

**Evaluation of Georgia Reading First
Implementation, Progress, and Impact
2006-07
Year Three (Cohort 1)
Year One (Cohort 2)**

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Evaluation of Reading First in Georgia, Year Three 2006-07

Executive Summary

Overview

The Georgia Department of Education contracted with the College of Education at the University of Georgia (UGA) in May 2004 to conduct the external evaluation for Georgia Reading First (RF). The evaluation is designed to address the following questions about the implementation of Reading First and its impact on students reading ability in Georgia:

- Is the Reading First program being implemented by schools as intended in the Georgia RF plan? How does the level of implementation of Reading First relate to the results being achieved in RF schools? Are RF teachers more knowledgeable of scientifically based reading research after the three years of professional learning experiences?
- What progress is being made by RF schools in improving student reading achievement? Where progress is not apparent, what are the reasons for this? What interventions are required?
- What is the impact of Reading First on student achievement in reading as measured by standardized test scores on reading assessments? Is reading achievement in RF schools higher than in non-RF schools?

To evaluate RF **implementation** in Georgia schools, the external evaluators collected information from three major data sources: onsite observations of reading classes and teachers at each RF school; online monthly survey interviews with literacy coaches at each RF school; and annual surveys of RF teachers, school administrators, parents, literacy coaches, and regional RF consultants.

To evaluate student **progress** on reading achievement in RF schools during the year, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was used to assess student skills in the five essential domains of reading included in RF. Assessments were given by classroom teachers at the beginning, middle, and end of the school year. Evaluators used the DIBELS results as a measure of the progress of RF students from the beginning to the end of the school year. In addition, DIBELS results were used by RF teachers for student screening, diagnosis, and progress monitoring.

To evaluate the **impact** of RF on student achievement in reading, student scores on standardized achievement tests in reading were used to examine changes in reading skills from one year to the next. Evaluation methods included comparison group studies of RF schools and non-RF schools on end-of-year ITBS, gain score comparisons year-to-year for RF schools on ITBS results for all students in each grade, cohort analyses of ITBS mean scores and percent reading at grade level, PPVT progress measures, and non-confirmatory evidence from the CRCT reading test results for RF and non-RF schools.

Beginning in 2006-07, the evaluation includes two groups of RF-funded schools: 106 Cohort 1 schools completing their third year of Reading First, and 44 Cohort 2 schools completing their first year of Reading First. (In Cohort 1 schools that completed their third year of RF, students in grade 2 had received RF since kindergarten and students in grade 3 had received RF since first grade). Results for each cohort are reported separately.

IMPLEMENTATION FINDINGS

- *How is Reading First being implemented in Georgia schools?*
- *Is Reading First being implemented by Reading First schools as intended in the state plan?*
- *How do classroom observation and stakeholder results compare to Reading First Year One and Year Two results?*
- *Are RF teachers more knowledgeable of scientifically based reading research after the three years of professional learning experiences?*

COHORT 1 RESULTS: Third Year of Reading First

This section of the evaluation report presents the results from classroom observations and stakeholder surveys, summarized by each of the major topic areas of RF implementation by Cohort 1 schools.

A. Essential Domains of Reading

The perceptions of teachers, literacy coaches, principals and parents collected through surveys related to the essential domains of reading indicate that implementation of the five domains is strong. Observations of Reading First classrooms show that instruction in the five domains of reading is occurring. Across grades K-3 the fit with Georgia's sequential design for instruction is best for phonemic awareness and phonics. With regard to fluency, less attention needs to be given to instruction at the first grade level and more attention is needed at the second grade level according to sequential design. In terms of vocabulary and comprehension, more attention needs to be given to this domain across grade levels. These two domains of reading are critically important for all grades according to the sequential design for instruction. At the end of year three there were enough comments from teachers and coaches about the relationship between fluency and comprehension to warrant further investigation. Specifically is fluency instruction that emphasizes rate of reading per minute creating a problem for students reading comprehension.

B. Reading First Classrooms

The most often observed materials were from the core reading program. This includes basals, workbooks and teacher's manuals. As evident in prior years Reading First materials were a source of celebration and concern in the comments from teachers. Literacy coaches and teachers agree that teachers adapt the pacing, content and emphasis of instruction to accommodate students having difficulty learning to read. Similarly there is confidence that teachers are using needs based instruction. The use of literacy centers and small group instruction remains strong at the end of year three.

C. Support for Reading First

The layers of support from regional reading first coordinators, principals and literacy coaches are appreciated by all those surveyed. Almost half of teachers have paraprofessionals to assist with teaching reading. Teacher comments indicate that having a paraprofessional is important in fully implementing Reading First needs based instruction.

D. Professional Development and Teacher Knowledge

Teachers and their literacy coaches agree that what coaches do to assist with assessment and instructional interventions was helpful. Almost half of teachers and their coaches agreed that demonstration lessons were helpful. Literacy coaches were more confident than teachers of the helpfulness of observing and providing feedback to teachers. There is a

pattern of difference between literacy coaches and teachers with regard to what occurs with professional development at the school level. Literacy coaches more strongly agree that what occurs is helpful than do teachers.

E. Student Assessment

Generally, both teachers and literacy coaches agreed that DIBELS data were used to group for instruction, monitor progress, communicate with parents, and for intervention. There is one area related to DIBELS where teachers are far more confident than are their coaches. This was meeting the specific needs of students.

F. Student Progress

Overall, Reading First teachers, literacy coaches, principals, and parents agreed that the implementation of Reading First in classrooms has increased children's interest in reading, ability to read, and made possible adequate yearly progress. There was less agreement that all students could and would read at grade level. Teachers in kindergarten and first grade were more likely to agree that students could read on grade level.

G. Special Education

Most special education and EIP teachers agreed that their students' reading was improving. More than half of these teachers agreed that their students would make adequate yearly progress. Small group reading instruction was used daily more often than were literacy centers.

Positive outcomes of RF in Georgia after 3 years of implementation

- The observations of Reading First classrooms show that Georgia's sequential design for Reading First was increasingly being followed each year.
- The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension was observed more than 60% of the time during the reading block with another 10% or more of the time being spent on Reading First related instruction.
- Teachers and their coaches became more confident each year about using DIBELS and other assessments to make needs based instructional decisions and to monitor student progress.
- Support for Reading First from school principals and other administrators along with regional Reading First coordinators were strong.
- Each year most parents who responded to the survey indicated that their children were becoming better readers and more interested in reading.

Areas with greatest differences between what literacy coaches and teachers perceive with Reading First

- Literacy coaches are confident that they are observing during the Reading Block and providing teachers with specific and effective feedback on instruction. Teachers, though, are less confident that this is occurring.
- Teachers are confident that they are providing effective vocabulary and comprehension instruction but their coaches are not as confident.

Areas in need of further attention

- Further investigation is needed to find out if enough vocabulary and comprehension instruction is occurring at each grade level
- Further investigation is needed to find out about fluency instruction because it is supposed to be emphasized in grades two and three but it was observed in kindergarten and first grade.
- Literacy coaches and others in charge of professional development should investigate teachers' understanding that fluency instruction is important as a bridge

between word identification and comprehension. Reading fluently should not become more important than comprehending because of undue emphasis on reading rates per minute.

COHORT 2 RESULTS: First year of Reading First

This section of the evaluation report presents the results from classroom observations and stakeholder surveys, summarized by each of the major topic areas of RF implementation by Cohort 2 schools.

A. Essential Domains of Reading

The perceptions of teachers, literacy coaches, principals and parents collected through surveys related to the essential domains of reading indicate that implementation of the five domains is strong. Observations of Reading First classrooms show that instruction in the five domains of reading is occurring. Across grades K-3 the fit with Georgia's sequential design for instruction is best for phonemic awareness and comprehension. With regard to phonics, less attention needs to be given to instruction at the second and third grade levels to allow for more time in the reading block for the domains deemed appropriate according to the sequential design. In terms of vocabulary, more attention needs to be given to this domain overall, but especially at the kindergarten, first, and second grade levels. The sequential design implies that more fluency instruction would have been observed. More fluency instruction needs to occur in grades two and three, assuming that students at those grade levels have adequately mastered phonics skills as the sequential design would imply. As students master phonics skills, especially in grades two and three, more time can be cleared in the reading block for vocabulary and fluency instruction.

B. Reading First Classrooms

Materials are an important factor to consider and negotiate in the Reading First classroom. Many of the concerns respondents had about materials focused on small group instruction. During year one, 63% of the observed instruction was whole group, 22% was small group, and 3% was individualized small groups. Reading First teachers are using literacy centers as small group instruction. There are concerns about how best to manage students' learning through centers when the teacher is engaged in small group reading instruction. Teacher read alouds remain an important aspect in Reading First classrooms. While meeting students' learning needs, teachers may be unsure when and how it is appropriate to deviate from the core curriculum. Respondents also viewed the engagement of students according to the activity, context, and ability level of the students.

C. Support for Reading First

Overall, the logistical support provided in Georgia's Reading First program is good. Regional Reading First consultants were consistently viewed by the literacy coaches and principals as providing the necessary support. Principals uniformly reported that they protected the 120-135 minute reading block each day, which was confirmed by teachers and literacy coaches. Protecting the time of the literacy coach from non-Reading First duties also shows support for Reading First. RRFs reported visiting the schools in their region every month (and sometimes more often if schools were having difficulty implementing Reading First). However, there were substantial discrepancies that surfaced when literacy coaches and teachers were asked to respond to various statements about the kinds of support offered and the kinds actually received. Generally, the literacy coaches more strongly agreed with various statements about the level of support they provided than did the teachers.

D. Professional Development and Teacher Knowledge

Overall, Reading First teachers, literacy coaches, principals, and RRFCs were in general agreement that professional development has been effective in Year 1 for Cohort 2, with one possible exception: the summer Teaching Academy drew mixed reviews. Teachers' and literacy coaches' perceptions of the effectiveness of the summer Teaching Academy differed. The teachers perceived the Teaching Academy to be more effective than literacy coaches, but neither group was particularly strong in its praise of the Academy. In fact, of the comments pertaining to the Teaching Academy, most were critical in one or more aspects of it. The teachers were, however, much more enthusiastic about the building-level support they received from their literacy coaches. RRFCs and principals, while acknowledging a high level of familiarity with SSBR and the five essential elements of Reading First, did not link this fact to the summer Teaching Academy directly. Of considerable concern in interpreting the professional development data is the apparent confusion over how the terms *intervention* and *implementation* are being used. The discrepancy came to light when analyzing the comments from teachers and literacy coaches related to the monitoring component of the intervention. However, it is possible that this confusion may influence the interpretation of other aspects of professional development as well. Based on these findings, it would seem imperative that the two terms be operationally defined in such a way that everyone is on the same page.

E. Student Assessment

Generally, both teachers and literacy coaches agree that DIBELS is being implemented well in Reading First classrooms, and teachers are using these data to assist in planning and guiding intervention. The use of the DIBELS assessment tool in grades kindergarten, first, second, and third was represented in the following five areas: identifying students in need of intervention, meeting the specific needs of students, grouping students into small instructional groups, monitoring student progress, and meeting with parents to discuss student progress. While many parents felt informed about their child's reading progress, others would like more information in order to help their child at home. Overall, the data show that teachers are using DIBELS to guide instruction, and literacy coaches as well as principals are expecting DIBELS to be utilized more in subsequent years of implementation.

F. Student Progress

Overall, Reading First teachers, literacy coaches, principals, and parents believe that the implementation of Reading First in classrooms has helped to increase children's interest in reading, increase children's ability to read, influenced the perception that the school will be able to make adequate yearly progress, and to a lesser degree influenced the belief that all students can and will read at grade level due to the instruction. Representatives from all groups surveyed in general stated that they have seen gains in the actual ability of children to read and also reported having students who are excited to be reading. Since this is the inaugural year of implementation for Cohort 2 schools, the survey data bode well for future years of implementation, and there is the expectation that student progress will be gauged more thoroughly once comparison data exist from year 1 to year 2. Moreover, parents are generally supportive of the new reading program and are content with the progress they see in their children.

G. Special Education

Overall, special education teachers and a limited sampling of parents seem pleased with the implementation of Reading First. Special education teachers associated the improvement their students were making with Reading First, but they were less confident about the rate of progress these same students were making. Special education teachers commented that scheduling is a problem when attempting to meet Reading First expectations. They also

cautioned that their students have a variety of special needs and are often unable to benefit sufficiently from materials in the core curriculum. Thus, they requested that the state allow them greater flexibility in meeting their students' needs. Even though special education teachers feel adequately prepared to teach Reading First, and even if they have high expectations for their students, often their students simply cannot meet specified goals. This likely explains why special education teachers indicated that they were not confident that their students would meet AYP expectations and/or reach grade level in reading achievement.

IMPACT AND PROGRESS FINDINGS

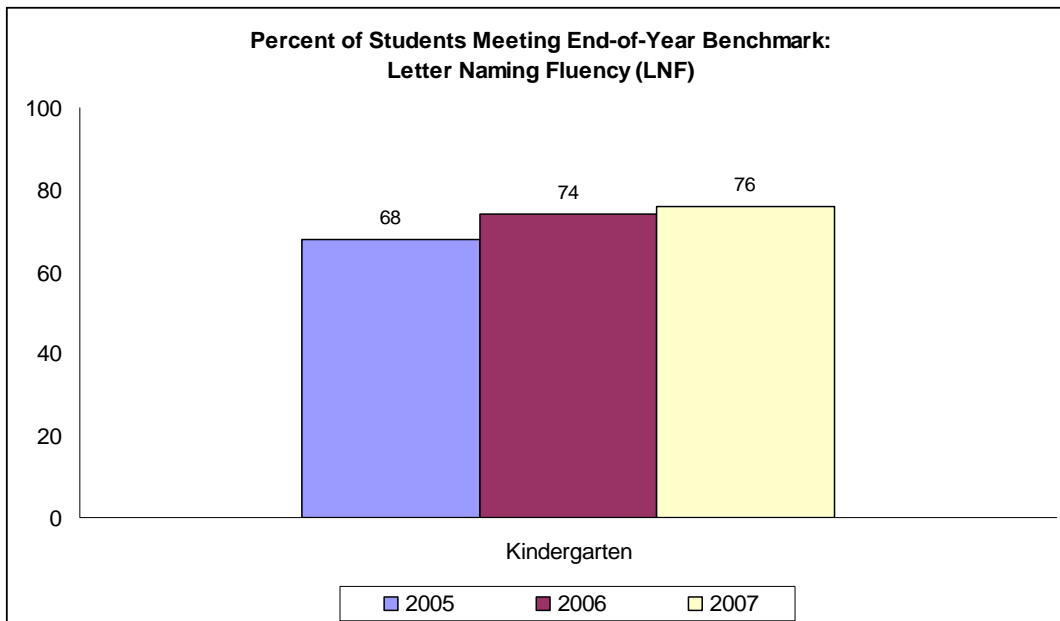
- *What impact did Reading First have on student achievement in reading as measured by DIBELS, ITBS, PPVT, and CRCT*
- *How do results for year three compare to Reading First year one and year two results on progress and impact?*

COHORT 1 RESULTS: Third Year of Reading First

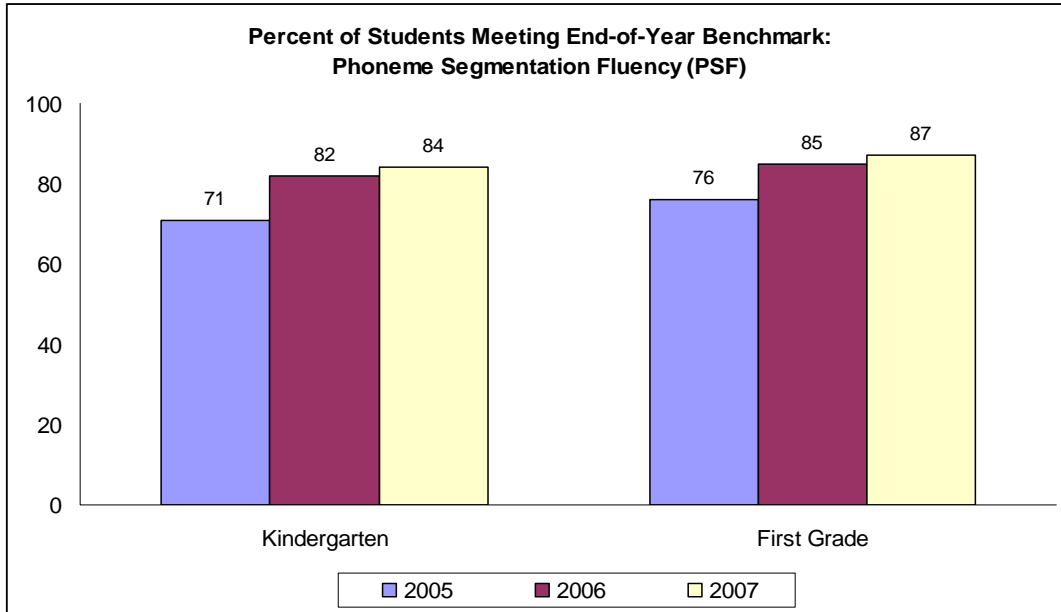
DIBELS

Initial Sound Fluency (ISF): In previous years, there has been a decrease in the percentage of Kindergarten children in the high risk category and an increase in the percentage in the middle category from the beginning of the school year to the middle. In the 2006-07 school year, there was a strong increase in both the low and some risk categories and a large drop in the high risk category. Only 6.1% of children were labeled as high risk at midyear.

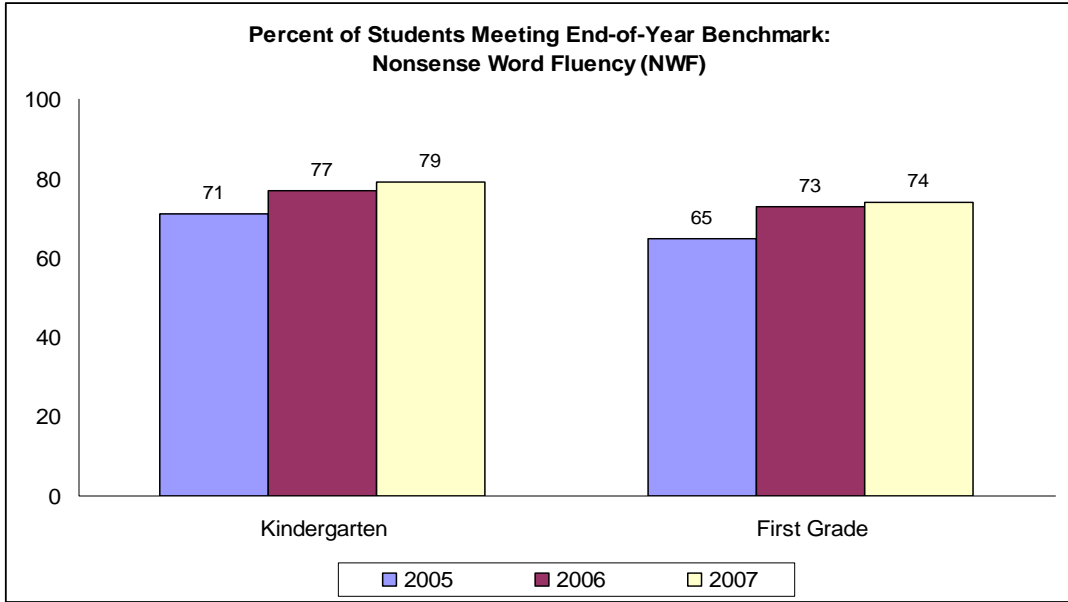
Letter Naming Fluency (LNF): More Kindergarten students fell into the low risk category and fewer were in the high risk category at the end of the 2006-07 school year. This pattern is evident in each of the last three years, and the size of the changes has increased each year.



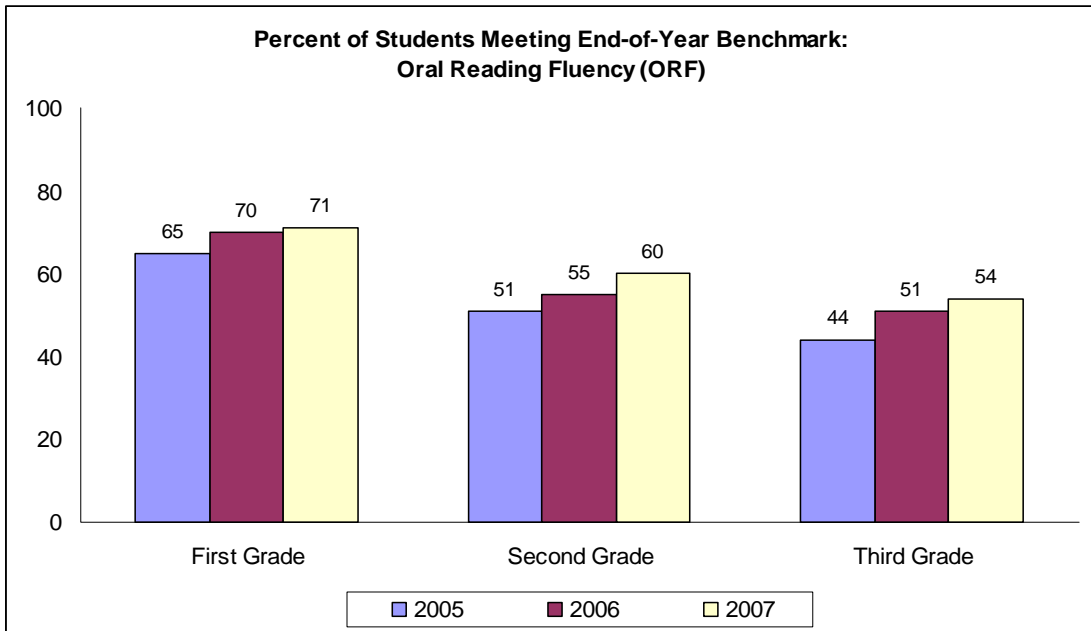
Phoneme Segmentation Fluency (PSF): In Kindergarten and first grade, there has been a similar pattern each year of children moving out of the high and some risk categories and into the low risk group by the end of the school year. The magnitude of the changes has decreased slightly over the last three years, but the percentage growth in the low risk group has been substantial. In 2006-07, less than 5% of Kindergarten students and less than 1% of first grade students were in the high risk category at the end of the year.



Nonsense Word Fluency (NWF): Kindergarteners showed little progress among categories from the middle to the end of the 2006-07 school year. There was modest progress in the previous year, and a slightly larger positive trend in the 2004-05 school year. First graders displayed better results than Kindergarten students, and their gains in 2006-07 were also smaller than in the previous two years.



Oral Reading Fluency (ORF): First and second grades showed slight increases in the number of students classified as high risk from the beginning to the end of the year in each of the last three years. In contrast, more third grade students have been classified as low risk and fewer as high risk over the last two years.

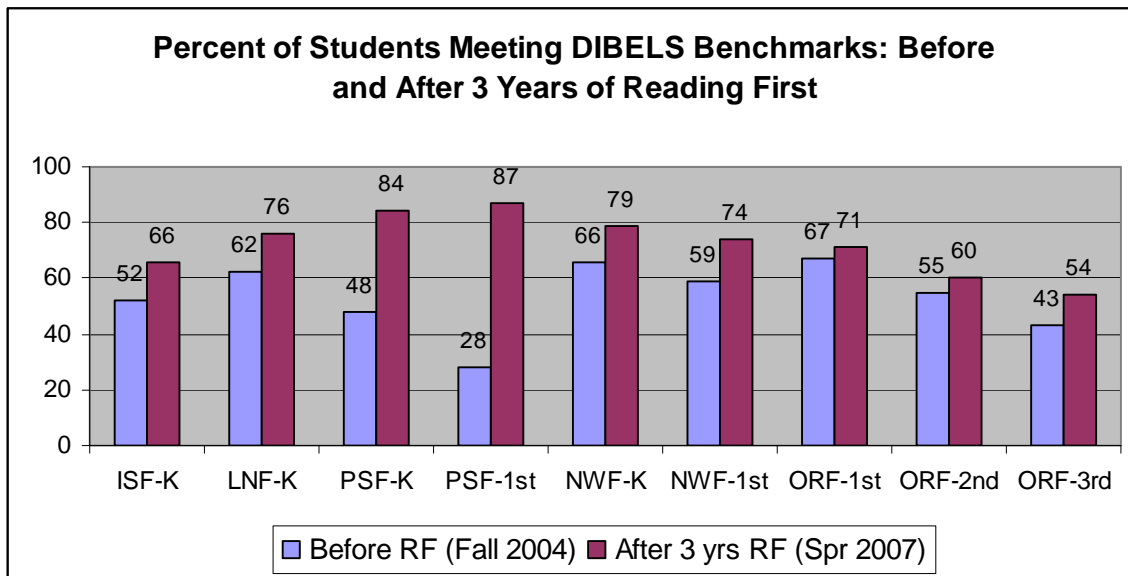


Benchmark Goal Achievement: The percentage of Kindergarteners meeting benchmarks increased from initial to final testing on all four DIBELS measures each of the three years with only one exception (ISF in 2005-06). In addition, the percentage of Kindergarteners meeting benchmarks increased each subsequent year. LNF, the only scale which was tested three times over the year, showed a decrease from midyear to the end of the year, but the end of year percentages were considerably higher than at the beginning of the year.

First graders showed gains on two (PSF & NWF) of the three scales for which they are tested more than once during the school year. ORF benchmark percentages dropped slightly from midyear to the end of the year. Overall gains in first grader were smaller than for Kindergarten.

Second graders are only assessed more than once on Oral Reading Fluency. The percentage of children reaching benchmark increases from the beginning to the middle of the year, but drops back to the same level by the end of the year. The percentage meeting benchmark has increased over the last three years, however.

Third graders are also only assessed on ORF. They display solid gains from the beginning of the year to the middle; the percentages meeting benchmark at midyear and the end of the year are similar. The percentages have also increased steadily across the three years of implementation.



ITBS

Results by Grade: Third graders showed increases in Word Analysis and Spelling, a decrease in Reading Vocabulary, and no appreciable change in Reading Comprehension or Listening over the last three years. Over the three year span, second graders show a slight increase in Spelling and a drop in Listening. First graders display slight decreases in Listening and Reading Vocabulary, but their numbers have remained fairly stable across the last three years. The percentage of students scoring at or above the 50th percentile drops for each scale from first to third grade. Spelling is the only subscale in which more than half of students score at or above the 50th percentile in each grade.

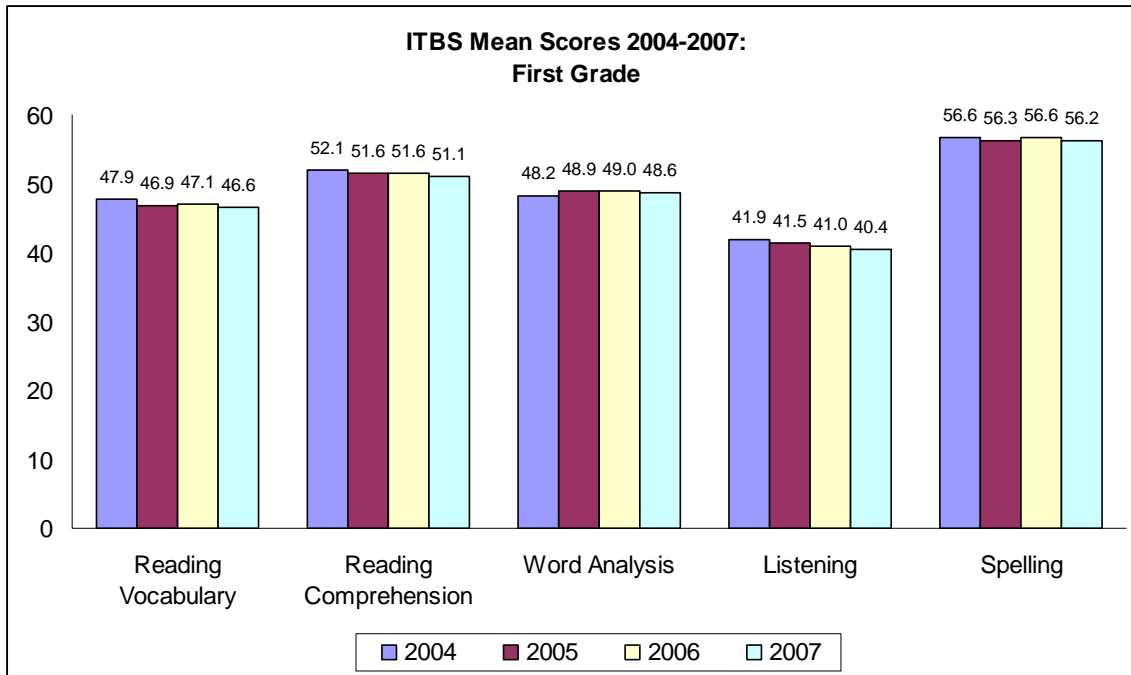
Results by Cohort: Using a subset of the data, cohort analyses were performed tracking students who were in first grade (Cohort A) or Kindergarten (Cohort D) in the first year of Reading First and have been in the program for three full years. The percentage of students in Cohort A who scored at or above the 50th percentile declined from first to third grade in all subscales. The same was true for Cohort D, although the declines were smaller on four

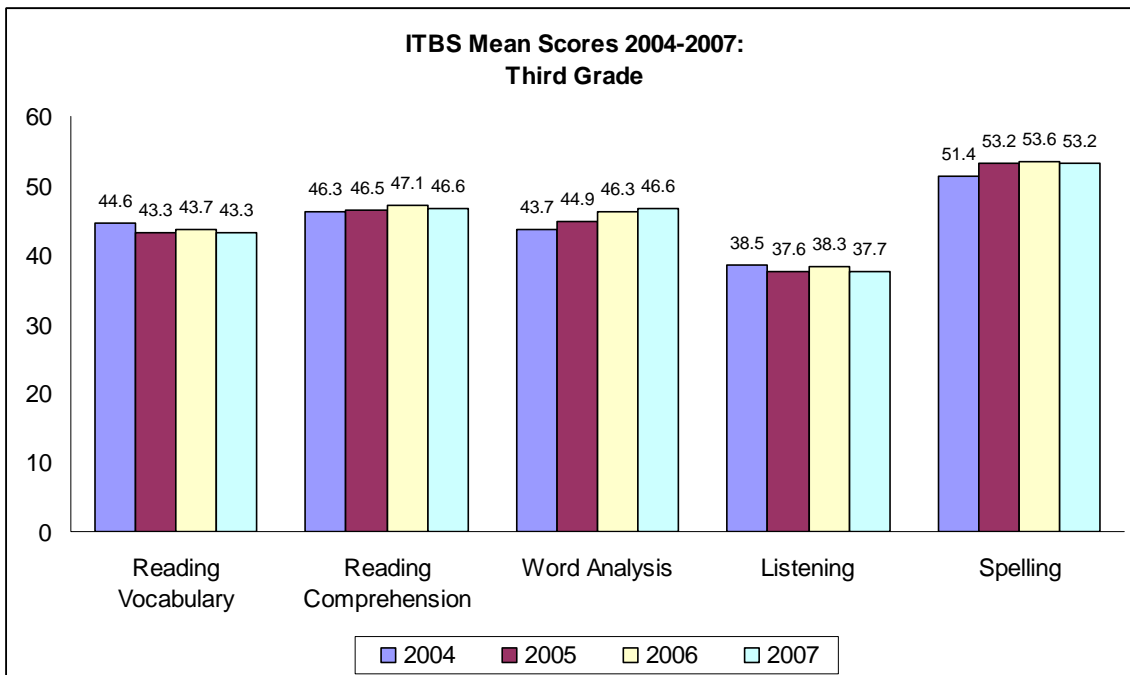
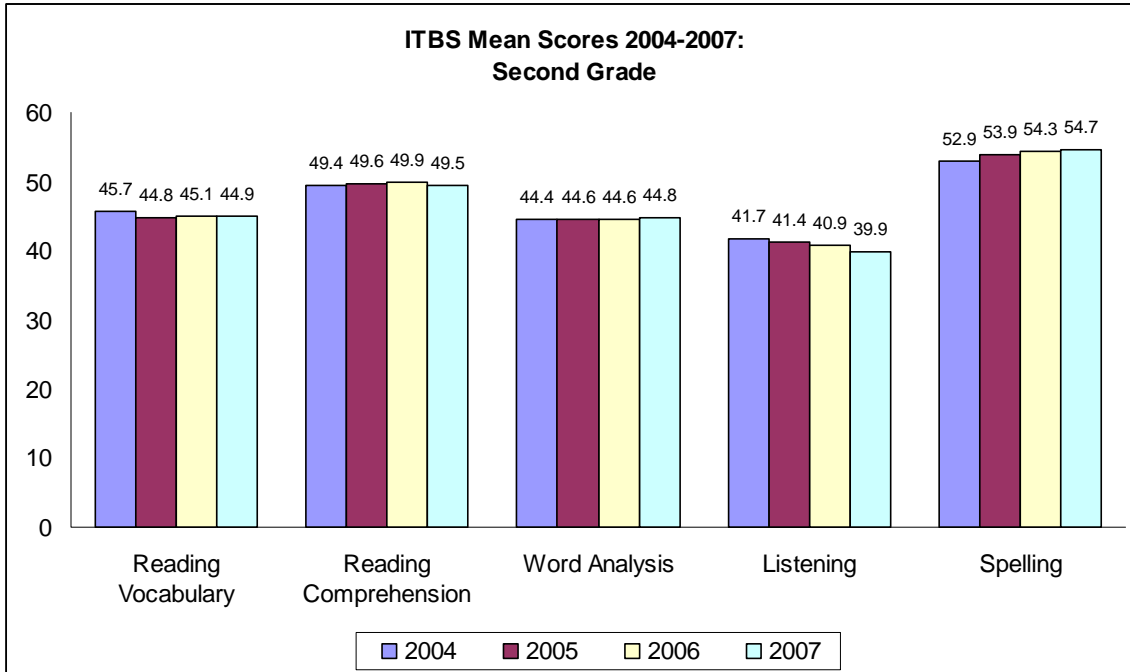
of the five subscales. The percentages and the changes between grades were similar to those of the group as a whole.

Results by Racial/Ethnic Subgroups: In first grade, students classified as “Other” showed strong gains on four of the five subscales, while Black students displayed declines on four of the five subscales. In second grade, Hispanic students made gains on four subscales, while White and “Other” students declined on four. Among third graders, “Other” and Hispanic students showed gains on four subscales; White students declined on all five subscales.

Results by Academic/Economic Subgroups: English Language Learner (ELL) students made strong gains on all subscales in first and second grade, but had small declines on four of the five in third grade. Disabled students showed little change in first grade and losses in second grade, especially in reading comprehension, but made gains on four of the five subscales in third grade. Economically disadvantaged students showed losses on all five subscales in both first and second grade; they made modest gains on three subscales in third grade.

Mean Score Gains: Over the three years of Reading First, there were significant gains in mean scores for Spelling in second and third grades and word analysis in third grade. Reading Vocabulary and Listening declined significantly over that time for all three grades. Reading Comprehension declined significantly for first graders, but showed nonsignificant gains in the other grades. Cohorts A and D both showed significant declines in all five subscales.





Reading First vs. Non-Reading First: Based on the 36 of 97 (37%) Cohort 1 RF schools that could be matched, there were no statistically significant differences between Reading First students and third graders in comparison schools on the ITBS measures of Reading Vocabulary, Reading Comprehension, and Spelling.

PPVT

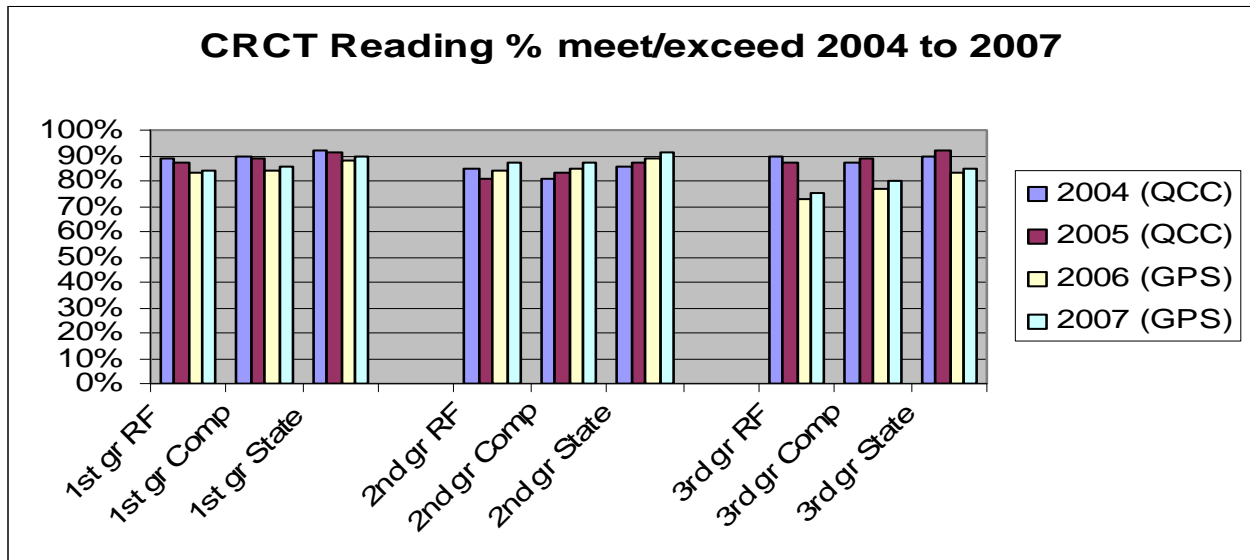
The majority (62%) of Kindergarten students made gains on the PPVT in the 2006-07 school year. The Normal Curve Equivalent (NCE) score rose by 6.1 points, a significant difference. This was a larger increase than in the previous two years.

CRCT

In first grade, the percentage of students meeting or exceeding reading standards has fallen 4 to 5 percent over the last three years for both RF and comparison school students; they started and ended with similar percentages. Both groups lag behind the rate for the state as a whole. Gains from 2006 to 2007 were less for RF schools than for comparison schools or the state.

Eighty-seven percent of second grade students in both RF and comparison schools met or exceeded standards in 2007, four percent less than the state as a whole. RF schools showed a two percent gain over three years, as opposed to a six percent gain for comparison schools and five percent for the state. Gains from 2006 to 2007 were greater for RF schools than for comparison schools and the state.

The percentages for third graders in RF schools dropped fifteen percent over the last three years, compared to seven percent in comparison schools and five percent in Georgia as a whole. RF schools were at the state average (90%) and higher than comparison schools (87%) in 2004, but have fallen behind both by 2007. The change from QCC to GPS in this grade had a greater negative impact on RF schools than on comparison schools or the state as a whole. Gains from 2006 to 2007 were less for RF schools than comparison schools and the state as a whole.



COHORT 2 RESULTS: First year of Reading First

DIBELS

Initial Sound Fluency (ISF): The percentage of Kindergarten children categorized as high risk decreased by 13.1 percent from the beginning of the year to the middle of the year.

The percentage of children in the low risk category also declined slightly; children in both the high and low risk groups moved into the some risk category.

Letter Naming Fluency (LNF): Kindergarteners made strong gains in LNF. The percentage of Kindergarten students in the high risk group declined by 11.8% from the beginning to the end of the year. The percentage in the low risk group increased 10.8 percent.

Phoneme Segmentation Fluency (PSF): Both Kindergarten and first grade students made excellent progress on PSF. The percentage of Kindergarteners in the high risk group decreased by 15.1 percent and the low risk group increased by 19.2 percent by the end of the school year. The numbers were even more impressive in first grade. Both the high risk (-18.0%) and some risk (-37.3%) groups shrank, and the low risk group grew by 55.3 percent. Only 2.1 percent of first graders were categorized as high risk at the end of the year.

Nonsense Word Fluency (NWF): Kindergarten students made only modest progress on NWF. First grade students, however, made good progress. The percentage of students in the high risk group dropped by 15.1 percent by the end of the year and the percentage in the low risk group rose by 12.6 percent. Only 8.7 percent of first graders were classified as high risk at the end of the school year.

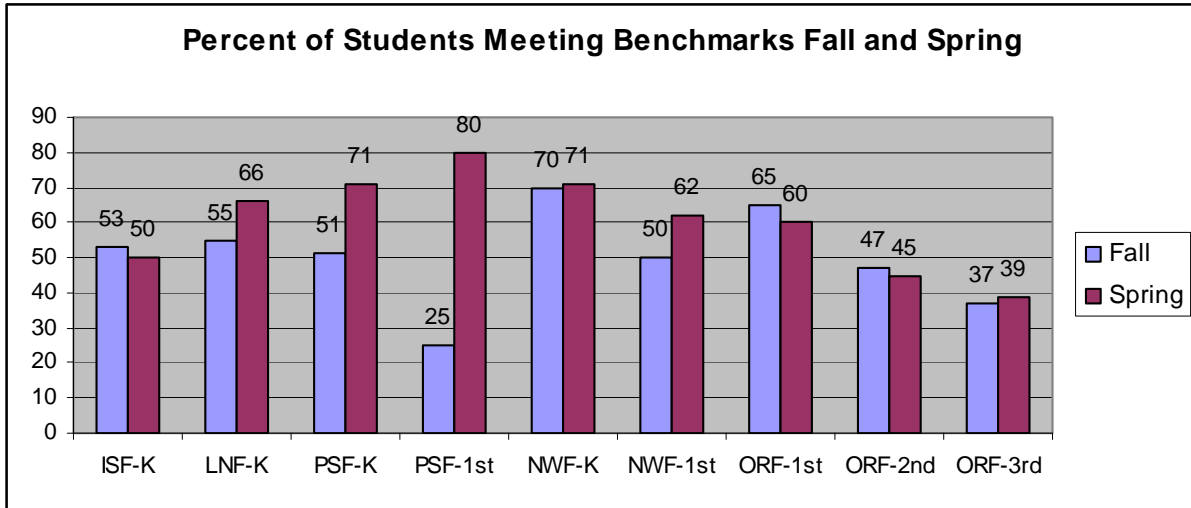
Oral Reading Fluency (ORF): First graders showed a small decline on ORF; the percentage classified as high risk increased 5.5 percent and the low risk group decreased by 5.3 percent. Second grade students also recorded losses on ORF from the beginning to the end of the year. The high risk group increased by 6.9 percent and the low risk group dropped by 2.0 percent. Third graders made modest gains; the high risk group declined by 7.0 percent, with the gains seen in the some risk group (+5.2%).

Benchmark Goal Achievement: The percentage of Kindergarteners meeting benchmarks increased from initial to final testing on three of the four DIBELS measures. For PSF, the percentage increased twenty percent to 71 percent of students. LNF, the only scale which was tested three times over the year, showed a decrease from midyear to the end of the year, but the end of year percentage was considerably higher than at the beginning of the year. The percentage of students meeting benchmark on ISP dropped three percent to 50 percent.

First graders showed gains on two (PSF & NWF) of the three scales for which they are tested more than once during the school year. The gains on PSF were outstanding; while only one-quarter of students made benchmark at the beginning of the year, the percentages rose to two-thirds at midyear and eighty percent at the end of the year. ORF benchmark percentages dropped from midyear to the end of the year.

Second graders are only assessed more than once on Oral Reading Fluency. The percentage of children reaching benchmark increased from the beginning to the middle of the year, but dropped to a slightly lower level by the end of the year.

Third graders are also only assessed on ORF. Like second graders, the percentage of children reaching benchmark increased from the beginning to the middle of the year, but dropped by the end of the year. The numbers at the end of the year, however, were slightly higher than at the beginning of the year.



ITBS

Results by Grade: First grade students showed declines in the number of students scoring at or above the 50th percentile on all five ITBS subscales from 2006 to 2007. The declines ranged from 2.1 percent for Word Analysis to 6.8 percent for Reading Vocabulary. Second grade students had modest declines on four of the five subscales, with Word Analysis showing a gain of one percent. Third graders declined slightly on three of the five, with modest gains on Reading Comprehension (0.1%) and Spelling (2.7%). Reading Vocabulary and Listening showed declines in all three grades.

Results by Cohort: In Cohort A, with students who were in second grade in 2007, there were declines in the percentage of students at or above the 50th percentile on all five subscales. The declines for Reading Comprehension and Word Analysis were slightly over ten percent. Spelling was the only subscale on which more than half of students scored at or above the 50th percentile in both 2006 and 2007.

In Cohort B, with students who were in third grade in 2007, students made gains in both Word Analysis (7.1%) and Spelling (3.1%). As with Cohort A, Spelling was the only subscale in which more than half of student met benchmark both years. Cohort B students had declines ranging from 1.7 to 4.4 percent on the other three subscales.

Results by Racial/Ethnic Subgroups: The percentage of Hispanic students scoring at or above the 50th percentile increased on all five subscales in third grade, three of the five for second grade, and four of the five in first grade. The increases for Hispanic students were noteworthy on Listening and Spelling in third grade and Reading Comprehension and Word Analysis in first grade. Students classified as "Other" displayed large losses on all five subscales in third grade. Both White and Black first grade students recorded declines on all five subscales.

Results by Academic/Economic Subgroups: The percentage of English Language Learners scoring at or above the 50th percentile increased on all five subscales in first grade and four of the five in both second and third grades. ELL students achieved double digit gains on Reading Comprehension and Word Analysis in both first and second grades. Economically disadvantaged students posted gains on four of the five subscales in both second and third grades, with double digit gains on Word Analysis both years. Students

with disabilities showed better ITBS changes than all students on four of the five subscales in first grade, all five subscales in second grade, and three in third grade.

Mean Score Gains: The third grade mean score on Spelling increased significantly from 2006 to 2007. Second grade results were mixed, with an increase on Word Analysis and decreases on Reading Comprehension and Listening. For first grade, there were significant declines on every subscale except for Word Analysis. Cohort A showed significant declines on Reading Vocabulary, Reading Comprehension and Word Analysis. Cohort B, however, recorded significant gains on Word Analysis and Spelling and losses on Reading Comprehension and Listening.

Reading First vs. Non-Reading First: Based on the 27 of 44 (61%) Cohort 2 RF schools that could be matched, there were no statistically significant differences between Reading First students and third graders in comparison schools on the ITBS measures of Reading Vocabulary, Reading Comprehension, and Spelling.

PPVT

The majority (63.5%) of Kindergarten students made gains on the PPVT in the 2006-07 school year. The Normal Curve Equivalent (NCE) score rose by 7.1 points, a significant difference. The results are similar if the Atlanta Public Schools, which used two different versions of the test, are excluded. Without APS results, the increase was 5.5 points and 62 percent of students improved their scores.

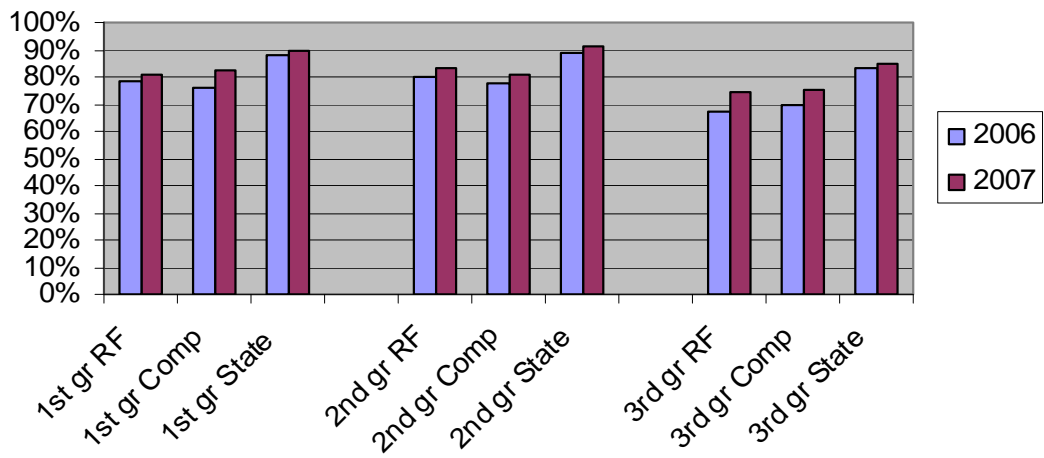
CRCT

In third grade, RF students made larger gains than students in comparison schools and all Georgia students. Nearly three-quarters (74.4%) of RF students met or exceeded standards in reading in 2007, about the same as non-RF schools (74.9%). Both groups lagged behind the state (85%).

Second grade RF students also made greater gains than comparison and state students. More RF students (83.3%) met or exceeded standards in 2007 than comparison students (80.6%), but fewer than the state as a whole (91%).

RF students in first grade made similar gains to state students, but less progress than non-RF students. Non-RF students (82.8%) passed at a higher rate than RF students (80.5%), but both groups were behind the state as a whole (90%).

CRCT Reading % meet/exceed 2006 to 2007



RF Outcomes Summary - Cohorts 1 & 2

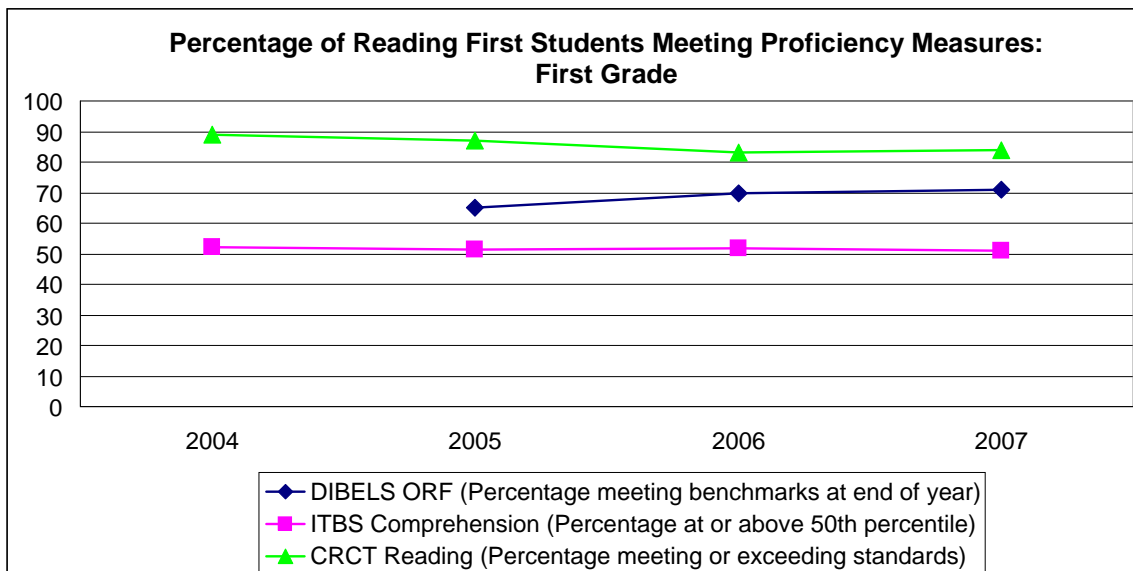
The table below summarizes the assessment results for each essential reading element in RF, using end-of-year reading tests outcomes from Georgia's external evaluation of RF. The summary includes results for both Cohort 1 and Cohort 2 RF schools. For Cohort 1 a three year comparison is provided for years 2005, 2006, and 2007 outcomes.

