identify the instructional needs of students.	Staff members have difficulty obtaining data necessary for making informed decisions about instruction.

Building Block 4. Best Practices in Literacy Instruction

A. All students receive direct, explicit instruction in reading (K-3).			
Fully Operational	Operational	Emergent	Not Addressed
The faculty is thoroughly trained to use the core program which provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts.	The core program provides continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literary and informational texts, but the faculty is not yet fully trained in its use.	A core program is in use, but it does not provide a strong basis for instruction in all aspects of literacy.	A core program is available but is not used to guide sequential skill instruction (or is not available at all).
B. Extended time is provided for literacy instruction.			
Fully Operational	Operational	Emergent	Not Addressed

Building Block 4. Best Practices in Literacy Instruction			
Daily schedules include a 90-120- minute literacy block, a set time for intervention, instruction in disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules include a 90-120-minute literacy block but does not include scheduled time for all of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules include 90-120 minute literacy block but does not include scheduled time for any of the following: intervention, disciplinary literacy in content areas, and time for collaborative planning.	Daily schedules are elastic and do not specify a 90-120 minute literacy block. Teachers may or may not devote that much time to literacy.
C. All students receive effective writing instruction across the curriculum.			
Fully Operational	Operational	Emergent	Not Addressed
A coordinated plan has been implemented for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice.	A coordinated plan has been developed for writing instruction across all subject areas that includes explicit instruction, guided practice, independent practice.	Teachers are beginning to develop a plan for writing instruction across all subject areas.	Writing is only taught by English language arts teachers.
D. Teachers are intentional in efforts to develop and maintain interest and engagement as student progress through school.			
Fully Operational	Operational	Emergent	Not Addressed
Teachers regularly implement strategies for developing and maintaining interest and engagement appropriate to their grade levels.	Teachers have received professional development in strategies for developing and maintaining interest and engagement appropriate to their grade levels, but implementation is not consistent.	Professional development is planned and teachers have been encouraged to seek out strategies for developing and maintain interest and engagement appropriate to their grade levels.	Teachers have not yet formally begun learning about strategies for developing and maintaining interest and engagement in their students.

Building Block 5. System of Tiered Intervention (RTI) for All Students			
A. Information developed from the school-based data teams is used to inform RTI process.			
Fully Operational	Operational	Emergent	Not Addressed
Data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective.	Formative assessments are administered regularly to students in each tier of instruction.	Intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity.	RTI is not currently being formally implemented.
B. Tier I Instruction based upon the CCGPS in grades K-3 is provided to all students in all classrooms.			
Fully Operational	Operational	Emergent	Not Addressed
Student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support.	Current practice in literacy instruction has been assessed using the Literacy Instruction Checklist, GA, or its equivalent.	Student data is examined regularly to determine if fewer than 80% of students are successful in any area.	Student data is examined regularly to determine if fewer than 80% of students are successful in any area.
C. Tier 2 needs-based interventions are provided for targeted students.			
Fully Operational	Operational	Emergent	Not Addressed
Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of interventions are being achieved.	Interventionists participate in ongoing professional learning in program use and in how to diagnose and correct reading difficulties.	Interventions are provided by competent instructors, in spaces that are adequate, and with sufficient blocks of time in the schedule.	Tier 2 instruction is not provided by interventionists, but is expected to be done by the classroom teacher at some time during the day.
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.			
Fully Operational	Operational	Emergent	Not Addressed
Data team/SST team meet regularly to ensure that a student's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction).	Interventions in Tier 3 are provided by a trained interventionist with fidelity, but are not yet on a 1:1-1:3 basis.	SST team meets to ensure that interventions are at appropriate teacher-student ratio and is delivered with fidelity.	Requirements for Tier 3 have not yet been implemented.

E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.			
Fully Operational	Operational	Emergent	Not Addressed
To ensure that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS.	School schedules are developed to ensure that students receive instruction in the least restrictive environment.	Building and district administrators are familiar with funding formulas affecting students in special programming.	Special education functions separately within the school with little communication with regular education or with little input from the administrator.

