

January 18, 2007

Longitudinal Study Shows Read Right Gains Are Permanent

Elementary and middle school students with mild to severe reading problems can become excellent readers and retain the improvement over time when teachers and classroom aides provide them with Read Right tutoring, a long-term study shows.

The special grant-funded study was conducted at Union Gap School in central Washington, a K-8 school of about 600 students. Results of the study were presented by Union Gap teacher and Read Right program site coordinator Faye Fulton at the international Rodin Remediation Conference in Washington D.C. in October.

Design of the Study

Union Gap School staff used all sub-sets of the Woodcock Reading Mastery Tests (WRMT) to pre-test, post-test, and re-test 69 students in three phases of the study. The Woodcock is a standardized reading test administered to one student at a time. This prevents the guessing strategy that poor readers frequently employ. Pre-testing was conducted before students began tutoring. Post-testing with a different version of the WRMT took place as soon as Read Right program tutors determined that students had eliminated their reading problems (after an average 76 hours of tutoring). The re-test was administered to students on average three years after they left the reading program. Thirty-two of the 69 students scored two or more grade levels behind in one or more areas of the WRMT on the pre-test, including special education students and English Language Learners.

Ms. Fulton was the only classroom educator invited to present poster data at the international gathering of scientists studying dyslexia. Data she presented:

Union Gap serves an at-risk population:

78% of students qualify for free and reduced-price school lunch
14% are served by special education programs
19% are transitional bilingual
08% are migrant
52% of students annually move on to other schools in other school districts

Ethnicity (October 2005)

37.5% Caucasian
52.2% Hispanic
07.6% Native American
02.5% Black
00.2% Asian

Reading Gains Immediately after Read Right Tutoring and Longitudinally

Population: 69 students who could be located for a re-test (includes both special education students and English Language Learners):

16.8* Read Right normal curve equivalency (NCE) gain Pre-test to Post-test (avg. tutoring hours = 76):

13.4* Read Right NCE gain Pre-test to Re-test: (average months, post-test to re-test = 36)
(Students received no further help or support in reading after completing the Read Right program.)

Sub-Population: 32 students who were delayed 2 or more years in one or more areas of the WRMT (includes both special education students and English Language Learners):

20.7* Read Right NCE gain Pre-test to Post-test (average tutoring hours = 83):

21.1* Read Right NCE gain Pre-test to Re-test: (average months, post-test to re-test = 38)
(Students received no further help or support in reading after completing the Read Right program.)

*Borman, Hewes, Overman & Brown (2003) in *Comprehensive School Reform and Student Achievement: A Meta-Analysis*, Center for Research on the Education of Students Placed At Risk, p. 34, define a normal curve equivalent (NCE) gains of 1.9 to 3.2 as “significant and meaningful.”

Additional Analysis of Study Data

At the Rodin Conference presentation, the data was stratified for analysis by severity of reading problem and presented as NCE gains. Below is an analysis stratified by elementary/middle school students and reported in both NCE and grade-equivalency gains.

Elementary student gains (3rd – 5th grades)

Of the 69 students in the study, 27 were elementary students. On the pre-test, these students averaged a grade equivalency of 4.1 (total reading). The students gained 2.4 years in an average of 69 hours of tutoring (6.5 GE). Would the students retain their reading gains over time? On the retest three years later (with no additional reading intervention), the average grade equivalency was 10.2. These students moved from a national percentile ranking of 42 before tutoring to 64 on the re-test. The NCE gain in the same period was 14.

Middle School student gains (6th – 8th grades)

Of the 69 students in the study, 42 were middle school students. On the pre-test, these students averaged a grade equivalency of 6.2 (total reading). The students gained 4.1 years in an average of 88 hours of tutoring (10.3 GE). Would the students retain their reading gains over time? On the retest three years later (with no additional reading intervention), the average grade equivalency was 12.3. These students moved from a national percentile ranking of 39 before tutoring to 60 on the re-test. The NCE gain in the same period was 13.

Reading As A Process

The Read Right methodology used by educators at Union Gap and approximately 300 other school and program sites throughout the United States focuses on the *process of reading* rather than reading as a set of separate and discrete skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Tutors (certified teachers or para-professionals) are trained to implement strategies and techniques that compel the student’s brain to remodel the neural network that is guiding the reading process inappropriately and is the root cause of the reading problem. Students become excellent readers for life: they produce reading that is 100% comfortable, flows naturally, and results in comprehension of the author’s message.

To Learn More about Read Right small group tutoring:

A school information packet may be requested by contacting Kim Kranz at Read Right Systems. This includes implementation details, investment, theory, methodology, case examples, etc. Phone: 360-427-9440 or Email: kimk@readright.com.

Reading teachers and special education teachers across the country who have first-hand experience implementing this new methodology are more than willing to share their experiences. A referral list is included in the school information packet.

