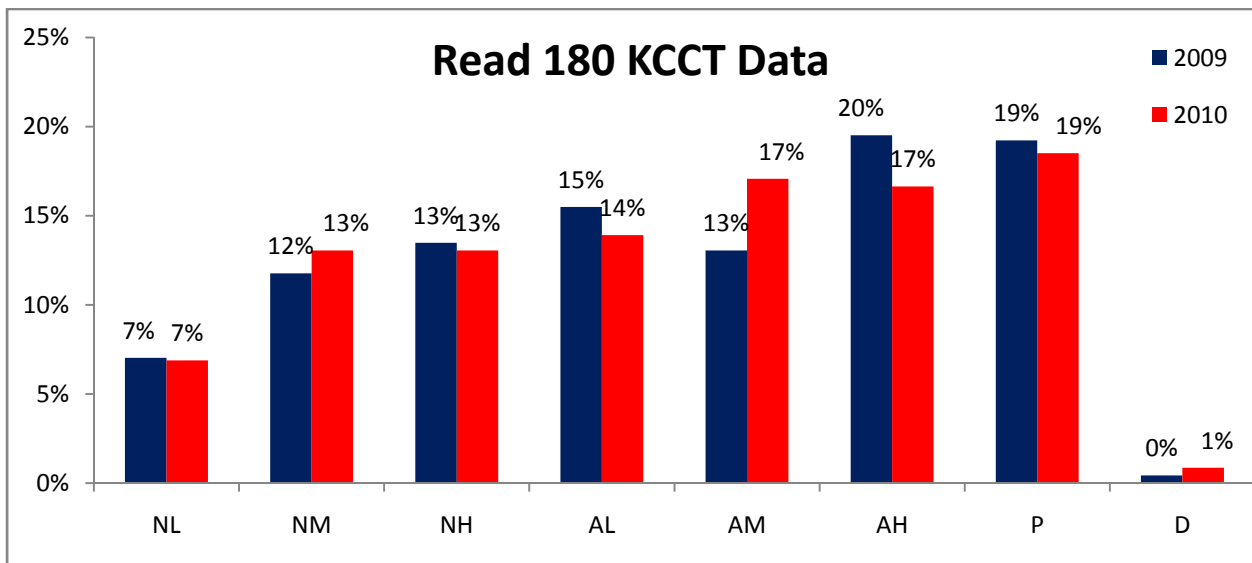


Jefferson County Public Schools offers a variety of technology-based intervention programs designed to improve student learning in Reading and Mathematics. This report describes the 2010 KCCT results of four intervention programs: Read180, Earobics, FastForward, SuccessMaker, and Thinking Reader. In general, the impact on student reading performance varied across programs. Although these programs are research-based, further analyses need to be conducted to determine the level of implementation at each school and its impact on student performance in Jefferson County.

**Read 180**

A total of 778 students used the Read 180 program during the 2009-2010 school year.

- Of the students who used Read 180, there were 697 students that had 2009 and 2010 KCCT Reading scores. There was no correlation between minutes using Read 180 and growth in KCCT,  $r(697) = .009$ ,  $p = .80$ .
- It may be the case that the KCCT is not sensitive for growth if students score at the Novice Low or Distinguished Level. An analysis looking and time on Read 180, excluding NL and D students in 2009, showed that higher Read 180 usage was related to higher growth  $t(641) = 2.08$ ,  $p < .05$ .
- A possible school to examine for model implementation is Olmsted Academy South where usage and growth was significantly related,  $r(64) = .29$ ,  $p < .05$ .



