Reading In Motion:
# Teachers Successfully Transition to Sustainability Mode

What We Did…

3D Group examined teaching practices of 7 kindergarten and 5 first grade teachers in 2 Chicago Public Schools as they participated in Reading In Motion—a teacher-delivered early reading program. All teachers participated in two delivery models across two years: (1) Year 1 - Sustainability Preparation, during which Reading In Motion coaches directly provided them with coaching, and (2) Year 2 - Sustainability Mode, where teachers nominated, screened, and trained by Reading In Motion provided coaching to teachers, as Peer Coaches. In both models, classroom teachers delivered Reading In Motion for 40 minutes each school day while the coaches provided support twice a month September through May. Students in both delivery models were tested at the beginning, middle, and end of each school year using DIBELS Next® assessments. 3D Group analyzed these data to determine if teachers successfully transitioned from Sustainability Preparation to Sustainability Mode with similar student outcomes.

What We Found…

- Reading in Motion successfully transitioned kindergarten and first grade teachers from Sustainability Preparation in Year 1 to Sustainability Mode in Year 2.
  - Teachers were just as effective during Sustainability Mode in getting kindergarten students to benchmark by middle of year on First Sound Fluency (FSF) and end of the year on Phoneme Segmentation Fluency (PSF). See Figure 1.
  - First grade teachers were just as successful during Sustainability Mode in getting their students to reach the Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS) benchmark by midyear and Oral Reading Fluency (ORF) benchmark by the end of the year (Figure 2).
- 3D Group recommends transitioning more Sustainability Preparation schools that meet pre-established criteria into Sustainability Mode, while continuing to monitor progress as the program expands.

Figure 1. Percentage of students that met FSF and PSF benchmarks in kindergarten
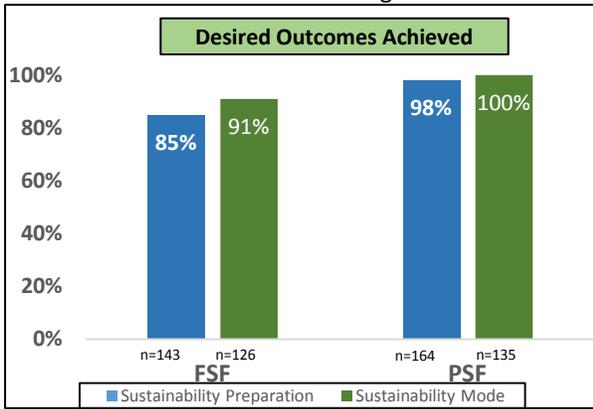
The differences between the Sustainability Preparation and Sustainability Mode students were not statistically significant (FSF: $\chi2$ (1, N=307) = 2.144, p=.143) (PSF: $\chi2$ (1, N=302) = 2.449, p=0.118). These were desired outcomes, since the goal was for teachers to achieve the same or better student outcomes in Sustainability Mode.

Figure 2. Percentage of students that met NWF-CLS and ORF benchmarks in first grade
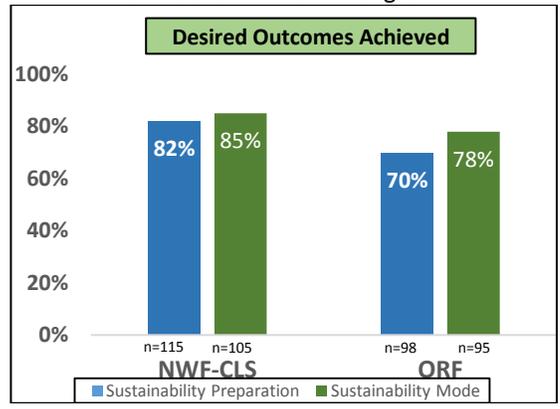
The differences between the Sustainability Preparation and Sustainability Mode students were not statistically significant (NWF-CLS: $\chi2$ (1, N=264) = .685, p=.408) (ORF:$\chi2$ (1, N=262) = 2.08, p=.149). These were desired outcomes, since the goal was for teachers to achieve the same or better student outcomes in Sustainability Mode.

Please contact Reading In Motion for more information about the program (312) 357-9463.
This report was compiled by Micheline Magnotta and Spencer Rodriguez, researchers at 3D Group.