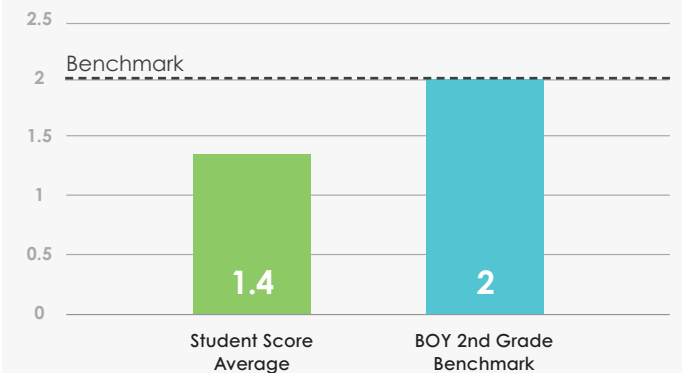


2nd Grade High Needs Rural New Mexico Elementary School 14 Weeks of Intensive Foundational Skills Instruction Linked to Gains in 2 Key Fluency Measures

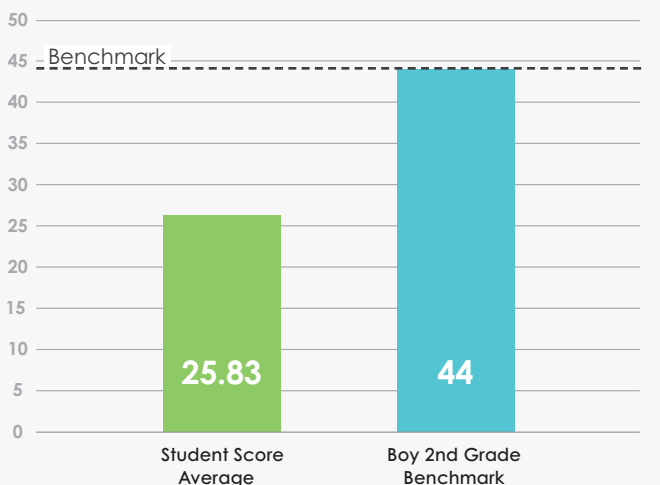
Rationale and Setting:

In the fall of 2013, Really Great Reading was contacted by a second grade teacher from a rural New Mexico elementary school. She requested assistance with some of her lowest performing 2nd grade students. These students were struggling with the foundational literacy skills that are typically mastered by the end of 1st grade. They demonstrated inadequate scores on their Dynamic Indicators of Basic Early Literacy Skills™ (DIBELS) Beginning of Year (BOY) benchmark assessments. These students were also performing well below grade level on the STAR Reading assessment and the Discovery Education ELA (English Language Arts) assessment. The tables illustrate their average scores compared to national benchmark scores. Additionally, the classroom teacher observed poor word attack skills and students made significant amounts of errors on cold reads. These students also had poor spelling skills and many failed sight words drills.

