



The Literacy Acceleration Specialist (LAS) program is designed to address the needs of students reading below grade level by providing targeted, small-group interventions. Specialists identified eligible students through *i-Ready* diagnostic assessment, focusing on those in Tier II (16th-45th percentile) who are not already receiving Special Education services. The program's overarching mission is to accelerate literacy skills across diverse student populations, fostering academic and personal success.

Key Findings

Implementation

- Literacy Acceleration Specialists delivered targeted, small-group instruction based on *i-Ready* data and the Science of Teaching Reading to address the specific needs of Tier II students.
- Program implementation was strengthened through alignment with campus literacy goals and active family engagement via communication and literacy events.
- Compared to the districtwide demographics, a higher proportion of students receiving Tier II reading interventions were Hispanic or African American, at risk, and economically disadvantaged, while there were fewer Emergent Bilingual students.

Stakeholder Feedback

Staff Members Feedback Surveys

- Teachers reported that interventions delivered by specialists were targeted, data-informed, complemented classroom instruction, and supported foundational skill development.
- Specialists, teachers, and principals reported high satisfaction and noted clear improvements in students' reading skills, engagement, and confidence.
- Implementation challenges included scheduling conflicts, inconsistent student attendance, limited bilingual resources, and lack of instructional materials.

Student Survey

- Students demonstrated an overall positive perception of reading, with increased positive feelings reported from BOY to EOY.

Student Outcomes

i-Ready

- LAS students showed notable improvement in English reading placement, with a greater shift out of the lowest performance category and more students reaching or approaching grade-level expectations compared to the comparison group.
- LAS and comparison students who started two or more grade levels behind made meaningful progress. While LAS students had a slightly higher overall improvement rate, comparison students performed slightly better among those who began one grade level below.
- In Spanish reading, LAS students demonstrated stronger gains in meeting grade-level goals, with a higher percentage reaching the target.

Recommendations

- **Expand bilingual instructional resources and support.**

To address the commonly reported challenge of limited bilingual materials and to build on the program's success in Spanish reading outcomes, consider expanding Spanish-language instructional resources. This includes providing bilingual model lessons, culturally responsive materials, and targeted training for specialists. Strengthening bilingual support will better serve emergent bilingual students and improve equity in instructional delivery.

- **Strengthen scheduling and communication systems.**

Given the recurring issues related to scheduling conflicts, inconsistent student attendance, and limited instructional time, consider implementing structured scheduling protocols and strengthen coordination between specialists and classroom teachers. Leveraging digital tools for scheduling and progress updates, along with designated collaboration time, can ensure more consistent student access to interventions and improve program efficiency.