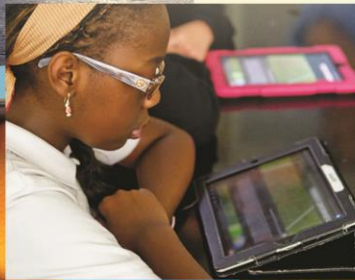# Florida Report

Three-Year Longitudinal Study

2014-2017

Prepared by the University of Central Florida
Morgridge International Reading Center
Istation Research Project

Florida Longitudinal Report 2014 - 2017

Note: The following report has been prepared for the State of Florida regarding the use of Istation in Florida Public and Charter Schools during the time period of August 2014 through May 2017. The report provides descriptive statistics of the students who participated in the *Istation Reading Project* in the state of Florida. The data in this report does not identify counties, school districts, schools, or students. All data analyzed in the report was received from Istation and it is inferred to be accurate to the best of our knowledge. All data is collected in accordance with UCF IRB # SBE-14-10450 - *An investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida.*

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Introduction

The following report provides a longitudinal analysis of the *Istation Reading Project*. All Florida public and charter schools and school districts were invited to take part in the Istation Research program through the Morgridge International Reading Center at the University of Central Florida. The project provided Istation's interactive multimedia reading program at no cost to Florida's public and charter students and their families. Florida students had access to the Istation reading curriculum at school and at home. The program was funded under a state appropriation that was terminated in May of 2017.

Background of the Funding

The investigation of the effects of the Istation Reading program on the reading performance of elementary school students in the state of Florida was a three-year project funded as a Florida State Appropriation. The initial funding year (2014-2015) was intended to provide up to 500,000 public and charter K-5 students, access to the Istation's reading program at no cost to the schools. During the following year (2015-2016) enrollment expectations were met and the opportunity was extended to students with high academic needs in grades 6-8. The final year (2016-2017), the student enrollment cap was raised to accommodate 600,000 students and to provide the program in Spanish. The allocated funds yielded: (a) direct access to the supplemental reading for students in the state of Florida, (b) professional development for teachers in data-driven decision making in reading, and (c) research regarding reading and personalized learning. The Morgridge International Reading Center at UCF research team investigated the online supplemental reading curriculum and assessment program (Istation) utilized by students in the state of Florida. Istation was provided to families at no cost to extend reading instruction beyond the regular school day. In this report, UCF provides longitudinal research related to the delivery of this innovative supplemental reading program to measure the impact of personalized learning in reading.

Florida Students

The cumulative number of students who were enrolled in the Florida funded *Istation Reading Project* over the three-year period was **1,370,059.** The number of active students (those students who completed at least one assessment) was **744,285**, approximately **55%** (See Table 1).

Table 1. Enrolled and Active Students by Year

Grade	Enrolled Students by Grade	Active Students by Grade	Enrolled Students by Grade	Active Students by Grade	Enrolled Students by Grade	Active Students by Grade
	Year 1 (2014 - 2015)		Year 2 (2015 - 2016)		Year 3 (2016 - 2017)	
Pre-Kindergarten	13,988	5,453	18,810	6,052	22,939	5,986
Kindergarten	58,168	45,021	72,614	45,688	81,952	34,209
First	62,405	50,050	78,236	49,601	85,359	37,301
Second	55,435	42,827	80,843	50,273	87,761	38,501
Third	56,739	41,282	78,887	45,944	94,868	43,379
Fourth	50,285	33,826	76,002	41,091	80,985	29,203
Fifth	56,421	32,394	75,141	39,102	82,231	27,102
Total	353,441	250,853	480,533	277,751	536,085	215,681

Locales: Geographical Representation

The students' geographical location was determined by information obtained from *the National Center for Education Statistics (NCES)*. The *Istation Reading Project* participants' schools and school districts represented most geographic locales with the largest number of research participants (RPs) attending schools in large suburban areas (defined outside a principal city and inside an urbanized area with population of 250,000 or more). The fewest number of RPs in the *Istation Reading Project* attended schools in town fringe and town remote locations. Generally, there were fewer students from town and rural locales than city and suburb locales.

