

*Townsend Press' Ten
Steps Reading Series
Effectiveness Report*

Prepared by: SEG Measurement

2014

A Study of the Effectiveness of Townsend Press' *Ten Steps* Reading Series

Executive Summary

This study examined the impact of Townsend Press' *Ten Steps* Reading Series on students' reading skills in higher education developmental reading courses. Townsend's *Ten Steps* offering has been widely adopted in high schools and colleges across the country. Each book presents ten key skills that help students become more effective readers. Distinctive features of the Reading Series include abundant practice, a clear and friendly tone, helpful visuals, PowerPoint presentations, and online exercises and tests. The books can be used as part of a sequential reading program, or any one book can be used independently of the others.

SEG Measurement, an independent research firm, conducted a comprehensive study of the effectiveness of Townsend Press' *Ten Steps* Reading Series in the fall of 2013. The effectiveness study employed quantitative and qualitative methods to examine the extent to which students using the *Ten Steps* Reading Series showed higher reading comprehension skills at the end of the course than a control group of users who used other leading developmental reading textbooks during the semester. Further, the study investigated faculty perceptions of the books and collected information regarding students' interest in reading. A total of 24 instructors in 14 different institutions of higher education participated in the *Ten Steps* Reading Series research, including 13 treatment instructors and 11 control instructors.

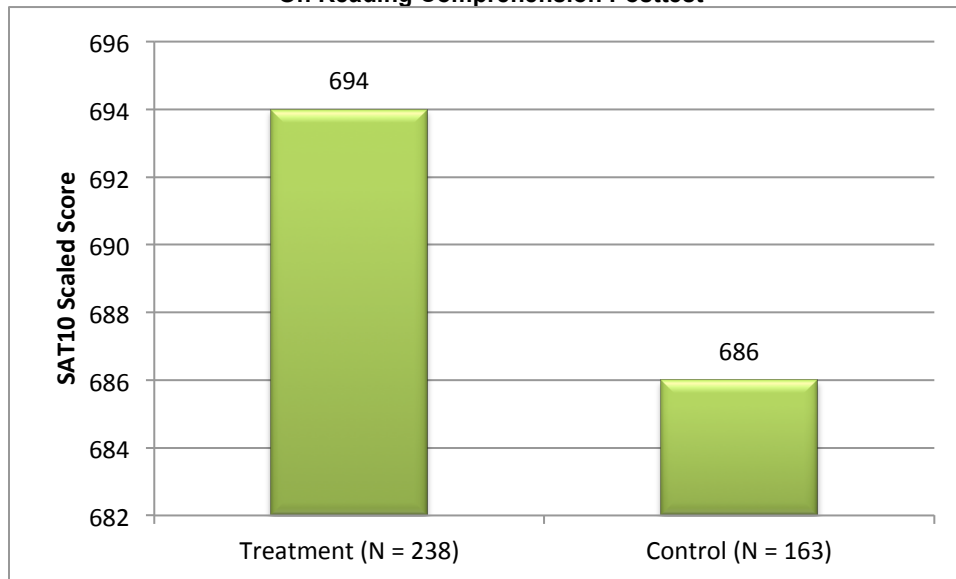
Student learning in reading classes using the *Ten Steps* Reading Series (treatment group) was compared to student learning in comparable reading classes not using the *Ten Steps* Reading Series (control group). A pretest of reading comprehension skills was administered as a basis for establishing the initial ability levels of the groups. The same assessment was administered as a posttest to determine the reading ability level at the end of the semester for *Ten Steps* users and non-users.

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Findings

Students in classes using the *Ten Steps* Reading Series achieved higher reading comprehension posttest scores (Mean=694) than did students in classes that used other commonly used reading textbooks (Mean=686). See Figure 1.

Figure 1: Ten Steps Reading Series Users Outperform Users of Other Textbooks On Reading Comprehension Posttest



The effect size for this difference is .26, indicating that students in the treatment group performed more than one quarter standard deviation better than students in the control group not using the *Ten Steps* Reading Series. This level of difference is equivalent to a student moving from the 50th to the 60th percentile, or a difference of 10 percentile points.

Instructor feedback regarding use of the *Ten Steps* Reading Series supported the effectiveness of the *Ten Steps* Reading Series. Instructors indicated that the books were effective or very effective in helping students reach their goals, improve their reading skills, and increase their confidence in their reading ability.

