

Great Source
Reading Advantage®
Program Effectiveness:
Estacada, OR



A Division of Houghton Mifflin Company

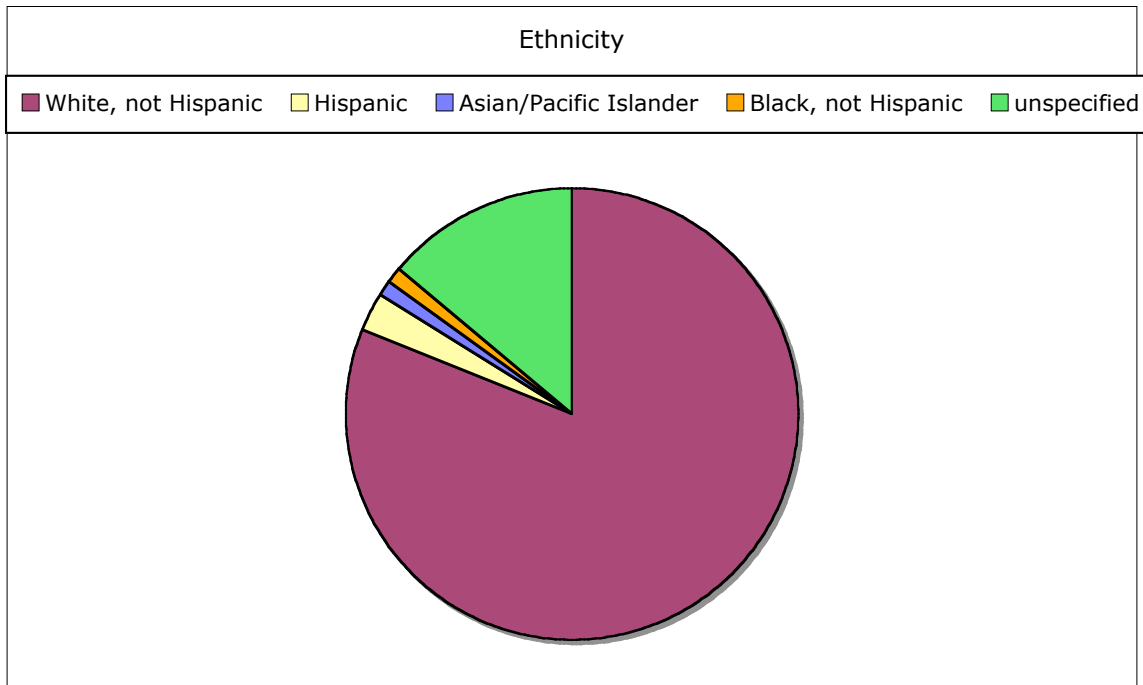
**Great Source Reading Advantage® Effectiveness Evaluation Study
Estacada High School, Estacada, OR**

Estacada High School used the *Great Source Reading Advantage®* program as a means to provide a structured reading intervention program for special needs students with poor reading skills during the 2005-2006 school year. *Great Source Reading Advantage®* was used as the core of Estacada's "Reinforcing Reluctant Readers" program with students grades 9-12 in both an English Learning Resource Class and a Reading Foundations class. The reading fluency of the readers is determined by the ability to pronounce and recognize the written word as well as the ability to comprehend the text as a whole unit. Student progress was assessed through several evaluations. Administered twice a year, the McLeod Assessment of Reading Comprehension, the San Diego Quick Assessment of Reading Ability, and the Fry Oral Reading Test each provide a test score indicating reading level in terms of grade. The TESA Reading Assessment, a computer adaptive test that correlates with Oregon's CIM test, is administered each trimester to chart student progress. Additionally, *Great Source Reading Advantage®* assessments are administered each trimester. The results of these assessments are used in this evaluation to examine the effectiveness of *Great Source Reading Advantage®*.

