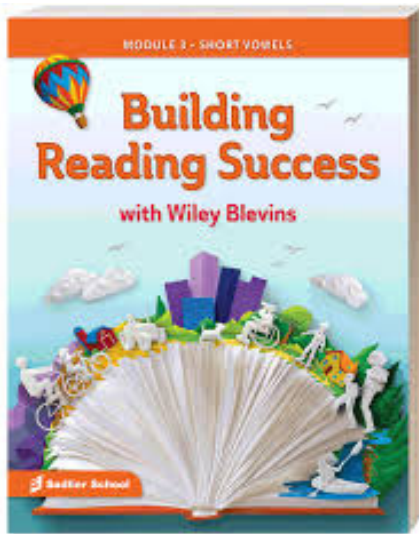




Students Using *Building Reading Success™* with *Wiley Blevins* Make Larger Gains in Reading Level Growth than Students Using Other Intervention Products

**A Case Study from San Marcos
Unified School District in
California**

Summary:



San Marcos Unified School District in California implemented *Building Reading Success with Wiley Blevins* to support students who required urgent literacy intervention. The research study, conducted across five schools, used i-Ready assessment data to compare student progress. Students using *Building Reading Success* made larger gains in Lexile® reading levels than peers using other intervention products. Significant progress was also observed among emergent bilingual students, students with IEPs, and students from low-income homes.

Project Tomorrow®, a national education nonprofit organization, developed this case study on behalf of Sadlier. Learn more about Project Tomorrow here: www.tomorrow.org.

“What would I tell other teachers about this program? I would share with them the success that my students had with the phonics portion of the program. It was nice to have a pre and post assessment covering the same skills, to see the growth. My students who needed more support with phonics skills definitely benefited from the explicit direct instruction of each skill.”

Reading Interventionist, San Marcos Unified School District

Introduction

San Marcos Unified School District is in northern San Diego County and serves over 19,000 K-12 students. The district is considered diverse based upon its student demographics with 46% of their student population identifying as Hispanic, 37% White, 6% Asian and 8% two or more races. San Marcos Unified also serves a significant population of students who are English learners (12%) and student qualifying for special education services (15%).¹ Five schools within the district participated in a research study designed and implemented by Project Tomorrow during the 2024-25 school year to evaluate the impact of a new reading intervention solution from Sadlier, *Building Reading Success with Wiley Blevins*.

- 5 schools participated in the study from this district
- 10 teachers and 119 students in grades 3-5
- All students were identified as needing Tier 2 or Tier 3 level reading intervention support
- 52 students used *Building Reading Success* for that intervention support (treatment group)
- 67 students used a different intervention product (control group)
- i-Ready assessment data (Lexile levels) was used for the impact analysis

The schools within the San Marcos Unified School District (CA) joined the study in January 2025 after completing their mid-year/winter assessment of their students’ reading progress since the start of the school year. Their focus was on providing additional intervention support to their Tier 2 and Tier 3 students who were not making adequate progress with their pre-existing intervention program. The San Marcos teachers began use of the *Building Reading Success* program in January 2025 with a subset of their students across the five school sites while also continuing usage of their existing program with a separate group of students at each of the schools.

The impact analysis compared students’ middle-of-the-year (MOY) Lexile reading level with their end-of-the-year (EOY) Lexile reading level on the i-Ready assessment. The key findings are detailed below.

“This program is geared towards more phonics and foundational skills which is perfect for Tier 3 support. Most of our students in upper grades have mastered the majority of foundational skills and need more comprehension support.”

Literacy Coach, San Marcos Unified School District

Key Findings from the Impact Analysis

The students using the *Building Reading Success* program in grades 4 and 5 made larger gains in their Lexile reading levels from January to May than their peers using the pre-existing program in the same grade levels.

- Grade 4 students using *Building Reading Success* increased their Lexile level by 131 points compared to the 77-point increase by the students using the pre-existing intervention program (Table 1).
 - Average growth at the 50th percentile for students in grade 4 is 115 Lexile points.
- Grade 5 students using *Building Reading Success* increased their Lexile level by 132 points compared to the 118-point increase by students using the pre-existing intervention program (Table 1).
 - Average growth at the 50th percentile for students in grade 5 is 50 points.

Table 1: Average Lexile level growth MOY to EOY by grade 4 and 5 students

Grade level	Treatment Group			Control Group		
	Average MOY Lexile Level	Average EOY Lexile Level	Growth in Lexile Points	Average MOY Lexile Level	Average EOY Lexile Level	Growth in Lexile Points
Grade 4	465L	596L	131	515L	592L	77
Grade 5	431L	563L	132	631L	749L	118



Among specific subgroups of students, significant progress was also noted when evaluating the data results from all five schools in the study cohort. All these students used *Building Reading Success with Wiley Blevins* in their reading intervention support sessions.

- 82% of the students identified as emergent bilingual students increased their Lexile scores by an average of 130 points.
- 90% of the students identified as needing special education services and/or having an Individualized Education Profile (IEP) increased their Lexile score by 99 points.
- 67% of the students identified as coming from low-income homes increased their Lexile scores by an average of 115 points.

Student Success Looked Like . . .

Emergent Bilingual

82%

of emergent bilingual students increased their Lexile scores

130

average Lexile points gained

Special Education

90%

of students with IEPs increased their Lexile scores

99

average Lexile points gained

Low-income

67%

of low-income students increased their Lexile scores

115

average Lexile points gained

“The dictation, phonemic awareness with the letter tiles, and the Listen and Spell were the strongest parts for me within this program. My students were engaged, manipulating words and word parts, and listening. This was more hands-on and multimodal, which aided in their success.”

Reading Interventionist, San Marcos Unified School District



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