



***Avenues to Reading Achievement***  
**Greenwood Public Schools**

**EVALUATION REPORT**

February 2018

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## **BACKGROUND**

The Dr. Maxine Harper Center for Educational Research and Evaluation (CERE) contracted with the Greenwood Public School District (GPSD) in April 2016 to provide evaluation for the *Avenues to Reading Achievement* Program funded by the U.S. Department of Education. The *Avenues to Reading Achievement* Project began in October 2014. CERE requested all data collected related to the project.

The overall goal of the *Avenues to Reading Achievement Program* is to address early childhood literacy emphasizing school, parent, family, and community action to increase the percent of kindergarten children scoring in the High or High Average range on the MAP (Measures of Academic Performance) assessment. Key program elements included implementing shared dialogic or shared reading, with an experienced teacher trainer providing the intervention training to teachers and to parents of Head Start and Pre-K students through the “Read and Rise” program. The evaluation plan included assessment of data related to each project goal and objective. Additionally, process measures to assess program implementation are part of the evaluation. This report includes a summary of evaluation findings followed by all provided data that addresses each of the proposed evaluation components for each program goal and objective. The report format follows the evaluation plan in the proposed project plan.

## EVALUATION FINDINGS

This report provides the findings CERE was able to make regarding the various elements of this project. Findings from the evaluation include that students at all grade levels within the GPSD report reading inside and outside of school both with their parents and independently. Head Start and elementary students and parents reported higher rates of reading outside of school as well as reading with a parent. Additionally, students and parents report visiting school and public libraries. GPSD improved classroom libraries and reading areas to provide students with a diverse selection of reading materials. As indicated by survey results, the Parent Centers are one district resource not being used to their full potential. Few parents reported visiting the centers and many indicated in comments that they were unsure of the existence or purpose of the centers.

With regard to literacy-related assessment data, Kindergarten readiness is one area in which there were demonstrated gains for student attending GPSD schools. MKAS<sup>2</sup> Kindergarten Readiness Assessment results indicated measured gains for students over both project years. During the project period, the state of Mississippi changed assessments for third, eighth, and tenth grade students, preventing CERE from making any determination regarding the impact of the program on third, eighth, or tenth grade students' reading proficiency. Although state-administered assessments could not be compared due to changes in the assessment used each year, supplemental data provided by the Greenwood Public School District for some periods of the program allowed CERE to provide some analysis of third, eighth, and tenth grade students' reading proficiency. The changing state assessments and limited scope of supplemental

data makes it difficult to draw any clear conclusions on the influence of the *Avenues to Reading Achievement* Program on third, eighth, and tenth grade students' reading proficiency.

## PROCESS EVALUATION

In order for a program to achieve its planned goals and objectives, the program components must be implemented and implemented effectively. To evaluate the implementation of the *Avenues to Reading Achievement* Program, several process measures were included in the evaluation plan. Results related to program implementation metrics included in the evaluation plan are reported below.

### 1. Survey results of:

- Classroom reading time:** A survey of teachers indicated that the majority have reading instruction and/or reading activities in their classroom every day. The survey results indicate that there is a wide variety in the amount of time students are reading independently in their classrooms. Table 1 reports the teachers' responses to a survey that asked them about frequency of reading activities.

**Table 1. Teachers' Report of Classroom Reading Time**

Survey Item	N	Percent
<b>How often did you have reading instruction and/or do reading activities with the students?</b>		
<i>Every day</i>	51	80.9%
<i>Three or four days a week</i>	8	13.1%
<i>Fewer than three days a week</i>	2	3.0%
<i>Never</i>	2	3.0%
<b>How much time (on average) did students spend reading independently in your classroom?</b>		
<i>5-10 minutes per class</i>	19	31.3%
<i>10-15 minutes per class</i>	15	24.6%
<i>15-20 minutes per class</i>	17	27.9%
<i>20-30 minutes per class</i>	4	6.6%
<i>More than 30 minutes per class</i>	2	3.0%
<i>None at all</i>	4	6.6%
<b>How often do you allow your students to read to you?</b>		
<i>Every day</i>	45	71.5%
<i>Once or twice a week</i>	10	15.9%
<i>Once or twice a month</i>	4	6.3%
<i>Never</i>	4	6.3%

- Children reading at home:** Students were surveyed to examine their reading habits at home. Survey responses indicate that students are frequently reading at home outside of their required reading for school. Students at Bankston Elementary and Head Start reported the most non-school related reading, with both schools reporting 91% of respondents answering “YES” to the question: *“Have you read any books other than your school books in the last year?”* Ninth grade students at Greenwood High School responded with the lowest percentage of “YES” answers, with 63.3% of their 98 participants responding “YES” to the same question about reading outside of school. Data for all schools regarding students' reading habits outside of school are included below in Table 2.

