

Flaws in the Denton Study Reviewed by What Works Clearinghouse

The Carolyn Denton study, "The Effects of Two Tutoring Programs on the English Reading Development of Spanish-English Bilingual Students" was published in the Elementary School Journal in 2004. **This study's assessment tools and process were incongruous with the objectives of the Read Naturally strategy.**

Denton Study Assessments Flawed

The Denton study used two programs in its study: Read Naturally and Read Well. Read Naturally is regarded as the best fluency building program on the market that also improves comprehension and vocabulary, yet **the Denton study did not assess fluency.**

The Denton study did assess phonemic decoding, which is not part of the Read Naturally strategy. Using phonemic decoding as an assessment measure benefitted Read Well and negatively impacted Read Naturally. Clearly, the Denton study was designed to measure the effects of Read Well.

One of the authors of the study, **Dr. Jan Hasbrouck**, acknowledges these flaws. Hasbrouck states: "The measures used to evaluate the effectiveness of the instruction did not include measures of fluency. Since Read Naturally is an intervention targeted at fluency, *the measures used did **not** match the specific purpose and intent of the Read Naturally instruction* given to the students in that group."

Denton Study Process Flawed

Even if the Denton study had assessed fluency, its process would have produced an inaccurate evaluation of the Read Naturally strategy. The Denton study did not follow Read Naturally's recommended process. Specifically:

- The Denton study's inclusion of oral discussion sessions of vocabulary and comprehension in the process would have **reduced the time spent reading.**

The Denton study's inclusion of vocabulary activities such as flash cards and pre-reading in the process would also have **reduced the time spent reading.**
- The students in the Denton study were **not held accountable to Read Naturally's four criteria to pass** (reach goal rate, make three or fewer errors, read with good expression, and answer all of the questions correctly). Students were not required to go back and master any of the criteria they failed on the first pass attempt. Achieving mastery in all four of the pass criteria is a critical element to success in the Read Naturally process.
- The Denton study's **use of audio tapes was inconsistent.** Variability of reading rates would have resulted from having tutors—volunteer undergraduate students—read to the students. Rates on the audio tapes increase by a specific percentage between read alongs, which tutors would not have been able to replicate.
- The students in the study only had 22 sessions over a 10-week period. Read Naturally recommends a minimum of three sessions per week to be successful.

Clearly, the results of the Denton study cannot be used to accurately evaluate the effectiveness of Read Naturally. WWC's review of this study as though it does evaluate Read Naturally provides the public with inaccurate information.

Flaws in the Kemp Study Reviewed by What Works Clearinghouse

Susan Kemp conducted a study that used Read Naturally passages but not the Read Naturally strategy. It was a study of SSR (Sustained Silent Reading). Susan Kemp stated that the purpose of her study was not to evaluate Read Naturally. Because the Kemp study did not intend to evaluate Read Naturally, its results cannot be interpreted as evidence of the program's effectiveness.

Notable discrepancies between the Kemp study and the intended use of Read Naturally include the following:

- **Most students in the Kemp study were above the 50th percentile in reading fluency.** Of the 157 students in the study, only 47 were at or below the 50th percentile in oral reading fluency as determined by the Hasbrouck/Tindal oral reading fluency norms. The other 110 students—70 percent of the study participants—were above the 50th percentile in fluency. Read Naturally is designed for students below the 50th percentile in fluency. Seventy percent of those students studied were not a group for whom a Read Naturally intervention is intended.
- **Susan Kemp acknowledges that the study participants did not need Read Naturally.** Kemp states on page 74 of her dissertation that Read Naturally is intended for at-risk readers, which is not the population she studied:

“Another limitation [of the study] is that Read Naturally was not just used with at-risk readers. The Read Naturally program was developed to help students who are at-risk. Typically this would represent students who are scoring well below the 25th percentile. Students participating in this study did not fit the description of at-risk. Many scored well above the 25th percentile. Perhaps, if this study was only completed with at-risk students, results would have been different. In addition, because two of the participating schools were California Distinguished schools, the quality of instruction of the core program could have influenced results as well.”

- **The critical pass step was not implemented correctly.** Read Naturally recommends a teacher-to-student ratio of 1 to 6. Kemp's study had a teacher-to-student ratio of 1 to 20. Consequently, the pass step of the Read Naturally process could not be implemented with fidelity. Holding the students accountable at the pass step is critical for student success in Read Naturally.

In addition, the Kemp study is flawed as a review of the Read Naturally strategy due to the following issues:

- **Special Education students were excluded from the study.** These students, a target demographic for Read Naturally, would have likely performed poorly in SSR and performed well in Read Naturally.
- **Disparate groups were compared.** When comparing the Kemp study's Read Naturally group with the SSR group, the mean pretest scores in fluency for the native-speaking students in the “poor readers” category were substantially different. The mean score for native-speaking “poor readers” in the Read Naturally group was 40.5 WCPM, and the mean score for native-speaking “poor readers” in the SSR group was 75.2 WCPM. Nonetheless, these disparate groups were compared.

In spite of the Kemp study's design flaws, the group using Read Naturally passages did make significant gains in fluency. These students averaged a gain of 1.5 WCPM (Words Correct per Minute) each week. The Hasbrouck/Tindal data shows that the average fluency gain per week for third grade students is 1.1 WCPM. This data indicates that the students in the Read Naturally group were accelerating their progress.

Nonetheless, because the Kemp study did not follow the Read Naturally strategy and was not intended as an evaluation of Read Naturally, WWC should not have reviewed it as though it was. Any conclusions drawn about Read Naturally's effectiveness on the basis of this study are therefore inaccurate. Furthermore, WWC combines the Kemp study and the Denton study in the same ELL analysis. The Denton study was designed to evaluate Read Well, not Read Naturally. This study used phonemic decoding, which is not part of the Read Naturally strategy, as an assessment measure. The Denton study did not use fluency as an assessment measure, even though Read Naturally is a fluency-building program.

From: Karla Ramy <kramy@readnaturally.com> on behalf of info@readnaturally.com
Sent: Monday, July 26, 2010 4:20 PM
To: What Works
Subject: Mark Dynarski - Director, What Works Clearinghouse
Attachments: Flaws in the Hancock Study Reviewed.doc; Flaws in the Kemp Study Reviewed by WWC.DOCX; Flaws in the Denton Study Reviewed by What Works Clearinghouse.docx

Mark Dynarski
Director, What Works Clearinghouse,

When determining whether or not to use a particular study as a review of a reading program, WWC needs to include criteria such as the purpose of the study and the nature of the study's implementation. Otherwise, WWC will continue to review programs based on studies that are not designed to examine the program and do not follow the program's procedures.

I have previously sent you analyses of the Hancock, Denton, and Kemp studies (see attached). These analyses clearly demonstrate that the authors of the studies did not intend to evaluate Read Naturally and did not follow the implementation procedures of the Read Naturally strategy. As a consequence, WWC has misinformed educators about Read Naturally.

The Chenault study is another gross injustice to Read Naturally and the educators who use WWC's website. Belle Montgomery Chenault clearly states on pages 53 and 54 of her dissertation that she did not intend to evaluate Read Naturally:

This study was not intended as an examination of the Read Naturally program. The lack of demonstrable standard score gains on the GORT Rate subtest for the Read Naturally group following this short term of training should not be construed as indicating that this instructional program is not effective in improving reading fluency. These children were not selected for their reading fluency problems – they were selected for their persisting writing problems.

In addition, I cannot believe WWC does not have a length-of-study criteria. In the Chenault study ten sessions of twenty-five minutes (two weeks) is completely inadequate to evaluate a program. Students take two weeks to learn the steps and behavior to be successful in the Read Naturally strategy.

I strongly urge you not to post the Chenault study as a review of Read Naturally. It was designed to evaluate Pay Attention and Writing Composition.

I will send a more detailed analysis of WWC's use of Chenault as an evaluation of Read Naturally after I have had a chance to talk to the study's authors. I would appreciate the opportunity to discuss this issue with the lead reviewer of the learning disabilities section. Please contact me at 651-286-8721.

Sincerely,

Tom Ihnot
CEO

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax

From: Karla Ramy <kramy@readnaturally.com> on behalf of info@readnaturally.com
Sent: Wednesday, July 28, 2010 2:47 PM
To: What Works
Subject: Robert G St. Pierre
Attachments: Flaws in the Hancock Study Reviewed.doc; Flaws in the Kemp Study Reviewed by WWC.DOCX; Flaws in the Denton Study Reviewed by What Works Clearinghouse.docx

Robert

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I strongly urge you not to post the Chenault study as a review of Read Naturally. Virginia Berninger and Belle Chenault both stated that their study was designed to evaluate Pay Attention and Writing.

I will send a more detailed analysis of WWC's use of Chenault as an evaluation of Read Naturally after I have had a chance to talk to the study's authors. I would appreciate the opportunity to discuss this issue with you. Please contact me at 651-286-8721.

Sincerely,

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From: Karla Ramy <kramy@readnaturally.com> on behalf of info@readnaturally.com
Sent: Tuesday, August 03, 2010 2:04 PM
To: What Works
Subject: Robert G St Pierre

Robert,

Now that I have talked to the authors of the Chenault study I will be able to prepare a more detailed analysis on why WWC should not post a review of Read Naturally based on the Chenault study.

Before the full analysis is complete, I've attached emails from the Chenault study authors clearly stating that the Chenault study should not be used as a review of Read Naturally.

Please begin an evaluation on the merits of removing the Chenault study. I will get you a full analysis by next week.

Thank you,

Thomas M Ihnot
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Hi Tom,

After our conversation today, I did find lots of information I had saved about my dissertation process, but unfortunately I did not find specifics to answer your questions as to how many "read-alongs" students in the Read Naturally group did. As I said on the phone, I believe we used their initial reading pre-test results to inform placement in a Read Naturally level and I think we followed your recommended methods as to when they advanced through the books.

I did find a schedule and checked my calendar also to verify that each student had ten 25-minute training sessions with Read Naturally, two per week for 5 weeks. They then had the 55-minute writing instruction sessions as a large group with small group coaching, again two sessions per week for 5 weeks.

In the first phase of treatment, there were two students in each Read Naturally group, and groups varied as to whether both were on the same story and read together on initial "read alongs" or not. In my group, as I may have said, one of the students was quite low and so I did

choral readings with each student alone instead of as a group of three (two students and the instructor). I think that in the other groups, the students were close enough in skill to do "read-alongs" together, but I do not have specific data about this.

As we said on the phone today, I heartily agree with Dr. Berninger's statements that the purpose of our study was not to evaluate the effectiveness of Read Naturally, and with the statements on p. 53 and 54 of my dissertation to that effect: "The Read Naturally program is a widely recognized and widely used curriculum that has been appropriately validated in other studies. This study was not intended as an examination of the Read Naturally program." Using our study to evaluate Read Naturally or its effects is a misapplication of our data, in my opinion.

I enjoyed using the Read Naturally program in my dissertation research. The 4th through 6th graders in the study responded well to the interesting content of the stories. Since getting my PhD, I have often recommended Read Naturally to clients who are looking for reliable and engaging materials to build reading fluency. Thank you for making such a helpful program available!

I hope this information is useful to you and the Read Naturally program.

Best wishes, and thank you for contacting me about these matters.
Belle Chenault, PhD

Tom, I agree that you cannot use a contact control (which we knew would be good for the children and not a waste of their time but was not predicted to change the aspect of writing we were training) to draw conclusions about the effectiveness of the contact control. In fact there is an emerging literature on the fact that while reading and writing have some relationships there are aspects of writing not related to reading at all, which is why I think Joe Jenkins proposed using reading fluency training as a contact control.

I agree with Belle about how helpful Read Naturally is and we have used it for the purpose for which it was intended in other treatment studies.

In fact, I have donated my remaining copies to the Seattle Public Schools and they were thrilled to use the materials --since they were sitting lonely on our shelves because we do not currently have funding to do research.

Last week on the way home from the four week post op visit I stopped by the university and found a copy of Belle's published paper based on the dissertation research and asked the secretary to copy it and send it to you.

Please let me know when it arrives.

Also we are both ready to support you in the effort to help others see that they should not misinterpret the published research findings. That study was not about the merits of Read Naturally.

Ginger

From: Karla Ramy <kramy@readnaturally.com> on behalf of
info@readnaturally.com
Sent: Tuesday, August 03, 2010 2:03 PM
To: What Works
Subject: Mark Dynarski

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From: Karla Ramy <kramy@readnaturally.com> on behalf of info@readnaturally.com
Sent: Wednesday, August 11, 2010 12:25 PM
To: What Works
Subject: Robert G. St. Pierre

Robert G. St. Pierre,

I would appreciate it if you would read and respond to the following analysis on WWC using the Chenault study as an evaluation of Read Naturally.

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In addition, Belle Chenault stated in a recent email:

“The Read Naturally program is a widely recognized and widely used curriculum that has been appropriately validated in other studies. This study was not intended as an examination of the Read Naturally program. Using our study to evaluate Read Naturally or its effects is a misapplication of our data.”

Belle Chenault’s advisor, Dr. Virginia Berninger, also stated that What Works Clearinghouse (WWC) using the Chenault study as an evaluation of Read Naturally was a misinterpretation of the Chenault study’s published research findings. Dr. Berninger stated:

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According to Dr. Berninger, “In no way can this kind of experimental design, which is well established in educational science, be considered a randomized controlled evaluation of the contact control for its treatment effectiveness.”

The Chenault study used Read Naturally as a contact control. Consequently, this study cannot be used to draw any conclusions about Read Naturally

Also, there were significant implementation discrepancies between Read Naturally’s recommended process and the way the Chenault study used Read Naturally. The Chenault study did not follow Read Naturally’s process in the following ways:

1. Minimal Time Spent Reading. Read Naturally recommends that the minimum standard for students to engage in the Read Naturally strategy is at least three times a

- week. In the Chenault study, students met two times a week for 25 minutes a session, for just five weeks.
2. Length of Study Too Short. When introducing students to the Read Naturally strategy, Read Naturally expects students to need six to ten sessions to learn the steps of the strategy in order to make progress. In the Chenault study, students only met for ten, 25-minute sessions total (only two weeks if the students had met each day of the week). This was enough time to learn the steps but not nearly enough time to demonstrate progress.
 3. Placement Process Not Followed. Read Naturally recommends a specific placement procedure based on words correct per minute (WCPM) on one minute timed readings of passages from the Read Naturally placement packet. In the Chenault study, students were placed based on the pretest assessment measures. These measures would have been a good starting point for using the Read Naturally placement process but would not have been sufficient. Using the passages in the placement packet allows teachers to find a precise level at which to start the student, so the student will be challenged but not frustrated. Typically, when starting at the initial placement level, the student should need three read alongs and three to six one-minute practice reads before they could meet the four criteria to pass the story.
 4. Study Fails to Individualize. Read Naturally recommends that students work individually in the strategy to maximize their progress in reading and to develop independent skills. In the Chenault study, most of the students did a choral reading with another student and a teacher for the read along portion of the strategy. Typically, this method would hold back the progress of at least one of the students. Also, most students benefit from the gradually increasing speeds on Read Naturally's audio recordings, which were not used in the study.
 5. Comprehension Pass Criteria Skipped. Answering all the comprehension questions correctly is one of four criteria to pass in the Read Naturally strategy. If a student misses a question, the student has to go back and find the answer in the text. In the Chenault study, only three of the passing criteria were required (meet goal rate, make three or fewer errors, and read with good expression).

What Works Clearinghouse (WWC) should follow the recommendation of the Chenault study authors and remove the study as an evaluation of Read Naturally from the WWC website. Please contact me to discuss this issue. (651-286-8721)

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Sent: Wednesday, August 11, 2010 12:26 PM
To: What Works
Subject: Mark Dynarski

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From: What Works <whatworks@mathematica-mpr.com>
Sent: Tuesday, March 05, 2013 3:56 PM
To: WhatWorks
Cc: Sakari Morvey
Subject: FW: Read Naturally - Tom Ihnot (WWCPC 3661)
Attachments: 2ndConstantine.march.2013.pdf; Addendum 1.pdf; Addendum 2.pdf

Hello Kate and Sakari,

We received another email from Tom Ihnot. I have added it to Issue 3661. Sakari, I was unsure if it should be added to a topic area library as well, since it's addressed to the help desk. Let me know if you would like me to handle the issue differently.

Thanks,

Ariel Duran
(202) 250-3506

From: info@readnaturally.com [mailto:Info@readnaturally.com]
Sent: Tuesday, March 05, 2013 3:33 PM
To: What Works
Subject: Read Naturally - Tom Ihnot

Jill,

Please review the three attachments that are a response to your February 26, 2013 letter.

Thank you,
Tom Ihnot
CEO

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From: Anne Hauth [<mailto:armstraa@gmail.com>]
Sent: Tuesday, March 05, 2013 1:44 PM
To: info@readnaturally.com
Subject: for Tom

Hi Tom,

I updated the letter to Jill to include the footnote about the google search result, and I updated addendum 1 to include the screen shot of the Hancock email. I'm attaching final versions of all three pieces: letter to Jill, addendum 1, and addendum 2. I'm emailing you the word documents as well as PDFs. You can send Jill either the word docs or the PDFs depending on what you'd prefer. Sometimes PDFs are easier since not everyone has the same version of Word.

Let me know if you need anything else or have questions.

Thanks!
Anne

From: info@readnaturally.com
Sent: Wednesday, March 20, 2013 4:05 PM
To: What Works
Subject: Read Naturally - Tom Ihnot
Attachments: 2ndConstantine.march.2013.pdf; Addendum 1.pdf; Addendum 2.pdf

Dear Jill Constantine,

Thank you for the courtesy copy of the Adolescent Literacy review of the Heistad study.

Will this result in a change to the following general description that appears when you google Read Naturally?

Read Naturally®: What Works Clearinghouse

ies.ed.gov/ncee/wWc/interventionreport.aspx?sid=407

Read Naturally was found to have no discernible effects on fluency and reading comprehension.

Will it change to:

“Read Naturally was found to have potentially positive effects on general literacy achievement.”

When will the reevaluation of Beginning Reading be completed? Will the Christ study replace Hancock for Beginning Reading? Will the Case 7 Study of First Graders in Forsyth County be evaluated separately? Will Denton, Kemp and Chenault be removed?

Also, I am looking forward to your comments to my recent correspondence (March 5, 2013 – See 3 attachments).

Sincerely,

Tom Ihnot
CEO

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax



From: info@readnaturally.com
Sent: Monday, April 08, 2013 4:27 PM
To: What Works
Subject: Tom Ihnot - Read Naturally
Attachments: 2ndConstantine.march.2013.pdf; Addendum 1.pdf; Addendum 2.pdf

Dear Jill Constantine,

I would appreciate your help.

As you know when an educator googles "Read Naturally", the second search result is
What Works Clearinghouse's (WWC) statement: "Read Naturally was found to have no discernible effects on fluency and reading comprehension".

This is a false statement that continues to cause Read Naturally serious harm. I urge you to make the change as soon as possible.

The change should be made as a result of WWC's posting of the Heistad study in which
WWC states that "Read Naturally was found to have potentially positive effects". Also,
the WWC improvement index for the Hancock study show an average of +8 percentile points for fluency.

Please change WWC's statement "no discernible effect" to "Read Naturally showed a statistically significant positive effect".

In addition, when is the reevaluation of the Beginning Reading section due to be completed? You should note that Heistad did a separate analysis of the third grade student for his study (Case 9 Third Grade Students - <http://www.readnaturally.com/approach/case9.htm>)

For more background on these issues, see attachment of my March 5, 2013 email to you.

Sincerely,

Tom Ihnot
CEO

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800-788-4085
651-452-9204 - fax

From: info@readnaturally.com
Sent: Friday, April 19, 2013 10:52 AM
To: What Works
Subject: Tom Ihnot
Attachments: NCII.RN.googlesearch.doc

Dear Jill Constantine,

As you know, WWC's statement, "Read Naturally was found to have no discernible effect on fluency and reading comprehension," has greatly damaged Read Naturally, Inc. Not only is the presence of this statement on the WWC website harmful, but the statement is appearing in other places as well.

The National Center on Intensive Intervention (NCII) report about Read Naturally programs contains WWC's statement. WWC's statement also appears as a blurb in a Google search using the search terms NCII and Read Naturally. A basic Google search of Read Naturally also yields WWC's statement as one of the first results. (See attachment)

It is critical that WWC change its statement about Read Naturally, Inc. The statement misinforms educators, damages Read Naturally, Inc., and undermines the NCII. The NCII has posted three reviews of studies of the Read Naturally strategy in which the study authors intended to evaluate the Read Naturally strategy and implemented the strategy correctly. In each study, the NCII reports the "significant positive effects" of the Read Naturally strategy. [Click here for more information.](#)

I also urge you to consider that WWC has posted a review of the [Heistad study](#), which shows that the Read Naturally strategy has "statistically significant positive effects."

