

IMPLEMENTATION & RESULTS

Combined **ADULT EDUCATION**

Research Study

COMBINED ADULT EDUCATION

TYPE OF STUDY

Pre-/Post-

TYPE OF SCHOOL

Community program

POPULATION OF STUDENTS

Culturally, ethnically, and linguistically diverse (ELL); special needs; dyslexic

GRADE LEVEL

Adult education

NUMBER OF STUDENTS

41 students

NUMBER OF SITES

4 distinct programs and facilities

SITE INFORMATION

See last page

ASSESSMENT TOOLS

Test of Adult Basic Education (TABE); evaluator observations

Summary of Findings

90% of students demonstrated grade-level gains in reading skills as measured by the Test of Adult Basic Education. Students made 2.1 grade-level gains, on average, in less than 5 months. As measured by the National Reporting System for Educational Functioning Levels (NRS-EFLs), 65.8% of students progressed at least one level, and one student increased three levels.

Background

In adult literacy settings class size can be small, attendance intermittent, and student turnover frequent. Therefore, in these settings, a six-month study can be considered longitudinal (Newman & Beverstock, 1990).

The following will review the effect of Reading Horizons in adult education settings. Outcomes from the use of the program in four separate facilities will be combined to extend perspective of the program's effect. Combining outcomes is possible because the same tool was used to assess student progress. Gains in grade-level reading skills as measured by the Test of Adult Basic Education (TABE) will be reported.

Resources

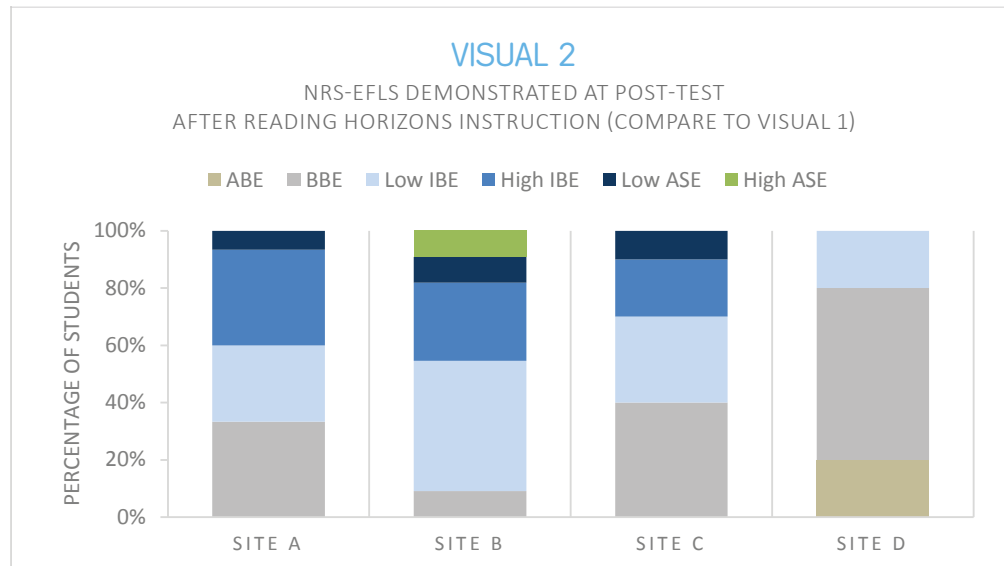
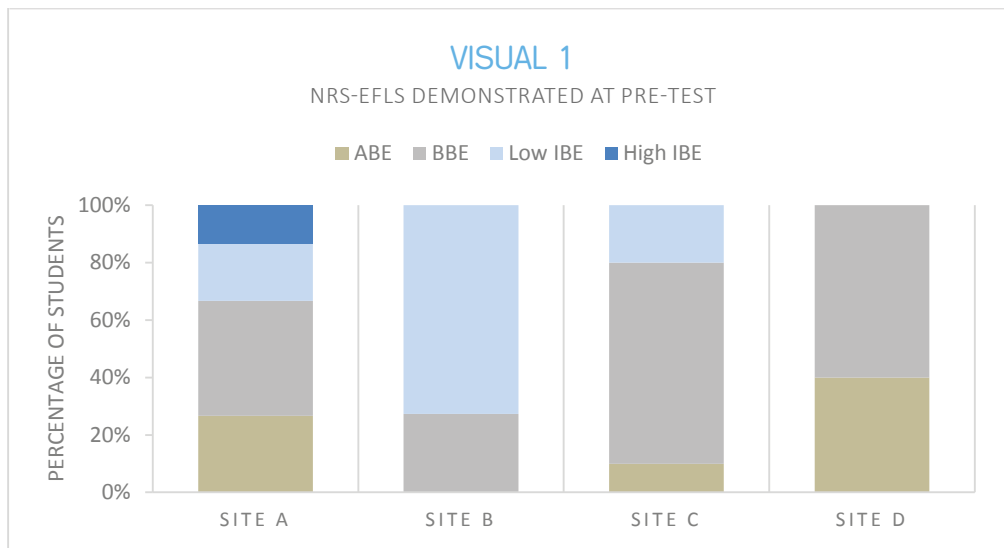
Reading Horizons direct instruction materials, Reading Horizons interactive software, and dedicated program staff.