**Table 2: Students Reading Outside of School**

School	Number of Respondents	% (n) Students who reported reading at home	% (n) Reported # of Non-School Books Read in the Past Year		
			1 Books	2-4 Books	5 or more Books
Head Start*	189	91% (172)	13.76% (26)	59.26% (112)	17.99% (34)
Bankston Elementary	89	91% (81)	1.3% (1)	39.2% (31)	59.5% (47)
Davis Elementary	261	85.8% (224)	15.1% (30)	38.4% (76)	46.5% (92)
Threadgill Elementary	122	83.6% (102)	5.1% (5)	52.0% (51)	42.9% (42)
Greenwood Middle School	141	70.2% (99)	18.4% (18)	49.0% (48)	32.6% (32)
Greenwood High School 9 <sup>th</sup> Grade	98	63.3% (62)	10.2% (6)	49.1% (29)	40.7% (24)
Greenwood High School 10 <sup>th</sup> Grade	92	75.0% (69)	23.6% (17)	61.1% (44)	15.3% (11)

\*Evaluators received only summary data for Head Start.

Note: Not all respondents provided the number of books they had read during the previous year.

- Parental shared reading at home:** Both parents and students were surveyed regarding parental engagement in reading with the students at home. Survey data showed that parents did engage in reading with their children at home. Parents and students reported similar figures for the questions that measured shared reading at home. Survey data pertaining to parental shared reading is included in Table 3.

**Table 3: Parent and Student Reported Data Regarding Parental Shared Reading**

School	# Parents reporting the number of books they have read to their children in the past year			# Students reporting of the number of books their parents have read to them in the past year			# Students reporting the number of books they read at home by themselves in the past year		
	1 book	2-4 books	5+ books	1 book	2-4 books	5+ books	1 book	2-4 books	5+ books
Head Start*	N/A	N/A	N/A	38	142	9	38	113	19
Bankston Elementary	31	54	120	4	25	55	2	22	60
Davis Elementary	16	56	95	42	74	90	37	58	112
Threadgill Elementary	14	42	60	8	47	63	14	47	47
Greenwood Middle School	10	24	15	25	12	11	18	46	33
Greenwood High School 9 <sup>th</sup> Grade	N/A	N/A	N/A	11	5	11	10	23	34
Greenwood High School 10 <sup>th</sup> Grade	N/A	N/A	N/A	12	6	3	19	35	19

\*Evaluators received only summary data for Head Start.

Note: Not all respondents provided the number of books they had read during the previous year.

- Library visits:** Parents and students reported visiting libraries at each school as well as the Greenwood-Leflore Public Library. Survey data showed that students reported higher attendance at school libraries than parents did, but significant percentages within each surveyed group reported visiting one or both libraries. Student reported and parent reported library visitations are included below in

Tables 4 and Table 5. Finally, teachers were also asked to report the how frequently they send students to the school library and nearly half reported that they are ensuring their students get to the school library at least once per week.

These results are presented in Table 6.

**Table 4: Student Reported Visits to Libraries**

<b>Participating Schools</b>	<b>Respondents</b>	<b>% (n) Students Reporting Visiting the School Library</b>	<b>% (n) Students Reporting Visiting the Public Library</b>
Head Start	189	90.0% (170)	40.0% (76)
Bankston Elementary School	89	67.4% (60)	65.2% (58)
Davis Elementary School	261	91.6% (239)	79.7% (208)
Threadgill Elementary School	122	48.4% (59)	73.0% (89)
Greenwood Middle School	141	81.6% (115)	48.9% (69)
Greenwood High School (9 <sup>th</sup> grade)	98	82.7% (81)	54.1% (53)
Greenwood High School (10 <sup>th</sup> grade)	92	93.5% (86)	63.0% (58)