For six years, Read Naturally, Inc. has suffered from WWC's damaging statement. It is wrong for the company to continue to be harmed by it, and it is a disservice to the educators we both aim to serve.

Please correct this serious problem as soon as possible. I look forward to a quick positive resolution. Please contact me with the timeline to change or remove WWC's conclusion about Read Naturally.

Sincerely,

Tom Ihnot
CEO

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From: info@readnaturally.com
Sent: Thursday, May 02, 2013 3:11 PM
To: What Works
Subject: Read Naturally

Dear Jill Constantine,

Thank you for your continued consideration of WWC's reviews of the Read Naturally strategy. The new reviews of the Read Naturally strategy by WWC and the NCII over the past six months have provided educators with important information about our solutions for struggling readers.

Unfortunately, a google search of "NCII – Read Naturally" still produces WWC's statement, "Read Naturally was found to have no discernible effects on reading fluency and comprehension" instead of the positive effects NCII noted in its review of the Heistad, Christ and Tucker studies. Furthermore, if an educator simply googles "Read Naturally," WWC's negative statement continues to be the second search result in spite of WWC's recent positive review based on the Heistad study.

I've explained in great detail in prior emails why WWC's negative statement about Read Naturally, Inc. is misleading. In addition, please consider that a significant percentage of the participants receiving the Read Naturally strategy in the [Heistad study](#) were third graders and would thus fit in the Beginning Reading section of WWC reviews. The positive effects noted for this population provide another reason why WWC's negative statement about Read Naturally, Inc. in its Beginning Reading section is misleading.

In light of the positive NCII review and WWC's positive review of the Heistad study, it is time to fix WWC's negative statement about Read Naturally, Inc. The high visibility of this statement in web searches misinforms educators and wrongly damages Read Naturally, Inc. I would be happy to consider your point of view and together create a statement that upholds our mutual commitment to providing educators with the accurate information they need to do their jobs effectively. Please respond and let me know how we can proceed.

Sincerely,

Tom Ihnot

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From: info@readnaturally.com
Sent: Wednesday, May 15, 2013 2:07 PM
To: What Works
Subject: Jill Constantine

Dear Jill Constantine,

Thank you for your response. I look forward to more accurate reports on Read Naturally, Inc. products when you update your Beginning Reading and Adolescent Literature sections.

In the meantime, it is very important to correct the statement, "Read Naturally was found to have no discernible effects on fluency and reading comprehension." I understand that WWC has no influence over Google search formulas. However, WWC does control the wording of this statement.

This statement is obsolete for the following reasons:

1. WWC recently posted a review of the Heistad Four School Study where WWC states that a Read Naturally, Inc. product showed a "statistically significant positive effect." This review is overridden by the "no discernible effect" statement.
2. NCII is also under the United States Department of Education, and its reviews clearly state that the Read Naturally © strategy has positive effects. The WWC statement needs to be updated to reflect the evolving process of reviews.
3. In the original WWC Beginning Reading review, the Mesa study was inexplicably grouped with the Hancock study. The Mesa study should stand on its own. It clearly demonstrates the Read Naturally © strategy's significant positive effects in fluency and comprehension.
4. As you stated in your email, it is important to distinguish between Read Naturally, Inc. and the products used in the studies. Simply saying "Read Naturally was found..." has no benefit to educators as they are looking for specific products, and our company offers dozens of solutions targeting different populations.
5. In both the Hancock and Kemp studies, the control and treatment groups had similar fluency gains and in both studies those fluency gains were greater than average growth based on oral reading fluency norms. It is therefore inaccurate to state that the students who used Read Naturally passages had no discernible effects on fluency.
6. When the updated Beginning Reading intervention report is updated, the Christ Study,

Heistad Study (3rd grade), Mesa Study and any other control group case studies you choose to use will clearly demonstrate that the Read Naturally © strategy has discernible effects on fluency, rate, accuracy and comprehension. The current statement provides educators with an inconsistent message from WWC.

7. Educators typically do not have the time to analyze all the details in the intervention report on implementation. They see the headline. Now that WWC and NCII have posted new reviews on Read Naturally, Inc. products, it is important for educators to have the most up-to-date headline information.

Please change WWC's statement about Read Naturally, Inc. and our products as soon as possible. For the reasons stated above, not changing the statement in favor of waiting for the updated reviews will continue to propagate misleading information and damage Read Naturally, Inc. for an unnecessary period of time.

Concerning the Hancock, Denton, Kemp and Chenault studies, I must reiterate that there must have been something wrong with the protocol. In each of the studies, the authors have been very clear:

Hancock:

"While I used Read Naturally materials, I did NOT fully implement the Read Naturally strategy and my study was NOT intended to evaluate the Read Naturally strategy." -Carrie Hancock, Study Author

Denton:

"The measures used to evaluate the effectiveness of the instruction did not include measures of fluency. Since Read Naturally is an intervention targeted at fluency, the measures used did not match the specific purpose and intent of the Read Naturally instruction given to the students in that group. The Denton study is misrepresented and erroneously mislabeled as an evaluation study." - Jan Hasbrouck, Study Co-Author

Kemp:

"My study was a study of sustained silent reading and the purpose was not to evaluate Read Naturally." - Susan Kemp, Study Author

"Another limitation [of the study] is that Read Naturally was not just used with at-risk readers. The Read Naturally program was developed to help students who are at-risk. Typically this would represent students who are scoring well below the 25th percentile. Students participating in this study did not fit the description of at-risk. Many scored well above the 25th percentile." - Susan Kemp, page 74 of dissertation

Chenault:
"This study was not intended as an examination of the Read Naturally program. The lack of demonstrable standard score gains on the GORT Rate subtest for the Read Naturally group following this short term of training should not be construed as indicating that this instructional program is not effective in improving reading fluency. These children were not selected for their reading fluency problems - they were selected for their persisting writing problems." - Belle Chenault, Study Author, dissertation

"The Read Naturally program is a widely recognized and widely used curriculum that has been appropriately validated in other studies. This study was not intended as an examination of the Read Naturally program. Using our study to evaluate Read Naturally or its effects is a misapplication of our data." - Belle Chenault

"You cannot use a contact control (which we knew would be good for the children and not a waste of their time but was not predicted to change the aspect of writing we were training) to draw conclusions about the effectiveness of the contact control. In fact there is an emerging literature on the fact that, while reading and writing have some relationships, there are aspects of writing not related to reading at all, which is why I think Joe Jenkins proposed using reading fluency training [Read Naturally, Inc. product] as a contact control."
- Dr. Virginia Berninger, Belle Chenault's advisor

"In no way can this kind of experimental design, which is well established in educational science, be considered a randomized controlled evaluation of the contact control for its treatment effectiveness." - Dr. Virginia Berninger

Thank you for inviting me to learn more about WWC's review processes. Please add info@readnaturally.com to your email list for training announcements.

I am pleased with the opportunity to communicate and clarify the issues concerning Read Naturally, Inc. and WWC's statement about our company and products. Changing the current WWC statement immediately is critically important for educators and Read Naturally, Inc. I appreciate your willingness to work with me on this issue and look forward to a resolution that upholds the mission of WWC, fairly represents Read Naturally, Inc., and provides educators with the accurate information they deserve.

Sincerely,

Tom Ihnot
CEO

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From: info@readnaturally.com
Sent: Monday, June 03, 2013 9:41 AM
To: What Works
Subject: Read Naturally - Tom Ihnot
Attachments: QRT2010013 February 26 2013.pdf; QRT2010013 May 12 2013.pdf; Addendum 1.docx

Dear Jill Constantine,

Thank you for the update. I appreciate that the WWC Quality Review Team has researched the issues related to WWC's reviews of Read Naturally, Inc. and Read Naturally® programs. I am grateful that you will be replacing the statement, "Read Naturally was found to have no discernible effects on reading fluency and comprehension." Read Naturally, Inc. has endured this inaccurate and damaging statement since 2006. I am excited that WWC will soon provide educators with an accurate description of Read Naturally® programs based on the Mesa, Christ, Heistad, Tucker and other studies.

Thank you for addressing many of my concerns in your emails. Your email from May 12, 2013 email does not address many of the issues I raised in Addendum 1 (attached) of my email to you on March 5. I still agree with Hancock, Hasbrouck (Denton Study), Kemp and Chenault that their studies should not be used as reviews of Read Naturally® programs as the studies were not primary analyses of the effect of an intervention. Addendum 1 spells out additional implementation variations. I have attached Addendum 1 to this email and hope you will review it.

However, the vast majority of educators will make judgments based on WWC's headline description. Thus, I am extremely happy that WWC will soon replace its inaccurate statement about Read Naturally, Inc. and Read Naturally® programs. I look forward to the revised report and updated statement.

Sincerely,

Tom Ihnot
CEO
Read Naturally, Inc.

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From: WhatWorks [mailto:What.Works@icfi.com]
Sent: Thursday, May 30, 2013 2:42 PM
To: info@readnaturally.com
Cc: NSeftor@mathematica-mpr.com
Subject: What Works Clearinghouse (QR2010013)

Dear Mr. Ihnot,

The WWC is working on the update to the Beginning Reading Intervention Report on Read Naturally®, including revisiting the program description and program details to clarify the differences between Read Naturally, Inc., the Read Naturally strategy, and the four Read Naturally® products (ME, SE, Encore and Live). You will receive an embargoed copy of the report 24 hours before publication. Once released, the old report will be replaced on the web and the searches will report the findings in the updated report.

Thank you for continuing to bring to our attention your concerns about the studies reviewed by the WWC for the Read Naturally® intervention reports. We have previously responded to your concerns about the NCII reviews and the various studies (Mesa, Hancock, Kemp, Christ, Heistad, Denton, Kemp and Chenault). Please see our correspondence to you in February 2013 and May 2013, attached. If you have any different concerns, please let us know.

What Works Clearinghouse

From: Karla Ramy <kramy@readnaturally.com>
Sent: Monday, June 24, 2013 11:24 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Jill Constantine,

Thank you for your email of June 17, 2013. What Works Clearinghouse (WWC) has clearly stated it does not consider implementation, which I think is a serious mistake. However, I do not think you have responded to my concerns about WWC's premise for selecting studies to review.

You have stated that WWC screens studies based on "whether the study represents a primary analysis of the effect of an intervention." It is clear Hancock, Denton, Kemp and Chenault did not do a primary analysis of the effect of a Read Naturally[®] intervention. In each case, the study authors said they happened to use passages published by Read Naturally, Inc. These passages are just one component of a Read Naturally[®] intervention and do not produce an effect when used in the absence of the Read Naturally[®] strategy.

Hancock's primary analysis was evaluating the trajectory of second grade fluency development, not the Read Naturally[®] strategy. Denton's choice of assessment shows her primary analysis was Read Well, not the Read Naturally[®] strategy. Kemp's selection of students above the 50th percentile in reading shows her primary analysis was Sustained Silent Reading, not the Read Naturally[®] strategy. Chenault's focus on writing shows her primary analysis was Pay Attention, not the Read Naturally[®] strategy. [The authors of these studies have each stated clearly](#) that their studies were not a primary analysis of the effect of a Read Naturally[®] intervention. Consequently, these studies must be dropped from WWC's review.

WWC lists deviations in the review summary that it discerns from the author's printed study. Not comparing what an author does to what is prescribed by a program causes WWC reviews to be inaccurate. It causes WWC to violate its own policy and review studies that are not a primary analysis of the effect of an intervention, such as the Hancock, Denton, Kemp, and Chenault studies.

Furthermore, it makes little difference if WWC lists implementation deviations since most educators will judge a program based on the highly visible summary statement. In Read Naturally, Inc.'s case, this summary statement, "Read Naturally was found to have no discernible effects on fluency and reading comprehension," unfairly convinces educators that our programs have no effect. This statement is based on studies that should not be included in WWC's review. In addition, it is inaccurate for the following reasons:

1. WWC recently posted a review of the Heistad Four School Study where WWC states that a Read Naturally, Inc. product showed a "statistically significant positive effect." The "no discernible effect" statement contradicts this review.
2. NCII is also under the United States Department of Education, and its reviews clearly state that the Read Naturally[®] strategy has positive effects. The WWC statement needs to be updated to reflect the evolving process of reviews.
3. In the original WWC Beginning Reading review, the [Mesa study](#) was inexplicably grouped with the Hancock study. The Mesa study should stand on its own. It clearly demonstrates the Read Naturally[®] strategy's significant positive effects in fluency and comprehension.
4. As you stated in your email, it is important to distinguish between Read Naturally, Inc. and the products used in the studies. Simply saying "Read Naturally was found..." has no benefit to educators as they are looking for specific products, and our company offers dozens of solutions targeting different populations.

5. In both the Hancock and Kemp studies, the treatment group had fluency gains greater than average growth based on oral reading fluency norms. It is therefore inaccurate to state that the Read Naturally, Inc. program used had no discernible effect. However, these studies should not be used at all because they were not primary analyses of the effect of a Read Naturally[®] intervention.
6. When the Beginning Reading intervention report is updated, the [Christ Study](#), [Heistad Study \(3rd grade\)](#), [Mesa Study](#) and any other control group case studies you choose to use will clearly demonstrate that the Read Naturally[®] strategy has discernible effects on fluency, rate, accuracy and comprehension. The current statement provides educators with an inconsistent message from WWC.
7. Educators typically do not have the time to analyze all the details in the intervention report on implementation. They see the headline. Now that WWC and NCII have posted new reviews on Read Naturally, Inc. products, it is important for educators to have the most up-to-date headline information.

WWC's written response system has been very frustrating. I appreciate that recently there has been an increased attempt to understand issues I have raised, but this correspondence has still been inadequate to fully discuss and resolve the problems associated with the current WWC reviews of Read Naturally[®] programs. Do I have another level of appeal?

I look forward to your response.

Sincerely,

Tom Ihnot
CEO

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From: info@readnaturally.com
Sent: Wednesday, July 17, 2013 3:16 PM
To: What Works
Subject: Tom Ihnot - Read Naturally

Jill Constantine,

The purpose of this letter is to request a minor change to the Effectiveness Summary paragraph for Read Naturally® programs in the new report summary for the Beginning Reading Evidence Review. Specifically, I am requesting that WWC change the order in which the findings are listed.

I would appreciate if you change the Read Naturally® Effectiveness Summary paragraph to say:

Read Naturally® programs were found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabetics and comprehension for beginning readers.

The content of the above paragraph is the same as the paragraph currently displayed on the WWC website; it just changes the order of the findings. The reasons for this change are as follows:

- Although Read Naturally, Inc. publishes a Phonics Series that specifically addresses the skills described in Alphabetics, the studies reviewed by What Works Clearinghouse used Read Naturally®'s Sequenced Series, which emphasizes general reading achievement and fluency. The Read Naturally® Sequenced Series does not explicitly address alphabetics, and comprehension assessments are not sensitive enough to pick up comprehension gains in short studies. Consequently, it is not a useful summary of the Read Naturally® Sequenced Series to start by listing alphabetics and comprehension. The new report summary will be more helpful to educators if the paragraph lists positive effects (general reading achievement), mixed effects (reading fluency), and then no discernible effects (alphabetics and comprehension) to reflect the areas of reading the Read Naturally® Sequenced Series targets.
- Listing general reading achievement first, followed by reading fluency, followed by alphabetics and comprehension matches the order of the items in the Intervention Effectiveness Rating Chart that displays on the results page.
- Changing the order to list the positive findings first will allow Google and Bing search engine

users to immediately see Read Naturally®'s positive effects as they look for information about our programs. Since 2007, when searching for Read Naturally® using Google and Bing search engines, educators have first seen "Read Naturally was found to have no discernible effects...", which has been highly damaging to our company.

- WWC has reported statistically significant positive effects in fluency, accuracy, and general reading achievement for Read Naturally® programs per the Christ study and Heistad studies.

Reporting the positive effects first in the Beginning Reading section would be consistent with these findings, providing educators with a consistent message.

We know that What Works Clearinghouse is an important resource for educators, so we are eager for the content to provide helpful, positive information to educators seeking information about Read Naturally® programs.

I hope this change can be made as soon as possible.

Thank you,

Tom Ihnot

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From: Karla Ramy <kramy@readnaturally.com>
Sent: Wednesday, August 07, 2013 4:19 PM
To: What Works
Subject: Tom Ihnot

Jill Constantine,

I would like to clarify my question concerning the fluency results in the Heistad study that I emailed on 8/5/13. To be more precise, did What Works Clearinghouse (WWC) exclude the Heistad fluency results because he stated in his analysis that he used Read Naturally's Reading Fluency Monitor passages to asses for fluency gains?

Thank you,
Tom Ihnot

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From: Karla Ramy <kramy@readnaturally.com>
Sent: Monday, August 26, 2013 11:36 AM
To: What Works
Subject: Read Naturally - Tom Ihnot
Attachments: Christ Silbergliitt Yeo Cormier (2010).pdf; Heistad.docx

Jill Constantine,

I am requesting that What Works Clearinghouse (WWC) change its Beginning Reading effectiveness rating on reading fluency for Read Naturally, Inc. from mixed effects to positive effects for several reasons. Please consider and respond to the following information.

First, in a recent WWC review of a study by Dr. David Heistad, statistically significant gains in oral reading fluency for third grade students across multiple schools were not considered in the evaluation of the effects of a Read Naturally intervention on fluency. After reviewing the most recent WWC Procedures and Standards Handbook (February, 2013), the reason for exclusion may be due to a simple misunderstanding.

Page 15 of the WWC Procedures and Standards Handbook (Outcome Eligibility and Reporting section) states the following:

“....outcome measures is that they not be over aligned with the intervention. When outcome measures are closely aligned with or tailored to the intervention, the study findings may not be an accurate indication of the effect of the intervention. For example, an outcome measure based on an assessment that relied on materials used in the intervention condition but not in the comparison condition....”

The measure of oral reading fluency in Dr. Heistad's study was *The Reading Fluency Monitor*. It should be noted that *The Reading Fluency Monitor* is not a component of the Read Naturally Intervention. The *Reading Fluency Monitor* was developed by RMC Research Corporation, located in Portsmouth, New Hampshire. Dr. Heistad's implication that *The Reading Fluency Monitor* was developed by Read Naturally, Inc. was a miscommunication in the Test Instruments section of his study. Heistad's verification of this misunderstanding is attached.

Second, the Arvans study summary analysis underestimated the effect of the Read Naturally group on oral reading fluency. The Read Naturally group had a large effect size of .81 for fluency. The control EAU group had a moderate effect size of .57 for fluency. Both groups had excellent fluency gains. It should be noted that the use of the Read Naturally Intervention was extensive at the school before the study was conducted. The teachers were well versed in the Read Naturally strategy. Students used Read Naturally in the first and second grade in the two years prior to the study. Also, some students in the EAU group used Read Naturally during the study. That is, it seems as though the EAU group may not have been demonstrative of a true control group. The difference between the Read Naturally group's .81 effect size and EAU's .57 effect size was .24 after eight weeks. An effect size difference of .24 is significant when extrapolated over a school year.

Ethan R. Van Norman, M.A., performed a similar analysis to what appeared in the Christ and Davie study (2008). In that study, the authors first calculated a slope estimate from three time points for each student in the EAU and the experimental group. The slope estimate represented the number of words read correct per minute (WCPM) improvement per week. The mean and standard deviation of slopes were then calculated for each group. The percent of improvement of the experimental group in relation to the EAU group was calculated. After this, the authors used the percent of improvement and applied it

to an aggressive rate of growth (1.50 WCPM improvement per week). That value was then multiplied by 36, and 1.50 was multiplied by 36. The difference between those values was then interpreted as a hypothetical effect if the Read Naturally Intervention was delivered across an entire school year.

A similar analysis was conducted on the Arvans dataset. Slope estimates were calculated for each student from two observations eight weeks apart. The mean slope value for the experimental group was 2.92 WCPM improvement per week (SD = 1.54) compared to the EAU group, which had a mean slope estimate of 2.24 (SD = 2.36). The .68 difference in mean slope for the Read Naturally Intervention group represents a 30% improvement over the EAU group. Assuming an aggressive rate of growth of 1.50 WCPM for typical students, a 30% increase would translate to a 1.95 rate of growth. Extended across 36 weeks, this represents a net increase of 70 WCPM compared to 54 WCPM with a typical rate of growth (1.50 WCPM improvement per week across 36 weeks).

Although not ideal, slope estimates from two time points have been used to summarize growth in previous CBM-R research studies (e.g., Christ, Silberglit, Yeo & Cormier, 2010). See the attached document for further details.

Another way to analyze the Arvans study is to use the Hasbrouck-Tindal Oral Reading Fluency Norms (<http://www.readnaturally.com/howto/orftable.htm>). The table suggests that third grade students at the 50th percentile have an average weekly improvement of 1.1 WCPM. The performance of the Read Naturally group in the Arvans study is also impressive when compared to the typical rate of fluency growth of third grade students.

