# Grades 5-6, Queen Creek Middle School, Queen Creek Unified S.D., AZ (2012-2013)
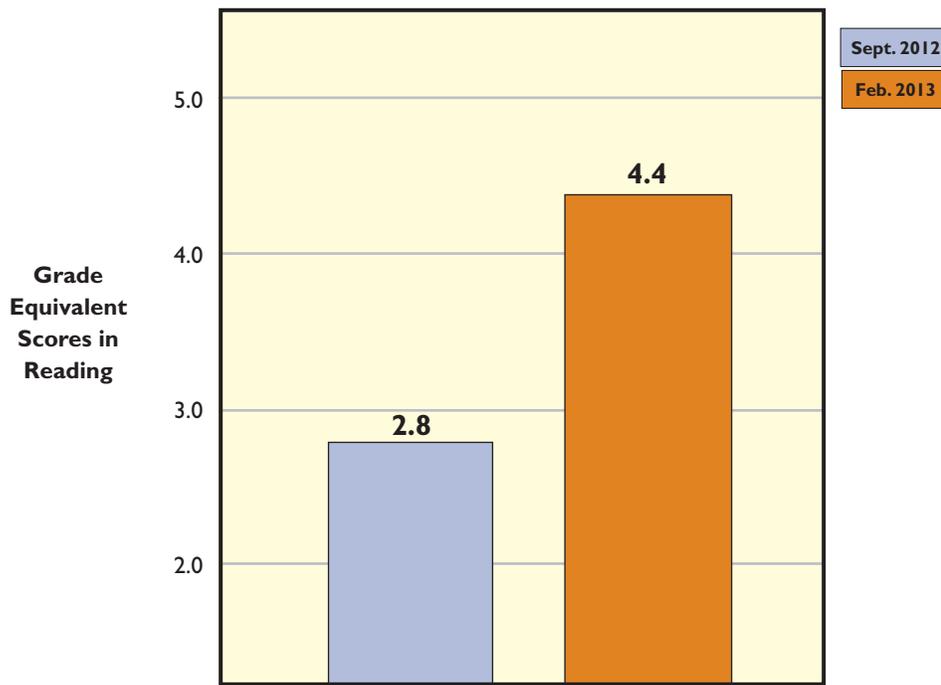
Twenty-five Title 1 students in grades 5-6, completed an average of 35 PRO stories over a period of 6 months. The average beginning level of the students was 2.8 and their average ending reading level was 4.4 - a gain of 1.6 years in reading comprehension and vocabulary. Each PRO student attended the PRO Reading Lab approximately 3-4 days per week for 30 minutes.

The reading program used was Power Reading Online (PRO), which provides specially recorded, high interest fiction and nonfiction stories, K-12. PRO is an individualized, personalized, online reading program that stretches students forward into increasingly challenging stories. PRO enables struggling readers in grade 4-12 to begin with high-interest, low-readability stories. Grade 4-12 students can also choose some of the story topics, stories, and reading levels they want to read.

Typically, a student listens to and tracks a somewhat challenging story a few times, and plays the story game several times, which focuses on, vocabulary and comprehension. Next, students do a story readback with a teacher or an aide. During the readback, as the student reads one minute of the story (which can be timed or untimed), the teacher or aide evaluates the student's accuracy, expression, and story summary (brief story summaries are provided for the teacher.). Last, the student answers the story questions (which focus on comprehension and vocabulary), receives immediate feedback online, and moves on to the next story.

Reporting Educator: Dawnie Payne, Title 1 Teacher, Queen Creek Middle School

**Queen Creek Middle School, AZ, Grades 5-6**
**25 Title 1 Students Gain 1.6 Years in Reading in 6 Months**
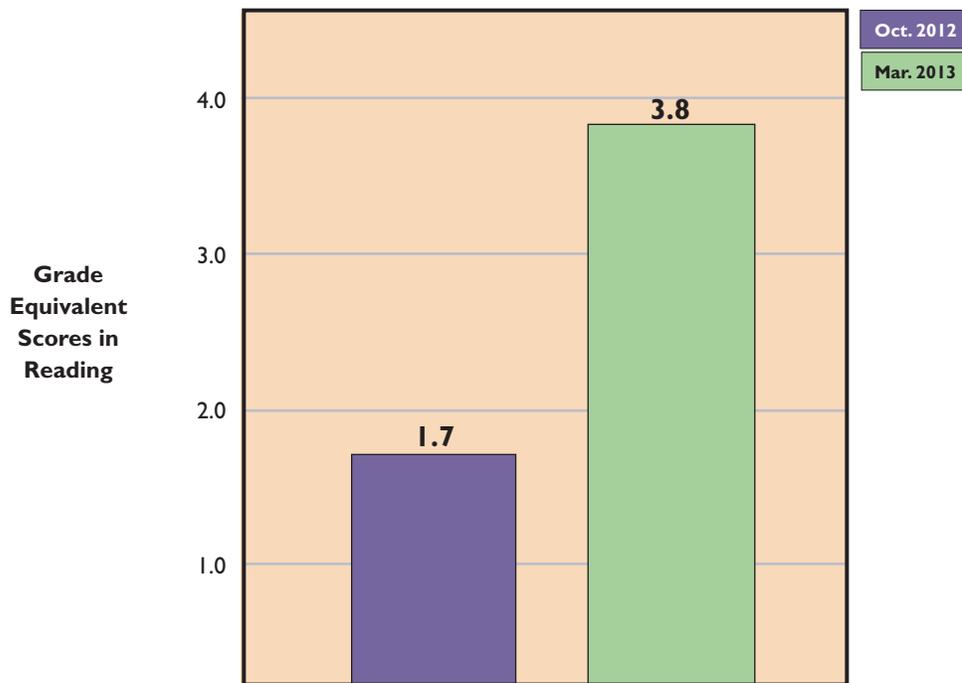**Using Power Reading Online (PRO)**

