Consumer’s Guide for Literacy Interventions

DRAFT

**Introduction**

The purpose of this guide is to assist schools in making an informed decision when selecting literacy interventions for students in grades K-12. While the approved literacy matrix should be used for educative purposes, it is not meant to endorse particular products for implementation. Rather this document should be used as one piece of information along with data indicating the needs of the specific students who require intervention. Some students may require a supplemental intervention to their core language arts program that addresses a few components of literacy, whereas other students may benefit from a comprehensive literacy program that addresses all areas (e.g., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

The analysis of the intervention programs was conducted using the following web resources:

* Florida Center for Reading Research <http://www.fcrr.org/>
* University of Oregon Center on Teaching and Learning <http://ctl.uoregon.edu/>
* What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>
* SRA Direct Instruction <http://www.sradirectinstruction.com/>
* Houghton Mifflin <http://www.hmhschool.com/store>
* Heinemann <http://www.heinemann.com>
* Gander Educational Publishing <http://www.ganderpublishing.com/>
* Cambium Learning Group, Inc. <http://www.cambiumlearning.com/>
* Read America <http://www.readamerica.net/>
* Wilson <http://www.wilsonlanguage.com/>
* Scholastic <http://www2.scholastic.com/browse/home.jsp>
* Achieve 3000 <http://www.achieve3000.com/>
* ProEd <http://www.proedinc.com>
* Great Leaps <http://www.greatleaps.com/>
* Read Naturally <http://www.readnaturally.com/>
* Attainment Company <http://www.attainmentcompany.com>
* University of Kansas Center for Research on Learning <http://www.kucrl.org/sim/>
* EBSCO <http://www.ebsco.com/>

One of the key components of the matrix is the effectiveness rating. The rating was based on the following criteria:

* **5 Star Rating**: Program’s effectiveness has been **published in peer-referred journals** with field-testing results and a **favorable independent review** conducted by national reading researchers.
* **4 Star Rating**: Program’s effectiveness has been documented by **independent field-testing results supported by publisher** and (*if available*) a **favorable independent review** conducted by national reading researchers.
* **3 Star Rating**: Program’s effectiveness has been determined by the **publisher’s own field-testing results** and (*if available*) a **favorable independent review** conducted by national reading researchers.
* **2 Star Rating**: Program’s effectiveness has been based on the **authors’ contributions to the reading or math empirical literature**, but **no actual field-testing data** are available.
* **1 Star Rating**: Program’s effectiveness has been based on the **authors’ or independent consultant’s testimony of alignment to National Reading Panel**, but **no actual field-testing data are available**.

The effectiveness rating was based on the requirement stated in both No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA) that schools implement scientifically-based researched programming. Specifically,

**Scientifically based research (section 9101(37) NCLB):**

(A) Means research that involves the application of rigorous,

systematic, and objective procedures to obtain reliable and valid

knowledge relevant to education activities and programs; and

(B) Includes research that--

(i) Employs systematic, empirical methods that draw on observation or experiment;

(ii) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) Is evaluated using experimental or quasi-experimental designs in which individuals entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.