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## Iron Springs Research: 1-Page Summary

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Iron Springs, a school in the Western United States, included Reading Horizons Discovery, including both direct instruction and software elements, in their general reading curriculum for students in grades K-3. Thirty-five percent of students qualified for free and reduced lunch. Student scores on the state core reading assessment were gathered once per year and compared to scores of a matched (demographics and suburban) student group at a school that did not implement the Discovery program.

- Iron Springs Cohort A participated in the program in grades 1-3 and scores were recorded in their 1<sup>st</sup> – 3<sup>rd</sup> grade years. Outcomes: In three years of the study, more students demonstrated proficient scores in the program at Iron Springs than did students in the same grade cohort at the comparison school (see Visual A in the 8-page summary).
- Iron Springs Cohort B participated in the program in grades 2-3, and scores were recorded in their 2<sup>nd</sup> - 4<sup>th</sup> grade years. Outcomes: In the first year of the study, more students in Cohort B at the comparison school demonstrated proficient scores. In the second and third year of the study, more students in Cohort B at Iron Springs demonstrated proficient scores. (See Visual B in the 8-page summary). Across the three years of the study, the percentage of students with proficient scores at Iron Springs Cohort B steadily inclined whereas the percentage of students with proficient scores steadily declined across three years at the comparison school.
- Iron Springs Cohort C participated in the program in grade 3, and scores were recorded in their 3<sup>rd</sup> and 5<sup>th</sup> grade years to understand the long-term impact of skills learned. Outcomes: Although this group of students only received Discovery instruction in 3<sup>rd</sup> grade, the percentage of students proficient on the state core assessment increased from 3<sup>rd</sup> – 5<sup>th</sup> grade to fifth grade at Iron Springs, whereas the percentage decreased from 3<sup>rd</sup> – 5<sup>th</sup> grade at the comparison school. (See Visual C in the 8-page summary). In third grade there was a 6% discrepancy between the two schools in the percentage of students proficient on the state assessment. In 5<sup>th</sup> grade, that discrepancy increased to 21% of students.
- Scores for Cohort C were analyzed and compared to student scores at the district level, state level, and the comparison school.
  - A pattern of decline was observed in the comparison school, district, and state data (fewer students demonstrated proficient skills in reading concepts in fifth grade compared to the same students two years prior in third grade). The decline was slight in the district and state data (-1%).
  - Students at Iron Springs demonstrated a trend of improvement from 3<sup>rd</sup> to 5<sup>th</sup> grade.

Additional test scores were obtained and included in both the lengthier summary as well as in the full write-up of the Iron Springs research.