## Grades 2-7, Traver Elementary School, Traver, CA (2012-2013)

Fifty-four struggling readers in grades 2-7 completed an average of 47 PRO stories over a period of 5 months. The average beginning level of the students was 1.7 and their average ending reading level was 3.8 - a gain of 2.1 years in reading comprehension and vocabulary. Each PRO student attended the PRO Reading Lab approximately 3-4 days per week for 20 - 40 minutes.

The reading program used was Power Reading Online (PRO), which provides specially recorded, high interest fiction and nonfiction stories, K-12. PRO is an individualized, personalized, online reading program that stretches students forward into increasingly challenging stories. PRO enables struggling readers in grade 4-12 to begin with high-interest, low-readability stories. Grade 4-12 students can also choose some of the story topics, stories, and reading levels they want to read.

**Traver Elementary School, CA, Grades 2-7**
**Struggling Readers Gain 2.1 Years in Reading in 5 Months**
**Using Power Reading Online (PRO)**

## Grades 9-12, Boyd County High School, Power Reading Online Lab for Special Education Students, Boyd County, Kentucky (2011-2012)

Special Education students in Boyd County's PRO Lab at their high school completed an average of 55 PRO stories over 8 months. The average beginning reading level of the students was 5.8, and their average ending reading level was 8.8 — a gain of 3 years in reading comprehension and vocabulary over an 8-month period.

Each PRO student attended the PRO Reading Lab approximately 4-days per week for 40 minutes each day. The reading program used was Power Reading Online (PRO), which provides specially recorded, high-interest fiction and nonfiction stories (grades K-12). PRO enables students in grades 4-12 to choose some of the story topics, stories, and reading levels they want to read. Students listen to a challenging story a few times, then they play the story games, several times which has questions that improve vocabulary and comprehension abilities. Next, students do a story readback with their teacher or an aide. Last, the students answer the story questions and move on to their next story.

Some of the students who completed PRO at a 12th grade reading level, enjoyed PRO so much that they wanted to begin the program all over again. Students enjoyed the PRO fiction and nonfiction stories, read them with ease, and became motivated and excited by their progress.