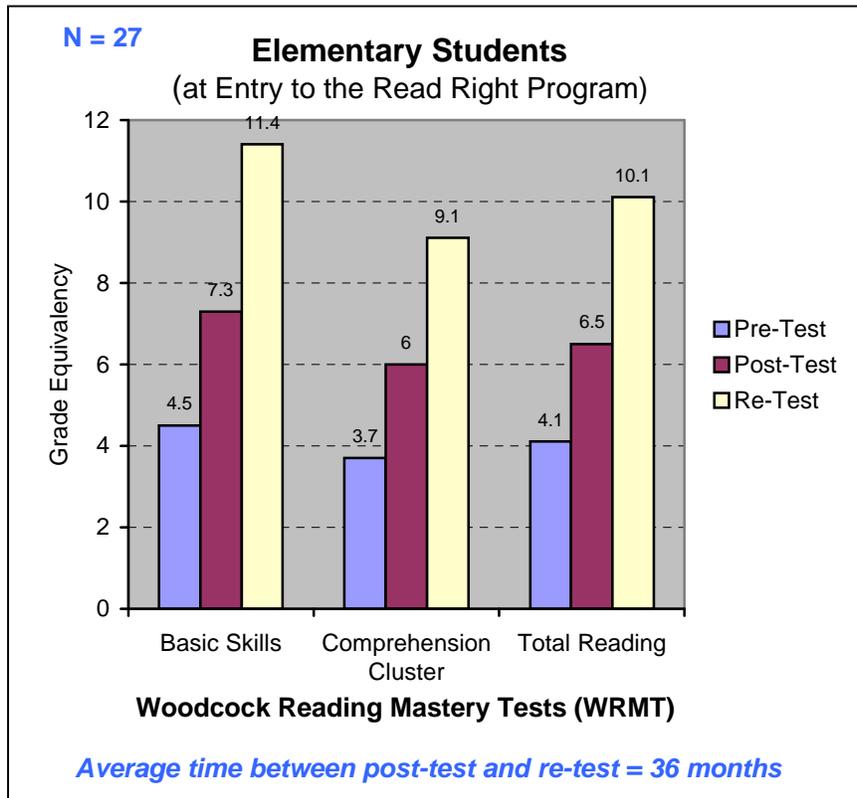
Articles about Read Right implementations are available at www.readright.com.

Visiting a school already using Read Right will provide first hand opportunities to talk with teachers, students and observe tutoring. Maureen Mortlock can help you arrange a site visit.

The book, *Read Right! Coaching Your Child to Excellence in Reading*, McGraw Hill 2005, is available from Amazon.com, or from bookstores.

Theory and research underlying this new approach are detailed in Dr. Tadlock's monograph, *Interactive Constructivism and Reading: The Nature of Neural Networks Challenges the Phonological Processing Hypothesis*. This may be downloaded from www.readright.com or ordered by phoning the Read Right office at 360-427-9440.

A Longitudinal Study of Students Tutored in Read Right®
at Union Gap School District, Union Gap, Washington



Average age at testing
Pre-Test: 9.6 years
Post-Test: 10.8 years
Re-Test: 13.8 years

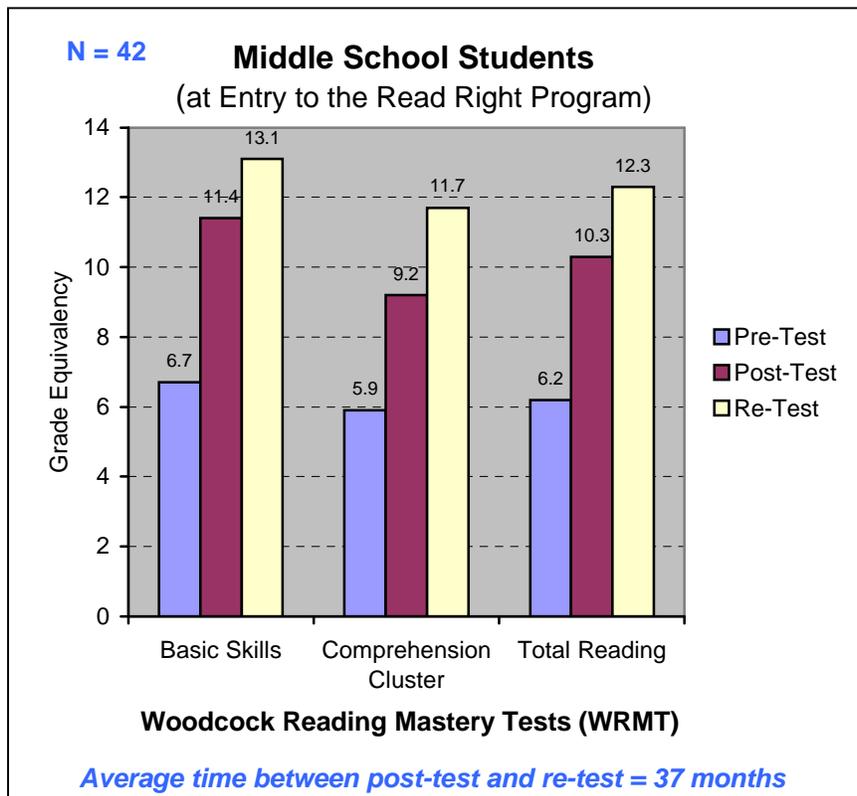
Average hours
of Read Right® tutoring:
69

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



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

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

No additional reading intervention was provided for any of these students (elementary & secondary) after their departure from Read Right tutoring.