Kansas Reading Roadmap

Evaluation Report

2014-2015 School Year

Prepared by:

KU CENTER FOR PUBLIC PARTNERSHIPS & RESEARCH
The University of Kansas

Prepared for:

Kansas Department for Children and Families
Strong Families Make a Strong Kansas

Notes

This evaluation report is submitted to the Kansas Department for Children and Families who has contracted with the University of Kansas Center for Public Partnerships and Research to conduct an evaluation of the Kansas Reading Roadmap initiative. Opinions expressed in the report are those of the authors and do not necessarily represent those of the Kansas Department for Children and Families.

About the University of Kansas Center of Public Partnerships and Research

The mission of the University of Kansas Center for Public Partnerships and Research (KU-CPPR) is to optimize the well-being of at-risk children, youth, and families by generating responsive solutions that improve practice, inform policy, and advance knowledge. KU-CPPR works closely with state and local agencies, non-profit organizations, and private foundations to assist public partners in solving complex social problems and evaluating the impact and effectiveness of those efforts. KU-CPPR staff have experience and expertise in the areas of education, child welfare, substance use, behavioral health, maternal and child health, and early childhood systems.

The Evaluation Team

The evaluation activities presented in this report were carried out under the direction of Teri A. Garstka, Ph.D., and Jacqueline Counts, MSW, Ph.D.

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Kansas Reading Roadmap

Executive Summary

School Year 2014-2015

The Initiative

Research continues to underscore the importance of third-grade reading proficiency for life-long success. Given this link, Kansas is committed to ensuring that all students in kindergarten through third-grade have the foundation and opportunity to reach proficiency in reading so that they become college and career ready with a lifetime of success ahead of them.

The Kansas Reading Roadmap (KRR) initiative works to improve third-grade reading proficiency through innovative, evidence-based in-school and after-school reading interventions. KRR is delivered in a three step process – during school, after-school, and through family engagement programming. All three components are driven by the Multi-Tiered System of Support (MTSS), which is a continuum of evidence-based, school-wide practices that support a quick response to academic, behavioral, and social needs through frequent data-driven monitoring that informs instructional decision making. KRR schools use Curriculum Based Measurement (CBM) data to inform appropriate in-school reading interventions and targeted after-school literacy and family engagement programming for struggling readers.

The Kansas Department for Children and Families (DCF) contracted with researchers at the University of Kansas to evaluate the KRR. The evaluation report reflects results from the 2014-2015 school year.

The Population Served

For the school year 2014-2015, KRR was evaluated in 30 schools across 22 districts throughout the state of Kansas and served over 5,000 students. Nineteen of the 30 KRR schools evaluated were within rural areas, defined as having a population less than 2,500 people. On average, 65 percent of students at KRR school sites qualify for free or reduced price lunch.

The Evaluation

The evaluation of the KRR initiative seeks to assess the impact of the model on overall changes among all students attending KRR schools, changes among students attending the after-school program, and students and parents participating in the family engagement program. The University of Kansas Center for Public Partnerships and Research conducted a mixed-methods evaluation of KRR, applying both quantitative and qualitative data from multiple sources to describe the implementation of the KRR traditional and alternative model in participating schools to assess the impact of the model on student, family, and school outcomes.

The Results

CBM Scores

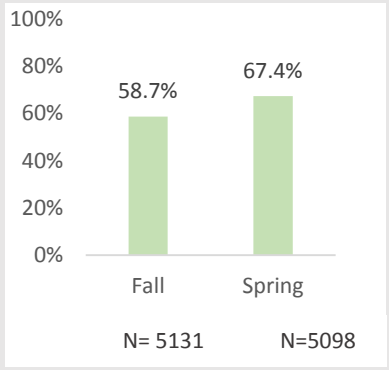
Overall, students attending KRR schools improved their CBM scores. By the end of the school year, 15% more students scored in the Tier 1 category reading at benchmark. Twenty-nine percent fewer students required intensive reading intervention

KRR Model Flexibility

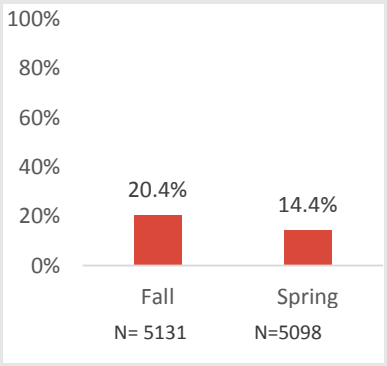
The after-school program component allows for flexibility within the KRR framework. Traditional KRR model schools employ an after-school program for two hours a day, four days a week utilizing the Start-Up/Build-Up Curriculum. Alternative model programs employ existing after-school programs and/or alternative curriculum in combination with KRR.

Model Type	Number of Sites
Traditional (KRR Model Program)	22
Alternative (Local Adaptation of Traditional Model)	8

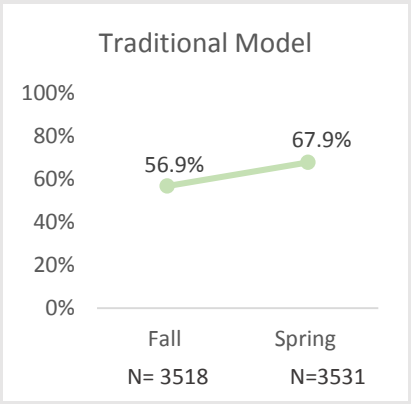
CBM Tier 1 Improvement

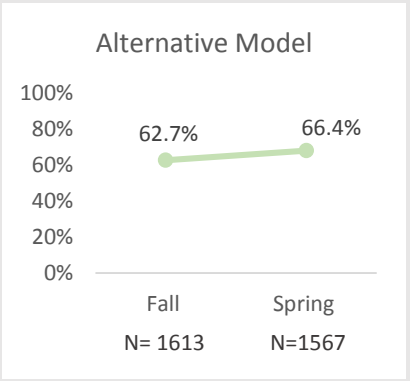


CBM Tier 3 Reduction

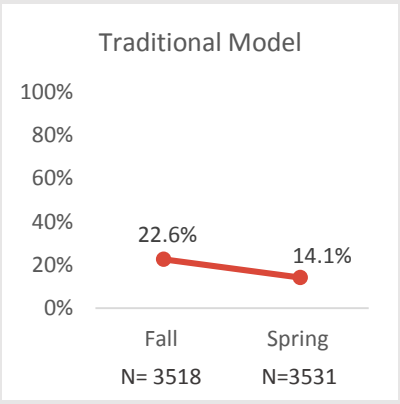


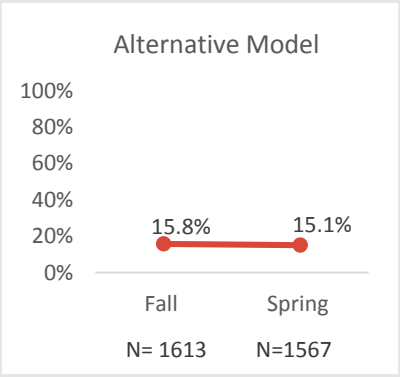
CBM Tier 1 Improvement





CBM Tier 3 Reduction





The Conclusion

Among all students attending KRR schools, an improvement in reading skills from fall to spring is seen, with a more pronounced improvement among students attending traditional model sites. Future analyses will compare all KRR school models to non-KRR schools across Kansas.

Volume 1: Annual Report

This volume provides an overview of the characteristics of the Kansas Reading Roadmap Initiative as well as the evaluation results for the 2014-2015 school year.

Introduction

Third-Grade Reading Proficiency and Future Success

Research has shown that reading proficiency matters when it comes to lifelong success. Proficient reading ability by the end of third grade is a key indicator for future academic and career opportunities, yet many states struggle to increase the number of students who are able to read at appropriate levels. Almost 16 percent of children who are not reading proficiently by the end of third grade do not graduate from high school on time compared to proficient readers (Annie E. Casey Foundation, 2012). Data also show that students who are eligible for free or reduced lunch - a vast majority across the United States (80%) and in Kansas (78%) - are not reading at proficienct levels by fourth grade. For children living in poverty and not reading at proficient levels by fourth grade, one in four fail to graduate from high school (Annie E. Casey Foundation, 2012).

Reading Proficiency in Kansas

In Kansas, 62 percent of fourth-grade students read below proficiency standards and 30 percent of fourth graders fall below basic level reading skills (Kids Count Data Center, 2014). Basic reading skills include the ability to locate relevant information, make simple inferences, and use understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text (National Assessment of Educational Progress). Although Kansas ranks 12th nationally on the education domain of child well-being overall (Annie E. Casey Foundation, 2014), reading proficiency was the lowest student success indicator for Kansas students.

Efforts in Kansas to Improve Third-Grade Reading Proficiency

The Kansas Reading Roadmap (KRR) initiative works to increase school-wide reading proficiency through targeted in-school literacy interventions and extended out of school programming. By focusing on improving early literacy skills of students in kindergarten through third grade during the school day, after-school, during the summer, and at home, KRR provides comprehensive support for schools and families to develop student reading ability. During the 2014-2015 school-year, KRR was implemented in over 30 rural and semi-urban schools with a high percentage of students who receive free or reduced lunches and who are not proficient at reading at grade level.

KRR is a comprehensive whole-school approach to using data to ensure that the right students receive the right level of foundational and supplemental literacy support needed to achieve proficiency and stay on track to read at third grade level. As such, KRR is delivered during the school day and, if needed, during extended out of school time. Programming includes pairing strong literacy curriculum and reading interventions with targeted extended learning opportunities focused on literacy and family engagement supports. These components are driven by the Multi-Tiered System of Support (MTSS) approach, which is a continuum of evidence based, school-wide practices that support a quick response to academic, behavioral, and social needs through frequent data-driven monitoring that informs instructional decision making.

KRR's use of the MTSS framework allows schools to utilize data to identify the reading needs of students, target the specific reading strengths and weaknesses, make decisions about effective instruction, and align supports in school and out of school, resulting in fewer students needing intensive reading support and more students reading at benchmark.

Students are tested three times during the school year with short literacy based assessments to evaluate their progress on the early literacy skills considered necessary for learning to read. Individualized instructional decisions made using the MTSS framework ensure that each student receives the support necessary to develop critical reading skills. Kansas is testing whether the KRR model brings about whole-school change on literacy proficiency and by extension, third-grade reading.

What Makes the KRR Model Unique

School-wide screening and progress monitoring drives curriculum and instruction during the school day and during extended learning in KRR school sites. A key component of the KRR model is the continuous communication of the screening and progress monitoring results between in-school teachers and KRR program coordinators who work with students during extending learning periods, such as after-school and summer programming. Although instruction is delivered to students using different curricula, the same foundational skill practice occurs during the school day and in extended learning periods.

Taken together, the ***traditional KRR model*** includes three major components – ***instruction during the school day, during extended learning, and family strengthening and engagement*** – designed to operate as a whole-school approach to testing, targeting, and improving foundational literacy skills for all students, especially those struggling to read. The majority of schools who implemented KRR did not have an extended learning program when they first joined the KRR initiative and used this opportunity to enhance their after school literacy programming by implementing the traditional KRR model.

