Classroom Evaluations of Fletcher’s Place Reading and Spelling Program
Kindergarten and First Grades, New York City
2004-2006
Data Presentation Overview

• 2004-2005 pilot study
  – 5 boroughs and 18 classrooms
  – *Fletcher’s Place* v Other Reading Programs for Schools with Control Groups, in Queens and Bronx

• 2005-2006 preliminary studies
  – Bronx School, comparison of *Fletcher’s Place* and other Reading Program in Kindergarten and First Grade
  – Manhattan School, results for Kindergarten

• Analyses of ECLAS-2 results from additional NY classrooms are in progress
Kindergartners who used Fletcher’s Place outperformed those who used Other Reading Program(s)

Reading Improvement For Kindergarten Students in Fletcher's Place vs. Control Group: Queens (60 Students)
Kindergartners who used Fletcher’s Place outperformed those who used Other Reading Program(s)

Reading Improvement For Kindergarten Students in Fletcher’s Place vs. Control Group: Bronx (45 Students)
Kindergarten Performance in Bronx School in 2005-06

Kindergartners Who Used Fletcher’s Place Outperformed Those Who Used Other Reading Program(s)

Study Design
- 5 classrooms were evaluated in May 2006 in Bronx School
- 2 Fletcher’s Place classrooms with 25 randomly selected students out of 50
- 3 Other Reading Program classrooms with 37 randomly selected students out of 60

Categories evaluated by ECLAS-2 testing
- Phonemic Awareness
  7 categories
- Phonics
  4 categories
- Reading and Oral Expression
  3 categories

RESULTS for PHONEMIC AWARENESS
Both groups: over 90% of students reached grade level for syllable clapping and initial consonants.

The Fletcher's Place group ranked HIGHER in FIVE of the SEVEN categories:
- Syllable clapping 3% higher
- Initial consonants 8% higher
- Final consonants 15% higher
- Blending 10% higher
- Segmenting 18% higher
Results for PHONICS

Both groups: over 90% of students reached grade level for alphabet recognition and alphabet writing.

The Fletcher’s Place group ranked HIGHER in ALL FOUR categories:
- Alphabet recognition 4% higher
- Alphabet writing 8% higher
- Spelling 9% higher
- Decoding 37% higher, \( p=0.004 \).

The Fletcher’s Place improvement in **decoding** was highly statistically significant (\( p=0.004 \)).
Kindergarten Performance in Reading and Oral Expression: Bronx School in 2005-06

**Results for READING AND ORAL EXPRESSION**

The Fletcher's Place group ranked **HIGHER in TWO of THREE** categories evaluated:

- Sight words  **33% higher, p=0.006.**
- Emergent reading  **13% higher**

The Fletcher’s Place improvement in **sight words** is highly statistically significant (p=0.006).
First-grade Classrooms Using Fletcher’s Place Outperformed Those Using Other Reading Program: Bronx School in 2005-06

Study Design
- 4 classrooms were evaluated in May 2006 in Bronx School
- 2 Fletcher’s Place classrooms with 25 randomly selected students out of 50
- 2 Other Reading Program classrooms with 26 randomly selected students out of 52

Categories evaluated by Eclas-2 testing
- Phonemic Awareness
  7 categories
- Phonics,
  4 categories
- Reading and Oral Expression
  8 categories

RESULTS for PHONEMIC AWARENESS

Both groups: over 90% of students reached grade level for all 7 categories evaluated.
First-grade performance in Phonics: Bronx School in 2005-06

RESULTS for PHONICS

Both groups: over 90% of students reached grade level for alphabet recognition.

The Fletcher's Place group ranked HIGHER in THREE OF THE FOUR CATEGORIES:

- Alphabet writing 7% higher
- Spelling 30% higher, p<0.02
- Decoding 19% higher, p<0.02

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<thead>
<tr>
<th></th>
<th>Fletcher’s Place</th>
<th>Other Program</th>
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</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>Average Level 3.6</td>
<td>Average Level 2.1</td>
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<tr>
<td>P&lt;0.001</td>
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<tr>
<td>Decoding</td>
<td>Average Level 4.0</td>
<td>Average Level 3.1</td>
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<tr>
<td>P&lt;0.05</td>
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</tbody>
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Legend: levels 1-2 for K levels 3-4 for 1

The Fletcher’s Place improvement in spelling and decoding were statistically significant for:
1. Percent of students reaching grade level, p<0.02
2. The grade levels they attained, p<0.05
Results for READING AND ORAL EXPRESSION

Both groups: achieved 100% for sight words.

The Fletcher’s Place group ranked HIGHER in the Four MOST IMPORTANT categories:
- Reading accuracy, 23% higher, p<0.01
- Reading comprehension, 15% higher, p<0.09
- Oral expression, 12% higher
- Reading rate, 10% higher

The Fletcher’s Place improvement in reading accuracy is statistically significant (p=0.01).
Another Study of Fletcher’s Place
Performance in Kindergartens, Manhattan School in 2005-06

**Manhattan School Results**
- Compared to the data from the 3 Other Reading Program kindergartens, Fletcher’s Place students scored significantly higher in:
  - Final consonants 100 vs 81% P<0.01
  - Blending 85 vs 57% P<0.03
  - Segmenting 85 vs 57% P< 0.01
  - Spelling 94 vs 81% P<0.05
  - Decoding 79 vs 51% P<0.02

- About 80% to 100% of Fletcher’s Place students scored at or above grade level in 16 of the 17 ECLAS-2 categories evaluated.

**Study Design**
- Four classrooms in a Manhattan School tested Fletcher’s Place students for ECLAS-2 in the 2005-2006 term.
- ECLAS-2 test results were evaluated for 11 students selected randomly per classroom.

**ECLAS-2 Results for Fletcher’s Place in Manhattan School Kindergartens**
Overview of ECLAS-2 Testing of Fletcher’s Place
Performance in NY Kindergarten & 1st-Grade Classrooms

• Fletcher’s Place Reading and Spelling Program for Kindergarten showed consistently strong ECLAS-2 results in NY classrooms evaluated in the 2004-2005 and 2005-2006 school terms.

• First-Grade students who had Fletcher’s Place in Kindergarten performed significantly better on ECLAS-2 than first-grade students who did not have Fletcher’s Place in Kindergarten.

• Statistical comparisons between the Fletcher’s Place and the Other Reading Program Program identified:
  – No example of a skill where Other Reading Program had a statistically better ECLAS-2 result than Fletcher’s Place
  – Both programs were equally successful in teaching the basic phonemic awareness skill areas
  – Fletcher’s Place was consistently stronger than Other Reading Program in several important phonics skill areas, especially spelling and decoding.
Teacher and student impressions of the Fletcher’s Place Program

• The Fletcher’s Place Program empowers new and experienced teachers to produce successful student readers through engaging videos and classroom-tested multi-sensory teaching strategies.

• Fletcher’s Place students learn much more than reading and spelling. They:
  – Learn interaction skills with classmates and teachers,
  – Gain self confidence in their personal learning styles,
  – Learn how to have fun while learning to read, and
  – Develop a foundation and love of learning.