



THE PROVEN EFFICACY OF *SRA FLEX LITERACY™*

A Powerful Flexible Data-Driven Intervention System

www.FLEXLiteracy.com



GRADES
3 AND UP

The
Personalized

reading and language arts

intervention system

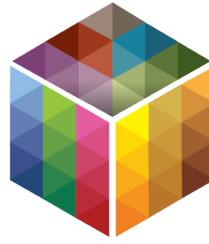
Proven to

Engage

students and

Increase

results



Learner Verification Study Overview

Introduction & Results

- The exploratory study took a sample of 141 students in Georgia, South Carolina, Tennessee, Texas, and Washington, with students stratified across grades 3 -8. All students were at least 2 years below grade level in reading and received intervention support, either through Response to Intervention (RTI) or special education processes. For the 4 of 5 sites releasing demographics, 59% of students were male, 86% received free/reduced price meals, and 54% had special needs.

Flexible Implementation

- *SRA FLEX Literacy™* was implemented in a staggered fashion from September 2012 to May in 2013. All materials used for the study were pre-published versions of program components with 4 of 5 sites (GA, SC, TN, TX) implementing the Print, Digital, and Project Experiences as part of daily classroom instruction, while Washington opted to implement the Digital Experience in an after-school setting. Before implementation, teachers were properly trained on the Digital Experience, Print Experience, and Project Experience components of *SRA FLEX Literacy™*. Throughout this study, educational consultants monitored program implementation on-site frequently as well as conducted assessments, student surveys, and interviews.

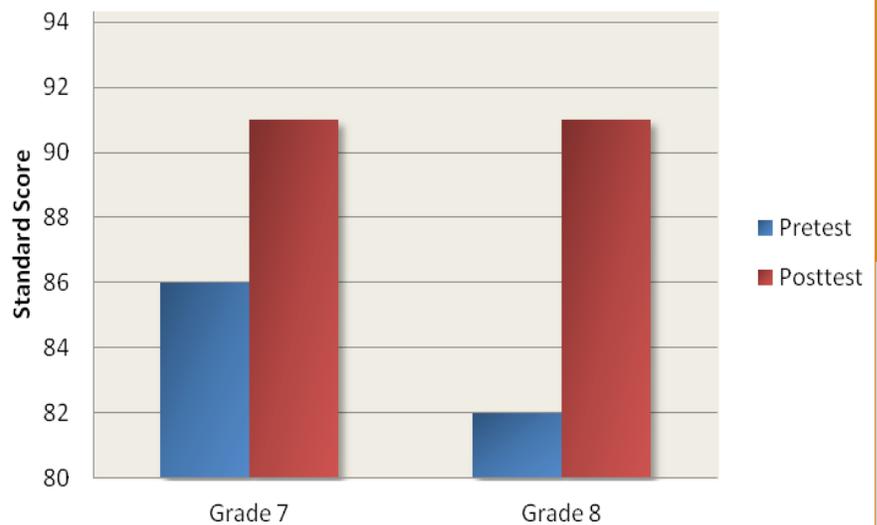
Data-Driven Measures

- Before and after *SRA FLEX Literacy™* implementation, students were given parallel forms of the Test of Word Reading Efficiency, Second Edition© (TOWRE-2). The TOWRE-2 is a published, standardized, norm-referenced assessment of critical word reading skills for individuals aged 6 through 24. The TOWRE-2 contains two subtests: Sight Word Efficiency, which assesses the number of words correctly identified within 45 seconds, and Phonemic Decoding Efficiency, which measures the number of pronounceable “non-words” correctly decoded, within 45 seconds. These two subtests combine to give the Total score, which provides an index of reading efficiency, or basic reading skills. At the end of the study, students’ and teachers’ thoughts on *SRA FLEX Literacy™* were recorded through interviews and online surveys. Additionally, students were asked to assess themselves in reading and attitude toward reading.

Results

Cross-Grade Statistics

Figure 1: Pretest and Posttest Performance of 7th and 8th grade students on the TOWRE-2



