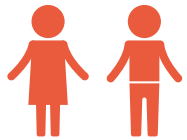


Kansas Reading Roadmap Evaluation Summary

OCTOBER 2016 This report includes data from the 2014-2015 and 2015-2016 school years for more than 11,000 K-3 students served across 40 individual schools implementing the KRR model.



11,827
CHILDREN



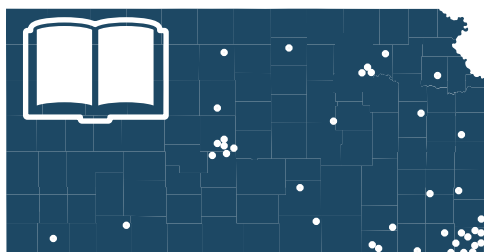
40
SCHOOLS



475
FAMILIES

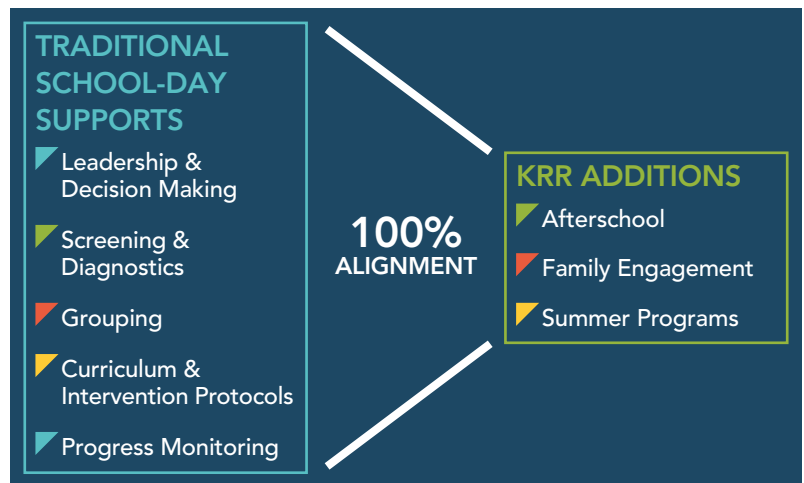


4,658
AFTERSCHOOL PARTICIPANTS



What is Kansas Reading Roadmap?

KANSAS READING ROADMAP (KRR) is an ambitious multi-school initiative that supplements evidence-based in-school reading curricula with afterschool and summer reading programs and family engagement. KRR programs meet the needs of all children, particularly those struggling with the basic literacy skills essential for reading comprehension.



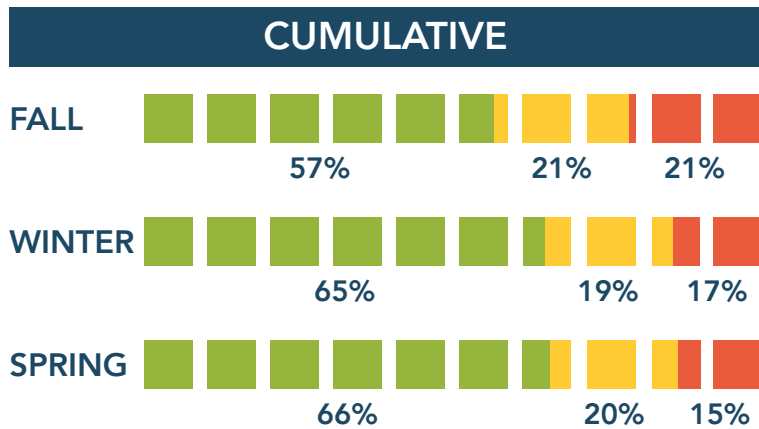
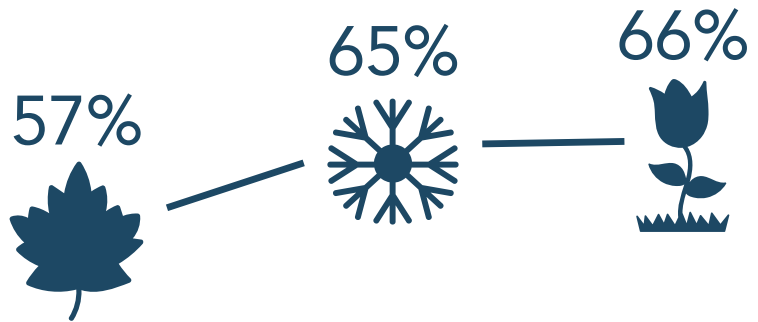
THE END OF THIRD GRADE IS AN IMPORTANT MILESTONE. From kindergarten through third grade, children are learning how to read. But by fourth grade, children are expected to be reading to learn, using their reading skills to increase their knowledge of other subjects such as math, science, and social studies. KRR seeks to help schools harness limited resources in ways that effectively improve student outcomes, especially for those who are economically disadvantaged.

