

### High Quality READ Plans are associated with increases in student growth

READ Plans were first implemented during the 2013-2014 school-year for K-3<sup>rd</sup> grade students who were reading Significantly Below Grade Level (SBGL). 76 READ Plans were randomly selected to determine if certain features found in the plan were positively associated with moving students out of the SBGL category.

The population consisted of selecting 1st, 2nd, and 3rd grade students who were identified as SBGL in the Fall of 2013. From this population, students were targeted from each grade level to be included in this study and placed into three groups based on their Spring 2014 proficiency band: (1) those that remained in SBGL, (2) those that moved out of the SBGL, but remained Below Grade Level (BG), and (3) those that moved to Grade Level or Above Grade (AG).\*

**Table 1: Total Read Plan Score by Spring 2014 Proficiency Band**

2014 Spring Proficiency Band	Total N	Average Score
At or Above Level (AG)	21	15.9
Below Grade Level (BG)	25	14.7
Significantly Below Grade Level (SBGL)	30	14.0

The analysis focused on 14 components of a student's READ Plan. The 14 components were scored with a numerical value for a total possible score of 27 (\*\*See footnote for scoring rubric). The 14 scores were then summed to create a Total READ Plan score for each student in the study.

#### Findings:

**Students who moved into the AG proficiency band had a higher Total READ Plan score than those who remained in the SBGL proficiency band, suggesting the importance of teachers understanding how to plan and provide high quality instruction reflected in the READ Plan (See Table 1).**

A statistical model was developed to determine the likelihood of moving a student out of the SBGL proficiency band. This model took into account all 14 of the scored READ Act components. The two components that significantly accounted for the greatest probability of moving a student out of the SBGL performance band were **Evidence Score** and **Evidence Programming**. Evidence Score and Evidence Programming both refer to the assessment(s) that was used to help diagnose if a student needs a READ Plan and what type of intervention is needed.

#### What is a high Quality READ Plan? Below are several recommendations to improve the quality of a READ Plan\*\*\*.

- Information is specific to the student, the needs of the student, and is gleaned from both formal and informal assessments including motivational factors, past performance and progress, specific learning routines, and teaching strategies.  
Exemplary READ Plans are posted on <http://testing.dpsk12.org/resources/READAct.html>. Click on "Plan Creation" and scroll down to see "Sample READ Plans" for various grade levels.
- A Body of Evidence based on multiple scientific and evidence based interventions or programming is used to determine and confirm if a READ Plan is needed and to document the student's progress over time on both specific skills and reading leveled text.
- Implementing [interventions that are DPS approved](#) or CDE approved and are tailored to fit the need of the student.
- Documentation is thoroughly completed for all aspects of the READ Plan and matches the area of need, the area of focus, and a body of evidence.
- Parents are included in the creation of the Plan and strategies are developed for parents to use at home.

Teachers are encouraged to use the [Professional Learning Catalog](#) to find opportunities on supporting students with reading difficulties.

\*This resulted in a 76 person sample due to a lack of 1st and 2nd grade students in the Grade Level or Above Grade Level proficiency bands.

\*\*The scoring rubric consisted of three separate ranges; 0-1, 0-2, & 0-3. The 0-1 range values represent; 0 = incomplete, 1 = complete. The 0-2 range values represent; 0 = incomplete, 1 = one relevant example, 2 = multiple relevant examples. The 0-3 range values represent; 0 = no information or non-relevant information; 1 = information provided that is relevant but not in-depth; 2 = detailed relevant information that is not specific to the student; 3 = detailed relevant information that is specific to the student. The scoring rubric is available upon request. Please contact [jonathan\\_smith@dpsk12.org](mailto:jonathan_smith@dpsk12.org).

\*\*\*While this study proposes that a high quality READ Plan is important, it is equally, if not more important, for the Teacher to implement the strategies described in the READ Plan with fidelity throughout the school year.