



The Reading Mentors Program: A Language and Literacy Partnership

2016-2017 End-of-Year Evaluation Report

Rosaline Tio

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Executive Summary

Overview

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

Governor Deal first began the RMP in 2012. The 2016-2017 school year marks the second year of the newly revamped three-year RMP that has expanded its focus to include not only conventional reading skills, but also foundational reading skills such as speaking, listening, and writing. In the second year of the program, 19 additional schools began participating in the RMP. The RMP currently serves approximately 28,000 students and 1,200 teachers in 76 schools and 23 districts across the state. Participating schools submitted applications to be a part of the program. The Governor's Office of Student Achievement (GOSA) reviews school applications, selects schools, hires the RMP staff, and provides overall guidance to the program. The RMP team consists of 2 Program Managers and 18 LLSs. The LLSs work directly with teachers and leaders in approximately three to five schools each, and the Program Managers oversee and support LLSs.

Program Goals

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

- 90% of principals and teachers indicate that they are well supported by their LLS.
- 85% of teachers will indicate that they have learned a variety of instructional strategies from their respective LLS.
- 100% of the LLS team will actively coach 10 or more teachers in a virtual coaching platform.
- 100% of district central office staff will indicate that they received timely and professional communication from their respective Program Manager.¹
- The percentage of students meeting grade-level benchmarks in oral reading fluency on the Dynamic Indicators of Basic Early Literacy Skills

¹ The RMP has two Program Managers who oversee and support the activities of the LLSs and frequently interact with all district-level program participants.

(DIBELS) Next assessment will have a statistically significant increase from the beginning-of-year (BOY) administration to the end-of-year (EOY) administration.

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

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

Evaluation Methodology

GOSA's Research and Evaluation team produces annual mid-year summaries and end-of-year reports for each year of the three-year program, as well as a summative report on the RMP as a whole at the end of the third year. GOSA's Research and Evaluation team developed several evaluation instruments to collect information to inform developmental and summative analyses of the RMP. The evaluation focuses on three areas: program implementation, stakeholder satisfaction and impact, and student outcomes. This report presents major findings from multiple evaluation instruments for the 2016-2017 school year, as well as evaluative conclusions and recommendations. Evaluation instruments include phone interviews, focus groups, end-of-year surveys, School Literacy Needs Assessments, Teacher Progress Monitoring Forms, and student reading performance data.

Major Findings

Evaluation Focus Area I: Program Implementation

GOSA's Research and Evaluation team analyzed virtual coaching activity and conducted phone interviews and a focus group with teachers to evaluate program implementation. Key findings include:

- 89% of the LLS team (16 out of 18) actively coached ten or more teachers in a virtual coaching platform in 2016-2017, which was below the program goal of 100%.
- LLSs actively coached an average of 14 teachers through virtual coaching.
- LLSs provided support to participants through collaborative meetings, classroom observations, modeling, virtual coaching, and email.

- Teachers identified variation among the LLSs in how often they were able to provide face-to-face support, which may be a result of the RMP's differentiated coaching model or inconsistencies among LLSs.

Evaluation Focus Area II: Stakeholder Satisfaction and Impact

To gauge this focus area, GOSA's Research and Evaluation team administered end-of-year surveys to teachers, coaches, administrators, and district staff, conducted phone interviews and a focus group with teachers, and analyzed findings from the School Literacy Needs Assessment and Teacher Progress Monitoring Forms.² Key findings include:

- More than 85% of coach, administrator, and district staff survey respondents felt very or extremely supported, while 77% of teachers who responded to the survey felt very or extremely supported by their LLS. These percentages fall short of the goal of 90% of stakeholders feeling well supported by the LLS,
- The RMP is on track to meet its three-year goal for 95% of administrators and district staff to indicate that participation in the RMP is valuable to meeting literacy goals, as over 90% of respondents felt the RMP is very or extremely valuable. However, the RMP is not as close to meeting the goal for teachers and coaches; only 71% of teacher respondents and 83% of coach respondents felt the RMP is valuable.
- The RMP met its goal for 100% of district staff respondents indicating they received good or excellent professional and timely communication from the Program Managers.
- All respondents felt more proficient in reading instruction and assessment strategies as a result of RMP.
- Many participants stated that the lack of time to implement RMP practices in the classroom due to competing district initiatives was a major challenge.
- Some participants identified limited LLS availability and LLS mid-year turnover as additional challenges.
- School administrators reported the greatest growth (18 percentage points) from BOY to EOY in regularly using professional learning to improve instruction as a result of the RMP.
- Schools could use more support in establishing a consistent literacy focus schoolwide and identifying strategies to support struggling readers.
- LLSs identified 70% of teachers as proficient or exemplary in employing research-based instructional strategies to engage students in active learning and 62% of teachers as proficient or exemplary in using

² Participating coaches in the RMP have different titles depending on the school or district, and several RMP schools do not have coaches. In general, coaches provide instructional support, including literacy instruction, to teachers and staff in their schools.

assessment data to drive instruction. This is an increase of over 30 percentage points from the beginning of the school year.

- LLSs indicated that teachers still need support in developing higher-order thinking among students through questioning and problem solving as well as teaching students how to self-assess and monitor their own learning.

Evaluation Focus Area III: Student Outcomes

GOSA's Research and Evaluation team evaluated student performance on the DIBELS Next assessment from the beginning, middle, and end of the school year.³ Once available, GOSA's Research and Evaluation team will also analyze the 2016-2017 College and Career Ready Performance Index (CCRPI) Third Grade Lexile indicator to evaluate any changes in school performance over time.⁴ Key findings include:

- The percentage of all students meeting DIBELS Next benchmark goals increased by only 0.2 percentage points to 55% at the end of the year, which is 35 percentage points below the RMP's three-year goal for 90% of students to be reading at or above grade level by the end of third grade.
- 49% of schools saw growth in the percentage of students meeting benchmarks.
- The percentage of students meeting benchmark goals increased for kindergarten and first grade but decreased for second and third grade.
- The RMP did not meet its goal to generate statistically significant increases in the percentage of students meeting benchmark goals in oral reading fluency, as the percentage dropped from 53% to 46% during the school year.⁵
- The percentage of students meeting EOY benchmarks in 2016-2017 (55%) was 6.5 percentage points lower than the percentage of students meeting EOY benchmarks in 2015-2016.
- The percentage of students meeting EOY oral reading fluency benchmarks in 2016-2017 (46%) was six percentage points lower than the percentage of students meeting EOY oral reading fluency benchmarks in 2015-2016.
- For students who have DIBELS Next scores in both years, the percentage of students meeting benchmarks increased in 2015-2016 but decreased during 2016-2017.

³ Due to technical difficulties with the DIBELS Next data management system used by RMP schools, the overall student performance data used in this report have some slight differences from school-level portal data. However, the discrepancies are minor and do not affect the overall findings of this report.

⁴ Since 2017 CCRPI data will not be available until late 2017, GOSA will release this analysis as an addendum to the 2016-2017 RMP end-of-year report.

⁵ Only second and third graders are assessed on oral reading fluency. Oral reading fluency is measured by taking the median number of words read correctly by a student on three one-minute passages.

- 59% of students in Stage 2 schools that began the RMP in 2015-2016 met EOY benchmarks compared to 43% of students in Stage 1 schools that began the RMP in 2016-2017. However, the percentage of students meeting benchmarks did not grow from BOY to EOY in Stage 2 schools.

Recommendations

Based on the major findings, the Research and Evaluation team recommends the following actions:

- Ensure district staff are aware when RMP implementation expectations do not align with district initiatives, especially with regards to reading assessments, to address redundant or inconsistent messages to schools.
- Annually communicate clear and consistent program expectations to all participants, including teachers, coaches, administrators, and district staff, at the start of each school year.
- Encourage participants to utilize virtual coaching as an additional means to engage with LLSs.
- Monitor LLS feedback through virtual coaching to ensure it is equally as beneficial to teachers as on-site support.
- Build the capacity of schools' Literacy Leadership Teams to facilitate consistent literacy instruction across the curriculum.
- Support teachers in ensuring students are actively and meaningfully engaged in their own learning through student self-assessment and higher-order thinking.
- Conduct longitudinal analyses of RMP students at the school-, grade-, and teacher-level to identify potential areas of deficiency by school.
- Develop targeted professional learning content that addresses areas of deficiency identified through program data.
- Prioritize oral reading fluency as a major professional learning focus area for LLSs and participants.
- Help schools develop sustainability plans for achieving and maintaining improvements in reading performance.

Next Steps

The major findings indicate that the RMP is having some impact on reading instruction and assessment strategies in participating schools, but that there is still room for growth over the remainder of the three-year program. Teachers, coaches, administrators, and district staff are learning and implementing research-based reading instructional strategies and frequently collecting and analyzing student data to guide instruction. However, teachers feel overwhelmed by program expectations that conflict with district initiatives, and all stakeholders would like more time with LLSs. Schools still need support in establishing well-rounded literacy environments, especially in terms of continuous literacy instruction across the curriculum. There was only a slight increase in the percentage of students

meeting benchmark goals by the end of the year, and the percentage of students meeting benchmark goals in oral reading fluency declined. Additionally, for students that have been in the program for two years, student performance has declined.

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

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Table of Abbreviations

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

Introduction

The Reading Mentors Program: A Language and Literacy Partnership (RMP) aims to improve the efficacy of K-3 teachers in literacy instruction through comprehensive coaching support for teachers and leaders at participating schools.⁶ The program's Language and Literacy Specialists (LLSs) provide research-based professional learning, personalized one-on-one coaching based on individual teacher needs, and support for data-driven instruction to K-3 teachers and school leaders in participating schools. LLSs aim to build capacity and facilitate the change needed in each participating school to strengthen instructional practices and help more students read at grade level by the end of third grade.

Governor Deal first introduced the RMP in 2012 as part of an initiative to improve the percentage of children reading at grade level by the end of third grade. At the conclusion of the first iteration, beginning with the 2015-2016 school year, the Governor's Office of Student Achievement (GOSA) revamped the RMP. The focus of the program expanded to encompass not only conventional reading skills—including decoding or sounding out words, oral reading fluency, reading comprehension, and spelling—but also foundational early literacy skills including speaking, listening, and writing.⁷ By providing more research-based and comprehensive coaching support to teachers and staff in participating schools, the RMP seeks to foster lasting changes in literacy instruction that will improve student reading performance across the state. Between 2015-2016 and 2016-2017, 3 schools left the RMP and 19 schools joined.⁸ During the 2016-2017 school year, the RMP served approximately 1,200 teachers in 76 participating schools in 23 districts. Schools applied to be in the RMP, and GOSA reviewed and selected schools from the applicant pool.

The 2016-2017 RMP End-of-Year Evaluation Report is a comprehensive analysis of the RMP's activities during the 2016-2017 school year. GOSA's Research and Evaluation team conducted this evaluation and collaborated with RMP staff to establish the evaluation plan and collect and analyze data. The 2016-2017 RMP End-of-Year Evaluation Report includes:

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

⁶ Leaders include school coaches who support teachers through professional development. LLSs work with coaches one-on-one to become more effective in supporting literacy instruction.

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

⁸ The three schools left the program because the school closed or the school wanted to focus on other reading initiatives.

RMP Mission and Goals

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

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

- 90% of principals and teachers indicate that they are well supported by their LLS.
- 85% of teachers will indicate that they have learned a variety of instructional strategies from their respective LLS.
- 100% of the LLS team will actively coach 10 or more teachers in a virtual coaching platform.
- 100% of district central office staff will indicate that they received timely and professional communication from their respective Program Manager.⁹
- The percentage of students meeting grade-level benchmarks in oral reading fluency on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next assessment will have a statistically significant increase from the beginning-of-year (BOY) administration to the end-of-year (EOY) administration.

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

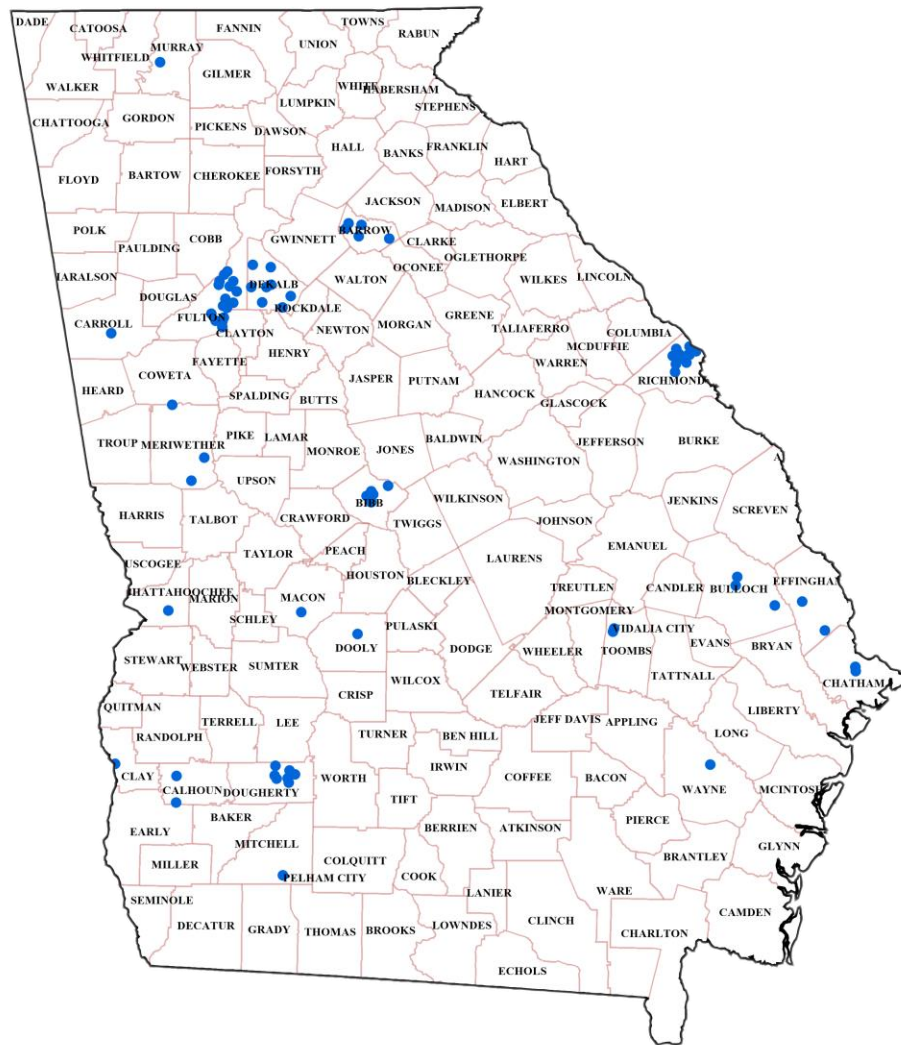
- 90% of students will be reading at or above grade level by the end of third grade.
- 95% of stakeholders will indicate that participation in the RMP is valuable in meeting individual teacher professional learning goals, as well as school- and/or system-level literacy goals.

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

Profile of Participating Schools

The RMP currently serves 76 schools in 23 districts across the state. All participating schools had to apply to be a part of the program. 57 schools joined the RMP in 2015-2016, and 19 schools joined the RMP in 2016-2017.¹⁰ Since program participation is application-based, LLSs serve districts and schools with varied socioeconomic and academic backgrounds. Some LLSs work with high-capacity urban districts and schools, but other LLSs serve districts and schools that have never had an individual dedicated to language and literacy support in the school. Figure 1 is a map showing the geographic distribution of the 76 participating schools. A full table of participating schools and districts is available in Appendix A.

Figure 1: Map of Participating RMP Schools



¹⁰ 11 schools that participated in the RMP in 2015-2016 also participated in the original iteration of the RMP.

LLSs serve all K-3 teachers, staff, and students at participating schools. GOSA used March Full-Time Equivalent (FTE) demographic data provided by the Georgia Department of Education (GaDOE) to produce a demographic profile of RMP schools. During the 2016-2017 school year, the RMP served approximately 1,200 teachers and 27,800 K-3 students across the state, or approximately five percent of the state's total K-3 student population.

Although there is great diversity among the student population of RMP schools, the demographic profile of the RMP as a whole reveals overall racial/ethnic differences when compared to the state's student population. Table 1 shows the racial/ethnic distribution of K-3 students in RMP participating schools and the state. 69% of students in RMP schools are black, which is 32 percentage points higher than the overall state percentage. Additionally, the RMP has a lower percentage of white students (17%) compared to the overall state percentage (40%). Students in RMP schools also consist of a smaller share of Hispanic students (10%) than the state's student population (15%). However, it is important to remember that the demographic profile presented in Table 1 is merely an overall summary of the racial/ethnic demographics for all students in participating RMP schools and does not capture school-level differences. A full breakdown of racial/ethnic demographics for each participating school is available in Appendix B.

