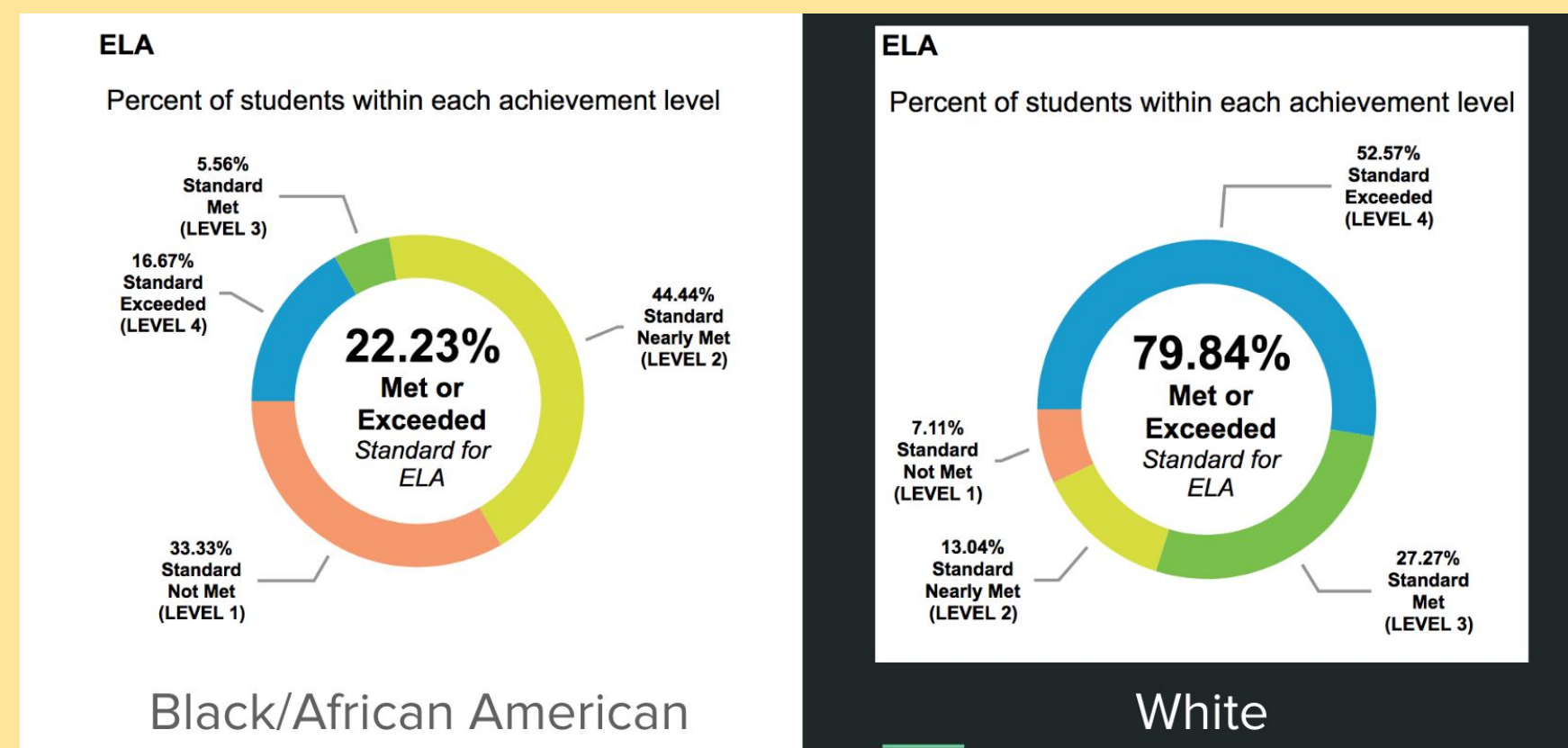


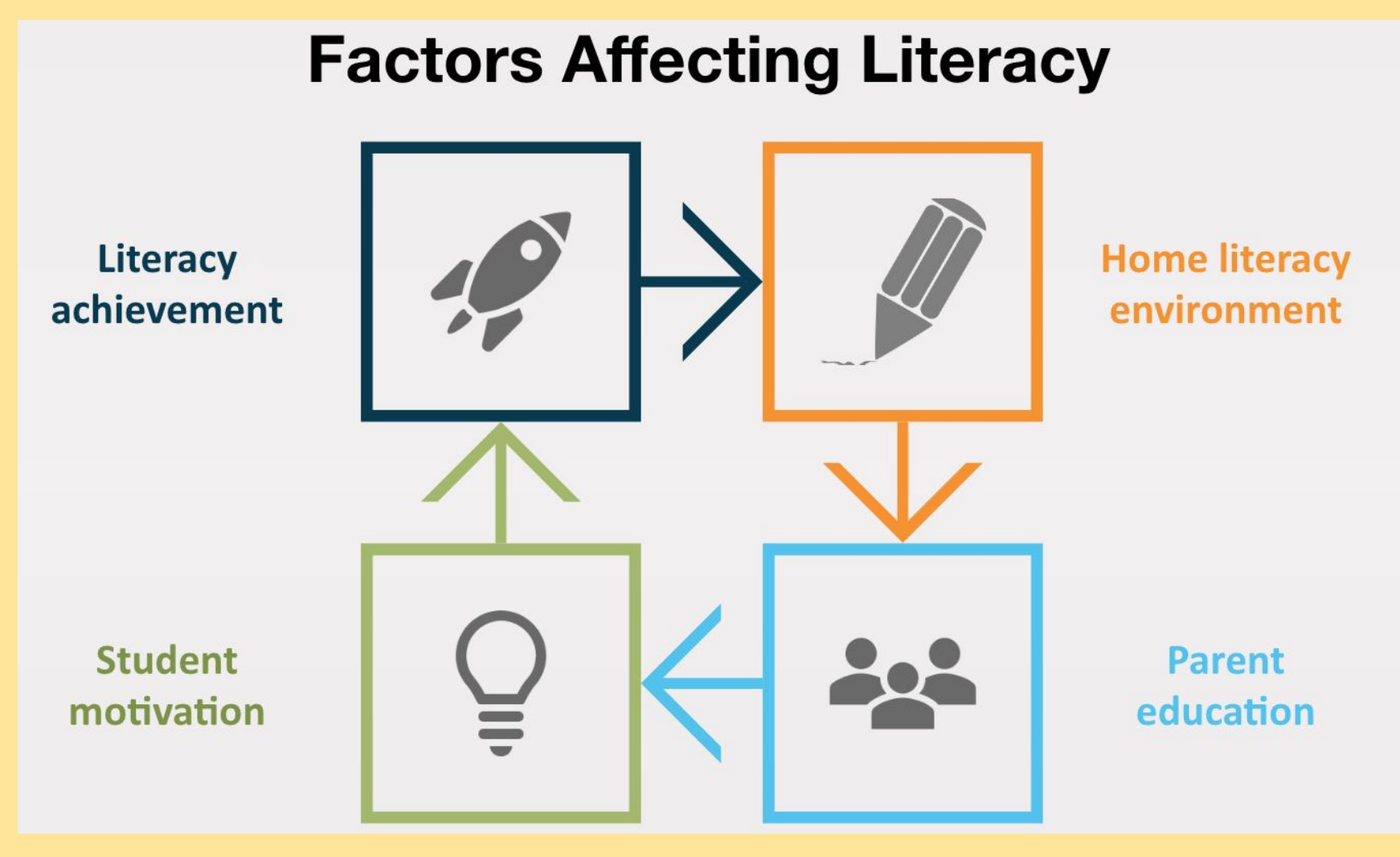
## INTRODUCTION

In PAUSD and other places, students in historically underrepresented groups have lower literacy achievement than others.

