



Research & Evidence Webinar Series: The Power of National Service: Improving Children's Literacy Outcomes



November 2018

Reading Corps Ongoing Improvement and Evidence Building

Establish Promise

Internal evaluation of alignment between design and application.

Key Questions

*Is the program model stable?
Is it promising?*

- + Process evaluations
- + Descriptive analyses of pre-post outcomes
- + Small Scale Research Projects

Refine and Evaluate

External evaluation of causal impact and iterative improvement

Key Questions

*Is Reading Corps effective?
Is the infrastructure strong?*

- + Special education cost analysis
- + NORC Evaluation (MN)

Scale and Improve

External evaluation of causal impact of the program at scale.

Key Questions

Is Reading Corps effective across implementation environments?

- + NORC Multi-State Evaluation

Continuous Improvement

Ongoing internal research projects to improve programming

Key Questions

Reading Corps works—now, how can the program become more effective and efficient?

- + Multiple internally lead projects



Multi-State Impact Evaluation of the Reading Corps Program (2017-18)

Minnesota and Wisconsin Evaluation Results

November 2018

Carrie E. Markovitz, NORC

Marc W. Hernandez, NORC

Sadie O'Connor, Reading & Math, Inc.

Presentation Outline

- Introduction
- About the Reading Corps Program
- About the Multi-State Reading Corps Evaluation
- MN Reading Corps Evaluation Results
- WI Reading Corps Evaluation Results
- Takeaways and Study Implications
- Question & Answer

Introduction

Sadie O'Connor, Reading & Math, Inc.
Carrie Markovitz, NORC



READING CORPS

★ ★ ★ An AmeriCorps Program ★ ★ ★

OUR FOCUS

All Students
PreK - 3rd grade



SCREENING



Students in Need
of reading support



The Reading Corps Program (continued)

Institute Training

Evidence-based intervention
Data-based decision-making

Fidelity Coaching

Content Master
Internal, on-site

AmeriCorps
Member



WHAT WE DO

Evidence Based Intervention



PreK

Guided by National Early
Learning Literacy Panel

1:1, small group, and whole-class support

Letter and object naming, Phonological
memory and awareness, Visual processing,
Oral language, Writing



K-3rd Grade

Guided by National Reading
Panel "Big Five"

1:1 support

Phonological awareness, Phonics,
Vocabulary, Fluency, Comprehension

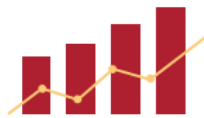
The Reading Corps Program (continued)

WHAT WE CHANGE

**Kindergarten
Readiness**



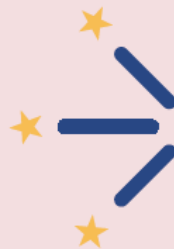
**Accelerated
Literacy growth**



**Proficiency on Test
State reading test**



**3rd
grade**



**ON TRACK FOR COLLEGE
AND CAREER SUCCESS**



Overview of Multi-State Reading Corps Evaluation

- Funded by Reading & Math, Inc. and an Innovative Approaches to Literacy (IAL) Grant through the U.S. Department of Education
- Based on Previous Study: 2014 Minnesota Reading Corps K-3 Impact Evaluation
- Conducted by NORC at the University of Chicago
 - Drs. Carrie Markovitz and Marc Hernandez, Co-PIs
 - Dr. Eric Hedberg, Lead Methodologist

Overview of Multi-State Reading Corps Evaluation

- Key features of MN and WI study:
 - Part of a multi-state evaluation that includes MN, WI, & FL
 - Minnesota
 - Original Reading Corps Program (since 2003)
 - Assessed year-long outcomes for 2nd and 3rd grade students; focused on students furthest from the benchmark
 - Assessed single semester outcomes for K and 1st grade students
 - Wisconsin
 - Replication site of the Reading Corps K-3 model
 - Assessed K and 1st grade students
 - Assessed single semester outcomes for K and 1st grade students

Overview of 2017-2018 MN Reading Corps Evaluation

■ Research Questions:

1. For 2nd and 3rd grade Tier 2 students who are farthest from the Fall reading proficiency benchmark, what is the impact of a full school year of Minnesota Reading Corps on program participants compared to students who did not receive Reading Corps?
2. Does program impact vary by participant characteristics, such as demographics, program dosage, and program attendance?
3. For Kindergarten and 1st grade students, what is the impact of a single semester of the Minnesota Reading Corps on program participants compared to similar students who did not receive Reading Corps?

