

Building a Culture of Educational Success

Technology-Based Learning for Children in Housing Communities During Afterschool Hours

Annual Impact Report
(School Year 2022-2023)

Prepared for



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Executive Summary

In 2016, NeighborWorks America (NWA) launched the Housing as a Platform for Academic Success (HPAS) learning community to support the efforts of affordable housing member-organizations that provided high-quality free after school programming with the goal of helping underprivileged children read at grade level. HPAS organizations, including AHC, Community HousingWorks (CHW), Foundation Communities (FC) and People’s Self-Help Housing (PSHH), are playing this role by offering children in their housing communities a technology-based learning program called i-Ready. Based on individual assessment, i-Ready helps determine how children are faring in reading and places them at their correct reading level accordingly. Additionally, i-Ready provides customized lessons aligned with the student’s reading abilities to help them move progressively toward grade-level reading. It provides tools and reports to monitor and evaluate in real-time how the student is doing.

This report looks at the reading proficiency level achieved by the 723 students from AHC, CHW, FC and PSHH enrolled in the i-Ready program and who participated in two or more reading assessments throughout the 2022-2023 school year. We looked at the results by subcategories of students and compared them to uncover similarities and differences.

Students enrolled in the i-Ready reading program were predominantly elementary school age (K-5): 671 students or 93% were attending elementary school. These are mostly children, ranging in age from 5 to 10 years old.

In terms of demographics, students were split evenly in their sex ratio (50/50). Two thirds were Hispanic or Latinos. In terms of racial composition, 30% self-identified as “Other”, 26% as White, and 14% Black or African American (23% did not answer). Additionally, 93% of the children were economically disadvantaged, 38% were English language learners, 8% were children with special education needs and 8% were migrant children.

At the beginning of the school year, 15% of students were reading at grade level, 36% were reading at one grade below and 49% were reading at two or more grades below level. At the end of the school year 31% of students were reading at grade level, 34% were reading at one grade level below and 36% were reading at two or more grade levels below. Comparing the results of the first assessment with the last, we can see a significant increase in the percentage of students reading at grade level at the end of the school year. And yet, more than two-thirds of students were not reading proficiently after completing one full school year. A percentage similar to the national average.

The data analyzed for this report shows great variation in terms of the percentages of students’ reading proficiency level based on grade and English language proficiency. A higher percentage of K-2 students are reading at grade level vis-à-vis their peers in grades 3-5. There is a significant reading gap between English Language Learner (ELL) students and their non-English Language Learner peers. ELL students not only represent a significantly smaller percentage of students reading at grade level, but they also represent a significantly higher percentage of students reading at two or more grade levels below.

There is a need to meet students where they are: “no learner is the same, and all require different pathways.” i-Ready provides differentiated instruction for students that correspond to where they were placed after each reading assessment. Nevertheless, it is very difficult to determine if the reading proficiency level achieved by children attending the after school program is the result of the intervention

of school, after school, a combination of both and/or some other factors (e.g., family income, education of parents). One needs to be reminded that i-Ready is designed to complement what is being taught in the classroomⁱⁱ.

Is ensuring consistency in the implementation of the i-Ready program enough? What else can be done?

With the understanding that the online learning program alone is not sufficient to address the reading challenges, students, parents and after school program leadership and site staff were asked to complete surveys at the end of the school year to inquire how the children served felt about their performance and what they believed influenced their success. The evaluation of the impact of the technology-based learning program used with children in housing communities during after school hours was based on primary data sources gathered through surveys conducted with students, parents and ASP site staff as well as secondary data on student assessments provided by i-Ready. As students, parents, and after school staff attest in their respective surveys, there is more to the program that meets the eye. It must be noted that the outcome alone does not tell the whole story.

Students, parents and after school staff hold different views on how much they liked the technology-based learning program, but they all agree that the program does make a difference in the student reading progress. Parents conveyed a sense of empowerment with the technology-based learning program used by their children. They felt that they understood what was going on in the reading process and how they could help their children succeed at school.

The report calls out the need to assess how both academic and nonacademic factors may be impacting the learning process of children. Since family background has been identified as a critical aspect of a child's school performance, assessing the strengths and vulnerabilities of families is critical.

Community-based after school programs can play a vital role in helping build a culture of educational success by adopting "a holistic approach that simultaneously attempts to strengthen both home and school influences in disadvantaged communities."

Strong connections between the school and the after-school programs, especially with the teachers, can help ensure that children receive effective and coordinated support from both. There are great opportunities to develop collaboration plans to support the same children while ensuring that the after-school program does not become simply an extension of school. The after-school programs play a vital part in supporting a child's education in a balanced way: Integrating academic support with other enrichment and recreational activities.

Introduction

In 2016, NeighborWorks America (NWA) launched the Housing as a Platform for Academic Success (HPAS) learning community to support the efforts of affordable housing member-organizations that provide free after school programming with the goal of helping underprivileged children read at grade level. It has been noted by educational experts that it is critical for academic success that children are reading at grade level by the start of fourth grade.

“Fourth grade marks a critical transition period when children begin switching from learning to read to reading to learn other subjects in school. However, when kids enter fourth grade without basic reading skills, they often have a difficult time catching up and fall further behind across subjects.ⁱⁱⁱ”

The U.S. Department of Education’s National Assessment of Educational Progress (NAEP)^{iv} showed that 37% of fourth-grade students were reading *below* the NAEP Basic Level^v and 29% of fourth-grade students performed *at* the NAEP Basic level^{vi} in 2022. In other words, two-thirds of fourth-grade students in the US were not proficient in reading. This reality is even more dramatic when we look at the fourth grade NAEP reading achievement-level results by race/ethnicity, eligibility for the National School Lunch Program^{vii}, and status as English-language learners^{viii}.

Reading Proficiency of Fourth-grade Students by Select Race/Ethnicity

Eighty-three percent of black fourth graders were not proficient in reading. Seventy-nine percent Hispanic/Latino fourth graders were not proficient in reading. Fifty-eight percent of white fourth graders were not proficient in reading.

Fourth-grade NAEP reading achievement-level results by race/ethnicity				
2022	Below Basic (%)	Basic (%)	Proficient (%)	Advanced (%)
All Fourth-graders	37	29	24	9
White	27	31	30	11
Black	56	27	14	3
Asian	17	25	34	24
Asian/Pacific Islander	19	25	33	23
American Indian/Alaska Native	57	25	14	3
Native Hawaiian/Other Pacific Islander	50	28	17	6
Two or More Races	32	30	28	11
Hispanic	50	29	17	4

Table prepared by author, based on NAEP Report Card: Reading. See: <https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4>

Reading Proficiency of Fourth-grade Students by Eligibility for the National School Lunch Program (NSLP)

Eighty percent of eligible NSLP fourth graders were not proficient in reading. Fifty-four percent of non-eligible NSLP fourth graders were not proficient in reading.

Fourth-grade NAEP reading achievement-level results by eligibility for the National School Lunch Program (NSLP)				
2022	Below Basic (%)	Basic (%)	Proficient (%)	Advanced (%)
All Fourth-graders	37	29	24	9
Eligible for National School Lunch Program (NSLP)	52	28	16	3
Not eligible for National School Lunch Program (NSLP)	24	30	32	14

Table prepared by author, based on NAEP Report Card: Reading. See: <https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4>

Reading Proficiency of Fourth-grade Students by Status as English-language Learners (ELL)

Ninety percent of ELL fourth graders were not proficient in reading. In contrast, sixty-three percent of non-ELL fourth graders were not proficient in reading.

Fourth-grade NAEP reading achievement-level results by status as English learners				
2022	Below Basic (%)	Basic (%)	Proficient (%)	Advanced (%)
All Fourth-graders	37	29	24	9
English learners	67	23	9	1
Not English learners	33	30	27	10

Table prepared by author, based on NAEP Report Card: Reading. See: <https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4>

The academic disparities in outcomes—also known as the achievement gap—between students of different racial/ethnic backgrounds, socioeconomic statuses (SES), and English language fluency is significant as well as persistent and has been a long-standing concern of educators and policymakers alike^{ix}.

What explains the gap? And how do we narrow or eliminate the gap?

Educational experts agree that it is difficult to fully untangle the causes of growing educational inequality. Variation in educational outcomes is related to variation in educational opportunities. The quality of public schools has been the focus of attention, particularly schools located in areas of concentrated poverty, serving mostly low-income, minority and English Language Learner students. Undoubtedly the well documented unequal distribution of resources in schools located in neighborhoods ranging on a spectrum of high to low opportunity is significant and may be responsible for the achievement gap.

And, yet contrary to some prevailing views that schools reproduce/exacerbate inequalities, almost 60 years ago James Coleman reported that the quality of schools does not explain the gap alone. In fact, Coleman and others argue that out-of-school social inequality is the most significant contributor to the achievement gap. The evidence they put forward to make this claim is that “students steadily learn during the school year, but that the average rate of learning drops to zero, in some subjects and grades,

over the summer recess.^{xv} According to them family income and parental education explains these summer and school year growth rates.

“In other words, the students losing ground during the summer tend to come from poor families; children in non-poor families either hold their ground or gain, probably owing to the array of resources non-poor families marshal both within and outside the home. Schools, somewhat remarkably given the wide differences in school resources across advantaged and disadvantaged children, ..., manage to make students’ rates of growth more similar to one another across class lines during the academic year. ^{xiv}”

“Schools can mitigate social inequality, but they govern only a fraction of students’ lives and eventual outcomes. Families matter, and families are profoundly shaped by the contexts in which they find themselves.” In other words, “You can’t fix schools without trying to fix broader social inequality, too.”

What is needed then is an integrated/holistic/comprehensive approach that looks for “solutions that work in both realms.”

So, how is this discussion relevant to the work done by HPAS organizations during the out of school time?

As we saw from our discussion about the causes of the achievement gap, the challenges and opportunities of learning are not limited to what happens inside the classroom or the school exclusively. The challenges and opportunities of learning also take place at home and in the neighborhoods. It is there where community-based after school programs can make a difference. It is there where HPAS organizations can support and complement the efforts of local schools by offering out of school time community-based tutoring and other social services for the entire family.

For this reason, many argue that when there are strong connections between schools and home, and more specifically between teachers and parents, children benefit academically^{xvi}. HPAS organizations can play a significant role helping strengthen the school-home connection.

One of the ways that HPAS organizations are playing this role is by offering children in their housing communities an online reading program called i-Ready. Based on individual assessment tests, i-Ready helps determine how children are faring in reading and places them at their correct reading level accordingly. Additionally, i-Ready provides customized lessons aligned with the student’s reading abilities to help them move progressively toward grade-level reading. It provides tools and reports to monitor and evaluate in real-time how the student is doing. Moreover, the learning program is aligned with the corresponding educational standards adopted by different states. In other words, what is offered to children in their housing communities is aligned with what they should know and be able to do at their schools.

At the same time, it must be noted that the after school programs offered by HPAS organizations are not simply an extension of the school’s curriculum. Community-based after schools are aware of the multiple challenges experienced by low-income, minority and vulnerable children that impact their school performance. For this reason, they provide not only academic but other vital resources and supports to both the children and their families, including ‘enrichment activities, workforce development opportunities, mentoring relationships and more.^{xviii}’

Building a culture of educational success in housing

The impact of the work of the after school site staff with the students is enhanced when parents and the community actively participate in and take ownership of this effort. For the work to have a lasting and sustainable impact it requires building or enhancing a culture of educational success embraced by the whole community. In this context, the African proverb “it takes a village to raise a child,” is compelling as it evokes the need for “a dedicated caring community to raise a child. All the adults in the community contribute in some way to the raising of a child. Regardless of a child's biological parents, its upbringing belongs to the community. ‘A child does not grow up only in a single home.’ The Africanist perspective is more about community, it's more about collaboration. It's about collective social responsibility.^{xiv}”

Onsite staff at the after-school programs in the housing communities are at the frontline in the effort to manage the implementation of the i-Ready Program. “The importance of this role cannot be understated, as the success of any program depends on the ability of personnel to oversee implementation and attend to challenges as they arise^{xv}.” But it is not just that. Onsite staff are at the frontline of relationship-building. The effort of building a culture of educational success requires building trust (i.e., “social Capital”) in the community. As Benjamin and Campbell (2014) noted, “the work done by [frontline] staff members extend beyond the simple task of program delivery. Nonprofit workers spend time getting to know the people they serve. They take time to adapt services to meet particular needs. They work with participants to identify outcomes that will be relevant and meaningful to those participants. They connect participants to resources that are available outside their own organization. Not only is all of this work instrumental to achieving program outcomes, but it can also lead to beneficial outcomes that program-centric models are ill equipped to anticipate.^{xvi}”

Onsite staff supported the implementation of the after-school program and played a critical role in engaging students and parents (and sometimes local school staff) to help build a culture of educational success in the housing communities.

In this report we analyzed data generated by i-Ready measuring the performance of students throughout the 2022-2023 school year. We look at the results by subcategories of students and compare to see similarities and differences. With the understanding that the online learning program alone is not sufficient to address the reading challenges, at the end of the school year students, parents and after school program leadership and site staff were asked to complete surveys to inquire how the children served felt about their performance and what they believed influenced their success.

Methodology

The evaluation of the impact of the technology-based learning program used with children in housing communities during after school hours was based on primary data sources gathered through surveys conducted with students, parents, and ASP site staff as well as secondary data on student assessments provided by i-Ready.

Data collection process

Primary data was collected using SurveyMonkey, an online survey software, with students, parents, and staff. Most surveys were self-administered. In some cases, ASP site staff conducted the surveys with parents. Parent surveys were available both in English and in Spanish.

Data analysis process

Most questions were closed-ended, with multiple choices. We also included open-ended questions. We only conducted descriptive data analysis. We carefully conducted qualitative data analysis with open-ended responses as we organized, classified, and examined the data gathered. coded responses.

The Participants

The project was funded by NeighborWorks Network with funds distributed to four affordable housing organizations:

- AHC: <https://www.ahcinc.org/>
- Community HousingWorks (CHW): <https://www.chworks.org/>
- Foundation Communities (FC): <https://foundcom.org/>
- People's Self-Help Housing (PSHH): <https://www.pshhc.org/>

All agencies serve a broad range of populations that include children of varying ages from homes where English is not spoken, and immigrant populations. Helping all members of their communities succeed is part of each agency's mission; for children, this includes ensuring that they can read, write and speak with fluency.

To support the developing literacy of children in their communities, each agency implemented i-Ready during the school year 2022-2023. This online literacy program was focused on elementary school level children (K-5) ages, 5-10 outside of school time in computer labs located in community/learning centers at affordable housing communities.

This report presents the results of an analysis effort conducted following the above-referenced implementation period. The analysis is based on extant data generated by the learning program and data obtained from surveys conducted at the end of the implementation period with students, parents, after-school staff and educational services leadership.

Analysis Approach

The analysis primarily employed extant data in the form of running records produced by the i-Ready learning management system. Diagnostic assessments (pretests) were administered at the start of the pilot period; a final assessment (posttest) was conducted at the conclusion of the implementation period (or, in cases where students were leaving the community, prior to their departure). In addition, we revised and enhanced previously fielded surveys, and solicited responses from ASP site staff and participating students at the conclusion of the implementation period.

Sample

The table below summarizes the number of students who participated in the i-Ready program, as well as students, parents and ASP site staff who completed surveys.

Sample Description				
HPAS Organization	i-Ready Assessments (*)	Student Surveys	Parent Surveys	ASP Site Staff
AHC	105 (15%)	91 (21%)	22 (10%)	3 (5%)
CHW	166 (23%)	132 (31%)	119 (56%)	10 (16%)
FC	331 (46%)	104 (24%)	19 (9%)	31 (50%)
PSHH	121 (17%)	103 (24%)	53 (25%)	10 (16%)
Other (#)	--	--	--	8 (13%)
TOTAL	723 (100%)	430 (100%)	213 (100%)	62 (100%)
(*) For this evaluation we only included students who completed at least two i-Ready assessments. (#) ASP site staff from two other organizations completed surveys and were included here as well. Some ASP site staff serve multiple housing communities. ASP site staff with more than one i-Ready site completed a survey for each of the sites they oversee in order to capture any differences at the site level.				

Data Sources/Instrumentation

The evaluator reviewed, adjusted, and employed three instruments for data collection with participating students, parents and after school site staff originally designed by James Marshall for previous program evaluations. Also, the evaluator adapted a self-assessment questionnaire developed by SEDL's National Partnership for Quality Afterschool Learning. It was completed by the Educational Services Program Leaders from the four HPAS organizations.

The following section describes the focused audiences and the full range of data source(s) included in this analysis effort.

1. Students—Reading/Language Arts Performance Assessment: i-Ready includes a diagnostic assessment of student performance in the area of Reading/Language Arts. This assessment is used to assign learning activities that are well-matched to a given student's instructional level.

The analysis employed the i-Ready assessment, which is tracked by the program and updated in the learning management system, to measure Reading/Language Arts ability. A comparison of each participant's score—from the start to the end of the implementation period—was used to determine growth.

2. Students—Program Review Survey: At the conclusion of the implementation period, students completed the evaluator-designed program review survey. This online survey was used to document the students’ experiences with the learning program. The survey measured:

- Level of enjoyment using the program
- Beliefs about learning from the program, and described impact on in-school work/performance
- Desire to continue use of the program

3. Parents—Program Review Survey: At the conclusion of the implementation period, parents of participating students were asked to complete an evaluator-designed program review survey. This online survey was used to solicit parents’ experiences and perspectives about the learning program. The survey measured:

- Changes in knowledge about child’s reading ability
- Beliefs about learning from the program
- Observed impact on in-school work/performance
- Potential discussions about reading performance with child and teacher

4. After School Program Site Staff—Implementation Survey. To understand staff performance and perspectives, we employed an end-of-program survey to debrief ASP site staff in each community. The survey documented accomplishments and challenges, as well as recommendations for improving each program’s use in community housing centers. The survey measured:

- Ratings of key tasks to indicate preparedness, as well as levels of success
- Greatest challenges and approaches to resolutions
- Benefits observed for the students and community
- Recommendations to optimize program use in each community

5. Educational Leadership-Program Self-assessment. SEDL’s National Partnership for Quality Afterschool Learning conducted a five-year study focusing on high-quality afterschool programs that showed evidence of success in promoting student academic achievement^{xvii}. Based on their research^{xviii}, they developed a guide that identified ‘best practices^{xix}’ that high-quality after school programs used successfully to increase student performance in four focus areas:

1. Program Organization
2. Academic Programming Practices
3. Supportive Relationships in Afterschool
4. Achieving Program Outcomes

SEDL also developed a self-assessment tool to help practitioners evaluate how their programs are doing. What they called a “Quality-O-Meter” is a rating scale, 1-10 (from ‘Not Much’ to ‘A Whole Lot’), to “reflect on and rate how well you think your program or site is doing on each item.”

Data Analysis

The analysis effort included: (a) detailed reconciliation, “cleaning” and re-confirmation of available scores and inconsistent testing patterns in both systems; (b) descriptive analysis of key variables from student, parent and ASP site staff surveys; and (c) descriptive analysis of the results of a self-assessment

tool developed by SEDL to help the educational leadership of participating organizations evaluate how their programs are doing.

Results of the data analysis comprise the remaining sections of this report.

SECTION 1: Student Assessments, Reading Level Placement, Differentiated Instruction and Outcomes

Student Assessments

“The multi-faceted nature of assessments means that educators can leverage them in a number of ways to provide valuable formal or informal structure to the learning process. The main thing to remember is that the assessment is a learning tool. What all assessments have in common is that they provide a snapshot of student understanding at a particular time in the learning process.”^{xx}

“Some assessments are helpful before the race even begins to help determine what the best running strategy is (diagnostic). Some assessments are beneficial during the race to track progress and see if adjustments to the strategy should be made during the race (formative). Some assessments are given to see if students in entire schools or districts, the entire running team, are moving forward and learning the material (interim). And some assessments are best at the very end of the race, to review performance, see how you did, and see how to improve for the next race (summative).”^{xxi}

Five domains are assessed within i-Ready for reading^{xxii}:

1. **Phonological Awareness.** The topics addressed in the Phonological Awareness domain are: rhyme recognition; phoneme identity and isolation; phoneme blending and segmentation; phoneme addition and substitution; and phoneme deletion.
2. **Phonics and Word Recognition.** The topics addressed in the Phonics and Word Recognition domain are: letter recognition; consonant sounds; short and long vowels; decoding one- and two-syllable words; inflectional endings; prefixes and suffixes; digraphs and diphthongs; vowel patterns; decoding longer words; and high-frequency words.
3. **Vocabulary.** The topics addressed in the Vocabulary domain are: academic and domain-specific vocabulary; word relationships; word-learning strategies; use of reference materials; prefixes; suffixes; and word roots.
4. **Comprehension of Informational Text.** The topics addressed in the Comprehension of Informational Text domain are: author’s purpose; categorize and classify; cause and effect; drawing conclusions/making inferences; fact and opinion; main idea and details; message; summarize; text structure; vocabulary in context; compare and contrast across different mediums; analysis of close reading of the text; and citing textual evidence.
5. **Comprehension of Literature.** The topics addressed in the Comprehension of Literature domain are: author’s purpose; cause and effect; drawing conclusions/making inferences; figurative language; story structure; summarize; theme/mood; understanding character; vocabulary in

context; compare and contrast across different mediums; analysis of close reading of the text; and citing textual evidence.

Reading Level Placement

“Placement levels provide a criterion-referenced indication of a student’s performance based on grade level. It is determined based on specific scale score ranges for each chronological grade (i.e., the grade in which the student is currently enrolled). Students receive a placement that indicates if they are above grade level, on grade level, one grade level below, or two or more grade levels below.^{xxiii}”

Based on the assessments, i-Ready® categorizes students into three reading placement levels: 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. Furthermore, it color-codes each tier: green for Tier 1 students (on track), yellow for Tier 2 students, and red for students in danger of being Tier 3.

Differentiated Instruction

“Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.^{xxiv}”

“i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them. These lessons are fun and interactive to keep your student engaged as they learn.^{xxv}”

Outcomes: Performance and Academic Achievement

A total of 1,014 students enrolled in the i-Ready Reading program at different HPAS community-based afterschool programs during the school year, 2022-2023. Of those, 11% (111) did not participate in any assessment and 18% (180) only participated in one assessment. Ideally students participating in the i-ready reading program participate in three assessments: at the beginning of the school year, mid-year and end of school year (See Annex 01: i-Ready Technology-based Learning Process)

For the purpose of this report, we will only consider the 723 students (71%) who participated in two or more assessments throughout the school year.

It must be noted that by only including students who participated in two or more assessments (723), the breakdown of participating student by HPAS organizations is as follows:

- AHC students = 105 (15%)^{xxvi}
- CHW students = 166 (23%)^{xxvii}
- FC students = 331 (46%)^{xxviii}
- PSHH students = 121 (17%)^{xxix}
- TOTAL = 723 (100%)

Students Enrolled in the i-Ready Reading Program, SY 2022-2023 By Organizations and Number of Assessments					
Assessments	No	One	Two	Three	TOTAL
Organizations	Assessment	Assessment	Assessments	Assessments	

AHS	0 (0%) [0%]	6 (3%) [5%]	11 (6%) [10%]	94 (18%) [85%]	111 (11%) [100%]
CHW	2 (2%) [1%]	37 (21%) [18%]	34 (18%) [17%]	132 (25%) [64%]	205 (20%) [100%]
FC	61 (55%) [13%]	74 (41%) [16%]	84 (45%) [18%]	247 (46%) [53%]	466 (46%) [100%]
PSHH	48 (43%) [21%]	63 (35%) [27%]	58 (31%) [25%]	63 (12%) [27%]	232 (23%) [100%]
TOTAL	111 (100%) [11%]	180 (100%) [18%]	187 (100%) [18%]	536 (100%) [53%]	1,014 (100%) [100%]

Students enrolled in the i-Ready reading program are predominantly elementary school age (K-5): 671 students or 93% are children ranging in age from 5 to 10 years old.

GRADE			
	Two Assessments	Three Assessments	TOTAL
Kindergarten	22 (12%)	50 (9%)	72 (10%)
First Grade	29 (16%)	85 (16%)	114 (16%)
Second Grade	25 (13%)	88 (16%)	113 (16%)
Third Grade	32 (17%)	101 (19%)	133 (18%)
Fourth Grade	33 (18%)	88 (16%)	121 (17%)
Fifth Grade	34 (18%)	84 (16%)	118 (16%)
Sixth Grade	6 (3%)	22 (4%)	28 (4%)
Seventh Grade	3 (2%)	11 (2%)	14 (2%)
Eighth Grade	3 (2%)	6 (1%)	9 (1%)
Ninth Grade	0 (0%)	1 (0%)	1 (0%)
Tenth Grade	0 (0%)	0 (0%)	0 (0%)
Eleventh Grade	0 (0%)	0 (0%)	0 (0%)
Twelfth Grade	0 (0%)	0 (0%)	0 (0%)
Total	187 (100%)	536 (100%)	723 (100%)

In terms of demographics, students were evenly split in their sex ratio: 50% male, 50% female. Two thirds were Hispanic or Latinos. In terms of racial composition, 30% self-identified as “Other”, 26% as White, and 14% Black or African American (23% did not answer).

Additionally, 93% of the children were economically disadvantaged, 38% were English language learners, 8% were children with special education needs and 8% were migrant children (for more details, please see Annex 02: Student Demographics and Number of i-Ready Assessments Completed During School Year 2022-2023).

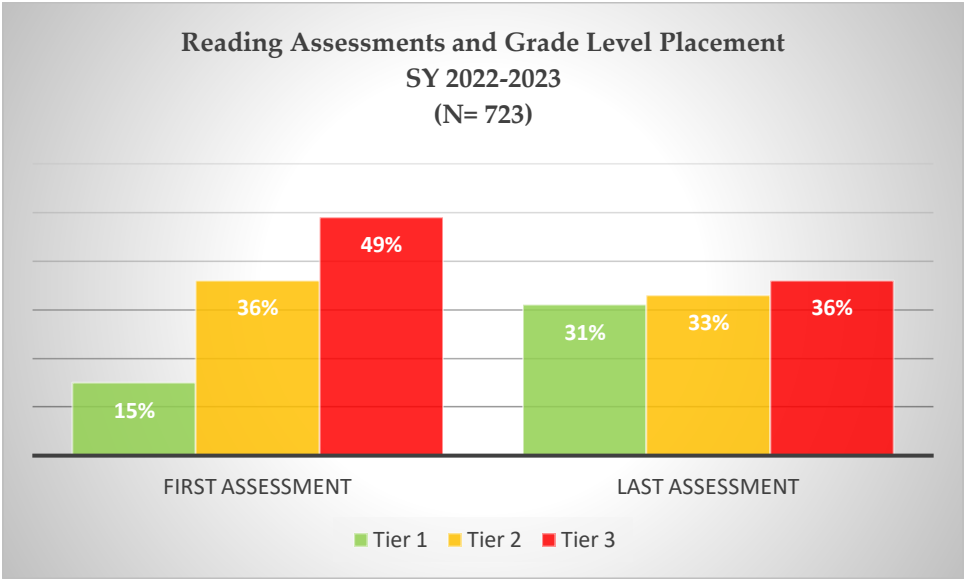
Reading Level Placement and Academic Achievement

Students who enrolled in the i-Ready learning program participate in a number of assessments throughout the school year that allows to determine where they are at in terms of their reading ability so that they may be placed at the right level beginning of the school year and receive the appropriate instruction needed to help them improve in their reading, monitor their progress and conduct another assessment performance and ultimately achieve reading at grade level. The notion behind the

importance of doing this is that we want to see children move from learning to read at grade level to focusing on reading to learn.

In the first assessment (diagnostic), 15% of children were reading at grade level Or above (Tier 1), 36% were reading at one grade level below (Tier 2), and 49% were reading at two or more grades level below.

In their most recent assessment (summative), 31% of children were reading at grade level or above (Tier 1), 33% were reading at one grade level below (Tier 2), and 36% were reading at two or more grade levels below.



Reading Assessments and Grade Level Placement								
Two or more assessments	First Assessment				Most Recent Assessment			
Organization	Tier 1	Tier 2	Tier 3	TOTAL	Tier 1	Tier 2	Tier 3	TOTAL
AHC	21 (20%)	36 (34%)	48 (46%)	105 (100%)	42 (40%)	37 (35%)	26 (25%)	105 (100%)
CHW	30 (18%)	56 (34%)	80 (48%)	166 (100%)	62 (37%)	44 (27%)	60 (36%)	166 (100%)
FC	46 (14%)	126 (38%)	159 (48%)	331 (100%)	94 (28%)	115 (35%)	122 (37%)	331 (100%)
PSHH	11 (9%)	39 (32%)	71 (59%)	121 (100%)	23 (19%)	45 (37%)	53 (44%)	121 (100%)
TOTAL	108 (15%)	257 (36%)	358 (49%)	723 (100%)	221 (31%)	241 (33%)	261 (36%)	723 (100%)

Comparing the assessments for school years 2021-2022 and 2022-2023, we can see that the results are almost identical.

ASSESSMENTS	First Assessment		Second Assessment	
	SY2021-2022	SY2022-2023	SY2021-2022	SY2022-2023
Tiers				
Tier 1	127 (17%)	108 (15%)	220 (29%)	221 (31%)
Tier 2	265 (34%)	257 (36%)	272 (35%)	241 (33%)
Tier 3	380 (49%)	358 (49%)	280 (36%)	261 (36%)
TOTAL	772 (100%)	723 (100%)	772 (100%)	723 (100%)

The vast majority of HPAS students enrolled in the i-Ready program are learning to read (i.e., they are not reading at grade level yet). Only one-third of students read at grade level or above. And, yet, there was a significant increase in the percentage of students who were reading at grade level at the beginning of the school year and at the end of the school year: from 15% to 31%. Moreover, there was a significant decrease in the percentage of students reading at below two or more grade levels, from 49% at the beginning of the school year to 36% at the end of the school year. And, finally, there was growth in performance in terms of those who moved from two or more to one grade level below (i.e., from red to orange).

Reading Placement of Students Who Completed At Least Two i-Ready Assessments: First Placement and Most Recent Placement (N = 723)				
First Placement	Most Recent Placement			
	Tier 1	Tier 2	Tier 3	Total
Tier 1	92 (42%) [75%]	28 (12%) [23%]	3 (1%) [2%]	123 (17%) [100%]
Tier 2	102 (46%) [40%]	134 (55%) [52%]	21 (8%) [8%]	257 (36%) [100%]
Tier 3	26 (12%) [8%]	80 (33%) [23%]	237 (91%) [69%]	343 (47%) [100%]
Total	220 (100%) [31%]	242 (100%) [33%]	261 (100%) [36%]	723 (100%) [100%]

Reading per Rows: First Placement → Most Recent Placement

TIER 1: First Placement [123]

- 75% of students who were placed in Tier 1 after their first assessment remained in Tier 1 after their most recent assessment. (NO CHANGE)
- 23% of students who were placed in Tier 1 after their first assessment moved downward to Tier 2 after their most recent assessment. (NEGATIVE CHANGE)
- 2% of students who were placed in Tier 1 after their first assessment moved downward to Tier 3 after their most recent assessment. (NEGATIVE CHANGE)

TIER 2: First Placement [257]

- 40% of students who were placed in Tier 2 after their first assessment moved upward to Tier 1 after their most recent assessment. (POSITIVE CHANGE)
- 52% of students who were placed in Tier 2 after their first assessment remained in Tier 2 after their most recent assessment. (NO CHANGE)
- 8% of students who were placed in Tier 2 after their first assessment moved downward to Tier 3 after their most recent assessment. (NEGATIVE CHANGE)

TIER 3: First Placement [343]

- 8% of students who were placed in Tier 3 after their first assessment moved upward to Tier 1 after their most recent assessment. (POSITIVE CHANGE)
- 23% of students who were placed in Tier 3 after their first assessment moved upward to Tier 2 after their most recent assessment. (POSITIVE CHANGE)
- 69% of students who were placed in Tier 3 after their first assessment remained in Tier 3 after their most recent assessment. (NO CHANGE)

Reading Placement of Students Who Completed At Least Two i-Ready Assessments: First Placement and Most Recent Placement (N = 723)				
	Most Recent Placement			
First Placement	Tier 1	Tier 2	Tier 3	Total
Tier 1	93 (42%) [75%]	27 (12%) [23%]	3 (1%) [2%]	123 (17%) [100%]
Tier 2	102 (46%) [40%]	133 (55%) [52%]	21 (8%) [8%]	257 (36%) [100%]
Tier 3	26 (12%) [8%]	80 (33%) [23%]	237 (91%) [69%]	343 (47%) [100%]
Total	221 (100%) [31%]	241 (100%) [33%]	261 (100%) [36%]	723 (100%) [100%]

Reading per columns: Most Recent Placement → First Placement

TIER 1: Most Recent Placement (221)

- 42% of students who were placed in Tier 1 after their most recent assessment, were also placed in Tier 1 after their first assessment (NO CHANGE)
- 46% of students who were placed in Tier 1 after their most recent assessment, moved upward from Tier 2 after their first assessment (POSITIVE CHANGE)
- 12% of students who were placed in Tier 1 after their most recent assessment, moved upward from Tier 3 after their first assessment (POSITIVE CHANGE)

TIER 2: Most Recent Placement (241)

- 12% of students who were placed in Tier 2 after their most recent assessment, experienced a downward move from Tier 1 after their first assessment (NEGATIVE CHANGE)
- 55% of students who were placed in Tier 2 after their most recent assessment, were also placed in Tier 2 after their first assessment (NO CHANGE)
- 33% of students who were placed in Tier 2 after their most recent assessment, experienced an upward move from Tier 3 after their first assessment (POSITIVE CHANGE)

TIER 3: Most Recent Placement (261)

- 1% of students who were placed in Tier 3 after their most recent assessment, experienced a downward move from Tier 1 after their first assessment (NEGATIVE CHANGE)
- 8% of students who were placed in Tier 3 after their most recent assessment, experienced a downward move from Tier 2 after their first assessment (NEGATIVE CHANGE)
- 91% of students who were placed in Tier 3 after their most recent assessment, were also placed in Tier 3 after their first assessment (NO CHANGE)

Experts explain that “Learning-to-read and reading-to-learn should be a simultaneous and continuous process as students make their way through school.”^{xxx}

What’s the Difference? “The first and most obvious difference is that when children are learning to read, they are often taught by someone else. However, when children are reading to learn, they usually do so on their own with less help from a teacher or parent. Another difference is the purpose behind each type of reading. When children learn to read, they are trying to get better at reading words to understand them better. This can be done at any age, but it is usually taught before they reach 4th grade.

Children often need guidance from their educators or parents while they practice this skill until it becomes second nature. On the other hand, when children read for pleasure or academic purposes, they might not even know what the words mean or even care about them as long as they understand what is being said to some degree. It is not uncommon for children to skip over parts of a book that seem boring or difficult to read.^{xxxi}

READING ASSESSMENTS BY SELECT “DEMOGRAPHICS”

Student Performance by Ethnicity

Ethnicity	Tier 1	Tier 2	Tier 3	Total
Latinos	134 (27%) [60%]	157 (33%) [65%]	194 (40%) [74%]	485 (100%) [67%]
Not Latinos	87 (37%) [40%]	84 (35%) [35%]	67 (28%) [26%]	238 (100%) [33%]
Total	221 (31%) [100%]	241 (33%) [100%]	261 (36%) [100%]	723 (100%) [100%]

- 485 students (or 67%) are Latinos. By the end of the school year, 27% of Latino students were reading at or above grade level, 33% were reading at one grade level below, and 40% were reading at two or more grade levels below.
- 238 students (or 33%) are not Latinos. By the end of the school year, 37% of students who are not Latinos were reading at or above grade level, 35% were reading at one grade level below, and 28% were reading at two or more grade levels below.
- By the end of the school year, 221 students (or 31%) were reading at or above grade level. Of those, 60% were Latinos and 40% were not Latinos.
- By the end of the school year, 241 students (or 33%) were reading at one grade level below. Of those, 65% were Latinos and 35% were not Latinos.
- By the end of the school year, 261 students (or 36%) were reading at two or more grade levels below. Of those, 74% were Latinos and 26% were not Latinos.

