

Public School Informal Two Year Research Using
Read It Once Again With Preschool Children with Disabilities

This is a two year study using *Read It Once Again* as an informal research project conducted by teachers using the curriculum with significant improvement in student achievement being demonstrated. The study concluded in 2006 in Spartanburg School District Six in South Carolina, looking at the progress of 3 year old, self-contained, preschool students with disabilities participating in the curriculum, revealed that 41 (82%) of the 50 students exiting the PCD program over a two year period were fully mainstreamed in 5K.

	Total Students Exiting the PCD Program	Self-Contained Special Education Placements	4-Year Old Kindergarten Placements	5-Year Old Kindergarten Placements
2004-2005	16	2	1	13
2005-2006	34	1	5	28

Public School Informal Research Using ***Read It Once Again***
with At-Risk 4K Students

The chart below provides pre-and post-test results for student performance on the Developmental Indicators of Assessment of Learning-3rd Edition (DIAL-3) for 7 teachers using the *Read It Once Again* curriculum for at-risk 4K students in Spartanburg District Six. The DIAL-3 subtests measure skills in the following domains: physical, cognitive, communication, social or emotional, and adaptive. As indicated in the chart, students participating in the *Read It Once Again* curriculum showed significant progress as measured by pre-and post-test results. Students who participated in the curriculum showed an average pre-test percentile score of 17.1, an average post-test percentile score of 50.2, for an increase of 33.0 percentile points. A review of the student's scores showed that 71% of the students scored ready for 5K.

4K DIAL 3 Pretest/Posttest Results
Spartanburg District Six
2009-2010

Teacher	Pre-test %ile	Post-test %ile	Difference
A	16.6	48.4	31.8
B	17.3	64.1	46.8
C	25.0	66.8	41.8
D	9.6	34.0	24.4
E	14.3	60.0	45.7
F	6.8	26.8	20.0
G	30.2	51.3	21.1
Mean %ile	17.1	50.2	33.0

This report was shared at a public school board meeting to inform educators and community education advocates about the success of preschool children who had been enrolled in classrooms where teachers and speech pathologists used the *Read It Once Again* curriculum.