

Reading Intervention Study Report

EXECUTIVE SUMMARY

Purpose of Report: To provide the School Board information about the Literacy Intervention Study.

A comprehensive study of reading interventions, which includes the results of state assessments and the Measure of Academic Progress (MAP), indicates the Literacy in Action (LIA) program is not showing an academic return on investment, and the program will be discontinued.

The Literacy in Action program was begun in the Sioux Falls School District in 2011 and supports struggling readers in grades K-3 for 30 minutes daily. The latest Smarter Balanced Assessment results continue to show 3rd grade reading scores in the District lag behind the state average. The District began an Academic Return on Investment (AROI) study in the fall of 2016, and an additional study of LIA began in 2017. The purpose was to compare data among students who received LIA services and those who did not. Eight elementary buildings and 1,200 students participated in the study. MAP scores indicate classroom reading lessons improve growth for struggling readers more than LIA interventions.

As the District plans for the elimination of the LIA program, it will continue to research best practices and implement new strategies to ensure reading proficiency for all students.

Administrative Recommendation to School Board: In keeping with the SFSD commitment to adapt, adopt, or abandon instructional approaches to meet the goal of all students reading on grade level by the end of third grade the recommendation is to eliminate the Literacy in Action program.

Reading Intervention Study

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District Priority Area: Student Outcomes

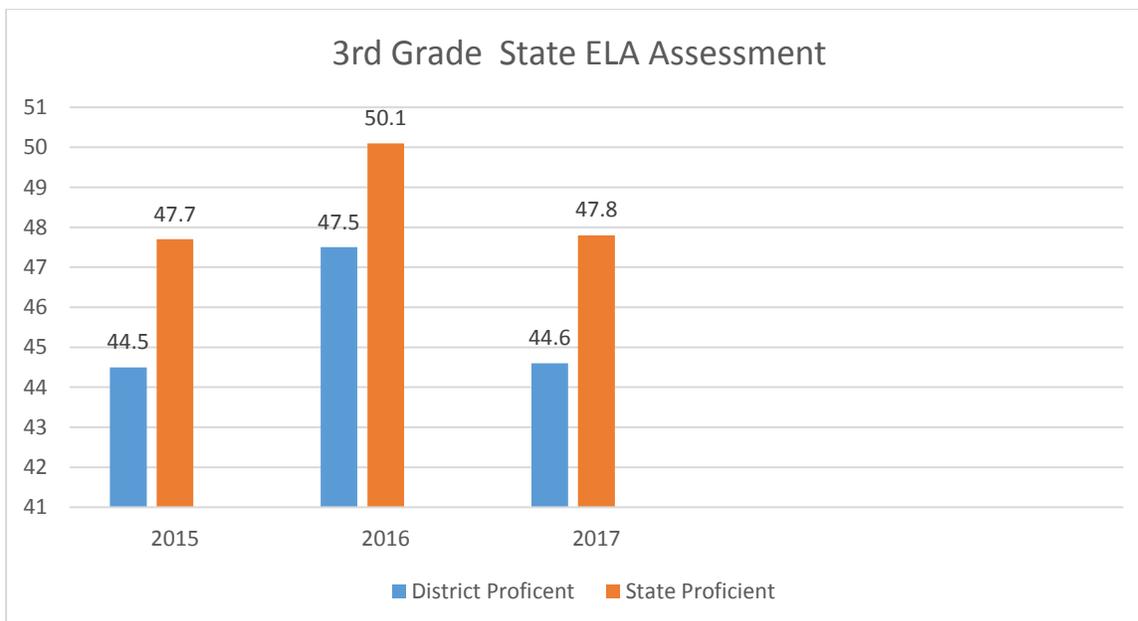
Priority Statement 1: The Sioux Falls School District will provide rigorous, effective, and engaging curriculum and instruction for all students to emphasize growth and reduce the achievement gap, with special focus on the following areas:

Literacy particularly in the early years builds a strong foundation for academic success across all subject areas and across all grades.

Strategic Initiative: 1.31. Evaluation of the struggling readers' intervention program

Explanation: A study conducted by the Annie E. Casey Foundation found that a student who cannot read on grade level by third grade is four times less likely to graduate high school on time than a child who reads proficiently by third grade. The Sioux Falls School District is committed to finding creative and innovative ways to improve literacy in the early years and to reduce the achievement gap by maximizing time for instruction for struggling students. Through deliberate evaluation of intervention methods, SFSD staff will continue to adapt, adopt, or abandon instructional approaches designed to meet the goal of all students reading on grade level by the end of third grade.

Literacy in Action (LIA) is a reading intervention program that was implemented in 2011 to support struggling readers in grades K-3 for 30 minutes daily. Through review of student proficiency levels at third grade as measured by the Smarter Balanced Assessment shows that, the SFSD continues to lag behind the state in ELA performance and fewer than 50% of third grade students are considered proficient (i.e. on grade level).