Ethan R. Van Norman, M.A., did an analysis to extrapolate growth in the same manner using normative values. For third grade students, weekly growth estimates for students in the 50th percentile typically approximate 1.10 WCPM per week. Assuming the Read Naturally group's 30% improvement over the EAU group and the intervention is delivered for 36 weeks, a student in the 50th percentile, on average would be improving at a rate of 1.43 WCPM per week. After 36 weeks this would translate to an improvement of 51 WCPM compared to 40 WCPM if the student did not receive the intervention. This is a substantial difference.

Considering all of this information, Read Naturally programs should receive a positive effects rating for fluency. A timely reevaluation is critical so that WWC may change Read Naturally's effectiveness rating for fluency from mixed effects to positive effects. Please respond to the points I've raised in this email and let me know if you need further information.

Sincerely,

Tom Ihnot
CEO

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From: WhatWorks

Sent: Tuesday, July 27, 2010 11:33 AM

To: 'info@readnaturally.com'

Subject: re: Mark Dynarski - Director, What Works Clearinghouse (WWC 2304)

Dear Mr. Ihnot,

Thank you for contacting the What Works Clearinghouse (WWC). The WWC Quality Review Team is reviewing your email 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/>.

From: Karla Ramy [mailto:kramy@readnaturally.com] **On Behalf Of** info@readnaturally.com

Sent: Monday, July 26, 2010 4:20 PM

To: What Works

Subject: Mark Dynarski - Director, What Works Clearinghouse

Mark Dynarski
Director, What Works Clearinghouse,

When determining whether or not to use a particular study as a review of a reading program, WWC needs to include criteria such as the purpose of the study and the nature of the study's implementation. Otherwise, WWC will continue to review programs based on studies that are not designed to examine the program and do not follow the program's procedures.

I have previously sent you analyses of the Hancock, Denton, and Kemp studies (see attached). These analyses clearly demonstrate that the authors of the studies did not intend to evaluate Read Naturally and did not follow the implementation procedures of the Read Naturally strategy. As a consequence, WWC has misinformed educators about Read Naturally.

The Chenault study is another gross injustice to Read Naturally and the educators who use WWC's website. Belle Montgomery Chenault clearly states on pages 53 and 54 of her dissertation that she did not intend to evaluate Read Naturally:

This study was not intended as an examination of the Read Naturally program. The lack of demonstrable standard score gains on the GORT Rate subtest for the Read Naturally group following this short term of training should not be construed as indicating that this instructional program is not effective in improving reading fluency. These children were not selected for their reading fluency problems – they were selected for their persisting writing problems.

In addition, I cannot believe WWC does not have a length-of-study criteria. In the Chenault study ten sessions of twenty-five minutes (two weeks) is completely inadequate to evaluate a program. Students take two weeks to learn the steps and behavior to be successful in the Read Naturally strategy.

I strongly urge you not to post the Chenault study as a review of Read Naturally. It was designed to evaluate Pay Attention and Writing Composition.

I will send a more detailed analysis of WWC's use of Chenault as an evaluation of Read Naturally after I have had a chance to talk to the study's authors. I would appreciate the opportunity to discuss this issue with the lead reviewer of the learning disabilities section. Please contact me at 651-286-8721.

Sincerely,

Tom Ihnot
CEO

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www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax

From: Susan Kemp <SusanKemp@iusd.org>
Sent: Tuesday, March 12, 2013 12:32 PM
To: What Works
Subject: RE: Read Naturally - Tom Ihnot

Dear Ms. Constantine

Please see the email below. I in no way wish to be involved in this situation. My study was looking at repeated reading vs sustained silent reading. I used Read Naturally as the tool to investigate the effects of repeated reading.

Thank you

Dr. Susan Kemp

From: info@readnaturally.com [mailto:Info@readnaturally.com]
Sent: Wednesday, March 06, 2013 8:32 AM
To: Susan Kemp
Subject: Read Naturally - Tom Ihnot

Dr Susan Kemp,

I am still communicating with Jill Constantine of What Works Clearinghouse (WWC) to persuade them to change their posted summary statement about Read Naturally. I am hopeful there will be a change in the statement because the Office of Representative John Kline, chairman of the U.S. House of Representatives Education Committee has taken an interest in WWC policies.

I have attached my most recent letter and two addendums to Jill Constantine to provide you the latest background information. I would appreciate it if you could email Jill Constantine (whatworks@mathematica-mpr.com) to let her know that your study should not be used as an evaluation of the Read Naturally strategy. The statement is inaccurate, misinforms educators and unfairly damages Read Naturally.

Thank you,

Tom Ihnot
CEO

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St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
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800-788-4085
651-452-9204 - fax



From: WhatWorks
Sent: Thursday, March 21, 2013 10:38 AM
To: 'Info@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot (WWCPC 2304)

Dear Mr. Ihnot,

Thank you for contacting the What Works Clearinghouse (WWC). We have received your email below. WWC staff members 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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Wednesday, March 20, 2013 4:05 PM
To: What Works
Subject: Read Naturally - Tom Ihnot

Dear Jill Constantine,

Thank you for the courtesy copy of the Adolescent Literacy review of the Heistad study.

Will this result in a change to the following general description that appears when you google Read Naturally?

Read Naturally®: What Works Clearinghouse

ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=407

Read Naturally was found to have no discernible effects on fluency and reading comprehension.

Will it change to:

“Read Naturally was found to have potentially positive effects on general literacy achievement.”

When will the reevaluation of Beginning Reading be completed? Will the Christ study replace Hancock for Beginning Reading? Will the Case 7 Study of First Graders in Forsyth County be evaluated separately? Will Denton, Kemp and Chenault be removed?

Also, I am looking forward to your comments to my recent correspondence (March 5, 2013 – See 3 attachments).

Sincerely,

Tom Ihnot
CEO

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St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax



From: WhatWorks
Sent: Wednesday, April 10, 2013 9:52 AM
To: 'Info@readnaturally.com'
Subject: RE: Tom Ihnot - Read Naturally (WWCPC 2304)

Dear Mr. Ihnot,

Thank you for contacting the What Works Clearinghouse (WWC). We have received your email below. WWC staff members 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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Monday, April 08, 2013 4:27 PM
To: What Works
Subject: Tom Ihnot - Read Naturally

Dear Jill Constantine,

I would appreciate your help.

As you know when an educator googles "Read Naturally", the second search result is What Works Clearinghouse's (WWC) statement: "Read Naturally was found to have no discernible effects on fluency and reading comprehension".

This is a false statement that continues to cause Read Naturally serious harm. I urge you to make the change as soon as possible.

The change should be made as a result of WWC's posting of the Heistad study in which WWC states that "Read Naturally was found to have potentially positive effects". Also, the WWC improvement index for the Hancock study show an average of +8 percentile points for fluency.

Please change WWC's statement "no discernible effect" to "Read Naturally showed a statistically significant positive effect".

In addition, when is the reevaluation of the Beginning Reading section due to be completed? You should note that Heistad did a separate analysis of the third grade student for his study (Case 9 Third Grade Students - <http://www.readnaturally.com/approach/case9.htm>)

For more background on these issues, see attachment of my March 5, 2013 email to you.

Sincerely,

Tom Ihnot
CEO

Read Naturally, Inc.
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St. Paul, MN 55121
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651-452-4085
800-788-4085
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From: WhatWorks
Sent: Friday, April 19, 2013 4:54 PM
To: 'Info@readnaturally.com'
Subject: RE: Tom Ihnot WWCP 2304

Dear Mr. Ihnot,

Thank you for your email. We are working on a response to your requests.

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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Friday, April 19, 2013 10:52 AM
To: What Works
Subject: Tom Ihnot

Dear Jill Constantine,

As you know, WWC's statement, "Read Naturally was found to have no discernible effect on fluency and reading comprehension," has greatly damaged Read Naturally, Inc. Not only is the presence of this statement on the WWC website harmful, but the statement is appearing in other places as well.

The National Center on Intensive Intervention (NCII) report about Read Naturally programs contains WWC's statement. WWC's statement also appears as a blurb in a Google search using the search terms NCII and Read Naturally. A basic Google search of Read Naturally also yields WWC's statement as one of the first results. (See attachment)

It is critical that WWC change its statement about Read Naturally, Inc. The statement misinforms educators, damages Read Naturally, Inc., and undermines the NCII. The NCII has posted three reviews of studies of the Read Naturally strategy in which the study authors intended to evaluate the Read Naturally strategy and implemented the strategy correctly. In each study, the NCII reports the "significant positive effects" of the Read Naturally strategy. [Click here for more information.](#)

I also urge you to consider that WWC has posted a review of the [Heistad study](#), which shows that the Read Naturally strategy has "statistically significant positive effects."

For six years, Read Naturally, Inc. has suffered from WWC's damaging statement. It is wrong for the company to continue to be harmed by it, and it is a disservice to the educators we both aim to serve.

Please correct this serious problem as soon as possible. I look forward to a quick positive resolution. Please contact me with the timeline to change or remove WWC's conclusion about Read Naturally.

Sincerely,

Tom Ihnot
CEO

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651-452-9204 - fax



From: WhatWorks
Sent: Wednesday, June 05, 2013 9:53 PM
To: 'Info@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot

Dear Mr. Ihnot,

Thank you for your email below. We will review your Addendum 1 attachment and respond accordingly.

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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Monday, June 03, 2013 9:41 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Dear Jill Constantine,

Thank you for the update. I appreciate that the WWC Quality Review Team has researched the issues related to WWC's reviews of Read Naturally, Inc. and Read Naturally® programs. I am grateful that you will be replacing the statement, "Read Naturally was found to have no discernible effects on reading fluency and comprehension." Read Naturally, Inc. has endured this inaccurate and damaging statement since 2006. I am excited that WWC will soon provide educators with an accurate description of Read Naturally® programs based on the Mesa, Christ, Heistad, Tucker and other studies.

Thank you for addressing many of my concerns in your emails. Your email from May 12, 2013 email does not address many of the issues I raised in Addendum 1 (attached) of my email to you on March 5. I still agree with [Hancock, Hasbrouck \(Denton Study\)](#), [Kemp and Chenault](#) that their studies should not be used as reviews of Read Naturally® programs as the studies were not primary analyses of the effect of an intervention. Addendum 1 spells out additional implementation variations. I have attached Addendum 1 to this email and hope you will review it.

However, the vast majority of educators will make judgments based on WWC's headline description. Thus, I am extremely happy that WWC will soon replace its inaccurate statement about Read Naturally, Inc. and Read Naturally® programs. I look forward to the revised report and updated statement.

Sincerely,

Tom Ihnot
CEO
Read Naturally, Inc.

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St. Paul, MN 55121
www.readnaturally.com

www.oneminutereader.com

651-452-4085

800-788-4085

651-452-9204 - fax



From: WhatWorks [<mailto:What.Works@icfi.com>]

Sent: Thursday, May 30, 2013 2:42 PM

To: info@readnaturally.com

Cc: NSeftor@mathematica-mpr.com

Subject: What Works Clearinghouse (QR2010013)

Dear Mr. Ihnot,

The WWC is working on the update to the Beginning Reading Intervention Report on Read Naturally®, including revisiting the program description and program details to clarify the differences between Read Naturally, Inc., the Read Naturally strategy, and the four Read Naturally® products (ME, SE, Encore and Live). You will receive an embargoed copy of the report 24 hours before publication. Once released, the old report will be replaced on the web and the searches will report the findings in the updated report.

Thank you for continuing to bring to our attention your concerns about the studies reviewed by the WWC for the Read Naturally® intervention reports. We have previously responded to your concerns about the NCII reviews and the various studies (Mesa, Hancock, Kemp, Christ, Heistad, Denton, Kemp and Chenault). Please see our correspondence to you in February 2013 and May 2013, attached. If you have any different concerns, please let us know.

What Works Clearinghouse

From: WhatWorks
Sent: Tuesday, June 25, 2013 11:28 AM
To: 'kramy@readnaturally.com'; 'Info@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot

Dear Mr. Ihnot,

Thank you for your email below. The quality review team is reviewing your most recent concerns and will respond.

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/>.

From: Karla Ramy [<mailto:kramy@readnaturally.com>]
Sent: Monday, June 24, 2013 11:24 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Jill Constantine,

Thank you for your email of June 17, 2013. What Works Clearinghouse (WWC) has clearly stated it does not consider implementation, which I think is a serious mistake. However, I do not think you have responded to my concerns about WWC's premise for selecting studies to review.

You have stated that WWC screens studies based on "whether the study represents a primary analysis of the effect of an intervention." It is clear Hancock, Denton, Kemp and Chenault did not do a primary analysis of the effect of a Read Naturally[®] intervention. In each case, the study authors said they happened to use passages published by Read Naturally, Inc. These passages are just one component of a Read Naturally[®] intervention and do not produce an effect when used in the absence of the Read Naturally[®] strategy.

Hancock's primary analysis was evaluating the trajectory of second grade fluency development, not the Read Naturally[®] strategy. Denton's choice of assessment shows her primary analysis was Read Well, not the Read Naturally[®] strategy. Kemp's selection of students above the 50th percentile in reading shows her primary analysis was Sustained Silent Reading, not the Read Naturally[®] strategy. Chenault's focus on writing shows her primary analysis was Pay Attention, not the Read Naturally[®] strategy. [The authors of these studies have each stated clearly](#) that their studies were not a primary analysis of the effect of a Read Naturally[®] intervention. Consequently, these studies must be dropped from WWC's review.

WWC lists deviations in the review summary that it discerns from the author's printed study. Not comparing what an author does to what is prescribed by a program causes WWC reviews to be inaccurate. It causes WWC to violate its own policy and review studies that are not a primary analysis of the effect of an intervention, such as the Hancock, Denton, Kemp, and Chenault studies.

Furthermore, it makes little difference if WWC lists implementation deviations since most educators will judge a program based on the highly visible summary statement. In Read Naturally, Inc.'s case, this summary statement, "Read Naturally was found to have no discernible effects on fluency and reading comprehension," unfairly convinces educators that our programs have no effect. This statement is based

on studies that should not be included in WWC's review. In addition, it is inaccurate for the following reasons:

1. WWC recently posted a review of the Heistad Four School Study where WWC states that a Read Naturally, Inc. product showed a "statistically significant positive effect." The "no discernible effect" statement contradicts this review.
2. NCII is also under the United States Department of Education, and its reviews clearly state that the Read Naturally[®] strategy has positive effects. The WWC statement needs to be updated to reflect the evolving process of reviews.
3. In the original WWC Beginning Reading review, the [Mesa study](#) was inexplicably grouped with the Hancock study. The Mesa study should stand on its own. It clearly demonstrates the Read Naturally[®] strategy's significant positive effects in fluency and comprehension.
4. As you stated in your email, it is important to distinguish between Read Naturally, Inc. and the products used in the studies. Simply saying "Read Naturally was found..." has no benefit to educators as they are looking for specific products, and our company offers dozens of solutions targeting different populations.
5. In both the Hancock and Kemp studies, the treatment group had fluency gains greater than average growth based on oral reading fluency norms. It is therefore inaccurate to state that the Read Naturally, Inc. program used had no discernible effect. However, these studies should not be used at all because they were not primary analyses of the effect of a Read Naturally[®] intervention.
6. When the Beginning Reading intervention report is updated, the [Christ Study](#), [Heistad Study \(3rd grade\)](#), [Mesa Study](#) and any other control group case studies you choose to use will clearly demonstrate that the Read Naturally[®] strategy has discernible effects on fluency, rate, accuracy and comprehension. The current statement provides educators with an inconsistent message from WWC.
7. Educators typically do not have the time to analyze all the details in the intervention report on implementation. They see the headline. Now that WWC and NCII have posted new reviews on Read Naturally, Inc. products, it is important for educators to have the most up-to-date headline information.

WWC's written response system has been very frustrating. I appreciate that recently there has been an increased attempt to understand issues I have raised, but this correspondence has still been inadequate to fully discuss and resolve the problems associated with the current WWC reviews of Read Naturally[®] programs. Do I have another level of appeal?

I look forward to your response.

Sincerely,

Tom Ihnot
CEO

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com

651-452-4085
800-788-4085
651-452-9204 - fax



From: info@readnaturally.com
Sent: Monday, July 08, 2013 1:16 PM
To: What Works
Subject: RE: WWC Beginning Reading Review of Read Naturally

Jill,

I would like the chance to respond to your posting of the new Beginning Reading reviews. A one day notice is not enough time to evaluate the latest posting.

I request that the posting be delayed one week.

Tom Ihnot

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651-452-9204 - fax



From: What Works [mailto:whatworks@mathematica-mpr.com]
Sent: Monday, July 08, 2013 9:01 AM
To: info@readnaturally.com
Subject: WWC Beginning Reading Review of Read Naturally

Dear Mr. Ihnot,

The attached letter is to notify you that the What Works Clearinghouse (WWC) has completed the review of the research on Read Naturally and determined that this intervention is eligible for an intervention report according to the Beginning Reading review protocol. We have also attached a courtesy copy of the report which will be posted on the WWC website on July 9, 2013. As a reminder, this report is covered by the embargo agreement signed by you on February 1, 2012, requiring you not to copy, distribute, or discuss the report with members of the public outside your organization, prior to release of the report by the Institute of Education Sciences.

Sincerely,
Jill Constantine
Director
What Works Clearinghouse at Mathematica Policy Research

From: WhatWorks
Sent: Tuesday, July 09, 2013 12:22 PM
To: 'Info@readnaturally.com'
Subject: RE: WWC Beginning Reading Review of Read Naturally

Dear Mr. Ihnot,

Thank you for your email to the What Works Clearinghouse (WWC) about the Beginning Reading review of Read Naturally. Our email of July 8, 2013 was an advance courtesy copy of the report. In keeping with WWC policy, we will release the report as scheduled. If you have specific comments or questions, please submit them in writing.

The quality review team is actively reviewing your previous correspondence and preparing a response to those concerns.

Thank you,

What Works Clearinghouse

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Monday, July 08, 2013 1:16 PM
To: What Works
Subject: RE: WWC Beginning Reading Review of Read Naturally

Jill,

I would like the chance to respond to your posting of the new Beginning Reading reviews. A one day notice is not enough time to evaluate the latest posting.

I request that the posting be delayed one week.

Tom Ihnot

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From: What Works [<mailto:whatworks@mathematica-mpr.com>]

Sent: Monday, July 08, 2013 9:01 AM

To: info@readnaturally.com

Subject: WWC Beginning Reading Review of Read Naturally

Dear Mr. Ihnot,

The attached letter is to notify you that the What Works Clearinghouse (WWC) has completed the review of the research on Read Naturally and determined that this intervention is eligible for an intervention report according to the Beginning Reading review protocol. We have also attached a courtesy copy of the report which will be posted on the WWC website on July 9, 2013. As a reminder, this report is covered by the embargo agreement signed by you on February 1, 2012, requiring you not to copy, distribute, or discuss the report with members of the public outside your organization, prior to release of the report by the Institute of Education Sciences.

Sincerely,

Jill Constantine

Director

What Works Clearinghouse at Mathematica Policy Research

From: WhatWorks
Sent: Thursday, July 18, 2013 6:28 PM
To: 'Info@readnaturally.com'
Subject: RE: Tom Ihnot - Read Naturally WWCP 2304

Dear Mr. Ihnot,

The quality review team is reviewing your concerns and will send a response to you shortly.

What Works Clearinghouse

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Wednesday, July 17, 2013 3:16 PM
To: What Works
Subject: Tom Ihnot - Read Naturally

Jill Constantine,

The purpose of this letter is to request a minor change to the Effectiveness Summary paragraph for Read Naturally® programs in the new report summary for the Beginning Reading Evidence Review. Specifically, I am requesting that WWC change the order in which the findings are listed.

I would appreciate if you change the Read Naturally® Effectiveness Summary paragraph to say:

Read Naturally® programs were found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabets and comprehension for beginning readers.

The content of the above paragraph is the same as the paragraph currently displayed on the WWC website; it just changes the order of the findings. The reasons for this change are as follows:

- Although Read Naturally, Inc. publishes a Phonics Series that specifically addresses the skills described in *Alphabets*, the studies reviewed by What Works Clearinghouse used Read Naturally®'s Sequenced Series, which emphasizes general reading achievement and fluency. The Read Naturally® Sequenced Series does not explicitly address alphabets, and comprehension assessments are not sensitive enough to pick up comprehension gains in short studies. Consequently, it is not a useful summary of the Read Naturally® Sequenced Series to start by listing alphabets and comprehension. The new report summary will be more helpful to educators if the paragraph lists *positive effects* (general reading achievement), *mixed effects* (reading fluency), and then *no discernible effects* (alphabets and comprehension) to reflect the areas of reading the Read Naturally® Sequenced Series targets.
- Listing general reading achievement first, followed by reading fluency, followed by alphabets and comprehension matches the order of the items in the Intervention Effectiveness Rating Chart that displays on the results page.
- Changing the order to list the positive findings first will allow Google and Bing search engine users to immediately see Read Naturally®'s positive effects as they look for information about our programs. Since 2007, when searching for Read Naturally® using Google and Bing search engines, educators have first seen "Read Naturally was found to have no discernible effects..." which has been highly damaging to our company.
- WWC has reported statistically significant positive effects in fluency, accuracy, and general reading achievement for Read Naturally® programs per the Christ study and Heistad studies. Reporting the positive effects first in the Beginning Reading section would be consistent with these findings, providing educators with a consistent message.

