

Lexia Reading Core5 Kansas Reading Initiative: Two-Year Comparison Study

Data compiled and analyzed by the Research Team (research@lexialearning.com)

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The Kansas Reading Initiative (KRI) was a statewide program designed to improve reading outcomes in Kansas.¹

Sample Selection

The sample consisted of 368 students in grade K-4 who were identified as at-risk for reading failure at the beginning of the school year. All of these students attended a school which participated in KRI during the 2014-2015 school year. A subset of at-risk students (N=204) used Core5 during the 2014-2015 school year. These students were compared to 164 at-risk students attending the same school during the 2013-2014 school year, prior to Core5 use. Students were identified as at-risk for reading failure based on **aimsweb**[®], a commonly used progress monitoring tool. Students are classified on **aimsweb** into tiers: Tier 1 includes students on target for reading success (above 34th percentile for K-1, above 44th percentile for 2-4), Tier 2 contains students at some risk for reading failure (15th–34th percentile for K-1, 15th – 44th percentile for 2-4) and Tier 3 is assigned to students who are high risk for reading failure (below 15th percentile).

The percentages of at-risk students assigned to Tier 2 or Tier 3 were similar for the Core5 (2014-2015) and non-Core5 (2013-2014) years: 69% in Tier 2, 31% in Tier 3 for the Core5 year; 67% in Tier 2, 33% in Tier 3 for the non-Core5 year. The same English Language Arts curriculum, Treasures², was used in both school years. Based on 2014-2015 demographic data, 93% of students in the school were White, 12% were in Special Education, and 47% received free- or reduced-priced lunch.

Analyses

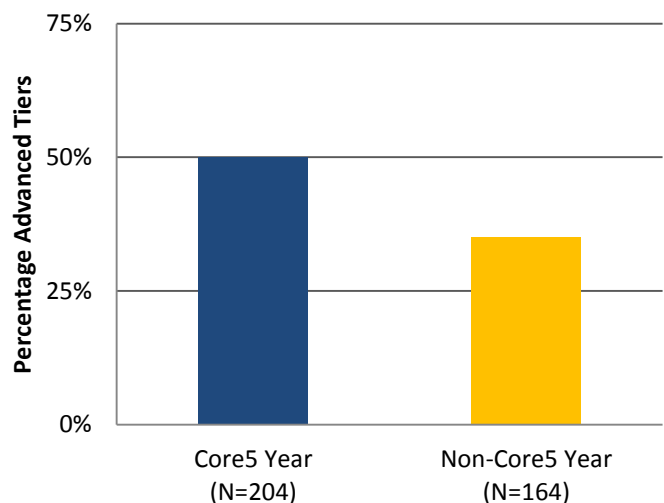
Analyses focused on the percentage of at-risk students who advanced tiers on **aimsweb** by the end of the school year: that is, Tier 2 students who advanced to Tier 1, or Tier 3 students who advanced to Tier 2 or Tier 1. Chi-square tests were used to examine if the percentage of at-risk students who advanced tiers on **aimsweb** differed significantly for Core5 year (2014-2015) compared to the non-Core5 year (2013-2014).

Outcomes and Conclusions

Figure 1 shows the percentage of at-risk students who advanced tiers on **aimsweb**. The percentage was significantly higher for the Core5 year (50%) than non-Core5 year (35%). Notably, the percentage of at-risk students who advanced to Tier 1 (on target) was significantly higher for the Core5 year (42%) than non-Core5 year (25%).

In summary, at-risk students showed more advances in reading skills — including some reaching Tier 1 status — in the Core5 year than the non-Core5 year. These outcomes were observed with students attending the same school with the same English Language Arts curriculum.

Figure 1. Percentage of At-Risk Students who Advanced Tiers on aimsweb: Core5 Year Compared to Non-Core5 Year



¹ See <http://www.lexialearning.com/Kansas> for more information.

² McGraw-Hill Education, <http://activities.macmillanmh.com/reading/treasures/>