WestEd Research Findings

In January 2019, after a yearlong correlational study was conducted on the effectiveness of the Beyond Textbooks framework, WestEd researchers shared their findings.

An excerpt from the report states, “Beyond Textbooks, a comprehensive framework of curriculum development, instructional improvement, student assessment, and multi-level interventions designed to improve student achievement, reaches over 9,000 teachers and 137,000 students at all grade levels, mostly in the state of Arizona. This study examines the correlational relationship between schools’ use of the framework and changes in students’ reading and math achievement using two types of statistical modeling.

“The first type of analysis uses regression modeling to identify the change in school wide student proficiency between 2015–2018 that is

“There is a consistent, positive correlational relationship between schools’ usage of the Beyond Textbooks framework and increased school-level proficiency at every grade in both of the subjects tested.”
correlated with using the Beyond Textbooks framework. The second type of analysis utilizes school characteristics to first create a simulated, matched comparison between identified Beyond Textbooks adopters and non-adopting comparison schools across the state of Arizona before running identical models including only these matched sites.

“Taking results from both sets of models into account, there is a consistent, positive correlational relationship between schools’ usage of the Beyond Textbooks framework and increased school-level proficiency at every grade in both of the subjects tested.

“This means that schools that used the Beyond Textbooks framework saw estimated growth in reading and math proficiency levels at every grade level tested. The increase in percent of proficient students associated with use of the program ranges from 0.3% to 12.1% across all assessments and both models.

“Additionally, this positive correlational relationship is statistically significant for at least one subject specific assessment at almost every grade level across our two types of analyses. The correlation is statistically significant in more than half the estimations and these positive relationships range from 4.7% to 12.1% increases in proficient students. In these cases, we can determine with statistical modeling that this growth is very likely to be related to use of the framework and not any other factors we could account for. In total, between the two types of models, we identify a positive and statistically significant advantage for schools using the Beyond Textbooks framework versus those who do not on ten of the seventeen assessments tested: fifth-through seventh-grade Mathematics, Algebra II, third through fourth-grade English Language Arts, sixth-through seventh-grade English Language Arts, and ninth-through tenth-grade English Language Arts.

“This correlational study was designed to align with
guidelines for showcasing “Promising Evidence” as detailed within the Every Student Succeeds Act (ESSA) of 2015 and other similar guidelines for establishing evidence base (e.g. recommendations from Arizona’s Move on When Reading guidance document). Following the available resources regarding these standards, we feel these findings meet the requirements for establishing promising evidence of the effectiveness of the Beyond Textbooks framework in positively impacting student achievement scores.”

**Move on When Reading**

According to the requirements of Move on When Reading (MOWR), evidence of the five pillars of early literacy - Phonological Awareness, Fluency, Vocabulary, Comprehension, and Phonics - must exist. MOWR was designed to “provide students with evidence-based, effective reading instruction in kindergarten through third grade in order to position them for success as they progress through school, college, and career.”

The Beyond Textbooks framework provides teachers with access to the standards, lays out a digitized curriculum calendar to pace their instruction and to provide a guaranteed and viable curriculum. It also allows teachers to lesson plan using the Unwrapped Documents and other planning tools, includes common formative assessments to assess mastery of each reading standard, gives teachers access to the ReadWorks website with 4,000+ reading passages, and includes over 50,000 digital resources on the BT Website that teachers can use in their classrooms.

EL connections are included on the ELA standards to ensure teachers are including those standards within instruction for EL students.

The purpose of this report is to highlight the five pillars of early literacy and the available tools and resources that teachers have access to through the Beyond Textbooks Website.

**Phonological Awareness**

As teachers access the Beyond Textbooks Website, they have full access to all of the Arizona College and Career Standards for Math, Reading, Writing, Social Studies, and Science.

The phonological awareness standards (RF or Reading Foundation) are provided to K-3 teachers. An example on the next page is provided - K.R.RF.02c.2 - *the Highly Proficient student can write words by blending the beginning and ending sound of a word.*

When selecting standards, teachers have access to an Unwrapped Document - a planning document that articulates mastery of each standard. The UW document includes components that include the standard, student-friendly standard, performance level
descriptors (3rd grade and above), Bloom’s level, DOK level, big ideas, key concepts, skills, essential questions, and a performance task.

Teachers have access to a rubric as well, which outlines what a Highly Proficient, Proficient, Partially Proficient, and Minimally Proficient student should know and be able to do.

Finally, once a teacher has selected their standard, they have access to resources that have been used with success by fellow classroom teachers who have uploaded their resources to the BT Website. Possible resources may include lesson plans, presentations, worksheets, ideas, and websites.

**Fluency**

Teachers who access the Beyond Textbooks Website have access to the reading standards, rubrics, and Unwrapped Documents related to fluency.

