Georgia Literacy Plan: Striving Readers District and School-Level Report for the 2013-2014 Academic Year

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Summary of Findings

- Overall, 15 districts, 118 schools, 4,933 teachers and 91,596 students were impacted by the Georgia SRCL project from Kindergarten to Grade 12. On average, 69% were identified as economically disadvantaged (upwards of 90% in many districts/schools), 12% were identified as students with disabilities, and 7% were identified as English language learners.

- Schools were divided into two Cohorts. The current report presents data for the 2013-2014 academic year were schools in Cohort 1 are in the second year of program implementation and Cohort 2 is in the first year of program implementation.

- For foundational skills (measured with DIBELS), all districts made significant and substantial gains over the course of the year, at each grade level. Furthermore, 93% of districts reported mean scores *at or above benchmark* on the Spring DIBELS assessment from Kindergarten to Grade 4, and almost 70% of districts reported mean scores *at or above benchmark* in Grade 5. Importantly, the majority of districts improved from a mean score *below benchmark* to a mean score *at or above benchmark* from the Fall to Spring assessments.

- For reading comprehension (measured in Lexiles with SRI) in middle schools, all districts made significant and substantial gains over the course of the year. Additionally, 82% of districts reported mean scores *on grade level* on the Spring SRI assessment of reading comprehension.

- During high school, most districts made significant and substantial gains in reading comprehension over the course of the year, in each grade. Furthermore, 85% of districts reported mean scores *on grade level* on the Spring SRI assessment. Many middle and high schools made significant improvements in reading comprehension by helping children move from scoring *below* to *on grade level* from the Fall to Spring assessments.

- Across elementary, middle, and high schools, the changes observed in performance over the course of one academic year were meaningful. Tens of thousands of children, with a very large proportion identified as economically disadvantaged, achieved fluency as required in the foundational skills portion of the Common Core Georgia Performance Standards and reading comprehension consistent with the requirements for reading complex text.

- There were a few of districts who demonstrated superior patterns of growth in foundational reading skills and reading comprehension in comparisons to the other SRCL districts in Georgia. Within the districts who experienced exceptional growth, principals and teachers reported high degrees of collaboration centered on data-driven decision making to guide small group instruction and progress monitoring. Additionally, professional development focused on curriculum mapping and the implementation of evidence-based strategies known to improve reading and writing achievement. Finally, of the approximately 20 schools who experienced the most growth, all used computer-based interventions for reading and writing, curriculum mapping, and non-commercial evidence-based instructional strategies. Almost none of the high growth schools used commercial core or commercial phonics programs; instead they collaborated to design and adapt instruction consistent with the new standards.

- Overall, the data indicate that school improvement can be actualized through developing a climate that supports collaboration and data-driven decision making and employs evidence-based strategies that are highly adaptable to different resources and content. Such efforts are both affordable and sustainable.

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Purpose of the report

The purpose of the current report is to provide descriptive data regarding grade-level performance over the course of the 2013-14 academic year for schools implementing grants supporting the Georgia Literacy Plan (GLP). Additionally, this report will also include data from a questionnaire schools completed to identify their implementation choices for GLP, and the extent to which the GLP was actually implemented in elementary, middle and high schools. Finally, the report will identify and describe success stories for schools who are experiencing high rates of growth. We will be able to identify common factors or programs that appear to be working at increasing student performance. These programs, activities or resources could then be implemented at lower-performing schools to improve literacy outcomes.

What is the Striving Readers Comprehensive Literacy Initiative?

The goal of the Striving Readers Comprehensive Literacy Initiative (SRCL) is to increase student literacy achievement for students from birth to grade 12. SRCL runs grant competitions and awards funding for schools to implement the GLP. Those funds are used to equip classrooms with rich literacy materials (including technology-based materials), to provide open access to professional learning modules designed by the project's professional learning architects, and to fund school- and district-level professional learning activities. The initiative is only open to Georgia schools with persistently low performance and/or high levels of students living in poverty. Schools are required to address nine key components from research. Those

nine components are: (1) standards, (2) components unique to birth-to-five, (3) ongoing formative and summative assessments, (4) response to intervention, (5) best practices in instruction, (6) high-quality teachers, (7) engaged leadership, (8) a clearly articulated plan for transitions and alignment, and (9) intentional strategies for maintaining engagement. Schools are able to craft plans to address each of these components locally. For this reason, the initiative looks very different in different schools and districts.

Overall, 118 schools, 4,933 teachers and 91,596 students were impacted by the SRCL across Kindergarten to grade 12. Within the groups of students, approximately 69% were identified as educationally disadvantaged, 12% were identified as students with disabilities, and 7% were identified as English language learners. Schools were divided into two Cohorts. The current report presents data for the 2013-2014 academic year were schools in Cohort 1 are in the second year of program implementation and Cohort 2 is in the first year of program implementation.

What data were collected?

Participating pre-schools collected student achievement data from the Peabody, Picture Vocabulary Test (PPVT). Participating elementary, middle and high schools collected students' achievement data from two standardized assessments. The Dynamics Assessment of Basic Literacy Skills (DIBELS) was used to measure foundational reading skills. We analyzed the composite score for Kindergarten, letter-sound fluency for Grade 1, and reading fluency for children in Grades 2 through 5. The Scholastic Reading Inventory (SRI) was used as an assessment of reading comprehension. For cohort 1 schools, SRI was collected for Grades 9 through 12. An amended requirement for Cohorts 2 and beyond was to administer SRI for grades

3 -12. Some, but not all, Cohort 1 schools adopted the amended plan for the 2013-2013 academic year. DIBELS and SRI measures were administered to all children at three time points throughout the academic year (Fall, Winter, Spring). The student-level achievement data was analyzed to identify changes in the schools average performance over the course of the year. Descriptive statistics were used to compare all districts in the SRCL, and then to compare schools to one another within each district.

Leaders in participating elementary, middle and high schools completed an extensive questionnaire to list programs and strategies used during whole class, small group or intervention time. Additionally, leaders responded to multiple questions that identified the extent to which different aspects of the GLP were implemented. Specific items included in the questionnaire where: (1) engaged leadership, (2) continuity of instruction, (3) ongoing formative and summative assessment, (4) best practices in literacy instruction, (5) the system of tiered intervention (RTI) for all students, and (6) systems of professional learning. The questionnaire required leaders to report levels of implementation on a 6-point scale from *not addressed at all (1)* to *fully operational (6).* Composite scores were created and analyzed to provide a comprehensive picture of the extent to which each component was executed in the literacy plan.

Organization of the report

Section 1. District-level growth

The report will first describe the district level comparisons of student-level achievement (i.e., PPVT, DIBELS, SRI) to track growth among the districts and to provide relative ranks at each grade. Following a detailed discussion of the growth trajectories and rankings at each grade, an overview of the programs implemented by the top performing schools will be discussed to

identify practices and resources that are associated with promising increases in student level achievement.

Section 2. School-level growth within each district.

Section 2 will examine changes in student-level performance at each grade-level, for each school, within a district. The process and impact of grant implementation and professional development (PD) for teachers will be outlined for each school. Language and literacy achievement and gains will be reported for each school.

Section 1. Growth trends for districts in the GLP-SRCL

Table 1. Demographics characteristics by district

District	Number of Schools	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Bartow County	19	15709	9006	0.57	2009	0.13	1040	0.07
Bleckley County	4	2555	1538	0.60	378	0.15	30	0.01
Brantley County	7	3931	2297	0.58	467	0.12	26	0.01
Cartersville City	4	4508	2618	0.58	455	0.10	607	0.13
Clarke County	10	6869	5660	0.82	965	0.14	1286	0.19
Coffee County	11	7760	5263	0.68	720	0.09	619	0.08
Fulton County	18	17202	15698	0.91	2090	0.12	1134	0.07
Jeff Davis County	4	3311	2862	0.86	449	0.14	386	0.12
Jefferson County	6	3029	2608	0.86	371	0.12	62	0.02
Morgan County	2	1621	915	0.56	185	0.11	55	0.03
Murray County	11	8528	5725	0.67	870	0.10	765	0.09
Pierce County	5	4075	2519	0.62	470	0.12	173	0.04
Rome City	9	6747	5023	0.74	821	0.12	1055	0.16
Union County	4	2780	1564	0.57	418	0.15	46	0.02
Vidalia City	4	2884	1871	0.65	292	0.10	54	0.02
Totals	118	91596	65197	0.69	10970	0.12	7338	0.07

Notes. ED = Economically Disadvantages; SWD = Students with Disabilities; LEP = Limited English Proficiency

Table 1 presents demographic characteristics for each district. All districts reported that more than half of the children enrolled are economically disadvantaged. Many schools report that over 70% are economically disadvantaged. Considering extensive research has shown a significant link between poor academic achievement and economic disadvantage environments (Sirin, 2005), the GLP has been effective at recruiting students who are likely to benefit from school-wide literacy programs and professional development initiatives.

A series of Repeated Measures Analysis of Variances (ANOVAs) tests were conducted for each grade level to investigate whether significant changes occurred across the time points. Comparisons were conducted across districts to identify sites with significantly different performance and growth. Given the nature of these statistical tests students are only included if they have all three time points of data. Students who have missing data are not included in the analysis.

Performance on the PPVT Assessment for Pre-school (Early Learning Data)

Figure 1 displays growth trends in the PPVT score for pre-kindergarten students across districts. Based on the ANOVA results, all districts experienced significant growth over the course of the year. Table 2 includes descriptive statistics by grade level (Kindergarten to Grade 5) for all children in each district. The total number of students tested and the mean and standard deviations, of standardized scores, are shown for fall and spring assessments. Growth scores were calculated by measuring differences from fall to spring. Overall, all districts significantly improved their scores, with Jefferson, Morgan, and Murray counties showing the largest improvement.

Figure 1. PPVT Growth Rates for Pre-Kindergarten (Early Learning Data)

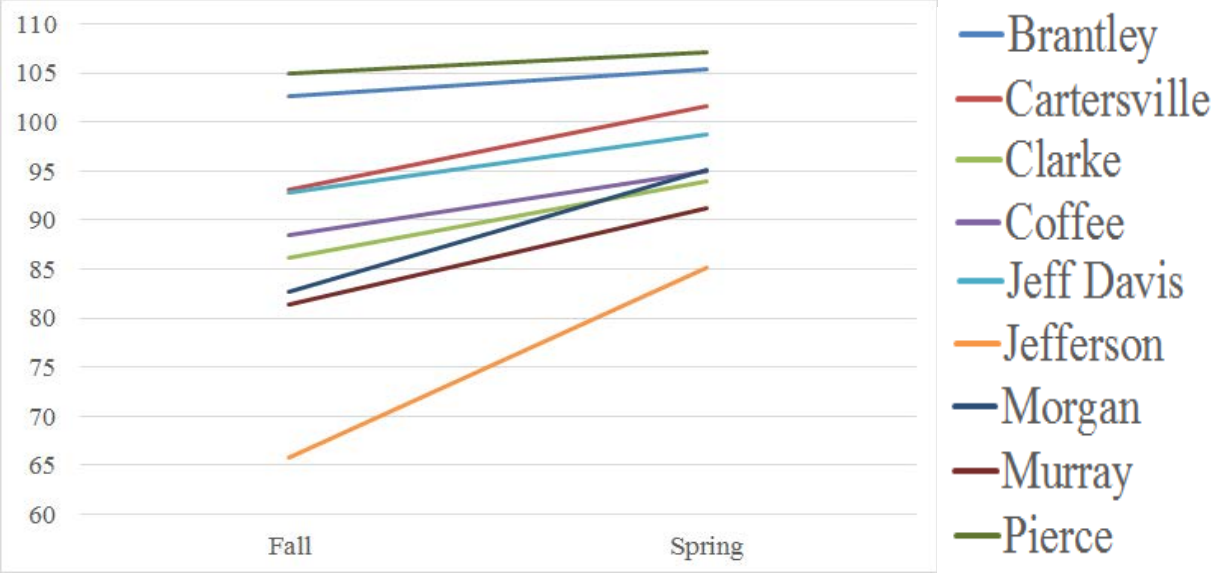

Table 2. Descriptive statistics of district level achievement scores for PVT assessment in Fall, and Spring, growth scores and growth ranking.

		Fall		Spring			Growth
	N	Mean	SD	Mean	SD	Growth	Ranking
Brantley	194	102.64	14.588	105.36	14.139	2.72	8
Cartersville	123	93.10	20.204	101.65	16.978	8.55	4
Clarke	265	86.14	20.108	93.92	14.573	7.78	5
Coffee	471	88.42	16.745	94.97	12.799	6.55	6
Jeff Davis	201	92.80	20.296	98.74	13.863	5.94	7
Jefferson	174	65.79	24.267	85.21	20.673	19.42	1
Murray	155	81.39	22.854	91.18	18.458	9.79	3
Morgan	78	82.71	16.526	95.09	16.291	12.38	2
Pierce	170	104.90	16.238	107.09	13.962	2.19	9

Performance on the DIBELS Assessment from Kindergarten to Grade 5

Table 3 includes descriptive statistics by grade level (Kindergarten to Grade 5) for all children in each district. The total number of students tested and the mean and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring.

Figure 2 displays growth trends in the DIBELS composite score for kindergarten students across districts. Based on the ANOVA results, all districts experienced significant growth over the course of the year. However, the graph clearly depicts that the majority of growth occurred from fall to winter, while scores remained relatively stable from winter to spring; this trend appeared to be very consistent across districts and may signal a ceiling effect in the test.

Table 3. Descriptive statistics of district level achievement scores for DIBELS assessment in Fall, Winter and Spring.

		Fall			Winter			Spring			
		N	Mean	SD	N	Mean	SD	N	Mean	SD	Change
Bartow County	Kindergarten	1047	30.23	23.03	1054	141.91	49.85	1045	140.83	40.81	110.6
	Grade 1	1022	32.03	19.35	1040	59.50	30.78	1028	75.92	34.15	43.89
	Grade 2	1069	55.1	31.15	1071	79.97	35.92	1057	93.1	37.27	38.00
	Grade 3	1020	75.24	34.61	1016	94.99	35.06	1008	108.67	37.77	33.43
	Grade 4	1043	90.94	35.95	1027	108.25	36.01	1090	122.27	34.23	31.33
	Grade 5	1078	107.54	36.37	1039	120.12	36.12	1080	127.88	36.88	20.34
Brantley County	Kindergarten	256	37.46	24.85	250	139.65	49.77	240	137.85	40.99	100.39
	Grade 1	273	27.42	15.98	262	51.98	29.22	246	65.14	34.32	37.72
	Grade 2	280	59.31	27.86	275	85.22	33.71	267	99.71	35.02	40.40
	Grade 3	212	79.08	31.89	218	97.78	33.75	217	108.54	34.46	29.46
	Grade 4	268	87.68	34.87	266	105.14	33.71	256	118.98	36.38	31.30
	Grade 5	242	103.21	37.04	237	118.62	35.38	223	123.74	39.18	20.53
Clarke County	Kindergarten	323	43.35	24.49	318	122.43	45.56	342	128.46	38.88	85.11
	Grade 1	348	30.00	22.32	343	45.78	28.77	349	57.36	33.24	27.36
	Grade 2	339	50.45	30.62	325	66.95	33.41	332	76.16	36.33	25.71
	Grade 3	372	68.2	32.89	312	81.22	35.43	328	89.53	35	21.33
	Grade 4	355	80.73	37.40	348	92.92	35.46	344	102.91	39.57	22.18
	Grade 5	391	93.67	31.99	387	109.36	31.82	395	114.79	35.7	21.12
Coffee County	Kindergarten	645	33.73	23.89	652	133.03	56.68	672	140.68	52.91	106.95
	Grade 1	621	31.11	18.65	636	50.27	28.06	654	63.45	35.35	32.34
	Grade 2	569	56.44	29.18	578	75.55	33.59	585	87.39	37.19	30.95
	Grade 3	555	76.57	34.02	556	90.30	35.58	566	102.57	38.78	26.00
	Grade 4	529	95.74	37.70	533	110.83	37.44	555	123.86	38.53	28.12
	Grade 5	543	108.76	35.99	549	122.36	35.12	559	129.9	38.14	21.14
Fulton County	Kindergarten	510	38.59	28.09	534	130.46	56.00	545	138.56	52.38	99.97
	Grade 1	488	33.61	24.22	507	54.55	30.70	515	65.19	34.85	31.58
	Grade 2	501	62.68	31.15	528	78.23	35.01	536	86.71	37.94	24.03
	Grade 3	891	76.07	36.04	934	85.80	36.57	950	98.14	39.67	22.07
	Grade 4	904	87.39	35.70	930	103.39	36.46	948	117.15	38.08	29.76
	Grade 5	843	101.92	37.36	865	116.59	36.63	851	120.78	40.8	18.86

Jeff Davis County	Kindergarten	207	32.49	22.22	201	139.13	55.89	195	137.88	52.42	105.39
	Grade 1	246	33.18	20.59	236	66.92	32.92	233	82.64	34.83	49.46
	Grade 2	222	48.77	27.58	213	77.06	33.26	202	88.36	35.62	39.59
	Grade 3	235	68.06	36.84	223	90.55	40.35	211	102.41	41.47	34.35
	Grade 4	228	80.32	39.03	216	104.91	41.23	207	120.64	40.87	40.32
	Grade 5	203	99.25	38.6	193	127.07	42.04	192	133.89	43.73	34.64
Jefferson County	Kindergarten	313	35.20	24.47	318	174.76	57.93	316	178.39	48.73	143.19
	Grade 1	348	37.40	20.28	364	66.65	31.1	353	80.35	34.86	42.95
	Grade 2	302	53.27	29.50	304	72.15	32.34	298	86.18	35.49	32.91
	Grade 3	176	67.24	33.8	181	87.29	33.25	176	107.81	36.56	40.57
	Grade 4	211	76.67	36.75	217	97.42	40.15	209	112.38	42.84	35.71
	Grade 5	238	94.27	35.02	243	119.18	37.06	239	134.12	40.52	39.85
Morgan County	Kindergarten	231	48.98	27.12	231	145.72	49.56	232	140.25	44.63	91.27
	Grade 1	260	34.22	23.8	259	50.29	29.78	258	62.87	35.88	28.65
	Grade 2	206	65.17	34.71	206	81.79	36.49	209	95.7	38.67	30.53
	Grade 3	260	86.75	31.69	262	103.56	34.69	259	115.05	35.25	28.30
	Grade 4	213	95.10	37.46	215	114.71	35.98	213	128.05	34.19	32.95
	Grade 5	247	114.01	39.02	252	135.89	39.43	246	140.37	43.67	26.36
Murray County	Kindergarten	621	25.6	21.95	622	141.74	51.71	613	150.47	46.54	124.87
	Grade 1	628	34.12	19.31	633	59.17	28.91	604	68.31	31.94	34.19
	Grade 2	607	55.83	29.74	619	75.15	33.56	599	91.17	36.74	35.34
	Grade 3	570	75.00	35.5	568	93.82	38.07	541	109.56	41.85	34.56
	Grade 4	528	91.41	36.11	523	106.17	35.96	519	122.88	37.61	31.47
	Grade 5	549	111.86	40.97	556	125.21	39.3	544	138.1	44.28	26.24
Pierce County	Kindergarten	277	32.19	23.48	262	122.07	50.66	256	138.57	45.39	106.38
	Grade 1	274	29.97	17.18	265	56.61	31.71	256	72.62	36.8	42.65
	Grade 2	284	57.57	28.25	282	79.36	35.42	267	91.41	35.83	33.84
	Grade 3	270	76.86	32.96	265	96.01	36.98	255	108.38	37.8	31.52
	Grade 4	264	95.14	35.89	259	109.12	35.91	252	124.08	37.09	28.94
	Grade 5	250	101.49	32.82	250	113.44	31.31	246	120.01	35.48	18.52
Union County	Kindergarten	210	37.44	23.3	216	156.65	54.96	207	176.51	57.7	139.07
	Grade 1	230	37.53	23.25	228	61.05	31.36	222	82.92	32.6	45.39
	Grade 2	202	63.44	31.72	196	92.13	32.24	193	101.7	36.22	38.26
	Grade 3	204	88.32	30.75	198	111.23	31.7	193	130.15	31.56	41.83
	Grade 4	205	103.16	36.70	204	119.78	36.21	191	130.86	37.37	27.7

	Grade 5	193	122.58	35.69	189	140.70	35.89	184	146.31	36.65	23.73
Cartersville City	Kindergarten	282	62.45	31.27	282	169.26	52.91	269	163.81	46.84	101.36
	Grade 1	309	50.71	26.33	319	70.1	33.83	318	85.1	36.22	34.39
	Grade 2	326	72.07	31.35	309	85.92	32.83	305	99.86	36.59	27.79
	Grade 3	302	86.83	38.01	0			295	109.44	37.54	22.61
	Grade 4	349	101.8	38.21	0			338	126.8	35.11	25.00
	Grade 5	333	119.38	38.77	0			328	135.71	38.25	16.33
Rome City	Kindergarten	497	27.36	24	493	138.77	54.09	481	140.07	44.31	112.71
	Grade 1	529	33.02	19.58	501	58.96	29.05	485	74.15	34.35	41.13
	Grade 2	487	52.32	29.65	479	72.99	34.24	479	81.9	37.2	29.58
	Grade 3	437	74.95	36.27	420	90.35	36.73	415	104.76	40.65	29.81
	Grade 4	431	90.11	35.53	426	105.96	36.26	420	120.39	37.33	30.28
	Grade 5	422	105.7	35.55	410	121.62	34.42	406	127.74	37.6	22.04
Vidalia City	Kindergarten	196	37.77	22.44	196	158.66	45.61	194	170.44	47.16	132.67
	Grade 1	200	37.55	18.25	208	70.44	34.44	207	95.15	36.09	57.60
	Grade 2	196	57.77	31.68	191	78.65	35.86	189	92.02	38.24	34.25
	Grade 3	187	76.28	30.16	200	92.37	36.36	200	104.16	41.65	27.88
	Grade 4	0			0			0			0
	Grade 5	0			0			0			0

Figure 2. DIBELS growth rates for Kindergarten (composite score)

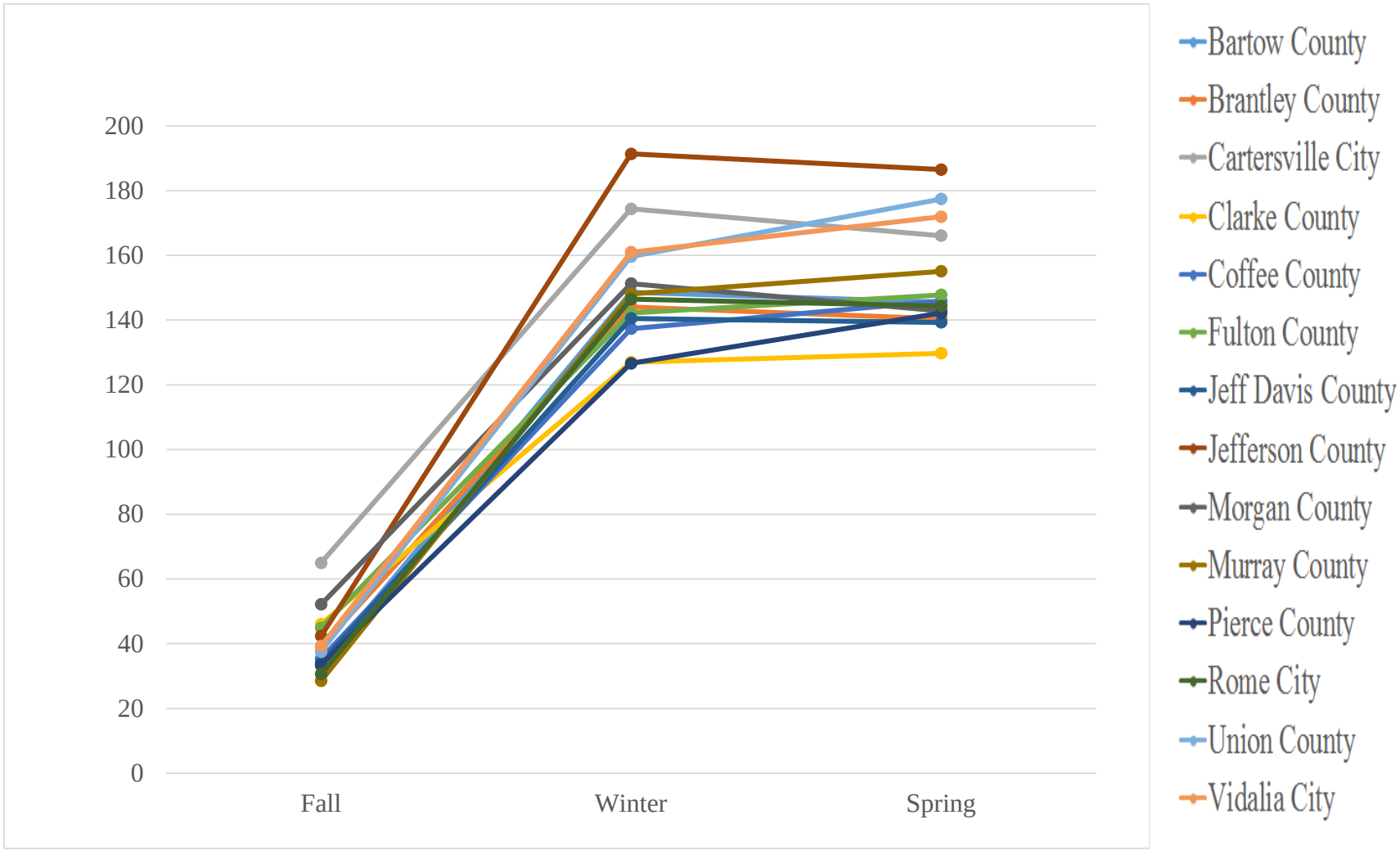

Table 4. Districts spring score relative to DIBELS benchmark standards, growth from Fall to Spring, and ranking in growth from fall to spring for Kindergarten.

District	Spring Score	Growth	Growth Ranking
Jefferson County	186	144.12	1
Union County	177	139.85	2
Vidalia City	172	132.65	3
Cartersville City	166	101.08	12
Murray County	155	126.55	4
Fulton County	148	102.87	10
Coffee County	146	110.52	7
Bartow County	146	112.34	6
Rome City	144	113.71	5
Morgan County	143	90.69	13
Pierce County	142	108.75	8
Brantley County	140	101.41	11
Jeff Davis County	139	105.28	9
Clarke County	130	83.72	14
At Benchmark	119+		

Table 4 reports DIBELS Kindergarten spring scores, growth rates and growth rate rankings for the districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Additionally, growth ranks are useful in comparing districts to see growth over the course of the year. Jefferson, Union and

Vidalia City were the three top performing districts both in terms of spring scores and growth rates. Brantley, Jeff Davis and Clarke Counties had the lowest scores in spring while Clarksville, Morgan and Clarke Counties had the lowest growth rates compared to the other districts. These scores are relative to one another, and overall, all children across districts did increase their scores substantially. Mean scores for all districts are *at benchmark* in Kindergarten.

Figure 3. Growth rates by district in Grade 1 (Correct Letter Sounds)

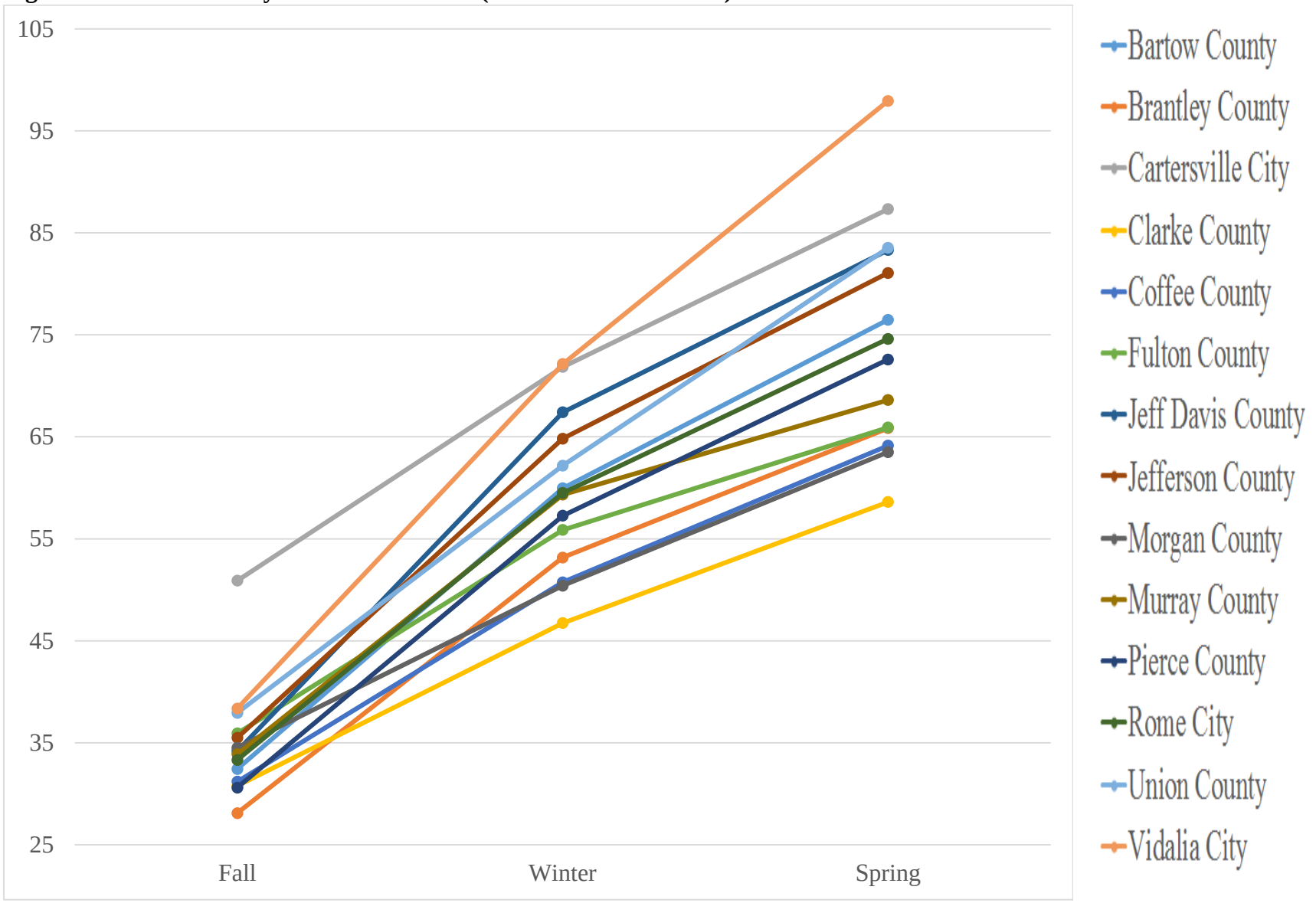

Table 5. Districts spring score relative to DIBELS benchmark standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 1.

District	Spring Score	Growth	Growth Ranking
Vidalia City	98	59.58	1
Cartersville City	87	36.43	9
Union County	84	45.60	3
Jeff Davis County	83	49.13	2
Jefferson County	81	45.59	4
Bartow County	76	44.05	5
Rome City	75	41.29	7
Pierce County	73	41.99	6
Murray County	69	34.73	10
Fulton County	66	29.99	12
Brantley County	66	37.74	8
Coffee County	64	32.96	11
Morgan County	64	28.99	13
Clarke County	59	27.84	14
At Benchmark	58+		

Figure 3 displays growth trends in the DIBELS Correct Letter Sounds for Grade 1 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts. The majority of districts were clustered together in the fall, while there is much greater difference between districts in the spring. The trends overtime appear to suggest very different growth rates for schools, despite similar starting points. It may be that different

programmatic choices are having differential effects on student performance; this is a question that requires further investigation.

Table 5 reports DIBELS Grade 1 spring scores, growth rates and growth rate rankings for the districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Vidalia, Cartersville and Union are the three top performing districts in the spring for children in Grade 1. Vidalia was also the district who experienced the greatest growth over the course of the year. Jeff Davis, Union and Jefferson County also experienced high growth rates over the course of the year. On the other end of the continuum, Coffee, Morgan and Clarke were the three lowest performing districts in the program. Fulton, Morgan and Clarke also experienced the lowest rates of growth. Considering Morgan and Clarke County had both the lowest performance in spring and the lowest rates of growth, these are districts that may be in need of extra or modified support. All districts performed *above benchmark* on the DIBELS grade 1 assessment on average.

Figure 4. Growth rates by district in Grade 2 (Oral Reading Fluency)

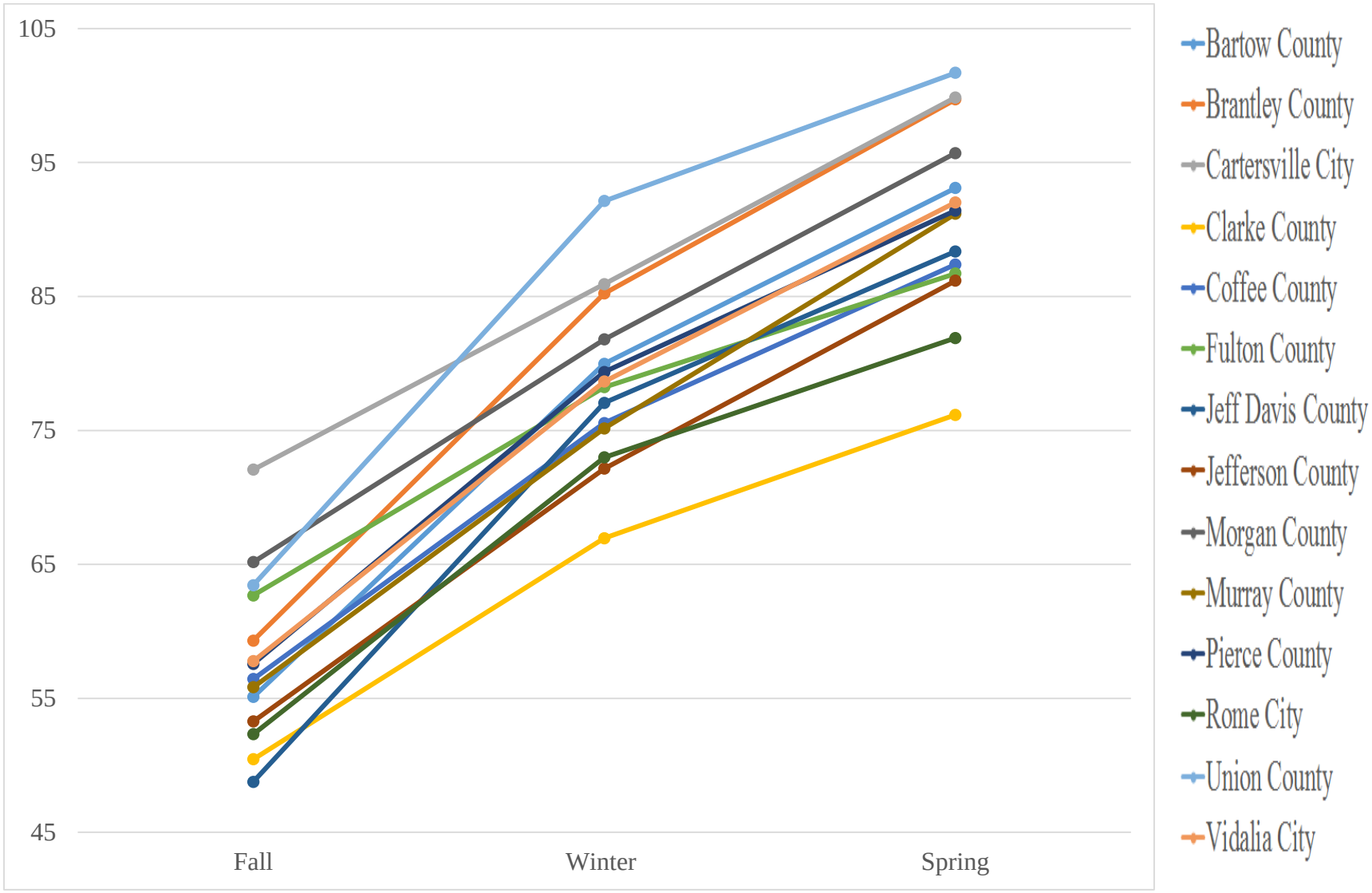

Table 6. Districts spring score relative to DIBELS benchmark standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 2

	Spring	Growth	Rank
Union County	101.7	38.26	3
Cartersville City	99.86	27.79	12
Brantley County	99.71	40.40	1
Morgan County	95.70	30.53	10
Bartow County	93.10	38.00	4
Vidalia City	92.02	34.25	6
Pierce County	91.41	33.84	7
Murray County	91.17	35.34	5
Jeff Davis County	88.36	39.59	2
Coffee County	87.39	30.95	9
At Benchmark	87+		
Fulton County	86.71	24.03	14
Jefferson County	86.18	32.91	8
Rome City	81.90	29.58	11
Clarke County	76.16	25.71	13

Figure 4 displays growth trends in DIBELS Oral Reading Fluency for grade 2 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts. Unlike grade 1, there is a relatively balanced distribution among fall, winter and spring scores. This suggests that the district by district differences are about as a large in the fall and the spring, although there are shifts in the relative rankings of districts in terms of performance.

Table 6 reports DIBELS Grade 2 spring scores, growth rates and growth rate rankings for the districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Union County, Cartersville City, and Brantley County were the three top performing districts in the spring. Brantley, Jeff Davis, and Union County were the three districts who experienced the most growth from fall to spring. Jefferson County, Rome City and Clarke County had the lowest performance levels in the spring. Cartersville City, Clarke County, and Fulton county had the lowest growth rates in grade 2 compared to the other districts. Four districts (Fulton, Jefferson, Rome and Clarke) were performing *below benchmark* and all other districts were performing *at or above benchmark* on the Oral Reading Fluency spring assessment.

