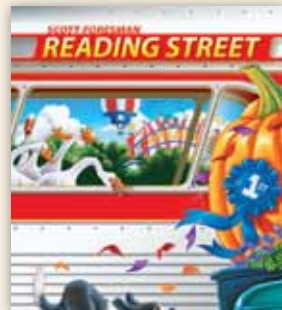
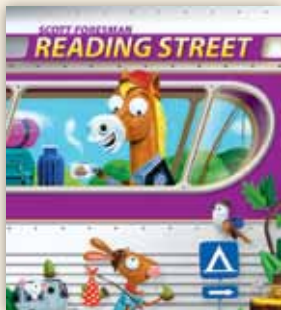
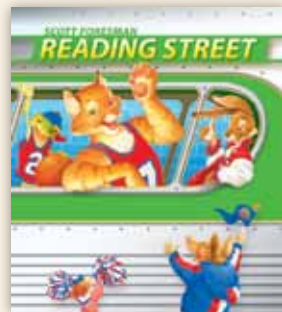


# Reading Street™

## Evidence of Effectiveness



A Summary of the  
Longitudinal Randomized,  
Control Trial  
Conducted by  
Gatti Evaluation, Inc.

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Released November 2011

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# Pearson Research Overview

Pearson is committed to using scientific, evidence-based methods in the development of its educational curricula. A research team, comprised of educational research methodologists, has been working with Pearson for eight years to integrate scientific research practices into the development of its curricula. Pearson also collaborates with regional education laboratories, universities, and private research companies to independently evaluate the effectiveness and usability of its curricula. These studies are designed to meet the rigorous standards of the What Works Clearinghouse.

Four phases of research are incorporated into the development of each new curriculum. Pearson established such extensive research methods to ensure that every program enables all children to learn the skills and concepts they need for academic success.

During the first phase of the research process, previous editions of the curricula are evaluated to determine best instructional practices as demonstrated by scientific evidence. These practices will be incorporated into the new curricula to begin establishing a scientific research base.

During the second phase, the authors and researchers conduct extensive literature reviews on content, instructional practices, and education standards. The data is synthesized and embedded into the curricula.

During the third phase, formative research is conducted on the curricula under development. Classroom field tests investigate usability, teacher and student feedback, and preliminary curricula effectiveness. School administrators, content specialists, and classroom teachers systematically evaluate the curricula in development.

The final phase of research examines the implementation and effectiveness of the curricula. Independent, randomized control trial studies are conducted to provide scientific evidence of student achievement on standardized assessments. Implementation and best practices are documented throughout the study period for synthesis into revised and future curricula, further contributing to their effectiveness. Pearson believes that research needs to be ongoing with continual feedback to inform product revisions and best meet student and teacher needs.

# Reading Street Summative Research Overview

Pearson strongly believes that its programs should be proven through scientific research to increase student achievement. As such, it contracted with independent research group Gatti Evaluation, Inc., to conduct a longitudinal randomized, control trial of its *Reading Street*<sup>™</sup> program. The study was conducted in the Kindergarten, first and fourth grades during the 2009/10 school year and followed these students through the first, second, and fifth grades in 2010/11. This report summary presents the evaluation design and methods, an assessment of program usage and implementation, student performance results, and a discussion of findings.

## Study Design and Research Questions

The primary goal of this study was to evaluate the impact of the *Reading Street* program on students' English language arts achievement, specifically vocabulary, comprehension, writing, and fluency, as well as attitudes toward reading and reading instruction. The secondary goal of the study was to collect information on teacher and student attitudes toward specific features and aspects of the *Reading Street* program. The study employed an experimental randomized, control trial research design. That is, teachers within each research school were *randomly assigned* to either use the *Reading Street* program with their students (also referred to as the "treatment" group) or to use their current Reading program (also referred to as the "comparison" condition). This study design was utilized to meet all of the What Works Clearinghouse (WWC) design requirements.

The study addressed the following evaluation questions:

1. How does reading achievement differ for students using the *Reading Street* curriculum as compared to their peers using other elementary reading curricula?
2. Do *Reading Street* students demonstrate more positive attitudes toward reading and reading instruction than their peers using other elementary reading programs?
3. How was the *Reading Street* program implemented?
4. How did teachers react to the *Reading Street* program?

## Participants and Setting

Gatti Evaluation recruited eleven schools distributed across six states (AZ, CO, MA, MT, OH, and WA) to participate in the study. The final analytic sample was comprised of 170 classrooms and 1,711 students. The study schools were members of public school districts located in suburban and urban-fringe areas. The study sample demonstrated considerable variation in ethnicity, and socioeconomic status

as evidenced by eligibility for free or reduced lunch status, and English language learner status, as well as a wide range of reading achievement levels as evidenced by previous year state reading assessment data. Figure 1 presents the full study sample demographics broken out by school.

