# Read Right Is Effective for All Grades

The Read Right Reading Intervention Program is evidenced-based, with gold-standard research confirming effectiveness. A variety of data are summarized and included in this document (pg 5-13). References for elementary & secondary schools are also provided.

"I would have done anything to have had it for my daughter in First Grade."
    —Parent & Educator
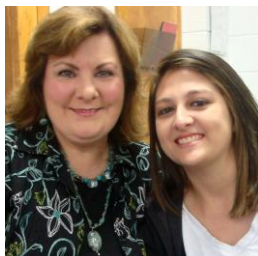
Fully trained in Read Right, Judy Cook helped Gina, age 18, move from 1st grade reading to 9th grade reading in **one** *school year.*
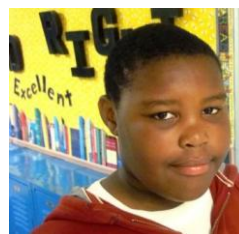
"I love this program; it works. I wouldn't want to teach reading any other way."
    —Teacher Gayle Haerling

New to America at 16, Miguel's Read Right tutor helped him master English and quickly improve his reading. Read Right's methods address both simultaneously.

"They help you until you get it right…now I read chapter books every day."
    —Jalil, Age 10

What Does the Read Right Intervention Program Look Like?

Read Right is unique. It allows districts to provide consistent intervention services across all grade levels. The comprehensive tutoring methods provide every student with individualized support and instruction. The essential components include:

Excellent Reading: Grounded in Piaget's learning theory, this component involves a highly structured system designed to familiarize students with the text, enabling them to be held accountable to produce excellent reading and to acquire language. **Coached Reading**: In this component, students read unfamiliar text, and tutors provide immediate feedback as symptoms emerge. **Critical Thinking**: *Conducted weekly*. The small-group activity is student-driven and designed to help students think more critically about what they have read. **Independent Reading:** Required 20 minutes per day of reading outside daily tutoring time from books in the Read Right library.

www.readright.com   360-427-9440

READ RIGHT® RAPIDLY IMPROVES STUDENT READING ABILITY

Read Right is an innovative, highly structured system that causes the brain to remodel the neural networks that, in poor readers, guide the reading process inappropriately. Once the networks are appropriately remodeled, excellent reading results each and every time the student reads. The methodology uniquely focuses on *total elimination* of the reading problem. The methodology is delivered by highly-trained Read Right practitioners (individuals employed by various institutions or online tutors employed by Read Right Systems).

There are two different delivery systems to bring Read Right to your students:

- **Read Right's Intensive, Small-Group Intervention, Site-Based Project** (Description on Page 4)

  Read Right Systems provides a turn-key program—everything required for a successful implementation is provided,* including intensive hands-on training at your school(s) for up to four staff members per program site. Staff members you choose can be certified (teachers) and/or non-certified (aides).

- **Read Right Online Tutoring Service** (Description on Page 5)

  Highly-trained Read Right employees work with your students online in live, real time, interactive tutoring sessions—students and online tutors see and hear each other via audio and video conferencing software, but the students do not see and hear each other.

READ RIGHT IS INNOVATIVE & RESULTS DRIVEN

- Formative evaluations are built into the system, ensuring both efficiency and individualization.

- Each Read Right student begins the program at an optimum reading level—text complexity that is not too hard but that provides an appropriate degree of challenge. The student progresses to more complex text as soon as the reading problem has diminished sufficiently to warrant it.

- At each level of text complexity, Read Right students are required to produce oral reading that makes sense, feels comfortable, and sounds as natural as conversational speech. The system design makes it possible for every student *(including dyslexics)* to achieve excellence with reading. It is an exciting approach for struggling readers of all reading abilities because they are immediately enabled to produce oral reading that is authentically excellent—something they have never before experienced.

- Read Right students work with both non-fiction and fiction stories and books. Comprehension improves because students are working throughout the program to develop highly efficient, sophisticated strategies designed to construct meaning from text.

- Read Right's focus is not on rapid word identification. Rather, Read Right focuses on active construction of meaning. Oral reading reflects natural language competency and so mirrors conversational speech.

- As students read *hundred*s of paragraphs of increasingly complex text excellently, reading ability improves. Literally: Students construct a new and more efficient neural network to guide the process of reading—a neural network that uses complex cognitive processing to *anticipate meaning*, rather than to identify individual words.

*Exception: For the small-group intensive intervention, the client needs to provide students with a device (MP3 player, tablet, or computer) for downloading the audio files and playing them back as needed for each Read Right session. These devices must have search capability.

For more information, contact Dee Tadlock at:

360-427-9440   deet@readright.com

READ RIGHT® PROVIDES BOTH FORMATIVE AND SUMMATIVE EVALUATION

Formative
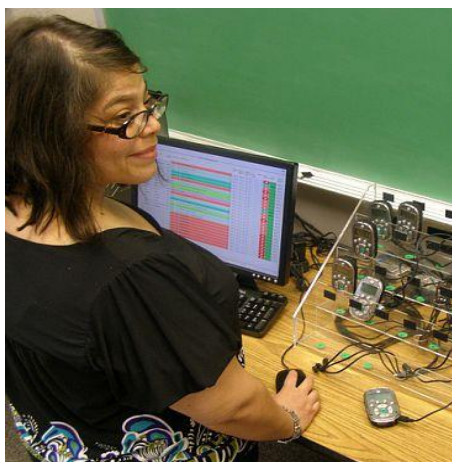
Read Right has continuous formative evaluation built into the methodology. Your trained teachers and aides will monitor student performance to inform their tutoring decisions. Individualized instruction is assured because every interaction between the student and the intervention specialist is dependent on both the student's performance in the moment and patterns revealed over recent Read Right sessions. Data on student progress is entered into the web-based Read Right Portal for Data Management at the end of each month by the intervention specialists. The data is compiled into monthly reports that track each student's progress and the health of the project as a whole. Advancements in complexity of text expressed as grade level gains are included in the reports. The monthly reports serve as an important component of Read Right's quality assurance system.

Summative

Read Right provides a norm-referenced, standardized test of reading comprehension (*The Gates MacGinitie Test of Reading*) to be used for summative program evaluation. Two different forms of the test together with answer sheets are included with the support materials sent to each client. School personnel administer the test before the students begin participating in Read Right and then when they exit the program (or at the end of the school year). The data is shared with Read Right Systems, and we create graphs from the data and share it with the school in the form of an annual report.

Read Right is the most powerful thing I have seen in 28 years of education in its impact on student achievement.

Melinda Reeves
Texas High School
Principal of the Year, 2004

READ RIGHT® DELIVERY SYSTEMS: ONSITE OR ONLINE

SITE-BASED, SMALL-GROUP INTENSIVE INTERVENTION

All small-group work is student-driven, based fully on the student's individual needs.

