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

## 2016-2017 End-of-Year Evaluation Report

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THE GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT

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# Executive Summary

## Overview

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

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

For the 2015-2016 school year, schools were recruited using the 2014 College and Career Ready Performance Index (CCRPI) Third Grade Lexile Indicator for schools in each RESA, beginning with the lowest performing. RESAs continued recruiting until at least three but no more than six schools in each RESA agreed to participate. Schools then selected at least one teacher per grade level to participate in the GRP. For the 2016-2017 school year, schools could choose to remain in the program and/or add an additional teacher per grade level. In RESAs with schools that chose not to continue with the program, new schools were recruited using the same criteria in 2015-2016.[2] The GRP has 26 reading specialists working with 65 schools in all 16 RESAs. Participants who began the GRP in 2016-2017 are referred to as year one participants, and participants who began the GRP in 2015-2016 are year two participants.

## Program Goals

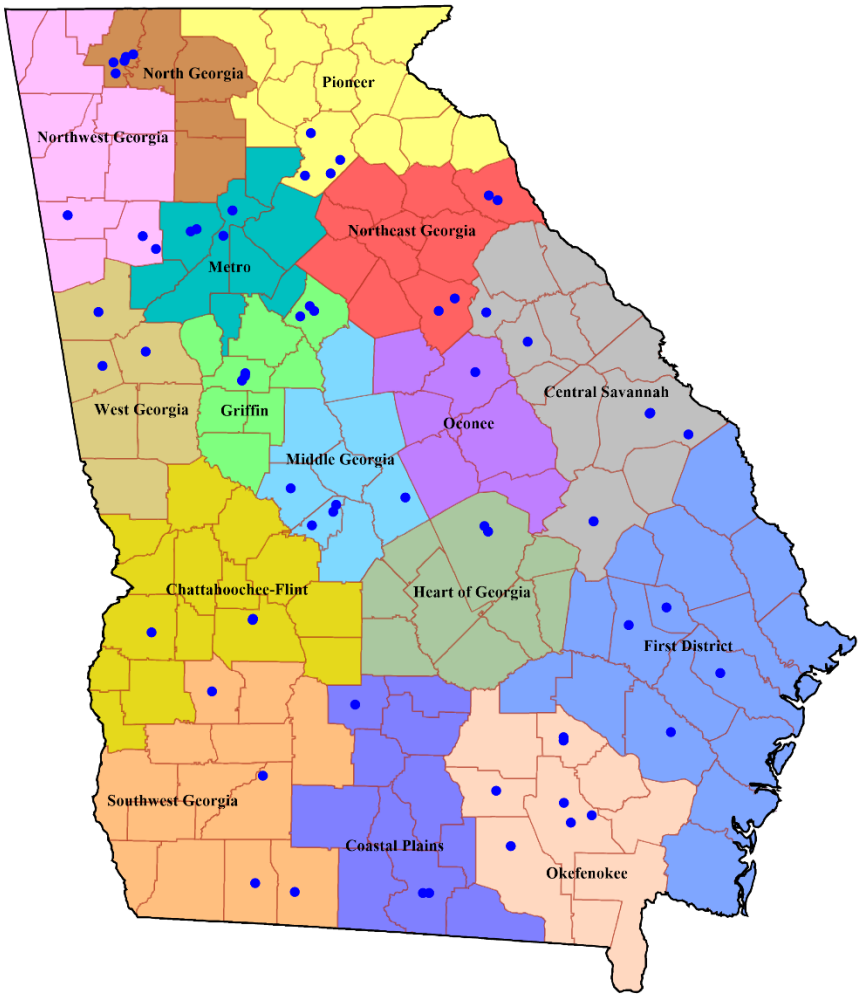
The yearly goals for the GRP, as identified in the strategic plan, include:

- Observation data will show 90% of teachers served effectively implement research- and/or evidence-based instructional and assessment practices.
- 85% of participating Tier 2 and Tier 3 students will increase reading achievement by a minimum of one year's growth.

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

[2] Some schools chose not to continue for a variety of reasons, including changes in administration or a desire to focus on other school initiatives.

- 90% of RESAs will successfully implement all components of the GRP and express interest in replication.
- 80% of participating schools in the GRP will increase the percentage of students reading on grade level by the end of third grade by 10% of the baseline gap to 100%, as indicated by the College and Career Reading Performance Index (CCRPI) Third Grade Lexile Indicator.[3]




Map of Participating GRP Schools

## Evaluation Methodology

The evaluation focuses on four areas: implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes. This report presents major findings for the 2016-2017 school year from multiple evaluation instruments, including phone interviews, quarterly status reports, professional learning session feedback forms, end-of-year surveys, the Teacher Observation Tool, the Year Two

[3] GOSA and the GRP team will compare the 2016 and 2017 CCRPI Third Grade Lexile Indicator. However, GOSA recognizes that 2017 CCRPI data will not be available until late 2017, so this analysis will be included in an addendum to the 2016-2017 GRP End-of-Year report.

Teacher Self-Assessment, the Collaboration Self-Assessment Tool, and student performance measures.

## Major Findings

### Evaluation Focus Area I: Implementation Consistency

GOSA's Research and Evaluation team used quarterly status reports, phone interviews, and professional learning session feedback forms to evaluate implementation consistency. Key findings include:

- All RESAs implemented all components of the GRP during 2016-2017, including but not limited to the completion of three observations, submission of assessment data, and five professional learning sessions.
- Although the amount of contact time with reading specialists varied among RESAs, the accessibility and support from each specialist was consistent across all regions.
- The professional learning sessions successfully trained teachers on effective reading instruction, conferencing with students, administering assessments, and implementing targeted interventions.
- Responses for each professional learning session were consistently positive among all participants.
- On average, the percentage of year one participants (94%) who felt the professional learning sessions were useful, engaging, and well-executed compared to year two participants was slightly higher than the percentage of year two participants (92%).
- An overwhelming majority of participants agreed in phone interviews and on each session's feedback form that the GRP is teaching them new strategies to use in the classroom to support struggling readers.

### Evaluation Focus Area II: Teacher Practice

To assess this focus area, GOSA's Research and Evaluation team used the Teacher Observation Tool for year one teachers, Year Two Teacher Self-Assessment, end-of-year (EOY) surveys to teachers, coaches, and administrators, and phone interviews. Key findings include:

- The GRP met its goal for at least 90% of year one teachers to conference effectively with students, assess students formally and informally, and use assessment data to guide instruction. However, only 80% of year one teachers effectively implemented strategy groups to support students.
- Year one teachers need additional support in establishing an effective balance of whole group instruction, small group instruction, and

independent practice, as well as more guidance on how to successfully execute strategy groups in the classroom.

- Year two teachers increased their confidence in utilizing GRP strategies and implemented independent reading time and conferences with struggling readers more often in their second year.
- Over 90% of teachers, administrators, and coaches felt the GRP was valuable to improving literacy instruction and were likely to continue using GRP strategies in the future.
- Year two teachers were slightly less satisfied with the GRP compared to year one teachers in 2016-2017. Year two teachers also felt slightly less satisfied in 2016-2017 compared to EOY survey responses from 2015-2016.
- By the EOY, over 95% of teachers believed they were at least proficient in conferencing with students and selecting targeted interventions, compared to less than 30% at the BOY.
- On average, administrators and coaches observed a 70 percentage point increase in the percentage of teachers conferencing with students, using assessment data to inform instruction, implementing targeted interventions, balancing instructional formats, and sharing strategies with other teachers.
- All participants recommended increasing the number of participants in the GRP to scale the program's impact schoolwide.

**Evaluation Focus Area III: RESA Cohesiveness and Collaboration**

GOSA's Research and Evaluation team examined the cohesiveness and collaboration of RESAs through the GRP using a Collaboration Self-Assessment Tool. Key findings include:

- All specialists felt the GRP partnership has enabled consistent professional learning for teachers across the state and is likely to impact K-3 literacy instruction in Georgia.
- All specialists agree that the partnership has allowed for collaboration and networking among RESAs that will lead to outcomes otherwise not achievable by one RESA alone.
- Reading specialists were not as cohesive in their feelings about the partnership's functionality and capacity at the EOY compared to MOY.[4] The percentage of specialists who agreed that meetings were at a convenient time and location, and that the

*"RESA specialists have developed a strong collaborative where everyone is involved in delivering common professional learning. In my years at RESA, we have never had such a strong collaborative community of professionals with a common goal."*

[4] GOSA did not administer the assessment at the BOY.

partnership dealt with conflict in a positive way, dropped by ten percentage points from MOY to EOY.

- All specialists recognized that the partnership has strengthened over the two years, and the shared purpose and focus among all RESAs is unique and impactful for schools.

### Evaluation Focus Area IV: Student Outcomes

GOSA's Research and Evaluation team analyzed student independent reading levels using five different leveling systems at the BOY, MOY, and EOY. The analysis focused on the percentage of all students who are meeting grade level benchmarks that the GRP team uniquely defined for each leveling system. GOSA also examined any gains made by Tier 2 and Tier 3 students by identifying target students who were performing below grade level at the BOY.[5] Although not explicitly Tier 2 or Tier 3 students, for the purposes of the evaluation, target students represent students who were struggling readers and needed additional support. Once available, GOSA's Research and Evaluation team will also analyze the College and Career Ready Performance Index (CCRPI) Third Grade Lexile Indicator to assess any changes in school performance for GRP participants after the program.[6] Key findings include:

- The percentage of all students meeting GRP benchmarks grew by 46 percentage points from 11% at the BOY to 57% at the EOY.
- Kindergarten saw the largest growth (60 percentage points) in the percentage of students meeting GRP benchmarks at the EOY.
- The percentage of students meeting EOY benchmarks in year one teachers classrooms (58%) was slightly greater than the percentage in year two teachers' classrooms (55%).
- 38% of target students, who were below grade level at the BOY, met grade level benchmarks by the EOY.
- Histograms displaying changes in reading levels throughout the year indicate that, although the majority of target students were still below grade level at the EOY, many target students advanced their reading level in 2016-2017.

## Recommendations

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

[5] Tier 2 consists of students who are performing below benchmark levels and are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. Tier 3 includes students who are considered to be at high risk for failure. Each school determines its own tiering system based on student data. For more information on RTI, please visit www.rtinetwork.org.
[6] Since 2017 CCRPI data will not be available until late 2017, GOSA will release this analysis as an addendum to the 2016-2017 GRP end-of-year report.

- Revise the model for year two to allow more coaching support from reading specialists, so teachers in their second year can continue making progress.
- Restructure professional learning sessions so they are earlier in the school year and do not require as much time out of the classroom for teachers.
- Identify potential opportunities for GRP participants to collaborate with other GRP teachers within RESAs and across the state.
- Embed leadership training and capacity building into professional learning content so GRP participants can effectively sustain the work schoolwide without the reading specialist.
- Incorporate literacy block scheduling into professional learning sessions to help teachers internalize next steps and plan enough time to implement GRP strategies.
- Encourage full participation, as opposed to voluntary, from administrators and/or district staff to ensure sustainability of GRP practices in the future.
- Promote the GRP collaboration within each RESA as an exemplar of how RESAs can collaborate more in the future to address other professional learning initiatives.
- Require teachers to complete a formal calibration exercise for determining a student's independent reading level to improve inter-rater reliability and the validity of assessment data.
- Differentiate coaching support by grade level to help all K-3 teachers achieve similar gains in reading performance.

## Next Steps

The major findings indicate that the RESAs are successfully collaborating and delivering consistent, valuable professional learning in K-3 literacy instruction to teachers. As a result of the GRP, teachers are changing their reading instructional practices to incorporate new strategies such as conferencing and strategy groups. The percentage of students meeting GRP benchmarks has increased by 46 percentage points over the 2016-2017 school year to 57%. Additionally, 38% of students below grade level at the BOY met grade level benchmarks at the EOY. GOSA will continue to collect data on implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes as the GRP begins its next two-year iteration in 2017-2018.

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## Table of Abbreviations

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

## Introduction

The Regional Educational Service Agency (RESA) Growing Readers Program (GRP) aims to provide consistent and research-based professional learning to teachers on effective reading instructional strategies to help more children read at grade level by the end of third grade. The grant program is administered through the Governor's Office of Student Achievement (GOSA) and is part of GOSA's mission to invest in universal RESA initiatives designed to ensure that teachers in all regions of the state are receiving high-quality, replicable professional learning that directly target state-wide goals, such as ensuring all students reading on grade level by the end of third grade. The GRP was implemented during the 2015-2016 and 2016-2017 school years with a focus on literacy instruction for K-3 students, though the program only serves some K-3 classrooms in participating schools.

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

All 16 RESAs identified at least one reading specialist to provide professional learning to three to six schools in his/her RESA. Reading specialists from all RESAs collaborated to develop consistent professional learning sessions that are delivered to all participating teachers throughout the school year. The reading specialists also provide coaching to teachers and administrators on how to use reading assessments effectively to provide tiered instruction and interventions for students. Though the reading specialists differentiate their coaching to address specific teacher needs, the GRP's main focus is providing support for struggling readers through conferencing and strategy groups. The GRP currently serves 65 schools and works with approximately 380 teachers and 8,400 K-3 students throughout the state. If successful, GOSA hopes that the GRP can demonstrate the value of providing consistent, high-quality professional learning statewide through the RESAs to improve student achievement outcomes.

The 2016-2017 RESA GRP End-of-Year Evaluation Report is a comprehensive analysis of the GRP's activities during the 2016-2017 school year. GOSA's Research and Evaluation team conducted this evaluation. The Research and Evaluation team collaborated with GOSA's RESA Professional Learning Grants and Contracts Program Manager and RESA reading specialists to develop the evaluation plan and collect and analyze the data. The report includes:

- A summary of the GRP's mission and goals,
- A profile of participating schools,

- A description of the evaluation methodology,
- A discussion of the findings for each evaluation instrument, and
- Recommendations for future practice.

## GRP Mission and Goals

The mission of the GRP is to design and implement high-quality and consistent professional learning sessions, with a focus on instructional strategies for Tier 2 and Tier 3 students, for teachers and administrators in each RESA to improve student reading performance.[7] In the Response-to-Intervention (RTI) framework, Tier 2 and Tier 3 students are those in need of supplemental intervention to reach grade-level proficiency, but the specific determination of thresholds for Tier 2 and Tier 3 are unique to each school. Given the variability among schools in how Tier 2 and Tier 3 students are identified, the GRP developed its own thresholds for identifying "target students" in need of additional support. The evaluation will focus on analyzing the performance of target students rather than Tier 2 and Tier 3 students.

The yearly goals for the GRP, as identified in the strategic plan, include:

- Observation data will show 90% of teachers served effectively implement research- and/or evidence-based instructional and assessment practices.
- 85% of participating Tier 2 and Tier 3 students will increase reading achievement by a minimum of one year's growth.
- 90% of RESAs will successfully implement all components of the GRP and express interest in replication.
- 80% of participating schools in the GRP will increase the percentage of students reading on grade level by the end of third grade by 10% of the baseline gap to 100%, as indicated by the College and Career Reading Performance Index (CCRPI) Third Grade Lexile Indicator.[8]

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

[8] GOSA and the GRP team will compare the 2016 and 2017 CCRPI Third Grade Lexile Indicator. However, GOSA recognizes that 2017 CCRPI data will not be available until late 2017, so this analysis will be included in an addendum to the 2016-2017 GRP End-of-Year report.

## Profile of Participating Schools

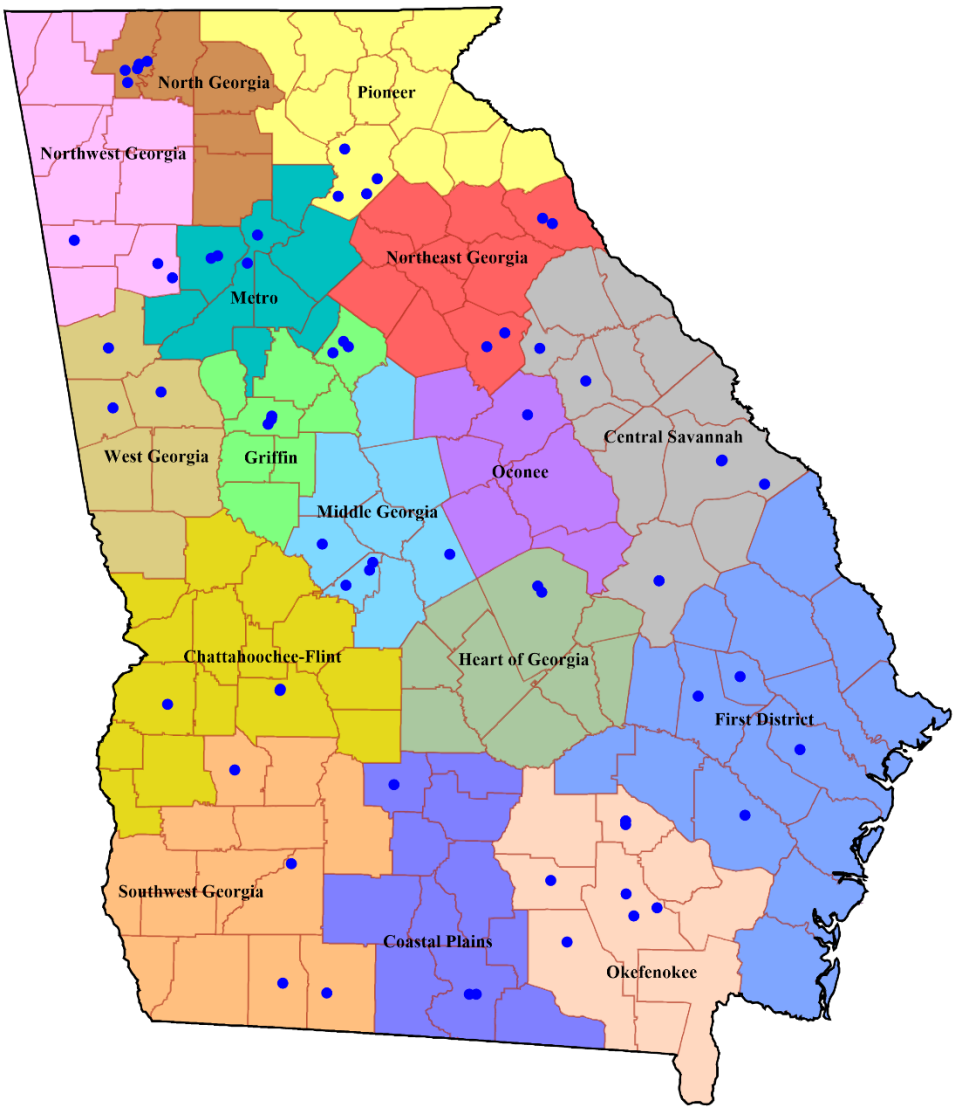



Figure 1: Map of Participating GRP Schools

The 2016-2017 GRP served 65 schools in 38 districts throughout the state. Each RESA specialist worked with between three to six elementary schools in his/her region.[9] In 2015-2016, the RESA reading specialists reached out to schools according to 2014 CCRPI Third Grade Lexile Indicator rankings, beginning with the lowest performing.[10] If school administrators agreed to program implementation, then the school was selected for participation. Reading specialists continued to recruit schools until a minimum of three schools were selected for each RESA. After approval, schools then selected at least one teacher

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

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

per grade level to participate in the GRP. In 2016-2017, schools could choose to remain in the program and/or add an additional teacher per grade level. In RESAs with schools that did not continue with the GRP, new schools were recruited using the same criteria in 2015-2016.[11] Of the 65 current schools, 54 schools began participating in 2015-2016 and 11 schools were new to the GRP in 2016-2017. Figure 1 shows the geographic distribution of the 65 participating schools. A full table of participating schools, districts, and respective RESAs is available in Appendix A.

Although reading specialists used the 2014 CCRPI Third Grade Lexile Indicator to recruit schools, with the roll out of Georgia Milestones in 2015, the 2015 CCRPI Third Grade Lexile Indicator serves as a more accurate measure of baseline reading performance by school.[12] The average 2015 Third Grade Lexile Indicator for GRP schools was 38.3, which means 38.3% of participating schools' full academic year (FAY) third grade students achieved a Lexile measure of 650 or above, which is considered the grade level target.[13] The GRP schools' average Third Grade Lexile Indicator was 13 percentage points lower than the state percentage of 51.6% in 2015. Even though reading specialists targeted lower performing schools during recruitment, since school selection was dependent on a school's willingness to participate, there is diversity among the participating schools in terms of reading performance. Eight participating schools had 2015 Third Grade Lexile Indicators greater than the state average. A full table of participating schools and their corresponding 2015 and 2016 CCRPI Third Grade Lexile Indicators is available in Appendix B.

Reading specialists only worked with select K-3 classrooms in participating schools. GOSA used student Georgia Test ID (GTID) numbers provided by schools to match GRP student participants with Full-Time Equivalent (FTE) demographic data provided by the Georgia Department of Education (GaDOE).[14] During the 2016-2017 school year, the GRP served approximately 8,400 students. Table 1 shows the approximate racial/ethnic distribution of students in the GRP schools and the state. Overall, the GRP's racial/ethnic distribution of students differs from the state's student population. A full breakdown of the racial/ethnic demographics for each participating school is available in Appendix C.

[11] Schools chose not to continue with the program for a variety of reasons, such as changes in administration or a desire to focus on other school initiatives.

[12] Georgia Milestones replaced the Criterion-Referenced Competency Test (CRCT) as the statewide assessment. Due to the change in tests, 2014 CCRPI scores are not as comparable to current CCRPI data.

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

[14] Some students are not accounted for in the FTE data because they were not present during the FTE count, or GTID numbers were not provided or incorrect. GOSA was unable to account for about 1,600 students due to reporting errors. Therefore, the demographic numbers presented here are approximations.

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

| | GRP Students | Students in Georgia | Difference in Percentage Points |
|---|---|---|---|
| American Indian | <1% | <1% | 0 |
| Asian | <1% | 4% | -3 |
| Black | 49% | 37% | +12 |
| Hispanic | 20% | 15% | +5 |
| Pacific Islander | <1% | <1% | 0 |
| Multi-Racial | 3% | 4% | -1 |
| White | 28% | 40% | -12 |

Source: GaDOE March 2, 2017 FTE Enrollment by Ethnicity/Race & Gender

Forty-nine percent of students in the GRP are black, which is 12 percentage points higher than the state's overall percentage. Hispanic students comprise a larger share of GRP students (20%) than in the state as a whole (15%). The GRP student population consists of a smaller share of white students (28%) and Asian students (<1%) compared to the state's student population (40% and 4%, respectively). Given these differences, it is important to remember that the demographic profile in Table 1 is simply an overall summary of the racial/ethnic demographics for students in participating GRP schools and does not capture school-level differences within the program.

Ten percent of GRP students are classified as students with disabilities (SWD), which is similar to the state's share of SWD students during the 2015-2016 school year (11%).[15] Fifteen percent of GRP students are English Learners, which is almost double the 8% of all Georgia students classified as Limited English Proficient in 2015-2016. Furthermore, 3% of GRP students are gifted, which is much lower than the state's percentage of gifted students in 2015-2016 (12%).

Although Free/Reduced-Price Lunch (FRL) status is commonly used as an indicator for poverty, this report does not provide FRL data because schools participating in the Community Eligibility Provision (CEP) of the National School Lunch Program do not collect student-level FRL data and instead report all students as FRL, inflating the number of economically disadvantaged students.[16] As an alternative measure of student poverty, GOSA looked at the percentage of students who are "directly certified," which means students receive Supplemental Nutrition Assistance Program (SNAP) benefits, Temporary Assistance for Needy Families (TANF) benefits, or are identified as homeless, unaccompanied youth, foster, or

[15] State subgroup data was obtained through GOSA's Annual Report Card available here. GOSA used 2015-2016 data because 2016-2017 data are not yet available.

