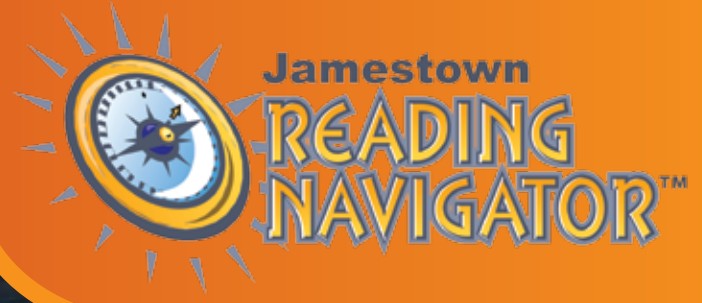


Reading Results with



Proven Effective

Jamestown Reading Navigator™ is the first comprehensive reading intervention program designed exclusively for middle and high school students. The program addresses the needs of struggling readers through direct explicit instruction, modeling, and practice of reading skills in a motivating online environment that allows each student to work at his or her own pace. The program is flexible and can be adapted to fit a variety of classroom settings and schedules.

Jamestown Reading Navigator (JRN) has been proven to be effective in improving students' reading skills. Discover why schools across the country are making *Jamestown Reading Navigator* their program of choice. **Call 888-232-6671 or visit readingnavigator.com for more information.**



Jamestown Reading Navigator aligns with state standards and meets Response to Intervention (RTI) requirements.

Comprehensive Research-Based Instruction

- Instruction is aligned with state standards to promote success on state assessments.
- *JRN* is designed specifically to motivate, remediate, and accelerate learning.
- Program is based on the latest research on adolescent literacy.

Assessment and Progress Monitoring

- Initial placement test places students at the appropriate instructional level.
- Program-specific formative assessments measure skills mastery.
- AMAZE Tracker™ progress monitoring tool tracks students' growth over time.
- Program-independent benchmark tests measure achievement growth.

Complete Student Data Management and Targeted Intervention

- Learner Management System allows teachers to make informed instructional decisions based on student data.
- Intervention reports indicate specific students in need of additional remediation.
- Administrator reporting system allows for review of progress by class, site, grade, and NCLB subgroup.

Professional Development

- On-site training prepares teachers for program implementation.
- Online professional development modules are included with every purchase and available at all times.
- Expert *Jamestown Reading Navigator* reading coaches assigned to each district are available to answer questions by phone or E-mail.

Motivate • Remediate • Accelerate

Jamestown Reading Navigator is a highly innovative online and print-based reading intervention program designed specifically for struggling middle and high school students. The program is based on the latest research in adolescent literacy and over 35 years of experience in reaching adolescent readers with the popular Jamestown Education supplemental programs.

Students spend the majority of their time in *Jamestown Reading Navigator* working in a motivating, online environment that allows each student to work at his or her own pace and reading level. Reading levels range from grades 1–10, allowing for differentiated instruction. Students at higher reading levels receive direct, explicit instruction, modeling, and practice in comprehension skills, vocabulary development, writing, and fluency. Those at the lowest level receive the support they need with phonics, word families, and sight words instruction.

Research on the effects of *Jamestown Reading Navigator* on the reading abilities of middle and high school students continues to be conducted across the United States with excellent results. The following profiles are a portion of this research.



Results with Striving Readers

2006 – 2007



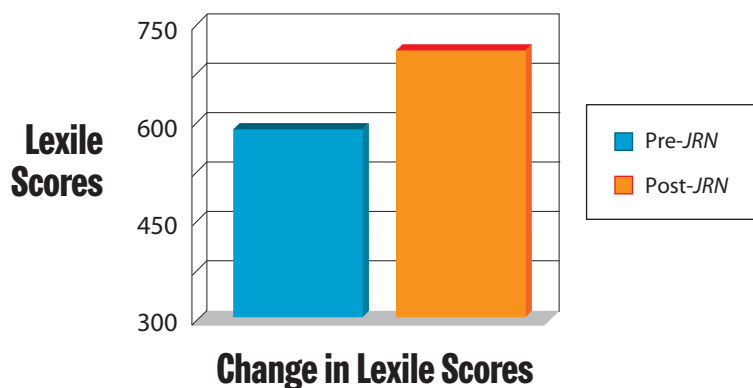
Wellington Landings Middle School West Palm Beach, Florida