Professional Development

Read Right Systems will send a consultant to your school(s) to provide the intensive training required for your staff to competently implement the Read Right small-group, intensive intervention. Up to four teachers and/or aides can be trained. The training includes:

- Seven weeks of training spread over 18 weeks. Our training model is hands-on, so service to students begins immediately, with each trainee working with 5 students at a time.
- One full year of off-site support—trainees and administrators may contact us as often as needed via phone, fax, email, or Skype.
- Certificates for trainees upon successful demonstration of criterion-referenced tutoring competencies.
- Optional professional development credits (up to 21) from Central Washington University for successful completion of training

Read Right Systems Provides:

- The Read Right Library (550+ books and more than 200 digitally recorded selections)*****
- A DVD or jump drive containing the audio files for the portion of the Read Right Library used for the Excellent Reading Component
- All of the supporting systems needed for implementation, quality assurance, student and project management, and formative and summative evaluation
- One full year of data reporting—includes monthly reporting on individual student progress and the health of the project as a whole and an end-of-year report that summarizes the results of pre- and post-testing with a norm-referenced, standardized test of reading comprehension

*The client needs to provide students with a device (MP3 player, tablet, or computer) for downloading the audio files and playing them back as needed for each Read Right session. These devices must have search capability.

The Client Provides:

- Up to four staff members to be trained—a college degree is not required
- Up to five students to be served by each tutor during each tutoring period. Skill levels and ages of students may vary widely and may include special education students and English language learners
- Dedicated tutoring space furnished with tables and chairs appropriate for small group work, tables for book bins holding the Read Right library, and a three-drawer filing cabinet

"Never have I seen any one technique move kids to quickly in so critical a skill. And, I think that's what is so astonishing to me. They're on to something. I'm very impressed. I'm blown away!"

Jan Blase, Principal
Mission Creek School, WA

Visit our video library at **www.readright.com/video** to see educator, student, and parent videos.

For more information, contact Dee Tadlock at: **deet@readright.com** (360) 427-9440
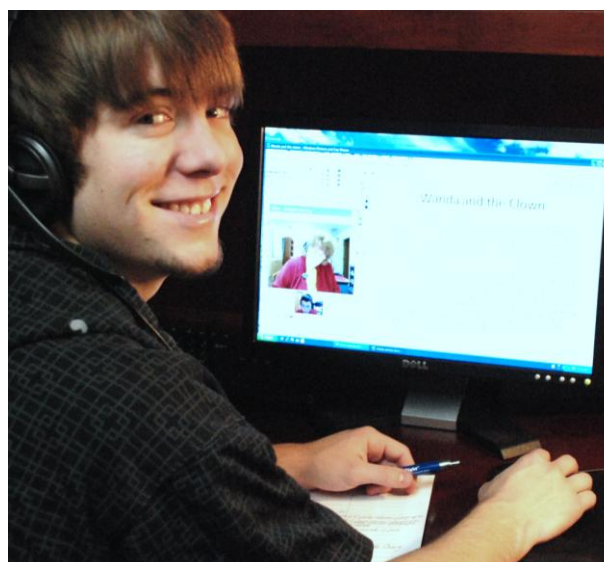
READ RIGHT® *ONLINE TUTORING SERVICE* ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

The Read Right Online Tutoring Service delivers the same kind of highly-structured, systemic, real time tutoring as that delivered in site-based, intensive intervention projects. Students and tutors work together online via audio and video conferencing technology. The program is:

- Available for private-pay individuals & for institutions that want to offer online tutoring for their students
- Convenient—tutoring can be done at any location with access to high-speed Internet
- Affordable, with competitive tutoring rates

The Read Right Online Tutoring Service Package Provides:

- Online tutoring by a highly trained Read Right Intervention Specialist for up to three students at one time.
- All the books and support materials required to implement a successful project.

Each student sees and hears the tutor but does not see or hear other students.

- Off-site support as needed via email, *Zoom*, or phone, as long as your students participate.
- Monthly reports tracking each student's progress and detailing the health of the project as a whole.
- A summative evaluation at the end of the project detailing student growth by comparing pre-participation and post-participation scores on a norm-referenced, standardized test of reading comprehension.

The Client Provides:

- One computer (or tablet) station per student per session equipped with
  - High speed internet access
  - A headset with attached microphone that plugs into a USB port
  - A high-resolution webcam
- A local contact to be the liaison between Read Right personnel and the client who can partner for a successful project and can monitor the sessions and facilitate student participation

Note: *Families can access information about Read Right Online Tutoring for individuals through our parent website:* **www.tutoringforreading.com** .

Specialists suggested Sheri Schuetze's son might have dyslexia. After trying many things to help Ethan, his parents were contemplating holding him back a grade. Before taking that step, Sheri enrolled Ethan in Read Right Online Tutoring. Participation in Read Right fixed Ethan's reading problem:

> **"I wish I could find any parent out there that is struggling with the same issue and show them the way. Read Right works. I knew there had to be something else."**
> —Sheri Schuetze

Watch the Schuetze video at **www.tutoringforreading.com**

For more information about online tutoring for schools, contact

Dee Tadlock **360-427-9440 deet@readright.com**

education northwest
CREATING STRONG
SCHOOLS & COMMUNITIES

Date: July 8, 2010

Nationally Used Reading Intervention [Read Right®] Significantly Increases Reading Comprehension

Portland, OR—A rigorous experimental study by researchers at Education Northwest found that low-achieving middle and high school students increased their reading comprehension after one semester of tutoring with Read Right, a nationally used intervention program that supplements regular English language arts instruction. The study looked at student achievement in reading and motivation to read for 424 students in four Omaha, Nebraska, secondary schools during the fall semester of 2009.

The evaluation found Read Right had a significant positive effect on reading comprehension. Also, after participating in Read Right, a significantly larger proportion of students reported they read for fun almost every day compared to students in a control group. Effects varied by school and student subgroup.

"Overall, this means that Read Right worked in these Omaha schools," said Dr. Caitlin Scott, lead researcher on the project at Education Northwest. "After a semester of Read Right, students made about as much gain on the Gates-MacGinitie Reading Comprehension Test as a typical 9th- or 10th-grade student makes from an entire year of instruction. This is good news for these struggling readers."

Dr. Dee Tadlock, the developer of Read Right, said, "We were very pleased with the results … a lot of administrators want to see research by third parties as an evaluation of effectiveness. It lends credibility to all of our data and that will help us in demonstrating that we get pretty amazing results." Tadlock noted that this is the first study of Read Right to use an experimental design, which is considered to be the "gold standard" of research designs.

The Omaha-based Sherwood Foundation, which has invested more than $1 million in implementing the program in nine Omaha public secondary schools, commissioned the evaluation for Omaha Public Schools (OPS). "Because OPS wants to make good decisions based on data, we offered to do an experimental design, randomized controlled trial for them so they could really find out how well or if this program was working at all," said Katie Weitz White, a Sherwood Foundation officer. She added that the study findings will be used to make changes in training and to provide additional materials and tutors.

Read Right has been used in about 500 sites since 1991. Rather than stressing phonics and vocabulary like many traditional reading interventions, Read Right tutors focus on students' comprehension, accuracy, pacing, and intonation. Typically, Read Right is a class during the school day with no more than five students per tutor.

Education Northwest, based in Portland, Oregon, is currently conducting a number of national literacy studies. For more than 40 years, the nonprofit organization has worked to improve learning by building capacity in schools, families, and communities through applied research and development. More information about Education Northwest is available at **http://educationnorthwest.org**.

