

Georgia Literacy Plan: Striving Readers Comprehensive Literacy  
District-Level Report for the 2014-2015 Academic Year

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## Table of Contents

<i>Purpose of the report</i> .....	6
<b>What is the Striving Readers Comprehensive Literacy Initiative?</b> .....	6
<b>What data were collected?</b> .....	7
<i>Organization of the report</i> .....	8
<b>Growth trends for districts in the GLP-SRCL</b> .....	8
<i>Birth to 5 PPVT Growth and Performance</i> .....	9
Table 1. Descriptive statistics of district level achievement scores for the DIBELS assessment in fall, winter, and spring for Pre-school.....	9
Figure 1. Average growth rates by district in birth to 5 years old (PPVT-Vocabulary) .....	11
<i>Kindergarten DIBELS Performance</i> .....	13
Table 2. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Kindergarten .....	13
Figure 2. Average growth rates by district in Kindergarten (DIBELS Composite).....	14
Table 3: Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Kindergarten .....	15
<i>Grade 1 DIBELS Performance</i> .....	17
Table 4. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Grade 1.....	17
Figure 5. Average growth rates by district in Grade 1 (DIBELS Composite) .....	18
Table 5. Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 1 ..	19
<i>Grade 2 DIBELS Performance</i> .....	21
Table 5. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Grade 2.....	21
Table 6: Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 2 ..	24
<i>Grade 3 DIBELS Performance</i> .....	24
Table 7. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Grade 3.....	25
Table 8: Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 3 ..	27
<i>Grade 3 SRI Performance</i> .....	29
Table 9. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 3.....	29
Figure 6. Growth rates by district in Grade 3 (Scholastic Reading Inventory).....	32
Table 9. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 3 .....	33
Table 10. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 3.....	34

<i>Grade 4 DIBELS</i> .....	35
Table 11. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter and Spring for Grade 4.....	35
Figure 8. Average growth rates of Grade 4 DIBELS ORF by district.....	36
Table 12. Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 4	37
<i>Grade 4 SRI</i> .....	38
Table 13. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 4.....	38
Figure 9. Growth rates by district in Grade 4 (Scholastic Reading Inventory).....	40
Table 14. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 4.....	42
Table 15. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 4.....	43
<i>Grade 5 DIBELS</i> .....	44
Table 16. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter and Spring for Grade.....	44
Figure 10. Average growth rates by district in Grade 5 (DIBELS) .....	45
Table 17. Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 5	46
<i>Grade 5 SRI</i> .....	47
Table 18. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 5.....	47
Figure 11. Growth rates by district in Grade 5 (Scholastic Reading Inventory).....	49
Table 18. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 5.....	51
Table 19. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 5.....	52
Middle School.....	53
<i>Grade 6 SRI</i> .....	53
Table 20. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 6.....	53
Figure 12. Growth rates by district in Grade 6 (Scholastic Reading Inventory).....	56
Table 21. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 6.....	57
Table 22. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 6.....	58
<i>Grade 7 SRI</i> .....	59
Figure 13. Growth rates by district in Grade 7 (Scholastic Reading Inventory).....	61

Table 24. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 7 .....	62
Table 25. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 7 .....	63
<i>Grade 8 SRI</i> .....	65
Table 26. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 8.....	65
Figure 14. Growth rates by district in Grade 8 (Scholastic Reading Inventory).....	68
Table 27. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 8 .....	69
Table 28. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 8.....	70
<i>High School</i> .....	72
Table 29. Descriptive statistics of district level achievement scores for the SRI assessment in.....	72
Fall, Winter and Spring for Grade 9 .....	72
Figure 15. Growth rates by district in Grade 9 (Scholastic Reading Inventory).....	75
Table 30. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 9 .....	75
Table 31. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 9.....	77
<i>Grade 10 SRI</i> .....	79
Table 32. Descriptive statistics of district level achievement scores for the SRI assessment in.....	79
Fall, Winter and Spring for Grade 10 .....	79
Figure 16. Growth rates by district in Grade 10 (Scholastic Reading Inventory).....	82
Table 33. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 10 .....	83
Table 34. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 10.....	84
<i>Grade 11 SRI</i> .....	85
Table 35. Descriptive statistics of district level achievement scores for the SRI assessment in.....	85
Fall, Winter and Spring for Grade 11 .....	85
Figure 16. Growth rates by district in Grade 11 (Scholastic Reading Inventory).....	87
Table 36. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 11 .....	88
Table 37. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 11.....	89
<i>Grade 12 SRI</i> .....	90
Table 38. Descriptive statistics of district level achievement scores for the SRI assessment in.....	90

Fall, Winter and Spring for Grade 12 .....	90
Figure 17. Growth rates by district in Grade 12 (Scholastic Reading Inventory).....	92
Levels of Implementation of the GLP SRCL.....	96
Program and Strategy Choices.....	97
Understand the facets of school improvement: What are high growth sites reporting? .....	111
Table 55. Percentages of students who met SRI growth expectations.....	112
<b><i>Elementary</i></b> .....	113
Table 56. Programmatic Choices for Elementary Schools .....	113
<i>What changes occurred?</i> .....	114
<i>What practices were most successful at improving literacy skills?</i> .....	115
<b><i>Middle School</i></b> .....	116
Table 57. Programmatic Choices for Middle Schools .....	116
<i>What changes occurred?</i> .....	117
<i>What practices were most successful at improving literacy skills?</i> .....	117
<b><i>High School</i></b> .....	118
Table 58. Programmatic Choices for High Schools.....	118
<i>What practices were most successful at improving literacy skills?</i> .....	119
<i>What changes occurred?</i> .....	119
<b><i>Master Themes</i></b> .....	120
<b><i>Conclusions and Future Directions</i></b> .....	121
<b>Appendix A</b> .....	123
Table 59. Composite means and standard deviations of implementation categories across elementary, high, middle and pre-K schools. ....	123

## DRAFT

### Georgia Literacy Plan: Striving Readers

#### District-Level Report for the 2014-2015 Academic Year

#### ***Purpose of the report***

The purpose of the current report is to provide descriptive data regarding grade-level performance over the course of the 2014-15 academic year for schools implementing grants supporting the Georgia Literacy Plan (GLP). Additionally, this report will also include data from a questionnaire schools completed to identify their implementation choices for GLP, and the extent to which the GLP was actually implemented in elementary, middle and high schools.

#### **What is the Striving Readers Comprehensive Literacy Initiative?**

The goal of the Striving Readers Comprehensive Literacy Initiative (SRCL) is to increase student literacy achievement for students from birth to grade 12. SRCL runs grant competitions and awards funding for schools to implement the GLP. Those funds are used to equip classrooms with rich literacy materials (including technology-based materials), to provide open access to professional learning modules designed by the project's professional learning architects, and to fund school- and district-level professional learning activities. The initiative is only open to Georgia schools with persistently low performance and/or high levels of students living in poverty. Schools are required to address nine key components from research. Those nine components are: (1) standards, (2) components unique to birth-to-five, (3) ongoing formative and summative assessments, (4) response to intervention, (5) best practices in instruction, (6) high-quality teachers, (7) engaged leadership, (8) a clearly articulated plan for transitions and alignment, and (9) intentional strategies for maintaining engagement. Schools are

able to craft plans to address each of these components locally. For this reason, the initiative looks very different in different schools and districts.

### **What data were collected?**

Participating pre-schools collected student achievement data from the Peabody Picture Vocabulary Test (PPVT). Participating elementary, middle and high schools collected students' achievement data from two standardized assessments. The Dynamic Assessment of Basic Early Literacy Skills (DIBELS) was used to measure foundational reading skills. We analyzed the composite score for Kindergarten, nonsense word fluency for Grade 1, and oral reading fluency for children in Grades 2 through 5. The Scholastic Reading Inventory (SRI) was used as an assessment of reading comprehension. For cohort 1 schools, SRI was collected for Grades 9 through 12. An amended requirement for Cohorts 2 and beyond was to administer SRI for grades 3 -12. Some, but not all, Cohort 1 schools adopted the amended plan for the 2013-2013 academic year. DIBELS and SRI measures were administered to all children at three time points throughout the academic year (Fall, Winter, Spring). For this report only SRI data are presented as vendors are still submitting PPVT and DIBELS data to the Georgia DOE. The final report will include PPVT, DIBELS and SRI data. Descriptive statistics were used to compare all districts in the SRCL on growth in comprehension.

Grade-level leaders in participating elementary, middle, and high schools completed an extensive questionnaire to list programs and strategies used during whole class, small group or intervention time. Teachers reported the degree to which their grade-level team used (1) Common Commercial Core programs, (2) Commercial Phonics programs, (3) Evidence Based Strategies, (4) Evidence Base Strategies provided through the Comprehensive Reading Solutions website, (5) Computer Administered Interventions, (6) Differentiation Kits developed by

Walpole and McKenna, (7) Interactive Read Alouds, (8) Formal Guided Reading, (9) District Developed Units, (10) State Developed Units, and (11) Extended Learning Time. Grade-level teachers responded on a 4 point scale from (1) *no team members used it* to (4) *all team members used it* to indicate the extent to which a program or strategy was used to enhance literacy instruction. Additionally, teachers responded to multiple questions that identified the extent to which different aspects of the GLP were implemented. Specific items included in the questionnaire where: (1) engaged leadership, (2) continuity of instruction, (3) ongoing formative and summative assessment, (4) best practices in literacy instruction, (5) the system of tiered intervention (RTI) for all students, and (6) systems of professional learning. The questionnaire required leaders to report levels of implementation on a 6-point scale from *not addressed at all (1)* to *fully operational (6)*. Composite scores were created and analyzed to provide a comprehensive picture of the extent to which each component was executed in the literacy plan.

### ***Organization of the report***

The report will first describe the district level comparisons of student-level achievement (i.e., DIBELS, SRI) to track growth among the districts and to provide information regarding trends and achievement at each grade. An overview and discussion of the degree of implementation of elementary, middle and high schools will then be provided. Furthermore, report will conclude with an examination of the programs and strategies elementary, middle and high schools are choosing and using. Finally, the report is concluded by identifying sites who experienced exceptional growth rates, and then examining the characteristics of these sites to describe the program choices and implementation ratings of these schools.

### **Growth trends for districts in the GLP-SRCL**



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

*Birth to 5 PPVT Growth and Performance*

Table 1. Descriptive statistics of district level achievement scores for the DIBELS assessment in fall, winter, and spring for Pre-school

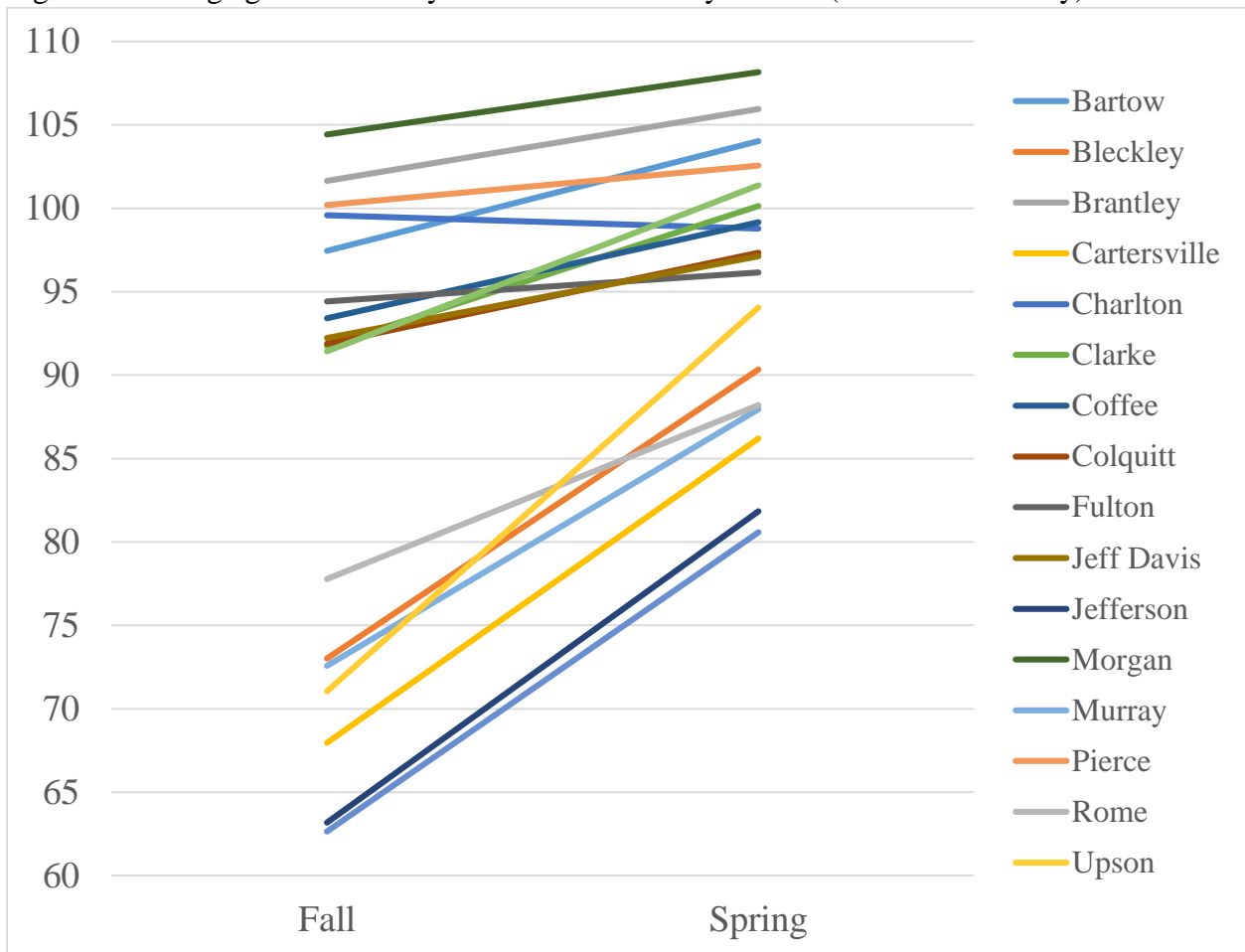
	N	Fall 2014		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	622	97.45	17.50	104.02	15.65	6.57
Bleckley	144	73.01	22.45	90.34	19.27	17.33
Brantley	176	101.65	14.50	105.94	14.18	4.30
Cartersville	127	67.96	24.18	86.20	23.62	18.24
Charlton	81	99.58	21.22	98.78	17.03	-0.80
Clarke	682	91.75	18.78	100.14	16.46	8.39
Coffee	338	93.42	19.19	99.16	15.04	5.74
Colquitt	559	91.89	19.65	97.34	16.61	5.45
Fulton	748	94.42	14.60	96.16	12.42	1.74
Jeff Davis	191	92.24	19.21	97.13	14.03	4.90
Jefferson	166	63.17	23.78	81.83	22.14	18.66
Morgan	84	104.43	14.71	108.17	13.03	3.74
Murray	676	72.57	27.99	87.96	22.01	15.39
Pierce	158	100.19	16.27	102.55	15.76	2.36
Rome	237	77.78	26.90	88.21	24.17	10.43
Upton	121	71.06	24.06	94.07	21.91	23.01
Whitfield	243	62.64	26.27	80.58	25.28	17.94
Wilkes	87	91.44	14.74	101.38	12.57	9.94
Average		85.93		95.55		9.63

On average students gained 9.63 points from fall to spring, which, for this measure, is more than a half of a standard deviation. In the previous year, average student growth was 7.5 points indicating improvement over the previous year. Furthermore, overall mean performance for entire sample of children was 95.55, based on 5440 children, in the spring. The standardized

mean of the PPVT is 100, with a standard deviation of 15. Approximately 95% of the population will fall within the range of 70 to 130. Those on the extreme ends of the range are respectively considered to have very low or extremely high vocabulary knowledge for their age. Standardized scores for the PPVT are calculated based on the child's exact age and the expected score based on the norming sample. Consistently maintain a standard score from one point in time to the next implies meeting the learning expectations built into the test.

There are 18 districts who provided pre and post-test scores for children in the birth through 5 range. Table 1 presents the descriptive statistics for districts average fall and spring scores, and average growth. The majority of schools are performing within the average range, and all schools either maintained their high performance in fall through spring. Importantly, schools with average vocabulary levels well below grade level in the fall (mean of approximately 75 or less) experienced growth of more than one standard deviation. Large gains like this are immensely encouraging because it demonstrates that the districts efforts and energy at increasing vocabulary knowledge in the birth to 5 year old population is very successful, especially for children with low levels of language and literacy.

Figure 1. Average growth rates by district in birth to 5 years old (PPVT-Vocabulary)



Inspection of mean performance in Fall and Spring across districts suggests differential growth trajectories for two subgroups of children. The figure suggests that districts with average levels of performed below 1 SD of the standardized mean (i.e., 85, group 2, children who are performing significantly below age expectations), are experiencing greater growth than students who began the school year performing with age expectations (group 1). To provide further statistical evidence towards this claim, a subsequent analysis was performed to examine if children who performed below ( $\leq 84$ ) or within ( $\geq 85$ ) age expectations in the Fall experienced different rates of growth over the course of the year.

The repeated measures analysis revealed that, in fact, there were significant differences between students who started below or with average levels of vocabulary knowledge. Importantly, students who started with lower scores in vocabulary knowledge demonstrated more growth over the course of the year than students who started with average levels of vocabulary knowledge. Specifically, on average, students who started with below average levels of vocabulary improved by almost 20 standardized points from fall to spring (more than 1 standard deviation). Whereas, students who started with average levels of vocabulary increased by about 4 points, which suggested continued learning to remain within age expectations (e.g., standard score of 100). These results are promising because they demonstrate that different districts efforts are most effective for the children who need to increase their vocabulary skills the most, but efforts are still very effective at promoting vocabulary growth for children who begin the school year with average levels of vocabulary knowledge.

*Kindergarten DIBELS Performance*

Table 2. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Kindergarten

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	SD	Mean	SD	Mean	SD	
Bartow County	921	29.20	23.54	143.11	53.04	144.36	43.41	115.16
Clarke County	718	44.69	26.98	139.55	48.16	133.54	42.21	88.86
Coffee County	639	33.25	24.01	136.84	56.41	149.14	55.11	115.89
Colquitt County	798	27.19	21.64	122.79	51.74	128.46	47.60	101.27
Crisp County	306	31.45	21.75	140.01	47.74	122.16	42.98	90.71
Fulton County	1142	42.49	29.13	142.87	59.12	146.35	54.88	103.85
Jefferson County	183	41.05	21.53	178.54	47.66	175.97	39.99	134.92
Morgan County	198	51.55	27.27	157.64	42.60	148.99	38.77	97.44
Murray County	479	28.32	22.32	161.26	54.82	159.00	44.10	130.68
Randolph County	83	41.61	26.01	162.05	47.68	164.67	48.56	123.06
Thomaston-Upson	280	28.24	22.91	136.10	52.74	143.33	41.40	115.09
Toombs County	231	27.26	22.37	102.96	48.25	109.00	42.68	81.74
Union County	156	37.13	23.71	154.03	57.42	173.70	50.75	136.57
Wheeler County	62	25.65	20.99	124.79	39.49	160.13	37.88	134.48
Whitfield County	319	33.78	24.85	131.61	50.20	136.45	46.70	102.67
Wilkes County	115	32.18	22.44	118.37	53.01	126.61	46.14	94.43
Average		34.69		140.78		145.12		110.43

Figure 2. Average growth rates by district in Kindergarten (DIBELS Composite)

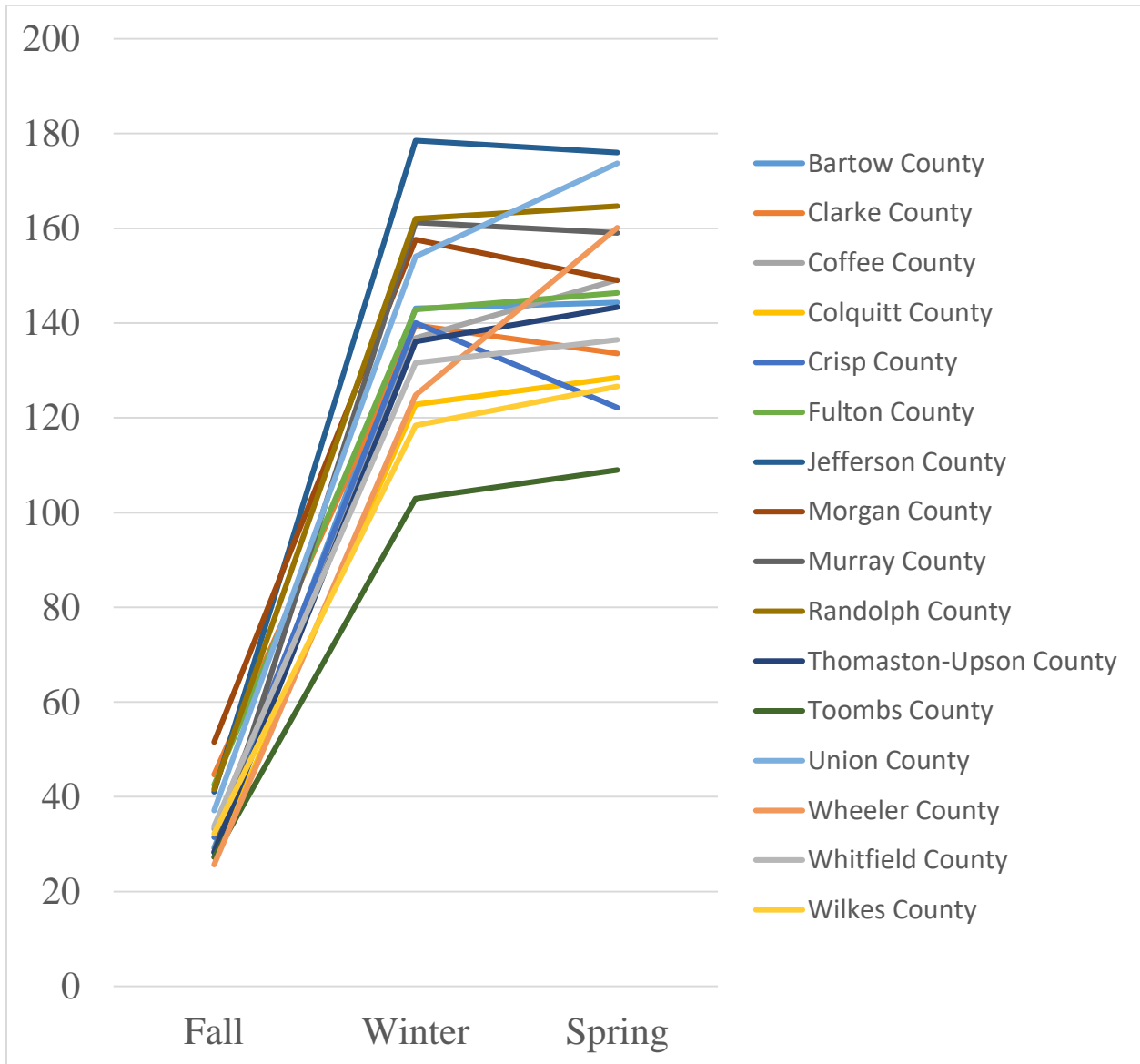


Table 2 displays descriptive statistics for the DIBELS Composite score for Kindergarten students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive suggesting that all districts were improving. As expected, there were some large differences in

spring performance and growth for fall to spring. Figure 2 displays average fall, winter and spring scores in Kindergarten for each districts.

Figure 2 shows that all districts are clustered close together near the lower scores on the measures, as to be expected for children in Kindergarten who are just beginning to learn foundational literacy skills. Not surprisingly, districts made substantial gains from fall to winter. However, somewhat surprisingly, districts made little to no gain from winter to spring. This growth trend is strikingly similar to last year’s trend, the majority of growth occurred from fall to winter. In the spring there were large performance differences between districts. Jefferson, Union, Randolph, Murray and Wheeler were the top performing districts.

Table 3: Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Kindergarten

		Kindergarten Benchmark Goals			Total
		Well Below	Below	At or Above	
Bartow County	Count	87	163	734	984
	Percent	8.8%	16.6%	74.6%	100.0%
Cartersville City	Count	7	18	273	298
	Percent	2.3%	6.0%	91.6%	100.0%
Clarke County	Count	115	192	499	806
	Percent	14.3%	23.8%	61.9%	100.0%
Coffee County	Count	85	109	490	684
	Percent	12.4%	15.9%	71.6%	100.0%
Colquitt County	Count	149	192	480	821
	Percent	18.1%	23.4%	58.5%	100.0%
Crisp County	Count	58	96	173	327
	Percent	17.7%	29.4%	52.9%	100.0%
Fulton County	Count	203	209	933	1345
	Percent	15.1%	15.5%	69.4%	100.0%
Jefferson County	Count	7	8	176	191
	Percent	3.7%	4.2%	92.1%	100.0%
Morgan County	Count	5	33	166	204
	Percent	2.5%	16.2%	81.4%	100.0%
Murray County	Count	41	46	447	534
	Percent	7.7%	8.6%	83.7%	100.0%
Randolph County	Count	8	8	74	90
	Percent	8.9%	8.9%	82.2%	100.0%
Thomaston-Upson County	Count	22	46	226	294

	Percent	7.5%	15.6%	76.9%	100.0%
Toombs County	Count	80	68	98	246
	Percent	32.5%	27.6%	39.8%	100.0%
Union County	Count	9	14	141	164
	Percent	5.5%	8.5%	86.0%	100.0%
Wheeler County	Count	0	8	57	65
	Percent	0.0%	12.3%	87.7%	100.0%
Whitfield County	Count	46	63	233	342
	Percent	13.5%	18.4%	68.1%	100.0%
Wilkes County	Count	27	32	66	125
	Percent	21.6%	25.6%	52.8%	100.0%
Total	Count	949	1305	5266	7520
	Percent	12.6%	17.4%	70.0%	100.0%

Table 3 displays the count and percentage of children in the different DIBELS Benchmark Goals (Well Below, Below, At or Above Average). Across all districts, 70% of children are performing at or above grade-level in Kindergarten, 17.4% are performing below grade level, and 12.6% are well below grade level. In certain districts, such as Jefferson and Cartersville, over 90% of children are performing at or above benchmark, and less than 5% performing well below benchmark. However, other districts such as, Toombs, Wilkes, Fulton, and Crip, had a range between 40-60% of children performing at or above grade level, and a range for 17.5-32.5% of children performance well below grade level.



*Grade 1 DIBELS Performance*

Table 4. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Grade 1

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow County	1000	120.59	39.93	175.48	95.67	184.07	85.94	63.48
Clarke County	600	112.62	40.17	164.92	92.58	173.92	85.65	61.30
Coffee County	545	118.04	44.74	172.31	101.36	188.72	92.07	70.68
Colquitt County	818	96.11	34.84	146.09	85.73	159.55	86.26	63.44
Crisp County	341	109.97	35.76	200.94	89.22	184.23	79.88	74.26
Fulton County	1141	123.52	45.17	174.84	97.82	171.85	91.29	48.33
Jefferson County	207	138.98	40.07	180.89	94.26	185.68	81.11	46.71
Morgan County	225	120.86	33.18	194.63	91.91	204.65	76.78	83.80
Thomaston-Upson County	262	81.66	31.72	132.87	81.10	156.90	88.84	75.24
Toombs County	200	91.37	38.91	136.38	83.56	153.03	85.74	61.67
Wheeler County	75	120.67	32.41	181.61	84.91	208.11	70.56	87.44
Wilkes County	113	106.08	29.79	137.68	82.35	155.68	70.89	49.60
Average		111.71		166.55		177.20		

Table 4 displays descriptive statistics for the DIBELS Composite score for Grade 1 students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. As expected, there were some large differences in spring performance and growth for fall to spring. Wheeler, Morgan, Thomaston-Upson, and Coffee Counties experienced the greatest growth. Figure 3 displays average fall, winter and spring scores in Grade 1 for each districts.

