

IMPLEMENTATION & RESULTS

**Burrows**  
**ELEMENTARY**

Research Study

# BURROWS ELEMENTARY SCHOOL

**TYPE OF STUDY**

*Comparison group*

**TYPE OF SCHOOL**

*Public*

**POPULATION OF STUDENTS**

*General education*

**GRADE LEVEL**

*Early elementary (grades K – 2)*

**LENGTH OF DATA COLLECTION**

*6 years*

**LOCATION**

*Western United States,  
Pacific Region*

**POPULATION OF CITY**

*72,307 people*

**SOCIOECONOMIC STATUS**

*12% of total enrollment qualified  
for free or reduced lunch*

**NUMBER OF SCHOOLS**

*1 school (RH)  
+ district schools (no RH)  
+ schools statewide (no RH)*

**NUMBER OF STUDENTS**

*Unknown. All kindergarten to  
grade 2 students at one school.*

**READING HORIZONS MATERIALS**

*Direct instruction and interactive  
software. All teachers were  
trained in the method.*

**ASSESSMENT TOOLS**

*State core reading test (CRT),  
Comprehensive Test of  
Basic Skills (NRT)*

## Summary of Findings

*More Reading Horizons students met or exceeded state standards than did students at the district or the state level as measured by a criterion-referenced test (CRT). The national percentile rank of Reading Horizons students improved each year as measured by a norm-referenced test. Administrators and staff at the school reported that they attribute improvements in student reading outcomes to the Reading Horizons program.*

## Background

School administrators and educators made the decision to include intensive phonics instruction in early elementary grades and began the use of the Reading Horizons method in all kindergarten, first, and second grade classrooms. All teachers received training in the method.

## Resources

Reading Horizons direct instruction materials, Reading Horizons interactive software, teachers trained in the Reading Horizons method, support of administrators, and dedicated teachers.

## Implementation

Student outcome data was continuously gathered from the time of program implementation until at least six years later. Both criterion-referenced and norm-referenced tests were included in determining the effectiveness of the Reading Horizons method. Although changes in staff occurred over the six years of data collection, an ongoing commitment to the program resulted in continued student growth.

## Outcomes

Students who received Reading Horizons instruction displayed continuous improvement over a six-year period. A decline in these students' outcomes was never observed.

90.4% of students who received Reading Horizons instruction in kindergarten were reading at or above the state standards five years later.

## Criterion-Referenced Test Outcomes

After four years of including Reading Horizons instruction in early elementary grades (Visual 1):

- Nearly 75% of Reading Horizons students in grades K–2 met or exceeded the state standard.
- Nearly 17% more students who were instructed in Reading Horizons met or exceeded the state standard when compared to students in the district who did not use Reading Horizons.
- 27% more students who used Reading Horizons met or exceeded the state standard when compared to students in the state who did not use Reading Horizons.

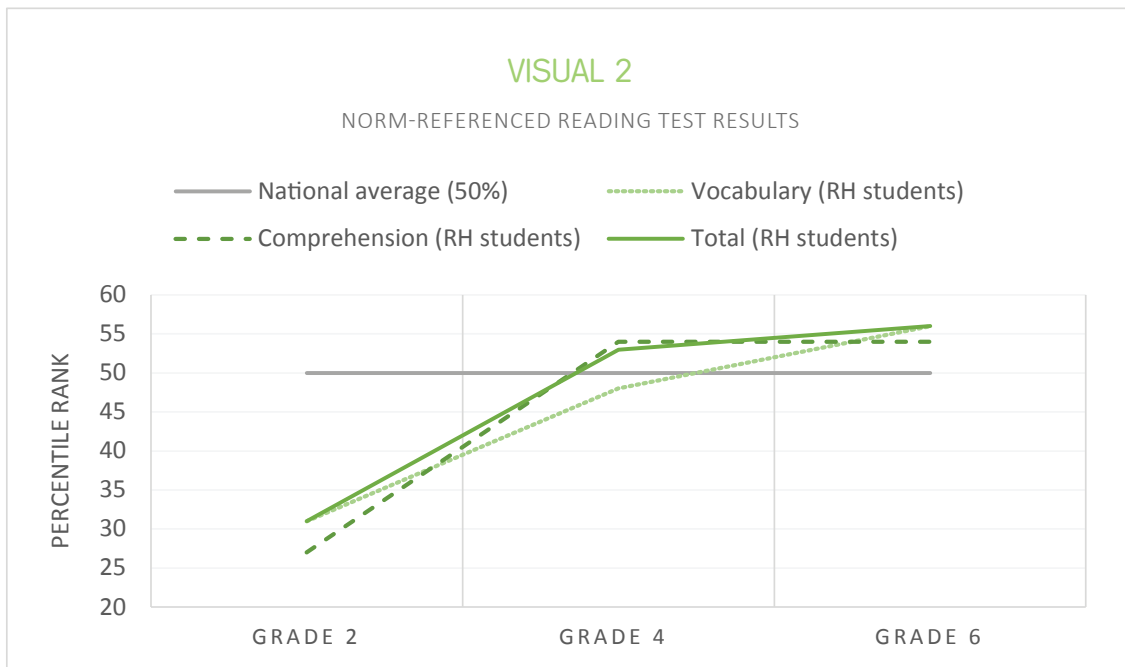
After five years of including Reading Horizons instruction in early elementary grades (Visual 1):

- More than 90% of Reading Horizons students in grades K–2 met or exceeded the state standard.
- 18% more students who were instructed in Reading Horizons met or exceeded the state standard when compared to students in the district who did not use Reading Horizons.
- Nearly 35% more students who used Reading Horizons met or exceeded the state standard when compared to students in the state who did not use Reading Horizons.

| VISUAL 1                                                                                  |                                |                            |                    |
|-------------------------------------------------------------------------------------------|--------------------------------|----------------------------|--------------------|
| PERCENTAGE (%) OF K–2 STUDENTS WHO MET OR EXCEEDED STATE STANDARDS BASED ON THE STATE CRT |                                |                            |                    |
|                                                                                           | INSTRUCTED IN READING HORIZONS | NOT USING READING HORIZONS |                    |
|                                                                                           | STUDENTS AT THE SCHOOL         | STUDENTS IN THE DISTRICT   | STUDENTS STATEWIDE |
| AFTER 4 YEARS                                                                             | 74.50%                         | 57.70%                     | 47.60%             |
| AFTER 5 YEARS                                                                             | 90.40%                         | 72.30%                     | 55.60%             |

**Norm-Referenced Test Outcomes**

There was continuous improvement in the percentile rank on three measurements of a norm-referenced reading test for the first cohort of students to receive instruction in Reading Horizons. Percentile rank data are included for second, fourth, and sixth grades in Visual 2.



**VISUAL 3**  
REDUCTION IN PERCENTAGE (%) OF READING HORIZONS STUDENTS SCORING IN LOWEST QUARTILE ON NORM-REFERENCED READING TEST

| SUBJECT               | PERCENTAGE OF STUDENTS SCORING IN LOWEST QUARTILE |               | % REDUCTION   |
|-----------------------|---------------------------------------------------|---------------|---------------|
|                       | GRADE 2*                                          | 4 YEARS LATER |               |
| READING VOCABULARY    | 34%                                               | 12%           | 22% REDUCTION |
| READING COMPREHENSION | 46%                                               | 12%           | 34% REDUCTION |
| READING TOTAL         | 40%                                               | 15%           | 25% REDUCTION |

\*READING HORIZONS INSTRUCTION BEGAN IN GRADE 2