We know that What Works Clearinghouse is an important resource for educators, so we are eager for the content to provide helpful, positive information to educators seeking information about Read Naturally® programs.

I hope this change can be made as soon as possible.

Thank you,

Tom Ihnot

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From: Karla Ramy <kramy@readnaturally.com>
Sent: Monday, August 05, 2013 3:34 PM
To: What Works
Subject: Tom Ihnot - Read Naturally

Jill Constantine,

I am hopeful about a positive response to my 7/17/13 request (see below). What Works Clearinghouse (WWC) 7/18/13 response indicated that the quality review team would send their response shortly.

Also, I would like to know why the fluency results in the Heistad study were not used in the fluency evaluation.

Thank you,

Tom Ihnot

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From: info@readnaturally.com
Sent: Wednesday, July 17, 2013 2:16 PM
To: 'What Works'
Subject: Tom Ihnot - Read Naturally

Jill Constantine,

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We know that What Works Clearinghouse is an important resource for educators, so we are eager for the content to provide helpful, positive information to educators seeking information about Read Naturally® programs.

I hope this change can be made as soon as possible.

Thank you,

Tom Ihnot

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From: WhatWorks
Sent: Tuesday, August 06, 2013 8:40 PM
To: 'kramy@readnaturally.com'; 'info@readnaturally.com'
Subject: RE: Tom Ihnot - Read Naturally

Dear Mr. Ihnot,

We expect to have the Quality Review Team response to you within the next several days.

What Works Clearinghouse

From: Karla Ramy [<mailto:kramy@readnaturally.com>]
Sent: Monday, August 05, 2013 3:34 PM
To: What Works
Subject: Tom Ihnot - Read Naturally

Jill Constantine,

I am hopeful about a positive response to my 7/17/13 request (see below). What Works Clearinghouse (WWC) 7/18/13 response indicated that the quality review team would send their response shortly.

Also, I would like to know why the fluency results in the Heistad study were not used in the fluency evaluation.

Thank you,

Tom Ihnot

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From: info@readnaturally.com
Sent: Wednesday, July 17, 2013 2:16 PM

To: 'What Works'

Subject: Tom Ihnot - Read Naturally

Jill Constantine,

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- Listing general reading achievement first, followed by reading fluency, followed by alphabets and comprehension matches the order of the items in the Intervention Effectiveness Rating Chart that displays on the results page.
- Changing the order to list the positive findings first will allow Google and Bing search engine users to immediately see Read Naturally®'s positive effects as they look for information about our programs. Since 2007, when searching for Read Naturally® using Google and Bing search engines, educators have first seen "Read Naturally was found to have no discernible effects...", which has been highly damaging to our company.
- WWC has reported statistically significant positive effects in fluency, accuracy, and general reading achievement for Read Naturally® programs per the Christ study and Heistad studies. Reporting the positive effects first in the Beginning Reading section would be consistent with these findings, providing educators with a consistent message.

We know that What Works Clearinghouse is an important resource for educators, so we are eager for the content to provide helpful, positive information to educators seeking information about Read Naturally® programs.

I hope this change can be made as soon as possible.

Thank you,

Tom Ihnot

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St. Paul, MN 55121
www.readnaturally.com

www.oneminutereader.com

651-452-4085

800-788-4085

651-452-9204 - fax



From: WhatWorks
Sent: Wednesday, August 07, 2013 9:55 PM
To: 'kramy@readnaturally.com'
Subject: RE: Tom Ihnot

Dear Mr. Ihnot,

We passed this clarification on to the quality review team and they will address this question when finalizing a response to your concerns.

What Works Clearinghouse

From: Karla Ramy [<mailto:kramy@readnaturally.com>]
Sent: Wednesday, August 07, 2013 4:19 PM
To: What Works
Subject: Tom Ihnot

Jill Constantine,

I would like to clarify my question concerning the fluency results in the Heistad study that I emailed on 8/5/13. To be more precise, did What Works Clearinghouse (WWC) exclude the Heistad fluency results because he stated in his analysis that he used Read Naturally's Reading Fluency Monitor passages to asses for fluency gains?

Thank you,
Tom Ihnot

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St. Paul, MN 55121
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651-452-4085
800-788-4085
651-452-9204 - fax



From: WhatWorks
Sent: Wednesday, August 28, 2013 9:40 AM
To: 'kramy@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot

Dear Mr. Ihnot,

Thank you for your email. The QRT will send a separate response to your email of August 26, 2013.

What Works Clearinghouse

From: Karla Ramy [<mailto:kramy@readnaturally.com>]
Sent: Monday, August 26, 2013 11:36 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Jill Constantine,

I am requesting that What Works Clearinghouse (WWC) change its Beginning Reading effectiveness rating on reading fluency for Read Naturally, Inc. from mixed effects to positive effects for several reasons. Please consider and respond to the following information.

First, in a recent WWC review of a study by Dr. David Heistad, statistically significant gains in oral reading fluency for third grade students across multiple schools were not considered in the evaluation of the effects of a Read Naturally intervention on fluency. After reviewing the most recent WWC Procedures and Standards Handbook (February, 2013), the reason for exclusion may be due to a simple misunderstanding.

Page 15 of the WWC Procedures and Standards Handbook (Outcome Eligibility and Reporting section) states the following:

“...outcome measures is that they not be over aligned with the intervention. When outcome measures are closely aligned with or tailored to the intervention, the study findings may not be an accurate indication of the effect of the intervention. For example, an outcome measure based on an assessment that relied on materials used in the intervention condition but not in the comparison condition....”

The measure of oral reading fluency in Dr. Heistad's study was *The Reading Fluency Monitor*. It should be noted that *The Reading Fluency Monitor* is not a component of the Read Naturally Intervention. The *Reading Fluency Monitor* was developed by RMC Research Corporation, located in Portsmouth, New Hampshire. Dr. Heistad's implication that *The Reading Fluency Monitor* was developed by Read Naturally, Inc. was a miscommunication in the Test Instruments section of his study. Heistad's verification of this misunderstanding is attached.

Second, the Arvans study summary analysis underestimated the effect of the Read Naturally group on oral reading fluency. The Read Naturally group had a large effect size of .81 for fluency. The control EAU group had a moderate effect size of .57 for fluency. Both groups had excellent fluency gains. It should be noted that the use of the Read Naturally Intervention was extensive at the school before the study was conducted. The teachers were well versed in the Read Naturally strategy. Students used Read Naturally in the first and second grade in the two years prior to the study. Also, some students in the

EAU group used Read Naturally during the study. That is, it seems as though the EAU group may not have been demonstrative of a true control group. The difference between the Read Naturally group's .81 effect size and EAU's .57 effect size was .24 after eight weeks. An effect size difference of .24 is significant when extrapolated over a school year.

Ethan R. Van Norman, M.A., performed a similar analysis to what appeared in the Christ and Davie study (2008). In that study, the authors first calculated a slope estimate from three time points for each student in the EAU and the experimental group. The slope estimate represented the number of words read correct per minute (WCPM) improvement per week. The mean and standard deviation of slopes were then calculated for each group. The percent of improvement of the experimental group in relation to the EAU group was calculated. After this, the authors used the percent of improvement and applied it to an aggressive rate of growth (1.50 WCPM improvement per week). That value was then multiplied by 36, and 1.50 was multiplied by 36. The difference between those values was then interpreted as a hypothetical effect if the Read Naturally Intervention was delivered across an entire school year.

A similar analysis was conducted on the Arvans dataset. Slope estimates were calculated for each student from two observations eight weeks apart. The mean slope value for the experimental group was 2.92 WCPM improvement per week (SD = 1.54) compared to the EAU group, which had a mean slope estimate of 2.24 (SD = 2.36). The .68 difference in mean slope for the Read Naturally Intervention group represents a 30% improvement over the EAU group. Assuming an aggressive rate of growth of 1.50 WCPM for typical students, a 30% increase would translate to a 1.95 rate of growth. Extended across 36 weeks, this represents a net increase of 70 WCPM compared to 54 WCPM with a typical rate of growth (1.50 WCPM improvement per week across 36 weeks).

Although not ideal, slope estimates from two time points have been used to summarize growth in previous CBM-R research studies (e.g., Christ, Silberglit, Yeo & Cormier, 2010). See the attached document for further details.

Another way to analyze the Arvans study is to use the Hasbrouck-Tindal Oral Reading Fluency Norms (<http://www.readnaturally.com/howto/orftable.htm>). The table suggests that third grade students at the 50th percentile have an average weekly improvement of 1.1 WCPM. The performance of the Read Naturally group in the Arvans study is also impressive when compared to the typical rate of fluency growth of third grade students.

Ethan R. Van Norman, M.A., did an analysis to extrapolate growth in the same manner using normative values. For third grade students, weekly growth estimates for students in the 50th percentile typically approximate 1.10 WCPM per week. Assuming the Read Naturally group's 30% improvement over the EAU group and the intervention is delivered for 36 weeks, a student in the 50th percentile, on average would be improving at a rate of 1.43 WCPM per week. After 36 weeks this would translate to an improvement of 51 WCPM compared to 40 WCPM if the student did not receive the intervention. This is a substantial difference.

Considering all of this information, Read Naturally programs should receive a positive effects rating for fluency. A timely reevaluation is critical so that WWC may change Read Naturally's effectiveness rating for fluency from mixed effects to positive effects. Please respond to the points I've raised in this email and let me know if you need further information.

Sincerely,

Tom Ihnot

CEO

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From: info@readnaturally.com
Sent: Wednesday, July 25, 2012 4:01 PM
To: What Works
Subject: from Tom Ihnot - Read Naturally
Attachments: JillConstantine6-25-12.docx

Dear Jill Constantine,

I received an email from WWC on 6-27-12, which indicated that WWC was finalizing a written response to the concerns expressed in my email of 6-25-12 (attached). I'm writing to inquire about the status of this response.

Additionally, I want to reiterate that the study authors of the four WWC reviews of Read Naturally have said WWC should **not** use their studies as reviews of Read Naturally. In a google search for Read Naturally, the WWC reviews come up in 8 of the first 28 items listed. The comment shown in the search is, "Read Naturally was found to have no discernible effects on fluency and reading comprehension." This statement has a powerful impact and is based on studies that never intended to evaluate Read Naturally. As such, it provides false information. Because of this, I would appreciate the opportunity to meet with a member of the WWC quality review team.

We have the shared goal of providing educators with solutions that work. In our meeting, I believe we can move forward in a capacity that is not only more honest, but also more beneficial to teachers and students. Please let me know when I can expect a response from the quality review team.

Sincerely,

Tom Ihnot

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From: Karla Ramy [kramy@readnaturally.com] on behalf of info@readnaturally.com
Sent: Friday, July 09, 2010 1:57 PM
To: What Works; WhatWorks
Subject: WWC 2259

It is very discouraging that WWC has selected another study to review that was not designed to evaluate Read Naturally.

The Kemp study was a study of SSR. It used Read Naturally passages but not the Read Naturally strategy. It was not a study of Read Naturally and should not be used to evaluate Read Naturally.

The Read Naturally group of students in the Kemp study achieved equivalent and significant growth in spite of the fact that Susan Kemp stated that the purpose of her study was not to evaluate Read Naturally. As a result, she did not adhere to several guidelines of the Read Naturally strategy. Notable discrepancies between the Kemp study and the intended use of Read Naturally include the following:

- Of the 157 students in Kemp's study, only 47 were at or below the 50th percentile in oral reading fluency based on the Hasbrouck/Tindal norms. The other 110 students were above the 50th percentile in fluency. Read Naturally is designed for students who are below the 50th percentile in fluency. Since 70 percent of the students in the study had fluency above the 50th percentile, Kemp could not have evaluated the effectiveness of the Read Naturally strategy and should not have used Read Naturally with these students.
- Kemp clearly stated on page 74 of her dissertation that Read Naturally was developed for at-risk readers:

"Another limitation [of the study] is that Read Naturally was not just used with at-risk readers. The Read Naturally program was developed to help students who are at-risk. Typically this would represent students who are scoring well below the 25th percentile. Students participating in this study did not fit the description of at-risk. Many scored well above the 25th percentile. Perhaps, if this study was only completed with at-risk students, results would have been different. In addition, because two of the participating schools were California Distinguished schools, the quality of instruction of the core program could have influenced results as well."
- Of the 47 students at or below the 50th percentile, only 28 were assigned to Read Naturally. The other 19 were assigned to SSR. The students assigned to Read Naturally gained an average of 16.8 words correct per minute (WCPM) in oral reading fluency, and the SSR group gained 15.2 WCPM, based on data from Dr. Kemp. Both groups' gains were significant.
- Read Naturally recommends a teacher-to-student ratio of 1 to 6. Kemp's study had a teacher-to-student ratio of 1 to 20. Consequently, the critical pass step would not have been completed by students and a teacher. Holding the students accountable at the pass step is critical for student success in Read Naturally. At the pass step the teacher checks whether the student can do the following:
 1. Read at the goal rate.
 2. Make three or fewer errors on the final timing.
 3. Read with good expression.

4. Answer all the comprehension questions correctly.

The teacher also checks the progress the student made in words correct per minute, from the cold timing of the story to the final timing. If the student fails any of the criteria, he is required to go back and master the failed criteria before he can move on to another passage.

In addition, the Kemp dissertation is flawed as a review of the Read Naturally strategy due to the following issues:

- The Kemp study excluded special education students from its analysis. These students, a target demographic for Read Naturally, would have likely performed poorly in SSR and performed well in Read Naturally.
- When comparing the Kemp study's Read Naturally group with the SSR group, the mean pretest scores in fluency for the native-speaking students in the "poor readers" category were substantially different. The mean score for native-speaking "poor readers" in the Read Naturally group was 40.5 WCPM, and the mean score for the native-speaking "poor readers" in the SSR group was 75.2 WCPM. Nonetheless, these disparate groups were compared.
- As stated above, the Kemp study imposed an intervention intended for students struggling with reading fluency on students who were not struggling with fluency. Seventy percent of the students in Kemp's study were above the 50th percentile in reading fluency.

It is also important to note that, in spite of the Kemp study's implementation flaws and comparison group design flaws, the Read Naturally group did make significant gains in fluency. The Read Naturally students averaged 1.5 WCPM per week. The Hasbrouck/Tindal data shows that the average fluency gain per week for third grade students is 1.1 WCPM. This data indicates that the students in the Read Naturally group were accelerating their progress. Kemp states in her study that both groups made significant gains in fluency.

Also, note that combining the Kemp study and the Denton study in the same ELL analysis produces two inappropriate reviews of Read Naturally. WWC does recognize that the Denton study modified Read Naturally, but the extent is not captured in its description. The other glaring problem with the Denton study is that the assessments were flawed. The Denton study was designed to evaluate Read Well. Consequently, the study used phonemic decoding as an assessment measure, and phonemic decoding is not part of the Read Naturally strategy. Also, the Denton study did not use fluency as an assessment measure and Read Naturally is regarded as the best fluency-building program (see attached analysis of the Denton study).
<http://www.readnaturally.com/approach/denton.htm>

Please drop the Kemp study as a review of Read Naturally. If it remains on the WWC website it will mislead educators. I would appreciate the opportunity to have a phone conversation about the Kemp and Denton studies. Please contact me with the best time to call.

I look forward to discussing this issue with you.

Sincerely,

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Give your intermediate-level readers a vocabulary boost with Take Aim! at Vocabulary, which includes theme-related, high-interest, nonfiction stories; repeated exposures to target words; and additional engaging activities.

From: WhatWorks
Sent: Wednesday, July 07, 2010 12:27 PM
To: 'info@readnaturally.com'
Subject: What Works Clearinghouse (WWC 2259)

Dear Mr. Ihnot:

Thank you for contacting the What Works Clearinghouse (WWC). We received your voicemail from today, July 7, 2010.

Due to the need to maintain a written record of key decisions, the WWC can only respond to written questions. If you have questions about the WWC English Language Learners review, please submit them in writing and someone from the team will respond. You may respond to this email.

Thank you,

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/>.

From: Karla Ramy [kramy@readnaturally.com] on behalf of info@readnaturally.com

Sent: Wednesday, July 07, 2010 12:53 PM

To: WhatWorks

Subject: RE: What Works Clearinghouse (WWC 2259)

WWC,

Please email the contact information for the lead reviewer for your English Language Learners section.

Thank you,
Tom Ihnot

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From: WhatWorks [mailto:WWorks@icfi.com]

Sent: Wednesday, July 07, 2010 12:31 PM

To: info@readnaturally.com

Subject: What Works Clearinghouse (WWC 2259)

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From: WhatWorks
Sent: Wednesday, July 07, 2010 4:23 PM
To: 'info@readnaturally.com'
Subject: RE: What Works Clearinghouse (WWC 2259)

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From: WhatWorks
Sent: Wednesday, July 14, 2010 4:19 PM
To: 'info@readnaturally.com'
Subject: RE: WWC 2259
Dear Mr. Ihnot,

Thank you for contacting the What Works Clearinghouse (WWC). We have received your email about the Read Naturally Intervention Report. WWC staff are reviewing your email and will prepare a response.

What Works Clearinghouse

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From: Karla Ramy [mailto:kramy@readnaturally.com] **On Behalf Of** info@readnaturally.com
Sent: Friday, July 09, 2010 12:57 PM
To: What Works; WhatWorks
Subject: WWC 2259

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From: Karla Ramy [kramy@readnaturally.com] on behalf of info@readnaturally.com
Sent: Thursday, July 15, 2010 2:21 PM
To: WhatWorks
Subject: Tom Ihnot

Follow Up Flag: Follow up
Flag Status: Completed

Attachments: Flaws in the Denton Study Reviewed by What Works
Clearinghouse.docx; Flaws in the Kemp Study Reviewed by WWC.docx
WWC,

Since you are preparing a response, I am sending you a REVISED analysis of the Kemp and Denton studies.

Tom Ihnot

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From: WhatWorks
Sent: Friday, July 16, 2010 11:30 AM
To: 'info@readnaturally.com'
Subject: RE: Tom Ihnot
Dear Mr. Ihnot:

We have received your email and attachments.

Thank you,

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RESPONSE TO INTERVENTION: INCREASING FLUENCY, RATE, AND ACCURACY FOR STUDENTS AT RISK FOR READING FAILURE

Christine Tucker
Walden University

Don Jones
Texas A&M University - Kingsville

ABSTRACT

In recent years, with the advent of NCLB, the U S Department of Education established new guidelines for the identification of students with learning disabilities. In an effort to meet these new guidelines, many districts have implemented a Response to Intervention (RTI) model. This model has been implemented in conjunction with, or in place of the previously common IQ-achievement discrepancy model that emphasized IQ in the identification process. This quasi-experimental study examined the effectiveness of RTI by measurement of the impact of specialized instruction on the reading fluency of identified fourth grade children at risk of failure. The results of the study indicated that student achievement significantly increases when RTI is effectively implemented.

Introduction

The IQ-achievement discrepancy model was developed in 1977 as part of a federally mandated definition of learning disability and is based on the theory that "achievement predicts intelligence, intelligence is a static characteristic, and intelligence serves as a measure of learning capacity" (O'Malley et al., 2002, p. 32). In other words, this model asserts that any child who has been determined to have a low IQ with commensurate achievement is performing up to his or her learning potential, and therefore is not capable of achieving greater success through learning interventions.

must not have been identified as having a specific learning disability in the area of reading, and (d) students must not have been receiving supplemental reading instruction outside of the general education classroom. The decision to use 20 participants was derived based on the relatively small sample size according to current DIBELS Oral Reading Fluency data. The relatively small number of participants allowed the researcher to synthesize and analyze the data for each student in depth to draw sound conclusions about their response to the intervention provided.

Participants' Rights

In order to protect participants' rights, each participant in this study and their legal guardians were provided with a detailed written description of the study including the purpose of the study, details regarding the reading intervention program, potential benefits, and the minimal potential risks. Legal guardians were provided with a letter of consent that they were required to sign if they chose to have their child participate in the study. The form contained contact information regarding where and when the researcher could be reached to field any questions the guardians or the participants may have had regarding the study. Legal guardians and their children's participation were voluntary, and they could have removed their child from the study at any time. Personal information was not used in this study; each student's information was coded to maintain confidentiality, and students' names were changed as well. All student data were stored on the researcher's computer, which required a password to access to protect the participants.

Limitations and Boundaries

This study had limitations that make it difficult to generalize the results to the general population. One important limitation was the relatively small sample size used in this study. The goal of any

research study is to generalize the results from a selected sample back to the entire population (Gravetter & Wallnau, 2005). However, because this study used a sample of only 20 students, additional research corroborating the results would be beneficial in generalizing the results to the population.

