

Building Reading Success with Wiley Blevins

Study Results: ESSA Tier 3 Promising Evidence

About the Research Study:

William H. Sadlier, Inc. in partnership with Wiley Blevins, developed Building Reading Success with Wiley Blevins, a module-based K-5 Intervention program. Sadlier contracted with Project Tomorrow®, an external national education nonprofit organization, to design and implement a study project during the 2023-24 school year with a select set of schools and teachers. The study school sites included an urban school in New York City, a rural school in Missouri, and two suburban schools in Illinois. The study focused on understanding the impact of Building Reading Success with Wiley Blevins on teacher effectiveness and student outcomes.

Research Methodology:



- Quasi-experimental study design.
- 15 teachers from 4 diverse elementary schools were randomly selected to use the Building Reading Success with Wiley Blevins (treatment group) or to continue to use their own existing intervention program (control group).
- 75 students in grades 1 and 2 identified for tier 2 reading intervention by their school.
- Analysis of teacher feedback via surveys and focus groups, and review of student pre and post assessment data.

Sampling of Research Findings:

Key finding 1: Do teachers and reading specialists highly value Building Reading Success by Wiley Blevins?

- 100% of the teachers strongly agreed that the Building Reading Success program encompasses recognized key concepts and principles of effective phonemic awareness development.
- 100% of the teachers agreed that the support tools and resources for students and that the teacher edition content was effective – and easy to use in their classroom.
- 100% of the teachers agreed that the program improved their students' phonemic awareness.

Key finding 2: Does usage of Building Reading Success with Wiley Blevins results in positive statistically significant student outcome?

Comparative treatment and control analysis of student assessment data in reading accuracy and fluency demonstrates positive statistical significance in the following outcomes:

- Increased accuracy among all students using the Building Reading Success program.
- Increased accuracy and fluency for all students using Building Reading Success at the urban elementary school in New York City.
- Increased accuracy for all students using Building Reading Success at the two suburban elementary schools in Illinois.
- Increased fluency for all students using Building Reading Success at the rural elementary school in Missouri.

Key finding 3: Do teachers want to continue to use Building Reading Success with Wiley Blevins? Would they recommend the program to other teachers?

- 100% of the teachers using the Building Reading Success with Wiley Blevins program said they are interested in using the intervention again next school year with their students.
- 100% say they are likely to recommend Building Reading Success to another teacher or colleague.

Key finding 4: Does Building Reading Success satisfy ESSA Tier 3 - Promising Evidence requirements?

- ✔ **Requirement #1:** Well-designed and implemented correlational study, statistically controlling for selection bias.
Building Reading Success study: Met all requirements
- ✔ **Requirement #2:** Statistically significant positive effect on a relevant outcome.
Building Reading Success study: Met all requirements.
- ✔ **Requirement #3:** No strong negative findings from experimental or quasi-experimental studies.
Building Reading Success study: Met all requirements.