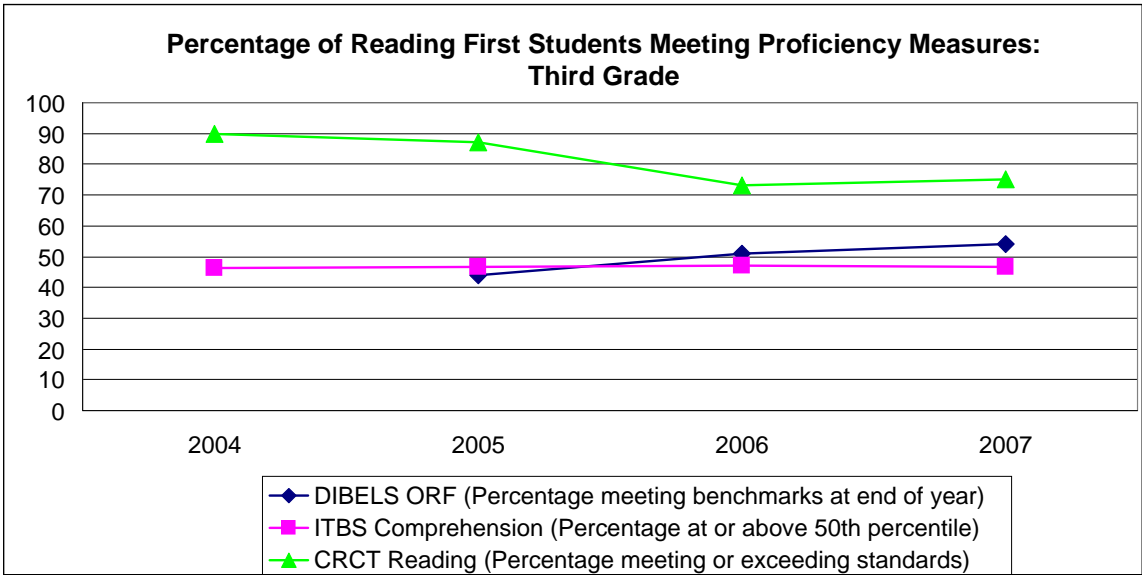
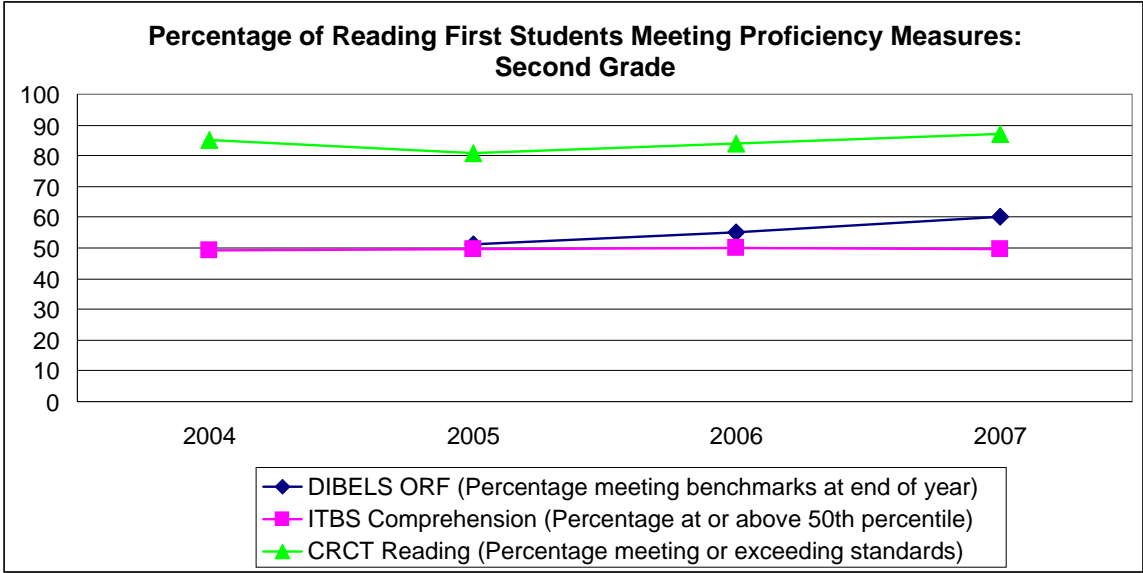
Essential Reading Element	RF Outcome Measure (end-of-year results) Spring 2005, 2006, 2007	K	1 st	2 nd	3 rd	
Phonemic Awareness	Percent of students who met benchmark goals: DIBELS Phoneme Segmentation Fluency	COHORT 2: 2007	71%	80%	--	--
		COHORT 1: 2007	84%	87%	--	--
		2006	82%	85%	--	--
		2005	71%	76%	--	--
Phonics	Percent of students who met benchmark goals: DIBELS Letter Naming Fluency	COHORT 2: 2007	66%	--	--	--
		COHORT 1: 2007	76%	--	--	--
		2006	74%	--	--	--
		2005	68%	--	--	--
Phonics	Percent of students who met benchmark goals: DIBELS Nonsense Word Fluency	COHORT 2: 2007	71%	62%	--	--
		COHORT 1: 2007	79%	74%	--	--
		2006	77%	73%	--	--
		2005	71%	65%	--	--

Essential Reading Element	RF Outcome Measure (end-of-year results) Spring 2005, 2006, 2007	K	1st	2nd	3rd	
Phonics	Percent of students at grade level proficiency (at/above 50 th percentile): ITBS Word Analysis	COHORT 2: 2007	--	44%	29%	35%
		COHORT 1: 2007	--	51%	36%	41%
		2006	--	51%	36%	40%
		2005	--	51%	36%	38%
		<hr/>				
Phonics	Percent of students at grade level proficiency: ITBS Spelling	COHORT 2: 2007	--	60%	53%	57%
		COHORT 1: 2007	--	67%	61%	61%
		2006	--	68%	60%	61%
		2005	--	68%	60%	61%
		<hr/>				
Fluency	Percent of students who met benchmark goals: DIBELS Oral Reading Fluency	COHORT 2: 2007	--	60%	45%	39%
		COHORT 1: 2007	--	71%	60%	54%
		2006	--	70%	55%	51%
		2005	--	65%	51%	44%
		<hr/>				
Vocabulary	Percent of students at/above 50 th percentile: PPVT-3 Oral Vocabulary	COHORT 2: 2007	27%	--	--	--
		COHORT 1: 2007	32%	--	--	--
		2006	33%	--	--	--
		2005	33%	--	--	--
		<hr/>				
Vocabulary	Percent of students at grade level proficiency (at/above 50 th percentile): ITBS Vocabulary	COHORT 2: 2007	--	34%	30%	27%
		COHORT 1: 2007	--	42%	39%	33%
		2006	--	43%	39%	35%
		2005	--	43%	39%	34%
		<hr/>				

Essential Reading Element	RF Outcome Measure (end-of-year results) Spring 2005, 2006, 2007	K	1 st	2 nd	3 rd	
Reading Comprehension	Percent of students at grade level proficiency (at/above 50 th percentile): ITBS Reading Comprehension	COHORT 2: 2007	--	51%	42%	39%
		COHORT 1: 2007	--	57%	50%	43%
		2006	--	58%	51%	43%
		2005	--	58%	50%	43%

Following is a graphic summary of the above data, showing trend lines for each of the major RF outcomes test results for **Cohort 1** grades 1-3 from the beginning of RF through the third year of funding.





Summary of Student Achievement Findings for the Year 3 Executive Summary Report

1. What progress did Cohort 1 RF students make on DIBELS fluency measures from the beginning to the end of the school year in the third year of Reading First (2006-07)?

With the exception of First Grade Oral Reading Fluency, Cohort 1 students made positive gains on all measures of DIBELS during the third year of Reading First. Results for each DIBELS measure are shown in the table below.

Percent of Students at Low Risk/Established Reader Level: Beginning to End of School Year, 2006-07 (Third Year of RF)

DIBELS measure & grade	Start of Year	Mid Year	End of Year	2006-07 Changes (start→end)
<u>Initial Sounds Fluency</u>				
Kindergarten	58.0%	65.6%	n/a	+7.6%
<u>Letter Naming Fluency</u>				
Kindergarten	63.0%	81.7%	76.3%	+13.3%
First Grade	73.3%	n/a	n/a	
<u>Phoneme Segmentation Fluency</u>				
Kindergarten		67.1%	84.1%	+17.0%
First Grade	n/a	84.4%	86.6%	+25.5%
<u>Nonsense Word Fluency</u>				
Kindergarten	n/a	78.3%	78.6%	+0.3%
First Grade	71.4%	68.1%	73.9%	+2.5%
Second Grade	62.3%	n/a	n/a	
<u>Oral Reading Fluency</u>				
First Grade	n/a	75.3%	70.9%	-4.4%
Second Grade	59.5%	68.4%	59.8%	+0.3%
Third Grade	50.1%	55.1%	53.9%	+3.8%

2. How does student progress on DIBELS in the third year of RF compare to progress in the first and second years of RF for Cohort 1?

Progress is defined as an increase in the percent of students who are at the low risk/established reader level on DIBELS measures at the end of the school year compared to where they were at the beginning of school year. The table below summarizes these changes for each year of RF, and also compares these results to changes in the previous years of RF (↑ = change is better than last year; ↓ = change is not as good as last year).

Annual rate of CHANGE in percent of students at low risk/established level each year of RF

DIBELS measure & grade	2004-05 First Yr RF	2005-06 Second Yr RF	2006-07 Third Yr RF
<u>Initial Sounds Fluency</u>			
Kindergarten	-11.9%	-1.5% ↑	+7.6% ↑
<u>Letter Naming Fluency</u>			
Kindergarten	+5.5%	+12.5% ↑	+13.3% ↑
<u>Phoneme Segmentation Fluency</u>			
Kindergarten	+23.1%	+18.5% ↓	+17.0% ↓
First Grade	+48.0%	+31.8% ↓	+25.5% ↓
<u>Nonsense Word Fluency</u>			
Kindergarten	+4.9%	+1.7% ↓	+0.3% ↓
First Grade	+5.8%	+7.3% ↑	+2.5% ↓
<u>Oral Reading Fluency</u>			
First Grade	-1.9%	-2.3% ↓	-4.4% ↓
Second Grade	-3.6%	+0.2% ↑	+0.3% ↑
Third Grade	+1.0%	+4.8% ↑	+3.8% ↓

3. What gains have RF students made in meeting DIBELS end-of-year benchmarks in the past three years of Reading First? How do Cohort 2 schools compare to Cohort 1 schools in their first year?

The outcome measure for Georgia RF is the percent of students who meet DIBELS benchmarks for low risk/established readers by the end of the school year. The table below summarizes the RF outcomes measures for three years of RF in Georgia.

Percent of students meeting end-of-year benchmark goals on DIBELS measures each year

DIBELS measure & grade	2004-05 First Yr RF (Cohort 1)	2005-06 Second Yr RF (Cohort 1)	2006-07 Third Yr RF (Cohort 1)	Gains: Yr 1 to Yr 3	2006-07 First Yr RF (Cohort 2)
<u>Initial Sounds Fluency</u>					
Kindergarten	39.6%	54.3%	65.6%	+26.0	49.6%
<u>Letter Naming Fluency</u>					
Kindergarten	67.5%	74.1%	76.3%	+8.8	66.1%
<u>Phoneme Segmentation Fluency</u>					
Kindergarten	70.6%	81.9%	84.1%	+13.5	70.6%
First Grade	76.3%	85.3%	86.6%	+10.3	80.1%
<u>Nonsense Word Fluency</u>					
Kindergarten	70.7%	77.0%	78.6%	+7.9	71.3%
First Grade	64.9%	72.9%	73.9%	+9.0	62.2%
<u>Oral Reading Fluency</u>					
First Grade	64.7%	69.5%	70.9%	+6.0	59.8%
Second Grade	50.8%	55.5%	59.8%	+9.0	45.1%
Third Grade	44.2%	50.7%	53.9%	+9.7	38.6%

**4. How do student results on the CRCT reading tests compare from year to year?
What gains do students make after one, two, or three years of RF participation?**

The table below follows each grade from year to year during the three years that RF has been implemented in Georgia schools. This is a modified cohort model that does not match students in the grade cohort each year. It shows progress on meeting CRCT proficiency standards as students move from one grade to the next each year of RF.

**CRCT-Reading results by grade-level cohort*:
Percent of RF students who met/exceeded standards each year of RF**

2003-04 (pre-RF)	2004-05 1 st yr of RF	2005-06 2 nd yr of RF	2006-07 3 rd yr of RF
QCC	QCC	GPS	GPS
		<u>First grade</u> ➤ 83%	<u>Second grade</u> ➤ 87% (4% increase)
	<u>First grade</u> ➤ 87%	<u>Second grade</u> ➤ 84% (3% decrease)	<u>Third grade</u> ➤ 75% (9% decrease)
<u>First grade</u> ➤ 89%	<u>Second grade</u> ➤ 81% (8% decrease)	<u>Third grade</u> ➤ 73% (8% decrease)	
<u>Second grade</u> ➤ 85%	<u>Third grade</u> ➤ 87% (2% increase)		

* a grade-level cohort includes all students in the grade each year

Note: CRCT standards and curriculum changed from QCC-based to GPS-based in 2005-06

5. How do student outcomes on the ITBS Reading test in the third year of RF compare to outcomes in the first and second years of RF? How do Cohort 2 schools compare to Cohort 1 schools in their first year?

The table below summarizes the results of students in first, second, and third grade who meet the ITBS proficiency standard for Georgia RF (developmental standard score at or above the 50th percentile) in each of the scales of the ITBS Reading test. Results on this outcome measure are not encouraging. Only four of the 15 three-year gains are in the positive direction. Most changes are less than one percent.

Percent of students at grade level proficiency (at/above 50th percentile) on key ITBS measures

ITBS measure & grade	2004-05 First Yr RF	2005-06 Second Yr RF	2006-07 Third Yr RF (Cohort 1)	Gains Yr 1 to Yr 3	2006-07 First Yr RF (Cohort 2)
<u>Vocabulary</u>					
First Grade	42.7%	43.2%	42.3%	-0.4	34.1%
Second Grade	38.5%	39.1%	38.8%	+0.3	30.1%
Third Grade	34.4%	34.9%	33.4%	-1.0	26.5%
<u>Comprehension</u>					
First Grade	57.7%	57.9%	57.2%	-0.5	50.7%
Second Grade	50.4%	51.2%	50.0%	-0.4	42.0%
Third Grade	42.5%	43.4%	42.5%	0.0	38.9%
<u>Word Analysis</u>					
First Grade	51.3%	50.9%	50.7%	-0.6	44.2%
Second Grade	36.2%	35.8%	36.0%	-0.2	29.3%
Third Grade	38.0%	40.2%	41.2%	+3.2	34.7%
<u>Listening</u>					
First Grade	36.0%	34.9%	34.5%	-1.5	29.4%
Second Grade	36.0%	34.5%	33.5%	-2.5	28.7%
Third Grade	28.5%	29.8%	29.4%	+0.9	25.5%
<u>Spelling</u>					
First Grade	67.7%	67.7%	67.2%	-0.5	60.0%
Second Grade	60.2%	59.9%	61.2%	+1.0	53.1%
Third Grade	61.0%	61.4%	61.0%	0.0	56.6%

EVALUATION OF GEORGIA READING FIRST IMPLEMENTATION, PROGRESS, AND IMPACT YEAR THREE: 2006-2007

OVERVIEW OF READING FIRST

Reading First is a focused nationwide effort to enable all students to become successful early readers. The purpose of Reading First is to ensure that all children in America learn to read well by the end of third grade. Reading First seeks to embed the essential components of reading instruction into all elements of the K-3 teaching structures of each State. Reading First provides assistance to States and districts in selecting effective instructional materials, programs, learning systems and strategies to implement methods that have been proven to teach reading. Reading First also provides assistance for the selection and administration of screening, diagnostic and classroom-based instructional reading assessments with proven validity and reliability, in order to measure where students are and monitor their progress. As a result of Reading First federal funding, students are expected to become better readers; teachers are expected to deliver consistent and coherent, skills-based reading instruction; and district and state leaders are expected to provide educators with ongoing, high-quality support that makes a difference in the classroom. Reading First specifies that teachers' classroom instructional decisions must be informed by scientifically based reading research. Reading First funds programs in which students are systematically and explicitly taught five key early reading skills:

- Phonemic awareness - the ability to hear, identify, and play with individual sounds - or phonemes - in spoken words.
- Phonics - the relationship between the letters of written language and the sounds of spoken language.
- Fluency - the capacity to read text accurately and quickly.
- Vocabulary - the words students must know to communicate effectively.
- Comprehension - the ability to understand and gain meaning from what has been read.

(Source: US Department of Education Website for Reading First, 2005)

The overall goal of Reading First in Georgia is the dissemination of knowledge of scientifically based reading research (SBRR) as well as providing support in the implementation of reading programs and strategies based on SBRR throughout all reading-related activities in Georgia for the next six years. Specific goals of Georgia Reading First include

- To ensure that all children at participating sites are able to read well and independently by the end of third grade.
- To develop an SBRR professional development system that will assist administrators and all teachers of reading in the delivery of best instructional practices, which maximize reading gains for all students.
- To develop avenues of assistance for local schools in administering and using SBRR screening, diagnostic, and classroom-based instructional reading assessments.

- To provide assistance to schools in selecting or developing effective SBRR instructional materials (including classroom-based materials to assist teachers in implementing the essential components of SBRR reading instruction), programs, learning systems, and strategies to implement methods that have been proven to prevent or remediate reading failure within Georgia.

The Georgia Department of Education provides the following professional development and support activities for schools implementing Reading First:

- Teacher Reading Academies to provide Reading First teachers with a foundational understanding of the five essential components of reading, effective classroom practices, and assessments.
- Regional Reading First Consultants (RRFCs) who organize and coordinate Teacher Reading Academies as well as provide technical support to literacy coaches and School Leadership Teams at the cohort schools.
- Literacy Coaches who are trained in scientifically based reading research to work onsite with teachers in RF schools to explain, demonstrate, and model best practices in reading instruction.
- Study groups on SBRR across the five components of reading and assessment, led by school literacy coach at each Reading First school, to enable teachers to study in depth specific targeted areas of need in their schools.
- Leadership Forums conducted at the same time as the summer Teacher Reading Academies and several times during the school year, to provide school and district administrators with the information about SBRR they need to support their teachers in full implementation of a quality reading program.

(Source: Georgia Reading First Initiative, Application for Federal Funding, 2003)

EVALUATION METHODOLOGY

The Georgia Department of Education contracted with the College of Education at the University of Georgia (UGA) in May 2004 to conduct the external evaluation for Georgia Reading First during the first three-year cycle of funding. The units in the UGA College of Education involved with conducting the external evaluation are the Language and Literacy Education Department which provided content expertise in reading education and on-site observations of teaching, including involvement of lead faculty members and graduate students in reading education; the Test Scoring and Reporting Services of the Georgia Assessment Center which provided expertise in analysis of test scores and quantitative data; and the Occupational Research Group which coordinated survey administration and project activities including personnel, budgeting, reporting, contract management, and quality control.

Evaluation Questions

The RF evaluation is designed to address the following questions about the implementation of Reading First and its impact on students reading ability in Georgia:

- Is the RF program being implemented by schools as intended in the Georgia RF plan? How does the level of implementation of Reading First relate to the results being achieved in RF schools? Are RF teachers more knowledgeable of scientifically based reading research after the three years of professional learning experiences?
- What progress is being made by RF schools in improving student reading achievement? Where progress is not apparent, what are the reasons for this? What interventions are required?
- What is the impact of Reading First on student achievement in reading as measured by standardized test scores? Is reading achievement in RF schools higher than in non-RF schools?

A complete description of the research design for test data analysis and copies of the instruments and protocols for data collection can be found in the appendices of this report. Below is a description of each of the methods used to collect, analyze, and report data addressing each of the evaluation questions listed above.

IMPLEMENTATION: Fidelity of Reading First Implementation in RF Schools

To address the evaluation question about whether RF is being implemented as intended in Georgia schools, the external evaluators collected information from a variety of sources about how well the implementation of RF followed the funded model and state plan. Three major data collection methods were used: observations of reading classes by RF teachers at RF schools; online monthly survey interviews with literacy coaches at each RF school; and annual surveys of RF teachers, administrators, parents, literacy coaches, and regional RF consultants. Each method is described below.

Observations of classroom instruction at RF schools

On-site observations of regular classroom reading teacher activities in cohort 1 and cohort 2 RF-funded schools were conducted by a team of UGA field observers consisting of reading education educators and graduate students in the reading education program at UGA. The purpose of the observations was to assess what instructional strategies were being used to teach reading and how frequently the RF instructional strategies were used in the classrooms of RF schools.

The observation instrument used for the classroom observations was the Instructional Content Emphasis (ICE), second revision, developed by Edmonds and Briggs (2003) and adapted for use in the University of Texas Center for Reading and Language Arts research and education projects. This instrument was selected because of its close alignment with the five essential elements of SBRR which form the basis for Reading First. UGA external reviewers participated in a two day training provided by Dr. Jan Dole of the University of Utah (which is using the ICE for the Utah Reading First observations) to learn the appropriate use of the observation instrument and to ensure inter-rater reliability of the external evaluators. The ICE-R observation coding results in a numeric description that indicates: (1) What is being taught, (2) How it is being taught, and (3) What materials are being used in the instruction. Coding categories of the ICE-R include: Phonological Awareness, Phonics-Word Study, Fluency, Vocabulary, and Comprehension, as well as Related Literacy Activities, Transitions, Directions/Procedures, and Non-Reading First Activities.

UGA external reviewers conducted onsite in-school observation visits during both fall and spring semesters. All cohort 2 schools (first year of RF) and half of the cohort 1 schools (third year of RF) were observed. At each school visitation, randomly selected RF teachers in each grade level were observed for a full instructional period wherever possible. The observation guide allows observers to record actual use of RF teaching strategies with students. Data resulting from the in-class observations allows evaluators to identify the percent of teachers and schools using key RF instructional strategies, including the five essential elements of SBRR at each grade level and statewide. The third year observation data at cohort 1 schools is compared to first and second year results to identify differences in teacher behaviors over the three years of Reading First.

Surveys and interviews with literacy coaches at RF schools

To assess the ongoing implementation process at each RF school throughout the year, UGA evaluators, with input from RF state staff and professional development architects, developed a set of questions each month that addressed various topics in the RF implementation. Responses were collected from Literacy Coaches using an on-line, web-based reporting system (developed by UGA) which enabled coaches to submit monthly reports on RF implementation activities, issues, challenges, and successes in their school. The monthly reporting system and open-ended questions in the report allowed the evaluators to gather assessment information from literacy coaches at regular points throughout the school year and to identify emerging issues and concerns at the RF schools that could affect implementation. By using the Literacy Coach feedback formatively, state and regional leaders of Georgia Reading First were able to identify ongoing professional development needs and technical assistance support for the RF schools throughout the year. UGA reviewers collected and analyzed the on-line survey information each month from September 2006 through May 2007 (with the exception of December) and provided a monthly written summary report to the Georgia Reading First Office for their use in planning ongoing professional development. Information was provided in the aggregate to protect the identity of specific coaches and schools. Coaches in cohort 1 and cohort 2 schools completed the same survey questions, but results were presented separately in the reports to the state education agency.

Survey questionnaires with RF stakeholders

To assess implementation processes and concerns more broadly across all RF schools, UGA developed and administered a series of survey questionnaires to five key RF participant groups: (1) RF teachers, (2) Literacy Coaches, (3) RF school administrators, (4) parents of students in RF schools, and (5) Regional RF Consultants. The purpose of the survey data

collection was to identify how Reading First was being implemented in the schools, areas in which additional support may be needed for full implementation, and perceived impact of Reading First on student reading ability. Using a combination of Likert-scale, forced choice, and open-ended response items, the questions in each of the five surveys were designed to gather self-report information about the extent to which RF implementation activities actually occurred in the school from the perspective of various participants. State department RF staff members were asked to review survey questions and provide input prior to finalization of survey instruments. The parent survey was field tested with a small group of parents in the UGA Reading Clinic prior to the first year of use.

Survey data was collected from each of the RF schools in March and April, using an on-line web-based survey for principals, teachers, and literacy coaches, and a paper questionnaire form for parents and Regional RF Consultants. Literacy Coaches and teachers each answered the same set of questions to allow comparison of these two key groups of RF participants on common items about how RF had been implemented at each grade level. All of the RF teachers, principals, and literacy coaches in each RF school were asked to complete a RF survey and submit responses online. The parent survey was distributed to a 25% random sample of parents in each school to complete and return directly to UGA evaluators. A Spanish language version of the parent survey was also made available. The evaluators compiled responses to each survey and analyzed the results across all RF schools. Data was aggregated and reported by grade level and statewide to determine the level of RF implementation in Georgia.

PROGRESS: Student Progress in Reading Achievement at RF Schools

To address the evaluation question about progress being made on reading achievement by students in RF schools during the year, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was used in Georgia RF schools to assess student skills in the five essential domains of reading included in RF. Assessments were given by classroom teachers at the beginning, middle, and end of the school year. Evaluators used the DIBELS results as a measure of the progress of RF students from the beginning to the end of the school year. In addition, DIBELS results were used by RF teachers for student screening, diagnosis, progress monitoring, and outcome assessment.

Analysis of DIBELS scores in grades K-3 in RF-funded schools

Using scores from subtests of DIBELS administered in grades K-3 in all RF schools three times a year (beginning, middle, end of year), evaluators examined trends in student reading progress from the beginning to the end of the school year. Evaluators compared results in the essential components of Reading First using the following DIBELS subtests: Letter Naming Fluency, Initial Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, and Oral Reading Fluency. Results were summarized statewide for all RF schools, for each grade level, for each DIBELS measure, as well as for each of the RF schools. In addition, the evaluation identifies changes in the percent of students at each level of risk from the beginning to the end of the school year and the percent of students meeting benchmark goals (fluency targets) established for each reading measure by the end of the school year.

IMPACT: Impact of Reading First on Student Achievement in Reading

To answer the evaluation question about the impact of RF on student achievement in reading, student scores on standardized achievement tests in reading were used to examine changes in student reading skills from one year to the next. Evaluation methods included comparison group studies of RF schools and non-RF schools on end-of-year ITBS reading test results, gain score comparisons year-to-year for RF schools on ITBS reading test results, PPVT progress measures, and non-confirmatory evidence from the CRCT reading test results for RF and non-RF schools. Each of these evaluation methods is described below.

Comparison of ITBS reading scores for current and prior school years in RF schools (year-to-year changes)

Using end-of-year ITBS reading test scores for grades 1, 2, and 3 in all RF schools, evaluators analyzed changes in ITBS mean NCE scores and percent of students reading at grade level for both school level and student cohort gains in each RF school from year to year. The percent of students reading at grade level (grade equivalent of mean NCE scores) was compared to scores for the previous year for that same grade. Significance of difference was calculated to determine possible impact of RF on changes in student achievement test scores from year to year. The following ITBS reading subscales were used for this analysis: Vocabulary, Reading Comprehension, Word Analysis, Listening, and Spelling. For each ITBS reading subscale, results were reported for the state as a whole, by grade level, and by the following student groupings (for federal reporting purposes): racial/ethnic, disabilities, limited English proficiency, and economic disadvantage.

In each year of the evaluation, a cohort analysis was conducted by comparing student ITBS reading scores for second and third grade students with the ITBS reading scores for this same group who were in first and second grades the previous year. In addition, comparison of cohort results was done across all years to identify two year gains for the third grade cohort.

Comparison of RF schools and non-RF schools on ITBS third grade reading scores

Evaluators used ITBS third grade reading scores provided by the testing vendor for RF schools and for a comparable sample of non-RF schools (schools matched on free/reduced lunch, limited English proficiency, racial/ethnic percentages). The following third grade ITBS reading subscales common to both RF school and non-RF school testing were used: Vocabulary, Reading Comprehension, and Language. UGA analyzed differences in mean scores between RF schools and the comparison group to determine if RF can explain differences in student achievement measured by the ITBS in schools where RF was implemented compared to schools where RF was not used.

Analysis of PPVT Scores for Kindergarten RF students Vocabulary Outcomes

Using the results of two PPVT assessments of kindergarten students in all RF schools administered at the beginning and end of the school year, evaluators identified gains in oral vocabulary within the school year for kindergarten students.

Comparison of CRCT reading scores for RF schools and a sample of non-RF schools

Using CRCT pass rates in reading for grades 1, 2, and 3, evaluators compared CRCT results of RF schools with those of a comparison group of non-RF schools and for the entire state of Georgia as a means of providing confirmatory evidence of RF impact each year. The CRCT is not an approved outcome measure for RF. The percent of students at each performance level (does not meet, meets, and exceeds the state standard) for the CRCT reading test in

Spring 2007 were compared to those at each performance level in Spring 2006 and 2005. Statistical analyses were used to identify significant differences between school comparison groups.

Outcomes Assessment for Reading First

The assessment plan for Georgia Reading First identified measures of each of the five essential components of reading that would be reported as outcomes measures for Reading First. Testing results from DIBELS and ITBS were based on the percent of students in RF schools meeting the benchmark for selected DIBELS testing measures and the percent of students scoring at grade level proficiency on selected ITBS subtests. End-of-year results were reported for the state as a whole (all RF schools) by grade level and for subcategories of students.

The following measures were used to assess student outcomes on each of the essential reading components for Reading First:

Essential Reading Element	Measure	K	1 st	2 nd	3 rd
Phonemic Awareness	DIBELS: Phoneme Segmentation Fluency	✓	✓		
	# of measures/grade level	1	1	0	0
Phonics	DIBELS: Letter Naming Fluency	✓			
	DIBELS: Nonsense Word Fluency	✓	✓		
	ITBS: Word Analysis		✓	✓	✓
	ITBS: Spelling		✓	✓	✓
	# of measures/grade level	2	3	2	2
Fluency	DIBELS: Oral Reading Fluency		✓	✓	✓
	# of measures/grade level	0	1	1	1
Vocabulary	PPVT-3 Oral Vocabulary	✓			
	ITBS: Vocabulary		✓	✓	✓
	ITBS: Listening		✓	✓	✓
	# of measures/grade level	1	2	2	2
Reading Comprehension	ITBS: Reading Comprehension		✓	✓	✓
	# of measures/grade level	0	1	1	1

IMPLEMENTATION RESULTS: Cohort 1 Schools

This section of the report addresses the following evaluation questions:

How is Reading First being implemented in Georgia schools? Is Reading First being implemented by Reading First schools as intended in the state plan? How do classroom observation and stakeholder results compare to Reading First Year One results?

This section of the evaluation report also presents the results from classroom observations and stakeholder surveys, summarized for each of the major topic areas of RF implementation for Cohort 1 schools.

Data Collection Methods

Multiple sources of data are used in this analysis and summary of the implementation of Reading First across schools. These include:

- Online (Web-based) surveys for all RF teachers, literacy coaches, principals, and regional Reading First coordinators (RRFC)
- Paper surveys mailed to a 25% randomly selected sample of parents of students in RF schools
- On-site observations conducted in all RF schools with a randomly selected of classrooms representing all grade levels at each school

Survey Data

Surveys administered to RF school principals, teachers, literacy coaches, parents, and RRFCs consist of items with Likert scale or other forced-choice response options. One open-ended question in each survey is included to solicit comments from respondents. A copy of each survey instrument and summary data is included in the appendix of this report.

Following is a summary of total responses received from each stakeholder group:

Number of Survey Respondents for 2007

Survey Respondent Group	Number of Responses
School Principals	68
Teachers Total	1,554
Kindergarten Teachers	356
First Grade Teachers	361
Second Grade Teachers	316
Third Grade Teachers	295
Special Ed Teachers	186
(Grade not specified)	40
Literacy Coaches	87
Regional RF Coordinators	13
Parents Total	1875
Kindergarten child	499

1 st Grade child	488
2 nd Grade child	446
3 rd Grade child	425
(Grade not specified)	17

Comments from each respondent group are coded using the pre-established categories from the survey instrument. Following is a summary of the number of coded comments received from school and state RF personnel:

Number of School/State RF Respondent Comments for 2007

CATEGORY	Coach (LC)	K-3 teacher	SpEd teacher	Principal	RRFC
Essential domains of reading	1	39	2	0	1
Reading First classroom	9	215	15	3	11
Student assessment	1	26	4	2	3
Support for Reading First	15	71	14	13	7
Professional development	6	5	0	2	2
Student progress	6	91	21	4	2

Comments from the parents also are coded using categories that reflect the content of the question from the survey. Following is a summary of the number of coded comments received from parents of RF students sampled in this survey:

Number of Parent Comments for 2007

CATEGORY	Parents of K	Parents of 1 st	Parents of 2 nd	Parents of 3 rd
Satisfaction	109	84	66	58
Suggestions & requests	6	8	6	10
Parental support	9	8	12	3
Concerns	13	29	19	19
Accelerated reader	2	0	5	0
Phonics	6	2	3	1
Testing	0	2	1	1

Data Analysis

The a priori codes indicated above are used to code all the comments from the surveys. The coded comments are organized in a table by category code, grade/rank and the actual comment.

These comments have been examined in light of the findings from the numerical survey results and the *t*-test comparisons across years. The comments have been analyzed to see how they might further explain or illustrate the significance of the numerical results. Also the comments have been analyzed to see if they provide additional or alternative information. Comments selected for inclusion represent the results of these analyses.

A mean score response is calculated for each of the 33 closed-response questionnaire items, using the following scale: Strongly Disagree = 1, Disagree = 2, Agree = 3, Strongly Agree = 4, with adjustments made for some items that used different response options. Data from the Spring 2007 RF surveys have been compared to results for similar questions on the Spring 2005 RF surveys to identify differences in responses from Year One to Year Three implementation of RF. In addition, responses of literacy coaches have been compared to those of teachers for each grade level to identify areas of difference between these two

respondent groups. For both of these analyses *t*-tests to identify statistically significant differences in the means have been calculated and those items where significance has been found at the .01 level are discussed in the appropriate section on implementation findings in this report. The mean score responses for each survey item can be found in the appendix to this report.

Observation Data

Teams of external evaluators conducted one-hour observations in randomly selected RF classrooms in 58 of the 106 in cohort 1 Reading First schools during 2006-07. Half of the schools were visited in Fall semester 2006 and half in Spring semester 2007. **A total of 223 RF classroom observations were completed. These observations included 56 in kindergarten, 56 in first grade, 56 in second grade, and 55 in third grade.**

During the one-hour observation period, which was part of the daily 120-135 minute block of time reserved for Reading First activities, the external evaluators coded all teacher activities using an instrument developed and tested by Dr. Jan Dole of the University of Utah, and revised slightly in the Spring of 2005 to adjust for discrepancies that were noted in the Fall 2004. A copy of the revised version, I.C.E.-R4, can be found in the Appendix. The I.C.E.-R4 consists of various coded categories that pertain to RF instruction, related RF instruction, and transition or off-task activities.

During each observation, the external evaluators took notes either in long hand or on a computer that described the activities of the classroom teacher. After each observation, the external evaluators coded their notes using the I.C.E.-R4. Their codes were entered into an Excel spread sheet and electronically transmitted to the RF Evaluation Office in Aderhold Hall. One individual on the UGA evaluation team was responsible for verifying that all classroom observations were completed and that the coded Excel sheets were properly filed. The content of these coded files became the data pool from which the descriptive data and graphs were produced for the final report.

Findings from all of the above sources of data from RF stakeholders are summarized using the following major areas of Reading First implementation:

- A) Essential Domains of Reading
- B) Reading First Classrooms
- C) Support for Reading First
- D) Professional Development
- E) Student Assessment
- F) Student Progress

The results which follow are organized by each of these categories of implementation and include relevant findings from surveys and observation data. Data from the various survey respondent groups and by grade level are compared to identify key areas of difference. Information sets from three years of RF evaluation are compared to identify trends or anomalies.

Findings

A. Essential Domains of Reading

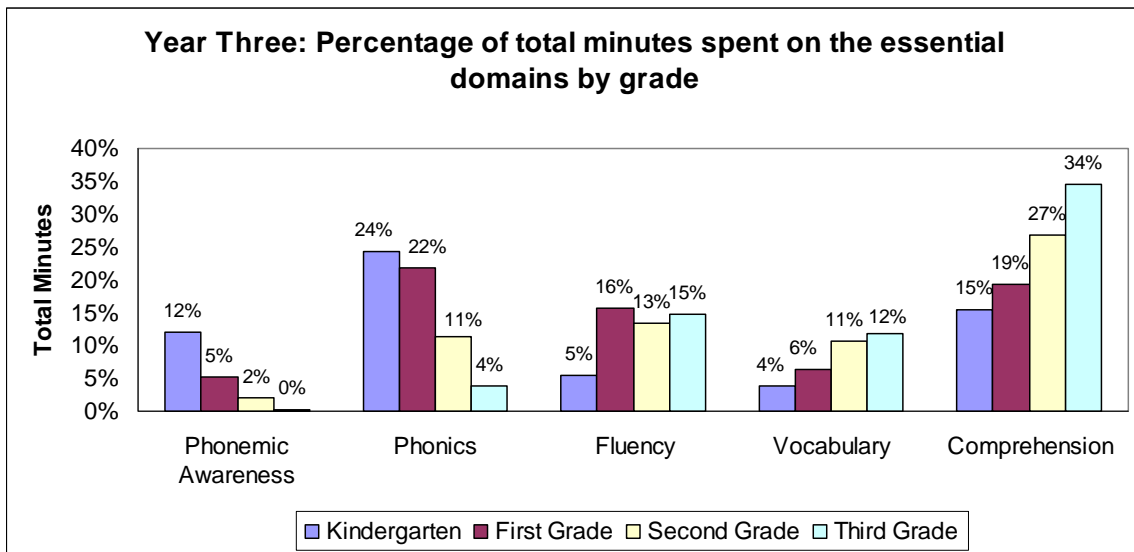
The five essential domains of reading are: phonological awareness, phonics, fluency, vocabulary and comprehension. Georgia's sequential design for Reading First instruction recognizes that instruction in the domains differs by grade level. Furthermore the manner in

which each domain is taught differs depending on grade and reading ability of students. The following chart presents the amended and approved sequence for instruction:

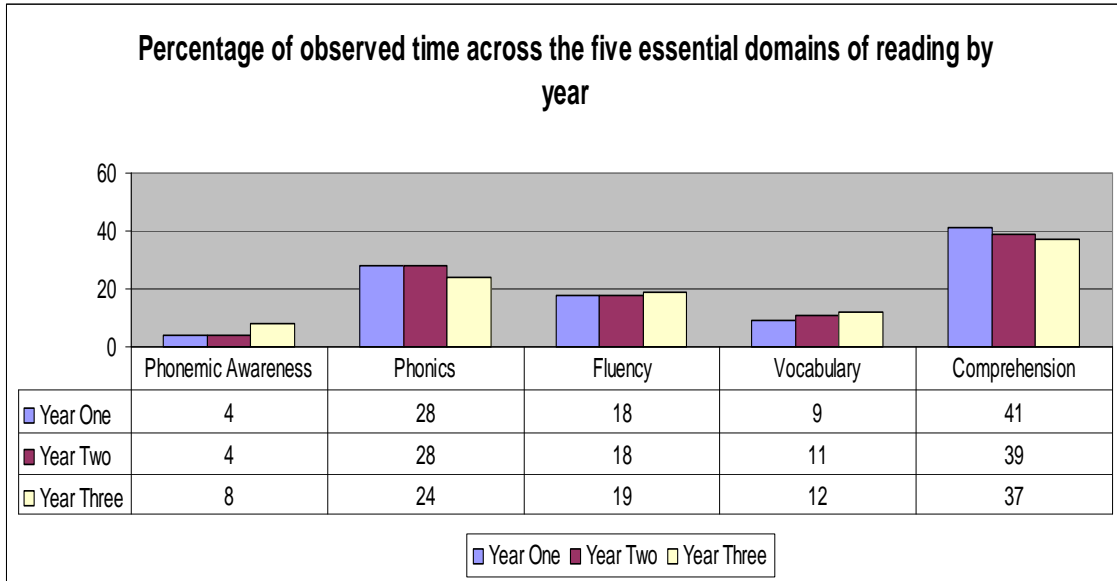
	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	☺ ☺ ☺	☺ ☺ ☺	☹	☹ ☹ ☺	☹ ☹ ☺
1	☺	☺ ☺ ☺	☺ ☹	☹ ☹ ☺	☹ ☹ ☺
2		☺	☺ ☺ ☺	☺ ☺ ☹	☺ ☺ ☹
3		☀	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺

- ☺ = Direct Instruction
- ☹ = Instruction done primarily through Read Alouds
- ☀ = Instruction provided as needed
- ☺ = relatively important
- ☺ ☺ = important
- ☺ ☺ ☺ = critically important

In Year Three (2006-07), UGA observers spent 13,380 minutes observing randomly selected K-3 teachers in 58 cohort 1 Reading First schools in Georgia. Of these minutes, 9,180 or 68.6% consist of instruction in the five essential domains of reading.



At the end of Year Three (2007), the responses of literacy coaches indicate that they agree or strongly agree with K-3 teachers that the classroom teachers are prepared to teach and effectively provide scientifically-based reading research strategies for the five domains of reading. Responses over the three years are similar. The principals of Reading First schools report agreeing that they are familiar with scientifically based reading instruction (SBRI). Principals also agree that their level of familiarity with SBRI helps them provide strong leadership for the implementation of Reading First by teachers and their coaches. At the end of Year Three, only five of the 68 principals who responded disagree or are not sure about their familiarity with SBRI.



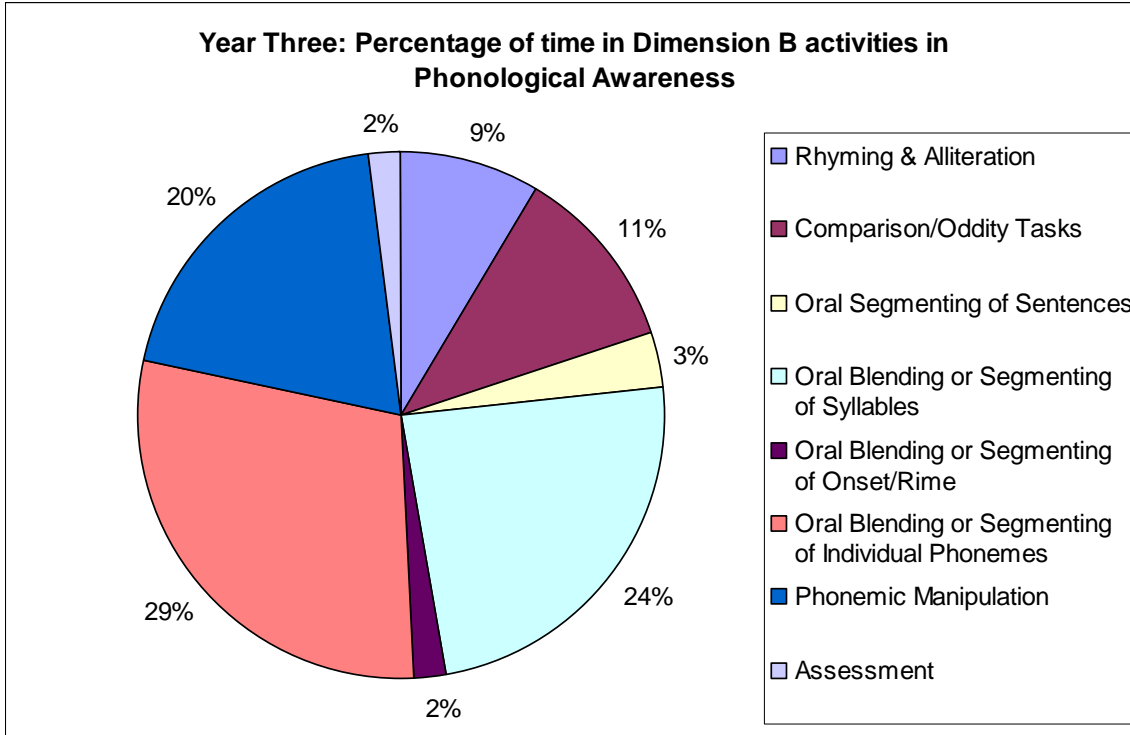
Across-year analyses of survey data indicate that literacy coaches' views regarding teachers' understanding and application of scientifically-based reading research strategies remain similar. However, at the end of three years of implementation teachers are more likely to agree that they understand SBRR. This is also true with regard to teachers understanding the expectations for grade-level achievement within each essential component. Teachers' estimation of their overall understanding has increased whereas literacy coaches' views remain similar from Year One to Three.

The external evaluators find similar patterns regarding how much instruction has occurred in each domain. The prior graph shows that across grade levels comprehension instruction is observed most often followed by phonics, fluency, vocabulary and phonemic awareness. The approved sequence of instruction indicates that both vocabulary and comprehension are critically important areas of instruction from kindergarten through grade three. Yet as the chart shows, vocabulary is not observed nearly as often each year at any grade level as is comprehension or phonics or fluency. Observers may have seen some attention to word meanings during comprehension events. Vocabulary instruction could be present, although embedded in the instruction. In other words, sometimes vocabulary is attended to within instruction where the primary focus is comprehension. Teachers' confidence in their ability to deliver effective vocabulary and comprehension instruction remains high across years with no significant changes from Year One to Three. Whereas there is a statistically significant increase in teachers' agreeing that they have been adequately prepared to teach vocabulary and comprehension by the end of Year Three.

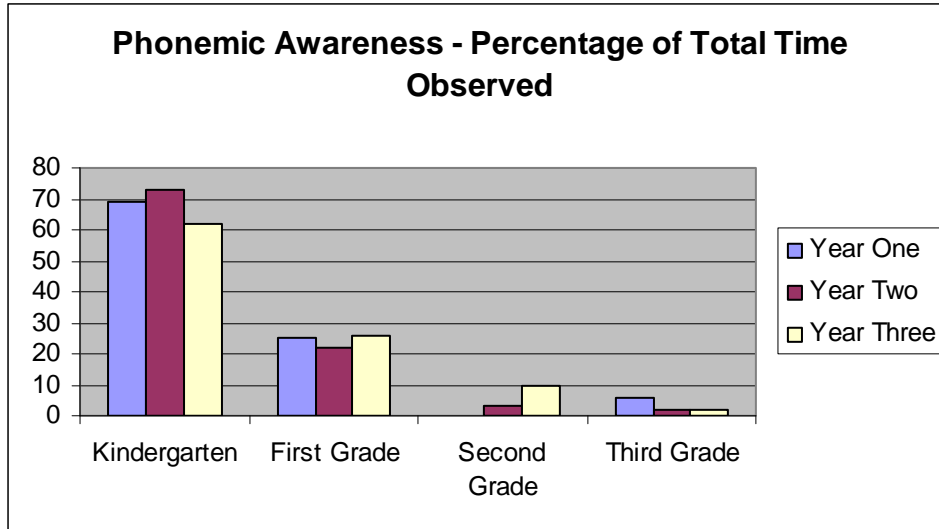
Phonemic Awareness

In Year Three, 657 minutes of phonemic awareness instruction were observed for cohort one across grade levels. This accounts for 8% of the time observed that comprised RF instruction in the five essential domains of reading. Within the 657 minutes observed, 62% were in kindergarten, 26% in first grade, 11% in second grade and 1% in third grade. This complies with the sequential design for instruction because observers see phonemic awareness mostly in kindergarten with instruction as needed in grade one. It seems somewhat surprising to find phonemic awareness instruction observed in grade two. A

possible explanation could be that the observer saw the teacher working with students who had not fully developed their phonemic awareness.



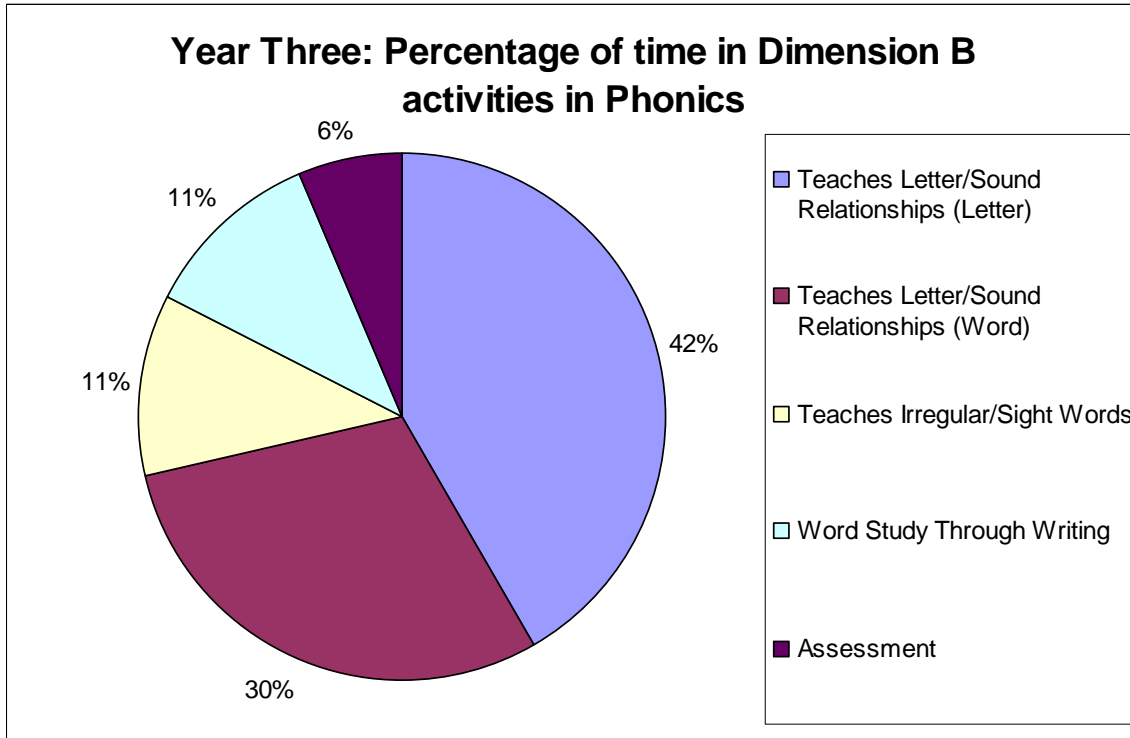
Across the three years of implementation phonemic awareness is observed most often in kindergarten. This result makes sense since phonemic awareness is designated as critically important for emergent readers (see graph below). To a lesser extent phonemic awareness instruction is observed in first grade. This also makes sense since it should become only relatively important for students who are progressing as readers. The observation results from Years One, Two and Three indicate that phonemic awareness instruction is being implemented as designated in kindergarten and grade one.



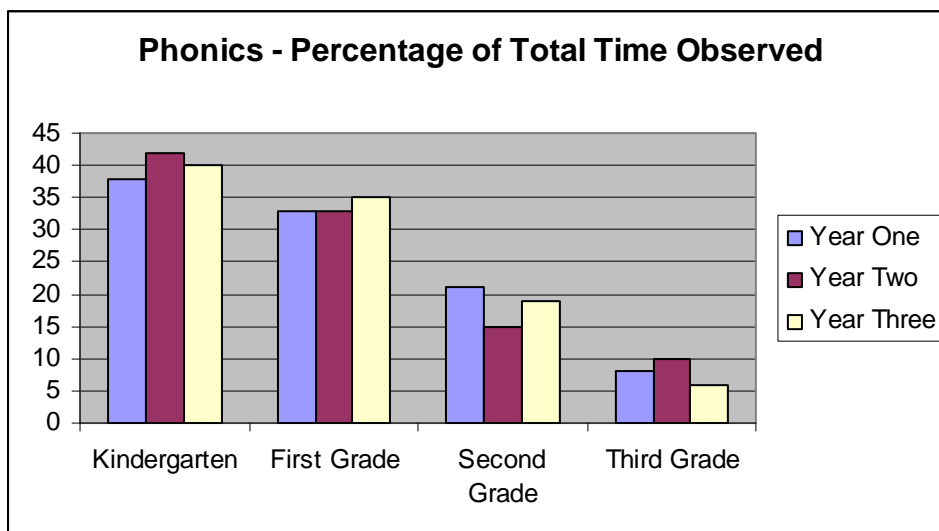
Phonics

In Year Three, 2,071 minutes of phonics instruction were observed for cohort one across grade levels. This accounts for 24% of the time observed that comprises RF instruction in the five essential domains of reading. Within the 2,071 minutes observed 40% were in kindergarten, 35% in first grade, 19% in second grade and 6% in third grade. These results are consistent with the sequential design for instruction because phonics instruction is critically important in kindergarten and first grade but only relatively important by second grade and remedially important in third grade.

The chart below shows that phonics instruction occurs at the letter and word level 72% of the time. This is appropriate instruction for kindergarten and first grade children.



The trends in Years One, Two and Three show that most phonics instruction is observed in kindergarten followed by first grade, second grade and finally third grade (see graph below). Phonics is a critically important domain of reading instruction for kindergarten and grade one. Apparently some second and third grade teachers are still providing phonics instruction. This may prove necessary for students who still need to develop decoding skills. Teachers' comments indicate that students who transfer into the school from non-RF schools are often not prepared. A second grade teacher comments, "We are seeing a great correlation between low phonics skills and transfer in students."



Seventeen teachers added comments to their survey responses concerning phonics while only one literacy coach and none of the principals commented specifically about phonics.

