



ARIZONA DEPARTMENT OF EDUCATION

Each reading intervention 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 intervention program list. Peer Review will be noted but does not disqualify overall approval.

Study: [Phonological Awareness Lessons Deluxe Package Fall 2021-Fall 2022 Efficacy Study Following Grade K](#)

Date of Study: Fall 2021-Fall 2022

Grade Levels of Study: Kinder-1st

Reading Intervention Program's Marketed Name: Phonological Awareness (PA) Lessons Deluxe Kit

	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	Tier 2- Quasi-Experimental
Independent Researchers (Y/N)	Y	LXD Research- Prepared by Rachel Schechter, Ph.D. and Isabella Ilievski, Ed.M. Learning Experience Design (LXD) Research and Consulting
Established Measure (Y/N)	Y	Acadience- Acadience Reading K-6 assessments were administered by a special assessment team (not classroom teachers) in Fall 2021, in January 2022, May 2022, and Fall 2022.
Sample Size	Y	445 students 79% Hispanic 28% ELL 15% Foster/Homeless 50 students did not have BOY data available Fall 2022, signaling an attrition rate of approximately 10%. This attrition was equally likely to occur in the treatment and control groups ($\chi^2=0.14$, $p=.71$).

Research Design	Y	Quasi- Experimental with Control group Schools in the district were paired by Spring 2021 ELA scores and then assigned to treatment and comparison groups. Schools in the treatment group used PA Lessons to provide targeted, small-group lessons for all students Below or Well Below Benchmark in Fall 2021. Comparison Group: Core: Wonders Tiers 2 & 3: Heggerty and a variety of resources Core: Wonders Tiers 2 & 3: 95 Percent Group Phonological Awareness Lessons Progress Monitoring: Phonological Awareness Screener for Intervention Preliminary analysis showed that the comparison group caught up to the treatment group and there was similar growth from Fall 2021 to Spring 2022. In an effort to document how students' achievement changes or sustains as students advance to first grade, a follow-up study was conducted through the Fall of 2022. Students received 20-30 minutes of daily intervention through a push-in model, in small groups of three to four students who are at similar levels.																														
Outcome	Y	Students in the treatment group demonstrated significantly more growth in Composite scores than students in the comparison group, resulting in a six-point bump in scores. In response, the PA Lesson schools also saw a higher proportion of students On or Above Benchmark at the start of first grade. The difference in scores is evident in how students changed their benchmark status from year to year. <table><tr><th>Grade</th><th>Condition</th><th>Number of students</th><th>Well Below</th><th>Below</th><th>On/Above</th></tr><tr><td>Fall 2021</td><td>Treatment</td><td>226</td><td>147</td><td>79</td><td>0</td></tr><tr><td>K</td><td>Control</td><td>219</td><td>144</td><td>75</td><td>0</td></tr><tr><td>Fall 2022</td><td>Treatment</td><td>226</td><td>125</td><td>36</td><td>65</td></tr><tr><td>Rising First Grade</td><td>Control</td><td>219</td><td>149</td><td>30</td><td>40</td></tr></table>	Grade	Condition	Number of students	Well Below	Below	On/Above	Fall 2021	Treatment	226	147	79	0	K	Control	219	144	75	0	Fall 2022	Treatment	226	125	36	65	Rising First Grade	Control	219	149	30	40
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Fall 2022	Treatment	226	125	36	65																											
Rising First Grade	Control	219	149	30	40																											
Effect Size	Y	Because the scores were highly positively skewed counts, we elected to use a poisson distribution to examine changes in scores over time. There was a significant effect of treatment on composite (IRR=1.15, p<.001, f2=.00) scores (see Figure 7 and 2) with students in the treatment group demonstrating more growth in composite scores than students in the control group. There was not																														

		a significant effect of treatment on LNF scores, suggesting that students in the treatment and control group demonstrated similar growth.
*MTSS Level of Support	Y	Tier 2 and Tier 3
*Peer Review (Y/N)	N	Not peer reviewed

MOWR Committee findings:

-Will continue to be on the MOWR Intervention Program Vetted List.