Reporting Educator: Debbie Gould, Director of Special Education, Boyd County

### Boyd County High School, Boyd County, KY, Grades 9-12
### 22 Special Education Students Gain 3.0 Years in
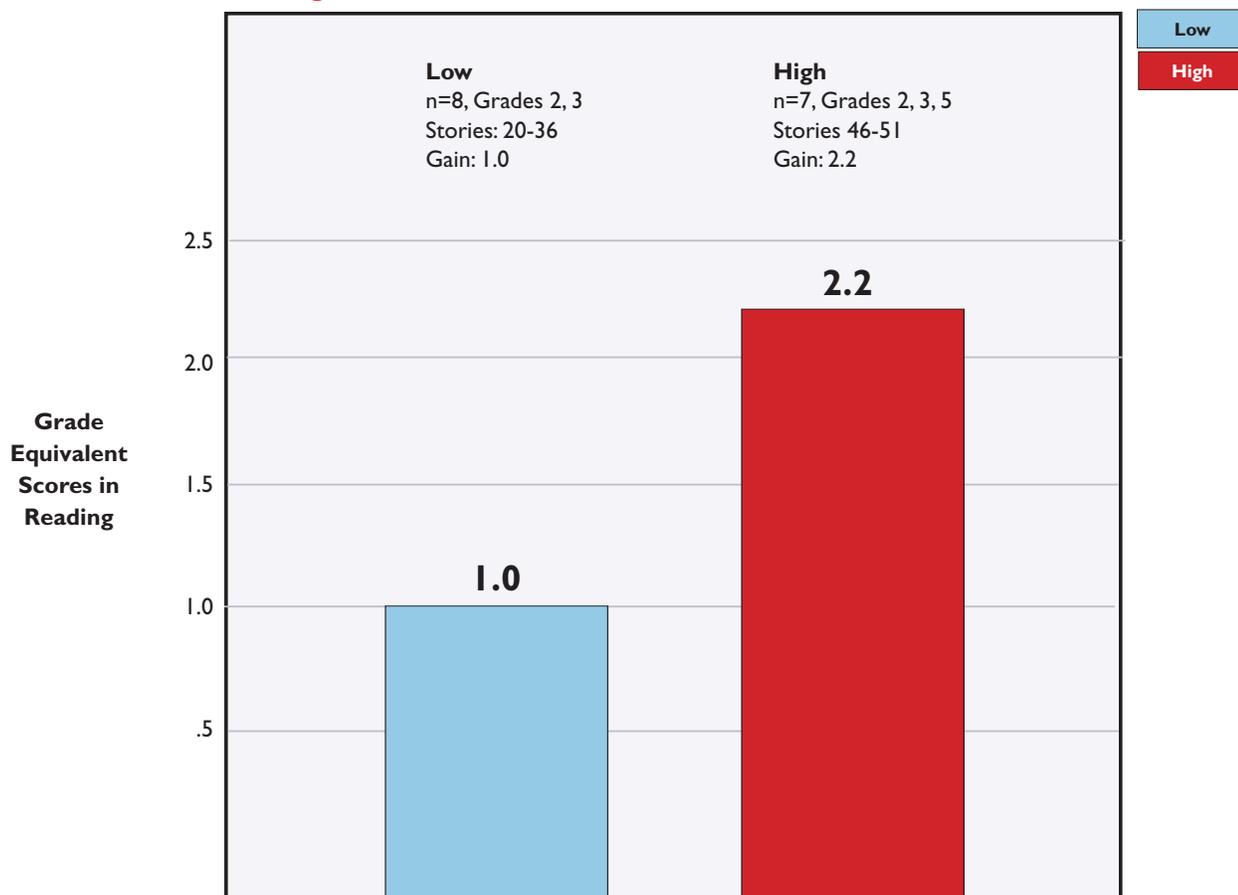### Reading in 8 Months Using Power Reading Online (PRO)
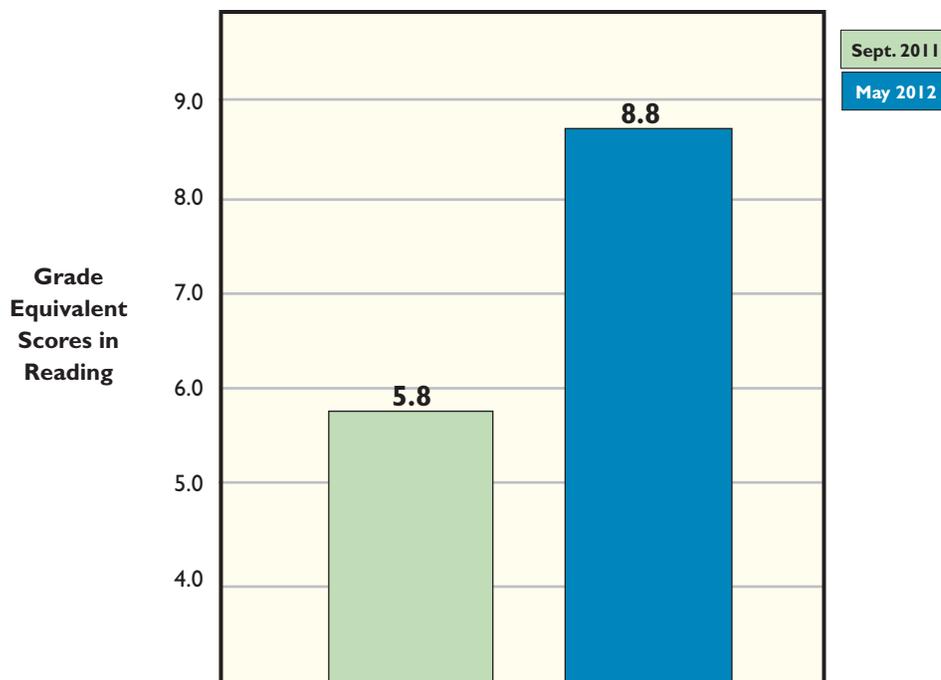
## Grades 2, 3, and 5, Summit Elementary School, Boyd Cty, KY (2011-2012)

The purpose of this study was to identify beneficial ways to use Power Reading Online (PRO) in order to close the achievement gap of struggling readers in grades 2, 3, and 5. This study compared the gain scores of students who implemented PRO at low levels, or at high levels.

During their first experimental year of implementing Power Reading Online (PRO), 15 of Summit Elementary's special ed and Title 1 students in grades 2, 3, and 5 qualified for inclusion in this study by completing at least 20 PRO stories during 8 months. In this study, the Low PRO Implementation Group had 8 students who began PRO with an average reading level of 1.7, completed 20-36 stories, ended at an average reading level of 2.7, and made an average gain of 1.0 in reading. The High PRO Implementation Group had 7 students who began PRO reading at an average reading level of 1.7, completed 46-61 stories, and ended at a 3.9 reading level, for an overall gain of 2.2 in reading.

