

Fletcher's Place™

Reading and Spelling Program



***FOUR CASE STUDIES DEMONSTRATING THE
EFFICACY OF FLETCHER'S PLACE AND
READING REVOLUTION METHODOLOGY***



FOUR CASE STUDIES DEMONSTRATING THE EFFICACY OF FLETCHER'S PLACE AND READING REVOLUTION METHODOLOGY

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Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Overview

This document presents four case studies providing data and information that show the efficacy of Fletcher's Place and the Reading Revolution methodology for improving reading skills.

Reading Revolution has been developed and refined over nearly thirty years and has taught more than 200,000 students to read in classroom, reading clinic and home settings. Fletcher's Place™ is Reading Revolution's video-based reading and spelling program for emerging and remedial readers aged 3-8. Reading Revolution and Fletcher's Place use a uniquely successful, research-based, scientifically verified methodology that gives all students the skills and motivation they need to read with fluency, comprehension, and confidence.

The four studies presented in the paper show that Reading Revolution's systematic and comprehensive instruction provides a strong foundation for future reading success and that the program is effective for all children, regardless of socioeconomic status, reading level, ability, and literacy background. The studies chosen for this paper include students from under-resourced, inner-city urban areas (such as the NYC and Yonkers studies), rural settings (most of the non-urban students in the California SES study were from under-resourced farming communities), and suburban settings (such as the data gathered from homes in the University of Memphis Study). It is important to note that despite the setting, the academic results of student's taught using Reading Revolution and Fletcher's Place were consistently excellent, and in each case where there were control groups for comparison, the treatment groups outperformed control groups.

Questions regarding these studies should be directed to Judy Kranzler, Founder and SVP of Product Development for Reading Revolution at 925-998-2505.

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Summary

In November 2004, the New York City Department of Education Chancellor's Office and the Department of Intervention Services requested a pilot program to demonstrate the effectiveness of Reading Revolution's emerging reader program, Fletcher's Place. The pilot ran in all five boroughs of New York, in a total of 18 classrooms, teaching almost 400 students, starting in January and running to June.

During the Fletcher's Place Pilot Program, there was a range of program implementation times reported by teachers. The average amount of time spent using Fletcher's Place was 30 minutes per day, while the range varied from a low of 15 to 20 minutes per day (Brooklyn) to a high of 50 minutes per day (Queens). The implementation locations, number of classrooms and teaching times were as follows:

- Bronx School: 3 classrooms, FP for 30 minutes per day
- Staten Island School: 2 classrooms, FP for 20-30 minutes per day
- Brooklyn School: 3 classrooms, FP for 15-30 minutes per day
- Harlem School: 7 classrooms, FP for 30-40 minutes per day
- Queens School: 3 classrooms, FP for 50 minutes per day

Data collected during this pilot program demonstrated that classes using Fletcher's Place for more time per day produced better results when compared to classes using Fletcher's Place fewer minutes per day. In addition, for two schools, Queens and Bronx, test results from Fletcher's Place classes were compared to test results from control groups in each school. In both cases, the Fletcher's Place classes outperformed the control group. However, in Queens, where they used Fletcher's Place for 50 minutes per day, the Reading Revolution results were better than in the Bronx, where teachers implemented Fletcher's Place an average of 30 minutes per day.

Data From NYC Fletcher's Place Pilot

Pilot program results were measured using the Early Childhood Literacy Development System (ECLAS). ECLAS scores for students exposed to the program compared to control groups in Queens and in Bronx showed that the Fletcher's Place students consistently and significantly out-performed the control group. There were no control group classes for comparative analysis in the other schools.

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

In all schools, the Fletcher's Place students performed very well on the ECLAS standard New York City test. In the two schools that had Kindergarten control classes, which did not use Fletcher's Place, the Fletcher's Place classes outperformed the control classes by a considerable amount. What is really important to note when viewing the ECLAS results on the graphs is that, although the non-Fletcher's Place classes made equal progress on the lower, simpler skills, the Fletcher's Place classes made significantly higher gains on the most complex skills (decoding and encoding) which use and build on all the simpler skills.