**Table 2. School Geographical Locales Represented by Year**

Locale Category and Percentage by Category	Specific Locale	Number of Active Students	% of Active Students by Locale	Number of Active Students	% of Active Students by Locale	Number of Active Students	% of Active Students by Locale
		Year 1 (2014 - 2015)		Year 2 (2015 - 2016)		Year 3 (2016 - 2017) *	
Urban (City)	City: Large (11)	16,057	6	21,845	8	18,076	8.4
	City: Midsize (12)	27,244	11	36,027	13	27,142	12.6
	City: Small (13)	17,202	7	21,664	8	13,680	6.3
Rural	Rural: Distant (42)	2,055	1	1,256	.5	1,421	.7
	Rural: Fringe (41)	30,430	12	15,165	5	11,444	5.3
	Rural: Remote (43)	139,806	55	605	.2	413	.2
Suburban	Suburb: Large (21)	4,927	2	167,383	60	130,323	60.4
	Suburb: Midsize (22)	7,170	3	7,490	3	6,768	3.1
Urbanized Cluster (Town)	Town: Distant (32)	5,069	2	2,344	1	1,536	.7
	Town: Fringe (31)	1,879	1	702	.3	644	.3
	Town: Remote (33)	3,366	1	3,156	1	3,234	1.5

* Note. 1,000 students were from newer schools where locales have not been designated.

Title I Status

Over the three-year period of the *Istation Reading Project*, approximately 77% to 79% of the participating students were from Title I schools. Schools qualify for a Title I school designation and receive federal funding if over 40% of the students receive free and reduced lunch at a school. The Title I status is an indicator of students who live in a low-income household. Schools' Title I status were determined by information obtained from the NCES schools' database.

Figure 1. Title I Status of Students Enrolled in Istation Reading Program in the state of Florida by Year

Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
21% / 79%	21% / 79%	23% / 77%

Title I   Non-Title I
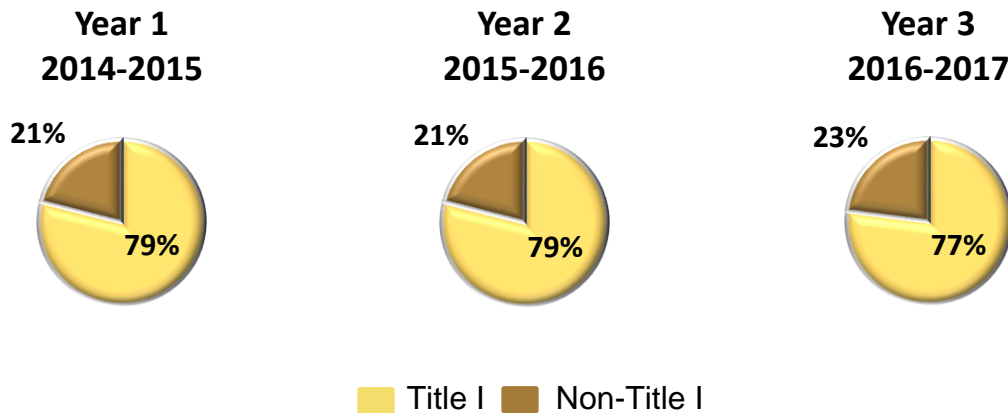
Academic Tier Level

The Istation Reading Program classifies students into academic levels based on the first assessment taken at the beginning of the school year. Istation academic tier levels indicate the instructional level of a student. Tier 1 students are at "No risk" (above the 40th percentile) and performing at grade level. Tier 2 students are at some risk (between the 20th - 40th percentiles) and are moderately below grade level and need intervention. Students in Tier 3 are at risk and are performing below the 20th percentile and need intensive intervention (Istation Technical Manual, version 4). In the first two years of the project, more students were in Tiers 2 and 3 than any other Tiers.   In the final year, there were more students in Tier 1.

Table 3. Florida Students by Academic Level.

Year	Academic Level	Number of RPs	Risk Level	Percentage of RPs by Level
Year 1 2014/ 2015	1	46,968	No Risk	19
	2	57,577	Some Risk	23
	3	146,308	At Risk	58
Year 2 2015/ 2016	1	94,742	No Risk	37.3
	2	57,259	Some Risk	22.5
	3	101,984	At Risk	40.2
Year 3 2016/ 2017	1	56,584	No Risk	43.2
	2	28,395	Some Risk	21.7
	3	46,024	At Risk	35.1

Student Assessment Analysis – Title I

The reports for all three years are available online at www.ucf.edu/MIRC. Included in this section of the report are graphical representations of key findings related to Title I status. The findings are classified by two divisions: (a) pre-kindergarten through third grade and (b) fourth through fifth grade and by year.

