

Can Your At-Risk Students Raise Your School Reading Scores?

Yes—Transforming Struggling Readers Improves School Reading Scores.

In Manson, Washington:

The “numbers” at Manson High School in Manson, Washington, might reflect a school struggling to make annual yearly progress. The student population has grown to 62% minority, with most students coming from hard-working farm families. The percentage of transitional bilingual students has reached 31%, the highest ever, and the percentage of students who qualify for free- and reduced-price school lunch has grown to 73 percent.

In spite of challenging demographics, Manson High School is not struggling with state reading scores. In fact, the 86% of Manson 10th graders who passed the Washington Assessment of Student Learning reading test in 2005 far exceeded the state average of 72%.

Many of Manson’s new students arrive with reading problems and, according to the federal government, 75% of students who have a reading problem after the age of 9 will carry the problem into adulthood. Yet, there is Manson—beating the odds; transforming 86% of their 10th graders into excellent readers. How did they do it?

“We love our Read Right[®] reading program,” says Marsha Hanson, principal of Manson Middle and High Schools. “Read Right is unique because it is a language acquisition program and reading intervention all rolled into a single program. Our Read Right-trained tutors engage our students in intensive, individualized silent and oral reading activities non-stop and the results show in our test scores.”

In Reno, Nevada:

The program is equally effective with students in large cities. Mike Bumgartner had been a principal at his school in Reno, Nevada for only two weeks when he was informed that the school had just been designated “needs improvement” under the No Child Left Behind initiative. On top of its dire academic status, Traner Middle School had grown recently to 90% of students qualifying for free- and reduced-price meals (breakfast, lunch, and dinner); 22% qualifying for special education services; 18% certified for English as a second language; another 35% of students that had previously been certified as ESL; and 83% of students arriving at the seventh grade reading below grade level (including 56% three or more years behind in reading). With the weight of NCLB looming, Bumgartner knew he had to do something and he had to do it fast.

The school attacked the problem by doubling the amount of daily time for language arts and math; providing teachers with more time for class preparation; and, providing aggressive interventions for language and reading problems.

Bumgartner found Read Right at a conference and was intrigued. “Programs and computers do not teach kids,” Bumgartner said. “People teach kids. That’s why I was so impressed with the Read Right program. We, as human beings, impact other human beings. When you talk about a student who is three years behind in reading, it isn’t going to be a computer that is going to solve that problem. It is a person who will solve that problem.”

After the first year of implementation, Bumgartner shared, approximately 100 Traner Middle School students involved in the program gained an *average* 3.5 years in reading ability, as determined by the Gates-MacGinitie Reading Tests, comprehension sub-set. “It was phenomenal,” he added. Read Right helped Traner move quickly from needs improvement to making annual yearly progress.

“Read Right does things in a very different way,” Bumgartner said. “It’s working in our school. I can see the difference in our kids and so can our teachers.”

Read Right is a small-group tutoring program that provides intensive hands-on training for teachers and classroom aides in research-based techniques that quickly and efficiently address reading problems. The methodology has been perfected so that every student receives individualized guidance during every 45- to 55-minute daily session.

At the IRA Conference in Chicago:

Read Right Developer Dee Tadlock, Ph.D., and Mt. Rainier High School (Seattle area) Literacy Coach Sharon Schmitt will conduct a presentation, “*Changing the Brain: Intervening with an Interactive Constructivist Methodology to Eliminate Reading Problems*” at the upcoming International Reading Conference in Chicago. The session will be Tuesday, May 2 from 2:15-3:15 in Room E351 McCormick Place. Also you are invited to meet and chat with Dr. Tadlock informally at the Read Right Exhibit Booth #1226.

Learn More:

Read Right methodology was developed by former classroom reading specialist Dee Tadlock. It is grounded in Piaget’s understanding of how brains learn and emerging knowledge of how brains perform processes and construct declarative and procedural knowledge. Dr. Tadlock’s interactive constructivist view of reading and reading development is explained in detail in the new book written for parents, *Read Right! Coaching Your Child to Excellence in Reading*, published in 2005 by McGraw-Hill and available at www.amazon.com.

A school information packet explaining theory, methodology and implementation can be obtained by contacting Kim Kranz at Read Right Systems. Phone: 360-427-9440 or Email: kimk@readright.com.

Articles about Read Right implementations are available at www.readright.com.

Finally, for those that enjoy reading about theory and research, Dr. Tadlock’s monograph, *Interactive Constructivism and Reading: The Nature of Neural Networks Challenges the Phonological Processing Hypothesis* may be downloaded from the Read Right web site (www.readright.com) or ordered by phoning the Read Right Office: 360-427-9440.

Thank you.