****Note:** Difference between pretest and posttest scores for students in Grade 8 statistically significant.

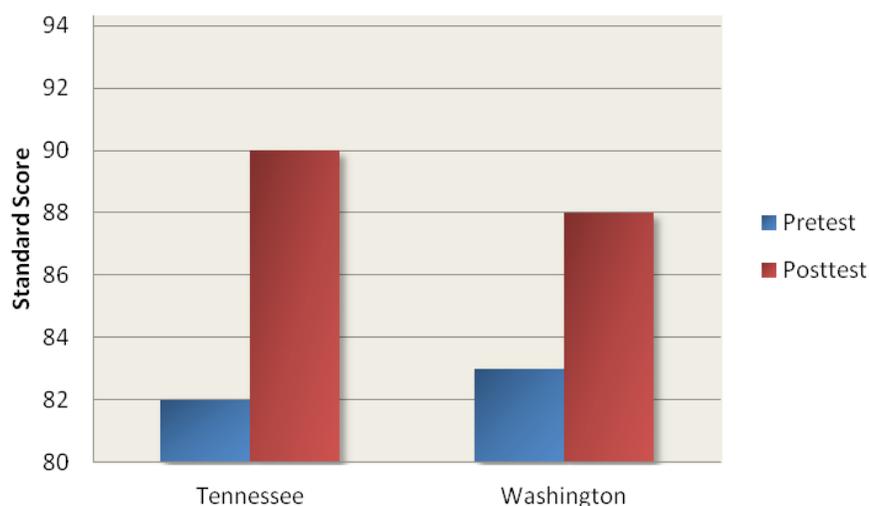
Pretest and Posttest Performance

After participating in *SRA FLEX Literacy™*, the average student score was higher on the TOWRE-2 posttest than on the TOWRE-2 pretest. For example, 7th grade students scored five standard score units higher on the TOWRE-2 posttest, and 8th grade students scored nine units higher (see Figure 1).

A paired-sample t-test indicates that the difference in performance was statistically significant for 8th grade students, ($t = 4.72$, $p = .001$) and the effect size was large (Cohen's $d = 1.49$). For both grades, the average score fell in the Low Average range on the pretest and in the Average range on the posttest.

Cross-State Statistics

Figure 2: Pretest and Posttest Performance on the TOWRE-2, Students Attending Schools in Tennessee and Washington



****Note: Difference between pretest and posttest scores for students in Tennessee and Washington statistically significant.**

Gains were also noted across sites. For example, students receiving *SRA FLEX Literacy™* instruction during their regular school day in Tennessee and students receiving SRA FLEX Literacy instruction in an after-school setting in Washington performed better on the posttest than on the pretest (Figure 2).

For both sites, the difference is statistically significant (Tennessee: $t = 6.75$, $p < .001$; Washington: $t = 3.27$, $p = .004$). The effect size for Tennessee is large (Cohen's $d = 1.37$) and for Washington the effect size is medium (Cohen's $d = .73$).

Lexile Growth of *SRA FLEX Literacy*TM

Table 1 presents the average Lexile growth and the average percentage of an academic year's worth of lessons for all students and for each grade level. Students completed an average of approximately 22% of an academic year's worth of lessons and experienced an average Lexile growth of 87. Generally, students in those grades completing less than an average of 20% of an academic year's worth of lessons (i.e., Grades 3, 4, and 6) demonstrated the lowest Lexile growth compared to students in the grades completing more than an average of 20% of an academic year's worth of lessons (i.e., Grades 5, 7, and 8). Students in Grade 5 experienced the greatest average Lexile growth (150) and completed a greater percentage of an academic year's worth of lessons than students in the other grades.

The correlation between Lexile growth and the percentage of an academic year's worth of lessons completed was statistically significant, $r = .62$, $n = 133$, $p < .01$ (two-tailed). This result indicates that there is a statistically significant, positive relationship between Lexile growth and the percentage of an academic year's worth of lessons completed in *SRA FLEX Literacy*TM.

Table 1: Average Lexile Growth and Average Percentage of an Academic Year's Worth of Lessons by Grade Level

<i>Grade Level</i>	<i>n</i>	<i>Average % of Lessons Completed</i>	<i>Average Pre-Program Lexile*</i>	<i>Average Highest Lexile Score*</i>	<i>Average Lexile Growth</i>
All Students	133	21.76	261	348	87
Grade 3	21	15.00	179	225	46
Grade 4	18	14.01	196	268	71
Grade 5	39	34.84	234	383	150
Grade 6	38	14.21	338	384	46
Grade 7	4	23.47	265	355	90
Grade 8	13	25.73	336	439	103

Note: For analysis purposes, students identified as Beginning Readers ($n = 23$) were assigned a value of '0' on Lexile measures.