ECLAS Subtests and Scores

The subtests shown on the following graphs are from simple pre-reading skills to more complex skills:

- Segmenting and Blending – Students are given the word, orally, and must take it apart into discrete sounds, or given the sounds orally, must put a word together.
- Alphabet writing (Phonics) – Students are given a dictation of the letters and must write them down.
- Decoding real and made up words – Students must sound out and spell phonetically regular words as well as some sight words with irregular spelling.
- Encoding – Students hear words and must write them.

Score summaries are presented in Exhibits 1 and 2, and graphs of the comparison are present in Exhibits 3 and 4.

Qualitative Feedback

The Pilot Program also resulted in universally positive feedback from administrators, teachers, parents, and students. Please see Attachment 8 – Feedback from NYC Fletcher's Place Pilot Teachers and Administrators, and Exhibit 5 – NYC Pilot Quotes from Teachers, Administrators, and Parents and Students.

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 2

Bronx School

Fletcher's Place: A comparison study of ECLAS results – June 2005

NUMBER OF STUDENTS TESTED

	Blend	Segmentation	Alpha Recognition (Uppercase/Lowercase/Sounds)	Alpha Recognition (Vowels)	Alpha Writing	Spelling (Initial/Final)	Spelling (Short Vowel)	Decoding
Fletcher's Place	22	22	30	29	27	27	25	24
Control Group	20	18	27	28	28	26	22	22

EXPERIMENTAL GROUP: *Fletcher's Place* was used in these 3 classes

	Blend	Segmentation	Alpha Recognition (Uppercase/Lowercase/Sounds)	Alpha Recognition (Vowels)	Alpha Writing	Spelling (Initial/Final)	Spelling (Short Vowel)	Decoding
Average Gain K-219	4.4	3.73	76.00	5.00	18.42	9.64	4.18	11.27
Average Gain K-608	5.14	4.00	72.10	4.44	18.83	7.71	3.83	9.00
Average Gain K-604	5.80	5.80	75.13	5.00	19.89	10.00	4.75	8.17
Average Gain (By Classroom)	5.1	4.5	74.4	4.8	18.4	9.1	4.3	9.5
Average Score (By Student)	4.95	4.27	74.47	4.83	19	9.3	4.3	9.8

CONTROL GROUP: *Fletcher's Place* was NOT used in these 3 classes

	Blend	Segmentation	Alpha Recognition (Uppercase/Lowercase/Sounds)	Alpha Recognition (Vowels)	Alpha Writing	Spelling (Initial/Final)	Spelling (Short Vowel)	Decoding
Average Gain K-225	5.71	6.00	68.78	4.22	19.44	9.38	3.75	7.40
Average Gain K-207	2.75	2.00	68.22	3.10	18.10	6.90	1.90	5.88
Average Gain K-205	4.78	2.56	70.56	3.89	18.89	6.75	1.63	1.22
Average Gain (By Classroom)	4.4	3.5	69.2	3.7	18.7	7.7	2.4	4.8
Average Score (By Student)	4.41	3.52	69.19	3.74	18.81	7.68	2.43	4.83