Contact: Caitlin Scott 503.275.9585, 503.680.9658 (cell), **Caitlin.Scott@educationnorthwest.org**
Rhonda Barton 503.275.9520, **Rhonda.Barton@educationnorthwest.org**

To access the full report: http://educationnorthwest.org/resource/1195

Researcher's View of the Results of the Study:

"This is the most exciting research I have been involved in in my entire career." *Caitlin Scott, PhD*
Evaluation Associate
Education Northwest

Evaluation of Read Right® in Omaha Middle & High Schools

A third-party, gold-standard research study conducted by Education Northwest

Some Key Findings from the 103-Page Report

Experimental Study Overview:

- 450 students were pre-tested using the Gates-MacGinitie Reading Comprehension Test at the beginning of the fall semester.

- 216 randomly-selected students served as the treatment group and participated in Read Right during the semester.

- 208 randomly-selected students served as the control group and did not participate in Read Right. Instead, they attended study hall or took an elective.

- Both treatment and control group students also participated in their regular English language arts class.

- Demographics of the control group and treatment group were nearly identical: 41% Latino/Hispanic, 36% black, 20% white, 2% Native American, 1% Asian.

- 79% percent of the students qualified for free or reduced-price lunches

- 424 students still in the schools at the end of the semester were post-tested using another form of the *Gates* Gates-MacGinitie Reading Comprehension Test.

Student Achievement Outcomes

"Overall, Read Right had a significant positive effect on student comprehension. . . Students in Read Right classes out performed those in the control group." (page i) $p = .000$; effect size = .23 (page 18)

"The main regression analysis showed a significant positive effect of Read Right on middle and high school students' reading comprehension as measured by the Gates-MacGinitie Reading Comprehension Test. The mean for students in the treatment group was 5.49 scale scored points higher than for students in the control group." (p17)

Student Motivation Outcomes

"After participating in Read Right a significantly larger proportion of students reported they read for fun almost every day, compared to students in the control group. . . Almost three-fourths of students believed that Read Right increased student motivation to read." (p30) Most principals and Read Right Intervention Specialists agreed, based on their perceptions from talking with or observing students." (p.ii)

Students' Views of Impact of Read Right:

"Ninety percent [of students] said that Read Right helped them become a better reader. As a result, they found that they were more confident reading aloud in other classes, were more fluent readers, learned 'like a million words,' and pronounced words and enunciated more correctly." (p55)

Principals' Views of Impact of Read Right:

"The future of Read Right at the participating schools looks positive; principals were almost unanimous in their desire to keep Read Right at their schools. They said, 'It works.' 'Kids are becoming more confident.' 'It is successful for kids who need it the most' 'I've seen improvement' 'improvement is carrying over into other subjects as well as recreational reading.'" (p57)

One principal summarized: "I can see the effect of Read Right in the classroom. I see literature circles. I see kids reading plays. When we have assemblies, kids feel good about getting up in front of their peers and reading a script. For our population that is huge, we have 85% free or reduced-price lunch. They have no printed material at home. They are getting that here, and I am proud of that." (p31).

Researcher's View of the Results of the Study:

"This is the most exciting research I have been involved with in my entire career."

Caitlin Scott, Ph.D., Evaluation Associate
Education Northwest

RESPONSE TO INTERVENTION (RTI)

The National Center on Response to Intervention reviewed a gold-standard, third-party study of the effectiveness of Read Right methodology conducted by Education Northwest and funded by the Sherwood Foundation of Omaha, NE (see news release, Page 5). The National Center gave high marks to the study for scientific rigor, validating Read Right's effectiveness as an intervention for RTI. The following information is summarized from the National Center on Response to Intervention website (**www.rti4success.org**). Look up Read Right here: **www.rti4success.org/instructionTools .**

RTI is a... "Multi-level prevention system [that] includes three levels of intensity or prevention."

TIER 1: Adopted program for reading instruction; teachers differentiate instruction as required. If students struggle, they move to Tier 2.

TIER 2: Intervention provided. If students still struggle, they move to Tier 3.

TIER 3: More intensive intervention provided, completely individualized to meet student needs.

Read Right is appropriate for both Tier 2 and Tier 3 readers. At program entry, each student is assessed and assigned to work with books and stories at an appropriate level of challenge. Read Right tutoring is reading- and language-intensive, providing individualized formative assessment to every student on virtually a daily basis. We will train your staff to meet individual student needs in every respect—regular education students, special education students, and English language learners. Homogeneous grouping, in terms of grade, reading level, or "label" is not required. Any student can be scheduled with any others to comprise the five-student group. Students with severe reading problems will not feel relegated to "special" programs. It is a highly effective and efficient way to serve students and it is appropriate for every grade level, 3-12.

Read Right® is Rated Highly for RTI

National Center for Response to Intervention Review of Research
Evaluation of Read Right in Omaha Middle and High Schools
by Scott, Nelsestuen, Autio, Deussen, and Hanita (2010), Education Northwest

Program	Study	Study Quality				
		Participants	Design	Fidelity of Implementation	Measures	
					Proximal	Distal
Read Right	Scott et al., 2010	●	●	◐	n/a	●

Legend: ●   Convincing Evidence

◐   Partially Convincing Evidence

EVIDENCE OF EFFECTIVENESS

READ RIGHT® OUT-PERFORMS OTHER READING INTERVENTION PROGRAMS

In a 2010 study completed by the independent, non-profit research organization *Education Northwest* and funded by the Sherwood Foundation, Participation in Read Right was found to produce "significant positive effect" in reading ability *after just one semester of participation*. The study design was rigorous: assignment to the control or experimental group was randomized.

Also in 2010, the federal government released a report examining the effectiveness of 20 reading improvement projects studied through the federally-funded Striving Readers Project. These studies, like the Read Right study, were held to a rigorous standard of randomization and were conducted by third-party researchers. The students participated in the reading intervention for one school year.

The Effect Size statistical analysis tool was chosen to analyze data from the Read Right study and the Striving Readers Project results because it can be used across studies; it is not constrained by a requirement that the same measurement instrument be used in each compared study. The reading test used by each school is indicated below.

After just **one semester** of student participation, two Read Right project sites in Omaha out-performed all 10 of the top reading improvement program sites studied for **one full school year** as part of the federally-funded Striving Readers program. The result is particularly significant because of the short duration of Read Right participation. A third Omaha Read Right project site out-performed seven of the top 10 Striving Readers project sites, even though Read Right students were provided *half* as much intervention time.

The top-performing Read Right school showed twice the results in half the time as compared to the top-performing Striving Readers Project school.