During the School Day

MTSS supports the use of universal screening assessment results by in-school teachers to identify a student's performance level and inform the level of support that a struggling reader needs to be successful. The Kansas Technical Assistance System Network (TASN) supports the MTSS approach in Kansas by providing technical assistance to school districts as they systematically implement evidence-based practices. These practices include teachers working together to provide a tiered system of support for struggling readers - supplemental targeted skill interventions for either small groups or one-on-one individual instruction for those students who need intense intervention. Teachers monitor the progress of students using quick small assessments, known as progress monitoring diagnostics, given frequently to discern when the student has mastered one skill and is ready to move to the next. Monitoring occurs at the school level, with administrators and teachers continuously making decisions about instruction based on frequent testing data. All KRR sites implement MTSS in a similar fashion and are expected to meet benchmarks of performance and training throughout the school year. Thus, the MTSS approach is the first major KRR model component delivered during the school day.

Extended Learning

The after-school and summer KRR programming is intended to provide more learning time for all students, yet focuses on struggling readers who require extra practice learning early literacy skills. Students who attend these programs receive additional support and attention targeting the same foundational literacy skills that are emphasized during the school day. Even though a different evidence-based curriculum is used during extended learning, students often do not realize they are practicing the same skills because of the variety of activities. Students engage in vocabulary games, structured read-aloud, physical education, and receive a snack. This portion of KRR allows for flexibility of the model because the curricula can vary from site to site as long as it is evidence-based and recognized by TASN. Schools with established after-school programming can partner with KRR to connect the early literacy supports within the existing structures. This supplemental literacy skills programming is the second major KRR model component and is delivered after the school day.

Family Strengthening and Engagement

Using the Family and Schools Together (FAST) parent engagement program, KRR sites help parents and caregivers extend their child's reading skill development into the home environment. The FAST program works with families on a weekly basis to develop family strengthening skills and connect parents to the school and to resources in the community. Each week, the parents have time to bond with their children, as well as with other parents during instructional time targeted specifically to the adults. One specific FAST program session is devoted to teaching parents about their child's reading development, including the MTSS process and their child's specific reading data that indicates his/her strengths and areas of struggle. This session may be led by a school teacher, the KRR program coordinator, the school principal, or another identified staff member. Parents learn and take home activities they can perform with their child to help him/her learn to read. The family engagement programming is the final major KRR model component delivered during out of school time.

Central to the KRR model is a program coordinator who is responsible for extended learning, but is a full-time employee of the school. The KRR program coordinator works closely with school teachers and administrators to:

- identify students that qualify for extended learning;
- track skill deficits for extended learning students to ensure they receive support that is aligned with the school day; and
- track progress of extended learning students to ensure continuous alignment.

The program coordinator recruits students into the extended learning program, provides the names of students participating to school staff, and a communication plan is implemented in which test scores and instructional groups are shared with the coordinator for the duration of the student's participation in extended learning. Each school's communication looks different. In many schools, a Title I teacher who is already responsible for conducting progress monitoring with students becomes the main communication link between the school day and extended learning.

Program coordinators create a schedule outlining what instructional groups should occur during extended learning and which students should be in which group, as well as ensures the tutors in those groups have the correct materials to teach the appropriate skills during that time. The schedule changes as needs change, depending upon instructional shifts due to student progress during the school day.

In the same way that the program coordinator uses assessment data to inform student learning, the program coordinator also uses assessment data to inform the family strengthening and engagement programming component of KRR. Teachers and staff make recommendations about which families to recruit based on the academic performance of their students and other supporting factors that demonstrate need for family engagement. Working together with school teachers and administrators, the program coordinators organize a parent workshop on reading development and school achievement.

Alternative KRR Program Models

Several schools who implemented KRR had an already established after-school program or preferred to continue implementing a different literacy curriculum. These schools are referred to as ***alternative KRR program models*** and they all have implemented MTSS as a core KRR component. Three alternative models existed in the 2014-2015 school year – Boys and Girls Club, Lexia Reading Core 5, and 21st Century Learning Centers. The main distinction in the Boys and Girls Club and Lexia Reading Core 5 alternative models is the curriculum used. Boys and Girls Club employs the KidzLit curriculum. Lexia Reading Core 5 uses a computerized reading software. School sites with 21st Century Community Learning Centers combine existing after-school activities and KRR after-school programming, as well as provide after-school care for older children in the school. By including these schools, KRR is able to test whether the type of extended learning offered makes a difference in outcomes.

How the KRR Model Has Changed Over Time

Over time, the KRR model and its components has evolved and coalesced into the coherent whole that it is today, though the foundational concept of whole-school change driven by data and targeted literacy interventions in school and out of school remained constant. Previously the extended learning programming was based on curriculum delivered by Save the Children whereas now, the traditional KRR model uses a different evidence based after-school literacy curriculum. Currently, the three major components are integrated and delivered as a whole for the traditional KRR model and supported by increased training and support for program coordinator staff. The alternative KRR model is used to contrast approaches and assess where critical differences in a school's after-school programming may result in differential outcomes.

Methodology

The evaluation of the KRR initiative seeks to assess the impact of the model on overall changes among all students attending KRR schools, changes among students attending the after-school program, and students and parents participating in the family engagement program. This evaluation utilizes a mixed-methods approach, using both quantitative and qualitative data from multiple sources to describe the implementation of the KRR models in participating schools and to assess the impact of the model of student, family, and school outcomes. Guided by a logic model and specific research questions, this evaluation is grounded in rigorous program evaluation methodology and supported by an appropriate research design (*see* Volume 3: Technical Report for more detailed information).

Design

Currently, the research design employed is a quasi-experimental longitudinal cohort design. That is, the evaluation tested differences in outcomes based on KRR model implemented (traditional vs alternative) over time. In the coming school year, a comparison group of non-KRR schools will be selected and matched to KRR schools to enhance the rigor of the design and equivalency of the groups. Outcomes that will be compared across these two groups include Curriculum Based Measurement (CBM) and third grade reading levels. The longitudinal cohort aspect of this design allows for the analysis of cumulative impact over time for each school and each cohort of students K-3 receiving KRR programming.

Sample Size

In Spring 2015, 33 schools participated in a full semester of the KRR initiative. Thirty schools were identified as properly implementing the KRR model, either through the traditional model or through an alternative model in conjunction with other after-school programming (i.e., Boys and Girls Club). In total, data from 5,113 students was collected for Spring of 2015. A total of 1,186 students were served for at least a week in the after-school program. Of that total, this report represents the outcomes of approximately 1,000 after-school students who attended at least 50 percent of programming. Additionally, family engagement program data was collected for 176 parents. For demographics of each of the schools involved in KRR evaluation, *see* Volume 2: Individual School Profiles. These profiles include demographic and achievement information of each school.

Measures

Foundational Reading Skills. These discrete sets of skills that are foundational to reading and comprehension were measured using an established Curriculum-Based Measurement (CBM) assessment system (i.e., AIMSweb, DIBELS). These measures assess different reading skills from sound fluency to oral reading fluency and help identify how accurate a student is at grade appropriate skills. CBM data from the fall, winter, and spring semesters of a school year are used to analyze growth and change over time.

CBM data provides ***predictive indicators*** that have been identified by the field as most likely to predict student achievement on state assessments at each grade level. Using these predictive indicators for each student, a ***cut score*** indicates the threshold level of skill achieved and level of reading support needed. Scores above the threshold mean a student is likely to achieve reading goals with typical curriculum and receives “Tier 1” core support. Scores below the one cut point mean a student is unlikely to achieve reading goals without receiving additional, targeted instruction through “Tier 2” strategic support. Scores

below a second cut point mean that a student will require further instructional support in the form of "Tier 3" intensive support. For further information regarding CBM assessments, *see* Volume 3: Technical Report.

Why is CBM Important for KRR?

KRR provides under-performing students with extended learning opportunities, giving students additional instructional time needed to close achievement gaps in the crucial early stages of literacy development. CBM results help determine which students need intensive reading supports, both in school and after school. CBM data helps determine if as a whole, KRR schools are showing improvement in the percentage of students who demonstrate literacy gains over time.

Family Engagement. To measure the success of its after-school family engagement program, FAST administers a survey that includes several reliable and valid subscales (Epstein & Salinas, 1993; Shumow et al., 1996). The questionnaire asks both parents and teachers about parent school involvement, parent-initiated contact with teachers, and school-initiated contact with parents using a 0-4 or 0-5 Likert scale with higher scores indicating more positive outcomes. This survey is given to both parents and teachers of the child participating in FAST prior to the start of the program and at the program's conclusion.

KRR Engagement. Attendance data is used to determine the dosage of after-school literacy programming a student might receive. Participants must attend at least 50 percent of after-school sessions to be included in the evaluation analysis as receiving KRR model programming.

Third Grade Reading. As data becomes available[1], the percentage of third graders reading at grade level of each KRR and non-KRR school will be used to assess the impact of the KRR model on one of the primary long term outcome expected under this initiative. These measures will be critical in assessing KRR whole-school change within the longitudinal design of this evaluation.

Qualitative Data

Additional qualitative data was collected to describe the implementation of the KRR model and the critical process of communication among program coordinators, school staff, KRR partners, students, and parents. This data also captured experienced successes and growth among program participants. Telephone and in-person interviews were conducted with 29 program coordinators during the spring 2015 semester. Each interview with KRR program coordinators lasted approximately 30-60 minutes. Interviews were semi-structured, following an interview protocol generated by the evaluation team to capture the experience of the coordinator during program implementation in Spring 2015. The interview protocol contained questions intended. Interviews were recorded and transcribed for coding analysis. This information is formative for future analyses regarding program implementation.

[1] Statewide assessments used to measure third-grade reading levels in Kansas underwent a redesign between the 2013 and 2015 school years and the 2014 tests were not used by the state. As a result, third-grade reading level data for KRR and comparison schools will not be available until December 2015 and longitudinal data analysis will be incomplete.

