



**Failure Free Reading  
Supplemental Educational Service Provider (SSP)  
Bacon School, Millville, NJ  
Spring 2004**



**Summary**

Failure Free Reading was implemented at Bacon School in Millville, NJ to provide Supplemental Educational Services (SES) during spring 2004. The national SES program was designed to provide Title I students with intensive, research-based, scientifically-proven, after-school instruction. Failure Free Reading is a research-proven, multi-media intervention for students with reading comprehension, vocabulary and fluency difficulties. It is a highly structured language development program based on 20+ years of on-going research. It is designed to create a successful intervention for struggling readers traditionally trapped in the 0 to 20<sup>th</sup> percentile. Failure Free Reading has been successfully implemented across the nation in rural, suburban, urban, and inner-city schools. It has produced significant changes in the reading scores of America's lowest performing subgroups: economically disadvantaged, minority, special education and limited English proficient.

Forty-one students at Bacon School received an average of 14.3 hours of instruction (min =1; max. = 44). Pre and post test reading comprehension data were available for 31 of the 41 students. Seventy-four percent (23 of 31) of the students demonstrated statistically significant ( $p < .05$ ) growth in reading comprehension scores. The group had an average increase of 21.4% from pre test to post test ( $x_{pre} = 48.4%$ ;  $x_{post} = 70.0%$ ) – (see Figure 1.1).

Eighty-one percent of the students who began the program in the bottom three levels (21 of 26) demonstrated statistically significant growth ( $p < .05$ ) in reading comprehension. There was a steady progression of students toward higher levels of instruction and increased grade level equivalence. Overall, 39% (12 of 31) of the students increased one or more instructional levels – with an average grade equivalence growth of 0.96.

**Reading Comprehension Growth from Pre Test to Post Test**

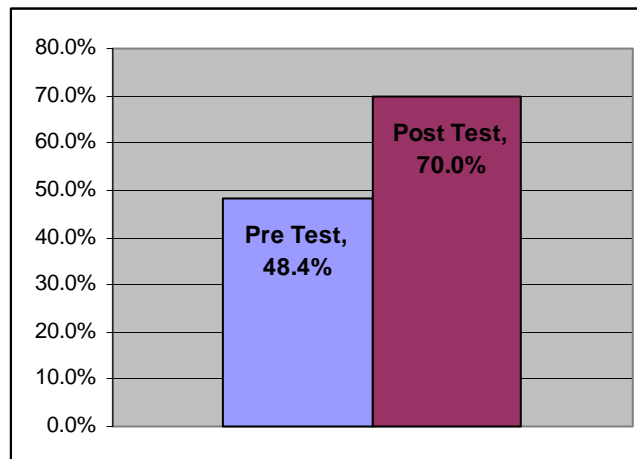


Figure 1.1



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**Results by Instructional Level**

**1.0 Grade Level** - Thirteen students had pre test scores on Failure Free Reading's Diagnostic Prescriptive test with a 1.0 grade level equivalence - Failure Free Reading's Red level (see Figure 2.1). Ten of the thirteen students had percentage score data available. The other three students had post test results that moved them to higher instructional levels, but the percentage data was not available. After an average of 23.4 hours of instruction, 70% of these students (7 of 10) had statistically significant growth ( $p < 0.05$ ) in their reading comprehension scores from pre test to post test (see Table 2.1). The average increase in percentage score from pre test to post test was 18% ( $x_{pre} = 44\%$ ;  $x_{post} = 62\%$ ) - (see Figure 2.2).

**Failure Free Reading Continuum  
(1.0 – 12.0 grade level equivalence)**

<b>12.0</b> Grade Level (VM4)
<b>10.0</b> Grade Level (VM3)
<b>8.0</b> Grade Level (VM2)
<b>6.0</b> Grade Level (VM1)
<b>5.0</b> Grade Level (Teal S3)
<b>4.5</b> Grade Level (Teal S2)
<b>4.0</b> Grade Level (Teal S1)
<b>3.0</b> Grade Level (Orange B)
<b>2.0</b> Grade Level (Orange A)
<b>1.5</b> Grade Level (Green)
<b>1.0</b> Grade Level (Red)

**Diagnostic Prescriptive Results**

t-Test: Paired Two Sample for Means

	<i>Pre Test</i>	<i>Post Test</i>
Mean	0.44	0.62
Variance	0.054	0.084
Observations	10	10
Pearson Correlation	0.60	
Hypothesized Mean Difference	0	
df	9	
t Stat	-2.377	
<b>P(T&lt;=t) two-tail</b>	<b>0.041</b>	
t Critical two-tail	2.262	