The example on the right includes standard **1.R.RF.04a - the Highly Proficient student can read 61+ words per minute on a text.**

Along with access to the standards and assessment rubrics, teachers can also use the BT Website to
navigate to Beyond Textbook’s partnership with ReadWorks, a website that currently has over 4,000 reading passages where teachers can search by grade level or Lexile level.

The BT Website also has multiple common formative assessments - a five question assessment - for reading standards as a check-in on student mastery.

Vocabulary

On each Unwrapped Document, teachers have access to a list of key concepts, or vocabulary, which can be incorporated into instruction. The vocabulary words build upon one another from grade level to grade level.

The example on the left, standard 2.R.RL.07, includes the key concepts associated with this standard - literary, elements, characters, plot, setting, problem, solution, digital text, print, and illustrations.

In addition to the key concepts listed on each Unwrapped Document, teachers also have access to vocabulary lists in Kindergarten through 5th grade, as well as benchmark reviews that include key vocabulary for each essential standard.

An example of a quarter 1 Kindergarten vocabulary list is below. The list is comprised of reading and math vocabulary words.

Reading vocabulary quizzes are available to teachers each quarter as well. A 2nd grade example is provided below.
Comprehension

Reading comprehension standards are calendared on the BT Website and teachers have access to Unwrapped Documents to help with lesson planning. An example, standard 1.R.RF.04b - *the Highly Proficient student can read on level and comprehend what is read*, on the right, defines mastery of the standard through the key concepts, skills, Bloom’s level, DOK, big ideas, essential questions, and a performance task.

From the BT Website, teachers can also directly access the ReadWorks website where they are able to select passages leveled by Lexile level to use with their students.

According to their website, ReadWorks helps teachers to build “background of knowledge across subjects to support reading comprehension.”

Teachers also have access to teacher submitted resources (lessons, presentations, etc) to use in their instruction that are aligned to each state standard.

Common formative assessments are also available to collect and measure data on student learning.

<table>
<thead>
<tr>
<th>Unwrapping Common Core ELA</th>
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<tbody>
<tr>
<td>Domain: Reading</td>
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<tr>
<td>Cluster: Foundational</td>
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<tr>
<td>Standard: UW.1.R.RF.04b Read with sufficient accuracy and fluency to support comprehension.</td>
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<tr>
<td>b) Read on level text orally with accuracy, appropriate rate, and expression on successive readings.</td>
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<td>The Highly Proficient student can read on level and comprehend what is read.</td>
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<tr>
<th>Concepts (Nouns)</th>
<th>Skills (Verbs)</th>
<th>Knowledge</th>
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<tr>
<td>comprehension</td>
<td>read comprehend</td>
<td>□ Factual</td>
<td>□ Remember</td>
<td>□ Level 1</td>
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<tr>
<td>context purpose</td>
<td>understand</td>
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<td>on-level text</td>
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<td>□ Procedural</td>
<td>□ Apply</td>
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<td></td>
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<td>□ Meta-Cognitive</td>
<td>□ Analyze</td>
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<td>□ Evaluate</td>
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<td>□ Create</td>
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<td>Extended Thinking</td>
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Big Ideas
1. Good readers understand what they read.
2. Good readers self-correct and reread for understanding.

Essential Questions
1. What is comprehension? How does reading fluently help with comprehension?

Performance Task / Model Product Example
Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Teacher may check for understanding and comprehension. Students record their words per minute and celebrate their improvement.
Phonics

The standards (RF or Reading Foundation) are available to K-3 teachers on the Beyond Textbooks Website.

When accessing standards, teachers have access to an Unwrapped Document - a planning document that articulates mastery of each standard. The UW document includes components that include: standard, student-friendly standards, performance level descriptors (3rd grade and above), Bloom’s level, DOK level, big ideas, key concepts, skills, essential questions, and a performance task. A phonics example, standard 2.R.RF.03abd, on the right that includes the EL connection as well.

Teachers have access to an assessment rubric as well, which outlines what a Highly Proficient, Proficient, Partially Proficient, and Minimally Proficient student should know and be able to do.

Finally, once a teacher has accessed their phonics standard on BT, they can choose from a variety of phonics resources that have been used with success by classroom teachers who have uploaded their resources to the BT Website.

Summary

In closing, while Beyond Textbooks does not provide direct and explicit reading instruction, it DOES address the five pillars of early literacy through the available tools and resources that teachers have access to through the Beyond Textbooks Website.

The philosophy of Beyond Textbooks is, and will continue to be, provide the ‘what’ through the standards and the ‘when’ through the curriculum calendars. The ‘how’ is determined by teachers to allow for creatively and autonomy in their classrooms.