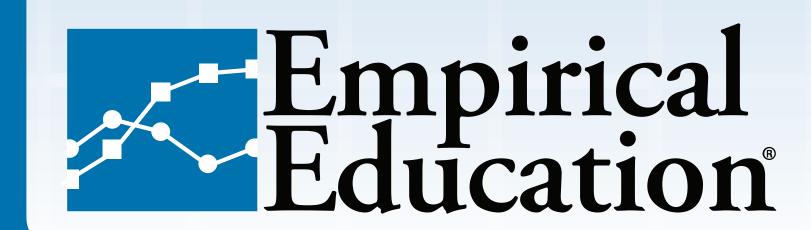
Using a Longitudinal Study for a Local Evaluation of the PCI Reading Program



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Introduction.

- PCI Education sought scientifically based evidence on the effectiveness of the *PCI Reading Program*—a sight word based program for students with developmental disabilities, autism, and significant learning disabilities.
- This efficacy study is designed to determine whether students who are exposed to *PCI* learn more of the specific sight words taught in the program than students who are not exposed to the program.
- This poster presents the findings of a three-year longitudinal study examining the efficacy of the *PCI* Reading Program as implemented in two Florida school districts with supported level students in grades 3-8 and their teachers.
- Phases 2 and 3 were built upon the Phase 1 randomized control trial as a quasi-experiment to estimate the impact of *PCI*.

Research Questions.

- What is the impact of *PCI* on student achievement in:
 sight word recognition?
 - phonological awareness?
- Is the impact of *PCI* different for different kinds of students or teachers?
- How are reading programs implemented in participating classrooms?

Intervention.

- A sight word based program designed to help nonreaders become successful readers
- Mastery-based, individualized program so students can learn at their own pace; multi-sensory based so students can use cues and manipulatives
- Specifies a system of repetition, practice, errorless discrimination, controlled reading, and high-interest activities
- Bridging approach of three levels
 - Level One aims to teach students 140 sight words through visual discrimination.
 - Level Two aims to teach 140 additional words including commonly used inflectional endings, such as —s and —ing.

Main Impacts.

^aNo phonological assessment in Year 3

Outcome	Impact	Method	Estimate ^a
Sight word	1-year	Experimental	3.17 (<i>p</i> < .05)
Sight word	2-year	Quasi-experimental	6.12 (p = .06)
Sight word	2-year	Extra-experimental	5.81 (p = .02)

