

The logo features a stylized graphic of an open book with colorful pages (purple, blue, orange, yellow) fanning out. To the right of the graphic, the text "ARC" is in red, "CORE" is in blue with a registered trademark symbol, and "RESULTS" is in blue.

ARC CORE[®] RESULTS



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“

THE ABILITY TO
**READ, WRITE,
AND ANALYZE**

AND DEMAND
**JUSTICE AND
EQUALITY**

STARTS WITH
EDUCATION.

”

MICHELLE OBAMA

CHATFIELD PUBLIC SCHOOLS STUDENTS MAKE REMARKABLE PERFORMANCE GAINS ON MINNESOTA'S COMPREHENSIVE ASSESSMENT (MCA)

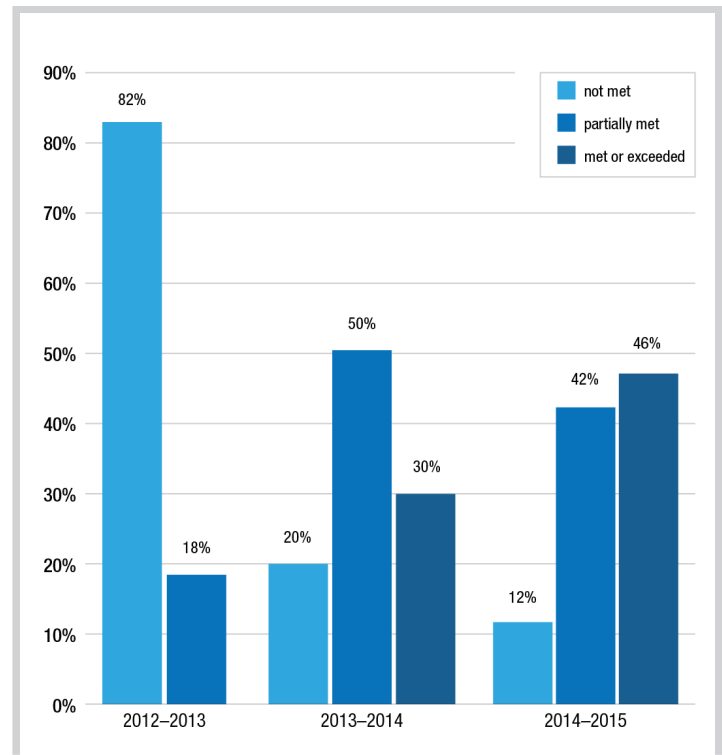
Chatfield Elementary School began implementing 100 Book Challenge with all students in 2012.

In 2013–2014, Chatfield Elementary School was awarded the Alternative Delivery of Specialized Instructional Services (ADSIS) grant to accelerate student growth for students—Reading Research Students—scoring in the bottom 10%–15% schoolwide on the MCA, the state assessment for reading.

Chatfield used their ADSIS grant to implement American Reading Company's ARC Core with their Reading Research students. As a result, significant gains were made by these students, growing from 0% meeting or exceeding standards to 46% reaching the state standards in just three years.



PROFICIENCY LEVELS ON MCA



Source: <http://rc.education.state.mn.us>

Each child doesn't just have one teacher that is concerned about his or her progress, but a whole school of administration, teachers, support personnel in the classroom, the Reading Research teachers, and parents who all want to help every child succeed this year. It is powerful to know so many people are working with our students to help them learn and succeed. I am proud to be a part of this great staff who is working so hard to help each and every child succeed.

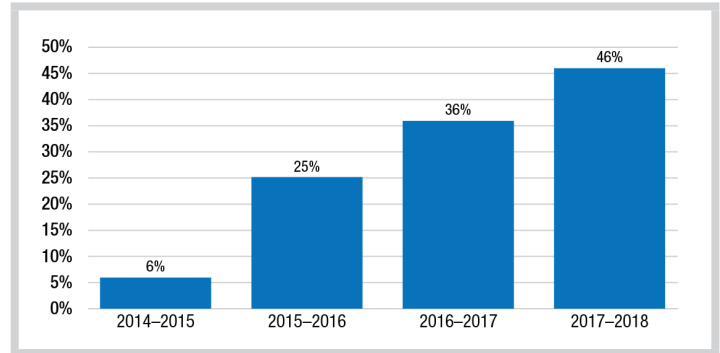
—Elissa Johnsrud, Reading Research Coordinator