Analysis by Title I — (Pre-Kindergarten through Third Grade) (ISIP-ER)

Over the duration of the project (three years), RPs who attended a Title I school scored lower on the ISIP-ER than those who attended a Non-Title I school (See Figures 2-4).

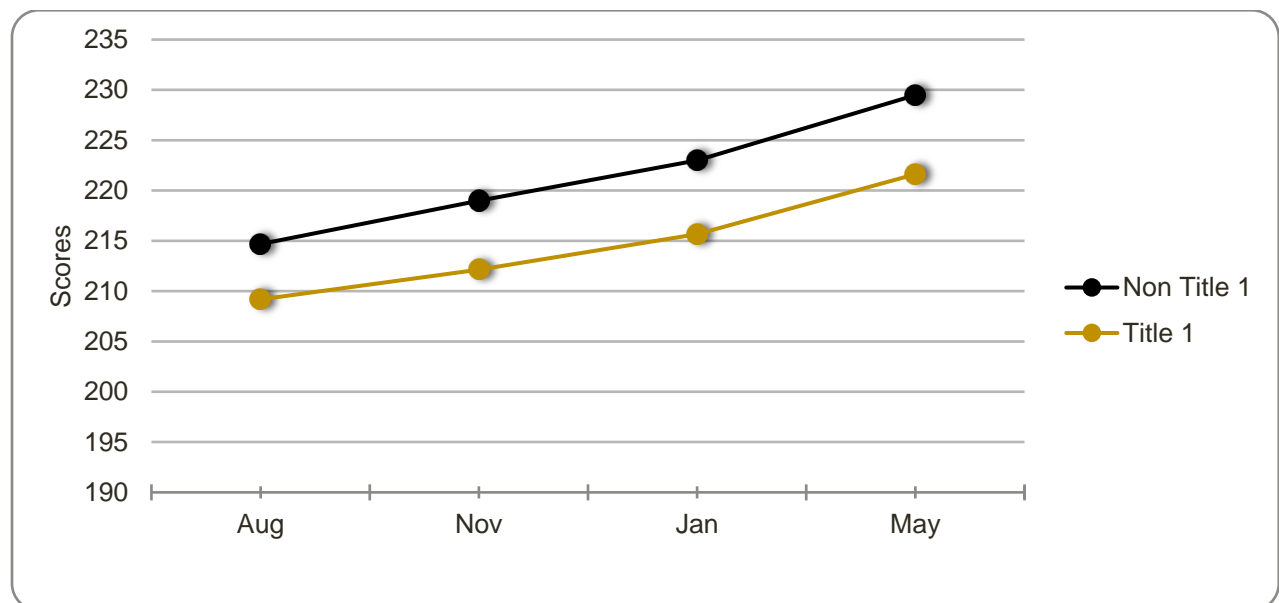**Figure 2. Title I Status (ISIP-ER) for Year 1 (2014-2015)**

