READING ASSIST® INSTITUTE

AMERICORPS DELAWARE

Reading Assist Intervention Corps
End of Year Student Performance Report

2018-2019

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End of Year Student Performance Report

Summary

The 2018-2019 school year was Reading Assist Institute's fourth and most successful year placing Reading Assist Intervention Corps (RAI Corps) members in high-needs elementary schools across New Castle County.

This year, the program provided the opportunity for 24 Corps members from 14 different states to serve in nine elementary schools, reaching a total of 156 students. That represented an 80% increase year-over-year in students served and a 75% increase in the number of RAI Corps members serving. Two additional elementary schools added the program in 2018, increasing our footprint from seven to nine schools.

Who we serve

The RAI Corps serves students in 1st - 3rd grades who have been identified to perform in the lowest 10% in reading skills. We serve a predominantly minority population, with 53% of our students identifying as African American, 13% Hispanic and an additional 13% as multi-racial. English language learners represent 22% of our students, and 29% have a special education classification.

While we see positive results from our support within the first half year of intervention, 29% of our students are in their second or third year of support.

Performance Measures

Student progress is measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments that evaluate critical basic literacy skills.

Two types of assessments are carried out:

- Progress monitoring assessments are administered weekly to track student progress on an instructional level.
- Benchmark assessments are grade level measures given three times, at the beginning, middle and end of the year.

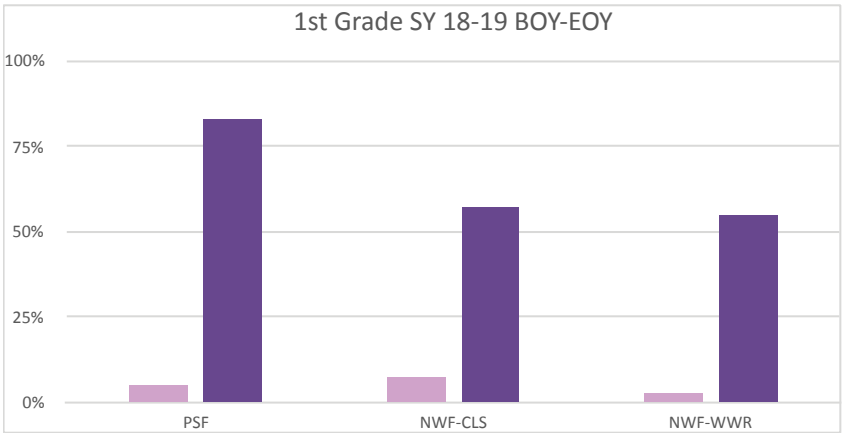
DIBELS provides reliable, quick and efficient assessment of three critical basic skills: phonemic awareness, phonics and oral reading fluency.

Conclusion

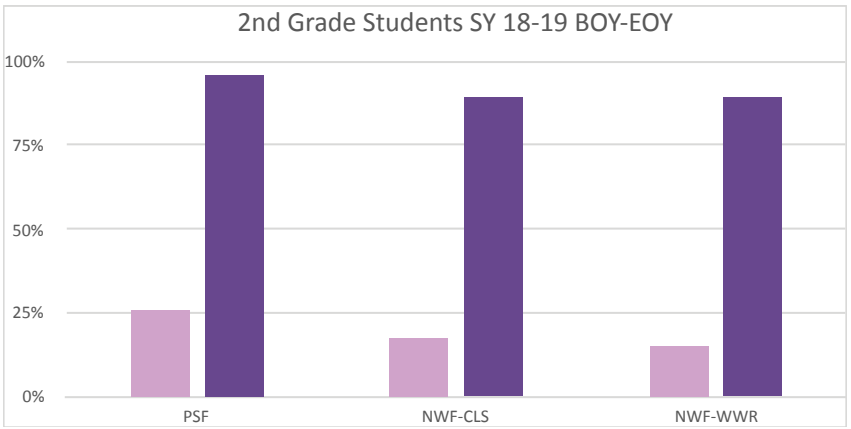
We continue to see our students outpace expected grade-level progress in oral reading fluency. The vast majority of our students achieved grade-level benchmarks on foundational reading skills. More than 90% of our 2nd and 3rd grade students were able to reach benchmarks by the end of the school year. This is incredible performance for students who begin the year significantly below benchmarks.