SEQUOIA ELEMENTARY SCHOOL EXCEEDS GROWTH TARGETS WHILE COHORTS GET STRONGER YEAR AFTER YEAR

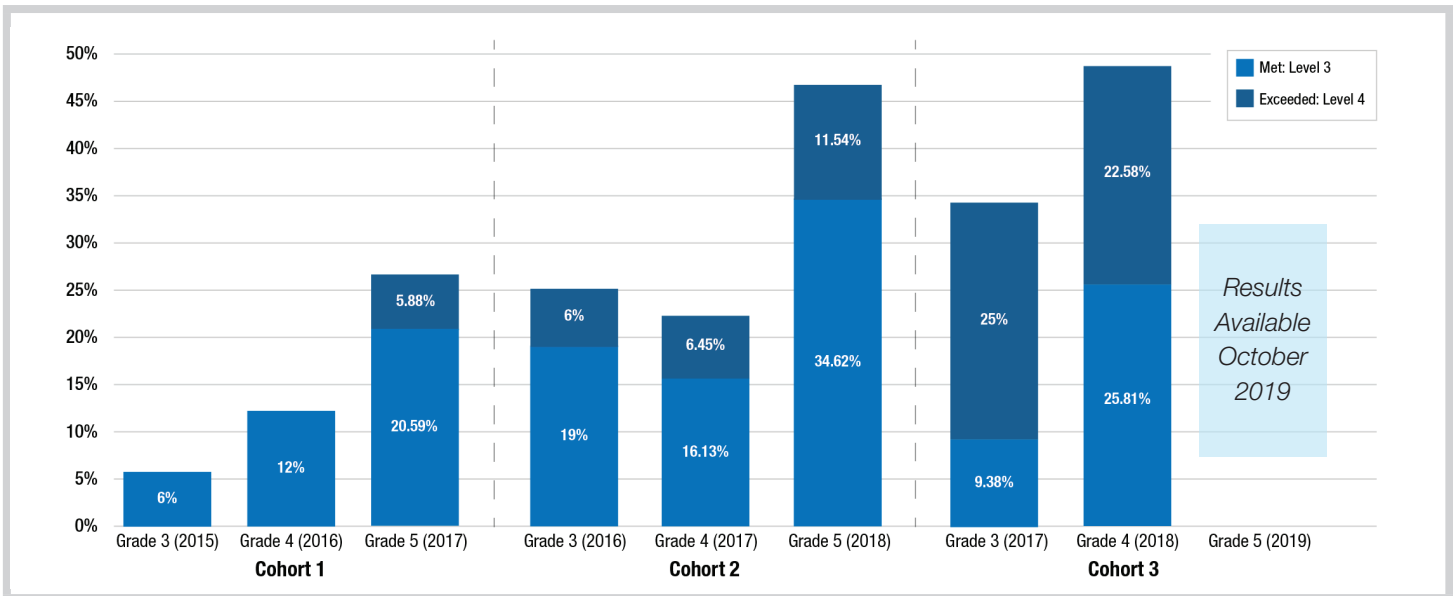
Sequoia Elementary School has been using key components of American Reading Company’s high-quality curricula since 2012–2013. Sponsored by the AMETEK Foundation from grades K–3, Sequoia received ARC’s Independent Reading Level Assessment® (IRLA®) and Foundational Skills Toolkits® to support conferring and small-group work. Targeted practice and skill development driven by the IRLA, combined with the school’s focus on developing and sustaining an engaged reading culture, has resulted in amazing growth.

GRADE 3 PROFICIENCY ON SMARTER BALANCED STATE READING ASSESSMENTS



Source: caaspp.cde.ca.gov

COHORT PROFICIENCY ON SBA

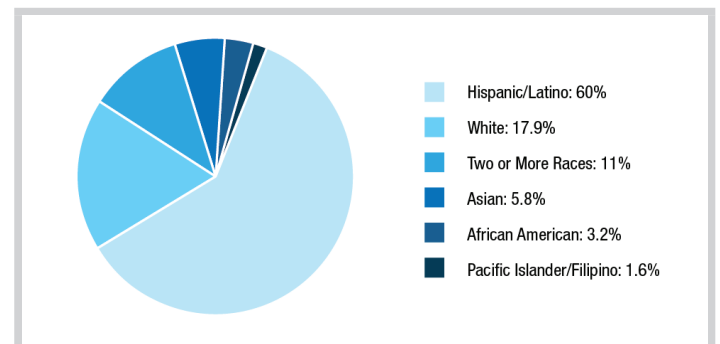


Source: caaspp.cde.ca.gov

For one of my students, the year began and there was a struggle to get the home reading done, but with encouragement and the right book, this student has become a self-proclaimed bookworm. She is now always in a book, and I will always use her story as an example of how an open mind and a good book can open up the world of reading for anyone.

—Greg Roy, Teacher of 18+ Years

SEQUOIA ELEMENTARY SCHOOL STUDENT DEMOGRAPHICS



Source: <https://www.caschooldashboard.org/reports>



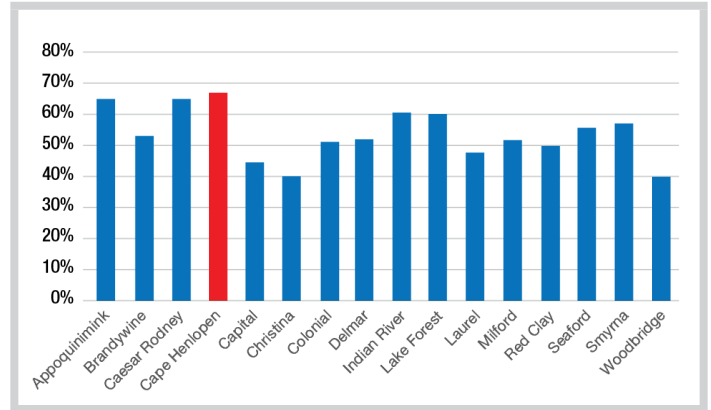
CAPE HENLOPEN SCHOOL DISTRICT IS ACHIEVING TOP SCORES IN DELAWARE

In the fall of 2018, Cape Henlopen School District implemented ARC Core from American Reading Company in grades K-5. Standing above all districts in Delaware on the 2019 state assessment, a focused approach on differentiating instruction, writing, and leadership support is paying off.

High-quality materials and teaching strategies, authentic texts, and student choice are some of the reasons why we have seen reading and writing improve for our students. The ongoing and engaging professional development for our teachers and administrators has made the rollout seamless and successful. We are on a great path to success with our partnership and I am excited to see how much more we learn and grow!