1 SEMESTER of Read Right (Gates-MacGinitie) in Omaha, NE School #2 **(EFFECT SIZE: .58)**
    Average hours of participation in Read Right: 21

1 SEMESTER of Read Right (Gates-MacGinitie) in Omaha, NE School #1 **(EFFECT SIZE: .42)**
    Average hours of participation in Read Right: 22

1 Year of Xtreme Reading Strategic Instruction (GRADE) in Portland, OR middle schools **(EFFECT SIZE: .29)**

1 Year of Read 180 (CAT) in an Ohio Corrections program for high school students **(EFFECT SIZE: .26)**

1 Year of Read 180 in Ohio Youth Corrections high school facilities **(EFFECT SIZE: .22)**

1 SEMESTER of Read Right (Gates-MacGinitie) in Omaha, NE School #3 **(EFFECT SIZE: .21)**
    Average hours of participation in Read Right: 14

1 Year of Striving Readers English/LA in a Chicago, IL middle school **(EFFECT SIZE: .17)**

1 Year of Learning Strategies Curriculum in Danville, KY high schools **(EFFECT SIZE: .12)**

1 Year of DRP/Strategies for Literacy Independence across the Curriculum in San Diego, CA middle schools **(EFFECT SIZE: .12)**

1 Year. Xtreme Reading Strategic Instruction (OAKS), Portland, OR middle schools **(EFFECT SIZE: .12)**

1 Year of Xtreme Reading (GRADE) in a Portland, OR high school **(EFFECT SIZE: .12)**

1 Year of Read 180 (SDRT-4) in a Springfield/Chicopee high school **(EFFECT SIZE: .11)**

1 Year of Learning Strategies Curriculum in Danville, KY middle schools **(EFFECT SIZE: .08)**

<u>**SOURCES**</u>:

Abt Associates (2010; updated 2011): *Summary of 2006 Striving Readers Projects: Implementation and Evaluation of Targeted Interventions for Struggling Readers and Whole School Interventions for All Readers: Years 1-3.*

Scott, Nelsestuen, Autio, Deussen, and Hanita (2010): *Evaluation of Read Right in Omaha Middle and High Schools*, *Education Northwest, Portland, OR.,* Education Northwest, funded by the Sherwood Foundation of Omaha.

WOODCOCK READING MASTERY TESTS: A Longitudinal Study (Elementary)

The following data was presented as a Poster Presentation at the Rodin Remediation Conference at Georgetown University, Washington, D.C. The graph shows that 27 students in a Washington State elementary school gained an average of 2.4 grades in reading during an average of 69 hours of participation in Read Right. Three years later, with no additional intervention, students gained an additional 3.6 years. The chart presents the data in Grade Equivalent scores (GE), Normal Curve Equivalencies (NCE), and in National Percentile Ranking (NPR). For references related to this study, request names and contact info from Dee Tadlock: **deet@readright.com** or call 360-427-9440.

Elementary Students (3rd & 4th at entry)

N = 27

Grade Equivalency values (Pre-Test / Post-Test / Re-Test):
- Basic Skills: 4.5 / 7.3 / 11.4
- Comprehension Cluster: 3.7 / 6 / 9.1
- Total Reading: 4.1 / 6.5 / 10.1

Woodcock Reading Mastery Tests (WRMT)

Demographics: 78% free and reduced, 14% special education, 19% transitional bilingual, 8% migrant, 37% Caucasian, 52% Hispanic, 8% Native American, 3% Black
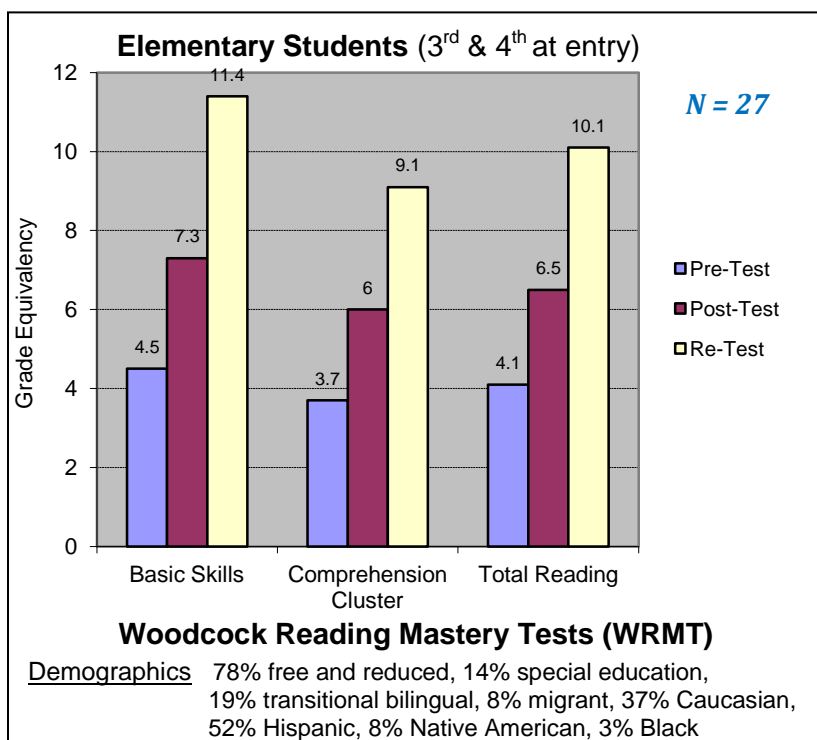
AVERAGE AGE at Testing
Pre-Test: 9.6 years
Post-Test: 10.8 years
Re-Test: 13.8 years

AVERAGE HOURS
of Read Right tutoring: **69**

AVERAGE GAINS
Basic Skills Cluster
Pre- to Post: **2.8 GE**
Pre- to Re-Test: **6.9 GE**