**Earobics**

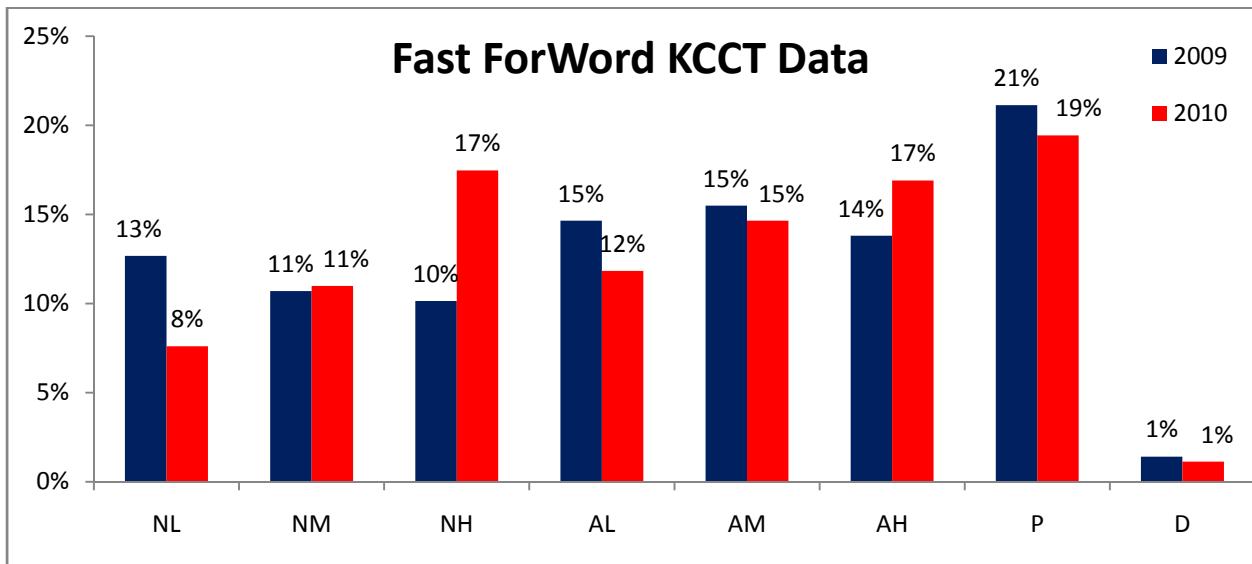
A total of 1,400 students used the Earobics program during the 2009-2010 school year. Of these students, most students were in the primary grades, K-2 (n =1006, 72%).

- The previous report showed that for the students in the primary grades K-2, there was not a relationship between the total usage time in Earobics and growth in DIBELS score.
- The majority of remaining students were at the 3<sup>rd</sup> grade level (n= 358) with 36 students who were in 4<sup>th</sup> grade or above. For 3<sup>rd</sup> graders, there was no correlation between total time on Earobics and performance level on the KCCT,  $r(313) = -.04$ ,  $p = .51$ . At the end of the year, 38% of 3<sup>rd</sup> graders using Earobics scored Proficient/Distinguished in Reading, 42% scored Apprentice, and 20% scored Novice.
- For students in 4<sup>th</sup> grade and above with KCCT data (n = 33), there was also no relationship between time on Earobics and growth in KCCT Reading,  $r(33) = -.17$ ,  $p = .35$ .

**Fast ForWord**

A total of 1,001 students used the Fast ForWord program during the 2009-2010 school year.

- A total of 480 students used the program in 2009-10 and had a 2010 KCCT Reading score. There was not a significant correlation between time on program and KCCT reading score,  $r(480) = .08, p = .08$ .
- Of the students using Fast ForWord, 355 students had KCCT 2009 and 2010 data in reading. There was no correlation between usage time on the program and growth in KCCT reading,  $r(355) = .04, p = .43$ .
- It may be the case that the KCCT is not sensitive for growth if students score at the Novice Low or Distinguished Level. An analysis looking and time on Fast ForWord, excluding NL and D students in 2009, showed that higher Fast ForWord usage was related to higher growth  $t(303) = 2.61, p < .01$ .
- A possible school to examine for model implementation is Thomas Jefferson Middle School where usage and growth was significantly related,  $r(107) = .40, p < .001$ .