—Jenny Nauman, Assistant Superintendent

2019 DELAWARE DISTRICT-WIDE PROFICIENCY IN ELA



Source: <https://reportcard.doe.k12.de.us>

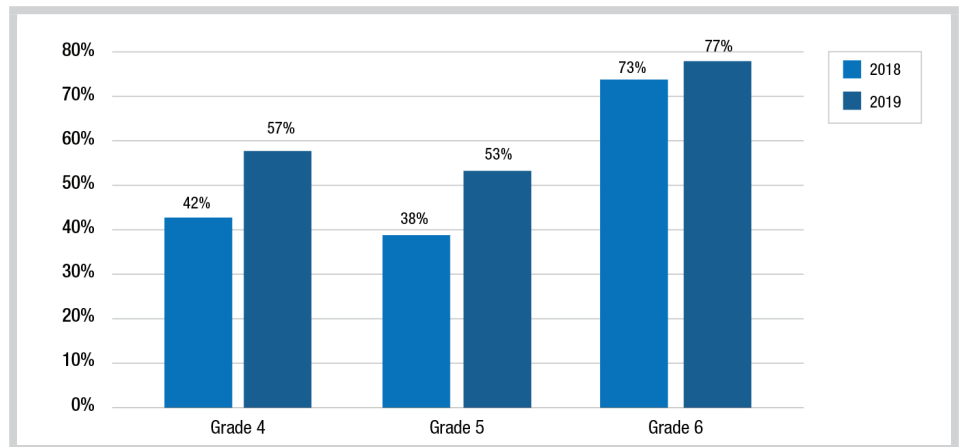


SHOSHONI ELEMENTARY SCHOOL USED BIG IDEAS FROM RESEARCH TO ACHIEVE GOALS

Shoshoni Elementary School partnered with American Reading Company in the 2018–2019 school year to bring an avid reading culture to life.

In just one year working with ARC Core, supported by ARC Executive Coaches, Shoshoni Elementary School's fourth- and fifth-grade classes each gained 15%, and the sixth-grade class boosted their high 2018 proficiency rates to an amazing 77%!

WY-TOPP PROFICIENT AND ADVANCED



Source: <https://edu.wyoming.gov/data/assessment-reports/>

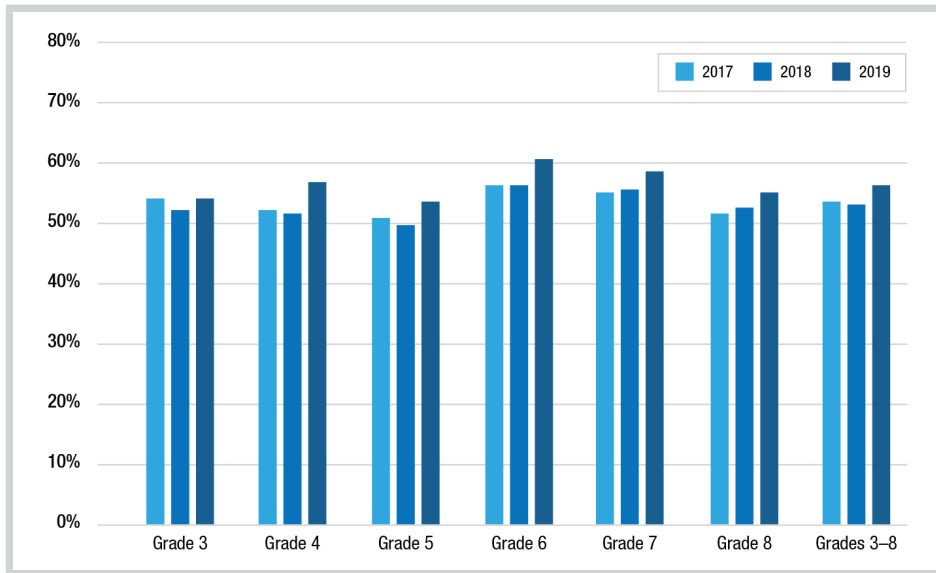
Instead of teaching skills in isolation, students are actually getting the chance to practice and then read to experience using those skills.

—Alisha Hunt, Classroom Teacher

73.5% OF ALL GUILFORD COUNTY SCHOOLS MET OR EXCEEDED GROWTH ON THE 2018–2019 STATE SUMMATIVE ASSESSMENT

Guilford County Schools joined forces with American Reading Company in 2016–2017 to implement ARC Core in Grades 3–8. Grade 9 was added in 2018–2019. Over the course of those three years, this partnership and the outstanding work of Guilford’s teachers and leaders has produced growth at every grade.

END OF GRADE READING GRADE-LEVEL PROFICIENCY



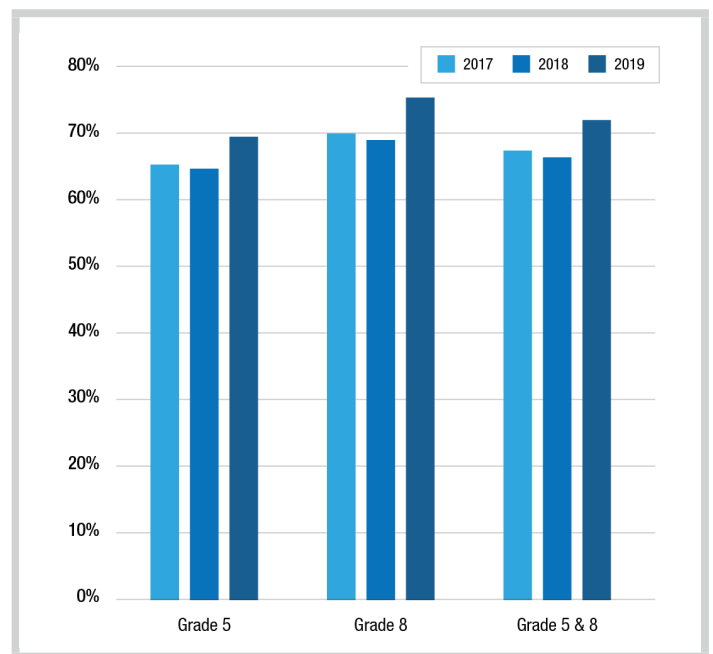
Source: <http://www.ncpublicschools.org/accountability/reporting>

For the first time in nearly a decade, Guilford saw gains in proficiency at every grade tested (3–8) in every subject (reading, math, and science) in elementary and middle schools.

Since students began spending time engaged with nonfiction books and research writing, Guilford’s science scores have increased by at least 4% in both fifth and eighth grades, reaching high marks across the district.



END OF GRADE SCIENCE PROFICIENCY



Source: <http://www.ncpublicschools.org/accountability/reporting>



MONROEVILLE ELEMENTARY SCHOOL SEES A DRAMATIC RISE IN READING PERFORMANCE

Monroeville Elementary School partnered with American Reading Company to improve student achievement and transform reading cultures.

