



Description of CLI Engage/ Ready Rosie Pilot in FWISD – Spring 2016

Fort Worth ISD has been implementing ReadyRosie and CLI Engage progress monitoring independently for at least one year. This Spring (2016), FWISD, Children’s Learning Institute, and ReadyRosie collaborated to develop a unique pilot in which FWISD families would receive ReadyRosie content that is **driven by their CLI progress monitoring data**.

The objective was for families to have the opportunity to do activities with their preK children that are **TARGETED** toward the specific academic needs of their specific child.

The pilot was conducted in five classrooms – 3 Monolingual and 2 Bilingual at two FWISD elementary schools – East Handley Elementary and Woodway Elementary (both school were selected because of great principal leadership and the fact that they well represent the demographics of FWISD at large.)

We measured two outcomes in this pilot project:

1. **Engagement and usage levels** (*Did parents have higher usage and engagement because of the data driven and personalized approach as compared to families in FWISD who received the default sequence with no personalization.*)
2. **Student outcomes** (Did the students whose parents had the highest usage show improvement in the targeted areas, as compared to children with similar progress monitoring results in the same classes?)

Here were the elements of the comparison:

Pilot group	Non-pilot group
Teachers were trained via webinar (30 minutes) and one live visit for 1 hour	Teachers were trained for 11 minutes training in August 2015
Parents were trained at a 1 hour after school training (about 50% of the parents attended from each classroom).	No formal parent training or personal interaction.
Parents received weekly messaging that contained the NAME of their child AND a reference to their data. (For example, “ Frank is doing great at letter recognition! Play these games with him and watch him shine!” OR “Based on our classroom assessments, Frank could use some extra support in vocabulary. Play these games with him to help him grown in this area!”	No personalization in the daily messaging. No reference to data or assessments.
Parents received messages that showed and celebrated their progress with the content. For example, “Congratulations, you have done 5 rhyiming games with Frank! He is on his way to literacy success!”	No follow up messages.

Here are the results:

Engagement and usage levels

FORT WORTH ISD General Population	FORT WORTH ISD CLI Project
8860 videos sent	380 videos sent
20% opens/clicks	79% opens/clicks
200 videos self-reported	322 videos self-reported

This represents one month of interaction and usage. The pilot group had higher engagement and usage than the control.

ReadyRosie added the “we did it” button recently and the families who have not been trained to use it, would not know to do so, but the families in the CLI pilot project knew about this.

Additionally, in the post survey, the families in the pilot group responded unanimously that this tool and the personalization had supported their efforts to help their child with academics. Here are some of the comments from families in the pilot study:

Todos me parecieron muy interesantes y divertidos y me dieron muchas ideas y tecnicas para hacer de la enseñanza más atractiva para mi hijo. Uno de los video k me gustó fue k aunque a ndemos en el auto podemos enseñarle muchas cosas como ir cortando los autos,casas,etc.tambien podemos identificar los colores, figuras y las señales.hay muchas cosas k podemos hacer para k el aprendizaje de nuestros hijos no sea aburrido, y les guste. Aprendí mucho con estos vídeo.

My daughter loved all the videos

Ready Rosie letras flojas porque ayuda al Los ninos aprender que muchas palabras se pueden formar