Comprehension Cluster
Pre- to Post: **2.3 GE**
Pre- to Re-Test: **5.4 GE**

Total Reading
Pre- to Post: **2.4 GE**
Pre- to Re-Test: **6.0 GE**

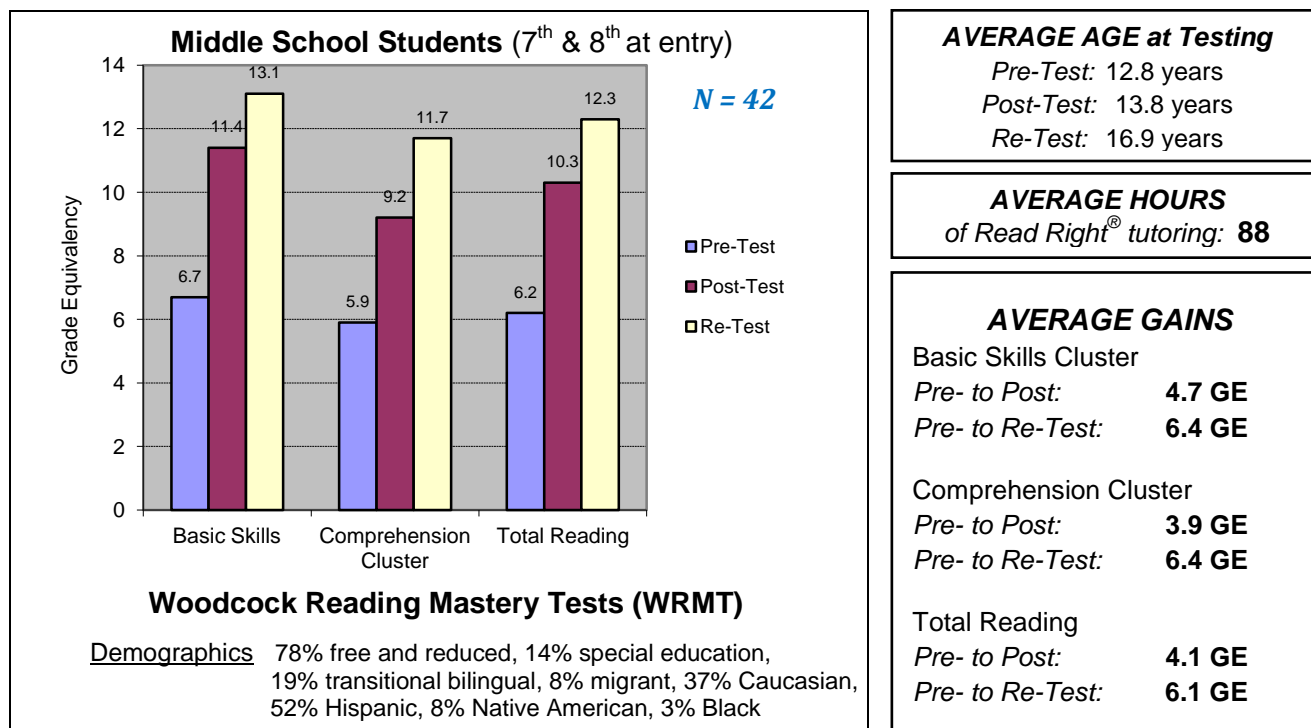| WRMT Test Categories	Grade Equivalency			Normal Curve Equivalency			National Percentile Ranking		
	Pre-Test	Post-Test	Re-Test	Pre-Test	Post-Test	Re-Test	Pre-Test	Post-Test	Re-Test
Word Identification	4.1	6.7	9.5	43.7	57.8	52.9	42.1	58.1	55.4
Word Attack	5.5	9.7	13.6	50.9	63.3	75.5	50.6	67.3	80.3
Basic Skills Cluster[1]	*4.5*	*7.3*	*11.4*	*48.5*	*62.3*	*64.8*	*46.9*	*63.4*	*69.3*
Word Comprehension	3.8	5.8	8.8	42.6	52.4	52.1	38.3	53.4	57.0
Passage Comprehension	3.6	6.3	10.0	39.6	55.3	53.9	34.4	51.5	58.9
Comprehension Cluster[2]	*3.7*	*6.0*	*9.1*	*40.6*	*54.2*	*55.3*	*35.4*	*51.1*	*59.7*
Total Reading—Full Scale Cluster[3]	***4.1***	***6.5***	***10.1***	***44.5***	***57.7***	***58.9***	***41.5***	***57.9***	***64.1***

[1]The Basic Skills Cluster is a combination of the Word Identification Sub-Test and the Word Attack Sub-Test.

[2]The Reading Comprehension Cluster is a combination of the Word Comprehension Sub-Test and the Passage Comprehension Sub-Test.

[3]The Total Reading—Full Scale Cluster is a combination of the four Sub-Tests of the WRMT.

WOODCOCK READING MASTERY TESTS: A Longitudinal Study (Secondary)

Middle school data also was presented at the Rodin Remediation Conference. It shows that 42 middle school students gained an average of 4.1 grades during an average of 88 hours of participation in Read Right. When retested three years later, with no additional reading intervention, students were still performing above grade-level. The chart presents the data in Grade Equivalency (GE) scores, Normal Curve Equivalencie (NCE) scores, and in National Percentile Ranking (NPR). For references related to this study, request names and contact info from Dee Tadlock: **deet@readright.com** or call 360-427-9440.

Middle School Students (7th & 8th at entry)

N = 42

- Pre-Test
- Post-Test
- Re-Test

Woodcock Reading Mastery Tests (WRMT)

<u>Demographics</u> 78% free and reduced, 14% special education, 19% transitional bilingual, 8% migrant, 37% Caucasian, 52% Hispanic, 8% Native American, 3% Black

AVERAGE AGE at Testing
Pre-Test: 12.8 years
Post-Test: 13.8 years
Re-Test: 16.9 years

AVERAGE HOURS
of Read Right® tutoring: **88**

AVERAGE GAINS
Basic Skills Cluster
Pre- to Post: **4.7 GE**
Pre- to Re-Test: **6.4 GE**

Comprehension Cluster
Pre- to Post: **3.9 GE**
Pre- to Re-Test: **6.4 GE**

Total Reading
Pre- to Post: **4.1 GE**
Pre- to Re-Test: **6.1 GE**

WRMT Test Categories	Grade Equivalency			Normal Curve Equivalency			National Percentile Ranking		
	Pre-Test	Post-Test	Re-Test	Pre-Test	Post-Test	Re-Test	Pre-Test	Post-Test	Re-Test
Word Identification	6.5	10.0	11.7	44.4	57.3	52.1	40.8	61.4	53.9
Word Attack	7.5	12.6	13.4	48.4	64.8	62.6	49.0	71.9	69.6
Basic Skills Cluster[1]	*6.7*	*11.4*	*13.1*	*45.6*	*62.5*	*56.3*	*42.8*	*68.4*	*60.8*
Word Comprehension	5.8	8.6	10.9	40.5	53.3	51.9	34.1	54.9	52.8
Passage Comprehension	6.0	10.3	13.5	40.2	57.6	58.0	35.4	63.3	62.9
Comprehension Cluster[2]	*5.9*	*9.2*	*11.7*	*39.9*	*57.2*	*55.4*	*34.1*	*61.6*	*58.3*
Total Reading— Full Scale Cluster[3]	*6.2*	*10.3*	*12.3*	*42.7*	*59.8*	*55.8*	*38.7*	*66.0*	*60.3*

[1]The Basic Skills Cluster is a combination of the Word Identification Sub-Test and the Word Attack Sub-Test.

[2]The Reading Comprehension Cluster is a combination of the Word Comprehension Sub-Test and the Passage Comprehension Sub-Test.

[3]The Total Reading—Full Scale Cluster is a combination of the four Sub-Tests of the WRMT.

SUMMATIVE DATA FROM A SINGLE SCHOOL YEAR

The data presented on pages 12-14 was collected nationally from clients who sent us both pre-Read Right tutoring scores and post-Read Right tutoring scores as measured by the Gates MacGinitie Test of Reading (comprehension sub-set). Only students who had at least 20 hours of Read Right tutoring are included. The Gates MacGinitie is a norm-referenced, standardized reading test.

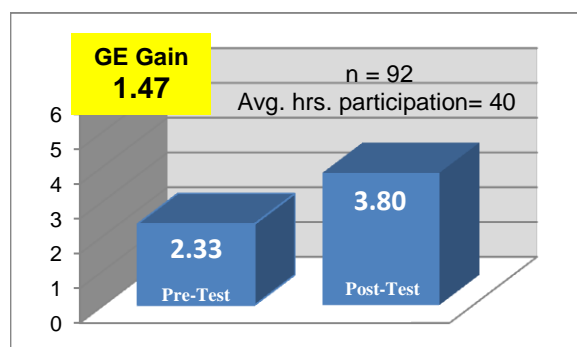## Average Improvement in Reading Abilities of Elementary Students

