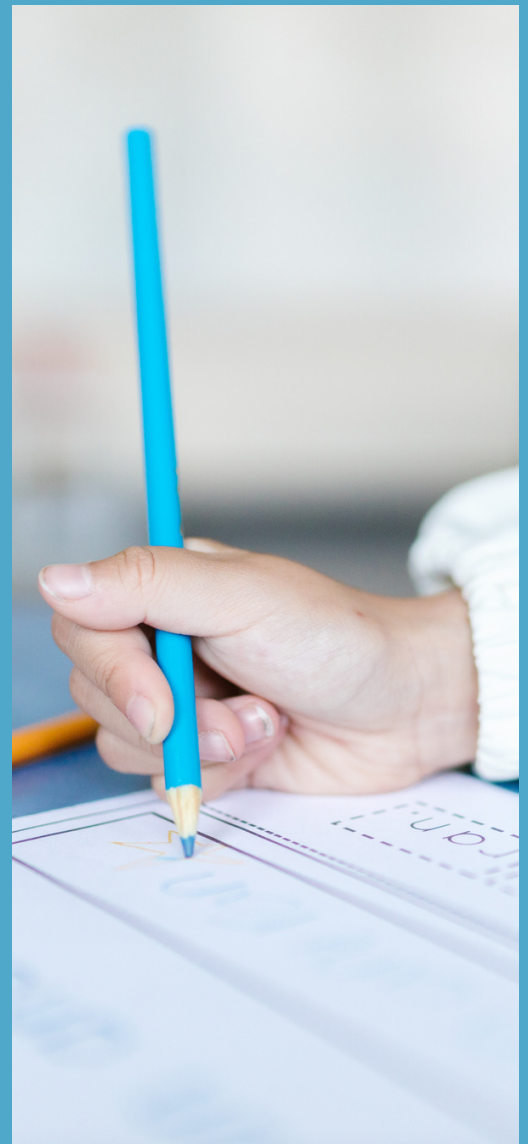


# CASE STUDY: TRACY UNIFIED SCHOOL DISTRICT



INSTITUTE OF  
**READING**  
DEVELOPMENT



For more information or to learn how you can bring IRD's Reading & Writing Skills Program to your school or district, contact:

Lynda Probst  
Institute of Reading Development  
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# DEMOGRAPHICS

Tracy Unified School District (TUSD) is located in Tracy, California, about an hour inland from San Francisco. TUSD is an innovative school district that challenges its students to reach their fullest potential, prepares them to become the leaders of tomorrow, and helps them develop a love of lifelong learning.



# STUDENTS ENROLLED IN TUSD

During the 2020-21 school year, TUSD served 14,238 students.

## Socio-ecomocially disadvantaged



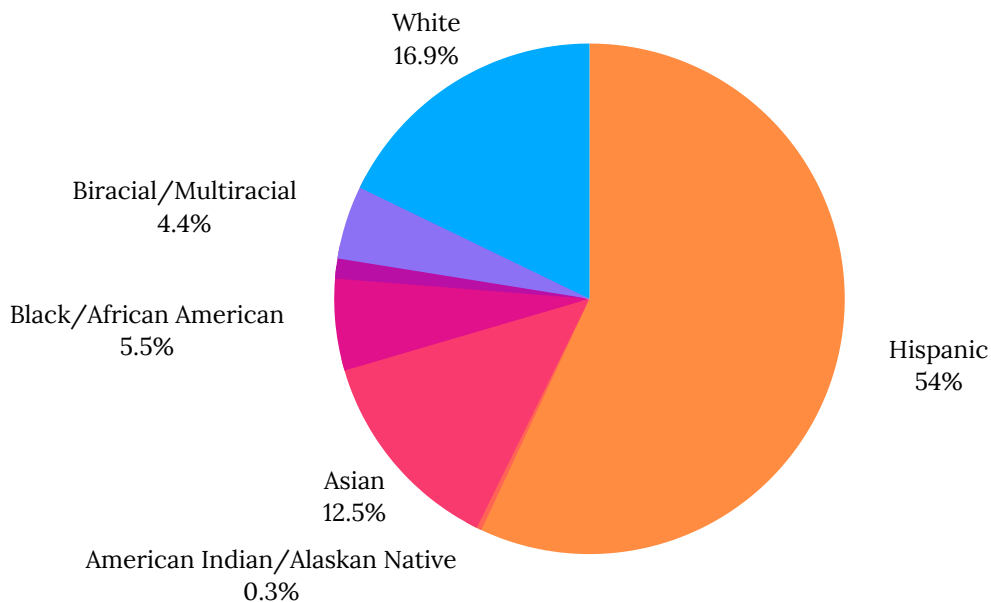
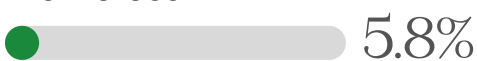
## English Learners



