



DESTINATION



SUCCESS STORY >

SUCCESS WITH SPECIAL POPULATIONS LEADS NEW MEXICO SCHOOL TO EXPAND DESTINATION READING® SCHOOLWIDE

The Situation

At Petroglyph Elementary School, Technology Coordinator, Tia Turner, was searching for reading software to serve special populations. “We weren’t looking for an entire program when we ordered this, we were just looking for some supplemental activities in reading, especially for our emergent, young readers, our ESL students, and special needs students, but we were also looking, of course, to always improve test scores.”

Project Goals

1. To provide supplemental reading software for emergent readers, ESL, and special needs students
2. To provide supplemental reading software that would raise student test scores

Solution

Turner and her colleagues reviewed multiple software products and found, “Nothing that was as comprehensive as *Destination Reading*. I liked that you can get online too and check the program out before you buy it—so you have an idea of what you’re getting. There is support for emergent, ESL, and special needs students as well as open ended activities for more advanced readers.”

Turner continued, “I liked the way the activities are interrelated within each unit. Skills such as phonics, word recognition, and comprehension are integrated within each unit of activities.”

Specific features of *Destination Reading* were the deciding factors. “I liked the quality of the graphics; they’re just outstanding. I liked the variety of the activities that the program offers and the reporting system,” explained Turner.



Customer Profile

Petroglyph Elementary
School Albuquerque, NM
800 Students
39% Hispanic
10% Special Needs Students
5% ESL
5% African American
4% Asian
7% American Indian

Products and Services

Destination Reading Courses I and II Professional Development

Key Benefits

Destination Reading was purchased for the computer lab to assist emergent readers, ESL, and special needs students. It has proven so successful, teachers have asked for it in their classrooms.

“When we had the chance to interact with the program in the computer lab, the teachers were very impressed and asked, ‘could we have this in our classrooms?’”

- Tia Turner, Technology Coordinator, Petroglyph Elementary School, Albuquerque, NM

The Results

The program was instituted in a stand-alone model in the computer lab for special populations. Regular classroom teachers saw the program in action. They were very impressed and asked Turner, “could we have this in our classrooms? So that prompted us to go ahead and buy the network version of the software.”

With three to four computers available in each classroom, the program takes advantage of these resources. Turner says, “Students will use it in committee rotations as supplemental to the reading cycle that the teachers will be using. The teachers will have their students on *Destination Reading* at least twice a week.

“Furthermore, Turner noted, “I actually anticipate that the kids will choose it as a free time activity. In the computer lab, if they have a few extra minutes, we give them choice time, and a lot of time they choose to use *Destination Reading*. The kids love

the songs and the stories and activities. They don’t even know that they’re doing work here.”

Teachers are “excited about the quality of the activities and the ease of use, it’s pretty much self-guided for the kids, it doesn’t take a lot of teacher intervention to get the kids to work through from one activity to the next. It keeps the kids on task with auditory instructions,” continued Turner. “The teachers are awfully excited about using the reporting features to help them assess student understanding.”

Finally Turner noted, “I would also say it’s the ease of use for the teachers and the students. Because if a program doesn’t run well, or if it’s too complicated, it’s not going to get used.”

The Results

With the success of the current programs, “We’re going to look at grades 4-6. And, depending on funding, we will also look into using *Destination Math*,” says Turner.

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