Student Performance by English Language Fluency

Language	Tier 1	Tier 2	Tier 3	Total
ELL	64 (23%) [29%]	95 (35%) [39%]	117 (42%) [45%]	276 (100%) [38%]
Not ELL	129 (35%) [59%]	120 (33%) [50%]	116 (32%) [44%]	365 (100%) [51%]
No Answer	28 (33%) [12%]	26 (33%) [11%]	28 (34%) [11%]	82 (100%) [11%]
Total	221 (31%) [100%]	241 (33%) [100%]	261 (36%) [100%]	723 (100%) [100%]

- 276 students (or 38%) are English language learners (ELL). By the end of the school year, 23% of ELL students were reading at or above grade level, 35% were reading at one grade level below, and 42% were reading at two or more grade levels below.
- 365 students (or 51%) are not English language learners. By the end of the school year, 35% of students who were not ELL were reading at or above grade level, 33% were reading at one grade level below, and 32% were reading at two or more grade levels below.

- 82 students (or 11%) did not answer if they were or were not English language learners. By the end of the school year, 33% of students of students who did not answer if they were or were not ELL were reading at or above grade level, 33% were reading at one grade level below, and 34% were reading at two or more grade levels below.
- By the end of the school year, 221 students (or 31%) were reading at or above grade level. Of those, 29% were ELL and 59% were not ELL (12% did not answer is they were or were not ELL)
- By the end of the school year, 241 students (or 33%) were reading at one grade level below. Of those, 39% were ELL and 50% were not ELL (11% did not answer is they were or were not ELL)
- By the end of the school year, 261 students (or 36%) were reading at two or more grade levels below. Of those, 45% were ELL and 44% were not ELL (11% did not answer is they were or were not ELL)

Student Performance by Ethnicity and English Language Fluency

- Of the 276 English language learner students, 225 (or 82%) are Latinos and 51 (or 18%) are not Latinos.
- Of the 365 students who are not English language learners, 215 (or 59%) are Latinos and 150 (or 41%) are not Latinos.
- Of the 82 students who did no answer if they were or were not English language learners, 45 (or 55%) were Latinos and 37 (or 45%) were not Latinos.

LATINO	Tier 1	Tier 2	Tier 3	Total
ELL	48 (21%) [36%]	74 (33%) [47%]	103 (46%) [53%]	225 (100%) [46%]
Not ELL	71 (33%) [53%]	66 (31%) [42%]	78 (36%) [40%]	215 (100%) [44%]
No Answer	14 (31%) [11%]	18 (40%) [11%]	13 (29%) [7%]	45 (100%) [9%]
Total	133 (27%) [100%]	158 (33%) [100%]	194 (40%) [100%]	485 (100%) [100%]

Latino Student Performance by English language Fluency

- Of the 485 Latino students, 225 (or 46%) are English language learners, 215 (or 44%) are not English language learners and 45 (or 9%) did not answer.
- 225 Latino students (or 46%) are English language learners (ELL). By the end of the school year, 21% of Latino ELL students were reading at or above grade level, 33% were reading at one grade level below, and 46% were reading at two or more grade levels below.
- 215 Latino students (or 44%) are not English language learners. By the end of the school year, 33% of Latino students who were not ELL were reading at or above grade level, 31% were reading at one grade level below, and 36% were reading at two or more grade levels below.
- 45 Latino students (or 9%) did not answer if they were or were not English language learners. By the end of the school year, 31% of Latino students who did not answer if they were or were not ELL were reading at or above grade level, 40% were reading at one grade level below, and 29% were reading at two or more grade levels below.

- By the end of the school year, 133 Latino students (or 27%) were reading at or above grade level. Of those, 36% were ELL and 53% were not ELL (11% did not answer is they were or were not ELL).
- By the end of the school year, 158 Latino students (or 33%) were reading at one grade level below. Of those, 47% were ELL and 42% were not ELL (11% did not answer is they were or were not ELL).
- By the end of the school year, 194 Latino students (or 40%) were reading at two or more grade levels below. Of those, 53% were ELL and 40% were not ELL (7% did not answer is they were or were not ELL).

NOT LATINO	Tier 1	Tier 2	Tier 3	Total
ELL	16 (31%) [18%]	21 (41%) [25%]	14 (28%) [21%]	51 (100%) [21%]
Not ELL	58 (39%) [67%]	54 (36%) [64%]	38 (25%) [55%]	150 (100%) [63%]
No Answer	13 (35%) [15%]	9 (24%) [11%]	15 (41%) [22%]	37 (100%) [16%]
Total	87 (37%) [100%]	84 (35%) [100%]	67 (28%) [100%]	238 (100%) [100%]

Not Latino Student Performance by English language Fluency

- Of the 238 students who are not Latinos, 51 (or 21%) are English language learners, 150 (or 63%) are not English language learners and 37 (16%) did not answer.
- 51 not Latino students (or 21%) are English language learners (ELL). By the end of the school year, 31% of not Latino ELL students were reading at or above grade level, 41% were reading at one grade level below, and 28% were reading at two or more grade levels below.
- 150 not Latino students (or 63%) are not English language learners. By the end of the school year, 39% of not Latino students who were not ELL were reading at or above grade level, 36% were reading at one grade level below, and 25% were reading at two or more grade levels below.
- 37 not Latino students (or 16%) did not answer if they were or were not English language learners. By the end of the school year, 35% of not Latino students who did not answer if they were or were not ELL were reading at or above grade level, 24% were reading at one grade level below, and 41% were reading at two or more grade levels below.
- By the end of the school year, 87 not Latino students (or 37%) were reading at or above grade level. Of those, 18% were ELL and 67% were not ELL (15% did not answer is they were or were not ELL).
- By the end of the school year, 84 not Latino students (or 35%) were reading at one grade level below. Of those, 25% were ELL and 64% were not ELL (11% did not answer is they were or were not ELL).
- By the end of the school year, 67 not Latino students (or 28%) were reading at two or more grade levels below. Of those, 21% were ELL and 55% were not ELL (22% did not answer is they were or were not ELL).

Student Performance by Socioeconomic Status

SES	Tier 1	Tier 2	Tier 3	Total
Disadvantaged	195 (29%) [89%]	231 (34%) [96%]	249 (37%) [95%]	675 (100%) [93%]
Non-Disadvantaged	18 (58%) [8%]	7 (23%) [3%]	6 (19%) [2%]	31 (100%) [4%]
No Answer	7 (41%) [3%]	4 (24%) [2%]	6 (35%) [2%]	17 (100%) [2%]
Total	221 (31%) [100%]	241 (33%) [100%]	261 (36%) [100%]	723 (100%) [100%]

- 675 students (or 93%) are economically disadvantaged. By the end of the school year, 29% of disadvantaged students were reading at or above grade level, 37% were reading at one grade level below, and 42% were reading at two or more grade levels below.
- 31 students (or 4%) are not economically disadvantaged. By the end of the school year, 58% of students who were not economically disadvantaged were reading at or above grade level, 23% were reading at one grade level below, and 19% were reading at two or more grade levels below. Please note that the number of students identified as not being economically disadvantaged is very small and insufficient for drawing meaningful comparisons vis-à-vis, economically disadvantaged students.
- 17 students (2%) did not answer if they were or were not economically disadvantaged. By the end of the school year, 41% of students who did not answer if they were or were not economically disadvantaged were reading at or above grade level, 24% were reading at one grade level below, and 35% were reading at two or more grade levels below.
- By the end of the school year, 221 students (or 31%) were reading at or above grade level. Of those, 89% were economically disadvantaged and 8% were not economically disadvantaged (3% did not answer is they were or were not economically disadvantaged)
- By the end of the school year, 241 students (or 33%) were reading at one grade level below. Of those, 96% were economically disadvantaged and 3% were not economically disadvantaged (2% did not answer is they were or were not economically disadvantaged)
- By the end of the school year, 261 students (or 36%) were reading at two or more grade levels below. Of those, 95% were economically disadvantaged and 2% were not economically disadvantaged (2% did not answer is they were or were not economically disadvantaged)

Student Performance by Ethnicity and Socioeconomic Status

- Of the 675 economically disadvantaged students, 468 (or 69%) are Latinos and 207 (or 31%) are not Latinos.
- Of the 31 students who are not economically disadvantaged, 11 (or 36%) are Latinos and 20 (or 64%) are not Latinos.
- Of the 87 students who did no answer if they were or were not economically disadvantaged, 6 (or 35%) were Latinos and 11 (or 65%) were not Latinos.

Economic Status	LATINO	NOT LATINO	TOTAL
Disadvantaged	468 (69%)	207 (31%)	675 (100%)
Non-Disadvantaged	11 (36%)	20 (64%)	31 (100%)

No Answer	6 (35%)	11 (65%)	17 (100%)
TOTAL	485	297	723 (100%) [100%]

Student Performance by Ethnicity and Disadvantaged Socioeconomic Status^{xxxii}

SES-Disadvantaged	Tier 1	Tier 2	Tier 3	Total
Latino-Disadvantaged	125 (27%) [64%]	153 (33%) [66%]	190 (40%) [76%]	468 (100%) [69%]
Not Latino-Disadvantaged	70 (34%) [36%]	78 (38%) [34%]	59 (29%) [24%]	207 (100%) [31%]
Total	195 (29%) [100%]	231 (34%) [100%]	249 (37%) [100%]	675 (100%) [100%]

- Of the 675 disadvantaged students, 468 (or 69%) are Latinos and 207 (or 31%) are not Latinos.
- By the end of the school year, 27% of disadvantaged Latino students were reading at or above grade level, 33% were reading at one grade level below, and 40% were reading at two or more grade levels below.
- By the end of the school year, 34% of disadvantaged not Latino students were reading at or above grade level, 38% were reading at one grade level below, and 29% were reading at two or more grade levels below.
- By the end of the school year, 195 disadvantaged students (or 29%) were reading at or above grade level. Of those, 64% were Latinos and 36% were not Latinos.
- By the end of the school year, 231 disadvantaged students (or 34%) were reading at one grade level below. Of those, 66% were Latinos and 34% were not Latinos.
- By the end of the school year, 249 disadvantaged students (or 37%) were reading at two or more grade levels below. Of those, 76% were Latinos and 24% were not Latinos.

Reading Assessments by English Language Fluency								
	First Assessment			(N = 723)	Last Assessment			Total
	Tier 1	Tier 2	Tier 3	Total	Tier 1	Tier 2	Tier 3	
AHC								
ELL	7	9	20	36	11	13	12	36
Not ELL	14	26	29	69	30	24	15	69
Subtotal	21	35	49	105	41	37	27	105
CHW								
ELL	4	22	21	47	12	19	16	47
Not ELL	26	34	59	119	49	26	44	119
Subtotal	30	56	80	166	61	45	60	166
FC								
ELL	16	29	60	105	30	34	41	105
Not ELL	23	55	66	144	44	38	62	144
NA	7	42	33	82	19	43	20	82

Subtotal	46	126	159	331	93	115	123	331
PSHH								
ELL	6	33	49	88	18	41	29	88
Not ELL	5	6	22	33	5	4	24	33
Subtotal	11	39	71	121	23	45	53	121
TOTAL	108	256	359	723	218	242	263	723

Reading Assessments by English Language Fluency								
	<i>First Assessment</i>				<i>Last Assessment</i>			
	Tier 1	Tier 2	Tier 3	Total	Tier 1	Tier 2	Tier 3	Total
AHC								
ELL	19%	25%	56%	100%	31%	36%	33%	100%
Not ELL	20%	38%	42%	100%	43%	35%	22%	100%
Subtotal	20%	33%	47%	100%	39%	35%	26%	100%
CHW								
ELL	9%	47%	45%	100%	26%	40%	34%	100%
Not ELL	22%	29%	50%	100%	41%	22%	37%	100%
Subtotal	18%	34%	48%	100%	37%	27%	36%	100%
FC								
ELL	15%	28%	57%	100%	29%	32%	39%	100%
Not ELL	16%	38%	46%	100%	31%	26%	43%	100%
NA	9%	51%	40%	100%	23%	52%	24%	100%
Subtotal	14%	38%	48%	100%	28%	35%	37%	100%
PSHH								
ELL	7%	38%	56%	100%	20%	47%	33%	100%
Not ELL	15%	18%	67%	100%	15%	12%	73%	100%
Subtotal	9%	32%	59%	100%	19%	37%	44%	100%
TOTAL	15%	35%	50%	100%	31%	33%	36%	100%

AHC

AHC had 105 students (or 15% of the total) enrolled in the i-Ready program who completed at least two reading assessments: 34% (or 36) were ELL and 66% (or 69) were Not ELL.

According to their first assessment,

- 19% of ELL were reading at grade level vs. 20% of Not ELL students.
- 25% of ELL students were reading at one grade level below vs. 38% of Not ELL students.
- 56% of ELL students were reading at two or more grade levels below vs. 42% of Not ELL students.

According to their last assessment,

- 31% of ELL students were reading at grade level below vs. 43% of Not ELL students.
- 36% of ELL students were reading at one grade level below vs. 35% of Not ELL students.
- 33% of ELL students were reading at two or more grade levels below vs. 22% of Not ELL students.

In both assessments, AHC students obtained the highest percentages of reading at grade level vis-à-vis their peers in other HPAS after school programs. ELL students went from 19% reading at grade level in their first assessment to 31% in their second assessment (a 63-percentage increase). Not ELL students went from 20% reading at grade level in their first assessment to 43% in their second assessment (a 115-percentage increase). They also showed the most significant declines in the percentage of students reading at two or more grade levels below from their first assessment. ELL students went from 56% reading at two or more grade levels below in their first assessment to 33% in their second assessment (a 41-percentage decrease). Not ELL students went from 42% reading at two or more grade levels in their first assessment to 22% in their second assessment (a 48-percentage decrease).

CHW

CHW had 166 students (or 23% of the total) enrolled in the i-Ready program who completed at least two reading assessments: 28% (or 47) were ELL and 72% (or 119) were Not ELL. CHW had the lowest percentage of ELL students/Highest percentage of Not ELL students.

According to their first assessment,

- 9% of ELL were reading at grade level vs. 22% of Not ELL students.
- 47% of ELL students were reading at one grade level below vs. 29% of Not ELL students.
- 45% of ELL students were reading at two or more grade levels below vs. 50% of Not ELL students.

According to their last assessment,

- 26% of ELL students were reading at grade level below vs. 41% of Not ELL students.
- 40% of ELL students were reading at one grade level below vs. 22% of Not ELL students.
- 34% of ELL students were reading at two or more grade levels below vs. 37% of Not ELL students.

CHW ELL students went from having one of the lowest percentages reading at grade level in their first assessment (only 9%) to 26% in their second assessment, the highest percentage increase of all ELL students (a 189-percentage increase). Not ELL students went from 22% reading at grade level in their first assessment to 41% in their second assessment (a 86-percentage increase). They also showed significant declines in the percentage of students reading at two or more grade levels below from their first assessment. ELL students went from 45% reading at two or more grade levels below in their first assessment to 34% in their second assessment (a 24-percentage decrease). Not ELL students went from 50% reading at two or more grade levels in their first assessment to 37% in their second assessment (a 26-percentage decrease).

FC

FC had 331 students (or 46% of the total) enrolled in the i-Ready program who completed at least two reading assessments: 32% (or 105) were ELL, 44% (or 144) were Not ELL, and 23% (or 82) did not answer^{xxxiii}.

According to their first assessment,

- 15% of ELL were reading at grade level vs. 16% of Not ELL students.

- 28% of ELL students were reading at one grade level below vs. 38% of Not ELL students.
- 57% of ELL students were reading at two or more grade levels below vs. 46% of Not ELL students.

According to their last assessment,

- 29% of ELL students were reading at grade level below vs. 31% of Not ELL students.
- 32% of ELL students were reading at one grade level below vs. 26% of Not ELL students.
- 39% of ELL students were reading at two or more grade levels below vs. 43% of Not ELL students.

The percentages of ELL and Not ELL reading at grade level were almost identical, both in the first and last assessments. FC ELL students went from 15% reading at grade level in their first assessment to 29% in their second assessment (a 93-percentage increase). Not ELL students went from 16% reading at grade level in their first assessment to 31% in their second assessment (a 94-percentage increase). Surprisingly, ELL students outperformed Not ELL students in terms of how many were placed in Tier 3 after the second assessment. ELL students went from 57% reading at two or more grade levels below in their first assessment to 39% in their second assessment (a 32-percentage decrease). Not ELL students went from 46% reading at two or more grade levels in their first assessment to 43% in their second assessment (a 7-percentage decrease).

PSHH

PSHH had 121 students (or 17% of the total) enrolled in the i-Ready program who completed at least two reading assessments: 73% (or 88) were ELL, 27% (or 33) were Not ELL. PSHH had the highest percentage of ELL students/Lowest percentage of Not ELL students.

According to their first assessment,

- 7% of ELL were reading at grade level vs. 15% of Not ELL students.
- 38% of ELL students were reading at one grade level below vs. 18% of Not ELL students.
- 56% of ELL students were reading at two or more grade levels below vs. 67% of Not ELL students.

According to their last assessment,

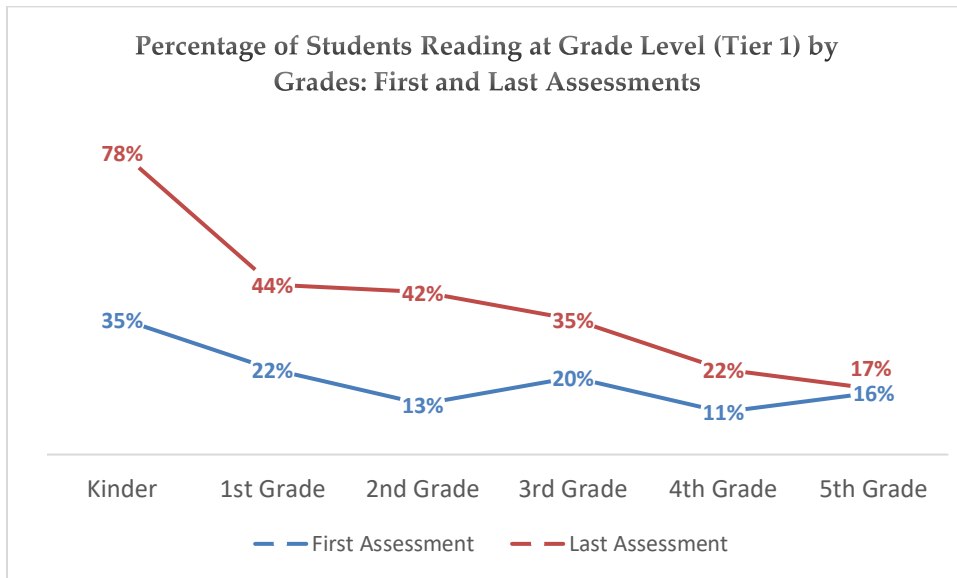
- 20% of ELL students were reading at grade level below vs. 15% of Not ELL students.
- 47% of ELL students were reading at one grade level below vs. 12% of Not ELL students.
- 33% of ELL students were reading at two or more grade levels below vs. 73% of Not ELL students.

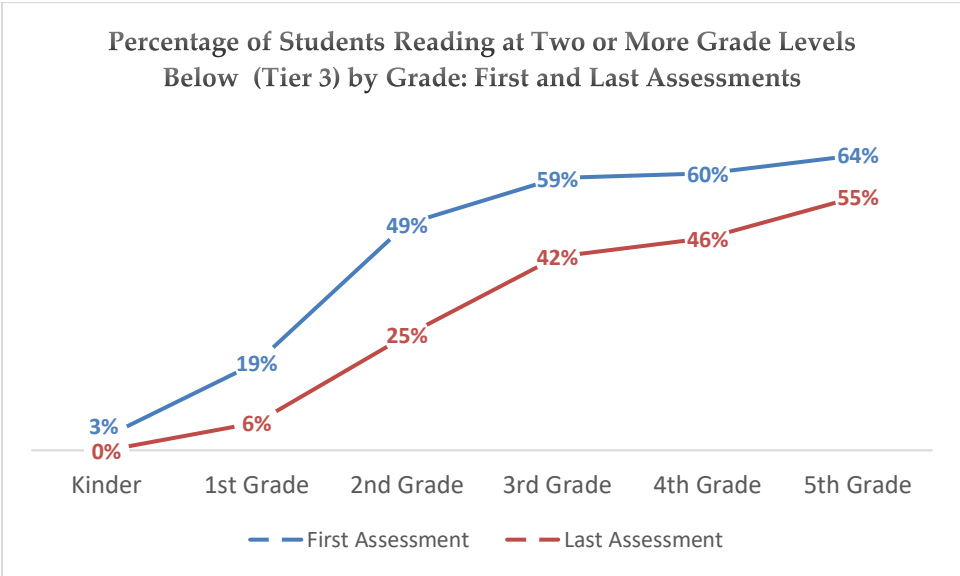
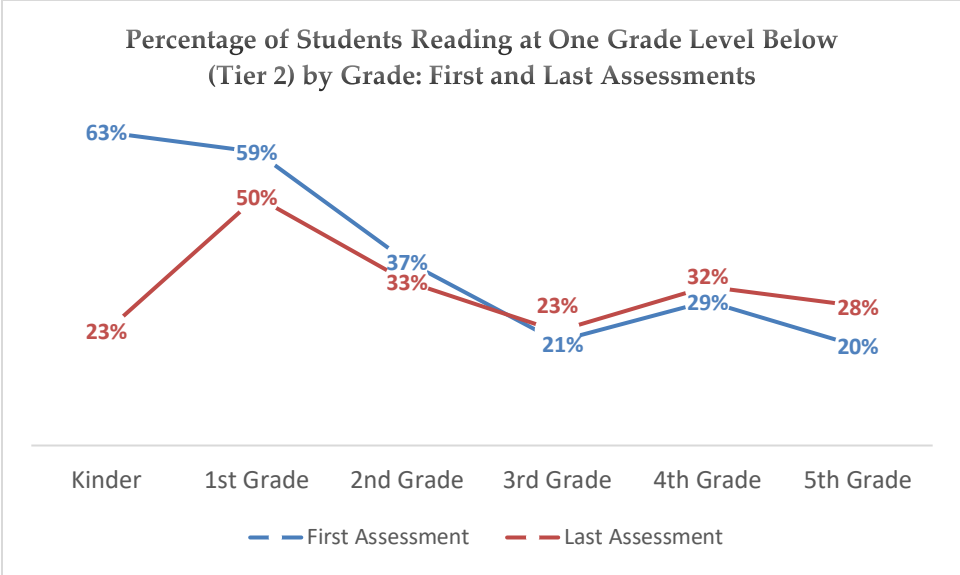
PSHH ELL students went from having the lowest percentage reading at grade level in their first assessment (only 7%) to 20% in their second assessment, the highest percentage increase of all ELL students (a 186-percentage increase). Not ELL students did not see an increase of students reading at grade level in their first assessment to their second assessment (they stayed at 15%). This is the only case where ELL students were reading at grade level at a higher percentage than Not ELL. ELL students also outperformed Not ELL students in terms of how many were placed in Tier 3 after the second assessment. ELL students went from 56% reading at two or more grade levels below in their first assessment to 33%

in their second assessment (a 41-percentage decrease). Surprisingly, Not ELL students went from 67% reading at two or more grade levels in their first assessment to 73% in their second assessment (a 9-percentage increase). This is the only case where the number of students (ELL or Not ELL) saw an increase in the percentage of students reading at two or more grade levels below from the first to the last reading assessment.

Reading Assessments by Select Categories

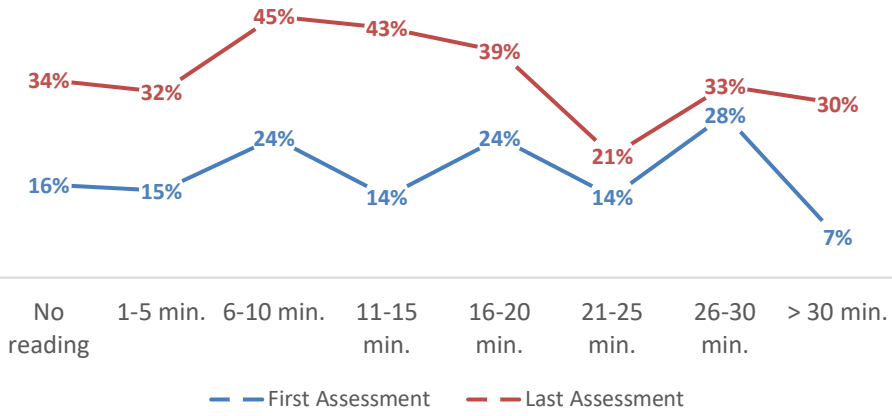
Reading Assessments and Placement (Tiers) by Grades



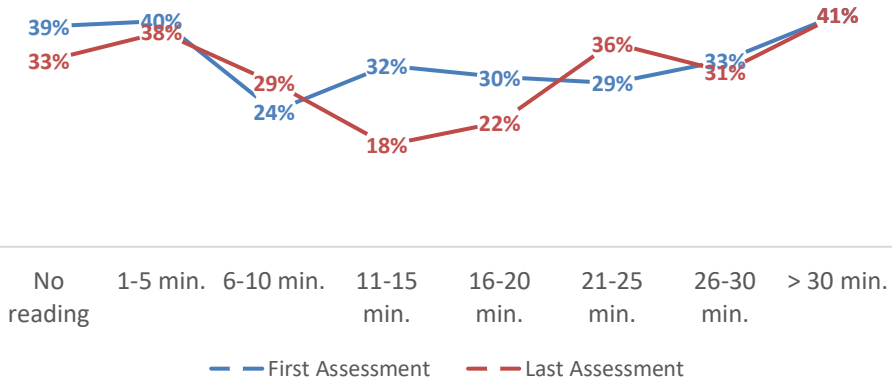


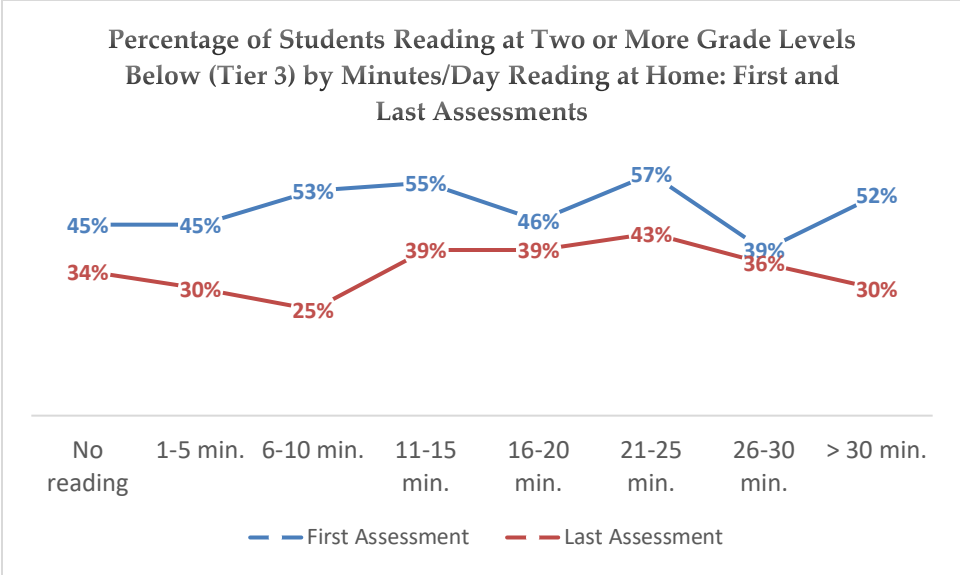
Reading Assessments and Placement (Tiers) by Minutes/Day Reading at Home

Percentage of Students Reading at Grade Level (Tier 1) by Minutes/Day Reading at Home: First and Last Assessments

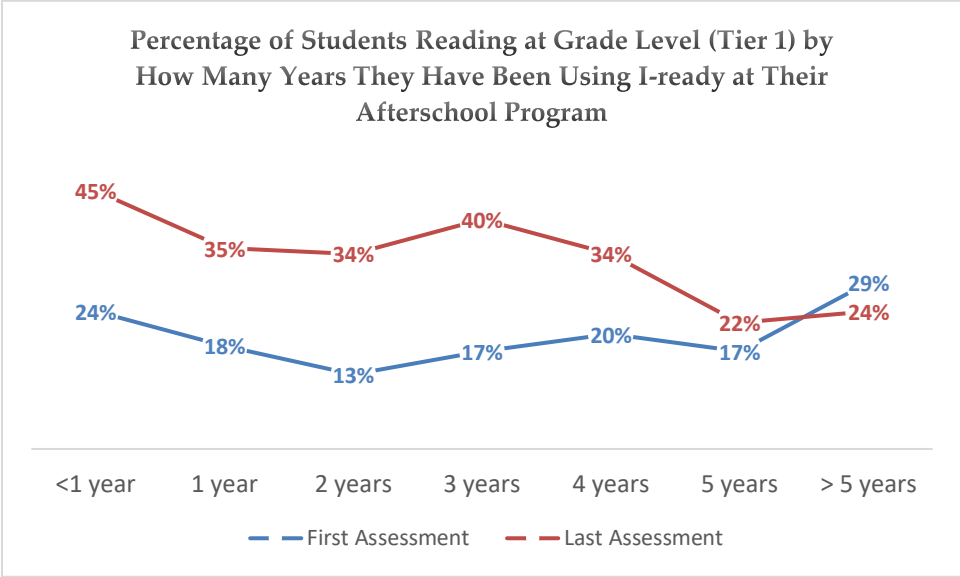


Percentage of Students Reading at One Grade Level Below (Tier 2) by Minutes/Day Reading at Home: First and Last Assessments

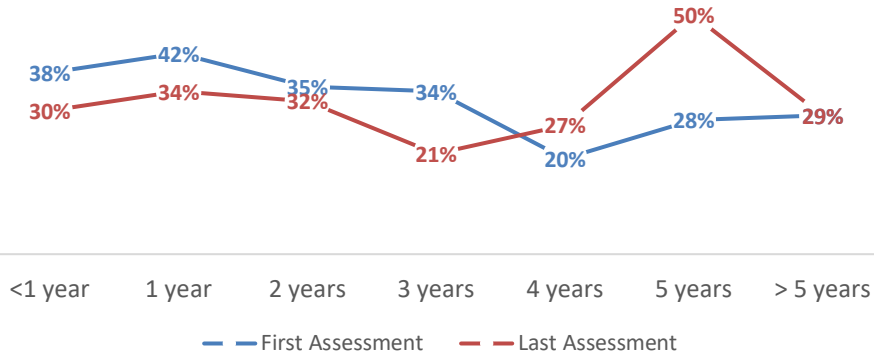




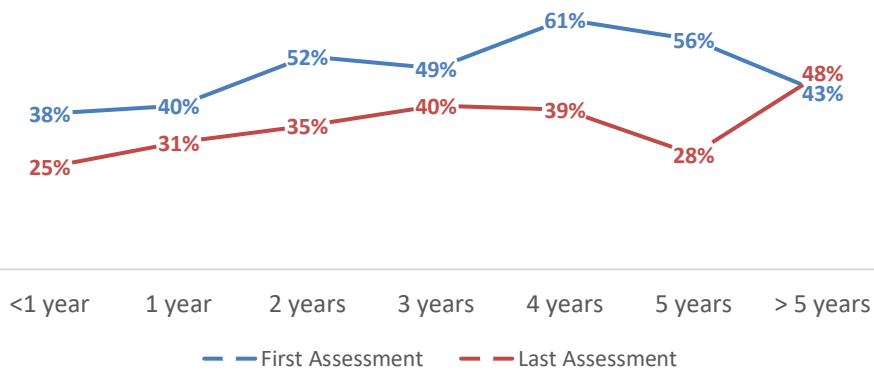
Reading Assessments and Placement (Tiers) by how many years students have been using i-Ready® Reading at their after-school program.



