



# Improving Reading Achievement of “At-Risk” Students

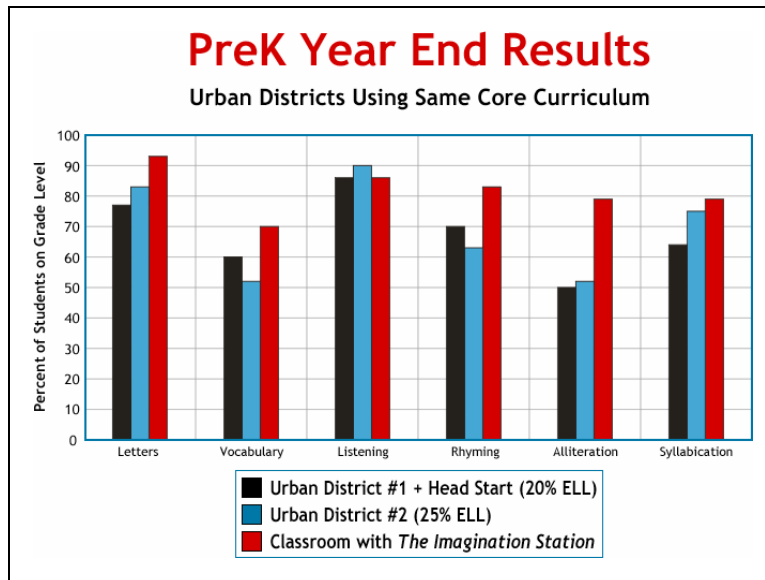
2005 - 2006

During SY 2005-2006, five school districts from across the country reported dramatic results after using *The Imagination Station* Reading Program with students who were at risk of reading failure. Students made striking improvements in the five key research-based reading components: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. With individualized Internet based instruction and data driven teacher intervention, districts narrowed the achievement gap of “at-risk” learners.

*Raising Achievement*  
*Closing Gaps*

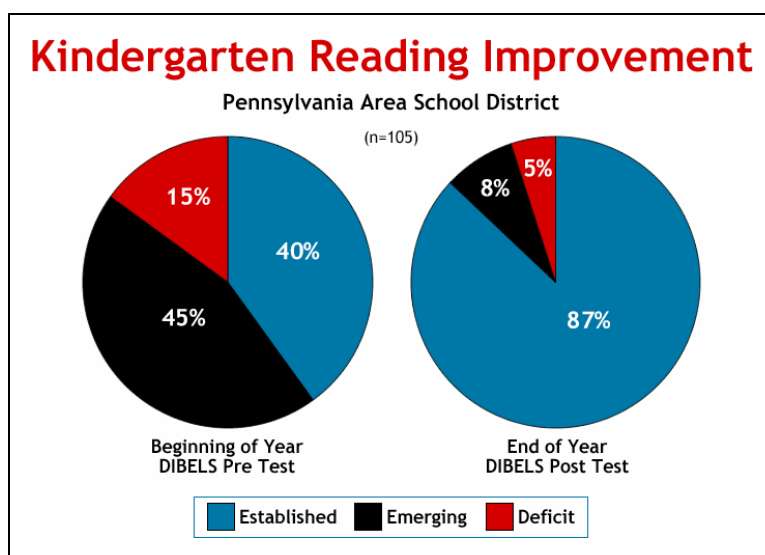
## Pre-Kindergarten

A follow-up analysis conducted in two urban districts in the Dallas/Fort Worth area compared Pre-Kindergarten classrooms using only a common core curriculum with those using the core plus *The Imagination Station*. By the end of the school year, students in the *The Imagination Station* group outperformed students in all other classrooms on Letter Naming, Vocabulary, Rhyming, Alliteration, and Syllabication subtests of the CIRCLE™ assessment.



