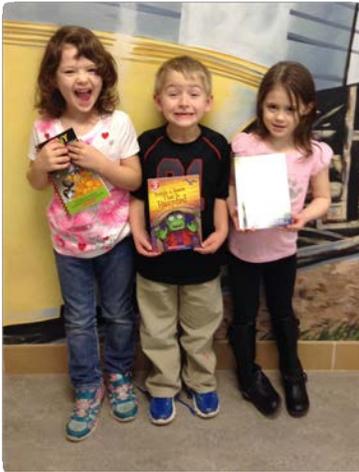


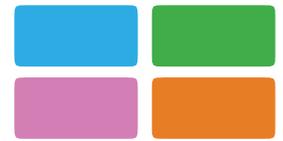
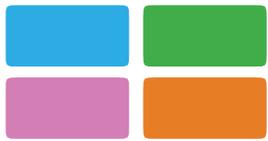
Innovative Approaches to Literacy

Final Grant Report



Identification Number - S215G160171
Corbin Independent Schools
108 Roy Kidd Avenue, Corbin KY 40701

Evaluation Performed by
Vision Designs Evaluation Services



This report serves as the final evaluation report for the Corbin Independent School District’s Innovative Approaches to Literacy grant (Grant PR #S215G160171). During observations made by the Vision Designs research team through on-site visits and data collection of evidence-based programs, this final report is being provided to summarize the overall quality and effectiveness of activities and services.

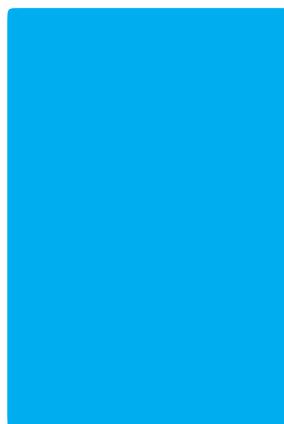
Goal: Increase the achievement in developing and improving children’s literacy skills with evidence-based practices.

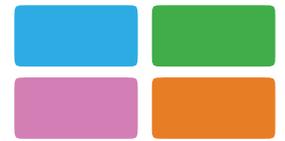
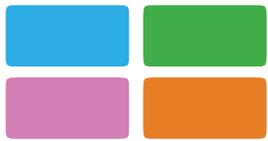
Objective: By 2018, the percentage of participants who meet or exceed proficiency will improve in reading/language arts and other content areas on the state assessments.

Corbin Independent Schools revised its reading implementation with evidence-based practices (Fast ForWord and Reading Recovery), recognized by the What Works Clearinghouse. Results are listed below:

SCHOOL-AGE PROGRAM RESULTS		Program Goal
Literacy Participation		
1.) Number of days programming occurred*		110
2.) Total Number of children participating		N/A
Literacy Results		
Emergent Readers: K & 1 st grades	3.) Percent of all participating kindergarten and 1st graders who show significant progress**	73%
	4.) Percent of regularly participating kindergarten and 1 st graders (55 days or more) who show significant progress**	75%
	5.) Percent of target population (K and 1 st graders regularly participating children who are below grade level) who show significant progress***	80%
Developing Readers: 1 st /2 nd - 6 th grades	6.) Percent of all participating children who show significant progress***	72%
	7.) Percent of regularly participating children (55 days or more) who show significant progress***	74%
	8.) Percent of target population (regularly participating children who are reading below grade level) who show significant progress***	77%
	9.) Additional Months of School Gained	N/A

*Data pulled from the Save the Children Data Report 2017-2018, utilizing the normed STAR Reading Assessment.





There was more than a 50% reading gain in kindergarten age and 1st graders after participating in the evidence-based strategies. In addition, 80% of student participants who were below grade level have shown reading improvement.

Students have also shown improvement in their reading/language arts skills throughout all grade levels of the district. Below is a chart showing the increase in ACT scores of Corbin Independent High School, compared to the period before the implementation of evidence-based practices, one year after being implemented, and today.

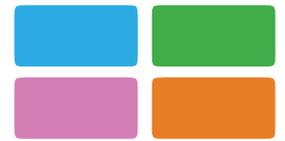
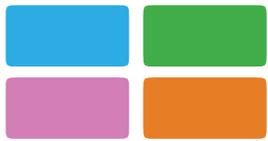
Corbin High School ACT Scores	Overall Composite Score (Site)
2016-2017	21.7
2015-2016	21.3
2014-2016	20.4

Goal: Children will be motivated to read by increasing the availability of high-interest reading selections and offering high-quality literacy activities aligned with district, state, and national standards during expanded library services and book distributions in schools and community.

Objective: By 2018, daily attendance and circulation counts for each site will demonstrate increased student use of the library and its collections through additional books purchased.