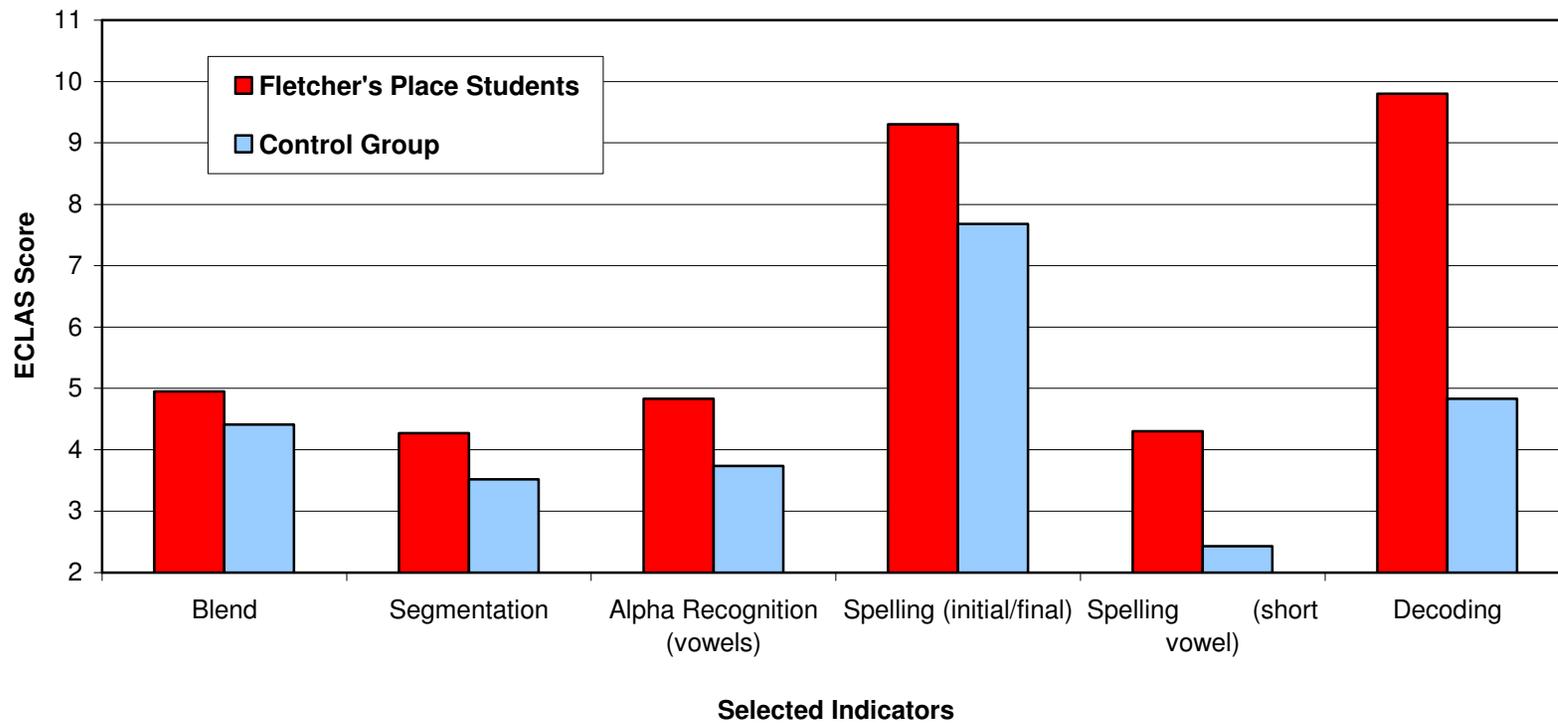
Conclusions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. In the DECODING AND SPELLING (SHORT VOWEL) 2. In the SEGMENTATION, ALPHA RECOGNITION (VOWELS) AND SPELLING (INITIAL/FINAL) 3. In other parts/strands of ECLAS II | <ul style="list-style-type: none"> - children exposed to Fletcher's Place did 1.77 to 2 times better - children exposed to Fletcher's Place did 1.1 to 1.3 times better - there was no notable difference |
|---|--|