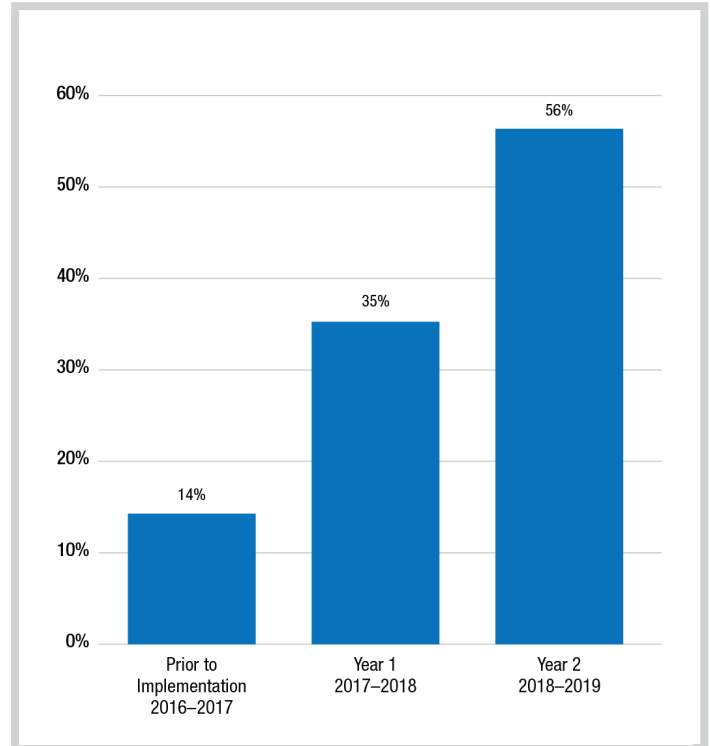
Monroeville strategically phased in implementation of ARC Core over a two-year period. As of 2018, grades K-6 use one seamless system of high-quality curriculum with curriculum-aligned intervention schoolwide.

At every stage, ARC Executive Coaches continue to provide curriculum-aligned, job-embedded professional development.

We are soaring. The school spirit is now better than it ever was, and that is because the reading culture is so emphasized and supported with American Reading Company.

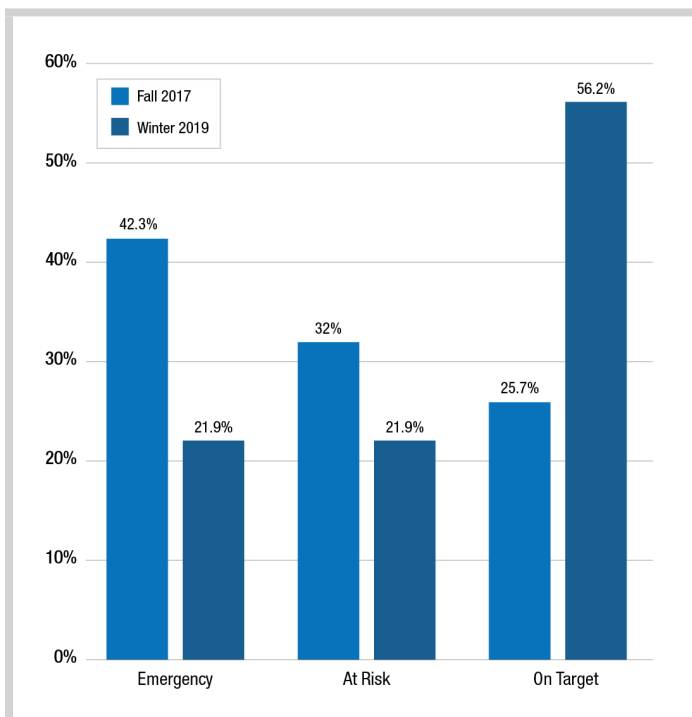
—Brandi Goodwin, Art Teacher

GRADE 3 PROFICIENCY ON OHIO AIR STATE TEST



Source: <http://education.ohio.gov/Topics/Testing/TestingResults>

READING GROWTH SINCE IMPLEMENTATION OF ARC CORE



Source: SchoolPace

Monroeville Elementary School experienced almost immediate growth across grade levels. For example, third graders soared from 14% proficiency to 35% on the Grade 3 Ohio AIR test in the first year of implementation. Proficiency almost doubled in Year 2 to 56%. Monroeville attributes this dramatic success story to the combination of ARC Core and the inspirational work of their teachers.

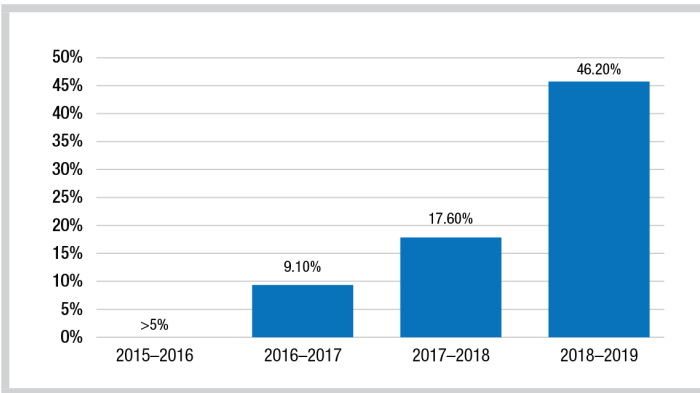
One reason Monroeville selected ARC Core is that it is an ELA curriculum designed to differentiate for readers at every level. The Monroeville community has been using the IRLA (Independent Reading Level Assessment) to diagnose and address individual instructional needs K-6, resulting in dramatic reading growth across grade levels.