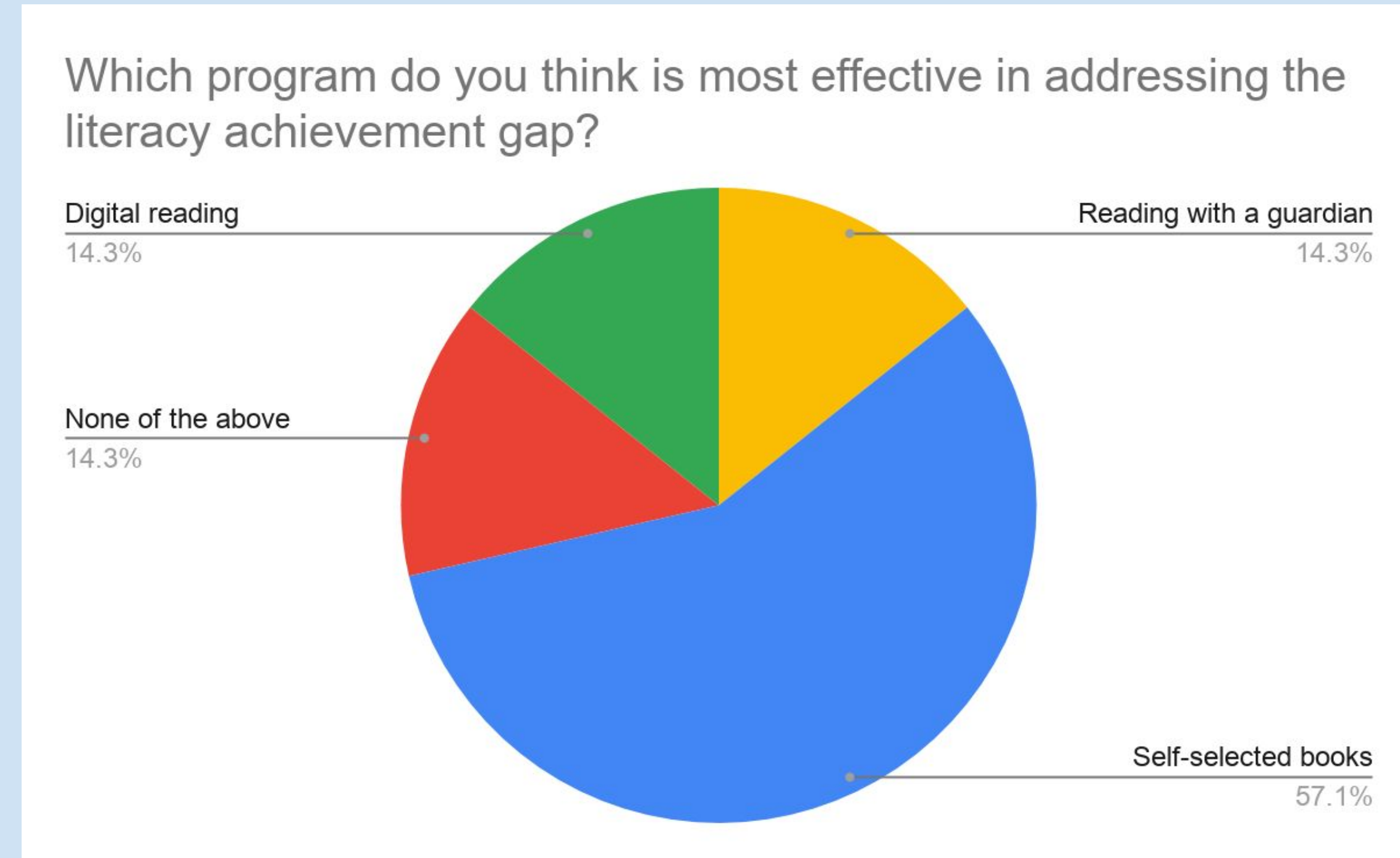
