

From: Hiett, Christine [Hiett.C@monet.k12.ca.us]
Sent: Monday, March 19, 2012 1:43 PM
To: What Works
Subject: Read Naturally

Dear Susanne James-Burdumy,

I'm writing to express my concern over the reviews that do not truly represent the effectiveness of Read Naturally:

* WWC's postings of the Hancock, Denton, Kemp and Chenault studies as reviews of Read

Naturally are a disservice to educators (and therefore their students as well) because the authors themselves have stated publicly and to WWC that they did not intend to evaluate Read Naturally

and that they did not in fact implement the Read Naturally steps.

* Read Naturally has a strong research base by combing the research proven strategies of teacher modeling, repeated reading and progress monitoring.

* There are ten control group studies validating the Read Naturally strategy (you can find information about these studies on our website, with several links available from

<http://www.readnaturally.com/approach/research.htm>).

* There are hundreds of case studies proving that the Read Naturally strategy significantly improves fluency, accuracy and comprehension of developing and struggling readers.

I support Read Naturally because I taught it for 10 years to FBB & BB students in elementary school. Those children made significant improvement when we followed the proven strategies of Read Naturally. Children who once were too timid to read aloud were now doing so with confidence. These children would share with me their love for reading chapter books that once seemed to difficult. Read Naturally does work!

Chris Hiett
ASES After School Program
Site Coordinator
Fairview, Franklin & Rose Avenue
209-652-0050
hiett.c@monet.k12.ca.us

Thou shalt love thy neighbor as thyself.
- Jesus (from the Bible, Matthew 22:39)

From: WhatWorks
Sent: Monday, March 19, 2012 6:21 PM
To: 'Hiatt.C@monet.k12.ca.us'
Subject: What Works Clearinghouse (WWC 3562)

Hello,

Thank you for contacting the What Works Clearinghouse (WWC). We have received your email below. WWC staff are reviewing your request and will prepare a response.

What Works Clearinghouse

The What Works Clearinghouse was established by the U.S. Department of Education's Institute of Education Sciences to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. For more information, please visit <http://ies.ed.gov/ncee/wwc/>.

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*Chris Hiatt
ASES After School Program
Site Coordinator
Fairview, Franklin & Rose Avenue
209-652-0050*

The background of the entire page is a repeating pattern of small, stylized handprints in various colors including yellow, blue, green, red, and purple. The handprints are arranged in a grid-like fashion, creating a vibrant and textured backdrop.

hiett.c@monet.k12.ca.us

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From: What Works
Sent: Friday, May 11, 2012 10:42 AM
To: 'Hiatt, Christine'
Subject: RE: Read Naturally
Attachments: QRT 2012002.pdf

Dear Ms. Hiatt,

Attached is a response to the questions you raised in your March 19 message to the What Works Clearinghouse (WWC).

Thank you,

What Works Clearinghouse

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Chris Hiatt
ASES After School Program
Site Coordinator

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What Works Clearinghouse **WWC**

A central and trusted source of scientific evidence for what works in education.

May 11, 2012

Ms. Christine Hiatt
ASES After School Program
Site Coordinator
Hiatt.C@monet.k12.ca.us

Reference: QR2012002

Dear Ms. Hiatt:

Thank you for your email regarding your concerns with the WWC reviews of Read Naturally®. In response to your email, we conducted an independent quality review to address the concerns you've raised. The WWC quality review team responds to concerns raised about WWC reviews published on our website. When a quality review is conducted, a researcher who was not involved in the initial review undertakes an independent assessment of the studies in question. The researcher also investigates the procedures used and decisions made during the original review of the studies. These quality reviews are one of the tools used to ensure that the standards established by the Institute of Education Sciences (IES) are upheld on every review conducted by the WWC.

Regarding your concern that the WWC should not have reviewed studies by Hancock, Denton, Kemp, and Chenault because some of the authors have said that their studies were not intended as an evaluation of Read Naturally®, the quality review found that the WWC followed protocol in choosing to review these four studies. The WWC screens studies based on a number of factors including relevancy and methodology criteria. The WWC does not screen based on whether the author(s) explicitly intended the study as an evaluation of an intervention or whether the developer indicates implementation was acceptable, but rather whether the study presents a primary analysis of the effect of an intervention. This screening process allows for a wide range of relevant and methodologically sound studies to be reviewed. These procedures are described in the WWC Procedures and Standards Handbook available in the Review Process section of our website at <http://ies.ed.gov/ncee/wwc/ReviewProcess.aspx> (see pages 8-10).

