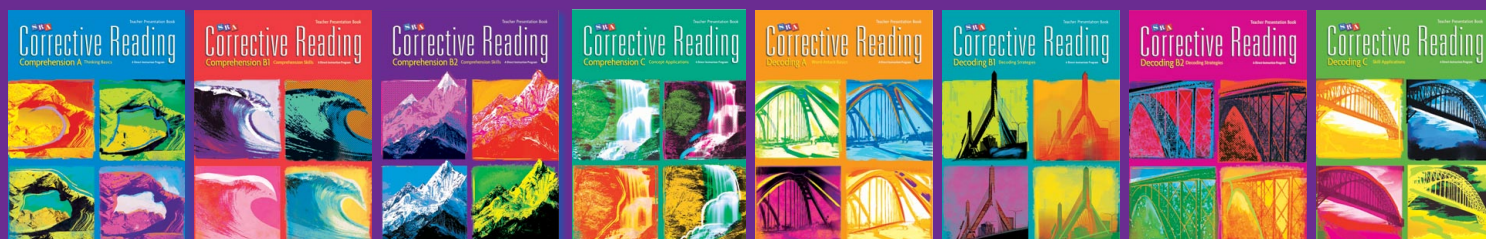


Results

with Corrective Reading

**DIRECT INSTRUCTION IN
MIDDLE SCHOOL AND HIGH SCHOOL**



"I am better at reading because of *Corrective Reading*. I know, because my mom, a lot of my friends, and my teachers have noticed I am doing a better job. I now understand what I read because it helped me to understand that it's OK to track and sound out words."

Grade 7 student, Level C, Lesson 17

Results with Corrective Reading Direct Instruction in Middle School and High School

In 2001, Reid Lyon, head of the National Institute of Child Health and Human Development (NICHD), gave testimony before the House of Representative's Subcommittee on Education and the Workforce, in which he pointed out the strong relationship between reading failure and other social problems.

Of children who will eventually drop out of school, over 75% will report difficulties learning to read. Only 2% of students receiving special or compensatory education will complete a four-year college program. Surveys of adolescents with criminal records indicate at least half have reading difficulties, and in some states, the size of prisons a decade in the future is predicted by reading failure rates. Approximately half of children with a history of substance abuse have reading problems. It is for this reason that the NICHD considers reading failure to reflect a national public health problem.

Corrective readers in middle and high schools stand at a critical point in their lives. The single most important experience that can change the color of their future from gray to gold is learning to read well and moving from the ranks of a reading failure to students who know they are competent.

Regardless of how calloused or indifferent students may behave initially, they are sensitive and they hurt because they want to read better but can't seem to do it.

Effecting a remedy for them is not easy. It requires assessing where they are in their reading skills and what they are capable of learning next. Doing the job well requires dedication, skill in motivating these students to try, and patience in showing them how they are improving during the slow process of becoming a competent reader. The good teacher is a technician both in reinforcing

students and presenting material clearly, correcting mistakes, and orchestrating practice so that students receive a great deal of evidence that they are becoming better readers.

The centerpiece of any successful intervention with corrective readers is the reading program, which is certainly not a magic elixir, but a tool without which students will not improve much. The program must have a careful system of introducing words before they appear in selections the students read. The program must have gradual and steady increases in the difficulty of what students read. And the program must anticipate the kinds of mistakes students will make and provide effective buttresses against these mistakes.

That's what SRA's *Corrective Reading* series does. It permits the teacher to place students properly and to proceed at a rate that leads to success.

It can be done, but the process involves a lot of work even with effective tools and training. The following case histories document impressive outcomes with students in middle schools and high schools. The teachers who achieved these outcomes did a lot of good for a lot of students.



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Introducing Direct Instruction Programs

Direct Instruction, a method of teaching pioneered by Siegfried Engelmann in the 1960s, has opened the door to learning and created unlimited potential for millions students.

Direct Instruction is an explicit, intensive, teacher-directed instructional method that is based on two basic principles:

- All students can learn when taught efficiently, regardless of their learning history
- All teachers can be successful, given effective teaching materials and presentation techniques

Numerous well-respected research studies show that when Direct Instruction is implemented correctly, these principles can be applied successfully in any school, in any classroom.

All Direct Instruction programs are based on a common instructional design and a related group of presentation techniques. Within each program, carefully articulated lessons allow teachers to consistently attain high levels of student achievement in reading, spelling, language arts, and mathematics.

One of the leading Direct Instruction programs is *Corrective Reading*, a systematic, research-proven program for student in Grade 4 through adult learners. *Corrective Reading* consists of four instructional levels and two major strands – Decoding and Comprehension – and uses proven techniques to help struggling readers master essential reading skills. *Corrective Reading* is an intensive program that helps teachers turn all students into skilled, fluent readers... and better learners.

Understanding Adequate Yearly Progress

Adequate Yearly Progress (AYP) is an important factor in understanding the results of instruction. It is the cornerstone of the No Child Left Behind (NCLB) Act and measures student achievement in public schools. The law requires each state to establish a definition of Adequate Yearly Progress used each year to determine the achievement of each school and school district.

All subgroups of students, including minorities and those from low socioeconomic backgrounds, must score sufficiently on standardized tests to achieve AYP. If one group scores insufficiently, the entire school does not meet AYP. Schools that do not meet AYP for two consecutive academic years or more are identified as needing actions, which increase in severity over time, to improve academic achievement.

Table of Contents

CLAY COUNTY SCHOOL DISTRICT, GREEN COVE SPRINGS, FLORIDA	
Florida Middle School Pupils Reap Benefits of Implementing <i>Corrective Reading</i> with Fidelity	4
TULARE CITY ELEMENTARY SCHOOL DISTRICT, TULARE, CALIFORNIA	
English-Language Learners in California Improve Reading Skills	6
PUTNAM COUNTY SCHOOLS, COOKEVILLE, TENNESSEE	
Reading Proficiency More Than Doubles Among Special Education Students in Rural Georgia	8
BREED MIDDLE SCHOOL, LYNN, MASSACHUSETTS	
English Learners in Massachusetts Middle School Achieve Multiple Years Growth	10
SANGER HIGH SCHOOL, SANGER, CALIFORNIA	
Struggling California High School Students Average Two-Year Gains	12
WAUSAU SCHOOL DISTRICT, WAUSAU, WISCONSIN	
ELL and Struggling Students at Wisconsin District Build Literacy Skills	14
CHIEF LESCHI SCHOOL, PUYALLUP, WASHINGTON	
Native American School Changes Course, Improves Reading	16
CLOVER SCHOOL DISTRICT, CLOVER, SOUTH CAROLINA	
Students with Disabilities Achieve Significant Academic Growth	18
CHIPMAN MIDDLE SCHOOL, ALAMEDA, CALIFORNIA	
California Middle School Attracts National Attention for Closing Achievement Gap	20
HOUSTON HILL JUNIOR HIGH SCHOOL, MONTGOMERY, ALABAMA	
Need for Intervention Dwindle Due to <i>Corrective Reading</i>	22

Florida Middle School Pupils Reap Benefits of Implementing Corrective Reading with Fidelity



Teachers at three Clay County junior high schools have implemented *Corrective Reading* with such fidelity that students' reading scores are moving from low levels toward proficiency on the Florida Comprehensive Assessment Test (FCAT). The

FCAT is scored in five levels, from a low of 1 to a high of 5. Students scoring at Level 3 and above are considered Proficient or Advanced.

