

## Research Evidence of the Effectiveness of the Barton Reading & Spelling System

The information shared here has been collected from informal studies done at several school sites where the Barton Reading & Spelling System has been implemented. These studies were not conducted according to strict scientific procedures, the sample size was small, and in only one study was a control group used. Nevertheless, the persistently positive results provide compelling evidence that the Barton Reading System does help struggling youngsters significantly improve their reading skills.

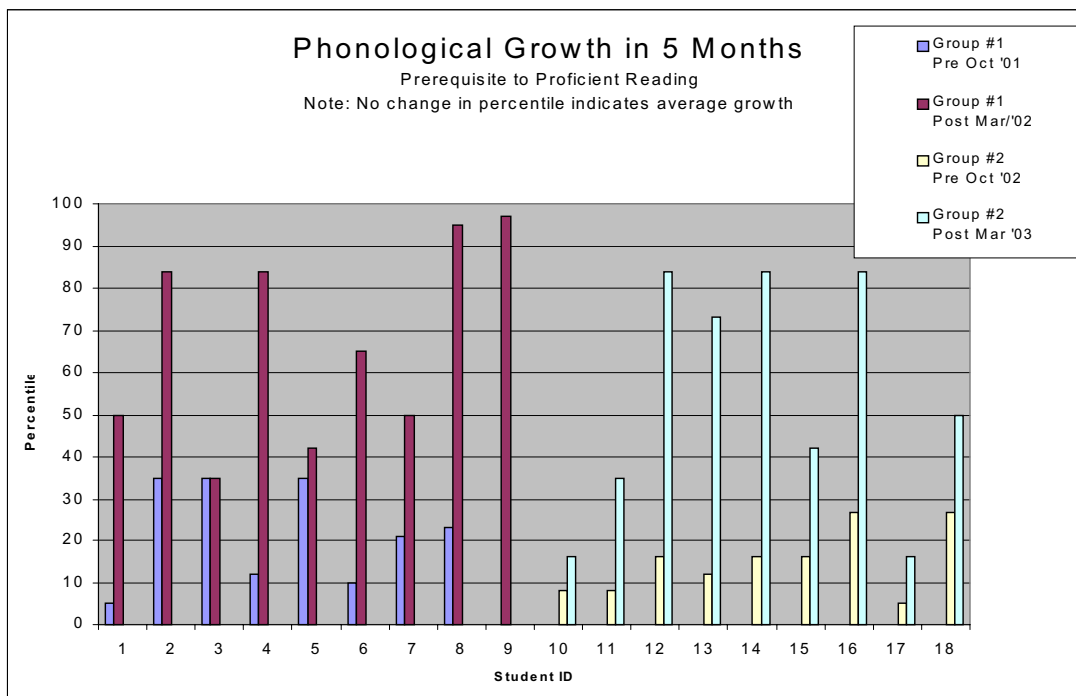
### Site 1: Valley View School, Pleasanton Unified School District

For more information, contact Christina Clark, [cclark@pleasanton.k12.ca.us](mailto:cclark@pleasanton.k12.ca.us)

Christina Clark ran a pilot program at Valley View Elementary using the Barton Reading & Spelling System and volunteer tutors to provide early intervention to students at high risk of reading failure due to extremely low scores on the CTOPP. Students ranged from second to fifth graders. None qualified for special education services.

Students were tutored one-on-one, twice a week, by a volunteer tutor using the Barton System, for 40 minutes per session. After five months, the CTOPP was re-administered.

## How Barton Has Improved Student Achievement



The pilot program was such a success that this year (2002-2003), 5 elementary schools are using the Barton System, as is Foothill High School.

The first high school student in the Barton Program had failed the English portion of the high school exam. After receiving free tutoring twice a week, on campus after school for three months by a volunteer tutor using the Barton System, he passed the English portion of the high school exit exam (his score improved 58 points). After six months of tutoring, his reading comprehension increased from a 4.1 grade level to a 9.5 grade level as measured on the Woodcock-Johnson III.

California gives statewide achievement tests at the end of every year called the SAT-9 testing. Scaled scores from the Language Arts section for six students were compared. At the end of 2001, all six students had comparable scores on the SAT-9.

Three of those students received Barton tutoring. Three did not. The SAT-9 scores at the end of 2002 were significantly different. Scores of students who received Barton tutoring *increased* 7 to 59 points. Those who did not received Barton tutor *decreased* 3 to 43 points.

## **Site 2: The Brain Cell, a private special-education school**

For more information, contact Anna Cunerty, [saidtbc@juno.com](mailto:saidtbc@juno.com)

I am so impressed with you and your program! You may or may not have heard of me. My name is Anna Cunerty. I have a small private school for ADD/LD/Dyslexic middle school students.