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Research Questions

The primary question addressed by this study focused on the overall efficacy of the *Ten Steps* Reading Series. Specifically,

1. Do students in college developmental reading courses that use the *Ten Steps* Reading Series show higher reading comprehension skills than students in comparable college courses that do not use the *Ten Steps* Reading Series?

In addition, the following question was addressed:

2. Is the *Ten Steps* Reading Series differentially effective among students of different genders and ethnicities?
 - a. Are there any differences in the reading comprehension skills between men and women in classes that use the *Ten Steps* Reading Series as compared to classes that do not use the *Ten Steps* Reading Series?
 - b. Are there any differences in the reading comprehension skills among students of different ethnicities in classes that use the *Ten Steps* Reading Series as compared to classes where the *Ten Steps* Reading Series is not used?

Data Sample

Instructor Characteristics. Twenty four (24) instructors from fourteen (14) institutions throughout the United States participated in this study. All of the instructors completed the components of the study and met the criteria for inclusion in the analysis (e.g., confirmed use of the *Ten Steps* Reading Series for treatment instructors, confirmed non-use of the *Ten Steps* Reading Series for the control instructors).

Overall, the participating instructors were very experienced, with more than half reporting they had more than 10 years of experience. All but two of the reading instructors held an advanced degree. All but two of the instructors were female. The majority of the instructors were Caucasian. This instructor profile data is summarized for the treatment and control groups in Table 1.

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Table 1. Profile of Instructor Participants

	Treatment	Control
Title		
Adjunct Instructor	4	1
Assistant Professor	1	2
Associate Professor	1	1
Instructor	4	6
Professor	2	1
Other	1	0
Highest Degree Earned		
Bachelor's (e.g., B.A., B.S.)	0	2
Ed.D./PhD	1	0
Master's (e.g., M.A., M.S., M.F.A., M.B.A.)	12	9
Teaching Experience		
2 - 4 years	1	1
5 - 9 years	1	3
10 or more years	11	7
Age Range		
31-40	2	1
41-50	1	6
51 - 60	5	2
61 and over	5	2
Gender		
Female	11	11
Male	2	0
Ethnicity		
Asian Pacific Islander	0	0
African American	1	2
Hispanic	2	1
White/Caucasian	10	7
Mixed Race or Other	0	1

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Student Characteristics. There were more than 600 students who participated in at least part of the study (i.e., completed either a pretest or posttest). Only those students who completed both a pretest and posttest were included in the analyses. If students joined the course late or dropped the course, they were not able to be included. Table 2 shows the composition of the treatment and control groups for those students who completed both the pre and posttest.

Table 2. Profile of Student Participants Completing the Course

Variable	Treatment Number and Percent of Students	Control Number and Percent of Students
Gender		
Female	138 (58%)	99 (61%)
Male	100 (42%)	61 (37%)
Not Reported	0 (0%)	3 (2%)
Ethnicity		
Caucasian	44 (19%)	51 (31%)
African American	29 (12%)	52 (32%)
Hispanic	131 (55%)	33 (20%)
Asian/Pacific Islander	12 (5%)	3 (2%)
Other/Mixed Race	18 (8%)	4 (3%)
Not Reported	4 (2%)	20 (12%)

Comparability of Study Groups

The treatment and control group students in this study showed no difference in pretest ability level ($F=2.666$, $df=1/400$, $p>.10$). Since the treatment and control groups showed no difference at the outset of the study, the comparison of the posttest scores did not need to include any statistical controls to mitigate initial differences.

Description of the Pretest and Posttest

Student reading comprehension skills were measured using the Stanford Achievement Test™, Tenth Edition (SAT 10), Abbreviated Battery, Form A, 2002. The Task 2 level Reading Comprehension Subtest was administered at the beginning of the semester in order to evaluate the initial ability levels

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of the students in the treatment and control groups. The subtest was administered as the posttest at the end of the semester for the courses. The Task 2 Reading Comprehension Subtest is a 30-item multiple choice test containing questions pertaining to primarily non-fiction passages. The SAT 10 measures students' skill levels on a single vertical scale ranging from 200–900. The scale-scores represent equal units; differences between scores at any point in the scale represent the same amount of achievement variation. This allows for an accurate comparison of changes over time.

