

READ RIGHT[®] OUT-PERFORMS OTHER READING INTERVENTION PROGRAMS

In a 2010 study completed by the independent, non-profit research organization *Education Northwest* and funded by the Sherwood Foundation, Read Right tutoring was found to produce “significant positive effect” in reading ability *after just one semester of tutoring*. The study design was rigorous: assignment to the control or experimental group was randomized.

Also in 2010, the federal government released a report examining the effectiveness of 20 reading improvement projects studied through the federally-funded Striving Readers Project. These studies, like the Read Right study, were held to a rigorous standard of randomization and were conducted by third-party researchers. The students participated in the reading intervention for one school year.

The Effect Size statistical analysis was chosen to analyze data from the Read Right study and the Striving Readers Project results because it can be used across studies; it is not constrained by a requirement that the same measurement instrument be used in each compared study. The test used by each school is indicated below.

After just **one semester** of tutoring, two Read Right project sites in Omaha out-performed all 10 of the top reading improvement program sites studied for **one full school year** as part of the federally-funded Striving Readers program. The result is particularly significant because of the short duration of Read Right tutoring. A third Omaha Read Right project site out-performed seven of the top 10 Striving Readers project sites, even though Read Right students were provided *half* as much intervention time.

The top-performing Read Right school showed twice the results in half the time as compared to the top-performing Striving Readers Project school.

1 SEMESTER of Read Right tutoring (Gates-MacGinitie) in Omaha, NE School #2 **(EFFECT SIZE: .58)**
Average hours of Read Right tutoring: 21

1 SEMESTER of Read Right tutoring (Gates-MacGinitie) in Omaha, NE School #1 **(EFFECT SIZE: .42)**
Average hours of Read Right tutoring: 22

1 Year of Xtreme Reading Strategic Instruction (GRADE) in Portland, OR middle schools **(EFFECT SIZE: .29)**

1 Year of Read 180 (CAT) in an Ohio Corrections program for high school students **(EFFECT SIZE: .26)**

1 Year of Read 180 in Ohio Youth Corrections high school facilities **(EFFECT SIZE: .22)**

1 SEMESTER of Read Right tutoring (Gates-MacGinitie) in Omaha, NE School #3 **(EFFECT SIZE: .21)**
Average hours of Read Right tutoring: 14

1 Year of Striving Readers English/LA in a Chicago, IL middle school **(EFFECT SIZE: .17)**

1 Year of Learning Strategies Curriculum in Danville, KY high schools **(EFFECT SIZE: .12)**

1 Year of DRP/Strategies for Literacy Independence across the Curriculum in San Diego, CA middle schools **(EFFECT SIZE: .12)**

1 Year. Xtreme Reading Strategic Instruction (OAKS), Portland, OR middle schools **(EFFECT SIZE: .12)**

1 Year of Xtreme Reading (GRADE) in a Portland, OR high school **(EFFECT SIZE: .12)**

1 Year of Read 180 (SDRT-4) in a Springfield/Chicopee high school **(EFFECT SIZE: .11)**

1 Year of Learning Strategies Curriculum in Danville, KY middle schools **(EFFECT SIZE: .08)**

SOURCES:

Abt Associates (2010; updated 2011): *Summary of 2006 Striving Readers Projects: Implementation and Evaluation of Targeted Interventions for Struggling Readers and Whole School Interventions for All Readers: Years 1-3.*

Scott, Nelsestuen, Autio, Deussen, and Hanita (2010): *Evaluation of Read Right in Omaha Middle and High Schools, Education Northwest, Portland, OR., Education Northwest, funded by the Sherwood Foundation of Omaha.*