Another limitation of this study was that it focused solely on reading fluency and its related components. In order to truly determine if RTI is effective, other areas of learning should be investigated. Moreover, this study was limited to fourth grade students. If this study had used participants from other grade levels the results may have been different. To validate the effects of RTI, interventions should be implemented and studied with students from various grade levels. Also, this study only used one reading intervention. The results may have been different if a variety of reading interventions were used. Consequently, it is necessary to investigate other reading programs to determine if RTI is effective using various interventions.

In addition to the limitations posed by the design of the study, the researcher also could not account for the behavior of the participants in this study. The participants had varying levels of motivation, and therefore they each demonstrated varying amounts of effort and dedication to improving their reading fluency skills. Some students were highly motivated and were extremely focused when participating in the intervention while other students were disinterested and simply went through the motions. Also, it is unknown how much time students in the study practiced reading outside of the allotted time, which may have impacted some of the student's posttest scores.

Data Collection

Following random assignment to either the control group or the quasi-experimental group, each participant was tested (pretest) using form A of the GORT-4 to assess reading fluency, rate, and accuracy. Following the pretest, the students in the control group received

reading instruction using the general education curriculum within the regular education classrooms, and the experimental group received supplementary reading instruction, in addition to the general education reading instruction, using the Read Naturally reading intervention program outside of the regular education setting 4 days per week for 30 minutes across 10 weeks. Following the 10-week period, all participants were retested using form B of the GORT-4 to assess reading fluency (posttest).

Data Analysis

Following the posttest, an independent measures *t* test was used to evaluate the mean difference between the experimental group's growth in the area of fluency, rate, and accuracy based on pretest and posttest scores and the control group's growth in the area of fluency, rate, and accuracy based on pretest and posttest scores. Because the independent measures *t* test only measures the treatment effect, the percentage of variance accounted for by the treatment was also calculated. According to Gravetter and Wallnau (2005), this measure examines whether the treatment causes the scores to vary. In addition, Hartley's *F*-max test was also used to satisfy the homogeneity of variances assumption, which indicates that the two populations that are being compared have the same variances. Gravetter and Wallnau (2005) indicated that this is an important calculation because if the assumption is not met, the data cannot be interpreted meaningfully from an independent measures experiment.

Fluency

The following hypotheses were tested using an independent measures *t* test.

H_{01} : There is no significant difference in the reading fluency growth based on pretest and posttest scores between the control group and the quasi-experimental group.

H_{a1} : There is a significant difference in the reading fluency growth based on pretest and posttest scores between the control group and the quasi-experimental group.

In a one-tailed independent measures t test with an alpha level of .05 and a df of 18, any t score value greater than +1.734 is considered to be within the critical region. A t score value for the sample mean of 2.29 was obtained, which falls within the critical region. Because the t score value fell within the critical region, the null hypothesis was rejected. The conclusion is that the growth based on pretest and posttest scores of the experimental group is significantly higher than the growth based on pretest and posttest scores of the control group. Figure 1 shows the fluency pretest and posttest scores for each student in the control group, and Figure 2 shows the fluency growth based on pretest and posttest scores for each student in the control group.

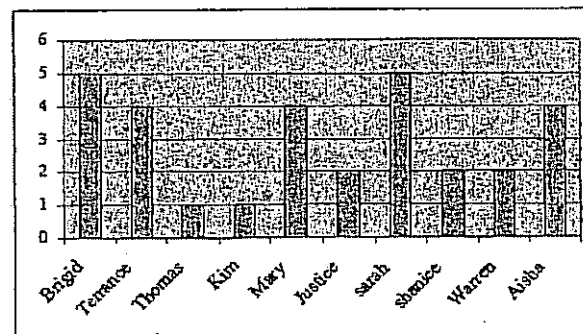


Figure 1: Experimental group fluency growth

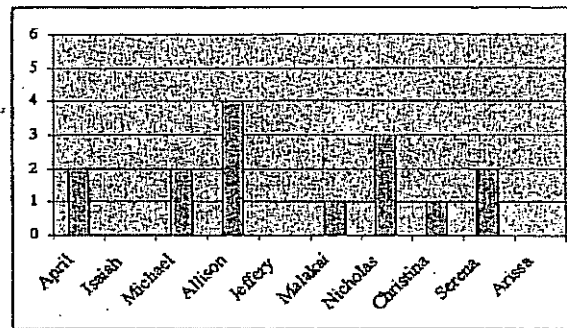


Figure 2: Control group fluency growth

The sample size of the pretest and posttest was $n = 10$ for each group. The students in the experimental group had a $M = 3.00$ with a $SD = 1.56$ between pretest and posttest scores. The students in the control group had a $M = 1.50$ with a $SD = 1.35$ between pretest and posttest scores. This difference was significant, $t(18) = 2.29$, $p < .05$, $r^2 = .23$, which indicates that the 10-week reading intervention using the Read Naturally program had a medium effect on the students' reading fluency scores.

The F-max (1.55) calculated for the individual samples fell below the critical value of 4.03. Therefore, the data suggest that the population variances are similar and the homogeneity assumption is reasonable.

Rate

The following hypotheses were tested using an independent measures t test.

H_{01} : There is no significant difference in the reading rate growth based on pretest and posttest scores between the control group and the quasi-experimental group.

H_{a1} : There is a significant difference in the reading rate growth based on pretest and posttest scores between the control group and the quasi-experimental group.

In a one-tailed independent measures t test with an alpha level of .05 and a df of 18, any t score value greater than +1.734 is considered to be within the critical region. A t score value for the sample mean of 2.51 was obtained, which fell within the critical region. Because the t score value fell within the critical region, the null hypothesis was rejected. The conclusion is that the growth based on pretest and posttest rate scores of the experimental group is significantly higher than the growth based on pretest and posttest rate scores of the control group. Figure 3 shows the rate pretest and posttest scores for each student in the control group, and Figure 4 shows the rate growth based on pretest and posttest scores for each student in the control group.

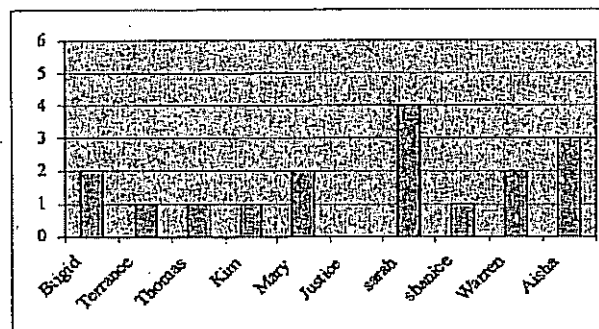


Figure 3: Experimental group rate growth

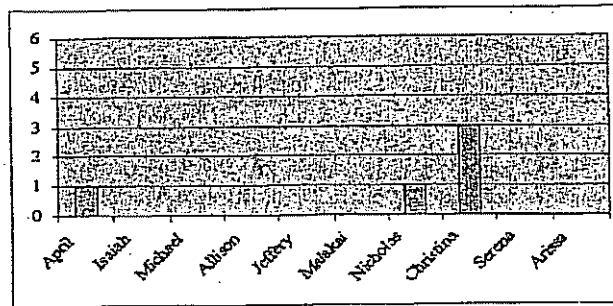


Figure 4: Control group rate growth

The sample size of the pretest and posttest was $n = 10$ for each group. The students in the experimental group had a $M = 1.70$ with a $SD = 1.16$ between pretest and posttest scores. The students in the control group had a $M = 0.50$ with a $SD = 0.97$ between pretest and posttest scores. This difference was significant, $t(18) = 2.51$, $p < .05$, $r^2 = .26$, which indicates that the 10-week reading intervention using the Read Naturally program had a large effect on students' reading rate scores.

The F-max (1.43) calculated for the individual samples fell below the critical value of 4.03. Therefore, the data suggest that the population variances are similar and the homogeneity assumption is reasonable.

Accuracy

The following hypotheses were tested using an independent measures t test.

H_{01} : There is no significant difference in the reading accuracy growth based on pretest and posttest scores between the control group and the quasi-experimental group.

H_{a1} : There is a significant difference in the reading accuracy growth based on pretest and posttest scores between the control group and the quasi-experimental group.

In a one-tailed independent measures t test with an alpha level of .05 and a df of 18, any t score value greater than +1.734 is considered to be within the critical region. A t score value for the sample mean of 2.89 was obtained, which fell within the critical region. Because the t score value fell within the critical region the null hypothesis was rejected. The conclusion is that the growth based on pretest and posttest rate scores of the experimental group is significantly higher than the growth based on pretest and posttest rate scores of the control group. Figure 5 shows the accuracy pretest and posttest scores for each student in the control group, and Figure 6 shows the accuracy growth based on pretest and posttest scores for each student in the control group.

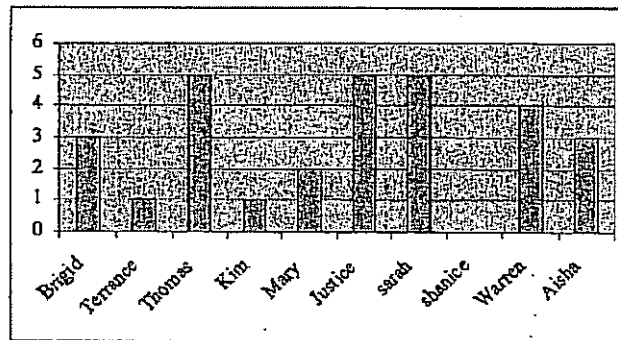


Figure 5: Experimental group accuracy growth

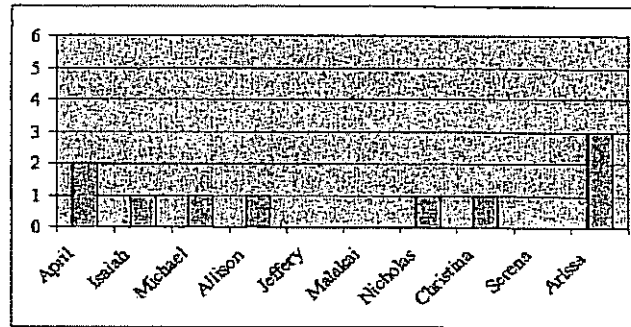


Figure 6: Control group accuracy growth

The sample size of the pretest and posttest was $n = 10$ for each group. The students in the experimental group had a $M = 2.90$ with a $SD = 1.85$ between pretest and posttest scores. The students in the control group had a $M = 1.00$ with a $SD = 0.94$ between pretest and posttest scores. This information is found on Table 11. This difference was significant, $t(18) = 2.89$, $p < .05$, $r^2 = .32$, which indicates that the 10-week reading intervention using the Read Naturally program had a large effect on the students' reading rate scores.

The F-max (3.49) calculated for the individual samples fell below the critical value of 4.03. Therefore, the data suggest that the population variances are similar and the homogeneity assumption is reasonable.

Summary

According to the independent measures t tests that were conducted, the difference between the experimental group's growth and the control group's growth is significant in all three areas that were examined. Pretest and posttest results indicate that students in the experimental group significantly improved their fluency, rate, and accuracy following the 10-week reading intervention. Although the control group also improved in these areas, the improvement was not

considered to be significant. The null hypotheses, which stated that there is no significant difference in the reading fluency, rate, and accuracy growth based on pretest and posttest scores between the control group and the quasi-experimental group, were rejected. Therefore, the answers to the research questions are yes: There is a significant difference in the reading fluency, rate, and accuracy growth based on pretest and posttest scores between the control group and the quasi-experimental group.

Recommendations

Implementing the suggestions presented earlier regarding future research could allow the educational system to make sound resolutions on the best way to increase student achievement and identify students with special needs. It will also provide educational systems with the impetus to adopt this method. Administrators in special education departments who determine qualifications for specialized instruction should pay careful attention to research in this area to aid in making decisions regarding the use of RTI. Bergstrom (2008) argued that successfully adopting and implementing RTI goes far beyond progress monitoring and scientifically based interventions; it requires a comprehensive school wide system reform. According to Berkeley, Bender, Peaster, and Saunders (2009), only 15 states have fully developed and are utilizing RTI models. Therefore, the USDOE should look at the results of this study as well as future research to aid in determining the most effective method of identifying learning disabilities, and ultimately implementing new special education standards for all school systems.

The data from this study support RTI as an effective way to improve student achievement. Educators who have students who are at risk for reading failure should also pay attention to the results of this study as well as future research to assist in determining methods of instruction and development of lesson plans and curriculum. The results from this study could be shared with teachers and other faculty

members through professional development to provide educators with a concrete example of how valuable this approach can be with struggling students.

In order for this method to be implemented effectively, educators must develop a deep understanding of and belief in this process. Furthermore, providing teachers and other faculty with the appropriate training will allow them to build confidence in their ability to use RTI with their students. Bergstrom (2008) asserted that in order for RTI to be successful, one of the most important pieces in the reform is professional development geared towards educating teachers about the process. Without the appropriate professional development, the execution of such a program would be impossible.

Conclusion

As stated earlier, the USDOE has created new guidelines for identifying learning disabilities that allow school systems to adopt the RTI method in lieu of or to use in conjunction with the IQ-achievement discrepancy model. Although RTI has been implemented in some school systems throughout the United States, Carney and Stifel (2008) pointed out that "While RTI has come to schools through federal legislation, it has been left to educators and researchers to interpret and investigate the best means of operationalizing this intent to ensure that students difficulties do not stem from instructional deficiencies" (p. 61). In other words, the vague wording of the changes in IDEA leave it open to interpretation. It is up to individual school systems to make decisions on how to structure RTI and ensure students who are at risk are provided with opportunities to become successful. This study, along with future research, will allow the Department of Education, school administrators, and other educational leaders to evaluate the RTI process and establish a protocol for its use in schools across the country to improve student achievement, ultimately effecting social change.

Without relevant research on RTI, many school systems would continue to use the IQ-achievement discrepancy model and perpetuate the ongoing problem of students who do not qualify for special education services falling through the cracks. These students may not be given the chance to increase their achievement skills, even though they struggle with the curriculum simply because they do not qualify to receive specialized instruction (Ukrainetz, 2006). Implementing RTI in schools across the country will allow all students the opportunity to participate in interventions geared towards their specific learning needs. With this targeted instruction, students may be able to improve very precise areas of deficit to advance their overall educational performance, which in turn will afford them greater opportunities in the future.

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October 20, 2010

Dr. Christine Tucker
Richard E. Riley College of Education
Walden University
650 South Exeter Street
Baltimore, Maryland 21202

Dear Dr. Christine Tucker:

It is an absolute pleasure for me to contact you. Congratulations on being published in the **NATIONAL FORUM OF EDUCATIONAL ADMINISTRATION AND SUPERVISION JOURNAL, Volume 28, Number 1, 2010.**

Your article earned five affirmative votes from members of our National Editorial Review Board and was recommended for national publication by members of our distinguished National Policy Board. This journal is a national refereed, juried, peer-review, blind-reviewed periodical. Your manuscript was reviewed by two professors in each of the following states: Oregon, California, New York, Florida, Michigan, and North Carolina. These referees were selected to review your manuscript by members of our National Policy Board representing all NATIONAL FORUM JOURNALS. We have about an 88% rejection rate. Competition to publish at the national level remains tense. All National FORUM Journals are indexed in Cabell's Directories. I invite you and your colleagues to review our world-wide website to see our other refereed journals. Please see: www.nationalforum.com

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Again, congratulations for publishing in one of our periodicals.

Sincerely,

(b)(6)

WILLIAM ALLAN KRITSONIS, PHD
EDITOR-IN-CHIEF

William Kritsonis, Ph.D

WAK: am

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Doctoral FORUM: The Official Journal for Publishing and Mentoring Doctoral Student Research

From: WhatWorks
Sent: Wednesday, February 01, 2012 3:57 PM
To: 'Info@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot (3477)

Dear Mr. Ihnot,

Thank you for your email. We have forwarded your email and the attachments to the topic area team.

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/>.

From: info@readnaturally.com [mailto:Info@readnaturally.com]
Sent: Wednesday, February 01, 2012 11:57 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Dear Susanne James Burdumy,

I appreciate that What Works Clearinghouse (WWC) is updating its Beginning Reading Reviews. It provides an opportunity to correct a serious mistake. The current postings on Read Naturally cause confusion for educators and are a serious injustice to Read Naturally. I would appreciate an opportunity to explain why the Hancock and Denton studies should be removed from WWC website.

The following studies in the category of "Studies Currently Under Review" were intended to evaluate Read Naturally and actually implemented the Read Naturally steps:

1. Christ, T. J., & Davie, J. (2009). *Empirical evaluation of Read Naturally effects: A Randomized Control Trial (RCT)*. Unpublished journal article, University of Minnesota, Minneapolis, MN.

This study was reviewed by NCRTI and showed significant effect sizes in fluency and accuracy. Since it was only a ten week study it was not long enough to show an impact on comprehension. As you know the assessments for comprehension are not sensitive enough to pickup comprehension gains in ten weeks.

http://www.readnaturally.com/company/news_seStudyUMn_ncrti.htm

2. Heistad, D. (2008). *The effects of Read Naturally on grade 3 reading*. Unpublished manuscript.

This study is also included in the NCRTI review and is an appropriate to use for a review of Read Naturally's impact on comprehension since it is a full school year study.

http://www.readnaturally.com/company/news_seStudyUMn_ncrti.htm

3. Hook, P. (2008). *Study of Read Naturally*. Unpublished study, MGH Institute of Health Professions, Boston, MA.

Pam Hook's email address is phook@mghihp.edu.

Concerning the "Studies Reviewed Under Previous Report", I strongly urge WWC to reevaluate the inclusion of the Hancock and Denton studies as reviews of Read Naturally. The authors of the Hancock, Denton, Kemp and Chenault studies are listed as reviews of Read Naturally. In each case the authors have told WWC that their studies should not be used as an evaluation of Read Naturally because their study was not designed to evaluate Read Naturally and they did not implement the Read Naturally strategy.

I would appreciate it if you could read the following link which includes an analysis of the Hancock and Denton studies as review of Read Naturally.

<http://www.readnaturally.com/approach/wwc-summary.htm>

Also, under the "Studies Reviewed Under Previous Report" the Heistad and Mesa studies are valid studies of Read Naturally. The Mesa study was designed to evaluate Read Naturally and implemented the Read Naturally strategy. The Mesa study should stand on its own and not be combined with the Hancock study, since the Hancock study did not intend to evaluate Read Naturally and did not implement the Read Naturally strategy.

All the studies under the category "Studies Currently Under Review" were not intended to evaluate Read Naturally and did not implement the Read Naturally strategy except Christ, Heistad, Hook and the control group studies posted on the Read Naturally website.

All the studies under the "Additional Source" section are valid studies of Read Naturally.

I will fax the embargo agreement. I have revised the Intervention Summary. It should be changed on the WWC website as soon as possible. I hope I will be able to talk to you about the serious problems with the current postings of studies as reviews of Read Naturally.

Sincerely,

Tom Ihnot

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax



From: info@readnaturally.com
Sent: Wednesday, February 01, 2012 1:42 PM
To: What Works
Subject: Read Naturally - Tom Ihnot

Dear Susanne James Burdumy,

The WWC help desk suggested I email my contact information so that we can discuss the summaries of the Hancock and Denton studies.

Please contact me at 651-286-8721.

I look forward to talking to you.

Thank you,
Tom Ihnot

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From: Communications
Sent: Thursday, February 02, 2012 1:19 PM
To: What Works
Subject: FW: Attn: Susanne James-Burdumy

From: info@readnaturally.com [mailto:Info@readnaturally.com]
Sent: Thursday, February 02, 2012 12:59 PM
To: Communications
Subject: Attn: Susanne James-Burdumy

Susanne James-Burdumy,

I appreciate that you are bringing your expertise to reevaluating the What Works Clearinghouse's Beginning Reading section. I have emailed what you requested to WWC. I would appreciate it if you would read the following link which provides an analysis of the Hancock and Denton studies currently listed as reviews of Read Naturally in the Beginning Reading section.

<http://www.readnaturally.com/approach/wwc-summary.htm>

I think you will see that these studies did not intend to evaluate and did not implement the Read Naturally strategy.

After you have a chance to review the WWC's inclusion of the Hancock and Denton studies, I would appreciate the opportunity to talk to you. My direct line is 651-286-8721.

Thank you,

Tom Ihnot

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From: info@readnaturally.com
Sent: Friday, March 16, 2012 1:34 PM
To: What Works
Subject: Tom Ihnot - Read Naturally

Susanne James Burdumy,

Christine Tucker has informed me that she will send additional details on her study next week. When I receive the information I will forward it to you.

Also, I would appreciate the opportunity to travel to your office to discuss Read Naturally reviews and your updated review of Beginning Reading.

Please email me a possible date and time.

