



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. *Effect Size, Peer Review, and MTSS Level of Support may be noted in the study but does not disqualify overall approval.

Study: [Retrospective Impact Study in Wayne Highlands School District Implementation at Tier 1](#)

Date of Study: (2012-2019)

Grade Levels of Study: K-2

Reading Intervention Program's Marketed Name: Wilson Language/Fundations

	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	A retrospective study (2022) was conducted using a controlled research design.
Independent Researchers (Y/N)	Y	An external evaluator conducted the data analyses
Established Measure (Y/N)	Y	Study 1: Student outcomes were measured using three subtests of DIBELS measures: Oral Reading Fluency Accuracy (ORF ACC), Nonsense Word Fluency Correct Letter Sounds (NWF CLS), and Nonsense Word Fluency Whole Word Reading (NWF WWR) Study 2: Data for kindergarten students were available for DIBELS subtests Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Letter Naming Fluency (LNF). Data for first grade students were available for DIBELS subtests Oral Reading Fluency (DORF) and Nonsense Word Fluency Correct Letter Sounds (NWFCLS). Outcomes for students in each year of implementation were measured using the same subtests for each grade level with the exception of

		NWF WWR this measure was not available for first grade students in the historical control group
Sample Size	Y	Study 1: Rural school district- large mid-Atlantic state serving more than 500 students in kindergarten through Grade 2. Four elementary schools. Only first grade results were given. Sample size for first grade: Treatment: 76, Control: 75 Study 2: The School District of Indian River County, Florida, partnered with Wilson Language Training® (WLT) to implement Foundations® with fidelity and sustainability in kindergarten and first grade across 11 elementary schools. Treatment- 1,700 Control: 1,584
Research Design	Y	Study 1: Research question- Are students' outcomes improved following implementation of the Foundations® program when compared to a historical control group? A control comparison group who did not receive Foundations was created for all elementary students in the district from 2012–2013 through 2015–2016. Data from this treatment group was compared to the control comparison group's data from the 2016–2017 through the 2018–2019 school year. Study 2: The purpose of this study was to determine the effect of implementing the Foundations® program in a rural school district. The question addressed with this impact study was: Are students' outcomes improved following implementation of the Foundations® program when compared to a historical control group of students who did not receive instruction using the Foundations® program? An impact study was initiated that contrasted the gains in literacy skills made by kindergarten and first grade students using Foundations® to the gains made by kindergarten and first grade students prior to the implementation of Foundations®. Figure 1 exhibits the various treatment and comparison groups among cohorts.

Outcome	Y	Study 1: The treatment group (M=19.74) outperformed the comparison group (M=14.17) on the DIBELS Nonsense Word Fluency Whole Words Read (NWF WWR) subtest, and the difference was statistically significant ($p=0.001$). The analysis revealed that Foundations® implementation in first grade was associated with statistically significant gains in the following DIBELS subtests administered to students in Grade 1: • Nonsense Word Fluency (NWF): Whole Words Read (WWR) • Nonsense Word Fluency: Correct Letter Sounds (CLS) • Oral Reading Fluency (ORF) Study 2: The results in Figure 2 show that the difference in growth between first grade treatment and comparison students was statistically significant on four of the six tests. Students receiving 1st grade Foundations® achieved higher rates of growth on the DIBELS NWF CLS, NWF WWR, and DORF FWC subscales, as well as the overall DIBELS Composite score. The results of the kindergarten comparisons showed that the difference in growth between treatment and comparison students was statistically significant on four of the six tests. Students receiving Foundations® Level K (kindergarten) achieved higher rates of growth on the DIBELS FSF, LNF, and NWF subscales in addition to the overall DIBELS Composite score.
Statistical Significance	Y	Study 1: The treatment group (M=19.74) outperformed the comparison group (M=14.17) on the DIBELS Nonsense Word Fluency Whole Words Read (NWF WWR) subtest, and the difference was statistically significant ($p=0.001$) Study 2: Statistically significant 1st grade: NWF CLS $p=0.023$, NWF WWR $p=0.039$, DORF FWC $p=0.006$, Composite $p=0.033$ Statistically significant Kinder: FSF $p<0.001$, LNF $p<0.001$, NWF $p=0.007$, Composite $p=0.002$

*Effect Size	Y	Both studies: The treatment effects are large enough to be considered substantively important.
*MTSS Level of Support	Y	Tier II
*Peer Review (Y/N)	?	Not stated

MOWR Committee Findings:

-Wilson Language/Fundations will be added to the vetted MOWR Intervention Curriculum List.