Figure 3 shows that districts are fairly spread out both in the fall and spring. The substantial differences between districts was maintained throughout the year. Not surprisingly districts made substantial gains from fall to winter. However, similar to the Kindergarten trend, districts made smaller gains from winter to spring. In the spring there are large performance

differences between districts. Wheeler and Morgan had the highest averages followed by Jefferson, Crisp, Bartow and Coffee who are all clustered together.

Figure 5. Average growth rates by district in Grade 1 (DIBELS Composite)

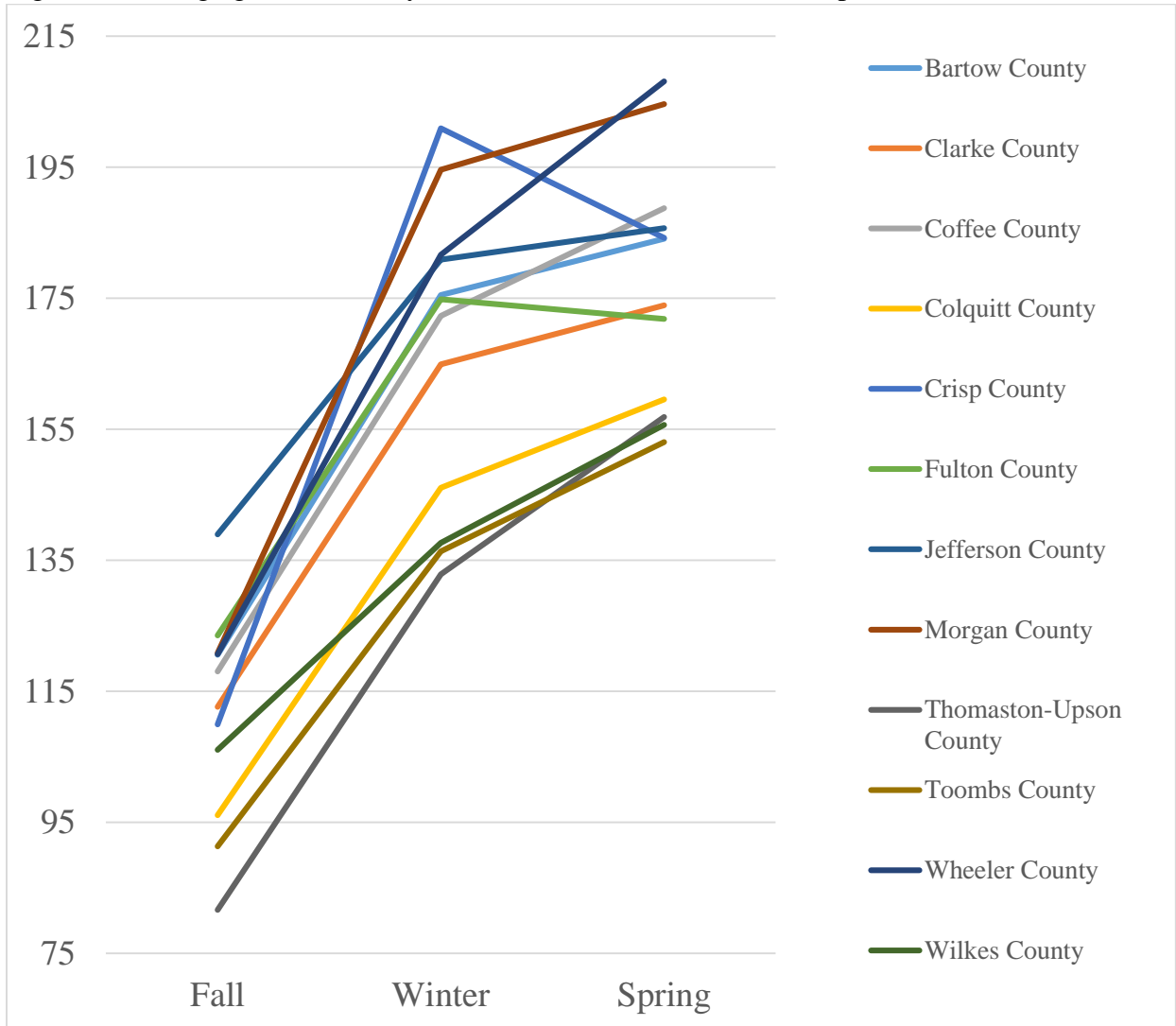


Table 5. Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 1

		DIBELS Benchmark: Grade 1			
		Well Below	Below	At or Above	Total
Bartow County	Count	248	126	700	1074
	Percent	23.1%	11.7%	65.2%	100.0%
Cartersville City	Count	41	39	186	266
	Percent	15.4%	14.7%	69.9%	100.0%
Clarke County	Count	168	126	415	709
	Percent	23.7%	17.8%	58.5%	100.0%
Coffee County	Count	143	75	427	645
	Percent	22.2%	11.6%	66.2%	100.0%
Colquitt County	Count	250	123	470	843
	Percent	29.7%	14.6%	55.8%	100.0%
Crisp County	Count	70	53	237	360
	Percent	19.4%	14.7%	65.8%	100.0%
Fulton County	Count	380	191	786	1357
	Percent	28.0%	14.1%	57.9%	100.0%
Jefferson County	Count	37	34	144	215
	Percent	17.2%	15.8%	67.0%	100.0%
Morgan County	Count	28	32	180	240
	Percent	11.7%	13.3%	75.0%	100.0%
Murray County	Count	187	86	319	592
	Percent	31.6%	14.5%	53.9%	100.0%
Randolph County	Count	15	10	37	62
	Percent	24.2%	16.1%	59.7%	100.0%
Thomaston- Upson County	Count	93	37	156	286
	Percent	32.5%	12.9%	54.5%	100.0%
Toombs County	Count	78	33	105	216
	Percent	36.1%	15.3%	48.6%	100.0%
Union County	Count	49	20	149	218
	Percent	22.5%	9.2%	68.3%	100.0%
Wheeler County	Count	7	7	69	83
	Percent	8.4%	8.4%	83.1%	100.0%
Whitfield County	Count	65	40	213	318
	Percent	20.4%	12.6%	67.0%	100.0%
Wilkes County	Count	37	26	61	124
	Percent	29.8%	21.0%	49.2%	100.0%
Total	Count	1896	1058	4654	7608
	Percent	24.9%	13.9%	61.2%	100.0%

Table 5 displays the count and percentage of children in the different DIBELS Benchmark Goals (Well Below, Below, At or Above Average). Across all districts, 61.2% of children are performing at or above grade-level in Grade 1, 27.3% are performing below grade

level, and 14.9% are well below grade level. Districts, such as Wheeler, Morgan and Cartersville, had between 70 to 80% of children performing at or above benchmark, and less than 15% performing well below benchmark. However, other districts such as, Toombs, Wilkes, Fulton, and Crip, had a range between 40-60% of children performing at or above grade level, and a range for 17.5-32.5% of children performance well below grade level.

*Grade 2 DIBELS Performance*

Table 5. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Grade 2

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow County	979	56.62	30.20	79.61	34.94	92.79	37.40	36.17
Brantley County	229	59.49	26.91	84.41	31.82	101.49	34.22	42.00
Clarke County	740	58.03	32.83	73.18	36.60	82.80	39.40	24.78
Coffee County	599	50.90	27.56	72.59	32.26	87.35	36.19	36.45
Colquitt County	735	51.93	29.43	71.87	33.35	83.79	37.20	31.85
Crisp County	317	58.79	29.88	78.78	32.85	91.31	36.48	32.52
Fulton County	1151	59.48	33.47	77.89	36.02	87.43	39.34	27.95
Jefferson County	215	55.84	31.62	76.19	36.80	90.17	38.63	34.33
Morgan County	230	64.13	33.91	81.76	36.46	92.60	37.58	28.48
Murray County	566	53.06	28.89	75.03	32.81	90.29	35.57	37.23
Pierce County	264	59.01	24.61	82.04	29.64	101.64	32.00	42.63
Randolph County	59	63.93	27.78	86.20	30.65	91.95	31.40	28.02
Rome City	461	49.65	27.88	69.04	31.93	81.65	35.55	32.00
Thomaston-Upson County	305	47.61	29.68	67.02	33.29	79.89	37.97	32.28
Toombs County	218	51.10	29.78	69.97	34.23	77.50	34.36	26.39
Union County	209	65.24	32.91	80.91	34.03	95.11	36.90	29.87
Wheeler County	70	57.54	25.78	82.81	28.77	96.13	30.54	38.59
Whitfield County	307	65.95	30.33	81.93	33.25	92.89	35.40	26.94
Wilkes County	114	58.84	23.39	83.83	26.38	95.40	28.31	36.56
		57.22		77.63		90.11		32.90

Table 5 displays descriptive statistics for the DIBELS Oral Reading Fluency score for Grade 2 students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. Furthermore, the school with the least amount of growth increased by almost 25 points or more, which aligns with expected development based on the DIBELS measure. Interestingly, the differences in growth was not substantially different between districts. Overall, there was less than a 20 point difference between the schools with the

most growth and the schools with the least growth. Figure 4 displays average fall, winter and spring scores in Grade 2 for each districts.

Figure 4. Average growth rates by district in Grade 2 (DIBELS Fluency)

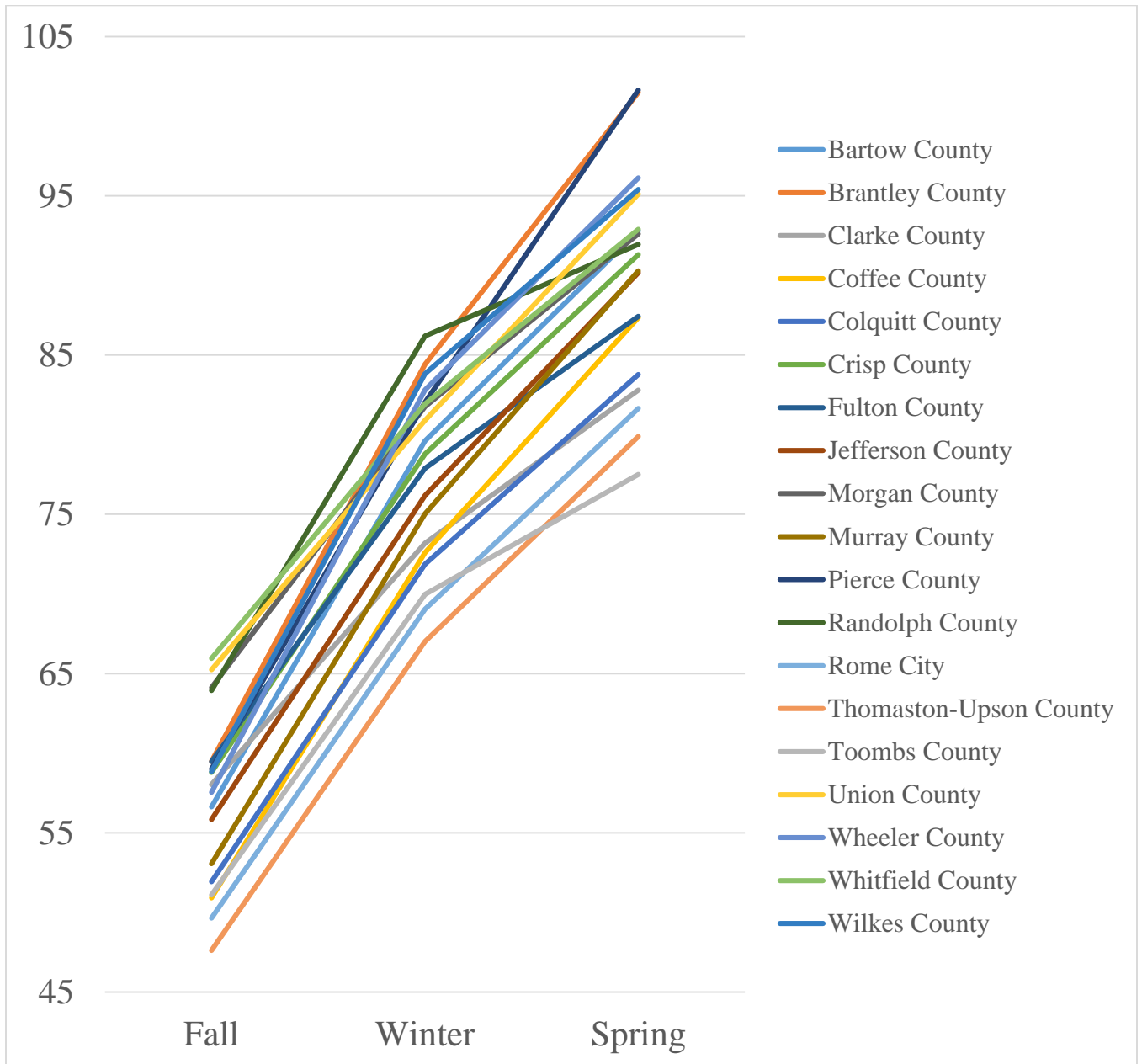


Figure 3 shows that districts are fairly spread out both in the fall and spring. Growth appears to be linear for all districts, relatively equal gains were made from fall to winter and from winter to spring. Pierce and Brantley appear to have the highest average level of

performance across districts in the spring, while Toombs, Thomaston-Upson and Rome had the lowest levels in both the fall and spring.

Table 6 displays the count and percentage of children in the different DIBELS Benchmark Goals (Well Below, Below, At or Above Average). Across all districts, 52.2% of children are performing at or above grade-level in Grade 2, 21.4% are performing below grade level, and 26.4% are well below grade level. Districts, such as Wheeler, Pierce, Cartersville, and Brantley had between 75 to 72% of children performing at or above benchmark, and less than 20% performing well below benchmark. However, other districts such as, Toombs and Thomaston-Upson had, respectively, 41% and 37% of children performing well below benchmark.

Table 6: Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 2

		DIBELS Benchmark: Grade 2			Total
		Well Below	Below	At or Above	
Bartow County	Count	232	205	595	1032
	Percent	22.5%	19.9%	57.7%	100.0%
Brantley County	Count	39	48	161	248
	Percent	15.7%	19.4%	64.9%	100.0%
Cartersville City	Count	59	49	214	322
	Percent	18.3%	15.2%	66.5%	100.0%
Clarke County	Count	266	180	360	806
	Percent	33.0%	22.3%	44.7%	100.0%
Coffee County	Count	167	173	285	625
	Percent	26.7%	27.7%	45.6%	100.0%
Colquitt County	Count	228	169	364	761
	Percent	30.0%	22.2%	47.8%	100.0%
Crisp County	Count	85	62	193	340
	Percent	25.0%	18.2%	56.8%	100.0%
Fulton County	Count	383	291	656	1330
	Percent	28.8%	21.9%	49.3%	100.0%
Jefferson County	Count	55	36	129	220
	Percent	25.0%	16.4%	58.6%	100.0%
Morgan County	Count	50	62	132	244
	Percent	20.5%	25.4%	54.1%	100.0%
Murray County	Count	159	112	336	607
	Percent	26.2%	18.5%	55.4%	100.0%
Pierce County	Count	42	54	189	285
	Percent	14.7%	18.9%	66.3%	100.0%
Randolph County	Count	13	18	41	72
	Percent	18.1%	25.0%	56.9%	100.0%
Rome City	Count	170	108	225	503
	Percent	33.8%	21.5%	44.7%	100.0%
Thomaston-Upson County	Count	115	65	132	312
	Percent	36.9%	20.8%	42.3%	100.0%
Toombs County	Count	97	51	88	236
	Percent	41.1%	21.6%	37.3%	100.0%
Union County	Count	44	51	126	221
	Percent	19.9%	23.1%	57.0%	100.0%
Wheeler County	Count	8	12	51	71
	Percent	11.3%	16.9%	71.8%	100.0%
Whitfield County	Count	65	78	183	326
	Percent	19.9%	23.9%	56.1%	100.0%
Wilkes County	Count	18	33	70	121
	Percent	14.9%	27.3%	57.9%	100.0%
Total	Count	2295	1857	4530	8682
	Percent	26.4%	21.4%	52.2%	100.0%

*Grade 3 DIBELS Performance*



Table 7. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter, and Spring for Grade 3

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow County	981	73.05	32.26	90.97	33.90	102.28	35.88	29.23
Bleckley County	149	85.09	31.25	96.21	32.55	108.90	34.76	23.81
Brantley County	242	82.17	31.30	99.75	32.62	113.20	34.44	31.03
Clarke County	725	68.80	35.97	81.36	37.76	90.53	39.52	21.73
Coffee County	539	73.71	34.09	94.15	37.81	104.39	40.38	30.68
Colquitt County	745	66.89	34.41	81.94	36.13	94.46	39.25	27.57
Crisp County	292	74.56	27.85	93.24	31.26	98.18	31.65	23.62
Fulton County	1098	73.64	34.32	89.31	38.96	96.80	38.45	23.16
Jeff Davis County	198	80.20	32.27	96.58	34.88	112.63	36.07	32.43
Jefferson County	183	69.58	31.93	88.85	33.66	102.23	38.19	32.64
Morgan County	192	85.19	39.00	99.06	39.75	109.53	41.33	24.34
Murray County	557	74.31	35.12	92.23	37.84	104.06	39.45	29.74
Pierce County	242	82.47	33.19	96.38	34.12	114.21	37.97	31.74
Randolph County	80	68.56	33.25	82.78	35.45	90.91	37.58	22.35
Rome City	449	68.53	32.29	83.31	32.54	99.42	37.65	30.89
Thomaston- Upson County	323	69.79	35.24	86.60	37.17	98.16	39.95	28.37
Union County	180	91.81	31.95	110.47	32.31	125.48	33.29	33.67
Wheeler County	65	75.15	33.87	93.51	35.21	105.89	36.77	30.74
Whitfield County	304	82.76	34.03	96.09	33.88	108.94	35.92	26.18
Wilkes County	108	83.09	30.96	104.96	33.95	111.17	34.54	28.07

Table 7 displays descriptive statistics for the DIBELS Oral Reading Fluency score for Grade 3 students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. Figure 5 displays average fall, winter and spring scores in Grade 2 for each districts.

Figure 5 shows growth appears to be linear for most districts, relatively equal gains were made from fall to winter and from winter to spring. However, Wilkes, Thomaston-Upson and Crisp appeared to have non-linear growth with more growth occurring from fall to winter than from winter to spring.

Table 8 displays the count and percentage of children in the different DIBELS Benchmark Goals (Well Below, Below, At or Above Average). Across all districts, 51.1% of children are performing at or above grade-level in Grade 3, 20.7% are performing below grade level, and 28.2% are well below grade level. Union county, with 85%, was the highest percentage of children performing at or above benchmark across districts. Wilkes and Brantley followed with 65% and 67% respectively. Other districts such as, Clark and Randolph had over 40% of their children performing well below benchmark.

Figure 5. Average growth rates by district in Grade 3 (DIBELS Fluency)

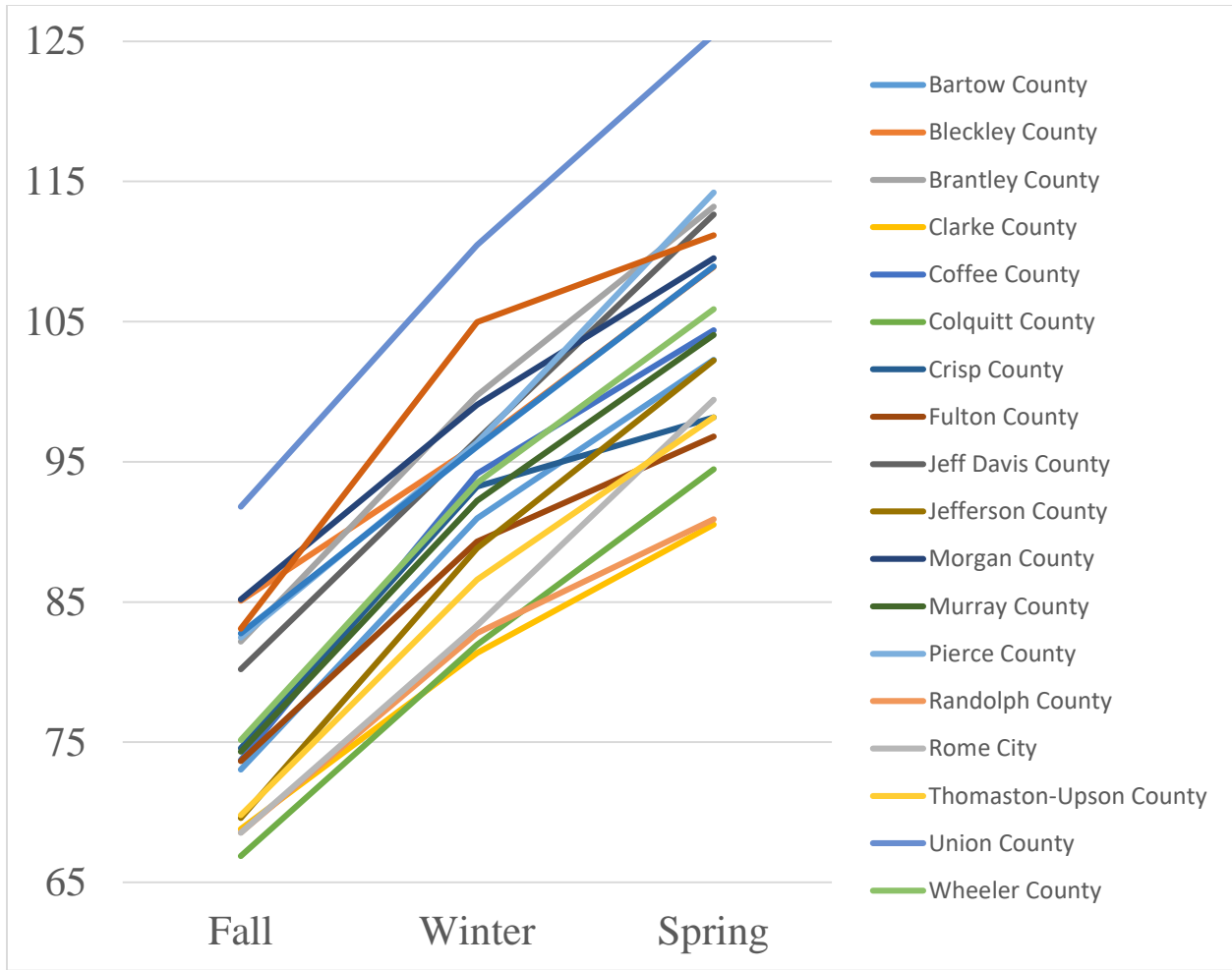


Table 8: Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 3  
 DIBELS Benchmark: Grade 3

	Count	Well Below	Below	At or Above	Total
Bartow County		266	233	541	1040

	Percent	25.6%	22.4%	52.0%	100.0%
Bleckley County	Count	32	29	100	161
	Percent	19.9%	18.0%	62.1%	100.0%
Brantley County	Count	32	50	172	254
	Percent	12.6%	19.7%	67.7%	100.0%
Cartersville City	Count	94	54	181	329
	Percent	28.6%	16.4%	55.0%	100.0%
Clarke County	Count	316	163	281	760
	Percent	41.6%	21.4%	37.0%	100.0%
Coffee County	Count	147	122	305	574
	Percent	25.6%	21.3%	53.1%	100.0%
Colquitt County	Count	281	165	321	767
	Percent	36.6%	21.5%	41.9%	100.0%
Crisp County	Count	82	85	138	305
	Percent	26.9%	27.9%	45.2%	100.0%
Fulton County	Count	421	266	586	1273
	Percent	33.1%	20.9%	46.0%	100.0%
Jeff Davis County	Count	33	41	129	203
	Percent	16.3%	20.2%	63.5%	100.0%
Jefferson County	Count	58	35	99	192
	Percent	30.2%	18.2%	51.6%	100.0%
Morgan County	Count	51	44	107	202
	Percent	25.2%	21.8%	53.0%	100.0%
Murray County	Count	152	121	328	601
	Percent	25.3%	20.1%	54.6%	100.0%
Pierce County	Count	40	60	161	261
	Percent	15.3%	23.0%	61.7%	100.0%
Randolph County	Count	38	18	30	86
	Percent	44.2%	20.9%	34.9%	100.0%
Rome City	Count	144	99	239	482
	Percent	29.9%	20.5%	49.6%	100.0%
Thomaston-Upson County	Count	109	76	156	341
	Percent	32.0%	22.3%	45.7%	100.0%
Union County	Count	17	11	160	188
	Percent	9.0%	5.9%	85.1%	100.0%
Wheeler County	Count	15	14	40	69
	Percent	21.7%	20.3%	58.0%	100.0%
Whitfield County	Count	63	59	210	332
	Percent	19.0%	17.8%	63.3%	100.0%
Wilkes County	Count	17	23	75	115
	Percent	14.8%	20.0%	65.2%	100.0%
Total	Count	2408	1768	4359	8535
	Percent	28.2%	20.7%	51.1%	100.0%

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*Grade 3 SRI Performance*

Table 9. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 3

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	631	435.65	216.06	507.20	208.03	573.80	200.00	138.15
Bleckley	136	508.21	199.30	602.96	201.79	652.85	209.02	144.64
Clarke	441	434.74	239.18	491.95	234.63	537.51	243.12	102.77
Coffee	473	436.19	204.81	524.60	192.72	614.86	181.53	178.67
Colquitt	494	380.18	200.27	444.69	198.94	495.34	192.93	115.16
Crisp	207	447.54	196.83	467.91	200.00	478.05	215.65	30.51
Fulton	297	429.27	211.51	466.38	205.97	514.60	211.58	85.33
Jeff Davis	163	413.87	188.25	480.93	191.49	526.63	199.98	112.75
Jefferson	155	408.92	186.07	484.45	185.60	554.77	184.40	145.85
Murray	393	407.97	199.97	490.62	206.04	561.30	214.71	153.33
Pierce	211	455.13	206.28	543.61	214.33	614.73	208.86	159.61
Rome City	352	401.70	217.20	471.72	204.65	548.89	200.63	147.19
Thomaston Upson	260	462.62	206.43	499.57	202.97	541.59	200.10	78.97
Toombs	150	421.93	217.25	488.27	201.87	555.55	207.02	133.63
Union	159	461.23	206.41	551.09	188.92	669.50	186.99	208.28
Vidalia	145	468.00	214.88	525.98	211.48	596.28	221.75	128.28
Washington- Wilkes	103	452.17	172.82	494.71	171.49	550.24	172.89	98.08
Wheeler	59	503.59	192.81	567.37	211.05	611.17	199.14	107.58
Whitfield	270	487.56	211.21	564.21	204.13	641.18	203.89	153.62

Table 9 displays descriptive statistics in Grade 3 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts. Union, Coffee and Pierce Counties had the largest growth scores of more than 150 Lexiles, while Fulton, Crisp and Thomaston Upson Counties had the three lowest growth rates of 85 or less.

Figure 6 displays growth trends for SRI in Grade 3 students across all districts based on the ANOVA results. All districts, except Crisp, experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Bleckley, Jeff Davis) experienced more growth from Fall to Winter, than from Winter to Spring. Finally, relative ranks changed dramatically for some districts from fall to spring. For example, Coffee's relative performance was in the middle of the pack in the fall, but moved to the fourth top performing school by the spring.

Table 9 displays the count and percentage of students within districts who met or did not meet SRI growth expectations in Grade 3. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 40% of students met growth expectations across all districts in Grade 3. Union county performed the best with 62% of their students meeting growth expectations, followed by Pierce, Coffee and Bartow counties who had about 55% of their students meeting growth expectations. Crisp county was the lowest with, only 15% of their student meeting growth expectations, Fulton and Clarke were the next two lowest with 20% and 30% respectively.