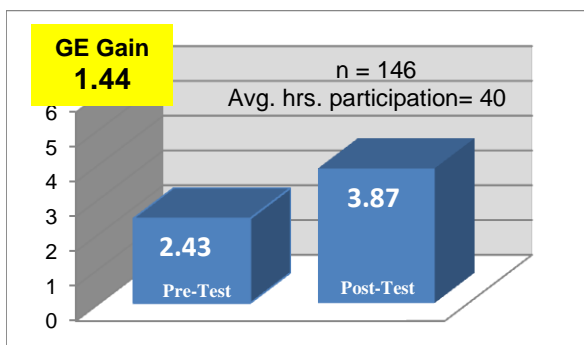### GRADE EQUIVALENCY GAINS

All Elementary Students

GE Gain 1.6 | n = 586 | Avg. hrs. participation = 39

Pre-Test: 2.52
Post-Test: 4.12
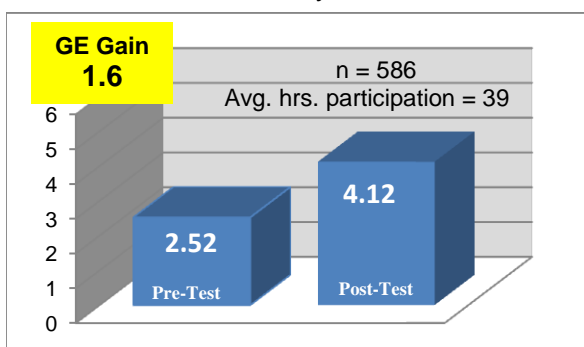
Normal Curve Equivalency Gain* = 10.2
Percentile Gain = 13

Elementary Special Education Students

GE Gain 1.47 | n = 92 | Avg. hrs. participation = 40

Pre-Test: 2.33
Post-Test: 3.80

Normal Curve Equivalency Gain* = 9.0
Percentile Gain = 7

Elementary English Language Learners

GE Gain 1.44 | n = 146 | Avg. hrs. participation = 40

Pre-Test: 2.43
Post-Test: 3.87

Normal Curve Equivalency Gain* = 9.8
Percentile Gain = 11

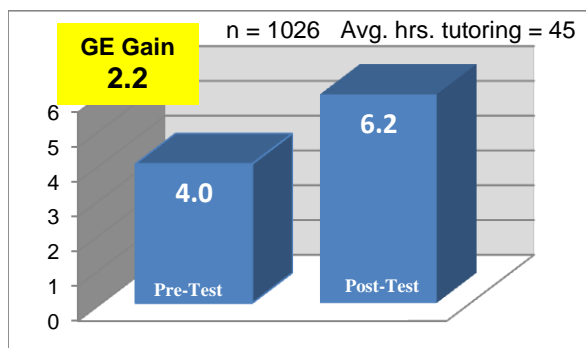### *Interpretation of Normal Curve Equivalency Gain Scores

A Normal Curve Equivalency (NCE) gain of 0 means that the student held his own in the norming population—he didn't get further behind, nor did he make any progress in closing the achievement gap. For students who have a history of falling further behind every year, a gain score of 0 is a sign of improvement. Thus, small NCE gains can be significant.

Researchers have defined an NCE gain of 1.9 to 3.2 *in one school* year as meaningful. (Borman, G.D., Hewes, G.M., Overman, L.T. & Brown, S. (2003) Comprehensive School Reform and Achievement: A Meta-Analysis. *Reviews Educational Research*, 73 (2), 125-230.)

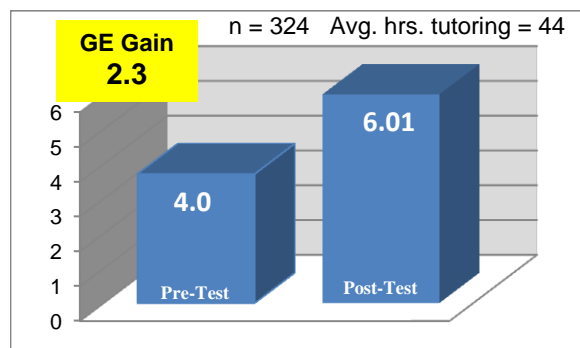# Average Improvement in Reading Abilities of <u>Middle School Students</u>

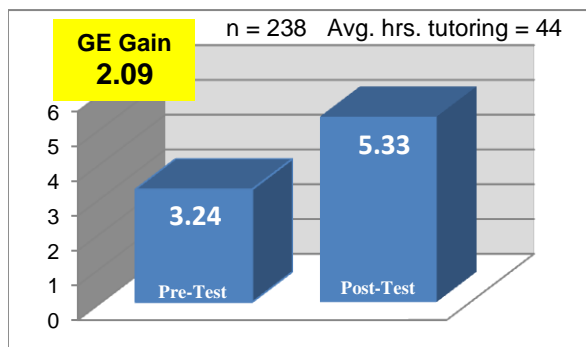### GRADE EQUIVALENCY GAINS

All Middle School Students

GE Gain 2.2

n = 1026   Avg. hrs. tutoring = 45

Pre-Test: 4.0
Post-Test: 6.2

Normal Curve Equivalency Gain* = 12.9
Percentile Gain = 16

Middle School Special Education Students

GE Gain 2.3

n = 324   Avg. hrs. tutoring = 44

Pre-Test: 4.0
Post-Test: 6.01

Normal Curve Equivalency Gain* = 13.6
Percentile Gain = 18

Middle School English Language Learners

GE Gain 2.09

n = 238   Avg. hrs. tutoring = 44

Pre-Test: 3.24
Post-Test: 5.33

Normal Curve Equivalency Gain* = 9.0
Percentile Gain = 14

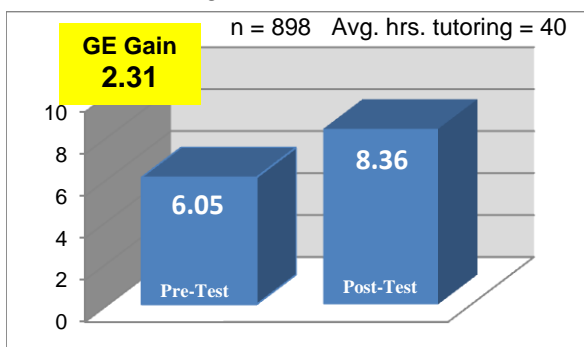## *Interpretation of Normal Curve Equivalency Gain Scores

A Normal Curve Equivalency (NCE) gain of 0 means that the student held his own in the norming population—he didn't get further behind, nor did he make any progress in closing the achievement gap. For students who have a history of falling further behind every year, a gain score of 0 is a sign of improvement. Thus, small NCE gains can be significant.

Researchers have defined an NCE gain of 1.9 to 3.2 *in one school* year as meaningful. (Borman, G.D., Hewes, G.M., Overman, L.T. & Brown, S. (2003) Comprehensive School Reform and Achievement: A Meta-Analysis. *Reviews Educational Research*, 73 (2), 125-230.)