Moderators

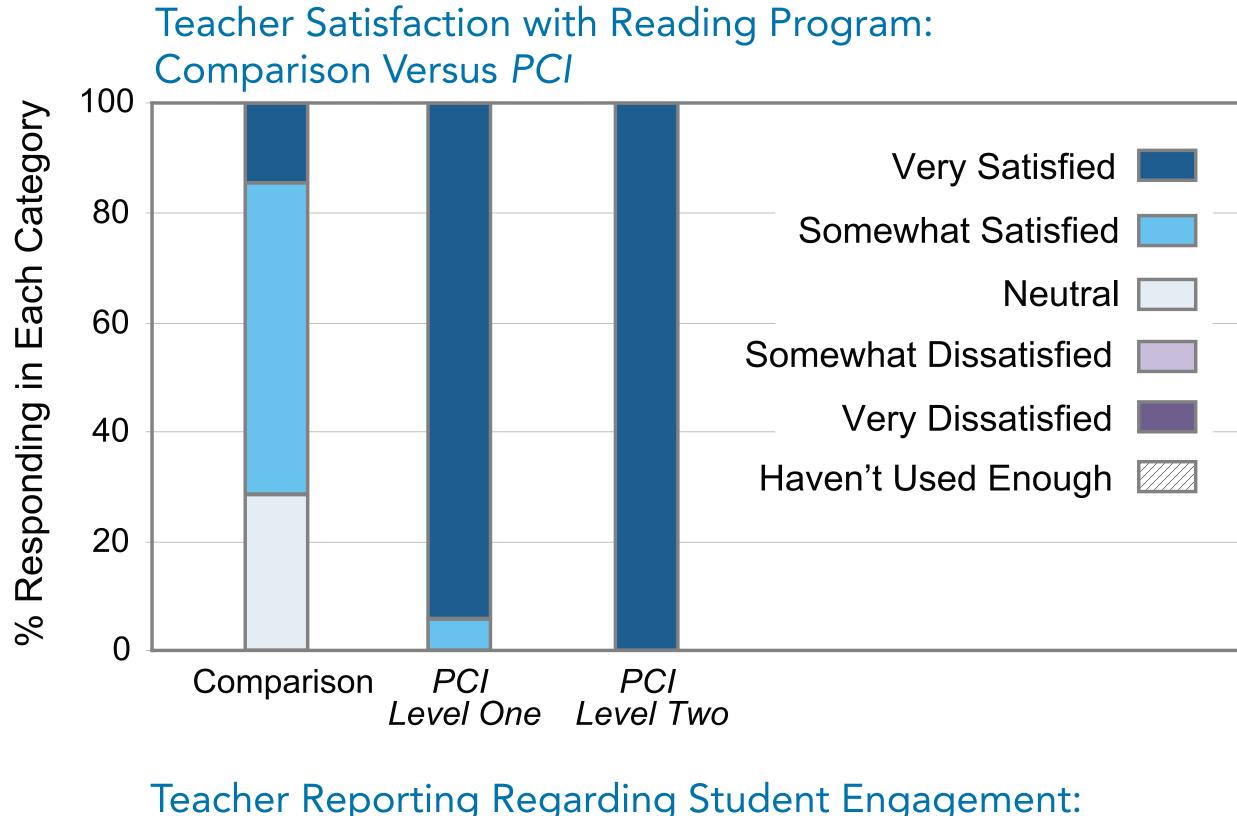
- In Phase 1, we found no moderating effect of pretest or grade level on the impact of *PCI* on student outcomes. However, we have some confidence that the phonological assessment had a small moderating effect.
- In Phase 2, we found that the sight word pre-assessment did not moderate the impact of *PCI* on sight word post-assessment