Table 1: Demographic Profile Comparison of RMP and the State

	RMP Students	Students in GA	Difference in Percentage Points
American Indian	<1%	<1%	<1
Asian	1%	4%	3
Black	69%	37%	32
Hispanic	10%	15%	5
Pacific Islander	<1%	<1%	<1
Multi-Racial	3%	4%	1
White	17%	40%	23
Source: GaDOE March 2, 2017 FTE Enrollment by Ethnicity/Race and Gender			

Student FTE data also revealed that 10% of students in RMP schools are students with disabilities (SWD), which is similar to the statewide percentage of SWD during the 2015-2016 school year (11%).¹¹ 8% of students in RMP schools are English Learners (EL), which is equivalent to the percentage of all Georgia students classified as Limited English Proficient in 2015-2016. Furthermore, 2% of students in RMP schools are gifted, which is much lower than the state's

¹¹ 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. GOSA's Annual Report Card collects SWD data from the December FTE count, EL data from Student Record, and gifted data using an unduplicated count of October and March FTE data.

percentage of gifted students in 2015-2016 (12%). No students in RMP schools are classified as retained.

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.¹² A significant number of RMP schools fall into this category. 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 migrant. The average percentage of students who were directly certified in RMP schools during 2015-2016 was 63% and the median percentage was 68%, much higher than the state average of 38%.¹³

¹² For more information on why FRL is not the most accurate measure of student poverty, please see GOSA’s e-bulletin [here](#).

¹³ GOSA used school-level directly certified data from the [Report Card’s downloadable data files](#). The most recent year available is 2015-2016. Two RMP schools are new schools in 2016-2017 and did not have directly certified data.

Evaluation Methodology

Given that the RMP is a three-year program, GOSA's Research and Research and Evaluation team plans to produce annual mid-year summaries and end-of-year reports, as well as a summative report on the RMP as a whole at the end of the third year.¹⁴ GOSA's evaluation of the RMP will analyze developmental and summative information in three focus areas: program implementation, stakeholder impact and satisfaction, and student outcomes. Table 2 lists each evaluation focus area with its respective evaluation questions and instruments. The following sections will present major findings during the 2016-2017 school year in each of the three focus areas from the evaluation instruments, including phone interviews, focus groups, end-of-year surveys, School Literacy Needs Assessments, Teacher Progress Monitoring Forms, and student performance data.

Table 2: Summary of GOSA's RMP Evaluation Plan

Evaluation Focus Area	Evaluation Question(s)	Instruments
Program Implementation	<p>Did LLSs present research-based strategies that provide instructional support for teachers and school staff to better serve students?</p> <p>Was the grant program implemented with fidelity?</p>	<p>LLS Virtual Coaching Platform¹⁵</p> <p>Phone Interviews and Focus Groups</p>
Stakeholder (Teacher, Coach, Administrator, District Personnel) Satisfaction and Impact	<p>Do stakeholders (teachers, coaches, administrators, district personnel) feel satisfied with and believe there was a value add from the instructional support provided by LLSs?</p> <p>How impactful are the LLSs in developing highly effective teachers and strong literacy instructional environments in participating schools?</p>	<p>End-of-year survey of teachers, administrators, coaches, and district personnel</p> <p>Phone Interviews and Focus Groups</p> <p>School Literacy Needs Assessments</p> <p>Teacher Progress Monitoring Forms</p>

¹⁴ To access previous RMP reports, visit [GOSA's Evaluation of Innovative Programs page](#).

¹⁵ LLSs use the [Insight ADVANCE](#) platform to provide virtual coaching to participants.

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

Major Findings

Throughout the 2016-2017 school year, GOSA's Research and Evaluation team collected data using all of the evaluation instruments in Table 2. This report includes findings and summative conclusions from phone interviews, focus groups, end-of-year surveys, School Literacy Needs Assessments, Teacher Progress Monitoring Forms, and student performance data. The findings that follow are organized according to the evaluation focus areas listed in Table 2.

Evaluation Focus Area I: Program Implementation

To evaluate program implementation, GOSA's Research and Evaluation team analyzed data from the Insight ADVANCE web platform and conducted phone interviews and a focus group with teachers. Insight ADVANCE allows teachers to share videos of their instruction with LLSs, who can then provide constructive feedback. GOSA's Research and Evaluation team analyzed the coaching activity occurring on Insight ADVANCE as an element of program implementation. GOSA's Research and Evaluation team also conducted phone interviews and a focus group during April and May to gather additional data on program implementation.

Virtual Coaching Activity

As part of the RMP coaching model, LLSs provide virtual coaching to participating teachers. Virtual coaching allows LLSs to support more teachers in their schools by enabling LLSs to observe and coach teachers without physically being in the classroom. GOSA's Research and Evaluation team examined video activity through the Insight ADVANCE web platform to evaluate how often virtual coaching is occurring.

One of the RMP's goals is for 100% of the LLS team to actively coach ten or more teachers in a virtual coaching platform. To evaluate this goal, GOSA's Research and Evaluation team analyzed the number of unique teachers who shared videos with their LLS through the Insight ADVANCE platform during the 2016-2017 school year. 89% of the LLS team actively coached ten or more teachers in a virtual coaching platform in 2016-2017. While all LLSs engaged with virtual coaching with their teachers, two LLSs had fewer than ten teachers who actively used the Insight ADVANCE platform. The number of teachers each LLS coached virtually ranged from 6 to 31, with an average of 14 teachers per LLS. The variability in virtual coaching activity may be caused by unfamiliarity with virtual coaching among LLSs and teachers. Moving forward, the RMP should ensure that the use of virtual coaching is consistent across all LLSs.

Phone Interviews and Focus Groups

GOSA's Research and Evaluation team conducted 11 phone interviews with a randomly selected sample of teachers and principals from RMP schools across the state. It also conducted a focus group with participating teachers in Richmond County, which has 12 schools in the RMP.¹⁶ During the phone interviews and the focus group, participants were asked to describe their interactions with the LLS during the 2016-2017 school year. A full list of the phone interview and focus group questions is available in Appendix C. GOSA's Research and Evaluation team used these responses to identify similarities and differences in program implementation across multiple RMP schools.

The phone interviews and the focus group revealed that LLSs provided similar supports for teachers during the school year, regardless of the school. Overall, participants stated that LLSs provided relevant resources and ideas for improving classroom instruction, as well as support in how to analyze DIBELS Next assessment data and use data to better support students. Most participants mentioned their LLS modeling strategies for them, but some participants in the focus group did not receive any modeling.¹⁷ All participants said that LLSs provided support through planning meetings, classroom observations, virtual coaching, or email. Additionally, all participants felt that the additional support and feedback were beneficial to their instructional practice.

However, participant responses ranged when asked how often they interacted with their LLS. Most participants saw their LLS once a week, but some participants saw their LLS every other week or even once a month. A few participants mentioned that their LLS initially came consistently but then the visits became more sporadic over time. These findings reveal some differences in how often LLSs were able to visit schools. Some of these differences may be a result of the RMP's coaching model in which LLSs provide differentiated support to schools based on each school's needs, or schools that have been in the program longer receive more virtual support than on-site support. In other instances, the inconsistencies may be due to internal staff changes during the school year.¹⁸ In the future, the LLSs and/or Program Managers should clearly communicate LLS schedules with participants to address any misunderstandings about the program.

¹⁶ Richmond County was selected because of the large number of participating schools and to gain more insight on RMP implementation in an urban district.

¹⁷ Modeling is a core component of the RMP where LLSs demonstrate for teachers how to implement specific instructional strategies in the classroom.

¹⁸ Two LLSs resigned mid-year, causing other LLSs to have to change school assignments during the middle of the school year.

Program Implementation Recommendations

To strengthen the consistency of virtual coaching among LLSs, GOSA's Research and Evaluation team recommends that the RMP Program Managers monitor virtual coaching activity continuously throughout the school year to establish consistency among staff. Additionally, RMP staff should communicate the benefits of virtual coaching to RMP participants to establish greater buy-in and encourage participation.

To address the differences in the amount of time LLSs spend in different schools, the RMP should set clear and consistent expectations for the LLSs and schools on how much time LLSs should be present in schools and be sure school participants are aware of these expectations. Improved communication can help prevent any misunderstandings about the amount and type of support LLSs provide.

Evaluation Focus Area II: Stakeholder Satisfaction and Impact

GOSA's Research and Evaluation team used several tools to evaluate stakeholder satisfaction and impact for the RMP. The Research and Evaluation team administered end-of-year surveys to teachers, coaches, administrators, and district staff, conducted phone interviews and a focus group with teachers, and analyzed findings from the School Literacy Needs Assessment and Teacher Progress Monitoring Forms.

End-of-Year Surveys

GOSA's Research and Evaluation team administered an end-of-year (EOY) survey to all RMP participants to evaluate the impact of the RMP on instructional practices and collect feedback on the program. GOSA's Research and Evaluation team created a separate survey for teachers, coaches, administrators, and district staff to collect differentiated feedback from each group according to each group's participation in the program.¹⁹ Respondents were asked to complete the survey electronically during the month of May. Each survey consisted of approximately 20 questions, including general background questions, pre/post retrospective questions, open-ended questions, and attitude questions rated on a five-point scale.²⁰ Eleven questions were consistent across all surveys. A copy of each survey is available in Appendix D.

The response rate for each survey, displayed in Table 3 below, varied. District staff represented the smallest participant group surveyed and had the lowest

¹⁹ Teachers, coaches, administrators, and district personnel all interact with the RMP in different capacities, so GOSA and the RMP Program Managers felt it would be more insightful to develop a separate end-of-year survey for each group.

²⁰ All response scales were designed so that a rating of 1 was the lowest and 5 was the highest.

response rate (58%). The low district staff response rate may be because the survey was administered at the end of the school year. Next year, GOSA's Research and Evaluation team may want to leverage the Program Manager's relationships with district staff to administer the surveys and/or administer the survey earlier in April or May when schedules may not be as busy.

Table 3: End-of-Year Survey Response Rates

	Number of Responses	Response Rate
Teacher	881	73%
Coach	60	81%
Administrator	56	70%
District Staff	15	58%

GOSA's Research and Evaluation team included some questions that were consistent across all surveys to better assess the RMP's goals for 90% of principals and teachers to indicate that they are well supported by the LLS after each year, and 95% of all stakeholders to indicate that participation in the RMP is valuable to meeting literacy goals. The results from each survey for the consistent questions are shown in Table 4. Red values indicate percentages that are below the program's goals. GOSA's Research and Evaluation team also asked some of the questions in a mid-year (MOY) survey.²¹

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

Survey Question	Percentage Rating 4 or 5			
	Teacher	Coach	Administrator	District
How supported do you feel by the LLS?	77%	86%	89%	100%
How valuable is your participation in the RMP to meeting literacy goals?	71%	83%	91%	93%
How often do you apply what you learn from the RMP in your practice?	78%	87%	87%	N/A
Would you recommend the RMP to someone else?	88%	98%	95%	100%

Although over 85% of coaches, administrators, and district staff felt very or extremely supported by the LLS, the RMP did not meet its goal for 90% of principals and teachers to indicate that they were well supported by the LLS at the end of 2016-2017. 78% of all stakeholders felt very or extremely supported by the LLS. The percentage of teachers who felt very or extremely supported by the LLS (77%) dropped by two percentage points from MOY to EOY. The percentage of administrators who felt very or extremely supported by the LLS was 89% at MOY and EOY, which is just shy of the 90% goal. LLSs may need to speak with teachers to identify how teachers define support and clarify the types of supports LLSs can provide.

²¹ GOSA did not administer a MOY survey to coaches.

The goal for 95% of stakeholders to indicate that participation in the RMP is valuable to meeting literacy goals is a three-year goal. By the end of year two, 73% of stakeholders felt the RMP is valuable. Over 90% of administrators and district staff felt the RMP is valuable, which is on track to meeting the goal of 95% for these stakeholder groups by the end of year three. However, only 71% of teachers and 83% of coaches thought the RMP is very or extremely valuable to meeting literacy goals. The percentage of teachers who thought the RMP was very or extremely valuable dropped by one percentage point from MOY to EOY.

When respondents were asked if they would recommend the RMP to someone else, most respondents said they would. 100% of district staff, 98% of coaches, 95% of administrators, and 88% of teachers indicated they would recommend the RMP to another colleague, school, or district. These data show that although teachers and coaches feel the RMP is beneficial enough to recommend to others, some teachers and coaches were not fully satisfied with the support they received.

Table 5: End-of-Year Survey Results about LLS Interactions

Survey Question	Percentage Rating Agree or Strongly Agree			
	Teacher	Coach	Administrator	District
My LLS is prepared for professional development.	88%	93%	87%	N/A
My LLS is available in the school building or virtually on a regular basis.	80%	95%	81%	93%
My LLS provides constructive feedback/aggregate feedback on K-3 reading performance in my school.	79%	95%	86%	93%
My LLS is accessible/I know when my LLS is going to be in my building or available virtually.	84%	91%	88%	80%
My LLS is on time.	N/A	91%	84%	N/A
I feel like I can trust my LLS.	84%	98%	85%	N/A
My LLS is knowledgeable about literacy instruction.	N/A	98%	90%	93%

The surveys also asked participants to rate their interactions with the LLS during the school year as shown in Table 5. In general, most respondents felt positively about their relationship with the LLS. Participants felt LLSs were knowledgeable about literacy instruction and prepared for professional development. Compared to other participants, coaches felt most positively about their relationship with the LLS. About 80% of teachers and administrators felt the LLS was available on a regular basis, compared to over 90% of coaches and district staff. Additionally, the percentage of teachers who felt the LLS provided constructive feedback (79%) was lower compared to other stakeholders. Overall, these results indicate that RMP participants felt positively about their interactions with LLSs, but LLSs could improve on being available physically or virtually on a regular basis and providing constructive feedback, particularly with teachers.

The results in Table 4 and Table 5 provide an overall snapshot of how stakeholders feel about the RMP and reveals that for some stakeholders, the RMP still can improve its service model to meet its stakeholder satisfaction goals. Teacher satisfaction improved in 2016-2017 compared to 2015-2016, but the RMP should continue to strengthen its relationship with teachers so more teachers feel supported by the LLS and think the program is valuable. However, a separate analysis of each end-of-year survey provides more insight for specific recommendations. The following sections analyze more specific findings from each stakeholder group's EOY survey.

Teacher End-of-Year Survey

The EOY survey for teachers consisted of 24 questions that can be found in Appendix D. One of the RMP's goals is for 85% of teachers to indicate that they have learned a variety of instructional strategies from their LLS at the end of the year. To evaluate this goal, teachers indicated how often they apply strategies from the LLS in their classroom and how prepared they felt to teach literacy to a variety of learners. 78% of teachers stated they apply what they learn from the LLS in their classroom often or always, which is three percentage points lower than at MOY. The slight drop may be a result of the differences in response rate between MOY and EOY. The response rate at the MOY was only 38% compared to 73% at EOY. Additionally, 74% of teachers felt very or extremely prepared to teach literacy to a variety of learners.²² Thus, the RMP did not meet its goal for 85% of teachers to indicate they have learned a variety of strategies from their LLS. GOSA's Research and Evaluation team will also add a specific question related to this goal in future surveys.

As mentioned previously, 77% of teachers felt very or extremely supported by the LLS, and 71% of teachers thought the RMP was valuable. When asked to rate how valuable specific RMP supports were, only 58% of teachers felt observations by the LLS were very or extremely valuable. The largest share of teachers (68%) felt professional learning sessions and using DIBELS Next to assess students were very or extremely valuable. These findings indicate that the RMP should reexamine how LLS supports, such as observations or one-on-one coaching, are properly aligned to teachers' needs and desires.

Roughly one-third of respondents participated in virtual coaching during the 2016-2017 school year.²³ Of these respondents, 46% felt very or extremely comfortable participating in video coaching. Many respondents felt uneasy being recorded but ultimately appreciated the feedback from the LLS. Respondents who did not feel comfortable simply did not like being recorded or felt the online

²² This question was not included in the MOY teacher survey.

²³ LLSs selected teachers to participate in virtual coaching, occasionally with input from administrators. LLSs were encouraged to select teachers who were moderately struggling and could use the additional support.

platform had too many technical issues when uploading videos. On the other hand, 59% of respondents felt virtual coaching will be very or extremely valuable to their professional development. As the RMP plans to expand virtual coaching in the future, LLSs should introduce virtual coaching as a constructive, non-threatening coaching tool to help teachers feel more comfortable. The RMP should also discuss technical issues with the vendor to improve teachers' experiences and provide a user's guide to teachers to help troubleshoot problems.

Pre/post retrospective questions in the survey measured any changes in teachers' reading instruction and assessment practices after participating in the RMP. Respondents were asked to indicate how frequently they engaged in specific practices prior to the RMP and at the time of the survey. Table 6 shows that teachers used RMP instructional strategies more frequently at the end of the year compared to before they started the RMP. The greatest increase was the percentage of teachers progress monitoring students using DIBELS Next on a regular basis, which grew from 44% before the RMP to 88% at the time of the survey. The results in Table 6 indicate that the RMP is effective in changing teacher practice. Teachers are implementing RMP strategies, such as using DIBELS data to drive instruction, more frequently after participating in the RMP.