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 3

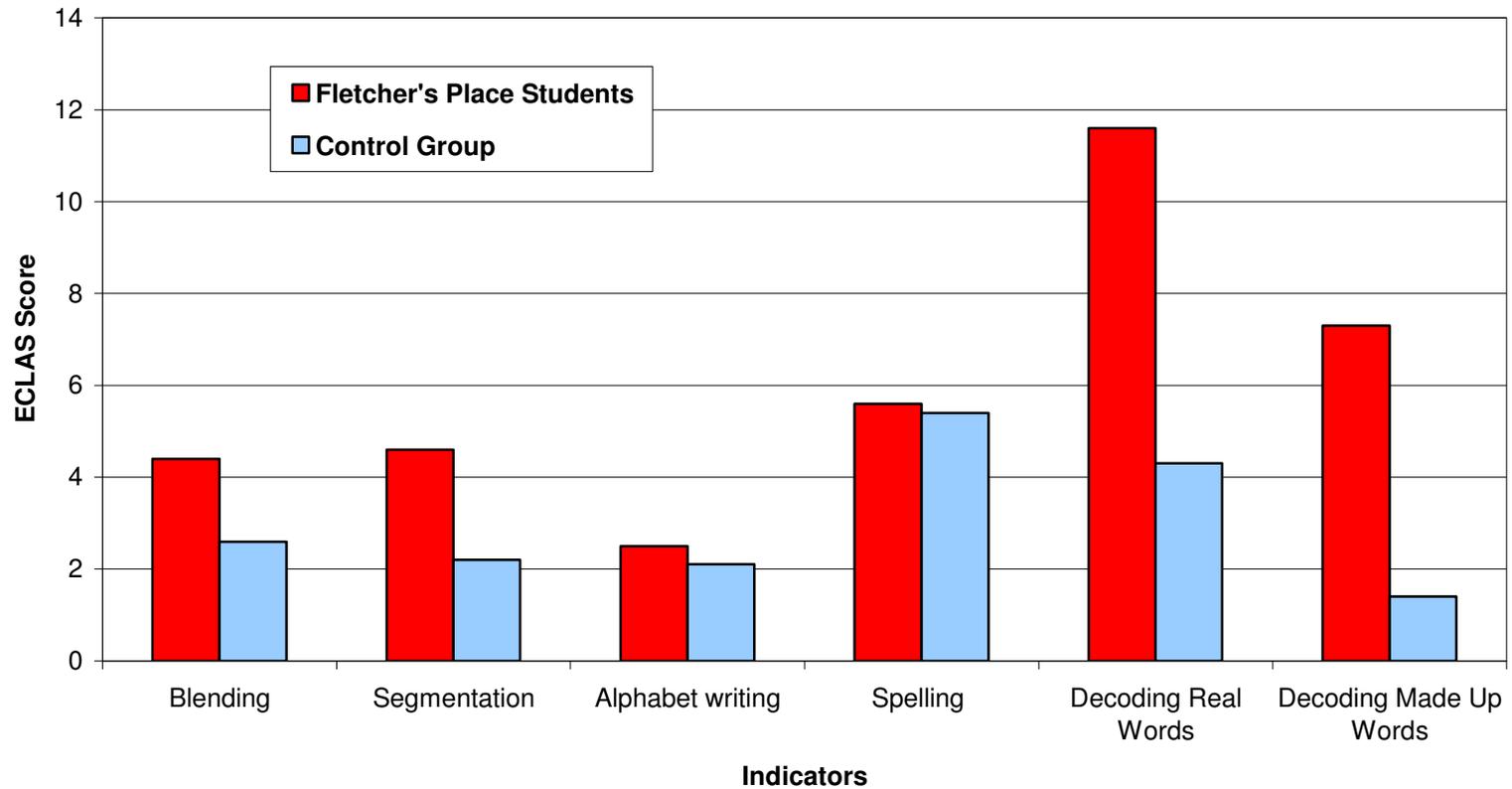
Reading Improvement For Fletcher's Place Students vs. Control Group - 40 Students over a Fifteen Week Period



Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 4

Reading Improvement For Kindergarten Students in Fletcher's Place vs. Control Group
New York, New York - 60 Students



Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 5
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NYC Pilot Quotes from Teachers, Administrators, and Parents and Students

Objectives:

- Increasing reading scores throughout Kindergarten
- Bringing scores up for ELL Students
- Decreasing special education referrals
- Increasing mainstreaming of special education students
- Providing strong foundation for K-3, reducing third grade retention

Pilot Program – Launched 12/04 in all five boroughs:

- Harlem School (7 classrooms)
- Bronx School (3 classrooms)
- Queens School (3 classrooms)
- Brooklyn School (3 classrooms)
- Staten Island School (2 classrooms)

Selected comments from teachers and parents piloting Fletcher's

Place: The following are direct quotations from parents and teachers in 18 pilot classrooms, including 2 pre-K classrooms, 1 special ed. classroom, and 15 K classrooms. (Comments included verbatim, although quotation marks have been omitted for purposes of simplicity.)

