

RESEARCH BRIEF

Improving Reading Instruction: Advantages of Providing Tiered, Year-Long Implementation Support

Key Findings

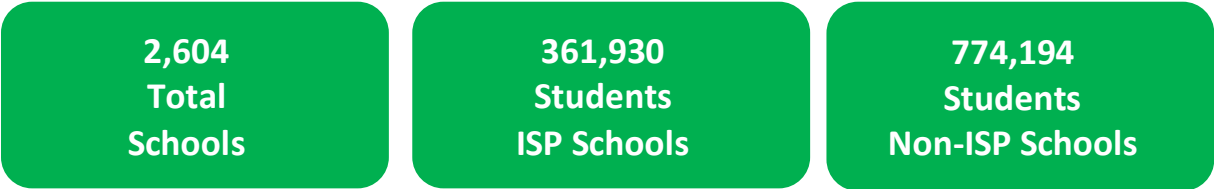
- Students in ISP schools showed significantly higher fidelity rates than students in Non-ISP schools.
- The advantage of ISP support in terms of program fidelity was even more pronounced for students in the High Risk category.
- Students in ISP schools showed greater rates of progress over the school year than students in Non-ISP schools.

Introduction

The aim of this study was to evaluate a coaching-based implementation support model in the context of Lexia Core5 Reading in elementary schools. The model included an implementation service package (ISP) to support building leaders and train educators on the best practices of using Core5. An ISP was the precursor to Lexia’s current Customer Success Partnership. The overall goal of Lexia’s ISP was to improve usage fidelity and student progress in Core5. To support schools in meeting these goals, an Implementation Manager directed coaching services towards multiple audiences within the participating schools. Leadership Support included assistance setting up school-wide milestones and training administrators to use program metrics to monitor progress. Educator support included training, professional learning, and coaching events that taught educators how to monitor student usage and progress and provide offline instruction and practice to accelerate student gains. This study examined the impact of Lexia’s ISPs on Core5 usage and progress in the program.

Study Design

The sample consisted of 2,604 schools with Core5 site licenses during the 2016–2017 school year. Of these schools, 810 purchased an ISP. There were 361,930 students in these ISP schools. The benefits of utilizing an ISP were examined by comparing the ISP schools with the remaining 1,794 schools (774,194 students) that purchased site licenses but did not purchase an ISP. These schools both with and without an ISP had indicated through purchasing decisions that they intended to implement the program in the school widely. Sites that purchased an ISP were assigned an Implementation Manager, who guided relationships with individual schools and/or districts and facilitated support services to meet the specific needs of each site.



Each school was coded as having purchased an ISP or not. Lexia researchers analyzed program data at four different time points across the school year: September (Time 1), November (Time 2), January (Time 3), and May (Time 4). All variables included in these analyses were collected automatically as students used the online component of Core5. Program fidelity was defined as students meeting their weekly usage targets for at least half of the weeks of program use. Students were categorized as meeting or not meeting usage based on those requirements, and the proportion of students showing program fidelity was examined at the school level. Student progress was measured by the average number of units in the online program that students completed per week. Additionally, researchers examined impacts for students characterized as High Risk or Some Risk. High Risk students were identified as those working two or more grades below grade level, and Some Risk students were identified as those working one grade below grade level.

Results

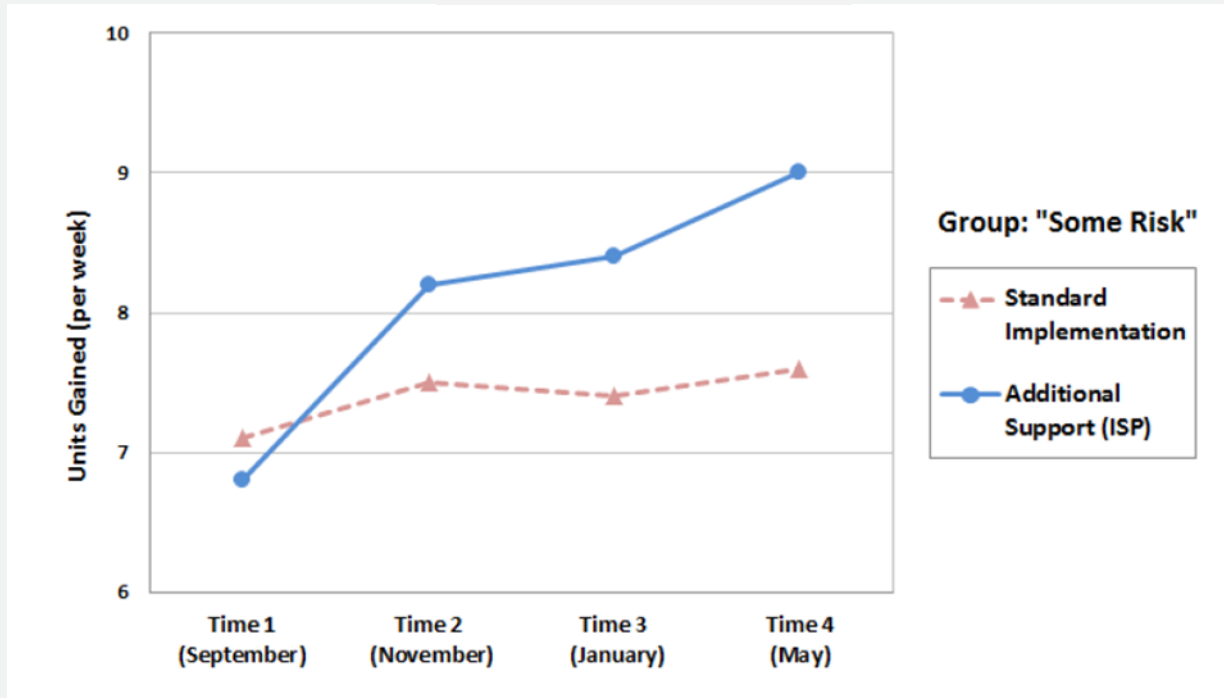
Students in ISP schools showed significantly higher fidelity rates than students in Non-ISP schools.

Both ISP & Non-ISP schools had similar rates of program fidelity (i.e., proportion of students meeting their weekly usage target) in the month of September. The fidelity rates for both sets of students increased over the school year, with students in ISP schools showing significantly higher fidelity rates than students in Non-ISP schools.

The advantage of ISP support in terms of program fidelity was even more pronounced for students in the High Risk category.

The advantage of ISP support was even more pronounced for students in the High Risk group. High Risk students in ISP schools showed higher fidelity rates (35%) than High Risk students in Non-ISP schools (25%).

Rate of Progress



Students in ISP schools showed greater rates of progress over the school year than students in Non-ISP schools.

Students in ISP and Non-ISP schools had similar rates of progress in September. Students in Non-ISP school showed minimal change over the school year. In contrast, students in ISP schools showed significantly higher rates of progress over the remaining three time periods. The ISP advantage was most pronounced for Some Risk students – 9.0 units per week in ISP schools versus 7.6 units per week in Non-ISP schools. Overall, Some Risk students in ISP schools completed about one additional reading unit every week. When viewed in terms of a 30+ week school year, the cumulative result is substantial.

Want to Learn More?

For additional information or updates on research related to Lexia's Customer Success Partnerships, please contact research@lexialearning.com.

References

Prescott, J.E., Van Voorhis, M., Taylor, R., & Schechter, R. (2018, June). *Improving reading instruction: Advantages of providing tiered, year-long implementation support*. Paper presented at the International Society for Technology in Education Conference, Chicago IL.

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