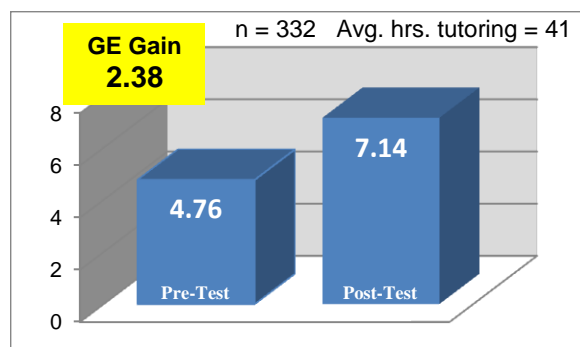# Average Improvement in Reading Abilities of <u>High School Students</u>

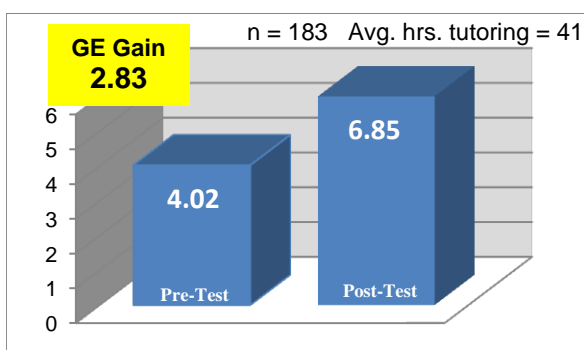## GRADE EQUIVALENCY GAINS

All High School Students

GE Gain 2.31

n = 898   Avg. hrs. tutoring = 40

6.05 — Pre-Test

8.36 — Post-Test

Normal Curve Equivalency Gain* = 11.2
Percentile Gain = 17

High School Special Education Students

GE Gain 2.38

n = 332   Avg. hrs. tutoring = 41

4.76 — Pre-Test

7.14 — Post-Test

Normal Curve Equivalency Gain* = 9.0
Percentile Gain = 7

High School English Language Learners

GE Gain 2.83

n = 183   Avg. hrs. tutoring = 41

4.02 — Pre-Test

6.85 — Post-Test

Normal Curve Equivalency Gain* = 13.0
Percentile Gain = 12

*Interpretation of Normal Curve Equivalency Gain Scores

A Normal Curve Equivalency (NCE) gain of 0 means that the student held his own in the norming population—he didn't get further behind, nor did he make any progress in closing the achievement gap. For students who have a history of falling further behind every year, a gain score of 0 is a sign of improvement. Thus, small NCE gains can be significant.

Researchers have defined an NCE gain of 1.9 to 3.2 *in one school* year as meaningful. (Borman, G.D., Hewes, G.M., Overman, L.T. & Brown, S. (2003) Comprehensive School Reform and Achievement: A Meta-Analysis. *Reviews Educational Research*, 73 (2), 125-230.)

ADDITIONAL EVIDENCE OF EFFECTIVENESS:

The Freestone-Navarro Bi-County Special Education Cooperative:

The cooperative serves 10 rural school districts south of Dallas, Texas. The cooperative trained teachers and aides at area elementary, middle, and high schools in Read Right methodology for the specific purpose of reducing the number of students referred for Special Education services. The region has reduced the number of students qualifying for services by nearly 50%, and has reduced referrals by 75%. Contact Pat Harper, Executive Director, Freestone-Navarro Bi-County Special Education Cooperative for information (see Elementary & Secondary References, Pages 16 & 15).

Corrections Education in the State of North Dakota

The State of North Dakota trained education staff members at its juvenile detention facility to provide Read Right intervention for all juvenile offenders reading below grade level. The intervention program worked to completely eliminate reading problems for hundreds of juvenile offenders, moving students to grade level comprehension and above within months, rather than years.

The state was so impressed with the results that it quickly adopted the intervention program for all of its prisons serving adult men and women. Contact Penny Veit-Hetletved for additional information (contact information available in Secondary References, Page 17).

Drop-Out Prevention

Decatur High School in Decatur, Texas had a drop-out rate of 13.9%. They brought in Read Right for their struggling readers, and after four years, the drop-out rate was reduced to less than 1%. The revenue generated to the district for the additional FTEs was more than $400,000 annually.

The principal, Melinda Reeves, said, ""Read Right is the most powerful thing I have seen in 28 years of education in its impact on student achievement." (Melinda is now retired but can be reached at jreeves3@embarqmail.com)

Passing the State Test Required for Graduation

High school principal John Berry in Post, Texas, required all his students to take Read Right. He achieved his dual goal:

- Every senior passed the state test for graduation
- No drop-outs

READ RIGHT® CLIENT REFERENCES FOR ELEMENTARY SCHOOLS

**Freestone-Navarro Bi-County
Special Education Cooperative**
Serving Multiple Independent School Districts
South of Dallas, Texas

Pat Harper, Executive Director
903.389.3372
pat.harper@bicountycoop.org

Mildred Independent School District
*A member of the Freestone-Navarro Bi-County
Special Education Cooperative*
South of Dallas, Texas

Becky Burns, Superintendent
903.872.6505
burnsb@mildredisd.org

Cheyenne Eagle Butte Elementary
Eagle Butte, South Dakota

Karen Garreau, Read Right Tutor
605.964.2702
uereadright@yahoo.com

Wilder Elementary School
Wilder, Idaho

Jeff Dillon, Principal
208.482.6220 ext. 302
jdillon@wilderschools.org

Rainier School District
Rainier, Washington

Tim Garchow, Superintendent
360.446.7406
garchowt@rainier.wednet.edu

Mary Jo Kenney, Read Right District Trainer
360.446.2207
kenneymj@rainier.wednet.edu

Merkel Independent School District
In Multiple Elementary Schools
Merkel, Texas

Gayle Maxey, Tye Elementary Principal
325.692.3809
gmaxey@merkel.esc14.net

Post Elementary School
Post, Texas

Peggy Graves, Read Right Trainer
806.495.3414
pgraves@postisd.net

Visit the Read Right website to view video testimonials: www.readright.com/video

READ RIGHT® CLIENT REFERENCES FOR SECONDARY SCHOOLS

Freestone-Navarro Bi-County
Special Education Cooperative
Serving Multiple Independent School Districts
South of Dallas, Texas

Pat Harper, Executive Director
903.389.3372
pat.harper@bicountycoop.org

Mildred Independent School District
A member of the Freestone-Navarro
Bi-County Special Education Cooperative
South of Dallas, Texas

Becky Burns, Superintendent
903.872.6505
burnsb@mildredisd.org

Bridgeport Middle School
Bridgeport, Texas

Travis Whisenant, Principal
940.683.2273
twhisenant@bridgeportisd.net

Rainier School District
Rainier, Washington

John Beckman, High School Principal
360-446-2205
beckmanj@rainier.wednet.edu

Mariana Smith, Special Education Director
360.446.2205
Smithm@rainier.wednet.edu

Lancaster County School District
Lancaster, South Carolina

Dr. Paul McKenzie, Director of
Research & Development
803.416.8861
paul.mckenzie@lcsdmail.net

Rodney Hamright, Read Right District Trainer
803.577.4937
rodney.hamright@lcsd.net

Post Independent School District
In the Middle & High School
Post, Texas

Byron Garrison, Director of Special Services
806.990.9898
bgarrison@post.k12.tx.us

Alvin C. York Institute
Jamestown, Tennessee

Phil Brannon, Superintendent
931.879.8101
pbrannon@www.york.k12.tn.us

Benita Patton, Read Right Trainer
931. 879.2115
bpatton@www.york.k12.tn.us

North Dakota Youth Correctional Center
Bismarck, North Dakota

Michelle Hoechst, Principal
701.667.1445
mhoechst@nd.gov

Mt. Rainier High School
Des Moines, Washington

Sharon Schmitt, Assistant Principal
206.631.7000
sharon.schmitt@highlineschools.org

Monroe Middle School
Eugene, Oregon

Michael Johnson, Principal
541.790.6300
johnson_mi@4j.lane.edu

Lynda Berry, Read Right teacher
541.790.6300
berry@4j.lane.edu

Visit the Read Right website to view video testimonials: www.readright.com/video

READ RIGHT® CLIENT REFERENCES FOR ONLINE TUTORING

The Read Right Online Tutoring Service delivers the same kind of highly-structured, systemic, real time implementation of the Read Right methodology as that delivered in site-based projects. Up to three students and one highly-trained Read Right Intervention Specialist work together online via audio and video conferencing technology. Each student can see and hear the Specialist but the students cannot see or hear each other.

