



**PROJECT READ® ORIGINAL  
EVALUATION / RESEARCH SUMMARY**

**1969-1989**

**Bloomington Public Schools  
Conducted by Mary Lee Enfield, Ph.D. and  
Victoria Greene, Project Read Director**

## **1969-1970 Pilot Study**

- Study Population:** N=90 Grades 1-3  
(Control group N=45, Experimental groups N=45)  
Matched pairs on 5 variables
- Grade placement
  - Reading achievement
  - Otis Lennon School Ability Test (OLSAT)
  - Age
  - Sex
- Evaluation Procedure:** School Psychologists administered standardized tests pre and post (Fall 1969 and Spring 1970)
- Program Intervention:** Six classroom teachers (grades 1-3) trained, via demonstration teaching, to deliver an alternative reading instruction to the experimental group. (This instruction was direct teaching of concepts and skills, presented in dependent order using multisensory techniques and activities.) This instruction supplanted their basal program. The control group stayed in McMillan Reading Series.
- Results:** The experimental group made two to three times the achievement of the control group as measured by standardized tests.

## **1970-1973 Major Study**

- Study Population:** Six hundred first, second, and third grade students were randomly selected from 1,300 students who met these criteria:
- at or above 90 on school ability index
  - at or below the 25th percentile on reading achievement as measured by standardized reading tests
- Evaluation Procedure:** Nineteen behavioral objectives were designed to measure progress over a three year period. The majority of the objectives targeted reducing the number of students falling below the 25th or 50th percentiles by, as example, 25 or 50 percent. Another objective was to reduce numbers of students referred for special education.
- School Psychologists administered standardized tests each fall of the three years to the original 600 students.
- Program Intervention:** This population was taught Project Read by their classroom teachers for three years. None of these students received special services.
- Results:** 12 of the 19 objectives were met or surpassed at a .001 level of significance.
- The number of students referred for special education was reduced by 72% over three years.

### **1983-1984 Study: Comparison of Achievement vs. Learning Ability**

The mean reading achievement of Project Read students, Grades two, four, and six, as measured by the Stanford Achievement Test (SAT) was compared to their mean learning potential as measured by the Stanford Ability Index (SAI). The means of the SAT subtests in reading, spelling as well as Total Reading were found to be commensurate with their SAI mean scores.

### **1986-1988 Study: Longitudinal Study**

Students who were still in Project Read in Grade six were followed into seventh grade to determine the level of their independent skills. Sixty-two percent of these students were placed in regular English and Social Studies classes with no other support. (This was done both years with separate groups.) The mean grade of the 1986-1987 seventh graders was /C/ and the 1987-1988 group was /C+/. The mean grade for the entire seventh grade population was /B-/ both years.

### **1988-1989 Study: Learning Curve Comparisons**

Mean standard scores on the SAT in reading achievement was determined for the district second, third, and fourth graders and for the students in Project Read. The learning curve of the Project Read students ran parallel to the learning curve of regular students and began to close the gap by sixth grade. There is an axiom in education that says, 'if learners are having difficulty learning, their learning curve will become more discrepant to the achievement of regular students without proper intervention.' Conversely, a positive learning curve would indicate effective intervention.

KEY:
A = 4
B = 3
C = 2
D = 1
F = 0

Bloomington Public Schools  
 Bloomington, MN 55420  
 Project Read Longitudinal Study  
 Grade 7 1987 - 1988 Olson Junior High

In 1987-88 the students who were still in Project Read in 6th grade were followed into 7th grade to determine their success or lack there of in **regular** English and Social Studies classes with **no** special support.

	Reg Eng	Skills	EBD	EMH	SLD	3 Qtrs Reg Eng Grd Av	Reg SS	Skills	EBD	EMH	SLD	3 Qtrs Reg SS Grd Av
HC	13	3	1		2	2.56=C+	13	3	1		2	2.38=C
IM	5	1		1		.72=D	3	2	1	1		1.78=C-
NDH	13				2	2.36=C	13	1			1	2.54=C+
NG	10	2			10	2.03=C	10	5	3		4	1.93=C
OGE	10	3	1		8	1.76=C-	11	4	2		5	2.09=C
OLE	3	1			1	2.11=C	3	1			1	2.11=C
PB	10	3			4	2.16=C	13				4	2.33=C
RS	7	3			4	1.57=D+	9	1	1		3	1.70=C-
RV	4				1	2.58=C+	4				1	2.58=C+
VV	4	2		2	7	2.58=C+	3	4		2	6	2.55=C+
WB	4				4	2.16=C	4	1			3	2.16=C
WW	9	3		1	2	1.96=C	12	1		1	1	1.66=D+
	<u>92</u>					Total 164	<u>98</u>					Total 164

**District Totals**

**92 out of 164 elementary Project Read students are now attending regular English classes at Olson Junior High.** This is an average of **56%**. The total grades for the first three quarters is 193.33 divided by the 92 students equals a grade point average **2.101** or **C**. (The average English grade point average of all 7th graders was **B-**.)

**98 out of 164 elementary Project Read students are now attending regular social studies classes at Olson Junior High.** This is an average of **60%**. The total grades for the first three quarters is 212.96 divided by the 98 students equals a grade point average of **2.173** or **C**. (The average Social Studies grade point average of all 7th graders was **B-**.)

## Longitudinal Study of Bloomington Public Schools Reading Achievement on District Standardized Tests

Before Project Read:	Year – 1969	District reading scores on standardized tests fell within 50 percentiles
Since implementation of Project Read	Year – 1980	District reading scores on standardized tests fell within mid 70 <sup>th</sup> percentiles
	Year – 1986	District reading scores on standardized tests fell within 80 <sup>th</sup> - 90 <sup>th</sup> percentiles

In the fall of 1986 the following were district norms which included all students except the severely disabled:

Grade 2	93 <sup>rd</sup> percentile	2.5 G.E.
Grade 4	87 <sup>th</sup> percentile	5.0 G.E.
Grade 6	81 <sup>st</sup> percentile	7.5 G.E.
Grade 8	84 <sup>th</sup> percentile in Total Language	9.2 G.E.
	92 <sup>nd</sup> percentile in Reading Comprehension	10.1 G.E.