

# Data, Data, Data!

## Tracking Student Progress and Outcomes of Summer Reading Programs

The following pages explain how Kids Read Now collects and analyzes data to monitor student progress and measure results.

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### For more information:

- 1.) Visit our website at [KidsReadNow.org](http://KidsReadNow.org)
- 2.) Email us at [Info@KidsReadNow.org](mailto:Info@KidsReadNow.org)
- 3.) Call our office at 877.536.0130



# Real-Time Data Tracking

The Kids Read Now online data portal allows educators and parents to monitor student progress in real time throughout the summer.

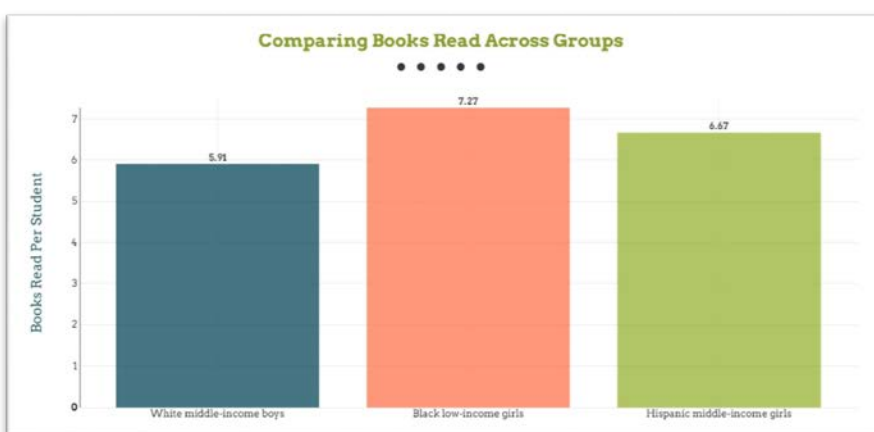
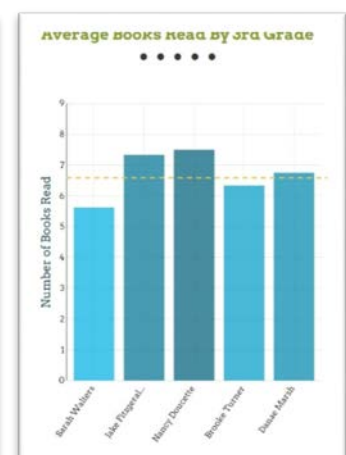
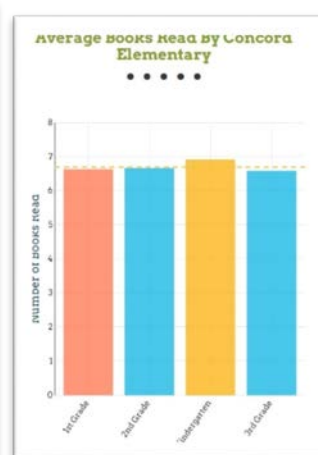
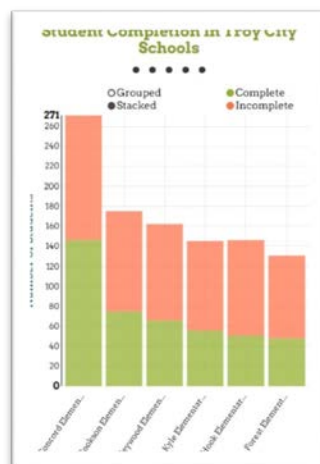


The most important datasets in one location...

You can view the total and average number of books read, books delivered, and students who have completed the program with just a few clicks.

Filter by district, school, grade, teacher, or student...

Don't waste time sifting through irrelevant data! Choose how deeply you want to examine your district's progress.