Reading Corps Evaluation Outcome Measures

- Second and Third Grade
 - Oral Reading Fluency
- First Grade
 - Letter sounds within nonsense words
 - Oral Reading Fluency
- Kindergarten
 - Letter sounds

Grade	Measure	Fall	Winter	Spring
Third	CBM-Reading	100	122	135
Second	CBM-Reading	63	97	116
First	Test of Nonsense Words	36	63	N/A
First	CBM-Reading	N/A	52	82
Kindergarten	Test of Letter Sounds	8	27	48

Overview of 2017-2018 MN Reading Corps Evaluation

- 24 K-3 schools participated during the 2017-2018 school year
 - Representative sample
 - Stratified by urban and rural
 - Schools had to meet IAL eligibility criteria
- Randomized Controlled Trial (RCT)
 - Randomly assigned program eligible K-3 students to program and control groups
- Tracked reading skills for 622 program and control K-3 students
 - From Fall 2017 to Winter 2018 for Kindergarten and 1st grades
 - From Fall 2017 to Spring 2018 for 2nd and 3rd grades (year-long study)

MN Reading Corps Randomization Process

- Created matched pairs of program eligible students based on the similarity of their Fall benchmark scores
- Pairs of students (within each school and within each grade) selected for participation in the study
 - Random selection of pairs for K-1st grade students
 - Purposive selection of pairs furthest from benchmark for 2nd and 3rd grade students
- Randomly assigned students within each pair to program or control group
 - Program group (received Reading Corps services first at beginning of the school year)
 - Control group (embargoed from receiving RC services for duration of study period)

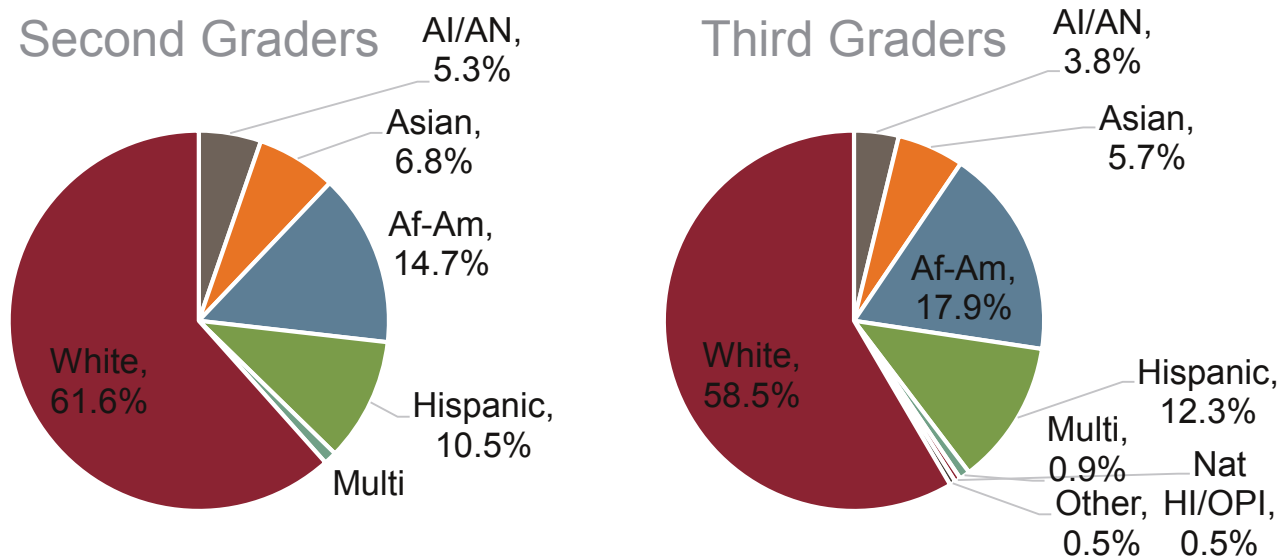
Impact Evaluation of the Minnesota Reading Corps

Overview of Study and Results

Marc Hernandez, NORC

MN Reading Corps Sample Description (2nd and 3rd grade students)

- 190 2nd grade and 212 3rd grade students participated Fall 2017 to Spring 2018
- English Language Learners: 23.2% 2nd and 23.6% 3rd grade students
- FRPL eligible (school average): 52.3%



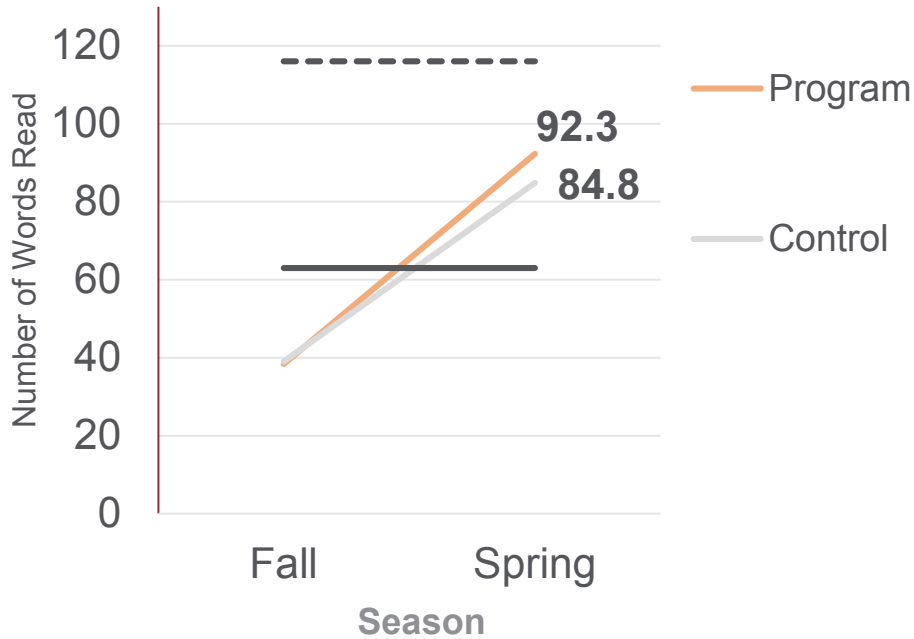
MN Reading Corps Second and Third Grade Evaluation Results

