



**ARIZONA DEPARTMENT OF
EDUCATION**

Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list. Peer Review will be noted but does not disqualify overall approval.

Study: Retrospective Impact Study in Wayne Highlands School District Implementing at Tier 1 Date of Study: 2016-19 Grade Levels of Study: K-2 Core Program’s Marketed Name: Wilson Foundations		
	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	Tier 3- Promising Evidence
Independent Researchers (Y/N)	Y	An external evaluator conducted the data analyses- Metis Associates
Established Measure (Y/N)	Y	Student outcomes were measured using three subtests of DIBELS measures: Oral Reading Fluency Accuracy (ORF ACC), Nonsense Word Fluency Correct Letter Sounds (NWF CLS), and Nonsense Word Fluency Whole Word Reading (NWF WWR).
Sample Size	Y	Rural public school district located in a large mid-Atlantic state serving more than 500 students in kindergarten through Grade 2. Four elementary schools.
Research Design	Y	A control comparison group who did not receive Foundations was created for all elementary students in the district from 2012–2013 through 2015–2016. Data from this treatment group was compared to the

		<p>control comparison group’s data from the 2016–2017 through the 2018–2019 school year. Using available and complete data, Grade 1 results were evaluated.</p> <p>The analyses included multiple regression models with statistical controls for demographic factors and compared student outcomes of the treatment and control group.</p>
Outcome	Y	<p>Analysis indicated that Foundations has positive impact on student outcomes.</p> <p>Cohort 1 data indicated substantively important effect size for Nonsense Word Fluency Whole Words Read (NWF WWR), but the data quality impacted statistical significance.</p> <p>Cohort 2 analyses between the control comparison and the Foundations treatment group’s mean scores showed a statistically significant difference for DIBELS NWF WWR between fall and spring.</p> <p>Cohort 2 analyses showed Foundations instruction as a statistically significant predictor with gains in Oral Reading Fluency (ORF) Accuracy, Nonsense Word Fluency Whole Words Read (NWF WWR), and Nonsense Word Fluency Correct Letter Sounds (NWF CLS).</p>
Effect Size	Y	<p>In first grade, the treatment group ($M=19.74$) outperformed the comparison group ($M=14.17$) on the DIBELS Nonsense Word Fluency Whole Words Read (NWF WWR) subtest, and the difference was statistically significant ($p=0.001$).</p>
*Peer Review (Y/N)	???	

MOWR Committee completed review on 5/8/24.

MOWR Committee findings:

- Meets ESSA evidence Tier 3 to be used in conjunction with Great Minds Wit & Wisdom.
- Will stay on the MOWR Core Program Vetted List.