

IMPLEMENTATION & RESULTS

Lane
ELEMENTARY

Research Study

LANE ELEMENTARY SCHOOL

TYPE OF STUDY

Data collected over time, before and after intervention

TYPE OF SCHOOL

Public

POPULATION OF STUDENTS

Linguistically diverse (ELL)

GRADE LEVEL

Elementary (grades K–4)

LENGTH OF DATA COLLECTION

5.5 years

LOCATION

*Northeastern US,
Mid-Atlantic Region*

POPULATION OF CITY

13,909 people

SOCIO-ECONOMIC STATUS

46% of total enrollment qualified for free or reduced lunch

NUMBER OF SCHOOLS

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

NUMBER OF STUDENTS

5 students

READING HORIZONS MATERIALS

Direct instruction and interactive software

ASSESSMENT TOOLS

Developmental Reading Assessment

Summary of Findings

Students made nearly double the progress by using Reading Horizons as compared to the progress they made prior to Reading Horizons use. Students retained reading skills and continued to make progress after completing the Reading Horizons program.

Background

Five elementary school students who were not proficient in spoken English when they began school received Reading Horizons instruction. Scores on the Developmental Reading Assessment (DRA) before, during, and after Reading Horizons instruction were reported.

Resources

Reading Horizons direct instruction materials, Reading Horizons interactive software, a teacher trained in the Reading Horizons method, and longitudinal scores from an assessment used consistently across school years.

Implementation

Student A: DRA scores reported from the end of kindergarten to the beginning of fifth grade; received Reading Horizons instruction in third to fifth grade.

Student B: DRA scores reported from the beginning of kindergarten to the beginning of fourth grade; received Reading Horizons instruction in third to fourth grade.

Student C: DRA scores reported from the middle of kindergarten to the middle of third grade; received Reading Horizons instruction in second grade. **Students D and E:** DRA scores reported from the beginning of second grade to the middle of fourth grade; received Reading Horizons instruction in second to third grade.

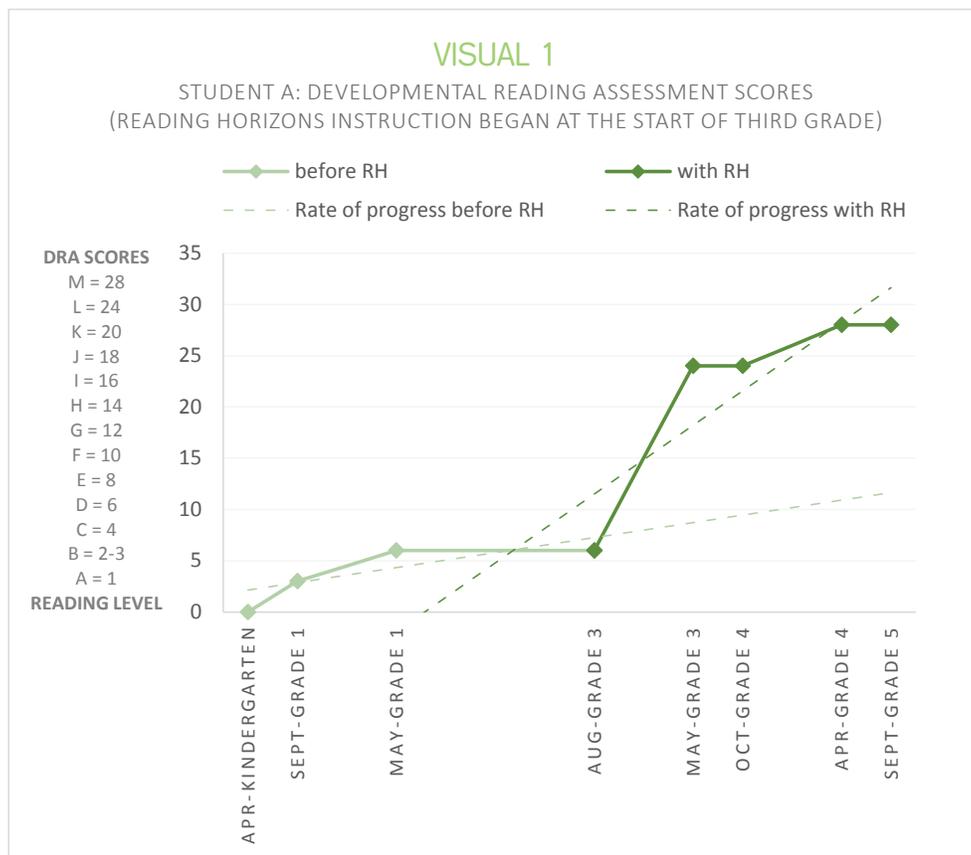
Outcomes

- Students made better progress while using Reading Horizons as compared to the progress they made prior to Reading Horizons use.
- Students retained reading skills and continued to make progress after Reading Horizons instruction ended.