Figure 5. Growth rates by district in Grade 3 (Oral Reading Fluency)

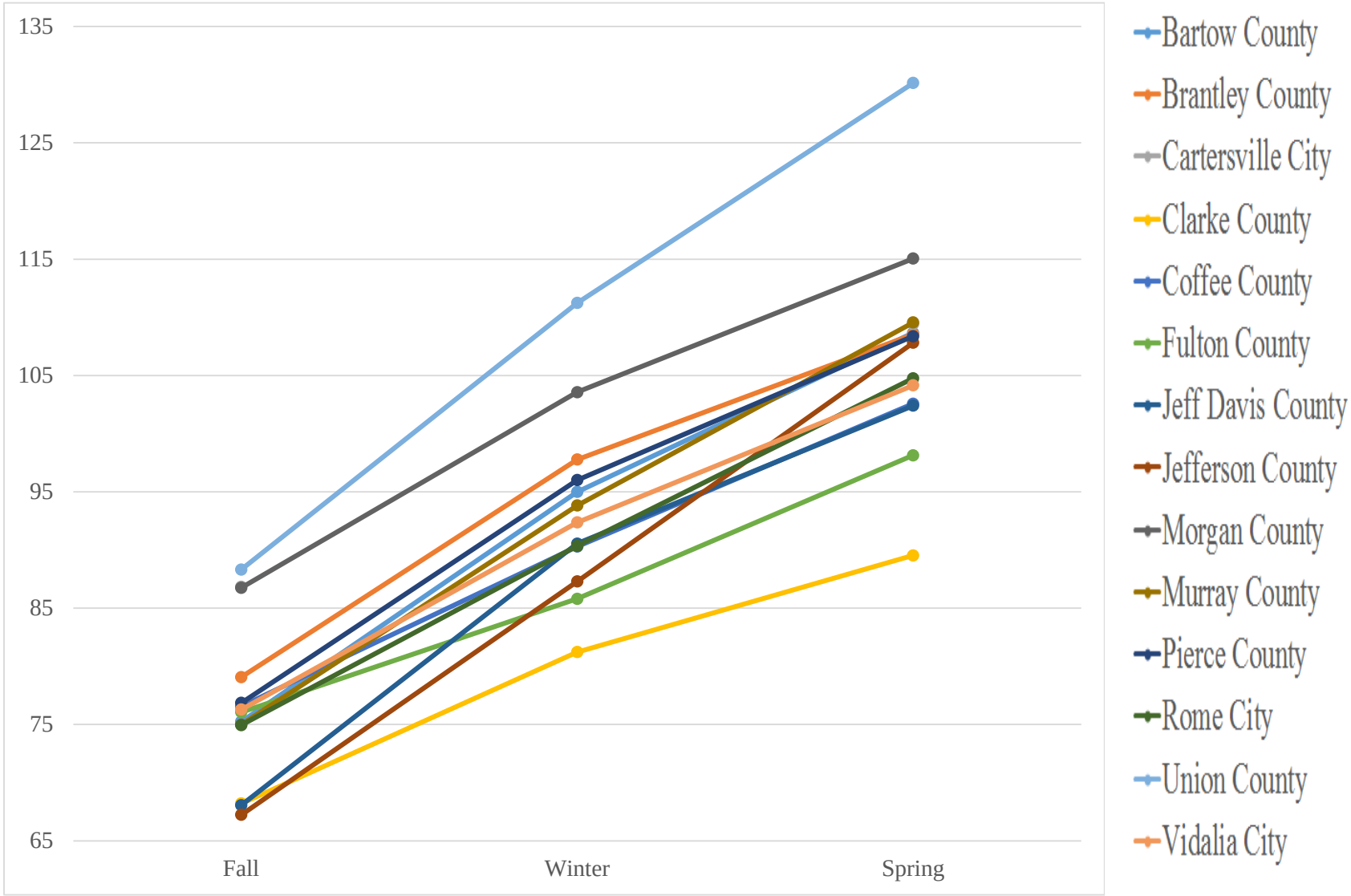

Table 7. Districts spring score relative to DIBELS benchmark standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 3.

District	Spring	Growth	Rank
Union County	130	41.82	1
Morgan County	115	28.30	9
Murray County	110	34.56	3
Cartersville City	109	22.61	12
Bartow County	109	33.43	5
Brantley County	109	29.46	8
Pierce County	108	31.52	6
Jefferson County	108	40.57	2
Rome City	105	29.80	7
Vidalia City	104	27.87	10
Coffee County	103	26.00	11
Jeff Davis County	102	34.35	4
At Benchmark	100+		
Fulton County	98	22.08	13
Clarke County	90	21.33	14

Figure 5 displays growth trends in the DIBELS Oral Reading Fluency for Grade 3 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts. However, it is evident that some districts experienced significantly more growth than others.

Table 7 reports DIBELS Grade 3 spring scores, growth rates and growth rate rankings for the districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Union, Morgan and Murray County were the top three performing districts in the spring. Union was also the district who experienced the most growth from fall to spring. Jefferson, Murray and Jeff Davis also experienced great growth in DIBELS Oral Reading Fluency over the course of the academic year. On the other hand, Jeff Davis, Fulton and Clarke County were the districts with the lowest performance scores in the spring. Furthermore, Cartersville, Fulton and Clarke County had the lowest rates of growth from fall to spring. Considering that Fulton and Clarke were the only two counties that scored *below benchmark* on average it is imperative to further examine what changes can be made in these schools to increase student performance in grade 3.

Figure 6. Growth rates by district in Grade 4 (Oral Reading Fluency)

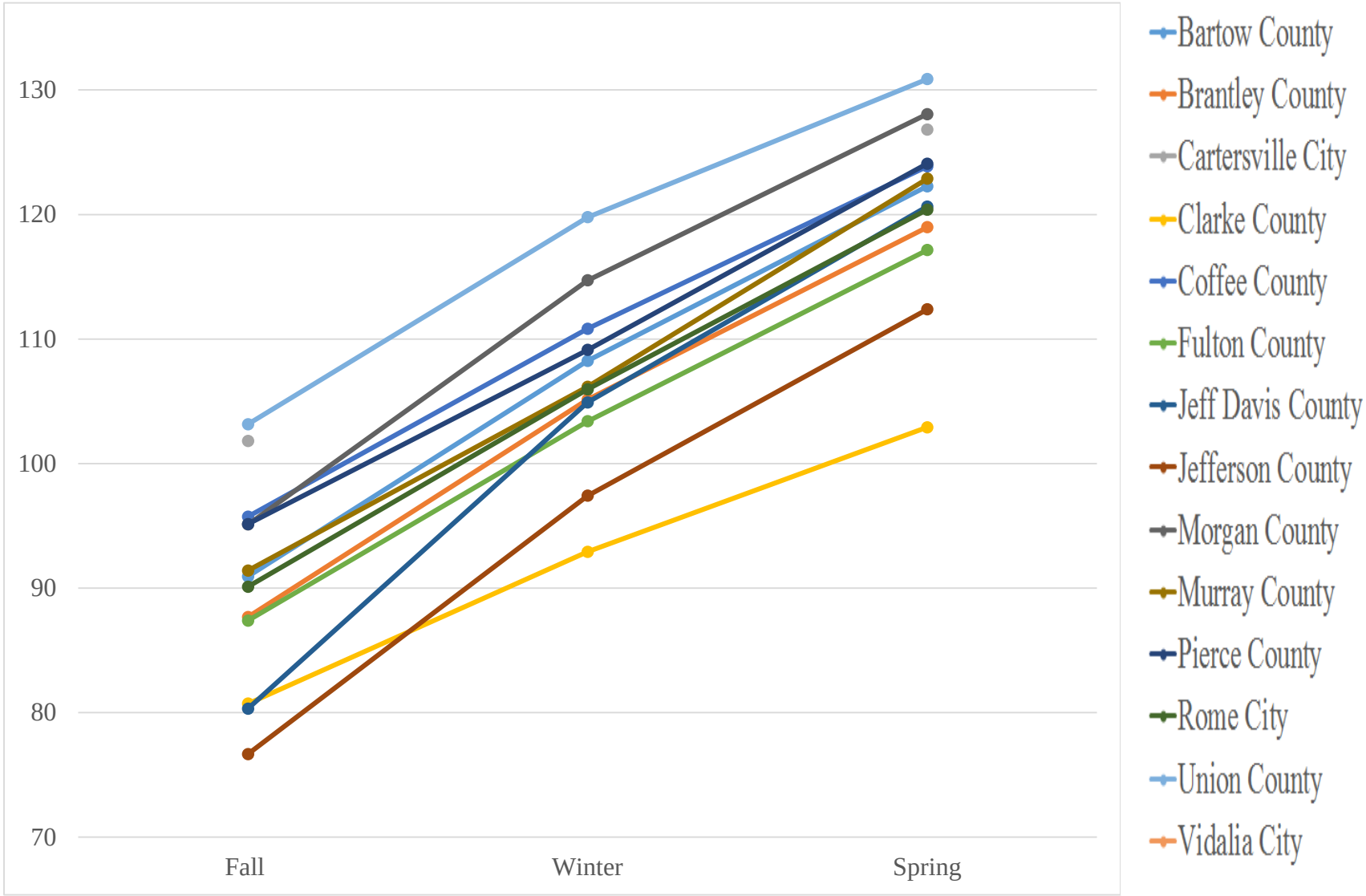

Table 8. Districts spring score relative to DIBELS benchmark standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 4.

District	Spring	Growth	Rank
Union County	131	27.70	11
Morgan County	128	32.95	3
Cartersville City	127	25.00	12
Pierce County	124	28.94	9
Coffee County	124	28.13	10
Murray County	123	31.47	4
Bartow County	122	31.33	5
Jeff Davis County	121	40.32	1
Rome City	120	30.28	7
Brantley County	119	31.30	6
Fulton County	117	29.76	8
At Benchmark	115+		
Jefferson County	112	35.71	2
Clarke County	103	22.18	13
Vidalia	n/a		

Figure 6 displays growth trends in DIBELS Oral Reading Fluency for Grade 4 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts. However, it is clearly evident from the graph that a few districts experienced significantly more growth than others.

Table 8 reports DIBELS Grade 4 spring scores, growth rates and growth rate rankings for the different districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Data was not available for Vidalia. Union, Morgan and Cartersville were the top three performing districts. Jeff Davis, Jefferson, and Morgan County experienced the most growth over the course of the academic year. Fulton, Jefferson, and Clarke County were the counties who had the lowest performance in the spring. Union, Cartersville, and Clarke Counties experienced the lowest rates of growth over the course of the program. While Cartersville was in the top three for spring performance their growth rate suggests that different program or implementation choices might improve students' achievement. Only two districts were performing below benchmark on average in grade 4, Jefferson and Clarke Counties. Since Jefferson is a front runner in growth scores, their low spring performance suggests that they are making great gains. If they continue their implementation plan they may be able to report academic performance above benchmark in future years.

Figure 7. Growth rates by district in Grade 5 (Oral Reading Fluency)

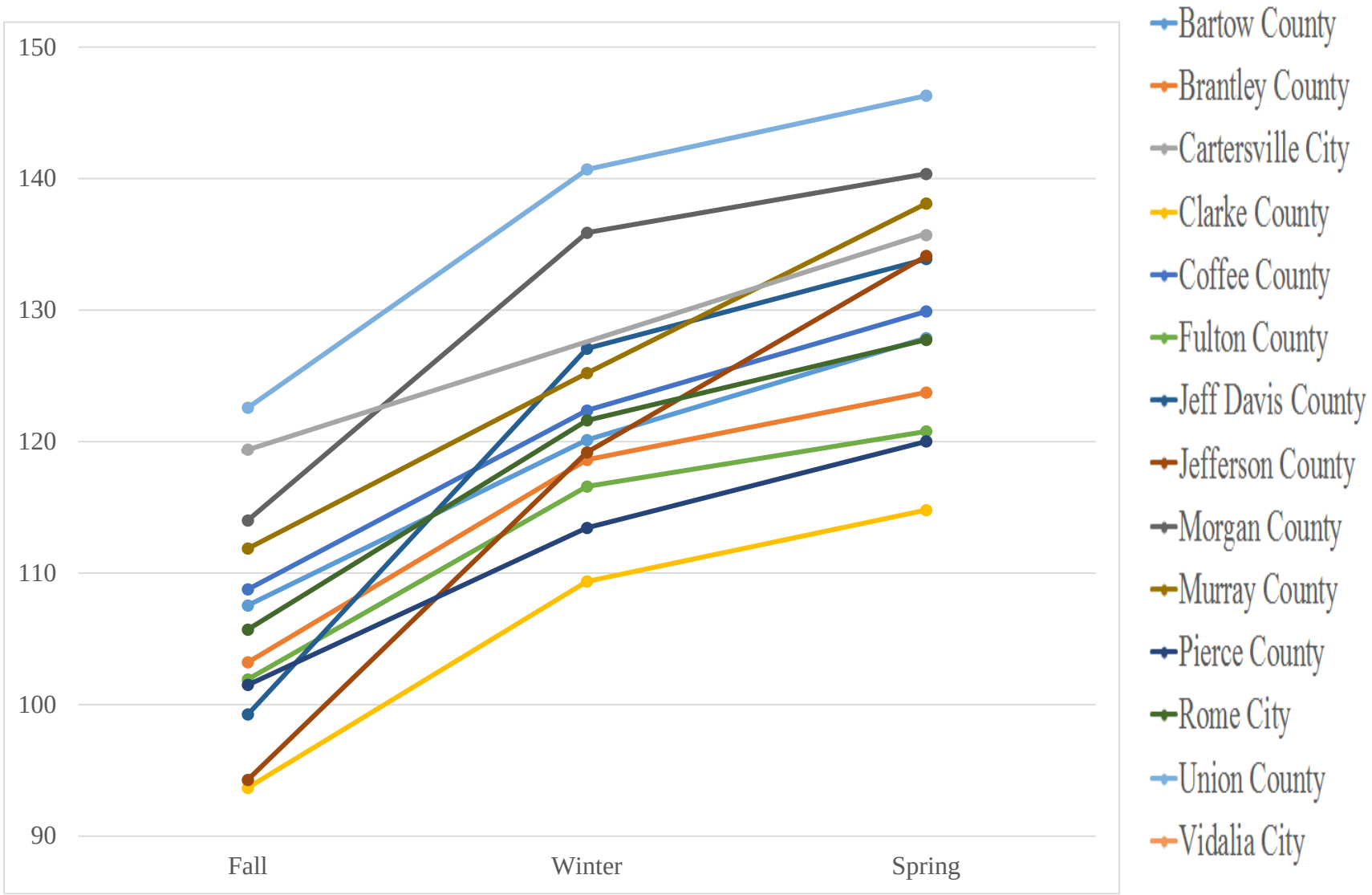

Table 9. Districts spring score relative to DIBELS benchmark standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 5.

District	Spring	Growth	Rank
Union County	146	23.73	5
Morgan County	140	26.36	3
Murray County	138	26.24	4
Cartersville City	136	16.33	13
Jefferson County	134	39.85	1
Jeff Davis County	134	34.64	2
Coffee County	130	21.15	7
At Benchmark	130+		
Bartow County	128	20.34	10
Rome City	128	22.04	6
Brantley County	124	20.52	9
Fulton County	121	18.86	11
Pierce County	120	18.52	12
Clarke County	115	21.12	8
Vidalia	n/a		

Figure 7 displays growth trends in DIBELS Oral Reading Fluency for Grade 5 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts. Close inspection reveals different growth patterns across the districts. For example, Brantley, Morgan and Jeff Davis Counties appeared to have greater growth from fall to winter, then growth slowed down from winter to spring. Other districts, such as Cartersville City or

Jefferson County, have relatively stable growth over the course of the year. Understanding these differences in growth trajectories across districts will be helpful for planning to maintain steady patterns of growth throughout the academic year.

Table 9 reports DIBELS Grade 5 spring scores, growth rates and growth rate rankings for the districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Union, Morgan, and Murray Counties were the top performing districts on the spring assessment. Jefferson, Jeff Davis and Morgan counties experienced the most growth over the course of the academic year. Fulton, Pierce and Clarke counties had the lowest achievement scores in spring. Catersville, Pierce and Fulton counties had the lowest rates of growth over the course of the academic year. Of the 13 districts with available data, 7 scored at or above benchmark and 6 scored below benchmark.

Table 10. Pooled rankings of districts on DIBELS assessment from kindergarten to grade 5.

District	Pooled Growth Rank
Jefferson County	1
Jeff Davis County	1
Union County	2
Murray County	3
Vidalia City	3
Bartow County	4
Brantley County	5
Rome City	5
Pierce County	6
Morgan County	7
Coffee County	7
Fulton County	8
Cartersville City	9
Clarke County	10

Summary of DIBELS Growth Scores

To gain an overall picture of the relative rankings of districts on DIBELS growth scores, average rankings from kindergarten to grade 5 were calculated. Overall rankings are reported in Table 10. Overall, Jefferson and Jeff Davis County had the best average growth rates across kindergarten to grade 5. Union county was the second highest growth district overall, and Murray County and Vidalia city were tied for third. Fulton, Cartersville City, and Clarke were the three districts that had the lowest rates of growth overall.

Scholastic Reading Inventory – An analysis of Lexile scores

Performance on the SRI Assessment From Grade 3 to 5

Table 11 displays descriptive statistics by grade level (Grades 3 to 5) for all students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts, as well as within grade-levels for each districts. For example, Jefferson, Bleckley and Coffee Counties had growth scores of approximately 100 Lexiles, while Brantley County was approximately one third of that.

Table 11. **Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for grades 3 to 5**

		Fall			Winter			Spring			
		N	Mean	SD	N	Mean	SD	N	Mean	SD	Growth
Bleckley	Grade 3	0	0	0	0	0	0	0	0	0	
	Grade 4	137	477.99	213.23	139	563.09	222.43	129	646.34	227.39	168.35
	Grade 5	170	655.11	230.52	168	712.36	237.96	155	762.89	242.2	107.78
Brantley County	Grade 3	0	0	0	0	0	0	0	0	0	
	Grade 4	92	640.71	248.05	88	652.2	231.07	85	678.45	233.64	37.74
	Grade 5	75	747.09	276.59	74	757.86	253.4	69	781.58	229.72	34.49
Coffee County	Grade 3	504	432.35	221.38	520	475.77	224.81	521	540.14	223.19	107.79
	Grade 4	539	606.23	221.12	532	654.49	218.17	519	719.8	214.62	113.57
	Grade 5	544	739.03	232.02	536	777.75	233.01	526	832.03	229.98	93.00
Jeff Davis County	Grade 3	182	411.12	212.32	181	475.97	212.36	184	507.3	226.47	96.18
	Grade 4	196	539.58	266.78	195	580.21	275.48	194	624.45	259.06	84.87
	Grade 5	190	679.16	236.37	188	730.19	223.33	186	736.94	233.77	57.78
Jefferson County	Grade 3	141	364.83	212.19	151	439.69	218.04	152	493.86	214.5	129.03
	Grade 4	181	516.92	211.25	188	600.79	221.18	184	647.4	223.71	130.48
	Grade 5	224	633.10	249.04	223	711.3	233.81	209	761.01	235.45	127.91
Murray County	Grade 3	110	373.98	206.46	112	425.93	210.98	101	481.61	214.37	107.63
	Grade 4	99	481.41	232.25	96	510.88	239.29	91	546.42	264.19	65.01
	Grade 5	37	663.95	253.13	32	729.63	292.33	27	730.59	314.81	66.64
Rome City	Grade 3	360	441.23	239.23	366	476.82	240.79	351	537.09	247.18	95.86
	Grade 4	400	570.84	245.98	395	614.47	252.62	387	668.68	262.7	97.84
	Grade 5	402	679.85	240.04	396	725.33	237.58	382	775.74	234.84	95.89
Vidalia City	Grade 3	183	476.42	224.85	179	474.12	234.28	156	539.04	239.16	62.62
	Grade 4	181	596.3	213.77	174	615.18	236.58	163	655.67	243.58	59.37
	Grade 5	181	688.64	230.65	171	712.28	240.34	149	763.26	246.15	74.62

Figure 8. Growth rates by district in Grade 3 (Scholastic Reading Inventory)

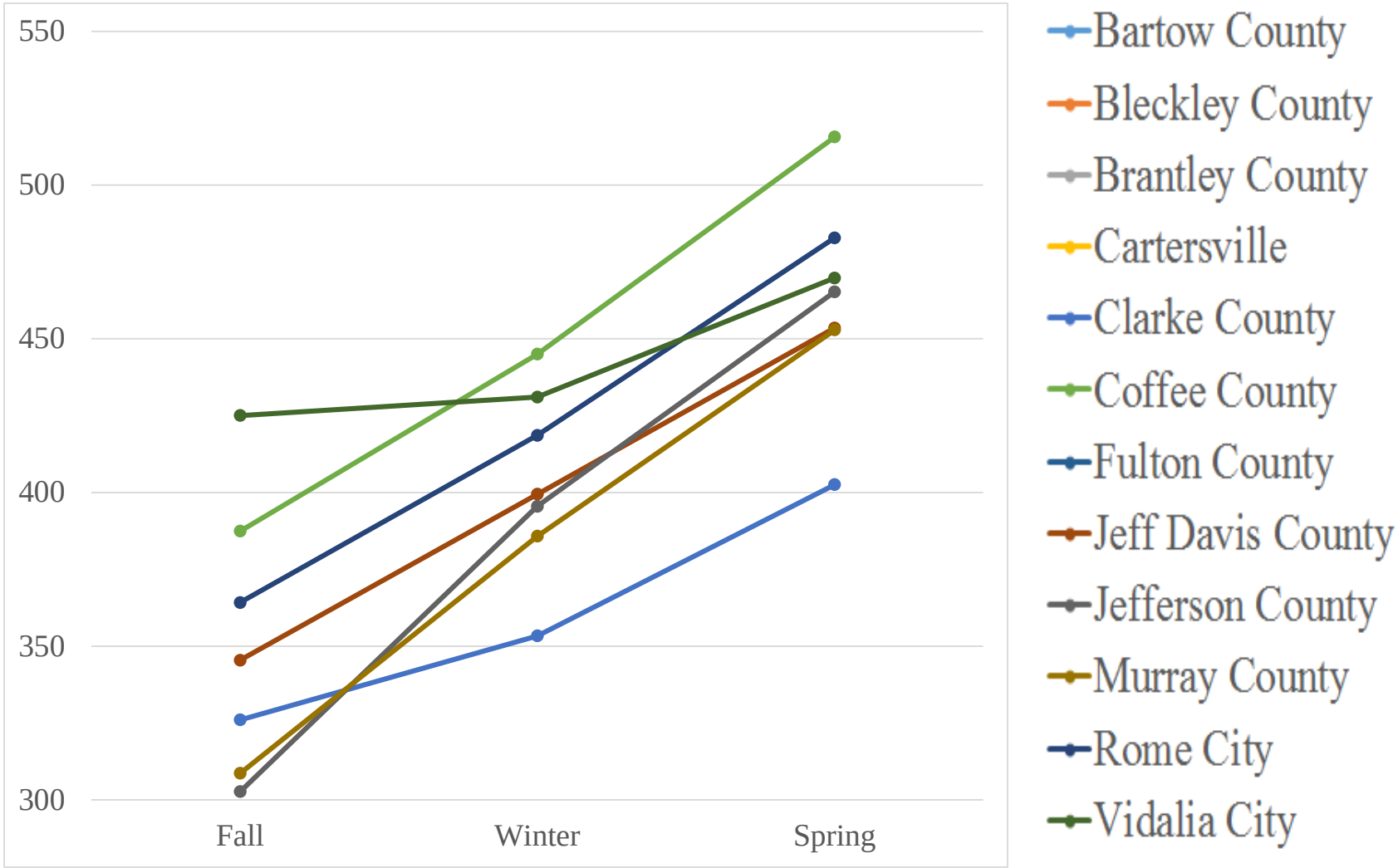

Table 12. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 3.

	Spring	Growth	Rank
Proficient (on grade level)	600-700		
Coffee County	516	128.21	3
Low-Proficient (on grade level)	500-600		
Rome City	483	118.66	4
Vidalia City	470	44.76	7
Jefferson County	465	162.65	1
Jeff Davis County	454	108.10	5
Murray County	453	144.25	2
Clarke County	403	75.69	6
Basic 2 (below grade level)	400-500		
Bartow County	n/a		
Bleckley County	n/a		
Brantley County	n/a		
Cartersville	n/a		
Fulton County	n/a		

Figure 8 displays growth trends for Scholastic Reading Inventory (SRI) in Grade 3 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Jefferson, Murray) experienced dramatic increase from fall to winter. Other districts (Vidalia, Clarke) experienced very little growth over the same period. Finally, relative ranks changed drastically for many districts from fall to spring. For example, Jefferson County

started as the lowest performing school in the fall but was tied as the third best performing district by spring. Changes of this magnitude in reading comprehension are rare and require implementation of a sound literacy plan.

Table 12 reports SRI Grade 3 spring scores, growth rates and growth rate rankings for the different districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Coffee, Rome and Vidalia were the three top performing districts on the spring assessment. Jefferson, Murray, and Coffee were the districts who experienced the greatest amount of growth. However, all districts were still performing below proficient on the spring assessment. Coffee scored in the *low-proficient on grade-level* range while all other districts performed below the *low-proficient* range, meaning that these districts were scoring *below grade level* in comprehension on average. It is important to note that several districts did not administer the SRI assessment to grade 3 students, so data was only available for a subsample of the districts.

Figure 9. Growth rates by district in Grade 4 (Scholastic Reading Inventory)

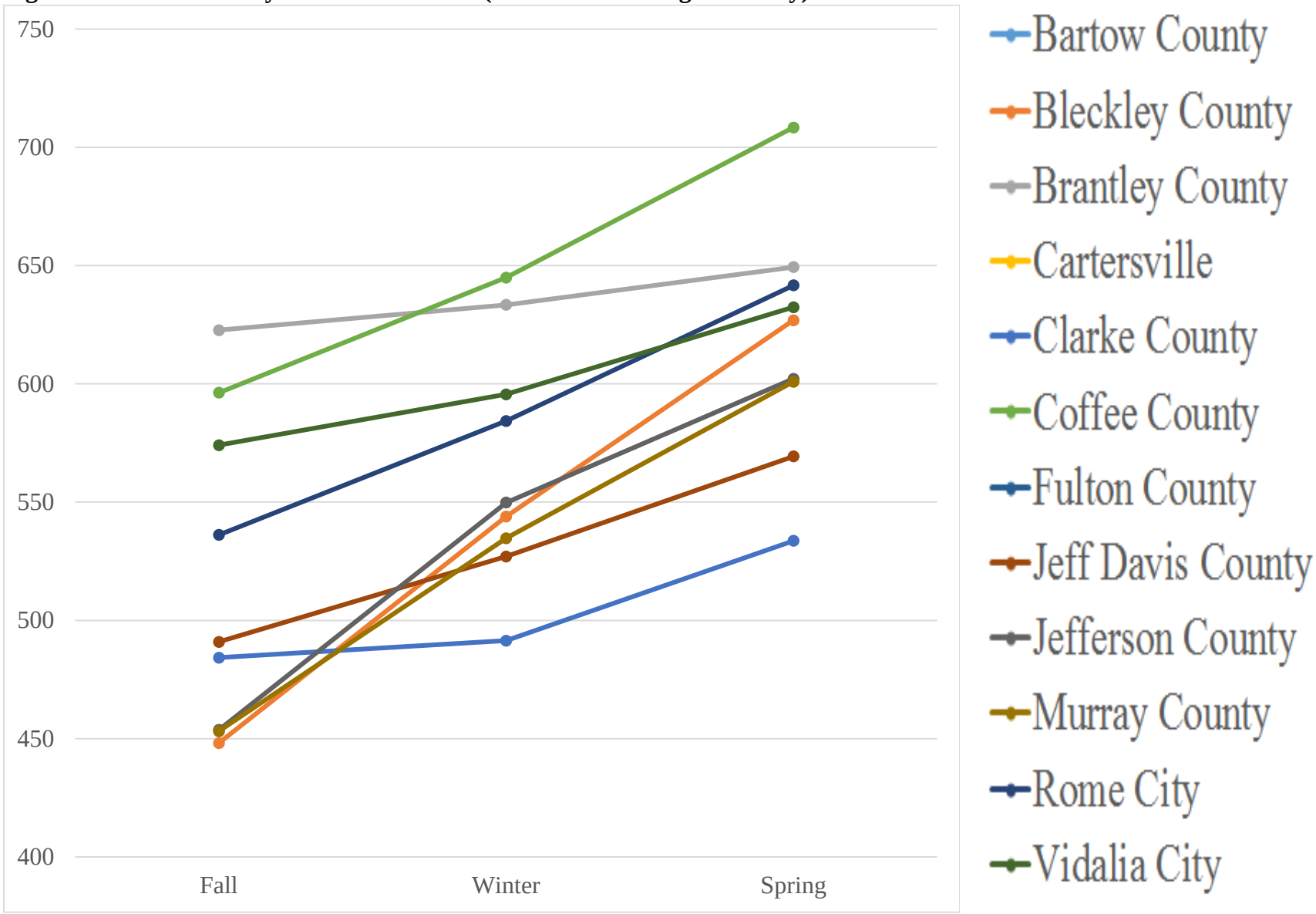

Table 13. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 4.

	Spring	Growth	Rank
Coffee County	708	112.15	4
Proficient (on grade level)	700-800		
Brantley County	649	26.66	9
Rome City	642	105.51	5
Vidalia City	632	58.29	7
Bleckley County	627	178.29	1
Jefferson County	602	148.49	2
Murray County	601	147.82	3
Low-Proficient (on grade level)	600-700		
Jeff Davis County	569	78.39	6
Clarke County	534	49.44	8
Basic 2 (below grade level)	500-600		
Bartow County	n/a		
Cartersville	n/a		
Fulton County	n/a		

Figure 9 displays growth trends in the Scholastic Reading Inventory for Grade 4 students across districts based on the ANOVA results. Remarkably different growth curves are apparent. Brantley and Clarke did not experience significant growth over the course of the year. Some districts experienced consistently high rates of growth over the course of the year (Coffee, Bleckley), while other experienced significant but relatively low rates of growth (Vidalia, Rome). Finally, Jefferson experienced significantly more growth from Fall to Winter than from Winter to Spring. Examining factors that affect these different patterns of growth is a very interesting future direction for research that will improve our understanding of the characteristics of comprehension growth over the academic year..

Table 13 reports SRI spring scores, growth rates, and growth rate rankings for the districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. SRI data was not collected for Bartow, Catersville and Fulton Counties. Coffee, Brantley and Rome were the three highest performing districts on the spring assessment. Bleckley, Jefferson and Murray experienced the highest rates of growth. Jeff Davis, Vidalia City and Clarke experienced the lowest rates of growth. Even though many schools experienced significant growth over the course of the year, the majority of districts are preforming below *proficient.* Only Coffee County is performing just within the *proficient range* at *grade level*, while 6 districts are performing within the *low-proficient* range *on grade level* (Brantley County, Rome City, Vidalia City, Bleckley County, Jefferson County and Murray County). Finally, Jeff Davis and Clarke County are performing below *low-proficient*, meaning these districts scored at the *Basic 2* proficiency level which is *below grade level* expectations.

Figure 10. Growth rates by district in Grade 5 (Scholastic Reading Inventory)

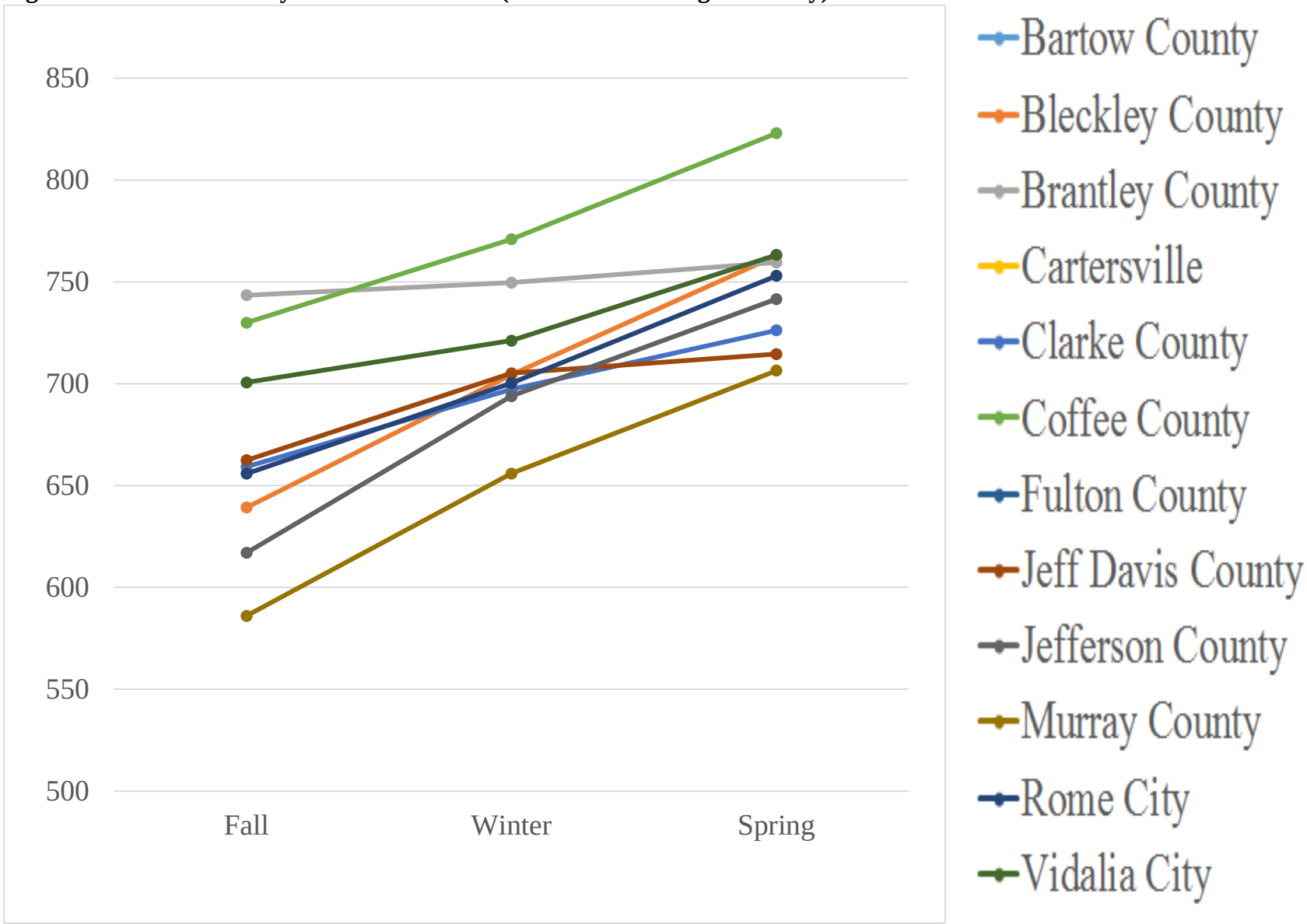

Table 14. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 5.

	Spring	Growth	Rank
Coffee County	823	93.04	5
Proficient (on grade level)	800-900		
Bleckley County	763	123.68	2
Vidalia City	763	62.65	7
Brantley County	760	16.10	9
Rome City	753	97.20	4
Jefferson County	742	124.60	1
Clarke County	726	67.02	6
Jeff Davis County	715	52.15	8
Murray County	706	120.42	3
Low-Proficient (on grade level)	700-800		
Bartow County	n/a		
Cartersville	n/a		
Fulton County	n/a		

Figure 10 displays growth trends in the SRI for Grade 5 students across districts based on the ANOVA results. Data was unavailable for Bartow, Cartersville and Fulton Counties. All districts except Brantley experienced significant growth in SRI scores over the course of the academic year. Brantley County did not experience growth in comprehension scores in either grade 3 or 4.. Again, substantially different growth trends are evident across the different districts. Coffee, Bleckley, and Jefferson Counties experienced very stable and high trends of growth from fall to winter and from winter to spring. Clarke County and Vidalia City appeared to have greater increases in growth in the second half of the year in comparison to the first.

Table 14 reports SRI spring scores, growth rates and growth rate rankings for the different districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Coffee, Bleckley and Vidalia were

the three top performing districts on the spring assessment. Jefferson, Bleckley and Murray Counties experienced the greatest amount of growth over the course of the year. Since Bleckley county was a top performing school who also experienced the greatest amount of growth, it would be very useful to examine what strategies, programs and resources are being used in grade 4 as lower performing districts may be able to implement similar strategies to increase grade-level performance. Coffee County was the only district who performed in the *proficient* range on the spring assessment, while all other districts with available data performed within the *low-proficient* range. All districts in grade 5 are performing *on grade level*.

Summary of SRI Growth Scores in the Elementary Grades

Table 15. Pooled Growth Ranks for SRI assessments from grade 3 to 5

District	Pooled Growth Rank
Jefferson County	1
Bleckley County	2
Murray County	3
Coffee County	4
Rome City	5
Jeff Davis County	6
Clarke County	7
Vidalia City	8
Brantley County	9
Bartow County	
Cartersville	
Fulton County	

To gain an overall picture of the relative rankings of districts on SRI growth scores, average rankings across grades 3 to 5 were calculated. Overall rankings are reported in Table 15. Jefferson, Bleckley, and Murray Counties were the three districts who experienced the greatest

growth rates across grades 3 to 5. Clarke County, Vidalia City, and Brantley County were the three districts that had the lowest rates of growth overall.

Performance on the SRI Assessment From Grade 6 to 8 (Middle School)

Table 16 displays descriptive statistics by grade level (Grades 6 to 8) for all students in each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring to see how much change occurred over the year. Some growth scores were positive and other were negative, and some districts saw little change at all. These numbers suggest that while some districts were improving other districts were falling further behind, and some districts were remaining relatively unchanged. Specifically, Fulton County had negative growth scores for all three middle school grades. However, there were substantially more students included in the spring assessment than the fall assessment so these overall growth scores are reflective of grade level performance but not necessarily student change. As expected, there are very large differences across districts, as well as within grade-levels for each districts. Furthermore, the grade level differences at the middle school level within districts appear to be larger than the grade-level differences at the elementary level. These trends suggest that the implementation of the literacy plans in middle school are having different effects at each grade level. For example, Jeff Davis experienced negative change in grade 6, relatively no change in grade 7 and a small but positive change in grade 8. Further research is needed to tease apart the factors that are not allowing for a school-level literacy plan to cohesively penetrate each grade-level.