Wellington Landings Middle School administrators chose *Jamestown Reading Navigator* to address the needs of their struggling readers. Beginning in August, 2006, a group of students across grade levels 6–8 were enrolled in the program for a 16-week period. After the initial placement test, three-fourths of the students were assigned to the lowest level of the program—Trek 1. Trek 1 is designed for students reading at grade levels 1 and 2.

Findings:

- Students made a median reading level growth of 2 years. The greatest reading growth obtained was 3 years.
- In this study, students enrolled in Trek 1 (the lowest program level) made the most reading progress, with a median growth of 2.3 grade levels. This finding demonstrates the strength of *Jamestown Reading Navigator* in developing basic reading skills in adolescent readers.
- In Lexile scoring, the median pre-*JRN* Lexile score was 577. The median post-*JRN* Lexile score was 730, showing a positive change of 153 Lexile points.

**Comparison of Median Lexiles
After 16 Weeks of Instruction Using JRN**



Results with English Language Learners

2006 – 2007

Eldorado High School Las Vegas, Nevada Grades 11-12

Eldorado High School implemented *Jamestown Reading Navigator* specifically to address students in need of skill development. Of the 28 students enrolled in the program, 26 had Individualized Education Plans (IEPs), 11 were English language learners, and 25 had Special Education Resource Room English. The Gates-MacGinitie Reading Test was used to measure achievement growth. Students began the course significantly below grade level; the average initial reading grade level was 3.1.

Findings:

- After 12–14 weeks of using *Jamestown Reading Navigator*, the average reading level increased to 3.6. The greatest growth in reading levels was 2.6.
- After using *Jamestown Reading Navigator*, 53% of students passed either or both the reading and writing proficiency sections of the Nevada High School Proficiency Examination.

**Average Years of Reading Growth
for Eldorado Juniors and Seniors
After Using JRN for 12–14 Weeks**



“Jamestown Reading Navigator allows [our students] to work at their individual levels, at their own pace, and most importantly, offers immediate and specific remediation.”

– Ms. Jackilyn Thayer,
Literacy Specialist
Eldorado High School



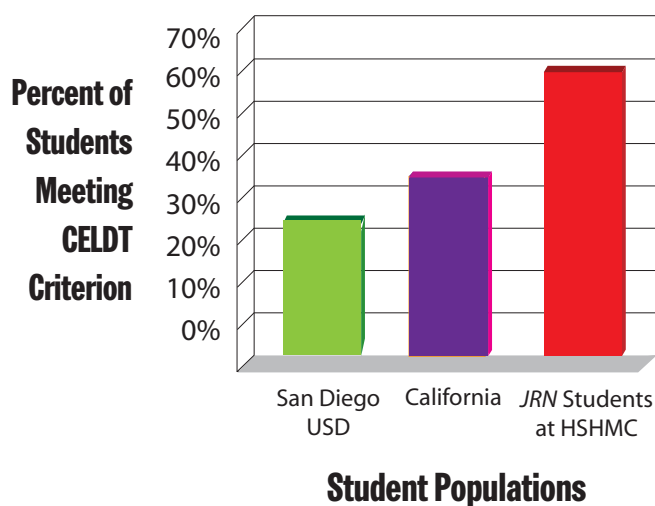
Health Sciences High and Middle College (HSHMC) Charter School San Diego, California Grades 9–10

Health Sciences High and Middle College (HSHMC) enrolled all of their 9th and 10th grade English learners in *Jamestown Reading Navigator* during the 2007-2008 school year. Students were scheduled in the program for two-hour sessions, two times per week. Results on the California State High School Exit Exam (CASHEE) and the California English Language Development Test (CELDT), one of four criteria used to classify students as Fluent English Proficient (FEP), were analyzed to measure the effectiveness of the program.

