

## Austen High School Summary

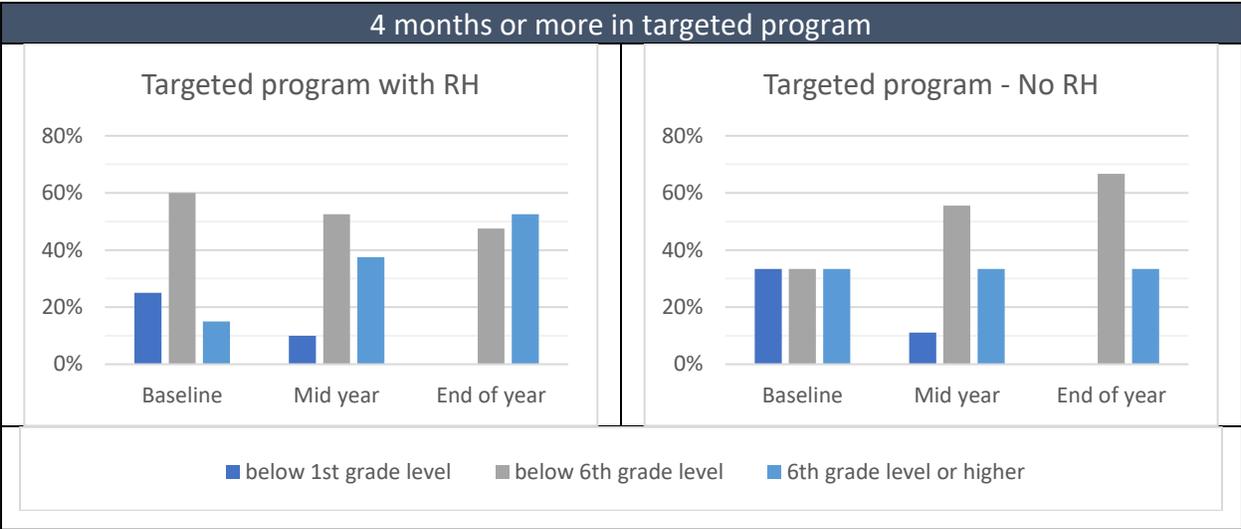
A sub-urban metropolitan area with a refugee population established a city-wide program to target unique educational needs of students with limited English proficiency. The program included two classrooms, and Reading Horizons interactive software was a key element in the reading instruction in one of the classrooms. Program offerings were similar between classrooms other than the Reading Horizons intervention and individual teacher differences. Student assignment to a classroom was based on logistics such as class size, and not based on test scores. Therefore, although there was not random assignment of students into intervention and non-intervention classrooms, students were not sorted into classes based on academic level. An in-software assessment was used to track student progress for all students who utilized Reading Horizons software (Reading Horizons group), and for a sample of students in the classroom without software implementation (No Reading Horizons). Students participated in the city-wide program for a full year or partial year, depending on when they relocated to or from the metropolitan area or how they performed on multiple mid-year academic assessments. Scores are reported for two groups, based on time in program; Group A participated in the program for 4 or more months of the school year, and Group B participated in the program for up to 4 months. Both the implementation group and the non-implementation group had students in Groups A and B. Data from 75 students were included in analysis.

The Word Recognition Assessment included in the Reading Horizons software, was utilized to measure student growth. In this assessment, students read word lists of increasing difficulty and receive a score based on corresponding grade-level equivalents. Levels on the assessment range from 0.0 to 12.0. The assessment was administered three times: at the beginning, middle, and end of the school year. Students in the program for less than four months participated in two rather than three assessments: at the beginning and end of their time in the program. The assessment was given to students in both classes; however, only a sample of students in the class not receiving Reading Horizons instruction took part in the assessment (60 students who were tested received Reading Horizons instruction and 15 students who were tested did not receive Reading Horizons instruction).

Progress in Word Recognition Assessment Scores (scores correlate to grade level)					
Group A: Enrolled for 4 or more months					
	Pre-Score	Mid-Score	Mid-Gain	Post-Score	End-Gain
RH group	2.4	3.9	1.6 grades	6.2	3.8 grades
No RH	2.2	3.3	1.1 grades	4.2	2.0 grades
Group B: Enrolled for up to 4 months					
	Pre-Score		Post-Score		End-Gain
RH group	5.1		8.6		3.5 grades
No RH	3.0		4.6		1.6 grades
Notes: Pre-Score for Group A participants was similar. Pre-Score for Group B participants was not similar, and therefore, gains must be interpreted with caution.					

### Findings:

- ELL students with RH instruction demonstrated more growth on this assessment compared to ELL students who did not have RH instruction
- At the end of the year, students with RH instruction could read words at a 6<sup>th</sup> grade level, on average.
- At the end of the year, students with no RH instruction could read words at the 4<sup>th</sup> grade level



**Findings:**

- There was growth in the percentage of ELL students who could read words at or above a 6<sup>th</sup> grade level among students who had RH instruction.
- There was not growth in the percentage of ELL students who could read words at a 6<sup>th</sup> grade level in among students who did not have RH instruction.