Table 16. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for grades 6 to 8

		Fall			Winter			Spring			
		N	Mean	SD	N	Mean	SD	N	Mean	SD	Change
Bartow	Grade 6	416	809.25	248.38	498	811.46	260.72	542	835.16	275.01	25.92
	Grade 7	479	870.31	286.91	538	903.15	281.92	567	915.74	292.70	45.43
	Grade 8	454	945.17	268.75	509	978.01	272.05	534	1000.29	276.99	55.12
Bleckley	Grade 6										
	Grade 7	152	821.61	217.13	168	886.76	237.46	177	881.79	288.42	60.19
	Grade 8	153	941.16	202.57	161	947.89	219.96	175	960.96	235.00	19.80
Brantley	Grade 6	236	815.80	242.93	268	842.73	252.82	280	868.51	277.40	52.71
	Grade 7	216	896.69	274.03	238	940.90	272.55	245	962.16	288.36	65.47
	Grade 8	241	974.09	253.45	262	1013.02	246.46	269	1039.71	258.80	65.62
Cartersville	Grade 6	274	878.16	241.38	323	865.39	251.44	347	869.80	272.29	-8.36
	Grade 7	288	972.09	253.28	300	988.81	247.99	316	1006.28	252.90	34.19
	Grade 8	272	1061.00	273.25	309	1060.59	267.32	331	1083.49	262.32	22.50
Clarke	Grade 6	658	764.32	257.95	762	753.33	285.83	827	745.95	318.90	-18.37
	Grade 7	710	784.47	294.28	821	812.89	296.59	875	833.25	309.85	48.78
	Grade 8	635	897.39	292.90	773	906.89	295.65	823	925.17	303.42	27.78
Coffee	Grade 6	498	845.53	207.82	523	846.91	224.80	552	851.86	254.06	6.33
	Grade 7	473	848.12	270.21	509	862.78	269.76	536	890.33	295.94	42.21
	Grade 8	499	934.95	261.29	549	948.45	262.72	593	957.99	280.50	23.04
Fulton	Grade 6	515	778.53	233.29	686	758.86	258.42	783	737.30	286.62	-41.23
	Grade 7	534	819.18	264.91	733	811.19	278.03	846	806.16	279.70	-13.02
	Grade 8	605	892.93	249.61	742	884.65	252.13	827	875.26	270.14	-17.66
Jeff Davis	Grade 6	206	820.11	211.24	216	809.96	243.04	222	804.79	268.95	-15.32
	Grade 7	201	867.61	257.26	219	874.36	265.07	238	872.91	288.42	5.30
	Grade 8	195	936.91	248.91	212	958.75	251.44	226	951.88	268.20	14.97

Jefferson	Grade 6	193	766.41	243.88	197	805.60	256.89	197	841.77	249.62	75.36
	Grade 7	196	807.30	250.98	201	841.53	257.42	203	882.32	263.77	75.01
	Grade 8	219	915.57	259.14	225	937.84	268.99	227	972.11	282.54	56.54
Murray	Grade 6	486	746.00	248.47	525	775.24	253.20	561	805.66	280.57	59.66
	Grade 7	486	814.16	259.20	512	850.06	274.91	542	856.48	295.65	42.32
	Grade 8	506	931.62	223.62	567	943.61	252.22	589	961.84	271.94	30.22
Rome	Grade 6	383	786.83	241.23	401	819.52	250.36	409	858.94	262.86	72.11
	Grade 7	415	906.61	258.63	457	932.84	244.56	470	982.94	245.09	76.33
	Grade 8	361	994.68	246.08	392	1006.31	253.50	404	1039.78	248.03	45.11
Vidalia	Grade 6	153	777.20	225.05	174	786.75	240.82	192	796.83	257.54	19.63
	Grade 7	181	896.82	219.49	205	901.02	233.03	219	922.85	248.81	26.03
	Grade 8	155	932.95	221.44	169	952.82	236.14	184	960.79	265.24	27.84

Figure 11. Growth rates by district in Grade 6 (Scholastic Reading Inventory)

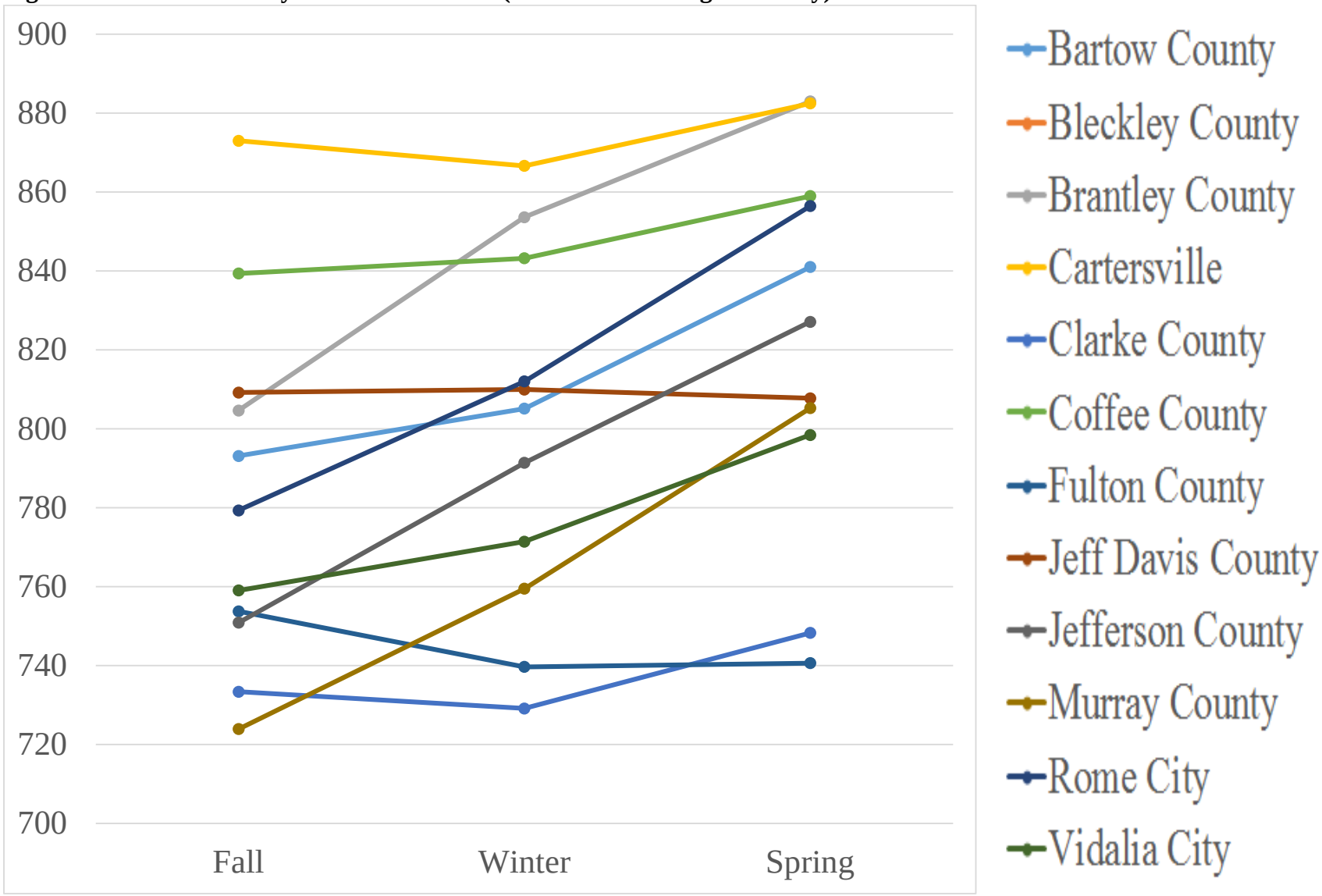

Table 17. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 6.

	Spring	Growth	Rank
Brantley County	883	78.33	2
Cartersville City	882	9.45	9
Proficient (on grade level)	875-950		
Coffee County	859	19.61	7
Rome City	856	77.12	3
Bartow County	841	47.89	5
Jefferson County	827	76.24	4
Jeff Davis County	808	-1.45	10
Murray County	805	81.30	1
Low-Proficient (on grade level)	800-875		
Vidalia City	798	39.41	6
Clarke County	748	14.88	8
Fulton County	741	-13.12	11
Basic 2 (below grade level)	650-800		
Bleckley	n/a		

Figure 11 displays growth trends in the SRI for Grade 6 students across districts based on the ANOVA results. Data was unavailable for Bleckley County. All districts except Jeff Davis, experienced significant changes in SRI scores over the course of the academic year. Of the districts whose scores significantly changed almost all districts significantly increased SRI

scores. Fulton was the only district to significantly decrease overall performance from fall to spring.

Table 17 reports SRI spring scores, growth rates and growth rate rankings for the different districts based on the ANOVA results. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Brantley, Cartersville, and Coffee Counties were the top three performing districts. Vidalia, Clarke, and Fulton were the three lowest performing districts on the spring assessment. In terms of growth scores, Murray, Brantley and Rome were the districts who experienced the greatest amount of growth from fall to spring; Cartersville, Jeff Davis and Fulton Counties were the districts who experienced the least amount of growth from fall to spring. Regarding *on grade performance,* Brantley and Cartersville counties performed in the *proficient* range, while 6 other districts performed in the *low proficient* range (Coffee County, Rome City, Bartow County, Jefferson County, Jeff Davis County, Murray County). Finally, Vidalia City, Clarke County and Fulton County performed *below grade level* in the *basic 2* range.

Figure 11. Growth rates by district in Grade 7 (Scholastic Reading Inventory)

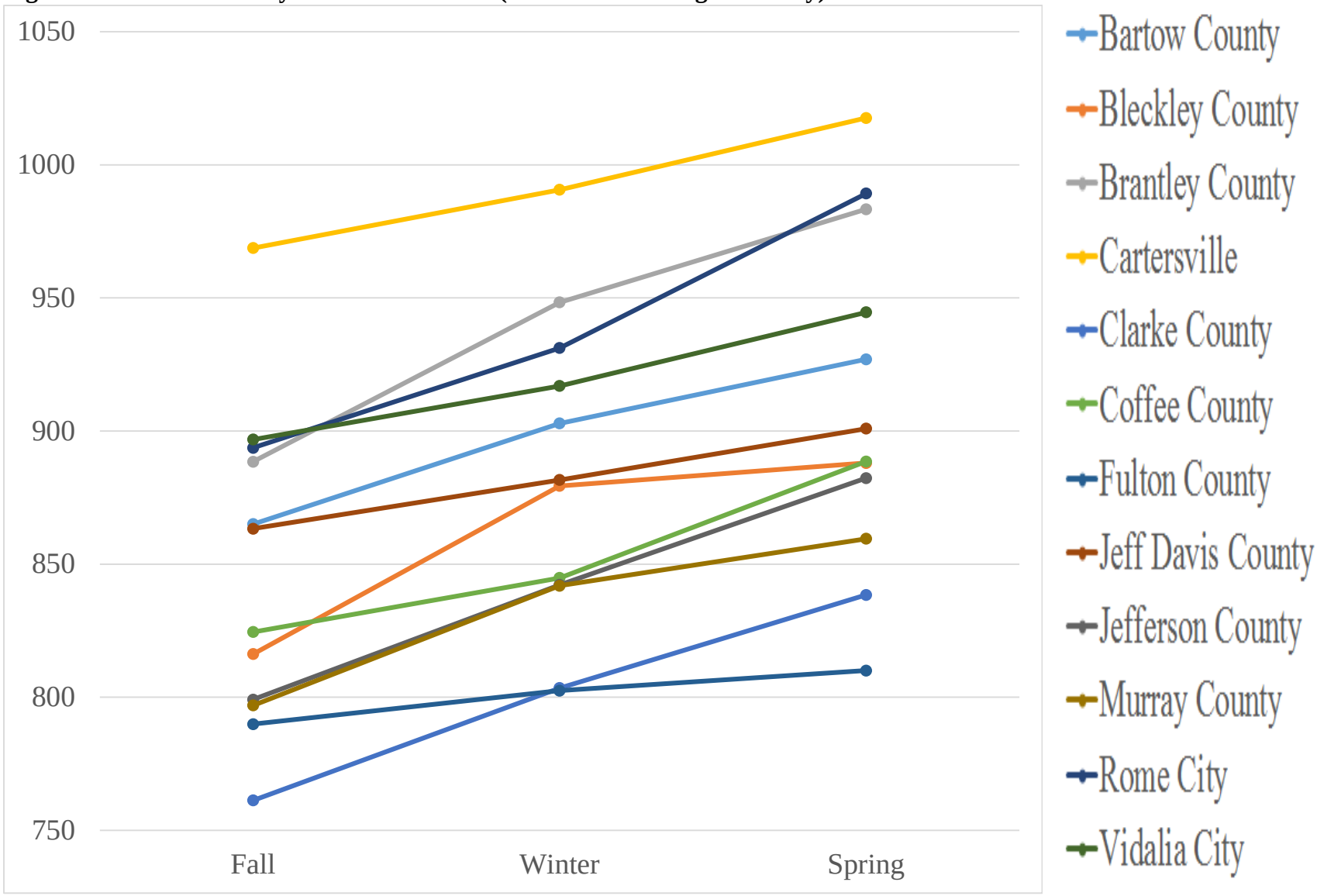

Table 18. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 7.

	Spring	Growth	Rank
Cartersville School	1018	48.88	9
Rome City	989	95.55	1
Brantley County	983	94.84	2
Proficient (on grade level)	950-1025		
Vidalia City	945	47.79	10
Bartow County	927	61.92	8
Jeff Davis County	901	37.59	11
Coffee County	889	64.02	6
Bleckley County	888	71.80	5
Jefferson County	882	83.17	3
Murray County	860	62.61	7
Low-Proficient (on grade level)	850-950		
Clarke County	838	77.20	4
Fulton County	810	20.15	12
Basic 2 (below grade level)	750-850		

Figure 11 displays growth trends in the SRI for Grade 4 students across districts. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts. However it is clear that there were differences in growth rates across districts from fall to spring.

Table 18 reports SRI spring scores, growth rates and growth rate rankings for the districts. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Cartersville City, Rome City, and Brantley County were the top three

performing districts on the spring assessment. Murray, Clarke, and Fulton County were the three lowest. Rome City, Brantley County and Jefferson County were the three districts who experienced the greatest amount of growth from the fall to spring in reading comprehension. Vidalia City, Jeff Davis, and Fulton counties were the districts who experienced the least amount of growth over the course of the year. Three districts, Cartersville, Rome and Brantley performed in the *proficient range*. Seven districts (Vidalia City, Bartow County, Jeff Davis County, Coffee County, Bleckley County, Jefferson County, Murray County) performed in the *low-proficient* range. Both of these ranges are considered to be *on grade level.* Finally, Clarke and Fulton County performed in the *Basic 2* range, which is *below grade level.*

Figure 12. Growth rates by district in Grade 8 (Scholastic Reading Inventory)

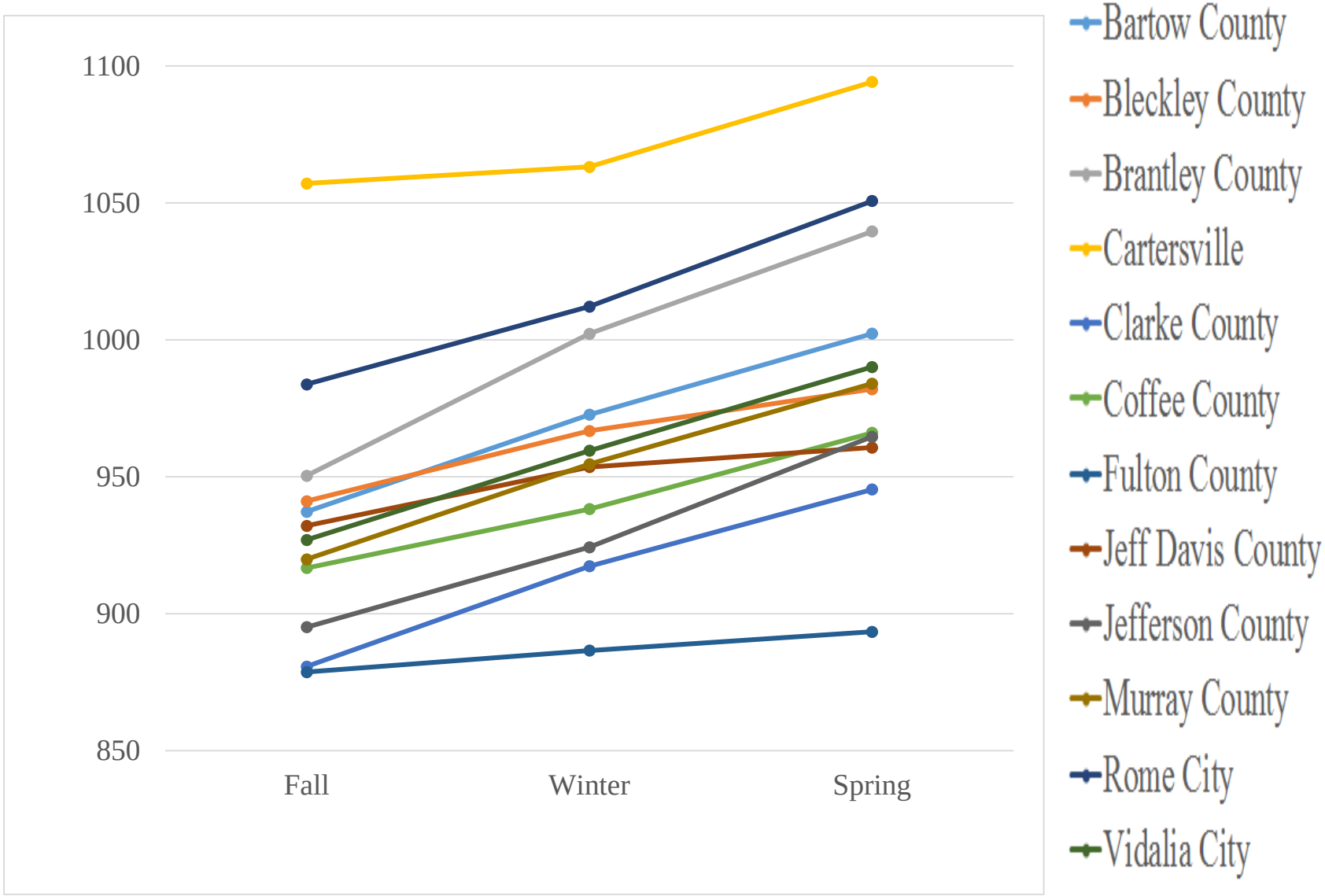

Table 19. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 8.

	Spring	Growth	Rank
Cartersville City	1094	37.07	10
Rome City	1051	66.93	3
Brantley County	1040	89.18	1
Bartow County	1002	65.03	4
Vidalia City	990	63.15	7
Murray County	984	64.11	6
Bleckley County	982	40.88	9
Proficient (on grade level)	975-1075		
Coffee County	966	49.38	8
Jefferson County	965	69.51	2
Jeff Davis County	961	28.59	11
Clarke County	945	64.64	5
Low-Proficient (on grade level)	900-975		
Fulton County	893	14.72	12
Basic 2 (below grade level)	750-900		

Figure 12 displays growth trends in the Scholastic Reading Inventory for Grade 8 students across districts based on the ANOVA results. All districts experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts, while some districts either saw declines or increases in growth rates in the second half of the year. Cartersville City is performing well above the rest of the districts in Grade 8. Fulton has made little progress and is the lowest performing district.

Table 19 reports SRI spring scores, growth rates and growth rate rankings for the districts. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Cartersville, Rome, and Brantley were the top three performing districts on the spring assessment. Jeff Davis, Clarke, and Fulton were the lowest performing districts. Brantley, Jefferson, and Rome City were the districts with the highest rates of growth over the academic year; Cartersville, Jeff Davis and Fulton Counties were the districts with the lowest rates of growth. Seven districts performed in the *proficient* range (Cartersville City, Rome City, Brantley County, Bartow County, Vidalia City, Murray County, Bleckley County), and four districts performed in the *low-proficient* range (Coffee County, Jefferson County, Jeff Davis County, Clarke County). All of the districts just listed were performing *on grade level.* Only Fulton is performing *below grade level* in the *Basic 2* range.

Summary of SRI Growth Score Rankings for Middle School (Grade 6 to 8)

Table 20. Pooled Growth Ranks for SRI assessments from grade 6 to 8

District	Pooled Rank
Brantley County	1
Rome City	2
Jefferson County	3
Murray County	4
Bartow County	5
Clarke County	5
Bleckley County	6
Coffee County	6
Vidalia City	7
Cartersville City	8
Jeff Davis County	9
Fulton County	10

To gain an overall picture of the relative rankings of districts on SRI growth scores, average rankings across grades 6 to 8 were calculated. Overall rankings are reported in Table 20. Brantley, Rome, and Jefferson Counties experienced the greatest growth rates across grades 6 to 8. Murray County ranked fourth. Bartow and Clarke were tied for fifth, and Bleckley and Coffee were tied for sixth. Vidalia City ranked eighth. Cartersville, Jeff Davis and Fulton Counties were the three districts that had the lowest rates of growth overall.

Performance on the SRI Assessment from Grade 9 to 12 (High School)

Table 21. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for grades 9 to 12

		Fall			Winter			Spring			
		N	Mean	SD	N	Mean	SD	N	Mean	SD	Change
Bartow	Grade 9	318	1026.59	259.68	416	1015.04	264.15	431	1008.48	278.76	-18.11
	Grade 10	249	1096.92	241.71	345	1083.26	249.95	358	1074.50	249.76	-22.42
	Grade 11	160	1125.16	255.30	297	1143.65	236.71	311	1135.50	238.61	10.33
	Grade 12	176	1146.20	262.93	257	1147.16	257.45	266	1154.55	270.85	8.35
Bleckley	Grade 9	157	966.99	234.15	166	984.40	240.16	172	1012.47	241.63	45.48
	Grade 10	130	1033.67	226.51	156	1039.73	221.05	174	1046.06	247.14	12.39
	Grade 11	117	1109.58	210.86	149	1095.61	248.75	163	1095.24	232.49	-14.34
	Grade 12	95	1111.04	199.99	121	1098.54	266.76	131	1059.18	339.58	-51.87
Brantley	Grade 9	236	1029.62	229.03	245	1040.80	224.48	249	1072.70	240.38	43.08
	Grade 10	221	1085.76	230.10	243	1086.54	247.09	252	1113.42	255.14	27.66
	Grade 11	199	1144.24	242.15	207	1154.13	232.89	208	1182.97	226.39	38.73
	Grade 12	174	1167.84	240.16	187	1182.83	239.51	187	1196.95	239.20	29.11
Cartersville	Grade 9	219	1085.65	244.38	297	1084.88	258.06	323	1066.26	271.97	-19.39
	Grade 10	163	1218.79	192.14	242	1185.69	211.43	263	1163.47	240.64	-55.32
	Grade 11	119	1188.55	218.54	227	1210.89	224.28	253	1195.87	248.04	7.31
	Grade 12	126	1114.30	263.68	192	1078.47	307.93	217	978.87	385.73	-135.43
Clarke	Grade 9				315	900.90	305.54	382	891.03	321.09	-9.87
	Grade 10				258	991.46	314.19	340	957.04	340.65	-34.42
	Grade 11				208	1075.85	291.46	303	1072.26	290.01	-3.59
	Grade 12				167	1070.05	294.54	233	1046.77	313.08	-23.28
Coffee	Grade 9	438	1042.88	236.49	461	1059.82	233.66	502	1056.92	249.87	14.04
	Grade 10	445	1100.55	217.99	488	1102.16	225.74	528	1093.00	233.76	-7.56
	Grade 11	385	1151.64	207.00	414	1158.41	214.68	440	1157.03	227.28	5.39
	Grade 12	318	1148.42	199.99	347	1166.10	216.25	368	1140.67	273.34	-7.75

Fulton	Grade 9	517	968.85	249.87	808	958.99	245.64	955	950.00	259.50	-18.86
	Grade 10	426	1051.25	220.07	705	1015.15	238.49	896	997.52	258.80	-53.73
	Grade 11	355	1084.68	204.92	654	1067.59	242.61	802	1050.68	256.98	-34.00
	Grade 12	175	1096.81	206.00	479	1106.99	232.34	633	1098.35	238.71	1.54
Jeff Davis	Grade 9	192	1024.12	236.61	225	1021.76	242.79	245	1026.80	247.41	2.68
	Grade 10	148	1076.69	230.23	180	1081.37	228.91	200	1083.09	224.05	6.40
	Grade 11	130	1087.22	238.80	162	1091.06	243.45	174	1112.84	230.60	25.63
	Grade 12	74	1204.54	205.05	105	1173.74	246.33	119	1148.18	253.84	-56.36
Jefferson	Grade 9	149	971.68	239.11	168	976.22	262.42	179	979.93	270.82	8.25
	Grade 10	180	983.51	272.92	202	1004.90	267.34	207	1017.53	274.18	34.02
	Grade 11	137	1033.05	252.09	181	1044.10	247.87	195	1057.53	247.66	24.48
	Grade 12				90	1035.56	276.61	105	1039.15	287.50	3.59
Murray	Grade 9	412	953.02	266.19	478	999.98	263.16	499	1010.34	286.16	57.31
	Grade 10	375	1020.52	239.25	497	1046.29	252.05	538	1056.94	280.47	36.42
	Grade 11	327	1084.50	243.25	394	1094.76	263.05	419	1116.91	255.51	32.41
	Grade 12	308	1108.00	243.22	371	1111.62	276.66	406	1116.26	290.47	8.26
Rome	Grade 9	375	1086.10	238.24	423	1086.17	263.33	441	1080.28	280.63	-5.81
	Grade 10	347	1102.48	231.18	391	1124.75	233.12	412	1130.94	236.91	28.47
	Grade 11	298	1170.91	235.00	325	1185.92	253.12	335	1185.77	252.06	14.87
	Grade 12	224	1221.18	220.11	241	1228.20	213.40	257	1229.41	208.09	8.23
Vidalia	Grade 9	156	991.32	266.24	187	997.72	251.72	209	979.22	278.11	-12.11
	Grade 10	150	1086.35	220.82	169	1085.64	226.38	191	1078.31	238.77	-8.03
	Grade 11	128	1159.15	210.87	159	1151.76	230.95	171	1151.64	229.73	-7.51
	Grade 12	135	1125.24	200.69	146	1129.40	213.67	149	1105.10	216.49	-20.14

Table 21 displays descriptive statistics by grade level (Grades 9 to 12) for all students in each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Change scores were calculated by measuring differences from fall to spring. Some change scores were positive and others were negative, and some districts saw little change at all. Fulton County had negative growth scores for three of the four high school grades. However, there were substantially more students in the spring assessment than the fall assessment so these overall growth scores are reflective of grade level performance but not necessarily student change. Vidalia also had negative change scores for all four grades. As expected, there are very large differences across districts as well as within grade-levels for each districts. Like the middle school trends, the high school trends suggest that the implementation of the literacy plans in high schools are having different effects at each grade-level. For example, Jeff Davis experienced very little change in grades 9 and 10, a more substantial change in grade 11, but a large negative change in grade 12. Further research is needed to tease apart the factors that are not allowing for a school-level literacy plan to cohesively penetrate each grade-level.

Figure 13. Growth rates by district in Grade 9 (Scholastic Reading Inventory)

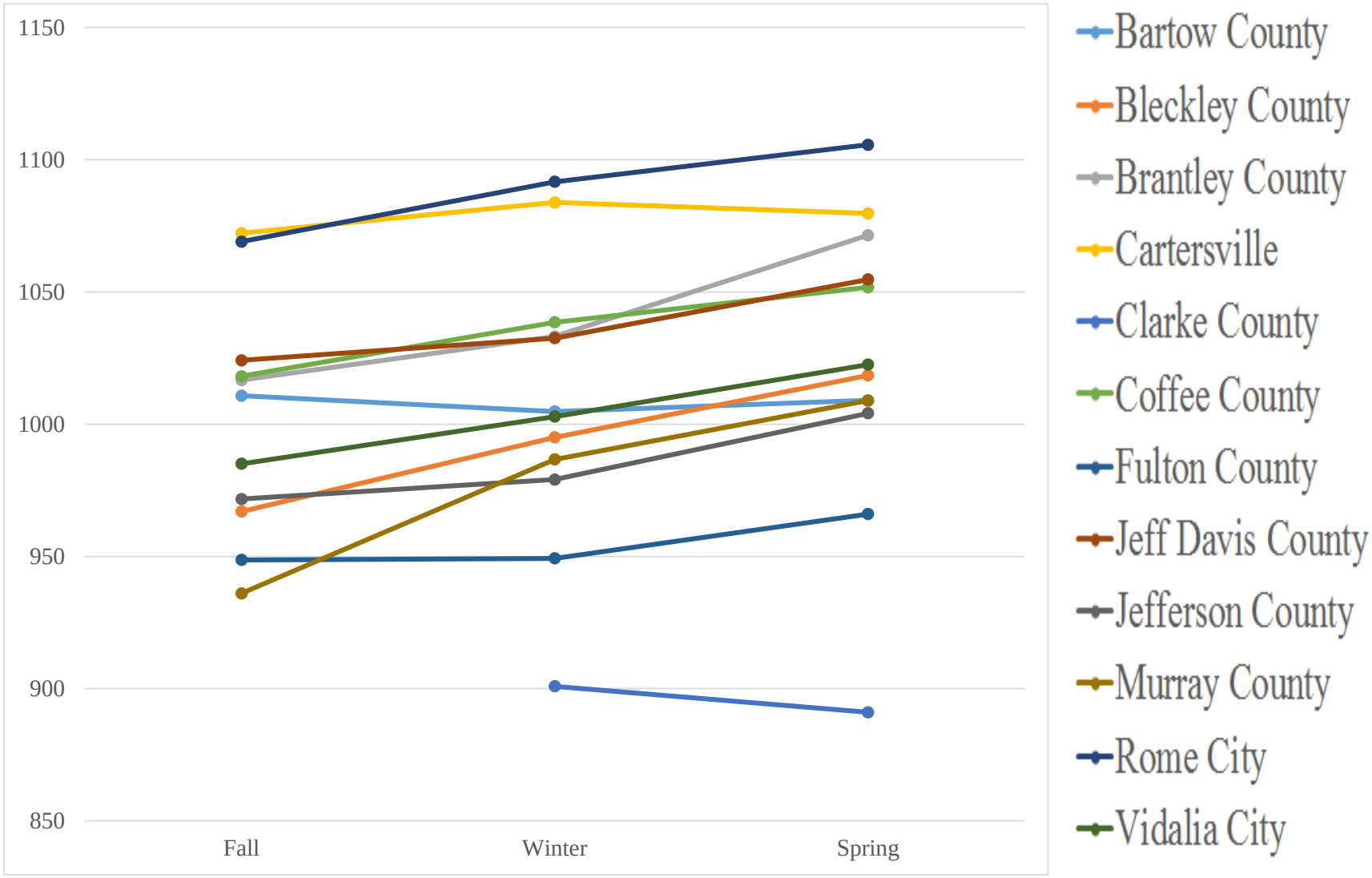

Table 22. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 9.

	Spring	Growth	Rank
Rome City	1105.68	36.69	5
Cartersville City	1079.66	7.42	10
Brantley County	1071.43	54.73	2
Proficient (on grade level)	1055-1125		
Jeff Davis County	1054.72	30.60	8
Coffee County	1051.76	33.63	6
Vidalia City	1022.56	37.55	4
Bleckley County	1018.47	51.48	3
Bartow County	1009.00	-1.77	11
Murray County	1008.92	72.90	1
Jefferson County	1004.11	32.44	7
Low-Proficient (on grade level)	1000-1055		
Fulton County	966.01	17.34	9
Clarke County	891.03	-9.87	12
Basic 2 (below grade level)	850-1000		

Figure 13 displays growth trends in the Scholastic Reading Inventory for Grade 9 students across districts based on the ANOVA results. Most districts experienced significant growth over the course of the year; however, Cartersville, Bartow and Clarke counties did not see significant changes. The graph depicts steady growth over the course of the year for most districts. However, some districts either saw declines or increases in growth rates in the second half of the year.

Table 22 reports SRI spring scores, growth rates and growth rate rankings for the districts based on the ANOVA data. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Rome City, Cartersville, and Brantley Counties were the three top performing districts on the spring assessment. Jefferson, Fulton, and Clarke Counties were the three lowest performing districts. Murray, Brantley, and Bleckley Counties

experienced the highest rates of growth over the course of the academic year in reading comprehension while Fulton, Cartersville, and Clarke Counties had the lowest rates of growth. Rome City, Cartersville City and Brantley County performed within the *proficient* range, and seven other districts performed at the *low-proficient* range (Jeff Davis County, Coffee County, Vidalia City, Bleckley County, Bartow County, Murray County, Jefferson County). Both of these ranges indicate that these districts are performing *on grade level.* Only Fulton and Clarke Counties were performing *below grade level* in the *Basic 2* range.

Figure 14. Growth rates by district in Grade 10 (Scholastic Reading Inventory)

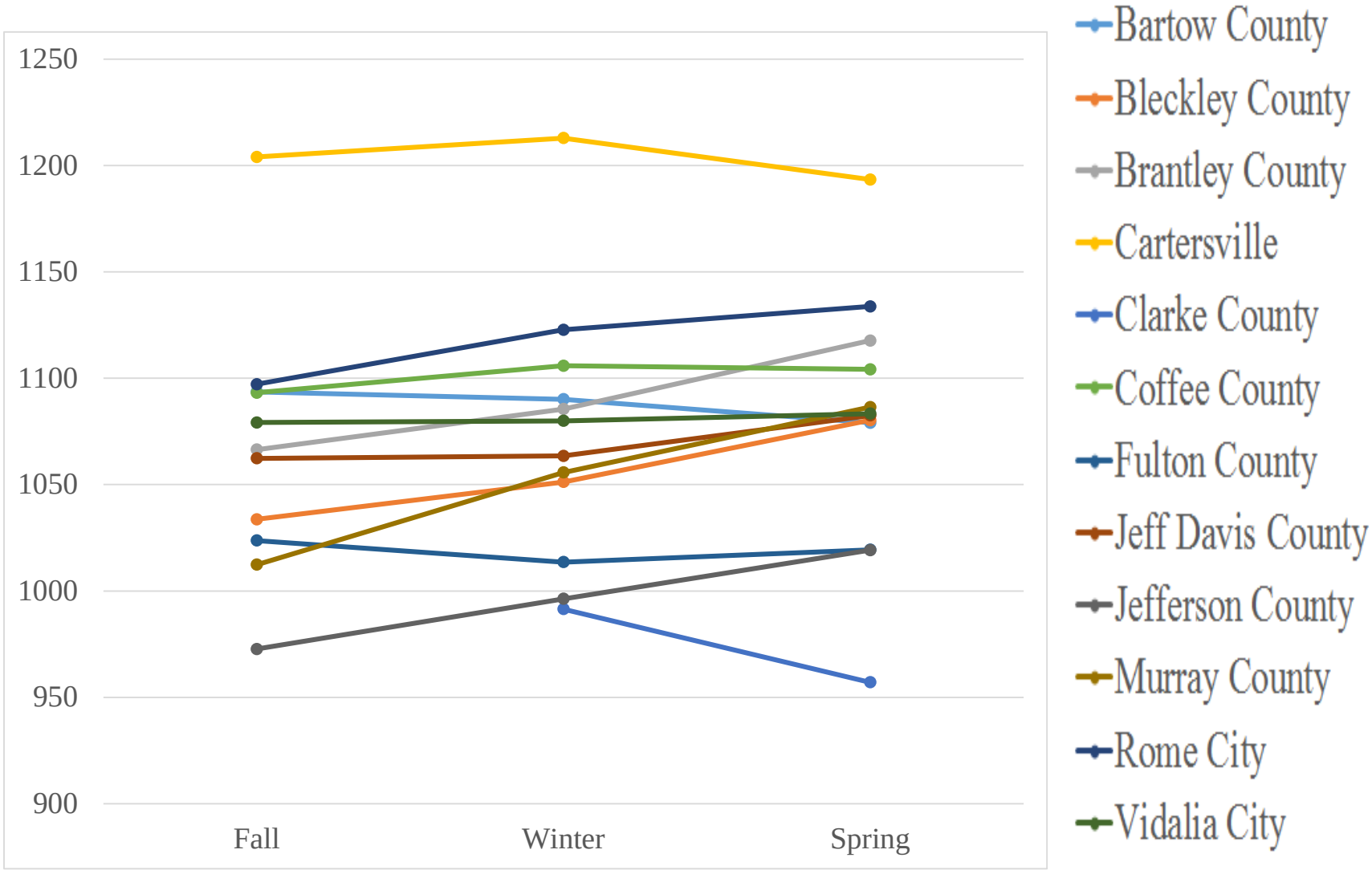

Table 23. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 10.

	Spring	Growth	Rank
Cartersville City	1193.41	-10.61	10
Rome City	1133.72	36.58	5
Brantley County	1117.71	51.25	2
Coffee County	1104.16	10.98	7
Murray County	1086.44	74.06	1
Vidalia City	1083.36	4.21	8
Jeff Davis County	1082.48	20.15	6
Bleckley County	1080.29	46.62	3
Bartow County	1079.06	-14.54	11
Proficient (on grade level)	1075-1150		
Low-Proficient (on grade level)	1025-1075		
Fulton County	1019.38	-4.33	9
Jefferson County	1019.20	46.50	4
Clarke County	957.04	-34.42	12
Basic 2 (below grade level)	900-1025		

Figure 14 displays growth trends in the Scholastic Reading Inventory for Grade 10 students across districts based on the ANOVA results. Most districts experienced significant growth over the course of the year. However,, Cartersville, Vidalia, Bartow, Fulton and Clarke counties did not see significant changes over the course of the year.

Table 23 reports SRI spring scores, growth rates and growth rate rankings for the districts based on the ANOVA data. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Cartersville, Rome, and Brantley Counties were the three top performing districts on the spring assessment. Fulton, Jefferson, and Clarke Counties were the three lowest performing districts. Murray, Brantley and Bleckley Counties experienced the highest rates of growth over the course of the academic year in reading comprehension while Cartersville, Bartow, and Clarke Counties had the lowest rates of growth. Nine of the 12 districts performed within the *proficient* range no districts performed at the *low-proficient* range. Only Fulton, Jefferson, and Clarke Counties were performing *below grade level* in the *Basic 2* range.

