RISE & RISE/UP END-OF-YEAR RESULTS

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Scholastic RISE™ and RISE™ Up MOY-EOY, 2022-2023 Report (Grades 1-5)

Star Early Literacy, Star Reading, F.A.S.T., and FastBridge

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Executive Summary

Overview

Scholastic Inc. partnered with LXD Research to conduct a third-party evaluation of the Scholastic RISE and RISE Up literacy intervention program as it was implemented in a Florida school district during the 2022-2023 school year. The Scholastic RISE and RISE Up program is a Tier 2 intervention program designed for students in grades 1-5 that provides targeted small-group instruction to address and prevent reading gaps using explicit, structured comprehension, word study, phonics instruction, and guided writing for 45-60 minutes per day. The treatment program features structured literacy components to focus on phonemic awareness and other skills, such as writing and synthesizing knowledge, which differs from a typical core reading program. In this study, all elementary schools used Benchmark Advance as a core reading curriculum and the comparison schools used School Specialty's SPIRE or Fountas and Pinnell's Leveled Literacy Intervention.

The study utilized a mixed-methods approach, including a matched quasi-experimental design complemented by classroom observations, teacher surveys, and interviews with school leaders and interventionists. The study used a variety of assessment tools and metrics of quantitative data, including Renaissance Star Reading, Cambium F.A.S.T., and FastBridge progress monitoring, along with student demographic data and program implementation logs filled out by the teachers each week. After Propensity Score Matching, data were collected from 19 treatment schools totaling 168 students and seven comparison schools totaling 252 students. This report describes the study methodology, findings, and conclusions and provides recommendations for product improvement.

Key Findings

Quantitative Results

Overall Improvement: There was a notable improvement in students' literacy scores and benchmark levels from winter 2022 to spring 2023. Both the RISE and comparison groups exhibited strong growth. All grades (1-5) demonstrated improvements in their benchmark percentages.

Comparative Analysis with Non-RISE Students: Compared with students not exposed to RISE, the growth patterns were similar in Star and FAST assessments for grades 1-3 and 3-5 combined. Given its inaugural year, the ease of RISE integration points to its potential utility, especially with students previously resistant to other intervention tools. Even with completing only one cycle of four stations a week, there was a positive correlation between lesson number and outcomes. In other words, completing a higher level in the program was associated with higher scores. While RISE students in first and second grade had higher gain scores than the comparison group, the sample size was not large enough for this difference to reach statistical significance.

FastBridge Performance: A segment of the treatment and comparison school students took the FastBridge exam every two weeks during the second half of the academic year. While both groups exhibited positive trajectories, the RISE students demonstrated significantly larger growth from January 2023 to May 2023.

Predictive Nature of the Final Lesson Number: Among grade 3-5 students, the final lesson number, indicated by the teacher implementation logs, was a significant predictor of the FAST EOY Scale Score after accounting for the BOY scale score.

Challenges: It is pertinent to note that the study had its challenges. The sample size was relatively small, and some external factors delayed the initiation of RISE implementation.

Qualitative Insights and Feedback

Teachers and interventionists commended the quality of RISE materials and their effect on student engagement. Some commonly repeated positives focused on the high quality of RISE materials, which included the books, passages, and text-based questions; the completeness of the program; and the high-interest component of the subjects included in the readings. During in-person observations, educators exclaimed their appreciation for the material organization, the flow of daily lessons, and the feeling that the material was challenging enough for their students. Teachers

frequently mentioned the high quality of the print materials and praised Scholastic's dedication to providing high-interest texts in different genres and the usage rate of the trade books and the Short Read Cards supported these claims. However, the qualitative analysis revealed potential areas for program enhancement and future studies.

Recommendations

Considering the results of this study, the following suggestions are recommended. Detailed suggestions for product enhancements (Appendix 9).

Enhance RISE Materials: Primary recommendations included:

- Inclusion of visual support materials.
- Guidance on transitioning from graphic organizers.
- Enhanced emphasis on comprehension-centric academic language.
- Integration of daily progress monitoring tools.
- Facilitation of online data entry.

Re-evaluate Implementation Strategy: Scholastic recommends using RISE in a station-rotation model with one to four instructors for 45-60 minutes daily. They told teachers they could use the program for 30 minutes and one teacher, for that is what the district's intervention model would allow. Data collected by a portion of teachers suggested that the students used the program for about half of the shortened recommended time (60-75 minutes a week).

Comparison Groups: District leaders were unable to report to the researchers what intervention products students in the comparison groups used. To support product evaluation, digitally tracking student intervention along with their monitoring of skill achievement will be helpful for decision-making.

Expand Research Dimensions: Future research should consider evaluating student writing outcomes, given that the program materials say that RISE improves comprehension, word-solving, fluency, and writing. Researchers observed students highly engaged in writing activities and teachers reporting improvements in students' writing skills during the study period.

In conclusion, while the initial results are promising after one year of use, continued research and enhanced methodologies will be critical to understanding and leveraging the full potential of RISE and RISE Up in improving student literacy among students grades 1-5.

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Introduction

Strong literacy skills developed in pre-k, kindergarten, and first grade build a foundation Upon which future academic success thrives. The ability to read, write, and interpret text are integral skills students utilize to advance through their academic careers. Specifically, reading fluency is a skill that allows students to free up their cognitive load to focus more on constructing meaning than decoding words (Rasinski, 2017). Instructional continuity disruptions throughout the COVID-19 pandemic contributed to an average learning gap of 2.5 months in ELA skills, according to benchmark results from Fall 2019 to Winter 2021 (Education Analytics, 2021). Addressing unfinished learning gaps in various ELA skills as early and efficiently as possible is a major concern of those invested in education.

Due to learning interruptions throughout the pandemic, the need for effective supplemental reading resources has hugely increased as schools attempt to regain a sense of post-pandemic academic normalcy. Changes in the delivery and rate of learning sessions throughout virtual learning led to a demonstrable impact on overall student reading achievement. Research shows that instruction must go beyond a single school year of standards to address the varying needs of students in the classroom while pulling Up students who have fallen behind (Lambert & Sassone, 2020). Repeated reading interventions are highly effective in promoting reading fluency as this technique can increase word accuracy, word recognition, and reading speed (Aldhanhani & Abu-Ayyash, 2020; Stevens, Walker, & Vaughn, 2017). Additionally, repeated reading interventions have increased reading comprehension (Cotter, 2012).

Overview of the Program

The Scholastic RISE and RISE Up program is a Tier 2 intervention program designed for students in grades 1-5 that provides targeted small-group instruction to address and prevent reading gaps using explicit, structured comprehension, word study, phonics instruction, and guided writing with a recommended usage of 45-60 minutes per day, with one to four teachers. Scholastic RISE is leveled C-N and targets comprehension, word-solving, fluency, and writing. In RISE, groups of four students rotate through four instruction stations for 45-60 minutes per day for six to eight weeks. RISE Up is leveled O-Z and is focused on advancing student comprehension. In RISE Up, groups of

four students rotate through three instructional stations focused on comprehension strategies on a short text for 45 minutes a day for six to eight weeks. Scholastic RISE and RISE Up offer a kit with teacher resources, books, short reads, and digital access for teachers and students.

Scholastic partnered with LXD Research to conduct a third-party evaluation of the Scholastic RISE and RISE Up Program as it was implemented in a Florida school district during the 2022-2023 school year. All the elementary schools use Benchmark Advance as a core reading curriculum, and the comparison schools use School Specialty's SPIRE or Fountas and Pinnell's Leveled Literacy Intervention. RISE coaches provided guidance for the district to modify the program for use during a 30-minute a day timeframe, with one instructor, to meet the district's intervention model.

Treatment Group: Program Key Features

The Scholastic RISE and RISE Up feature instructional practices that differ from the typical reading instruction provided by the core curriculum. A phonemic awareness and phonics continuum of skills is followed using structured literacy characteristics. An emphasis on peer discussions and independent writing during enrichment lessons encourages student voice and choice throughout courses. Texts feature relatable, diverse characters that deal with real-life situations, a strategy enabling students to synthesize previous knowledge with that learned during their lessons to effectively participate in small group discussions where their unfinished learning may have rendered them silent in similar whole group settings.

Table 1. Structured Literacy Characteristics in RISE and RISE Up Lessons

Structured Literacy Characteristic	Associated Scholastic RISE and RISE Up Resource or Instructional Practice
Phonology	Oral segmentation, sound identification practice
Syllables	Syllable counting, pattern recognition, open and closed syllables
Morphology	Word families, affixes, base words, morphemes, letter scrambles
Syntax	Sentence building, dictation
Semantics	Context clue exercises, vocabulary, comprehension cards
Sound-Symbol Association	Sound walls, hand signals for letter sounds & blends

Core Reading Program

The district uses the Florida Benchmark Advance core ELA curriculum, published by Benchmark Education. EdReports evaluated Benchmark Advance in 2021 and found Benchmark Advance materials partially met the expectations of alignment (Ed Report, 2021). The program is designed for grades K-6 and is described as a highly flexible reading program with components available in print and online. It features authentic literature, informational texts, and titles from the Florida Book List and focuses on foundations, reading, vocabulary, and communication more than phonics or writing.

Research Questions

The evaluation aims to answer the following questions:

1) How do changes in academic outcomes (performance on the Star, FAST, and FastBridge assessments) achieved by RISE/Up students compare to those achieved in the business-as-usual supplemental (Tier 2) intervention course from the middle to the end of the year?
2) How do RISE/Up student performance levels change from the middle to the end of the year?
3) How did interventionists and teachers implement the program?
4) What are teachers' and students' perceptions of RISE/Up?
5) What recommendations do teachers have to improve RISE/Up?

Research Design

This study used a mixed-methods approach, including a matched quasi-experimental design complemented by classroom observations, teacher surveys, and interviews with school leaders and interventionists. This combination of methods allowed researchers to understand how the materials are being used in the classroom, learn teacher feedback, and the perceived impact of the program while also understanding academic achievement.

Scholastic RISE and RISE Up were being implemented in an ethnically diverse school district in Florida. The district serves a population in which 36% were Hispanic/Latino and 28% were Black or African American. Nearly half (47%) of students qualify for free lunch. There were over 73,900 students in grades 1-5 across over 100 elementary schools.

Twenty schools volunteered for the Scholastic RISE and RISE Up Program with Tier 2 students. Coaches collaborated with interventionists to determine which students would be most

appropriate to use RISE or RISE Up for Tier 2[1], due to their own individual needs. In February 2023, interventions for every treatment school provided the district with the student identification numbers for all students reviewing RISE or RISE Up during 2022-2023. As expected, the assigned students were a relatively small proportion of Tier 2 students assigned to the program.

The district leaders allowed researchers to identify comparison schools that would most closely match the treatment (volunteer) schools using school size, ELA scores from previous years, and demographic profiles. There were seven comparison schools included in the study, and since none of these schools would be able to use RISE or RISE Up many more students were available for the comparison group. In exchange for their participation, district leaders received a combination of discounted materials and training. Having a larger comparison group allowed for better matching of students across the district sample in order to establish baseline equivalence and increase the rigor of this study.

Sample

Because of the successful recruitment of treatment schools, 18-60 students used RISE in each grade (1-5). Second and third grade had the most students, which best aligns with the recommended placement for RISE. Fewer students in fourth and fifth grade were assigned to RISE or RISE Up.

Table 2a. Number of Interventionists are in the Treatment and Comparison Groups

Group	Number of Instructors	Number of Students
Treatment	45	143
Comparison	109	630
Total	154	773

[1] The study used the district's intervention process outlined in their Reading Intervention handbook, which includes Decision Trees and 17-page Decision Tree Guides for each grade level including FAST and STAR performance requirements. Students not already on an IEP, ELL Plan could participate.

Table 2b. Number of Students and Schools per Grade and Condition

Grade	Condition	Number of Students	Number of Schools
1st Grade	Treatment	34	7
	Comparison	53	5
2nd Grade	Treatment	33	10
	Comparison	101	7
3rd Grade	Treatment	60	12
	Comparison	98	7
4th Grade	Treatment	23	6
	Comparison	37	5
5th Grade	Treatment	18	5
	Comparison	41	7
Overall	Treatment	168	19
	Comparison	330	7

Matching Procedures

To ensure baseline equivalence, LXD Research applied Propensity Score Matching (PSM) procedures to construct a matched sample of students from the full comparison group, using PSM procedures in the PSM plug-in for SPSS Version 28.0 (Bertsekas & Tseng, 1988; Hansen, 2004: Ho, Imai, King, & Stuart, 2011; Thoemmes & Liao, 2013). PSM is based on logistic regression, with the outcome specified as a dichotomous indicator of whether or not a student was in the treatment condition. PSM procedures were conducted separately for grades 1 and 2 because the tests for these grades have different subtests at the start of the year for each grade level. PSM was conducted for grades 3-5 together because all students took FAST, which has grade-agnostic scale scores[2]. The propensity

[2] Combining the grades created a larger overall treatment group to support evaluating 3-5 in this study. Like FAST, RISE instructional levels are based on student skill level and not grade level. In other words, the assessment scores students based on their abilities using a unified score across grades. Analysis confirmed that each student in a grade had at least one other student in their grade in the sample. Additionally, each grade level BOY scores were statistically similar.

score for each student in the dataset corresponded with the likelihood of treatment assignment, given a vector of data elements likely related to outcome or treatment participation.

Baseline scores from Renaissance Star Early Learning, Star Reading, and Cambium F.A.S.T. (FAST), and all available student-level demographic data elements were included in the propensity score matching procedure. In addition to the grade-level-appropriate literacy baseline scores, student-level covariates included: gender; racial/ethnic minority; English language learner (ELL) status; special education status; Free/Reduced Lunch (FRL) status. Next, the PSM matching algorithm was applied to select the matched comparison group of students from the original comparison group. LXD Research created the final matched sample by considering one-to-one, nearest neighbor matching with a caliper and without replacement. Propensity scores and covariates were evaluated to balance the treatment and comparison groups.

Analysts conducted robustness checks by using variations on original propensity score parameters to ensure the most appropriate propensity score matching algorithm was used, as defined by the most balanced observable characteristics between treatment and comparison students. Due to the relatively small sample size of the RISE treatment group, only comparison group students were eliminated from the sample for matching. The results of this matching can be seen below in Tables 3-4.

Demographics Groups Before and After Matching and Baseline Equivalence

The analytic samples created for this study using the propensity score matching process demonstrate sufficient baseline equivalence within the acceptable range for the What Works Clearinghouse and the Evidence for ESSA website (with effect size statistics lower than .25 of a standard deviation). Characteristics of the student sample before and after matching are presented below. Additional tables presented in the Results section include grade-specific results for each measure.

Nine participants were removed before the PSM due to missing scale score data. Zero treatment and 78 comparison group participants were removed from the final data set due to Propensity Score Matching. For details on the grade-level sample sizes, see Table 1.

Table 3. Number of Students per Grade and Condition Before and After PSM

Grade	Condition	Number of Students Pre-PSM	Number of Students Post-PSM
1st Grade	Treatment	34	34
	Comparison	53	32
2nd Grade	Treatment	33	33
	Comparison	101	81
3rd Grade	Treatment	60	60
	Comparison	98	84
4th Grade	Treatment	23	23
	Comparison	37	28
5th Grade	Treatment	18	18
	Comparison	41	27
Overall	Treatment	168	168
	Comparison	330	252

Table 4a. PRE-PSM percent of Students Male, Ethnic Minority, FRL, ELL, and SPED by Grade and Condition

Grade	Condition	Number of Students	Gender (Male)	Ethnic Minority	Free/ Reduced Lunch	English Language Learner	Special Education
1st Grade	Treatment	34	56%	**71%**	**44%**	32%	12%
	Comparison	53	57%	**83%**	**74%**	28%	13%
2nd Grade	Treatment	33	**58%**	67%	**48%**	**30%**	15%
	Comparison	99	**46%**	64%	**59%**	**21%**	16%

3rd-5th Grade	Treatment	101	63%	**78%**	67%	**33%**	**35%**
	Comparison	176	59%	**69%**	67%	**21%**	**24%**

Shaded boxes indicate significant or trending differences between groups

Table 4b. POST-PSM percent of Students Male, Ethnic Minority, FRL, ELL, and SPED by Grade and Condition

Grade	Condition	Number of Students	Gender (Male)	Ethnic Minority	Free/ Reduced Lunch	English Language Learner	Special Education
1st Grade	Treatment	34	56%	71%	44%	32%	12%
	Comparison	32	57%	75%	56%	31%	13%
2nd Grade	Treatment	33	58%	67%	48%	30%	15%
	Comparison	81	52%	64%	53%	26%	15%
3rd-5th Grade	Treatment	101	63%	78%	67%	33%	35%
	Comparison	139	55%	81%	73%	27%	31%

Table 4c. Fastbridge Analysis Sub-Sample: Percent of Students Male, Ethnic Minority, FRL, ELL, and SPED by Condition

Grade	Condition	Number of Students	Gender (Male)	Ethnic Minority	Free/ Reduced Lunch	English Language Learner	Special Education
Grades 1-5	Treatment	45	60%	91%	82%	31%	31%
	Comparison	213	59%	80%	68%	43%	16%

Group Literacy Scores Before and After PSM for Star and FAST

Star and FAST Beginning-of-Year

The matching students successfully created similar treatment and comparison groups in each grade. The significance level for each pair was greater than 0.05, meaning the groups were similar. Table 5 shows the group scores before the matching and Table 6 shows the group scores after the matching.

Table 5. BOY PRE-PSM Reading Overall Scale Scores by Grade and Condition

Grade	Condition	Number of students	Reading Test Score
1st Grade STAR Literacy Unified Scale Score	Treatment	34	**694.1**
	Comparison	53	**686.0**
2nd Grade STAR Reading Unified Scale Score	Treatment	33	755.3
	Comparison	99	753.0
3rd Grade FAST ELA Scale Score	Treatment	60	268.8
	Comparison	98	266.8
4th Grade FAST ELA Scale Score	Treatment	23	278.0
	Comparison	37	282.2
5th Grade FAST ELA Scale Score	Treatment	18	285.5
	Comparison	41	285.0
3rd-5th Grade FAST ELA Scale Score	Treatment	101	273.9
	Comparison	176	274.3

Shaded boxes indicate significant differences between groups.

Table 6. BOY POST-PSM Reading Overall Scale Scores by Grade and Condition

Grade	Condition	Number of students	Reading Test Score	Significance
1st grade STAR Literacy Unified Scale Score	Treatment	34	694.1	$p = 0.96$
	Comparison	32	693.6	
2nd grade STAR Reading Unified Scale Score	Treatment	33	755.3	$p = 0.97$
	Comparison	81	756.0	
3rd grade FAST ELA Scale Score	Treatment	60	268.8	$p = 0.70$
	Comparison	84	267.8	
4th grade FAST ELA Scale Score	Treatment	23	278.0	$p = 0.28$
	Comparison	28	282.3	
5th grade FAST ELA Scale Score	Treatment	18	285.5	$p = 0.63$
	Comparison	27	283.2	
3rd-5th grade FAST ELA Scale Score	Treatment	101	273.9	$p = 0.94$
	Comparison	139	273.7	

Benchmark Status for Matched Groups

Additional descriptive statistics that can be helpful to understand student beginning-of-year (BOY) scores are the Benchmark Status distributions for each grade (Figure 7a-b). As expected, most students selected for intervention scored in the Urgent Intervention or Intervention groups on Star Literacy. Over 80% of third-fifth graders were Below Benchmark on FAST.

Table 7a. Star Literacy Benchmark Categories for Beginning of Year

Grade	Condition	Number of Students	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
1st grade	Treatment	34	38%	32%	24%	6%
	Comparison	32	31%	50%	12%	3%

Table 7b. Star Reading Benchmark Categories for Beginning of Year

Grade	Condition	Number of Students	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
2nd grade	Treatment	33	64%	21%	6%	9%
	Comparison	81	63%	30%	7%	0%

Table 7c. FAST ELA Test Level for Beginning of Year

Grade	Condition	Number of Students	Below Benchmark	At/Near Benchmark	Above Benchmark
3rd Grade	Treatment	60	85%	13%	2%
	Comparison	84	90%	10%	0%
4th Grade	Treatment	23	83%	17%	0%
	Comparison	28	89%	11%	0%
5th Grade	Treatment	18	89%	11%	0%
	Comparison	27	93%	7%	0%
Grades 3-5 Combined	Treatment	101	85%	14%	1%
	Comparison	139	91%	9%	0%

Site Visit Sample

LXD Research began reaching out to schools in early spring 2023 to conduct site visits. Both treatment and comparison schools were largely located near each other in the urban center. One treatment school approximately 40 miles away from the others, an area considerably more rural than the other campuses included in our site visits. Researchers visited five schools to view RISE/Up implementation. Researchers visited two schools not implementing RISE/Up. Researchers observed an average of 4 students per school ranging from grades 2nd-5th.

Data and Measures

Description of Achievement Data

All students were pretested within the first four weeks of school using Renaissance Star Early Learning (Grades K-2) and Cambium F.A.S.T. (Grades 3-10). Mid-year testing took place in December 2022, and end of year testing followed in April/May 2023. A subgroup of eight treatment schools and all of the comparison schools also completed teacher surveys and used FastBridge to monitor student progress between January and May 2023 (the treatment school teachers also completed weekly logs during this time to track their implementation for each group). A portion of these schools were also visited by the research team in March 2023 for classroom observations.

