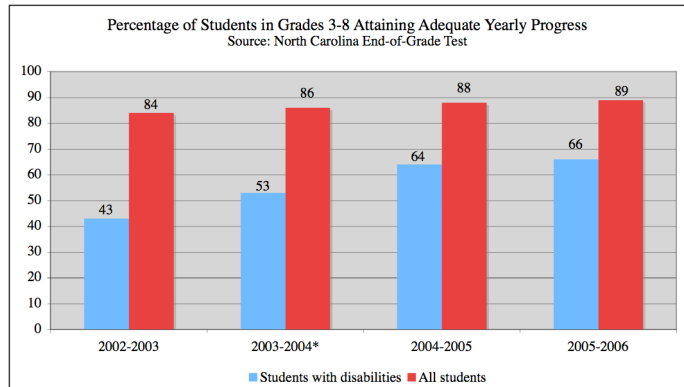


About the District:		About the Students:	
Grades:	PreK-12	African American:	18%
Number of Students:	21,000	Caucasian:	72%
Test(s):	EOG	Hispanic:	7%
Reduced Price Lunch:	35%	Asian:	3%
		Other:	-
		ELL	-



## Exceptional Education and Regular Education Students Excel with Direct Instruction

In fall 2003, teachers in the special education department of Iredell Statesville Schools adopted SRA/McGraw-Hill’s Direct Instruction programs *Reading Mastery* and *Corrective Reading* for intervention in Grades K–12 because they felt students with disabilities were falling further and further behind their regular education peers. The students responded so well that the programs were implemented with at-risk students in regular education the following school year (2004–2005). They too responded well, and reading scores increased for both groups.



\* First year of implementation

Since implementation, the percentage of special education students attaining adequate yearly progress jumped from 53 percent in 2003–2004 to 66 percent in 2005–2006.

Dr. Elizabeth Phillips, Director of Exceptional Children’s Programs, said more and more students are leaving special education and moving into general education classrooms because they have learned the skills necessary with *Reading Mastery* and *Corrective Reading* to be successful.

“Each individual student who shows progress and learns to read is what keeps us moving toward each new school year,” she said. “The success stories vary. Some students are thrilled because they can finally read their text messages. Others are just happy they can function in the outside world.”

Phillips said one particular student is an inspiration to her and her colleagues. He had been shot in the head when he was four, and year after year, teachers tried to teach him to read – even just sight words. His head injury impeded all their efforts.

“He was a Grade 8 student when the intervention process began in 2003,” she explained. “Now he reads proficiently with very few errors. He is so proud of himself and grins ear to ear when we observe him because he knows we’re just as proud.”



Exceptional Education Curriculum Specialist Crystal Douglas said *Reading Mastery* and *Corrective Reading* have such a positive effect on students because they are systematic and explicit.

“Educators are teaching to mastery, without gaps,” she explained. “Students do not move from perfecting simple skills to complex skills without attaining mastery first. Their parents are thrilled with their progress. Some of the comments I hear are ‘My daughter would rather read than play computer games. She reads at least 30% of her weekends’ to ‘My son loves school and loves reading. He even gets excited about doing homework!’ to ‘All my daughter wants to do is read.’ ”

During the first year of implementation, Iredell Statesville Schools ranked 56 for reading progress among exceptional students in the 116 districts statewide.

“We ranked 19<sup>th</sup> in 2005 and 16<sup>th</sup> in 2006,” Phillips said. “We are focused now on becoming one of the top 10 in 2007.”

#### **About Iredell Statesville Schools**

Serving approximately 21,000 students in Grades Pre-K–12, this district’s student population is 72% Caucasian, 18% African American, 7% Hispanic, and 3% Asian. Thirty-five percent of students qualify for free- or reduced-price lunch, and 11% receive exceptional student education services. For more information about this district, please visit [www.iss.k12.nc.us](http://www.iss.k12.nc.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**.

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