Figure 15. Growth rates by district in Grade 11 (Scholastic Reading Inventory)

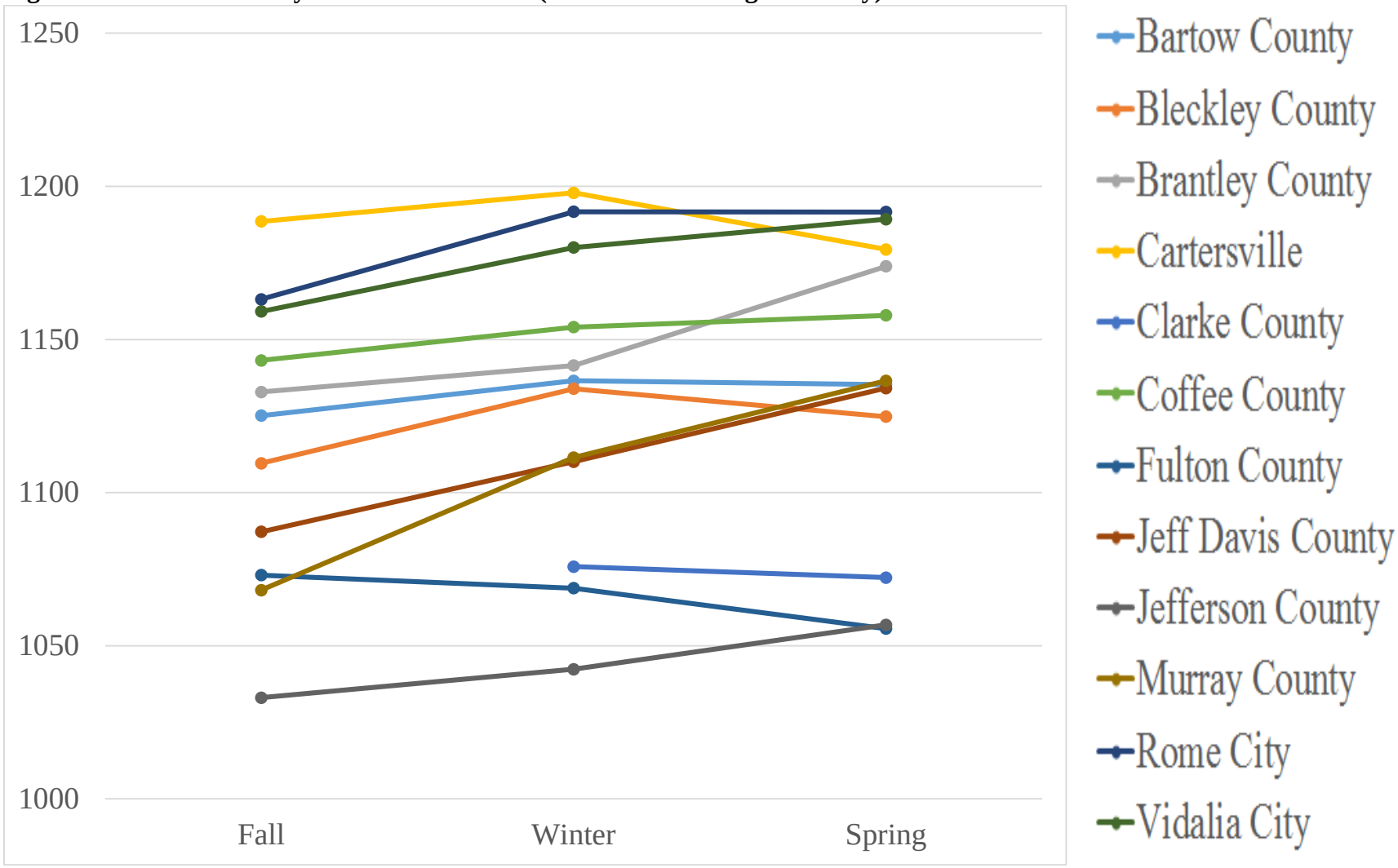

Table 24. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 11.

	Spring	Growth	Rank
Rome City	1191.63	28.53	5
Vidalia City	1189.3	30.15	4
Cartersville City	1179.39	-9.16	11
Brantley County	1173.91	41.06	3
Coffee County	1157.88	14.73	8
Murray County	1136.53	68.37	1
Bartow County	1135.29	10.12	9
Jeff Davis County	1134.15	46.93	2
Bleckley County	1124.79	15.21	7
Proficient (on grade level)	1100-1200		
Clarke County	1072.26	-3.59	10
Jefferson County	1056.82	23.77	6
Fulton County	1055.59	-17.48	12
Low Proficient (on grade level)	1050-1100		

Figure 15 displays growth trends in the SRI for Grade 11 students across districts based on the ANOVA results. Many districts experienced significant growth over the course of the year; however, Cartersville, Coffee, Bartow, and Clarke counties did not see significant changes. Fulton county experienced a significant decrease in the overall performance from fall to spring.

Table 24 reports SRI spring scores, growth rates and growth rate rankings for the districts based on the ANOVA data. The table is organized from the highest to lowest on spring scores to easily identify the top performing districts. Rome, Vidalia and Cartersville counties were the three top performing districts on the spring assessment. Clarke, Fulton, and Jefferson counties were the three lowest performing districts. Murray, Jeff Davis and Brantley counties experienced the highest rates of growth over the course of the academic year in reading comprehension while Bartow, Clarke, and Cartersville had the lowest rates of growth. Nine of the 12 districts performed within the *proficient* range and the other three districts (Clarke, Jefferson, and Fulton) performed at the *low-proficient* range. No districts performed *below grade level* in the *Basic 2* range.

Figure 16. Growth rates by district in Grade 12 (Scholastic Reading Inventory)

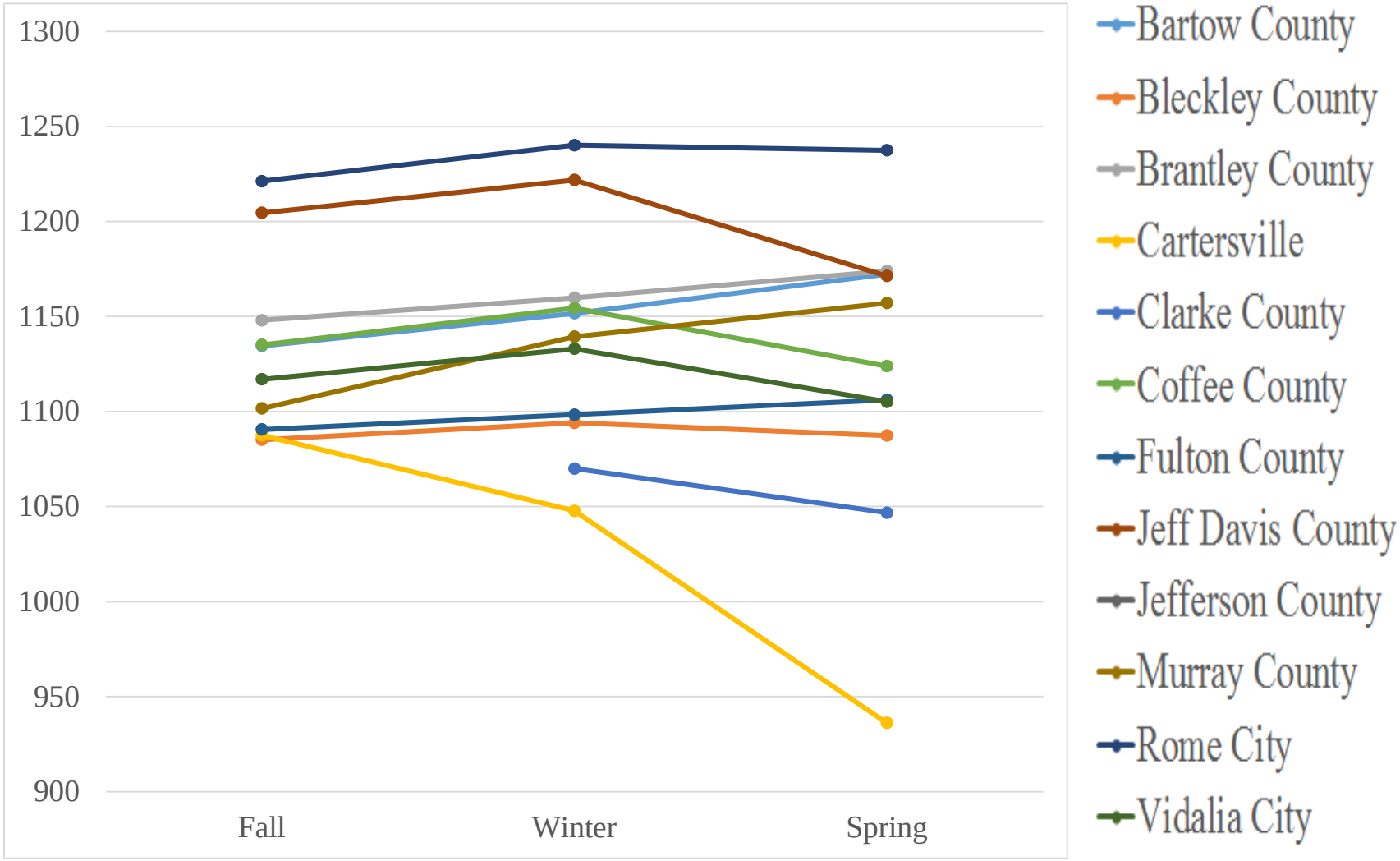

Table 25. Districts spring score relative to SRI performance standards, growth from Fall to Spring, and ranking in growth from fall to spring for Grade 12.

	Spring	Growth	Rank
Rome City	1237.42	16.24	4
Brantley County	1173.95	25.9	3
Bartow County	1172.25	37.71	2
Jeff Davis County	1171.34	-33.2	10
Murray County	1157.08	55.44	1
Coffee County	1123.86	-11.24	7
Fulton County	1106.21	15.64	5
Vidalia City	1105.13	-11.83	8
Proficient (on grade level)	1100-1200		
Bleckley County	1087.4	2.21	6
Low-Proficient (on grade level)	1050-1100		
Clarke County	1046.77	-23.28	9
Cartersville City	936.22	-151.25	11
Basic 2 (below grade level)	900-1050		
Jefferson County			

Figure 16 displays growth trends in the SRI for Grade 12 students across districts based on the ANOVA results. Data was unavailable for Jefferson county. Many districts experienced significant change over the course of the year; however, Bleckley and Fulton did not see significant changes. Jeff Davis, Coffee, Vidalia, Clarke and Cartersville experienced significant decreases in overall performance over the course of the year. The decrease in performance was very large for Cartersville.

Table 25 reports SRI spring scores, growth rates and growth rate rankings for the districts based on the ANOVA data. Districts are organized from the highest to lowest on spring scores to easily identify the top performing districts. Rome, Brantley and Bartow counties were the top three performing districts on the spring assessment. Bleckley Clarke, and Cartersville were the three lowest performing districts. Murray, Bartow, and Brantley experienced the highest rates of growth over the course of the academic year in reading comprehension while Clarke, Jeff Davis, and Cartersville had the lowest rates of growth. Eight of the 12 districts performed within the *proficient* range and one districts (Bleckley) performed at the *low-proficient* range. Two districts (Clarke, Cartersville) performed *below grade level* in the *Basic 2* range.

Summary of SRI Growth Score Rankings for Middle School (Grade 9 to 12)

Table 26. Pooled Growth Ranks for SRI assessments from grade 9 to 12

	Pooled Growth Rank
Murray County	1
Brantley County	2
Bleckley County	3
Rome City	3
Jefferson County	4
Vidalia City	5
Jeff Davis County	6
Coffee County	7
Bartow County	8
Fulton County	9
Cartersville City	10
Clarke County	11

To gain an overall picture of the relative rankings of districts on SRI growth scores, average rankings across grades 9 to 12 were calculated. Overall rankings are reported in Table 26. Murray, Brantley, Bleckley and Rome counties were the four districts who experienced the greatest growth rates across grades 9 to 12. Fulton, Cartersville, and Clarke counties were the three districts that had the lowest rates of growth overall.

Section 2:

Examining School-Level Differences by Districts

Bartow County

Table 27 displays demographic information for each school in Bartow County. Across schools, 48-72% of the students are identified as economically disadvantaged, 10-17% of students have disabilities, and 2-20% of students are have limited English proficiency. Table 28 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most scores indicate a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, professional development). Notable low scores were reported from Cloverleaf Elementary and Woodland High Schools. Both school reported a moderate to below moderate level of implementation of all aspects of the plan. Specifically, Cloverleaf reported the lowest level of leadership and third lowest level of continuity (Woodland Middle and High schools reported the lowest levels of continuity). It might be useful to discuss with these schools the reasons why implementation was low and how they feel it can be improved. Hamilton Cross Elementary school reported the highest implementation across all categories for elementary schools, Cass for Middle school, and New Cass for high school. These schools might provide useful models.

Table 29 reports the school-level ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-5. Taylorsville, Mission Road, and Kingston Elementary reported the most growth across Kindergarten to Grade 2. Euharlee, Allatoona, and Clear Creek experienced the least amount of growth over the course of the year from Kindergarten to Grade 2. Across grades 3 to 5, Mission Road experienced the largest amount of growth, while Clear Creek ad Cloverleaf were tied for second, and Euharlee and Kingston Elementary schools were tied for third. Pine Log, White and Hamilton Cross Elementary Schools, respectively, had the lowest rates of growth over the course of the year.

Finally, across the elementary grades Mission Roads, Taylorsville, and Kingston Elementary School were the three top reported the highest growth. Euharlee and Allatoona experienced the least amount of growth.

Interestingly, performance across the grade-levels is variable. For example, Euharlee experienced low growth from Kindergarten to Grade 2 but was a top growth school from Grade 3 to 5. This trend, which extends to other schools, demonstrates that there is great variability at the grade level. A careful examination of how the GLP is being implemented across grades and whether resources are equally accessible (and appropriate) for each grade is warranted. This information will help to identify schools adapt and modify literacy plans for each grade to achieve consistent and steady growth throughout an entire school.

Table 30 reports fall, winter, and spring SRI scores and growth scores and rankings for middle and high schools in Bartow County. This description will identify which schools fell *above, on, or below grade level.* In Grade 6, Cass and South Central Middle Schools both made significant gains in reading comprehension. Furthermore, South Central Middle School made significantly more gains than Cass Middle School. Both schools scored *on grade level (low proficient)* by the end of Grade 6. In Grade 7, Cass and South Central Middle school both made significant, and approximately equivalent, gains over the course of the year. Furthermore, both schools scored *on grade level (low proficient)* by the end of Grade 7. In Grade 8, Cass and South Central Middle school both made significant gains over the course of the year. South Central Middle School made significantly more gains than Cass Middle School, althought the difference was small. Both schools scored *on grade level (low proficient)* by the end of Grade 8. Cass High School did not make significant gains in Grades 9, 10 or 11, but did make significant gains in

Grade 12. Cass High School scored *on grade level (low proficient)* by the end of Grade 9, *on grade level (proficient)* by the end of Grades 10, 11, and 12.

Table 31 reports the program choices each school listed for whole group (Tier 1) and small group (Tier 2) instruction. Very few differences were found for whole group instruction. All schools predominately used *Imagine it!* for reading instruction and *Zaner Bloser* for handwriting instruction. However, at the level of small group instruction, many more programs were purchased and used, and more differences were found among schools. Most schools continued to use *Imagine it!*, and *Road to the Code, SRA Early Intervention in Reading,* and *Readers' Theater* appears to be other popular choices used across schools. It appears that factors besides just the choices of programs appear to account for the growth differences across schools.

Tables 32 – 37 present the DIBELS data for Fall, Winter, and Spring scores and rankings from Kindergarten through Grade 5. This description will identify which schools fell *above, below or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten by the end of year all schools scored *at or above benchmark* in mean scores. In Grade 1, all schools scored *at or above benchmark* on the Fall and Spring assessments. In Grade 2, ten schools scored *at or above benchmark* (Adairsville, Cloverleaf, Emerson, Euharlee, Hamilton Crossing, Kingston, Mission Road, Pine Log, Taylorsville, White Elementary School); and two schools scored *below benchmark* (Allatoona and Clear Creek Elementary school). In Grade 3, 11 of the 12 school performed *at or above grade level,* while only, Pine Log Elementary performed *below grade level*. In Grade 4, 10 of 12 schools performed *at or above grade level,* while only Adairsville and Emerson Elementary Schools performed *below grade level*. In Grade 5, five schools performed *at or above grade level* (Adairsville, Euharlee, Hamilton Crossing, and Taylorsville Elementary Schools), while 7 schools performed

below grade level (Allatoona, Clear Creek, Cloverleaf, Emerson, Mission Road, Pine Log, and White Elementary Schools).

Table 27. School-level Demographics for Bartow

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Adairsville Elementary	2	755	433	57	79	10	26	3
Adairsville High School	2	1023	491	48	127	12	19	2
Adairsville Middle School	2	777	412	53	113	15	26	3
Allatoona Elementary	2	538	386	72	69	13	69	13
Cass High School	1	1669	919	55	184	11	74	4
Cass Middle School	1	1108	667	60	146	13	88	8
Clear Creek Elementary School	1	667	399	60	105	16	24	4
Cloverleaf Elementary	1	893	551	62	121	14	107	12
Emerson Elementary School	1	501	351	70	50	10	39	8
Euharlee Elementary School	2	684	375	55	97	14	28	4
Hamilton Crossing Elementary School	1	703	406	58	122	17	140	20
Kingston Elementary School	1	654	484	74	71	11	94	14
Mission Road Elementary School	2	515	286	56	66	13	37	7
Pine Log Elementary	2	479	291	61	77	16	20	4
South Central Middle School	1	741	494	67	94	13	70	9
Taylorsville Elementary School	2	606	334	55	58	10	41	7
White Elementary School	2	655	375	57	95	15	61	9
Woodland High School	2	1833	858	47	220	12	39	2
Woodland Middle School at Euharlee	2	908	494	54	115	13	38	4

Notes. ED = Economically Disadvantaged, SWD = Students with Disabilities, LEP = Limited English Proficiency

Table 28. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

School	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Elementary Schools						
Adairsville Elementary School	4.77	4.43	4.78	5.00	5.13	4.33
Allatoona Elementary School	4.47	4.50	5.42	4.57	4.73	4.56
Clear Creek Elementary School	5.03	4.79	5.68	5.29	5.07	4.67
Cloverleaf Elementary School	3.53	3.21	3.76	3.67	4.27	3.44
Emerson Elementary School	4.50	5.14	5.53	5.48	4.73	4.00
Euharlee Elementary School	5.00	4.36	4.86	5.43	5.40	4.56
Hamilton Crossing Elementary School	5.60	5.50	5.47	6.00	6.00	5.89
Kingston Elementary School	5.33	5.00	5.58	5.33	5.67	5.11
Mission Road Elementary School			unavailable			
Taylorsville Elementary School	5.67	4.79	5.00	5.57	5.27	4.00
White Elementary School	4.43	4.21	4.21	4.55	5.40	4.33
Middle Schools						
Adairsville Middle School	5.40	5.00	5.24	5.24	4.71	5.13
Cass Middle School	5.77	5.29	5.75	5.00	5.93	4.89
South Central Middle School	4.80	4.50	4.47	4.78	4.93	4.78
Woodland Middle School at Euharlee	4.43	3.07	4.82	4.17	5.21	3.11
High Schools						
New Cass High School	4.53	4.00	5.00	4.28	4.79	3.63
Woodland High School	3.73	2.57	3.59	2.75	2.71	3.44

Notes. Range of scores 1 (not at all) to 6 (fully operational), RTI = Response to Intervention, PD = Professional Development

Table 29. Summary of School-level Growth Rankings for DIBELS

	Kindergarten	G1	G2	G3	G4	G5	K-2 Pooled	G3-5 Pooled	K-G5 Pooled
Adairsville Elementary	7	11	4	6	11	1	9	3	5
Allatoona Elementary	3	9	12	10	1	12	10	6	9
Clear Creek Elementary	9	12	9	2	2	10	11	2	6
Cloverleaf Elementary	11	8	1	5	4	5	7	2	4
Emerson Elementary	6	3	8	11	8	3	4	5	4
Euharlee Elementary	12	10	10	7	7	4	12	3	8
Hamilton Crossing Elementary	2	7	11	9	9	7	8	8	9
Kingston Elementary	5	2	6	4	12	2	3	3	3
Mission Road Elementary	4	5	3	1	3	9	2	1	1
Pine Log Elementary	10	6	2	8	5	11	6	7	6
Taylorsville Elementary	1	1	7	3	10	6	1	4	2
White Elementary	8	4	5	12	6	8	5	9	7

Notes. G = Grade

Table 30. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings

		Fall		Winter		Spring			
		Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Grade 6									
Cass Middle School	218	787.16-	264.41	791.04-	293.03	815.50o	310.36	28.40	2
South Central Middle School	198	792.05-	273.22	815.53o	271.97	865.38o	268.79	73.33	1
Grade 7									
Cass Middle School	278	867.60o	279.89	900.15o	278.22	929.10o	294.86	61.50	2
South Central Middle School	188	852.28o	300.55	899.68o	287.70	915.99o	292.56	63.71	1
Grade 8									
Cass Middle School	303	934.44o	278.79	964.70o	289.85	998.13o	281.29	63.70	2
South Central Middle School	145	944.88o	287.10	994.74o	275.39	1013.94o	263.41	69.06	1
Grade 9									
Cass High School	323	1010.77o	286.96o	1004.78o	281.42	1009.00o	291.81	-1.77	
Grade 10									
Cass High School	250	1093.60o	246.86	1090.11o	244.42	1079.06o	250.08	-14.54	
Grade 11									
Cass High School	160	1125.16o	255.29	1136.53o	252.19	1135.28o	256.06	10.12	
Grade 12									
Cass High School	178	1134.53o	283.75	1151.66o	280.25	1172.24o	273.36	37.71	

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 31. Program choices for whole group and small group instruction for each elementary school in Bartow County

	Whole Class Programs (Tier 1)	Small Group Programs (Tier 2)
Adairsville	Imagine It, Six Minute Solution , Zaner Bloser	SRA Early Intervention in Reading , Imagine It intervention , Reader's Theater, Six Minute Solution, Quick Reads
Allatoona	Imagine It, Readers Workshop, Class Works	EIR Sound Partners, Early Reading Tutor, Quick Reads, Six Minute Solution
Clear Creek	Imagine It!	Imagine It!, SRA Phonemic Awareness, Road to the Code, Language for Learning, Stepping Stones to Literacy, Earobics, Early Reading Tutor, Early Interventions in Reading, Sound Partners, Sidewalks
Cloverleaf	Imagine It! Zaner Bloser	SRA Phonemic Awareness, Road to the Code, Language for Learning, Stepping Stones to Literacy, Neuhouse Alphabet Mat Activities, Early Reading Tutor, Imagine It, Sound Partners , SRA Early Intervention in Reading, Quick Reads, Readers' Theater
Emerson	Imagine It!, Zaner-Bloser Writers	Language for Learning, Road to the Code, Sound Partners, Imagine It!, Early Reading Tutor, QuickReads, Six-Minute Solution, SRA Early Intervention in Reading
Euharlee	Imagine It! Zaner Bloser	Imagine It!, Road to Code, Sound Partners, Earobics, Early Intervention in Reading
Hamilton Crossing	Imagine It!, Zaner Bloser	RAVE-O, Road to the Code, Language for Learning, Imagine It Intervention, SRA Early Intervention Reading
Kingston	Imagine It! Zaner Bloser	Imagine It! Interventions, Sound Partners, Language for Learning, SRA Early Intervention Reading, Orton Gillingham, Early Reading Tutor, Quick Reads
Mission Road		*Data unavailable*
Taylorsville	Imagine It, Zaner Bloser	Imagine It Intervention, Phonemic Awareness, SRA Phonemic Awareness
White	Imagine It	Road to the Code, Early Reading Tutor, Imagine It Intervention

Table 32. DIBELS Composite Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Adairsville Elementary	103	30.30^{+}	33.83	131.40^{+}	32.52	139.59^{+}	35.38	109.29	7
Allatoona Elementary	56	28.21^{+}	35.83	157.70^{+}	34.81	154.88^{+}	35.45	126.66	3
Clear Creek Elementary	83	34.45^{+}	36.96	154.18^{+}	35.18	138.63^{+}	38.28	104.18	9
Cloverleaf Elementary	112	31.05^{+}	34.63	143.68^{+}	32.94	129.99^{+}	34.87	98.94	11
Emerson Elementary	62	23.77^{+}	38.80	138.66^{+}	35.45	134.26^{+}	40.55	110.48	6
Euharlee Elementary	78	31.91^{+}	34.91	118.65^{o}	33.03	128.28^{+}	34.54	96.37	12
Hamilton Crossing Elementary	82	26.27^{+}	36.23	151.43^{+}	34.00	153.62^{+}	37.82	127.35	2
Kingston Elementary	86	29.35^{+}	34.99	142.71^{+}	32.70	145.35^{+}	35.69	116.00	5
Mission Road Elementary	74	33.45^{+}	29.01	152.96^{+}	31.51	156.92^{+}	32.49	123.47	4
Pine Log Elementary	57	34.60^{+}	35.67	136.84^{+}	32.25	135.96^{+}	34.62	101.37	10
Taylorsville Elementary	78	31.42^{+}	34.15	159.44^{+}	32.12	159.32^{+}	37.11	127.90	1
White Elementary	76	29.84^{+}	38.80	134.74^{+}	37.10	135.87^{+}	37.55	106.03	8

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 33. DIBELS Correct Letter Sounds Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 1

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Adairsville Elementary	111			35.45^{+}	26.66	55.98^{+}	26.77	20.53	11
Allatoona Elementary	71			30.44^{+}	24.56	53.24^{+}	30.63	22.80	9
Clear Creek Elementary School	87			34.36^{+}	29.97	50.77^{+}	35.14	16.41	12
Cloverleaf Elementary	100			31.86^{+}	24.59	56.62^{+}	33.38	24.76	8
Emerson Elementary School	71			28.76^{+}	20.01	55.21^{+}	27.81	26.45	3
Euharlee Elementary	85			32.95^{+}	27.09	54.13^{+}	33.58	21.18	10
Hamilton Crossing Elementary School	83			45.66^{+}	30.58	70.59^{+}	34.31	24.93	7
Kingston Elementary School	78			36.14^{+}	30.41	64.10^{+}	31.86	27.96	2
Mission Road Elementary	72			44.93^{+}	29.78	70.54^{+}	32.76	25.61	5
Pine Log Elementary	53			42.38^{+}	30.98	67.87^{+}	35.07	25.49	6
Taylorsville Elementary	71			38.68^{+}	24.68	67.44^{+}	28.33	28.76	1
White Elementary School	110			36.70^{+}	24.27	62.60^{+}	30.35	25.90	4

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 34. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 2

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Adairsville Elementary	110	55.15^{+}	32.82	81.43^{+}	36.62	94.75^{+}	39.48	39.60	4
Allatoona Elementary	67	47.57^{o}	26.38	67.36^{o}	29.84	77.55^{o}	31.22	29.99	12
Clear Creek Elementary School	93	49.00^{o}	33.41	70.19^{o}	37.64	84.33^{o}	40.15	35.33	9
Cloverleaf Elementary	104	59.85^{+}	34.69	95.83^{+}	39.79	111.33^{+}	38.43	51.48	1
Emerson Elementary School	57	52.40^{+}	31.05	78.07^{+}	36.24	88.72^{+}	35.45	36.32	8
Euharlee Elementary	88	54.99^{+}	31.80	76.03^{+}	35.89	87.89^{+}	38.77	32.90	10
Hamilton Crossing Elementary School	97	56.62^{+}	35.47	75.91^{+}	35.69	87.53^{+}	38.13	30.91	11
Kingston Elementary School	81	53.38^{+}	29.81	80.41^{+}	35.98	91.98^{+}	36.87	38.59	6
Mission Road Elementary	75	64.03^{+}	31.04	91.04^{+}	35.68	105.85^{+}	35.66	41.83	3
Pine Log Elementary	60	54.18^{+}	27.97	79.18^{+}	36.46	97.32^{+}	36.13	43.13	2
Taylorsville Elementary	76	59.78^{+}	19.33	82.83^{+}	22.45	96.66^{+}	20.75	36.88	7
White Elementary School	78	55.85^{+}	30.25	81.28^{+}	34.73	94.47^{+}	34.82	38.63	5

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 35. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 3

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Adairsville Elementary	92	78.33^{+}	34.61	98.33^{+}	36.51	113.58^{+}	36.44	35.25	3
Allatoona Elementary	65	67.92^{o}	31.67	93.54^{+}	31.41	110.06^{+}	33.42	42.14	1
Clear Creek Elementary School	67	73.34^{+}	29.57	94.96^{+}	30.54	107.63^{+}	30.77	34.28	4
Cloverleaf Elementary	88	77.35^{+}	35.70	94.16^{+}	36.44	105.51^{+}	39.86	28.16	11
Emerson Elementary School	59	77.71^{+}	34.99	95.25^{+}	37.47	104.17^{+}	40.13	26.46	12
Euharlee Elementary	93	70.46^{+}	34.82	88.46^{+}	32.45	101.35^{+}	38.64	30.89	8
Hamilton Crossing Elementary School	91	79.49^{+}	32.59	97.97^{+}	34.05	113.41^{+}	36.10	33.91	5
Kingston Elementary School	68	72.84^{+}	30.37	90.51^{+}	31.77	103.44^{+}	32.93	30.60	9
Mission Road Elementary	76	83.83^{+}	38.50	104.64^{+}	38.64	116.79^{+}	40.88	32.96	6
Pine Log Elementary	65	57.25	28.49	75.35^{+}	30.64	85.68^{o}	34.14	28.43	10
Taylorsville Elementary	90	83.87^{+}	33.99	108.98^{+}	33.18	125.66^{+}	36.52	41.79	2
White Elementary School	86	82.41^{+}	38.09	98.71^{+}	34.81	113.83^{+}	37.82	31.42	7

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 36. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 4

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Adairsville Elementary	111	83.29^{o}	32.72	95.90^{o}	32.47	111.08^{o}	33.23	27.79	10
Allatoona Elementary	62	89.53^{o}	40.73	106.55^{+}	43.38	120.29^{+}	45.17	30.76	3
Clear Creek Elementary	87	89.67^{o}	33.65	102.94^{o}	32.07	115.41^{+}	32.19	25.75	12
Cloverleaf Elementary	114	96.07^{+}	33.24	116.03^{+}	32.05	124.87^{+}	34.05	28.80	8
Emerson Elementary	53	83.57^{o}	30.40	102.77^{o}	30.34	113.34^{o}	29.34	29.77	6
Euharlee Elementary	107	98.81^{+}	36.02	114.32^{+}	35.78	128.65^{+}	34.94	29.84	5
Hamilton Crossing Elementary School	92	87.72^{o}	36.96	103.68^{+}	35.14	117.98^{+}	34.95	30.26	4
Kingston Elementary	70	90.34^{+}	36.30	109.16^{+}	35.61	118.26^{+}	31.09	27.91	9
Mission Road Elementary	67	98.85^{+}	38.02	118.18^{+}	41.84	125.39^{+}	40.38	26.54	11
Pine Log Elementary	51	86.84^{o}	31.13	114.51^{+}	32.57	123.90^{+}	28.77	37.06	1
Taylorsville Elementary	78	101.79^{+}	34.34	117.99^{+}	35.79	135.63^{+}	37.39	33.83	2
White Elementary	75	92.95^{+}	37.73	108.01^{+}	35.59	122.23^{+}	36.64	29.28	7

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 37. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Adairsville Elementary	91	118.15^{+}	33.83	128.96^{+}	32.52	138.57^{+}	35.38	20.42	6
Allatoona Elementary	60	107.32^{o}	35.83	118.87^{o}	34.81	125.40^{o}	35.45	18.08	9
Clear Creek Elementary School	100	104.49^{o}	36.96	119.81^{-}	35.18	129.05^{o}	38.28	24.56	2
Cloverleaf Elementary	94	94.69^{-}	34.63	111.90^{o}	32.94	118.00^{o}	34.87	23.31	3
Emerson Elementary	67	95.61^{-}	38.80	110.91^{o}	35.45	114.43^{o}	40.55	18.82	8
Euharlee Elementary	97	115.76^{+}	34.91	128.14^{+}	33.03	132.46^{+}	34.54	16.70	11
Hamilton Crossing Elementary School	98	112.53^{+}	36.23	126.91^{+}	34.00	133.74^{+}	37.82	21.21	5
Kingston Elementary	85	111.88^{+}	34.99	127.84^{+}	32.70	131.49^{+}	35.69	19.61	7
Mission Road Elementary	72	98.47^{o}	29.01	122.35^{+}	31.51	127.28^{o}	32.49	28.81	1
Pine Log Elementary	69	102.94^{o}	35.67	113.96^{o}	32.25	118.28^{o}	34.62	15.33	12
Taylorsville Elementary	93	121.41^{+}	34.15	134.75^{+}	32.12	138.48^{+}	37.11	17.08	10
White Elementary	90	104.98^{o}	38.80	120.50^{+}	37.10	126.66	37.55	21.68	4

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Bleckley County

Table 38 displays demographic information for each school in Bleckley County. Across schools, 53-65% of the students are identified as being economically disadvantaged, 12-18% of students have disabilities, and 1% of students have limited English proficiency. Table 39 displays school-level scores for implementation of the GLP for all Elementary, Middle and High Schools. Data was only available for Bleckley County Elementary School. Bleckley Elementary School reported a high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, professional development). Table 39 displays the program choices and strategies used by Bleckley County schools. Generally, evidence-based instructional strategies were implemented instead of purchasing commercial reading and writing products. Additionally web-based resources were used for finding curriculum materials, assessment, lesson plans and activities. DIBELS assessment data was not useable for Bleckley County. Therefore, only SRI data will be discussed.

Table 41 presents the SRI Fall, Winter and Spring scores for grades 4 through 12 in Bleckley County. This description will identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide), and discuss growth trends for each school. All grade levels made significant gains in comprehension except Grade 12. In Grades 4 and 5, Bleckley County Elementary School started out *below grade level* (*Basic 1 and 2*, respectively*)* but ended the year *on grade level* (*low proficient).* These are excellent gains that are very encouraging. The choices at the elementary level appear to be helpful for supporting improvements in reading comprehension. Across middle and high school, all grades scored *on grade-level*. Grade 7 scored *low proficient*, while

all other grades scored *proficient*. These are encouraging scores for the middle and high schools, indicating that Bleckley County's comprehension achievement is consistent with grade level.

Table 38. School-level Demographics for Bleckley

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Bleckley County Elementary School	2	529	333	63	97	18	6	1
Bleckley County High School	2	682	361	53	85	12	10	1
Bleckley County Primary School	2	778	505	65	107	14	8	1
Bleckley Middle School	2	566	339	60	89	16	6	1

Table 39. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

School	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Bleckley County Primary School	*Data not provided*					
Bleckley County Elementary School	5.83	5.93	6.00	5.57	6.00	5.89
Bleckley Middle School	*Data not provided*					
Bleckley County High School	*Data not provided*					

Table 40. Program choices for whole group and small group instruction for each elementary school in Bleckley County

	Whole Class Programs & Strategies (Tier 1)	Small Group Programs (Tier 2)
Bleckley County Primary	*Programs:* Reading First Phonics Kits, Pebble Go Website, More Starfall Website, Lexia Software *Strategies:* Differentiated Instruction, Flexible Grouping, Graphic Organizers, Interactive Read Alouds, Shared Reading, Writing Block, Exemplars, Rubrics Letter Tiles (Kindergarten)	Orton Gillingham, Webber Core Curriculum, Hear Builder *Strategies:* Vocabulary Cards
Bleckley County Elementary	*Strategies:* preferential seating, peer tutoring, visual aids, graphic organizers, repeat directions, provide exemplars, Think-Pair-Share, chunking new words, differentiation	SRA Reading Laboratory, Reading First, Orton Gillingham, Vocab Journey-Sopris Learning, computer assisted instruction
Bleckley Middle School	*Data not provided*	
Bleckley County High School	*Data not provided*	

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 41. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
				Grade 4				
Bleckley County Elementary School	123	483.64^{-}	214.52	581.67^{-}	211.15	663.19^{o}	218.43	179.54
				Grade 5				
Bleckley County Elementary School	153	647.56^{-}	233.98	712.20^{o}	231.89	770.12^{o}	235.18	122.56
				Grade 6				
Bleckley Middle School				Data not available				
				Grade 7				
Bleckley Middle School	152	821.61^{-}	217.13	885.20^{o}	239.97	893.88^{o}	281.76	72.27
				Grade 8				
Bleckley Middle School	153	941.16^{o}	202.57	966.78^{o}	205.65	982.03^{o}	215.57	40.88
				Grade 9				
Bleckley County High School	157	966.99^{-}	234.15	995.01^{-}	241.10	1018.47^{o}	246.67	51.48
				Grade 10				
Bleckley County High School	130	1033.67^{o}	226.51	1051.24^{o}	227.24	1080.29^{o}	226.80	46.62
				Grade 11				
Bleckley County High School	117	1109.58^{o}	210.86	1133.94^{o}	223.93	1124.79^{o}	230.07	15.21
				Grade 12				
Bleckley County High School	95	1111.04^{o}	199.99	1120.55^{o}	242.55	1119.94^{o}	249.09	8.89

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Brantley County

Table 42 displays demographic information for each school in Brantley County. Across schools, 49-81% of the students are identified as being economically disadvantaged, 11-18% of students have disabilities, and 0-2% of students are have limited English proficiency. Table 43 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, professional development). Notable low scores were reported from Brantley High School. This school reported a moderate to below moderate level of implementation of all aspects of the plan. Specifically, Brantley County High School reported the lowest level of leadership, second lowest level of continuity (Waynesville Primary reported the lowest level of continuity), and the lowest in all other aspects. It might be useful to investigate the reasons why implementation was low and how it can be improved. Atkinson and Nahunta Elementary schools reported the highest implementation across all categories for elementary schools. These schools might provide an interesting model to investigate.

Table 44 reports program choices and strategies across schools. Generally, few programs were selected to use for whole class instruction. However, if a program was purchased it was most often *Study Island*. A reliance on evidence based strategies was used to promote high-quality whole class instruction. For small group instruction, *Lexia* and *Starfall* were popular choices; however, there were some unique choices among schools. Very few non-commercial evidence based strategies were reported for small group instruction.

Table 45 reports the school-level ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-5. From Kindergarten to Grade 2, Hoboken Elementary School experienced the most growth, and

Nahunta and Waynesville Primary Schools were tied for second. Across Grade 3 to 5, Hoboken, again, experienced the most growth, Waynesville was second, and Nahunta was third. Overall, across the elementary grades Hoboken experienced the most growth, Waynesville was second, and Nahunta was third.

Tables 46 present the DIBELS scores for Fall, Winter, and Spring scores and rankings from Kindergarten through Grade 5. This description will identify which schools fell *above, below or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. In Kindergarten, all schools scored *at or above benchmark* in fall and spring. All schools made gains, but Waynesville made significantly more gains that Hoboken or Nahunta.

In Grade 1, Hoboken, Nahunta and Waynesville scored *at or above benchmark* in the fall and spring. It is important to note that each school significantly increased performance, and all school grew at about the same rate.

In Grade 2, all schools made significant improvements, but Hoboken made significantly more improvements than Nahunta and Waynesville. Furthermore, all schools scored *at or above proficiency* in the fall and spring. In Grade 3, all schools made significant improvements but Hoboken and Waynesville made significantly more gains than Nahunta. At the end of Grade 3, Hoboken and Waynesville performed *at or above grade level*, and Nahunta performed *below grade level*.

In Grade 4, all school made significant gains and Atkinson made significantly greater gains that Hoboken and Nahunta. However, despite these great gains, Atkinson's spring performance was still *below grade level*, while Hoboken and Nahunta performed *at or above*

grade level. In Grade 5, all schools made significant gains, fairly equivalent to one another. All schools performed *below grade level* on the Fall and Spring assessments.

Table 47 presents the SRI Fall, Winter and Spring scores for grade 4 through 12. In Brantley County. This description will identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide), and discuss growth trends for each school. All grade levels made significant gains in comprehension, expect for grade 5. In Grade 6 Hoboken made significantly more gains that Atkinson or Nahunta. Additionally, all schools scored *on grade level* across grades 4 through 12.