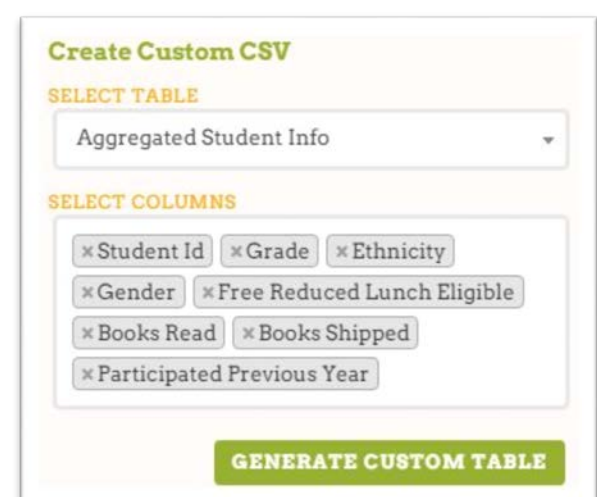


Compare groups of students to find out who needs extra help...

You can create customized student groups and compare them to one another to find out which cohorts are doing well and which need extra motivation.

Download customized spreadsheets for further analysis...

Use our CSV Builder to choose which data you want in a downloadable spreadsheet so you can do some digging on your own!



# Analysis of Program Features

Each year, Kids Read Now conducts a rigorous evaluation of the program based on the data we collected during the summer. This helps to identify what works and what doesn't so we can make improvements for future years.

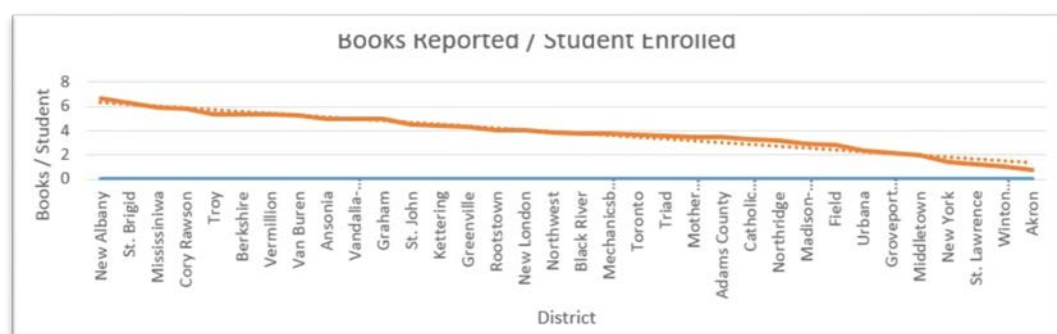
## Monitor daily/weekly program engagement...

We track how many students have reported books or sent support requests so we can find trends and identify problems as they occur.



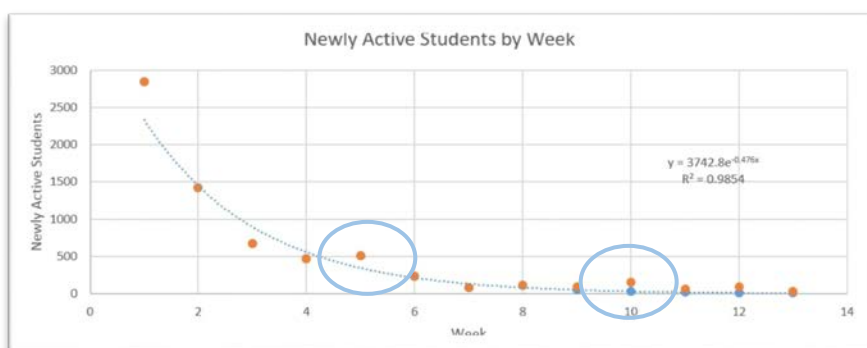
## Compare relevant cohorts to see which groups are doing well...

Kids Read Now compares district-level data to see which districts are progressing and which may need some extra motivation.

