

2012-2017 Efficacy Study Overview – Preliminary Results

Examining the efficacy of the Burst:Reading literacy intervention

Background:

Amplify knows that when it comes to teaching, every moment matters. With the increased rigor of new standards, it's more important than ever to use proven-to-work solutions. That's why we are proud to announce that the Institute of Education Sciences awarded \$3 million to Amplify and our partner, the Institute for Social Research at the University of Michigan, to conduct a research study on the effectiveness of Burst:Reading, Amplify's literacy intervention program, for grades K-3.

Methodology:

In a randomized, controlled trial, 56 elementary schools serving diverse student populations were assigned either treatment or control conditions. The schools in the treatment group received Burst:Reading intervention. The schools in the control group did not. In total, this longitudinal study includes approximately 13,800 students. The following chart highlights the demographic make-up of the sample and total population.

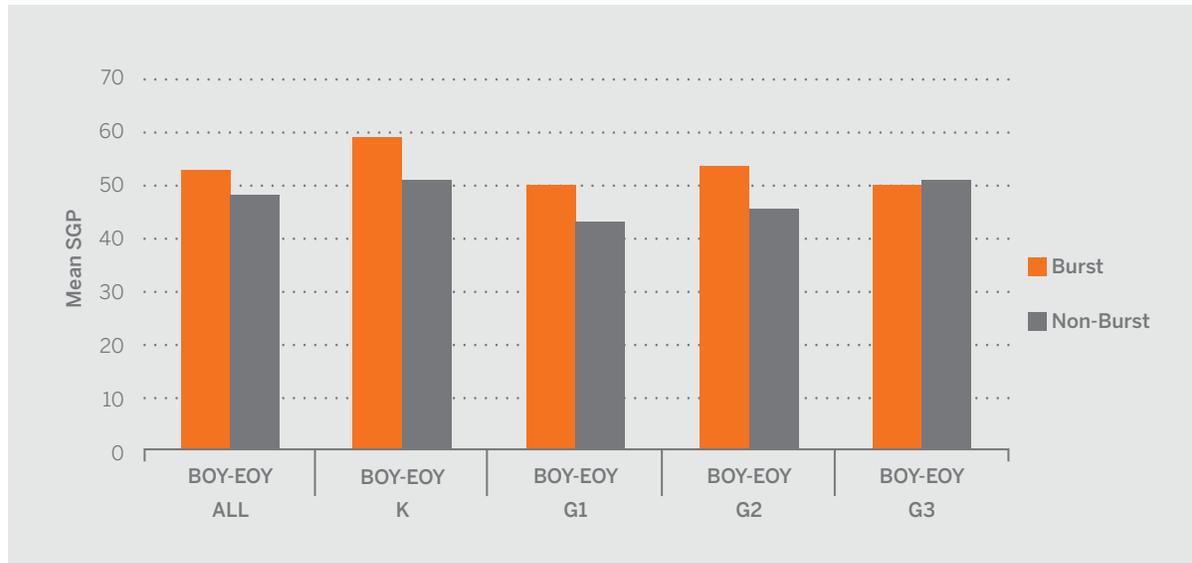
	Number of Students	Gender	Ethnicity	English as a Second Language (ESL)	Eligible for free or reduced-price lunch
Treatment Schools	6788 (29 schools)	Male: 45.8% Female: 41.7% Not Specified: 12.5%	Caucasian: 45.0% Hispanic: 15.6% Black: 14.1% Other: 25.4%	ESL: 31.2% Not ESL: 27.4% Not Specified: 41.4%	Eligible: 58.2% Non-Eligible: 20.8% Not Specified: 21.0%
Control Schools	7013 (27 schools)	Male: 41.3% Female: 41.3% Not Specified: 17.4%	Caucasian: 37.8% Hispanic: 18.8% Black: 15.4% Other: 28.0%	ESL: 22.3% Not ESL: 30.1% Not Specified: 47.5%	Eligible: 52.5% Non-Eligible: 23.2% Not Specified: 24.4%

This study examines student performance using the Student Growth Percentile (SGP) methodology to compare performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) for Burst:Reading and non-Burst:Reading students with similar academic profiles across semesters, as well as the full year.

Results:

Based on the results of the first two years in the five-year study, Amplify's Insight Research department has found evidence that Burst:Reading improves student reading skills. Specifically, the study showed that students in grades K-2 who did not meet benchmark goals at the beginning of the year (BOY) saw significant growth through the middle of the year (MOY) and end of year (EOY) performance over similar students who did not participate in the Burst:Reading program.

For students who would be eligible to receive the Burst:Reading intervention in K-3, we compared DIBELS SGP values across experimental conditions. The differences between schools that implemented Burst:Reading for a full year (treatment group) and those that did not (control group) are presented in the following chart.



Key findings of the study include:

- Burst:Reading students outperformed similar non-Burst:Reading students in grades K-2, and overall.
- Burst:Reading students grew by up to 8 SGP points more than non-Burst:Reading peers in grades K-2.
- Students who participated in a greater number of Burst:Reading cycles achieved significantly greater growth.
- Increases in the number of Burst:Reading cycles have the greatest impact on kindergarten students.

What's next:

- In the coming year, we will focus on the following patterns, suggested by these results:
- The differential impact of Burst:Reading during the periods of BOY-MOY vs. MOY-EOY.
- Whether a plateau between MOY-EOY persists.
- How the frequency of Burst:Reading cycles delivered within and across years impacts student performance.
- Closer attention to grade 3 student performance and increased efforts to consistently implement Burst:Reading cycles in this grade despite external pressures (e.g., state testing).

The study will conclude in 2017, at which point Amplify's Research Team will publish a final report.