Table 42. School-level demographics for Brantley

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Atkinson Elementary	1	331	268	81	58	18	1	0
Brantley County High	1	1034	519	50	110	11	3	0
Brantley County Middle	1	588	339	58	68	12	1	0
Hoboken Elementary	1	651	317	49	71	11	14	2
Nahunta Elementary	1	304	199	65	41	13	1	0
Nahunta Primary	1	513	264	51	61	12	6	1
Waynesville Primary	2	510	391	77	58	11	0	0

Table 43. School-level scores of categories of implementation of the Georgia Literacy Plan

	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Atkinson Elementary	5.07	4.36	4.74	4.95	5.60	5.00
Brantley County High	3.43	3.85	2.94	4.00	2.75	3.22
Brantley County Middle	4.73	4.29	4.53	4.78	5.57	4.22
Hoboken Elementary	4.80	4.07	4.58	4.62	5.20	3.67
Nahunta Elementary	4.57	4.21	4.47	5.00	5.60	4.56
Nahunta Primary	5.10	4.62	4.68	5.19	5.67	4.22
Waynesville Primary	4.37	3.64	5.42	4.10	5.80	3.44

Table 44. Program choices for whole group and small group instruction for each elementary school in Brantley County

	Whole Class (Tier 1)	Small Groups (Tier 2)
Atkinson Elementary School	*Programs:* Study Island, Web Quest, Vocabulary City, *Strategies:* Self-Questioning , Station Teaching Centers, Word Mapping, Differentiation, Paraphrasing, Summarizing, Coral Reading, Fluency Practice, Repeated Reading, Sight Word Review, Paired Reading	*Programs:* Lexia, Vocabulary City, Khan Academy, Study Island, Learn Zillion Strategies: Paired Reading , Sight Word Review
Hoboken Elementary School	*Strategies:* Graphic Organizers, Small group instruction, Collaborative pairs, Acceleration/Preview strategies, Differentiated instruction, choral reading, PALS	*Programs:* Wilson, Fundations, SRA Direct Instruction, Lexia, Study Island, PALS
Nahunta Elementary School	*Programs:* Study Island *Strategies:* Differentiation, Activating Strategies, Summarizing Strategies, Distributed Summarizing, Distributed Guided Practice, Writing Across the Curriculum	*Programs:* Lexia, Direct Instruction (SRA), Study Island (specific skills)
Nahunta Primary School	*Strategies:* differentiation, standards-based instruction, specific skill practice on computer sites/programs	*Programs:* Lexia, Hop N' Pop (sight words), Speedy (can use with any skill)
Waynesville Primary School	*Programs:* Starfall, Saxon Strategies: Small group, reading groups , Leveled Reading Groups	*Programs:* Lexia, Starfall, Reading Eggs, Saxon Strategies: Repeated Reading Groups

Table 45. Summary of school-level growth rankings for DIBELS

	Kindergarten	Grade 1	Grade 2	K to G2 Pooled	Grade 3	Grade 4	Grade 5	G3 to 5 Pooled	K to G5 Pooled
Hoboken Elementary School	2	1	1	1	2	1	1	1	1
Nahunta Primary School	3	2	2	2	3	3	2	3	3
Waynesville Primary School	1	3	3	2	1	2	3	2	2

Table 46. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Kindergarten					
Hoboken Elementary School	66	39.29^{+}	24.94	135.35^{+}	43.00	136.91^{+}	40.31	97.62	2
Nahunta Primary School	79	32.61^{+}	21.41	144.38^{+}	52.98	129.71^{+}	37.80	97.10	3
Waynesville Primary School	78	42.23^{+}	25.22	144.46^{+}	54.32	150.49^{+}	42.13	108.26	1
				Grade 1					
Hoboken Elementary School	72			37.22^{+}	26.50	62.18^{+}	32.56	24.96	1
Nahunta Primary School	85			32.18^{+}	28.71	52.98^{+}	30.05	20.80	3
Waynesville Primary School	85			34.25^{+}	22.62	58.40^{+}	26.18	24.15	2
				Grade 2					
Hoboken Elementary School	73	68.37^{+}	25.50	99.77^{+}	30.18	115.01^{+}	31.78	46.64	1
Nahunta Primary School	92	54.26^{+}	30.94	75.85^{+}	34.99	94.02^{+}	35.90	39.76	2
Waynesville Primary School	91	59.15^{+}	24.99	84.97^{+}	31.58	95.67^{+}	32.47	36.52	3
				Grade 3					
Hoboken Elementary School	67	84.72^{+}	30.92	101.93^{+}	35.68	116.00^{+}	35.95	31.28	2
Nahunta Primary School	66	76.80^{+}	31.82	87.82^{+}	31.90	98.26^{o}	30.94	21.45	3
Waynesville Primary School	60	84.10^{+}	31.16	110.35^{+}	31.33	118.52^{+}	32.04	34.42	1
				Grade 4					
Atkinson Elementary School	91	77.86^{o}	34.28	93.96^{o}	32.73	111.58^{o}	37.49	33.73	1
Hoboken Elementary School	65	96.15^{+}	32.07	115.28^{+}	30.48	123.95^{+}	31.71	27.80	3
Nahunta Elementary School	86	92.20^{+}	34.56	108.73^{+}	31.89	120.44^{+}	33.92	28.24	2
				Grade 5					
Atkinson Elementary School	73	100.21^{o}	33.63	114.99^{o}	32.01	122.21^{o}	36.22	22.00	1
Hoboken Elementary School	64	104.73^{o}	36.69	118.95^{o}	37.25	122.22^{o}	40.05	17.48	2
Nahunta Elementary School	79	109.08^{o}	39.06	123.92^{+}	35.45	126.18^{o}	41.61	17.10	3

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 47. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Grade 4									
Atkinson Elementary School	84	656.15^{o}	234.40	664.73^{o}	224.82	685.13^{o}	226.72	28.98	
Grade 5									
Atkinson Elementary School	69	762.52^{o}	262.76	771.33^{o}	239.85	781.58^{o}	229.72	19.06	
Grade 6									
Atkinson Elementary School	88	820.27^{o}	275.45	859.15^{o}	256.20	877.33^{o}	255.56	57.06	3
Hoboken Elementary School	71	821.58^{o}	215.95	896.79^{o}	217.84	944.23^{o}	233.03	122.65	1
Nahunta Elementary School	71	807.90^{o}	231.22	845.32^{o}	221.08	871.32^{o}	244.05	63.42	2
Grade 7									
Brantley County Middle School	216	896.69^{o}	274.03	955.50^{o}	266.73	991.00^{o}	263.83	94.31	
Grade 8									
Brantley County Middle School	241	974.09^{o}	253.45	1023.93^{o}	240.82	1061.94^{o}	236.07	87.85	
Grade 9									
Brantley County High School	236	1029.62^{o}	229.03	1046.28^{o}	220.01	1085.05^{o}	222.03	55.43	
Grade 10									
Brantley County High School	221	1085.76^{o}	230.10	1104.48^{o}	235.95	1136.30^{o}	231.38	50.54	
Grade 11									
Brantley County High School	199	1144.24^{o}	242.15	1152.97^{o}	236.90	1185.71^{o}	224.94	41.47	
Grade 12									
Brantley County High School	174	1167.84^{o}	240.16	1179.87^{o}	243.16	1194.19^{o}	242.76	26.35	

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Cartersville City

Table 48 displays demographic information for each school in Cartersville City. Across schools, 45-68% of the students are identified as being economically disadvantaged, 7-13% of students have disabilities, and 5-18% of students are have limited English proficiency. Cartersville did not provide data regarding school-level implementation of the Georgia Literacy plan, nor about programs and strategies implemented.

Tables 49 present the DIBELS scores for Fall, Winter and Spring scores and rankings from Kindergarten through Grade 5. This description will identify which schools fell *above, below or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. From Kindergarten to Grade 5 all schools made significant gains. Furthermore, from Kindergarten to Grade 5 average performance scores were *at or above benchmark.*

Table 50 presents the SRI Fall, Winter, and Spring scores for grade 4 through 12. This description will identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide), and discuss growth trends for each school. All grade levels in Cartersville Middle School made significant gains in comprehension. Furthermore, Grades 6 through 8 performed *on grade level*. However, Cartersville High School reported a significant decrease in performance in Grades 10 and 12, and made no significant changes in Grade 11. Grades 9 through 11 performed *on grade level* and grade 12 performed *below grade level*.

Table 48. Cartersville Demographics

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Cartersville Elementary School	1	1076	666	62	106	10	193	18
Cartersville High School	1	1172	528	45	79	7	61	5
Cartersville Middle School	1	1061	612	58	118	11	137	13
Cartersville Primary School	1	1199	812	68	152	13	216	18

Table 49. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 5

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Kindergarten					
Cartersville Primary School	254	64.21^{+}	30.70	173.19^{+}	49.68	165.41^{+}	45.49	101.20
			Grade 1					
Cartersville Primary School				45.77^{+}	29.25	65.49^{+}	31.40	19.72
			Grade 2					
Cartersville Primary School	291	73.82^{+}	31.49	86.87^{+}	32.98	100.41^{+}	36.81	26.59
			Grade 3					
Cartersville Elementary School	279	89.42^{+}	36.87			110.94^{+}	36.99	21.52
			Grade 4					
Cartersville Elementary School	321	103.62^{+}	37.31			126.57^{+}	35.22	22.95
			Grade 5					
Cartersville Elementary School	303	122.56^{+}	37.26			136.64^{+}	37.39	14.08

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 50. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Grade 6					
Cartersville Middle School	274	878.16^{o}	241.38	872.93^{o}	256.86	872.93^{o}	256.86	-5.23
			Grade 7					
Cartersville Middle School	288	972.09^{o}	253.28	994.07^{o}	248.03	1021.14^{o}	248.04	49.05
			Grade 8					
Cartersville Middle School	271	1064.62^{o}	267.14	1071.02^{o}	260.34	1101.58^{o}	255.57	36.97
			Grade 9					
Cartersville High School	219	1085.65^{o}	244.38	1093.94^{o}	237.63	1092.77^{o}	238.08	7.12
			Grade 10					
Cartersville High School	163	1218.79^{o}	192.14	1220.83^{o}	205.38	1201.72^{o}	244.38	-17.07
			Grade 11					
Cartersville High School	119	1188.55^{o}	218.54	1197.88^{o}	224.59	1179.39^{o}	261.60	-9.16
			Grade 12					
Cartersville High School	126	1114.30^{o}	263.68	1075.90^{o}	271.73	964.26^{-}	347.98	-150.04

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Clarke County

Table 51 displays demographic information for each school in Clarke County. Across schools, 67-91% of the students are identified as being economically disadvantaged, 8-17% of students have disabilities, and 6-51% of students have limited English proficiency. Table 52 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, professional development). Notable low scores were reported from Cedar Shoals High School. This school reported a moderate level of implementation of all aspects of the plan. Specifically, Cedar Shoals High School reported the lowest levels of leadership, continuity, assessment, and response to intervention. Colie Middle School reported the lowest level of implementing best practices, and Clarke Middle School reported the lowest level of implementation of professional development. It might be useful to discuss the reasons why implementation was low and how it could be improved. Fowler and Oglethorpe Elementary Schools reported the highest implementation across all categories for elementary schools. These schools might provide useful models.

Tables 53 presents the program choices and strategies implemented by different schools in Clarke County. A combination of products and strategies were used for whole group and small group instruction. Popular product choices for whole group and small group instruction were Readwell, Ticket to Read, and Fast-For-Word. Additional choices for small group instruction were Success Maker, Voyager Passport. Additionally, several evidence-based strategies were implemented, such as interactive read alouds, guided reading, and targeted phonics instruction and word study.

Table 54 reports the school-level ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-5. Oglethorpe Avenue and Howard B. Stroud both experienced the most growth from Kindergarten to Grade 2. While, Alps Road, Judia Jackson Harris and Fowler Drive were ranked, 2nd, 3rd, and 4th, respectively. From Grades 3 to 5, Alps Road, Judia Jackson Harris, and Folwer Drive were ranked 1st, 2nd and 3rd in terms of growth, while Howard B. Stroud and Oglethorpe Avenue were tied for 4th. Finally, across the elementary grades, Alps Road ranked 1st, Howard B. Stroud, Judia Jackson Harris and Oglethorpe Avenue were all tied for second, and Fowler Drive ranked third. Table 55 presents the school-level ranking scores for SRI for grades 6, 7 and 8 and then pooled across those grades. Overall, Burney-Harris-Lyons was ranked first in terms of growth, Clarke was second, and Coile was third.

Table 56 presents the DIBELS scores for Fall, Winter, and Spring with rankings from Kindergarten through Grade 2. This description will identify which schools fell *at or above, below or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. For Kindergarten all schools made significant improvements. Also, all schools performed *at or above benchmark* on the Spring assessment. In Grade 1, all schools made significant gains. However, Oglethorpe and Fowler Drive made significantly smaller gains that the rest of the schools. All schools performed *at or above benchmark* on the Spring assessment. In Grade 2, all schools made significant gains, and no one school made significantly more gains than another. Only Alps Road scored *at or above benchmark*; all other schools scored *below benchmark*.

Table 57 presents the DIBELS scores for Fall, Winter and Spring scores and rankings from Grade 2 through 5. This description will identify which schools fell *at or above, below or*

well below benchmarks according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. In Grade 3, all schools made significant gains. Alps Road scored *at or above benchmark*, while all other schools scored *below benchmark*. In Grade 4, all schools made significant gains. Oglethorpe Ave was the only school to score *well below benchmark*, while all other schools scored *below benchmark.* In Grade 5, all schools made significant gains. All schools scored *below benchmark* on the Spring assessment. However, 4 of the 5 schools increased from *well below benchmark* from the Fall assessment. Notable progress is occurring despite low scores in the Spring.

Table 58 presents the SRI Fall, Winter, and Spring scores for grade 3 through 8 in Clarke County. This description will identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide), and discuss growth trends for each school. Winterville Elementary made significant gains across grades 3 through 5. Additionally, Winterville went from scoring *below grade level* to *on grade level* from the Fall to Spring assessments. In grades 6, Burney-Harris-Lyons and Clarke Middle Schools made significant progress, while Coile Middle School had a significant decrease in performance. Furthermore, Burney-Harris-Lyons and Clarke Middle Schools scored *on grade level*, and Colie Middle School scored *below grade level*. In Grade 7, all schools made significant gains and Coile and Clarke made significantly more gains than Burney-Harris-Lyons. Burney-Harris-Lyons and Coile performed *below grade level* on the spring assessment, and Clarke performed *on grade level*. In Grade 8, all schools made essentially equivalent significant gains in comprehension. Burney-Harris-Lyons and Clarke performed *on grade level* and Coile performed *below grade level.*

Table 59 presents the SRI Fall, Winter and Spring scores for Grade 9 through 12 in Clarke County. This description will identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide), and discuss growth trends for each school. Across Grades 9 through 12, Cedar Shoals did not make significant gains in comprehension. Grades 9 and 10 scored *below grade level* and Grades 11 and 12 scored *on grade level.* Considering Cedar Shoals also reported relatively lower levels of implementation, it appears that this high schools could use some additional resources to help improve implementation, and additional guidance in modifications of programs and strategies used to increase literacy skills.

Table 51. School-level demographics for Clarke County

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Alps Road Elementary	2	374	340	91	47	13	47	13
Burney-Harris-Lyons Middle	2	698	596	85	73	10	127	18
Cedar Shoals High	1	1609	1181	73	272	17	101	6
Clarke Middle	2	661	445	67	113	17	55	8
Coile Middle	1	720	631	88	120	17	144	20
Fowler Drive Elementary	1	549	495	90	67	12	170	31
Howard B. Stroud Elementary	1	490	441	90	67	14	45	9
Judia Jackson Harris Elementary	1	607	550	91	50	8	311	51
Oglethorpe Avenue Elementary	2	681	583	86	90	13	199	29
Winterville Elementary	1	480	398	83	66	14	87	18

Table 52. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Alps Road Elementary School	5.17	5.00	5.42	4.76	5.40	5.11
Fowler Drive Elementary School	6.00	5.71	5.16	5.71	5.87	5.67
Howard B. Stroud Elementary School	4.83	5.14	5.05	4.76	5.53	5.33
Judia Jackson Harris Elementary	5.30	5.50	4.74	4.76	5.20	5.56
Oglethorpe Avenue Elementary School	5.37	5.50	5.21	5.00	5.87	5.67
Winterville Elementary School	5.37	4.50	5.34	5.57	5.08	5.33
Burney-Harris-Lyons Middle School	5.13	5.07	4.88	5.00	4.93	5.44
Clarke Middle School	4.40	4.14	4.44	4.07	4.86	4.67
Coile Middle School	4.20	4.21	3.32	4.00	5.09	4.78
Cedar Shoals High School	3.93	3.86	3.88	4.33	4.40	4.75

Table 53. Program choices for whole group and small group instruction for each elementary school in Clarke County

	Whole Group (Tier 1)	Small Group (Tier 2)
Alps Road Elementary School	*Products:* Writing Instruction (Write From the Beginning) Strategies: Interactive Read Alouds, Shared Reading, Differentiated Instruction (small group reading, phonics, etc)	*Programs:* Fluency Interventions (extra support with grade level passages), Successmaker and Fast Forward (computer interventions), 95% group phonemic awareness for grade K, Phonics Blast by Really Great Reading for Grades K and 1, Differentation Box (provided by Governor's Office of Student Achievement)
Fowler Drive Elementary School	*Strategies:* Interactive Read-Aloud, Shared Reading, Word Study, Guided Reading	*Programs:* Read-Well, Voyager/Passport, Storytown Interventions *Strategies:* Additional Guided Reading Group, Strategic Vocabulary Instruction, Accelerated Instruction
Howard B. Stroud Elementary School	*Programs:* Readwell (k-1) Strategies: Interactive Read Alouds, Shared Reading, Guided Reading, Phonics Instruction,	*Programs:* Phonics Interventions, Success Maker (K-5) *Strategies:* Guided Reading
Judia Jackson Harris Elementary	*Programs:* Ticket to Read, FastForWord *Strategies:* Utilize interactive writing notebooks Integration of Science and Social Studies into Literacy	*Programs:* Voyager (scripted), FastForWord, SuccessMaker, ELT Small Group Instruction, Differentiation Instruction Kit
Oglethorpe Avenue Elementary School	*Programs:* Success Maker, Ticket to Read, Fast ForWord (K only) *Strategies:* Direct instruction, Small group instruction, Targeted instruction, Extended Learning Time (ELT)	*Programs:* Success Maker, Ticket to Read, Early Intervention Program (EIP) *Strategies:* Targeted instruction, Reading strategy groups, Repeated readings, Extended Learning Time (ELT), After School Tutoring
Winterville Elementary School	*Programs:* Writing Workshop Strategies: District Reading/ELA Curriculum	*Programs:* Reading Intervention Crate based on individual needs, Voyager Passport, ReadWell, Success Maker

Table 54. Summary of school-level growth rankings for DIBELS

	Kindergarten	G1	G2	G3	G4	G5	K-2 Pooled	G3-5 Pooled	K-G5 Pooled
Alps Road Elementary School		2	3	1	1	4	2	1	1
Fowler Drive Elementary School	2	4	5	5	2	3	4	3	3
Howard B. Stroud Elementary School	4	1	2	4	5	2	1	4	2
Judia Jackson Harris Elementary	3	3	4	2	4	1	3	2	2
Oglethorpe Avenue Elementary School	1	5	1	3	3	5	1	4	2

Table 55. Summary of school-level growth rankings for SRI

School	G6	G7	G8	G6 -8 Pooled
Burney-Harris-Lyons Middle School	1	3	1	1
Clarke Middle School	2	2	2	2
Coile Middle School	3	1	3	3

Table 56. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 2

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Kindergarten					
Fowler Drive Elementary	71	46.99^{+}	25.81	135.54^{+}	40.54	133.01^{+}	37.07	86.03	2
Howard B. Stroud Elementary	54	43.89^{+}	23.33	115.26^{o}	37.93	120.78^{+}	41.15	76.89	4
Judia Jackson Harris Elementary	68	48.57^{+}	23.53	121.94^{+}	44.33	128.40^{+}	36.59	79.82	3
Oglethorpe Ave Elementary	80	42.70^{+}	23.84	128.10^{+}	51.13	131.18^{+}	44.20	88.48	1
				Grade 1					
Alps Road Elementary School	36			40.92^{+}	32.04	65.81^{+}	34.15	24.89	2
Fowler Drive Elementary	67			46.15^{+}	29.75	61.58^{+}	31.85	15.43	4
Howard B. Stroud Elementary	60			32.67^{+}	24.49	57.95^{+}	47.10	25.28	1
Judia Jackson Harris Elementary	87			36.07^{+}	24.92	56.71^{+}	31.69	20.64	3
Oglethorpe Ave Elementary	80			27.16^{+}	28.33	39.29^{+}	33.95	12.13	5
				Grade 2					
Alps Road Elementary School	29	62.76^{+}	38.52	78.97^{+}	40.36	89.48^{+}	42.32	26.72	3
Fowler Drive Elementary	61	48.33^{o}	27.52	63.38^{o}	30.68	65.20^{o}	32.64	16.87	5
Howard B. Stroud Elementary	50	45.40^{o}	28.48	67.02^{o}	32.66	73.94^{o}	37.53	28.54	2
Judia Jackson Harris Elementary	80	50.49^{o}	25.88	64.94^{o}	26.49	77.03^{o}	31.09	26.54	4
Oglethorpe Ave Elementary	86	54.43^{+}	35.50	70.87^{o}	38.56	83.81^{o}	40.67	29.38	1

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 57. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 3 to Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
Alps Road Elementary School	30	71.17^{+}	31.04	91.33^{+}	32.73	99.97^{+}	33.46	28.80	1
Fowler Drive Elementary	54	71.98^{+}	35.55	81.00^{o}	33.22	88.72^{o}	32.18	16.74	5
Howard B. Stroud Elementary	38	64.61^{o}	25.06	74.45^{o}	29.90	83.37^{o}	29.09	18.76	4
Judia Jackson Harris Elementary	78	65.42^{o}	33.12	80.97^{o}	35.33	91.17^{o}	33.46	25.74	2
Oglethorpe Ave Elementary	86	67.28^{o}	37.00	77.72^{o}	37.25	86.53^{o}	40.15	19.26	3
				Grade 4					
Alps Road Elementary School	27	71.07^{o}	41.93	86.26^{o}	40.56	102.56^{o}	42.45	31.48	1
Fowler Drive Elementary	57	84.82^{o}	38.15	99.82^{o}	35.54	111.53^{o}	40.26	26.70	2
Howard B. Stroud Elementary	41	81.10^{o}	39.87	92.54^{o}	36.66	97.59^{o}	35.13	16.49	5
Judia Jackson Harris Elementary	84	81.20^{o}	35.98	91.12^{o}	31.24	99.99^{o}	36.27	18.79	4
Oglethorpe Ave Elementary	57	70.47^{o}	33.35	77.89^{-}	34.44	91.70^{-}	40.30	21.23	3
				Grade 5					
Alps Road Elementary School	44	93.98^{-}	33.58	109.84^{o}	34.27	113.48^{o}	37.64	19.50	4
Fowler Drive Elementary	57	92.33^{-}	29.83	110.53^{o}	29.52	116.51^{o}	33.44	24.18	3
Howard B. Stroud Elementary	56	88.43^{-}	29.12	101.09^{o}	25.72	113.11^{o}	32.98	24.68	2
Judia Jackson Harris Elementary	59	95.95^{o}	28.67	114.92^{o}	33.69	121.36^{o}	34.86	25.41	1
Oglethorpe Ave Elementary	81	90.44^{-}	32.14	101.59^{o}	28.32	107.35^{o}	33.88	16.90	5

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 58. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 3 to 8

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
Winterville Elementary School	38	450.11-	189.03	465.03-	182.55	501.34o	187.00	51.24	
				Grade 4					
Winterville Elementary School	41	557.85-	273.64	573.02-	264.31	602.41o	241.88	44.56	
				Grade 5					
Winterville Elementary School	65	667.85-	232.31	707.92o	238.48	732.22o	238.61	64.37	
				Grade 6					
Burney-Harris-Lyons Middle School	156	754.74-	218.60	784.34-	235.38	811.62o	226.07	56.87	1
Clarke Middle School	170	807.20o	292.45	842.71o	314.68	864.00o	333.87	56.80	2
Coile Middle School	153	731.54-	219.45	703.10-	252.86	718.06-	262.03	-13.48	3
				Grade 7					
Burney-Harris-Lyons Middle School	172	783.85-	270.78	817.82-	276.94	844.91-	272.84	61.06	3
Clarke Middle School	167	862.25o	322.09	918.79o	312.90	949.86o	322.35	87.60	2
Coile Middle School	170	700.14-	272.22	751.01-	272.69	796.01-	279.65	95.87	1
				Grade 8					
Burney-Harris-Lyons Middle School	148	884.23-	278.91	925.55-	277.22	970.47o	263.21	86.24	1
Clarke Middle School	130	974.34o	296.16	1020.59o	286.42	1052.65o	268.64	78.31	2
Coile Middle School	177	826.93-	281.57	863.25-	281.53	894.31-	277.34	67.38	3

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 59. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 9 to 12

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Grade 9					
Cedar Shoals High School	324			875.19^{-}	333.57	887.45^{-}	339.81	12.26
			Grade 10					
Cedar Shoals High School	262			977.21^{-}	332.30	968.17^{-}	357.01	-9.04
			Grade 11					
Cedar Shoals High School	209			1065.59^{o}	308.72	1073.18^{o}	309.48	7.59
			Grade 12					
Cedar Shoals High School	167			1069.66^{o}	294.20	1061.12^{o}	317.22	-8.54

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Coffee County

Table 60 displays demographic information for each school in Coffee County. Across schools, 59-79% of the students are identified as being economically disadvantaged, 6-15% of students have disabilities, and 5-24% of students are have limited English proficiency. Table 61 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best practices, response-to-intervention, and professional development). Notable low scores were reported from Coffee County High School on all aspects of the plan, but especially in Leadership, Continuity, Best Practices and RTI. It might be useful to discuss the reasons why they feel implementation was low and how they feel it can be improved. On the other hand, Westside Elementary school reported the highest levels of implementation. West Green Elementary and Indian Creek Elementary also reported very high rates of implementation across all aspects of the literacy plan. These might be great schools to look at closely to see what the school climate is like and how that is related to implementation.

Table 62 presents the program choices and strategies for whole group and small group instruction in Coffee County. A combination of products and strategies were used for whole group and small group instruction. Across schools, many different program choices were implemented, however, *iRead* and *Study Island* were the most popular choices and *6+1 traits of writing program, Read 180,* and *System 44* were implemented in about half of the schools. Popular strategies were shared reading and interactive read alouds.

Table 63 reports the school-level ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-5. Indian Creek experienced the most growth from Kindergarten to Grade 2, and West Green and Westside

Elementary were both ranked second. From Grades 3 to 5, Satilla Elementary School received the highest pooled ranking in terms of growth. West Green and Westside Elementary Schools were ranked second and third. From Kindergarten to Grade 5, Satilla and West Green Elementary were both ranked 1st in terms of growth, Westside was ranked second, and Indian Creek third.

Table 64 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings from Kindergarten and Grade 1. This description will discuss growth trends and identify which schools fell *at or above, below, or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). For Kindergarten all schools made significant improvements. Nicholls Elementary School made significantly smaller gains than all other schools. All schools performed *at or above benchmark* on the spring assessment expect for Nicholls Elementary school who performed *below benchmark* in Kindergarten. In Grade 1, again, all schools made significant gains and Nicholls Elementary school made significantly smaller gains than all other schools. Most schools performed *at or above benchmark.* Ambrose performed *below benchmark,* and Nicholls Elementary schools performed *well below benchmark* on the Spring DIBELS assessment.

Table 65 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings from Grade 2 and 3. This description will discuss growth trends, and identify which schools fell *at or above, below, or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). All schools made significant gains in Grade 2. Five out of the eight schools scored *at or above benchmark* on the Spring assessment (Ambrose, Eastside, Indian Creek, West Green, & Westside Elementary Schools). Three of the 8 school scored *below benchmark* on the Spring assessment (Broxton-Mary Hayes, Nicholls, Satilla Elementary

Schools). In Grade 3, all schools made significant gains from Fall to Spring in oral reading fluency. Six of the eight schools scored *at or above benchmark* on the Spring assessment (Ambrose, Broxton-Mary Hayes, Eastside, Indian Creek, West Green, & Westside Elementary Schools). Two of the 8 schools scored *below benchmark* (Nicholls and Satilla Elementary Schools).

Table 66 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings from Grade 2 and 3. This description will discuss growth trends, and identify which schools fell *at or above, below or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). All schools experienced significant growth in grades 4 and 5 in oral reading fluency. Furthermore, in Grade 4, only Nicholls Elementary school scored *below benchmark* in the spring assessment, while all other schools scored *at or above benchmark* on the Spring assessment. In Grade 5, five out of eight schools scored *at or above benchmark* (i.e., Ambrose, Broxton-Mary Hayes, Eastside, Indian Creek, and West Green Elementary Schools) while the other three scored *below benchmark* on the spring assessment (i.e., Nicholls, Satilla, and Westside Elementary Schools). It is important to note that Nicholls Elementary school made great gains over the course of the year. At the Fall assessment, the average score of the grade 5 students was *well below benchmark* but improved to *below benchmark* by the end of the year; these are impressive gains and show that Nicholls school is making progress to catch up to grade-level expectations.

Table 67 presents the SRI Fall, Winter and Spring scores for Grade 4 and 5 in Coffee County. This description will discuss growth trends, and identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In Grade 4, all schools made significant improvements in reading

comprehension. All schools performed *on grade level* at the Spring assessment. Ambrose, Nicholls, and Satilla Elementary Schools improved from performing *below grade level* to *on grade level* from the Fall to Spring assessments, suggesting that the literacy plan implemented has helped the students reach grade-level performance standards by the end of the academic year. In Grade 5, all schools made significant gains. However, the gains made by Nicholls Elementary School were significantly smaller than all other schools. All but one school performed *on grade level*, while Nicholls Elementary school performed *below grade level*. Satilla increased the average performance of students from *below grade level* to *on grade level* from the Fall to Spring assessment.

Table 68 presents the SRI Fall, Winter, and Spring scores for Grade 4 and 5 in Coffee County. This description will discuss growth trends, and identify which schools fell *above, on, or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In grades 6 through 8, Coffee Middle School experienced significant growth at each grade level. Grades 7 and 8 experienced more growth than Grade 6. Average performance was *on grade level* in the Fall and Spring at each grade level. In Grade 9, George Washington Carver Freshman Campus experienced significant growth in reading comprehension and performance was *on grade level*. In grades 10 and 11, Coffee County High school, experienced significant but small growth in reading comprehension. The average score for Grades 10 and 11 was *on grade level*. In Grade 12 there was a significant decrease in performance over the course of the year; however, the average level of performance was still *on grade level* in Fall and Spring.

Table 60. School-level demographics for Coffee County

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Ambrose Elementary School	2	454	308	68	48	11	109	24
Broxton-Mary Hayes Elem School	2	314	219	70	26	8	21	7
Coffee County High School	2	1420	842	59	138	10	25	2
Coffee Middle School	2	1794	1301	73	154	9	107	6
Eastside Elementary School	2	817	576	71	66	8	41	5
George Washington Carver Freshman Campus	2	514	321	62	32	6	21	4
Indian Creek Elementary	2	790	497	63	115	15	72	9
Nicholls Elementary School	2	431	296	69	44	10	21	5
Satilla Elementary School	2	781	618	79	63	8	122	16
West Green Elementary School	2	445	285	64	34	8	80	18
Weststide Elementary	2	684	459	67	77	11	91	13

Table 61. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Ambrose Elementary School	4.41	4.36	4.37	5.00	4.67	4.67
Broxton-Mary Hayes Elementary	5.00	4.64	4.32	4.62	5.27	5.00
Coffee County High School	3.81	3.64	4.18	3.17	3.79	4.67
Coffee County Middle School	*Data Not Available*					
Eastside Elementary School	5.43	4.93	5.17	5.62	5.87	5.44
George Washington Carver Freshman Campus	4.59	3.92	4.95	4.57	5.07	3.78
Indian Creek Elementary	5.60	5.64	5.53	5.86	5.93	5.56
Nicholls Elementary School	4.40	4.79	4.63	4.71	5.13	5.67
Satilla Elementary School	4.68	4.43	5.01	4.62	5.80	5.11
West Green Elementary School	5.50	5.29	5.88	5.71	5.93	5.67
Westside Elementary School	5.63	5.64	5.58	6.00	5.93	5.67

Table 62. Program choices for whole group and small group instruction for each elementary school in Coffee County

	Whole Group (Tier 1)	Whole Group Tier 2
Ambrose Elementary School	*Programs:* Scholastic iRead (K-G2), CCGPS Units (K-G5)	*Programs:* Reading Rescue, Great Leaps *Strategies:* Differentiated flex groups
Broxton-Mary Hayes Elementary	*Programs:* iRead, READ 180, System 44, Reading First Boxes *Strategies:* Pair and Share (peers), Differentiated Flexible Groups, Extra Time	*Programs:* Great Leaps, Moby Max, Reading Eggs, READ 180, System 44, Reading First Boxes S*trategies:* Differentiated Flexible Groups, more frequent monitoring of progress
Eastside Elementary School	*Programs*: Study Island, RiverDeep, iRead, Reading Counts *Strategies:* Homework Logs, Peer Tutors, flex grouping	*Programs:* RiverDeep, Study Island, Great Leaps, Read 180, DI Boxes *Strategies:* Flex Groups
Indian Creek Elementary	*Programs:* Writing- Write Steps Program- 6+1, Writing Traits, iREAD, EATS *Strategies:* Interactive Read Alouds, Shared Reading, Differentiated Reading Group	*Programs:* iREAD, Reading First Boxes, Essential Skills, Reading Eggs, Saxon Phonics Intervention, READ180, System 44, River Deep
Nicholls Elementary School	*Programs:* iRead, Lucky Calkins Writing, CCGPS Instructional Reading Units, Comprehensive Reading Solutions ELA strategies	*Programs:* Reading First Strategies, Study Island, Reading Eggs *Strategies:* Comprehensive Reading Solutions ELA strategies
Satilla Elementary School	*Programs:* Journeys Reading Resources, iRead, Reading First Differentiation Kits	*Programs:* Study Island, Moby Max, Reading Eggs, Sonday, RAZ Kids, Basic Skills
West Green Elementary School	*Programs:* CCGPS Units, 6+1 Traits of Writing, Reading First Boxes, Elkonin Boxes, IRead, Study Island River Deep, Learning Milestones, Stories and More, First words for EL,L Student Center Activities from FCRR Strategies: Learning-focused strategies Differentiated Instruction, Modeled Reading	*Programs:* Read 180, System 44, Reading Egg,s Saxon Phonics, Essential Skills/Basic Skills, IXL Reading, Moby Max, Learning Milestones, Stories and More, First words for ELL, Great LEAPS, Study Island
Westside Elementary School	*Programs:* 6 +1 Writing Traits, iRead (K-2) *Strategies:* Interactive read aloud, Shared Reading, Differentiated Reading Groups, Instructional Framework (beginning, work session, closing)	*Programs:* iRead, Reading First Boxes/kits, Essential Skills, Reading Eggs, Saxon Phonics, READ 180, System 44

Table 63. Summary of school-level growth rankings for DIBELS

	K	G1	G2	G3	G4	G5	K-G2	G3-G5	K-G5
Ambrose Elementary School	5	7	8	4	6	4	6	5	6
Broxton-Mary Hayes Elem School	1	6	7	5	4	3	4	3	4
Eastside Elementary School	6	5	1	7	7	6	3	8	5
Indian Creek Elementary School	2	1	6	8	2	5	1	6	3
Nicholls Elementary School	8	8	3	6	5	7	5	7	7
Satilla Elementary School	7	3	4	2	3	1	4	1	1
West Green Elementary School	3	2	5	1	1	8	2	2	1
Westside Elementary School	4	4	2	3	8	2	2	4	2

Table 64. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten and Grade 1

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Kindergarten					
Ambrose Elementary School	58	29.48^{+}	22.63	135.90^{+}	54.30	139.05^{+}	45.57	109.57	5
Broxton-Mary Hayes Elem School	38	37.32^{+}	21.49	143.53^{+}	48.43	172.26^{+}	47.59	134.95	1
Eastside Elementary School	115	38.66^{+}	26.24	139.30^{+}	59.69	148.17^{+}	53.70	109.50	6
Indian Creek Elementary School	115	34.77^{+}	24.39	144.76^{+}	62.17	157.03^{+}	56.55	122.27	2
Nicholls Elementary School	62	28.58^{+}	21.67	89.11^{o}	43.71	89.82^{o}	36.73	61.24	8
Satilla Elementary School	98	31.14^{+}	24.51	134.31^{+}	51.54	129.73^{+}	41.17	98.59	7
West Green Elementary School	52	34.17^{+}	20.89	143.88^{+}	54.83	155.50^{+}	33.06	121.33	3
Westside Elementary School	93	34.59^{+}	23.62	131.89^{+}	50.69	149.22^{+}	49.55	114.62	4
				Grade 1					
Ambrose Elementary School	57			30.02^{+}	17.90	45.35^{o}	23.07	15.33	7
Broxton-Mary Hayes Elem School	41			31.93^{+}	20.04	48.44^{+}	25.09	16.51	6
Eastside Elementary School	135			34.41^{+}	24.37	55.45^{+}	27.61	21.04	5
Indian Creek Elementary School	103			39.89^{+}	33.00	70.70^{+}	40.15	30.81	1
Nicholls Elementary School	57			15.46^{-}	12.13	24.11^{-}	20.57	8.65	8
Satilla Elementary School	114			24.82^{+}	16.13	47.68^{+}	23.65	22.85	3
West Green Elementary School	49			29.33^{+}	17.79	53.61^{+}	23.88	24.29	2
Westside Elementary School	76			30.80^{+}	22.79	53.43^{+}	32.56	22.63	4

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 65. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 2 and 3

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 2					
Ambrose Elementary School	60	66.95^{+}	27.30	81.50^{+}	31.39	88.10^{+}	32.44	21.15	8
Broxton-Mary Hayes Elem School	31	59.84^{+}	37.35	76.52^{+}	40.71	85.48^{o}	44.49	25.65	7
Eastside Elementary School	93	57.04^{+}	26.59	78.18^{+}	31.34	95.60^{+}	35.83	38.56	1
Indian Creek Elementary School	82	65.33^{+}	32.75	81.29^{+}	36.33	95.07^{+}	40.61	29.74	6
Nicholls Elementary School	47	39.19^{o}	19.82	60.40^{o}	24.97	73.70^{o}	29.64	34.51	3
Satilla Elementary School	99	50.19^{o}	24.53	72.95^{+}	29.83	82.22^{o}	32.64	32.03	4
West Green Elementary School	54	59.94^{+}	35.58	78.20^{+}	38.93	89.70^{+}	41.34	29.76	5
Westside Elementary School	90	55.62^{+}	24.00	79.48^{+}	29.48	92.46^{+}	32.54	36.83	2
				Grade 3					
Ambrose Elementary School	48	86.02^{+}	31.20	105.40^{+}	34.59	114.15^{+}	32.93	28.13	4
Broxton-Mary Hayes Elem School	38	73.29^{+}	28.02	90.34^{+}	25.73	101.39^{+}	24.53	28.11	5
Eastside Elementary School	76	90.39^{+}	40.33	103.45^{+}	41.03	114.42^{+}	42.63	24.03	7
Indian Creek Elementary School	97	81.61^{+}	33.47	91.80^{+}	35.47	105.51^{+}	40.52	23.90	8
Nicholls Elementary School	45	56.89^{o}	24.39	69.20^{o}	25.52	81.62^{o}	29.84	24.73	6
Satilla Elementary School	95	61.78^{o}	27.50	79.56^{o}	30.73	91.49^{o}	32.89	29.72	2
West Green Elementary School	58	72.64^{+}	25.81	92.47^{+}	26.28	103.26^{+}	30.18	30.62	1
Westside Elementary School	76	88.62^{+}	37.13	97.95^{+}	36.43	117.42^{+}	42.47	28.80	3

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 66. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 4 and 5.