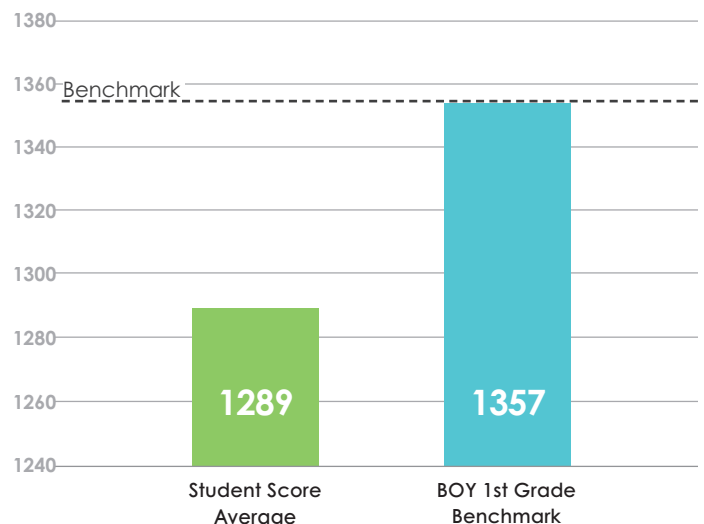
STAR Reading



DIBELS ORF WCPM



DISCOVER ELA

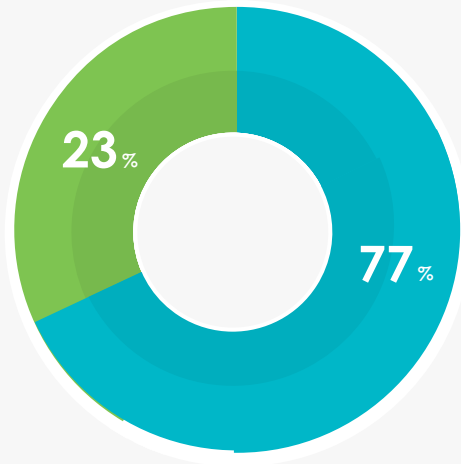


School Demographics:

This northeastern New Mexico elementary school is a second and third grade school with an enrollment for 2013-14 of 141 students. This is a Title I school with 77% of its students qualifying for free or reduced lunch. Seventy-two percent of the students are Hispanic and 28% are non-Hispanic. According to the New Mexico Public Education Department's School Report Card, this school failed to show sufficient growth in Reading for the lowest quartile of students in 2012(scaled score increase of 1.3) and 2013(scaled score increase of 0.7) which was well below the state average of 15.3.

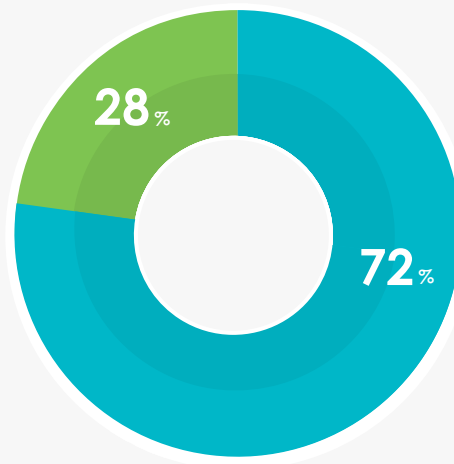
Demographics, SES

- Free and Reduced Lunch(77%)
- Non-Free and Reduced Lunch(23%)



Demographics, Ethnicity

- Hispanic (72%)
- Non-Hispanic (28%)



Elected Intervention:

This school elected to participate in Really Great Reading's Blast Foundations Grade 1 Aligned pilot program (Blast Foundations G1A). Blast Foundations G1A instruction is aligned with the end of Grade 1 Common Core Foundation Standards, Foundational Reading Skills.

Blast Foundations G1A is a series of lessons focused on the essential foundational skills that students typically master by the end of first grade. It provides explicit, systematic, multi-sensory instruction in the foundational skills that lead to strong decoding and fluent, accurate reading. The instruction features explicit, systematic, sequential instruction and progress monitoring of letter sounds, phonemic and phonological awareness, sight word fluency, and phonics knowledge.

There were a total of 14 students in the Blast Foundations G1A intervention. The classroom teacher provided the intervention to identified students from her own classroom as well as the lowest students from another 2nd grade class.