Table 6: Pre/Post Retrospective Teacher Practice Question Results

Instructional Practice	Percentage Often or Always	
	Before RMP	Now
Teaching all five components of reading simultaneously	44%	87%
Selecting appropriate reading strategies to target struggling students' needs	62%	94%
Progress monitoring students using DIBELS Next	44%	88%
Using DIBELS data to help determine student small groups	44%	85%
Using DIBELS data to help modify student groups	43%	85%

While a large share of teachers are implementing RMP strategies and changing teacher practice after participating in the RMP, there remains a disconnect between teacher behaviors and how satisfied teachers are with the program. The open-ended responses provide useful insight on why teachers may not find the RMP valuable or feel supported. When asked how the RMP has benefited

them, teachers stated that LLSs have provided useful instructional strategies and resources to use in the classroom and support struggling readers. Teachers also appreciated learning how to use DIBELS Next effectively to group students for differentiation. However, teachers also mentioned specific drawbacks to the

“The program has shown me the importance of teaching all five components of reading together, not separately. The program has also shown me how to find exactly where my students are struggling so I can fine-tune my instruction.”

program, such as the overwhelming testing requirements of DIBELS Next, redundant information from LLSs and other sources, and a lack of quality time with the LLS.

When asked what challenges teachers have faced from participating in the RMP, a large number of respondents stated they faced no challenges. However, many respondents identified a variety of challenges from the RMP, including:

- Insufficient time in the classroom to implement RMP strategies, particularly DIBELS Next progress monitoring,
- Technical difficulties with virtual coaching and DIBELS Next,
- LLS turnover and inconsistent messages from different LLSs, and
- Limited access to the LLS due to scheduling conflicts.

To address these challenges, teachers provided several suggestions for future program improvements, such as:

- Establish clear program expectations at the start of the school year with specific guidance on program implementation, such as a progress monitoring calendar,
- Provide tangible resources for teachers during training, such as a binder of materials and guidelines,
- Encourage more modeling of reading strategies by the LLS,
- Increase the amount of on-site LLS support,
- Allow more time for teachers to implement strategies in the classroom,
- Communicate to district staff when RMP expectations do not align with other district mandates, especially consolidating testing requirements, and
- Organize LLS professional learning to focus on specific content.

While teachers felt the RMP is useful to improving their literacy instruction, teachers also felt dissatisfied with the program's overwhelming and sometimes unaccommodating expectations. The challenges listed above likely explain the lower percentage of teachers who felt supported and found the RMP valuable. Given these findings, the RMP should do the following:

- Make sure program expectations are clear at the beginning of the school year and provide resources and suggestions on time management to help teachers implement RMP strategies,
- Leverage virtual coaching as a means for teachers to interact with the LLS more frequently rather than another program requirement,
- Work closely with schools and districts to raise awareness when the program is not aligned with other mandates, such as testing, and
- Solicit ongoing feedback from teachers to ensure the support they are providing is relevant and beneficial.

Coach End-of-Year Survey

The EOY survey for coaches consisted of 20 questions that can be found in Appendix D. Participating coaches have different titles depending on the school or district, and several RMP schools do not have coaches.²⁴ LLSs worked with approximately 75 coaches total. In general, coaches provide instructional support, including literacy, to teachers in their schools, so LLSs also provide professional development to coaches to build capacity within schools. 82% of respondents have been working as coaches for less than five years. Most respondents serve at least 20 teachers, with 22% of respondents serving over 40 teachers.

As seen in Table 4 and Table 5, coaches have a positive view of the RMP. 86% of coaches felt very or extremely supported by the LLS, and 83% of coaches thought the RMP is very or extremely valuable. 87% of coaches applied lessons from the LLS in their coaching practice, and 98% of coaches would recommend the RMP to a colleague. Approximately 75% of respondents participated in all RMP activities, with 91% engaging in discussions about student data with the LLS. Of the different RMP elements, coaches found classroom observations with the LLS and discussions about student data most valuable. Overall, coaches felt the RMP has provided them with valuable knowledge and strategies to better support literacy instruction in their schools.

A pre/post retrospective survey question measured changes in coaches' understanding of research-based literacy instructional practices and frequent collection of student literacy data. Prior to the RMP, only 45% of coaches felt they were able to teach a peer about research-based literacy instruction and frequent data collection. By the end of the school year, 86% of coaches were able to teach a peer about research-based literacy instruction, and 90% of coaches were able to teach a peer about frequent data collection. Additionally, at the end of the school year, approximately 70% of coaches felt they could teach these concepts to a team of peers. Thus, the RMP has helped coaches become even more proficient in literacy instruction and assessment strategies. Moving forward, the RMP should focus on increasing the percentage of coaches who feel they are able to teach these learning targets to a team of colleagues.

The open-ended responses further support these findings. When asked about the RMP's benefits, the most frequent response was the knowledge, resources, and strategies LLSs provided. Coaches also learned how to effectively analyze student data and appreciated when LLSs modeled strategies for coaching teachers. When asked to describe challenges faced from the RMP, half of the respondents listed none. Some of the challenges listed were similar to the challenges teachers identified, including scheduling adequate amounts of time with the LLS and conflicting requirements from the RMP and the district. An additional challenge coaches identified was obtaining teacher buy-in for the RMP. Coaches struggled

²⁴ Most survey respondents (80%) identified as academic or instructional coaches. There were also literacy coaches, instructional supervisors, curriculum support teachers, and other specialists.

to motivate teachers to see the value of the RMP's strategies. LLSs should work with coaches at the start of the school year to explain the purpose of the RMP to teachers and obtain buy-in.

Many of the improvements suggested by coaches were the same as those suggested by teachers, with the addition of the following recommendations for LLSs:

- Conduct summer training with teachers to prepare for the school year,
- Engage in pre-planning conversations with coaches to determine a professional learning approach for the school year, and
- Maintain direct contact with coaches and teachers on a weekly basis

Overall, instructional coaches value the RMP and recognize the program's benefits. Additionally, coaches recognize the pushback that exists from teachers to fully implement the RMP. LLSs should capitalize on their relationships with coaches to improve teacher satisfaction with the RMP. In addition, they should work with coaches to streamline school, district, and RMP professional learning so that teachers feel less overwhelmed.

Administrator End-of-Year Survey

The EOY survey for administrators consisted of 26 questions that can be found in Appendix D. 86% of respondents were school principals.²⁵ Additionally, 54% of respondents have been at their school for less than three years.

Similar to coaches, the findings in Table 4 reveal that administrators also felt positively about the RMP. 89% of respondents felt very or extremely supported by the LLS, and 91% felt the RMP was valuable to meeting school literacy goals. 95% of administrators would recommend the RMP to a colleague.

Administrator participation in RMP activities was lower than coach participation. Nevertheless, over 85% of administrators found all LLS supports valuable. Additionally, administrators had a positive view of their LLS in general, except for only 81% of administrators agreeing that the LLS is available physically or virtually on a regular basis. Overall, administrators felt the RMP has been valuable in improving literacy instruction in their schools.

Administrators were also asked three pre/post retrospective questions to evaluate changes in their understanding of literacy instruction, what they are observing in classrooms, and the school's Literacy Leadership Team (LLT)²⁶. The results are in Table 7. By the end of the school year, 95% of respondents felt proficient in

²⁵ The remaining respondents were assistant principals.

²⁶ As part of the RMP, LLSs help schools develop an LLT that can support literacy instruction schoolwide.

research-based literacy instructional practices and how to frequently collect student data, which was almost double the percentage from before the program. Administrators also reported significant increases in how often they observed teachers engaging in RMP-supported practices. Administrators observed the greatest increase (60 percentage points) in teachers creating rigorous, differentiated literacy assignments and collaborating to develop new ideas for reading instruction. Finally, administrators also reported improvements in the functionality of the LLT, which is typically comprised of teachers and administrators dedicated to improving literacy performance in the school. 77% of respondents rated the ability of their LLT to address literacy in school as good or excellent at the time of the survey, compared to only 13% before the RMP. Administrators have thus observed improvements in teacher practice, LLTs, and their own understanding of reading instruction after participating in the RMP.

Table 7: Pre/Post Retrospective Administrator Question Results

Indicator	Before RMP	Now
	Percentage Proficient or Above	
Research-based literacy instructional practices	41%	95%
How to frequently collect data on student literacy performance	53%	95%
	Percentage Often or Always	
Teachers create rigorous literacy assignments that are differentiated to needs of individual students.	10%	70%
Teachers collaborate to develop new ideas for reading instruction.	29%	89%
Teachers are comfortable receiving feedback on literacy instruction.	31%	87%
	Percentage Good or Excellent	
Ability of Literacy Leadership Team to address literacy in school	13%	77%

The open-ended responses from administrators were similar to the other surveys. When asked how the RMP has benefited their school, almost all respondents had positive answers. The most common response was gaining additional knowledge on how to teach literacy effectively by focusing on foundational skills and using data to make informed decisions for students. Administrators felt the targeted focus on literacy had built capacity among teachers to improve literacy instruction.

Many of the challenges listed by administrators were the same as challenges identified by coaches. Common challenges included difficulty getting buy-in from teachers and the

“The RMP has changed our thought process on improving literacy. We now use data to inform instruction, create groups, and use data analysis to lead our interventions and enrichment.”

limited time LLSs had at the school. Additionally, several administrators identified changes in LLS assignments as a challenge. While administrators understand the circumstances, respondents stated that the lack of a consistent LLS in the school hindered progress.

When asked how they would improve the program, administrators recommended increasing the amount of on-site support from the LLS by decreasing the number of schools each LLS serves. Some administrators also suggested aligning RMP priorities with district initiatives, especially assessments. In terms of future supports, outside of additional LLS support, administrators would like LLSs to support them in developing sustainability plans for improving literacy in the future. Overall, the administrator survey results further highlight the need for the RMP to frame virtual coaching as a tool to increase interactions with the LLS without the LLS having to be physically present.

District Staff End-of-Year Survey

The EOY survey for district staff consisted of 17 questions that are available in Appendix D. Similar to the other surveys, the district end-of-year survey aimed to collect feedback from district staff on the RMP; however, GOSA's Research and Evaluation team also designed the survey to assess whether district staff understood the goals and principles of the RMP. There were no pre/post retrospective questions. Most district staff respondents had one to three schools in the district participating in the RMP.

As seen in Table 4 and Table 5, district staff generally had the most positive view of the RMP compared to the other stakeholder groups. All respondents felt very or extremely supported by the Program Manager, and 93% felt the RMP was valuable to meeting district literacy goals. All respondents would recommend the RMP to another district. However, only 80% of district staff were aware of when the LLS works with participating schools. The RMP met its goal for 100% of district staff to indicate that they received timely and professional communication about the RMP from the Program Managers. Although the response rate was below 100%, all respondents rated timeliness and professionalism as good or excellent.

The district staff survey also asked respondents to rate the level of importance of specific RMP program components to evaluate the alignment of district priorities with RMP priorities. The literacy instruction elements included were identified by RMP staff as critical components of the RMP model. All respondents rated one-on-one coaching, research-based instructional practices, understanding the five components of reading, and staff reflection as very or extremely important. 93% of respondents rated frequent progress monitoring and using data to set student goals as very or extremely important. However, only 40% of respondents indicated that they frequently set up times to meet with schools to discuss the RMP.

Viewed in isolation, these findings indicate strong alignment between district priorities and the RMP model. However, the teacher, coach, and administrator survey results revealed misalignment between the RMP model and district mandates, particularly in terms of reading assessments. The limited communication between the district and RMP schools may contribute to the misalignment between the RMP and district initiatives. Even though district and RMP priorities may align, the implementation of the priorities may not necessarily be aligned. The RMP should facilitate conversations with district staff to ensure that implementation expectations for achieving literacy goals are consistent. Improved communication between the RMP and participating districts will help ensure the RMP and district mandates, such as reading assessments, are streamlined for teachers, coaches, and administrators.

The open-ended responses mirror these findings. The most common benefit listed was improvement in student literacy scores, followed by the additional knowledge teachers have about the components of reading. The challenges listed were similar to other stakeholder groups, such as the limited time LLSs can spend in schools and obtaining teacher buy-in. Many district staff also recommended increasing the amount of on-site support LLSs provide. One unique recommendation from district staff was to include more comprehension tests and strategies as part of the RMP model. Nevertheless, district staff in general felt the RMP has been useful to schools and were satisfied with the support received.

End-of-Year Survey Summary

In summary, the end-of-year surveys revealed that RMP participants were generally satisfied with the RMP, but the RMP is still not meeting its stakeholder satisfaction goals. While roughly three-fourths of teachers felt well supported and believed that RMP has been valuable, this percentage was the lowest among the stakeholder groups.

Across all surveys, stakeholders identified three major challenges:

- Lack of time to implement RMP practices in the classroom,
- Limited LLS availability and LLS turnover, and
- Unclear expectations that conflict with district mandates.

To gain more insight on some of these concerns, the surveys asked teachers and principals how many literacy assessments besides DIBELS Next are used in the school to assess reading. On average, teachers and principals identified two other literacy assessments that schools were using in addition to DIBELS Next. Within this context, the cross-cutting criticism that teachers do not have time to adequately implement RMP practices and the perceived conflict with district mandates is understandable given the amount of literacy assessments they are required to implement.

Moving forward, the RMP should facilitate conversations about implementation expectations with the district first, followed by school staff, to maximize alignment between the RMP model and district initiatives. In these conversations, RMP staff should work with the district to eliminate redundancies and develop practical reading instruction implementation plans for schools. Additionally, the RMP should ensure all LLSs are effective in virtual coaching and reframe virtual coaching as a means for participants to engage with the LLS more frequently.

Phone Interviews and Focus Groups

GOSA's Research and Evaluation team conducted 11 phone interviews with a randomly selected sample of teachers and principals from RMP schools across the state. GOSA's Research and Evaluation team also conducted a focus group with participating teachers in Richmond County, which has 12 schools in the RMP. The phone interviews and the focus group aimed to collect additional qualitative data from stakeholders on the benefits, challenges, and recommendations for the RMP. A full list of the phone interview and focus group questions is available in Appendix C.

The findings from the phone interviews and the focus group provide more detailed insight into some of the EOY survey findings. Many of the benefits and challenges of the RMP identified in the phone interviews and focus group mimic the EOY survey results. In terms of benefits, respondents echoed the appreciation for modeling of instructional strategies by the LLS. Respondents also felt much more confident analyzing DIBELS Next data. Many participants felt the LLS helped improve their ability to differentiate instruction. Respondents also became more knowledgeable about foundational reading skills such as phonological awareness.²⁷ Additionally, principals stated that the LLS helped improve time management during the literacy block.

Regarding virtual coaching, several teachers felt uneasy with virtual coaching at first, but they recognized the value in the feedback from the LLS so would continue using virtual coaching in the future. One respondent suggested receiving feedback through virtual coaching from someone besides her LLS to hear multiple perspectives. On the other hand, most of the principals interviewed were not specifically aware of teachers' experiences with virtual coaching. The lack of principal involvement in virtual coaching may contribute to the EOY survey sentiments that LLSs were not available on a regular basis. LLSs should ensure principals see virtual coaching as an equivalent to on-site coaching and communicate that message to teachers.

²⁷ Phonological awareness is the ability to understand that words are made up of different sound units.

The challenges identified in the phone interviews and focus group mirrored the EOY survey findings. Participants struggled to find the time to implement RMP expectations, specifically DIBELS Next progress monitoring. The focus group revealed that the lack of time was a result of conflicting district mandates that required teachers to use another literacy assessment on a regular basis. Ultimately, participants stated that the overwhelming requirements hindered teacher buy-in which then prevented schoolwide growth. The other challenge identified was the limited availability of the LLS in schools. Coupled with the EOY survey findings, the phone interviews and focus group results highlight the need for the RMP to be better aligned with district initiatives, especially with regards to literacy assessments, to be effective.

To address these concerns, participants provided many of the same recommendations as survey respondents, such as increasing the amount of LLS on-site support and improving communication between the RMP and the district. In addition, other recommendations included:

- Provide teachers with hands-on materials for activities that they can use in the classroom,
- Introduce more strategies on how to support the most struggling readers, and
- Differentiate the coaching model so that new teachers receive more support from the LLS.

Overall, the findings from the phone interviews and focus group reiterate the key benefits and challenges identified in the EOY surveys. Participants recognized that the RMP has provided useful strategies and skills for reading instruction, but felt overwhelmed by the lack of time to implement RMP practices on top of other district expectations. The phone interviews and focus group reconfirm the need for maximizing the alignment between RMP and district initiatives to avoid overburdening teachers.