Findings:

- Every 10th grade student enrolled in *Jamestown Reading Navigator* passed the California State High School Exit Exam.
- Of the *Jamestown Reading Navigator* students who took the California English Language Development Test, 58% met the criteria to be classified as proficient English speakers, compared to 25% in the San Diego Unified School District and 33% statewide.

Comparison of Students Meeting CELDT Criterion



"Jamestown Reading Navigator helped [my English learners] develop their language in all areas – reading, writing, speaking, and listening."

– Ms. Aida Allen,
Teacher,
HSHMC

Comparative Results

2007 – 2008



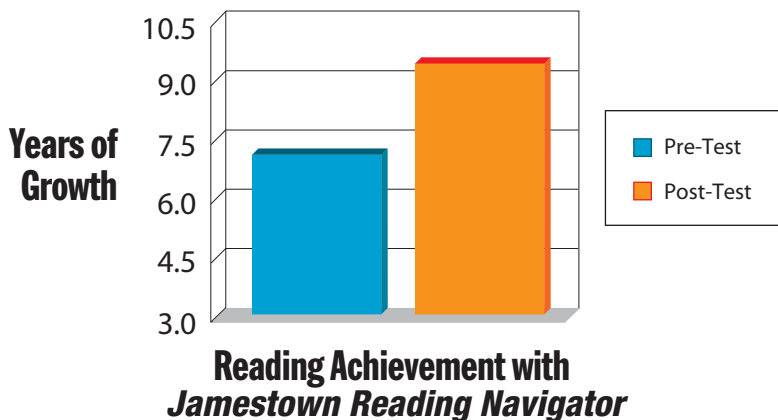
Bonny Eagle High School
Standish, Maine
Grades 9–12

Bonny Eagle High School began a pilot of *Jamestown Reading Navigator* in the second quarter of the 2007–2008 school year. The pilot was sponsored by funds from the district in an effort to find an effective reading intervention program for its special education students. During the same period, two other reading intervention programs—*Reading is FAME Mastery I* and *Adventures II*—were in place in the district, allowing for direct comparison of results. All students began with a reading level 2 or more years below actual grade level. The Gates-MacGinitie pre-test showed the average reading level to be 6.9.

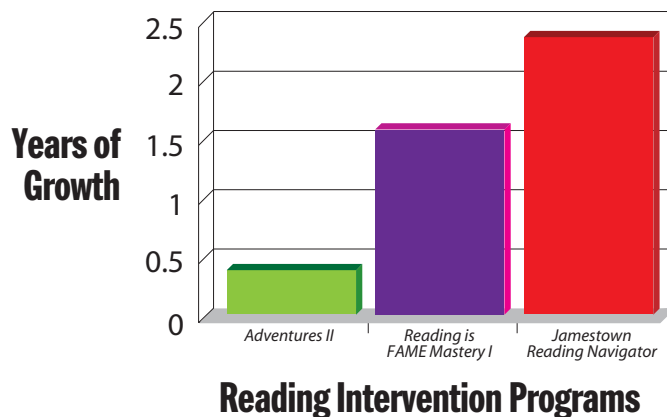
Findings:

- After nine weeks of intensive instruction in *Jamestown Reading Navigator*, students averaged 2.2 grade levels of growth, testing at an average grade level of 9.1.
- Students using *Jamestown Reading Navigator* outperformed those using other intervention programs. Students enrolled in *Reading is FAME Mastery I* classes showed an average growth of 1.5 grade levels, while those in *Adventures II* classes showed an average growth of 0.3 grade levels.