Regarding your concern that Read Naturally® was not implemented fully or correctly in the Hancock, Denton, Kemp, and Chenault studies, the quality review found that the WWC followed protocol in the manner in which the four studies are described in WWC publications. As noted in the WWC Handbook, "The WWC makes no adjustments or corrections for variations in implementation of the intervention; however, if a study meets standards and is included in an intervention report, descriptions of implementation are provided in the report..." (page 16). This approach is appropriate because there is no standard metric for fidelity to intervention design. Thus, the WWC includes studies with variation in fidelity and does not evaluate implementation fidelity.

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The quality review team verified that variations in implementation that are noted in the four studies and that may affect the interpretation of findings were properly included in the WWC publications. Specifically, for each of these four studies, the quality review had the following findings:

1. Hancock (2002). This study is reviewed in a WWC Intervention Report under the Beginning Reading Evidence Review Protocol. The study does not note any deviations in implementation. However, following an inquiry from the CEO of Read Naturally® about implementation in this study, the WWC contacted the author. Hancock's response indicated that the study excluded Read Naturally's pre-reading vocabulary instruction component and the placement system to individualize instruction. The WWC Intervention Report was revised to note these variations in implementation (see <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=407>, specifically footnote 4 on page 2 and Appendix A1.). The record of correspondence with Hancock did not note any other variations in implementation.
2. Denton, Anthony, Parker, and Hasbrouck (2004). This study is reviewed in a WWC Intervention Report under the English Language Learners Evidence Review Protocol. The quality review found that the study notes that Reading Naturally® was combined with additional activities. The WWC Intervention Report properly identifies this as a "modified version" of Read Naturally and describes the modifications (see <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=408>, specifically footnote 7 on page 3 and Appendix A1). There were no other variations in implementation noted in the study and there is no record of correspondence with Denton about other variations in implementation.
3. Kemp (2006). This study is reviewed in a WWC Intervention Report under the English Language Learners Evidence Review Protocol. The quality review found that the study does not provide any indication of variation from program design. Specifically, the study states, "...it could be concluded that all teachers implemented the Read Naturally® program as prescribed" (page 40). Furthermore, there is no record of correspondence with the author about variations in implementation. Based on this information, the quality review concluded that there was no evidence that variations in implementation should have been noted in the WWC Intervention Report.
4. Chenault, Thomson, Abbott, and Berninger (2006). This study is reviewed in a WWC Intervention Report under the Students with Learning Disabilities Evidence Review Protocol. In accordance with the study, the WWC Intervention Report notes that the students in the study were identified by researchers as dyslexic and that they were provided only 10 sessions of Read Naturally® (see <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=409>, specifically pages 2-3 and Appendix A1). No other variations in implementation were noted in the study and there is no record of correspondence with the authors about deviations in implementation.

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Based on these findings, the quality review team recommends no changes to the descriptions of the Read Naturally® in WWC publications. However, the WWC is in the process of updating the Intervention Report for Read Naturally®, reviewed under the Beginning Reading Evidence Review Protocol. In this update, the WWC will use the current WWC evidence standards to review all studies identified for the previous report and all studies identified since that time. If the WWC needs any further clarification related to the four studies you mentioned or any other studies, we will contact the author(s).

Finally, I appreciate you providing information about additional studies available on the Read Naturally® website. The WWC is committed to a comprehensive and systematic literature search process for every review. As part of the search process for the in-progress review of Read Naturally®, we have identified all of the studies available on the Read Naturally® website. We also have requested and received studies from the developers of Read Naturally®.

I hope that this letter has addressed your concerns. If you have other concerns, please do not hesitate to contact the WWC through info@whatworks.ed.gov.

Sincerely,

(b)(6)

Jill Constantine
Director, What Works Clearinghouse

cc: (b)(6)