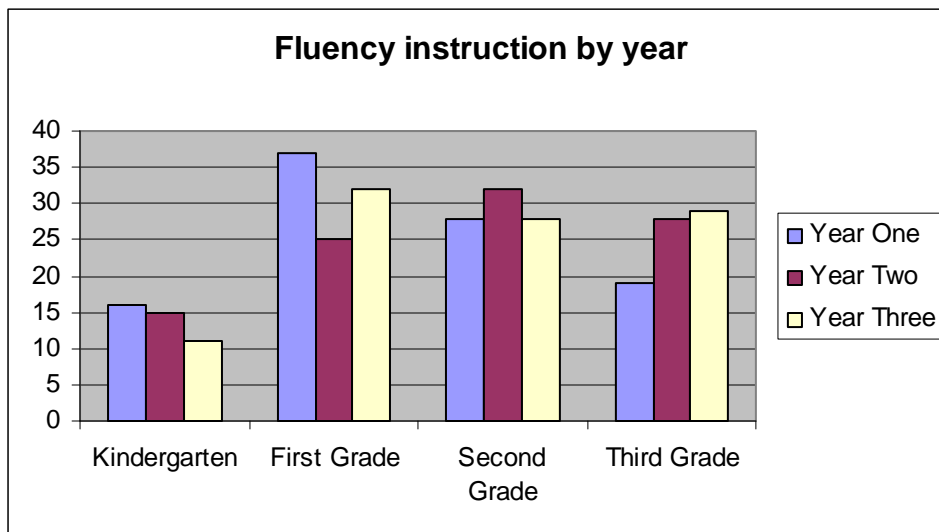
Of the 17 comments on the phonics components of the program, 15 of the teachers are concerned that their programs do not contain enough systematic phonics instruction. A discrepancy is found in the comments of teachers who feel that their program is “heavy” in phonics, (reflected in our observations) and the number of comments from teachers who feel their programs are neither “strong, explicit, nor systematic.” The concerns over the lack of phonics are taken from the K-2 teachers and one special education instructor.

Fluency

In Year Three, 1,643 minutes of fluency instruction were observed for cohort one across grade levels. That accounts for 19% of the time observed that comprised RF instruction in the five essential domains of reading. Within the 1,643 minutes observed 11% were in kindergarten, 32% in first grade, 28% in second grade and 29% in third grade. These results are somewhat consistent with the sequential design for instruction because fluency instruction is critically important in second and third grade, important for first grade and indirectly important for kindergarten.

Most of the fluency instruction observed deals with opportunities for students to hear or engage in fluent reading as opposed to repeatedly reading letters or words with a focus on accuracy and speed. In other words, half the observed time (53%) consists of assisted, supported or choral reading.

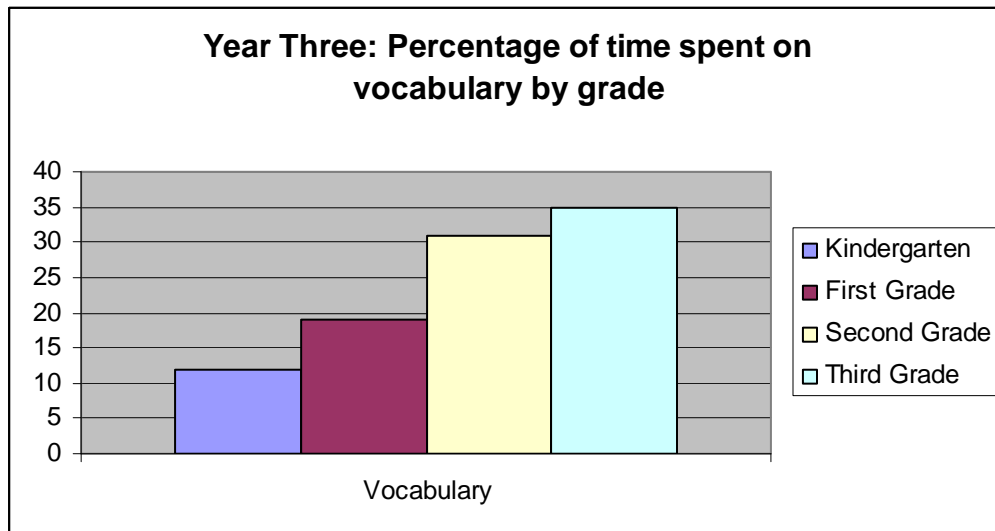
Ten teachers add comments to their survey responses that are singularly about fluency while no principals mention fluency. However, comments on fluency are frequently coupled with comments concerning comprehension. Twenty-six comments from K-3 teachers, special education and literacy coaches are coded as primarily dealing with fluency and/or comprehension. Of these 26 comments, 15 comments (58%) indicate a perceived relationship between fluency and comprehension. The comments indicate that an emphasis on rapid oral reading fluency seems to compete with students’ understanding of text. One third grade teacher expresses concern that the “strong emphasis on fluency . . . sometimes overshadowed the importance of comprehension.”



Across three years of implementation fluency instruction has occurred more in first through third grade. According to the sequential design for instruction fluency instruction should be seen most often in grades two and three, yet observers also record it in grade one. According to the statistics, it is seen implemented equally or more frequently than fluency instruction in grades two and three. Fluency instruction in kindergarten occurs primarily through children hearing their teachers read aloud, thus modeling fluent reading. Minutes observed for teacher read alouds are part of RF-related instruction.

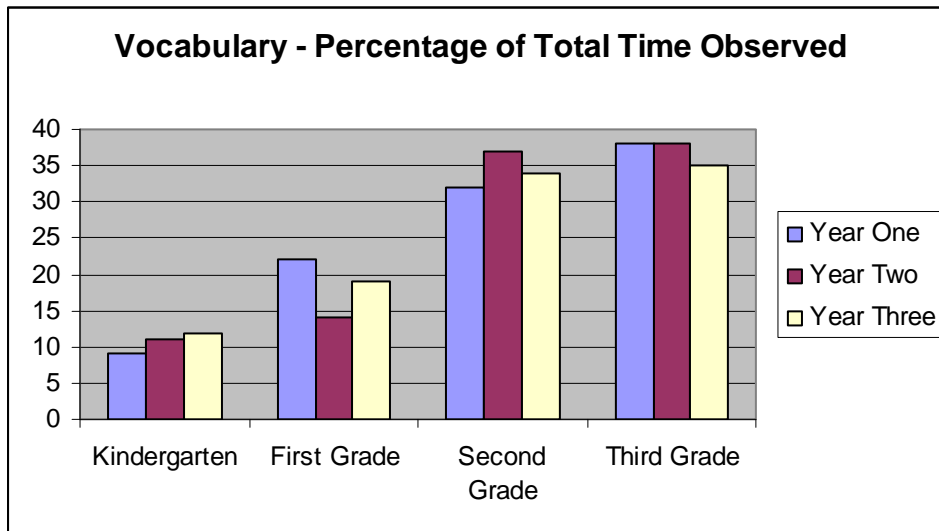
Vocabulary

In Year Three, 1,087 minutes of vocabulary instruction were observed for cohort one across grade levels. That accounts for 12% of the time observed in RF instruction on the five essential domains of reading. Within the 1,087 minutes observed 12% were in kindergarten, 19% in first grade, 34% in second grade and 35% in third grade. This does not comply with the sequential design for instruction because approximately the same attention to vocabulary should be seen across grades.



Literacy coaches in the end of year survey are mostly in agreement that teachers have been adequately prepared and are providing effective vocabulary instruction. What remains a concern after three years of implementation is that 15% of literacy coaches disagree that the teachers they work with provide effective vocabulary instruction. Yet ninety-three percent of teachers indicate on their Year Three surveys that they are indeed adequately prepared to teach vocabulary and feel they are providing effective instruction. The discrepancy in views may reflect teacher turnover. New instructors are seen as less prepared than teachers who have been trained in RF. This is indicated in this literacy coach's comment, "Next year I will need to revisit some of the things that we covered in our first year (such as vocabulary) . . . in order to bring the new teachers up to where the experienced teachers are." It also may indicate that time is needed for teachers to synthesize and deeply understand this dimension. Another literacy coach comments that the third year was spent reviewing the information from Years One and Two and that the teachers "were finally understanding how it all fits together."

Parents (98%) of children in every grade level respond that it is very important to be able to read most of the words in books. Reading words includes understanding the meaning of those words.



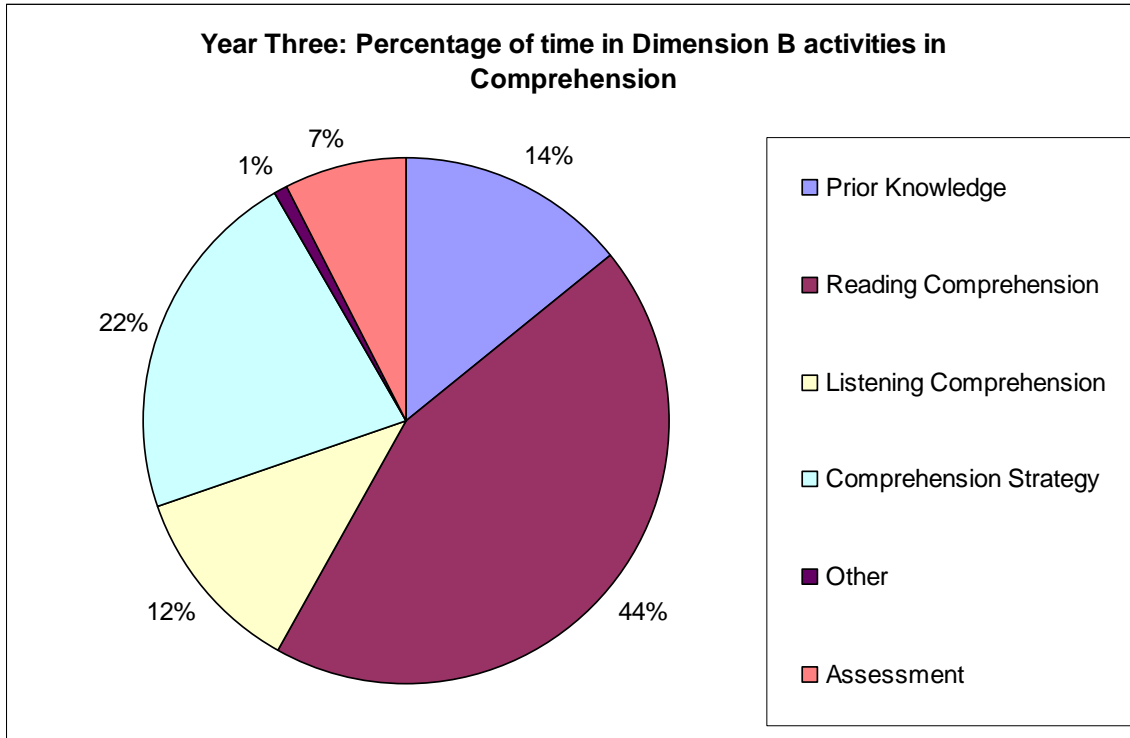
Across three years of implementation vocabulary instruction has occurred more in second and third grade than in kindergarten and first grade. One possible explanation for the differences across grade levels may be that vocabulary instruction in the lower grades is more embedded within phonics or comprehension. For example, observers may observe teachers define new words within a lesson where the primary focus is on phonetic elements. This observation would not be counted as an event of vocabulary instruction.

Comprehension

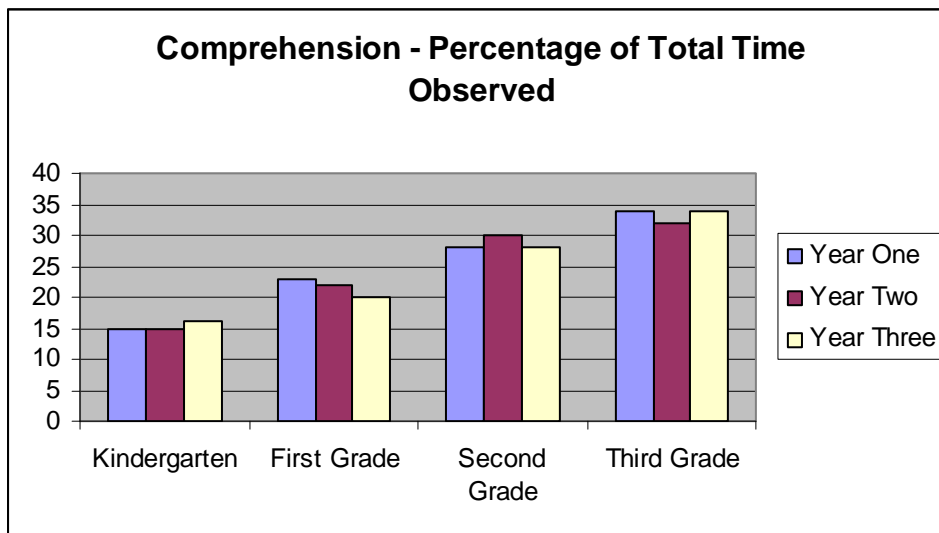
In Year Three, 3,722 minutes of comprehension instruction were observed for cohort one across grade levels. That accounts for 27% of the time observed that was RF instruction in the five essential domains of reading. Within the 3,722 minutes observed 14% were in kindergarten, 17% in first grade, 25% in second grade and 30% in third grade. This does not comply with the sequential design for instruction because observers should find approximately the same attention to teaching comprehension across grades.

Parents indicate their understanding of this by responding overwhelmingly (99%) that it is important to help their children understand what they read.

Thirteen percent of the literacy coaches disagree that the teachers they work with have been adequately prepared to teach comprehension. A slightly higher percentage of literacy coaches (17%) respond that the teachers they work with do not provide effective reading comprehension instruction. Yet ninety-four percent of teachers agree or strongly agree that they provide effective reading comprehension instruction.



When comprehension instruction is observed it is twice as likely to be about understanding a particular text (44%) as opposed to generalized comprehension strategies that will help them read with understanding (22%). In other words, observers do not find as much instruction on story/text structures and/or graphic organizers, nor summarizing, questioning and clarifying. One possible explanation is that some strategies, such as predicting, are embedded within an event that is primarily focused on comprehending a particular story. If the prediction lasts a minute or less it is not recorded as a distinct occurrence.

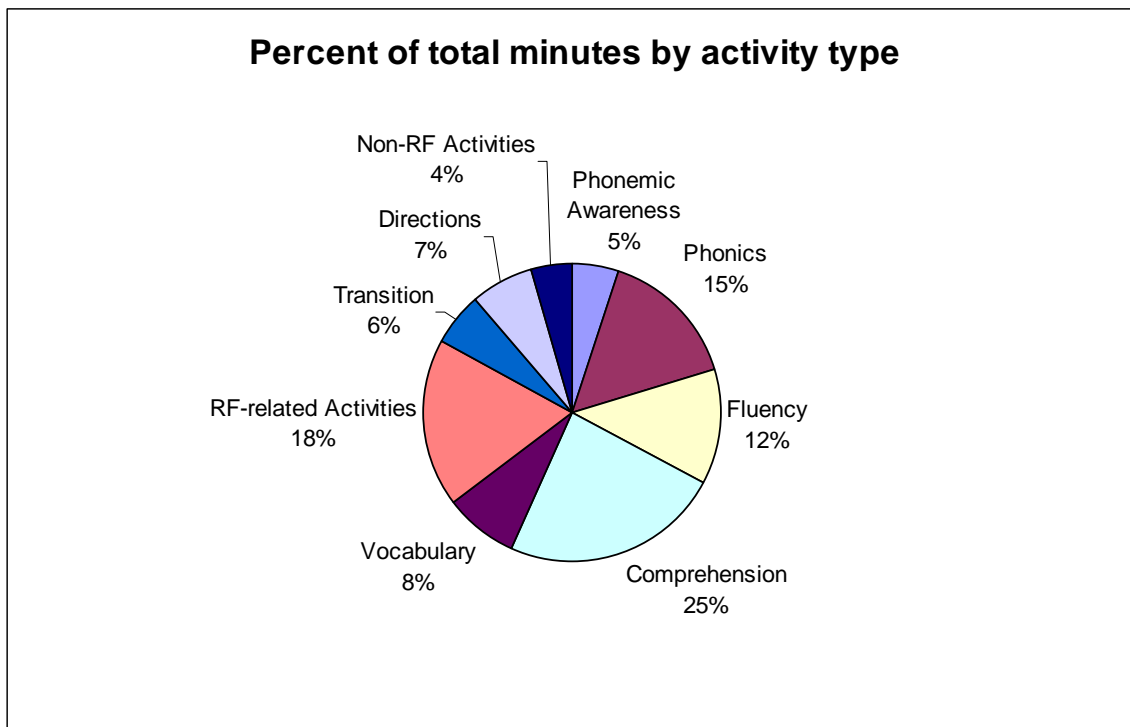


Across the three years observers find more comprehension instruction in grades two and three than in grade one and kindergarten. Comprehension is the reason for learning to read so it should receive similar attention across all grade levels.

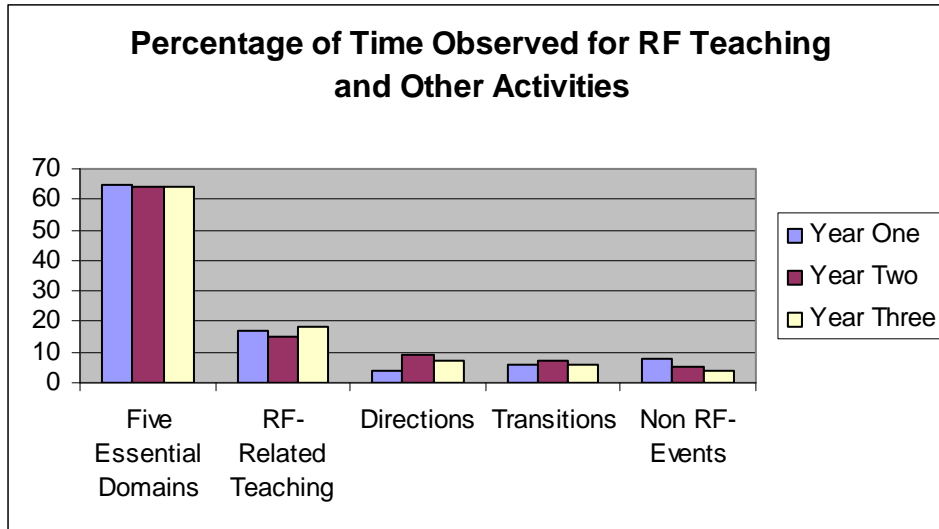
B. The Reading First Classroom

The purpose of the observations of K-3 classrooms is to get information on how much time teachers are engaged in implementing Georgia's model of Reading First. Of central consideration is the percentage of time spent teaching the five essential domains of reading (as reported in the prior section). In addition, observers record how much time is spent on Reading First related activities (e.g., teaching of concepts of print, letter names, spelling, oral language, text reading, and writing.). All of these areas of instruction have long been associated with the teaching of reading. These activities are not yet deemed Scientifically-Based Reading Instruction (SBRI) because the National Reading Panel (2000) either did not adopt the topic for study (alphabet knowledge, concepts of print, oral language, spelling, and writing) or did not find statistically significant evidence for the topic (text reading). Therefore these activities are not considered as legitimate for instruction during the designated Reading First block of instruction on phonemic awareness, phonics, fluency, vocabulary and comprehension. Observers also record the minutes when teachers are giving directions, when students are transitioning between activities and when other non-Reading First events occurred. Literacy coaches and teachers' responses to questions about the Reading First Classroom address specific aspects of Reading First in relation to materials (i.e. core reading and supplemental programs), instruction and students.

The following graph shows that 18% of the observed time in year three comprises Reading First related instruction. That includes instruction on concepts of print, alphabetic knowledge, spelling, oral language, text reading, and writing.



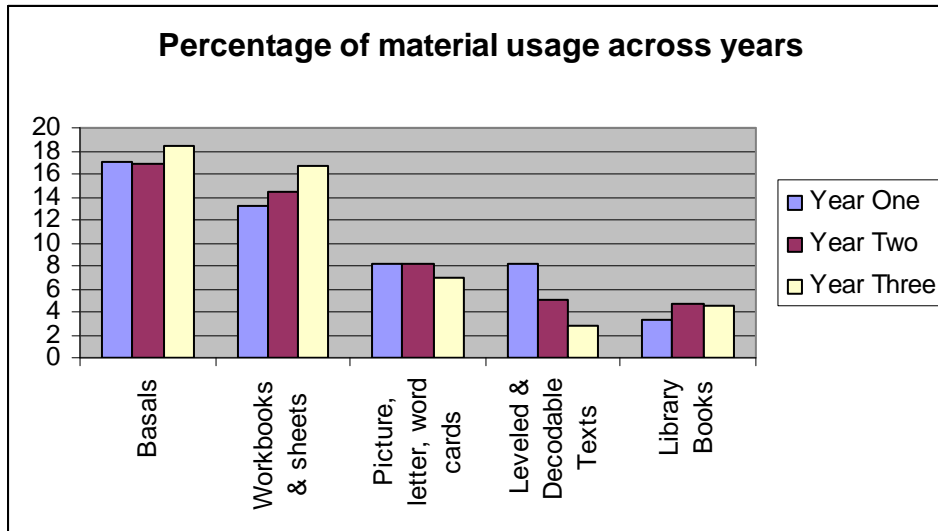
Another consideration is how observations compare across three years of implementation. As the next graph illustrates there is a consistent pattern across years for minutes observed that are Reading First instruction or related. Less than 10% of time is spent on transitions, giving directions and non-RF activities. Non-RF activities show a decrease from 8% in Year One to only 4% by Year Three.



Materials

In Year Three, the most often observed materials are from the core reading program. This would include basals (18%), workbooks (6%) and teacher's manuals (5%). The core reading programs often also provide materials such as worksheets (10%), picture, letter and word cards (7%), leveled and decodable texts (3%), audio tapes/CDs (2%) and big books (1%). All together these materials account for half (52%) of the materials being used for instruction. The relatively high percentage of time that is coded as "no materials" is due to the percentage of time recorded as directions, transitions and non-RF instruction.

There seems to be a disparity of opinion on the quality and quantity of materials teachers are provided. Of school personnel's 42 comments concerning materials and resources, 19 comments (45%) indicate dissatisfaction with materials, citing the desire to draw from supplementary sources. Twenty-three comments (55%) are positive, indicating satisfaction with the quality and abundance of materials. A second grade teacher comments that he/she was initially "overwhelmed" by the "abundant supply of resources." A literacy coach comments that the Reading First grant has enabled the school to acquire "exciting and engaging materials for teachers and students to enhance the acquisition of reading skills and strategies." However, a kindergarten teacher writes that, "I feel that I am having to supplement the reading block now, because of the lack of activities in the book." Other teachers also address their desire to supplement the class work. They feel restricted in this because of the need of fidelity to the core curriculum.



Analyses of survey responses between the first and third year of implementation show a statistically significant increase in teachers' belief that they know what programs or resources are available to provide effective instruction through the core curriculum or with supplemental materials.

Instruction

Ninety-two percent of literacy coaches and 95% of teachers who returned surveys agree that teachers adapt the pacing, content and emphasis of instruction to accommodate students having difficulty learning to read (e.g., English language learners). The strength of agreement differs because only 21% of literacy coaches strongly agree while 44% of teachers strongly agree. This may indicate that coaches see room for more improvement in adapting instruction to students' needs more so than do teachers. A teacher who uses the RF data to drive instruction writes, "I think Reading First is most effective during small group time. The results from DIBELS, informal phonics, and sight word assessment are excellent for establishing groups and instruction." However a special education teacher writes, "I have used Reading First in two states and I do not see that much of an improvement with our ESOL & EIP students. I feel that there still needs to be something more for them. I have watched them become so very frustrated because of the pace in which the program moves."

Seventy-nine percent of literacy coaches and 84% of teachers who returned surveys agree that small group reading instruction occurs every day. As for literacy centers 67% of literacy coaches and 73% of teachers agree that they are used every day. Literacy coaches have a different impression of the frequency of use than do the teachers. One coach commented, "Some teachers, still, are resistant about literacy stations. . . . The majority tries to do what is right for children and it is in those classrooms where we are seeing the most growth."

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in the use of literacy centers and small group reading instruction. Teachers and their coaches thought that these two forms of instruction were used more in 2007 than in 2005.

Teachers Read Alouds

Reading First teachers are expected to read aloud every day to students for pleasure while providing background knowledge, building vocabulary, and modeling specific comprehension skills and strategies. Of the total minutes observed teachers read aloud with students listening or following along from 2% to 4% of the time across years. In other words, teachers reading aloud or listening to professional audio recordings of basal selections does not appear to occur often in Reading First classrooms. However, it is possible that reading aloud may be embedded in comprehension instruction. During observations, if teachers frequently punctuate the material with questions, it is coded as a comprehension event.

Sum of Minutes for Teacher “Read Alouds” in Year 1, 2 & 3

		Kindergarten	Grade 1	Grade 2	Grade 3	Total Minutes Observed
Teacher Reads/ Students Listen or Follow	Year 1	131	75	102	51	20,935
	Year 2	159	156	142	83	22,704
	Year 3	100	72	99	94	13,380

The Sequential Design for Instruction for Georgia’s Reading First specifies that instruction should occur primarily through read alouds for fluency, vocabulary and comprehension in kindergarten and grade one. At grade two some instruction on vocabulary and comprehension should be done through read alouds. This information would lead to the expectation that more reading aloud would be observed in kindergarten and grade one than in grade two and least of all in grade three. This pattern is most evident in Year Two.

Three questions on the parent survey address reading aloud at home. Ninety-seven percent of parents who returned surveys indicate that it is very important to read to one’s child at home. Twenty-nine percent of these parents indicate that someone in the family reads to their child every day; 39% several times a week, 17% once a week; 12% several times a month and only 4% respond “not able to do this yet.” Also pertinent is that 63% of the parents surveyed report that his/her child spends about 15-30 minutes reading aloud at home every day. While parents think reading aloud to children is important they may find it difficult to do as frequently as educators might desire. One parent writes, “She loves to read to Mom, but sometimes Mom feels bad because she’s so tired from work, single household.”

Needs-Based Instruction

The Reading First teacher in collaboration with the special education teacher provides instruction to meet the needs of students. Reading First teachers and their coaches respond to survey questions on meeting the instructional needs of all students. Needs-based instruction is an important implementation goal in Georgia’s Reading First initiative.

Ninety-seven of literacy coaches and 92% of teachers who returned surveys agree that teachers work with special education and EIP teachers to address students’ needs. Responses from the K-3 teachers are similar to the responses from Special Education and EIP teachers. Furthermore if you compare the percentage of teachers at each grade level

who selected “strongly agree” you find that it is the Special Education and EIP teachers more often selected that option (66%). From 43% to 53% of K-3 teachers strongly agreed that they worked with special education and EIP teachers to address student needs when necessary. One second grade teacher added a comment that brings out an issue that would not be reflected in responses the survey question. Her concern was not working with the EIP teacher rather it was the amount of time the EIP teacher spent in her classroom. “I feel that support in the classrooms for struggling readers could be improved and that would benefit children greatly. Having 19 students with 50% reading below benchmark creates tremendous pressure. Then having only 30 minutes two times per week EIP help is no real help at all.”

Eighty-six percent of literacy coaches and 96% of teachers who returned surveys agree that teachers have the skills and expertise to coordinate instruction that addresses the specific needs of each student. More teachers strongly agree (47%) than do literacy coaches (22%). Possibly coaches think some of the teachers they work with need to acquire more skills and expertise to coordinate instruction to meet students’ needs. One literacy coach comments, “We believe Reading First has very positively impacted our students. However, we recognize the need for ongoing support. We are dedicated to continuing the RF initiative for our teachers. There is still a need to increase teacher knowledge, especially in the area of specific intervention for struggling readers.”

No significant differences were found from 2005 to 2007 when comparing responses to the two survey questions on needs based instruction in the Reading First classroom. Teachers and coaches remained similarly positive about working to meet the needs of students.

C. Support for Reading First

In accordance with Georgia’s Reading First grant, literacy coaches are responsible for supporting teachers in the implementation of the Reading First program. In turn, regional Reading First coordinators and principals are viewed as support for the literacy coaches (and ultimately the classroom teachers). Specifically, support is logistical (e.g., making sure there is a block of 120-135 minutes devoted each day to reading instruction and that regional Reading First coordinators make monthly visits to assist the literacy coaches) and instructional. In the latter instance, there are three major categories of support that literacy coaches provide teachers: classroom observation during the reading block, constructive feedback about the teacher’s instruction, and the organization of study groups in which teachers read a professional book or research article about literacy. A fourth area of support provided by the administration involves hiring paraprofessionals to work with teachers during the reading block.

Support from Principals and RRFCs

In Year Three (2007), 90% of principals strongly agree that the school’s schedule has been adjusted to protect the 120-135 minute block. There is also evidence of other logistical support for Reading First in Georgia. Of the 13 Regional Reading First Coordinators who filled out the annual RRFC survey, 12 report having visited each RF school in their region every month (and sometimes more often if a particular school experienced difficulty implementing the Reading First program). Eight of the 13 indicate that they visit schools having difficulty implementing RF more frequently than others. Ten report assisting the literacy coaches in their region by providing on-site troubleshooting on a monthly basis, while two comment that they provide this kind of support weekly. Corroboration of the support received from RRFCs is provided by principals. Ninety percent of principals agree

that their RRFC meets regularly to discuss implementation issues. After visiting a school, four of the RRFCs usually send an electronic or written report on the school's progress within 48 hours. Two of the coordinators do so infrequently and seven do not do this. These irregularities do not seem to be an issue for principals because 88% agreed that they received written or oral reports on their school's progress. One principal writes, "Reading First has really put focus on ongoing assessments and adjusting instruction. Professionalism of teachers has greatly increased. Professional support from literacy coach and regional/state personnel has had a very positive impact."

Eighty-six percent of teachers who responded agree that their school principal provides instructional leadership. Similarly 86% of literacy coaches agree that the administration at their school understands and supports Reading First. The 99% of principals who agree that they are perceived as instructional leaders would be heartened to know that most teachers and literacy coaches agree as well. A first grade teacher writes, "The most beneficial aspect of Reading First has been the help and support I receive from our Reading First Coach and our principal."

Analyses of survey responses between the first and third year of implementation show a statistically significant decrease ($p < .01$) in teachers' agreement that their school administration understands and supports Reading First. The mean score response in year one was 3.72, however this decreased to 3.54 in year three. No significant difference was found in the responses from literacy coaches.

Support from Paraprofessionals

Forty-eight percent of teachers report that paraprofessionals work in their classroom on a daily basis. The daily presence of paraprofessionals in the classroom occurs mostly in kindergarten (91%) and least often in third grade (23%). Of the teachers who responded, 38% do not have a paraprofessional and this includes special education/EIP teachers who respond never (40%). A question worthy of investigation is whether the absence of paraprofessionals in some classrooms correlates with lower test scores. There is no significant difference in teachers' reporting on paraprofessionals between Year One and Three. Consistently teachers as well as literacy coaches comment on the value of paraprofessionals in the classroom. One special education teacher writes, "With proper paraprofessional assistance the program can help to improve the progress of the students. The classroom teacher struggles to keep all aspects of the program going smoothly without some sort of constant help in the classroom."

No significant differences were found from 2005 to 2007 when comparing responses to the survey question about having paraprofessionals working with teachers during the reading block.

D. Professional Development

Per Georgia's Reading First grant, the professional development plan is comprised of three basic forms of training: concentrated statewide summer institutes for literacy coaches and teachers, school-based literacy coach-led sessions, and local peer study groups. For the purposes of this report, however, survey responses elicited from the literacy coaches, teachers, principals, and regional Reading First coordinators (RRFCs) involved in providing or receiving professional development concentrate on the summer institutes and school-based delivery models. Based on survey responses at the end of Year Three, there are strong reasons to believe that professional development conducted according to the

provisions laid out in Georgia's Reading First grant has been effective. The overwhelming majority of those associated with professional development strongly agrees or agrees that participants have benefited from Reading First training.

The professional development track reflected in survey responses is the more informal, ongoing professional development that occurs most frequently between literacy coaches and teachers, although principals and RRFCs may be involved. School-based literacy coach-led sessions differ from the state-run summer institutes by localizing training and addressing school-specific, teacher-specific, and student-specific issues. In this track, literacy coaches redeliver content which is architected by the state so that all teachers continue to receive consistent training in best practices related to the five components of reading instruction. Structures for school-based professional development might include weekly grade-level meetings and book study groups for teachers. Additional school-based professional development includes lessons modeled by literacy coaches in areas where teachers experience difficulties; feedback loops between the literacy coaches and teachers based on classroom observations; guidance from literacy coaches on how to best incorporate supplemental materials; and ideas for monitoring the effectiveness of interventions. Literacy coaches also help teachers understand proper administration and scoring of assessments, such as DIBELS and PPVT. Literacy coaches guide teachers in data interpretation and the creation of action plans based on those interpretations as well.

Assistance with Assessment Results (e.g., DIBELS, PPVT)

Seventy-eight percent of literacy coaches and 68% of teachers who returned surveys agree that coaches are always helpful with administering, scoring, or interpreting assessment results. Across three years coaches and teachers' views have remained essentially the same. A kindergarten teacher writes, "I have really enjoyed teaching with Reading First and have learned a lot through my Literacy Coaches about the five components of reading instruction, how to correctly assess my students, and teach them."

No significant differences were found from 2005 to 2007 when comparing responses to the helpfulness of literacy coaches in administering, scoring or interpreting assessment results.

Assistance in Providing and Monitoring Intervention Effectiveness

Fifty-five percent of literacy coaches and 55% of teachers who returned surveys agree that coaches are always helpful in assisting teachers' efforts to provide quality intervention with students. Forty-six percent of literacy coaches and 53% of teachers agree that coaches are always helpful in monitoring the effectiveness of interventions with students. Across three years there is a significant increase ($p < .01$) in literacy coaches and teachers' views on the helpfulness of coaches providing interventions. There is also a significant increase in teachers' views on the assistance coaches provide with monitoring interventions. One literacy coach highlights the complexity of developing interventions by suggesting more professional development be devoted to this issue: "We still need further professional development on differentiating instruction. This is a complex issue and involves time management as well as assessment of student needs."

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' agreement that their literacy coaches assisted with providing and monitoring interventions of students. The mean response in year one for coaches assistance in providing interventions was 4.29, the mean rose to 4.39 by year three. The mean response in year one for coaches assistance with monitoring

interventions was 4.28, the mean rose to 4.37 by year three. No significant difference was found in the responses from literacy coaches.

Literacy Coach Observations with Specific and Constructive Feedback

One of the ways literacy coaches support teachers is by conducting observations to give specific and constructive feedback. Thirty-one percent of teachers who responded indicate that they are observed a few times a year, another 25% indicate that they are observed two to three times a month. Eighteen percent of teachers respond that they are observed daily while another 18% respond that they are observed once a month. These percentages indicate significant variability in the number of observations occurring across teachers.

Literacy coaches' responses to the frequency of conducting observations are understandably different. Forty-four coaches responded that they do this daily whereas another 45% indicate that they do observations one to three times a week. The reason for the difference between teachers and literacy coaches is because teachers are not aware of all that literacy coaches do in a day or week. To illustrate this, consider a literacy coach who observes five teachers in one week. From her perspective she is observing daily but from each teacher's perspective the coach is observing once a week.

The same difference between coaches and teachers occurs when they are surveyed on how often the coach provides specific and constructive feedback on instruction. Eighteen percent of literacy coaches and 3% of teachers respond daily. Sixty-four percent of coaches select one to three times a week. Teachers' responses vary with 21% selecting one to three times a week, 25% selecting two to three times a month, 16% once a month and 28% a few times a year. What seems important is that there are vast differences in how often teachers are observed and receive feedback.

Analyses of survey responses between the first and third year of implementation show a statistically significant decrease ($p < .01$) in teachers' responses about how often their coach observed during the reading block. However, literacy coaches' responses increased ($p < .01$) as they reported observing more often in 2007 than in 2005. The same pattern of significance holds for giving specific constructive feedback. Teachers report receiving less feedback in 2007 while literacy coaches report giving more feedback in 2007.

Demonstration Lessons

Forty-eight percent of literacy coaches and 46% of teachers who returned the survey agree that demonstration lessons given by the literacy coach are always helpful. Another 40% of literacy coaches and 23% of teachers respond that these lessons are usually helpful. However, one frustrated teacher writes, "In three years of this program, I've yet to see a classroom demonstration of anything."

No significant differences were found from 2005 to 2007 for teachers or their coaches with regard to helpfulness of demonstration lessons. A second grade teacher's comment brings out the difficulty coaches in big schools have when it comes to providing demonstration lessons. "We are a school of 31 plus homerooms and our literacy coach has not reached me yet to give a demonstration lesson, but if I ask her she would do it readily."

Attendance at RF Grade Level Meetings

Twenty-eight percent of literacy coaches and 43% of teachers who returned surveys report teachers attending meetings one to three times a week with the coach. There is a similar

difference between coaches and teachers for attending meetings two to three times a month. Teachers perceive that they attend meetings more often than their coaches recall them coming to meetings. This difference could result in tension. A coach might feel compelled to schedule more meetings, which in turn might overburden the classroom teacher. Communication would be a key factor.

There were no analyses comparing responses from teachers and their coaches about attendance at grade level meetings because the question was worded differently in 2005 than it was in 2007.

E. Student Assessment

Georgia's Reading First has implemented the DIBELS assessment tool to monitor the instructional needs and progress of students. DIBELS has been used for the following five functions: identifying students in need of intervention, meeting the specific needs of students, grouping students into small instructional groups, monitoring student progress, and meeting with parents to discuss student progress. Of the literacy coaches and teachers who responded to surveys, the majority of them report that literacy coaches are almost always helpful to teachers in administering, scoring, or interpreting results. Of the principals who returned surveys, the majority agree that their school is using data from DIBELS to design and deliver reading instruction that addresses individual student needs. The following subsections provide descriptive data and comments from survey respondents when available on the five functions of DIBELS:

Identifying Students in Need of Intervention

Seventy-four percent of literacy coaches and 73% of K-3 teachers who returned surveys always use the results of DIBELS to identify which students require intervention in reading. A first grade teacher comments, "DIBELS really helps the teacher to see the progress her students are making by progress monitoring and benchmarking."

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers and their coaches on how often the results of DIBELS is used to identify students who need intervention in reading.

Meeting the Specific Needs of Students

Thirty-six percent of literacy coaches and 73% of classroom teachers who returned surveys agree that DIBELS is always used in the classroom to meet the specific needs of students across the grade levels kindergarten, first, second, and third. More coaches (53%) respond that this usually happens. A first grade teacher writes, "I am also very thankful for the DIBELS testing. It helps the teacher really zero in on students' true strengths and weaknesses."

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' responses about the frequency with which they used the results of DIBELS to develop instruction that meets the specific needs of students. While the mean response from coaches did rise from 2005 to 2007 it was not statistically significant.

Grouping Students into Small Instructional Groups

Sixty-one percent of literacy coaches and teachers who returned surveys agree that DIBELS is almost always used in order to group students into small instructional groups. This trend is true across grades kindergarten, first, second, and third. However, teachers are not united on the value of the DIBELS instrument to truly assess students' reading levels. Sixty-two percent of the responses primarily concerning the DIBELS assessment express concern. A second grade teacher relays a story illustrating the seeming ambivalence:

Today, I asked a (nearly breathless) speed-reading student (from another teacher's class) whether he thinks that grown-ups sit around and time each other for one minute when they read. He looked puzzled as I tried to make the point that grown-ups choose to read according to their own purposes (to be informed, entertained, etc.) which have nothing to do with the number of words read per minute! This student has been taught (perhaps implicitly) that good reading means going fast. . . . I think DIBELS is a fine screen and a great progress monitoring tool, but I think it is not giving us everything we need. I wish that Reading First would consider a more in-depth method for assessing comprehension at the benchmarks.

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' and their coaches responses about the use of DIBELS results to group students for small group reading instruction.

Monitoring Student Progress

Seventy-six percent of Reading First teachers and 71% of their literacy coaches who returned surveys agree that DIBELS is always used to monitor student progress in reading. However teachers do mention grouping DIBELS results with other assessments. A second grade teacher writes, "During the first two years of Reading First we were required to conduct small group reading; however, the only assessment that we had was DIBELS scores. Finally, during the third year of implementation we have a variety of assessments to use with our students so we could target students' individual needs."

Sixty-eight percent of parents who responded indicate that their child's reading test results have been explained to them. This means that one third (32%) of parents do not think or are not sure that teachers have explained reading test results to them. A third grade parent writes, "I would love for someone to sit down and explain to me about this reading first program. What is the importance of this reading test?"

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' and their coaches responses about the use of DIBELS results to monitor student progress in reading.

F. Student Progress

A major goal of Georgia's Reading First program is to ensure that students are making acceptable progress in learning to read using strategies and materials sanctioned by scientifically-based reading research. Three indicators of student progress, as reflected on the end-of-year teacher surveys, are these: students' interest in reading, students' ability to read, and perceptions that students will make adequate yearly progress—all as a result of Reading First instruction. Parents and principals also responded to surveys that contained questions about student progress.

Generally, in the survey results taken in April of 2007, literacy coaches and teachers of all Reading First grade levels agree that Reading First instruction has resulted in increased student interest in reading and improvement in students' abilities to read. Moreover, there is a perception among both literacy coaches and teachers that students will make adequate yearly progress by the end of the school year. Below is a closer look at the three indicators of student progress listed earlier:

Students' Interest in Reading as a Result of Reading First Instruction

Seventy-six percent of teachers who returned surveys agree that students' interest in reading has improved due to the Reading First instruction. A third grade teacher writes, "Reading First is awesome. I enjoy teaching reading more and my students have more of an interest in reading because of Reading First activities." However, a kindergarten teacher comments, "My class this year is highly intelligent and the repetitiveness of my core program is boring and has not generated interest in reading."

Parents of children in Reading First classrooms were also asked whether they believed the reading instruction at their schools had increased their child's interest in reading. Eighty-five percent of parents stated yes, while 11% stated no, and 2.7% stated that they were not sure. One grateful parent wrote of how her child's interest in reading had affected the family, "My daughter is reading much better in English than last year. She understands what she reads and translates it to Spanish. I have three more children, and she reads to them very often."

No significant differences were found from 2005 to 2007 when comparing teachers' responses students' interest in reading improving because of Reading First instruction.

Students' Ability and Preparedness to Read as a Result of Reading First Instruction

Ninety plus percent of principals who returned surveys agree that students' ability to read has increased as a result of the Reading First classroom instruction and that Reading First is an effective way to prepare students to read. Somewhat less agreement is found in responses from literacy coaches and teachers. Eighty-one percent of teachers and 83% of literacy coaches agree that Reading First is an effective way to prepare students to read.

Parents of children in Reading First classrooms were also asked if their children were better readers than the previous school year as a result of the Reading First implementation. According to the survey results, 93% of parents agree that this is true, 4% said no, while 3% are unsure. One supportive second grade parent wrote, "I feel that the reading first program has greatly helped my son. The teachers he has had have been so encouraging and are such wonderful teachers!"

Disagreement is greatest for third grade teachers. Seventeen percent of third grade teachers who returned surveys do not believe that Reading First is effective and another 9% are unsure. Together those who disagree and those unsure amount to 76 third grade teachers who do not agree that Reading First is an effective way to prepare students to read.

Third grade teachers express complex concerns about student preparedness for reading. Three areas of student preparedness in reading are mentioned: comprehension, content areas and language arts. The factors seem to be intertwined. Following are several comments from the teachers:

[There is] too much focus on reading the words per minute when the focus should be on retell/comprehension. Many children benchmark but look at the oral retell scores. The scores indicate they don't understand what they are reading.

I also believe the focus on time does not allow students enough time to read other nonfiction materials (Science, Social Studies, and Math). . . . I believe this hurts the students. It would be more effective if we could use Science books to show how to read for main ideas and supporting details.

Although some curriculums may include content area lessons, time constraints seem to interfere. A third grade teacher writes, "The lesson plan does not allow you to complete the art, science or social studies activities that are sometimes linked into the lesson . . . during the RF time frame."

Thirty-eight of the total comments mention language arts concerns. Seventeen of these comments are from third grade teachers, possibly because writing is an integral part of upper level reading activities. One teacher writes:

Also, time to teach writing and language arts needs to be incorporated in the teaching of reading. They should not be separated. Third graders do not know how to write when we get them and we have little time to teach writing with 135 min. spent on strictly the "big 5."

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' agreeing that students' reading ability has improved because of Reading First instruction. Literacy coaches' views about how strongly their teachers believe that Reading First is an effective way to teach reading did not change from 2005 to 2007.

Perceptions that Students Will Make Adequate Yearly Progress

Eighty-three of the Reading First classroom teachers who responded agree that their students will have made adequate yearly progress by the end of the school year. The teachers' personal definitions of adequate yearly progress differ somewhat from the ideal standard of grade-level.

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' confidence that students will make adequate yearly progress. The mean response in year one was 3.18, the mean rose to 3.26 by year three. No significant difference was found in the responses from literacy coaches.

Belief that All Students Can and Will Read at Grade Level

Sixty-two percent of literacy coaches and 65% of teachers who responded to the survey agree that teachers believe all students can and will read at grade level. Teachers in the lower grades (K and 1) are more likely to agree than are teachers in upper elementary grades (2 and 3). For example, 76% of kindergarten teachers believe their students will read at grade level whereas only 61% of third grade teachers believe the same for their students. Another perspective is to consider that 451 RF teachers do not believe that all their students can and will read at grade level whereas only 4 literacy coaches think teachers do not believe in the attainability of grade level reading for all students.

Teacher responses indicate feelings that students' adequate yearly progress does not necessarily equate with making grade level. It shows that from many teachers' perspectives, making adequate yearly progress is more attainable than getting students reading on grade level. While adequate yearly progress has an operational definition of being on grade level it is probably a more subjective concept. A kindergarten teacher writes:

I would like for my entire class to be reading on grade level by the end of school, but in reality that isn't going to be possible. I still have some students struggling with letter/sound association and recognition. I have an ESOL student with a significant amount of difficulties in the above areas mentioned and others. The majority of my students are hard workers and their reading skills are evidence that the Reading First program has benefited them. Others will need additional reinforcement (interventions) to improve.

Analyses of survey responses between the first and third year of implementation show a statistically significant increase ($p < .01$) in teachers' believing that students can and will read at grade level. The mean response in year one was 2.81, the mean rose to 2.91 by year three. No significant difference was found in the responses from literacy coaches.

G. Special Education

Special education student needs are many and varied, making their educational endeavors a challenge to all involved. As a result, special education students have different experiences with Reading First, compared to regular education students, and it is therefore important to look at this particular subset in order to determine how well Reading First meets the needs of all students. To examine this situation, all survey responses and comments were analyzed even though the responses from special educators and EIP teachers are included in the reporting above. Many of the 186 special education teachers who responded to the teacher survey selected responses similar to those chosen by the K-3 general education teachers.

Student Progress

Eighty-two percent of special educators and EIP teachers agree that their students have improved under Reading First. Sixty percent agreed that their students would make adequate yearly progress (AYP). Yet these teachers are split with regard to believing that students in their class can and will read at grade level. Forty-six disagreed while 43% agreed about the attainability of grade level reading for students in special education or EIP. Students becoming better readers and making AYP are more promising goals for special education and EIP than is reading on grade level. One teacher expressed this well, "My students are EIP and most of them will not be reading on grade level by the end of the year, but they have made tremendous gains in their reading this year."

Small Groups and Literacy Centers

Fifty-three of the special education teachers who responded use literacy centers every day whereas 84% use small group reading instruction everyday. With respect to literacy centers special education differs from the general classroom because special education teachers do not use literacy centers as often. However, daily small group instruction is used as often in special as in general education. A special education teacher writes, "I love reading first for my special needs children. I work in an inclusion and resource setting and it

has greatly streamlined my instruction and opened up new avenues for my students' learning."

Overall Results

An evaluation of the implementation of Georgia's Reading First in cohort one schools was conducted for three years (2005, 2006, 2007). Two sources of data have been used in writing each end-of-year report. There were survey questionnaires administered to all literacy coaches, teachers, principals and regional Reading First coordinators. A survey questionnaire was also sent to a sample of 25% parents at each grade level.

Comparative analyses of the mean response for the teachers and literacy coaches who responded to survey questionnaires in 2005 and 2007 were undertaken to find out if their views about Reading First changed in any significant way. The mean for teachers and literacy coaches represents one of the response options for each question. For example, when teachers responded to the statement "I know how to assess each of the five essential reading domains" they could strongly disagree (1), disagree (2), agree (3), strongly agree (4) or select not sure. In 2005 the mean response from teachers was 3.32 and it rose to 3.43 by 2007. Both of these means represent agreement with the statement. Not enough teachers chose a more positive response to increase the mean to 4 which represents strong agreement. Across the 34 survey items teachers completed there were statistically significant increases for 17 items and statistically significant decreases for 3 items ($p < .01$). The changes in the mean responses for survey questions teachers completed ranged from -0.21 to $+0.24$. While some of these differences in means are statistically significant they are not meaningful with regard to teachers thinking differently in 2007 than they did in 2005 about the implementation of Reading First instruction, assessment and professional development.

The same comparative analyses for literacy coaches shows that for 11 questions there were statistically significant increases in the mean responses ($p < .01$) for 2007 and no decreases. The changes in mean responses span from -0.17 to $+1.22$. Of interest is that for two survey items the mean increased enough to represent a difference in response option. For example, the mean response from literacy coaches in 2005 to the item "You (as Literacy Coach) observed Reading First classrooms during the reading block" was 4.53 which represented "1-3 times a week." By 2007 the mean response increased to 5.31 which represented the response "daily." This is the kind of statistically significant change that seems more obviously meaningful to those interested in what has happened with Reading First across three years. A similar change was found for literacy coach responses to how often they thought paraprofessionals worked with teachers during the reading block. In 2005 the mean response was "1-3 times a week" and that increased to a mean response of "daily" by 2007.

There was one survey item completed by literacy coaches that decreased in response category. In 2005 the mean response from literacy coaches on whether the teachers they worked with provided effective reading instruction in comprehension was 3.12 or agreement. By 2007 the mean response dropped to 2.95 or disagreement. This decline in literacy coaches' confidence in teachers providing effective reading comprehension instruction needs to be considered in light of other results such as students' reading comprehension test scores.

What is important to understand is that the change in the mean for teacher and coach responses is in all but one instance less than 1.0. While there were individual teachers or coaches who may have selected a different response option in 2007 than in 2005, as a

group teachers and coaches changed their views incrementally within one of the response categories.

Comparative analyses were not undertaken for the survey questionnaires completed by parents, principals and regional Reading First coordinators. The views of teachers and their coaches seemed most important to investigate for changes from 2005 to 2007.

1. Positive outcomes of RF in Georgia after 3 years of implementation

- The observations of Reading First classrooms show that Georgia's sequential design for Reading First was increasingly being followed each year.
- The teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension was observed more than 60% of the time during the reading block with another 10% or more of the time being spent on Reading First related instruction.
- Teachers and their coaches became more confident each year about using DIBELS and other assessments to make needs based instructional decisions and to monitor student progress.
- Support for Reading First from school principals and other administrators along with regional Reading First coordinators were strong.
- Each year most parents who responded to the survey indicated that their children were becoming better readers and more interested in reading.

2. Areas with greatest differences between what literacy coaches and teachers perceive with Reading First

- Literacy coaches are confident that they are observing during the Reading Block and providing teachers with specific and effective feedback on instruction. Teachers, though, are less confident that this is occurring.
- Teachers are confident that they are providing effective vocabulary and comprehension instruction but their coaches are not as confident.

3. Areas in need of further attention

- Further investigation is needed to find out if enough vocabulary and comprehension instruction is occurring at each grade level
- Further investigation is needed to find out about fluency instruction because it is supposed to be emphasized in grades two and three but it was observed in kindergarten and first grade.
- Literacy and coaches and others in charge of professional development should investigate teachers' understanding that fluency instruction is important as a bridge between word identification and comprehension. Reading fluently should not become more important than comprehending because of undue emphasis on reading rates per minute.

IMPLEMENTATION RESULTS: Cohort 2 Schools

This section of the report addresses the following evaluation questions:

How is Reading First being implemented in Georgia schools? Is Reading First being implemented by Reading First schools as intended in the state plan?

This section of the evaluation report presents the results from classroom observations and stakeholder surveys, summarized for each of the major topic areas of RF implementation by Cohort 2 schools.

Data Collection Methods

Multiple sources of data were used in this analysis and summary of the implementation of Reading First across schools. They include:

- Online (Web-based) surveys for all RF teachers, literacy coaches, principals, and regional Reading First coordinators (RRFC)
- Paper surveys mailed to a 25% randomly selected sample of parents of students in RF schools
- On-site observations conducted in all RF schools with a randomly selected of classrooms representing all grade levels at each school

Survey Data

Surveys administered to RF school principals, teachers, literacy coaches, parents, and RRFCs consisted of items with Likert scale or other forced choice response options. One open-ended question in each survey solicited comments from respondents. A copy of each survey instrument and summary data are included in the appendix of this report. Following is a summary of total responses received from each stakeholder group.