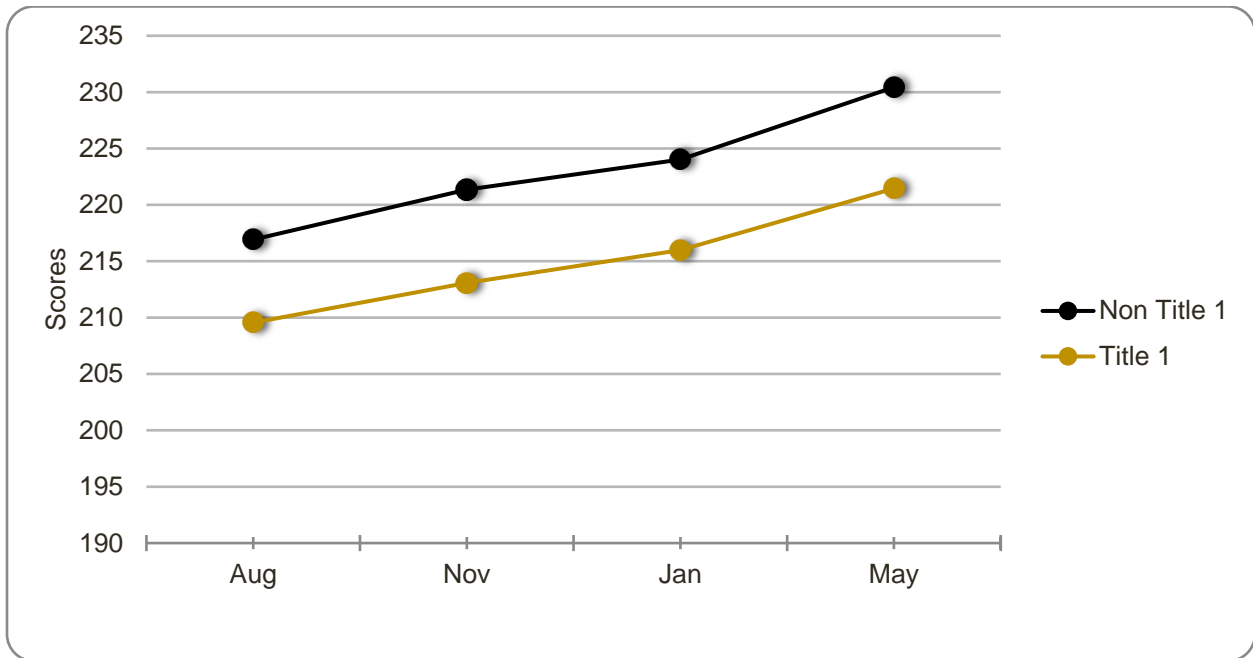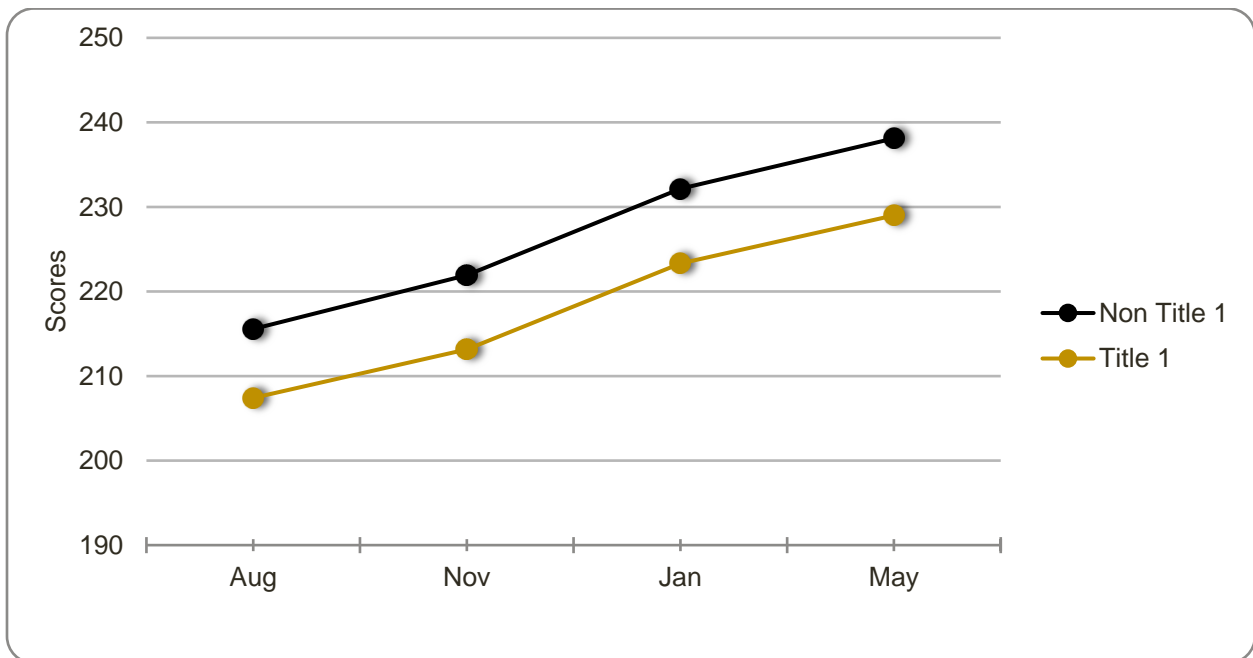**Figure 3. Title I Status (ISIP-ER) for Year 2 (2015-2016)**