Figure 1

Reading Street Longitudinal RCT Sample Demographic Information										
	Group	Grade	Student Count	Percent In Low Achieving Group	Percent Not English Proficient	Percent Free/Reduced Lunch	Percent Caucasian	Percent Hispanic/Native American	Percent African American/Caribbean	Other Ethnicity or No Information
Arizona District	RS Comparison	K-1	17 4	82% 50%	65% 0%	94% 75%	6% 0%	65% 75%	6% 25%	23% 0%
	RS Comparison	1-2	7 1	14% 100%	43% 0%	57% 100%	14% 100%	71% 0%	14% 0%	1% 0%
	RS Comparison	4-5	8 3	100% 33%	100% 0%	100% 67%	13% 0%	75% 100%	0% 0%	12% 0%
Colorado District 1	RS Comparison	K-1	12 11	83% 55%	0% 9%	58% 82%	58% 64%	17% 18%	17% 18%	8% 0%
	RS Comparison	1-2	9 9	78% 67%	0% 0%	56% 56%	78% 89%	0% 0%	22% 11%	0% 0%
	RS Comparison	4-5	17 4	41% 50%	6% 0%	53% 50%	29% 75%	12% 0%	41% 25%	18% 0%
Colorado District 2	RS Comparison	K-1	11 12	18% 17%	27% 8%	36% 42%	64% 83%	27% 8%	0% 0%	9% 9%
	RS Comparison	1-2	9 5	11% 20%	0% 0%	44% 0%	100% 100%	0% 0%	0% 0%	0% 0%
	RS Comparison	4-5	14 16	0% 31%	0% 0%	29% 38%	86% 75%	0% 25%	0% 0%	14% 0%
Massachusetts District 1	RS Comparison	K-1	29 19	7% 5%	0% 0%	3% 5%	90% 79%	3% 0%	0% 0%	7% 21%
	RS Comparison	1-2	47 53	15% 21%	0% 0%	0% 4%	87% 96%	0% 0%	4% 2%	9% 2%
	RS Comparison	4-5	35 40	0% 8%	0% 5%	3% 3%	89% 95%	3% 3%	0% 0%	8% 2%
Massachusetts District 2	RS Comparison	K-1	31 24	23% 8%	6% 0%	0% 0%	90% 92%	6% 0%	0% 0%	4% 8%
	RS Comparison	1-2	39 34	18% 26%	3% 0%	3% 3%	92% 94%	0% 3%	3% 0%	5% 3%
	RS Comparison	4-5	49 48	0% 4%	2% 0%	4% 6%	96% 92%	4% 2%	0% 0%	0% 6%
Montana District	RS Comparison	K-1	45 32	29% 25%	0% 3%	36% <sup>o</sup> 25%	93% 78%	2% 3%	2% 6%	3% 13%
	RS Comparison	1-2	25 19	28% 32%	0% 0%	24% 21%	92% 79%	0% 5%	0% 0%	8% 16%
	RS Comparison	4-5	26 26	8% 8%	0% 0%	8% 23%	88% 85%	4% 8%	4% 0%	4% 7%
Ohio District	RS Comparison	1-2	12 9	67% 33%	0% 0%	50% 56%	92% 100%	0% 0%	8% 0%	0% 0%
	RS Comparison	4-5	17 14	6% 29%	0% 0%	35% 64%	94% 100%	0% 0%	0% 0%	6% 0%
Washington District	RS Comparison	K-1	14 20	29% 40%	0% 0%	79% 30%	79% 100%	0% 0%	7% 0%	14% 0%
	RS Comparison	1-2	12 19	42% 21%	0% 0%	67% 21%	100% 95%	0% 5%	0% 0%	0% 0%
	RS	4-5	18	11%	0%	39%	78%	22%	0%	0%

1. The lower achieving kindergarten sample constituted those scoring at baseline within the first stanine of the norming sample (i.e., lowest 4%), 1<sup>st</sup> Graders within the first, second, and third stanine at baseline (i.e., lowest 23%), and those 4<sup>th</sup> Graders scoring at or below the 3.0 grade equivalent at baseline.
2. The first Colorado site could not provide meal program status for individual students. Participation in the meal program for each student was estimated by choosing the most likely participants as determined from all available known information.
3. The Ohio school had only one kindergarten teacher and thus it was not possible to randomly assign students to study groups.
4. The Washington school had no 5<sup>th</sup> Grade students remaining from the previous year's comparison group.