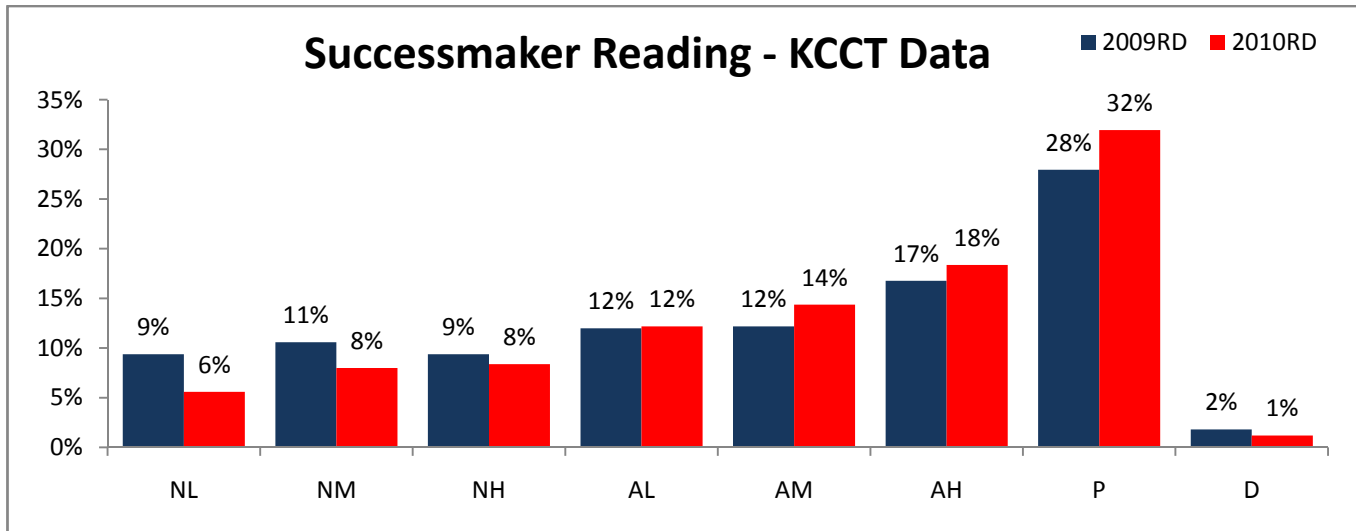


**Successmaker Reading (KCCT)**

When examining the Successmaker Reading Program using the 0910 KCCT Reading scores we found the following for students with at least 900 minutes, unless otherwise noted, on the program:

- Students scored statistically significantly ( $p < .01$ ) higher on the 0910 KCCT Reading (.65) test compared to the 0809 KCCT Reading test (.60).
- Statistically non-significant correlation (.05) between the difference RLevel (RLevel-IPM) and difference in KCCT Reading scores (0910 – 0809).
- When using 0809 KCCT Reading scores as a control, the number of minutes was not a significant predictor of 0910 KCCT Reading scores.
- There was not a statistically significant difference between the students having between 900 and 1800 minutes (mean .66) and the students with 1800 minutes or more (mean .59).
- Students having over 1800 minutes was not statistically significant in predicting 0910 KCCT Reading Scores using the 0809 KCCT Reading Scores as a control.