**Table 5: Parent Reported Visits to Libraries**

Participating Schools	Respondents	% (n) Parents Reporting Visiting the School Library	% (n) Parents Reporting Visiting the Public Library
Head Start	N/A*	N/A*	N/A*
Bankston Elementary School	220	32.7% (72)	59.5% (131)
Davis Elementary School	171	39.8% (68)	74.9% (128)
Threadgill Elementary School	120	25.0% (30)	66.0% (79)
Greenwood Middle School	70	32.9% (23)	65.7% (46)
Greenwood High School (9 <sup>th</sup> grade)	N/A*	N/A*	N/A*
Greenwood High School (10 <sup>th</sup> grade)	N/A*	N/A*	N/A*

\*No data was available for these sites.

**Table 6. Teacher Reports of Library Visits**

Survey Item	N	Percent
<b>How often did you take or send students to a library other than your classroom library?</b>		
<i>Every day</i>	11	17.7%
<i>Once or twice a week</i>	13	21.0%
<i>Once or twice per month</i>	26	41.9%
<i>Never</i>	12	19.4%

## 2. Project records

- **# of parents and teachers trained in interactive/dialogic reading:** 122 parents, community leaders, and retired educators were trained on how to improve students' literacy through five "Read and Rise" programs held at Bankston Elementary and Davis Elementary. A total of 298 parents were trained on the District's reading and math software programs (Odyssey and IXL). A total of 30 teachers were trained in Dialogic Reading Strategies.
- **# of students impacted by coaching and shared reading:** Parents/caregivers of 141 children attended "Read and Rise" workshops. Overall, 2,314 students from Greenwood School District and Head Start were impacted during Year 1 of the program; 2,795 students from Greenwood School District and Head Start were impacted during Year 2; and 2,778 students from Greenwood School District were impacted during Year 3.
- **School documentation of library holdings:** At the project start in 2014 the school library holdings at a ratio of 15 books to every one student. Greenwood Public School District reported purchasing 140 eReaders (70 for the high school and 70 for the middle school) for students to check out to increase reading time in and out of school. As of early 2018, the district reports it has 60,752 books, including fiction and non-fiction, of various levels and genres. This represents 21.87 books per student.
- **Indicators of collaboration between librarian and teachers in identifying and utilization of media related to lesson plans or units:** Aside from data provided from teacher surveys regarding collaboration between librarian and teachers, no

additional information was provided regarding collaboration between librarians and teachers in identifying and utilizing media related to lessons or units.

Librarians provided teachers with a list of media resources housed within the library. Librarians also worked with teachers on securing books and supplemental textbooks for specific units within the curriculum. Additionally, librarians collaborated with teachers of third grade students to design lessons around a book that all third grade students within the district were studying. The Literacy Grant provided a copy of the book to each third grade student, and then the teachers and librarians at each elementary school created a presentation (play, poem, and/or skit) based on their assigned portion of the book for their students to present to all district third graders at the final meeting of the Book Club. Teacher survey items about teacher-librarian collaboration are included below in Table 7.

**Table 7: Teacher Survey Items Related to Teacher-Librarian Collaboration**

<b>Survey Item</b>	<b>N</b>	<b>Percent</b>
<b>I schedule time with the library media specialist to collaboratively plan instructional units.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	6	19.4%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	2	6.5%
<i>Never</i>	12	38.7%
<b>I work with the library media specialist to incorporate information literacy and research skills into my curriculum.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	7	22.6%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	2	6.5%
<i>Never</i>	11	35.5%
<b>I work with the library media specialist to incorporate technology skills instruction into my curriculum.</b>		
<i>Daily</i>	3	9.7%

<i>Weekly</i>	7	22.6%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	2	6.5%
<i>Never</i>	11	35.5%
<b>I work with the library media specialist to incorporate literacy instruction into my classroom curriculum.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	7	22.6%
<i>Monthly</i>	6	19.4%
<i>Once per 9 weeks</i>	4	12.9%
<i>Never</i>	11	35.5%