Table 10 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 3. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 57% of students are performing at or above grade-level expectations. Districts with the highest percentage of students performing at grade level Bleckley, Coffee, Pierce, Union, Wilkes and Wheeler scored 70% of

student at grade-level or better. However, Clarke, Crisp, Fulton and Murray all report less than 50% of their students scoring within grade level.

Figure 6. Growth rates by district in Grade 3 (Scholastic Reading Inventory)

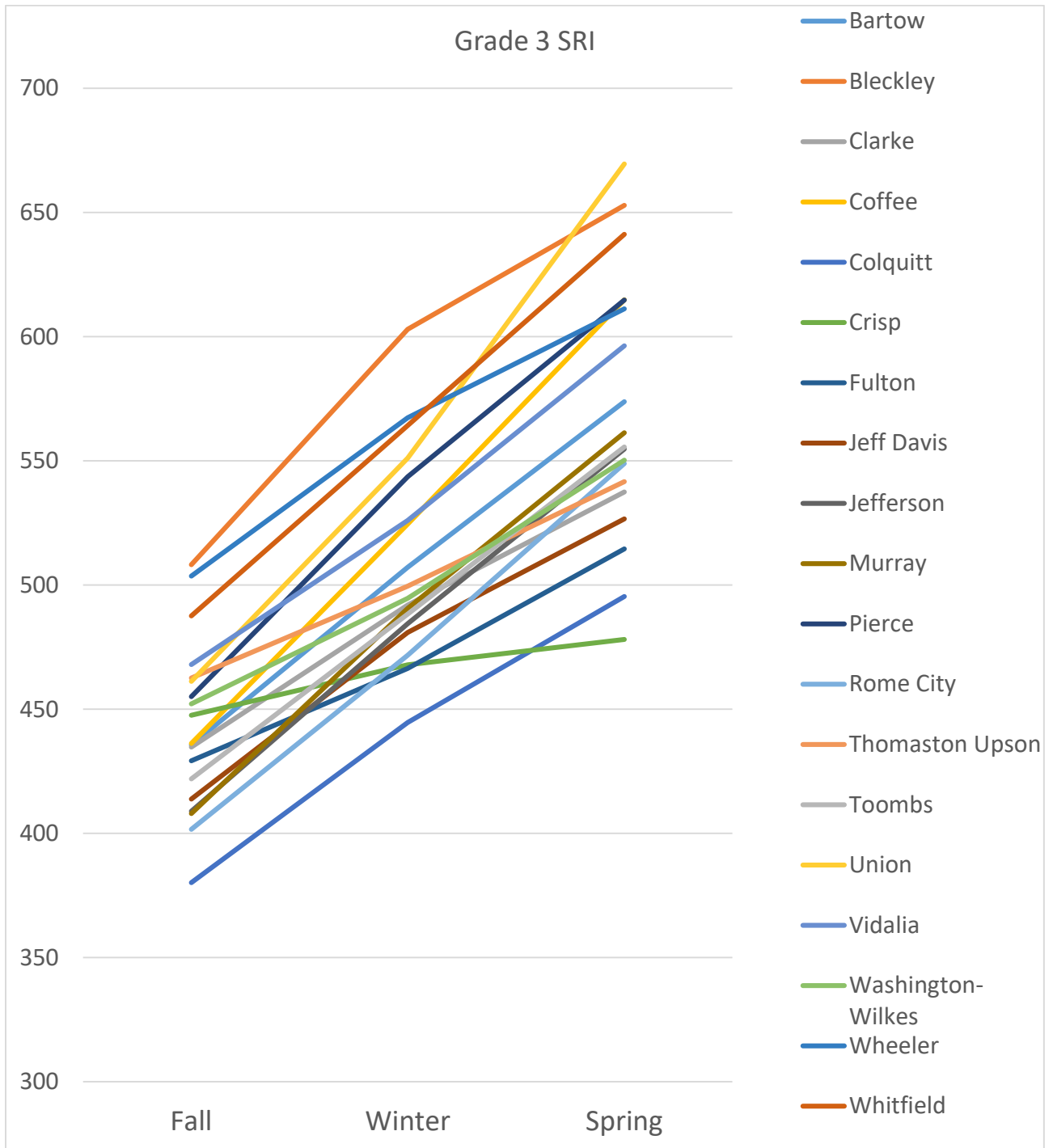




Table 9. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 3

		SRI Growth Expectations		
		Not Met	Met	Total
Bartow County Schools	Count	442	555	997
	Percent	44.3%	55.7%	100.0%
Bleckley County	Count	83	81	164
	Percent	50.6%	49.4%	100.0%
Clarke County Schools	Count	524	223	747
	Percent	70.1%	29.9%	100.0%
Coffee County School System	Count	248	296	544
	Percent	45.6%	54.4%	100.0%
Colquitt	Count	485	225	710
	Percent	68.3%	31.7%	100.0%
Crisp County School System	Count	222	39	261
	Percent	85.1%	14.9%	100.0%
Fulton County School System	Count	405	102	507
	Percent	79.9%	20.1%	100.0%
Jeff Davis County Schools	Count	113	97	210
	Percent	53.8%	46.2%	100.0%
Jefferson County	Count	118	76	194
	Percent	60.8%	39.2%	100.0%
Murray County Schools	Count	359	224	583
	Percent	61.6%	38.4%	100.0%
Pierce County School District	Count	107	134	241
	Percent	44.4%	55.6%	100.0%
Randolph County Schools	Count	9	1	10
	Percent	90.0%	10.0%	100.0%
Rome City Schools	Count	309	163	472
	Percent	65.5%	34.5%	100.0%
Thomaston Upson County	Count	198	118	316
	Percent	62.7%	37.3%	100.0%
Toombs County Schools	Count	152	77	229
	Percent	66.4%	33.6%	100.0%
Union County Schools	Count	74	122	196
	Percent	37.8%	62.2%	100.0%
Vidalia City Schools	Count	117	68	185
	Percent	63.2%	36.8%	100.0%
Washington-Wilkes School System	Count	61	54	115
	Percent	53.0%	47.0%	100.0%
Wheeler County	Count	30	36	66
	Percent	45.5%	54.5%	100.0%
Whitfield County	Count	172	165	337
	Percent	51.0%	49.0%	100.0%
Total	Count	4228	2856	7084
	Percent	59.7%	40.3%	100.0%

Table 10. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 3

		SRI Spring Benchmark G3		Total
		Below	At or above	
Bartow County Schools	Count	387	680	1067
	Percent	36.30%	63.70%	100.00%
Bleckley County	Count	48	127	175
	Percent	27.40%	72.60%	100.00%
Clarke County Schools	Count	443	355	798
	Percent	55.50%	44.50%	100.00%
Coffee County School System	Count	151	426	577
	Percent	26.20%	73.80%	100.00%
Colquitt	Count	321	352	673
	Percent	47.70%	52.30%	100.00%
Crisp County School System	Count	176	128	304
	Percent	57.90%	42.10%	100.00%
Fulton County School System	Count	423	309	732
	Percent	57.80%	42.20%	100.00%
Jeff Davis County Schools	Count	88	130	218
	Percent	40.40%	59.60%	100.00%
Jefferson County	Count	86	120	206
	Percent	41.70%	58.30%	100.00%
Murray County Schools	Count	314	294	608
	Percent	51.60%	48.40%	100.00%
Pierce County School District	Count	68	192	260
	Percent	26.20%	73.80%	100.00%
Randolph County Schools	Count	4	6	10
	Percent	40.00%	60.00%	100.00%
Rome City Schools	Count	244	261	505
	Percent	48.30%	51.70%	100.00%
Thomaston Upson County	Count	128	210	338
	Percent	37.90%	62.10%	100.00%
Toombs County Schools	Count	108	138	246
	Percent	43.90%	56.10%	100.00%
Union County Schools	Count	46	154	200
	Percent	23.00%	77.00%	100.00%
Vidalia City Schools	Count	80	123	203
	Percent	39.40%	60.60%	100.00%
Washington-Wilkes School System	Count	36	85	121
	Percent	29.80%	70.20%	100.00%
Wheeler County	Count	16	53	69
	Percent	23.20%	76.80%	100.00%
Whitfield County	Count	111	246	357
	Percent	31.10%	68.90%	100.00%
Total	Count	3278	4389	7667
	Percent	42.80%	57.20%	100.00%

Grade 4 DIBELS

Table 11. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter and Spring for Grade 4

	N	Fall 2014		Winter 2015		Spring 2015		Average Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow County	821	88.72	37.23	107.08	36.95	118.51	36.31	29.78
Bleckley County	140	101.11	39.12	114.61	37.78	126.89	35.43	25.77
Brantley County	174	86.07	33.68	106.44	33.38	119.57	35.40	33.51
Clarke County	632	84.55	36.73	100.98	37.49	113.84	36.62	29.29
Coffee County	502	89.64	38.24	107.80	38.90	123.68	39.99	34.04
Colquitt County	493	77.24	33.78	94.53	35.01	112.20	38.01	34.96
Fulton County	787	87.87	38.52	104.59	38.37	116.76	40.12	28.89
Jeff Davis County	204	93.83	36.89	114.41	36.94	128.32	35.78	34.49
Jefferson County	171	83.26	37.24	103.53	37.70	122.30	36.26	39.04
Morgan County	116	76.17	24.70	86.23	27.40	100.03	28.00	23.85
Murray County	505	94.31	38.09	111.44	37.02	126.52	36.65	32.21
Pierce County	255	91.85	36.44	107.29	35.20	123.37	35.35	31.52
Randolph County	43	69.77	25.80	79.77	21.88	101.47	26.47	31.70
Rome City	406	89.88	40.26	104.45	37.81	124.04	37.80	34.16
Union County	197	101.78	34.42	115.36	34.49	131.98	35.51	30.20
Average		87.74		103.90		119.30		31.56

Table 11 displays descriptive statistics for the DIBELS Oral Reading Fluency score for

Grade 4 students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. The range of average growth scores ranged from 23 to 39 additional correct word read per minute, with an average of approximately 32. Jefferson County had the largest growth score, while Morgan and Bleckley Counties had the lowest. Figure 7 displays average fall, winter and spring scores in Grade 4 for each districts. Figure 8 shows growth appears to be linear for most districts, relatively equal gains were made from fall to winter and from winter to spring. However, Randolph appeared to have non-linear growth with more growth occurring from winter to spring than from fall to winter.

Table 12 displays the count and percentage of children in the different DIBELS Benchmark Goals (Well Below, Below, At or Above Average). Across all districts, 54.7% of children are performing at or above grade-level in Grade 4, 22% are performing below grade level, and 23.3% are well below grade level. Union county, with 78%, had the highest percentage of children performing at or above benchmark across districts. Wilkes and Brantley followed with 65% and 67% respectively. Other districts, such as Murray and Randolph, had less than 30% of their children performing at or above benchmark.

Figure 8. Average growth rates of Grade 4 DIBELS ORF by district

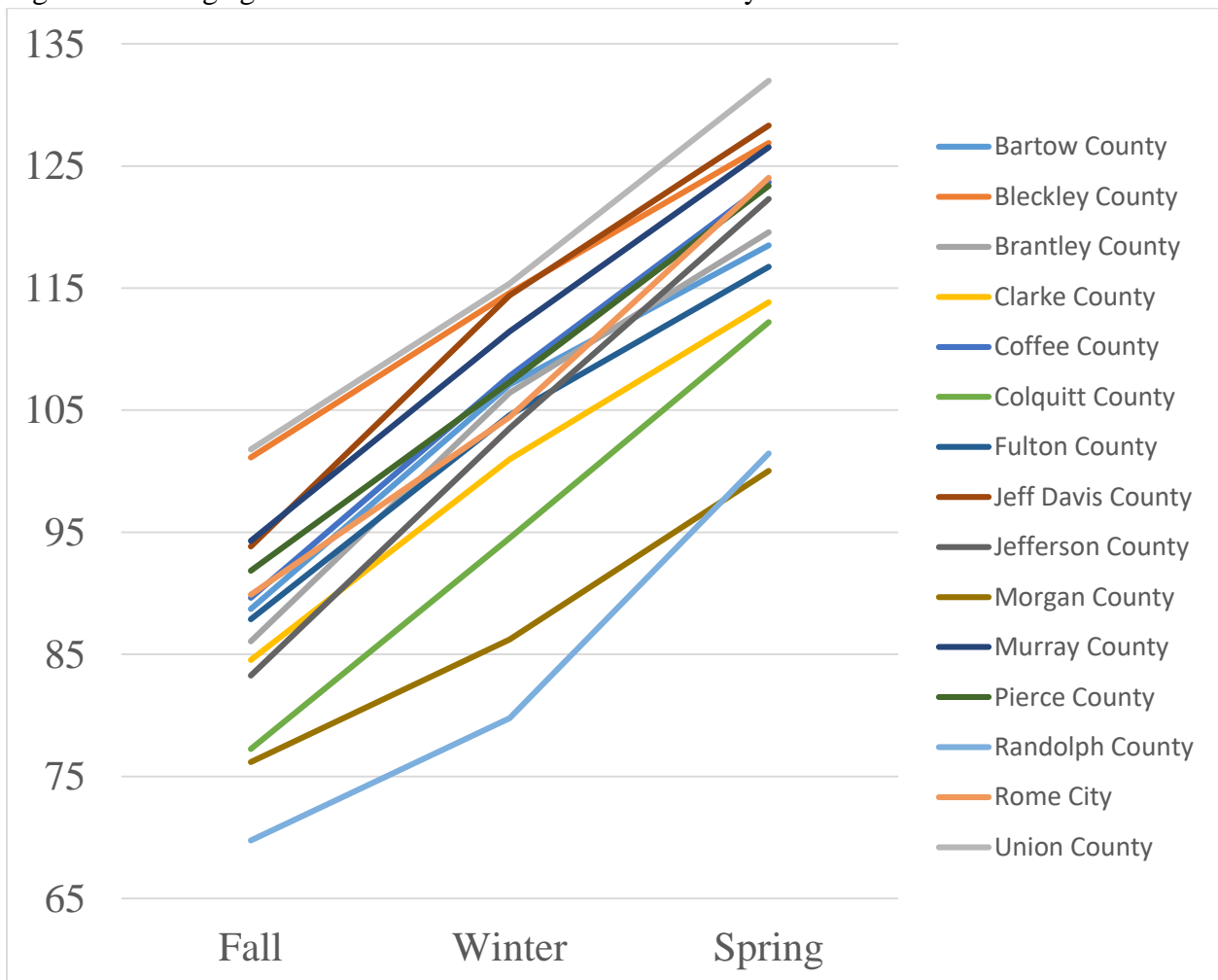


Table 12. Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 4

		DIBELS Benchmark: Grade 4			
		Well Below	Below	At or Above	Total
Bartow County	Count	206	201	480	887
	Percent	23.2%	22.7%	54.1%	100.0%
Bleckley County	Count	25	31	91	147
	Percent	17.0%	21.1%	61.9%	100.0%
Brantley County	Count	46	48	131	225
	Percent	20.4%	21.3%	58.2%	100.0%
Cartersville City	Count	55	63	176	294
	Percent	18.7%	21.4%	59.9%	100.0%
Clarke County	Count	188	188	294	670
	Percent	28.1%	28.1%	43.9%	100.0%
Coffee County	Count	120	101	309	530
	Percent	22.6%	19.1%	58.3%	100.0%
Colquitt County	Count	159	124	242	525
	Percent	30.3%	23.6%	46.1%	100.0%
Fulton County	Count	240	195	453	888
	Percent	27.0%	22.0%	51.0%	100.0%
Jeff Davis County	Count	34	39	140	213
	Percent	16.0%	18.3%	65.7%	100.0%
Jefferson County	Count	36	42	104	182
	Percent	19.8%	23.1%	57.1%	100.0%
Morgan County	Count	47	46	35	128
	Percent	36.7%	35.9%	27.3%	100.0%
Murray County	Count	102	102	349	553
	Percent	18.4%	18.4%	63.1%	100.0%
Pierce County	Count	53	52	163	268
	Percent	19.8%	19.4%	60.8%	100.0%
Randolph County	Count	19	13	11	43
	Percent	44.2%	30.2%	25.6%	100.0%
Rome City	Count	88	94	245	427
	Percent	20.6%	22.0%	57.4%	100.0%
Union County	Count	23	23	161	207
	Percent	11.1%	11.1%	77.8%	100.0%
Total	Count	1441	1362	3384	6187
	Percent	23.3%	22.0%	54.7%	100.0%

*Grade 4 SRI*

Table 13. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 4

	N	Fall 2014		Winter 2015		Spring 2015		Average Growth
		Mean	SD	Mean	SD	Mean	SD	
Bartow	801	534.96	246.67	614.17	238.29	669.44	224.58	134.48
Bleckley	140	658.43	223.75	728.64	210.22	771.45	206.76	113.02
Brantley	85	654.32	233.61	665.06	223.50	686.19	225.58	31.87
Clarke	484	545.49	248.82	586.76	236.06	623.99	247.32	78.50
Coffee	511	595.70	212.38	667.22	205.59	739.07	203.82	143.37
Colquitt	543	525.39	219.15	567.73	220.20	612.42	212.34	87.03
Crisp	264	612.67	207.23	637.39	230.57	669.78	228.46	57.11
Fulton	376	536.19	238.77	558.69	250.55	584.69	245.92	48.49
Jeff Davis	195	566.01	222.74	627.71	230.10	675.51	244.34	109.50
Jefferson	161	526.72	219.42	617.30	203.57	670.86	202.28	144.14
Murray	409	413.80	204.51	489.39	206.48	550.67	202.83	136.87
Pierce	236	600.40	226.44	674.54	221.06	718.52	231.54	118.12
Rome City	386	561.42	253.47	614.67	241.17	679.42	235.95	118.00
Thomaston								
Upton	266	569.48	209.22	618.47	207.33	661.15	201.10	91.66
Toombs	180	555.93	218.10	609.94	203.88	643.34	243.39	87.41
Union	193	716.46	230.70	738.90	226.35	808.81	217.39	92.35
Vidalia City	173	508.12	218.95	513.66	229.93	562.10	239.01	53.98
Washington-								
Wilkes	91	520.12	172.62	599.97	183.62	644.53	181.50	124.41
Wheeler	62	658.39	202.97	697.47	223.88	739.21	227.09	80.82
Whitfield	322	668.29	233.80	719.34	225.52	776.28	225.04	107.99

Table 13 displays descriptive statistics in Grade 4 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts.

Jefferson, Coffee and Murray Counties had the largest growth scores of more than 130 Lexiles,

while Brantley, Fulton and Vidalia City had the three lowest growth rates of around 50 Lexiles or less.

Figure 9 displays growth trends for SRI in Grade 4 students across all districts based on the ANOVA results. All districts, except Brantley, experienced significant growth over the course of the year. In comparison to the Grade 3 graph, there appears to be much larger differences among districts both in terms of performance and growth rates. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Vidalia City, Brantley) experienced very little growth Fall to Winter, but the experienced more growth from Winter to Spring. This trend is reversed for Brantley and Pierce Counties. Despite Murray County's largest growth trend, it is still the lowest performing district on the spring assessment. Finally, relative ranks changed dramatically for some districts from fall to spring. Again, Coffee's ranking increased substantially over the course of the year.

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

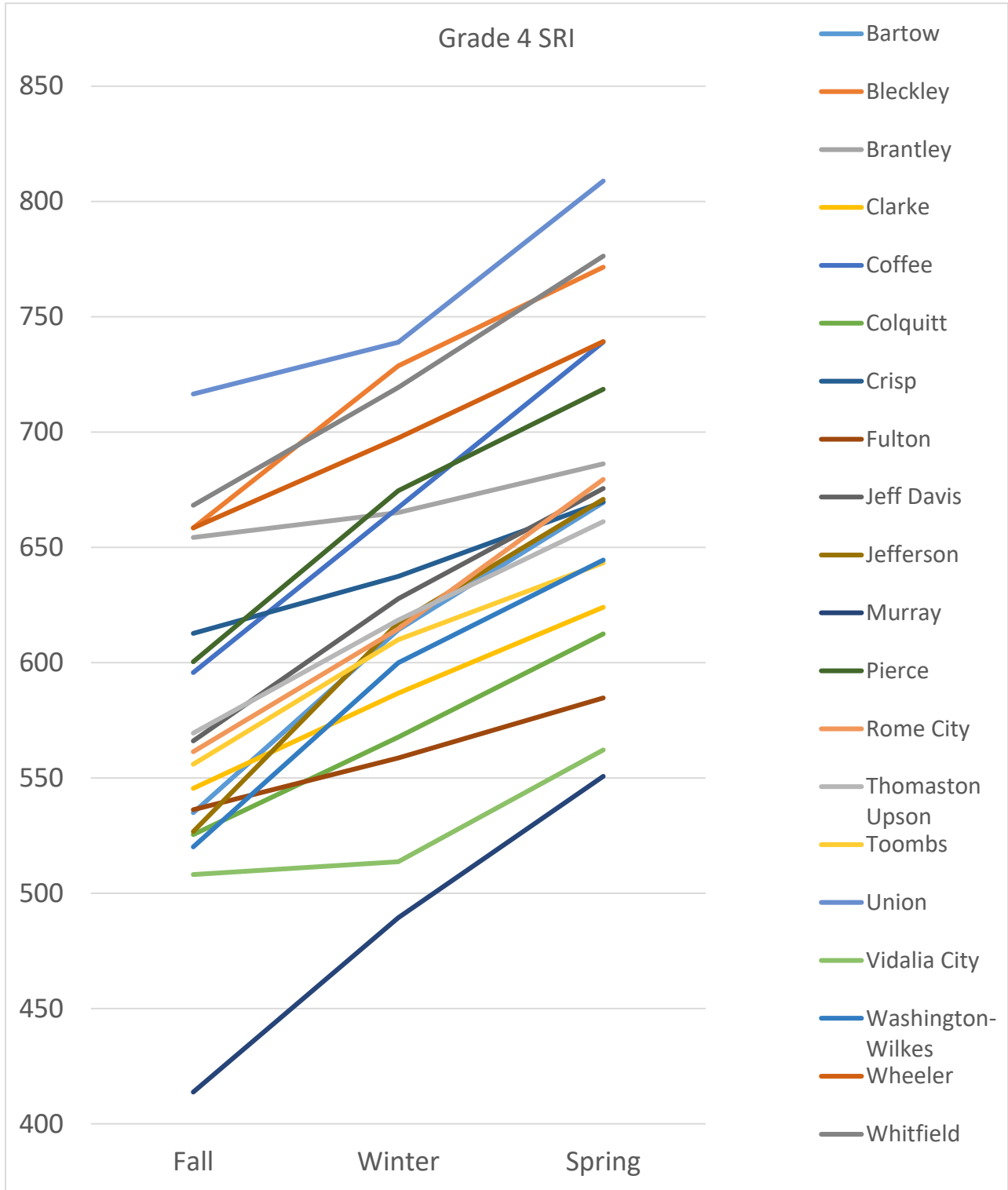


Table 14 displays the count and percentage of students within districts who met or did not met SRI growth expectations in Grade 4. Growth expectations were calculated by comparing the



student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 47% of students met growth expectations across all districts. Murray county performed the best with 72% of their students meeting growth expectations, followed by Bartow counties who had about 63% of their students meeting growth expectations. Fulton and Brantley counties were the lowest with about 20% of their student meeting growth expectations.

Table 15 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 3. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 36% of students are performing at or above grade-level expectations. Districts with the highest percentage of students performing at grade level Bleckley, Union, and Wheeler scored between 55-58% of student at grade level or better. However, Clarke, Colquitt, Jefferson and Fulton all report less than 30% of their students scoring within grade level.

Table 14. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 4

		SRI Growth Expectations		
		Not Met	Met	Total
Bartow County Schools	Count	352	598	950
	Percent	37.1%	62.9%	100.0%
Bleckley County	Count	74	80	154
	Percent	48.1%	51.9%	100.0%
Brantley County Schools	Count	74	20	94
	Percent	78.7%	21.3%	100.0%
Clarke County Schools	Count	430	220	650
	Percent	66.2%	33.8%	100.0%
Coffee County School System	Count	232	295	527
	Percent	44.0%	56.0%	100.0%
Colquitt	Count	385	236	621
	Percent	62.0%	38.0%	100.0%
Crisp County School System	Count	201	90	291
	Percent	69.1%	30.9%	100.0%
Fulton County School System	Count	494	124	618
	Percent	79.9%	20.1%	100.0%
Jeff Davis County Schools	Count	117	100	217
	Percent	53.9%	46.1%	100.0%
Jefferson County	Count	83	93	176
	Percent	47.2%	52.8%	100.0%
Murray County Schools	Count	157	393	550
	Percent	28.5%	71.5%	100.0%
Pierce County School District	Count	121	123	244
	Percent	49.6%	50.4%	100.0%
Randolph County Schools	Count	5	3	8
	Percent	62.5%	37.5%	100.0%
Rome City Schools	Count	243	164	407
	Percent	59.7%	40.3%	100.0%
Thomaston Upson County	Count	123	168	291
	Percent	42.3%	57.7%	100.0%
Toombs County Schools	Count	136	76	212
	Percent	64.2%	35.8%	100.0%
Union County Schools	Count	113	92	205
	Percent	55.1%	44.9%	100.0%
Vidalia City Schools	Count	91	128	219
	Percent	41.6%	58.4%	100.0%
Washington-Wilkes School System	Count	40	56	96
	Percent	41.7%	58.3%	100.0%
Wheeler County	Count	27	38	65
	Percent	41.5%	58.5%	100.0%
Whitfield County	Count	175	166	341
	Percent	51.3%	48.7%	100.0%
Total	Count	3673	3263	6936
	Percent	53.0%	47.0%	100.0%

Table 15. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 4

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	600	418	1018
	Percent	58.90%	41.10%	100.00%
Bleckley County	Count	67	94	161
	Percent	41.60%	58.40%	100.00%
Brantley County Schools	Count	62	36	98
	Percent	63.30%	36.70%	100.00%
Clarke County Schools	Count	518	185	703
	Percent	73.70%	26.30%	100.00%
Coffee County School System	Count	326	233	559
	Percent	58.30%	41.70%	100.00%
Colquitt	Count	461	166	627
	Percent	73.50%	26.50%	100.00%
Crisp County School System	Count	208	102	310
	Percent	67.10%	32.90%	100.00%
Fulton County School System	Count	578	148	726
	Percent	79.60%	20.40%	100.00%
Jeff Davis County Schools	Count	141	85	226
	Percent	62.40%	37.60%	100.00%
Jefferson County	Count	136	55	191
	Percent	71.20%	28.80%	100.00%
Murray County Schools	Count	385	185	570
	Percent	67.50%	32.50%	100.00%
Pierce County School District	Count	150	120	270
	Percent	55.60%	44.40%	100.00%
Randolph County Schools	Count	8	1	9
	Percent	88.90%	11.10%	100.00%
Rome City Schools	Count	286	155	441
	Percent	64.90%	35.10%	100.00%
Thomaston Upson County	Count	173	128	301
	Percent	57.50%	42.50%	100.00%
Toombs County Schools	Count	164	70	234
	Percent	70.10%	29.90%	100.00%
Union County Schools	Count	93	125	218
	Percent	42.70%	57.30%	100.00%
Vidalia City Schools	Count	162	73	235
	Percent	68.90%	31.10%	100.00%
Washington-Wilkes School System	Count	61	37	98
	Percent	62.20%	37.80%	100.00%
Wheeler County	Count	29	43	72
	Percent	40.30%	59.70%	100.00%
Whitfield County	Count	185	187	372
	Percent	49.70%	50.30%	100.00%
Total	Count	4793	2646	7439
	Percent	64.40%	35.60%	100.00%

*Grade 5 DIBELS*

Table 16. Descriptive statistics of district level achievement scores for the DIBELS assessment in Fall, Winter and Spring for Grade

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	SD	Mean	SD	Mean	SD	
Bartow County	785	99.81	34.39	115.95	33.04	121.13	35.06	21.32
Bleckley County	164	117.84	35.62	129.62	34.63	134.82	33.96	16.98
Brantley County	187	102.39	37.02	118.72	35.90	125.80	38.98	23.42
Clarke County	627	100.32	37.62	115.63	36.82	119.74	40.05	19.42
Coffee County	535	113.77	38.28	127.75	37.95	138.11	44.20	24.33
Colquitt County	440	91.86	33.51	109.21	33.99	118.82	40.01	26.96
Fulton County	831	101.32	36.03	120.26	33.28	123.46	36.71	22.13
Jeff Davis County	171	101.76	35.39	123.39	35.64	129.12	37.79	27.36
Jefferson County	185	98.29	41.89	113.16	41.40	120.16	45.87	21.86
Morgan County	106	97.58	28.93	107.94	26.44	111.49	30.59	13.92
Murray County	482	112.34	37.83	128.89	36.46	138.85	39.41	26.51
Pierce County	251	109.13	34.66	120.91	33.60	128.63	36.45	19.49
Randolph County	28	74.46	18.88	89.82	23.51	111.89	21.28	37.43
Rome City	422	105.31	37.65	118.98	33.80	129.16	39.91	23.85
Union County	201	116.57	35.75	127.92	34.26	133.42	36.25	16.85
Average		102.85		117.88		125.64		22.79

Table 16 displays descriptive statistics for the DIBELS Oral Reading Fluency score for Grade 5 students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. The range of average growth scores ranged from 13 to 37 additional correct word read per minute, with an average of approximately 23. Randolph County had the largest growth score but was also the lowest performing district in the fall and spring, Jeff Davis and Colquitt counties also showed substantial growth. Meanwhile, Morgan, Union

and Bleckley Counties had the lowest. Figure 10 displays average fall, winter and spring scores in Grade 2 for each districts. Figure 10 shows growth appears to be linear for most districts, relatively equal gains were made from fall to winter and from winter to spring. However, Jeff Davis appeared to have non-linear growth with more growth occurring from fall to winter than from winter to spring

Table 17 displays the count and percentage of children in the different DIBELS Benchmark Goals (Well Below, Below, At or Above Average). Across all districts, 47% of children are performing at or above grade-level in Grade 5, 25% are performing below grade level, and 29% are well below grade level. Cartersville city, with 62.4%, had the highest percentage of children performing at or above benchmark across districts. Murray and Union followed with 56%. Other districts Morgan and Randolph had less than 30% of their children performing at or above benchmark.

