Evidence of Literacy Learning Gains Using Readtopia®

Aggregate Data from a 5-year Study

A 5-year Study Measuring the Impact of Comprehensive Literacy Instruction

Dr. Lisa Erwin Davidson, Ph.D, CCC-SLP, an assistant professor at California State University-Fullerton and a team of researchers have been studying student literacy and language development outcomes in more than 30 classrooms in an urban school district in California and have gathered this data demonstrating the impact of comprehensive literacy instruction using Readtopia.

Purpose

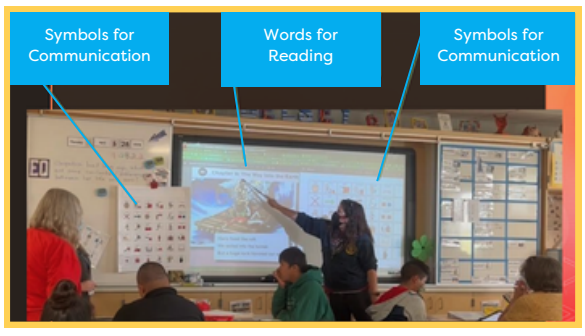
1. To evaluate the implementation of an evidence-based instructional milieu over 5 years consisting of:
   a. classroom-delivered comprehensive literacy curriculum (Readtopia, Building Wings, Inc.);
   b. classroom-based aided language system for beginning communicators - 36 Universal Core Board (36 UC); and
   c. classroom-delivered aided language input.
2. To collect, compare, and examine an assemblage of classroom-generated data and measure student literacy & language development outcomes.

Timeline & Methods

Three Pilot Classrooms (1 High School, 2 Middle Schools)

- Classrooms were re-engineered to accommodate more visual language (not decor) as represented by core vocabulary and content/Readtopia-specific vocabulary.
- Shared vocabulary was easily located and jointly attended to on a 36 UC available to each student during Readtopia instruction.
- Educators and students began to memorize word locations of a 36 UC with increased opportunities for interaction – teachers realized they needed to talk less, wait more, and their slow pace of instruction.

The image below demonstrates the difference between symbols and literacy. The researcher shows how both coexist in a classroom setting - symbols for communication and alphabet/words for reading.



Year 1 Results from 33 Scheduled/invited Classroom Observations

(4/20/21 – 12/2/21)

- Year One High School classroom showed a 10-fold Increase in total number of minutes per week engaged in explicit literacy instruction (30 min/week Fall 2020 to 300 min/week by May 2021) = Readtopia lessons 2x/day.

- Year One High School students had their oral reading fluency scores assessed for the first time, and this included gaining data on word count per minute
  - 4/4 conventional literacy learners ranged 5-31 Word Count Per Minute.

The graph below shows student placement levels, first in High School (graph 1), then Middle School (graph 2). The learners are along the bottom - the X-axis. Each pair represents a single student, at Beginning of Year (BoY - Green) and End of Year (EoY - Turquoise). For example - Bar 1 & 2 is Student 1 data at BoY and EoY.

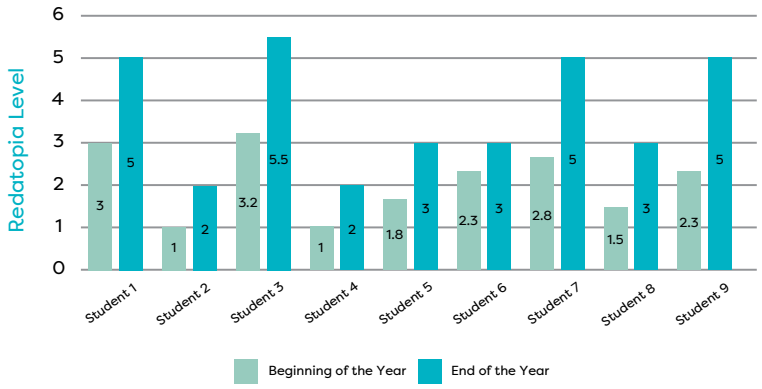
The numbers correspond to reading placement levels within the Comprehensive Literacy Model of student placement:

Emergent 1-2
Transitional 3-4
Conventional 5-7

Summary: All High School students showed improvement across a single year.

