

Executive Summary

Lead to Read KC Program Evaluation

Key Program Evaluation Findings

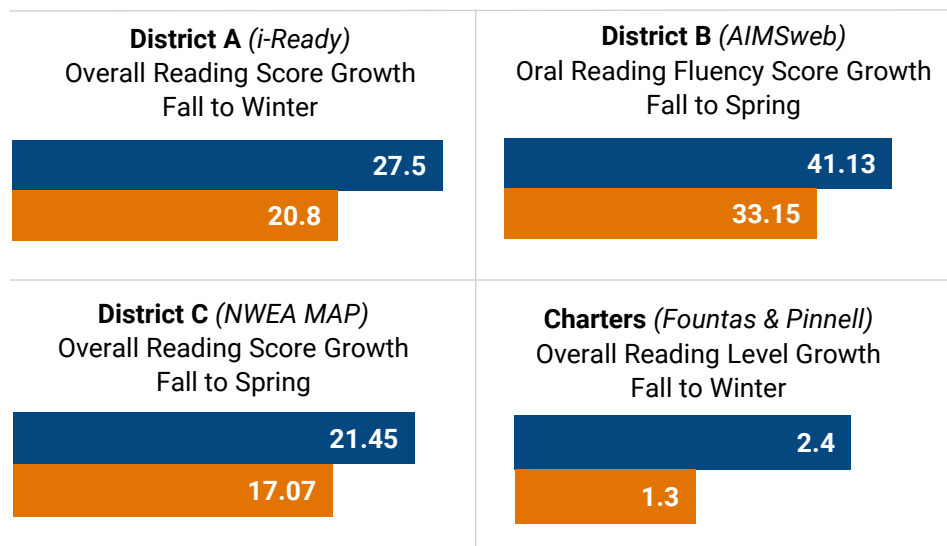
1. Lead to Read KC students gain key reading skills.
2. Lead to Read KC increases students' enjoyment of reading.
3. Lead to Read KC students develop key social skills.
4. Reading Mentors, teachers, and school administrators believe Lead to Read KC has a positive impact.

1. Lead to Read KC students gain key reading skills.

First Grade Growth

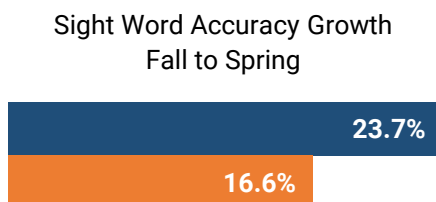
First grade students in the Lead to Read KC program made significantly larger gains in reading scores than control students.

■ Intervention
■ Control



Second Grade Growth

Second grade students in the Lead to Read KC program grew significantly more on sight word accuracy than control students.



Study Overview

In 2020, Lead to Read KC and the Urban Education Research Center completed a two-year evaluation to examine program impact. The evaluation examined student reading achievement, attitudes about reading, and development of social skills, as well as Reading Mentor, teacher, and school administrator perspectives on the program.

Methods

This evaluation utilized a mixed-methods, quasi-experimental design. Data were gathered and analyzed over two school years (2018-19, 2019-20).

Data

The analyses are based on school-administered student reading assessments, evaluator-administered student assessments, student responses to a reading attitude survey, Reading Mentor responses to surveys about student social development, and reflections by Reading Mentors, teachers, and school administrators about the impact of the Lead to Read KC program.

Contact

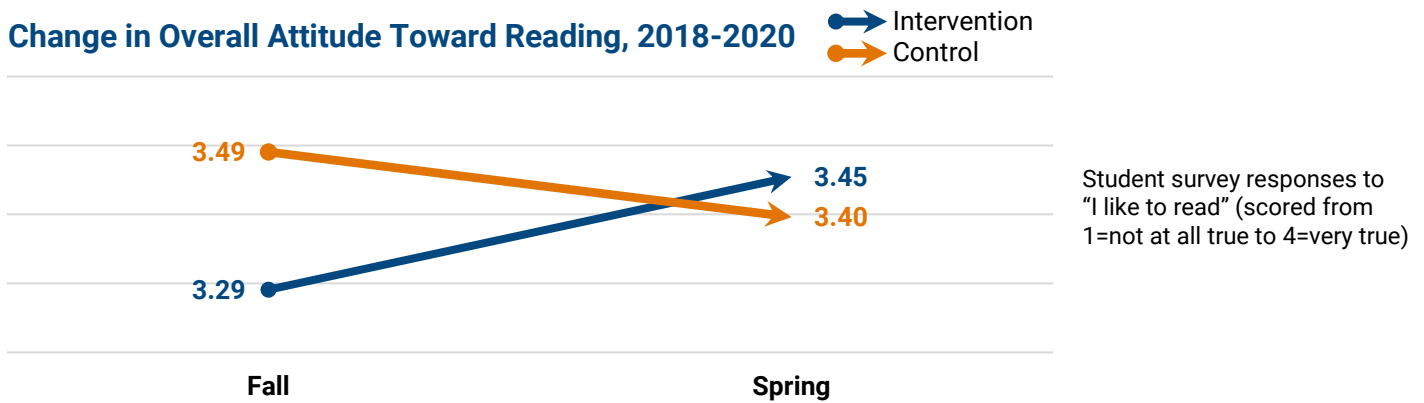
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Executive Summary (cont.)

Lead to Read KC Program Evaluation

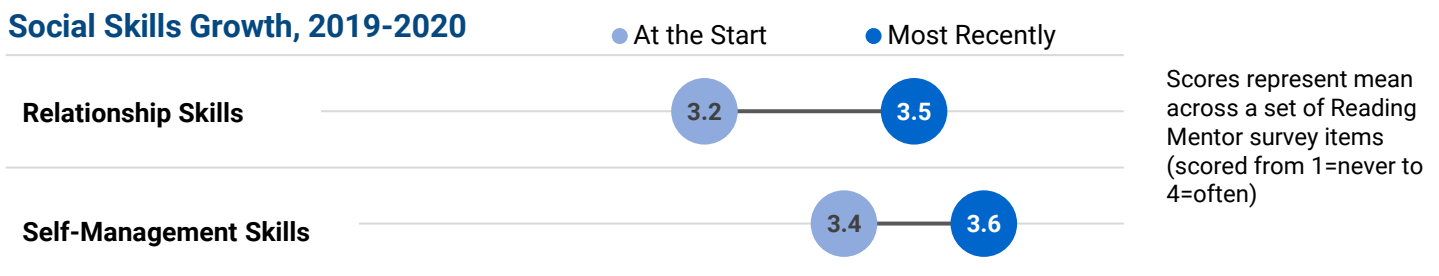
2. Lead to Read KC increases students' enjoyment of reading.

Second grade students in the Lead to Read KC program were significantly more likely than control students to grow in their attitude toward reading.



3. Lead to Read KC students develop key social skills.

First through third grade students in the Lead to Read KC program made significant gains in both relationship skills and self-management skills over the course of a year with their Reading Mentor.



4. Reading Mentors, teachers, and school administrators believe Lead to Read KC has a positive impact.

Lead to Read KC Reading Mentors, teachers, and administrators all responded extremely positively to survey items about the impact of the program.

92% of Reading Mentors believe:
"I am helping improve students' reading abilities."

98% of teachers/administrators believe:
"Reading Mentors positively influence students' attitudes about reading."

Survey responses = strongly agree or agree