

Read Write Inc. Research and Evidence

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Independent External Evaluations

- Ruth Miskin's program Fresh Start, created using the same principles as *Read Write Inc.* for older students still learning to read, was tested through the Education Endowment Foundation (EEF) in 2015. The trial involved ten secondary schools and 433 grade six students. The study randomized students within each of the schools and found a positive impact on all students of an additional three months' progress over the course of twenty-two weeks.

[Read more](#)
- American Institute for Research (AIR) and EEF are currently conducting an effectiveness study for *Read Write Inc.* and Fresh Start with 120 elementary schools in England. The evaluation report is due Spring 2019.

[Read more](#)
- Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught *Read Write Inc.*

[Read more](#)
- Teaching and Leadership Innovation Fund (TLIF) and UK's Department of Education (DfE) awarded Ruth Miskin Training with the aim to drive social mobility through education in 2017.

[Read more](#)

Ruth Miskin Literacy Inc. was added to Massachusetts' ESE Pre-Qualified List of Vendors Supporting Sustainable District and School Improvement as a Technical Assistance Provider of High Quality Core Instruction in 2016. Below is data submitted as part of the application process.

More Evidence of Effectiveness

Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. See below evidence of effectiveness of improved student outcomes from districts and schools.

Please note:

1. Ofsted¹ is the UK government body that inspects and regulates schools using this criteria:

Judgement	Description
Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Requires Improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

2. Phonics screening check² (PSC), is a national UK government mandated check started in 2012 which tests decoding ability at age six. Students decode forty words, twenty real and twenty non-words.
3. For sustainability, each project is led by a district Project Lead and/ or the school Reading Leader (RL) to oversee implementation, coordinate training, and monitor data along with the trainer.

¹The UK government body that inspects and regulate schools, read more: <https://www.gov.uk/government/organisations/ofsted/about>

²Phonics Screening Check – <https://www.gov.uk/guidance/2016-key-stage-1-assessment-and-reporting-arrangements-ara/section-7-phonics-screening-check>

Impact in Districts

District: London Borough of Newham

- London poverty profile ranking: Within lowest three boroughs (out of 32 total)³
- Primary schools in borough: 67

Project start date / Services provided: Two-day Training, Development Days, Reading Leader Training (2011)

How Ruth Miskin Training fostered systemic change: In 2011, the mayor of Newham initiated the 'Reading Guarantee,' promising that every child would leave elementary school a reader. Funding was provided for training and on-going support. 45 Newham schools chose *Read Write Inc.* In 2015, Newham was amongst the top five performing London boroughs on the PSC.

Evidence of effectiveness: Attainment raised for 4,000 children age six and seven

District vs. National PSC Average		
Year	National	Newham
2012	58%	62%
2013	69%	76%
2014	74%	80%
2015	77%	83%
2016	81%	87%
2017	81%	88%*

**Read Write Inc.* trained and support Newham schools achieved 91% in the 2017 PSC.

"The *Read Write Inc.* training and Development Days were critical in helping us move from Special Measures to Outstanding in just two years."

Rebecca Millard, Vice Principal, Newham

³Trust for London – London's Poverty Profile, New Policy Institute, 'Early years' development by borough'

Impact in School Networks

Charter Network: Ark Academies

- Total schools in the network: 34, Elementary schools: 18, Turnaround elementary schools: 13
- Locations: London, Birmingham, Portsmouth, Hastings
- Non-selective schools serving low-income areas with a history of chronic underachievement

Project start date / Services provided: Two-day Training, Development Days, Reading Leader Training (2013)

How Ruth Miskin Training fostered systemic change: In 2007 Ark opened its first elementary school, King Solomon Academy. The principal, Venessa Willms, now director of Ark Academies, chose *Read Write Inc.*

"I had the opportunity to review and observe a number of early reading programs – *Read Write Inc.* came up top every time. Nine years on and I remain confident that I made the right decision. *Read Write Inc.* is now part of our network's core curriculum across all of our elementary schools."

Evidence of effectiveness:

- 92% of pupils at Ark London schools passed the 2015 PSC, 15% above national average
- Three schools: Ark Conway, Ark Globe Academy and Ark Academy achieved a 100% pass rate
- Network-wide no gap exists between Free School Meal and non-Free School Meal children, compared to a 14% gap nationally.

National PSC vs. All Ark Elementary vs. New Ark Schools vs. Turnaround Ark vs. London Ark

Year	National	All	New	Turnaround	London
2013	69%	77%	97%	72%	86%
2014	74%	82%	95%	79%	92%
2015	77%	88%	97%	85%	93%

Impact in Schools

England Elementary School Statistics - National Averages

Pupils on roll	263
Free school meal children	26.4%
EAL (English as a second language) pupils	19%

St George's Lower School

District: Central Bedfordshire

Town: Leighton Buzzard

Age Group: 4 - 9

Pupils on roll: 93

Free School Meals children: 46%

Ofsted: Requires Improvement (2012), Good (2014)

Time frame / Services provided:

- Two-day Training, 2-3 Development Days per year, Reading Leader Training (2012)
- Refresher (2016)

Evidence of effectiveness:

National vs. District vs. St George's Lower School PSC

Year	National	District	St George's
2013	69%	68%	33%
2014	74%	72%	77%
2015	77%	77%	100%
2016	81%	81%	89%
2017	81%	83%	100%

"The lead Ofsted inspector said that he wished all the schools he visited had the profile of improvement that St. George's had."

