Building Reading Success Logic Model

Study Type: ESSA Evidence Level IV

Prepared for:
Sadlier

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EXECUTIVE SUMMARY

William H. Sadlier, Inc. engaged LearnPlatform by Instructure, a third-party edtech research company, to develop a logic model for *Building Reading Success with Wiley Blevins | Grade K–5.* LearnPlatform designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).[1]

Logic Model

A logic model provides a program roadmap, detailing program inputs, participants reached, program activities, outputs, and outcomes. LearnPlatform collaborated with William H. Sadlier, Inc. to develop and revise the logic model.

Study Design for *Building Reading Success* Evaluation

Informed by the logic model, the next phase will focus on planning for an ESSA Level III study to examine the extent to which Building Reading Success impacts students' reading outcomes.

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria for Level IV:

- ✅ Detailed logic model informed by previous, high-quality research
- ✅ Study planning and design is currently underway for an ESSA Level I, II or III study

[1] Level IV indicates that an intervention should include a "well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and an effort to study the effects of the intervention, that will happen as part of the intervention or is underway elsewhere…" (p. 9, U.S. Department of Education, 2016).

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Introduction

William H. Sadlier, Inc. engaged LearnPlatform by Instructure, a third-party edtech research company, to develop a logic model for *Building Reading Success with Wiley Blevins | Grade K–5*. LearnPlatform designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).

William H. Sadlier, Inc. recognizes that approximately sixty-six percent of fourth-grade students are currently not meeting grade-level proficiency standards, as reported by the National Assessment of Educational Progress (NAEP). This underscores the need to offer a multi-tiered support system (MTSS) for these students (specifically, Tier 2 and Tier 3 support), that uses Science of Reading principles to provide targeted research-based phonics instruction during early elementary education. By focusing on helping students develop foundational literacy skills (i.e., phonological and phonemic awareness), they will gain reading fluency and comprehension skills, and in turn, achieve literacy success. To address these challenges, the *Building Reading Success with Wiley Blevins* (BRS) program, developed by Wiley Blevins, assists educators in identifying foundational literacy skill gaps and delivering targeted instruction. Through BRS's modules, students in need of daily or weekly phonics and phonemic awareness reading intervention—whether classified under Tier 2 (up to one grade level behind) or Tier 3 (one or more grade levels behind)—can receive personalized support to bridge their literacy learning gaps and achieve grade-level proficiency.

The study had the following objectives:

1. Define the BRS logic model and foundational research base.
2. Draft an ESSA Level I, II, or III study design.

Previous Research. The design of this logic model was guided by previous research examining the science of reading and pedagogy. Reading acquisition requires more than mastering a single skill (e.g., alphabetic skills or memorizing sight words). Rather, multiple skills need to be mastered to efficiently perform the full cognitive task of reading fluency and comprehension (Castles et al., 2018). To read fluently, one needs to gain automaticity in blending several elements: phonological and phonemic awareness, letter-sound knowledge, orthographic knowledge, and sight word memory (Castles et al., 2018; Kilpatrick, 2015). Reading comprehension requires an additional set of skills, including background knowledge, text knowledge, attention and comprehension monitoring, vocabulary knowledge, and language skills (Castles et al., 2018; Kilpatrick, 2015). The Science of Reading provides teachers with a systematic research-based approach for teaching reading because it synthesizes knowledge about reading instruction best practices and emphasizes multi-strategy instruction that helps students develop the foundational literacy skills most important for reading fluency and comprehension (Ehri, 2020; National Reading Panel, 2000; Petscher et al., 2020). Furthermore, the Science of Reading is an approach found to be particularly beneficial for English language learners and students with reading disabilities (Galuschka et al., 2014; Kieffer & Lesaux, 2007; National Reading Panel, 2000), but teaching foundational literacy skills helps all students with reading comprehension in the longer term (Suggate, 2016).

Despite a plethora of evidence on the effectiveness of teaching students a set of targeted foundational literacy skills, teachers face immense challenges with literacy curricula and instruction, especially with personalizing instruction for students (Bos et al., 2001; Carroll et al., 2012; Cohen et al., 2017; Hudson et al., 2021; Washburn et al. 2016). Effective reading instruction has to be aligned with students' skill level (Foorman & Torgesen, 2001; Morrison et al., 2005). Therefore, teachers must regularly use formative assessments to establish literacy skills students have not mastered and identify instructional priorities to increase reading abilities (Vernon-Feagans et al., 2010). The process of identifying students' unique needs enables teachers to provide personalized instruction which is shown to promote reading skill development (Begeny et al., 2018). Additionally, providing scaffolding to ensure instruction is at the right level for students' skill level is also important for boosting their sense of self-efficacy, which is associated with reading achievement (Clark & Graves, 2005; Guthrie et al., 2004; Guthrie & Wigfield, 1999).