Compared to the previous year, we saw greater increases in performance in oral reading fluency in both 2nd and 3rd grade students. Second grade oral reading fluency improved an additional 34%. The median increase for our second grade students was more than double what is expected for a typical student. Reading Assist was able to exceed our student's rate of progress compared to last year while serving more students in more schools.

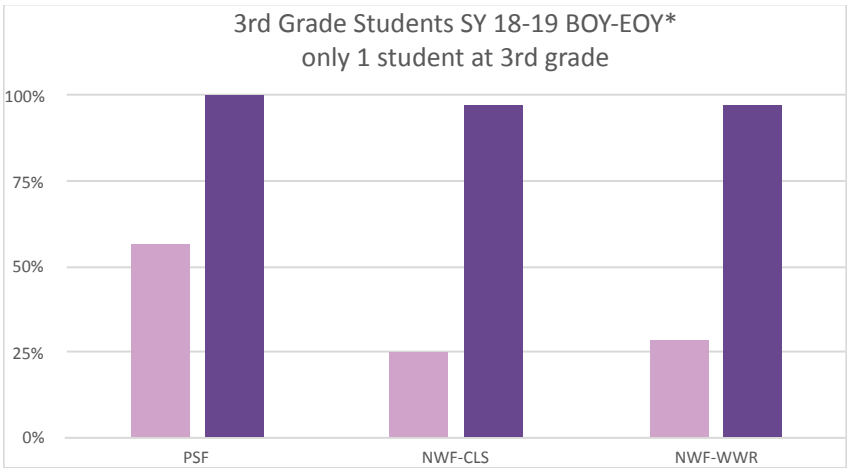
All Student Graphs



First grade students made incredible progress with all but two students meeting benchmark on phoneme segmentation fluency by the end of the year.



Nearly all 2nd and 3rd grade students were able to reach benchmark on foundational reading skills.