I purchased your program this past summer to implement in my classroom and in my private clinic. Due to the high numbers of parents who are seeking tuition reimbursement, I conduct standardized testing on my students every 2 months to document their improvements or make adjustments to their program.

I have been so impressed with the results I have been seeing using your program. We initially tested the kids in August prior to enrollment. We tested again in October and I saw a good growth pattern then. But now in our January testing I am amazed at our success (and yours). My students have gained an average of 2 years in the past 5 months in reading and spelling!

I don't know if you'd like me to send you this informal data (grade-level silent reading comprehension test scores) or not, but I thought I might offer it to you.

<i>Student ID</i>	<i>Read Comp 08-02</i>	<i>Read Comp 10-02</i>	<i>Read Comp 01-03</i>	<i>Read Comp 03-03</i>
Student 1	4.1	3.8	4.6	4.6
Student 2	4.1	4.3	4.8	--
Student 3	4.0	4.3	5.0	--
Student 4	--	3.7	4.2	--
Student 5	3.1	3.5	3.8	4.5
Student 6	4.2	4.6	5.8	--
Student 7	4.8	5.8	6.1	--
Student 8	--	2.1	4.0	--
Student 9	--	--	2.6	4.0
Student 10	--	--	3.3	7.0
Student 11	--	--	6.2	8.0

### Site 3: McAuliffe Elementary School, Cupertino Unified School District

For more information, contact Debbie Bakker, [dgbakker@pacbell.net](mailto:dgbakker@pacbell.net)

McAuliffe Elementary School was the first school to use the Barton Reading & Spelling System as an Early Intervention Program. All first graders were tested during the first week of school using the CTOPP. The nine lowest-scoring students were tutored twice a week, on campus, before or after school, by a volunteer tutor (a parent of some other student) using the Barton System.

After completing just Level 1 of the Barton System (which took from 6 to 12 weeks), each student was once again given the CTOPP. Here are their before and after Phonemic Awareness percentile scores:

<i>Student ID</i>	<i>Grade</i>	<i>Pre-test Score %ile</i>	<i>Post-test Score %ile</i>	<i>Difference in %ile</i>
Student 1	1	2	61	<b>59</b>
Student 2	1	27	61	<b>34</b>
Student 3	1	50	90	<b>40</b>
Student 4	1	35	61	<b>26</b>
Student 5	1	10	50	<b>40</b>
Student 6	1	23	61	<b>38</b>
Student 7	1	16	50	<b>34</b>
Student 8	1	35	84	<b>49</b>
Student 9	1	5	50	<b>45</b>

Only nine students were tutored because at that time, there were only nine tutors. This program was so successful that it has expanded over the years. Last year, they had over 80 volunteer tutors using the Barton System. (Unfortunately, they stopped collected data after the pilot project.)

#### Site 4: The Boys Ranch, a juvenile correctional facility in Byron, CA

For more information, contact Sandy Graham, [spirited8@earthlink.net](mailto:spirited8@earthlink.net)

First-time male juvenile offenders considered rehabilitatable by a judge are sent to The Boys Ranch in Byron, California. Those who are non-readers or struggling readers are offered the option of receiving one-on-one tutoring, four times a week, by a non-credentialed adult using the Barton Reading & Spelling System. The adult tutor is paid \$10 an hour.

Since the boys receive sentences of varying lengths, their length of participation in this tutoring program varies from 8 weeks to 16 weeks.

Each boy is tested using the Woodcock-Johnson Achievement Tests before starting the program, and upon leaving the program. Below are the grade-level increases they made on the tests of Basic Reading, Phoneme/Grapheme Knowledge, and Reading Comprehension.

	<i>Grade-Level Increases on the Woodcock-Johnson</i>			
<i>Student ID</i>	<i>Length of Participation</i>	<i>Basic Reading</i>	<i>Phon/Graph Knowledge</i>	<i>Reading Comprehension</i>
P.D.	12 weeks	1.5	1.2	1.6
M.H.	8 weeks	0.9	1.2	1.0
A.N.	14 weeks	1.7	3.2	1.3
A.R.	15 weeks	0.7	0.7	0.6
A.M.	10 weeks	0.4	1.2	2.0
J.J.	10 weeks	0.9	1.3	0.6
W.J.	16 weeks	0.5	0.8	2.7
J.L.	10 weeks	1.3	0.3	4.3
B.M.	18 weeks	1.7	--	1.7
F.H.	8 weeks	1.3	2.3	1.1
J.G.	16 weeks	2.7	2.8	0.3
M.Y.	16 weeks	1.4	1.2	0.0
D.D.	12 weeks	--	1.0	4.9
I.G.	16 weeks	1.1	3.1	--
M.O.	12 weeks	0.2	0.3	1.6
B.P.	8 weeks	--	1.4	1.3
D.A.	9 weeks	0.4	0.8	0.3
V.G.	9 weeks	0.4	0.1	2.8