Progress Monitoring & Assessment: Star Early Literacy

Star Early Literacy Assessment is a computer-based adaptive assessment to measure Pre-K - 3rd early language and reading foundational skills. All questions are in multiple choice format with three answer options. It uncovers learning gaps quickly to identify at-risk students and assess individual growth. Students automatically progress to Star Reading once they reach a certain threshold of mastery. Most of the first graders in this study met that threshold and advanced to Star Reading for the end-of-year assessment. For more information about the types of skills assessed refer to Table 8a.

Table 8a. Star Early Literacy Skills Assessed and Example Types of Questions

Skill	Examples of Skills Assessed
Alphabetic Principle, Concept of Word, Visual Discrimination	Distinguish numbers from letters Identify number of words Match words that are the same
Phonemic Awareness	Identify rhyming words Blend 2-syllable words Recognize same final sounds (pictures)
Phonics	Match short vowel sounds to letters Identify letter for final consonant sound Identify sounds with word families
Structural Analysis & Vocabulary	Read grade-level sight words Understand position words Match words with their synonyms
Sentence & Paragraph Level Comprehension	Choosing the right word for the sentence Answering multiple choice comprehension question about text

Progress Monitoring & Assessment: Star Reading

Star Reading is for K-12 students to assess their reading literacy growth. The test uses multiple choice short comprehension and extended comprehension question types to assess skills across five different domains as shown in Table 8b.

Table 8b. Star Reading Domains & Skills

Domain	Specific Skills
Vocabulary	Word knowledge and skills - knowledge and ability to apply

Comprehension	Comprehension strategies and constructing meaning - self-monitoring, making predictions, drawing conclusions, and using the organizational structure of the text to improve understanding
Literacy	Analyzing literary text - explore the plot, setting, character, theme, point of view, characteristics of different genres
Author	Understanding author's craft - understanding and analysis of an author's use of language and literary devices to create certain effects.
Argument	Analyzing Argument and Evaluating Text - recognizing, analyzing, and evaluating arguments in persuasive, editorial, and academic writing

Progress Monitoring & Assessment: FAST Reading

The Florida Assessment of Student Thinking (FAST) is a progress monitoring tool for students in Pre-Kindergarten through grade 10 for the reading assessment and through grade 8 for mathematics assessment. Refer to Table 8c for the skills tested on the FAST reading assessment.

Table 8c. FAST Reading Indicators of Early Literacy Skills

Subtest	Indicators of Early Literacy Skills
FAST ELA Reading	Reading Prose & Poetry, Reading Informational Text, Reading Across Genres & Vocabulary

Progress Monitoring & Assessment: FastBridge

FastBridge is described as an all-in-one screening, progress monitoring, and reporting tool. Noting that their screening process takes anywhere from five to thirty minutes for educators to complete with students, FastBridge provides subject mastery data and intervention guidance to educators covering reading, math, and social-emotional behavior. This program provides tier one program evaluation through universal screening, allowing teachers to adeptly identify effective and alter ineffective instructional practices.

Description of Log Data

An additional task asked of the 14 participating RISE/Up teachers was to complete weekly logs from February 6th, 2023 through May 12, 2023. These logs tracked student attendance; lesson number; and specific details about daily small group lessons, such as station number, resources used, station card, book title, target skill and any other relevant notes the teachers provided. Teachers received a weekly incentive of a $10 Amazon gift card for each log submission, and double the amount

if they completed all of their logs by the end of each month. All of our RISE/Up instructors participated and monitored their weekly intervention groups through logs.

Description of Teacher Surveys

A survey was sent out to the 14 RISE/Up teachers who opted to participate in the survey and 36 comparison teachers via email. All RISE/Up teachers and 18 comparison teachers completed the survey. Teachers who completed the survey were given a $25 Amazon gift card as an incentive. Questions ranged from demographics and background education information to more specific intervention experience and professional development.

Description of Principal Interviews

LXD Research conducted interviews with administrators from treatment campuses. All of our principals had previous teaching experience, and their knowledge of educator sentiments provided us with insights that informed our teacher logs, site visits, and teacher surveys. Like the teachers we interviewed, principals held an overall positive view of RISE/Up. They felt that the program was a helpful resource to incorporate into their school community, teachers were well-trained and supported, and students remained engaged throughout interventions. Program improvement suggestions from administrators appear later in this report.

Description of Teacher Observations

LXD Research completed site visits in early March for both RISE/Up and comparison classrooms. Two researchers visited 5 RISE/Up schools where they observed 6 teachers using the program with their students. The two researchers also visited 2 comparison schools where they observed 2 teachers using other Tier 2 interventions such as Fountas and Pinnell's Leveled Literacy Intervention. The site observations allowed LXD Research to witness the program in action, see how the students and teachers were using and responding to it, as well as hear from teachers directly about the positives and challenges of implementing the program. A summary of the observations were shared with the district and Scholastic in a separate report.

Analytical Approach

Time Period of Analysis

Interviews with district leadership, conversations with educators during site visits, and analysis of teacher surveys showed that student learning during the fall semester was disrupted multiple times.

The research study was approved by the school district in mid-September, which coincided with massive teacher shortages throughout the schools. Shortly after the teachers were trained on RISE, the category 4 hurricane Ian hit the Florida county. A few weeks later in early November, category 1 hurricane Nicole inflicted significant damage and closed the schools for multiple days. With Thanksgiving break and winter break just weeks later, measuring the impact of RISE between January and May would more accurately reflect its effectiveness. This period also coincided with the study's weekly implementation log collection, providing the researchers with better insight into implementation and instructional patterns to triangulate with quantitative results. Information about the Fall to Winter results were shared with the school district and Scholastic in March 2023 and are available Upon request.

Correlation between Lesson Achievement and Literacy Scores

Fourteen RISE instructors provided weekly logs documenting their implementation of the program. Each group's final lesson number in May 2023 was recorded and merged with the student literacy score data. A correlation between each student group's lesson number and their EOY scale score was analyzed, controlling for students BOY scale scores.

FastBridge Analytic Approach

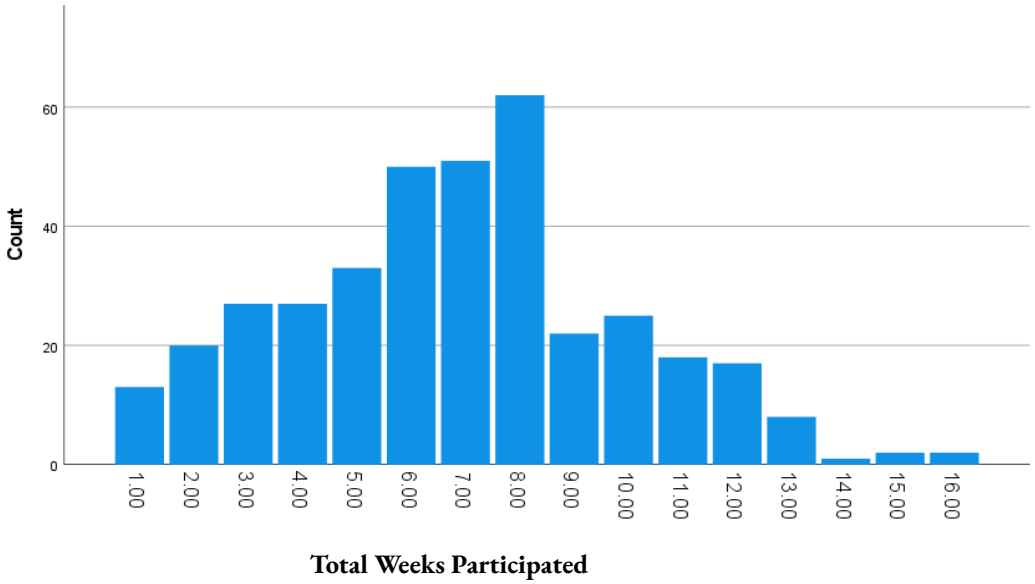
During the spring semester of 2023, RISE students were asked to participate in a biweekly FastBridge assessment. As expected, most students who took FastBridge had between six to eight time periods (Figure 1). Of the 2779 total responses recorded, 187 responses were redundant (i.e., the same participant responded more than once within the same week). To account for this redundancy, the highest scores for a participant for any given week were included in the final data set, and the redundant responses were excluded from analysis. When there is a relatively small sample (45 students in the treatment group) and students have multiple timepoints across the study period, a Repeated Measures ANOVA helps determine whether the trends of scores over time are significantly different between groups and what kind of pattern or trajectory of growth is shown.

Missingness by Participant

Of the 378 individual participants (60 RISE students, and 318 comparison students), students varied in their level of participation. To determine the level of within-student missingness, we counted the number of weeks in which each student participated to establish a cutoff for students who did not sufficiently participate in the longitudinal assessment to be included in the final data set. Teachers were requested to evaluate their students at least once every 2 weeks during the 18 week period, with the exception of the spring break week (i.e., Week 10) and state testing (i.e., Weeks 15-18). Students ranged

in participation from 1-16 total weeks of measurement, with a mean of 6.9 occasions, a median of 7 occasions, and a mode of 8 occasions overall. The RISE participants had a mean of 6.6 occasions, a median of 7 occasions, and a mode of 6 occasions. The Comparison participants had a mean of 6.9 occasions, a median of 7 occasions, and a mode of 8 occasions (please see Figure 1).

Figure 1. Number of Weeks Participated (All Participants)



The result of this analysis was to set the participation cutoff in the longitudinal data set to 6+ occasions of measurement. 258 of the 378 total participants (i.e., 68%) were therefore included in the longitudinal analysis (45 RISE participants, and 213 Comparison group participants). Participants ranged from Grades 1-5 (see Appendix 1). The difference in attrition between RISE and the comparison group was quite modest (84% to 83% (i.e., -1%) in the comparison group, and 16-17% (i.e., +1%) in the RISE group). Therefore, our approach met the requirements for minimizing differential attrition in the RISE and Comparison samples.

Missingness by Occasion of Measurement

There was significant missingness in six of the 18 total weeks; Week 1 (73% missing), Week 10 (100% missing), and Weeks 15-18 (74% missing). Week 1 missingness was due to communication issues at launch, Week 10 was spring break, and Weeks 15-18 were interrupted by state testing. Therefore, Weeks 1, 10, and 15-18 were excluded from analysis. In addition, the participants were asked to respond on a biweekly basis, so missingness at the individual level typically followed a biweekly pattern. Therefore, scores were averaged in two-week intervals (e.g., Weeks 2 and 3 were averaged, and Weeks 4 and 5 were averaged). This averaging resulted in a reduction to six occasions of measurement. After

completing this method, missingness was reduced to an average of 16% across the six two-week intervals.

To analyze the differences in change over the course of the six two-week intervals, we selected Repeated Measures Analysis of Variance (ANOVA). This was deemed appropriate given the small sample size, multiple occasions, and the homogeneity of variance established by Mauchly's test of Sphericity ($\chi 2(14) = 4.25, p = .99$). SPSS 28 requires that longitudinal data be complete – otherwise, participants are excluded from Repeated Measures ANOVA. A total of 16% of responses were missing, which was sufficient to justify conducting Multiple Imputation (MI) to impute the missing responses. All presented longitudinal FastBridge findings are a result of the pooled results of the five MI-generated data sets.

Description of HLM and any covariates used in the model

For the Star and FAST assessments, students were tested at the start and end of the study period. There was sufficient sample size in each grade-test combination for grades 1, 2, and 3-5 to be included in these analyses. Three-level hierarchical linear regression models (HLMs) help account for any differences (e.g., neighborhood effects) that could be measured by the fact that students are "clustered" or "nested" in schools within the district and that schools were assigned to be either treatment or comparison schools.

HLMs with time (level 1) nested within students (level 2) nested with schools (level 3) were employed to examine growth in literacy scores. All models contained a series of covariates including gender ("female"; 0 = male, 1 = female), ELL status ("ELL_Status"; 1 = ELL, 0 = non-ELL), Free and reduced price lunch ("Free_Reduced_Lunch"; 1 = FRPL, 0 = non-FRPL), SPED status ("SPED"; 1 = SPED, 0 = non-SPED), Minority ("Minority_Ethnicity"; 1 = Minority, 0 = White), an indicator of time ("Time"; 1 = Middle of Year (MOY), 2 = End of Year (EOY)), an indicator of whether the student was in the treatment or comparison group ("intervention"; 0 = comparison, 1 = Treatment), and an interaction between time and group calculated as the product of Time*group ("Tigr").

We explored main effects of treatment versus comparison groups by considering the significance of the interaction between time and group ("Tigr"). A significant interaction term would suggest that the slope (i.e., growth) in literacy scores is different for the treatment versus comparison groups. All analyses were conducted separately by grade using the statistical software package R 3.6.2.

In the current sample, different assessments were administered for different grade levels at the Middle of Year (MOY) and End of Year (EOY). Table 9 summarizes the assessments administered for each grade.

Table 9. List of Assessments by Grade Level by Time Period Sample

Grade Level	MOY-EOY Assessments
1	STAR LIT, STAR READ
2	STAR READ, Estimated ORF STAR READ
3-5	FAST ELA, Domain Genres FAST ELA*, Domain Inform Text FAST ELA*, Domain Prose Poetry FAST ELA*

*Important Note: The original scale response for Domain sub-scales was "At/Near the Standard", "Above the Standard", and "Below the Standard". These scales were dichotomized to be 0=Below Standard and 1=At/Near/Above Standard.

Quantitative Findings

Log Collection Description

Interventionists inputted their weekly RISE activities by the end of each week between the end of January and mid-May. In each log, each student's station activity was recorded for each day of the week. If a student was absent, they did not get credit for the stations covered in that day. For each station and day, instructors indicated which resources were used and which skills were the focus for learning for each group. The number of students per group ranged from three to seven. Group averages are displayed in Tables 10-12.

Table 10. Number of Teachers, Schools, and Logs Recorded by Grade

Grade	# of Teachers	# of Schools	# of Total Logs	Avg. Number of Weeks Recorded
1	1	1	82	11
2	6	3	332	11.3
3	4	3	269	11
4	6	5	362	11.5
5	2	2	77	12

Unexpectedly, students completed less than half of the expected number of stations per week. Rather than completing between 8-10 stations a week, which was the modified plan of completing two stations per day in a 30-minute session, only 4.5 were completed per week on average. Holidays, testing, teacher absences, and student absences were typically the reason why a day of instruction was not provided. Considering RISE was designed for four stations a day, every day, this implementation was approximately only one-quarter of the daily recommended dosage.

Table 11: Description of RISE Usage from Logs overall and by grade level

Grade	# of Students	Avg. Stations Per Week	Avg. Total Stations Completed	Avg. Cycles per Week	Unique Skills Covered	Avg. # of Station Cards Used
1	5	5.2	62	1.6	14	13
2	17	4.36	52	1.15	12	21
3	12	4.33	52	1.06	28	27
4	28	4.65	56	1.54	27	31
5	7	3.02	36	1.0	10	16

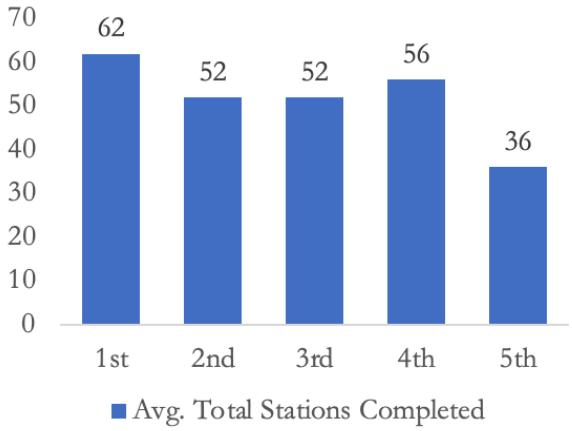
Table 12: Description of Usage from Logs by School

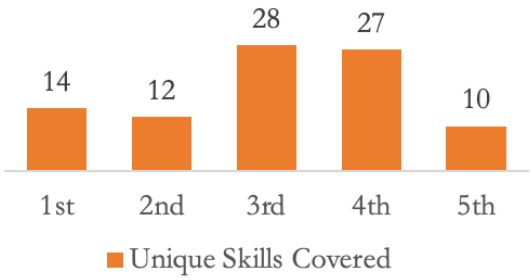
Elementary School	# of Students	Avg. Stations Per Week	Avg. Total # of Stations Completed	Avg. Total Cycles (Stations/4)	Avg. Unique Skills Covered	Avg. # of Stations Cards Used
School 1	15	4.74	56.93	14.23	25	32
School 2	9	3.71	44.56	11.14	14	16
School 3	5	3.17	38	9.5	8	16
School 4	7	3.05	36.57	9.14	7	15
School 5	7	6.73	80.71	20.18	19	17
School 6	7	5.45	65.43	16.36	5	14
School 7	3	2.69	32.33	8.08	11	12
School 8	5	4.03	48.4	12.1	7	21
School 9	11	4.39	52.73	13.18	26	28

Insights from Log Data

Implementation of RISE differs slightly among the grades. For example, students across grades 1-4 completed over fifty stations across the year on average, while grade 5 had only 36 stations completed. Grades 3-4 covered about double the number of unique skills than each of the other grades. This pattern seems to indicate that third and fourth graders covered more skills in the same number of stations than other grades.

Figure 2: Comparing number of stations completed to total unique skills covered by grade





Biweekly FastBridge Repeated Measures ANOVA Findings

A repeated measures Analysis of Variance (ANOVA) was conducted to determine whether students changed in Words Read Correctly Per Minute (WRCPM) over the course of the intervention (i.e., from Week 2 to Week 14).

Table 13a: Number of Students by Grade with FastBridge WRCPM Scores

	Measure	Comparison	RISE	Total
Grade 1	Count	8	2	10
	Percentage	4%	4%	4%
Grade 2	Count	34	5	39
	Percentage	16%	11%	15%
Grade 3	Count	86	9	95
	Percentage	40%	20%	37%
Grade 4	Count	46	19	65
	Percentage	22%	42%	25%
Grade 5	Count	39	10	49
	Percentage	18%	22%	19%

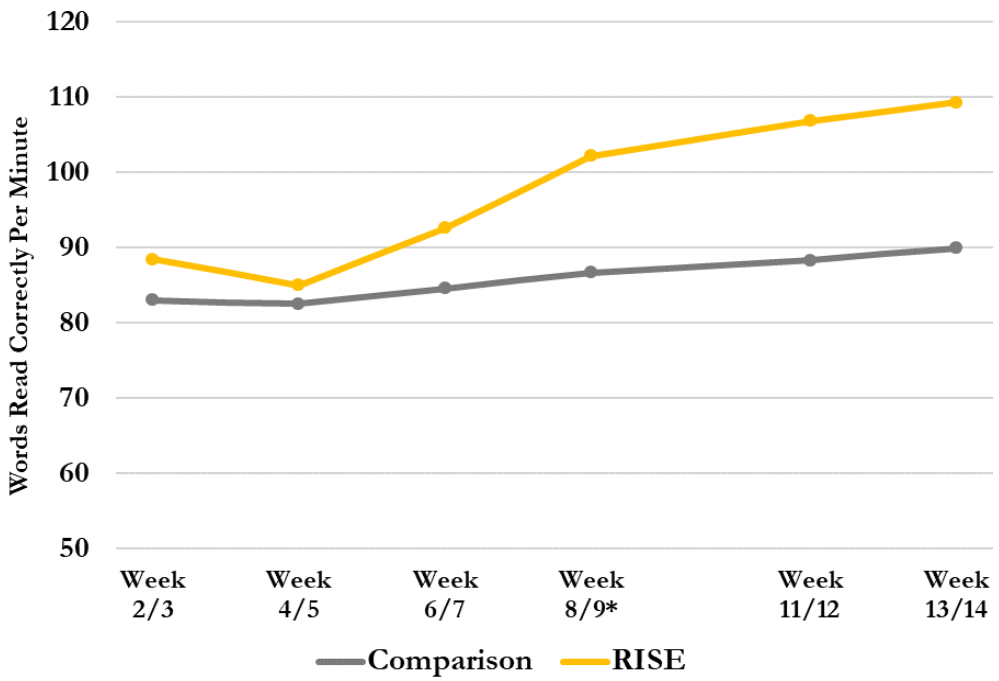
WRCPM scores did not significantly differ between groups at the beginning of the intervention (i.e., at Week 2/3; $t(256) = 0.97$, $p = .34$). Results indicated that both the RISE group and the Comparison group significantly increased in WRCPM scores over the course of the study. The ANOVA was significant at the .001 level $F(1, 5) = 34.1$, $p < .001$, partial eta squared effect size = .40. In addition to the main effect of time on growth over the six occasions, an interaction effect showed that growth was stronger for RISE participants than for the comparison group. This interaction was significant at the .01 level, $F(1, 5) = 3.3$, $p < .01$, partial eta squared effect size = .06 (please see Graph 4). When including grade level as a covariate in the model, grade level had no significant effect ($p = .27$). Considering the dosage was less than half of the intended usage, these results are very promising.

Table 13b: Overall impact of RISE on FastBridge WRCPM Scores

Assessment	Condition	N	Pre - Post Means (Change)	SD	Occasion * Condition Interaction F Score	*p*-value	Partial eta Squared Effect Size
FastBridge WRCPM	Comparison	213	83 - 90 (+7)	33.7	F(1, 5) = 3.3	$p = .002$	0.06
	RISE	45	88 - 109 (+21)	34.0*			

**Note*: Pooled SD = 33.9

Figure 3: RISE vs. Comparison Group growth in FastBridge Words Read Correctly Per Minute (WRCPM) Scores



*Note: N= 213 Comparison, and 45 RISE students. Week 10 was Spring break, and was therefore excluded from analysis.