[16] For more information on why FRL is not the most accurate measure of student poverty, please see GOSA's education update here.

migrant. The average percentage of students who were directly certified in GRP schools during 2015-2016 was 56%, and the median percentage was 55%, much higher than the state average of 38%.[17]

## Evaluation Methodology

GOSA's Research and Evaluation team produced a mid-year evaluation summary released in January in addition to this end-of-year report.[18] GOSA collected and analyzed developmental and summative information in four evaluation focus areas: implementation consistency, teacher practice, RESA cohesiveness and collaboration, and student outcomes. Table 2 lists each evaluation focus area with its respective evaluation question(s) and instruments. The remainder of the report will present major findings from the evaluation instruments, which include phone interviews, quarterly status reports, professional learning session feedback forms, end-of-year surveys, teacher observation tools, Collaboration Self-Assessment tools, and student performance measures.

Table 2: Summary of GOSA's GRP Evaluation Plan

| Evaluation Focus Area | Evaluation Question(s) | Instruments |
|---|---|---|
| Implementation Consistency | Did RESA reading specialists present professional learning opportunities and research-based strategies that provide instructional support for Tier 2 and Tier 3 students?<br><br>Were professional learning opportunities and supports consistent across RESAs?<br><br>Was the grant program implemented with fidelity? | Quarterly Status Reports<br><br>Phone Interviews<br><br>Professional Learning Session Feedback Forms |
| Teacher Practice | Are teachers learning and improving upon strategies to provide instructional reading support for Tier 2 and Tier 3 students? | Phone Interviews<br><br>Teacher Observation Tool<br><br>Year Two Teacher Self-Assessment<br><br>Teacher and Administrator/Coach End-of-Year Surveys |

[17] GOSA used school-level directly certified data from the Report Card's downloadable data files. The most recent year available is 2015-2016.
[18] To access previous GRP evaluation reports, click here.

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

## Major Findings

Throughout the 2016-2017 school year, GOSA collected data on the GRP using the evaluation instruments in Table 2. This report includes findings and summative conclusions from phone interviews, quarterly status reports, professional learning session feedback forms, end-of-year surveys, the Teacher Observation Tool, the Year Two Teacher Self-Assessment, the Collaboration Self-Assessment Tool, and student performance measures. The findings that follow are organized according to the four evaluation focus areas listed in Table 2.

## Evaluation Focus Area I: Implementation Consistency

To evaluate implementation consistency, GOSA collected quarterly status reports from each reading specialist that tracked each RESA's overall progress in program implementation. GOSA also conducted phone interviews with participants to collect information on what GRP implementation was like in each RESA. Finally, GOSA analyzed data from the professional learning session feedback forms.

### Quarterly Status Reports

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

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

During the 2016-2017 school year, RESA reading specialists have spent roughly 5,800 hours in participating schools. Reading specialists provided on average 82 hours of on-site support to each school, in addition to frequent online support and communication and the offsite professional learning sessions. The majority of the on-site support was spent conducting observations, assisting with reading assessment administration, and coaching teachers, coaches, and administrators. However, there is great variability among the RESAs in the amount of time reading specialists can dedicate to the GRP. The amount of on-site support schools have received ranges from a minimum of 8 hours to a maximum of 171 hours from August through May.[19] The wide range is due to differences in the amount of time reading specialists have allotted for the GRP, decreased on-site support for schools in their second year, as well as differences in the number of teachers reading specialists are working with in each school. There may also exist some variation in the way specialists report on-site hours.

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

Regardless of any differences in capacity among RESAs, the status reports indicate that all RESAs are meeting all program implementation milestones. Each RESA delivered all five professional learning sessions during the specified time frames. Even though the professional learning sessions were administered separately by RESA, the training content—which is developed by the Design Team—was

[19] Schools with only one or two teachers participating in the GRP, such as some primary schools, have fewer overall contact hours. Additionally, most schools in their second year did not have as many contact hours due to the program's structure.

consistent throughout. Reading specialists submitted baseline, mid-year, and end-of-year observations for year one teachers using a common Teacher Observation Tool. Additionally, all RESAs had a reading specialist present at every program-wide planning meeting. The meetings ensure that the research-based strategies and coaching support provided by the reading specialists are consistent across all RESAs. Although often delayed, all schools submitted assessment data to GOSA at the beginning (BOY), middle (MOY), and end of the year (EOY). Thus, each RESA is implementing all components of the GRP.

## Phone Interviews

GOSA conducted 12 phone interviews with a randomly selected sample of teachers, instructional coaches, and administrators from almost every RESA.[20] Part of the phone interviews aimed to collect additional qualitative data from stakeholders on their interactions with the reading specialists to evaluate implementation consistency. GOSA interviewed ten K-3 teachers and two principals.

Participants were asked to describe their interactions with the reading specialist during the year. All participants saw their reading specialist at the professional learning sessions. Year one teachers saw their reading specialist during monthly classroom visits, and year two teachers saw their reading specialist four to five times during the year. The differentiated support provided to year one and year two teachers aligns with the expectations outlined in the GRP's coaching model.

All participants also stated that their reading specialist was easily accessible and in constant communication with them throughout the school year, regardless of whether they were a year one or year two teacher. The constant communication through email, text, and phone allowed participants to feel the reading specialists were always available as a resource. The phone interviews demonstrate that all reading specialists implemented the GRP coaching model with fidelity and developed strong relationships with participating teachers across all RESAs.

## Professional Learning Session Feedback Forms

The GRP consists of five total professional learning sessions administered over the course of two years. Participants attend Sessions 1 through 3 in year one, and Sessions 4 and 5 in year two. GOSA's primary vision for the GRP is to ensure all regions in Georgia are receiving consistent, high-quality professional learning to improve K-3 literacy instruction. The Design Team develops the content for each professional learning session and then trains all reading specialists on how to

[20] GOSA was unable to reach a phone interview participant for First District, Middle Georgia, North Georgia, and Okefenokee RESA.

conduct the professional learning session. This ensures that training for participating teachers is consistent throughout all RESAs.

GOSA also developed a common feedback form for all RESAs to use after each professional learning session. All RESAs delivered each session within a designated time frame. For year one participants, Session 1 occurred in September, Session 2 in January, and Session 3 in April or May. All sessions consisted of two eight-hour days. For year two participants, Session 4 occurred in August or September and Session 5 occurred in February or March—both of which were only one day. All sessions focused on the same five learning targets:

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

GOSA sent the feedback forms electronically to all participants after each professional learning session. The feedback forms were the same for each session to establish consistency. All responses were anonymous. A copy of the survey items is available in Appendix D. The surveys asked respondents for general information including their RESA, their instructional role, what grade they teach, and how many years they have been teaching. Reading specialists welcomed school team members who were not official grant participants to attend the professional learning sessions, so participants at each session included teachers (full grant participation or professional learning only), instructional coaches, and administrators. In all sessions, approximately 10% of participants were professional learning only.

Participants evaluated the professional learning sessions using a five-point Likert scale to determine how much they agree or disagree with seven statements.[21] Table 3 shows the percentage of participants who agreed or strongly agreed with the survey statements for each professional learning session. In general, responses to all statements from all five sessions were very positive. Over 90% of participants in all sessions agreed with the survey statements, except for one statement after Session 1. Participants overwhelmingly felt they learned useful strategies in each session and that the sessions were well planned and engaging.

Although the results were positive across the board, year one participants felt slightly more positive about Sessions 1 through 3 than year two participants felt about Sessions 4 and 5. On average, the percentage of year one participants who learned useful strategies and felt the sessions were organized, engaging, and at the

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

appropriate level was slightly higher than the percentage of year two participants. Year one participants felt most positively about Session 2, where participants focused on applying strategies for reading intervention. On the other hand, Session 3, which focused on matching students with appropriately leveled texts, had lower percentages of agreement.

Table 3: Professional Learning Session Feedback Form Results

| Survey Statements | Session 1 (Year 1 Teachers) | Session 2 (Year 1 Teachers) | Session 3 (Year 1 Teachers) | Session 4 (Year 2 Teachers) | Session 5 (Year 2 Teachers) |
|---|---|---|---|---|---|
| I learned useful literacy intervention strategies that I can apply in the classroom. | 93% | 95% | 91% | 90% | 92% |
| I feel more confident in supporting my Tier 2 and Tier 3 students instructionally. | 89% | 94% | 92% | 91% | 93% |
| I feel prepared to implement the strategies I learned today in the classroom. | 91% | 95% | 91% | 91% | 94% |
| The Professional Learning Session was well organized. | 95% | 96% | 92% | 91% | 94% |
| The Professional Learning Session was presented at an appropriate level. | 96% | 95% | 93% | 92% | 94% |
| The Professional Learning Session was engaging. | 95% | 94% | 92% | 92% | 93% |
| The strategies and resources utilized were appropriate for meeting the stated objectives of the Professional Learning Session. | 96% | 95% | 93% | 92% | 93% |

Year two participants felt more positively about Session 5, which emphasized being reflective in one's own practice, than Session 4, which focused on using goals to drive instruction. When comparing Session 4 and 5 responses with the responses from Sessions 1 through 3 during 2015-2016, year two participants felt just as positively about Session 3 last year as they did about Session 5. The percentage of year two participants who agreed the sessions are useful and well implemented has also slightly increased as participants progressed from Sessions 1 through 5.

The consistently positive response from year one and two participants after each professional learning session demonstrates that reading specialists are delivering consistent professional learning to teachers across all RESAs. Additionally, when compared to 2015-2016 data, the agreement percentages were slightly higher for Sessions 1 through 3 in 2016-2017, indicating that the revisions to Sessions 1 through 3 this year were successful.[22] Reading specialists have been successful in meeting the established learning targets of training teachers on effective reading instruction, conferencing with students, administering assessments, and implementing targeted interventions.

Respondents were also given the option to comment on what they liked and disliked about the training and how they planned to implement their learning. When asked what participants liked about the session, participants mentioned the following after all five sessions:

- Opportunities for collaboration and networking within and between schools,
- Interactive and engaging instructors,
- Useful reading instruction strategies and resources, including conferencing with students and targeted interventions, that can immediately be applied in the classroom, and
- Modeling and hands-on practice with new strategies.

*"The information presented has been more beneficial than that of any other I have experienced. Growing Readers has given me an opportunity to explore reading strategies and learn to have a love for teaching reading that I never had before. Every teacher would greatly benefit from this experience."*

Furthermore, when given the opportunity to provide any additional comments, of those who responded, almost all expressed praise for the reading specialists, excitement to be a part of the GRP, or a desire for the program to continue.

When asked what participants would like to improve about the sessions, the majority of respondents stated they have no

[22] Based on feedback from 2015-2016 feedback forms, the GRP Design Team revised certain elements of Sessions 1 through 3 to be more effective.

suggestions for improvement for all three sessions. Of those who did list improvements, the most common suggestions were related to the logistics and timing of the sessions, such as condensing them into one day and having them earlier and more frequently in the year. Participants also recommended allowing more opportunities for collaboration within the GRP network, such as collaborative discussions during sessions or observing teachers at other schools. Nevertheless, given that responses to the improvement question were positive overall, the GRP is meeting its goal to offer high-quality professional learning to teachers on reading instruction across all RESAs.[23]

*"I am seeing the growth in my students and I am gaining the confidence to not only teach reading, but help my colleagues with reading instruction."*

Finally, when participants were asked about their next steps after each session, the majority of participants stated they would begin implementing the strategies learned in that particular session; prevalent answers included conferencing with students and using targeted intervention strategies with Tier 2 and 3 students, both of which are directly linked to the GRP's learning targets. Several teachers also expressed a desire to share what they learned with other teachers. Thus, the GRP was also effective in meeting established learning targets and inspiring teachers to change their reading instructional practice. Overall, the professional learning session feedback forms reveal that throughout the program, reading specialists delivered engaging and valuable professional learning to help teachers support struggling readers.

## Implementation Consistency Recommendations

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

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

- Ensure reading specialists are reporting on-site hours in a consistent way.
- Maintain the accessibility of reading specialists to participants to preserve relationship-building.

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

- Preserve the current model for developing professional learning content to maintain consistency across RESAs.
- Continue to offer professional learning sessions to non-grant participants to further build capacity in schools.
- Identify potential opportunities for GRP participants to collaborate with other GRP teachers within RESAs and the state.

## Evaluation Focus Area II: Teacher Practice

GOSA collected qualitative data using various instruments to evaluate teacher practice. GOSA worked with the RESA reading specialists to develop a common Teacher Observation Tool that was used consistently throughout the school year to track changes in instruction for year one teachers. Year two teachers submitted a self-assessment tool at the MOY and EOY to evaluate the use of GRP strategies during their second year. Additionally, GOSA administered an EOY survey to teachers, administrators, and coaches to collect qualitative data on the impact of the GRP on teacher practice. GOSA also conducted phone interviews with randomly selected teachers and principals from multiple RESAs to gather additional feedback on the impact of the GRP on teacher practice.

### Teacher Observation Tool

The Teacher Observation Tool is a comprehensive observation instrument that allows reading specialists to document teacher practices according to four professional learning targets identified by the GRP. Reading specialists submitted observation data for year one teachers during 2016-2017 in the BOY, MOY, and EOY to demonstrate any changes in teacher practice over time. However, the Teacher Observation Tool is not meant to be evaluative and will not be used as part of a teacher's formal evaluation. Instead, the purpose of the tool is to allow reading specialists to document teacher and student behaviors, identify any strengths and areas for improvement, and determine what coaching support is needed. The four learning targets, which also align with the professional learning session targets, are:

- **Target 1: Framework** – Establish classroom structures that support effective reading instruction and student learning.
- **Target 2: Conferring** – Engage in teacher-student conferences to assess readers, provide feedback, and set individual goals.
- **Target 3: Assessment** – Use informal and formal assessment data to make instructional decisions.
- **Target 4: Interventions** – Implement targeted reading strategies based on relevant data to address one or more of the five essential components of reading.

The targets capture critical teacher practices that must be present to provide quality literacy instruction for all students, especially struggling readers, as identified by the reading specialists. For each target, the reading specialists recorded evidence of successful implementation of various strategies associated with each learning target. The GRP goal is that at least 90% of teachers will effectively implement research-based instructional and assessment practices in each learning target as a result of the GRP's coaching support. A copy of the complete Teacher Observation Tool is available in Appendix E.

For year one GRP teachers, reading specialists observed an entire literacy block to collect baseline data at the BOY and then conducted thirty-minute observations of each teacher at the MOY and EOY. GOSA received 240 baseline observations, 216 MOY observations, and 227 EOY observations.[24] GOSA tracked the percentage of year one teachers observed implementing strategies for each learning target throughout the school year to evaluate any changes in teacher practice.[25] Table 4 shows the percentage of teachers meeting specified indicators for each learning target during BOY, MOY, and EOY observations. For the assessment target, reading specialists could mark several different strategies; GOSA calculated the percentage of teachers implementing at least one of the identified strategies. For each learning target, the Teacher Observation Tool included many different observable teacher practices for reading specialists to document that are not all included in Table 4. A full breakdown of the BOY, MOY, and EOY percentages for all practices under each learning target is available in Appendix F.

Table 4: Percentage of Year One Teachers Observed Implementing Indicators

| **Learning Target** | **Indicator Measured** | **Percentage of Year One Teachers** | | |
|---|---|---|---|---|
| | | **BOY** | **MOY** | **EOY** |
| *Framework (Standards and Five Components of Reading)* | Aligned to appropriate standard | 70% | 84% | 89% |
| | Aligned with one of five components of reading[26] | 78% | 90% | 94% |
| | Effective balance of instructional formats | 23% | 62% | 79% |
| *Conferring* | Conferring with students | 16% | 95% | 72% |
| *Assessment* | Use of assessment strategies | 61% | 99% | 98% |
| | Use of assessment data to guide instruction | 60% | 99% | 97% |
| *Interventions* | Use of strategy groups | 7% | 5% | 80% |

Under the GRP model, the MOY observation focused on observing teachers conferring with students, and the EOY observation focused on teachers implementing strategy groups. This explains the higher percentage of year one teachers observed conferring at the MOY compared to EOY. Thus, to evaluate the GRP's progress towards its teacher practice goal, GOSA examined the percentage of year one teachers implementing specific practices at the BOY, MOY, or EOY. The GRP met its goal in some learning targets but fell short in others.

[24] There were no noticeable systematic differences between the observations received during each period. The different number of observations varies due to teachers no longer participating in the program due to staff changes or lack of program compliance.

[25] GOSA calculated the percentage of teachers for each collection period using the total number of observations collected in that period, so the n-size for BOY, MOY, and EOY data varies.

[26] The five components of reading are phonics, phonemic awareness, fluency, vocabulary, and comprehension.

Within the framework target, 94% of year one teachers had lessons aligned with one of the five components of reading. Although below the goal, 89% of teachers had lessons aligned to an appropriate standard, and 79% of teachers used an effective balance of whole group instruction, small group instruction, and independent practice.

The GRP exceeded its goal for the conferring and assessment targets. 95% of year one teachers were observed effectively conferring with students during MOY observations.[27] Additionally, 99% of year one teachers were observed using at least one identified assessment strategy and using assessment data to make instructional decisions for students. However, the GRP fell short on its goal for the interventions target despite seeing significant gains from BOY to EOY. Reading specialists observed 80% of year one teachers effectively implementing strategy groups with students during EOY observations, compared to only 7% at the BOY. Although the 90% goal was not met in every learning target, the dramatic growth in the use of conferring, assessment, and intervention strategies by year one teachers during the 2016-2017 school year indicates the GRP's focus on conferring, analyzing reading behaviors, and selecting appropriate interventions in the professional learning sessions successfully changed teacher practice.

The areas where the GRP did not meet its 90% goal indicate potential areas for improvement for the GRP. Teachers may need further support in establishing an effective balance of whole group instruction, small group instruction, and independent practice. The GRP's focus on conferring and strategy groups encourages more use of small group instruction and independent practice; however, teachers may need more guidance on how to ensure whole group instruction remains strong as teachers begin implementing GRP strategies. Additionally, the GRP may need to revise the professional learning session that focuses on strategy groups to provide more guidance and practice for teachers on how to implement them effectively in the classroom. The additional practice and support during professional learning may increase the percentage of teachers who can successfully implement strategy groups by the final observation.

Overall, the Teacher Observation Tool results indicate that year one teachers began conferencing more with students and using assessment data more effectively to group students and provide targeted interventions. The GRP professional learning sessions and onsite coaching and modeling successfully changed teacher practice, specifically by increasing the use of conferring and strategy groups in the classroom. Each of the learning targets saw an increase in the percentage of teachers using the listed strategies effectively by the EOY. Moving forward, teachers could use more support in maintaining an appropriate balance of instructional formats and guidance on how to effectively implement strategy groups after they are introduced.

[27] The drop to 72% at the EOY was expected because the EOY observation focused on implementing strategy groups.

## Year Two Teacher Self-Assessment

Reading specialists provided two days of onsite support to year two teachers each semester to support implementation of GRP strategies but did not conduct formal observations during these visits. In lieu of formal observations, GOSA administered a self-assessment survey to year two teachers to evaluate the impact of the GRP on teacher practice for teachers in their second year. The self-assessment asked year two teachers to indicate the frequency and level of confidence they have for implementing GRP practices. The self-assessment was organized according to the same learning targets as the professional learning sessions and Teacher Observation Tool, which include:

- Standards and Reading Process,
- Classroom Structures,
- Conferences,
- Strategy Groups, and
- Collection and Use of Assessment Data.

Year two teachers completed the self-assessment survey at the MOY and EOY. GOSA received 148 MOY self-assessments and 134 EOY self-assessments. A copy of the complete Year Two Teacher Self-Assessment is available in Appendix G. Table 5 displays the percentage of year two teachers who felt confident or extremely confident in implementing specific GRP strategies under each learning target at the MOY and EOY. Overall, although a high percentage of year two teachers already felt confident using GRP practices in their classroom at the MOY, year two teachers became even more confident implementing GRP strategies by the EOY.

Year two teachers had some of the greatest increases in confidence levels in the conferring and strategy groups targets. They also felt more confident executing each phase of the GRP conferring protocol by the EOY.[28] Furthermore, year two teachers felt more confident creating and implementing strategy groups in the classroom by the EOY. The largest growth was in deciding on an appropriate strategy for a student during the conferring protocol and leaving students with a specific plan for follow-up after a strategy group session. Given the majority of year two teachers felt confident using GRP strategies in their classroom by the end of 2016-2017, the GRP was successful in helping teachers continue to build confidence in using GRP practices to support struggling readers during their second year.

[28] The GRP introduces a four-phase conferring protocol to teachers during professional learning. "Research" involves assessing the student's areas of need, "Decide" involves selecting an appropriate intervention strategy for the student, "Teach" involves modeling the strategy for the student, and "Try" involves letting the student practice the strategy on their own.

Table 5: Year Two Teacher Self-Reported Confidence Levels

| Learning Target | Indicator Measured | Percentage Confident or Extremely Confident | |
|---|---|---|---|
| | | MOY | EOY |
| Standards and Reading Process | Teaching foundational standards | 98% | 99% |
| | Teaching informational standards | 93% | 98% |
| | Teaching literary standards | 96% | 99% |
| Classroom Structures | Whole group instruction | 97% | 98% |
| | Small group instruction | 91% | 95% |
| | Independent reading | 86% | 96% |
| Conferring | Phase: Research | 72% | 82% |
| | Phase: Decide | 67% | 82% |
| | Phase: Teach | 80% | 88% |
| | Phase: Try | 79% | 88% |
| Strategy Groups | Creating a group around an identified area of need or strategy | 79% | 91% |
| | Introducing a new strategy | 80% | 90% |
| | Demonstrating a new strategy and/or engaging students in shared practice | 80% | 90% |
| | Guiding students during practice | 85% | 97% |
| | Leaving students with a specific plan | 69% | 84% |
| Assessment Data | Identifying student strengths | 86% | 95% |
| | Identifying possible areas of concern | 82% | 90% |
| | Identifying potential teaching goals | 81% | 89% |
| | Identifying appropriate strategies | 78% | 87% |

Year two teachers also reported how often they use different instructional formats and conference with struggling and proficient readers in their classroom. The use of whole group instruction, small group instruction, and independent reading did not change much from MOY to EOY. Over 95% of year two teachers used each instructional format at least three times a week at the MOY and EOY. Forty-nine percent of teachers used all three instructional formats on a daily basis at the MOY and EOY. Whereas the majority of year two teachers used whole group and small group instruction on a daily basis at the MOY and EOY, the percentage of year two teachers using independent reading on a daily basis increased from 67% at MOY to 80% at the EOY.

Year two teachers continued to confer with struggling readers on a weekly basis from MOY to EOY, but more teachers also began conferring with proficient readers on a weekly basis by the EOY. At the EOY, 99% of year two teachers conferenced with struggling readers at least once a week (1 percentage point increase from MOY), and 87% of year two teachers conferenced with proficient readers at least once a week (9 percentage point increase from MOY). The percentage who conferred with struggling readers at least three times a week increased from 52%

at the MOY to 66% at the EOY, while the percentage who conferred with proficient readers at least three times a week remained at 19% from MOY to EOY. Thus, year two teachers began conferring with struggling readers on a more frequent basis from MOY to EOY, which aligns with the GRP's expectations for teachers to use strategies such as conferences to support their most struggling readers.

Teachers had the option to list additional areas of need related to each learning target in the self-assessment to help guide the support from the reading specialist. GOSA analyzed the open responses from the EOY self-assessment to inform future steps for the GRP. The main concern year two teachers indicated was scheduling enough time to execute GRP strategies, especially conferring. Some teachers recognized that they expect to feel more comfortable with more practice but would like additional guidance on how to manage their time efficiently in the classroom. Additionally, some year two teachers still felt less confident in identifying appropriate strategies to support specific students. The GRP may want to provide additional resources or opportunities for year two teachers to receive feedback on the strategy selection process.

Although these results are self-reported data, the high percentages of year two teachers who felt confident and implemented GRP strategies on a frequent basis indicates the GRP continued to impact teacher practice for year two participants. Despite the decline in onsite support and lack of formal observations during the second year, teachers still implemented GRP practices such as conferences and strategy groups in their classroom. The continued use of GRP strategies by year two teachers in spite of less support from reading specialists demonstrates the sustainability of the professional learning provided by the GRP.