General:

- I can't understand why everyone doesn't teach reading like this
- It has more components than any other reading program
- Everybody's engaged and getting it
- Fletcher's Place is doing well in K-102
- This program will be very effective for grades K-2 to build a stronger foundation in phonemic awareness and phonics, which are important components for reading. This program complements the Teacher College Reading/Writing model.
- The students are very enthusiastic about the program. Their enthusiasm, I feel, is directly linked to their success!
- The program is working well
- The program has been so wonderful
- Where is first grade?
- Fewer students are falling through the cracks
- I think the Fletcher's Place program is great!
- They love Fletcher's Place!

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 5
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- [The children] love Fletcher – the videos and music.
- Children and teachers love the program.
- Kids are excited
- The program is working well and the children seem to be enjoying it
- Good guide.
- We started in Jan. with only 3 K classes and one ELL classroom. Next year [we will implement Fletcher's Place in] new K classroom and move it up to first grade for continuity. [Assistant Principal]

Students are motivated & learning:

- Definitely noticing a difference between last year and this year. This year 97% [of kids] recognize letter sounds and shapes of letters
- The children are highly motivated and this will help them become readers. The children I work with in Special Ed. are picking up the letter sounds and movements.
- They are motivated with the program because they are learning initial sounds and blending them together.
- They are learning how to read and spell.
- The students have really gained many skills by using this program.
- They look forward to learning new letter sounds.
- Letter sounds are less often confused.
- Strugglers are struggling less.
- On the ESL e-CLAS testing, all knew their sounds.
- Kids are very engaged during games, video
- They are using words in writing.

Multi-sensory program helps all learners:

- I think it works because it gives all children a chance to succeed – they can move, write, color, etc.
- Fletcher's Place is one of the best ways that children can learn because they can listen and see the words; it's a multi-sensory program.
- The use of all modalities has helped even my slowest learners. I am noticing some carry-over when they are doing Reader's workshop, and I am trying to encourage use of the strategies throughout the day.
- I have noticed the "lower functioning" students have improved using this program. I believe this program will help all my students: higher and lower functioning students.
- My class is very diverse in both the languages they speak and the way they learn. I have a lot of at-risk learners that usually struggle with learning. My children have taken to this program really well. The high-energy learners have gained so much confidence in all areas.

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 5
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- Students really enjoy the songs, which helps us reinforce the strategies for reading.
- Fletcher's Place is a great program because it has components linked to auditory, kinesthetic, visual, and oral learning. Fletcher's Place caters to students who learn differently.
- Children learn in many ways and Fletcher's Place addresses this.

Sounds and sound movements really work:

- I love the sound movements that go with each letter because they utilize the students' "motor memory."
- Children's interest in learning letters has increased. They remember the sounds of the letters.
- The letter sounds and movements have really helped my struggling readers and writers so much.
- The kids retain the sounds and movements even if they have been absent.
- Sounds help with ECLAS and ESL.
- Children are making connections between letters, shapes, and sounds. Last week, when one of the kids was looking at the word "gone" in a book, I heard him making the "o" and "n" sounds.
- It helps our ELL students because it is enhancing their sound recognition. The Sound Movements help to reinforce the concepts.
- ESL sounds with movements [are a positive].
- The students have picked up on their letter sounds and recognition.
- I see how the sound movements benefit the children learning the letter sounds.