Thank you,
Tom Ihnot

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800-788-4085
651-452-9204 - fax



From: WhatWorks <WWorks@icfi.com>
Sent: Friday, March 16, 2012 3:53 PM
To: Info@readnaturally.com
Subject: What Works Clearinghouse (WWCPC 3477)

Dear Mr. Ihnot,

Thank you for contacting the What Works Clearinghouse Help Desk. We will incorporate the information that Christine Tucker provides into our review.

What Works Clearinghouse Help Desk

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/>.

From: WhatWorks
Sent: Friday, April 13, 2012 5:16 PM
To: WhatWorks
Subject: FW: Christine Tucker's article (WWCPC 3477)
Attachments: SCAN1334_000.tif

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Friday, April 13, 2012 1:38 PM
To: What Works
Subject: Christine Tucker's article

Dear Susanne James Burdumy,

I have finally obtained a copy of Christine Tucker's article, "Response To Intervention: Increasing Fluency, Rate and Accuracy for Students at Risk for Reading Failure" published in the National Forum of Educational Administration and Supervision Journal, Volume 28, Number 1, 2010-2011.

The article is attached. It is a very positive study of Read Naturally.

Also, I request a thirty minute meeting with you to discuss your review of the Beginning Reading section of the What Works Clearinghouse (WWC) website. I have important information to share with you concerning the use of the Hancock and Denton studies as reviews of Read Naturally.

Please give me a date and time to meet with you at your office. I would greatly appreciate the opportunity.

Sincerely,

Tom Ihnot
CEO

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800-788-4085
651-452-9204 - fax



From: WhatWorks
Sent: Friday, April 13, 2012 5:04 PM
To: Info@readnaturally.com
Subject: RE: Christine Tucker's article

Dear Tom Ihnot,

Thank you for contacting the What Works Clearinghouse (WWC). We have received your email and attachment.

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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Friday, April 13, 2012 1:38 PM
To: What Works
Subject: Christine Tucker's article

Dear Susanne James Burdumy,

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Please give me a date and time to meet with you at your office. I would greatly appreciate the opportunity.

Sincerely,

Tom Ihnot
CEO

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From: info@readnaturally.com
Sent: Wednesday, February 01, 2012 11:57 AM
To: What Works
Subject: Read Naturally - Tom Ihnot
Attachments: Intervention Summary for Read Naturally.doc;
SCAN1267_000.tif

Dear Susanne James Burdumy,

I appreciate that What Works Clearinghouse (WWC) is updating its Beginning Reading Reviews. It provides an opportunity to correct a serious mistake. The current postings on Read Naturally cause confusion for educators and are a serious injustice to Read Naturally. I would appreciate an opportunity to explain why the Hancock and Denton studies should be removed from WWC website.

The following studies in the category of "Studies Currently Under Review" were intended to evaluate Read Naturally and actually implemented the Read Naturally steps:

1. Christ, T. J., & Davie, J. (2009). Empirical evaluation of Read Naturally effects: A Randomized Control Trial (RCT). Unpublished journal article, University of Minnesota, Minneapolis, MN.

This study was reviewed by NCRTI and showed significant effect sizes in fluency and accuracy. Since it was only a ten week study it was not long enough to show an impact on comprehension. As you know the assessments for comprehension are not sensitive enough to pickup comprehension gains in ten weeks.

http://www.readnaturally.com/company/news_seStudyUMn_ncrti.htm

2. Heistad, D. (2008). The effects of Read Naturally on grade 3 reading. Unpublished manuscript.

This study is also included in the NCRTI review and is an appropriate to use for a review of Read Naturally's impact on comprehension since it is a full school year study.

http://www.readnaturally.com/company/news_seStudyUMn_ncrti.htm

3. Hook, P. (2008). Study of Read Naturally. Unpublished study, MGH Institute of Health Professions, Boston, MA.

Pam Hook's email address is phook@mghihp.edu.

Concerning the "Studies Reviewed Under Previous Report", I strongly urge WWC to reevaluate the inclusion of the Hancock and Denton studies as reviews of Read Naturally. The authors of the Hancock, Denton, Kemp and Chenault studies are listed as reviews of Read Naturally. In each case the authors have told WWC that their studies should not be used as an evaluation of Read Naturally because their study was not designed to evaluate Read Naturally and they did not implement the Read Naturally strategy.

I would appreciate it if you could read the following link which includes an analysis of the Hancock and Denton studies as review of Read Naturally.

<http://www.readnaturally.com/approach/wwc-summary.htm>

Also, under the "Studies Reviewed Under Previous Report" the Heistad and Mesa studies are valid studies of Read Naturally. The Mesa study was designed to evaluate Read Naturally and implemented the Read Naturally strategy. The Mesa study should stand on its own and not be combined with the Hancock study, since the Hancock study did not intend to evaluate Read Naturally and did not implement the Read Naturally strategy.

All the studies under the category "Studies Currently Under Review" were not intended to evaluate Read Naturally and did not implement the Read Naturally strategy except Christ, Heistad, Hook and the control group studies posted on the Read Naturally website.

All the studies under the "Additional Source" section are valid studies of Read Naturally.

I will fax the embargo agreement. I have revised the Intervention Summary. It should be changed on the WWC website as soon as possible. I hope I will be able to talk to you about the serious problems with the current postings of studies as reviews of Read Naturally.

Sincerely,

Tom Ihnot

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190

St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax

From: info@readnaturally.com
Sent: Wednesday, May 16, 2012 4:18 PM
To: What Works
Subject: Jill Constantine's response to Kevin Feldman

Dear Jill Constantine,

I appreciate your response to Dr. Kevin Feldman's inquiry about WWC's review of Read Naturally. I was happy to read that you are reviewing the Beginning Reading Section of the WWC website and that you are updating the Intervention Report for Read Naturally.

In your response to Dr. Kevin Feldman, you quoted the following WWC policy: "The WWC does not screen based on whether the author 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." Thus, WWC concluded that its evaluation of the Hancock study of Read Naturally was appropriate.

However, please allow me to clarify that a Read Naturally intervention is defined as Read Naturally materials used in conjunction with the Read Naturally strategy. The materials alone are not an intervention.

In an email to Becki Herman of WWC, Carrie Hancock stated the following: "While I used Read Naturally materials, I did **NOT** fully implement the Read Naturally strategy and my study was **NOT** intended to evaluate the Read Naturally strategy. Rather, the purpose was to determine the impact of ongoing supplemental fluency practice on second grade students' rates of learning to read." By using the materials and not the strategy, Hancock's study did not analyze Read Naturally as an intervention. If WWC's policy is truly that "the study must present a primary analysis of the effect of an intervention," the Hancock study does not qualify. Carrie Hancock addresses this in her 5/16/12 email. (see below)

WWC has noted on its website that the Hancock study excluded Read Naturally's pre-reading instruction and placement system, but these notations are not sufficient to clarify that the Read Naturally strategy was not used. The pre-reading instruction and placement are critical components of the strategy, but teachers unfamiliar with Read Naturally will not understand or appreciate the impact of these omissions. Additionally, there are several other ways in which the Hancock study deviated from the Read Naturally strategy. These deviations are as follows:

- Hancock omitted the prediction step. This step is crucial for setting a comprehension framework.
- Hancock omitted the key words step. This step is crucial for both comprehension and vocabulary development.
- Hancock omitted the placement step, which ensures that a student is working in the correct level of material.
- Hancock did not set goals based on placement. Setting goals ensures that students are properly challenged.
- Hancock did not use Read Naturally's criteria for individualizing instruction. Hancock set the same goal, the same number of read alongs (3), and the same number of practice readings (5) for each student. Consequently, struggling students who could not achieve the goal after eight readings of the passage would have felt defeated, and students who could easily achieve the goal without eight readings of the passage would have felt bored.

- Hancock did not adjust levels and goals. Read Naturally's adjustment guidelines are critical to maximize progress.
- Hancock did not use Read Naturally's criteria for passing stories and moving on to new material. Students were allowed to work in new material without mastering expression or comprehension questions.
- Hancock used a group size of 10 to 12 students per one teacher, which is much higher than the ratio Read Naturally requires. Hancock's ratio would have made it impossible for a teacher to assist students in a timely manner for cold and final timings. Consequently, students would have wasted valuable reading time while waiting.
- Hancock's deviations from Read Naturally's placement, initial goal setting, adjusting goals and levels, and progress monitoring guidelines would have destroyed the intrinsic motivation that is a hallmark of the Read Naturally strategy.

Indeed, Carrie Hancock states in her dissertation that, while these critical aspects of the Read Naturally strategy were not part of her study, they should be included in fluency interventions. Based on these numerous and critical differences between Hancock's use of Read Naturally materials and the steps and rationale of the Read Naturally strategy, the Hancock study does not qualify as an analysis of a Read Naturally intervention.

As you update the Intervention Report for Read Naturally, please remove the Hancock study. In addition, please allow the [Mesa study](#) to stand alone. The Mesa study was intended to evaluate a Read Naturally intervention and is a proper implementation. I appreciate that you will be evaluating the Christ study, but please keep in mind that comprehension assessments are not sensitive enough to pick up growth in only ten weeks. I also encourage you to consider evaluating the [Tucker study](#), which shows Read Naturally's impact on fourth grade learning disabled students reading at a primary level.

Our mission here at Read Naturally is to do whatever we can to help struggling readers. This is why I have been so persistent in urging you to remove the Hancock study and to evaluate additional studies of Read Naturally. I would appreciate a meeting at your office to discuss WWC posted studies since this critical matter for Read Naturally and all educators who rely on your website. Please email me a date and time.

Thank you,

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 651-452-9204 - fax



From: Carrie Hancock [mailto:drcarriehancock@cox.net]
Sent: Wednesday, May 16, 2012 2:33 PM
To: info@readnaturally.com
Subject: Re: from Tom Ihnot

Yes and yes.

Sent from my iPhone

On May 16, 2012, at 12:27 PM, "info@readnaturally.com" <Info@readnaturally.com> wrote:

Carrie,

Thank you for responding quickly. It helps me respond promptly to Jill Constantine.

Is it fair to say that your use of Read Naturally passages was to analyze the impact of fluency practice with second graders? Also, is it fair to say that you did not use the Read Naturally strategy and as a result the primary analysis of your study was not the effect of the Read Naturally strategy as an intervention?

Sincerely,

Tom Ihnot

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651-452-9204 - fax

From: WhatWorks
Sent: Thursday, May 17, 2012 4:44 PM
To: Info@readnaturally.com
Subject: RE: Jill Constantine's response to Kevin Feldman (WWC 3562)

Dear Mr. Ihnot,

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/>.

From: [info@readnaturally.com](mailto:Info@readnaturally.com) [<mailto:Info@readnaturally.com>]
Sent: Wednesday, May 16, 2012 4:18 PM
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Subject: Jill Constantine's response to Kevin Feldman

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Naturally strategy was not used. The pre-reading instruction and placement are critical components of the strategy, but teachers unfamiliar with Read Naturally will not understand or appreciate the impact of these omissions. Additionally, there are several other ways in which the Hancock study deviated from the Read Naturally strategy. These deviations are as follows:

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Thank you,

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Sent: Wednesday, May 16, 2012 2:33 PM
To: info@readnaturally.com
Subject: Re: from Tom Ihnot

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Sent from my iPhone

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Sincerely,

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800-788-4085
651-452-9204 - fax

From: info@readnaturally.com
Sent: Thursday, June 14, 2012 12:10 PM
To: What Works
Subject: Beginning Reading Reevaluation
Attachments: ProtocolforIntensiveInstructionalIntervention.docx; tucker-jones-article.pdf; Read Naturally Dissertation_Tucker.docx

Beginning Reading Reevaluation,

I have attached the Tucker study of Read Naturally to be evaluated by What Works Clearinghouse (WWC).

Also, since there are serious issues with the four studies WWC has posted as reviews of Read Naturally, I think I should have a chance to meet with a member of the quality review team.

<http://www.readnaturally.com/approach/wwc-summary.htm>

Please email me a time and place for me to meet with the quality review team to discuss the four studies that are providing inaccurate information to educators.

Thank you,

Tom Ihnot

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From: WhatWorks
Sent: Friday, June 15, 2012 9:54 AM
To: Info@readnaturally.com
Subject: RE: Beginning Reading Reevaluation (WWC 3702)

Dear Mr. Ihnot,

Thank you for your email. We have forwarded the Tucker Study to the review team.

The WWC Quality Review Team (QRT) is finalizing the written response to your recent inquiries. After receiving the QRT response, you may ask any additional questions in writing via the Help Desk.

Due to the need to maintain a written record of interactions and key decisions, the WWC requests that all questions are submitted in writing.

Thank you,

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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Thursday, June 14, 2012 12:10 PM
To: What Works
Subject: Beginning Reading Reevaluation

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From: What Works <whatworks@mathematica-mpr.com>
Sent: Monday, August 26, 2013 11:59 AM
To: Julia Lyskawa
Cc: Rebecca Newsham; WhatWorks
Subject: FW: Read Naturally - Tom Ihnot
Attachments: Christ Silbergliitt Yeo Cormier (2010).pdf; Heistad.docx

Hi Julia,

Should this be attached to issue 2304?

Thanks,

Heather

From: Karla Ramy [mailto:kramy@readnaturally.com]
Sent: Monday, August 26, 2013 11:36 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Jill Constantine,

I am requesting that What Works Clearinghouse (WWC) change its Beginning Reading effectiveness rating on reading fluency for Read Naturally, Inc. from mixed effects to positive effects for several reasons. Please consider and respond to the following information.

First, in a recent WWC review of a study by Dr. David Heistad, statistically significant gains in oral reading fluency for third grade students across multiple schools were not considered in the evaluation of the effects of a Read Naturally intervention on fluency. After reviewing the most recent WWC Procedures and Standards Handbook (February, 2013), the reason for exclusion may be due to a simple misunderstanding.

Page 15 of the WWC Procedures and Standards Handbook (Outcome Eligibility and Reporting section) states the following:

“....outcome measures is that they not be over aligned with the intervention. When outcome measures are closely aligned with or tailored to the intervention, the study findings may not be an accurate indication of the effect of the intervention. For example, an outcome measure based on an assessment that relied on materials used in the intervention condition but not in the comparison condition....”

The measure of oral reading fluency in Dr. Heistad's study was *The Reading Fluency Monitor*. It should be noted that *The Reading Fluency Monitor* is not a component of the Read Naturally Intervention. The *Reading Fluency Monitor* was developed by RMC Research Corporation, located in Portsmouth, New Hampshire. Dr. Heistad's implication that *The Reading Fluency Monitor* was developed by Read Naturally, Inc. was a miscommunication in the Test Instruments section of his study. Heistad's verification of this misunderstanding is attached.

Second, the Arvans study summary analysis underestimated the effect of the Read Naturally group on oral reading fluency. The Read Naturally group had a large effect size of .81 for fluency. The control EAU

group had a moderate effect size of .57 for fluency. Both groups had excellent fluency gains. It should be noted that the use of the Read Naturally Intervention was extensive at the school before the study was conducted. The teachers were well versed in the Read Naturally strategy. Students used Read Naturally in the first and second grade in the two years prior to the study. Also, some students in the EAU group used Read Naturally during the study. That is, it seems as though the EAU group may not have been demonstrative of a true control group. The difference between the Read Naturally group's .81 effect size and EAU's .57 effect size was .24 after eight weeks. An effect size difference of .24 is significant when extrapolated over a school year.

Ethan R. Van Norman, M.A., performed a similar analysis to what appeared in the Christ and Davie study (2008). In that study, the authors first calculated a slope estimate from three time points for each student in the EAU and the experimental group. The slope estimate represented the number of words read correct per minute (WCPM) improvement per week. The mean and standard deviation of slopes were then calculated for each group. The percent of improvement of the experimental group in relation to the EAU group was calculated. After this, the authors used the percent of improvement and applied it to an aggressive rate of growth (1.50 WCPM improvement per week). That value was then multiplied by 36, and 1.50 was multiplied by 36. The difference between those values was then interpreted as a hypothetical effect if the Read Naturally Intervention was delivered across an entire school year.

A similar analysis was conducted on the Arvans dataset. Slope estimates were calculated for each student from two observations eight weeks apart. The mean slope value for the experimental group was 2.92 WCPM improvement per week (SD = 1.54) compared to the EAU group, which had a mean slope estimate of 2.24 (SD = 2.36). The .68 difference in mean slope for the Read Naturally Intervention group represents a 30% improvement over the EAU group. Assuming an aggressive rate of growth of 1.50 WCPM for typical students, a 30% increase would translate to a 1.95 rate of growth. Extended across 36 weeks, this represents a net increase of 70 WCPM compared to 54 WCPM with a typical rate of growth (1.50 WCPM improvement per week across 36 weeks).

Although not ideal, slope estimates from two time points have been used to summarize growth in previous CBM-R research studies (e.g., Christ, Silberglit, Yeo & Cormier, 2010). See the attached document for further details.

Another way to analyze the Arvans study is to use the Hasbrouck-Tindal Oral Reading Fluency Norms (<http://www.readnaturally.com/howto/orftable.htm>). The table suggests that third grade students at the 50th percentile have an average weekly improvement of 1.1 WCPM. The performance of the Read Naturally group in the Arvans study is also impressive when compared to the typical rate of fluency growth of third grade students.

Ethan R. Van Norman, M.A., did an analysis to extrapolate growth in the same manner using normative values. For third grade students, weekly growth estimates for students in the 50th percentile typically approximate 1.10 WCPM per week. Assuming the Read Naturally group's 30% improvement over the EAU group and the intervention is delivered for 36 weeks, a student in the 50th percentile, on average would be improving at a rate of 1.43 WCPM per week. After 36 weeks this would translate to an improvement of 51 WCPM compared to 40 WCPM if the student did not receive the intervention. This is a substantial difference.

Considering all of this information, Read Naturally programs should receive a positive effects rating for fluency. A timely reevaluation is critical so that WWC may change Read Naturally's effectiveness rating

for fluency from mixed effects to positive effects. Please respond to the points I've raised in this email and let me know if you need further information.

Sincerely,

Tom Ihnot
CEO

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From: WhatWorks
Sent: Wednesday, August 28, 2013 9:40 AM
To: 'kramy@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot

Dear Mr. Ihnot,

Thank you for your email. The QRT will send a separate response to your email of August 26, 2013.

What Works Clearinghouse

From: Karla Ramy [<mailto:kramy@readnaturally.com>]
Sent: Monday, August 26, 2013 11:36 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

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From: Karla Ramy <kramy@readnaturally.com>
Sent: Thursday, August 29, 2013 10:51 AM
To: What Works
Subject: Tom Ihnot

Jill Constantine,

I appreciate that What Works Clearinghouse will change the Beginning Reading findings on Read Naturally by revising the order of findings listed in the text on the front page of the report, the associated table and the website summary for the three reports with finding in more than one domain. Since educators are heading back to school, I hope the change can be made as soon as possible.

Also, I am anxious to have my request (email dated 8/26/13) to change WWC Beginning Reading finding on Read Naturally from *mixed effects on fluency* to *positive effects evaluated* as soon as possible.

Thank you,

Tom Ihnot
CEO

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651-452-9204 - fax



From: What Works

Sent: Wednesday, September 04, 2013 3:07 PM

To: Karla Ramy; info@readnaturally.com

Subject: WWC Description of Read Naturally

Attachments: Developer Contact Attachment_Read Naturally Description.pdf;
Developer Contact Letter_Review of Read Naturally Program
Description.pdf

Dear Mr. Ihnot,

The What Works Clearinghouse (WWC), an initiative of the U. S. Department of Education's Institute of Education Sciences, was established to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. As such, we review studies on education interventions that may be included in our reports.

The purpose of the attached letter is to notify you that we are in the process of revising the four intervention reports that discuss Read Naturally® – Beginning Reading (update released July 2013), English Language Learners (update released July 2010), Students with Learning Disabilities (released July 2010), and Adolescent Literacy (released March 2013) – as discussed in recent communication from the WWC. In this letter, we ask you to review a brief intervention summary.

Sincerely,

Neil Seftor
Co-Principal Investigator and Deputy Project Director
What Works Clearinghouse at Mathematica Policy Research

From: Karla Ramy <kramy@readnaturally.com>
Sent: Thursday, September 05, 2013 11:14 AM
To: What Works
Subject: To Neil Seftor
Attachments: Christ Silbergliitt Yeo Cormier (2010).pdf; Heistad.docx; EditedDeveloper Contact Attachment_Read Naturally Description.docx

Neil Seftor,

I have made a couple of minor changes in the program description for Read Naturally. (see attached)

In an August 26, 2013 letter from What Works Clearinghouse (WWC), Jill Constantine said:

Order of findings. We appreciate and agree with your suggestion of July 17, in which you propose that the WWC list findings in order of their strength, consistent with the presentation on the web. Therefore, we will revise the order of findings listed in the text on the front page of the report, the associated table, and the website summary for the three reports with findings in more than one domain. We anticipate that the revised intervention reports will be posted to the web by the end of September. (Reference :QR2010013, WWC2304)

I look forward to this change being executed in September, 2013.

