

# CR Success Reading Program: Oklahoma Study Summary

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**Problem Statement:**

As Susan Pimentel (2018) wrote, “Only roughly one-third of our nation’s 4<sup>th</sup> and 8<sup>th</sup> graders can demonstrate proficiency on national tests, with students from low-income families and students of color faring the worst....Poor quality curriculum is at the root of reading problems in many schools.” Research strongly indicates that evidence-based reading practices that are connected to brain research will significantly increase the reading achievement of students.

**CR Success Program Description**

*CR Success Reading Program’s (CRS)* distinctive characteristic is its holistic integration of phonological skills, systematic phonics, and language-based abilities. This interrelated instruction is then directly applied to real reading and writing. The unique approach of *CRS* is to teach the patterns of the English language in an explicit and clear manner that includes memory strategies for long-term retention.

*CRS* lessons develop the neural pathways needed for efficient and effective reading. The developmentally appropriate lessons present a strong continuum of skills that are intentionally reviewed through a spiral method of instruction. *CRS* puts research into action. Its professional development includes initial training and ongoing collaboration with schools. Schools consistently report that the *CRS* lessons are motivating and highly engaging to students.

Key components include:

- Teacher-friendly guides that develop teacher expertise and knowledge in teaching the foundations of literacy (full phonetic code, morphology, word families, spelling conventions and patterns)
- Daily, scripted lessons that follow the gradual release instructional model and provide scaffolding suggestions and specific teacher feedback
- Multisensory instructional materials (visual aids, songs, chants, and stories to teach phonetic patterns)
- Student magnetic folders for daily practice of orthographic mapping, phonological processing, and phonetic concept application
- Large magnetic letters and SMART Board files for teacher instruction
- Meaningful decodable texts that provide the necessary practice for word reading automaticity as well as building reading stamina
- An aligned word study program (*Wordsmith*) that is a supplement designed to extend and anchor students’ reading and writing skills
- Summative and formative assessments that inform instruction.

**Study Summary Statement**

This study investigated the program effects of CR Success Reading Program on the district reading proficiency scores of second grade students in the Choctaw-Nicoma School District. The intervention group consisted of all second grade students at Westfall Elementary. These students received classroom instruction using the core and supplemental materials of CR Success Reading Program Level 2 during the 2018-2019 school year in addition to the



basal reading program of *Treasures* (Houghton-Mifflin). The comparison group consisted of all second grade students at another school in the same district (Choctaw Elementary). These students received instruction in *Treasures* and teacher-designed materials. Intervention and comparison school demographics and characteristics are presented in Table 1.

This study used a pretest/posttest design. Participants included 54 students in the intervention group and 53 students in the comparison group. The STAR Reading Assessment, a standards-based, computer-adaptive assessment that measures students' reading comprehension and vocabulary, was used to assess reading growth. At the end of the study period, May 2019, 100% of the students in the intervention group achieved proficiency at grade-level reading expectations, thus eliminating the need to be placed on an Academic Progress Plan and receive intervention. The comparison group had 20.3% of students considered at-risk for not meeting grade level reading expectations at the May 2019 assessment. See Initial Results section, Graphs 1 & 2.

**Table 1. School Demographics and Characteristics**

	Intervention Westfall Elementary	Comparison Choctaw Elementary
Race/Ethnicity		
White	67%	75%
Two or more races	15%	11%
Hispanic	8%	8%
American Indian/Alaska Native	5%	6%
Black	4%	1%
Asian	1%	<1%
Hawaiian Native/Pacific Islander	<1%	<1%
Gender		
Female	44%	51%
Male	56%	49%
Students from low income families	38%	60%
Student per teach ratio	17:1	11:1
% of teachers with 3+ years of experience	89%	86%

**For Additional School Information:**

Westfall Elementary (intervention):

<https://www.greatschools.org/oklahoma/choctaw/317-L.-W.-Westfall-Elementary-School/#Students>

Choctaw Elementary (comparison):

<https://www.greatschools.org/oklahoma/choctaw/309-Choctaw-Elementary-School/>

**Teacher Study Expectations:**

- Implement the program as written for at least 25 weeks of study (intervention group)
- Conduct the Weekly Assessments and communicate the results to CR Success and study team on a monthly basis (intervention group)
- Administer an agreed upon summative assessment to second grade students (intervention and comparison groups)

**Teacher Program Expectations:**

- Implement the folder lessons 3 times per week for 20-25 minutes. The folder lesson taught in a whole group situation
- Meet a minimum of three times per week with below proficient students in small guided reading groups, using the decodable readers
- Use only CR Success materials for phonics instruction in large group and decodable books with below proficient students in guided reading groups
- Conduct the Quick Progress Monitoring each week and send CR Success the results bi-weekly
  - Add results to an electronic tracing spreadsheet or by mailing the tests in prepaid, provided envelopes
  - Assessment would take 25 minutes for a class of 25 students, this assessment could be done in lieu of the folder lesson instruction one day a week
- Complete summative assessment