Building Block 6. Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.			
Fully Operational	Operational	Emergent	Not Addressed
Representatives from the community and/or administration have met with representatives from the Professional Standards Commission (PSC) to ensure that preservice teachers receive coursework in disciplinary literacy in the content area.	School administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their preservice training.	Representatives from the community and/or administration are aware of the need for preservice teachers to receive coursework in disciplinary literacy in the content area.	Preservice education does not include coursework in all aspects of literacy instruction including disciplinary literacy in the content areas.
B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.			
Fully Operational	Operational	Emergent	Not Addressed
All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.	Administrators and ELA instructors (certified and noncertified) participate in professional learning on all aspects of literacy instruction including training on use of the core program.	ELA instructors participate in professional learning on the use of the core program.	Professional learning in literacy has not begun formally.

Appendix G: Percentage of Schools at Operational or Fully Operational for All Indicators of School Literacy Needs Assessment from BOY to EOY

Indicator	Percent of Schools at Operational or Fully Operational - BOY	Percent of Schools at Operational or Fully Operational - EOY	BOY to EOY Change
Building Block 1: Engaged Leadership			
Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	90%	92%	2
A school literacy leadership team organized by the administrator is active.	50%	44%	-6
The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-3).	88%	81%	-7
A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common core Georgia Performance Standards (CCGPS).	51%	61%	10
Literacy instruction is optimized in all content areas.	44%	41%	-3
The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common core Georgia Performance Standards (CCGPS).	40%	46%	6
Building Block 2: Continuity of Instruction			
Active collaborative school teams ensure a consistent literacy focus across the curriculum.	51%	49%	-2
Teachers provide literacy instruction across the curriculum.	49%	53%	4

Out-of-school agencies and organizations collaborate to support literacy within the community.	36%	43%	8
Building Block 3: Ongoing Formative and Summative Assessments			
An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	80%	83%	3
A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	85%	85%	0
Problems found in literacy screenings are further analyzed with diagnostic assessment.	53%	72%	20
Summative data is used to make programming decisions as well as to monitor individual student progress.	67%	68%	1
A clearly articulated strategy for using data to improve teaching and learning is followed.	60%	64%	4
Building Block 4: Best Practices in Literacy Instruction			
All students receive direct, explicit instruction in reading (K-3).	70%	81%	11
All students receive effective writing instruction across the curriculum.	37%	51%	14
Extended time is provided for literacy instruction.	75%	72%	-3
Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	58%	67%	10
Building Block 5: System of Tiered Intervention (RTI) for All Students			
Information developed from the school-based data teams is used to inform RTI process.	68%	77%	8

Tier I Instruction based upon the CCGPS in grades K-3 is provided to all students in all classrooms.	82%	94%	12
Tier 2 needs-based interventions are provided for targeted students.	65%	91%	26
In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	70%	62%	-8
Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	65%	72%	7
Building Block 6: Improved Instruction through Professional Learning			
Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	35%	33%	-2
In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	63%	76%	12

Appendix H: Teacher Progress Monitoring Form Survey Items

For the following survey, LLSs were asked to rate teachers using a four-point scale where 1=Ineffective, 2=Needs Improvement, 3=Proficient, and 4=Exemplary.

Standard 3: Instructional Strategies

1. Engages students in active learning and maintains interest.
2. Builds upon students' existing knowledge and skills.
3. Reinforces learning goals consistently throughout the lesson.
4. Uses a variety of research-based instructional strategies and resources.
5. Effectively uses appropriate instructional technology to enhance student learning.
6. Communicates and presents material clearly, and checks for understanding.
7. Develops higher-order thinking through questioning and problem-solving.
8. Engages students in authentic learning by providing real-life examples and interdisciplinary connections.
9. Overall: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
10. Additional notes on Instructional Strategies:
11. Suggested Strategies for Instructional Strategies:

Standard 6: Assessment Uses

1. Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.
2. Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.
3. Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.
4. Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long-term and short-term instructional decisions.
5. Shares accurate results of student progress with students, parents, and key school personnel.
6. Provides constructive and frequent feedback to students on their progress toward their learning goals.
7. Teachers students how to self-assess and to use metacognitive strategies in support of lifelong learning.