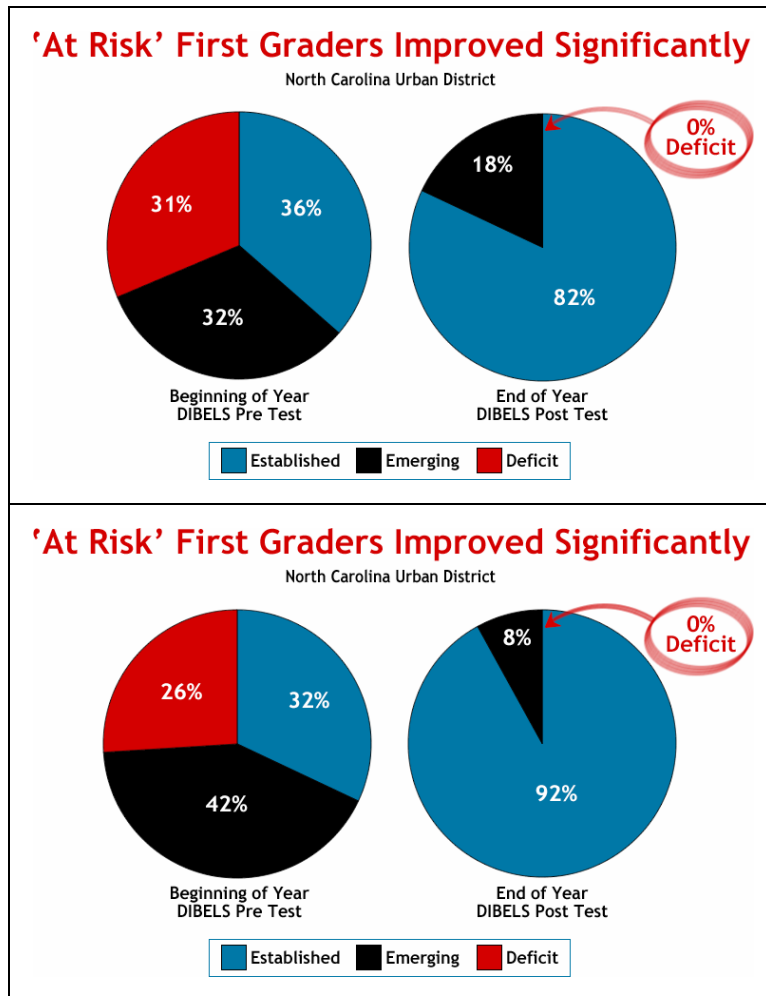
## Kindergarten

In a suburban Pennsylvania school district, Kindergarten students using *The Imagination Station* radically improved their reading achievement from **60% scoring below grade level** at the beginning of the year on the DIBELS® assessment, to **87% scoring on grade level** by the end of the year.



# First Grade

First Grade students, in a large urban school district in North Carolina, used *The Imagination Station* as their reading intervention for the recommended 90 minutes per week. By the end of the year, students had greatly improved their phonemic awareness and decoding skills.



Based on DIBELS assessment:

- the on-grade-level group increased from 32% to 92% on phoneme segmentation;
- the on-grade-level group increased from 36% to 82% on nonsense word fluency; and
- Tier 3 (Deficit) groups reduced to zero!

# Kindergarten through Grade 2

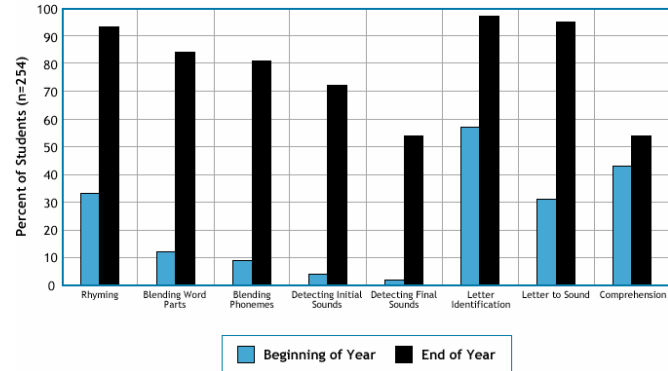
In another study of Kindergarten, Grade 1, and Grade 2, *The Imagination Station* student users from a small, rural, minority (61%), low income (64%) district in East Texas made dramatic improvement in all areas of the Texas Primary Reading Inventory (TPRI).