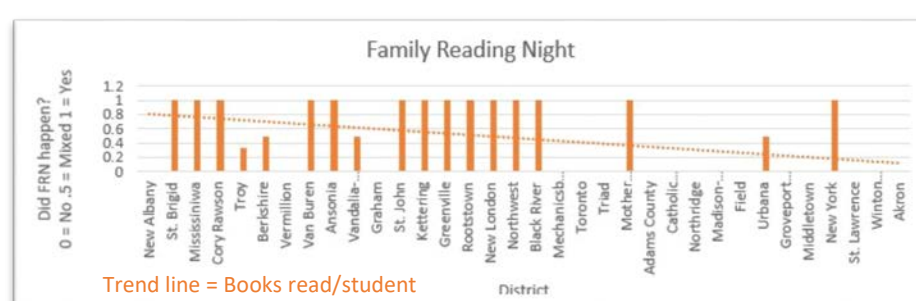


## Determine which program features were effective...

We use the data we collect throughout the summer to identify which program features enhance the student experience and which ones are ineffective.



Week	Expected Newly Active Students	Actual Active Students	Difference	% DIFF IN Expected vs Actual
1	2845	2845	n/a	n/a
2	1418	1418	n/a	n/a
3	671	671	n/a	n/a
4	473	473	n/a	n/a
5 (postcards arrive)	230	511	281	122.17%
6	125	234	109	87.20%
7	67	84	17	25.37%
8	37	110	73	197.30%
9	52	90	38	73.08%
10 (4th book arrives)	32	151	119	371.88%
11	20	66	46	230.00%
12	12	97	85	708.33%
13	8	34	26	325.00%
Weeks 5 - 13	583	1377	794	136.19%

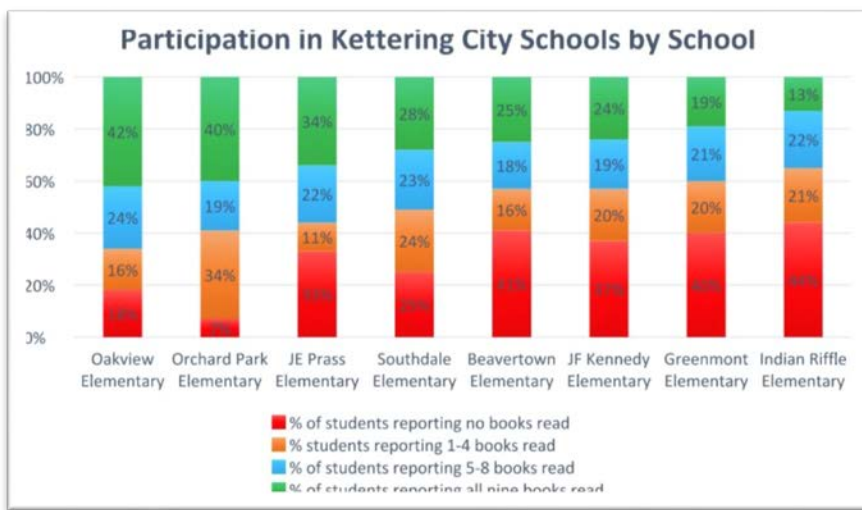
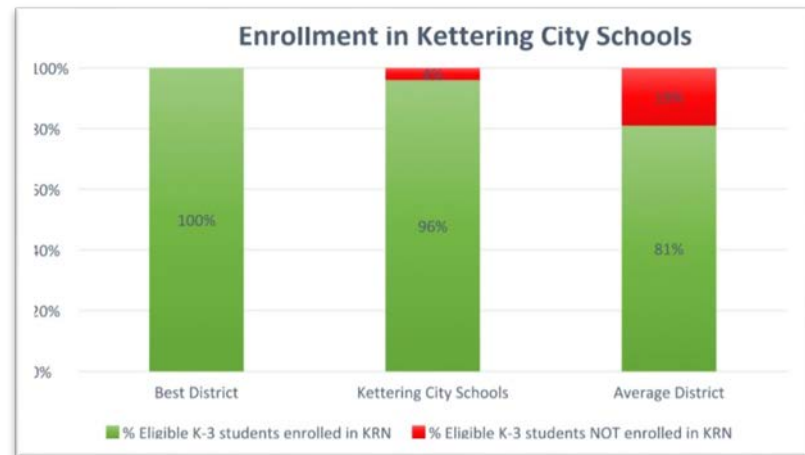


# District Program Summaries

Every year after the summer program ends, we send each district a summary of their enrollment, participation, and parent survey results. We compare your district to others and compare your schools to each other so you have a well-rounded view of the program.