Description of the Treatment

Each book in Townsend's *Ten Steps* Reading Series presents ten key skills that help students become more effective readers. Distinctive features of the Reading Series include abundant practice, a clear and friendly tone, helpful visuals, PowerPoint presentations, and free online exercises and tests. The books can be used as part of a sequential reading program, or any one book can be used independently of the others.

The books used in this study included *Ten Steps to Advancing College Reading Skills*, 5th Edition, by John Langan and *Ten Steps to Improving College Reading Skills*, 5th Edition, by John Langan. Instructors used either the print or online version of the textbooks. The instructors also made use of the Townsend Press Online Learning Center. Fidelity of use—ensuring that treatment group instructors were indeed using the *Ten Steps* Reading Series on a continuous basis—was monitored throughout the study.

Study Design

The goal of this effectiveness study was to compare the end-of-semester student performance in developmental reading courses that used the *Ten Steps* Reading Series (treatment) to student performance in comparable courses that used other leading developmental reading textbooks (control). The study employed a pre-post, treatment-control group design. Since the students were not randomly assigned to the groups, this is considered a quasi-experimental design. A quasi-experimental design allows for the evaluation of the effectiveness of the treatment with reference to a baseline/control group.

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Data Collection

In August, instructors for each of the treatment and control group classes were provided with the pretests, answer sheets and instructions for administration. Instructors administered the test as early as possible in the semester and to encourage their students to do their best. The test was designed to be completed within 60 minutes. The instructors requested students to provide their individual identifying information for future matching of pretest and posttest results. Students also indicated their gender and ethnicity for later use in characterizing the sample and for data analysis. Instructors were provided with instructions to return the pretests to SEG Measurement for processing.

At the conclusion of the semester, instructors were provided with the posttests for administration and repeated the procedures used for the pretest administration. All posttest materials were returned for processing.

Data Management. The multiple-choice answer sheets were scanned and entered into a database. The responses were scored. Any questions that the students did not answer were scored as incorrect. Students answering fewer than ten questions were removed from the analysis. Any results that showed implausible gains or losses of more than two standard deviations were eliminated from the analysis as these gains/losses suggest that the students did not faithfully complete either the pre- or posttest. All data was reviewed and checked for accuracy. Students with pre and posttest data were included in the analyses. Any unmatched results, where students either left or joined the class after the pretest, were eliminated from the treatment-control group comparisons.

Fidelity Monitoring. Following the pretest administration, participating faculty delivered instruction. In order to ensure that the treatment group instructors and students were using the *Ten Steps* books throughout the semester, the faculty members used an online survey tool to confirm their usage every three weeks. In this online survey, they were also given the opportunity to provide feedback regarding the books and the Townsend Online Learning Center if they used it during that time period. The responses to the survey were monitored throughout the semester. If any instructor was not completing the survey, the instructor would be contacted to ensure all of the

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required information was collected. The usage data was reviewed to determine whether all of the intended treatment courses could be included in the final analyses.

Analysis and Findings

Reading Comprehension Scores Comparison

The reading comprehension skills for the treatment and control groups was compared using analysis of analysis of variance (ANOVA). Since initial group equivalence was confirmed, this approach provides an accurate way to compare posttest results and determine whether there was an impact from using the *Ten Steps* Reading Series on reading skills acquisition/growth during the semester.

The results show an effect size of .26 (Cohen's D), indicating that students in the treatment group using the *Ten Steps* Reading Series performed over a quarter of a standard deviation (26%) better than students in the control group using other reading textbooks ($F=7.414$; $df=400$; $p=.007$). For a student at the 50th percentile, an effect size of .26 would produce a gain to the 60th percentile. The results are summarized in Tables 3 and 4.