- **# community volunteers trained:** A total of 122 community volunteers were trained via participation in REAL (Read, Excel, Achieve, Learn) workshops.
- **# community volunteer readers:** A total of 138 individual visits were made by volunteers to read as part of the REAL program at W.C. Williams Elementary School. These readers came from a wide range of the community – including local businesses, non-profits, retired community members, government agencies, and faith-based organizations, among others

### 3. Surveys

#### Teachers:

- A total of 30 teachers were trained in Dialogic Reading Strategies. Teachers were surveyed via an electronic survey in Fall 2016. Results of the survey data are included in Table 8. The majority of the teachers reported they do have library or reading corners in their classrooms, are engaging in daily reading instruction and are routinely assigning reading homework, and have appropriate expectations for the amount of time students should read each day. The survey results indicate that most teachers are facilitating relatively brief periods of independent reading for students and that continues to be room for growth in terms of collaboration

with the library media specialists. It is important to note that teachers recognize they have many students who are below average in reading level.

**Table 8: Teacher Survey Results**

<b>Survey Item</b>	<b>N</b>	<b>Percent</b>
<b>How would you describe the reading level of the students in your class last year?</b>		
<i>Above average</i>	2	3.2%
<i>Average</i>	15	23.8%
<i>Below average</i>	28	44.4%
<i>Reading level varies greatly</i>	18	28.6%
<b>Did you have a library or reading corner in your classroom?</b>		
<i>Yes</i>	52	82.5%
<i>No</i>	11	17.5%
<b>How often did you take or send students to a library other than your classroom library?</b>		
<i>Every day</i>	11	17.5%
<i>Once or twice a week</i>	13	19.0%
<i>Once or twice per month</i>	26	20.6%
<i>Never</i>	12	41.3%
<b>How often did you have reading instruction and/or do reading activities with the students?</b>		
<i>Every day</i>	51	81.0%
<i>Three or four days a week</i>	8	3.2%
<i>Fewer than three days a week</i>	2	3.2%
<i>Never</i>	2	12.7%
<b>How often did you assign reading as part of homework?</b>		
<i>I do not assign reading as part of homework</i>	7	11.1%
<i>Less than once a week</i>	4	6.3%
<i>1 or 2 times a week</i>	7	11.1%
<i>3 or 4 times a week</i>	17	27.0%
<i>Every day</i>	28	44.4%
<b>To the best of your knowledge, how would you describe the reading levels of the books that were available for students in your classroom?</b>		
<i>Books are below the grade level of the majority of my students</i>	1	1.6%
<i>Books are at the grade level of the majority of my students</i>	15	23.8%
<i>Books are above the grade level of the majority of my students</i>	4	6.3%

<i>Books are of mixed grade levels</i>	42	66.7%
<i>I do not know the reading level of the books in my classroom</i>	1	1.6%
<b>How much time (on average) did students spend reading independently in your classroom?</b>		
<i>5-10 minutes per class</i>	19	30.2%
<i>10-15 minutes per class</i>	15	23.8%
<i>15-20 minutes per class</i>	17	27.0%
<i>20-30 minutes per class</i>	4	6.3%
<i>More than 30 minutes per class</i>	2	3.2%
<i>None at all</i>	4	6.3%
<b>How much time did you expect students to read daily?</b>		
<i>15 minutes or fewer</i>	11	17.5%
<i>15-30 minutes</i>	35	55.6%
<i>30 minutes – 1hour</i>	12	19.0%
<i>More than 1 hour</i>	5	7.9%
<i>None at all</i>	0	0
<b>How often do you allow your students to read to you?</b>		
<i>Every day</i>	45	71.4%
<i>Once or twice a week</i>	10	15.9%
<i>Once or twice a month</i>	4	6.3%
<i>Never</i>	4	6.3%
<b>Survey Item</b>	<b>N</b>	<b>Percent</b>
<b><i>How often do you do the following collaborative activities with the library media specialist at your school?</i></b>		
<b>I schedule time with the library media specialist to collaboratively plan instructional units.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	6	19.4%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	2	6.5%