2020-2021 YR 1 HS 1 Reading Placement Levels
Comparing Beginning of Year to End of Year Screens

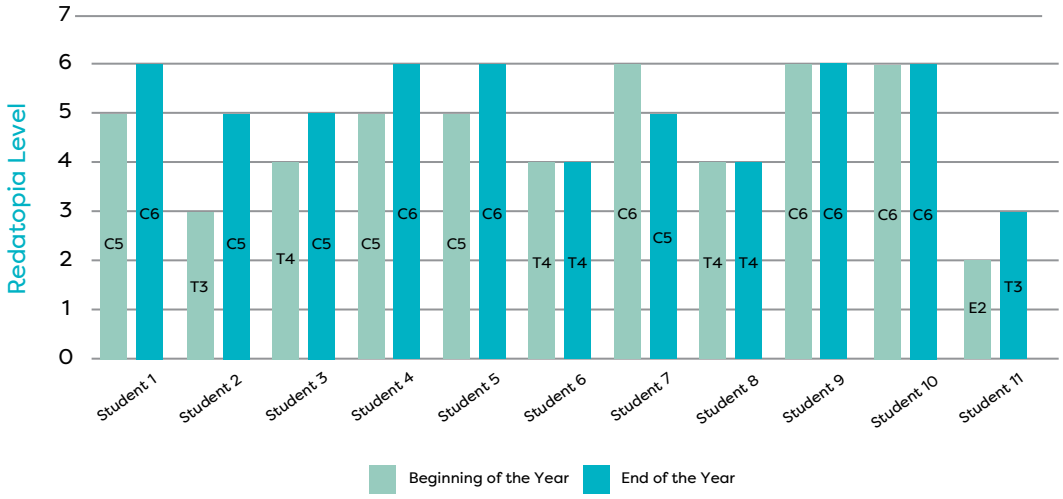
Per Student Change Across Emergent Literacy Measures Baseline (Sept. 2020) to End of Year Assessment (May 2021)



Summary: More than half of Middle School students showed improvement across a single year.

2020-2021 Reading Placement Levels Comparing Beginning of Year to End of Year Middle School 2

Per Student Change in Middle School 2 Gains Across Literacy Measures Baseline (Sept. 2020) to End of Year Assessment (May 2021)

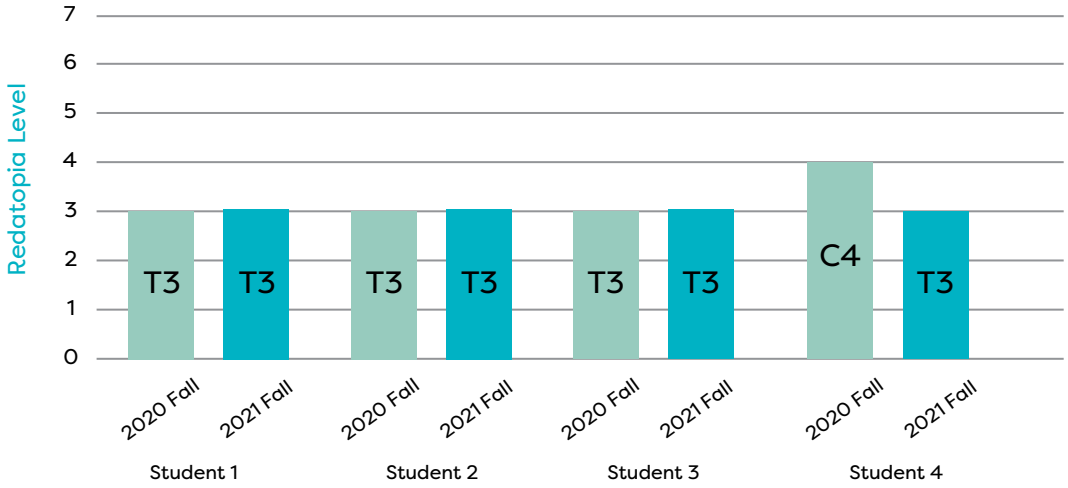


This graph below demonstrates the outcome of one classroom where the teacher started teaching with Readtopia, then leaves, and the replacement teacher did not implement Readtopia. Again - Each pair of bars represent one specific student at BoY and EoY.