Table 3. Analysis of Variance Comparison of the Treatment Group and Control Group SAT10 Posttest Scores

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Corrected Model	6809.842 ^a	1	6809.842	7.414	.007
Intercept	1.842E8	1	1.842E8	200582.996	<.001
group	6809.842	1	6809.842	7.414	.007
Error	366497.390	399	918.540		
Total	1.917E8	401			
Corrected Total	373307.232	400			

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Table 4. Descriptive Statistics Comparison of the Treatment Group and Control Group SAT10 Posttest Scores

Group	Mean	Standard Deviation	N
Treatment	694.2	30.2	238
Control	685.8	30.5	163

Gender Results

Since the overall results indicated that the treatment group outperformed the control group, we then examined whether there were any differences in reading comprehension skills at the end of the semester between male and female students between the treatment and control groups (interaction effects) to see if the *Ten Steps* Reading Series was differentially effective for male or female students. To this end, the reading comprehension skills of the treatment group were compared to the reading comprehension skills of the control group as measured by the posttest. ANOVA was used to evaluate the posttest score (dependent variable) between the treatment and control groups (independent variable) of different genders (independent variable).

The results show no significant differences in reading comprehension posttest scores between the treatment group and the control group among males and females (interaction effect; $F=0.108$; $df=400$ $p=.742$). This suggests that the *Ten Steps* Reading Series is equally effective for males and females. The results are summarized in Table 5 below.

Table 5. Descriptive SAT10 Posttest Statistics for Study Group by Gender

Group	Gender	Mean	Standard Deviation	N
Treatment	Female	695.9	30.4	138
	Male	691.8	29.9	100
Control	Female	687.9	29.1	99
	Male	681.8	33.2	61

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Ethnicity Results

We examined whether there were any differences in reading comprehension skills at the end of the semester between the treatment and control groups to see if the *Ten Steps* Reading Series was differentially effective for students of different ethnicities. ANOVA was used to evaluate the posttest score (dependent variable) between the treatment and control groups (independent variable) of different ethnicities (independent variable).

There was a significant effect found for the interaction between ethnicity and study group membership ($F=2.596$; $df=400$; $p=.025$). While *Ten Steps* was found to be effective for the treatment group as a whole, these results suggest that *Ten Steps* may be particularly effective for African American students. Caution should be used because the sample sizes of each ethnic group within each study group are relatively small. The results are summarized in Table 6 below.

Table 6. Descriptive Posttest Statistics for Study Group by Ethnicity

Group	Ethnicity	Mean	Standard Deviation	N
Treatment	Asian	690.3	31.6	12
	African American	701.6	19.2	29
	Caucasian	704.9	30.9	44
	Hispanic	690.0	31.4	131
	Other	694.8	24.4	18
Control	Asian	672.7	31.8	3
	African American	672.3	27.5	52
	Caucasian	699.6	29.3	51
	Hispanic	684.5	31.3	33
	Other	687.0	42.9	4

Instructors' Feedback

The treatment and control group instructors were surveyed to gather instructor profile information. Treatment group instructors were also asked a number of questions about their use and perceptions of the *Ten Steps* Reading Series books used during the semester. Control group instructors were asked information regarding the texts and other tools they used in their course. The feedback from

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these surveys is summarized in this section of the report. Additional comments from instructors are included in Appendix A.

Treatment Group Instructor Survey Results

Twelve of out of the 13 instructors in the treatment group responded to all of the survey items. One instructor partially completed the survey and did not give feedback on *Ten Steps*. The instructors had many years of experience using either the *Ten Steps to Advancing College Reading Skills* or *Ten Steps to Improving College Reading Skills* in their higher education developmental reading courses. Twenty-five percent had used the text(s) for 2–4 years, 33 percent had used the text(s) for 5–7 years, and 42 percent had used the texts at least 8 years. All of the survey respondents were very satisfied (75%) or satisfied (25%) with the books. All of the instructors also indicated that they used the Townsend Press Online Learning Center.

The instructors indicated their perceptions of how effective the books were in improving their students' reading skills. In nearly all cases, the instructors responded that the books were effective or very effective in improving their students' reading skills. The data is summarized in Table 7.

Table 7. Instructor Ratings of Ten Steps' Effectiveness in Improving Students' Reading Skills

How effective do you feel the Ten Steps books were in helping to improve your students' skills in the following areas?	Very Effective	Effective	Neither Effective nor Ineffective	Not Very Effective	Not At All Effective
Reading comprehension	58%	42%	0%	0%	0%
Reading fluency	17%	67%	17%	0%	0%
Understanding main idea	58%	42%	0%	0%	0%
Understanding vocabulary in context	83%	17%	0%	0%	0%
Understanding details in a passage	67%	33%	0%	0%	0%
Understanding the author's tone and purpose	67%	33%	0%	0%	0%
Understanding relationships and structure in a passage	58%	42%	0%	0%	0%
Making inferences from a passage	50%	50%	0%	0%	0%
Identifying facts and opinions	50%	50%	0%	0%	0%

Instructors also indicated that the *Ten Steps* books were effective in helping students meet their goals, as summarized in Table 8.