<i>Never</i>	12	38.7%
<b>I work with the library media specialist to incorporate information literacy and research skills into my curriculum.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	7	22.6%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	2	6.5%
<i>Never</i>	11	35.5%
<b>I work with the library media specialist to incorporate technology skills instruction into my curriculum.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	7	22.6%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	2	6.5%
<i>Never</i>	11	35.5%
<b>I work with the library media specialist to incorporate literacy instruction into my classroom curriculum.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	7	22.6%
<i>Monthly</i>	6	19.4%
<i>Once per 9 weeks</i>	4	12.9%
<i>Never</i>	11	35.5%
<b>I work with the library media specialist to incorporate reading promotion into my classroom curriculum.</b>		
<i>Daily</i>	3	9.7%
<i>Weekly</i>	7	22.6%
<i>Monthly</i>	8	25.8%
<i>Once per 9 weeks</i>	3	9.7%
<i>Never</i>	10	9.7%
<b>I provide the library media specialist with my long-range plans for the school year.</b>		
<i>YES</i>	11	35.5%
<i>NO</i>	20	64.5%
<b>I keep the library media specialist informed about changes to my long-range plans.</b>		
<i>YES</i>	11	35.5%
<i>NO</i>	20	64.5%

**Students**

- Students were surveyed via a paper survey during the 2015-2016 school year. CERE received survey data from 803 students. Results of the survey data are included in Table 9. The majority of students reported visiting both their school and public library within the last year. Students also reported reading books outside of those assigned for school both independently as well as with the help of a parent. Most students responded that they did not attend after-school tutoring although those that did reported that they read at least one book as part of tutoring. It is unclear, however, from this data how students' reading habits may have changed since only one survey was administered to students.



**Table 9: Student Survey Data**

<b>Survey Item</b>	<b>N</b>	<b>Percent</b>
<b>Have you visited your school library in the past year?</b>		
YES	640	79.7%
NO	163	20.3%
<b><i>If yes, was a special activity involved?</i></b>		
YES	235	36.7%
NO	568	63.3%
<b>Have you visited the Greenwood-Leflore Public Library in the past year?</b>		
YES	535	66.6%
NO	268	33.4%
<b><i>If yes, how many times did you visit?</i></b>		
1 time	98	18.3%
2-4 times	244	45.6%
5 or more times	179	33.5%
<b>Have you read any books other than your school books in the past year?</b>		
YES	637	79.3%
NO	166	20.7%
<b><i>If yes, how many books have you read?</i></b>		
1 book	77	12.1%
2-4 books	279	43.8%
5 or more books	248	38.9%
<b>Have you been to after school tutoring in your school in the past year?</b>		
YES	294	36.6%
NO	509	63.4%
<b><i>If yes, how many times?</i></b>		
1 time	68	23.1%
2-4 times	107	36.4%
5 or more times	124	42.2%
<b><i>If yes, how many books did you read?</i></b>		
1 book	88	29.9%
2-4 books	77	26.2%
5 or more books	68	23.1%
<b>How many books have your parent/guardian read to you at home in the past year?</b>		
None	281	35.0%
1 book	102	12.7%
2-4 books	169	21.0%
5 or more	233	29.0%
<b>How many books have you read at home by yourself in the past year?</b>		
None	167	20.8%
1 book	100	12.5%
2-4 books	231	28.8%
5 or more	305	38.0%

## OUTCOME EVALUATION

Below, each evaluation question is addressed by synthesizing data across all of the various data collection efforts.

### **GOAL 1: Improve reading readiness and early school success among high-need children.**

**Objective 1.1:** *Increase annually the percent of 4-year old children who achieve gains in oral language skills beyond that expected according to chronological ages at pre/post DIBELS or Children's Progress Academic Achievement.*

**Status:** STATUS UNKNOWN

Data related to the pre/post DIBELS or Children's Progress Academic Achievement assessment was not provided.

**Objective 1.2:** *Increase the percent of children who enter Kindergarten demonstrating reading readiness as measured by the MKAS<sup>2</sup> (Mississippi K-3 Assessment Support System) OR STAR Early Literacy.*

**Status:** TARGET MET

The Kindergarten Readiness Assessment provides a common understanding of what children know and are able to do upon entering school. Mississippi selected 70 percent mastery as the kindergarten readiness benchmark, which a 530 scale score represents. Unfortunately, the state only reports the average scale score and number of test takers at each school site but does not include district nor school level data regarding the percentage or number of children who score above or below the 530 scale score. However, the available data indicate that there was strong, consistent growth across 2014, 2015, and 2016 as shown in Table 11.