**Bonny Eagle High School
 Quarter 2 Results**



**Comparison of Reading Growth Among
 Reading Intervention Programs**



State Assessment Recovery

2006 – 2007



**Miami Southridge Senior High
School
Miami, Florida**

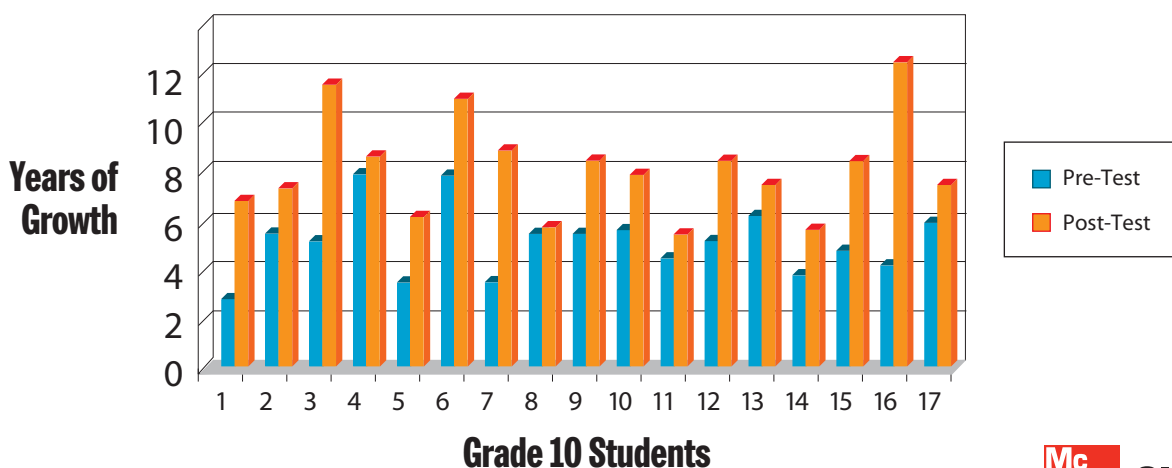
In Florida, the FCAT is administered as a measure of accountability to all students in grades 3–11. At Miami Southridge Senior High School, *Jamestown Reading Navigator* was used to support grade 10 students' reading achievement and to help them score proficiently on the FCAT.

In preparation for the FCAT, the school held a semester-long FCAT Recovery class that used *Jamestown Reading Navigator* as its curriculum. The program was used in an intensive reading class inside an inclusion model with special education and regular education students who had previously scored on Level One or Level Two on the reading section of the FCAT. The Gates-MacGinitie Reading Test was used to measure achievement growth. Students began the semester significantly below grade level; the Gates-MacGinitie pre-test showed the average reading level to be 4.8.

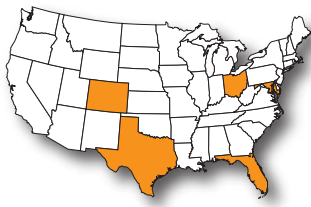
Findings:

After five to six months of intensive intervention using *Jamestown Reading Navigator*, all students showed growth in reading improvement, with an average growth of 3 years.

**Years of Reading Growth in Pilot Sample
After Using JRN for Five to Six Months**



Summer School Results



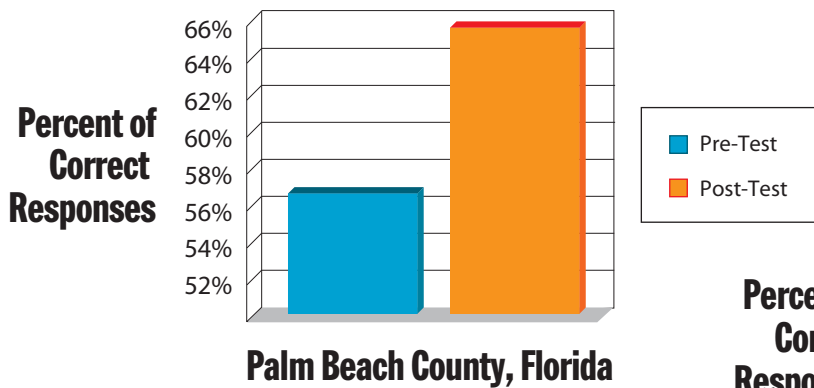
Summer School Study 2006 Grades 6-12

In the summer of 2006, 462 students from eight schools in Florida, Ohio, Colorado, Texas, and Maryland participated in a study to gather evidence regarding the effect of *Jamestown Reading Navigator* on students' reading levels after short term use (24 hours of instructional time) in summer school classrooms. The data collected from this study provided a rich source of information to interpret program effectiveness, as well as demographic data including race/ethnicity, gender, grade, and age. An independent test, the *AGS Globe Reading Level Indicator, Blue & Purple Forms*, was used to measure progress.