For 2nd and 3rd grade Tier 2 students farthest from the Fall benchmark, what is the impact of a full school year of Minnesota Reading Corps on program participants compared to students who did not receive Reading Corps?

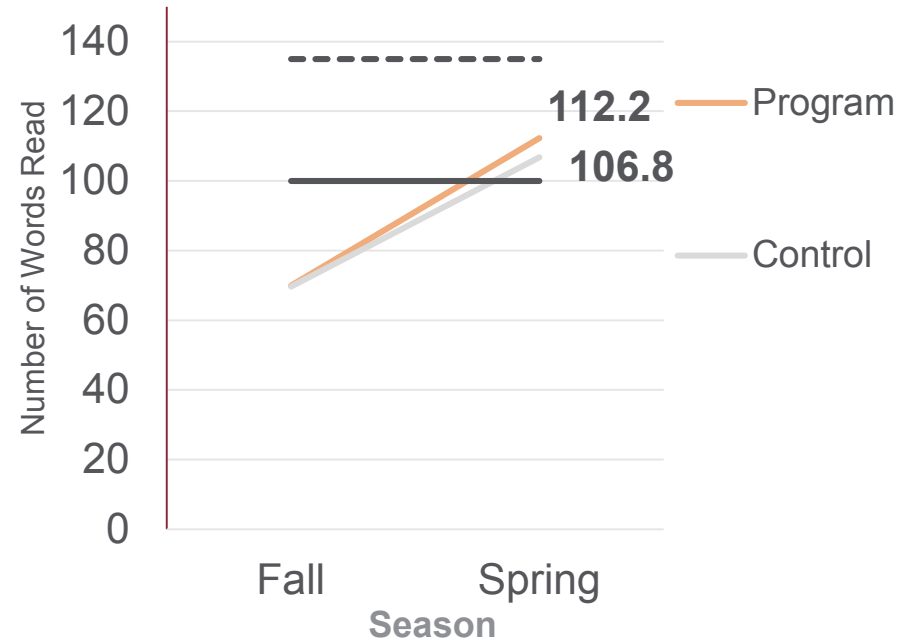
- Substantial effect (6.4 word difference) for oral reading fluency
- Magnitude of program's effect on 2nd and 3rd graders' oral reading fluency is equivalent to **47%** or an additional **half-year** of the average student's annual growth in reading proficiency
- ❖ Notable context:
 - Purposely included 2nd and 3rd grade Tier 2 students furthest from the Fall benchmark

MN Reading Corps Second and Third Grade Reading Fluency Results

Second Grade



Third Grade



Pooled 2nd and 3rd grade effect size: 0.28**

MN Reading Corps Evaluation Results by Major Demographic Group

Does program impact vary by participant demographics, such as gender, race, and English Language Learner (ELL) status?

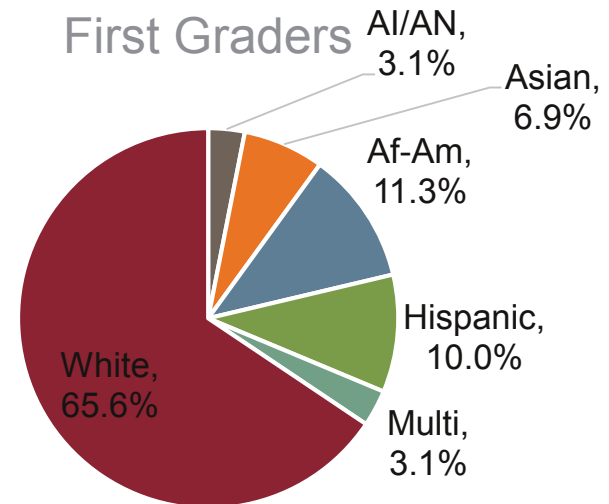
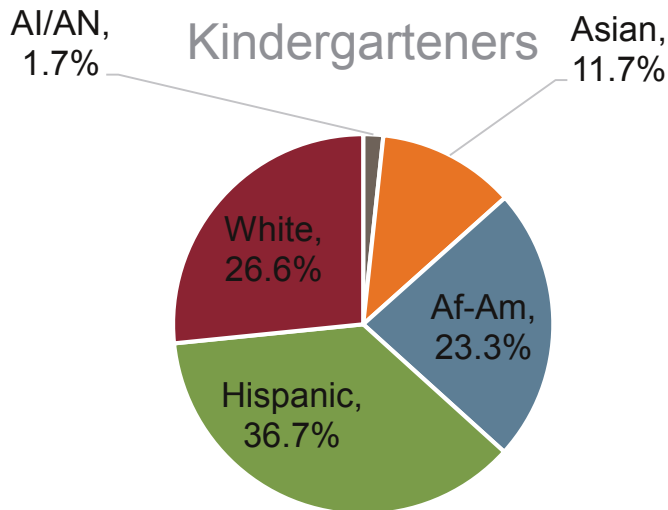
- Larger impacts were found among key participant demographics in the 2nd and 3rd grades

