RESEARCH SUMMARY

Failure Free Reading
Klein ISD (TX)

A three year independent evaluation performed by Klein Independent School District (TX) in twelve schools compared the grade level growth of a Special Education comparison group with the growth of four Special Education cohort groups who used Failure Free Reading as treatment. All four treatment groups received Failure Free Reading instruction, while the students in the comparison group received traditional remedial instruction. The four individual studies involved students who were learning disabled, health impaired, emotionally disturbed, and/or hearing impaired, and who had a wide range of IQ from 70 and above.

The first study spanned for two years with an "n" of 39 students, a second study spanned for two years with a "n" of 75, a third study spanned for two years with a "n" of 186 students, and a fourth study spanned for two years with an "n" of 32 students. For each group, grade level equivalence reading growth was measured by the Woodcock Johnson Reading Comprehension subtest. The average grade level growth was calculated using the mean pre test score and mean post test score for each group.

In all four studies, the Failure Free Reading groups showed significantly higher grade equivalence growth than the comparison group. The control group's grade equivalence grew an average of.38 while the Failure Free Reading averages grew 1.5, 1.3, 1.2 and .79, respectively.

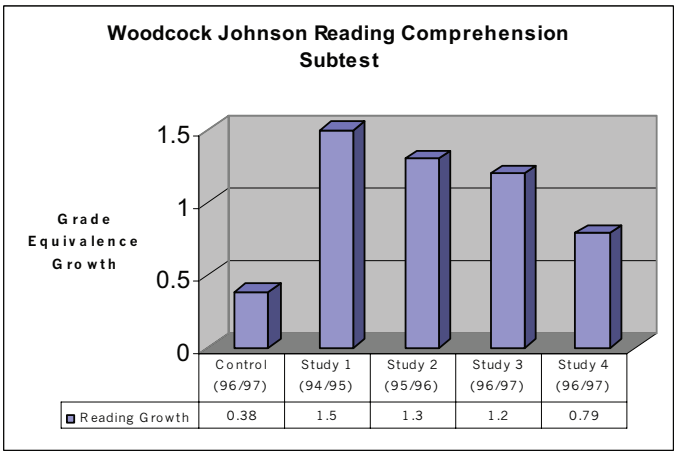

Figure C.1 – Klein ISD Grade Equivalence Growth

Failure Free Reading was found to produce sustained reading gains. In all four studies the Failure Free Reading students continued to show significantly more growth over time than their comparison group peers. For example, the group with 39 students was initially tested prior to using the Failure Free Reading program, then retested in the two years following treatment. In each consecutive year, they demonstrated statistically significant growth in reading comprehension.

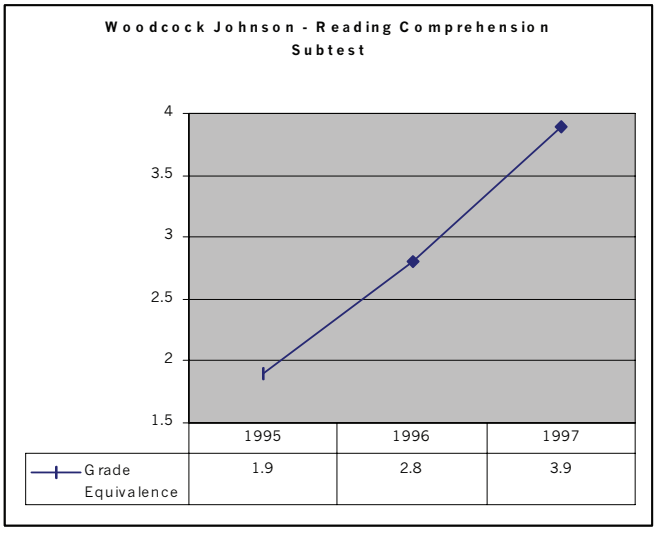

Figure C.2 – Klein ISD Reading Comprehension Growth