The District began a review of the LIA program during the fall of 2017. The Academic Return on Investment (AROI) study began September 2016 through January 2017 to examine the LIA program in three elementary schools. Fall to Winter NWEA MAP data and Developmental Reading Inventory (DRA) was used to compare students in grades 1-3 who received LIA services as compared to students with like Fall NWEA MAP scores who did not receive LIA services. The data showed that students in the LIA program made growth in line with their growth benchmarks from NWEA, so did students who started at similar levels but stayed in the classroom.

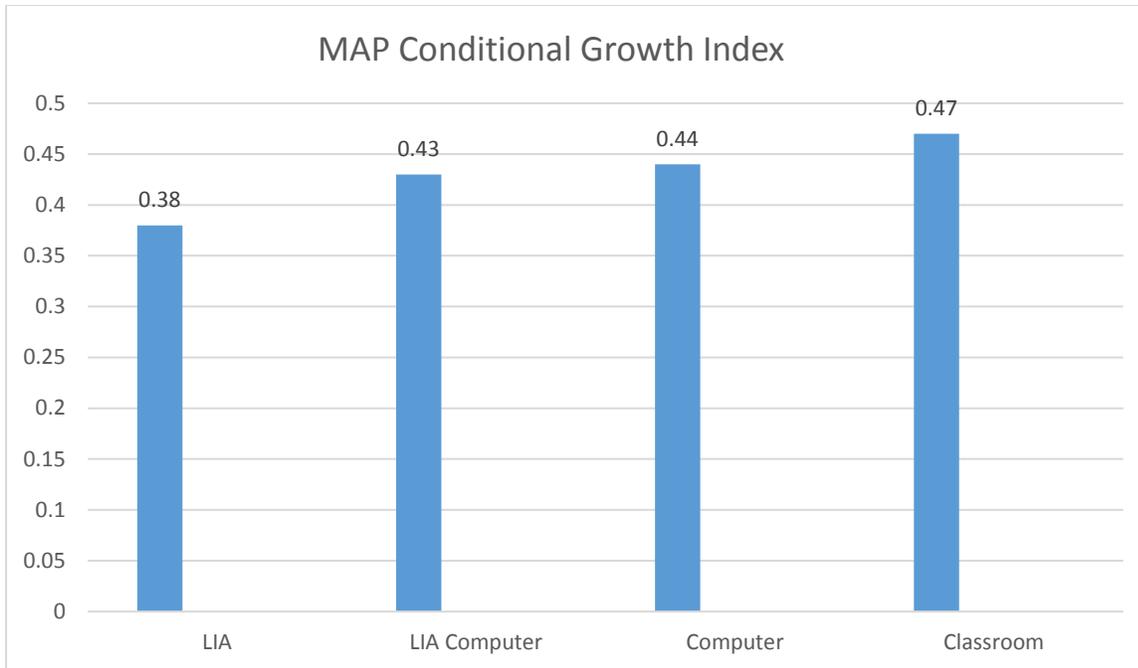
Seeking more information the District expanded the study of the LIA program from the fall of 2017 through January 2018. Eight elementary buildings participated in the study. In addition to the Literacy in Action program, the buildings had access to Imagine Learning or Lexia Core5 software. The software programs feature adaptive, tailored curriculum focused on five essential components of reading: phonemic awareness, word recognition, vocabulary, comprehension and fluency.

The Study Structure:

1. All students in grades 1-3 were tested using NWEA MAP assessment in September and January.
2. Students scoring below the 30%tile in reading in grades 1-3 were identified for services in one of the following models:
 - a. LIA only
 - b. LIA with computer program (20 minutes of either service)
 - c. Computer program in the classroom
3. Literacy in Action and classroom teachers were trained in the use of Imagine Learning and Lexia Core5 software.

Upon the completion of the January NWEA MAP assessment, student data was analyzed using the conditional growth index. Conditional Growth Index (CGI) is a standardized measure of observed student growth compared to NWEA student growth norms. These growth norms indicate median growth levels for students based on their grade, starting RIT score, and the amount of instruction time between two test events.

One thousand two hundred students in grades 1-3 from eight elementary buildings participated in the study. The results are shown on the following chart:



The results of the study indicate that all treatment groups and the control group displayed growth as measured by the CGI. Zero measure on the CGI would indicate students' growth was comparable to the norm group. The growth on all treatment groups indicates each treatment was effective, but the differences between all groups including the control group were not statistically significant.

Costs: \$1,782,943

Summary: The Literacy in Action model was studied over a two-year period examining different approaches that include LIA, LIA with computer, computer with classroom support, and classroom instruction. The study revealed, that students who remained in the classroom progressed at higher levels than the students receiving LIA or the computer support.

Administrative Recommendation to the School Board: In keeping with the SFSD commitment to adapt, adopt, or abandon instructional approaches to meet the goal of all students reading on grade level by the end of third grade the recommendation is to eliminate the Literacy in Action program.