



Reading Plus® National Research Project

Northeastern Junior College Overview

2005 – 2006

Introduction

During the 2005-2006 school year, a national study on the effectiveness of Reading Plus® was undertaken by Dr. John Shelley-Tremblay, Assistant Professor, Department of Psychology, University of South Alabama. Part of this involves a longitudinal study being conducted with nine schools which will continue until spring, 2007. In the fall of 2005, Northeastern Junior College in Sterling, Colorado had 63 students enrolled in the Reading Plus® program. In the spring of 2006, there were an additional 32 students, five of whom went through the entire course in both semesters and will, therefore, be treated separately.

Purpose of Research

This research project is being conducted to determine the effects of Reading Plus® instruction on students' standardized test scores using the Accuplacer Test™. Many studies have been conducted in the past over a period of a semester or a school year with younger students, this study is being conducted to document the results of using Reading Plus® with college students.

Methodology

All students at Northeastern Junior College are given the Accuplacer Test™ upon admission to the college. They are placed in various courses based on their scores. Of the 90 students who were placed in Reading Plus®, 57 were retested on the Accuplacer™ at the end of one semester in Reading Plus. The five students who participated for the entire year were tested at the end of both the fall and spring semesters. The 57 students who participated for one full semester completed an average of 41 Guided Reading™ lessons. The five who continued in Reading Plus® for both semesters completed an average of 61 lessons, for a combined average of 43 lessons. The students involved

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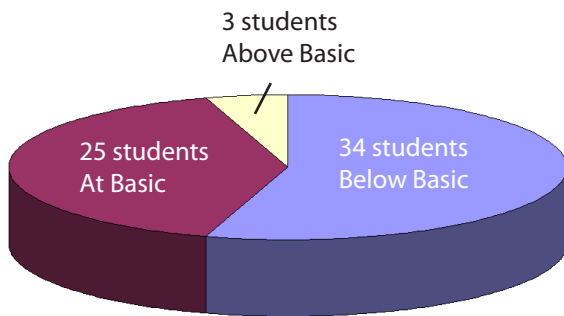
Northeastern Junior College 2005-2006

used a variety of Reading Plus® programs including PAVE™, Guided Reading™, Cloze Plus™, Reading Around Words™, and Comprehension Power™. Of the fall students who took both the pre and post Accuplacer™ tests, 25 were also both pre and post tested using the Visagraph™ Eye Movement Recording System. This number included the five who continued on in Reading Plus®.

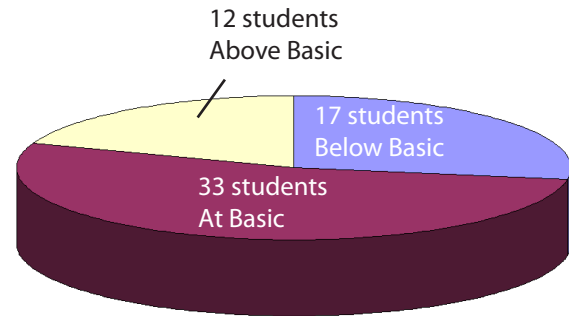
Results

A preliminary analysis has been done to evaluate the effectiveness of Reading Plus® on impacting Accuplacer™ scores among college students. The pie charts below show the preliminary placement scores for all 62 students and their retest scores after engaging in a Reading Plus® course of study. The score breakdowns of Below, At, or Above Basic are based on the interpretive recommendations made on the College Board website as the creators of the Accuplacer™ assessment. The labels ascribed to each score category are based on the skill descriptions for each score category.