Since 2016, each school library updated and increased the collection of literature available to the students due to the resources of the IAL grant. Below are the number of books offered in each library and their increases.

School	Number of books available in 2016	Number of books available in 2017	Number of books available in 2018
Corbin High School	6,332	6,817	7,524
Corbin Middle School	3,998	4,863	5,541
Corbin Elementary School	7,723	8,196	8,642
Corbin Intermediate School	7,251	7,759	7,937
Corbin Preschool	NA	NA	425



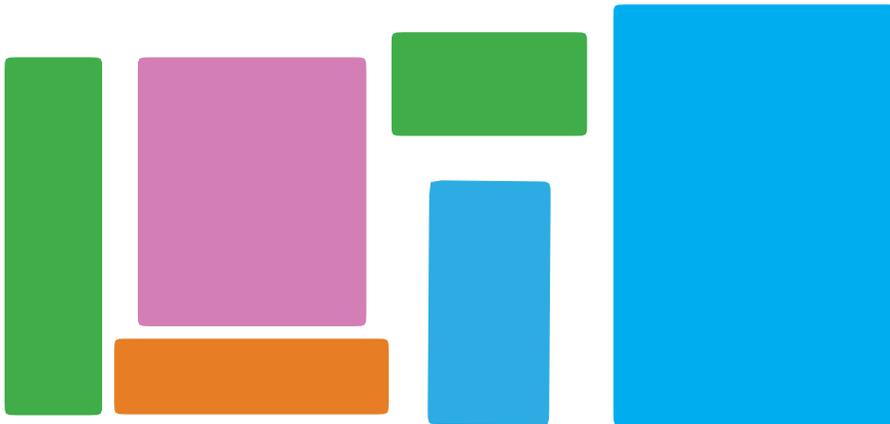
As of October 2018, Follett Destiny reported an increase in book-to-student ratio and a 25% increase in library visits and the number of titles checked out by students during the grant period.

Goal: Early literacy for young children and families will be promoted through family literacy and parent involvement activities, including book distributions.

1) Objective: 1) By 2018, 100% of early childhood participants scoring below the 50th percentile will show a minimum of at least 25% increase on the Teacher Rating of Oral Language and Literacy.

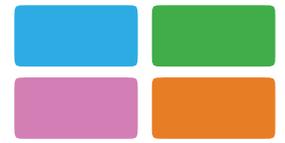
2) By 2018, parent involvement will increase by a minimum of 30% as measured by monthly counts at each participant site.

3) By 2018, every student participant will receive at least one free, grade and language appropriate book of his/her own.



Today, 100% of early childhood participants have achieved significant gains in oral language skills, as demonstrated by the evidence-based program findings of Reading Recovery.

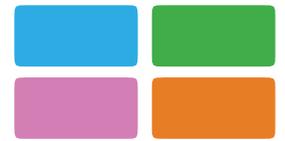
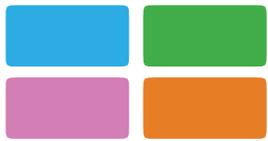
Year	Grade Level	Pre-Tested	Post Tested	Average Beginning Text Reading Level	Average Ending Text Reading Level	Average Weeks in Program	Average Grade Equal Growth
2016-2017	K-1	94	82	2	13	18	1.1
2017-2018	K-1	80	72	2	13	18	1.1
2016-2017	2 nd	41	40	7	16	18	6 months
2017-2018	2 nd	34	31	13	26	18	1.2



Pre and post assessments at the beginning and end of Reading Recovery demonstrated that kindergarten and 1st grade classes reading at level 2 raised their reading levels to a level 13 classification after completing 18 weeks of the program. 2nd grade students began reading at a level 7 in the first year, and finished reading at level 16 after 18 weeks of reading intervention.

Parent participation in library activities increased to more than 30% through activities implemented with the IAL grant. At the end of the 2016-2017 school year, only 75% of parents reported that they read with their children at home on a weekly basis. However, by the conclusion of the grant, that number grew to over 85%.





Findings

In order to evaluate the Corbin Independent School District's utilization of the Innovative Approaches to Literacy grant, the evaluation team spoke with libraries and principals at every school in the district, as well as utilized data from each evidence-based program implemented. The project has demonstrated significant progress with students at every grade level. There have been increases in students utilizing the library (both school and public), and parent participation with literacy services has also increased. Community partnerships have also increased to promote literacy, including those with Save the Children and the Promise Neighborhood program. Moving forward now that the grant period has concluded, the Corbin Independent School District plans to continue its use of the evidence-based practices of Fast ForWord and Reading Recovery in its literacy implementation.

In conclusion, Vision Designs Evaluation Services is of the opinion that the Corbin Independent School District not only met their goals, but far exceeded them. After comparing the data with the goals set by the school district at the beginning of the grant period, Corbin Independent Schools has met each benchmark.