School Literacy Needs Assessment

The School Literacy Needs Assessment is a survey that administrators complete to assess the literacy instructional environment at the BOY and EOY. The School Literacy Needs Assessment evaluates schools using six building blocks identified by GOSA and the RMP Program Managers as important foundations for effective literacy instruction:

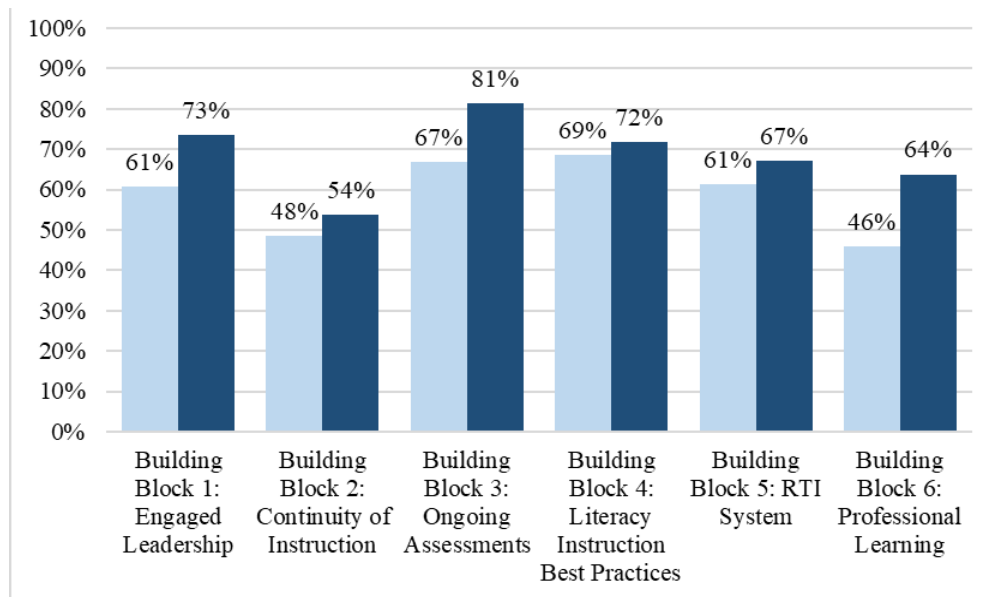
- 1) Engaged leadership,
- 2) Continuity of instruction,
- 3) Ongoing formative and summative assessments,
- 4) Best practices in literacy instruction,

- 5) A system of tiered intervention (Response to Intervention, or RTI) for all students, and
- 6) Improved instruction through professional learning.

The School Literacy Needs Assessment consists of 25 total questions that use a four-point scale measuring the functionality of a school's literacy environment.²⁸ Each building block has its own list of indicators that the administrator uses to rate the school. 95% of schools completed a School Literacy Needs Assessment at the BOY, and 86% of schools completed an assessment at the EOY. 82% of schools completed both a BOY and EOY assessment. A full list of the School Literacy Needs Assessment survey items is available in Appendix E. For this analysis, GOSA's Research and Evaluation team only included schools with both a BOY and EOY assessment.

Figure 2 shows the average percentage of schools performing at the operational or fully operational level for each building block at the BOY and EOY. Operational performance means that the building block or indicator is visibly present in the school; fully operational performance means that the building block or indicator is visibly present and successfully implemented in the school. A full table of the percentage of operational or fully operational schools for all indicators in each building block at the BOY and EOY is available in Appendix F.

Figure 2: Average Percentage of Schools Operational or Above at BOY and EOY



There was an increase in the percentage of schools performing at the operational or fully operational level in all building blocks. The building block for improved instruction through professional learning saw the greatest growth by 18

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

percentage points from 46% of schools at operational or above at BOY to 64% at EOY. The building block with the highest percentage of schools at the operational level or above by the EOY was ongoing formative and summative assessments, which had an increase of 14 percentage points to 81% of schools by the EOY.²⁹ The high percentage of schools implementing ongoing formative and summative assessments at the EOY likely reflects the RMP's emphasis on using DIBELS Next to monitor student progress.

The building block for engaged leadership also saw notable growth from 61% at BOY to 73% at EOY. This growth was largely due to significant increases in the percentage of schools with an active LLT (50% at BOY to 76% at EOY) and the percentage of schools optimizing literacy instruction in all content areas (39% at BOY to 66% at EOY). However, the indicators for an administrator committed to evidence-based literacy instruction and the effective use of time and personnel remained the same from BOY to EOY.

The building block for a system of tiered interventions (RTI) grew by 6 percentage points to 67% of schools operational at the EOY.³⁰ While most indicators for RTI saw growth, the percentage of schools with at least operational Tier 3 instruction did not change, and the percentage with at least operational Tier 4 instruction declined.³¹ This finding supports the focus group recommendation that schools need more support from LLSs on how to support the most struggling readers. Similarly, the building block for continuity of instruction grew by 5 percentage points to 54% of schools operational at the EOY. Schools are improving in providing literacy instruction across the curriculum and collaborating with external agencies and organizations to support literacy. However, the percentage of schools with active collaborative teams that ensure a consistent literacy focus across the curriculum declined by 3 percentage points to 47% at the EOY. LLSs should continue to develop school LLTs to better support a consistent literacy focus schoolwide in the future.

The building block for best practices in literacy instruction saw the least amount of growth, but still had one of the higher percentages of schools at least operational at the EOY. 72% of schools were operational or above at the EOY. Even though the growth was small, all indicators under best practices in literacy instruction saw growth. The RMP has thus helped schools implement research-based, effective instructional strategies for literacy.

²⁹ The purpose of formative assessments is to monitor student learning to provide ongoing feedback that teachers and students can use to improve instruction and learning, respectively. The purpose of summative assessments is to evaluate student learning at a particular point in time by comparing it to a standard or benchmark. For more information on the difference between formative and summative assessments, please see the [GOSA RMP web page](#).

³⁰ For more information on RTI, please visit the [RTI Action Network's website](#).

³¹ Tier 3 includes students who are at high risk for failure. Tier 4 includes students who have special needs. For more information on RTI, please visit www.rtinetwork.org.

Overall, more RMP schools are implementing the six building blocks for effective literacy instruction at an operational level by the EOY. Schools could use more support from the RMP in establishing continuity of literacy instruction schoolwide. Moving forward, GOSA's Research and Evaluation team will continue to analyze the School Literacy Needs Assessment to track additional growth in the future.

Teacher Progress Monitoring Forms

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

The first priority area assessed in the Teacher Progress Monitoring Form is TAPS Standard 3 on Instructional Strategies—the teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills. The other priority area is TAPS Standard 6 on Assessment Uses—the teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. The RMP Program Managers established indicators for each TAPS standard for LLSs to use as a guide when monitoring and coaching teachers. LLSs use a four-point scale to evaluate a teacher's performance.³³ A copy of the Teacher Progress Monitoring Form survey items is available in Appendix G.

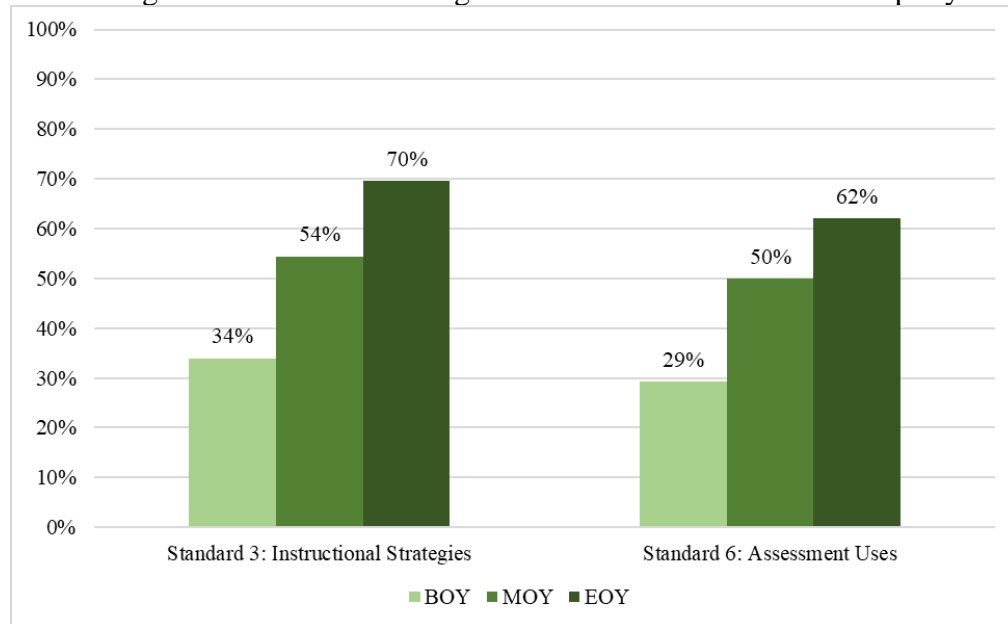
³² For more information on the TAPS standards, please see the [TAPS Standards and Rubrics Reference Sheet](#). For more information on TKES, please see [GaDOE's TKES website](#). Please note, the TAPS standards refer to general instruction and are not literacy specific.

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

LLSs submitted a sample of Teacher Progress Monitoring Forms for teachers from various grade levels in each of their schools.³⁴ LLSs are working with approximately 1,200 teachers in the RMP. GOSA's Research and Evaluation team received 166 Teacher Progress Monitoring Forms at the beginning of the year (BOY), 159 at the middle of the year (MOY), and 164 at the end of the year (EOY).³⁵ There were 118 teachers with BOY and EOY Teacher Progress Monitoring Forms submitted.

Figure 3 shows the percentage of teachers scoring proficient or exemplary overall on Standards 3 and 6 at the BOY, MOY, and EOY. LLSs have observed significant increases in the percentage of teachers performing at the proficient or exemplary level in Standards 3 and 6 from the BOY to EOY. The percentage of teachers who were proficient or exemplary in employing research-based instructional strategies to engage students in active learning increased by 36 percentage points from BOY to EOY. Similarly, the percentage of teachers who were proficient or exemplary in using assessment data to drive instruction and provide feedback increased by 33 percentage points. By the EOY, the percentage of teachers proficient or exemplary in instructional strategies and assessment uses was 70% and 62% respectively, indicating that almost one-third of teachers still need support in becoming proficient or exemplary in these two standards.

Figure 3: Overall Percentage of Teachers Proficient or Exemplary



A complete table of the percentage of teachers receiving proficient or exemplary ratings for each indicator at the BOY, MOY, and EOY is available in Appendix H. Among the individual indicators for instructional strategies, by the EOY, the

³⁴ LLSs submitted a minimum of two monitoring forms per school of teachers in different grade levels and with different levels of experience.

³⁵ LLSs submitted forms for the same teachers during each period if possible. However, due to teacher turnover, some LLSs were not able to submit forms for the same teachers each time.

highest percentage of teachers were proficient or exemplary at building upon students' existing knowledge and skills (76%) and reinforcing learning goals consistently throughout the lesson (76%). The indicator with the greatest increase in the percentage of teachers who were proficient or exemplary (39 percentage points) was also reinforcing learning goals throughout the lesson, followed by engaging students in authentic learning through real-life examples and interdisciplinary connections (37 percentage point increase).

The indicator with the lowest share of teachers who were proficient or exemplary was developing higher-order thinking among students through questioning and problem solving activities (44%); this indicator also had the least amount of growth from BOY to EOY. Higher-order thinking involves prompting students to engage in questions or tasks that require more cognitive processing, such as analyzing a passage or evaluating a character's actions rather than simply recalling information. The observation data indicate that teachers need more support from LLSs on how to engage students in higher-order thinking through instruction.

In terms of assessment uses, by the EOY, the largest percentage of teachers were proficient or exemplary in using assessment tools for both formative and summative purposes (72%). 70% of teachers were also proficient or exemplary in sharing accurate results of student progress with students, parents, and school staff. LLSs observed the greatest growth (35 percentage points) in teachers using diagnostic assessment data to develop learning goals for students, differentiate instruction, and document learning. Overall, the observation data demonstrate that teachers are becoming more proficient in analyzing and using student data. However, by the EOY, only 44% of teachers were proficient or exemplary in teaching students how to self-assess and use metacognitive strategies in support of lifelong learning. As teachers continue to improve their use of assessment data, LLSs should emphasize how teachers can show students how to self-assess.

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

- Restructuring the literacy block to maximize instructional time,
- Ensuring activities are student-centered and allow for active and meaningful student engagement,
- Creating more opportunities for dialogue among students, and
- Planning more thoughtful questions and activities to encourage higher-order thinking among students.

For assessment uses, common recommendations from LLSs at the EOY included:

- Synthesizing data from a variety of formal and informal assessments to guide instructional decisions,

- Allowing students to monitor their own learning and set goals, and
- Conferencing with students individually to gather anecdotal notes.

Finally, GOSA's Research and Evaluation team also examined how individual teacher performance changed over the course of the school year. Of the 118 teachers with BOY and EOY data, 51% improved their overall rating in instructional strategies, 43% remained constant, and 6% declined from the BOY to EOY. Similarly, for assessment uses, 53% improved their overall rating, 40% remained constant, and 7% declined.³⁶ Thus, while about half of these teachers have improved their use of instructional strategies and assessments during the 2016-2017 school year, a large share still need additional support moving forward to improve performance.

Overall, the Teacher Progress Monitoring Form findings show that LLSs have observed notable improvement among teachers in research-based instructional strategies and using assessment data to guide instruction. However, the findings also indicate that some participating teachers still need support in these areas to be proficient or exemplary in instructional strategies and assessment uses. Moving forward, the RMP may want to develop program-wide professional learning that targets the most deficient indicators on the Teacher Progress Monitoring Form, such as developing higher-order thinking in students and teaching students how to monitor their own reading progress.

Stakeholder Satisfaction and Impact Recommendations

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

- Ensure district staff are aware when RMP implementation expectations do not align with district initiatives to address redundancies or inconsistent messages to schools,

³⁶ For both standards, of the teachers whose ratings remained constant, teachers were generally rated as either Needs Improvement (2) or Proficient (3).

- Annually communicate clear and consistent program expectations to all participants at the start of each school year,
- Encourage participants to utilize virtual coaching as an additional means to engage with LLSs, and
- Monitor LLS feedback through virtual coaching to ensure it is just as beneficial to teachers as on-site support.

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

- Build the capacity of LLTs to facilitate continuity of consistent literacy instruction across the curriculum,
- Introduce more strategies for supporting struggling readers, and
- Develop professional learning content focused on actively and meaningfully engaging students in their own learning through self-assessment and higher-order thinking.

Evaluation Focus Area III: Student Outcomes

GOSA's Research and Evaluation team uses two academic indicators to analyze the impact of the RMP on student achievement. First, GOSA uses the state's College and Career Ready Performance Index (CCRPI) Third Grade Lexile indicator score to analyze school performance while participating in the RMP. Since the CCRPI Third Grade Lexile is derived from Georgia Milestones scores, the data for the 2016-2017 school year will not be available until late 2017. GOSA's Research and Evaluation team will analyze CCRPI Third Grade Lexile indicator performance for 2016-2017 when data become available in an addendum to this report.

Second, all participating schools are using DIBELS Next as the assessment to drive literacy instruction. DIBELS Next measures phonemic awareness, phonics, accurate and fluent reading of connected text, reading comprehension, and vocabulary and language skills.³⁷ DIBELS Next provides universal screening benchmarks and progress monitoring resources and allows teachers to differentiate literacy instruction through its performance tiers. Schools administered DIBELS Next at the beginning, middle, and end of the year. GOSA's Research and Evaluation team evaluated the RMP's goal to generate statistically significant increases in the percentage of students meeting grade-level benchmarks in oral reading fluency during the 2016-2017 school year. In addition, this section reports on the RMP's progress towards its three-year goal for 90% of students to be reading at or above grade level by the end of third grade.

³⁷ For more information on DIBELS Next, please visit the Dynamic Measurement Group's website here: <https://dibels.org/dibelsnext.html>.

DIBELS Next Benchmark Scores

The analysis includes DIBELS Next data for students who had scores from benchmarks at the beginning, middle, and end of the school year.³⁸ The DIBELS Next assessment sets benchmark goals for students in each grade level and assessment period. The benchmark goals are research-based target scores that represent adequate reading progress. If a student is meeting the benchmark goal, then that student is likely to achieve the next DIBELS Next benchmark goal and other important reading outcomes.³⁹

Rather than using a pre-/post-test structure to measure growth, DIBELS Next assesses students using different probes that increase in difficulty as students progress within grade levels as well as from kindergarten to third grade. The use of different measures over time aims to better reflect the developmental stages of reading for a child. The assessment assumes that students should be improving over the course of the year and sets benchmarks accordingly. However, the increasing difficulty over time causes the benchmark goals to change from one benchmark period to the next. Additionally, students can demonstrate growth but still not meet benchmark goals. Given these limitations, GOSA analyzed the percentage of students meeting benchmark goals at the BOY and EOY to evaluate student performance. Ideally, as more students become better readers, this percentage will increase.

Grade Level Analysis

22,942 students had BOY, MOY, and EOY benchmark scores, which is 82.4% of all students served.⁴⁰ The percentage of students meeting benchmark goals grew slightly, from 54.8% at the BOY to 55.0% at the EOY. Using a two-sample t-test of proportions, the slight increase in the percentage of students meeting benchmark goals from BOY to EOY is not statistically significant ($p < 0.05$).