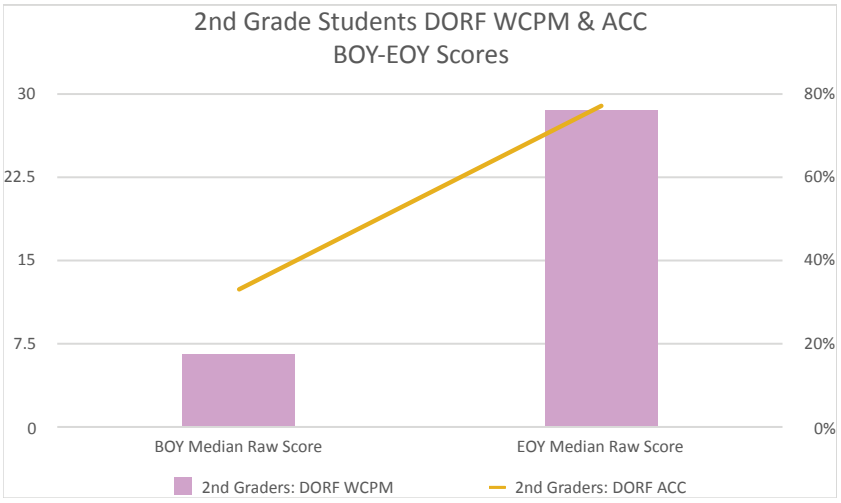


Key

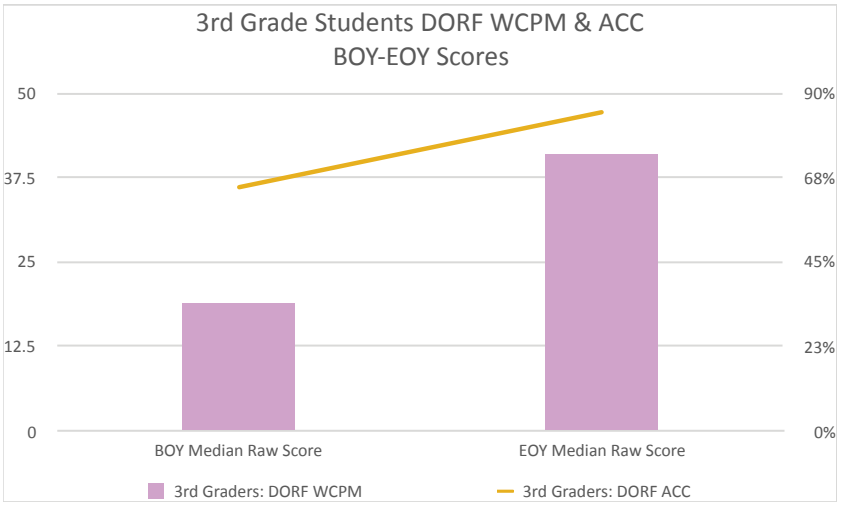
Percentage of students at benchmark beginning of the year

Percentage of students at benchmark end of the year

All Student Graphs (cont'd)



Second and third grade students made significant gains in oral reading fluency both with their accuracy and rate.



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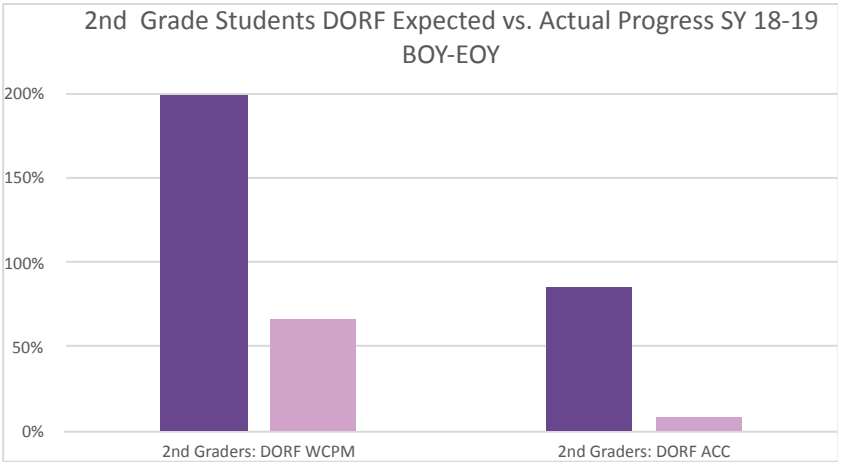
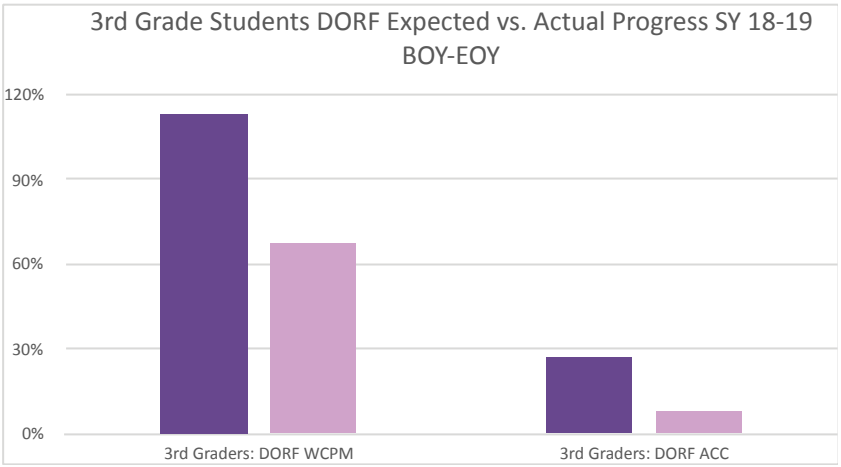


Second and third grade students outpaced expected grade level progress on oral reading fluency.

