

## Case Study: Prescriptive Instruction Improves Academic Performance of Children in Arkansas Charter School

### Overview

West Woods Charter Elementary School in El Dorado, Arkansas is a small school with a remarkably dedicated staff that faces big challenges. All of the students at West Woods

- 60 Students
- Grades 1-4
- 86% Free & Reduced Lunch
- 96% Minority
- 100% At Risk

are at risk of failure and are classified with some learning disability, low motivation, or both. In the 2004/2005 school year, administrators were looking for a technology-

based intervention strategy to improve the essential reading skills and motivation of the students. After careful consideration and examination of the efficacy and instructional approach of (Prescriptive Instruction), they determined that it could be effective with their "at risk" student population. They adopted it as an intervention program to assist them in improving their students' academic performances.



West Woods Charter Elementary School

### Method

At the beginning of the second half of the 2004/2005 school year, the 60 students at West Woods received Prescriptive Instruction's Reading Challenge, a diagnostic and formative assessment that determines the deficiencies and gaps in each student's essential skills. Prescriptive Instruction automatically provided an individualized learning program for each student. The students used Prescriptive Instruction

- 14 week program
- Used 2-3 times/week
- 30-40 minute sessions

several times a week over a period of 14 weeks. A post assessment was administered to measure the results of the intervention.

### Results

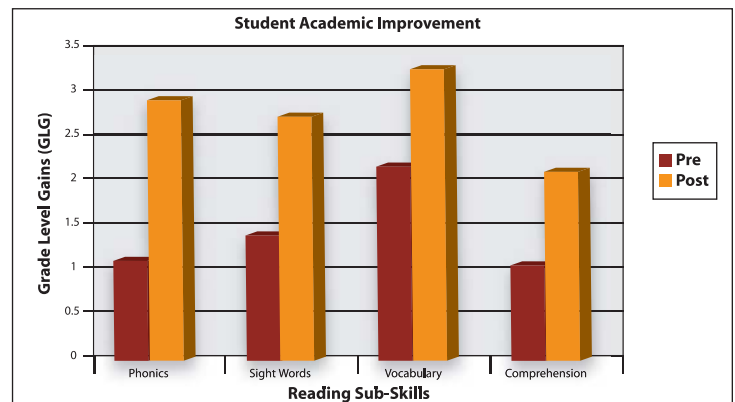
At the end of the 14 weeks, pre- and post-assessment data was examined to determine if there were significant grade level gains (GLG) across four important reading sub-skills including:

- Phonics
- Sight Words
- Vocabulary
- Comprehension

The grade level gains (GLG) in reading sub-skills during the second half of the school year were as follows:

Grade Level	Grade Level Gain (GLG) Range
2nd	.66 – 2.33
3rd	.83 – 1.83

*The test data for 1st and 4th grades was incomplete, but indicated a similar trend of academic improvement.*



Both groups started with midyear pre-assessment scores below grade level and ended with post-assessment gains at or above grade level at the conclusion of the study.

### Conclusion

"Our students excelled in and accelerated their learning experience, and several of them chose to work on (Prescriptive Instruction) rather than have playground time! Our teachers have been amazed with the comprehensive-ness of the reports and the simplicity of accessing data. Having lessons that were correlated with our State (Arkansas) frameworks also gave us confidence that we were working in compliance with standards that we would be held accountable to. In our experience, there is not a learning program available that can do all that we have been able to do with (Prescriptive Instruction)."

*Allen E. Lachut, M.Ed., LPC Director, West Woods Charter School*