Building Reading Success with Wiley Blevins is a module-based[2] program (Eight skills-focused modules plus one transition module to get students on grade level) that begins with a diagnostic placement exam to pinpoint learning gaps and places students within the correct module for targeted instruction and practice. Once the diagnostic exam has been taken, students are placed in relevant modules that include targeted instruction on phonemic awareness, alphabet recognition, phonics, and word study skills necessary to achieve reading fluency with supports for vocabulary, syntax, and comprehension. Modules can be used to bring dynamic and individualized experiences to learners by providing a structured curriculum, adaptive instruction, and continuous feedback (Mislevy & Shaffer, 2010; Stetter & Hughe, 2010). Diagnostic, summative, and formative assessments are included to determine placement and inform ongoing instruction. The program also provides digital resources and a manipulative kit, common across all levels, to support a fun and engaging learning process.

[2] The modules are: alphabet, phonological awareness, short vowels, consonant blends and digraphs, long vowels, complex vowels, multi-syllabic words, word study, advancing reading success (transition to on-grade content).

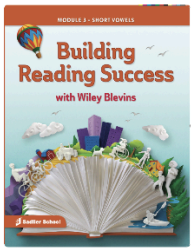
Logic Model

A logic model is a program or product roadmap. It identifies how a program aims to impact learners, translating inputs into measurable activities that lead to expected results. A logic model has five core components: inputs, participants, activities, outputs, and outcomes (see Table 1).

Table 1. Logic model core components

Component	Description	More information
Inputs	What the provider invests	What resources are invested and/or required for the learning solution to function effectively in real schools?
Participants	Who the provider reaches	Who receives the learning solution or intervention? Who are the key users?
Activities	What participants do	What do participants do with the resources identified in Inputs? What are the core/essential components of the learning solution? What is being delivered to help students/teachers achieve the program outcomes identified?
Outputs	Products of activities	What are numeric indicators of activities? (e.g., key performance indicators; allows for examining program implementation)
Outcomes	Short-term, intermediate, long-term	Short-term outcomes are changes in awareness, knowledge, skills, attitudes, and aspirations. Intermediate outcomes are changes in behaviors or actions. Long-term outcomes are ultimate impacts or changes in social, economic, civil or environmental conditions.

LearnPlatform reviewed BRS resources, artifacts, and program materials to develop a draft logic model. William H. Sadlier, Inc. reviewed the draft and provided revisions during virtual meetings. The final logic model depicted below (Figure 1) reflects these conversations and revisions.



Building Reading Success

Logic Model

Problem Statement: Approximately sixty-six percent of fourth-graders are currently not meeting grade-level proficiency standards, as reported by the National Assessment of Educational Progress (NAEP, 2023). This underscores the need to offer Tier 2 and Tier 3 support for these students, with a specific focus on enhancing Science of Reading principles and phonics instruction during early elementary education. Developing proficient phonological and phonemic awareness skills, which are essential for decoding and comprehension, is pivotal for achieving literacy success. To address these challenges, the Building Reading Success (BRS) program, authored by Wiley Blevins, Ed.D. assists educators in identifying skill gaps and delivering targeted instruction with the goal of quickly returning students to Tier 1 instruction. Through BRS's modules, students requiring daily or weekly intervention—whether classified under Tier 2 (up to one grade level behind) or Tier 3 (one or more grade levels behind)—can receive personalized support to bridge their literacy learning gaps and transition back to grade-level proficiency.

Inputs

What does Building Reading Success provide?:

William H. Sadlier, Inc. PROVIDES
- A diagnostic placement exam
- Module-based program covering skills[1] necessary to achieve reading fluency
- Summative and formative assessments to inform ongoing instruction
- Digital resources
- A manipulative kit
- Professional development (virtual: real time and recorded, or in-person)

DISTRICT PROVIDES
- A subscription to BRS print and digital materials
- Internet-enabled devices (optional)
- Headphones with microphone (optional)
- Support for educators to implement BRS with fidelity including time for professional development

Participants

Who uses Building Reading Success?

- K–5 students needing Tier 2 or Tier 3 Intervention
- Educators

Activities

How are participants using Building Reading Success?

STUDENTS
- Take a diagnostic assessment.
- Complete module(s) lessons as recommended by diagnostic assessment.
- Complete formative and/or summative assessments.
- Complete transition module activities successfully indicating readiness to move into Tier 1 instruction.

EDUCATORS
- Complete professional development.
- Administer diagnostic assessment and determine skills gap(s).
- Place students in a module(s) that corresponds to the identified gaps in knowledge and skills.
- Implement 15-minute lessons (plus 5-minute additional activities) daily or weekly as applicable to get students back to grade level.
- Place students in the Transition Module to ensure retention of newly acquired skills.
- Move students back to on-level materials when mastery is demonstrated.

ADMINISTRATORS
- Support Tier 2 and Tier 3 Intervention instruction in their schools/districts.
- Support intervention needs of educators

Outputs

What are the measurable results of implementing Building Reading Success?