First Grade STAR Results

There was not a significant effect of treatment on 1st grade STAR LIT/READ scores[3], suggesting that students in the treatment and comparison group demonstrated similar growth from MOY to EOY. Complete output for each model can be found in Appendix 1. Results of t-tests (and their associated effect sizes) comparing growth in MOY averages and EOY averages in STAR LIT/READ scores between the treatment and comparison groups can be found in Table 14.

Second Grade STAR Reading Results

There was not a significant effect of treatment on 2nd grade STAR READ and Estimated ORF STAR READ scores, suggesting that students in the treatment and comparison group demonstrated similar growth from MOY to EOY. Complete output for each model can be found in Appendix 1. Results of t-tests (and their associated effect sizes) comparing growth in MOY averages and EOY averages in STAR READ and Estimated ORF STAR READ scores between the treatment and comparison groups can be found in Table 14.

Grades 3 through 5 FAST Results

One outcome (FAST ELA), was normally distributed and tested within a hierarchical linear model. The remaining three outcomes (Domain Generes, Domain Inform Text, Domain Prose Poetry) were dichotomous and therefore tested within a hierarchical logistic regression model. There was not a significant effect of treatment on grades 3-5 FAST ELA, Domain Genres, Domain Inform Text and Domain Prose Poetry scores, suggesting that students in the treatment and comparison group demonstrated similar growth. The complete output for each model can be found in Appendix 2. Results of t-tests (and their associated effect sizes) comparing growth is in Table 14, as well as comparing EOY averages. Results of t-tests comparing BOY and MOY averages in scores between the treatment and comparison groups can be found in Appendix 5.

Grade 3 FAST Results

We separated out the third grade students and ran the models for Grades 3-5 with only third grade. There was not a significant effect of treatment on third grade FAST ELA, Domain Genres, Domain Inform Text and Domain Prose Poetry scores, suggesting that students in the treatment and control group demonstrated similar growth. Complete output for each model can be found in

[3] The Star assessment requires students to shift from the Early Literacy format to the Reading format once students score above 851. All but 12 first graders shifted from Early Literacy to Reading at the end of the year. According to the Star technical manual (Renaissance Learning, 2022), the scale scores for each test should be considered and treated as a single unified scale score for analysis purposes.

Appendix 2. Results of t-tests (and their associated effect sizes) comparing growth, MOY averages and EOY averages in scores between the treatment and control groups can be found in Appendix 4.

Tables 14-15 report the effect sizes (Cohen's d) resulting from dependent samples t-test that compared growth and EOY average in literacy scores in the treatment and comparison groups. T-tests were run separately for grades 1-3 and then together for Grades 3-5 due to small sample sizes in grades 4 and 5.

Table 14. T-tests comparing Grade Level Growth in Literacy Scores by Treatment and Comparison Group Status

Grade Level	Assessment	Group	Number	Growth MOY-EOY Avg Score	SD	*p*-value	Cohen's *d* Effect Size
1	**STAR LIT/READ**	Comparison	32	15.16	86.30	.62	.12
		Treatment	32	25.31	78.30		
2	**STAR READ**	Comparison	79	40.63	62.55	.46	.16
		Treatment	33	50.03	55.19		
2	**Estimated ORF STAR READ**	Comparison	79	14.00	17.59	.64	.10
		Treatment	33	15.64	15.11		
3	**FAST ELA**	Comparison	84	9.40	18.41	.66	.08
		Treatment	58	10.83	19.50		
3-5	**FAST ELA**	Comparison	139	9.34	18.36	.53	.09
		Treatment	96	7.79	18.19		
3-5	**Domain Genres FAST ELA**	Comparison	139	.25	.66	.10	.22
		Treatment	96	.40	.64		
3-5	**Domain Inform Text FAST ELA**	Comparison	139	.13	.64	.58	.07
		Treatment	96	.08	.63		
3-5	**Domain Prose Poetry FAST ELA**	Comparison	139	.28	.64	.26	.15
		Treatment	96	.19	.60		

Table 15. T-tests comparing Grade Level EOY Literacy Scores by Group Status

Grade	Assessment	Group	Number	EOY Avg Score	SD	*p*-value	Cohen's *d* Effect Size
1	**STAR READ**	Comparison	32	757.81	89.70	.67	.11
		Treatment	34	766.29	71.21		
2	**STAR READ**	Comparison	81	850.01	78.99	.28	.23
		Treatment	33	866.42	53.68		
3	**FAST ELA**	Comparison	84	283.80	17.16	.92	.02
		Treatment	60	284.10	19.36		
3-5	**FAST ELA**	Comparison	139	289.46	18.87	.69	.05
		Treatment	100	288.45	19.97		

RISE Students' Literacy Achievement

To better understand the impact of RISE on student state test scores, an additional analysis was conducted with just the students who used RISE in grades 3-5.

Correlations between Implementation Lesson Number and Scale Scores

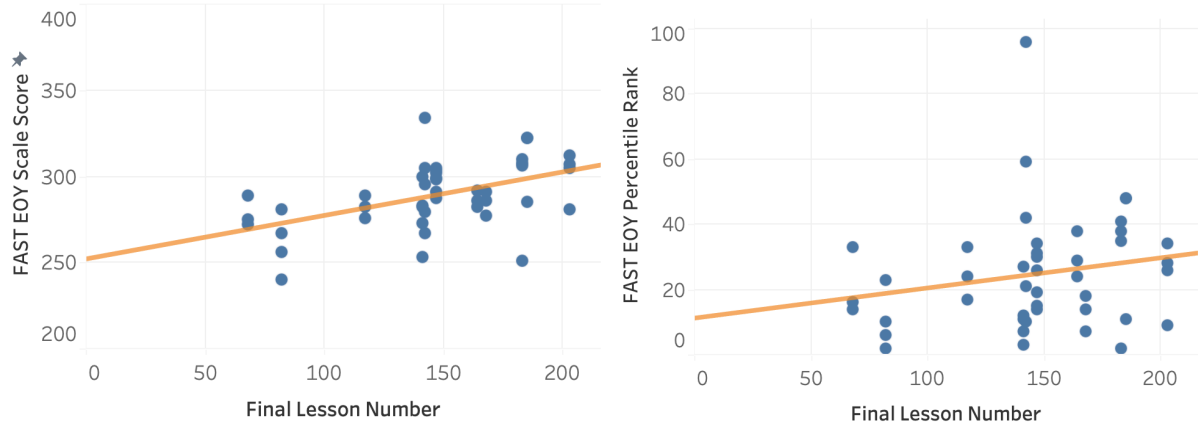
Students made progress on RISE lessons at various rates, defined by combining one letter, and a number between one and eight (i.e., students began at "A.1.," and a student who completed the program would be labeled "Z.8." These lesson progress scores were translated into a continuous numeric variable that ranged from 68 to 203. A correlation analysis was conducted with 44 students' final RISE lesson number in May 2023 and their FAST end-of-the-year score. If the RISE level system were well aligned with the state standards, we would see these numbers having a strong correlation. For a more robust test of this relationship, the analysis also controlled for students' beginning-of-the-year scores.

The correlation between FAST EOY Scale Score and final lesson number controlling for BOY scale score was significant for grades 3-5 combined ($r=0.48$; $p < .01$)[4].

[4] Pearson's r ranges from 0 to 1 and 0.4 - .0.6 is considered medium strength in education research.

The correlation between FAST EOY Percentile and final lesson number controlling for BOY Percentile was very close to significant for grades 3-5 combined, but p = .053 is above the accepted threshold. As mentioned, nothing was significant at the individual grade level due to the small sample size. If students had gotten more opportunities to complete lessons, students would have been farther along in the program and may have had higher scores.

Figures 4a-b. Scatterplots and trend lines with correlations between students' final lesson number and EOY FAST score or percentile



Advancement of Achievement Levels by RISE Students

While in decades past, there may have only been one intervention option at a school, RISE schools were able to leverage a new tool for students who might have had stagnant progress using other tools. For the teacher working with these students, moving out of intervention is the ultimate goal. Did this product work for the students who used it? The answer was yes, more students moved out of intervention by the end of the year than remained in intervention. The tables and figures below present the details for grades 1, 2, and 3-5.

- Grade 1 students were significantly less likely to be below grade level (Intervention or Urgent Intervention) by the spring semester, $t(52) = 2.4$, $p < .05$.
- Grade 2 students were significantly less likely to require intervention / urgent intervention by the spring semester, $t(29) = 3.5$, $p < .001$.
- Grade 3-5 students were significantly less likely to require urgent intervention by the spring semester, $t(98) = 8.0$, $p < .001$.

Figure 5a. Student Advancement in Benchmark or Achievement Levels from BOY to EOY

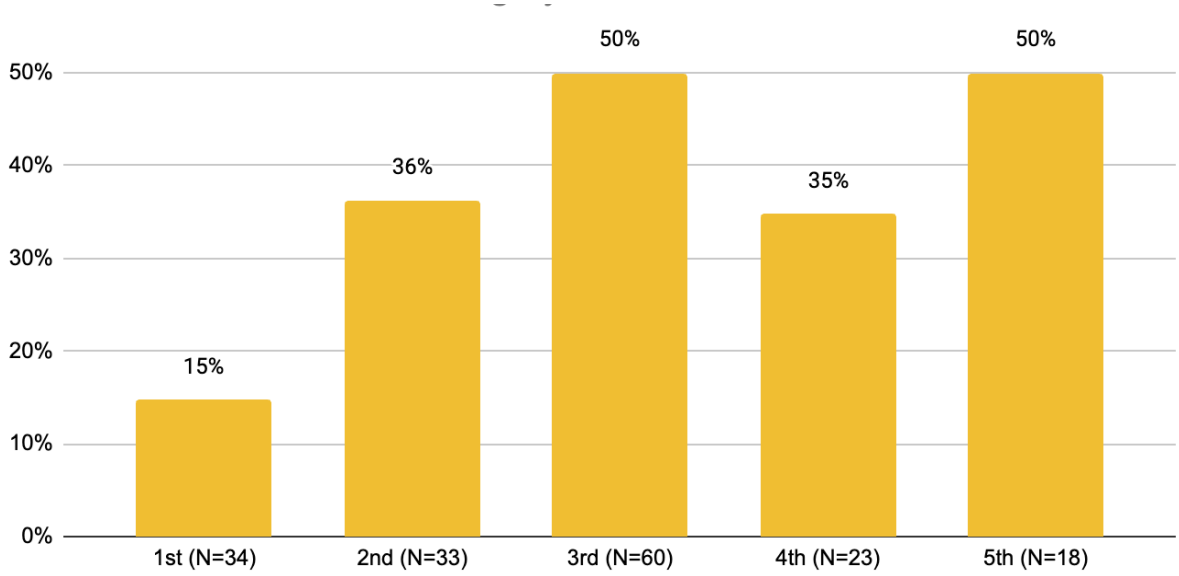


Table 14a: Overall Table That shows changes in performance levels on Star Grade 1 (N=34)

	EOY Category # (% of row)			
BOY Category	**Urgent Intervention**	**Intervention**	**On Watch**	**At/Above**
Urgent Intervention (N=10)	5	3		2
Intervention (N=9)	5	1	1	2
On Watch (N=8)		5	3	
At/Above Benchmark (N=2)			2	

Figure 6a. First Grade Graph with BOY and EOY Benchmark Categories

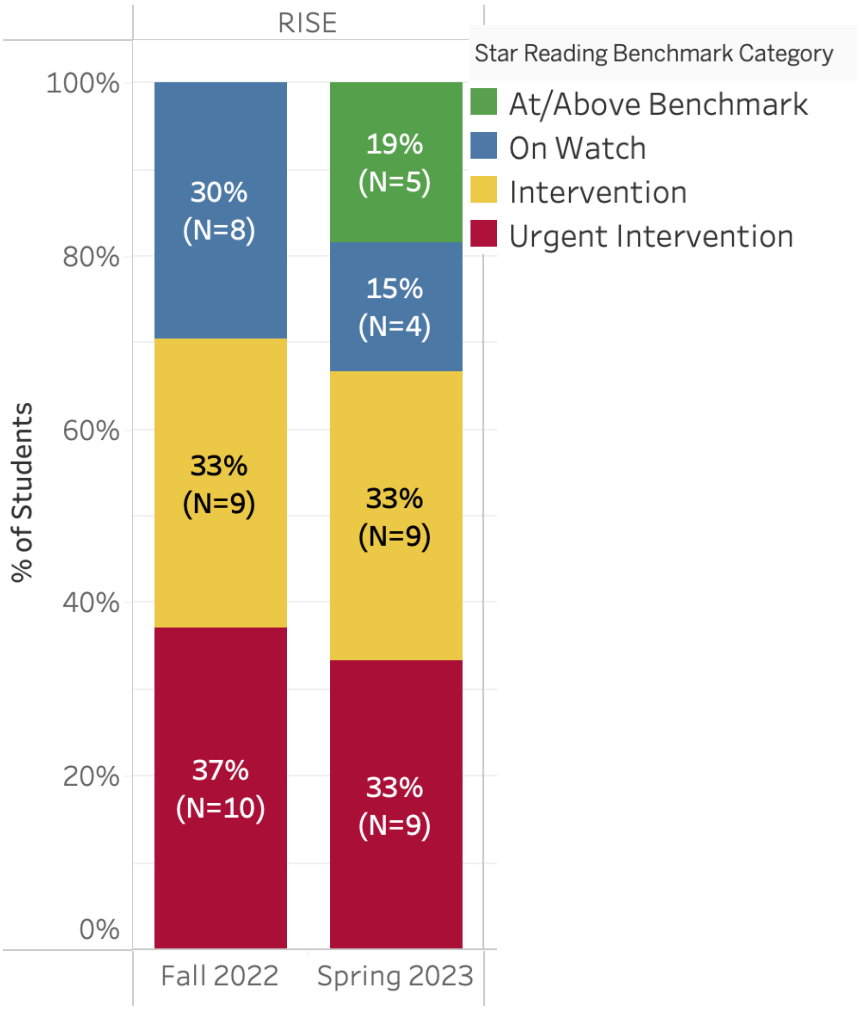


Table 14b: Changes in performance Category on Star, Grade 2 (N=33)

	EOY Category # (% of row)			
BOY Category	**Urgent Intervention**	**Intervention**	**On Watch**	**At/Above**
Urgent Intervention (N=21)	8	5	5	3
Intervention (N=7)	1	4	1	1
On Watch (N=2)			1	2
At/Above Benchmark (N=3)			1	2

Figure 6b. Second Grade Graph with BOY and EOY Benchmark Categories

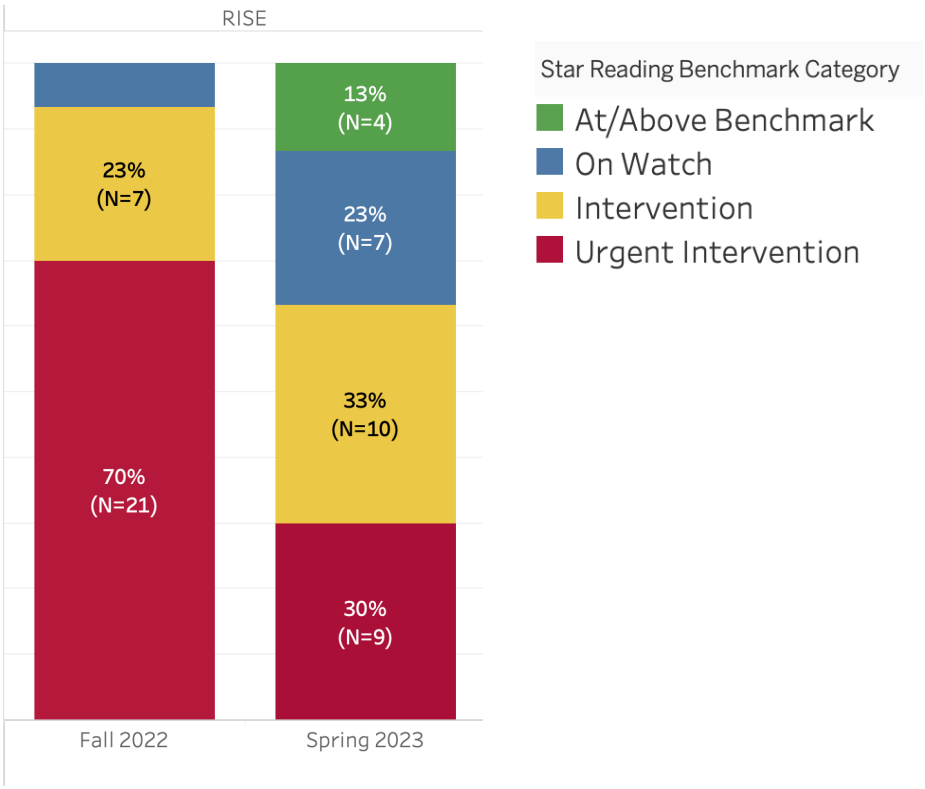
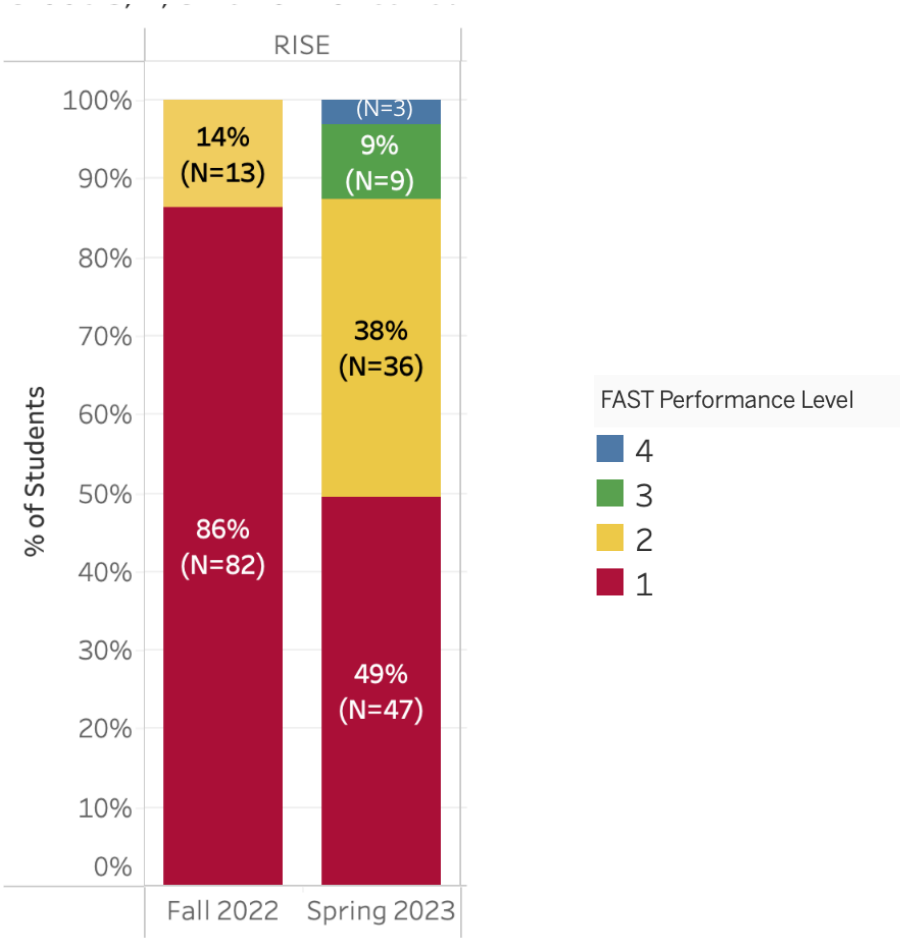


Table 14c: Overall Table That shows changes in performance levels on FAST (N=101)

	EOY Levels # (% of row)			
BOY Level	**1**	**2**	**3**	**4**
1 (N=85)	45 (53%)	33 (39%)	7 (8%)	
2 (N=14)	3 (21%)	5 (36%)	3 (21%)	3 (21%)

Figure 6c. Grades 3-5 Graph with BOY and EOY Performance Levels



Teacher Survey Findings

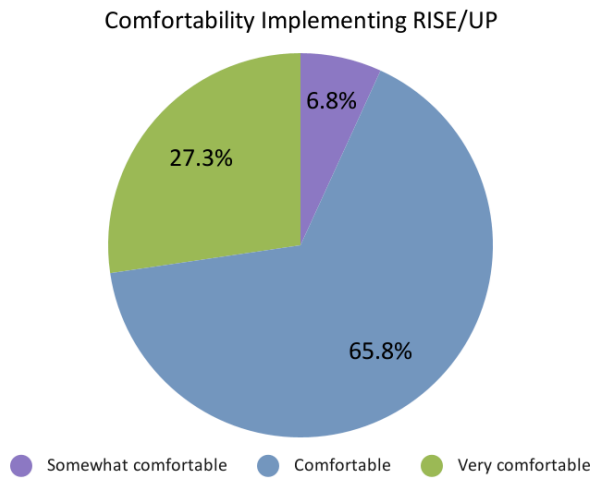
A total of 14 treatment educators and 18 comparison teachers responded to the teacher survey. Of the treatment respondents, 43% were interventionists, 36% were classroom teachers, and 14% were ESOL support teachers. Of the comparison respondents, 61% were teachers, 28% were interventionists, 6% were reading specialists, and 6% were SAIs. Interestingly, 86% of treatment respondents indicated they received onsite coaching from Scholastic on implementing the intervention program. 87% of comparison respondents indicated they did not receive onsite coaching or professional development from the intervention programs they used.

