Literacy Design Collaborative

Intervention Snapshot | Teacher Excellence Topic Area

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Research has shown that teacher effectiveness is the most important school-based factor that influences student achievement. Studies have also shown that there is substantial variation in teacher effectiveness to improve student outcomes. *Literacy Design Collaborative* aims to help teachers improve their effectiveness in the classroom with a focus on supporting their literacy instruction. *Literacy Design Collaborative* provides professional development, coaching, and resources to support teachers to work collaboratively in their schools to create and use high-quality literacy instruction materials aimed at improving students' reading, research, and writing skills. Teachers across content areas–including English language arts, social studies, and science–can use the *Literacy Design Collaborative* program.

This What Works Clearinghouse (WWC) report, part of the WWC's Teacher Excellence topic area, explores the effects of the *Literacy Design Collaborative* program on student achievement. The WWC identified five studies of *Literacy Design Collaborative*. Three of these studies meet WWC standards. The evidence presented in this report is from three studies of the effects of *Literacy Design Collaborative* on racially, ethnically, and geographically diverse student samples–in grades 4 through 8–in schools in Kentucky, New York City, and a school district on the West Coast.

Findings on *Literacy Design Collaborative* from three studies that meet WWC standards are shown below. The table reports an effectiveness rating, the improvement index, and the number of studies and students that contributed to the findings. The improvement index is a measure of the intervention's effect on an outcome.

What Happens When Teachers Participate in *Literacy Design Collaborative*?

The WWC found that implementing *Literacy Design Collaborative*:	Effectiveness rating	Study Findings	Evidence meeting WWC standards (version 4.0)	
		Improvement index (percentile points)	Number of studies	Number of students
Has inconsistent effects on general literacy achievement	Mixed effects	+1	3	31,003
May result in little or no change in general social studies achievement	No discernible effects	0	1	19,962

Note: The improvement index can be interpreted as the expected change in percentile rank for an average comparison group student if that student had received the intervention. A positive or negative improvement index does not necessarily mean the estimated effect is statistically significant.

FINDINGS ARE BASED ON:

3 studies with 34,816 students and 4,169 teachers in Kentucky, New York City, and a district in a West Coast state covering grades 4-8

STUDENT CHARACTERISTICS:

Free & reduced-price lunch: 60%	Gender: 49% female	Race: 45% minority	Ethnicity: 33% Hispanic

What Does *Literacy Design Collaborative* Cost?

A 1-year license to access online materials for *Literacy Design Collaborative* costs $3,999 per school. The developer may have grant funding available to support schools' participation in *Literacy Design Collaborative*.

Schools must provide common planning time and space for teachers to participate in a professional learning community which meets frequently, and Internet-connected computers for teachers to access online materials and obtain remote coaching support from *Literacy Design Collaborative*.

LEARN MORE

Read more about the *Literacy Design Collaborative* and the studies that are summarized here in the Intervention Report.
Contact the developer for additional information on implementing *Literacy Design Collaborative*.