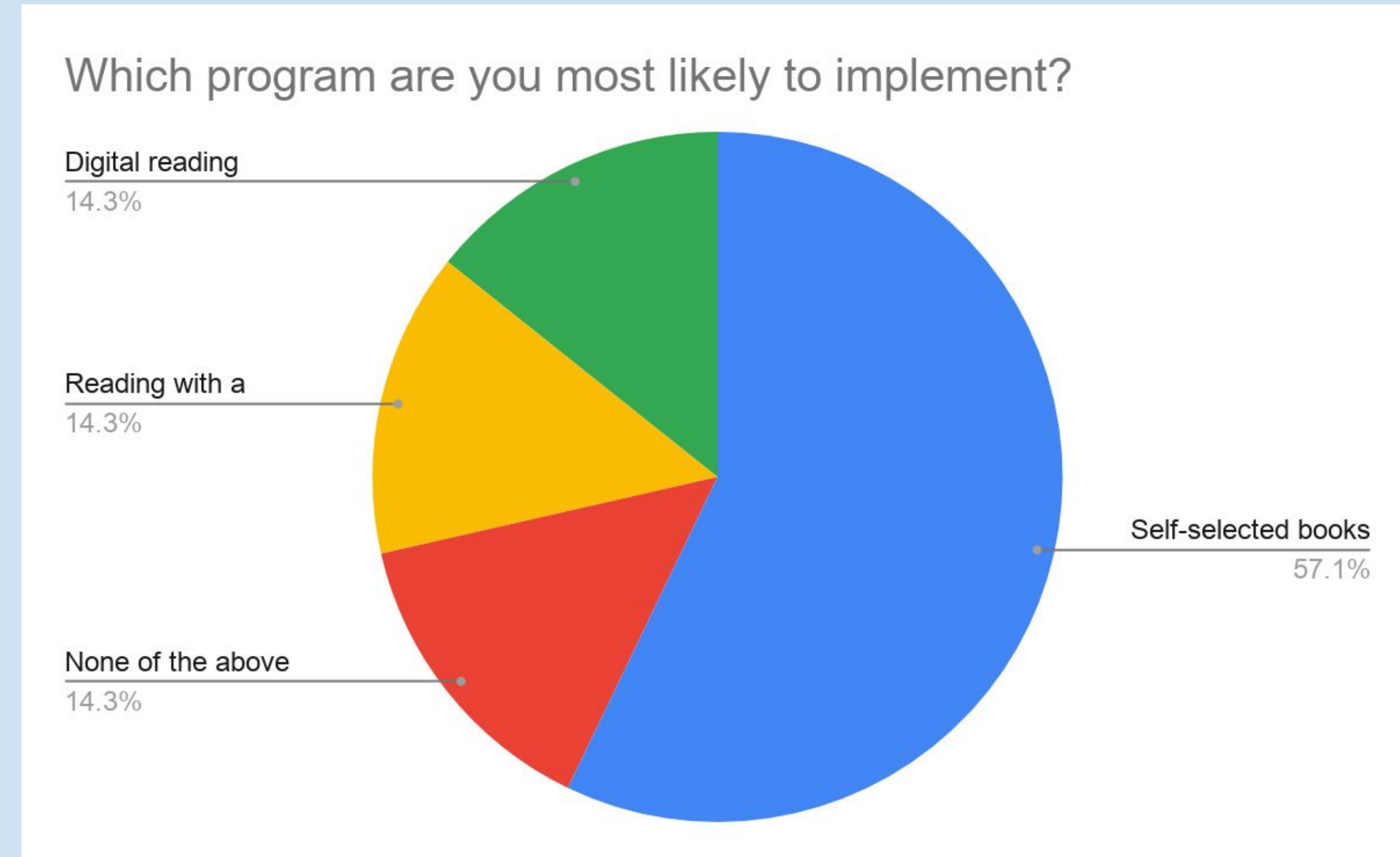