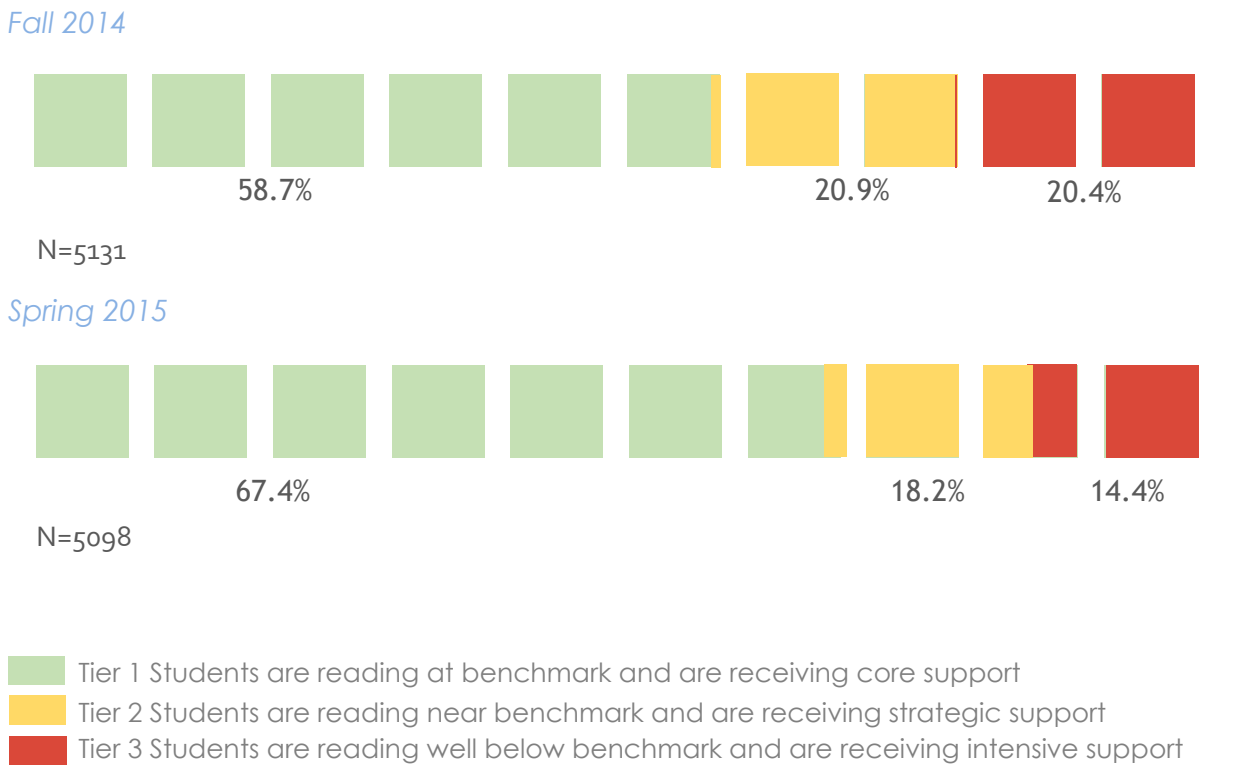
Results

Based on available data and design, this section focuses on four major results to date: 1) foundational reading skill changes for all students; 2) differences in those skills based on KRR model implementation (traditional or alternative); 3) differences in those skills based on participation in KRR after-school programming; and 4) family engagement changes over time for participants in FAST programming. Each of these results tells a different story about the type and magnitude of impact that KRR has had over the 2014 school year.

Whole-School Change in Student Literacy Achievement

Overall, CBM data shows improvement in foundational reading skills among K-3 students for school-year 2014-2015. KRR students reading at grade level (Tier 1) increased from Fall 2014 (58.7%) to the end of the school year in May 2015 (67%). That is, an additional 15% of students were on track by May 2015 to read at grade level. Twenty-nine percent fewer students were reading well-below benchmark in Spring 2015 compared to Fall 2014.

Improvement in CBM Scores Across all KRR School Sites



Change in Student Literacy Achievement between KRR Models

KRR school sites implementing the traditional KRR model showed greater improvement in reading skills as compared to school sites implementing alternative KRR models. Of the 30 school sites included in this evaluation analysis, 22 implemented the traditional KRR model and 8 implemented alternative KRR models.

After-school programs allow for flexibility within the KRR framework. Traditional KRR model schools, schools implementing the KRR Model Program, employ an after-school program for two hours a day, four days a week utilizing the Start-Up/Build-Up Curriculum. Alternative model programs, those implementing local adaptations of the Traditional model, employ existing after-school programs and/or alternative curriculum in combination with KRR. Below, Table 1 describes the two model type characteristics. For a further description of model performance by school, see Table 2.

Table 1. Model Type Characteristics

Model Type	Students	Curriculum	Length of Programming	Number of Sites
Traditional	K-3	Start Up/Build Up	2 hours	22
Alternative				
A	K-3	Lexia Reading Core 5	2 hours	1
B	K-3	KidzLit	1.5 hours	3
C	K-2	Start Up/Build Up	2 hours	4

Results for a comparison of the Traditional and Alternative models shows that, on average, students attending Traditional KRR Model sites are moving out of intensive reading interventions at a higher rate than their Alternative Model peers.

Traditional KRR Model

Schools decreased the number of students requiring intensive reading interventions by

37.6%

N=3531

Alternative KRR Models

Schools decreased the number of students requiring intensive reading interventions by

4.4%

N=1567

Table 2. Change in CBM Scores Within all KRR School Sites

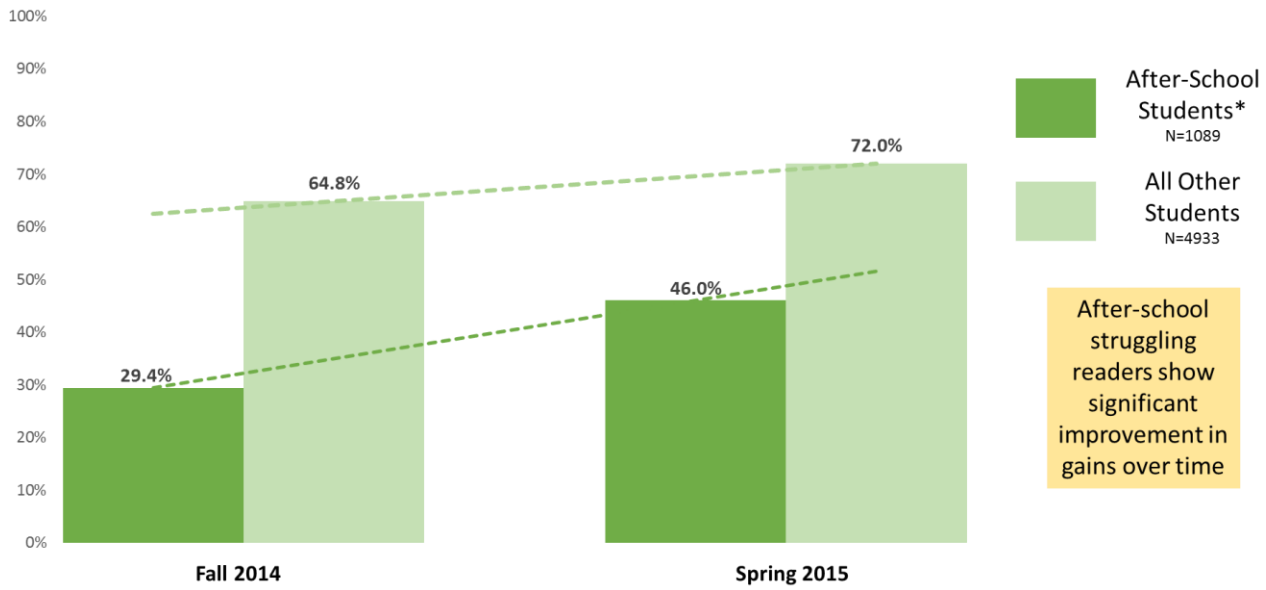
Program Host School	Number of Fall Students Served	Number of Spring Students Served	Fall 2014 CBM Results			Spring 2015 CBM Results		
			Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
Altamont	85	79	43.5%	23.5%	32.9%	73.4%	17.7%	8.9%
Ashland*	52	51	50.0%	30.8%	19.2%	68.6%	17.6%	13.7%
Bentley	204	206	75.5%	17.2%	7.4%	67.0%	23.8%	9.2%
Bluemont*	183	183	63.9%	15.3%	20.8%	71.6%	15.3%	13.1%
Central Heights	154	147	53.2%	12.3%	34.4%	59.2%	20.4%	20.4%
Chetopa	52	52	36.5%	17.3%	46.2%	48.1%	26.9%	25.0%
Edna/Bartlett	111	115	46.8%	17.1%	36.0%	68.8%	19.1%	12.2%
Fairfield	96	89	51.0%	24.0%	25.0%	78.7%	11.2%	10.1%
Fowler	48	45	43.8%	22.9%	33.3%	57.8%	11.1%	31.1%
Garfield/Lincoln - Parsons	393	423	58.8%	17.3%	24.7%	65.5%	16.1%	18.4%
George Nettels*	260	252	68.8%	22.3%	8.8%	67.1%	24.2%	8.7%
Herington	143	144	57.3%	14.0%	28.7%	69.4%	9.7%	20.8%
Highland/Park	290	294	53.8%	31.4%	14.8%	73.5%	18.0%	8.5%
Hugoton	328	319	78.0%	17.4%	4.6%	72.4%	22.9%	6.2%
Humboldt	172	174	55.2%	23.8%	20.9%	81.0%	9.2%	9.8%
Lakeside*	289	291	68.2%	21.5%	10.4%	72.9%	14.4%	12.7%
Lee*	215	207	61.9%	18.6%	19.5%	62.3%	13.5%	24.2%
Lincoln/Central -Baxter Springs	276	278	50.7%	15.6%	33.7%	64.7%	15.8%	19.4%
Meadow View	165	158	40.6%	28.5%	30.9%	63.3%	17.7%	19.0%
Meadowlark*	269	246	52.4%	27.5%	20.1%	57.7%	22.0%	20.3%
Mound Valley	64	60	53.1%	17.2%	29.7%	58.3%	23.3%	18.3%
Onaga	93	92	53.8%	37.6%	8.6%	73.9%	21.7%	4.3%
Oskaloosa	151	152	49.7%	27.8%	22.5%	57.2%	25.0%	17.8%
Oswego Neosho Heights	76	97	57.9%	31.6%	10.5%	56.7%	26.8%	16.5%
Riverton	240	233	55.8%	14.6%	29.6%	73.0%	10.7%	16.3%
Sedan	116	117	69.0%	16.4%	14.7%	65.8%	18.8%	15.4%
Southeast - Cherokee	125	122	53.6%	27.2%	19.2%	61.5%	24.6%	13.9%
Theodore Roosevelt*	165	162	70.9%	13.3%	15.8%	76.5%	11.1%	12.3%
West Bourbon	136	135	58.1%	14.7%	27.2%	75.6%	15.6%	8.9%
Westside*	180	175	56.1%	24.1%	17.8%	56.0%	29.1%	14.9%

**Indicates schools implementing alternative KRR models*

Change in Student Literacy Achievement for After-School Participants

The KRR after-school program provides extended learning opportunities for students who have been identified as requiring extra help to reach their reading goals. Students receive individualized out-of-school interventions that complement their in-school curriculum. Data indicates that students who attended after-school programming showed improvement in gains at a rate five times greater than their peers who did not attend after-school programming.