## Teacher End-of-Year Survey

GOSA administered an EOY survey to all GRP teacher participants to evaluate the impact of the GRP on teacher practice and collect feedback on the program. Teachers were asked to complete the survey electronically in May. GOSA received 292 responses for a response rate of about 80%.[29] The survey consisted of 21 questions, including general background questions, a pre/post retrospective question, open-ended questions, and attitude questions rated on a five-point scale.[30] A copy of the survey items is available in Appendix H.

Table 6 below summarizes the responses to the attitude questions as well as yes or no questions from the survey. The overall results are positive. Over 95% of respondents felt supported by the reading specialist, applied what they learned from the GRP in the classroom, would recommend the program to a colleague, and were

[29] GOSA used the number of teachers with EOY assessment data to determine the total number of teacher participants at the end of the school year.
[30] All response scales were designed so that a rating of 1 was the lowest and 5 was the highest.

likely to continue using GRP strategies in the future. Of the different professional learning supports provided, more respondents felt that materials and/or resources provided by the specialist and the professional learning sessions were valuable as opposed to other supports like classroom observations. Additionally, 61% of respondents felt the GRP professional learning sessions were different from traditional professional development at his/her school. Respondents felt the GRP professional learning was more hands-on and tailored to individual student needs. Respondents also appreciated the onsite support in tandem with the professional learning that ensured follow-up and implementation of strategies.

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

| **Survey Question** | | **Percentage of Respondents** | |
|---|---|---|---|
| *How valuable have the following GRP supports been to your teaching practice?* | Professional learning sessions led by the RESA Reading Specialist | Percent Very or Extremely Valuable | 91% |
| | Materials and/or resources provided by the RESA Reading Specialist | Percent Very or Extremely Valuable | 97% |
| | Observations of your classroom by the RESA Reading Specialist | Percent Very or Extremely Valuable | 84% |
| | One-on-one coaching with the RESA Reading Specialist | Percent Very or Extremely Valuable | 88% |
| *How often have you been able to do the following?* | Reflect on your reading instructional practice | Percent Often or Always | 91% |
| | Communicate with other teachers about reading instruction | Percent Often or Always | 83% |
| How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school? | | Percent Very or Extremely Different | 61% |
| How supported do you feel by the reading specialist? | | Percent Very or Extremely Supported | 96% |
| How valuable is your participation in the GRP to improving your instructional practice? | | Percent Very or Extremely Valuable | 94% |
| How often do you apply what you learn from the reading specialist in your classroom? | | Percent Often or Always | 96% |
| What is the likelihood that you will continue using the strategies you learned from the GRP in the future? | | Percent Very or Extremely Likely | 96% |
| Would you recommend the GRP to a colleague? | | Percent Yes | 99% |

When asked to rate their interactions with the reading specialist during the year, teachers felt very satisfied. Over 95% of all respondents felt their specialist was prepared for professional development, easily accessible, trustworthy, and provided constructive feedback. Almost all respondents agreed that the classroom support provided by the specialists met their expectations. Specialists were thus successful in establishing strong relationships with teachers.

The EOY survey also included a pre/post retrospective question that analyzed any changes in teacher practice as a result of participating in the GRP. Respondents were asked to rate their level of knowledge of specific learning targets prior to the GRP and at the time of the survey. Table 7 shows that teachers felt their knowledge of reading instructional strategies had significantly increased from the beginning of the program to the time of the survey. Teachers gained the most knowledge in conducting conferences with students and selecting targeted intervention strategies to support struggling readers, as the percent proficient increased by about 70 percentage points as a result of the GRP. The growth in conferring and selecting targeted interventions reflects the emphasis on conferring and strategy groups during professional learning sessions. The GRP was successful in equipping teachers with the knowledge to support struggling readers in the classroom.

Table 7: Pre/Post Retrospective Teacher Practice Question Results

| **Learning Target** | **Percent Proficient or Above** | |
|---|---|---|
| | **Beginning of Program** | **Now** |
| Conducting teacher-student conferences with students to assess reading progress, provide feedback, and set goals | 22% | 96% |
| Administering reading assessments to monitor student progress | 43% | 99% |
| Using formal and informal reading assessment data to make instructional decisions | 39% | 99% |
| Selecting targeted reading intervention strategies to support struggling students | 27% | 95% |

Year two teachers had three additional questions that compared their GRP experience in 2016-2017 with 2015-2016. When asked to compare how satisfied they were with year two compared to year one, 57% of respondents were more satisfied with their second year, and the remaining 43% of respondents were just as satisfied with year two. When asked to explain why, year two teachers felt they developed a stronger understanding of how to implement GRP strategies and felt more confident in using the strategies effectively. About half were more satisfied with GRP professional learning sessions and one-on-one coaching in year two, while the remaining teachers felt just as satisfied. When asked how they would improve the year two GRP experience, some teachers recommended increasing the amount of one-on-one support in year two to mimic the first year. Teachers also suggested more opportunities to see video examples of GRP practices and to collaborate with teachers in other schools.

GOSA also analyzed whether survey responses differed between year one and year two teachers. GOSA used t-tests to determine if the average rating on the attitude questions were statistically significant between year one and year two teachers ($p < 0.05$). Although year two teachers still felt positively about the GRP overall, for several questions the average ratings for year two teachers were statistically

significantly lower than year one teachers. Year two teachers did not feel as supported by the reading specialist or find the GRP as valuable as year one teachers. In terms of specific GRP components, year two teachers did not find the professional learning sessions or one-on-one coaching as valuable as year one teachers, which may be a reflection of the decline in onsite support in year two as part of the GRP model. Additionally, year two teachers did not feel as positively about their interactions with the reading specialist as year one teachers. However, although the average ratings were statistically significantly different, it is important to note that the differences in percentage points between year one and year two teachers are very slight in most instances. A full breakdown of the differences between year one and year two teachers is available in Appendix I.

Additionally, when comparing 2016-2017 and 2015-2016 survey responses for year two teachers, the percentages of positive ratings were slightly lower in 2016-2017 than 2015-2016. For instance, 95% felt professional learning sessions were valuable in 2015-2016, compared to 81% in 2016-2017. Similarly, 91% felt one-on-one coaching was valuable in 2015-2016, compared to 81% in 2016-2017. Thus, year two teachers appear to be slightly less satisfied with their second year experience, which may be a result of the decline in onsite support from reading specialists. The differences in percentages may be affected by the smaller number of survey responses from year two teachers in 2016-2017 compared to 2015-2016.[31] The GRP should brainstorm ways to ensure the enthusiasm for the program continues in year two. Nevertheless, the differences are slight, and in general, a majority of year two teachers still felt positively about the GRP.

Teachers also provided feedback through open-ended response questions. When asked how the GRP has benefited them, the most frequent responses included increased confidence as a reading teacher, better ability to address individual student needs, new instructional strategies like conferencing, and hands-on resources such as the book of reading strategies.[32] When asked what challenges they have faced from participating in the GRP, most teachers listed finding time in the classroom to conference with students. Teachers also mentioned implementing the new strategies learned correctly and having enough leveled books for students as challenges.

*"I'm becoming more aware of what my students need to be successful readers. I also know how to choose the best strategy for my students."*

[31] The number of year two teacher survey responses in 2016-2017 is less than the number of survey responses in 2015-2016, likely due to varying survey response rates and because several teachers from 2015-2016 did not continue in 2016-2017.

[32] All GRP teachers received a copy of Jennifer Serravallo's *The Reading Strategies Book* as part of their professional learning.

When asked what they would improve about the GRP, many teachers had no improvements. Of those who did list improvements, frequent recommendations included:

- Including more teachers and administrators in the program,
- Condensing the professional learning sessions to take less time out of the classroom,
- Creating opportunities to collaborate with and potentially observe other GRP teachers, and
- Providing more examples of effective conferring or strategy groups during sessions or through videos.

Overall, the EOY teacher survey findings reveal that participating teachers felt they have learned valuable and applicable reading instructional strategies to support struggling readers. The GRP has had a noticeable impact on teacher practice during the 2016-2017 school year, which aligns with the Teacher Observation Tool findings of dramatic growth in using new strategies such as conferring and strategy groups. However, year two teachers were slightly less satisfied with the GRP compared to year one teachers and their responses from 2015-2016. The GRP may need to revise the structure for year two to ensure teachers continue to feel supported and excited about the program.

## Administrator/Coach End-of-Year Survey

GOSA also administered an EOY survey to all GRP participants serving in an administrative or coaching role in a school or district to evaluate the impact of the GRP on teacher practice from a different perspective. Administrators and coaches were asked to complete the survey electronically during a two-week window in May. GOSA received 77 responses from administrators and coaches representing 82% of GRP schools. The survey consisted of 23 questions, including general background questions, pre/post retrospective questions, open-ended questions, and attitude questions rated on a five-point scale.[33] A copy of the survey items is available in Appendix J. The majority (64%) of respondents were coaches, 20% were principals, and 12% were assistant principals.[34]

The survey asked respondents to indicate how often they participated in various GRP activities during the school year. 75% of respondents often or always attended the professional learning sessions, and 58% of respondents frequently had discussions about reading performance with the reading specialist. Respondents were not as involved (39%) in classroom observations with the reading specialist, but some noted that they would debrief with the reading specialist if they were

[33] All response scales were designed so that a rating of 1 was the lowest and 5 was the highest.
[34] Other respondents included counselors and district-level coaches or administrators.

unable to observe with them. Overall, participating administrators and coaches seem to have actively engaged with the reading specialists.

Table 8 below summarizes the responses to the attitude questions as well as yes or no questions from the survey. Similar to the teacher survey, the responses from administrators and coaches are also positive. All respondents felt the quality of K-3 literacy instruction in their school has improved as a result of the GRP. Ninety-nine percent of respondents felt supported by the reading specialist, thought the GRP was valuable to meeting literacy goals, and would recommend the GRP to another school. Over 95% of respondents felt the professional learning sessions, materials and resources, and feedback from reading specialist were valuable supports.

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

| **Survey Question** | | **Percentage of Respondents** | |
|---|---|---|---|
| *How valuable have the following GRP supports been to your teachers?* | Professional learning sessions led by the RESA Reading Specialist | Percent Very or Extremely Valuable | 96% |
| | Materials and/or resources provided by the RESA Reading Specialist | Percent Very or Extremely Valuable | 99% |
| | Feedback on reading instruction from the RESA Reading Specialist | Percent Very or Extremely Valuable | 97% |
| How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school? | | Percent Very or Extremely Different | 62% |
| How has the quality of K-3 reading instruction in your school changed as a result of participating in the Growing Readers Program? | | Percent Slightly or Much Improved | 100% |
| How supported do you feel by the reading specialist? | | Percent Very or Extremely Supported | 99% |
| How valuable is your participation in the GRP in meeting your school's literacy goals? | | Percent Very or Extremely Valuable | 99% |
| How has your relationship with your RESA changed after participating in the GRP? | | Percent Slightly or Much Improved | 83% |
| What is the likelihood that you will continue to encourage the use of strategies learned from the GRP in the future? | | Percent Very or Extremely Likely | 97% |
| Would you recommend the GRP to another school? | | Percent Yes | 99% |
| Would you be willing to pay your RESA to continue providing the GRP? | | Percent Yes | 80% |

Sixty-two percent of respondents felt GRP professional learning sessions were very or extremely different from traditional professional development at the school, and several respondents indicated they wanted to replicate the hands-on coaching model of the GRP in their school. Additionally, 80% of respondents indicated if they were in charge of budget decisions, they would be willing to pay their RESA to continue

providing the GRP because they felt it is a worthwhile program. Some respondents felt the GRP should be implemented statewide.

Similar to the teacher survey, when asked to rate their interactions with the reading specialist during the year, administrators and coaches felt very positively. All respondents felt the specialist was prepared for professional development, provided adequate onsite support, provided useful feedback on reading performance, was on time, was knowledgeable about reading, and was trustworthy. Ninety-seven percent of respondents knew when the specialist was going to be in their school. Overall, reading specialists developed very strong relationships with administrators and coaches as well.

The EOY survey also included two pre/post retrospective questions that analyzed any changes in administrators' or coaches' understanding of reading instruction as well as any observed changes in teacher practice as a result of the GRP. Respondents were first asked to rate their level of knowledge of selecting targeted reading intervention strategies and using formal and informal reading assessment data to make instructional decisions. Seventy-eight percent of respondents felt they could teach a colleague how to select targeted reading intervention strategies by the EOY, compared to only 24% at the BOY. Similarly, 76% of respondents felt they could teach a colleague how to use assessment data to drive instruction at the EOY, compared to 28% at the BOY. The GRP helped administrators and coaches feel more confident in their ability to support reading instruction.

Respondents were then asked to indicate how often particular reading instructional practices were observed in K-3 classroom prior to the GRP and at the time of the survey to determine any changes in teacher practice.

Table 9 shows that administrators and coaches saw significant increases in teachers implementing GRP learning targets as a result of the GRP. At the time of the survey, over 90% of respondents observed teachers using assessment data to make instructional decisions, implementing targeted reading intervention strategies to struggling students, and using a combination of instructional formats during literacy blocks. Respondents observed the greatest growth (83 percentage points) in teachers executing targeted intervention strategies with struggling readers. There was also a significant increase in the percentage of teachers conferencing with struggling readers and sharing reading instructional strategies with each other. Thus, in alignment with the Teacher Observation Tool and the teacher EOY survey, administrators and coaches also observed changes in teacher practice as a result of the GRP.

Table 9: Pre/Post Retrospective Teacher Practice Question Results – Administrator/Coach Survey

| Learning Target | Percent Often or Always | |
|---|---|---|
| | **Beginning of Program** | **Now** |
| Teachers conferencing with struggling readers to assess progress, provide feedback, and set goals. | 7% | 83% |
| Teachers administering reading assessments frequently to monitor student progress. | 20% | 88% |
| Teachers using formal and informal reading assessment data to make instructional decisions. | 18% | 92% |
| Teachers implementing targeted reading intervention strategies to struggling students. | 9% | 92% |
| Teachers sharing reading instructional strategies with each other. | 12% | 88% |
| Teachers using a combination of whole group instruction, small group instruction, and independent practice during literacy blocks. | 27% | 92% |

The majority (68%) of administrators and coaches surveyed also participated in the GRP in 2015-2016. Fifty-three percent of these respondents were more satisfied with the GRP in year two compared to year one; some of the reasons cited included greater teacher buy-in and an increased understanding of the strategies. When asked how they would improve the year two experience, respondents suggested expanding the program to include more teachers and including more follow-up with year two participants to maintain the consistency and sustainability of the program.

*"The teachers' knowledge of how to effectively serve their students has increased. As a result, our students' academic performance has improved."*

Finally, administrators and coaches provided additional feedback in open-ended responses. When asked how the GRP has benefited their school, respondents highlighted the new strategies to support struggling readers and the increased knowledge among teachers, administrators, and coaches on the reading process. Some respondents also stated that they are sharing their learning with the rest of the staff or other schools in the district. When asked what challenges they have faced from participating in the GRP, administrators and coaches also cited taking time to attend the professional learning sessions and finding time in classroom schedules to implement strategies. Multiple respondents also expressed a desire to include more teachers in the GRP. Finally, when asked what they would improve about the GRP, some of the recommendations listed were:

- Increase the number of participating teachers and/or train the entire school,

- Condense professional learning days and offer them earlier in the school year, and
- Set clear expectations for administrators, coaches, and districts about the program model at the beginning of the year.

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

## Phone Interviews

GOSA conducted 12 phone interviews with a randomly selected sample of teachers, instructional coaches, and administrators from almost every RESA.[35] The phone interviews aimed to collect additional qualitative data from stakeholders on the benefits of the GRP, challenges of the GRP, and any changes to their instructional practice as a result of participating in the GRP. GOSA interviewed ten K-3 teachers and two principals.

The phone interview findings align with the EOY survey findings and provide a more detailed understanding of how the GRP has impacted teachers and schools. When participants were asked what they felt was most beneficial about the professional learning they received, the most common answer was the resources and strategies gained from the GRP, especially conferring and Jennifer Serravallo's *The Reading Strategies Book*.[36] Several participants also stated that the modeling and one-on-one coaching from the reading specialist were beneficial. The importance of conferring to understand reader behaviors was most frequently cited as the most valuable takeaway from the GRP. Additionally, all participants stated they felt more prepared now to support struggling readers. All participants were able to describe a new intervention strategy they had implemented in the classroom and the assessment data they used to make instructional decisions. GRP teachers clearly value the strategies they have learned and are incorporating them into the classroom.

Similar to the EOY surveys, when asked what they would improve about the GRP, most respondents had no recommendations and said the program was great. As seen in the EOY surveys, one recommendation was to train more teachers. Some year two teachers also suggested reducing repetitive content during professional learning sessions and helping teachers see the benefit of a second year at the end of year one. Participants were also asked whether the GRP has had any impact on school culture for literacy instruction. The majority of participants stated that

[35] GOSA was unable to reach a phone interview participant for First District, Middle Georgia, North Georgia, and Okefenokee RESA.

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

teachers have a more positive attitude about literacy instruction, and there is excitement within schools to share what GRP teachers have learned with the rest of the staff. Some participants stated the opposite, though, indicating that the enthusiasm is contained among GRP teachers only. Lastly, when administrators were asked whether the GRP has affected the school's relationship with its RESA, principals stated that they felt more supported by their RESA.

Regardless of RESA, instructional role, or teaching background, all participants felt that the GRP exceeded their expectations and provided them with relevant reading instruction strategies to use in the classroom. All participants indicated that they have seen success after implementing conferring and strategy groups in their classroom. As a result of the GRP, teachers are learning and using new strategies to better support struggling readers.

## Teacher Practice Recommendations

The findings from the Teacher Observation Tool, Year Two Teacher Self-Assessment, EOY surveys, and phone interviews all support the conclusion that the GRP has positively impacted teacher practice during the 2016-2017 school year by introducing instructional reading strategies for teachers to support struggling readers. Based on the findings and feedback from the Teacher Observation Tool, Year Two Teacher Self-Assessment, EOY surveys, and phone interviews, GOSA recommends the following:

- Provide more examples and opportunities for practice when strategy groups are first introduced so more teachers can successfully implement them in the classroom within the expected time frame.
- Restructure professional learning sessions so they are earlier in the school year and do not require as much time out of the classroom for teachers.
- Incorporate literacy block scheduling into professional learning sessions to help teachers internalize next steps and plan enough time to implement GRP strategies.
- Revise the model for year two to allow more coaching support from reading specialists so teachers in their second year can continue making progress.
- Embed leadership training and capacity building into professional learning content so GRP participants can effectively sustain the work schoolwide without the reading specialist.
- Encourage full participation, as opposed to voluntary, from administrators and/or district staff to ensure sustainability of GRP practices in the future.

## Evaluation Focus Area III: RESA Cohesiveness and Collaboration

GOSA's Research and Evaluation team developed the Collaboration Self-Assessment Tool for the GRP to collect qualitative data on the effectiveness of the collaboration among all RESAs as part of this program. The survey was administered in December to collect MOY data on the collaboration and again in May to determine any changes in responses. The reading specialists were asked to evaluate the RESA collaboration using a four-point Likert scale to determine how much they agree or disagree with five categories of statements assessing the partnership.[37] The five categories of statements measured functionality, goal achievement, capacity, achievements, and benefits. A full list of the Collaboration Self-Assessment Tool survey items is available in Appendix K.

The MOY Collaboration Self-Assessment Tool response rate was 92%, and the EOY response rate was 77%. GOSA calculated the percent of reading specialists who agreed or strongly agreed with the statements in each category at the MOY and EOY. A full table of the findings is available in Appendix L.

Overall, reading specialists agreed that the RESA collaboration is strong and valuable. Over 90% of reading specialists agreed with all survey items, with the exception of meetings being at a convenient time and location, where 85% of respondents agreed. All specialists felt the partnership has made progress towards achieving its goals and is likely to impact K-3 literacy instruction in Georgia. All respondents also felt the GRP has enabled consistent professional learning for teachers across the state and that the partnership has exposed them and their RESA to different perspectives on literacy and goals not obtainable by one RESA alone. The high percentage of agreement among specialists indicates cohesiveness among the specialists and a strong, collaborative partnership.

The percentages of agreement were slightly lower at the EOY compared to MOY. The largest drop were in the partnership's functionality and capacity. The percentage of respondents who felt meetings were at a convenient time and location dropped by 11 percentage points to 85%. Similarly, the percentage who felt the partnership was able to deal with conflict in a positive way dropped by 10 percentage points to 90%. On the other hand, the percentage who felt their RESA was able to achieve goals because of the GRP that were otherwise not possible increased by 8 percentage points to 100%. Although the EOY percentages were still high overall, the differences between MOY and EOY indicate some lack of consistency in collaboration during the 2016-2017 school year. Specialists were cohesive in their feelings about the GRP's goals and outcomes but less cohesive about the way the partnership functions as a unit.

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

Nevertheless, the open-ended responses about the GRP partnership were all positive. All reading specialists recognized the growth they have observed in teachers and schools as a result of the GRP. Specialists also appreciated the self-reflection and subsequent revisions that have happened since the beginning of the GRP that have improved the support to schools. Specialists agreed that the partnership has gotten stronger over the two years and the shared purpose and focus among all 16 RESAs is unique and impactful.

*"RESA specialists have developed a strong collaborative where everyone is involved in delivering common professional learning. In my years at RESA, we have never had such a strong collaborative community of professionals with a common goal."*

The overall agreement among all reading specialists on the effectiveness and successes of the GRP reflects the cohesiveness throughout the program. Although the GRP can improve certain aspects of the partnership, these results show that an initiative like the GRP, which aims to enhance collaboration among all RESAs and provide standardized professional learning for educators in Georgia, is both possible and beneficial to RESAs and the schools, teachers, and students they serve.

## RESA Cohesiveness and Collaboration Recommendations

The Collaboration Self-Assessment Tool results demonstrate strong alignment and collaboration between RESAs for the GRP. Given the positive feedback, GOSA recommends the following:

- Continue to use the current collaborative model moving forward, especially the leadership of the Design Team and the program-wide meetings with all specialists, to establish and maintain consistency.
- Solicit more frequent feedback from specialists during the school year on the partnership's functionality to ensure overall satisfaction.
- Promote the GRP collaboration within each RESA as an exemplar of how RESAs can collaborate more in the future to address other professional learning initiatives.

## Evaluation Focus Area IV: Student Outcomes

GOSA tracks and analyzes two academic indicators of student reading performance to assess GRP performance. First, GOSA evaluates reading assessment scores for students in all participating teachers' classes. To align with the GRP's emphasis on conferring and independent reading, the GRP team requested that schools choose one of five leveled reader systems to assess reading and track student growth in 2016-2017:

- Developmental Reading Assessment (DRA),
- Fountas and Pinnell Guided Reading,
- Reading A-Z,
- Reading Recovery, or
- Rigby PM Benchmark Collection.[38]

Using a leveled reader system, teachers determine a student's independent reading level during an individual conference by assessing the student's fluency, accuracy, and comprehension.[39] The GRP used students' independent reading levels at the BOY, MOY, and EOY to track student growth. Due to the flexibility in the selection of reading assessments, there was some diversity in the types of reading assessments GRP schools used. The distribution of the five different leveling systems is shown in Table 10. Roughly half of GRP schools used Fountas and Pinnell.

Table 10: Distribution of Leveled Reader Systems

| Leveled Reader System | Number of Schools |
|---|---|
| DRA | 8 |
| Fountas and Pinnell | 33 |
| Reading A-Z | 13 |
| Reading Recovery | 4 |
| Rigby PM | 7 |

There are two challenges with using leveled reader systems to assess students. First, leveled reader system scales are not directly comparable. Some use letter scales, while others use numeric scales. In addition, the systems do not use equal interval scales. Thus, within a single system, progressing from a level A to level C is not the same as progressing from level F to level H, for example. Similarly, progressing from level 1 to 2 in one system is not the same as progressing from level A to B in another. As a result, GOSA cannot compare reading levels across grade levels or leveling systems. The second challenge is that teachers determine a student's independent reading level during an individual conference by evaluating the

[38] Reading Recovery refers only to the Reading Recovery leveling system and not the intervention program.
[39] A student's independent reading level is a text level that the student can read successfully without any assistance.

student's fluency, accuracy, and comprehension while reading. Given the subjective nature of the process, variability in teachers' abilities to accurately and consistently determine a student's independent reading level may impact the data.