## Compare enrollment rates...

We compare each district's enrollment rates to the average and best districts in the program so you can see where your district lands.



## Visualize participation data...

Our participation charts show how many students read no books, 1-4 books, 5-8 books, and how many completed the program with 9 or more books.

## Measure parent and student satisfaction...

Each year, we send out a parent survey so parents can tell us what they thought of the program. Each district receives a copy of the results.

Library Extremely Code Rewards Kept Important  
 Good Program Variety of Books Receiving  
 Level Great Program Great Incentive  
 Books in the Mail Experience Selection  
 Summer Able Loved Fun Enjoyed Chose  
 New Books Super Easy Great Way Questions  
 Think Text Reading Skills Family Reporting Start

Opportunities for Improvement		
To Boost Enrollment:		
Goal	What we will do:	What you can do:
Auto-enroll all eligible students	-Continue using Clever software to pull data directly from your district's SIS -Develop a CSV upload option to auto-enroll all students from a spreadsheet	-Make sure you provide relevant student data for auto-enrollment -Review student data upon enrollment to ensure that data is accurate
Simplify data entry to enroll students online	-Redesign our online enrollment and account creation features to simplify sign-up	-Make sure that you verify student information and book selections online
Build enthusiasm among parents and students	-Provide posters to hang in the school -Provide an informational parent hand-out to send home with enrollment form -Provide recommended script for calls home to families	-Excite students with frequent in-school reminders -Make periodic calls home to parents reminding them to enroll -Provide extra incentives to enroll (ex. A pizza party for classes with 100% enrollment)
Expand and enhance book selection	-Expand our selection to 30 titles per grade -Ensure that book selection contains 20% multicultural and bilingual books -Build a literacy committee to revamp book selection	-Nominate one representative from your district/school to serve on our literacy committee

## Identify areas of improvement for future years...

Upon combing through the data, we let you know how we plan to improve the program and how you can help boost your results in future years.

# Reading Score Analysis

Every fall, we compare the summer reading slide for Kids Read Now participants to those who did not participate in the program and provide each district with a customized report to share with your communities. Dr. Richard Stock at the University of Dayton Business Research Group says that Kids Read Now students saw “significant and substantial improvements in reading scores, especially in high-poverty populations.”

## Detailed technical reports...

We send the technical reports to each district so the data enthusiasts can comb through the numbers.

Table 3: Regression Analysis of Fall 2016 NWEA MAP Reading RIT Scores, Kindergarten to Second Grade

	Kindergarten to Second Grade		Kindergarten		First Grade		Second Grade		First & Second Grade	
	B coeff.	sig.	B coeff.	sig.	B coeff.	sig.	B coeff.	sig.	B coeff.	sig.
Constant)	5.4	.30	-.8	.92	2.1	.74	-3.0	.83	2.6	.77
Fall 2015 RIT Reading Score	0.1	.01	.2	.04	0.2	.00	0.1	.52	0.1	.09
Winter 2016 RIT Reading	0.2	.00	.2	.00	0.2	.00	0.3	.04	0.2	.00
Spring 2016 RIT Reading	0.6	.00	.6	.00	0.6	.00	0.6	.00	0.6	.00
African American	-4.1	.10	-10.0	.00	-0.7	.82	-0.9	.88	-0.8	.84
Economically Disadvantaged	0.5	.54	-.9	.41	0.1	.95	2.8	.18	1.3	.21
KRN Books Read 1 to 3	2.1	.09	-2.5	.13	2.8	.06	6.2	.04	4.4	.01
KRN Books Read 4 to 6	0.8	.59	-1.5	.45	3.0	.13	0.6	.85	1.7	.31
KRN Books Read 7 to 8	-0.2	.89	.7	.77	-2.3	.32	-0.3	.93	-0.9	.66
KRN Books Read 9 to 11	1.9	.06	.1	.93	1.9	.12	3.0	.23	2.5	.07
First Grade										
Second Grade										
R <sup>2</sup> Adjusted				75.0%		83.9%		54.3%		67.3%
Sample Size				527		170		175		182
										357