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Table 8. Instructor Ratings of Ten Steps' Effectiveness in Helping Students Reach Goals

Student Goals: How effective do you feel the Ten Steps books were in helping students do the following?	Very Effective	Effective	Neither Effective nor Ineffective	Not Very Effective	Not At All Effective
Fulfill key goals of your developmental reading course	58%	42%	0%	0%	0%
Prepare for exit exam/assessment to move beyond developmental reading	67%	33%	0%	0%	0%
Prepare for future college level reading beyond this developmental course	50%	50%	0%	0%	0%
Prepare students for future reading challenges in the workplace	42%	50%	8%	0%	0%
Become generally stronger readers regardless of context	50%	50%	0%	0%	0%

The instructors also reported that the *Ten Steps* books were effective in helping their students improve their attitudes and behaviors related to reading, as summarized in Table 9.

Table 9. Instructor Ratings of Ten Steps' Effectiveness in Improving Student Attitudes and Behaviors

How effective do you feel the Ten Steps books were in helping to improve your students' attitudes or behaviors in the following areas?	Very Effective	Effective	Neither Effective nor Ineffective	Not Very Effective	Not At All Effective
Attitude towards reading	25%	58%	17%	0%	0%
Confidence in reading ability	8%	92%	0%	0%	0%
Increase in reading for enjoyment	8%	67%	25%	0%	0%
Increase in reading for information	25%	75%	0%	0%	0%

Twelve out of the thirteen treatment group instructors responded to questions regarding the Online Learning Center. All of the instructors indicated that they used the Online Learning Center. The instructors' use and perceptions of the Townsend Press Online Learning Center are summarized in Table 10.

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Table 10: Instructor Satisfaction Ratings of the Townsend Press Online Learning Center Components and Attributes

Component/Attribute	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Not Satisfied	Not At All Satisfied	Did not Use
Online Exercises	83%	0%	0%	8%	0%	8%
Mastery Tests	75%	17%	0%	0%	0%	8%
Alternate Mastery Tests	50%	17%	0%	0%	0%	33%
PowerPoint Presentations	58%	33%	0%	0%	0%	8%
College Reading Tests	50%	17%	0%	0%	0%	33%
Electronic Teacher Guide	33%	8%	0%	0%	0%	58%
Audiobooks	0%	8%	8%	0%	0%	83%
Class Management System	8%	8%	8%	0%	0%	75%
Ease of use for you	92%	8%	0%	0%	0%	0%
Ease of use for students	75%	25%	0%	0%	0%	0%
Quality of online assignments	75%	17%	0%	8%	0%	0%
Effectiveness of online assignments	75%	17%	0%	8%	0%	0%
Amount of online assignments	75%	17%	0%	8%	0%	0%
Relevance of online assignments	83%	17%	0%	0%	0%	0%
Overall cost	58%	25%	8%	0%	0%	8%
Available technical support	42%	8%	8%	0%	0%	42%

Ninety-two percent of the instructors completing the survey indicated that they would definitely use the Townsend Press *Ten Steps* books and the Townsend Press Online Learning Center again, and that they would definitely recommend the *Ten Steps* books to a colleague. This data is provided in Table 11.

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Table 11: Instructor's Likelihood of Future Use and Recommendation of *Ten Steps* Products

Question	Response	Percentage of Instructors
How likely is it that you will use the Townsend Press Online Learning Center again in the future?	Definitely will use in the future	92%
	Probably will use in the future	0%
	Might use in the future	8%
	Unlikely to use in the future	0%
	Will not use in the future	0%
How likely is it that you will use the Ten Steps books again in the future?	Definitely will use in the future	92%
	Probably will use in the future	8%
	Might use in the future	0%
	Unlikely to use in the future	0%
	Will not use in the future	0%
How likely is it that you will recommend the Ten Steps books to a colleague?	Definitely will recommend	92%
	Probably will recommend	0%
	Might recommend	8%
	Unlikely to recommend	0%
	Will not recommend	0%

Overall, the instructors who used the *Ten Steps* Reading Series books had very positive feedback regarding the materials. Additional instructor comments are provided in Appendix A.

