



ReadingHorizons

The Foundation for Reading English

Results

Scientifically-based Research Underpinning the Rationales of the *Reading Horizons* Reading System at the California Department of Corrections.

Reading Horizons

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Scope of Work:

Reading Horizons was selected by California State University from among 24 other bids for use in the California Inmate Literacy Project (1994–1997). The following results describe the full three-year evaluation. Inmates enrolled in Reading Horizons included ESL students testing at or below the fourth-grade reading level upon entry.

California Inmate Literacy Project (1994–1997). The data available show inmates made noticeable progress in this program. The results were surprising, since the majority of inmates were learning English as a Second Language.

Tool:

The WRAT (Wide Range Achievement Test)

Time Frame:

Three-year study conducted between 1994–1997

California Department of Corrections**California State University**

Correctional Facility	# of Inmates	Entry Grade	Current Grade	Grade gain
Avernal State Prison	48	5.2	8.1	2.9
California Correction Institution, Tehachapi	10	5.7	9.8	4.1
California Medical Facility, Vacaville	1	2.1	4.3	2.2
California Men's Colony, San Luis Obispo	38	8.4	9.5	1.2
California Rehabilitation Center, Norco	25	5.5	5.9	0.4
California State Prison, Corcoran	1	2.4	3.4	1.0
California State Prison, Los Angeles County	11	7.9	9.5	1.6
California State Prison, Solano	36	5.3	7.7	3.0
California State Prison	10	2.2	3.3	2.2
Central California Women's Facility, Chochilla	4	2.6	4.9	2.3
Chuckwalla Valley State Prison, Blythe	39	5.7	8.2	2.5
Correctional Training Facility, Soledad	12	3.7	6.7	3.0
Deuel Vocational Institute, Tracy	67	2.6	5.5	1.9
Folsom State Prison	35	5.1	7.5	4.3
Ironwood State Prison, Blythe	24	4.5	5.0	0.5
Mule Creek State Prison, Ione	21	7.3	11.3	4.0
North Kern State Prison, Delano	3	4.0	3.4	-.06
R.J. Donovan Correctional Facility, San Diego	11	3.7	5.0	1.3
Wasco State Prison	4	2.1	4.2	2.1
Averages and Totals	400	5.2	7.3	2.1

Grade Gains by Racial and Ethnic Background:

In this program, Hispanics, the largest group, made the greatest gains, followed by Asian inmates. Black inmates, the second-largest group, achieved an average grade gain of 1.7. It should be noted that the number of Native American and Asian inmates is so small that the results are not generalized.

Racial and Ethnic Background	# of Inmates	Entry Grade	Current Grade	Grade gain
American Indian	1	4.2	4.2	0.0
Asian	6	4.0	6.0	2.0
Black	74	4.9	6.6	1.7
Hispanic	270	5.4	7.8	2.4
White	17	4.2	5.7	1.5
Other	31	5.5	5.9	0.4
Averages and Totals	400	5.2	7.3	2.1

Evaluator's Observations: By institution, the gains made by the inmates ranged from -0.6 to 4.3 grades. On average, inmates for whom both pre- and post-test scores are available exhibit a 2.1 grade gain. Overall, student progress was remarkable.