



2018-19 Annual Outcomes Report

18,397
Students using Azi

886
Teachers & Coaches using Azi

**Azi:
By the
Numbers**

Dear fellow servants of early childhood literacy transformation,

We are very encouraged to share the results of our just completed year of partnering with school districts across the country to create "transformative change" (to quote Anaheim Superintendent, Chris Downing) in reading outcomes.

Below, I have shared the significant progress made towards reading outcomes thus far. **In short, within our schools across the country, 80% of our first grade teams met or exceeded the growth rates seen in the Azi What Works Clearinghouse seven randomized control research studies.** In fact, 60% of our students met or exceeded making 9 months of growth over the 9-month long school year. Across all students, the average kindergarten reading-level growth was 9 months, and the average first grade growth was 12 months.

I believe these results point, however, to a more fundamental and tectonic shift. Under the aegis of the EIR funding from the Department of Education, we have been able to work with a broad diversity of districts (single school rural, large urban, suburban), students (over 20,000 to-date representing all points on the demographic spectrum -- 81% of Learning Ovation's schools have 50%+ or more students who qualify for free or reduced lunch, and 25% of Learning Ovation's schools are 50%+ or more ELL), teacher practices (the majority were on the early steps of moving from whole group to a more individualized classroom practice), and materials (a significant number of core curriculums, assessment protocols, supplements, etc.). The need to meet our schools where they were and align all of this diversity into an optimal practice to deliver outcomes, gave us a unique perspective into the k-3 reading space in America. Here are some topside take-a-ways:

2,459
In-Class Coaching Sessions provided by Learning Ovation

114
Schools using Azi

936
Office hours offered by Learning Ovation

1,386
Azi Literacy Huddles

- ***It is not the children***, but rather the lack of meaningful and consistent support for the adults (teachers, schools and districts), that is preventing a transformation in reading outcomes in our kindergarten to 3rd grade classrooms in America.
- ***The American teacher is as central*** to student success as ever. We must stop under-supporting them with piecemeal, under-proven stopgaps. We have seen no absence of passion and commitment to student reading outcomes – teachers in all our diverse situations embraced and excelled in the adopting practices proven to causally achieve outcomes for their students.
- ***It is not just struggling readers that are suffering***. Through our support, we have seen significant improvement in Advanced and Proficient reading levels. Meaning that Learning Ovations schools propels each child beyond their present trajectories.
- ***There is no silver bullet***. For example, with our districts using 7+ different core curricula, we see that there is no significant difference between one evidence-based core and another in achieving transformative outcomes. That's completely in line with the research showing that no core covers more than 57% of the teachers' needs. Again, proof that it is not the curriculum that drives outcomes, it is how you use it!



94%

of all students are able to read at, or above grade level, by the end of third grade

7

randomized control trials

2,000

hours of classroom observation

13

years of rigorously tested research and development

30+

peer-reviewed journals

I look forward to continuing this conversation. Either check us out further through learningovations.com (for district audiences) and/or United2Read.org (for State, Foundation or Community audiences), or drop me a note a jconnor@learningovations.com

Best,

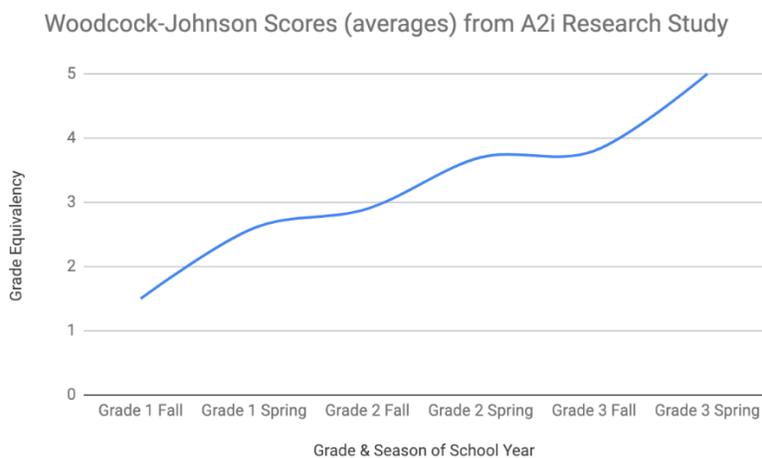
Jay Connor
 Founder and Chief Executive
 Learning Ovations

Outcomes

We are so excited to present the first set of outcomes data for you. To provide some context, we wanted to first review the results of the 3-year randomized-controlled trial longitudinal study (a full review of all underlying ESSA Strong research is available at learningovations.com).

