

Research on *SRA Early Interventions in Reading*

Tallahassee, Florida

In a study conducted over a two-year period, students from five schools screened as the most at risk for reading failure, based on tests of letter-sound knowledge and rapid naming ability, received instruction for 40 minutes every weekday from October through May in groups of three or five students.

- *SRA/Early Interventions in Reading* produced growth in all four instructional conditions in the study: word attack, word identification, passage comprehension, and oral reading fluency.
- The groups improved from approximately the 9th percentile in the fall to the 64th percentile at the end of the year, with an average score of 112, on the Word Identification Subtest of the *Woodcock Reading Mastery Test—Revised*.
- Students performed at the average level on both an individually-administered (Passage Comprehension on the *Woodcock Reading Mastery Test—Revised*) and a group-administered (Stanford//9) measure of reading comprehension.
- Oral reading fluency increased from an average of about one correct word per minute at the start of the intervention to an average of about fifty-five words per minute on first-grade passages at the end of the year for the groups involved in the study.

Variable	Average Standard Score	Percentage of children who would remain below 25%tile
Word Attack	112	.4%
Word Identification	105	.1%
Passage Comprehension	99	2%
Oral Reading Fluency	55 words correct per minute	2%

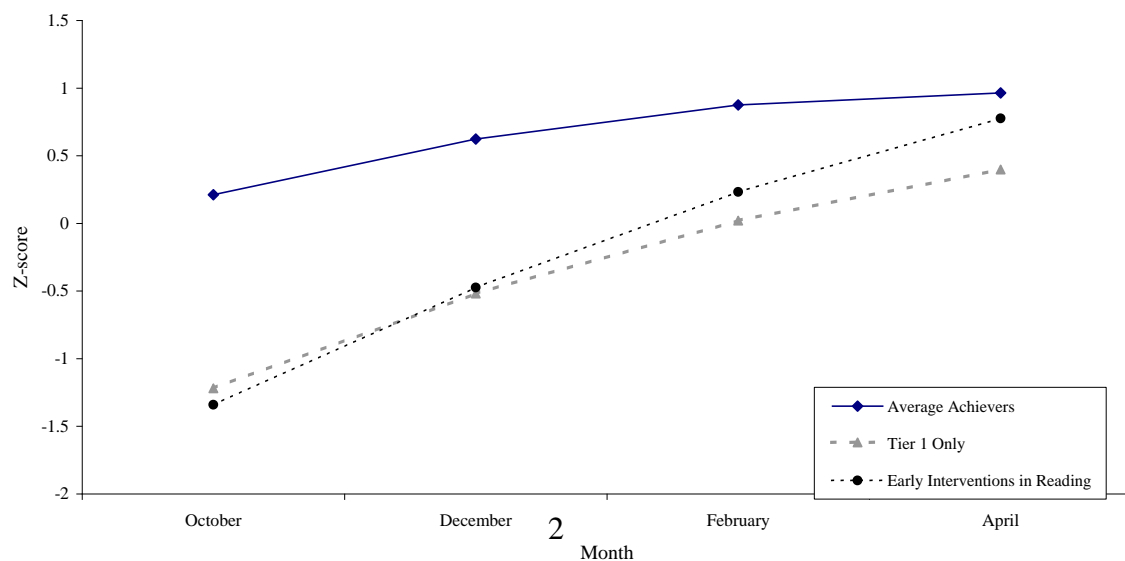
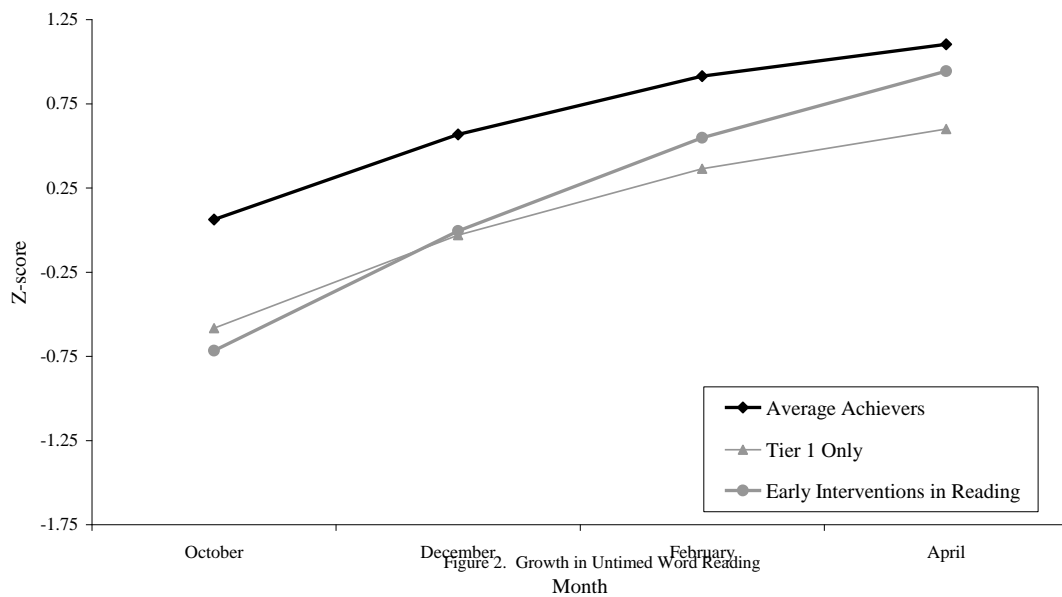
The most important conclusion from this study was that a combination of high quality classroom instruction and intensive and systematic interventions for the most at-risk students can reduce the number of students who still struggle with beginning reading skills at the end of second grade to a very small percentage of the total population.