Subgroup	Subgroup N	Subgroup Effect size	Full sample Effect size
Male	198	0.47*	0.28**
Black or African-American	66	0.50*	
English Language Learner	94	0.53***	

- ❖ Demographic subgroup analyses were not conducted on K and 1st grades due to small subgroup sample sizes

MN Reading Corps Sample Description (Kindergarten/1st grade students)

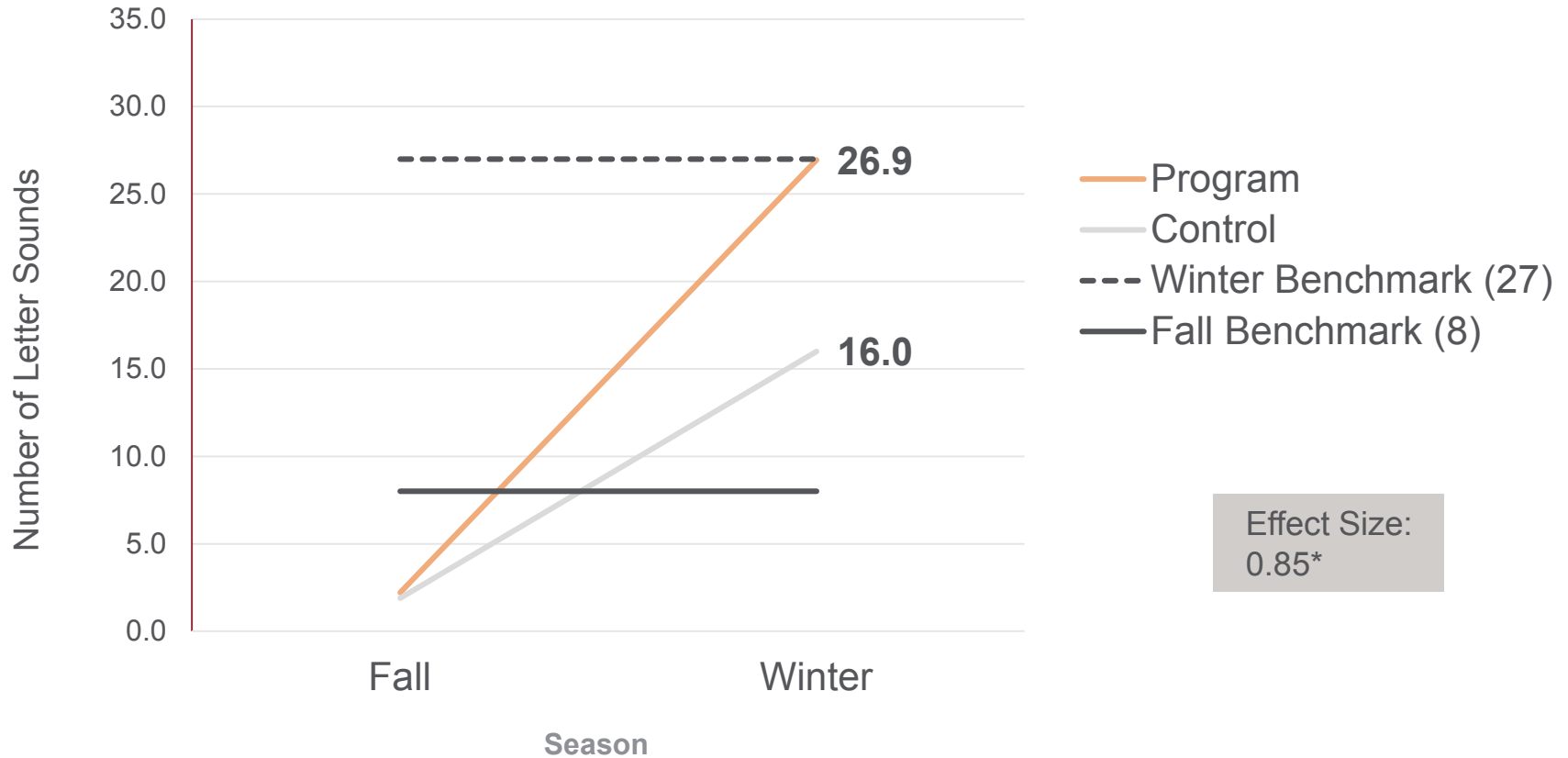
- 60 Kindergarten and 160 1st grade students participated Fall 2017 to Winter 2018
- English Language Learners: 36.7% K and 31.3% 1st grade students
- FRPL eligible (school average): 65.5% K and 55.4% 1st grade