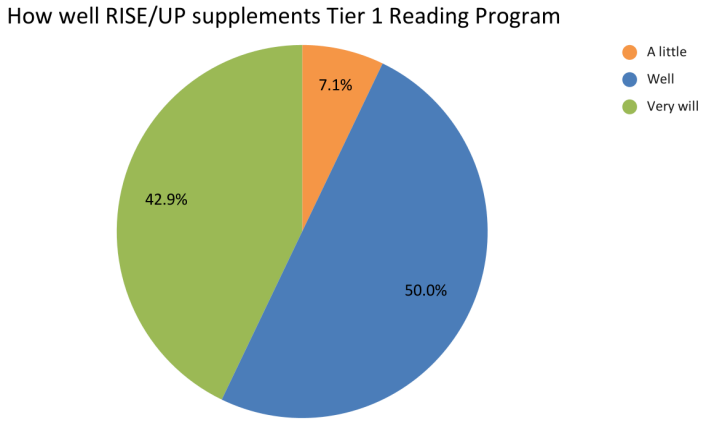
Highlighted survey findings include:

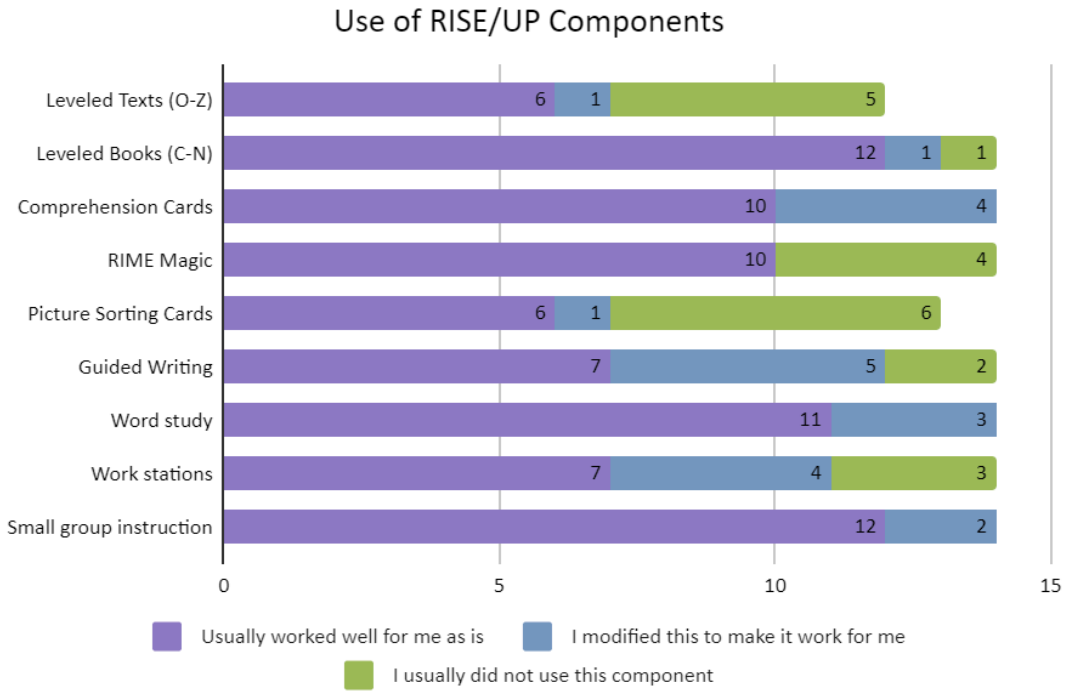
- 57% of RISE/Up teachers indicated that they had enough time to implement RISE/Up as instructed, but 43% suggested that they did not have enough time. The activities that seemed to take more time were primarily Station 1, reading text and reading comprehension, and Station 2, the guided writing portion.
- 93% of teachers indicated the students particularly enjoyed the content of the books, and 86% of the teachers selected the group discussions. When asked why the students preferred the content of books, teachers responded with "the texts were interesting," "students loved getting a new book," and "the content is engaging and fun for them."

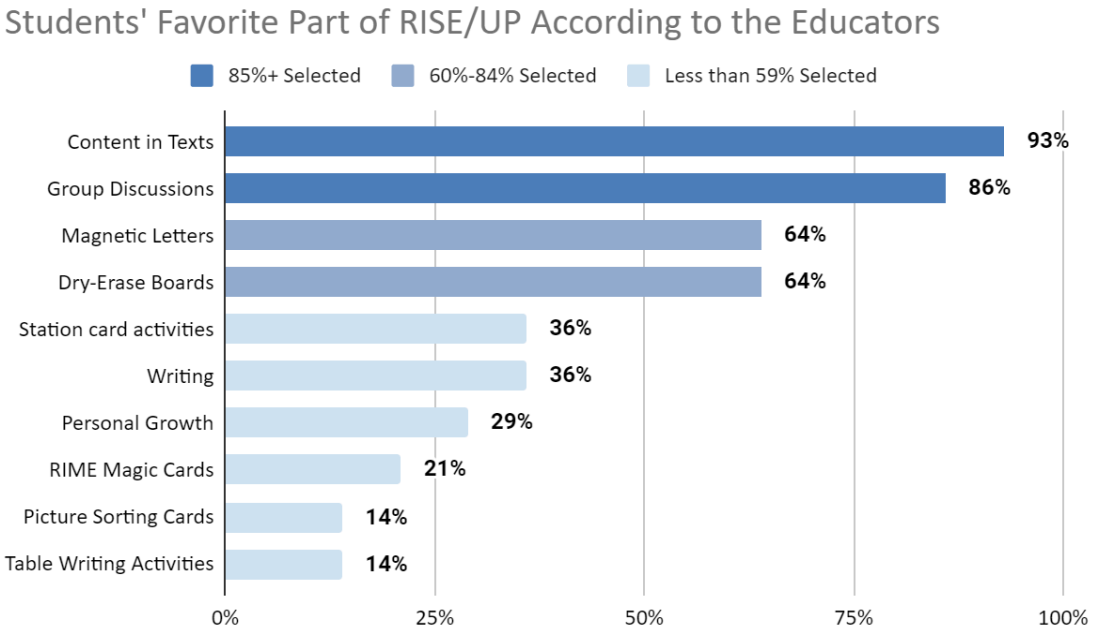
Teachers said the students enjoyed class discussions because "it allowed them to share their understanding and also learn what their classmates understood from the text." Suggested changes/adjustments to make the program indispensable for teachers included putting all the stations in one book, adding examples for teachers to use during the lesson, and embedding a running record or progress tracker.

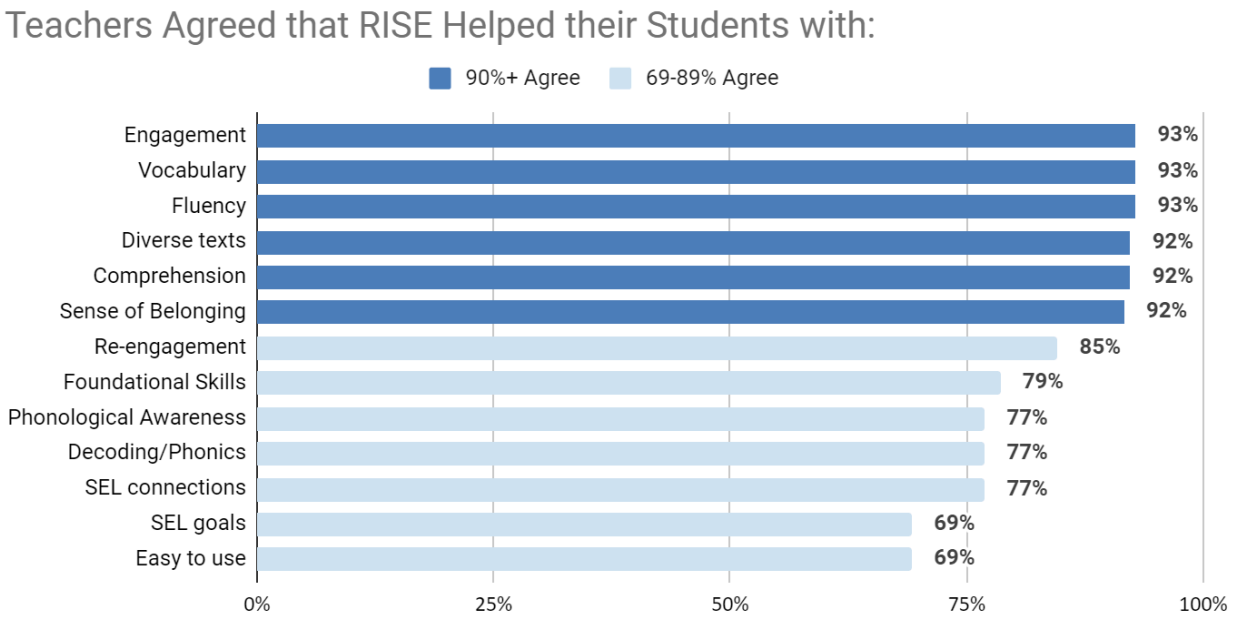
Figure Set 7: Graphs from the RISE Survey are included below






Use of RISE/UP Components
Leveled Texts (O-Z)
Leveled Books (C-N)
Comprehension Cards
RIME Magic
Picture Sorting Cards
Guided Writing
Word study
Work stations
Small group instruction
6 1 5
12 1 1
10 4
10 4
6 1 6
7 5 2
11 3
7 4 3
12 2
0
5
10
15
Usually worked well for me as is
I modified this to make it work for me
I usually did not use this component


Students' Favorite Part of RISE/UP According to the Educators
85%+ Selected
60%-84% Selected
Less than 59% Selected
Content in Texts 93%
Group Discussions 86%
Magnetic Letters 64%
Dry-Erase Boards 64%
Station card activities 36%
Writing 36%
Personal Growth 29%
RIME Magic Cards 21%
Picture Sorting Cards 14%
Table Writing Activities 14%
0%
25%
50%
75%
100%



The full treatment survey results, including graphs, are included in Appendix 6.

Site Visit Findings

Intervention lesson features that stood out were the amount of time students spent reading aloud, the rich and naturally occurring dialogue amongst students, and the amount of writing built into instruction. Students were given opportunities to read chorally as a small group, with educators focusing on individual students for (fill this in - fluency testing?). Additionally impressive was the genuine discussion between instructors and students and between students. RISE students were supported through their oral conclusions with reminders to include vocabulary from the text and chances to point out the text to support their claims. Writing practice felt organic and seamless within RISE lessons. Students had opportunities to spell and compose answers to questions from their teachers.

As instructors did during discussions, students were encouraged to use stronger, text-based vocabulary in their written work. As the dependence on technology to mitigate learning loss issues increases, it is worth noting that these lessons involve no technology, putting pencils and books in students' hands for lessons and maintaining a well-organized library to accompany them. Finally, Scholastic's choice not to shy away from nonfiction texts in early elementary, choosing high-interest and grade-appropriate texts, is a move that will empower students across subjects by building background knowledge composed of historical figures and events, scientific terms, and vocabulary.

Additional insights from the site visit were provided as separate reports shortly after the visit, included in Appendices 7-9.

Program Reception and Recommendations for Improvement

Far and away, the district's educators were overwhelmingly positive in their views of Scholastic and RISE/Up; one of the educators in the comparison group expressed interest in using the program with her students. They appreciated the "grab and go" sense of RISE, that the materials were ready to be used in the classroom as soon as the box was open. Some commonly repeated positives focused on the high quality of RISE materials, which included the books, passages, and text-based questions; the completeness of the program; and the high-interest component of the subjects included in the readings. These positive qualities helped facilitate the implementation by making it easy to use and engaging students.

Having used the system for several months, educators and administrators had specific feedback that would better serve them in using RISE as their reading intervention curriculum. These suggestions largely fell into three categories: educator support, physical materials, and program content.

Regarding support educators seek from RISE, one noted that she would like to see more instructional examples with exemplar answers for teachers, eliminating some of the guesswork of identifying optimal answers. One administrator noted how much she and her staff enjoyed the full-day training provided by RISE/Up but also stated a desire for an internalization day in which teachers could strategize and collaborate within and across grade levels to enact interventions. Additionally, as teachers work to comply with changing district and state requirements, those educators who were expected to scan in and display all of their reading materials, including passages used during interventions. The time taken to do this scanning hindered teachers from using that same time to plan for student lessons. Making classroom libraries available to parents, administrators, and districts was a staggering undertaking that online materials could support or solve. While this may vary widely among school districts, making note of expectations about the availability of classroom materials outside of school is a potential source of educator support.

Educators would also like to see a deeper assessment piece to accompany RISE. In completing the educator logs, the repetition of skills became apparent. However, teachers noted that, without an assessment aligned to these interventions, tracking growth within the specific frame of skills taught in RISE could be a difficult task. The creation and management of paper-based materials hindered the implementation. If the RISE team is considering providing running records to accompany given texts, online and print-ready options are sought-after additions.

When considering the passages and books included, one educator noted that her students were uneasy with some of the content included in the fables unit of RISE Up, noting that some stories felt a bit dark for her students. With the nature of fables being retold and having multiple widely-accepted endings, editing certain stories for themes that could be difficult for students would preclude educators from working through both the material and mitigating emotional responses to it.

Finally, multiple educators noted that, while they appreciated the organization and detail of the resources included in the RISE program, managing the various moving parts of an individual intervention could get "busy," as one teacher noted. Administrators echoed this concern, noting that material management sometimes overwhelmed teachers. With cards, whiteboards, markers, erasers, individual student journals, pencils, and books all potential parts of any RISE/Up lesson, switching between stations or activities within one station requires transition time that takes practice to hone efficiency.

Writing Benefits

An integral part of the RISE/Up program, writing was effortlessly woven into lessons to support overall literacy mastery. The program's ability to provide writing activities that complement reading skills empowered students to take academic confidence gained in interventions back to their classrooms. Students had multiple means of practicing their writing skills across genres and to various degrees of difficulty. Some of this practice included brief activities, such as students writing down complete words after having an instructor dictate phonemes and letter sounds. More intensive writing assignments required students to answer questions about a previously read text orally and collect supporting evidence from the text in graphic organizers. Including writing work centered around both fiction and nonfiction texts provided an avenue by which they could perform the same task in tier-one activities and on standardized testing.

Marketing & Product Enhancements

During in-person observations, educators repeatedly noted their strong impressions of both Scholastic as a brand and the RISE/Up intervention program. The bulk of their positivity centered on the organization of the materials, the flow of daily lessons, and the feeling that the material was challenging enough for their students. The quality of the print materials and dedication to providing high-interest texts in different genres were widely mentioned strengths; the usage rate of both the trade books and the Short Read Cards supported these claims.

When considering resource usage by program, RISE teachers incorporated trade books more than any other resource in their lessons. Lessons often focused on one book for multiple sessions, giving students multiple attempts to process and discuss the text. Rime Magic Cards were also a

cornerstone of lessons at this level, which speaks to the strong emphasis on vocabulary and phonemic awareness built into the program. In stark contrast, RISE/Up teachers, like their counterparts, heavily depended on Short Read Cards, a program equivalent to the trade book. Comprehension cards were fairly popular amongst both programs.

One resource that struggled to find footing with educators was the Overview Cards. In twelve weeks, there were only ten recorded instances of their use. Additionally, RISE educators reported using the Picture Sorting Cards only six times throughout the twelve-week log collection window. Rethinking the function and utility of these items could increase their impact on interventions.

Conclusion

We analyzed student growth over time using winter and spring scores from Renaissance Star Reading, Cambium F.A.S.T., FastBridge progress monitoring, and all available student-level demographic variables.

Students' literacy scores and benchmark levels improved from winter 2022 to spring 2023. Both the RISE and comparison groups showed strong growth in overall scale scores from MOY-EOY (the growth was similar between groups). We next reported the change in percentages of RISE students at various benchmark levels from MOY-EOY. For each grade assessed (Grades 1-5), there were fewer students who performed at the Below Benchmark or At Need for Urgent Intervention level and more who advanced to the At/Near or Above Benchmark level.

When comparing RISE students to similar students who did not have RISE at their schools, both groups made similar progress on Star and FAST for grades 1-3, and 3-5 combined. Considering it was the first year using RISE, this similar growth speaks to the product's ease of use and potential to support students who had been showing resistance or lack of progress with the school's other tools in the intervention toolkit. Implementing new tools often improves in the second and third year of use, so monitoring the efficacy of RISE for a multi-year study is recommended.

In addition, the final lesson number significantly predicted FAST EOY Scale Score after controlling for BOY scale score among grade 3-5 students. Finally, FastBridge was taken by a proportion of the treatment and comparison school students every two weeks during the year's second half. Although both groups showed strong increases in FastBridge reading fluency scores, growth was significantly greater for RISE students than the comparison students. In sum, this study showed promising results despite the relatively small sample size and the contextual challenges that delayed the start of RISE implementation.

Recommendations

In our qualitative interviews, interventionists spoke highly of the quality of RISE materials and student engagement. While the original RISE research study conducted by the program creator used a one-hour, daily implementation with multiple instructors, this study examined a half-hour, daily implementation design with one instructor. These very different use cases, not surprisingly, yielded different results. LXD Research provided detailed recommendations for product enhancements based on the site visits and teachers' survey results, which are included in Appendix 9. Those recommendations include:

- Adding materials for visual support,
- Providing guidance for weaning off graphic organizers,
- Connecting and using comprehension-focused academic language more explicitly,
- Including more daily progress monitoring tools, and
- Increasing the ability to input data online.

Teachers explained that students made meaningful progress in their writing skills throughout the year, but unfortunately, the writing component of the FAST exam was not included during the 2022-2023 school year. Therefore, future studies should also include an analysis of writing outcomes.

It is suggested that Scholastic conduct additional efficacy studies on RISE with implementations closer to a station-rotation model that leverages multiple instructors. When the research team tracked every student's intervention time, it was discovered that students only received an average of two days a week of 30-minute instruction, while five days a week is closer to what most school districts require. Identifying a partner that provides intervention time closer to 2.5 hours a week would be important for the next study, which would be closer to the recommended 80 hours for the year that intervention students need to make meaningful gains (Torgeson, 2004). This partner could also contribute more students per grade to the study, particularly for Upper elementary (grades 4-5).

Finally, identifying comparison groups for intervention products is more rigorous when it is clearer that the comparison group student would have been appropriate for the studied intervention. Detailed logs of the comparison groups' instruction were not collected as part of this study, but observations revealed that teachers mixed and matched district-provided resources with materials they sourced themselves. This educational research challenge is complex and can be monitored earlier and with more effort in new studies.