District Demographics

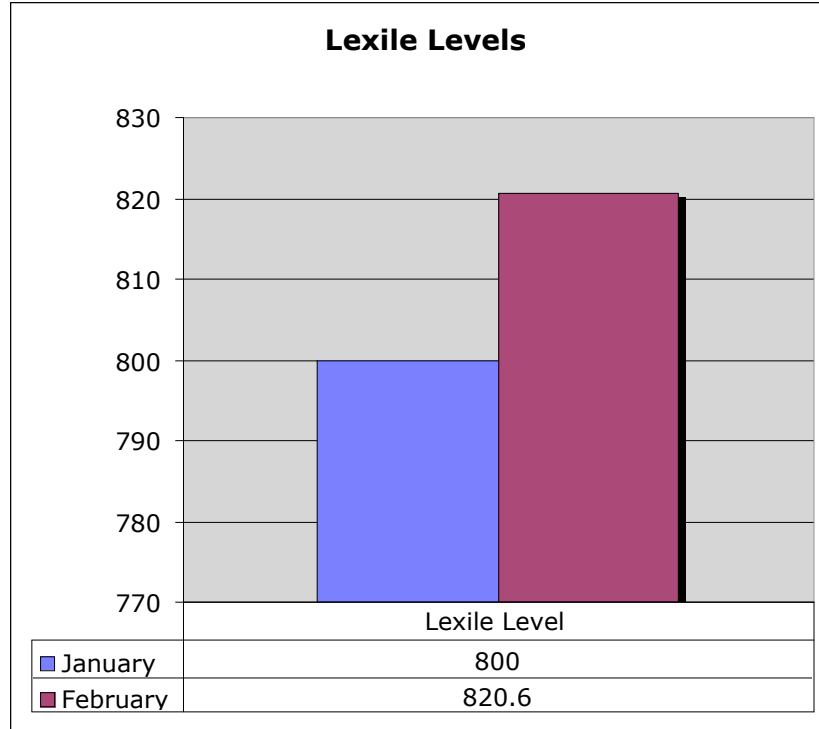
Estacada High School, located in northwest Oregon with 48% of students eligible for free or reduced-price lunch program and 1% migrant students, serves 114 students on Individualized Education Programs of whom only seven have met grade level standards in reading.

Ethnicity: White, not Hispanic 81%, Hispanic 3%, Asian/Pacific Islander <1%, Black, not Hispanic <1%, Unspecified 14%

