

# **BENCHMARK EDUCATION COMPANY**

## **Scientifically Based Research Study on the Effectiveness of BEC Literacy Instructional Materials 2006**

### **NCLB on Scientifically Based Research**

The NCLB Act states that all schools should be using instructional programs that have been proven effective in the classroom by scientific research. To that end, Benchmark Education Company (BEC) took part in a scientifically based research study, from November 2005 through April 2006, designed to meet or exceed the standards of the U.S. Department of Education's *What Works Clearinghouse* (WWC)\*.

### **The Benchmark Education Scientifically Based Research Study**

The study was conducted in the Tyler, Texas, ISD by Main Street Academix, an independent, university-based research company. Main Street Academix designed the study, selected the experimental and control schools, administered the pretests and posttests, and compiled the results.

Three Tyler elementary schools introduced Benchmark Education literacy programs with on-site training into their literacy classrooms in Grades 1, 3, and 5, while three other Tyler schools demographically paired to the first schools used literacy programs from other publishers.

### **Benchmark Education Programs (with on-site training) Utilized in the Research Study**

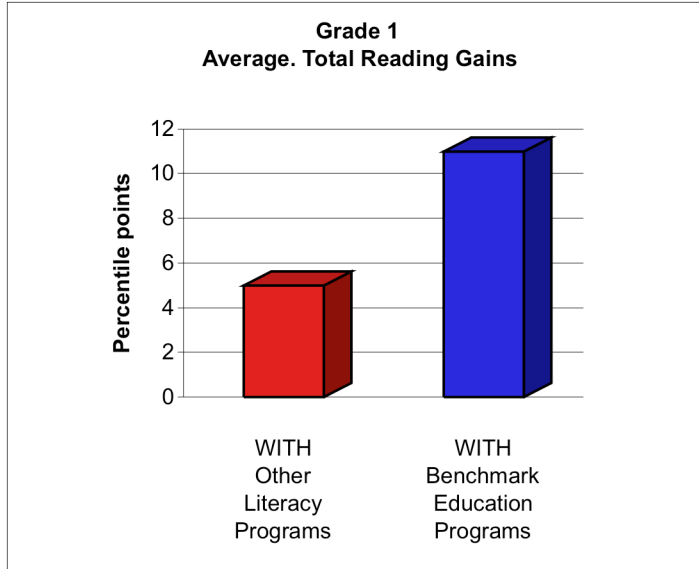
- K-5 BookRoom Collection™ leveled texts and comprehension cards
- Comprehension Strategy Posters with leveled texts
- Phonics Skill Bags
- Reader's Theater™ for Fluency and Comprehension
- Fluency Kits for Independent Practice

The results of this rigorous independent study indicate that Benchmark Education programs have been proven effective in helping students from Tyler, Texas, improve their Reading Fluency, Reading Comprehension, Listening Skills, and Total Reading as measured on the following standardized and Texas state tests:

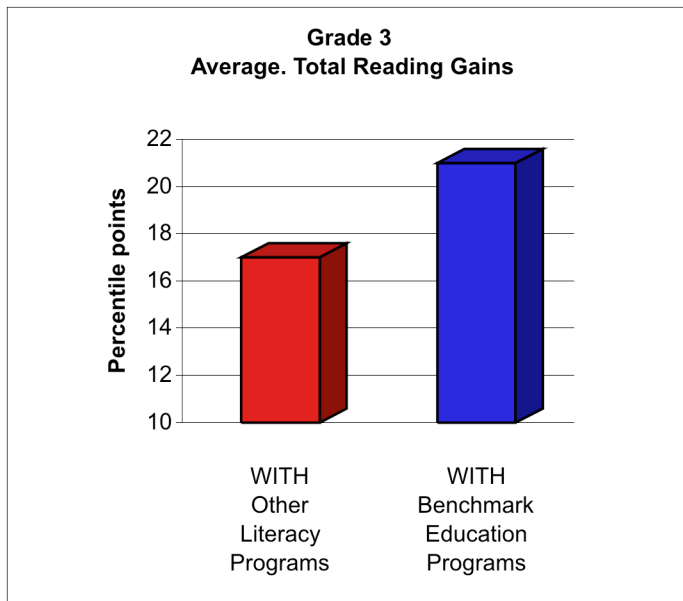
- Stanford Reading First—Harcourt—Grades 1, 3: Reading Comprehension & Total Reading
- Stanford Reading Assessment 10—Grade 5: Reading Comprehension & Total Reading
- Reading-Curriculum Based Measurement (R-CBM)—AimsWeb: Fluency
- Texas Assessment of Knowledge and Skills (TAKS)—Grade 3

\*The WWC was established in 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education.