Control Group Instructor Survey Results

Nine of the control group instructors completed the entire survey at the end of the semester and provided additional information regarding the materials they used in their reading course. The textbooks used in these courses included: *The Reading Process* (no author provided), *Eleven Essentials of Effective Reading and Writing* by A. M. McNeely, *A Writer's Reference* by Diana Hacker, *Words on Paper* by L. Hayes and B. Waltman, *Developing Critical Reading Skills* by Spears, *Read to Achieve* (no author provided), and *Prentice Hall Guide to College English*.

The control group instructors indicated a mixture of satisfaction ratings regarding the non-*Ten Steps* textbooks they are using in their courses. This information is summarized in Table 12.

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Table 12. Control (NON *Ten Steps*) Instructor Satisfaction with Textbook(s)

Rating	Percentage
Very Satisfied	11%
Satisfied	33%
Neither Satisfied nor Dis-Satisfied	33%
Not at all Satisfied	22%

The instructors provided feedback regarding their perceptions of effectiveness of the books they used during the course, as summarized in Table 13. The control group instructors' ratings of their materials were lower than the ratings of the instructors who used the *Ten Steps* Reading Series.

Table 13. Control (NON *Ten Steps*) Instructor Ratings of Textbook Effectiveness

How effective do you feel the books and resources you used for this course were in helping to improve your students' skills in the following areas?	Very Effective	Effective	Neither Effective nor Ineffective	Not Very Effective	Not At All Effective
Reading comprehension	33%	56%	11%	0%	0%
Reading fluency	22%	11%	44%	22%	0%
Understanding main idea	11%	56%	11%	22%	0%
Understanding vocabulary in context	11%	44%	33%	11%	0%
Understanding details in a passage	11%	56%	33%	0%	0%
Understanding the author's tone and purpose	22%	44%	33%	0%	0%
Understanding relationships and structure in a passage	11%	22%	44%	22%	0%
Making inferences from a passage	22%	33%	33%	11%	0%
Identifying facts and opinions	22%	33%	11%	33%	0%

The control instructors also rated the effectiveness of the non-*Ten Steps* textbooks they used for improving their students' attitudes and behaviors related to reading. Overall, these ratings of the textbooks used in the control courses are lower than those of the ratings of the instructors who used the *Ten Steps* Reading Series books, as illustrated in Table 14.

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Table 14. Control (NON *Ten Steps*) Instructor Ratings of Effectiveness of Textbooks for Improving Students' Attitudes and Behaviors

How effective do you feel the books and resources you used were in helping to improve your students' attitudes or behaviors in the following areas?	Very Effective	Effective	Neither Effective nor Ineffective	Not Very Effective	Not At All Effective
Attitude towards reading	0%	44%	44%	11%	0%
Confidence in reading ability	0%	56%	22%	22%	0%
Increase in reading for enjoyment	0%	33%	56%	0%	11%
Increase in reading for information	11%	67%	22%	0%	0%

The control instructors were also asked to rate the effectiveness of online tools they used. Some of the control instructors used the Townsend Press Online Learning Center. The feedback requested on the survey was for tools other than the Townsend Press tool. Seventy-eight (78) percent of the 9 instructors who responded indicated that they were satisfied or highly satisfied with the electronic tools they used. Table 15 provides ratings regarding the tools.

Table 15. Control (NON *Ten Steps*) Instructor Ratings of Online Tools Used During Semester

Please rate your satisfaction with the current online components you are using in your course (<i>other than the Townsend Press Online Learning Center</i>)	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Not Satisfied	Not At All Satisfied	Did not Use/Does not Apply
Ease of use for you	44%	44%	0%	0%	0%	11%
Ease of use for students	33%	56%	0%	0%	0%	11%
Quality of online assignments	11%	33%	22%	0%	0%	33%
Effectiveness of online assignments	11%	33%	22%	0%	0%	33%
Amount of online materials	22%	33%	11%	0%	0%	33%
Relevance of online materials	22%	22%	11%	11%	0%	33%
Overall cost	22%	11%	44%	11%	0%	11%
Available technical support	11%	67%	0%	0%	0%	22%

Forty-four percent of the instructors indicated that their colleges are considering a change to their textbooks used for their developmental reading course, thirty-three percent indicated they were not considering a change, and twenty-two percent were not sure whether a change was being considered. Conferences and recommendations from colleagues were the top two sources that instructors used to locate information regarding textbook options for their courses.

