



New Century Education

SCIENTIFIC RESEARCH UPDATE

Curriculum: Reading

Student Population: Middle School, Economically Disadvantaged,
Academically Underperforming

State: Georgia

Years: 2005-2006

Students Who Used New Century's Reading Intervention Outperformed Students Who Did Not by Statistically Significant and Large Margins in an Independently Conducted Study

RESEARCH SUMMARY

Location: Henderson Middle School, Butts County School District, Georgia.

Targeted Student Population: 6th and 7th grade students. The study included 78 students in one school. Of these, 56 were in the treatment group and used New Century software, and 22 did not use New Century software and comprised the comparison group.

Student Demographics: The school's demographics were poor (51% free or reduced meals) and racially mixed (64% Caucasian, 34% African American). All students in the study were relatively poor performing, with scores of 310 or below on the Georgia CRCT exam administered in the Spring of 2005. Of the sample, 56% were male, 44% were female.

Research Design: The purpose of the study was to answer the question "Does the New Century computer-assisted reading program improve student reading achievement as indicated on the STAR test?" All students took their regular English/ELA course. Students in the treatment group were scheduled to use the New Century intervention in reading during their elective class. Students in the comparison group took a variety of other electives, but not additional reading/ELA instruction. As a result, students in the treatment group received an additional 90 minutes of instruction per week with New Century. An analysis was conducted using scores from the STAR test administered in August 2005 and the subsequent administration in May of 2006, then comparing the gains between the treatment and the comparison group.

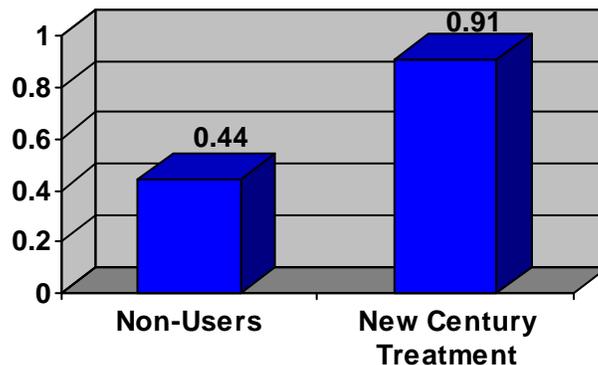
Assessment Instruments: Since the Georgia Criterion Reference Test (CRCT) was being changed and would report substantially different scores in its new format during the research period, the researcher administered the STAR (Skills Test and Report), because it offers both high reliability and high validity in correlations to norm reference tests, such as the Iowa Test of Basic Schools (ITBS) and the Stanford Achievement Test.



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Results: Of the 6th and 7th graders at Henderson Middle School, 56 had both 2006 scores and matching 2005 scores. The treatment group which used New Century demonstrated significantly higher performance ($p < .001$) on the May STAR test (Mean = 4.72, SD = 1.31) versus the prior test in August (Mean = 3.81, SD=1.15). The comparison group did not demonstrate significantly higher performance ($p < .135$) on the May STAR test (Mean = 4.37, SD=1.41) versus the prior test in August (Mean = 3.93, SD=1.48). It is also important to note that the differences in performance of the two groups is not only significant, but large. The score gains by the treatment group approximate .4 of a standard deviation higher than differences in the control group.

Gains on STAR Test



Dissertation: *Effects of New Century Computer Assisted Instruction on Reading Achievement in a Middle School in Suburban Georgia.*

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