Commitment to the Program

Dr. Suzanne Herndon, district supervisor of reading and language arts, said the program began in the late 1990s and continues to be used today with all struggling readers scoring at Level 1 on the FCAT.

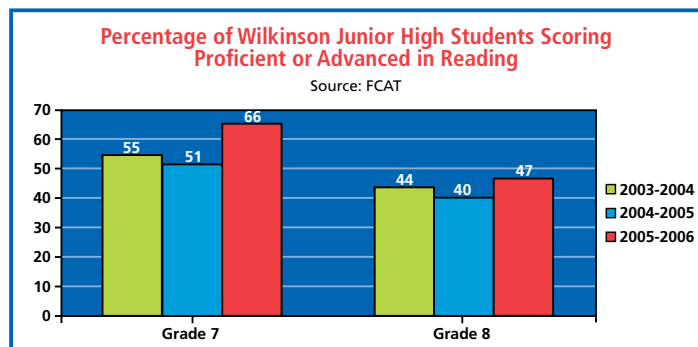
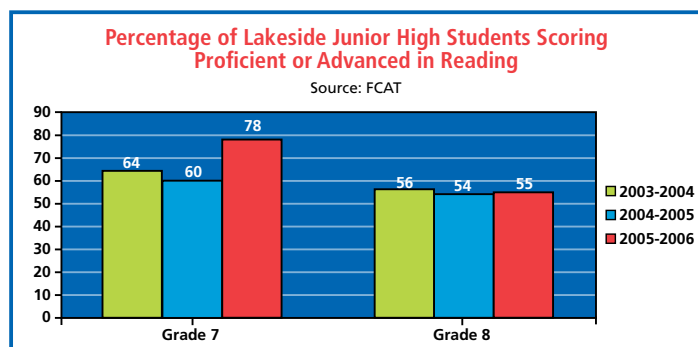
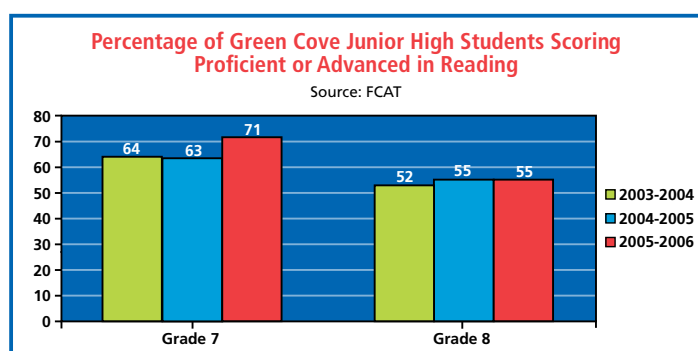
Herndon said principals, teachers, and reading coaches at three particular junior high schools (Green Cove Springs, Lakeside, and Wilkinson) are so committed to the program that they ensure it is implemented with fidelity every day for 50 minutes.

"They all understand *Corrective Reading's* value, so buy-in is from the top down and teachers are fully trained," she said.

Help for All Types of Learners

Elizabeth Shillings is the reading coach at Green Cove Springs Junior High School. She said *Corrective Reading* is used with all students scoring at Level 1 on the FCAT, which includes Special Education students and English for speakers of other languages (ESOL).

"During the 2006–2007 school year, we implemented an inclusion model for our Intensive Reading classes, which



include Special Education students," she said. "Our district's Special Education reading supervisors recommended *Corrective Reading* as the core program rather than the Special Education course already in place, and we look forward to student progress. Our ESOL students also experience the program, but within a small group of their peers."



"Corrective Reading definitely helped give students the necessary tools they need to have success in high school."

Elizabeth Shillings, Green Cove Springs Junior High School Reading Coach

Shillings said one of the teachers told her she has had former students, now attending high school, return to tell her how much they benefited from the use of *Corrective Reading* in their reading and content area coursework.

Students Experience Success

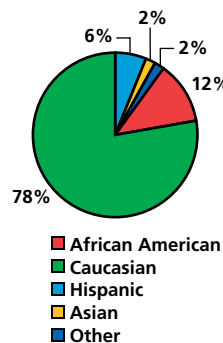
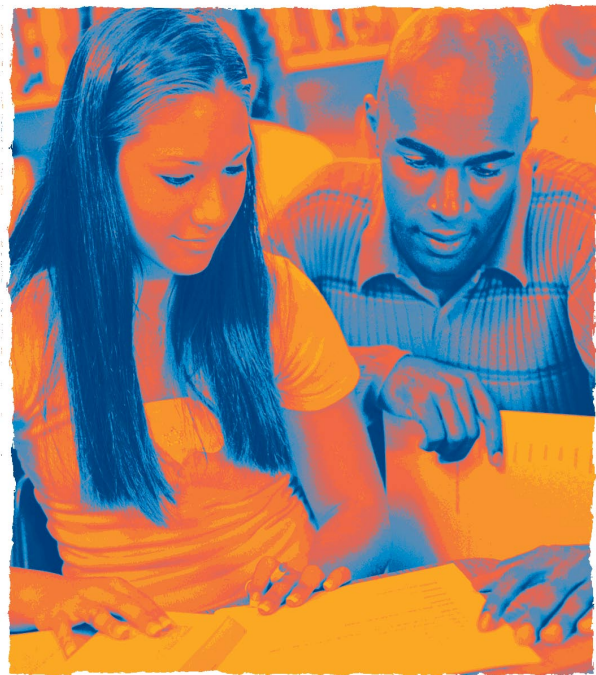
Karen Hemmer is the reading coach at Lakeside Junior High School. She said she's a firm believer in *Corrective Reading* because she has seen the results firsthand since she began teaching it in 1999.

"In addition to improved FCAT scores, students are experiencing success across classes. Usually by the third quarter some of them tell me they earned an A in Language Arts or other content area classes for the first time in their lives. They give *Corrective Reading* the credit for this improvement, and so do I," she said.

"The planned repetition, adherence to research-based strategies, all-encompassing coverage of the major elements of reading, and scripted lesson plans all make me confident that no area has been left to happenstance. I would not be able to gather together a program as carefully coordinated and with as complete coverage as *Corrective Reading*. I am not so arrogant as to believe that one individual could plan a program as comprehensively as a team of experts," said Hemmer.

Sherry Walsh is the reading coach at Wilkinson Junior High School. She said *Corrective Reading's* Decoding and Comprehension components work especially well in a class of Special Education students.

"The teacher told me she has seen dramatic improvements in classroom management, reading fluency, and pride. The students' attitude has switched from 'I can't' to 'I can.' It's amazing to watch," she said.



