

Data Management Plan

Study Information:

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

Abstract: District leaders in a large urban school district in central Florida wanted to test the efficacy of a new curriculum designed to enhance the word knowledge of grade 5 students so as to improve reading achievement. The new curriculum, called Word Knowledge Instruction (WKI), consists of 15-minute lessons 4 days a week for 20 weeks. The lessons address state standards and cover 20 prefixes and suffixes. Thirty-nine schools participated in the study, with 92 English language arts (ELA) teachers in high-poverty schools randomly assigned within schools either to use WKI or to continue to use their standard ELA curriculum. Classroom observations revealed that WKI was implemented as intended. WKI had a positive effect, equivalent to an increase of 9 percentile points, on students' ability to correctly extract and spell a base word from a derived word, one of the skills explicitly taught by WKI. WKI had no effect on two other related reading skills that were not directly taught by WKI (students' ability to select a nonword that best fits the grammatical context of a sentence or to use knowledge of word parts to infer meaning of new words) or on students' vocabulary or reading scores. These findings suggest that, while students learned what they were explicitly taught, the transferability to related but not directly taught skills might require more intense or longer duration instruction or additional teacher professional development.

Authors: Barbara R. Foorman, Sarah Herrera, Jennifer Dombek, Carla Wood, Linda Gaughn, Lynn Dougherty-Underwood

Principal Investigator's Contact Information: Dr. Barbara Foorman. Email: bfoorman@fsu.edu

Data Sources:

Name of Data Source	Owner/Publisher of the Data	Year (s)	Variable(s)
#1. Hillsborough County Public Schools— Word Knowledge Instruction analysis	Assessment and Accountability, Research and Evaluation, Hillsborough County Public Schools	2017/18 and 2018/19	Student achievement data—grade 4 and grade 5 Florida Standards Assessment scores in English language arts, grade 5 real-word decomposition scores, grade 5 nonword derivation scores, grade 5 inferencing word meanings scores, grade 5 student demographic information, grade 5 teacher information, school information, treatment condition

Data Confidentiality Procedures:

- All personally identifiable information for participants is kept in a secure location and all digital information is kept on secure password-protected servers. Only the research team has access to personally identifiable information.
- Jennifer Dombek served as the project coordinator and managed the consent process and database. Sarah Herrera served as the lead methodologist and was responsible for randomly assigning schools to condition and conducting all data analyses. Barbara Foorman served as the Principal Investigator and oversaw all aspects of the project.

Format for Final Data File:

Final data files are password-protected Excel files.

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

Hillsborough County Public Schools agreed to provide the REL Southeast with administrative data, and allow access to schools to conduct classroom observations, but did not give permission for the REL Southeast to share these data with any outside entities, including the Institute of Education Sciences.