Figure 10. Average growth rates by district in Grade 5 (DIBELS)

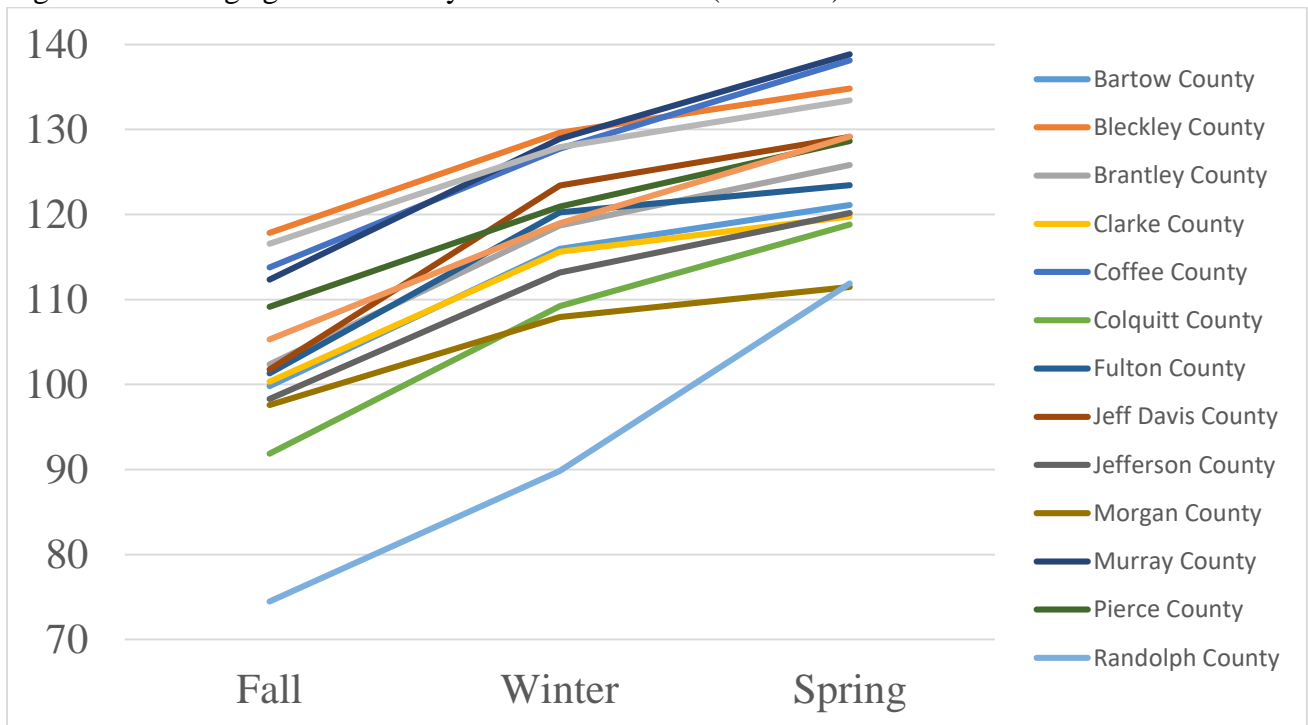


Table 17. Counts and percentages of children at DIBELS Benchmark Goals in the Spring of Grade 5

		DIBELS Benchmark: Grade 5			Total
		Well Below	Below	At or Above	
Bartow County	Count	274	227	393	894
	Percent	30.6%	25.4%	44.0%	100.0%
Bleckley County	Count	39	41	97	177
	Percent	22.0%	23.2%	54.8%	100.0%
Brantley County	Count	61	67	130	258
	Percent	23.6%	26.0%	50.4%	100.0%
Cartersville City	Count	80	49	214	343
	Percent	23.3%	14.3%	62.4%	100.0%
Clarke County	Count	251	169	261	681
	Percent	36.9%	24.8%	38.3%	100.0%
Coffee County	Count	121	133	311	565
	Percent	21.4%	23.5%	55.0%	100.0%
Colquitt County	Count	170	134	163	467
	Percent	36.4%	28.7%	34.9%	100.0%
Fulton County	Count	320	251	409	980
	Percent	32.7%	25.6%	41.7%	100.0%
Jeff Davis County	Count	50	41	115	206
	Percent	24.3%	19.9%	55.8%	100.0%
Jefferson County	Count	63	48	84	195
	Percent	32.3%	24.6%	43.1%	100.0%
Morgan County	Count	44	33	32	109
	Percent	40.4%	30.3%	29.4%	100.0%
Murray County	Count	96	121	296	513
	Percent	18.7%	23.6%	57.7%	100.0%
Pierce County	Count	70	75	120	265
	Percent	26.4%	28.3%	45.3%	100.0%
Randolph County	Count	10	18	4	32
	Percent	31.3%	56.3%	12.5%	100.0%
Rome City	Count	119	102	225	446
	Percent	26.7%	22.9%	50.4%	100.0%
Union County	Count	42	53	120	215
	Percent	19.5%	24.7%	55.8%	100.0%
Total	Count	1810	1562	2974	6346
	Percent	28.5%	24.6%	46.9%	100.0%

Grade 5 SRI

Table 18. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 5

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	SD	Mean	SD	Mean	SD	
Bartow	906	664.52	251.14	734.06	240.65	776.00	235.23	111.48
Bleckley	161	777.38	220.31	832.37	212.21	860.32	210.21	82.94
Brantley	69	762.52	262.76	771.33	239.85	781.58	229.72	19.06
Clarke	516	664.47	243.72	699.53	251.80	732.99	249.50	68.52
Coffee	530	753.61	207.60	812.93	194.22	874.69	189.61	121.08
Colquitt	496	596.57	224.57	637.34	232.65	669.36	229.41	72.78
Crisp	283	707.98	201.35	730.62	216.51	767.55	208.68	59.57
Fulton	428	667.97	221.02	682.62	231.43	705.24	234.86	37.27
Jeff Davis	197	677.37	265.94	720.58	261.80	753.42	254.24	76.06
Jefferson	171	658.85	221.88	729.60	211.46	789.85	214.39	131.01
Murray	442	527.50	223.47	603.20	221.55	674.36	234.42	146.86
Pierce	240	715.96	244.69	792.45	217.62	825.84	211.69	109.88
Rome City	405	688.52	257.51	741.46	241.65	784.46	229.94	95.94
Thomaston	271	719.55	194.98	767.84	202.31	800.48	191.15	80.93
Upson	193	648.16	218.25	683.94	216.47	748.03	206.80	99.87
Toombs	198	800.58	232.65	836.55	223.58	902.27	221.71	101.69
Vidalia City	167	620.65	202.43	653.63	206.74	692.41	216.39	71.76
Washington- Wilkes	109	614.40	204.33	677.62	208.82	735.81	205.95	121.40
Wheeler	81	673.84	227.30	710.65	231.78	741.67	232.82	67.83
Whitfield	318	753.33	204.41	800.51	195.63	854.77	200.55	101.44

Table 18 displays descriptive statistics in Grade 5 for all students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts. Murray, Jefferson, and Washington-Wilkes Counties had the largest growth scores of more than

120 Lexiles, while Brantley, Fulton and Crisp Counties had the three lowest growth rates of less than 60 Lexiles.

Figure 11 displays growth trends for SRI in Grade 4 students across all districts based on the ANOVA results. All districts, except Brantley, experienced significant growth over the course of the year. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Similar to the finding in Grade 4, despite Murray County's substantial growth trend, it is still one of the lowest performing district on the spring assessment.



Figure 11. Growth rates by district in Grade 5 (Scholastic Reading Inventory)

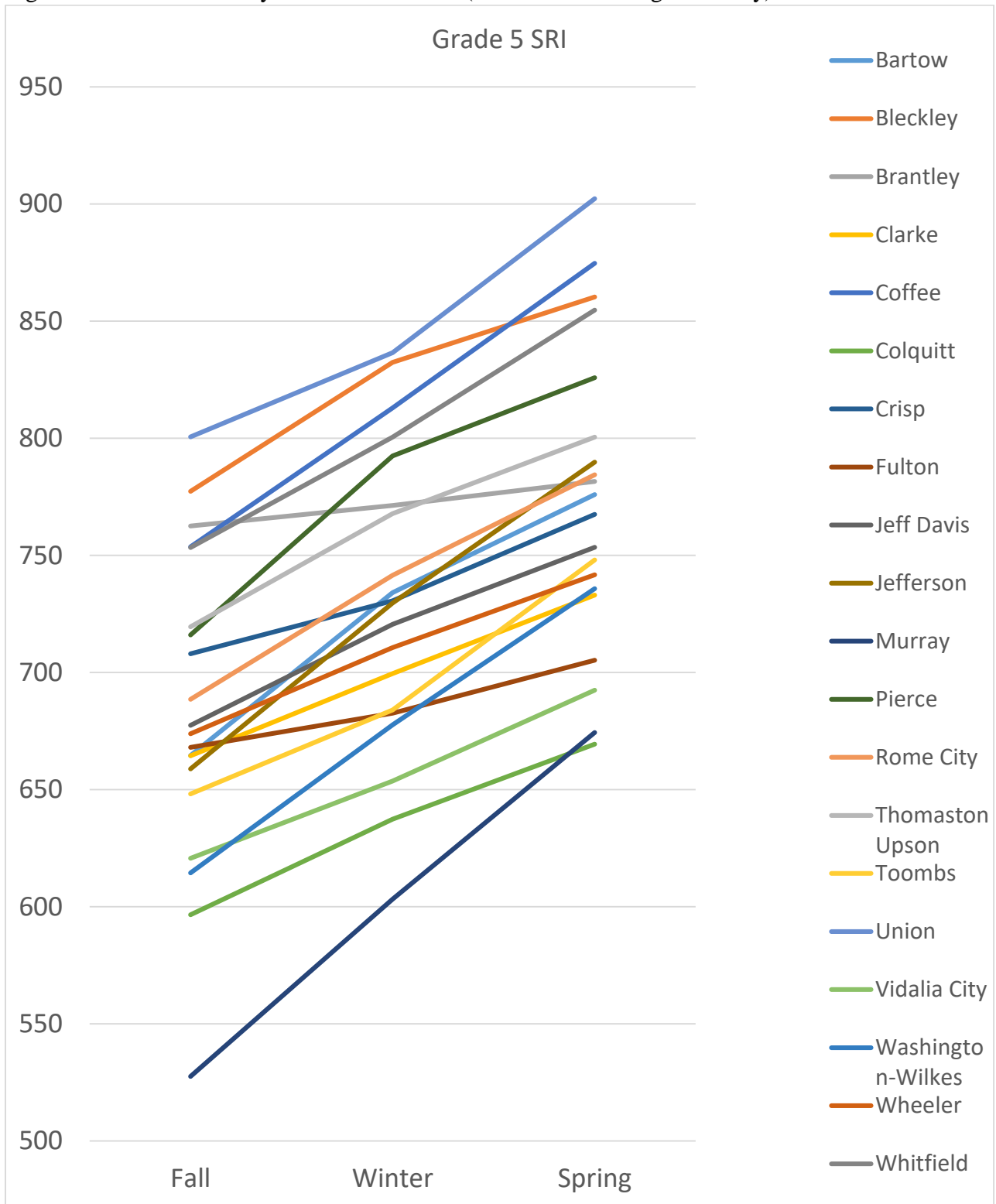


Table 18 displays the count and percentage of students within districts who met or did not met SRI growth expectations in Grade 4. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expect growth based on the fall score. Overall, 51% of students met growth expectations across all districts. Murray County performed the best with 79% of their students meeting growth expectations, followed by Bartow, Thomaston Upson, Vidalia City, and Wilkes counties who had between 65-73% of their students meeting growth expectations. Fulton and Brantley counties were the lowest with less than 30% of their student meeting growth expectations.

Table 19 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 5. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 54% of students are performing at or above grade-level expectations. Districts with the highest percentage of students performing at grade level are Bleckley, Coffee, Thomaston Upson, Union, and Whitfield. These districts scored between 65-72% of student at grade level or better. However, Colquitt, and Fulton report less than 40% of their students scoring within grade level.

Table 18. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 5

		SRI Growth Expectations		
		Not Met	Met	Total
Bartow County Schools	Count	321	658	979
	Percent	32.8%	67.2%	100.0%
Bleckley County	Count	103	78	181
	Percent	56.9%	43.1%	100.0%
Brantley County Schools	Count	58	21	79
	Percent	73.4%	26.6%	100.0%
Clarke County Schools	Count	420	251	671
	Percent	62.6%	37.4%	100.0%
Coffee County School System	Count	200	338	538
	Percent	37.2%	62.8%	100.0%
Colquitt	Count	360	206	566
	Percent	63.6%	36.4%	100.0%
Crisp County School System	Count	197	100	297
	Percent	66.3%	33.7%	100.0%
Fulton County School System	Count	455	134	589
	Percent	77.2%	22.8%	100.0%
Jeff Davis County Schools	Count	117	90	207
	Percent	56.5%	43.5%	100.0%
Jefferson County	Count	82	113	195
	Percent	42.1%	57.9%	100.0%
Murray County Schools	Count	107	400	507
	Percent	21.1%	78.9%	100.0%
Pierce County School District	Count	102	142	244
	Percent	41.8%	58.2%	100.0%
Randolph County Schools	Count	14	2	16
	Percent	87.5%	12.5%	100.0%
Rome City Schools	Count	227	183	410
	Percent	55.4%	44.6%	100.0%
Thomaston Upson County	Count	97	186	283
	Percent	34.3%	65.7%	100.0%
Toombs County Schools	Count	131	92	223
	Percent	58.7%	41.3%	100.0%
Union County Schools	Count	99	111	210
	Percent	47.1%	52.9%	100.0%
Vidalia City Schools	Count	56	128	184
	Percent	30.4%	69.6%	100.0%
Washington-Wilkes School System	Count	31	82	113
	Percent	27.4%	72.6%	100.0%
Wheeler County	Count	47	38	85
	Percent	55.3%	44.7%	100.0%
Whitfield County	Count	152	187	339
	Percent	44.8%	55.2%	100.0%
Total	Count	3376	3540	6916
	Percent	48.8%	51.2%	100.0%

Table 19. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 5

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	402	668	1070
	Percent	37.60%	62.40%	100.00%
Bleckley County	Count	59	131	190
	Percent	31.10%	68.90%	100.00%
Brantley County Schools	Count	40	43	83
	Percent	48.20%	51.80%	100.00%
Clarke County Schools	Count	418	313	731
	Percent	57.20%	42.80%	100.00%
Coffee County School System	Count	166	411	577
	Percent	28.80%	71.20%	100.00%
Colquitt	Count	359	213	572
	Percent	62.80%	37.20%	100.00%
Crisp County School System	Count	145	166	311
	Percent	46.60%	53.40%	100.00%
Fulton County School System	Count	434	246	680
	Percent	63.80%	36.20%	100.00%
Jeff Davis County Schools	Count	107	116	223
	Percent	48.00%	52.00%	100.00%
Jefferson County	Count	105	101	206
	Percent	51.00%	49.00%	100.00%
Murray County Schools	Count	239	282	521
	Percent	45.90%	54.10%	100.00%
Pierce County School District	Count	95	169	264
	Percent	36.00%	64.00%	100.00%
Randolph County Schools	Count	9	9	18
	Percent	50.00%	50.00%	100.00%
Rome City Schools	Count	225	230	455
	Percent	49.50%	50.50%	100.00%
Thomaston Upson County	Count	94	197	291
	Percent	32.30%	67.70%	100.00%
Toombs County Schools	Count	132	109	241
	Percent	54.80%	45.20%	100.00%
Union County Schools	Count	63	157	220
	Percent	28.60%	71.40%	100.00%
Vidalia City Schools	Count	84	114	198
	Percent	42.40%	57.60%	100.00%
Washington-Wilkes School System	Count	47	68	115
	Percent	40.90%	59.10%	100.00%
Wheeler County	Count	43	44	87
	Percent	49.40%	50.60%	100.00%
Whitfield County	Count	123	236	359
	Percent	34.30%	65.70%	100.00%
Total	Count	3389	4023	7412
	Percent	45.70%	54.30%	100.00%

## Middle School

### Grade 6 SRI

Table 20. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 6

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	996	787.91	237.17	816.75	247.06	854.98	252.06	67.07
Bleckley	150	882.82	219.81	896.05	248.73	940.57	261.40	57.75
Brantley	236	815.80	242.93	866.22	234.23	896.11	246.10	80.31
Cartersville	268	898.71	231.14	933.34	244.36	949.88	254.09	51.18
Clarke	744	790.29	276.55	804.89	292.79	831.96	303.27	41.67
Coffee	453	852.01	223.92	867.02	220.55	890.59	228.79	38.58
Crisp	263	793.82	206.74	801.22	218.25	829.76	234.35	35.94
Fulton	600	738.25	241.40	743.86	259.49	764.34	264.38	26.09
Jeff Davis	185	738.81	264.87	773.75	277.53	793.24	275.05	54.43
Jefferson	217	740.17	247.05	776.58	241.18	818.18	231.03	78.00
Morgan	227	779.86	253.05	818.88	258.24	849.81	264.64	69.95
Murray	505	623.00	249.94	689.30	244.05	739.04	251.43	116.04
Pierce	227	771.68	256.05	797.43	250.12	835.66	257.45	63.98
Rome City	405	790.69	242.67	823.45	235.55	871.46	240.47	80.78
Thomaston	279	810.52	211.68	855.54	215.76	894.59	239.88	84.08
Toombs	187	802.60	213.08	811.00	228.07	841.35	242.08	38.75
Union	177	909.79	241.46	946.60	237.25	984.20	255.33	74.41
Vidalia City	174	694.91	234.08	717.86	237.68	759.99	243.27	65.08
Washington-Wilkes	121	790.29	249.76	818.28	220.75	824.88	210.97	34.60
Wheeler	69	791.25	226.22	818.32	238.62	848.64	253.53	57.39
Whitfield	311	823.75	241.49	841.43	234.90	891.23	235.12	67.48

Table 20 displays descriptive statistics in Grade 6 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts.

Murray, Thomaston Upson Counties, and Rome City had the largest growth scores of more than

80 Lexiles, while Fulton, Washington-Wilkes, and Crisp Counties had the three lowest growth rates of 36 Lexiles or less.

Figure 12 displays growth trends for SRI in Grade 6 students across all districts based on the ANOVA results. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Bleckley, Whitfield) experienced very little growth fall to winter, but then experienced more growth from winter to spring. This trend is reversed for Cartersville and Brantley Counties. Despite Murray County's largest growth trend, it is still the lowest performing district on the spring assessment. Vidalia City and Fulton County are also among the lowest performing districts on the spring assessment. On the other hand, Union, Cartersville, and Bleckley County are the top three performing districts on the spring assessment.

Table 21 displays the count and percentage of students within districts who met or did not meet SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 52% of students met growth expectations across all districts. Murray County performed the best with 75% of their students meeting growth expectations, followed by Bartow, Vidalia City, and Wilkes counties who had between 62-66% of their students meeting growth expectations. Fulton had the lowest with 36% of their student meeting growth expectations.

Table 22 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 6. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 34% of students are performing at or above grade-level expectations. Union county is the only district with over half of their students (55%) who are performing at or above grade level. Beckley and Cartersville

counties scored between 48% and 45% respectively. Crisp, Jeff Davis, Jefferson, and Toombs counties reported 30% or less of their students performing at or above grade level.

Figure 12. Growth rates by district in Grade 6 (Scholastic Reading Inventory)

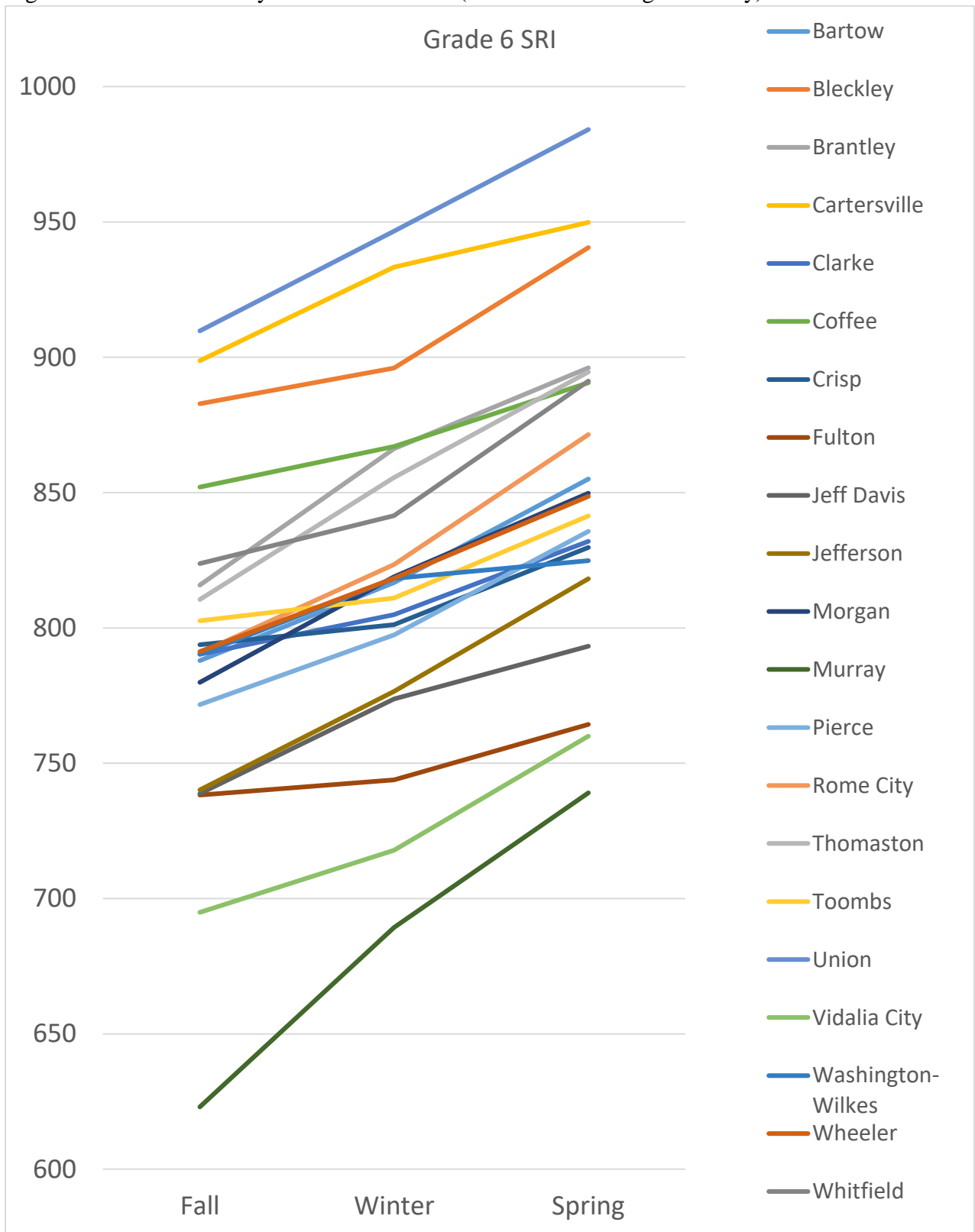




Table 21. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 6

		SRI Growth Expectations		Total
		Not Met	Met	
Bartow County Schools	Count	393	628	1021
	Percent	38.5%	61.5%	100.0%
Bleckley County	Count	67	81	148
	Percent	45.3%	54.7%	100.0%
Brantley County Schools	Count	120	144	264
	Percent	45.5%	54.5%	100.0%
Cartersville School System	Count	157	140	297
	Percent	52.9%	47.1%	100.0%
Clarke County Schools	Count	457	340	797
	Percent	57.3%	42.7%	100.0%
Coffee County School System	Count	293	207	500
	Percent	58.6%	41.4%	100.0%
Crisp County School System	Count	160	118	278
	Percent	57.6%	42.4%	100.0%
Fulton County School System	Count	489	270	759
	Percent	64.4%	35.6%	100.0%
Jeff Davis County Schools	Count	108	90	198
	Percent	54.5%	45.5%	100.0%
Jefferson County	Count	103	117	220
	Percent	46.8%	53.2%	100.0%
Morgan County School District	Count	100	139	239
	Percent	41.8%	58.2%	100.0%
Murray County Schools	Count	132	404	536
	Percent	24.6%	75.4%	100.0%
Pierce County School District	Count	123	124	247
	Percent	49.8%	50.2%	100.0%
Rome City Schools	Count	183	225	408
	Percent	44.9%	55.1%	100.0%
Thomaston Upson County	Count	134	175	309
	Percent	43.4%	56.6%	100.0%
Toombs County Schools	Count	117	83	200
	Percent	58.5%	41.5%	100.0%
Union County Schools	Count	80	109	189
	Percent	42.3%	57.7%	100.0%
Vidalia City Schools	Count	64	125	189
	Percent	33.9%	66.1%	100.0%
Washington-Wilkes School System	Count	53	68	121
	Percent	43.8%	56.2%	100.0%
Wheeler County	Count	44	37	81
	Percent	54.3%	45.7%	100.0%
Whitfield County	Count	138	172	310
	Percent	44.5%	55.5%	100.0%
Total	Count	3515	3796	7311
	Percent	48.1%	51.9%	100.0%

Table 22. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 6

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	649	449	1098
	Percent	59.10%	40.90%	100.00%
Bleckley County	Count	82	76	158
	Percent	51.90%	48.10%	100.00%
Brantley County Schools	Count	172	108	280
	Percent	61.40%	38.60%	100.00%
Cartersville School System	Count	195	165	360
	Percent	54.20%	45.80%	100.00%
Clarke County Schools	Count	638	288	926
	Percent	68.90%	31.10%	100.00%
Coffee County School System	Count	348	190	538
	Percent	64.70%	35.30%	100.00%
Crisp County School System	Count	210	83	293
	Percent	71.70%	28.30%	100.00%
Fulton County School System	Count	851	209	1060
	Percent	80.30%	19.70%	100.00%
Jeff Davis County Schools	Count	151	60	211
	Percent	71.60%	28.40%	100.00%
Jefferson County	Count	169	63	232
	Percent	72.80%	27.20%	100.00%
Morgan County School District	Count	166	89	255
	Percent	65.10%	34.90%	100.00%
Murray County Schools	Count	380	177	557
	Percent	68.20%	31.80%	100.00%
Pierce County School District	Count	184	87	271
	Percent	67.90%	32.10%	100.00%
Rome City Schools	Count	302	148	450
	Percent	67.10%	32.90%	100.00%
Thomaston Upson County	Count	206	123	329
	Percent	62.60%	37.40%	100.00%
Toombs County Schools	Count	153	64	217
	Percent	70.50%	29.50%	100.00%
Union County Schools	Count	91	115	206
	Percent	44.20%	55.80%	100.00%
Vidalia City Schools	Count	133	61	194
	Percent	68.60%	31.40%	100.00%
Washington-Wilkes School System	Count	86	42	128
	Percent	67.20%	32.80%	100.00%
Wheeler County	Count	57	27	84
	Percent	67.90%	32.10%	100.00%
Whitfield County	Count	202	142	344
	Percent	58.70%	41.30%	100.00%
Total	Count	5425	2766	8191
	Percent	66.20%	33.80%	100.00%

Grade 7 SRI

Table 23. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 7

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	971	837.72	239.62	870.48	243.27	908.64	257.89	70.92
Bleckley	163	927.12	265.95	952.88	261.25	1000.83	251.74	73.71
Brantley	216	896.69	274.03	955.50	266.73	991.00	263.83	94.31
Cartersville	300	929.86	263.59	948.09	270.34	980.13	268.85	50.27
Clarke	624	820.03	299.35	856.37	289.23	887.42	293.54	67.39
Coffee	504	881.99	241.71	918.88	231.89	953.20	230.74	71.21
Crisp	297	845.53	263.88	865.02	265.69	885.10	262.08	39.57
Fulton	802	767.25	249.85	768.30	261.92	776.45	269.89	9.20
Jeff Davis	200	817.34	266.35	874.59	259.54	909.96	256.60	92.62
Jefferson	189	861.48	224.81	899.95	223.01	930.06	213.84	68.59
Morgan	219	840.42	283.68	879.26	275.73	910.36	261.98	69.95
Murray	516	756.91	241.95	791.65	247.85	836.13	264.60	79.22
Pierce	237	906.72	257.41	939.44	249.65	980.15	250.61	73.43
Rome City	372	880.47	254.66	904.81	246.87	934.38	244.14	53.91
Thomaston	308	827.28	249.55	873.59	243.91	902.52	247.39	75.24
Toombs	181	826.29	237.20	858.31	238.69	889.45	247.69	63.16
Union	176	1001.56	226.90	1018.22	230.50	1038.95	236.35	37.39
Vidalia City	174	779.49	223.68	798.56	241.78	826.77	239.81	47.28
Washington-Wilkes	105	801.19	244.31	854.92	236.44	892.97	244.13	91.78
Wheeler	68	818.68	287.26	845.82	270.27	857.47	280.25	38.79
Whitfield	326	911.97	249.20	946.17	251.10	996.38	244.09	84.41

Table 23 displays descriptive statistics in Grade 7 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts.

