



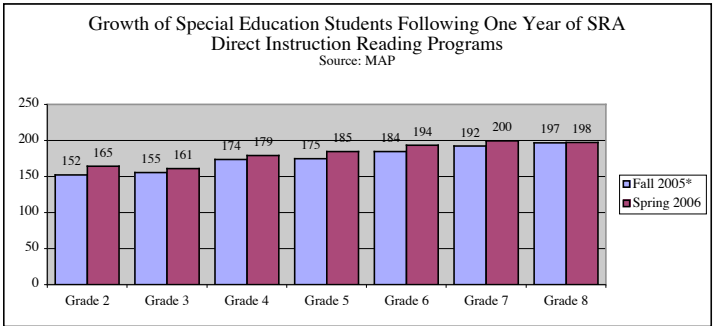
About the District:		About the Students:	
Grades:	K-12	African American:	11%
Number of Students:	5,600	Caucasian:	83%
Test(s):	MAP	Hispanic:	3%
Reduced Price Lunch:	31%	Asian:	2%
		Other:	1%
		ELL	-



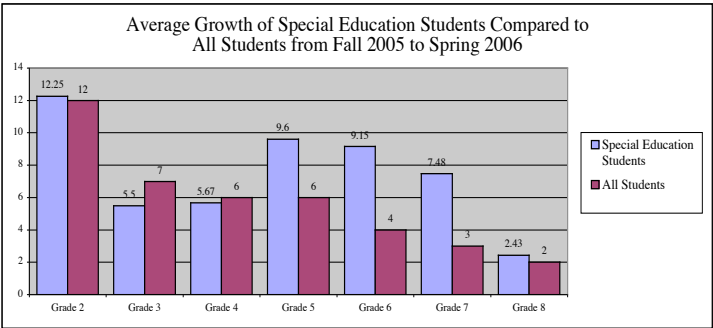
## Reading Mastery, Corrective Reading Help Students with Disabilities Achieve Significant Academic Growth

After experiencing SRA/McGraw-Hill’s *Reading Mastery* and *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.



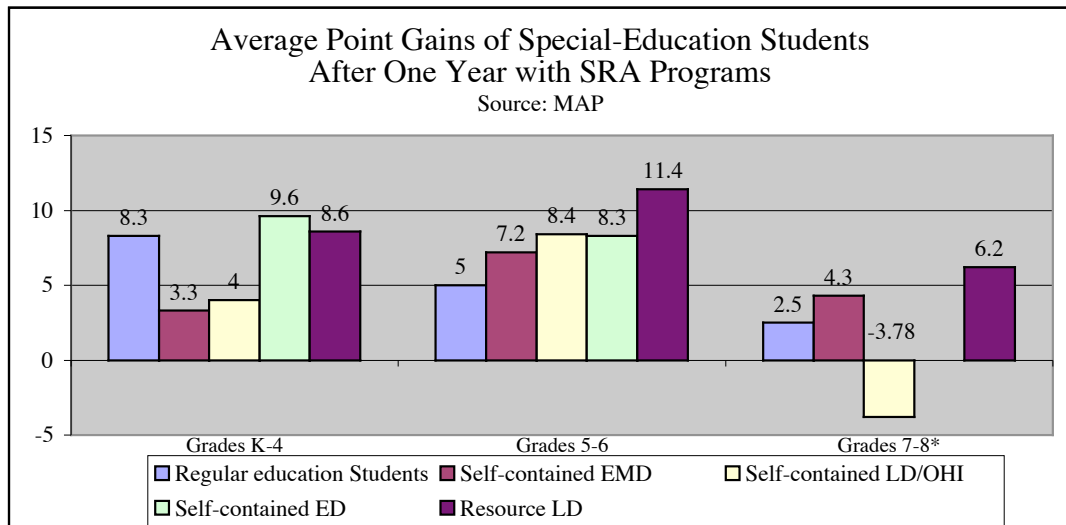
\*Before Reading Mastery and Corrective Reading began.



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



At the start of the 2005–2006 school year, *Reading Mastery* was implemented in Grades K–2 and *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.



\*Special Education Curriculum Specialist Laura Holland explains low scores in Grades 7-8 Self-contained LD/OHI are due to poor program implementation within this classroom.

Key

- Students in self-contained classrooms spend more than 60% of their days with special education teachers.
- Students in resource classrooms spend 0-40% of their days with special education teachers.
- Educable mentally disabled (EMD)
- Emotionally disabled (ED)
- Learning disabled (LD)
- Other Health Impaired (OHI)

“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.’ ”

**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 3 points. If he continues to make gains above average, he’ll eventually be closer to grade level than ever before,” she said.

Further emphasizing the importance of teaching the program with consistency and fidelity, Holland said, “There were some students who, based upon their overall functioning levels, we would have expected to make gains equal to or higher than some of our other students. However, in classrooms where *Corrective Reading* was not consistently taught as designed, these students failed to make the expected gains.” (See Grades 7-8 self-contained LD/OHI students in chart above.)

“This was significant because it showed all of us that the 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. Significant progress is critical if they are going to be able to successfully participate in general education environments,” Holland said.

**About the Clover School District**

Serving roughly 5,600 students in Grades K–12, this district’s student population is 83% Caucasian, 11% African American, 3% Hispanic, 2% Asian, and 1% multicultural. Thirty-one percent of students qualify for free or reduced-price lunch and 8% receive special education instruction (excludes speech/language services). For more information, go to [www.clover2.k12.sc.us](http://www.clover2.k12.sc.us).

**For More Information**

If you would like to learn more about success with Direct Instruction programs in your school or district, please contact us today at 1-888-SRA-4543.