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Staffing Notes

- PSM and FastBridge outcomes were conducted by Dr. Paul Chase, a consultant of LXD Research and Research Affiliate at Tufts University.
- STAR and FAST outcomes were conducted by Dr. Alicia Lynch, Lynch Research Associates

Appendices

		Comparison	RISE	Total
Grade 1	Count	8	2	10
	Percentage	4%	4%	4%
Grade 2	Count	34	5	39
	Percentage	16%	11%	15%
Grade 3	Count	86	9	95
	Percentage	40%	20%	37%
Grade 4	Count	46	19	65
	Percentage	22%	42%	25%
Grade 5	Count	39	10	49
	Percentage	18%	22%	19%
Grades 3-5	Count	171	38	209
	Percentage	80%	84%	81%
Total		213	45	258

Appendix 1: FastBridge count and percentage of participant group by grade

Table A1. FastBridge count and percentage of participant group by grade

Table A2. Details on RISE program length and components

School	Grade	Teacher Count	Weeks Completed	Skill Count Unique	Station Card Unique	Station Card Count
School 1	1	1	11	14	13	61
	4	2	11	19	29	77
School 2	4	1	11	13	14	33
	5	1	12	8	9	25
School 3	2	1	12	8	16	40
School 4	4	1	12	7	12	40
	5	1	12	5	13	32
School 5	3	1	12	14	13	68
	4	1	12	14	13	55
School 6	2	2	12	5	14	103
School 7	3	1	10	11	12	35
School 8	2	3	11	7	21	100
School 9	3	2	11	22	26	138
	4	1	12	15	19	60

Appendix 2: Star Results

First Grade

- STAR LIT/READ: (B = 13.11, *p* = .53) - no significant differences between treatment and control group

Second Grade

- STAR READ: (B = 9.47, p = .45) - no significant differences between treatment and comparison group
- Estimated ORF STAR READ: (B = 1.73, p = .62) - no significant differences between treatment and comparison group

Table A3. Star Reading (Read) for First Grade

	read		
Predictors	*Estimates*	*CI*	*p*
(Intercept)	744.72	689.44 – 800.00	**<0.001**
Time	15.16	-13.80 – 44.11	0.302
female	8.12	-18.32 – 34.56	0.544
ELL Status	1.12	-28.40 – 30.65	0.940
Free Reduced Lunch	-2.61	-34.28 – 29.07	0.871
Minority Ethnicity	-25.03	-61.12 – 11.06	0.172
SPED	20.80	-20.61 – 62.21	0.322
intervention	-22.15	-91.76 – 47.45	0.530
Tigr	13.11	-27.62 – 53.83	0.525
Random Effects			
σ^2	3419.95		
$\tau_{00\ Pseudo\_ID:School\_Name}$	871.26		
$\tau_{00\ School\_Name}$	214.80		
ICC	0.24		
N_{Pseudo_ID}	66		
N_{School_Name}	12		
Observations	130		
Marginal R^2 / Conditional R^2	0.064 / 0.290		

Table A4a. Star Reading (Read) for Second Grade

	STAR READ		
Predictors	*Estimates*	*CI*	*p*
(Intercept)	766.36	721.33 – 811.38	**<0.001**
Time	40.56	27.20 – 53.93	**<0.001**
female	9.90	-12.03 – 31.82	0.375
ELL Status	-19.09	-47.73 – 9.55	0.190
Free Reduced Lunch	-22.88	-49.63 – 3.87	0.093
Minority Ethnicity	15.30	-12.25 – 42.86	0.275
SPED	10.56	-22.55 – 43.68	0.530
intervention	2.01	-56.39 – 60.40	0.946
Tigr	9.47	-15.20 – 34.13	0.450
Random Effects			
σ^2	1825.32		
$\tau_{00\ Pseudo\_ID:School\_Name}$	2051.62		
$\tau_{00\ School\_Name}$	1520.59		
ICC	0.66		
$N_{\ Pseudo\_ID}$	114		
$N_{\ School\_Name}$	17		
Observations	226		
Marginal R^2 / Conditional R^2	0.127 / 0.705		

Table A4b. Estimated ORF Star READ

	ORF STAR READ		
Predictors	*Estimates*	*CI*	*p*
(Intercept)	17.98	3.79 – 32.16	**0.013**
Time	13.90	10.17 – 17.64	**<0.001**
female	2.96	-3.19 – 9.11	0.344
ELL Status	-6.08	-14.21 – 2.06	0.142
Free Reduced Lunch	-4.12	-11.67 – 3.42	0.283
Minority Ethnicity	2.02	-5.77 – 9.80	0.610
SPED	5.81	-3.54 – 15.17	0.222
intervention	2.14	-16.21 – 20.49	0.818
Tigr	1.73	-5.16 – 8.63	0.621
Random Effects			
σ^2	142.69		
$\tau_{00\ Pseudo\_ID:School\_Name}$	159.72		
$\tau_{00\ School\_Name}$	191.96		
ICC	0.71		
N_{Pseudo_ID}	114		
N_{School_Name}	17		
Observations	226		
Marginal R^2 / Conditional R^2	0.134 / 0.750		

Appendix 3: Grades 3-5 Results

- FAST ELA: (B = -1.30, p = 0.59) - no significant differences between treatment and comparison group
- Domain Genres FAST ELA: (Odds Ratio (OR) = 2.03, p = 0.09) - no significant differences between treatment and comparison group
- Domain Inform Text FAST ELA: (OR = 0.84, p = 0.67) - no significant differences between treatment and comparison group
- Domain Prose Poetry FAST ELA: (OR = 0.66, p = 0.31) - no significant differences between treatment and comparison group

Table A5. FAST ELA Score

	FAST ELA		
Predictors	*Estimates*	*CI*	*p*
(Intercept)	272.98	263.27 – 282.69	**<0.001**
Time	9.34	6.29 – 12.39	**<0.001**
female	-1.52	-5.53 – 2.50	0.458
ELL Status	-1.16	-5.85 – 3.53	0.628
Free Reduced Lunch	0.39	-4.05 – 4.83	0.862
Minority Ethnicity	-0.24	-5.45 – 4.97	0.928
SPED	-4.30	-8.67 – 0.07	0.054
intervention	0.62	-9.87 – 11.11	0.908
Tigr	-1.30	-6.06 – 3.45	0.590
Random Effects			
σ^2	167.32		
$\tau_{00\ Pseudo\_ID:School\_Name}$	125.35		
$\tau_{00\ School\_Name}$	51.75		
ICC	0.51		
N_{Pseudo_ID}	239		
N_{School_Name}	21		
Observations	474		
Marginal R^2 / Conditional R^2	0.065 / 0.546		

Table A6. Domain Genres FAST ELA Score

	Domain Genres		
Predictors	*Odds Ratios*	*CI*	*p*
(Intercept)	0.32	0.11 – 0.93	**0.035**
Time	3.01	1.81 – 5.00	**<0.001**
female	1.17	0.77 – 1.79	0.454
ELL Status	0.76	0.47 – 1.21	0.250
Free Reduced Lunch	0.67	0.42 – 1.07	0.096
Minority Ethnicity	0.65	0.38 – 1.11	0.112
SPED	0.91	0.58 – 1.44	0.693
intervention	0.33	0.09 – 1.27	0.107
Tigr	2.03	0.90 – 4.57	0.086
Random Effects			
σ^2	3.29		
$\tau_{00\ Pseudo\_ID:School\_Name}$	0.00		
$\tau_{00\ School\_Name}$	0.13		
ICC	0.04		
N_{Pseudo_ID}	239		
N_{School_Name}	21		
Observations	474		
Marginal R^2 / Conditional R^2	0.155 / 0.188		

Table A7. Domain Inform Text FAST ELA Score

	Domain Inform Text		
Predictors	*Odds Ratios*	*CI*	*p*
(Intercept)	1.14	0.38 – 3.40	0.814
Time	1.87	1.10 – 3.16	**0.020**
female	0.61	0.39 – 0.96	**0.034**
ELL Status	1.24	0.74 – 2.06	0.420
Free Reduced Lunch	1.16	0.70 – 1.92	0.560
Minority Ethnicity	0.65	0.35 – 1.20	0.166
SPED	0.82	0.51 – 1.34	0.435
intervention	1.07	0.29 – 3.86	0.923
Tigr	0.84	0.38 – 1.87	0.673
Random Effects			
σ^2	3.29		
$\tau_{00\ Pseudo\_ID:School\_Name}$	0.32		
$\tau_{00\ School\_Name}$	0.09		
ICC	0.11		
N_{Pseudo_ID}	239		
N_{School_Name}	21		
Observations	474		
Marginal R^2 / Conditional R^2	0.043 / 0.149		

Table A8. Domain Prose Poetry FAST ELA Score

	Domain Prose Poetry		
Predictors	*Odds Ratios*	*CI*	*p*
(Intercept)	0.16	0.05 – 0.47	**0.001**
Time	3.89	2.21 – 6.85	**<0.001**
female	1.12	0.71 – 1.79	0.622
ELL Status	1.13	0.69 – 1.85	0.640
Free Reduced Lunch	1.35	0.83 – 2.20	0.232
Minority Ethnicity	1.14	0.65 – 2.01	0.640
SPED	0.89	0.54 – 1.46	0.644
intervention	1.77	0.50 – 6.32	0.379
Tigr	0.66	0.29 – 1.49	0.311
Random Effects			
σ^2	3.29		
$\tau_{00\ Pseudo\_ID:School\_Name}$	0.43		
$\tau_{00\ School\_Name}$	0.00		
ICC	0.12		
N_{Pseudo_ID}	239		
N_{School_Name}	21		
Observations	474		
Marginal R^2 / Conditional R^2	0.098 / 0.202		

Appendix 4: Grade 3 Only

- FAST ELA: (B = 1.83, $p = 0.57$) - no significant differences between treatment and control group
- Domain Genres FAST ELA: (Odds Ratio (OR) = 2.15, $p = 0.17$) - no significant differences between treatment and control group
- Domain Inform Text FAST ELA: (OR = 1.03, $p = 0.95$) - no significant differences between treatment and control group
- Domain Prose Poetry FAST ELA: (OR = 0.59, $p = 0.31$) - no significant differences between treatment and control group

Table A9. FAST ELA Score

		FAST ELA	
Predictors	*Estimates*	*CI*	*p*
(Intercept)	267.52	257.23 – 277.80	**<0.001**
Time	9.40	5.35 – 13.46	**<0.001**
female	-1.13	-5.89 – 3.64	0.642
ELL Status	-0.48	-5.69 – 4.72	0.856
Free Reduced Lunch	-0.42	-5.36 – 4.52	0.866
Minority Ethnicity	-1.22	-6.65 – 4.21	0.659
SPED	-0.36	-5.36 – 4.64	0.888
intervention	-5.20	-16.88 – 6.48	0.382
Tigr	1.83	-4.50 – 8.15	0.570
Random Effects			
σ^2	178.15		
$\tau_{00\ Pseudo\_ID:School\_Name}$	69.86		
$\tau_{00\ School\_Name}$	28.09		
ICC	0.35		
N_{Pseudo_ID}	144		
N_{School_Name}	19		
Observations	286		
Marginal R^2 / Conditional R^2	0.091 / 0.413		

Table A10. Domain Genres FAST ELA Score

	Domain Genres		
Predictors	*Odds Ratios*	*CI*	*p*
(Intercept)	0.14	0.03 – 0.61	**0.009**
Time	4.60	2.09 – 10.10	**<0.001**
female	1.43	0.78 – 2.62	0.244
ELL Status	0.69	0.37 – 1.30	0.248
Free Reduced Lunch	0.79	0.42 – 1.48	0.466
Minority Ethnicity	0.76	0.37 – 1.54	0.441
SPED	1.23	0.65 – 2.32	0.517
intervention	0.26	0.04 – 1.54	0.137
Tigr	2.15	0.72 – 6.43	0.169
Random Effects			
σ^2	3.29		
$\tau_{00\ Pseudo\_ID:School\_Name}$	0.00		
$\tau_{00\ School\_Name}$	0.13		
ICC	0.04		
N_{Pseudo_ID}	144		
N_{School_Name}	19		
Observations	286		
Marginal R^2 / Conditional R^2	0.229 / 0.259		

Table A11. Domain Inform Text FAST ELA Score

	Domain Inform Text		
Predictors	*Odds Ratios*	*CI*	*p*
(Intercept)	1.28	0.31 – 5.20	0.731
Time	1.81	0.91 – 3.57	0.090
female	0.74	0.40 – 1.39	0.356
ELL Status	1.59	0.81 – 3.14	0.180
Free Reduced Lunch	1.17	0.61 – 2.22	0.641
Minority Ethnicity	0.50	0.23 – 1.07	0.073
SPED	0.80	0.42 – 1.53	0.501
intervention	0.65	0.12 – 3.40	0.610
Tigr	1.03	0.37 – 2.91	0.950
Random Effects			
σ^2	3.29		
$\tau_{00\ Pseudo\_ID:School\_Name}$	0.47		
$\tau_{00\ School\_Name}$	0.02		
ICC	0.13		
$N_{\ Pseudo\_ID}$	144		
$N_{\ School\_Name}$	19		
Observations	286		
Marginal R^2 / Conditional R^2	0.060 / 0.182		

Table A12. Domain Prose Poetry FAST ELA Score

	Domain Prose Poetry		
Predictors	*Odds Ratios*	*CI*	*p*
(Intercept)	0.14	0.04 – 0.55	**0.005**
Time	4.45	2.16 – 9.14	**<0.001**
female	0.97	0.54 – 1.76	0.925
ELL Status	1.06	0.58 – 1.95	0.839
Free Reduced Lunch	1.46	0.80 – 2.68	0.216
Minority Ethnicity	0.92	0.48 – 1.76	0.804
SPED	0.99	0.53 – 1.82	0.962
intervention	1.75	0.35 – 8.75	0.493
Tigr	0.59	0.21 – 1.64	0.311
Random Effects			
σ^2	3.29		
$\tau_{00\ Pseudo\_ID:School\_Name}$	0.25		
$\tau_{00\ School\_Name}$	0.00		
ICC	0.07		
$N_{\ Pseudo\_ID}$	144		
$N_{\ School\_Name}$	19		
Observations	286		
Marginal R^2 / Conditional R^2	0.119 / 0.181		

Appendix 5: T-tests for BOY and MOY Literacy Scores by Group Status

Table A13. T-tests comparing Grade Level BOY Literacy Scores by Treatment and Comparison Group Status

Grade Level	Assessment	Group	Number	BOY Avg Score	SD	p-value	Cohen's d Effect Size
1	**STAR LIT**	Comparison	32	693.63	36.92	.96	.01
		Treatment	34	694.15	49.82		
2	**STAR READ**	Comparison	81	755.96	80.94	.97	.01
		Treatment	33	755.33	90.25		
3	**FAST ELA**	Comparison	84	267.80	15.27	.70	.07
		Treatment	60	268.80	15.35		
4	**FAST ELA**	comparison	28	282.29	11.91	.28	.27
		Treatment	23	278.04	16.01		
5	**FAST ELA**	Comparison	27	283.22	15.86	.63	.15
		Treatment	18	285.50	14.67		
3-5	**FAST ELA**	Comparison	139	273.71	16.41	.94	.01
		Treatment	100	273.88	16.61		

Table A14. T-tests comparing MOY - EOY Gains on Literacy Scores by Treatment and Comparison Group Status

Grade Level	Assessment	Group	Number	Growth MOY-EOY Avg Score	SD	*p*-value	Cohen's *d* Effect Size
1	**STAR LIT/READ**	Control	32	15.16	86.30	.62	.12

Grade Level	Assessment	Group	Number	Growth MOY-EOY Avg Score	SD	*p*-value	Cohen's *d* Effect Size
		Treatment	32	25.31	78.30		
2	STAR READ	Comparison	79	40.63	62.55	.46	.16
		Treatment	33	50.03	55.19		
2	Estimated ORF STAR READ	Comparison	79	14.00	17.59	.64	.10
		Treatment	33	15.64	15.11		
3-5	FAST ELA	Comparison	139	9.34	18.36	.53	.09
		Treatment	96	7.79	18.19		
3-5	Domain Genres FAST ELA	Comparison	139	.25	.66	.10	.22
		Treatment	96	.40	.64		
3-5	Domain Inform Text FAST ELA	Comparison	139	.13	.64	.58	.07
		Treatment	96	.08	.63		
3-5	Domain Prose Poetry FAST ELA	Comparison	139	.28	.64	.26	.15
		Treatment	96	.19	.60		
3	FAST ELA	Comparison	84	9.40	18.41	.66	.08
		Treatment	58	10.83	19.50		
3	Domain Genres FAST ELA	Comparison	84	.35	.63	.20	.22
		Treatment	58	.48	.63		
3	Domain Inform Text FAST ELA	Comparison	84	.12	.63	.99	.00
		Treatment	58	.12	.62		
3	Domain Prose Poetry FAST ELA	Comparison	84	.32	.64	.30	.18
		Treatment	58	.21	.64		

Table A15. T-tests comparing MOY Scores to EOY Scores on Literacy Assessments for RISE/Up Students

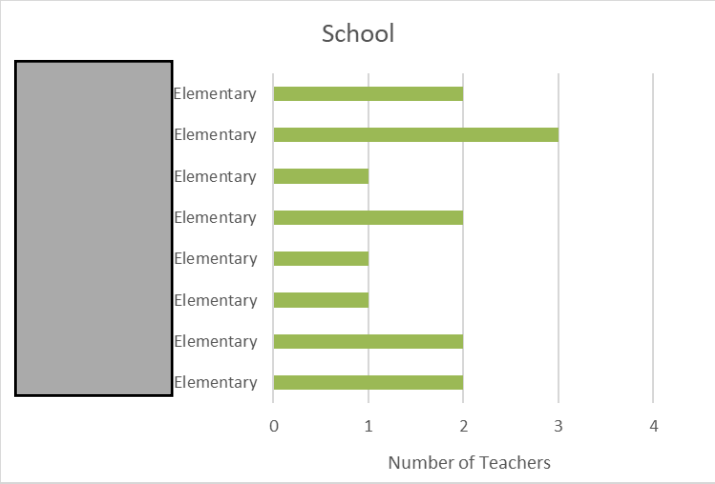
Grade Level	Assessment	Group	Number	Average Scale Score	SD	*p*-value	Cohen's *d* Effect Size
1	**STAR LIT/READ**	MOY	32	737.4	50.88	.73	n/a
		EOY		762.72	70.48		
2	**STAR READ**	MOY	33	816.4	74.1	< .001	.91
		EOY		866.4	53.7		
3	**FAST ELA**	MOY	58	272.7	14.9	< .001	.56
		EOY		283.5	19.4		
4	**FAST ELA**	MOY	22	288.5	14.1	.71	n/a
		EOY		289.8	18.5		
5	**FAST ELA**	MOY	16	296.3	15.5	.11	n/a
		EOY		302.0	19.6		

Appendix 6. RISE Educator Survey Results

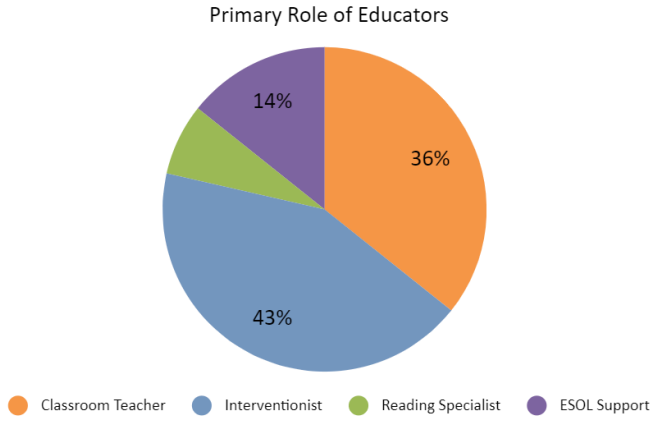
Background

- 14 educators participated in the survey
- All treatment schools were represented
- 43% were interventionists, 36% were classroom teachers, 14% were ESOL support
- 71% of the teachers have been teaching reading for more than 10 years
- This group of teachers have taught reading to grades K-5
- All but one teacher use Benchmark Advance Florida Edition for their primary reading instruction
- Most common reading programs for Tier 2 Supplemental level are Voyager Passport (6 teachers) and Leveled Literacy Intervention (7 teachers). Most common for Tier 3 Intervention level is Leveled Literacy Intervention (6 teachers) besides RISE/Up

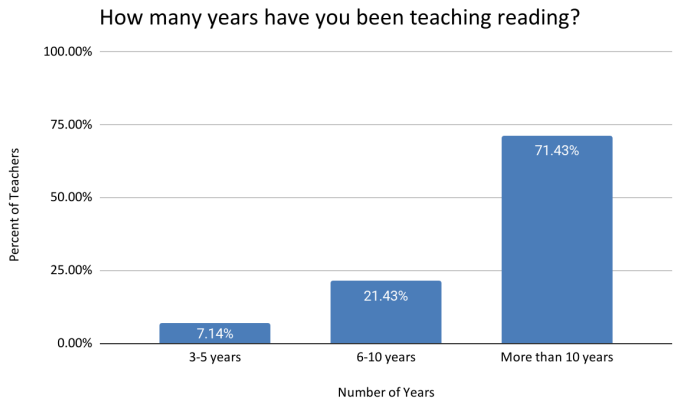
1) School



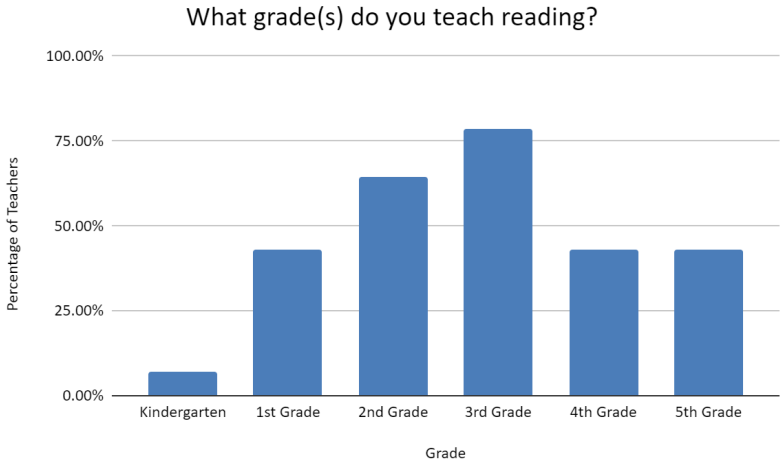
2) What is your primary role?



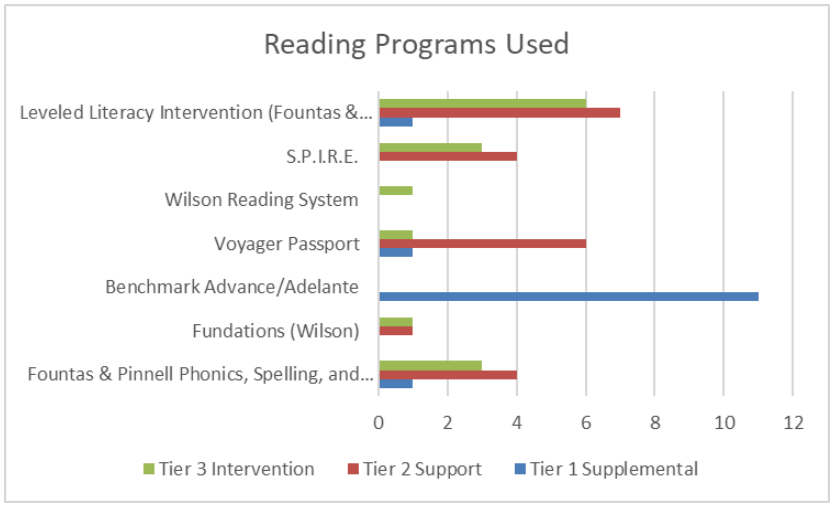
3) How many years have you been teaching reading?



4) What grades did you teach reading?