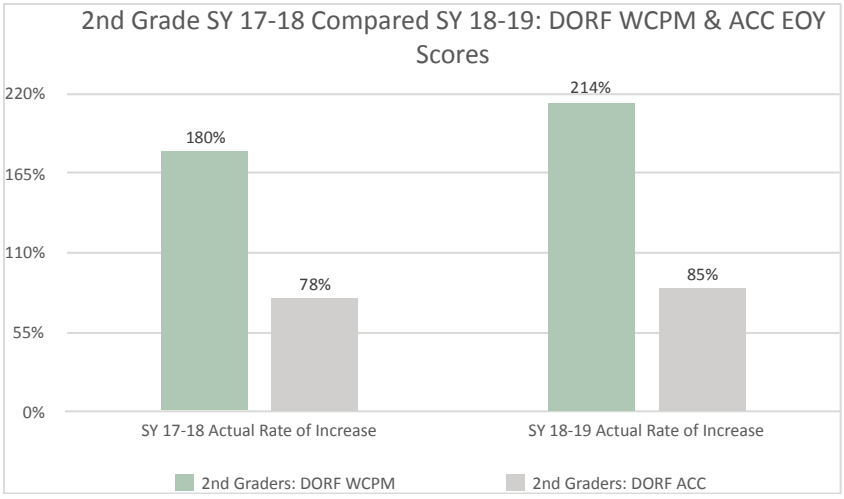


Key

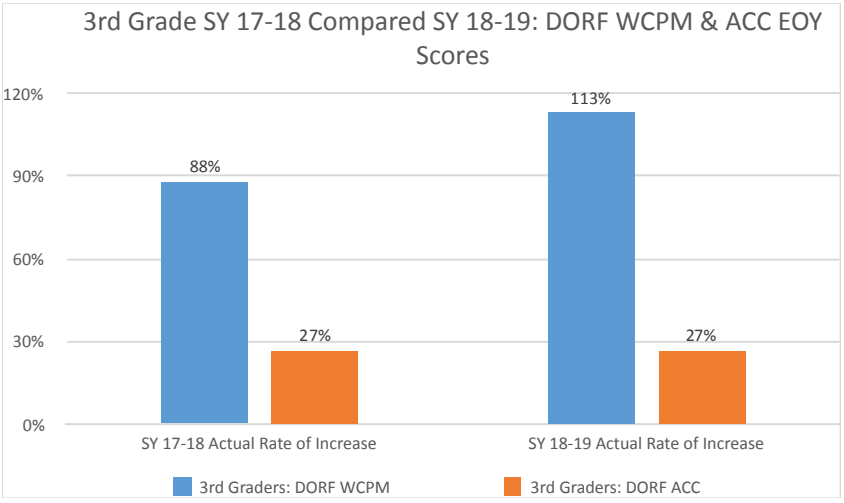
Expected Rate of Increase

Median Actual Rate of Increase from BOY-EOY

All Student Graphs (cont'd)