Games are fun & effective:

- The games are also beneficial; the children enjoy them, and there is great learning happening through the games.
- They enjoy using the "game book."
- Games are fun, so kids enjoy and don't even realize how much they are "working." This helps children to work together.
- Games are good and could be integrated into literacy centers.
- The students enjoy the games, which we integrate into our gym time.
- The game days "fit" with the literary games we do during Guided Reading.
- The games are not only fun for the students but allow them to learn without knowing it.

Case Study 1: New York City Public Schools Study of Fletcher's Place Winter – Spring 2005

Exhibit 5
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Students are having fun learning:

- All my students enjoy the videos, the movements and activities, and the puzzles/games.
- They are having fun with the symbols of each letter. Kids look forward to Fletcher's Place and like the routine.
- The students really enjoy all the components of the program.
- They like reviewing the film and viewing other students like themselves on the film.
- They enjoy the intervention program.
- They like to sing the songs and play the games.
- The students really enjoy the songs and activities.
- They look forward to the songs, games, and activities. They've made a personal connection with the characters in the videos, and I find them singing the songs everywhere and all the time! We even heard a boy singing one of the songs in the bathroom the other day!
- They love the videos; they love the songs and the children dancing. They relate to the characters. They love the games. [Taught 5 years, K- 204]
- Students love the Fletcher video program because they can sing along with Pockets

Helps children socially:

- I like how this program has the children work/learn together. They like to work together and through conversation they help others learn.
- Even kids who are normally shy get involved.
- Games are fun, so kids enjoy and don't even realize how much they are "working." This helps children to work together.
- [Games] also help encourage children to work/learn together. More advanced students can help slower students

Parents are seeing results:

- My daughter has been telling me how much she enjoys Fletcher's Place. She's learning a lot; you can see the improvement.
- Fletcher's Place makes learning fun for my daughter and whenever she talks about it she gets excited. She is going to be able to read soon. I think this program has helped her a great deal.
- Fletcher's Place has really taught my son reading. He often sings FP songs to his younger brother. It has been a great help for him.
- I think FP is very good to learn with. It has helped my son learn things I never thought he could learn. I love FP and so does he.

Case Study 2: New York University Study of Reading Revolution and Fletcher's Place Yonkers Public Schools 2001 - Present

Summary

Study Design and Approach. Yonkers Public School District wanted to improve reading at the earliest grades and decided to supplement the standing reading program, Open Court, with Reading Revolution's program. In order to measure the impact of Reading Revolution, the authors compared the reading performance at the pilot school that used Reading Revolution and Open Court with the reading performance at two other comparable elementary schools in the district that used Open Court alone. (Authors were Dr. J. Theodore Repa, Associate Professor, Department of Administration, Leadership, and Technology in the School of Education, NYU, and Ruth Diones, Researcher, Yonkers Public Schools Research Department)

Effect. Outcomes indicate that Reading Revolution was an effective program across all primary grades. The pre-k students at the pilot school made larger average gains and scored higher than the students at the other two comparison schools (Table 1, ANCOVA, $F=5.48$, $p < .021$). These results were also observed for the kindergarten students (Table 1, ANCOVA, $F=7.66$, $p < .006$).

Similarly, there was a significant relationship between kind of reading group and type of change on the Developmental Reading Assessment (DRA $\chi^2 = 9.71$, $df = 2$, $p < .008$). More first grade students than expected using Reading Revolution supplemented by the Open Court reading program achieved positive change scores on the DRA than did students using Open Court alone. Thus, positive results were found for first grade students in the pilot school as well.

Population and Demographics

All three schools were large (603 to 824 students), urban populations, had large percentages of students eligible for free or reduced lunch (69.8% to 82.3%), were comprised of ELL students (19.6% to 48.1%) and minorities (50% to 72% Hispanic; 80% to 87% minority), had low percentages of students with disabilities (4.5% to 5.9%), and had average daily attendance levels between 91.9% and 92.6%.