The growth seen in our longitudinal research demonstrates that the development of reading skills is not linear or consistent. This pattern confirms that 3rd grade reading outcomes are truly the accumulation of any and all instruction that has come before, not a skill that is mastered over night. As such, the importance of “the long game” cannot be understated, after one year of A2i instruction the students in this study had made 11 months of growth over the 9 month-long schools year. However, it was not until students had received multiple years of individualized instruction, supported by A2i, that the full potential was revealed and the cumulative benefit of the grade-by-grade rollout could be fully measured; students averaging a 5th grade reading-level at the end of third grade. As the following graphic shows, we are seeing gains of 20 to 30% per year, with cumulative gains over the three years of 76%!

Proven Outcomes



The scores graphed here represent the averages of the students who received instruction in an A2i classroom three years in a row.

The main goal for sharing this data is to demonstrate the growth that is possible through the utilization of the A2i Professional Support Platform.

The pie charts below display the progress made in Learning Oventions Schools over the 2018-19 school year.

The first pie chart displays the average reading level across first-grade teams in the fall, 2018. As you can see when comparing the second pie chart (Grade 1 in the spring, 2019), the change from fall 2018 to spring 2019 in these grade 1 classrooms is profound! **The percentage of grade-level teams averaging Proficient and Advanced levels increased by more than 120% over the school year.**

In addition, kindergarten students in A2i classrooms will begin their grade 1 school year at a *much* higher level than their first grade cohort did this year. See the third and final pie chart

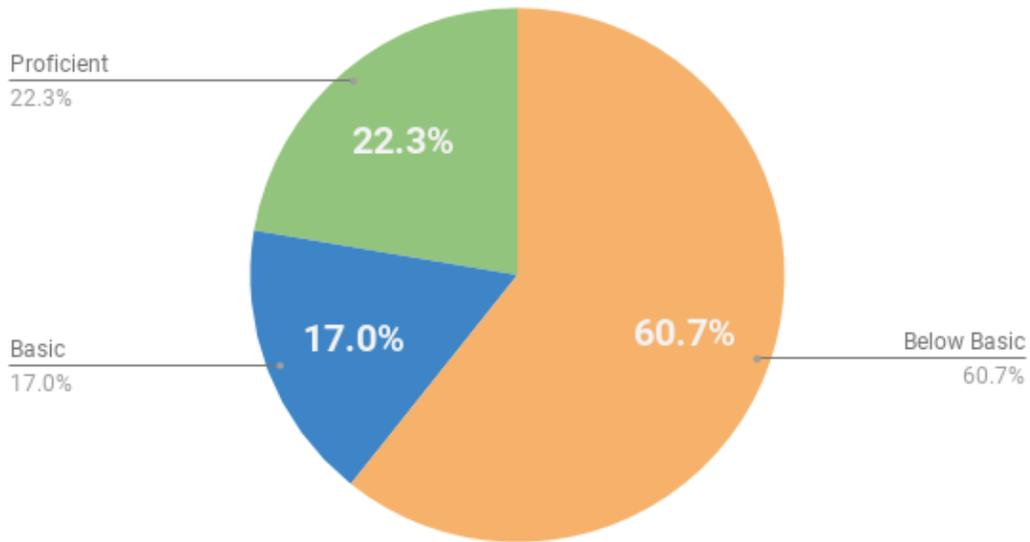
for the spring kindergarten data, where you can see only 24% are at or below basic level in the spring (compared to the starting point of 60.7% where the grade 1 teams began with this year).

