

Case Study

Vermillion Unified School District

Vermillion Unified School District is one of four school districts located in a rural area of Marshall County. Vermillion Unified School District serves approximately 594 students at two elementary schools and two grade 7-12 high schools associated with the district. With 48 full-time classroom teachers, the district's overall student/teacher ratio is 12.4:1. The racial makeup of the school district is 99% White and 1% Native American, Hispanic, Latino, or Black. In the elementary grades, 79% to 100% of the students scored at or above proficient levels on standardized tests in reading.

Customer Profile	
Product Used	Unique Reader (includes DORA)
School	K-12 District
Class Size	Varied
Deployment Type	Remedial reading
Benefits	- Easy diagnosis - Effective online reading instruction - Easy teacher control and monitoring
Results	- Measured growth in students

Challenges Faced:

While Vermillion's students regularly score at or above proficiency levels on standardized reading tests, educators in the district wanted help in supporting the comprehension development of all students.

Study:

This study examined the impact of Let's Go Learn's *Unique Reader* program on first through sixth grade students. It included approximately 390 students from Vermillion's four schools: Frankfort Elementary School, Frankfort High School, Centralia Elementary School, and Centralia High School. This study spanned approximately 8 months. Figure 1 shows average student performance on the pretest in terms of expectations for the students' grade levels. The DORA tests indicate that although 2nd graders are performing at or above expectations in all skill areas, deficiencies begin developing in the 3rd grade and become more significant with each grade. Students are struggling with Spelling in grades 3 through 6, and in 6th grade we are concerned with skills in Comprehension as well as Vocabulary.

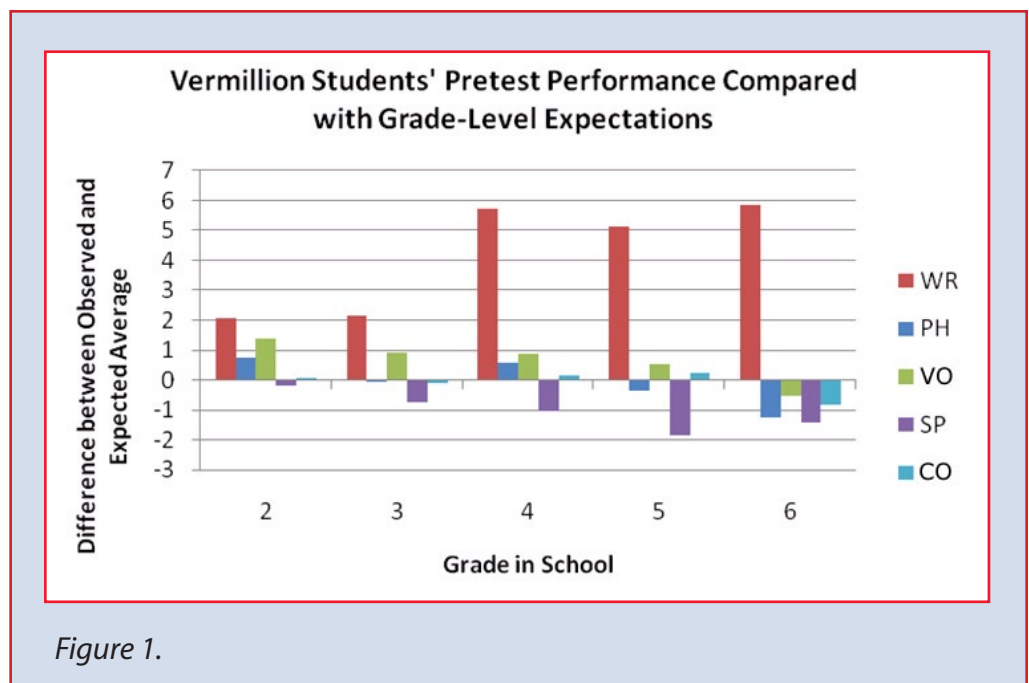


Figure 1.