## Measures

An assessment battery comprised of the *Group Reading Assessment and Diagnostic Evaluation* (GRADE), Metropolitan 8 Writing Test (MAT8 Writing), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), an academic attitude survey, and the Elementary Reading Attitude (i.e., ERAS or “Garfield”) Survey was used to measure gains in student achievement over the course of the school year. The GRADE, MAT8, academic attitude survey, and ERAS survey were group-administered by the classroom teachers at the beginning and end of school year. The DIBELS assessment was individually administered at the beginning, middle, and end of school year.

Statistical analyses were performed on students’ gain scores (i.e., end-of-year raw score minus beginning-of-year raw score) for the GRADE, MAT8 Writing, DIBELS, academic attitude survey, and the Elementary Reading Attitude Survey at each grade level. Results compared the *Reading Street* users to the comparison group.

Mean raw score gains are compared between the *Reading Street* and comparison groups, except in those few cases when the growth scale value is used. Growth scale values are used to compare group mean gains on the GRADE, in total performance, across the two study years. Growth scale values are norm-referenced transformations that attempt to map students’ raw test scores onto a universal longitudinal ability scale (i.e., scaled score) so that performances for students taking tests at different levels may be compared.

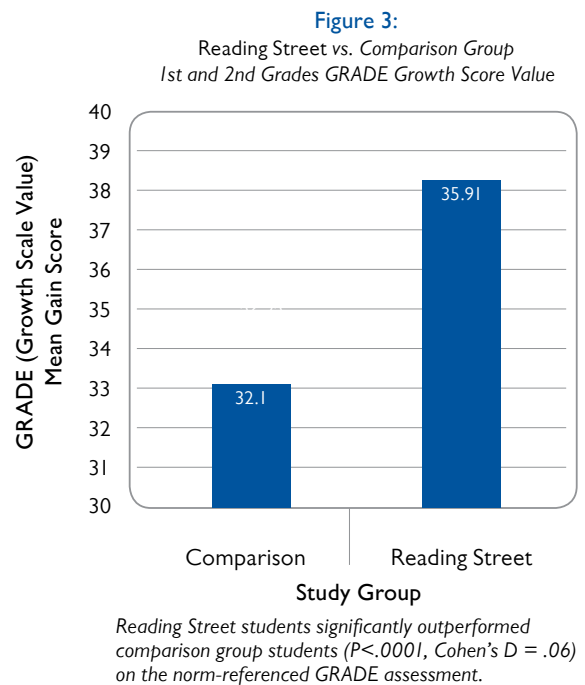
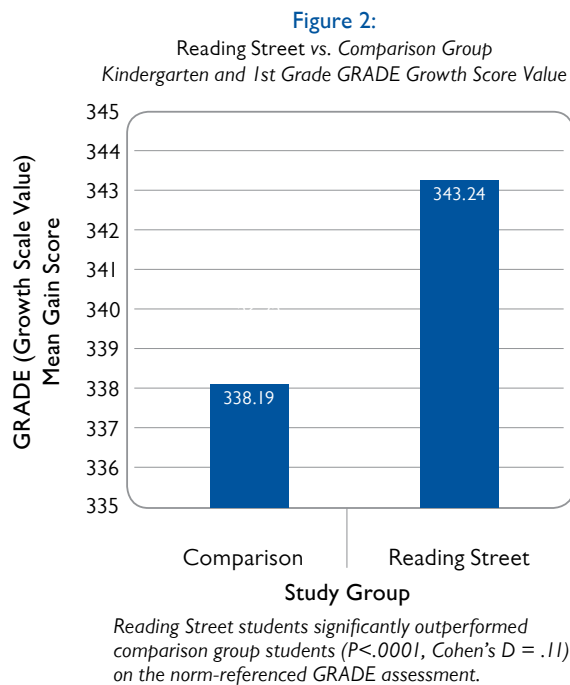
In addition to the assessment battery, qualitative data collection methods were also employed. The research team collected qualitative data through self-report weekly teacher logs and classroom observations, as well as teacher interviews and focus groups. The data was compiled and content analyzed to examine teacher attitudes, pedagogy and performance, as well as to illuminate the various ways teachers and students interact with the *Reading Street* program. The teacher and classroom data also increased the validity of the research findings by verifying results through multiple data collection methods, by adding context to the achievement results through reporting the perspectives of various study participants, and by collecting data throughout the project period. Continuous monitoring of the study sites was of immense importance, and teachers were routinely asked to share their opinions and concerns throughout the school year.

