Reading Horizons ®

IMPLEMENTATION & RESULTS

Simpson ELEMENTARY

SIMPSON ELEMENTARY

TYPE OF STUDY
Pre-/Mid-/Post-

TYPE OF SCHOOL
Public

POPULATION OF STUDENTS
Mainstream

GRADE LEVEL
Elementary (grade 1)

LENGTH OF DATA COLLECTION
1 school year

LOCATION
Western United States, Mountain Region

POPULATION OF CITY
9,617 people

SOCIO-ECONOMIC STATUS
39% of total enrollment qualified for free or reduced lunch

NUMBER OF SCHOOLS
1 school

NUMBER OF STUDENTS
22 students

READING HORIZONS MATERIALS
Reading Horizons Discovery™ Software and Direct Instruction Materials

ASSESSMENT TOOLS
DIBELS Next®

Summary of Findings

After receiving Reading Horizons instruction over the 2014–2015 school year, every student in the study demonstrated reading improvement. At the start of the year, 54% of the students showed need for intensive support (based on DIBELS Next assessment scores). At the end of the school year, 91% of students were reading above benchmark.

Background

Twenty-two first grade, mainstream elementary school students received instruction in the Reading Horizons program for one year (2014–2015).

Resources

The *Reading Horizons Discovery* software and direct instruction materials and the DIBELS Next assessment.

Implementation

Prior to *Reading Horizons Discovery* instruction, the DIBELS Next assessment was administered to 22 first grade mainstream students. The assessment was administered again at the middle and end of the school year to measure reading improvement.

Outcomes

***DIBELS Next scores before and after** Reading Horizons Discovery instruction (Visuals 1–2):*

- 90.9% of students scored above benchmark at the end of the year (Visuals 1–2).
- 27.3% of students began the year with scores above benchmark (Visuals 1–2).
- 18.2% of students began with scores indicating a need for strategic support (Visuals 1–2).
- 54.4% of students had initial scores indicating a need for intensive support (Visuals 1–2).
- Every student in the study demonstrated growth during the year (Visual 1).

The one student whose score remained well below benchmark (red) at the end of the school year, narrowed the gap between his/her score and the score needed to move to the next support level (yellow) (Visual 1).

The one student who scored below benchmark (yellow) at the end of the school year, began instruction well below benchmark (red)—moving from needing intensive support to needing only strategic support (Visual 1).

The student who began the school year with the lowest test score, well below benchmark, ended the school year well above benchmark (green), with only four classmates receiving higher end of year scores (Visual 1).