About Clay County School District

Grades: K-12

Number of Students: 36,00

Reduced Price Lunch: 26%

For More Information

Dr. Suzanne Herndon,

Supervisor of Reading

Clay County School District

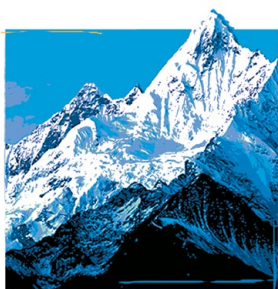
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English-Language Learners in California Improve Reading Skills



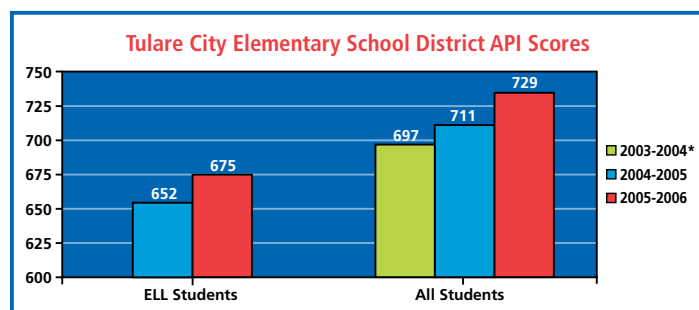
In fall 2004, Tulare City Elementary School District educators piloted *Corrective Reading* with struggling readers in Grades 4–7 at three schools. Within three months, teachers saw particular improvement among students classified as

English-Language Learners on both the Gates-MacGinitie Reading Test (GMRT) and on California's Academic Performance Index (API). The API is a numeric index ranging from a low of 200 to a high of 1,000. It measures a school's academic growth from year to year.

Many English-Language Learners demonstrated substantial growth on the GMRT after only 13 weeks with *Corrective Reading*, compared to their average yearly growth before the program. For example, prior to *Corrective Reading*, Grade 5 students at Roosevelt Elementary School averaged five months of growth in one year. After 13 weeks with the program, Grade 5 students averaged 10 months growth. Grade 7 students at Mulcahy Middle School also improved substantially – they averaged 18 months growth with *Corrective Reading* versus five months without the program in the same time frame.

Direct Instruction Solves Every Need

Since the *Corrective Reading* pilot was so successful, the program was adopted district-wide with struggling readers in Grades 4–8 at the start of the 2005–2006 school year. In addition, *Reading Mastery*, another SRA Direct Instruction program, is now used for intervention in Grades K–6. Two of the elementary schools also use *Reading Mastery* with accelerated students.

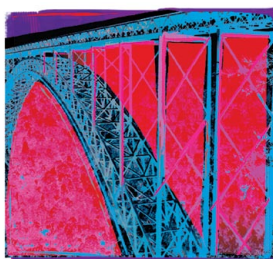


*Before *Corrective Reading* began.
ELL scores in 2003–2004 were not measured.

These curricula choices have played a part in the district's increasing API scores. Scores among all students, as well as English-Language Learners have increased.

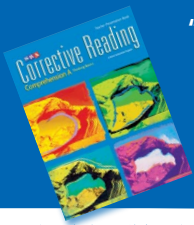
Lynn Neeley, Title I Resource Teacher at Los Tules Middle School, said the program is definitely one of the reasons why her school's API scores soared by 38 points among all students and 40 points among English-Language Learners from 2005 to 2006.

"*Corrective Reading* encourages English-Language Learners to be more verbal – even the quietest kids. This enables them to actually use the language, not just hear it. Once they begin using English all the time, the pieces fall into place for them," Neely said.



Reducing Intervention Referrals

Neeley said that in addition to improved API scores, the number of students scheduled for reading intervention is decreasing at Los Tules Middle School.



"Corrective Reading has made a big difference across subjects because students have become better readers. I don't think we could have made that growth across the board if our students hadn't had the ability to read and comprehend."

Lynn Neeley, Los Tules Middle School Title I Resource Teacher

"That's because the feeder schools are intervening early by using *Reading Mastery* and *Corrective Reading* with struggling students. For example, during the 2005–2006 school year, roughly 200 students were placed in *Corrective Reading*. By the 2006–2007 school year, the number dropped to 118. That is really significant."

The Tulare City Elementary School District has placed instructional aides in elementary and middle schools to help with the intervention process. Neeley said four aides teach the program at her school.

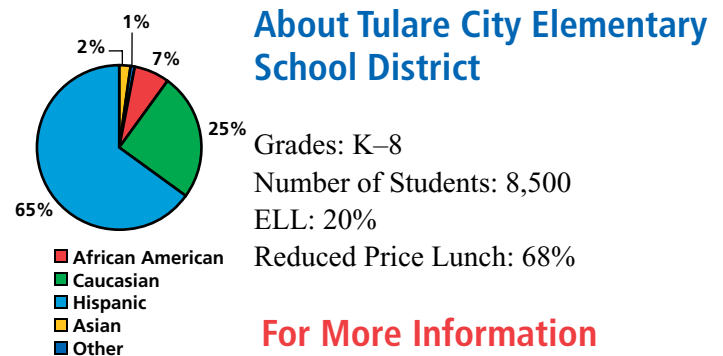
"With very little training, they are able to teach the program successfully. Everything comes down to the quality of teaching, and in two of our classrooms, 100% of students grew more than one year with *Corrective Reading*."

Positive Student Feedback

Title I Resource Teacher/Intervention Specialist Charlene Stringham oversees the district's Direct Instruction implementation and professional development. She said *Corrective Reading* works particularly well with English-Language Learners and Special Education students because of its consistent delivery format.

"That's a crucial element ensuring success for these populations," she said. "The students know what to expect day in and day out, which makes for a safe learning environment. The amount of actual reading practice imbedded in a lesson also is a key. The fact that students receive daily reading practice for sustained amounts of time (45 minutes on average) in various activities (isolated decoding practice, group story reading, partner reading, and independent reading) at their level promotes success for struggling readers."

Neeley explained, "One student said he really liked the program because he had never slowed down and corrected himself before. He just kept going, even if he knew he had made a mistake. Now that he has experienced *Corrective Reading*, he said he slows down and finally understands what he is reading."



For More Information

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Reading Proficiency More Than Doubles Among Special Education Students in Rural Georgia



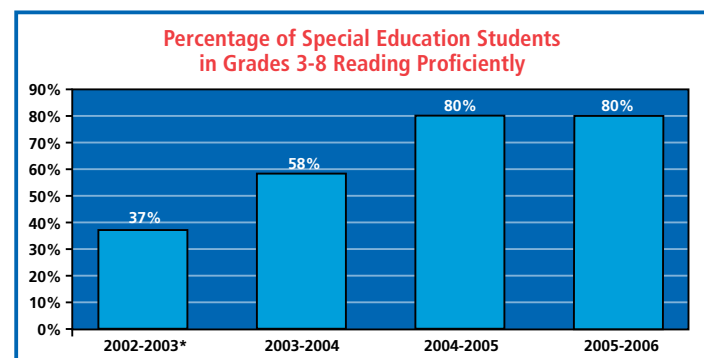
Reading proficiency among Special Education students in Grades 3–8 within Putnam County Schools in Cookeville, Tennessee, jumped from 37% in 2003 to 85% by 2006! Former Director of Special Education and current Director of Schools

Dr. Kathleen Airhart credits excellent teaching and Direct Instruction programs from SRA/McGraw-Hill, including *Corrective Reading*.

