



BUILDING A CULTURE OF EDUCATIONAL SUCCESS

Housing as a Platform for Academic Success (HPAS) 2021-2022 Report

Technology-Based Learning for Children in Housing Communities During After-school Hours

OVERVIEW

Housing as a Platform for Academic Success (HPAS) is a cohort of NeighborWorks® Organizations that supports building a culture of educational success in housing by implementing technology-based learning, offering students an online instructional program for reading called i-Ready® and providing after-school hour support for students and parents in their housing communities.



Prepared for NeighborWorks America® by Housing as a Platform, Inc.

For more information on joining HPAS, contact Carmen@housingasaplatfrom.org

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This report includes:



Assessment of i-Ready® online learning in supporting the developing literacy of children at participating HPAS organizations



Student perspectives of i-Ready® through surveys



Parent perspectives of i-Ready® through surveys





ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENTS

To support the reading development of children attending after-school programs at their housing communities, HPAS members utilized the i-Ready® online academic software program during School Year 2021-2022.

i-Ready® includes a diagnostic assessment that measures students' academic growth through the school year. i-Ready® categorizes students into three tiers: Tier 1 students are reading at grade level or above, Tier 2 students are reading at one grade level below, and Tier 3 students are reading at two or more grade levels below.



READING IMPROVEMENTS

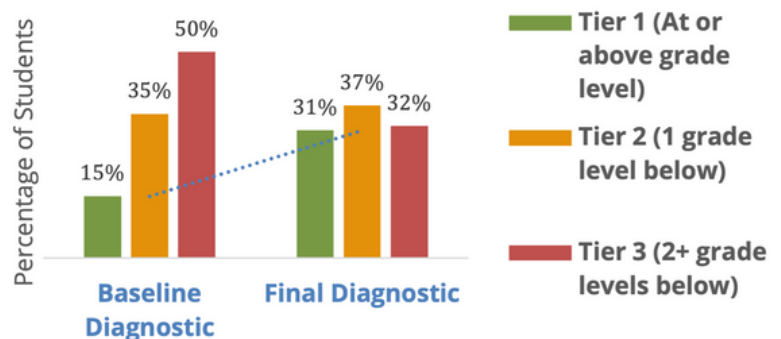


107% increase in reading at Tier 1 (at or above grade level)

772 students across five HPAS organizations completed at least two of three (baseline, mid-year, final) i-Ready® diagnostics during the 2021-2022 school year. Of the 772, 505 (65%) completed all three assessments.

From Baseline to Final diagnostic for students with 3 diagnostics, we see significant positive changes over a period of 7.5 months (on average). 15% of students were reading at or above grade level (Tier 1) at Baseline. By final, 31% of students were reading at or above grade level (Tier 1). This represents an increase of 16 percentage points or 107% difference.

Students with 3 Diagnostics by Reading Tier
2021-2022 (n=505)



Student Demographics

Among the 772 students:

- 87% are economically disadvantaged
- 61% are Hispanic or Latino
- 41% are English language learners



STUDENT PERSPECTIVES

Participating HPAS students completed surveys sharing their perspectives on utilizing i-Ready® in their after-school programs. A total of 271 surveys were completed by students living in 4 states, 21 cities and 31 housing communities.

Many of the students described improved reading skills and comprehension. Overall, two-thirds of students (62%) responded that i-Ready® helped them become better readers. Over half (52%) of students responded that i-Ready® was easy to use. Most students (65%) also indicated that someone at home noticed that their reading had improved.



READING IMPROVEMENTS



62% of students responded that i-Ready® helped them become better readers.

STUDENT FEEDBACK



"[I recommend we spend] less time a day on i-Ready®, [make it] more interesting for older kids, and make the lessons more interactive and fun." - Student

Several students shared the recommendation to limit the amount of time spent daily on i-Ready® lessons in order to avoid fatigue and burnout. Students recommended shorter lessons and more breaks to increase the effectiveness of the program.

Many students also indicated that their families were one of the biggest sources of motivation to become better readers.

Did i-Ready® help you become a better reader?

(n=271)



Student Demographics

Among the 271 students:

STATE:

- 80% California
- 10% Texas
- 10% Virginia
- .4% Washington

GRADES:

- 78% elementary school (K-5th)
- 20% middle school (6th-8th)
- 2% high school (9th)



PARENT PERSPECTIVES

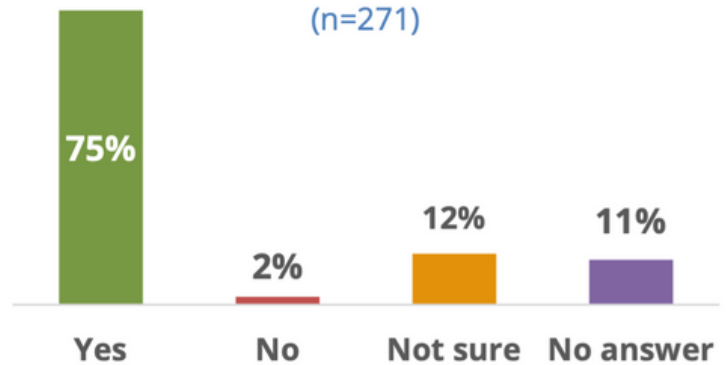
To build a culture of education in housing, parent engagement is fundamental. Parents of participating HPAS students completed surveys sharing their perspectives on their children utilizing i-Ready®. A total of 157 surveys were completed by parents living in 3 states, 17 cities and 23 housing communities.

84% of parents responded that the after-school program is helping their child's academic success and 82% of parents would like their child to keep using i-Ready®. Before i-Ready®, 10% of parents responded that they never talked about reading. After i-Ready® only 3% of parents responded that they never talked about reading.



Did i-Ready® help your child become a better reader?

(n=271)



READING IMPROVEMENTS



75% of parents responded that i-Ready® helped their child become a better reader.

EFFECTIVE PARENT ENGAGEMENT

Children thrive academically when there are strong connections between home and school. After participating in the program:

- **76%** of parents said that they are more likely to discuss their child's reading ability with his/her teacher.
- **73%** of parents indicated that teachers noticed their student's reading had improved.
- **74%** of parents feel better prepared to help their child improve his/her reading ability.
- **71%** of parents have increased the amount of time they spend supporting their child in their reading.

Parent Demographics

Among the 157 parents:

STATE:

92% California
5% Texas
3% Virginia

LANGUAGE:

45% completed survey in English
54% completed survey in Spanish