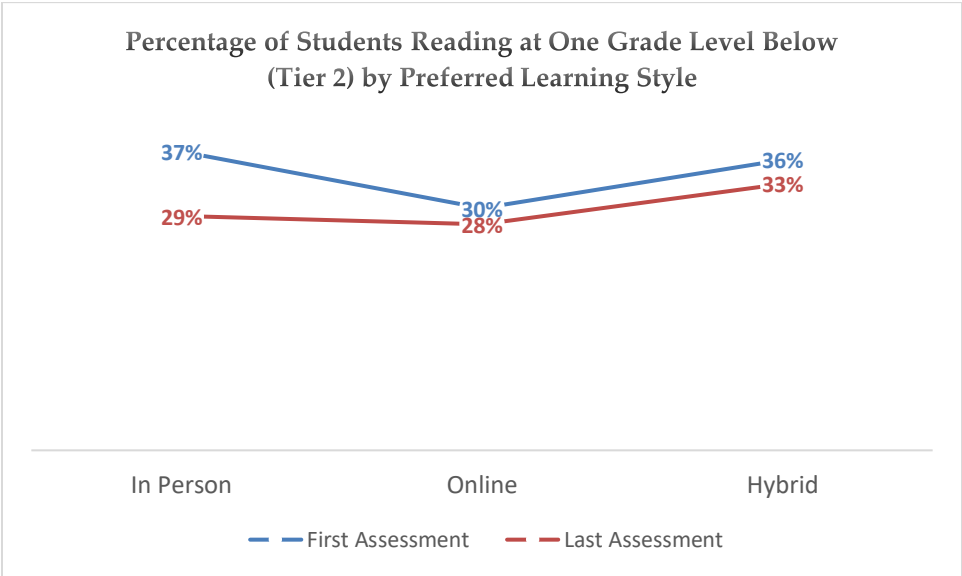
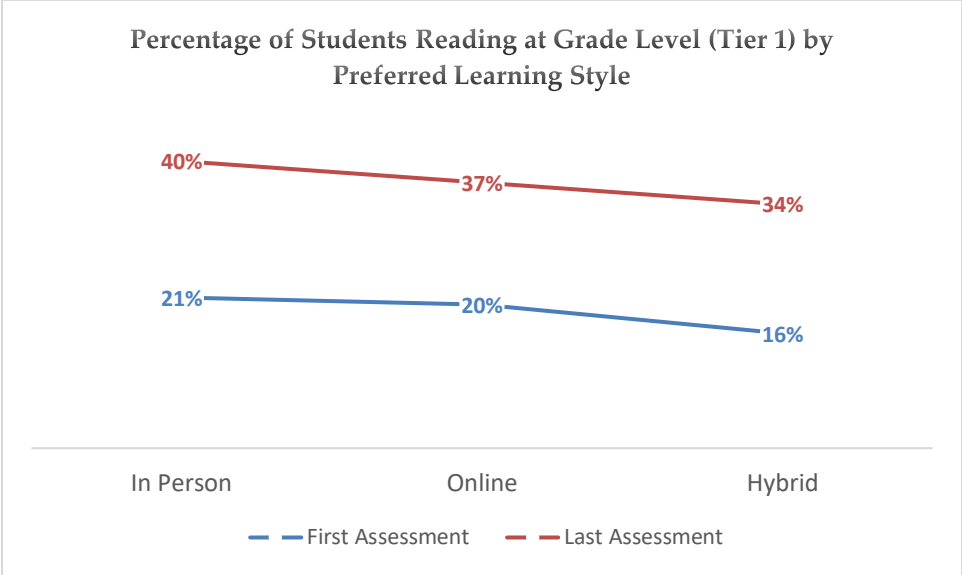
Percentage of Students Reading at One Grade Level Below (Tier 2) by How Many Years They Have Been Using I-ready at Their Afterschool Program

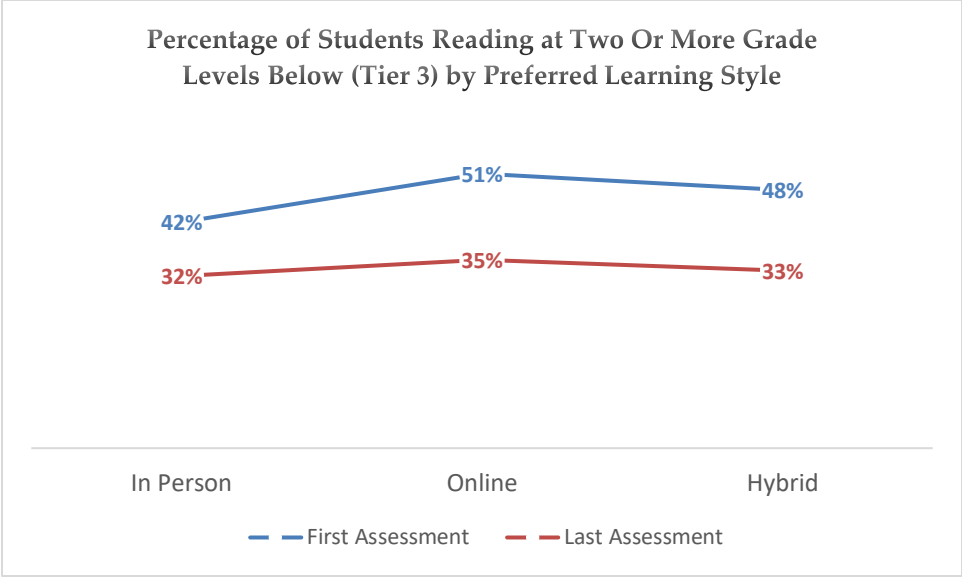


Percentage of Students Reading at Two Of More Grades Below (Tier 3) by How Many Years They Have Been Using I-ready at Their Afterschool Program

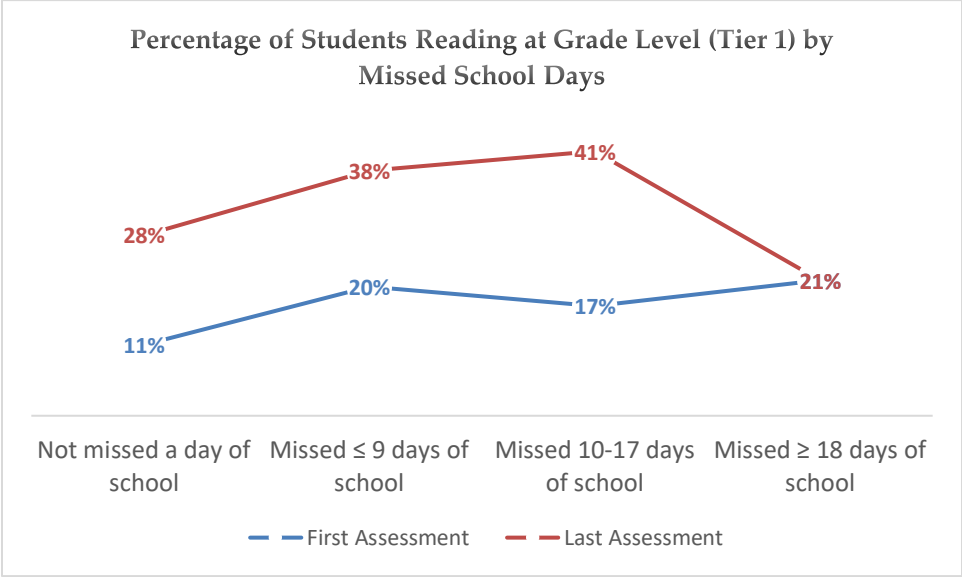


Reading Assessments and Placement (Tiers) by preferred learning style

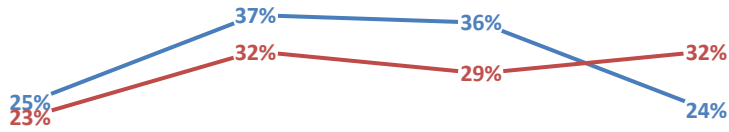




Reading Assessments and Placement (Tiers) by missed school days.



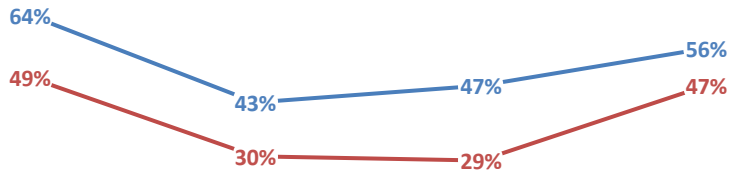
Percentage of Students Reading at One Grade Level Below (Tier 2) by Missed School Days



Not missed a day of school Missed ≤ 9 days of school Missed 10-17 days of school Missed ≥ 18 days of school

— First Assessment — Last Assessment

Percentage of Students Reading at Two or More Grades Below Level (Tier 3) by Missed School Days



Not missed a day of school Missed ≤ 9 days of school Missed 10-17 days of school Missed ≥ 18 days of school

— First Assessment — Last Assessment

SECTION 2: Student perspectives about the technology-based reading program

1. Student Survey

All students enrolled in the i-Ready reading program were invited to participate in an online survey - using SurveyMonkey-with the following message:

“You have been participating in an afterschool program at your housing or apartment community that supports student academic achievement and lifelong success. This includes using the computer learning program called i-Ready. The overall intent of these programs is to help children improve their literacy levels—including their ability to read. As we reach the latter part of the 2022-2023 school year, we invite you to complete this survey. It is designed to collect your experiences with, and perspectives about, the i-Ready program and your community's efforts to support the academic success of all residents. Your feedback is very important. It provides us with key information about what you think of our programs and helps us make informed decisions about improvements; it also helps us identify areas where we are doing a good job. Your participation is entirely voluntary.”

522 Student responded to this call. Almost 18% of the surveys (92) were eliminated because of duplications, incompleteness, and other reasons.

The total sample size for this analysis is 430 students. Almost half (48%) of respondents attend an after school program in California (CHW + PSHH)

Student Surveys by Organization	
AHC	91 (21%)
CHW	132 (31%)
FC	104 (24%)
PSHH	103 (24%)
TOTAL	430 (100%)

Students respondents are predominantly elementary school age (K-5): 389 students or 90% are in elementary school. These are mostly children, ranging in age from 5 to 10 years old.

What grade are you in?	
Kindergarten (K)	48 (11%)
First Grade (1)	58 (13%)
Second Grade (2)	71 (17%)
Third Grade (3)	69 (16%)
Fourth Grade (4)	66 (15%)
Fifth Grade (5)	77 (18%)
Sixth Grade (6)	22 (5%)
Seventh Grade (7)	12 (3%)
Eighth Grade (8)	6 (1%)
Ninth Grade (9)	1 (0%)
TOTAL	430 (100%)

In terms of demographics, students were split evenly in their sex ratio 50% Female and 50% Male. 70% were Hispanic or Latino. In terms of racial composition, 41% self-identified as “Other”, 13% as White, and 10% Black or African American (29% did not answer).

Additionally, 98% of the children were economically disadvantaged, 40% were English language learners, 7% were children with special education needs and 7% were migrant.

2. i-Ready Reading Program

a. Did you like using the i-Ready® Reading program?

Less than half of students (47%) responded that they liked using the i-Ready Reading Program somewhat/very much.

Did you like using the i-Ready® Reading program?	
No, not at all	80 (19%)
No, not much	81 (19%)
Not sure	65 (15%)
Yes, somewhat	101 (23%)
Yes, very much	102 (24%)
No answer	1 (0%)
TOTAL	430 (100%)

b. What are the things that students liked the most about using the i-Ready® Reading program?

Most frequent open-ended responses can be grouped under the following categories^{xxxiv}:

Learning

- “It helps me learn.” “I learn new words.” “Learn how to read books.” “Helps me learn English.”

Reading

- “It helps a lot with reading.” “It makes me read more.” “Seeing my reading grow.” “Learn to read at a higher level.”

Making learning fun

- “Sometimes i-Ready can be fun.” “You get to learn in a fun way!” “Cool for learning.” “I like that it's entertaining.”

Doing Math

- “Helps me with math and reading.” “Math problems.” “Math games to learn.” “I also like taking the math diagnostic.”

Getting rewards

- “I like how we get rewarded when we do our lessons correctly.” “It gives you coins when you finish a lesson.” “Earning coins to play games.” “You can get out and play games if you have coins.”

Playing games

- “How there is fun games.” “I love playing games in i-Ready.” “I like the learning games.” “When you take the test, and you can play a game.”

Taking breaks

- “When you get a break.” “It lets you take a break.” “That sometimes I get to have a mini-break during i-Ready.”

Books

- “The books they put.” “They have interesting books.” “I love the books.” “The information in the books.”

Stories

- “Some of the stories.” “Fun stories.” “Interesting stories.” “The stories are usually short.” “The stories are not too hard.”

Doing lessons

- “Some of the lessons are fun.” “Getting good scores on lessons.” “Passing lessons.”
- c. What are the things that students liked the least about using the i-Ready® Reading program?**
Most frequent open-ended responses can be grouped under the following:

Boring

- “It is not that fun.” “At some point it gets very boring.” “It’s repetitive.” “Having to do it all the time.” “It’s boring because it takes too long to finish.”

Takes time

- “The lessons take a long time.” “I don't like how long it takes.” “Have to do 45 minutes. You have to answer questions. Have to do it 4 days a week.” “It takes away time from going outside.”

Hard

- “The lessons are sometimes too hard for me.” “The lessons get harder and harder.” “I cannot understand sometimes because I am learning English.” “You get only three chances to get the questions right.” “Sometimes you score lower if it is too hard.”

Lots of work

- “It's kind of annoying doing a lot of work.” “Too much reading.” “Too many lessons.” “It asks so many questions.” “Doing it every day.”

Diagnostics

- “Taking the reading diagnostic.” “The test is too hard/long.” “Too many diagnostic tests.”

Stories

- “I don't like reading the long stories.” “Boring stories.” “The stories - having to read and answer questions.”

Reading

- “Too much reading.” “I don't like when the readings are very long.” “When I have to read and answer questions.”

d. Did the i-Ready® Reading program help you become a better reader?

Almost two-thirds (63%) of students responded that the i-Ready Reading program helped them become better readers.

Did the i-Ready® Reading program help you become a better reader?	
No, not at all	42 (10%)
No, not much	42 (10%)
Not sure	68 (16%)
Yes, somewhat	140 (33%)
Yes, very much	131 (30%)
No answer	7 (2%)
TOTAL	430 (100%)

e. Would you like to keep using the i-Ready® Reading program?

Students are very divided on this question. Only 44% of students responded that they would like to keep using the i-Ready Reading Program, while 39% indicated that they would not want to continue using the program (with 15% undecided).

Would you like to keep using the i-Ready® Reading program?	
No, not at all	113 (26%)
No, not much	57 (13%)
Not sure	66 (15%)

Yes, somewhat	90 (21%)
Yes, very much	99 (23%)
No answer	5 (1%)
TOTAL	430 (100%)

3. i-Ready Math Program

a. Do you use the i-Ready® Math program?

More than half (53%) of students responded that in addition to the i-Ready Reading program, they are using the i-Ready Math program.

Do you use the i-Ready® Math program?	
Yes	227 (53%)
No	203 (47%)
No answer	0 (0%)
Total	430 (100%)

b. Did you like using the i-Ready® Math program?

Almost sixty percent (59%) of students responded that they liked using the i-Ready Math program somewhat/very much.

Did you like using the i-Ready® Math program?	
Yes, very much	82 (36%)
Yes, somewhat	52 (23%)
Not sure	19 (8%)
No, not much	29 (13%)
No, not at all	43 (19%)
No answer	2 (1%)
TOTAL	227 (100%)

c. Did the i-Ready® Math program help you become better at math?

Two-thirds (66%) of students responded that the i-Ready Math program helped them become better at math.

Did the i-Ready® Math program help you become better at math?	
Yes, very much	101 (44%)
Yes, somewhat	49 (22%)
Not sure	35 (15%)
No, not much	14 (6%)

No, not at all	26 (11%)
No answer	2 (1%)
TOTAL	227 (100%)

d. Would you like to keep using the i-Ready® Math program?

A little over half (51%) of students responded that they would like to keep using the i-Ready Math program, while 34% indicated that they would not want to continue using the program (with 15% undecided).

Would you like to keep using the i-Ready® Math program?	
Yes, very much	75 (33%)
Yes, somewhat	41 (18%)
Not sure	33 (15%)
No, not much	28 (12%)
No, not at all	50 (22%)
No answer	0 (0%)
TOTAL	227 (100%)

4. Learning at School

a. Do you also use the i-Ready® reading program at your school?

Twenty percent (87) of student responded that they also use the i-Ready Reading Program at school.

Do you also use the i-Ready® reading program at your school?	
No	344 (80%)
Yes	87 (20%)
No answer	0 (0%)
TOTAL	430 (100%)

b. Which i-Ready program(s) do you use at your school (Reading, Math)?

Eighteen percent (77) of students reported that they also use the i-Ready Math Program at school.

Q10 Which i-Ready program(s) do you use at your school? (Reading, Math- Check all that apply)	
Reading	87
Math	77

c. Are you using another online reading program at school -not i-Ready?

More than half of students (54%) reported that they use another online reading program at school (not i-Ready)

Are you using another online reading program at school -not i-Ready?	
Yes	233 (54%)
No	111 (26%)
No answer	86 (20%)
TOTAL	430 (100%)

d. Online Educational Software Reported by Student Respondents

The 233 respondents that indicated that they are using another online reading program at school (other than i-Ready), identified 40 different online programs (please see full list with brief descriptions of each in the Annex Section). The top two programs were Lexia and epic, with 84 and 46 users respectively. Out of a total of 91 students from Virginia, 80 respondents indicated that they are using Lexia at school. In fact, except for 4 respondents, almost all (84) Lexia users were from AHC participants in Virginia. All 46 epic school users are from Texas (FC) and California (CHW & PSHH).

e. Has your teacher at school noticed that your reading improved?

Three quarters of the students agreed that a teacher at school had noticed that their reading had improved.

Has your teacher at school noticed that your reading improved?	
Yes	324 (75%)
No	99 (23%)
No answer	7 (2%)
TOTAL	430 (100%)

f. Who motivates you to be a better reader?

Almost two-thirds of the students identified family as their main motivator for reading. Almost sixty percent of the students identified their schoolteachers. Forty-five percent of the students identified their after school teachers/tutors and one quarter of the students identified their friends.

Who motivates you to be a better reader (check all that apply)?	
No one motivates me	50 (12%)
My family	275 (64%)
My teachers at school	255 (59%)
My after-school teachers/tutors	194 (45%)
My friends	113 (26%)
Other	8 (2%)

g. What is your favorite class in school?

The top five classes at school were Art (32%), Math (21%), Science (11%), Music (8%), and PE (7%).

What is your favorite class in school?	
Art	138 (32%)
Math	92 (21%)
Music	35 (8%)
PE	32 (7%)
Reading	23 (5%)
Science	49 (11%)
Social Studies/History	20 (5%)
Writing/English	15 (3%)
Other	23 (5%)
No Answer	3 (1%)
Total	430 (100%)

h. About how many days of school have you missed this school year?

An attendance rate of 95% is generally considered good; this allows for children to miss 9 days across the 180-day school year. Students who miss at least 10% of the instructional days in a 180-day academic year are considered chronically absent (10% = 18 days, 5% = 9 days)

About how many days of school have you missed this school year?	
I have not missed a day of school this school year	56 (13%)
I have missed 9 or fewer days of school this school year	253 (59%)
I have missed 10 to 17 days this school year	81 (19%)
I have missed 18 or more days of school this school year	36 (8%)
No answer	4 (1%)
TOTAL	430 (100%)

- “perfect attendance” (did not miss a day of school): 13%
- “good attendance” (missed 9 or fewer days): 59%
- “at-risk attendance” (missed 10 to 17 days): 19%
- “chronically absent” (missed 18 or more days): 8%

5. Learning at the afterschool program

a. How long have you been attending the after-school program at your apartment or housing community?

A little over twenty percent of the students are new to the program, 45% have attended the program for one to two years and 33% of the students for three or more years.

How long have you been attending the after-school program at your apartment or housing community?	
Less than a year	92 (21%)
1 year	93 (22%)
2 years	101 (23%)
3 years	49 (11%)
4 years	44 (10%)
5 years	25 (6%)
More than 5 years	26 (6%)
No answer	0 (0%)
TOTAL	430 (100%)

b. How long have you been using i-Ready® Reading at your after-school program?

The vast majority of student respondents (88%) indicated that they have been using i-Ready for one year or more.

How long have you been using i-Ready® Reading at your after-school program?	
Less than a year	96 (22%)
1 year	88 (20%)
2 years	110 (26%)
3 years	54 (13%)
4 years	42 (10%)
5 years	18 (4%)
More than 5 years	22 (5%)
No answer	0 (0%)
TOTAL	430 (100%)

c. I regularly receive the support I need to complete my homework at the after-school program

The vast majority of students (85%) indicated that they receive homework support at their after school programs.

I regularly receive the support I need to complete my homework at the after-school program.	
Yes	367 (85%)
No	61 (14%) ^{xxxv}
No answer	2 (0%)
Total	430 (100%)

6. Building a culture of educational success at home

a. On average, how many minutes per day do you spend reading at home, either by yourself or with an adult in your family?

According to research, the home reading goal for school age children should be 20 minutes/day or 2 hours and 20 minutes/week. This represents 1,800,000 words per year and scores in the 90th percentile on standardized tests. Almost 20% of the students reported that they read at home more than 20 minutes/day.

On average, how many minutes per day do you spend reading at home, either by yourself or with an adult in your family?	
I do not spend time reading at home, either by myself or with an adult in my family	114 (27%)
1-5 minutes per day	65 (15%)
6-10 minutes per day	60 (14%)
11-15 minutes per day	48 (11%)
16-20 minutes per day	61 (14%)
21-25 minutes per day	15 (3%)
26-30 minutes per day	37 (9%)
>30 minutes per day	29 (7%)
No answer	1 (0%)
TOTAL	430 (100%)

b. What motivates students to be better readers (open-ended responses)?

Intrinsic and Extrinsic Motivation

“Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for nonintrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.^{xxxvi}”

“...extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than because she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy.^{xxxvii}”

“Because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted, the primary reason people are likely to be willing to do the behaviors is that they are valued by significant others to whom they feel (or would like to feel) connected, whether that be a family, a peer group, or a society. This suggests that the groundwork for facilitating internalization is providing a sense of belongingness and connectedness to the persons, group, or culture disseminating a goal, or ... a sense of relatedness.” (p. 64)

What motivates you to be a better reader?	
Intrinsic Motivation	Extrinsic Motivation
<i>“Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.”^{xxxviii}</i>	<i>“Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.”^{xxxix}</i>

<ul style="list-style-type: none"> • “I love reading!” • “So I can read. Because books are fun! Books help you learn.” • “It is fun to read. You can pick up any book. You can write your own stories.” • “I always liked to read, I think it’s fun and I like the different stories I read about.” • “Know more about cars.” • “Exploring different genres.” • “I like to read books. Reading is important for your mind.” • “I really want to help people read like my siblings.” • “Read bunny books. Read with my sister. Reading at bedtime with family.” • “To be able to read more stories. Reading is my favorite thing to do. It is fun and makes me confident.” • “Go to the library and read books.” • “So I can read things about long ago, about the present and future.” • “To learn new things. To better listen to others. To read a lot of books at home.” • “Reading challenging books.” • “Reading good books.” • “Learning about different things and people.” • 	<ul style="list-style-type: none"> • “So I can read books in second grade.” • “So I can be a famous reader.” • “So the program teachers will give me candy.” • “If I read better, I can go to the best school and when I have a job I can use it.” • “So when I grow up I can be an art teacher.” • “It helps in school when you have a test.” • “So my teachers can give me better compliments.” • “So I can go to first grade. So I can go to college. So my mom can love me.” • “When you grow up you have to read and write very well.” • “It is going to help me in life. I can get to a good school. I can get a good job.” • “I want to read better so that I’m prepared for 5th grade. I want to improve my reading scores. It will help me do better when I grow up.” • “I need to know how to read. I would get mocked if I didn't.” • “Reading a paragraph without making mistakes, so people don't make fun of me.” • “Learn new words to upgrade speaking and impress my teacher.” • “Be better at school.” • “Because Miss Maria gives me gummies bears.” • “Getting praise from the teacher.” • “I can get better grades. I enjoy it. Make my mom super proud.” • “I like to read. I want to pass to second grade. I want to read like my friends.” • “I want to learn new words. I want to read better, so people don't laugh at me. I want to become smarter.” • “To get good grades, to be smart, to be at my reading level.” • “So I can read bigger words and my color dot is bigger. So that my teacher says that I’m good at reading.”
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c. Has someone at home noticed that your reading has improved?

Two-thirds of students responded that someone at home had noticed that their reading had improved. The other one-third indicated that no one at home had.

Has someone at home noticed that your reading has improved?	
	Students
Yes	274 (65%)
No	150 (35%)
No answer	6 (1%)
TOTAL	430 (100%)

d. My family is saving in order for me to continue with my education and/or build a career.

My family is saving in order for me to continue with my education and/or build a career.	
Yes	147 (34%)
No	50 (12%)
I don't know	231 (54%)
No answer	2 (0%)
Total	430 (100%)

15 Online, In-person, and Hybrid learning

a. Do you use the i-Ready® Reading program from a computer, Chromebook, or iPad device at home?

27% of students indicated that they use the i-Ready Reading program from home.

Do you use the i-Ready® Reading program from a computer, Chromebook, or iPad device at home?	
Yes	116 (27%)
No	290 (67%)
My child does not have access to a computer, Chromebook, or iPad device at home	23 (5%)
No answer	1 (0%)
TOTAL	430 (100%)

b. Which style of learning do you prefer (like the most)?

Which style of learning do you prefer (like the most)?	
Online	94 (23%)
In-person	156 (36%)
Hybrid	171 (40%)
No answer	9 (2%)

TOTAL	430 (100%)
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SECTION 3: Parent Perspectives

About the Technology-based Reading Program

1. The importance of parent involvement in their children’s literacy development

“Why should parents become involved in their children’s literacy activities? The evidence about the benefits of parents being involved in their children’s education in general, and their children’s literacy activities in particular, is overwhelming. Research shows that parental involvement in their children’s learning positively affects the child’s performance at school (Fan & Chen, 2001) in both primary and secondary schools (Feinstein & Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioural problems at school (Melhuish, Sylva, Sammons et al., 2001).^{xli}”

“For decades, researchers have pointed to one key success factor that transcends nearly all others, such as socioeconomic status, student background or the kind of school a student attends: **parental involvement**.

The extent to which schools nurture positive relationships with families — and vice versa — makes all the difference, research shows. Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school.

Parental involvement also more securely sets these students up to develop a lifelong love of learning, which researchers say is key to long-term success.

A generation ago, the National PTA found that three key parent behaviors are the most accurate predictors of student achievement, transcending both family income and social status:

- creating a home environment that encourages learning;
- communicating high, yet reasonable, expectations for achievement; and
- staying involved in a child’s education at school.

What’s more, researchers say when this happens, the motivation, behavior and academic performance of all children at a particular school improve. Simply put, the better the partnership between school and home, the better the school and the higher the student achievement across the board.^{xlii}”

2. Parent Survey

Parents with students enrolled in the i-Ready reading program were invited to participate in an online survey -using SurveyMonkey-with the following message:

Your child has been participating in an afterschool program at your housing or apartment community that supports student academic achievement and lifelong success. This includes using the computer learning program called i-Ready. The overall intent of these programs is to help children improve their literacy levels—including their ability to read. As we reach the latter part of the 2022-2023 school year,

we invite you to complete this survey. It is designed to collect your experiences with, and perspectives about, the i-Ready program and your community's efforts to support the academic success of all residents. Your feedback is very important. It provides us with key information about what you think of our programs and helps us make informed decisions about improvements; it also helps us identify areas where we are doing a good job. Your participation is entirely voluntary.

The analysis is based on survey data from a sample of 213 parent respondents^{xiii}. Almost 50% (103) of parent respondents are English-speakers and a little over 50% (110) are Spanish-speakers^{xiii}.

Parent Surveys	
Language	Respondents
English	103 (48%)
Spanish	110 (52%)
TOTAL	213 (100%)

The majority (56%) of the parent respondents have their children attending an ASP at Community HousingWorks (CHW). 83% of the parent respondents have their children attending an ASP in California.

Parent Surveys by Language and Organization			
Organization	English-speaking	Spanish-speaking	TOTAL
AHC	11 (50%) [11%]	11 (50%) [10%]	22 (100%) [10%]
CHW	48 (40%) [39%]	71 (60%) [65%]	119 (100%) [56%]
FC	10 (53%) [10%]	9 (47%) [8%]	19 (100%) [9%]
PSHH	34 (64%) [33%]	19 (36%) [17%]	53 (100%) [25%]
TOTAL	103 (48%) [100%]	110 (52%) [100%]	213 (100%) [100%]

The vast majority (86%) of parent respondents indicated that their children are in elementary school (K-5 Grade)^{xiv}.

“Children in elementary school usually learn different subjects from one teacher in a single classroom. They learn to develop writing and math skills, reading, critical thinking, and problem-solving.^{xiv}”

What grade is your child in?			
	English-speakers	Spanish-speakers	Total
Kindergarten (K)	11 (11%)	8 (7%)	19 (9%)
First Grade (1)	12 (12%)	11 (10%)	23 (11%)
Second Grade (2)	15 (15%)	23 (21%)	38 (18%)
Third Grade (3)	18 (17%)	11 (10%)	29 (14%)
Fourth Grade (4)	14 (14%)	19 (17%)	33 (15%)
Fifth Grade (5)	19 (18%)	21 (19%)	40 (19%)
Sixth Grade (6)	6 (6%)	8 (7%)	14 (7%)
Seventh Grade (7)	5 (5%)	5 (5%)	10 (5%)
Eighth Grade (8)	2 (2%)	3 (3%)	5 (2%)

Ninth Grade (9)	1 (1%)	1 (1%)	2 (1%)
No answer	0 (0%)	0 (0%)	0 (0%)
TOTAL	103 (100%)	110 (100%)	213(100%)

3. i-Ready Reading Program

a. How long has your child been using the i-Ready® Reading program?

The vast majority of parent respondents (89%) indicated that their children (89%) have been using i-Ready one year or more.

How long has your child been using the i-Ready® Reading program?			
	English-speakers	Spanish-speakers	Total
Less than a year	10 (10%)	14 (13%)	24 (11%)
1 year	25 (24%)	25 (23%)	49 (23%)
2 years	17 (17%)	21 (19%)	38 (18%)
3 years	24 (23%)	20 (18%)	44 (21%)
4 years	16 (16%)	11 (10%)	27 (13%)
5 years	6 (6%)	12 (11%)	18 (8%)
More than 5 years	4 (4%)	6 (6%)	10 (5%)
No answer	1 (1%)	1 (1%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

b. Did your child like using the i-Ready® Reading program?

The vast majority (79%) of parent respondents indicated that their children liked using the i-Ready reading program. Spanish-speaking parents were considerably more enthusiastic in their assessment than English-speaking parents (85% and 73% respectively)

Did your child like using the i-Ready® Reading program?			
	English-speakers	Spanish-speakers	Total
No, not at all	2 (2%)	1 (1%)	3 (1%)
No, not much	12 (12%)	6 (6%)	18 (9%)
Not sure	14 (14%)	9 (8%)	23 (11%)
Yes, somewhat	43 (42%)	46 (42%)	89 (42%)
Yes, very much	32 (31%)	47 (43%)	79 (37%)
No answer	0 (0%)	1 (1%)	1 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

c. Did the i-Ready® Reading program help your child become a better reader?

The vast majority of parent respondents (84%) indicated that the i-Ready reading program helped their children become better readers. Spanish-speaking parents were considerably more enthusiastic in their assessment than English-speaking parents (90% and 78% respectively)

Did the i-Ready® Reading program help your child become a better reader?			
	English-speakers	Spanish-speakers	Total
No, not at all	0 (0%)	1 (1%)	1 (1%)
No, not much	5 (5%)	0 (0%)	5 (2%)
Not sure	17 (17%)	3 (3%)	20 (9%)
Yes, somewhat	29 (28%)	37 (34%)	66 (31%)
Yes, very much	51 (50%)	61 (56%)	112 (53%)
No answer	1 (1%)	8 (7%)	9 (4%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

d. Would you like your child to keep using the i-Ready® Reading program?

The vast majority of parent respondents (90%) indicated that they would like their children to keep using the i-Ready reading program. Spanish-speaking parents were considerably more enthusiastic in their assessment than English-speaking parents (93% and 86% respectively)

Would you like your child to keep using the i-Ready® Reading program?			
	English-speakers	Spanish-speakers	Total
No, not at all	1 (1%)	1 (1%)	2 (1%)
No, not much	2 (2%)	1 (1%)	3 (1%)
Not sure	7 (7%)	2 (2%)	9 (4%)
Yes, somewhat	19 (18%)	12 (11%)	31 (15%)
Yes, very much	70 (68%)	90 (82%)	160 (75%)
No answer	4 (4%)	4 (4%)	8 (4%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

e. Would you like to share anything else about your child's experience using the i-Ready® Reading program?

English-speaking Parents:

- “The program is so good, and I have nothing bad to say. The teachers are so kind and patient with my child.”
- “It would have been helpful to know about the program during the time it was introduced so that I could have a better look on progress/ outcome.”
- “i-Ready has helped my son to read more frequently and enjoy reading.”
- “His overall academic perform is maintained at an acceptable and above standard due to his participation in the after school program.”
- “My hopes are high for the i-Ready reading program, Isaac has a hard time focusing on putting words together and he gets very overwhelmed, so I hope this program helps!”
- “This has helped my child improve her ability to learn. Thank you!”
- “She doesn’t really like it, but she understands she has to do it to get better at reading.”
- “Good program.”
- “My daughters enjoy using the i-Ready program.”

- “Helps her read better.”
- “Yes, I feel like it helps our kids read better.”
- “He likes the games if they can all be more like games I think he would like it more.”
- “He loves it.”
- “It’s okay.”
- “The after-school program coordinator is such a help with doing i-Ready with my child and everything else in general.”
- “Very helpful.”
- “It helps lillyana a great deal.”
- “I noticed she liked reading more that she used to.”
- “The lady is nice and helps my child learn. He is new in the program.”
- “My child has improved in school.”
- “My daughter is improving her learning abilities very considerably!”

Spanish-speaking Parents:

- “He has made more friends and has improved his social skills.”
- “My daughter has a learning disability so she is still behind grade level reading but i-Ready has helped her very much and I have noted a significant difference.”
- “As a parent that cannot read and works over 12 hours, I have no complaints. This takes so much stress off my shoulders as I cannot help my children with their homework. I am just disappointed the program cannot accept Sophia, my 5-year-old daughter. They said they do not have enough staff, but I cannot afford daycare.”
- “I cannot read and work 12 hours a day. This program has helped my child advance an entire grade level of reading, he is about to enter 1st grade and has received a certificate from the school stating that he is reading at second grade level.”
- “He loves the program and is very excited to use to program. He comes home so excited and speaks to me all about the program and what her reviews each day. As a busy mother who is not fluent in English this program has been an immense help and I could not be more grateful (Translated from Spanish).”
- “Muy agradecida.”
- “Estoy muy contenta con la ayuda que nos ofrece el programa para nuestros hijos en lo personal nos ha ayudado mucho y la maestra muy amable.”
- “Tal vez que los niños tengan variedad de libros.”
- “Me gusta que continúe el programa para ayudar a mis hijos.”
- “Me siento satisfecha con la evolución de mi hija le a hecho muy bien asistir al programa 😊.”
- “No me gusta.”
- “La veo motivada a asistir a su programa de lectura.”
- “Muy bueno.”
- “Muy agradecida de los resultados de mi hijo.”
- “Le ayuda a saber expresarse mejor con los demás.”
- “Rogelio ha avanzado y está creando como hábito la lectura diaria de libros en casa también.”
- “Agradecida con el apoyo que mi hija ha recibido.”
- “Muy agradecida por el apoyo y la paciencia que han tenido para con mi hija.”
- “A mi hijo le gustaría leer historias más interesantes en i-Ready como inventores (Benjamín Franklin, etc).”
- “Es muy bueno.”

- “Un buen programa para que ellos sigan aprendiendo y perfeccionando la lectura y la pronunciación.”
- “Le gusta mucho.”
- “Le ayuda mucho aumentar su calificaciones y nivel de lectura.”
- “Le ayuda mucho pues su maestra de la escuela dijo que este año avanza mucho, tanto como en lectura como en escritura y aún le falta avanzar en matemáticas, pero ya poco a poco aprenderá.”
- “Si le gusta y lo hace y hasta yo le he ayudado a hacerlo.”
- “Si, Camila ha avanzado mucho en su lectura y escritura y me gusta el programa.”
- “Que los niños necesitan más práctica.”
- “Mi hijo ha estado progresando más de lo que me imagine. De hecho, ha progresado más a esta edad que sus hermanos mayores.”
- “Pues que gracias al programa i-Ready mi hijo tuvo más facilidad para desenvolverse en la lectura.”
- “Mi hija disfruta hacer las actividades de diario.”
- “Todo está bien en el programa.”
- “Todo está bien.”
- “Muy bueno.”

4. Learning at School

a. Has a teacher at school noticed that your child's reading has improved during this school year?

The vast majority of parent respondents (86%) indicated that a teacher at school had noticed that their child’s reading had improved.

Has a teacher at school noticed that your child's reading has improved during this school year?			
	English-speakers	Spanish-speakers	Total
Yes	88 (85%)	95 (86%)	183 (86%)
No	15 (15%)	13 (12%)	28 (13%)
No answer	0 (0%)	2 (2%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

b. I am more likely to discuss my child’s reading ability with his/her teacher

Almost 70% of parent respondents indicated that they are more likely to discuss their child’s reading ability with his/her teacher. English-speaking parents were more likely than their Spanish-speaking peers to do so (72% and 67% respectively)

I am more likely to discuss my child’s reading ability with his/her teacher
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	English-speakers	Spanish-speakers	Total
Strongly Disagree	7 (7%)	7 (6%)	14 (7%)
Disagree	2 (2%)	5 (5%)	7 (3%)
Neither Disagree Nor Agree	12 (12%)	18 (16%)	30 (14%)
Agree	39 (38%)	37 (34%)	76 (36%)
Strongly Agree	35 (34%)	36 (33%)	71 (33%)
No answer	8 (8%)	7 (6%)	15 (7%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

c. How often I discussed my child's reading ability with his/her teacher (before and after i-Ready)

After becoming involved in the i-Ready reading program, the frequency with which parents discussed their child’s reading ability with his/her teacher, once or twice a week, increased:

- from 30% to 42% for English-speaking parents (a 40-percentage increase)
- from 22% to 38% for Spanish-speaking parents (a 73-percentage increase)

How often I discussed my child's reading ability with his/her teacher						
	English-speaking		Spanish-speaking		Total	
	Before	After	Before	After	Before	After
Never	8 (8%)	4 (4%)	10 (9%)	9 (8%)	18 (9%)	13 (6%)
<once a month	22 (21%)	20 (19%)	30 (27%)	24 (22%)	52 (24%)	44 (21%)
Once or twice a month	36 (35%)	30 (29%)	43 (39%)	31 (28%)	79 (37%)	61 (29%)
Once or twice a week	31 (30%)	43 (42%)	24 (22%)	42 (38%)	55 (26%)	85 (40%)
No answer	6 (6%)	6 (6%)	3 (3%)	4 (4%)	9 (4%)	10 (5%)
TOTAL	103 (100%)	103 (100%)	110 (100%)	110 (100%)	213 (100%)	213 (100%)

d. About how many days of school did your child miss this school year?

