

Summary of 2009 Striving Readers Projects

(<http://www2.ed.gov/programs/strivingreaders/2009cohortprojectprofiles.pdf>)

Implementation and Evaluation of Targeted Interventions for Struggling Readers after One Year

Illinois Striving Readers Project

Voyager Passport Reading Journeys III (PRJ)

There were **no statistically significant impacts** on the reading achievement of struggling readers in 9th grade after one year of exposure to PRJ, with effect sizes of 0.02 on the GMRT and -0.09 on the ACT-EXPLORE Reading assessment.

Kentucky Department of Education Striving Readers Project

Kentucky Cognitive Literacy Model (KCLM) intervention

There were **no statistically significant impacts** on the reading or writing achievement of struggling readers in grade 9 after one year of exposure to KCLM, with effect sizes of -0.06 on the GRADE and .07 on the Kentucky State Writing Assessment.

Louisiana Department of Education Striving Readers Project

Voyager Passport Reading Journeys (PRJ)

There **was a statistically significant impact** on the reading achievement of struggling readers in grades 6-7 after one year of exposure to PRJ, **as measured by the GRADE**. There were significant impacts on the GRADE overall reading score, vocabulary, and reading comprehension with effect sizes of .27, .13 and .30, respectively. There were **no statistically significant impacts** on the reading achievement of struggling readers in grades 6-7 after one year of exposure to PRJ, **as measured by the iLEAP**, with effect sizes of .06 on the overall ELA score for the iLEAP and -.005 on the reading subscale for the iLEAP. There was **no statically significant impact** on the reading motivation of struggling readers in grades 6-7 after one year of exposure to PRJ, with an effect size of .06 on the total score for the **Motivation for Reading Questionnaire**.

Michigan Department of Education Striving Readers Project

Fusion Reading Program

There **were statistically significant impacts on two measures** of reading achievement of struggling readers in grades 6-10 after one year of implementation of the two-year Fusion intervention, with **effect sizes of .10** for the **Sight Word Efficiency** score on the TOWRE and **.15 for the Sentence**

Comprehension score on the GRADE. There were **no statistically significant impacts on the other scores**. The effect sizes were .005 on the Phonetic Decoding Efficiency score of the TOWRE, .01 on the Passage Comprehension score of the GRADE, -.009 on the Vocabulary score on the GRADE, and .11 on the MEAP reading score. There was no statistically significant impact on student motivation to read. The effect size on the CAIMI was .01

New York Department of Education Striving Readers Project The REWARDS Program

There was **not a statistically significant impact** on the reading achievement of struggling 7th grade students with one year of exposure to the REWARDS program. On the New York state English Language Arts test, the effect size was .15. The effect sizes on the GMRT Vocabulary, Comprehension, and Total Reading scores were .08, -.01, and .02 respectively.

Virginia Department of Education Striving Readers Project Voyager Passport Reading Journeys (PRJ)

There **were no statistically significant impacts** on the reading achievement of struggling readers in grades 7-8 after one year of exposure to PRJ, with effect sizes of .06 for the Total Reading score on the GMRT, .05 for the Comprehension score on the GMRT, .07 for the Vocabulary score on the GMRT, and .06 on the Virginia SOL English/Reading score.

Washington Office of the Secretary of Public Instruction Striving Readers Project *Phonics Blitz and Read to Achieve*

For the full sample of students, there **was a statistically significant impact** on the reading achievement of struggling readers in grades 6-8 after one year of exposure to the combined interventions on the MSP. The **effect size of the impact was .16**. There was **not a statistically significant impact** on the reading achievement **as measured by the GMRT or the Woodcock Reading Mastery Test**. Effect sizes were .03, -.04, and .08 on the GMRT, and the Woodcock Word Identification and Word Attack subtests, respectively.

Wisconsin Department of Public Instruction Striving Readers Project

There **was a statistically significant impact** on the reading achievement of struggling readers in grades 6-9 after one year of exposure to READ 180. On the MAP, **the effect size was .14**.