



Oak Grove Student Reading Improvement in Word Recognition

When students enter high school reading below fourth-grade level due to low word recognition, they are at high risk of failing or dropping out. Students with significantly low word recognition levels are not able to access the texts in the content areas in their high school classrooms.

When the 2015/16 school year began, there were **100** identified students (not counting Level 1 and 2 ELL students) at Oak Grove Middle School whose word recognition grade equivalent on the Slosson Oral Reading Test was below 4.0, with a range of .2 – 3.9. After cycling targeted students through short-term reading intervention sessions focused on Rime Magic, TO WITH BY, and independent reading in the sixth, seventh, and eighth grades, the number of students who scored below 4.0 dropped from **100** to **22**. **Overall, 88% of those who scored below 4.0 in the fall are now functioning at a rate where high school success is possible!**

Out of the 22 students who have not reached 4.0, 20 have a special education designation, but are showing marked improvement.

Attached are the pre- and post-scores (assessment given in the fall, 2015, and again in June, 2016, with the growth measured in months, for 6th, 7th, and 8th grade students whose word recognition grade equivalent was below 4.0 in the fall.

Grade 6

In the fall, 48 students scored below 4.0

In June, 15 students scored below 4.0

Grade 7

In the fall, 34 students scored below 4.0

In June, 4 students scored below 4.0

Grade 8

In the fall, 18 students scored below 4.0

In June, 3 students scored below 4.0