Please email a verification that the change in order of findings will read:

Read Naturally® programs were found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabetics and comprehension for beginning readers.

Also, I sent an email to Jill Constantine on August 26, 2013 requesting WWC to change its Beginning Reading effectiveness rating on reading fluency for Read Naturally, Inc. from mixed effects to positive effects. (See below)

Will my request in the August 26, 2013 email be reviewed now so that the Read Naturally revisions will include an effectiveness rating change from mixed effects to positive effects for reading fluency?

I look forward to the changes. It is critical that educators get accurate and up to date information.
Sincerely,

Tom Ihnot
CEO

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
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Jill Constantine,

I am requesting that What Works Clearinghouse (WWC) change its Beginning Reading effectiveness rating on reading fluency for Read Naturally, Inc. from mixed effects to positive effects for several reasons. Please consider and respond to the following information.

First, in a recent WWC review of a study by Dr. David Heistad, statistically significant gains in oral reading fluency for third grade students across multiple schools were not considered in the evaluation of the effects of a Read Naturally intervention on fluency. After reviewing the most recent WWC Procedures and Standards Handbook (February, 2013), the reason for exclusion may be due to a simple misunderstanding.

Page 15 of the WWC Procedures and Standards Handbook (Outcome Eligibility and Reporting section) states the following:

“....outcome measures is that they not be over aligned with the intervention. When outcome measures are closely aligned with or tailored to the intervention, the study findings may not be an accurate indication of the effect of the intervention. For example, an outcome measure based on an assessment that relied on materials used in the intervention condition but not in the comparison condition....”

The measure of oral reading fluency in Dr. Heistad’s study was *The Reading Fluency Monitor*. It should be noted that *The Reading Fluency Monitor* is not a component of the Read Naturally Intervention. The *Reading Fluency Monitor* was developed by RMC Research Corporation, located in Portsmouth, New Hampshire. Dr. Heistad’s implication that *The Reading Fluency Monitor* was developed by Read Naturally, Inc. was a miscommunication in the Test Instruments section of his study. Heistad’s verification of this misunderstanding is attached.

Second, the Arvans study summary analysis underestimated the effect of the Read Naturally group on oral reading fluency. The Read Naturally group had a large effect size of .81 for fluency. The control EAU group had a moderate effect size of .57 for fluency. Both groups had excellent fluency gains. It should be noted that the use of the Read Naturally Intervention was extensive at the school before the study was conducted. The teachers were well versed in the Read Naturally strategy. Students used Read Naturally in the first and second grade in the two years prior to the study. Also, some students in the EAU group used Read Naturally during the study. That is, it seems as though the EAU group may not have been demonstrative of a true control group. The difference between the Read Naturally group’s .81 effect size and EAU’s .57 effect size was .24 after eight weeks. An effect size difference of .24 is significant when extrapolated over a school year.

Ethan R. Van Norman, M.A., performed a similar analysis to what appeared in the Christ and Davie study (2008). In that study, the authors first calculated a slope estimate from three time points for each student in the EAU and the experimental group. The slope estimate represented the number of words

read correct per minute (WCPM) improvement per week. The mean and standard deviation of slopes were then calculated for each group. The percent of improvement of the experimental group in relation to the EAU group was calculated. After this, the authors used the percent of improvement and applied it to an aggressive rate of growth (1.50 WCPM improvement per week). That value was then multiplied by 36, and 1.50 was multiplied by 36. The difference between those values was then interpreted as a hypothetical effect if the Read Naturally Intervention was delivered across an entire school year.

A similar analysis was conducted on the Arvans dataset. Slope estimates were calculated for each student from two observations eight weeks apart. The mean slope value for the experimental group was 2.92 WCPM improvement per week (SD = 1.54) compared to the EAU group, which had a mean slope estimate of 2.24 (SD = 2.36). The .68 difference in mean slope for the Read Naturally Intervention group represents a 30% improvement over the EAU group. Assuming an aggressive rate of growth of 1.50 WCPM for typical students, a 30% increase would translate to a 1.95 rate of growth. Extended across 36 weeks, this represents a net increase of 70 WCPM compared to 54 WCPM with a typical rate of growth (1.50 WCPM improvement per week across 36 weeks).

Although not ideal, slope estimates from two time points have been used to summarize growth in previous CBM-R research studies (e.g., Christ, Silberglit, Yeo & Cormier, 2010). See the attached document for further details.

Another way to analyze the Arvans study is to use the Hasbrouck-Tindal Oral Reading Fluency Norms (<http://www.readnaturally.com/howto/orftable.htm>). The table suggests that third grade students at the 50th percentile have an average weekly improvement of 1.1 WCPM. The performance of the Read Naturally group in the Arvans study is also impressive when compared to the typical rate of fluency growth of third grade students.

Ethan R. Van Norman, M.A., did an analysis to extrapolate growth in the same manner using normative values. For third grade students, weekly growth estimates for students in the 50th percentile typically approximate 1.10 WCPM per week. Assuming the Read Naturally group's 30% improvement over the EAU group and the intervention is delivered for 36 weeks, a student in the 50th percentile, on average would be improving at a rate of 1.43 WCPM per week. After 36 weeks this would translate to an improvement of 51 WCPM compared to 40 WCPM if the student did not receive the intervention. This is a substantial difference.

Considering all of this information, Read Naturally programs should receive a positive effects rating for fluency. A timely reevaluation is critical so that WWC may change Read Naturally's effectiveness rating for fluency from mixed effects to positive effects. Please respond to the points I've raised in this email and let me know if you need further information.

Sincerely,

Tom Ihnot
CEO

From: What Works
Sent: Friday, September 06, 2013 2:04 PM
To: Karla Ramy
Subject: RE: To Neil Seftor

Dear Mr. Ihnot,

Thank you so much for your prompt response to our email and for submitting your comments on the program description of Read Naturally®. We are also modifying our presentation of findings as part of the revisions to the four intervention reports on Read Naturally®. We will let you know once the revised reports are available on the WWC website.

The WWC Quality Review Team is currently investigating the issue you raise regarding the effectiveness rating on reading fluency in the report on Read Naturally® released under the Beginning Reading topic area. We will communicate with you separately about that concern.

Sincerely,

Neil Seftor
Co-Principal Investigator and Deputy Project Director
What Works Clearinghouse at Mathematica Policy Research

From: Karla Ramy [mailto:kramy@readnaturally.com]
Sent: Thursday, September 05, 2013 11:14 AM
To: What Works
Subject: To Neil Seftor

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approximate 1.10 WCPM per week. Assuming the Read Naturally group's 30% improvement over the EAU group and the intervention is delivered for 36 weeks, a student in the 50th percentile, on average would be improving at a rate of 1.43 WCPM per week. After 36 weeks this would translate to an improvement of 51 WCPM compared to 40 WCPM if the student did not receive the intervention. This is a substantial difference.

Considering all of this information, Read Naturally programs should receive a positive effects rating for fluency. A timely reevaluation is critical so that WWC may change Read Naturally's effectiveness rating for fluency from mixed effects to positive effects. Please respond to the points I've raised in this email and let me know if you need further information.

Sincerely,

Tom Ihnot
CEO

From: WhatWorks
Sent: Wednesday, October 24, 2012 9:23 AM
To: WhatWorks
Subject: Read Naturally - Tom Ihnot

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Tuesday, October 23, 2012 2:40 PM
To: What Works
Subject: Read Naturally - Tom Ihnot

Dear Susanne James Burdumy,

As you know WWC has posted four reviews of Read Naturally. WWC claims to screen studies if they present a primary analysis of the effect of Read Naturally. None of the studies in question present a primary analysis of the effect of Read Naturally. WWC should remove the Hancock, Denton, Kemp and Chenault studies as reviews of Read Naturally to be in keeping with its own policies. To clarify: the Hancock study primarily analyzed second-grade students' rates of learning to read; the Denton study primarily analyzed the phonemic decoding program Read Well; the Kemp study primarily analyzed Sustained Silent Reading; and the Chenault study primarily analyzed the writing program Pay Forward.

I still do not have a response from the quality review team concerning the issues I have raised on their response to Kevin Feldman and James Cline. Specifically:

- The [Hancock study](#) had many reasons besides pre-reading activities and placement that clearly demonstrate that the study did not use the Read Naturally strategy. The quality review team did not address these issues in their findings.
- Concerning the [Denton study](#), the quality review team ignored the flawed assessment issues and clearly did not understand the differences between Denton's ELL activity approach and implementing Read Naturally.
- In regards to the [Kemp study](#), Susan Kemp did state on page 40 of her dissertation, "It could be concluded that all teachers implemented the Read Naturally program as prescribed." However, a closer examination of Kemp's dissertation, as well as discussions with Susan Kemp herself, clarify that teachers implemented *Kemp's devised prescription* for use of Read Naturally passages. This statement did *not* mean that Read Naturally was implemented as recommended by the company. In addition, the quality review team did not address Kemp's statement that Read Naturally was not intended for seventy percent of the study participants and that disparate groups were compared.
- Finally, the quality review team did not address any of the numerous issues concerning the [Chenault study](#).

Who do I contact to get a response to the issues I have raised with the Quality Review Team?

WWC's reviews of Read Naturally have resulted in a serious injustice. I say this not as a business person trying to make a profit, but as someone who is genuinely concerned for struggling readers. I have countless testimonials and dozens of studies to support the fact that the Read Naturally strategy, when used properly, is highly effective and even life-changing for struggling students. The fact that WWC has chosen to review the flawed studies that it has, and that those reviews are convincing educators to believe otherwise, is a travesty.

I would like to believe that we are both aiming to provide educators with solutions that work, so that students can reach their fullest potential. I am confident that we will see eye-to-eye on this

important issue if you give me the opportunity to meet with your team. Please let me know how I can arrange a face-to-face meeting.

The following are control group studies that intended to evaluate Read Naturally and implemented the Read Naturally strategy correctly. They studied students at first, second and third grade. These studies should replace Hancock, Denton, Kemp and Chenault.

- Christ, <http://www.readnaturally.com/approach/ncrti.htm>
- Heistad – 3rd Grade Reading http://www.readnaturally.com/pdf/heistad-study_4schools.pdf
- RN original study <http://www.readnaturally.com/approach/case1.htm>
- RN Elk River <http://www.readnaturally.com/approach/case10.htm>
- RN South Forsyth County, GA <http://www.readnaturally.com/approach/case6.htm>

The control group studies that intended to evaluate Read Naturally and implemented Read Naturally correctly and studied students are fourth grade and above are:

- Heistad-Four School http://www.readnaturally.com/pdf/heistad-study_4schools.pdf
- Heistad –Two School http://www.readnaturally.com/pdf/heistad-study_2schools.pdf
- RN Case 5 Special Education students Huron County, MI
<http://www.readnaturally.com/approach/case5.htm>
- Graves The Elementary School Journal
- Tucker <http://www.readnaturally.com/approach/case3.htm>

I reviewed the other new studies on the list. The rest of the studies did not intend to evaluate Read naturally or were evaluating another program.

I appreciate that you revised the Intervention Summary. I will fax the embargo agreement. It is urgent that I have the opportunity to talk to the Quality Review Team to discuss the serious problems with the current postings of studies as reviews of Read Naturally.

Sincerely,

Tom Ihnot
CEO

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From: What Works <whatworks@mathematica-mpr.com>
Sent: Monday, June 25, 2012 1:12 PM
To: WhatWorks
Subject: FW: Tom Ihnot - Read Naturally (3725)

Hi Allison,

Here is the Tom Ihnot email again, now issue 3725.

Allison Young

From: info@readnaturally.com [mailto:Info@readnaturally.com]
Sent: Monday, June 25, 2012 8:49 AM
To: What Works
Subject: Tom Ihnot - Read Naturally

Dear Jill Constantine,

Thank you for your response. I have found your emails to Kevin Feldman and James Cline (sent on 5-11-12) and your email to me (sent on 6-15-12) to be hopeful, but also disappointing and frustrating.

The emails are hopeful because you are doing quality reviews, and you indicated a willingness to contact study authors. In addition, you told Kevin Feldman that WWC screens a study if it presents a primary analysis of the effect of an intervention. None of the studies in question present a primary analysis of the effect of Read Naturally, so I am hopeful that WWC will remove them in keeping with its own policy. To clarify: the Hancock study primarily analyzed second-grade students' rates of learning to read; the Denton study primarily analyzed the phonemic decoding program Read Well; the Kemp study primarily analyzed Sustained Silent Reading; and the Chenault study primarily analyzed the writing program Pay Forward.

My disappointment and frustration stem from the findings of the quality review team. The issues I raised, which are key to understanding why the studies cannot be reviewed as evaluations of Read Naturally, were not addressed. Specifically:

- The [Hancock study](#) had many reasons besides pre-reading activities and placement that clearly demonstrate that the study did not use the Read Naturally strategy. The quality review team did not address these issues in their findings.
- Concerning the [Denton study](#), the quality review team ignored the flawed assessment issues and clearly did not understand the differences between Denton's ELL activity approach and implementing Read Naturally.
- In regards to the [Kemp study](#), Susan Kemp did state on page 40 of her dissertation, "It could be concluded that all teachers implemented the Read Naturally program as prescribed." However, a closer examination of Kemp's dissertation, as well as discussions with Susan Kemp herself, clarify that teachers implemented *Kemp's devised prescription* for use of Read Naturally passages. This statement did *not* mean that Read Naturally was implemented as recommended by the company. In addition, the quality review team did not

- address Kemp's statement that Read Naturally was not intended for seventy percent of the study participants and that disparate groups were compared.
- Finally, the quality review team did not address any of the numerous issues concerning the [Chenault study](#).

WWC's reviews of Read Naturally have resulted in a serious injustice. I say this not as a business person trying to make a profit, but as someone who is genuinely concerned for struggling readers. I have countless testimonials and dozens of studies to support the fact that the Read Naturally strategy, when used properly, is highly effective and even life-changing for struggling students. The fact that WWC has chosen to review the flawed studies that it has, and that those reviews are convincing educators to believe otherwise, is a travesty.

I would like to believe that we are both aiming to provide educators with solutions that work, so that students can reach their fullest potential. I am confident that we will see eye-to-eye on this important issue if you give me the opportunity to meet with your team. Please let me know how I can arrange a face-to-face meeting.

Thank you,

Tom Ihnot

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From: info@readnaturally.com
Sent: Wednesday, May 16, 2012 4:18 PM
To: What Works
Subject: Jill Constantine's response to Kevin Feldman

Dear Jill Constantine,

I appreciate your response to Dr. Kevin Feldman's inquiry about WWC's review of Read Naturally. I was happy to read that you are reviewing the Beginning Reading Section of the WWC website and that you are updating the Intervention Report for Read Naturally.

In your response to Dr. Kevin Feldman, you quoted the following WWC policy: "The WWC does not screen based on whether the author 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." Thus, WWC concluded that its evaluation of the Hancock study of Read Naturally was appropriate.

However, please allow me to clarify that a Read Naturally intervention is defined as Read Naturally materials used in conjunction with the Read Naturally strategy. The materials alone are not an intervention.

In an email to Becki Herman of WWC, Carrie Hancock stated the following: "While I used Read Naturally materials, I did **NOT** fully implement the Read Naturally strategy and my study was **NOT** intended to evaluate the Read Naturally strategy. Rather, the purpose was to determine the impact of ongoing supplemental fluency practice on second grade students' rates of learning to read." By using the materials and not the strategy, Hancock's study did not analyze Read Naturally as an intervention. If WWC's policy is truly that "the study must present a primary analysis of the effect of an intervention," the Hancock study does not qualify. Carrie Hancock addresses this in her 5/16/12 email. (see below)

WWC has noted on its website that the Hancock study excluded Read Naturally's pre-reading instruction and placement system, but these notations are not sufficient to clarify that the Read Naturally strategy was not used. The pre-reading instruction and placement are critical components of the strategy, but teachers unfamiliar with Read Naturally will not understand or appreciate the impact of these omissions. Additionally, there are several other ways in which the Hancock study deviated from the Read Naturally strategy. These deviations are as follows:

- Hancock omitted the prediction step. This step is crucial for setting a comprehension framework.
- Hancock omitted the key words step. This step is crucial for both comprehension and vocabulary development.
- Hancock omitted the placement step, which ensures that a student is working in the correct level of material.
- Hancock did not set goals based on placement. Setting goals ensures that students are properly challenged.
- Hancock did not use Read Naturally's criteria for individualizing instruction. Hancock set the same goal, the same number of read alongs (3), and the same number of practice readings (5) for each student. Consequently, struggling students who could not achieve the goal after eight readings of the passage would have felt defeated, and students who could easily achieve the goal without eight readings of the passage would have felt bored.

- Hancock did not adjust levels and goals. Read Naturally's adjustment guidelines are critical to maximize progress.
- Hancock did not use Read Naturally's criteria for passing stories and moving on to new material. Students were allowed to work in new material without mastering expression or comprehension questions.
- Hancock used a group size of 10 to 12 students per one teacher, which is much higher than the ratio Read Naturally requires. Hancock's ratio would have made it impossible for a teacher to assist students in a timely manner for cold and final timings. Consequently, students would have wasted valuable reading time while waiting.
- Hancock's deviations from Read Naturally's placement, initial goal setting, adjusting goals and levels, and progress monitoring guidelines would have destroyed the intrinsic motivation that is a hallmark of the Read Naturally strategy.

Indeed, Carrie Hancock states in her dissertation that, while these critical aspects of the Read Naturally strategy were not part of her study, they should be included in fluency interventions. Based on these numerous and critical differences between Hancock's use of Read Naturally materials and the steps and rationale of the Read Naturally strategy, the Hancock study does not qualify as an analysis of a Read Naturally intervention.

As you update the Intervention Report for Read Naturally, please remove the Hancock study. In addition, please allow the [Mesa study](#) to stand alone. The Mesa study was intended to evaluate a Read Naturally intervention and is a proper implementation. I appreciate that you will be evaluating the Christ study, but please keep in mind that comprehension assessments are not sensitive enough to pick up growth in only ten weeks. I also encourage you to consider evaluating the [Tucker study](#), which shows Read Naturally's impact on fourth grade learning disabled students reading at a primary level.

Our mission here at Read Naturally is to do whatever we can to help struggling readers. This is why I have been so persistent in urging you to remove the Hancock study and to evaluate additional studies of Read Naturally. I would appreciate a meeting at your office to discuss WWC posted studies since this critical matter for Read Naturally and all educators who rely on your website. Please email me a date and time.

Thank you,

Tom Ihnot
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From: Carrie Hancock [mailto:drcarriehancock@cox.net]
Sent: Wednesday, May 16, 2012 2:33 PM
To: info@readnaturally.com
Subject: Re: from Tom Ihnot

Yes and yes.

Sent from my iPhone

On May 16, 2012, at 12:27 PM, "info@readnaturally.com" <Info@readnaturally.com> wrote:

Carrie,

Thank you for responding quickly. It helps me respond promptly to Jill Constantine.

Is it fair to say that your use of Read Naturally passages was to analyze the impact of fluency practice with second graders? Also, is it fair to say that you did not use the Read Naturally strategy and as a result the primary analysis of your study was not the effect of the Read Naturally strategy as an intervention?

Sincerely,

Tom Ihnot

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From: What Works <whatworks@mathematica-mpr.com>
Sent: Monday, November 12, 2012 1:51 PM
To: WhatWorks
Subject: FW: Studies (WWCPC 3725)

From: info@readnaturally.com [mailto:Info@readnaturally.com]
Sent: Monday, November 12, 2012 11:56 AM
To: What Works
Subject: Studies

Susanne James-Burdumy,

The Anne Graves study Case 5: "Throwing Sixth Graders a Lifeline" <http://www.readnaturally.com/approach/case5.htm> should be used along with Christ, Heistad and Tucker studies to replace the four studies (Hancock, Denton, Kemp and Chenault) currently being used as a review of Read Naturally. As you know the four authors have told WWC not to use their studies as a review of Read Naturally. "Study Authors Tell Federal Reviewer Their Studies Are Not Evaluations of Read Naturally".
<http://www.readnaturally.com/approach/wwc-summary.htm>

When will the review of WWC's Beginning Reading Section be updated? It has been over six years and the WWC reviews of Read Naturally continue to misinform educators.

Sincerely,

Tom Ihnot
President

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Saint Paul, MN 55121

Main: 800.788.4085
Fax: 651.452.9204
www.readnaturally.com

Connect with Read Naturally:



From: WhatWorks
Sent: Friday, June 15, 2012 9:54 AM
To: Info@readnaturally.com
Subject: RE: Beginning Reading Reevaluation (WWC 3702)

Dear Mr. Ihnot,

Thank you for your email. We have forwarded the Tucker Study to the review team.

The WWC Quality Review Team (QRT) is finalizing the written response to your recent inquiries. After receiving the QRT response, you may ask any additional questions in writing via the Help Desk.