STUDENTS
- Number of completed:
  - activities,
  - assignments,
  - lessons, and
  - assessments.
- Frequency of teacher feedback

EDUCATORS
- Hours of professional development completed
- Amount of outreach to families

ADMINISTRATORS
- Amount of support for educators
- Amount of outreach to families

Outcomes

What are the expected changes or impacts of using Building Reading Success?

SHORT-TERM
Students
- show growth in knowledge within previously identified skills gaps in phonemic awareness, alphabet recognition, phonics, and word study.
- use decoding skills to read more proficiently.
- have increased interest in reading.

Educators
- observe increased knowledge in key literacy skills among their students.

INTERMEDIATE
Students
- demonstrate greater fluency and comprehension in reading and writing.
- pursue additional opportunities in reading and writing.

Educators
- use assessment and observational data to determine movement back to on-grade-level learning.

LONG-TERM
Students
- become fluent readers and proficient writers.
- are better prepared for accessing complex texts in a variety of genres.
- have the literacy skills necessary to be successful in college and/or careers.

Educators
- are able to support progress toward closing K–12 literacy achievement gaps.
- will be equipped with the knowledge and strategies to effectively implement Science of Reading, evidence-based curricula.

1 The nine modules are: alphabet, phonological awareness, short vowels, consonant blends and digraphs, long vowels, complex vowels, multi-syllabic words, word study, advancing reading success (transition to on-grade content)

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PLATFORM LEARN BY INSTRUCTURE

Figure 1. Building Reading Success logic model

Building Reading Success Logic Model Components. William H. Sadlier, Inc. invests several resources into their program, including a diagnostic placement exam; a module-based program covering skills necessary to achieve reading fluency; summative and formative assessments to inform ongoing instruction; digital resources; a manipulative kit, and professional development (virtual: real time and recorded, or in-person). Ultimately, the BRS program aims to reach K–5 students and their educators.

Using these program resources, the following participants can engage with the BRS program in the following activities:

- Students
    - Take a diagnostic assessment.
    - Complete module(s) lessons as recommended by diagnostic assessment.
    - Complete formative and/or summative assessments.
    - Complete transition module activities successfully indicating readiness to move into Tier 1 instruction.
- Educators
    - Complete professional development.
    - Administer diagnostic assessment and determine skills gap(s).
    - Place students in a module(s) that corresponds to the identified gaps in knowledge and skills.
    - Implement 15-minute lessons (plus 5-minute additional activities) daily or weekly as applicable to get students back to grade level.
    - Place students in the Transition Module to ensure retention of newly acquired skills.
    - Move students back to on-level materials when mastery is demonstrated.
- Administrators
    - Support Tier 2 and Tier 3 Intervention instruction in their schools/districts.
    - Supporting Intervention needs of educators

William H. Sadlier, Inc. can examine the extent to which core activities were delivered and participants were reached by examining the following quantifiable outputs:

- Students
    - Number of completed:
        - activities,
        - assignments,
        - lessons, and
        - assessments.
    - Frequency of teacher feedback
- Educators
    - Hours of professional development completed
    - Amount of outreach to families
- Administrators
    - Amount of support for educators

- Amount of outreach to families

If implementation is successful, based on a review of program outputs, William H. Sadlier, Inc. can expect the following short-term outcomes. Students will show growth in knowledge within previously identified skills gaps in phonemic awareness, alphabet recognition, phonics, and word study; use decoding skills to read more proficiently; and have increased interest in reading. Educators will observe increased knowledge in key literacy skills among their students. In the medium term, students will demonstrate greater fluency and comprehension in reading and writing and pursue additional opportunities in reading and writing. Meanwhile, educators will use assessment and observational data to determine movement back to on-grade-level learning. Ultimately, students will become fluent readers and proficient writers; will be better prepared for accessing complex texts in a variety of genres; and have the literacy skills necessary to be successful in college and/or careers. In the longer term, educators will be able to support progress toward closing K–12 literacy achievement gaps and will be equipped with the knowledge and strategies to effectively implement Science of Reading, evidence-based curricula.

Study Design for *Building Reading Success with Wiley Blevins | Grade K–5* Evaluation

To continue building evidence of effectiveness and to examine the proposed relationships in the logic model, William H. Sadlier, Inc. has plans to conduct an evaluation to determine the extent to which its program produces the desired outcomes. Specifically, William H. Sadlier, Inc. has plans to begin an ESSA Level III study to answer the following research questions:

Implementation Questions

1. Among students, what were the usage patterns of *Building Reading Success with Wiley Blevins*? On average,
    a. how modules were students assigned after taking the placement test?
    b. how many assigned modules did students complete?

Outcome Questions

2. After controlling for students' prior literacy levels, how was the use of BRS related to:
    a. students' mastery of ELA standards within the BRS program?
    b. students' mastery of assigned modules?
    c. students' transition back to Tier 1 instruction?

3. After controlling for students' prior literacy levels, how was the use of BRS related to students' performance on standardized literacy assessments?

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria for Level IV:

✅ Detailed logic model informed by previous, high-quality research
✅ Study planning and design is currently underway for an ESSA Level I, II or III study

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