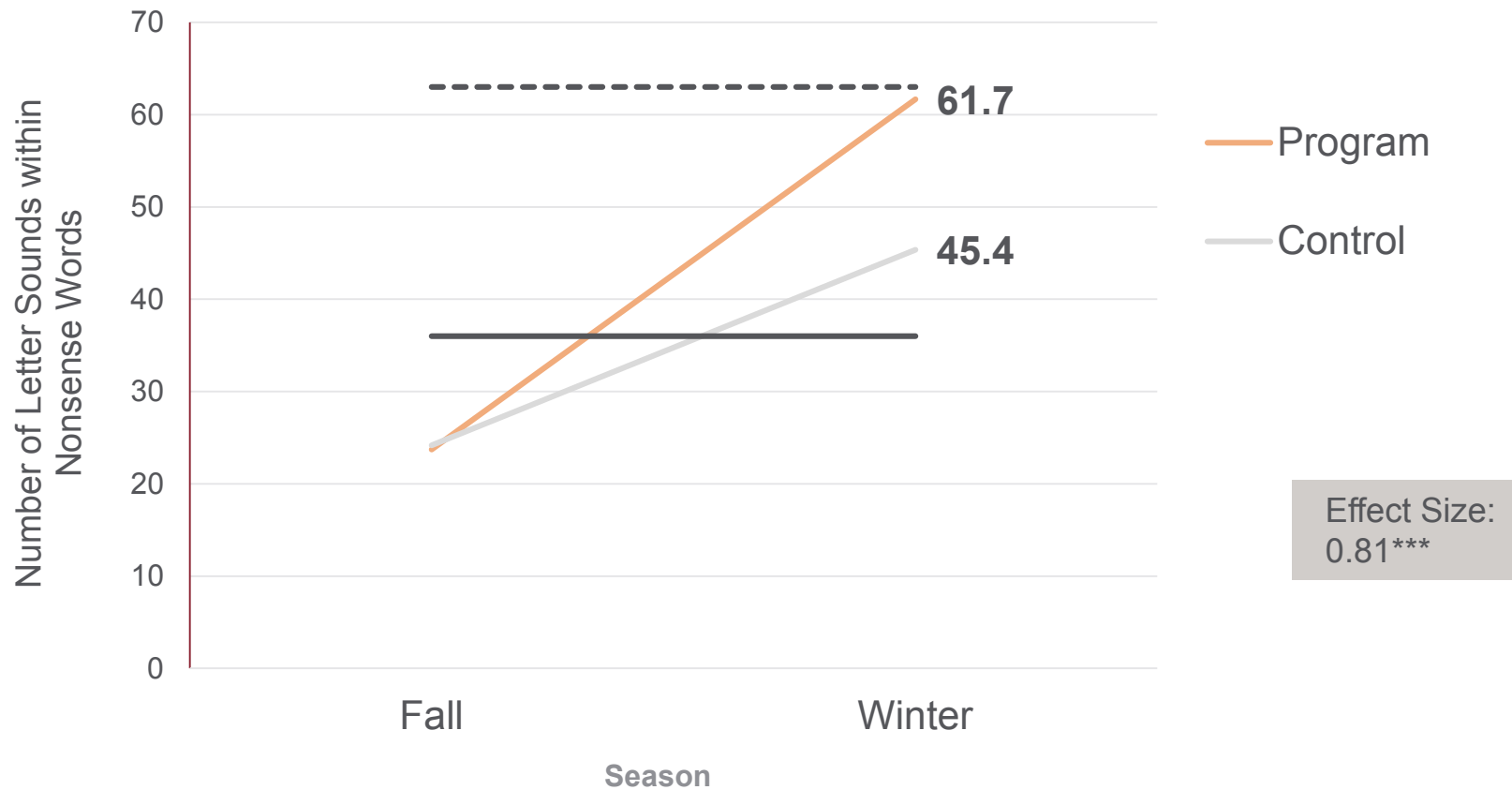
For Kindergarten and first grade students, what is the impact of a single semester of the Minnesota Reading Corps on program participants compared to similar students who did not receive Reading Corps?

- Large effect (10.9 letter sounds difference) for Kindergarten letter sound fluency
- Large effect (16.3 letter sounds within words difference) for 1st grade nonsense word frequency
- Large effect (13.3 word difference) for 1st grade oral reading fluency