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS SEE SUCCESS WITH ARC CORE

For the First Time, Cook Literacy Model School Exceeded the Academic Growth Targets Set by North Carolina

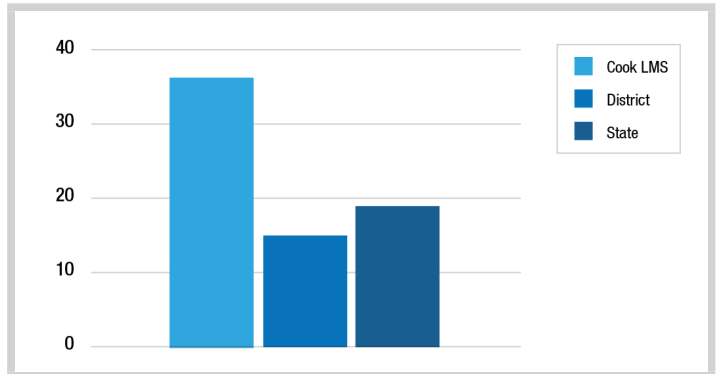
In partnership with American Reading Company’s ARC Core, Cook Literacy Model School in Winston-Salem experienced a 29% gain in 5th–grade state test scores from the 2017–2018 school year to the 2018–2019 year. In their second year of implementation of ARC Core, Cook students are soaring.

**FIFTH GRADERS AT COOK LITERACY MODEL SCHOOL
% GRADE LEVEL PROFICIENT**



Source: <http://www.ncpublicschools.org/accountability/reporting>

NUMBER OF BOOKS PER STUDENT



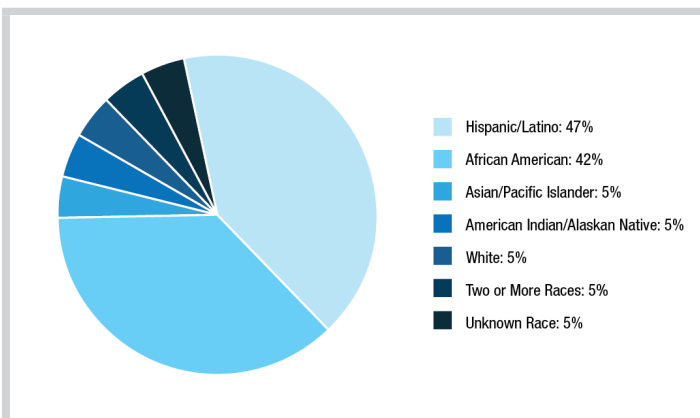
Source: <http://www.ncpublicschools.org/accountability/reporting>

North Carolina reports out the number of book titles per student by school, county, and state. In 2018–2019, Cook Literacy Model School had twice the available books per student their district or state counterparts did, demonstrating their commitment to reader access and engagement.

Mineral Springs Middle School Met Growth Goals for the First Time in Ten Years

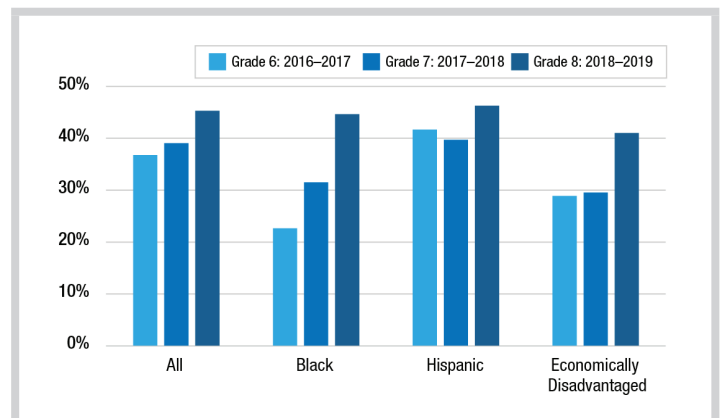
Mineral Springs Middle School introduced ARC Core from American Reading Company to their school in the 2017–2018 school year. Gaining 7.3% in ELA proficiency as a class between sixth and eighth grade, strong improvements were made by traditionally underserved students: Black students gained 18.7%, Hispanic students gained 4%, and economically disadvantaged students gained 8.2%.

MINERAL SPRINGS STUDENT DEMOGRAPHICS



Source: <http://www.ncpublicschools.org/accountability/reporting>

GRADUATING 2018–2019 COHORT MADE GAINS EACH YEAR

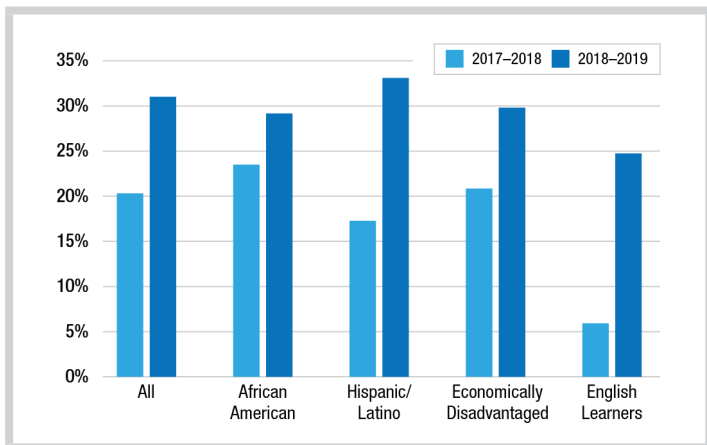


Source: <http://www.ncpublicschools.org/accountability/reporting>

Fourth-Grade Scores at Petree Elementary School Rose by 10.8% in Year One of ARC Core Implementation

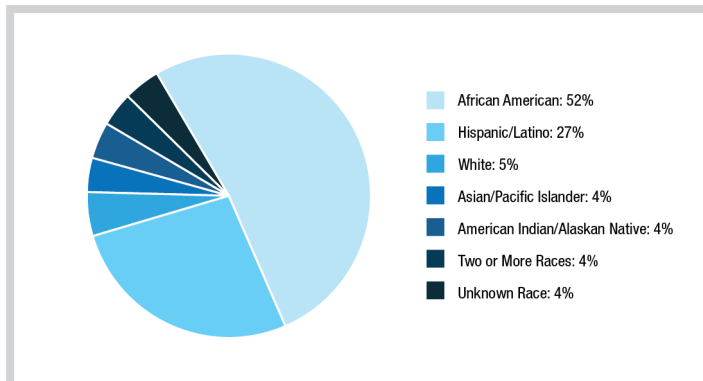
The partnership between Petree and American Reading Company, focused on a love of reading and rigorous, engaging materials for all students, resulted in especially strong gains for English Learners (up 24.1%) and Hispanic students (up 15.9%).

