

Celebrating Success in Reading Improvement

Congratulations to the six programs awarded the 2013 Award of Excellence by Read Right Systems. These programs have in common a commitment to implement the Read Right Reading Intervention program with fidelity and strong administrative support. The result: exceptional results for their students.

BOISE SCHOOL DISTRICT, Boise, Idaho:

Boise's Read Right program began in 1998 and was originally funded through a grant from the J.A. & Kathryn Albertson Foundation. Written by Boise School District staff member Dr. Don Coberly, now superintendent of the Boise School District, the Supplemental Reading Project grant brought the program to a single school: Hillside Junior High. At Hillside, Read Right's small-group tutoring methods were found to be effective at a task frequently considered difficult in education—significantly improving the reading ability of adolescent struggling readers. As a result, during the summer of 2001, the project was expanded to include a summer program. By 2003, Read Right was introduced into four elementary schools. Currently, the Read Right program is offered in nine Boise elementary schools and three junior highs.

2013
Award of
Excellence



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Empowering the mind

HEARTLAND COMMUNITY COLLEGE, Normal, Illinois:

The Heartland Community College team is a trail-blazer in college-level assessment, documenting how using Read Right to improve reading ability at the college level translates to success in other classes. They are also documenting that improved reading ability translates to college retention and completion. Heartland's staff of 12 part-time Reading Center Facilitators work with a variety of populations, including high school drop-outs, pre-GED students, former special education students, English language students, developmental education students, and community youth. Emily Olmetti, associate director of Heartland's Reading Center, shared: "We believe that this recognition is a direct result of a combination of our motivated and enthusiastic staff and their dedicated use of the Read Right methodology. Together, these two aspects contribute to make a difference in student's lives every semester."

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MANSON SCHOOL DISTRICT, Manson, Washington:

Nearly 80 percent of Manson's K-12 student population qualifies for free and reduced-price school lunch. Over the past 15 years, the figure has grown by more than 10 percent. Additionally, nearly one in three students in the district qualifies for transitional bilingual services. In spite of these challenging demographics, Manson is transforming students into successful readers. Manson officials note that students' lives have been transformed via effective reading intervention. They cite examples of one student who had a severe reading problem and another example of a student who had both a severe reading problem and a behavior problem before starting Read Right tutoring. Both students found success with the intervention. Like Boise, Manson adopted the Read Right Reading Intervention Program 15 years ago. They have provided consistently successful intervention to students for years.

MARIANA BRACETTI ACADEMY CHARTER SCHOOL, Philadelphia, Pennsylvania:

Mariana Bracetti Academy serves more than 1,200 junior and senior academy students in North Philadelphia's Kensington Neighborhood. The dynamic urban student population comes from a distinct heritage that is approximately 70 percent Latino and 20 percent Black. An overwhelming 95 percent of students qualify as economically disadvantaged and 16 percent qualify as English language learners. In spite of the risk factors faced by the majority of students, Mariana Bracetti Academy is helping students to make excellent gains in reading—the core skill necessary for college readiness. In 2006, less than 25 percent of the student's seventh graders met the state standard in reading. In 2012, after proper implementation of the Read Right program, just under 43 percent met the standard. For eighth grade students, only 27 percent met the state standard in reading in 2005. The percentage is now up to 51 percent. "Read Right has been helping Mariana Bracetti students increase their reading fluency and comprehension skills since 2007," said Mary Jo Witkowski-Smith, Director of Student Data and Assessment. On a daily basis, more than 100 students in grades 6 through 8 spend work with tutors employed by the school and certified in Read Right methodology.

RICHLAND MIDDLE SCHOOL, Birdville Independent School District, Texas:

Last spring, the school completed pre- and post-testing using a norm-referenced standardized reading test with 113 students, ages 10 through 14. The testing found an *average* for the group of 2.4 grade levels of gain (19.6 normal curve equivalents or NCEs). Of those tested, 27 were special education (SPED) students. They, too, performed well, achieving 1.8 grade levels of gain (14.0 NCEs). And, of the 113 students tested, 44 were English language learners (ELL). Their performance mirrored gains for all students, but they topped the charts in NCEs: average 2.4 grade levels of gain or 21.6 NCEs. Whereas the reading program can be staffed with certified teachers or classified aides, 75 percent of Richland's tutors are certified teachers. "Our teachers have high expectations and procedures in place to make every minute count," noted Dr. Leeann Michalak Bartee, Richland Middle School principal. "From February to May last year, our ELL and SPED population experienced at least one grade level gain. We contribute these gains to the consistency and quality of tutoring, as well as the support from fellow staff members and administration."

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STATE OF NORTH DAKOTA DEPARTMENT OF CORRECTIONS, North Dakota:

Since 2005, North Dakota's Department of Corrections and Rehabilitation has served 900 teens and adults in a remarkable way. With only 18 to 40 hours of tutoring, they are generating reading improvement that is literally changing lives. To assure that it is using its education dollars wisely, the ND DOCR has for eight years used a standardized, norm-referenced reading test to document effectiveness of the reading program they first adopted for incarcerated teens and later made available to adults. They've documented significant progress over the years at all five of the state's facilities:

<u>Correctional Facility</u>	<u>Avg. Grades Gained</u>	<u>Avg. Hours Tutored*</u>
Youth Correctional Center <i>n=628</i>	2.6 (from Grade 8.8 to 11.4)	18/14
North Dakota State Penitentiary <i>n=64</i>	4.8 (from Grade 5.2 to 10)	24/40.2
James River Correctional Center <i>n=83</i>	4.3 (from Grade 6 to 10.3)	20.8/26.3
Dakota Women's CRC <i>n=90</i>	3.3 (from Grade 7.2 to 10.5)	18.4/10.8
Missouri River Correctional Center <i>n=34</i>	1.9 (from Grade 7.4 to 9.3)	31.4/19.6

***Avg. Hours Tutored** includes ALL students tutored throughout the year, as follows:
Students completing the program/students not completing due to discharge, transfer, or other reason.

The data shows that, on average, ND DOCR prison inmates of all ages—teens through adults—are improving in their reading abilities to levels that can support success in college or in vocational training

If you'd like more information today, please contact Maureen Mortlock at maureenm@readright.com, 360-427-6752 ext. 132. Our heart-felt thanks to each of these programs and all Read Right programs across the U.S. It is our privilege to serve you in the work you do for America's children, teens, and adults.

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