Summary: Comparing the BoY to EoY, no gain is seen. This follows the lead of the other data sets, suggesting that a consistent Readtopia literacy framework yields consistent gains, YOY.

Fall 2020 - Fall 2021 - Four Student's Literacy Levels from Middle School Classroom 1

(Teacher Left, No Replacement, No Readtopia Measures)



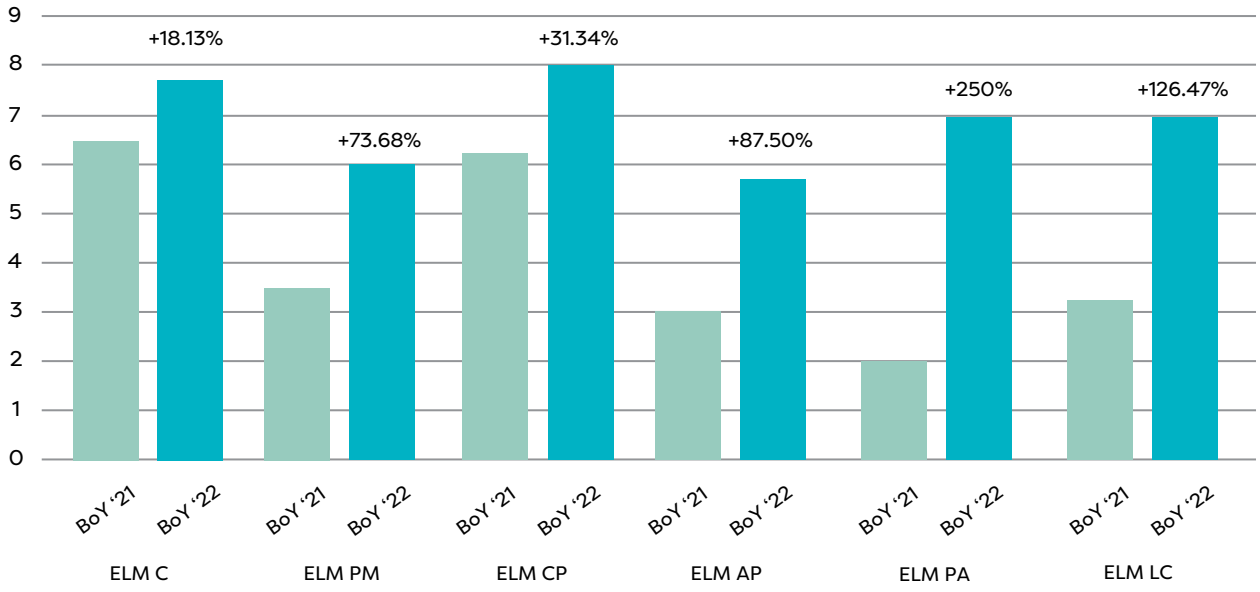
The below graph shows the change from BoY 2021 > BoY 2022, taken as a High School class average, across six categories of the Emergent Literacy Measures:

Communication: +18.13%
Print Has Meaning: +73.68
Concepts of Print: +31.34

Alphabet principles: +87.5%
Phonological Awareness: +250%
Language Comprehension: +126.47%