Grade Equivalent Score Cutoffs for End of Year 1 (2018-19)

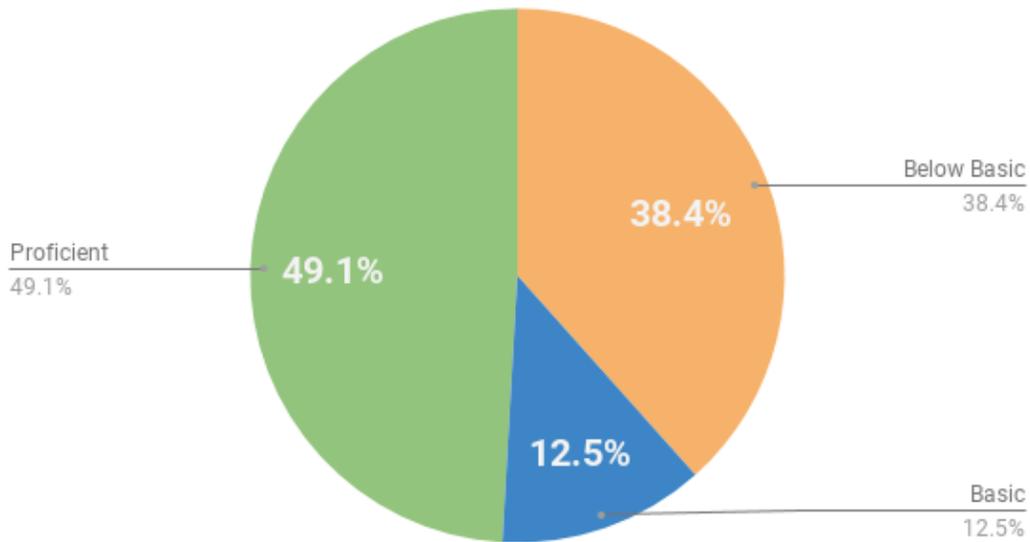
Grade 1 = Advanced = GE of 1.9 + // Basic GE is 1.89 to 1.70 // Below Basic = below 1.70

Kinder = Advanced = GE of 0.9 + // Basic GE is 0.89 to 0.70 // Below Basic = below 0.70

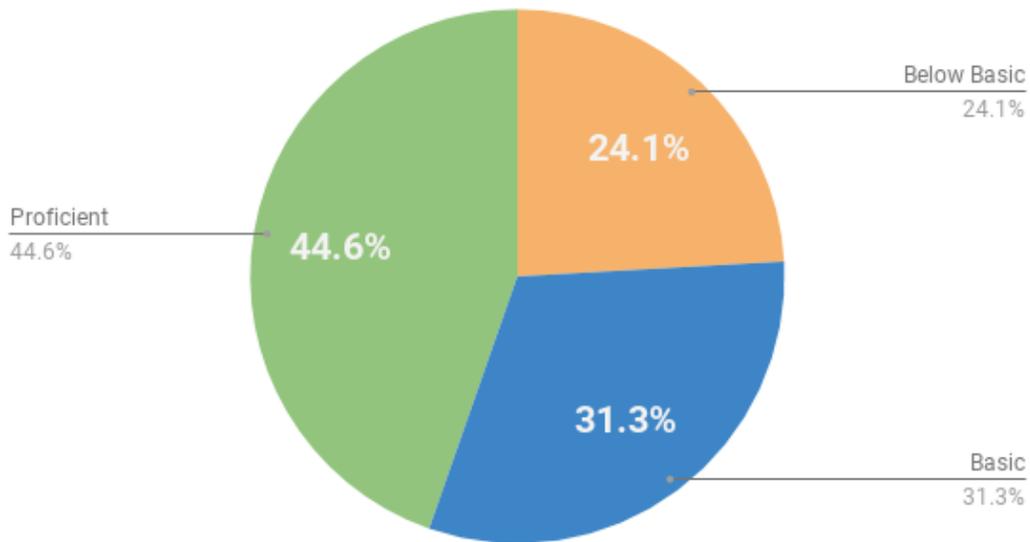
FALL 2018: Grade 1 Learning Ovation Outcomes (Yr 1)



SPRING 2019: Grade 1 Learning Ovation Outcomes (Yr 1)



SPRING 2019: Kinder Learning Oventions Outcomes (Yr 1)



As these charts indicate, student outcomes are already improving to align with our goal, of all students reading at, or above, grade-level. However, we also remember, within an accumulating process, students are closing the grade-level gap more and more each year. We can't wait to see what our partnering schools, teachers, and students will achieve over the next two years!

**ALL CHILDREN READING AT, OR ABOVE GRADE LEVEL, BY THE END OF
THIRD GRADE**



Learning Oventions

YOU WILL KNOW US BY YOUR OUTCOMES