Case Study

DORA and *Unique Reader* Excel at CPDC

Let's Go Learn
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Customer Profile	
Product Used	*DORA and Unique Reader*
School & Students	*8 sites; Middle School*
Period	*7 months pre-post*
Deployment Type	*After school*
Benefits	*- Easy diagnosis - Effective online reading instruction - Easy teacher control and monitoring*
Results	*- Significant improvement in comprehension*

Community Preservation and Development Corporation (CPDC) runs youth development programs in 15 communities in the Greater Washington DC Metropolitan Region. The Youth Development (YD) programs are rooted in project-based educational enrichment activities, school partnerships, and technology. These CPDC YD programs enrich the lives of almost 400 youth from low or moderate income families by providing them with opportunities to use their talents and skills. Students' ages range from 6 to 24.

Program Objective:

Coordinator Reene Romano and team were looking for a tool to diagnose students and provide guidance in reading instruction. Eight sites used *DORA* to assess students in the fall. This data was used to guide instruction. Post-testing was performed in the spring, providing a measurement of growth. One site, Island Walk, also used *Unique Reader* for supplemental reading instruction.

Study Methodology and Data:

Eight CPDC sites used *DORA* to assess their middle school students in reading. 48 students at 6 sites completed both the pre- and post-assessments on *DORA*, with the time between tests approximately 7 months. The results from the initial assessment in October identified which subskills the students were struggling with, and thus the instructor was able to tailor instruction to improve those areas. Figure 1 shows the impact of instructors using Let's Go Learn's *DORA* diagnostic data to guide instruction. Students made the most dramatic improvements in Word Recognition, Phonics and Comprehension, with gains of more than half a year greater than expected. Additionally, one site, Island Walk, used *Unique Reader* as a supplement to small group instruction. As shown in Figure 1, this site experienced significantly greater gains than other sites in Word Recognition and Comprehension.

Results:

Overwhelmingly, these at-risk students made phenomenal gains. For these students, the average gain was 2.2 years in Word Recognition, 1.2 years in Phonics, and 1.2 years in Reading Comprehension.

Conclusions:

Using *DORA* sub-tests diagnostically to guide instruction made a significant difference for CPDC students, and supplementing instruction with the *Unique Reader* program was associated with even more dramatic gains in Word Recognition and Comprehension skills. Instructors who use these tools can provide direct learning benefits to their students.

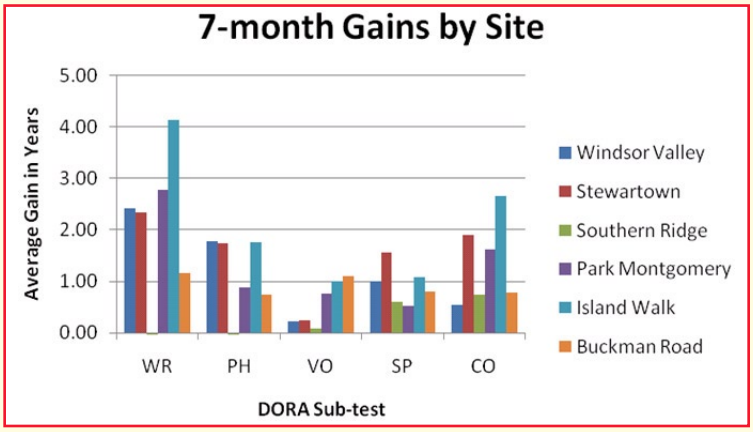

Figure 1. 7-month gains on DORA sub-tests by site. Expected gain is 0.7 for each sub-test area.

* Data Analysis performed by Stephen Moore, Associate Director, **B**erkeley **E**valuation and **A**ssessment **R**esearch **Center**, Graduate School of Education, University of California, Berkeley.