Literacy achievement has long-term effects

- Achievement in other subjects
- Cycle of low-achieving students improving less throughout the school year



## DATA AND FINDINGS



### Teacher survey

- Most teachers preferred self-selected books for both implementation and achievement gap
- The self-selected books program also had the highest averages for all individual program question categories, including:
  - Likelihood to implement
  - Accessibility to students
  - Students' enjoyment
  - Effect on the achievement gap
- Digital reading had lowest scores
- Concerns differed for each program, but all were too little reading time
  - Self-selected books: depends on accessible libraries, students may choose books out of their skill range
  - Digital reading: lack of novelty, low accessibility
  - Reading with a guardian: low accessibility, uncooperative parents

## IMPLICATIONS AND NEXT STEPS

### Implications

- Self-selected books has the highest recommendation
- Reading with a guardian is recommended, but only if students are able to easily access a mentor
- Digital reading should not be used
- Only applicable to PAUSD third grade classes

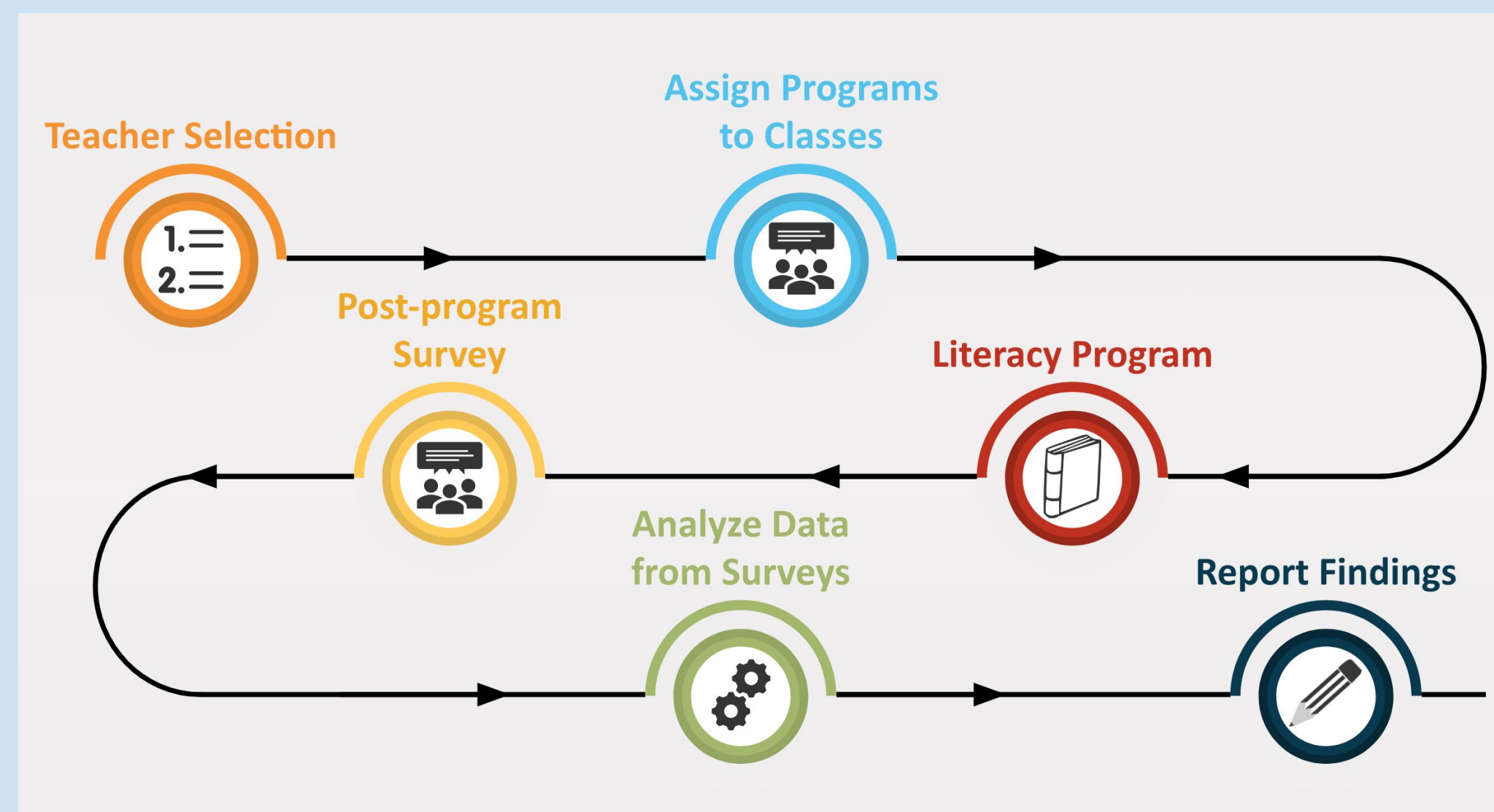
### Next steps

- Finish the implementation of the programs and get data from students themselves
- Incorporate teachers' experience into the teacher survey responses
- Use a larger sample of teachers
- Survey teachers from other school districts to expand results

## RESEARCH METHODOLOGIES

### ➤ Student programs

- This implementation could not be completed due to the COVID-19 pandemic and subsequent closure of schools.
- Each program was one month long and had third-grade student participants from a school in the Menlo Park.
- Each student participated in one of three programs: Digital reading, Reading with a guardian, or self-selected books.