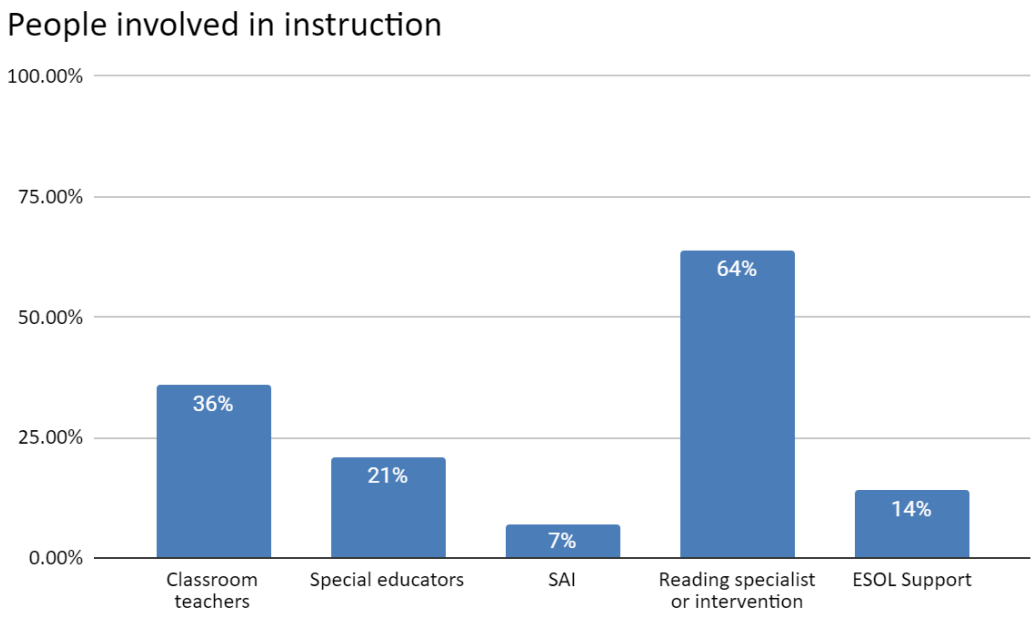
5) Please check the boxes below for the programs you use for Tier 1 core reading, Tier 2 or 3 reading intervention, and Tier 2 or 3 phonological awareness programs.



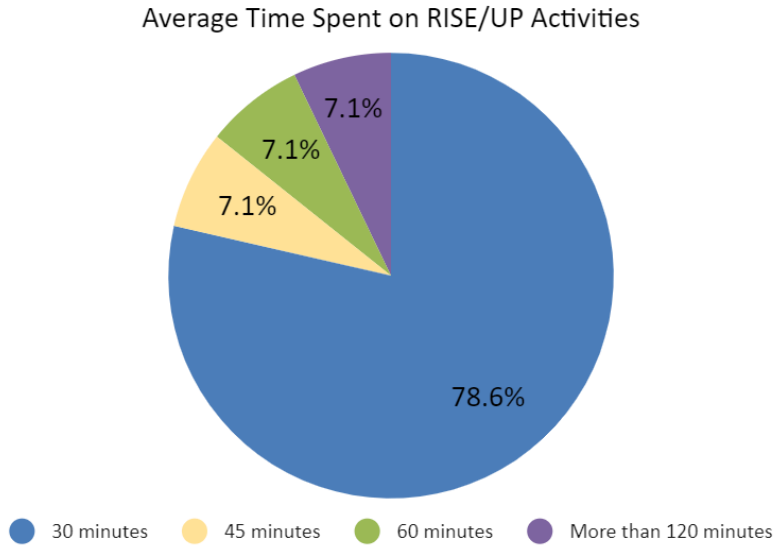
Program Impact

- All teachers used the program for more than 6 weeks
- 86% of teachers received professional learning specifically to teach RISE/Up
- 78.6% of teachers said they implemented RISE/Up for an average of 30 minutes.
- 65.8% of teachers are comfortable implementing the program, 27.3% are very comfortable.
- 42.9% of teachers said RISE/Up supplemented the Tier 1 reading program very well.

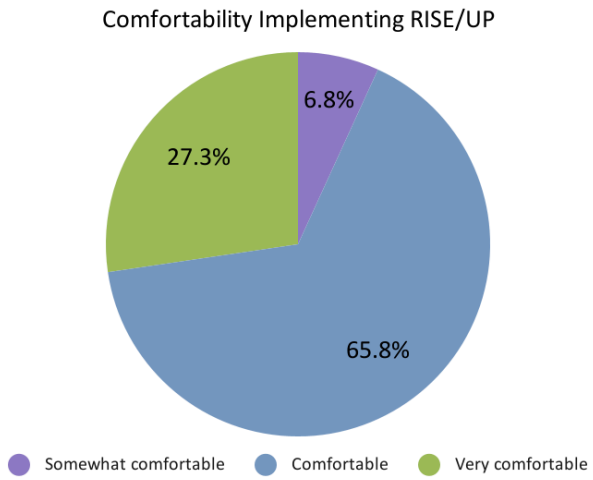
12) Who is involved in providing intervention instruction with RISE/Up?



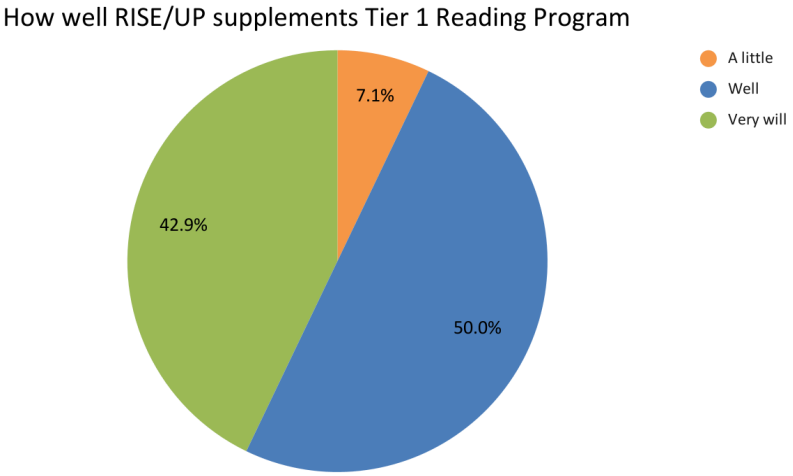
13) How many minutes per day were spent on RISE/Up activities, on average?



14) How comfortable are you with implementing RISE/Up?



15)In your opinion, how well does RISE/Up supplement your Tier 1 (core) reading program?

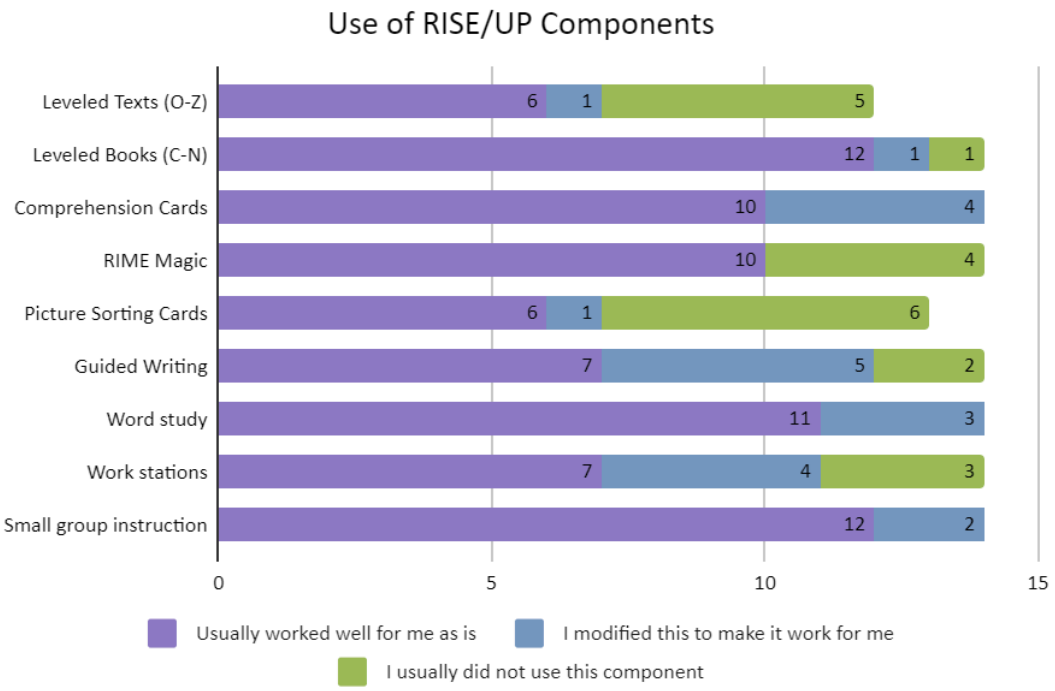


Component Feedback

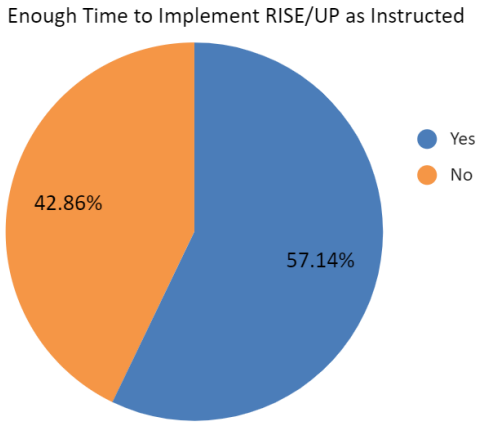
- The teachers indicated most of the components of RISE/Up worked well for them, with the highest component use being 86% using leveled books C-N, 86% using small group instruction, and 79% suggesting the word study component usually worked well for them.
- 5/14 (36%) teachers indicated that they modified guided writing for their instruction.
- 6/14 (43%) teachers indicated that they usually used picture sorting cards, and 5/15 did not use the leveled books 0-Z in this time frame.
- 57% of teachers indicated that they had enough time to implement RISE/Up as instructed, but 43% suggested that they did not have enough time

- The activities that seemed to take more time were primarily Station 1, reading text and reading comprehension, and Station 2, the guided writing portion.
- To adapt, teachers stated they would either move a station to the next day, cut Station 3, re-reading, shorter, or cut the writing time shorter.
- 92.86% of teachers indicated the students particularly enjoyed the content of the books, and 85.71% of the teachers selected the group discussions
- When asked why the students preferred the content of books, teachers responded with "the texts were interesting," "students loved getting a new book," and "the content is engaging and fun for them."
- Teachers said the students enjoyed class discussions because "it allowed them to share their understanding and also learn what their classmates understood from the text."
- 64.29% of the teachers selected writing on the dry-erase boards and using the magnetic letters as student favorite components. The teachers said students preferred these activities because they are hands-on activities and allow for active learning.
- According to the teachers, the students' least favorite components were using the picture sorting cards or the table writing activities, with only 14.29% of teachers selecting those options.
- Suggested changes/adjustments to make the program indispensable for teachers included putting all the stations in one book, adding examples for teachers to use during the lesson, and embedding a running record or progress tracker.

16) Please provide insights about each component of your RISE/Up implementation.



17) Did you feel like you had enough time to implement RISE/Up as instructed?

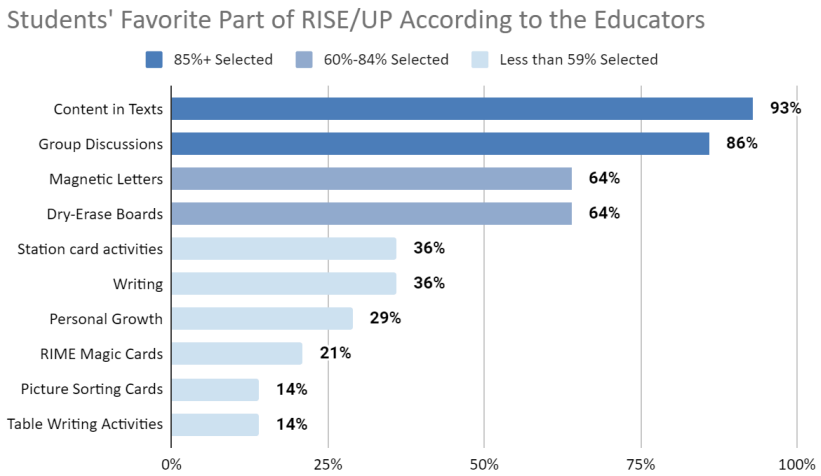


20) What do you suggest for improvements for any of the components of RISE/Up?

The teachers made a few suggestions for how to improve various components of the RISE/Up program:

Things to Add	Things to Modify
"Add visuals to the comprehension cards for ELL students"	Timing - "more time to get through Station 1"
Add a sight word component: "review and teach sight words"	Teacher manuals - "combining stations into 1 lesson book...time-consuming to flip through 4 lesson books", "since on teacher manages all four stations, the stations being in different books was difficult"
"Student take home books...actual texts to send home for our school's population"	Program length - "Needs to be developed into a three-day program", "each station needs to be 30 minutes each"

21) What was your students' favorite part of RISE/Up?



23)What's one change or addition we can make that would make RISE/Up indispensable for you?

Theme of Change/Addition	Quotes
Stations in one book	"Teaching manuals laid out with all four stations in order in one book. We were not able to create different stations with different teachers, and it was time-consuming for me to work with four books, rather that one." "I didn't like that the lessons were in 3 or 4 books because I did not have separate stations set Up. I was the only one implementing the program. I wished that all the station lessons were together so you could just turn from one page to the next."
Examples for teachers to use	"The teacher guides need to be more teacher friendly by providing examples of what students outcomes should look like." "It would also be great if they had the suggested responses for the teacher to help guide the directions of the conversations for each book."

Theme of Change/Addition	Quotes
Included assessment or progress monitor	"And running record forms would help us when we move kids Up to see exactly how their handling new levels." "Formal Running Record assessment to share with classroom teacher. We share strengths & next steps but an actual printed running record would be helpful." "An embedded progress monitor piece would be great!"

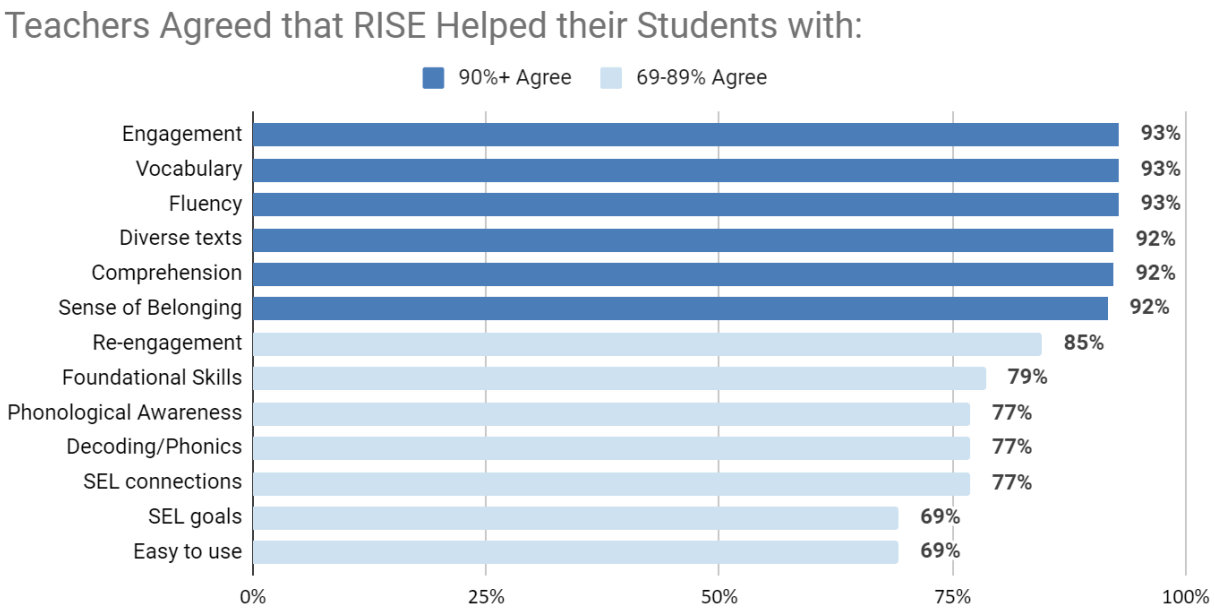
25) Please share a story with us that represents changes and/or growth you've seen in your students during and after their time with RISE/Up.

Direct quotes from teachers:

Students have improved in Fluency and Comprehension.
I have seen changes in their phonics and decoding skills for multisyllabic words.
I have seen my students progress and their joy of reading increase. They are more confident in their skills and take more risks in decoding using strategies.
I think my students have grown tremendously in their reading. They've become more confident readers who aren't afraid to make mistakes and attempt new things. I feel like before, my students relied heavily on teacher sUpport to help them when they were stuck in reading. The readers I work with today, use their strategies, make attempts and are proud of themselves for their hard work.
One student began the year at level B, with very few sight words or reading strategies, coming from a charter school. He is ending the year on level I instructional after several months of RISE and intensive work with his classroom teacher. He has mastered many sight words and has shown significant improvement in his confidence and fluency. I did send the books with him to reread in his classroom after we finished station 3, and the additional practice reading known books helped his confidence also.
3 out of the 4 students have made gains in their reading comprehension.
State FAST TEST: Two fifth graders went from a score of level 1 at the start of the year to level 2 for their midyear. The 4th grade student went from reading level M to level R independent according to his teacher. Their fastbridge scores tend to have an Upward trend. Writing has gotten stronger in all 5 students, though it is still the hardest part for them.
My students love making connections between the different characters/stories we have read about when using RISE.

Students enjoy the lessons. They announce when it's reading time before I set Up as they are ready to engage in the lessons.
A student's confidence soared as he began to feel success in reading. At first he was reluctant to read and gave Up easily and now makes more attempts and is showing enthusiasm towards reading & writing in our group and in his classroom.
One of my students is now using learned strategies in solving new words.
I have one particular student that is very reluctant to express himself or even participate who is now eager to share and participate!

26) Please indicate your level of agreement with the following statements about using RISE/Up

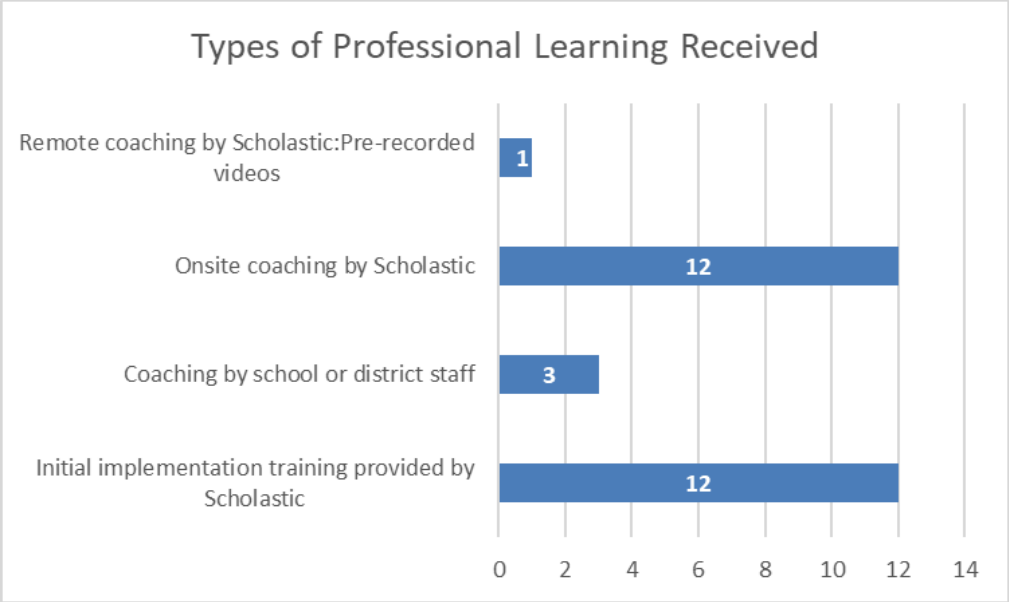


Professional Development

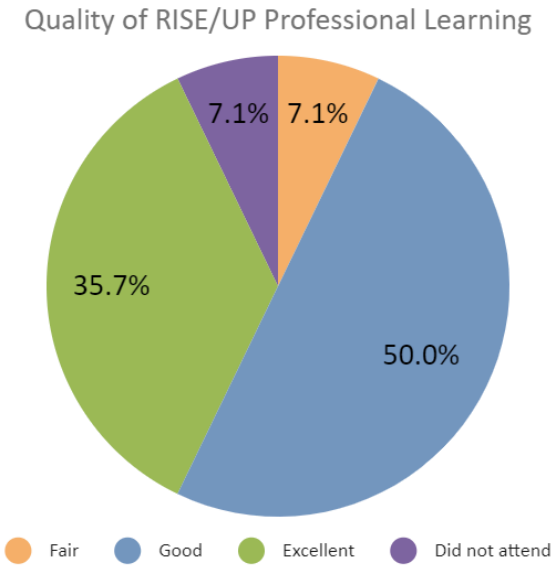
- The majority of the educators (12/14 or 86%) received either onsite coaching from Scholastic and/or attended the initial implementation training provided by Scholastic. Only 3 educators indicated they received specific coaching by the school or a district staff and only 1 indicated they received remote coaching by pre-recorded Scholastic videos.
- 36% of the teachers indicated the quality of the professional learning was excellent, 50% indicated it was good, and 7% indicated it was fair.
- The most helpful mode of professional learning were the onsite coaching visits as 71% indicated they found it very helpful.

