



**ReadingHorizons**  
The Foundation for Reading English

# Results

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Scientificallly-based Research Underpinning the Rationales  
of the *Discover Intensive Phonics* and *Reading Horizons*  
Reading Systems

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**Scope of Work:**

Data collection at the Copper Hills Youth Center, a treatment facility for youth ages 12-18, using the Reading Horizons computer software. Students were pre-tested using the WRAT test and the Reading Horizons pre-test, included in the software. WRAT post-test scores were not available to compare with pre-test scores. Only the Reading Horizons test data is represented. Most student participants have a history of reading problems (minimum of two grade level deficit) and behavioral disorders. Students scoring at or above the third grade level were included in the study.

**Tool:**

Assessment included in the Reading Horizons software, based on the Slosson Oral Reading Test (SORT).

**Time Frame:**

Conducted January - June 2008

**Copper Hills Youth Center**

West Jordan, Utah

Student	ESL	Pre-Test	Post-Test	Increase
1	yes	4.0	5.2	1.2
2	yes	5.5	6.7	1.2
3	yes	8.9	11.0	2.1
4	no	3.5	5.8	2.3
5	no	4.1	5.8	1.7
6	yes	3.9	4.6	0.7
7	no	7.7	11.8	4.1
8	no	8.3	11.0	2.7
9	no	8.7	11.2	2.5
10	no	3.9	5.8	1.9
11	yes	3.8	3.4	-0.4
12	yes	6.3	8.1	1.8
13	no	8.0	11.1	3.1
14	no	3.1	3.4	0.3
15	no	4.1	5.1	1.0
<b>Average</b>		5.59	7.33	1.75

Evaluator’s Observations: The instructor began using the direct instruction materials prior to January 2008, so some of the students had previous exposure to the reading methodology. Of the students with prior instruction, the instructor reported, “Many students made great progress prior to the computer using the teacher instructed method, and their improvement slowed down just because they had progressed so much already and were leveling out, but continuing to progress. The progress made was anywhere from 4.1 grade level improvement in a 2 month period, down to a -.4 in one student in a 6 month period.” She also reported that “Among the students that began with the teacher instructed method, there was anywhere from 6.7 to .4 grade level improvement from the WRAT testing scores given upon admittance.” She concluded by saying, “I have been very happy with the results, and the students have gained confidence in their abilities that they have previously not had.”