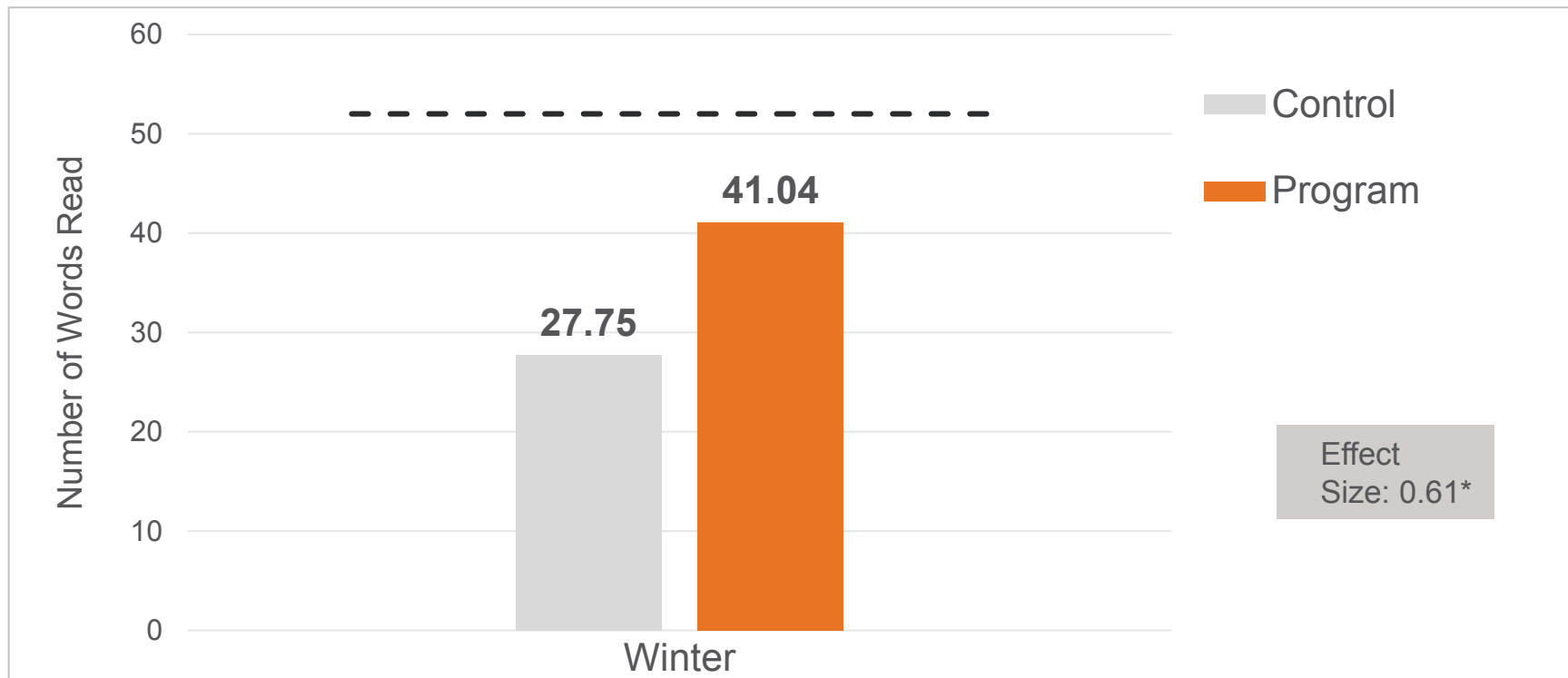
MN Reading Corps Kindergarten Letter Sounds Fluency Results



MN Reading Corps First grade Nonsense Words Fluency Results



MN Reading Corps First grade Reading Fluency Results



Impact Evaluation of the Wisconsin Reading Corps

Overview of Study and Results

Carrie Markovitz, NORC

Overview of Wisconsin Reading Corps K-3 Program

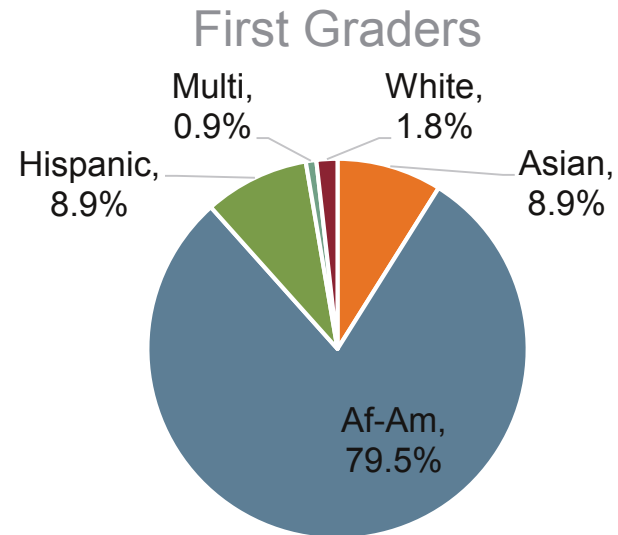
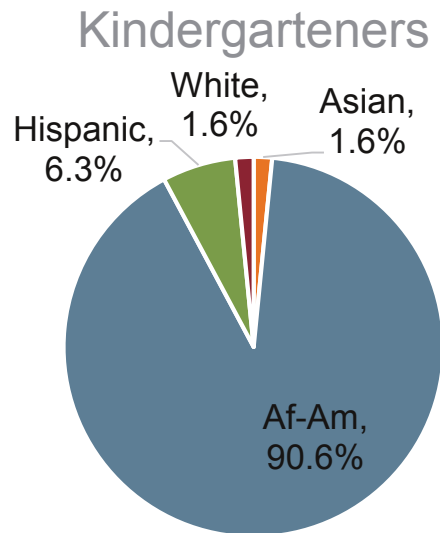
- Replication site of the Minnesota Reading Corps K-3 model
 - Milwaukee Public Schools
- 2017-18 marked year three of the Reading Corps program in Wisconsin
- 18 AmeriCorps members served as literacy tutors in 10 schools in Milwaukee