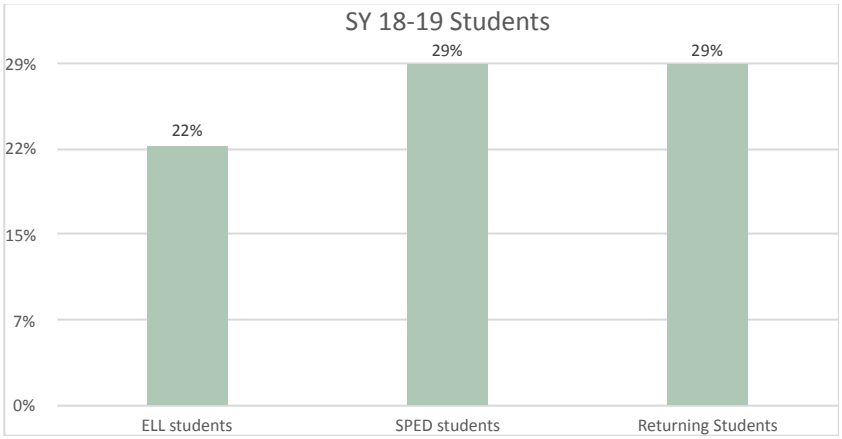


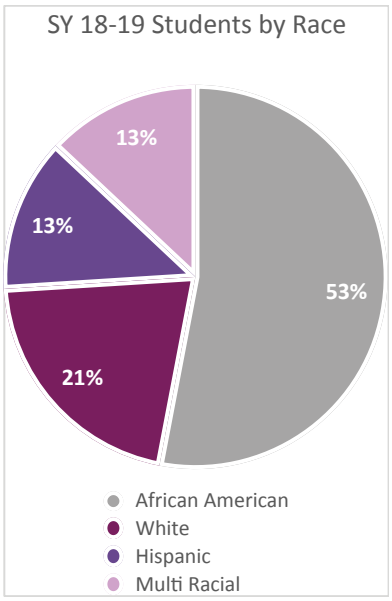
Second grade students increased their rate of improvement compared to last year by 34%.

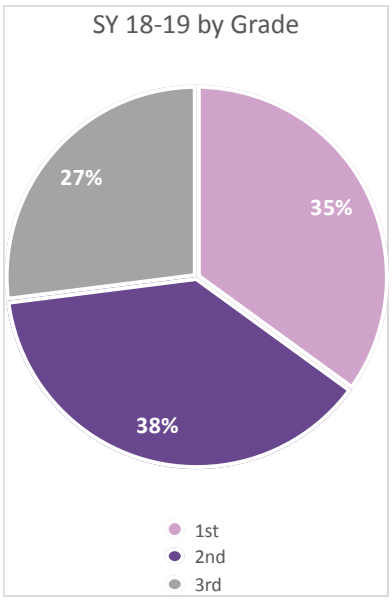


In a comparison to SY 17-18, students this year increased their rate of improvement.

All Student Graphs (cont'd)





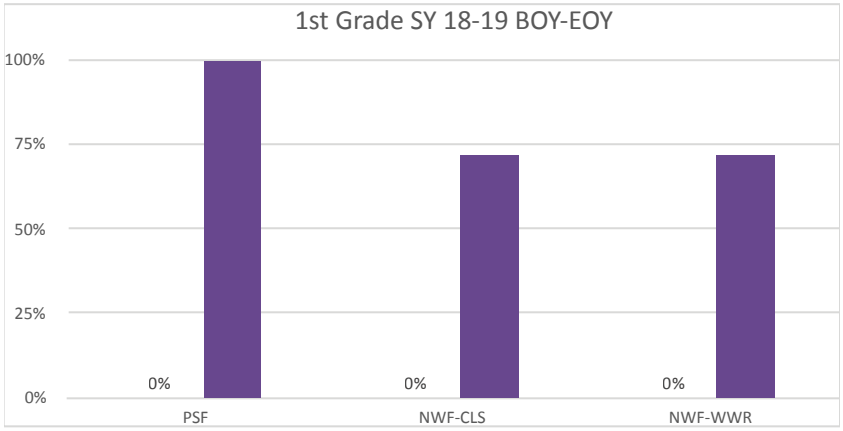


The RAI Corps serves students in 1st - 3rd grade who are in the lowest 10% of reading skills. We serve a predominantly minority population. 53% of our students are African American, 13% are Hispanic and an additional 13% have identified as multi-racial.

