



## **Pilot Case Studies**

### **New Zealand Data**

The following 10 case studies are from at-risk students with high needs. High needs classification means the students have either *extreme* learning needs and/or *extreme* behavioral needs and/or there are family circumstances that demonstrate a high level of need.

Before starting the Quick60 program, all students were tested with an alphabet test, a high-frequency word test, a spelling test and a pseudoword test to assess an entry level. Classroom teachers provided the student's current reading level. The students were re-tested at the beginning of November. At this time, the students also read unseen passages from the school's core reading material until an instructional level was reached.

The spelling and pseudoword tests were scored in two ways – the number of words correctly written and read, and the number of sounds correctly written and read. The sounds were recorded as a points score. The points score shows how the students are progressing toward accuracy and provides formative rather than summative assessment.

Students were instructed in groups of up to six. Instructional time was measured in hours rather than lessons as students had frequent absences and many 45-minute lessons were curtailed for various reasons.

20 students took part in this 2010 pilot. Those not reported in these case studies had incomplete data for the following reasons –

- they had left the school during the pilot
- they were absent at the time of final testing
- they had only just joined the Quick60 program at the beginning of Term 4.

**Student A**  
**Third Grade, Samoan, ESOL, Behavior Issues.**

Student A entered the Quick60 program knowing all alphabet letters but fewer than half the sounds. He recognized 32 high-frequency words, could spell 3 words and could not decode a single pseudoword. He was reading at Intervention Level 5 (F&P D).

After 10.6 hours of instruction, Student A had mastered most of the alphabet sounds, and correctly identified the first 100 high-frequency words. He could write 13 words correctly and scored 79 points, which showed his spelling attempts were nearly correct. He could read 23 pseudowords correctly and scored 132 points, which again showed that his approximations were very close.

Student A's instructional reading level on unseen text was Intervention Level 14 (F&P H) – that is a 9 level gain in less than 11 hours of instruction. It was decided to return Student A to the classroom. Although he was reading and writing below grade level, his Quick60 teacher felt that he would continue to make progress. After a term back in the classroom, Student A has continued to make good progress in reading and spelling. His current instructional reading level on unseen text is Intervention Level 22 (F&P L).

**Student B**  
**Fourth Grade, Maori, Oldest of 8, Critical Attendance.**

Student B entered the Quick60 program knowing all alphabet letters and sounds. She recognized 22 high-frequency words, could spell 4 words and could not decode a single pseudoword. She was reading at Intervention Level 3 (F&P C). Student B has now had 18 hours of instruction. In spite of sporadic attendance, Student B has made progress in reading and spelling. She can read 82 high-frequency words in isolation. Her spelling is still weak but her points score of 68 shows that her spelling attempts are nearly correct. She can read 24 pseudowords correctly and has a points score of 118 points, which shows that her ability to decode unknown words is progressing. Student B is now reading unseen text at an instructional level of 15 (F&P I). That is a 12-level gain in 18 hours of irregular instruction.

**Student C**  
**Third Grade, Maori, Extreme Behavior Issues.**

Student C entered the Quick60 program knowing all alphabet letters and sounds. He recognized 29 high-frequency words, could spell 3 words but could not decode a single pseudoword. He was reading at Intervention Level 5 (F&P D). After 10.3 hours of instruction, Student C correctly identified 87 of the first 100 high-frequency words. He spelling was still weak as he could only write 7 words correctly but his points score of 68 showed that his spelling attempts were nearly correct. He could read 27 pseudowords correctly and scored 132 points, showing that his ability to decode unknown words was also progressing well.

Student C's instructional reading level on unseen text was Level 11 (F&P G) – that is a 6 level gain in just over 10 hours of instruction. Because Student C was starting to make good progress, and importantly his behavior had considerably improved, it was decided to return him to the classroom. After a term back in the classroom, Student

C has continued to make good progress in reading and spelling and has maintained his improved behavior. His current instructional reading level on unseen text is 21 (F&P K).