Examining the percentage of students meeting benchmark goals by grade level provides additional insight, as shown in Figure 4. Using two-sample t-tests of proportions, the change in the percentage of students meeting benchmark goals

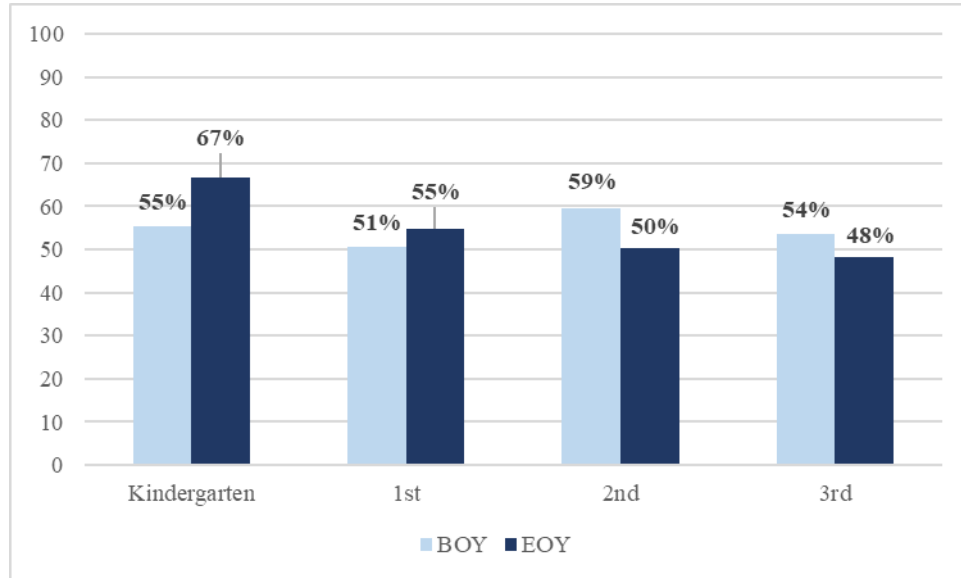
³⁸ The number of students with BOY, MOY, and EOY scores is less than the total number of students in the program demographic profile for several reasons. Students who did not have assessment data for all three periods were excluded in this analysis. Additionally, some teachers may not have input all scores for all students into the online platforms.

³⁹ For more information on the DIBELS Next benchmark goals, please visit the [Dynamic Measurement Group's information page](#).

⁴⁰ Students may not have data for all three benchmark periods due to student mobility or teachers not inputting all scores for all students into the online platforms. Additionally, due to technical difficulties with the DIBELS Next data management system used by RMP schools, the overall student performance data used in this report have some slight differences from school-level portal data. However, the discrepancies are minor and do not affect the overall findings of this report.

from BOY to EOY is statistically significant for all grades ($p < 0.05$). Kindergarten and first grade students increased, while second and third grade students decreased. The largest growth in performance was in kindergarten (12 percentage points), which also had the highest percentage of students meeting benchmarks by the EOY (67%). The percentage of first graders meeting student benchmarks grew by 4 percentage points to 55%.

Figure 4: Percentage of Students Meeting Benchmark Goals by Grade



However, similar to 2015-2016 performance, both second and third grade saw a decline in the percentage of students meeting benchmark goals by the EOY; the percentage of second graders meeting benchmarks (50%) declined by nine percentage points, and the percentage of third graders meeting benchmarks (48%) declined by six percentage points.

Some of these grade level differences may be a reflection of the different grade level expectations between kindergarten, first, second, and third grade. The second and third grade assessments focus more on oral reading fluency and comprehension, while the kindergarten and first grade assessments focus on more foundational skills, such as phonemic awareness and phonics. Nevertheless, these findings indicate that the RMP may need to differentiate the types of supports provided to teachers by grade level to better address the differences in student performance on the DIBELS Next assessment.

Analysis by School

Student performance by school also provides a more nuanced picture of the results. A full breakdown of the percentage of students meeting benchmark goals at the BOY, MOY, and EOY for each school is available in Appendix I. There

were some drastic differences in student performance among RMP schools. For example, at J.D. Dickerson Primary School in Vidalia City, 90% of students met EOY benchmarks, which was 35 percentage points greater than the program average. On the other hand, Jenkins White Elementary School in Richmond County had 27% of students meeting EOY benchmarks, which was 29 percentage points below the program average. The wide range of student performance among RMP schools provides some explanation for the mere 0.2 percentage point increase in the percentage of students meeting benchmarks in the program overall.

From BOY to EOY, 49% of RMP schools saw growth in the percentage of students meeting benchmark goals. Riley Elementary School in Bibb County, which began the RMP in 2016-2017, saw the greatest growth (18 percentage points) even though the EOY percentage was still 2 percentage points below the overall program percentage. Brockett Elementary School in DeKalb County saw the second highest increase from BOY to EOY (16 percentage points). 85% of students met benchmarks at the EOY, which is 30 percentage points higher than the program average. Although the percentage of students meeting benchmarks only increased slightly program-wide, the breakdown of student performance by schools reveals that half of participating schools saw improvements in student performance.

Schools that began the RMP in 2016-2017 are considered Stage 1 schools, whereas schools that began the RMP in 2015-2016 are considered Stage 2 schools. 59% of students in Stage 2 schools met benchmarks at the EOY, compared to 43% of students in Stage 1 schools, a statistically significant difference using two-sample t-tests of proportions ($p < 0.05$). The percentage of students in Stage 1 schools meeting EOY benchmarks (43%) was also 18 percentage points lower than the percentage of Stage 2 school students meeting benchmarks by the end of 2015-2016. However, the percentage of students meeting benchmarks increased by one percentage point from BOY to EOY in Stage 1 schools, whereas the percentage remained the same from BOY to EOY for students in Stage 2 schools. Even though more students in Stage 2 schools met EOY benchmarks, the lack of growth in performance for students in Stage 2 schools during 2016-2017 reveals that longer duration in the program may not necessarily lead to continuous student progress.

Progress Towards RMP Goals

One of the RMP's three-year goals is for 90% of students to be reading at or above grade level by the end of third grade. To evaluate this goal, the Research and Evaluation team analyzed the percentage of students in each grade level meeting DIBELS Next benchmark goals. Given that only 55% of all students were meeting benchmark goals at the end of the 2016-2017 school year, the RMP is still far from meeting its goal of 90% by the end of the 2017-2018 school year. Kindergarten is somewhat closer to meeting the 90% goal, with 67% of students

meeting benchmarks at the end of year two. Third grade needs to improve the most, with only 48% of third graders meeting benchmarks at the end of year two. Based on these data, LLSs should identify areas of deficiency in each school by grade level and target those areas with teachers to try to reach the goal for 90% of students to be reading at or above grade level by the end of 2017-2018.

The RMP's one-year goal was to generate statistically significant increases in the percentage of students meeting grade-level benchmarks in oral reading fluency on DIBELS Next. The deeper analysis of student performance in oral reading fluency provides further insight on the differences in student performance by grade level. Only second and third graders are assessed on oral reading fluency from the BOY to EOY on the DIBELS Next assessment. Oral reading fluency is measured by taking the median number of words read correctly by a student on three one-minute passages.⁴¹ There were 11,523 students with oral reading fluency scores at the BOY, MOY, and EOY. The percentage of students meeting oral reading fluency benchmark goals dropped from 53% at the BOY to 46% at the EOY. Using a two-sample t-test of proportions, the seven percentage point decline is statistically significant ($p < 0.05$). Thus, the RMP did not meet its goal to increase the percentage of students meeting grade-level benchmarks in oral reading fluency. The decline in oral reading fluency, which is a major component of the DIBELS Next assessment for second and third graders, may explain the decline in the percentage of second and third graders meeting benchmark goals overall.

Table 8: Percentage Meeting Oral Reading Fluency Benchmark Goals by Grade

Grade	Percentage Meeting Benchmarks - BOY	Percentage Meeting Benchmarks - EOY	BOY to EOY Change (Percentage Points)
2nd Grade	52%	46%	-6.7*
3rd Grade	54%	46%	-8.3*

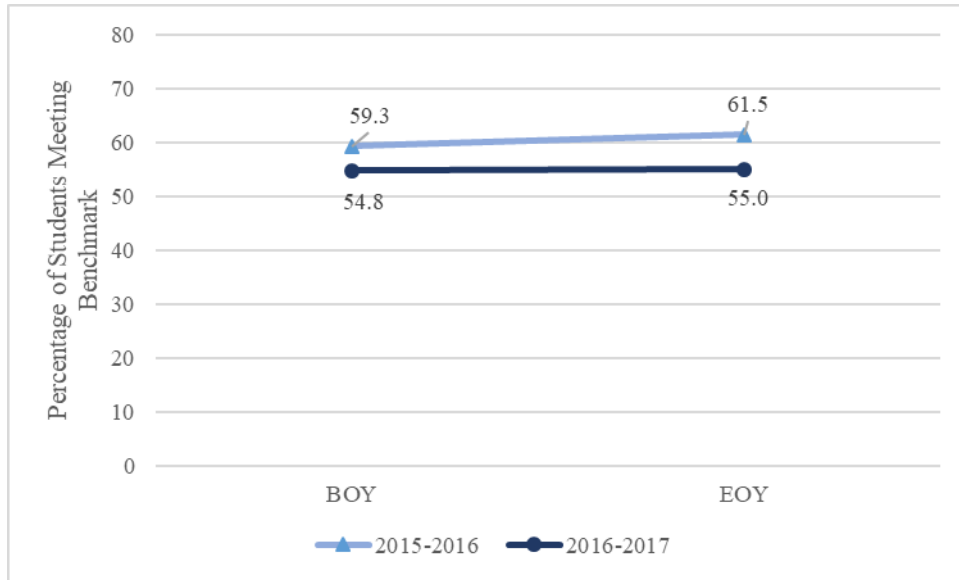
* indicates statistically significant decreases

To better understand the drop in performance in oral reading fluency, Table 8 shows the percentage of students meeting oral reading fluency benchmarks by grade level. The percentage of second and third graders meeting oral reading fluency benchmarks dropped by seven and eight percentage points, respectively. These findings indicate that oral reading fluency is a target area that the RMP needs to address in second and third grade to improve overall performance on DIBELS Next. The RMP should provide targeted support to teachers on how to better prepare second and third grade students to meet reading benchmarks.

⁴¹ For more information on the DIBELS Next oral reading fluency measure, click [here](#).

2016-2017 and 2015-2016 Comparison

Figure 5: 2015-2016 and 2016-2017 DIBELS Next Performance Comparison



When comparing 2016-2017 results with 2015-2016 performance, students performed worse on DIBELS Next in 2016-2017. The percentage of all students meeting benchmarks at the EOY in 2016-2017 (55%) was 6.5 percentage points lower than the percentage of students meeting benchmarks at the EOY in 2015-2016 (61.5%). Additionally, the percentage of students meeting benchmarks increased by 3 percentage points in 2015-2016 compared to only 0.2 percentage points in 2016-2017. Figure 5 shows the differences in student performance between 2015-2016 and 2016-2017.

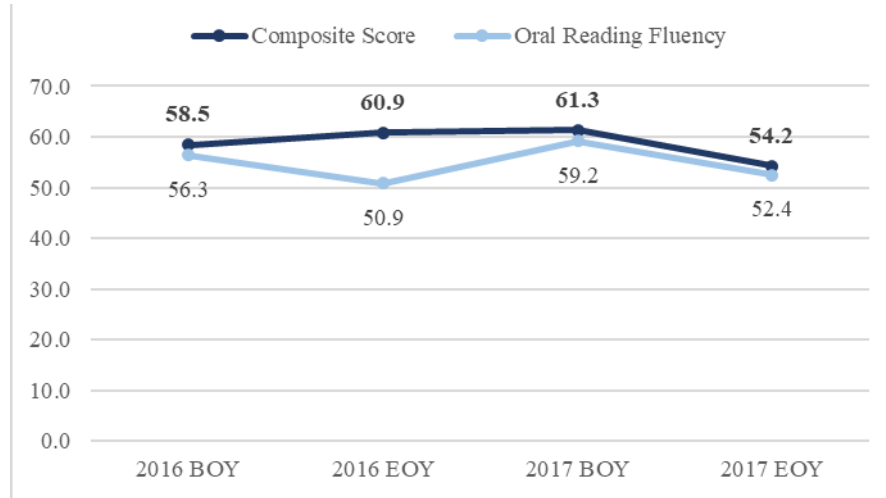
Similarly, the percentage of students meeting oral reading fluency benchmarks by the EOY in 2016-2017 was six percentage points lower than the EOY percentage in 2015-2016. 52% of students met EOY oral reading fluency benchmarks in 2015-2016, compared to only 46% of students in 2016-2017. Additionally, the percentage of students meeting oral reading fluency benchmarks declined by seven percentage points in 2016-2017, compared to six percentage points in 2015-2016.

Of the students above, 6,778 had benchmark scores in both years. Figure 6 displays the percentage of students with data in both years meeting benchmarks overall and in oral reading fluency. For the cohort of students who have been in the program for two years, the percentage of students meeting overall benchmarks increased throughout 2015-2016 but decreased during 2016-2017.⁴² For oral reading fluency, the percentage of students meeting benchmarks decreased in both years, with a slight increase between 2015-2016 and 2016-2017. However, by the end of 2016-2017, the percentage of students meeting oral reading fluency

⁴² The composite score is a student's overall DIBELS Next score.

benchmarks was lower than the percentage at the beginning of 2015-2016. Similar to the previous comparison of Stage 1 and Stage 2 schools, these findings indicate that longer participation in the RMP does not necessarily lead to continued student progress.

Figure 6: DIBELS Next Performance for Students in 2015-2016 and 2016-2017



When disaggregated by grade level, 2016-2017 first, second, and third graders had decreases in performance. Students in third grade in 2016-2017 saw the greatest declines in performance; the percentage of third graders meeting benchmarks declined by 11 percentage points from 65% at the beginning of 2015-2016 to 54% at the end of 2016-2017.

GOSA also analyzed individual student performance using performance bands identified by DIBELS Next. DIBELS Next classifies students as meeting benchmark, below benchmark, or well below benchmark. Of the students who have been in the RMP for two years, 61% remained in the same performance band, 23% improved performance bands, and 16% dropped performance bands. Of the students who remained in the same performance band over the two-year period, 69% were meeting benchmark and 26% were well below benchmark. Second graders in 2016-2017 had the largest percentage of students who dropped performance bands (21%) compared to other grades. These results further indicate that for many students who have been in the RMP for two years, student reading performance has not improved.

The comparison of 2016-2017 data with 2015-2016 data reveals that the RMP has not made much progress towards meeting its student performance goals in year two. In fact, DIBELS Next performance has declined in year two of the program. The percentages of students meeting benchmarks in 2016-2017 was lower than the percentages in 2015-2016. Additionally, for many students and schools who have been in the program for two years, student performance has declined.

The lack of growth may be due to the natural progression of assessment difficulty from kindergarten to third grade, insufficient implementation of RMP practices, misalignment between RMP and other district literacy initiatives in some schools, shortcomings in the RMP model, or high teacher turnover in some schools.

Subgroup Analysis

To provide further information for program improvement, GOSA's Research and Evaluation team also looked at student performance by subgroups. Table 9 breaks down the percentage of students meeting DIBELS Next benchmark goals by race/ethnicity. Asian, Pacific Islander, and white students performed better when compared to all RMP students and saw growth from the BOY to EOY. Asian students saw the greatest growth (13 percentage points) in the percentage of students meeting benchmark goals. American Indian, black, and multi-racial students saw declines in the percentage of students meeting benchmark goals. By the EOY, the percentage of black students meeting benchmarks was lower than the overall program percentage. American Indian students had the greatest decline, but the large change in percentage may be due to the small sample size of American Indians in the RMP.

Table 9: Percent Meeting Benchmark Goals by Race/Ethnicity

Subgroup	Number of Students	Percent Meeting Benchmarks - BOY	Percent Meeting Benchmarks - EOY	Change (Percentage Points)
American Indian	16	63%	56%	-6.3
Asian	143	69%	81%	12.6
Black	13,357	51%	49%	-2.5
Hispanic	1,137	50%	55%	5.3
Multi-Racial	376	64%	62%	-1.6
Pacific Islander	17	76%	82%	5.9
White	1,871	66%	70%	3.6
All Students ⁴³	16,917	53%	52%	-1.1

⁴³ GOSA had to use student Georgia Testing ID (GTID) numbers to match students with demographic data provided by GaDOE. Some GTIDs were not provided or were incorrect, so the total number of students included in the subgroup analysis is lower.

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

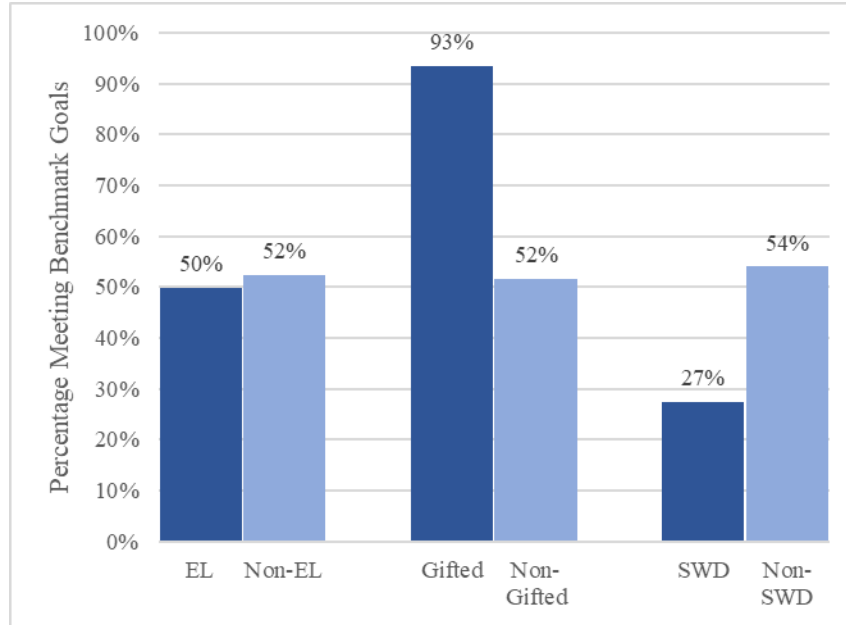


Figure 7 displays the differences in student performance in other subgroups at the EOY, including English Learner (EL), Students with Disabilities (SWD), and gifted. At the EOY, EL students performed only slightly worse than non-EL students (50% compared to 52%). In fact, EL students saw a seven percentage point increase in the percentage of students meeting benchmark goals from BOY to EOY, whereas non-EL students saw a decrease of two percentage points. Gifted students performed significantly higher (93%) than non-gifted students (52%). Finally, the percentage of SWD meeting benchmark goals at the EOY (27%) was 27 percentage points lower than the percentage of non-SWD meeting benchmarks.