To address these challenges, the GRP identified its own independent reading level grade level benchmarks for each leveling system at the beginning of the school year. The GRP then used available research-based resources and their knowledge of each leveling system to correlate the reading levels of each system with one another. The GRP agreed to use the program-defined grade level benchmarks to assess overall student progress in reading performance. GOSA used the GRP benchmarks to evaluate the percentage of all students meeting program benchmarks at the BOY, MOY, and EOY. The leveling system correlation chart with grade level benchmarks is available in Appendix L.

Furthermore, to minimize the subjective nature of determining a student's independent reading level, reading specialists completed calibration exercises to establish consistency between them. By November, all specialists had inter-rater agreement in using fluency, accuracy, comprehension to identify a student's independent reading level. The specialists then observed each school staff member who assessed student reading levels before MOY and EOY benchmark periods to evaluate inter-rater agreement among school staff.[40] At the MOY, specialists indicated that 98% of assessors demonstrated the ability to accurately assess student independent reading levels according to GRP guidelines. At the EOY, specialists indicated that 99% of assessors exhibited inter-rater agreement. GOSA removed teachers who did not meet GRP guidelines for inter-rater agreement at the EOY from the overall analysis of student outcomes. Only 0.8% of students were excluded from the overall analysis for this purpose.

Finally, given the aforementioned challenges with leveled reader systems, GOSA cannot determine one-year growth and evaluate the GRP's goal for 85% of Tier 2 and Tier 3 students to increase reading achievement by a minimum of one year's growth. The definition of Tier 2 and Tier 3 also varies across schools and assessments. Instead, the GRP defined BOY performance thresholds, available in Appendix M, to identify students in need of targeted support. These students are considered "target students" for the purposes of this evaluation. To determine progress towards the GRP goal for Tier 2 and Tier 3 students, GOSA analyzed the percentage of target students meeting grade level benchmarks by the EOY.

In addition to evaluating students' reading levels, GOSA also uses the CCRPI Third Grade Lexile Indicator to assess whether the GRP meets its goal for 80% of participating schools to increase the percentage of students reading at or above

[40] In most cases, the classroom teacher conducted the assessments. However, in some instances where the classroom teacher was not able or qualified to assess students, other school staff members such as coaches conducted the assessments.

grade level targets by the end of third grade by 10% of the baseline gap to 100%.[41] Since the 2017 Lexile Indicator is not available until late 2017, GOSA will assess this goal using 2017 data in an addendum to this report. See Appendix B for the 2015 and 2016 Third Grade Lexile Indicators for GRP schools.

## Meeting GRP Benchmarks

Schools submitted BOY, MOY, and EOY data for 6,968 K-3 students, which is 83% of all students. The percentage of all students meeting GRP benchmarks grew by 46 percentage points, a statistically significant increase ($p < 0.05$) from 11% at the BOY to 57% at the EOY. The percentage grew by 17 percentage points from BOY to MOY and 29 percentage points from MOY to EOY.

Table 11 shows a breakdown of the percentage of students meeting GRP benchmarks by grade level. The largest growth in performance was in kindergarten (60 percentage points), followed by first and second grade (44 percentage points). Using a two-sample t-test of proportions, the growth in the percentage of students meeting GRP benchmarks from BOY to EOY is statistically significant for all grades ($p < 0.05$). Although third graders saw the smallest amount of growth, third graders also began the school year with a higher percentage of students already meeting GRP benchmarks.

Table 11: Percentage Meeting GRP Benchmarks by Grade

| Grade | Percent Meeting GRP Benchmarks - BOY | Percent Meeting GRP Benchmarks - MOY | Percent Meeting GRP Benchmarks - EOY | BOY to EOY (Percentage Points) |
|---|---|---|---|---|
| Kindergarten | 2% | 23% | 62% | 60* |
| 1st | 4% | 15% | 48% | 44* |
| 2nd | 17% | 37% | 61% | 44* |
| 3rd | 19% | 37% | 57% | 38* |
| * denotes statistically significant difference in percentages using a t-test of proportions ($p < 0.05$) | | | | |

Table 12 displays the percentage of students meeting GRP benchmarks at the BOY, MOY, and EOY by leveled reader system. Students using all leveled reader systems saw statistically significant gains from BOY to EOY. Students taking the DRA had the greatest increase (53 percentage points). Although students taking Fountas and Pinnell did not see as much growth as other systems, it is important to consider the number of students taking each assessment, which ranges from 350 to 3,800, because the percentages for assessments with a smaller sample size will be affected

[41] GOSA will use 2015 CCRPI Third Grade Lexile Indicators as baseline performance for schools since the program began in 2015-2016.

more by changes in a few students meeting benchmarks than assessments with larger sample sizes. For histograms showing the changes in reading levels by leveling system, see Appendix N.

Table 12: Percentage Meeting GRP Benchmark by Assessment

| Leveled Reader System | Number of Students with All Scores | Percent Meeting BOY Benchmark | Percent Meeting MOY Benchmark | Percent Meeting EOY Benchmark | BOY to EOY Change |
|---|---|---|---|---|---|
| DRA | 1,088 | 12% | 38% | 65% | 53* |
| Fountas and Pinnell | 3,790 | 12% | 27% | 56% | 44* |
| Reading A-Z | 1,082 | 5% | 21% | 49% | 44* |
| Reading Recovery | 345 | 6% | 27% | 55% | 49* |
| Rigby PM | 828 | 14% | 32% | 65% | 51* |
| *denotes statistically significant difference in percentages using a t-test of proportions ($p < 0.05$) | | | | | |

When disaggregated by RESA, all RESAs had growth in the percentage of students meeting benchmarks, but some RESAs had greater growth than others. For instance, Coastal Plains RESA and Pioneer RESA both increased the percentage of students meeting benchmark by 59 percentage points from BOY to EOY. On the other hand, Oconee RESA had a 23-percentage point increase from BOY to EOY.

When disaggregated by school, some schools had more growth than others, even though all schools increased their K-3 reading performance. Pearson Elementary School in Okefenokee RESA, which consisted of only year two teachers, increased the percentage of students meeting benchmark by 74 percentage points from 14% at BOY to 88% at EOY. In contrast, Moore Elementary in Griffin RESA, which included a mix of year one and year two teachers, had growth, but only by 22 percentage points from 18% at BOY to 40% at EOY. Nevertheless, the fact that all schools and RESAs saw improvements in reading performance from BOY to EOY indicates the GRP has had a positive impact on student reading outcomes.

Finally, when comparing student outcomes between year one teachers and year two teachers, the percentage of students meeting EOY benchmarks in year one teachers' classrooms was statistically significantly greater than the percentage in year two teachers' classrooms ($p < 0.05$). 58% of students in year one teachers' classes met EOY benchmarks compared to 55% of year two teachers' classes, even though the BOY percentage of students meeting benchmarks was equivalent between groups (10.5%). Coupled with the earlier teacher practice finding that year two teachers felt less satisfied and engaged with the GRP during 2016-2017, the GRP may need to revise its model to ensure year two teachers receive adequate support to sustain improvements in reading performance.

Overall, the percentage of students meeting GRP grade level benchmarks increased significantly during the 2016-2017 school year, and more than half of students met EOY benchmarks. However, GOSA does not have any information on the student performance of students who are not in the GRP to draw conclusions on the effect of the GRP on student achievement. Additionally, it is important to remember that student reading levels are dependent on a teacher's assessment of the student's reading ability and thus not standardized.

## Growth of Target Students

To determine progress towards the GRP goal for Tier 2 and Tier 3 students, GOSA analyzed the percentage of target students meeting grade level benchmarks by the EOY. The GRP defined BOY performance thresholds to identify target students in need of additional support, which are available in Appendix M.

During the 2016-2017 school year, 3,877 students (56% of GRP students) were identified as target students. 38% of these students met grade level benchmarks by the EOY. Table 13 shows the performance of target students by grade level. Kindergarten had the highest percentage of target students meeting grade level benchmarks at the EOY. This may be due to the fact that kindergarteners may not begin the school year as far behind in reading as students in upper grade levels; thus, kindergarteners may not have to improve by as many levels to be at grade level by the EOY. First grade had the lowest percentage (25%) of target students meeting benchmarks by the EOY.

Table 13: Target Student Performance by Grade Level

| Grade | Number of Target Students | Percent of Target Students Meeting EOY Benchmarks |
|---|---|---|
| Kindergarten | 1,143 | 58% |
| 1st | 893 | 25% |
| 2nd | 952 | 36% |
| 3rd | 889 | 28% |

Examining the percentage of target students meeting benchmarks provides only a partial picture of their growth because many improved their reading performance but still did not meet EOY benchmarks. Additionally, the identification of target students is for the purposes of the evaluation only, so these students may not have necessarily received supplemental supports from teachers. With this in mind, GOSA examined changes in reading levels using histograms for each leveling system, which are available in Appendix O.[42] As a whole, many target students advanced in reading levels during 2016-2017 despite still not meeting benchmarks

[42] Due to the smaller sample size of students with Reading Recovery scores, GOSA did not produce histograms for Reading Recovery.

by the EOY. The GRP is thus making progress towards helping students, including Tier 2 and Tier 3 students who were struggling readers, become better readers at the end of the school year.

## Subgroup Analysis

To provide further information for program improvement, GOSA also looked at student performance by subgroups. Table 14 breaks down the percentage of students meeting GRP benchmarks by race/ethnicity. The table also includes the percentage of target students meeting EOY benchmarks by race/ethnicity. Asian and white students performed better when compared to all GRP students and saw greater growth from the BOY to EOY. Hispanic students also saw significant growth (51 percentage points) in the percentage of students meeting benchmarks. Black students had a lower percentage of all students (51%) and target students (33%) meeting benchmarks when compared to the entire GRP (57% and 38%, respectively).

Table 14: Percentage Meeting GRP Benchmarks by Race/Ethnicity[43]

| Subgroup | Percent Meeting Benchmarks - BOY | Percent Meeting Benchmarks - EOY | Change (Percentage Points) | Percent of Target Students Meeting EOY Benchmark |
|---|---|---|---|---|
| American Indian | 20% | 60% | 40 | 60% |
| Asian | 18% | 71% | 53 | 53% |
| Black | 10% | 51% | 41 | 33% |
| Hispanic | 8% | 59% | 51 | 41% |
| Multi-Racial | 11% | 60% | 49 | 45% |
| White | 14% | 67% | 53 | 46% |
| All Students | 11% | 57% | 46 | 38% |

Table 15 displays the differences in student performance by other subgroups, including English Learner (EL), Students with Disabilities (SWD), and gifted. EL students comprise 15% of GRP students. At the EOY, EL students achieved greater growth (52 percentage points compared to 46) and performed just slightly better than non-EL students (58% compared to 57%). EL students also had a slightly higher percentage of target students (40%) meeting EOY benchmarks compared to non-EL students (38%). Gifted students performed significantly higher (98%) than non-gifted students (56%) at the EOY, but did not have as much growth (31 percentage points compared to 47 percentage points). Finally, the percentage of

[43] Pacific Islander was excluded because GOSA does not report data on subgroups with less than 10 students. American Indian and Asian students had high percentages of target students meeting EOY benchmarks, but this may be due to the small sample size of American Indian and Asian students.

SWD meeting EOY benchmarks (30%) was 30 percentage points lower than the percentage of non-SWD meeting benchmarks (60%).

Table 15: Percentage Meeting GRP Benchmarks by Other Subgroups

| Subgroup | Percent Meeting Benchmarks - BOY | Percent Meeting Benchmarks - EOY | Change (Percentage Points) | Percent of Target Students Meeting EOY Benchmark |
|---|---|---|---|---|
| EL | 6% | 58% | 52 | 40% |
| Non-EL | 11% | 57% | 46 | 38% |
| Gifted | 67% | 98% | 31 | 80% |
| Non-Gifted | 9% | 56% | 47 | 38% |
| SWD | 4% | 30% | 26 | 17% |
| Non-SWD | 11% | 60% | 49 | 41% |

## Student Outcomes Recommendations

Overall, the percentage of students meeting GRP benchmarks increased significantly from BOY to EOY. Although there is some variability by grade level, leveling system, RESA, and school in reading performance, GRP students have improved their reading performance in general. Target students also saw growth in the percentage of students meeting EOY benchmarks. However, it is important to remember that student reading levels are dependent on a teacher's assessment of the student's reading ability and thus not standardized.

Given the challenges in evaluating the GRP's goal for 85% of Tier 2 and Tier 3 students to achieve a minimum of one year's growth, the GRP Design Team has identified one-year growth targets for each leveling system by grade and BOY level. The GRP plans to use these program-wide targets in the next iteration of the GRP. In addition to these changes, GOSA recommends the following:

- Require teachers to complete a formal calibration exercise for determining a student's independent reading level to improve inter-rater reliability and the validity of assessment data.
- Revise the GRP model for year two teachers to provide more onsite support so teachers can sustain reading improvements in their second year.
- Differentiate coaching support by grade level to help all K-3 teachers achieve similar gains in reading performance.

## Conclusion

The 2016-2017 GRP End-of-Year Evaluation Report is a comprehensive analysis of the GRP's activities during the 2016-2017 school year. This report includes major findings for the four evaluation focus areas: implementation consistency, teacher practice, and RESA cohesiveness and collaboration, and student outcomes.

*Implementation Consistency*

Data collected from quarterly status reports submitted by the reading specialists reveal that all RESAs completed program implementation milestones. The professional learning sessions, observations, and submission of assessment data were administered consistently, and all schools received similar services across all RESAs. The professional learning sessions received positive feedback overall. The majority of participants agreed that the sessions taught useful strategies, were engaging and organized, and prepared teachers to support struggling students. However, year one participants had slightly higher percentages of respondents who felt positively about the sessions compared to year two participants. Phone interviews also indicated that the accessibility and support from each specialist was consistent across RESAs. These findings provide evidence that each RESA is implementing all components of the grant, and the GRP has successfully delivered engaging and valuable professional learning to teachers during the 2016-2017 school year.

*Teacher Practice*

Data from the Teacher Observation Tool, Year Two Teacher Self-Assessment, EOY surveys, and phone interviews provide insight on how the GRP has impacted teacher practice. Key findings indicate that the GRP met its goal for at least 90% of year one teachers to effectively conference with students, assess students formally and informally, and use assessment data to guide instruction. However, only 80% of year one teachers effectively implemented strategy groups. EOY survey data reveal that over 90% of teachers, administrators, and coaches felt the GRP as valuable to improving reading instruction and were likely to continue using GRP practices in the future. All stakeholders felt more proficient in and have seen increased use of conferencing and targeted interventions. However, year two teachers were slightly less satisfied with the GRP this year. These data demonstrate that teachers have begun to implement new strategies and change their practice after participating in the GRP, but year two teachers may need more support from reading specialists in the future to sustain the work.

*RESA Cohesiveness and Collaboration*

The Collaboration Self-Assessment Tool evaluates how cohesive, successful, and meaningful the RESA collaboration has been to the reading specialists. All specialists felt the partnership has enabled consistent professional learning across

the state, allowed for collaboration among RESAs, and is likely to impact K-3 literacy instruction. However, reading specialists were not as cohesive in their views of the partnership's functionality and capacity at the EOY. Nevertheless, all specialists recognized that the GRP partnership has gotten stronger over the two years and the common vision among all RESAs is unique.

*Student Outcomes*

Student reading level data reveals significant gains in reading achievement during the 2016-2017 school year. The percentage of students meeting GRP grade level benchmarks grew by 46 percentage points to 57% at the EOY. Kindergarten students had the largest increase in the percentage of students meeting EOY benchmarks. Of about 3,800 target students who were below grade level at the BOY, 38% of target students met grade level benchmarks by the EOY. However, it is important to note that student reading levels are determined by a teacher's assessment of the student's reading ability and are thus not standardized.

*Summary*

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

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

| RESA | District | School |
|---|---|---|
| Central Savannah River Area | Burke County | Blakeney Elementary School |
| Central Savannah River Area | Burke County | S G A Elementary School |
| Central Savannah River Area | Burke County | Waynesboro Primary School |
| Central Savannah River Area | Emanuel County | Swainsboro Elementary School |
| Central Savannah River Area | Emanuel County | Swainsboro Primary School |
| Central Savannah River Area | Taliaferro County | Talaiferro Elementary School |
| Central Savannah River Area | Warren County | Freeman Elementary School |
| Chattahoochee Flint | Stewart County | Stewart County Elementary School |
| Chattahoochee Flint | Sumter County | Sumter County Elementary School |
| Chattahoochee Flint | Sumter County | Sumter County Primary School |
| Coastal Plains | Turner County | Turner County Elementary School |
| Coastal Plains | Valdosta City | J. L. Lomax Elementary School |
| Coastal Plains | Valdosta City | PInevale Elementary School |
| First District | Evans County | Claxton Elementary School |
| First District | Liberty County | Button Gwinnett Elementary School |
| First District | Tattnall County | Reidsville Elementary School |
| First District | Wayne County | Jesup Elementary School |
| Griffin | Newton County | Livingston Elementary School |
| Griffin | Newton County | Middle Ridge Elementary School |
| Griffin | Newton County | Porterdale Elementary School |
| Griffin | Spalding County | Anne Street Elementary School |
| Griffin | Spalding County | Moore Elementary School |
| Griffin | Spalding County | Susie B Atkinson Elementary School |
| Heart of Georgia | Dublin City | Hillcrest Elementary School |
| Heart of Georgia | Dublin City | Susie Dasher Elementary |
| Metro | Fulton County | Lake Forest Elementary School |
| Metro | Fulton County | Mimosa Elementary School |
| Metro | Marietta City | Hickory Hills Elementary School |
| Metro | Marietta City | Park Street Elementary School |
| Middle Georgia | Crawford County | Crawford County Elementary School |
| Middle Georgia | Peach County | Byron Elementary School |
| Middle Georgia | Peach County | Hunt Elementary School |
| Middle Georgia | Peach County | Kay Road Elementary School |

| RESA | District | School |
|---|---|---|
| Middle Georgia | Twiggs County | Jeffersonville Elementary School |
| North Georgia | Whitfield County | Antioch Elementary School |
| North Georgia | Whitfield County | Cedar Ridge Elementary School |
| North Georgia | Whitfield County | Dug Gap Elementary School |
| North Georgia | Whitfield County | Eastside Elementary School School |
| North Georgia | Whitfield County | Valley Point Elementary School |
| Northeast Georgia | Elbert County | Elbert County Elementary School |
| Northeast Georgia | Elbert County | Elbert County Primary School |
| Northeast Georgia | Greene County | Greensboro Elementary School |
| Northeast Georgia | Greene County | Union Point STEAM Academy |
| Northwest Georgia | Paulding County | Dallas Elementary School |
| Northwest Georgia | Paulding County | Panter Elementary School |
| Northwest Georgia | Polk County | Northside Elementary School |
| Oconee | Hancock County | Marvin E. Lewis Sr. Elementary School |
| Okefenokee | Atkinson County | Pearson Elementary School |
| Okefenokee | Bacon County | Bacon County Elementary School |
| Okefenokee | Bacon County | Bacon County Primary School |
| Okefenokee | Clinch County | Clinch County Elementary School |
| Okefenokee | Ware County | Memorial Drive Elementary School |
| Okefenokee | Ware County | Ruskin Elementary School |
| Okefenokee | Ware County | Waresboro Elementary School |
| Pioneer | Hall County | Flowery Branch Elementary School |
| Pioneer | Hall County | Lanier Elementary School |
| Pioneer | Hall County | Myers Elementary School |
| Pioneer | Hall County | Tadmore Elementary School |
| Southwest Georgia | Grady County | Southside Elementary School |
| Southwest Georgia | Mitchell County | Mitchell County Elementary School |
| Southwest Georgia | Terrell County | Cooper-Carver Elementary School |
| Southwest Georgia | Thomasville City | Harper Elementary School |
| West Georgia | Carrollton City | Carrollton Elementary School |
| West Georgia | Coweta County | Ruth Hill Elementary School |
| West Georgia | Heard County | Heard Elementary School |

## Appendix B: 2015 & 2016 CCRPI Third Grade Lexile Indicators

| RESA | District | School | 2015 Third Grade Lexile Indicator | 2016 Third Grade Lexile Indicator |
|---|---|---|---|---|
| **State** | | | **51.6** | **51.0** |
| **Average of GRP Schools** | | | **38.3** | **36.6** |
| Central Savannah River Area | Burke County | Blakeney Elementary School | 38.4 | 41.8 |
| Central Savannah River Area | Burke County | S G A Elementary School | 34.6 | 35.5 |
| Central Savannah River Area | Burke County | Waynesboro Primary School | N/A | N/A |
| Central Savannah River Area | Emanuel County | Swainsboro Elementary School | 35.7 | 35.6 |
| Central Savannah River Area | Emanuel County | Swainsboro Primary School | N/A | N/A |
| Central Savannah River Area | Taliaferro County | Talaiferro Elementary School | Too Few Students | Too Few Students |
| Central Savannah River Area | Warren County | Freeman Elementary School | 4.3 | 31.7 |
| Chattahoochee Flint | Stewart County | Stewart County Elementary School | 33.3 | 27.3 |
| Chattahoochee Flint | Sumter County | Sumter County Elementary School | 36.2 | 28.1 |
| Chattahoochee Flint | Sumter County | Sumter County Primary School | N/A | N/A |
| Coastal Plains | Turner County | Turner County Elementary School | 31.1 | 32.7 |
| Coastal Plains | Valdosta City Schools | J. L. Lomax Elementary School | 41.5 | 28.8 |
| Coastal Plains | Valdosta City Schools | PInevale Elementary School | 33.8 | 21.0 |

| RESA | District | School | 2015 Third Grade Lexile Indicator | 2016 Third Grade Lexile Indicator |
|---|---|---|---|---|
| **State** | | | **51.6** | **51.0** |
| **Average of GRP Schools** | | | **38.3** | **36.6** |
| First District | Evans County | Claxton Elementary School | 31.2 | 37.5 |
| First District | Liberty County | Button Gwinnett Elementary School | 37.0 | 52.8 |
| First District | Tattnall County | Reidsville Elementary School | 45.5 | 34.5 |
| First District | Wayne County | Jesup Elementary School | 47.2 | 56.1 |
| Griffin | Newton County | Livingston Elementary School | 38.2 | 48.7 |
| Griffin | Newton County | Middle Ridge Elementary School | 31.5 | 41.6 |
| Griffin | Newton County | Porterdale Elementary School | 43.1 | 32.8 |
| Griffin | Spalding County | Anne Street Elementary School | 27.0 | 29.0 |
| Griffin | Spalding County | Moore Elementary School | 26.1 | 34.7 |
| Griffin | Spalding County | Susie B Atkinson Elementary School | 27.1 | 22.0 |
| Heart of Georgia | Dublin City Schools | Hillcrest Elementary School | 36.8 | 38.3 |
| Heart of Georgia | Dublin City Schools | Susie Dasher Elementary | 11.5 | 31.5 |
| Metro | Fulton County Schools | Lake Forest Elementary School | 31.7 | 20.8 |
| Metro | Fulton County Schools | Mimosa Elementary School | 33.5 | 38.7 |
| Metro | Marietta City Schools | Hickory Hills Elementary School | 59.3 | 38.6 |
| Metro | Marietta City Schools | Park Street Elementary School | 32.9 | 41.8 |
| Middle Georgia | Crawford County | Crawford County Elementary School | 50.9 | 48.9 |
| Middle Georgia | Peach County | Byron Elementary School | 64.4 | 42.0 |
| Middle Georgia | Peach County | Hunt Elementary School | 17.5 | 27.9 |
| Middle Georgia | Peach County | Kay Road Elementary School | 44.9 | 29.7 |

| RESA | District | School | 2015 Third Grade Lexile Indicator | 2016 Third Grade Lexile Indicator |
|---|---|---|---|---|
| **State** | | | **51.6** | **51.0** |
| **Average of GRP Schools** | | | **38.3** | **36.6** |
| Middle Georgia | Twiggs County | Jeffersonville Elementary School | 23.3 | 21.5 |
| North Georgia | Whitfield County Schools | Antioch Elementary School | 38.3 | 52.1 |
| North Georgia | Whitfield County Schools | Cedar Ridge Elementary School | 34.4 | 32.6 |
| North Georgia | Whitfield County Schools | Dug Gap Elementary School | 42.0 | 33.8 |
| North Georgia | Whitfield County Schools | Eastside Elementary School School | 28.2 | 27.9 |
| North Georgia | Whitfield County Schools | Valley Point Elementary School | 35.5 | 35.1 |
| Northeast Georgia | Elbert County School District | Elbert County Elementary School | 46.9 | 39.4 |
| Northeast Georgia | Elbert County School District | Elbert County Primary School | N/A | N/A |
| Northeast Georgia | Greene County | Greensboro Elementary School | 25.7 | 20.8 |
| Northeast Georgia | Greene County | Union Point STEAM Academy | 39.6 | 21.7 |
| Northwest Georgia | Paulding County | Dallas Elementary School | 46.2 | 41.7 |
| Northwest Georgia | Paulding County | Panter Elementary School | 51.0 | 49.4 |
| Northwest Georgia | Polk County | Northside Elementary School | 25.0 | 22.4 |
| Oconee | Hancock County | Marvin E. Lewis Sr. Elementary School | 20.0 | 28.1 |
| Okefenokee | Atkinson County | Pearson Elementary School | 58.1 | 51.6 |
| Okefenokee | Bacon County | Bacon County Elementary School | 56.4 | 40.6 |
| Okefenokee | Bacon County | Bacon County Primary School | N/A | N/A |
| Okefenokee | Clinch County | Clinch County Elementary School | 40.6 | 30.5 |

| RESA | District | School | 2015 Third Grade Lexile Indicator | 2016 Third Grade Lexile Indicator |
|---|---|---|---|---|
| **State** | | | **51.6** | **51.0** |
| **Average of GRP Schools** | | | **38.3** | **36.6** |
| Okefenokee | Ware County | Memorial Drive Elementary School | 42.9 | 42.6 |
| Okefenokee | Ware County | Ruskin Elementary School | 48.4 | 47.6 |
| Okefenokee | Ware County | Waresboro Elementary School | 60.0 | 63.4 |
| Pioneer | Hall County | Flowery Branch Elementary School | 55.1 | 43.0 |
| Pioneer | Hall County | Lanier Elementary School | 68.8 | 56.7 |
| Pioneer | Hall County | Myers Elementary School | 30.0 | 33.0 |
| Pioneer | Hall County | Tadmore Elementary School | 34.3 | 32.9 |
| Southwest Georgia | Grady County | Southside Elementary School | 44.2 | 44.0 |
| Southwest Georgia | Mitchell County | Mitchell County Elementary School | 19.1 | 21.8 |
| Southwest Georgia | Terrell County | Cooper-Carver Elementary School | 33.6 | 30.3 |
| Southwest Georgia | Thomasville City | Harper Elementary School | 39.2 | 31.0 |
| West Georgia | Carrollton City Schools | Carrollton Elementary School | 52.1 | 49.7 |
| West Georgia | Coweta County Schools | Ruth Hill Elementary School | 44.4 | 37.1 |
| West Georgia | Heard County Schools | Heard Elementary School | 50.6 | 49.0 |