Airhart said once *Reading Mastery* was implemented in Grades K–3 and *Corrective Reading* in Grades 4–8 in all Special Education classrooms district-wide during the 2003–2004 school year, reading proficiency improved and quickly surpassed statewide averages. By 2005, 80% of Putnam County students read proficiently, compared to 69% statewide that same year.

Breaking Down Barriers

Amazingly, socioeconomic status had no influence on reading proficiency. In fact, 100% of Special Education students in one of the poorest schools in the district (Baxter Elementary School) read proficiently in 2005.



*Before Reading Mastery and Corrective Reading began.

“We never would have experienced this kind of success without Dr. Michael Martin’s help (formerly Director of Schools). He gave teachers 100% support to effectively implement Direct Instruction program.” Airhart said

While *Corrective Reading* is proven to help readers in elementary and middle school, it is designed for anyone who struggles with reading, including teenagers and adults. That’s why Airhart introduced the program into the district’s high schools after she witnessed success in the middle schools.

“My colleagues and I attribute this tremendous success to incredibly talented educators who continue to teach these Direct Instruction programs with complete fidelity.”

Dr. Kathleen Airhart, Director of Schools

Improving Attitudes about Reading

Airhart was so impressed with the reading results in Grades K–8 that she wrote her dissertation based on a study she conducted analyzing the effects of integrating *Corrective Reading* into language arts resource classes as compared to classes using the adopted textbook and state standards exclusively. The study involved 104 adolescent learning-disabled Grade 9 and 10 students at three district high schools. The goal was to determine if a specific reading intervention program like *Corrective Reading* could make a difference in reading abilities, as measured by tests of decoding, spelling, and comprehension.



"The bottom line is this: Direct Instruction programs really do work. Non-readers can become proficient readers, despite educational disabilities and socioeconomic status."

Dr. Kathleen Airhart, Director of Schools

**Percentage of Special Education Students
in Grades 3–8 Reading Proficiently**

Source: TCAP

School	2003–2004	2004–2005	2005–2006
Algood K–8	82	77	88
Baxter Elementary*	80	100	85
Capshaw Elementary	83	100	87
Cane Creek Elementary*	50	89	86
Jere Whitson Elementary*	25	82	75
Northeast Elementary	50	100	100
Parkview Elementary*	66	62	92
Sycamore Elementary*	33	75	75
Uffleman Elementary*	19	67	81
Avery Trace Middle School*	55	74	84
Burks Middle School*	54	60	81
Cornerstone Middle School*	52	68	88
Prescott Central Middle School*	49	80	87
Average Percentage	58	80	85

* Title I schools

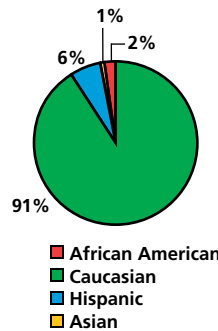
"Within 15 weeks, several Grade 9 students, who had never been exposed to *Corrective Reading* until then, made three- and four-year gains."

Dr. Kathleen Airhart, Director of Schools

"The most astounding results for high school students were found in an attitude survey. We discovered that students in *Corrective Reading* had greatly improved attitudes toward reading. Before the program began, 34% had an overall positive response to reading. After *Corrective Reading*, 70% reported positive attitudes, while the comparison group remained at 34%," Airhart said.

At the conclusion of the study, she found statistical significance in spelling and comprehension abilities among students exposed to *Corrective Reading*. In addition, greater mean gains were achieved by those same students in all decoding, spelling, and comprehension tests.

"The beauty of *Corrective Reading* is that it takes students from absolutely any individual reading level to mastery," Airhart said.



About Putnam County Schools

Grades: K–12

Number of Students: 9,918

Reduced Price Lunch: 47%

ELL: 5%

For More Information

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English Learners in Massachusetts Middle School Achieve Multiple Years Growth



When educators at Breed Middle School vowed to determine why so many students were struggling to read in the late 1990s, they discovered two reasons: teachers weren't using an organized, uniform reading curriculum and students'

decoding skills were at least two years behind average.

The program they chose for remediation became an ideal resource years later when the population of English-Language Learners (ELL) continued to increase. *Corrective Reading* helped those students achieve multiple years of growth in just one year.

In September 2005, a group of struggling readers took the Woodcock Reading Mastery Decoding Subtest before *Corrective Reading* began. One Special Education student gained 13 months of growth after just nine months with the program, and another ELL student gained 15 months during that same period.

Implementing the Strongest Program

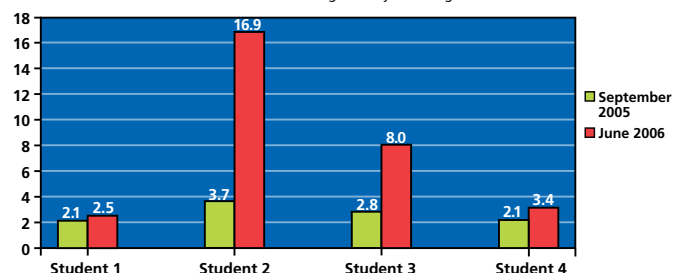
Lead Reading Teacher Donna Angelli said she and her colleagues knew in the late 1990s that the answer was to find a structured reading program to remediate decoding problems efficiently and effectively in large classes. Classes at Breed Middle School routinely have more than 25 students, many of whom are classified as ELL.

Teachers implemented *Corrective Reading* in Grades 6–8 during the 2001–2002 school year. Success was quick – the percentage of students scoring Proficient on the English Language Arts portion of the Massachusetts Comprehensive Assessment System (MCAS) jumped 20

percentage points during the first year of implementation. Angelli said scores declined slightly in 2006 because of a large influx of Special Education students and ELL

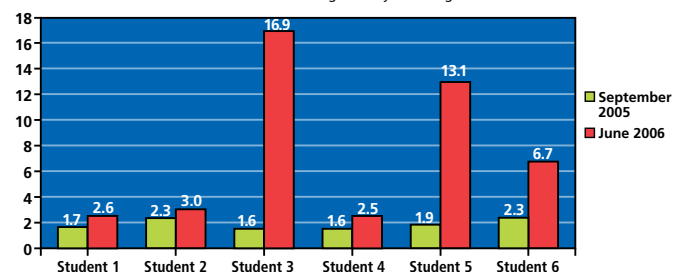
Individual Results for Special Needs Students
Grade Level Gains Following Nine Months of Corrective Reading

Source: Woodcock Reading Mastery Decoding Subtest



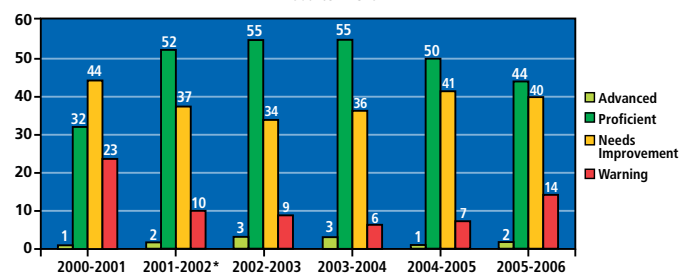
Individual Results for ELL Students
Grade Level Gains Following Nine Months of Corrective Reading

Source: Woodcock Reading Mastery Decoding Subtest

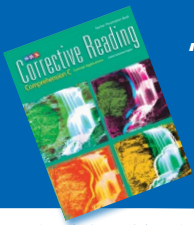


Grade 7 Performance Level Percentages in English Language Arts

Source: MCAS



* First year of implementation.