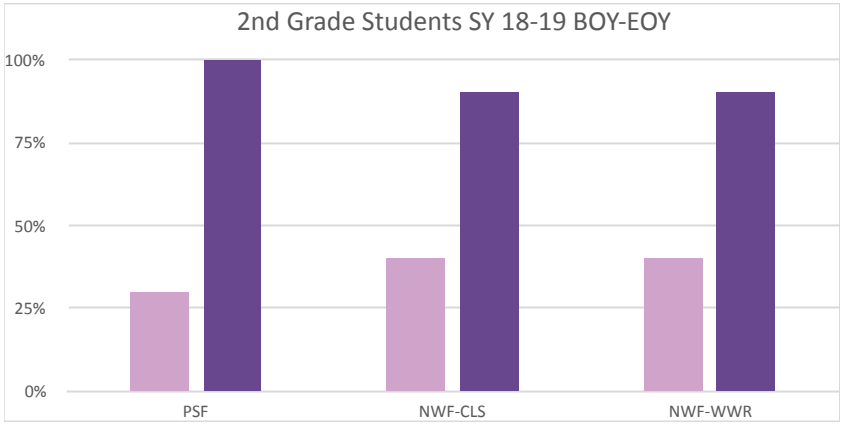
22% of our students are English language learners and 29% of our students have a special education classification.

While we see results from our interventions with a half a year or a year of programming, 29% of our students are in their second or third year of support.

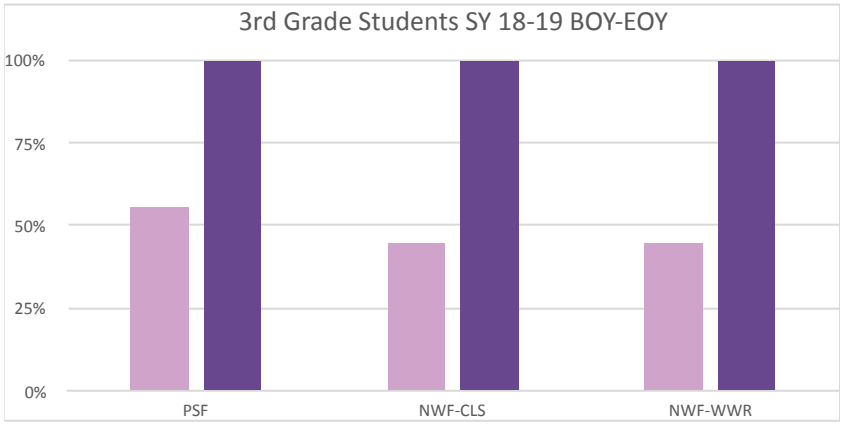
English Language Learner Graphs



None of our 1st grade ELL students began the year at benchmark for foundational reading skills.



Over 90% of ELL 2nd grade students reached benchmark in foundational reading skills.



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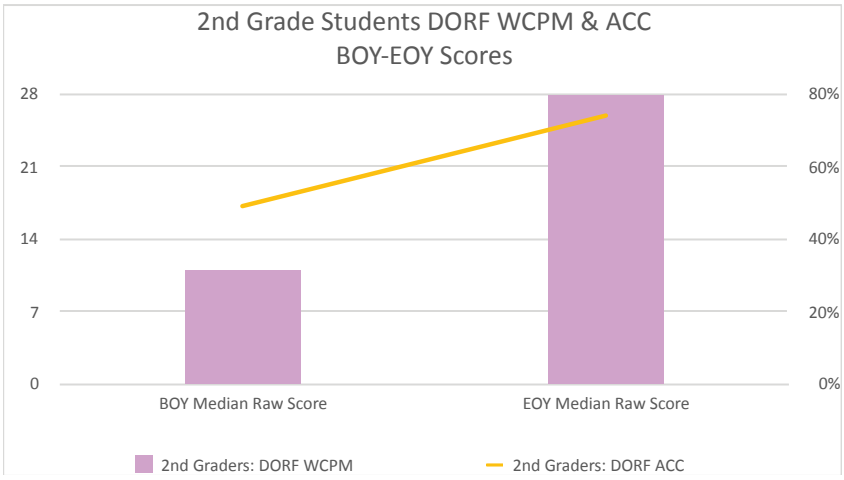
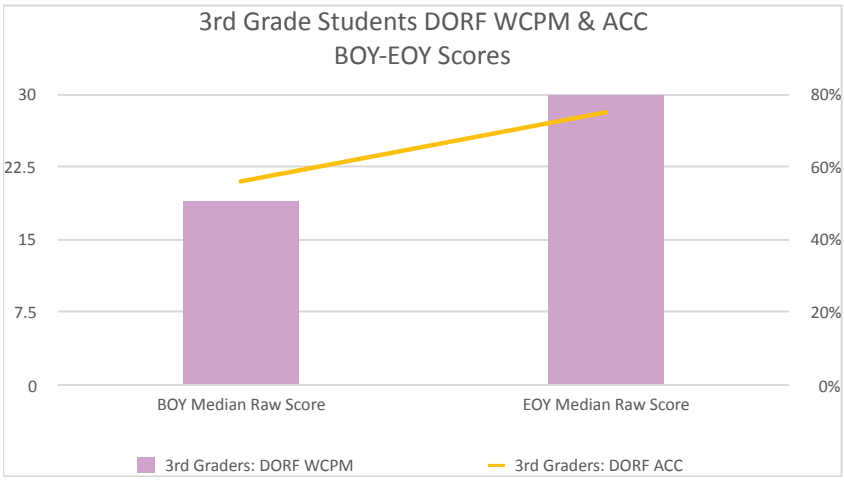


