

# Summary of Findings from the Evaluation of the 2009-2010 Step By Step Learning® Implementation of Services in the Hazleton Area School District

## Purpose of Evaluation

- The purpose of this evaluation was to determine whether the Step By Step Learning® (SBSL) comprehensive approach to literacy was effective in improving the literacy skills of kindergarten and first grade children in the Hazleton Area School District (HASD)
- The evaluation examined the outcomes of students in the HASD (the intervention group) as compared to students in a school district that did not receive the same level of services (the comparison group)

## Evaluation Question 1: Were the trainings implemented with fidelity?

- Overall, the observed sessions were conducted with fidelity, indicating that the intervention was implemented as intended

## Evaluation Question 2: Did the groups have differences in DIBELS scores in kindergarten and first grade?

- Kindergarten
  - The intervention group demonstrated significantly higher skills in Initial Sound Fluency, Phoneme Segmentation Fluency, and Letter Naming Fluency over time.
  - There were no significant differences in Nonsense Word Fluency at the end of the year.
- First grade
  - The intervention group demonstrated significantly higher skills in Phoneme Segmentation Fluency and Nonsense Word Fluency over time.
  - There were no significant differences in Oral Reading Fluency across the year.

## Evaluation Question 3: Did the groups have differences in instructional recommendations in kindergarten and first grade?

- Intervention group students had a higher percentage of students at *Benchmark* and a lower percentage of students at *Intensive* levels

## Conclusions

- The results suggest that with one year of intervention, students gained significantly higher skills in selected literacy areas
  - Kindergarten students demonstrated higher skills in phonological awareness, letter-sound correspondence and letter naming fluency
  - Students in first grade displayed higher skills in letter-sound correspondence and phonological awareness
- Students also experienced less risk related to their literacy skills with one year of intervention
- These results support the effectiveness of the SBSL comprehensive approach to literacy in enhancing the literacy skills of children in kindergarten and first grade



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