Figure 1. Comparison CBM scores of after-school participants to non after-school participants



*After-school students refers to students attending at least 50% of after-school programming

Program Highlights – Family Engagement Participants

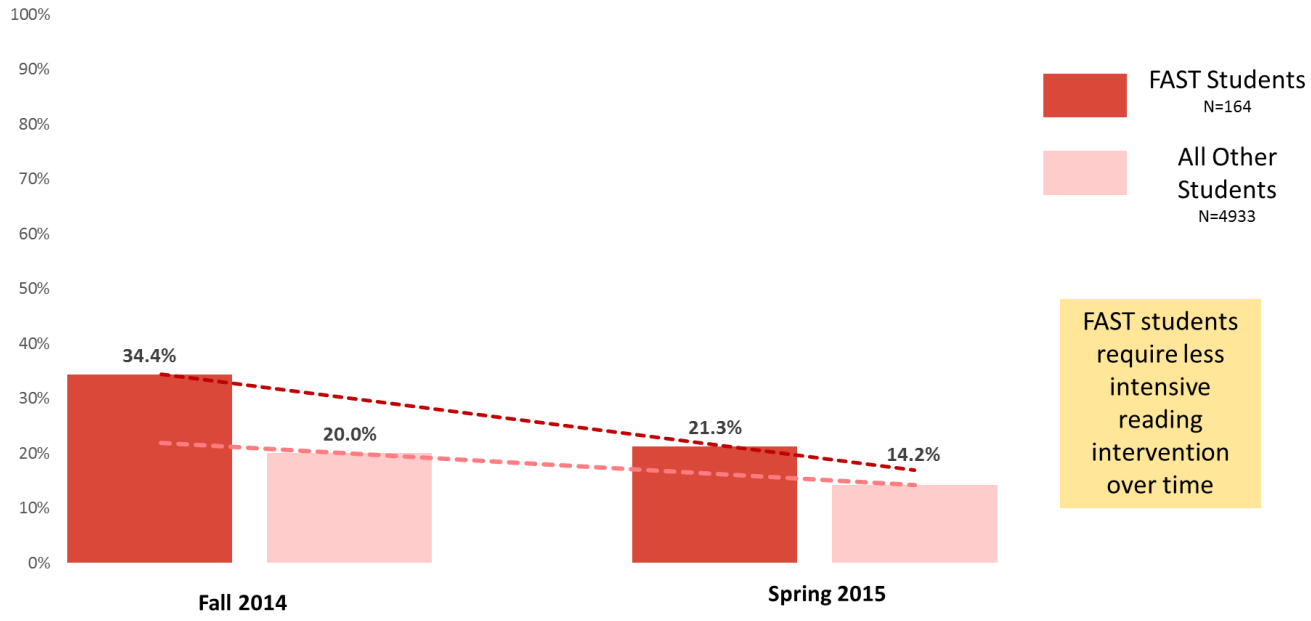
Outcomes for FAST participants show a statistically significant increase among parent understanding and attitudes towards child literacy development. These developments come after the FAST Literacy Night training in which KRR staff members and/or school staff delivered information regarding the use of curriculum and assessments to target student literacy needs.

The results of the pre- and post-FAST family survey administered to teachers indicate a statistically significant increase in parent involvement with schooling. That is, teachers of students participating in FAST indicated that they have seen an increase in parent involvement following parent involvement in the FAST program. Although two other measures, teacher *relationship* with parent and teacher *involvement* with parent, did not show statistically significant improvement, a small increase in the mean score of both measures was seen. Specifically, all three measurements used to evaluate the effectiveness of KRR programming on parent involvement in education showed positive improvement over the course

of the Spring 2015 FAST program. Additionally, qualitative data gathered from schools regarding FAST programming was overwhelming positive.

While overall KRR schools show declines in the percentage of students requiring intensive reading interventions, this is particularly pronounced for struggling readers who participated in family engagement programming. Students who attended FAST programming during Spring 2015 transitioned away from requiring intensive reading interventions at a rate of 13%, whereas their peers who did not participate in FAST programming are moving out of intensive reading interventions at a rate of 5.8%.

Figure 2. Comparison CBM scores of FAST participants to non-FAST participants



KRR in the Field

"*[FAST is]* giving us an avenue to reach out to our Hispanic population. It's been very popular within that population. We haven't just invited them. We've invited others... It's getting parents across the board that we don't see for anything else into the building... This year I had a parent show up to PTO that's never shown up to PTO, and just came and voiced some thoughts and ideas and concerns. It was great, so it breathes new life into some of our families that didn't realize they had a voice and that they'd be listened to."
– KRR School Principal

Evaluation Limitations

The KRR model was in the early stages of implementation in Spring 2015. As a result, there has not been sufficient time for the model to demonstrate impact on long-term outcomes such as changes in third grade reading assessment scores. The KRR model's theory of change is predicated on the alignment of in-school data-driven reading interventions with appropriate after-school enhancements and programming to target struggling readers. In order for KRR to improve third grade reading scores for an entire school population, a majority of students identified as needing intensive reading support should receive the appropriate intervention.

A typical MTSS implementation is executed over the course of two school years. For purposes of KRR, school sites are asked to implement MTSS in as little as one semester. It is anticipated that over time and with continued technical support from TASN and KRR, schools will continue to improve their implementation of MTSS through accurate testing, grouping, and delivery of curricula. Further training and practice of the MTSS framework will increase implementation accuracy.

Due to the multi-faceted nature of KRR (in-school, out-of-school, and family engagement programming), additional time for participating school sites to improve communication and ensure correct practices are being followed will permit an increasingly precise evaluation of KRR.

Future evaluations will take into consideration the level of implementation a school is sustaining, state assessments for third-grade reading, and will compare KRR sites to geographically and demographically similar schools across the state. This will allow researchers to examine the impact of the KRR intervention by comparing a treatment group (i.e., KRR schools) to a control or comparison group.

Conclusion

Although early in the implementation of KRR, data shows positive results. KRR school sites are achieving whole-school improvement in literacy achievement, with students participating in extended learning opportunities seeing striking increases as well. Students whose families participate in family engagement and strengthening activities demonstrate significant gains over time. With additional time and comparison school analysis, program evaluation will continue to demonstrate the impact of the KRR on participant and school literacy outcomes.

Data show that, overall for students attending KRR sites, students are moving into core reading interventions (Tier 1) and are improving their literacy skills over time. This rate is higher for students participating in after-school programming. Additionally, parents participating in KRR sponsored activities are improving reported understanding and attitudes towards child literacy development. Teachers are also seeing significant improvement in parent involvement in school following participation in KRR activities.

KRR shows initial promise in raising whole-school reading skills for K-3 students. With continued exposure to the KRR framework, guided by the implementation of the MTSS process, it is expected that schools will continue to see impressive gains towards reaching the goal of all students reading at grade level.

Volume 2: Individual School Profiles

This volume provides data for each of the schools involved in the Kansas Reading Roadmap evaluation.

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 210 Hugoton Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=328

Spring 2015

N=319

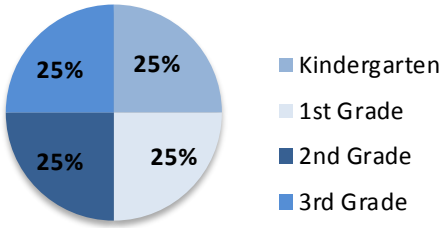
Spring 2015 Program Snapshot

319 Total Students Served

40 After-School Students Served

118 Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**7.5%**
▶ Students Receiving Free or Reduced Price Lunch*	**66.7%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 220 Ashland Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=52

Spring 2015

N=51

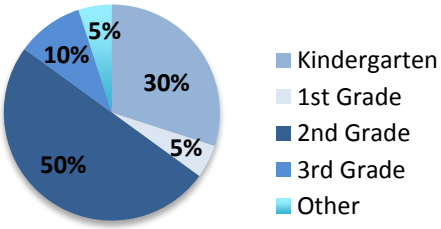
Spring 2015 Program Snapshot

51
Total Students Served

20
After-School Students Served

114
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

► Students Receiving Special Education Services	**0.0%**
► Students Receiving Free or Reduced Price Lunch*	**53.8%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 225 Fowler Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=48

Spring 2015

N=45

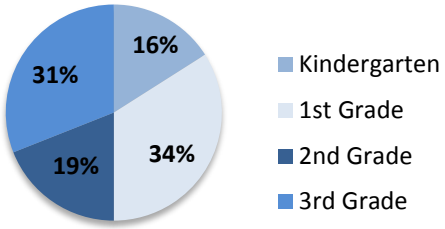
Spring 2015 Program Snapshot

45
Total Students Served

32
After-School Students Served

110
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**15.6%**
▶ Students Receiving Free or Reduced Price Lunch*	**65.6%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 235 West Bourbon Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=136

Spring 2015

N=135

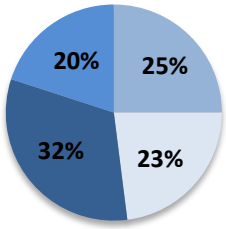
Spring 2015 Program Snapshot

135
Total Students Served

44
After-School Students Served

110
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**NA**
▶ Students Receiving Free or Reduced Price Lunch*	**73.1%**

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*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 247 Southeast Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=125

Spring 2015

N=122

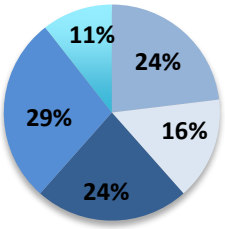
Spring 2015 Program Snapshot

122 Total Students Served

38 After-School Students Served

106 Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- Other

Student Composition

▶ Students Receiving Special Education Services	**NA**
▶ Students Receiving Free or Reduced Price Lunch*	**67.0%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 250 George Nettels Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=260

Spring 2015

N=252

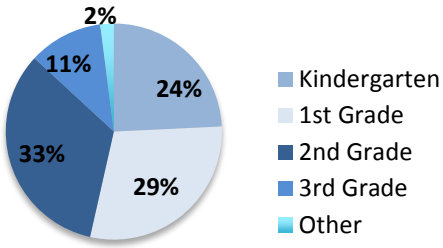
Spring 2015 Program Snapshot

252
Total Students Served

45
After-School Students Served

112
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**11.1%**
▶ Students Receiving Free or Reduced Price Lunch*	**44.9%**

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*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 250 Lakeside Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=289

Spring 2015

N=291

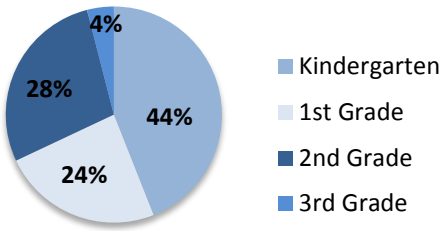
Spring 2015 Program Snapshot

291
Total Students Served

25
After-School Students Served

112
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**12.0%**
▶ Students Receiving Free or Reduced Price Lunch*	**66.5%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile SY 2014-2015

USD 250 Meadowlark Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Scores Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=269

Spring 2015

N=246

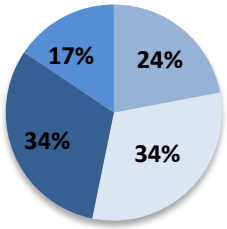
Spring 2015 Program Snapshot

246
Total Students Served

41
After-School Students Served

112
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**29.3%**
▶ Students Receiving Free or Reduced Price Lunch*	**80.0%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 250 Westside Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement In Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=180

Spring 2015

N=175

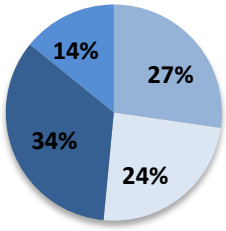
Spring 2015 Program Snapshot

175
Total Students Served

37
After-School Students Served

112
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

► Students Receiving Special Education Services	**37.8%**
► Students Receiving Free or Reduced Price Lunch*	**85.3%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 258 Humboldt Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=172