Second and third grade students made significant gains in oral reading fluency.



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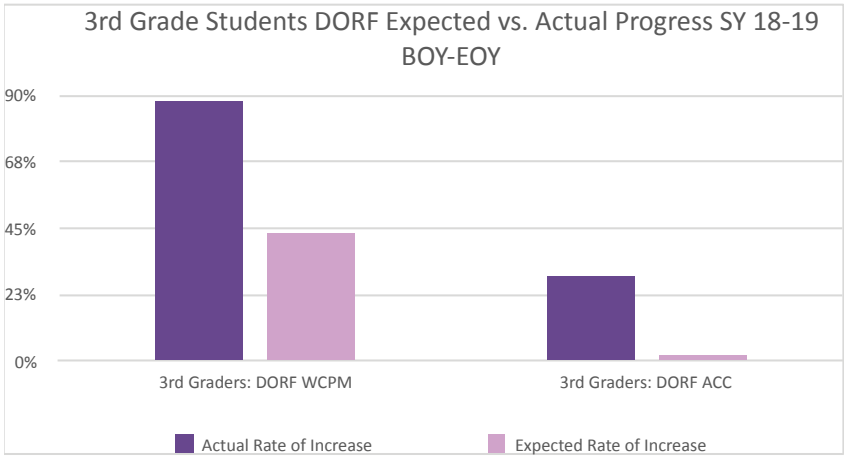
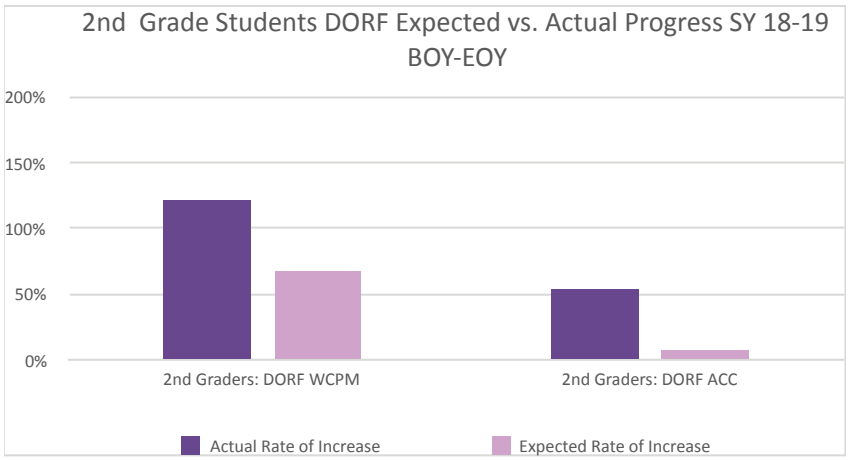


Second and third grade students significantly outpaced what was expected for learners at their grade level.