Setting & Instruction

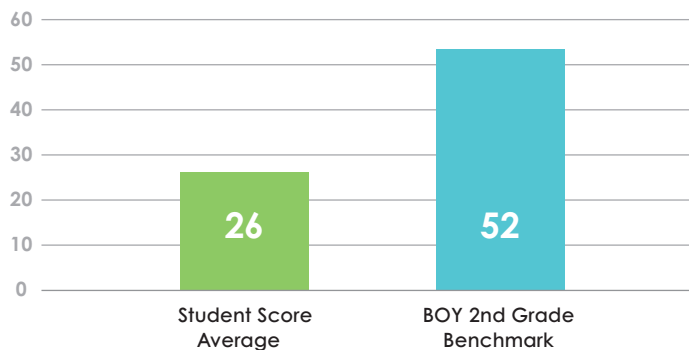
Blast Foundations G1A has 25 units. Each unit has 5 lessons, and each lesson is designed to be completed in 15-20 minutes. In one week, students are immersed in 75-100 minutes of explicit foundational skill reading instruction. The overall curricular goal of Blast Foundations G1A is to have students master the Common Core State Foundational Skills Standards for 1st grade.

For this pilot, Blast Foundations G1A was delivered by a regular education 2nd grade teacher to 14 students, which included regular education/RTI Tier II students as well as special education students. This intervention group was comprised of students from two 2nd grade classrooms and met 4 days a week for 30 minutes. Blast Foundations G1A instruction was delivered in a whole group setting with Lessons 1 & 2 of each unit being combined so that all 5 lessons in each unit would be delivered within the course of the 4 days. Fourteen units of Blast Foundations G1A were delivered during this pilot in addition to the 120 minute English Language Arts core instruction block. The teacher received 2 hours of initial training for Blast Foundations G1A and met with one of Really Great Reading's Implementation Specialists monthly to analyze student performance.

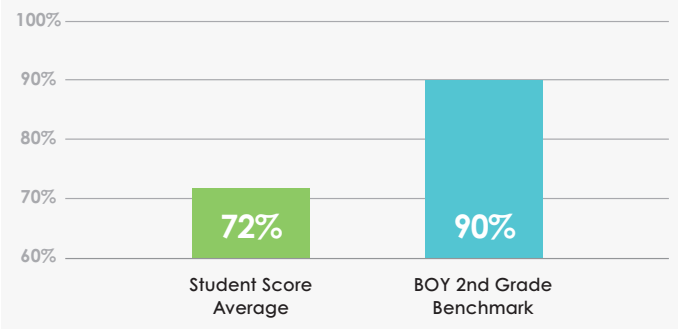
Student Identification Process

Fourteen out of 32 students from two second grade classrooms failed to score at benchmark on their DIBELS Oral Reading Fluency assessment (DORF) with an average of 26 Words Correct per Minute (WCPM) and an average **Accuracy Percentage of 72%**. As illustrated in the charts below, both of these scores are significantly below expectation for the beginning of 2nd Grade.

DIBELS ORF WCPM

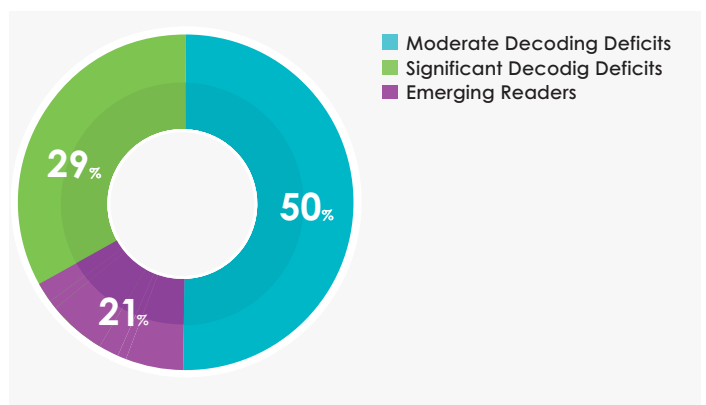


DIBELS Accuracy



Beginning Decoding Survey (BDS)