An attendance rate of 95% is generally considered good; this allows for children to miss 9 days across the 180-day school year. Students who miss at least 10% of the instructional days in a 180-day academic year are considered chronically absent (10% = 18 days, 5% = 9 days)

About how many days of school did your child miss this school year?			
	English-speaking	Spanish-speaking	Total

My child has not missed a day of school this school year	14 (14%)	18 (16%)	32 (15%)
My child has missed 9 or fewer days of school this school year	75 (73%)	74 (67%)	149 (70%)
My child has missed 10 to 17 days this school year	7 (7%)	13 (12%)	20 (9%)
My child has missed 18 or more days of school this school year	3 (3%)	5 (5%)	8 (4%)
No answer	4 (4%)	0 (0%)	4 (2%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

- “perfect attendance” (did not miss a day of school): 15%
- “good attendance” (missed 9 or fewer days): 70%
- “at-risk attendance” (missed 10 to 17 days): 9%
- “chronically absent” (missed 18 or more days): 2%

5. Learning at the afterschool program

a. How long has your child been attending the after-school program at your apartment or housing community?

An ASP that offers academic support as a key objective, contributes to leveling the playing field for children who are struggling to read at grade level. This is particularly true for low-income, minority and newcomer children who live in affordable apartment communities.

“Academic OST programs can demonstrably improve academic outcomes and do not necessarily reduce program attendance at the elementary level.^{xlvi}”

The vast majority of children (86%) have been attending the ASP for at least one year.

How long has your child been attending the after-school program at your apartment or housing community?			
	English-speaking	Spanish-speaking	Total
Less than a year	14 (14%)	20 (18%)	34 (16%)
1 year	25 (24%)	23 (21%)	48 (23%)
2 years	22 (21%)	20 (18%)	42 (20%)
3 years	19 (18%)	16 (15%)	35 (16%)
4 years	12 (12%)	9 (8%)	21 (10%)
5 years	8 (8%)	10 (9%)	18 (9%)
More than 5 years	3 (3%)	10 (9%)	13 (6%)
No answer	0 (0%)	2 (2%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

b. My child regularly receives the support needed to complete his/her homework at the after-school program.

Almost 100% of parent respondents indicated that their children receive homework support at their after school programs.

My child regularly receives the support needed to complete his/her homework at the after-school program.			
	English-speaking	Spanish-speaking	Total
Yes	95 (92%)	105 (96%)	200 (94%)
No	7 (7%)	5 (4%)	12 (6%)
No answer	1 (1%)	0 (0%)	1 (0%)
Total	103 (100%)	110 (100%)	213 (100%)

What parents said in their own words regarding the homework support their children receive at their after school programs:

English-speaking:

- “The teachers are very helpful regarding my son’s homework!!!”
- “Ms. S helps my son with his homework.”
- “I greatly appreciate Mrs. R's hard work and effort in helping my daughters. She answers all their questions and supports them.”
- “My son usually does his homework at home because he often takes much longer and I think he wants to get out and play as fast as possible, but we are aware that he is able to study at the learning center if he needs additional assistance.”
- “My daughter brings the paperwork that helps to read and practice.”

Spanish-speaking:

- “No porque no le dan el suficiente tiempo a ella para terminar la tarea, si es de lectura ella tiene que escribir sobre de qué se trató la lectura. Y o completar las preguntas. Y para el tiempo que le ponen el timer de reading pos no le permite terminar de escribir o contestar las preguntas de su tarea.”
- “Ha sido útil el programa para mi hijo 😊”
- “El programa es muy eficiente y ha ayudado a mi hija con su desarrollo en la lectura.”
- “No creo.”
- “Cuando tiene alguna duda, ahí les brindan el apoyo.”
- “Ya no tiene tarea.”
- “Aquí en el programa están muy al pendiente con las necesidades de sus alumnos.”
- “Mi hijo no tiene tarea.”
- “No.”
- “A leer y escribir.”
- “Solo agradecerles por su paciencia para con mi hijo y ayudarlo aprender cada día más.”
- “Le ayudan a mi hijo con la tarea.”
- “Todo está bien en el programa después de la escuela.”
- “Muy bueno programa ayudado mucho a mi hijo.”
- “Recibe del programa los libros y ayuda a realizar sus preguntas y va mejorado su enseñanza.”

c. The after-school program is helping my child's academic success.

Over 80% of parent respondents agree/strongly agree that the after school program is helping with their child's academic success.

The after-school program is helping my child's academic success.		
Strongly Disagree	10	10%
Disagree	2	2%
Neither Disagree Nor Agree	6	6%
Agree	28	27%
Strongly Agree	56	54%
No answer	1	1%
TOTAL	103	100%

d. The after-school staff at my community promote higher education.

87% of parent respondents agree/strongly agree that the after school staff at their communities promote higher education. Spanish-speaking parents were considerably more enthusiastic in their assessment than English-speaking parents (90% and 84% respectively)

The after-school staff at my community promote higher education.			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	5 (5%)	7 (6%)	12 (6%)
Disagree	2 (2%)	1 (1%)	3 (1%)
Neither Disagree Nor Agree	8 (8%)	2 (2%)	10 (5%)
Agree	30 (29%)	26 (24%)	56 (26%)
Strongly Agree	57 (55%)	73 (66%)	130 (61%)
No answer	1 (1%)	1 (1%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

6. Building a culture of educational success at home

a. Did you notice an improvement in your child's reading during this school year (open-ended Responses)?

What parents had to say -in their own words- regarding their child's reading proficiency and the support received at the after school program.

Did you notice an improvement in your child's reading during this school year (open-ended Responses)?	
English-speaking Parents	Spanish-speaking Parents
<ul style="list-style-type: none"> • <i>She is very excited and enjoys reading.</i> • <i>Not really sure.</i> • <i>He started late.</i> • <i>He has a hard time concentrating in putting words together! He gets overwhelmed really easy.</i> • <i>She's still under grade level but she did get better.</i> 	<ul style="list-style-type: none"> • <i>She has always turned in her homework in time and is very excited to go to the program on Fridays because she receives a gift.</i> • <i>He is reading one level above grade level (second grade).</i>

<ul style="list-style-type: none"> • <i>He has AD and a learning disability.</i> • <i>He sounds things out more than he used to, and he can spell more than when he first started.</i> • <i>I wish they would use Orton-Gillingham^{xlvii} or Lindamood Bell^{xlviii} online reading programs. A different program than the schools so that all different types of learners have access to different programming in case one type doesn't work.</i> • <i>I believe it's a great website for kids to learn.</i> • <i>Aleanah is reading at a second-grade level.</i> • <i>Very good for Seliana</i> • <i>I really appreciate the program, I see a lot of improvement in my child, all the staff are very helpful. Thank you all for your hard work.</i> • <i>My child just enrolled into the program.</i> • <i>Sylvia is great with my son.</i> • <i>My daughter was improving very much!!!</i> • <i>I need to spend more time reading.</i> • <i>This program has been super beneficial to my son this year thanks so much.</i> 	<ul style="list-style-type: none"> • <i>Teachers have reached out to me asking what I am doing at home to help him advance so quickly.</i> • <i>Mi hijo dice que no le gusta ese programa.</i> • <i>Si, un poco más.</i> • <i>El maestro me dice que ella es como niña más alta de leer.</i> • <i>Un poco, pero le gusta leer más.</i> • <i>Lee un poco más.</i> • <i>Agradezco mucho desde que mi hija está en este programa su lectura ha mejorado mucho.</i> • <i>Está comenzando, pero el programa ha sido eficiente.</i> • <i>El programa le ha ayudado a tener más fluidez en su lectura 😊.</i> • <i>Si su maestra me lo ha mencionado, que está avanzando mucho el lectura.</i> • <i>Aprendió a leer.</i> • <i>Por una situación que pasamos en casa.</i> • <i>El niño ha mejorado mucho aquí en el programa después de escuela con Miss Karla y a él le encanta venir porque le ayudan mucho.</i> • <i>Le gusta mucho leer y le gusta mucho ir al programa después de escuela con Mrs. Karen</i> • <i>No lo he notado porque no lee. En casa no quiere leer.</i> • <i>Si puedo ver la mejoría pero este año mi hija perdió interés en el programa entonces es más difícil para ella hacerlo.</i> • <i>Aprendió a leer.</i> • <i>El programa le ha ayudado mucho. Puedo ver que ella es más segura en su lectura.</i> • <i>No lo sé.</i> • <i>No sabe leer.</i> • <i>Si mejoró un 90% por la razón que llegó al nivel en que debería de estar en su escuela primaria.</i> • <i>A mi hija le gusta leer.</i> • <i>Ha mejorado un poco porque a veces no le gusta leer mucho.</i> • <i>Muy bueno.</i> • <i>Que estoy orgullosa por la labor difícil que emprenden los maestros con los</i>
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niños en especial con mi hija. Gracias por enseñar día a día a mi hija.

b. My confidence in successfully talking about my child's reading ability has increased.

80% of parent respondents indicated that their confidence in successfully talking about their child's reading ability has increased. Spanish-speaking parents were more confident in successfully talking about their child's reading ability than their English-speaking peers to do so (84% and 76% respectively)

My confidence in successfully talking about my child's reading ability has increased			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	5 (5%)	6 (6%)	11 (5%)
Disagree	1 (1%)	1 (1%)	2 (1%)
Neither Disagree Nor Agree	13 (13%)	8 (7%)	21 (10%)
Agree	39 (38%)	55 (50%)	94 (44%)
Strongly Agree	39 (38%)	37 (34%)	76 (36%)
No answer	6 (6%)	3 (3%)	9 (4%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

c. I have increased the amount of time I spend with my child to support his/her learning to read or increasing his/her reading performance.

72% of parent respondents indicated that they have increased the amount of time they spend with their child to support his/her learning to read or increasing his/her reading performance. Spanish-speaking parents increased significantly more the time spend with their child to support his/her learning to read, or increasing his/her reading performance than their English-speaking peers to do so (77% and 65% respectively)

I have increased the amount of time I spend with my child to support his/her learning to read, or increasing his/her reading performance			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	4 (4%)	2 (2%)	6 (3%)
Disagree	4 (4%)	4 (4%)	8 (4%)
Neither Disagree Nor Agree	22 (21%)	15 (14%)	37 (17%)
Agree	36 (35%)	51 (46%)	87 (41%)
Strongly Agree	31 (30%)	34 (31%)	65 (31%)
No answer	6 (6%)	4 (4%)	10 (5%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

d. I feel better prepared to help my child improve his/her reading ability.

72% of parent respondents indicated that they feel better prepared to help their child improve his/her reading ability. Spanish-speaking parents felt significantly better prepared to help their child improve their child improve his/her reading ability than their English-speaking peers to do so (75% and 68% respectively)

I feel better prepared to help my child improve his/her reading ability			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	4 (4%)	2 (2%)	6 (3%)
Disagree	5 (5%)	6 (6%)	11 (5%)
Neither Disagree Nor Agree	17 (17%)	15 (14%)	32 (15%)
Agree	36 (35%)	52 (47%)	88 (41%)
Strongly Agree	34 (33%)	31 (28%)	65 (31%)
No answer	7 (7%)	4 (4%)	11 (5%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

e. I have a better understanding of my child's reading ability.

82% of parent respondents indicated that they have a better understanding of their child's reading ability. Spanish-speaking parents: 84% and English-speaking parents: 78%

I have a better understanding of my child's reading ability			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	4 (4%)	3 (3%)	7 (3%)
Disagree	3 (3%)	3 (3%)	6 (3%)
Neither Disagree Nor Agree	10 (10%)	5 (5%)	15 (7%)
Agree	45 (44%)	52 (47%)	97 (46%)
Strongly Agree	35 (34%)	41 (37%)	76 (36%)
No answer	6 (6%)	6 (6%)	12 (6%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

f. I have increased my understanding of how a child learns to read.

76% of parent respondents indicated that they have increased their understanding of how a child learns to read. Spanish-speaking parents: 80% and English-speaking parents: 71%

I have increased my understanding of how a child learns to read			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	3 (3%)	3 (3%)	6 (3%)
Disagree	3 (3%)	7 (6%)	10 (5%)
Neither Disagree Nor Agree	18 (18%)	8 (7%)	26 (12%)
Agree	39 (38%)	59 (54%)	98 (46%)

Strongly Agree	34 (33%)	29 (26%)	63 (30%)
No answer	6 (6%)	4 (4%)	10 (5%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

g. My child is reading at grade level.

62% of parent respondents indicated that their child is reading at grade level. Spanish-speaking parents: 68% and English-speaking parents: 56%

My child is reading at grade level			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	9 (9%)	5 (5%)	14 (7%)
Disagree	9 (9%)	9 (8%)	18 (9%)
Neither Disagree Nor Agree	21 (19%)	18 (16%)	39 (18%)
Agree	25 (23%)	46 (42%)	71 (33%)
Strongly Agree	34 (33%)	28 (26%)	62 (29%)
No answer	5 (5%)	4 (4%)	9 (4%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

h. How often we talked about reading (before and after i-Ready)

After becoming involved in the i-Ready reading program, the frequency with which parents talked about reading, once or twice a week, increased:

- from 51% to 67% for English-speaking parents (a 31-percentage increase)
- from 37% to 60% for Spanish-speaking parents (a 62-percentage increase)

How often we talked about reading						
	English-speaking		Spanish-speaking		Total	
	Before	After	Before	After	Before	After
Never	3 (3%)	2 (2%)	6 (6%)	1 (1%)	9 (4%)	3 (1%)
<once a month	12 (12%)	6 (6%)	20 (18%)	9 (8%)	32 (15%)	15 (7%)
Once or twice a month	31 (30%)	20 (19%)	40 (36%)	29 (26%)	71 (33%)	49 (23%)
Once or twice a week	53 (51%)	69 (67%)	41 (37%)	66 (60%)	94 (44%)	135 (63%)
No answer	4 (4%)	6 (6%)	3 (3%)	5 (5%)	7 (3%)	11 (5%)
TOTAL	103 (100%)	103 (100%)	110 (100%)	110 (100%)	213 (100%)	213 (100%)

i. How often I spent time with my child helping him/her learn to read, or increasing his/her reading performance (before and after i-Ready)

After becoming involved in the i-Ready reading program, the frequency with which parents helped their child learn to read, or increase his/her reading performance, once or twice a week, increased:

from 54% to 70% for English-speaking parents (a 30-percentage increase)
 from 43% to 54% for Spanish-speaking parents (a 26-percentage increase)

How often I spent time with my child helping him/her learn to read, or increasing his/her reading performance						
	English-speaking		Spanish-speaking		Total	
	Before	After	Before	After	Before	After
Never	4 (4%)	2 (2%)	5 (5%)	2 (2%)	9 (4%)	4 (2%)
<once a month	8 (8%)	6 (6%)	15 (14%)	17 (16%)	23 (11%)	23 (11%)
Once or twice a month	30 (29%)	20 (19%)	39 (36%)	28 (26%)	69 (32%)	48 (23%)
Once or twice a week	56 (54%)	72 (70%)	47 (43%)	59 (54%)	103 (48%)	131 (62%)
No answer	5 (5%)	3 (3%)	4 (4%)	4 (4%)	9 (4%)	7 (3%)
TOTAL	103 (100%)	103 (100%)	110 (100%)	110 (100%)	213 (100%)	213 (100%)

j. How many children's books do you have at home?

“children's exposure to books was related to the development of vocabulary and listening comprehension skills, and that these language skills were directly related to children's reading in grade 3. In contrast, parent involvement in teaching children about reading and writing words was related to the development of early literacy skills. Early literacy skills directly predicted word reading at the end of grade 1 and indirectly predicted reading in grade 3. Word reading at the end of grade 1 predicted reading comprehension in grade 3. Thus, the various pathways that lead to fluent reading have their roots in different aspects of children's early experiences.^{xlix}”

Having books in the home is proven to positively benefit children in a myriad of ways. A two-decade long study found that the mere presence of a home library increases children’s academic success, vocabulary development, attention, and job attainment. The study also showed that “the difference between being raised in a bookless home compared to being raised in a home with a 500-book library has as great an effect on the level of education a child will attain as having parents who are barely literate (3 years of education) compared to having parents who have a university education (15 or 16 years of education).” In both cases, having university-educated parents or a book collection propelled “a child 3.2 years further in education, on average.” (see: <https://www.jcfs.org/blog/importance-having-books-your-home>)

Acquiring 500 books may seem daunting, but the report found that having as few as 20 books in the home significantly impacted children’s future education as well.

30% of parent respondents are meeting the goal of having at least 20 books at home. English-speaking parents: 36% and Spanish-speaking parents: 25%

Which is most true for your home?			
	English-speaking	Spanish-speaking	Total

We do not have any children's books at home	3 (3%)	9 (8%)	12 (6%)
We have 1 to 4 children's books at home	10 (10%)	18 (16%)	28 (13%)
We have 5 to 9 children's books at home	19 (18%)	22 (20%)	41 (19%)
We have 10 to 14 children's books at home	21 (20%)	18 (16%)	39 (18%)
We have 15-19 children's books at home	13 (13%)	14 (13%)	27 (13%)
We have 20-24 children's books at home	4 (4%)	10 (9%)	14 (7%)
We have 25-29 children's books at home	7 (7%)	2 (2%)	9 (4%)
We have 30 or more children's books at home	26 (25%)	15 (14%)	41 (19%)
No answer	0 (0%)	2 (2%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

k. On average, how many minutes per day do you spend reading with your child at home?

According to research, the home reading goal for school age children should be 20 minutes/day or 2 hours and 20 minutes/week. This represents 1,800,000 words per year and scores in the 90th percentile on standardized tests.

At least one-third of English-speaking and Spanish-speaking parents are meeting the reading goal of 20 minutes per day.

On average, how many minutes per day do you spend reading with your child at home?			
	English-speaking	Spanish-speaking	Total
I do not spend time reading with my child at home	13 (13%)	13 (12%)	26 (12%)
1-5 minutes per day	4 (4%)	7 (6%)	11 (5%)
6-10 minutes per day	9 (9%)	11 (10%)	20 (9%)
11-15 minutes per day	20 (19%)	17 (16%)	37 (17%)
16-20 minutes per day	22 (21%)	22 (20%)	44 (21%)
21-25 minutes per day	8 (8%)	11 (10%)	19 (9%)
26-30 inutes per day	21 (20%)	25 (23%)	46 (22%)
>30 minutes per day	5 (5%)	3 (3%)	8 (4%)
No answer	1 (1%)	1 (1%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 00%)

7. Online, In-person, and Hybrid learning

a. Does your child use the i-Ready® Reading program from a computer, Chromebook, or iPad device at home?

Almost half of parent respondents indicated that their child uses the i-Ready reading program from home.

Does your child use the i-Ready® Reading program from a computer, Chromebook, or iPad device at home?			
	English-speakers	Spanish-speakers	Total
Yes	48 (47%)	55 (50%)	103 (48%)
No	44 (43%)	38 (35%)	82 (39%)
My child does not have access to a computer, Chromebook, or iPad device at home	10 (10%)	16 (15%)	26 (12%)
No answer	1 (1%)	1 (1%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

b. Which style of learning does your child generally prefer or like the most?

70% of parents preferred the in-person learning style for their children. More than one quarter of parents preferred the hybrid learning style. Only 2% preferred the online learning style. Spanish-speaking parents were significantly more inclined towards the in-person style.

Which style of learning does your child generally prefer or like the most?			
	English-speaking	Spanish-speaking	Total
Remote or online learning	4 (4%)	0 (0%)	4 (2%)
In-person learning	68 (66%)	81 (74%)	149 (70%)
Combination of remote and in-person learning	30 (29%)	26 (24%)	56 (26%)
No answer	1 (1%)	3 (3%)	4 (2%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

SECTION 4: Educational Services Leadership and After School Site Staff Perspectives About the Out of School

Time and Technology-based Reading Programs

PART I

1. High Quality After School Programs

SEDL’s National Partnership for Quality Afterschool Learning conducted a five-year study focusing on high-quality afterschool programs that showed evidence of success in promoting student academic achievementⁱ. Based on their researchⁱⁱ, they developed a guide that identified ‘best practicesⁱⁱⁱ’ that high-quality after school programs used successfully to increase student performance in four focus areas:

- 5. Program Organization
- 6. Academic Programming Practices
- 7. Supportive Relationships in Afterschool
- 8. Achieving Program Outcomes

SEDL also developed a self-assessment tool to help practitioners evaluate how their programs are doing. What they called a “Quality-O-Meter” is a rating scale, 1-10 (from ‘Not Much’ to ‘A Whole Lot’), to “reflect on and rate how well you think your program or site is doing on each item.”

<p>Lower Half (-): 1-5 “Not Much” (1) to “Somewhat” (5)</p>	<p>Upper Half (+): 6-10 “Somewhat” (6) to “A Whole Lot” (10)</p>
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Based on the tool developed by SEDL, we invited each HPAS organization to complete a self-assessment of their respective community-based after school programs, in the four focus areas: program organization, academic programming practices, supportive relationships and achieving program outcomes^{liii}.

ASP Leadership Self-assessment				
Name of Organization	AHC	CHW	FC	PSHH
At how many apartment communities do you offer after school programs?	6	14	15	11
What is the total number of students enrolled in your after school programs?	115	197	363	133
What’s the staff-to-student ratio?	1-10	1-15	1-15	1-20

What's the age range of children served by the program?	5-10, 10-14, 14-18	5-10	5-10, 10-14, 14-18	5-10, 10-14, 14-18
How many days per week and how many hours per day of operation of the program?	4 days/week for ages 5-10 (2.5 hours/day) 2 days/week for ages 10-18 (1.5 hours/day)	5 days/week 2 hours/day	5 days/week 3-3.5 hours/day	5 days/week 3-4 hours/day
Questionnaires completed by: AHC-Literacy and Curriculum Specialist (1 year); CHW-After School Program Manager (4 months); FC-Senior Programs Manager in Education (4 years); PSHH-Director of Education (2 years)				

2. Leadership Self-assessment of Program Organization

Self-assessment of Program Organization					
Self-assessment: Reflect on and rate how well you think your program or site is doing on each item. 1(Not Much) 2 3 4 5 6 7 8 9 10 (A Whole Lot)	AHC	CHW	FC	PSHH	Subtotal (median)
Program Leadership					
Subtotal (median)	6	5	8	9	7
Program Governance					
Subtotal (median)	2	8.5	6.5	8	7.25
Program Structure					
Subtotal (median)	5	6	9.5	8.5	7.25
Staff Characteristics					
Subtotal (median)	8	8	6	8	8
TOTAL	5.5	7	8	8.25	7.5

The focus area of **Program Organization** covers key strengths in leadership, governance, structure, and staff characteristics. Following SEDL’s, observations of high functioning after school programs in the area of program organization:

- **Leadership:** They were characterized by “strong, full-time leaders who recruited quality staff and created positive work environments built on supportive relationships among staff and students.” (p.6). Staff in high quality programs said that “the leaders in their organizations provided staff with appropriate levels of autonomy and showed confidence in their ability to work with students.” (p.7)
- **Governance:** “Staff reported a high degree of satisfaction with their involvement in decision making about the program’s academic components.”
- **Structure:** “Program time is most often organized around four specific activities: academics, homework, enrichment, and snacks. Most programs conducted academic activities 3 to 4 days a week for 45 to 105 minutes a day, on average. Almost every program provided homework assistance and/or tutoring each day, and most sites offered daily enrichment activities and snacks as well.” (p. 13) “Most programs dedicated time and staff to planning, preparation,

assessment, and professional development activities in support of program and site goals.” (p.13).

- “Academic activities address specific learning topics and standards that are linked to the school-day goals, particularly in literacy, math, and science. The majority of sites we visited were observed using staff-developed or adapted academic activities that had obvious links to school day expectations and state standards...A smaller number of programs purchased and used commercially developed curriculum and/or materials, which also were linked to school day expectations and state standards.” (p.14)
- “Programs offer a balance of a wide variety of enrichment activities in addition to academics and homework help. Almost every program in the study offered a variety of enrichment activities, such as arts, crafts, cooking, gardening, health and nutrition, cultural activities, and computer skills, as well as recreation activities, such as sports, dance, drill team, and outdoor games, as enrichment activities.”
- **Staff Characteristics:** Program staff are experienced and highly qualified. “The majority of program staff in the sites we studied had 3 or more years of experience in afterschool programs and had been employed at the current program or site for at least 3 years.” Moreover, the majority had a four-year college degree.

Discussion:

With the exception of AHC, all self-assessments on the program organization focus area and the corresponding ‘best practices’, were on the upper half of the “Quality-O-Meter” rating scale, that is, the self-assessments was mostly positive.

3. Leadership Self-assessment of Academic Programming Practices

Self-assessment of Academic Programming Practices					
Self-assessment: Reflect on and rate how well you think your program or site is doing on each item. 1(Not Much) 2 3 4 5 6 7 8 9 10 (A Whole Lot)	AHC	CHW	FC	PSHH	Subtotal (median)
Goal-oriented Programs					
Subtotal (median)	5.5	6.5	3	8.5	6
Standards-based Learning Activities					
Subtotal (median)	3	5	5	9	5/5.5
Research-Based Curriculum and Instructional Practices					
Subtotal (median)	2	4	3	9	3.5
TOTAL	3	5	3	9	4

“Most of the afterschool programs...specifically focused on students who were struggling academically.”

All of the programs used evidence-based practices to encourage and facilitate student learning. Three common components for quality academic programming emerged...:

- goal-oriented programs
- standards-based learning activities
- research-based curriculum and instructional practices.” (p.23)

The focus area of academic programing practices covers key strengths in goal-oriented programs, standards-based learning activities and research-based curriculum and instructional practices. Following SEDL's, observations of high functioning after school programs in the area of academic programing practices:

- “Programs intentionally set specific, well-articulated instructional goals based on students’ academic data. These goals were written and shared with all staff so that everyone understood what they were trying to accomplish academically with students.” (p.24)
- “Program leaders and staff regularly communicate with school-day staff...The intent of the contact was to keep an integrated focus on academic achievement goals.” (p.24)
- “Program leaders are knowledgeable about [state or national] standards and purposeful in ensuring that standards-based learning activities are being provided.” (p. 27)
- “Afterschool program staff appeared knowledgeable about linking the curriculum to standards and were purposeful in the delivery of the standards-based curriculum.” (p. 27)
- “Programs intentionally used research-based strategies and practices to enhance student academic achievement. [For example,] programs focused on enhancing literacy skills incorporated practices such as read aloud and literacy circles/groups to improve specific reading skills, including language fluency, vocabulary development, comprehension, and interpretation.” (p. 31)
- “Programs use homework and tutoring assistance to develop increased academic knowledge and skills as well as youth development skills. These programs provide direct academic assistance to meet the needs of students, either individually or in cooperative, collaborative groups. A number of the sites paid particular attention and time to strengthening students’ study skills, work habits, and organizing practices.” (p. 32)

Discussion:

With the exception of PSHH, all self-assessments on the academic programing practices focus area and the corresponding ‘best practices’, were on the lower half of the “Quality-O-Meter” rating scale, that is, the self-assessments were mostly negative. Possible explanation, PSHH has strong partnerships with schools.

4. Leadership self-assessment of Supportive Relationships

Self-assessment of Supportive Relationships					
Self-assessment: Reflect on and rate how well you think your program or site is doing on each item. 1(Not Much) 2 3 4 5 6 7 8 9 10 (A Whole Lot)	AHC	CHW	FC	PSHH	Subtotal (median)
Professional Development					
Subtotal (median)	5	5.5	8.5	8	6.75
Building and Maintaining Relationships					
Subtotal (median)	5	7	8.5	9	7.75
Peer Collaboration and Cooperative Learning					
Subtotal (median)	6	7	8	9	7.5
Family Engagement					
Subtotal (median)	7	8	9	10	8.5
Community Connections					
Subtotal (median)	7	8	5	10	7.5
TOTAL	6	7	8.5	9	7.75

“The afterschool programs in this study were adept at building supportive relationships that ultimately benefited all stakeholders. Positive relationships with school-day personnel, families, community members, and between and among program staff and students helped the programs thrive.” (p.35)

- “Programs use informal communication to create a strong foundation with the school-day program. The most common link reported and observed between afterschool program staff and school-day staff was communication in the form of brief discussions or the exchange of notes about a student’s academic progress or behavior. Program staff reported that this type of communication occurred frequently— almost daily, in fact—and in a mainly informal way. Homework was the topic most often mentioned as the main reason for this contact.” (p. 36)
- “Full-time site coordinators link to the school-day program through the sharing of goals and frequent progress reports. Another common link to the school day involved informally sharing program goals and progress reports about student achievement... In addition, all the school-based programs and most of the community-based programs that we studied sought input from schoolday staff to fine-tune academic learning activities.” (p.36)
- “School-day and afterschool programs collaborate on curriculum planning and development to strengthen continuity around student learning... [P]rograms that provided students with a sense of continuity between their school-day ...instruction and afterschool ...enrichment.” (p. 36)
- “Program and site staff often expressed a need to enhance the knowledge and skill level of afterschool staff in a variety of areas. Budgets and staff time for professional development presented a challenge for most programs. Part-time, hourly-wage employees staffed the majority of the programs we visited. Thus, the amount of time available for staff to participate in typical professional development was limited, as was the program budget to fund staff development.” (p. 40)
- “Professional development for instructional staff addresses general rather than academic topics. Professional development for instructional staff, according to surveys and interviews, was reported as most often addressing such topics as behavior management, record keeping, and health and safety, all of which are necessary for quality program operation. A few programs

reported tailoring professional development for instructors to address the specific needs of the student populations they served— needs such as language development and related issues.” (p.41)

- “Adults and students develop positive personal and educational relationships, which provide motivation for students to expand their learning and do well in school.” (p. 44)
- “Staff have high expectations for students’ academic performance, behavior, and democratic participation in the program.” (p.44)
- “The programs...offered a wide range of activities that maintained student interest and encouraged students’ continued participation.” (p. 44)
- “Collaborative activities with peers and others provide positive motivation for students to improve academically, attend school more regularly, and adhere to acceptable behavior standards. Almost all the programs studied offered enrichment activities in which youth worked with peers and cooperated in various groupings to develop, create, and practice social skills.” (p. 48)
- “Programs regularly encourage families to volunteer on-site. More than half of the programs regularly encouraged families to volunteer on-site in some capacity. Likewise, similar numbers of families indicated they were invited to volunteer in their child’s program at least once a month. These volunteer opportunities included providing classroom support or expertise in an area and chaperoning at events and on field trips. However, despite efforts to encourage volunteering, actual family involvement as volunteers was low across all 53 programs we studied. Staff suggested that the main reason for the low levels of volunteering was that most family members worked, often at multiple jobs, making it difficult for them to spend time at the site. In addition, staff interviews suggested that language issues and family members’ own less-than favorable experiences in school also had a limiting effect on volunteer rates.” (p. 51)
- “Programs offer programming for families to increase their involvement. To help families feel welcome, some programs offered evening and weekend classes designed for adults or families...A few programs offered special events at times and locations convenient to families. In addition, some programs, operated a range of programs to strengthen job, life, and parenting skills and to build the capacity of families to support students’ education.” (p.51)
- “Site coordinators and program staff use a variety of formal and informal means to share program and student information with families. Staff and families consistently reported that programs provided language appropriate communication in written documents, formal meetings, and informal contact situations to disseminate information to families and to encourage them to volunteer. Formal communication between program staff and families included monthly/ bimonthly newsletters; program orientations at the start of the year; family nights; community outreach activities (e.g., potlucks and student performances); afterschool nights, usually with a specific focus; letters, notes, and phone calls regarding student progress, attendance, or behavioral issues; and individual scheduled meetings as needed (although many programs did not schedule regular formal meetings with families).” (p.51)
- “Families’ perceptions of program efforts to share information and promote participation are mostly favorable. Families gave high marks to their interaction, both formal and informal, with program staff. In addition, some family members indicated that staff interactions and behavior clearly showed that staff cared about their children. Families also gave high marks to program efforts to communicate information about the program and individual students. A strong majority of families surveyed indicated receiving some form of information about the afterschool

program on a regular basis. Overall, families thought that the programs made an effort to encourage their participation and to keep them abreast of program rules and practices.” (p.52)

- “Families consider the program to be of high quality. Families reported that they thought the afterschool programs their children attended were of high quality. Surveys at all sites during the period of the study showed a very high degree of family satisfaction and support for the quality of the afterschool programs. In particular, families reported that their children who participated in the programs showed improved behavior, increased attention to school assignments, more interest in learning, and an increased desire to attend both school and the afterschool program.” (p. 52)
- “Mentoring and tutoring are popular ways for community groups, businesses, and individuals to support afterschool programs. A large number of the programs and sites we visited reported that individuals or groups from the community volunteered as mentors and tutors, providing both academic and recreational assistance for individuals and small groups.” (p. 55)

5. Leadership Self-assessment of Achieving Program Outcomes

Self-assessment of Achieving Program Outcomes					
Self-assessment: Reflect on and rate how well you think your program or site is doing on each item. 1(Not Much) 2 3 4 5 6 7 8 9 10 (A Whole Lot)	AHC	CHW	FC	PSHH	Subtotal (median)
Accountability					
Subtotal (median)	7	8	7	10	7.5
TOTAL	7	8	7	10	7.5

“The programs we studied acknowledged their need and desire to be accountable for program outcomes. They were able to report positive results in several areas based on various internal and external evaluation methods used to measure their efforts. The goal was continuous program improvement and a way to communicate their results to their stakeholders.” (p. 59)

- “All the programs we studied reported positive impacts on student outcomes, such as attendance and learning... Noteworthy was that staff perceived their programs as positively affecting school-day success... In general, the program successes staff shared with our teams highlighted the transformational potential of afterschool programs to improve students’ study skills, attitudes, and behavior as well as their self esteem and social competencies.” (p.60)
- “Families perceive and attribute student improvements to the afterschool programs. Families from all of the programs in the study reported that their child’s participation in the program resulted in improved academic skills, increased interest in specific content areas and school-day work in general and improved on-time completion of homework.”
- “Programs conduct formal and/or informal internal evaluations. Virtually all of the programs in the study reported using both formal and informal internal evaluations. The methods of internal evaluations observed included informal conversations between afterschool staff, school-day staff, and families; the formal administration of surveys to staff, students, and families; and the tracking of school-day test scores, grades, behavior, and attendance records.” (p.61)

- “Programs using commercial academic products did report some use of pre-testing and post-testing, usually provided by the product developer, to measure the success of the learning program.” (p.61)
- “Community-based programs’ internal evaluations sought feedback via surveys of families, staff, students, and school-day teachers. These programs also appeared to use the results of these evaluations for program improvement more than school-based programs did.” (p. 61)
- “Programs employ an external organization to conduct evaluations. About one third of the programs we visited conducted external evaluations and reported using multiple sources of information as input for these evaluations. The types of data included some formal pre-post testing, school-day teacher evaluations, comparison groups, surveys, focus group discussions, and observational assessments. School-day information, when available, included report card grades, standardized test results, behavior reports, and attendance records. In interviews and observations, a majority of the programs provided little evidence that formal external evaluations were used to guide decisions on program improvement because the data were often not provided in user-friendly formats.” (p. 62)

6. Featured After School Program

People’s Self Help Housing “Camino Scholars” After School Program^{liv}

Camino Scholars was founded 21 years ago to assist primarily low-income, Spanish-speaking households in addressing the challenges their families faced in helping their children in their academic endeavors. Camino Scholars is a highly adaptive afterschool and summer/supplemental program operated by the Education department of People’s Self Help Housing. Camino Scholars is funded through grants, school district contracts and the generous donations of the local community. The communities served by the program range from rural and primarily agricultural to moderately populated cities such as Santa Barbara and Santa Maria. Camino Scholars currently operates 9 learning centers across three counties and provides unique learning experiences tailored to the needs of these communities’ most under resourced students.

Camino Scholars program development is informed by feedback from students, families, teachers, learning center Educators, and stakeholders. Educators communicate with teachers as needed, on an ongoing and ad hoc basis, and participate with parents and teachers in parent/teacher conferences which allows for timely adjustments to student curriculum and instruction, helping students to overcome academic challenges before they contribute to the inhibition of overall student learning.

