# THE MARMOT SCHOOL READ RIGHT<sup>®</sup> PROJECT 2007-2008 SCHOOL YEAR

#### STANDARDIZED, NORM-REFERENCED MEASURE OF READING, ALL STUDENTS

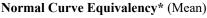
At entry into the program, the Gates MacGinitie Reading Test (Comprehension) was administered to students targeted to receive Read Right<sup>®</sup> tutoring. They were tested with a different form of the test when they exited the program. Results for students for whom both pretutoring tests and post-tutoring tests were administered and who had at least 20 hours of tutoring during this school year are presented below. The number of students includes all students who took the post-test test in the current school year. Some may have taken the pretest in a previous year.

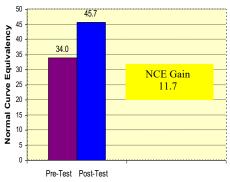
GATES MacGINITIE READING TEST (comprehension sub-set)

MARMOT SCHOOL, ALL STUDENTS

#### n = 19 students National Percentile Ranking (Median) Grade Equivalency (Mean) 45 10 95 40 40 <sup>35</sup> 30 25 7.1 Grade Equivalency GE Gain 20 2.4 20 15 10 5 0 0 Pre-Test Post-Test Pre-Test Post-Test

Percentile





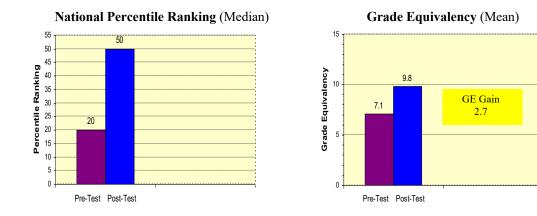
\*Gains in NCEs between 1.9 and 3.2 per year of instruction are considered to be "meaningful" in Borman, G.D., Hewes, G.M., Overman, L.T. & Brown, S. (2003) Comprehensive School Reform and Achievement: A Meta-Analysis. Reviews Educational Research, 73 (2), 125-230.

Note: Marmot School is a school for juvenile offenders; it is part of the North Dakota Corrections System. Read Right is also being used in all the adult prisons in the State of North Dakota.

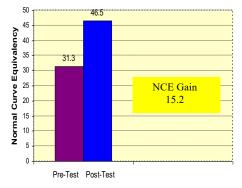
### STANDARDIZED, NORM-REFERENCED MEASURE OF READING, SPECIAL EDUCATION STUDENTS

## MARMOT SCHOOL, SPECIAL EDUCATION STUDENTS GATES MacGINITIE READING TEST (comprehension sub-set)

#### n = 13 students



Normal Curve Equivalency\* (Mean)



\*Gains in NCEs between 1.9 and 3.2 per year of instruction are considered to be "meaningful" in 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.