NOTE: *DIBELS Next benchmarks are not the same at the beginning and end of the year. They rise according to expected growth, so end-of-year benchmark and cut-point scores are higher. The first grade benchmarks were used in this study.*
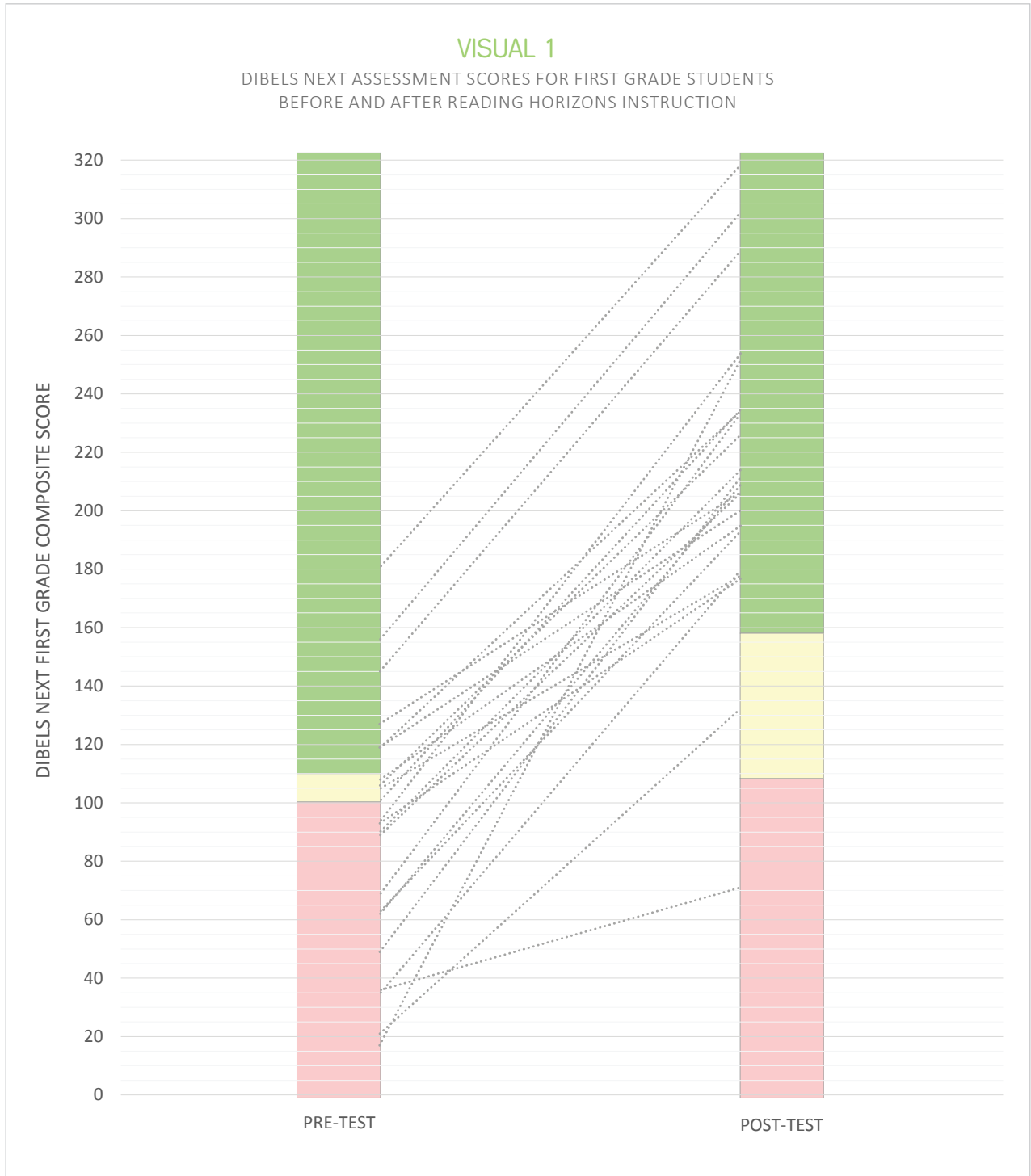
VISUALS 1–2—KEY

SCORES ON THE DIBELS NEXT ASSESSMENT INCLUDING BENCHMARKS
BEFORE AND AFTER READING HORIZONS INSTRUCTION

KEY:

- AT OR ABOVE BENCHMARK – LIKELY TO NEED CORE SUPPORT
- BELOW BENCHMARK – LIKELY TO NEED STRATEGIC SUPPORT
- WELL BELOW BENCHMARK – LIKELY TO NEED INTENSIVE SUPPORT

VISUAL 1

DIBELS NEXT ASSESSMENT SCORES FOR FIRST GRADE STUDENTS
BEFORE AND AFTER READING HORIZONS INSTRUCTION

DIBELS NEXT FIRST GRADE COMPOSITE SCORE

PRE-TEST

POST-TEST

Based on DIBELS Next scores, comparison of beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) scores yields the following:

- The proportion of students likely to benefit from core curriculum instruction increased from 27.3% at BOY to 90.9% of students at EOY (Visual 2).
- The proportion of students likely in need of intensive (Tier 3) support decreased from 54.4% (majority) at BOY to 4.5% at EOY (Visual 2).
- The proportion of students indicated to need strategic support decreased from 18.2% at BOY to 4.5% at EOY (Visual 2).

VISUAL 2

INSTRUCTIONAL NEEDS OF FIRST GRADE STUDENTS BEFORE, DURING, AND
AFTER READING HORIZONS INSTRUCTION | ASSESSMENT: DIBELS NEXT

54.4% of students likely need intensive support [TIER 3]

18.2% of students likely need strategic support [TIER 2]

27.3% of students with needs likely to be met by core support [TIER 1]

9%
40.9%
50%

4.5%
4.5%
90.9%

BEGINNING OF YEAR | MIDDLE OF YEAR | END OF YEAR