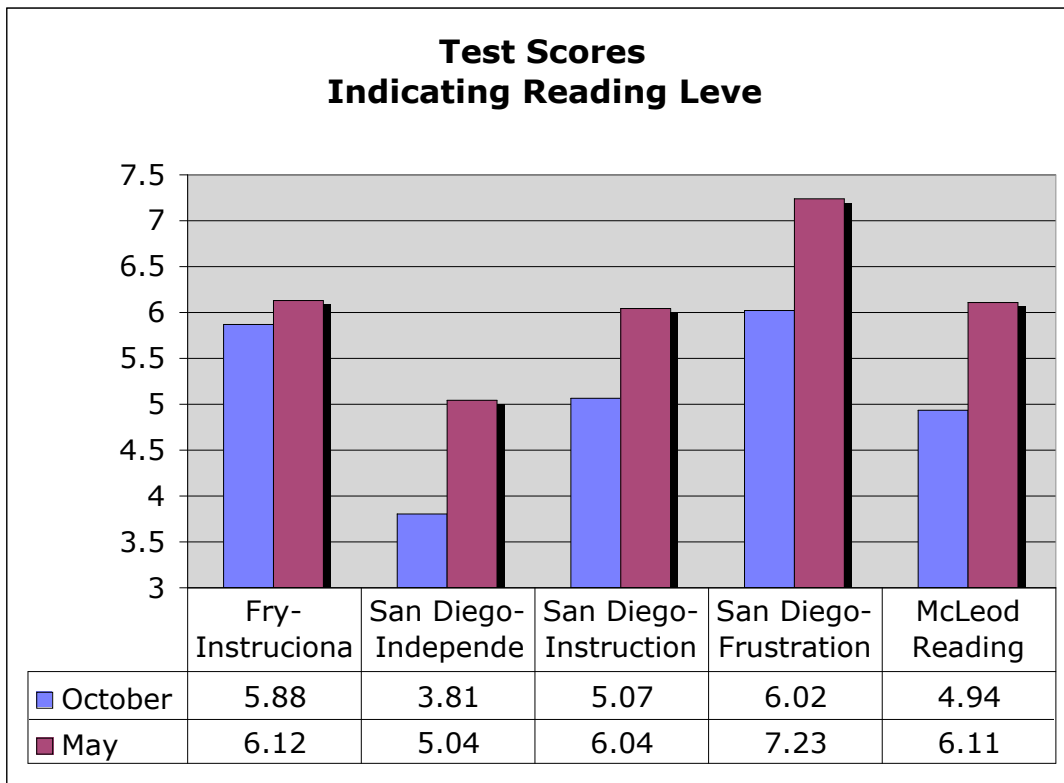


Assessments

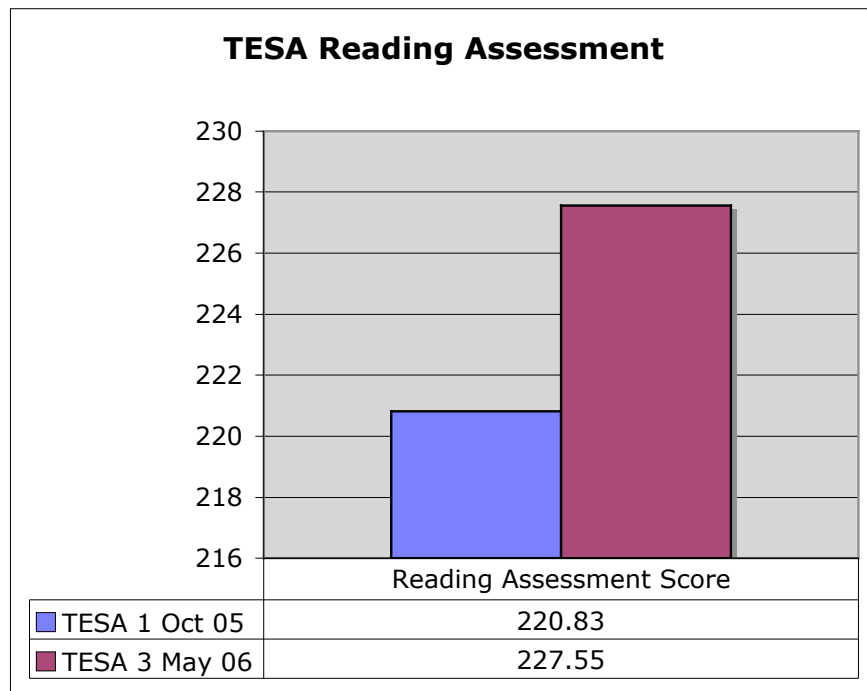
The Lexile scale, a developmental scale for reading range, suggests the typical reading range for 9-12 grade is 855 to 1210. Though still below the typical Reader Measure range, results show a 20-point increase in the Lexile scores from January to February.



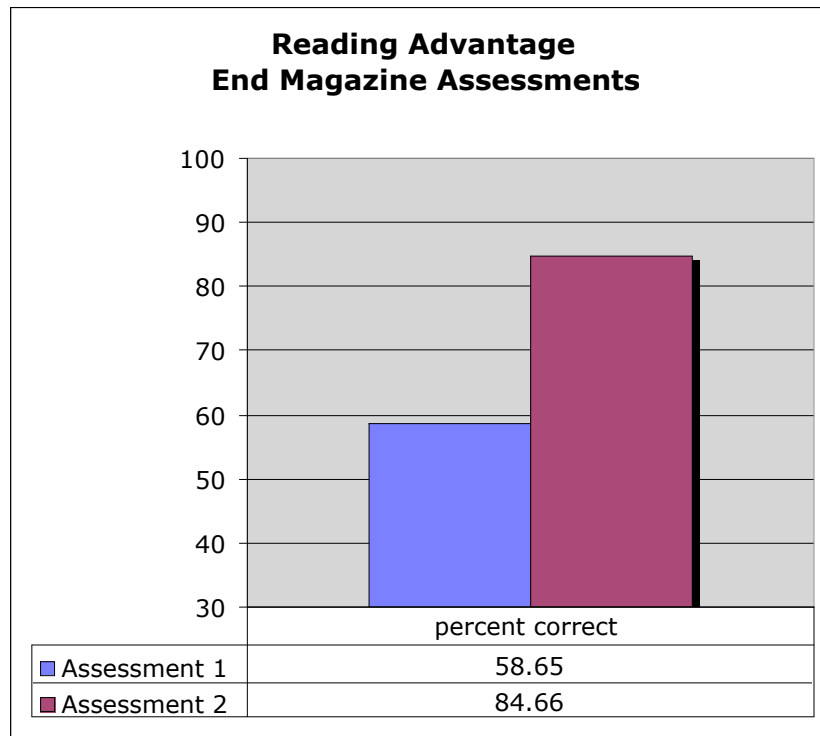
The Fry Oral Reading Test, the San Diego Quick Assessment of Reading Ability, and the McLeod Assessment of Reading Comprehension all indicate increases grade level reading scores.



Significant gains are also apparent in the TESA Reading Assessments. There was a substantial 6.72-point increase from October to May.



The Reading Advantage End Magazine Assessments also showed great increase in reading fluency as there was a 26.01 percentage point increase.



Conclusion

The success at Estacada High School can be linked to several factors including the focus on IEP specially designed goals and the creation and devotion to their Reinforcing Reluctant Readers program.

Results indicate that the *Reading Advantage* Program contributed to the increase in reading fluency and comprehension in Estacada High School. *Reading Advantage* helped students learn from structured plans that improved phonemic awareness, comprehension and fluency. They were able to track their own success and build confidence in their reading abilities. It was a success as it gave students and teachers the tools they needed to address both personal needs and state standards.