## Appendix C: Demographic Profile of GRP Schools

| School | American Indian | Asian | Black | Hispanic | Pacific Islander | Multi-Racial | White |
|---|---|---|---|---|---|---|---|
| State of Georgia | 0.2 | 4 | 36.8 | 15.3 | 0.1 | 3.5 | 40.2 |
| GRP Total | 0.1 | 0.5 | 48.8 | 19.8 | 0.1 | 3.1 | 27.5 |
| Anne Street Elementary School | | | 79.3 | 8.1 | | 5.5 | 6.3 |
| Antioch Elementary School | | | | 66.9 | | | 29.7 |
| Bacon County Elementary School | | | 23.8 | 13 | | | 57.8 |
| Bacon County Primary School | | | 23.4 | 14 | | 4.7 | 56.9 |
| Blakeney Elementary School | | | 69.9 | | | 4 | 22.4 |
| Button Gwinnett Elementary School | | | 61.6 | 12.4 | | 9.4 | 15.2 |
| Byron Elementary School | | | 25.9 | 9.6 | | 3.3 | 60.2 |
| Carrollton Elementary School | | 1.1 | 38.8 | 22.7 | | 5.5 | 31.7 |
| Cedar Ridge Elementary School | | | | 57.9 | | | 36.8 |
| Claxton Elementary School | | | 35.6 | 25.7 | | 3.6 | 34.5 |
| Clinch County Elementary School | | | 36.6 | 5.1 | | 6.7 | 50.8 |
| Cooper-Carver Elementary School | | | 92.1 | 2.4 | | | 5 |
| Crawford County Elementary School | | | 21.7 | 3.9 | | 4.3 | 69.9 |
| Dallas Elementary School | | | 44.7 | 8.9 | | 7.1 | 36.5 |
| Dug Gap Elementary School | | | | 65.5 | | | 30.3 |
| Eastside Elementary School School | | | | 77.6 | | | 19.8 |
| Elbert County Elementary School | | | 40 | 10.1 | | 4.3 | 44.6 |
| Elbert County Primary School | | | 38 | 9.1 | | 4.2 | 47.7 |
| Flowery Branch Elementary School | | | 10.6 | 23.1 | | 3.4 | 61.8 |

| School | American Indian | Asian | Black | Hispanic | Pacific Islander | Multi-Racial | White |
|---|---|---|---|---|---|---|---|
| State of Georgia | 0.2 | 4 | 36.8 | 15.3 | 0.1 | 3.5 | 40.2 |
| GRP Total | 0.1 | 0.5 | 48.8 | 19.8 | 0.1 | 3.1 | 27.5 |
| Freeman Elementary School | | | 87 | | | 4.6 | 8.3 |
| Greensboro Elementary School | | | 74.7 | 16.3 | | 3.8 | 4.5 |
| Harper Elementary School | | | 98.2 | | | | |
| Heard Elementary School | | | 9 | 3.9 | | 6.5 | 80.6 |
| Hickory Hills Elementary School | | | 32.4 | 44.7 | | | 17.1 |
| Hillcrest Elementary School | | | 87 | | | | 7 |
| Hunt Elementary School | | | 78.6 | 12.3 | | | 7.5 |
| J. L. Lomax Elementary School | | | 85.2 | 10 | | | 4 |
| Jeffersonville Elementary School | | | 60.5 | | | | 35.8 |
| Jesup Elementary School | | | 29.2 | 8.2 | | 5.3 | 56.4 |
| Kay Road Elementary School | | | 45.3 | 22 | | 3.8 | 28.2 |
| Lake Forest Elementary School | | | 2.3 | 94.6 | | | |
| Lanier Elementary School | | | | 25.8 | | | 68.5 |
| Livingston Elementary School | | | 71.7 | 3.9 | | 5.3 | 18.4 |
| Marvin E. Lewis Sr. Elementary School | | | 94.1 | | | | |
| Memorial Drive Elementary School | | | 37.7 | 4.8 | | 6 | 49.6 |
| Middle Ridge Elementary School | | | 70.7 | 8.1 | | 5.1 | 15.2 |
| Mimosa Elementary School | | | 15.3 | 76.6 | | | 4.7 |
| Mitchell County Elementary School | | | 82.8 | 8.4 | | | 8.4 |
| Mitchell County Primary School | | | 80.2 | 11.5 | | | 7.1 |
| Moore Elementary School | | | 91.2 | | | | 4.4 |
| Myers Elementary School | | | 6.6 | 72.1 | | | 18.6 |

| School | American Indian | Asian | Black | Hispanic | Pacific Islander | Multi-Racial | White |
|---|---|---|---|---|---|---|---|
| State of Georgia | 0.2 | 4 | 36.8 | 15.3 | 0.1 | 3.5 | 40.2 |
| GRP Total | 0.1 | 0.5 | 48.8 | 19.8 | 0.1 | 3.1 | 27.5 |
| Northside Elementary School | | | 15.9 | 48.9 | | 4.5 | 30.1 |
| Panter Elementary School | | | 15.9 | 7.5 | | 9.2 | 66.3 |
| Park Street Elementary School | | | 31.2 | 62.4 | | 2.9 | 3.2 |
| Pearson Elementary School | | | 13.7 | 46.8 | | | 37.3 |
| PInevale Elementary School | | | 88.6 | 7.6 | | | 2.7 |
| Porterdale Elementary School | | | 68.9 | 14.1 | | 4.6 | 11.2 |
| Reidsville Elementary School | | | 25 | 27.7 | | 5.2 | 41.7 |
| Ruskin Elementary School | | | 34.7 | 12.2 | | 9.9 | 43.2 |
| Ruth Hill Elementary School | | | 53.2 | 9.1 | | | 34.1 |
| S G A Elementary School | | | 57.3 | 5.8 | | 5.8 | 29.8 |
| Southside Elementary School | | | 41.4 | 26 | | 3.4 | 27.3 |
| Stewart County Elementary School | | | 95 | | | | |
| Sumter County Elementary School | | | 78.7 | 11.5 | | 1.9 | 7.8 |
| Sumter County Primary School | | | 74.9 | 13.8 | | 1.7 | 9.2 |
| Susie B Atkinson Elementary School | | | 87.8 | | | 4.9 | 4.5 |
| Susie Dasher Elementary | | | 94.4 | | | | |
| Swainsboro Elementary School | | | 49.3 | 9.9 | | | 37.9 |
| Swainsboro Primary School | | | 49.7 | 7.7 | | 3.6 | 38.3 |
| Tadmore Elementary School | | | | 79.4 | | | 16.9 |
| Talaiferro Elementary School | | | 72.9 | | | | |
| Turner County Elementary School | | | 62.3 | 4.5 | | | 30.9 |
| Union Point STEAM Academy | | | 56 | 13.5 | | | 27.5 |

| School | American Indian | Asian | Black | Hispanic | Pacific Islander | Multi-Racial | White |
|---|---|---|---|---|---|---|---|
| State of Georgia | 0.2 | 4 | 36.8 | 15.3 | 0.1 | 3.5 | 40.2 |
| GRP Total | 0.1 | 0.5 | 48.8 | 19.8 | 0.1 | 3.1 | 27.5 |
| Valley Point Elementary School | | | | 30.7 | | | 65.5 |
| Waresboro Elementary School | | | 25.4 | 9.2 | | 7.3 | 58.1 |
| Waynesboro Primary School | | | 64.8 | 3.6 | | 4.9 | 26.3 |

*Note: Table has been redacted to exclude values where n < 10.*

## Appendix D: Professional Learning Session Feedback Form Survey Items

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

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

**RESA**: _____

**Which of the following best describes your current role?**
Academic Coach/Instructional Support  Administrator
Teacher – Full Participation  Teacher – Professional Learning Only

**Grade Taught**:  K  1st  2nd  3rd  Other: _____

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

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

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

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

What did you like about this Professional Learning Session?

What would you improve about this Professional Learning Session?

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

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

## Appendix E: Teacher Observation Tool

**Learning Target 1: Framework**

Indicate whether each of the following statements was true for the lesson that you observed by checking the box for each statement that was true.

- ☐ The lesson was clearly aligned to an appropriate standard.
- ☐ The lesson's activities were clearly aligned with one of the five components of reading.

What type(s) of instruction were used during this observation?

- ☐ Whole Group
- ☐ Small Group
- ☐ Independent Practice
- ☐ An effective balance of instructional formats was observed.

**Learning Target 2: Conferences**

Conferring was observed during this visit:

- ☐ Yes
- ☐ No

Which phase of the conference protocol was observed? (Select all that apply.)

- ☐ Research
- ☐ Design
- ☐ Teach
- ☐ Try
- ☐ No elements of the protocol were observed during the conference.

Which elements of effective conferring were observed? (Select all that apply.)

- ☐ Gathers information about the reader.
- ☐ Identifies the focus of the conference.
- ☐ Briefly models or teaches.
- ☐ Allows the student to practice with support.
- ☐ Coaches the student to apply the strategy.
- ☐ Prompts the student to apply the strategy.
- ☐ Borrows words directly from the strategy.
- ☐ Compliments the student on effective use of the strategy.
- ☐ Directs or commands the child to try something.
- ☐ Redirects – Name what the child is doing and redirect to the correct use.
- ☐ Strategically questions the student – "What can you try to fix that?"
- ☐ Provides a sentence starter to give the child language that one might use.
- ☐ The student practices or applies the strategy in independent texts.
- ☐ The student explains how s/he is applying the strategy.
- ☐ Leaves the student with a visual reminder (e.g., sticky note, book mark, index card, etc.) to help the child remember the goal and the strategy.
- ☐ Records information gathered during the conference.

During the instances of conferring that were observed, the texts that were read by students were best described as being:

- ☐ On the student's independent reading level.
- ☐ Not appropriate for the student's independent reading level.

(If appropriate level) The text read by the student during the observed conferring session was appropriate based on which of the following criteria (select all that apply):

- ☐ The student's accuracy rate was at or above 96%.
- ☐ The student's fluency did not impact his/her understanding of the text.
- ☐ The student could accurately retell major events of the story

(If not appropriate level) The text read by the student during the observed conferring session was not appropriate based on which of the following criteria (select all that apply):

- ☐ The student's accuracy rate was less than 96%.
- ☐ The student's fluency did seem to impact his/her understanding of the story.
- ☐ The student could not accurately retell major events of the story.

**Learning Target 3: Assessment**

Evidence of Assessment Strategies

- ☐ Observes reading behaviors
- ☐ Confers with students
- ☐ Formally assesses students
- ☐ Involves students in setting goals
- ☐ Diagnoses students' strengths, weaknesses, knowledge, and skills
- ☐ Documents anecdotal notes about students
- ☐ Other
- ☐ Other

Evidence of Assessment Uses

- ☐ Create flexible groups
- ☐ Provide feedback
- ☐ Engage students in appropriate independent practice
- ☐ Match students to appropriate leveled texts
- ☐ Deliver targeted, focused instruction to students
- ☐ Other
- ☐ Other

**Learning Target 4: Interventions**

The use of strategy groups was observed.

- ☐ Yes
- ☐ No

Which elements of effective strategy groups were observed? (Check all that apply.)

- ☐ An appropriate strategy was employed for an explicitly identified need.
- ☐ Lesson language is focused on one strategy and clear.
- ☐ Models the use of a strategy.
- ☐ Coaches students as they apply the strategy.

- Prompts students to apply the strategy.
- Borrows words directly from the strategy.
- Compliments the student on effective use of the strategy.
- Directs or commands the child to try something.
- Redirects – Name what the child is doing and redirect to the correct use.
- Strategically questions the student – "What can you try to fix that?"
- Provides a sentence starter to give the child language that one might use.
- Students apply the strategy in independent texts.
- Students explain how the strategy is applied.
- Leaves the student with a visual reminder (e.g., sticky note, book mark, index card, etc.) to help the child remember the goal and the strategy.

**Next Steps/Feedback**

This section should describe the targeted area for feedback and additional coaching that will occur as a result of this observation.

Ongoing Support/Coaching

## Appendix F: Teacher Observation Tool Baseline, Mid-Year, and End-of-Year Percentages

| Learning Target | Indicator | BOY | MOY | EOY |
|---|---|---|---|---|
| Framework | **Aligned to appropriate standard** | 70% | 84% | 89% |
| Framework | **Aligned to one of five components of reading** | 78% | 90% | 94% |
| Framework | Whole group instruction | 81% | 61% | 54% |
| Framework | Small group instruction | 56% | 68% | 88% |
| Framework | Independent practice | 53% | 89% | 81% |
| Framework | **Effective balance of instructional formats** | 23% | 62% | 79% |
| Conferring | **Conferring with students** | 16% | 95% | 72% |
| Conferring | *Gathers information about the reader.* | 59% | 94% | 87% |
| Conferring | *Identifies the focus of the conference.* | 13% | 66% | 78% |
| Conferring | *Briefly models or teaches.* | 41% | 76% | 75% |
| Conferring | *Allows the student to practice with support.* | 46% | 80% | 80% |
| Conferring | *Coaches the student to apply the strategy.* | 15% | 53% | 66% |
| Conferring | *Prompts the student to apply the strategy.* | 15% | 53% | 64% |
| Conferring | *Borrows words directly from the strategy.* | 0% | 25% | 50% |
| Conferring | *Compliments the student on effective use of the strategy.* | 15% | 64% | 75% |
| Conferring | *Directs or commands the child to try something.* | 31% | 45% | 51% |
| Conferring | *Redirects – Name what the child is doing and redirect to the correct use.* | 3% | 34% | 44% |
| Conferring | *Strategically questions the student* | 5% | 27% | 35% |
| Conferring | *Provides a sentence starter to give the child language that one might use.* | 0% | 12% | 23% |
| Conferring | *The student practices or applies the strategy in independent texts.* | 8% | 41% | 66% |
| Conferring | *The student explains how s/he is applying the strategy.* | 0% | 16% | 36% |
| Conferring | *Leaves the student with a visual reminder to help the child remember the goal and the strategy.* | 3% | 14% | 34% |
| Conferring | *Records information gathered during the conference.* | 31% | 80% | 67% |
| Assessment | **Observes reading behaviors** | 44% | 92% | 93% |
| Assessment | **Confers with students** | 14% | 94% | 82% |
| Assessment | **Formally assesses students** | 26% | 63% | 60% |
| Assessment | **Involves students in setting goals** | 4% | 31% | 42% |
| Assessment | **Diagnoses students' strengths, weaknesses, knowledge, and skills** | 13% | 63% | 78% |
| Assessment | **Documents anecdotal notes about students** | 11% | 75% | 70% |
| Assessment | **Create flexible groups** | 21% | 53% | 84% |

| Learning Target | Indicator | BOY | MOY | EOY |
|---|---|---|---|---|
| Assessment | **Provide feedback** | 30% | 81% | 88% |
| Assessment | **Engage students in appropriate independent practice** | 22% | 76% | 85% |
| Assessment | **Match students to appropriate leveled texts** | 24% | 82% | 90% |
| Assessment | **Deliver targeted, focused instruction to students** | 23% | 62% | 85% |
| Interventions | **Use of strategy groups** | 7% | 5% | 80% |
| Interventions | *An appropriate strategy was employed for an explicitly identified need.* | 63% | 100% | 94% |
| Interventions | *Lesson language is focused on one strategy and clear.* | 63% | 64% | 84% |
| Interventions | *Models the use of a strategy.* | 88% | 64% | 84% |
| Interventions | *Coaches students as they apply the strategy.* | 81% | 73% | 76% |
| Interventions | *Prompts students to apply the strategy.* | 56% | 73% | 77% |
| Interventions | *Borrows words directly from the strategy.* | 25% | 55% | 67% |
| Interventions | *Compliments the student on effective use of the strategy.* | 69% | 82% | 79% |
| Interventions | *Directs or commands the child to try something.* | 38% | 45% | 63% |
| Interventions | *Redirects – Name what the child is doing and redirect to the correct use.* | 56% | 27% | 51% |
| Interventions | *Strategically questions the student* | 0% | 55% | 41% |
| Interventions | *Provides a sentence starter to give the child language that one might use.* | 6% | 18% | 26% |
| Interventions | *Students apply the strategy in independent texts.* | 6% | 45% | 74% |
| Interventions | *Students explain how the strategy is applied.* | 6% | 9% | 47% |
| Interventions | *Leaves the student with a visual reminder to help the child remember the goal and the strategy.* | 0% | 27% | 48% |

*Note: Indicators and bold were used to evaluate progress towards GRP goals. Percentages for italicized indicators only reflect teachers who were observed conferring or using strategy groups. All other percentages were calculated using all teachers.*

## Appendix G: Year Two Teacher Self-Assessment Questions

**Date:**

**Teacher Name:**

**School:**

**RESA:**

**Reading Specialist's Name:**

**Standards and Reading Process**

For each of the statements below regarding the different types of reading standards, please indicate your level of confidence.

| | Extremely Confident | Confident | Somewhat Confident | Somewhat Unsure | Unsure |
|---|---|---|---|---|---|
| How confident are you in teaching the foundational standards for your grade level? | | | | | |
| How confident are you in teaching the informational standards for your grade level? | | | | | |
| How confident are you in teaching the literary standards for your grade level? | | | | | |

Please list any areas of need in relation to reading standards for your grade level.

Teaching foundational standards at grade level:

Teaching informational standards at grade level:

Teaching literary standards at grade level:

**Classroom Structures**

For each of the practices below, please indicate: 1) how often you are able to incorporate the structure into your reading block, and 2) what you believe your level of proficiency is in designing and implementing effective strategies/activities during that structure.

| | Daily | 4x per week | 3x per week | 2x per week | 1x per week | Less than weekly |
|---|---|---|---|---|---|---|
| Students are engaged in whole group instruction. | | | | | | |
| Students are engaged in small group instruction. | | | | | | |
| Students are engaged in independent reading in an independent text. | | | | | | |

| | Extremely Confident | Confident | Somewhat Confident | Somewhat Unsure | Unsure |
|---|---|---|---|---|---|
| Students are engaged in whole group instruction. | | | | | |
| Students are engaged in small group instruction. | | | | | |
| Students are engaged in independent reading in an independent text. | | | | | |

Please list any additional areas of need or notes for your reading specialist for each of the practices identified above.

Using an effective balance of whole group, small group, and independent practice:

**Conferences**

How frequently do you incorporate one-on-one conferring sessions with the following groups of students?

| | Daily | 4x per week | 3x per week | 2x per week | 1x per week | Less than weekly |
|---|---|---|---|---|---|---|
| Struggling Readers | | | | | | |
| Proficient Readers | | | | | | |

How would you rate your level of proficiency with each of the stages of the conferring protocol?

| | Extremely Confident | Confident | Somewhat Confident | Somewhat Unsure | Unsure |
|---|---|---|---|---|---|
| Research | | | | | |
| Decide | | | | | |
| Teach | | | | | |
| Try | | | | | |

Please list any additional areas of need or notes for your reading specialist related to conferring.

**Strategy Groups**

How confident do you feel in relation to the steps below as they relate to the creation and implementation of strategy groups?

| | Extremely Confident | Confident | Somewhat Confident | Somewhat Unsure | Unsure |
|---|---|---|---|---|---|
| Creating a group around an identified area of need or strategy | | | | | |
| Introducing a new strategy clearly and explicitly | | | | | |
| Demonstrating a new strategy to students and/or engaging students in a short shared practice of the activity | | | | | |
| Offering guidance as students practice the strategy | | | | | |
| Leaving students with a specific plan for independent follow-up | | | | | |

Please list any additional areas of need or notes for your reading specialist related to the incorporation of strategy groups.

**Collection and Use of Assessment Data**

For each of the practices below, please indicate your level of confidence in relation to collecting and using assessment data.

| | Extremely Confident | Confident | Somewhat Confident | Somewhat Unsure | Unsure |
|---|---|---|---|---|---|
| Identifying student strengths in reading | | | | | |
| Identifying possible areas of concern | | | | | |
| Identifying potential teaching goals | | | | | |
| Identifying appropriate strategies to address teaching goals | | | | | |

Please list any additional areas of need or notes for your reading specialist related to the collection and use of assessment data.

Do you have any additional target areas you would like your reading specialist to address moving forward?

## Appendix H: GRP 2016-2017 End-of-Year Teacher Survey Items

Thank you for taking the time to complete the Growing Readers Program 2016-2017 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Growing Readers Program during the 2016-2017 school year. The Governor's Office of Student Achievement will use the survey results to evaluate the impact of the Growing Readers Program on participating stakeholders and to inform future programming.