## User-friendly visual reports...

Technical reports can be difficult to understand, so we provide each district with a customized visual report that explains the numbers in layman’s terms. This report can be shared with your school board, community, and families to show that you’re actively combatting the summer slide.

**Greenville City Schools Program Results Summer 2016**

**Annual Reading Score Analysis**

Each fall, the University of Dayton Business Research Group (UDBRG) measures the impact of KRN.

**What does UDBRG evaluate?**  
UDBRG compares spring-to-fall reading score gains and losses for KRN participants versus non-participants to see if KRN had any statistically significant positive effects on reading abilities.

**How can they show causation?**  
UDBRG calculates the statistical significance of each reading score gain or loss, and they disregard gains and losses that do not meet the threshold of statistical significance. This allows them to distinguish between coincidence and causation.

**What factors do they control for?**  
Each student's previous scores, gender, ethnicity, and socioeconomic status. These controls allow UDBRG to isolate the effects of KRN from the effects of the factors above.

**What kind of test do they use?**  
A controlled multiple regression

**What other factors affect results?**  
Small sample sizes and stable reading scores. If student cohorts are small or if reading scores don't change from spring to fall, it may skew results or render them statistically meaningless.

**Greenville City Schools Program Results Summer 2016**

**What were the positive effects of KRN?**

	Spring-to-fall change in months	Advantage over non-KRN students	Spring-to-fall change in months	Advantage over non-KRN students	Spring-to-fall change in months	Advantage over non-KRN students
Greenville non-KRN students	1.6 month loss		6.7 month loss		2.6 month loss	
Students reading 1-3 books	0.1 month loss	+1.5 months	2.7 month loss	+4 months	No gain or loss	+2.6 months
Students reading 9-11 books	0.6 month loss	+1.1 months	4.7 month loss	+2 months	1.1 month loss	+1.5 months

**First Grade Second Grade K-2 Combined**

**What do the months represent?**  
UDBRG converts the spring to fall reading score gains or losses into a month value representing the amount of reading skills gained or lost. Each one-month unit represents one month's worth of reading progress in a typical nine-month school year.

## Key take-aways...

It’s great to know the results of the program, but it’s more important to know which results are important and which aren’t. We eliminate the guesswork on your part by explaining the key findings of your district’s individual report.

**Greenville City Schools Program Results Summer 2016**

**Summary of Findings**

Among KRN participants reading 1-3 or 9-11 books, “the mean summer slide observed was **1-4 months less** than those who completed 0 books.”  
- Dr. Richard Stock, Director, University of Dayton Business Research Group

**Initial engagement & program completion**  
One possible reason that we saw statistically significant results for students who read 1-3 and 9-11 books, but not for those who read 4-8 books may be because KRN has the largest impact at two separate points of the program: when the student initially engages with KRN (reading 1-3 books) and when they complete the program (reading 9-11 books).

**Stable scores in kindergarten**  
Though slightly behind the national average, Greenville kindergarteners only lost about 12 days of reading skills from spring to fall. Since the change was so small, we did not find any significant effects for KRN kindergarteners.

**Sample size matters!**  
Another likely reason that we did not see statistically significant results for the mere 16% of students who read 4-8 books is because the number of students in that group was too small to make meaningful conclusions.

**Demographic differences**  
We did not see any statistically significant differences in reading gains and losses between economically advantaged students and the rest of the population. However, African Americans did have significantly larger losses than other ethnicities.