Brantley, Jeff Davis and Washington-Wilkes Counties had the largest growth scores of more than 90 Lexiles, while Fulton, Union and Wheeler Counties had the three lowest growth rates of 40 Lexiles or less.

Figure 13 displays growth trends for SRI in Grade 7 students across all districts based on the ANOVA results. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Whitfield) experienced very little growth from fall to winter, but then experienced more growth from winter to spring. This trend is reversed for Brantley and Washington-Wilkes Counties. Vidalia City, Murray and Fulton County are the three lowest performing districts on the spring assessment. While, Bleckley, Brantley Union, Whitfield are the four top performing districts on the spring assessment.

Table 24 displays the count and percentage of students within districts who met or did not meet SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 55% of students met growth expectations across all districts. Murray and Washington-Wilkes Counties performed the best with 71% and 70% of their students meeting growth expectations, respectively, followed by Bartow, Brantley, Jeff Davis and Whitfield counties who had between 60-69% of their students meeting growth expectations. Fulton had the lowest with 37% of their student meeting growth expectations.

Table 25 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 7. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 45% of students are performing at or above grade-level expectations. Bleckley and Union county are the two top performing districts with 60% and 65% of students, respectively, who are performing at or above grade level. However, Fulton, Clarke and Vidalia City reported 40% or less of their students performing at or above grade level.

Figure 13. Growth rates by district in Grade 7 (Scholastic Reading Inventory)

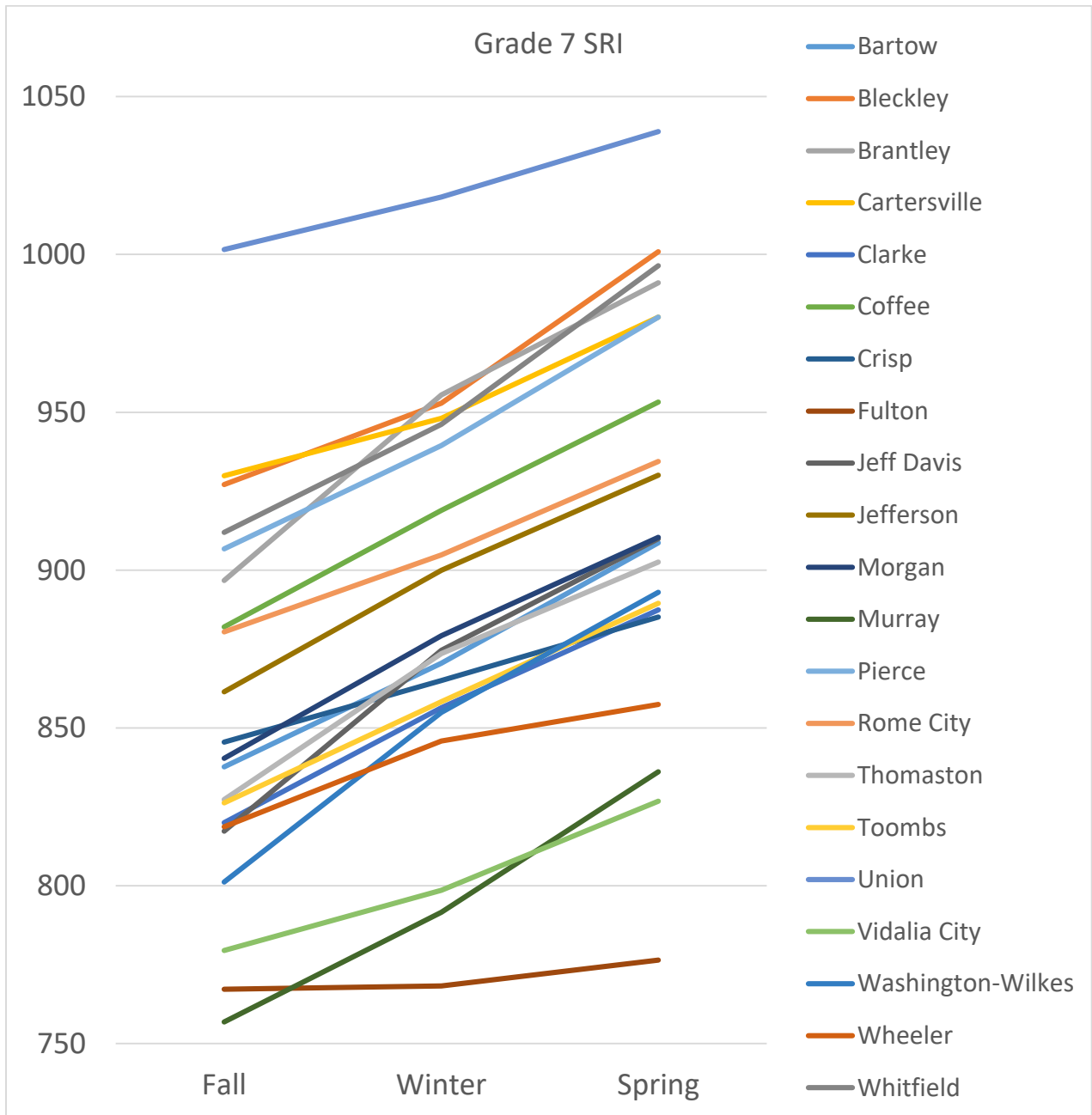


Table 24. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 7

		SRI Growth Expectations		
		Not Met	Met	Total
Bartow County Schools	Count	315	658	973
	Percent	32.4%	67.6%	100.0%
Bleckley County	Count	66	89	155
	Percent	42.6%	57.4%	100.0%
Brantley County Schools	Count	81	147	228
	Percent	35.5%	64.5%	100.0%
Cartersville School System	Count	148	154	302
	Percent	49.0%	51.0%	100.0%
Clarke County Schools	Count	358	347	705
	Percent	50.8%	49.2%	100.0%
Coffee County School System	Count	220	310	530
	Percent	41.5%	58.5%	100.0%
Crisp County School System	Count	181	127	308
	Percent	58.8%	41.2%	100.0%
Fulton County School System	Count	594	355	949
	Percent	62.6%	37.4%	100.0%
Jeff Davis County Schools	Count	82	127	209
	Percent	39.2%	60.8%	100.0%
Jefferson County	Count	91	107	198
	Percent	46.0%	54.0%	100.0%
Morgan County School District	Count	93	129	222
	Percent	41.9%	58.1%	100.0%
Murray County Schools	Count	161	399	560
	Percent	28.8%	71.3%	100.0%
Pierce County School District	Count	112	149	261
	Percent	42.9%	57.1%	100.0%
Rome City Schools	Count	218	191	409
	Percent	53.3%	46.7%	100.0%
Thomaston Upson County	Count	162	196	358
	Percent	45.3%	54.7%	100.0%
Toombs County Schools	Count	95	98	193
	Percent	49.2%	50.8%	100.0%
Union County Schools	Count	100	89	189
	Percent	52.9%	47.1%	100.0%
Vidalia City Schools	Count	92	110	202
	Percent	45.5%	54.5%	100.0%
Washington-Wilkes School System	Count	32	76	108
	Percent	29.6%	70.4%	100.0%
Wheeler County	Count	40	32	72
	Percent	55.6%	44.4%	100.0%
Whitfield County	Count	118	209	327

	Percent	36.1%	63.9%	100.0%
Total	Count	3359	4099	7458
	Percent	45.0%	55.0%	100.0%

Table 25. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 7

		SRI Spring Benchmark		
		Below	At or above	Total
Bartow County Schools	Count	475	565	1040
	Percent	45.70%	54.30%	100.00%
Bleckley County	Count	72	110	182
	Percent	39.60%	60.40%	100.00%
Brantley County Schools	Count	119	128	247
	Percent	48.20%	51.80%	100.00%
Cartersville School System	Count	163	200	363
	Percent	44.90%	55.10%	100.00%
Clarke County Schools	Count	509	315	824
	Percent	61.80%	38.20%	100.00%
Coffee County School System	Count	291	279	570
	Percent	51.10%	48.90%	100.00%
Crisp County School System	Count	190	135	325
	Percent	58.50%	41.50%	100.00%
Fulton County School System	Count	825	272	1097
	Percent	75.20%	24.80%	100.00%
Jeff Davis County Schools	Count	136	95	231
	Percent	58.90%	41.10%	100.00%
Jefferson County	Count	120	91	211
	Percent	56.90%	43.10%	100.00%
Morgan County School District	Count	133	111	244
	Percent	54.50%	45.50%	100.00%
Murray County Schools	Count	319	271	590
	Percent	54.10%	45.90%	100.00%
Pierce County School District	Count	140	159	299
	Percent	46.80%	53.20%	100.00%
Rome City Schools	Count	257	201	458
	Percent	56.10%	43.90%	100.00%
Thomaston Upson County	Count	233	159	392
	Percent	59.40%	40.60%	100.00%
Toombs County Schools	Count	125	86	211
	Percent	59.20%	40.80%	100.00%
Union County Schools	Count	74	140	214
	Percent	34.60%	65.40%	100.00%
Vidalia City Schools	Count	133	82	215
	Percent	61.90%	38.10%	100.00%
Washington-Wilkes School System	Count	63	51	114
	Percent	55.30%	44.70%	100.00%
Wheeler County	Count	45	30	75

	Percent	60.00%	40.00%	100.00%
Whitfield County	Count	149	214	363
	Percent	41.00%	59.00%	100.00%
Total	Count	4571	3694	8265
	Percent	55.30%	44.70%	100.00%

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Grade 8 SRI

Table 26. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 8

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	974	824.89	240.32	862.93	254.58	899.48	265.50	74.59
Bleckley	152	1009.01	241.77	1018.16	236.86	1044.74	241.80	35.73
Brantley	241	974.09	253.45	1023.93	240.82	1061.94	236.07	87.85
Cartersville	233	1080.87	222.16	1103.51	224.75	1108.05	213.29	27.18
Clarke	731	889.67	293.27	922.72	278.48	941.97	281.15	52.30
Coffee	439	939.38	250.01	961.04	247.49	982.23	248.80	42.85
Crisp	252	930.86	258.82	937.89	252.79	952.18	250.99	21.32
Fulton	854	826.90	263.67	848.45	261.31	861.65	257.59	34.75
Jeff Davis	203	903.10	276.36	950.88	270.21	976.17	268.65	73.07
Jefferson	184	908.29	254.68	955.92	239.11	969.59	226.24	61.30
Morgan	191	961.79	273.46	984.20	253.91	1014.51	259.65	52.73
Murray	526	819.63	259.51	867.06	263.93	885.91	274.28	66.27
Pierce	244	963.11	246.81	973.70	251.09	987.69	269.54	24.58
Rome City	428	1000.46	236.09	1019.32	231.18	1037.36	225.51	36.90
Thomaston	330	873.46	268.16	915.48	269.38	953.19	274.88	79.73
Toombs	192	892.61	254.02	895.99	276.44	920.34	276.65	27.73
Union	217	1038.74	242.50	1053.65	242.25	1087.56	252.16	48.82
Vidalia City	204	886.17	236.46	900.17	250.30	929.75	256.44	43.59
Washington-Wilkes	113	898.73	245.98	937.81	221.46	962.47	210.68	63.74
Wheeler	63	939.60	245.30	989.13	237.34	1005.05	232.83	65.44
Whitfield	295	962.28	224.09	998.27	229.64	1035.45	220.66	73.18

Table 26 displays descriptive statistics in Grade 8 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving. However, it is easy to see that there are very large differences across districts.

Brantley, Thomaston Upson and Bartow Counties had the largest growth scores of more than 75

Lexiles, while Crisp, Pierce, and Cartersville had the three lowest growth rates of less than 30 Lexiles.

Figure 14 displays growth trends for SRI in Grade 8 students across all districts based on the ANOVA results. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Union, Toombs) experienced very little growth fall to winter, but experienced more growth from winter to spring. This trend was reversed for Jefferson and Wheeler Counties. Bartow, Murray and Fulton County are the three lowest performing districts on the spring assessment. Cartersville, Brantley, Union, and Whitfield are the four top performing district on the spring assessment.

Table 27 displays the count and percentage of students within districts who met or did not met SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expect growth based on the fall score. Overall, 54% of students met growth expectations across all districts. Bartow and Murray performed the best with 75% and 73% of their students meeting growth expectations, respectively, followed by Brantley who had 62% of their students meeting growth expectations. Crisp and Toombs had the lowest with 37% and 39% of their student meeting growth expectations.

Table 28 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 8. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 54% of students are performing at or above grade-level expectations. Bleckley, Brantley, Cartersville, Rome and Union county are also districts who are performing well because 60% or more of their students

are performing at or above grade level. Fulton and Crisp are the two districts with the lowest percentage of children performing at or above grade level.

Figure 14. Growth rates by district in Grade 8 (Scholastic Reading Inventory)

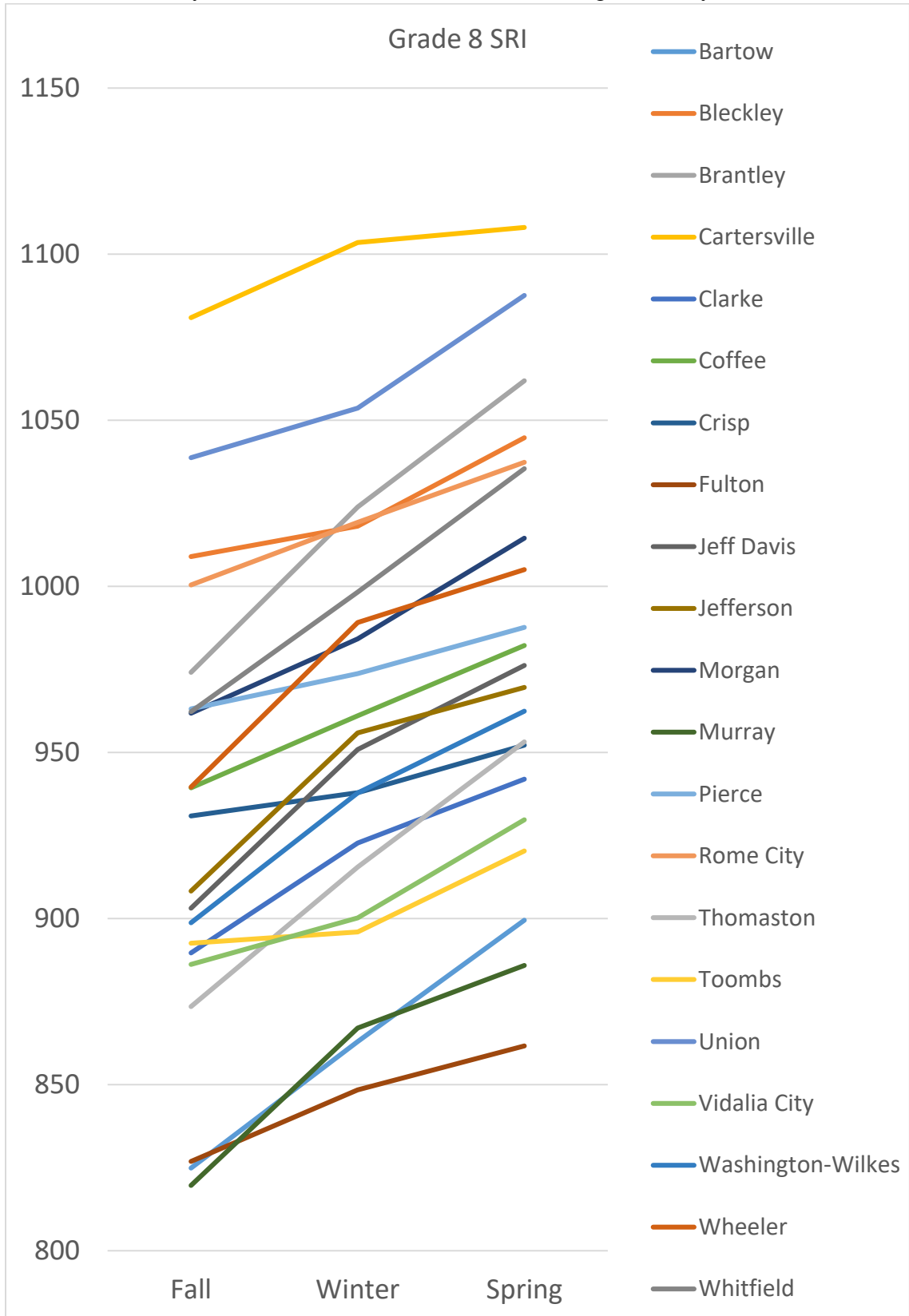


Table 27. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 8

		SRI Growth Expectations		Total
		Not Met	Met	
Bartow County Schools	Count	245	755	1000
	Percent	24.5%	75.5%	100.0%
Bleckley County	Count	72	78	150
	Percent	48.0%	52.0%	100.0%
Brantley County Schools	Count	100	162	262
	Percent	38.2%	61.8%	100.0%
Cartersville School System	Count	143	102	245
	Percent	58.4%	41.6%	100.0%
Clarke County Schools	Count	434	345	779
	Percent	55.7%	44.3%	100.0%
Coffee County School System	Count	257	242	499
	Percent	51.5%	48.5%	100.0%
Crisp County School System	Count	172	102	274
	Percent	62.8%	37.2%	100.0%
Fulton County School System	Count	564	445	1009
	Percent	55.9%	44.1%	100.0%
Jeff Davis County Schools	Count	94	120	214
	Percent	43.9%	56.1%	100.0%
Jefferson County	Count	93	103	196
	Percent	47.4%	52.6%	100.0%
Morgan County School District	Count	97	101	198
	Percent	49.0%	51.0%	100.0%
Murray County Schools	Count	149	410	559
	Percent	26.7%	73.3%	100.0%
Pierce County School District	Count	157	123	280
	Percent	56.1%	43.9%	100.0%
Rome City Schools	Count	244	184	428
	Percent	57.0%	43.0%	100.0%
Thomaston Upson County	Count	145	204	349
	Percent	41.5%	58.5%	100.0%
Toombs County Schools	Count	124	80	204
	Percent	60.8%	39.2%	100.0%
Union County Schools	Count	106	116	222
	Percent	47.7%	52.3%	100.0%
Vidalia City Schools	Count	94	131	225
	Percent	41.8%	58.2%	100.0%
Washington-Wilkes School System	Count	47	65	112
	Percent	42.0%	58.0%	100.0%
Wheeler County	Count	28	38	66
	Percent	42.4%	57.6%	100.0%
Whitfield County	Count	143	173	316
	Percent	45.3%	54.7%	100.0%
Total	Count	3508	4079	7587

Percent                      46.2%                      53.8%                      100.0%

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Table 28. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 8

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	419	619	1038
	Percent	40.40%	59.60%	100.00%
Bleckley County	Count	54	108	162
	Percent	33.30%	66.70%	100.00%
Brantley County Schools	Count	79	192	271
	Percent	29.20%	70.80%	100.00%
Cartersville School System	Count	101	226	327
	Percent	30.90%	69.10%	100.00%
Clarke County Schools	Count	454	410	864
	Percent	52.50%	47.50%	100.00%
Coffee County School System	Count	247	286	533
	Percent	46.30%	53.70%	100.00%
Crisp County School System	Count	160	134	294
	Percent	54.40%	45.60%	100.00%
Fulton County School System	Count	696	423	1119
	Percent	62.20%	37.80%	100.00%
Jeff Davis County Schools	Count	115	133	248
	Percent	46.40%	53.60%	100.00%
Jefferson County	Count	104	100	204
	Percent	51.00%	49.00%	100.00%
Morgan County School District	Count	84	130	214
	Percent	39.30%	60.70%	100.00%
Murray County Schools	Count	280	301	581
	Percent	48.20%	51.80%	100.00%
Pierce County School District	Count	127	175	302
	Percent	42.10%	57.90%	100.00%
Rome City Schools	Count	161	308	469
	Percent	34.30%	65.70%	100.00%
Thomaston Upson County	Count	175	201	376
	Percent	46.50%	53.50%	100.00%
Toombs County Schools	Count	113	110	223
	Percent	50.70%	49.30%	100.00%
Union County Schools	Count	77	166	243
	Percent	31.70%	68.30%	100.00%
Vidalia City Schools	Count	102	134	236
	Percent	43.20%	56.80%	100.00%
Washington-Wilkes School System	Count	52	66	118
	Percent	44.10%	55.90%	100.00%
Wheeler County	Count	27	41	68
	Percent	39.70%	60.30%	100.00%
Whitfield County	Count	135	210	345
	Percent	39.10%	60.90%	100.00%

Total	Count	3762	4473	8235
	Percent	45.70%	54.30%	100.00%

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## *High School*

### *Grade 9 SRI*

Table 29. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 9

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	1223	881.01	256.58	914.65	258.22	951.04	259.53	70.03
Bleckley	162	1037.20	247.91	1034.72	247.16	1061.22	227.28	24.02
Brantley	236	1029.62	229.03	1046.28	220.01	1085.05	222.03	55.43
Cartersville	123	1061.88	258.81	1040.63	272.54	1061.90	264.77	0.02
Coffee	394	1018.90	231.79	1034.86	238.97	1049.14	234.10	30.24
Crisp	266	989.76	258.62	970.89	267.83	965.91	285.67	-23.86
Fulton	771	899.67	243.09	912.97	244.54	926.10	245.60	26.44
Jeff Davis	177	994.53	240.38	1014.19	238.44	1021.77	255.36	27.24
Jefferson	214	994.64	268.32	999.07	254.86	1010.71	250.61	16.07
Morgan	230	1069.44	213.06	1086.07	210.32	1103.13	209.44	33.69
Murray	516	937.70	217.94	975.08	223.31	1006.08	229.06	68.39
Pierce	242	1062.02	221.60	1051.82	225.15	1085.28	219.17	23.26
Rome City	388	1042.54	254.61	1058.63	264.61	1074.61	260.99	32.07
Thomaston	321	916.50	284.08	963.74	268.49	987.79	274.02	71.30
Toombs	222	879.07	303.84	894.45	311.30	909.59	320.56	30.52
Union	188	1127.87	201.88	1147.97	192.46	1172.88	188.14	45.01
Vidalia City	165	913.66	239.38	950.55	243.86	982.33	239.72	68.67
Washington-Wilkes	120	977.05	241.25	979.02	245.39	1001.20	244.73	24.15
Wheeler	63	926.21	255.70	923.46	270.62	955.59	277.89	29.38
Whitfield	283	991.53	260.85	1031.81	258.71	1037.33	274.67	45.80

Table 29 displays descriptive statistics in Grade 9 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. Most growth scores were positive meaning that districts were improving. However, Crisp County had a negative score suggesting that average levels of performance became worse from fall to spring, and Cartersville’s growth score was 0 suggesting no change in average levels of student performance. Vidalia City, Thomaston Upson and Bartow



Counties had the largest growth scores of more than 65 Lexiles, while Crisp, Jefferson, and Cartersville Counties had the three lowest growth rates of less than 20 Lexiles.

Figure 15 displays growth trends for SRI in Grade 9 students across all districts based on the ANOVA results. The graph depicts steady growth over the course of the year for most districts; however, it is clear that some districts experienced steeper growth than others. Some districts (Wheeler, Washington-Wilkes) experienced very little growth fall to winter, but experienced more growth from winter to spring. This trend was reversed for Whitfield County. Toombs, Fulton, Wheeler and Bartow County are the three lowest performing districts on the spring assessment. Union, Morgan, Pierce, and Brantley are the four top performing districts on the spring assessment.

Table 30 displays the count and percentage of students within districts who met or did not meet SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 49% of students met growth expectations across all districts. Bartow and Murray performed the best with 68% and 72% of their students meeting growth expectations, respectively, followed by Union who had 59% of their students meeting growth expectations. Clarke had the lowest with 27% of their students meeting growth expectations.

