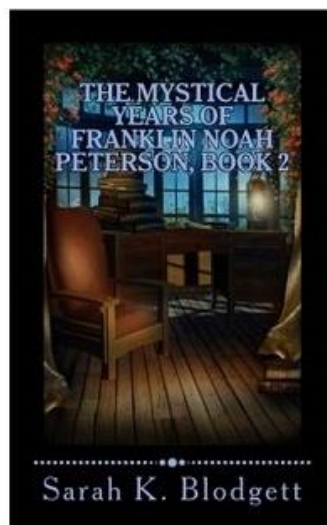
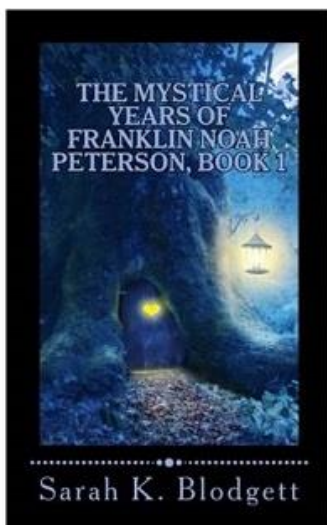


Results of New Century-Noah Text® Lessons on High School Students with Reading Disabilities Over a Two-Week Summer Camp, Study Conducted in July 2022

- Location: Blair Academy (Blairstown, New Jersey)
- Planned in partnership with Fairview Lake YMCA Camps (Newton, New Jersey)
- Nature of Summer Program: two-week camp for students in July 2022, with staff including a Special Ed Teacher with special certification and experience teaching dyslexic students, and a Doctoral student from the Department of Education at Michigan State University, plus a third staff member to assist.
- Mornings focused on reading instruction, including daily lessons, Book Club discussions, and regular assessments (both pre/post and daily)
 - Note: Two students given supplementary instruction
- Afternoons involved engaging in various camp activities, both at Blair Academy and at Fairview Lake YMCA over the weekend
- Campers needed to be in high school with a diagnosis/IEP for dyslexia



Five high school students with reading disabilities read book one of *The Mystical Years of Franklin Noah Peterson* in the New Century computer environment with surrounding lessons all in Noah Text®. Substantial gains were made in plain text reading in vocabulary, fluency, and comprehension at the end of two weeks. See data summary, student profiles, and growth...

Data Summary: Key Takeaways

- All five students strongly improved their vocabulary knowledge from pretest to posttest (Mean=+21%)

- Overall, students read more words using Noah Text® passages than normal text passages (6.95 more words in 1 min.), while also having fewer miscues when using Noah Text® (1.25 fewer errors in 1 min.)
- All five students improved their in-lesson reading comprehension from the first 3 lessons to the last 3 lessons (average improvement of 17.35% between those two blocks of questions)
- 4 of 5 students improved by notable amounts via DIBELS-8 in comprehension, oral reading fluency, or both, in plain text (with the fifth showing noteworthy strides in comprehension when talking about the story in the lessons)
- Students gave positive ratings for the reading program across all categories, including enjoying the story, appreciating the easy navigation and instructional scaffolds (e.g., audio supports), and liking the inclusion and usefulness of Noah Text
- Students understand the importance of reading and want to improve; they held a strong belief that the reading program made them stronger readers and ultimately became more hopeful of completing their education goals because of their time in the reading program
- Dyslexia specialist, who worked with students over the course of the program, indicated that she thinks Noah Text is an invaluable resource, and strongly believes the Noah Text lessons are effective in helping students with dyslexia and other struggling readers.

Student Profiles and Growth:

Representative Case: Ms. Adaptable

- **9th grader, age 14, from Brooklyn, NY**
 - **Attends reading disabled school, reads more quickly, 7th grade reading level**

- Academic Growth

- Gains of over 13% in vocabulary during program (62/63 on post-test)
- Improved on average by 20+ words on Cold/Hot reads across conditions
- Sizable strides in oral reading fluency at the 7th and 8th grade level, going from 137 to 151 for 7th grade text and 106 to 130 for 8th grade text
- Most consistently high performer in lessons themselves, with overall scores ranging from 83%-100% and 100% comprehension across last 6 lessons

- Engagement with Program

- Made note via social validity of her investment in the story about Frank's adventures that were incorporated across all the Noah Text lessons

- Put in a high degree of reflection and thought into writing her response logs (e.g., when asked about the value of imagination, she said, “It’s important for children to keep their imagination because like Nana said, people with good imaginations, they will do the most work and be most successful (and not grow up too quickly).”)
- Engaged and active, particularly across the multiple Book Club discussions
- Personal Development
 - Fortright in offering feedback to staff about the lessons and the camp itself, often on behalf of other campers who were less comfortable sharing how they felt
 - Made the most of chances to spend quality time with best friend at camp
 - Took part in crafts (e.g., helping make t-shirts for the reading program, presenting Jim Griffin with a drawing of a moose as a gift after hearing he likes the animal)
 - Showing persistence during camp activities like Ridge Hike and paddle boarding

Representative Case: The Heart of Gold

- **9th grader, age 13, from Brooklyn, NY**
 - **Attends reading disabled school, reads more meticulously, 7th grade reading level**

- Academic Growth
 - Showed improvement across the widest array of assessments during the program
 - Gains of over 13% in vocabulary from start to end of program (57/63 on posttest)
 - Consistently strong performer on reading of academic word lists (95-100% range)
 - Improved on average by 18 words on Cold/Hot reads across conditions
 - Substantial growth on oral reading fluency at 5th/8th grade levels (+16/27 words)
 - Improvement of 10 points on comprehension under DIBELS-8 when reading plain text at 5th and 8th grade level (suggesting growth in reading even without Noah Text)
- Engagement with Program