Outcomes of Individual Students

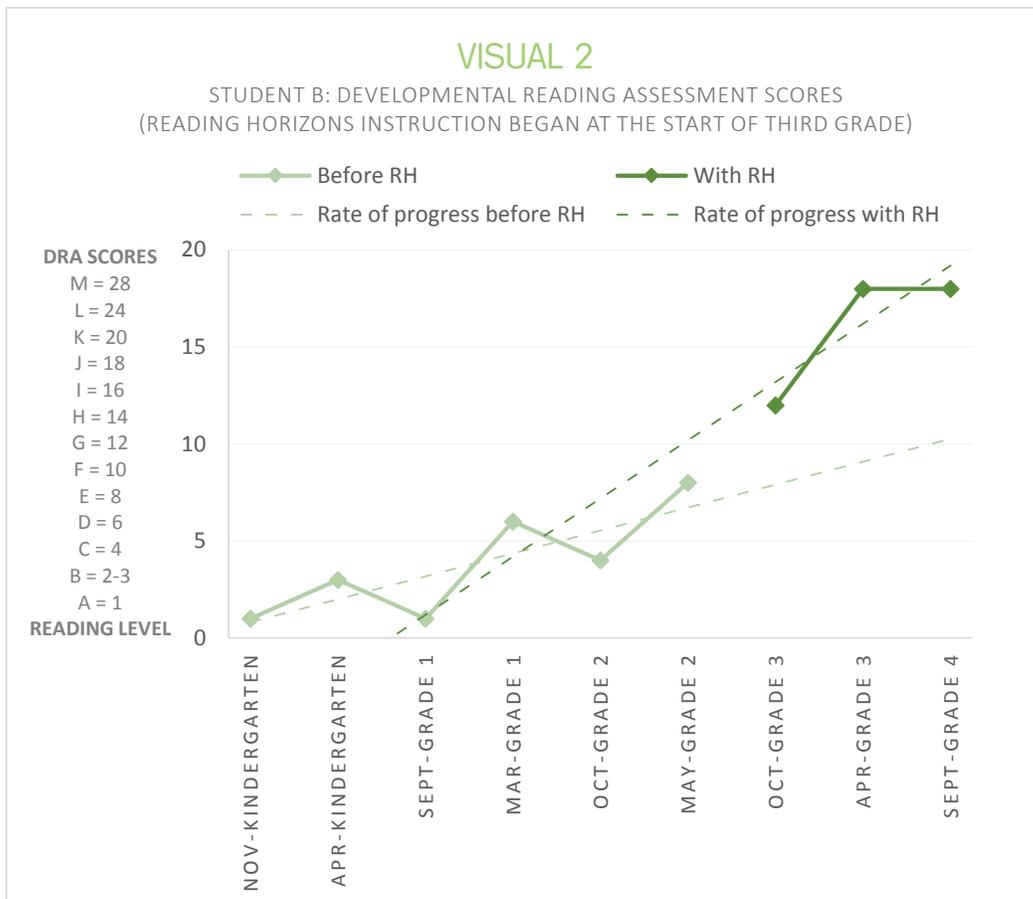
Student A (Visual 1):

- Length of data collection: four school years; kindergarten (April) to fifth grade (September).
- Student A was eligible for special education services based on a diagnosis of cognitive delays.
- At the end of kindergarten, student A scored as a non-reader.
- No scores were reported during second grade; however, the score for the beginning of third grade was the same as the score from the end of first grade.
- Completed the Reading Horizons program at the end of fourth grade.
- Maintained score of 28 (M) over the summer months between fourth and fifth grade.
- Before Reading Horizons: gained 4 levels in two school years [non-reader(0) to D(6)].
- With Reading Horizons: gained 9 levels in two school years [D(6) to M(28)].