8. Overall: 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.
9. Additional notes on Assessment Uses:
10. Suggested Strategies for Assessment Uses:

Appendix I: Percentage of Teachers Proficient or Exemplary for All Indicators on the Teacher Progress Monitoring Form at the BOY, MOY, and EOY

Indicator	Percent of All Teachers Proficient or Exemplary			BOY to EOY Change
	BOY	MOY	EOY	
Standard 3: Instructional Strategies				
Engages students in active learning and maintains interest.	43%	56%	71%	28
Builds upon students' existing knowledge and skills.	47%	67%	87%	40
Reinforces learning goals consistently throughout the lesson.	38%	48%	69%	32
Uses a variety of research based instructional strategies and resources.	32%	45%	63%	31
Effectively uses appropriate instructional technology to enhance student learning.	31%	51%	76%	45
Communicates and presents material clearly, and checks for understanding.	32%	58%	71%	39
Develops higher-order thinking through questioning and problem-solving activities.	19%	33%	41%	22
Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	35%	50%	64%	30
OVERALL: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	29%	45%	66%	36
Standard 6: Assessment Uses				
Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	30%	44%	65%	35

Indicator	Percent of All Teachers Proficient or Exemplary			BOY to EOY Change
	BOY	MOY	EOY	
Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	36%	59%	73%	37
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	31%	50%	70%	39
Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long-term and short-term instructional decisions.	27%	38%	57%	30
Shares accurate results of student progress with students, parents, and key school personnel.	32%	66%	73%	41
Provides constructive and frequent feedback to students on their progress toward their learning goals.	22%	45%	59%	37
Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	12%	26%	36%	24
OVERALL: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and deliver methods, and to provide timely and constructive feedback to both students and parents.	26%	41%	63%	37

Note: The total number of teachers receiving a rating for each indicator varied slightly because some indicators were not observable by the LLS during the time of observation. Thus, the sample size used to calculate the percentages for each indicator is different for each indicator.

Appendix J: Percent of Students Meeting Benchmarks at BOY, MOY, and EOY by School

School	Percent Meeting Benchmarks at BOY	Percent Meeting Benchmarks at MOY	Percent Meeting Benchmarks at EOY	BOY to EOY Change (Percentage Points)
All RMP Schools	59.3	59.2	61.5	2.2
Asa G. Hilliard Elementary School	60.1	52.2	51.6	-8.5
Auburn Elementary School	55.6	59.5	66.8	11.2
Barton Chapel Elementary School	57.1	58.3	50.6	-6.6
Bayvale Elementary School	43.1	67.8	65.0	21.9
Bethune Elementary School	56.6	57.2	53.2	-3.5
Bolton Academy	59.9	55.0	58.4	-1.5
Bramlett Elementary School	68.2	71.6	77.0	8.8
Brockett Elementary School	60.7	71.5	77.5	16.9
Calhoun County Elementary School	65.3	62.3	66.5	1.2
Charles L Gideons Elementary School	27.9	43.4	49.2	21.3
Chattahoochee County Education Center	66.7	80.7	77.8	11.1
Clay County Elementary School	61.5	62.4	59.8	-1.7
College Park Elementary School	64.5	50.3	53.4	-11.1
Copeland Elementary School	68.9	62.5	65.2	-3.7
County Line Elementary School	62.0	72.2	72.1	10.1
Craig-Houghton Elementary School	66.0	53.0	48.4	-17.7
Diamond Lakes Elementary School	65.8	57.1	59.2	-6.6
Dooly County Elementary School	49.6	58.4	60.8	11.2
F L Stanton Elementary School	46.2	33.6	32.8	-13.4
Fain Elementary School	36.1	30.3	35.3	-0.8
Feldwood Elementary School	62.9	59.5	57.5	-5.4
George E Washington Elementary School	59.4	51.6	46.9	-12.5
Glenn Hills Elementary School	68.9	61.6	65.8	-3.2
Hains Elementary School	61.2	50.2	56.6	-4.5
Hamilton E Holmes Elementary School	62.7	56.5	70.1	7.4
Haven Elem School	65.5	52.7	50.2	-15.3
Heritage Elementary School	49.3	51.0	49.9	0.6
Hodge Elementary School	52.2	56.5	67.4	15.2
Ivy Prep Kirkwood-Girls	71.8	67.0	57.3	-14.6