Despite its youth, the KRR model shows promise in promoting reading proficiency in Kansas students.



KRR SCHOOLS DEMONSTRATE SCHOOL-DAY LITERACY SKILL GAINS OVER TIME

Over time, KRR shows the greatest gains in literacy skills from fall to winter



Schools use ongoing monitoring of academic and behavioral needs for all students. Foundational literacy and comprehension skills are measured using Curriculum Based Measurement, which are brief, quick assessments used in progress monitoring in fall, winter, and spring. The assessment data are used to assign struggling readers to varying tiers of support.

Results show that the percentage of students with proficient reading skills increase over time.



Kindergarten students show the greatest gains under KRR, compared to other participating grade level students



Preliminary data show that KRR schools are sustaining improvements in reading proficiency compared to non-KRR schools

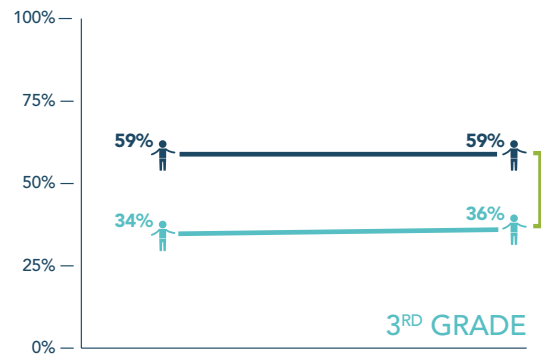
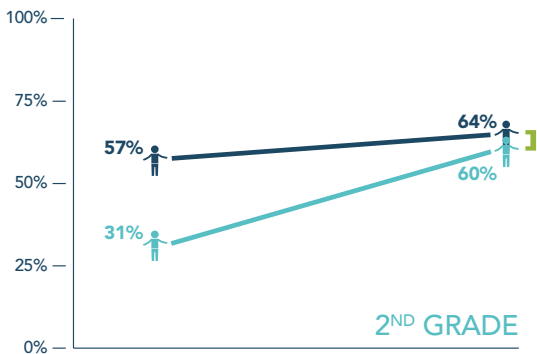
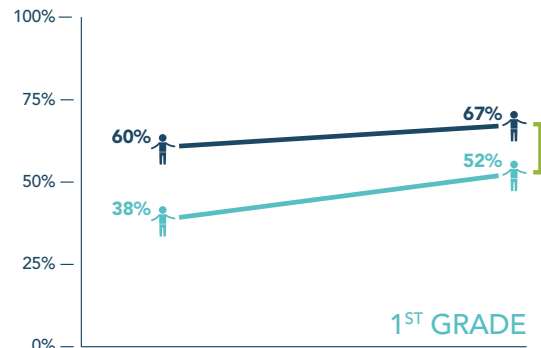
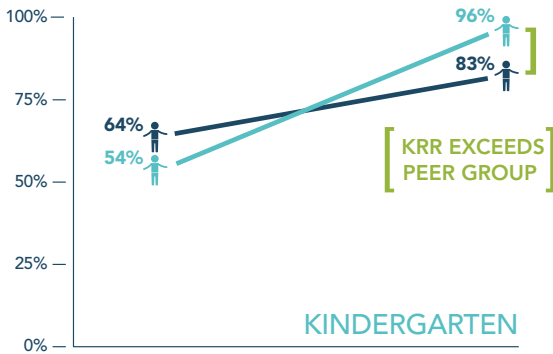
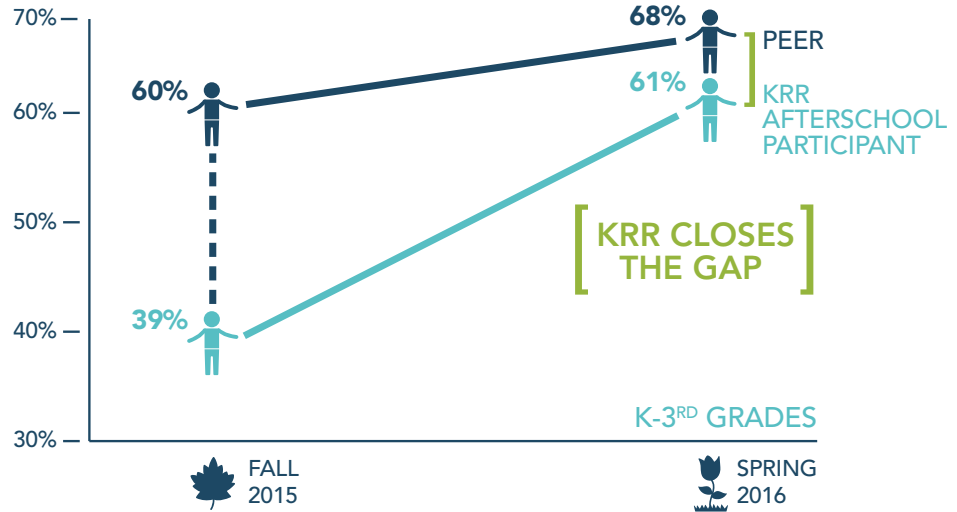
FINDING There is overall improvement in reading outcomes from fall to spring for students in KRR schools. Cumulatively, the proportion of KRR students reading at benchmark increased, while the proportion of students requiring intensive supports decreased with the largest gains occurring between fall and winter.