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 4					
Ambrose Elementary School	50	103.20^{+}	36.22	116.46^{+}	33.81	130.70^{+}	31.02	27.50	6
Broxton-Mary Hayes Elem School	41	94.34^{+}	35.69	110.78^{+}	35.83	125.95^{+}	35.57	31.61	4
Eastside Elementary School	91	105.76^{+}	37.19	114.75^{+}	36.44	130.30^{+}	37.53	24.54	7
Indian Creek Elementary School	79	91.62^{+}	32.15	112.25^{+}	34.85	123.96^{+}	34.93	32.34	2
Nicholls Elementary School	47	76.32^{o}	35.76	94.49^{o}	40.19	106.32^{o}	39.56	30.00	5
Satilla Elementary School	90	86.38^{o}	33.49	102.01^{o}	30.42	118.67^{+}	30.22	32.29	3
West Green Elementary School	44	94.23^{+}	44.42	112.89^{+}	39.62	126.86^{+}	40.11	32.64	1
Westside Elementary School	74	111.74^{+}	37.49	127.20^{+}	37.80	139.34^{+}	37.38	27.59	8
				Grade 5					
Ambrose Elementary School	56	112.93^{+}	33.77	126.48^{+}	32.12	133.23^{+}	37.28	20.30	5
Broxton-Mary Hayes Elem School	30	120.63^{+}	38.55	136.47^{+}	41.09	140.23^{+}	45.44	19.60	6
Eastside Elementary School	85	113.06^{+}	32.73	130.24^{+}	32.89	137.02^{+}	36.19	23.96	3
Indian Creek Elementary School	94	114.81^{+}	32.72	125.09^{+}	30.44	137.24^{+}	29.36	22.44	4
Nicholls Elementary School	54	84.44^{-}	36.24	101.87^{o}	31.92	108.83^{o}	32.78	24.39	2
Satilla Elementary School	86	105.93^{o}	35.16	116.12^{o}	34.69	124.13^{o}	38.97	18.20	8
West Green Elementary School	52	110.19^{o}	32.95	135.13^{+}	34.13	139.19^{+}	38.41	29.00	1
Westside Elementary School	77	107.52^{o}	40.29	116.64^{o}	37.15	127.01^{o}	38.76	19.49	7

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 67. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 4 and 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 4					
Ambrose Elementary School	52	577.71-	203.53	650.56o	190.30	734.83o	186.98	157.12	1
Broxton-Mary Hayes Elem School	40	625.78o	213.38	679.23o	211.14	745.35o	209.75	119.58	4
Eastside Elementary School	92	633.93o	212.70	673.40o	203.54	720.79o	199.90	86.86	8
Indian Creek Elementary	80	607.74o	215.56	679.56o	190.67	724.44o	209.98	116.70	5
Nicholls Elementary School	43	554.42-	211.33	585.95-	205.65	652.53o	216.46	98.12	7
Satilla Elementary School	88	549.45-	172.17	570.32-	193.29	651.01o	212.96	101.56	6
West Green Elementary School	44	654.02o	248.55	708.48o	238.04	780.39o	232.32	126.36	2
Westside Elementary School	77	669.83o	211.33	731.96o	208.59	789.92o	201.07	120.09	3
				Grade 5					
Ambrose Elementary School	56	761.84o	217.47	810.46o	205.93	877.96o	200.86	116.13	2
Broxton-Mary Hayes Elem School	30	748.23o	230.72	786.47o	215.66	837.97o	198.20	89.73	5
Eastside Elementary School	85	762.28o	210.55	816.89o	212.82	872.95o	215.62	110.67	3
Indian Creek Elementary	94	765.68o	246.91	816.34o	245.40	858.84o	238.97	93.16	4
Nicholls Elementary School	55	667.24-	232.10	678.18-	227.69	699.91-	235.72	32.67	8
Satilla Elementary School	87	696.02-	216.21	717.71o	229.30	774.68o	239.31	78.66	7
West Green Elementary School	51	748.63o	252.09	803.04o	239.24	876.27o	233.02	127.65	1
Westside Elementary School	69	773.78o	208.02	820.57o	197.40	861.74o	188.23	87.96	6

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 68. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 6 to 12

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
				Grade 6				
Coffee Middle School	498	845.53^{o}	207.82	849.61^{o}	219.53	865.42^{o}	236.81	19.89
				Grade 7				
Coffee Middle School	471	851.47^{o}	265.81	873.74^{o}	262.61	918.64^{o}	268.67	67.17
				Grade 8				
Coffee Middle School	499	934.95^{o}	261.29	955.90^{o}	261.84	983.79^{o}	266.06	48.83
				Grade 9				
George Washington Carver Freshman Campus	435	1045.59^{o}	234.30	1068.07^{o}	229.18	1082.19^{o}	226.23	36.60
				Grade 10				
Coffee County High School	445	1100.55^{o}	217.99	1113.30^{o}	223.72	1111.61^{o}	225.70	11.05
				Grade 11				
Coffee County High School	385	1151.64^{o}	207.00	1162.82^{o}	207.08	1166.91^{o}	216.13	15.26
				Grade 12				
Coffee County High School	318	1148.42^{0}	199.99	1168.75^{o}	210.90	1137.99^{o}	240.95	-10.42

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Fulton County

Table 69 reports demographic information for each school in Fulton County. Across schools, 80-96% of the students are identified as being economically disadvantaged, 5-16% of students have disabilities, and 6-27% of students have limited English proficiency. Table 70 displays school-level implementation scores for the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Notably, no school reports low scores on all aspects of the plan, but one or two aspects were given low ratings. However, Brookview and Oak Knoll Elementary Schools gave top ratings across all implementation aspects of the literacy plan. Regarding *leadership,* Palmetto Elementary and Paul D. West Middle Schools also reported high levels of leadership, while Mount Olive Elementary, Oakley Elementary, Bear Creek Middle School, and Creekside High School report the lowest levels of leadership. For *continuity*, Hamilton E. Holmes, and Paul D. West Middle school also reported high levels, while Creekside and Tri-Cities High Schools reported the lowest levels. For *assessment*, in addition to Brookview and Oak Knoll, Heritage Elementary, Palmetto, S. L. Lewis Elementary schools, and McClarin Alternative School gave the highest ratings. Interestingly, all schools in Fulton are reporting success at using assessment data to inform instruction and student learning. Similarly, almost all schools reported a high degree of implementation of *best practices* with the exception of Bear Creek Middle school. For *RTI*, low scores were reported from E. C. West Elementary, Paul D. West Middle, McClarin Alternative, and Tri-Cities High Schools. Finally, for *professional development*, all schools generally reported fairly high scores, except for Tri-Cities High School. It might be useful to discuss the reasons why they feel implementation was low and how they feel it can be improved. Fowler and

Oglethorpe Elementary Schools reported the highest rating of implementation across all categories for elementary schools. It might be useful to look closely at these schools to see what the school climate is like, and how that is related to implementation.

Table 71 presents the program choices and strategies implemented by different schools in Fulton County. A combination of products and strategies were used for whole group and small group instruction. By and large across schools, few programs were chosen and there was a stronger reliance placed on implementing evidence based strategies (which are a cost-effective and sustainable alternative to commercial core programs). Interestingly, there was very little overlap between schools regarding programs selected. Strategies implemented ranged from evidence-based techniques aimed at improving word reading, comprehension and writing. It appears a well balanced approach to literacy instruction has be implemented in most schools.

Table 72 reports the school-level growth ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-5. From kindergarten to grade 2, Heritage, Oakley and S. L. Lewis Elementary schools experienced the most growth. Love T. Nolan, Campbell, Mary M. Bethune, and E. C. West experienced the least amount of growth. From Grades 3 to 5, S. L. Lewis, Campbell, and Palmetto experienced the greatest amount of growth, and E. C. West, Hamilton E Homes, Oakley, and Mary M. Bethune experienced the least amount of growth. Overall from Kindergarten to Grade 5, S. L. Lewis, Heritage, and Palmetto Elementary schools experienced the most growth, and Oakley, E. C. West, and Hamilton E. Holmes experienced the least amount of growth.

Table 73 reports the school-level growth rankings for SRI in middle school at each grade and the pooled rankings for Grades 6 though 8. Bear Creek experienced the most growth, followed by, in order, Paul D. West, and McNair Middle Schools. Table 74 summarizes the

school level growth rankings for SRI in high school at each grade and the pooled rankings for Grades 9 through 11. Creekside High experienced the most growth, followed by, in order, Frank McClarin and Tri-Cities High schools.

Table 75 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Kindergarten and Grade 1. This description will identify which schools fell *at or above, below, or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. In Kindergarten all schools made significant gains, and all schools but one score *at or above benchmark* on the spring assessment. Palmetto Elementary was the only school to score *below benchmark* on the spring assessment in Kindergarten. In grade 1, all schools made significant gains. Furthermore, all schools average performance was *at or above benchmark* on the Spring assessment. Love T. Nolan's average performance increased from *below benchmark* to *at or above benchmark* from the Fall to Spring assessment.

Table 76 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Grade 2 and 3. This description will identify which schools fell *at or above, below, or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. In Grade 2, all schools experienced significant growth in oral reading fluency. However, only four of the nine schools (Campbell, E. C. West, Oakley and Palmetto Elementary Schools) scored *at or above benchmark* on the spring assessment. The other 5 schools (Hamilton E Holmes, Heritage, Love T. Nolan, Mary M. Bethune and S. L. Lewis Elementary Schools) scored *below benchmark* on the spring assessment. It is important to note that Hamilton E Holmes, Love T. Nolan, Mary M. Bethune and S. L. Lewis Elementary Schools went from average levels of performance *at or above benchmark* to *below benchmark*

from the Fall to Spring assessment. While these schools made significant gains, the gains were not large enough to maintain changes in grade-level expectations over the course of the academic year.

In Grade 3, all schools made significant improvements in oral reading fluency. Five of the nine schools (i.e., Campbell, E. C. West, Oakley, Palmetto, and S. L. Lewis Elementary Schools) performed *at or above benchmark* on the spring assessment, while four schools (Hamilton E Holmes, Heritage, Love T. Nolan, Mary M. Bethune Elementary Schools) performed *below benchmark.* Again, Love T. Nolan, Mary M. Bethune went from average levels of performance *at or above benchmark* to *below benchmark* from the Fall to Spring assessment.

Table 77 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Grade 4 and 5. This description will identify which schools fell *at or above, below, or well below benchmark* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012), and discuss growth trends for each school. In Grade 4, all schools experienced significant increases in oral reading fluency. Six of the nine schools (i.e., Campbell, Evoline C. West, Love T. Nolan, Oakley, Palmetto, and S. L. Lewis Elementary School) average level of performance was *at or above benchmark*, while the other three schools (i.e., Hamilton E Holmes, Heritage, and Mary M. Bethune Elementary Schools) average level of performance was *below benchmark* on the Spring assessment. Campbell, Palmetto and S. L. Lewis Elementary schools increased the average levels of performance from *below benchmark* on the Fall assessment to *at or above benchmark* on the Spring assessment. In Grade 5, all schools significantly increased oral reading fluency. Only, two schools' (Campbell and Oakley) average level of performance was *at or above benchmark*, while the other seven schools' (Evoline C West, Hamilton E Holmes, Heritage, Love T. Nolan, Mary M. Bethune, Palmetto, and S. L. Lewis Elementary Schools)

average performance was *below benchmark* on the spring assessment. It is important to note that,Campbell Elementary school went from *below benchmark* to *at or above benchmark* from the Fall to Spring assessment. Furthermore, Hamilton E. Holmes and Heritage Elementary Schools went from *well below benchmark* to *below benchmark* from the Fall to Spring. However, Evoline C. West Elementary School went from *at or above benchmark* to *below benchmark* from the Fall to Spring assessments.

Table 78 presents the SRI Fall, Winter and Spring scores for Grade 9 through 12 in Fulton County. This description will discuss growth trends and identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In Grade 6, Bear Creek Middle school, on average, did not make significant gains over the course of the year, while McNair and Paul D. West had a significant decrease in the average level of performance over the course of the year. Furthermore, Bear Creek Middle schools average performance was *on grade level*, while McNair and Paul D. West Middle schools scored *below grade level.* In Grade 7, Bear Creek and McNair Middle Schools made significant gains while Paul D. West Middle School did not make significant gains over the course of the year. Furthermore, Bear Creek Middle schools' average performance was *on grade level*, while McNair and Paul D. West Middle schools scored *below grade level.* In Grade 8, Bear Creek and Paul D. West, on average, made significant gains, but McNair Middle school average performance remained stable over the course of the year. Similar to the other grade levels, Bear Creek Middle schools' average performance was *on grade level*, while McNair and Paul D. West Middle schools scored *below grade level.*

Table 79 presents the SRI Fall, Winter and Spring scores for Grade 9 through 12 in Fulton County. This description will discuss growth trends and identify which schools fell *above,*

on or below grade level according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In Grade 9, Creekside High School made significant gains, but Tri-Cities High School remained stable over the course of the year. Creekside High School's average performance was *below grade level*, while Tri-Cities High School's average score was *on grade level*. In Grade 10 and 11, Creekside High School's performance did not significantly change over the course of the year, While, McClarin and Tri-Cities High School significantly decreased from Fall to Spring. Creekside and Tri-Cities High school's average performance for the Spring assessment was *on grade level*, while Frank McClarin's average performance on the Spring assessment was *below grade level*. In Grade 12, Creekside High Schools significantly improved and the Spring assessment was *on grade level*.

Table 69. School-level demographics for Fulton County

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Bear Creek Middle School	1	1134	1000	88	145	13	67	6
Bethune Elementary School	1	883	829	94	96	11	20	2
Brookview Elementary School	2	689	660	96	51	7	0	0
Campbell Elementary School	1	1018	931	91	118	12	174	17
Creekside High School	1	1671	1428	85	231	14	62	4
E. C. West Elementary School	1	897	731	81	81	9	71	8
Hamilton E. Holmes Elementary	2	1126	1085	96	147	13	127	11
Heritage Elementary School	2	1073	1046	97	118	11	46	4
McClarin Alternative School	1	412	385	93	22	5	5	1
McNair Middle School	2	1023	959	94	176	17	6	1
Mount Olive Elementary School	2	822	779	95	113	14	67	8
Nolan Elementary School	1	918	842	92	113	12	6	1
Oak Knoll Elementary School	2	555	523	94	47	8	151	27
Oakley Elementary School	1	932	817	88	102	11	45	5
Palmetto Elementary School	1	648	584	90	91	14	56	9
Paul D. West Middle School	2	898	859	96	145	16	123	14
S. L. Lewis Elementary School	2	660	615	93	78	12	9	1
Tri-Cities High School	2	1843	1625	88	216	12	99	5

Table 70. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
			Elementary Schools			
Ambrose Elementary School	4.41	4.36	4.37	5.00	4.67	4.67
Brookview Elementary School	5.13	5.08	5.71	5.48	5.73	5.11
E. C. West Elementary School	4.23	4.29	4.24	5.05	3.87	4.56
Hamilton E. Holmes Elementary	4.86	5.36	4.43	4.90	5.36	5.67
Heritage Elementary School	4.13	4.43	5.04	4.38	4.67	4.67
Mount Olive Elementary School	3.60	4.79	4.24	5.52	5.53	4.33
Oak Knoll Elementary School	5.50	5.64	5.58	5.62	5.87	5.44
Oakley Elementary School	3.70	4.69	4.21	4.38	4.47	4.11
Palmetto Elementary School	5.40	4.79	5.21	4.38	4.36	5.22
S. L. Lewis Elementary School	4.62	4.64	5.05	5.29	5.07	5.44
			Middle Schools			
Bear Creek Middle School	3.63	4.00	4.82	3.57	4.21	4.78
McNair Middle School	4.90	4.29	4.12	4.28	4.93	4.00
Paul D. West Middle School	5.47	5.86	4.45	5.06	3.79	4.00
			High Schools			
Creekside High School	3.57	3.79	4.23	4.00	4.00	4.33
McClarin Alternative School	4.75	4.71	5.55	4.38	2.87	4.78
Tri-Cities High School	4.21	3.64	4.50	5.07	2.21	3.33

Table 71. Program choices for whole group and small group instruction for each elementary school in Fulton County

	Whole Group (Tier 1)	Whole Group (Tier 2)
Bethune Elementary School	*Strategies:* Shared Reading, Modeled Reading, Differentiation, Shared Writing, Modeled Writing	*Strategies:* Flexible Grouping, Differentiation, Scaffolding, Performance Task, Guided Reading, Technology
Brookview Elementary School	*Programs:* Writer's Workshop, Six Traits Writing *Strategies:* Writing Bootcamp Strategies: Guided Reading Groups, Before During & After Strategies, B7's - School wide Instructional Best Practices, Guided Reading Levels, DIBELS and STAR assessment, Mock Writing Assessments	*Strategies:* EIP Support, Progress Monitoring, Extended Learning
E. C. West Elementary School	*Programs:* Scholastic Book Room, Writing to Win *Strategies:* Small Group Instruction, Guided Reading with Reading A-Z,	*Programs:* Scholastic Book Room Leveled Readers, STAR Reading to Data Drive *Strategies:* Small Group/Guided Reading Leveled Readers, RTI Targeted Instruction, Extended Learning, Saturday School
Hamilton E. Holmes Elementary	*Programs:* 6 + 1 Traits Writing *Strategies:* Guided Reading, Use of Leveled Readers, Active Word Walls, Differentiated Instruction, Integrating Literacy through all content areas	*Programs:* Orten Gillingham *Strategies:* Reteaching weak standards based on common assessment data, Extended Learning Program
Heritage Elementary School	*Programs:* Georgia CCGPS ELA Units, Good Habits Great Readers, Words Their Way	*Programs:* Benchmark Education Leveled Readers, GHGR Phonics program, Harcourt Decodable text series *Strategies:* Guided Reading using the Jan Richardson model,
Mount Olive Elementary School	*Programs:* Journeys Reading Program, Letters Alive (Kindergarten only) *Strategies:* Daily Writing Workshop	*Programs:* Early STAR / STAR Reading *Strategies:* Guided Reading, DIBELS
Oak Knoll Elementary School		*Programs:* Reader's Theatre *Strategies:* Question Quest, Click or Clunk, Phrased-Cued Text Lessons, Text Look Back, Anticipation Guide, Concept Sort, Concept Maps, Inquiry Chart, Summarizing, Think-Pair-Share, Line-Check Method, Story Pyramid, Visualization, The Error Word Drill Paired (or Partner Reading) strategy, Tape Assisted Reading, Timed Repeated Reading, Fluency Builders

Oakley Elementary School	*Programs:* Mountain Language, GHGR *Strategies:* Guided Reading Differentiation	*Programs:* Education City, Study Island *Strategies:* Word Work Phonics
Palmetto Elementary School	*Programs:* Writing Bootcamp, Writer's Workshop, Writing Across the Curriculum, SRG Classroom Libraries *Strategies:* Shared Reading & Writing, Modeled Reading & Writing , Guided Reading & Writing, Independent Reading & Writing, Close Reading Strategies, Technology Integration (e-Books),Leveled Libraries Novel Studies	*Programs:* STAR Reading *Strategies:* Guided Reading and Writing, Structured Daily Intervention Blocks, EIP, Extended Day, SOLO Databases, Graphic Organizers, Close Reading Strategies
S. L. Lewis Elementary School	*Programs:* A to Z Reading, Write Score, Success Makes, Study Island *Strategies:* Differentiated Instruction, Performance Base Assessment	*Programs:* StudyIsland, Odysee Learning, Success Maker, A to Z reading, Raz Kids *Strategies:* Guided Reading

Table 72. Summary of school-level growth rankings for DIBELS

	K	G1	G2	G3	G4	G5	K-G2 Pooled	G3-5 Pooled	K-G5 Pooled
Campbell Elementary School	7	7	4	3	2	3	6	2	4
Evoline C West Elem School	3	8	9	7	5	8	7	6	7
Hamilton E Holmes Elem School	4	4	7	9	7	6	4	7	8
Heritage Elementary School		2	3	4	4	2	1	4	2
Love T Nolan Elementary School	5	5	6	5	6	1	5	5	5
Mary M Bethune Elem School	1	9	8	8	8	9	6	8	9
Oakley Elementary	6	1	1	6	9	7	2	7	6
Palmetto Elementary School	8	6	2	1	3	5	4	3	3
S L Lewis Elementary School	2	3	5	2	1	4	3	1	1

Table 73. Summary of school-level growth rankings for SRI for middle school

	G6	G7	G8	G6-8 Pooled
Bear Creek Middle School	1	2	2	1
McNair Middle School	3	1	3	3
Paul D. West Middle School	2	3	1	2

Table 74. Summary of school-level growth rankings for SRI for high school

	G9	G10	G11	G9-12 Pooled
Creekside High School	1	3	1	1
Frank McClarin High School		1	2	2
Tri-Cities High School	2	2	3	3

Table 75. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 2

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Kindergarten									
Campbell Elementary School	132	39.25^{+}	28.38	135.11^{+}	57.58	128.95^{+}	48.48	89.70	7
E C West Elem School	118	51.89^{+}	27.01	160.58^{+}	49.07	158.34^{+}	48.08	106.45	3
Hamilton E Holmes Elem School	108	36.77^{+}	25.35	126.49^{+}	52.37	139.68^{+}	46.91	102.91	4
Love T Nolan Elementary School	94	36.19^{+}	26.57	128.28^{+}	48.45	138.53^{+}	43.68	102.34	5
Mary M Bethune Elem School	92	49.76^{+}	31.31	148.47^{+}	62.17	174.99^{+}	65.07	125.23	1
Oakley Elementary	73	59.15^{+}	29.86	153.81^{+}	54.77	152.55^{+}	49.34	93.40	6
Palmetto Elementary School	81	35.51^{+}	23.04	116.93^{o}	50.75	115.91^{o}	42.50	80.41	8
S L Lewis Elementary School	75	41.21^{+}	27.22	140.81^{+}	53.03	160.76^{+}	51.47	119.55	2
Grade 1									
Campbell Elementary School	141			43.70^{+}	28.65	58.46^{+}	30.92	14.77	7
E C West Elem School	124			49.41^{+}	31.55	62.08^{+}	33.42	12.67	8
Hamilton E Holmes Elem School	135			37.02^{+}	32.12	53.44^{+}	41.63	16.41	4
Heritage Elementary School	101			46.75^{+}	31.66	66.00^{+}	34.02	19.25	2
Love T Nolan Elementary School	93			40.92^{o}	25.20	57.09^{+}	29.78	16.16	5
Mary M Bethune Elem School	100			50.42^{+}	33.84	60.19^{+}	35.42	9.77	9
Oakley Elementary	110			40.25^{+}	28.17	74.79^{+}	53.01	34.54	1
Palmetto Elementary School	79			55.52^{+}	34.82	70.82^{+}	34.95	15.30	6
S L Lewis Elementary School	53			40.89^{+}	28.32	59.98^{+}	28.39	19.09	3

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 76. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 2 and 3

	Fall			Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Grade 2									
Campbell Elementary School	107	60.62+	26.71	81.48+	30.91	90.34+	35.79	29.72	4
Evoline C West Elem School	107	73.52+	33.37	78.56+	34.91	88.64+	36.31	15.11	9
Hamilton E Holmes Elem School	94	56.29+	30.55	72.67+	34.38	78.22o	36.08	21.94	7
Heritage Elementary School	99	48.45o	24.42	63.60o	31.96	78.19o	34.44	29.74	3
Love T Nolan Elementary School	93	61.29+	27.53	78.37+	33.24	86.15o	34.79	24.86	6
Mary M Bethune Elem School	116	64.47+	38.67	71.45o	41.13	80.88o	42.15	16.41	8
Oakley Elementary	114	69.80+	35.67	86.98+	41.67	105.13+	50.13	35.33	1
Palmetto Elementary School	88	58.72+	26.83	77.18+	29.61	90.23+	34.27	31.51	2
S L Lewis Elementary School	64	56.06+	27.60	71.34o	25.72	82.52o	29.73	26.45	5
Grade 3									
Campbell Elementary School	110	76.35+	31.75	88.77+	31.96	102.44+	34.21	26.09	3
Evoline C West Elem School	106	83.71+	40.53	91.69+	40.74	102.26+	41.65	18.56	7
Hamilton E Holmes Elem School	113	66.21o	35.10	70.13o	33.38	81.81o	37.23	15.59	9
Heritage Elementary School	85	62.51o	28.83	74.04o	29.31	87.06o	32.76	24.55	4
Love T Nolan Elementary School	95	72.53+	35.62	88.77+	38.14	95.56o	42.71	23.03	5
Mary M Bethune Elem School	94	81.79+	34.99	88.94+	36.36	98.38o	36.81	16.60	8
Oakley Elementary	101	89.29+	38.37	96.31+	36.59	111.98+	45.70	22.69	6
Palmetto Elementary School	64	76.09+	34.24	89.13+	37.63	107.41+	41.25	31.31	1
S L Lewis Elementary School	70	75.60+	32.68	88.04+	33.43	105.60+	38.02	30.00	2

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 77. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 4 and 5

	Fall			Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Grade 4									
Campbell Elementary School	119	82.82^{o}	32.13	103.46^{+}	34.30	119.49^{+}	36.27	36.67	2
Evoline C West Elem School	106	93.65^{+}	35.68	109.75^{+}	30.36	125.07^{+}	32.62	31.42	5
Hamilton E Holmes Elem School	105	82.30^{o}	35.49	92.48^{o}	34.10	106.94^{o}	32.72	24.64	7
Heritage Elementary School	85	75.08^{o}	31.63	88.51^{o}	36.72	108.24^{o}	34.40	33.15	4
Love T Nolan Elementary School	95	94.83^{+}	38.74	112.35^{+}	40.48	123.28^{+}	43.78	28.45	6
Mary M Bethune Elem School	100	88.32^{o}	33.11	102.98^{o}	36.69	111.22^{o}	34.00	22.90	8
Oakley Elementary	106	104.75^{+}	34.27	116.48^{+}	33.76	122.09^{+}	33.42	17.34	9
Palmetto Elementary School	57	83.30^{o}	34.17	105.72^{+}	32.85	117.77^{+}	33.57	34.47	3
S L Lewis Elementary School	70	86.83^{o}	32.88	104.14^{+}	34.06	126.17^{+}	45.10	39.34	1
Grade 5									
Campbell Elementary School	104	110.16^{o}	33.94	124.99^{+}	33.32	134.95^{+}	36.64	24.79	3
Evoline C West Elem School	86	113.57^{+}	34.28	122.43^{+}	31.53	129.57^{o}	34.32	16.00	8
Hamilton E Holmes Elem School	93	87.54^{-}	30.62	103.14^{o}	35.78	105.77^{o}	38.84	18.24	6
Heritage Elementary School	82	86.34^{-}	31.68	103.83^{o}	30.35	111.77^{o}	36.52	25.43	2
Love T Nolan Elementary School	82	102.12^{o}	36.08	122.02^{+}	36.73	128.43^{o}	39.49	26.30	1
Mary M Bethune Elem School	89	100.69^{o}	39.43	112.69^{o}	37.69	112.12^{o}	42.51	11.44	9
Oakley Elementary	109	115.28^{+}	40.72	127.25^{+}	40.95	131.47^{+}	43.72	16.18	7
Palmetto Elementary School	53	95.51^{o}	39.48	112.55^{o}	44.67	115.72^{o}	48.56	20.21	5
S L Lewis Elementary School	68	100.88^{o}	32.29	115.93^{o}	32.19	122.46^{o}	36.64	21.57	4

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 78. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 6 to 8

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 6					
Bear Creek Middle School	200	831.92^{o}	232.72	839.32^{o}	246.28	837.72^{o}	255.59	5.80	1
McNair Middle School	166	763.54^{-}	226.73	735.49^{-}	251.94	746.82^{-}	272.00	-16.72	3
Paul D. West Middle School	131	737.14^{-}	220.35	718.18^{-}	260.32	721.41^{-}	264.52	-15.73	2
				Grade 7					
Bear Creek Middle School	259	879.12^{o}	249.50	902.08^{o}	244.73	894.34^{o}	243.86	15.22	2
McNair Middle School	134	797.41^{-}	236.21	818.51^{-}	213.02	849.33^{-}	209.90	51.92	1
Paul D. West Middle School	127	738.88^{-}	282.60	739.76^{-}	298.39	746.49^{-}	288.74	7.61	3
				Grade 8					
Bear Creek Middle School	285	925.74^{o}	239.93	940.14^{o}	231.12	943.51^{o}	240.71	17.77	2
McNair Middle School	187	884.43^{-}	241.37	878.04^{-}	255.57	881.08^{-}	270.79	-3.35	3
Paul D. West Middle School	122	846.60^{-}	253.05	860.61^{-}	237.34	872.52^{-}	227.94	25.92	1

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 79. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 9 to 12

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 9					
Creekside High School	302	943.45^{-}	255.16	942.63^{-}	251.86	965.28^{-}	250.50	21.83	1
Tri-Cities High School	212	1004.25^{o}	239.83	997.57^{-}	241.32	1004.82^{o}	251.87	0.57	2
				Grade 10					
Creekside High School	222	1036.99^{o}	237.65	1016.64^{-}	229.75	1031.36^{o}	223.97	-5.63	3
Frank McClarin High School	34	1017.79^{-}	181.77	1009.38^{-}	205.45	1005.21^{-}	234.60	-12.59	1
Tri-Cities High School	169	1081.45^{o}	191.04	1074.20^{o}	224.49	1070.04^{o}	227.57	-11.41	2
				Grade 11					
Creekside High School	191	1082.93^{o}	202.43	1079.59^{o}	229.73	1083.55^{o}	232.81	0.62	1
Frank McClarin High School	20	1025.55^{-}	149.73	1015.15^{-}	203.02	1006.40^{-}	253.57	-19.15	2
Tri-Cities High School	143	1102.63^{o}	195.67	1098.78^{o}	218.10	1059.89^{o}	243.63	-42.74	3
				Grade 12					
Creekside High School	164	1106.59^{o}	207.12	1109.36^{o}	232.81	1116.38^{o}	241.06	9.80	

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Jeff Davis County

Table 80 reports demographic information for each school in Jeff Davis County. Across schools, 62-98% of the students are identified as being economically disadvantaged, 11-18% of students have disabilities, and 3-16% of students are have limited English proficiency. Table 81 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools reported a high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Notably, no school reported low scores on any aspects of the plan. Table 82 presents the program choices and strategies implemented by Jeff Davis Elementary School. Mostly programs were used rather evidence-based strategies, for whole group and small group instruction.

Table 83 displays the DIBELS scores for Fall, Winter and Spring scores and rankings for Kindergarten and Grade 1. This description will discuss growth trends at each grade level, and identify which schools/grades fell *at or above, below, or well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). Across Kindergarten through Grade 5, significant improvements were made at each grade-level. Jeff Davis Primary School's average performance was *at or above benchmark* in Kindergarten, Grade 1 and Grade 2. Importantly, in Grades 2, average levels of performance moved from *below benchmark* to *at or above benchmark* over the course of the year. Jeff Davis Elementary showed similar trends. On the Spring assessment, average levels of performance were *at or above benchmark* in Grades 3 through 5, and in Grades 4 and 5 average levels of performance moved from *below benchmark* to *at or above benchmark* over the course of the year.

Table 84 presents the SRI Fall, Winter and Spring scores for Grade 4 through 12 in Jeff Davis County. This description will discuss growth trends and identify which schools fell *above,*

on, or below grade level according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In Grade 4 and 5, on average, Jeff Davis Elementary made significant gains over the course of the year in reading comprehension and the Spring assessment indicated that average performance was *on grade level*. Furthermore, in both grades, average levels of performance moved from *below grade level* to *on grade level* over the course of the year.

In Grade 6, on average, Jeff Davis Middle did not make significant improvements, but the Fall and Spring assessments demonstrated that average levels of performance were *on grade level.* In Grade 7 and 8, significant gains were made on reading comprehension over the course of the year. Furthermore, average performance on the Fall and Spring assessments were *on grade level* in both grades 7 and 8.

In Grades 9 through 11, significant gains were made in reading comprehension for Jeff Davis High School. Furthermore, average performance on the Fall and Spring assessments were *on grade level* in both grades 7 and 8. Finally, in Grade 12, a significant decrease in average levels of performance was noted. However, the Fall and Spring assessments, still place Jeff Davis High School *on grade-level*.

Table 80. School-level demographics for Jeff Davis

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Jeff Davis Elementary School	1	720	703	98	131	18	118	16
Jeff Davis High School	1	822	509	62	87	11	21	3
Jeff Davis Middle School	1	716	686	96	81	11	97	14
Jeff Davis Primary School	1	1053	964	92	150	14	150	14

Table 81. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

School	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Jeff Davis Primary School						
Jeff Davis Elementary School	5.73	5.36	5.63	5.80	6.00	5.78
Jeff Davis Middle School	4.83	4.86	5.29	5.53	5.29	4.56
Jeff Davis High School						

Table 82. Program choices for whole group and small group instruction for Jeff Davis Elementary School

School	Whole Group (Tier 1)	Small Group (Tier 2)
Jeff Davis Elementary School	Programs: Classworks, Study Island, Jacket Time Fluency Block, Write from the Beginning and Beyond	Programs: Classworks, Study Island, DIBELS Next Progress Monitoring (weekly)

Table 83. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 5

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Kindergarten					
Jeff Davis Primary School	192	33.12^{+}	22.62	139.11^{+}	56.26	138.10^{+}	52.29	104.98
			Grade 1					
Jeff Davis Primary School	230			42.79^{+}	29.56	63.80^{+}	34.79	21.02
			Grade 2					
Jeff Davis Primary School	198	49.68^{o}	28.24	77.67^{+}	33.81	88.67^{+}	35.57	38.99
			Grade 3					
Jeff Davis Elementary School	211	70.50^{+}	36.74	92.14^{+}	39.91	102.41^{+}	41.47	31.91
			Grade 4					
Jeff Davis Elementary School	204	83.72^{o}	38.03	107.07^{+}	39.86	121.37^{+}	40.71	37.65
			Grade 5					
Jeff Davis Elementary School	190	99.40^{o}	36.88	126.02^{+}	41.30	133.70^{+}	43.84	34.30

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 84. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 4 to 12

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Grade 4					
Jeff Davis Elementary School	185	565.64-	253.46	602.83o	260.35	642.73o	248.54	77.09
			Grade 5					
Jeff Davis Elementary School	192	691.90-	218.55	736.33o	218.13	745.05o	227.78	53.15
			Grade 6					
Jeff Davis Middle School	206	820.11o	211.24	820.77o	234.55	818.29o	262.58	-1.83
			Grade 7					
Jeff Davis Middle School	200	870.63o	254.32	890.44o	258.76	909.28o	268.07	38.65
			Grade 8					
Jeff Davis Middle School	194	941.30o	241.88	963.42o	245.88	970.55o	244.21	29.25
			Grade 9					
Jeff Davis High School	192	1024.12o	236.61	1032.52o	242.00	1054.72o	238.40	30.60
			Grade 10					
Jeff Davis High School	148	1076.69o	230.23	1077.86o	234.06	1097.11o	224.88	20.42
			Grade 11					
Jeff Davis High School	130	1087.22o	238.80	1110.12o	226.55	1134.15o	212.88	46.93
			Grade 12					
Jeff Davis High School	74	1204.54o	205.05	1221.81o	205.34	1171.34o	227.83	-33.20

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Jefferson County

Table 85 reports demographic information for each school in Jefferson County. Across schools, 81-100% of the students are identified as being economically disadvantaged, 11-14% of students have disabilities, and 0-5% of students have limited English proficiency. Table 86 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most scores report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, professional development). Notably, no school reports low scores on all aspects of the plan, but identified only one or two aspects for lower ratings. Scores on *leadership, continuity, assessment*, and *professional development* were generally high to very high for all schools. Louisville Academy, Wrens Middle School and Jefferson County High School reported the lowest levels of *Response to Intervention*.

Table 87 presents the program choices and strategies implemented by different schools in Jefferson County. Very consistent choices of programs were made across schools: Booksworms, Kansas Writing Strategies, and Classworks. Also additional evidence based strategies were used for Tier 1 and Tier 2 levels of instruction, such as *modeling comprehension,* and *using leveled readers for differentiated instruction*. Of all districts, Jefferson County appears to be implementing programs and strategies in the most consistent way across schools.

Table 88 reports the school-level growth ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-5. From Kindergarten to grade 2, Louisville Academy, Wrens and Carver were ranked first through third. In Grades 3 through 5, Wrens, Louisville, and Carver were respectively ranked first through third. Across Kindergarten through Grade 5, Louisville Academy, Wrens, and Carver were respectively ranked first through third.

Table 89 presents a summary of the school-level growth rankings for SRI in Elementary school. Carver Elementary was ranked first, followed by Wrens and then Louisville. Table 90 presents a summary of the school-level growth rankings for SRI in Middle school. Louisville Middle school was consistently ranked higher than Wrens across grades 6 through 8.

Table 91 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings for Kindergarten to Grade 2. This description will discuss growth level trends, and identify which schools fell *at or above, below* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten all schools made significant gains, and all schools had average levels of performance *at or above benchmark* on the spring assessment. In Grade 1, all schools made significant gains. Furthermore, all schools scored *at or above benchmark* on the Spring assessment. In Grade 2, all schools significantly increased performance, and Carver's average level of performance was *at or above benchmark* on the Fall and Spring assessments. Louisville Academy and Wrens Elementary's average level of performance was *below benchmark* on the Fall and Spring assessments.