"Within the first two weeks, students begin to acquire reading skills, gain confidence, and actually volunteer in class to read because they finally can."

Principal James Ridley

students reading below the Grade 3 level. Seventy-five percent of her students during the 2005–2006 school year didn't live in English-speaking homes.

"We grab these scared, fragile kids as quickly as we can to give them the decoding skills they need to boost their confidence and get them on their way. *Corrective Reading* gives me the tools to help them succeed," she said.

Despite the Grade 7 dip in scores, Grade 8 students outperformed the district in 2006: 61% scored Proficient or Advanced in English Language Arts, compared to 52% district-wide. "This shows what we can accomplish over time with our students," Angelli said.

"The very structure and predictability of *Corrective Reading* makes sense for students," she said. "And the point system within the program provides instant gratification, which means they buy in at the very beginning. The incentive is simple, yet extremely rewarding – 'I'm becoming a better reader each day.'"



Discipline Problems Decline

Success with *Corrective Reading* was quite quick on the disciplinary front as well.

"Within two weeks, discipline problems virtually disappeared,"

Angelli said. "That's because *Corrective Reading* is so intense and engaging that students soon realized they were gaining the skills necessary to be successful. These kids are completely aware of what they are lacking, which really hurts and often manifests itself in inappropriate behavior. They'd rather have us think they are jerks than think they

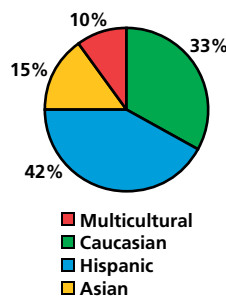
are stupid. The rapid rate at which students acquire skills and confidence with this program quickly diminishes the need to act out."

New Year, Continued Success

Principal James Ridley said math and social studies teachers continue to tell the same story every fall.

"At the beginning of the school year, struggling readers crouch down behind their textbooks so no one will call on them to read out loud," he said.

Ridley added, "Within the first two weeks, students begin to acquire reading skills, gain confidence, and actually volunteer in class to read because they finally can."



About Breed Middle School

Grades: 6–8

Number of Students: 1,120

Reduced Price Lunch: 66%

ELL: 14%

For More Information

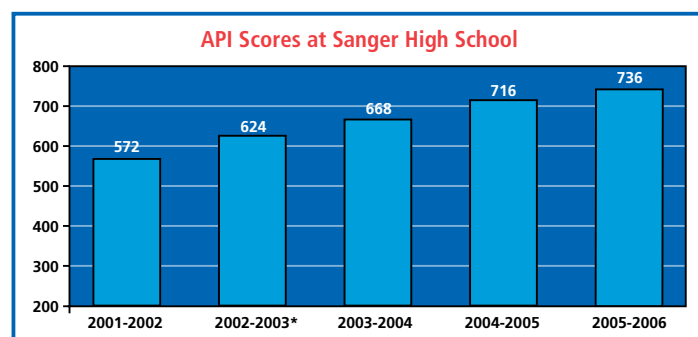
James Ridley, Principal
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Struggling California High School Students Average Two-Year Gains



When Sanger High School was classified as “underachieving” by the state in 2001, educators implemented *Corrective Reading* in Grades 9–12 with 179 students at the start of the 2002–2003 school year. Soon after, the school’s Academic

Performance Index (API) began to steadily rise, reaching an all-time high of 736 in 2006.



*First year of implementation.

Teachers Make the Difference

Willetta Fritz, English Department Chairperson and Curriculum Support Provider, said when Sanger High School began utilizing *Corrective Reading*, the majority of students read at a Grade 4 level.

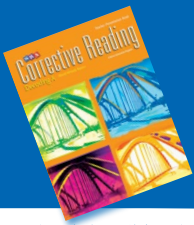
“Every staff member knows we are dealing with a very serious issue,” she said. “So instead of assigning two or three educators to teach the program, we let them decide voluntarily. Their enthusiasm was incredible; we presently have 14 teachers teaching 535 students in 25 classes. That’s one reason the program is so successful. Another reason is we provided professional development that first summer before implementation, and we continue to retrain each summer to clarify issues. The third reason for success is each and every child is tested and retested to ensure proper placement.”

From Below Average to Above Average

Fritz said students generally gain at least two years of reading education for every one year of *Corrective Reading* instruction.

“We’ve even seen some students score Far Below Basic on the state exam before intervention and then score Advanced after just one year with the program. Once they begin to do well, they are motivated to pass the state test and exit the class. The majority exit after one or two years.”





"Social Studies teachers have also noticed an improvement in their students' reading. They can finally read the text!"

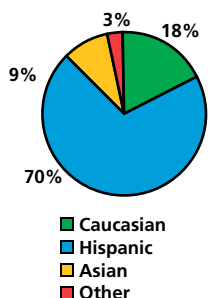
Willetta Fritz, English Department Chairperson and Curriculum Support Provider

Reading success is translating into success in other subjects as well.

"English teachers are the most enthusiastic about the program as they see a definite improvement in their students' reading abilities. Freshmen and sophomores come to us reading at a Grade 3 or 4 level, so teachers can easily identify students who have had *Corrective Reading*. Social Studies teachers have also noticed an improvement in their students' reading. They can finally read the text!"

"*Corrective Reading* has helped me in other classes like Language Arts and Social Studies. It helps me to understand when we read as a class. *Corrective Reading* is a great opportunity for me and other kids. There is nothing that I dislike about it. I would recommend *Corrective Reading* for other kids because it helped me a whole lot and I'm sure it would help them too."