## Foster Youth



## Homeless





# THE PROBLEM

*"The IRD program appealed to us because of the virtual setting, flexible scheduling of sessions, and small-group instruction. The Reading Institute's long-established history and record of successes were also appealing."*

Tania Salinas – Director of Continuous Improvement, State and Federal Programs  
Tracy Unified School District



In the Spring of 2021, Tracy Unified School District began looking for a reading solution to implement over the Summer with students who had fallen behind. As with many schools and districts across the country, the district was struggling with issues related to student achievement, engagement, and staffing shortages due to the pandemic.

TUSD was looking for an extended learning solution not only to boost reading and writing skills, but also preemptively address the learning loss traditionally experienced during the summer months. The district was also looking for a solution that would not put additional burdens on their already overextended instructors.

# THE SOLUTION

The Institute of Reading Development’s Reading and Writing Skills Program was an ideal solution to address TUSD’s needs. This evidence- and research-based program was developed in partnership with over 200 colleges and universities across the United States and has delivered supplemental instruction to more than three million students over the past fifty years.

Since the Summer of 2021, TUSD has provided the Reading and Writing Skills program to their students on a continuous basis in both summers and during the academic year, with students receiving new curriculum, materials, and fresh additional instruction in every session.

## OUR ROADMAP APPROACH TO SUCCESS

TUSD identified students in need of additional reading and writing skills support. From there, IRD’s customer success team handled the logistics:

- Class scheduling and instructor assignments
- Parent outreach and student registration
- Materials shipping and IT support



Students further built those core skills by completing interactive lessons between classes, increasing their confidence and developing a love of learning.

Students also had one-on-one time with IRD instructors, who offered additional tutoring for the Reading and Writing Skills program and all TUSD-assigned ELA and humanities coursework.



During each six-week session, students attended weekly small group classes online, in which they participated in lively book discussions, and received direct instruction and practice with age-appropriate skills.



The flexibility of the Reading and Writing Skills program allowed for rolling enrollment, with new and repeating cohorts of TUSD students starting and completing programs throughout the calendar year.



The District was provided with ongoing progress reporting, which was also available to students’ parents, and certificates of completion were awarded to students upon successful completion of each course.



# BY THE NUMBERS

GRADES SERVED

**1 - 9**

AVERAGE EXTRA WORDS IN  
PRINT READ PER STUDENT

Lower Elementary	8,000
Middle/Upper Elementary	52,000
Middle/High School	84,000

STUDENT-TEACHER MEETINGS

(INCLUDES INDIVIDUAL CLASSWORK & READING  
COMPLETED OUTSIDE OF CLASSES AND ONE-ON-ONE  
TUTORING SESSIONS)