School District and Camino Scholars administrators meet regularly to discuss program modifications, outcomes, and outputs. Collective challenges are brought to the monthly department and regional staff meetings, where program staff assess program quality and assess how the program can better meet the needs of participants before implementing changes at each learning center. This collective problem solving provides ongoing professional development for Educators and serves as the incubation chamber for planning and development of program improvements. Educators and administrators then implement the action plan, taking time to reflect on progress along the way.

Educators and teachers provide guidance to students experiencing conflict and enhance conflict resolution skills through assignments in which students must make collective decisions. Students will strengthen collaboration and critical thinking skills through group activities which reinforce their sense of community and establish the classroom environment as a support network. Enrichment activities in

science, art, music, cooking and crafting build critical thinking proficiencies by emphasizing the benefits of diversity in problem-solving, bolstering self-esteem through recognition of individual efforts, and highlighting the unique strengths students brings to the project individually and collectively. Camino Scholars Educators place a high level of importance on incorporating alternative and creative therapies, including mindfulness practice, music education, outdoor play therapy and field trips, and classroom games which stimulate creativity, confidence, and emotional resiliency. In the summer, students take field trips to locations where they can experience and learn about health enhancing services and goods, such as the local pool or one of the many local farms.

Camino Scholars also partners with community-based organizations such as the Santa Barbara County Food Bank to provide a monthly Kids' Farmers Market where students help to prepare a fresh and healthy meal that is eaten together and get to select fresh and healthy foods to take home with them at the end of the day. In addition, the California Department of Justice's Youth Beverage Consumer Education and Research Fund grant has enhanced our nutritional curriculum. Program Educators join students in physical activities and meditation. Guest lecturers and instructors often provide supplemental learning series in music and arts, building students' cognitive processing, creative thinking skills, and strengthening their ability to work in a collaborative environment. The goal of Camino Scholars is to help our students realize and recognize their potential through hands on learning and enriching learning experiences so they can move forward to a brilliant future. This is the Camino Scholars legacy.

PART II

7. After School Staff Survey

Onsite staff at the after-school programs in the housing communities are at the frontline in the effort to manage the implementation of the i-Ready Program. “The importance of this role cannot be understated, as the success of any program depends on the ability of personnel to oversee implementation and attend to challenges as they arise^{lv}.” But it is not just that. Onsite staff are at the frontline of relationship-building. As Benjamin and Campbell (2014) noted, “the work done by [frontline] staff members extend beyond the simple task of program delivery. Nonprofit workers spend time getting to know the people they serve. They take time to adapt services to meet particular needs. They work with participants to identify outcomes that will be relevant and meaningful to those participants. They connect participants to resources that are available outside their own organization. Not only is all of this work instrumental to achieving program outcomes, but it can also lead to beneficial outcomes that program-centric models are ill equipped to anticipate.^{lvi}”

Onsite staff not only supported the implementation of the after-school program, but also played a critical role in engaging students and parents (and sometimes local school staff) to help build a culture of educational success in the housing communities.

After School Staff with students enrolled in their i-Ready reading program were invited to participate in an online survey -using SurveyMonkey-with the following message:

This school year, you have had the opportunity to participate in the implementation of the i-Ready program, as part of your community's efforts to support student academic achievement and lifelong success during the afterschool hours. The overall intent of these programs is to help children improve their literacy levels—including their ability to read. As we reach the latter part of the 2022-2023 school

year, we invite you to complete this survey. It is designed to collect your experiences with, and perspectives about, the i-Ready program and your community's efforts to support the academic success of all residents. Your feedback is very important. It provides us with key information about what you think of our programs and helps us make informed decisions about improvements; it also helps us identify areas where we are doing a good job.

Completed Staff Surveys^{lvii}			
Q1 State and HPAS Organization	Number of After School Program (ASP) Sites	Number of ASP Sites with staff who completed surveys	Number of staff who completed surveys
TX	15	8	31
<i>Foundation Communities</i>			
CA	27	18	20
<i>Community HousingWorks (CHW)</i>	15	10	10
<i>People Self Help Housing (PSHH)</i>	12	8	10
NV	5	5	6
<i>Nevada HAND</i>			
VA	6	3	3
<i>AHC Inc.</i>			
RI	3	2	2
<i>Blackstone River Valley (NWBRV)</i>			
TOTAL	56	36	62

62 Staff Respondents

- 31 respondents (or 50%) were staff from TX (all from Foundation Communities). They covered 8 ASP sites with multiple staff at each site, ranging from 2 to 7.
- 20 respondents (or 32%) were staff from CA (10 from CHW or 16% + 10 from PSHH or 16%)
- 51 respondents (or 82%) were staff from TX and CA.
- The remaining 11 respondents (or 18%) were staff from NV, VA, and RI (6 from Nevada HAND or 10% + 3 from AHC Inc. or 5% + 2 from NWBRV or 3%)

8. i-Ready Reading Program^{lviii}

- a. For how many months of the school year did you oversee use of the i-Ready® Reading program?

For how many months of the school year did you oversee use of the i-Ready® Reading program?		FC
All or part of fall 2022	2 (3%)	2 (7%)
All or part of spring 2023	8 (13%)	5 (16%)
Both fall 2022 and spring 2023	51 (82%)	23 (74%)
No Answer	1 (2%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

The vast majority (82%) of the after school program staff managed the implementation of the i-Ready reading program during the entire school year.

b. Approximately how much time each week did you spend overseeing use of the i-Ready® Reading program?

Approximately how much time each week did you spend overseeing use of the i-Ready® Reading program?		FC
30 minutes or less each week	5 (8%)	4 (13%)
Between 31 and 60 minutes each week	35 (57%)	21 (68%)
More than one hour, and less than two hours	8 (13%)	4 (13%)
2-3 hours	11 (18%)	2 (7%)
5+ hours	3 (5%)	0 (0%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

It seems that overseeing the use of the i-Ready Reading program represented a relatively small part of the time spent by the staff running the after school programs. Almost two-thirds of the staff reported spending one hour or less overseeing i-Ready per week.

c. Children improved their ability to read words (decoding words).

Children improved their ability to read words (decoding words).		FC
Significant	16 (26%)	7 (23%)
Somewhat	39 (63%)	19 (61%)
Unable to rate	1 (2%)	1 (3%)
Very limited	6 (10%)	4 (13%)
Not at all	0 (0%)	0 (0%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

Almost 90% of the staff reported that i-Ready had a positive impact in helping children improve their ability to read words (i.e., decoding).

d. Children improved their ability to understand what they read (reading comprehension).

Children improved their ability to understand what they read (reading comprehension).		FC
Significant	11 (18%)	6 (19%)
Somewhat	34 (55%)	14 (45%)
Unable to rate	2 (3%)	1 (3%)
Very limited	15 (24%)	10 (32%)
Not at all	0 (0%)	0 (0%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

Almost three-quarters of the staff reported that i-Ready had a positive impact in helping children improve their ability to understand what they read (i.e., reading comprehension). Almost one-quarter of the staff reported that it had a very limited impact.

e. Children improved their speaking abilities.

<i>Children improved their speaking abilities.</i>		FC
Significant	21 (34%)	9 (29%)
Somewhat	24 (39%)	10 (32%)
Unable to rate	3 (5%)	2 (7%)
Very limited	12 (19%)	8 (26%)
Not at all	2 (3%)	2 (7%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

Almost three-quarters of the staff reported that i-Ready had a positive impact in helping children improve their speaking abilities. Almost one quarter of the staff reported that it had a very limited/not at all impact.

f. Children were motivated to use the program.

<i>Children were motivated to use the program.</i>		FC
Significant	9 (15%)	4 (13%)
Somewhat	24 (39%)	11 (36%)
Unable to rate	0 (0%)	0 (0%)
Very limited	14 (23%)	8 (26%)
Not at all	15 (24%)	8 (26%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

After school site staff were divided on their opinions regarding how motivated children were to use the program. Fifty-four percent reported that children were motivated to use i-Ready vs. forty-seven percent who reported that children were not motivated (very limited+not at all) to use the program.

g. Children enjoyed using the program.

<i>Children enjoyed using the program.</i>		FC
Significant	5 (8%)	1 (3%)
Somewhat	24 (39%)	13 (42%)
Unable to rate	1 (2%)	1 (3%)
Very limited	21 (34%)	9 (29%)
Not at all	10 (16%)	6 (19%)
No answer	1 (2%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

After school site staff were divided on their opinions regarding how much children enjoyed using the program. Forty-seven percent reported that children enjoyed (significantly+somewhat) using i-Ready vs. fifty percent reported that children did not enjoy (very limited+not at all) using the program.

h. Children spoke with you positively about their progress with the program.

<i>Children spoke with you positively about their progress with the program.</i>		FC
Significant	10 (16%)	5 (16%)
Somewhat	24 (39%)	10 (32%)
Unable to rate	0 (0%)	0 (0%)
Very limited	14 (23%)	7 (23%)
Not at all	14 (23%)	9 (29%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

Fifty-five percent of the after school site staff reported that children spoke positively about their progress with i-Ready. In contrast, forty-six percent reported that children spoke little to not at all regarding their progress with the program.

i. Children spoke with you frustrated about their progress with the program.

<i>Children spoke with you frustrated about their progress with the program.</i>		FC
Significant	18 (29%)	10 (32%)
Somewhat	20 (32%)	12 (39%)
Unable to rate	0 (0%)	0 (0%)
Very limited	21 (34%)	7 (23%)
Not at all	2 (3%)	1 (3%)
No answer	1 (2%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

More than sixty percent of the after school site staff reported that children were frustrated about their progress with i-Ready. In contrast, less than forty percent reported that children spoke little to not at all about being frustrated with their progress with the program.

j. Children spoke with one another positively about their progress with the program.

<i>Children spoke with one another positively about their progress with the program.</i>		FC
Significant	9 (15%)	6 (19%)
Somewhat	18 (20%)	7 (23%)
Unable to rate	3 (5%)	2 (7%)
Very limited	18 (29%)	8 (26%)
Not at all	13 (21%)	7 (23%)
No answer	1 (2%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

Only 35% of the after school site staff reported that children spoke with one another positively about their progress with i-Ready. In contrast, 50% of the staff reported that children spoke with one another frustrated about their progress with i-Ready.

k. Children spoke with one another frustrated about their progress with the program.

<i>Children spoke with one another frustrated about their progress with the program.</i>		FC
Significant	8 (13%)	5 (16%)
Somewhat	23 (37%)	14 (45%)
Unable to rate	3 (5%)	2 (7%)
Very limited	20 (32%)	7 (23%)
Not at all	8 (13%)	3 (10%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

l. The software's reports were useful for sharing information about the children's progress with their parents (guardians).

<i>The software's reports were useful for sharing information about the children's progress with their parents (guardians).</i>		FC
Very much	28 (45%)	10 (32%)
Somewhat	19 (31%)	9 (29%)
Unable to rate/Did not use	9 (15%)	7 (23%)
Very limited	4 (6%)	3 (10%)
Not at all	2 (3%)	2 (7%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

Three-fourths of the after school staff agreed that the software's reports were useful for sharing information about the children's progress with their parents.

m. What do you consider the greatest strength of this program for children in your community or communities?

What do you consider the greatest strength of this program for children in your community or communities? (open-ended responses)
<p>CA-CHW</p> <ul style="list-style-type: none"> • It's ability to adapt to the children's reading level. • Give them the opportunity to learn on their own time. It's fun for them to learn online. • The easy access to use and understand the program. Very kids friendly! • The ability to adapt to their needs and meet students where they are academically. • The ability to hear the words and the students can then sound them out.

- The greatest strength of this program is that fact that we are able to get a better understanding of how we can better support our students.
- The ease of using it and navigating it. The coins they earn to play games and the breaks during the diagnostic.
- It helps the students become better readers and learn more.
- The greatest strength of this program is to help students to improve their social skills by participating in different activities. The program also helps students to find new talents as we practice STEAM, art, and other academic activities.
- I see how they get better on the way they read, and how they express themselves.

CA-PSHH

- I feel like children are getting better at reading/math using i-Ready.
- Helps the students stay on track and refresh their reading and math skills so they can continue to excel in both subjects.
- Somewhat undivided individual attention to reading/math at their own pace, not comparative practice or homework assignments.
- The greatest strengths of this program is having the ability to change/adjust the lessons for each student, although the diagnostic helps us see the levels and lessons each student needs to work on and assigns them sometimes they are too easy or a bit more difficult for them. I love having the ability to teacher assign lessons to my students, things such as a quick refresher about a topic before continuing the more challenging lesson etc. The lessons for both subjects also seem to be fairly interesting, engaging and age/grade appropriate.
- The reports that we can share with the community.
- It's easy to navigate and work is being done at their level.
- The greatest strength of this program is that without it they would not spend extra time at home working on math and reading besides assigned homework.
- I-Ready is easy for students to understand and adapts to students' levels as they progress throughout the year.

TX

- Individualized instruction for each child. Both at school and in the Learning Center, it is usually not possible to work one on one with every single student.
- Gives them the option to grow in their reading/writing skills with at home practice.
- It can help them learn to read
- It's well-structured and makes tracking children's progress relatively easy.
- Helps with reading comprehension to a certain level
- I can see where they are academically.
- Students using technology and building computer literacy. Students understanding the function of using technology to help with academic needs.
- Having students to read for at least 15 minutes a day.
- Shows them how to use technology
- The greatest strength would be that they learn a different way.
- Additional help for the student but also a fun way to learn
- Diverse safe and fun environment.
- Provides a pre-made curriculum to practice skills that is almost 100% hands off
- The data tracking
- the animation of the app
- It helps them improve on their own speed
- Improving speaking and reading
- Helping them progress in their use in reading and technology

- I think that the platform provides benefits. Students enjoy learning when technology is involved. The inclusion of games is also very motivating.
- It helps the students with their reading and math skills. The reports were true and honest which helped us understand where the kids level knowledge was. Overall, I think I-Ready was well formatted for both the kids and the teachers to see.
- I think that I-ready provides children with more opportunities to learn outside of the classroom. This can help them catch up in school or get ahead.
- Great for social emotional learning.
- They were able to start reading.
- Advance learning
- The challenging questions during diagnostics. Being able to see their progress and grade level they received on the diagnostics.
- They follow instructions.
- It is a helpful tool to help students get used to technology in classroom
- Gives them a positive and fun experience with reading and math. Much less monotonous than worksheets.

RI

- Easy access

NV

- The program helps children improve in reading and math
- Extra practice for them to improve in reading and math.
- In our community I observed that the children were more engaged and fostered positive relationships with each other. They also came to me with a lot of questions because they felt comfortable with their environment. The children really enjoyed the Math portion of the i-Ready program.
- No timing lessons and children can enjoy the mental breaks during each session.
- The staff

VA

- The children enjoy the games.
- I believe that the greatest strengths are that they make literature accessible and also presents visuals for students. The students need visuals to learn and i-Ready is able to present that with age appropriate material. Looking at the scores and creating initiatives for lessons being passed over a certain benchmark allows students to keep their motivation.
- Teaching the codes and learn how to read

n. Would you like to share anything else about you and your students' experience using the i-Ready® Reading program?

Would you like to share anything else about you and your students' experience using the i-Ready® Reading program? (open-ended responses)

CA-CHW

- I love to work with I-ready, it is a good guide to support students, the diagnostic helps a lot to orient families and teachers.
- I noticed a huge improvement in the students, all of them improved their scores and about 50% of the students change from one or two grade levels at the end of the school year.
- They get bored easily and they want to rush through it. Some of our students have been using for several years, and they want change or variety.

CA-PSHH

- We have enjoyed helping the kids see i-Ready as a positive aspect in their learning paths. The kids have enjoyed i-Ready so far.

TX

- The students do not like it, it is like pulling teeth to get them to use it, it feels much like the "we have to" of standardized testing. This would work really well in a school setting, but it is not fun and stimulating enough for students to care at all about it in an after school setting. They do not try. Students just try to pass the minutes or complete it because of prize incentives. I do not like to use it.
- Students lack of improvement is due HIGHLY to the repetitiveness of the ready program.
- Many would become apathetic after a while due to the frequency of it.
- I love it!
- Support them and help them but let them figure out the answer
- I-ready might be more useful/successful if it were consequential to our program and what we do academically with our students.

NV

- I'm just starting with the program, but I hope to have more experience in the future.
- That the students feel proud of their accomplishments, and they have showed off their grades from school and compared that they have increase in math proficiency.
- Being resourceful to the children is important. For them to see you around ready to support.

9. Building a culture of educational success**a. Approximately how much time did you invest in outreach to parents to get them involved, and sustain that involvement?**

Approximately how much time did you invest in outreach to parents to get them involved, and sustain that involvement? (enter approximate total hours for school year)/(open-ended responses)		FC
None	15 (24%)	13 (42%)
1-9 hours	14 (23%)	7 (23%)
10-19 hours	8 (13%)	2 (7%)
20-29 hours	0 (0%)	0 (0%)
30-39 hours	4 (6%)	1 (3%)
40-49 hours	3 (5%)	0 (0%)
50+ hours	8 (13%)	1 (3%)
No answer	10 (16%)	7 (23%)
TOTAL	62 (100%)	31 (100%)

Approximately one quarter of the staff reported that they did not invest time outreaching to parents to get them involved and sustain that involvement. Almost another quarter reported that they invested 1-9 hours per school year outreaching to parents to get them involved and sustain that involvement. 21% reported that they invested 10-49 hours per school year and 13% invested 50 hours or more.

Time spent doing outreach to parents to get them involved and sustain that involvement seems overall quite marginal to the work of the after school staff. This may be related to (1) how many are working only on a part-time basis and (2) not clear if question is about outreach for parent involvement in the over all delivery of the after school program or just i-Ready.

NOTE: 13 out of the 15 staff reported that they did not invest in outreach to parents to get them involved, and sustain that involvement were from Foundation Communities (FC). The time invested in outreach to parents to get them involved and sustain that involvement by the other HPAS organizations was considerably higher.

b. If you have worked on parent outreach during the 2022-2023 school year, please briefly name the kinds of strategies you've used in your attempts to engage parents.

If you have worked on parent outreach during the 2022-2023 school year, please briefly name the kinds of strategies you've used in your attempts to engage parents. (open-ended responses)
<p>CA-CHW</p> <ul style="list-style-type: none"> • 80 hours/school year on parent outreach, including: phone calls, text messages, door knocking, flyers, newsletters • 40 hours/school year on parent outreach, including: 1:1, text, flyers, orientation • 100 hours/school year on parent outreach, including: 1:1 in person, phone calls, engagement activities like family nights, etc. • 10 hours/school year on parent outreach, including: text, phone calls, door knocking and family nights • 44 hours/school year on parent outreach, including: Phone calls, door knocking, inviting them to events for ASP, prizes etc. • 45 hours/school year on parent outreach, including: Flyers, text message, phone calls, emails • 35 hours/school year on parent outreach, including: Phone calls, text messages, email, flyers, newsletters, door knocking • 6 hours/school year on parent outreach, including: Door knocking, calling parents, setting up flyers in common areas (ex: laundry mat, office, parking space), and holding open house • 15 hours/school year on parent outreach, including: one helpful strategy that the staff used to make parents be part of the learning of the students was to invite them to a monthly event and talk about the academic progress of the students. • 38 hours/school year on parent outreach, including: I had call them, I had talked to them, I had sent a letter to them.
<p>CA-PSHH</p> <ul style="list-style-type: none"> • 2 hours/school year on parent outreach, including: Flyer, In person conversation, Parent Meeting • 1 hour/school year on parent outreach, including: In person talk during pick-up and stopping in for their kids in programs. • 50 hours/school year on parent outreach, including: Parent conferences, open houses, home projects, holiday parties, asking for volunteers, • 100 hours/school year on parent outreach, including: Door to door knocking, texts, phone calls, one on one meetings, parent meetings, open house, pumpkin patch • 5 hours/school year on parent outreach, including: - parent meetings - individual talks about students' improvement -quick reminders in person and by text of what their children are working on

- 10 hours/school year on parent outreach, including: During the year school set up at least three parents meeting, sent parents the diagnostic result, and shared all the successful events with iready.
- 2 hours/school year on parent outreach, including: flyers and conferences
- Did not specify the number of hours/school year on parent outreach, including: Printing and distributing print-out of diagnostic reports.

TX

- 1 hour/school year on parent outreach, including: We explain the program to them during orientation, and provide them with their children's login information.
- 5 hours/school year on parent outreach, including: Flyer Information One on One presentation/meeting
- Did not specify the number of hours/school year on parent outreach, including: I've had parents to practice reading out loud with their kids at least 15 minutes. Also to let them know what they just read.
- 0 hours/school year on parent outreach, including: updates on testing levels and student advancements
- 100 hours/school year on parent outreach, including: Emails, texts and in person communication.
- 1 hour/school year on parent outreach, including: Flyers, text messages, phone calls
- 5 hours/school year on parent outreach, including: Robo calls, emails, texts, flyers
- 2 hours/school year on parent outreach, including: Sending flyers home, talking to parents during pickup, answering questions
- 30 hours/school year on parent outreach, including: I always start with something positive and then bring up what can improve and how they're doing with everything through the program
- 0 hours/school year on parent outreach, including: Didn't get to do this, but would have liked the opportunity.
- 15 hours/school year on parent outreach, including: Communication with parents in person
- 0 hours/school year on parent outreach, including: I did not work in parent outreach
- 15 hours/school year on parent outreach, including: Talk about progress when the kids are getting picked up.
- 5 hours/school year on parent outreach, including: Talked to parents and shared students' log in info.
- 2 hours/school year on parent outreach, including: Sent home flyer with info about the program and login info for their students

NV

- 10 hours/school year on parent outreach, including: I am new to programming, I have not had much experience working with parents, but these 2 months that I have been working with the children, I have tried to send the parents information about the program.
- 10 hours/school year on parent outreach, including: Phone calls, emails, in-person conversations
- 2 hours/school year on parent outreach, including: Having one on one conversations with parents and had a presentation about I-Ready.
- 75 hours/school year on parent outreach, including: Parent Orientation at the beginning of the school year in Fall, Monthly parent meetings to go over progress. I also email the parent to update on progress.
- 60 hours/school year on parent outreach, including: Family activities or during the times we offered free meals. Also during 1-1 meetings to request resources.

<ul style="list-style-type: none"> • 36 hours/school year on parent outreach, including: Email notifications Door to door recruitment Planning meetings Zoom informational sessions
VA <ul style="list-style-type: none"> • 50 hours/school year on parent outreach, including: Spoke to parents about the program. • 12 hours/school year on parent outreach, including: In order to engage parents we have monthly parent engagement nights were the parents come and talk to us and we inform them of their students' growth and were they need to grow and how we can both assist them. • 12 hours/school year on parent outreach, including: different workshop how to read to the kids, engagement with police officers, nature walks and we talked with parents every day

c. Approximately how many parents in your community or communities are serving as volunteers to support the after-school program?

Approximately how many parents in your community or communities are serving as volunteers to support the after-school program? (open-ended question)		FC
No parent volunteers	35 (57%)	23 (74%)
One parent volunteer	5 (8%)	1 (3%)
Two parent volunteers	10 (16%)	1 (3%)
Three parent volunteers	3 (5%)	2 (7%)
Four parent volunteers	2 (4%)	0 (0%)
Five parent volunteers	2 (4%)	0 (0%)
No answer	5 (8%)	4 (13%)
TOTAL	62 (100%)	31

Close to 60% of the staff reported that there were no parents in their communities serving as volunteers in support the after-school program. A little over one-third reported that they had 1-5 parents serving as volunteers to support the after-school program.

The scant participation of parent volunteers in support of the after school program may be related to the time staff spent doing outreach to parents to get them involved and sustain that involvement. This goes back to the issue of (1) how many staff are working only on a part-time basis and (2) not clear if the question was about parent volunteers helping with the overall running of the after school program or just i-Ready.

NOTE: 23 out of the 35 staff who reported that there were no parents in their communities serving as volunteers in support the after-school program were from Foundation Communities (FC). The number of parents serving as volunteers reported by the other HPAS organizations was considerably higher.

d. I was able to successfully explain the importance of using the program to participating families.

I was able to successfully explain the importance of using the program to participating families.		FC
Strongly Agree	20 (32%)	7 (23%)
Agree	27 (44%)	13 (42%)

Neither Agree nor Disagree	8 (13%)	5 (16%)
Disagree	4 (6%)	3 (10%)
Strongly Disagree	1 (2%)	1 (3%)
No answer	2 (3%)	2 (7%)
TOTAL	62 (100%)	31 (100%)

Three quarters of the staff responded that they were able to successfully explain the importance of using the program to participating families.

e. Parents (or guardian) expressed an interest in their children's progress with the software.

<i>Q9i Parents (or guardian) expressed an interest in their children's progress with the software.</i>		FC
Significant	6 (10%)	0 (0%)
Somewhat	15 (24%)	5 (16%)
Unable to rate	12 (19%)	9 (29%)
Very limited	18 (29%)	10 (32%)
Not at all	11 (18%)	7 (23%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

One third of the staff responded that parents expressed an interest in their children's progress with the software. One fifth of the staff responded that they were unable to rate the parents' interest and almost half of the staff responded that parents expressed little to no interest in their children's progress with the software.

f. Parents (or guardian) asked you questions about his/her children's progress with the software.

<i>Parents (or guardian) asked you questions about his/her children's progress with the software.</i>		FC
Significant	5 (8%)	0 (0%)
Somewhat	16 (26%)	5 (16%)
Unable to rate	9 (15%)	7 (23%)
Very limited	13 (21%)	8 (26%)
Not at all	19 (31%)	11 (36%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

One third of the staff responded that parents asked them questions about their children's progress with the software. 15% of the staff responded that they were unable to answer this question. More than half of the staff responded that parents asked them little or nothing at all regarding their children's progress with the software.

g. Educational milestones are recognized in our community/ies on a regular basis

<i>Educational milestones are recognized in our community/ies on a regular basis</i>		FC
Mostly true	20 (32%)	9 (29%)
Very true	21 (34%)	10 (32%)
Somewhat true	13 (21%)	7 (23%)
A little true	5 (8%)	3 (10%)
Not true at all	1 (2%)	1 (3%)
No answer	2 (3%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

Almost 90% of staff responded that educational milestones were recognized in their communities on a regular basis.

h. Educational milestones are celebrated in our community/ies on a regular basis

<i>Educational milestones are celebrated in our community/ies on a regular basis</i>		FC
Mostly true	22 (36%)	11 (36%)
Very true	20 (32%)	9 (29%)
Somewhat true	11 (18%)	6 (19%)
A little true	5 (8%)	3 (10%)
Not true at all	2 (3%)	1 (3%)
No answer	2 (3%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

Almost 90% of the staff responded that educational milestones were celebrated in their communities on a regular basis.

i. As staff we understand that it is important for students to explore college and career opportunities at an early age

<i>As staff we understand that it is important for students to explore college and career opportunities at an early age</i>		FC
Mostly true	22 (36%)	12 (39%)
Very true	33 (53%)	15 (48%)
Somewhat true	4 (6%)	2 (7%)
A little true	1 (2%)	1 (3%)
Not true at all	0 (0%)	0 (0%)
No answer	2 (3%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

Almost 90% of the staff responded that they understand that it is important for students to explore college and career opportunities at an early age.

j. Staff and former students serve as role models for attending college to our after-school participants

<i>Staff and former students serve as role models for attending college to our after-school participants</i>		FC
Mostly true	16 (26%)	6 (19%)
Very true	32 (52%)	19 (61%)
Somewhat true	5 (8%)	1 (3%)
A little true	3 (5%)	2 (7%)
Not true at all	4 (6%)	2 (7%)
No answer	2 (3%)	1 (3%)
TOTAL	62 (100%)	31 (100%)

Almost 80% of the staff responded that staff and former students serve as role models for attending college to after-school participants.

10. Online, In-person, and Hybrid learning

a. Children improved their ability to use technology.

<i>Children improved their ability to use technology</i>		FC
Significant	30 (48%)	14 (45%)
Somewhat	23 (37%)	10 (32%)
Unable to rate	1 (2%)	1 (3%)
Very limited	7 (11%)	5 (16%)
Not at all	1 (2%)	1 (3%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

85% of the staff reported that children improved their ability to use technology.

b. Do you believe that children participating in your after-school program enjoy remote (online/virtual) learning?

Do you believe that children participating in your after-school program enjoy remote (online/virtual) learning?		FC
Yes, very much	2 (3%)	0 (0%)
Yes, somewhat	19 (31%)	12 (39%)
Not sure	13 (21%)	7 (23%)
No, not much	20 (32%)	10 (32%)
No, not at all	8 (13%)	2 (7%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

One third of the staff responded that they believe that children participating in their after-school program enjoy remote (online/virtual) learning, 21% responded that they were not sure, and 45% responded that not that much or not at all.

c. Do you believe that children participating in your after-school program enjoy in-person learning?

Do you believe that children participating in your after-school program enjoy in-person learning?		FC
Yes, very much	39 (63%)	16 (52%)
Yes, somewhat	21 (34%)	14 (45%)
Not sure	1 (2%)	1 (3%)
No, not much	1 (2%)	0 (0%)
No, not at all	0 (0%)	0 (0%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

Almost 100% of the staff responded that they believe that children participating in their after-school program enjoy in-person learning.

d. Do you believe that children participating in your afterschool program enjoy the combination of remote (online/virtual) learning and in-person learning (i.e., hybrid learning)?

Do you believe that children participating in your afterschool program enjoy the combination of remote (online/virtual) learning and in-person learning (i.e., hybrid learning)?		FC
Yes, very much	10 (16%)	7 (23%)
Yes, somewhat	24 (39%)	13 (42%)
Not sure	15 (24%)	6 (19%)
No, not much	9 (14%)	5 (16%)
No, not at all	4 (6%)	0 (0%)
No answer	0 (0%)	0 (0%)
TOTAL	62 (100%)	31 (100%)

55% of the staff responded that they believe that children participating in their after-school program enjoy the combination of remote (online/virtual) learning and in-person learning (i.e., hybrid learning), 24% responded that they were not sure, and 20% responded that not that much or not at all.

11. Professional Development

a. What was the best form of support you received in the launch and/or management of the program? (open-ended responses)
<ul style="list-style-type: none"> • My supervisor explained the inner workings of the program and explained what everything meant, so that I felt well-prepared to run it on my own. • I can't complain. I always received the support I needed. • Tips from the afterschool manager and tips/suggestions from coworkers using the program in their sites. • Peer support as well as program manager onboarding. • The greatest support was the resources. • The i-Ready webinars at the beginning of the year were very valuable and insightful in learning more about how to use i-Ready. • The management of the program is always checking in, always asking for updates. • She helps us to understand the importance of the program. • We got the best support from our coworker in trainings on how to launch the i-Ready skills in order to help the students. • Our co-workers, supervisors. • Our i-Ready coordinator. • The best form of support I received was being able to have one of my students retake their diagnostic which they had rushed through, after they got a better more accurate score along with lessons. It is not too hard to manage or change things which is also appreciated. I also like the fact there are resources/support provided for whatever you might need. • The monthly training. • lin-person and hands on work with support of a colleague • One-on-one training with another more knowledgeable educator. • Video instruction/ one-on-one training on how to use I-Ready. • I received an in-depth training when I first started working with i-Ready about 7 years ago.

- I received extensive, hands on training in i-Ready when I first started working at Foundation Communities.
- Help from supervisor and coworkers to understand how to manage it.
- No support was given./I didn't receive support.
- Guidance from supervisor. But I wish we had ongoing training or ways to use the program more effectively.
- Knowing how the program worked.
- Instructions and able to communicate if we have any questions.
- Videos that walk you through parts of the program
- Rush notifications on the diagnostics.
- The other leads helped me learn how to use it.
- My boss was very knowledgeable on troubleshooting.
- Learning how to help the students with the program
- My manager
- I did not receive any support. I would have liked to receive some type of training or webinar on what the platform is about and how to use it (as an educator).
- The reports were true and honest which helped us understand where the kids level knowledge was.
- I don't believe I received much support in regard to this program.
- The volunteers from St. Edwards University
- Being able to see their progress and grade level they received on the diagnostics.
- I did not need support.
- More games
- The best form of support was having our reading specialist come and support us in all of the ways that we needed.
- We reward the students to get more focused and learn and not just click the button
- The TA
- Trainings via Zoom
- The individual support from management
- The meetings with the other teachers with more experience helped me a lot.
- Supervisors.
- I really enjoyed the tailored support Webinars because it brought more insight about the program structure and the resource center is an amazing tool for each instructor.

b. What additional support would you recommend for people like you who oversee these programs in housing communities? (open-ended responses)

- More clarity on how domain shut-offs work, and more clarity on how to reset passwords when accounts lock.
- All instructions are very clear.
- Take the time to explore the program to better understand and assist children and parents
- A manual based on H-PASS experience and what we do throughout the year. Not only as individual organizations but as a cohort.
- Continue to monitor the child's progress or lack thereof.
- Make sure you are checking i-Ready progress on a weekly basis.
- The continuous use of i-Ready over the years doesn't change and students get bored easily. We have students that have been using the program for over 3 years.
- There should be an introduction tutorial like the i-Ready webinars about all the resources and things that you can use on i-Ready.
- I would like to get more training on how to use i-Ready and help the kids with the programming. I think it is important to see in the Program what the kids are seeing and reading so we can share.

- Maybe just take a little more training so you can be refreshed with how to manage the i-Ready website.
- More explanation on benefits of program.
- I would say to not be afraid to reach out to whoever in your company/team is in charge of the main management of the program because they have been trained and know so much. They are super helpful and speak about your doubts, questions, or experience because there is most likely something that can be done about it. Exploring on your own the abilities and controls i-Ready has is great too especially before testing it with your kids but also during.
- More aides support.
- To self-explore the I-Ready website
- Training on how to navigate the website, especially when it comes to reports.
- Guidance in training staff that implement the program.
- Read aloud option for people with learning disabilities
- Incentivize progress and encourage good effort.
- To have access to adding and removing kids from the roster which is currently limited to managers
- Group activity game format that allows students to participate in the program together as well. I think students would benefit on a quartey basis if they had an i-Ready component that allowed for all of them to work together- think 'Group Wordle' or 'Math Wordle'.
- For people who make decisions for the education department to actually witness how the learning centers operate-- especially with IReady, observe and give useful feedback to staff in order to feel understood in our roles and witness difficulties etc in order to implement curriculum with appropriate support. This would make the reading program a lot more successful for the students which ultimately is our priority.
- Maybe tell the parents about it.
- More Instruction or practice/trainings.
- Be consistent with it.
- Just to promote it a lot more.
- More oversight at first.
- Read through every instructions on i-Ready.
- I would also like to have access to my students' diagnostic information or progress. Only our manager gets to see that. I think that as YPAs we should be able to access this information to plan accordingly.
- Overall, I think i-Ready was well formatted for both the kids and the teachers to see.
- I do not believe I needed much support.
- If you have questions, ask someone in charge.
- Getting the kids used to it.
- Support and motivate the kids to want to do better every time.
- Have help from other learning centers and share ideas.
- More training on how to generate reports or use as an admin.
- Looking at the scores and creating incentives for lessons being passed over a certain benchmark allows students to keep their motivation.
- More computers.
- Continue offering the program in the Summer.
- Best practices and videos on how things are instructed.
- More tips to keep kids focused on meeting their goals.
- I have support from my supervisor and felt I did not need additional support because everything was readily accessible and ready to use online.

Key Findings, Conclusions and Recommendations

What do the i-Ready assessments tell us? What is the perception of students, parents, and staff about the impact of the program? Why build a culture of educational success in housing?

Reading Test Scores and Trajectories After One School Year

Thirty one percent of students (or 221) were reading at grade level at the end of the school year. Thirty-three percent of students (or 241) were reading at one grade level below and thirty-six percent of students (or 261) were reading at two or more grade levels below. If we compare the results of the first assessment with the last, we can see a significant increase in the percentage of students reading at grade level at the end of the school year: Fifteen percent of students (or 108) were reading at grade level at the beginning of the school year, thirty-six percent (or 257) were reading at one grade below and forty-nine percent (or 358) were reading at two or more grades below level. And yet, only 30 percent of students were reading at grade level at the end of the school year. More than two-thirds of students were not reading proficiently. A number similar to the national average but higher than their vulnerable peers.