Number of Survey Respondents

Survey Respondent Group	Number of Responses
School Principals	27
Teachers Total	593
Kindergarten Teachers	130
First Grade Teachers	146
Second Grade Teachers	105
Third Grade Teachers	131
Special Ed Teachers (Grade Not Specified)	61
Literacy Coaches	20
Regional RF Coordinators	40
Parents Total	13
Kindergarten child	696
1 st Grade child	173
2 nd Grade child	174
	169

3 rd Grade child	169
(Grade Not Specified)	11

Comments to Open-Ended Questions on the Surveys

Comments from each respondent group were coded using the pre-established categories from the survey instrument. If a comment was lengthy and covered many topics it was subcoded by category. When necessary a comment or part of a comment was dual coded because it was clearly about two things that could not be separated (such as how the emphasis on fluency affected comprehension instruction). These comments were examined in light of the findings from the numerical survey results.

Observation Data

Teams of external evaluators conducted one hour observations in randomly selected RF classrooms in the 44 Cohort 2 Reading First schools during 2006-07. Twenty-two schools were visited in fall and 22 in the spring. There were 173 total classroom observations: all 44 schools had observations for K, 2 and 3, and there were 41 classroom observations for 1st grade.

During the one-hour observation period, which was part of the daily 120-135-minute block of time reserved for Reading First activities, the external evaluators coded everything the teacher did using an instrument developed and tested by Dr. Jan Dole of the University of Utah, and revised slightly in the Spring of 2005 to adjust for discrepancies that were noted in using it in the Fall 2004. A copy of the revised version, I.C.E.-R4, can be found in the Appendix. The I.C.E.-R4 consists of various coded categories that pertained to RF instruction, related RF instruction, and transition or off-task activities.

During each observation, the external evaluators took notes either in long hand or on a computer that described what the classroom teacher was doing. After each observation, the external evaluators coded their notes using the I.C.E.-R4. Their codes were entered into an Excel spread sheet and electronically transmitted to the RF Evaluation Office in Aderhold Hall. One individual on the UGA evaluation team was responsible for making certain that all classroom observations were made and the coded Excel sheets properly filed. The content of these coded files became the data pool from which the descriptive data and graphs were produced for the final report.

Findings from all of the above sources of data from RF stakeholders have been summarized using the following major areas of Reading First implementation:

- A) Essential Domains of Reading
- B) Reading First Classrooms
- C) Support for Reading First
- D) Professional Development
- E) Student Assessment
- F) Student Progress
- G) Special Education

The results which follow are organized by each of these categories of implementation and include relevant findings from surveys and observation data. Data from the various survey respondent groups and by grade level are compared to identify key areas of difference.

Findings

A. Essential Domains of Reading

The five essential domains of reading are phonemic awareness, phonics, fluency, vocabulary and comprehension. Georgia's sequential design for Reading First instruction recognizes that instruction in the domains differs by grade level. Furthermore the manner in which each domain is taught differs depending on grade and reading ability of students. The following chart presents the amended and approved sequence for instruction.

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	☺ ☺ ☺	☺ ☺ ☺	☹	☹ ☹ ☺	☹ ☹ ☺
1	☺	☺ ☺ ☺	☺ ☹	☹ ☹ ☺	☹ ☹ ☺
2		☺	☺ ☺ ☺	☺ ☺ ☹	☺ ☺ ☹
3		☺	☺ ☺ ☺	☺ ☺ ☺	☺ ☺ ☺

☺ = Direct Instruction

☹ = Instruction done primarily through Read Alouds

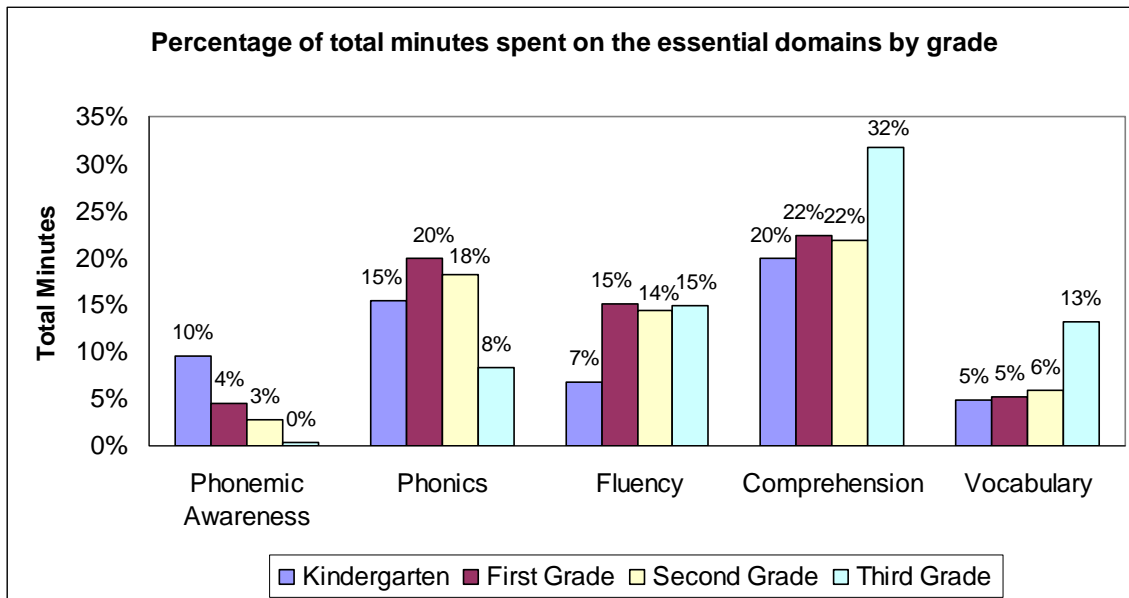
☺ = Instruction provided as needed

☺ = relatively important

☺ ☺ = important

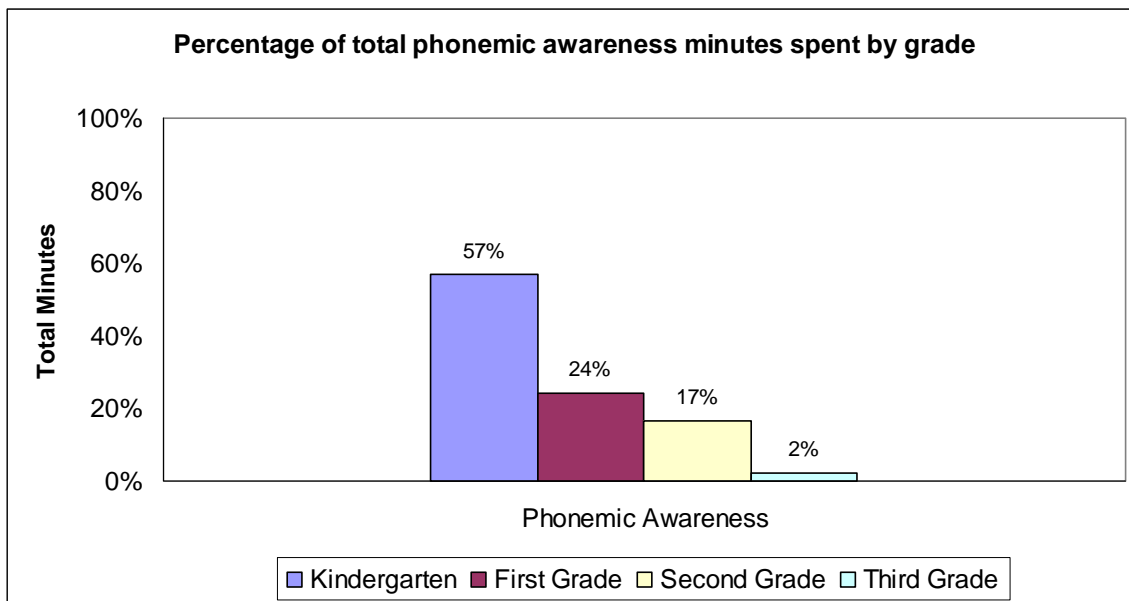
☺ ☺ ☺ = critically important

In year one (2006-07) UGA observers spent 10,069 minutes observing randomly selected K-3 teachers in the 44 Cohort 2 Reading First schools in Georgia. Sixty-three percent of those observed minutes were instruction in one of the five essential domains of reading (the other minutes observed will be explained in the section titled "Reading First Classroom").



Phonemic Awareness

In year one 441 minutes of phonemic awareness instruction were observed for cohort two across grade levels. That accounts for 7% of the time observed that was RF instruction in the five essential domains of reading. Within the 441 minutes observed 57% were in kindergarten, 24% in first grade, 17% in second grade and 2% in third grade. Phonemic awareness was observed most often in kindergarten and first grade which complies with the sequential design for instruction because it is designated as critically important for emergent readers (see graph below). To a lesser extent it was observed in second grade. Although phonemic awareness is not designated as a reading domain for second grade, a possible explanation is that the observer saw the teacher working with students who are not yet developed their phonemic awareness. Another explanation may be that teachers were unsure of where phonemic awareness instruction fit within the sequential design. A negligible amount of phonemic awareness instruction was observed in grade three.



Despite very little phonemic awareness being observed in grade three, teachers' comments indicate that instruction in phonemic instruction did occur in grade three. One third grade teacher noted, "By this point in time most students have mastered phonemic awareness and phonics skills and they are easily bored by the centers that address these areas." This statement possibly indicates that the teacher did not recognize the inappropriateness in providing those centers after student mastery of phonemic awareness. Although this is only one comment, pairing it with the teacher and literacy coach survey results contextualizes it.

Of the teachers who responded to the survey, 92% of kindergarten teachers and 94% of grade one teachers agreed that they were adequately prepared to teach phonemic awareness. Of grade two teachers, 12% disagreed that they were adequately prepared to teach phonemic awareness, and 5% were not sure. Of grade three teachers, 21% disagreed that they were adequately prepared to teach phonemic awareness, and 7% were not sure. When literacy coaches were asked about teacher preparation for teaching phonemic awareness, 98% agreed kindergarten teachers were adequately prepared and 95% agreed first grade teachers were adequately prepared. When asked if the second grade teachers at their schools have been adequately prepared to teach phonemic awareness, 8% of literacy coaches disagreed and 5% said they were not sure. When asked if the third grade teachers

at their schools have been adequately prepared, 13% of literacy coaches disagreed and 11% said they were not sure. It would stand to reason that second and third grade teachers would not need to understand as much about phonemic awareness as other grades due to the sequential design for instruction.

A clear majority of teachers felt they provided effective phonemic awareness instruction. 97% of kindergarten teachers and 98% of grade one teachers agreed they provided effective reading instruction in phonemic awareness. When second grade teachers were asked if they provided effective phonemic awareness instruction, 90% agreed they did, 6% disagreed, and 4% said phonemic awareness instruction did not apply. Of third grade teachers 79% agreed they provided effective phonemic awareness instruction, 14% disagreed or were not sure, and 6% responded that phonemic awareness instruction did not apply.

According to the sequential design, one would expect there might be more “did not apply” responses at the second and third grade levels.

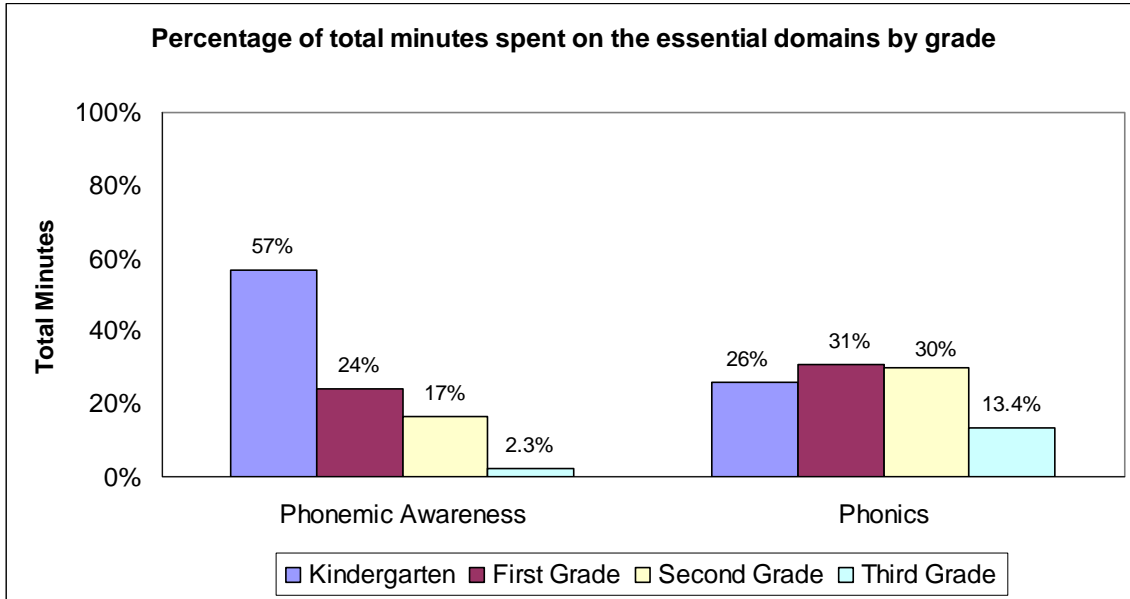
When literacy coaches were asked if the teachers in their schools provided effective phonemic awareness instruction, a different pattern emerged. 98% of literacy coaches responded that kindergarten teachers provided effective instruction. 85% of literacy coaches agreed that first grade teachers provided effective phonemic awareness instruction, but 15% disagreed. This is incongruent with the results of first grade teacher perceptions of phonemic awareness instruction. Literacy coaches responded that 81% of second grade teachers provided effective phonemic awareness instruction, 8% disagreed, and 8% were not sure. Literacy coaches responded that 61% of third grade teachers provided effective phonemic awareness instruction, 16% disagreed, and 5% were not sure. There was no option for literacy coaches to respond that phonemic awareness instruction did not apply, but 18% of literacy coaches did not give a response to this question. Again, because the sequential design does not include phonemic awareness instruction at the second and third grade levels, these results are reasonable.

One coach wrote, “Some topics concerning Reading First have not been covered to the extent that I feel is needed such as the importance of Phonemic Awareness. I know that our staff will continue to improve in these areas, but as a Literacy Coach, I am still learning and understanding more about each component and I know our teachers are as well.” This comment served as a reminder that learning the domains of Reading First is a process. Phonemic awareness is the only reading domain that neither parents, nor principals, nor Regional Reading First Coordinators (RRFCs) provided comments. Phonemic awareness is also the only domain that appears in the beginning of Georgia’s sequential design without much reoccurrence throughout the grade levels.

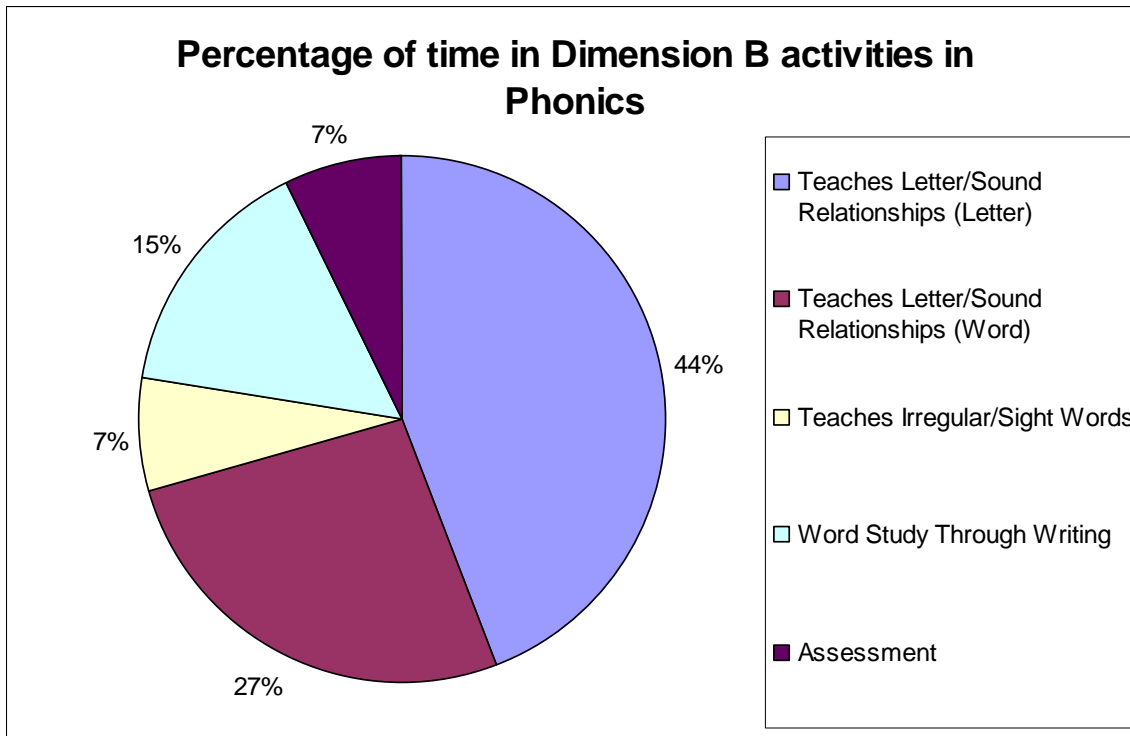
Phonics

In year one 1,558 minutes of phonics instruction were observed for cohort two across grade levels. That accounts for 24% of the time observed that was RF instruction in the five essential domains of reading. Within the 1,558 minutes observed 26% were in kindergarten, 31% in first grade, 30% in second grade and 13% in third grade. The trend in year one with phonics was different than with phonemic awareness. The most phonemic awareness instruction occurred at kindergarten, followed by first grade, second grade and finally third grade (see graph below). With phonics, most instruction occurred at first grade, followed by second, then kindergarten, and finally third grade. Phonics is a critically important domain of reading instruction for kindergarten and grade one. Phonics instruction at the second grade level is relatively important, but such a high level of instruction at that grade is not

what would be expected according to the sequential design. Apparently some second and third grade teachers were still providing phonics instruction. This may have been for students who still needed to develop decoding skills.



The chart below shows that 71% of the time phonics instruction occurred at the letter and word level. This would be appropriate instruction for kindergarten and first grade children.



According to the sequential design, phonics instruction is critically important at the kindergarten and first grade levels. 91% of kindergarten teachers and 94% of grade one teachers who returned surveys agreed that they were adequately prepared by Reading First to teach phonics. Literacy coaches verified this by 98% of them responding that kindergarten and first grade teachers were adequately prepared to teach phonics. Further 98% of kindergarten teachers and 98% of first grade teachers responded that effective phonics instruction was provided. Of the literacy coaches who responded to the survey, 100% wrote that kindergarten provided effective phonics instruction, and 93% wrote the same of first grade teachers. These responses support the sequential design.

As discussed, more phonics instruction was observed in second and third grades than would be expected from the sequential design. 85% of second grade teachers and 73% of third grade teachers who returned the surveys felt adequately prepared to teach phonics. 89% of literacy coach respondents said that second and third grade teachers were adequately prepared to teach phonics. 94% of second grade teachers and 86% of third grade teachers responded that effective phonics instruction was provided. When literacy coaches responded about second grade 89% agreed that effective instruction was provided and 11% disagreed. When literacy coaches were asked about third grade, 79% agreed that effective phonics instruction was provided, 18% disagreed, and 3% were not sure.

From the returned surveys, teachers commented on phonics instruction as approved by Reading First. For example, one first grade teacher responded, "The phonics program that our county has adopted does not align with what I feel is an effective, systematic phonics program to accomplish what Reading First or I want to accomplish. I have to modify the phonics instruction a great deal to make it engaging, interesting, and effective for my students." A few teachers from first and second grades mentioned the Saxon Phonics specifically as their school's former phonics program that they felt was more effective. Teachers seemed particularly frustrated being barred from using other phonics materials. One second grade teacher wrote, "In fact if I was allowed to do it, I would be willing to spend my own personal money to supply my classroom with Saxon Phonics materials if I was allowed to use them." No comments from literacy coaches, principals, or RRFCs acknowledged disagreement with the type of phonics instruction sanctioned by Reading First. However, a parent's preference for a phonics program that is not approved by Reading First is shown in the following statement: "My daughter is a better reader this year but it is not because of the school or the Reading First program. It is because we have gotten her a tutor who is teaching her using Saxon Phonics."

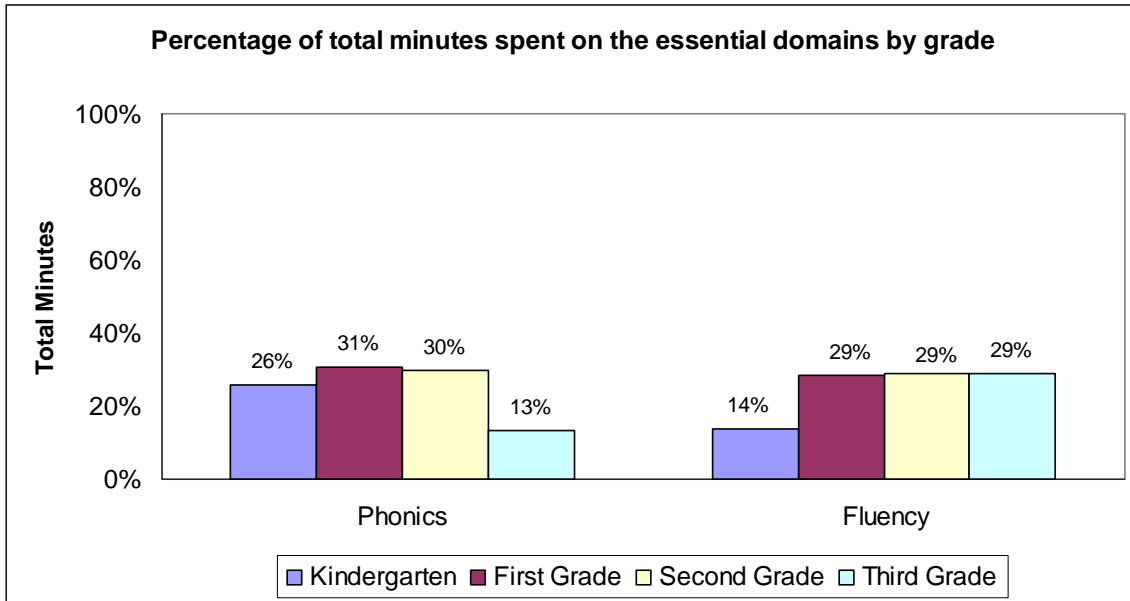
Compared to the other domains, phonics prompted many (16 of 153) comments from parents, accounting for approximately 10% of the parent comments. Parent implied that reading is pronouncing words well. For example, one second grade parent stated of her student, "Her reading is improving greatly because now she knows how to break her words up into syllables if she can't pronounce them, and then say them all together." Some parents asked for more explanation of phonics (e.g. "What's "phonics?") and accessible phonics resources. Phonics was valued as a necessary skill for reading, but parents did not always know how to support their children. "I've been told by the school to read [with my] child often but never given specific tactics to use to make him a better reader & how to incorporate phonics." Comments like these may indicate the need for more explicit information on how to help their children learn to read.

Fluency

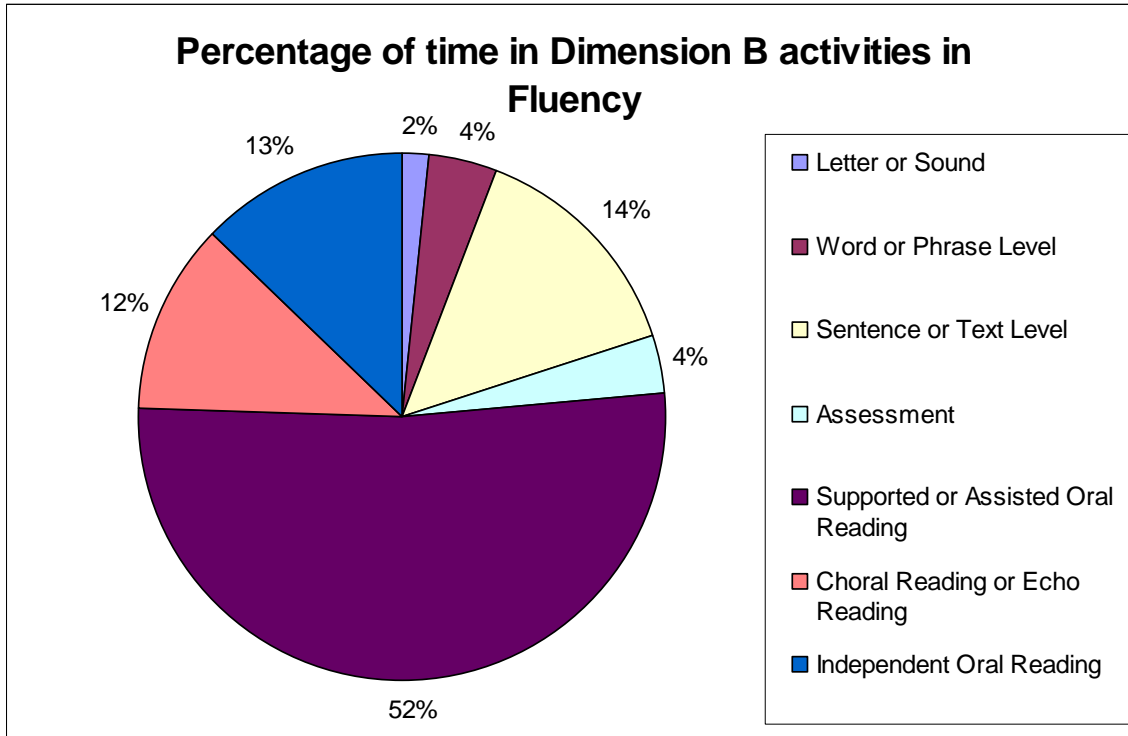
In year one 1,279 minutes of phonics instruction were observed for cohort two across grade levels. That accounts for 19% of the time observed that was RF instruction in the five

essential domains of reading. Within the 1,279 minutes observed 14% were in kindergarten, 29% in first grade, 29% in second grade and 29% in third grade.

Observed fluency instruction hovered around an almost equal point for grades one, two, and three, which does not fit with the sequential design for instruction. The sequential design states that fluency instruction at first grade is important and should be often provided in modeled read alouds. In comparison, fluency instruction is of critical importance for grades two and three and should be provided through direct instruction. Therefore, one would expect to see less fluency instruction at the first grade level than second and third, partially because students at the first grade are still working on phonics skills. Students who have not mastered phonics will have difficulty tackling fluency.



The chart below shows that 52% of the time fluency instruction occurred using supported or assisted oral reading from the teacher. This would be most appropriate toward early fluency instruction then decrease as students become more fluent readers.



As discussed, more fluency instruction was observed in first grade than would be expected from the sequential design. At least 87% of teachers from each grade levels who returned the surveys felt adequately prepared to teach fluency. Of literacy coaches who returned the surveys, 90% felt that kindergarten teachers were adequately prepared to teach fluency. 95%, 97%, and 95% said the same of first, second, and third grade teachers respectively. When teachers were asked if they provided effective fluency instruction, 91% of kindergarten teachers, 95% of first grade teachers, 97% of second grade teachers, and 95% of third grade teachers agreed that they did. Literacy coaches were asked if teachers in their school provided effective fluency instruction. Agreement on effective fluency instruction for kindergarten (81%) and first grades (85%) was lower than agreement for first (95%%) and third grades (95%). 20% and 15% of literacy coaches disagreed or were not sure that effective literacy instruction was delivered at kindergarten and first grades.

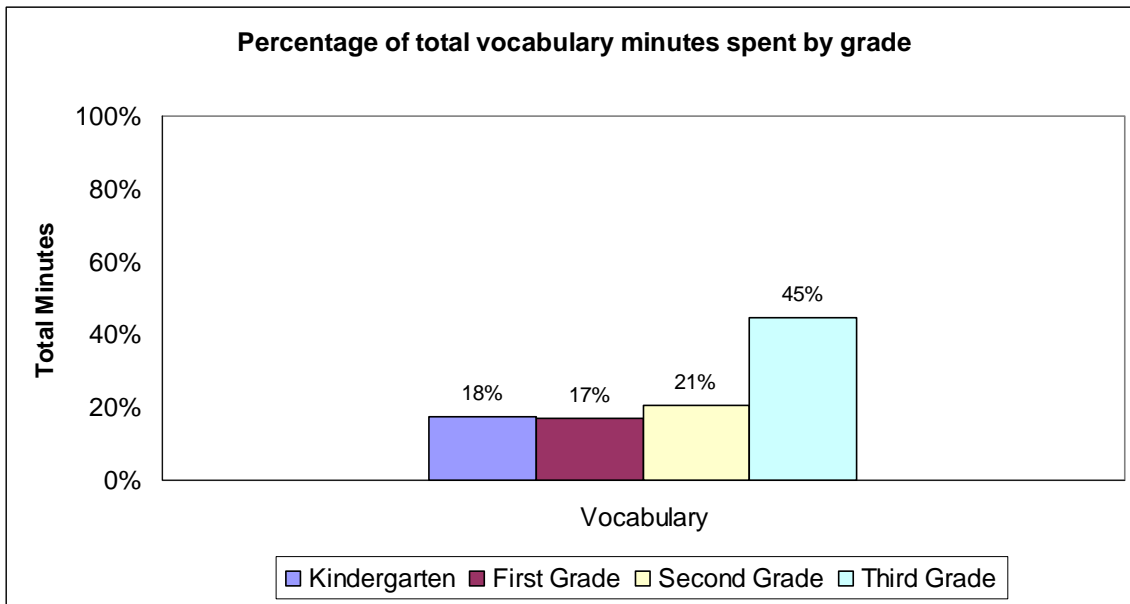
Although there were no comments from literacy coaches, principals, or RRFs and only a few from the second and third grade teachers, 4 of the 5 teacher comments on fluency link the domain of fluency as described by Reading First with words read per minute or the DIBELS assessment. Some teachers were concerned that they could not see more of a connection between fluency and comprehension in practice. One third grade teacher responded, "DIBELS is an excellent assessment to measure fluency. However, Reading First should provide a measure that evaluates students' literacy comprehension areas in need of intervention." Another teacher wrote, "For third grade, the results for DIBELS are based on oral fluency. How does this help comprehension if intervention is based on fluency?" The connection between the domains of fluency and comprehension were not explicit to the teachers. Parents equated fluent reading with reading speed, and interestingly, fluency was the one domain that elicited a comment by a school administrator, who wrote, "Our literacy coach has helped our school maximize our focus and dialogue around ways to prepare FLUENT readers" (emphasis in the original).

In survey comments several parents commented on students reading better, but it was unclear if parents' comments implied better fluency. Three of 153 parent comments mentioned an aspect of fluency, namely repeated oral reading of sight words, "increas[ing] speed," and a description of parents daily logging "the words read per minute. Then discuss[ing] what they read to make sure they are where they need to be." Parents never explicitly mentioned fluency however.

Vocabulary

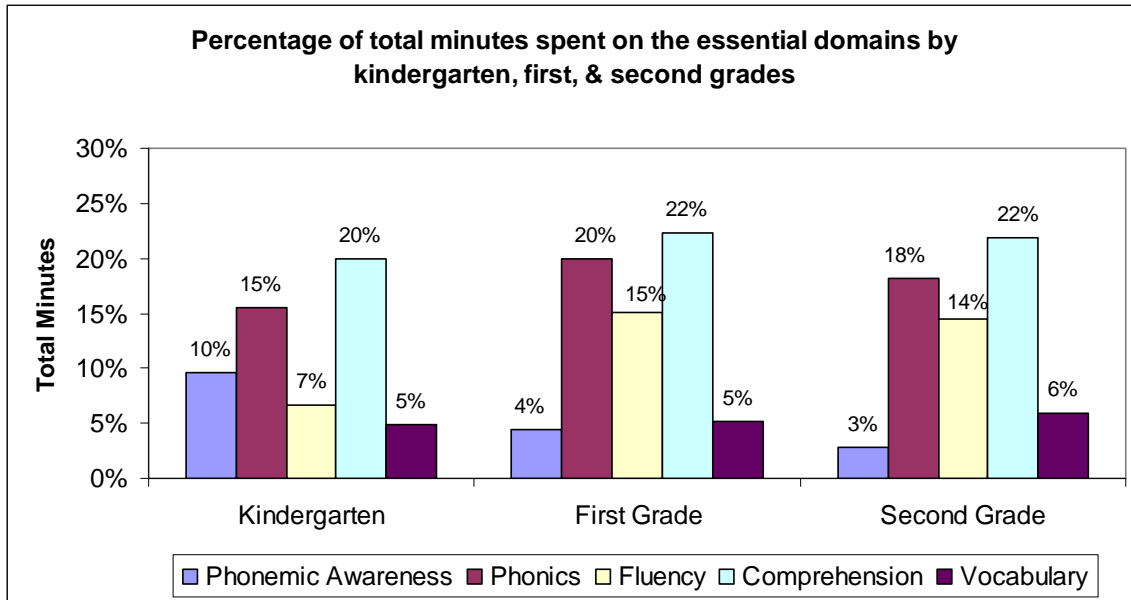
In year one 729 minutes of phonics instruction were observed for cohort two across grade levels. That accounts for 11% of the time observed that was RF instruction in the five essential domains of reading. Within the 729 minutes observed 18% were in kindergarten, 17% in first grade, 21% in second grade and 45% in third grade.

One would expect to see approximately the same amount of vocabulary instruction across grades because the sequential design for instruction specifies that it is critically important at every grade level although the kind of instruction should vary by grade. Yet, more vocabulary instruction was seen in grade three than kindergarten through grade two; these percentages were approximately equal (see graph below).



Vocabulary instruction in kindergarten, grade one, and grade two is vital because students need to develop their oral vocabulary to support the development of their listening and reading comprehension. Vocabulary instruction during kindergarten only accounts for 5% of observed instruction in comparison to observed instruction on phonemic awareness (10%), phonics (15%), fluency (7%) and comprehension (20%). For grade one the pattern is similar to the pattern in kindergarten in that vocabulary accounts for only 5% of instruction as compared to phonemic awareness (4%), phonics (20%), fluency (15%) and comprehension (22%). Again, grade two shows a similar pattern to kindergarten and grade one. Vocabulary accounts for 6% of instruction compared to phonemic awareness (3%), phonics (18%), fluency (14%) and comprehension (22%) (see graph below). The only domain in which that pattern does not hold is phonemic awareness, which is appropriate because as the grade increases the need for phonemic awareness should decrease. The

observed vocabulary instruction does not seem reasonable given the great importance of vocabulary in the early grades.



Of those teachers who responded to surveys, when asked if they were adequately prepared by Reading First to teach vocabulary, 87% of kindergarten teachers, 85% of first grade, 85% of second grade, and 89% of third grade teachers agreed they were prepared. Literacy coaches confirmed teachers' responses, agreeing with higher percentages as teachers' grade levels increased (83%, 88%, 92%, and 97% for kindergarten through grade three). Regarding vocabulary instruction, 91% of kindergarten, 93% of first grade, 96% of second grade, and 94% of third grade teacher respondents agreed they provide effective vocabulary instruction. However, literacy coaches were not as confident of this at the kindergarten and grade one as they were at grades two and three. For kindergarten, 81% of literacy coaches agreed that effective vocabulary instruction was delivered, and 20% disagreed or were not sure. For first grade, 78% of literacy coaches agreed that effective vocabulary instruction was delivered, and 22% disagreed or were not sure. For the second and third grade levels respectively, 95% and 92% of literacy coaches agreed that effective vocabulary instruction was provided.

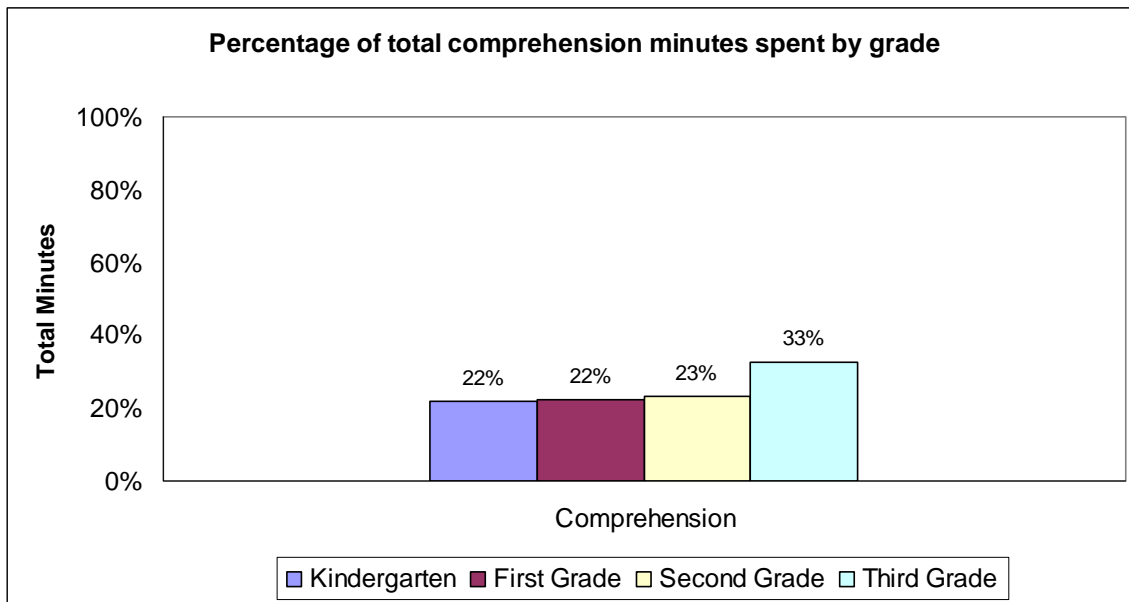
From the returned surveys, four teachers commented on vocabulary instruction. Vocabulary was mentioned in conjunction with or in relation to another aspect of Reading First instruction. For example, one first grade teacher responded, "Vocabulary for instance, is difficult for the children to work on in a center," and another first grade teacher saw the value of tying vocabulary with phonics materials. Two of the four teachers responded that students' vocabulary instruction, along with comprehension, was not adequately served under Reading First. No comments on vocabulary appeared from surveys completed by principals, RRFCs, or literacy coaches.

Three of 153 parent comments recognized the important relationship between vocabulary and overall reading development. These parents responded that more vocabulary instruction (i.e., teaching words in isolation) should be incorporated into homework assignments. As with spelling, teaching the meaning of vocabulary words in isolation has been traditionally an area in which parents feel comfortable assisting their children's learning.

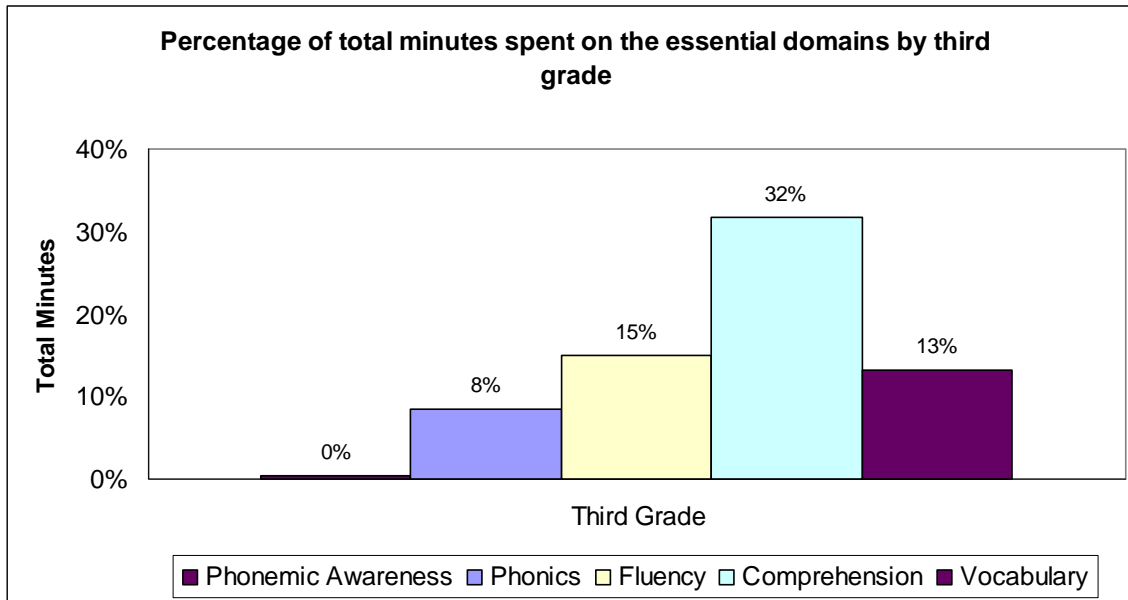
Comprehension

In year one 2,406 minutes of phonics instruction were observed for cohort two across grade levels. That accounts for 38% of the time observed that was RF instruction in the five essential domains of reading. Within the 2,406 minutes observed 22% were in kindergarten, 22% in first grade, 23% in second grade and 33% in third grade.

Comprehension like vocabulary is a critically important area of instruction across kindergarten through third grade. Of the five essential domains, comprehension instruction was observed for more of the total observation time than the other domains overall. Comprehension was observed the most at 38% of essential domain instruction, followed by phonics (24%), fluency (20%), vocabulary (11%), and phonemic awareness (7%). Further, comprehension instruction was more often observed in grade three than in kindergarten, grade one, or grade two. The observed minutes of comprehension instruction at kindergarten, grade one, and grade two were almost equal (see graph below).



In grade three, observers saw more instruction in comprehension (32%) than in phonemic awareness (0%), phonics (8%), fluency (15%) or vocabulary (13%) (see graph below). This emphasis on comprehension instruction compared to time spent on instruction in other domains was more prevalent in third grade than in any other grade. Considering that the sequential design shows equal importance among fluency, vocabulary, and comprehension, one might expect the observed time for these domains to be almost equal.



Teachers at each grade level (a range of 85% - 86%) agreed they were adequately prepared to deliver comprehension instruction. Literacy coaches supported this assertion. 88% of literacy coach respondents wrote that kindergarten and first grade teachers were adequately prepared. When asked about second and third grade teachers' preparation respectively, 84% and 92% of literacy coaches agreed that teachers were adequately prepared to teach comprehension. One literacy coach mentioned, "They [the teachers] haven't received the redelivery on comprehension at this date [i.e., date of the survey]. I didn't want to put 'disagree', but I felt it was the only answer appropriate." Other literacy coaches suggested that the redelivery on comprehension should occur sooner in the school year. Therefore, the results of these survey items are dependent on when surveys were completed and when comprehension redelivery occurred at school sites.

When asked about comprehension instruction, 89% of kindergarten, 95% of first grade, 97% of second grade, and 92% of third grade teacher respondents agreed they did provide effective comprehension instruction. 81% of literacy coach respondents confirmed that kindergarten and first grade teachers did provide effective comprehension instruction. At the second and third grade levels, 92% and 87% of literacy coach respondents said the same. In their comments some teachers implied a tension with comprehension and the emphasis on phonemic awareness, phonics, and fluency. One first grade teacher stated, "I also strongly disagree with the RF philosophy that comprehension in first grade is primarily addressed through read alouds and modeling strategies. Students should be taught that comprehension is the main purpose of reading, right from the beginning, even in the simplest of text." Teachers also mentioned the need to continually modify the core curriculum and materials to appropriately deliver comprehension instruction. For example, one first grade teacher replied, ". I have to modify the core a great deal to address the comprehension. The Core Curriculum for our county mainly focuses on the phonemic awareness and phonics which is very important, but the ultimate goal is for children to read with understanding ... and it does little to build comprehension." Teachers included the Georgia Performance Standards (GPS) and the CRCT as reasons that comprehension instruction is a must at all grade levels. A third grade teacher commented, "Our core program does not cover the comprehension skills that the GPS require. Because we got this program, which the teachers did not want, we were not able to buy any materials to supplement the holes in the core program."

Although there were no comments from principals or RFRCs about comprehension specifically, the 10 of 153 parent comments that mentioned comprehension were varied. Some were favorable of Reading First's influence on students' comprehension. One parent commented, "She ... comprehends what is being read to her and what she is reading to others." Parents cited better response to texts, more-detailed descriptions, and quality recall. For example, a parent stated, "I am very pleased with the progress my son has made this year. His reading and comprehension has progressed throughout the school year. He is more detail-oriented and he recalls more accurately. I am pleased with his reading program; he's reading a year ahead of his grade level."

A few comments acknowledged personal, yet common, situations such as motivation. One parent commented, "I'm sorry to say that he doesn't like to sit & read but can tell you what he has read when he does." Children's disabilities were also mentioned as affecting comprehension. For example, a parent wrote, "My child has a learning disability so it's very hard at times for my [child] to comprehend a lot of things all at once. I try not to overwhelm him with too many words, but it's tough having a child with such conditions." Parents of second language learners also commented on comprehension in varied ways. One parent wrote "It cannot be assumed that what one learns to read one knows all the words, and she says she only understands the words that she has been taught. I don't know if they have only taught her some words and not others. If it's so, then it's going to take her a long time to read well." However, another Spanish-speaking parent wrote, "At home he reads a lot; he even reads words that he doesn't understand yet. And everything thanks to his teachers and his own personal drive and also my support to help him, which is 100%."

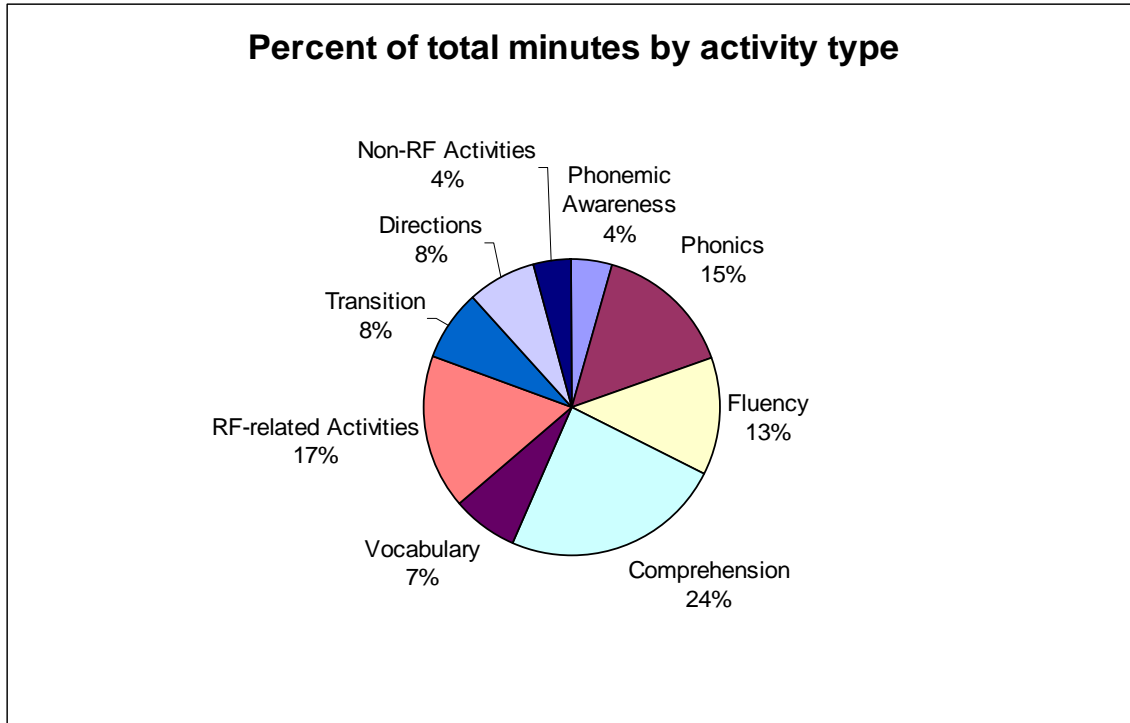
Summary

The perceptions of teachers, literacy coaches, principals and parents collected through surveys related to the essential domains of reading indicate that implementation of the five domains is strong. Observations of Reading First classrooms show that instruction in the five domains of reading is occurring. Across grades K-3 the fit with Georgia's sequential design for instruction is best for phonemic awareness and comprehension. With regard to phonics, less attention needs to be given to instruction at the second and third grade levels to allow for more time in the reading block for the domains deemed appropriate according to the sequential design. In terms of vocabulary, more attention needs to be given to this domain overall, but especially at the kindergarten, first, and second grade levels. The sequential design implies that more fluency instruction would have been observed. More fluency instruction needs to occur in grades two and three, assuming that students at those grade levels have adequately mastered phonics skills as the sequential design would imply. As students master phonics skills, especially in grades two and three, more time can be cleared in the reading block for vocabulary and fluency instruction.

B. The Reading First Classroom

The purpose of the observations of K-3 classrooms is to obtain information on how much time teachers are engaged in implementing Georgia's model of Reading First. Of central consideration is the percentage of time spent teaching the five essential domains of reading (as reported in the prior section). In addition observers record how much time is spent on Reading First related activities (e.g., teaching of concepts of print, letter names, spelling, oral language, text reading, and writing.). All of these areas of instruction have long been associated with the teaching of reading. They are not yet deemed Scientifically-Based Reading Instruction (SBRI) because the National Reading Panel (2000) either did not adopt the topic for study (alphabet knowledge, concepts of print, oral language, spelling, and

writing) or did not find statistically significant evidence for the topic (text reading). Therefore these activities are not considered as legitimate for instruction during the designated Reading First block of instruction on phonemic awareness, phonics, fluency, vocabulary and comprehension. Also included are the minutes when teachers were observed giving directions, when students were transitioning between activities, and time spent that is not related to Reading First



Most of the observed time was the teaching of the five essential domains of Reading First. This is followed by time spent on RF-related teaching. Literacy coaches and teachers responded to twelve questions about the Reading First Classroom. They were surveyed on specific aspects of Reading First in relation to: materials (e. g., core reading and supplemental programs), instruction (e.g., read alouds, small group instruction, literacy centers), student engagement, core curriculum modifications, and meeting the instructional needs of students. In terms of meeting the instructional needs of students within the Reading First classroom, literacy coaches and teachers were surveyed on departing from the core curriculum, adapting the pace of instruction, working with special education or EIP teachers, and coordinating instruction for all students. These aspects of the Reading First classroom are part of literacy coaches' and teachers' overall responses to the effectiveness of Reading First for all students.

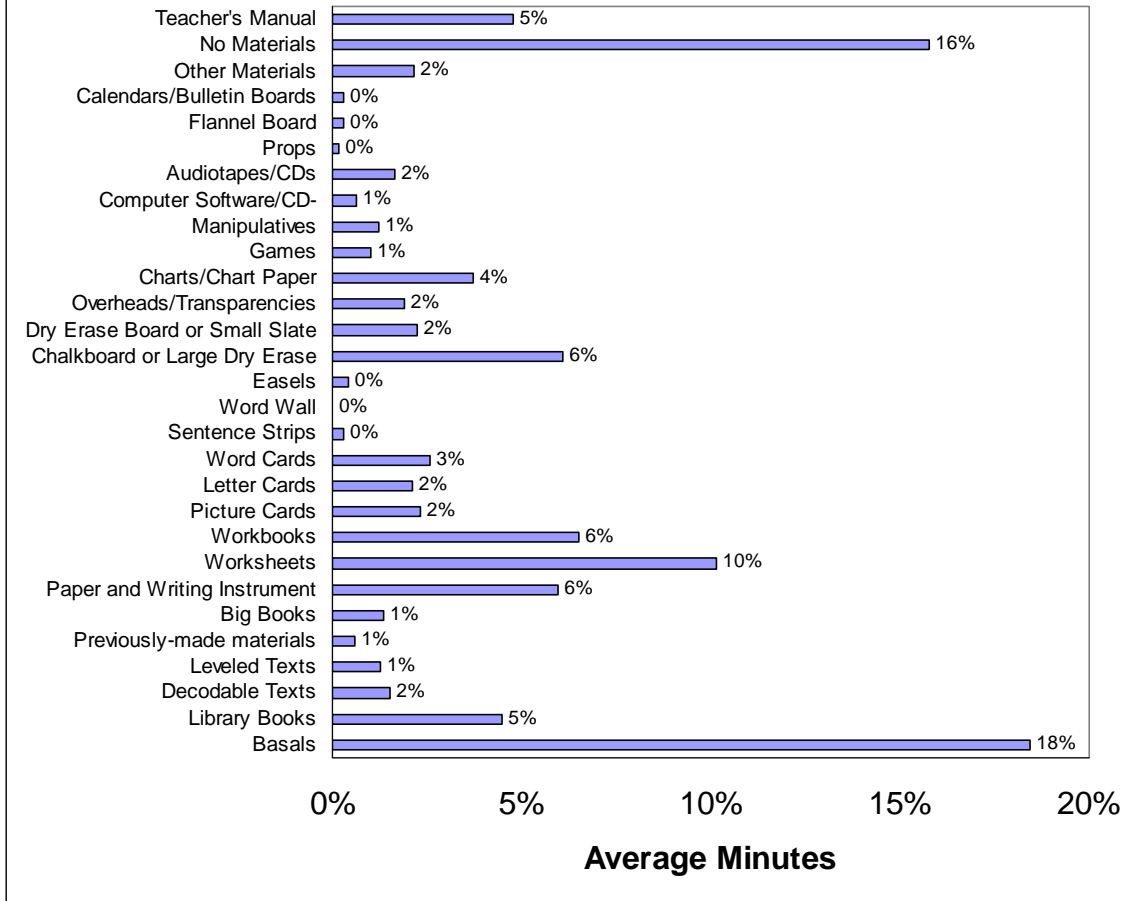
Materials

Survey responses show that teachers and their literacy coaches have differing responses to the sufficiency and appropriateness of the materials in Reading First classrooms. When kindergarten teachers were asked if they had sufficient and appropriate materials to teach reading, 82% agreed that the materials were sufficient in comparison to 100% of literacy coach respondents to the same question. A similar case was found in first grade: 80% of first grade teachers, compared to 100% of literacy coaches responded that first grade teachers had sufficient materials. The pattern held for second and third grades, although the

discrepancies between teachers and literacy coaches were narrower. In second and third grades, 75% and 79% of teacher respondents, respectively, said the materials were sufficient. In comparison, 95% of literacy coach respondents were satisfied with the materials at the second grade level, and 92% said the same about the third grade level materials.