Figure 4. Title I Status (ISIP-ER) for Year 3 (2016-2017)

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Analysis by Title I — (Fourth and Fifth Grade) (ISIP-AR)

Over the duration of the project, RPs who attended a Title I school scored lower on the ISIP-AR than those who attended a Non-Title I (See Figures 5-7). In the third year of the project, the achievement scores were higher than in the previous two years.

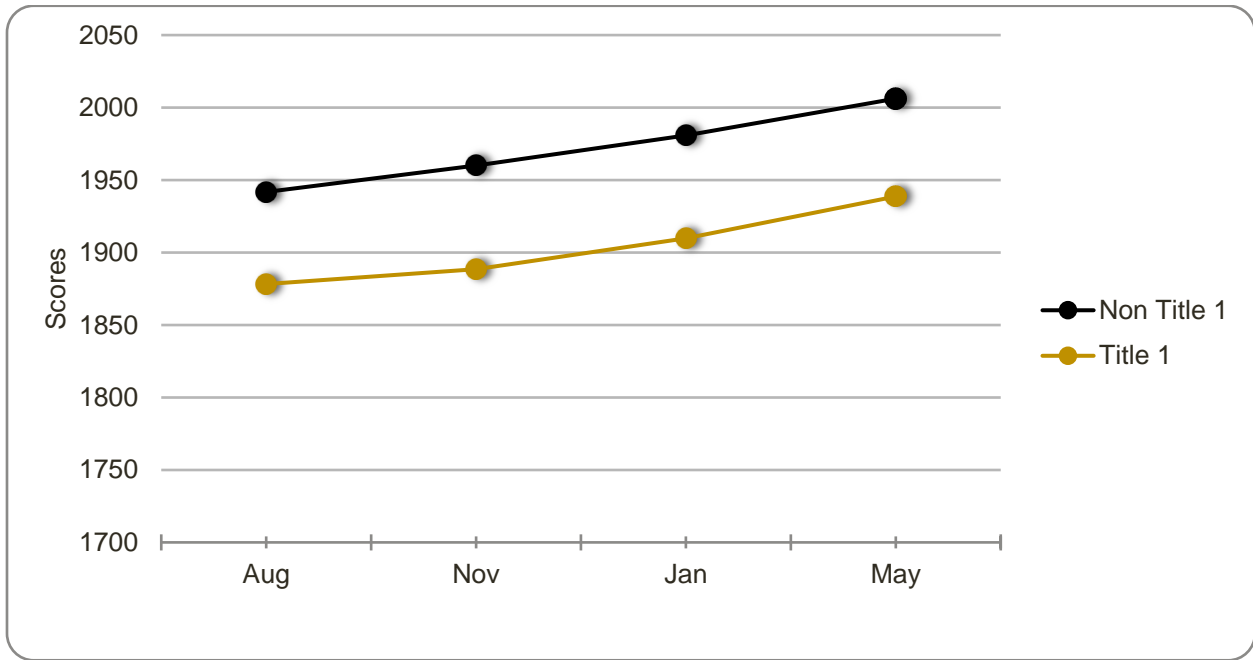**Figure 5. Title I Status (ISIP-AR) for Year 1 (2014-2015)**