**Table 11: Kindergarten Readiness Results**

	Fall 2014	Spring 2015	2014-15	Fall 2015	Spring 2016	2015-16
	Average Scale Score	Average Scale Score	Change-Scale Score	Average Scale Score	Average Scale Score	Change-Scale Score
Bankston Elementary School	480	697	+217	541	721	+180
Davis Elementary School	461	614	+153	466	674	+208
Threadgill Elementary School	440	585	+144	464	608	+144
W C Williams Elementary School	407	629	+222	N/A	N/A	N/A
Greenwood District Average	448	621	+173	480	651	+171

Data sources:

- Fall 2014 and Spring 2015 - MDE Kindergarten Readiness Assessment Results May 2015 report
- Fall 2015 and Spring 2016 - MDE Kindergarten Readiness Assessment Results June 2016 report

**GOAL 2: Increase reading and language arts achievement among elementary and secondary participants.**

**Objective 2.1:** *Increase the percent of 3<sup>rd</sup> graders demonstrating Reading Proficiency on state language arts assessments by at least 4 percentage points annually.*

**Status:** STATUS UNKNOWN

The state of Mississippi changed its state assessment each of the previous three years making direct comparisons inappropriate. The results of each of the assessments are reported in Table 12 below for each year. As there was no consistent standard for how students were assessed and evaluated for proficiency, it is not possible to determine if Objective 2.1 was met. For 2015 and 2016 the MKAS<sup>2</sup> 3<sup>rd</sup> Grade Reading Summative Assessment was utilized to determine if a student was reading at the level determined to be the minimum associated with readiness for 4<sup>th</sup> grade based on the requirements of the Literacy-Based Promotion Act (scale score of 926 or higher on the MKAS<sup>2</sup>). The

results of this assessment for the two years that it has been used are reported in Table 13. Table 14 includes STAR Literacy data for 3<sup>rd</sup> grade students for 2015 and 2016.

**Table 12: 3<sup>rd</sup> Grade MCT2/PARCC/MAP Results**

	Spring 2014 (MCT2)	Spring 2015 (PARCC)	May 2016 (MAP)
	% Proficient or Advanced	% Proficient or higher	% Proficient or Advanced
Greenwood District Average	42.2%	16.9%	15.3%
Bankston Elementary	Not reported at the school level	15.0%	26.7%
Davis Elementary	Not reported at the school level	32.1%	11.5%
Threadgill Elementary	44.5%	6.2%	11.9%
W.C. Williams Elementary	Not reported at the school level	18.0%	N/A*

Note: PARCC and MAP Levels 4, and 5 were considered “Proficient” or higher

\*No data available for school for 2015-2016 school year

Data Sources:

- Spring 2014 – Spring 2014 Mississippi Curriculum Test, 2<sup>nd</sup> Edition Percentages Only report
- September 2015 and August 2016 3<sup>rd</sup> Grade Reading Summative Assessment Reports

**Table 13: 3<sup>rd</sup> Grade Passage Rates for the MKAS<sup>2</sup>**

	September 2015 Report	August 2016 Report	Change 2015 to 2016
	% Pass MKAS <sup>2</sup>	% Pass MKAS <sup>2</sup>	% Pass MKAS <sup>2</sup>
Bankston Elementary	>=95%	89.9%	-5.1%
Davis Elementary	88.89%	86.4%	-2.49%
Threadgill Elementary	80.00%	80.0%	0%
W C Williams Elementary	71.05%	N/A*	N/A*
Greenwood District Average	85.23%	84.6%	-0.63%

\*No data available for school for 2015-2016 school year

Data Sources:

- September 2015 and August 2016 3<sup>rd</sup> Grade Reading Summative Assessment Reports, Mississippi Department of Education

**Table 14: 3<sup>rd</sup> Grade STAR Reading Assessment Results**

	Spring 2015	August 2015	January 2016
	% at or above benchmark	% at or above benchmark 319	% at or above benchmark 363
Bankston Elementary School	N/A*	33%	58%
Davis Elementary School	N/A*	23%	20%
Threadgill Elementary School	N/A*	18%	36%
Greenwood District Average	N/A*	24.7%	38%

Data source: STAR Reading Assessment provided by Greenwood Public School District

\*Data not provided for Spring 2015 3<sup>rd</sup> Grade Reading Assessment data.

