

About the Reading Roadmap

Mid-Year Report(11/15 - 03/8)

Out-of-school reading programming can provide enriching opportunities to expose children to text and grow their interest in reading. However, enrichment is not always strong enough “medicine” in cases where early readers lack foundational reading skills. These children need high dosage tutoring interventions rather than general enrichment. In low-income communities and rural areas, afterschool programs are sometimes the only option for children to receive these kinds of reading supports.

The RR empowers afterschool programs to provide early reading intervention so that more children can receive the extra help they need to be proficient readers. The key features of the Reading Roadmap model are its rooting in the Science of Reading and its customization and alignment with partner school data and strategies.

Science of Reading

- Targeting individual student needs. Instead of lessons focusing on groups of skills, or more general help, the Reading Roadmap model targets discrete phonemic awareness and phonics skills in sequence until they are mastered. The science strongly supports this approach.
- Small group instruction. The interventions are delivered in small groups of eight or less.
- Hands-on and activity based. The distinguishing feature of the Reading Roadmap program is that it’s hands-on and active. It does not involve using screens or sitting at desks, but instead working in groups, physical movement and the use of manipulatives.

Customization & Alignment

- Alignment with partner school data. Reading Roadmap afterschool programs use different diagnostic and summative assessments, depending on their school protocol. The Reading Roadmap program is built around whatever the partner school uses for diagnostic and formative assessments.
- Weekly progress monitoring. Reading Roadmap models use a combination of in-school (when available) and afterschool progress monitoring to track student progress, or lack of progress. This level of monitoring allows the program and school to make course corrections in real to time in order to address student needs and increase the chances of improvement.

This report analyzes the results from the Delta Health Alliance afterschool program model implemented with Indianola students from the Sunflower School District located in the Mississippi Delta. The program began in November of 2021 and continues through the publication of this report. Students participate in programming up to 4 days per week, 2

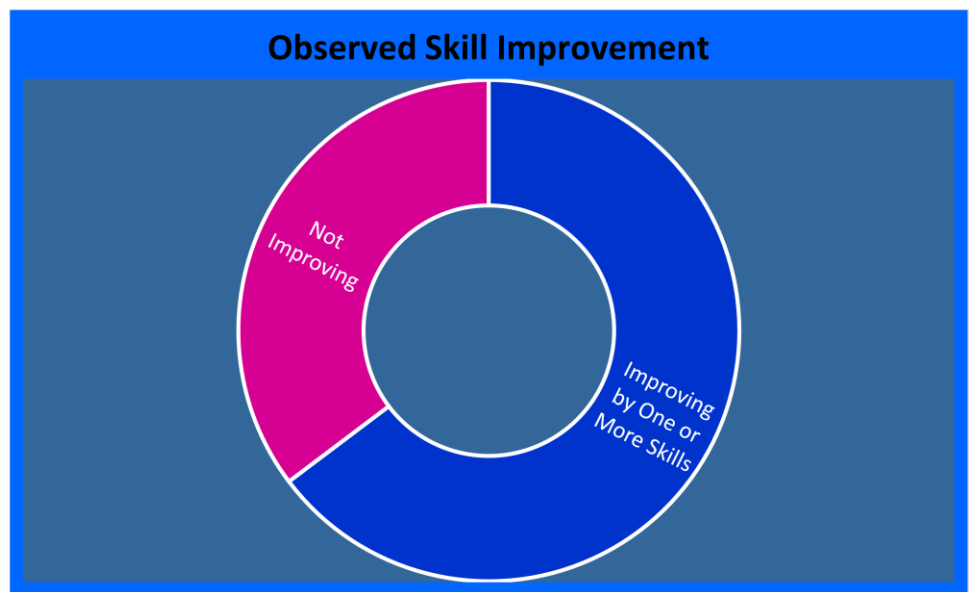
hours per day. The program begins with a hot meal for all participants, followed by academic tutoring. Each participant engages in a 50-minute literacy block that includes a 25-minute high dosage tutoring session targeting discreet skills as well as a 25-minute comprehension and vocabulary-focused read-aloud.