Table 2.1

**Reading Comprehension Growth from Pre Test to Post Test**

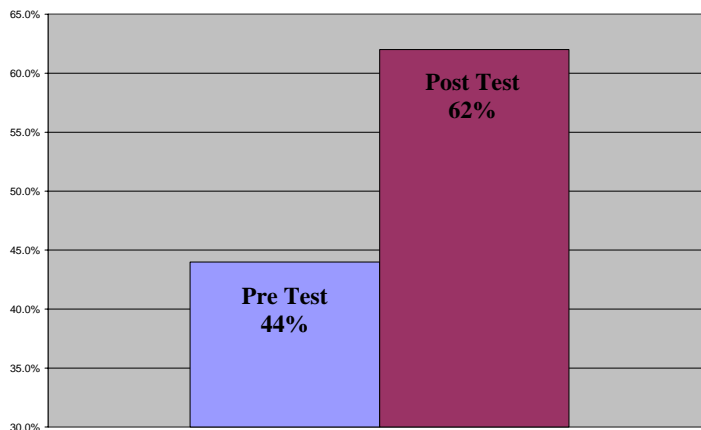


Figure 2.2

Figure 2.1



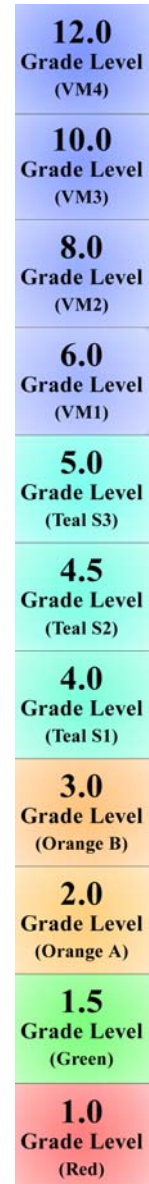
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**Results by Instructional Level**

**1.5 Grade Level** - Seven students had pre test scores on Failure Free Reading's Diagnostic Prescriptive test with a 1.5 grade level equivalence - Failure Free Reading's Green level (see Figure 3.1). After an average of 17.4 hours of instruction, 86% of these students (6 of 7) had statistically significant growth ( $p < 0.05$ ) in their reading comprehension scores from pre test to post test (see Table 3.1). The average increase in percentage score from pre test to post test was 31.4% ( $x_{pre} = 48.6\%$ ;  $x_{post} = 80.00\%$ ) - (see Figure 3.2).

**Failure Free Reading Continuum  
(1.0 – 12.0 grade level equivalence)**



**Diagnostic Prescriptive Results**

t-Test: Paired Two Sample for Means

	<i>Pre Test</i>	<i>Post Test</i>
Mean	0.486	0.800
Variance	0.0248	0.0400
Observations	7	7
Pearson Correlation	0.635	
Hypothesized Mean Difference	0	
df	6	
t Stat	-5.2842	
<b>P(T&lt;=t) two-tail</b>	<b>0.0019</b>	
t Critical two-tail	2.4469	

Table 3.1

**Reading Comprehension Growth from Pre Test to Post Test**

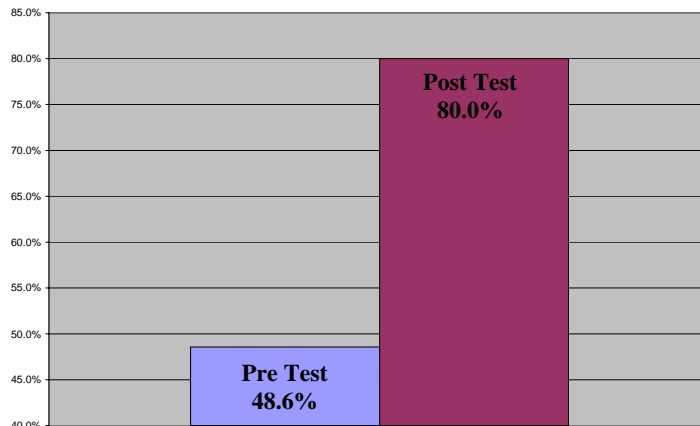


Figure 3.2

Figure 3.1



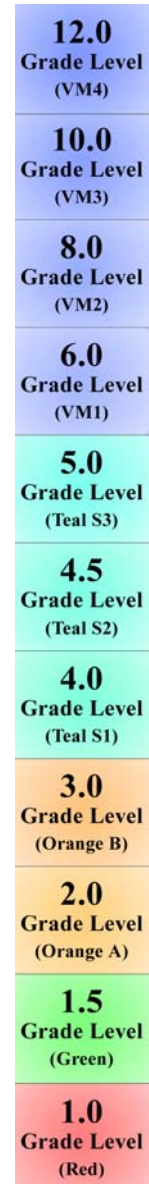
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**Results by Instructional Level**

**2.0 Grade Level** - Six students had pre test scores on Failure Free Reading's Diagnostic Prescriptive test with a 2.0 grade level equivalence - Failure Free Reading's Orange A level (see Figure 4.1). After an average of 11.3 hours of instruction, 83% of these students (5 of 6) had growth in their reading comprehension scores from pre test to post test (see Table 4.1). The average increase in percentage score from pre test to post test was 28.3% ( $x_{pre} = 46.7\%$ ;  $x_{post} = 75.0\%$ ) - (see Figure 4.2).