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

**General Information**

*1. School Name: (dropdown)

*2. Did you participate in the Growing Readers Program last year (2015-2016)?

| | |
|---|---|
| ☐ Yes | ☐ No |

3. Please select the option(s) that best describes your primary instructional role during the 2016-2017 school year.

| | |
|---|---|
| ☐ Kindergarten Teacher | ☐ Special Education Teacher |
| ☐ 1st Grade Teacher | ☐ Gifted Teacher |
| ☐ 2nd Grade Teacher | ☐ ESOL Teacher |
| ☐ 3rd Grade Teacher | ☐ Paraprofessional |
| ☐ EIP (Early Intervention Program) Teacher | ☐ Other (please specify): |

4. How many years have you been teaching (including the 2016-2017 school year)?

| |
|---|
| ☐ Less than 3 Years |
| ☐ 3 – 5 Years |
| ☐ 6 – 10 Years |
| ☐ 11 – 20 Years |
| ☐ Over 20 Years |

5. How many years have you been teaching at this particular school (including the 2016-2017 school year)?

| |
|---|
| ☐ Less than 3 Years |
| ☐ 3 – 5 Years |
| ☐ 6 – 10 Years |
| ☐ 11 – 20 Years |
| ☐ Over 20 Years |

**Year 2 Experience** (only if participated last year)
*The following questions will ask you to compare your experience in the Growing Readers Program this year with last year.*

6. How satisfied are you with your Growing Readers Program experience in year two compared with year one?

| | | | | |
|---|---|---|---|---|
| ☐ Much less satisfied (1) | ☐ Les satisfied (2) | ☐ Just as satisfied (3) | ☐ More satisfied (4) | ☐ Much more satisfied (5) |

Please explain why you are more or less satisfied this year.

7. Please indicate how satisfied you are with the following Growing Readers components in year two compared with year one.

| | Much less satisfied (1) | Less satisfied (2) | Just as satisfied (3) | More satisfied (4) | Much more satisfied (5) |
|---|---|---|---|---|---|
| Professional learning sessions | ☐ | ☐ | ☐ | ☐ | ☐ |
| One-on-one coaching with the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ |
| Conferring with students | ☐ | ☐ | ☐ | ☐ | ☐ |
| Implementing strategy groups for reading instruction | ☐ | ☐ | ☐ | ☐ | ☐ |

8. How would you recommend improving the year two experience in the Growing Readers Program?

**Overall Feedback**

*The following questions will ask for your overall feedback of the Growing Readers Program during the 2016-2017 school year.*

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all supported (1) | ☐ Slightly supported (2) | ☐ Moderately supported (3) | ☐ Very supported (4) | ☐ Extremely supported (5) |

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all valuable (1) | ☐ Slightly valuable (2) | ☐ Moderately valuable (3) | ☐ Very valuable (4) | ☐ Extremely valuable (5) |

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

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

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all likely (1) | ☐ Slightly likely (2) | ☐ Moderately likely (3) | ☐ Very likely (4) | ☐ Extremely likely (5) |

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

| | |
|---|---|
| ☐ Yes | ☐ No |

Please explain why or why not.

**Professional Learning and Coaching Support from Reading Specialist**

*The following questions will address the professional learning and coaching support you received from the RESA Reading Specialist during the 2016-2017 school year.*

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

| | Not at all valuable (1) | Slightly valuable (2) | Moderately valuable (3) | Very valuable (4) | Extremely valuable (5) | N/A |
|---|---|---|---|---|---|---|
| Professional learning sessions led by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Materials and/or resources provided by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Observations of your classroom by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| One-on-one coaching with the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

15. As a result of participating in the Growing Readers Program during the 2016-2017 school year, please indicate how often you have been able to do the following.

| | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|---|---|---|---|---|---|
| Reflect on your reading instructional practice | ☐ | ☐ | ☐ | ☐ | ☐ |
| Communicate with other teachers about reading instruction | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| ☐ Not at all different (1) | ☐ Slightly different (2) | ☐ Moderately different (3) | ☐ Very different (4) | ☐ Extremely different (5) |
|---|---|---|---|---|

Please explain why.

17. Please indicate your level of agreement with the following statements.

| | Strongly disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| My specialist is prepared for professional development sessions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The classroom support provided by my specialist has met my expectations. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My specialist is accessible when I need to reach out to him/her. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My specialist provides constructive feedback. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel like I can trust my specialist. | ☐ | ☐ | ☐ | ☐ | ☐ |

**Reading Instructional Practices**

*The following questions will address any changes to your reading instructional practices during the 2016-2017 school year as a result of participating in the Growing Readers Program.*

18. Please indicate your level of understanding of the following both at the beginning and end of your experience in the Growing Readers Program.

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

**Open Response**

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

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

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

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

## Appendix I: Teacher End-of-Year Survey Year One and Year Two Teacher Comparison

| Survey Question | | Percentage of Respondents | Year One Teachers | Year Two Teachers |
|---|---|---|---|---|
| *How valuable have the following GRP supports been to your teaching practice?* | *Professional learning sessions led by the RESA Reading Specialist | Percent Very or Extremely Valuable | 94% | 81% |
| | Materials and/or resources provided by the RESA Reading Specialist | Percent Very or Extremely Valuable | 98% | 94% |
| | Observations of your classroom by the RESA Reading Specialist | Percent Very or Extremely Valuable | 88% | 74% |
| | *One-on-one coaching with the RESA Reading Specialist | Percent Very or Extremely Valuable | 91% | 81% |
| *How often have you been able to do the following?* | Reflect on your reading instructional practice | Percent Often or Always | 92% | 89% |
| | Communicate with other teachers about reading instruction | Percent Often or Always | 84% | 78% |
| How would you compare the professional learning sessions led by the RESA Reading Specialist with professional development opportunities traditionally available at your school? | | Percent Very or Extremely Different | 62% | 58% |
| *How supported do you feel by the reading specialist? | | Percent Very or Extremely Supported | 98% | 91% |
| *How valuable is your participation in the GRP to improving your instructional practice? | | Percent Very or Extremely Valuable | 96% | 90% |
| How often do you apply what you learn from the reading specialist in your classroom? | | Percent Often or Always | 98% | 91% |
| *What is the likelihood that you will continue using the strategies you learned from the GRP in the future? | | Percent Very or Extremely Likely | 98% | 93% |
| Would you recommend the GRP to a colleague? | | Percent Yes | 99% | 99% |
| *My specialist is prepared for professional development sessions. | | Percent Agree or Strongly Agree | 99% | 96% |
| *The classroom support provided by my specialist has met my expectations. | | Percent Agree or Strongly Agree | 97% | 94% |
| *My specialist is accessible when I need to reach out to him/her. | | Percent Agree or | 98% | 96% |

| Survey Question | Percentage of Respondents | Year One Teachers | Year Two Teachers |
|---|---|---|---|
| | Strongly Agree | | |
| *My specialist provides constructive feedback. | Percent Agree or Strongly Agree | 98% | 95% |
| *I feel like I can trust my specialist. | Percent Agree or Strongly Agree | 97% | 96% |

*Note: Questions with statistically significant differences in average ratings ($p < 0.05$) are denoted with an asterisk.*

## Appendix J: GRP 2016-2017 Administrator/Coach End-of-Year Survey Items

Thank you for taking the time to complete the Growing Readers Program 2016-2017 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Growing Readers Program during the 2016-2017 school year. The Governor's Office of Student Achievement will use the survey results to evaluate the impact of the Growing Readers Program on participating stakeholders and to inform future programming.

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

**General Information**

*1. School Name: (dropdown)

*2. Did you participate in the Growing Readers Program last year (2015-2016)?

| | |
|---|---|
| ☐ Yes | ☐ No |

3. Please select the option that best describes your primary instructional role during the 2016-2017 school year.

| |
|---|
| ☐ Principal |
| ☐ Assistant Principal |
| ☐ Academic/Instructional Coach |
| ☐ Other (please specify): |

4. How many years have you served in this role (including the 2016-2017 school year)?

| |
|---|
| ☐ Less than 3 Years |
| ☐ 3 – 5 Years |
| ☐ 6 – 10 Years |
| ☐ 11 – 20 Years |
| ☐ Over 20 Years |

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

| |
|---|
| ☐ Less than 3 Years |
| ☐ 3 – 5 Years |
| ☐ 6 – 10 Years |
| ☐ 11 – 20 Years |
| ☐ Over 20 Years |

**Year 2 Experience** (only if participated last year)
*The following questions will ask you to compare your experience in the Growing Readers Program this year with last year.*

6. How satisfied are you with your Growing Readers Program experience in year two compared with year one?

| | | | | |
|---|---|---|---|---|
| ☐ Much less satisfied (1) | ☐ Les satisfied (2) | ☐ Just as satisfied (3) | ☐ More satisfied (4) | ☐ Much more satisfied (5) |

Please explain why you are more or less satisfied this year.

7. How would you recommend improving the year two experience in the Growing Readers Program?

**Overall Feedback**

*The following questions will ask for your overall feedback of the Growing Readers Program during the 2016-2017 school year.*

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all supported (1) | ☐ Slightly supported (2) | ☐ Moderately supported (3) | ☐ Very supported (4) | ☐ Extremely supported (5) |

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all valuable (1) | ☐ Slightly valuable (2) | ☐ Moderately valuable (3) | ☐ Very valuable (4) | ☐ Extremely valuable (5) |

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

| | | | | |
|---|---|---|---|---|
| ☐ Much worse (1) | ☐ Slightly worse (2) | ☐ Stayed the same (3) | ☐ Slightly improved (4) | ☐ Much improved (5) |

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all likely (1) | ☐ Slightly likely (2) | ☐ Moderately likely (3) | ☐ Very likely (4) | ☐ Extremely likely (5) |

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

| | |
|---|---|
| ☐ Yes | ☐ No |

Please explain why or why not.

13. Would you be willing to pay your RESA to continue providing the Growing Readers Program?

| | |
|---|---|
| ☐ Yes | ☐ No |

Please explain why or why not.

**Participation**

*The following questions will address your level of participation in Growing Readers Program activities during the 2016-2017 school year.*

14. Please indicate how often you participated in the following Growing Readers Program activities during the 2016-2017 school year.

| | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|---|---|---|---|---|---|
| Professional learning sessions led by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ |
| Classroom observations of reading instruction with the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ |
| Discussions about student data and achievement with the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (please specify): | | | | | |

**RESA Reading Specialist Support**

*The following questions will address the professional learning and coaching support you received from the RESA Reading Specialist during the 2016-2017 school year.*

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

| | Not at all valuable (1) | Slightly valuable (2) | Moderately valuable (3) | Very valuable (4) | Extremely valuable (5) | N/A |
|---|---|---|---|---|---|---|
| Professional learning sessions led by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Materials and/or resources provided by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

| | | | | | | |
|---|---|---|---|---|---|---|
| Feedback on reading instruction provided by the RESA Reading Specialist | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

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

| | | | | |
|---|---|---|---|---|
| ☐ Not at all different (1) | ☐ Slightly different (2) | ☐ Moderately different (3) | ☐ Very different (4) | ☐ Extremely different (5) |

Please explain why.

17. Please indicate your level of agreement with the following statements.

| | Strongly disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
|---|---|---|---|---|---|
| My specialist is prepared for professional development sessions. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The on-site support provided by my specialist has met my expectations. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My specialist provides me with aggregate feedback on the reading performance of participating classrooms. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My specialist is on time. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I know when my specialist is going to be in my building. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My specialist is knowledgeable about reading instruction. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel like I can trust my specialist. | ☐ | ☐ | ☐ | ☐ | ☐ |

18. Please indicate your level of understanding of the following both at the beginning and end of your experience in the Growing Readers Program.

| | Beginning of Program | End of Program |
|---|---|---|
| Selecting targeted reading intervention strategies to support struggling students | Not much knowledge<br>Fair amount of knowledge<br>Proficient amount of knowledge<br>Able to teach a peer<br>Able to teach a team of peers | Not much knowledge<br>Fair amount of knowledge<br>Proficient amount of knowledge<br>Able to teach a peer<br>Able to teach a team of peers |
| Using formal and informal reading assessment data to make instructional decisions | Not much knowledge<br>Fair amount of knowledge<br>Proficient amount of knowledge<br>Able to teach a peer<br>Able to teach a team of peers | Not much knowledge<br>Fair amount of knowledge<br>Proficient amount of knowledge<br>Able to teach a peer<br>Able to teach a team of peers |

**Reading Instructional Practices**

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

19. Please indicate how often you observed the following in K-3 classrooms both at the beginning and end of your participation in the Growing Readers Program.

| | Beginning of Program | End of Program |
|---|---|---|
| Teachers conferencing with struggling readers to assess progress, provide feedback, and set goals. | Never<br>Rarely<br>Sometimes<br>Often<br>Always | Never<br>Rarely<br>Sometimes<br>Often<br>Always |
| Teachers administering reading assessments frequently to monitor student progress. | Never<br>Rarely<br>Sometimes<br>Often<br>Always | Never<br>Rarely<br>Sometimes<br>Often<br>Always |
| Teachers using formal and informal reading assessment data to make instructional decisions. | Never<br>Rarely<br>Sometimes<br>Often<br>Always | Never<br>Rarely<br>Sometimes<br>Often<br>Always |
| Teachers implementing targeted reading intervention strategies to struggling students. | Never<br>Rarely<br>Sometimes<br>Often<br>Always | Never<br>Rarely<br>Sometimes<br>Often<br>Always |
| Teachers sharing reading instructional strategies with each other. | Never<br>Rarely<br>Sometimes | Never<br>Rarely<br>Sometimes |

| | | |
|---|---|---|
| | Often<br>Always | Often<br>Always |
| Teachers using a combination of whole group instruction, small group instruction, and independent practice during literacy blocks | Never<br>Rarely<br>Sometimes<br>Often<br>Always | Never<br>Rarely<br>Sometimes<br>Often<br>Always |

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

| | | | | |
|---|---|---|---|---|
| ☐ Much worse (1) | ☐ Slightly worse (2) | ☐ Stayed the same (3) | ☐ Slightly improved (4) | ☐ Much improved (5) |

**Open Response**

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

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

22. What challenges have you faced from participating in the Growing Readers Program?

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

## Appendix K: Collaboration Self-Assessment Tool Survey Items

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

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

1. How would you describe your role in the RESA grant partnership (e.g. specialist, design team member, etc.)? Feel free to expand upon your response.

2. How many all-specialist meetings have you attended since July?

3. How many design team meetings have you attended so far? If not applicable, please type N/A.

**Functionality**

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

**Goal Achievement**

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

**Capacity**

1. The GOSA RESA Professional Learning and Contracts Program Manager helps ensure the partnership runs smoothly.
2. Tasks get assigned and completed in the partnership.
3. There is enough time to accomplish the goals of the partnership.
4. The partnership is able to adapt to challenges.

5. All members of the partnership have the support of their managers and/or agencies in the work they are doing.
6. The partnership is able to deal with conflict in a positive way.

**Achievements**

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

**Benefits**

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

**Additional Questions**

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

## Appendix L: GRP Leveling System Correlation Chart with Grade Level Benchmarks

| Grade Level | Reading Recovery | Fountas and Pinnell Guided Reading | DRA | Rigby PM Benchmark Collection | Reading A-Z |
|---|---|---|---|---|---|
| K | 1 | A | A-1 | 1 | aa |
| K | 1 | A | A-1 | 1 | A |
| K | 2 | B | 2 | 2 | B |
| K | 3-4 | C-D | 3-4 | 3-4 | C |
| 1 | 5-6 | D | 6 | 5-6 | D |
| 1 | 7-8 | E | 8 | 7-8 | E |
| 1 | 9-10 | F | 10 | 9-10 | F |
| 1 | 11-12 | G | 12 | 11-12 | G |
| 1 | 13-14 | H | 14 | 13-14 | H |
| 1 | 15-16 | I | 16 | 15-16 | I |
| 1 | 17 | J | 18 | 17 | J |
| 2 | 17 | K | 18 | 18 | K |
| 2 | 18 | K | 20 | 19-20 | L |
| 2 | 19 | L | 24 | 21 | M |
| 2 | 20 | M | 28 | 22 | N |
| 2 | 20 | M | 28 | 22 | O |
| 2 | 28 | M | 28 | 22 | P |
| 3 | 30 | N | 30 | 23 | Q |
| 3 | 30 | N | 30 | 23 | R |
| 3 | 34 | O | 34 | 24 | S |
| 3 | 38 | P | 38 | 25 | T |

**Note: Yellow highlighted rows indicate grade-level benchmarks for independent reading levels as identified by the GRP. In instances where there are two levels listed, GOSA used the lower level to evaluate whether a student met benchmark goals. The GRP's grade level benchmarks are lower than other frequently used leveling system correlation charts because the GRP focuses on independent reading levels rather than instructional reading levels. Independent reading levels are lower than instructional reading levels because they represent texts that students can read without any assistance.*

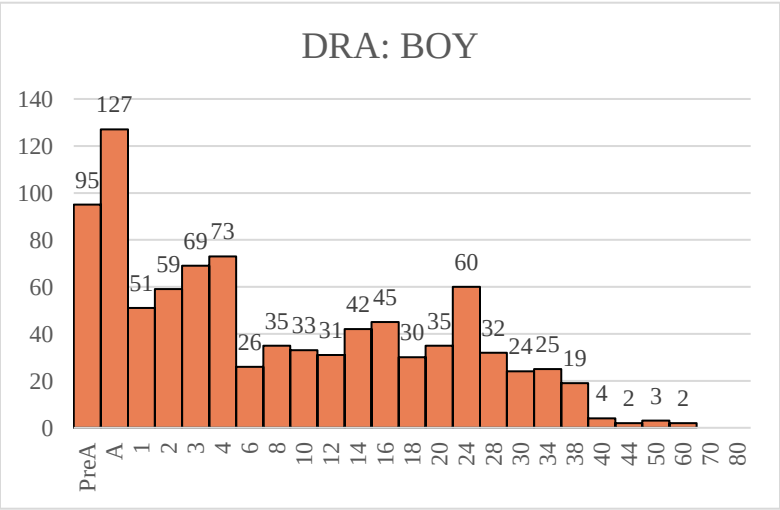
## Appendix M: BOY Performance Thresholds for Target Students

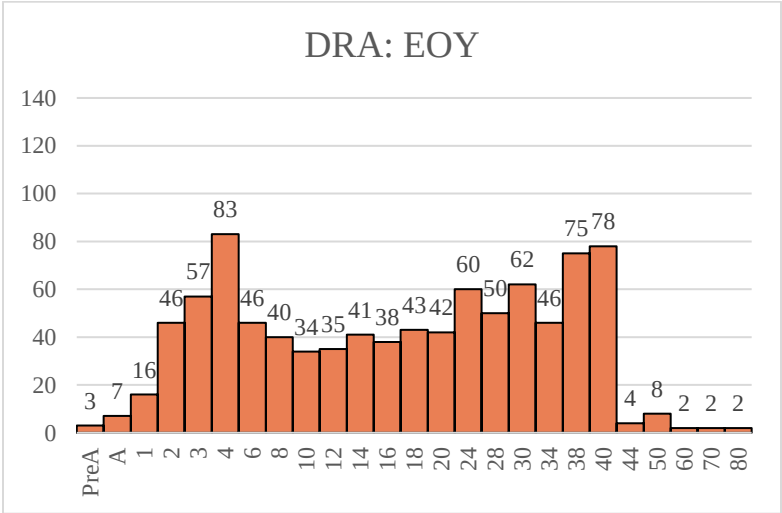
| Grade Level | Reading Recovery | Fountas and Pinnell Guided Reading | DRA | Rigby PM Benchmark Collection | Reading A-Z |
|---|---|---|---|---|---|
| K | Below 1 | Below A | Below A | Below 1 | Below aa |
| | 1 | A | A-1 | 1 | aa |
| | 1 | A | A-1 | 1 | A |
| 1 | 2 | B | 2 | 2 | B |
| | 3-4 | C-D | 3-4 | 3-4 | C |
| | 5-6 | D | 6 | 5-6 | D |
| | 7-8 | E | 8 | 7-8 | E |
| | 9-10 | F | 10 | 9-10 | F |
| | 11-12 | G | 12 | 11-12 | G |
| 2 | 13-14 | H | 14 | 13-14 | H |
| | 15-16 | I | 16 | 15-16 | I |
| | 17 | J | 18 | 17 | J |
| | 17 | K | 18 | 18 | K |
| 3 | 18 | K | 20 | 19-20 | L |
| | 19 | L | 24 | 21 | M |
| | 20 | M | 28 | 22 | N |
| | 20 | M | 28 | 22 | O |
| | 28 | M | 28 | 22 | P |
| | 30 | N | 30 | 23 | Q |
| | 30 | N | 30 | 23 | R |
| | 34 | O | 34 | 24 | S |
| | 38 | P | 38 | 25 | T |

**Note: Green highlighted rows indicate the performance threshold used to identify target students at the BOY. Students scoring at or below the indicated level are target students. In instances where there are two levels, GOSA used the higher level to determine whether a student was a target student.*

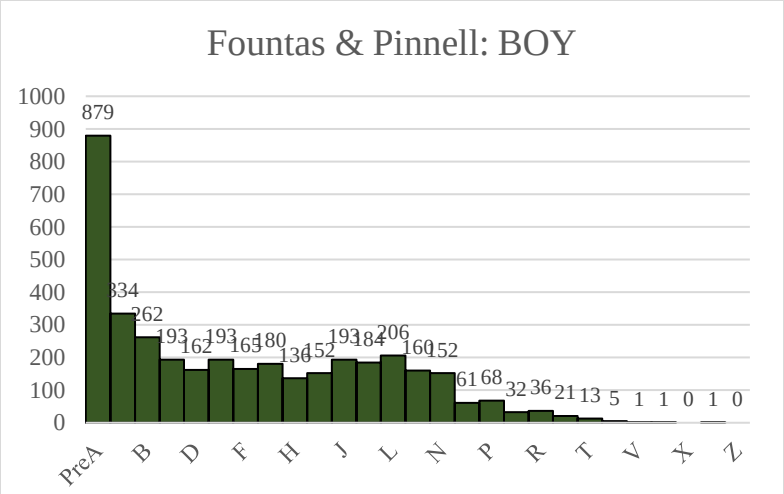
## Appendix N: Histograms of Changes in Reading Levels by Leveling System

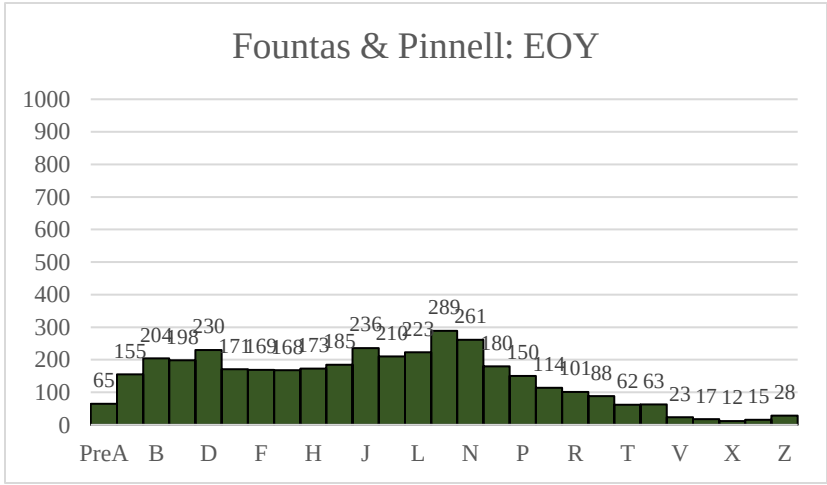
Each leveled reader system has a different scale of reading levels. Some use letter scales, while others use numeric scales, and the systems do not use equal interval scales. Within a single system, progressing from level A to C is not the same as progressing from level F to H. Similarly, progressing from level 1 to 2 in one system is not the same as progressing from level A to B in another. Thus, the range of levels varies by leveled reader system and grade level. See Appendix L for the typical levels associated with grades K-3 for each system.