Spring 2015

N=174

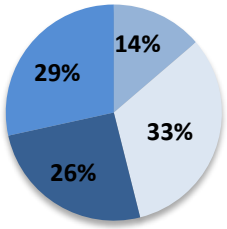
Spring 2015 Program Snapshot

174
Total Students Served

66
After-School Students Served

138
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**NA**
▶ Students Receiving Free or Reduced Price Lunch*	**53.1%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 286 Sedan Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=116

Spring 2015

N=117

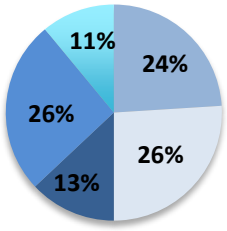
Spring 2015 Program Snapshot

117
Total Students Served

46
After-School Students Served

98
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- Other

Student Composition

► Students Receiving Special Education Services	**NA**
► Students Receiving Free or Reduced Price Lunch*	**71.3%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 288 Central Heights Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

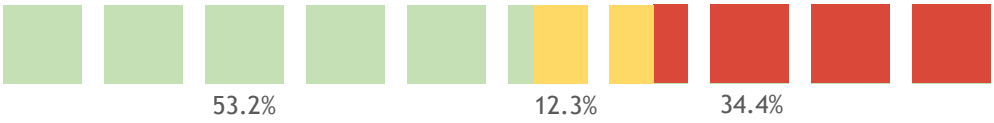
Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014



N=154

Spring 2015

N=147

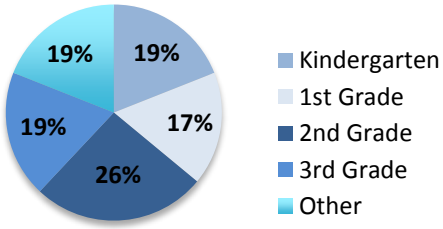
Spring 2015 Program Snapshot

147
Total Students Served

53
After-School Students Served

108
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**NA**
▶ Students Receiving Free or Reduced Price Lunch*	**71.8%**

*Students receiving Free or Reduced Price Lunch represents whole school data

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The University of Kansas

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 310 Fairfield Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=96

Spring 2015

N=89

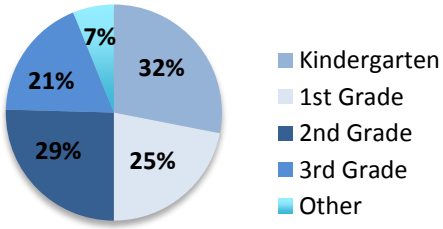
Spring 2015 Program Snapshot

89
Total Students Served

28
After-School Students Served

118
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**17.9%**
▶ Students Receiving Free or Reduced Price Lunch*	**NA**

*Students receiving Free or Reduced Price Lunch represents whole school data

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Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 322 Onaga Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=93

Spring 2015

N=92

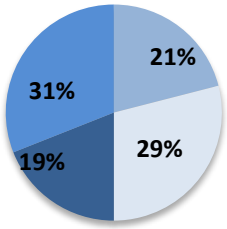
Spring 2015 Program Snapshot

92 Total Students Served

48 After-School Students Served

110 Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**22.9%**
▶ Students Receiving Free or Reduced Price Lunch*	**56.9%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

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The University of Kansas

Kansas Reading Roadmap School Profile SY 2014-2015

USD 341 Oskaloosa Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=151

Spring 2015

N=152

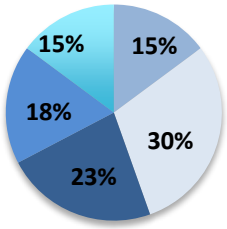
Spring 2015 Program Snapshot

152 Total Students Served

40 After-School Students Served

100 Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- Other

Student Composition

► Students Receiving Special Education Services	**NA**
► Students Receiving Free or Reduced Price Lunch*	**56.8%**

Prepared By:

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 383 Bluemont Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=183

Spring 2015

N=183

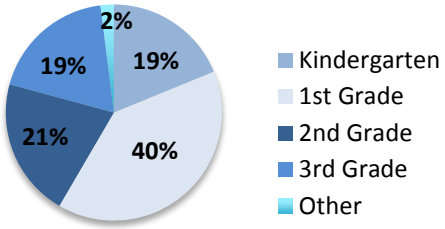
Spring 2015 Program Snapshot

183
Total Students Served

43
After-School Students Served

65
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**NA**
▶ Students Receiving Free or Reduced Price Lunch*	**56.9%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 383 Lee Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=215

Spring 2015

N=207

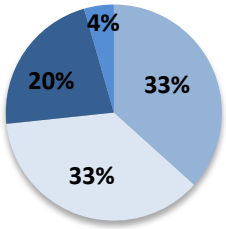
Spring 2015 Program Snapshot

207
Total Students Served

40
After-School Students Served

75
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**NA**
▶ Students Receiving Free or Reduced Price Lunch*	**58.5%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

KU CENTER FOR PUBLIC PARTNERSHIPS & RESEARCH
The University of Kansas

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 383 Theodore Roosevelt Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=165

Spring 2015

N=162

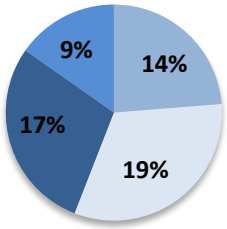
Spring 2015 Program Snapshot

162
Total Students Served

64
After-School Students Served

86
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

► Students Receiving Special Education Services	**NA**
► Students Receiving Free or Reduced Price Lunch*	**39.4%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 404 Riverton Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=240

Spring 2015

N=233

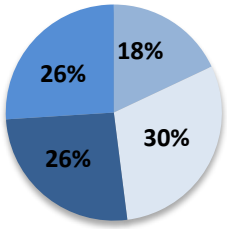
Spring 2015 Program Snapshot

233 Total Students Served

50 After-School Students Served

102 Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**20.0%**
▶ Students Receiving Free or Reduced Price Lunch*	**63.7%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

KU CENTER FOR PUBLIC PARTNERSHIPS & RESEARCH
The University of Kansas

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 440 Bentley Primary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=204

Spring 2015

N=206

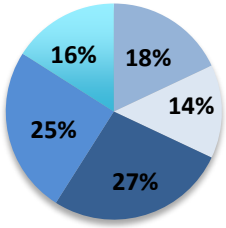
Spring 2015 Program Snapshot

206
Total Students Served

44
After-School Students Served

114
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- Other

Student Composition

► Students Receiving Special Education Services	**0.0%**
► Students Receiving Free or Reduced Price Lunch*	**58.3%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 487 Herington Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=143

Spring 2015

N=144

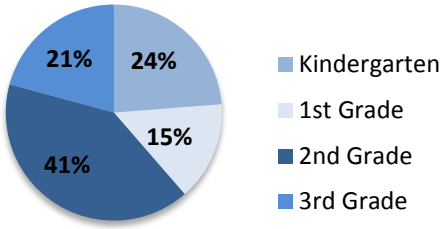
Spring 2015 Program Snapshot

144 Total Students Served

34 After-School Students Served

112 Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**17.6%**
▶ Students Receiving Free or Reduced Price Lunch*	**68.8%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

KU CENTER FOR PUBLIC PARTNERSHIPS & RESEARCH
The University of Kansas

Kansas Reading Roadmap School Profile SY 2014-2015

USD 493 Highland & Park Elementary Schools

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=290

Spring 2015

N=294

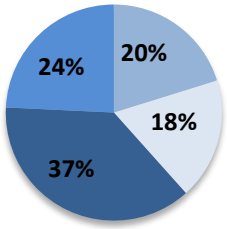
Spring 2015 Program Snapshot

294
Total Students Served

49
After-School Students Served

122
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**20.4%**
▶ Students Receiving Free or Reduced Price Lunch*	**59.2%**

*Students receiving Free or Reduced Price Lunch represents whole school data for Highland Elementary

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Kansas Reading Roadmap School Profile

SY 2014-2015

USD 503 Garfield & Lincoln Elementary Schools

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=393

Spring 2015

N=423

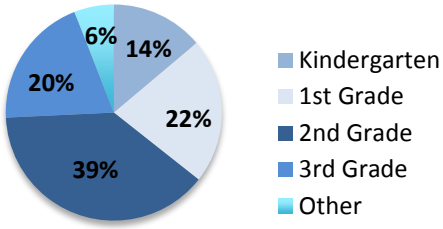
Spring 2015 Program Snapshot

423
Total Students Served

50
After-School Students Served

110
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

► Students Receiving Special Education Services	**2.0%**
► Students Receiving Free or Reduced Price Lunch*	**81.0%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data for Garfield Elementary

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 504 Oswego Neosho Heights Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=76

Spring 2015

N=97

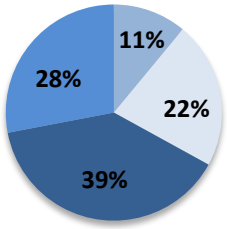
Spring 2015 After-School Program Snapshot

97
Total Students Served

18
After-School Students Served

100
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

► Students Receiving Special Education Services	**NA**
► Students Receiving Free or Reduced Price Lunch*	**64.6%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

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The University of Kansas

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 505 Chetopa Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

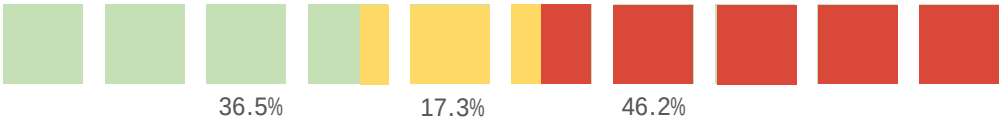
Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

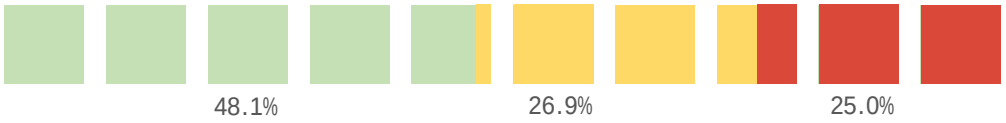
Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014



N=52

Spring 2015



N=52

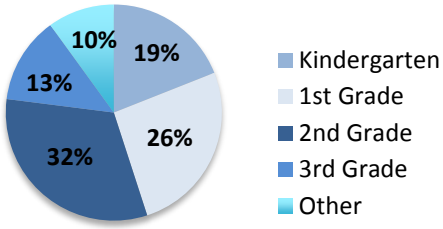
Spring 2015 Program Snapshot

52
Total Students Served

31
After-School Students Served

102
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**9.7%**
▶ Students Receiving Free or Reduced Price Lunch*	**58.1%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

KU CENTER FOR PUBLIC PARTNERSHIPS & RESEARCH
The University of Kansas

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 506 Altamont Grade School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

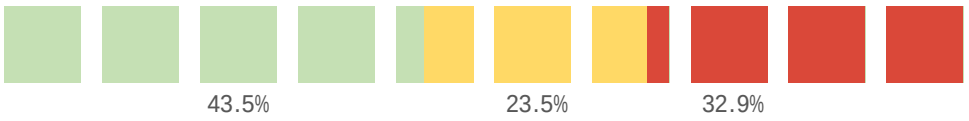
Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014