Marea Rawlings, Principal

"Our success comes from all the staff teaching with fidelity and being 100% committed to the program."

Ted Edwards, Assistant Principal

Ellacombe Learning Academy

District: Devon

Town: Torquay

Age Group: 4 - 11

Pupils on roll: 336

Free School Meals children: 57%

Ofsted: Good (2014)

Time frame / Services provided:

- Two-day Training, 2-3 Development Days per year (2012)
- Refresher (2016)

Evidence of effectiveness:

National vs. District vs. Ellacombe Learning Academy PSC			
Year	National	District	Ellacombe
2012	58%	59%	50%
2013	69%	73%	88%
2014	74%	79%	91%
2015	77%	80%	94%
2016	81%	82%	96%
2017	81%	83%	98%

"Read Write Inc. is not a short-term fix for us. It is how we teach reading and writing now. The strategies and approaches are embedded across the school."

Reading Leader

Dixons Marchbank Elementary School

District: Bradford

Town: Bradford

Age Group: 3 - 11

Pupils on roll: 493

Free School Meals children: 51.7%

EAL children: 97%

Ofsted: Special Measures (2013), Became turnaround school (Jan 2014), Good (2016)

Time frame / Services provided:

- Two-day Training, 2-3 Development Days per year (2013)

Evidence of effectiveness:

National vs. District vs. Dixons Marchbank PSC			
Year	National	District	Dixons Marchbank
2012	58%	57%	53%
2013	69%	66%	58%
2014	74%	71%	72%
2015	77%	74%	88%
2016	81%	79%	-
2017	81%	80%	86%

"Good level of development⁴ in Reception (PreK) is on a three year rising trend, as are KS1 (Lower Elementary) reading and writing results. Children are more confident and staff now have the skills to teach phonics in an effective and systematic way."

Milly Lynch, Reading Leader

⁴Good level of professional development, used to measure development in early years: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/467070/SFR_36-2015_Main_Text.pdf

Christ Church CE Primary Academy

District: Kent

Town: Folkestone

Age Group: 4 - 11

Pupils on roll: 417

Free School Meals children: 49.6%

EAL children: 24.3%

Ofsted: Requires Improvement (2013), Good (2015)

Time frame / Services provided:

- Two-day Training, 2 Development Days per year (2012)

Evidence of effectiveness:

National vs. District vs. Christ Church CE PSC			
Year	National	District	Christ Church CE
2013	69%	68%	65%
2014	74%	74%	72%
2015	77%	78%	82%
2016	81%	82%	85%

"With the introduction of the PSC it became obvious that our children were not meeting required standards. We needed to improve the consistency of phonics teaching and make rapid progress, so we decided to become a *Read Write Inc.* school."

Anna Carter, Reading Leader

In 2013, Ofsted rated Christ Church 'Requires Improvement,' but noted: 'The new systematic approach to teaching of phonics, adopted because standards in the PSC were previously well below average, is helping all pupils. As a result, pupils are making much faster progress than in the past in their reading because they confidently use their knowledge of letters and sounds to read words they cannot recognize. Standards in phonics have risen considerably and are now no longer below average.'⁵

In 2015, they were rated 'Good.' 'Significant improvements in the teaching of phonics skills have secured a dramatic increase in the results of the PSC over the past three years. In 2014, results were in line with the national average, with a further substantial increase in 2015.'

⁵Ofsted report 2013: <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139309>

Case Studies

- Kailua, Hawaii: Le Jardin Academy's *Read Write Inc.* experience [Read more](#)
- An Overview of the Impact in the United Kingdom [Read more](#)
- More Worldwide Success Stories [Read more](#)

Success for English Language Learners

- **Brooklyn, New York:** 60% of students at **ALC Cottonwood** in 2016 were English Language Learners. The staff received training in August 2016 - all children were blending by December 2016. [Watch this clip](#) of a student who went from early readers to finishing the program in 6 months. [Read more](#)
- **Mexico City, Mexico:** 99% of students at **The Edron Academy** are English Language Learners. Staff saw 'real impact on pupil learning' within months of their February 2016 training. [Read more](#)
- **Northern Territories, Australia:** 100% of Aboriginal students in the remote schools are English Language Learners. Students went from being unable to read to reading early storybooks in 3 months after training in September 2016. [Read more](#)

Research about Synthetic Systematic Phonics

- The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read: [Read more](#)
- Research from Royal Holloway University, London (2017), 'shows that learning to read by sounding out words has a dramatic impact on the accuracy of reading aloud and comprehension.' [Read more](#)
- England schools in global top 10 for reading (2017): England's school standards minister Nick Gibb hailed the positive impact of the phonics system of learning to read. [Read more](#)

Videos

- Bobby was unable to blend CVC sounds consistently in January 2017. He began receiving two – 45-minute tutoring sessions a week. Within one month he learned to blend and started reading phonetically decodable storybooks. See his transformation here: [Watch the video](#)
- A passionate school that has been serving a disadvantaged community and teaching *Read Write Inc.* for over 13 years, resulting in some of the highest English results in England and no children labelled dyslexic since they began their journey: [Watch the video](#)
- Watch Ethan (aged 4) learn 'v' in Pre-K. See him, one year later, read a storybook and talk about it to his teacher: [Watch the video](#)