The data collected from students included two measurements. The first is skill growth observed within the afterschool program. The assessment is a quick phonics screener that specifically looks at foundational skill acquisition as opposed to comprehension or vocabulary. The second measure is the Indianola’s iReady benchmark assessment given by the school to all students in the fall of 2021 and then again in January of 2022 for their winter testing period.

Skill Growth

As mentioned, the Reading Roadmap—in congruence with the Science of Reading—provides afterschool participants with very specific interventions that target separate, discrete skills. Through weekly progress monitoring, the Reading Roadmap model tracks whether students progress, stay the same, or regress. Skill growth is essential for striving readers to master the requisite abilities to catch up to their peers and become proficient readers.

- Seventeen participants measured
- Approximately fifteen weeks of programming from the end of November of 2021 to early March of 2022
- Attendance rate was 84%, or about 50 days, of the approximate 60 total possible sessions.



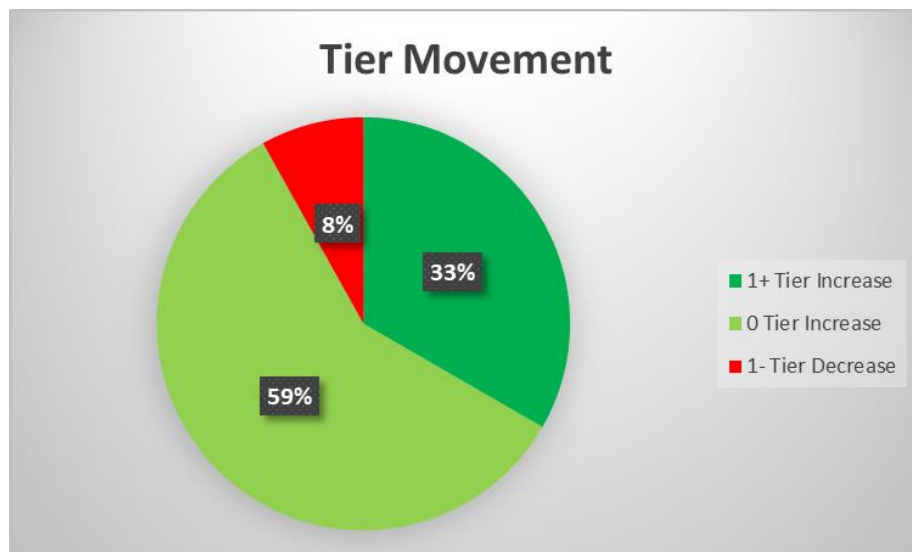
Continuum of Phonics Skills



To ascertain student literacy achievement, target intervention and monitor progress, Indianola utilizes the iReady benchmark assessment which is given in the fall, winter and spring for each student. Progress between the Indianola's fall and winter iReady benchmark assessment is gauged in tier growth, or the movement in and out of Tiers 1, 2 and 3. Tier 1 is green and is considered on track for grade-level reading; Tier 2 is yellow and it means a student is at-risk and Tier 3 is red and means a student is substantially at-risk. Indianola uses the iReady screener in the fall to identify students for extra support and then tracks their progress in winter and then student's annual outcome with a spring test.

When tested this fall, students enrolled in the afterschool program were tested on the District's iReady assessment. Among participants in grades 1st, 2nd and 3rd, only 25% of students were at Tier 1, or benchmark. Further, half of all third graders were in Tier 3, or most at-risk.

DHA staff provided high dosage tutoring using the Reading Roadmap curriculum. During January testing, 42% of students averaged across grade levels tested at Tier 1, or an improvement of 17% from the fall to winter. In addition, only 8% of students averaged across grade levels tested at Tier 3, which is 8% fewer students testing at the lowest benchmark. While the hope is for there to be at least a five percent (5%) increase in Tier 1 and a fivepercent (5%) reduction in Tier 3, DHA participants exceeded those goals.



SUMMARY

Data gathered from both in-school and afterschool screeners reflects the overall success of DHA program participants. With the short-term effectiveness of the current curriculum, it can only be expected that by the end of the school year, these students will see even greater success, either becoming proficient or nearing proficiency. With the ability to read at grade level, students will no longer face the level of challenges they would have otherwise been subject to, and have a much better academic outlook, which leads to a much brighter future.