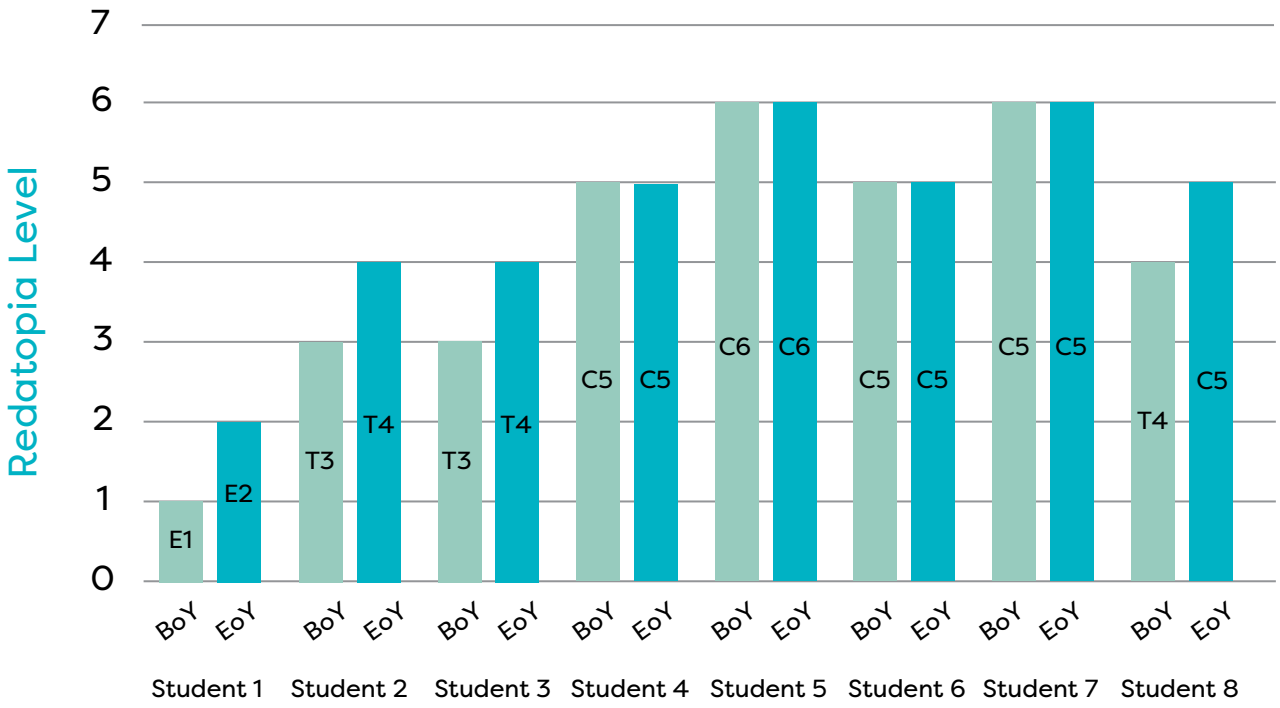
Summary: Summary: across six different literacy categories, significant gains are seen.

2021-2022 High School C1 | Comparison of Class Average Change by ELM Category



Summary: Half of the students represented made gains in placement levels across the school year

2021-2022 Placement levels comparing BoY to EoY in a new Upper Elementary classroom



This final image focuses on the importance of administrator support and weekly measurement, coaching, and accountability of the faculty using Readtopia. Simply relying on usage metrics is ineffective. Rather - being actively involved in the implementation of the materials, as well as the growth of teachers, directly leads to increased adoption, and in turn, increased student outcomes.

What's one recommendation for Success of Readtopia Implementation?

Weekly Administrative Support for Measurement Accountability

- Assign at least 3 people in district (principal, assistant principal, program specialists, special education administrator) who can check in weekly with teachers and SLPs and as what help is needed to complete required screens and progress assessment - then respond within a week.
- Communicate that fidelity of implementation is expected and that the curriculum is designed for "your kids" who are complex communicators and learners.
- Point to Readtopia support materials (e.g., "administrator walkthroughs); district-designed online educator resources, external free online supports for instructional planning and reflection forms: http://www.project-core.com/instructional-planning-and-reflection.
- Offer instructional reminders or TeacherTips: (e.g., no units should not be repeated within the same year).
- BE LEADERS or BE THE ONE who drives student success - make Readtopia planning and meeting time priority - at least 60 min. of paid time each week - to share ideas, instruct each other, and problem solve. ADMINISTRATIVE SUPPORT IS ESSENTIAL.

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