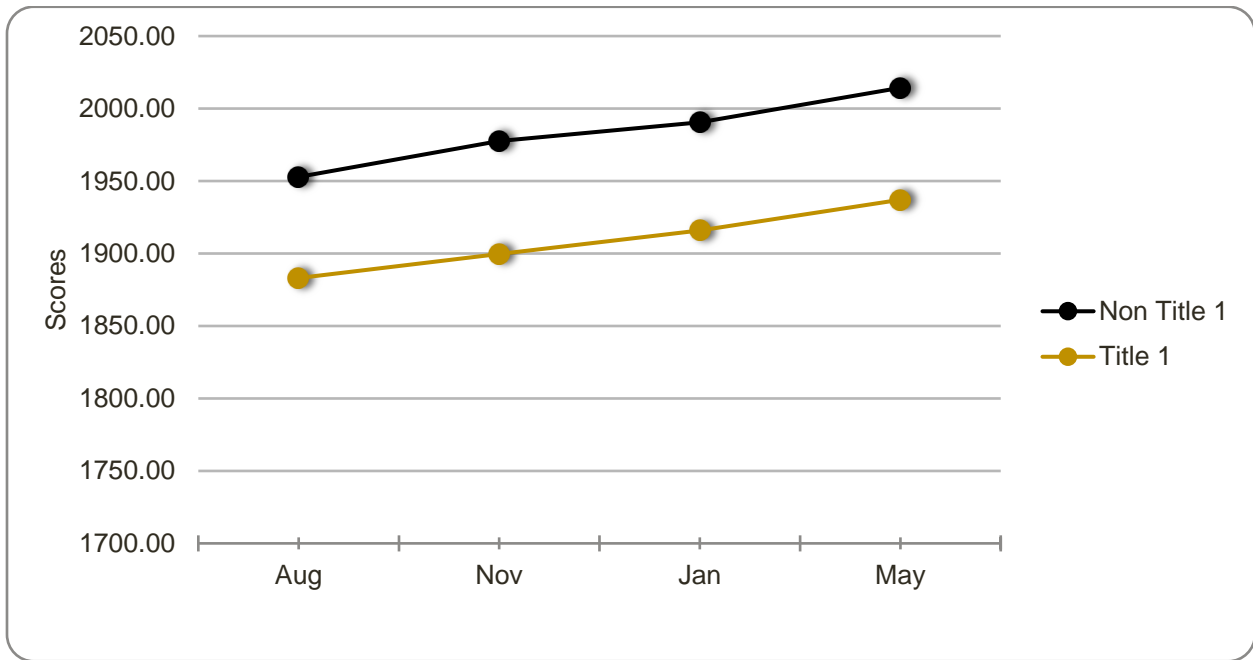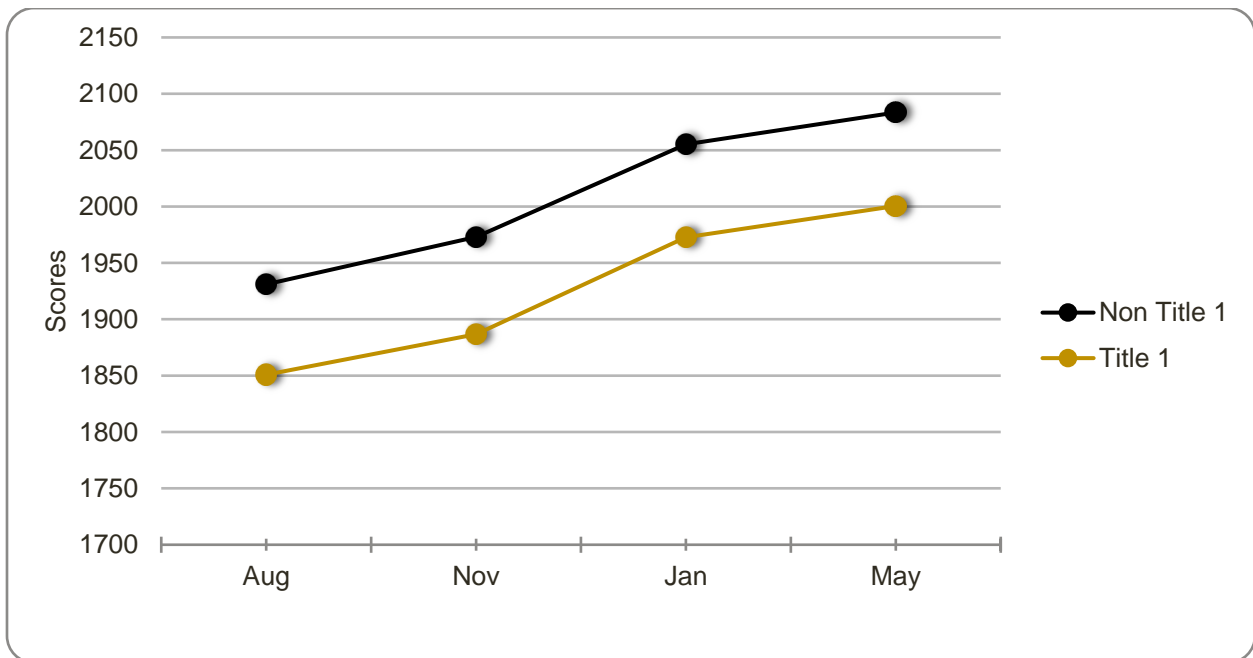**Figure 6. Title I Status (ISIP-AR) for Year 2 (2015-2016)**