GRADE 4 BY SUBGROUP COMPARISONS



Source: <http://www.ncpublicschools.org/accountability/reporting>

PETREE STUDENT DEMOGRAPHICS



Source: <http://www.ncpublicschools.org/accountability/reporting>

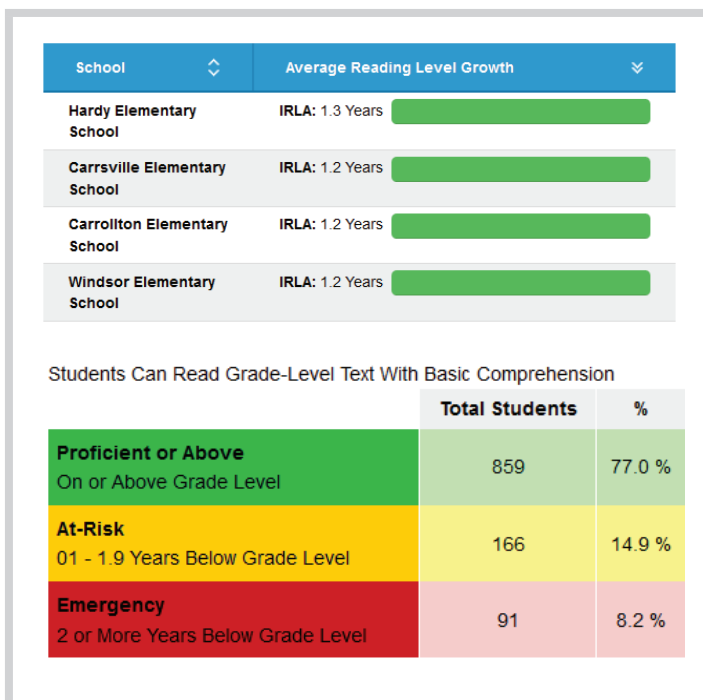
ISLE OF WIGHT COUNTY SCHOOLS USES ARC CORE TO CLOSE ACHIEVEMENT GAPS

Isle of Wight County Schools implemented ARC Core in all kindergarten, first-grade, and second-grade classrooms across four elementary schools.

Highlights

- ALL schools achieved accelerated growth (at least 1.2 years of reading growth in one year).
- Windsor ES saw an increase in state assessment (PALS) scores; 90% of K, 78% of 1st, and 86% of 2nd passed the benchmark.
- At Carrsville ES, where 11 students were reading 2+ years below grade level, all 11 caught up.

GROWTH BY SCHOOL



Source: SchoolPace

Saratoga Springs City School District

Reading Growth Accelerated in First Year with ARC Core®

Saratoga Springs City School District administrators and teachers concluded their search for a new ELA curriculum as the dust was settling from the pandemic. They wanted to build a culture of reading and writing and set their sights on materials that emphasized knowledge building, student choice, collaboration, and engagement supported by ongoing professional learning. ARC Core fit the bill. After just one year of implementation in grades K–2, Saratoga Springs students realized impressive growth.

The Power of a Knowledge-Building Curriculum

My students have loved being able to call themselves zoologists or entomologists. Learning about animals and bugs is super intriguing and engages students in writing and reading. The cross-curricular aspect of ARC Core allows students to soar and reach their academic potential.

—Teacher, Division Street Elementary School

About the District

The Saratoga Springs City School District is located in New York and serves students from the city of Saratoga Springs and the Saratoga County towns of Milton, Wilton, Malta, Greenfield and Saratoga.

Implementation of ARC Core began in 2021–2022 in grades K–2. In the 2022–2023 school year, they expanded ARC Core implementation through grade 5.

- 5,945 students
- 6 elementary schools
- 1 middle school
- 1 high school
- 1% of students are English language learners
- 12% of students receive special education services
- 27% of students are from economically disadvantaged families

First- and Second-Grade Accomplishments

The Independent Reading Level Assessment® (IRLA®) measures student reading growth throughout the year. Students are expected to grow at a rate of 0.1 per month, or 1.0 per year, or more if they are not reading on grade level. Saratoga Springs’ 1st and 2nd graders exceeded growth expectations during the first year of ARC Core implementation, 2021–2022 (see Figure 1). By the end of the year, 78% of 1st and 2nd graders who began the year working at emergency were no longer working at emergency.

At the start of the 2021–2022 school year, results on another spring assessment, iReady, showed 14% of 1st graders and 32% of 2nd graders as reading on or above grade level. By spring, the percent of 1st graders reading on or above grade level more than tripled, and the percent of 2nd graders reading on or above grade level nearly doubled (see Figure 2).

