

# **Significant Gains in Reading made by students with dyslexia**

using the Barton Reading & Spelling System

at

Penn Christian Academy  
in Butler, Pennsylvania

from 2010 to 2013

by

Cindy Dodds, Executive Director

and

Ruth McCarrier, Director of Special Academic Services

Penn Christian Academy, a private Christian school in Butler, Pennsylvania, is open to children with dyslexia.

In 2007, the school started a Reading Assistance Program utilizing the Barton Reading & Spelling System for students identified as dyslexic either by Cindy Dodds or Ruth McCarrier, both of whom are Dyslexia Specialists, or by an outside testing professional.

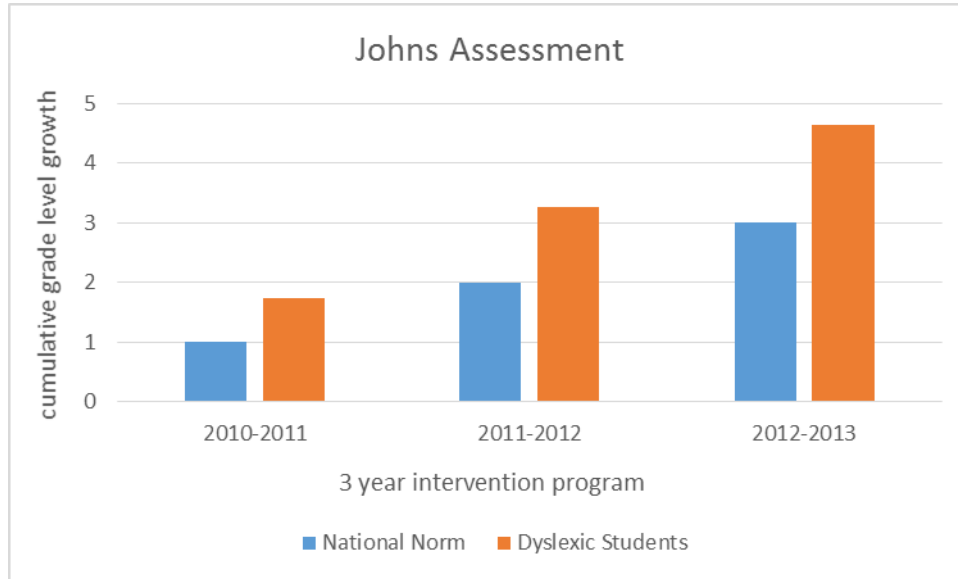
Data from the years 2010-2013 included a range of students from first graders to sixth graders. They received three 40-minute one-on-one tutoring sessions each week, for a total of 2 hours of one-on-one tutoring a week, which is the absolute minimum amount of time required in order to use the Barton Reading & Spelling System with fidelity.

Jean Smith, Director of the Reading Assistance program, is certified in the Barton Reading & Spelling System. She ensured that all of the Barton tutors at Penn Christian Academy received in-depth training with the Barton instructional DVDs and taught the lessons with fidelity.

Normed standardized reading tests were given at the beginning and end of each school year for three years. Most students who started in 2010 continued to receive intervention for all 3 years. But a few new dyslexic students were added in 2011 and 2012. No intervention occurred during the 3 month summer breaks.

These dyslexic students have shown outstanding growth – far more growth than students without dyslexia typically make – no matter which reading test was used.

The Johns Reading Assessment was used each year. Every year, the dyslexic students receiving intervention using the Barton Reading & Spelling System outperformed the national norms.



The Northwest Evaluation Association (NWEA) was only used the third year (2012-2013). That test was given in the fall, and then again in the spring. NWEA provides estimates of expected growth based on fall scores. The dyslexic students exceeded their expected growth by almost 50%.

