Peoria Kindergarteners See Great Gains in Reading and Math: A Waterford.org Case Study

PEORIA public schools
Where remarkable happens every day

About the District

Peoria Public Schools is "where remarkable happens every day!" The district boasts an atmosphere of transformation, real momentum, and a commitment to achievement. With a city of about 113,000 residents in central Illinois, they serve a racially/ethnically diverse student population of nearly 13,000 across 27 buildings.

The Need

Peoria works to create personal education plans for each child. According to Dr. Nicole Couri-Malson, Executive Director of Primary Education, "Peoria has many children entering school far below grade level." For that reason, they were looking for solutions geared toward early childhood that would engage children in the learning process and grow their foundational literacy skills.

Peoria and Waterford.org

Peoria Public Schools officials first learned about Waterford.org at a conference and were impressed by the efficacy research. In 2018-19, they implemented a pilot and saw good usage and growth, with educators giving positive feedback.

Now, all kindergarten classrooms in the district are using Waterford, with Dr. Couri-Malson consistently monitoring usage and progress data.

"With proper implementation, they tend to grow a full year in half a year's time. I've seen a lot of online programs, but I haven't seen any with growth like that. That was exciting!"

– Dr. Couri-Malson

IMPACT:

Learners using Waterford with fidelity outperformed their peers in reading and math, regardless of race/ethnicity or special education status.

About the Study

Kindergarten students from Peoria School District in Illinois were assigned to one of two groups based on their Waterford usage. The study examined the impact of both the Waterford Reading curriculum and the Waterford Math curriculum.

They were also administered NWEA Map Growth Reading and the NWEA MAP Growth Math assessments at the beginning and end of kindergarten.

The purpose of the study was to determine the effectiveness of the Waterford Reading curriculum and the Waterford Math curriculum when used with fidelity on student outcomes.

- **Reading Experimental Group**: Students with at least 1,500 minutes in Waterford Reading (n = 540)
- **Reading Control Group**: Students with less than 800 minutes in Waterford Reading (n = 66)
- **Math Experimental Group**: Students with at least 1,500 minutes in Waterford Math (n = 459)
- **Math Control Group**: Students with less than 800 minutes in Waterford Math (n = 100)

Evidence of Equitable Impact

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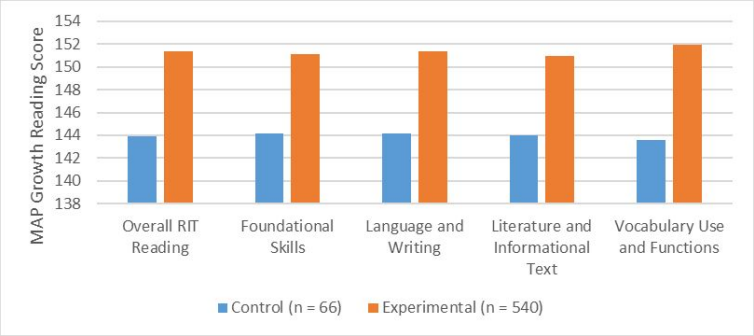
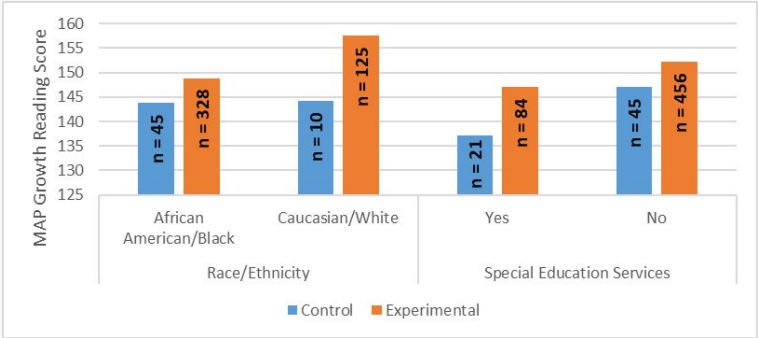
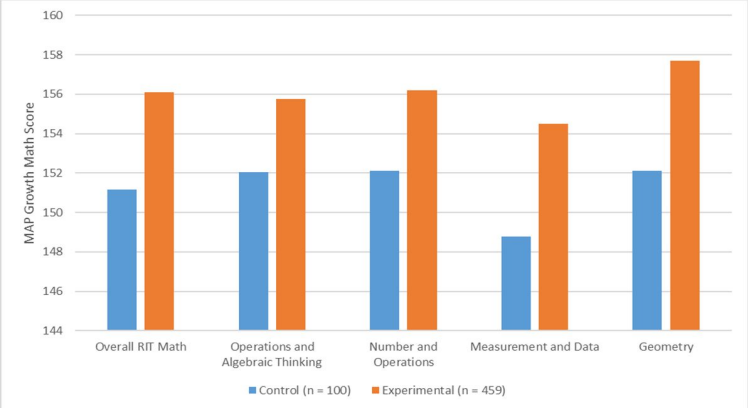
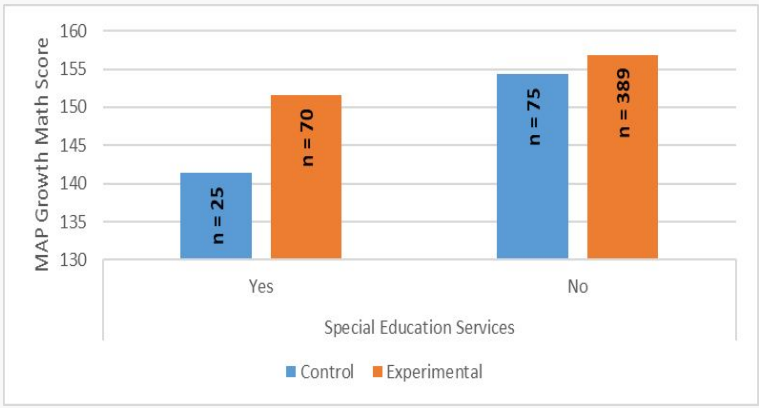
Reading





Math





The Impact

Learners in the Waterford Reading Experimental Group and the Waterford Math Experimental Group outperformed their peers in all areas, regardless of race/ethnicity or special education status.

- Learners in the Waterford Reading Experimental and Waterford Math Experimental Groups had significantly higher end-of-year scores than the control groups across all subskills.
- Learners receiving special education services in the Waterford Reading Experimental and Waterford Math Experimental Groups significantly outperformed their control group counterparts on overall RIT reading and math end-of-year scores.
- Learners receiving special education services in the Waterford Math Experimental Group significantly outperformed students in the control group in all sub-skills.

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