scores. However, we have strong confidence that students whose teachers have more than four years of Special Education teaching experience benefit more from *PCI* than students with teachers who have fewer than four years of Special Education teaching experience.

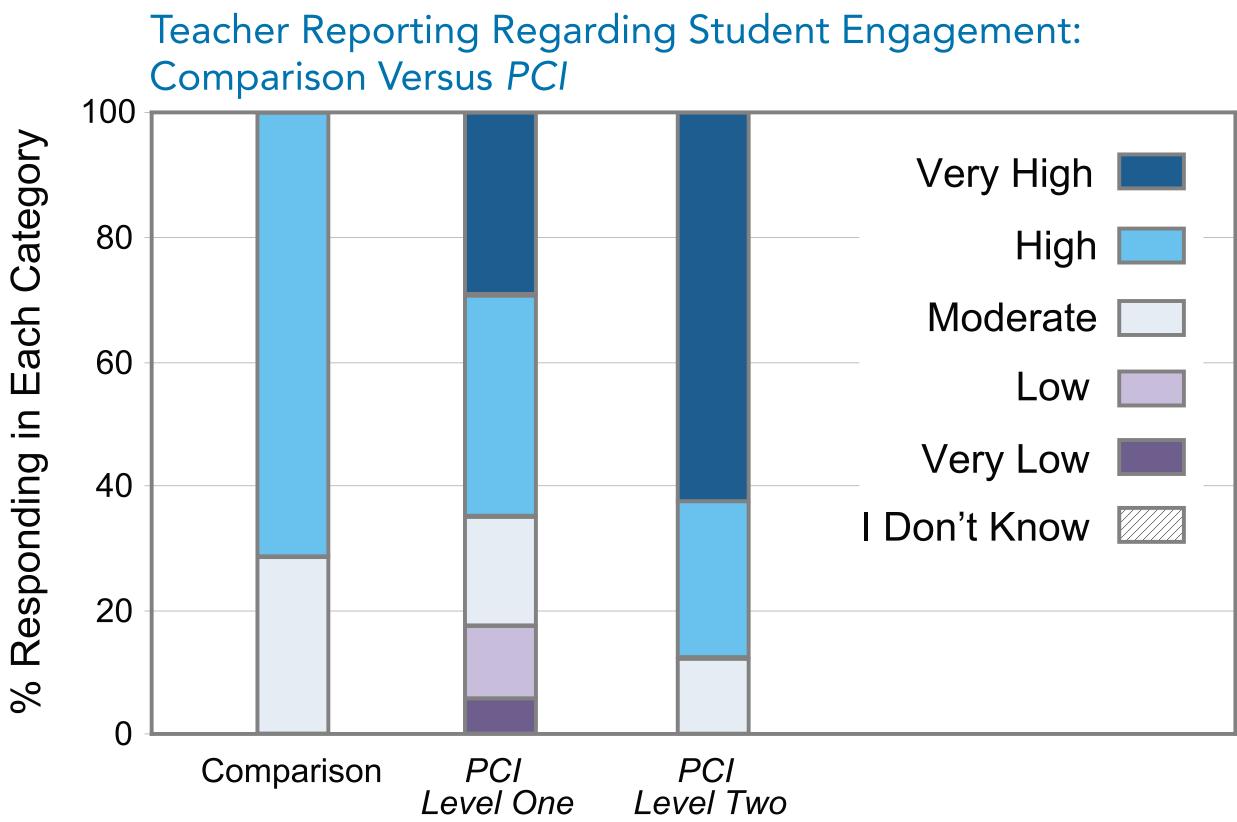
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Implementation Findings.

