Hardin County Schools
***iRead* Impact & Implementation Study**
Research Partnership Proposal
December 2, 2014

Purpose: The purpose of this study is to evaluate the impact of *iRead* in Hardin County Schools. *iRead* is a digital foundational reading program, specifically designed for students in Grades K–2, that provides explicit, systematic instruction and individualized ongoing practice in the foundational literacy skills.

Research Focus: Scholastic proposes to collect *iRead* program usage data as well as NWEA Measures of Academic Progress (MAP) and MAP for Primary Grades (MPG) data in order to examine the impact that *iRead* use has on student literacy achievement.

This research initiative will consist of two components:

1) ***iRead* Implementation**: Scholastic will examine the implementation of *iRead* in classrooms across the District. This component will focus on students' use of the *iRead* Software across the 2013–2014 and 2014–2015 school years.
2) ***iRead* Literacy Achievement:** Scholastic will examine students' *iRead* implementation "dosage" levels to further explore the relationship between *iRead* use and student growth on literacy outcome measures (e.g., MAP, MPG). For the purposes of analysis, results will be disaggregated by school, grade, and student group.

Participants:
This evaluation is a secondary analysis of data from the 2013–2014 and 2014–2015 school years. Participants include students in Grades K–2 attending *iRead* implementation schools who used *iRead* as a supplement to their regular English Language Arts (ELA) curriculum. In addition, literacy outcome data will be collected for Grade 3 students in 2014–2015 who used *iRead* the prior school year, while enrolled in Grade 2.

Measures: In order to conduct the analysis, Scholastic will need to obtain the following information for all participating students:

- **Demographic data** (i.e., gender, race/ethnicity, free or reduced price meals status, English language status, special education status, and disability type)
    - Extant data: fall 2013
    - Current school year data: fall 2014, spring 2015
- **NWEA Measures of Academic Progress (MAP) and MAP for Primary Grades (MPG) data**
    - Extant data: fall 2013, winter 2013/2014, spring 2014
    - Current school year data: fall 2014, winter 2014/2015, spring 2015
- **Data pertaining to student language and special education status/classification**
    - Extant data: 2013–2014 school year
    - Current school year data: 2014-2015 school year
- ***iRead* usage data**
    - Extant data: 2013–2014 school year
    - Current school year data: 2014–2015 school year

Results: Literacy achievement data for *iRead* students enrolled in kindergarten, first, or second grade during the 2013–2014 school year, and for current and previously enrolled *iRead* students enrolled in kindergarten, first, second, or third grade 2014–2015 school year will be collected and analyzed along with *iRead* usage data. Upon completion of the analysis, a report of the results will be provided to Hardin County Schools. With the District's permission, Scholastic may publish the results in a research publication.

Benefits: This study will help Hardin County Schools gain a better understanding of the effects of *iRead* on students' developing literacy skills. In addition, this study will provide Hardin County Schools with insight into how *iRead*, a digital foundational literacy program, was implemented in its first and second year in the District.