Table 31 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 9. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 50% of students are performing at or above grade-level expectations. Union was the top performing district with 75% of the students performing at or above grade level. Brantley, Cartersville, Morgan, Rome and Union county are also districts who are performing well because 60% or more of their students

are performing at or above grade level. Clarke, Fulton and Toombs are the three districts with percentages lower than 40% of children performing at or above grade level.

Figure 15. Growth rates by district in Grade 9 (Scholastic Reading Inventory)

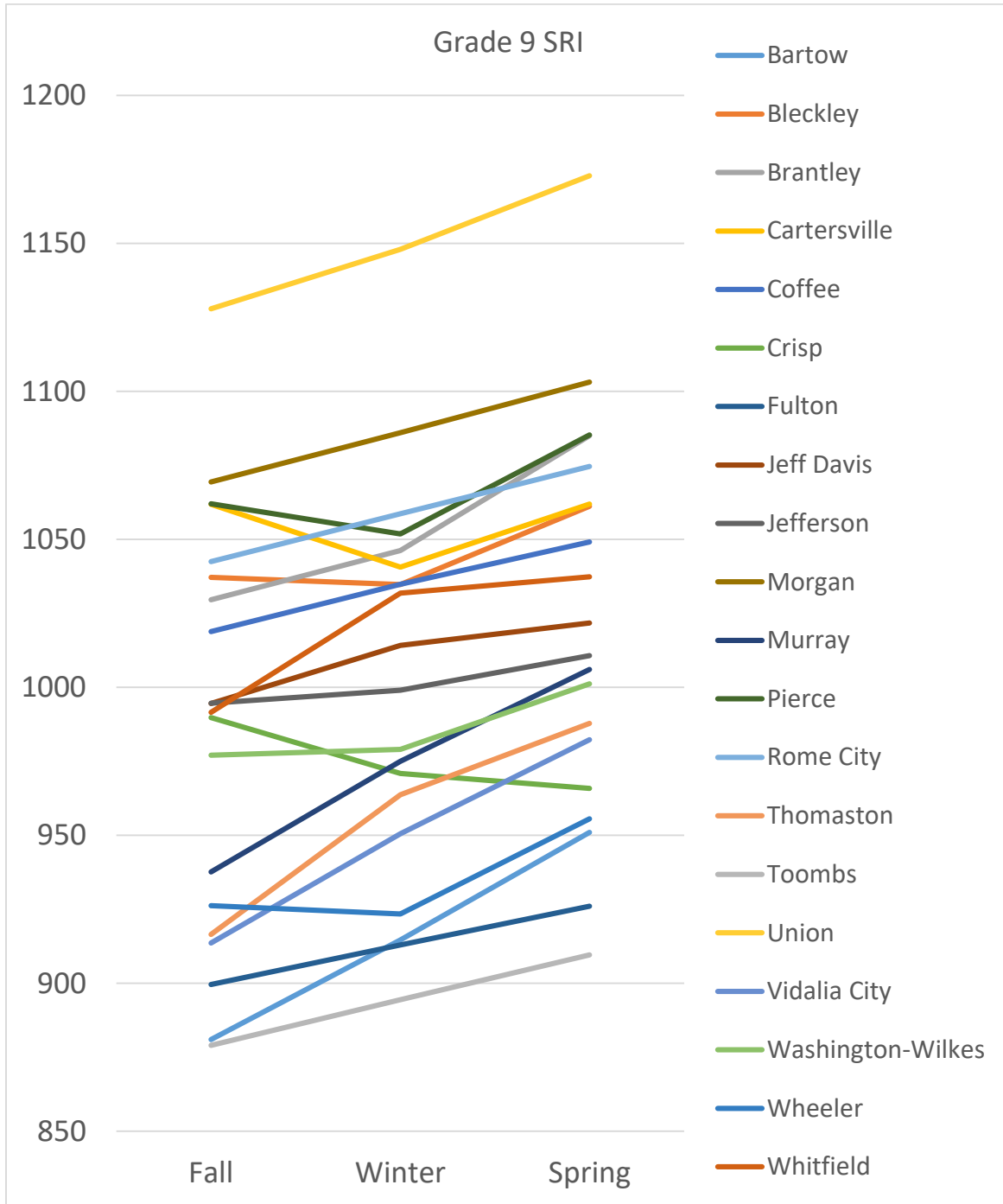


Table 30. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 9

SRI Growth Expectations		
Not Met	Met	Total

Bartow County Schools	Count	421	910	1331
	Percent	31.6%	68.4%	100.0%
Bleckley County	Count	84	75	159
	Percent	52.8%	47.2%	100.0%
Brantley County Schools	Count	110	134	244
	Percent	45.1%	54.9%	100.0%
Cartersville School System	Count	201	110	311
	Percent	64.6%	35.4%	100.0%
Clarke County Schools	Count	343	128	471
	Percent	72.8%	27.2%	100.0%
Coffee County School System	Count	242	223	465
	Percent	52.0%	48.0%	100.0%
Crisp County School System	Count	165	96	261
	Percent	63.2%	36.8%	100.0%
Fulton County School System	Count	780	453	1233
	Percent	63.3%	36.7%	100.0%
Jeff Davis County Schools	Count	105	98	203
	Percent	51.7%	48.3%	100.0%
Jefferson County	Count	133	86	219
	Percent	60.7%	39.3%	100.0%
Morgan County School District	Count	137	116	253
	Percent	54.2%	45.8%	100.0%
Murray County Schools	Count	147	385	532
	Percent	27.6%	72.4%	100.0%
Pierce County School District	Count	163	118	281
	Percent	58.0%	42.0%	100.0%
Rome City Schools	Count	239	191	430
	Percent	55.6%	44.4%	100.0%
Thomaston Upson County	Count	160	206	366
	Percent	43.7%	56.3%	100.0%
Toombs County Schools	Count	143	116	259
	Percent	55.2%	44.8%	100.0%
Union County Schools	Count	93	133	226
	Percent	41.2%	58.8%	100.0%
Vidalia City Schools	Count	75	106	181
	Percent	41.4%	58.6%	100.0%
Washington-Wilkes School System	Count	82	66	148
	Percent	55.4%	44.6%	100.0%
Wheeler County	Count	45	35	80
	Percent	56.3%	43.8%	100.0%
Whitfield County	Count	209	168	377
	Percent	55.4%	44.6%	100.0%
Total	Count	4077	3953	8030
	Percent	50.8%	49.2%	100.0%

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Table 31. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 9

		SRI Spring Benchmark		
		Below	At or above	Total
Bartow County Schools	Count	629	751	1380
	Percent	45.60%	54.40%	100.00%
Bleckley County	Count	70	99	169
	Percent	41.40%	58.60%	100.00%
Brantley County Schools	Count	98	153	251
	Percent	39.00%	61.00%	100.00%
Cartersville School System	Count	132	240	372
	Percent	35.50%	64.50%	100.00%
Clarke County Schools	Count	317	178	495
	Percent	64.00%	36.00%	100.00%
Coffee County School System	Count	226	273	499
	Percent	45.30%	54.70%	100.00%
Crisp County School System	Count	154	122	276
	Percent	55.80%	44.20%	100.00%
Fulton County School System	Count	1044	542	1586
	Percent	65.80%	34.20%	100.00%
Jeff Davis County Schools	Count	114	115	229
	Percent	49.80%	50.20%	100.00%
Jefferson County	Count	121	114	235
	Percent	51.50%	48.50%	100.00%
Morgan County School District	Count	112	172	284
	Percent	39.40%	60.60%	100.00%
Murray County Schools	Count	233	318	551
	Percent	42.30%	57.70%	100.00%
Pierce County School District	Count	131	168	299
	Percent	43.80%	56.20%	100.00%
Rome City Schools	Count	213	280	493
	Percent	43.20%	56.80%	100.00%
Thomaston Upson County	Count	216	194	410
	Percent	52.70%	47.30%	100.00%
Toombs County Schools	Count	174	100	274
	Percent	63.50%	36.50%	100.00%
Union County Schools	Count	59	175	234
	Percent	25.20%	74.80%	100.00%
Vidalia City Schools	Count	106	93	199
	Percent	53.30%	46.70%	100.00%
Washington-Wilkes School System	Count	85	68	153
	Percent	55.60%	44.40%	100.00%
Wheeler County	Count	47	35	82
	Percent	57.30%	42.70%	100.00%
Whitfield County	Count	192	202	394
	Percent	48.70%	51.30%	100.00%

Total	Count	4473	4392	8865
	Percent	50.50%	49.50%	100.00%

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Grade 10 SRI

Table 32. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 10

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	913	1015.96	258.82	1033.69	251.98	1056.12	250.02	40.15
Bleckley	143	1056.27	254.13	1033.43	278.18	1066.39	259.79	10.13
Brantley	221	1085.76	230.10	1104.48	235.95	1136.30	231.38	50.54
Cartersville	172	1181.52	202.09	1151.76	220.89	1189.78	206.38	8.27
Coffee	377	1093.97	231.42	1104.81	215.86	1111.35	218.44	17.38
Crisp	274	1011.35	248.33	988.77	270.18	972.77	289.90	-38.58
Fulton	695	999.73	226.31	1007.69	231.59	1018.79	234.81	19.06
Jeff Davis	177	1059.82	240.85	1063.72	243.19	1075.25	251.33	15.44
Jefferson	141	998.08	249.78	1020.80	263.45	1025.48	264.99	27.40
Morgan	190	1100.88	253.42	1130.68	248.42	1132.42	241.28	31.54
Murray	499	941.48	269.66	987.23	271.97	1010.95	276.66	69.47
Pierce	243	1070.50	262.23	1075.44	255.63	1109.62	250.30	39.12
Rome City	369	1124.58	235.84	1138.01	229.98	1154.15	223.86	29.56
Thomaston	252	988.79	275.73	1021.02	273.69	1039.48	277.59	50.69
Toombs	181	1000.28	256.22	1002.10	253.14	1000.52	266.64	0.24
Union	185	1182.83	223.37	1185.69	225.98	1202.77	221.71	19.94
Vidalia City	168	982.89	263.86	996.98	274.02	1018.19	264.16	35.30
Washington-Wilkes	87	1065.72	221.52	1033.75	242.59	1052.61	243.18	-13.11
Wheeler	69	1033.32	264.49	1044.20	258.21	1042.59	275.30	9.28
Whitfield	323	1065.28	253.38	1090.32	251.34	1086.03	269.59	20.76

Table 32 displays descriptive statistics in Grade 10 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. Most growth scores were positive meaning that districts were improving. However, Crisp and Washington-Wilkes Counties had a negative score suggesting that average levels of performance became worse from fall to spring, and Toombs's growth score was 0 suggesting no change in average levels of student performance. Murray, Thomaston

Upson and Brantley Counties had the largest growth scores of more than 50 Lexiles, while Crisp, Washington-Wilkes and Toombs Counties had the three lowest growth rates.

Figure 16 displays growth trends for SRI in Grade 10 students across all districts based on the ANOVA results. The graph depicts variety growth patterns over the course of the year. Some districts (Bleckley, Cartersville, Washington-Wilkes) experienced decreases from fall to winter, and then increases from winter to spring, with scores in spring very similar to where they started in the fall. Other districts (Morgan, Whitfield) experienced growth from fall to winter, and relatively no growth from winter to spring. Other districts (Pierce, Brantley) experienced more growth from fall to winter than from winter to spring. Toombs, Washington Wilkes, and Murray County are the three lowest performing districts on the spring assessment. Union, Cartersville, and Rome City are the top three performing district on the spring assessment.

Table 33 displays the count and percentage of students within districts who met or did not met SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expect growth based on the fall score. Overall, 43% of students met growth expectations across all districts. Murray reported the best performance with 70% of their students meeting growth expectations. The next closest school was Bartow with 57% meeting growth expectations. Clarke and Crisp had the lowest scores with less than 30% of their student meeting growth expectations.

Table 34 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 10. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 55% of students are performing at or above grade-level expectations. Union was the top performing district with 78% of the students performing at or above grade level. Brantley, Cartersville, Morgan, and Rome



counties are performing well because 60-70% of their students are performing at or above grade level. Crisp, Fulton, Jefferson and Toombs are the districts with percentages lower than 50% of children performing at or above grade level.

Figure 16. Growth rates by district in Grade 10 (Scholastic Reading Inventory)

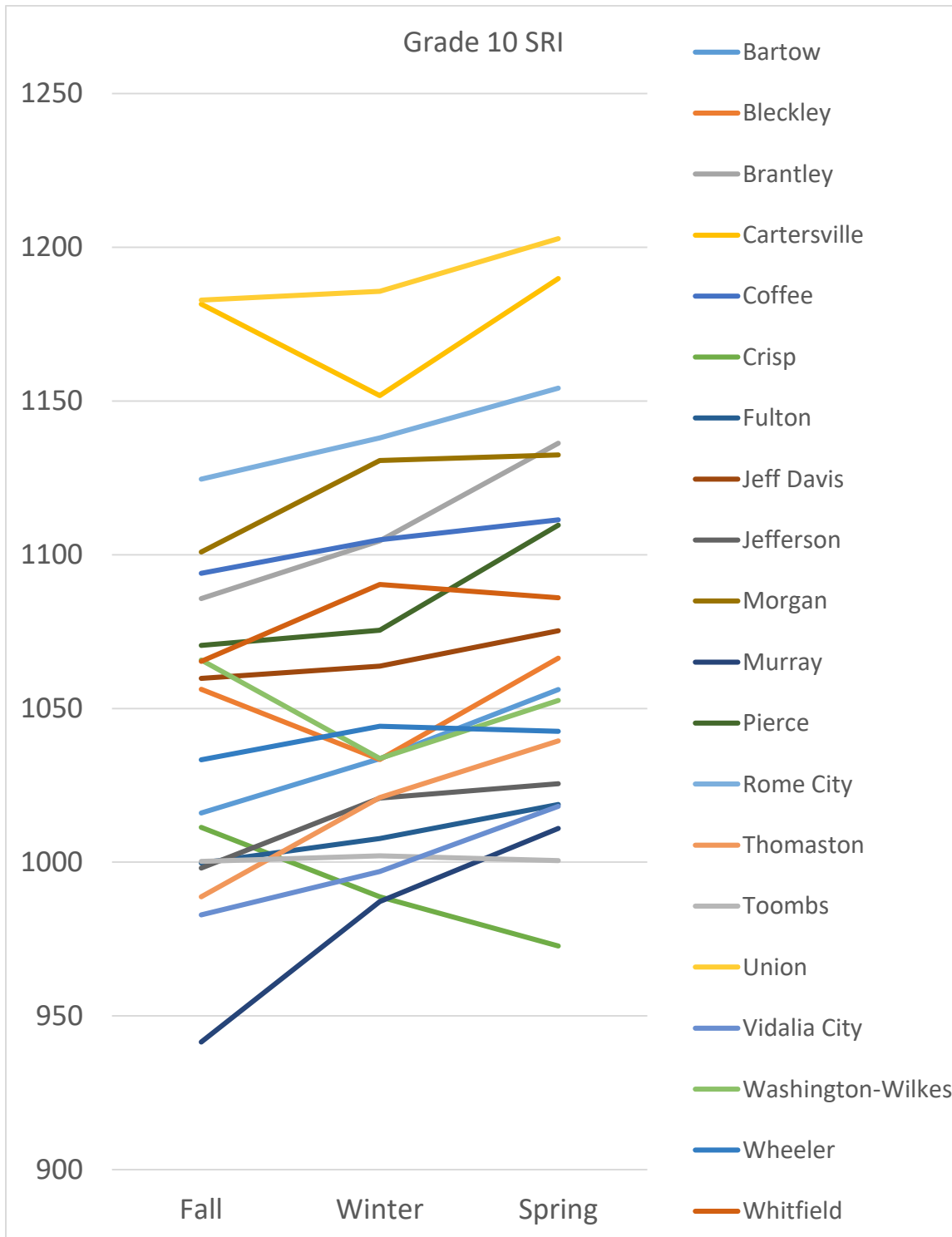


Table 33. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 10

		SRI Growth Expectations		Total
		Not Met	Met	
Bartow County Schools	Count	389	516	905
	Percent	43.0%	57.0%	100.0%
Bleckley County	Count	91	51	142
	Percent	64.1%	35.9%	100.0%
Brantley County Schools	Count	123	125	248
	Percent	49.6%	50.4%	100.0%
Cartersville School System	Count	140	63	203
	Percent	69.0%	31.0%	100.0%
Clarke County Schools	Count	271	92	363
	Percent	74.7%	25.3%	100.0%
Coffee County School System	Count	300	145	445
	Percent	67.4%	32.6%	100.0%
Crisp County School System	Count	203	85	288
	Percent	70.5%	29.5%	100.0%
Fulton County School System	Count	590	343	933
	Percent	63.2%	36.8%	100.0%
Jeff Davis County Schools	Count	133	73	206
	Percent	64.6%	35.4%	100.0%
Jefferson County	Count	82	66	148
	Percent	55.4%	44.6%	100.0%
Morgan County School District	Count	124	103	227
	Percent	54.6%	45.4%	100.0%
Murray County Schools	Count	155	365	520
	Percent	29.8%	70.2%	100.0%
Pierce County School District	Count	166	102	268
	Percent	61.9%	38.1%	100.0%
Rome City Schools	Count	233	151	384
	Percent	60.7%	39.3%	100.0%
Thomaston Upson County	Count	137	151	288
	Percent	47.6%	52.4%	100.0%
Toombs County Schools	Count	142	72	214
	Percent	66.4%	33.6%	100.0%
Union County Schools	Count	132	78	210
	Percent	62.9%	37.1%	100.0%
Vidalia City Schools	Count	84	104	188
	Percent	44.7%	55.3%	100.0%
Washington-Wilkes School System	Count	72	36	108
	Percent	66.7%	33.3%	100.0%
Wheeler County	Count	40	33	73
	Percent	54.8%	45.2%	100.0%
Whitfield County	Count	227	153	380
	Percent	59.7%	40.3%	100.0%
	Count	3834	2907	6741
	Percent	56.9%	43.1%	100.0%

Table 34. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 10

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	368	588	956
	Percent	38.50%	61.50%	100.00%
Bleckley County	Count	73	86	159
	Percent	45.90%	54.10%	100.00%
Brantley County Schools	Count	85	169	254
	Percent	33.50%	66.50%	100.00%
Cartersville School System	Count	98	182	280
	Percent	35.00%	65.00%	100.00%
Clarke County Schools	Count	217	164	381
	Percent	57.00%	43.00%	100.00%
Coffee County School System	Count	205	299	504
	Percent	40.70%	59.30%	100.00%
Crisp County School System	Count	173	131	304
	Percent	56.90%	43.10%	100.00%
Fulton County School System	Count	630	536	1166
	Percent	54.00%	46.00%	100.00%
Jeff Davis County Schools	Count	99	131	230
	Percent	43.00%	57.00%	100.00%
Jefferson County	Count	89	81	170
	Percent	52.40%	47.60%	100.00%
Morgan County School District	Count	98	159	257
	Percent	38.10%	61.90%	100.00%
Murray County Schools	Count	236	308	544
	Percent	43.40%	56.60%	100.00%
Pierce County School District	Count	117	166	283
	Percent	41.30%	58.70%	100.00%
Rome City Schools	Count	142	291	433
	Percent	32.80%	67.20%	100.00%
Thomaston Upson County	Count	156	177	333
	Percent	46.80%	53.20%	100.00%
Toombs County Schools	Count	130	104	234
	Percent	55.60%	44.40%	100.00%
Union County Schools	Count	49	177	226
	Percent	21.70%	78.30%	100.00%
Vidalia City Schools	Count	87	113	200
	Percent	43.50%	56.50%	100.00%
Washington-Wilkes School System	Count	54	58	112
	Percent	48.20%	51.80%	100.00%
Wheeler County	Count	35	41	76
	Percent	46.10%	53.90%	100.00%
Whitfield County	Count	176	226	402
	Percent	43.80%	56.20%	100.00%
Total	Count	3317	4187	7504
	Percent	44.20%	55.80%	100.00%

*Grade 11 SRI*

Table 35. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 11

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	839	1076.23	255.52	1088.22	254.68	1109.80	251.85	33.57
Bleckley	142	1110.30	248.96	1114.75	263.12	1137.47	253.12	27.17
Brantley	199	1144.24	242.15	1152.97	236.90	1185.71	224.94	41.47
Cartersville	93	1116.94	223.40	1125.98	233.09	1141.99	229.95	25.05
Coffee	321	1117.95	226.85	1134.74	227.79	1139.48	230.16	21.53
Crisp	209	1015.78	269.35	1007.77	275.16	1018.99	270.57	3.22
Fulton	637	1046.19	226.56	1053.35	236.21	1062.26	236.86	16.06
Jeff Davis	125	1115.77	218.46	1123.08	218.10	1134.94	222.02	19.18
Jefferson	158	1057.39	235.94	1063.17	251.60	1058.15	255.54	0.76
Morgan	164	1154.07	218.68	1192.62	206.90	1207.25	196.16	53.18
Murray	463	1030.64	228.02	1072.69	236.53	1108.47	233.09	77.83
Pierce	188	1053.98	296.83	1074.44	282.42	1079.36	257.90	25.38
Rome City	305	1165.09	242.51	1170.40	245.70	1189.82	251.69	24.73
Thomaston	221	1008.39	242.60	1065.42	235.31	1101.69	235.59	93.30
Toombs	137	1036.45	215.21	1061.47	234.35	1052.85	242.70	16.40
Union	146	1244.25	205.13	1241.51	209.05	1268.07	211.74	23.82
Vidalia City	169	1082.17	222.26	1087.01	231.63	1084.41	245.44	2.24
Washington-Wilkes	85	1028.91	250.25	1048.45	254.94	1082.87	248.11	53.96
Wheeler	41	1128.83	193.60	1129.61	177.42	1146.27	182.55	17.44
Whitfield	219	1115.98	203.14	1166.48	190.26	1184.68	192.57	68.70

Table 35 displays descriptive statistics in Grade 11 for all students from each district.

Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. All growth scores were positive meaning that districts were improving; however, a few districts had very low scores suggesting little improvement over the course of the year. Thomaston Upson, Murray, and Whitfield Counties had the largest growth scores of more than 65 Lexiles, while Jefferson, Vidalia City and Crisp had the three lowest growth rates of less than 5 Lexiles.

Figure 16 displays growth trends for SRI in Grade 11 students across all districts based on the ANOVA results. The graph depicts a variety of growth patterns over the course of the year. Some districts (Morgan, Whitfield) experienced more growth from fall to winter, and relatively less growth from winter to spring. Other districts (Pierce, Brantley) experienced more growth from fall to winter than from winter to spring. Toombs, Washington Wilkes, and Jefferson County are the three lowest performing districts on the spring assessment. Union, Morgan, and Rome City are the three top performing districts on the spring assessment.

Table 36 displays the count and percentage of students within districts who met or did not meet SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 46% of students met growth expectations across all districts. Murray reported the best performance with 67% of their students meeting growth expectations. The next closest school was Thomaston-Upson with 61% meeting growth expectations. In Clarke county only 22% of students met growth expectations, and only 27% of students in Jefferson met growth expectations.

Table 37 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 11. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 22% of students are performing at or above grade-level expectations. Union was the top performing district with 47% of the students performing at or above grade level. The majority of schools only have 10-20% of their students performing at or above grade level.

Figure 16. Growth rates by district in Grade 11 (Scholastic Reading Inventory)

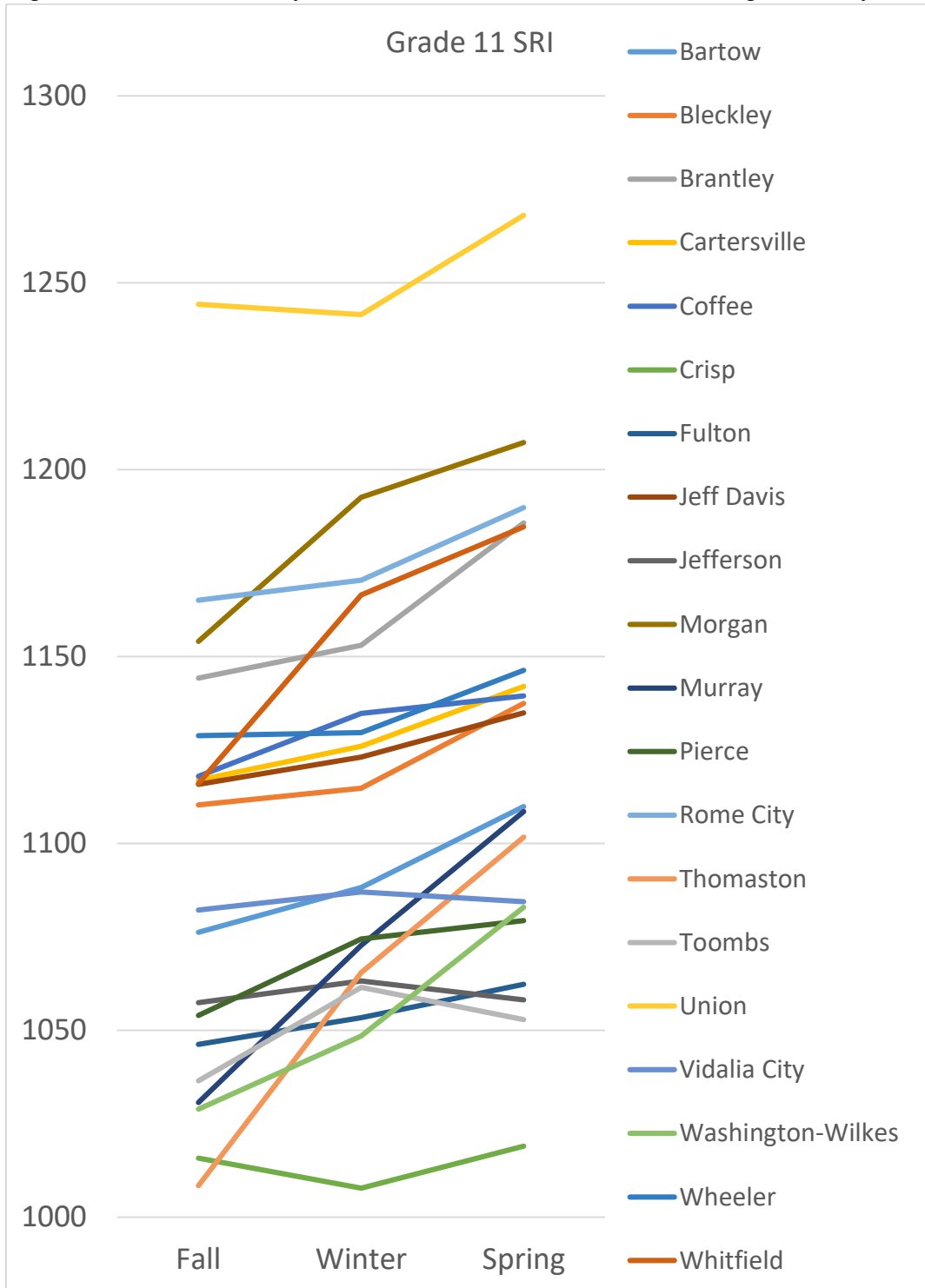


Table 36. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 11

		SRI Growth Expectations		Total
		Not Met	Met	
Bartow County Schools	Count	348	485	833
	Percent	41.8%	58.2%	100.0%
Bleckley County	Count	82	59	141
	Percent	58.2%	41.8%	100.0%
Brantley County Schools	Count	104	94	198
	Percent	52.5%	47.5%	100.0%
Cartersville School System	Count	120	75	195
	Percent	61.5%	38.5%	100.0%
Clarke County Schools	Count	204	58	262
	Percent	77.9%	22.1%	100.0%
Coffee County School System	Count	254	152	406
	Percent	62.6%	37.4%	100.0%
Crisp County School System	Count	134	81	215
	Percent	62.3%	37.7%	100.0%
Fulton County School System	Count	568	333	901
	Percent	63.0%	37.0%	100.0%
Jeff Davis County Schools	Count	106	57	163
	Percent	65.0%	35.0%	100.0%
Jefferson County	Count	129	48	177
	Percent	72.9%	27.1%	100.0%
Morgan County School District	Count	86	105	191
	Percent	45.0%	55.0%	100.0%
Murray County Schools	Count	156	330	486
	Percent	32.1%	67.9%	100.0%
Pierce County School District	Count	113	88	201
	Percent	56.2%	43.8%	100.0%
Rome City Schools	Count	194	126	320
	Percent	60.6%	39.4%	100.0%
Thomaston Upson County	Count	102	161	263
	Percent	38.8%	61.2%	100.0%
Toombs County Schools	Count	97	70	167
	Percent	58.1%	41.9%	100.0%
Union County Schools	Count	91	70	161
	Percent	56.5%	43.5%	100.0%
Vidalia City Schools	Count	93	83	176
	Percent	52.8%	47.2%	100.0%
Washington-Wilkes School System	Count	62	48	110
	Percent	56.4%	43.6%	100.0%
Wheeler County	Count	23	20	43
	Percent	53.5%	46.5%	100.0%
Whitfield County	Count	101	134	235
	Percent	43.0%	57.0%	100.0%
	Count	3167	2677	5844
	Percent	54.2%	45.8%	100.0%



