



New Century Education

SCIENTIFIC RESEARCH UPDATE

Curriculum: Reading

Student Population: 5th Grade Students, , Economically Disadvantaged,
Academically Underperforming, English Language Learners

State: Texas

Years: 2006-2007

Use of New Century's Reading Intervention Correlates with Improvement in Reading TAKS Scale Scores Among 5th Grade At-Risk Students

RESEARCH SUMMARY

Location: Kennedy Intermediate School, Mercedes Independent School District, Mercedes, TX

Targeted Student Population: 5th grade "Bubble Students," defined by the district as those with prior year TAKS Reading scale scores between 1860 and 2319. District administrators identified 82 Bubble Students who used the New Century Learning System as part of their weekly reading instruction, and 75 comparison group students. The comparison group students were 5th graders in the same school who did not use New Century as part of their regular reading instruction.

Student Demographics: Hispanics (99.4%). Of these students, over 90% were enrolled in free and reduced lunch programs and 29.3% were designated Limited English Proficient.

Research Design: Students were assigned based on prior year scores to control versus experimental conditions. As the lower performing students were assigned to the experimental condition, the control students had higher prior year scores on the TAKS Reading test by an average of 15.7 scale score points. Experimental induction involved exposure to the New Century curriculum. Experimental students were expected to use the curriculum for a minimum of 90 minutes per week during the regularly scheduled reading classes from January of 2007 through the TAKS test administered in April of 2007. Control students did not have access to the technology, instead receiving the same instruction that they would have received had the experiment not taken place.

Assessment Instruments: Texas Assessment of Knowledge and Skills (TAKS) Reading test, a criterion referenced test administered in April.

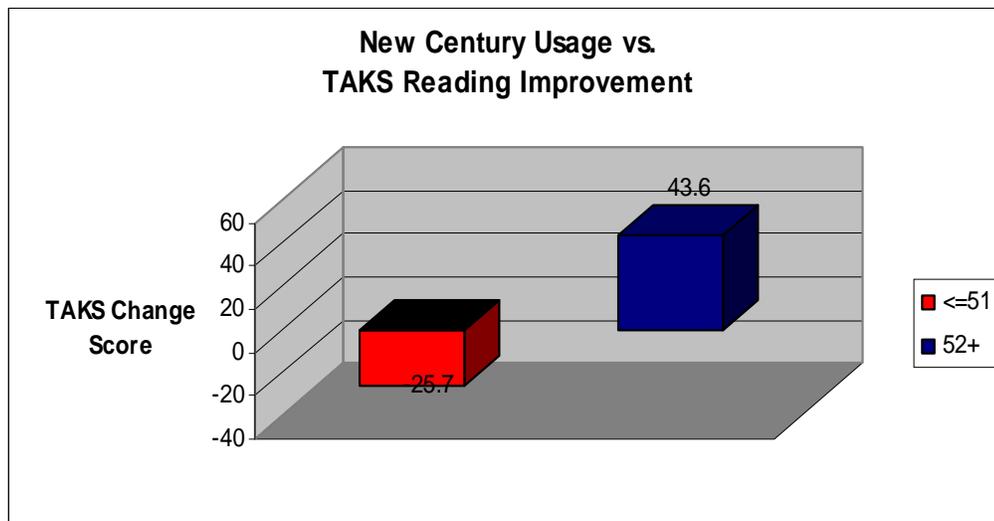


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Results: The data provided did not provide causal evidence for the hypothesis that the New Century Education curriculum promoted performance on the TAKS reading examination. Although the analysis of variance did not produce significant results, the means were in the right direction. Notably, the high usage Bubble students outperformed the control group (difference of 15.76 scale score points), despite less than 15 New Century program hours per student.

Due to a high mobility rate, the sample of Bubble Students with both 2006 (pre-test) and 2007 (post-test) TAKS scale scores declined to 68 individuals. Of these students, researchers measured a significant difference ($p=.05$) in TAKS change score between high users of the New Century program (43.6 scale score points) and students completing fewer than 52 activities (-25.7 points).



For additional information contact New Century Education at (866) 326-1133 or marketing@newcenturyeducation.org