2015-2016 Reading Mentors Program End-of-Year Evaluation Report

School	Percent Meeting Benchmarks at BOY	Percent Meeting Benchmarks at MOY	Percent Meeting Benchmarks at EOY	BOY to EOY Change (Percentage Points)
Ivy Preparatory Young Mens Leadership Academy	51.6	48.4	47.3	-4.3
J D Dickerson Primary School	71.4	79.2	81.1	9.7
Jenkins White Elementary School	53.1	47.3	38.4	-14.7
Kennedy Elementary School	60.9	65.9	74.1	13.3
Lamar-Milledge Elementary School	63.9	57.4	61.7	-2.2
Love T. Nolan Elementary School	59.2	58.1	46.3	-12.9
Macon County Elementary School	67.7	40.8	59.2	-8.5
Marlow Elementary School	80.0	80.7	80.9	0.9
Martha R Smith Elementary School	44.6	46.0	55.4	10.7
Matilda Hartley Elementary School	51.6	38.3	42.6	-9.0
Meadowbrook Elementary School	64.0	54.9	63.3	-0.7
Mill Creek Elementary School	58.8	63.7	62.0	3.1
Mountain View Elementary School	54.2	64.4	72.9	18.6
Oak Grove Elementary School	74.1	72.4	69.0	-5.2
Parklane Elementary School	46.1	56.8	57.2	11.1
Pataula Charter Academy	74.5	81.2	73.2	-1.3
Pelham Elementary School	49.1	52.2	59.5	10.4
Powder Springs Elementary School	62.8	58.7	56.7	-6.1
Sallie Zetterower Elementary School	56.0	56.3	58.6	2.6
Sally Dailey Meadows Elementary School	68.7	71.8	75.1	6.4
Seaborn Lee Elementary School	58.8	62.2	62.6	3.8
South Effingham Elementary School	77.5	77.8	85.2	7.7
Spencer Elementary School	58.7	61.1	63.0	4.3
Spring Place Elementary School	51.8	56.2	65.6	13.8
Statham Elementary School	64.4	70.0	76.2	11.7
Stilson Elementary School	50.5	57.4	47.3	-3.2
Unity Elementary School	47.5	43.4	41.0	-6.6
Usher Elementary School	25.5	32.6	29.9	4.3
Wheless Elementary School	58.6	55.0	61.1	2.5
Wilkinson Gardens Elementary School	55.0	57.2	56.1	1.1
Woodson Primary Elementary School	43.4	57.9	56.1	12.7

Percentages highlighted in yellow are greater than the overall program percentage of students meeting benchmarks for that benchmark period. Numbers highlighted in green indicate positive growth from BOY to EOY.

Appendix K: Meeting Benchmark Goals Logistic Regression Table

Variable	Coefficient (SE)	Substantive Effect	Number of Students in Group
American Indian	-0.837 (0.650)	-0.095	22
Asian	0.711* (0.218)	0.081	283
Black	-0.614* (0.059)	-0.070	10,035
Hispanic	0.040 (0.129)	0.005	1,648
Multi-Racial	0.087 (0.154)	0.010	459
Pacific Islander	0.186 (0.814)	0.021	16
Female	0.044 (0.047)	0.005	8,201
SWD	-0.587* (0.087)	-0.067	1,290
Gifted	2.392* (0.435)	0.272	358
EL	-0.292* (0.135)	-0.033	1,330
1st Grade	-0.605* (0.063)	-0.069	4,468
2nd Grade	-1.101* (0.067)	-0.125	4,102
3rd Grade	-0.931* (0.068)	-0.106	3,532
Met Benchmark at BOY	1.263* (0.049)	0.143	9,780
Met Benchmark at MOY	2.905* (0.049)	0.330	9,770
Constant	-0.689* (0.073)		

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

