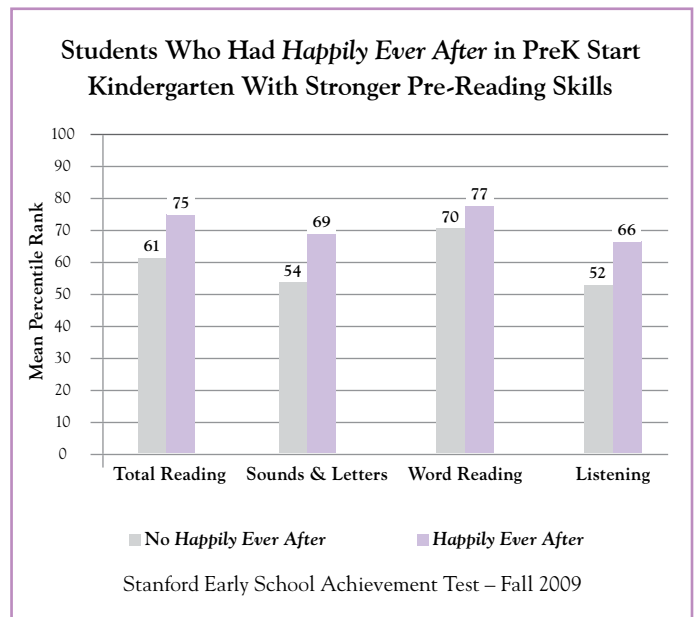


Two Studies Show the Effectiveness of *Happily Ever After* in Improving Early Literacy Skills



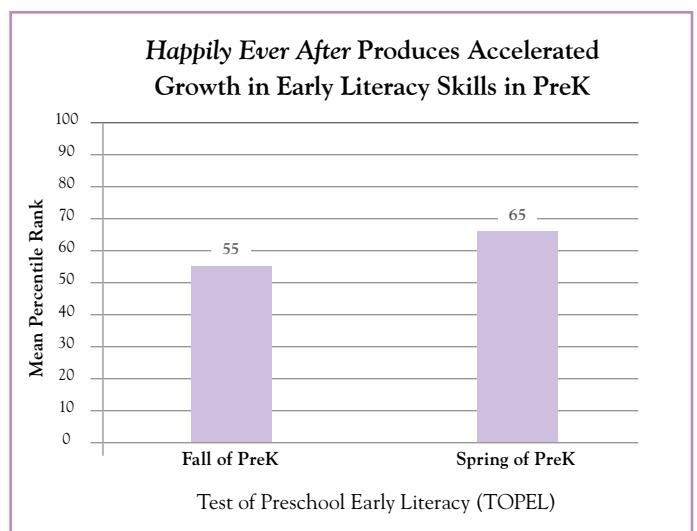
In a national study, 224 kindergarten students were given the Stanford Early School Achievement Test (SESAT) at the beginning of the school year.

These students attended six schools in five different states. Of the 224 students, 114 had received instruction the year before in PreK or Transitional Kindergarten using *Happily Ever After*, while the other 110 students did not receive instruction with this program. The SESAT test at the beginning of kindergarten consists of three subtests: Sounds & Letters, Word Reading, and Listening. These three scores produce a composite Total Reading score. The students who had *Happily Ever After* in PreK scored higher on every subtest. On average, *Happily Ever After* students scored 14 percentile rank points higher on Total Reading, 15 points higher on Sounds & Letters, 7 points higher on Word Reading, and 14 points higher on Listening. This study took place in the 2009–2010 school year.



In another study, *Happily Ever After* was used as the main early literacy curriculum in three preschool classrooms in and near Chicago, Illinois.

The population of students in these classrooms was 51% White, 37% African American, and 11% Hispanic. Students showed significant growth on the Test of Preschool Early Literacy (TOPEL), gaining ten percentile rank points from fall to spring on average. The difference in average mean scores from fall to spring is statistically significant. These gains indicate that students acquired substantially more pre-reading skills than comparable students did in the national norming group. If they had grown at the same rate as their peers, their average percentile rank would have remained the same. This study took place during the 2008–2009 school year.



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