Case Study 2: New York University Study of Reading Revolution and Fletcher's Place Yonkers Public Schools 2001 - Present

Table 1: Comparison of Adjusted Mean Reading Ratings of Students Using Open Court Alone with Ratings of Students Using Open Court and Reading Revolution

Instrument	Open Court Alone (Two Comparison Schools)	Reading Revolution & Open Court (Pilot School)
<i>Pre-K Report Card*</i>	14.09 (N=81)	15.08 (N=52)
Kindergarten Report Card**	23.01 (N=102)	24.76 (N=71)

*ANCOVA, $F=5.48$, $p < .021$

**ANCOVA, $F=7.66$, $p < .006$

Case Study 3: Study of No Child Left Behind Schools Supplemental Educational Services 2004 - California

Summary

This study demonstrates the effectiveness of the Reading Revolution methodology for improving reading skills in the NCLB after-school programs. Over 500 students from more than 20 California elementary schools received about 25 hours of instruction (over 6-10 weeks) in Reading Revolution's Reading Excellence Program in spring of 2004. The Reading Excellence Program teaches Fletcher's Place emerging reader skills and early and upper elementary reading skills. Qualifying students received pre - and post-testing using the Woodcock-Johnson Word Attack and Word Identification Tests and the Ekwall/Shanker Reading Comprehension Assessment Test. There were overall average improvements of 1.25, 2.05, and 0.96 grade levels as measured by these tests, respectively. Students in grades 1-3 made relative gains similar to those of students in grades 4-6.

Table 1. Reading Revolution Results: Spring 2004 NCLB After-School Program In California			
<i>Overall Results Summary for Word Identification, Word Attack, and Reading Comprehension</i>			
Test	Number of Students	Grade level increase* (Average ± SEM)	Significance (p-value)
Word ID	517	1.25 ± 0.05	p<<<0.0001
Word Attack	515	2.05 ± 0.09	p<<<0.0001
Reading Comprehension	457	0.96 ± 0.04	p<<<0.0001

* Increase measured after up to 25 hours of instruction over a 6-10 week period

Case Study 4: University of Memphis Study of Fletcher's Place in Home Settings Spring 2002

Summary

This study was to determine if, without benefit of a teacher, children could learn reading skills using Fletcher's Place videotapes and accompanying manipulative materials. Students, ages 3 to 7, using, drawn from cities across the United States used the Reading Revolution's Fletcher's Place emerging reader program during the fall of 2001. Students made educationally significant and highly educationally meaningful progress. The study was conducted by Steven M. Ross, Executive Director, Center for Research in Educational Policy, University of Memphis, and L. Weiping Wang, Center for Research in Educational Policy, University of Memphis.

A total of 103 children, ages 3 to 7, were administered a "pre-test" on initial language, reading, and test-taking skills by a parent, relative, or other adult proctor. The test was followed by completion of the first third of the Fletcher's Place videotapes by the children without the benefit of a teacher, and then by a post-test similar to the pre-test in content. The parent or proctor then completed a "feedback form" regarding impressions of the learner's interactions with different aspects of the program. The evaluation questions addressed in this report are as follows:

- To what extent did the children's learning improve from pre-testing to post-testing?
- How did performance compare across different pre-test and post-test items?
- Did performance vary for males and females?
- Did performance vary for different age groups?
- How did the children react to different aspects of the learning experience?

The results of this evaluation indicated considerable degree of user satisfaction with Fletcher's Place as well as significant improvements in reading and language skills by the young children who participated.

With regard to performance, the average learner increased his/her achievement from 71% on the pre-test to 91% on the post-test. The fact that learners averaged as high as 71% on the pre-test indicated that they entered the learning experience already having some basic reading and literacy skills, yet they still improved by over 20%.

The very large Effect Size of 1.63 suggests that the pre-test to post-test gain is not only educationally significant but highly educationally meaningful. Additional analyses showed that the benefits of Fletcher's Place were

Case Study 4: University of Memphis Study of Fletcher's Place in Home Settings Spring 2002

consistent for males and females and for different age groups. Overall, about 76% of the children who were exposed to the program improved their performance from pre-test to post-test (by over 30% for this subgroup) despite their very young age and without benefit of a teacher and the limited total time that the program entailed.