The basal and workbooks are the primary materials associated with each school's core reading program. Some core reading programs provide children's books (trade books) as supplementary materials. Observers saw the basal as the material most used in the classroom, with library books following. The workbooks associated with the core program were used less than paper and writing instruments, worksheets, or chalkboard or dry erase boards. However, these materials can be used very similarly depending on the objective for instructional learning.

Percent of total minutes per category in Dimension D



Reading First materials was one of the topics that teachers across grade levels commented on substantively, compared to other topics. A total of thirty-two teachers' comments mentioned materials. The comments reflected teachers' enthusiasm as well as their concern and criticism. A special education teacher described how Reading First materials affected her students: "Students are more excited about reading as a result of the quality of the reading materials." Some teachers acknowledged the role that literacy coaches played in matching Reading First materials with classrooms; one first grade teacher wrote, "The literacy coach provided great information and materials to teachers throughout the school year."

Concerns from teachers emphasized that Reading First materials are not an uncomplicated matter. Although a second grade teacher stated support for Reading First overall, the teacher wrote of a complicated issue with ownership: "I certainly don't have that kind of time to devote to making my own materials. Reading First should supply the center style learning games for the classroom and not expect teachers to do that. If I take the time to make it myself with my materials, I consider it mine and will take it with me when I leave or move to another grade. I am not going to make lots of activities and then just give it away and get nothing in return. In conclusion, there are many good pre-made games that many

classrooms already have and can't use them. That is a waste of school and personal teacher money."

Time, money, and center or small group materials were recurrent themes in the teachers' comments. For example, a kindergarten teacher offered this criticism: "I would like to be able to purchase new materials for my needs based stations with some of the Reading First funds instead of my own money." Another teacher (grade level unknown) criticized how the Reading First material money was spent: "Many of the teachers do not have the time and/or money to make and produce center activities. Some money has been spent on board games, tape recorders, and listening centers. But we need much more in our classrooms. I need more than tagboard and glue. I need resources that my students can use without me staying up all night creating them."

Teachers expressed a need to have materials in their rooms at the start of the school year, and a place to put the materials once they arrive: "I need bookshelves to put all of the Reading First materials and supplies." This concern may seem minor but it is very real to teachers who are already operating in limited conditions.

Literacy coaches, RRFs, and principals did not comment on materials in any substantive manner. A few parents commented on the value of the reading materials sent home. A parent of a first grade student wrote of the value of bringing books home: "I think the children should continue to receive reading books each week to read. Recently, the books have stopped coming home. The different books helped encourage my daughter to read. I also think that students should bring home subject books as opposed to sheets of paper." Indicating that reading materials can come from places other than the Reading First classroom, a parent of a kindergarten student stated: "The teacher works very well with my son. They take trips to the school library often and he brings home a book to read more than once and brings it back before the due date then picks another."

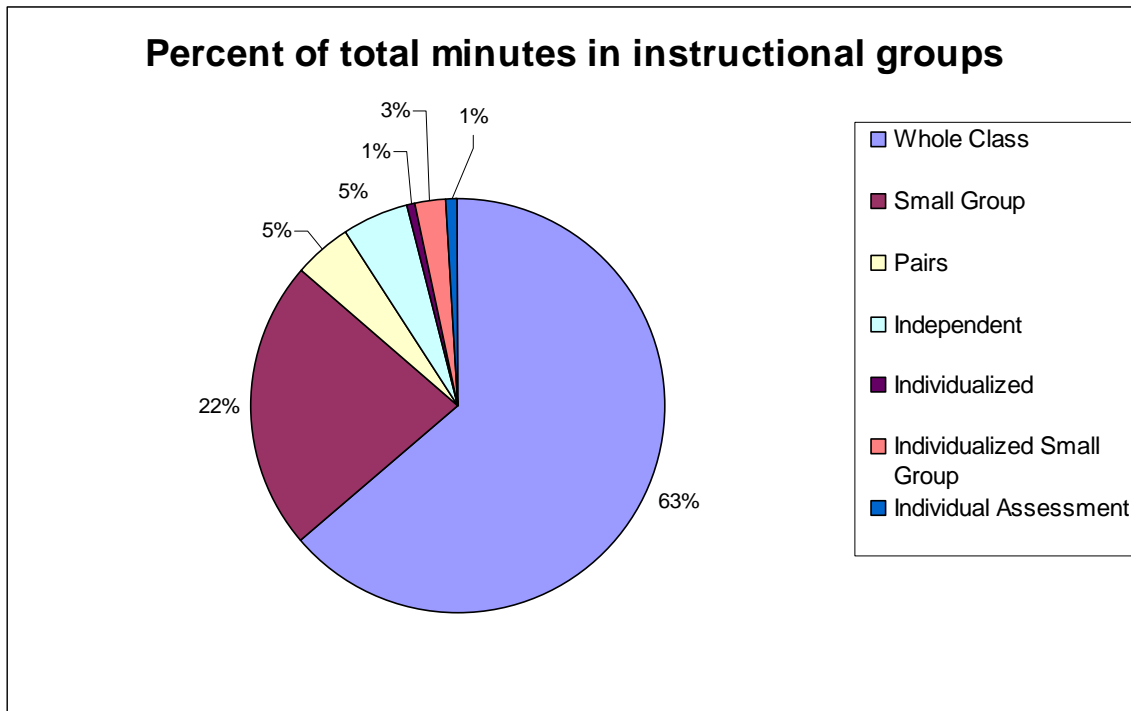
Instruction

Because no core program completely satisfies the scope of classroom instruction according to Georgia's sequential design, teachers in Reading First classrooms need to modify instruction from what is established by the core program. Teachers were asked if they modified the reading program (core curriculum) used at their schools to teach an essential component that may not be adequately addressed by the program. Literacy coaches were similarly asked about modifications made by teachers in their schools. 72% of kindergarten teachers, 62% of first, 63% of second, and 66% of third grade teachers responded that they made necessary modifications. Comparable percentages (61%, 68%, 65%, and 58%, respectively) of literacy coaches responded that kindergarten, first, second, and third grade teachers modified the core curriculum as necessary. By way of comparison, 80% of special education and early intervention plan (EIP) teachers responded that they modify the core.

The need to modify the core (as opposed to adhering to it) caused some confusion, as illustrated by teachers' comments. A kindergarten teacher wrote, "In Reading First we have been told to follow our core but the state comes in and tells us in teacher meetings that we are NOT do all the activities in our core that are so 'kindergarten' [i.e., so basic]." A third grade teacher recognized the need to modify the core but was not sure of the restrictions on those changes: "I believe that a teacher should be allowed to use any other supplements, other than the core to teach reading skills adequately." Underlying these comments is teachers' recognition of the need to meet students' individual needs. Referring to the domain of comprehension, a third grade teacher wrote, "I don't feel [comprehension] is covered adequately by the core. Even though some of this can be done in small groups, it

would be more beneficial to all to be included in whole group instruction. The small group instruction can then reinforce the skill that has already been introduced. I feel students will master the skills more this way." The complexities of core instruction, in both whole and small group settings, were acknowledged by teachers.

Across all Reading First classrooms teachers are expected to use small group instruction and literacy centers. High percentages of literacy coaches (a range of 95% - 100% across grade levels) and teachers (a range of 96% - 98% across grade levels) agreed that small group reading instruction is occurring on most days, if not everyday, as part of implementing Reading First. Small group instruction was observed for 2,215 minutes (22%) of the total observed time.



A similar pattern existed in teachers' and literacy coaches' responses to a question about the use of literacy centers in the Reading First classroom. Large percentages of teachers in grades K-3 (ranging from 92% - 96%) responded that literacy centers were occurring on most if not all days. Literacy coaches confirmed this. Responses from teachers in special education and EIP classes did not follow the same pattern: 98% stated that they included small group instruction, but 77% said that they incorporated literacy centers, while 21% responded that they seldom or never used literacy centers.

The purpose of small group instruction and literacy centers is to address the instructional needs of students more effectively than in a whole class setting. Smaller groups require more planning than whole group instruction. Teachers were asked if they have the skills and expertise to coordinate instruction that addresses the specific needs of each child in the classroom. Of those who replied to the survey, 91% of kindergarten, 95% of first grade, 90% of second grade, 92% of third grade, and 90% of special education and EIP teachers agreed that they had the skills to coordinate instruction. Literacy coach respondents confirmed these results, with 93%, 90%, 81%, and 87% agreement at the kindergarten, first, second, and third grade levels, respectively.

Teachers commented on coordinating small group instruction. One teacher (grade level unknown) wrote, "I get really confused on what exactly I 'can and cannot' do with my small group and centers." A kindergarten teacher proposed "more hands on training with centers-content and management" as a solution to improving coordinating instruction. Despite the difficulties in delivering whole and small group instruction, as well as managing literacy centers, teachers were generally positive about differentiated grouping. One kindergarten teacher wrote, "I feel that Reading First has allowed me to identify needs and accomplishments of my students easier this year because of the small group work at the centers. This has been great! Reading First is a very effective program that focuses on individualized instruction for each student. The literacy centers are excellent ways to focus on specific skills for specific students."

Neither literacy coaches nor parents commented substantively on small group or center instruction. However, RRFCS' comments suggested that overall they were pleased with the implementation of differentiated instruction in Reading First classrooms. For example, one RRFCS stated: "Support personnel were utilized during the reading block to work with small groups on identified weaknesses." This suggests that sometimes small group instruction necessitated adult involvement beyond the teacher.

Teachers Read Alouds

Reading First teachers are expected to read aloud daily to students while providing background knowledge, building vocabulary, and modeling specific comprehension skills and strategies. Teachers and their literacy coaches agreed that reading aloud on a daily basis generally occurs. Because reading aloud may be done for different instructional purposes, it is difficult to interpret observational records. Of note, however, is that when fluency was the instructional objective, teachers across all grade levels were observed reading aloud as students followed along in their own texts for 665 minutes (52% of the time spent in read alouds).

Although literacy coaches, teachers, principals, and RRFCS did not comment substantively on read alouds, survey data indicated that literacy coaches and teachers in grades K-3 agreed that reading aloud occurs daily. Special education teachers reported daily read alouds less often.

Six of 153 parent comments mentioned a family member reading aloud to a student. Three comments came from parents of kindergarten students; two were from parents of first grade students; and one was from a parent of a third grader. All comments were positive about the experience of reading aloud to students. The parent of a kindergartener wrote, "He [the student] is very excited about his work. He loves to read & for you to read to him." Some commented about the lack of time to read aloud together. For example, a parent of a first grader wrote, "I know I should read to her at home but I just do not have the time. When she was younger and I did not work I read to her often."

Needs-Based Instruction

The Reading First teacher in collaboration with the special education teacher provides instruction to meet the needs of students. Reading First teachers and their coaches responded to three survey questions on meeting the instructional needs of all students. Needs-based instruction is an important implementation goal in Georgia's Reading First initiative. Ways to adjust instruction for students' needs include adapting the pace, content and instruction for those students having difficulty learning to read (including English

language learners and students with disabilities). Teachers were asked if they agreed to having adjusted instruction in these ways. 91% of kindergarten, 86% of first, 88% of second, and 89% of third grade teachers agreed that they changed instruction for students needs in these ways. Literacy coaches generally confirmed the teachers' responses. Among special education and EIP teachers, 97% agreed that they adapted instruction to fit the needs of their students.

RRFCs commented on needs-based group instruction as an avenue to reading achievement for all students. One RRFC commented on the importance of working to schedule effective intervention models that still abide by guidelines other than Reading First (e.g., grants, magnets, EIP, etc.). Another RRFC commented, "Children beginning in kindergarten, though low, have made tremendous progress. Much more emphasis is put on needs-based groups and intervention."

Student Engagement

In Reading First classrooms, one would expect that students be actively engaged in a variety of reading activities throughout the block of time. Children may be engaged in a variety of literacy center activities or meeting in small groups with the teacher or paraprofessional for instruction or receiving whole class instruction. Teachers and literacy coaches were surveyed about student engagement during the reading block. Of those teachers who responded to the survey, 94% of kindergarten, 92% of first, 94% of second, 90% of third grade, and 89% of special education/EIP teachers agreed or strongly agreed that students are actively engaged in a variety of reading-based activities throughout the reading block. Literacy coaches agreed or strongly agreed to this statement (98% at kindergarten, 93% at first grade, 97% at second grade, and 90% at third grade).

Comments from respondents reveal more about student engagement. For example, one kindergarten teacher described how students' engagement can depend on their prior experiences and expectations of reading. The teacher wrote, "The students in kindergarten are usually excited about learning to read so I have not seen a great difference in their interest by using the Reading First Program." Another first grade teacher's comment revealed the potential connection between teacher excitement and student engagement: "I think the Reading First Program is an excellent program and I'm very excited to have it at my school. I think the students at my school are better readers because of the fun and exciting things that the Reading First Program has provided us." One second grade teacher mentioned, "Students love going to centers." However, a first grade teacher acknowledged that student interest can be in relation to ability. The teacher wrote, "My students were often bored with the material. My students were not challenged as they should have been... This program is not set up to advance average, high achievers, and gifted students. They were bored most of the year."

Parent comments exhibited a range of descriptions about the way students approached reading tasks. Beginning with kindergarten, one parent is positive about the school's approach but is troubled about the individual student's interest: "I like the system that the school is using, but I can't seem to get my son to be interested in reading. Is there a way to make it more interesting?" Another parent of a kindergartener is positive about the family's experience and acknowledges the role of the teacher: "My child has come so far since last year. It is very exciting for him & us. Thanks for a great teacher." Many comments across the grade levels mention a student loving to read (e.g., "her love of reading") or hating to read (e.g., "She really hates reading"). One parent of a third grader offered a more temperate description of the student's reading experience: "Even though he still struggles, he does seem to be more interested in reading books this year."

One principal stated, "My students enjoy The Reading First Program because they are placed in smaller groups and learning is taking place by doing a variety of skills and activities to help them succeed in reading."

Summary

Materials are an important factor to consider and negotiate in the Reading First classroom. Many of the concerns respondents had about materials focused on small group instruction. During year one, 63% of the observed instruction was whole group, 22% was small group, and 3% was individualized small groups. Reading First teachers are using literacy centers as small group instruction. There are concerns about how best to manage students' learning through centers when the teacher is engaged in small group reading instruction. Teacher read alouds remain an important aspect in Reading First classrooms. While meeting students' learning needs, teachers may be unsure when and how it is appropriate to deviate from the core curriculum. Respondents also viewed the engagement of students according to the activity, context, and ability level of the students.

C. Support for Reading First

In accordance with Georgia's Reading First grant, literacy coaches are responsible for supporting teachers in the implementation of the Reading First program. In turn, regional Reading First coordinators and principals are viewed as support for the literacy coaches (and ultimately the classroom teachers). Specifically, support is logistical (e.g., making sure there is a block of 120-135 minutes devoted each day to reading instruction and that regional Reading First coordinators make monthly visits to assist the literacy coaches), and tactical. In the latter instance, there are two major categories of support: that literacy coaches provide teachers: classroom observation during the reading block and constructive feedback about the teacher's instruction. A third area of support provided by the administration involves hiring paraprofessionals to work with teachers during the reading block.

Of the principals who responded to the surveys, 100% were in agreement that the school's schedule had been adjusted to protect the 120-135 minute block. Corroborating the principals' perception was the fact that a range across grade levels of 97% - 100% of literacy coaches who responded to surveys agreed that there is a block of 120-135 minutes each day dedicated to reading instruction. Of the teachers who responded to the survey, a range across grade levels of 93% - 99% of teachers agreed or strongly agreed that there is a block of 120-135 minutes each day dedicated to reading instruction at their particular grade level.

Survey results from teachers and literacy coaches confirm school administrative understanding and support for Reading First. Of the teachers who responded to the survey, a range across grade levels of 91% - 97% agree or strongly agree that school administrators understood and supported the initiative. Likewise, literacy coaches confirmed this support at each grade level. All principals who responded to the survey agree or strongly agree that their familiarity with SBRR has equipped them to provide strong leadership for implementing Reading First in schools. All principal respondents also agree or strongly agree that an administrator (or a designee) is involved in all Reading First professional learning activities at school. Another way for principals to show support for Reading First is keeping the duties of a literacy coach reserved for the reading initiative and not other school duties. 96% of principal respondents agree or strongly agree that the

literacy coach at school has not been assigned any responsibilities except to work with Reading First activities and teachers.

There is also evidence of other logistical support for Reading First in Georgia. Of the 13 Regional Reading First Coordinators who filled out the annual RRFC survey, 12 (92%) reported having visited each RF school in their region every month (and sometimes more often if a particular school were having difficulty implementing the Reading First program). Eight (62%) responded that they do visit schools having difficulty implementing RF more frequently than others, and the remaining 5 (39%) stated that these more frequent visits happen sometimes. Ten (80%) reported assisting the literacy coaches in their region by providing on-site troubleshooting on a monthly basis, while two (15%) said they provided this kind of support weekly. Four (8%) responded that on-site trouble shooting was not needed. Corroboration of the support received from RRFCs was provided by principals. All but one principal (93%) who filled out the annual survey responded that the RRFC gave a written or oral report on the school's progress in implementing Reading First after each visit.

The literacy coaches and the teachers who were surveyed offered responses on the level of support provided by the coaches and paraprofessionals. A better understanding of those views can be seen in three areas: classroom observations during reading block; specific and constructive feedback and help with materials; and support from paraprofessionals.

Classroom Observations during Reading Block

The literacy coaches reported observing in classrooms during the reading block more often than the kindergarten, first, second, and third grade teachers reported this activity. Of the literacy coaches who responded to the survey, 95% reported that they observed in kindergarten classrooms at least 2-3 times a month, while 69% of kindergarten teachers reported that a literacy coach observed in their classrooms at least 2-3 times a month. 100% of literacy coach respondents reported that they observed in first grade classrooms 2-3 times a month or more often, while 66% of first grade teachers reported that a literacy coach observed in their classrooms at that same frequency. At the second grade level, 95% of literacy coach respondents reported that they observed in second grade classrooms at least 2-3 times a month, while 70% of second grade teachers reported that a literacy coach observed in their classrooms at that same frequency. Of the literacy coaches who responded to the survey, 96% reported observing in a third grade classroom 2-3 times a month or more often, compared to 73% of third grade teachers who reported that a literacy coach observed in their classrooms at that same frequency. There were both positive and negative comments about literacy coaches, but very few explicitly mentioned classroom observations.

Specific and Constructive Feedback and Help With Materials

As noted earlier, there were discrepancies between literacy coaches and teachers on the degree of support that literacy coaches reported providing and teachers reported receiving. For instance, a range across grade levels of 90-98% of literacy coaches reported strongly agreeing with the statement that they gave specific and constructive feedback on teachers' instruction at least 2-3 times a month. Teachers were not as confident that such support was provided; K-3 teachers' responses ranged from 62% - 70%. Again, many teacher comments were generally positive about literacy coaches, but few specifically mentioned the quality of feedback. There were requests for demonstrations, but some teachers implied that help from the literacy coach was unlikely: "I am not allowed to do what I know really works since the literacy coach spends her time policing what we teach during the reading block."

Support from Paraprofessionals

The literacy coaches reported that paraprofessionals worked with teachers during the reading block more often than teachers in grades one, two, and three reported this happening. Only the kindergarten teachers agreed with the coaches as to whether paraprofessional support was present. 85% of the teachers reported paraprofessionals being present in kindergarten classrooms, with a reported tapering off of this kind of support at the first, second, and third grade levels. At the first grade level, 34% of teacher respondents reported having a paraprofessional's assistance at least 1-3 times a week, compared to 49% of literacy coaches who responded about the same frequency of paraprofessional assistance. At the second grade level 22% of teacher respondents reported having a paraprofessional's assistance at least 1-3 times a week, compared to 65% of literacy coaches' answers about the same amount of paraprofessional assistance. Likewise, at the third grade level 16% of teacher respondents, compared to 42% of literacy coaches, reported receiving help from a paraprofessional at least 1-3 times a week.

Only two teacher comments refer to paraprofessionals, but they reveal some information on the assistance that teachers are or are not receiving, especially regarding literacy centers. One first grade teacher wrote, "It is so hard to prepare and monitor literacy centers with only a part time paraprofessional. It also requires a lot of extra work after school and at home to prepare appropriate literacy centers and we have to devote our time to this. We are not paid for the extra hours we have to put in. Very discouraging!!!" A second grade teacher commented "I do not have any paraprofessional help in my room at any time and literacy centers are very stressful."

Summary

Overall, the logistical support provided in Georgia's Reading First program is good. Regional Reading First consultants were consistently viewed by the literacy coaches and principals as providing the necessary support. Principals uniformly reported that they protected the 120-135 minute reading block each day, which was confirmed by teachers and literacy coaches. Protecting the time of the literacy coach from non-Reading First duties also shows support for Reading First. RRFCs reported visiting the schools in their region every month (and sometimes more often if schools were having difficulty implementing Reading First). However, there were substantial discrepancies that surfaced when literacy coaches and teachers were asked to respond to various statements about the kinds of support offered and the kinds actually received. Generally, the literacy coaches more strongly agreed with various statements about the level of support they provided than did the teachers.

D. Professional Development

Per Georgia's Reading First grant, the professional development plan is comprised of three basic forms of training: concentrated statewide summer institutes for literacy coaches and teachers, school-based literacy coach-led sessions, and local peer study groups. For the purposes of this report, however, we concentrated on the survey responses elicited from the literacy coaches, teachers, principals, and regional Reading First coordinators (RRFCs) involved in providing or receiving professional development during the summer institutes and school-based delivery sessions.

Effectiveness of Demonstration Lessons

Overall, both tracks of professional development discussed by respondents have been perceived as helpful and effective for implementation of Georgia's Reading First initiative. Responses from teachers indicate that the demonstration lessons provided by the literacy coaches were deemed usually or always helpful by 79% of the kindergarten teachers, 59% of the first grade teachers, 65% of the second grade teachers, and 69% of the third grade teachers. Responses from the literacy coaches indicate that overall, they viewed their demonstration lessons as being usually or always helpful at rates equal to or slightly higher than the teachers rated those demonstrations. For example, while teachers in K and grade 3 and the literacy coaches were in close agreement, there were considerable differences at the other two grade levels, with literacy coaches' perceptions of their demonstration lessons being usually or always helpful reaching levels as high as 78% for grade 1 and 86% for grade 2. While comments from grade 1 teachers suggested that overall they were pleased with the professional development they received from their literacy coaches, those who were not in agreement gave fairly straightforward reasons for believing as they did. For example, one first grade teacher stated, "We are in the first year of RF and our literacy coach has not demonstrated lessons yet." And, while third grade teachers were generally pleased with the literacy coach's assistance in their schools, two commented specifically on the need for demonstration lessons. One requested the following assistance: "I would like to see Reading First literacy coaches come into the room to demonstrate an effective week long cycle." Another third grade teacher requested assistance in this way: "More lessons taught from the literacy coach, instead of written comments. Lessons should be demonstrated more in the classroom and more frequent testing." No comments from the second grade teachers related directly to the effectiveness of the demonstration lessons; however, one second grade teacher's comments implied that assistance was needed: "I would like more advice on how to implement social studies, science (especially science), and health. Because of reading first, there isn't enough time to teach these subjects in isolation. I have been able to teach these subjects as they apply to the stories at times, but, I find that I am still not covering enough of those subjects, or I am covering more of one subject than another." All of the above needs to be interpreted in view of what seems to be an inconsistency in which schools expected which things of their literacy coaches. For example, a kindergarten teacher commented this way in response to the question on the survey asking about the effectiveness of the demonstration lessons: "We are in year one so this is not something that took place this year."

Effectiveness of Summer Teaching Academy

Ninety-two percent of the RRFCs rated the training they received in scientifically based reading research (SBRR) instruction and the five components of effective reading programs as being effective. Similarly, all principals who responded to the survey agreed or strongly agreed that they were familiar with SBRR and the five components. While the RRFCs' and principals' responses may not be directly connected to the summer Teaching Academy, they do indicate a level of awareness that should be taken into account when interpreting the responses from the teachers and literacy coaches. Only 68% of teachers who responded to the survey said that the summer Teaching Academy was somewhat or very helpful. By contrast, 85% of the literacy coaches stated that the summer Teaching Academy was rarely or only sometimes helpful. While there were no general patterns discernible in the comments provided by the teachers on the effectiveness of the summer Teaching Academy, a few random comments may inform future trainers in the Academy. For example, a kindergarten teacher responded that she/he "learned about a lot through the Summer Training on my own [in reference to the training manual]." This same teacher commented, "The teachers that we had were too focused on how they were the best and we were

nothings. They treated the class like we were uneducated individuals.” A specific criticism by one third grade teacher of the Teaching Academy was its insufficient attention to student learning centers: “The Summer Reading First Teacher Academy was a big disappointment. I was looking forward to feeling more prepared in starting centers as soon as we started the school year. I felt like I was being told things I already knew. I needed to know more on how to set up centers in the classroom.” This same teacher, however, was very complimentary of the literacy coach’s attention to individuals’ needs: “[The literacy coach] has done an excellent job in helping us. She always was trying to answer our questions with a timely manner. She was there for us and she made a great literacy coach.” A kindergarten teacher felt mixed messages were given at the summer Teaching Academy: “At the teacher academy we watched videos and looked at center ideas but were told by both instructors and state representatives that we would not be able to do many things in the materials.” Although the literacy coaches did not comment specifically on why they believed the summer Teaching Academy was rarely or only sometimes helpful, several mentioned that their teachers had not yet had an opportunity to attend such training, and a few remarked that due to this being the first year of RF in their school there were obstacles to feeling assured about the effectiveness of the Teaching Academy. For example, one literacy coach responded, “Reading First training in comprehension was limited to the TA. The book study related to comprehension did not come to us until April (we really needed it sooner). We also need more training on intervention for struggling readers.”

Assistance with DIBELS and PPVT

In terms of assistance with administering, scoring, and interpreting the DIBELS and the PPVT, teachers and literacy coaches were in general agreement. Eighty-six percent of the teachers and 97 % of the literacy coaches said that such assistance had occurred. Not surprisingly, the comments made by teachers and literacy coaches were similarly positive. For instance, a first grade teacher stated: “Diebels [sic] is administered by literacy coach. However, I sometimes get assistance in interpreting results.” A second grade teacher expressed approval of the assistance provided by the literacy coach in relation to DIBELS testing for the following reason: “My favorite part of Reading First as well as my students' favorite part is when they get to sit with me for Progress Monitoring. They ask every single week when I'm going to 'test them.' When one student's level reached 163 wpm, another student commented, 'Wow, you're going to be rich!' Precisely.” Eighty-five percent of the RRFs who responded to the survey implied that literacy coaches were indeed assisting teachers with DIBELS and the PPVT when they stated agreement with the following survey item: “When you provide verbal or written feedback to the LEA after making a school visit, do you include descriptions of what is being done with collected data?”

Assistance in Monitoring Intervention Effectiveness

Based on numerous comments by both literacy coaches and teachers, it appears that there is considerable confusion regarding the terms, *intervention* and *implementation* among Cohort 2 teachers and literacy coaches. For example, a kindergarten teacher stated: “This has been a great first year in the implementation of Reading First at our school. I look forward to the years to come and the progress to expand with the students as they become more involved in the Reading First activities.” Several teachers and literacy coaches remarked that this was their first year in Reading First, and thus it was not designated as an intervention year. Because the possibility exists that different provisions were made for different schools within Cohort 2, comments such as those above must be taken into account when interpreting the following percentages. Seventy-seven percent of the literacy coaches deemed that their assistance to teachers in monitoring the effectiveness of the intervention had been usually or always helpful. Fifteen percent of the literacy coaches

reported that such monitoring had not taken place. Ten percent of the teachers who responded to the survey also stated that this kind of monitoring had not taken place. However, 74% of the teachers stated that the literacy coach's monitoring of the intervention was usually or always helpful. Feedback from the RRFCs in terms of intervention monitoring suggests that interventions were indeed taking place. For example, RRFCs said that they included information on what interventions were taking place when they provided verbal or written feedback to the LEA after making a school visit. This finding needs to be interpreted in light of the fact that the comments from the RRFCs were not broken down for Cohort 1 and Cohort 2 schools.

Summary

Overall, Reading First teachers, literacy coaches, principals, and RRFCs were in general agreement that professional development has been effective in Year 1 for Cohort 2, with one possible exception: the summer Teaching Academy drew mixed reviews. Teachers' and literacy coaches' perceptions of the effectiveness of the summer Teaching Academy differed. The teachers perceived the Teaching Academy to be more effective than literacy coaches, but neither group was particularly strong in its praise of the Academy. In fact, of the comments pertaining to the Teaching Academy, most were critical in one or more aspects of it. The teachers were, however, much more enthusiastic about the building-level support they received from their literacy coaches. RRFCs and principals, while acknowledging a high level of familiarity with SSBR and the five essential elements of Reading First, did not link this fact to the summer Teaching Academy directly. Of considerable concern in interpreting the professional development data is the apparent confusion over how the terms *intervention* and *implementation* are being used. The discrepancy came to light when analyzing the comments from teachers and literacy coaches related to the monitoring component of the intervention. However, it is possible that this confusion may influence the interpretation of other aspects of professional development as well. Based on these findings, it would seem imperative that the two terms be operationally defined in such a way that everyone is on the same page.

E. Student Assessment

Georgia's Reading First has implemented the DIBELS assessment tool to monitor the instructional needs and progress of students. DIBELS has been used for the following five functions: identifying students in need of intervention, meeting the specific needs of students, grouping students into small instructional groups, monitoring student progress, and meeting with parents to discuss student progress.

Identifying Students in Need of Intervention

62% of literacy coaches and 64% of K-3 teachers who returned surveys agreed strongly that they almost always use DIBELS to identify which students need intervention in reading for this assessment objective. One literacy coach reported, "Our second grade has had a large proportion of children that were behind. Teachers at this grade level struggled more with implementing Reading First objectives at first but have made tremendous progress as the year has progressed. I am looking forward to seeing this continue next year." In addition, one of the Regional Reading First Consultants, when addressing this component, stated, "Children beginning in kindergarten, though low, have made tremendous progress. Much more emphasis is put on needs-based groups and intervention." And a classroom teacher wrote the following about this objective, "Students in my class have different ability levels, so I do not reduce my pacing or change the content of what I am teaching. Rather I

do address the weaker ones later in the day to catch up with the rest of the class, and I can also re-teach the lesson to help those who did not catch up.”

Meeting the Specific Needs of Students

43% of literacy coaches and 57% of classroom teachers who returned surveys agree that DIBELS is almost always used in the classroom to meet the specific needs of students across the grade levels kindergarten, first, second, and third. From the returned surveys, teachers more frequently commented on Reading First’s targeting of struggling readers and its nonattendance to the needs of other students. For example, one teacher stated, “Reading First is an asset to students with disabilities or slow learners; however, high functioning students are not challenged and are prevented from progressing at a faster pace because of the curriculum. I have seen these students work well below their potential.” Echoing this response, another teacher voiced the following, “Reading First needs to work on this program and make sure it is meeting the needs of the students, resources are available, and teachers are being trained properly/effectively, and Reading First is covering all the reading and language arts standards being taught in the classroom. I think Reading First hindered my student achievement. I think my gifted student and higher achiever suffered the most.” Of the parents who commented on this component, one parent had this to say regarding meeting the specific needs of students, “My son was really struggling with his reading until his teacher stepped in and really worked with him. I also work with him at home, and now he is doing so much better.” Another parent said the following, “The teachers and staff members at [my child’s school] have taken every opportunity to support my child’s voracious reading.” From the returned surveys, literacy coaches and principals did not address this component specifically.

Grouping Students into Small Instructional Groups

54% of literacy coaches and 64% of teachers who returned surveys agreed that DIBELS is almost always used in order to group students into small instructional groups. This trend was true across grades kindergarten, first, second, and third. One classroom teacher wrote the following, “I feel that Reading First has allowed me to identify needs and accomplishments of my students easier this year because of the small group work at the centers.” Similarly, another classroom teacher claimed, “Reading First is a very effective program that focuses on individualized instruction for each student. The literacy centers are excellent ways to focus on specific skills for specific students.” Moreover, one Regional Reading First Consultant applauded the small group instruction and observed, “I am most pleased to see teachers working with small groups/needs based for differentiated instruction,” further suggesting that Reading First teachers are working on small group instruction. One other teacher comment relevant to this component adds to this discussion, “I am very excited about the reading resources we have received, however, I would like to be able to implement these resources and the use of centers in a way that would be just as beneficial. I have observed that my students are lacking in writing. They are not provided the amount of writing instruction that is needed.” Another classroom teacher offered, “I feel that Reading First needs to rid itself of restrictions regarding pencil and paper (worksheet) activities during center time. There were a plethora of activities involving worksheets that I would have liked to include in my centers.” Of the literacy coaches who responded to this component, one wrote, “Literacy centers are done 3 times week for 1st grade.” Principals who completed surveys did not address this function of DIBELS specifically.

Monitoring Student Progress

70% of Reading First teachers and 61% of their literacy coaches who returned surveys agree that DIBELS is almost always used to monitor student progress in reading. Of the surveys returned by literacy coaches, literacy coach comments did not address the use of DIBELS in monitoring student progress, but one literacy coach did remark, "We are utilizing the necessary tools (DIBELS, book studies, assessments, etc.) in order to improve reading instruction for our students." One classroom teacher commenting specifically on this function of DIBELS responded, "Using DIBELS has been the very best tool I as a teacher have had in order to track reading progress. The students understood the feedback very well." Also, one parent wrote, "The reading program has been very productive in regards to the reading ability of my son. He is improving daily." Of the principals who returned surveys, one principal communicated that, "Reading First has helped us to better monitor the reading of students. Finally, another one of the parents responded as follows, "My child is in the gifted program and her ITBS scores went up in English/Language Arts almost 10 points. Which puts her in the top 1-2% now in the country. The reading has also improved her writing skills."

Meeting with Parents to Discuss Student Progress

45% of classroom teachers who returned surveys reported that DIBELS is almost always used in discussing student progress at meetings with parents, and 37% of literacy coaches who returned surveys reported that DIBELS is usually used in discussing student progress at meetings with parents. The one comment from the returned surveys addressing the use of DIBELS to discuss student progress with parents came from a classroom teacher, "DIBELS was also a very useful tool to show the parents and the parents got the picture. It took all subjectivity out of the picture and enabled parents to see their child's progress clearly and with good objectivity." Literacy coach as well as principal comments did not address this function of DIBELS directly. Regarding the parents who returned surveys, many felt that teachers kept them not only informed on their child's progress but also on how they could help. One parent said, "There are stories sent home every week and each day you have to time your child and log the words read per minute. Then discuss what they read to make sure they are where they need to be. AR books are read and tested daily." Another parent commented, "They inform me on a daily basis about my son's progress." However, there were some parents who commented that they wished they were better informed not only about their child's progress, but also about Reading First in general and how they could assist their child, with one Spanish-speaking parent stating, "My daughter likes reading much better, but I would like to know more about how I can help at home to help her read better."

Summary

Generally, both teachers and literacy coaches agree that DIBELS is being implemented well in Reading First classrooms, and teachers are using these data to assist in planning and guiding intervention. The use of the DIBELS assessment tool in grades kindergarten, first, second, and third was represented in the following five areas: identifying students in need of intervention, meeting the specific needs of students, grouping students into small instructional groups, monitoring student progress, and meeting with parents to discuss student progress. While many parents felt informed about their child's reading progress, others would like more information in order to help their child at home. Overall, the data show that teachers are using DIBELS to guide instruction, and literacy coaches as well as principals are expecting DIBELS to be utilized more in subsequent years of implementation.

F. Student Progress

A major goal of Georgia's Reading First program is to ensure that students are making acceptable progress in learning to read using strategies and materials sanctioned by scientifically-based reading research. The four indicators of student progress, as reflected on the end-of-year literacy coach and teacher surveys, were: students' interest in reading, students' ability to read, perceptions that students will make adequate yearly progress, and the belief that all students can and will read at grade level—all as a result of Reading First instruction.

Students' Interest in Reading as a Result of Reading First Instruction

88% of Reading First literacy coaches and 76% of classroom teachers for grades kindergarten, first, second, and third who returned surveys agreed or strongly agreed that students' interest in reading has improved due to Reading First instruction. For instance, the one literacy coach's comment directly connected to an increase in students' interest in reading: "As a result of Reading First, students have acquired a greater interest in reading and have shown improvement in their reading ability." Explaining in part, perhaps, why the teachers were not as sure as the literacy coaches about students' higher interest in reading can be inferred from a kindergarten teacher's comment: "The students in kindergarten are usually excited about learning to read so I have not seen a great difference in their interest by using the Reading First Program." Of classroom teachers who responded, one teacher declared, "Reading First, in essence, was just a reinforcer of what many of my colleagues and I already knew. I don't attribute my children's interests and/or ability to read to Reading First. Our school was a "Reading" school before Reading First. The love of reading was already established." Another teacher shared the following, "I am a Reading First advocate, but do not think that it is solely responsible for the interest in reading or abilities of my students. I also had much success in reading in my classroom before Reading First." Parents of children in Reading First classrooms were also asked whether they believed the reading instruction at their schools had increased their child's interest in reading. Of the respondents, 87% of parents said they felt their child was more interested in reading this year than last year. One parent offered the following comment: "I see a very positive reader in my son, and he is improving every day. The reading program is a right step in the right direction.." And another parent declared that, "My child has come so far since last year. It is very exciting for him and us!" Another parent said, "I like the system that the school is using, but I can't seem to get my son to be interested in reading. Is there a way to make it more interesting?" Of the returned surveys completed by principals, no comments directly related to this survey item were offered.

Students' Ability to Read as a Result of Reading First Instruction

90% of literacy coaches and 83% of K-3 teachers who returned surveys agreed or strongly agreed that students' ability to read has increased as a result of Reading First classroom instruction. One Reading First teacher observed, "I have seen improvement in the way the students try to decode words in Reading First than in previous programs." Another teacher responded, "I agree, but I can't really say it's because of Reading First!" One of the principals who commented specifically on Reading First's impact also noted a general school-wide improvement when commenting, "I have seen a positive change in reading levels and behavior throughout the entire school." Of the literacy coaches who returned surveys, none offered comments connected to this component of student progress. While not asked directly, parents who returned surveys also had comments about whether they believed their children's reading ability increased as a result of Reading First instruction. The responses are mixed. For example, one parent wrote, "I am very pleased with the

progress my son has made this year. His reading and comprehension has progressed throughout the school year. He is more detail-oriented and he recalls more accurately. I am pleased with his reading program, and he's reading a year ahead of his grade level." Echoing this comment, another parent had this to say, "Not only is [my daughter] reading from books at home, she reads signs and words she sees when we're out. She also spends 30 minutes to 1 hour trying to write her own sentences and make her own books after school each day. She's learned to make and write complete sentences. She also comprehends what is being read to her and what she is reading to others." However, some parents were doubtful of the effects of the program, feeling it did not assist more advanced readers. For example, one parent stated, "I feel that my child is not challenged enough as a proficient reader. The program focuses more on below level readers and does not push my child forward. In not moving forward, she has moved back." Another parent had this to say, "I do not like the games. My child says all they do is play games for Reading First."

Perceptions that Students Will Make Adequate Yearly Progress

Although 80% of Reading First classroom teachers and 88% of their literacy coaches who returned surveys agreed that their students will have made progress this year, there were responders in both groups who expressed some doubt that all students would make adequate yearly progress by the end of the school year. "For example, *most* of my students will have made adequate yearly progress. Some made considerable progress but not the exact number indicated by Reading First as adequate." Literacy Coaches echoed classroom teachers' comments, and in general, agreed that it is difficult to predict whether all students will make adequate yearly progress. One literacy coach wrote, "I feel that all students have made progress, but whether enough progress has been made by all students is not evident at this time." Of the principals and parents who returned surveys, none offered comments directly connected to the perception that students will make adequate yearly progress. However, one parent noticed a change in home reading habits and stated that the child's reading had improved this past year: "I must say that I am very thankful to [my child's teacher] for helping me find ways that my child could get help in reading and also preparing her for the CRCT testing. I just want my daughter to be able to read and comprehend what she is reading. When it comes down to taking a test on what she has read, I want her to be able to take it and pass."

Belief that All Students Can and Will Read at Grade Level

Reading First teachers and the literacy coaches who returned surveys, while confident that their students were making progress due to the implementation of Reading First, were not as confident that all students can and would read at grade level by the end of the school year. Among the teachers, 66% agreed or strongly agreed and 29% disagreed or strongly disagreed that this would happen. Literacy coaches were more confident, with 79% agreeing or strongly agreeing that all students will be at grade level. For instance, it was said by one literacy coach, "We are looking forward to seeing the progress next year's first graders will make. This year we had to play catch-up first semester with inadequate skills with most of our first graders. Next year more will be ready to start first grade ready to read!" And one classroom teacher claimed, "In a perfect world, ALL my children would be reading on grade level by the end of the year, however, for many reasons (special education, ESOL) it is a greater challenge. I am very proud of the progress all of my students have made and will continue to make. I am still not convinced that one program can stand alone, which is not a bad thing." Another Reading First teacher explained, "I do not feel my students will be on grade level...because they started 3rd grade so far behind. One group started at a 1st grade level. The other group started at a beginning 2nd grade level. I feel like their reading skills have greatly improved because of Reading First." Of the

parents who returned surveys, none commented specifically about a belief that their child can and would read at grade level. However, one parent noticed a change in home reading habits and stated that reading has improved this past year. "I must say that I am very thankful to [my child's teacher] for helping me find ways that my child could get help in reading and also preparing her for the CRCT testing. I just want my daughter to be able to read and comprehend what she is reading. When it comes down to taking a test on what she has read, I want her to be able to take it and pass."

Summary

Overall, Reading First teachers, literacy coaches, principals, and parents believe that the implementation of Reading First in classrooms has helped to increase children's interest in reading, increase children's ability to read, influenced the perception that the school will be able to make adequate yearly progress, and to a lesser degree influenced the belief that all students can and will read at grade level due to the instruction. Representatives from all groups surveyed in general stated that they have seen gains in the actual ability of children to read and also reported having students who are excited to be reading. Since this is the inaugural year of implementation for Cohort 2 schools, the survey data bode well for future years of implementation, and there is the expectation that student progress will be gauged more thoroughly once comparison data exist from year 1 to year 2. Moreover, parents are generally supportive of the new reading program and are content with the progress they see in their children.

G. Special Education

Special education student needs are many and varied, making their educational endeavors a challenge to all involved. As a result, special education students have different experiences with Reading First, compared to regular education students, and it is therefore important to look at this particular subset in order to determine how well Reading First meets the needs of all students. Special education teachers' responses to survey items and their comments were analyzed to examine the degree to which they perceived their students' needs were being met by Reading First instruction and Reading First materials. Generally, special education teachers were in agreement with teachers in grades K-3 on most of the survey items. That is, special education teachers were for the most part overwhelmingly supportive of Reading First. Where perceptions of special education teachers differed from those of regular classroom teachers in grades K-3, those differences are discussed below under the sections labeled Student Progress, Effectiveness of Reading First Materials, and Interactions with Literacy Coaches.

Student Progress

Although special education teacher responses indicate that their students have progressed under Reading First, when asked whether they believe that all students in their class can and would read at grade level, 49.2% disagreed or strongly disagreed. A similar pattern could be found in response to a question about whether teachers thought their students would make annual yearly progress (AYP) – again, there was disagreement from the majority of special education teachers. Compared to regular education K-3 teachers (where the majority agreed that students would achieve AYP and/or read at grade level), special education teachers had a decidedly less hopeful view of student progress. Based on special education teacher comments, this is likely attributable to the differences in their student populations. For example, one special education teacher remarked, "My SDD special education students have had great difficulty with Reading First. They were so significantly below grade level when I received them that attempting to modify the first grade curriculum

to suit each of them was all but impossible. I have spent MANY nights at work until 8:30 – 9:00 in [an] effort to individualize. I don't really believe this is the most appropriate approach towards literacy for these children." For others, scheduling was an issue that conceivably hindered student progress. For instance, one special education teacher commented, "It is extremely difficult to schedule special education students because of the reading block time requirements."

Effectiveness of Reading First Materials

Although generally supportive of the goals of Reading First, special education teachers were vocal in their discontent with the materials they were required to use. Stressing the need for greater professional discretion, one teacher wrote: "Special education teachers need to be allowed more flexibility in choosing appropriate materials other than DI to meet students' IEP goals." Another noted, "Reading First does not address the needs of special education students or ESOL students when using Scott Foresman. The materials are not appropriate for students who are 1-3 years below grade level." Commenting on the restrictiveness of Reading First materials, another special education teacher stated, "Hopefully teachers will be allowed to incorporate additional supplemental materials in the second year of Reading First."

However, to appreciate the range in special education teachers' comments about Reading First materials, it is imperative to consider these contrasting view points: "The quality of professional material is excellent" and "Some of my students are not going to be on grade level no matter what program is used." Also worth considering is the fact that 80.3% of special education teachers who responded to the survey agreed or strongly agreed that they modify the core curriculum in use at their school in order to teach an essential component that may not be adequately addressed by the core. By way of contrast, on average, only 66% of the regular teachers in Grades K-3 agree or strongly agree that they modify the core curriculum.

Interactions with Literacy Coaches

Although 44.3% of special education teachers who were surveyed indicated that the literacy coach observed their classrooms during the reading block anywhere from 1-3 times a week to 2-3 times a month, 50.8% reported this type of observation occurred only once a month or a few times a year. This pattern differed substantially from the type of observation patterns reported by regular teachers in Grades K-3. Moreover, the special education teachers who responded to the survey indicated that the literacy coaches provided them with specific and constructive feedback on their instruction significantly less often than regular teachers in Grades K-3 reported receiving such feedback.

Responses from Parents of Special Education Students

Overall, there was only a 20.2% return rate on all parent surveys. Within that fairly limited return, 64 parents (9.2% of all respondents to the parent survey) identified themselves as having children who were receiving special education services at school. Of the 64 parents of special education students who returned surveys, 7 made comments specific to special education and Reading First. Their comments were mixed in terms of how they perceived Reading First is helping their children learn to read. For example, one parent wrote, "My child is near sighted, color blind, and has ADHD. He hates to wear his glasses. He yearns to read but struggles in the learning. Though his reading has improved, I do not believe it is where it should be." Another parent noted that the child had a hearing deficiency in one ear, but loved to read: "She has always liked reading and spelling, but this year, she has

read more books on her own than she has in previous years. This is most likely because of Reading First." Still another parent commented, "He is ADHD. Medication has helped a lot. He still has problems understanding what he reads." One of the 7 parents commenting on the relation between special education and Reading First wrote in Spanish. Translated into English, this comment attested to the gratitude the parent felt toward Reading First: "My child pays no attention in class. Our concern is that he has ADHD. At school they help him and he has a tutor that is with him every day. We're very thankful."

Summary

Overall, special education teachers and a limited sampling of parents seem pleased with the implementation of Reading First. Special education teachers associated the improvement their students were making with Reading First, but they were less confident about the rate of progress these same students were making. Special education teachers commented that scheduling is a problem when attempting to meet Reading First expectations. They also cautioned that their students have a variety of special needs and are often unable to benefit sufficiently from materials in the core curriculum. Thus, they requested that the state allow them greater flexibility in meeting their students' needs. Even though special education teachers feel adequately prepared to teach Reading First, and even if they have high expectations for their students, often their students simply cannot meet specified goals. This likely explains why special education teachers indicated that they were not confident that their students would meet AYP expectations and/or reach grade level in reading achievement.

IMPACT AND PROGRESS RESULTS: Cohort 1 Schools

This section of the report addresses the following overall evaluation question:

What impact did Reading First have on student achievement in reading as measured by DIBELS, ITBS, PPVT, and CRCT and how do results compare to Reading First year one and two results for progress and impact?

The results of analyses of student test results on each of the reading achievement measures will be presented by source of data as follows:

- A) DIBELS Test Data Analysis
- B) ITBS Test Data Analysis
- C) PPVT Test Data Analysis
- D) CRCT Confirmatory Test Data Analysis
- E) Outcomes Summary

For each of these data sources, the results of analyses which address the evaluation questions for impact of RF will be presented in narrative and graphic format. Results are presented separately for the two cohort groups of schools.

DIBELS Test Data Analysis

Comparison of Reading First students' DIBELS reading scores at beginning, mid-year, and end of school year to identify progress

- *What progress in reading did Reading First students make from the beginning to the end of the school year as measured by DIBELS?*
- *How do differences in improvement within each year vary for each grade level and for each reading measure?*
- *Has the percent of students meeting the benchmark goal for each DIBELS measure improved in Reading First schools from the beginning to the end of the school year?*

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed for the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and fluency with the code. The results can be used to evaluate individual student development in reading classes as well as provide grade-level feedback on student progress during the school year.

Georgia Reading First used the following five DIBELS measures to assess student progress in reading fluency from the beginning to the end of each school year:

- ISF: Initial Sounds Fluency
- LNF: Letter Naming Fluency

- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- ORF: Oral Reading Fluency

The DIBELS was administered by Reading First teachers three times during the school year: at the beginning of the school term (August/September), in the middle of the school year (January/February), and at the end of the school year (May). Reading First teachers use hand held data entry devices (palm pilot) to record and submit test data for each student. Wireless Generation provided the results of the testing to the Georgia Department of Education who provided this data to the external evaluators at the University of Georgia.

The following chart illustrates which DIBELS measures were administered to each grade level during each testing period.

	Beginning	Mid-Year	End-of-Year
Kindergarten	ISF, LNF	ISF, LNF, PSF, NWF	LNF, PSF, NWF
First Grade	LNF, PSF, NWF	PSF, NWF, ORF	PSF, NWF, ORF
Second Grade	NWF, ORF	ORF	ORF
Third Grade	ORF	ORF	ORF

Within-year Progress Results for each DIBELS Measure

Student scores on each DIBELS measure are interpreted in terms of the benchmark goals established by the test developer for each testing period and each grade level. Based on their raw scores (number of correct words/sounds/letters per minute), students are classified into three categories: High Risk or Deficit, Some Risk or Emerging, and Low Risk or Established. Results for Georgia Reading First will be presented by using these three categories of student fluency levels for each measure. The analysis summarizes the percent of all Reading First students who scored at each fluency level during each testing period. Progress is assessed by identifying changes in the percent of students moving from the "high risk" to the "low risk" fluency levels. A positive finding would be fewer students in the high risk and more students in the low risk categories by the end of the school year.

Following are the statewide results of Georgia Reading First students in cohort 1 schools on each of the five DIBELS measures during the third year of RF implementation.

DIBELS Initial Sounds Fluency (ISF)

The DIBELS Initial Sounds Fluency (ISF) assesses phonemic awareness skills. Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read in an alphabetic writing system. The ISF is a standardized, individually administered measure of phonological awareness that assesses a child's ability to recognize and produce the initial sound in an orally presented word. The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of initial sounds correct in a minute. (University of Oregon website <http://dibels.uoregon.edu>). Results for Georgia RF students

showing progress within the 2006-07 school year and comparison to changes in the previous two years of RF are presented below.

