



NORTH DAKOTA READING CORPS

Evaluation proves program
accelerates student growth

In North Dakota, fewer than half of third grade students are proficient readers. Although many schools have supports in place for students who fall below grade-level expectations, there are simply not enough resources to ensure each student can access the support they need. Reading Corps is designed to fill that resource gap by placing trained tutors directly in schools to deliver supplemental support.

DELIVERING READING INTERVENTIONS

Reading Corps tutors in North Dakota work directly with K-3 students, providing daily 20 minute sessions of targeted literacy support in critical areas such as letter sounds, phonological awareness, vocabulary, and reading fluency. In addition, tutors send materials and activities home with students to practice with their family.

A PROVEN COACHING MODEL

Tutors participate in comprehensive training prior to the school year and are supported by both an Internal Coach – an employee of the school district – and a Master Coach affiliated with Reading Corps. This approach to coaching ensures tutors are adequately supported and contributes to a high degree of implementation fidelity (>95%).

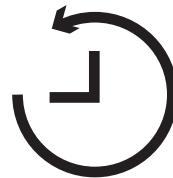
EVALUATING READING CORPS IN NORTH DAKOTA

Reading Corps has garnered substantial research support across the nation. In 2018-19, the program was evaluated in West Fargo Public Schools to gauge how students receiving Reading Corps perform relative to their peers in the district and nationally. This new evaluation is especially notable as it offered the first opportunity to examine broad-based outcomes such as performance on a standardized reading achievement measure (STAR Reading).

OUTCOMES FROM THE 2018-2019 EVALUATION



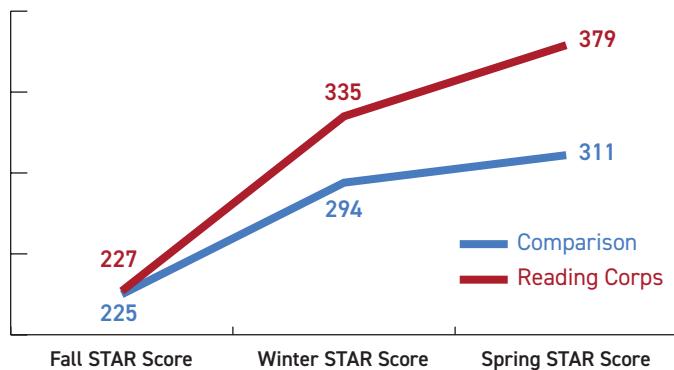
99 Reading Corps students were compared to 99 similar students in the district



Reading Corps students received an average of 65 minutes of support each week for 20 weeks

OUTCOMES FOR GRADES 2-3

Reading Corps students outperformed non-participants by a wide margin



Second and third grade students assigned to Reading Corps outperformed their peers by 68 points on STAR Reading—a remarkable feat equivalent to roughly **18 additional weeks** of typical instruction.

OUTCOMES FOR GRADES K-1

Outcomes for Kindergarten and first grade on the broad-based measures of reading achievement were not statistically significant. However, students' growth on the key Reading Corps literacy outcomes such as letter sound fluency and oral reading fluency were consistent with results observed in previous evaluations of Reading Corps, providing evidence that students in North Dakota are responding similarly to Reading Corps relative to students receiving the program in other states and responding better than students not receiving Reading Corps in other states.

Weekly Growth Rates on Key Literacy Outcomes Compared to Previous Evaluations

Study	Kindergarten Letter Sounds	First Grade English Nonsense Words	Second Grade Oral Reading	Third Grade Oral Reading
North Dakota Reading Corps	2.05	1.93	1.66	1.18
Minnesota Reading Corps	1.46	2.27	1.61	1.29
Minnesota Comparison	0.82	1.31	1.39	1.13

Note: Minnesota data is from the Impact Evaluation of the Minnesota Reading Corps K-3 Program (Markovitz et al., 2018a).



“ *The data is proof that this program is effective! Students make huge gains by participating in the AmeriCorps program.*

Principal, North Dakota elementary school

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