

IMPLEMENTATION & RESULTS

Austen HIGH SCHOOL

Research Study

AUSTEN HIGH SCHOOL

TYPE OF STUDY

Comparison group

TYPE OF SCHOOL

Public

POPULATION OF STUDENTS

Linguistically diverse (ELL)

GRADE LEVEL

High school

LENGTH OF DATA COLLECTION

1 school year

LOCATION

*Western United States,
Mountain Region*

POPULATION OF CITY

178,965 people

SOCIO-ECONOMIC STATUS

*32% of total enrollment qualified
for free or reduced lunch*

NUMBER OF SCHOOLS

1 school

NUMBER OF STUDENTS

75 students

READING HORIZONS MATERIALS

Interactive software

ASSESSMENT TOOLS

*Word Recognition Assessment in
Reading Horizons software*

Summary of Findings

A higher percentage of students in a high school refugee program made gains on Word Recognition Assessment scores after receiving Reading Horizons instruction than did students in the program who did not receive Reading Horizons instruction.

Background

A program was established at Austen High School to meet the needs of students who had recently relocated to the area as refugees. The students, who are linguistically and culturally diverse, were separated into two classes for this study: one that received Reading Horizons instruction and one that didn't.

One program aspect that presented a logistical challenge to gathering student outcome data was the varied length of student enrollment. Some students spent a whole year in the program, whereas others spent less than half a year. Two types of students were in the program for fewer months: (a) those who relocated to the city mid-school year, and (b) those who, at the mid-year assessment, demonstrated sufficient linguistic skills to transfer to more inclusive classrooms. Although the partial-year student group varied as described, both classrooms had a similar proportion of students from this sub-group: 45% of students receiving Reading Horizons instruction spent less than four months in the program as compared to 46% of students who did not receive Reading Horizons instruction.

Resources

Reading Horizons interactive software and a teacher trained in the Reading Horizons method.

Implementation

The refugee program included two classes. Students in one class received instruction in Reading Horizons.

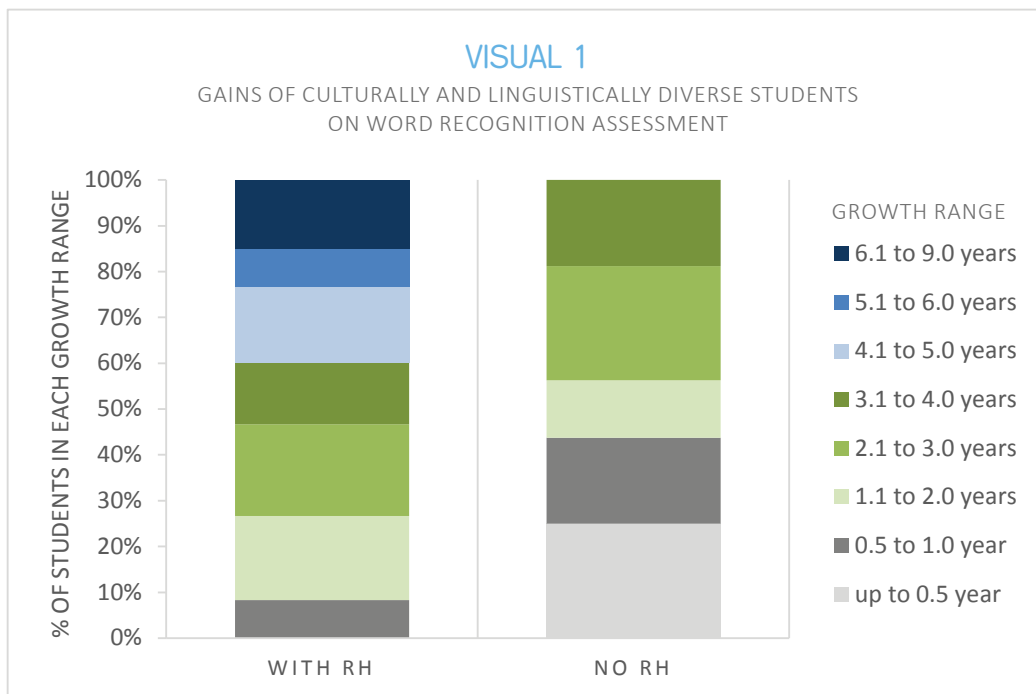
NOTE: In the Word Recognition Assessment included in the Reading Horizons software, students read word lists of increasing difficulty and receive a score based on corresponding grade-level equivalents. Levels on the assessment range from 0.0 to 12.0. The assessment was administered three times: at the beginning, middle, and end of the school year. Students in the program for less than four months participated in two rather than three assessments: at the beginning and end of their time in the program. The assessment was given to students in both classes; however, only a sample of students in the class not receiving Reading Horizons instruction took part in the assessment (60 students who were tested received Reading Horizons instruction and 15 students who were tested did not receive Reading Horizons instruction).

Outcomes

Sixty percent (60%) of students who received Reading Horizons instruction demonstrated double the gains made by the same percentage of students who did not receive Reading Horizons instruction (four levels of gain versus two levels of gain, respectively) (Visual 1).

Forty percent (40%) of students who received Reading Horizons instruction made greater gains than the gains demonstrated by students who did not participate in the Reading Horizons program (Visual 1).

The average gain made by all students in each class was 3.7 levels for students receiving Reading Horizons instruction compared to 1.8 levels for students not receiving Reading Horizons instruction.



A comparison of gains for students enrolled for the whole school year is as follows: students who received Reading Horizons gained 3.8 levels, whereas students who did not receive Reading Horizons gained 2.0 levels (Visual 2). (The pre-scores of both classes were similar.)

A comparison of gains for students enrolled for the partial school year is as follows: students who received Reading Horizons instruction gained 3.8 levels, whereas students who did not receive Reading Horizons gained 1.6 levels (Visual 2). (The pre-score for students in the Reading Horizons class was higher than the pre-score for students who didn't receive Reading Horizons.)

VISUAL 2
GAINS IN WORD RECOGNITION ASSESSMENT SCORES (INCLUDING RANGES)

PRE-MID-POST TEST GROUP					
	PRE-SCORE	MID-SCORE	MID-GAIN	POST-SCORE	END-GAIN
WITH READING HORIZONS	2.4 [0.0-7.3]	3.9 [0.1-8.9]	1.6 [0.1-4.1]	6.2 [1.0-12.0]	3.8 [0.9-8.8]
NO READING HORIZONS	2.2 [0.1-6.2]	3.3 [0.4-7.3]	1.1 [0.1-2.6]	4.2 [1.0-8.8]	2.0 [0.7-3.7]
PRE-POST TEST GROUP					
	PRE-SCORE	POST-SCORE	END-GAIN		
WITH READING HORIZONS	5.1 [0.1-8.7]	8.6 [0.9-12.0]	3.5 [0.7-8.2]		
NO READING HORIZONS	3.0 [0.1-8.3]	4.6 [0.1-12.0]	1.6 [0.0-3.8]		

Students who received Reading Horizons instruction had a steeper rise in gains than did students who did not have Reading Horizons instruction (Visual 3).

The highest possible score on the word recognition test is level 12. Sixteen of the students who received Reading Horizons instruction reached the maximum score on the post test (27%) as compared to two students who reached the maximum score in the group that did not receive Reading Horizons instruction (13%).