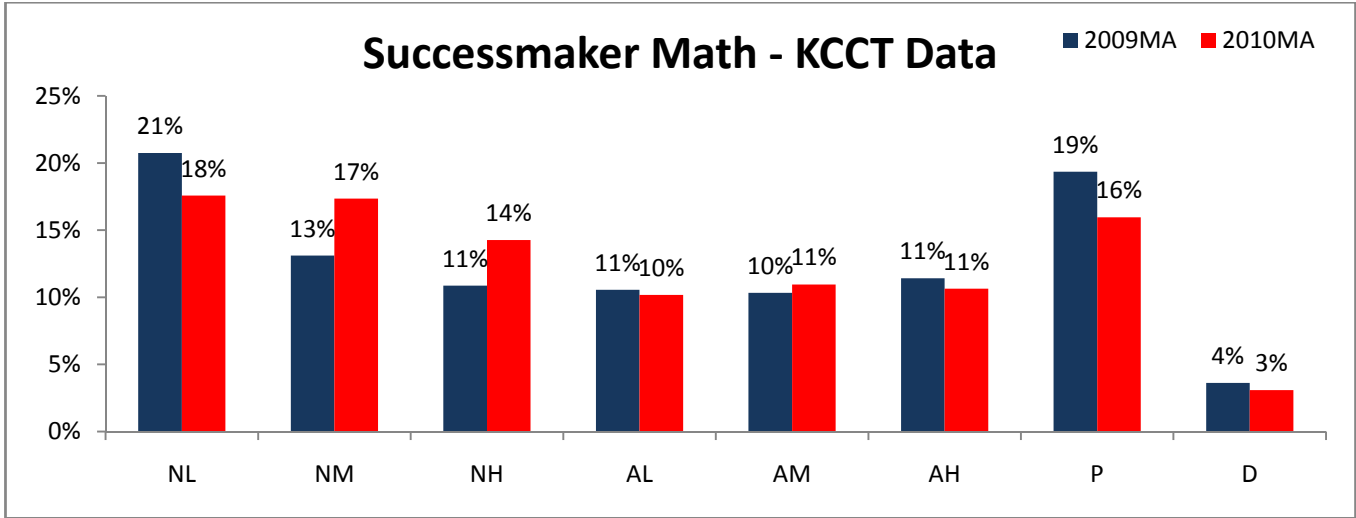
- When examining the students based on their 0809 KCCT Reading (N, A, P, D) to determine growth we found novice students increased approximately .30 ( $p < .001$ ), apprentice students increased by .02 (not statistically significant), proficient students decreased .13 ( $p < .001$ ), and distinguished students decreased .49 ( $p < .01$ ).



### Successmaker Math (KCCT)

When examining the Successmaker Mathematics Program using the 0910 KCCT Math scores we found the following results for students with at least 900 minutes, unless otherwise noted, on the program:

- Students scored statistically significantly ( $p < .01$ ) lower on the 0910 KCCT Math (.45) test compared to the 0809 KCCT Math test (.49).
- Statistically non-significant correlation (.047) between the difference M2Level (M2Level-IPM) and difference in KCCT Math scores (0910 – 0809).
- When using 0809 KCCT Math scores as a control, the number of minutes was not a significant predictor of 0910 KCCT Math scores.
- A statistically significant ( $p < .01$ ) difference was found with the students having this between 900 and 1800 minutes (mean .47) outscoring the students with 1800 minutes or more (mean .40).
- There was no statistically significant change in KCCT Math Scores from 0809 to 0910 for students with over 1800 minutes.
- When examining the students based on their 0809 KCCT Math (N, A, P, D) to determine growth we found novice students increased approximately .12 ( $p < .001$ ), apprentice students decreased .10 ( $p < .001$ ), proficient students decreased .23 ( $p < .001$ ), and distinguished students decreased .27 ( $p < .001$ ).



**Thinking Reader**

A total of 287 students participated in *Thinking Reader* all year during the 2009-2010 school year and had 2009 and 2010 KCCT results available:

- Overall, there was not a statistically significant difference between students' reading performance on the 2009 KCCT and the 2010 KCCT.
- 38% of students improved their reading performance at least one level from the 2009 to 2010 KCCT, 29% remained at the same level of performance, and 33% showed declines in their reading performance.
- The percentage of *Thinking Reader* students scoring novice in Reading decreased by 4% from 38.7% in 2009 to 34.7% in 2010. By comparison, these same schools decreased their overall novice readers by 1.6% from 13.9% to 12.3%.
- For struggling readers, 46 of the 108 novice readers (43%) improved their reading performance and moved out of the novice category on the 2010 KCCT while 57% remained in the novice category.
- Further analysis needs to be conducted to determine if the impact of the program on student reading performance differs for students who participate in the program all year or for 6-12 week intervals.