**Objective 2.2:** *Increase the percent of 8<sup>th</sup> grade students who score Proficient or above in language arts on the statewide testing program by at least 2 percentage points annually.*

**Status:** STATUS UNKNOWN

Similar to the 3<sup>rd</sup> grade assessments, 8<sup>th</sup> grade reading assessments were changed by the state of Mississippi for each year of the project. Therefore, making a direct comparison among the three different assessments would be inappropriate. Proficiency results for each assessment used each year are included below in Table 15. As there was no consistent standard for how students were assessed and evaluated for proficiency, it is not possible to determine if Objective 2.2 was met. Table 16 includes STAR Literacy data for 8<sup>th</sup> grade students for August 2015 and January 2016.

**Table 15: 8<sup>th</sup> Grade Proficiency on State Reading Assessment as measured by MCT2/PARCC**

	Spring 2014 (MCT2)	Spring 2015 (PARCC)	May 2016 (MAAP)
	% Proficient or higher	% Proficient or higher	% Proficient or higher
Greenwood Middle School	43.7%	12.8%	15.4%

Note: PARCC Levels 4, and 5 were considered “Proficient” or higher

\* Assessment data not provided for Spring 2015 and Spring 2016

Data Sources:

- Spring 2014 – Spring 2014 Mississippi Curriculum Test, 2<sup>nd</sup> Edition Percentages Only report
- Spring 2015 – 2015 PARCC Results for Grades 3-8 Mathematics and English Language Arts

**Table 16: 8<sup>th</sup> grade Proficiency in Proficiency in Reading as measured by STAR Reading**

	Spring 2015	August 2015	January 2016	Spring 2016
	% at or above benchmark	% at or above benchmark 830	% at or above benchmark 868	% at or above benchmark
Greenwood Middle School	N/A*	19%	14%	N/A*

Data source: STAR Reading Assessment provided by Greenwood Public School District

\* Assessment data not provided for Spring 2015 and Spring 2016

**Objective 2.3:** Increase the percent of high school students who score Proficient or above on the state reading assessment by at least 5 percent over the grant period.

**Status:** STATUS UNKNOWN

The state’s assessment changed each year making comparisons across years inappropriate. Results for each year’s assessment are included below in Table 17. STAR Literacy results for 9<sup>th</sup> grade students are included below in Table 18.

**Table 17: High School Students Proficient on State Reading Assessment as measured by SATP**

	Spring 2014	Spring 2015	Spring 2016
	% Proficient or higher	% Proficient or higher	% Proficient or higher
Greenwood High School	37.0%	26.9%	20.8%

Data Sources:

- Spring 2014 – 2013/2014 Subject Area Testing Program Percentages Only report
- Spring 2015 – Assessment Brief: PARCC – PARCC Results for Algebra 1 and English II - 2015
- Spring 2016 –2016 Student Assessment Information 2016 MAAP Results

**Table 18: High School (9<sup>th</sup> Grade) Proficiency in Reading as measured by STAR Reading**

	Spring 2015	August 2015	January 2016	Spring 2016
	% at or above benchmark	% at or above benchmark 911	% at or above benchmark 936	% at or above benchmark
Greenwood High School	*N/A	14%	9%	*N/A

Data source: STAR Reading Assessment provided by Greenwood Public School District

\*Assessment data not provided for Spring 2015 and Spring 2016

**GOAL 3: Improve access and utilization of high quality literacy resources.**

**Objective 3.1:** *Increase school library holdings of print and electronic media to at least 17.5:1.*

**Status:** *TARGET MET*

At the project start in 2014, the school library holdings were at a ratio of 15 books to every one student. Greenwood Public School District reports purchasing 140 eReaders (70 for the high school and 70 for the middle school) for students to check out to increase reading time in and out of school. The district reports it has 28,340 books, periodicals, CDs and DVDs which represents 19.73 books per student.