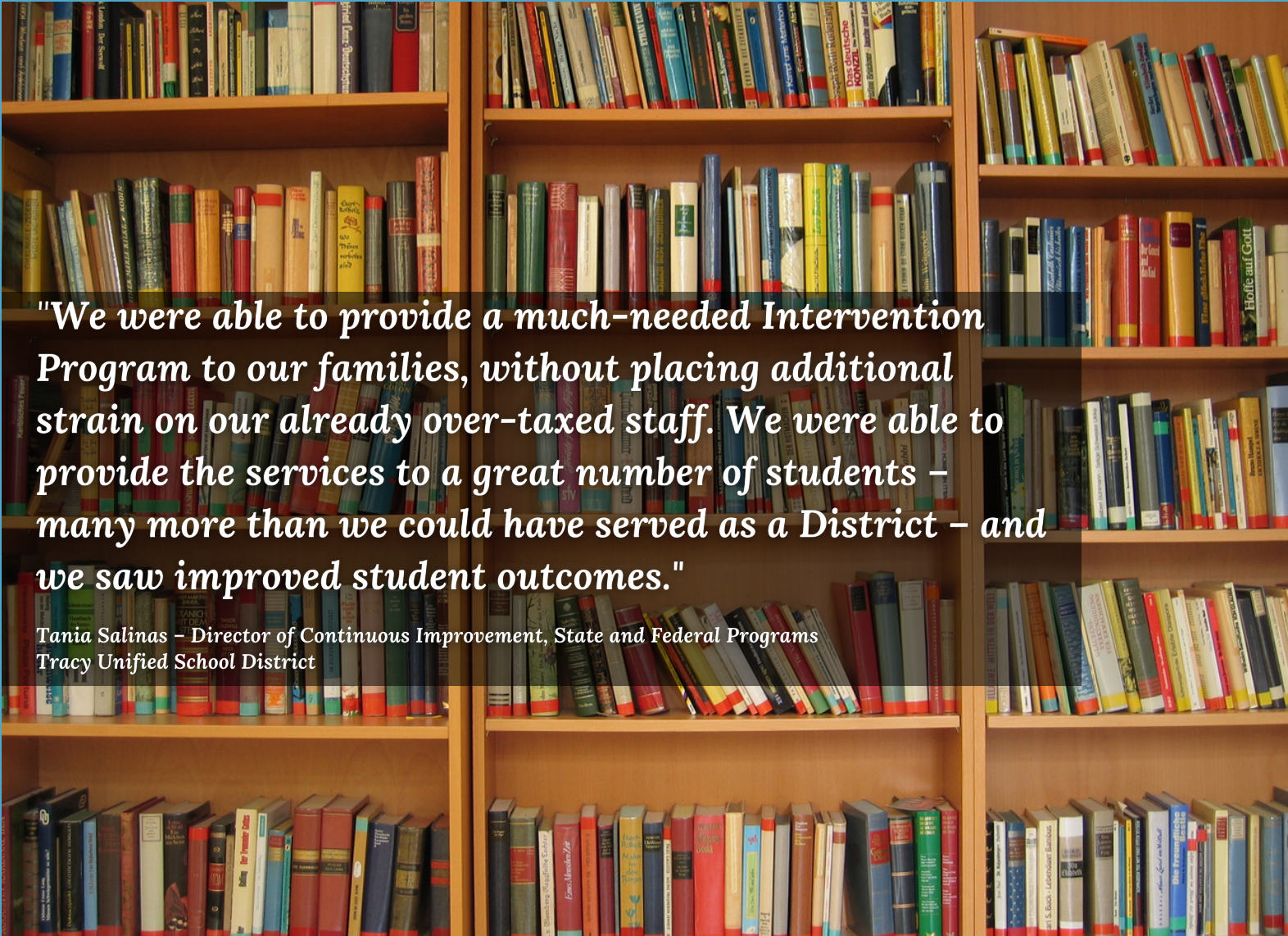
**12,852**

STUDENTS SERVED TO DATE

**2,142**

# OF EXTENDED LEARNING HOURS OFFERED  
(INCLUDES INDIVIDUAL CLASSWORK & READING COMPLETED OUTSIDE OF CLASSES AND ONE-ON-ONE TUTORING SESSIONS)

**38,556**



*"We were able to provide a much-needed Intervention Program to our families, without placing additional strain on our already over-taxed staff. We were able to provide the services to a great number of students – many more than we could have served as a District – and we saw improved student outcomes."*