Grade 7 student, Level C, Lesson 17



About Sanger High School

Grades: 9–12
Number of Students: 2,200
Reduced Price Lunch: 64%
ELL: 20%

For More Information

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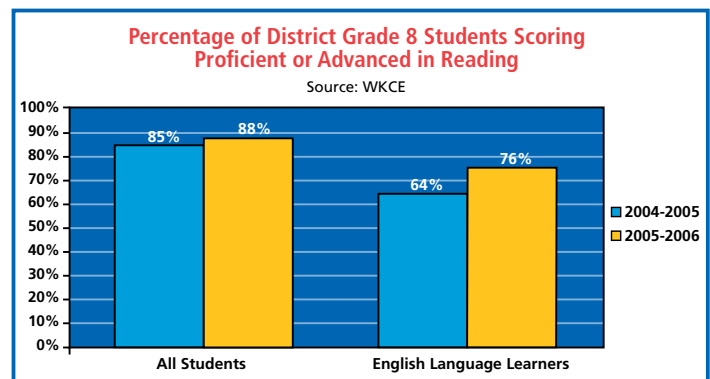
ELL and Struggling Students at Wisconsin District Build Literacy Skills



At Wausau School District in Wisconsin, roughly one quarter of the students are English-Language Learners (ELL), almost all of whom are Hmong refugees from southeastern Asia. Since the Hmong language was not recorded until the late 1950s,

literacy is a new concept for the culture. In order to bolster their literacy skills, *Corrective Reading* began as a pilot in both of the district's middle schools at the start of the 2005–2006 school year in Grades 6–8 with ELL students.

After only three months with the program, the percentage scoring Proficient or Advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) improved significantly from the previous year (64% in 2004 to 76% in 2005).



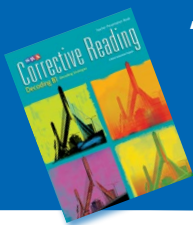
*Before *Corrective Reading* began.

ELL Students Build Confidence

“Our ELL population quickly builds oral language skills,” Nell Anderson, director of bilingual, multicultural, and equity programs, said. “However, by the time they reach middle school and high school, many are reading but not understanding. *Corrective Reading* addresses varied reading deficits by providing four levels for Decoding and four for Comprehension, while also re-enforcing vocabulary. After only three months with the program, we saw tremendous confidence and eagerness among students regarding reading, which is reflected in their improved WKCE scores.”

Lisa Jindrich teaches reading at one of the district's middle schools. She said she is amazed by her students' progress as well. Some gained two years' growth after only a few months of instruction.

“Last year my Grade 8 students asked if another teacher would volunteer to teach *Corrective Reading* so they could have two periods of Level B2 each day. When I asked why, they told me this was the first time they had ever really learned to read. One of those Grade 8 ELL students began the program at a Grade 3 reading equivalency. After one year, he was reading at a Grade 6 level,” Jindrich said.



"After only three months with *Corrective Reading*, we saw tremendous confidence and eagerness among students regarding reading, which is reflected in their improved WKCE scores."

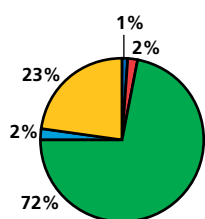
Lisa Jindrich, Wausau Reading Teacher

Expanding Direct Instruction

Because of the district's early results with *Corrective Reading*, other SRA Direct Instruction programs were added district-wide to serve all struggling readers, including Special Education students. At the start of the 2006–2007 school year, *Reading Mastery* began in Grades 3–5, *Language for Learning* was implemented with new arrival ELL students in Grades K–12, and *Corrective Reading* was expanded to Grades 9–12.

"I like *Corrective Reading* because it is fun. I learn how to pronounce new words ... *Corrective Reading* has helped me to learn English better. I read better because I can sound out words."

*Grade 7 EL student,
Level B1, Lesson 55*



About the Wausau School District

Grades: Pre-K–12
Number of Students: 8,400
Reduced Price Lunch: 68%
ELL: 25%

■ African American
■ Caucasian
■ Hispanic
■ Asian
■ Native American

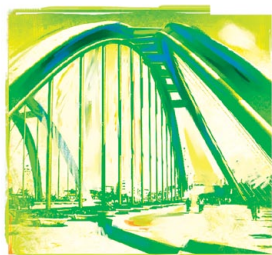
For More Information

Nell Anderson, Director of Bilingual, Multicultural, and Equity Programs
Wausau School District
15 Seymour Street
Wausau, Wisconsin 54402
Tel: (715) 261-0550
nandersn@wausau.k12.wi.us

"*Corrective Reading* is a program that has helped me to learn words that I have never seen. It helped me to read better in my other classes."

*Grade 8 student,
Level C, Lesson 56*

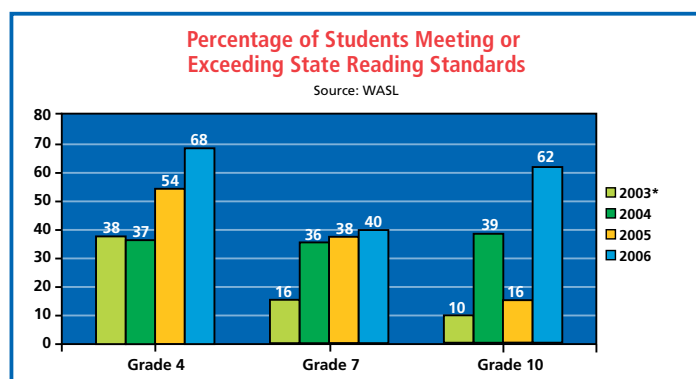
Native American School Changes Course, Improves Reading



Every student at Chief Leschi School required reading remediation before SRA/McGraw-Hill's Direct Instruction programs, including *Corrective Reading*, was piloted in Grades 7–9 at the start of the

2003–2004 school year. Teachers had not used research-based programs consistently across grade levels before.

However, by the 2006–2007 school year, only 30% of students needed it. Even more remarkable are students' reading scores. For example, the percentage of Grade 10 students meeting or exceeding state standards rose from 10% in 2003 (before Direct Instruction began) to 62% in 2006.



*Before Corrective Reading began.

Improving School Culture

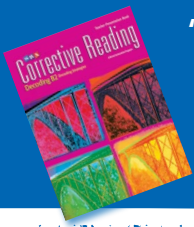
Assistant Principal Jennifer Pierce said Direct Instruction has completely changed the culture at Chief Leschi School.

The following Direct Instruction programs are now used school-wide: *Reading Mastery* in Grades K–6 (and with struggling middle school readers) and *Corrective Reading, Reasoning & Writing*, and *Spelling Through Morphographs* in Grades 4–12.

“Direct Instruction impacts the way our school functions over all: the way our teachers teach and how our leadership team approaches and implements curriculum instruction and assessment,” Pierce said.

“There’s also been a huge change in student attitude,” she added. “Before we started Direct Instruction, we had disengaged, passive learners. Now they are completely engaged and held accountable for their academic achievement. Direct Instruction has been at the heart of reform at our school, and I don’t think we’d be functioning as well as we are today if we hadn’t implemented its programs.”





"When you put your heart and soul into providing effective instruction, you can change the life course of a student."

Assistant Principal Jennifer Pierce

"My name is Gustavo and I'm in *Corrective Reading*. Since I've been in *Corrective Reading*, I have improved so much now I don't even have to struggle on pronouncing a word. I'm one hundred percent sure that I have improved because my reading grade has gone up to an A."

