

QUASI-EXPERIMENTAL

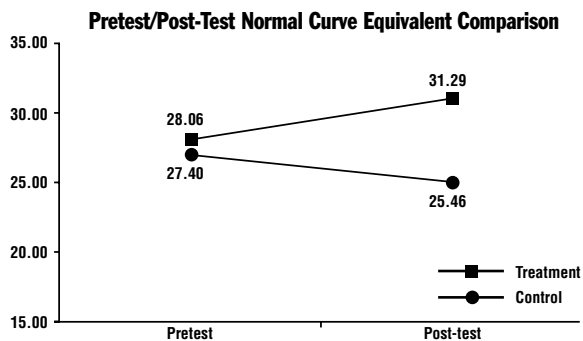
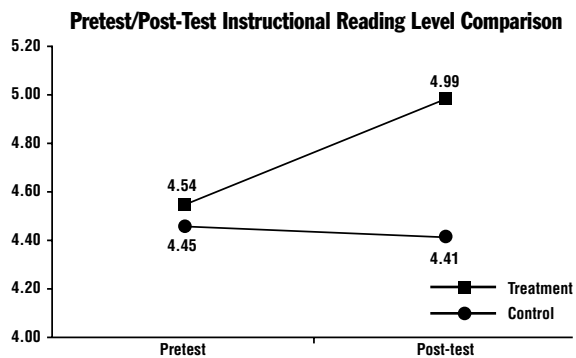
Read Now® Helps Struggling Readers Achieve More on Assessment than Comparison Students

Summarized from: Algozzine, B. (2004). Effects of Read Now on adolescents at risk for school failure. *Journal of At-Risk Issues*, 10(2), 1-8.

Introduction

Reading problems are among the most prevalent concerns in American schools; poor readers in middle schools are particularly at risk for dismal academic careers without special assistance. Although students are expected to read purposefully in subject-area classes by the time they reach the middle grades, teachers contend that many of these students “can’t read, won’t read, or will read but fail to comprehend most important information from text” (Bintz, 1997, p. 20¹).

This quasi-experimental study with matched control groups explored the effects of Read Now comprehensive reading intervention program on the reading performance of students at risk of continuing reading failure.



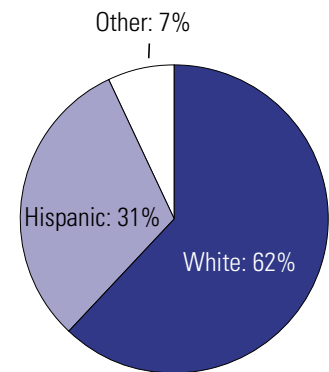
Main Findings

- After just 12 weeks, students in Read Now classrooms achieved significantly more on STAR Reading® than students in matched control classrooms.
- Effect sizes for Read Now student gains were consistently between 0.35 and 0.40.
- Read Now students exhibited improved attitudes toward reading at the end of the intervention; comparison students showed no comparable improvement in attitudes.

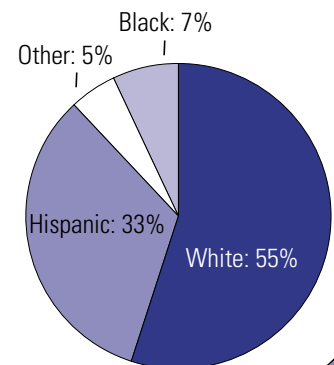
Study Profile

Students: 238, Grades: 6, 7, 8

Treatment Group Race/Ethnicity



Control Group Race/Ethnicity



(more information on back)

PEER-REVIEWED