Table 92 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Grade 3 to 5. This description will discuss growth level trends and identify which schools fell *at or above, below,* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Grades 3 through 5, all schools made significant gains at each grade level. Average levels of performance were *at or above benchmark* for Wrens Elementary Schools and Louisville Academy. Furthermore, Louisville Academy and Wrens Elementary School's average levels of performance improved from *below benchmark* to *at or above benchmark* from the Fall to Spring assessment. Carver Elementary School’s average level of performance was *at or above benchmark* on the Fall assessment but *below benchmark* on the

Spring assessment. In Grade 4, Carver's average level of performance was *at or above benchmark* on the Fall and Spring assessments. Louisville Academy and Wrens Elementary School's average level of performance was *below benchmark* on the Fall and Spring assessments. In Grade 5, Louisville Academy and Wrens Elementary School average levels of performance improved from *below benchmark* to *at or above benchmark* from the Fall to Spring assessment. Carver's average level of performance was *below benchmark* on the Fall and Spring assessments.

Table 93 presents the SRI Fall, Winter and Spring scores for Grades 3 through 8 in Jefferson County. This description will discuss growth trends and identify which schools fell *above, on, or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). Across Grades 3 through 8, all schools made significant gains over the course of the year in all grades. Impressively, all Elementary schools, on average, scored *below grade level* on the Fall assessment but increased their rating to *on grade level* by the Spring assessment in grades 3, 4 and 5. A similar trend is noted for Grades 6 through 8. Louisville Middle school, on average, scored *below grade level* on the Fall assessment but increased their rating to *on grade level* by the Spring assessment in grades 6, 7 and 8. Wrens Middle School had average performance was *on grade level* on the Fall and Spring assessment).

Table 94 presents the SRI Fall, Winter and Spring scores for Grades 9 through 11 in Jefferson County. This description will discuss growth trends and identify which schools fell *above, on, or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). Across Grades 9 through 11, Jefferson County High School made significant gains over the course of the year in all grades reported (sufficient data was not collected for Grade 12). Jefferson High School, on average, scored *below grade level* on the Fall

assessment but increased their rating to *on grade level* by the Spring assessment, in Grades 9, 10 and 11.

Table 85. School-level demographics for Jefferson County

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Carver Elem School	1	284	284	100	34	12	14	5
Jefferson County High School	1	783	631	81	93	12	3	0
Louisville Academy	1	573	499	87	68	12	7	1
Louisville Middle School	1	372	344	92	42	11	10	3
Wrens Elementary School	1	708	600	85	98	14	24	3
Wrens Middle School	1	309	250	81	36	12	4	1

Table 86. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Carver Elementary School	4.90	4.79	4.71	4.90	4.67	4.67
Louisville Academy	4.17	4.14	4.39	4.95	3.60	4.11
Wrens Elementary School	5.37	4.29	5.25	5.29	4.87	5.78
Louisville Middle School	5.30	5.14	5.61	4.54	5.00	5.11
Wrens Middle School	4.52	4.36	5.03	5.07	3.36	4.89
Jefferson County High School	4.40	4.00	3.95	4.36	3.86	5.00

Table 87. Program choices for whole group and small group instruction for each elementary school in Jefferson County

	Whole Group (Tier 1)	Small Group (Tier 2)
Carver Elementary School	*Programs:* Bookworms - A Comprehensive K-5 Literacy Program, Kansas Writing Strategies, Write from the Beginning, Classworks Reading	*Programs:* Phonological Awareness and Word Recognition Box, Kansas Writing Strategies, Classworks Reading *Strategies:* Leveled readers, Differentiated groups,
Louisville Academy	*Programs:* Book Worms, Kansas Writing Strategies, Write from the Beginning	*Strategies:* Leveled readers, Differentiated lessons, Additional or different teacher
Wrens Elementary School	*Programs:* Bookworms, Kansas Writing Strategies, Classworks *Strategies:* Thinking Maps	*Programs:* Differentiated Boxes, Classworks, Classworks *Strategies:* Modeling Comprehension, Cloze Reads, Guided Reading/Leveled Text

Table 88. Summary of school-level growth rankings for DIBELS

School	K	G1	G2	G3	G4	G5	K-G2	G3-5	K-G5
Carver Elementary	4	3	4	4	4	3	4	4	4
Chatsworth Elementary	3	2	2	3	2	4	2	3	3
Louisville Academy Elementary	1	1	1	2	3	2	1	2	1
Wrens Elementary	2	4	3	1	1	1	3	1	2

Table 89. Summary of Elementary school-level growth rankings for SRI

	G3	G4	G5	G3-5
Carver Elementary	2	1	2	1
Louisville Academy	3	3	1	3
Wrens Elementary	1	2	3	2

Table 90. Summary of Middle school-level growth rankings for SRI

	G6	G7	G8	G6-8
Louisville Middle School	1	1	1	1
Wrens Middle School	2	2	2	2

Table 91. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 2

	Fall			Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Kindergarten					
Carver Elementary	44	34.41^{+}	23.89	157.91^{+}	37.35	142.25^{+}	33.25	107.84	4
Chatsworth Elementary	90	22.23^{o}	20.70	152.38^{+}	57.69	172.81^{+}	51.94	150.58	3
Louisville Academy Elementary	79	49.86^{+}	23.46	208.92^{+}	52.78	204.13^{+}	40.14	154.27	1
Wrens Elementary	87	35.21^{+}	21.22	183.57^{+}	49.53	186.75^{+}	43.59	151.54	2
				Grade 1					
Carver Elementary	35			55.06^{+}	25.15	76.77^{+}	20.73	21.71	3
Chatsworth Elementary	126			39.34^{+}	27.87	62.20^{+}	33.19	22.86	2
Louisville Academy Elementary	84			36.92^{+}	25.33	63.94^{+}	28.53	27.02	1
Wrens Elementary	105			26.86^{+}	25.68	45.61^{+}	31.71	18.75	4
				Grade 2					
Carver Elementary	36	62.33^{+}	23.64	79.81^{+}	26.68	90.53^{+}	29.12	28.19	4
Chatsworth Elementary	88	59.26^{+}	31.22	82.01^{+}	33.42	93.90^{+}	37.18	34.64	2
Louisville Academy Elementary	70	48.77^{o}	27.61	70.47^{o}	31.88	85.99^{o}	35.90	37.21	1
Wrens Elementary	88	45.58^{o}	26.81	61.58^{o}	30.63	77.77^{o}	34.52	32.19	3

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 92. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 3 to Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
Carver Elementary	28	74.46^{+}	34.58	87.32^{o}	32.65	97.79^{o}	38.09	23.32	4
Chatsworth Elementary	102	88.30^{+}	42.62	108.69^{+}	45.40	122.20^{+}	50.58	33.89	3
Louisville Academy Elementary	57	67.16^{o}	31.99	88.72^{+}	31.12	102.51^{+}	31.28	35.35	2
Wrens Elementary	81	65.37^{o}	36.08	87.51^{+}	35.37	114.67^{+}	38.90	49.30	1
				Grade 4					
Carver Elementary	34	94.56^{+}	31.19	109.76^{+}	29.64	123.26^{+}	31.26	28.71	4
Chatsworth Elementary	97	96.21^{+}	43.26	111.68^{+}	43.84	129.12^{+}	45.45	32.92	2
Louisville Academy Elementary	83	76.88^{o}	41.62	100.94^{o}	44.61	109.73^{o}	47.59	32.86	3
Wrens Elementary	84	72.10^{o}	30.03	91.17^{o}	35.06	112.94^{o}	38.39	40.85	1
				Grade 5					
Carver Elementary	42	100.76^{o}	40.48	114.88^{o}	40.67	122.10^{o}	44.11	21.33	3
Chatsworth Elementary	90	111.52^{+}	42.94	127.47^{+}	40.72	129.64^{o}	44.60	18.12	4
Louisville Academy Elementary	92	96.47^{o}	30.35	121.60^{+}	31.29	139.10^{+}	34.93	42.63	2
Wrens Elementary	93	87.63^{o}	34.24	118.47^{o}	39.56	134.66^{+}	41.95	47.02	1

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 93. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 3 to 8

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
Carver Elem School	24	349.67^{-}	158.36	443.38^{-}	164.24	500.01^{o}	173.69	150.34	2
Louisville Academy	46	397.00^{-}	224.91	487.09^{-}	217.05	540.22^{o}	206.75	143.22	3
Wrens Elementary School	63	364.02^{-}	217.31	470.52^{-}	211.86	541.54^{o}	208.45	177.52	1
				Grade 4					
Carver Elem School	32	501.38^{-}	179.39	620.81^{o}	168.20	675.88^{o}	172.71	174.50	1
Louisville Academy	71	532.59^{-}	213.78	622.06^{o}	211.39	683.66^{o}	201.33	151.07	3
Wrens Elementary School	71	504.13^{-}	217.30	612.11^{o}	210.84	658.07^{o}	217.71	153.94	2
				Grade 5					
Carver Elem School	39	600.10^{-}	245.85	673.56^{-}	233.72	717.72^{o}	224.56	117.62	2
Louisville Academy	91	668.16^{-}	257.31	745.75^{o}	229.86	811.81^{o}	228.30	143.65	1
Wrens Elementary School	82	627.90^{-}	244.51	708.52^{o}	249.04	741.46^{o}	243.75	113.56	3
				Grade 6					
Louisville Middle School	109	767.75^{-}	233.97	825.64^{o}	230.80	862.30^{o}	228.63	94.55	1
Wrens Middle School	84	764.67^{-}	257.58	783.29^{-}	280.60	817.80^{o}	270.54	53.13	2
				Grade 7					
Louisville Middle School	120	795.04^{-}	250.16	855.18^{o}	243.51	896.66^{o}	258.44	101.62	1
Wrens Middle School	76	826.66^{-}	252.71	843.54^{-}	260.05	882.01^{o}	259.51	55.36	2
				Grade 8					
Louisville Middle School	111	894.54^{-}	239.62	930.84^{o}	244.40	975.83^{o}	251.13	81.29	1
Wrens Middle School	108	937.19^{o}	277.24	958.18^{o}	278.71	995.51^{o}	273.16	58.32	2

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 94. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 9 to 12

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
				Grade 9				
Jefferson County High School	149	971.68^{-}	239.11	979.09^{-}	247.49	1004.11^{o}	242.59	32.44
				Grade 10				
Jefferson County High School	180	983.51^{-}	272.92	1007.36^{-}	269.16	1030.06^{o}	261.75	46.55
				Grade 11				
Jefferson County High School	137	1033.05^{-}	252.09	1042.36^{-}	241.63	1056.82^{o}	246.14	23.77

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Morgan County

Table 95 reports demographic information for each school in Morgan County. Across the two schools, 52% and 60% of the students are identified as being economically disadvantaged, 11% and 12% of students have disabilities, and 3% and 4% of students have limited English proficiency. Table 96 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Notably, for both schools, *Best Practices* was rated the lowest.

Table 97 presents the program choices and strategies implemented by different schools in Morgan County. Very few choices were listed for Morgan County Elementary School. Specifically, *Lexia* was used for Whole and Small Group instruction. Writing Expectations was used for Whole group and Whisper Phones for small group instruction. Morgan County Primary School listed a number of programs (e..g., Lexia, Compass, Write from the Beginning) as well as a few evidence-based strategies (e.g., Thinking maps, Daily 5: Read to Self, Read with Partner, Read with Teacher, Word Work, Written Expression).

Table 98 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Kindergarten to Grade 2. This description will discuss growth level trends, and identify which schools fell *at or above*, *below*, or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). All grades made significant gains on the DIBELS assessments. All grades had average levels of performance that were *at or above benchmark* on the Fall and Spring assessment.

Table 95. School-level demographics for Morgan

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Morgan County Elementary School	1	768	402	52	82	11	25	3
Morgan County Primary School	1	853	513	60	103	12	30	4

Table 96. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Morgan County Elementary School	4.43	4.43	4.61	3.70	5.80	4.11
Morgan County Primary School	5.03	4.93	4.83	3.67	4.33	4.22

Table 97. Program choices for whole group and small group instruction for each elementary school in Morgan County

	Whole Group	Small Group
Morgan County Elementary School	*Programs:* Lexia, Writing expectations	*Programs:* Whisper phones, Lexia
Morgan County Primary School	*Programs:* Write from the Beginning, SAIL Reading, Lexia, Compass, K-1 Animated Literacy *Strategies:* Thinking Maps, Daily 5 (Read to Self, Read with Partner, Read with Teacher, Word Work, Written Expression), ELA/Reading CCGPS Units	*Programs:* Lexia, Compass, *Strategies:* DIBELS Progress Monitoring, DRA Progress Monitoring

Table 98. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 5

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Kindergarten					
Morgan Co Primary School	219	50.73+	26.45	148.36+	47.02	140.93+	42.66	90.20
			Grade 1					
Morgan Co Primary School	255			39.74+	31.20	55.27+	34.40	15.53
			Grade 2					
Morgan Co Primary School	196	64.58+	34.18	82.30+	36.76	96.89+	38.84	32.31
			Grade 3					
Morgan Co Elem School	254	86.78+	31.77	104.47+	34.45	115.18+	35.22	28.40
			Grade 4					
Morgan Co Elem School	207	95.66+	37.59	114.87+	36.17	127.67+	34.60	32.01
			Grade 5					
Morgan Co Elem School	234	114.78+	39.55	135.79+	40.00	139.90+	44.09	25.12

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Murray County

Table 99 reports demographic information for each school in Murray County. Across schools, 47-72% of the students are identified as being economically disadvantaged, 7-12% of students have disabilities, and 1-26% of students have limited English proficiency. Table 99 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Notably, no school reports low scores on all aspects of the plan, but sometimes one or two aspects were given low ratings. Scores on *leadership, continuity, assessment,* and *professional development* were generally high to very high for all schools. New Bagley Middle School reported a moderately low level of implementation of *Response to Intervention*.

Table 101 presents the program choices and strategies implemented by different schools in Murray County. A combination of programs and strategies was used by the majority of schools for Whole group and Small group instruction. The only program chosen by different schools for Whole group instruction was Harcourt Trophies. Fast For Words and Education City were chosen for Small group instruction by multiple schools. Furthermore, each school listed a number of evidence-based strategies used for Whole group and Small group instruction. Close Reads and Interactive Read Alouds appear to be popular choices.

Table 102 reports the school-level growth ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-G5. From Kindergarten to grade 2, Chatsworth and Eton Elementary Schools experienced the most growth, while Coker and Woodlawn Elementary schools experienced the least amount of growth. In Grades 3 through 5, Woodlawn and Spring Place Elementary were tied for first in growth, with

Chatsworth in second. Coker and Northwest Elementary Schools experienced the least amount of growth. Across Kindergarten through Grade 5, Chatsworth Elementary was ranked first, followed by Spring Place and Eton who tied for second, and Woodlawn was ranked third. Northwest and Coker Elementary experienced the least amount of growth across Kindergarten to Grade 5.

Table 103 presents a summary of the school-level growth rankings for SRI in Elementary school. Across Grades 3 through 6, the schools who respectively displayed the highest growth in reading comprehension were: Coker (1st), Eton and Spring Place (tied 2nd), and Northwest (3rd) Elementary Schools. Chatsworth and Woodlawn Elementary Schools had the lowest rates of growth over the course of the year.

Table 104 presents a summary of the school-level growth rankings for SRI in Middle school. New Bagley Middle School was ranked higher than Gladden Middle School across grades 7 and 8. Table 105 presents a summary of the school-level growth rankings for SRI in High school. Murray County High School consistently experienced more growth than North Murray High School.

Table 106 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Kindergarten to Grade 2. This description will discuss growth level trends, and identify which schools fell *at or above, below* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten all schools made significant gains, and all schools had average levels of performance *at or above benchmark* on the Spring assessment. Furthermore, Chatsworth improved from having average levels of performance *below benchmark* to *at or above benchmark* from the Fall to Spring assessments. In Grade 1 all schools made significant gains. Furthermore, all schools average level of performance was *at or*

above benchmark on the Fall and Spring assessments. In Grade 2, all schools significantly increased performance. Furthermore, all schools but one (Spring Place Elementary) average levels of performance were *at or above benchmark* on the Spring assessment. Spring Place Elementary had average levels of performance *below benchmark* on the Spring assessment. Importantly, Northwest Elementary School was the only school to move from average levels of performance *below* to *at or above benchmark* from the Fall to Spring assessment.

Table 107 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Grades 3 to 5. This description will discuss growth level trends, and identify which schools fell *at or above, below,* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Grades 3 through 5, all schools made significant gains at each grade level. In Grade 3, average levels of performance were *at or above benchmark* for all schools except Spring Place Elementary who scored *below benchmark*. In Grade 4, average levels of performance were *at or above benchmark* for all schools, except Northwest who scored *below benchmark*. In Grade 5, average levels of performance were *at or above benchmark* for all schools except Chatsworth and Spring Place Elementary Schools who scored *below benchmark*.

Table 108 presents the SRI Fall, Winter and Spring scores for Grades 3 through 5 in Jefferson County. This description will discuss growth trends and identify which schools fell *above, on, or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). Across Grades 3 through 6, all schools made significant gains over the course of the year in all grades. In Grades 3, all schools had average levels of performance that were *on grade level*,except Spring Place Elementary. Importantly, all schools (expect Spring Place) started with average levels of performance *below grade level* in the Fall and increased their score to be *on grade-level* by the Spring assessment. In Grade 4, all schools'

average level of performance on the Fall assessment was *below grade level* and, impressively, every school increased to average levels *on grade level* by the Spring. In Grade 5, a similar trend occurred. All schools' average level of performance on the Fall assessment was *below grade level*, and every school increased to average *on grade level* by the Spring (expect for Chatsworth, which maintained, on average, *below grade level* performance).

Table 109 presents the SRI Fall, Winter and Spring scores for Grades 6 through 8 in Murray County. This description will discuss growth trends and identify which schools fell *above, on, or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In Grade 6, all schools made significant gains expect for Spring Place Elementary. All schools (expect Northwest Elementary) had average levels of performance that were *on grade level.* Most schools increased from average levels of performance that were *below* to *on grade level* from the Fall to Spring assessments, except for Spring Place who was already *on grade-level* for the Fall assessment. In Grade 7 and 8, both schools made significant gains. In Grade 7, Gladden Middle School's average performance was *below grade level* and New Bagley Middle School was *on grade level* for the Fall and Spring assessments. In Grade 8, both Gladden and New Bagley Middle School's performance was *on grade level* for the Fall and Spring assessments.

Table 110 presents the SRI Fall, Winter and Spring scores for Grades 6 through 8 in Murray County. This description will discuss growth trends and identify which schools fell *above, on, or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). Across Grades 9 through 12, Murray County and North Murray High Schools made significant gains in comprehension at each grade. Furthermore, average levels of performance were *on grade level* on the Spring assessment. Furthermore, Murray

County High School's average levels of performance went from *below grade level* to *on grade level* in Grades 9, 10 and 11 from the Fall to Spring assessment.

Table 99. School-level demographics for Murray County

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Chatsworth Elementary School	2	885	616	70	65	7	175	20
Coker Elementary School	2	945	606	64	111	12	22	2
Eton Elementary School	2	742	535	72	71	10	84	11
Gladden Middle School	2	623	454	73	58	9	33	5
Mountain Creek Academy School	2	345	163	47	37	11	18	5
Murray County High School	2	916	605	66	96	10	18	2
New Bagley Middle School	2	570	405	71	69	12	17	3
North Murray High School	2	1067	697	65	92	9	13	1
Northwest Elementary School	2	603	400	66	64	11	47	8
Spring Place Elementary School	2	812	585	72	101	12	208	26
Woodlawn Elementary School	2	1020	659	65	106	10	130	13

Table 100. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Chatsworth Elementary School	5.00	4.71	5.78	5.29	5.87	5.89
Coker Elementary School	5.20	4.86	5.43	4.76	5.60	5.67
Eton Elementary School	4.81	4.73	5.46	4.48	4.87	4.56
Northwest Elementary School	5.87	5.36	5.89	5.81	6.00	6.00
Spring Place Elementary School	5.83	5.00	5.68	4.86	5.27	4.33
Woodlawn Elementary School	4.79	4.93	4.82	4.85	5.67	5.25
Gladden Middle School	4.83	5.71	5.75	5.13	5.36	5.56
New Bagley Middle School	5.53	4.57	5.63	3.89	3.80	6.00
Mountain Creek Academy School	4.50	4.29	3.60	4.05	4.00	4.56
Murray County High School	4.53	4.00	5.18	4.86	4.93	4.44

Table 101. Program choices for whole group and small group instruction for each elementary school in Murray County

School	Whole Group	Small Group
Chatsworth Elementary School	*Programs:* Social Studies Weekly, Study Island, United Streaming, Education City, Writing to Win, Zondle, Study Jams	Programs: Dibels Burst, Fast ForWord, Words with Sarah
	Strategies: Daily Journals, Close Reads, Daily Language Practice, Interactive Read Alouds	*Strategies:* Differentiated Reading Instruction (boxes)
Coker Elementary School	*Programs:* Harcourt Trophies	*Programs:* Fast ForWord, Education City, Study Island, pebblego.com, Phonics Express, Spelling City, Tumblebooks, Book Adventures
	Strategies: Interactive Read Alouds, Shared Reading	*Strategies:* Differentiated Reading Instruction (boxes)
Eton Elementary School	*Programs:* Harcourt Trophies, Rigot/HOTS/DOK, Reader's Theaters	*Programs:* Fast ForWord, Reader's Theaters
	Strategies: ELA Frameworks, Lexile Leveled Libraries, Thinking Maps, Close Reading Strategies, Technology Integration	*Strategies:* Reading Differentiation Kits, Listening Centers
Northwest Elementary School	*Programs:* Harcourt reading & writing	Programs: Quick Reads, Reading SOS, Study Island, Reading Eggs, Fast ForWord
	Strategies: read alouds, close read strategies, lexile level books	*Strategies:* Differentiation kits
Spring Place Elementary School	*Programs:* Harcourt Trophies, Read with Sarah Stage one and two (Science and S.S.), Education City (K-6), Reading Eggs (K-2), Study Island (3-6), True Flix (4-6), Freedom Flix (4-6)	*Programs:* Phonics Kits-provide differentiation, Fluency Instructional Kits, Hot Dots-Comprehension, Education City, Reading Eggs, ReadWorks.org, Fast ForWord
	Strategies: Curriculum Frameworks which outline specific skills/standards, County Pacing Guides (Basal Alignment Classroom Leveled Libraries), The Florida Center for Reading Research (FCCRR)	
Woodlawn Elementary School	*Strategies:* Differentiated lessons, Summarizing activities, Activating prior knowledge strategies, Cooperative pairs, Interactive read alouds, Graphic organizers	*Strategies:* Targetted phonics instruction, Fluency Probes

Table 102. Summary of school-level growth rankings for DIBELS

School	K	G1	G2	G3	G4	G5	K-G2	G3-5	K-G5
Chatsworth Elementary School	1	1	4	2	2	6	1	2	1
Coker Elementary School	5	3	5	5	4	4	5	4	5
Eton Elementary School	2	4	1	4	5	3	2	3	2
Northwest Elementary	4	2	2	6	6	2	3	5	4
Spring Place Elementary	3	5	3	1	1	5	4	1	2
Woodlawn Elementary School	6	6	6	3	3	1	6	1	3

Table 103. Summary of school-level growth rankings for SRI in Elementary School

School	G3	G4	G5	G6	G3-6
Chatsworth Elementary School	4	5	6	3	4
Coker Elementary School	1	4	2	2	1
Eton Elementary School	5	2	4	1	2
Northwest Elementary School	3	1	5	5	3
Spring Place Elementary School	2	3	1	6	2
Woodlawn Elementary School	6	6	3	4	5

Table 104. Summary of school-level growth rankings for SRI in Middle School

School	G7	G8	G7-8
Gladden Middle School	2	2	2
New Bagley Middle School	1	1	1

Table 105. Summary of school-level growth rankings for SRI in High School

School	G9	G10	G11	G12	G9-12
Murray County High School	1	1	1	1	1
North Murray High School	2	2	2	2	2

Table 106. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 2

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Kindergarten					
Chatsworth Elementary School	90	22.23^{o}	20.70	152.38^{+}	57.69	172.81^{+}	51.94	150.58	1
Coker Elementary School	126	31.66^{+}	22.04	139.83^{+}	43.28	147.05^{+}	42.99	115.39	5
Eton Elementary School	85	31.60^{+}	21.38	166.39^{+}	48.01	166.39^{+}	38.92	134.79	2
Northwest Elementary	65	20.22^{o}	19.61	128.05^{+}	49.40	137.09^{+}	41.37	116.88	4
Spring Place Elementary	100	16.94^{o}	19.17	143.61^{+}	50.17	149.49^{+}	43.43	132.55	3
Woodlawn Elementary School	104	31.41^{+}	23.94	130.47^{+}	52.23	136.60^{+}	49.04	105.18	6
				Grade 1					
Chatsworth Elementary School	126			39.34^{+}	27.87	62.20^{+}	33.19	22.86	1
Coker Elementary School	117			30.73^{+}	19.29	49.52^{+}	24.32	18.79	3
Eton Elementary School	84			41.15^{+}	21.51	59.62^{+}	25.22	18.46	4
Northwest Elementary	54			25.91^{+}	13.93	47.74^{+}	23.85	21.83	2
Spring Place Elementary	95			33.47^{+}	24.96	51.91^{+}	28.41	18.43	5
Woodlawn Elementary School	117			32.85^{+}	25.66	49.77^{+}	30.98	16.91	6
				Grade 2					
Chatsworth Elementary School	88	59.26^{+}	31.22	82.01^{+}	33.42	93.90^{+}	37.18	34.64	4
Coker Elementary School	110	53.62^{+}	27.61	68.31^{o}	32.45	88.22^{+}	36.44	34.60	5
Eton Elementary School	110	59.58^{+}	30.81	83.34^{+}	36.09	97.85^{+}	38.96	38.27	1
Northwest Elementary	74	50.66^{o}	29.83	72.70^{+}	32.91	88.85^{+}	37.20	38.19	2
Spring Place Elementary	85	49.98^{o}	27.90	68.71^{o}	30.99	86.01^{o}	36.16	36.04	3
Woodlawn Elementary School	98	62.51^{+}	28.86	80.13^{+}	30.75	93.02^{+}	32.20	30.51	6

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 107. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 3 to Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
Chatsworth Elementary School	102	88.30+	42.62	108.69+	45.40	122.20+	50.58	33.89	2
Coker Elementary School	88	77.44+	35.39	94.94+	38.71	110.48+	45.09	33.03	5
Eton Elementary School	82	76.45+	30.49	95.50+	33.16	110.06+	33.64	33.61	4
Northwest Elementary	74	80.01+	33.90	95.65+	36.41	109.84+	39.30	29.82	6
Spring Place Elementary	79	56.25o	29.35	80.48o	33.66	98.16o	39.19	41.91	1
Woodlawn Elementary School	86	76.90+	31.86	92.92+	34.01	107.78+	34.81	30.88	3
				Grade 4					
Chatsworth Elementary School	97	96.21+	43.26	111.68+	43.84	129.12+	45.45	32.92	2
Coker Elementary School	88	91.53+	38.65	103.93+	35.98	121.53+	38.69	30.00	4
Eton Elementary School	68	97.54+	33.35	111.40+	34.02	126.40+	32.61	28.85	5
Northwest Elementary	64	86.45o	32.93	103.11+	31.91	114.14o	31.88	27.69	6
Spring Place Elementary	75	87.13o	30.35	103.29+	32.38	121.63+	35.05	34.49	1
Woodlawn Elementary School	100	90.78+	31.67	105.37+	30.49	122.38+	30.70	31.60	3
				Grade 5					
Chatsworth Elementary School	90	111.52+	42.94	127.47+	40.72	129.64o	44.60	18.12	6
Coker Elementary School	94	117.53+	46.28	127.99+	44.89	140.74+	52.31	23.21	4
Eton Elementary School	77	110.68o	31.93	123.57+	28.31	140.45+	29.95	29.78	3
Northwest Elementary	56	104.21o	31.75	119.54o	26.46	137.04+	31.22	32.82	2
Spring Place Elementary	87	106.46o	39.42	115.24o	34.68	125.13o	40.40	18.67	5
Woodlawn Elementary School	110	117.86+	43.01	137.05+	43.08	156.27+	46.94	38.41	1

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 108. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 3 to 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
			Grade 3						
Chatsworth Elementary School	67	454.85-	206.31	516.84o	230.77	606.55o	213.87	151.70	4
Coker Elementary School	63	438.44-	170.26	530.25o	187.25	603.02o	183.82	164.57	1
Eton Elementary School	69	390.91-	196.50	455.06-	185.50	514.97o	202.25	124.06	5
Northwest Elementary School	54	404.70-	223.02	498.87-	224.36	558.00o	218.08	153.30	3
Spring Place Elementary School	48	280.77-	200.02	358.67-	186.07	435.35-	155.72	154.58	2
Woodlawn Elementary School	75	446.64-	191.00	506.73o	190.04	544.19o	207.78	97.55	6
			Grade 4						
Chatsworth Elementary School	73	512.78-	251.15	571.66-	254.62	641.38o	273.97	128.60	5
Coker Elementary School	72	510.03-	247.03	580.94-	226.81	650.04o	215.43	140.01	4
Eton Elementary School	56	518.09-	219.94	598.66-	225.68	678.77o	246.14	160.68	2
Northwest Elementary School	59	509.59-	198.25	624.80o	193.04	715.12o	184.49	205.53	1
Spring Place Elementary School	71	519.77-	198.15	612.51o	202.22	670.42o	214.05	150.65	3
Woodlawn Elementary School	83	515.01-	212.93	585.93-	224.28	635.86o	245.52	120.84	6
			Grade 5						
Chatsworth Elementary School	72	617.64-	267.08	662.71-	246.50	684.32-	272.89	66.68	6
Coker Elementary School	80	652.20-	256.34	729.23o	268.20	781.14o	259.45	128.94	2
Eton Elementary School	68	622.87-	232.91	667.13-	218.47	706.75o	225.58	83.88	4
Northwest Elementary School	45	648.67-	212.43	661.13-	231.74	717.91o	230.70	69.24	5
Spring Place Elementary School	79	502.04-	282.56	625.13-	254.27	716.76o	244.99	214.72	1
Woodlawn Elementary School	107	663.91-	200.38	736.07o	205.85	782.94o	210.46	119.04	3

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 109. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 6 to 8

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Grade 6									
Chatsworth Elementary School	100	728.10-	266.03	756.35-	269.88	830.76o	261.12	102.66	3
Coker Elementary School	77	769.82-	207.40	808.95o	203.21	881.45o	232.18	111.64	2
Eton Elementary School	67	724.82-	247.76	794.13-	243.85	861.52o	239.36	136.70	1
Northwest Elementary School	59	699.54-	269.37	726.54-	268.39	742.98-	298.14	43.44	5
Spring Place Elementary School	71	800.73o	200.04	805.65o	206.79	814.65o	234.05	13.92	6
Woodlawn Elementary School	107	775.63-	243.52	816.40o	256.13	854.41o	275.58	78.79	4
Grade 7									
Gladden Middle School	255	770.80-	262.90	817.82-	265.64	824.46-	277.53	53.66	2
New Bagley Middle School	230	865.23o	242.58	912.10o	255.98	944.67o	262.88	79.43	1
Grade 8									
Gladden Middle School	230	928.67o	209.67	968.00o	227.16	986.55o	248.06	57.87	2
New Bagley Middle School	257	949.65o	225.83	988.72o	223.93	1030.63o	220.04	80.98	1

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 110. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 9 to 12

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 9					
Murray County High School	186	912.21^{-}	282.46	973.10^{-}	273.09	1007.44^{o}	276.97	95.23	1
North Murray High School	216	1000.14^{o}	231.70	1047.15^{o}	229.87	1062.77^{o}	228.35	62.63	2
Grade 10									
Murray County High School	170	1024.93^{-}	260.70	1097.24^{o}	246.49	1138.74^{o}	228.46	113.81	1
North Murray High School	177	1049.94^{o}	202.87	1089.38^{o}	209.59	1112.84^{o}	220.60	62.90	2
				Grade 11					
Murray County High School	131	1033.25^{-}	274.99	1085.65^{o}	272.76	1112.12^{o}	265.56	78.87	1
North Murray High School	196	1118.74^{o}	213.45	1149.54^{o}	213.34	1168.83^{o}	211.94	50.08	2
				Grade 12					
Murray County High School	118	1078.25^{o}	270.42	1138.00^{o}	255.96	1153.52^{o}	274.13	75.27	1
North Murray High School	190	1126.48^{o}	223.43	1151.92^{o}	223.67	1171.48^{o}	209.36	44.99	2

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Pierce County

Table 111 reports demographic information for each school in Pierce County. Across schools, 56-72% of the students are identified as being economically disadvantaged, 9-15% of students have disabilities, and 2-6% of students have limited English proficiency. Table 112 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools report a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Scores on *leadership, assessment, best practices, response to intervention* and *professional development* were generally high to very high for all schools. Just Patterson Elementary School reported a moderately low level of implementation of *Continuity*.

Table 113 presents the program choices and strategies implemented by different schools in Pierce County. A combination of programs and strategies was used by most schools for Whole group and Small group instruction. No common program was chosen by all schools for Whole group instruction. *Istation* was chosen for Small Group instruction by all.

Table 114 reports the school-level growth ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-G 5. From Kindergarten to grade 2, Blackshear Elementary was ranked first for growth, and Midway Elementary and Patterson Elementary were tied for second. In Grades 3 through 5, Midway Elementary and Patterson Elementary were tied for first, and Blackshear Elementary ranked second. Finally, across Kindergarten through Grade 5, differences in grade-level growth rankings balanced out so all schools were tied.

Table 115 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings for Kindergarten to Grade 5. This description will discuss growth level trends and identify which

schools fell *at or above, below*, or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten all schools made significant gains, and all schools had average levels of performance *at or above benchmark* on the Spring assessment. In Grade 1, all schools made significant gains, and all schools had average levels of performance *at or above benchmark* on the Fall and Spring assessments. In Grades 2, all schools significantly increased performance. All schools' average levels of performance were *at or above benchmark* on the Fall and Spring assessment. In Grade 4, all schools significantly increased performance. All schools' average levels of performance were *at or above benchmark* on the Spring assessment. Additionally, Blackshear Elementary school moved from average levels of performance that were *below* to *at or above benchmark* from the Fall to Spring assessment. Finally, in Grade 5, all schools made significant growth but all schools' average levels of performance were *below benchmark* on the Fall and Spring assessments.

Table 111. School-level demographics for Pierce

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Blackshear Elementary School	2	985	712	72	148	15	48	5
Midway Elementary School	2	533	306	57	54	10	32	6
Patterson Elementary School	2	502	306	61	58	12	36	7
Pierce County High School	2	1135	633	56	100	9	27	2
Pierce County Middle School	2	920	562	61	110	12	30	3

Table 112. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Blackshear Elementary School	4.80	4.71	5.13	4.71	5.20	4.89
Midway Elementary School	4.30	4.21	4.53	4.10	5.07	4.67
Patterson Elementary School	4.10	3.77	4.64	4.35	5.27	4.22
Pierce County Middle School	5.47	4.93	5.65	5.00	5.60	5.22
Pierce County High School	5.15	5.08	5.71	4.62	5.07	5.33

Table 113. Program choices for whole group and small group instruction for each elementary school in Pierce County

School	Whole Group	Small Group
Blackshear Elementary School	*Programs:* AimsWeb K-5	*Programs:* Istation, FastForward
Midway Elementary School	*Programs:* Istation, WriteScore (3rd-5th)	*Programs:* Istation, Lexia, WriteScore (3rd-5th)
Patterson Elementary School	*Strategies:* ipads and interactive technology *Programs:* saxon phonics *Strategies:* Levelled Readers	*Strategies:* ipads and interactive technology *Programs:* Istation

Table 114. Summary of school-level growth rankings for DIBELS

	K	G1	G2	G3	G4	G5	K-G2	G3-5	K-G5
Blackshear Elementary School	2	1	1	3	2	3	1	2	1
Midway Elementary School	3	2	2	2	1	2	2	1	1
Patterson Elementary School	1	3	3	1	3	1	2	1	1

Table 115. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
Kindergarten									
Blackshear Elementary School	126	31.63^{+}	22.02	125.16^{+}	48.72	136.87^{+}	40.14	105.24	2
Midway Elementary School	66	33.33^{+}	24.51	118.21^{o}	52.98	131.24^{+}	48.07	97.91	3
Patterson Elementary School	47	35.38^{+}	24.19	133.70^{+}	46.42	163.55^{+}	48.56	128.17	1
Grade 1									
Blackshear Elementary School	105			33.58^{+}	24.82	59.26^{+}	33.08	25.68	1
Midway Elementary School	75			39.31^{+}	29.66	60.07^{+}	33.23	20.76	2
Patterson Elementary School	69			38.84^{+}	23.83	59.55^{+}	26.21	20.71	3
Grade 2									
Blackshear Elementary School	113	54.17^{+}	27.83	73.49^{+}	34.09	87.97^{+}	35.00	33.81	1
Midway Elementary School,	81	59.04^{+}	27.89	80.47^{+}	37.11	92.60^{+}	36.83	33.57	2
Patterson Elementary School	67	66.96^{+}	27.77	91.03^{+}	32.83	96.60^{+}	35.55	29.64	3
Grade 3									
Blackshear Elementary School	124	73.94^{+}	29.46	88.59^{+}	32.21	101.17^{+}	36.40	27.23	3
Midway Elementary School	61	85.34^{+}	32.46	104.89^{+}	35.60	114.56^{+}	35.36	29.21	2
Patterson Elementary School	59	83.97^{+}	36.92	111.53^{+}	39.13	121.05^{+}	40.29	37.08	1
Grade 4									
Blackshear Elementary School	113	86.81^{o}	34.09	100.00^{o}	34.21	116.90^{+}	36.66	30.10	2
Midway Elementary School	52	103.04^{+}	35.97	119.06^{+}	34.17	135.94^{+}	33.53	32.90	1
Patterson Elementary School	70	103.31^{+}	35.59	120.34^{+}	33.81	129.59^{+}	36.20	26.27	3
Grade 5									
Blackshear Elementary School	105	99.14^{o}	31.49	108.51^{o}	30.57	115.31^{o}	35.76	16.17	3
Midway Elementary School	66	107.86^{o}	34.20	119.26^{o}	31.62	126.80^{o}	34.24	18.94	2
Patterson Elementary School	60	96.08^{o}	31.31	114.82^{o}	32.66	118.43^{o}	36.87	22.35	1

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Rome City

Table 116 reports demographic information for each school in Rome City. Across schools, 52-93% of the students are identified as being economically disadvantaged, 9-26% of students have disabilities, and 5-32% of students have limited English proficiency. Table 117 displays school-level scores for implementation of the Georgia Literacy plan for all Elementary, Middle and High Schools. On average, most schools reported a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Rome High School reported the lowest scores, while Elm Street Elementary reported the highest levels of implementation.