- As for topic coverage, 57% of the teachers selected that discussing the fidelity of implementation and practicing the components of RISE/Up were fully addressed, 36% of teachers indicated using important routines were moderately addressed, and 29% of teachers indicated progress monitoring and assessing students were minimally addressed.
- According to 36% of the teachers, observing the consultant model with RISE/Up was not addressed.
- 76.9% of teachers indicated the Scholastic professional development sessions were engaging.

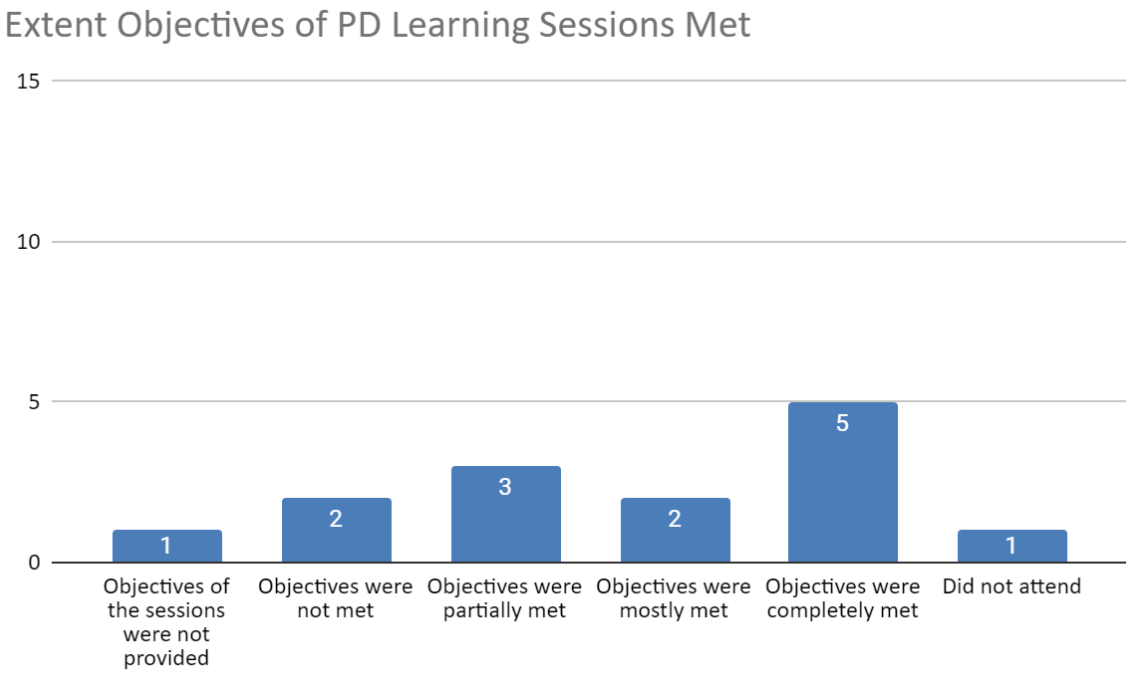
28) Which of the following types of professional learning did you receive to support your implementation of RISE/Up during Fall 2022?



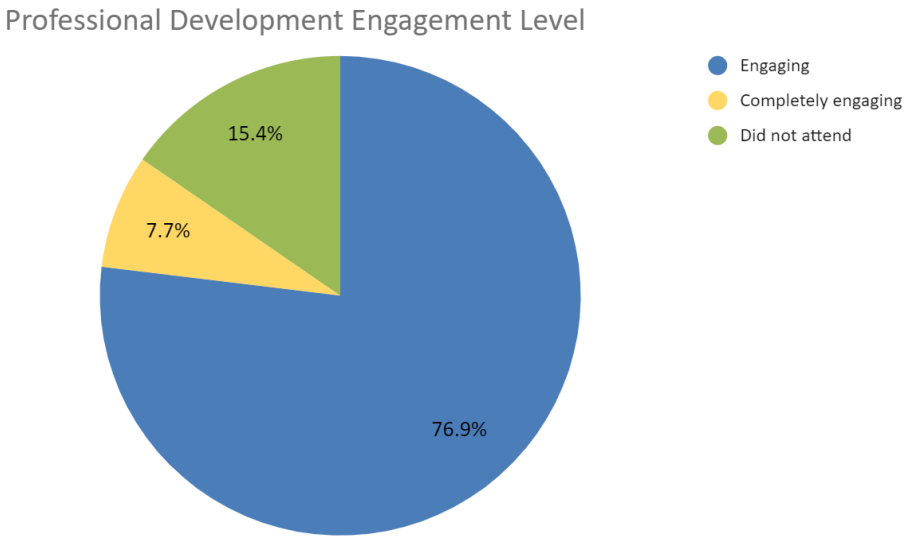
29) What was the overall quality of RISE/Up professional learning?



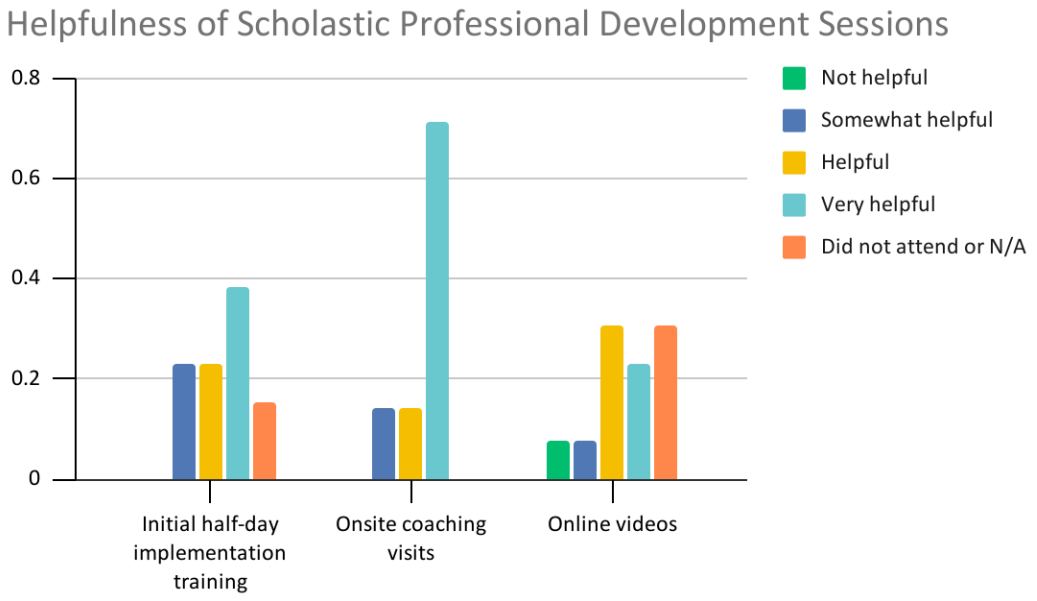
30) In general, to what extent were the objectives of RISE/ Up professional learning sessions met?



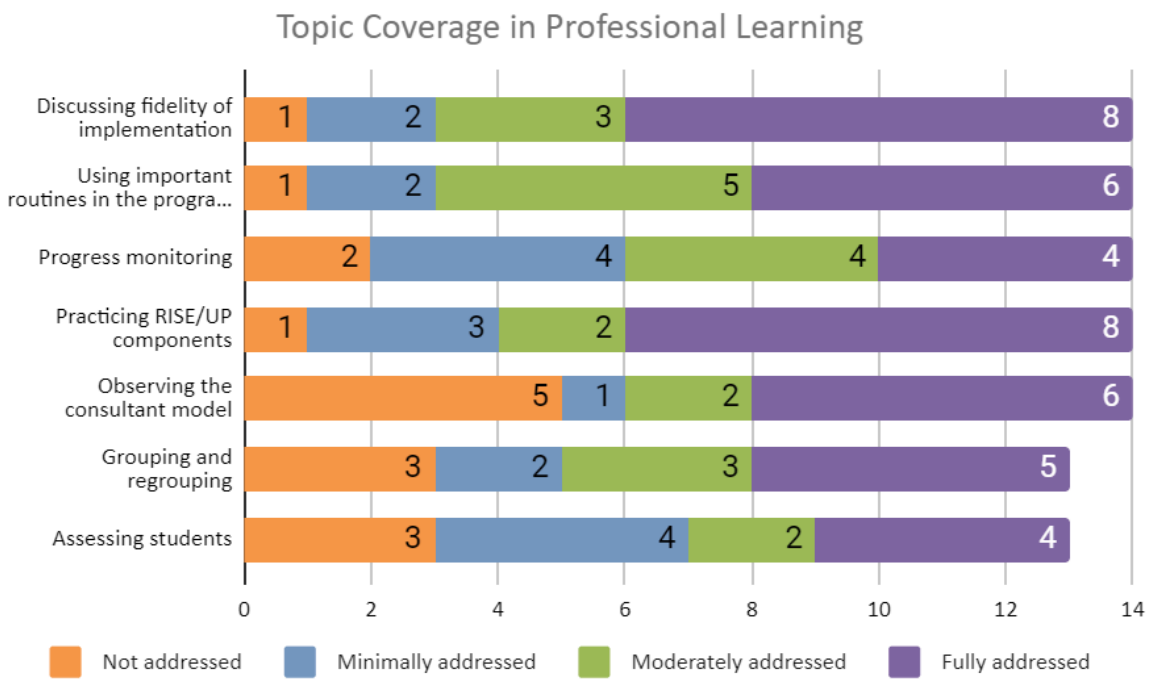
31) To what extent were Scholastic professional learning sessions engaging?



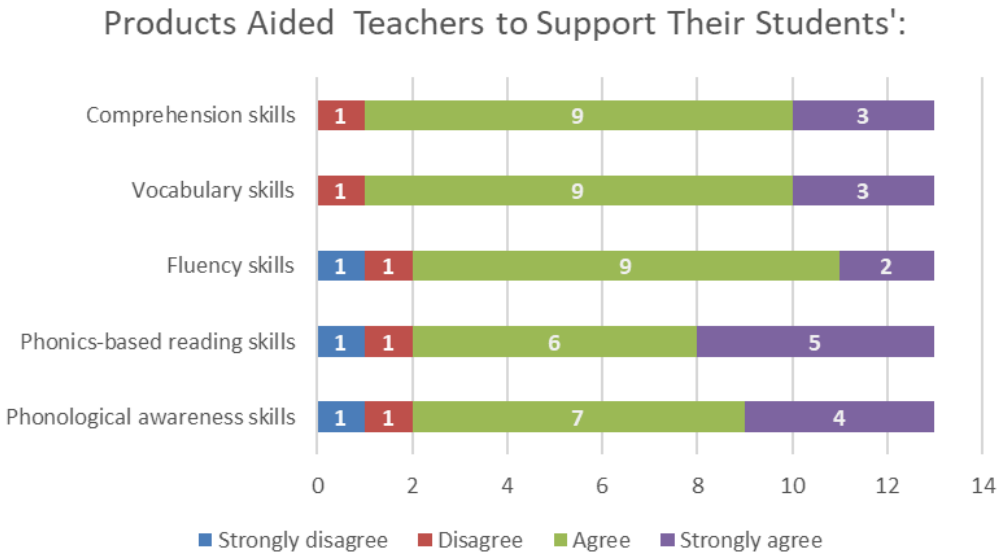
33) Please indicate how helpful each of RISE/Up professional development opportunities in which you participated was for your implementation of RISE/Up?



34) To what extent were the following topics covered in the Scholastic professional development in which you participated?



35) To what extent do you agree with the following statements? The Scholastic products and training have prepared me to better support my students in developing...

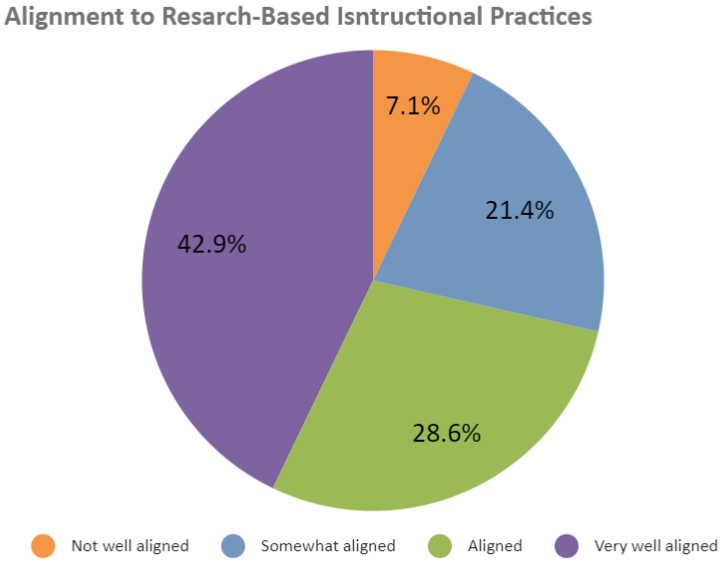


Program Buy-In

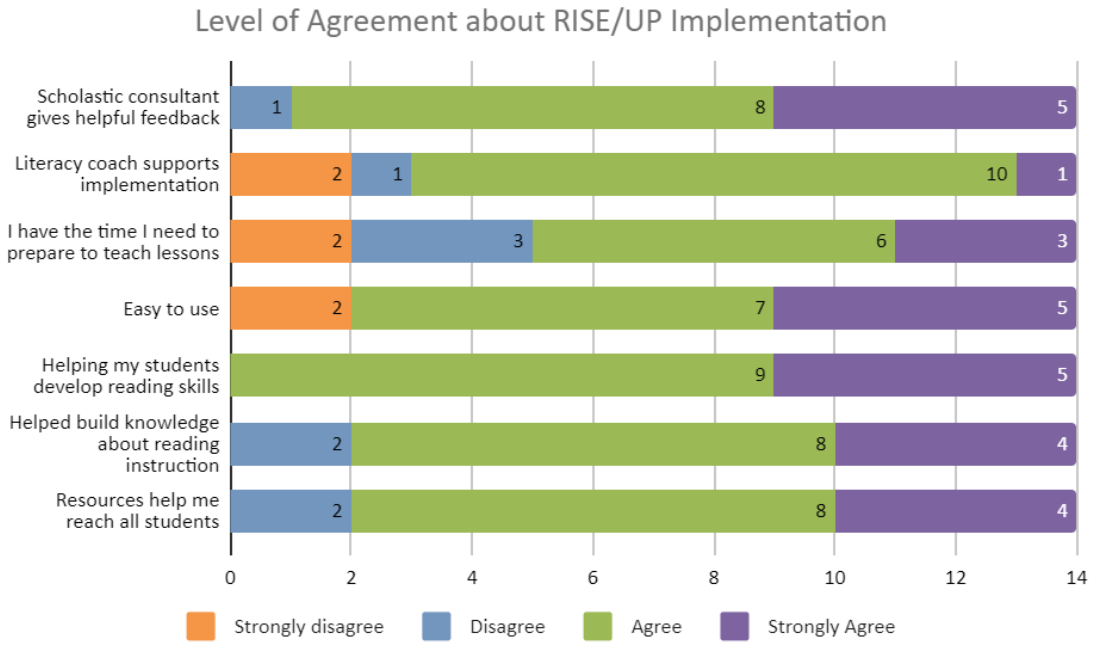
- 42.9% of teachers said that RISE/Up is very well- aligned with research-based instructional practices for literacy.

- Most teachers agreed or strongly agreed that the Scholastic consultant gave constructive feedback, the literacy coach supports implementation, the time is there to prepare for the lessons, it was easy to use, helped students develop reading skills, helped build knowledge about reading instruction, and the resources helped reach all students.

36) In your opinion, how well aligned is RISE/Up to research-based instructional practices for literacy?



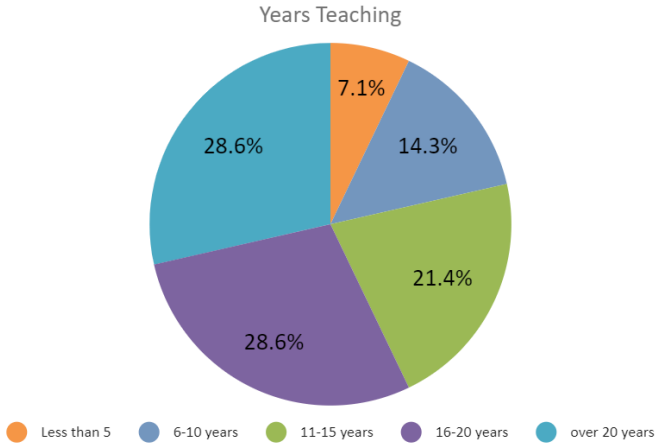
37) Please indicate your level of agreement with the following statements about RISE/Up implementation.



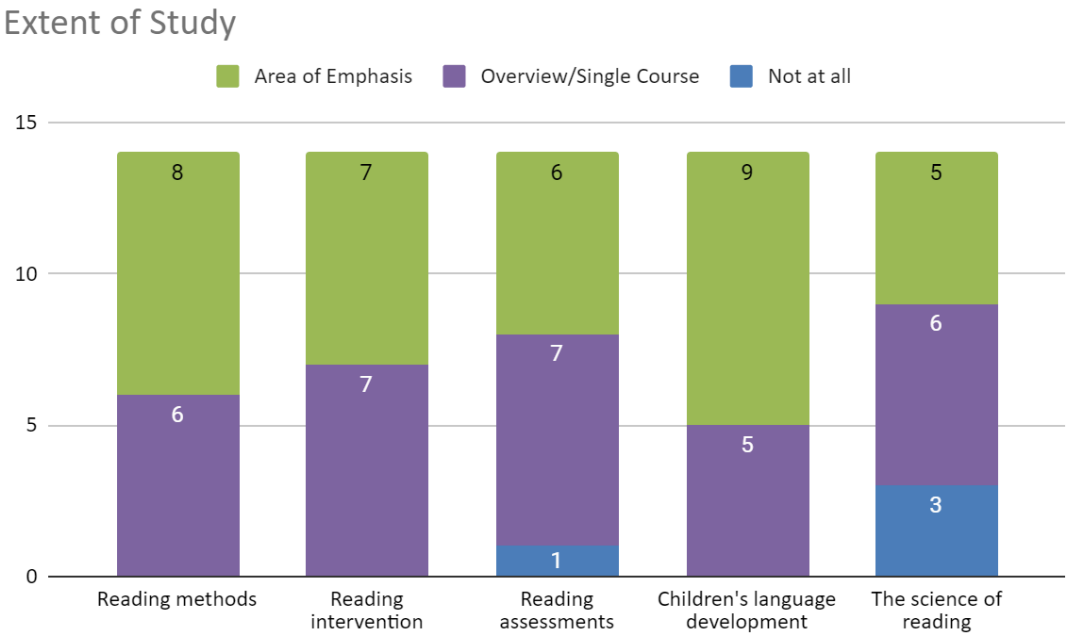
Demographics

- Over half of the teachers have been teaching for more than 16 years.
- Instruction regarding reading, such as reading methods, reading intervention, and children's language development, was an area of emphasis in about half of the teacher's formal education.
- Whereas only 5/14 teachers had the science of reading as an area of emphasis in their formal education.

41) How many years have you been teaching (including this school year)?



44) As part of your formal education and/or training prior to becoming a teacher, to what extent did you study the following areas?



Appendix 7. Observation Protocol Analysis

Observation Length	30 minutes	Grade(s) Observed	1st-5th
# of Staff in Classroom	*Treatment:* 1 teacher in 5 classrooms *Control:* 1 teacher in 2 classrooms	# of Students in Classroom	*Treatment:* Average = 4 *Control:* Average = 4
RISE Texts Used	• *The Sun & The Wind* • *The Mighty Sequoia* • *Going Places* • *What Bugs Me About Bugs* • *Jake (Audrey Couloumbis)*		
LLI Texts Used	• *Saturday Plans* • *The Dead Can Speak*		

Observation Grounding

Intervention Room Setting & Structures

Observations happened in focused classroom settings with kidney tables, individual seats, or with tables close together.

Classroom Arrangement (e.g., Desk layout, etc)	
Treatment	**Control**
• In all five classrooms, students were seated at kidney tables with the instructors. Students had individual chairs and enough space to work.	• In both classrooms, students sat at angled tables grouped together to provide closeness to the instructor and ample workspace for students.

Materials Inventory

Students worked with text in hand and whiteboards or journals in both conditions.

Text Resources Present (Books or excerpts)	
Treatment	**Control**
• All observed classrooms had short texts or excerpts with a story printed on the front and back. Each student had their own copy.	• Both classrooms used short books with multiple pages with individual student copies.

• In one classroom, students were encouraged to mark the text with pencils.	• One classroom used text flags to highlight previously discussed vocabulary terms in the story.
Student Writing Materials	
Treatment	**Control**
• Four classrooms had students working in dedicated journals during independent practice. • One classroom put whiteboards in students' hands for phonics practice. Three other educators used whiteboards for modeling or guided practice.	• Students had journals in both classrooms. • In one classroom, students used text flags to direct attention to their text evidence, writing their thesis statement on the flag.
Tech Available in the Classroom to Instructors	
Treatment	**Control**
• None of the RISE teachers were observed using computers, slides, or any tech during their interventions.	• Both LLI classrooms had a smartboard and used it to display examples, guided practice, and exemplar or blank exit tickets.
*Any of the following had a **major** negative impact on one or more students:* • Classroom distractions or disruptions (e.g., fire drill, phones ringing, lights flickering, students being pulled for interventions, etc.) • Persistent off-task conversations creating a noisy work environment	
Treatment	**Control**
• Not observed	• Not observed

ELA Inventory

Visual resources were abundant in both classroom types. RISE teachers tended to have more reminders immediately available for students whereas LLI teachers left that day's anchor charts and examples on their smartboards with fewer permanent visual resources on the walls.