It must be noted that the outcome alone does not tell the whole story. Here is where analyzing reading proficiency in terms of learning trajectories helps assess progress towards reading proficiency and not just achievement.

“Learning trajectories show how many years or grades it takes for children to acquire foundational skills. Because these trajectories track the pace of learning in the system, they can help us understand how many children struggle to acquire these skills, when and how to intervene, and how different policies might impact the urgent challenge of low learning.^{lix}”

“Ideally, learning trajectories are steep. However, too often we see learning trajectories that are flat, indicating a slow pace of learning. A slow start can have long-term consequences. This is because when children fall behind, the curriculum often moves on to more advanced material with which they lack the prerequisite skills to engage.^{lix}”

Positive Outcomes: Reading at Grade Level (Tier 1): 31% (221)

If we look at the 31% of students (or 221) who were reading at grade level by the end of the school year (positive outcome), in terms of their trajectories, we observe that 12% (or 27) of them read at two or more grade levels below at the beginning of the school year and 46% (or 102) of them read at one grade level below. In both cases we can observe a positive trajectory with a positive outcome. We can also observe that 42% of students (or 92) who were reading at grade level at the end of the school year were also reading at grade level when they were assessed at the beginning of the school year. In other words, they experienced no change in trajectory and continued to read at or above grade level at the end of the school year.

Negative Outcomes: Not Reading at Grade Level (Tier 2 + Tier 3): 69% (502)

If we look at the 69% of students (or 502) who were not reading at grade level by the end of the school year (negative outcome), we observe three types of trajectories: (1) positive trajectory (2) no change in trajectory and, (3) negative trajectory.

Negative Outcome and Positive Trajectory 16% (80)

33% of students (or 80) who read at two or more grade levels below at the beginning of the school year were reading at one grade level below at the end of the school year. In this case we can observe a negative outcome with a positive trajectory.

Negative Outcomes and No Change in Trajectories 74% (371)

55% of students (or 134) who were reading at one grade level below at the end of the school year, experienced no change in trajectory and continued to read at one grade level below at the beginning of the school year.

91% of students (or 237) who were reading at two or more grade levels below at the end of the school year, experienced no change in trajectory and continued to read at two or more grade levels below, at the beginning of the school year.

Negative Outcomes and Negative Trajectories 10% (52)

12% of students (or 28) who were reading at one grade level below at the end of the school year read at grade level at the beginning of the school year. In this case we can observe a negative outcome with a negative trajectory.

1% of students (or 3) who were reading at two or more grade levels below at the end of the school year read at grade level at the beginning of the school year. In this case we can observe a negative outcome with a negative trajectory.

8% of students (or 21) who were reading at two or more grade levels below at the end of the school year read at one grade level below at the beginning of the school year. In this case we can observe a negative outcome with a negative trajectory.

Performance of Vulnerable Students

The U.S. Department of Education's National Assessment of Educational Progress (NAEP) showed that two-thirds of fourth-grade students in the US were not proficient in reading. This reality was even more dramatic when looking at the fourth grade NAEP reading achievement-level results by race/ethnicity, eligibility for the National School Lunch Program, and status as English-language learners.

- Ninety percent of ELL fourth graders were not proficient in reading. In contrast, sixty-three percent of non-ELL fourth graders were not proficient in reading.
- Eighty-three percent of black fourth graders were not proficient in reading. Seventy-nine percent Hispanic/Latino fourth graders were not proficient in reading. Fifty-eight percent of white fourth graders were not proficient in reading.
- Eighty percent of eligible fourth graders eligible for free lunch were not proficient in reading. Fifty-four percent of non-eligible NSLP fourth graders were not proficient in reading.

Student Performance by English Language Fluency

- 276 students (or 38%) are English language learners (ELL). By the end of the school year, 23% of ELL students were reading at or above grade level, 35% were reading at one grade level below, and 42% were reading at two or more grade levels below.

- 365 students (or 51%) are not English language learners. By the end of the school year, 35% of students who were not ELL were reading at or above grade level, 33% were reading at one grade level below, and 32% were reading at two or more grade levels below.
- By the end of the school year, 221 students (or 31%) were reading at or above grade level. Of those, 29% were ELL and 59% were not ELL (12% did not answer if they were or were not ELL)
- By the end of the school year, 241 students (or 33%) were reading at one grade level below. Of those, 39% were ELL and 50% were not ELL (11% did not answer if they were or were not ELL)
- By the end of the school year, 261 students (or 36%) were reading at two or more grade levels below. Of those, 45% were ELL and 44% were not ELL (11% did not answer if they were or were not ELL)

Student Performance by Ethnicity

- 485 students (or 67%) are Latinos. By the end of the school year, 27% of Latino students were reading at or above grade level, 33% were reading at one grade level below, and 40% were reading at two or more grade levels below.
- 238 students (or 33%) are not Latinos. By the end of the school year, 37% of students who are not Latinos were reading at or above grade level, 35% were reading at one grade level below, and 28% were reading at two or more grade levels below.
- By the end of the school year, 221 students (or 31%) were reading at or above grade level. Of those, 60% were Latinos and 40% were not Latinos.
- By the end of the school year, 241 students (or 33%) were reading at one grade level below. Of those, 65% were Latinos and 35% were not Latinos.
- By the end of the school year, 261 students (or 36%) were reading at two or more grade levels below. Of those, 74% were Latinos and 26% were not Latinos.

Student Performance by Ethnicity and English Language Fluency

- Of the 276 English language learner students, 225 (or 82%) are Latinos and 51 (or 18%) are not Latinos.
- Of the 365 students who are not English language learners, 215 (or 59%) are Latinos and 150 (or 41%) are not Latinos.

Latino Student Performance by English language Fluency

- Of the 485 Latino students, 225 (or 46%) are English language learners, 215 (or 44%) are not English language learners and 45 (or 9%) did not answer.
- By the end of the school year, 21% of Latino ELL students were reading at or above grade level, 33% were reading at one grade level below, and 46% were reading at two or more grade levels below.
- By the end of the school year, 33% of Latino students who were not ELL were reading at or above grade level, 31% were reading at one grade level below, and 36% were reading at two or more grade levels below.
- By the end of the school year, 133 Latino students (or 27%) were reading at or above grade level. Of those, 36% were ELL and 53% were not ELL (11% did not answer if they were or were not ELL).

- By the end of the school year, 158 Latino students (or 33%) were reading at one grade level below. Of those, 47% were ELL and 42% were not ELL (11% did not answer if they were or were not ELL).
- By the end of the school year, 194 Latino students (or 40%) were reading at two or more grade levels below. Of those, 53% were ELL and 40% were not ELL (7% did not answer if they were or were not ELL).

Not Latino Student Performance by English language Fluency

- Of the 238 students who are not Latinos, 51 (or 21%) are English language learners, 150 (or 63%) are not English language learners and 37 (16%) did not answer.
- By the end of the school year, 31% of not Latino ELL students were reading at or above grade level, 41% were reading at one grade level below, and 28% were reading at two or more grade levels below.
- By the end of the school year, 39% of not Latino students who were not ELL were reading at or above grade level, 36% were reading at one grade level below, and 25% were reading at two or more grade levels below.
- By the end of the school year, 87 not Latino students (or 37%) were reading at or above grade level. Of those, 18% were ELL and 67% were not ELL (15% did not answer if they were or were not ELL).
- By the end of the school year, 84 not Latino students (or 35%) were reading at one grade level below. Of those, 25% were ELL and 64% were not ELL (11% did not answer if they were or were not ELL).
- By the end of the school year, 67 not Latino students (or 28%) were reading at two or more grade levels below. Of those, 21% were ELL and 55% were not ELL (22% did not answer if they were or were not ELL).

Student Performance by Socioeconomic Status

- 675 students (or 93%) are economically disadvantaged. By the end of the school year, 29% of disadvantaged students were reading at or above grade level, 37% were reading at one grade level below, and 42% were reading at two or more grade levels below.
- 31 students (or 4%) are not economically disadvantaged. By the end of the school year, 58% of students who were not economically disadvantaged were reading at or above grade level, 23% were reading at one grade level below, and 19% were reading at two or more grade levels below^{ix}.
- By the end of the school year, 221 students (or 31%) were reading at or above grade level. Of those, 89% were economically disadvantaged and 8% were not economically disadvantaged (3% did not answer if they were or were not economically disadvantaged)
- By the end of the school year, 241 students (or 33%) were reading at one grade level below. Of those, 96% were economically disadvantaged and 3% were not economically disadvantaged (2% did not answer if they were or were not economically disadvantaged)

- By the end of the school year, 261 students (or 36%) were reading at two or more grade levels below. Of those, 95% were economically disadvantaged and 2% were not economically disadvantaged (2% did not answer if they were or were not economically disadvantaged)

Student Performance by Ethnicity and Disadvantaged Socioeconomic Status^{lxii}

- Of the 675 disadvantaged students, 468 (or 69%) are Latinos and 207 (or 31%) are not Latinos.
- By the end of the school year, 27% of disadvantaged Latino students were reading at or above grade level, 33% were reading at one grade level below, and 40% were reading at two or more grade levels below.
- By the end of the school year, 34% of disadvantaged not Latino students were reading at or above grade level, 38% were reading at one grade level below, and 29% were reading at two or more grade levels below.
- By the end of the school year, 195 disadvantaged students (or 29%) were reading at or above grade level. Of those, 64% were Latinos and 36% were not Latinos.
- By the end of the school year, 231 disadvantaged students (or 34%) were reading at one grade level below. Of those, 66% were Latinos and 34% were not Latinos.
- By the end of the school year, 249 disadvantaged students (or 37%) were reading at two or more grade levels below. Of those, 76% were Latinos and 24% were not Latinos.

So, what is the impact of i-Ready on the reading levels of students? It is very difficult to determine if the reading proficiency achieved by children attending the after school program is the result of the intervention of school, after school, a combination of both and/or some other factors (e.g., family income, education of parents). One needs to be reminded that i-Ready is designed to complement what is being taught in the classroom^{lxiii}. Most of the formal education of children takes place at school. They spend on average 6-7 hours per day at school (M-F)^{lxiv} and attend school for 180 per year. And yet, significantly, the after school program adds another 2-3 hours/day of structured programming.

Student, Parent and Staff Perspectives

Students, Parents and Staff gave mixed reviews regarding how much students liked using the i-Ready reading program.

Less than half (47%) of students reported that they liked (somewhat/very much) using i-Ready. This was also the perception of the after school site staff (47% of staff reported that children enjoyed using the program). Parents, on the other hand, saw this very differently. Almost 80% of parents reported that their children liked using i-Ready.

Students: Did you like using the i-Ready Reading program?	Parents: Did your child like using the i-Ready Reading program?	Staff: Children enjoyed using the program
No, not at all	80 (19%)	3 (1%)
No, not much	81 (19%)	10 (16%)
Not sure	18 (9%)	21 (34%)
Yes, somewhat	65 (15%)	23 (11%)
Yes, very much	89 (42%)	1 (2%)
No answer	101 (23%)	89 (42%)
	102 (24%)	79 (37%)
	1 (0%)	1 (1%)
TOTAL	430 (100%)	213 (100%)
		62 (100%)

Students, Parents and Staff reported that the i-Ready reading program helped students become better readers.

- 63% of students reported that i-Ready helped them become better readers.
- 84% of parents reported that i-Ready helped their children become better readers.
- 89% of staff reported that students improved their ability to read words.

Students: Did i-Ready help you become a better reader?		Parents: Did i-Ready help your child become a better reader?	Staff: Children improved their ability to read words (decoding words).
No, not at all	42 (10%)	1 (1%)	0 (0%)
No, not much	42 (10%)	5 (2%)	6 (10%)
Not sure	68 (16%)	20 (9%)	1 (2%)
Yes, somewhat	140 (33%)	66 (31%)	39 (63%)
Yes, very much	131 (30%)	112 (53%)	16 (26%)
No answer	7 (2%)	9 (4%)	0 (0%)
TOTAL	431 (100%)	213 (100%)	62 (100%)

Students and Parents reported that teachers noticed reading improvement.

- 75% of students reported that their teacher at school noticed that their reading improved.
- 86% of parents reported that a teacher at school noticed that their child’s reading had improved during this school year.

Students: Has your teacher at school noticed that your reading improved? / Parents: Has a teacher at school noticed that your child's reading has improved during this school year?		
	Students	Parents
Yes	324 (75%)	183 (86%)
No	99 (23%)	28 (13%)
No answer	7 (2%)	2 (1%)
TOTAL	430 (100%)	213 (100%)

Students and Parents reported that someone at home noticed reading improvement.

- 65% of students reported that someone at home noticed that their reading improved.
- 90% of parents reported that they noticed that their child’s reading had improved during this school year.

Students: Has someone at home noticed that your reading has improved? / Parents: Did you notice an improvement in your child’s reading during this school year?		
	Students	Parents
Yes	274 (65%)	192 (90%)
No	150 (35%)	18 (9%)
No answer	6 (1%)	3 (1%)
TOTAL	430 (100%)	213 (100%)

Most parent respondents indicated that their child is reading at grade level.

Although only thirty percent of children are reading at grade level, most parents indicated that their children are reading at grade level.

- 62% of parent respondents indicated that their child is reading at grade level.
- 68% of Spanish-speaking parents indicated that their child is reading at grade level.
- 56% of English-speaking parents indicated that their child is reading at grade level.

My child is reading at grade level			
	English-speakers	Spanish-speakers	Total
Strongly Disagree	9 (9%)	5 (5%)	14 (7%)
Disagree	9 (9%)	9 (8%)	18 (9%)
Neither Disagree Nor Agree	21 (19%)	18 (16%)	39 (18%)
Agree	25 (23%)	46 (42%)	71 (33%)
Strongly Agree	34 (33%)	28 (26%)	62 (29%)
No answer	5 (5%)	4 (4%)	9 (4%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

Students and Parents diverge significantly on their desire to continue using i-Ready.

- 44% of students reported that that they would like to keep using i-Ready.
- 90% of parents reported that they would like to see their child keep on using i-Ready.

Students: Would you like to keep using the i-Ready® Reading program?/Parents: Would you like your child to keep using the i-Ready® Reading program?		
	Students	Parents
No, not at all	113 (26%)	2 (1%)
No, not much	57 (13%)	3 (1%)
Not sure	66 (15%)	9 (4%)
Yes, somewhat	90 (21%)	31 (15%)
Yes, very much	99 (23%)	160 (75%)
No answer	5 (1%)	8 (4%)
TOTAL	430 (100%)	213 (100%)

Student perspectives on i-Ready in their own words

More than 90 percent of the students enrolled in the i-Ready reading program during the after school hours for the 2022-2023 school year, were children attending elementary school (K-5), ranging in age from 5 to 10 years old.

More than 90 percent of the children were also economically disadvantaged. Two-thirds identified with a race other than white, and two-thirds identified as Hispanic or Latino. English Language Learners accounted for 38 percent of the students.

What are the things that students liked the most about using the i-Ready® Reading program? Most frequent open-ended responses can be grouped under the following categories:

Learning

- “It helps me learn.” “I learn new words.” “Learn how to read books.” “Helps me learn English.”

Reading

- “It helps a lot with reading.” “It makes me read more.” “Seeing my reading grow.” “Learn to read at a higher level.”

Making learning fun

- “Sometimes i-Ready can be fun.” “You get to learn in a fun way!” “Cool for learning.” “I like that it's entertaining.”

Doing Math

- “Helps me with math and reading.” “Math problems.” “Math games to learn.” “I also like taking the math diagnostic.”

Getting rewards

- “I like how we get rewarded when we do our lessons correctly.” “It gives you coins when you finish a lesson.” “Earning coins to play games.” “You can get out and play games if you have coins.”

Playing games

- “How there is fun games.” “I love playing games in i-Ready.” “I like the learning games.” “When you take the test, and you can play a game.”

Taking breaks

- “When you get a break.” “It lets you take a break.” “That sometimes I get to have a mini-break during i-Ready.”

Books

- “The books they put.” “They have interesting books.” “I love the books.” “The information in the books.”

Stories

- “Some of the stories.” “Fun stories.” “Interesting stories.” “The stories are usually short.” “The stories are not too hard.”

Doing lessons

- “Some of the lessons are fun.” “Getting good scores on lessons.” “Passing lessons.”

What are the things that students liked the least about using the i-Ready® Reading program? Most frequent open-ended responses can be grouped under the following:

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Boring

- "It is not that fun. "At some point it gets very boring." "It's repetitive." "Having to do it all the time." "It's boring because it takes too long to finish."

Takes time

- "The lessons take a long time." "I don't like how long it takes." "Have to do 45 minutes. You have to answer questions. Have to do it 4 days a week." "It takes away time from going outside."

Hard

- "The lessons are sometimes too hard for me." "The lessons get harder and harder." "I cannot understand sometimes because I am learning English." "You get only three chances to get the questions right." "Sometimes you score lower if it is too hard."

Lots of work

- "It's kind of annoying doing a lot of work." "Too much reading." "Too many lessons." "It asks so many questions." "Doing it every day."

Diagnostics

- "Taking the reading diagnostic." "The test is too hard/long." "Too many diagnostic tests."

Stories

- "I don't like reading the long stories." "Boring stories." "The stories - having to read and answer questions."

Reading

- "Too much reading." "I don't like when the readings are very long." "When I have to read and answer questions."

Parent perspectives on i-Ready in their own words

Parents are very supportive of the i-Ready program. This is backed up by the quantitative and the qualitative data. Parents seem very knowledgeable of what the program does and how it impacts the learning of their children. I-Ready is not only a learning program helping children improve, but it is also a tool that helps parents understand how best to support their children.

Almost all parents, English- and Spanish-speaking alike, who shared about their child's experience using the i-Ready® Reading program, gave glowing reviews about the program.

English-speaking Parents:

- "The program is so good, and I have nothing bad to say. The teachers are so kind and patient with my child."
- "i-Ready has helped my son to read more frequently and enjoy reading."

- “His overall academic performance is maintained at an acceptable and above standard due to his participation in the after school program.”
- “My hopes are high for the i-Ready reading program, [my son] has a hard time focusing on putting words together and he gets very overwhelmed, so I hope this program helps!”
- “This has helped my child improve her ability to learn. Thank you!”
- “She doesn’t really like it, but she understands she has to do it to get better at reading.”
- “Good program.”
- “My daughters enjoy using the i-Ready program.”
- “Helps her read better.”
- “Yes, I feel like it helps our kids read better.”
- “He likes the games if they can all be more like games, I think he would like it more.”
- “He loves it.”
- “It’s okay.”
- “The after-school program coordinator is such a help with doing i-Ready with my child and everything else in general.”
- “Very helpful.”
- “It helps [my daughter] a great deal.”
- “I noticed she liked reading more that she used to.”
- “The lady is nice and helps my child learn. He is new in the program.”
- “My child has improved in school.”
- “My daughter is improving her learning abilities very considerably!”

Spanish-speaking Parents:

- “He has made more friends and has improved his social skills.” [Translated from Spanish]
- “My daughter has a learning disability, so she is still behind grade level reading, but i-Ready has helped her very much and I have noted a significant difference.” [Translated from Spanish]
- “As a parent that cannot read and works over 12 hours, I have no complaints. This takes so much stress off my shoulders as I cannot help my children with their homework. I am just disappointed the program cannot accept my 5-year-old daughter. They said they do not have enough staff, but I cannot afford daycare.” [Translated from Spanish]
- “This program has helped my child advance an entire grade level of reading, he is about to enter 1st grade and has received a certificate from the school stating that he is reading at second grade level.” [Translated from Spanish]
- “He loves the program and is very excited to use to program. He comes home so excited and speaks to me all about the program and what he reviews each day. As a busy mother who is not fluent in English this program has been an immense help and I could not be more grateful.” [Translated from Spanish]
- *“Estoy muy contenta con la ayuda que nos ofrece el programa para nuestros hijos en lo personal nos ha ayudado mucho y la maestra muy amable.”*
- *“Me gusta que continúe el programa para ayudar a mis hijos.”*
- *“Me siento satisfecha con la evolución de mi hija le ha hecho muy bien asistir al programa 😊.”*
- *“La veo motivada a asistir a su programa de lectura.”*
- *“Muy agradecida de los resultados de mi hijo.”*
- *“Le ayuda a saber expresarse mejor con los demás.”*
- *“[Mi hijo] ha avanzado y está creando como hábito la lectura diaria de libros en casa también.”*
- *“Agradecida con el apoyo que mi hija ha recibido.”*

- *“Muy agradecida por el apoyo y la paciencia que han tenido con mi hija.”*
- *“A mi hijo le gustaría leer historias más interesantes en i-Ready como inventores (Benjamín Franklin, etc).”*
- *“Un buen programa para que ellos sigan aprendiendo y perfeccionando la lectura y la pronunciación.”*
- *“Le ayuda mucho aumentar su calificaciones y nivel de lectura.”*
- *“Le ayuda mucho pues su maestra de la escuela dijo que este año avanzo mucho, tanto como en lectura como en escritura y aún le falta avanzar en matemáticas, pero ya poco a poco aprenderá.”*
- *“Si le gusta y lo hace y hasta yo le he ayudado a hacerlo.”*
- *“[Mi hija] ha avanzado mucho en su lectura y escritura y me gusta el programa.”*
- *“Mi hijo ha estado progresando más de lo que me imagine. De hecho, ha progresado más a esta edad que sus hermanos mayores.”*
- *“Pues que gracias al programa de i-Ready mi hijo tuvo más facilidad para desenvolverse en la lectura.”*
- *“Mi hija disfruta hacer las actividades de diario.”*

After School Site Staff perspective on i-Ready in their own words

Almost 90% of the after school site staff reported that i-Ready had a positive impact in helping children improve their ability to read words (i.e., decoding). Almost three-quarters of the after school site staff reported that i-Ready had a positive impact in helping children improve their ability to understand what they read (i.e., reading comprehension). Almost three-quarters of the after school site staff reported that i-Ready had a positive impact in helping children improve their speaking abilities.

Three-fourths of the after school site staff agreed that the software’s reports were useful for sharing information about the children's progress with their parents.

When asked what they considered the greatest strength of this program for children in their communities after school site staff provided the following (open-ended) responses:

- The greatest strength of this program is that fact that we can get a better understanding of how we can better support our students.
- We have enjoyed helping the kids see i-Ready as a positive aspect in their learning paths. The kids have enjoyed i-Ready so far.
- I think that i-Ready provides children with more opportunities to learn outside of the classroom. This can help them catch up in school or get ahead.
- The greatest strength of this program is that without it they would not spend extra time at home working on math and reading besides assigned homework.
- Having students read for at least 15 minutes a day.
- Additional help for the student but also a fun way to learn.
- Gives them the option to grow in their reading/writing skills with at home practice.
- Individualized instruction for each child. Both at school and in the Learning Center, it is usually not possible to work one on one with every single student.
- Provides a pre-made curriculum to practice skills that is almost 100% hands-off.
- I believe that the greatest strengths are that they make literature accessible and also presents visuals for students. The students need visuals to learn and i-Ready is able to present that with

age-appropriate material. Looking at the scores and creating initiatives for lessons being passed over a certain benchmark allows students to keep their motivation.

- Although the diagnostic helps us see the levels and lessons each student needs to work on and assigns them, sometimes they are too easy or a bit more difficult for them. I love having the ability to teacher assign lessons to my students, things such as a quick refresher about a topic before continuing the more challenging lesson. The lessons for both subjects [reading and math] also seem to be fairly interesting, engaging and age/grade appropriate.

Adaptability

- It's ability to adapt to the children's reading level. The ability to adapt to their needs and meet students where they are academically.
- The greatest strength of this program is having the ability to change/adjust the lessons for each student.
- Undivided individual attention to reading/math at their own pace.
- It helps them improve speaking and reading at their own speed.
- Give them the opportunity to learn in their own time. It's fun for them to learn online.

User friendliness

- The easy access to use and understand the program. Very kids friendly! The ease of using it and navigating it.
- It's easy to navigate and work is being done at their level.
- I-Ready is easy for students to understand and adapts to students' levels as they progress throughout the year.
- Gives them a positive and fun experience with reading and math. Much less monotonous than worksheets.
- The children enjoy the games.

Helps students learn to read and become better readers.

- It can help them learn to read.
- They were able to start reading.
- Teaching the codes and learn how to read.
- It helps the students become better readers and learn more. I see how they get better in the way they read, and how they express themselves. I feel like children are getting better at reading/math using i-Ready.
- Helps the students stay on track and refresh their reading and math skills so they can continue to excel in both subjects.
- Helps with reading comprehension to a certain level
- It helps the students with their reading and math skills.

Results-oriented

- Being able to see their progress and grade level they received on the diagnostics.
- I can see where they are academically.
- I noticed a huge improvement in the students, all of them improved their scores and about 50% of the students change from one or two grade levels at the end of the school year.

- It's well-structured and makes tracking children's progress relatively easy.

Reports

- The reports that we can share with the community.
- I love to work with I-ready, it is a good guide to support students, the diagnostic helps a lot to orient families and teachers.
- The reports were true and honest, which helped us understand where the kids' level knowledge was. Overall, I think I-Ready was well formatted for both the kids and the teachers to see.

Exposure to technology

- Shows them how to use technology.
- It is a helpful tool to help students get used to technology in the classroom.
- Students using technology and building computer literacy. Students understanding the function of using technology to help with academic needs.
- Helping them progress in their use in reading and technology.
- I think that the platform provides benefits. Students enjoy learning when technology is involved. The inclusion of games is also very motivating.
- The greatest strength would be that they learn a different way.

Who and what motivates students to be better readers.

- "People telling me that I can do it. People being there for me."
- "People help me and motivate me to read."
- "My mom said 'Do your best'! My teachers always say to me that I always get the questions right. My dad said that if I get the questions right, he'll buy me anything!"
- "School and after-school."
- "I want to go on level purple. I want to make my parents proud."
- "Because I would like to read more books. Because my teacher told me that I can read chapter books. I like to be better."
- "I feel very good when my dad talks about me at reading."
- "I want to become a better reader at school. I want to make my family proud. I can give an example to my cousins."
- "My mom, my teacher, and my friends."
- "Grades, mom, and family."
- "My teacher, my dad and me because I want to be smarter."
- "Read every day. Read a book with my parents. Do homework."

Students listed family as the highest ranked motivator for reading

Almost two-thirds of the students identified family as their main motivator for reading. Almost sixty percent of the students identified their schoolteachers. Forty-five percent of the students identified their after school teachers/tutors and one quarter of the students identified their friends.

Who motivates you to be a better reader (check all that apply)?	
No one motivates me	50 (12%)
My family	275 (64%)
My teachers at school	255 (59%)
My after-school teachers/tutors	194 (45%)
My friends	113 (26%)
Other	8 (2%)

More than one quarter of students see their friends as people who motivate them to be better readers. “Other kids strongly influenced a child's achievement.^{lxv}” Furthermore, Dickinson points out that “the research results indicate that a child's performance, especially a working-class child's performance, is greatly benefited by his going to school with children who come from different backgrounds...This [doesn't] necessarily mean children from more affluent families; it could also mean kids whose parents placed more value on college, regardless of income^{lxvi}”

What motivates students to be better readers? (open-ended responses)

When we speak of motivation, the desire to be a better reader, we link this desire with the notion of self-efficacy, the belief in the student's own capacity to read better. “Those with high self-efficacy often have high motivation and vice versa, but it is not a foregone conclusion. Still, it is true that when an individual gains or maintains self-efficacy through the experience of success—however small—they generally get a boost in motivation to continue learning and making progress.^{lxvii}”

The Importance of Self-Efficacy. “Self-efficacy—a student's confidence in her ability to attain a certain educational goal or outcome, such as the ability to do well on a test or earn good grades in class.^{lxviii}”

“Research also increasingly demonstrates the importance of the social-emotional well-being of students to their achievement. In particular, academic self-efficacy is strongly associated with achievement and growth in reading and mathematics, so improving self-efficacy may be useful in helping close achievement gaps over time.^{lxix}”

“Academic self-efficacy is a fundamental building block of motivation, achievement, and the growth needed to shrink achievement gaps. If students do not believe they can accomplish difficult academic tasks, they have little incentive to attempt them.^{lxx}”

Intrinsic and Extrinsic Motivation

“Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated. This is especially the case after early childhood, as the freedom to be intrinsically motivated becomes increasingly curtailed by social demands and roles that require individuals to assume responsibility for nonintrinsically interesting tasks. In schools, for example, it appears that intrinsic motivation becomes weaker with each advancing grade.^{lxxi}”

“...extrinsic motivation can vary greatly in the degree to which it is autonomous. For example, a student who does his homework only because he fears parental sanctions for not doing it is extrinsically motivated because he is doing the work in order to attain the separable outcome of avoiding sanctions. Similarly, a student who does the work because she personally believes it is valuable for her chosen career is also extrinsically motivated because she too is doing it for its instrumental value rather than

because she finds it interesting. Both examples involve instrumentalities, yet the latter case entails personal endorsement and a feeling of choice, whereas the former involves mere compliance with an external control. Both represent intentional behavior, but the two types of extrinsic motivation vary in their relative autonomy. ^{lxxii}

“Because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted, the primary reason people are likely to be willing to do the behaviors is that they are valued by significant others to whom they feel (or would like to feel) connected, whether that be a family, a peer group, or a society. This suggests that the groundwork for facilitating internalization is providing a sense of belongingness and connectedness to the persons, group, or culture disseminating a goal, or ... a sense of relatedness.” (p. 64)

What motivates you to be a better reader?	
Intrinsic Motivation	Extrinsic Motivation
<p><i>“Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.”</i> ^{lxxiii}</p>	<p><i>“Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.”</i> ^{lxxiv}</p>
<ul style="list-style-type: none"> • “I love reading!” • “So I can read. Because books are fun! Books help you learn.” • “It is fun to read. You can pick up any book. You can write your own stories.” • “I always liked to read, I think it’s fun and I like the different stories I read about.” • “Know more about cars.” • “Exploring different genres.” • “I like to read books. Reading is important for your mind.” • “I really want to help people read like my siblings.” • “Read bunny books. Read with my sister. Reading at bedtime with family.” • “To be able to read more stories. Reading is my favorite thing to do. It is fun and makes me confident.” • “Go to the library and read books.” • “So I can read things about long ago, about the present and future.” • “To learn new things. To better listen to others. To read a lot of books at home.” • “Reading challenging books.” • “Reading good books.” • “Learning about different things and people.” • 	<ul style="list-style-type: none"> • “So I can read books in second grade.” • “So I can be a famous reader.” • “So the program teachers will give me candy.” • “If I read better, I can go to the best school and when I have a job I can use it.” • “So when I grow up I can be an art teacher.” • “It helps in school when you have a test.” • “So my teachers can give me better compliments.” • “So I can go to first grade. So I can go to college. So my mom can love me.” • “When you grow up you have to read and write very well.” • “It is going to help me in life. I can get to a good school. I can get a good job.” • “I want to read better so that I’m prepared for 5th grade. I want to improve my reading scores. It will help me do better when I grow up.” • “I need to know how to read. I would get mocked if I didn’t.” • “Reading a paragraph without making mistakes, so people don’t make fun of me.” • “Learn new words to upgrade speaking and impress my teacher.” • “Be better at school.” • “Because Miss Maria gives me gummies bears.”

	<ul style="list-style-type: none"> • “Getting praise from the teacher.” • “I can get better grades. I enjoy it. Make my mom super proud.” • “I like to read. I want to pass to second grade. I want to read like my friends.” • “I want to learn new words. I want to read better, so people don't laugh at me. I want to become smarter.” • “To get good grades, to be smart, to be at my reading level.” • “So I can read bigger words and my color dot is bigger. So that my teacher says that I’m good at reading.”
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The significance of this discussion cannot be overstated. The fact that most children are not reading at grade level should not be a cause for pessimism. Students, in their own words, express a desire to learn. They are motivated. They have self-confidence in their ability to learn to read, for the fun of it and/or for making sure that they make progress at school.

High Quality Community-based After School Programs

AHC, Community HousingWorks (CHW), Foundation Communities (FC) and People’s Self-Help Housing (PSHH) run high-quality afterschool programs for school age children at their affordable apartment communities for three primary reasons. First, to provide children with supervision during a time when many children might be exposed to and engaged in more anti-social and destructive behaviors. Second, to provide enriching experiences that broaden children's perspectives and improve their socialization. Third, to improve the academic achievement of students who are not achieving as well as they need to during regular school hours.

The HPAS organizations are aware of the challenges that low-income minority children experience in terms of having access to a quality education. Unless the apartment community is in a high opportunity area, it is likely that children attend Title 1 public schools in low opportunity neighborhoods. These schools are often underperforming academically. The creation of after school programs with an academic component seeks to provide additional (complementary) support (or level the playing field) to narrow the achievement gap for students who show lower levels of academic success because of nonacademic factors, such as poverty, trauma and lack of English proficiency and help them succeed at school and in life.

Children in low-income housing have two things in their favor: their families are living in decent and affordable housing, have housing stability and have access to free and high quality after school programs.

Technology-based Learning^{lxv}

Why embrace a technology-based learning (TBL) program such as i-Ready program? “TBL fosters greater accessibility to learning by offering anytime and anywhere delivery.” Additionally, from the learners’ point of view, “TBL can be self-paced and matched to the learner’s needs, and, building on pedagogy

that emphasizes the merits of discovery learning, it offers the prospect of promoting greater comprehension and retention, particularly for complex materials, because of its clear opportunities for the hands-on manipulation of course materials and the use of simulations and game-playing^{lxvii}.

Students: Which style of learning do you prefer (like the most)?/ Parents: Which style of learning does your child generally prefer or like the most?				Staff: Children participating in your after-school program enjoy Online, In-person, and Hybrid learning			
	Students	Parents English	Parents Spanish	Staff	Online	In-person	Hybrid
Online	94 (23%)	4 (4%)	0 (0%)	Yes, very much	2 (3%)	39 (63%)	10 (16%)
In-person	156 (36%)	68 (66%)	81 (74%)	Yes, somewhat	19 (31%)	21 (34%)	24 (39%)
				YES	21 (34%)	60 (97%)	34 (55%)
Hybrid	171 (40%)	30 (29%)	26 (24%)	Not sure	13	1	15
No answer	9 (2%)	1 (1%)	3 (3%)	No, not much	20	1	9
TOTAL	430 (100%)	103 (100%)	110 (100%)	No, not at all	8	0	4
				No answer	0	0	0
				TOTAL	62	62	62

Preferred learning style

In-person Learning

More than one-third of student respondents preferred the in-person-learning option (face-to-face learning). Parents, English-speaking and Spanish-speaking, rated in-person-learning much higher at 66% and 74%, respectively. After school site staff indicated that 97% of their students enjoyed in-person learning.

Online Learning

Almost one-quarter of student respondents preferred the online-learning option (remote learning). Parents, English-speaking and Spanish-speaking, rated online-learning much lower at 4% and 0%, respectively. After school site staff indicated that 34% of their students enjoyed in-person learning.

Hybrid Learning

Forty percent of student respondents preferred the hybrid-learning option (blended learning). Parents, English-speaking and Spanish-speaking, rated hybrid-learning much lower at 29% and 24%, respectively. After school site staff indicated that 55% of their students enjoyed hybrid learning.

Technology-based learning (TBL) is here to stay...

For students, hybrid learning (a combination of face-to-face and remote learning) is the preferred learning option. A little over one-third of students preferred in-person learning and a little under one-quarter preferred online learning.

