

The Rock 'n' Read Project

HF 1169 Singing-based pilot program to improve student reading

For a grant to pilot a research-supported, computer-based educational program that uses singing to improve the reading ability of students in grades 2 through 5.

Funding: \$75,000

This bill would extend the existing state pilot with the untapped funding from the prior 2019 legislative grant left at fiscal year-end (June 30, 2021). Because of the pandemic, many schools that wanted to implement this software program during this school year were unable to do so. Extending the pilot would allow these schools that have large proportions of students not reading proficiently and eligible for free/reduced price lunch to implement this program.

Impact of Five-Year State Pilot

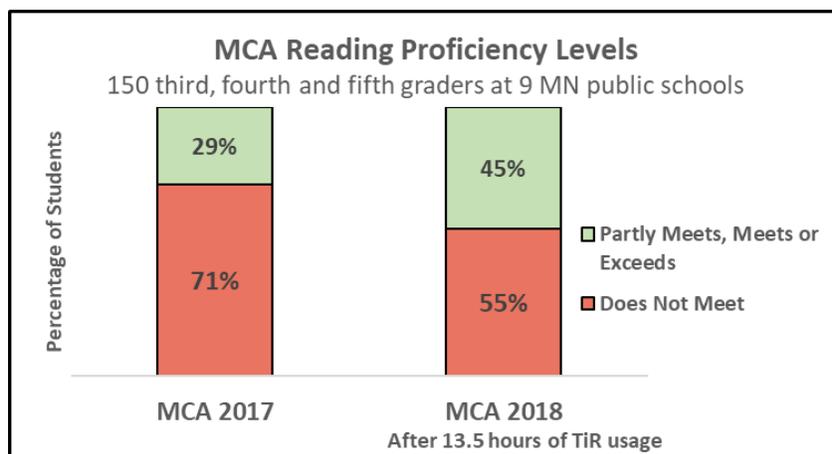
- Served approximately 2500 2nd through 5th grade students.
- Partnered with 25 public district and charter schools in the metro and greater Minnesota.

Cost

About \$200 per student for 1 year (avg.) of reading achievement gain in 13.5 hours.

Results

- Students made one year gain (avg.) in 13.5 hours of usage (over 12-16 weeks).
- Least-proficient students—scoring at the Does Not Meet level on the Minnesota Comprehensive Assessment for reading (MCA)—made the greatest gains.
- The year of greatest gain was during the 2017-'18 school year when fully one-third of 4th and 5th graders who had tested at Does Not Meet on MCAs in the prior year (2017) went up to Partly Meets after only 13.5 hours of usage.



Conclusions

- Tune into Reading (TiR) is a research-proven intervention—MCA data analysis affirms the findings of four research studies.
- TiR is efficient—one year gain (avg.) after 13.5 hours of usage.
- TiR is cost-effective--\$200/student for one year (avg.) gain.
- Most students find that singing songs while reading lyrics is fun, and many appear to become more motivated to read, and gain confidence in their ability.

Brain Research

The remarkable results of the state-funded Rock 'n' Read Program pilot implementing a singing-based software as a reading intervention are backed up by an accumulation of neuroscientific research over the last ten years that has revealed that music-making enables brain development and reading achievement.

A comprehensive summary of current neuroscientific research:

Music for Every Child: A Special Report for Parents, Educators, Community Organizers, Policy-Makers and Citizens of the World (2021). San Francisco Conservatory of Music and the Getty Foundation.

https://sfcm.edu/sites/default/files/SFCM-Music_for_Every_Child.pdf

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