



## Dramatic Intensive Intervention Results in Chicago

Dulles Elementary in Chicago Public Schools, IL implemented Failure Free Reading as an intensive reading intervention solution for 3rd and 5th graders. Twenty-three 3rd graders and eighteen 5th graders who were at-risk for reading failure participated in the program. Before entering the program, the students were tested on the Iowa Test of Basic Skills (ITBS). The students received three months treatment in the Failure Free Reading program. After the treatment, the students were retested on the ITBS.

The 3rd graders had a statistically significant increase ( $p < .01$ ) in their average reading grade level equivalence ( $x_{pre} = 1.52$ ;  $x_{post} = 2.35$ ). Eighty-three percent of the students (19 of 23) had grade level growth, and forty-three percent (10 of 23) had one or more years of grade level growth during the three months in the program.

The 5th graders had a statistically significant increase ( $p < .01$ ) in their average reading grade level equivalence ( $x_{pre} = 3.61$ ;  $x_{post} = 4.87$ ). Seventy-eight percent of the students (14 of 18) had grade level growth, and sixty-one percent (11 of 18) had one or more years of grade level growth during the three months in the program. In fact, the average grade level gain for 3 months of treatment was 1.26, as compared to 0.52 for the entire prior year for this group of students (see figure 1.1).

The school expanded the use of the Failure Free Reading program as a result of these gains.