Due to the need to maintain a written record of interactions and key decisions, the WWC requests that all questions are submitted in writing.

Thank you,

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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Thursday, June 14, 2012 12:10 PM
To: What Works
Subject: Beginning Reading Reevaluation

Beginning Reading Reevaluation,

I have attached the Tucker study of Read Naturally to be evaluated by What Works Clearinghouse (WWC).

Also, since there are serious issues with the four studies WWC has posted as reviews of Read Naturally, I think I should have a chance to meet with a member of the quality review team.

<http://www.readnaturally.com/approach/wwc-summary.htm>

Please email me a time and place for me to meet with the quality review team to discuss the four studies that are providing inaccurate information to educators.

Thank you,

Tom Ihnot

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121

www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax



From: WhatWorks
Sent: Monday, November 12, 2012 3:00 PM
To: 'info@readnaturally.com'
Subject: RE: Studies (WWCPC 3725)

Dear Mr. Ihnot,

We are working on a report but do not have a projected release date at this time. We are unable to provide a timeline for the review.

Thank you,

What Works Clearinghouse

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Monday, November 12, 2012 11:56 AM
To: What Works
Subject: Studies

Susanne James-Burdumy,

The Anne Graves study Case 5: "Throwing Sixth Graders a Lifeline" <http://www.readnaturally.com/approach/case5.htm> should be used along with Christ, Heistad and Tucker studies to replace the four studies (Hancock, Denton, Kemp and Chenault) currently being used as a review of Read Naturally. As you know the four authors have told WWC not to use their studies as a review of Read Naturally. "Study Authors Tell Federal Reviewer Their Studies Are Not Evaluations of Read Naturally".
<http://www.readnaturally.com/approach/wwc-summary.htm>

When will the review of WWC's Beginning Reading Section be updated? It has been over six years and the WWC reviews of Read Naturally continue to misinform educators.

Sincerely,

Tom Ihnot
President

Read Naturally, Inc.
2945 Lone Oak Drive
Suite 190
Saint Paul, MN 55121

Main: 800.788.4085
Fax: 651.452.9204
www.readnaturally.com

Connect with Read Naturally:



From: What Works

Sent: Wednesday, September 04, 2013 3:07 PM

To: Karla Ramy; info@readnaturally.com

Subject: WWC Description of Read Naturally

Attachments: Developer Contact Attachment_Read Naturally Description.pdf;
Developer Contact Letter_Review of Read Naturally Program
Description.pdf

Dear Mr. Ihnot,

The What Works Clearinghouse (WWC), an initiative of the U. S. Department of Education's Institute of Education Sciences, was established to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. As such, we review studies on education interventions that may be included in our reports.

The purpose of the attached letter is to notify you that we are in the process of revising the four intervention reports that discuss Read Naturally® – Beginning Reading (update released July 2013), English Language Learners (update released July 2010), Students with Learning Disabilities (released July 2010), and Adolescent Literacy (released March 2013) – as discussed in recent communication from the WWC. In this letter, we ask you to review a brief intervention summary.

Sincerely,

Neil Seftor
Co-Principal Investigator and Deputy Project Director
What Works Clearinghouse at Mathematica Policy Research

From: What Works
Sent: Tuesday, February 26, 2013 3:10 PM
To: 'kramy@readnaturally.com'; 'info@readnaturally.com'
Subject: What Works Clearinghouse (QR2010013)
Attachments: QRT2010013.pdf

Dear Mr. Ihnot:

Attached is a response to the questions you raised in your inquiries concerning the What Works Clearinghouse reviews of studies of Read Naturally®.

Thank you,

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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February 26, 2013

Mr. Thomas Ihnot
CEO
Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
kramy@readnaturally.com
info@readnaturally.com

Reference: QR2010013

Dear Mr. Ihnot:

Thank you for your inquiries concerning the What Works Clearinghouse (WWC) reviews of four studies of Read Naturally®—Kemp (2006), Denton et al. (2004), Hancock (2002), and Chenault et al. (2006)—and for your email regarding my response to Dr. Kevin Feldman’s inquiry about the WWC reviews of studies of Read Naturally®. In response to your concerns, we conducted an independent quality review. The WWC quality review team responds to concerns raised by study authors, curriculum developers, or other relevant parties about WWC reviews published on our website. When a quality review is conducted, a researcher who was not involved in the initial reviews undertakes an independent assessment of the studies in question. The researcher also investigates the procedures used and decisions made during the original reviews of the studies. These quality reviews are one of tools used to ensure that the standards established by the Institute of Education Sciences (IES) are upheld on every review conducted by the WWC.

The quality review considered the concerns from your emails regarding study inclusion, implementation, student sample, and outcomes.

Study Inclusion

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 (as described in the WWC Procedures and Standards Handbook, pages 8–10, available at <http://ies.ed.gov/ncee/wwc/DocumentSum.aspx?sid=19>). The WWC does not screen based on whether the author(s) explicitly intended the study as an evaluation of an intervention, but rather whether the study presents a primary analysis of the effect of an intervention. This screening process allows for the review of a wide range of relevant and methodologically sound studies.

Thank you for bringing to my attention the studies by Mesa (2004) and Tucker (2010). The Tucker (2010) study will be included in our literature search for updating the Intervention Report

for Read Naturally®, reviewed under the Beginning Reading Evidence Review Protocol. In addition, as you note, the Mesa (2004) study was included in the original review of Read Naturally®, but will be reviewed again in an updated review.

Implementation

The WWC followed protocol in the manner in which the four studies are described in WWC publications. The WWC Handbook says, “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 appendices to provide context for the findings” (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. 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.

Regarding the Kemp (2006) study, your emails raised a concern about implementation of the Read Naturally® program. The quality review noted that the study does not provide any indication of deviation from program design. Specifically, the study states, “... it could be concluded that all teachers implemented the Read Naturally® program as prescribed” (page 40). Based on this information, the quality review concluded that there was no evidence that deviations in implementation should have been noted in the WWC Intervention Report. Regarding your specific concern about the teacher-to-student ratio, the study does not note any deviation from the Read Naturally® program in this area and does not provide any information on the ratio.

You also expressed concern over deviations in the implementation of Read Naturally® in the Denton et al. (2004) study. The quality review found that the inclusion of additional activities was noted in the study and reported in the WWC Intervention Report (see footnote 7 on page 3, available at <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=408>). The other potential deviations that you noted (accountability to pass criteria, use of audio tapes, and the number of sessions per week) were not identified in the study and are therefore not noted in the WWC publication.

Regarding your concerns that the Read Naturally® strategy was not implemented fully for the Hancock (2002) study, the quality review found that WWC procedures were followed in the WWC Intervention Report. The WWC contacted Hancock regarding the implementation of Read Naturally® in the 2002 study. Her 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 deviations in implementation (see footnote 4 on page 2, available at <http://ies.ed.gov/ncee/wwc/InterventionReport.aspx?sid=407>). Other potential concerns with implementation described in your email were not reported by the author and were not included in the revised WWC Intervention Report.

The quality review also investigated concerns that you raised in prior emails. The email from June 2012 regarding Dr. Feldman’s questions was addressed in my letter to Dr. Feldman; I will not

repeat the quality review findings here. Your email from May 2012 included some text that was reported to be a quote from Hancock’s email to the WWC, but the quoted statements were not part of Hancock’s email text. The misreported quote is also found on the Read Naturally® website at <http://www.readnaturally.com/approach/hancock.htm>.

Regarding the Chenault et al. (2006) study, you expressed concern with the implementation of Read Naturally® related to the selection of students and the limited number of sessions. The quality review found that the WWC Intervention Report appropriately notes both of these factors (see pages 2–3, available at <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=409>).

Student Sample

You also raised a concern that the Kemp (2006) study included a large share of students who were above the 50th percentile in reading fluency who were not “at-risk” readers. The quality review verified that the WWC Intervention Report accurately states that the study population for the results reported by the WWC was third-grade English language learner (ELL) students (page 2, available at <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=408>). Furthermore, the quality review noted that Read Naturally® program materials state that the program “... products help students of all ages and abilities—whether special education, ELL, Title I, or mainstream—to improve their reading skills, gain confidence, and transform their attitudes toward school and learning” (available at <http://www.readnaturally.com/products/default.htm>).

Finally, regarding the differences in pre-test performance among native-speaking students in the treatment and control groups, the quality review found that these concerns are not relevant to this WWC publication, which reports on findings only for English language learner students. Furthermore, the quality review concluded that the WWC appropriately restricted the reported findings to impacts assessed relative to the comparison group, and thus did not include achievement gains in oral reading fluency.

Outcomes

Regarding the Denton et al. (2004) study, you expressed concern that the study did not assess fluency. The quality review noted that the WWC Intervention Report clearly states that the study assessed reading achievement (page 4, available at <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=408>), an outcome of relevance to the WWC ELL topic area. The quality review noted that the Read Naturally® program materials state there are several components of the program beyond fluency that are related to reading achievement: “Our industry-leading programs develop and support the five essential components of reading, identified by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (see “The Read Naturally Strategy,” available at <http://www.readnaturally.com/approach/default.htm>).

I hope that this letter has addressed your concerns. You requested that we meet to discuss the WWC reviews of Read Naturally®. However, WWC policy requires all correspondence in writing. 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)

From: What Works
Sent: Monday, May 13, 2013 3:32 PM
To: 'kramy@readnaturally.com'; 'info@readnaturally.com'
Subject: What Works Clearinghouse (QR2010013)
Attachments: QRT2010013_Response 5.13.2013.pdf

Dear Mr. Ihnot:

Attached is a response to the questions you raised in your inquiries concerning the What Works Clearinghouse reviews of studies of Read Naturally®.

Thank you,

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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May 12, 2013

Mr. Thomas Ihnot
CEO
Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
kramy@readnaturally.com
info@readnaturally.com

Reference: QR2010013, WWC2304, and WWCP3661

Mr. Ihnot:

Thank you for your response to Dr. Constantine's letter of February 26, 2013. The What Works Clearinghouse (WWC) Quality Review Team has reviewed your correspondence dated March 5, March 6, and March 20, 2013.

Your correspondence raises five questions with respect to reviews of Read Naturally[®]: (1) results when the term "Read Naturally" is searched using Google; (2) the inclusion of five studies (Hancock 2002; Kemp 2006; Denton et al. 2006; Chenault 2004; and Chenault et al. 2006); (3) the update to the Beginning Reading intervention report on Read Naturally[®]; (4) reviews by the National Center on Intensive Intervention (NCII) of studies of Read Naturally[®]; and (5) the difficulties an individual might have in distinguishing between Read Naturally, Inc. and Read Naturally[®]. Below we provide responses to these questions, including a brief summary of our reasoning in each area. The documents explaining all of our procedures and review criteria continue to be publically available on the WWC website. As suggested in our previous letters, please refer to the *WWC Procedures and Standards Handbook* and the topic area review protocol for a particular intervention report.

Google Results for "Read Naturally"

WWC does not have any control over or input as to what results are presented by Google or any other search engine when an individual searches "Read Naturally." It is our understanding that the various search engines use algorithms that generally are proprietary.

Inclusion of Hancock (2002), Kemp (2006), Denton et al. (2006), Chenault (2004), and Chenault et al. (2006)

We appreciate the information you provided to us in Addendums 1 and 2 of your March correspondence. Our response is the same as in our February 26 letter: WWC followed protocol in determining whether studies supported an examination of the effectiveness of Read Naturally[®]. To assist the reader in understanding what was being examined, WWC includes in the intervention report a description of both the intervention and comparison conditions to the extent they are described in each individual study. This includes describing whether elements of an intervention were not implemented. WWC reviews publicly available research, and these reports may differ in the amount of detail provided on the condition of interest to WWC. To the extent possible, the reports summarize what is known about how a particular intervention was implemented.

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Update to the Beginning Reading Intervention Report on Read Naturally®

WWC is currently updating the Beginning Reading intervention report for Read Naturally®. As the developer and distributor of Read Naturally®, a courtesy copy of the embargoed intervention report will be shared with you 24 hours before release. We cannot provide details on the content of the update before you receive the copy, which is embargoed until it is released. All of the studies you listed in your March 20 email were reviewed as part of the updated report.

NCII Reviews of Read Naturally® Studies

Eight of the nine studies that you identified in Addendums 1 and 2 were reviewed for the update to the Beginning Reading intervention report on Read Naturally® (Hesitad, Christ, Tucker, and five case studies). As the report has not yet been released, we cannot discuss individual study ratings or the overall summary of effectiveness. The remaining case study (Case 5, "Throwing Sixth Graders a Lifeline") is not within the age range of the Beginning Reading review and thus is not eligible for review in a Beginning Reading report, although it could be eligible for review in the Adolescent Literacy report on Read Naturally®.

Distinguishing Between Read Naturally, Inc. and Read Naturally®

The program details, which are included in the main part of the intervention report, are shared with developers or distributors for review. We provided you with that description, and you provided input in February 2012. However, we agree that it is important and useful to readers to distinguish among the different products that support Read Naturally® strategies. Thus, we will revise the product description further to discuss Read Naturally® as a strategy supported by the four products (Read Naturally® Live, Read Naturally® Encore, Read Naturally® ME, and Read Naturally® SE) that can be purchased from Read Naturally®, Inc. To the extent that the specific products are described in each study, we will also clearly note which products were used. In addition, we will use the copyright symbol (©) with the phrase Read Naturally® throughout the study.

WWC appreciates your careful review of our products and processes. If you or another member of Read Naturally, Inc. are interested in learning more about WWC's review standards, please consider applying for one of the training sessions offered by the Institute of Education Sciences. You can send an email to the WWC help desk asking to be added to the email list for training announcements.

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

From: WhatWorks
Sent: Thursday, May 30, 2013 3:42 PM
To: 'Info@readnaturally.com'
Cc: 'NSeftor@mathematica-mpr.com'
Subject: What Works Clearinghouse (QR2010013)
Attachments: QRT2010013 February 26 2013.pdf; QRT2010013 May 12 2013.pdf

Dear Mr. Ihnot,

The WWC is working on the update to the Beginning Reading Intervention Report on Read Naturally®, including revisiting the program description and program details to clarify the differences between Read Naturally, Inc., the Read Naturally strategy, and the four Read Naturally® products (ME, SE, Encore and Live). You will receive an embargoed copy of the report 24 hours before publication. Once released, the old report will be replaced on the web and the searches will report the findings in the updated report.

Thank you for continuing to bring to our attention your concerns about the studies reviewed by the WWC for the Read Naturally® intervention reports. We have previously responded to your concerns about the NCII reviews and the various studies (Mesa, Hancock, Kemp, Christ, Heistad, Denton, Kemp and Chenault). Please see our correspondence to you in February 2013 and May 2013, attached. If you have any different concerns, please let us know.

What Works Clearinghouse

From: WhatWorks
Sent: Monday, June 17, 2013 4:12 PM
To: 'Info@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot

Dear Mr. Ihnot,

Thank you for your email on June 3, 2013. We have reviewed Addendum 1, and as we have previously stated, our review concluded that the WWC followed protocol in determining whether the studies should be included in the intervention report. If you have any other different questions or concerns, please let us know.

What Works Clearinghouse

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From: WhatWorks
Sent: Wednesday, June 05, 2013 8:53 PM
To: 'Info@readnaturally.com'
Subject: RE: Read Naturally - Tom Ihnot

Dear Mr. Ihnot,

Thank you for your email below. We will review your Addendum 1 attachment and respond accordingly.

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/>.

From: info@readnaturally.com [<mailto:Info@readnaturally.com>]
Sent: Monday, June 03, 2013 9:41 AM
To: What Works
Subject: Read Naturally - Tom Ihnot

Dear Jill Constantine,

Thank you for the update. I appreciate that the WWC Quality Review Team has researched the issues related to WWC's reviews of Read Naturally, Inc. and Read Naturally® programs. I am grateful that you will be replacing the statement, "Read Naturally was found to have no discernible effects on reading fluency and comprehension." Read Naturally, Inc. has endured this inaccurate and damaging statement since 2006. I am excited that WWC will soon provide educators with an accurate description of Read Naturally® programs based on the Mesa, Christ, Heistad, Tucker and other studies.

Thank you for addressing many of my concerns in your emails. Your email from May 12, 2013 email does not address many of the issues I raised in Addendum 1 (attached) of my email to you on March 5. I still

agree with Hancock, Hasbrouck (Denton Study), Kemp and Chenault that their studies should not be used as reviews of Read Naturally® programs as the studies were not primary analyses of the effect of an intervention. Addendum 1 spells out additional implementation variations. I have attached Addendum 1 to this email and hope you will review it.

However, the vast majority of educators will make judgments based on WWC's headline description. Thus, I am extremely happy that WWC will soon replace its inaccurate statement about Read Naturally, Inc. and Read Naturally® programs. I look forward to the revised report and updated statement.

Sincerely,

Tom Ihnot
CEO
Read Naturally, Inc.

Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
www.readnaturally.com
www.oneminutereader.com
651-452-4085
800-788-4085
651-452-9204 - fax



From: WhatWorks [<mailto:What.Works@icfi.com>]

Sent: Thursday, May 30, 2013 2:42 PM

To: info@readnaturally.com

Cc: NSeftor@mathematica-mpr.com

Subject: What Works Clearinghouse (QR2010013)

Dear Mr. Ihnot,

The WWC is working on the update to the Beginning Reading Intervention Report on Read Naturally®, including revisiting the program description and program details to clarify the differences between Read Naturally, Inc., the Read Naturally strategy, and the four Read Naturally® products (ME, SE, Encore and Live). You will receive an embargoed copy of the report 24 hours before publication. Once released, the old report will be replaced on the web and the searches will report the findings in the updated report.

Thank you for continuing to bring to our attention your concerns about the studies reviewed by the WWC for the Read Naturally® intervention reports. We have previously responded to your concerns about the NCII reviews and the various studies (Mesa, Hancock, Kemp, Christ, Heistad, Denton, Kemp

and Chenault). Please see our correspondence to you in February 2013 and May 2013, attached. If you have any different concerns, please let us know.

What Works Clearinghouse

From: Julia Lyskawa <JLyskawa@mathematica-mpr.com>
Sent: Tuesday, August 27, 2013 5:09 PM
To: WhatWorks
Subject: FW: What Works Clearinghouse (QR2010013)
Attachments: QRT 2010013 Response_8.27.2013.pdf; QRT2010013_Response 5.13.2013.pdf; QRT2010013_Response_2.26.2013.pdf

From: What Works
Sent: Tuesday, August 27, 2013 5:08 PM
To: 'kramy@readnaturally.com'; 'info@readnaturally.com'
Subject: What Works Clearinghouse (QR2010013)

Dear Mr. Ihnot:

Attached in the document entitled *QRT 20100013_Response_8.27.2013* is a response to the questions you raised in your inquiries concerning the What Works Clearinghouse reviews of studies of Read Naturally®. The letter makes reference to two other letters to you from the What Works Clearinghouse, and those are attached as well.

Thank you,

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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August 26, 2013

Mr. Thomas Ihnot
CEO
Read Naturally, Inc.
2945 Lone Oak Drive, Suite 190
St. Paul, MN 55121
kramy@readnaturally.com
info@readnaturally.com

Reference: QR2010013, WWC2304

Dear Mr. Ihnot,

Thank you for your continued correspondence regarding the What Works Clearinghouse (WWC) reports that discuss Read Naturally, Inc. products and the Read Naturally® strategy. This letter is in response to your correspondence of June 24, July 17, August 5, and August 7 of this year.

Program descriptions. You previously raised concerns that it was difficult to distinguish between Read Naturally, Inc. and the Read Naturally® strategy and products. The WWC indicated in the May 12 response that revisions to the product description section would be made. The Beginning Reading report was updated in July, and changes to the product description in the other three intervention reports are under way. Similarly, we are adding additional detail, if provided in the original publication, to clarify which Read Naturally, Inc. product was used and whether key elements were excluded in the implementation.

Order of findings. We appreciate and agree with your suggestion of July 17, in which you propose that the WWC list findings in order of their strength, consistent with the presentation on the web. Therefore, we will revise the order of findings listed in the text on the front page of the report, the associated table, and the website summary for the three reports with findings in more than one domain. We anticipate that the revised intervention reports will be posted to the web by the end of September.

No discernible effect. Two of your concerns relate to the use of the phrase “no discernible effect.” Based on analyses (of eligible outcomes) that meet standards, the WWC uses a set of rules to characterize study findings within a domain (see pages 96 and 97 of the Procedures and Standards Handbook, version 2.1). Next, the WWC combines these study-level findings to determine an intervention rating (see pages 23 and 24 of the Handbook). If “none of the studies shows statistically significant or substantively important effects, either positive or negative,” the WWC assigns a rating of effectiveness of “no discernible effects” for that domain.

Study-specific issues. With respect to your other concerns regarding study inclusion and implementation, we have previously addressed these issues in our responses of February 26 and May 12, attached.

What Works Clearinghouse **WWC**

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

I hope that this letter and the forthcoming changes to reports address 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