**Student D**  
**Second Grade, ESOL.**

Student D entered the Quick60 program after spending two terms in the regular classroom where she attained some English language. Her initial tests showed that she knew her alphabet letters and sounds and was able to identify 7 high-frequency words in isolation and spell 4 words correctly. She was reading at Intervention Level 3 (F&P C).

Student D has had 20 hours of Quick60 instruction. She is now independently reading unseen text at Intervention Level 15 (F&P I). Her reading level has been deliberately paced so that her decoding ability does not outstrip her ability to comprehend what she is reading.

**Student E**  
**Second Grade, ESOL.**

Student E is transitioning into instruction in English after spending her first two years at school in a Samoan-speaking class. She entered the Quick60 program knowing most alphabet letter names and less than half the sounds. She could recognize 14 high-frequency words and spell 2 words. She was unable to decode any pseudowords. She was reading at Intervention Level 3 (F&P C).

After 20 hours of instruction, Student E is reading unseen text at Intervention Level 15 (F&P I), a gain of 12 levels. She now correctly identifies 91 of the first 100 high-frequency words, and can decode 22 pseudowords with a points score of 129.

Although Student E can still only spell 10 words correctly on the spelling test, her points score of 68 shows that her approximations are almost correct.

**Student F**  
**First Grade, Maori, Critical Attendance.**

Student F entered the Quick60 program knowing less than half the alphabet letter names and only one third of the sounds. He could identify 5 high-frequency words and could not spell any words. He was reading at Intervention Level 1 (F&P A).

After 9 hours of instruction, Student F was reading unseen text at Intervention Level 10 (F&P F). He could identify all alphabet letters and sounds, and 72 of the first 100 high-frequency words. He was able to spell 13 words correctly and his points score of 73 showed close approximations. He could also correctly read 21 pseudowords with a points score of 123.

It was decided to return Student F to the regular classroom. Subsequent testing shows that Student F continues to make good progress in the classroom.

**Student G**  
**First Grade, ESOL, Severe Behavior Issues.**

Student G, as well as having English as his second language, has severe behavior issues. He entered the Quick60 program knowing his alphabet letter names and sounds but scoring zero on all other tests. His reading level was Intervention Level 1 (F&P A).

After 20 hours of intermittent instruction, Student G is independently reading unseen text at Intervention Level 8 (F&P E). He can now identify 67 of the first 100 high-frequency words and 18 pseudowords with a points score of 90. Student G can now spell 13 words correctly with a point's score of 77.

**Student H**  
**Second Grade, ESOL**

Student H arrived from Tokelau mid 2009. After two terms in the regular classroom she was tested for the Quick60 program. She knew 10 alphabet letters by name and scored zero on all other tests.

After 22 hours of instruction, Student H knows all alphabet letters and sounds, can identify 91 high-frequency words and read 28 pseudowords with a points score of 137. She can correctly spell 9 words on the spelling test with a points score of 68. Student H is currently reading unseen text at Intervention Level 15 (F&P I). Her text reading level has been regulated to accommodate her level of comprehension.

**Student I**  
**First Grade, Maori, Critical Attendance.**

Student I is the third oldest of eight whose father is in prison. His attendance is critical. He entered the Quick60 program knowing 5 alphabet letter names and nothing else. His reading level was Intervention Level 1. Because of irregular attendance, Student I has had only 11 hours of instruction. His teacher has ensured that he can read all text at an independent level before promoting him to a higher level.

Student I is now reading unseen text at Level 6 (F & P D) with 97% accuracy. He can identify 35 of the first 100 high-frequency words. He can correctly spell 3 words on the spelling test with a points score of 47.

**Student J**  
**Second Grade, Maori, Critical Attendance.**

Student J is the second oldest of eight whose attendance is critical. She entered the Quick60 program knowing 12 alphabet letter names and 5 sounds. She recognized 1 high-frequency word and scored 2 points on the spelling test.

Student J has had 12 hours of instruction and is now reading unseen text at Intervention Level 8 (F&P E). She knows all alphabet letters and sounds. She knows 47 high-frequency words and can read 4 pseudowords with a points score of 60. Student J scored 6 on the spelling test with a points score of 61.