Change from beginning to end of year 2006-07 and comparison to previous years

INITIAL SOUNDS FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<u>KINDERGARTEN</u>			
Beginning Kindergarten (n=8,588)	58.0%	21.5%	20.4%
Middle of Kindergarten (n=8,536)	65.6%	28.3%	6.1%
<i>Change in % 2006-07</i>	<i>+7.6</i>	<i>+6.8</i>	<i>-14.3</i>
<i>Change in % 2005-06</i>	<i>-1.5</i>	<i>+13.7</i>	<i>-12.2</i>
<i>Change in % 2004-05</i>	<i>-11.9</i>	<i>+23.5</i>	<i>-11.7</i>

Key findings for Initial Sounds Fluency:

- Students improved their skill in initial sounds fluency from beginning to mid-year; students in the low risk/established category increased by nearly eight percent, an impressive gain.
- The percentage of students in the high risk/deficit category at mid-year is much lower than at the beginning, indicating progress. Only six percent of the students who began kindergarten in the high risk category remained in it at mid-year.
- Year three results are much more positive overall than year one or year two results, and reflect steady improvement in this area of reading since the beginning of Reading First.

DIBELS Letter Naming Fluency (LNF)

The DIBELS Letter Naming Fluency (LNF) is a standardized, individually administered test that provides a measure of risk. Students are presented with a page of upper- and lower-case letters arranged in a random order and are asked to name as many letters as they can. Students are told if they do not know a letter they will be told the letter. The student is allowed 1 minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in 1 minute. (University of Oregon website <http://dibels.uoregon.edu>). Results for Georgia RF students showing progress within the 2006-07 school year and comparison to changes in the previous two years of RF are presented below.

Change from beginning to end of year, 2006-07 and comparison to previous years

LETTER NAMING FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<u>KINDERGARTEN</u>			
Beginning Kindergarten (n=8,585)	63.0%	16.5%	20.5%
Middle of Kindergarten (n=8,538)	81.7%	11.2%	7.1%
End of Kindergarten (n=8,682)	76.3%	14.4%	9.3%

LETTER NAMING FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<i>Change in % 2006-07</i>	<i>+13.3</i>	<i>-2.1</i>	<i>-11.2</i>
<i>Change in % 2005-06</i>	<i>+12.5</i>	<i>-1.8</i>	<i>-10.6</i>
<i>Change in % 2004-05</i>	<i>+5.5</i>	<i>+1.3</i>	<i>-6.9</i>
FIRST GRADE			
Beginning 1 st Grade (n=8,562)	73.3%	18.1%	8.6%

Key findings for Letter Naming Fluency:

- Kindergarten students again made outstanding progress from the beginning to the end of the year on this measure.
- The percentage of kindergarten students in the low risk/established category by the end of the year was 13% greater than the beginning of the year; three-quarters of students were in this category by the end of the year.
- The percent of students in the high risk/deficit category decreased by 11%. Only nine percent of the students who began kindergarten in the high risk category remained in it at the end of the year.
- These changes for kindergarten students were higher than the previous year on this measure, and continued a strong positive trend of improvement in Letter Naming Fluency since the beginning of Reading First.

DIBELS Phoneme Segmentation Fluency (PSF)

The DIBELS Phoneme Segmentation Fluency (PSF) assesses phonemic awareness skills. Phonemic awareness is the ability to hear and manipulate sounds in words. It is essential to learning to read in an alphabetic writing system. The PSF measure is a standardized, individually administered test of phonological awareness. The PSF measure assesses a student's ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement. The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. (University of Oregon website <http://dibels.uoregon.edu>). Results for Georgia RF students showing progress within the 2006-07 school year and comparison to changes in the previous two years of RF are presented below.

Change from beginning to end of year, 2006-07 and comparison to previous years

PHONEME SEGMENTATION FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<u>KINDERGARTEN</u>			
Middle of Kindergarten (n=8,533)	67.1%	18.1%	14.8%
End of Kindergarten (n=8,683)	84.1%	11.4%	4.5%
<i>Change in % 2006-07</i>	<i>+17.0</i>	<i>-6.7</i>	<i>-10.3</i>
<i>Change in % 2005-06</i>	<i>+18.5</i>	<i>-6.2</i>	<i>-12.3</i>
<i>Change in % 2004-05</i>	<i>+23.1</i>	<i>-5.0</i>	<i>-18.2</i>
<u>FIRST GRADE</u>			
Beginning 1 st Grade (n=8,562)	61.1%	32.8%	6.1%
Middle of 1 st Grade (n=8,529)	84.4%	13.9%	1.7%
End of 1 st Grade (n=8,644)	86.6%	12.5%	0.8%
<i>Change in % 2006-07</i>	<i>+25.5</i>	<i>-20.3</i>	<i>-5.3</i>
<i>Change in % 2005-06</i>	<i>+31.9</i>	<i>-24.2</i>	<i>-7.8</i>
<i>Change in % 2004-05</i>	<i>+48.0</i>	<i>-31.2</i>	<i>-16.8</i>

Key findings for Phoneme Segmentation Fluency:

- **Kindergarten** students made outstanding progress on this measure from the middle to the end of the school year.
- The percentage of kindergarten students in the low risk/established category was 17% higher at the end of the year than in midyear; likewise, the percentage of students in the high risk category decreased by 10%. Less than five percent of all students remained in the high risk category by the end of the year.
- Changes in year three continued a strong positive trend in gains for kindergarten students on phoneme segmentation, although gains were slightly less than in previous years. Having 84% of kindergarten students in the low risk category at the end of year three of RF is an impressive outcome for phoneme segmentation fluency.
- **First grade** students also made outstanding progress on phoneme segmentation fluency, even stronger than for kindergarten.
- The percentage of first grade students in the low risk/established category increased by 25% from the beginning to the end of the school year, and the percent of students in the high risk/deficit category decreased by 5%. Less than one percent of all first grade students remained in the high risk category for PSF at the end of the third year of Reading First.
- The third year changes for first grade students on this measure were slightly less than the gains made in year one and two, but are still continuing a positive direction for student progress. At the end of the third year of RF 87% of students are in the low risk category for this measure – a very impressive outcome.

DIBELS Nonsense Word Fluency (NWF)

The DIBELS Nonsense Word Fluency (NWF) assesses alphabetic principle skills composed of two parts (1) Alphabetic Understanding: words are composed of letters that represent sounds, and (2) Phonological Recoding: using systematic relationships between letters and phonemes (letter-sound correspondence) to retrieve the pronunciation of an unknown printed string or to spell words. The NWF measure is a standardized, individually administered test of the alphabetic principle - including letter-sound correspondence and of the ability to blend letters into words in which letters represent their most common sounds (Kaminski & Good, 1996). The student is presented an 8.5" x 11" sheet of paper with randomly ordered VC and CVC nonsense words and asked to produce verbally the individual letter sound of each letter or verbally produce, or read, the whole nonsense word. The student is allowed 1 minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, students receive a higher score if they are phonologically recoding the word and receive a lower score if they are providing letter sounds in isolation. (University of Oregon website <http://dibels.uoregon.edu>). Results for Georgia RF students showing progress within the 2006-07 school year and comparison to changes in the previous two years of RF are presented below.

Change from beginning to end of year, 2006-07 and comparison to previous year

NONSENSE WORD FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<u>KINDERGARTEN</u>			
Middle of Kindergarten (n=8,525)	78.3%	11.4%	10.3%
End of Kindergarten (n=8,681)	78.6%	12.8%	8.7%
Change in % 2006-07	+0.3	+1.4	-1.6
<i>Change in % 2005-06</i>	<i>+1.7</i>	<i>+0.2</i>	<i>-2.0</i>
<i>Change in % 2004-05</i>	<i>+4.9</i>	<i>-0.1</i>	<i>-4.8</i>
<u>FIRST GRADE</u>			
Beginning 1 st Grade (n=8,560)	71.4%	18.5 %	10.2%
Middle of 1 st Grade (n=8,526)	68.1%	26.1%	5.8%
End of 1 st Grade (n=8,642)	73.9%	21.9%	4.2%
Change in % 2006-07	+2.5	+3.4	-6.0
<i>Change in % 2005-06</i>	<i>+7.3</i>	<i>+1.5</i>	<i>-8.7</i>
<i>Change in % 2004-05</i>	<i>+5.8</i>	<i>+5.0</i>	<i>-10.8</i>
<u>SECOND GRADE</u>			
Beginning 2 nd Grade (n=8,016)	62.3%	27.8%	10.0%

Key findings for Nonsense Word Fluency:

- **Kindergarten** students continued to make progress on this measure, but it was somewhat less than in previous years.

- The percentage of kindergarten students in the low risk/established category increased from the middle to the end of the year by less than one percent; 79% of students are now in the low risk category.
- The percentage in the high risk/deficit category decreased by less than two percent. However, only nine percent of kindergarten students remained in the high risk category at the end of year three of Reading First, a positive finding.
- The changes for kindergarten were less than the previous year, but were still in a positive direction, and continue the positive trend for progress on this measure.
- **First grade** students made better progress on this measure than kindergarten students, but not quite as strong as the previous years.
- The percentage of first grade students in the low risk/established category increased by nearly three percent from the beginning to the end of the school year; 74% of first grade students are in the low risk category at the end of year three of RF.
- Students in the high risk category decreased by 6%, and only four percent of first grade students remained in the high risk category at the end of the year, a strong outcome for this measure.
- Compared to last year, a smaller percent of first grade students moved into the low risk category; however changes were in a positive direction and continued the strong trend for growth on this measure over the three years of Reading First.

Oral Reading Fluency (ORF)

The DIBELS Oral Reading Fluency (ORF) assesses fluency with text, the ability to translate letters-to-sounds-to-words fluently, effortlessly. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text. The ORF measure is a standardized, individually administered test of accuracy and fluency with connected text. ORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for the goal level of reading for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate. Oral Reading Fluency is the most researched, efficient and standardized measure of reading proficiency. It is the culminating measure of the DIBELS assessment system. The ORF measure has students read an unfamiliar passage of grade-level material for one minute. With this robust measure, we can readily determine how a student's reading development is progressing and whether that student is on the path to becoming a proficient and fluent reader. (University of Oregon website <http://dibels.uoregon.edu>). Results for Georgia RF students showing progress within the 2006-07 school year and comparison to changes in the previous two years of RF are presented below.

Change from beginning to end of year, 2006-07 and comparison to previous years

ORAL READING FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
FIRST GRADE			
Middle of 1 st Grade (n=8,399)	75.3%	19.4%	5.3%
End of 1 st Grade (n=8,382)	70.9%	20.0%	9.1%
Change in % 2006-07	-4.4	+0.6	+3.8
<i>Change in % 2005-06</i>	<i>-2.3</i>	<i>-1.9</i>	<i>+4.3</i>
<i>Change in % 2004-05</i>	<i>-1.9</i>	<i>-2.7</i>	<i>+4.6</i>
SECOND GRADE			
Beginning 2 nd Grade (n=8,065)	59.5%	26.4%	14.1%
Middle of 2 nd Grade (n=8,046)	68.4%	14.7%	17.0%
End of 2 nd Grade (n=8,055)	59.8%	19.3%	20.9%
Change in % 2006-07	+0.3	-7.1	+6.8
<i>Change in % 2005-06</i>	<i>+0.2</i>	<i>-7.2</i>	<i>+6.9</i>
<i>Change in % 2004-05</i>	<i>-3.6</i>	<i>-5.7</i>	<i>+9.5</i>
THIRD GRADE			
Beginning 3 rd Grade (n=8,312)	50.1%	28.5%	21.4%
Middle of 3 rd Grade (n=8,293)	55.1%	25.4%	19.5%
End of 3 rd Grade (n=8,302)	53.9%	29.1%	17.0%
Change in % 2006-07	+3.8	+0.6	-4.4
<i>Change in % 2005-06</i>	<i>+4.8</i>	<i>+1.1</i>	<i>-6.1</i>
<i>Change in % 2004-05</i>	<i>+1.0</i>	<i>+4.0</i>	<i>-5.0</i>

Key findings for Oral Reading Fluency:

Overall, students in all grade levels did not do as well on this measure compared to other DIBELS measures of within-year progress.

- **First grade** students did not show any progress on this measure from the middle to the end of the year; changes were in a negative direction
- The percentage of first grade students in the low risk/established category decreased by more than four percent from the middle to the end of the school year, and the percentage in the high risk/deficit category increased by nearly the same amount.
- The third year changes for first grade are similar to those from years one and two, but progress is even less than in previous years and continues a negative trend. Although only nine percent of first grade students still remain in the high risk category for Oral Reading Fluency, this is an area requiring further attention by RF schools.
- **Second grade** students had mixed results on this measure, with some positive but mostly negative progress.

- The percentage of second grade students in the low risk/established category increased less than one percent from the beginning to the end of the school year, but the percent in the high risk/deficit category increased by seven percent by the end of the year.
- 21% of second grade students are still in the high risk category for this measure at the end of the third year of RF, and only 60% are established readers with ORF, which is less than other DIBELS measures.
- Changes in the third year for second grade students on Oral Reading Fluency were similar to those in the previous two years, continuing a mixed but mostly negative outcome for this measure. This is an area requiring additional attention by RF schools.
- **Third grade** students made good progress on this measure, although it was slightly less than the previous year.
- The percentage of third grade students in the low risk/established category increased by four percent from the beginning to the end of the school year, and those in the high risk/deficit category decreased by four percent, a positive finding.
- 17% of second grade students are still in the high risk category for this measure at the end of the third year of RF, and only 54% are established readers with ORF. Continued attention to this area of reading skills is recommended.
- Changes in the third year of RF for third grade students continue an overall positive trend for progress on this measure. However, ORF still has a lower percent of students in the established reader category than any of the other measures at the end of year three for Reading First.

End-of-Year DIBELS Benchmark Results by Grade Level

The charts below summarize the results of DIBELS testing for each grade level of Reading First students in RF schools. This analysis identifies the percent of students in each grade level who have achieved the benchmark goals for each DIBELS measure by the end of the school year in year one (2004-05), year two (2005-06), and year three (2006-07) of Reading First implementation. This outcome is determined by the percent of students whose scores are in the Low Risk or Established categories in the end-of-year DIBELS test results. Following are the end-of-year benchmark goals for the established/low risk categories used in this analysis for each DIBELS measure and grade level. (Source: <http://dibels.uoregon.edu/benchmark.php>; 06/27/2006).

End-of-Year Benchmarks

Grade	ISF	LNF	PSF	NWF	ORF
Kindergarten	25 correct sounds/minute	40 correct letter names/minute	35 correct phonemic sounds/minute	25 letter sounds/minute	NA
First Grade	NA	NA	35 correct phonemic sounds/minute	50 letter sounds/minute	40 words/minute
Second Grade	NA	NA	NA	NA	90 words/minute
Third Grade	NA	NA	NA	NA	110 words/minute

The tables below show the percent of students who have achieved the benchmark goal for each measure in each testing period during the year. It provides these results for year

three RF students (2006-07), for year two RF students (2005-06), and for year one RF students (2004-05) by grade level. In addition, the increases from year to year are provided as “gain” scores. These show progress made from the second to the third year of RF implementation (1 year gains) and from the first to the third year of RF (2 year gains), based on the outcome measure of percentage of students meeting benchmark goals for each DIBELS measure.

KINDERGARTEN – DIBELS Benchmark Goal Achievement
(% of students meeting benchmark)

DIBELS Measure		Beginning of Year	Middle of Year	End of Year
Initial Sounds Fluency	2006-07	58%	66%	<i>No</i>
	2005-06	56%	54%	<i>measures</i>
	2004-05	51%	40%	<i>apply</i>
	1 yr gain	+2	+12	
	2 yr gain	+7	+26	
Letter Naming Fluency	2006-07	63%	82%	76%
	2005-06	62%	78%	74%
	2004-05	62%	74%	68%
	1 yr gain	+1	+4	+2
	2 yr gain	+1	+8	+8
Phoneme Segmentation Fluency	2006-07	<i>No</i>	67%	84%
	2005-06	<i>measures</i>	63%	82%
	2004-05	<i>apply</i>	48%	71%
	1 yr gain		+4	+2
	2 yr gain		+19	+13
Nonsense Word Fluency	2006-07	<i>No</i>	78%	79%
	2005-06	<i>measures</i>	75%	77%
	2004-05	<i>apply</i>	66%	71%
	1 yr gain		+3	+2
	2 yr gain		+12	+8

Key findings for Kindergarten students:

- A higher percent of Kindergarten students in RF schools met end-of-year benchmarks for all DIBELS measures than last year, continuing a positive trend from the previous two years for all measures of early reading skills.
- By the end of the third year, the percentage of kindergarten students who had achieved the benchmark goal for fluency in letter naming, phoneme segmentation, and nonsense words had increased by 8 to 13% compared to year one benchmark results (two-year gains). One-year gains of 1 to 2% increases were not as strong as the two-year gains.
- The percentage of students who achieved end-of-year benchmark goals for these three measures ranged from 76% to 84% this year compared to 68% to 71% at the end of

the first year of RF, which is a strong positive outcome for the third year of RF implementation.

- The highest percentage of students meeting benchmark goals was for Phoneme Segmentation Fluency, and the lowest was for Initial Sounds Fluency.

FIRST GRADE – DIBELS Benchmark Goal Achievement
(% of students meeting benchmark)

DIBELS Measure		Beginning of Year	Middle of Year	End of Year
Letter Naming Fluency	2006-07	73%	<i>No measures apply</i>	
	2005-06	66%		
	2004-05	63%		
	1 yr gain	+7		
	2 yr gain	+10		
Phoneme Segmentation Fluency	2006-07	61%	84%	87%
	2005-06	53%	80%	85%
	2004-05	28%	62%	76%
	1 yr gain	+8	+4	+2
	2 yr gain	+33	+22	+11
Nonsense Word Fluency	2006-07	71%	68%	74%
	2005-06	66%	65%	73%
	2004-05	59%	46%	65%
	1 yr gain	+5	+3	+1
	2 yr gain	+12	+22	+9
Oral Reading Fluency	2006-07	<i>No measures apply</i>	75%	71%
	2005-06	<i>measures apply</i>	72%	69%
	2004-05	<i>measures apply</i>	67%	65%
	1 yr gain		+3	+2
	2 yr gain		+9	+8

Key findings for First Grade students:

- A higher percent of first grade students in RF schools met end-of-year benchmarks for all DIBELS measures than last year, continuing a positive trend from the previous two years for all measures of early reading skills.
- By the end of the third year of RF, the percentage of first grade students who had achieved the benchmark goal for fluency in phoneme segmentation, nonsense words, and oral reading had increased by 8 to 11% compared to year one benchmark results (two-year gains). One-year gains of 1 to 2% were not as strong as the two-year gains.
- The percentage of students who achieved end-of-year benchmark goals for these three measures ranged from 71% to 87% this year compared to 65% to 76% for the first year benchmarks, which is a strong outcome for the third year of RF implementation.

- The highest percentage of students who met goals was for Phoneme Segmentation Fluency and the lowest outcome was in Oral Reading Fluency.

SECOND GRADE – DIBELS Benchmark Goal Achievement
(% of students meeting benchmark)

DIBELS Measure		Beginning of Year	Middle of Year	End of Year
Oral Reading Fluency	2006-07	60%	68%	60%
	2005-06	55%	65%	55%
	2004-05	54%	59%	51%
	1 yr gain	+5	+3	+5
	2 yr gain	+6	+9	+9
Nonsense Word Fluency	2006-07	62%	<i>No measures apply</i>	<i>No measures apply</i>
	2005-06	56%		
	2004-05	42%		
	1 yr gain	+6		
	2 yr gain	+20		

Key findings for Second Grade students:

- A higher percentage of second grade students in RF schools met end-of-year benchmarks for oral reading fluency compared to the previous two years.
- By the end of year three of RF, 60% of second grade students met the benchmark goals for oral reading, which is a 9% increase over the first year of RF (two-year gain) and indicates positive progress.
- However, compared to other end-of-year benchmark achievement rates for other DIBELS measures in other grades, this is one of the lower rates.

THIRD GRADE – DIBELS Benchmark Goal Achievement
(% of students meeting benchmark)

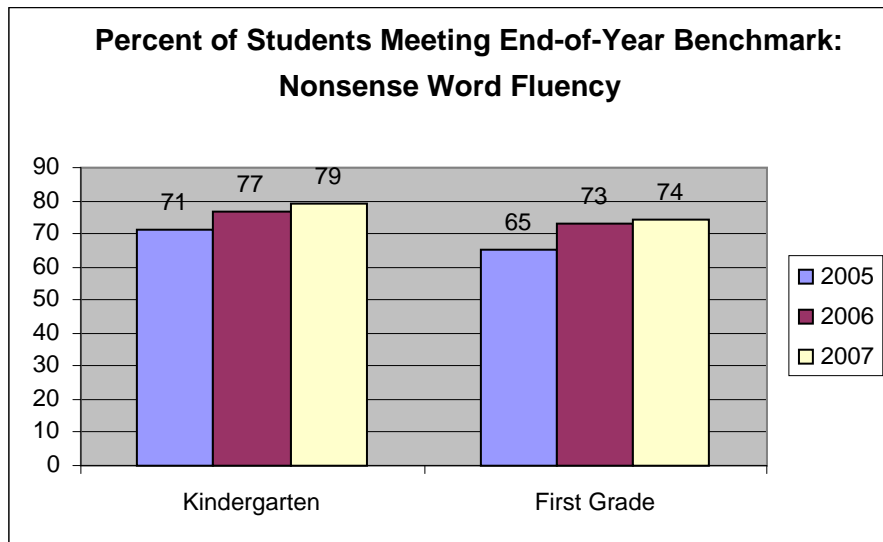
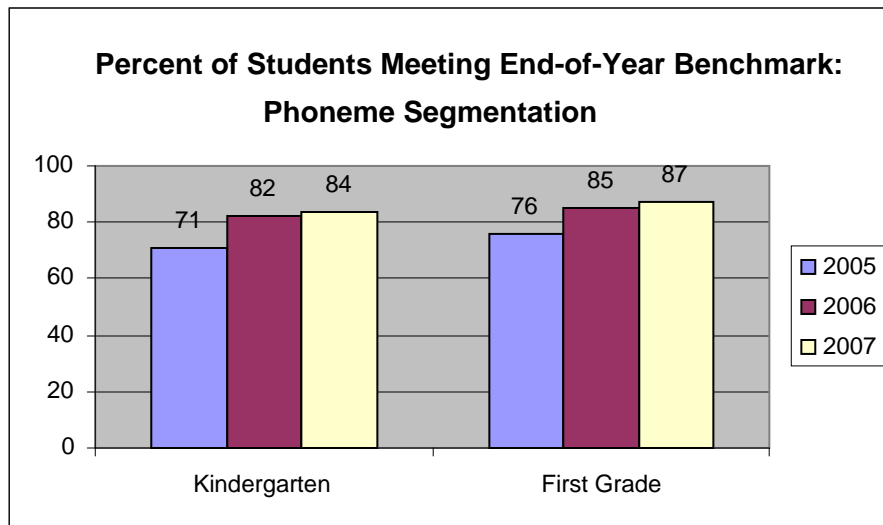
DIBELS Measure		Beginning of Year	Middle of Year	End of Year
Oral Reading Fluency	2006-07	50%	55%	54%
	2005-06	46%	51%	51%
	2004-05	43%	43%	44%
	1 yr gain	+4	+4	+3
	2 yr gain	+7	+12	+10

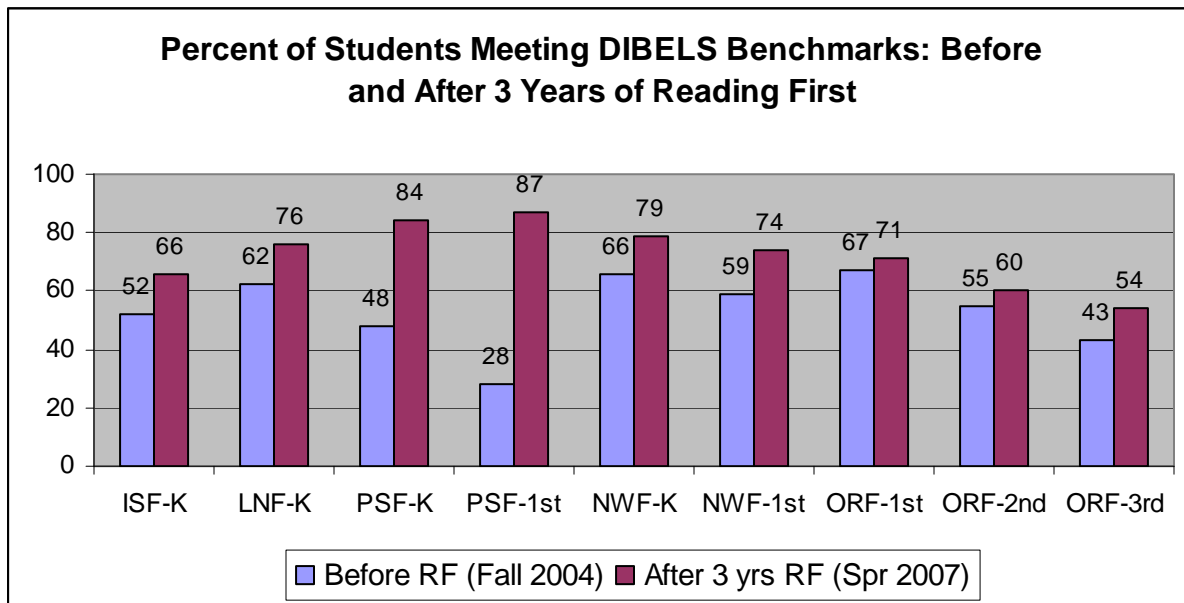
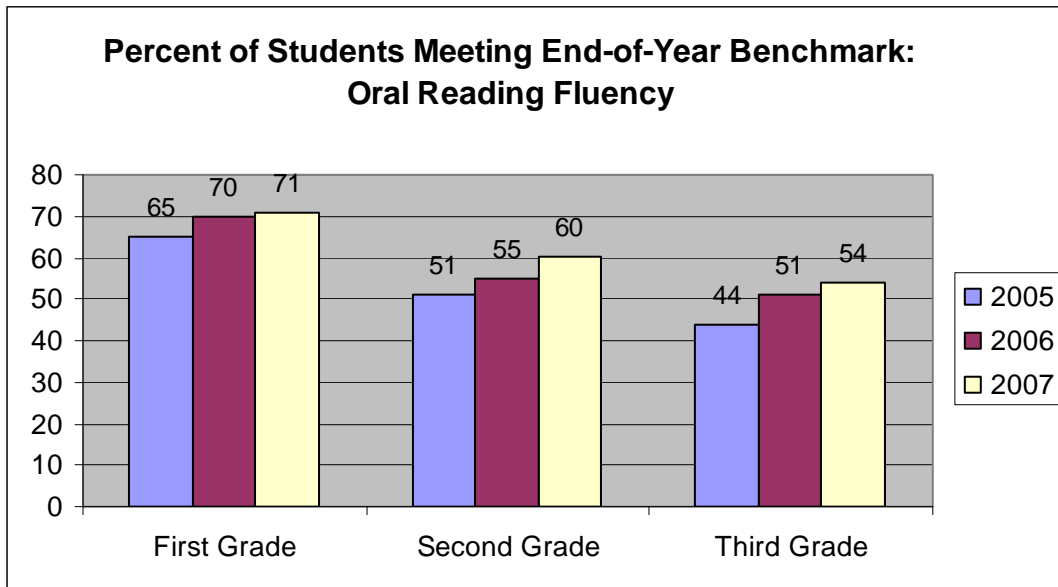
Key findings for Third Grade students:

- A higher percentage of third grade students in RF schools met end-of-year benchmarks for oral reading fluency compared to the previous two years.

- By the end of year three of RF, 54% of third grade students met the benchmark goals for oral reading, which represents a 10% increase over the first year of RF (two-year gain) and indicates positive progress.
- However, compared to other end-of-year benchmark achievement rates for other DIBELS measures in other grades, this is one of the lowest outcomes.

Three Year Trends: Students Meeting End-of-Year DIBELS Benchmarks





ITBS Test Data Analysis

This analysis compares Reading First students' ITBS reading scores in current and prior school years to assess the impact of Reading First. Two types of analyses are conducted (percent reading at grade level and mean score gains) using both school grade levels and student cohorts across three years. The following research questions are addressed:

- Has the **percent** of students reading **at/above grade level** improved in Reading First schools compared to students in the same grade the previous year (school grade changes)?
- Has the **percent** of students reading **at/above grade level** improved in Reading First schools compared to the performance of these same students in the previous year (student cohort)?
- Is there an improvement in ITBS **mean scores** for students in Reading First schools compared to same grade the previous year?
- Is there an improvement in ITBS **mean scores** for students in Reading First schools compared to same students in the previous year?

Reading First schools administered the ITBS Reading subscale tests to all students in grades one through three in the spring of 2004, prior to beginning to implement Reading First. This provided a baseline measure or pre-test data which could be compared to subsequent ITBS test data at the end of each year of Reading First implementation to assess impact on student achievement in reading. The ITBS Reading subscale tests were administered again in Spring 2005, in Spring 2006, and in Spring 2007 to grades 1, 2, and 3 in all cohort 1 Reading First schools. These data, provided to the external evaluators by Riverside through GADOE, were used for the analyses in this section of the report.

ITBS scores for all grade levels are placed on a common scale, producing what Riverside Publishing Company calls a "developmental standard score." Developmental standard scores are comparable from year to year, and the expected score (that is, the score at the 50th percentile) increases from one grade to the next. The developmental standard score for grades 1, 2, and 3 are shown in Table 1. This table also shows the range of standard scores that the publisher considers as representing "grade level" performance. The *Iowa Tests Interpretive Guide for Teachers and Counselors, Forms A and B, Levels 5-8*, from which the information in this table was taken, suggests that scores between the 25th and 75th percentiles could be considered as being "at grade level." The grade level range of standard scores is included in the table below. The 50th percentile is the midpoint of this range; therefore it is being used in the analysis of the ITBS results for this report. An alternative analysis using the 40th percentile has also been conducted at the request of state RF staff this year.

ITBS Forms A and B, Levels 5-8 Developmental Standard Scores (DSS)		
Grade	DSS @ 50 th Percentile	DSS "At Grade Level" Range
1	150	142-161
2	168	156-182
3	185	170-204

It is possible to look at ITBS scores in two ways. The first is to compare last year's students at a given grade to this year's students at the same grade. The second approach is to compare last year's students at a given grade to the same students this year at the next grade; that is, last year's second graders to this year's third graders. Both types of

analyses are presented below. We call the first approach a grade analysis. We call the second approach a cohort analysis. In both cases, scores are reported for the following ITBS sub-tests, which are the outcomes measures for Reading First in Georgia:

- Reading Vocabulary (RV)
- Reading Comprehension (RC)
- Word Analysis (WA)
- Listening (L)
- Spelling (S)

Percent of all RF Students Reading at Grade Level

This three year analysis shows the percentage of students at a given grade who scored at or above the 50th percentile in 2004 (baseline before Reading First was implemented) and the percentage of students at the same grade level who scored at or above the 50th percentile in 2005, 2006, and 2007 by sub-test. The analysis includes all students in each grade level each year for whom scores were available (not a cohort of the same students). Therefore, some of the results may be due to the different students within grades each year of the comparison, not all of whom have had a full three years of Reading First. The cohort analysis will address this limitation. The numbers of students in each grade with test scores for each subtest varies across tests, grades, and years. Details can be found in the appendix to this report.

The table below provides one year gains, i.e., changes in percent of students at/above the 50th percentile from 2006 (second year of RF) to 2007 (third year of RF), two year gains, i.e., changes in percents from 2005 (first year of RF) to 2007 (third year of RF), and three year gains, i.e., changes in percents from 2004 (baseline) to 2007 (third year of RF) for each grade level. This allows us to see the cumulative effects of Reading First after three years of implementation.

This three year analysis shows the percentage of students at a given grade who scored at or above the 50th percentile in 2004 (baseline before Reading First was implemented) and the percentage of students at the same grade level who scored at or above the 50th percentile in 2005, 2006, and 2007 by sub-test. The analysis includes all students in each grade level each year for whom scores were available (not a cohort of the same students). Therefore, some of the results may be due to the different students within grades each year of the comparison, not all of whom have had a full three years of Reading First. The cohort analysis will address this limitation. The numbers of students in each grade with test scores for each subtest varies across tests, grades, and years. Details can be found in the appendix to this report.

The table below provides one year gains, i.e., changes in percent of students at/above the 50th percentile from 2006 (second year of RF) to 2007 (third year of RF), two year gains, i.e., changes in percents from 2005 (first year of RF) to 2007 (third year of RF), and three year gains, i.e., changes in percents from 2004 (baseline) to 2007 (third year of RF) for each grade level. This allows us to see the cumulative effects of Reading First after three years of implementation. (Positive gains have been highlighted to allow easier identification.)

ITBS Grade Level Analysis (all RF students each year)
Percent of students scoring at or above 50th percentile

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 1					
2004 (pre-RF)	45.3%	58.5%	49.8%	36.8%	67.7%
2005 (1 yr RF)	42.7%	57.7%	51.3%	36.0%	67.7%
2006 (2 yrs RF)	43.2%	57.9%	50.9%	34.9%	67.7%
2007 (3 yrs RF)	42.3%	57.2%	50.7%	34.5%	67.2%
1 yr change 06→07	-0.9%	-0.7%	-0.2%	-0.4%	-0.5%
2 yr change 05→07	-0.4%	-0.5%	-0.6%	-1.5%	-0.5%
3 yr change 04→07	-3.0%	-1.3%	+0.9%	-2.3%	-0.5%
Grade 2					
2004 (pre-RF)	40.4%	50.5%	36.0%	37.6%	58.8%
2005 (1 yr RF)	38.5%	50.4%	36.2%	36.0%	60.2%
2006 (2 yrs RF)	39.1%	51.2%	35.8%	34.5%	59.9%
2007 (3 yrs RF)	38.8%	50.0%	36.0%	33.5%	61.2%
1 yr change 06→07	-0.3%	-1.2%	+0.2%	-1.0%	+1.3%
2 yr change 05→07	+0.3%	-0.4%	-0.2%	-2.5%	+1.0%
3 yr change 04→07	-1.6%	-0.5%	0.0%	-4.1%	+2.4%
Grade 3					
2004 (pre-RF)	38.6%	42.2%	35.4%	29.7%	57.2%
2005 (1 yr RF)	34.4%	42.5%	38.0%	28.5%	61.0%
2006 (2 yrs RF)	34.9%	43.4%	40.2%	29.8%	61.4%
2007 (3 yrs RF)	33.4%	42.5%	41.2%	29.4%	61.0%
1 yr change 06→07	-1.5%	-0.9%	+1.0%	-0.4%	-0.4%
2 yr change 05→07	-1.0%	0.0%	+3.2%	+0.9%	0.0%
3 yr change 04→07	-5.2%	+0.3%	+5.8%	-0.3%	+3.8%

Key findings for First Grade students

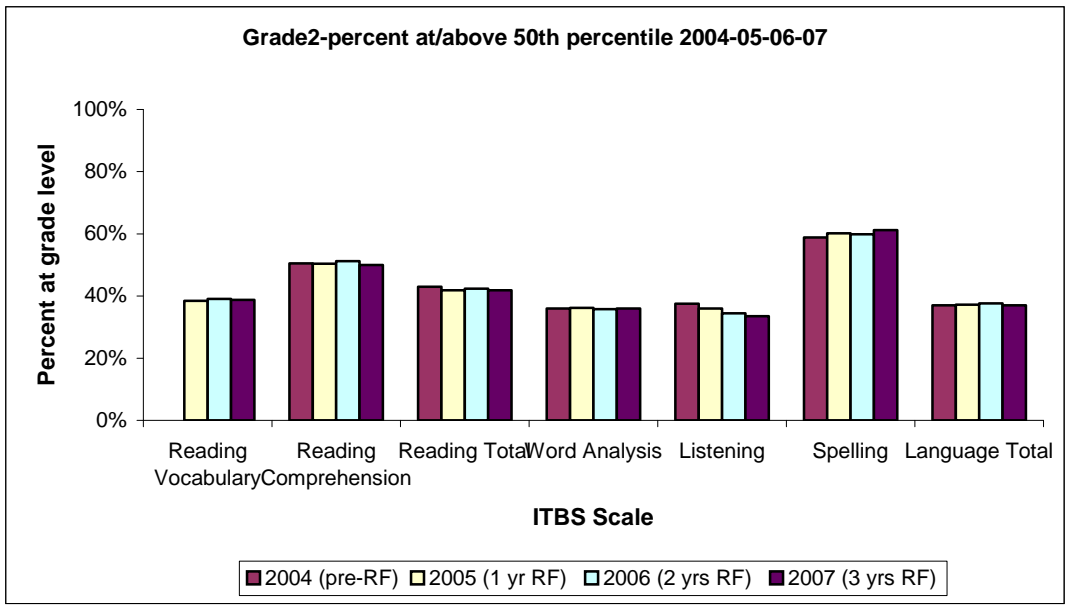
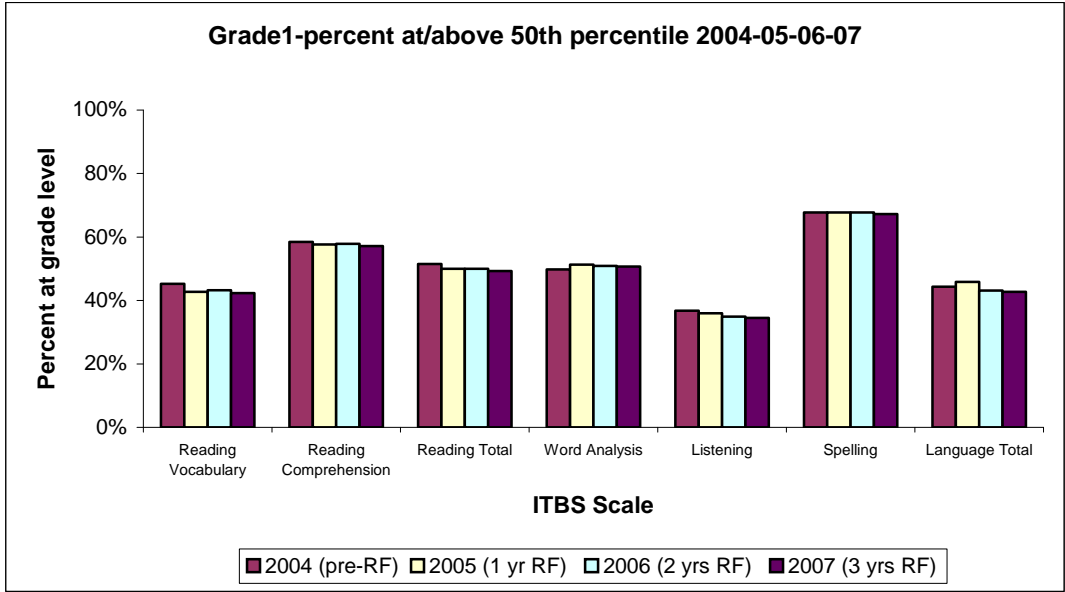
- First grade RF students demonstrate the highest level of proficiency on Spelling (67.2%), followed by Reading Comprehension (57.2%), and the lowest proficiency on Listening (34.5%) on the ITBS subscales in 2007. These patterns for first graders in RF schools have not changed a great deal over the past three years.
- First grade RF students did not demonstrate gains on any of the measures of ITBS reading in 2007 compared to the previous year first grade students. One-, two-, and three-year declines on the ITBS subscales ranged from 0.2 to 3.0 percent. Many changes were less than one percent. The only gain was a three-year increase of less than one percent in Word Analysis.
- Comparing 2007 results to baseline test results prior to RF initiation shows a decline in all but one ITBS reading measure (Word Analysis). On the other measures, first grade students in RF schools are doing worse after three years of RF than they did prior to its implementation.

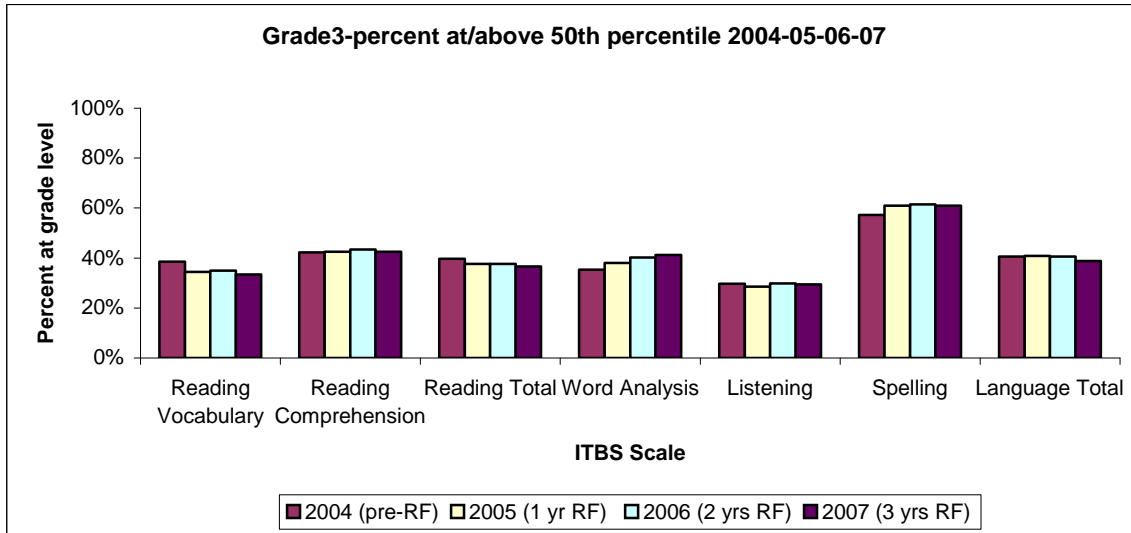
Key findings for Second Grade students

- Second grade RF students demonstrate the highest level of proficiency on Spelling (61.2%), followed by Reading Comprehension (50%), and the lowest proficiency on Listening (33.5%) on the ITBS subscales in 2007. These patterns for second graders have not changed a great deal over the past three years.
- Second grade RF students demonstrated gains on two of the five measures of ITBS reading in 2007 compared to the previous year. Over the past three years, second grade students consistently made the most gains in Spelling (1 to 2.4%) and the most losses in Listening (1 to 4.1%). Other changes were less than one percent.
- Comparing 2007 results to baseline test results prior to RF initiation show either a decline or no change in all but one ITBS reading measure (Spelling). On the other measures, second grade students in RF schools are doing the same or worse after three years of RF than they did prior to its implementation.
- These results are more positive than those of first grade students, which may indicate a cumulative impact of these students being in RF classrooms for three years (since kindergarten).

Key findings for Third Grade students

- Third grade RF students demonstrate the highest level of proficiency on Spelling (61%), followed by Reading Comprehension (42.5%), and the lowest proficiency on Listening (29.4%) on the ITBS subscales in 2007. These patterns for third graders have not changed a great deal over the past three years.
- Third grade RF students demonstrated gains on only one of the five measures of ITBS reading in 2007 compared to the previous year. Over the past three years, third grade students consistently made the most gains in Word analysis (1.0 to 5.8%) and the most losses in Vocabulary (1.0 to 5.2%). Other changes ranged from less than one percent to four percent.
- Comparing 2007 results to baseline test results prior to RF initiation shows mixed results. Students are doing better on three of the measures and worse on the others. The greatest increase was in Word Analysis and the greatest decrease was in Reading Vocabulary after three years of RF compared to third grade scores prior to its implementation.
- These results are the most positive of all three grades, which may indicate a cumulative effect of these students being in RF classrooms for three years, since first grade.





ALTERNATIVE ANALYSIS: Percent of all RF Students Reading at Grade Level: 40th Percentile Standard

Since the beginning of Reading First in 2004-05, Georgia has used the 50th percentile as the criteria for “reading at grade level” as measured by the ITBS Reading Test, since this is a midpoint in the range that the test maker defines as grade level. However, it was noted in the recently released US Department of Education report: *Reading First State APR Data 2002-2006* (American Institutes for Research, May 2007) that many states have used the 40th percentile as the proficiency benchmark for the ITBS reading comprehension measure. Evaluators were asked by Georgia RF state leadership to examine the ITBS outcomes data for Georgia on the basis of both the 50th and 40th percentile to determine what difference a lower benchmark would make for student outcomes in Reading First. Below is the result of that analysis.

The table below provides one year gains, i.e., changes in percent of students at/above the 40th percentile from 2006 (second year of RF) to 2007 (third year of RF), two year gains, i.e., changes in percents from 2005 (first year of RF) to 2007 (third year of RF), and three year gains, i.e., changes in percents from 2004 (baseline) to 2007 (third year of RF) for each grade level.

**ITBS Grade Level Analysis (all RF students each year)
Percent of students scoring at or above 40th percentile**

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
<u>Grade 1</u>					
2004 (pre-RF)	54.8%	64.2%	60.3%	54.8%	71.2%
2005 (1 yr RF)	53.2%	64.2%	61.9%	45.2%	71.5%
2006 (2 yrs RF)	53.4%	64.2%	62%	44.1%	71.5%
2007 (3 yrs RF)	52.0%	63.3%	62.1%	43.6%	71.0%

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
1 yr change 06→07	-1.4%	-0.9%	+0.1%	-0.5%	-0.5%
2 yr change 05→07	-1.2%	-0.9%	+0.2%	-1.6%	-0.5%
3 yr change 04→07	-2.8%	-0.9%	+1.8%	-11.2%	-0.2%
Grade 2					
2004 (pre-RF)	50.8%	61.5%	53.4%	45.4%	66%
2005 (1 yr RF)	48.7%	62.5%	53.7%	43.5%	67.1%
2006 (2 yrs RF)	49.8%	63.8%	54.1%	42.6%	67.4%
2007 (3 yrs RF)	49.1%	62.0%	54.8%	41.0%	68.5%
1 yr change 06→07	-0.7%	-1.8%	+0.7%	-1.6%	+1.1%
2 yr change 05→07	+0.4%	-0.5%	+1.1%	-2.5%	+1.4%
3 yr change 04→07	-1.7%	+0.5%	+1.4%	-4.4%	+2.5%
Grade 3					
2004 (pre-RF)	52.8%	52.3%	46.2%	37.9%	68.3%
2005 (1 yr RF)	49.8%	53.8%	49.5%	35.9%	70.5%
2006 (2 yrs RF)	49.8%	55.1%	51.7%	37.1%	71.8%
2007 (3 yrs RF)	48.9%	53.2%	51.9%	35.9%	70.9%
1 yr change 06→07	-0.9%	-1.9%	+0.2%	-1.2%	-0.9%
2 yr change 05→07	-0.9%	-0.6%	+2.4%	0.0%	+0.4%
3 yr change 04→07	-3.9%	+0.9%	+5.7%	-2.0%	+2.6%

Key findings of alternative analysis:

- Lowering the benchmark criteria for proficiency in reading from the 50th to the 40th percentile increases the percent of RF students who are proficient on the various ITBS measures of reading.
- Increases the range from four to twelve percent more students meeting the benchmark in each grade, across all of the ITBS measures.
- Overall trends and patterns of change from year to year are still similar for most measures.

Cohort Analysis: Percent of Students Reading at Grade Level

This analysis compares the performance of two cohorts of RF students. Students were matched by ID across the 2004, 2005, 2006, and 2007 ITBS datasets. Only students who had scores at the proper grade level for each of these years were included in the analysis. The chart below shows the cohorts being tracked in this evaluation, and the ITBS information available each year for each cohort.

Cohort A consists of RF students who were in kindergarten 2003-04, in first grade 04-05, in second grade 05-06, and in third grade 06-07. These students had RF for three years - in first, second, and third grades. We have one-year and two-year gain information for them

on the ITBS. This cohort had 1,534 third grade students from 53 RF schools who had ITBS scores all three years: 2005, 2006, and 2007. Note that due to the matching required for a three-year cohort, the number of students is a small subset of the total third grade students in RF schools.

Cohort B consists of students who were in first grade 2003-04, in second grade 2004-05, and in third grade 2005-06. This group is no longer included in the Year Three RF analysis as we have no further information about them this year. The gain information for these students was reported in prior RF evaluations for the first two years of RF.

Cohort C consists of students who were in grade two in 03-04 and in grade three 04-05. This group is no longer in the Year Three RF cohort analysis as we have no further information about them this year. The one-year gain information for these students was reported in prior RF evaluations.

Cohort D consists of students who were in kindergarten in 2004-05, in first grade in 2005-06, and in second grade in 2006-07. These students had three years of RF – in kindergarten, first, and second grades. Because there is no ITBS measure in kindergarten, we have one-year gain information for them. For this cohort there were 2,527 second students from 49 RF schools who had ITBS scores in both 2006 and 2007.

Reading First Cohort Groups

	2003-04	2004-05	2005-06	2006-07
Kinder	Cohort A --no ITBS --no RF	Cohort D --no ITBS --1 yr RF		
Grade 1	Cohort B-1st -- baseline ITBS -- no RF	Cohort A-1st -- baseline ITBS -- 1 yr RF	Cohort D-1st --baseline ITBS -- 2 yrs RF	
Grade 2	Cohort C-2nd -- baseline ITBS -- no RF	Cohort B-2nd -- ITBS 1 yr gain -- 1 yr RF	Cohort A-2nd -- ITBS 1 yr gain -- 2 yrs RF	Cohort D-2nd -- ITBS 1 yr gain -- 3 yrs RF
Grade 3		Cohort C-3rd -- ITBS 1 yr gain -- 1 yr RF	Cohort B-3rd -- ITBS 1 yr gain -- ITBS 2 yr gain -- 2 yrs RF	Cohort A-3rd --ITBS 1 yr gain --ITBS 2 yr gain -- 3 yrs RF

A student was considered to be at grade level if their percentile rank for a given measure was at or above either the 40th or the 50th percentile. The tables below show the percentages of students at grade level by year, using both the 40th and the 50th percentile standard, for each of the ITBS subscales in the Reading First assessment. Results are for the two student cohorts (A and D) who have received three full years of RF, for whom ITBS test information was available all three years.

**Percent of RF cohort students scoring at or above grade level
(50th percentile) on ITBS Reading**

Cohort A-third grade (3 years of RF) (n = 1,534)

ITBS Subtest	% at/above 50th percentile	1 year Gains (05→06) (06→07)	2 year Gain (05 →07)
Reading Vocabulary			
2005	42.0%		
2006	38.3%	-3.7%	
2007	30.6%	-7.7%	-11.4%
Reading Comprehension			
2005	58.1%		
2006	52.3%	-5.8%	
2007	41.6%	-10.7%	-16.5%
Word Analysis			
2005	48.5%		
2006	36.5%	-12.0%	
2007	40.9%	+4.4%	-7.6%
Listening			
2005	33.7%		
2006	32.6%	-1.1%	
2007	28.6%	-4.0%	-5.1%
Spelling			
2005	70.7%		
2006	63.0%	-7.7%	
2007	63.0%	0.0%	-7.7%

**Percent of RF cohort students scoring at or above grade level
(ALTERNATIVE- 40th percentile) on ITBS Reading**

Cohort A- third grade (3 years of RF) (n = 1,534)

ITBS Subtest	% at/above 40th percentile	1 year Gains (05→06) (06→07)	2 year Gain (05 →07)
Reading Vocabulary			
2005	52.0%		
2006	48.9%	-3.1	
2007	45.2%	-3.7	-6.8
Reading Comprehension			
2005	65.6%		
2006	63.8%	-1.8	
2007	51.6%	-12.2	-14

ITBS Subtest		% at/above 40th percentile	1 year Gains (05→06) (06→07)	2 year Gain (05 →07)
Word Analysis	2005	58.7%		
	2006	55.0%	-3.7	
	2007	51.0%	-4.0	-7.7
Listening	2005	43.7%		
	2006	40.0%	-3.7	
	2007	35.5%	-4.5	-8.2
Spelling	2005	72.9%		
	2006	70.3%	-2.6	
	2007	72.6%	+2.3	-0.3

Cohort D-second grade (3 years of RF) (n=2,527)

ITBS Subtest		% at/above 50th percentile	1 year Gains (06→07)
Reading Vocabulary	2006	46.8	
	2007	41.0	-5.8
Reading Comprehension	2006	59.8	
	2007	52.0	-7.8
Word Analysis	2006	52.2	
	2007	39.9	-12.3
Listening	2006	39.3	
	2007	37.6	-1.7
Spelling	2006	69.0	
	2007	62.4	-6.6

Cohort D-second grade (3 years of RF) (n = 2,527)

ITBS Subtest		% at/above 40th percentile	1 year Gains (06→07)
Reading Vocabulary	2006	56.8%	
	2007	52.2%	-4.6%
Reading Comprehension	2006	65.7%	
	2007	62.6%	-3.1%

ITBS Subtest		% at/above 40 th percentile	1 year Gains (06→07)
Word Analysis	2006	62.6%	
	2007	58.5%	-4.1%
Listening	2006	47.9%	
	2007	45.5%	-2.4%
Spelling	2006	72.7%	
	2007	70.0%	-2.7%

Key findings for ITBS Cohort Analysis:

Overall, for both the second grade and the third grade cohorts there are no gains to report on the ITBS measures for reading at grade level after three years of RF. Both the one-year and the two-year gains are negative, showing that fewer students in these cohorts are reading at grade level than previously, regardless of the percentile standard used.