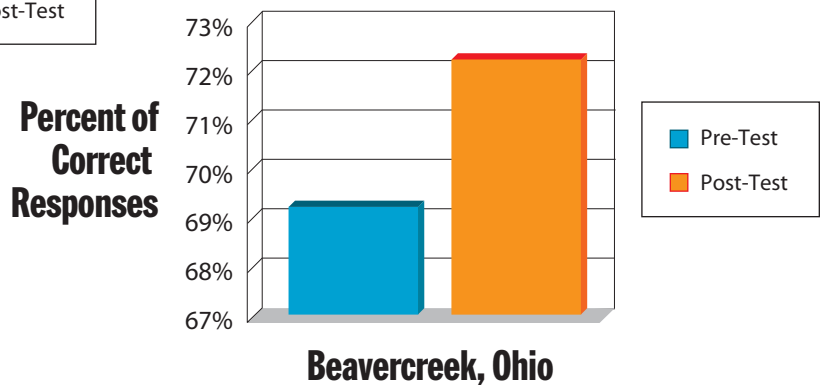
Findings:

Students showed strong reading level growth after only 24 hours of instruction. Most notably, students improved their performance on standardized tests. In Palm Beach County, students increased their percentage of correct responses by 9%, while scores in Beaver Creek, Ohio increased by 3%.

**Impact of *JRN* on Reading Test Scores
After 24 Hours of Instructional Time**



**Impact of *JRN* on Reading Test Scores
After 24 Hours of Instructional Time**



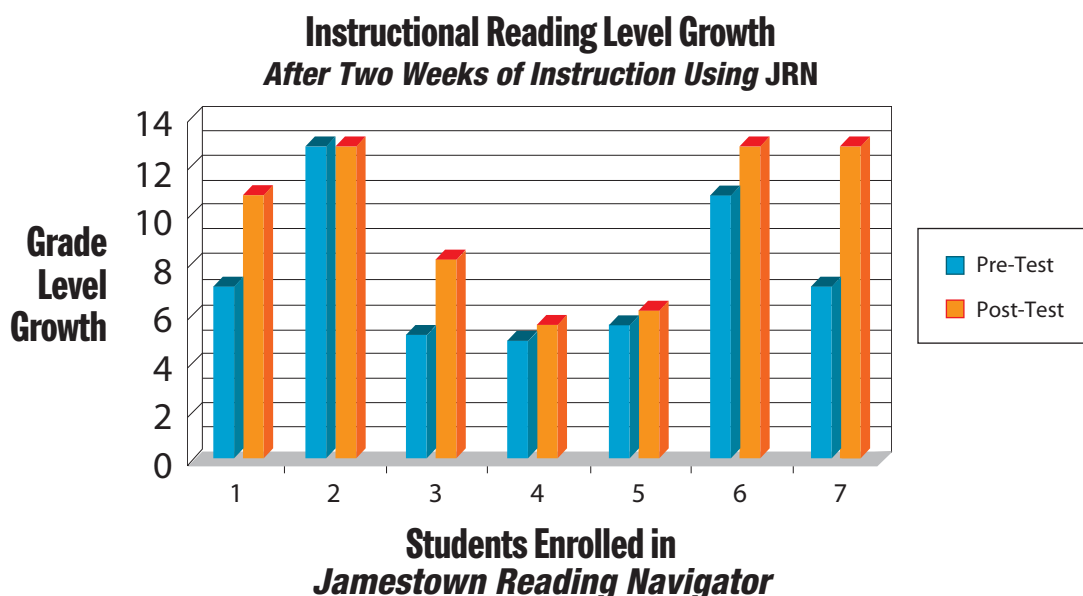


Summer School Study 2008 The University of Alabama Grades 7 and 9

In the summer of 2008, struggling students entering 7th and 9th grades in Alabama participated in a study to gather evidence regarding the effect of *Jamestown Reading Navigator* on students' reading levels after short term use (two weeks) in summer school classrooms. *The Group Reading Assessment and Diagnostic Evaluation* (GRADE), a norm-referenced diagnostic assessment, was administered before and after using *Jamestown Reading Navigator*.