Tania Salinas – Director of Continuous Improvement, State and Federal Programs  
Tracy Unified School District

# THE DATA

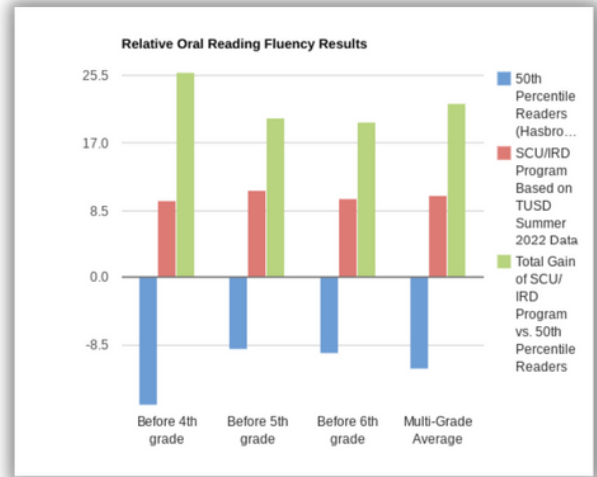
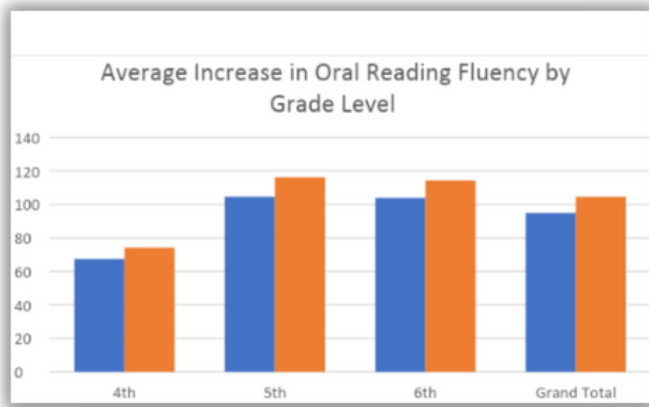
In the Summer of 2022, IRD conducted pre- and post-session assessments for cohorts entering 4th, 5th, and 6th grades. Cohorts were tested on oral reading fluency, vocabulary accuracy, and reading engagement. The results were statistically significant.

## ORAL READING FLUENCY

Fluency is crucial to proficient reading and an essential literacy goal for all young readers. Fluency lets the reader focus on constructing meaning from the text rather than decoding words.\* However, fluency encompasses more than just reading speed.

Oral Reading Fluency (ORF) assessments are a straightforward measure of fluency levels for middle-grade readers. ORF is the metric most correlated with everyday reading success for middle-grade and older readers. A standard ORF assessment measures the number of words that reads correctly with automaticity in a leveled passage over a set time period, typically one minute. The Institute of Reading Development assessed TUSD students' ORF in this manner before and after their Summer 2022 programs.

Oral Reading Fluency gains were made across all grade levels by students who participated in the Reading & Writing Skills Program.



The Summer months typically bring an additional challenge in the form of learning loss or, more colloquially, the “Summer Slide.” Summer learning loss is most evident when comparing Spring ORF assessments at the end of one school year with Fall ORF assessments at the beginning of the following year. All students show lower ORF levels in the Fall than in the Spring. To be clear, our students get worse at reading yearly over the summer. While all of the TUSD cohorts showed nominal ORF gains after completing our program, the relative gains compared to the 50th percentile of readers who experience the normal Summer Slide are truly remarkable.

“Reading fluency is necessary for comprehension and motivated reading ... If readers do not develop adequate levels of fluency, they can become stuck... able to decode words but with insufficient automaticity to adequately facilitate comprehension or enjoy the process of reading. These students typically become our reluctant readers, often with dire consequences for themselves, their future families, and society as a whole.”\*\*

\*International Literacy Association

\*\* [https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-reading-fluently-does-not-mean-reading-fast.pdf?sfvrsn=fd8ca48e\\_8](https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-reading-fluently-does-not-mean-reading-fast.pdf?sfvrsn=fd8ca48e_8)

# THE DATA (CONTINUED)

In the Summer of 2022, IRD conducted pre- and post-session assessments for cohorts entering 4th, 5th, and 6th grades. Cohorts were tested on vocabulary accuracy, oral reading fluency, and reading engagement. The results were impressive.