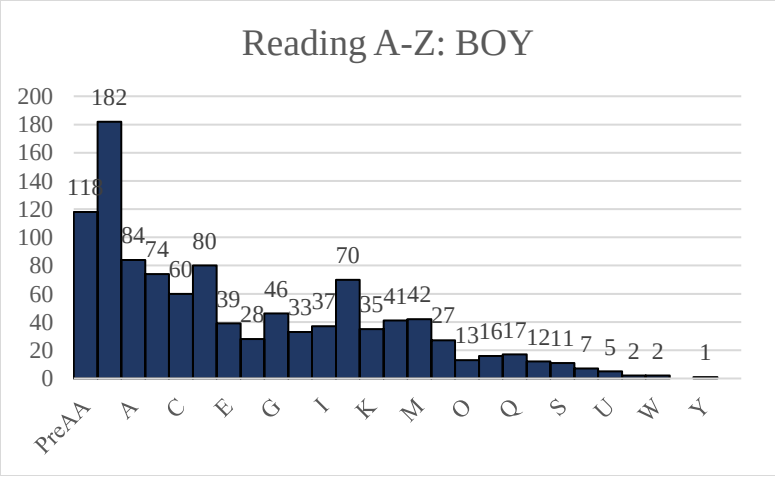


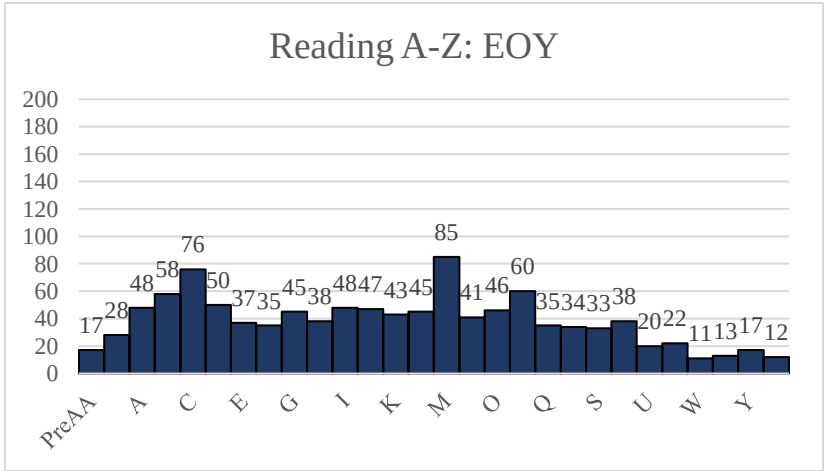




**Note: Y-axis represents the count of students.*

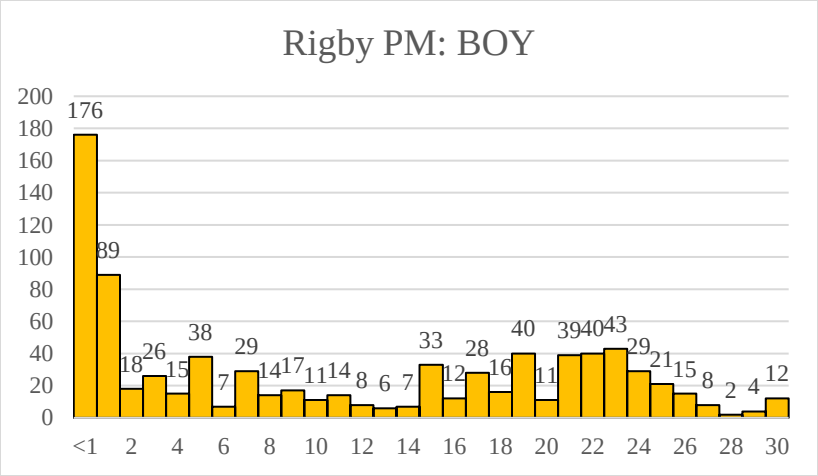


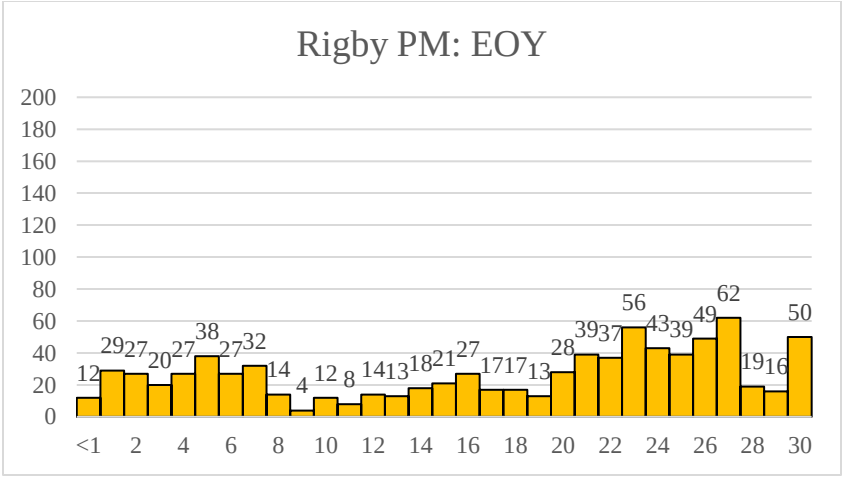



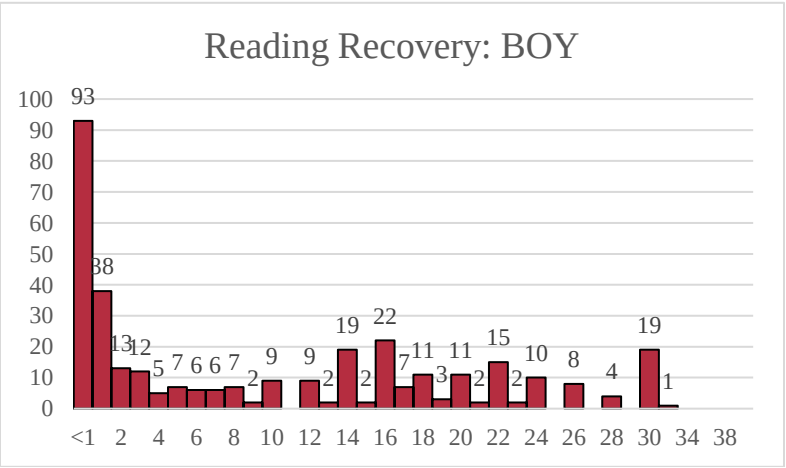



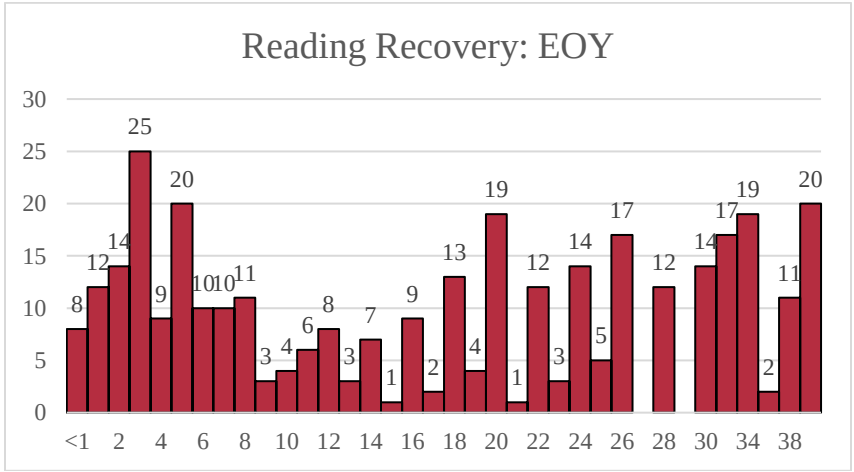




**Note: Y-axis represents the count of students.*



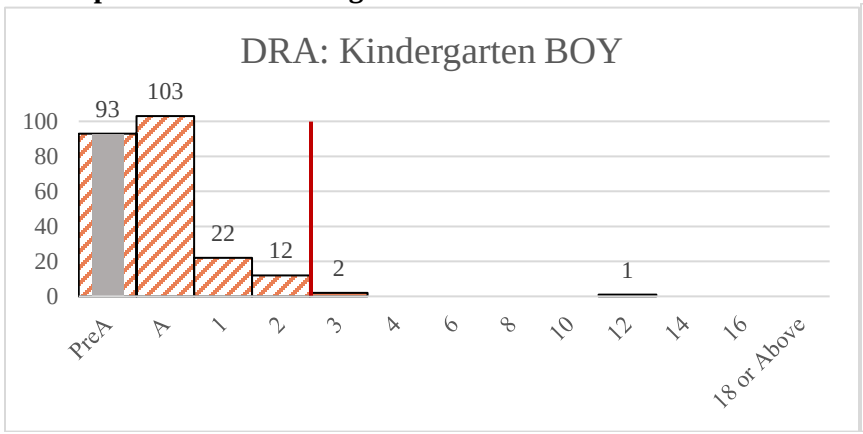



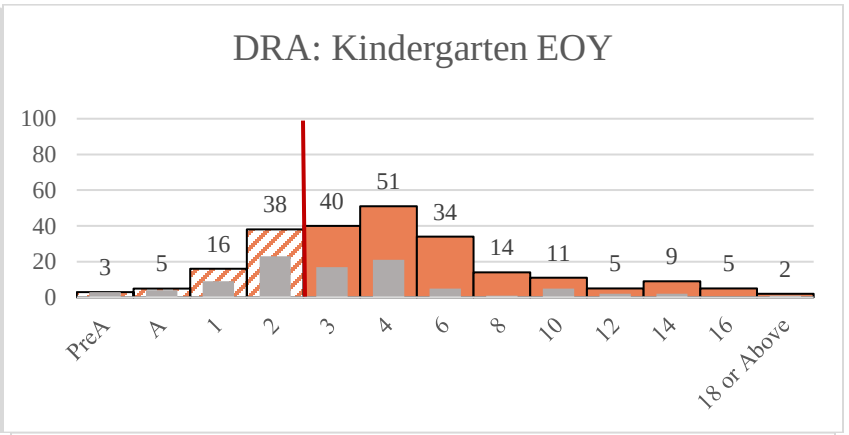



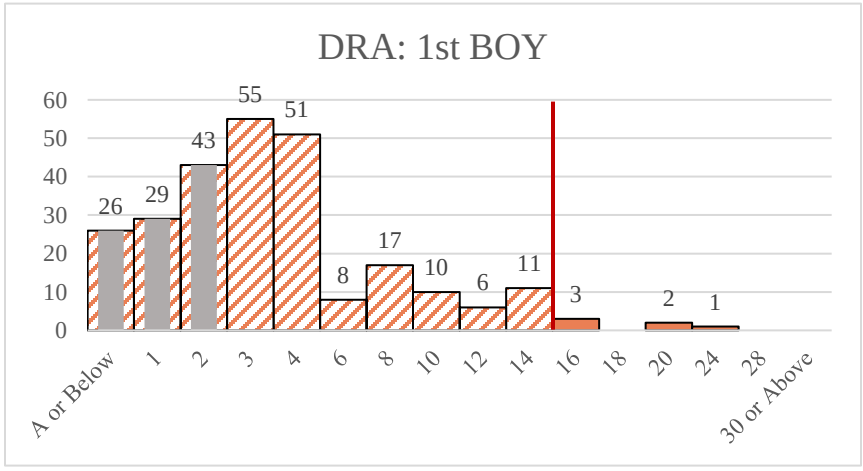

**Note: Y-axis represents the count of students.*

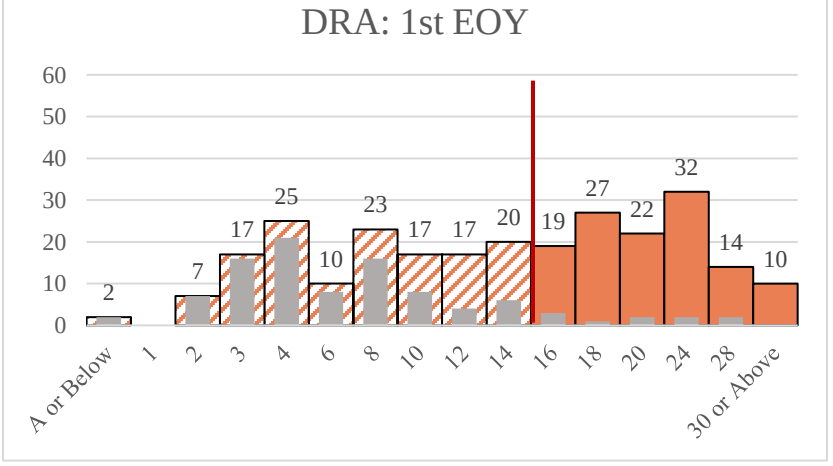
## Appendix O: Histograms of Changes in Reading Levels by Leveling System, Grade Level, and Target Student

***Note: Y-axis represents count of students. Dashed bars indicate below EOY benchmark. Solid bars indicate at or above benchmark. Gray bars represent subset of target students at BOY.**



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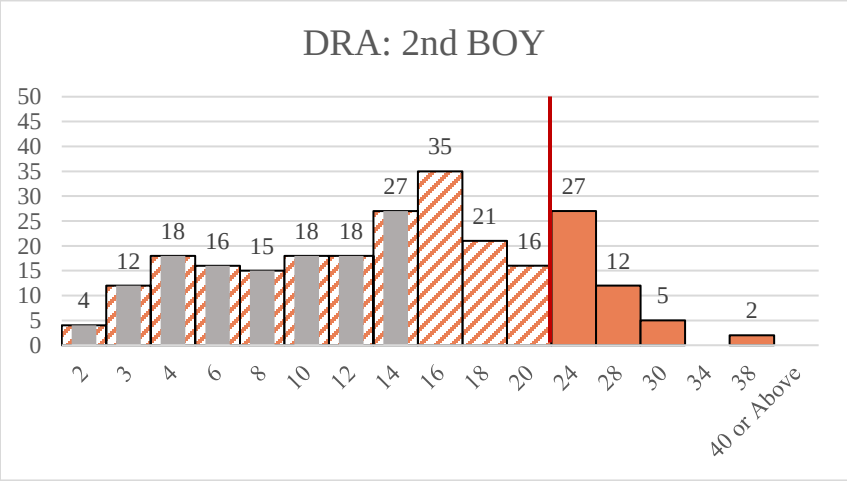


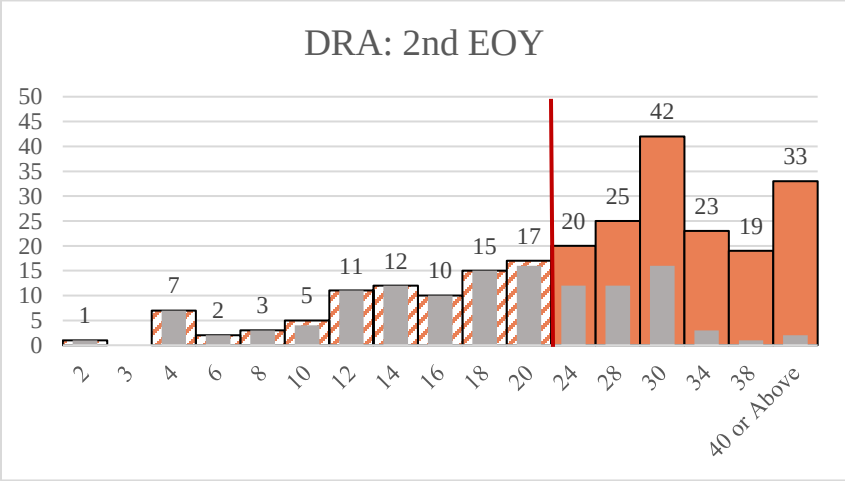


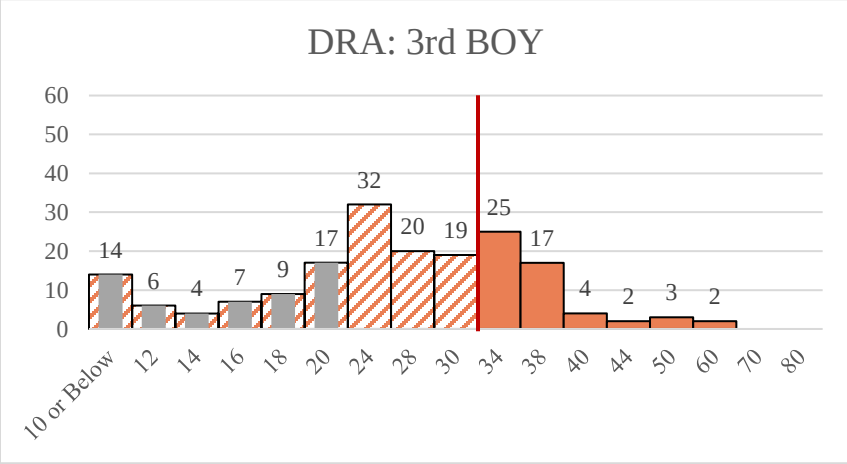


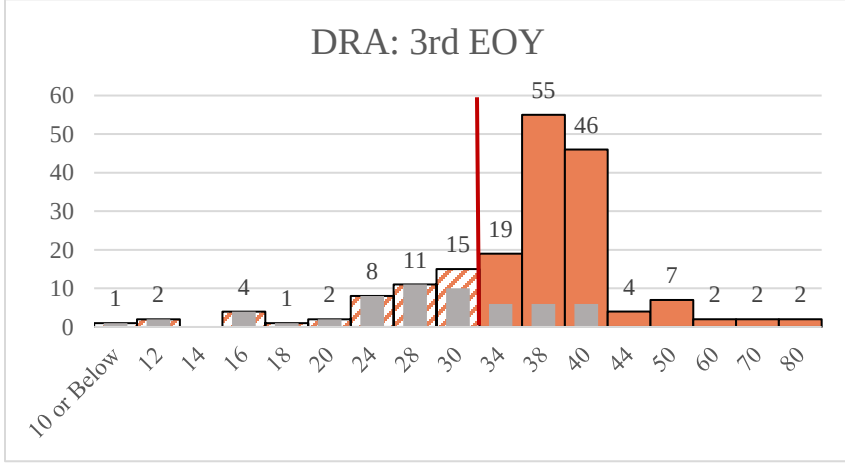

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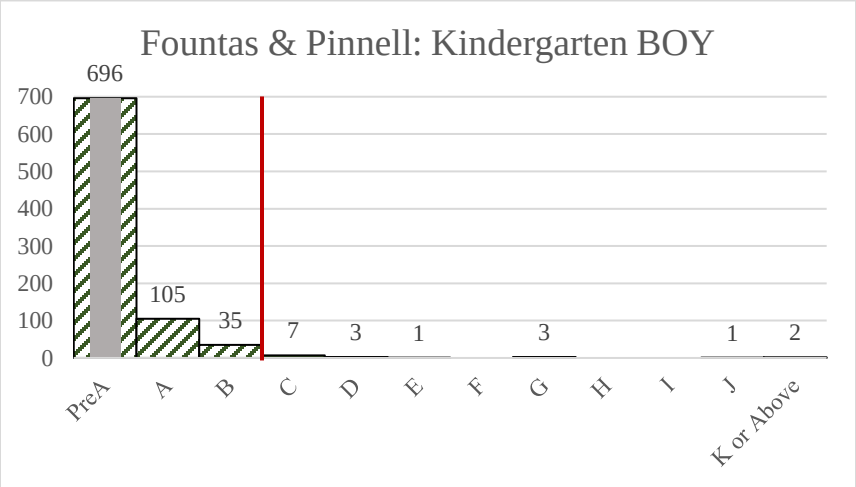


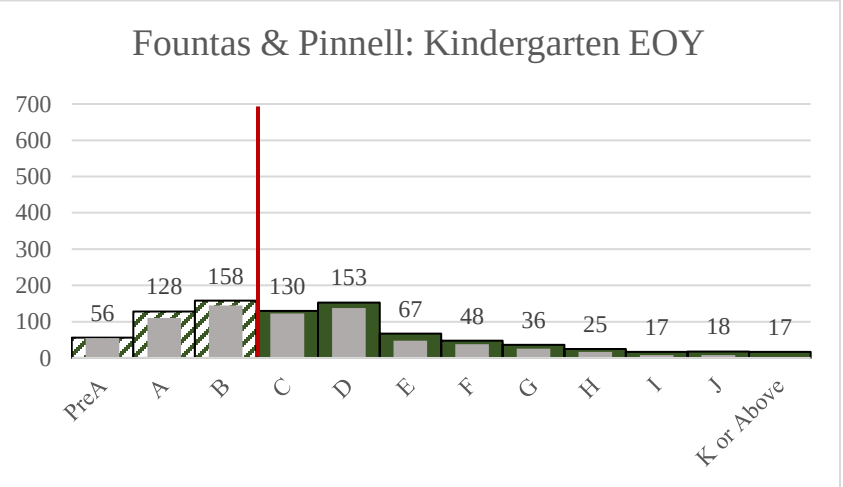


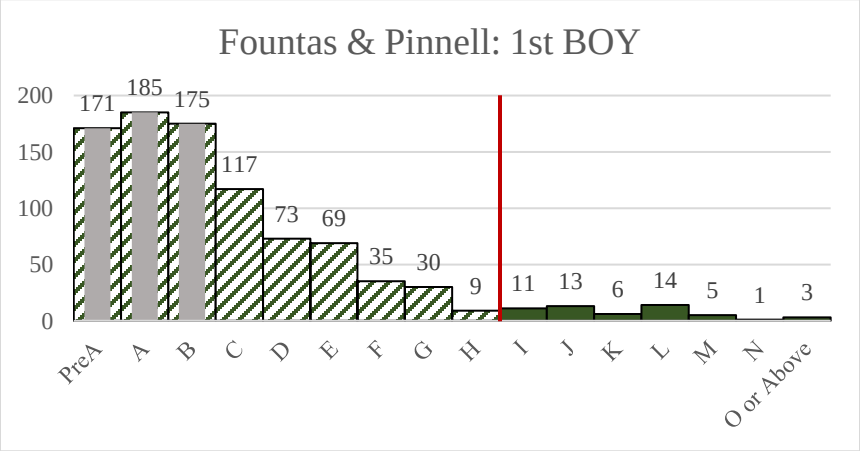


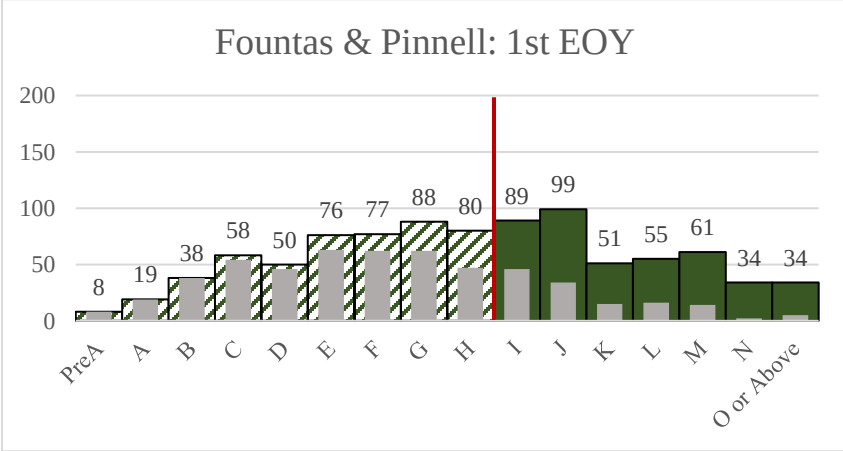

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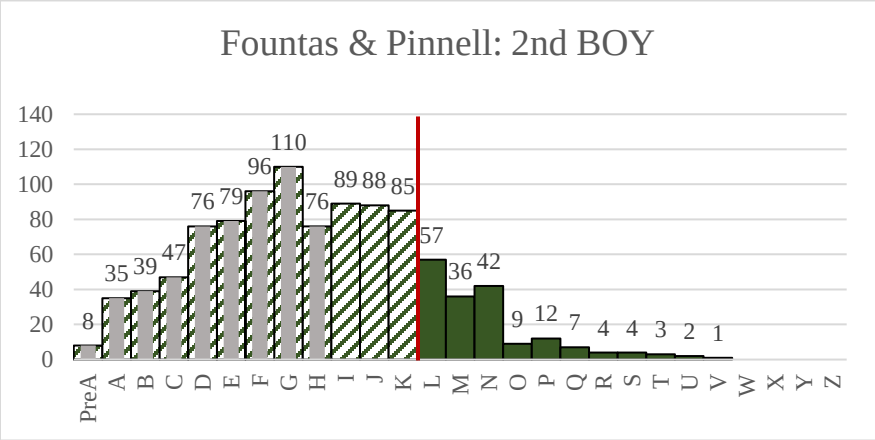