N=85

Spring 2015

N=79

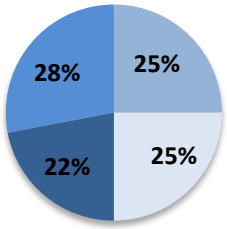
Spring 2015 Program Snapshot

79 Total Students Served

32 After-School Students Served

108 Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**3.1%**
▶ Students Receiving Free or Reduced Price Lunch*	**48.8%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 506 Edna & Bartlett Elementary Schools

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

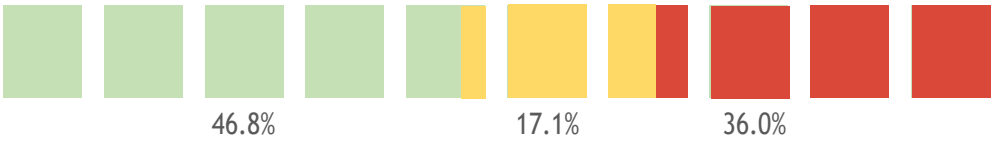
Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014



N=111

Spring 2015

N=115

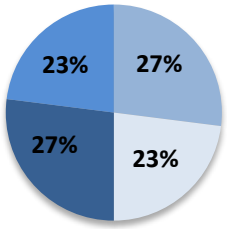
Spring 2015 Program Snapshot

115
Total Students Served

30
After-School Students Served

106
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**6.7%**
▶ Students Receiving Free or Reduced Price Lunch	**80.0%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data for Edna Elementary

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 506 Meadow View Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014

N=165

Spring 2015

N=158

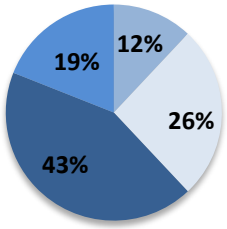
Spring 2015 After-School Program Snapshot

158
Total Students Served

42
After-School Students Served

110
Hours of Out-of-School Literacy Programming

Grade Levels



Student Composition

▶ Students Receiving Special Education Services	**9.5%**
▶ Students Receiving Free or Reduced Price Lunch*	**67.2%**

*Students receiving Free or Reduced Price Lunch represents whole school data

Prepared By:

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The University of Kansas

Kansas Reading Roadmap School Profile **SY 2014-2015**

USD 506 Mound Valley Elementary School

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

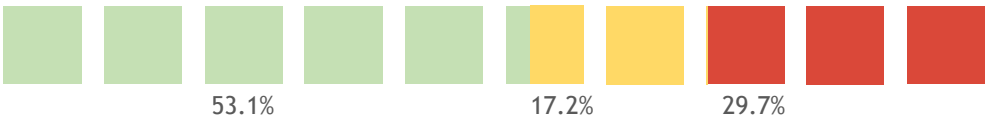
Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014



N=64

Spring 2015

N=60

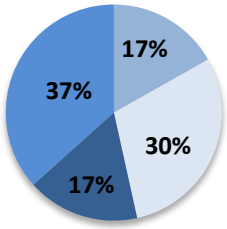
Spring 2015 Program Snapshot

60
Total Students Served

30
After-School Students Served

104
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**10.0%**
▶ Students Receiving Free or Reduced Price Lunch*	**64.3%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data

Kansas Reading Roadmap School Profile

SY 2014-2015

USD 508 Lincoln & Central Elementary Schools

LITERACY PROGRAMMING OUTCOMES

Change in Student Literacy Achievement

Data Shows Improvement in Reading Skills Among K-3 Students

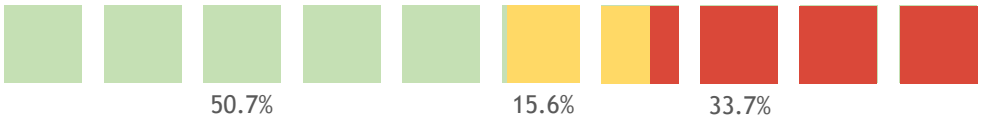
Tier 1 Students are reading at benchmark and are receiving core support

Tier 2 Students are reading near benchmark and are receiving strategic support

Tier 3 Students are reading well below benchmark and are receiving intensive support

Data is based on Aimsweb or DIBELS report of predictive indicators as reported by the school.

Fall 2014



N=276

Spring 2015

N=278

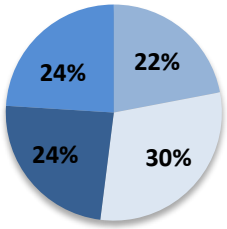
Spring 2015 Program Snapshot

278
Total Students Served

50
After-School Students Served

100
Hours of Out-of-School Literacy Programming

Grade Levels



- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade

Student Composition

▶ Students Receiving Special Education Services	**18.0%**
▶ Students Receiving Free or Reduced Price Lunch*	**73.0%**

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The University of Kansas

*Students receiving Free or Reduced Price Lunch represents whole school data for Lincoln Elementary

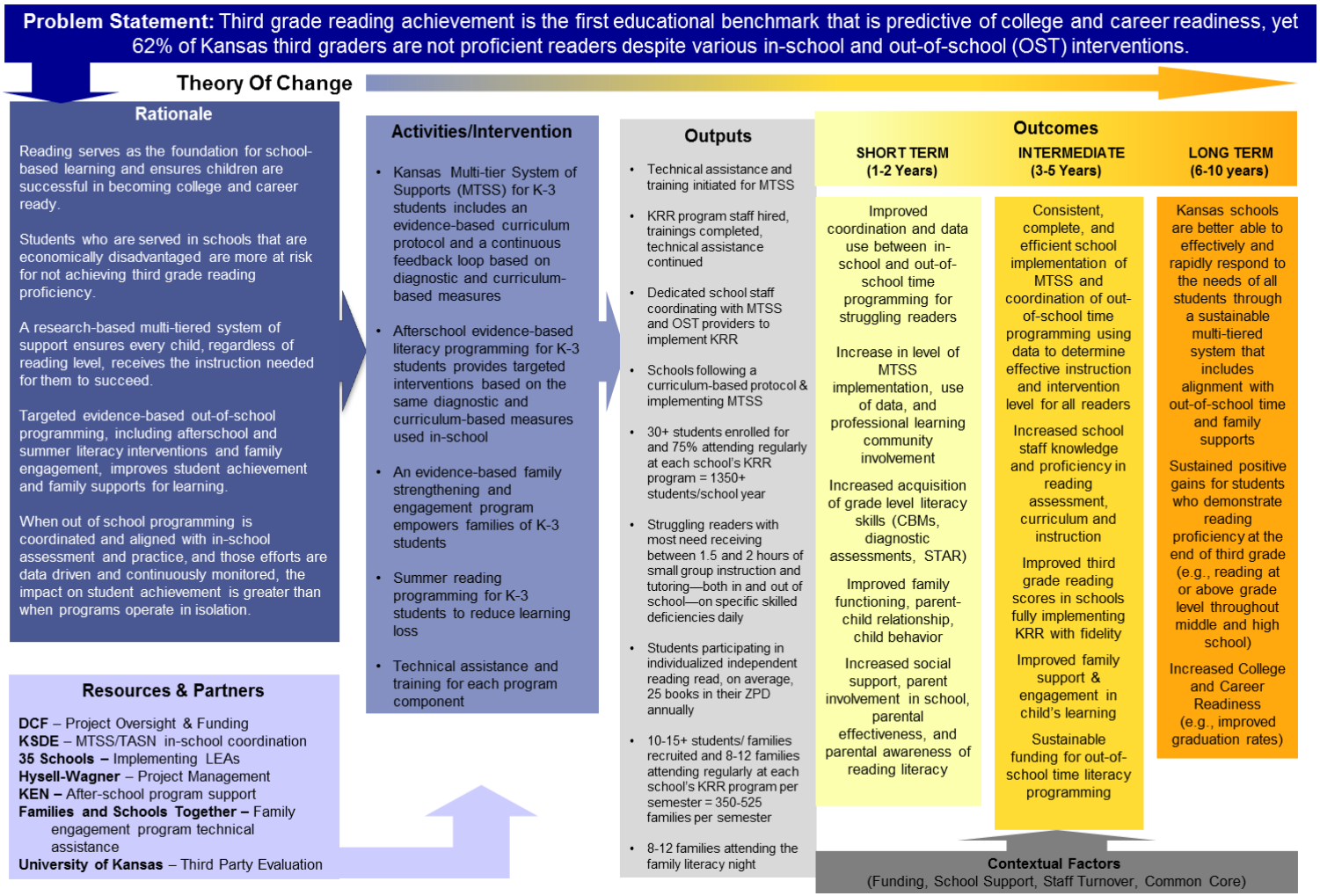
Volume 3: Technical Report

This volume provides the technical methodological details and analyses.

Program Description

KRR Logic Model

Figure 1. Logic Model for School Initiative



The KRR logic model depicted in Figure 1 serves as a guiding document to show connections between planned activities and expected outcomes. The logic model presents the theory of change for how each component of the model as an integrated whole is expected to improve outcomes for students over time.

As illustrated in the logic model, it is anticipated that program outputs and implementation goals will lead to:

- improved coordination and data use between in-school and after-school programming
- increased acquisition of reading skills and achievement
- increased family-school partnerships
- improved family function and child behavior

The complexity of the KRR model is evident through the lens of the logic model. With several different partners and many program components to implement, the KRR model has evolved into the program it is today starting in Spring 2015. As such, there has not been sufficient time for the model to have an impact on long-term outcomes such as changes in third grade reading assessment scores. Further analyses will be conducted on the 2015-2016 school-year to assess longer-term outcomes of the program.

Understanding the KRR Model

The Kansas Reading Roadmap (KRR) is delivered in a three step process- during school, after- school, and through family engagement programs. All three components are driven by the Multi-Tiered System of Support (MTSS), which is a continuum of evidence-based, school-wide practices that support a quick response to academic, behavioral, and social needs through frequent data-driven monitoring that informs instructional decision making.

By participating in KRR, schools receive technical assistance, training, and a dedicated staff to fully implement all three components of the program. This guidance helps create a coherent, system-wide practice to ensure students consistently receive the necessary instruction and supports to become proficient readers. A program coordinator is hired as an on-site employee dedicated to managing programs and ensuring that programs are coordinated with the same progress monitoring measures used during the school day. Program managers are hired to supervise eight to ten program coordinators and ensure compliance to the KRR framework.

For the 2014-2015 school year evaluation, implementation of the KRR model was divided into two models: the traditional model and the alternative model. Traditional model sites are conducting the KRR model in its original form. That is, these schools are conducting a single after-school program with a pre-determined curriculum in conjunction with in-school and family engagement programming tailored to meet the needs of their students. Alternative model sites have the same in-school and family engagement processes, differing only in their approach to the after-school programming. Differing from site to site, an alternative model may be in place to accommodate an existing after-school program or to continue the use of a separate curriculum preferred by the site. Table 1 below contains the characteristics associated with the two model types.