ELA Structures Observed	
Treatment	**Control**
• All observed classrooms followed a gradual release lesson model. • Teachers clearly stated and modeled the day's objective before moving into independent practice.	• Both classrooms reviewed an inventory of vocabulary words on a smartboard. • Both classrooms followed a gradual release lesson model. • One classroom had a visual resource to

• Two classrooms had visual references and definitions for fiction genres. • Two classrooms offered vocabulary sheets for students to use stronger synonyms in their speech and writing throughout the lesson.	remind students of fiction genres. • One classroom used a graphic organizer to follow along with a story structure lesson. • One group used a t-chart to organize text evidence, completing one side to gather information from a separate related text in the next lesson.

Student-Centered Observations

Engagement with Resources & Instructors

Small group instruction was observed in both treatment and control classrooms, the largest group between conditions containing six students. All instructors followed a gradual release model that ended with students independently working by the end of the lesson.

How did students engage with intervention content?	
Treatment	**Control**
• Independent practice was present during all lessons.	• Independent practice was present during all lessons.
Did students use any documents/scaffolds when engaging with text?	
Treatment	**Control**
• One classroom's students had a personal word wall within easy reach for independent practice. • One teacher provided colored overlays for students to utilize while reading.	• One classroom used t-charts to facilitate organization and data collection from two texts. • One classroom used a "roller coaster" template alluding to the rising and falling action included in a lesson on the plot.
RISE-specific Instructional Materials & Moves:	*Instructional Materials & Moves Observed*
Treatment	**Control**
• Comprehension cards (2 groups) • Red Question cards (1 group) • Journals (5 groups) • RISE books & excerpts (5 groups) • Student whiteboards (4 groups) • Teacher whiteboards (3 groups)	• Graphic organizer (teacher created) • Independent reading texts • Student whiteboards • Smartboards for instruction • Text annotation (1 group)

Reading Focus

Across both settings, non-fiction texts were more commonly used. In all observed classrooms, lessons centered on a singular text. Students spent an average of 10 minutes reading during the intervention.

What types of RISE/ELA content were students assigned to read/engage with during the observation?	
Treatment	**Control**
• Two classrooms read a nonfiction text. • One classroom focused on a fable. • Two groups read fiction texts.	• One instructor guided students through a nonfiction text. • The remaining classroom read a fiction text.
Which key reading skills were demonstrated during the lesson?	
Treatment	**Control**
• One classroom focused on character traits. • Two classrooms focused on retelling. • One classroom focused on character feelings. • One classroom read a new text together.	• One classroom focused on vowel patterns and open & closed syllables. • One classroom focused on retelling the book.
Approximately how much time did the teacher ask students to spend reading?	
Treatment	**Control**
• Students spent 15-20 minutes reading across the five observed classrooms.	• Both observed classrooms spent between 10-15 minutes reading.

Writing/Recording Focus

Classrooms in both conditions demonstrated a clear emphasis on both guided and independent writing. While some instructors scaffolded a bit more than others, they expected students to write on their own. In all seven classrooms we observed, students completed at least one writing exercise.

What types of writing-based tasks did students complete during the observation?	
Treatment	**Control**
• One classroom began organizing information from the text to support an impending opinion writing piece. • One teacher walked students through writing an introduction to an opinion	• One classroom saw students collecting information from a nonfiction text on a T-chart to begin a writing piece comparing two expedition leaders and the issues that befell them.

writing piece. • During two lessons, students completed a graphic organizer related to the text. • One group wrote text-based inference questions.	• One class's writing work centered on retelling and accurately describing events from a fiction text.
How many writing tasks did students complete during the observation?	
Treatment	**Control**
• During the five observations where students engaged in writing, they were asked to complete one writing task.	• In two classrooms, students completed one writing task.
Approximately how much time did students spend writing?	
Treatment	**Control**
• One class wrote for 5-10 minutes. • Four groups wrote for 10-15 minutes	• Students in one classroom wrote for 5-10 minutes. • Students in the other control classroom spent 10-15 minutes writing.
Where do students write?	
Treatment	**Control**
• Students in all treatment classrooms had journals in which to write. • Writing tasks were completed at the small group tables with the educators near the students.	• In both LLI rooms, students wrote in journals, which were double-sided: one part collected writing, and the other provided space for phonics work. • Students were close enough to their teachers during writing that redirection could happen nearly instantly.

General Student Observations

Students seemed to find RISE materials accessible with few questions asked during the lessons.

Student Questions & Actions	
Treatment	**Control**

• Student questions largely centered on vocabulary definitions and confirming spelling during independent writing tasks. • Students in all RISE classrooms demonstrated a clear fluency with program procedures and expectations. • One classroom was observed asking the teacher for deep support with the writing task in regards to sentence structure, spelling, capitalization, and punctuation.	• In both LLI rooms, students were comfortable asking questions of their teachers. • One teacher was observed using the students' real lives and personal characteristics as a means of deepening their connection to the text. • Students in both classrooms were independent when it came time to demonstrate their understanding of the day's objective.

Teacher-Centered Observations

Instructional Practice

In treatment and control schools alike, we observed teachers providing clear verbal instructions, reiterating as necessary. Due to the nature of small group instruction, teachers were able to monitor students efficiently, intervening and redirecting in the moment when misconceptions arose. Reading levels were not discussed or mentioned by educators in neither treatment nor control classrooms.

Which modes of instruction does the teacher engage in?	
Treatment	**Control**
• Instructions were primarily delivered orally across RISE classrooms. • Visual support for students was delivered via whiteboard or RISE artifact, such as a comprehension card or vocabulary list. • All five RISE classrooms followed a gradual release lesson: modeling, working through an example together, and	• Teachers gave clear oral instructions before each portion of the lesson to introduce each lesson section. • Both teachers used slides to visually support their lessons. • Both teachers introduced each section of their lesson, stating the objectives and independent work expectations prior to modeling.
What types of reading activities does the group engage in?	
Treatment	**Control**
• In all classrooms, all students read and analyzed the same text. • In one classroom, the teacher specified which student would be able to pick the group's text for their next lesson.	• In all classrooms, all students read and analyzed the same text. • Neither classroom mentioned or offered student choice in the reading.

Does the teacher provide instruction in or opportunities to practice vocabulary?	
Treatment	**Control**
• Vocabulary instruction was observed in all five classrooms to varying degrees of depth. • Two teachers explicitly previewed text vocabulary prior to reading the text. • One teacher leveraged an organic opportunity to define an unknown word for a student.	• No explicit vocabulary instruction was observed in the comparison classrooms. • One teacher answered students' questions about the definitions of terms in the text.
Does the teacher ever reference Lexile levels, the ability to adjust the reading difficulty, or anything along those lines?	
Treatment	**Control**
• None of the five RISE educators mentioned reading levels during their lessons.	• Neither of the two teachers referenced reading levels during the observation.
When students are working independently and in pairs/small groups, what is the teacher doing?	
Treatment	**Control**
• During independent practice, RISE teachers in all five classrooms leveraged the proximity of their small group tables to monitor student progress and work. • Positive narration of good student habits was present in each room we observed.	• One teacher sat at the kidney table to effectively monitor the students. • One teacher remained standing for a bird's eye view of student work. • Positive narration of good student habits was present in both rooms.

Instruction and Culture Scales

The questions related to Quality of Instruction and Classroom Culture were analyzed to provide an understanding of how classrooms overall represented each aspect of the construct. Each step in the scale was given a numerical value and observations were totaled across scale items. Totals were divided by the number of observations to compare the two groups (which had an unequal number of observations).

Quality of Instruction

Given that "agree" was the most frequent response to the statements below, high-quality instruction was observed in both schools.

TREATMENT: The (lead) teacher…	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Consistently monitors student performance. (e.g., attending to the correctness of student responses when circling the room).	3	6	1		2
Establishes an overall positive atmosphere.		11			1
Does not allow behavior management to take away time from learning.		10	1		1
Provides timely feedback and support for students as needed.		9			3
Provides space for students to ask questions.	1	10			1
Shows enthusiasm for course materials/readings.	4	3	1		4
Generates participation by asking questions, allowing appropriate wait time for responses, posing probing questions, and responding encouragingly.	2	3	1		4

Observers rated an item N/A when a teacher was engaged in other tasks that prevented them from monitoring student performance or providing feedback. For example, during one observation a teacher left to attend an IEP meeting and another teacher sUpervised her class. In other classrooms, RISE appeared to be an established routine, so there was little discussion prior to logging on and beginning work (therefore it was difficult to assess teacher qualities like enthusiasm and wait time).

CONTROL: The (lead) teacher…	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Consistently monitors student performance. (e.g., attending to the correctness of student responses when circling the room).	1	3			
Establishes an overall positive atmosphere.		4			
Does not allow behavior management to take away time from learning.		4			
Provides timely feedback and support for students as needed.	1	3			

CONTROL: The (lead) teacher...	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Provides space for students to ask questions.	1	3			
Shows enthusiasm for course materials/readings.	1	3			
Generates participation by asking questions, allowing appropriate wait time for responses, posing probing questions, and responding encouragingly.	1	1			2

(Adapted from Assessment & Evaluation Center for Inquiry-Based Learning in Mathematics, 2011; Barbeau and Cornejo Happel, 2020; Folson et al., 2017; Swanlund et al., 2012;)

Classroom Culture

Given that "agree" was the most frequent response to the statements below, classroom culture overall appears to be strong.

TREATMENT: During the observation...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.	3	9				
Students follow behavioral expectations and directions.	1	9	1	1		
Students execute transitions, routines, and procedures in an orderly and efficient manner.	1	9	1	1		
Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.	1	9	2			
Students and their teacher(s) demonstrate a joy for learning through positive relationships and strong classroom culture.	1	9	1			1

CONTROL: During the observation...	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.		4				
Students follow behavioral expectations and directions.		4				

Students execute transitions, routines, and procedures in an orderly and efficient manner.		4				
Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.		4				
Students and their teacher(s) demonstrate a joy for learning through positive relationships and strong classroom culture.		4				

(Adapted from TNTP Core Teaching Rubric (CC BY-NC 4.0), 2017)

Appendix 8. Site Visit Memo, Observation Insight Report Summary

Dear School District Educators,

In early March, researchers from Learning Experience Design (LXD) Research & Consulting traveled to the school district to observe supplemental phonics curriculum in action. Partnering with Scholastic RISE, researchers Isabella Ilievski and Destiny Riley observed five elementary schools who have implemented this Tier 2 phonics and reading intervention program this school year.

Greeted warmly at each campus, the five RISE schools Destiny and Isabella observed showed a high level of fidelity to the program, strong organizational implementation, and the combination of expertise and warmth it takes to build lifelong readers through interventions. Each classroom featured detailed anchor charts to support student thinking and manipulatives to engage kinesthetic learners with supplies ranging from whiteboards to magnetic letters.

Destiny and Isabella were delighted by the strong emphasis on both reading and writing they saw in each room. Whether students were exploring new fiction texts, learning about nonfiction text features, or collecting information from a text to use in a future writing assignment, these groups were highly engaged in the day's learning. As both researchers were formerly in classroom roles themselves, they understood the work it takes to grow these learners in phonemic awareness, writing ability, and overall reading confidence; the magic they saw between educators and students in these classrooms demonstrates that the latter is well on their way to achieving success in reading and writing.

LXD Research would like to thank the district for their hospitality in allowing us to observe their incredible educators during our time in Florida. We look forward to providing our Scholastic RISE efficacy report to the district in Summer 2023.

Our best wishes for a smooth end of the school year,

Appendix 9. RISE/Up Interim Insight Report, Winter 2023

Introduction

RISE is a reading intervention program for grades 1-3 designed for small group instruction targeting reading comprehension, word study, and phonics, and guided writing skills. RISE/Up is a reading intervention program targeting reading comprehension skills in grades 4-5. RISE/Up is specifically aimed at students who fall below-grade level reading benchmarks. Scholastic Inc hired Learning Experience Design LXD Research, a third-party independent evaluator, to conduct a research study on the implementation and impact of RISE/Up.

A mixed-methods formative approach was used to understand the overall implementation of RISE/Up. The goals of the study were to understand the implementation of the RISE/Up framework in the school setting, the factors that are influencing the effectiveness and practice, and the perceptions of the program from actual intervention specialists. This report focuses on insights gained through classroom observations and conversations with reading interventionists, including highlighted successful features, challenges, and proposed solutions. Information about Fall to Winter Reading assessment scores will be provided once they are available.

Methods

Two qualitative researchers from LXD Research traveled to the district in Florida in March 2023 to visit seven elementary schools. One of the larger school districts in the state, they serve over 150,000 students. Beginning March 6th, researchers visited seven schools in the district over the course of three days. Six of the district schools that were part of the observation had locations in the city, but one was in an area distinctly more rural than the other schools in the pool. Focused 30-minute observations were held at five RISE & RISE Up treatment schools in addition to two schools using an alternative reading intervention curriculum, which happened to be Leveled Literacy Intervention (LLI). Researchers interacted with eight teachers in total; seven were observed while teaching and one provided her insight as to how RISE fit with her students' needs.

On average, both RISE and LLI groups had four students in a group. Throughout this time, 28 students and 8 teachers were observed. Of that group, 20 received RISE intervention, and the remaining 8 received LLI lessons.

Product Observed	# of Observations	# of Teachers Involved	# of Students Involved
RISE Schools	5	6	20
Leveled Literacy Intervention	2	2	8

(LLI) Schools			

Key Findings from Observations

A detailed analysis of the classroom observations is available here. The key findings are listed below.

Observation Grounding

- In both RISE and Non-RISE classrooms, students sat at a table that facilitated closeness between instructor and learner. All of our observed teachers had dedicated resource rooms for their interventions.
- Students in all but one classroom accessed instructional materials using 1:1 RISE/Up books or excerpts and individual student journals.

Student-Centered Observations

- Independent work was a clear priority amongst RISE/Up teachers. Every observed classroom had students completing their own work, **clearly following the gradual release model** in the lesson.
- In the RISE/Up classrooms, the most observed actions were retelling discussions, independent reading, and finding supportive evidence in the text.
- **Students demonstrated remarkable independence during writing exercises,** a testament to the clear directions and accessibility of the prompts in RISE/Up. Groups had varying writing tasks, which included responding to text in a variety of ways. One of the most impressive instances of this was a group whose independent practice required them to write a thesis statement for an introductory paragraph that included a fact from a nonfiction text.
- Every instructor led some form of writing task during the observation. The writing tasks were either on whiteboards, in journals, or a combination of both. Amongst RISE/Up and LLI classrooms, **there was a clear emphasis on students putting "a pencil to the page"** in one form or another.
- Peer discussion was prevalent throughout the classrooms observed by LXD Research. **Learners clearly felt comfortable discussing books and writing with their peers and instructors.** Having strong student-to-student interactions sets a foundation for the increased expectation of discussion in the classroom as students age and also provides alternative perspectives for consideration and can be a means of allowing students to fill in knowledge gaps or misunderstandings for their peers.
- **Engagement and student buy-in were strong in every classroom** we visited. The consistency provided by the station system used in RISE/Up enables students to manage their expectations and prepare for the day's independent practice by accessing previously taught skills; most teachers informed students of the station number for the day's lesson, which helps students preempt expectations before the conclusion of the lesson.

Teacher-Centered Observations

- Across the board, **teachers were prepared and had materials readily available** for the lesson. Of the groups who completed two stations during our observation, the transition time between them was seamless due to teachers having their materials immediately accessible.
- Multiple teachers noted their appreciation for **RISE/Up providing enough materials** for each student, such as books, excerpts, and cards.
- By informing students of the day's objective at the top of the lesson, **instructors grounded students in the day's work right at the start**. Learners understood the order of events corresponding to that day's station number, a testament not only to the consistency of RISE/Up but the fidelity to which these teachers have followed the guidance provided by Scholastic.
- In addition to the impressive independence expected of students during the final portion of the lesson, **teachers did a great job of encouraging students to find text evidence** rather than pointing it out for them. If students made an incorrect claim about events or facts from the text, each teacher took the opportunity to redirect students, asking them to verify their claim with textual evidence and adjust accordingly.
- Strong teacher and student relationships led to classroom environments that had **warmth and joy while maintaining fidelity to the lesson**. Students felt comfortable asking questions in front of their peers. They were supported through errors by both teachers and their fellow students.
- The structure provided by RISE/Up materials provides a sturdy routine that teachers and students enjoy; **teachers were particularly grateful that they had that scaffolding** to depend on but still felt some degree of freedom in ways they could provide support to their students or add text-to-self connections that made stories more relatable to the students.

Key Findings from Conversations

- Teachers repeatedly mentioned **the ease of implementing RISE/Up materials** because of the organization and clear labeling. The completeness of the resources and the variety of stories were repeatedly heralded by educators.
- One teacher noted that **spending multiple days on a single text empowered students** to solidify their knowledge of the material while expanding their comprehension skills.
- Notably, in both RISE/Up and LLI classrooms, **teachers who felt empowered by their administrators to own the material** by supplementing it or truncating portions they felt students previously mastered drew students in with **powerful, engaging lessons** that met learners where they were at while also pushing them to achieve the day's objective.

Recommendations

As clearly demonstrated above, RISE/Up has provided a valuable set of reading intervention materials to the teachers and students we observed. As one educator noted, "There isn't a perfect intervention system," and to that end, there are points teachers raised that could improve both their experience and that of their students.

- Add Materials for Visual Support
- Consider Guidance for Weaning off Graphic Organizers
- Connect and Use Comprehension-Skill Academic Language More Explicitly
- More Daily Progress Monitoring Tools
- Availability for Inputting Data Online

Add Materials for Visual Support

One area in which the RISE/Up resources could improve concerns more **visual support.** Where the LLI classrooms we observed had tech-forward **Promethean boards to display examples and model phonics instruction**, none of our RISE/Up classrooms used tech of any kind during the lesson. While the availability of tools could certainly differ throughout districts, it is important to note that **multiple teachers voiced a desire for anchor charts** and **writing prompts to accompany the stations.** Additionally, one teacher noted that she created her sentence stems for that lesson, something she felt could be provided for writing activities. Briefly mentioned was offering **larger text sizes** for students with different visual requirements.

Consider Guidance for Weaning off Graphic Organizers

In an interesting contrast, multiple teachers reported concern about the level to which graphic organizers were used in RISE/Up, feeling that students could grow too dependent on a resource that may not be available to them at critical testing moments. While they felt the support provided by these visual resources was a net positive, some noted that, unless in a student's testing accommodations, **graphic organizers are not permitted during standardized testing.** In those instances, students may either attempt to recreate the graphic organizer from memory to use during the test or otherwise forgo it. Educators mentioned a concern that students could grow dependent on these tools despite a lack of access to them on testing days. A potential means of mitigating this issue could be encouraging educators to decrease their usage of graphic organizers as they progress through RISE/Up lessons or reframing the lack of using them as a "bonus" or "challenge" of sorts, adding empowering language to further student independence.

Connect and Use Comprehension-Skill Academic Language More Explicitly

One educator furthered her concern about a gap between student performance expectations on standardized assessments, in the classroom, and during RISE/Up lessons. While she understood the

necessity of branding and renaming skills, **she wondered if using terms like "red questions", "yellow questions", or "green questions" could occlude student connections to the true skills** behind these types of questions both in instructional and standardized testing situations. Green questions are more commonly referred to as "The 5 W's" in the classroom, though RISE/Up does additionally include a "How" question stem. Red questions encourage students to make inferences. Yellow questions cover a variety of skills, such as cause and effect and similarities and differences. Including true reading skill names during RISE/Up interventions in addition to possibly providing tier one educators with insight as to RISE/Up's color system could synthesize retention and understanding between the core classroom and the intervention room.

More Daily Progress Monitoring Tools

Teachers would like more organizational materials for them to record daily progress. One resource specifically requested was running records. Some of them noted feeling that it was difficult to track student progress with RISE/Up in regards to mastery of individual stations and acquisition of different reading and writing skills. **Offering station skill tracking resources would enable educators to see trends throughout stations and provide demonstrative data if a student struggles with particular tested standards and adjust accordingly.**

Availability for Inputting Data Online

One educator mentioned making organizational materials available online. She understood why students would not particularly benefit from using electronic materials for RISE/Up but said that online tracking is something teachers are already familiar with and can use for a variety of purposes. From a data perspective, **online tracking for teachers could also provide Scholastic with deeper insight into student patterns with RISE/Up materials**. Because of the requirement that teachers in Florida provide reading materials **online for parent review,** to include passages used during interventions, a greater breadth of online resources could provide immense support to these educators in their adherence to these policies.

Next Steps

LXD Research is expecting the full roster of students who participated in RISE or RISE Up during the 2022-2023 school year as of the end of March 2023 before the end of April. Analysts match students to create the samples for the study within two weeks. A preliminary analysis comparing the beginning-of-year to the mid-year achievement scores will be conducted within six weeks.

LXD Research is an independent research firm that specializes in evaluating educational programs to support accelerated learning. Learn more at www.lxdresearch.com

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