Figure 1
Average Growth by Beginning of Year Tier

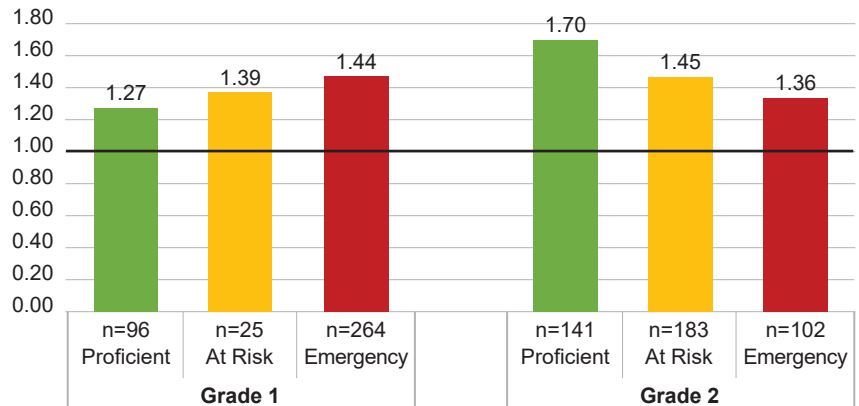
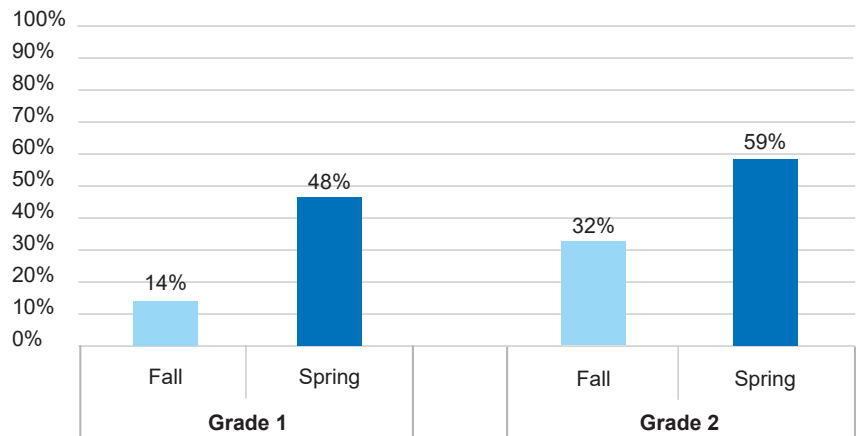


Figure 2
iReady: On or Above Grade Level



As part of Saratoga Springs’ comprehensive local assessment system, data from multiple assessments are used to monitor student progress toward grade-level expectations.

The IRLA is a standards-based framework that teachers use to measure the extent to which students independently demonstrate reading proficiency. Research shows that the IRLA is predictive of how students will perform on standardized tests.¹

SchoolPace®, ARC’s data management system, uses IRLA scores to place students’ performance into tiers:

- Proficient or Above: IRLA level is on or above grade level
- At-risk: IRLA level is below grade level
- Emergency: IRLA level is significantly below grade level

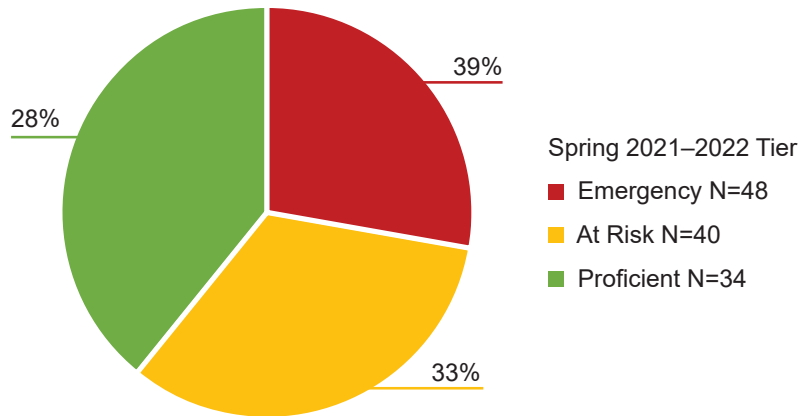
iReady Diagnostic Reading is a computer-adaptive assessment that measures a series of early reading skills, codifying students’ performance and progress toward reaching grade-level expectations.

¹ For more information, see our Research Brief: Validity of the IRLA: <https://arc.red/validity>.

Kindergarten Accomplishments

Reading: By spring of the first year, 61% of kindergarten students who began the year working at emergency were no longer at emergency as measured by IRLA: 28% moved to proficient, 33% moved to at-risk (see Figure 3). Results on the spring iReady assessment showed that 66% of all kindergarten students were proficient, an increase of 30% reading on or above grade level from the fall.

Figure 3
Students Who Began K Working in Emergency Tier



Writing: Kindergarten students made great strides in developing their writing skills. The student work below shows how one kindergarten student’s letter formation, spacing, spelling of high-frequency words, self-expression, and communication of scientific knowledge grew over four months. This student used foundational skills to write about science concepts in the first half of kindergarten!

The student work below is just one example of how students in a kindergarten classroom are engaged in reading and writing. The teacher’s excitement about how ARC Core motivated her students is evident: “My students love to say they are authors or scientists. Whenever I say, ‘go grab your lab notebooks’ or ‘grab your writer’s notebook,’ their faces light up. They are motivated to learn as much as they can about the topic we are in... Motivation, engagement, believing in their abilities are something that this program instills in my students unlike any program I have taught.”

September 2022	December 2022	January 2023
<p>Indis get ear in BY Bras and caps.</p>	<p>Sunflowers are flowers That look like suns but that have a brown job.</p>	

Successful Moves

To realize their vision, Saratoga Springs partnered with ARC to build systems in which:

- Students select books that they can—and want to—read
- Teachers use the IRLA to identify each student’s Power Goal, providing a clear skills focus for both student and teacher
- Teachers develop expertise in implementing ARC Core with integrity through ongoing, curriculum-aligned professional learning and collaboration
- Leaders examine and refine overall system design as they nurture a culture focused on continuous improvement

Glen Lake Elementary School



Time for a Change

After five consecutive years of stagnant performance on standardized ELA assessments, Glen Lake Elementary School (GLES) staff decided it was time for a new ELA curriculum. In addition to lagging test performance, the school recognized another persistent problem: students did not see themselves as readers and neither did their teachers. Limited exposure to early foundational skills instruction, limited time for independent reading, and lack of relatable and accessible reading material were challenges. Low student motivation and self-esteem, misbehavior during reading instruction, and inconsistent academic performance across all content areas signaled the need for a change.



