

SUMMER SCHOOL PROGRAM BOOSTS READING GROWTH RATE 400%!

Case Study

Quick Facts:

District of Columbia

Large Urban Schools

250 Total Students Grades 1-8

4 Week Summer School

Special Education Centers

Growth Measured: Reading Comprehension

BACKGROUND

Seven District of Columbia schools implemented Failure Free Reading in their Special Education Centers during a 4 week summer school program. A total of 250 students were selected on the basis of **needing the greatest help in reading**. The student classifications included LD, ED, Cognitively Challenged, Medically Involved, and ESL Grades 1-8.

IMPLEMENTATION

Failure Free Reading (FFR) daily instruction consists of scripted, teacher-led oral language development small group lessons, followed by talking software guided review, and print reinforcement activities. Multiple exposures, specialized story content, and explicit comprehension instruction **enable students to immediately begin building comprehension, fluency and engagement** with age-appropriate texts, regardless of reading ability. The program was taught by special education teachers and teaching assistants. Training consisted of (3) three hour sessions with the teachers, and (1) three hour session with the teaching assistants.

OUTCOMES

The seven schools measured growth in reading comprehension using standardized tests (administered in a pre- and post- treatment format) measuring: Reading Acquisition Rate, Grade Equivalence (GE), Effect Size, and Normal Curve Equivalent (NCE). Six of the seven schools **showed statistically significant growth in reading comprehension**.

- Prior to summer, the students selected for Failure Free had progressed at an average rate of ½ month of growth in reading (on the GE scale) for every month in school. The same students averaged 2 months growth during their four weeks in Failure Free Reading – a **400% increase!**
- Of the 24 students who entered the program testing below the 10th percentile in Reading Comprehension, **23 showed growth**.
- Failure Free Reading's **effect size was nearly 3 times** (273%) greater than the national average of summer school impact.

*“It teaches me
big words that I
never knew
before and my
family doesn’t
even know.
I feel smart.”*

-Student

*“It helped me with my reading because now I know what
a lot of the words mean.” -Student*

*“The success of the children who had very low reading abilities
has been outstanding!” -Teacher*

EFFECT SIZES

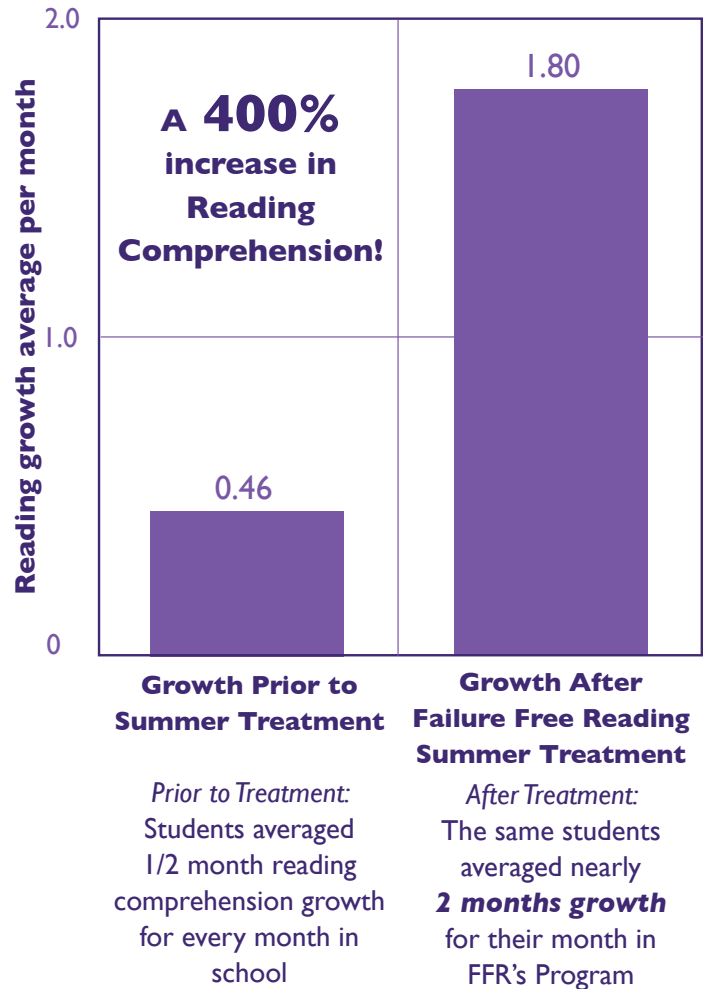
An effect size is a statistical measure of the strength of a program's impact. The National Reading Panel suggests the following gauge of strength of Effect Size:

A value of .20 is considered a small impact; .50 is considered a moderate impact; .80 is considered a large impact. Researchers at the University of Missouri reviewed 33 years of research on summer school and found the average Effect Size for all schools to be .26 (very little impact). Failure Free Reading's impact was .71

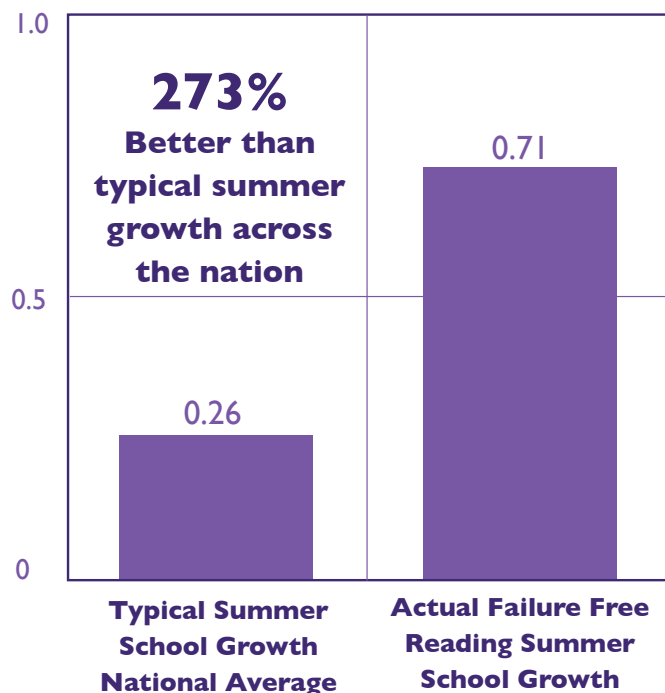
River Terrace	Failure Free (effect size)	Comparison
Total Reading	+4.1 (0.62)	-6.2
Comprehension	+3.91 (0.77)	-9.94
Vocabulary	+10.59 (0.64)	-2.6

Miner	Failure Free	Comparison
Total Reading	+6.63 (1.24)	-11.87
Comprehension	+3.58 (1.29)	-17.13
Vocabulary	+11.65 (0.78)	-2.25

Reading Growth Acquisition Rate



Effect Size Growth



Failure Free Reading's Growth was .71, which is **273% greater than typical summer school growth** of .26

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ABOUT FAILURE FREE READING

Failure Free Reading's unique language development based (non-phonetic) approach to reading intervention was developed for the very lowest achieving readers by former special education director Dr. Joseph Lockavitch. In numerous quality research studies, the programs have produced dramatic gains in reading comprehension, fluency, vocabulary, attitudes, positive behaviors and esteem for low incidence, LD, at-risk, and ELL/ESL populations.