Reporting Educator: Tamala Martin, Principal, Summit Elementary School (Blue Ribbon Lighthouse School)

**Summit Elementary School, Boyd Cty, KY, Grades 2,3,5**
**Gain Scores for 15 Struggling Readers**
**Rise Higher When Power Reading Online (PRO) Is Implemented**
**at High Levels Rather Than At Low Levels over a Period of 8 Months**

Low
- Low n=8, Grades 2, 3
- Stories: 20-36
- Gain: 1.0

High
- High n=7, Grades 2, 3, 5
- Stories 46-51
- Gain: 2.2

Grade Equivalent Scores in Reading

Low: 1.0
High: 2.2

## Grades 8-9, Woodmore High School, Woodmore S.D., OH (2012-2013)

Struggling readers in grades 8-9, completed an average of 40 PRO stories over a period of 4 months. While this was an unusually high number of stories for the time period, the students, on average, scored well on the stories. The average beginning level of these students was 4.5 and their average ending reading level was 7.3. These eighth and ninth graders gained 2.8 years in reading comprehension and vocabulary over a period of 4 months. Each PRO student attended the PRO Reading Lab every day for approximately one hour daily.

The reading program used was Power Reading Online (PRO), which provides specially recorded, high interest fiction and nonfiction stories, K-12. PRO is an individualized, personalized, online reading program that stretches students forward into increasingly challenging stories. PRO enables struggling readers in grade 4-12 to begin with high-interest, low-readability stories. Grade 4-12 students can also choose some of the story topics, stories, and reading levels they want to read.

**Woodmore High School, OH, Grades 8-9**
**Struggling Readers Gain 2.8 Years in Reading in 4 Months**
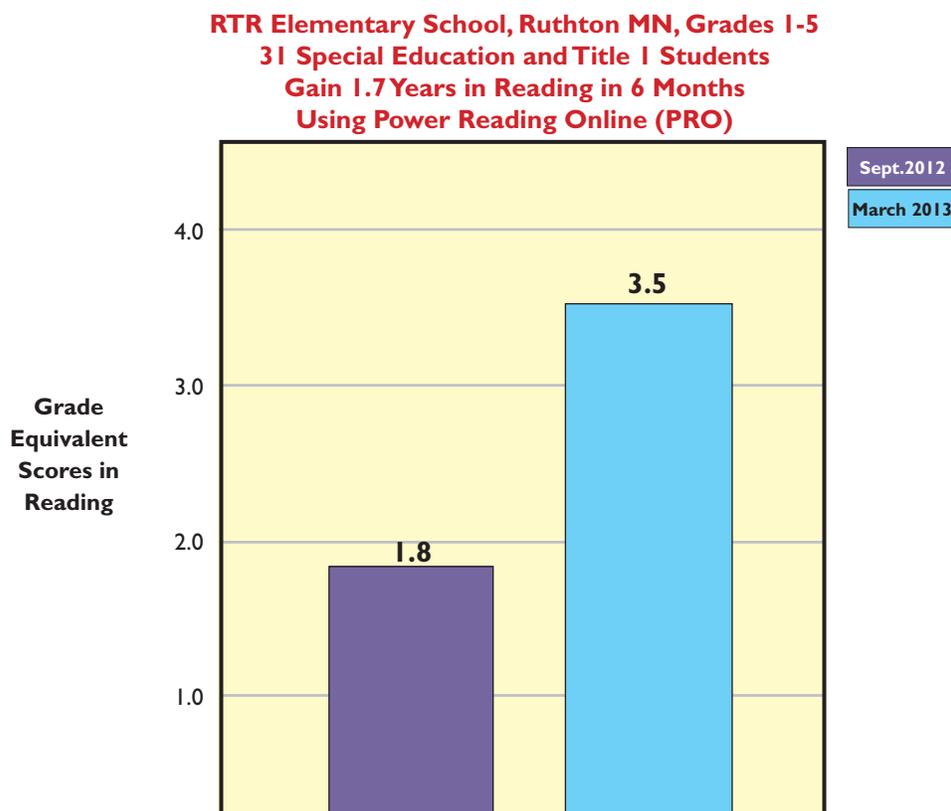**Using Power Reading Online (PRO)**
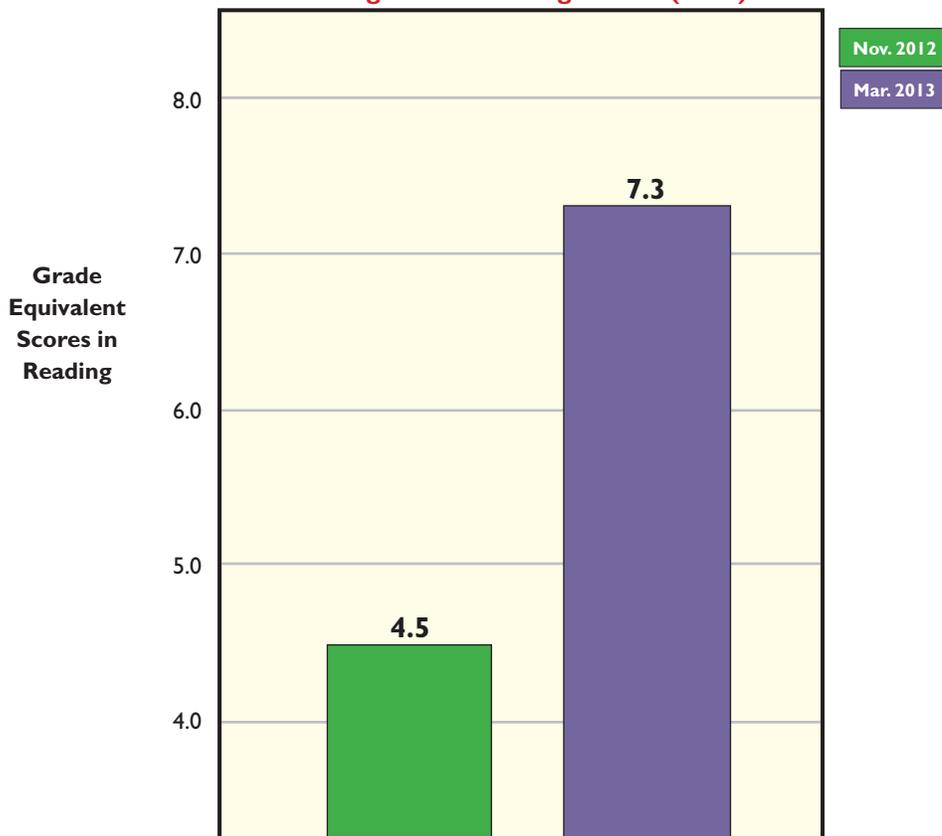
## Grades 1-5, RTR Elementary School, Ruthton MN (2012-2013)