# Student Performance Results

## Results for *Reading Street* versus Comparison

Evaluators conducted analyses to examine how students using *Reading Street* performed in comparison to students using other reading programs across two school years on the GRADE using the growth score value. Early elementary *Reading Street* students, specifically the Kindergarten–first grade, and first–second grade cohorts, significantly outperformed students using other reading programs. The K–first grade cohort outperformed the comparison group by 4 percentiles, while the first–second grade cohort outperformed the comparison by 3 percentiles. There were no significant effects for the late elementary cohort, meaning both groups performed similarly.

(In an effort to condense this document, we have not included subtest and subpopulation data. For full data, please refer to the complete efficacy study.)



Second grade *Reading Street* students significantly outperformed their comparison group peers on the MAT8 Writing assessment by 4 percentiles. First and fifth grade *Reading Street* students performed similarly to their comparison group peers on the MAT8 Writing assessment. The Writing component was not required during the first year of the study, so MAT8 scores were only available for year two.

## Student Attitudes

First and fifth grade *Reading Street* students had significantly more positive attitudes toward reading and reading instruction when compared to their peers using other reading programs on the Reading Academic Attitude survey. Second grade students had similar attitudes regardless of reading program used.

Similarly, first and fifth grade *Reading Street* students had significantly more positive attitudes toward recreational and academic reading attitudes when compared to their peers using other reading programs on the Early Reading Attitude Survey while second grade students had similar attitudes regardless of reading program.

## Reading Street Implementation

Curriculum specialists evaluated teachers' implementation fidelity on a 10-point scale. The average implementation score was 7.4 out of 10 points, indicating that teachers were implementing the program with moderate to high fidelity. Teachers implemented the program for roughly 1½ hours a day in both years of the study. Early elementary teachers versus later elementary teachers covered more content.

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“I like the stories and how it really integrates a lot of either science or social studies aspects into the program.”

—Second Grade Teacher

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“The vocabulary piece has been really strong—I see a lot of progress with that and they really enjoy that.”

—Fourth Grade Teacher

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“They (the students) all seem to enjoy the program and are actively engaged in every aspect.”

—First Grade Teacher

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Teachers reported using the Get Ready to Read and the Read and Comprehend sections most frequently across grade levels. There was a general concern among teachers and students, especially during the first year of implementation, that the pacing was too difficult. This concern eased somewhat during the second year of implementation. Small group time as a percentage of total instruction ranged from 12–18% in year one, and 7–12% in year two—increasing grade levels corresponded to decreasing percentage attributed to small group time. All students were progress monitored at least one day a week, and strategic intervention learners were monitored, on average, two days a week. Teachers reported roughly 8 of 10 students had average to high classroom engagement in both years of the study.

## Teacher Feedback

Opinions about the program were systematically collected from teachers during focus group sessions and weekly implementation logs.

The teacher response to the program was overwhelmingly positive. Seventy-three percent of the teachers' focus group comments were positive in nature. Teachers appreciated the program's components that support differentiated and small group instruction, the ongoing progress monitoring and assessment, the vocabulary, and the reading selections.

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“The kids like to hear the amazing words and vocabulary words throughout the week. Even as they hear it in Read Aloud book, big book, trade book they’re quick to pick up on it, they’re very excited. ‘Look it’s our amazing word.’ That’s a really good benefit that I haven’t seen happen in previous schools.”

–Kindergarten Teacher

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Teachers were also overwhelmingly positive about their students' interactions with *Reading Street*. Seventy-nine percent of teachers comments regarding students was positive in nature.

Teachers enjoyed that the lessons were organized around central themes and that the program adds structure to the weekly literacy instruction. They also enjoyed the vocabulary and amazing word components of the program. Specifically, they felt these features included challenging words, carried over into other subjects and personal use, and offered repetition of the words within the curriculum.

## Conclusion

The breadth and depth of research that supports this program proves that *Reading Street* is truly a scientific, evidence-based program with empirical data to prove its effectiveness in increasing student achievement and enhancing student attitudes toward reading. In sum, scientific research indicates that the *Reading Street* program is an effective and useful program for both teachers and students.

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“The program as a whole is very good. I’m seeing some very good results from it. I appreciate the comprehension piece.”

–Kindergarten Teacher

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## About Gatti Evaluation, Inc.

Gatti Evaluation was founded in 2003 to provide assistance in researching current topics in education and biomed. Gatti has extensive experience managing and consulting larger research projects for Fortune 500 companies and major academic institutions. Gatti researchers hold advanced degrees in Research Methods and Education. They also collaborate with numerous handpicked, world-renowned researchers, practitioners, and academic research centers. Learn more at [www.GattiEval.com](http://www.GattiEval.com).

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