

Data Management Plan

Study Information:

Title: The Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5

Abstract: The REL Southeast will partner with Hillsborough County Public Schools (HCPS) in Florida within the Improving Literacy Alliance. HCPS initiated a request for support to improve the language and literacy outcomes of their students from linguistically diverse backgrounds with a focus on students from low-income households. Their data is consistent with the research on English learner students from low-income households that shows gaps in word knowledge and substantially lower literacy performance (Kieffer, 2010). Teachers in Hillsborough, like those in the nation, continue to be challenged by the implementation of evidence-based strategies for improving literacy in a diverse classroom (U.S. Department of Education, 2016).

The current study will be guided by the following research questions:

1. What is the impact of word knowledge instruction on grade 5 students' morphological awareness, as measured by tests of real word decomposition, nonword derivation, and inferencing of word meanings?
2. What is the impact of word knowledge instruction on grade 5 students' morphological awareness, knowledge of discourse connectives, and reading comprehension as measured by the FAIR-FS Vocabulary Knowledge Task, FAIR-FS Syntactic Knowledge Task, and the ELA test of the Florida Standards Assessment?
3. Is there a differential impact of word knowledge instruction for English learner students on morphological measures of real word decomposition, nonword derivation, and inferencing of word meanings?
4. Is there a differential impact of word knowledge instruction for English learner students on morphological awareness, discourse connectives, and reading comprehension as measured by the FAIR-FS Vocabulary Knowledge Task, FAIR-FS Syntactic Knowledge Task, and the ELA test of the Florida Standards Assessment?

The intervention will include two complementary components during the 2018/19 school year—a three-day summer institute followed by an electronically delivered 20-30 minute self-study module, and the use of scaffolded lessons five times per week (15 minutes each day) for 20 weeks. These lessons will target a morpheme and a connective each week and the activities within the lessons will draw from a list of frequent academic words in grades 3–5. Evidence-based strategies (for example, bombardment, links to existing knowledge, active practice, and visuals and manipulatives) will be integrated in activities including (a) explanation of the meaning of the target base words and affix, (b) identification of the targets in oral and written passages, (c) discussion of using morphological skills to deduce meaning, and (d) small-group games and sentence construction and completion tasks for active practice.

The sample will include approximately 3,872 grade 5 students and 124 teachers from approximately 44 schools in HCPS. Administrative data will be used to identify schools that have at least 60 percent of students who are eligible for the federal school lunch program and two to four eligible teachers. Teachers will be randomly assigned within school to word knowledge instruction or the control English language arts instruction. The main effects of the intervention will be estimated via a series of hierarchical linear models in which students will be considered as nested within teachers and teachers will be nested within school.

Authors: Barbara R. Foorman, Carla Wood, & Sarah Herrera

Principal Investigator’s Contact Information: Florida State University, 2010 Levy Ave., Suite 100, Tallahassee, FL 32310. Phone: (850)645-7456 Email: BFoorman@fcr.org

Data Sources:

Name of Data Source	Owner/Publisher of the Data	Year (s)	Variable(s)
Hillsborough County Public Schools	The Assessment, Accountability, and Evaluation Office at Hillsborough County Public Schools in Florida	2017/18 and 2018/19	Student demographics (that is, gender, race/ethnicity, English learner and former English learner status, and eligibility for the federal school lunch program) and student achievement data (that is, ELA portion of the Florida Standards Assessment and Word Recognition, Vocabulary Knowledge, Syntactic Knowledge, and Reading Comprehension subtests from the Florida Assessments for Instruction in Reading – Florida Standards).
Regional Educational Laboratory Southeast	Regional Educational Laboratory Southeast	2018/19	Parental consent for student participation, linking students to their ELA teacher within each school, and student achievement data (that is, real word decomposition, nonword derivation, and inferencing word meanings).

Data Confidentiality Procedures:

- All personally identifiable information for participants will be kept in a secure location and all digital information will be kept on secure password-protected servers. Only the research team will have access to personally identifiable information and no links between direct identifiers and study code numbers will be retained after data collection is complete.
- Jennifer Dombek will serve as the project coordinator and will manage the consent process and database. Sarah Herrera will serve as the lead methodologist and will be responsible for randomly assigning teachers to condition and conducting all data analyses.

Format for Final Data File:

Data from sources will likely be provided in a .csv formatted file.

If a Public Use File is not available, why?:

Hillsborough County Public Schools has agreed to provide the Regional Educational Laboratory (REL) Southeast with administrative data that will be used to answer the study research questions but does not give permission for the REL Southeast to share this data with any outside entities, including the Institute of Education Sciences.

Alternate Data File Template

Study Information:

Title(s): The Impact of Word Knowledge Instruction on Literacy Outcomes in Grade 5

URL (*the Works in Progress webpage*):

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Description of the Sample:

Grade level(s): Participating students will be in grade 5.

Any specific subgroups: Participating schools included at least 60 percent of students eligible for the federal school lunch program.

Sample size: Approximately 3,872 students and 124 teachers from 44 schools in Hillsborough County Public Schools.

Data Information:

Data source #1: Hillsborough County Public Schools

Variable Name (as it appears in the file)	Variable Definition	School Years
District_number	District number	2018/19
School_number	School number	2018/19
Teacherid	Unique identifier for participating teachers	2018/19
Classid	Unique identifier for classroom	2018/19
Studentid	Unique identifier for participating students	2018/19
Gender	Student gender (M for male and F for female)	2018/19
Race	Student race/ethnicity (W for White, B for Black, H for Hispanic, A for Asian or Pacific Islander, I for American Indian or Alaskan Native, and M for multiracial)	2018/19
Lunch_status	Eligibility in the federal school lunch	2018/19

	program	
EL_Status	English learner status (LF denotes a student that is being followed up for a two-year period after having exited an ESOL program, LY denotes a student that is enrolled in a program or receiving services, LZ denotes a student that has completed a two-year follow-up period after exiting an ESOL program)	2018/19
FAS_SYN_AP1	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Syntactic Knowledge Task from the first assessment period	2018/19
FAS_VOC_AP1	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Vocabulary Knowledge Task from the first assessment period	2018/19
FAS_Word_AP1	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Word Recognition Task from the first assessment period	2018/19
FAS_Read_AP1	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Reading Comprehension Task from the first assessment period	2018/19
FAS_SYN_AP3	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Syntactic Knowledge Task from the third assessment period	2018/19
FAS_VOC_AP3	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Vocabulary Knowledge Task from the third assessment period	2018/19
FAS_Word_AP3	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Word Recognition Task from the third assessment period	2018/19
FAS_Read_AP3	Florida Assessments for Instruction in Reading – Florida Standards Grades 3-12 Reading Comprehension Task from the third assessment period	2018/19
FSA_ELAR	Florida Standards Assessments – ELA Reading total raw score	2017/18 and 2018/19
Decomp_total	Real word decomposition total score	2018/19
Derive_total	Nonword derivation total score	2018/19

Inference_total	Inferencing word meanings total score	2018/19
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Analysis Information:

A SAS syntax file (as a .txt file) will be provided that includes details pertaining to data merging, cleaning, and transforming variables for use in the final analytic file.

Contact information:

Office(s) maintaining the data: All data can be obtained from Linda Gaughan at the Assessment, Accountability, and Evaluation Office at Hillsborough County Public Schools in Florida.

Specific database(s) and fields to request: See tables above for this specific information.