In their second year of implementing Power Reading Online (PRO), RTR Elementary's principal, Dr. Amy Christensen, increased the number of times that special education students and Title 1 students attended the school's PRO Lab. As a result, compared to their first year of implementation, RTR's PRO students attended the PRO Lab more frequently, completed more PRO stories, and made substantially higher gains over a shorter time period.

For this report, only students who completed at least 35 PRO stories within the time period of 6 months were selected. A total of 31 struggling readers in grades 1-5 qualified for inclusion in this study. Those 31 students attended RTR's PRO Lab 5 days weekly for 15-20 minutes (grades 1-3), or for 20-30 minutes (grades 4-5). Paraprofessionals were assigned to the 31 struggling readers and worked with small groups of 5-6 students individually every day in the PRO Lab.

In 6 months, the average reading level of the 31 participating students rose from a 1.8 to a 3.5 reading level - a gain of 1.7 years in reading.

Reporting Educator: Dr. Amy Christensen, Principal, RTR Elementary School (National Blue Ribbon School)

**RTR Elementary School, Ruthton MN, Grades 1-5**
**31 Special Education and Title 1 Students**
**Gain 1.7 Years in Reading in 6 Months**
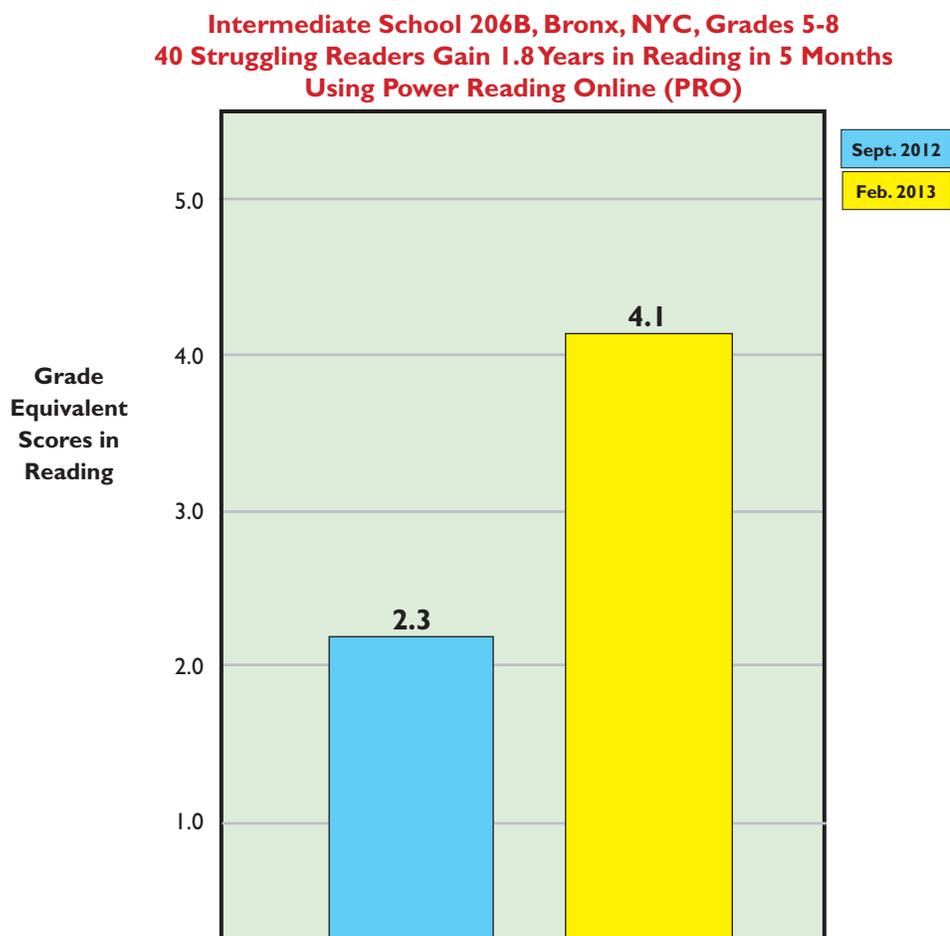**Using Power Reading Online (PRO)**