**Objective 3.2:** *Ensure that by the end of the grant period every pre-K-12 and special education classroom has a varied classroom library appropriate to a range of reading abilities and interests.*

**Status:** *TARGET PARTIALLY MET*

At the project start in 2014, classroom libraries were lacking at both Greenwood Middle School and at Greenwood High School. Information provided at the beginning of 2018 indicates that Davis Elementary (grades K-6) has a total of 2,400 classroom library books, and Bankston Elementary (grades K-6) has a total of 1,435 classroom library books, which are spread out across all classrooms, with fiction and nonfiction titles on various levels and genres. Threadgill Elementary (PK-6) indicated that each of their Pre-K, Kindergarten, and 1<sup>st</sup> grade classrooms has a classroom library with 60-200 books, with at least three of the Pre-K classrooms having 200 or more books. These classroom libraries contain fiction and nonfiction books of various levels and genres, with books



rotating through the Pre-K classrooms depending on the unit of study. Updated information for Threadgill Primary, Greenwood Middle, Greenwood High, and grades 2-6 at Threadgill Primary was not provided.

**Objective 3.3:** *Increase annually the number of parents who self-report visiting the school or public library or check out resources from their school's parent resource center.*

**Status:** STATUS UNKNOWN

Survey data showed that parents currently visit the library with students at either the student's school or the public library. Survey data also showed that a smaller percentage of parents utilized the "Parent Center" at their students' schools. It is unclear, however, to what extent this may have changed during the course of the project as CERE did not receive additional information related to this objective. At the four schools where parents were surveyed, fewer than forty percent of respondents answered yes to the question: "Have you visited the Parent Center in your child's school in the past year?" Parents at Greenwood Middle School had the highest rate of usage of the Parent Center with 35.7% (25) of respondents answering yes. Davis Elementary reported the lowest with 20.5% (35) of its survey participants responding that they had visited the Parent Center. Parents' self-reported visits to school Parent Centers are included in Table 19. The number of parent visits to Parent Centers is included in Table 20.

**Table 19: Parent Visits to School Parent Centers**

Participating Schools	Number of Responses	Visits to Parent Centers
Bankston Elementary	220	30.4% (67)
Davis Elementary	171	20.5% (35)
Threadgill Elementary	120	29.8% (36)
Greenwood Middle School	70	35.7% (25)

**Table 20: Number of Parent Visits to Parent Centers**

Participating Schools	Parent Center Visitors	Number of Visits		
		1	2-4	5 or more
Bankston Elementary	67	26	27	10
Davis Elementary	35	13	14	7
Threadgill Elementary	36	14	15	9
Greenwood Middle School	25	10	10	10

Note: Not all respondents indicated how many times they had visited the Parent Center

Comments from the pre-project implementation surveys also revealed that many parents were unsure about the purpose of the Parent Center, including comments such as: *"I was not aware of the school having a parent center," "I'm not sure what the parent center is used for already,"* and *"Can you send home more information about the parent center?"* Most who commented about the Parent Center noted that it should be a resource for both parents and students, especially students struggling in school. For example, parents wrote that the centers needed, *"to help parents help their children. Give parents support and understanding what their child/children are need help with."*

Parents who had visited the parent center noted a lack of material resources and assistance, requesting books and workbooks that align to the school's curriculum, extra work for parents to take home with students, and computers for parents to access and use online programs, namely Odyssey and IXL. Specifically regarding school curriculum, some suggested workshops to better inform parents how to help students at home. One comment stated that the parent center should be, "*helping parents with SATP and Common Core during and after school.*" Some parents also commented that the parent center should be used to assist parents by providing services including GED and computer literacy courses. The hours of availability were also a concern of the surveyed parents who asked for extended hours after the school day and on weekends. Post-project implementation surveys were not made available by the Greenwood School District and therefore a comparison of pre- and post-project implementation is not included.

## **CONCLUSION**

Based on the data and information provided, CERE determined GPSD met some of the target objectives (three of nine objectives) and was unable to make a determination on other goals (six of nine objectives). Most notably, the change in statewide literacy assessments during the project period made it inappropriate to make any judgement on some aspects of the program. Limited supplemental data in this area suggests positive gains in 3<sup>rd</sup> grade reading proficiency. The most notable gains during the project period was reading readiness for children entering kindergarten (Objective 1.2) and increases in library holdings and offerings (Objectives 3.1 and 3.2). Not all necessary data was available or provided to thoroughly evaluate most of the achievement-linked impacts. As such, CERE cannot provide any substantive recommendations.