## HIGHLIGHTS FROM THE RESEARCH STUDY RESULTS

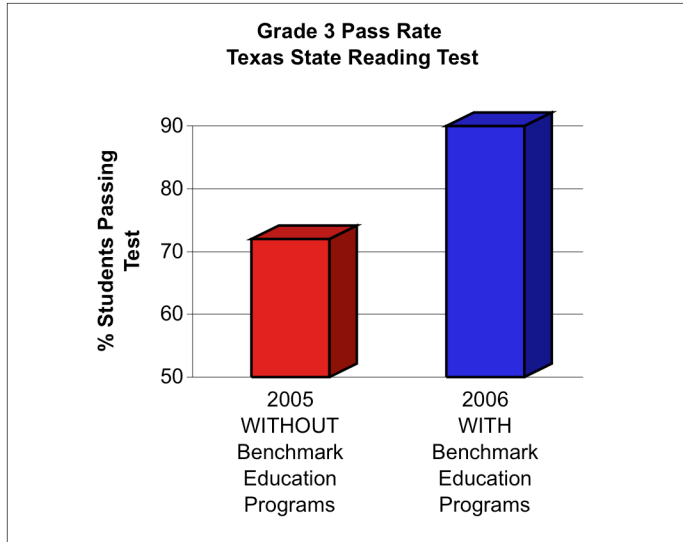


Grade 1 students in schools using Benchmark Education programs gained an average of 11 percentile points on their Total Reading scores vs. an average of only 5 percentile points gained by students in control schools using other literacy programs.

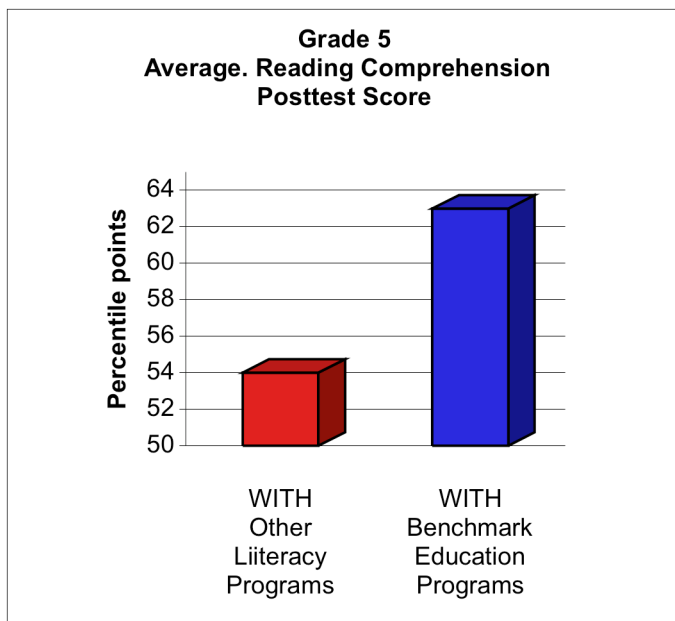


Grade 3 students in schools using Benchmark Education programs gained an average of 21 percentile points on their Total Reading scores vs. an average of only 17 percentile points gained by students in control schools using other literacy programs.

## HIGHLIGHTS FROM THE RESEARCH STUDY RESULTS (continued)

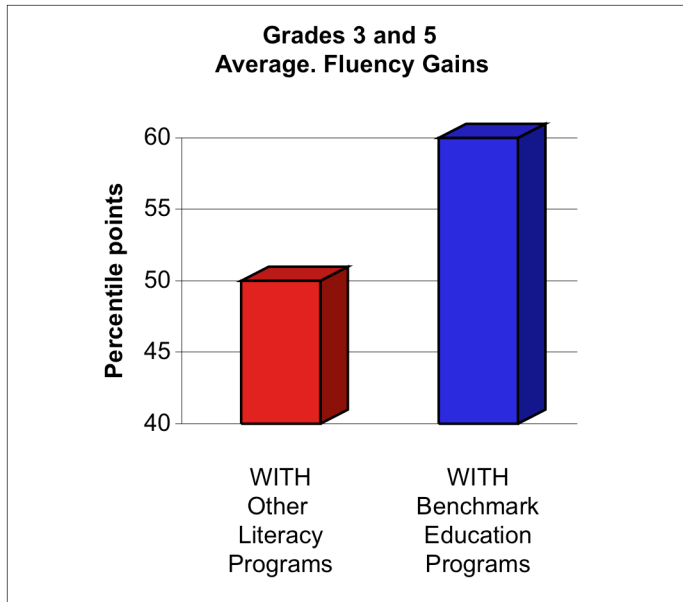


90% of Grade 3 ELL/ESL students in Tyler, TX, using Benchmark Education literacy programs in 2006 passed the Texas state reading tests vs. only 72% in 2005 using other programs in the same schools.



Grade 5 students in Benchmark Education schools achieved 63rd percentile average scores in Reading Comprehension at year's end vs. control school students who averaged only 54th percentile scores.

## HIGHLIGHTS FROM THE RESEARCH STUDY RESULTS (continued)



Grades 3 and 5 students in Benchmark Education schools achieved 60th percentile average gains in Reading Fluency vs. only 50th percentile average gains by students in control schools using other literacy programs.