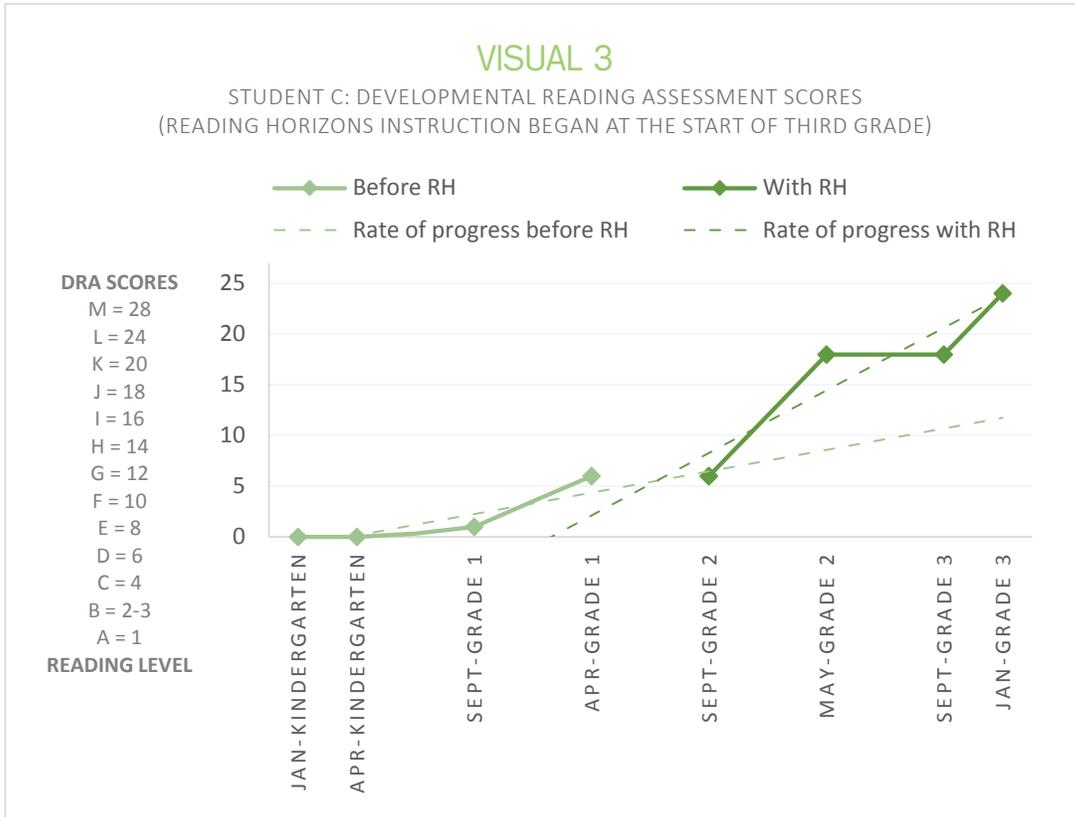
Student B (Visual 2):

- Length of data collection: four school years; kindergarten (November) to fourth grade (September).
- Prior to Reading Horizons, student B did not retain skills during summer months. Fall testing showed skill regression.
- With Reading Horizons, student B retained reading skills during summer months. Fall testing showed skills remained consistent.
- Began fourth grade with English Language Proficiency of 4.0 according to WIDA Access for ELLs.
- Before Reading Horizons: gained 4 levels in three school years [A(1) to E(8)].
- With Reading Horizons: gained 3 levels in one school year [G(12) to J(18)].



Student C (Visual 3):

- Length of data collection: 3 school years; kindergarten (January) to third grade (January).
- Mid-grade 3, student C had an English Language Proficiency of 4.3 according to WIDA Access for ELLs.
- Before Reading Horizons: gained 4 levels in 1.5 school years [non-reader(0) to D(6)].
- With Reading Horizons: gained 8 levels in 1.5 school years [D(6) to L(24)].



Students D and E (Visual 4):

- Length of data collection: 2.5 school years; second grade (October) to fourth grade (January).
- Both students began school in the United States in second grade and spoke no English.
- Both students completed the Reading Horizons program at the end of third grade.
- Reading skills continued to improve after completion of the program.
- Mid-fourth grade, student D had an English Language Proficiency of 3.5 according to the WIDA Access for ELLs.
- Mid-fourth grade, student E had an English Language Proficiency of 3.9 according to the WIDA Access for ELLs.
- With Reading Horizons, each student gained 11 levels in two school years [from A(1) to L(24)].
- After Reading Horizons, each student gained 1 level in four months [from L(24) to M(28)].

