



Readable English Case Study: The Crossing School

A pilot of Readable English was conducted at The Crossing School, near Indianapolis, Indiana, from September to December, 2016. The Readable English program was taught for 6 weeks during this period.

About the school

The mission of The Crossing School is “to empower struggling students to become contributing members of their communities through academics accredited in the state of Indiana, job training in real world environments, and faith-based character education focused on core values.” Typically, students have either been expelled from previous schools, caught with drugs, dropped out of school or have had trouble in the public school setting.

About the pilot

Thirty-one students from two classes with an average age of 16.4 years participated in the pilot. One class of 14 students was randomly selected to act as the control group. The other class of 17 students made up the Readable English test group.

Students from both groups were pre- and post-tested at the beginning and at the end of the pilot. See below for further details about the assessment materials.

On average, students in the test group spent 2-3 hours using Readable English per week (except Week One where students spent 15 hours learning the Readable English system). During this time, students in the control group completed their regular classroom activities.

Learning the Readable English system (i.e. the 21 glyphs) took approximately 15 hours. After learning the Readable English system, students would use the Readable English mark up to practice reading, including reading their Reading Theory passages other converted materials.

Assessment

Two types of assessments were used for the pre- and post-testing. The full Gray Oral Reading Test (GORT) was administered to collect data for students’ reading age for accuracy, rate, fluency and comprehension. In the GORT, students read passages aloud to an examiner and then answer multiple choice comprehension questions. The procedure for testing followed the rules exactly as set out in the instructions for the GORT.

The BURT Reading Test, a single word reading reading age test, was also used as a second measure of reading age improvement. See Table 1 for a detailed explanation of the tests.

Table 1

Study design. For both the pre- and posttest, students in the control group read stimuli in Standard English text only. Students in the Readable English test group also read stimuli presented in Standard English for the pretest, but read stimuli in both Readable and Standard English text in the posttest.

Control group		Readable English test group	
Pretest	Posttest	Pretest	Posttest
Gray Oral Reading Test Form A	Gray Oral Reading Test Form B	Gray Oral Reading Test Form A	Gray Oral Reading Test Form B. Presented in Standard English text.
BURT reading age test	BURT reading age test	BURT reading age test	BURT reading age test. Presented in Standard English text.

Results

Students in the Readable English group improved by significantly more than students in the control group, in reading age for accuracy and fluency. For accuracy reading age, as measured by the Gray Oral Reading Test, the Readable English group improved on average by 2.7 years compared to an improvement of 0.5 years in the control group.

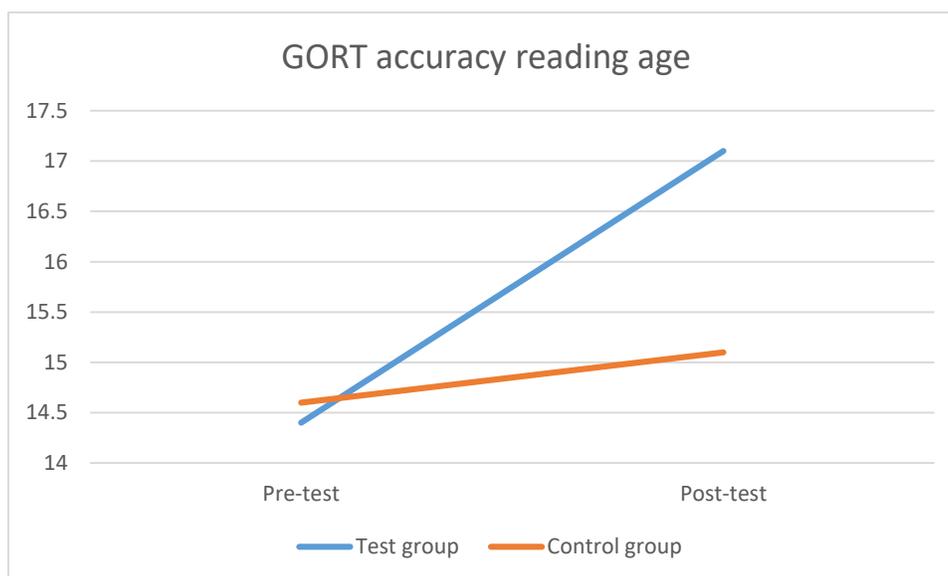


Figure 1. Comparison of average accuracy reading age. The improvement of the Readable English test group from the pretest to the posttest was significantly more than the improvement of the control group.

For fluency reading age, as measured by the Gray Oral Reading Test, the Readable English group improved on average by 2.2 years compared to 0.8 years in the control group.