FINDING Compared to students in other grades, the proportion of kindergarteners in KRR schools reading at benchmark increased over the school year, while the proportion of kindergarteners requiring intensive intervention decreased.

CLOSING THE LITERACY SKILLS GAP WITH KRR AFTERSCHOOL PROGRAMS



4,658
AFTERSCHOOL PARTICIPANTS



KRR AFTERSCHOOL PROGRAMS target struggling students during testing and assessment windows who need extra practice to acquire reading proficiency. These students practice skills emphasized during the school day using evidence-based curricula, vocabulary games, and structured read-alouds. Afterschool family engagement programs include an 8-week student-family curriculum that encourages families to engage and support their students in literacy skills.

FINDING Overall, KRR afterschool programming demonstrates significant results for readers requiring intensive support. Not only do afterschool students significantly improve their reading proficiency from fall to spring, they close the literacy gap that exists throughout the school year. Looking closely at the trends, the gap narrowed significantly over the two years of implementation.

NEXT STEPS

EVALUATION DESIGN Add to the methodological rigor of this evaluation by identifying a comparison group of schools not implementing the KRR model to determine the relative strength of improved KRR schools' student gains. We will continue to evaluate whether KRR gains are sustained over time for all student cohorts across KRR schools. A rigorous longitudinal evaluation design helps us draw appropriate conclusions about the sustained effectiveness and impact of KRR as a promising model.

DATA COLLECTION Continue to focus on ensuring we have high quality and timely data from all partners on student outcomes. We will improve and refine data collection to assess how and why afterschool supplemental programs are effective in closing the literacy gap. High quality data improves reliability and validity of conclusions we draw about the effectiveness and impact of the KRR model.

MODEL IMPLEMENTATION

Refine our understanding of why KRR works by thoroughly defining core model components and identifying factors that either support or hinder successful outcomes in schools. Using implementation science as a framework, we will identify drivers of success and target refinements to the model. This framework allows evaluators and program staff to break down factors that affect successful model implementation, including leadership, training, and administration.

KRR is a Promising Approach

Moving the needle on statewide third-grade reading proficiency requires a significant commitment to aligning resources and efforts to ensure all students, especially those struggling, receive the right instruction at the right time in the right amount. KRR is an ambitious multi-school initiative that supplements evidence-based in-school reading curricula with additional afterschool and summer reading programs and family engagement supports.

Even after just two years of implementation, KRR appears on the right path to improving third-grade reading proficiency and fundamental literacy skill development for schools that are implementing the model as designed. Sustained positive change on key outcomes is a hallmark of an evidence-informed model, and KRR is demonstrating those results. These gains hold promise for long-term sustainability and whole-school change in reading proficiency by third grade.

While nuanced evaluation questions remain and improved methods are implemented (see Next Steps), the first two years of results of implementing a blended and aligned afterschool and instruction-based model of the size and scale of KRR in Kansas is noteworthy. It is not easy to make the kind of statewide school-level changes necessary to address the third-grade reading proficiency deficit faced by Kansas and many other states.

The Kansas Reading Roadmap is emerging as a viable model for Kansas students to learn and thrive. This targeted initiative is especially important for students who must overcome barriers associated with poverty to develop the fundamental skills needed to equip them for lives as thriving, productive adults.

This cumulative evaluation of the Kansas Reading Roadmap (KRR) presents an objective, third party assessment of its intent and impact using rigorous research and evaluation methodologies. At the broadest level, this evaluation seeks to answer the fundamental question of whether KRR is moving the needle in Kansas by improving overall reading proficiency by third grade.

KRR Evaluation Report prepared by the University of Kansas Center for Public Partnerships & Research, optimizing the well-being of at-risk children, youth, and families.

CONTACT

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