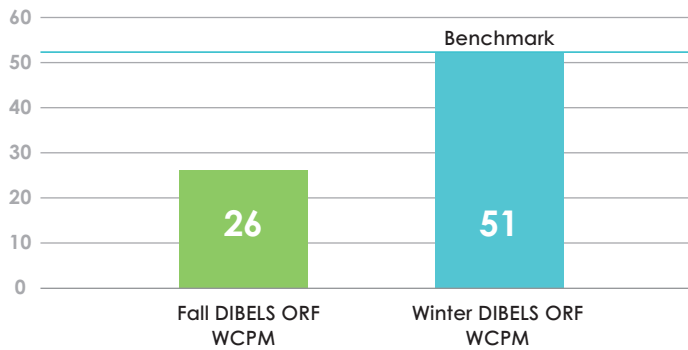
These students were then given Really Great Reading's Beginning Decoding Survey (BDS) to determine if fluency deficits were caused by underdeveloped decoding skills. The BDS assesses students' ability to read high-frequency words and single-syllable decodable words with short vowels, digraphs, and blends. Data from the DORF and the BDS were entered into the Grouping Matrix™, a student data management system that groups students according to the type and depth of their decoding deficits. All 14 students were identified as having some level of decoding issues. Initial identification groups are graphed to the right.



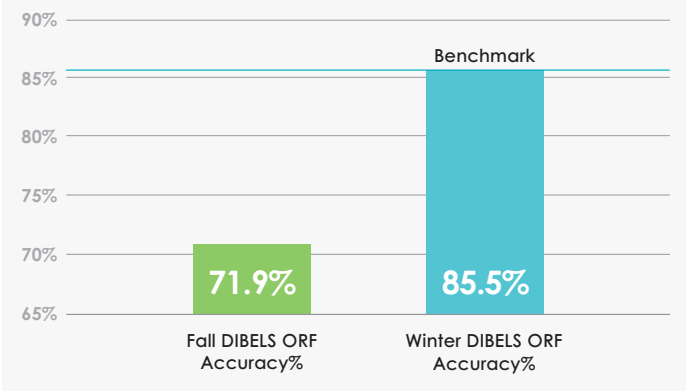
Fluency Gains:

After 14 weeks of systematic, explicit, multisensory instruction, all students in this Blast Foundations G1A intervention group made gains in Words Correct per Minute (DORF WCPM) and Oral Reading Fluency accuracy rates. The charts below illustrate average group gains and gains by individual students.

DORF WCPM



DORF Accuracy



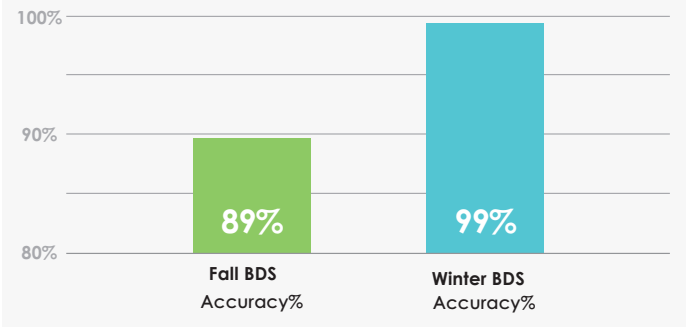
The mean WCPM percentage gain was 112% and the mean Accuracy Percentage gain was 29%.

Beginning Decoding Survey (BDS)

Prior to the Blast Foundations G1A intervention, all 14 students failed to score proficient on the BDS (48/50 Words Read Correctly). After 14 weeks of instruction, 67% of students scored proficient with their Beginning Decoding Skills BDS.

Of the 33% that did not meet proficiency, all showed significant growth with a 4 point average increase. Note: the 4 students that did not meet proficiency levels are students that are currently being assessed for special education services.

Beginning Decoding Survey Skills (as a percentage of benchmark)



Qualitative Observations:

According to the classroom teacher she has seen remarkable changes in the 14 students' willingness to read aloud with confidence. She also noted that students' word attack skills during cold reads were much more efficient and accurate. Students have developed automaticity with many of the skills and strategies they have learned from the Blast Foundations G1A intervention. It is also her opinion based on her observations that these students enjoy the art of reading much more than before the Blast Foundations G1A intervention.