Student Outcome Recommendations

The percentage of students meeting DIBELS Next benchmark goals increased by only 0.2 percentage points during the 2016-2017 school year. The RMP did not meet its goal to generate statistically significant increases in the percentage of students meeting grade-level benchmarks in oral reading fluency during the 2016-2017 school year. Furthermore, with only 55% of all students meeting benchmark goals by the end of the 2016-2017 school year, the RMP will need to increase this percentage by 35 percentage points to meet its three-year goal for 90% of students to be reading at or above grade level by the end of third grade. Kindergarteners and first graders saw growth, while second and third graders saw declines. Additionally, for students and schools that have been in the program for two years, the percentage of students meeting benchmarks declined.

Given the declines in student performance in 2016-2017, GOSA's Research and Evaluation team recommends the following:

- Conduct longitudinal analyses of RMP students at the school-, grade-, and teacher-level to identify potential areas of deficiency by school,
- Identify effective strategies used in schools that achieved the largest gains to inform practice in other RMP schools,
- Create a universal collection of effective coaching and reading strategies for LLSs to disseminate program-wide,
- Develop targeted professional learning content that addresses areas of deficiency based on program data,
- Prioritize oral reading fluency as a major professional learning focus area for LLSs and all participants to support oral reading fluency development among students,
- Closely monitor second and third grade performance during the school year and provide additional support to second and third grade teachers so they can better support reading growth for their students, and
- Help schools develop sustainability plans for achieving and maintaining improvements in reading performance.

Conclusion

The 2016-2017 RMP End-of-Year Evaluation Report is a comprehensive analysis of the RMP's activities during the 2016-2017 school year. This report includes major findings for the three evaluation focus areas: program implementation, stakeholder satisfaction and impact, and student outcomes.

Program Implementation

Using data collected from the virtual coaching platform, 89% of LLSs actively coached ten or more teachers in a virtual coaching platform in 2016-2017, which was below the program goal of 100%. The average number of teachers LLSs coached virtually was 14. Phone interviews and a focus group revealed that LLSs provide support to participants through collaborative meetings, classroom observations, modeling, virtual coaching, and email. However, there is variation among the LLSs in how much time each LLS is able to spend in each school.

Stakeholder Satisfaction and Impact

Data from end-of-year surveys, phone interviews, focus groups, the School Literacy Needs Assessment, and Teacher Progress Monitoring Forms provided insight on how satisfied stakeholders are with the RMP and the impact the RMP has had on stakeholders. While coaches, administrators and district staff had a positive view of the RMP overall, 23% of teachers surveyed did not feel very supported by the RMP, and 29% did not find the RMP very valuable. Although stakeholders overall felt more proficient in reading instruction and assessment strategies after participating in the RMP, many also felt overwhelmed by RMP and district requirements. All stakeholders also indicated a desire for more time with the LLSs in their schools.

On the other hand, participating schools have established more operational building blocks for an effective literacy instructional environment, especially in terms of ongoing assessments, best practices in literacy instruction, and engaged leadership. Teachers have also become more proficient in research-based instructional strategies to better engage students and using assessment data to drive instruction. These findings indicate that the RMP is having a noticeable impact on participants. Clearer communication of expectations to stakeholders and encouraging the use of virtual coaching to enable greater access to LLSs may strengthen this area.

Student Outcomes

The percentage of all students meeting DIBELS Next benchmark goals increased by only 0.2 percentage points to 55% at the end of the 2016-2017 school year. By the end of the year, 49% of schools increased the percentage of students meeting

benchmarks. However, 55% of students meeting benchmark goals is still well below the RMP's three-year goal for 90% of students to be reading at or above grade level by the end of third grade. Additionally, the percentage of students meeting benchmark goals in oral reading fluency declined by seven percentage points to 46%. These findings reveal that many students, especially second and third graders, are still struggling to meet reading benchmark goals. Furthermore, student performance in 2016-2017 was lower when compared to 2015-2016. For students who have DIBELS Next scores in both years, the percentage of students meeting benchmarks declined in 2016-2017. Teachers may need more support in fostering continuous reading growth, particularly for second and third grade students.

Recommendations

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

- Ensure district staff are aware when RMP implementation expectations do not align with district initiatives to address redundant or inconsistent messages to schools.
- Annually communicate clear and consistent program expectations to all participants, including teachers, coaches, administrators, and district staff, at the start of each school year.
- Encourage participants to utilize virtual coaching as an additional means to engage with LLSs.
- Monitor LLS feedback through virtual coaching to ensure feedback is equally as beneficial to teachers as on-site support.
- Build the capacity of LLTs to facilitate continuity of consistent literacy instruction across the curriculum.
- Introduce more strategies to support struggling readers.
- Support teachers in ensuring students are actively and meaningfully engaged in their own learning through student self-assessment and higher-order thinking.
- Conduct longitudinal analyses of RMP students at the school-, grade-, and teacher-level to identify potential areas of deficiency by school.
- Identify effective strategies used in schools that achieved the largest gains to inform practice in other RMP schools.
- Develop targeted professional learning content that addresses areas of deficiency identified through program data.
- Prioritize oral reading fluency as a major professional learning focus area for LLSs and all participants.
- Help schools develop sustainability plans for achieving and maintaining improvements in reading performance.

Summary

Overall, the major findings for program implementation indicate that the RMP is presenting research-based instructional and assessment strategies to teachers and school staff. Coaches, administrators, and district staff are overall very satisfied with the program, but not all teachers felt fully supported or found the program valuable. In addition, stakeholders have become more proficient in employing research-based instructional strategies and using assessment data, but there are still some target areas that still need support. In the second year of the RMP, the percentage of students meeting benchmark goals only increased by 0.2 percentage points, and the percentage of students meeting oral reading fluency benchmark goals declined.

The RMP should use the 2016-2017 findings to inform programmatic changes moving forward to improve progress towards the RMP's goals. GOSA's Research and Evaluation team will continue to look at program implementation, stakeholder satisfaction and impact, and student outcomes for the remainder of the RMP.

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

District	School
Atlanta Public Schools	Bolton Academy
Atlanta Public Schools	F. L. Stanton Elementary School
Atlanta Public Schools	Fain Elementary School
Atlanta Public Schools	Gideons Elementary School
Atlanta Public Schools	Scott Elementary School
Atlanta Public Schools	Usher Collier Elementary School
Atlanta Public Schools	Woodson Park Elementary School
Barrow County	Auburn Elementary School
Barrow County	Bramlett Elementary School
Barrow County	County Line Elementary School
Barrow County	Kennedy Elementary School
Barrow County	Statham Elementary School
Bibb County	Dr. Martin Luther King Jr. Elementary School
Bibb County	Hartley Elementary School
Bibb County	Riley Elementary School
Bibb County	Southfield Elementary School
Bibb County	Veterans Elementary School
Bulloch County	Mill Creek Elementary School
Bulloch County	Sallie Zetterower Elementary School
Bulloch County	Stilson Elementary School
Calhoun County	Calhoun County Elementary School
Chattahoochee County	Chattahoochee County Education Center
Clay County	Clay County Elementary School
DeKalb County	Brockett Elementary School
DeKalb County	Flat Rock Elementary School
DeKalb County	Montclair Elementary School
DeKalb County	Oak View Elementary School
DeKalb County	Peachcrest Elementary School
DeKalb County	Rowland Elementary School
DeKalb County	Stoneview Elementary School
Dooly County	Dooly County Elementary School
Dougherty County	Alice Coachman Elementary School
Dougherty County	Morningside Elementary School
Dougherty County	Northside Elementary School
Dougherty County	Radium Springs Elementary School
Dougherty County	Robert Harvey Elementary School
Dougherty County	Sherwood Acres Elementary School

District	School
Dougherty County	West Town Elementary School
Effingham County	Marlow Elementary School
Effingham County	South Effingham Elementary School
Fulton County	Asa G. Hilliard Elementary School
Fulton County	Mary M. Bethune Elementary School
Fulton County	College Park Elementary School
Fulton County	Feldwood Elementary School
Fulton County	Hamilton E. Holmes Elementary School
Fulton County	Heritage Elementary School
Fulton County	Love T. Nolan Elementary School
Fulton County	Parklane Elementary School
Fulton County	Seaborn Lee Elementary School
Macon County	Macon County Elementary School
Meriwether County	George E. Washington Elementary School
Meriwether County	Mountain View Elementary School
Meriwether County	Unity Elementary School
Murray County	Spring Place Elementary School
Pelham City	Pelham Elementary School
Richmond County	Barton Chapel Elementary School
Richmond County	Bayvale Elementary School
Richmond County	Copeland Elementary School
Richmond County	Craig Houghton Elementary School
Richmond County	Diamond Lakes Elementary School
Richmond County	Glenn-Hills Elementary School
Richmond County	A. Dorothy Hains Elementary School
Richmond County	Jenkins-White Elementary School
Richmond County	Lamar-Milledge Elementary School
Richmond County	Meadowbrook Elementary School
Richmond County	Wheeless Elementary School
Richmond County	Wilkinson Gardens Elementary School
Savannah-Chatham	Haven Elementary School
Savannah-Chatham	Hodge Elementary School
Savannah-Chatham	Spencer Elementary School
State Charter	Pataula Charter Academy
State Charter	Ivy Preparatory Academy at Kirkwood for Girls
Talbot County	Central Elementary School
Vidalia City	JD Dickerson Primary School
Vidalia City	Sally Meadows Elementary School
Wayne County	Martha R. Smith Elementary School

Appendix B: Demographic Profiles for All RMP Participating Schools

School	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	4.0	36.8	15.3	0.1	3.5	40.2
RMP Total	0.1	1.3	69.1	9.7	0.1	2.6	17.2
A. Dorothy Hains Elementary School	0.0	0.0	80.5	2.7	0.0		15.4
Alice Coachman Elementary School		0.0	92.3		0.0		4.4
Asa G. Hilliard Elementary School	0.0		88.6	9.1			
Auburn Elementary School	0.0	7.7	4.5	18.2	0.0	7.9	61.6
Barton Chapel Elementary School	0.0	0.0	88.6	3.9	0.0		5.8
Bayvale Elementary School	0.0		64.5	23.0		3.2	8.7
Bolton Academy			33.4	38.9	0.0	3.7	22.6
Bramlett Elementary School		7.0	6.6	13.6	0.0	5.1	67.3
Brockett Elementary School		23.5	27.6	28.2	0.0	4.4	15.6
Calhoun County Elementary School	0.0	0.0	93.5		0.0		
Central Elementary School	0.0	0.0	96.2	0.0	0.0	0.0	
Chattahoochee County Education Center		0.0	30.6				59.4
Clay County Elementary School		0.0	94.7	0.0	0.0		
College Park Elementary School	0.0		94.8	4.0	0.0		
Copeland Elementary School	0.0		80.1	6.0			7.5
County Line Elementary School	0.0	5.5	9.1	22.8		6.0	56.5
Craig Houghton Elementary School	0.0	0.0	96.0			0.0	
Diamond Lakes Elementary School			73.5	6.4	0.0	8.6	10.8
Dooly County Elementary School	0.0		67.9	20.3	0.0		9.6

Table has been redacted to exclude values where $n < 10$.

2016-2017 Reading Mentors Program End-of-Year Evaluation Report

School	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	4.0	36.8	15.3	0.1	3.5	40.2
RMP Total	0.1	1.3	69.1	9.7	0.1	2.6	17.2
Dr. Martin Luther King Jr. Elementary School		0.0	95.5		0.0		
F. L. Stanton Elementary School	0.0	0.0	98.9		0.0		0.0
Fain Elementary School	0.0	0.0	89.5	10.5	0.0	0.0	0.0
Feldwood Elementary School		0.0	94.9	2.9	0.0		
Flat Rock Elementary School	0.0		93.9	2.8	0.0	2.5	
George E. Washington Elementary School	0.0	0.0	68.5		0.0	6.1	22.5
Gideons Elementary School	0.0	0.0	99.4		0.0	0.0	0.0
Glenn-Hills Elementary School	0.0	0.0	87.6	5.2		4.3	
Hamilton E. Holmes Elementary School	0.0		79.3	16.7	0.0		2.4
Hartley Elementary School	0.0	0.0	97.9		0.0		
Haven Elementary School		0.0	94.7		0.0		
Heritage Elementary School	0.0		94.3	4.3			
Hodge Elementary School	0.0	0.0	96.6		0.0		
Ivy Preparatory Academy at Kirkwood	0.0		98.4		0.0	0.0	0.0
JD Dickerson Primary School	0.0	0.0	54.3	8.4	0.0	5.1	32.2
Jenkins-White Elementary School	0.0		96.0		0.0		
Kennedy Elementary School	0.0	4.1	16.7	22.4	0.0	8.0	48.8
Lamar-Milledge Elementary School	0.0		84.7		0.0	3.6	8.8
Love T. Nolan Elementary School	0.0	0.0	96.9	2.7	0.0	0.0	
Macon County Elementary School			80.5	9.7	0.0		5.7
Marlow Elementary School			6.1	6.3	0.0	4.1	82.9
<i>Table has been redacted to exclude values where n < 10.</i>							

2016-2017 Reading Mentors Program End-of-Year Evaluation Report

School	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	4.0	36.8	15.3	0.1	3.5	40.2
RMP Total	0.1	1.3	69.1	9.7	0.1	2.6	17.2
Martha R. Smith Elementary School	0.0		40.4	9.6	0.0	4.2	44.9
Mary M. Bethune Elementary School	0.0		95.8	3.3	0.0		
Meadowbrook Elementary School	0.0		92.3		0.0		
Mill Creek Elementary School		3.4	55.7	4.9	0.0	5.1	30.6
Montclair Elementary School			7.3	90.4	0.0		
Morningside Elementary School	0.0	0.0	91.7	3.6	0.0		3.6
Mountain View Elementary School	0.0		47.1	3.2	0.0	6.8	41.9
Northside Elementary School	0.0	0.0	88.0		0.0	3.7	7.3
Oak View Elementary School		0.0	92.3	3.7	0.0	2.5	
Parklane Elementary School	0.0		64.9	31.8	0.0		
Pataula Charter Academy	0.0	0.0	16.5	6.7	0.0		73.2
Peachcrest Elementary School		1.6	89.9	5.1	0.0	1.7	1.6
Pelham Elementary School	0.0		61.0	5.8	0.0	3.6	29.0
Radium Springs Elementary School	0.0	0.0	78.3	8.7	0.0		10.6
Riley Elementary School		0.0	93.5		0.0		
Robert Harvey Elementary School	0.0	0.0	99.5	0.0	0.0		
Rowland Elementary School			86.0	9.4	0.0		
Sallie Zetterower Elementary School		5.2	43.4	5.6		3.0	42.1
Sally Meadows Elementary School	0.0		54.5	7.8	0.0	2.7	34.5
Scott Elementary School	0.0	0.0	94.6	4.6	0.0		
Seaborn Lee Elementary School		0.0	93.4	3.8	0.0		
Table has been redacted to exclude values where $n < 10$.							

2016-2017 Reading Mentors Program End-of-Year Evaluation Report

School	American Indian	Asian	Black	Hispanic	Pacific Islander	Multi-Racial	White
State of Georgia	0.2	4.0	36.8	15.3	0.1	3.5	40.2
RMP Total	0.1	1.3	69.1	9.7	0.1	2.6	17.2
Sherwood Acres Elementary School			82.5	4.8			8.9
South Effingham Elementary School	0.0		8.9	7.8	0.0	6.8	74.9
Southfield Elementary School	0.0	0.0	84.9	8.8	0.0	2.9	3.4
Spencer Elementary School	0.0		94.9		0.0		
Spring Place Elementary School	0.0	0.0		39.7	0.0		59.4
Statham Elementary School	0.0	4.8	15.0	15.3	0.0	4.0	60.9
Stilson Elementary School	0.0		6.6		0.0		86.5
Stoneview Elementary School			87.9	9.8			0.0
Unity Elementary School	0.0	0.0	43.7	5.2	0.0	5.6	45.5
Usher Collier Elementary School	0.0		95.7		0.0		0.0
Veterans Elementary School	0.0		80.6	11.5	0.0	2.7	4.2
West Town Elementary School	0.0		98.3	0.0	0.0		
Wheless Elementary School			87.5	3.7	0.0	3.7	4.4
Wilkinson Gardens Elementary School	0.0	0.0	91.6	4.2	0.0		3.6
Woodson Park Elementary School	0.0	0.0	95.7	3.1	0.0		
<i>Table has been redacted to exclude values where n < 10.</i>							

Appendix C: Phone Interview and Focus Group Protocols

Reading Mentors Program Phone Interview Protocol

Introduction:

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

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

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

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

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

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

Background Questions:

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

1. Can you describe your primary instructional role during the 2016-2017 school year? [probe for grade level, Special Ed, gifted, ESOL, EIP, served on SWAT team, etc.]
2. How many years have you been teaching/been an administrator, including this one?
3. How many years have you been participating in the Reading Mentors Program?