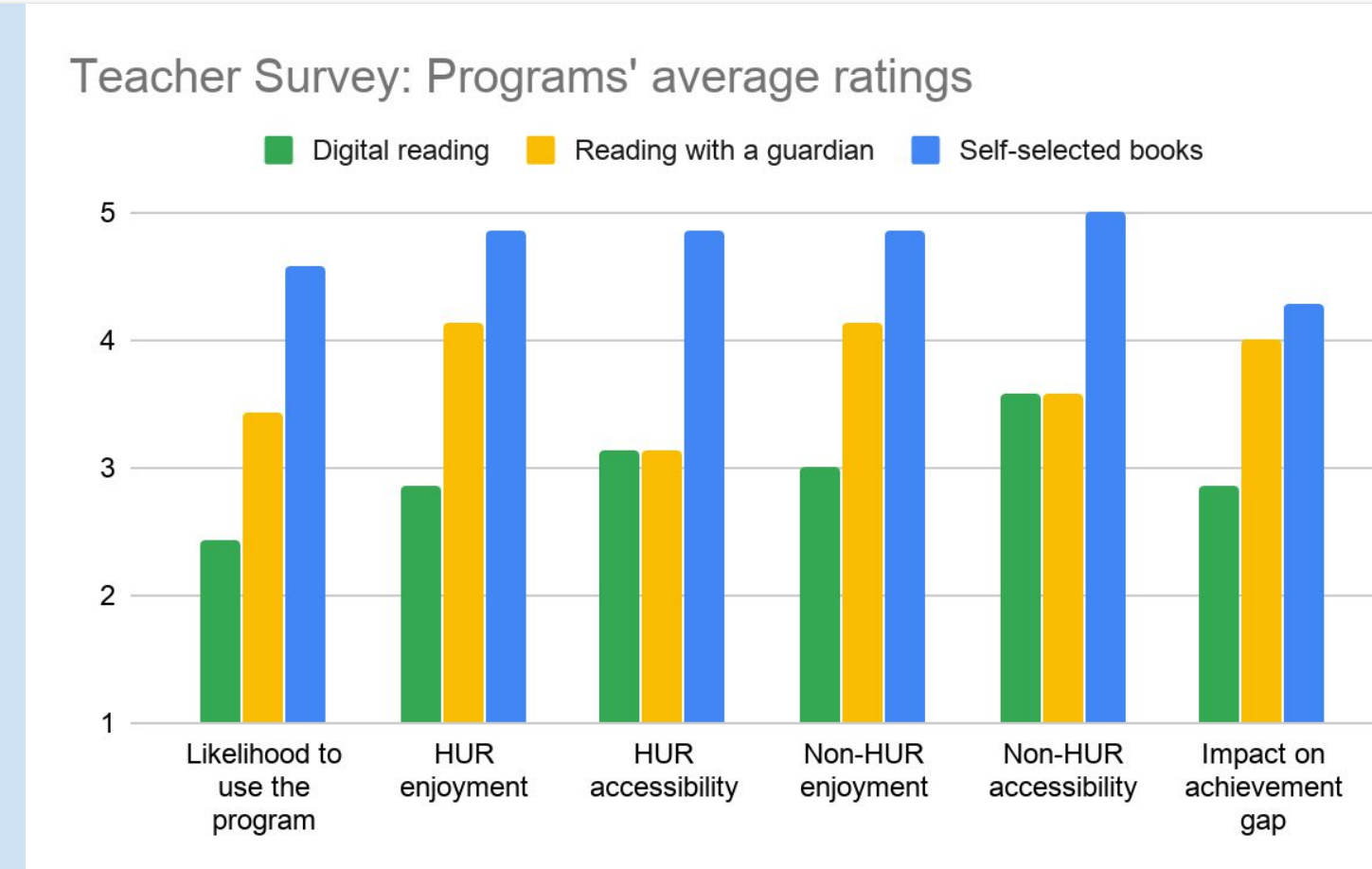
### ➤ Teacher survey

- Teachers were given the descriptions of the reading programs and asked to answer a variety of questions about their opinions of each program, and the programs as a whole.