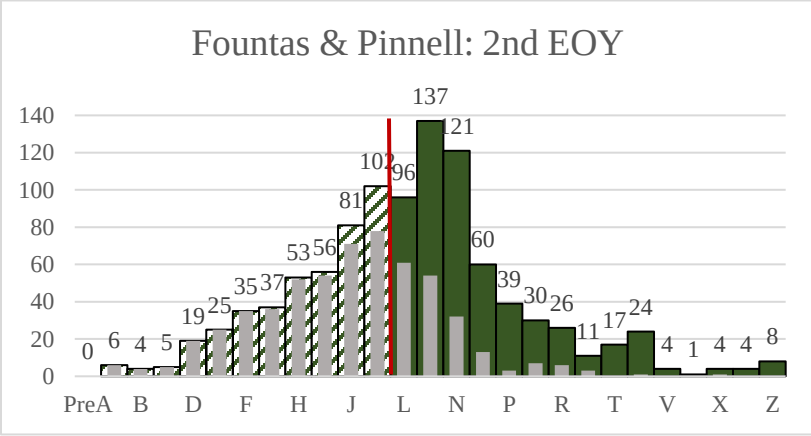


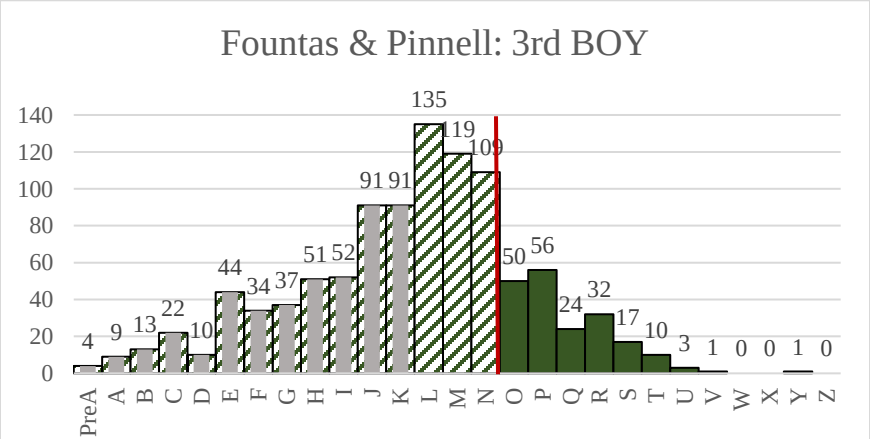


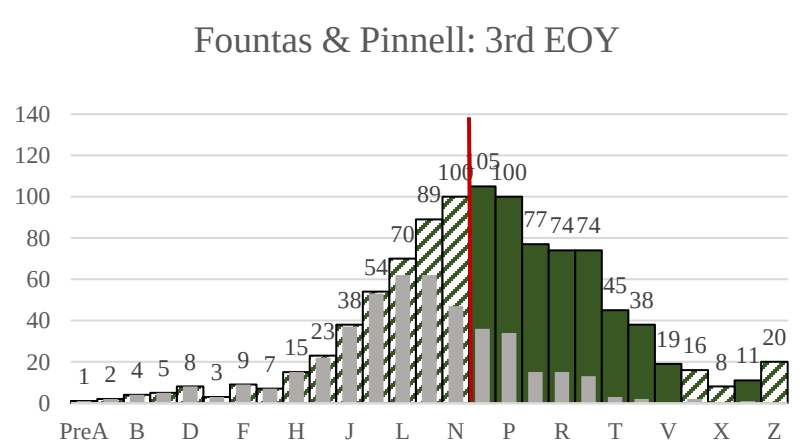

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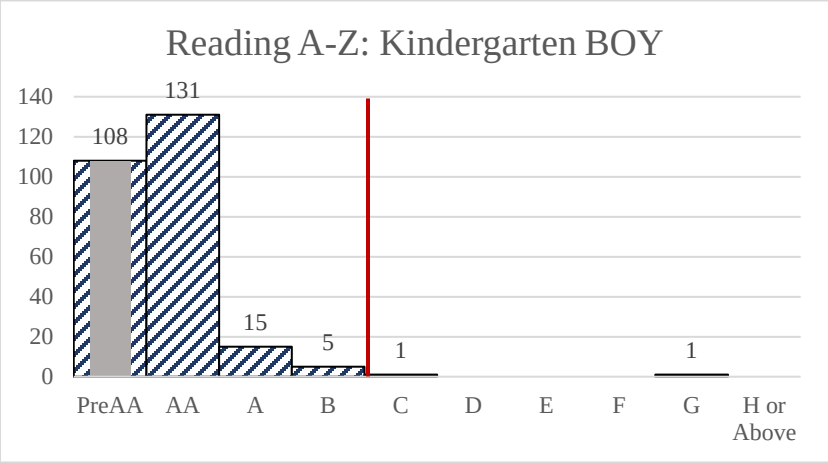


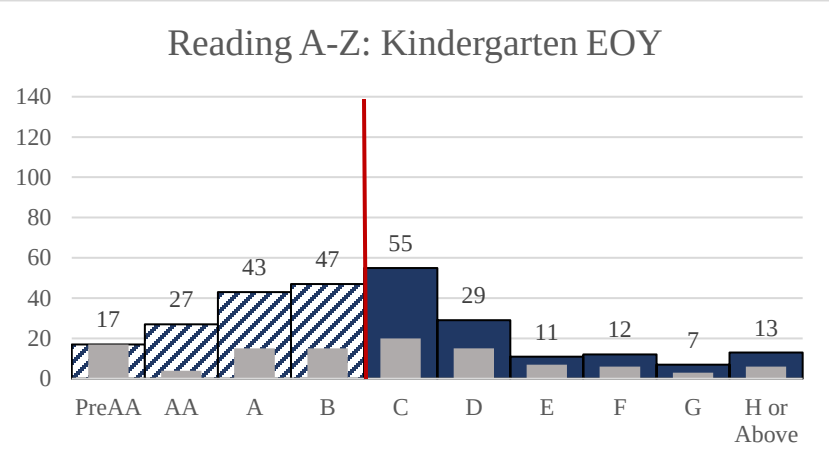


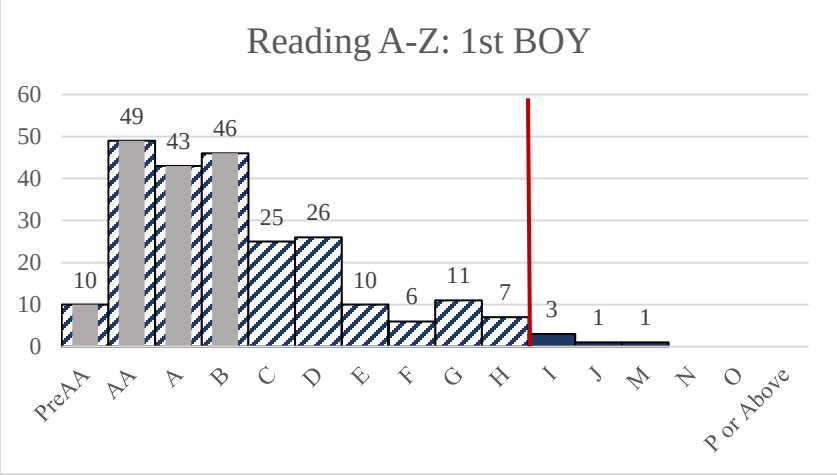


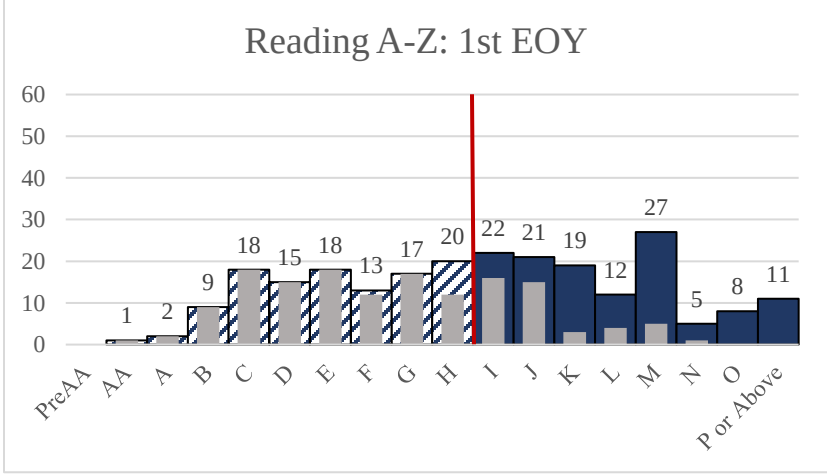

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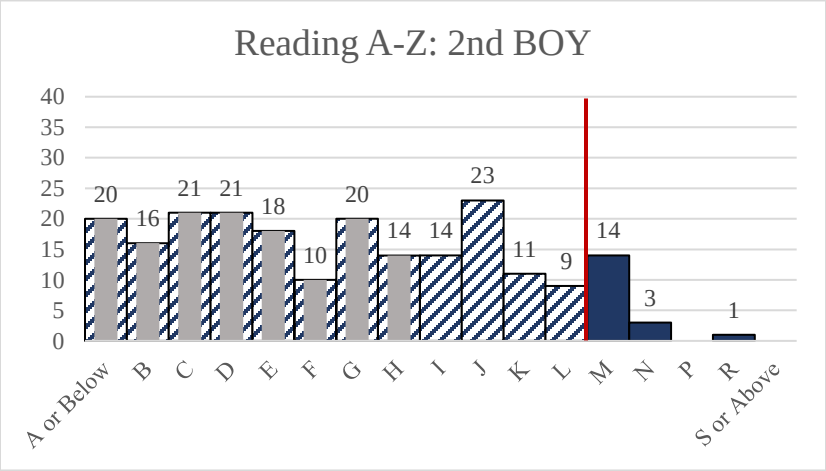
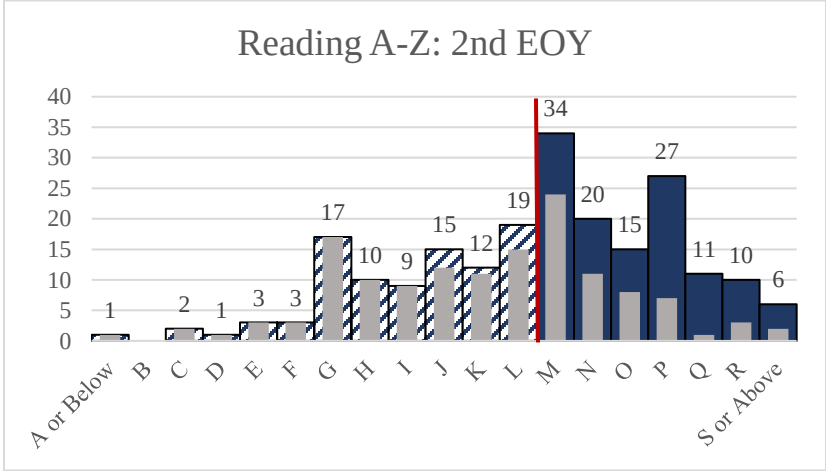
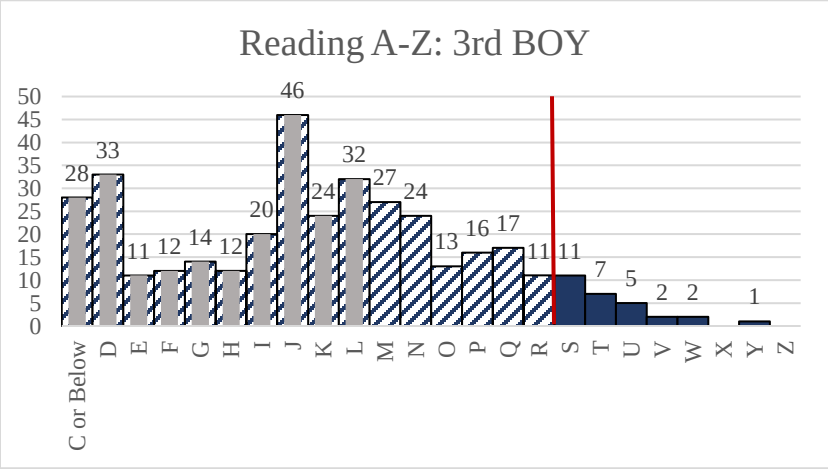
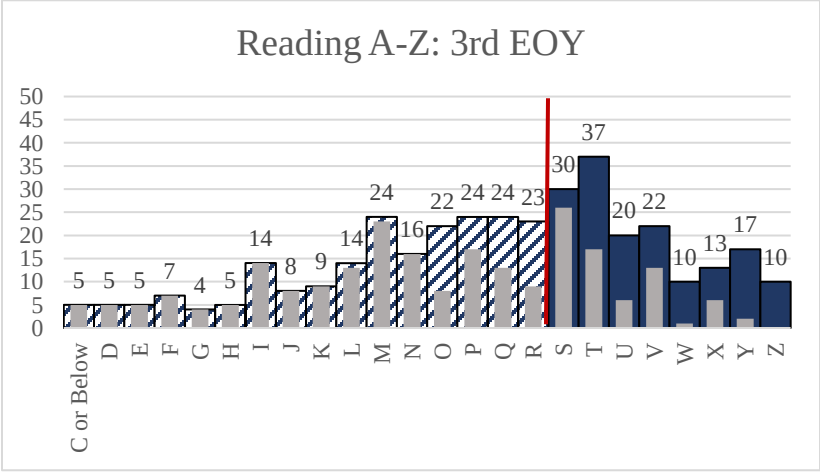
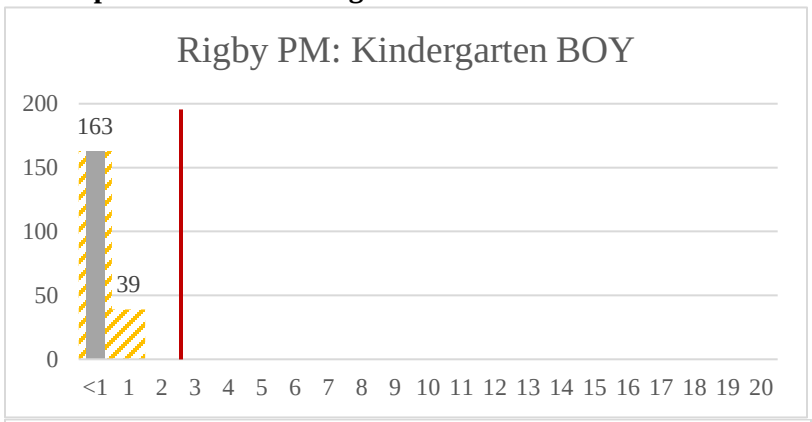


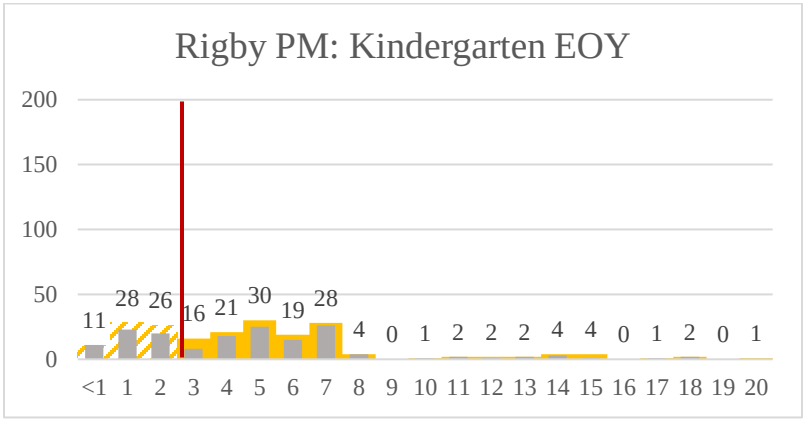



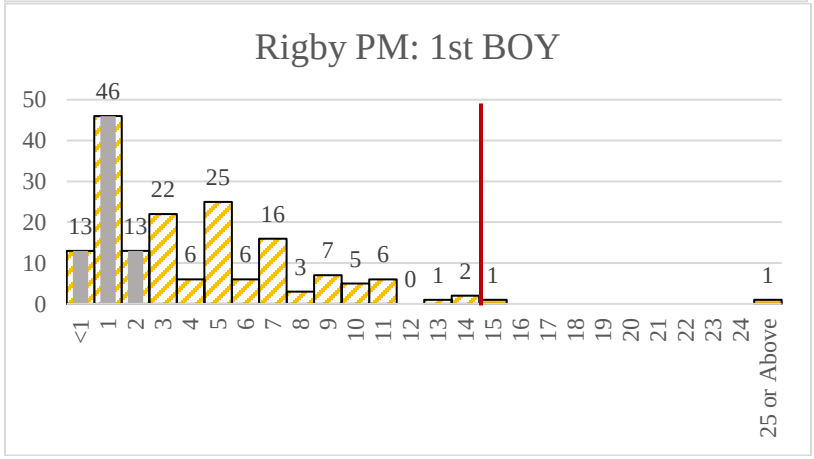



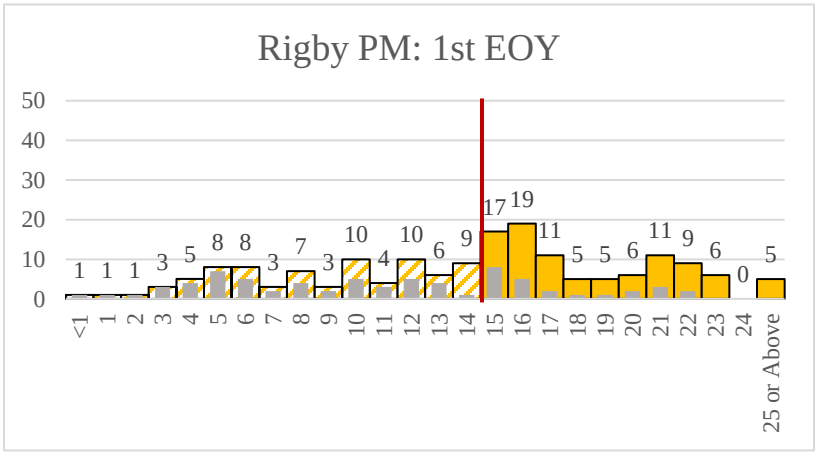



***Note: Y-axis represents count of students. Dashed bars indicate below EOY benchmark. Solid bars indicate at or above benchmark. Gray bars represent subset of target students at BOY.**

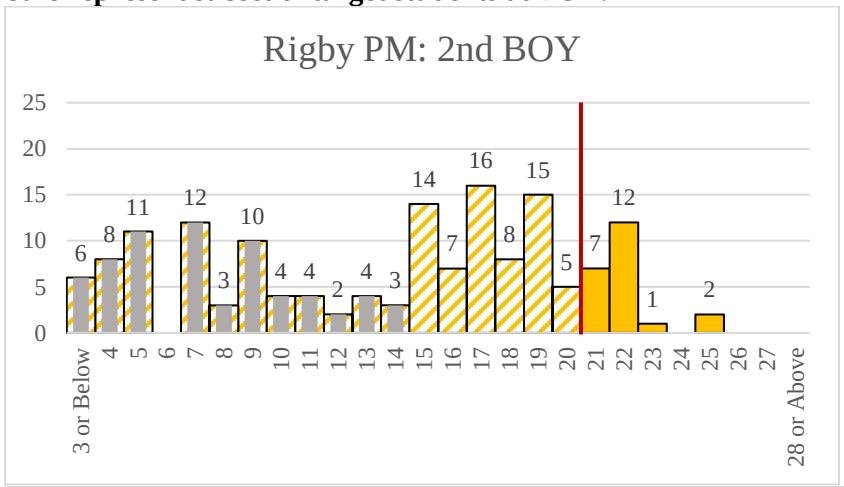


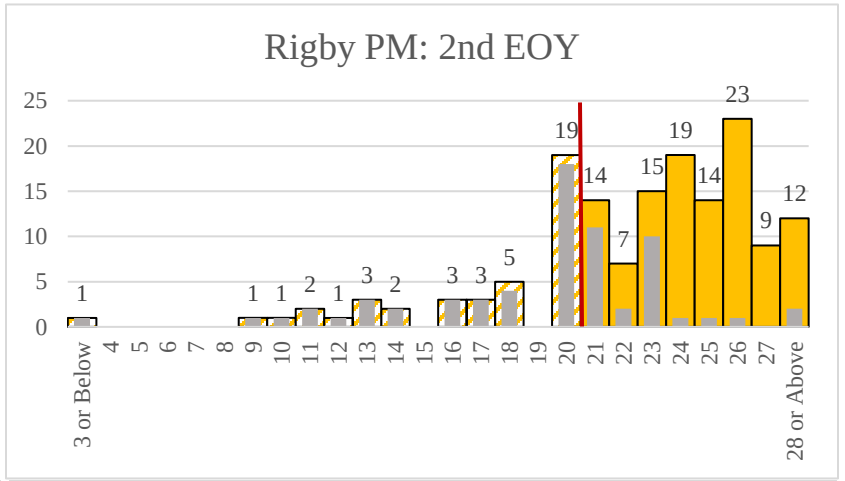



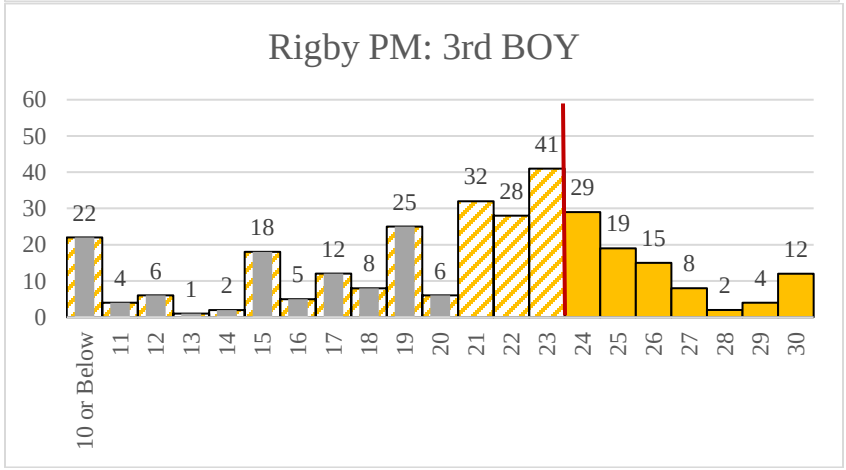



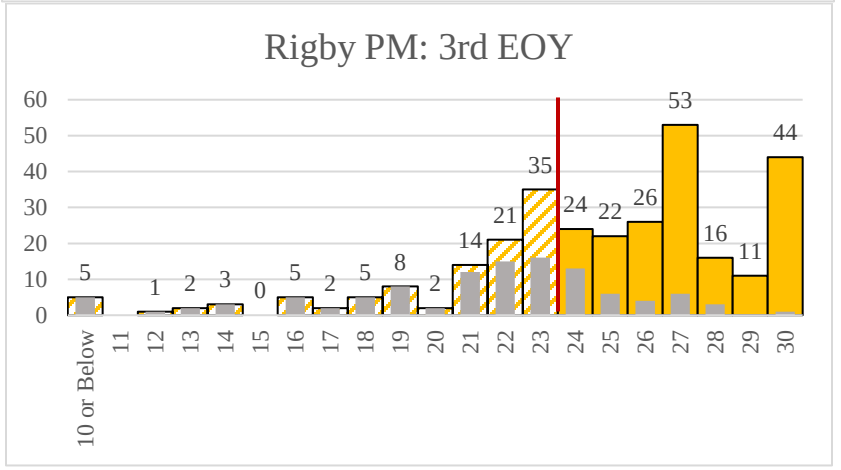



***Note: Y-axis represents count of students. Dashed bars indicate below EOY benchmark. Solid bars indicate at or above benchmark. Gray bars represent subset of target students at BOY.**




**Note: Reading Recovery graphs were excluded because sample sizes were too small.*