**Failure Free Reading Continuum  
(1.0 – 12.0 grade level equivalence)**



**Diagnostic Prescriptive Results**

t-Test: Paired Two Sample for Means

	<i>Pre Test</i>	<i>Post Test</i>
Mean	0.467	0.750
Variance	0.0587	0.0510
Observations	6	6
Pearson Correlation	0.33	
Hypothesized Mean Difference	0	
df	5	
t Stat	-2.5570	
P(T<=t) two-tail	0.0508	
t Critical two-tail	2.5706	

Table 4.1

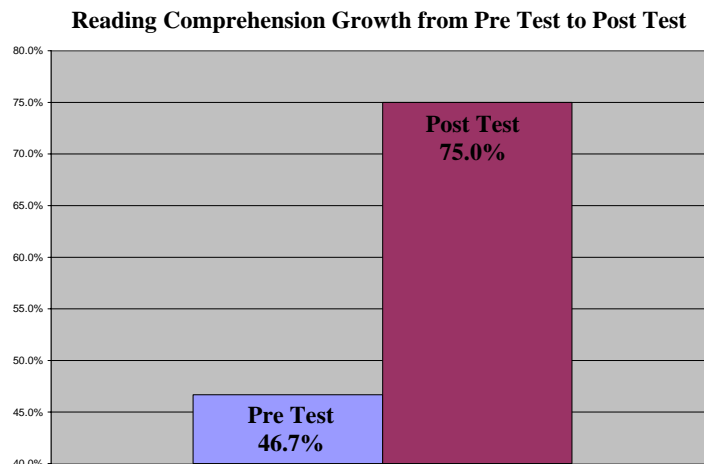


Figure 4.2

Figure 4.1



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**Results by Grade Level**

**1<sup>st</sup> grade** - Twelve 1<sup>st</sup> grade students participated in the Failure Free Reading SES program. These 12 students had an average of 21.5 hours of instruction. Eighty-three percent of the first grade students had an increase in their reading comprehension scores on the Diagnostic Prescriptive test (see Figure 5.1).

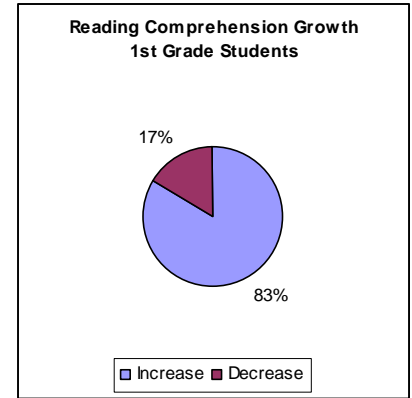


Figure 5.1

**2<sup>nd</sup> grade** - Eleven 2<sup>nd</sup> grade students participated in the Failure Free Reading SES program. These 11 students had an average of 15.4 hours of instruction. Seventy-three percent of the second grade students had an increase in their reading comprehension scores on the Diagnostic Prescriptive test, and eighteen percent remained the same (see Figure 6.1).

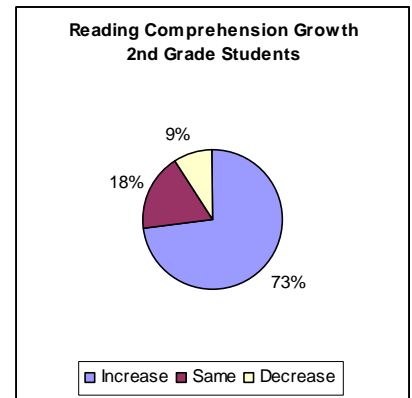


Figure 6.1

**3<sup>rd</sup> – 5<sup>th</sup> grade** - Eight 3<sup>rd</sup> – 5<sup>th</sup> grade students participated in the Failure Free Reading SES program. These eight students had an average of 12.3 hours of instruction. Sixty-two percent of these students had an increase in their reading comprehension scores on the Diagnostic Prescriptive test, and thirteen percent remained the same (see Figure 7.1).

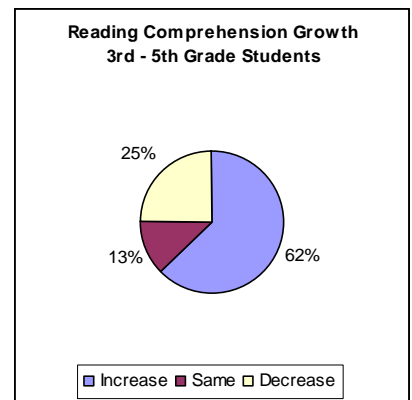


Figure 7.1