



**ReadingHorizons**

The Foundation for Reading English

# Results

Scientificallly-based Research Underpinning the Rationales of  
the *Discover Intensive Phonics* Reading System at Webster  
Parish School District

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**Scope of Work:**

The Legislature of Louisiana, in its 1997 session, passed House Bill 2444 (Act 45) which states:

“Effective with the 1997-98 school year, each governing authority of a public elementary school shall implement a reading program at each elementary school that is designed and intended to teach each student to read at grade level by not later than the end of first grade.”

It further states that the reading program should include, but need not be limited to, a phonics component.

Following this directive, Webster Parish School Board in Minden, Louisiana implemented a four-pronged program during the 1997-1998 school year for all K-3 students in the 12 elementary schools in the district.

**Tool:**

Gates-MacGinitie Test

**Time Frame:**

Eight-month long study conducted between October 1997 and May 1998

**Webster Parish School District**

**Minden, Louisiana**

First grade students who scored at or lower than 1.5 were considered below reading grade level, 1.6 through 1.8 was considered at grade level, and 1.9 and above was considered above grade level. The same ratio was used in the second and third grades.

Grade	# of students	Average Gains	% of Students Improved
1st Grade	587	.47	87%
2nd Grade	539	1.05	95%
3rd Grade	622	.89	93%
Grades 1-3	1748	.80	92%

The reports indicate that greatest gains were shown in first grade and Kindergarten, indicating the importance of a good start. Eighty percent of Kindergarten students scored 70 percent or above in reading, as measured by the Webster Parish Kindergarten Exit Test.

The totals represent valid pre- and post-test scores on all students we could unquestionably verify.