I learned more about the Science of Reading through IRLA than any of the classes, podcasts, or professional trainings I've attended. Seeing the growth of my students in each literacy component helped me know them as readers like I never have before.”

–Teacher

About the School

Glen Lake Elementary School (GLES) is part of Glen Lake Community Schools, located in Maple City, Michigan.

- 374 PreK to 5 students
- 36% of students are from economically disadvantaged families
- 14% of students receive special education services
- Less than 1% of students are English Language Learners

About the District

- 706 PreK to 12 students
- 1 Elementary school
- 1 Middle school
- 1 High school

The Search for High Quality Instructional Materials

The question “*What do our students need?*” guided GLES teachers as they vetted and compared six ELA programs. Teachers analyzed each program’s alignment to the Science of Reading using the Reading League Curriculum Evaluation Guidelines. ARC Core rose to the top. Teachers cited ARC Core’s student-centered pedagogy, units that blend knowledge-building with reading and writing skill development, the authentic and developmentally appropriate high-interest content, and structured daily independent reading time as reasons ARC Core is what GLES students need.

Impressive Outcomes During Pilot

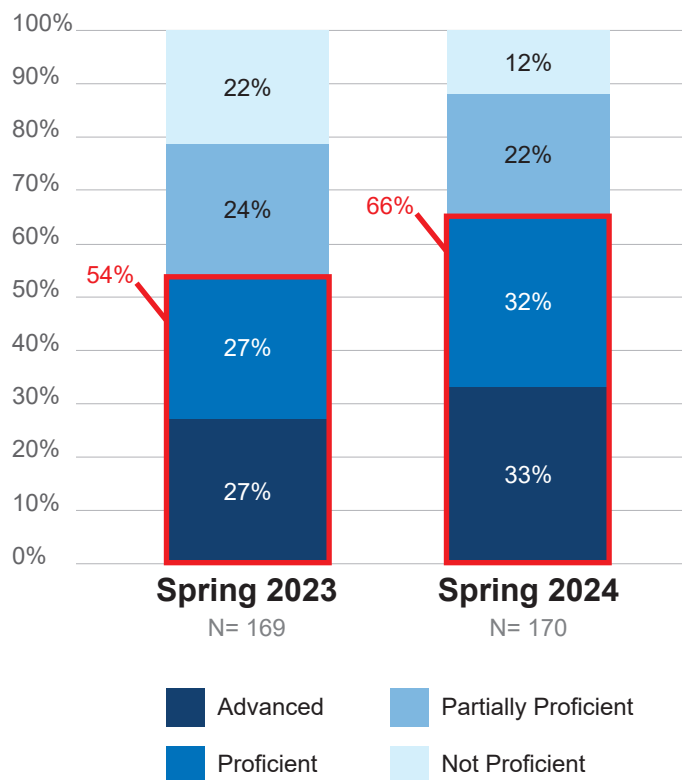
In fall of 2023–24, GLES piloted ARC Core in one of three Kindergarten classrooms, one of three Grade 2 classrooms, and all three Grade 4 classrooms. All K-5 classrooms piloted ARC’s formative assessment, the Independent Reading Level Assessment (IRLA), and IRLA Toolkits for small group intervention.

After six months of using ARC materials, GLES students showed remarkable progress and enthusiasm for reading. The percentage of Grade 3–5 students scoring proficient and advanced on the Michigan Student Test of Educational Progress (M-STEP) increased from 54% in spring of 2023 to 66% in spring of 2024 (see Figure 1).

Results of a student reading engagement survey and an increase in monthly library circulation (1,650 more books per month compared to 2022–23) point to a rise in motivation to read. During the ARC pilot, GLES students checked out 3,802 books per month, on average – about 10 books per student each month! Teachers also reported changes in student engagement during ELA instruction:

- “There are deeper discussions and thinking happening each day.”
- “Student writing improved – the depth, content, and independence has blown me away.”
- “Students are invested in their growth and have a clear path to move themselves forward.”

Figure 1
M-STEP ELA Grades 3–5



Note: M-STEP data is based on preliminary results.

The pilot materials had a profound impact on classroom pedagogy and how teachers viewed students' learning potential. A teacher who piloted the IRLA and IRLA Toolkits said the materials helped her better understand the Science of Reading. A teacher who piloted ARC Core reported that the shift from the prior teacher-led and scripted curriculum to ARC's student-focused approach has allowed teachers to better meet students where they are. Others noted that ARC Core has helped them better understand and address individual students' needs.

Over the course of the ARC pilot, GLES teachers witnessed their students falling in love with reading, punctuated by unsolicited feedback from parents expressing excitement because their child wants to read. A teacher who piloted ARC Core said "When it comes to

student learning, for me the biggest thing truly has been the love of reading coming back! They are inspired, eager and enthusiastic."

By May of 2023–24, 100% of GLES teachers supported the decision to adopt ARC Core with the IRLA and IRLA Toolkits for the 2024-25 school year.

Principal Ryan Schrock shared "Our success has caught the attention of school leaders across northern Michigan, who are eager to learn more about our strategies and tools. We look forward to sharing our experiences to enhance reading education region wide. Glen Lake Elementary remains dedicated to high-quality education, and the success of our ELA pilot underscores the difference high quality instructional materials can make."

Successful Moves

Key moves that led to a successful pilot of ARC materials in Glen Lake Elementary include:

- Using the IRLA in every classroom so all teachers could try out a key component of the curriculum.
- Creating a culture of experimentation where school leadership and teachers learn together and meet regularly to address challenges and celebrate successes.
- Adjusting the master schedule to provide dedicated time for teachers to fully engage in the Professional Learning Community activities that are built into ARC Core.
- Maintaining focus on the students and using data from multiple sources to drive decisions.
- Trusting the design of the curriculum and the pilot process.

**“ SUCCESS IS A HABIT
LEARNED YOUNG. ”**

JANE HILEMAN

FOUNDER/CEO AMERICAN READING COMPANY





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