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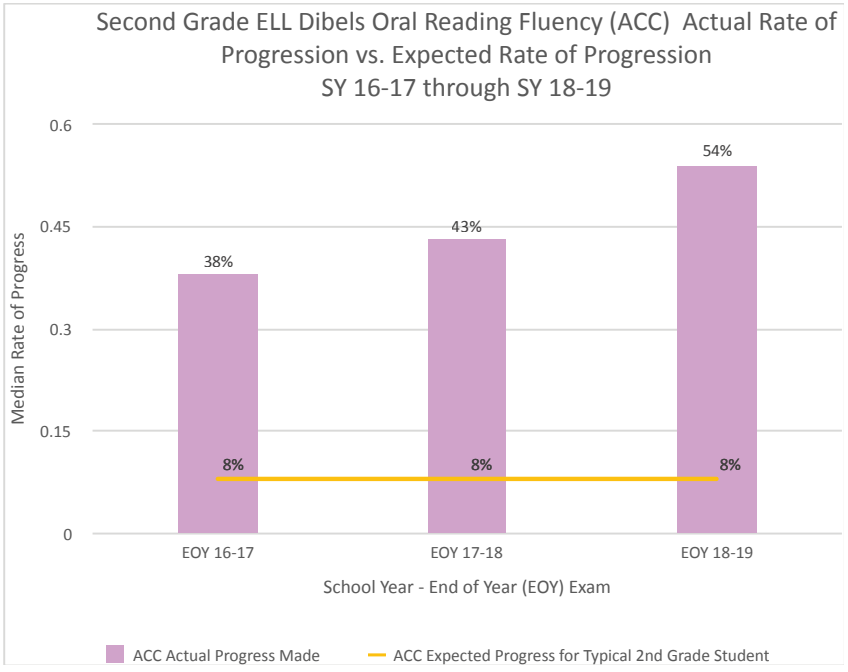

Over the past three years, the RAI Corps intervention has increased the rate of progress for English language learners in both second and third grades.

Beyond the Data: Voices from the Field

This year, we interviewed and gathered feedback from across our organization and those we serve. While not often seen in our data, the voices from our principals, Corps members, and teachers reveals impact that simple numbers do not.

"We have a really struggling population. We are working with over 90% of students on free and reduced lunch and over 90% minority students. When I heard that RAI had a new model for the most struggling readers, I knew we needed to have them in our school. We have 18 students working with RAI now. I wish we could have 100 students in the program." – Asst. Principal

"We have students who need help unlocking language in a structured way. Our teachers needed the support because other things we were trying weren't working. We really needed RAI." – Principal

"Last year, 91% of our 4th grade students met their growth goals. We also had the highest proficiency in the district. That's pretty impressive for a school like this. I think you HAVE to attribute that to RAI because it's THOSE kids coming up now who have consistently been making progress for the past two years." – Principal

"RAI has exceeded my expectations. The training was really thorough. I felt very prepared walking into the classroom." – SY 18-19 RAI Corps Member

"I was also surprised at how much some of my students would love to come see me. I had students ask to eat lunch with me, or if they could come hang out in my room at the end of the day. There was also the simplicity of seeing how happy my students would look when I came to pick them up, or hearing them say "we're done already?" I was surprised that these kids were able to enjoy coming to work on their most difficult task." – SY 18-19 RAI Corps Member

"Coming into my first year with AmeriCorps, I was terrified. My family and friends didn't understand why I had chosen to do a year of service when I could get a "real job" instead. But service is just what I've always known, loved, and been good at. I knew it was what I wanted to do. But teaching was not something I had experience with. I didn't know how to interact with children let alone teach them how to read. Through my first year with Reading Assist, I've discovered that just because I've never done something, doesn't mean I can't learn how. Because I did learn how to teach and I became good at it. I had incredible relationships with my students and I personally watched them grow as readers." – SY 18-19 RAI Corps Member