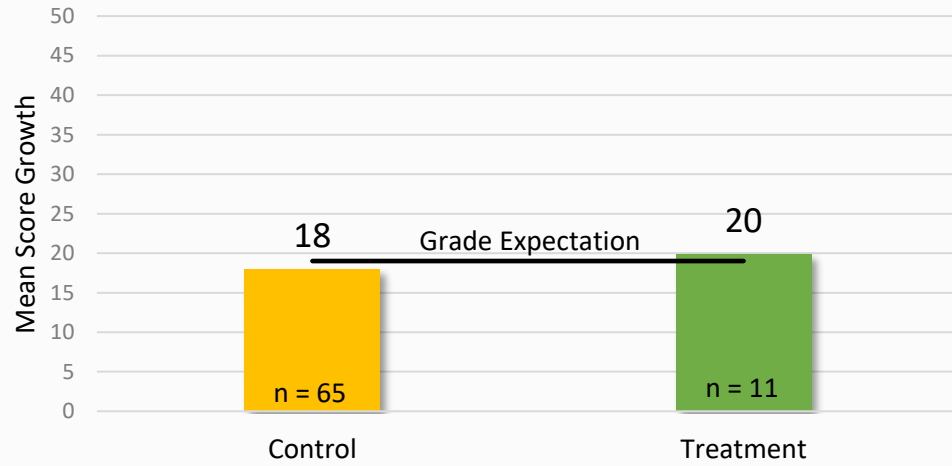
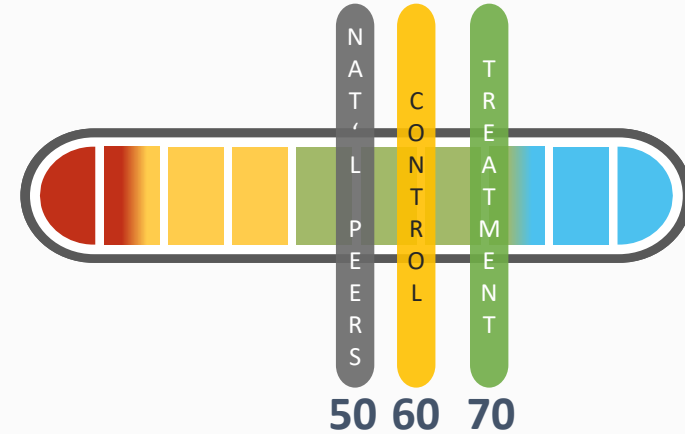


