

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

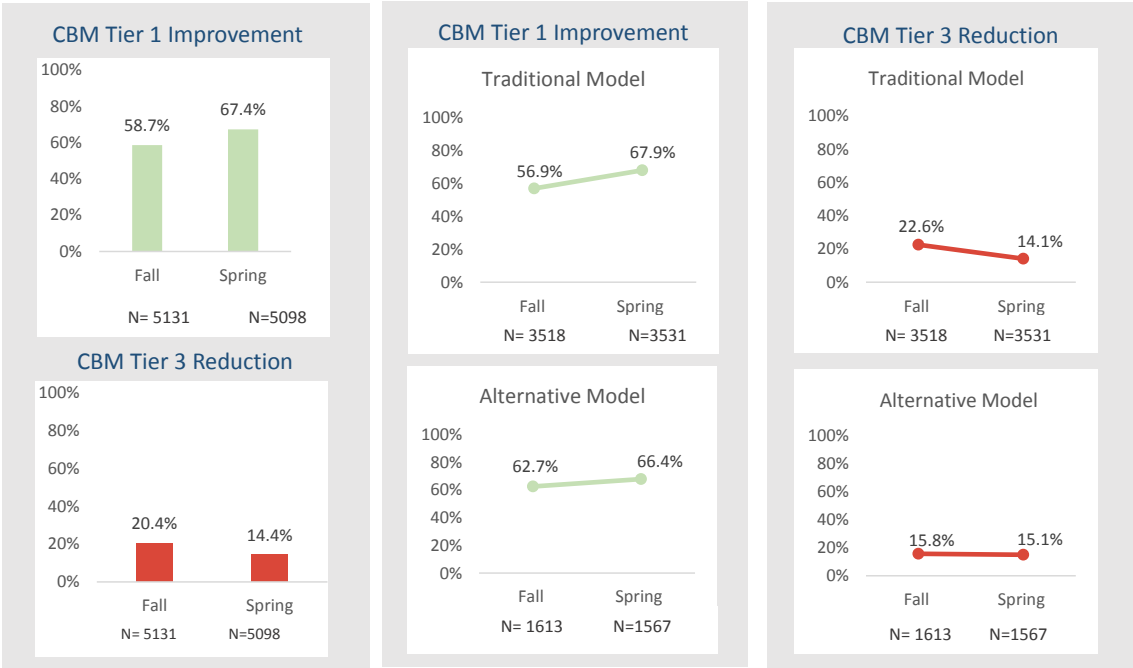
CBM Scores

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



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.