Reading Mentors Program Participation Questions:

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

5. Can you please describe your interactions with the LLS during the 2016-2017 school year?

(If the following are not addressed):

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

6. Which professional learning supports did you find most beneficial? Which did you find least beneficial? [if clarification needed, mention professional learning sessions, modeling, data reviews, classroom observations, video coaching, etc.]

7. Did you participate in video coaching with your LLS?

- a. If yes, how was your experience? Did you find it beneficial? Please elaborate.

8. *(If not captured in previous questions)* What do you feel is the most valuable takeaway you have from the professional learning you received so far from the Reading Mentors Program?

9. I'd like to talk about your use of DIBELS Next through the Reading Mentors Program. How was DIBELS Next introduced to you? [i.e. what were you told by your LLS?]

How has the implementation of using DIBELS Next in your classroom/school to drive instruction been? [if not smoothly, probe for why, such as other assessments or classroom initiatives]

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

Impact:

The following questions will now focus more on any impacts the Reading Mentors Program has had on your instructional practice/school during the 2016-2017 school year.

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

11. What, if any, changes to your literacy instructional practices have you made/seen teachers implement since the beginning of the school year? [probe for pre-reading, during reading, post-reading strategies, progress monitoring, grouping students using data, aligning instruction to students' needs using data]

- a. How have students responded?
- b. If none: What has prevented you/teachers from trying new strategies in your classroom to teach literacy?

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

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

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

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

Thank you so much for your time!

Reading Mentors Program Focus Group Protocol

Introduction:

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

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

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

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

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

Participation Questions:

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

1. How often do you interact with the LLS at your school, and what types of supports does the LLS provide?
2. Do you feel the support from your LLS is adequate? Why or why not?
3. Which professional learning supports did you find most beneficial? Which did you find least beneficial? [if clarification needed, mention professional learning sessions, modeling, data reviews, classroom observations, video coaching, etc.]
4. I'd like to talk about your use of DIBELS Next through the Reading Mentors Program. How was DIBELS Next introduced to you? [i.e. what were you told by your LLS?]

How has the implementation of using DIBELS Next in your classroom to drive instruction been? [if not smoothly, probe for why, such as other assessments or classroom initiatives]

How valuable do you feel DIBELS Next is to making instructional decisions for your students? [If not valuable, why?]

5. (if necessary) What do you feel is the most valuable takeaway you have from the professional learning you received so far from the Reading Mentors Program?

Impact:

The following questions will now focus more on any impacts the Reading Mentors Program has had on your instructional practice during the 2016-2017 school year.

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

7. What, if any, changes to your literacy instructional practices have you made since the beginning of the school year? [probe for pre-reading, during reading, post-reading strategies, progress monitoring, grouping students using data, aligning instruction to students' needs using data]

- c. How have students responded?
- d. If none: What has prevented you from trying new strategies in your classroom to teach literacy?

8. Have you noticed any changes in your school's culture [particularly, faculty] with regards to literacy instruction? Please describe your school's culture.

9. Have you faced any challenges from participating in the Reading Mentors Program? Are there other challenges that are impacting your experience in the RMP? Please describe.

Conclusion:

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

Those are all of the questions I had for you. Do you have any last thoughts or questions for me? Thank you so much for your time!

Appendix D: End-of-Year Teacher, Coach, Administrator, and District Staff Survey Items

Reading Mentors Program 2016-2017 End-of-Year Survey – Teacher

Thank you for taking the time to complete the Reading Mentors Program 2016-2017 End-of-Year Survey. The purpose of this survey is to obtain feedback about your participation in the Reading Mentors 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 Reading Mentors Program on participating stakeholders and to inform future programming.

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

General Information

*1. Who is your Language and Literacy Specialist? (dropdown of options)

*2. School Name: (dropdown of options)

If not listed, please enter school name here. _____

*3. Which school year did you begin participating in the Reading Mentors Program?

<input type="checkbox"/> 2016-2017
<input type="checkbox"/> 2015-2016
<input type="checkbox"/> Before 2015-2016

4. Please select the option(s) that best describes your school title/role during the 2016-2017 school year.

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

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

<input type="checkbox"/> Less than 1 Year
<input type="checkbox"/> 1 - 3 Years
<input type="checkbox"/> 3 - 5 Years
<input type="checkbox"/> 5 - 10 Years
<input type="checkbox"/> Over 10 Years

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

<input type="checkbox"/> Less than 1 Year
<input type="checkbox"/> 1 - 3 Years
<input type="checkbox"/> 3 - 5 Years
<input type="checkbox"/> 5 - 10 Years
<input type="checkbox"/> Over 10 Years

7. Besides DIBELS Next, what literacy assessments are you using in your school to assess reading? Check all that apply:

<input type="checkbox"/> AIMSweb	<input type="checkbox"/> iRead
<input type="checkbox"/> DRA (Developmental Reading Assessment)	<input type="checkbox"/> MAP (Measures of Academic Progress)
<input type="checkbox"/> IDI (Informal Decoding Inventory)	<input type="checkbox"/> STAR (Standardized Test for the Assessment of Reading)
<input type="checkbox"/> District-mandated benchmark testing	<input type="checkbox"/> Other (please specify):

Overall Feedback

The following questions will ask for your overall feedback of the Reading Mentors Program during the 2016-2017 school year.

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

<input type="checkbox"/> Not at all supported (1)	<input type="checkbox"/> Slightly supported (2)	<input type="checkbox"/> Moderately supported (3)	<input type="checkbox"/> Very supported (4)	<input type="checkbox"/> Extremely supported (5)
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9. How valuable is your participation in the Reading Mentors Program to improving your instructional practice?

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
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10. How often do you apply what you learn from the LLS in your classroom?

<input type="checkbox"/> Never (1)	<input type="checkbox"/> Rarely (2)	<input type="checkbox"/> Sometimes (3)	<input type="checkbox"/> Often (4)	<input type="checkbox"/> Always (5)
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11. Would you recommend the Reading Mentors Program to a colleague?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why or why not.

Professional Learning and Coaching Support

The following questions will address the professional learning and coaching support you received from the Language and Literacy Specialist (LLS) during the 2016-2017 school year.

12. Please indicate how valuable the following supports from the LLS have been to improving your teaching practice.

	Not at all valuable (1)	Slightly valuable (2)	Moderately valuable (3)	Very valuable (4)	Extremely valuable (5)
Modeling by the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning sessions led by the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observations of your classroom by the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one coaching support from the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using DIBELS Next to assess and monitor students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

14. After working with the LLS during the 2016-2017 school year, how prepared do you feel to teach literacy to a variety of learners?

<input type="checkbox"/> Not at all prepared (1)	<input type="checkbox"/> Slightly prepared (2)	<input type="checkbox"/> Moderately prepared (3)	<input type="checkbox"/> Very prepared (4)	<input type="checkbox"/> Extremely prepared (5)
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15. Please indicate your level of agreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
My LLS is prepared for professional development sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is in the school building or virtually on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS observed me for an adequate portion of my literacy block.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS provided constructive feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is accessible when I need to reach out to her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I can trust my LLS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Did you participate in video coaching during the 2016-2017 school year?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Video Coaching Questions (only if answered yes to question 16, otherwise skips to next question page)

The following questions only apply if you participated in video coaching during the 2016-2017 school year.

17. How comfortable are you participating in video coaching?

<input type="checkbox"/> Not at all comfortable (1)	<input type="checkbox"/> Slightly comfortable (2)	<input type="checkbox"/> Moderately comfortable (3)	<input type="checkbox"/> Very comfortable (4)	<input type="checkbox"/> Extremely comfortable (5)
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Please explain your response.

18. How valuable do you feel video coaching will be to your professional development?

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
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Instructional Practices & Assessment Strategies

The following questions will address any changes to your literacy instructional practices during the 2016-2017 school year.

19. Please indicate how often you did the following both at the beginning of your participation in the Reading Mentors Program and now.

	Beginning of Program	Now
Teaching all five components of reading simultaneously	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Selecting appropriate reading strategies to target struggling students' needs	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Progress monitoring students using DIBELS Next	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Using DIBELS data to determine student small groups	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always
Using DIBELS data to modify student groups	Never Rarely Sometimes Often Always	Never Rarely Sometimes Often Always

Open Response

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

20. How has the Reading Mentors Program benefited you as a literacy teacher?

21. What challenges have you faced from being in the Reading Mentors Program?

22. What would you improve about the Reading Mentors Program?

23. What would best support you moving forward in the Reading Mentors Program?

24. (if your school participated in the Reading Mentors Program prior to the 2015-2016 school year) How comfortable are you continuing the work of the program in your school without the support of the LLS? Please explain your response.

Reading Mentors Program 2016-2017 End-of-Year Survey – Administrator

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

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

General Information

*1. Who is your Language and Literacy Specialist? (dropdown of options)

*2. School name: (dropdown)

If not listed, please enter school name here.

*3. Which school year did you begin participating in the Reading Mentors Program?

<input type="checkbox"/> 2016-2017
<input type="checkbox"/> 2015-2016
<input type="checkbox"/> Before 2015-2016

4. Please select the option that best describes your school title/role during the 2016-2017 school year.

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

5. How many years have you been an administrator (including the 2016-2017 school year)?

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

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

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

7. How many K-3 literacy assessments, including DIBELS Next, do you use in your school (e.g. DRA, MAP, STAR, AimsWeb, iRead, district-mandated benchmarks, etc.)?

8. How comfortable do you feel synthesizing the data from the literacy assessments you use to inform reading instruction in your school?

<input type="checkbox"/> Not at all comfortable (1)	<input type="checkbox"/> Slightly comfortable (2)	<input type="checkbox"/> Moderately comfortable (3)	<input type="checkbox"/> Very comfortable (4)	<input type="checkbox"/> Extremely comfortable (5)
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Please explain your response.

9. Please list your school's phonics program (e.g. Wilson, Saxon, Open Court, Journeys, Wonders, etc.).

Overall Feedback

The following questions will ask for your overall feedback of the Reading Mentors Program during the 2016-2017 school year.

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

<input type="checkbox"/> Not at all supported (1)	<input type="checkbox"/> Slightly supported (2)	<input type="checkbox"/> Moderately supported (3)	<input type="checkbox"/> Very supported (4)	<input type="checkbox"/> Extremely supported (5)
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11. Please rate the communication you have received from the Reading Mentors Program Managers (Jamie Ray or Kimberly Turner):

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

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

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
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13. How often do you apply what you learn from the LLS in your school?

<input type="checkbox"/> Never (1)	<input type="checkbox"/> Rarely (2)	<input type="checkbox"/> Sometimes (3)	<input type="checkbox"/> Often (4)	<input type="checkbox"/> Always (5)
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14. Would you recommend the Reading Mentors Program to another school?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why or why not.

Participation

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

15. Please indicate how often you participated in the following Reading Mentors Program activities during the 2016-2017 school year.

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

Language and Literacy Specialist (LLS) Support

The following questions will address the professional learning and coaching support you received from the Language and Literacy Specialist (LLS) during the 2016-2017 school year.

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

	Not at all valuable (1)	Slightly valuable (2)	Moderately valuable (3)	Very valuable (4)	Extremely valuable (5)	N/A
Professional learning sessions led by the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions about student data and achievement with the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observations of teacher classrooms with the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Leadership Team meetings to discuss literacy and student data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
My LLS is prepared for professional development sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is available in the school building or virtually on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS provides me with aggregate feedback on K-3 reading performance in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when my LLS is going to be in my building or available virtually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is knowledgeable about literacy instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I can trust my LLS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. After working with the LLS during the 2016-2017 school year, how prepared do you feel to support K-3 reading instruction in your school?

<input type="checkbox"/> Not at all prepared (1)	<input type="checkbox"/> Slightly prepared (2)	<input type="checkbox"/> Moderately prepared (3)	<input type="checkbox"/> Very prepared (4)	<input type="checkbox"/> Extremely prepared (5)
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19. Please indicate your level of understanding of the following both at the beginning of your participation in the Reading Mentors Program and now.

	Beginning of Program	Now
Research-based literacy instructional practices	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers
How to frequently collect data on student literacy performance	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers

School Culture and Climate

The following questions will address any changes to the culture and climate of K-3 literacy instruction in your school during the 2016-2017 school year as a result of the Reading Mentors Program.

20. Please indicate how often you observed the following teacher practices in your school both at the beginning of your participation in the Reading Mentors Program and now.

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

21. Please indicate the level of functionality of your school's Literacy Leadership Team both at the beginning of your participation in the Reading Mentors Program and now.

	Beginning of Program	Now
Ability of Literacy Leadership Team to address literacy in school	Very poor Poor Fair Good Excellent	Very poor Poor Fair Good Excellent

Open Response

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

22. How has the Reading Mentors Program benefited your school?

23. What challenges have you faced from being in the Reading Mentors Program?

24. What would you improve about the Reading Mentors Program?

25. What would best support you moving forward in the Reading Mentors Program?

26. (if your school participated in the Reading Mentors Program prior to the 2015-2016 school year) How comfortable are you continuing the work of the program in your school without the support of the LLS? Please explain your response.

Reading Mentors Program 2016-2017 End-of-Year Survey – Coach

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

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

General Information

*1. Who is your Language and Literacy Specialist? (dropdown of options)

*2. School Name: (dropdown)

If not listed, please enter school name here.

*3. Which school year did you begin participating in the Reading Mentors Program?

<input type="checkbox"/> 2016-2017
<input type="checkbox"/> 2015-2016
<input type="checkbox"/> Before 2015-2016

4. Please select the option that best describes your school title/role during the 2016-2017 school year.

<input type="checkbox"/> Academic Coach	<input type="checkbox"/> Literacy Coach
<input type="checkbox"/> Instructional Coach	<input type="checkbox"/> Reading Specialist
<input type="checkbox"/> Instructional Supervisor	<input type="checkbox"/> Other (please specify):

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

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

6. How many years have you been working with this school(s) (including the 2016-2017 school year)?

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

7. In your coaching role, how many teachers do you support?

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

Overall Feedback

The following questions will ask for your overall feedback of the Reading Mentors Program during the 2016-2017 school year.

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

<input type="checkbox"/> Not at all supported (1)	<input type="checkbox"/> Slightly supported (2)	<input type="checkbox"/> Moderately supported (3)	<input type="checkbox"/> Very supported (4)	<input type="checkbox"/> Extremely supported (5)
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9. How valuable is your individual participation in the Reading Mentors Program to improving your coaching practice?

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
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10. How often do you apply what you learn from the LLS in your coaching practice?

<input type="checkbox"/> Never (1)	<input type="checkbox"/> Rarely (2)	<input type="checkbox"/> Sometimes (3)	<input type="checkbox"/> Often (4)	<input type="checkbox"/> Always (5)
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11. Would you recommend the Reading Mentors Program to a colleague?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
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Please explain why or why not.

Participation

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

12. Please indicate how often you participated in the following Reading Mentors Program activities during the 2016-2017 school year.

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

13. Please indicate how valuable the following Reading Mentors Program activities were to you.

	Not at all valuable (1)	Slightly valuable (2)	Moderately valuable (3)	Very valuable (4)	Extremely valuable (5)
Co-planning professional learning sessions with the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussions about student data and achievement with the LLS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom observations of reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Leadership Team meetings to discuss literacy and student data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
My LLS is prepared for professional development sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is available in the school building or virtually on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS provides me with aggregate feedback on K-3 reading performance in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when my LLS is going to be in my building or available virtually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My LLS is knowledgeable about literacy instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I can trust my LLS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Please indicate your level of understanding of the following both at the beginning of your participation in the Reading Mentors Program and now.

	Beginning of Program	Now
Research-based literacy instructional practices	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers
How to frequently collect data on student literacy performance	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers	Not much knowledge Fair amount of knowledge Proficient amount of knowledge Able to teach a peer Able to teach a team of peers

Open Response

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

16. How has the Reading Mentors Program benefited you as a coach?

17. What challenges have you faced from being in the Reading Mentors Program?

18. What would you improve about the Reading Mentors Program?

19. What would best support you moving forward in the Reading Mentors Program?

20. (if your school participated in the Reading Mentors Program prior to the 2015-2016 school year) How comfortable are you continuing the work of the program in your school without the support of the LLS? Please explain your response.

Reading Mentors Program 2016-2017 End-of-Year Survey – District

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

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

General Information

*1. Who is your Program Manager? (dropdown)

*2. Please list your district title/role during the 2016-2017 school year.

*3. District Name: (dropdown)

*4. Which school year did your district begin participating in the Reading Mentors Program?

<input type="checkbox"/> 2016-2017
<input type="checkbox"/> 2015-2016
<input type="checkbox"/> Before 2015-2016

5. How many years have you been working for this district (including the 2016-2017 school year)?

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

6. How many schools in your district are participating in the Reading Mentors Program?

<input type="checkbox"/> 1 – 3 schools
<input type="checkbox"/> 4 – 6 schools
<input type="checkbox"/> 7 – 10 schools
<input type="checkbox"/> More than 10 schools

Overall Feedback

The following questions will ask for your overall feedback of the Reading Mentors Program during the 2016-2017 school year.