- **For cohort A** (first→ second→ third grade), the two-year ITBS results for all subscales have declined. The largest decrease occurred in Reading Comprehension. The smallest loss occurred in Spelling. One-year gains show improvements in Spelling and Language Total (40th percentile) and Word Analysis (50th percentile). Greatest decline in percents compared to last year was in Reading Comprehension.
- **For cohort D** (kindergarten→ first→ second grade), with both percentile standards, all subscale results for this group were worse after three years of Reading First than they had been previously. The smallest losses in the one-year ITBS comparison using the 50th percentile standard were in Listening and Vocabulary; the greatest loss was in Word Analysis with a 12% drop from the previous year. Using the 40th percentile standard for grade level, the smallest decline was in Listening and the largest decline was in Vocabulary.

These findings are particularly discouraging given that the student cohort analysis is a more powerful assessment of the impact of RF because it controls many extraneous factors that could otherwise affect results by using multiple measures on the same students over two or three years. This also seems to support the concern by evaluators (and some teachers) that student fluency gains are not being matched by gains in reading comprehension. This area is in urgent need of attention by RF instructional leaders and teacher trainers.

Recommendation

Because both of these cohorts represent only a portion of the total RF students who started in RF schools three years ago, it is recommended that an additional analysis be conducted to compare the characteristics of these two cohorts to the total kindergarten and first graders in 2004-05 to identify how these cohort students who continued in RF schools may differ from those who did not continue for the three years.

Student Subgroup Comparisons for Cohort 1 Schools: ITBS Grade Level

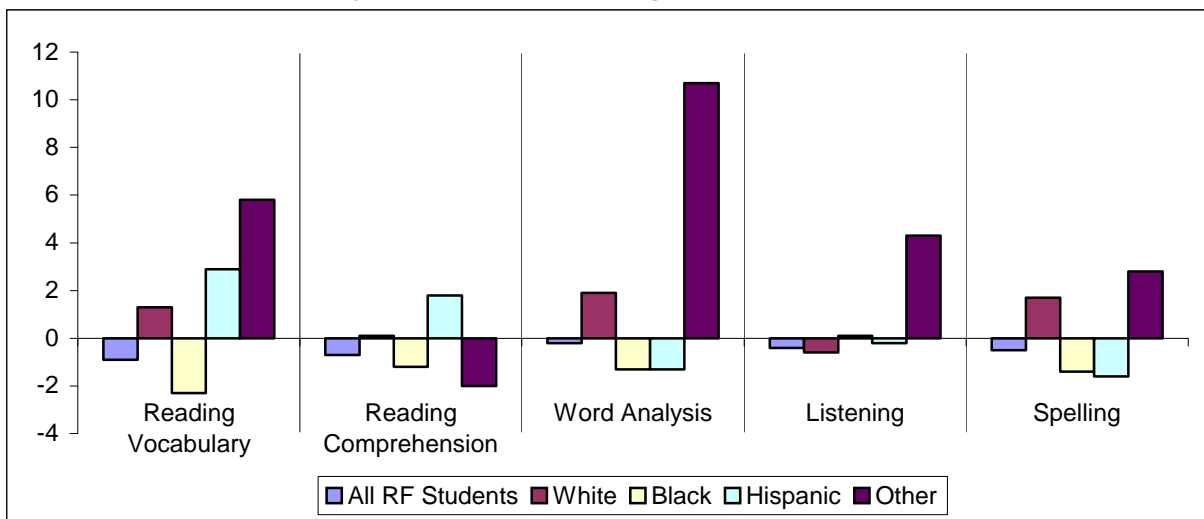
This analysis compares the performance of subgroups of students with that of all students in cohort 1 RF schools for each grade on ITBS to determine if there are differential impacts

when the data is disaggregated by student groups in the third year of RF. The tables below show the changes in percentage of all RF students at a given grade who are reading at grade level, i.e., scored at or above the 50th percentile, on each ITBS subscale in 2006 and 2007 in comparison to each of the following subgroups: Black, White, Hispanic, Other (Asian, Native American, Multiracial), Students with Disabilities, English Language Learners (ELL), and Economically Disadvantaged. The analysis includes all students in each grade level each year for whom scores were available. Some variation from year to year may be due to changing composition of students as a whole and for subgroups in the RF schools.

Racial/Ethnic Subgroups - Changes in Percent of Students at Grade Level from 2006 to 2007 on ITBS (50th percentile)

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 1	All RF Students	-0.9	-0.7	-0.2	-0.4	-0.5
	White	+1.3	+0.1	+1.9	-0.6	+1.7
	Black	-2.3	-1.2	-1.3	+0.1	-1.4
	Hispanic	+2.9	+1.8	-1.3	-0.2	-1.6
	Other	+5.8	-2.0	+10.7	+4.3	+2.8
Grade 2	All RF Students	-0.3	-1.2	+0.2	-1.0	+1.3
	White	-2.3	-1.6	-0.8	-3.2	+1.4
	Black	+1.5	-0.2	+1.0	-0.4	+1.6
	Hispanic	+0.7	-0.9	+5.5	+4.6	+2.7
	Other	-3.4	-5.7	-3.6	-0.5	+0.4
Grade 3	All RF Students	-1.5	-0.9	+1.0	-0.4	-0.4
	White	-1.8	-0.5	-0.6	-1.2	-1.2
	Black	-1.2	-0.9	+2.0	+0.1	-0.4
	Hispanic	+0.5	+0.2	+1.4	-0.4	+0.7
	Other	+5.9	+4.8	+2.7	-2.0	+0.8

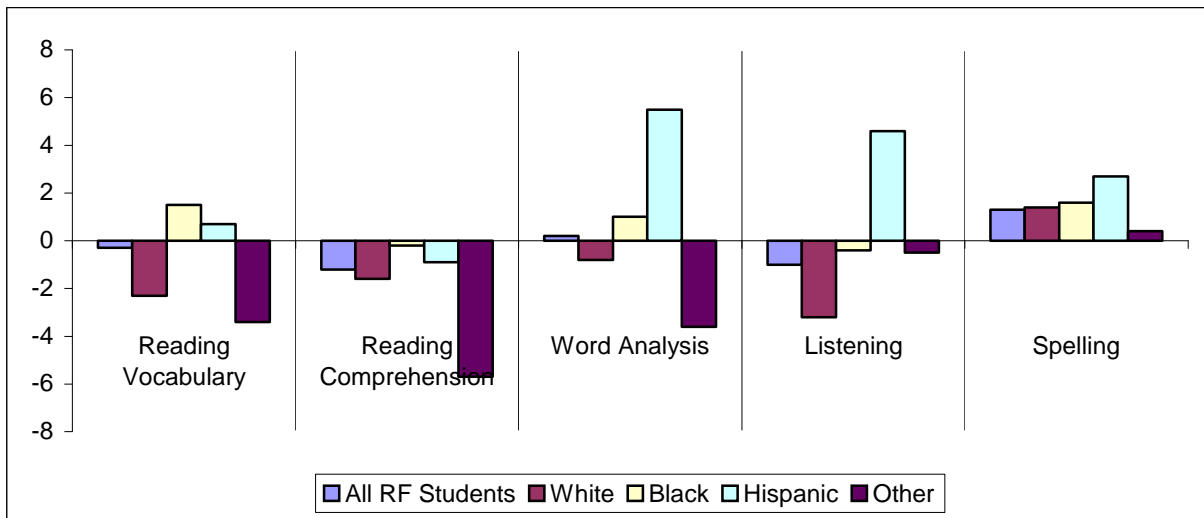
Changes in Percent of First Grade Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS by Racial/Ethnic Subgroups



Key findings for First Grade students

- First grade Hispanic RF students showed increases in Vocabulary and Reading Comprehension which were more positive than RF students as a whole on those scales. On the other subtests, Hispanic students performed more poorly than RF students as a whole.
- Students in the “Other” classification showed substantial increases on four of the five scales (Reading Vocabulary, Reading Total, Word Analysis, and Spelling) and a decline on Reading Comprehension.
- First grade Black student decreases on four of the five scales exceeded those for all RF students. On the Listening subtest they had a small gain, while all RF students declined.

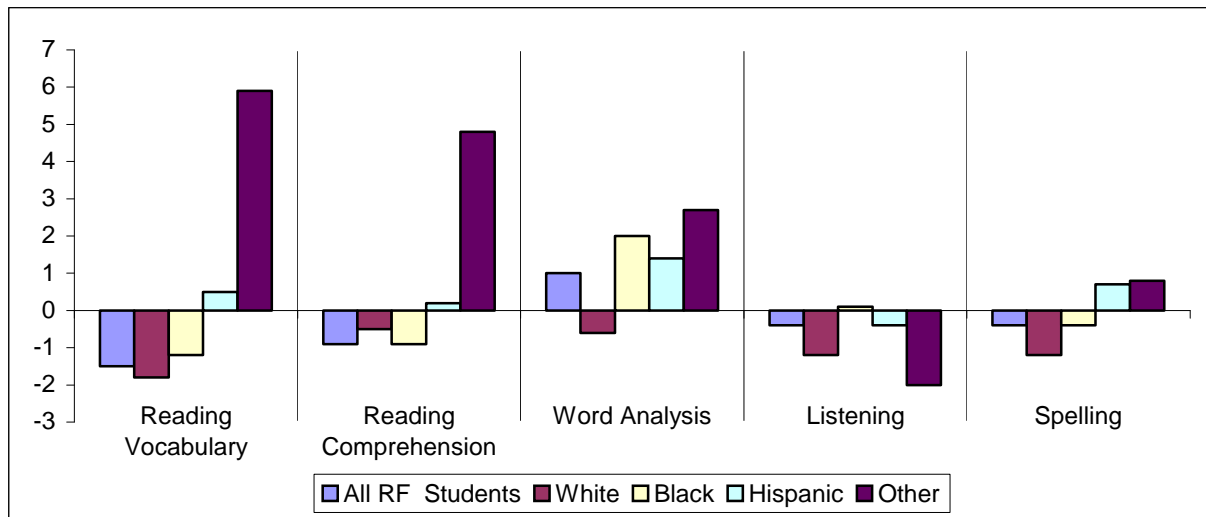
Changes in Percent of Second Grade Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS by Racial/Ethnic Subgroups



Key findings for Second Grade students

- Hispanic students in second grade had gains on four of the five subscales and exceeded the results for the total group on every ITBS measure. Gains were particularly strong in Word Analysis and Listening.
- Black students showed gains greater than the total group on three subscales and losses that were less than the total group on the other two measures. Strongest gains were in Spelling and Vocabulary.
- In stark contrast to first grade, second grade “Other” student scores declined on all but one of the measures. The largest decline was in Reading Comprehension
- White students showed losses on four of the five scales.

Changes in Percent of Third Grade Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS by Racial/Ethnic Subgroups



Key findings for Third Grade students

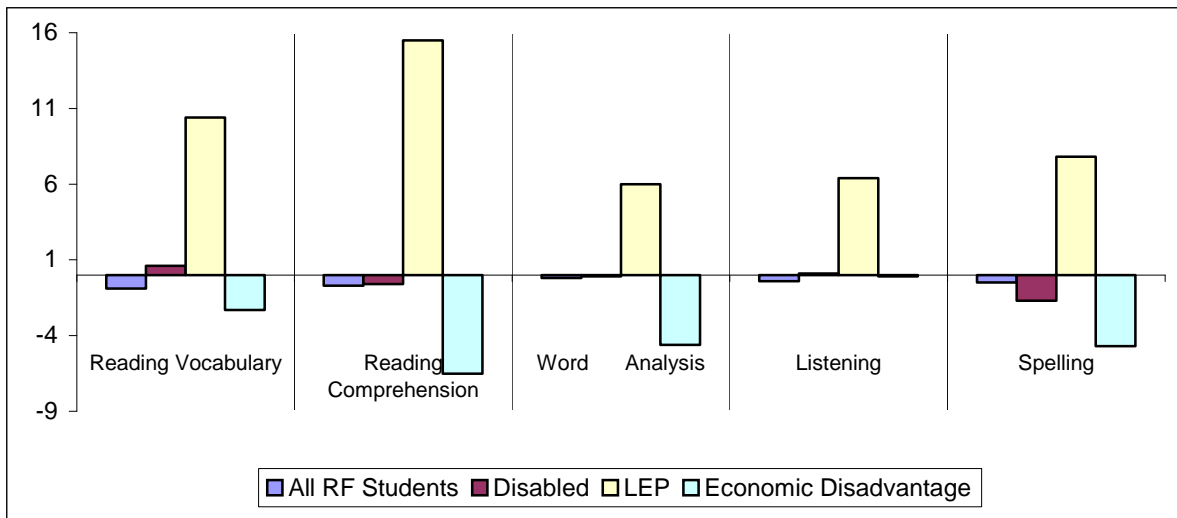
- Hispanic students made gains on four of the five scales, but gains were one percent or less. These results exceeded all RF students on those scales.
- Other students had gains in Vocabulary and Comprehension that far exceeded those of the total and any other subgroup. Only in Listening did they do worse than the total group.
- White students showed no gains on any of the five scales and their declines were greater than all students on those scales.
- Black students in third grade had declines in scores very similar to those of total RF students, except in Word Analysis and Listening where their gains exceeded those of the total group. Strongest gains were in Word Analysis.

Academic/Economic Subgroups - Changes in Percent of Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 1	All RF Students	-0.9	-0.7	-0.2	-0.4	-0.5
	Disabled	+0.6	-0.6	-0.1	+0.1	-1.7
	ELL	+10.4	+15.5	+6.0	+6.4	+7.8
	Economic Disadvantage	-2.3	-6.5	-4.6	-0.1	-4.7
	Grade 2	All RF Students	-0.3	-1.2	+0.2	-1.0
	Disabled	-5.4	-14.2	-4.5	-2.9	-5.7
	ELL	+3.3	+16.3	+14.2	+6.2	+6.0
	Economic Disadvantage	-3.3	-6.3	-1.9	-6	-2.1

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 3	All RF Students	-1.5	-0.9	+1.0	-0.4	-0.4
	Disabled	+1.2	+1.8	+4.3	+2.8	0.0
	ELL	+1.1	-0.1	-2.7	-1.9	-5.3
	Economic Disadvantage	-0.7	0.0	+1.3	+0.8	+0.9

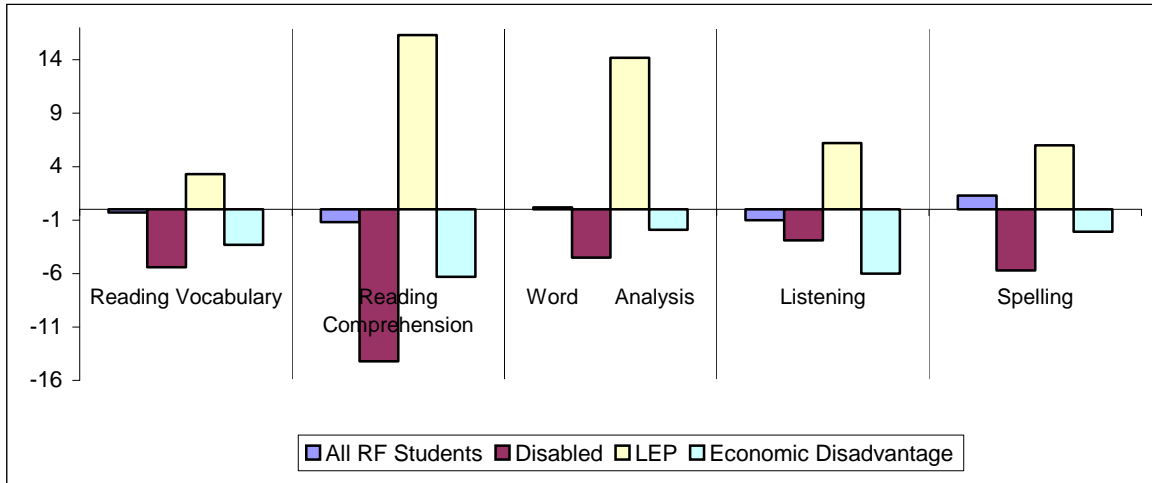
Changes in Percent of First Grade Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS by Academic/Economic Subgroups



Key findings for First Grade students

- o Economically disadvantaged first grade RF students' scores declined on all five measures and these losses were much greater than those of the total RF student group on most measures. Greatest decline was in Reading Comprehension.
- o ELL students outperformed the total RF students on all five measures and their gains were much higher than those of any other student subgroup and the total group. Strongest gains were in Reading Comprehension.
- o Students with disabilities had small gains on two measures, and small declines on the other three. Greatest loss was in Spelling.

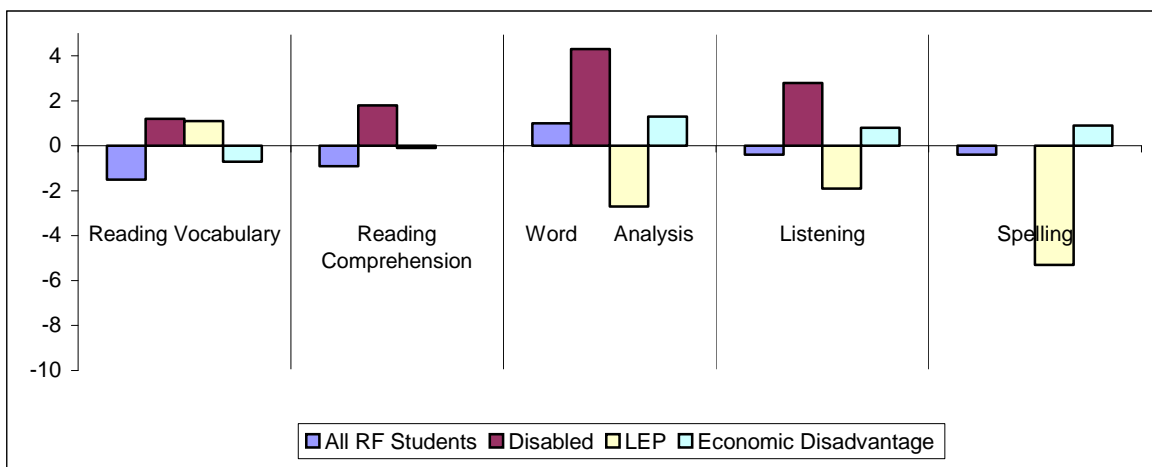
Changes in Percent of Second Grade Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS by Academic/Economic Subgroups



Key findings for Second Grade students

- o Economically disadvantaged second grade student scores declined on all five measures and these losses were much greater than those of the total RF student group in every case. Greatest declines were in Reading Comprehension and Listening.
- o ELL students outperformed the total RF students on all five measures and their gains were much higher than those of any other student subgroup and the total group. Strongest gains were in Reading Comprehension and Word Analysis.
- o Disabled student scores declined on all measures compared to last year and these losses were much greater than the total RF student group in all cases. The largest decrease in scores was in Reading Comprehension.

Changes in Percent of Third Grade Students at Grade Level (50th percentile) from 2006 to 2007 on ITBS by Academic/Economic Subgroups



Key findings for Third Grade students

- o Economically disadvantaged students displayed variable outcomes across the scales; they showed small gains in three, a small loss in one, and no change in one measure. Their greatest increase was in Word Analysis.
- o ELL students in third grade made gains in only one subscale, Vocabulary. On the other four measures their scores declined compared to last year and these losses were greater than the total RF group, particularly in Spelling.
- o Students with disabilities made gains on four subscales and stayed the same on one. All of these surpassed the results of the total group. Their strongest gain was in Word Analysis.

ITBS Mean Score Gains (Students in Cohort 1 Schools)

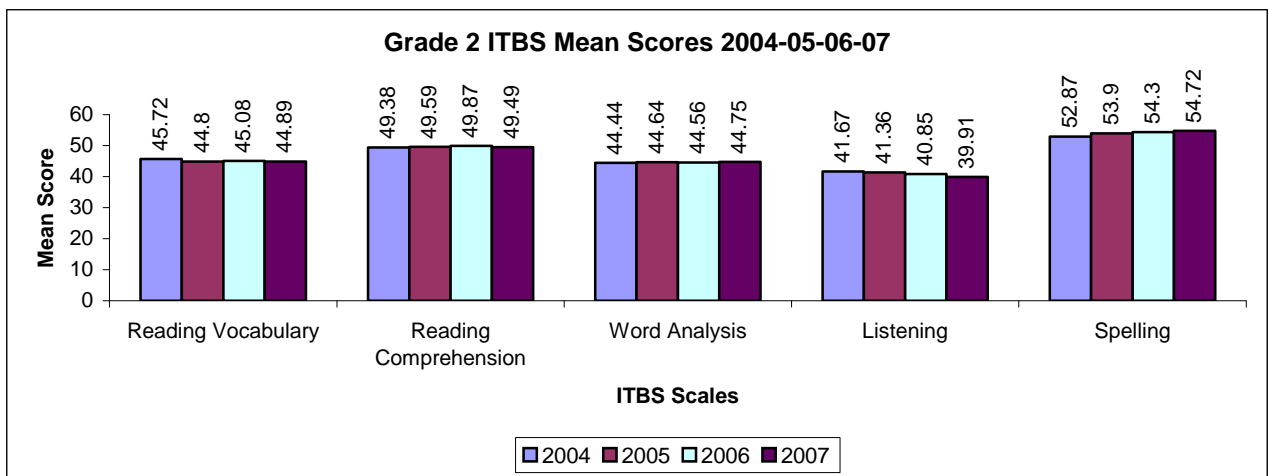
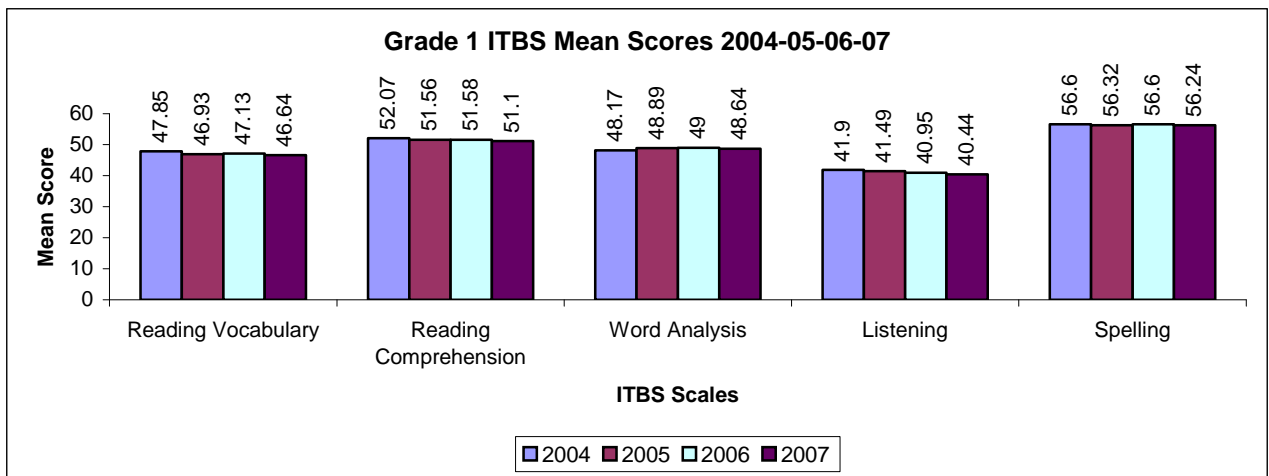
This analysis compares the mean of NCE scores for all students in each grade level for the entire Reading First sample in cohort 1 schools. Mean score differences in NCE means from year one (2005) to year two (2006) to year three (2007) ITBS Reading subscales are reported in the table below. An independent t-test by year was used to evaluate the hypothesis that the difference from 2006 to 2007 was significantly different from zero. A two-year analysis of gains is presented, based on comparison of 2007 results to those of 2006, and a three year analysis is presented based on comparison of 2007 results to 2004 (baseline) scores prior to the start of Reading First. This provides information about the difference in performance of students within each grade level after three years of Reading First. (Positive gains have been highlighted for easier identification).

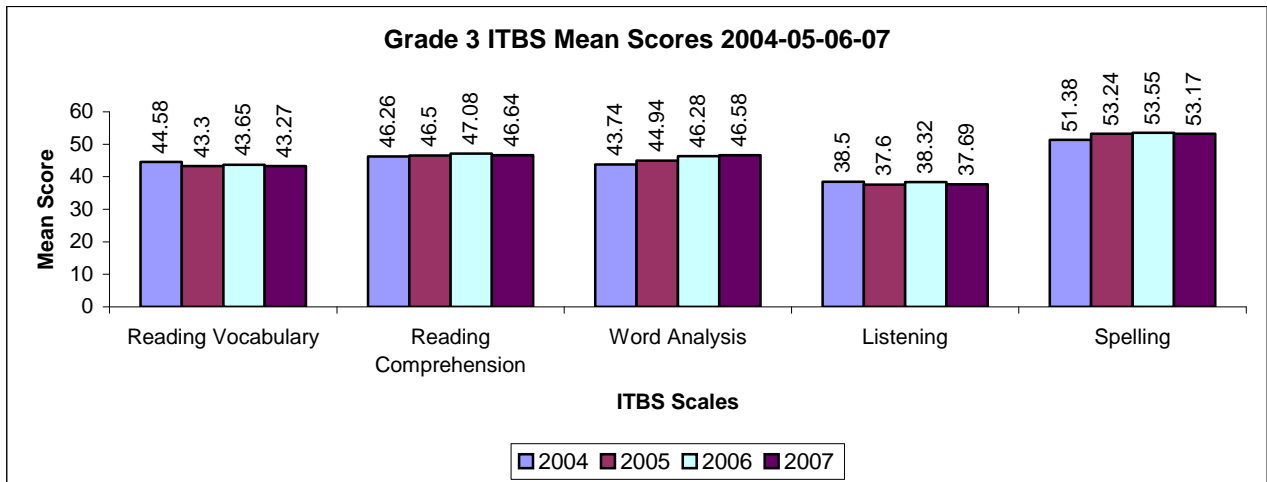
**ITBS Mean Scores and Differences by Grade and Year
(all RF students at Cohort 1 schools each year)**

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
<u>Grade 1</u>					
	Mean	Mean	Mean	Mean	Mean
2004	47.85	52.07	48.17	41.90	56.60
2005	46.93	51.56	48.89	41.49	56.32
2006	47.13	51.58	49.00	40.95	56.60
2007	46.64	51.10	48.64	40.44	56.24
Change 06→07	-0.49	-0.48	-0.36	-0.51	-0.36
Change 05→07	-0.29	-0.46	-0.25	-1.05	-0.08
Change 04→07	-1.21*	-0.97*	+0.47	-1.46*	-0.36
<u>Grade 2</u>					
	Mean	Mean	Mean	Mean	Mean
2004	45.72	49.38	44.44	41.67	52.87
2005	44.80	49.59	44.64	41.36	53.90
2006	45.08	49.87	44.56	40.85	54.30
2007	44.89	49.49	44.75	39.91	54.72
Change 06→07	-0.19	-0.38	+0.19	-0.94*	+0.42
Change 05→07	+0.09	-0.10	+0.11	-1.45*	+0.82*
Change 04→07	-0.83*	+0.11	+0.31	-1.76*	+1.85*

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 3	Mean	Mean	Mean	Mean	Mean
2004	44.58	46.26	43.74	38.50	51.38
2005	43.30	46.50	44.94	37.60	53.24
2006	43.65	47.08	46.28	38.32	53.55
2007	43.27	46.64	46.58	37.69	53.17
Change 06→07	-0.38	-0.44	+0.30	-0.63	-0.38
Change 05→07	-0.03	+0.14	+1.64*	+0.09	-0.07
Change 04→07	-1.31*	+0.38	+2.84*	-0.81*	+1.79*

* = difference is statistically significant at the .05 level





Key findings for First Grade students

- Compared to first graders last year, first grade RF students in 2007 had no gains on any of the ITBS reading subscales. All the losses were small in size (less than one point) and none were statistically significant.
- Two-year differences in mean scores were also negative, with the greatest decline in Listening and the smallest decline in Spelling. Three-year differences were similar; however, there was a gain in the mean score for Word Analysis of half a percent higher than first grade scores prior to RF implementation.
- The highest mean NCE scores are in Spelling, followed by Reading Comprehension, and the lowest are in Listening. There has been little change in this pattern across the three years.
- Overall, the ITBS results for first grade students in schools completing three years of RF are less positive than after the initial or second year of RF. The comparison of 2007 mean NCE scores to baseline scores in 2004 prior to RF still indicate a negative change for all but one subscale.

Key findings for Second Grade students

- Compared to second graders last year, results for second grade RF students in 2007 showed positive gains in mean scores for two of the five ITBS reading subscales. The gains were all less than one point and none were statistically significant.
- Two-year and three-year differences in mean scores were a little more positive, with gains in three of the five measures each year. The largest increase was in Spelling and the largest decrease was in Listening each year.
- The highest mean NCE scores are in Spelling, followed by Reading Comprehension, and the lowest are in Listening. There has been little change in this pattern across the three years.
- Overall, the ITBS results for second grade students in schools completing three years of RF are mixed. Students are scoring higher in three ITBS measures but lower on two others. The comparison of 2007 scores to baseline scores in 2004 prior to RF show increases for three of the five ITBS subscales ranging from .1 to nearly 2%.

Key findings for Third Grade students

- Compared to third graders last year, results for third grade RF students in 2007 showed positive gains in mean scores only in Word Analysis; other comparisons indicated small (less than one percent) declines.

- Two-year and three-year differences in mean scores were a little more positive, with gains in three of the five measures each year. The largest increase was in Word Analysis and the largest decrease was in Vocabulary.
- The highest mean NCE scores are in Spelling, followed by Reading Comprehension, and the lowest are in Listening. There has been little change in this pattern across the three years.
- Overall, the ITBS results for third grade students in schools completing three years of RF are mixed. Students are scoring higher on three ITBS measures (and two of these are statistically significant) but lower on two others. The comparison of 2007 scores to baseline scores in 2004 prior to RF show increases in Spelling, Word Analysis, and Reading Comprehension.

ITBS Mean Score Gains (Cohort Groups) for Cohort 1 Schools

Students in cohort 1 schools were matched by ID from the 2004, 2005, 2006, and 2007 ITBS files supplied by Riverside. This analysis provides information about progress made by the same students from one year to the next, after their third year of Reading First instruction. The chart below shows the cohorts being tracked in this evaluation, and the ITBS information available each year for each cohort.

Reading First Cohort Groups

	2003-04	2004-05	2005-06	2006-07
Kinder	Cohort A --no ITBS --no RF	Cohort D --no ITBS --1 yr RF		
Grade 1	Cohort B-1st -- baseline ITBS -- no RF	Cohort A-1st -- baseline ITBS -- 1 yr RF	Cohort D-1st --baseline ITBS -- 2 yrs RF	
Grade 2	Cohort C-2nd -- baseline ITBS -- no RF	Cohort B-2nd -- ITBS 1 yr gain -- 1 yr RF	Cohort A-2nd -- ITBS 1 yr gain -- 2 yrs RF	Cohort D-2nd -- ITBS 1 yr gain -- 3 yrs RF
Grade 3		Cohort C-3rd -- ITBS 1 yr gain -- 1 yr RF	Cohort B-3rd -- ITBS 1 yr gain -- ITBS 2 yr gain -- 2 yrs RF	Cohort A-3rd --ITBS 1 yr gain --ITBS 2 yr gain -- 3 yrs RF

For Cohort A we have test score gain information from first to second grade (one-year gains, 2005→2006), from second to third grade (one-year gains, 2006→2007, and from first to third grade (two-year gains, 2005→2007) on NCE mean score differences. For Cohort D we can compare test gains from first to second grade (one-year gains, 2006→2007).

Cohort A consists of 1,509 third grade RF students in 53 RF schools who had ITBS scores in 2005, 2006, and 2007. Cohort D consists of 2,527 second grade RF students in 49 RF schools who had ITBS scores in 2006 and 2007. There is no new information on cohorts B and C since they are in fourth and fifth grades this year and their results were reported in earlier RF evaluations.

Results are shown separately for each cohort in the tables below. A dependent groups t-test was used to evaluate the hypothesis that the paired mean differences for each cohort were significantly different from zero.

The table below shows the data from the analysis of differences in NCE mean scores for the students in Cohort A. These are students who were in first grade in 2005, in second grade in 2006, and in third grade in 2007. They have had three years of Reading First.

**NCE mean score change from 2005 to 2007 on ITBS: Cohort A
(third grade students with 3 years of RF) (n = 1,509)**

ITBS Subtest	Mean Score (NCE)	1 year Gain (05→06)	2 year Gain (05→07)
Reading Vocabulary			
2005	45.96		
2006	44.96	-1.0*	
2007	42.28	-2.7*	-3.7*
Reading Comprehension			
2005	52.17		
2006	50.45	-1.7*	
2007	46.17	-4.3*	-6.0*
Word Analysis			
2005	47.90		
2006	45.14	-2.7*	
2007	46.53	+1.7*	-1.5*
Listening			
2005	40.71		
2006	39.70	-0.8	
2007	37.47	-2.2*	-2.9*
Spelling			
2005	57.92		
2006	55.27	-2.6*	
2007	54.03	-1.3*	-3.9*

* = statistically significant at .05 level

Key Findings for Cohort A (third grade students)

- For RF students who were in first grade in 2005, second grade in 2006, and third grade in 2007, **two-year gains** were all in the negative direction. Compared to the group mean for these students in second grade, their third grade means were all lower and the differences in the means were all statistically significant. The largest decline was in Reading Comprehension, and the smallest decline was in Word Analysis compared to two years ago.
- The most recent **one-year gains** for this student cohort (third grade this year compared to second grade last year) were less negative than the comparisons for the previous one-year gains. Students did better in Word Analysis in 2007. However, the greatest decrease was in Reading Comprehension which was more than four percent less than last year.
- Based on these results from ITBS reading tests, after three years of RF the third grade cohort of students in RF schools are doing worse this year than they did last year except in two test areas, and worse than they did two years ago in all areas of the test.

The table below shows the data from the analysis of differences in NCE mean scores for the students in Cohort D. These are students who were in kindergarten in 2005, first grade in 2006, and second grade in 2007. They have had three years of Reading First.

**NCE mean score change from 2006 to 2007: Cohort D
(second grade students with 3 years of RF) (n = 2,527)**

ITBS Subtest		Mean Score (NCE)	1 year Gain (06→07)
Reading Vocabulary	2006	48.92	
	2007	48.23	-2.69*
Reading Comprehension	2006	52.42	
	2007	50.36	-2.06*
Word Analysis	2006	49.90	
	2007	46.58	-3.32*
Listening	2006	42.74	
	2007	42.02	-0.73*
Spelling	2006	57.45	
	2007	55.51	-1.94*

* = statistically significant at .05 level

Key Findings for Cohort D (second grade students)

- o For RF students who were in Kindergarten in 2005, first grade in 2006, and second grade in 2007, mean NCE scores on ITBS after three years of RF were less than the previous year. There were no gains on any subscales, and the differences between 2006 and 2007 mean scores were all statistically significant. The smallest decline was in Listening, and the largest decline was in Word Analysis, compared to previous year scores for these students.
- o These results provide little evidence of student progress after three years of RF as measured by the ITBS reading assessments.

These findings are particularly discouraging since the cohort analysis is a strong measure of the impact of RF on achievement outcomes. By using multiple measures on the same students over two years it controls many extraneous factors that could otherwise affect results.

Recommendation

Because both of these cohorts represent only a portion of the total RF students who started in RF schools three years ago, it is recommended that an additional analysis be conducted to compare the characteristics of these two cohorts to the total kindergarten and first graders in 2004-05 to identify how these cohort students who continued in RF schools may differ from those who did not continue for the three years.

Reading First vs. Non-Reading First Schools

This analysis presents a comparison of Reading First and non-Reading First schools on ITBS third grade reading scores to assess impact of Reading First. The following research questions are addressed:

- *What impact did Reading First have on student achievement in reading as measured by ITBS?*
- *Is student achievement in reading significantly different in schools using Reading First and comparable schools not using Reading First?*

ITBS test scores for Grade 3 Reading First students in 2007 were analyzed along with scores for students in Grade 3 from a comparison group of similar non-RF schools. The analysis was done on three ITBS subscales, as the state ITBS testing program in Grade 3 does not include Listening and Word Analysis subtests. Also, since RF schools test students in the spring and there are only a small number of school systems in the state who administer ITBS in the spring (all others test in the Fall), not all Reading First schools could be matched with a comparison school. A total of 36 of the 97 Reading First schools in Cohort 1 were included in this analysis. Matching was done by using the Georgia School Council Institute's "similar schools – similarity index" to identify similar schools based on student percentages in free and reduced price lunch, limited English proficiency, and ethnic/racial student categories for both Reading First and non-Reading First schools. The scale scores by group and the difference in group means for RF and non-RF comparison schools for each of the ITBS subscales are presented below.

Comparison of third grade ITBS reading scores for matched RF and non-RF Schools in 2007: Cohort 1 Schools

ITBS Reading				
Subscale	Group	N	Mean	Std. Dev.
Reading Vocabulary	Reading First	36	175.0	5.7
	Comparison	36	176.4	5.8
	Difference: RF – non-RF		-1.4	
Reading Comprehension	Reading First	36	180.7	6.7
	Comparison	36	181.6	5.1
	Difference: RF – non-RF		-0.9	
Spelling	Reading First	36	187.9	3.6
	Comparison	36	188.4	4.8
	Difference: RF – non-RF		-0.5	

* statistically significant at the .05 level

Key findings for Cohort 1 RF vs. non-RF schools

- o It should be noted that these analyses are based on the 36 of 97 (37%) RF schools that could be matched.
- o Reading First students scored lower on Reading Vocabulary, Reading Comprehension and Spelling than third graders in comparison schools.
- o Differences in means for the two groups were small, ranging from .5 to 1.4 percent, and were not statistically significant.

PPVT Test Data Analysis

Comparison of Reading First students' PPVT scores at beginning and end of school year to identify outcomes for vocabulary

- *What progress in oral vocabulary did kindergarten Reading First students make from the beginning to the end of the school year as measured by the PPVT?*

The Peabody Picture Vocabulary Test (PPVT) was administered by Reading First teachers to kindergarten students at the beginning of the school year and again at the end of the school year. Test data was compiled by teachers or literacy coaches at each school, using a template prepared by UGA, and forwarded directly to the external evaluators for analysis. The PPVT data were analyzed by comparing the group difference between means of NCE scores at the beginning of the year (fall 2006) and means of NCE scores at the end of the year (spring 2007) in order to identify the gain scores. The Normal Curve Equivalent score (NCE) is a type of norm referenced score represented on a scale of 1 – 99 with a mean of 50 and a standard deviation of 21.06. This scale coincides with a percentile rank scale at 1, 50, and 99. Unlike percentile rank scores, the interval between scores is equal. This means that you can average NCE scores to compare groups of students or schools.

The differences in the pre and post NCE scores were analyzed using a dependent t-test at the 0.05 level of significance. Since we needed both pre and post NCE scores for the dependent t-test, only scores of 6,980 students in the paired sample who had both fall and spring NCE scores were analyzed for cohort 1 schools in 2006-07.

For cohort 1 schools, the mean of NCE scores at the beginning of year three was 35.3 with standard deviation of 20.8 and the mean of NCE scores at the end of year three was 41.4 with standard deviation of 18.9. The mean of differences between NCE scores from fall 2006 to spring 2007 testing was 6.1 and this difference was statistically significant at the 0.05 level. Based on this result, we can conclude that NCE scores increased significantly from the beginning of year to end of year for the kindergarten group as a whole in cohort 1 schools.

Compared to kindergarten student increases on the PPVT for cohort 1 Reading First schools last year (2005-06), which was a mean difference gain of 4.7 NCE points, the 2006-07 increase exceeds the progress made last year in oral vocabulary by RF kindergarten students by 1.4 NCE points.

Cohort 1 school gains on PPVT over three years

Year	Mean NCE Score - Fall	Std Dev	Mean NCE score - Spring	Std Dev	Mean difference
2004-05	--	--	--	--	4.4
2005-06	37.2	20.5	41.9	18.8	4.7
2006-07	35.3	20.8	41.4	18.9	6.1

In addition, the following analysis identifies the percent of RF kindergarten students in Cohort 1 who showed an increase from fall 2006 to spring 2007 on the PPVT, based on individual student percentile scores for each testing period.

- Total number of RF Cohort1 students with both fall and spring PPVT scores: 6,980
- Total number and percent of students whose PPVT scores increased from fall 2006 to spring 2007 from RF Cohort1 schools: 4,328 which is 62%

CRCT Confirmatory Test Data Analysis

Comparison of Reading First and a sample of non-Reading First schools on CRCT as confirmatory evidence of Reading First impact

- *Does the CRCT provide confirmatory evidence of the impact of Reading First on student achievement in reading?*
- *Is student achievement in reading as measured by the CRCT significantly different in schools using Reading First and those not using Reading First?*

This analysis presets gains on the CRCT from the second year to the third year and from the first year to the third year of Reading First in cohort 1 schools. RF school results on the CRCT Reading test in grades 1, 2, and 3 are compared with a sample of similar non-RF schools matched on demographic variables of economic disadvantage, language, and racial/ethnic composition and with state results for CRCT by grade level.

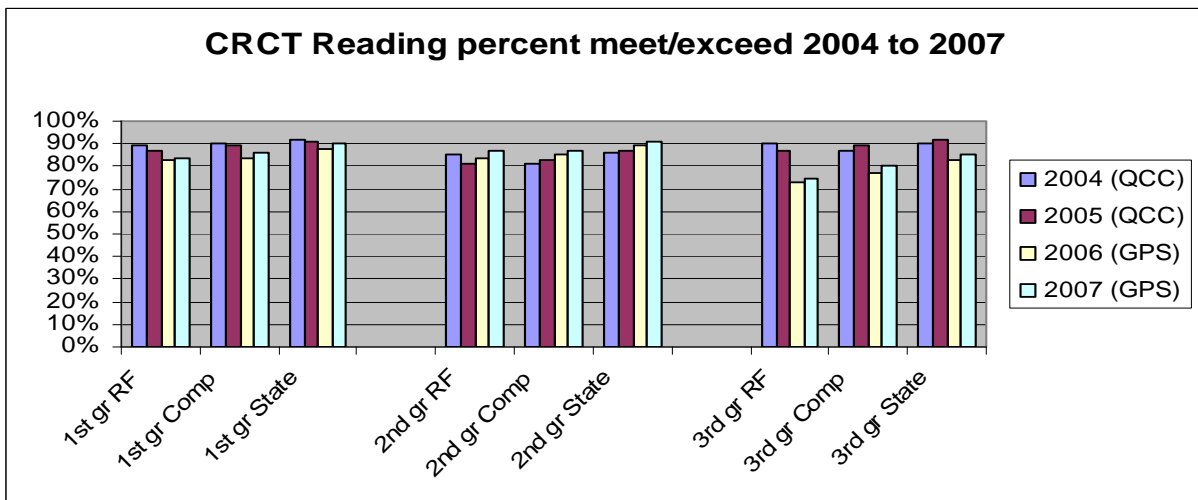
Comparison of Reading First and non-Reading First Schools on CRCT

Test results for CRCT Reading in first, second, and third grades were analyzed for Reading First schools as a group and for a comparison group of non-Reading First schools as a group. Schools were matched using the Georgia School Council's online Similar Schools Report that matches schools with similar demographic information. The percentage of students in RF schools meeting or exceeding the state standard for Reading on CRCT in 2004 (baseline), 2005, 2006 and 2007 were compared to results for the non-RF comparison schools and for the state as a whole. This analysis identifies the one-year gains in pass rates (% meeting or exceeding state standards) from 2006 to 2007, two-year gains from 2005 to 2007, and three-year gains from 2004 to 2007 between RF schools and non-RF schools and the state as a whole. The tables below summarize the results of this comparative analysis.

Caution: These results should be interpreted cautiously since there was a change in the state curriculum for reading in 2005-06 from QCC to GPS, with a corresponding change in the criterion-referenced test that same year to reflect the higher standards for reading in Georgia. Therefore, comparison of test score gains across the past four years of CRCT data is of limited utility because of the change in testing standards for different years. The one-year change from 2006 to 2007 is based on the same (GPS) test, but this is not the case for two and three-year comparisons in the table below. Information for all four years of CRCT performance results are provided but should be interpreted cautiously except for the one year gains in reading scores from 2006 to 2007 which are based on comparable tests.

**CRCT Reading Gains: Percent Students Met/Exceeded Standard
-- RF Schools vs. Comparison Schools vs. State Average,
2004 to 2007**

	2004 (QCC)	2005 (QCC)	2006 (GPS)	2007 (GPS)	1 year Gains 06→07 (GPS→GPS)	2 year Gains 05→07 (QCC→GPS)	3 year Gains 04→07 (QCC→GPS)
First Grade							
RF	89%	87%	83%	84%	+1%	-3%	-5%
Non-RF	90%	89%	84%	86%	+2%	-3%	-4%
State	92%	91%	88%	90%	+2%	-1%	-2%
Second Grade							
RF	85%	81%	84%	87%	+3%	+6%	+2%
Non-RF	81%	83%	85%	87%	+2%	+4%	+6%
State	86%	87%	89%	91%	+2%	+4%	+5%
Third Grade							
RF	90%	87%	73%	75%	+2%	-12%	-15%
Non-RF	87%	89%	77%	80%	+3%	-9%	-7%
State	90%	92%	83%	85%	+2%	-7%	-5%



Key findings for First Grade Students on CRCT Reading

- The percentage of first grade students in RF schools who met or exceeded standards on the CRCT reading test increased by one percent from last year to this year. This gain was less than the increase for comparison schools and for the state in CRCT reading.
- Two and three year results on CRCT for first grade students were less positive, with a loss of three to five percentage points over these years. However, because of the change in the CRCT reading test and state standards in reading (QCC to GPS) in

spring 2006, these comparisons are not as reliable as the one year gain from 2006 to 2007.

- In 2007 the average percent of RF students meeting CRCT reading standards was six percent lower than the state average.

Key findings for Second Grade Students on CRCT Reading

- The percentage of second grade students in RF schools who met or exceeded standards on the CRCT reading test increased by three percent from last year to this year. This was the strongest gain across all of the grade levels. As a group, gains for second grade students in RF schools surpassed their comparison schools and the state gains by one percent.
- Two and three year results for CRCT reading were also strongly positive for second grade RF schools as well as their comparisons and the state average, despite the changes in tests and standards.
- In 2007 the average percent of RF students meeting CRCT reading standards was four percent lower than the state average.

Key findings for Third Grade Students on CRCT Reading

- The percentage of third grade students in RF schools who met or exceeded standards on the CRCT reading test increased by two percent from last year to this year. This gain was the same as the state average in CRCT reading, but less than the increase for comparison schools.
- Two and three year results on CRCT for third grade students were much less positive, with a loss of twelve to fifteen percentage points over these years. Decreases for comparison schools and the state average were less than those for RF schools in these comparisons of the data. As noted previously, changes in the CRCT reading test and state standards in reading (QCC to GPS) in spring 2006 make these comparisons less reliable than the one year gain from 2006 to 2007.
- In 2007 the average percent of RF students meeting CRCT reading standards was four percent lower than the state average.

The table below shows the number of schools in Cohort 1 that increased or decreased the percent of their students meeting/exceeding state standards in CRCT reading at each grade level from 2006 to 2007.

Grade	# Schools with Increase	Range	# Schools with Decrease	Range
Grade 1	57 schools	0.3% to 16.5%	32 schools	0.2% to 18.1%
Grade 2	65 schools	0.1% to 29.7%	24 schools	0.4% to 19.0%
Grade 3	46 schools	0.6% to 23.1%	45 schools	1.0% to 19.3%

IMPACT AND PROGRESS RESULTS: Cohort 2 Schools

This section of the report addresses the following overall evaluation question:

What impact did Reading First have on student achievement in reading as measured by DIBELS, ITBS, PPVT, and CRCT and how do results compare to Reading First year one and two results for progress and impact?

The results of analyses of student test results on each of the reading achievement measures will be presented by source of data as follows:

- F) DIBELS Test Data Analysis
- G) ITBS Test Data Analysis
- H) PPVT Test Data Analysis
- I) CRCT Confirmatory Test Data Analysis
- J) Outcomes Summary

For each of these data sources, the results of analyses which address the evaluation questions for impact of RF will be presented in narrative and graphic format. Results are presented separately for the two cohort groups of schools.

DIBELS Test Data Analysis

Comparison of Reading First students' DIBELS reading scores at beginning, mid-year, and end of school year to identify progress

- *What progress in reading did Reading First students make from the beginning to the end of the school year as measured by DIBELS?*
- *How do differences in improvement within each year vary for each grade level and for each reading measure?*
- *Has the percent of students meeting the benchmark goal for each DIBELS measure improved in Reading First schools from the beginning to the end of the school year?*

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. The measures were developed for the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and fluency with the code. The results can be used to evaluate individual student development in reading classes as well as provide grade-level feedback on student progress during the school year.

Georgia Reading First used the following five DIBELS measures to assess student progress in reading fluency from the beginning to the end of each school year:

- ISF: Initial Sounds Fluency
- LNF: Letter Naming Fluency

- PSF: Phoneme Segmentation Fluency
- NWF: Nonsense Word Fluency
- ORF: Oral Reading Fluency

The DIBELS was administered by Reading First teachers three times during the school year: at the beginning of the school term (August/September), in the middle of the school year (January/February), and at the end of the school year (May). Reading First teachers use hand held data entry devices (palm pilot) to record and submit test data for each student. Wireless Generation provided the results of the testing to the Georgia Department of Education who provided this data to the external evaluators at the University of Georgia.

The following chart illustrates which DIBELS measures were administered to each grade level during each testing period.

	Beginning	Mid-Year	End-of-Year
Kindergarten	ISF, LNF	ISF, LNF, PSF, NWF	LNF, PSF, NWF
First Grade	LNF, PSF, NWF	PSF, NWF, ORF	PSF, NWF, ORF
Second Grade	NWF, ORF	ORF	ORF
Third Grade	ORF	ORF	ORF

Within-Year Progress Results for each DIBELS Measure

Student scores on each DIBELS measure are interpreted in terms of the benchmark goals established by the test developer for each testing period and each grade level. Based on their raw scores (number of correct words/sounds/letters per minute), students are classified into three categories: High Risk or Deficit, Some Risk or Emerging, and Low Risk or Established. Results for Georgia Reading First will be presented by using these three categories of student fluency levels for each measure. The analysis summarizes the percent of all Reading First students who scored at each fluency level during each testing period. Progress is assessed by identifying changes in the percent of students moving from the "high risk" to the "low risk" fluency levels. A positive finding would be fewer students in the high risk and more students in the low risk categories by the end of the school year.

Following are the statewide results of Georgia Reading First students in cohort 2 schools on each of the five DIBELS measures during the first year of RF implementation.

DIBELS Initial Sounds Fluency (ISF)

Change from beginning to end of year, 2006-07

INITIAL SOUNDS FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
KINDERGARTEN			
Beginning Kindergarten (n=3,376)	53.0%	22.6%	24.4%
Middle of Kindergarten (n=3,550)	49.6%	39.7%	10.7%
Change in % 2006-07	-3.4	+17.1	-13.7

Key findings for Initial Sounds Fluency:

- Results for kindergarten students on this measure were mixed.
- The percent of kindergarten students in the low risk category decreased from the beginning to the middle of the school year, which is a negative finding.
- However, the percentage of students in the high risk category at mid-year was much lower than at the beginning, indicating positive progress. These students appear to be in the some risk/emerging category which increased by 17%.