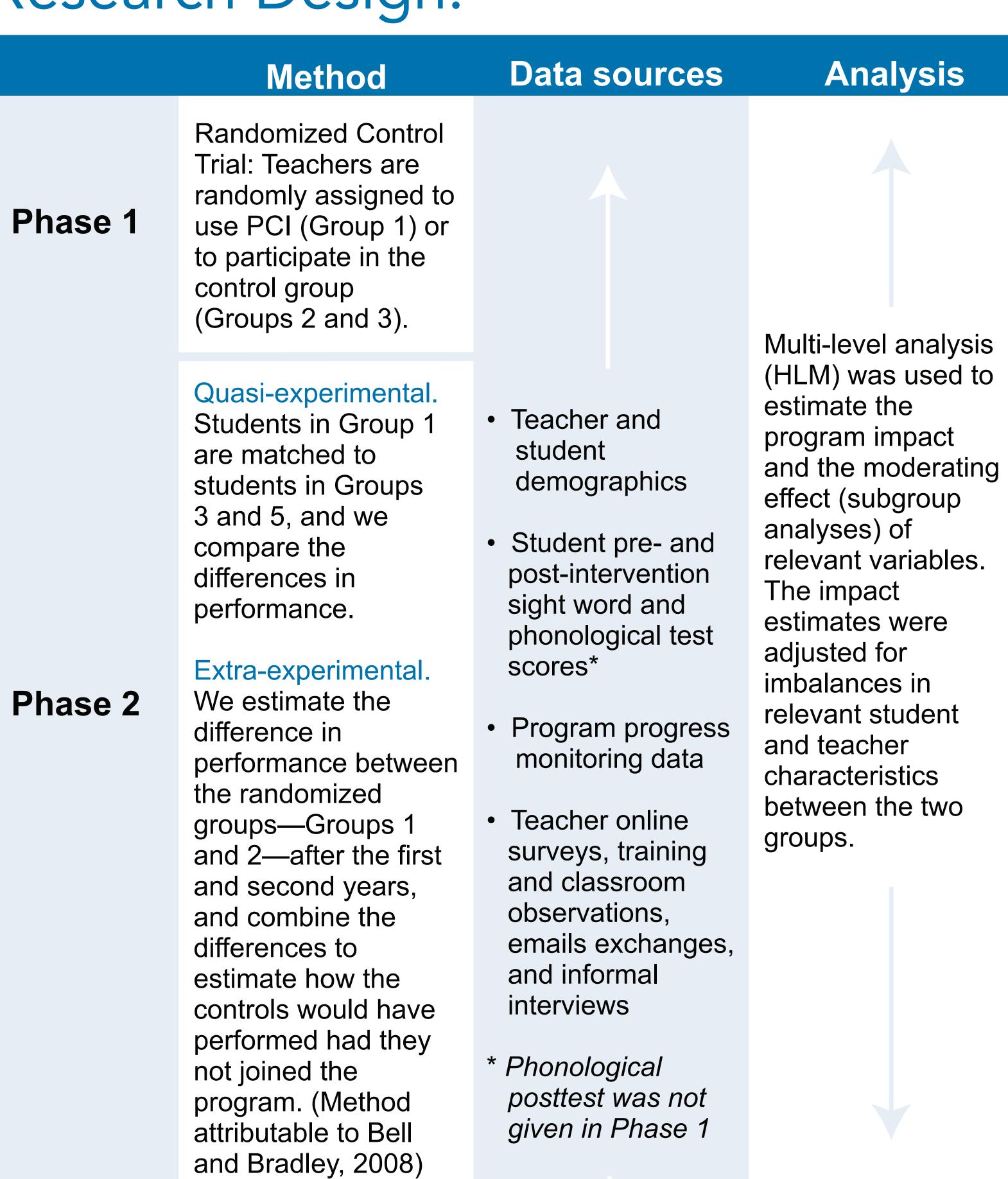




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- All three years of the study showed high levels of teacher satisfaction and student engagement and enjoyment. Teachers recommend the program and plan to keep teaching *PCI*.
- The primary difficulty in implementing the program was finding the time for the individualized instruction components of the program.
- Students did not progress as quickly through the program as initially expected.

Research Design.

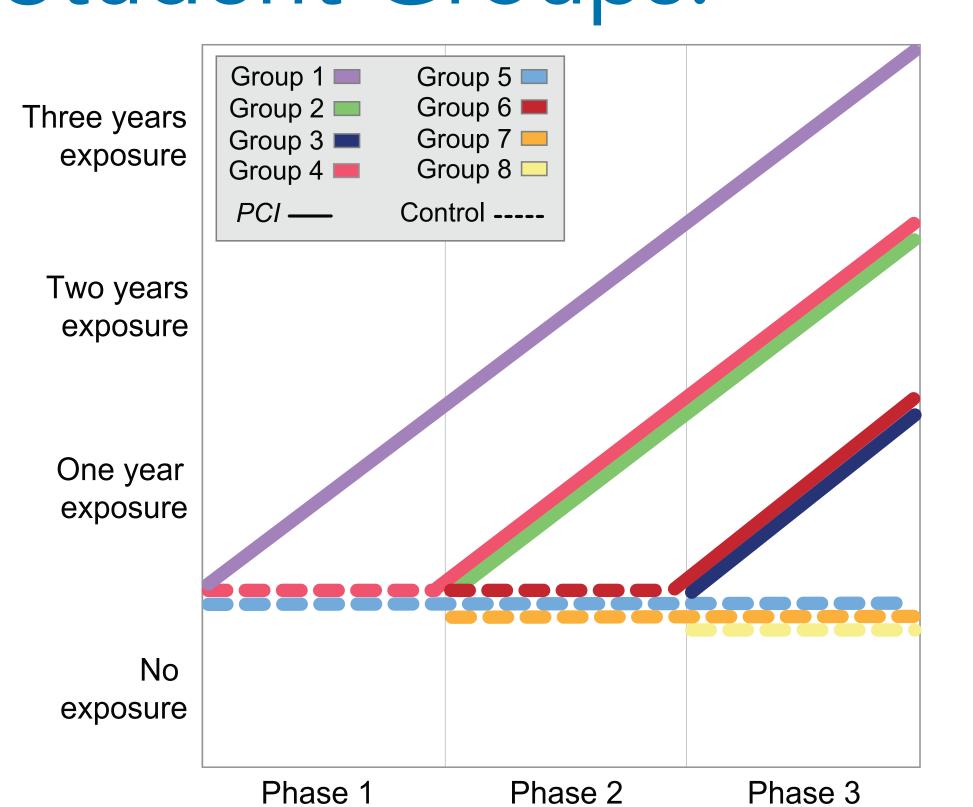


Phase 3

Descriptive. Small sample size prevented researchers from being able to determine an impact.

determine an impact.

Student Groups.



Conclusion.

Descriptive. Small

researchers from

sample size

being able to

prevented

The significant impact of *PCI* found in Phase 1 and 2 and high levels of teacher satisfaction with the program in all three phases provide useful information for districts looking for a reading program for severely disabled students.