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

<input type="checkbox"/> Not at all supported (1)	<input type="checkbox"/> Slightly supported (2)	<input type="checkbox"/> Moderately supported (3)	<input type="checkbox"/> Very supported (4)	<input type="checkbox"/> Extremely supported (5)
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8. Please rate the communication you have received from the Program Managers (Jamie Ray or Kimberly Turner):

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

If you rated Fair or below (1-3), please explain why.

9. How valuable is your district's participation in the Reading Mentors Program to meeting your district's literacy goals?

<input type="checkbox"/> Not at all valuable (1)	<input type="checkbox"/> Slightly valuable (2)	<input type="checkbox"/> Moderately valuable (3)	<input type="checkbox"/> Very valuable (4)	<input type="checkbox"/> Extremely valuable (5)
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10. Would you recommend the Reading Mentors Program to another school or district?

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

Program Components

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

<input type="checkbox"/> Never (1)	<input type="checkbox"/> Rarely (2)	<input type="checkbox"/> Sometimes (3)	<input type="checkbox"/> Often (4)	<input type="checkbox"/> Always (5)
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12. In your own words, please describe the role of the Language and Literacy Specialist in participating Reading Mentors Program schools in your district.

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

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
The LLS provides aggregate feedback on K-3 reading performance in participating schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know when the LLS is working in participating schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The LLS is working in participating schools on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The LLS is knowledgeable about literacy instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Open Response

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

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

Appendix E: School Literacy Needs Assessment Survey Items

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

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

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

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

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

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

Building Block 4. Best Practices in Literacy Instruction

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

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

Building Block 5. System of Tiered Intervention (RTI) for All Students			
A. Information developed from the school-based data teams is used to inform RTI process.			
Fully Operational	Operational	Emergent	Not Addressed
Data from formative assessments is gathered and analyzed regularly to ensure that all students are receiving instruction in appropriate tiers and that instruction in each tier is effective.	Formative assessments are administered regularly to students in each tier of instruction.	Intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity.	RTI is not currently being formally implemented.
B. Tier I Instruction based upon the CCGPS in grades K-3 is provided to all students in all classrooms.			
Fully Operational	Operational	Emergent	Not Addressed
Student and classroom data have been analyzed to determine the instructional areas and classrooms in greatest need of support.	Current practice in literacy instruction has been assessed using the Literacy Instruction Checklist, GA, or its equivalent.	Student data is examined regularly to determine if fewer than 80% of students are successful in any area.	Student data is examined regularly to determine if fewer than 80% of students are successful in any area.
C. Tier 2 needs-based interventions are provided for targeted students.			
Fully Operational	Operational	Emergent	Not Addressed
Interventionists, ELA, and content area teachers meet regularly for collaboration and planning to ensure that the goals of interventions are being achieved.	Interventionists participate in ongoing professional learning in program use and in how to diagnose and correct reading difficulties.	Interventions are provided by competent instructors, in spaces that are adequate, and with sufficient blocks of time in the schedule.	Tier 2 instruction is not provided by interventionists, but is expected to be done by the classroom teacher at some time during the day.
D. In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.			
Fully Operational	Operational	Emergent	Not Addressed
Data team/SST team meet regularly to ensure that a student's lack of progress is not due to a preventable cause (e.g., too large a group, lack of regularity or fidelity of instruction).	Interventions in Tier 3 are provided by a trained interventionist with fidelity, but are not yet on a 1:1-1:3 basis.	SST team meets to ensure that interventions are at appropriate teacher-student ratio and is delivered with fidelity.	Requirements for Tier 3 have not yet been implemented.
E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.			

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Fully Operational	Operational	Emergent	Not Addressed
To ensure that the most highly qualified teachers provide Tier 4 instruction, SpEd, ESOL, and gifted teachers participate in professional learning communities to maintain strict alignment with CCGPS.	School schedules are developed to ensure that students receive instruction in the least restrictive environment.	Building and district administrators are familiar with funding formulas affecting students in special programming.	Special education functions separately within the school with little communication with regular education or with little input from the administrator.

Building Block 6. Improved Instruction through Professional Learning

A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.

Fully Operational	Operational	Emergent	Not Addressed
Representatives from the community and/or administration have met with representatives from the Professional Standards Commission (PSC) to ensure that preservice teachers receive coursework in disciplinary literacy in the content area.	School administrators have begun to include questions about whether potential hires have received coursework in disciplinary literacy in the content area in their preservice training.	Representatives from the community and/or administration are aware of the need for preservice teachers to receive coursework in disciplinary literacy in the content area.	Preservice education does not include coursework in all aspects of literacy instruction including disciplinary literacy in the content areas.

B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.

Fully Operational	Operational	Emergent	Not Addressed
All administrative and instructional personnel participate in professional learning on all aspects of literacy instruction including disciplinary literacy in the content areas.	Administrators and ELA instructors (certified and noncertified) participate in professional learning on all aspects of literacy instruction including training on use of the core program.	ELA instructors participate in professional learning on the use of the core program.	Professional learning in literacy has not begun formally.

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

Indicator	BOY Percent of Schools at Operational or Fully Operational	EOY Percent of Schools at Operational or Fully Operational	Change from BOY to EOY
Building Block 1: Engaged Leadership			
Administrator demonstrates commitment to learn about and support evidence-based literacy instruction in his/her school.	89%	89%	0
A school literacy leadership team organized by the administrator is active.	50%	76%	26
The effective use of time and personnel is leveraged through scheduling and collaborative planning (K-3).	92%	92%	0
A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the Common core Georgia Performance Standards (CCGPS).	65%	77%	12
Literacy instruction is optimized in all content areas.	39%	66%	27
The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the Common core Georgia Performance Standards (CCGPS).	31%	40%	9
Building Block 2: Continuity of Instruction			
Active collaborative school teams ensure a consistent literacy focus across the curriculum.	50%	47%	-3
Teachers provide literacy instruction across the curriculum.	58%	61%	3
Out-of-school agencies and organizations collaborate to support literacy within the community.	37%	53%	16
Building Block 3: Ongoing Formative and Summative Assessments			
An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	73%	87%	14

Indicator	BOY Percent of Schools at Operational or Fully Operational	EOY Percent of Schools at Operational or Fully Operational	Change from BOY to EOY
A system of ongoing formative and summative assessment (universal screening and progress monitoring) is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.	79%	84%	5
Problems found in literacy screenings are further analyzed with diagnostic assessment.	66%	76%	10
Summative data is used to make programming decisions as well as to monitor individual student progress.	58%	81%	23
A clearly articulated strategy for using data to improve teaching and learning is followed.	58%	79%	21
Building Block 4: Best Practices in Literacy Instruction			
All students receive direct, explicit instruction in reading (K-3).	74%	81%	7
All students receive effective writing instruction across the curriculum.	89%	90%	1
Extended time is provided for literacy instruction.	48%	50%	2
Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school.	63%	66%	3
Building Block 5: System of Tiered Intervention (RTI) for All Students			
Information developed from the school-based data teams is used to inform RTI process.	58%	74%	16
Tier I Instruction based upon the CCGPS in grades K-3 is provided to all students in all classrooms.	63%	71%	8
Tier 2 needs-based interventions are provided for targeted students.	48%	56%	8
In Tier 3, Student Support Team (SST) and Data Team monitor progress jointly.	52%	52%	0
Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way.	85%	82%	-3

Indicator	BOY Percent of Schools at Operational or Fully Operational	EOY Percent of Schools at Operational or Fully Operational	Change from BOY to EOY
Building Block 6: Improved Instruction through Professional Learning			
Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas.	39%	56%	17
In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.	53%	71%	18

Appendix G: Teacher Progress Monitoring Form Survey Items

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

Standard 3: Instructional Strategies

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

Standard 6: Assessment Uses

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

8. Overall: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
9. Additional notes on Assessment Uses:
10. Suggested Strategies for Assessment Uses:

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

Indicator	Percentage of All Teachers Proficient or Exemplary			BOY to EOY Change
	BOY	MOY	EOY	
Standard 3: Instructional Strategies				
Engages students in active learning and maintains interest.	46%	65%	71%	25
Builds upon students' existing knowledge and skills.	46%	68%	76%	30
Reinforces learning goals consistently throughout the lesson.	37%	61%	76%	39
Uses a variety of research based instructional strategies and resources.	31%	52%	60%	29
Effectively uses appropriate instructional technology to enhance student learning.	46%	68%	75%	29
Communicates and presents material clearly, and checks for understanding.	48%	61%	73%	25
Develops higher-order thinking through questioning and problem-solving activities.	22%	42%	44%	22
Engages students in authentic learning by providing real-life examples and interdisciplinary connections.	34%	58%	71%	37
OVERALL: The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students acquisition of key knowledge and skills.	34%	54%	70%	36
Standard 6: Assessment Uses				
Uses diagnostic assessment data to develop learning goals for students, to differentiate instruction, and to document learning.	34%	58%	69%	35
Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	34%	61%	66%	32
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	39%	55%	72%	33

Indicator	Percentage of All Teachers Proficient or Exemplary			BOY to EOY Change
	BOY	MOY	EOY	
Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long-term and short-term instructional decisions.	29%	54%	58%	29
Shares accurate results of student progress with students, parents, and key school personnel.	41%	66%	70%	29
Provides constructive and frequent feedback to students on their progress toward their learning goals.	31%	51%	58%	27
Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	17%	40%	44%	27
OVERALL: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and deliver methods, and to provide timely and constructive feedback to both students and parents.	29%	50%	62%	33

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

Appendix I: Percentage of Students Meeting Benchmarks at BOY, MOY, and EOY by School

District	School	Percentage Meeting Benchmark - BOY	Percentage Meeting Benchmark - MOY	Percentage Meeting Benchmark - EOY	BOY to EOY Change
All RMP Schools		54.8	54.0	55.0	0.2
Atlanta Public Schools	Bolton Academy	61.8	60.2	66.1	4.3
Atlanta Public Schools	Charles L Gideons Elementary School	47.8	41.2	44.1	-3.7
Atlanta Public Schools	F L Stanton Elementary School	43.0	36.8	32.5	-10.5
Atlanta Public Schools	Fain Elementary School	42.3	32.5	28.0	-14.3
Atlanta Public Schools	Scott Elementary School	37.2	43.4	48.0	10.8
Atlanta Public Schools	Usher Elementary School	45.6	42.7	51.9	6.3
Atlanta Public Schools	Woodson Elementary School	39.1	35.4	45.4	6.3
Barrow County	Auburn Elementary School	60.8	63.9	64.6	3.8
Barrow County	Bramlett Elementary School	64.9	72.1	75.1	10.2
Barrow County	County Line Elementary School	60.5	72.0	75.8	15.3
Barrow County	Kennedy Elementary School	64.8	64.5	70.0	5.2
Barrow County	Statham Elementary School	69.7	71.8	69.4	-0.3
Bibb County	Dr. Martin Luther King Jr Elementary School	39.5	36.9	45.8	6.3
Bibb County	Matilda Hartley Elementary School	43.7	49.6	54.0	10.3
Bibb County	Riley Elementary School	34.9	45.6	52.7	17.8
Bibb County	Southfield Elementary School	32.9	39.4	44.5	11.6
Bibb County	Veterans Elementary School	31.3	30.8	33.6	2.3
Bulloch County	Mill Creek Elementary School	63.9	61.9	56.5	-7.4

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District	School	Percentage Meeting Benchmark - BOY	Percentage Meeting Benchmark - MOY	Percentage Meeting Benchmark - EOY	BOY to EOY Change
All RMP Schools		54.8	54.0	55.0	0.2
Bulloch County	Sallie Zetterower Elementary School	58.4	57.4	60.2	1.8
Bulloch County	Stilson Elementary School	55.7	61.1	66.5	10.8
Calhoun County	Calhoun County Elementary School	72.8	60.8	69.0	-3.8
Chattahoochee County	Chattahoochee County Education Center	70.1	73.5	64.6	-5.5
Clay County	Clay County Elementary School	58.6	58.6	57.5	-1.1
DeKalb County	Brockett Elementary School	69.2	82.2	85.0	15.8
DeKalb County	Flat Rock Elementary School	50.6	45.7	35.8	-14.8
DeKalb County	Montclair Elementary School	24.9	23.7	33.1	8.2
DeKalb County	Oak View Elementary School	56.2	46.2	44.5	-11.7
DeKalb County	Peachcrest Elementary School	36.2	30.9	38.4	2.2
DeKalb County	Rowland Elementary School	44.1	52.1	41.0	-3.1
DeKalb County	Stoneview Elementary School	39.9	39.0	33.4	-6.5
Dooly County	Dooly County Elementary School	76.1	63.8	68.7	-7.4
Dougherty County	Alice Coachman Elementary School	47.1	37.9	48.0	0.9
Dougherty County	Morningside Elementary School	50.0	39.0	42.8	-7.2
Dougherty County	Northside Elementary School	41.3	33.0	47.0	5.7
Dougherty County	Radium Springs Elementary School	41.0	48.5	55.6	14.6
Dougherty County	Robert H. Harvey Elementary School	49.4	51.4	49.4	0.0
Dougherty County	Sherwood Acres Elementary School	64.7	61.8	60.8	-3.9
Dougherty County	West Town Elementary School	44.8	44.8	46.0	1.2
Effingham County	Marlow Elementary School	77.9	78.1	77.3	-0.6

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District	School	Percentage Meeting Benchmark - BOY	Percentage Meeting Benchmark - MOY	Percentage Meeting Benchmark - EOY	BOY to EOY Change
All RMP Schools		54.8	54.0	55.0	0.2
Effingham County	South Effingham Elementary School	82.0	87.6	88.1	6.1
Fulton County	Asa G. Hilliard Elementary School	45.6	50.6	47.2	1.6
Fulton County	Bethune Elementary School	50.4	50.1	42.3	-8.1
Fulton County	College Park Elementary School	52.5	47.5	40.2	-12.3
Fulton County	Feldwood Elementary School	57.6	54.4	55.8	-1.8
Fulton County	Hamilton E Holmes Elementary School	52.8	64.0	59.3	6.5
Fulton County	Heritage Elementary School	51.8	46.5	51.8	0.0
Fulton County	Love T. Nolan Elementary School	42.1	52.8	45.1	3.0
Fulton County	Parklane Elementary School	49.7	54.1	52.7	3.0
Fulton County	Seaborn Lee Elementary School	61.9	65.8	68.5	6.6
Macon County	Macon County Elementary School	63.9	49.2	55.0	-8.9
Meriwether County	George E Washington Elementary School	51.3	44.0	42.9	-8.4
Meriwether County	Mountain View Elementary School	58.5	72.3	72.3	13.8
Meriwether County	Unity Elementary School	43.9	56.1	54.0	10.1
Murray County	Spring Place Elementary School	47.1	51.1	58.2	11.1
Pelham City	Pelham Elementary School	71.1	65.3	66.1	-5.0
Richmond County	Barton Chapel Elem School	55.6	50.2	50.6	-5.0
Richmond County	Bayvale Elementary School	65.8	60.0	60.4	-5.4
Richmond County	Copeland Elementary School	72.2	62.5	61.6	-10.6
Richmond County	Craig-Houghton Elementary School	54.2	49.1	48.1	-6.1
Richmond County	Diamond Lakes Elementary School	65.1	48.7	50.0	-15.1

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District	School	Percentage Meeting Benchmark - BOY	Percentage Meeting Benchmark - MOY	Percentage Meeting Benchmark - EOY	BOY to EOY Change
All RMP Schools		54.8	54.0	55.0	0.2
Richmond County	Glenn Hills Elementary School	69.0	62.5	60.5	-8.5
Richmond County	Hains Elementary School	56.7	50.8	53.4	-3.3
Richmond County	Jenkins White Elementary School	39.3	29.5	26.5	-12.8
Richmond County	Lamar-Milledge Elementary School	49.6	52.2	51.3	1.7
Richmond County	Meadowbrook Elementary School	60.3	49.0	59.4	-0.9
Richmond County	Wheless Elementary School	51.2	48.0	44.0	-7.2
Richmond County	Wilkinson Gardens Elementary School	62.5	49.8	54.3	-8.2
Savannah-Chatham County	Haven Elementary School	41.0	33.6	44.1	3.1
Savannah-Chatham County	Hodge Elementary School	58.7	54.9	59.1	0.4
Savannah-Chatham County	Spencer Elementary School	53.8	57.2	54.8	1.0
State Charter	Ivy Preparatory Academy at Kirkwood for Girls	55.2	48.3	52.4	-2.8
State Charter	Pataula Charter Academy	79.0	90.9	81.8	2.8
Talbot County	Central Elementary High School	44.9	49.7	37.4	-7.5
Vidalia City	J D Dickerson Primary School	81.2	85.4	89.6	8.4
Vidalia City	Sally Dailey Meadows Elementary School	72.4	70.8	67.1	-5.3
Wayne County	Martha R Smith Elementary School	54.5	56.9	46.6	-7.9

Numbers highlighted in green indicate positive growth from BOY to EOY. Due to technical difficulties with the DIBELS Next data management system used by RMP schools, some school-level percentages in this report differ slightly from school-level portal data. However, the discrepancies are minor and do not affect the overall findings of this report.

