

IMPLEMENTATION & RESULTS

Huntington ELEMENTARY

Research Study

HUNTINGTON ELEMENTARY SCHOOL

TYPE OF STUDY

*Study A: Pre-/Post-
Study B: Post-assessment*

TYPE OF SCHOOL

Public

POPULATION OF STUDENTS

General education

GRADE LEVEL

Elementary (grade 1)

LENGTH OF DATA COLLECTION

*Study A: 3 months
Study B: 2 school years*

LOCATION

*Western US,
Mountain Region*

POPULATION OF CITY

2,150 people

SOCIO-ECONOMIC STATUS

*51% of total enrollment qualified
for free or reduced lunch*

NUMBER OF SCHOOLS

1 school

NUMBER OF STUDENTS

*Study A: 21 students
Study B: 23 students*

READING HORIZONS MATERIALS

*Direct instruction and
interactive software*

ASSESSMENT TOOLS

*Study A: Qualitative Reading
Inventory (QRI)
Study B: State core reading
testing*

Summary of Findings

Despite a wide range of student reading abilities, all first grade students' scores were at or above a first grade reading level on the Qualitative Reading Inventory (QRI) following Reading Horizons instruction. This was an increase from 57% of students at or above level prior to Reading Horizons instruction. For two years in a row, every first grade student in the study who received Reading Horizons instruction scored above 90% on the state core reading test.

Background

A teacher with experience in upper elementary grades received a new assignment to teach first grade. Aware of the importance of teaching beginning readers, she discovered and implemented the Reading Horizons program. This teacher reported scores for two groups of students across two different school years (hereafter Study A and Study B).

Resources

Reading Horizons direct instruction materials and interactive software.

Implementation

Study A: The Qualitative Reading Inventory (QRI) was administered to 21 first grade students before and after Reading Horizons instruction to assess the impact of Reading Horizons instruction on reading skills. The pre- and post-tests were given three months apart. During the assessment timeframe, as part of a normally occurring process, the QRI benchmark for first graders moved from the primer level (mid-year first grade benchmark) to level one (end-year first grade benchmark).

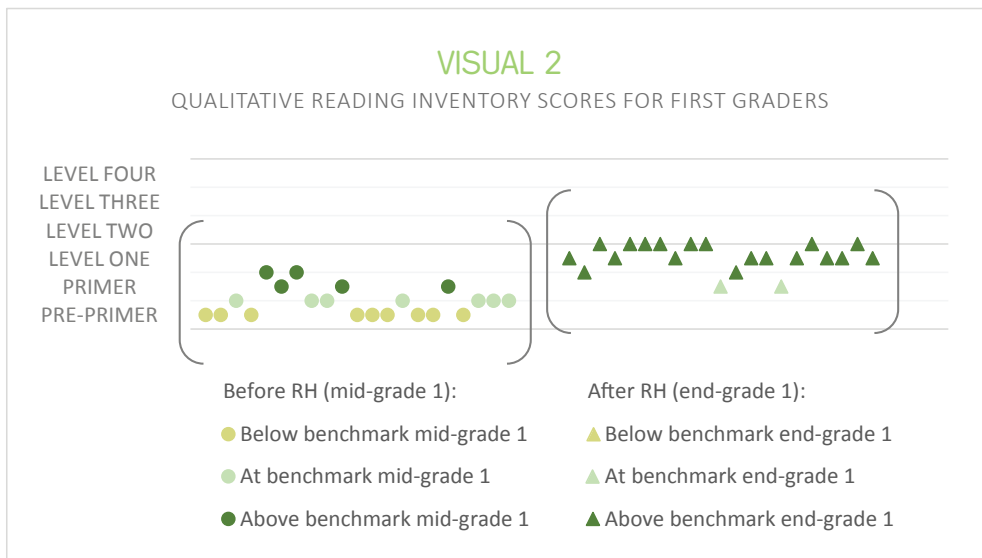
Study B: A first grade class of students with a wide range of reading abilities participated in Reading Horizons instruction. The teacher reported end-of-year state core test scores for her students.

Outcomes

Study A:

- At pre-test (mid-year), 43% of students were below benchmark, and 57% were at or above benchmark. At post-test (end-year), after Reading Horizons instruction, 100% of students were at or above benchmark (Visual 1).
- Student progress on the QRI was remarkable considering that the QRI benchmark was raised a level between pre- and post-test.
- Despite a wide range of student reading abilities prior to Reading Horizons instruction, all first grade students' scores on the QRI were at or above a first grade level after Reading Horizons instruction (Visual 2).

VISUAL 1 QUALITATIVE READING INVENTORY BENCHMARK LEVELS (% OF STUDENTS)		
	BEFORE READING HORIZONS	AFTER READING HORIZONS
% STUDENTS BELOW BENCHMARK	43%	0%
% STUDENTS AT OR ABOVE BENCHMARK	57%	100%



Study B:

Year 1: Students entered first grade with a wide range of reading abilities. After Reading Horizons instruction, all students in the class scored above 90% on the state core reading test.

Year 2: Students began the year with a wide range of reading abilities. After Reading Horizons instruction, all students scored above 90% on the state core reading test.