## Grades 5-8. Intermediate School 206B, Power Reading Online Lab for Struggling Readers, Bronx, NYC, NY (2012-2013)

Forty struggling readers in the PRO Lab at Intermediate School 206B, completed an average of 31 PRO stories in 5 months. The average beginning reading level of the 40 students was 2.3, and their ending reading level was 4.1 - a gain of 1.8 years over a period of 5 months. Considering that some of the subjects hadn't made a gain of 1.8 years in reading in their 6+ years of school, the 1.8-year reading gain was highly significant.

Each PRO student attended the school's PRO Reading Lab approximately 4 days per week for 30-40 minutes per day. PRO enables students in grades 4-12 to choose some of the story topics, stories, and reading levels they want to read. Students listen to a somewhat challenging story a few times, then they play the story games several times, which has questions that improve vocabulary and comprehension abilities. Next, students do a story readback with their teacher or an aide. Last, the students answer the story questions and move on to their next story. Since for many of these students, Spanish is their primary language, PRO's Spanish story introductions were particularly helpful.

Reporting Educator: David Neering, Principal, Intermediate School 206B, Bronx, NY

### Intermediate School 206B, Bronx, NYC, Grades 5-8
### 40 Struggling Readers Gain 1.8 Years in Reading in 5 Months
### Using Power Reading Online (PRO)



Grade Equivalent Scores in Reading
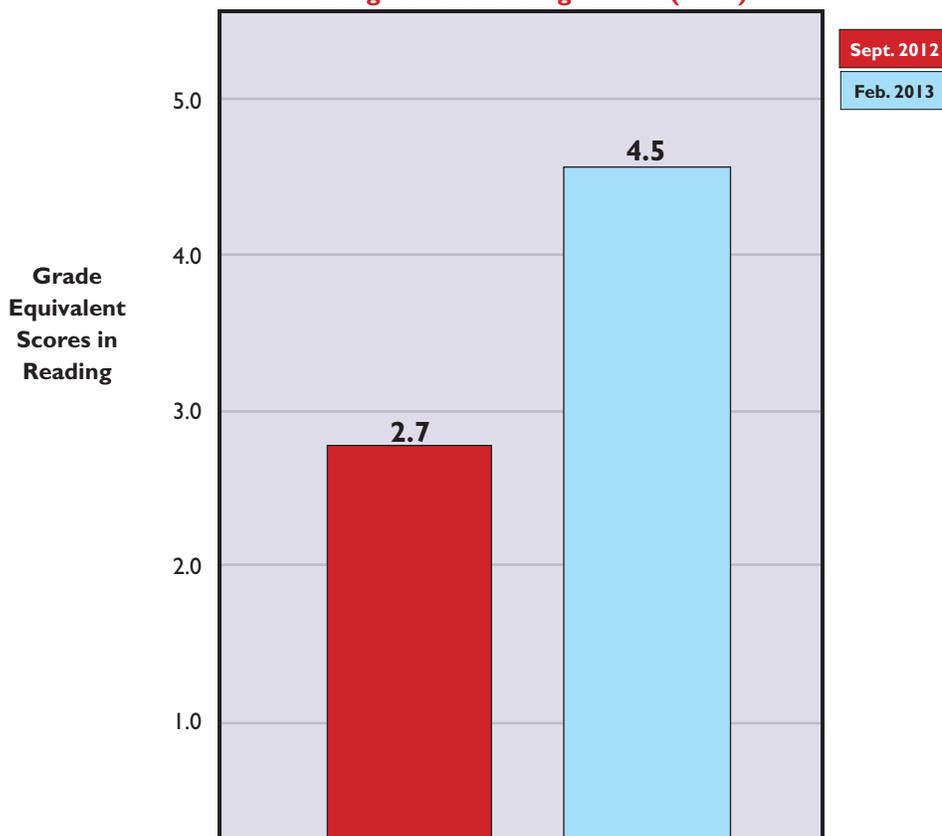
Sept. 2012 — 2.3
Feb. 2013 — 4.1

## Grades 4-8. Caywood Elementary School and Lexington Middle School, TN (2012-2013)

Struggling readers in the PRO Lab at Caywood Elementary School and Lexington Middle School completed an average of 38.8 PRO stories in 5 months. The average beginning reading level of the 35 students was 2.7, and their ending reading level was 4.5 - a gain of 1.8 years over a period of 5 months.

