

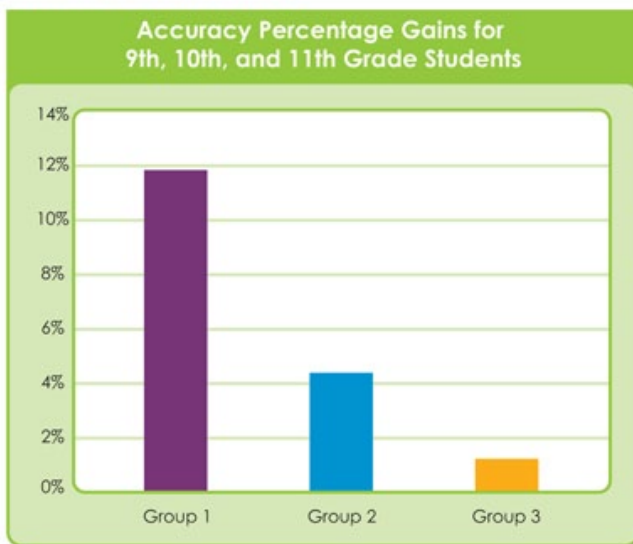
New Orleans High School, 9-11th grade

A high school in New Orleans assessed a subset of its 9th, 10th, and 11th grade students to determine which students had decoding weaknesses. Pre-testing of both regular education and special education students indicated that students would receive the most appropriate level of instruction if they were taught in separate groups.

The groups each received 50 minutes of daily Blitz instruction for 12 weeks. Post-testing was performed on 18 students. As indicated in Figures 5 and 6, the tests revealed that:

- Students from each of the three groups showed significant gains in both their WCPM and in their accuracy percentage rates.
- Students in one group had WCPM gains of more than 50 percent. Some students increased their WCPM by more than 100 percent — doubling their reading rate.

:: FIGURE 5 :: SUMMARY 3



:: FIGURE 6 :: SUMMARY 3

