

IMPLEMENTATION & RESULTS

**Perrault**  
**CORRECTIONS CENTER**

Research Study

# PERRAULT CORRECTIONS CENTER

**TYPE OF STUDY**

*Pre-/Post-*

**TYPE OF SCHOOL**

*Corrections*

**POPULATION OF STUDENTS**

*Rehabilitation and corrections,  
linguistically diverse (ELL)*

**GRADE LEVEL**

*Adult education*

**LENGTH OF DATA COLLECTION**

*15 months*

**LOCATION**

*Midwestern US, East North  
Central Region*

**POPULATION OF CITY**

*180,297 people*

**NUMBER OF STUDENTS**

*107 participants*

**READING HORIZONS MATERIALS**

*Direct instruction and  
interactive software*

**ASSESSMENT TOOLS**

*Unknown*

## Summary of Findings

*Residents who received Reading Horizons instruction improved their scores, on average, from a fourth- to a sixth-grade reading level.*

## Background

A rehabilitation and correctional facility received a grant to improve their educational services for residents and selected Reading Horizons for implementation in their program. For the term of the grant, the goal was to serve 63 residents. Throughout the time of data collection, 264 residents lived in the facility and 107 participated in the Reading Horizons program (40.5%). Therefore, the number of residents who participated exceeded the estimation for the grant.

## Resources

Reading Horizons direct instruction and interactive software.

## Implementation

Based on need, residents participated in an Adult Basic Education (ABE) or General Educational Development (GED) class. Reading Horizons was used in the ABE class. Scores reported are based on student performance in the ABE class only. Scores were recorded prior to residents beginning the program and again at the end of their time in the facility or at program completion. Although the name of the assessment tool used to measure progress was not included in the study, four skill areas were assessed: reading comprehension, reading vocabulary, spelling, and English. Eighteen ABE class participants (16.8% of the students) had earned a high school diploma or GED prior to entering the facility. Thirty-one participants (28.9%) began the program reading at or below a third-grade level and received a tutor in addition to participating in the ABE class. On average, students spent 3.4 months in the ABE class.

### Outcomes

- 28% of participants who entered the program without a diploma/GED improved their reading skills to a level that enabled them to transition from the ABE class to the GED class.
- 16.8% of participants who had earned a diplomas/GED prior to entry into the facility but had performed low enough on the pre-test to require ABE-level instruction also demonstrated sufficient improvement to transition from the ABE class to the GED class.
- Participants gained an average of nearly 2.2 grade levels in reading comprehension after Reading Horizons instruction (Visual 1).
- Reading vocabulary scores increased an average of nearly one grade level (Visual 1).
- Participants increased their spelling scores by an average of 1.22 grade levels during their short time in the program (Visual 1).
- In the areas of reading comprehension, reading vocabulary, and spelling, the average entrance scores were below sixth-grade level. After Reading Horizons instruction, the average scores for participants were above sixth-grade level (Visual 1).
- Following Reading Horizons instruction, English scores increased an average of nearly one grade level (Visual 2).

VISUAL 1			
GRADE-EQUIVALENT READING SCORES BEFORE AND AFTER READING HORIZONS INSTRUCTION			
	PRE-TEST	POST-TEST	GAIN
READING COMPREHENSION	4.6	6.79	2.19
READING VOCABULARY	5.12	6.1	0.98
SPELLING	5.18	6.4	1.22
TOTAL	4.96	6.43	1.47

VISUAL 2			
GRADE-EQUIVALENT SCORES IN ENGLISH BEFORE AND AFTER READING HORIZONS INSTRUCTION			
	PRE-TEST	POST-TEST	GAIN
ENGLISH	4.47	5.39	0.93