

Anne Arundel County, Maryland

Timeframe	Spring 2004
Length of Treatment	10-36 hours (average 27.9 hours of instruction)
Setting	Suburban, just outside Washington, DC
Participants	1 st -5 th grade at-risk students from 7 different elementary schools in Anne Arundel County
Instrument(s)	Woodcock-Johnson
Focus	53 elementary aged students in an intensive Failure Free Reading intervention

In an independent study performed by Anne Arundel County school system, the growth in reading comprehension scores was analyzed for a Failure Free Reading treatment group. The research was designed to determine if it is possible to accelerate the learning curve of 1st through 5th grade at-risk and special education students during an intensive spring semester treatment as measured by the Woodcock-Johnson Test.

The Failure Free Reading intervention was implemented at the end of the spring 2004 school term. Fifty-three 1st – 5th grade students at seven different elementary schools received the Failure Free Reading intervention treatment. Teachers and assistants taught the students using the Failure Free Reading materials. The students averaged 27.9 hours of instruction (minimum of 10 hours, maximum of 36 hours).

Students were tested using the Woodcock-Johnson test immediately before receiving the Failure Free Reading intervention treatment. Then after the treatment, students again were tested using the Woodcock-Johnson test. The students' average growth from pre test to post test on the reading comprehension subtest was compared. The research focused on the entire group of students as well as those students with pre test reading comprehension scores below 20% and below 10%. The research also focused on the results for the 3rd – 5th grade students. Refer to Table 1.1 on page 2 for a summary of the results.

Results for All Students

The average growth in reading comprehension scores was statistically significant ($p < .05$). The fifty-three students had an average growth from pre test to post test of 5.0 percentage points ($x_{pre} = 19.6$; $x_{post} = 24.6$).

Results for Students Who Started Below the 20th Percentile in Reading Comprehension

Twenty-nine of the fifty-three students had pre test reading comprehension scores below 20%. The average growth in reading comprehension scores for these 29 students was statistically significant ($p < .05$). These 29 students had an average growth from pre test to post test of 5.3 percentage points ($x_{pre} = 7.5$; $x_{post} = 12.8$). The effect size for this group was 0.71 (moderate to large effect).

Results for Students Who Started Below the 10th Percentile in Reading Comprehension

Sixteen of the fifty-three students had pre test reading comprehension scores below 10%. The average growth in reading comprehension scores for these 16 students was statistically significant ($p < .05$). These 16 students had an average growth from pre test to post test of 6.6 percentage points ($x_{pre} = 3.4$; $x_{post} = 10.0$). The effect size for this group was 0.84 (large effect).

The data supports consistent research findings pertaining to Failure Free Reading – the program produces the greatest impact on students who have the greatest need (beginning readers and those who are the furthest behind in reading).

Anne Arundel County, Maryland – Tables & Graphs of Results

Woodcock-Johnson Comprehension Subtest Results -- Percentage Scores

Treatment Group	Number of Students	Average Hours of Instruction	Average Scores	Statistical Significance	Effect Size	% Students with Increase	% Students Stayed Same
All Treatment Students	53	27.9	Pre	19.6	p < 0.05	0.27	67.9%
			Post	24.6			
Students with Pre Test < 20%	29	29.9	Pre	7.5	p < 0.05	0.71	75.9%
			Post	12.8			
Students with Pre Test < 10%	16	33.3	Pre	3.4	p < 0.05	0.84	75.0%
			Post	10.0			
FFR Strength →			Growth	6.6			12.5%
3rd - 5th Graders	27	29.4	Pre	17.3	p < 0.05	0.33	70.4%
			Post	23.4			
3rd - 5th with Pre Test < 20%	16	32.6	Pre	6.1	p < 0.05	0.72	75.0%
			Post	11.9			
FFR Strength →			Growth	5.8			6.3%

Table 1.1

Comments from teachers about Failure Free Reading:

- *“I presented the most improved student award to one of the Failure Free Reading kids. He has brought his reading level up greatly and more importantly he likes reading now!”* (4th Grade teacher, Maryland City Elementary)
- *“I saw a definite increase in the student’s fluency. He now volunteers to read in class and doesn’t stumble over words.”* (2nd Grade teacher, Harman Elementary)
- *“My two students had the decoding ability but didn’t have the confidence. They are now reading to other classmates.”* (2nd Grade teacher, Harman Elementary)
- *“The students love it! They beg to do more than one lesson each day.”* (Special Education Teacher, Pershing Hill Elementary.)
- *“I have seen a willingness to participate in classroom reading, which never occurred before.”* (Classroom teacher, Maryland City Elementary)
- *“I had a 2nd grade non-reader who can now read the entire passage and is motivated.”* (Special Education teacher, Manor View Elementary)

Comments from students about Failure Free Reading:

- *“I love reading!”* (2nd grade student, Harman Elementary)
- *“I learned how to read!”* (2nd grade student, Pershing Hill Elementary)
- *“I was absent, when can I make up my reading work?”* (Maryland City Elementary student)
- *“Can we buy this (program) for my sister, too?”* (Maryland City Elementary, ESOL student)
- *“This helps me learn big words and helps me understand stuff I don’t know.”* (4th grade student, Lakeshore Elementary).
- *“I get so excited when the person comes to my room to get me. I know she is going to help me read better.”* (2nd grade student, Manor View Elementary)
- *“Thank you for letting me do this.”* (4th grade student to the principal of Maryland City Elementary)
- *“It keeps me reading faster!”* (4th grade student, Lakeshore Elementary)
- *“I like the spelling part.”* (4th grade student, Solley Elementary)
- *“It made it easier for me to read.”* (1st grade student, Sunset Elementary)