Grade 6 student, Level C, Lesson 56

Pierce said one particular new student who didn't know the sounds of all the letters was placed in Grade 9 in fall 2005. He began with *Corrective Reading Decoding*. By early spring, he was able to read out loud for the first time.

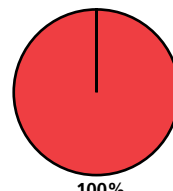
"Every adult in that room, including his mother, was nearly in tears because we knew the course of his life was changing," she said.



Award-winning Success

As evidence of their success, Chief Leschi School received the South Puget Sound School of the Year Award for the 2006–2007 school year from the University of Washington at Tacoma. Based on academic

improvement, this recognition allowed students and teachers to revel in their accomplishments.



■ Native American

About Chief Leschi School

Grades K–12

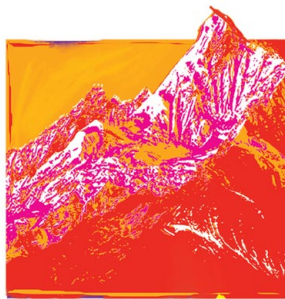
Number of Students: 725

Reduced Price Lunch: 100%

For More Information

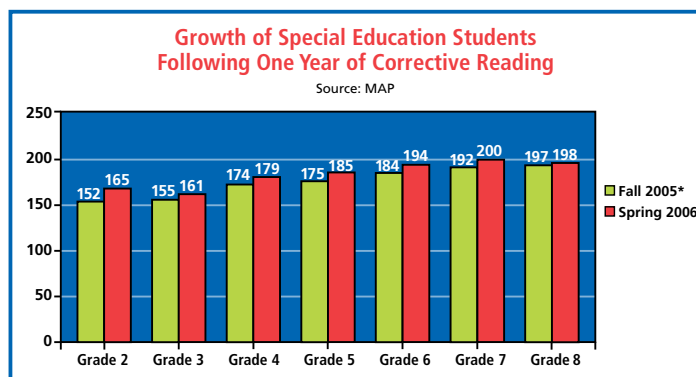
Jennifer Pierce, Assistant Principal
Chief Leschi School
5625 52nd Street East
Puyallup, Washington 98371
Tel: (253) 761-6074
jennifer@leschischools.org

Students with Disabilities Achieve Significant Academic Growth



After experiencing *Corrective Reading* for just one school year, Special Education students in Clover School District achieved tremendous academic growth on Measures of Academic Progress (MAP), sometimes surpassing average growth among regular education students.

The district uses this state-aligned computerized adaptive test to accurately reflect the instructional level of each student in the district and measure growth over time. Special Education Curriculum Specialist Laura Holland said many students with disabilities may eventually achieve grade-level status if they continue to make large gains like they did in 2006.



*Before Reading Mastery and Corrective Reading began.

Providing Structure

“It’s the consistency, predictability, intensity, and tight structure of each lesson within *Corrective Reading* that make a huge difference for students with disabilities,” she said. “There is no ‘fluff’ – teachers get right to the point of each lesson.”

At the start of the 2005–2006 school year, *Corrective Reading* was implemented in Grades 3–8 with Special Education students in all self-contained classrooms and some resource classrooms. Holland said almost all students with disabilities achieved academic progress, but some achievements were more dramatic than others.

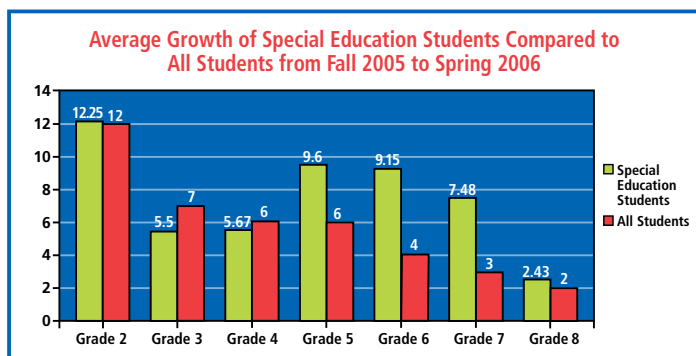
“One Grade 5 student who read below the Grade 2 level when he started *Corrective Reading* finished the year reading close to the Grade 4 level,” she said. “Not only was his academic improvement remarkable, but so was his confidence. Now he’s no longer ashamed to read in front of his classmates. When we asked students to record what they thought of the program at the end of the year, he wrote, ‘I think my reading has improved since the beginning of the year. I can read more and faster than ever.’”





"Programs really make a difference. It is especially important for reading remediation to work if our Special Education students are going to develop the skills needed for success in school."

Laura Holland, Special Education Curriculum Specialist



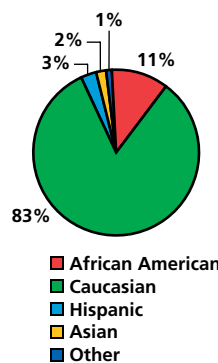
Fidelity Counts

Holland said students in classes where teachers follow the program with fidelity make more gains. One Grade 7 student who had been in a self-contained Educable Mentally Disabled (EMD) class for five years achieved a 20-point gain in MAP scores. In fall 2005, before *Corrective Reading*, he scored 159 – below the scoring range. By spring 2006, he scored 179.

"Even though he wasn't at grade level, that 20-point gain is significant because the typical Grade 7 gain is three points. If he continues to make gains above average, he'll eventually be closer to grade level than ever before," she said.

"Corrective Reading has helped me a lot with reading. I read faster and now I can read big books, not little ones. I go to the library more, almost every day. I love reading now."

Grade 6 student, Level C, Lesson 58



About Clover School District

Grades: K–12

Number of Students: 5,600

Reduced Price Lunch: 31%

For More Information

Laura Holland, Curriculum Specialist
Clover School District
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Clover, South Carolina 29710
Tel: (803) 222-9503
holland@clover.k12.sc.us

Chipman Middle School

Alameda, California

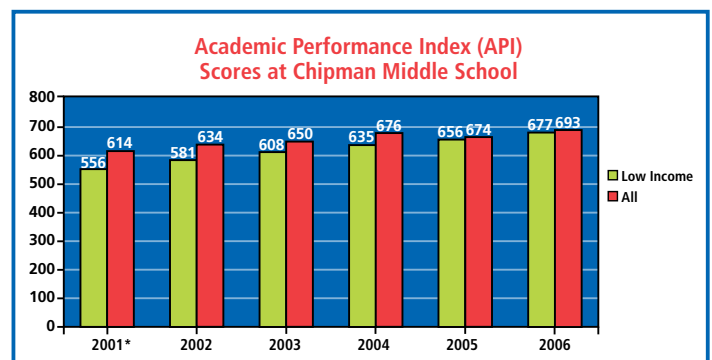
California Middle School Attracts National Attention for Closing Achievement Gap



The success of Chipman Middle School was so evident that First Lady Laura Bush visited the school to observe the classrooms and learn the story behind their academic improvement. After SRA/McGraw-Hill's *The REACH System* (a compilation

of Direct Instruction programs – *Corrective Reading*, *Spelling Through Morphographs*, and *Reasoning and Writing*) was fully implemented with students reading two or more years below grade level in August 2002, Academic Performance Index (API) scores began to rise, and the achievement gap among low-income students began to close.