Preliminary Accuplacer™ Assessment



Accuplacer™ Retest

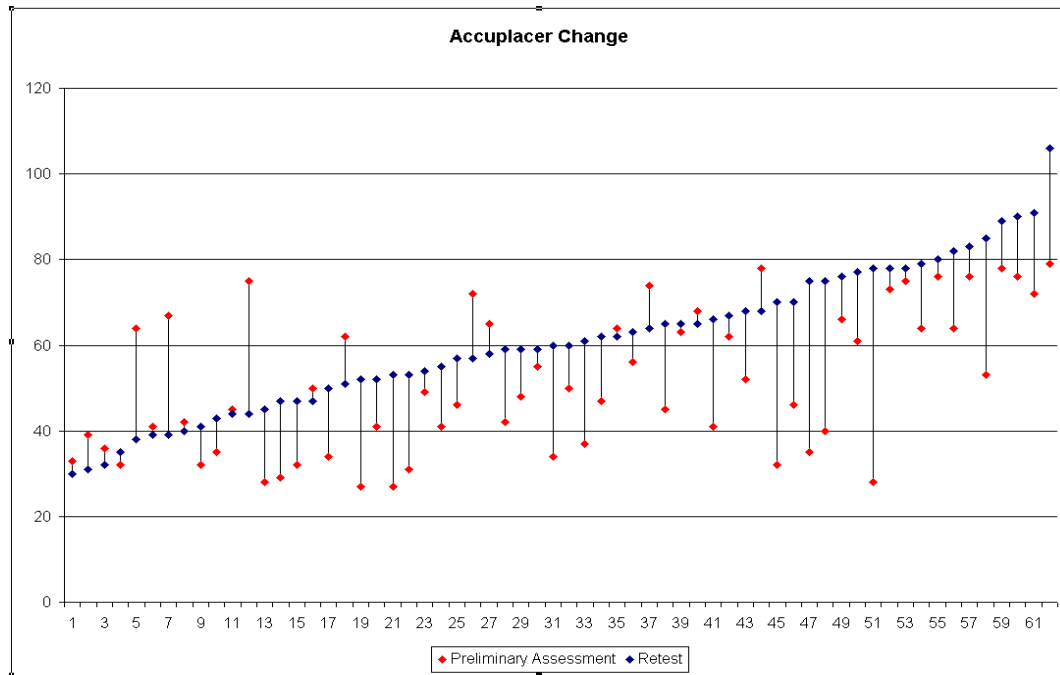


	Preliminary Assessment	Retest after Reading Plus®
Below Basic	34 students	17 students
Basic	25 students	33 students
Above Basic	3 students	12 students

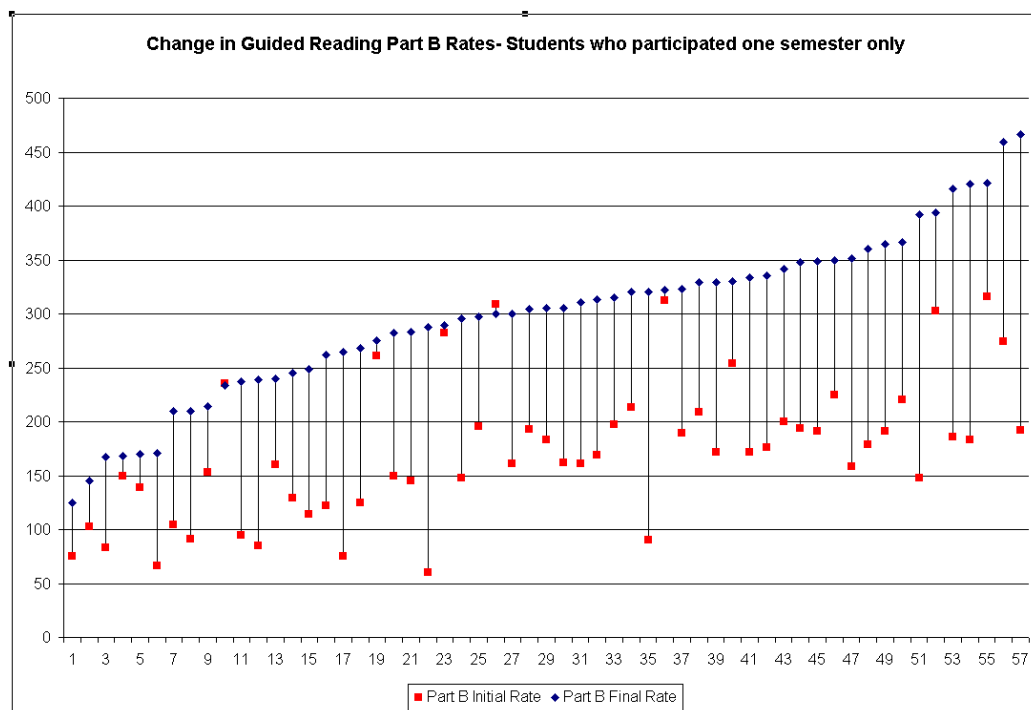
Overall, the students' scores did improve. Whereas on the preliminary assessment done upon entry into the college only 45% of the students were able to score at or above the Basic level, 73% of the students scored at these levels when they were reassessed at the end of their course of study.