*Our TPRI scores have improved dramatically since the beginning of the year. One of the reasons I feel our scores have shown so much improvement is because our very lowest students are on The Imagination Station everyday, and we are able to track their progress. Knowing what each child needs gives the teachers specific skills to address during small group instruction. The Imagination Station has also been invaluable for our special needs students because we are able to meet each of their needs and provide individual learning paths for them.*

**Judy Mackey, Principal**  
Kennedy Elementary School  
Terrell, Texas

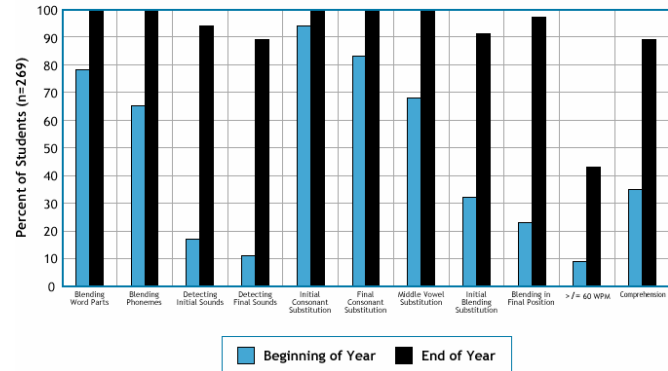
## Kindergarten Students Make Significant Reading Improvements

On TPRI Subtests  
Texas Rural District



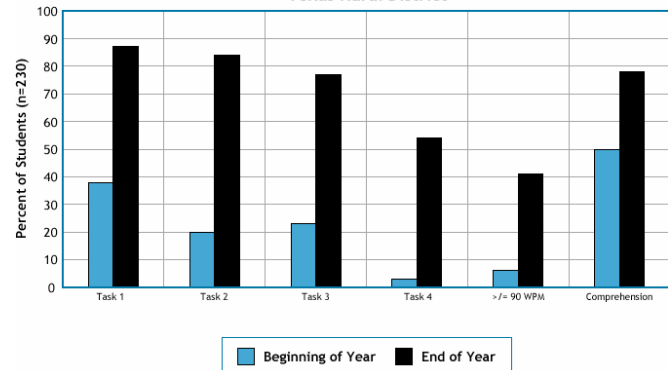
## First Grade Students Make Significant Reading Improvements