Table 1. Model Type Characteristics

Model Type	Students	Curriculum	Length of Programming	Number of Sites
Traditional	K-3	Start Up/Build Up	2 hours	22
Alternative				
A	K-3	Lexia Reading Core 5	2 hours	1
B	K-3	KidzLit	1.5 hours	3
C	K-2	Start Up/Build Up	2 hours	4

Participants were students and parents from 30 KRR school sites across the state of Kansas. Data were collected for the 2014-2015 academic year. A breakdown of the number of participants by program by school for whom Spring 2015 data was available is show in Table 2.

Table 2. Number of Participants by Program by School

School Name	Model Type	Total Number of Spring Students	Number of Spring After-school Participants	Number of Spring FAST student Participants	Number of Spring FAST parent Participants
Altamont	Traditional	79	32	3	4
Ashland	Alternative	51	26	5	0
Bentley	Traditional	206	45	7	6
Bluemont	Alternative	183	42	9	3
Central Heights	Traditional	147	53	5	5
Chetopa	Traditional	52	25	3	4
Edna/Bartlett	Traditional	115	28	4	11
Fairfield	Traditional	89	34	7	5
Fowler	Traditional	45	37	8	0
Garfield/Lincoln - Parsons	Traditional	423	46	4	4
George Nettels	Alternative	252	40	1	5
Herington	Traditional	144	32	5	6
Highland/Park	Traditional	294	49	11	7
Hugoton	Traditional	319	38	10	10
Humboldt	Traditional	174	74	0	0
Lakeside	Alternative	291	22	0	5
Lee	Alternative	207	35	6	6
Lincoln/Central – Baxter Springs	Traditional	278	49	14	14
Meadow View	Traditional	158	39	7	5
Meadowlark	Alternative	246	40	4	12
Mound Valley	Traditional	60	28	3	4
Onaga	Traditional	92	43	8	12
Oskaloosa	Traditional	152	40	8	7
Oswego Neosho Heights	Traditional	97	17	6	5

Table 2 Continued. Number of Participants by Program by School

School Name	Model Type	Total Number of Spring Students	Number of Spring After-school Participants	Number of Spring FAST student Participants	Number of Spring FAST parent Participants
Riverton	Traditional	233	49	4	6
Sedan	Traditional	117	39	3	7
Southeast – Cherokee	Traditional	122	39	8	8
Theodore Roosevelt	Alternative	162	31	9	8
West Bourbon	Traditional	135	42	6	6
Westside	Alternative	175	31	2	5
TOTAL	-	5098	1145	170	180

Identifying Student Needs

KRR strives to make the transition to the model as easy on school staff as possible. Thus, schools entering the program were invited to continue using their existing assessment reporting systems. For the KRR schools, the two reporting systems currently being utilized were AIMSWeb and DIBELS. These are computerized, web-based systems in which school employees enter the scores and track student progress over the course of the students' tenure at the school. The use of a reporting system helps teachers and administrators base classroom decisions on the most up to date assessment data. Curriculum Based Measurement (CBM) scores are tracked by KRR sites and partners using AIMSWeb or DIBELS and allows for swift changes to be made to meet students' ever changing needs. The two reporting systems are used nationwide and are supported by KRR partner TASN.

Students receive a CBM benchmark assessment three times a year: fall, winter, and spring. During this time, a student is given a number of different tests to measure their literacy development. For each grade and reporting period, a student will have been given a predictive indicator test, the results of which were collected for the purpose of this evaluation. A predictive indicator is a single test that has been identified by the reporting system as most likely to predict student achievement on state assessments. Composite scores were not utilized in the evaluation due to one reporting system lacking a universal composite score. DIBELS calculates a composite score within their reporting system by combining multiple assessment scores and giving specific weight to each score utilized. This is not done by AIMSWeb. Furthermore, because assessments vary by grade and over time, composite scores cannot be used to directly measure growth across time. However, the percent of students at, below, and well below benchmark can be compared. This allows for the comparison of predictive indicators across reporting systems. Tables 3 and 4 show the predictive indicators used for each reporting system in this evaluation.

Table 3. Predictive Indicators for AIMSWeb

Grade	Time Period		
	Fall	Winter	Spring
K	Letter Naming Fluency (LNF)	Phonemic Segmentation Fluency (PSF)	Phonemic Segmentation Fluency (PSF)
1st	Nonsense Word Fluency (NWF)	Nonsense Word Fluency (NWF)	Reading Curriculum Based Measurement (R-CBM)
2nd	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)
3rd	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)	Reading Curriculum Based Measurement (R-CBM)

Table 4. Predictive Indicators for DIBELS

Grade	Time Period		
	Fall	Winter	Spring
K	First Sound Fluency (FSF)	First Sound Fluency (FSF)	Phonemic Segmentation Fluency (PSF)
1st	Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)	Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)	Oral Reading Fluency (ORF)
2nd	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)
3rd	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)	Oral Reading Fluency (ORF)

For each predictive indicator, the reporting system has a set cut score at each grade and season. The cut scores inform which tier a student is in and therefore which level of intervention the student will receive in-school and after-school. Students scoring at or above the Tier 1 cut score are reading at benchmark and are receiving core reading support. Students scoring at or above the Tier 2 cut score but below the Tier 1 cut score are reading near benchmark and are receiving strategic reading support. Students scoring below the Tier 2 cut score are reading well below benchmark and are receiving intensive reading support. Tables 5 and 6 show the cut scores utilized by each reporting system. For more information on AIMSWeb, visit aimsweb.com. For further information on DIBELS, visit dibels.org.

Table 5. Cut Scores for AIMSWeb

Grade	Time Period					
	Fall		Winter		Spring	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
K	3	13	6	18	25	41
1st	17	27	34	45	24	53
2nd	21	55	47	80	61	92
3rd	42	77	64	105	83	119

Table 6. Cut Scores for DIBELS

Grade	Time Period					
	Fall		Winter		Spring	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
K	5	10	20	30	25	40
1st	18	27	33	43	32	47
2nd	37	52	55	72	65	87
3rd	55	70	68	86	80	100

Once a student's tier status has been identified, teachers can identify what type of intervention a student requires. In-school reading instruction is tailored to meet the needs of each student depending on which tier they fall in to. Additionally, students who have yet to master certain literacy skills (i.e., are Tier 2 or Tier 3 students), are referred to after-school programming. Students who chose to attend the after-school program and who are Tier 2 or Tier 3 are placed into Individualized Skill Reinforcement (ISR) groups. These groups are coordinated to ensure students with similar needs are placed together. There are 13 skills in which a student needs to master in order to move from Tier 2 and Tier 3. Table 7 contains the skills each student must master.

Table 7. Skills for Individualized Skill Reinforcement

1. Letter Name	*8. Advanced Consonants*
2. Letter Sounds	*9. Vowel Teams*
3. Short Vowels CVC	*10. Prefixes & Suffixes*
4. Consonant Digraphs	*11. Two Syllables*
5. Consonant Blends	*12. Three Syllables*
6. Long Vowel Silent E	*13. Four Syllables*
7. R-Controlled Vowels	

Students are continuously tested utilizing short, one-minute progress monitoring assessments throughout the course of the program to ensure progress is being made. After a student has mastered all 13 literacy skills, they are able to move to Individualized Independent Reading (IIR). Students in IIR spend a portion of the after-school program reading independently and testing their understanding on a computerized assessment system (i.e., Accelerated Reader). Regardless of a student's tier status, all after-school participants receive a snack, physical activity time, and structured read aloud group time.

Engaging Families

KRR invites families of struggling readers to take part in a family engagement program for eight weeks each semester. In the case of many of the rural schools taking part in KRR, family engagement programming is open to all students and their families, not just struggling readers. The program, administered by Families and Schools Together (FAST), integrates family strengthening activities and network building to promote parent engagement within schools and to teach positive parenting behavior. The FAST program also helps families engage in their child's education by delivering meaningful, guided discussions on a variety of literacy related topics.

Design

To evaluate the impact of the KRR model, a quasi-experimental longitudinal cohort outcome evaluation has been conducted which aimed to assess the impact of the KRR model on changes in literacy and family function outcomes. The evaluation utilized a mixed-methods approach in its design, drawing on both quantitative and qualitative data from multiple sources to describe the implementation of the KRR model in participating schools and to assess the impact of the model on student and family outcomes. This evaluation focuses on two main research questions:

RQ1. What is the impact of the Kansas Reading Roadmap on participant and school literacy outcomes? Specifically,

RQ1a. Have students involved in KRR extending learning opportunities improved in their literacy skills over time? (e.g., fall, winter, spring)

RQ1b. Compared to their peers not participating in KRR extended learning opportunities, have students involved in KRR programming improved more in their literacy skills over time? (e.g., fall, winter, spring)

RQ2. What is the impact of the Kansas Reading Roadmap on families (via the FAST program)? Specifically,

RQ2a. Have families involved in KRR improved in their level of understanding and support of their child(ren)'s literacy development over time? (e.g., before and after participating in the FAST program)

RQ2b. Have families involved in KRR improved their level of school involvement over time? (e.g., before and after participating in the FAST program)

Table 8 on the following page contains the measures and associated data sources for the evaluation, organized by research question.

Table 8. Measures and Data Sources

Research Question	Unique Element	Measure/Scale	Data Source
RQ1a. Impact of KRR on Students Attending After-School Programming	Curriculum Based Measurement Assessment Scores	Curriculum Based Measurements measured fall, winter, and spring. Scored according to grade level appropriate cut scores of predictive indicators	Academic records directly provided by KRR school sites
RQ1b. Impact of KRR on All Students	Daily Program Attendance	Did child attended at least 50 percent of after-school program (Yes/No)?	Hysell Wagner
RQ2a. Improvement of Literacy Development Understanding	Child Literacy Knowledge and Attitudes	Literacy Night Questionnaire	FAST Program Records
RQ2b. Impact of KRR on Parent Involvement in Education	Parent Involvement in Education	FAST Family Survey	FAST Program Records

RQ1a. Impact of KRR on Students Attending After-School Programming

Outcomes and Measures

Utilizing daily program attendance records, after-school program participants were identified. Next, to assess the impact of KRR on students attending extended learning opportunities, pre- and post-programming CBM scores were compared using descriptive statistics. The percent change between time point 1 (Fall 2014) and time point 2 (Spring 2015) were then calculated to determine the rate of change between the two time periods.

Results

The data show that overall, students participating in KRR after-school programming are improving their literacy skills over time. Table 9 shows the breakdown of the number of students identified as Tier 3 (students requiring intensive reading support) by school. Table 10 shows breakdown for the number of students identified as Tier 1 (students requiring core reading support) by school.