DIBELS Letter Naming Fluency (LNF)

Change from beginning to end of year, 2006-07

LETTER NAMING FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<u>KINDERGARTEN</u>			
Beginning Kindergarten (n=3,369)	55.3%	18.1%	26.6%
Middle of Kindergarten (n=3,546)	74.2%	14.4%	11.4%
End of Kindergarten (n=3,524)	66.1%	19.1%	14.8%
<i>Change in % 2006-07</i>	<i>+ 10.8</i>	<i>+ 10.0</i>	<i>- 11.8</i>
<u>FIRST GRADE</u>			
Beginning 1 st Grade (n=3,451)	56.0%	26.5%	17.5%

Key findings for Letter Naming Fluency:

- Kindergarten students made strong progress from the beginning to the end of the year on this measure.
- The percentage of kindergarten students in the low risk category by the end of the year was 10% greater than the beginning of the year; likewise the percent of students in the high risk category decreased by 12%.

DIBELS Phoneme Segmentation Fluency (PSF)

Change from beginning to end of year, 2006-07

PHONEME SEGMENTATION FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
<u>KINDERGARTEN</u>			
Middle of Kindergarten (n=3,508)	51.4%	24.7%	23.9%
End of Kindergarten (n=3,521)	70.6%	20.6%	8.8%
<i>Change in % 2006-07</i>	<i>+ 19.2</i>	<i>- 4.1</i>	<i>- 15.1</i>

PHONEME SEGMENTATION FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
FIRST GRADE			
Beginning 1 st Grade (n=3,446)	24.8%	55.1%	20.1%
Middle of 1 st Grade (n=3,403)	67.4%	28.6%	4.0%
End of 1 st Grade (n=3,366)	80.1%	17.8%	2.1%
Change in % 2006-07	+55.3	-37.3	-18.0

Key findings for Phoneme Segmentation Fluency:

- **Kindergarten** students made strong progress on this measure.
- The percentage of kindergarten students in the low risk/established category was 19% higher in mid year than at the beginning of the year; likewise, the percentage of students in the high risk/deficit category decreased by 15%. Both of these are very positive findings.
- **First grade** students made outstanding progress on phoneme segmentation fluency in the first year of Reading First.
- The percentage of first grade students in the low risk category increased by an impressive 55% from the beginning to the end of the school year, and the percent of students in the high risk category decreased by 18%.
- Only two percent of all students are still in the high risk/deficit category for PSF at the end of year one of Reading First, and 80% are already in the low risk/established category for this measure.

DIBELS Nonsense Word Fluency (NWF)

Change from beginning to end of year, 2006-07

NONSENSE WORD FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
KINDERGARTEN			
Middle of Kindergarten (n=3,522)	69.7%	14.3%	16.0%
End of Kindergarten (n=3,522)	71.3%	15.4%	13.3%
Change in % 2006-07	+1.6	+1.1	-2.7

NONSENSE WORD FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
FIRST GRADE			
Beginning 1 st Grade (n=3,447)	49.6%	26.6%	23.8%
Middle of 1 st Grade (n=3,413)	50.1%	35.7%	14.2%
End of 1 st Grade (n=3,351)	62.2%	29.1%	8.7%
Change in % 2006-07	+12.6	+2.5	-15.1
SECOND GRADE			
Beginning 2 nd Grade (n=3,242)	35.3%	35.9%	28.8%

Key findings for Nonsense Word Fluency:

- **Kindergarten** students made modest progress on this measure
- The percentage of kindergarten students in the low risk/established category increased two percent from the middle to the end of the year, and the percentage in the high risk/deficit category decreased by three percent.
- **First grade** students made better progress on this measure than kindergarten students.
- The percentage of first grade students in the low risk category increased by 13% from the beginning to the end of the school year, and students in the high risk category decreased by 15%, both very positive indicators.
- Only nine percent of all students are still in the high risk/deficit category for NWF by the end of the first year of Reading First in these schools.

Oral Reading Fluency (ORF)

Change from beginning to end of year, 2006-07 and comparison to previous years

ORAL READING FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
FIRST GRADE			
Middle of 1 st Grade (n=3,408)	65.1%	24.4%	10.6%
End of 1 st Grade (n=3,366)	59.8%	24.1%	16.1%
Change in % 2006-07	-5.3	-0.3	+5.5
SECOND GRADE			
Beginning 2 nd Grade (n=3,238)	47.1%	27.6%	25.3%
Middle of 2 nd Grade (n=3,227)	57.0%	17.2%	25.7%
End of 2 nd Grade (n=3,222)	45.1%	22.7%	32.2%

ORAL READING FLUENCY	Low Risk (Established)	Some Risk (Emerging)	High Risk (Deficit)
THIRD GRADE			
Beginning 3 rd Grade (n=3,262)	36.9%	29.5%	33.6%
Middle of 3 rd Grade (n=3,235)	43.1%	26.4%	30.5%
End of 3 rd Grade (n=3,224)	38.6%	34.7%	26.6%
Change in % 2006-07	+1.7	+5.2	-7.0

Key findings for Oral Reading Fluency:

- **First grade** students did not show any progress on this measure; changes were in a negative direction for Oral Reading Fluency.
- The percentage of first grade students in the low risk/established category decreased by 52% from the middle to the end of the school year, and the percentage in high risk increased by 5%, both of which are negative findings for this measure. Increased attention in this area of reading is advised for first grade students.
- **Second grade** students also did not show any progress on this measure; changes were in a negative direction.
- The percentage of second grade students in the low risk/established category decreased by two percent from the beginning to the end of the school year, and the percent in the high risk/deficit category increased by 7% by the end of the year, both of which are negative findings for this measure. Increased attention in this area of reading is advised for second grade students.
- **Third grade** students made modest progress on this measure
- The percentage of third grade students in the low risk/established category increased by two percent from the beginning to the end of the school year, and those in the high risk/deficit category decreased by seven percent. These are both positive indicators of growth in Oral Reading Fluency for third grade students in the first year of Reading First.

End-of-Year Benchmark DIBELS Results by Grade Level

The charts below summarize the results of DIBELS testing for each grade level of Reading First students in cohort 2 RF schools. This analysis identifies the percent of students in each grade level for cohort 2 RF schools who have achieved the benchmark goals for each DIBELS measure by the end of the school year in their first year of Reading First implementation (2006-07).

KINDERGARTEN – DIBELS Benchmark Goal Achievement 2006-07
(% of students meeting benchmark)

DIBELS Measure	Beginning of Year	Middle of Year	End of Year
Initial Sounds Fluency	53%	50%	<i>No measures apply</i>
Letter Naming Fluency	55%	74%	66%
Phoneme Segmentation Fluency	<i>No measures apply</i>	51%	71%
Nonsense Word Fluency	<i>No measures apply</i>	70%	71%

Key findings for Kindergarten students:

- By year end, the percentage of kindergarten students who had achieved the benchmark goal for fluency in both phoneme segmentation and in nonsense words had increased and was at 71%. This percentage was slightly less for LNF. The greatest increase was in PSF and the smallest was in NWF.
- For three DIBELS measures in kindergarten, the percentage of students meeting benchmarks increased from initial measures to the end of the school year. However, there was a negative result for Initial Sounds Fluency where the percentage of students meeting the benchmark declined.
-

FIRST GRADE – DIBELS Benchmark Goal Achievement 2006-07
(% of students meeting benchmark)

DIBELS Measure	Beginning of Year	Middle of Year	End of Year
Letter Naming Fluency	56%	<i>No measures apply</i>	
Phoneme Segmentation Fluency	25%	67%	80%
Nonsense Word Fluency	50%	50%	62%
Oral Reading Fluency	<i>No measures apply</i>	65%	60%

Key findings for First Grade students:

- By the end of the first year of RF, the percentage of first grade students who had achieved the benchmark goal for fluency in phoneme segmentation and nonsense words had increased. The results were most striking for PSF, where both the amount of increase and the percent meeting end-of-year benchmark greatly exceeded the other measures.
- First grade students demonstrated negative progress on the Oral Reading Fluency measure, contrasting with other measures for this grade which were all positive.
- The percentage of students who achieved end-of-year benchmark goals for two measures was in the low sixties. For PSF, this percentage was 80%, a strong outcome for the first year of RF.

SECOND GRADE – DIBELS Benchmark Goal Achievement 2006-07
(% of students meeting benchmark)

DIBELS Measure	Beginning of Year	Middle of Year	End of Year
Oral Reading Fluency	47%	57%	45%
Nonsense Word Fluency	35%	<i>No measures apply</i>	<i>No measures apply</i>

Key findings for Second Grade students:

- In the first year of RF, only 45% of second grade students met the goals for oral reading by the end of the year, and this is a decline in the percent who met benchmarks for this measure at the beginning of the school year.

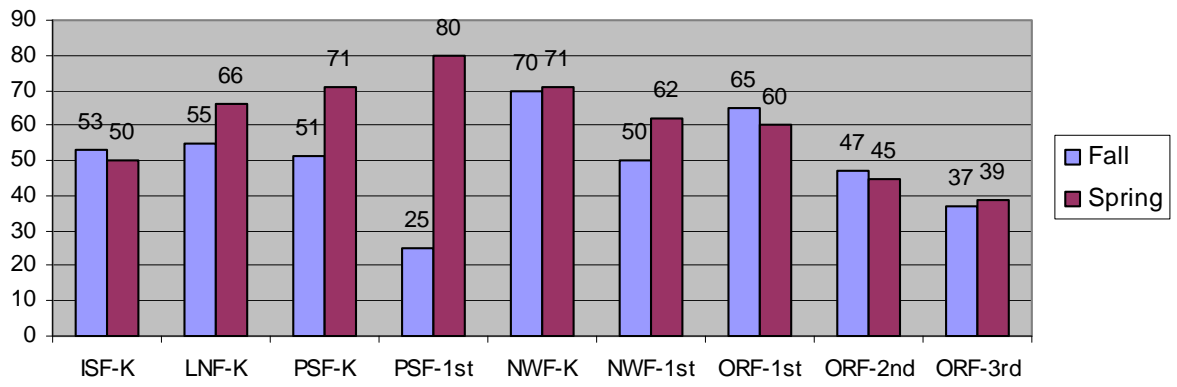
THIRD GRADE – DIBELS Benchmark Goal Achievement 2006-07
(% of students meeting benchmark)

DIBELS Measure	Beginning of Year	Middle of Year	End of Year
Oral Reading Fluency	37%	43%	39%

Key findings for Third Grade students:

- In the first year of RF, only 39% of third grade students met the goals for oral reading by the end of the year. This is a small increase in the percent who met benchmarks for this measure at the beginning of the school year.

Percent of Students Meeting Benchmarks Fall and Spring



ITBS Test Data Analysis

This analysis compares Reading First students' ITBS reading scores in current and prior school years to assess the impact of Reading First. Two types of analyses are conducted (percent reading at grade level and mean score gains) using both school grade levels and student cohorts across three years. The following research questions are addressed:

- Has the **percent** of students reading **at/above grade level** improved in Reading First schools compared to students in the same grade the previous year (school grade changes)?
- Has the **percent** of students reading **at/above grade level** improved in Reading First schools compared to the performance of these same students in the previous year (student cohort)?
- Is there an improvement in ITBS **mean scores** for students in Reading First schools compared to same grade the previous year?
- Is there an improvement in ITBS **mean scores** for students in Reading First schools compared to same students in the previous year?

Cohort 2 Reading First schools administered the ITBS Reading subscale tests to all students in grades one through three in the spring of 2006, prior to beginning to implement Reading First. This provided a baseline measure or pre-test data which could be compared to subsequent ITBS test data at the end of each year of Reading First implementation to assess impact on student achievement in reading. The ITBS Reading subscale tests were administered again in Spring 2007 at the end of the first year of RF. These data, provided to the external evaluators by Riverside through GADOE, were used for the analyses in this section of the report.

ITBS scores for all grade levels are placed on a common scale, producing what Riverside Publishing Company calls a "developmental standard score." Developmental standard scores are comparable from year to year, and the expected score (that is, the score at the 50th percentile) increases from one grade to the next. The developmental standard score for grades 1, 2, and 3 are shown in Table 1. This table also shows the range of standard scores that the publisher considers as representing "grade level" performance. The *Iowa Tests Interpretive Guide for Teachers and Counselors, Forms A and B, Levels 5-8*, from which the information in this table was taken, suggests that scores between the 25th and 75th percentiles could be considered as being "at grade level." The grade level range of standard scores is included in the table below. The 50th percentile is the midpoint of this range; therefore it is being used in the analysis of the ITBS results for this report.

Grade	DSS @ 50 th Percentile	DSS "At Grade Level" Range
1	150	142-161
2	168	156-182
3	185	170-204

It is possible to look at ITBS scores in two ways. The first is to compare last year's students at a given grade to this year's students at the same grade. The second approach is to compare last year's students at a given grade to the same students this year at the next grade; that is, last year's second graders to this year's third graders. Both types of analyses are presented below. We call the first approach a grade analysis. We call the second approach a cohort analysis. In both cases, scores are reported for the following ITBS sub-tests which are the outcomes measures for RF in Georgia:

- Reading Vocabulary (RV)
- Reading Comprehension (RC)
- Word Analysis (WA)
- Listening (L)
- Spelling (S)

Percent of Students Reading at Grade Level

This analysis shows the percentage of students in cohort 2 schools at a given grade who scored at or above the 50th percentile in 2006 (baseline before Reading First was implemented) and the percentage of students at the same grade level who scored at or above the 50th percentile in 2007, by sub-test. The analysis includes all students in each grade level each year for whom scores were available (not a cohort of the same students). Therefore, some of the results may be due to the different students within grades each year of the comparison, not all of whom have had a full year of Reading First. The cohort analysis will address this limitation. The numbers of students in each grade with test scores for each subtest varies across tests, grades, and years. Details can be found in the appendix to this report. The table below provides one year gains, i.e., changes in percent of students at/above the 50th percentile from 2006 (prior to RF) to 2007 (first year of RF).

**ITBS Grade Level Analysis (all RF students each year)
Percent of students scoring at or above 50th percentile**

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
<u>Grade 1</u>					
2006 (pre-RF)	40.9%	54.2%	46.4%	34.0%	62.5%
2007 (1 yr RF)	34.1%	50.7%	44.3%	29.4%	60.0%
1 yr change 06→ 07	-6.8%	-3.5%	-2.1%	-4.6%	-2.5%
<u>Grade 2</u>					
2006 (pre-RF)	31.5%	45.0%	28.3%	31.4%	53.2%
2007 (1 yr RF)	30.1%	42.0%	29.3%	28.7%	53.1%
1 yr change 06→ 07	-1.4%	-3.0%	1.0%	-2.7%	-0.1%
<u>Grade 3</u>					
2006 (pre-RF)	28.6%	38.8%	36.3%	27.4%	53.9%
2007 (1 yr RF)	26.5%	38.9%	34.7%	25.5%	56.6%
1 yr change 06→ 07	-2.1%	0.1%	-1.6%	-1.9%	2.7%

Key findings

- With only three exceptions, students in Cohort 2 RF schools did worse on the ITBS reading measures in 2007 after one year of RF than in 2006 prior to RF.
- First grade students declined in the percent of students scoring at or above the 50th percentile on all ITBS measures; largest decrease was in Vocabulary and the smallest decrease was in Word Analysis.
- Second grade students declined in the percent at or above the 50th percentile on all ITBS measures except Word Analysis which increased by one percent; largest decrease was in Reading Comprehension and smallest decrease was in Spelling

- Third grade students declined in the percent at or above the 50th percentile on three ITBS measures and increased on two measures (Spelling and Comprehension); largest increase was in Spelling and largest decline was in Vocabulary. On most of the ITBS measures, third grade students did better than the other two grades.

ITBS Grade Level Analysis (all RF students each year)
Percent of students scoring at or above 40th percentile

	Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
<u>Grade 1</u>					
2006 (pre-RF)	51.0%	61.1%	57.4%	42.9%	66.3%
2007 (1 yr RF)	44.1%	57.4%	54.5%	38.6%	63.9%
1 yr change 06→07	-6.9%	-3.7%	-2.9%	-4.3%	-2.4%
<u>Grade 2</u>					
2006 (pre-RF)	41.0%	56.8%	45.6%	39.1%	59.5%
2007 (1 yr RF)	39.4%	54.5%	47.9%	36.2%	61.4%
1 yr change 06→07	-1.6%	-2.3%	-2.3%	-2.9%	1.9%
<u>Grade 3</u>					
2006 (pre-RF)	41.5%	49.7%	46.9%	34.0%	63.7%
2007 (1 yr RF)	41.6%	50.1%	45.8%	32.6%	66.7%
1 yr change 06→07	0.1%	0.4%	-1.1%	-1.4%	3.0%

Key findings

- Using a standard of 40th percentile to define grade level, the overall pattern of results was similar to the higher standard. First grade still had one-year declines on all ITBS reading measures, second grade had declines on all but one measure (Spelling), and third grade again did the best with small gains on two measures (Vocabulary and Comprehension), a large gain in Spelling, and small declines on two other measures.
- The largest declines in first grade were in Vocabulary and the smallest in Spelling; the largest declines in second grade were in Listening and the smallest in Vocabulary.

Cohort Analysis: Percent of Students Reading at Grade Level

This analysis compares the performance of two cohorts of RF students in the second RF cohort schools. Students were matched by ID across the 2006 and 2007 ITBS datasets. Only students who had scores at the proper grade level for both years were included in the analysis.

Cohort A consists of students who were in first grade 2005-06 (baseline measure) and in second grade 2006-07 (one year of RF). For this cohort there were 1,025 second grade students from 29 RF schools who had ITBS scores in both 2006 and 2007.

Cohort B consists of students who were in second grade 2005-06 (baseline measure) and in third grade 2006-07 (one year of RF). For this cohort there were 1,066 third grade students from 24 RF schools who had ITBS scores in both 2006 and 2007.

A student was considered to be at grade level if their percentile rank for a given measure was at or above either the 40th or the 50th percentile. The tables below show the percentages of students at grade level by year, using both the 40th and 50th percentile standard, for each of the ITBS subscales in the Reading First assessment. Results are for the two student cohorts who have received one full year of RF, for whom ITBS test information was available both years.

**Percent of RF cohort students scoring at or above grade level
(50th percentile) on ITBS Reading**

Cohort A- First to Second Grade (n = 1,025)		
ITBS Subtest	% at/above 50th percentile	1 year Gains (06→07)
Reading Vocabulary		
2006	38.2%	
2007	30.1%	-8.1%
Reading Comprehension		
2006	52.3%	
2007	42.2%	-10.1%
Word Analysis		
2006	42.1%	
2007	32.0%	-10.1%
Listening		
2006	30.5%	
2007	28.9%	-1.6%
Spelling		
2006	58.6%	
2007	53.7%	-4.9%

**Percent of RF cohort students scoring at or above grade level
(50th percentile) on ITBS Reading**

Cohort B- Second to Third Grade (n = 1,066)

ITBS Subtest		% at/above 50th percentile	1 year Gains (06→07)
Reading Vocabulary	2006	30.8%	
	2007	26.5%	-4.3%
Reading Comprehension	2006	43.8%	
	2007	39.4%	-4.4%
Word Analysis	2006	28.7%	
	2007	35.8%	7.1%
Listening	2006	29.1%	
	2007	27.4%	-1.7%
Spelling	2006	51.3%	
	2007	54.4%	3.1%

**Percent of RF cohort students scoring at or above grade level
(40th percentile) on ITBS Reading**

Cohort A- First to Second Grade (n = 1,025)

ITBS Subtest		% at/above 40th percentile	1 year Gains (06→07)
Reading Vocabulary	2006	47.5%	
	2007	39.9%	-7.6%
Reading Comprehension	2006	59.0%	
	2007	56.5%	-2.5%
Word Analysis	2006	52.8%	
	2007	50.9%	-1.9%

ITBS Subtest		% at/above 40th percentile	1 year Gains (06→07)
Listening	2006	39.1%	
	2007	37.0%	-2.1%
Spelling	2006	62.7%	
	2007	61.1%	-1.6%

Percent of RF cohort students scoring at or above grade level (40th percentile) on ITBS Reading

Cohort B- Second to Third Grade (n = 1,066)

ITBS Subtest		% at/above 40th percentile	1 year Gains (06→07)
Reading Vocabulary	2006	40.2%	
	2007	41.1%	0.9%
Reading Comprehension	2006	54.3%	
	2007	51.1%	-3.2%
Word Analysis	2006	46.1%	
	2007	46.5%	0.4%
Listening	2006	36.6%	
	2007	34.1%	-2.5%
Spelling	2006	57.4%	
	2007	65.7%	8.3%

Key Findings for ITBS Cohort Analysis

- In Cohort A, the percentage of students at or above the 50th percentile declined on all subscales. The smallest decline was for Listening, which also had the lowest pass percentage in both years. There were double digit declines in both Reading Comprehension and Word Analysis. Spelling was the only subscale on which more than half of students scored above grade level (at the 50th percentile criterion) in 2007.

- Cohort A students recorded declines in all five subscales using the 40th percentile as criterion. However, the declines were smaller than when the 50th percentile is used as the criterion. Reading Vocabulary recorded the largest decline; the other subscales saw declines of 2.5 percent or less using the 40th percentile criterion.
- Using the 50th percentile criterion, Cohort B students recorded gains on Word Analysis and Spelling. More than half of students in the cohort scored above the 50th percentile in both 2006 and 2007. The smallest decline was in Listening. The declines in Reading Vocabulary and Reading Comprehension were smaller in Cohort B than in Cohort A.
- Using the 40th percentile criterion, Cohort B students recorded a substantial increase in Spelling; nearly two-thirds performed at or above the 40th percentile in 2007. There were also slight increases in Reading Vocabulary and Word Analysis. Reading Comprehension and Listening declined, but more than half of the students scored at or above the 40th percentile in Reading Comprehension in 2007.

Student Subgroup Comparisons: ITBS Grade Level Change

This analysis compares the performance of subgroups of students with that of all students in cohort 2 RF schools for each grade on ITBS to determine if there are differential impacts when the data is disaggregated by student groups in the first year of RF. The tables below show the percentage of all RF students at a given grade who are reading at grade level, i.e., scored at or above the 50th percentile, on each ITBS subscale in 2007 in comparison to each of the following subgroups: Black, White, Hispanic, Other (Asian, Native American, Multiracial), Students with Disabilities, Limited English Proficiency (LEP), and Economically Disadvantaged. The analysis includes all students in each grade level for whom scores were available.

Changes in Percent of Students at or above the 50th percentile from 2006 to 2007 on ITBS (by Racial/Ethnic Subgroups)

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 1	All RF Students	-6.8%	-3.5%	-2.1%	-4.6%	-2.5%
	White (n=124)	-10.2	-10.8	-3.4	-7.3	-6.8
	Black (n=2259)	-6.7	-5.1	-4.3	-5.7	-3.1
	Hispanic (n=301)	-2.2	9.6	8.0	1.9	2.4
	Other (n=62)	-4.6	-1.2	12.6	9.2	2.1
Grade 2	All RF Students	-1.4%	-3.0%	1.0%	-2.7%	-0.1%
	White (n=398)	-0.5	2.9	2.8	1.5	-3.3
	Black (n=2178)	-0.9	-4.7	0.5	-3.0	-1.9
	Hispanic (n=438)	0.8	-0.9	4.9	-2.7	6.5
	Other (n=124)	-10.5	2.5	-2.8	3.4	10.3
Grade 3	All RF Students	-2.1%	0.1%	-1.6%	-1.9%	2.7%
	White (n=454)	-0.5	-1.5	-1.9	1.8	-2.1
	Black (n=2251)	-1.3	1.1	1.0	-0.9	2.4
	Hispanic (n=418)	1.3	3.3	4.5	6.3	7.4
	Other (n=148)	-9.4	-14.3	-15.3	-4.5	-4.7

Key findings for Racial/Ethnic Subgroups

- Black student decreases on the ITBS were the same or worse than the declines for all RF students in grade one on all subscales. In second grade the results were similar, but Black students declined slightly less than all RF students on Vocabulary. Their greatest decline in second grade was on Comprehension. In third grade this subgroup did slightly better than overall RF students on four of the five measures. They had gains on three of the five ITBS reading measures in grade three.
- Hispanic student one-year changes on the ITBS reading measures varied widely in first grade compared to all RF students. They had very strong gains in Comprehension and Word Analysis, and only declined in Vocabulary. This contrasts with all RF students in first grade who had declines on all measures. In second grade, Hispanic students did the same or better than the total RF group changes on all measures. They had gains in three of the five subscales. In third grade, Hispanic students outperformed the total RF group on all five ITBS reading measures. This subgroup had solid increases on all subscales, with particularly strong one-year gains on Listening and Word analysis.
- Students in the “Other” classification showed considerable variation in their one-year changes on the ITBS. In first grade, this group did better than the total RF students on all five measures, including two with declines less than the total group and three subscales with strong increases where the total group had declines. Largest gains were in Word Analysis. In second grade, the Other student subgroup did worse on two and better on three of the ITBS measures compared to the total RF group. Their greatest decline was in Vocabulary and greatest increase was in Spelling. In third grade, this subgroup’s substantial losses on all subscales contrasted sharply with the more positive results for the total RF group. Greatest declines were in Word Analysis and Comprehension.

Changes in Percent of Students at or above the 50th percentile from 2006 to 2007 on ITBS (by Academic/Economic Subgroups)

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 1	All RF Students	-6.8%	-3.5%	-2.1%	-4.6%	-2.5%
	Disabled(SWD))	-1.2	-4.1	11.0	4.7	7.2
	LEP/ELL	3.9	16.7	18.2	8.6	10.3
	Economic Disadvantage	-10.2	1.4	-10.8	4.3	2.2
Grade 2	All RF Students	-1.4%	-3.0%	1.0%	-2.7%	-0.1%
	Disabled (SWD)	7.5	1.0	5.7	-1.3	8.6
	LEP/ELL	3.1	12.7	17.4	-2.5	15.3
	Economic Disadvantage	9.2	8.8	13.2	-6.3	6.4

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 3	All RF Students	-2.1%	0.1%	-1.6%	-1.9%	2.7%
	Disabled (SWD)	-2.4	0.1	5.4	-0.7	5.7
	LEP/ELL	-1.4	2.3	6.5	4.7	5.4
	Economic Disadvantage	2.2	4.2	12.5	-4.5	-2.3

Key Findings for Economic/Academic Subgroups

- Students with disabilities showed better ITBS changes than all students on four of the five subscales in first grade, all five subscales in second grade, and three in third grade. They showed strong gains in all three grades in Word Analysis and Spelling, and outperformed all students in listening across the three grades as well.
- English Language Learners showed increases in all five ITBS subscales in first grade and in four of the five in both second and third grades. They showed strong gains in all three grades in Reading Comprehension, Word Analysis and Spelling. Compared to the total RF student group, ELL students had much more positive results on all measures and in all three grades.
- Results were mixed for Economically Disadvantaged students. They showed strong gains in Word Analysis in second and third grade, and in Reading Vocabulary and Reading Comprehension in second grade. However, first graders had large declines in Reading Vocabulary and Word Analysis.

ITBS Mean Score Gains

This analysis compares the mean of NCE scores for all students in each grade level for the entire Reading First sample in cohort 2 schools. Mean score differences in NCE means from baseline (prior to RF) to year one ITBS Reading subscales are reported in the table below. An independent t-test by year was used to evaluate the hypothesis that the difference from 2006 to 2007 was significantly different from zero. A one-year analysis of gains is presented, based on comparison of 2007 results to those of 2006. This provides information about the difference in performance of students within each grade level after one year of Reading First. The numbers of students in each grade with test scores for each subtest varies across tests, grades, and years.

ITBS Mean Score Differences by Grade and Year (all RF students at Cohort 2 schools)

		Reading Vocabulary	Reading Comprehension	Word Analysis	Listening	Spelling
Grade 1	Mean	Mean	Mean	Mean	Mean	Mean
	2006	45.7	50.0	46.4	40.1	54.5
	2007	43.0	48.2	45.6	38.3	53.2
	1 yr difference	-2.7*	-1.8*	-0.8	-1.8*	-1.2*

Grade 2		Mean	Mean	Mean	Mean	Mean
	2006	41.7	47.0	40.9	39.0	50.2
	2007	40.9	46.0	41.7	38.0	50.6
	1 yr difference	-0.9	-1.0*	0.9*	-1.0*	0.4
Grade 3		Mean	Mean	Mean	Mean	Mean
	2006	40.1	44.5	43.4	36.5	49.7
	2007	40.2	44.5	43.3	36.0	51.2
	1 yr difference	0.1	0.0	-0.1	-0.5	1.5*

* statistical significance at .05 level

Key findings

- Compared to their baseline scores before RF, **first grade** student average mean scores declined on all measures of the ITBS Reading test in 2007 after one year of RF. Declines were greatest in Vocabulary and least in Word Analysis. The one-year difference in scores was statistically significant on four of the five measures.
- Compared to their baseline scores before RF, **second grade** student average mean scores declined one percent on three ITBS reading measures and increased slightly on two others in 2007 following the first year of RF. The one-year difference in scores was statistically significant on three of the five measures.
- Compared to their baseline scores before RF, **third grade** student average mean scores increased slightly on two ITBS reading measures, stayed the same on one, and declined slightly on two others in 2007 after one year of RF. The largest decline was in Listening and the largest increase was in Spelling, which was the only statistically significant difference in the means. Third grade students did better than either second or first grade students on most of the ITBS measures.

Cohort Analysis: ITBS Mean Score Gains

This analysis compares the performance of two cohorts of RF students in the second RF cohort schools. Students were matched by ID across the 2006 and 2007 ITBS datasets. Only students who had scores at the proper grade level for both years were included in the analysis.

Cohort A consists of students who were in first grade 2005-06 (baseline measure) and in second grade 2006-07 (one year of RF). For this cohort there were 1,025 second grade students from 29 RF schools who had ITBS scores in both 2006 and 2007.

Cohort B consists of students who were in second grade 2005-06 (baseline measure) and in third grade 2006-07 (one year of RF). For this cohort there were 1,066 third grade students from 24 RF schools who had ITBS scores in both 2006 and 2007.

Results of the analysis are for the two student cohorts who have received one full year of RF, for whom ITBS test information was available both years. The table below shows the data from analysis of differences in NCE mean scores for the students in Cohort A. These are students who were in first grade in 2006 and in second grade in 2007. They have had one year of Reading First.

**NCE mean score change from 2006 to 2007 on ITBS:
Cohort A- First to Second Grade**
(n = 1,025)

ITBS Subtest		Mean Score (NCE)	1 year Gain (06→07)
Reading Vocabulary	2006	44.0	
	2007	41.3	-2.7*
Reading Comprehension	2006	49.3	
	2007	46.5	-2.8*
Word Analysis	2006	44.8	
	2007	43.4	-1.4*
Listening	2006	38.2	
	2007	38.2	0.1
Spelling	2006	52.3	
	2007	51.4	-0.9

* = statistically significant at .05 level

Key Findings for Cohort A

- For Cohort A, average scores declined significantly on three of the five ITBS subscales from 2006 to 2007. Scores on Listening and Spelling remained virtually the same.
- Scores on Reading Vocabulary and Reading Comprehension declined nearly three points, which was about twice the decline on Word Analysis.

The table below shows the data from the analysis of differences in NCE mean scores for the students in Cohort B. These are students who were in second grade in 2006 and in third grade in 2007. They have had one year of Reading First.

**NCE mean score change from 2006 to 2007:
Cohort B- Second to Third Grade** (n = 1,066)

ITBS Subtest		Mean Score (NCE)	1 year Gain (06→07)
Reading Vocabulary	2006	41.3	
	2007	40.7	-0.6
Reading Comprehension	2006	46.3	
	2007	45.2	-1.0*
Word Analysis	2006	40.6	

ITBS Subtest		Mean Score (NCE)	1 year Gain (06→07)
Listening	2007	44.2	3.7*
	2006	37.9	
Spelling	2007	36.7	-1.3*
	2006	49.5	
	2007	50.5	1.0*

* = statistically significant at .05 level

Key Findings for Cohort B

- Word Analysis and Spelling scores improved significantly, by 3.7 points and one point, respectively.
- Reading Comprehension and Listening scores declined by about one point, which was statistically significant. Reading Vocabulary scores remained essentially the same.

Reading First vs. Non-Reading First

This analysis presents a comparison of Reading First and non-Reading First schools on ITBS third grade reading scores to assess impact of Reading First. The following research questions are addressed:

- *What impact did Reading First have on student achievement in reading as measured by ITBS?*
- *Is student achievement in reading significantly different in schools using Reading First and comparable schools not using Reading First?*

ITBS test scores for Grade 3 Reading First students in 2007 were analyzed along with scores for students in Grade 3 from a comparison group of similar non-RF schools. The analysis was done on three ITBS subscales, as the state ITBS testing program in Grade 3 does not include Listening and Word Analysis subtests. Also, since RF schools test students in the spring and there are only a small number of school systems in the state who administer ITBS in the spring (all others test in the Fall), not all Reading First schools could be matched with a comparison school. A total of 27 of the 44 Reading First schools in Cohort 2 were included in this analysis. Matching was done by using the Georgia School Council Institute's "similar schools – similarity index" to identify similar schools based on student percentages in free and reduced price lunch, limited English proficiency, and ethnic/racial student categories for both Reading First and non-Reading First schools. The scale scores by group and the difference in group means for RF and non-RF comparison schools for each of the ITBS subscales are presented below.

Comparison of third grade ITBS reading scores for matched RF and non-RF Schools in 2007: Cohort 2 Schools

ITBS Reading Subscale	Group	N	Mean	Std. Dev.
Reading Vocabulary	Reading First	27	173.4	6.1
	Comparison	27	176.9	7.5
	Difference: RF – non-RF		-3.4	
Reading Comprehension	Reading First	27	179.2	5.0
	Comparison	27	181.6	6.8
	Difference: RF – non-RF		-2.4	
Spelling	Reading First	27	186.9	4.5
	Comparison	27	188.1	5.9
	Difference: RF – non-RF		-1.2	

* statistically significant at the .05 level

Key findings for Cohort 2 RF vs. non-RF schools

- It should be noted that these analyses are based on the 27 of 44 (61%) RF schools that could be matched.
- Reading First students scored lower on Reading Vocabulary, Reading Comprehension and Spelling than third graders in comparison schools.
- Differences in means for the two groups ranged from one to three percent and were not statistically significant.

PPVT Test Data Analysis

Comparison of Reading First students' PPVT scores at beginning and end of school year to identify outcomes for vocabulary

- *What progress in oral vocabulary did kindergarten Reading First students make from the beginning to the end of the school year as measured by the PPVT?*

The Peabody Picture Vocabulary Test (PPVT) was administered by Reading First teachers to kindergarten students at the beginning of the school year and again at the end of the school year. Test data was compiled by teachers or literacy coaches at each school, using a template prepared by UGA, and forwarded directly to the external evaluators for analysis. The PPVT data were analyzed by comparing the difference between group means of NCE scores at the beginning of the year (fall 2006) and means of NCE scores at the end of the year (spring 2007) in order to identify the gain scores. The Normal Curve Equivalent score (NCE) is a type of norm referenced score represented on a scale of 1 – 99 with a mean of 50 and a standard deviation of 21.06. This scale coincides with a percentile rank scale at 1, 50, and 99. Unlike percentile rank scores, the interval between scores is equal. This means that you can average NCE scores to compare groups of students or schools.

The differences in the pre and post NCE scores were analyzed using a dependent t-test at the 0.05 level of significance. Since we needed both pre and post NCE scores for the dependent t-test, only scores of 2,626 students in the paired sample who had both NCE scores were analyzed for cohort 2 schools.

For cohort 2 schools, the mean of NCE scores at the beginning of RF year one was 32.4 with standard deviation of 20.9 and the mean of NCE scores at the end of year one was 39.5 with standard deviation of 18.6. The mean of differences between NCE scores from fall 2006 to spring 2007 testing was 7.1 and this difference was statistically significant at the 0.05 level with t value = 22.7 ($p < 0.01$). Based on this result, we can conclude that NCE scores increased significantly from the beginning to the end of year for the kindergarten students as a whole in cohort 2 schools.

It should be noted that students from the Reading First schools in Atlanta Public School (APS) system completed two different versions of the PPVT test – 1005 form A in the fall and 907 form B in the spring, unlike other RF schools that used form A for both test administrations. The table below presents results both with APS Reading first schools included and with APS Reading First schools (1,767 students) removed from the sample to allow comparability across schools within the Cohort 2 schools in 2006-07.

2006-07	Mean NCE Score - Fall	Std Dev	Mean NCE score - Spring	Std Dev	Mean difference
All Cohort 2 schools	32.4	20.9	39.5	18.6	7.1
Cohort 2 without APS	34.6	21.2	40.1	17.9	5.5

In addition, the following analysis identifies the percent of all RF kindergarten students in Cohort 2 who showed an increase from fall 2006 to spring 2007 on the PPVT, based on individual student percentile scores for each testing period.

- Total number of RF students with both fall and spring PPVT scores: 2626
- Total number and percent of students whose PPVT scores increased from fall 2006 to spring 2007: 1667 which is 63.5%

Results without APS student scores:

- Total number of RF students with both fall and spring PPVT scores: 1767
- Total number and percent of students whose PPVT scores increased from fall 2006 to spring 2007: 1095 which is 62%

CRCT Confirmatory Test Data Analysis

Comparison of Reading First and a sample of non-Reading First schools on CRCT as confirmatory evidence of Reading First impact

- *Does the CRCT provide confirmatory evidence of the impact of Reading First on student achievement in reading?*
- *Is student achievement in reading as measured by the CRCT significantly different in schools using Reading First and those not using Reading First?*

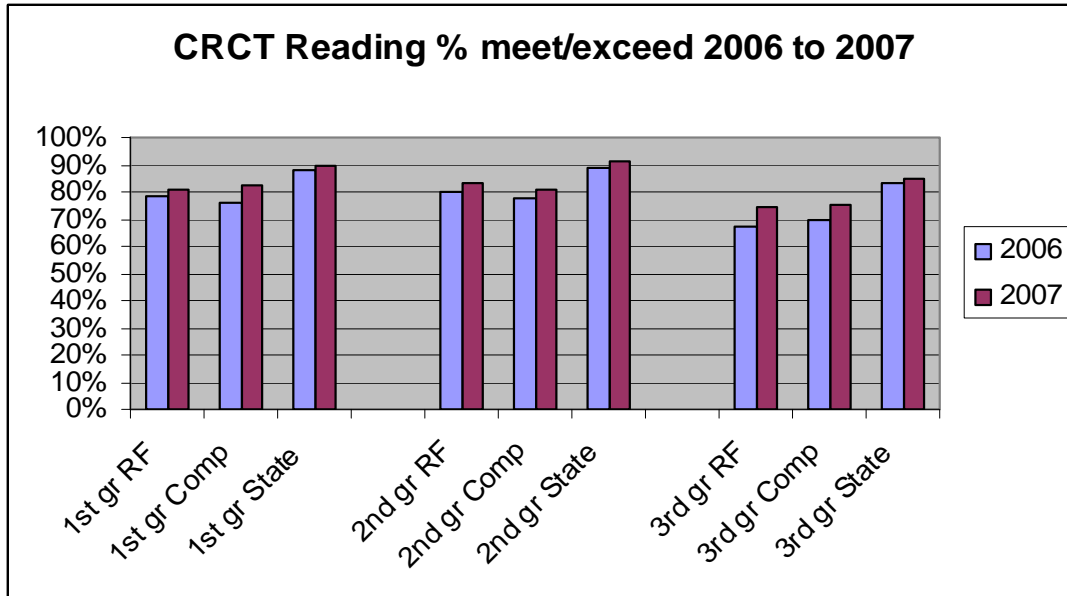
This analysis presets gains on the CRCT from the baseline measure (prior to RF) to the first year of Reading First in cohort 2 schools. RF school results on the CRCT Reading test in grades 1, 2, and 3 are compared with a sample of similar non-RF schools matched on demographic variables of economic disadvantage, language, and racial/ethnic composition and with state results for CRCT by grade level.

Comparison of Reading First and non-Reading First Schools on CRCT

Test results for CRCT Reading in first, second, and third grades were analyzed for Reading First schools as a group and for a comparison group of non-Reading First schools. Schools were matched using the Georgia School Council's online Similar Schools Report that matches schools with similar demographic information. The percentage of students in RF schools meeting or exceeding the state standard for Reading on CRCT in 2006 and in 2007 were compared to results for the non-RF comparison schools and for the state as a whole. This analysis identifies the gains in pass rates (% meeting or exceeding state standards) from 2006 to 2007. The table below summarizes the results of this comparative analysis.

CRCT Reading Gains: RF Schools vs. Comparison Schools vs. State Average, 2006 to 2007

	2006	2007	Gains
	% meet/exceed	% meet/exceed	
First Grade			
RF	78.8%	80.5%	+1.7%
Non-RF	75.9%	82.8%	+6.9%
State	88%	90%	+2%
Second Grade			
RF	79.7%	83.3%	+3.6%
Non-RF	77.9%	80.6%	+2.7%
State	89%	91%	+2%
Third Grade			
RF	66.9%	74.4%	+7.5%
Non-RF	69.9%	74.9%	+5.0%
State	83%	85%	+2%



Key findings for Cohort 2 Schools on CRCT

- **GRADE ONE:** The percentage of first grade students in RF schools who met or exceeded standards on the CRCT reading test increased by two percent from the baseline year (prior to RF) to this year (first year of RF). This one year gain was the same as the state average in CRCT reading, but quite a bit less than the increase for comparison schools.
- **GRADE TWO:** The percentage of second grade students in RF schools who met or exceeded standards on the CRCT reading test increased by nearly four percent from the baseline year (prior to RF) to this year (first year of RF). The one year gain for second grade students in RF schools was better than that of their comparison schools and also exceeded the gains in the state average for CRCT reading this year.
- **GRADE THREE:** The percentage of third grade students in RF schools who met or exceeded standards on the CRCT reading test increased by nearly eight percent from the baseline year (prior to RF) to this year (first year of RF). This was the strongest gain across all of the grade levels. The one year gain for third grade students in RF schools exceeded both the gain for comparison schools and for the state average in CRCT reading.

The table below shows the number of schools in Cohort 2 that increased or decreased the percent of their students meeting/exceeding state standards in CRCT reading at each grade level from 2006 to 2007.

Grade	# Schools with Increase	Range	# Schools with Decrease	Range
Grade 1	23 schools	0.8% to 18.2%	16 schools	2.3% to 13.7%
Grade 2*	21 schools	0.4% to 25.8%	16 schools	0.2% to 17.9%
Grade 3	30 schools	0.5% to 36.4%	8 schools	0.2% to 18.4%

* one school had no change

RF OUTCOMES SUMMARY COHORTS 1 & 2

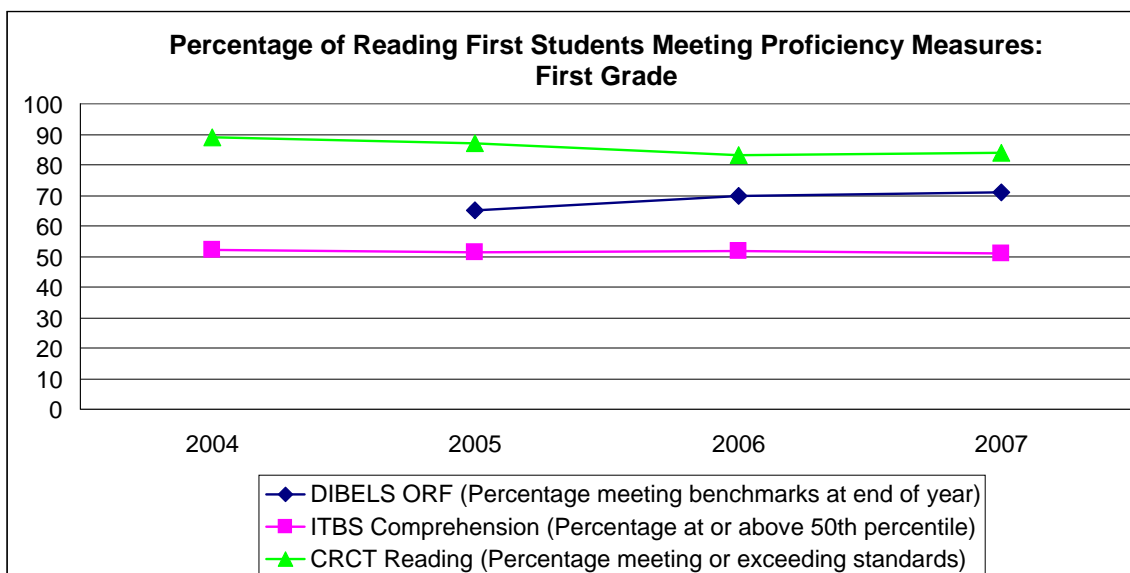
The table below summarizes the assessment results for each essential reading element in RF, using end-of-year reading tests outcomes from Georgia's external evaluation of RF. The summary includes results for both Cohort 1 and Cohort 2 RF schools. For Cohort 1 a three year comparison is provided for years 2005, 2006, and 2007 outcomes.

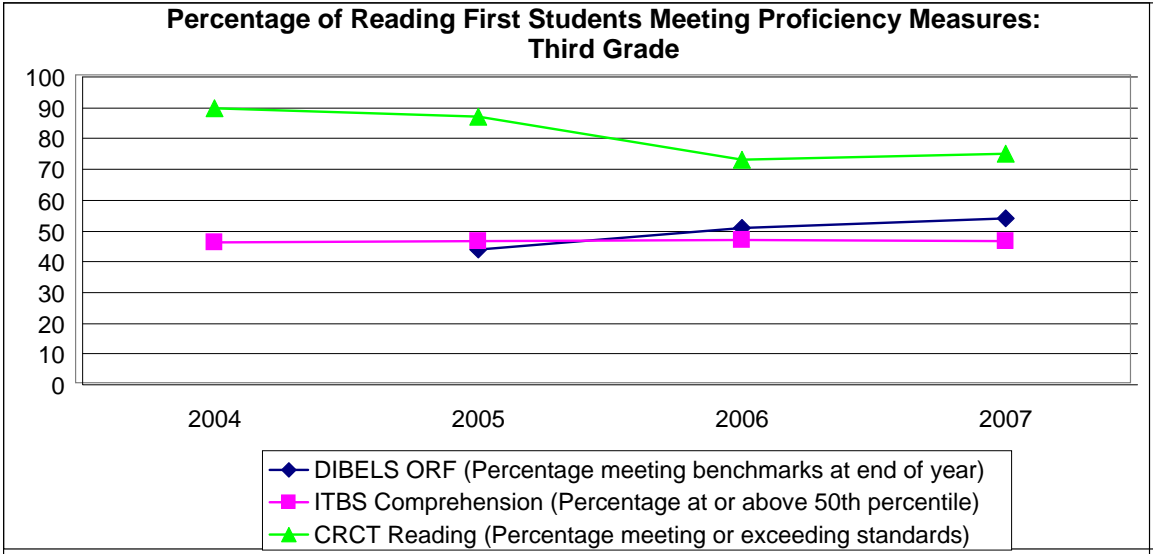
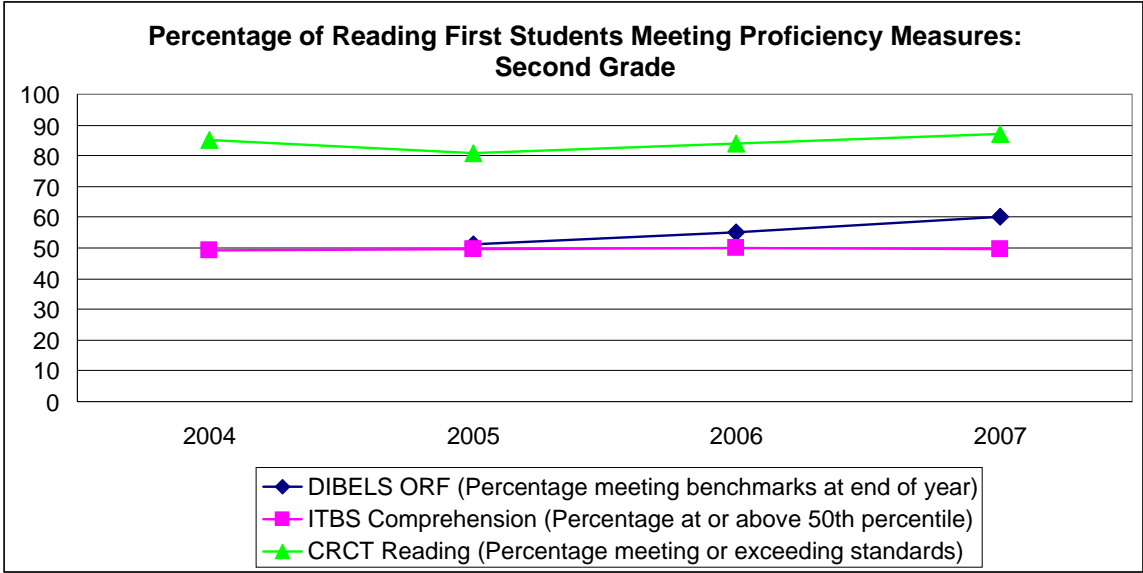
Essential Reading Element	RF Outcome Measure (end-of-year results) Spring 2005, 2006, 2007	K	1 st	2 nd	3 rd
Phonemic Awareness	Percent of students who met benchmark goals: DIBELS Phoneme Segmentation Fluency				
	COHORT 2: 2007	71%	80%	--	--
	COHORT 1: 2007	84%	87%	--	--
	2006	82%	85%	--	--
	2005	71%	76%	--	--
Phonics	Percent of students who met benchmark goals: DIBELS Letter Naming Fluency				
	COHORT 2: 2007	66%	--	--	--
	COHORT 1: 2007	76%	--	--	--
	2006	74%	--	--	--
	2005	68%	--	--	--
Phonics	Percent of students who met benchmark goals: DIBELS Nonsense Word Fluency				
	COHORT 2: 2007	71%	62%	--	--
	COHORT 1: 2007	79%	74%	--	--
	2006	77%	73%	--	--
	2005	71%	65%	--	--

Essential Reading Element	RF Outcome Measure (end-of-year results) Spring 2005, 2006, 2007	K	1 st	2 nd	3 rd	
Phonics	Percent of students at grade level proficiency (at/above 50 th percentile): ITBS Word Analysis	COHORT 2: 2007	--	44%	29%	35%
		COHORT 1: 2007	--	51%	36%	41%
		2006	--	51%	36%	40%
		2005	--	51%	36%	38%
		<hr/>				
Phonics	Percent of students at grade level proficiency: ITBS Spelling	COHORT 2: 2007	--	60%	53%	57%
		COHORT 1: 2007	--	67%	61%	61%
		2006	--	68%	60%	61%
		2005	--	68%	60%	61%
		<hr/>				
Fluency	Percent of students who met benchmark goals: DIBELS Oral Reading Fluency	COHORT 2: 2007	--	60%	45%	39%
		COHORT 1: 2007	--	71%	60%	54%
		2006	--	70%	55%	51%
		2005	--	65%	51%	44%
		<hr/>				
Vocabulary	Percent of students at/above 50 th percentile: PPVT-3 Oral Vocabulary	COHORT 2: 2007	27%	--	--	--
		COHORT 1: 2007	32%	--	--	--
		2006	33%	--	--	--
		2005	33%	--	--	--
		<hr/>				
Vocabulary	Percent of students at grade level proficiency (at/above 50 th percentile): ITBS Vocabulary	COHORT 2: 2007	--	34%	30%	27%
		COHORT 1: 2007	--	42%	39%	33%
		2006	--	43%	39%	35%
		2005	--	43%	39%	34%
		<hr/>				

Essential Reading Element	RF Outcome Measure (end-of-year results) Spring 2005, 2006, 2007	K	1 st	2 nd	3 rd
		Reading Comprehension	Percent of students at grade level proficiency (at/above 50 th percentile): ITBS Reading Comprehension		
	COHORT 2: 2007	--	51%	42%	39%
	COHORT 1: 2007	--	57%	50%	43%
	2006	--	58%	51%	43%
	2005	--	58%	50%	43%

Following is a graphic summary of the above data, showing trend lines for each of the major RF outcomes test results for Cohort 1 grades 1-3 from the beginning of RF through the third year of funding.





APPENDIX

(paper copy)

- List of Cohort 1 and Cohort 2 RF Schools
- Parent Survey Results
 - Cohort 1
 - Cohort 2
- Teacher Survey Results
 - Cohort 1
 - Cohort 2
- Principal Survey Results
 - Cohort 1
 - Cohort 2
- Literacy Coach Survey Results
 - Cohort 1: (all grades)
 - Cohort 2: Kindergarten, First Grade, Second Grade, Third Grade
- RRFC Survey Results
- ITBS Test Results by Individual RF School
 - Cohort 1
 - Cohort 2
- CRCT Test Results by Individual RF School: Ranking by One Year Gains
 - Cohort 1
 - Cohort 2