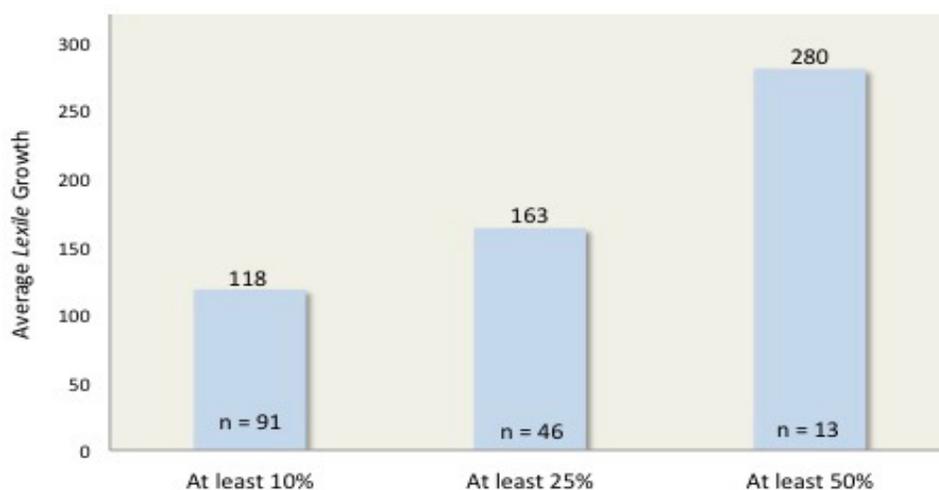
Average Lexile Growth by Percentage of an Academic Year's Worth of Lessons Completed for All Students

Figure 3 presents the average Lexile growth for all students based on the percentage of an academic year's worth of lessons completed. Student growth in Lexiles was computed by subtracting each student's highest Lexile score from their corresponding pre-program Lexile score. Students as a whole varied considerably in the percentage of an academic year's worth of lessons completed, with a range of 1% to 80%.

Students completing at least 10% of an academic year's worth of lessons

demonstrated an average Lexile growth of 118. Students completing at least 25% of an academic year's worth of lessons demonstrated an average Lexile growth of 163. Students completing at least 50% of an academic year's worth of lessons demonstrated an average Lexile growth of 280. There was a clear increase in Lexile growth when students completed more lessons. Students who completed at least 25% of an academic year's worth of lessons had a 38% greater Lexile growth than those students who completed at least 10% of those lessons. The greatest average increase occurred for those students who completed at least 50% of an academic year's worth of lessons—more than doubling the average Lexile growth of those who completed 10% of those lessons.

Figure 3: Average Lexile growth by percentage of an academic year's worth of lessons completed for all students.



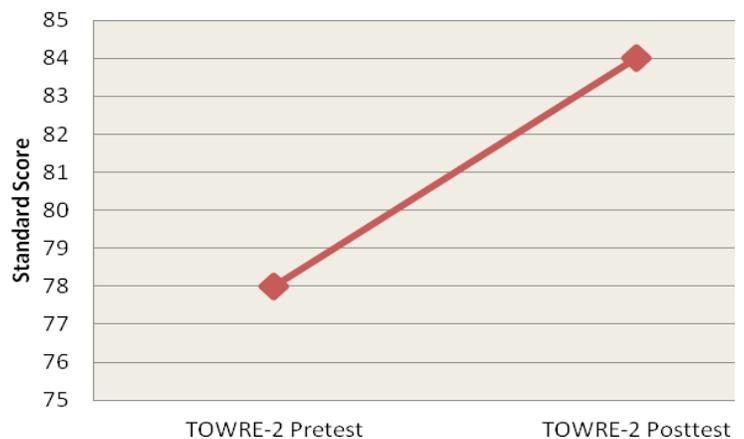
Students' Perception of *SRA FLEX Literacy*TM

Pretest and Posttest Performance

Students identified with a Specific Learning Disability experienced an increase of 6 standard score units on the TOWRE-2 posttest (Figure 4).

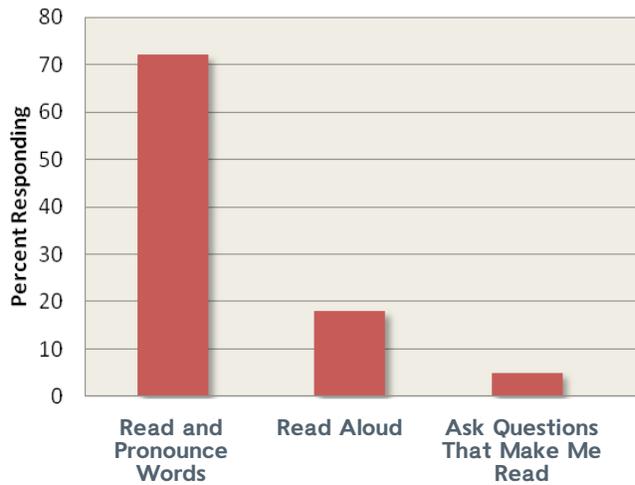
The difference between the average pretest and posttest score is statistically significant ($t = 5.81$, $p < .001$). The effect size is large (Cohen's $d = 1.22$). On average, students scored in the Low range on the pretest, and in the Low Average range on the posttest.

