



| About the School: | | About the Students: | |
|----------------------|--------|---------------------|-----|
| Grades: | PreK-5 | African American: | 34% |
| Number of Students: | 700 | Caucasian: | 20% |
| Test(s): | DIBELS | Hispanic: | 40% |
| Reduced Price Lunch: | 88% | Asian: | - |
| | | Other: | 6% |
| | | ELL | 29% |



DIBELS Scores Advance To Grade Level With Reading Mastery

Once Edgewood Academy educators implemented SRA/McGraw-Hill's *Reading Mastery* with all struggling readers in Grades K–5 in August 2006, the percentage moving toward grade level in oral reading fluency began to increase.

The chart below compares progress made on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test during the 2004–2005 school year (before *Reading Mastery* began) and during the 2006–2007 school year. The 2005–2006 school year is not represented because the program wasn't fully implemented yet.

DIBELS identifies three levels of oral reading fluency:

- Red (R) – high risk, seriously below grade level, and in need of substantial intervention
- Yellow (Y) – moderate risk, moderately below grade level, and in need of additional intervention
- Green (G) – low risk and at grade level

Educators believe students in Grades K–2 who score at green will most likely be on grade level by Grade 3.

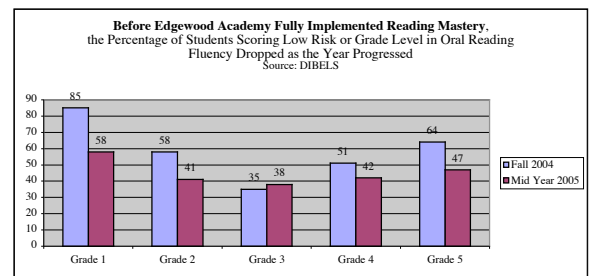
Now *Reading Mastery* is used with all students in Grades K–5. Reading Coach Donna Heydon said the program works well at Edgewood Academy because of its direct, explicit instruction.

“We have high teacher turnover, but new teachers get up to speed quickly with *Reading Mastery* because it's so carefully scripted,” she said.

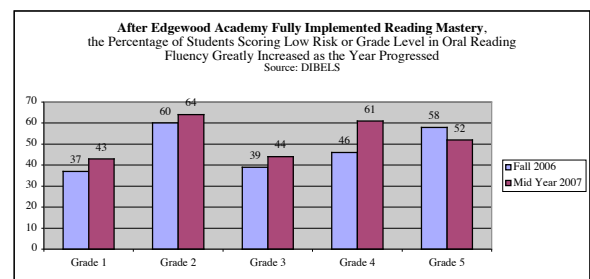
Twenty-nine percent of Edgewood students are classified as English Language Learners (ELL). Heydon said *Reading Mastery* is very helpful to them as well, but they must learn English first.

“We use SRA's *Language for Learning* with these students because it helps them acquire the English language more efficiently, which allows them to move on *Reading Mastery's* decoding. They enjoy *Language for Learning* because they see progress quite quickly and don't feel like the program is babyish,” she said.

Results before Reading Mastery:



Results after Reading Mastery:





One component of *Reading Mastery* that has been specifically helpful for Edgewood Academy students and teachers is progress monitoring.

“Students don’t move on within *Reading Mastery* until they reach mastery,” Heydon said. “The reading program we used before didn’t have progress monitoring. Teachers using *Reading Mastery* say, ‘Wow, we don’t remember kids being able to do that last year’ because students are progressing so nicely.”

About Edgewood Academy

Serving approximately 700 children in Grades Pre-K–5, this Title I school’s student population is 40% Hispanic, 34% African American, 20% Caucasian, and 6% multicultural. Eighty-eight percent of students qualify for free or reduced-price lunch, and 29% are classified as ELL. For more information, please visit www.lee.k12.fl.us/schools/ewd.

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**.