Research Summary

Validated as an effective program by:

U.S. Department of Education (National Diffusion Network)
Florida Department of Education
Georgia Department of Education

2007-2008
Project CHILD®'s impact on academic achievement at 18 Florida schools
CHILD students continued to outperform their peers 82% of the time in reading, and 70% in mathematics. CHILD students in high poverty Title One schools outperformed the state averages not only for Title One students but for all students tested.
Source: Institute for School Innovation

2006-2007
An evaluation of Project CHILD's impact on academic achievement in 19 schools
Overall there were 90 favorable comparisons for the CHILD classes, and 14 favorable comparisons for the non-CHILD classes on the FCAT reading and math tests for grades 3-5.
Source: Institute for School Innovation

2005-2006
Effectiveness of Project CHILD on third grade retentions in 15 schools in 9 districts
99% of the CHILD students in grades 3-5 with previous CHILD participation in grades K-2 passed the FCAT reading test and were promoted. In 12 of the 15 schools the passing rate was 100%.
Source: Institute for School Innovation

2004-2005
Effectiveness of Project CHILD on third grade retentions in 27 schools in 12 districts
93% of the CHILD students in predominantly high poverty schools passed the FCAT reading test and were promoted, compared to 89% statewide passing rate for all students. A subgroup of CHILD students at 6 schools with exposure to Project CHILD prior to third grade had a 96% passing rate.
Source: EPPC Management

2002-2004
Closing achievement gaps in six Marion County schools
On SAT-9 and FCAT reading tests for Grades 1, 2, 3, 4, and 5 African Americans and economically disadvantaged CHILD students performed better on 9 out of 10 comparisons than the control group. Hispanic and White CHILD students performed better on 8 out of 10 comparisons.
Source: Florida TaxWatch

2001-2004
National School Change Award Winner
Using Project CHILD as its instructional model, South Heights Elementary School in Henderson, KY improved over four years from being a targeted assistance failing school to a national award winner. CHILD students' reading, math and science index scores all increased at least 30 points in 2004, exceeding the state expectations.
Source: The Education Innovator, U.S. Department of Education

2001-2002
FCAT comparative evaluation (Phase III Final)
Windy Hill Elementary (Duval County): CHILD students in grades 3, 4, and 5 outperformed the comparison school across the board in reading and mathematics. Math was at the 0.05 level of statistical significance for grade 3, and in both reading and math in grade 4 at the 0.01 level of significance on all parametric and nonparametric test results. John D. Floyd Elementary (Hernando County): CHILD students in grades 3, 4, and 5 outperformed the control school on all reading and mathematics comparisons. Scores were statistically significant at the 0.01 level by all tests applied.
Source: Florida TaxWatch

2000-2001
Comparative evaluation in five diverse Florida schools (Broward County, Duval County, Hernando County, Lake County, Sarasota County)
CHILD students scored higher in 75% of subtests for reading and mathematics in grades 1-5 than did the control group.
Source: Florida TaxWatch

2000
Comparative evaluation in two Title I schools (Camden County, GA and Thomas County, GA)
CHILD students in grades 1-5 scored higher in reading, writing, and math than the control groups.
Source: Georgia Department of Education Innovation Program

1998
Comparative evaluation in two "technology rich" schools (Miami-Dade County, FL).
CHILD students scored higher on all test comparison in reading and mathematics than the non-CHILD students.
Source: Journal of Research on Computing in Education

1997
Longitudinal follow up for CHILD students in middle school (Hernando County, FL).
Middle school students with CHILD experience in elementary school had higher NCE and percentile scores in reading, math, language, and the total battery than non-CHILD matched sample.
Source: Institute for School Innovation, Tallahassee

1994
Longitudinal follow up for CHILD students in middle school (Okaloosa County, FL).
Middle school students with CHILD experience in elementary school were 5 and 10 percentiles higher than matched samples of non-CHILD students for reading, math, and total battery. 41.6% of CHILD students were enrolled in advanced math compared to 25.5% non-CHILD.
Source: Daniel Memorial Institute, Jacksonville

1989-1993
Comparative evaluation in 9 diverse schools throughout Florida.
(Dade, Hernando, Okaloosa, Pasco, Volusia, Walton)
Composite effect sizes for CHILD students for reading, language arts, mathematics.
15 positive effects; 0 negative effects
Source: Florida Technology in Education Quarterly

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