Table 118 presents the program choices and strategies implemented by different schools in Rome City. A combination of programs and strategies was used by the majority of schools for Whole group and Small group instruction. Popular program choices for Whole Group instruction were Reading and Writing Workshop, and Imagine It. For Small Group instruction, Road to the Code was the most popular choice used across schools.

Table 119 reports the school-level growth ranking scores for DIBELS at each grade and the pooled rankings for Kindergarten to Grade 2, Grade 3 to 5 and, overall, for K-G 5. From Kindergarten to grade 2, West Central experienced the most growth. North Heights and West End were ranked second and third in terms of growth. East Central, Elm Street and Main Elementary Schools experienced the least amount of growth. In Grades 3 through 5, East Central experienced the most growth, North Heights, and Southeast were tied for second, and West Central was third. Main, West End, and Elm Street Elementary Schools experienced the least amount of growth. Across Kindergarten through Grade 5, North Heights and West Central Elementary were tied for first, followed by East Central, and Southeast was ranked third. West End, Main, and Elm Street Elementary Schools were ranked at the bottom for growth.

Table 120 presents a summary of the school-level growth rankings for SRI across Grades 3 through 6. Across Grades 3 through 6, the schools who displayed the highest growth in reading comprehension were: East Central and Elm Street (Tied for 1st), West End (2nd), and West Central (3rd) Elementary Schools. Main, Southeast, and North Heights Elementary Schools had the lowest rates of growth over the course of the year.

Table 121 presents the DIBELS scores for Fall, Winter, and Spring and rankings for Kindergarten to Grade 2. This description will discuss growth level trends and identify which schools fell *at or above, below,* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten all schools made significant gains, and all but two schools had average levels of performance *at or above benchmark* on the Spring assessment. Main and Southeast Elementary schools had average levels of performance *below benchmark* on the Spring assessment. North Heights Elementary School improved from having average levels of performance *below benchmark* to *at or above benchmark* from the Fall to Spring assessments, while Main Elementary went from *at or above* to *below benchmark* from the Fall to Spring assessment. In Grade 1, all schools made significant gains. East Central, North Heights, West Central, and West End Elementary Schools' average level of performance was *at or above benchmark* on the Spring assessments. Elm Street, Main, and Southeast Elementary Schools' average level of performance was *below benchmark* on the Spring assessments. Main and Southeast Elementary Schools went from *at or above* to *below benchmark* from Fall to Spring. In Grade 2, all schools significantly increased performance. Only East Central and West End Elementary Schools' average levels of performance were *at or above benchmark* on the Spring assessment, while all other schools were *below benchmark.*

Table 122 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings for Grades 3 to 5. This description will discuss growth level trends, and identify which schools fell *at or above, below* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Grades 3 through 5, all schools made significant gains at each grade level. In Grade 3, only East Central, Elm and West End Elementary Schools average levels of performance were *at or above benchmark* on the Spring assessment, while all other schools were *below benchmark*. Furthermore, Elm Street Elementary School went from *at or above* to *below benchmark* from the Fall to Spring assessment. In Grade 4, all schools made significant gains. Furthermore, East Central, Elm Street, West Central, and West End Elementary Schools average level of performance was *at or above benchmark* on the Spring assessment. While, Main, North Heights, and Southeast average level of performance was *below benchmark* on the Spring assessment. West Central Elementary School went from average levels of performance that were *below* to *at or above benchmark* from the Fall to Spring assessment. In grade 5, all schools made significant gains in oral reading fluency. Only two schools, East Central and West Central Elementary Schools, average level of performance was *at or above benchmark* on the Spring assessment, all other schools scored *below benchmark*. Importantly, North Heights and Southeast Elementary Schools average level of performance improved from *well below* to *below benchmark* from the Fall to Spring assessments.

Table 123 presents the SRI Fall, Winter and Spring scores for Grades 3 through 5 in Rome City. This description will discuss growth trends, and identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). Across Grades 3 through 6, all schools made significant gains over the course of the year in all grades. In Grades 3, East Central, North Heights, West Central and West

End Elementary Schools average level of performance was *on grade level*. While, East Central, Elm Street, Main, and Southeast Elementary schools was *below grade level*. Furthermore, North Heights and West Central Elementary Schools improved from *below grade level* to *on grade level* from the Fall to Spring assessment. In grade 4, only two schools scored *below grade level*, North Heights and Southeast Elementary, all other schools had average levels of performance that were *on grade level*. Furthermore, Elm Street, Main, and West Central Elementary Schools average level of performance improved from *below* to *on grade level* from the Fall to Spring assessments. In Grade 5, only two schools scored *below grade level*, Southeast and West Central Elementary Schools, all other schools had average levels of performance that were *on grade level*. Furthermore, Elm Street, Main, and North Heights Elementary Schools average level of performance improved from *below* to *on grade level* from the Fall to Spring assessments.

Table 124 presents the SRI Fall, Winter and Spring scores for Grades 6 through 12 in Rome City. This description will discuss growth trends, and identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide (SRC Placement Guide). In Grade 6, all schools made significant gains. Furthermore, East Central, Elm Street, Main and West End Elementary School had average levels of performance that were *on grade level* on the Spring assessment. While, North Heights, Southeast and West Central Elementary Schools had average levels of performance that were *below grade level*. Furthermore, Main Elementary School increased from average levels of performance that were *below* to *on grade level* from the Fall to Spring assessments. In Grade 7 and 8, Rome Middle School made significant gains. Furthermore, average levels of performance were *on grade level* for the Fall and Spring assessments. Across Grade 9 through 12, Rome High School made

significant gains in each grade. Additionally, average levels of performance were *on grade level* for the Fall and Spring assessments.

Table 116. School-level demographics for Rome City

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
East Central Elementary School	2	615	322	52	79	13	50	8
Elm Street Elementary	1	624	522	84	70	11	244	39
Main Elementary School	1	313	290	93	40	13	16	5
North Heights Elementary School	1	282	238	84	45	16	22	8
Rome High School	1	1652	1092	66	169	10	101	6
Rome Middle School	1	982	719	73	126	13	163	17
Southeast Elementary School	1	533	467	88	136	26	53	10
West Central Elementary School	2	899	738	82	84	9	288	32
West End Elementary School	2	847	635	75	72	9	118	14

Table 117. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Elm Street Elementary	5.87	5.71	6.00	5.95	6.00	6.00
Main Elementary School	4.80	4.36	4.79	5.43	4.64	4.78
North Heights Elementary School	4.10	4.64	5.74	5.19	5.73	5.33
Southeast Elementary School	4.03	3.79	4.32	3.71	3.60	4.44
West Central Elementary School	Data not available					
West End Elementary School	5.17	5.07	5.16	5.52	4.33	5.22
Rome Middle School	5.07	4.57	6.00	5.94	5.07	6.00
Rome High School	3.10	3.43	3.97	3.94	3.36	4.44

Table 118. Program choices for whole group and small group instruction for each elementary school in Rome City

	Whole Group	Small Group
Elm Street Elementary	*Programs:* Imagine It, Phonics, SRA Direct Instruction, SRA Decoding, Fountas and Pinnell Guided Reading, Comprehension Toolkit, Lucy Calkins Units of Study for Reading, Lucy Calkins Units of Study for Writing	*Programs:* Road to the Code, Road to Reading, Imagine It Reading Program, SRA Direct Instructions, SRA Decoding, Language for Learning, Language for Thinking, Six Traits + 1 of Writing
Main Elementary School	*Strategies:* Interactive read aloud	*Strategies:* Guided reading groups
North Heights Elementary School	*Programs:* Reading Workshop, Writing Workshop *Strategies:* Shared Reading, Whole Group Phonics Instruction (K-2), Differentiated Phonics (1-2), Guided Reading, Interactive Read Alouds	*Programs:* Leveled Literacy Intervention, Road to the Code, Quickreads, Sound Partners *Strategies:* Differentiated Phonics Instruction
Southeast Elementary School	*Programs:* Imagine It, Reading Workshop System Units, Writing Workshop Lucy Calkins Units	*Programs:* Leveled Literacy Intervention, Reading A to Z, Road to the Code, Guided Reading
West Central Elementary School		
West End Elementary School	*Programs:* Reading Workshop, Writing Workshop, QuickReads (fluency practice) *Strategies:* Shared Reading, Differentiated Phonics Instruction (K-2), Small Group Instruction (Guided Reading), Conferring with Students,	*Programs:* QuickReads, REWARDS (multi-syllabic word decoding) (4-6), Road to the Code, Sound Partners, Leveled Literacy Instruction *Strategies:* Guided Reading,

Table 119. Summary of school-level growth rankings for DIBELS

School	K	G1	G2	G3	G4	G5	K-G2	G3-G5	K-G5
East Central Elementary School	5	6	2	1	1	4	4	1	2
Elm Street Elementary School	1	7	7	7	7	5	5	6	6
Main Elementary School	7	4	5	3	3	7	6	4	5
North Heights Elementary School	4	3	3	2	5	2	2	2	1
Southeast Elementary School	6	5	4	6	2	1	5	2	3
West Central Elementary School	2	1	1	5	4	3	1	3	1
West End Elementary School	3	2	6	4	6	6	3	5	4

Table 120. Summary of school-level growth rankings for SRI

School	G3	G4	G5	G6	G3-G6
East Central Elementary	3	3	4	2	1
Elm Street Elementary	6	4	1	1	1
Main Elementary School	4	2	7	5	4
North Heights Elementary School	1	7	6	7	6
Southeast Elementary School	7	1	5	6	5
West Central Elementary School	5	6	2	4	3
West End Elementary School	2	5	3	3	2

Table 121. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 2

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Kindergarten					
East Central Elementary School	81	31.21^{+}	26.74	126.62^{+}	56.89	137.88^{+}	45.67	106.67	5
Elm Street Elementary School	73	28.49^{+}	21.60	170.15^{+}	50.05	162.58^{+}	31.08	134.08	1
Main Elementary School	34	33.76^{+}	23.18	116.71^{o}	50.52	113.18^{o}	47.48	79.41	7
North Heights Elementary School	27	19.59^{o}	18.58	132.56^{+}	47.16	136.70^{+}	37.61	117.11	4
Southeast Elementary School	46	24.15^{o}	21.25	107.67^{o}	52.16	110.78^{o}	44.72	86.63	6
West Central Elementary School	90	27.14^{+}	25.40	154.46^{+}	48.95	149.20^{+}	37.44	122.06	2
West End Elementary School	99	26.54^{+}	24.29	145.99^{+}	44.70	144.66^{+}	42.74	118.12	3
				Grade 1					
East Central Elementary School	76			32.49^{+}	26.70	49.29^{+}	31.07	16.80	6
Elm Street Elementary School	77			21.84^{o}	19.20	38.57^{o}	29.34	16.73	7
Main Elementary School	38			24.34^{+}	23.99	43.61^{o}	30.98	19.26	4
North Heights Elementary School	33			31.09^{+}	22.62	52.97^{+}	25.24	21.88	3
Southeast Elementary School	40			26.95^{+}	16.29	44.83^{o}	24.63	17.88	5
West Central Elementary School	108			25.09^{+}	19.28	48.91^{+}	25.06	23.81	1
West End Elementary School	102			43.75^{+}	30.24	65.66^{+}	31.57	21.90	2
				Grade 2					
East Central Elementary School	67	70.49^{+}	32.16	93.16^{+}	35.59	101.63^{+}	36.53	31.13	2
Elm Street Elementary School	58	48.10^{o}	28.08	65.60^{o}	35.46	70.57^{o}	34.17	22.47	7
Main Elementary School	31	43.03^{o}	22.01	62.03^{o}	26.15	71.19^{o}	28.41	28.16	5
North Heights Elementary School	26	35.58^{o}	18.85	58.23^{o}	25.07	66.62^{o}	29.08	31.04	3
Southeast Elementary School	49	46.76^{o}	23.94	69.18^{o}	30.30	75.47^{o}	38.80	28.71	4
West Central Elementary School	98	45.12^{o}	28.03	66.57^{o}	30.64	80.45^{o}	36.65	35.33	1
West End Elementary School	117	61.13^{+}	30.95	80.96^{+}	35.99	88.76^{+}	36.98	27.63	6

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 122. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grade 3 to Grade 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
East Central Elementary School	74	94.57+	40.03	113.00+	41.97	129.26+	46.79	34.69	1
Elm Street Elementary School	70	71.74+	34.09	82.33o	32.33	90.86o	31.28	19.11	7
Main Elementary School	26	64.85o	29.70	79.92o	34.78	94.88o	33.20	30.04	3
North Heights Elementary School	19	65.58o	26.99	82.95o	27.98	98.37o	34.11	32.79	2
Southeast Elementary School	31	56.13o	23.09	71.13o	24.48	82.55o	29.37	26.42	6
West Central Elementary School	85	71.56+	36.13	88.33+	36.80	101.56+	40.53	30.00	5
West End Elementary School	87	83.68+	33.08	94.40+	32.30	113.69+	35.37	30.01	4
				Grade 4					
East Central Elementary School	69	111.59+	36.87	130.30+	35.07	148.96+	38.99	37.36	1
Elm Street Elementary School	57	94.68+	35.80	107.09+	35.48	115.96+	34.62	21.28	7
Main Elementary School	28	69.61o	27.66	81.96o	31.48	102.64o	29.35	33.04	3
North Heights Elementary School	28	80.93o	30.69	96.50o	27.77	112.89o	32.83	31.96	5
Southeast Elementary School	28	73.32o	24.55	91.71o	29.97	110.57o	31.88	37.25	2
West Central Elementary School	94	84.79o	37.06	100.41o	38.10	116.99+	39.08	32.20	4
West End Elementary School	98	94.32+	32.42	108.62+	31.31	119.17+	31.06	24.86	6
				Grade 5					
East Central Elementary School	67	122.33+	33.54	138.19+	32.00	145.43+	31.48	23.10	4
Elm Street Elementary School	60	100.40o	38.43	114.32o	38.83	120.88o	42.72	20.48	5
Main Elementary School	24	95.67o	19.60	103.50o	16.05	107.75o	20.43	12.08	7
North Heights Elementary School	22	92.45-	29.17	114.68o	30.45	118.32o	33.84	25.86	2
Southeast Elementary School	29	92.41-	33.18	113.00o	35.15	122.17o	45.38	29.76	1
West Central Elementary School	93	109.27o	40.31	122.56+	37.31	132.57+	41.45	23.30	3
West End Elementary School	95	107.85o	30.43	124.52+	29.80	126.13o	31.41	18.27	6

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 123. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Grades 3 to 5

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 3					
East Central Elementary	69	507.48^{o}	259.37	557.28^{o}	243.00	641.38^{o}	232.06	133.90	3
Elm Street Elementary	64	362.61^{-}	218.84	427.03^{-}	218.62	467.50^{-}	224.34	104.89	6
Main Elementary School	20	329.65^{-}	163.66	388.10^{-}	157.27	455.45^{-}	163.89	125.80	4
North Heights Elementary School	14	395.21^{-}	160.24	446.14^{-}	146.54	553.14^{o}	144.82	157.93	1
Southeast Elementary School	28	323.18^{-}	184.27	367.79^{-}	188.27	420.39^{-}	191.51	97.21	7
West Central Elementary School	60	413.48^{-}	220.99	466.42^{-}	212.16	533.70^{o}	208.50	120.22	5
West End Elementary School	81	525.35^{o}	234.64	584.84^{o}	241.64	664.94^{o}	237.35	139.59	2
				Grade 4					
East Central Elementary	65	719.14^{o}	237.79	773.11^{o}	226.71	842.02^{o}	233.79	122.88	3
Elm Street Elementary	59	530.93^{-}	226.15	602.02^{o}	227.40	642.64^{o}	223.37	111.71	4
Main Elementary School	26	509.23^{-}	212.80	552.54^{-}	211.72	648.92^{o}	181.28	139.69	2
North Heights Elementary School	26	513.12^{-}	182.81	500.46^{-}	192.26	551.50^{-}	194.55	38.38	7
Southeast Elementary School	30	453.47^{-}	193.29	537.37^{-}	243.68	599.30^{-}	230.10	145.83	1
West Central Elementary School	78	529.37^{-}	230.51	566.33^{-}	240.67	606.06^{o}	253.19	76.69	6
West End Elementary School	98	623.21^{o}	252.94	662.50^{o}	254.96	730.85^{o}	256.07	107.63	5
				Grade 5					
East Central Elementary	69	818.39^{o}	223.05	859.41^{o}	213.78	918.23^{o}	199.76	99.84	4
Elm Street Elementary	68	617.84^{-}	252.31	677.21^{-}	243.04	733.66^{o}	248.99	115.82	1
Main Elementary School	26	648.69^{-}	153.45	676.31^{-}	168.07	700.08^{o}	158.75	51.38	7
North Heights Elementary School	23	654.09^{-}	159.25	674.04^{-}	199.13	718.43^{o}	195.29	64.35	6
Southeast Elementary School	38	547.84^{-}	181.57	586.95^{-}	183.85	613.24^{-}	186.75	65.39	5
West Central Elementary School	87	575.17^{-}	198.00	619.83^{-}	195.22	690.82^{-}	187.94	115.64	2
West End Elementary School	90	755.28^{o}	229.83	806.18^{o}	227.02	857.70^{o}	234.75	102.42	3

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

Table 124. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 6 to 12

		Fall		Winter		Spring			
	N	Mean	SD	Mean	SD	Mean	SD	Growth	Rank
				Grade 6					
East Central Elementary	70	876.67[o]	254.53	911.37[o]	255.16	973.93[o]	255.36	97.26	2
Elm Street Elementary	52	806.58[o]	213.86	855.35[o]	227.54	905.77[o]	220.49	99.19	1
Main Elementary School	25	752.00[-]	182.92	805.88[o]	189.48	802.60[o]	210.62	50.60	5
North Heights Elementary School	21	750.43[-]	221.88	762.48[-]	227.06	768.48[-]	251.72	18.05	7
Southeast Elementary School	41	678.44[-]	232.92	689.32[-]	236.76	717.54[-]	255.91	39.10	6
West Central Elementary School	81	671.02[-]	226.93	700.42[-]	232.54	747.98[-]	222.00	76.95	4
West End Elementary School	93	874.40[o]	219.31	911.23[o]	213.79	966.43[o]	217.95	92.03	3
				Grade 7					
Rome Middle School	413	910.31[o]	253.58	948.26[o]	239.34	1003.47[o]	234.65	93.16	
				Grade 8					
Rome Middle School	361	994.68[o]	246.08	1022.65[o]	240.75	1060.84[o]	233.90	66.16	
				Grade 9					
Rome High School	375	1086.10[o]	238.24	1109.13[o]	246.51	1123.37[o]	245.05	37.27	
				Grade 10					
Rome High School	347	1102.48[o]	231.18	1129.06[o]	233.06	1140.26[o]	230.71	37.78	
				Grade 11					
Rome High School	298	1170.91[o]	235.00	1198.91[o]	247.54	1198.55[o]	250.16	27.65	
				Grade 12					
Rome High School	224	1221.18[o]	220.11	1240.18[o]	199.99	1237.42[o]	197.98	16.24	

Union County

Table 125 reports demographic information for each school in Union County. Across schools, between 37-61% of the students are identified as being economically disadvantaged, 11-16% of students have disabilities, and 0-2% of students have limited English proficiency. Table 126 displays school-level scores of implementation of the Georgia Literacy plan for Union County Primary and Middle Schools. On average, most scores reported a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, professional development). Overall, Union County Primary reported higher levels of implementation on all aspects than Union County Middle School. Data was not available for Union County Elementary School.

Table 127 presents the program choices and strategies implemented for Union County Primary School. A combination of programs and strategies was used for Whole group and Small group instruction. Program for Whole Group instruction relied on Reading Street and Writing Specials Class, evidence based strategies were choral and guided reading activities, and daily writing activities. For Small Group instruction, Reading Street and Reading Rods program were used, and daily sight word and phonics rules were used as the evidence-based strategies.

Table 128 presents the DIBELS scores for Fall, Winter and Spring scores and rankings for Kindergarten to Grade 5. This description will discuss growth level trends and identify which schools fell *at or above*, *below*, or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten and Grade 1, Union County Primary School made significant gains, and a had average levels of performance *at or above benchmark* on the Fall and Spring assessments in both grades. In Grades 2 through 5, Union County Elementary School made significant gains, and had average levels of performance *at or above benchmark* on the Fall and Spring assessments.

Table 125. School-level demographics for Union County

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
Union County Elementary School	2	616	371	60	98	16	12	2
Union County High School	2	800	396	50	115	14	8	1
Union County Middle School	2	679	374	55	103	15	13	2
Union County Primary School	2	685	421	61	102	15	13	2

Table 126. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

Schools	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Union County Primary School	5.32	5.43	5.72	5.43	6.00	5.22
Union County Elementary School			Data not available			
Union County Middle School	4.30	4.43	4.29	4.35	4.18	4.33

Table 127. Program choices for whole group and small group instruction for each elementary school in Union County

School	Whole Group	Small Group
Union County Primary School	*Programs:* Reading Street Program (K-2), Writing Specials Class (Students attend weekly) *Strategies:* Daily writing activities: journals, etc., Choral & Guided Reading activities	*Programs*: Reading Street: My Sidewalks, Reading Rods, *Strategies:* Daily sight word reviews, Daily phonics rules reviews

Table 128. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 5

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
			Kindergarten					
Union County Primary	202	37.37+	23.35	159.20+	53.74	176.87+	57.76	139.50
			Grade 1					
Union County Primary	222			46.55+	30.79	66.79+	33.91	20.24
			Grade 2					
Union County Primary	187	63.77+	30.39	92.71+	31.90	101.90+	35.52	38.13
			Grade 3					
Union County Elementary	190	88.99+	30.77	112.01+	31.21	130.46+	30.74	41.47
			Grade 4					
Union County Elementary	184	105.13+	37.06	119.89+	35.08	132.08+	36.55	26.95
			Grade 5					
Union County Elementary	179	124.74+	35.02	142.97+	34.55	147.34+	36.42	22.60

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Vidalia City

Table 128 reports demographic information for each school in Vidalia City. Across schools, 58-70% of the students are identified as being economically disadvantaged, 7-13% of students have disabilities, and 0-2% of students have limited English proficiency. Table 129 displays school-level scores for implementation of the Georgia Literacy plan for Vidalia City. On average, most schools reported a moderate to high degree of implementation of the various aspects of interest (leadership, continuity, assessment, best, practices, response-to-intervention, and professional development). Overall, Sally Dailey Meadows Elementary School reported the highest levels of implementation.

Table 130 presents the program choices and strategies implemented by Sally Dailey Meadows Elementary School. At the level of whole group instruction, Odyssey and Open Court Phonics were the programs listed. For small group instruction, Read Naturally was the only program listed.

Table 131 presents the DIBELS scores for Fall, Winter, and Spring scores and rankings for Kindergarten to Grade 5. This description will discuss growth level trends, and identify which schools fell *at or above, below* or *well below benchmarks* according to the DIBELS Next Assessment manual (DIBELS Manual, 2012). In Kindergarten and Grade 1, J. D. Dickerson Primary School made significant gains, and a had average levels of performance *at or above benchmark* on the Fall and Spring assessments in both grades. In Grades 2 and 3, Sally Daily Meadows Elementary School made significant gains, and had average levels of performance *at or above benchmark* on the Fall and Spring assessments.

Table 132 presents the SRI Fall, Winter, and Spring scores for Grades 3 through 12 in Vidalia City. This description will discuss growth trends and identify which schools fell *above, on or below grade level* according to the Scholastic Reading Counts student placement guide

(SRC Placement Guide). In Grades 3 through 5, Sally D. Meadows made significant gains, and average levels of performance were *on grade level* for the Fall and Spring assessment. For Grades 6 through 8, J. R. Trippe Middle School made significant gains in reading comprehension. Average levels of performance were *on grade level* for the Spring assessment. In Grade 6, J. R. Trippe Middle School's average level of performance increased from being *below* to *on grade level* from the Fall to Spring assessment. In Grades 9 through 12, significant gains were made in Grades 9 and 11, but not 10, and there was a significant decrease in performance in Grade 12. Furthermore, in Grade 9, the average level of performance was *below grade level* for the Fall and Spring assessment. For Grades 10 through 12, the average level of performance was *on grade level* for the Fall and Spring assessment.

Table 128. School-level demographics for Vidalia City

School	Cohort	Total Student Count	ED Count	ED %	SWD Count	SWD %	LEP Count	LEP %
J. D. Dickerson Primary School	2	627	432	69	52	8	19	3
J. R. Trippe Middle School	2	637	402	63	72	11	5	1
Sally Dailey Meadows Elementary School	2	828	579	70	110	13	29	4
Vidalia Comprehensive High School	2	792	458	58	58	7	1	0

Table 129. School-level Scores of Categories of Implementation of the Georgia Literacy Plan

School	Leadership Composite	Continuity Composite	Assessment Composite	Best Practices Composite	RTI Composite	PD Composite
Sally Dailey Meadows Elementary School	5.83	5.57	5.84	5.62	5.87	5.78
J. R. Trippe Middle School	5.17	4.86	5.18	5.00	5.00	5.00
Vidalia Comprehensive High School	5.03	5.00	5.00	4.94	5.00	5.00

Table 130. Program choices for whole group and small group instruction for each elementary school in Vidalia City

School	Whole Group	Small Group
Sally Dailey Meadows Elementary School	*Programs:* Odyssey, Open Court Phonics	*Programs:* Read Naturally

Table 131. DIBELS Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for Kindergarten to Grade 3

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
		Kindergarten						
J. D. Dickerson Primary School	182	38.65+	22.21	160.36+	45.00	171.55+	47.46	132.91
		Grade 1						
J. D. Dickerson Primary School	199			44.90+	31.42	66.49+	35.88	21.58
		Grade 2						
Sally Dailey Meadows Elementary	176	60.20+	31.70	80.58+	35.30	91.53+	38.43	31.32
		Grade 3						
Sally Dailey Meadows Elementary	172	77.28+	30.28	95.88+	32.60	108.73+	37.20	31.45

Notes. + = scored at or above benchmark, o = scored below benchmark, - = scored well below benchmark

Table 132. SRI Fall, Winter and Spring mean scores and standard deviations, growth scores and rankings for grades 3 to 12

		Fall		Winter		Spring		
	N	Mean	SD	Mean	SD	Mean	SD	Growth
		Grade 3						
Sally Dailey Meadows Elementary	149	506.13^{o}	211.52	509.81^{o}	215.62	556.49^{o}	228.83	50.36
		Grade 4						
Sally Dailey Meadows Elementary	158	611.18^{o}	205.55	635.30^{o}	221.47	670.32^{o}	232.54	59.14
		Grade 5						
Sally Dailey Meadows Elementary	148	705.34^{o}	233.94	724.26^{o}	242.38	765.59^{o}	245.32	60.26
		Grade 6						
J. R. Trippe Middle School	153	777.20^{-}	225.05	795.66^{-}	239.20	824.50^{o}	237.71	47.30
		Grade 7						
J. R. Trippe Middle School	181	896.82^{o}	219.49	916.93^{o}	226.72	944.61^{o}	236.07	47.79
		Grade 8						
J. R. Trippe Middle School	155	932.95^{o}	221.44	965.76^{o}	233.93	996.24^{o}	225.45	63.29
		Grade 9						
Vidalia Comprehensive High School	155	997.05^{-}	257.29	1015.82^{-}	253.37	1034.16^{-}	245.19	37.12
		Grade 10						
Vidalia Comprehensive High School	150	1086.35^{o}	220.82	1087.15^{o}	227.57	1090.58^{o}	233.32	4.23
		Grade 11						
Vidalia Comprehensive High School	128	1159.15^{o}	210.87	1180.04^{o}	211.48	1189.30^{o}	219.50	30.15
Grade 12								
Vidalia Comprehensive High School	135	1125.24^{o}	200.69	1139.88^{o}	205.10	1111.83^{o}	209.58	-13.41

Notes. + = scored above grade level, o = scored on grade level, - = scored below grade level

General Conclusions

Characteristics of High Growth Schools

Georgia Striving Readers schools construct an individualized plan which is reviewed by a set of peer reviewers in order to win grant funds. For this reason, implementation in each school is different. We reviewed implementation choices that high performing schools made to identify patterns that can help understand curriculum and instruction for schools who experienced high rates of growth. We first identified the top quartile of schools who experienced the highest rates of growth for either DIBELS (testing growth in oral reading fluency in the elementary grades) or SRI (testing growth in comprehension for adolescents). School level growth, for this analysis, was defined by the increase in percentage of children who were performed at or above benchmark on DIBELS or SRI from Fall of 2013 to Spring of 2014. Note that four schools appeared on both lists, meaning that they were elementary schools who tested growth in oral reading fluency and and also tested comprehension beginning in grade three and they exhibited high rates of growth when compared with the middle schools and high schools where comprehension assessments were required for all students.

In order to begin to understand implementation of the Georgia Literacy Plan in these high-growth schools, we examined the results from an extensive self-reported questionnaire that asked leaders to list programs and strategies that are used by all teacher during whole class, small group or intervention time. Leaders also provided open-ended comments about what evidence they felt contributed to improved teaching and student learning. Additionally, leaders responded to multiple questions that identified the extent to which different aspects of the GLP were implemented. Specific items included in the questionnaire where: (1) engaged leadership, (2)

continuity of instruction, (3) ongoing formative and summative assessment, (4) best practices in literacy instruction, (5) the system of tiered intervention (RTI) for all students, (6) systems of professional learning. The questionnaire required leaders to report levels of implementation on a 6-point scale from *not addressed at all (1)* to *fully operational (6).* Composite scores were created and analyzed to provide a comprehensive picture of the extent to which each component was executed in the literacy plan.

Table 133. Implementation choices by high growth schools by percentage

	DIBELS (n = 18)			SRI (n = 9)		
Program Choice	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Commercial Core	16.67	0.00	0.00	22.22	0.00	0.00
Commercial Phonics	11.11	11.11	11.11	0.00	11.11	11.11
Computer-based intervention (for reading and writing)	50.00	100.00	100.00	77.78	100.00	100.00
Evidence-based Strategies (non-commercial)	77.78	50.00	66.67	100.00	55.56	0.00
Formal Guided Reading	22.22	27.78	16.67	0.00	0.00	11.11
Curriculum Mapping	27.78	0.00	0.00	88.89	0.00	0.00
Teacher Access to Web-based materials	50.00	38.89	16.67	22.22	0.00	22.22
Teacher Access to Writing Curriculum	33.33	0.00	0.00	44.44	22.22	0.00
Direct Instruction	0.00	9.00	0.00	0.00	0.00	33.33
Extended Day	0.00	16.67	11.11	0.00	0.00	0.00

As expected, there was wide variation in the specific implementation choices reported by these schools. We categorized the reports by program and strategy type to reveal patterns. Table 133 displays the implementation choices for the high-growth schools by percentage. Certain

choices appear to be equally associated with growth in elementary fluency and growth in adolescent comprehension. For example, all schools chose some web-based, computer adaptive resources for tier 2 and tier 3, and 6 leaders at the elementary grades reported that they associated these choices with success. In addition, two leaders indicated that the project provided necessary upgrades in the school's technology infrastructure and access to computer-based interventions. When we analyzed the open-ended explanations of growth, the most common explanation provided by leaders with growth in elementary fluency and leaders with high growth in comprehension was use of the professional learning resources provided by the state on the Architects' website (comprehensivereadingsolutions.com) and data-based decision making processes facilitated by the DIBELS and SRI data required for participation.

Only one school with strong growth in fluency chose a new commercial core program or a new commercial phonics program. Relatively small percentages of schools choose formal guided reading programs and practices at any tier. Noncommercial evidence-based strategies included on the project Architects' website (comprehensivereadingsolutions.com) were chosen by most schools with high growth in fluency as part of their tier 1 strategies. One leader reported that collaborative professional development, the model recommended on the site, was key. Leaders in 3 of these schools indicated that increasing time reading was especially important to their success. Half of the schools with high growth in foundational skills purchased access for teachers to web-based materials. One third chose new writing curricula, and 1 leader reported that this was essential. Finally, one leader reported that the construction of the Literacy Plan itself was key.

For schools who experienced high rates of growth in SRI scores, computer-based interventions, non-commercial evidence-based strategies and curriculum mapping comprised the

most common Tier 1 choices. There is great value in choose non-commercial programs and curriculum mapping. Both program choices are highly adaptable to different resources, content that needs to be learned, and are affordable and sustainable solutions. Furthermore, evidence-based strategies and curriculum mapping allow teachers more autonomy over the design, implementation and integration of the programs and strategies into whole-group and small group instruction. Implications for the pattern of results displayed in Table 133 may suggest that professional development initiatives that are directed towards learning how to incorporate evidence-based strategies and curriculum maps into instructional plans may be associated with growth in comprehension.

These promising patterns will be examined in more rigorous analyses to help compare choices in high- and low-growth schools. For instance, it may be that only some of these choices differ in those schools. It may be that grade-level teams (rather than schools) are a more sensitive unit for analyzing the student-achievement correlates of curriculum choices. Choices more often associated with high or low levels of growth can provide valuable insight for school leaders who continue to implement the Georgia Literacy Plan.

An additional set of analyses was conducted to examine differences between high growth and low growth schools,on foundational skills and comprehension for self-report questionnaire on implementation of their Georgia Striving Readers initiatives. We looked at six aspects: 1) engaged leadership, (2) continuity of instruction, (3) ongoing formative and summative assessment, (4) best practices in literacy instruction, (5) the system of tiered intervention (RTI) for all students, (6) systems of professional learning. Using ANOVAs, across all indictors, non-significant differences were found for both school who achieved high/low growth in DIBELS and SRI (p range .11 to .95). It is important to note that there were clear ceiling effects in the

data. All school reported high scores on all of the six aspects listed, which made finding significant and meaningful differences difficult. Despite the non-significant differences and ceiling effects, it is likely that schools are engaged in different levels of implementation across the six areas that appear to not be accurately captured through a self-report questionnaire. Therefore, a future direction for the evaluation is to invite schools to participate in interviews to gain in-depth understanding of choices made in PD activities, programs, instructional strategies, and education resources for teachers. Also, we will ask what the teachers and program coordinators felt were the strengths and challenges of the SRCL program. Coding of these interviews will allow identification of any characteristics that differ systematically in the high-performing/high-growth schools in order that other schools may emulate them.

Are there differences across school types in the level of implementation of the GLP?

Table 134. Comparison of School Type [Elementary (E), Middle (M), High (H)] on Level of Implementation of the Georgia Literacy Plan

	Elementary (N=55)		Middle (N = 16)		High (N = 15)		
	Mean	SD	Mean	SD	Mean	SD	Comparison*
Leadership	5.02	0.70	4.79	0.61	4.11	0.75	(E = M) > H
Continuity	4.42	0.75	4.08	0.61	3.45	0.98	(E = M) > H
Best Practices	5.17	0.69	3.55	0.88	2.80	0.89	E > M > H
Response to Intervention	5.35	0.71	4.95	0.98	3.84	1.11	(E = M) > H
Professional Development	4.54	1.08	4.38	1.06	3.79	1.01	E = M = H

Notes. * all differences are statistically significant at $p < .001$

Table 134 displays average scores and standard deviations for the schools' self-reported level of implementation of different aspects of the GLP. Additional, Table 3 also summarizes the results of a multivariate analysis of variance (MANOVA) that was used to identify differences between elementary, middle, and high schools regarding the implementation of the GLP.

Overall, the analysis demonstrated significant differences across elementary, middle and high schools across the five domains (leadership, continuity, best practices, response to intervention, professional development), Wilks' $\lambda = 12.31$, F (10, 158) = 9.54, $p < .001$.

For *Leadership*, both elementary and middle schools implemented a higher degree of leadership than high schools. The same trend was evident for *Continuity* and *Response to Intervention*. For *Best Practices*, elementary schools reported a higher degree of implementation that middle schools, and high schools had the lowest degree of implementation. Finally, all groups implemented professional development initiatives to a similar degree.

Generally speaking, high schools reported the lowest levels of implementation of the GLP. Future directions should include identification of barriers that are preventing higher levels of implementation of the GLP or how the plan can be modified to better suit the needs and resources of high schools.

Summary of district and school level improvement

Overall, 15 districts, 118 schools, 4,933 teachers and 91,596 students were impacted by the Georgia SRCL project from Kindergarten to Grade 12, with large proportions of students who were identified as educationally disadvantaged being helped through this collaborative initiative. For basic literacy skills (measured with DIBELS), all districts and the vast majority of schools made significant and substantial gains over the course of the year, at each grade level. Furthermore, 93% of districts reported mean scores *at or above benchmark* on the Spring DIBELS assessment from Kindergarten to Grade 4, and almost 70% of districts reported mean scores *at or above benchmark* in Grade 5. Importantly, the majority of districts improved from a

mean score *below benchmark* to a mean score *at or above benchmark* from the Fall to Spring assessments.

For reading comprehension (SRI assessment) in middle schools, all districts made significant and substantial gains over the course of the year. Additionally, 82% of districts reported mean scores *on grade level* on the Spring SRI assessment of reading comprehension. During high school, most districts made significant and substantial gains in reading comprehension over the course of the year, in each grade. Furthermore, 85% of districts reported mean scores *on grade level* on the Spring SRI assessment. Many middle and high schools made significant improvements in reading comprehension by helping children move from scoring *below* to *on grade level* from the Fall to Spring assessments.

Across elementary, middle, and high schools, the changes observed in performance over the course of one academic year were meaningful. Tens of thousands of children, with a very large proportion identified as economically disadvantaged, achieved fluency as required in the foundational skills portion of the Common Core State Standards and reading comprehension consistent with the requirements for reading complex text.

There were a few of districts who demonstrated superior patterns of growth in basic reading skills and reading comprehension in comparison to the other SRCL districts in Georgia. Within the districts who experienced exceptional growth, principals and teachers reported high degrees of collaboration centered on data-driven decision making to guide small group instruction and progress monitoring. Additionally, professional development focused on curriculum mapping and the implementation of evidence-based strategies known to improve reading and writing achievement. Finally, of the approximately 20 schools who experienced the most growth, all used computer-based interventions for reading and writing, curriculum mapping, and non-

commercial evidence-based instructional strategies. Almost none of the high growth schools used commercial core or commercial phonics programs; instead they collaborated to design and adapt instruction consistent with the new standards. Overall, we discovered that school improvement can be actualized through developing a climate that supports collaboration and data-driven decision making, and employs evidence-based strategies that are highly adaptable to different resources and content to be learned. Such efforts are both affordable and sustainable.