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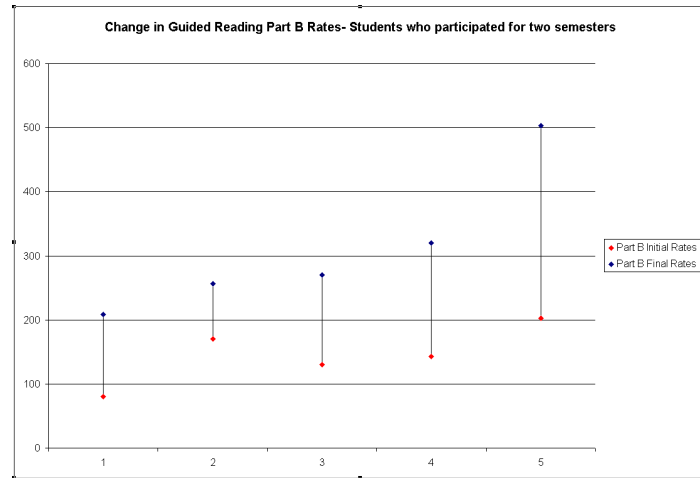


Overall, the students also made clear gains within the Reading Plus® program. The 57 students who participated for a semester completed an average of 41 lessons in Guided Reading™ with an average comprehension of 71%. The Part B, or guided slot, rate improved by an average of 126 words per minute, or 89%. The students who participated for a semester improved their Part A, or independent, reading rate by 52%, or an average of 69 words per minute.





The five students who participated for both semesters completed an average of 61 lessons in Guided Reading™ with an average comprehension of 58%. Their Part B, or guided slot, rate improved by an average of 166 words per minute, or 117%. The students who continued for both semesters improved their Part A, or independent, rate by 96%, or an average of 156 words per minute. The Accuplacer™ scores of these five students improved by an average of 43%, compared to the average 25% increase achieved by the other students.



Twenty-five of the students who were tested twice on the Accuplacer™ were also pre and post tested using the Visagraph™ Eye Movement Recording System. The results were quite promising. Students are expected to improve by one Grade Level Equivalent (GLE) over the course of a school year due to regular instruction, reading activities, and the normal maturation process. The GLE scores of students who had been enrolled for a semester of Reading Plus® improved by an average of 4.6 GLEs over the course of a single semester. This is dramatically higher than the expected .5 GLE improvement. They also decreased their number of fixations and regressions and increased their assessed reading rate.

	Pre-test	Post-test	Change	National Norm*
Grade Level Equivalent	5.2	9.8	4.6	13
Visagraph Reading Rate	163.2	229.6	66.3	280
Fixations (fewer are better)	143.0	106.4	-36.5	90
Regressions (fewer are better)	22.1	9.3	-12.8	15
*National Norms established in a study by Stanford Taylor, et al				

Conclusions and Summary

Overall, the students who participated in a Reading Plus® course of study showed marked improvement in all of the assessed areas. Those who participated for two semesters showed a greater improvement than those who participated for only one. We plan to continue to assess the progress of students who participate in Reading Plus® at Northeastern, and to follow those students who complete the program as they proceed through college in an attempt to gauge their continued success.