

RESEARCH SUMMARY

Failure Free Reading
Coronado High School (El Paso, TX)

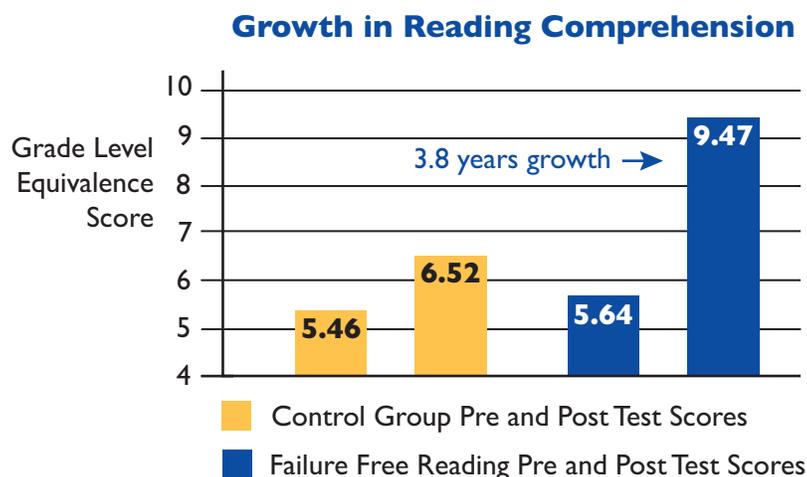
A one year, independent matched group design research study was conducted by teachers Jean Lawson and Amy Greggerson at Coronado High School in El Paso, Texas. The student population of Coronado (2,300) is predominately Hispanic, with a large number of English Language Learners who have limited abilities in expressive and receptive English.

At the time of the study, 11% of the total student population was served by one of three Special Education programs. Of those students, ten percent were mainstreamed into the school's Reading Labs. They ranged from moderately learning disabled to educable. Within this population, about eight percent had an additional language-related problem. Coronado's Reading Labs also served ELL students, and students who had not passed the Texas mandated test in reading.

The reading growth of two groups of ELL, Special Education, and at-risk students were compared. Both groups received daily one hour small group instruction for an entire school year. One group used the secondary edition of Failure Free Reading, which combines the top two levels of the core program with the first two levels of Verbal Master. The program combines direct instruction, repeated readings, explicit vocabulary instruction with embedded writing activities, and sequential, systematic instruction in comprehension, with computer reinforcement. The comparison group used available curricular materials.

RESULTS

The students who used Failure Free Reading demonstrated dramatic gains in just one year of treatment. They demonstrated an average gain of 3.83 grades of growth on the Stanford Achievement Test, whereas the students in the comparison group showed about 1 year of growth for 1 year of treatment as measured by the same test. The Failure Free Reading treatment group out-paced the comparison group by 2.77 years growth during the same treatment period.



The average grade level equivalence reading score for the control group increased by 1.06 ($x_{pre} = 5.46$; $x_{post} = 6.52$). The average grade level equivalence reading score for the Failure Free Reading group increased by 3.83 ($x_{pre} = 5.64$; $x_{post} = 9.47$).

Citation: Failure Free Reading. (2003). Coronado High School Students, El Paso, TX: Stanford Achievement Test growth results. (Available from Failure Free Reading, 140 Cabarrus Ave., W., Concord, NC 28025).