TBL is not a replacement for in-person instruction, “TBL is increasingly seen as being most effective when it is used in concert with, rather than as a replacement for, more traditional face-to-face instruction, in a style that has come to be known as blended learning.”^{lxxvii}

In fact, “to realize its full potential, TBL should not dispense with opportunities for human interaction (either face-to-face or electronically), and... it should provide opportunities for the active engagement of learners, provide content that is relevant and linked with what learners already know, and offer opportunities for feedback and support.”^{lxxviii}

TBL is also used from home. Almost half of parent respondents indicated that their child uses the i-Ready reading program from home. More than one-quarter of students indicated that they use the i-Ready Reading program from home.

Parents: Does your child use the i-Ready® Reading program from a computer, Chromebook, or iPad device at home?			
Parents	English-speakers	Spanish-speakers	Total
Yes	48 (47%)	55 (50%)	103 (48%)
No	44 (43%)	38 (35%)	82 (39%)
My child does not have access to a computer, Chromebook, or iPad device at home	10 (10%)	16 (15%)	26 (12%)
No answer	1 (1%)	1 (1%)	2 (1%)
TOTAL	103 (100%)	110 (100%)	213 (100%)

Students: Do you use the i-Ready® Reading program from a computer, Chromebook, or iPad device at home?	
Yes	116 (27%)
No	290 (67%)
I do not have access to a computer, Chromebook, or iPad device at home	23 (5%)
No answer	1 (0%)
TOTAL	430 (100%)

53% of students reported that in addition to i-Ready Reading program they also use the i-Ready math program.

20% of students reported that they also use i-Ready at school.

More than half of students (54%) reported that they use another online reading program at school (not i-Ready)

Technology-based learning had been an established reality by the HPAS Learning Community four years prior to the COVID-related school closures on spring 2020. Online learning was never intended as a substitute for in-person learning. It was seen as a strategy that could help deliver impactful, scalable, and sustainable after school programs.

Parent Involvement in the Afterschool Program

Parent involvement is a critical component in fostering better educational outcomes for their children. Following up with parents lets them know how vital they are in their children's lives. It also gives them a sense of purpose, especially when it comes to being directly involved in the afterschool program.

Approximately one quarter of the staff reported that they did not invest time outreaching to parents to get them involved and sustain that involvement. Almost another quarter reported that they invested 1-9 hours per school year outreaching to parents to get them involved and sustain that involvement. 21% reported that they invested 10-49 hours per school year and 13% invested 50 hours or more.

Time spent doing outreach to parents to get them involved and sustain that involvement seems overall quite marginal to the work of the after school staff. This may be related to (1) how many are working only on a part-time basis and (2) not clear if question is about outreach for parent involvement in the overall delivery of the after school program or just i-Ready.

Outreach strategies used by staff to engage parents during the 2022-2023 school year, included

Phone calls (Including robocalls, mentioned 12 times), Text messages (mentioned 10 times), Door to door recruitment (mentioned 6 times), Flyers (mentioned 12 times), Newsletters (mentioned 2 times), One on one in person conversations (mentioned 11 times), emails (mentioned 7 times), letters (mentioned once), family nights (mentioned 3 times), open house (mentioned twice), orientation (mentioned 3 times) Parent meetings/conferences (mentioned 10 times). Other strategies: home projects, holiday parties, asking for volunteers, zoom informational sessions.

Staff Featured Responses:

"One helpful strategy that the staff used to make parents be part of the learning of the students was to invite them to a monthly event and talk about the academic progress of the students."

"During the year school set up at least three parent meetings, sent parents the diagnostic result, and shared all the successful events with i-Ready."

"Distributing printouts of diagnostic reports."

"Parent meetings and individual talks about students' improvement. Quick reminders in person and by text of what their children are working on."

"Talk in person about progress when the kids are getting picked up."

"We talked to parents and explained the program to them during orientation and provided them with their children's login information."

"Sent home flyers with info about the program and login info for their students."

"I've had parents practice reading out loud with their kids at least 15 minutes. Also, to let them know what they just read."

"Updates on testing levels and student advancements."

"I always start with something positive and then bring up what can improve and how they're doing with everything through the program."

“Had a presentation about i-Ready and one on one conversations with parents.”

“Parent Orientation at the beginning of the school year and monthly parent meetings to go over progress. I also email the parent to update on progress.”

“In order to engage parents, we have monthly parent engagement nights where the parents come and talk to us and we inform them of their students' growth and where they need to grow and how we can both assist them.”

“Workshop on how to read to the kids, engagement with police officers, nature walks and we talked with parents every day.”

Parent Volunteers

Close to 60% of the after school site staff reported that there were no parents in their communities serving as volunteers in support the after-school program. A little over one-third reported that they had 1-5 parents serving as volunteers to support the after-school program.

The scant participation of parent volunteers in support of the after school program may be related to the time staff spent doing outreach to parents to get them involved and sustain that involvement. This goes back to the issue of (1) how many staff are working only on a part-time basis and (2) not clear if the question was about parent volunteers helping with the overall running of the after school program or just i-Ready. It should also be noted that 23 out of the 35 after school site staff who reported that there were no parents in their communities serving as volunteers in support the after-school program were from Foundation Communities (FC). The number of parents serving as volunteers reported by the other HPAS organizations was considerably higher.

Recommendations

When looking at where children were placed in their reading level during different i-Ready assessments, it is encouraging to see how many achieved grade level. At the same time, it is worrisome to observe that most children continue to read at below grade level after completing a full school year. As we know, “when kids enter fourth grade without basic reading skills, they often have a difficult time catching up and fall further behind across subjects.”^{lxxxix}

There is a need to meet students where they are: “no learner is the same, and all require different pathways.”^{lxxx} This warning is of particular relevance to English Language Learners (ELL). “ELL students face the challenge of learning a new language while building their skills in core academic subjects.”^{lxxxi} i-Ready provides differentiated instruction for students that correspond to where they were placed after each assessment. i-Ready is most effective with “students who used i-Ready Instruction for an average of 45 minutes or more per subject per week for at least 18 weeks experienced greater learning gains compared to students who did not, when controlling for prior achievement.”^{lxxxii} Beyond ensuring consistency in the implementation of the i-Ready program, is this enough? What else can be done?

Research has documented the benefits of providing early childhood education programs as well as summer reading programs. The Annie E. Casey Foundation states that “Children who have fewer early learning opportunities, such as early childhood education, tend to enter kindergarten at a disadvantage

and stay behind in subsequent grades. This, and access to other resources, contributes to significant disparities in fourth-grade reading skills by socioeconomic status and race/ethnicity.^{lxxxiii} Additionally, there are numerous efforts looking at ramping up summer reading programs. “Students steadily learn during the school year, but the average rate of learning drops to zero, in some subjects and grades, over the summer recess.^{lxxxiv}”

There is also an urgent need to assess how both academic and nonacademic factors may be impacting the learning process of children. Since family background has been identified as a critical aspect of a child’s school performance, assessing the strengths and vulnerabilities of families is critical.

Community-based after school programs can play a vital role in helping build a culture of educational success by adopting “a holistic approach that simultaneously attempts to strengthen both home and school influences in disadvantaged communities.^{lxxxv}”

Strong connections between the school and the after school programs, especially with the teachers, can help ensure that children receive effective and coordinated support from both. There are great opportunities to develop collaboration plans to support the same children and at the same time ensure that the after school program does not become simply an extension of school. The after school programs plays a vital part in supporting a child’s education in a balanced way: Integrating academic support with other enrichment and recreational activities.

Twenty percent of the children who participated in the student survey reported that they also used i-Ready at school. And, more than half of the children reported that they also used another technology-based learning program at school. To reduce duplication and remote learning burnout, it would be beneficial to assess with schoolteachers how best to support struggling students during their out of school time.

A holistic approach can serve to track student academic performance by cohorts and look at their learning trajectories across the school years. More specifically, understand the different learning trajectories that exist vis-à-vis the learning challenges and opportunities at school and at home.

It would be valuable to identify the schools where students attend and obtain their corresponding academic performance reports. “Researchers have...found that the poverty rate of a school influences educational outcomes far more than the poverty rate of an individual; and that impoverished students do better if they live in middle-class neighborhoods and/or attend more affluent schools.^{lxxxvi}” With this information, after school programs can benchmark i-ready reading assessments against school-based academic performance results.

Create more opportunities for parent engagement with i-Ready reports about their children’s reading progress. Frequent communications between programs and families tend to produce better engagements and higher attendance. Parents who responded in the survey conveyed a sense of empowerment with the technology-based learning program used by their children. They felt that they understood what was going on in the reading process and how they could help their children succeed at school.

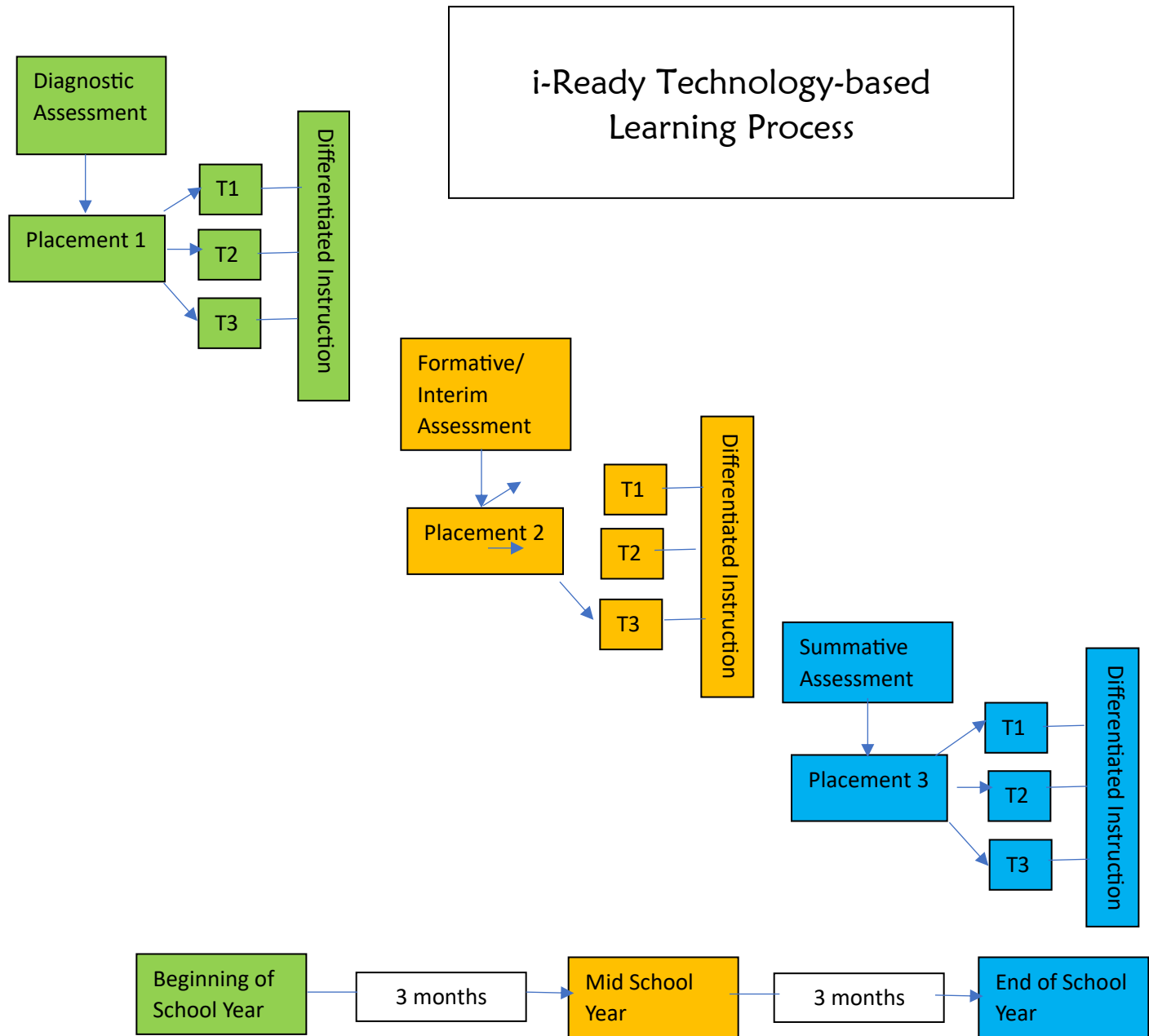
Continue providing professional development opportunities to after school site staff on how to maximize the tracking and reporting capabilities of i-Ready to the benefit of the children and their families.

As part of the effort to strengthen the home-school connection, future evaluations should also include the schoolteacher's perspective.

Annex

1. i-Ready Technology-based Learning Process
2. Student Demographics and Number Assessments
3. Online Educational Software Reported by Students
4. Placements by Grade Level
5. Placements by Minutes Per Day Reading at Home
6. Student Open-ended Responses About i-Ready
7. What Motivates Students to Be Better Readers

Annex 1: i-Ready Technology-based Learning Process



Annex 2: Student Demographics and Number of i-Ready Assessments Completed During School Year 2022-2023

Annex 02

Student Demographics and Number of i-Ready Assessments Completed During School Year 2022-2023

SEX			
	Two Assessments	Three Assessments	TOTAL
Male	86 (46%)	272 (51%)	358 (50%)
Female	91 (49%)	257 (48%)	348 (48%)
No answer	10 (5%)	7 (1%)	17 (2%)
Total	187 (100%)	536 (100%)	723 (100%)

HISPANIC OR LATINO			
	Two Assessments	Three Assessments	TOTAL
No	40 (21%)	188 (35%)	228 (32%)
Yes	136 (73%)	346 (65%)	482 (67%)
No answer	11 (6%)	2 (0%)	13 (2%)
Total	187 (100%)	536 (100%)	723 (100%)

RACE			
	Two Assessments	Three Assessments	TOTAL
White	50 (27%)	136 (25%)	186 (26%)
Black or African American	23 (12%)	81 (15%)	104 (14%)
Asian	1 (1%)	30 (6%)	31 (4%)
American Indian or Alaska Native	1 (1%)	4 (1%)	5 (1%)
Two or More Races	5 (3%)	15 (3%)	20 (3%)
Other	73 (39%)	141 (26%)	214 (30%)
No answer	34 (18%)	129 (24%)	163 (23%)
Total	187 (100%)	536 (100%)	723 (100%)

ENGLISH LANGUAGE LEARNER			
	Two Assessments	Three Assessments	TOTAL
No	79 (42%)	286 (53%)	365 (51%)
Yes	82 (44%)	194 (36%)	276 (38%)
No answer	26 (14%)	56 (10%)	82 (11%)
Total	187 (100%)	536 (100%)	723 (100%)

SPECIAL EDUCATION			
	Two Assessments	Three Assessments	TOTAL
No	155 (83%)	488 (91%)	643 (89%)

Yes	12 (6%)	43 (8%)	55 (8%)
No answer	20 (11%)	5 (1%)	25 (3%)
Total	187 (100%)	536 (100%)	723 (100%)
ECONOMICALLY DISADVANTAGED			
	Two Assessments	Three Assessments	TOTAL
No	4 (2%)	27 (5%)	31 (4%)
Yes	170 (91%)	505 (94%)	675 (93%)
No answer	13 (7%)	4 (1%)	17 (2%)
Total	187 (100%)	536 (100%)	723 (100%)

MIGRANT			
	Two Assessments	Three Assessments	TOTAL
No	133 (71%)	383 (71%)	516 (71%)
Yes	11 (6%)	43 (8%)	54 (8%)
No answer	43 (23%)	110 (21%)	153 (21%)
Total	187 (100%)	536 (100%)	723 (100%)

Annex 3: Online Educational Software Reported by Student Respondents

(Q11. Are you using another online reading program at school -not i-Ready? If so, please share in the comment box below)

Online Software used at School?		
Yes	233	54%
No	111	26%
No answer	86	20%
TOTAL	430	100%

Online Educational Software Reported by Student Respondents

Software	# of users
Lexia	84
epic	46
Freckle	17
Imagine Learning	14
Reflex	13
Raz-Kids	12
Prodigy	11
istation	10
Achieve3000	9
DreamBox	8
IXL	7
myON	6
Clever	5
NWEA or Secure Test	5
browsing	
Star Testing	5
MackinVIA	3
ReadingPlus	3
Sora	3
Newsela	2
Storyline	2
BrainPOP	1
CKLA Hub	1
Eduphoria	1
FastBridge	1
Flocabulary	1
Google Classroom	1
HMH	1
iRead	1

Khan Academy	1
McGraw Hill	1
NoRedInk	1
PebbleGo	1
Reading Eggs	1
ReadLive	1
ReadNaturally	1
Renaissance	1
ST Math	1
StarFall	1
Tumblebooks	1
Zearn	1

Achieve3000

Accelerate learning growth for all students with Achieve3000 Literacy’s differentiated content and instruction. It is proven to double and even triple expected reading gains in a single school year. See: <https://www.achieve3000.com/products/achieve3000-literacy/>

BrainPOP

BrainPop is a group of children's educational websites based in New York City. It hosts over 1,000 short animated movies for students in grades K–12, together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, arts and music.

See: <https://www.brainpop.com/>

Clever

Clever is the platform powering digital learning for K12 schools--one single place for identity, access, security, and classroom engagement. See: <https://www.clever.com/>

CKLA Hub

“Core Knowledge Language Arts® (CKLA) is a comprehensive program (Preschool–Grade 5) for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences.” See: [https://www.coreknowledge.org/product/core-knowledge-language-arts/#:~:text=Core%20Knowledge%20Language%20Arts%C2%AE%20\(CKLA\)%20is%20a%20comprehensive%20program,American%20history%2C%20and%20the%20sciences.](https://www.coreknowledge.org/product/core-knowledge-language-arts/#:~:text=Core%20Knowledge%20Language%20Arts%C2%AE%20(CKLA)%20is%20a%20comprehensive%20program,American%20history%2C%20and%20the%20sciences.)

DreamBox

DreamBox Learning is the leading provider of K-8 adaptive math solutions in North America. DreamBox's online K-12 reading solution improves silent reading fluency, comprehension, vocabulary and motivation for all students. See: <https://www.dreambox.com/>

epic

Epic! is an American kids subscription-based reading and learning platform. It offers access to books and videos for children ages 12 and under. The service can be used on desktop and mobile devices. See:

<https://www.getepic.com/>

Eduphoria

Eduphoria! Inc. is an industry leader in K-12 software applications. Eduphoria is a Texas-based company that loves making a powerful and intuitive web-based software for K-12 educators so they can focus on spending more time with their students.

Eduphoria's suite of applications empowers educators through the successful integration of student assessment & professional growth. Our comprehensive student assessment platform, Aware, effectively facilitates item bank management, assessment creation, & data analysis, guiding improved instructional practice. The Eduphoria Suite helps districts put the right pieces together to elevate educator success.

See: <https://www.eduphoria.net/>

FastBridge

FastBridge's valid and reliable assessments help educators identify students' academic and social-emotional behavior (SEB) needs faster, align the right interventions at the right time, and measure whether interventions are helping students catch up—all in one platform and in up to half the test time.

See: <https://www.illuminateed.com/products/fastbridge/>

Flocabulary

Flocabulary is a library of songs, videos and activities for K-12 online learning. See:

<https://www.flocabulary.com/>

Freckle

Freckle Education is a Common Core-aligned program with resources for math, ELA, science, and social studies for K-8 that adapts to individual student skills. See: <https://freckle.com/en-us/>

Google Classroom

Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simplify creating, distributing, and grading assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. See:

<https://edu.google.com/workspace-for-education/classroom/>

HMH

Houghton Mifflin Harcourt (HMH). Our research-backed, intensive intervention programs can now be implemented in core classrooms. Available in reading and math—and more affordable than ever. See:

<https://www.hmhco.com/>

Imagine Learning

Imagine Learning. Imagine language and literacy is an online adaptive instructional program that provides language and literacy instruction to English language learners and struggling readers. In particular, the program engages students through a personalized learning pathway. See:

<https://www.imaginelearning.com/>

iRead

iRead (K–2) has been retired and will no longer be available for purchase. HMH will continue to support current customers through the end of their contract. HMH will no longer sell new iRead licenses, except as contractually required. Thank you for partnering with HMH to foster early literacy success in your district. We hope you will explore the award-winning solutions below as an alternative to iRead in the future. See: <https://www.hmhco.com/programs/iread>

istation

Istation is an award-winning, comprehensive e-learning program for Reading, Math and Spanish Literacy used by millions of students around the world. See: <https://www.istation.com/>

IXL

“IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.” See: <https://www.ixl.com/>

Khan Academy

We’re a nonprofit with the mission to provide a free, world-class education for anyone, anywhere. Khan Academy is an American non-profit educational organization created in 2006 by Sal Khan. Its goal is creating a set of online tools that help educate students. The organization produces short lessons in the form of videos. Its website also includes supplementary practice exercises and materials for educators. See: <https://www.khanacademy.org/>

Lexia

“Lexia® helps more learners read, write, and speak with confidence. We provide science of reading-based literacy solutions that support every student and educator. With a comprehensive suite of professional learning, curriculum, and embedded assessment solutions, Lexia helps schools connect educator knowledge with practical classroom instruction to accelerate literacy gains.” See:

<https://www.lexialearning.com/why-lexia/>

MackinVIA

MackinVIA™ is a program that makes it easy to access your school's eBooks, educational databases and other resources. MackinVIA is a complete eResource management system providing easy access to eBooks and educational databases. See: <https://www.mackinvia.com/>

McGraw Hill

We work to expand the possibilities of content and technology to help millions of educators, learners and professionals around the world achieve success. See: <https://www.mheducation.com/>

myON

“myON is a student-centered, personalized digital library that gives students access to more than 7,000 enhanced digital books in the core collection. Titles are dynamically matched to each individual student’s interests, grade and reading level. Combined with a suite of close reading tools and embedded supports, myON fosters student engagement and achievement.” See: <https://www.myon.com/index.html>

Newsela

Content Aligned To National & State Standard, Flexible To Support Relevant Curriculum. Find the Perfect Piece Of Content For Lessons. Go beyond the book. See: <https://newsela.com/>

NoRedInk

NoRedInk simplifies the process of building strong writers and critical thinkers in Grades 3–12. Our writing platform facilitates effective instruction by helping teachers engage students through modeling, scaffolding, practice, and feedback. See: <https://www.noredink.com/>

NWEA Secure Testing Browse

“NWEA is now part of HMH, bringing together the best of assessment and curriculum to create new and impactful ways to empower educators and help kids learn.” See: <https://www.nwea.org/about/>

The Northwest Evaluation Association (NWEA) is a not-for-profit organization that creates academic assessments for students pre-K-12.

NWEA assessments are used by over 9,500 schools and districts in 145 countries. Its primary assessment product is the MAP Suite, a collection of formative and interim assessments that help teachers identify unique student learning needs, track skill mastery, and measure academic growth over time.

By testing students three times over the school year, MAP assessments attempt to track student growth over time in order to help educators plan curriculum that matches a student’s ability and provides a method of visualizing the student’s educational progression.

In January 2023, it was announced that Houghton Mifflin Harcourt had acquired NWEA and would operate as a division of HMH. This was finalized on May 1, 2023.” See: <https://en.wikipedia.org/wiki/NWEA>

PebbleGo

PebbleGo is a curricular content hub specifically designed for K-2 students. Packed with informational articles, ready-made activities, and literacy supports for students of all abilities, it boosts engagement and fosters independent learning in core subject areas.

PebbleGo Next provides a natural next step for 3rd-5th grade students with articles all aligned to state and national standards with a familiar, yet age-appropriate, experience and supports. See: <https://www.pebblego.com/why-pebblego>

Prodigy

With Prodigy, kids practice standards-aligned skills in Math and English as they play our fun, adaptive learning games. All with teacher and parent tools to support their learning in class and at home. See: <https://www.prodigygame.com/main-en/>

Raz-Kids

Raz-Kids is an award-winning teaching product that provides comprehensive leveled reading resources for students. With hundreds of eBooks offered at 29 different levels of reading difficulty, it's easy to put the right content in every student's hands.

Kids access their leveled text through an interactive learning portal designed to keep them motivated and engaged. Every eBook is available in online and mobile formats, and allows students to listen to, read at their own pace, and record themselves reading. Students then take a corresponding eQuiz complete with an extended answer response to test comprehension and determine future instruction needs. Once a child has read ten or more of the leveled eBooks and passed each of the corresponding eQuizzes, they advance on to the next reading level where they have access to lengthier and more difficult text. See: <https://www.raz-kids.com/>

Reading Eggs

Reading Eggs is the online reading program that helps children learn to read. Hundreds of online reading lessons, phonics games and books for ages 2–13. See: <https://readingeggs.com/>

ReadingPlus^{xxxxvii}

“Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation. Used in more than 7,800 schools, Reading Plus is helping more than one million students become proficient readers.” See: <https://www.readingplus.com/>

ReadLive

What does read live do? Deliver results for striving readers of all ages with evidence-based intervention solutions on a web-based platform. Read Live provides complete access to Read Naturally Live, Word Warm-ups Live, One Minute Reader Live, and Read Naturally Live—Español in a simple and effective format. See: <https://www.readnaturally.com/product/read-live#:~:text=Deliver%20results%20for%20striving%20readers,a%20simple%20and%20effective%20format.>

ReadNaturally

For over 30 years, Read Naturally's scientifically backed reading interventions have helped millions of students go from struggling to successful. Our programs are created by reading teachers who prioritize the needs of students. We are dedicated to better tools, better readers, and brighter futures. See: <https://www.readnaturally.com/>

Reflex

“Adaptive and individualized, Reflex is the most effective system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Full of games that students love, Reflex takes students at every level and helps them quickly gain math fact fluency and confidence. And educators and parents love the powerful reporting that allows them to monitor progress and celebrate success.” See: <https://www.reflexmath.com/>

Renaissance

At Renaissance, we believe the right technology can unlock a more effective learning experience: one in which every student grows to their full potential and teachers are freed up to do what they do best—teach. It’s amazing what we can achieve when the right technology helps us see what each student needs and chart their path to success. See: <https://www.renaissance.com/>

Sora

Open a world of reading. Try Sora, the new reading app for students, by OverDrive. SORA is the student reading app for OverDrive. SORA provides access to ebook and audiobooks from your school and public library. See: <https://soraapp.com/welcome>

ST Math

ST Math Program for PreK-8 - Student Engagement. Game-based program that builds deeper conceptual understanding of math. Learn mathematics online using interactive problem solving gameplay. Improve Math Proficiency. See: <https://www.stmath.com>

StarFall

“Starfall was founded by Dr. Stephen Schutz, who had difficulty learning to read as a child due to dyslexia. He was motivated to create a learning platform with untimed, multisensory interactive games that allow children to see, hear, and touch as they learn.

Starfall was developed in the classroom by teachers and opened in August 2002 as a free public service to teach children to read. Since then it has expanded to include standards in language arts and mathematics for preschool through fifth grade and above. The program emphasizes exploration, play, and positive reinforcement—encouraging children to become confident and intrinsically motivated. Due to the engaging content that “feels like play,” Starfall serves as an educational alternative to other entertainment choices for children.

Starfall activities are research-based and align with state learning objectives for English language arts and mathematics. Its emphasis on phonemic awareness, systematic sequential phonics, and common sight words in conjunction with audiovisual interactivity is especially effective for teaching emergent readers, children of all ages with special needs or learning difficulties, as well as ELL (ESL) students. It is widely used in schools and homeschools.

Starfall’s low-cost membership program expands the free content to include additional animated songs, mathematics activities, and reading. Membership supports the production of new books, educational games, and movies.” See: <https://www.starfall.com/h/>

Star Testing

Renaissance Star Testing - All-in-One Assessment Platform. The Most Comprehensive pre-K–12 Interim and Formative Assessment Suite Available. STAR Reading, STAR Early Literacy and STAR Math are standardized, computer-adaptive assessments created by Renaissance Learning, Inc., for use in K–12 education. Each is a "Tier 2" assessment of a skill that can be used any number of times due to item-bank technology. See: <https://www.renaissance.com>

Storyline

The SAG-AFTRA Foundation’s Daytime Emmy®-nominated and award-winning children’s literacy website, Storyline Online®, streams videos featuring celebrated actors reading children’s books alongside

creatively produced illustrations. Readers include Oprah Winfrey, Chris Pine, Rosario Dawson, Viola Davis, Terry Crews, Connie Britton, John Lithgow, Jennifer Garner, Betty White and dozens more.

Reading aloud to children has been shown to improve reading, writing and communication skills, logical thinking and concentration, and general academic aptitude, as well as inspire a lifelong love of reading. Teachers use Storyline Online in their classrooms, and doctors and nurses play Storyline Online in children’s hospitals.

Storyline Online is available 24 hours a day for children, parents, caregivers and educators worldwide. Each book includes supplemental curriculum developed by a credentialed elementary educator, aiming to strengthen comprehension and verbal and written skills for English-language learners.

See: <https://storylineonline.net/about-us/>

Tumblebooks

TumbleBooks are animated, talking picture books which teach kids the joy of reading in a format they'll love. TumbleBooks are created by taking existing picture books, adding animation, sound, music and narration to produce an electronic picture book which you can read, or have read to you.

See: <https://www.tumblebooks.com/>

Zearn

Zearn is an American nonprofit educational software organization. Its online program, Zearn Math, was founded in 2012 and helps elementary school students explore and make sense of mathematical concepts. Learning with Zearn helps math make sense. Students explore math through pictures, visual models, and real-life examples. See: <https://www.zearn.org/>

Annex 4: Placements by Grade Level

Total = 401 (including one student from high school)

Kinder	Last	First	Variance	
40	31	14	18	Positive
10%	9	25	21	Same
	0	1	1	Negative
	40	40	40	
	78%	35%	45%	Positive
	23%	63%	53%	Same
	0%	3%	3%	Negative
	100%	100%	100%	

1st Grade	Last	First	Variance	
54	24	12	20	Positive
13%	27	32	33	Same
	3	10	1	Negative

	54	54	54	
	44%	22%	37%	Positive
	50%	59%	61%	Same
	6%	19%	2%	Negative
	100%	100%	100%	

2nd Grade	Last	First	Variance	
67	28	9	28	Positive
17%	22	25	37	Same
	17	33	2	Negative
	67	67	67	
	42%	13%	42%	Positive
	33%	37%	55%	Same
	25%	49%	3%	Negative
	100%	100%	100%	

3rd Grade	Last	First	Variance	
66	23	13	19	Positive
16%	15	14	45	Same
	28	39	2	Negative
	66	66	66	
	35%	20%	29%	Positive
	23%	21%	68%	Same
	42%	59%	3%	Negative
	100%	100%	100%	

4th Grade	Last	First	Variance	
63	14	7	18	Positive
16%	20	18	41	Same
	29	38	4	Negative
	63	63	63	
	22%	11%	29%	Positive
	32%	29%	65%	Same

	46%	60%	6%	<i>Negative</i>
	100%	100%	100%	

5th				
Grade	Last	First	Variance	
76 19%	13	12	16	<i>Positive</i>
	21	15	52	<i>Same</i>
	42	49	8	<i>Negative</i>
	76	76	76	
	17%	16%	21%	<i>Positive</i>
	28%	20%	68%	<i>Same</i>
	55%	64%	11%	<i>Negative</i>
	100%	100%	100%	

Middle				
School	Last	First	Variance	
34 8%	10	6	10	<i>Positive</i>
	9	9	22	<i>Same</i>
	15	19	2	<i>Negative</i>
	34	34	34	
	29%	18%	29%	<i>Positive</i>
	26%	26%	65%	<i>Same</i>
	44%	56%	6%	<i>Negative</i>
	100%	100%	100%	

Annex 5: Placements by Minutes Per Day Reading at Home

Placements by minutes per day reading at home

Total = 401 (including one student from high school)

No reading	Last	First	Variance
110	37	18	33
27%	36	43	71
	37	49	6
	110	110	110
	34%	16%	30%
	33%	39%	65%
	34%	45%	5%
	100%	100%	100%

1-5 minutes	Last	First	Variance
60	19	9	20
15%	23	24	37
	18	27	3
	60	60	60
	32%	15%	33%
	38%	40%	62%
	30%	45%	5%
	100%	100%	100%

6-10 minutes	Last	First	Variance
55	25	13	24
14%	16	13	29
	14	29	2
	55	55	55
	45%	24%	44%
	29%	24%	53%
	25%	53%	4%
	100%	100%	100%

11-15 minutes			
minutes	Last	First	Variance
44	19	6	18
11%	8	14	25
	17	24	1
	44	44	44
	43%	14%	41%
	18%	32%	57%
	39%	55%	2%
	100%	100%	100%

16-20 minutes			
minutes	Last	First	Variance
54	21	13	13
13%	12	16	39
	21	25	2
	54	54	54
	39%	24%	24%
	22%	30%	72%
	39%	46%	4%
	100%	100%	100%

21-25 minutes			
minutes	Last	First	Variance
14	3	2	3
3%	5	4	11
	6	8	0
	14	14	14
	21%	14%	21%
	36%	29%	79%
	43%	57%	0%
	100%	100%	100%

26-30				
minutes	Last	First	Variance	
36 9%	12	10	7	
	11	12	24	
	13	14	5	
	36	36	36	
	33%	28%	19%	
	31%	33%	67%	
	36%	39%	14%	
	100%	100%	100%	

> 30				
minutes	Last	First	Variance	
27 7%	8	2	12	
	11	11	13	
	8	14	2	
	27	27	27	
	30%	7%	44%	
	41%	41%	48%	
	30%	52%	7%	
	100%	100%	100%	

Annex 6: Student Open-ended responses RE i-Ready

Things that students reported that they liked the most and liked the least about using the i-Ready Reading program.

- f. **What are the things that you like the most about using the i-Ready® Reading program (open-ended responses)?**

Most frequent responses can be grouped under the following:

Learning

- "It helps me learn."
- "You get to learn new facts."
- "It made me learn new things, new facts."
- "It helps me learn new things."
- "To learn about things."
- "Learning about animals."
- "There is so much to learn!"
- "I learn new words."
- "I like learning new words."
- "I like learning new stuff."
- "Learn how to read books."
- "I like to learn about stories."
- "Helps me learn English."
- "Learn English better."
- "They help you learn."
- "That we get to learn new things."
- "Learn words that I don't know yet."
- "Helps me learn words I didn't know."
- "Teach me about all kinds of stuff for example, History."
- "Teach me something I don't know."
- "I like the learning sometimes."
- "They teach me new things."
- "I like learning."
- "I want to learn so much because I want to be so lucky."
- "Learning spelling words."
- "*It hilpas larn.*"
- "Reviews stuff I learned but don't understand."
- "It has learning games that help a lot and are fun."
- "Learning a lot of games."
- "Teaching how to write and spell."

Reading

- "I get to read."
- "I like reading."
- "It helps a lot with reading."

- "It helps us read."
- "It helped me get better at reading and understanding."
- "It helps me to read more."
- "It helps me get a little better at reading."
- "I like how it helps me with my reading and makes me improve."
- "I like the reading most of the time."
- "Sometimes the reading."
- "Reading the words."
- "It helps me to read."
- "Love to read."
- "I know is good for me to improve my reading skills but I don't enjoy it."
- "Helps me read better."
- "Something I like about i-Ready reading is I get to read."
- "Seeing my reading grow."
- "Practice reading."
- "Improves my reading level."
- "The improvement in my reading."
- "It makes me read more."
- "It helps me advance in my reading."
- "Likes to learn reading. It reads out loud."
- "It has helped me improve with reading."
- "It gives me confidence to read in front of my teacher."
- "Sounding out words."
- "I like reading in general."
- "Complete reading score challenge."
- "Learn to read at a higher level."
- "Helps me read better."
- "Helps improve reading."
- "Easy reading."
- "To read the books."
- "Read short passages."
- "When it reads to me."
- "Reading a story and it puts a picture in my head."
- "I like that sometimes I get to practice my reading."
- "The articles they give us to read."
- "Some of the passages that I read."
- "Helps with getting more reading done."
- "8 minutes reading."
- "Helps practice reading."
- "Reading with the teacher and I like the help."

Making learning fun

- "Cool for learning"
- "Some readings are fun."
- "It's pretty fun."
- "I like that it's entertaining."