Table 9. Number of After-School Participants Identified as Tier 3*

School	Number of Spring After-school Participants	Number Tier 3 Fall 2014	Percent Tier 3 Fall 2014	Number Tier 3 Spring 2015	Percent Tier 3 Spring 2015
Altamont	32	16	50%	4	13%
Ashland	26	9	35%	6	23%
Bentley	45	10	22%	12	27%
Bluemont	42	21	50%	16	38%
Central Heights	53	27	51%	18	34%
Chetopa	25	13	52%	8	32%
Edna/Bartlett	28	13	46%	6	21%
Fairfield	34	13	38%	5	15%
Fowler	37	12	32%	12	32%
Garfield/Lincoln - Parsons	46	25	54%	20	43%
George Nettels	40	14	35%	12	30%
Herington	32	18	56%	11	34%
Highland/Park	49	17	35%	13	27%
Hugoton	38	6	16%	3	8%
Humboldt	74	17	23%	11	15%
Lakeside	22	4	18%	5	23%
Lee	35	13	37%	14	40%
Lincoln/Central – Baxter Springs	49	20	41%	13	27%
Meadow View	39	26	67%	18	46%
Meadowlark	40	15	38%	17	43%
Mound Valley	28	12	43%	6	21%
Onaga	43	6	14%	2	5%
Oskaloosa	40	16	40%	11	28%
Oswego Neosho Heights	17	3	18%	4	24%
Riverton	49	21	43%	19	39%
Sedan	39	5	13%	2	5%
Southeast – Cherokee	39	11	28%	8	21%
Theodore Roosevelt	31	15	48%	12	39%
West Bourbon	42	12	29%	4	10%
Westside	31	15	48%	12	39%
TOTAL	1145	425	37%	304	27%

*'After-school participants' refers to any student identified as a participant, regardless of the number of days of programming they attended.

Table 10. Number of After-School Participants Identified as Tier 1*

School	Number of Spring After-school Participants	Number Tier 1 Fall 2014	Percent Tier 1 Fall 2014	Number Tier 1 Spring 2015	Percent Tier 1 Spring 2015
Altamont	32	8	25%	15	47%
Ashland	26	7	27%	15	58%
Bentley	45	17	38%	14	31%
Bluemont	42	9	21%	11	26%
Central Heights	53	14	26%	18	34%
Chetopa	25	5	20%	8	32%
Edna/Bartlett	28	11	39%	14	50%
Fairfield	34	9	26%	22	65%
Fowler	37	15	41%	18	49%
Garfield/Lincoln – Parsons	46	10	22%	18	39%
George Nettels	40	7	18%	12	30%
Herington	32	6	19%	11	34%
Highland/Park	49	8	16%	22	45%
Hugoton	38	5	13%	11	29%
Humboldt	74	35	47%	53	72%
Lakeside	22	5	23%	14	64%
Lee	35	3	9%	4	11%
Lincoln/Central – Baxter Springs	49	19	39%	23	47%
Meadow View	39	2	5%	10	26%
Meadowlark	40	12	30%	16	40%
Mound Valley	28	10	36%	11	39%
Onaga	43	16	37%	28	65%
Oskaloosa	40	6	15%	13	33%
Oswego Neosho Heights	17	6	35%	7	41%
Riverton	49	20	41%	24	49%
Sedan	39	26	67%	28	72%
Southeast – Cherokee	39	13	33%	18	46%
Theodore Roosevelt	31	7	23%	13	42%
West Bourbon	42	21	50%	29	69%
Westside	31	4	13%	7	23%
TOTAL	1145	336	29%	507	44%

*'After-school participants' refers to any student identified as a participant, regardless of the number of days of programming they attended.

RQ1b. Impact of KRR on All Students

Outcomes and Measures

In order to assess the impact of KRR on all student, pre- and post-programming CBM scores were compared using descriptive statistics. The percent change between time point 1 (Fall 2014) and time point 2 (Spring 2015) were then calculated to determine the rate of change between the two time periods. The students attending after-school programming were then compared to all other students within each school.

Results

Data show that, overall, the number of students moving into Tier 1 is greater among after-school participants. However, the number of students moving out of Tier 3 is lower among after-school participants. Table 11 shows the percent change of students moving out of Tier 3 and Tier 1 among all students and after-school participants only.

Table 11. Percentage Change in Tier Status

School	Rate of Change of Tier 3		Rate of Change of Tier 1	
	After-School Participants*	All Other Students	After-School Participants*	All Other Students
Altamont	74%	75%	88%	48%
Ashland	34%	0%	115%	5%
Bentley	-23%	-40%	-18%	-10%
Bluemont	24%	53%	24%	11%
Central Heights	33%	54%	31%	2%
Chetopa	38%	55%	60%	21%
Edna/Bartlett	54%	70%	28%	59%
Fairfield	61%	64%	150%	20%
Fowler	0%	50%	20%	33%
Garfield/Lincoln – Parsons	20%	20%	77%	18%
George Nettels	14%	-11%	67%	-9%
Herington	39%	17%	79%	17%
Highland/Park	23%	54%	181%	31%
Hugoton	50%	-33%	123%	-12%
Humboldt	35%	68%	53%	47%
Lakeside	-28%	-23%	178%	3%
Lee	-8%	-24%	22%	-4%
Lincoln/Central –Baxter Springs	34%	44%	21%	30%
Meadow View	31%	52%	420%	39%
Meadowlark	-13%	15%	33%	-2%
Mound Valley	51%	29%	8%	0%
Onaga	64%	0%	76%	18%
Oskaloosa	30%	11%	120%	7%
Oswego Neosho Heights	-33%	-140%	17%	26%
Riverton	9%	62%	20%	28%

Table 11 Continued. Percentage Change in Tier Status

School	Rate of Change of Tier 3		Rate of Change of Tier 1	
	After-School Participants*	All Other Students	After-School Participants*	All Other Students
Sedan	62%	-33%	7%	-9%
Southeast – Cherokee	25%	31%	39%	6%
Theodore Roosevelt	19%	27%	83%	1%
West Bourbon	66%	68%	38%	26%
Westside	19%	18%	77%	-6%
TOTAL	27%	31%	52%	10%

*After-school participants' refers to any student identified as a participant, regardless of the number of days of programming they attended.

RQ2a. Improvement of Literacy Development Understanding

Outcomes and Measures

To assess the extent to which the FAST literacy night training improves knowledge and attitudes towards child literacy development, a FAST Literacy Night Survey was developed. This survey identifies levels of knowledge and confidence on various topics related to child literacy such as in-school instruction, child development, and confidence in ability to support one's child in reading-related skill development. All eight items are measured on Likert-type scales ranging from 1 (strongly disagree) to 5 (strong agree), with higher scores indicating higher confidence in knowledge or ability. A test of reliability indicated that all eight items had high reliability with Cronbach's $\alpha = .88$.

Parent outcomes were measured before literacy training (pre) as well as after literacy training (post). These findings reveal the knowledge acquired during family engagement programming directed at understanding child reading development.

Results

Data shows improvement within all three categories of understanding and supporting their child(ren)'s literacy development. An independent-samples t-test was conducted to compare pre-literacy night results to post-literacy night results. There was a significant difference in the pre scores (M=3.87, SD=.67) and the post scores (M = 4.31, SD=.57); t(281)=-5.89, p=.28. These results suggest the FAST literacy night training has an effect on parents' understanding and attitudes towards child literacy development. Table 12 below displays the results of the t-test.

Table 12. t-test Results Comparing Pre- and Post-Literacy Night Survey Results

Pre-Post Element Tested	*Pre-FAST*		*Post-FAST*		
	M	*SD*	*M*	*SD*	*t*
Literacy Night Survey	*3.87*	*.67*	*4.31*	*.57*	*5.89****

Note. = p<.1, ** = p< .01, ***p<.001*

RQ2b. Impact of KRR on Parental Involvement in Education

Outcomes and Measures

To assess the extent to which parent involvement in education has improved following involvement in FAST programming, we utilized the results of the FAST evaluation pre- and post- survey. This 57 item pre-survey and 67 item post-survey is completed by teacher both before the program and again after the eight-week cycle. For the purpose of this evaluation, the subscales created using the results of the teacher survey were identified as being the most useful.

Teachers complete a questionnaire about the child's behavior and the parent's involvement in the school. This questionnaire was developed using the *Parental Involvement in Education scale (Epstein & Salinas, 1993; Shumow, et al., 1996).* This scale measures the level of parental involvement in their child's school. The survey measures parental school involvement, parent initiated contact with teachers, and school initiated contact with parents. Reliability for each item ranged from .70 to .76. Scores for the items range from 0 to 4 with higher scores indicating increased involvement. 3 subscales are derived from the parental involvement in education section of the teacher survey. These three sub scales were analyzed pre and post-FAST programming to measure parental involvement in education over time. Table 13 lists the questions utilized each subscale.

Table 13. Details of Subscales for Parent Involvement in Education Measurement

Subscale I. Teacher Relationship with Parent
Q1. This parent(s) treats me with respect.
Q2. I feel comfortable talking to this parent(s).
Q3. This parent(s) and I have a good parent –teacher relationship.
Q4. I trust this parent(s) to follow through on requests.
Q5. I feel this parent(s) and I are partners.
Q6. I have confidence in the ability of this parent(s) to help his/her child learn.
Q7. This parent(s) wants his/her child to be successful academically.
Q8. This parent(s) is supportive of his/her child's education
Subscale 2. *Teacher Involvement with Parent*
Q1. I contacted this parent(s) about a problem his/her child was having in school.
Q2. I asked this parent(s) to help his/her child with school work.
Q3. I sent home written information about what is happening at school.
Q4. I expected the parent(s) to look at the child's school work after it was corrected.
Q5. I asked this parent(s) to provide information about his/her child.
Q6. I invited this parent(s) to visit the classroom.
Q7. This parent(s) was invited to attend a school program.
Q8. I assigned homework.
Q9. This parent(s) contacted me.
Subscale 3. *Parent Involvement in Schooling*
Q1. Parent(s) helped this child with school work at home.
Q2. Parent(s) has been aware of how child is doing in school.
Q3. Parent(s) attended school program for parents.
Q4. Parent(s) has not been involved in this child's education.

Table 13 Continued. Details of Subscales for Parent Involvement in Education Measurement

Q5. This child has reading experiences at home.
Q6. This child has completed homework.
Q7. This child has shared home experiences that negative impact his/her schooling.
Q8. This child has told about an educational out or experience connected to his/her family.
Q9. The educational environment of this child's home is high risk.

Of each of the survey questions available, these three subscales were selected as they were best able to address research question 2b. Further analyses will be conducted in the future to address additional research questions.

Results

To test whether the FAST programming improved parent involvement in education, a pre-post Paired Samples T-test was used. The results of the pre-programming teacher survey were compared to their post-programming survey results. Results show improved involvement within all subscales. Parent Involvement in Schooling (subscale 3). On average, teachers report a significant improvement in parent involvement from pre-FAST programming (M = 3.78, SE = .05), t(171) = 2.83, p < .01. Table 14 shows the results for all three subscales of parental involvement in education.

Table 14. T-test Results Comparing Pre- and Post-Literacy Night Survey Results

	Pre-FAST		*Post-FAST*		
Pre-Post Element Tested	*M*	*SD*	*M*	*SD*	*t*
Teacher Relationship with Parent	*4.20*	*.78*	*4.25*	*.84*	*.80*
Teacher Involvement with Parent	*2.38*	*.60*	*2.40*	*.60*	*.54*
Parent Involvement with Schooling	*3.78*	*.73*	*3.88*	*.69*	*2.83***

Note. = p<.1, ** = p< .01, ***p<.001*