Figure 4: Pretest and Posttest Performance on the TOWRE-2, Students Identified with a Specific Learning Disability



****Note:** The difference between pretest and posttest scores for students identified as SLD is statistically significant.

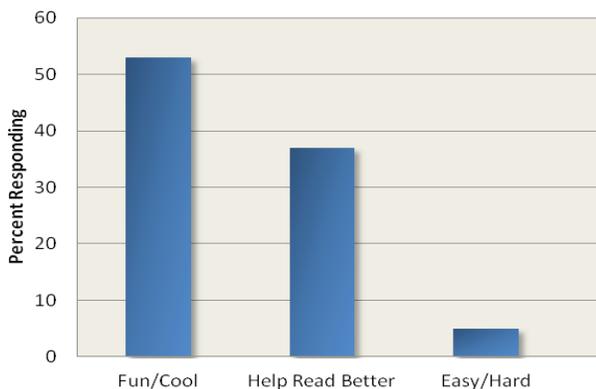
Figure 5: Student Responses to the Question, How Did *SRA FLEX Literacy™* Help You Become a Better Reader?



90% of responses were positive

The majority of students (87%) responded that they felt *SRA FLEX Literacy™* helped them become a better reader. When asked how the program helped them, over 70% of students responded that the program helped them read/decode words (Figure 5). Other responses included, “helped me read aloud” and “asks questions that help me read.”

Figure 6: Student Responses to the Question, What would you tell other students about *SRA FLEX Literacy™*?



“Fun”, “awesome”, or “cool”

When asked what students would tell their peers about *SRA FLEX Literacy™*, 90% of responses were positive. The majority of students responded that they would tell others that the program is “fun”, “awesome”, or “cool” or that it “helped me read better” (Figure 6).

Teachers' Perception of *SRA FLEX Literacy*TM

All teachers reported that *SRA FLEX Literacy*TM addresses content standards, and reported high levels of student engagement:

"I LOVE THE DIGITAL EXPERIENCE. THE STUDENTS ARE ACTIVELY ENGAGED. THE STORIES IN THE PRINT EXPERIENCE ARE INTERESTING TO STUDENTS. I FEEL LIKE MY STUDENTS HAVE REALLY LEARNED NOT ONLY HOW TO DECODE AND READ, BUT THEY HAVE ALSO LEARNED USEFUL CONTENT STANDARDS IN READING". - SPECIAL EDUCATION TEACHER, GRADES 6 AND 7

All teachers surveyed indicated that they would recommend *SRA FLEX Literacy*TM to a colleague: "Yes. I already have. Teachers are looking for an individualized program for students struggling in reading and this program (mainly The Digital Experience) is equivalent

to a student who is sitting one on one with a reading tutor. The teacher knows exactly where the student is and 30 students can work at once on their level, rather than hiring a tutor for 30 minutes of small group once or twice a week. More students benefit from individualized instruction resulting in less being labeled with a disability."

"YES, BECAUSE I FEEL LIKE MY STUDENTS FELT SUCCESSFUL DOING THE PROGRAM. IT IS EASY TO FOLLOW. THE STORIES ARE INTERESTING. THE STUDENTS LIKE THE FACT THAT THEY CAN GET ONLINE AND 'PLAY' EVEN THOUGH THEY ARE ACTUALLY LEARNING. I LIKE THAT STUDENTS ARE CHALLENGED WITH MAKING UP THEIR OWN QUESTIONS AND PREDICTIONS ABOUT THE STORIES AND THOSE ARE STANDARDS THAT SHOULD BE COVERED IN THEIR CURRICULUM." - MIDDLE SCHOOL TEACHER

Words used to describe FLEX

Individual	Challenging
High-expectations	Collaborative
Intense	Flexible
Thought-provoking	Interesting
Life time skills	Relevant
Deliberate	Engaging
A very different format	

When teachers were asked, "What four words would you use to describe *SRA FLEX Literacy*TM? Responses were overwhelmingly positive.

Conclusion

Results from this study suggest that participation in *SRA FLEX Literacy™* is associated with gains in basic reading skills for students considered at-risk in reading. Additionally, students perceived that *SRA FLEX Literacy™* helped improve their skill in reading and pronouncing words, and would tell other students that the program would help them, too. Student and teacher perceptions of the program were positive: students report that *SRA FLEX Literacy™* is “fun” and “cool”, and teachers used such words as “challenging,” “flexible,” “engaging,” and “intense” in describing the program. All teachers indicated that they would recommend *SRA FLEX Literacy™* to a colleague.

Gains in basic
Reading Skills

Positive
Student and Teacher
Perception



Powerful
Flexible
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