Houston, Texas

This study focused on the use of the three-tiered model of intervention, with *SRA/Early Interventions in Reading* presented to first-grade students at risk for reading difficulties in groups of three. Consistent with scientifically-based reading research best practices, the program was taught in addition to their core reading instruction. The comparison control groups of students received core reading instruction only.

- Results of the study indicated that first-grade students assessed as at risk for reading failure and who received *SRA/Intervention in Reading* along their core reading instruction scored significantly higher on measures of reading and reading-related skills than students who received the Tier 1, core reading, instruction alone.
- The percentage of children who remained at risk for reading failure at the end of the academic program was reduced to .02%.
- All students in the study made substantial growth in measures of reading across the year, while the gap between average performers and struggling readers closed significantly.

Figure 1. Growth in Phonological Awareness



This study demonstrated the value of providing a secondary intervention curriculum in addition to a core reading program to first-grade students at risk for reading failure. By combining *SRA/Early Interventions in Reading* with a quality Tier 1 (core reading program), struggling readers demonstrate substantial growth compared to struggling readers that receive Tier 1 instruction alone.

Measure	Growth	End of year
Phonological Awareness	.81	1.76
Untimed Word Reading	.47	1.03
Timed Word Reading Fluency	1.13	1.33
Oral Reading Fluency	.33	1.62

Houston and Brownsville, Texas

The focus of this third study was second-language learners who were native Spanish speakers and who were at risk for learning to read in both English and their native language. Forty-eight students from four separate schools were randomly assigned to an intervention or to a contrast group. Students received core reading instruction in English in a structured immersion model. Students in both groups received intervention instruction from trained bilingual reading intervention teachers, with the intervention groups of three to five students instructed in *SRA/Early Interventions in Reading* and the contrast group receiving the school's standard intervention for struggling readers.

- Pretests of study participants showed no differences between treatment and comparison groups in either English or Spanish.
- On a posttest, the treatment group outperformed the comparison group on several major outcomes, including
 - phonological awareness
 - listening comprehension
 - word attack
 - word identification
 - passage comprehension

Measure	Effect size for End of year outcome
Phonological Awareness	.76
Letter-Sound Identification	.48
Non-Word Repetition	.37
Word Attack	.87
Dictation	.42
Passage Comprehension	.81

In this study, *SRA/Early Interventions in Reading* showed the positive impact the intervention curriculum can have on participating students. Additionally, the results of this study demonstrated its potential value in building the English-language skills of second-language learners at risk of failing to read in both English and their native language.