- Strong engagement and improvement in lessons themselves, consistently performing in 80s/90s overall and scoring over 90% on lessons during second week
- Expressed via social validity strong enjoyment of story about Frank's adventures
- Actively participated in Book Discussions and showed strong empathy when completing response logs (e.g., when discussing two characters saying goodbye, "I think they're sad to leave one another 'cause they probably won't see each other again. Also, Abigail didn't seem to have any friends and Frank was her only one.")
- Personal Development
 - On multiple occasions, made an effort to open up during Book Club discussions
 - Overcame anxiety to take part in camp activities like Ridge Hike and kayaking
 - Made efforts to bond with other campers involved in the program (including her best friend, as well as others who she met in the summer reading program)
 - Showed desire to take part in group activities (e.g., helping make camp t-shirts)

Representative Case: The Natural Leader

- **11th grader, age 16, from Wallenpaupack, PA**
 - **Struggles w/ phonemic keywords + ADHD, 3rd grade reading level**

- Academic Growth
 - Vocabulary improved by 45% from the start to the end of the program
 - Made gains in oral reading fluency at 3rd and 7th grade level (inc. +25 words at 7th grade)
 - Solid progress in sight word fluency on TOWRE-2 (+9 words in 45 secs.)
 - Average growth of roughly 20 words/min on Cold/Hot (~23 w/ Noah Text)
 - Growth of 27% on comprehension from the first 3 to the last 3 lessons (64% => 91%)
- Engagement with Program
 - Greatly appreciated the use of lesson resources like audio supports (marking both his value and use of them as a "6" on a 1-5 scale)
 - Regularly engaged with Book Club discussions centered on how to "connect to your life" lessons from the Franklin Noah Peterson book series
 - Asked the staff for availability of book series or supplemental reading materials even outside of morning instruction (e.g., during weekend at FVL)

- Personal Development
 - Displayed admirable determination during supplemental instruction with dyslexia specialist that was focused on learning phonemes/syllable types
 - Frequently assisted counselors with teaching younger campers camp activities
 - Befriended and mentored a challenging camper during second week of program, leading to significant improvement in camper's temperament and conduct
 - Suggested rebranding reading program to avoid stigmatizing of campers involved (i.e., came up with "BEAR Camp", which evolved to stand for "Bringing Enjoyment to All Readers")
 - Culminated in being invited to apply to serve as volunteer counselor in training at Fairview Lake following his completion of the summer reading program

Representative Case: Mr. Congeniality

- **9th grader, age 14, from Wallenpaupack, PA**
 - **Stops when reading, memory difficulties, 3rd grade reading level**

- Academic Growth
 - Made gains of over 13% on vocabulary from the start to the end of the program
 - Improved by an average of 12+ words/minute on Cold/Hot reads (with his performance during both stages being significantly better on Noah Text passages)
 - Stronger oral reading fluency (often by 10+ words) at 5th, 7th, and 8th grade levels
 - Improved comprehension under DIBELS-8 at 3rd, 7th and 8th grade levels (from 14, 15 and 13 points to 17, 19 and 15 points, respectively), with far fewer errors made
 - Gains of over 40% on comprehension questions between first 3 and last 3 lessons
- Engagement with Program
 - Receptive to feedback during supplemental instruction with dyslexia specialist, culminating in improving from 34-59% in first 5 lessons to 75-97% in last 5 lessons
 - Noted via social validity strong investment in the story about Frank's adventures, while also expressing confidence the lessons were making him a stronger reader
 - Prepared the most post-it notes for Book Club, and prepared most questions for author of *Franklin Noah Peterson* series when she made a surprise visit via Zoom
- Personal Development
 - Displayed honesty in opening up about strategies for learning most beneficial to him

- Unparalleled enthusiasm, often being the most eager to befriend other students at Blair Academy and take part in camp activities (e.g., gaga, fishing, paddle boarding)
- Identified by the dyslexia specialist as “Mr. Congeniality”, and the sort of kid who the summer reading program is perfect for (since he got the most out of every part)

Representative Case: The Trooper

- **11th grader, age 17, from Wallenpaupack, PA**
 - **Issues with memory and nonsense words, 5th grade reading level**

- Academic Growth
 - One of our most improved students in vocabulary, showing an improvement of over 20% from the start to the end of the program
 - Displayed gains of over 20 words per minute during Cold/Hot reads, in a manner that was significantly stronger during both stages when Noah Text was added
 - Improved by over 10% in comprehension questions from the first 3 to the last 3 lessons
- Engagement with Program
 - Expressed via social validity a strong belief in her enjoyment of the story about Frank’s lessons, as well as the intervention (including its use of Noah Text)
 - Frequently connected the story to her own life via participation in Book Club discussions, often being the first person to share her observations with the group
 - Showed a noteworthy amount of emotion and openness about personal experiences when writing response logs (e.g., talking about tradition of going to church with her family, sharing how she felt following a difficult romantic breakup)
- Personal Development
 - Expressed a strong desire to build off the morals of Frank’s story in various ways, from opening up in group discussions to explicitly using the story as a springboard to push herself to take part in camp activities (e.g., Ridge Hike, paddle boarding)
 - Worked with staff to identify and implement coping strategies, after receiving difficult news from home (which took a significant emotional toll on her during the second week of camp), to successfully complete the reading program

Meet the MSU/New Century/Noah Text Research Team!

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