Table 37. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 11

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	661	226	887
	Percent	74.50%	25.50%	100.00%
Bleckley County	Count	110	43	153
	Percent	71.90%	28.10%	100.00%
Brantley County Schools	Count	143	67	210
	Percent	68.10%	31.90%	100.00%
Cartersville School System	Count	165	94	259
	Percent	63.70%	36.30%	100.00%
Clarke County Schools	Count	236	57	293
	Percent	80.50%	19.50%	100.00%
Coffee County School System	Count	353	101	454
	Percent	77.80%	22.20%	100.00%
Crisp County School System	Count	203	31	234
	Percent	86.80%	13.20%	100.00%
Fulton County School System	Count	926	121	1047
	Percent	88.40%	11.60%	100.00%
Jeff Davis County Schools	Count	151	37	188
	Percent	80.30%	19.70%	100.00%
Jefferson County	Count	168	33	201
	Percent	83.60%	16.40%	100.00%
Morgan County School District	Count	161	63	224
	Percent	71.90%	28.10%	100.00%
Murray County Schools	Count	373	135	508
	Percent	73.40%	26.60%	100.00%
Pierce County School District	Count	186	41	227
	Percent	81.90%	18.10%	100.00%
Rome City Schools	Count	254	119	373
	Percent	68.10%	31.90%	100.00%
Thomaston Upson County	Count	243	48	291
	Percent	83.50%	16.50%	100.00%
Toombs County Schools	Count	158	18	176
	Percent	89.80%	10.20%	100.00%
Union County Schools	Count	100	88	188
	Percent	53.20%	46.80%	100.00%
Vidalia City Schools	Count	146	47	193
	Percent	75.60%	24.40%	100.00%
Washington-Wilkes School System	Count	98	16	114
	Percent	86.00%	14.00%	100.00%
Wheeler County	Count	35	9	44
	Percent	79.50%	20.50%	100.00%
Whitfield County	Count	190	62	252
	Percent	75.40%	24.60%	100.00%
Total	Count	5060	1456	6516
	Percent	77.70%	22.30%	100.00%

*Grade 12 SRI*

Table 38. Descriptive statistics of district level achievement scores for the SRI assessment in Fall, Winter and Spring for Grade 12

	N	Fall 2014		Winter 2015		Spring 2015		Growth
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	
Bartow	725	1124.43	227.34	1137.59	227.82	1150.34	231.00	25.91
Bleckley	101	1121.28	289.42	1106.41	318.32	1141.52	291.64	20.25
Brantley	174	1167.84	240.16	1179.87	243.16	1194.19	242.76	26.35
Cartersville	125	1269.73	194.75	1170.03	247.60	1197.65	229.70	-72.08
Coffee	244	1186.13	200.65	1175.61	204.02	1151.66	232.25	-34.47
Crisp	209	1086.27	260.40	1086.19	258.50	1072.82	267.66	-13.45
Fulton	473	1102.16	221.71	1104.76	238.51	1086.18	261.16	-15.98
Jeff Davis	79	1152.20	221.87	1138.92	242.80	1117.09	257.70	-35.11
Jefferson	14	968.79	189.62	975.43	240.72	978.64	237.85	9.86
Morgan	179	1167.32	218.72	1199.04	229.78	1201.61	230.02	34.29
Murray	369	1080.49	247.25	1121.63	240.79	1142.95	242.21	62.47
Pierce	130	1076.62	227.82	1105.28	209.26	1106.95	206.90	30.33
Rome City	260	1197.10	240.67	1205.41	254.63	1217.76	254.39	20.66
Thomaston	166	1047.10	264.73	1045.59	264.84	1061.56	272.83	14.46
Toombs	142	1079.33	249.71	1098.20	242.23	1109.61	240.44	30.27
Union	132	1260.18	263.39	1265.77	251.94	1277.89	245.22	17.71
Vidalia City	142	1150.90	225.74	1165.11	224.75	1178.41	224.04	27.51
Washington-Wilkes	71	1190.54	262.03	1182.31	210.72	1199.24	218.71	8.70
Wheeler	53	1057.91	292.67	1067.74	283.44	1079.98	279.24	22.08
Whitfield	228	1169.61	220.74	1225.40	197.52	1237.52	184.23	67.91

Table 14 displays descriptive statistics in Grade 12 for all students from each district. Specifically, the total number of students tested and the means and standard deviations are shown for fall, winter and spring assessments. Growth scores were calculated by measuring differences from fall to spring. Many growth scores were positive meaning that districts were improving; however, a few districts had negative growth or very low growth suggesting regression or little improvement over the course of the year. Whitfield, Murray and Morgan Counties had the largest growth scores of more than 35 Lexiles, while Cartersville, Jeff Davis, and Coffee Counties had the three lowest growth rates of -35 Lexiles or lower.

Figure 17 displays growth trends for SRI in Grade 12 students across all districts based on the ANOVA results. The graph depicts a variety of growth patterns over the course of the year. Some districts (Morgan, Whitfield) experienced more growth from fall to winter, and relatively less growth from winter to spring. Several districts experienced substantial decreases from fall to spring (Cartersville, Coffee, Crisp, Fulton, Jeff Davis). Cartersville, Jefferson, and Fulton County are the three lowest performing districts on the spring assessment. Whitfield, Murray, and Morgan are the three top performing districts on the spring assessment.

Table 39 displays the count and percentage of students within districts who met or did not meet SRI growth expectations. Growth expectations were calculated by comparing the student's actual growth based on their fall and spring assessments against their expected growth based on the fall score. Overall, 41% of students met growth expectations across all districts. Whitfield, Murray and Bartow reported the best performance with 55-58% of their students meeting growth expectations. In Clarke county only 14% of students met growth expectations.

Table 40 presents the count and percentage of students within districts who scored below or above benchmark on the SRI in grade 12. Benchmark expectations are synonymous with grade expectations in this case. Benchmark expectations were defined by the College and Career Ready Expectations outlined in the Common Core State Standards. Overall, 25% of students are performing at or above grade-level expectations. Brantley, Cartersville, and Rome City Schools were the top performing districts with between 35-38% of students performing at or above grade level. The majority of schools only have 10-20% of their students performing at or above grade level.

Figure 17. Growth rates by district in Grade 12 (Scholastic Reading Inventory)

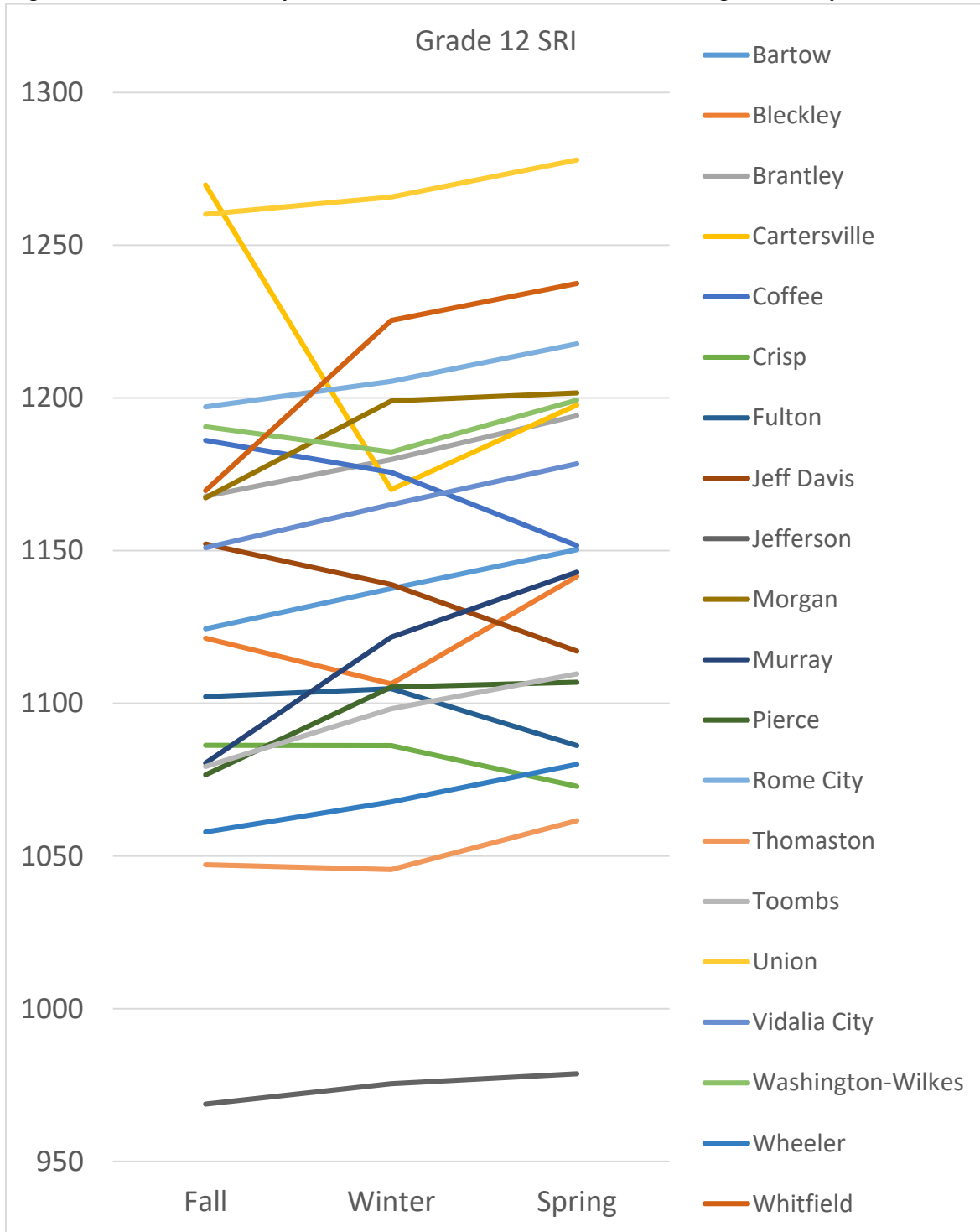


Table 39. Count and percentage of students within districts who met or did not met SRI Growth Expectations in Grade 12

		SRI Growth Expectations		
		Not Met	Met	Total
Bartow County Schools	Count	318	394	712
	Percent	44.7%	55.3%	100.0%
Bleckley County	Count	60	46	106
	Percent	56.6%	43.4%	100.0%
Brantley County Schools	Count	93	83	176
	Percent	52.8%	47.2%	100.0%
Cartersville School System	Count	108	42	150
	Percent	72.0%	28.0%	100.0%
Clarke County Schools	Count	186	32	218
	Percent	85.3%	14.7%	100.0%
Coffee County School System	Count	242	70	312
	Percent	77.6%	22.4%	100.0%
Crisp County School System	Count	126	78	204
	Percent	61.8%	38.2%	100.0%
Fulton County School System	Count	518	205	723
	Percent	71.6%	28.4%	100.0%
Jeff Davis County Schools	Count	89	31	120
	Percent	74.2%	25.8%	100.0%
Jefferson County	Count	105	45	150
	Percent	70.0%	30.0%	100.0%
Morgan County School District	Count	92	93	185
	Percent	49.7%	50.3%	100.0%
Murray County Schools	Count	169	206	375
	Percent	45.1%	54.9%	100.0%
Pierce County School District	Count	85	61	146
	Percent	58.2%	41.8%	100.0%
Rome City Schools	Count	138	102	240
	Percent	57.5%	42.5%	100.0%
Thomaston Upson County	Count	114	87	201
	Percent	56.7%	43.3%	100.0%
Toombs County Schools	Count	89	67	156
	Percent	57.1%	42.9%	100.0%
Union County Schools	Count	79	60	139
	Percent	56.8%	43.2%	100.0%
Vidalia City Schools	Count	76	62	138
	Percent	55.1%	44.9%	100.0%
Washington-Wilkes School System	Count	52	43	95
	Percent	54.7%	45.3%	100.0%
Wheeler County	Count	36	29	65
	Percent	55.4%	44.6%	100.0%
Whitfield County	Count	99	141	240
	Percent	41.3%	58.8%	100.0%
Total	Count	2874	1977	4851
	Percent	59.2%	40.8%	100.0%

Table 40. Count and percentage of students within districts below or at or above benchmark on SRI in Grade 12

		SRI Spring Benchmark		Total
		Below	At or above	
Bartow County Schools	Count	548	221	769
	Percent	71.30%	28.70%	100.00%
Bleckley County	Count	94	30	124
	Percent	75.80%	24.20%	100.00%
Brantley County Schools	Count	118	73	191
	Percent	61.80%	38.20%	100.00%
Cartersville School System	Count	140	77	217
	Percent	64.50%	35.50%	100.00%
Clarke County Schools	Count	190	54	244
	Percent	77.90%	22.10%	100.00%
Coffee County School System	Count	273	96	369
	Percent	74.00%	26.00%	100.00%
Crisp County School System	Count	185	39	224
	Percent	82.60%	17.40%	100.00%
Fulton County School System	Count	733	134	867
	Percent	84.50%	15.50%	100.00%
Jeff Davis County Schools	Count	129	31	160
	Percent	80.60%	19.40%	100.00%
Jefferson County	Count	139	34	173
	Percent	80.30%	19.70%	100.00%
Morgan County School District	Count	156	62	218
	Percent	71.60%	28.40%	100.00%
Murray County Schools	Count	309	98	407
	Percent	75.90%	24.10%	100.00%
Pierce County School District	Count	131	22	153
	Percent	85.60%	14.40%	100.00%
Rome City Schools	Count	186	106	292
	Percent	63.70%	36.30%	100.00%
Thomaston Upson County	Count	194	37	231
	Percent	84.00%	16.00%	100.00%
Toombs County Schools	Count	141	30	171
	Percent	82.50%	17.50%	100.00%
Union County Schools	Count	81	100	181
	Percent	44.80%	55.20%	100.00%
Vidalia City Schools	Count	109	43	152
	Percent	71.70%	28.30%	100.00%
Washington-Wilkes School System	Count	75	26	101
	Percent	74.30%	25.70%	100.00%
Wheeler County	Count	56	15	71
	Percent	78.90%	21.10%	100.00%

Whitfield County	Count	170	90	260
	Percent	65.40%	34.60%	100.00%
Total	Count	4157	1418	5575
	Percent	74.60%	25.40%	100.00%

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Levels of Implementation of the GLP SRCL

Table 41. Composite means and standard deviations of implementation categories across elementary, high, middle and pre-K schools.

	N	Leadership		Continuity		Assessment		Best Practices		RTI		PD	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Elementary	632	4.96	0.94	4.77	0.91	5.10	0.91	5.05	0.83	5.34	0.87	4.59	1.18
High	95	4.04	1.08	3.88	1.08	3.58	1.03	3.11	0.94	3.54	1.57	3.93	1.20
Middle	107	4.80	0.84	4.51	0.81	4.52	0.96	4.03	0.89	4.72	0.90	4.46	1.10
Pre-K	8	4.73	1.42	4.31	1.81	4.27	1.48	4.32	1.58	4.45	1.94	4.06	1.92
Total	842	4.84	0.99	4.63	0.97	4.85	1.06	4.70	1.09	5.05	1.14	4.49	1.20

Table 41 presents the descriptive statistics of schools' composite scores in the different categories of implementation outlined in the questionnaire. Scores can range from 0 to 6, where 6 represents full implementation. An ANOVA analysis was conducted to examine the degree to which levels of implementation across categories differ by school type (elementary, high, and middle school). Because of the relatively small number of Pre-K school, this school type was not included in the statistical comparisons. However, descriptive statistics suggest moderate to high levels of implementation across all categories. Full descriptive statistics for implementation categories separated by district is reported in Appendix A.

The ANOVA results revealed significant differences regarding levels of implementation across elementary, middle and high schools. For *Leadership*, across all school a relatively moderate level of implementation was reported. Furthermore, elementary and middle schools reported significantly higher levels of leadership than high schools. For the *Continuity* and *Assessment* categories, elementary schools reported higher level of implementation than middle schools, which were both higher than high schools. For *Best Practices* and *RTI* category, elementary schools reported higher level of implementation than middle schools, which were both higher than high schools. For *Professional Development*, elementary schools reported higher level of implementation than middle schools, which were both higher than high schools.



### *Program and Strategy Choices*

Table 42 presents the degrees to which different types of programs or strategies were integrated into daily literacy practices across all schools in SRCL. The following section will describe patterns of program use across school types (Pre-K, Elementary, Middle and High schools) to provide a picture of the types of activities schools are engaging in.

The majority of pre-K and elementary schools used a Commercial Core program by all team members. However, these programs were inconsistently used by middle and high schools. Not surprisingly, middle and high schools rarely used Commercial Phonics programs; elementary and pre-K schools used these to a larger degree. All schools used Computer-Based Interventions to some degree. Elementary and pre-K schools integrated these program with a high degree of consistency with all team members reporting using these programs in the majority of schools. In Middle and High schools, these programs were often used but only by some of the grade-level team members in most schools.

Evidence-based Strategies and Evidence-based Strategies from the Comprehensive Reading Solutions website appear to be one of the most consistently-integrated literacy practices in the majority of schools, across all school types. A large proportion of elementary schools reported using Walpole and McKenna Differentiation Model by all grade-level team members. In middle school, the Differentiation Model was used by a number of schools but the consistency ranged greatly from all team members using it to some or no team members using it. Interactive Read Alouds and Formal Guided reading appear to be consistently used activities by all grade-level team members in the vast majority of elementary and pre-K schools. While many middle and high schools report using these activities, grade-level team implementation was far less consistent.

Regarding State and District developed units, there appears to be larger uptake and integration of district developed units vs. state developed units. However, overall, a large proportion of grade-level teams reported all members using these units. Teacher use of writing curriculum had a high degree of use across the majority of elementary, middle and high schools. All schools reported using web-based materials to some degree; however, elementary schools reported all team members using these resources to the greatest degree, followed by middle and high schools. Finally, extended day was a practice that most grade-level teams reported using across elementary, middle and high schools.

Table 42. Count and percentages of integration of Commercial Core programs into literacy activities by school type

			School Type				Total
			PK	E	M	H	
Commercial Core	no team	Count	0	18	4	8	30
	members used it	%	0.0%	3.8%	7.1%	22.2%	5.2%
	some team	Count	1	72	23	11	107
	members used it	%	16.7%	15.0%	41.1%	30.6%	18.5%
	most team	Count	0	46	12	6	64
	members used it	%	0.0%	9.6%	21.4%	16.7%	11.1%
Total	all team	Count	5	344	17	11	377
	members used it	%	83.3%	71.7%	30.4%	30.6%	65.2%
		Count	6	480	56	36	578
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 43. Count and percentages of integration of Commercial Phonics programs into literacy activities by school type

		School Type					
		PK	E	M	H	Total	
Commercial Phonics	.00	Count	3	204	75	81	363
		%	37.5%	31.9%	69.4%	85.3%	42.7%
	no team	Count	0	23	7	10	40
	members used it	%	0.0%	3.6%	6.5%	10.5%	4.7%
	some team	Count	2	93	22	3	120
	members used it	%	25.0%	14.6%	20.4%	3.2%	14.1%
	most team	Count	0	36	1	1	38
	members used it	%	0.0%	5.6%	.9%	1.1%	4.5%
	all team	Count	3	283	3	0	289
	members used it	%	37.5%	44.3%	2.8%	0.0%	34.0%
Total		Count	8	639	108	95	850
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 44. Count and percentages of integration of Computer-based Interventions into literacy activities by school type

			School Type				Total
			pk	E	M	H	
Computer-based Intervention (for reading and/or writing)	no team members used it	Count	0	6	4	5	15
		%	0.0%	1.1%	4.3%	9.6%	2.1%
	some team members used it	Count	1	107	45	37	190
		%	33.3%	19.3%	48.9%	71.2%	27.1%
	most team members used it	Count	0	69	13	6	88
		%	0.0%	12.5%	14.1%	11.5%	12.6%
	all team members used it	Count	2	371	30	4	407
		%	66.7%	67.1%	32.6%	7.7%	58.1%
Total		Count	3	553	92	52	700
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 45. Count and percentages of integration of Evidence-based Instructional Strategies into literacy activities by school type

			School Type				Total
			pk	E	M	H	
Evidence-based Instructional Strategies that you selected yourself (non-commercial)	no team members used it	Count	0	5	2	2	9
		%	0.0%	1.2%	2.5%	3.2%	1.6%
	some team members used it	Count	2	44	19	15	80
		%	33.3%	10.3%	23.5%	24.2%	13.9%
	most team members used it	Count	0	41	23	27	91
		%	0.0%	9.6%	28.4%	43.5%	15.8%
Total	all team members used it	Count	4	338	37	18	397
		%	66.7%	79.0%	45.7%	29.0%	68.8%
		Count	6	428	81	62	577
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 46. Count and percentages of integration of Evidence-based Instructional Strategies from Comprehensive Reading Solutions into literacy activities by school type

			School Type				
			pk	E	M	H	Total
Evidence-based Instructional Strategies from Comprehensive Reading Solutions Website	no team	Count	0	23	1	7	31
	members used it	%	0.0%	5.1%	1.4%	12.1%	5.4%
	some team	Count	0	51	19	13	83
	members used it	%	0.0%	11.4%	27.1%	22.4%	14.4%
	most team	Count	0	30	23	20	73
	members used it	%	0.0%	6.7%	32.9%	34.5%	12.6%
Total	all team	Count	2	344	27	18	391
	members used it	%	100.0%	76.8%	38.6%	31.0%	67.6%
		Count	2	448	70	58	578
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 47. Count and percentages of integration of Walpole and McKenna’s Differentiation Model into literacy activities by school type

			School Type				
			PK	E	M	H	Total
Walpole and McKenna Differentiation Model (Reading First boxes, differentiation boxes) with students grouped by IDI results	no team members used it	Count	0	63	8	10	81
		%	0.0%	15.0%	29.6%	76.9%	17.6%
	some team members used it	Count	1	64	7	1	73
		%	50.0%	15.3%	25.9%	7.7%	15.8%
	most team members used it	Count	0	36	5	0	41
		%	0.0%	8.6%	18.5%	0.0%	8.9%
	all team members used it	Count	1	256	7	2	266
		%	50.0%	61.1%	25.9%	15.4%	57.7%
Total		Count	2	419	27	13	461
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 48. Count and percentages of integration of Interactive Read Alouds from Comprehensive Reading Solutions into literacy activities by school type

			School Type				
			PK	E	M	H	Total
Interactive Read Alouds	no team members used it	Count	0	8	7	6	21
		%	0.0%	1.3%	9.7%	15.0%	2.8%
	some team members used it	Count	0	52	34	19	105
		%	0.0%	8.4%	47.2%	47.5%	14.2%
	most team members used it	Count	0	67	5	8	80
		%	0.0%	10.8%	6.9%	20.0%	10.8%
Total	all team members used it	Count	7	495	26	7	535
		%	100.0%	79.6%	36.1%	17.5%	72.2%
		Count	7	622	72	40	741
		%	100.0%	100.0%	100.0%	100.0%	100.0%



Table 49. Count and percentages of integration of Formal Guided Reading into literacy activities by school type

			School Type				Total
			PK	E	M	H	
Formal Guided Reading with Students Grouped by Instructional Level	no team members used it	Count	0	24	5	4	33
		%	0.0%	4.0%	5.5%	6.2%	4.3%
	some team members used it	Count	0	66	36	30	132
		%	0.0%	11.0%	39.6%	46.2%	17.3%
	most team members used it	Count	0	49	18	17	84
		%	0.0%	8.2%	19.8%	26.2%	11.0%
Total	all team members used it	Count	5	461	32	14	512
		%	100.0%	76.8%	35.2%	21.5%	67.3%
		Count	5	600	91	65	761
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 50. Count and percentages of integration of District Developed Units into literacy activities by school type

			School Type				
			PK	E	M	H	Total
District Developed Units	no team members used it	Count	0	55	5	7	67
		%	0.0%	12.2%	5.6%	11.5%	11.1%
	some team members used it	Count	0	63	15	6	84
		%	0.0%	13.9%	16.7%	9.8%	13.9%
	most team members used it	Count	0	42	11	16	69
		%	0.0%	9.3%	12.2%	26.2%	11.4%
Total	all team members used it	Count	3	292	59	32	386
		%	100.0%	64.6%	65.6%	52.5%	63.7%
		Count	3	452	90	61	606
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 51. Count and percentages of integration of State Developed Units into literacy activities by school type

			School Type				
			PK	E	M	H	Total
State Developed Units	no team	Count	0	130	25	11	166
	members used it	%	0.0%	32.3%	29.8%	16.9%	29.9%
	some team	Count	0	79	23	20	122
	members used it	%	0.0%	19.7%	27.4%	30.8%	21.9%
	most team	Count	0	27	13	15	55
	members used it	%	0.0%	6.7%	15.5%	23.1%	9.9%
	all team	Count	5	166	23	19	213
	members used it	%	100.0%	41.3%	27.4%	29.2%	38.3%
Total		Count	5	402	84	65	556
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 52. Count and percentages of integration of Teacher Use of Writing Curriculum into literacy activities by school type

			School Type				
			PK	E	M	H	Total
Teacher Use of Writing Curriculum	no team members used it	Count	0	14	2	0	16
		%	0.0%	2.8%	2.5%	0.0%	2.5%
	some team members used it	Count	1	68	24	16	109
		%	100.0%	13.4%	30.4%	30.2%	17.0%
	most team members used it	Count	0	52	15	12	79
		%	0.0%	10.3%	19.0%	22.6%	12.3%
Total	all team members used it	Count	0	373	38	25	436
		%	0.0%	73.6%	48.1%	47.2%	68.1%
		Count	1	507	79	53	640
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 53. Count and percentages of integration of Teacher Use of Web-based Materials into literacy activities by school type

			School Type				
			PK	E	M	H	Total
Teacher Use of Web-based Materials	no team members used it	Count	0	8	0	4	12
		%	0.0%	1.4%	0.0%	5.1%	1.6%
	some team members used it	Count	1	76	24	27	128
		%	20.0%	13.4%	26.4%	34.2%	17.3%
	most team members used it	Count	1	77	24	27	129
		%	20.0%	13.6%	26.4%	34.2%	17.4%
Total	all team members used it	Count	3	405	43	21	472
		%	60.0%	71.6%	47.3%	26.6%	63.7%
		Count	5	566	91	79	741
		%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 54. Count and percentages of integration of Extended Day into literacy activities by school type

			School Type				
			PK	E	M	H	Total
Extended Day (Extended Learning Time)	no team	Count	0	36	2	3	41
	members used it	%	0.0%	12.6%	3.3%	7.5%	10.6%
	some team	Count	0	40	10	11	61
	members used it	%	0.0%	14.0%	16.7%	27.5%	15.8%
	most team	Count	0	24	11	9	44
	members used it	%	0.0%	8.4%	18.3%	22.5%	11.4%
	all team	Count	1	185	37	17	240
	members used it	%	100.0%	64.9%	61.7%	42.5%	62.2%
Total		Count	1	285	60	40	386
		%	100.0%	100.0%	100.0%	100.0%	100.0%

## Understand the facets of school improvement: What are high growth sites reporting?

The purpose of the current section is to identify the sites who experienced exceptional growth, and examine self-reported questionnaire completed by the teachers that address the changes, successes and program choices the schools are engaged in. The goal of this section is to reveal themes that appeared to be related to substantial class-wide growth in reading comprehension.