Overview of 2017-2018 Wisconsin Reading Corps Evaluation

- Replication of 2017-2018 Minnesota Reading Corps evaluation design
 - Included all 10 Wisconsin schools that met IAL eligibility criteria (not a sample)
 - Scope of study limited to Kindergarten and 1st grades (too few program-eligible second and third grade students for study)
- Randomized Controlled Trial (RCT)
- Tracked reading skills for 176 program and control K-1 students from Fall 2017 to Winter 2018

WI Reading Corps Sample Description (Kindergarten and 1st grade students)

- 64 Kindergarten and 112 1st grade students participated Fall 2017 to Winter 2018
- English Language Learners: 6.3% K and 9.8% 1st grade students
- FRPL eligible (school average): 82.2% K and 81.1% 1st grade

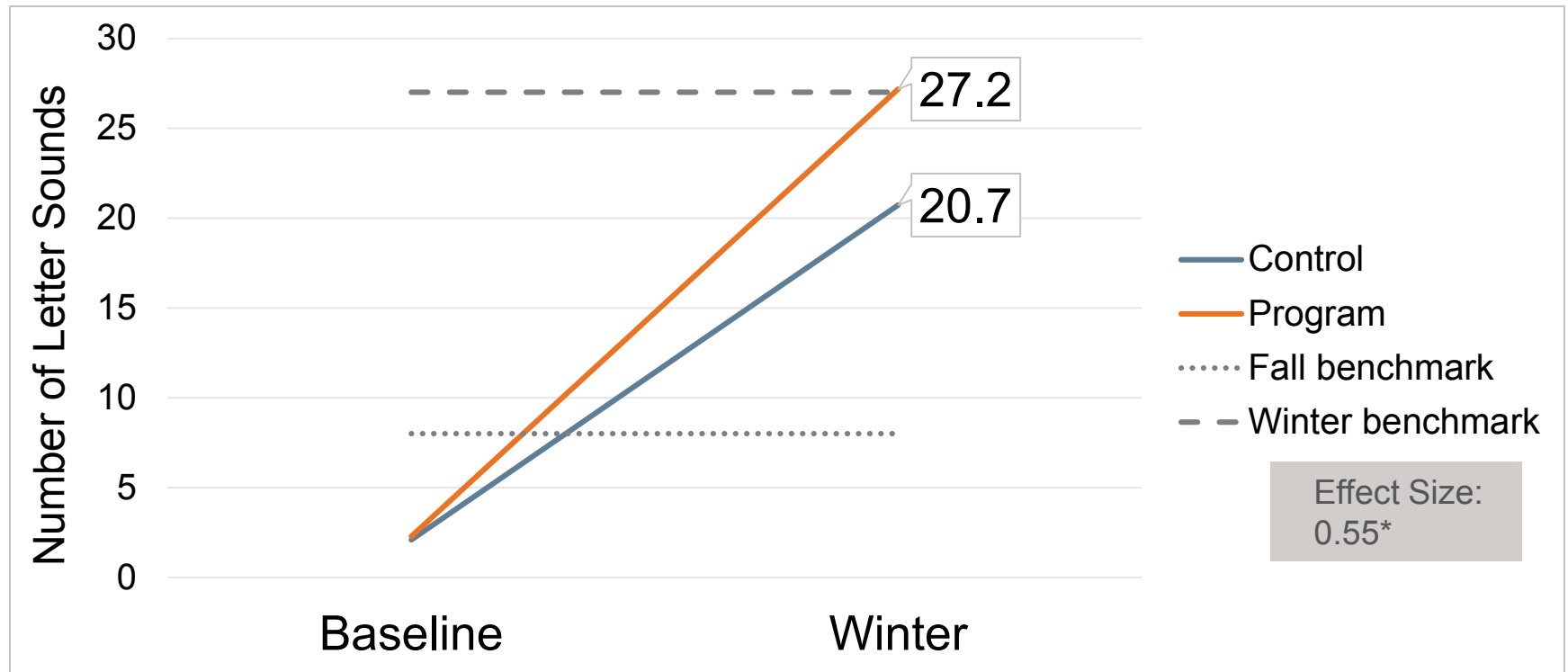


WI Reading Corps Kindergarten and First Grade Evaluation Results

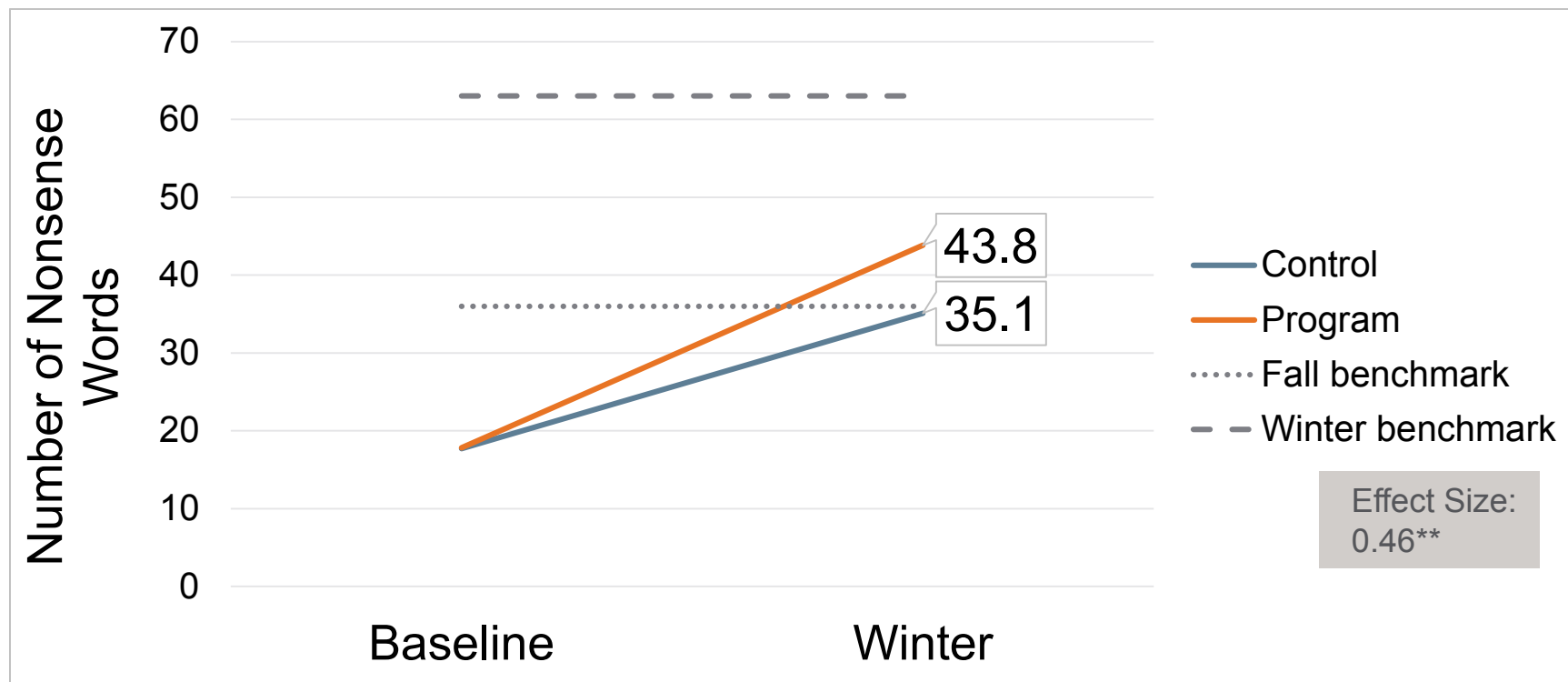
For Kindergarten and first grade students, what is the impact of a single semester of the Wisconsin Reading Corps on program participants compared to similar students who did not receive Reading Corps?

- Positive effect (6.5 sounds letter difference) for Kindergarten letter sound fluency
- Positive effect (8.7 letter sounds within word difference) for 1st grade nonsense word frequency

WI Reading Corps Kindergarten Letter Sounds Fluency Results



WI Reading Corps First Grade Nonsense Words Competency Results



Conclusions

Carrie Markovitz, NORC
Marc Hernandez, NORC

2017-2018 Evaluation Take-Aways

- Replicated the 2014 Minnesota K-3 results in 2018