- “We get to have fun.”
- “Fun and exciting.”
- “It is sometimes fun.”
- “Entertaining sometimes some lessons.”
- “It is fun.”
- “That we get happy once we get points.”
- “You get to learn in a fun way!”
- “Sometimes i-Ready can be fun.”
- “Have fun things that we do.”

Doing Math

- “Multiplications.”
- “Measurements.”
- “Counting. I like to do counting.”
- “Counting backwards.”
- “Math problems.”
- “I also like taking the math diagnostic.”
- “It helps me learn about math.”
- “Helps me with math and reading.”
- “Math games to learn.”
- “Love learning about math.”
- “Learning about math.”
- “It helps with math.”
- “The fractions.”
- “Decimals.”
- “Do reading and math with i-Ready.”
- “Math is very, very fun!”

Getting rewards

- “Getting rewards for i-Ready.”
- “The prizes.”
- “Getting special rewards.”
- “When you hit 45 minutes you get a price.”
- “You can get out and play games if you have coins.”
- “Money. We get money.”
- “Getting coins. It gives you coins when you finish a lesson.”
- “Lets you earn coins.”
- “I like to spend my coins when I do good.”
- “I like being rewarded when I pass lessons.”
- “Gifts.”
- “Candy.”
- “Game tokens.”
- “I like how we get rewarded when we do our lessons correctly.”
- “It's fun because of the rewards you get.”
- “When it says you've done a lot of work and you can play the cat game.”

- “After a lesson you receive 20 coins and if you use 50 coins, you lose 50 to play a game as a small break.”
- “10 points for doing 30 min.”
- “The points to play games.”
- “Getting points.”
- “Get tickets. Get ticket prizes.”
- “That you get coins when you finish an assignment.”
- Getting a lot of minutes and getting free time.”
- “Incentives.”
- “You can earn prizes.”
- “Earning coins to play games.”
- “When my coins get to a bigger number.”
- “Waste coins on i-Ready math games.”
- “Earn minutes and points.”
- “Get prizes with coins.”
- “Points for the i-Ready store.”

Playing games

- “I also like playing the learning games.”
- “The Cat Games/Cat staker game.”
- “Peppa Pig.”
- “Minnie Mouse.”
- “Guessing bird game.”
- “How there is fun games.”
- “I like the learning games.”
- “The break games.”
- “When you take the test, and you can play a game.”
- “Games because they help me learn.”
- “Mini Games.”
- “Guessing games.”
- “Circle game.”
- “You can play pixel game.”
- “Playing games - the alien one.”
- “That there is i-Ready math games.”
- “Cat game on diagnostic.”
- “Games in general.”
- “Game after lesson.”
- “The frog game.”
- “The ‘does this make sense?’ game.”
- “I love playing games in i-Ready.”

Taking breaks

- “When you get a break.”
- “Brain breaks.”
- “The relaxing time.”
- “It lets you take a break.”

- “Having free time after.”
- “The breaks you get in between work.”
- “Minute breaks.”
- “That sometimes I get to have a mini-break during i-Ready.”

Books

- “I love the books.”
- “The information in the books.”
- “Read books.”
- “The books they put.”
- “They have interesting books.”
- “The book about a dog.”

Stories

- “I also like the stories because it is fun to read.”
- “Fun stories.”
- “Interesting stories.”
- “It had soccer/sports stories.”
- “The stories have pictures.”
- “The stories are usually short.”
- “Stories - the girl that was lost.”
- “I like the pictures in the stories.”
- “The stories are not too hard.”
- “Some of the stories.”

Doing lessons

- “Passing lessons.”
- “Getting good scores on lessons.”
- “Some of the lessons are fun.”
- “When I get to another lesson.”
- “Reading lessons are kind of fun.”
- “Lessons – spelling.”

g. What are the things that you like the least about using the i-Ready® Reading program (*open-ended responses*)?

Most frequent responses can be grouped under the following:

Boring

- “I get bored.”
- “Mostly boring.”
- “Not very fun.”
- “It is NOT fun at all.”
- “At some point it gets very boring.”
- “There aren’t many fun learning games.”

- "It's repetitive."
- "It has some boring parts."
- "Having to do it all the time."
- "Keep on doing the same thing and not a different work to do."
- "When the readings are long and boring."
- "It is not that fun."
- "Not interesting."
- "It's boring because it's too long to finish."
- "There are boring texts."
- "Nothing is exciting."
- "When they repeat boring books that I have already read."

Takes time

- "The lessons take a long time."
- "How long the lessons are."
- "I don't like how long it takes."
- "Long time on i-Ready."
- "Have to do 45 minutes. You have to answer questions. Have to do it 4 days a week."
- "It was too long."
- "Too much hours."
- "It takes too long."
- "It takes forever."
- "The games take long."
- "Kinda too much time."
- "You have to do 45 minutes."
- "It's too long."
- "I always have to do my i-Ready minutes."
- "Doing it for 40 min."
- "Sometimes is too much time."
- "Long passages."
- "It takes away time from going outside."
- "I don't like the 100 questions."
- "Too long on i-Ready."
- "Had to do 30 minutes a day of it."
- "Doing a lot of minutes."
- "Answering 30 minutes not knowing."
- "Staying for 30 minutes. Staying for 60 minutes. Staying for 90 minutes."
- "You have to do 15 minutes each day."
- "That we have to do i-Ready a long time."
- "The time that we do i-Ready for is too long."
- "The minutes it takes to complete."
- "Long passages that keep getting longer."
- "Tracking your minutes."
- "Takes a long time to finish."
- "25 minutes."
- "So much min for math."

Hard

- "Some questions are hard."
- "There's some questions I don't know."
- "It's a challenge."
- "It gets hard."
- "Getting hard lessons."
- "Hard to focus."
- "Some things are kind of hard."
- "The questions are hard for me."
- "Hard words."
- "Words are hard. English is second language."
- "Some words are difficult to learn."
- "Spelling was hard."
- "The lessons are sometimes too hard for me."
- "Reading is difficult."
- "Sometimes it's hard."
- "I don't understand some words."
- "I don't like that it's sometimes hard."
- "It gives hard stuff."
- "Solving hard questions."
- "Things that are new that are 100000% hard."
- "I don't like doing the hard reading."
- "Puts math that are higher than my grade."
- "When I don't understand the instructions."
- "You get only three chances to get the questions right."
- "Makes you play a cat game which is too hard."
- "Couldn't read much."
- "I cannot understand sometimes because I am learning English."
- "Very hard to make the words."
- "It's annoying - hard to follow along and listen."
- "It gets very challenging."
- "I don't read that much."
- "Reading is hard, don't know some words."
- "The lessons get harder and harder."
- "It's too heavy-duty to use."
- "Sometimes it is hard to earn coins."
- "When the lessons are hard."
- "Sometimes you score lower if it is too hard."
- "I don't like it if it is too hard."
- "The hard test."
- "When it is hard to understand what they are saying."
- "Sometimes I can't understand stuff."

Lots of work

- "Too much reading."

- “Doing too much work.”
- “Doing a lot of work.”
- “The work is too much.”
- “It's kind of annoying doing a lot of work.”
- “It asks so much questions.”
- “Too much stuff.”
- “The questions I have to do 3 times.”
- “Too many vocabulary.”
- “Doing it every day.”
- “Need to do it every day.”
- “Too many lessons.”
- “Don't want to do work.”
- “You have to work really hard to earn a lot of coins.”

Diagnostics

- “Long diagnostic.”
- “So many tests.”
- “The i-Ready test.”
- “Doing the i-Ready diagnostic again.”
- “Taking the reading diagnostic.”
- “The Diagnostic test.”
- “The test is too hard/long.”
- “Don't like the diagnostics.”
- “You have to take diagnostic.”
- “Too many diagnostic tests.”
- “The diagnostic test - you don't earn any minutes.”

Stories

- “Long stories.”
- “Very long stories.”
- “I don't like reading the long stories.”
- “Boring stories.”
- “The stories are too short.”
- “The stories - having to read and answer questions.”
- “The longer stories.”
- “I don't like when I have to read long stories.”

Reading

- “I don't like reading that much.”
- “I don't like long reading.”
- “Too much reading.”
- “That you have to read all by yourself.”
- “I don't pay attention to the long readings.”
- “About how we have to read.”
- “It does not read.”
- “I don't like when it repeats something to me so many times.”

- “Reading long paragraphs.”
- “I don't like when the readings are very long.”
- “Also, it has about many texts to read.”
- “When I have to read a sentence I can't read.”
- “When I have to read and answer questions.”
- “That you have to read and that you always have to do it and it takes a long time.”
- “Reading, more reading, lots of reading.”
- “Lots of reading, long passages.”

Books

- “Some of the book I already read.”
- “Books are very long.”
- “Boring books.”

Math

- “Multiplications.”
- “I don't like reading math.”
- “Math is hard.”

Annex 7: What Motivates Students to Be Better Readers?

Open-ended responses:

- "To be a better reader!"
- "I love reading!"
- "So I can read books in second grade."
- "So I can be a famous reader."
- "So the program teachers will give me candy."
- "You don't need to rush! Try your best! Don't give up!"
- "I want to write a book."
- "I want to make a YouTube video."
- "To help people learn how to read."
- "To teach kids how to read."
- "Improvement in my reading."
- "So I can read. Because books are fun! Books help you learn."
- "To read bigger books. Read Faster. Learn more words."
- "So I can teach people how to read."
- "So I can read a book. So I can make my own book."
- "So you can be a better reader. Then you get to learn a lot of words. You get to see pictures and know the words next to the pictures."
- "It is fun to read. You can pick up any book. You can write your own stories."
- "So I can read harder words and my color dot has been higher reader and like to read harder words."
- "Because I want to be a better reader. I want to learn more. I want to be the best!"
- "If I read better, I can go to the best school and when I have a job I can use it."
- "When I grow up I want to be a police officer. Learn things to help be a police officer."
- "So I can read the news on the phone."
- "To try my best to focus, find a quiet place. That's all."
- "Read a book and getting good grades in reading."
- "Spelling words, writing, reading harder books."
- "I work hard to read everyday books that I like."
- "My parents being happy and me being happy."
- "So when I grow up I can be an art teacher."
- "It helps your brain to grow."
- "It helps in school when you have a test."
- "I'm trying to read more books. I want to know how to spell words correctly. I really want to be the best reader because I want to be a doctor."
- "Learning about different things and people."
- "Rewards - If I read, I can use iPad."
- "Wanting to get better. Get more coins and store points."
- "So I can read bigger words and my color dot is bigger. So that my teacher says that I'm good at reading."
- "I want to learn new words. I want to be able to read English books. I want to be smarter."
- "It's exciting. It helps me learn. I like it."

- "People help me and motivate me to read."
- "Reading good books."
- "Helps you read more books, learn new things, know all the answers."
- "So I can be a reader. I want to read to my little baby brother."
- "So my teachers can give me better compliments."
- "To learn more English and speak more English."
- "Writing my own books."
- "Be a better student, learn English, better grades."
- "Practice my hard words, because I want to know all the hard words."
- "Read every day. Read a book with my parents. Do homework."
- "Reading challenging books."
- "To read better the games help motivate me. The stories are entertaining."
- "To understand words that I don't know."
- "To get good grades, to be smart, to be at my reading level."
- "It is good to be a better reader. I can learn about a chapter."
- "I want to learn new words. I want to read better, so people don't laugh at me. I want to become smarter."
- "Books with fun stories. Practice a lot and don't give-up."
- "I like to learn. I like reading fantasy books. They help me learn."
- "To learn new things. To better listen to others. To read a lot of books at home."
- "To learn English, to know how to spell and write in English. To speak more English."
- "Learning to spell new words. Reading harder books. Learning new things."
- "Reading by myself in my own space. Reading in a place with no sound."
- "My mom, my teacher, and my friends."
- "Grades, mom, and family."
- "My teacher, my dad and me because I want to be smarter."
- "Reading slowly so I can read faster."
- "Music"
- "Go to the library and read books."
- "So I can read things about long ago, about the present and future."
- "I say that I am going to get better, I read more, and I don't pressure myself."
- "I want to learn how to make the sounds. I already know some letters."
- "Books that I like: Space books and animal books."
- "To be able to read more stories. Reading is my favorite thing to do. It is fun and makes me confident."
- "Want to be a big reader. Want to read big books."
- "I like to read. I want to pass to second grade. I want to read like my friends."
- "I can practice more reading skills in the future. I can read more books that are interesting. I can do more online reading programs."
- "My family. I want a good job. I want to be rich."
- "We get candy prizes and tickets for our score. Our teacher said, 'keep going.'"
- "I like to study. I need to learn new words so I can become smarter."
- "I like reading new words. I like learning new things."
- "Read everyday books that I like."
- "Reading harder books."
- "Becoming an author."

- "I can get better grades. I enjoy it. Make my mom super proud."
- "Knowing words. Saying words correctly. Writing words correctly."
- "Being able to read to someone well."
- "Getting into college. Getting a better job."
- "To read harder books so I can be smart in high school and to vote."
- "Getting praise from the teacher."
- "I don't know how to read yet. I want to read different books."
- "I want to learn how to read books. Reading can help me be smarter. I want to be at the highest level."
- "Be better at school."
- "Because Miss Maria gives me gummies bears."
- "Read bunny books. Read with my sister. Reading at bedtime with family."
- "That I keep trying if I don't know a word. It gives you another try if wrong. It gives you a perfect lesson level."
- "Learning new words. Trying to understand the meaning of stories."
- "I want to learn new words. I want to read fast. I want to be smart."
- "Reading the books that I want to read. Reading books at my home."
- "Reading harder books, so I can get a good job."
- "I want to become a better reader at school. I want to make my family proud. I can give an example to my cousins."
- "Practicing flash cards. Somebody reading to me. Practicing reading."
- "Because I want to learn how to read. To read books to everybody."
- "Things that motivate me to become a better reader is that if I'm specifically interested in a book I will read all the chapters of the series."
- "Sometimes when there are nice photos and good writing it encourages me to continue."
- "Sometimes I imagine the story and me in it and continue reading, slowly becoming better."
- "So that when I get older I can get a job. So I can do my taxes."
- "So I can know big words and short words."
- "So I can pronounce the words better. I want to know more words. I want to understand the story."
- "I want to be a better reader because I want to be ahead of the line. I want to learn to read more books. I want to understand all kinds of reading."
- "Reading my favorite books. Reading books that are a bit more challenging. Reading books in a series."
- "I want to go on level purple. I want to make my parents proud."
- "Because I would like to read more books. Because my teacher told me that I can read chapter books. I like to be better."
- "I feel very good when my dad talks about me at reading."
- "Everyone else reads good so I want to read, too. I want to read books that I can't read yet."
- "Learn new words to upgrade speaking and impress my teacher."
- "I like knowing words and what they mean. I want to do good in phonics. I like knowing how to spell words."
- "I take my time. It made me more enthusiastic about reading. I feel at ease here."
- "Reading a paragraph without making mistakes, so people don't make fun of me."
- "I could learn better grammar. It could help me read fast and not have to pause as much. It could also show me how I could improve in telling my own stories when writing."

- "I really want to help people read like my siblings."
- "I need to know how to read. I would get mocked if I didn't."
- "To understand better. To be able to read in sixth grade."
- "I like reading books. It helps to grow my skills. I'll speak better English."
- "I like to read books. Reading is important for your mind."
- "I want to become super smart. I want to have good grades when I go to college."
- "Exploring different genres."
- "Dying not knowing how to read."
- "School and after-school."
- "So I can help my parents with their English. So I can help anyone else."
- "People telling me that I can do it. People being there for me."
- "So I can read to children. So I can read harder books, chapter books."
- "It is going to help me in life. I can get to a good school. I can get a good job."
- "I want to read better so that I'm prepared for 5th grade. I want to improve my reading scores. It will help me do better when I grow up."
- "When you grow up you have to read and write very well."
- "So I can go to first grade. So I can go to college. So my mom can love me."
- "My mom said 'Do your best'! My teachers always say to me that I always get the questions right. My dad said that if I get the questions right, he'll buy me anything!"
- "Know more about cars."
- "Read book with somebody."
- "I always liked to read, I think it's fun and I like the different stories I read about."
- "My books at home."

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ⁱ neaToday. "Strategies to Support Learners Who Are Below Grade Level." See: <https://www.nea.org/professional-excellence/student-engagement/tools-tips/strategies-support-learners-who-are-below-grade-level>

ⁱⁱ Curriculum Associates. "Frequently Asked Questions." See: <https://i-readycentral.com/familycenter/faqs/>

ⁱⁱⁱ The Annie E. Casey Foundation. 2022. "Since Pandemic's Start, 42 States See Rise in Fourth-Graders Below Reading Proficiency" (NOVEMBER 4, 2022). See: <https://www.aecf.org/blog/fourth-grade-reading-proficiency-2022>

^{iv} "The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. The NAEP is administered by the U.S. Department of Education, National Center for Education Statistics (ED, NCES)." See: <https://health.gov/healthypeople/objectives-and-data/data-sources-and-methods/data-sources/national-assessment-educational-progress-naep#:~:text=The%20National%20Assessment%20of%20Educational,do%20in%20various%20subject%20areas.>

^v White, et al (2021) noted that "Because there is no achievement-level description for students who fall below the cut score for NAEP Basic, policymakers, educators, and researchers do not have a clear understanding of the nature of the reading difficulties that these students face. It is plausible, even likely, that students performing below NAEP Basic have less vocabulary knowledge and less world knowledge, which would limit their inferencing and comprehension ability. But there are other important determinants of reading comprehension, such as the ability to read the words and sentences in the test passages with sufficient speed and accuracy. The scientific consensus is that fast, accurate word reading and fluent sentence reading are necessary for reading comprehension, not only in the first few grades but also throughout the lifetime of a reader." White, Thomas G., John P. Sabatini, and Sheida White. 2021. "What Does "Below Basic" Mean on NAEP Reading?" See:

<https://www.readingrockets.org/sites/default/files/2023-09/What-Does-Below-Basic-Mean-on-NAEP-Reading.pdf>

^{vi} NAEP Basic: "This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level."

^{vii} "In the United States, the National School Lunch Program (NSLP) provides eligible students with free or reduced-price lunch (FRPL). The percentage of students in a school who are eligible for FRPL can provide a substitute measure for the concentration of low-income students in the school." National Center for Education Statistics. (2023). Concentration of Public School Students Eligible for Free or Reduced-Price Lunch. Condition of Education. U.S. Department of Education, Institute of Education Sciences. See: <https://nces.ed.gov/programs/coe/indicator/clb>.

^{viii} "English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized

or modified instruction in both the English language and in their academic courses.” The Glossary of Education Reform by Great Schools Partnership. See: <https://www.edglossary.org/english-language-learner/>

^{ix} Hill, Heather C. 2016. “50 years ago, one report introduced Americans to the black-white achievement gap. Here’s what we’ve learned since.” (Jul 13, 2016). Chalkbeat. See: <https://www.chalkbeat.org/2016/7/13/21103280/50-years-ago-one-report-introduced-americans-to-the-black-white-achievement-gap-here-s-what-we-ve-le>

^x Hill, Heather C. 2016. “50 years ago, one report introduced Americans to the black-white achievement gap. Here’s what we’ve learned since.” (Jul 13, 2016). Chalkbeat. See: <https://www.chalkbeat.org/2016/7/13/21103280/50-years-ago-one-report-introduced-americans-to-the-black-white-achievement-gap-here-s-what-we-ve-le>

^{xi} Hill, Heather C. 2016. “50 years ago, one report introduced Americans to the black-white achievement gap. Here’s what we’ve learned since.” (Jul 13, 2016). Chalkbeat. See: <https://www.chalkbeat.org/2016/7/13/21103280/50-years-ago-one-report-introduced-americans-to-the-black-white-achievement-gap-here-s-what-we-ve-le>

^{xii} Baer, Katie. “Strengthening the Home-to-School Connection.” See: <https://www.learninga-z.com/site/resources/breakroom-blog/home-school-connection#:~:text=Studies%20show%20that%20a%20strong,and%20an%20increased%20graduation%20rate.>

^{xiii} NCSL. 2023. “Supporting Student Success Through After School Programs.” See: <https://www.ncsl.org/education/supporting-student-success-through-afterschool-programs>

^{xiv} Develop Africa. “The Village.” See: <https://www.developafrica.org/village>

^{xv} P.6 in Marshall, J. 2019. Supporting learning for children in affordable housing communities: An analysis of outcomes and supporting factors observed with the i-Ready literacy program. San Diego, CA: James Marshall Consulting, Inc.

^{xvi} Benjamin, Lehn M. and David C. Campbell. 2014. “Programs Aren’t Everything.” Stanford Social Innovation Review.

^{xvii} Jordan, C., Parker, J., Donnelly, D., Rudo, Z. (Eds.). (2009). A practitioner’s guide: Building and managing quality afterschool programs. Austin, TX: SEDL. See: <https://www.air.org/sites/default/files/2021-06/Practitioners-Guide-to-Afterschool-Programs-Dec-2009.pdf>

^{xviii} “53 [afterschool] programs in 33 states were identified as providing quality afterschool practices. National Partnership staff and program leaders worked together to select from each program two sites that had been in operation for at least 3 years, were focusing on the content areas, and had evidence of success in promoting student learning. A total of 104 individual sites were chosen for the study.”

^{xix} ‘A best practice is a standard or set of guidelines that is known to produce good outcomes if followed. Best practices are related to how to carry out a task or configure something.’ See: Wright, Gavin. “Best Practices.” <https://www.techtarget.com/searchsoftwarequality/definition/best-practice#:~:text=A%20best%20practice%20is%20a,be%20internal%20to%20an%20organization.>

^{xx} Tookoian, Jennie. 2018. “A Guide to Types of Assessment: Diagnostic, Formative, Interim, and Summative.” (Posted in Edulastic by Jennie on August 16, 2018). See: <https://edulastic.com/blog/types-of-assessment/#:~:text=A%20Guide%20to%20Types%20of,in%20many%20shapes%20and%20sizes.>

^{xxi} Tookoian, Jennie. 2018. “A Guide to Types of Assessment: Diagnostic, Formative, Interim, and Summative.” (Posted in Edulastic by Jennie on August 16, 2018). See: <https://edulastic.com/blog/types-of-assessment/#:~:text=A%20Guide%20to%20Types%20of,in%20many%20shapes%20and%20sizes.>

^{xxii} National Center on Intensive Intervention. American Institute for Research. “i-Ready® Diagnostic Reading.” See: <https://charts.intensiveintervention.org/screening/tool/?id=7534542c4f422f85#:~:text=i%2DReady%20Diagnostic%20has%20Response,and%20end%2Dof%2Dyear.>

^{xxiii} Curriculum Associates.. “Scores, Placements, and Norms.” See: <https://www.curriculumassociates.com/reviews/assessment/diagnostic-scores-placements-and-norms>

^{xxiv} Tomlinson, Carol Ann. 2000. “What Is Differentiated Instruction?” See: <https://www.readingrockets.org/topics/differentiated-instruction/articles/what-differentiated-instruction#:~:text=By%3A,a%20successful%20approach%20to%20instruction.>

^{xxv} Curriculum Associates. “Frequently Asked Questions.” See: <https://i-readycentral.com/familycenter/faqs/>

^{xxvi} 95% of AHC students completed two or more assessments.

^{xxvii} 81% of CHW students completed two or more assessments.

^{xxviii} 71% of FC students completed two or more assessments.

^{xxix} 52% of PSHH students completed two or more assessments.

^{xxx} Institute of Multi-Sensory Education. “Enabling the Shift from Learning to Read to Reading to Learn.” See: <https://journal.imse.com/the-shift-from-learning-to-read-to-reading-to-learn/#:~:text=Breaking%20Down%20Reading%20to%20Learn,in%20school%20and%20life%20beyond.>

^{xxxi} Institute of Multi-Sensory Education. “Enabling the Shift from Learning to Read to Reading to Learn.” See: <https://journal.imse.com/the-shift-from-learning-to-read-to-reading-to-learn/#:~:text=Breaking%20Down%20Reading%20to%20Learn,in%20school%20and%20life%20beyond.>

^{xxxii} Excluded 31 Not Disadvantaged and 17 NA (Total = 48 which represents 7% of the total of students. Too small numbers to make comparisons)

^{xxxiii} A significant percentage of FC students did not respond to the language fluency question. FC was the only organization that had students who did not respond to the language fluency question.

^{xxxiv} For a full list of student responses of what students liked the most about using the i-Ready® Reading program please see Annex Section.

^{xxxv} Of those who responded that they did not receive support with their homework, 22 indicated that they did not have homework, 10 gave other reasons and 29 gave no answer.

^{xxxvi} See p. 60 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>

^{xxxvii} See p. 60 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>

^{xxxviii} See p. 56 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>

^{xxxix} See p. 60 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>

^{xl} Clark, Christina. 2007. “Why it is important to involve parents in their children’s literacy development – a brief research summary.” See: <https://files.eric.ed.gov/fulltext/ED496346.pdf>

^{xli} The Annie E. Casey Foundation. 2022. “Parental Involvement in Your Child’s Education. The Key To Student Success, Research Shows.” (December 14). See: https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows?gad=1&gclid=CjwKCAjw38SoBhB6EiwA8EQVLPtJ_ryhkMRaSNTN9yZpnIOEzBxcrGb2Ge1yV2l1VPyukQ9esqBAyxoCP9IQAvD_BwE

^{xlii} It must be noted that 213 does not correspond to the number of unique parents since respondents were asked to complete a survey for each child attending the ASP.

^{xliii} Please note that the original size of the sample was 305. After cleaning the database, 81 cases were deleted due to being significantly incomplete or duplicated. Another 11 cases were removed due to belonging to an organization not included in this analysis (see Annex for more details).

^{xliv} “Children begin elementary school with kindergarten (grade K) around age 5. The next year is grade 1 and it goes up each year to grade 5. They finish elementary school around age 10.” See: USAHello. “What are the U.S. education levels?” (<https://usahello.org/education/children/grade-levels/>)

^{xlv} USAHello. “What are the U.S. education levels?” See: <https://usahello.org/education/children/grade-levels/>

^{xlvi} See: McCombs, Jennifer Sloan, Anamarie A. Whitaker, and Paul Youngmin Yoo, *The Value of Out-of-School Time Programs*. Santa Monica, CA: RAND Corporation, 2017. <https://www.rand.org/pubs/perspectives/PE267.html>.

^{xlvii} The Orton-Gillingham Approach: “Over the last half century the Orton-Gillingham approach has been the most influential intervention designed expressly for remediating the language processing problems of children and adults with dyslexia. The Orton-Gillingham approach is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.” See: https://eps.schoolspecialty.com/orton-gillingham?gclid=CjwKCAjw9-6oBhBaEiwAHv1QvHwmeGnSYeMNFPPHu7abPahuWzgtTqG_KdBNNgPn_ywr_axUH2zhoCMA4QAvD_BwE

^{xlviii} The Lindamood-Bell Approach: “We believe, passionately, that all children and adults can be taught to read, comprehend, spell, and do math to their potential. We identify strengths and weaknesses that may be affecting school performance. Our instruction is based on an individual’s learning needs. Some students come to us with previous diagnoses such as dyslexia, autism spectrum disorders, or general learning challenges—and we make a difference for each of them. Some students seek our help to enhance their skills or to just make learning easier—and we do.” See: <https://lindamoodbell.com/our-approach>

^{xlix} Sénéchal M, LeFevre JA. Parental involvement in the development of children's reading skill: a five-year longitudinal study. *Child Dev.* 2002 Mar-Apr;73(2):445-60. doi: 10.1111/1467-8624.00417. PMID: 11949902.

Jordan, C., Parker, J., Donnelly, D., Rudo, Z. (Eds.). (2009). A practitioner's guide: Building and managing quality afterschool programs. Austin, TX: SEDL. See: <https://www.air.org/sites/default/files/2021-06/Practitioners-Guide-to-Afterschool-Programs-Dec-2009.pdf>

ⁱⁱ "53 [afterschool] programs in 33 states were identified as providing quality afterschool practices. National Partnership staff and program leaders worked together to select from each program two sites that had been in operation for at least 3 years, were focusing on the content areas, and had evidence of success in promoting student learning. A total of 104 individual sites were chosen for the study."

ⁱⁱⁱ 'A best practice is a standard or set of guidelines that is known to produce good outcomes if followed. Best practices are related to how to carry out a task or configure something.' See: Wright, Gavin. "Best Practices." <https://www.techtarget.com/searchsoftwarequality/definition/best-practice#:~:text=A%20best%20practice%20is%20a,be%20internal%20to%20an%20organization.>

ⁱⁱⁱⁱ For a full version of the questionnaires completed by each organization, please see ANNEX.

^{lv} The description of the "Caminos Scholars" after school program was provided by Kris Reid, Director of Education, People's Self Help Housing.

^{lv} P.6 in Marshall, J. 2019. Supporting learning for children in affordable housing communities: An analysis of outcomes and supporting factors observed with the i-Ready literacy program. San Diego, CA: James Marshall Consulting, Inc.

^{lvi} Benjamin, Lehn M. and David C. Campbell. 2014. "Programs Aren't Everything." Stanford Social Innovation Review.

^{lvii} Although we did not include HPAS member Nevada HAND and Blackstone River Valley in the overall evaluation, we have included in this analysis the 8 surveys completed by staff from Nevada HAND (6) and Blackstone River Valley (2).

^{lviii} We provide summary tables with the results of the four HPAS organizations. Since half of the completed surveys were from Foundation Communities (FC) after school staff, we included another column with the results of the FC results for comparison purposes.

^{lix} UNESCO. "Learning Trajectories." See: <http://education-progress.org/en/articles/trajectories>

^{lx} UNESCO. "Learning Trajectories." See: <http://education-progress.org/en/articles/trajectories>

^{lxi} The number of students identified as not being economically disadvantaged is very small and insufficient for drawing meaningful comparisons vis-à-vis, economically disadvantaged students.

^{lxii} Excluded 31 Not Disadvantaged and 17 NA (Total = 48 which represents 7% of the total of students. Too small and insufficient for drawing meaningful comparisons vis-à-vis, economically disadvantaged students)

^{lxiii} Curriculum Associates. "Frequently Asked Questions." See: <https://i-readycentral.com/familycenter/faqs/>

^{lxiv} Save Our Schools. 2023. "How Many Hours Are In A School Day?" (September 11, 2023). See: <https://www.saveourschoolsmarch.org/how-many-hours-are-in-a-school-day/>

^{lxv} Dickinson, Elizabeth E. 2016. "Coleman Report Set the Standard for the Study of Public Education." (Winter 2016). Johns Hopkins Magazine. See: <https://hub.jhu.edu/magazine/2016/winter/coleman-report-public-education/>

^{lxvi} Dickinson, Elizabeth E. 2016. "Coleman Report Set the Standard for the Study of Public Education." (Winter 2016). Johns Hopkins Magazine. See: <https://hub.jhu.edu/magazine/2016/winter/coleman-report-public-education/>

^{lxvii} Courtney E. Ackerman, Courtney E. 2018. "What Is Self-Efficacy Theory?" PositivePsychology.com (29 May 2018). See: <https://positivepsychology.com/self-efficacy/>

^{lxviii} Soland, Jim. 2019. "English Language Learners, Self-efficacy, and the Achievement Gap." (The Collaborative for Student Growth at NWEA Research Brief). See: <https://www.nwea.org/uploads/2020/03/researchbrief-collaborative-for-student-growth-english-language-learners-self-efficacy-and-the-achievement-gap-2019.pdf>

^{lxix} Soland, Jim. 2019. "English Language Learners, Self-efficacy, and the Achievement Gap." (The Collaborative for Student Growth at NWEA Research Brief). See: <https://www.nwea.org/uploads/2020/03/researchbrief-collaborative-for-student-growth-english-language-learners-self-efficacy-and-the-achievement-gap-2019.pdf>

^{lxx} Soland, Jim. 2019. "English Language Learners, Self-efficacy, and the Achievement Gap." (The Collaborative for Student Growth at NWEA Research Brief). See: <https://www.nwea.org/uploads/2020/03/researchbrief-collaborative-for-student-growth-english-language-learners-self-efficacy-and-the-achievement-gap-2019.pdf>

^{lxxi} See p. 60 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. Contemporary Educational Psychology, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>

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- ^{lxxii} See p. 60 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- ^{lxxiii} See p. 56 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- ^{lxxiv} See p. 60 in Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- ^{lxxv} “Technology-based learning (TBL) constitutes learning via electronic technology, including the Internet, intranets, satellite broadcasts, audio and video conferencing, bulletin boards, chat rooms, webcasts, and CD-ROM. TBL also encompasses related terms, such as online learning and web-based learning that only include learning that occurs via the Internet, and computer-based learning that is restricted to learning through the use of computers. E-learning is synonymous with TBL and has largely replaced it in scholarship and industry as the term of choice. See p. iii in Koller, Vinz, et al. 2006. “Technology-Based Learning Strategies.” Oakland, CA: Social Policy Research Associates (Prepared for: U.S. Department of Labor Employment and Training Administration, Office of Policy Development and Research). https://www.doleta.gov/reports/papers/tbl_paper_final.pdf
- ^{lxxvi} Koller, et al., “Technology-Based Learning Strategies,” iii.
- ^{lxxvii} Koller, et al., “Technology-Based Learning Strategies,” iv.
- ^{lxxviii} Koller, et al., “Technology-Based Learning Strategies,” v.
- ^{lxxix} The Annie E. Casey Foundation. 2022. “Since Pandemic’s Start, 42 States See Rise in Fourth-Graders Below Reading Proficiency” (NOVEMBER 4, 2022). See: <https://www.aecf.org/blog/fourth-grade-reading-proficiency-2022>
- ^{lxxx} neaToday. “Strategies to Support Learners Who Are Below Grade Level.” See: <https://www.nea.org/professional-excellence/student-engagement/tools-tips/strategies-support-learners-who-are-below-grade-level>
- ^{lxxxi} Soland, Jim. 2019. “English Language Learners, Self-efficacy, and the Achievement Gap.” (The Collaborative for Student Growth at NWEA Research Brief). See: <https://www.nwea.org/uploads/2020/03/researchbrief-collaborative-for-student-growth-english-language-learners-self-efficacy-and-the-achievement-gap-2019.pdf>
- ^{lxxxii} Curriculum Associates. 2019. “Evidence of the Impact of i-Ready on Students’ Reading and Mathematics Achievement.” See: <https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>
- ^{lxxxiii} The Annie E. Casey Foundation. 2022. “Since Pandemic’s Start, 42 States See Rise in Fourth-Graders Below Reading Proficiency” (NOVEMBER 4, 2022). See: <https://www.aecf.org/blog/fourth-grade-reading-proficiency-2022>
- ^{lxxxiv} Hill, Heather C. 2016. “50 years ago, one report introduced Americans to the black-white achievement gap. Here’s what we’ve learned since.” (Jul 13, 2016). Chalkbeat. See: <https://www.chalkbeat.org/2016/7/13/21103280/50-years-ago-one-report-introduced-americans-to-the-black-white-achievement-gap-here-s-what-we-ve-le>
- ^{lxxxv} Egalite, A.J. (2016). How Family Background Influences Student Achievement: Can schools narrow the gap? *Education Next*, 16(2), 70-78. See: <https://www.educationnext.org/how-family-background-influences-student-achievement/>
- ^{lxxxvi} Powell. John A., et al. 2007. “Communities of Opportunity: A Framework for a more Equitable and Sustainable Future for all.” Kirwan Institute for the Study of Race and Ethnicity. The Ohio State University. See: <http://www.allegenyplaces.com/docs/SupportingDocuments/Housing/Communities%20of%20Opportunity.pdf>
- ^{lxxxvii} Reading Plus is Part of the DreamBox Family! DreamBox Learning is the leading provider of K-8 adaptive math solutions in North America. We are excited to bring together these two established and trusted companies, our industry-leading products, and our mission-driven team members to offer the only dual-discipline solution where both products have achieved the highest ESSA STRONG rating by Johns Hopkins University. See: <https://www.readingplus.com/>