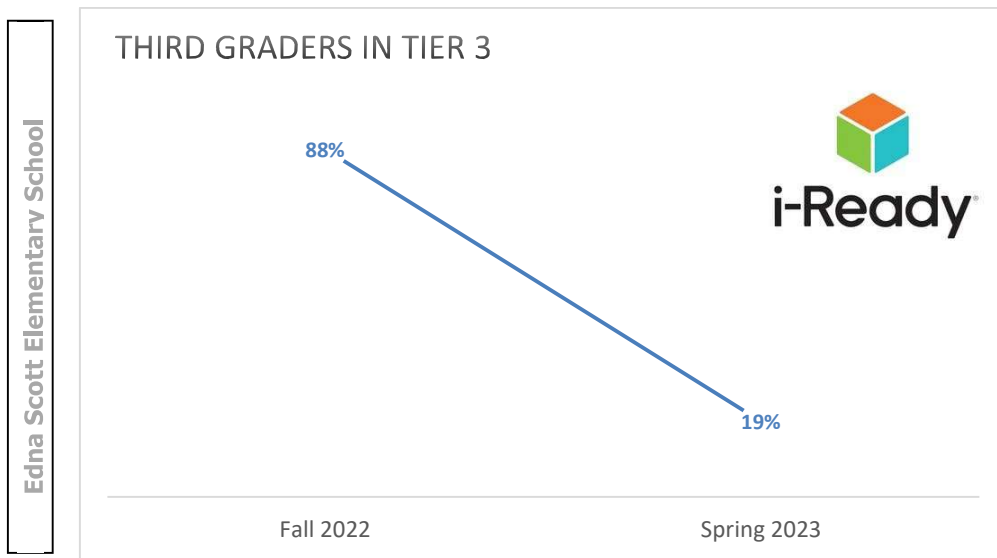


**Summary**

In 2022, the Mississippi Reading Roadmap partnered with the Leland School District to provide an extended learning day program at Edna M. Scott for readers experiencing COVID-related learning loss. At the beginning of each school year, Leland tests all students using the i-Ready assessment. Those students who demonstrated the greatest learning loss based upon the assessment were recruited for the program.

A total of seventy-five students, grades first through fourth, enrolled in the program. Students attended, on average, 77% of the available program days during both the fall and spring semester.

At the conclusion of the school year, the Leland District again tested children with i-Ready assessment. According to school testing, forty-one percent (41%) of the Reading Roadmap participants that initially tested in Tier 3—or significantly behind in reading—moved out of that Tier 3 by the end of the school year. Among third graders, seventy-eight (78%) percent fewer students tested in Tier 3 by the end of the school year.



*“Researchers have found that the main problem of teaching reading in the classroom **is lack of engagement** and **not explicitly teaching** students how to decode phonics.”*

*Matthew Lynch, August 2021, “Modern Issues with the Science of Reading”*

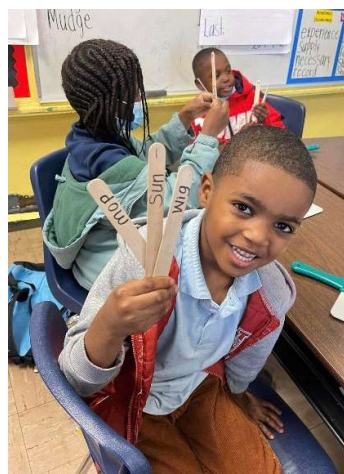
### **Program Design**

Reading Specialists trained in LETRS® collaborated with afterschool advocates to create the Reading Roadmap to bring the Science of Reading into extending learning programs.

The Reading Roadmap program is a unique model that incorporates the *explicit, discrete instruction* mandated by the Science of Reading *into fun group activities and engaging hands-on games.*

This provides for an unusually high level of engagement among striving readers that improves their uptake of targeted, explicit phonemic awareness and phonics interventions.

The Reading Roadmap provides two thirty-minute small group reading interventions each day, four times a week. Students attending the program are paired with explicit reading interventions that target discrete skills based upon their individual need.



*Multi-Tier Systems of Support (MTSS) is a method of organization of supports which*

*ensures optimal educational outcomes for students, pre-K-12th grade. It aligns the entire system of supports...and ensures effective team-based problem solving that is data informed and evidence-based.*

*Multi-Tiered System of Supports: Guidance Document  
Mississippi Department of Education*

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### **How Reading Roadmap works with Schools**

The Reading Roadmap is the only afterschool literacy program that was created in response to, and for use with, MTSS. It coordinates with and organizes around the MTSS system of its partner school. The program provides teachers and administrators with growth and summative results of participants through whatever assessment the partner school has in place.

**Its embraces the principles of the Science of Reading.** Most afterschool reading programs are based on enrichment and reading practice. The Reading Roadmap program and curriculum includes scripted lessons that focus on discrete phonemic and phonics skills, fluency interventions and structured read-alouds aligned with the Depth of Knowledge standards.

**The program does not have its own evaluation.** Reading programs create their own evaluations to measure whether their programs improve student reading. As such, they give reading program creators a lot of influence because they ultimately control the way students are measured.

The Reading Roadmap does not control the goal posts for how their impact is measured. Instead, the program uses a third party evaluation—specifically whatever assessment a partner school uses. That means Reading Roadmap outcomes are measured by assessments like DIBELS, FastBridge, i-Ready and STAR to name a few.

**We align with school progress monitoring data.** Increasingly, schools are adopting school-wide systems like MTSS to use data effectively and continuously to provide individualized instruction for all students. Not only is this more efficient, but it means that if somethings not working for a student, the school doesn't have to wait until the end of the year to find out.

The Reading Roadmap uses school grouping and diagnostic data. It becomes part of the partner school's MTSS system, providing another option to help striving readers achieve.

## Edna M. Scott

Edna M. Scott Elementary is located at 404 East Third Street in Leland, Mississippi in Washington County. The school serves 288 students grades first through fifth. In 2020-2021, only 10-14% of Edna Scott students tested as proficient readers on the state MAAP assessment.

Seventy-five students in grades first through fourth were recruited to attend the afterschool program. Programming was offered four days per week for one and half hours per day. Specific skill-based interventions were provided to participants based upon individual student need.

### HIGHLIGHTS

Reading Levels  
**Tier 1-On Track**

**Tier 2-Needs Intervention**

**Tier 3-Needs Intensive Intervention**

- Students attending the afterschool program improved by a Tier **36% more frequently** than those that did not attend.
- Students that began the year in Tier 3 and attended the afterschool program left Tier 3 at a rate of **40% greater** than those students that did not attend.
- Seven afterschool attendees transitioned from Tier 3 to Tier 1—the equivalent of moving from at-risk for special education to grade level reading in a single school year.



## Reading Roadmap Results

Edna M. Scott Elementary  
SY 22-23

Sixty-two of the seventy-five attendees were assessed both in the fall and spring using the i-Ready assessment. (Some attendees moved in and out of the district during the year or were absent from school the day of testing). A total of 15 First Graders, 22 Second Graders, 17 Third Graders and 9 Fourth Graders received both tests.