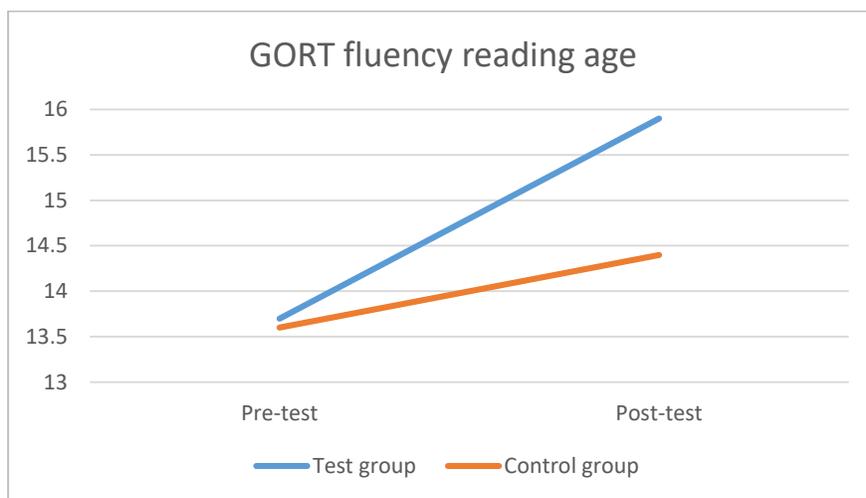


Figure 2. Comparison of average fluency reading age. The improvement of the Readable English test group from the pretest to the posttest was significantly more than the improvement of the control group.

Similarly, for accuracy reading age, as measured by the BURT single word reading age test, the Readable English group improved on average by 0.7 years in reading age, compared to 0.2 years in the control group.

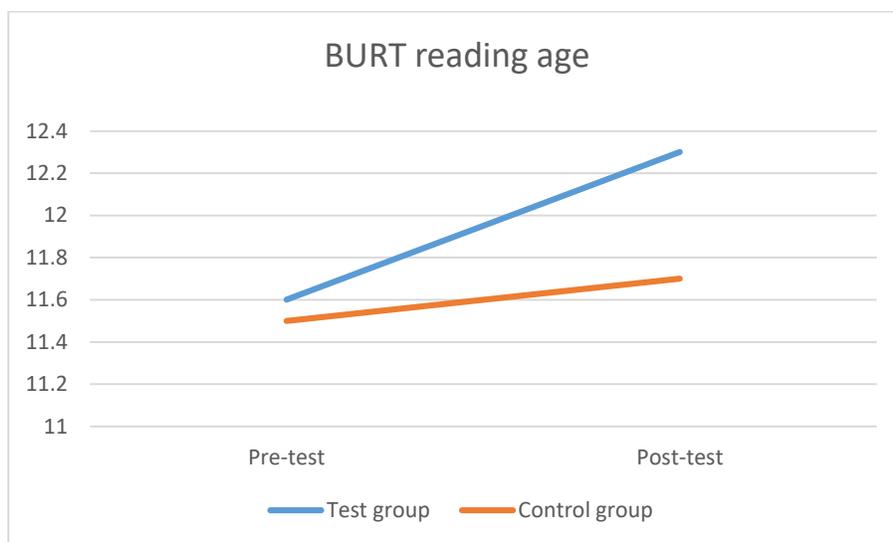


Figure 3. Comparison of BURT reading age improvement. The improvement of the Readable English test group from the pretest to the posttest was more than the improvement of the control group, but not to a statistically significant degree.

Teacher feedback



Photo, from left to right: Kimi Holmes – Teacher, Chet – Principal, Kurt – Regional Director, and Tammy Miller – Teacher.

Below are a few quotes from Kimi, the teacher who taught the Readable English group of students. Please note that students' names have been removed for their privacy.

“Once the students had learned the glyphs, we did flash cards to quickly review at the beginning of every class and played games with the apps. They [the students] would use the website conversion tools to read converted books for fun (D.E.A.R Time), and to complete their daily exit tickets/ 2 read theory passages and quizzes per class.”

“Some of the students were displaying a negative attitude, however this is not uncommon for students at this school. I showed Student A his growth chart in Read Theory and this made a positive impact. Student A was so surprised about his progress that he got back on and finished his RE lessons and was using the conversion tool in Read Theory.”

“Student B also had grown 200 lexile points and was shocked to see his growth and was trying to make sense of how he could be improving when he did not believe that he was. He stated that he



thought it would feel a certain way, but he had not realized he was getting so much better. He rarely smiles and in this instance – he had a huge smile! This growth occurred in just two weeks!”

“Student B surprised me with his fluency and fluidity in reading. Student B had no formal schooling until he was 11 years old. English is his second language. It is surprising me that the students are slowing down and trying to make sense of what they are reading. They are actually processing what they are reading!”

“The Reading practice module was great. It was very helpful for the students to be able to use the practice module on their tablets.”