Findings:

- After only two weeks of instruction using *Jamestown Reading Navigator*, students improved both their independent and instructional reading levels.
- Independent reading levels improved by an average of 0.5 grade levels.
- Instructional reading levels improved by an average of 2.1 grade levels.



Ongoing Research



National Dropout Prevention Center (NDPC), Clemson University Davenport Community Schools, Davenport, Iowa Grades 9–12

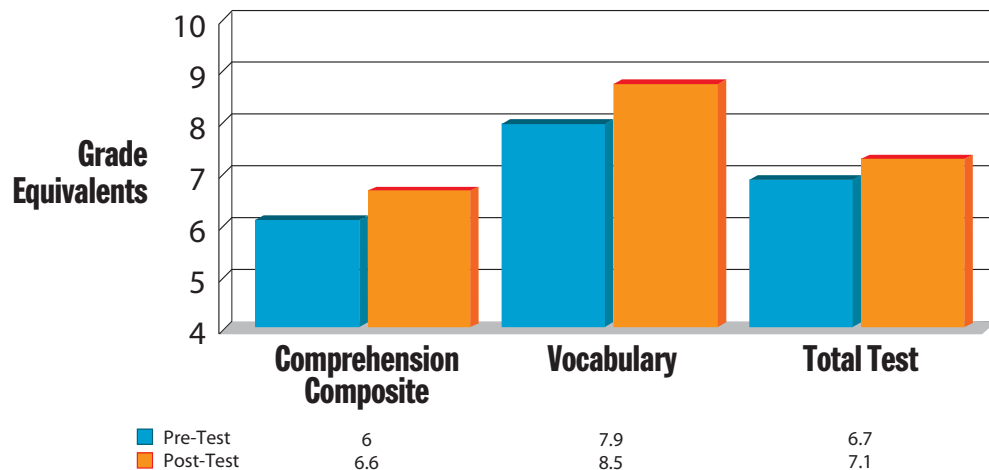
The National Dropout Prevention Center (NDPC) at Clemson University is conducting an ongoing evaluation of *Jamestown Reading Navigator* on student performance in reading.

Data were analyzed from the *Group Reading Assessment and Diagnostic Evaluation* (GRADE), a norm-referenced diagnostic assessment, and the Iowa Tests of Educational Development (ITED) for three groups of high school students enrolled in 9-week courses for 90 minutes a day, 5 days a week.

Findings:

- Treatment subjects who received instruction using *Jamestown Reading Navigator* demonstrated statistically significant improvement in reading skills ($p=0.023$), including passage and sentence comprehension and vocabulary. After seven weeks of instruction using *JRN*, treatment subjects averaged a half grade level of reading growth.
- Control subjects ($n=61$) did not demonstrate improvement in their reading skills ($p=0.750$). In fact, these students' reading comprehension and total reading grade equivalents declined.

**Pre- and Post-Test Grade Equivalents
for Davenport High School Treatment Students using
Jamestown Reading Navigator
After 7 Weeks of Instruction**