Resilience Charter School
Gainesville, Florida 32609
Serving middle, and
high school students

Julie Greene
352-226-8675
jgreene@resiliencecharter.org

Gateway School
Arlington, Texas
Serving, elementary, middle,
and high school students

Harriet Walber
Executive Director
817-226-6222
walberhr@aol.com

New Haven School District
New Haven, Missouri
Serving middle and high school students

Julie Conner
Director of Special Services
573-237-2141
jconner@newhavenschools.us

Quileute Tribal School
LaPush, Washington
Serving elementary and secondary students

Mark Jacobson
Superintendent
360-374-5609
mark.jacobson@quileutenation.org

Thornwell Home for Children
Clinton, South Carolina
Serving elementary and secondary students

Norman Dover, Jr.
VP for Educational Services
864-938-2794
norman.dover@thornwell.org

READ RIGHT® PROGRAM COSTS

READ RIGHT® SMALL-GROUP, INTENSIVE INTERVENTION ———

The investment for a small-group intervention project that trains up to four of your staff members (teachers or aides) to implement Read Right is as follows: (Does not include staff salaries or applicable state and local taxes, which **will be included as an extra charge if required.**)

Read Right Intervention Specialist Training, Library & Support Materials, and Reporting & Digital Audio File Service

Tutor Training Investment: Includes seven weeks of on-site training spread over one semester (consultant travel expenses included), quality assurance, and an end-of year report summarizing the project result as measured by a norm-referenced, standardized reading test. $61,600

Support Materials Investment: Includes the Read Right Library (550+ books), one *Read Right Tutor Manual* for each trainee, the training materials, reading consultation materials, norm-referenced summative evaluation testing materials, and the student and project management systems.
All shipping and handling costs are included.   11,000

Service charge for Audio Files and Monthly & Year-End Reports: Includes the audio files for the Read Right Library. The digital library is updated as books go out of print and as we determine a need to increase the numbers of books at a specific grade level. Data on each student's progress is entered into the web-based Read Right Portal for Data Management at the end of each month by the teacher. The data is compiled into several management reports and made available electronically to the client. The reports summarize the previous month's project activities as a whole and show the activity and progress of each student individually. There will also be an end-of-year summative evaluation in which gain scores on the *Gates MacGinitie Test of Reading* will be reported. **This service charge is due on an annual basis,** is pro-rated the first year, and in subsequent years will be billed at the beginning of the school year.   900

Total Read Right Project Investment $73,500*

Invoicing can sometimes be scheduled to spread payment over two budget-years. If this option is elected, a service charge of 3% will be added.

Optional Train-the-Trainer Project:

The trainer designee must have earned certification as a Small-Group, Intensive Read Right Tutor. The trainer will be trained by a Read Right consultant over a five-week period of time as she trains up to four additional tutors as they work with students. Once trained, the trainer assumes responsibility for quality assurance activities and for training new tutors to replace tutors lost to staff turnover, to expand the program at existing sites, and to implement new projects at other schools in the District.

If a Read Right project is established at a new school during the Train-the-Trainer project, an additional library ($11,000) must be purchased.

If new tutors are trained at the same site, and there are no more than 5 tutors in the classroom, supplemental books will not need to be added to the existing library in order to accommodate the 5 tutors and their students. If there are more than 5 tutors, supplemental books will likely need to be added. If there are sufficient new tutors in the same school to require a second classroom, an additional library needs to be purchased ($11,000).

Total Investment for Training a Read Right Trainer for the Small-Group, Intensive intervention $44,950

ON-LINE DELIVERY SYSTEM

Cost of Tutoring: A minimum of one pod, which serves up to three students, must be purchased. A 20-session minimum package is required; we recommend 60 sessions. Each session lasts up to 55 minutes, depending on the client's scheduling constraints.

One pod (three students) @ $64 per session X 60 sessions = $3,840

$64 per 3-student session

Support Materials Investment: Includes Read Right Library (more than 100 books containing more than 150 fiction and non-fiction stories), management systems, standardized testing materials, reporting systems, and quality assurance systems. All shipping and handling costs are included.

$2,200

One library will accommodate multiple pods if each meets at a different time and can normally suffice for two PODs meeting at the same time.

HOW DO SCHOOLS FUND A READ RIGHT® PROJECT?

SOURCES FOR FUNDING A READ RIGHT PROJECT

- Title I budget (Both Tier 2 and Tier 3 students)

- Special education budget

- English language learners budget

- Funds available for providing services to Native American students

  Read Right has successfully served every variety of struggling readers.

- Staff development budgets

  The Read Right training model provides seven weeks of intensive hands-on training spread over a semester of time.

- Technology budgets

  The client school needs to provide devices (MP3 players, tablets, or computers) to enable students to access audio files for one component of the Read Right methodology, and there is an annual licensing fee of $900 for the audio files plus monthly reporting.

- Materials budget

  Read Right supplies an extensive library and support materials.

- Substitutes budget

- Snow-Days budget

  Sometimes at the end of a fiscal year, there is money left over in contingency budgets.

- Superintendent's discretionary fund

  In some Districts, the superintendent maintains a discretionary fund to enable a flexible response to unplanned expenditures.

CREATIVE WAYS CLIENTS HAVE FUNDED THEIR READ RIGHT PROJECTS

- Delay the curriculum adoption cycle one year by inserting Read Right into that cycle now, thereby pushing the entire cycle back for one year. (In one district that did this, it was the science text that was up for adoption. Said one teacher in voting to bring Read Right in instead, "Most of our students can't read the science textbook anyhow.")

- Delay a capital project, such as resurfacing the parking lot.

- Publicize Read Right data and seek money to bring it to your district via a special levy.

- Seek grant funding

IS READ RIGHT® EXPENSIVE? ──────────────

When measured in cost per grade level gain,
*Read Right is the **least expensive** program available.*

How else should it be measured?

IF YOUR SCHOOL HAS A HIGH DROP-OUT RATE ──────────

*Read Right can be a **revenue generating** program.*

When Read Right was brought to Decatur High School, the drop-out rate was 13.9%, and the school was categorized as "needs improvement" by the State of Texas. Four years later, the dropout rate was less than 1%. Two years after that the school was designated as "exemplary" and won a National Blue Ribbon Award.

The principal, Melinda Reeves said, "*We did a lot of things to transform our school, but none of it would have worked without Read Right. . . Read Right is the most powerful thing I have seen in 28 years of education in its impact on student achievement.*"

Reducing the dropout rate from 13.9% to 1% resulted in *increased revenue to the district of about $418,000 per year* due to retained FTEs.