The API is a numeric index that indicates a school's academic achievement. It ranges from a low of 200 to



*Before The REACH System began.

a high of 1,000 (800 is the goal). By 2006, low-income students achieved their highest API score ever: 677. This was 121 points higher than their 2001 score of 556, before *The REACH System* began.



Three-Tiered Literacy Approach

The REACH System has become a key element in Chipman Middle School's three-tiered approach to literacy. But, reading success wasn't always the case at this school.

For many years, teachers employed an eclectic approach to literacy instruction. With a yearly student turnover rate of approximately 33%, many children coming into the school were reading far below grade level. Test scores were distressingly low. In



"Students' levels of confidence have risen tremendously. Test scores in other subject areas have risen as well."

Principal Laurie McLachlan Fry

fact, just 55% of all students in Grades 6–8 read below grade level. The state of California also labeled the school "Underperforming."

Under the leadership of Principal Laurie McLachlan Fry, the school underwent a major reform initiative that included professional development for all teachers, new curricula, and a new emphasis on student assessment. Now assessments are used to place students into one of three groups: benchmark students (reading at or above grade level), strategic students (reading one or two years below grade level), and intensive intervention students (reading more than two years below grade level).

All students in need of intensive intervention experience *The REACH System* because it provides highly effective reading and language arts intervention.



Success Spreads Across Subjects

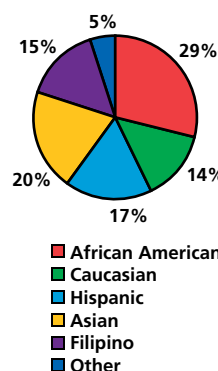
Many students have learned to read so well with *The REACH System* that they have moved from the intensive intervention program into the strategic program. The first year of

implementation had eight sections of intervention classes. By the third year, there were only five sections.

McLachlan Fry said, "After fully implementing *REACH*, our success has been extraordinary," she said. "We feel we have two things going for us at Chipman Middle School: an incredibly committed staff who implements the program exactly as it was designed and a system already in place that sets the tone for a safe, structured learning environment."

"At first I didn't like *Corrective Reading* because I thought it was going to be boring. But, later on, it was fun. I like it because of all the stories, especially the one with Old Salt. This program has improved my skills in reading. I can read books faster, and more clearly and easily."

Grade 8 student, Level C Lesson 8



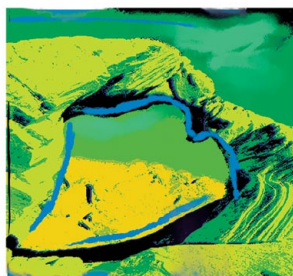
About Chipman Middle School

Grades 6–8
Number of Students: 600
Reduced Price Lunch: 63%

For More Information

Laurie McLachlan Fry, Principal
401 Pacific Avenue
Alameda, California 94501
Tel: (510) 748-4017
lmclachlan@alameda.k12.ca.us

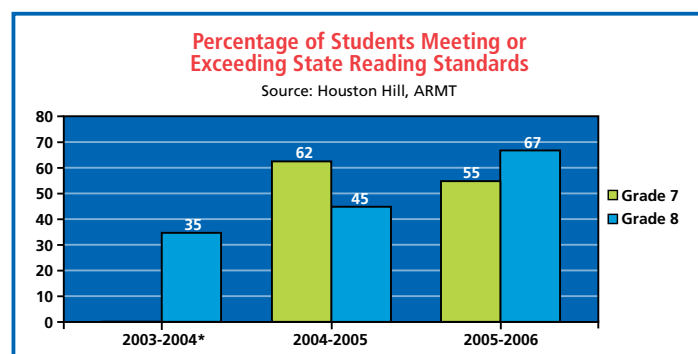
Need for Intervention Dwindles Due to Corrective Reading



Houston Hill Junior High School Principal Tom Cochran says *Corrective Reading* has done exactly what he and his colleagues had hoped for their students: It provides intensive intervention for struggling

readers, helping them to become skilled, fluent, and better learners. In fact, *Corrective Reading* has proven so successful that the number of students requiring intervention has decreased drastically.

When the program was implemented in Grades 7–8 during the 2004–2005 school year and monitored by SRA, there were 11 *Corrective Reading* classes. By 2005–2006, that number decreased to seven, even though overall student enrollment significantly increased that year.



*Before Direct Instruction was fully implemented and monitored. The Grade 7 score dipped slightly in 2006 due to a challenging student population.

By 2006–2007, only five classes remained. A mere three *Corrective Reading* classes are planned for the 2007–2008 school year.

Reading Improvement Across the Board

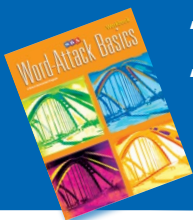
Not only has the school met Adequate Yearly Progress since *Corrective Reading* began, but it also ranked first in the county in reading in 2004–2005 and second in 2006–2007 among traditional schools.

Cochran said there are several reasons for student success.

“Our 50-minute daily instruction is very structured,” he said. “*Corrective Reading* is tightly sequenced and addresses the varied reading deficits among our students. The program’s Word Attack reinforces word recognition through repetition, which leads to comprehension.

Teachers find it easy to use; it requires very little planning because explicit directions are right there in front of you.”





"We moved from the very bottom to the top in just a year!"

"It's so interesting to watch students' pride grow as they move from one level to another."

Principal Tom Cochran



Achieving Lightbulb Moments

Cochran said "aha" moments occur often – every time students achieve mastery.

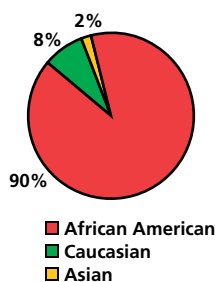
Even though there might be only three *Corrective Reading*

classes during the 2007–2008 school year, Cochran said the program will remain strong at the school.

"A few students will always need intervention, so *Corrective Reading* will always be here."

"My name is Tony. I like *Corrective Reading*. I improve almost every day. I check how many errors I make. I've learned lots of new words, some I've never heard before. I learned to track so I know where I am at."

Grade 7 student, Level C,
Lesson 56



About Houston Hill Junior High School

Grades 7–9

Number of Students: 278

Reduced Price Lunch: 88%

For More Information

Tom Cochran, Principal

215 Hall Street

Montgomery, AL 36104

Tel: (334)269-3694

Thomas.Cochran@mps.k12.al.us

"I have been in *Corrective Reading* since August 2004. I have improved a lot since then. I know how to read more fluently now. It has helped me in my other subjects. I like *Corrective Reading* because you can earn points. *Corrective Reading* is fun because you get to read about dinosaurs and redwood trees. There is nothing I don't like about *Corrective Reading*. I would recommend it to another class."

Grade 6 student, Level C, Lesson 58

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