

DECEMBER 2023

Fontana Unified School District

How A2i K–3 Students Outperformed Their
Peers on the MAP Growth Reading Test
During the 2021–2022 School Year

CONTACT

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**RESEARCH &
VALIDATION**

**IMPACT STUDY
REPORT**

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 **SCHOLASTIC**

A2I K–3 STUDENTS OUTPERFORM THEIR PEERS ON MAP GROWTH READING TEST

Fontana Unified School District Demographics:

White: 3.9%

Black or African American: 5.1%

Hispanic or Latino: 86.8%

Asian: 1.6%

Two or More Races: 2.6%

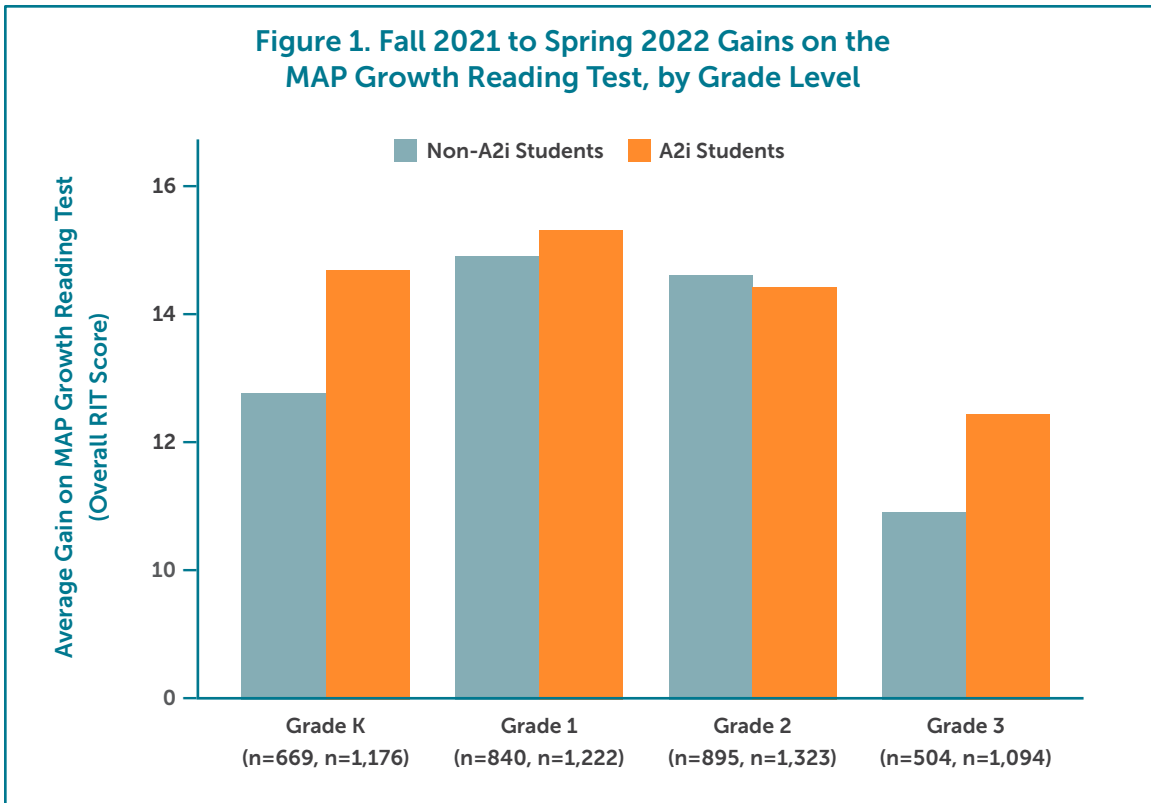
Students Qualified for Free/Reduced Lunch: 56.7%