## CONCLUSIONS AND ANALYSIS

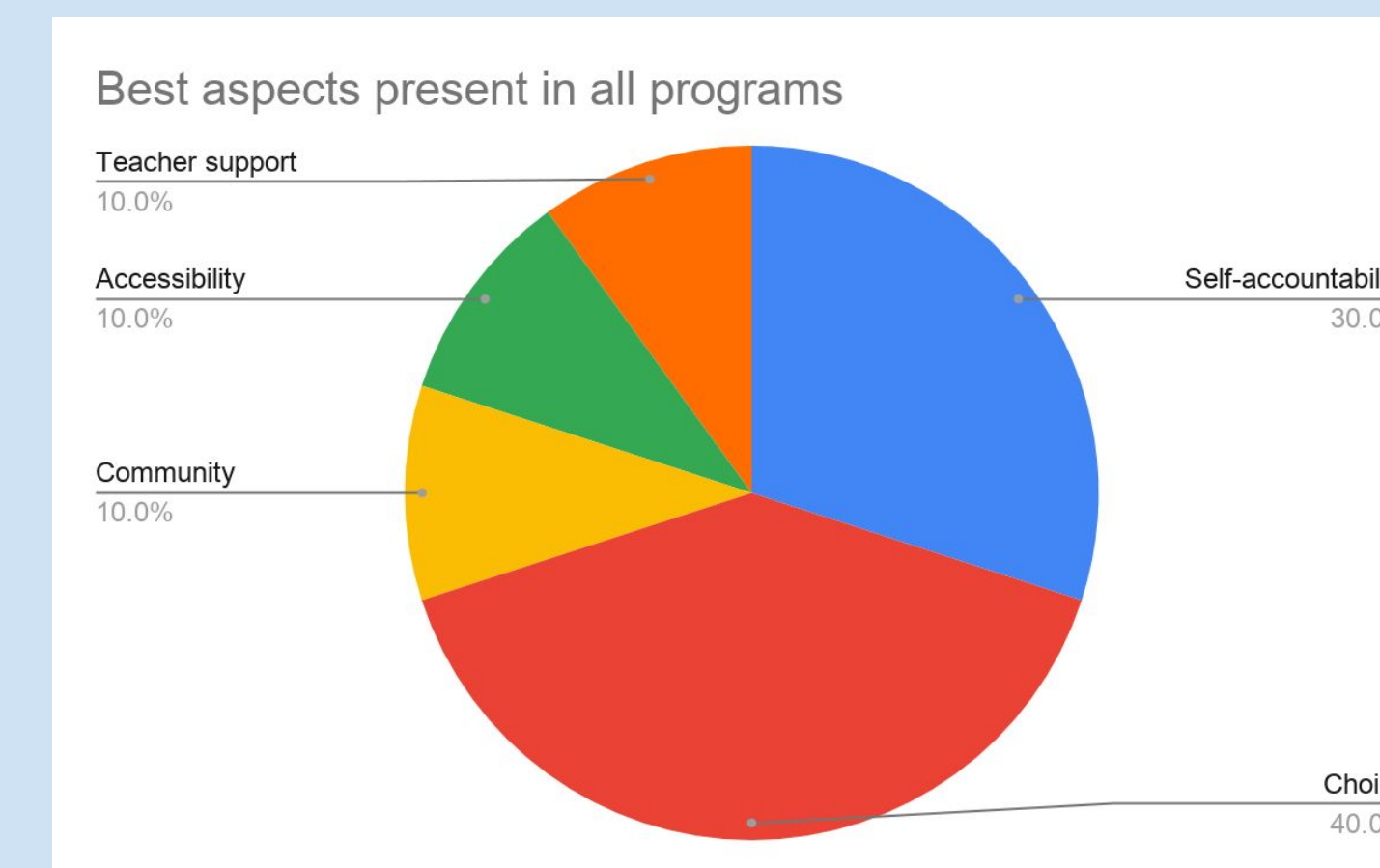
### Teacher survey

- Self-selected reading has the highest average scores in each category
- Digital reading had lowest average scores in each category
- Self-selected books is the best program, digital reading is the worst



### Best aspects of the programs

- Family engagement
- Students accountable for themselves
- Student choice increases motivations



### Worst aspects of the programs

- Amount of time/number of pages for reading is too low
- Lack of accessibility to guardians or technology
- Lack of novelty in digital reading

## ACKNOWLEDGEMENTS / REFERENCES

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