* Data Analysis performed by Stephen Moore, Associate Director, **Berkeley Evaluation and Assessment Research Center**, Graduate School of Education, University of California, Berkeley.

Results:

According to pre-post score results for 210 students who took both tests, the students made substantial gains in all areas even when many students already exhibited above-grade abilities in certain sub-tests. Overall, pre-to-post change was statistically significant ($p < .001$) for word recognition, phonics, vocabulary, spelling and comprehension. As illustrated in Figure 2, gains in vocabulary, spelling and comprehension also exceeded expectations for the 8-month period (we expect a gain of 0.80 for each sub-skill).

Figure 3 shows pre- and post- Spelling sub-test performances relative to expectations for each grade. Pretest performances are compared to expectations at the beginning of the school year (e.g., 2.0 in 2nd grade) and posttest performances are compared to expectations after 8 months (e.g., 2.8 in 2nd grade). We find the improvements in grades 4, 5 and 6 to be extremely promising.

Figure 4 shows similar results for the comprehension sub-test. In grades 4, 5 and 6 we see that students have not only closed their performance gap but have exceeded grade-level expectations.

Summary:

In a district like Vermillion where students continue to excel in all academic areas, Let's Go Learn's *Unique Reader* program was capable of identifying weaknesses in areas like spelling and reading comprehension in high-performing students and successfully helping them make significant gains in their reading skills. While students in all of the schools studied at Vermillion Unified School District made significant gains in all sub-tests assessed, it was remarkable to see how students who scored up to a year below grade level on the comprehension sub-test during their pre-assessment, scored above grade level on the post-assessment. Clearly, the educators in Vermillion Unified School District have been able to implement *Unique Reader* in a way which significantly benefits their students.

Figure 2.

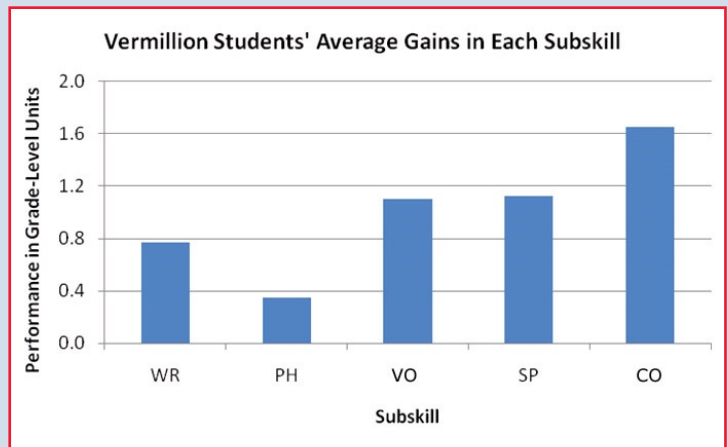


Figure 3.

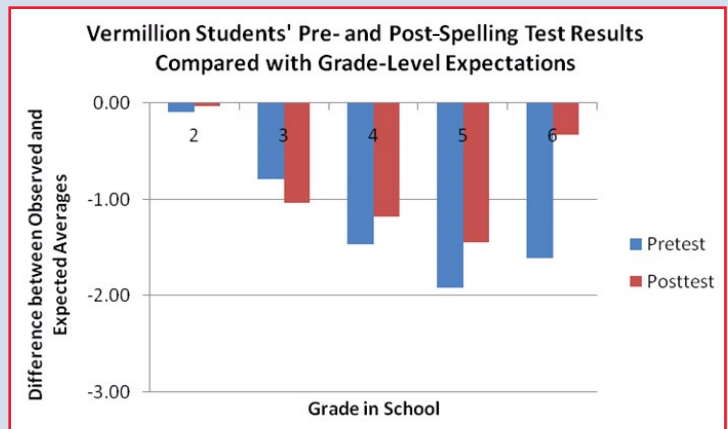


Figure 4.