 - Significant, meaningful effects in all grades K through 3rd grade
 - Black and ELL students, often considered at-risk, particularly benefited from the program
 - 2nd and 3rd grade students furthest from benchmark in Fall also significantly benefited
 - Supports previous study's hypothesis that more than one semester of tutoring can produce significant, positive impacts on 2nd and 3rd grade students' oral reading fluency

2017-2018 Evaluation Take-Aways (continued)

- Found positive impacts of the program among K and 1st grade students in Wisconsin
 - Demonstrates that the program can be successfully replicated in other locations
- Multiple studies now show that the Reading Corps is an effective, replicable program that helps accelerate student learning, and places them on a trajectory towards grade-level reading proficiency by the end of 3rd grade
 - Builds foundational emergent literacy and early reading skills through data-informed and evidence-based interventions, facilitated by strong organizational supports

Study Implications

- Positive impacts on typically at-risk students (ELL, Black) suggest that these students can particularly benefit from Reading Corps
- Since the program produces big effects quickly among younger students (K-1), more students can be impacted at earlier grades
- Longitudinal studies following students who received Reading Corps early or at different times PreK-3 would provide powerful new evidence of long-term program impact



Question & Answer

Thank You!



NORC
at the UNIVERSITY of CHICAGO

 insight for informed decisions™