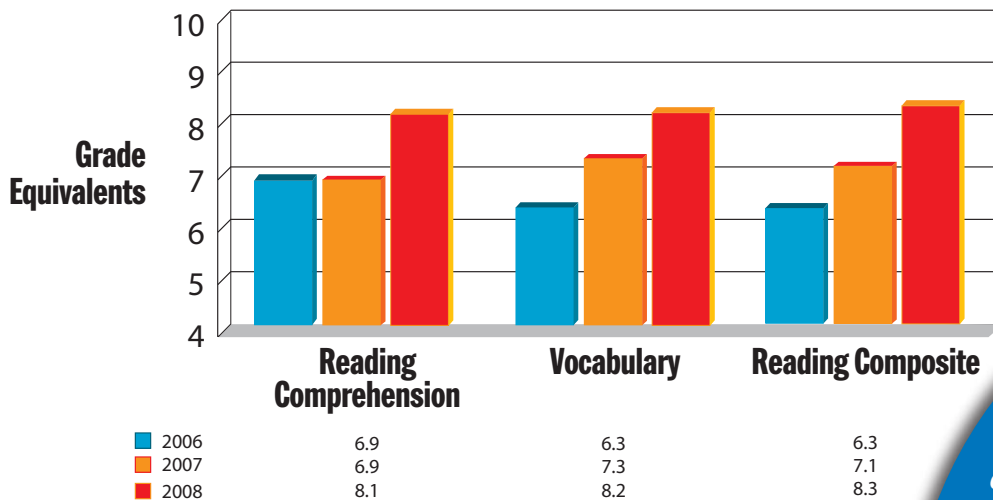


A special analysis of selected Iowa Tests of Educational Development (ITED) scores was performed at the request of Davenport.

Findings:

- According to ITED Reading Composite standard scores, the term 2 treatment ($n=40$) students average annual growth in reading improved from 2006 to 2008. This growth in reading was statistically significant for the treatment subjects from 2006 to 2007, $p<0.05/2$, and from 2007 to 2008 (school year *JRN* was used), $p<0.05/2$.

ITED Grade Equivalents for Davenport High School Treatment Students Using *Jamestown Reading Navigator* After 7 Weeks of Instruction



“One of my students who was not reading independently last summer due to decoding difficulties is now reading independently. I have also noticed improvements in his attitude towards reading.”

**– JRN teacher,
Davenport, IA**

Student Response

Student interviews revealed that students enjoyed using *Jamestown Reading Navigator* and felt that the program made them better readers. Many students indicated that the reading progress they experienced carried over to their other coursework and that they wanted their teachers to continue using the program.

Actual Student Feedback

"JRN helps make me a better reader."

"Using JRN makes me more interested in my schoolwork."


"I like JRN because I can work at my own level."

"The program helped me learn new words."

"I read for fun more than I did before using JRN."

Teacher Response

Teacher interviews showed that teachers using *Jamestown Reading Navigator* in their classrooms noticed significant changes in their students' reading skills and attitudes towards reading. They were especially positive about the program being delivered in an online setting, noting that it allowed each student to work at his or her own pace and created a motivating environment for their students.



"I totally love this reading program! I like the flexibility of it and its many components. All of my students are more motivated and my ESL students pronounce their words more clearly, and read with much more confidence."

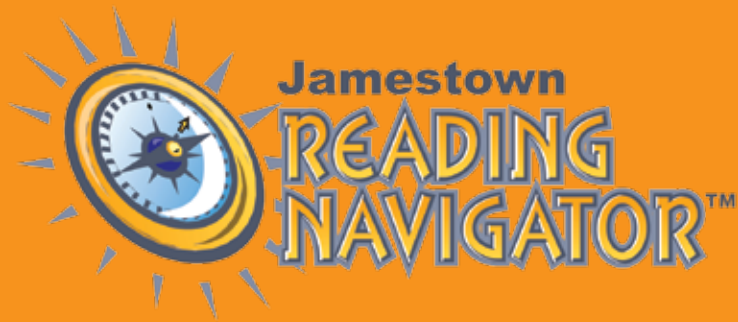
– Mary Faragher,
JRN teacher, Tennessee

"The students look forward to their time using JRN. Their vocabulary and reading comprehension skills have increased significantly, as well as their oral reading skills. This program has been a great asset to our reading strategies program."

– Carolyn Thompson,
JRN teacher, Missouri

"Jamestown Reading Navigator really engages students, but it had a major effect on students who struggle academically, socially, and emotionally. Students get immediate feedback and feel at ease moving through levels at a pace they set themselves, whether at school or home."

– Patricia Gamble,
Reading Services lead teacher,
Nebraska



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