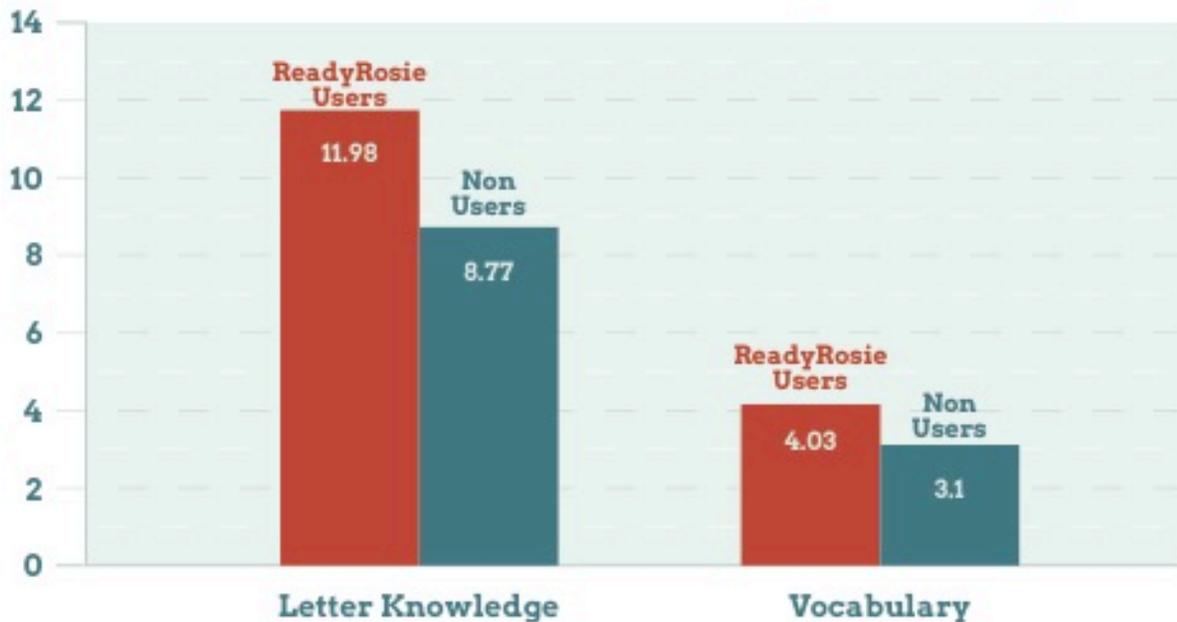
Student Outcomes

	Videos Watched	Letras rápidas			Vocabulario rápido			División silábica			Sonidos de letras			Recontar y comprensión			Libros y material impre		
		MOY	EOY	+/-	MOY	EOY	+/-	MOY	EOY	+/-	MOY	EOY	+/-	MOY	EOY	+/-	MOY	EOY	+/-
Teacher: LANDEROS																			
HIGHEST USERS																			
I. Gonzalez	18	14	24	10	0	9	9	3	4	1	7	11	4	6	6	0	7	8	1
J. Santos	20	3	8	5	0	7	7	2	5	2	0	1	1	5	5	0	6	4	-2
S. Villa	16	3	11	8	0	7	7	3	5	2	2	10	8	2	4	2	5	4	-1
NON-USERS																			
A. Triana	0	3	3	0	3	5	2	4	7	3	1	3	2	5	6	1	6	5	-1
A. Navarro	0	3	3	0	0	1	1	1	2	1	1	0	-1	5	3	-2	5	3	-2
C. Campos	0	5	7	2	0	11	11	3	3	0	2	1	-1	6	4	-1	6	6	0

Above is the comparison of one bilingual class.

Here is a graph comparison of averages from all five classrooms, indicated the level of growth for families who used ReadyRosie and those who were not using ReadyRosie in the same classroom. Although there are additional skills that can be evaluated, Letter Knowledge and Vocabulary are both key success predictors and were the focus of much of the classroom and home content, so we have chosen to highlight those areas. While most children improved from the MOY to the EOY assessment (because of classroom instruction), the children whose families utilized ReadyRosie showed higher levels of improvement.

Average Gains for children of families who used the enhance ReadyRosie Program



Recommendations for the future:

- Based on the differences in how the teachers in the pilot and how the teachers in the control group were trained, the recommendation is that if ReadyRosie is to be implemented well, teachers need to be trained more than 11 minutes and more like the pilot teachers were trained.
- This was a 8 week pilot between the MOY and EOY assessments. The data might even be more significant if we conduct the same pilot from BOY to EOY.
- The graph does not indicate this, but many of the children whose families were using ReadyRosie moved from below benchmark to at or above benchmark.