Implementation

The TABE was administered prior to the start of Reading Horizons instruction. It was administered again at program completion. Grade-equivalent scores were reported by three of the four sites, whereas Site D reported numeric TABE scores. A comparison of sites was made possible by converting the grade-equivalent and numeric scores to the NRS-EFLs included in the scoring procedures for the TABE. However, based on this difference in scoring, Site D scores could not be included in the calculations of mean in the reported outcomes that follow.

Outcomes

Visual 1 allows for comparison between sites at pre-test. At each site, the composition of initial reading skills of participants was different. Visual 2 depicts levels at post-test. Movement of participants into higher levels within a site can be observed across Visual 1 and Visual 2.



NOTE: The NRS-EFLs include: (a) Beginning Adult Basic Education (ABE) Literacy; (b) Beginning Basic Education (BBE); (c) Low Intermediate Basic Education (Low-IBE); (d) High Intermediate Basic Education (High-IBE); (e) Low Adult Secondary Education (Low-ASE); and (f) High Adult Secondary Education (High-ASE). Functional Level descriptions can be found at http://wdr.doleta.gov/directives/attach/TEGL17-05_AttachC.pdf.

Test of Adult Basic Education:

On average, students across sites increased 2.1 grade levels as measured by the TABE (Visual 3). The largest and smallest gains demonstrated were 7.8 and 0.5 grade levels, respectively. Four students in the study demonstrated losses not to exceed -0.4 grade levels.

VISUAL 3			
TABE AVERAGE SCORES AND GRADE LEVEL GAINS			
	PRE-SCORE AVERAGE [RANGE]	POST-SCORE AVERAGE [RANGE]	GAIN AVERAGE [RANGE]
SITE A	3.6 [1.0 to 6.4]	5.4 [2.4 to 9.6]	1.8 [0.5 to 3.7]
SITE B	4.6 [2.3 to 5.9]	6.2 [3.5 to 12.9]	1.7 [-0.4 to 7.8]
SITE C	2.7 [0 to 4.6]	5.0 [3 to 9.6]	2.4 [-0.2 to 4.6]
TOTAL	3.7	5.7	2.1

Data shows that students who scored the lowest at pre-test did not remain at the lowest levels at post-test (Visual 4). Analysis of scores of students who scored the lowest at pre-test show that 3 of 4 students made gains that exceeded the average gains of students at their site.

VISUAL 4			
GAIN OF STUDENT(S) PER SITE WHO PERFORMED LOWEST AT PRE-TEST			
	SCORE AT PRE-TEST	SCORE AT POST-TEST	GAIN
SITE A	1	4.7†	3.7‡
SITE B*	2.3	3.5	1.2
	2.3	8.5†	6.2‡
SITE C	0	3.9†	3.9‡
*two students at lowest level at site B † higher than lowest post-test score at site ‡ above average gain for site			

National Reporting System Educational Functioning Levels (NRS-EFLs):

NRS-EFLs advancement is expected to take 40 hours to a year, depending on the student. After several months learning the Reading Horizons method, 65.8% of students across these sites increased at least one NRS-EFL (Visual 5). More specifically, 46.3% of students progressed one level, 17.0% of students moved two levels, and 2.4% of students increased three levels from start to completion of the Reading Horizons program. It is important to note that the student who regressed a level lost only two tenths (-0.2) of a grade level. Therefore, regression can be attributed to a pre-score measurement at the bottom of one level and a post-score at the top of the level just below.

VISUAL 5		
PROGRESS IN NRS-EFLS WITH READING HORIZONS INSTRUCTION		
	TOTAL = 41 STUDENTS	
REGRESSED	1 *	2.4%
SAME LEVEL	13	31.7%
1 LEVEL IMPROVEMENT	19	46.3%
2 LEVEL IMPROVEMENT	7	17.0%
3 LEVEL IMPROVEMENT	1	2.4%
*PRE- AND POST-SCORES WERE ON THE CUSP BETWEEN LEVELS		

Site Information

SITE A: Midwest Job Corps, 15 participants. City located in the Midwestern United States, West North Central Region with population of 368,804 people. Length of data collection is unknown. Reading Horizons direct instruction materials and interactive software were used.

SITE B: Teen Challenge, 11 participants. Specific sites unknown; data retrieved from administrator in Northeastern United States, Mid-atlantic region. Length of data collection was 5 months. Information about which Reading Horizons materials were used is not available.

SITE C: Newman Adult Literacy Project Evaluation, 10 participants. City located in the Northeastern United States, Mid-Atlantic Region with population 1.518 million people. Length of data collection was 4 months. Reading Horizons interactive software was used.

SITE D: Literacy Project: Multisensory Spelling Class Pilot, 5 participants. City located in the Western United States, Pacific Region with population 268,163 people. Length of data collection was 2.5 months. Reading Horizons interactive software was used.

REFERENCE: Newman, A. P., & Beverstock, C. (1990). Adult Literacy: Contexts and Challenges. International Reading Association, 800 Bardsdale Rd., Newark, DE 19714.