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To: Dr. Stephen Guffanti
2250 Tierra Verde Rd.
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From: James S. Catterall
Professor

Dear Dr. Guffanti,

Here is a brief description of the study you reported on recently and my comments and conclusions about the data furnished for my analysis.

Brief Report of PowrFoniks Experimental Study

This was a study of 43 home-schooled children reading at the early first grade level. The children were randomly divided into a PowrFoniks reading group and a control group. Children in the PowrFoniks group ranged in age from 5 to 9; children in the control group ranged in age from 5 to 8 (with the exception of one child who was 11). Each group was given the SAT9 reading test before and after reading instruction.

The PowrFoniks study group and their parents were given the PowrFoniks reading workbook and related materials. The control group was given the standard reading program of the home study program. By the time of the post-test, 13 PowrFoniks students and 15 regularly instructed control students remained in the study. There were no known significant differences in age or initial reading level between students who left either group before the post-test.

(I did not receive information about the elapsed time between the pre- and post-tests and presume it was the same for both groups; the group gains should be considered in the context of the number of months between tests.)

Results: Overall, the PowrFoniks students gained an average of 8.9 months in reading grade level. The control group had an average gain of 2.3 months in grade level.

Further equating the two groups. The one known possibly relevant difference between the PowrFoniks and control groups was their initial reading level: the PF group averaged 1.54 (mid-first grade reading level) while the control group averaged 1.14 (first to second month of first grade). This difference at the outset could impact growth in reading skills between the pre- and post-test.

To adjust for this difference, we removed the three children with the highest pre-test-scores from the PowrFoniks group. This left the PowrFoniks group averaging a reading grade level of 1.1, or beginning first grade. (The control group averaged 1.14 in reading grade level on the pre-test.) The gain in this subgroup of PowrFoniks students, who started out essentially even in reading skills with the control group, was 8.2 months. The control group, as indicated above, gained 3.3 months in reading grade level. To summarize these results:

	<u>PowrF. Grp.</u>	<u>Contrl. Grp.</u>	<u>Adj. PowrF. Group</u>
Initial reading Grade level:	1.54	1.14	1.11
Post-test Reading Level:	2.43	1.37	1.93
Reading Gain in Grade Level Equivalents:	0.89	0.23	0.82

PowrFoniks Within-Group Observations

No one who did more than one lesson failed to improve his or her skill. The average pages read was about 84 out of 111 total pages, or 75 percent of the PowrFoniks book. There was a fairly high correlation between the number of PowrFoniks workbook pages read and reading grade level gains and ($r = 0.44$). There were no significant correlations between age and reading-gains, nor between age and number of pages read.