Figure 7. Title I Status (ISIP-AR) for Year 3 (2016-2017)

Student Usage Analysis (Home)

Istation offers a Home Use Component for student and parent/primary caregiver access. Students are able to practice all aspects of the reading program in the comfort of their homes, at a library, or community center; or anywhere they have access to the Internet. However, home access to Istation does not include access to assessments. All Istation program assessments are completed at the students' school which is an important control element for research data collection. The Parent Portal provides parents/primary caregivers a way to view reports on students' progress and to suggest books and resources for their children. The Home Use Component and the Parent Portal of Istation contribute to a school district/county and family partnership with the mission of educating all students.

Over the three-year period, it was determined that students that **used** the Home Component of Istation demonstrated **greater reading growth** than those students that did **not** use the Home Component. (See yearly reports.) The total number of Home Users over the three-year period was **153,977.**

Table 4. Number of Students that used the Home Component of Istation

Grade	Number of Student Users	Number of Student Users	Number of Student Users
	Year 1 (2014 - 2015)	Year 2 (2015 - 2016)	Year 3 (2016 - 2017)
Pre- Kindergarten	1,230	629	665
Kindergarten	7,775	11,278	8,940
First Grade	9,166	13,236	9,634
Second Grade	7,431	12,222	8,422
Third Grade	6,953	11,264	8,497
Fourth Grade	5,371	9,037	5,430
Fifth Grade	4,576	7,550	4,671
Total	**42,502**	**65,216**	**46,259**

Over the course of the three-year period, First Grade students had the highest number of students utilizing the Istation program home component. It is expected that in grades where students are learning to read, students would practice reading outside of the classroom through the support of parents and caregivers. There was a high number of Kindergarten, First, and Second Grade students using the home component as compared to older student for all three years.

Professional Development for Educators

Our partnerships with school districts in the state of Florida over a three-year period resulted in the offering of 64 face-to-face and 52 synchronous online webinars conducted and sponsored by Istation personnel on how to use Istation's reading program. These sessions were designed to scaffold teachers' ability to incorporate Istation into instruction and to build teachers' capacity for analyzing the resulting student data to personalize instruction.

The Return on Investment (ROI) for the State Appropriation

- Over a period of three years, **1,370,059** students in the state of Florida enrolled in the Istation reading research project including **949,004** elementary students and **421,065** middle school students.
- Twenty-eight counties and charter school districts representing rural, urban, and suburban locales throughout the state of Florida participated in the Istation project.
- For families and students in the state of Florida, the home component of the Istation research project increased opportunities for literacy instruction beyond the school day and during the summer. The home component of the Istation reading program extended the regular school day beyond typical school hours in that students could practice reading at participating community centers, libraries, and on their own personal devices. The three-year total of reading instruction, over and above the regular school day totaled **44,253,208** minutes which equates to **30,731** days of instruction.
- The *Istation Reading Project* provided ongoing professional development for teachers in the state of Florida to strength reading instruction and teachers' ability to analyze reading data to personalize reading instruction.
- During the three years of the project, faculty researchers analyzed various aspects of the Istation reading program. In addition, the project supported graduate and undergraduate research assistants and clerical professionals.

In conclusion, the cumulative data from the Istation research project provided evidence of the widespread impact of the Istation appropriation for children and families in the state of Florida based upon the rapid rate of adoption by educators and families. The return on investment for the Istation project was positive and benefitted the citizens of the State of Florida.

Respectfully Submitted,

The University of Central Florida
Istation Research Team
(September, 2014 – May, 2017)

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Appendix A

11 - City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12 - City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
13 - City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,000.
21 - Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22 - Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
23 - Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000.
31 - Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32 - Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41 - Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
42 - Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
43 - Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

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