Table 55 displays the percentage of students who met or exceeded SRI growth expectations within a particular school. SRI growth expectations were calculated by taking a student's age and fall Lexile and predicting the expected growth based on the Lexile norms. Then, expected growth was compared with the student's actual growth (the difference between the Spring Lexile and the Fall Lexile). If the student's actual growth was equal to or larger than their expected growth this child was categorized as meeting or exceeding their growth expectations. If the student's actual growth was less than their expected growth, then the child was categorized as not meeting their growth expectation. Percentages were calculated for every school and grade who collected SRI achievement data. For example, 79 schools administered the SRI assessment in grade 3. The minimum score reports the school(s) who experienced the lowest percentage of children meeting or exceeding SRI growth expectations, in this case a grade 3 class reported only 7% of children meeting or exceeding SRI growth expectations. The maximum score refers to the schools(s) who experienced the highest percentage of children meeting or exceeding SRI growth expectations. In grade 3, a class reported 84% of their children meeting or exceeding growth expectations. The mean refers to the average percentage of children across all

classes who met or exceeded growth expectations. The SD (Standard deviation) indicates the variability in percentages across schools.

Table 55. Percentages of students who met SRI growth expectations

Grade	Schools	Minimum	Maximum	Mean	SD
3	79	0.07	0.84	0.40	0.16
4	81	0.10	0.90	0.46	0.18
5	81	0.11	0.86	0.50	0.19
6	45	0.24	0.81	0.54	0.13
7	33	0.31	0.76	0.55	0.11
8	33	0.35	0.83	0.54	0.12
9	28	0.26	0.84	0.50	0.14
10	27	0.25	0.80	0.44	0.14
11	28	0.22	0.75	0.45	0.13
12	28	0.14	0.65	0.40	0.14

The minimum and maximum scores suggest there are astonishing differences between schools regarding growth in comprehension. In the elementary grades, some schools are only reporting the 7-10% of their students are meeting or exceeding SRI growth expectations. On the other hand, other sites report upwards of 84-90% of students meeting or exceeding SRI growth expectations. Across middle and high school, similar trends are noted. For instance, some schools are only reporting 14-35 % of their students meeting or exceeding SRI growth expectations, while other sites report from 65-81% of students meeting or exceeding SRI growth expectations. The large differences in performance and growth across sites is very apparent through the information presented in Table 55. Clearly, many schools are experience great success with their school improvement plans, while other schools appear to not reaching they performance numbers they anticipated.

A central and a critical issue surrounding the GA-SRCL is to understand how we can formulate and share the success to other schools and districts to share valuable knowledge that may lead other schools to experiencing similar kind of success. With this charge in mind, I



examined schools who were demonstrating exceptional student level growth to capture and describe some of the facets that may have contributed to growth in reading comprehension. Schools who experienced at least 70% of their students meeting or exceeding growth expectations in comprehension were coded as a high growth site. In total, 26 elementary classes across grades 3-5, 13 middle school classes, and 7 high schools classes were identified. Questionnaire data that discusses (1) what changes have been made, (2) what successes did you notice, (3) what program choices did you engage in is summarized separately for elementary, middle and high schools. Master themes, or commonalities, across all sites were evident and suggestive of foundational pieces necessary for school improvement.

### *Elementary*

Table 56. Programmatic Choices for Elementary Schools

	Mean	SD
Commercial Core	3.35	0.85
Commercial Phonics	1.52	1.79
Computer Intervention	3.62	0.70
Evidence Based Resources	3.49	0.69
Teacher use of Web-Based Materials	3.46	0.78
Teacher use of Writing Curriculum	3.68	0.57
Evidence Based Strategies From CRS	3.63	0.67
Diff Boxes	2.31	1.59
Interactive Read Alouds	3.38	0.98
Guided Reading	3.27	1.00
District Units	1.73	1.82
State Units	1.27	1.56
Extended Day	0.92	1.72

Table 56 provides the means and standard deviations regarding what program choices high growth elementary schools report using. The scale ranges from 0 to 4, where 0 means a strategy was never used to 4 means a strategy was used daily by all teachers. Any rating larger than 3 suggests these programs or practices are central to the school's literacy plan and may be an important factor that contributes to the schools documented success.

### *What changes occurred?*

Teachers provided interesting comments regarding what changes recently occurred or where in transition. Across grades 3 to 5, the following themes about changes to instruction emerged:

1) *Increasing authentic literacy experiences*: teachers provided multiple quotes that all spoke to provide more opportunities to engage meaningfully in authentic text.

- “[We] consistently integrate literacy in all content areas.”
- “The ELA teacher will be doing shared reading via novels instead of using the basal.”
- “Provide more opportunities for students to read across the curriculum.”
- “I feel like we'll have more gains if students read out of their comfort zones and push the lexile levels.”
- “Implement more cross-curricular non-fiction text to increase student comprehension in all subject areas.”

2) *Increasing instruction on building component literacy skills*: teachers also described the importance of teaching and building foundational literacy skills.

- “We are going to build greater vocabulary and comprehension through small group instruction. We plan to implement more intensive instruction that focuses on fluency, vocabulary, and comprehension from "Comprehensive Reading Solutions" that will include greater rigor. We will also continue to present a framework for serving students with basic skills so that they can continue to grow their vocabulary and comprehension.”
- “Continue [to] focus on reading fluency as well as include more targeted instruction to increase comprehension on a daily basis.”

- “Focus on [teaching] the missing phonics skills”
- “As far as writing, push more writing each and every day. I want the students to master writing sentences earlier in the year, so we can spend more time writing essays (narrative, informational, and argumentative).”

### *What practices were most successful at improving literacy skills?*

Teachers provided many insightful quotes about what aspects of their literacy plan were most successful. Below are exemplar quotes that helped establish the themes. Two main themes emerged:

#### *1) Increasing and integrating literacy experiences and instruction across the curriculum*

- “Teachers and students did an excellent job using consistent reading strategies across all discipline areas. Content area teachers integrated literacy into their content area, which supported ELA.”
- “Integrating content area curriculum into shared reading, guided reading, and work stations. Trade books also increased vocabulary and student motivation.”
- “Integrating reading and writing across the curriculum. Reading Assistant was implemented with students and was a factor in raising lexile levels. Consistency and expectation of using similar terminology, especially with evidence-based terms and reading strategies.”
- “We have seen a huge increase in Interactive Read Alouds and Shared Reading across all content areas.”
- “Utilizing the lexile libraries within the classroom. Reading paired text and comparing/contrasting elements in each passage.”

#### *2) Data informed decision making, monitoring and differentiated instruction*

- “We facilitated the growth of students through guided reading groups which were differentiated based on their needs. In addition, looking at our IDI [DIBELS or SRI] data and using it to drive instruction, which filled in gaps, gave us a sense of pride.”
- “[Computer based interventions with adaptive technology] allows for remediation in the areas of fluency, comprehension, and retell, as well as [helps develop skills] in the same areas as needed. The overall student success increased throughout the year and allowed for many students to reach benchmark scores early in the year.’

## *Middle School*

Table 57. Programmatic Choices for Middle Schools

	Mean	SD
Commercial Core	2.72	1.25
Computer Intervention	2.83	1.17
Evidence Based Resources	3.18	0.58
Teacher use of Web-Based Materials	3.19	0.65
Teacher use of Writing Curriculum	3.70	0.48
Evidence Based From CRS	3.00	0.76
Interactive Read Alouds	1.69	1.75
Guided Reading	2.77	1.42
District Units	1.69	1.84
State Units	2.31	1.84
Extended Day	0.77	1.54

Table 57 provides the means and standard deviations regarding what program choices high growth elementary schools report using. The scale ranges from 0 to 4, where 0 means a strategy was never used to 4 means a strategy was used daily by all teachers. Any rating larger than 3 suggests these programs or practices are central to the schools literacy plan and may be an important factor that contributes to the schools documented success. For the middle schools experiencing high growth, the use of evidence based strategies and teacher use of web materials and writing curriculum appear to be integrated into daily use.

### *What changes occurred?*

Teachers provided interesting comments regarding what changes recently occurred or where in transition. Across grades 6 to 8, the following themes about changes to instruction emerged:

#### *Increasing Authentic Literacy Experiences (with a focus on writing, too)*

- “We will continue to have students read across the content and continue the million word campaign. We are using science magazines for research in order to have students read more non-fiction material at a higher lexile.”
- “Provide more constructed response and evidence-based writing in instruction across all content areas.”
- “Read more non-fiction, content-related texts.”

#### *Building Reading Skills Necessary for Comprehension*

- “Try to determine ways to motivate the older students to take the test seriously and do their best.”
- “We will focus on different types of interventions for our Basic and Below Basic students.”

### *What practices were most successful at improving literacy skills?*

Teachers provided many insightful quotes about what aspects of their literacy plan were most successful. Below are exemplar quotes that helped establish the themes. One main theme emerged:

#### *Using Evidence-based Programs and Strategies:*

- “Read 180 and System 44 are the best programs for improving the literacy skills of struggling readers.”
- “Reading fluency practice, vocabulary development activities, comprehension focus, interactive notebooks, and PALS reading.”
- “Thinking maps, constructed responses, self-selected guided and independent reading”
- “I have used the feedback from Write Score to help students become more confident and aware writers.”

- Implementation of Read 180 has improved students' lexile score which in turn improved writing scores. Writing was implemented in general education using PALS, and thinking maps.
- Use Lexile levels to group students and provide reading interventions (assign reading Lexiles online)

### *High School*

Table 58. Programmatic Choices for High Schools

	Mean	SD
Computer Intervention	2.10	0.55
Evidence Based Resources	3.17	0.65
Teacher use of Web-Based Materials	3.17	0.98
Teacher use of Writing Curriculum	3.50	0.71
Evidence Based From CRS	2.83	0.68
District Units	1.43	1.81
State Units	1.71	1.25
Extended Day	1.43	1.90

Table 58 provides the means and standard deviations regarding what program choices high growth elementary schools report using. The scale ranges from 0 to 4, where 0 means a strategy was never used to 4 means a strategy was used daily by all teachers. Any rating larger than 3 suggests these programs or practices are central to the schools literacy plan and may be an important factor that contributes to the schools documented success. For the high schools experiencing high growth, the use of evidence based strategies and teacher use of web materials and writing curriculum appear to be integrated into the curriculum almost daily.

### *What practices were most successful at improving literacy skills?*

Teachers provided any insightful quotes about what aspects of their literacy plan were most successful. Below are exemplar quotes that helped establish the themes. One main theme emerged:

- “[We] focused on implemented PALS throughout the school. When PALS was done consistently in the classroom, we saw improvement in those students lexile scores and overall academic success that carried over in each content area.”
- “I believe that Thinking Maps and PALS were beneficial in helping students attain required knowledge.”
- “Reading of non-fiction was implemented in classes other than ELA.”
- “Having updated materials that are more modern and interest the students more. We are reading more non-fiction material. We are giving purpose to reading more. We are starting to read more across the curriculum.”
- “Through the SRG, we were able to purchase literature that had similar themes/content with the Multicultural Lit class. This created text discussions across the content areas and cohesiveness throughout the year.”

### *What changes occurred?*

Teachers provided interesting comments regarding what changes recently occurred or where in transition:

- “We are also wanting to focus on explicit vocabulary instruction and writing everyday in all content areas. We want to submerge the students in a print-rich environment throughout the academic year.”
- “Look at more of a structured reading across the curriculum and have teachers use more reading models.”
- “Through our inquiry-based strategy, students have been provided with more independent opportunities to learn. They were able to identify and refine ‘real’ questions into learning projects. Also, the English Department and Social Studies Department were successful when teaching novels across content areas.”

- “Implementation of Thinking Maps in all the subjects.” (cognitive strategies)
- “We will emphasize the importance of taking the Lexile test serious no matter what time of the year the test is given.”
- “We are planning to monitor the students progress by establishing a data team. We will track each below basic and basic reader throughout the year on an individual basis and provide intervention and/or remediation as necessary.”

## *Master Themes*

Across elementary, middle and high schools who experienced substantial growth in comprehension, master themes emerged from the teacher questionnaire. Numerous commonalities were found in the practices and choices thought to positively influence school achievement. These commonalities will help us identify the conditions and climate the can help revitalize a school. A central theme was that (1) *achievement data informed instruction and differentiation*. All school reported closely monitoring student achievement data and using this information to modify or tailor instruction to help all learners succeed. Another theme was (2) *consistency in content (e.g., texts, curriculum), skills, and strategies taught across ELA and other content areas*. These high growth sites described close connections between the ELA and other content areas. Either similar texts or strategies were used across content areas, and multiple sites report this level of coordination as being instrumental to increased student achievement and growth. Another clearly defined theme was (3) *increasing experience/exposure to authentic texts, and daily writing activities*. All high growth sites reported increase student engagement with authentic texts and more opportunities to complete daily writing activities that were related to the authentic text being read. The final theme was (4) *grounding literacy instruction in research-based or evidence-based practices*. All high growth sites described ongoing professional development initiatives to increase their knowledge of practices, programs and strategies that are supported through scientific research. These four themes emerged through the self-report



questionnaires completed by the teachers working in the high growth sites. While other important themes may not have been uncovered through these conversations, the information presented provides concrete evidence about malleable factors that can be integrated into a school, and adopted by grade-level teams to work towards school improvement.

### *Conclusions and Future Directions*

This preliminary report provides descriptive information about the performance and growth of comprehension skill across all elementary, middle and high schools in the GLP SRCL. Interestingly, there is a large degree of variability at the district, school and grade level. Murray County was the district with the strongest growth across elementary, middle and high schools. This is very promising because Murray was also one of the lowest performing districts. At the elementary level, Coffee and Jefferson Counties experienced higher levels of growth than other districts. However, these relatively higher rates of growth did not maintain into middle or high schools. Thomaston-Upson and Whitfield were two districts that consistently experienced relatively more growth than other schools at the middle and high school level. All of these districts appear to be engaged in high quality literacy practices that are clearly making an impactful difference in comprehension skills, and this may influence overall academic performance.

On the other end of the continuum, there were a few districts who consistently reported the lowest level of improvements over the course of the academic year. Fulton, Crisp and Cartersville appear to be the districts experiencing the most challenge in consistent improvement in student's comprehension performance.

Given the large degrees of variability in implementation and program choices, a next step in understanding differences in student achievement is to examine how these patterns are related

to changes in student performance at the level of grade, school and district. Furthermore, disaggregating the student-level data will help understand growth patterns for typically development children, children with disabilities or children who have limited English proficiency. This in-depth analysis will greatly improve our understanding of the malleable factors that relate to school improvement, and student achievement for a diverse sample of children and adolescents. In turn, this information can be disseminated to all schools as a way of helping all children succeed educationally.

Appendix A

Table 59. Composite means and standard deviations of implementation categories across elementary, high, middle and pre-K schools.

		Leadership		Continuity		Assessment		Best Practices		RTI		PD	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Bartow County	E	4.94	0.89	4.59	0.75	5.23	0.65	5.27	0.61	5.56	0.62	4.10	1.11
	H	4.18	1.13	3.83	1.15	3.32	0.80	2.79	0.53	4.73	0.74	3.62	0.81
	M	4.74	0.90	4.36	0.72	4.65	0.55	4.06	0.78	4.64	0.67	3.76	0.67
	PK	4.43	0	5.07	0	4.11	0	4.57	0	5.60	0	3.40	0
	Total	4.82	0.95	4.48	0.84	4.93	0.93	4.85	1.06	5.39	0.72	4.01	1.05
Bleckley County	E	5.19	0.52	4.21	0.63	5.35	0.60	4.84	0.93	5.87	0.14	4.82	1.08
	H	3.75	0.75	3.30	0.49	2.83	0.13	3.35	0.46	2.40	0.85	3.00	0.33
	M	4.37	1.09	3.41	0.69	3.16	1.37	3.32	1.04	4.30	1.32	3.35	0.91
	Total	4.55	0.95	3.72	0.72	4.00	1.43	3.98	1.11	4.43	1.67	3.88	1.18
Brantley County	E	4.97	0.76	4.40	0.66	5.15	0.64	5.28	0.59	5.66	0.50	4.77	0.79
	H	3.83	0	3.79	0	3.32	0	3.14	0	2.60	0	2.90	0
	M	5.78	0.26	5.04	0.57	5.08	0.31	4.68	0.66	5.49	0.44	5.52	0.32
	PK	4.70	0	3.29	0	4.16	0	2.57	0	5.00	0	3.40	0
	Total	5.08	0.77	4.46	0.72	5.02	0.69	4.96	0.89	5.48	0.77	4.79	0.89
Cartersville City	E	4.24	1.22	4.36	1.22	4.06	1.37	4.57	1.58	4.83	0.70	4.08	1.25
	H	3.23	0.44	3.84	0.64	3.58	0.78	3.15	0.64	4.98	0.62	3.85	0.79
	M	4.18	0.34	4.32	0.87	4.04	0.53	4.15	0.79	4.48	0.53	4.30	1.10
	Total	4.03	1.04	4.25	1.04	3.96	1.12	4.20	1.39	4.79	0.65	4.08	1.10
Clarke County	E	5.09	0.80	4.93	0.75	5.11	0.85	5.21	0.68	5.23	0.76	4.77	1.02
	H	2.73	0	2.93	0	2.58	0	2.48	0	2.73	0	3.30	0
	M	4.69	0.67	4.27	0.81	4.54	0.80	3.55	0.62	4.17	0.91	4.60	0.89
	Total	5.03	0.84	4.85	0.80	5.02	0.90	5.03	0.86	5.11	0.86	4.74	1.01
Coffee County	E	5.48	0.57	5.48	0.51	5.43	0.61	5.41	0.47	5.70	0.46	5.41	0.69
	H	2.67	1.67	2.43	1.53	2.15	1.41	2.27	1.53	2.31	1.51	1.90	1.67
	M	4.73	0.34	5.36	0.27	4.63	0.22	3.70	0.52	3.78	0.95	5.25	0.44
	PK	6.00	0.00	6.00	0.00	6.00	0.00	6.00	0.00	5.93	0.09	6.00	0.00
	Total	5.27	0.98	5.28	0.98	5.18	1.07	5.14	1.03	5.39	1.09	5.18	1.17
Colquitt County	E	4.67	1.34	4.65	1.27	4.83	1.31	4.56	1.27	4.92	1.34	4.33	1.52
	pk	4.00	0	4.07	0	4.11	0	5.33	0	4.00	0	4.60	0
	Total	4.66	1.33	4.64	1.26	4.82	1.31	4.57	1.26	4.90	1.34	4.34	1.51
Crisp County	E	4.69	0.59	4.58	0.47	5.01	0.81	4.42	0.52	5.31	0.57	5.23	0.51
	H	4.47	0.52	4.82	0.35	4.84	0.30	3.38	0.13	4.80	0.57	3.75	0.21
	M	4.76	0.73	3.95	0.53	3.83	0.75	3.56	0.54	4.38	0.65	3.45	0.85
	Total	4.68	0.58	4.41	0.56	4.59	0.88	3.96	0.66	4.92	0.70	4.39	1.05
Fulton County	E	4.73	0.99	4.56	0.98	4.75	0.92	4.96	0.81	5.10	1.00	4.21	1.30
	H	4.15	0.92	4.31	0.85	3.62	0.78	3.08	1.10	2.98	1.46	4.50	0.65
	M	3.93	1.21	3.81	1.04	3.20	1.21	2.85	1.22	3.36	0.74	3.47	1.30
	PK	5.77	0	4.86	0	5.11	0	4.81	0	4.87	0	4.80	0

	Total	4.64	1.03	4.48	0.99	4.55	1.05	4.66	1.11	4.82	1.21	4.17	1.28
Jeff Davis County	E	5.81	0.20	5.21	0.27	5.57	0.31	5.48	0.23	5.98	0.03	5.57	0.38
	H	4.68	0.84	4.30	0.97	3.17	1.03	2.05	0.65	3.05	1.31	4.18	1.01
	M	4.71	0.43	4.48	0.82	5.11	0.71	3.98	0.52	4.98	0.81	5.00	0.46
	Total	5.21	0.75	4.76	0.76	4.72	1.26	4.08	1.59	4.85	1.50	5.01	0.86
Jefferson County	E	4.85	0.70	4.65	0.53	5.62	0.40	5.25	0.47	5.26	0.57	5.34	0.82
	H	4.41	0.62	4.79	0.49	4.30	0.16	2.95	0.29	4.36	0.38	5.17	0.40
	M	4.32	0.73	4.57	0.67	4.52	0.24	4.05	0.33	4.92	0.35	5.22	0.58
	Total	4.69	0.71	4.65	0.54	5.24	0.66	4.75	0.91	5.09	0.58	5.29	0.72
Morgan County	E	4.88	0.95	4.80	1.11	4.55	1.16	4.52	0.93	4.54	1.49	4.62	0.75
	H	4.14	0.52	3.53	0.85	3.29	0.40	2.62	0.75	2.20	1.11	3.62	1.19
	M	4.83	0.46	4.39	0.29	4.08	0.75	3.71	0.52	4.33	0.40	4.13	0.33
	Total	4.62	0.75	4.27	0.99	4.01	0.98	3.67	1.11	3.71	1.55	4.15	0.91
Murray County	E	5.56	0.43	5.18	0.58	5.86	0.26	5.33	0.56	5.71	0.33	5.04	0.86
	H	4.41	1.10	4.47	1.14	4.26	0.99	3.87	1.12	4.19	1.85	4.73	0.84
	M	5.44	0.57	5.30	0.48	5.16	0.59	4.83	0.72	5.56	0.44	5.25	0.68
	PK	1.73	0	0.43	0	1.58	0	1.71	0	0.00	0	0.00	0
	Total	5.27	0.88	5.00	0.95	5.35	0.94	4.90	0.99	5.31	1.22	4.95	1.04
Pierce County	E	5.03	0.80	4.84	0.79	5.15	0.68	5.10	0.81	5.45	0.52	4.48	1.21
	H	4.45	0.72	4.20	1.00	3.74	0.65	3.11	0.69	3.20	0.92	4.42	0.60
	M	5.53	0.41	4.79	0.14	4.60	0.58	4.44	0.92	5.22	0.63	4.07	0.90
	PK	5.23	0	4.79	0	3.11	0	3.57	0	4.27	0	4.30	0
	Total	4.99	0.78	4.72	0.79	4.76	0.90	4.62	1.09	4.98	1.05	4.42	1.05
Randolph County	E	4.81	0.72	4.58	0.81	5.39	0.48	5.12	0.29	5.44	0.49	4.10	1.01
	Total	4.81	0.72	4.58	0.81	5.39	0.48	5.12	0.29	5.44	0.49	4.10	1.01
Rome City	E	4.74	0.87	4.71	0.85	5.44	0.62	4.92	0.61	5.33	0.70	4.61	0.89
	H	5.01	0.21	4.66	0.70	4.54	0.26	3.10	0.56	4.53	0.98	5.05	0.68
	M	5.02	0.57	4.74	0.48	5.58	0.25	4.65	0.46	5.57	0.29	5.06	1.00
	Total	4.81	0.80	4.71	0.78	5.40	0.60	4.74	0.74	5.32	0.70	4.72	0.91
Thomaston- Upton County	E	5.51	0.52	5.00	0.57	5.19	0.73	4.90	1.03	5.42	0.80	5.23	1.15
	H	4.72	0.83	4.00	1.75	3.30	2.11	3.48	1.64	2.29	2.89	3.90	1.87
	M	5.16	0.71	4.79	0.41	4.91	0.73	4.42	0.52	4.72	0.52	4.37	1.56
	Total	5.21	0.68	4.71	0.87	4.70	1.25	4.42	1.07	4.52	1.72	4.62	1.46
Toombs County	E	4.76	0.97	4.46	1.00	4.19	0.95	4.65	0.59	5.12	1.01	3.40	0.94
	H	2.90	0.90	2.88	0.61	2.76	0.84	3.31	0.36	1.88	0.54	3.40	0.93
	M	5.63	0	5.36	0	5.26	0	4.48	0	5.07	0	5.50	0
	Total	4.37	1.25	4.14	1.15	3.92	1.12	4.33	0.78	4.36	1.66	3.52	1.01
Union County	E	4.27	0.52	4.49	0.70	5.25	0.53	4.40	0.63	5.54	0.69	3.72	1.35
	H	4.08	0.68	3.89	0.45	3.92	0.93	2.26	0.98	2.30	2.31	3.45	1.06
	M	4.40	0.35	4.31	0.36	3.82	0.11	3.54	1.09	4.36	0.37	4.43	0.59
	Total	4.27	0.47	4.33	0.59	4.62	0.87	3.77	1.11	4.63	1.55	3.86	1.11
Vidalia City	E	4.96	0.92	4.08	0.81	5.11	0.62	4.93	0.68	5.38	0.69	4.47	0.61
	H	4.80	0.35	4.57	0.58	4.51	0.11	3.70	0.77	4.60	0.18	5.17	0.21
	M	5.14	0.34	4.81	0.41	4.51	0.18	3.67	0.22	5.13	0.48	4.43	0.55
	Total	4.97	0.67	4.39	0.71	4.81	0.53	4.31	0.86	5.12	0.61	4.63	0.58
Wheeler County	E	5.37	0.63	5.05	0.67	5.18	0.50	5.58	0.47	5.67	0.57	5.28	0.59
	H	3.63	0.83	3.86	0.44	3.82	0.61	3.98	0.51	4.60	0.98	4.15	0.52

	M	4.80	0	4.50	0	3.84	0	3.48	0	4.67	0	4.60	0
	Total	4.83	1.03	4.67	0.79	4.69	0.83	4.97	0.96	5.30	0.84	4.91	0.75
Whitfield County	E	4.64	1.24	4.34	1.18	4.64	1.25	4.76	1.25	5.18	1.29	4.44	1.20
	H	4.61	0.65	3.73	0.68	3.99	1.05	3.17	1.03	3.08	1.97	4.05	1.74
	M	4.67	0.81	3.91	0.81	4.61	0.62	4.04	0.54	5.03	0.58	3.89	1.20
	Total	4.64	1.10	4.19	1.08	4.56	1.13	4.44	1.23	4.91	1.40	4.29	1.24
Wilkes County	E	5.03	0.67	5.23	0.43	4.80	0.18	4.93	0.55	5.62	0.15	4.53	0.22
	H	2.96	1.38	2.77	0.50	3.67	1.42	3.45	0.88	3.22	1.70	3.15	1.66
	M	4.23	0.93	4.31	1.20	4.53	1.25	4.37	0.70	4.27	1.17	4.23	1.36
	Total	4.21	1.29	4.26	1.26	4.39	1.02	4.34	0.91	4.57	1.47	4.04	1.19