On TPRI Subtests  
Texas Rural District

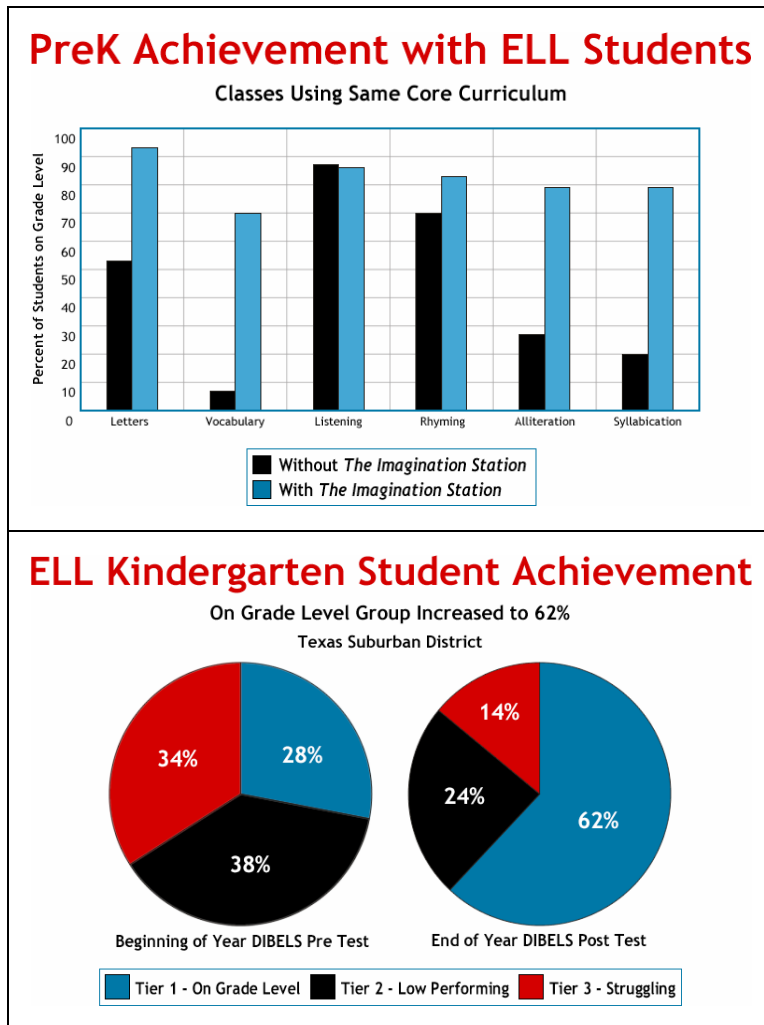


## Second Grade Students Make Significant Reading Improvements

On TPRI Subtests  
Texas Rural District



# English Language Learners

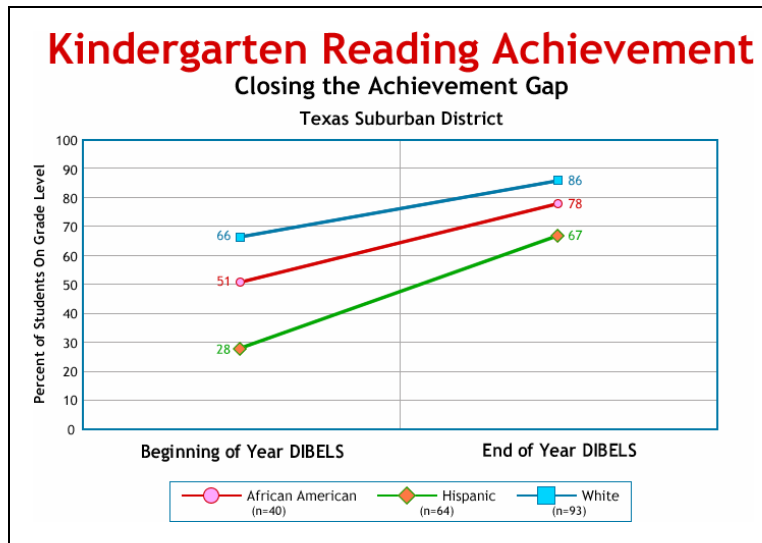


*The Imagination Station* is particularly effective with students who are the most at risk of reading failure - English Language Learners (ELLs). In the urban Pre-Kindergarten study depicted in the first chart above, ELLs who used *The Imagination Station* outperformed all other students on Letter Naming, Vocabulary, Rhyming, Alliteration, and Syllabication subtests of the CIRCLE assessment, with the most improvement in Vocabulary. This frequently neglected component of reading instruction is a cornerstone of *The Imagination Station*.

Similarly, in a low to middle income, ethnically diverse suburban district in Texas, on grade level ELL kindergarteners increased from 28% to 62% after using *The Imagination Station*.

## Minority Groups

Using *The Imagination Station* for 90 minutes per week, helped close the achievement gap for African American and Hispanic students. The gap between Hispanic and White students decreased from 38% to 19%, and the gap between African American and White students decreased from 15% to 8%.



## Summary

Research demonstrates that using *The Imagination Station* Reading Program closes the achievement gap. *The Imagination Station* improves performance, bringing students from below to on grade level skills in the five key research-based components of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.

These results are similar across schools in rural, suburban, and urban districts and in states as diverse as North Carolina, Pennsylvania, and Texas. Using *The Imagination Station* leads to higher reading achievement and improves reading of students most at risk:

- low income
- minority
- English Language Learners.