## VOCABULARY ACCURACY AND READING ENGAGEMENT

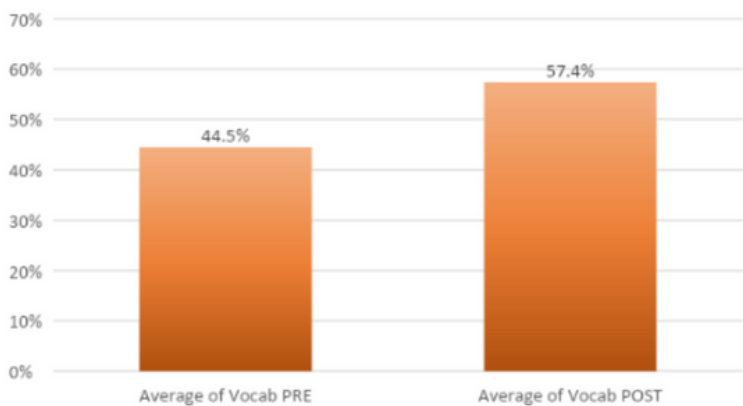
Vocabulary accuracy and reading engagement are vital aspects of reading comprehension and enjoyment. Students with a strong vocabulary and high level of engagement consistently read significantly more words in print than their peers. This, in turn, deepens and strengthens their overall achievement. The benefit of that additional practice compounds throughout a student's life.

Ultimately, the goal of reading instruction is not simply to help students achieve technical improvement but also to help instill in them the confidence and enthusiasm that transforms them from students who can read successfully to young people who identify as readers. Therefore, the Institute of Reading Development considers engagement as significant as more standard measurements, like ORF, to determine whether our program has been successful for students.

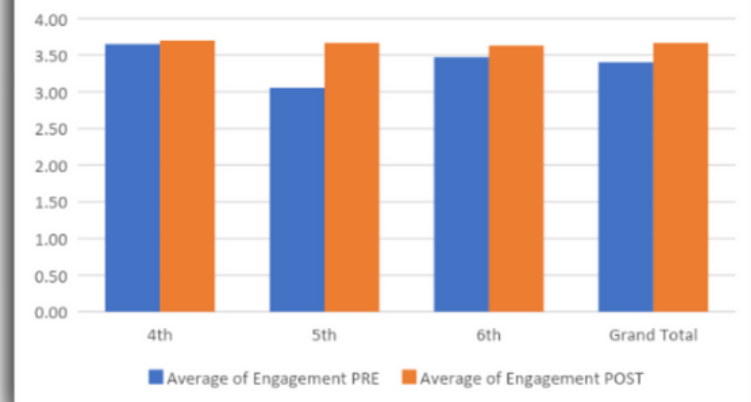
### VOCABULARY ACCURACY

### READING ENGAGEMENT

Overall % Increase in Vocabulary Accuracy



Average Increase in Engagement by Grade Level



Students who participated in the Reading & Writing Skills Program increased vocabulary accuracy across all grade levels.


Students across all grade levels who participated in the Reading & Writing Skills program indicated increased reading engagement.



# AN ONGOING PARTNERSHIP

The success of the initial Reading and Writing Skills Program in 2021 has led to an ongoing partnership between TUSD and IRD.

The program continues to enroll new TUSD students throughout the year and students continue to make academic gains.



*With ease, accuracy, and speed, IRD takes a HUGE, labor-intensive task off the shoulders of already stressed and exhausted District personnel, all to the benefit of our students and families.*

*Tania Salinas – Director of Continuous Improvement, State and Federal Programs  
Tracy Unified School District*

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