Multilingual Learners: 31.3%

OVERVIEW

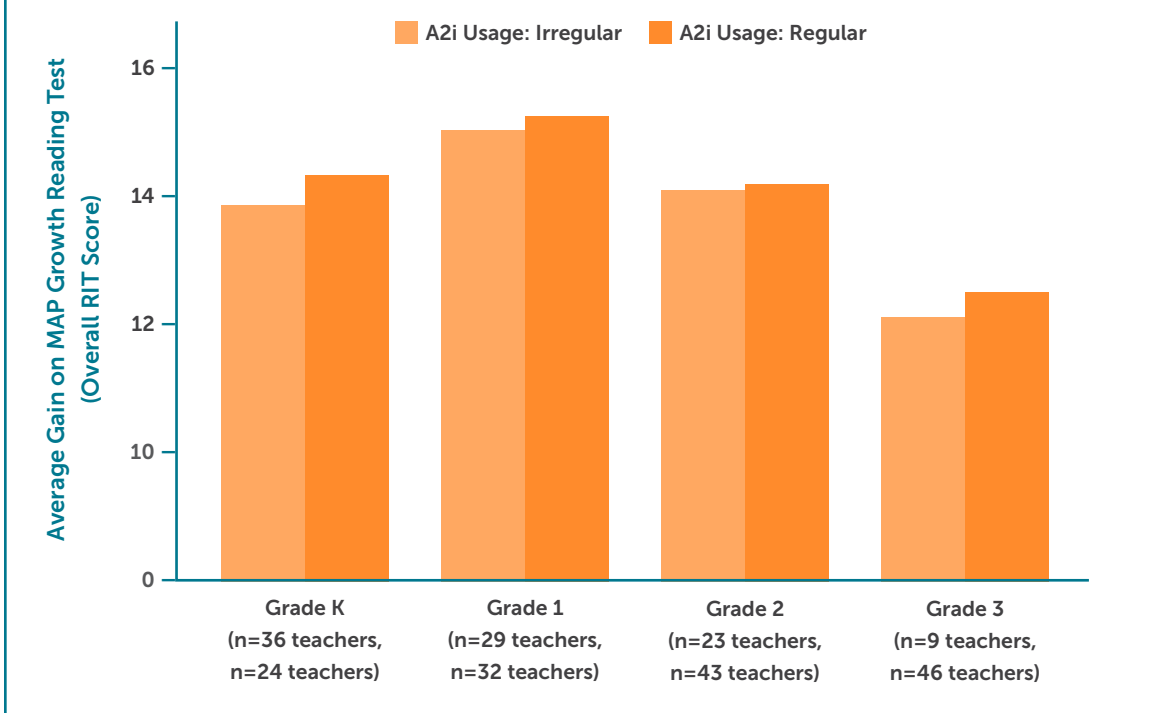
Fontana Unified School District (FUSD) is a suburban school district in Southern California. The district serves approximately 35,400 students across 30 elementary schools, seven middle schools, and five high schools. In this district, 20 of 30 of the elementary schools use A2i.

FUSD adopted A2i as a way to better differentiate reading instruction for students. The district’s educators hoped that gaining access to targeted time recommendations for code-focused and meaning-focused instruction would improve reading achievement gains for their students. To measure the effectiveness of A2i on student learning outcomes, Scholastic compared Measure of Academic Progress (MAP®) Growth Reading data from 4,815 K–3 students who used the program to 2,938 K–3 students who did not use the program during the 2021–2022 school year. Results showed that A2i students in FUSD made significantly more gains in reading ability than their counterparts in the district who did not use the program (see Figure 1). **This difference in reading gains was largest for kindergarten and third-grade students in FUSD, where gains for A2i students were 114% and 115% higher than those of their non-A2i counterparts, respectively.**



Data also showed a strong relationship between A2i usage and reading gains on the MAP Growth Reading test from 2021 to 2022 (see Figure 2). Across K, 1st, and 3rd grades, students in classrooms with teachers who used A2i regularly (teachers who **logged in every 10 days on average**) achieved significantly greater reading gains than their counterparts who did not use the program with fidelity (logged in less than every 10 days on average).

Figure 2. Fall 2021 to Spring 2022 Gains on the MAP Growth Reading Test, by Grade Level and A2i Usage



The grades that demonstrated the most growth (kindergarten and third grade) were also the grade levels that received the most professional learning in the form of literacy huddles (virtual grade-level team meetings) and in-class coachings (ICCs) from our Literacy Outcomes Specialists (LOSs). These results highlight the combined importance of teacher fidelity (usage) and professional learning supports to bolster student reading achievement.

