Reading Horizons

Problem Statement: Teachers struggle with providing instruction for beginning and struggling readers. With the Reading Horizons program teachers are prepared to provide reading instruction using a combination of direct instruction, software, and professional learning following a multi-sensory approach.

Inputs

- Reading Horizons Discovery software
- Direct instruction materials
- Professional learning and coaching for teachers
- Implementation managers
- Reading Horizons assessment data system
- Computer with internet access

Participants

- Students
- Teachers
- School & District Literacy Leaders
- Administrators

Activities

- Students participate in direct instruction that explicitly and systematically teaches decoding and the orthographic patterns in English
- Students use software that provides phonics instruction, application, and assessment to facilitate accurate and fluent decoding
- Teachers participate in four days of in-person or virtual days of professional development
- Teachers receive instructional coaching
- Teachers use curricular materials through scripted manuals that include theory, terminology, modeling techniques and software that provides assessment data and instructional supports
- Administrators request instructional coaching support for teachers
- Administrators receive support from implementation managers

Outputs

- Amount of time to daily lessons
- % student participation in direct vs. software learning
- # of student formative assessments administered
- # of teachers per school cohort
- # of PD sessions completed
- % of administrators engaging with implementation managers

Outcomes

Short-term

Students practice literacy skills more frequently and strengthen those skills, as measured by formative assessment data

Teachers engage with professional learning and direct instruction materials

Teachers develop improved skills in planning and implementing effective and differentiated instruction

Teachers develop greater knowledge of teaching practices in phonemic awareness, decoding, and spelling instruction

Intermediate

Students are more engaged during literacy instruction

Students choose to read during their free time more frequently

Students are more confident about their literacy skills

Teachers integrate RH and best instructional practices

Teachers experience greater job satisfaction

Teachers experience greater confidence in their ability to make effective instructional decisions for all learners

Teacher use more than one tier of instruction

Long-term

Students show improved phonemic awareness, phonics and decoding, comprehension, fluency, and vocabulary

More students demonstrate "on level" reading scores

Fewer students are referred for literacy support services

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