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Conclusion

Student learning in developmental reading courses using the *Ten Steps* Reading Series (treatment group) was compared to student learning in comparable reading courses using other leading developmental reading textbooks (control group). A pretest of reading comprehension skills confirmed that the two groups were comparable at the outset of the semester.

Students in classes using the *Ten Steps* Reading Series achieved higher reading comprehension posttest scores (Mean=694) than did students in classes that used other non-*Ten Steps* textbooks (Mean=686). The effect size for this difference is .26, indicating that students in the treatment group performed over a quarter of a standard deviation better (26%) than students in the control group not using the *Ten Steps* Reading Series. The use of *Ten Steps to Advancing College Reading Skills* and *Ten Steps to Improving College Reading Skills* were found to be effective in improving students' reading comprehension skills.

Instructors using the *Ten Steps* Reading Series books strongly supported the use of the books, indicated that the books were effective in improving their students' reading skills, and confirmed that they would recommend the books to their colleagues.

This research was supported by a grant from Townsend Press.

Appendix A. Instructor Comments

What Instructors Said About the *Ten Steps* Reading Series Books:

- Great text that prepares students to exit developmental instruction.
- I find that the text is well written and organized. The exercises are excellent practice for each reading skill that is covered. I like how the Power Points highlight the major teaching concepts in each chapter and that there are practice exercises that can be done along with it.
- I have used the *Ten Steps* books for a number of years and enjoy the book tremendously. I like that there are so many exercises available for the students. Both the students and I enjoy the content of the reading selections used in the exercises.
- The fact that it contains many practice exercises for each reading skill. Also, the way they are assigned-from easy to difficult.
- Ease of use for both students and faculty.
- I like the format used to disseminate information. Pictures are a great help to students to help with understanding, especially with inferences. *Ten Steps* breaks down information for the student into more manageable pieces. This is VERY helpful.
- I like the fact that the textbooks are easy to follow for both me and the students. Once we get through chapter 1, students see the relevance and the patterns of each chapter and how they are the same.
- I love the practice provided. It gives ample opportunity for students to solidify skills.
- The way it is laid out with examples that are pertinent and appropriate for adult learners.
- I like how the books are laid out. Very easy to understand. Examples are well written.
- It is a very organized, well thought-out book.
- The Chapter Reviews are excellent.
- The chapters “build” on one another. Each “Review Test 4” includes skills from previous chapters in addition to the chapter being discussed.
- The reading selections are varied as to interests and sources (some are taken from college texts).

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- I think the textbook is a great book. It explains everything in detail and provides various practice exercises for each skill students are learning. Students understand the textbook and is easy to follow.
- I am very pleased with the textbook. The fact that it provides plenty of practice exercises is helpful to our students.
- It provides very in-depth explanations for the concepts being studied. The format is easy for them to understand and use.
- I am very pleased with the practice exercises, review tests and selections provided by the textbook.
- I have used this text for several semesters and I find it to be an excellent text in teaching developmental students. I also find that the online exercises and tests, which I require the students to do, prepare them for the tests I give in class.
- This series continues to deliver information to students in a concise manner with many opportunities to practice the concepts.
- The *Ten Steps* textbook provides students insight into important reading concepts and, along with the TP online activities, help them develop their reading skills. Most importantly, it helps them develop the reading habit.
- *Ten Steps* gives the students a good basic understanding of the concepts plus it moves beyond that basic concept.
- Textbook and all materials that go along with it are easy to use. They are user friendly for students. I don't have to explain much when it comes to assigning homework to students who might have been absent during the week. Online exercises are also very useful and at the level of rigor for student needs.
- I find that the Readings with the Combined skills are an excellent review for the students. They are also interesting reading and the students enjoy them.
- Students made use of this helpful textbook. It is a very good resource for students to develop their college reading skills.
- Great Semester!