Reading at Home Supplemental Intervention

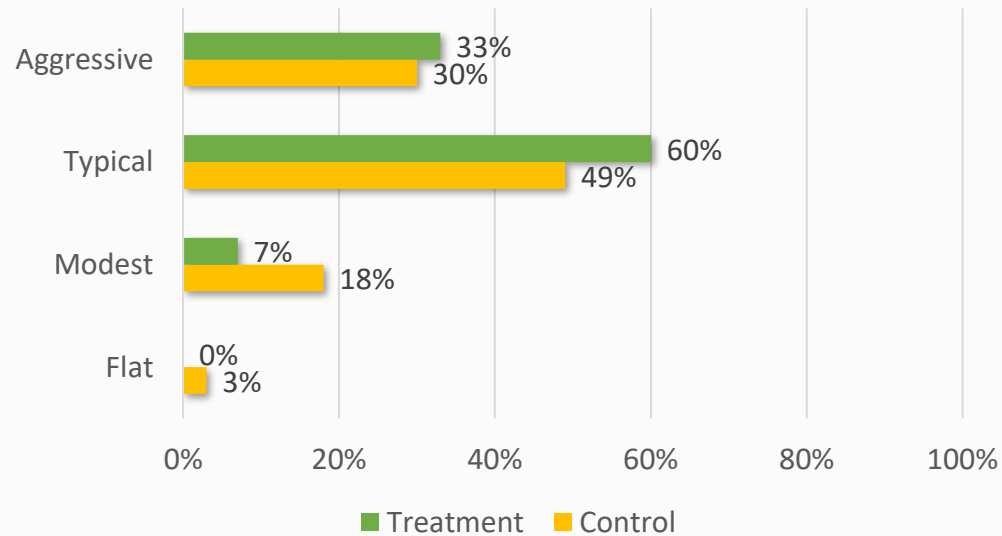
Pretest to Posttest Growth: Some Risk



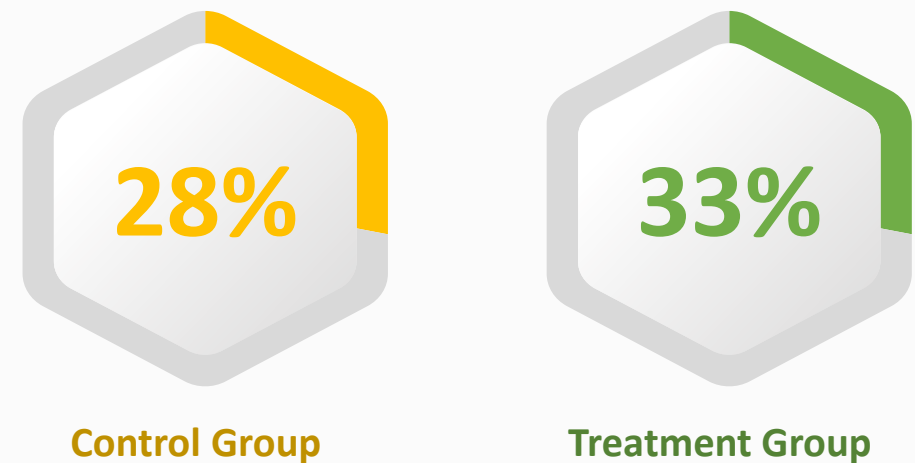
Student Growth Percentile (SGP)



SGP by Growth Category



% of Students Who Reduced Risk Level



Reading at Home Supplemental Intervention

Pretest to Posttest Growth: Some Risk

Mean score growth for some risk students in the treatment group was higher than the control group and grade level expectations. This indicated that the achievement gap was decreased for this group. Results were mixed for the high risk student group across measures of central tendency. Results were not statistically significant.

SGP by Growth Category

The treatment group students made more growth categorized as “aggressive” and “typical” compared to the control group. Over 90% of the treatment group met these two categories for growth. The control group had 79% of students meet these categories for growth.

Student Growth Percentile (SGP)

The treatment group made higher relative growth compared to the control group. Both the control and treatment group made higher median growth relative to national peers. Results were not statistically significant.

% of Students Who Reduced Risk Level

The treatment group had 33% of students transition to a lower achievement level risk category. The control had 28% of students transition to a lower risk level. The percentage varied by risk level.

Some Risk: 45% (treatment) and 22% (control)

High Risk: 0% (treatment) and 40% (control)

Reading at Home Supplemental Intervention

Recommendations for Practice

Avoid Unnecessary and/or Fragmented Layers of Support.

Incorporate learning at home support to existing support structures and consider efficiency of this support in addition to its effectiveness.

Consider Timing of Implementations.

Earlier Intervention. Support for learning at home could be implemented earlier (i.e., preventively or as soon as students are identified as at risk) and may occur over the summer months.

Longer Intervention. Learning at home support could be extended beyond the typical 8-12 week intervention period.

Avoid Cost of Swag. People tend to take Stuff We All Get (or SWAG). This increase the cost of material, since parents may take the material but not used it as intended.

More Support for Parent Involvement. Parents benefit from ongoing support to implement with fidelity and overcome challenges.

Recommendations for Future Research

More Experimental Research. Future research needs to be evaluative and confirmative of parent involvement programs.

More Research on Learning at Home. Future research needs to focus on specific types of parent involvement programs, such as learning at home.

More Research on Fidelity of Implementation. Implementation levels vary, additional research needs to be conducted to determine its effects on the treatment. Future research may also focus on improving fidelity of implementation.

More In-Depth Qualitative Research on the Treatment. Future in-depth qualitative research on the treatment can be conducted to gain an understanding of how the program works, or it could be used to gain a better understanding of the experiences of those involved with the treatment.