Each PRO student attended the school's PRO Reading Lab approximately 4 days per week for 30-40 minutes per day. PRO enables students in grades 4-12 to choose some of the story topics, stories, and reading levels that they want to read. Students listen to a somewhat challenging story a few times, then they play the story game several times, which has questions that improve vocabulary and comprehension abilities. Next, students do a story readback with their teacher or an aide. Last, the students answer the story questions and move on to their next story.

Reporting Educator: Gail Walker, Director of Teaching and Learning, Caywood Elementary School and Lexington Middle School, TN

**Caywood Elementary School and Lexington Middle School, TN, Grades 4-8**
**35 Struggling Readers Gain 1.8 Years in Reading in 5 Months**
**Using Power Reading Online (PRO)**



Legend: Sept. 2012 (red), Feb. 2013 (light blue)

Y-axis: Grade Equivalent Scores in Reading

Sept. 2012: 2.7
Feb. 2013: 4.5

## Grades 7-8, Walker Jr. High School, Monahans, TX (2012-2013)

Twelve struggling readers in grades 7-8, completed an average of 29 PRO stories over a period of 4 months. The average beginning level of the students was 4.6 and their average ending reading level was 5.8, for an average reading gain of 1.2 years in reading comprehension and vocabulary. Each PRO student attended the PRO Reading Lab 4 days per week for 45-50 minutes.

The reading program used was Power Reading Online (PRO), which provides specially recorded, high interest fiction and nonfiction stories, K-12. PRO is an individualized, personalized, online reading program that stretches students forward into increasingly challenging stories. PRO enables struggling readers in grade 4-12 to begin with high-interest, low-readability stories. Grade 4-12 students can also choose some of the story topics, stories, and reading levels they want to read.

Reporting Educator: Amy Strickland, PRO Lab Teacher, Walker Jr. High School, TX

**Walker Jr. High School, TX, Grades 7-8**
**Struggling Readers Gain 1.2 Years in Reading in 4 Months**
**Using Power Reading Online (PRO)**
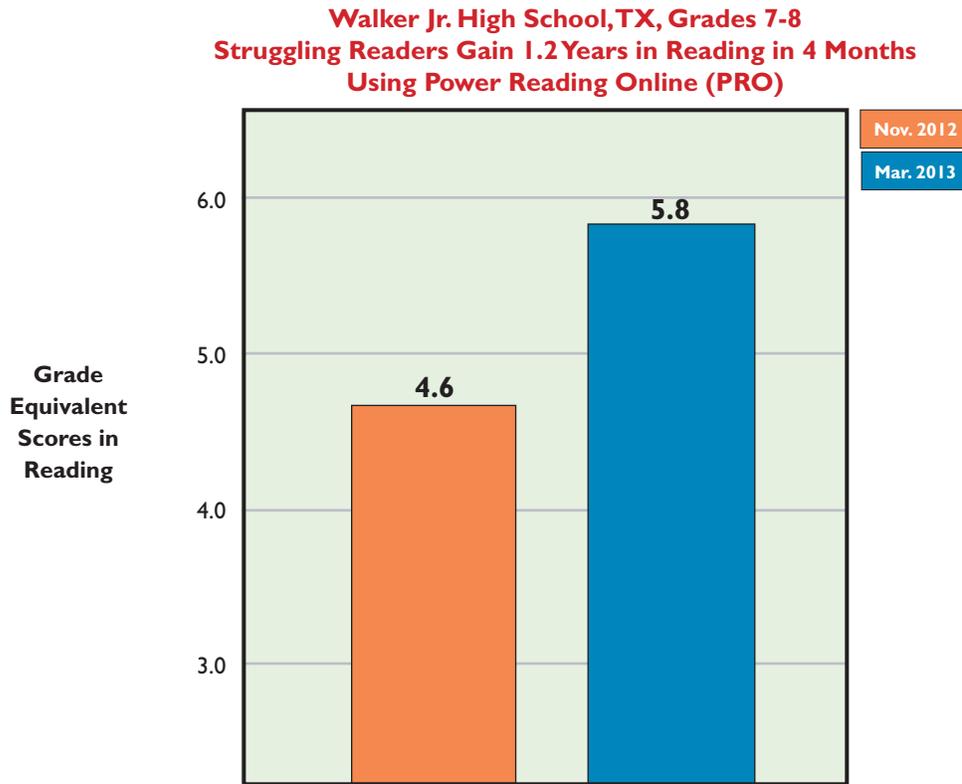
## Grades 3-5, Forest Lake Elementary School, SC (2012-2013)

At Lake Elementary School, 15 special ed students in grades 2-7, completed an average of 35 PRO stories over a period of 6 months. The average beginning level of the students was 1.7 and their average ending reading level was 3.0 - a gain of 1.3 years in reading comprehension and vocabulary. Each PRO student attended the PRO Reading Lab approximately 3-4 days per week for 20 - 40 minutes.