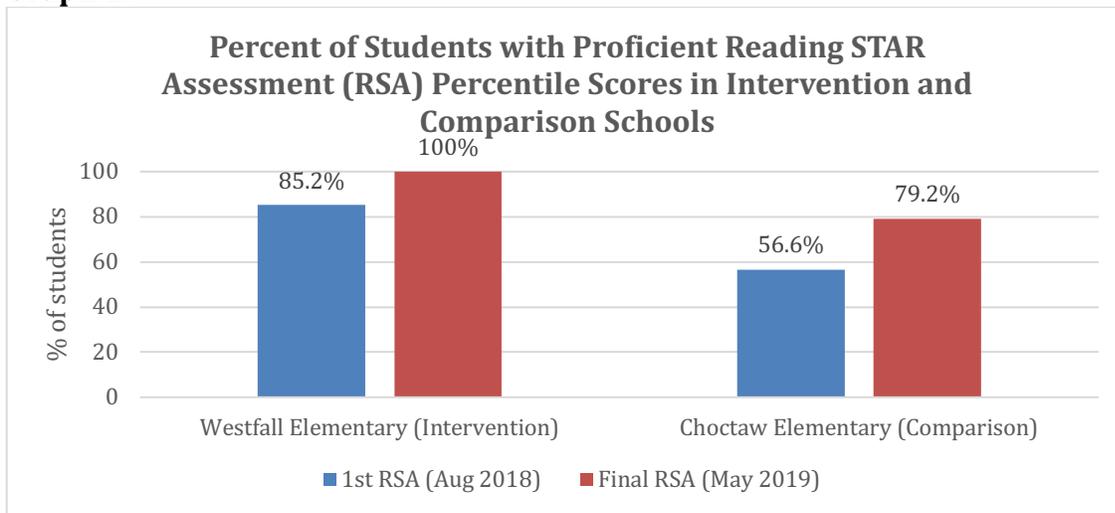
**Initial Results**

Further analyses are planned and underway. The following section presents initial, descriptive results from the study. STAR Reading Assessment results are reported as percentiles. These scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group.

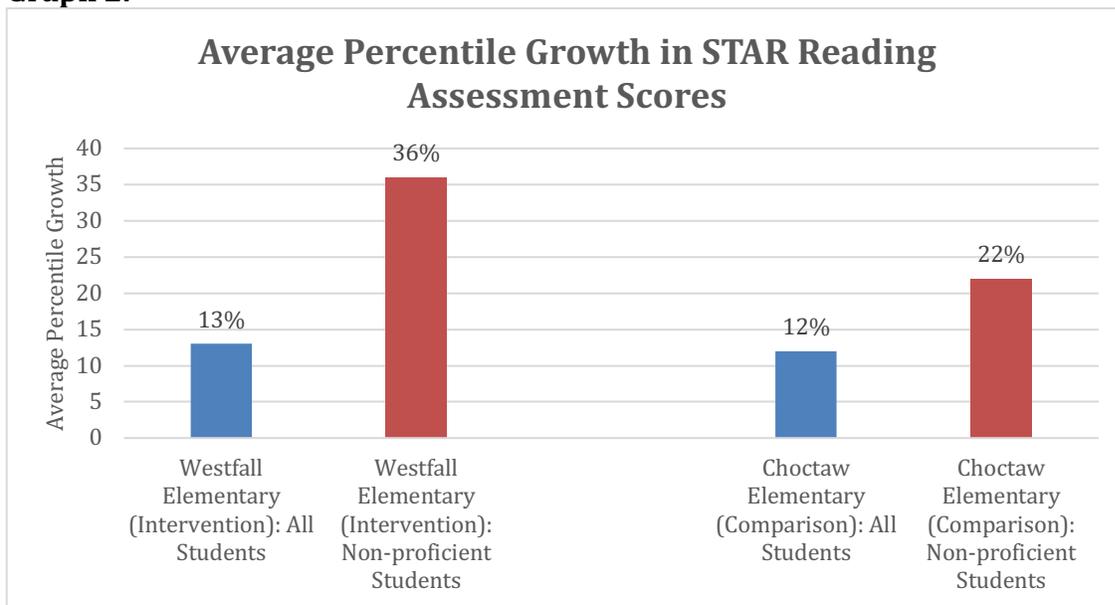
The percent of students meeting the level of proficient on the STAR Reading Assessment increased from the first assessment in August of 2018 to the final assessment in May 2019 in both the intervention and comparison groups (Graph 1). All students in the intervention group met this threshold by the end of the study period. Although the percent of student not meeting the proficient threshold was initially smaller in the intervention group, the practical significance of the 100% proficiency finding was the elimination for the need for an interventional reading program at Westfall Elementary.

Average growth in percentile scores for all students in the intervention and comparison groups were similar (13% and 12% respectively). But notable is the growth in percentile scores to proficient for students scoring in the non-proficient range during the initial assessment, 35% for the intervention group and 22% for the comparison (Graph 2).

**Graph 1.**



**Graph 2.**



**Limitations**

Due to the need to complete diagnostic assessments, the study did not begin until October, six weeks after school began. Although this shortened the duration of time for the implementation of the intervention, results indicate positive progress in the intervention group despite the limited timeframe. The study was implemented by teachers who were using the program for the first time. Although this may bring up questions related to experience and practice implementing the program and study protocol, this situation reflects real-world implementation and expansion of the CR Success Reading Program.