

PS 106, New York Public Schools

RANDOMIZED CONTROL STUDY OF HEADSPROUT EARLY READING SHOWS SUBSTANTIAL READING GAINS

P.S. 106 Edward E. Hale Elementary School, NY

Grades: PK-5

Enrollment: 798 (74% African American; 23% Hispanic or Latino; 2% American Indian/Asian; 1% Caucasian)

Percent of students from families receiving public assistance: 91% to 100%

To study the effects of adding Headsprout Early Reading as a supplemental reading program, a rigorous scientific evaluation was conducted within the New York City Public Schools, at PS 106, an elementary school in Brooklyn, during the 2003-2004 school year. At PS 106, 91% to 100% of students come from families receiving public assistance, and typically 70% of the fourth-grade students have not demonstrated reading proficiency. In the

randomized control experiment, half the kindergarten and first-grade classes used Headsprout Early Reading, while the other half continued their typical curriculum. Both groups received 180 minutes of reading instruction per day, with the experimental group including the Headsprout program in their literacy instruction 3 to 5 days a week.

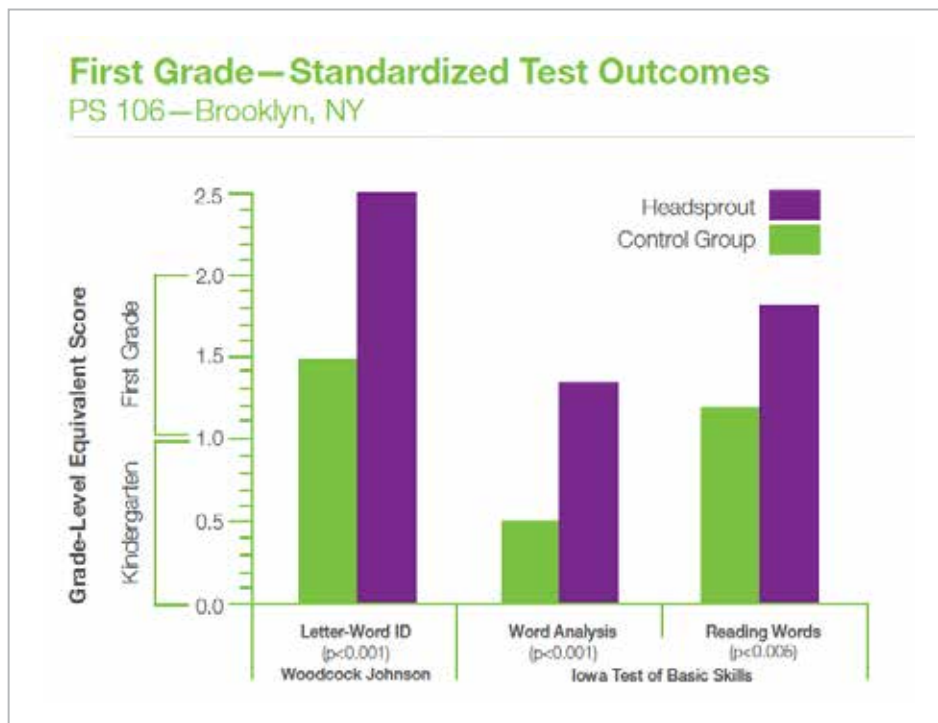


Figure 1. Mean standardized test outcome scores for treatment (completing or nearly completing Headsprout—right bars in pairs) and control (no Headsprout—left bars in pairs) kindergarten students. All outcome differences (increased grade equivalent scores using Headsprout) are statistically significant (p values are indicated beneath the subtests).

In 2014, Learning A-Z merged Headsprout’s two elementary reading products — Headsprout Early Reading and Headsprout Reading Comprehension — into one adaptive, effective, and fun K-5 online reading program. From introducing early readers to key reading fundamentals to growing reading comprehension skills for more established readers, Headsprout is the perfect resource to help children become capable and confident readers.

Outcome data (measured across two different standardized tests) indicate substantial gains made by both kindergarten students (see Figure 1) and first-grade students (see Figure 2) who completed at least 70 of the 80 lessons in the Headsprout program, when compared to students not using the Headsprout program.

Due to the outstanding success of these initial outcome data, PS 106 purchased Headsprout Early Reading in 2004-05 for all its kindergarten and first-grade students and for some of its intervention, special education, and English Language Learner students, and has continued to do so to the present (2009-2010).

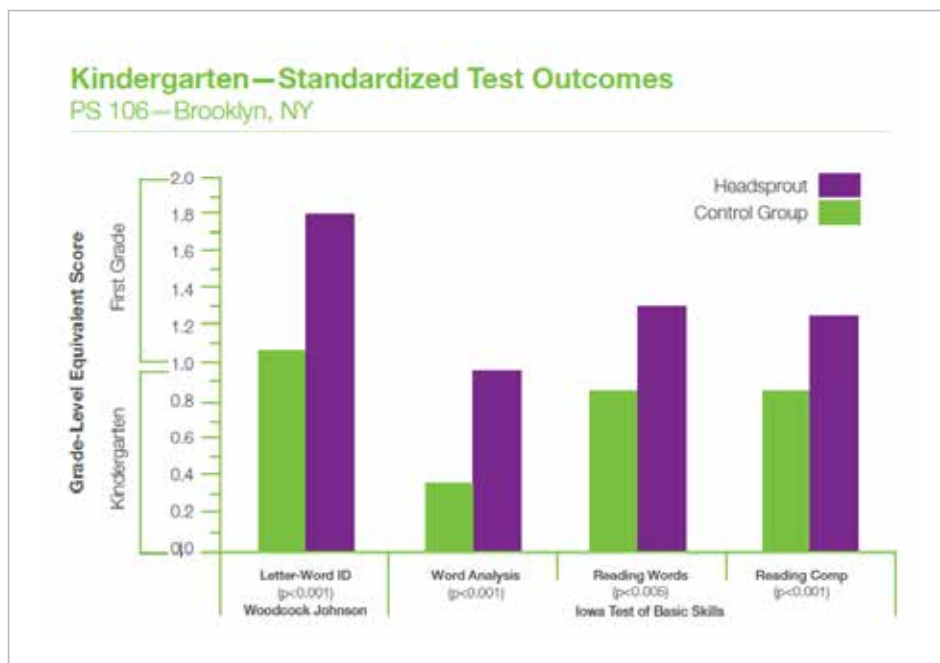


Figure 2. Mean standardized test outcome scores for treatment (completing or nearly completing Headsprout—right bars in pairs) and control (no Headsprout—left bars in pairs) first-grade students. Outcome differences (increased grade-equivalent scores using Headsprout) between the pairs are substantial.