Power Reading Online (PRO) was used, which provid es high-interest online, specially recorded stories for students. Students listen to a story usually two or three times, play the story game a few times, do a readback with their teacher, and then answer the story questions. As students work with their story game, they receive immediate feedback on each question. When they answer all the story questions they also receive immediate feedback so that they know which of their answers were correct or incorrect.

 PRO enables struggling readers in grade 4-12 to begin with high-interest, low-readability stories. Grade 4-12 students can also choose some of the story topics, stories, and reading levels they want to read.

Reporting Educator: Heather Edwards, Special Ed Teacher, Forest Lake Elementary School

**Forest Lake Elementary School, SC, Grades 3-5
Special Ed Students Gain 1.3 Years in Reading in 6 Months
Using Power Reading Online (PRO)**
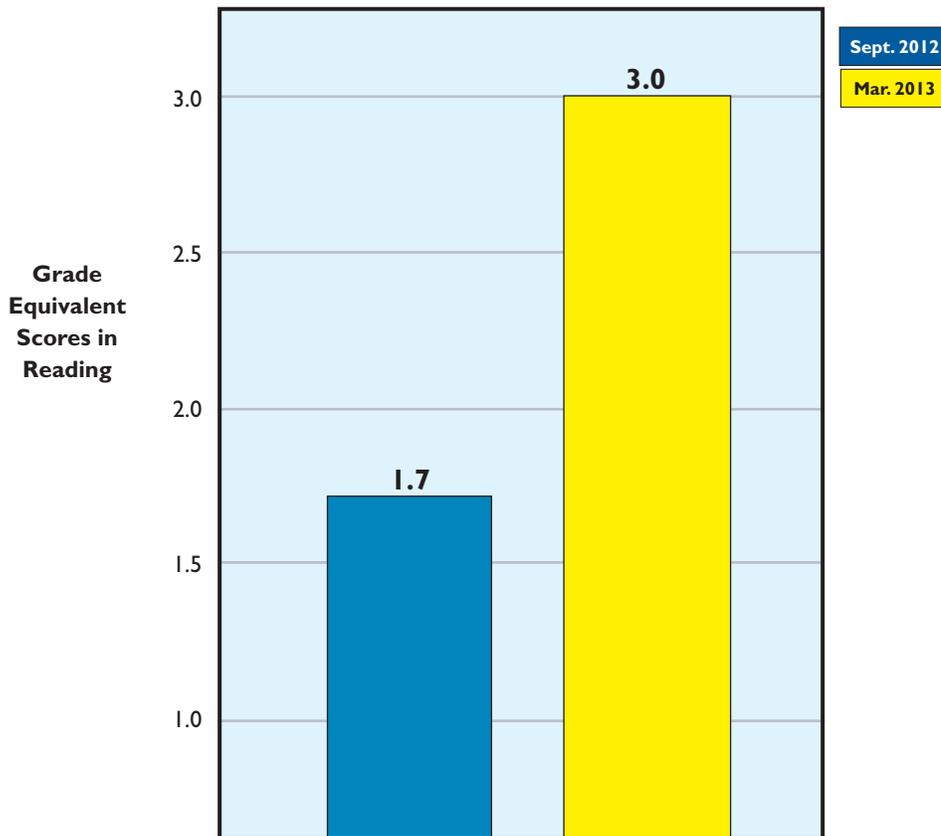
## Grades 3-5, Tenino Elementary School, Power Reading Online Lab for Struggling Readers,Tenino, WA (2011-2012)

Before implementing Power Reading Online (PRO), 21 of Tenino's struggling readers in grades 3-5 were reading approximately 2-3 years below grade level. After 6 months, the students who worked with PRO at a low level (completing 20-34 PRO stories) gained 1.1 years in reading, and those who worked with PRO at a high level (completing 40-48 stories) gained 1.9 years in reading. Tenino Elementary's principal, David Ford, concluded that higher levels of implementation of PRO resulted in greater gains in reading achievement, motivation, and enjoyment.

In addition, as students saw their reading levels rise, they read more easily and with greater confidence, and discipline problems subsided substantially. As Tenino fourth-grader, Chuck said, "PRO is the best part of my school day!"

Reporting Educator: David Ford, Principal, Tenino Elementary School

**Tenino Elementary School,Tenino,WA, Grades 3-5**
**Reading Scores Rise Sharply For 21 Struggling Readers**
**When Power Reading Online (PRO) Is Implemented**
**At High Rather Than At Low Levels Over a Period of 6 Months**