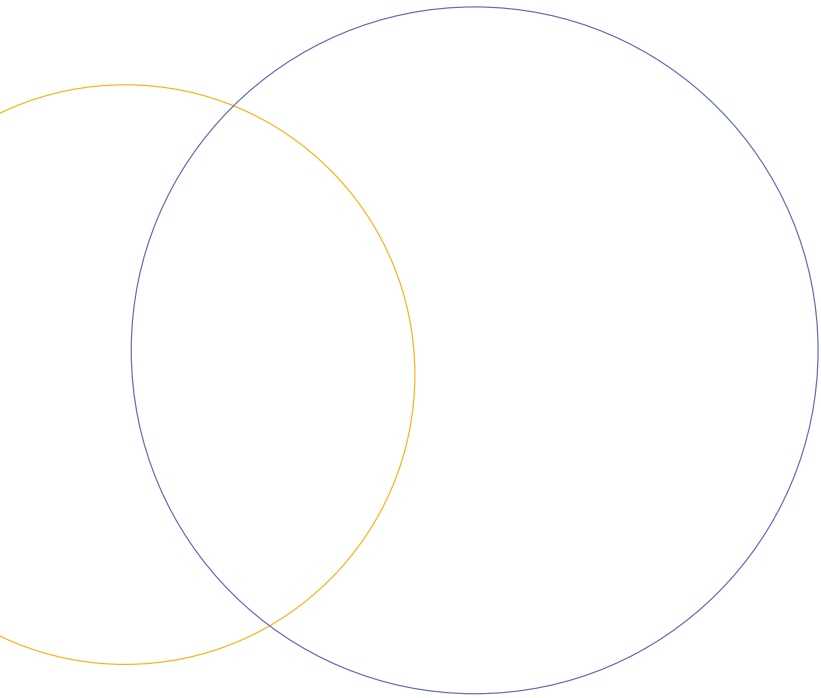


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Direct Instruction

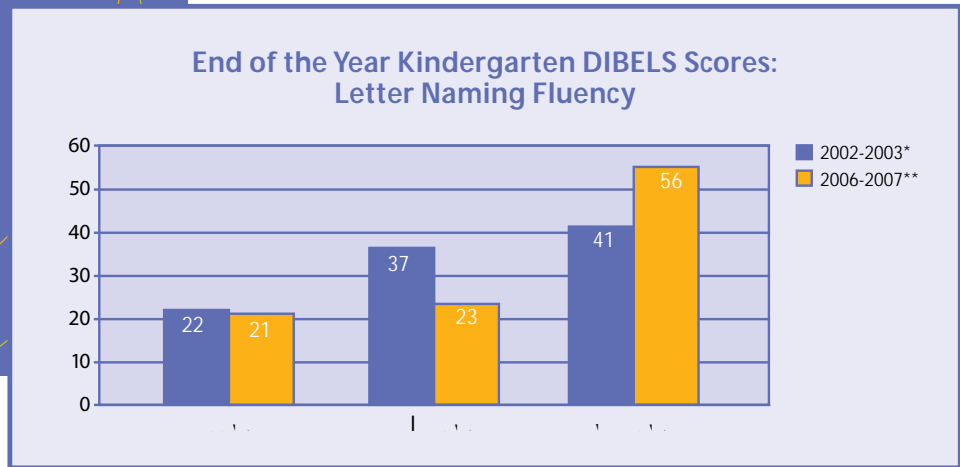
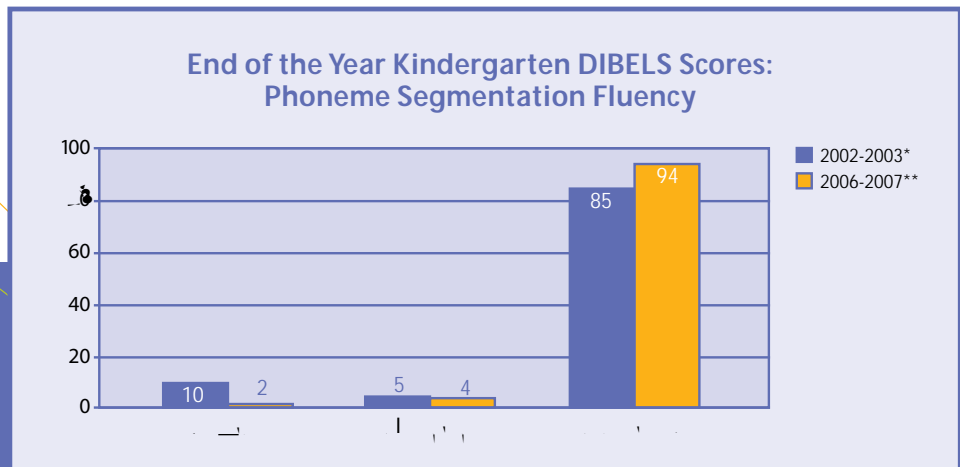
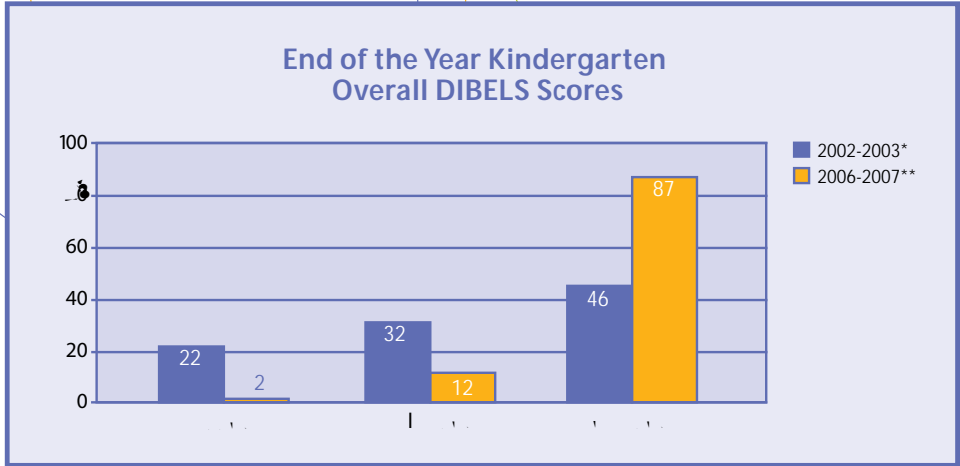




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\*Before *read* *Make* began.

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## Oregon District Raises ELL Reading Achievement

Milton-Freewater Unified School District 7 implemented *Reading Mastery* as their core reading program in Grades K–3 at the start of the 2003-2004 school year. While success is apparent with all students, it is particularly evident with Hispanic students, the majority of whom are classified as English-language learners (ELL) when they enter school.

In the spring of 2003 before *Reading Mastery* was implemented, 66% of all Grade 3 students met the state benchmark, while 48% of ELL students met the benchmark. By spring 2007, 80% of all Grade 3 students met the new and much more challenging benchmark, and 71% of ELL students met the new benchmark.

### Success Starts in Kindergarten

Judy Chesnut, retired district elementary principal and part-time reading coach, said “The Kindergarten program for *Reading Mastery* (Plus and Signature editions) has a strong oral language component and when matched with the reading components of the program, most of our Kindergarten students end the year reading.”

Tricia Perez, reading coach, said before *Reading Mastery* was introduced in the primary grades, approximately 15% of Grade 3 students started the year reading at Level 1.

“Now 89% of our Grade 3 students start the year at Level 3 or higher. No student who has been in our program for three years begins Grade 3 in Level 1. The continuity of this program makes all the difference in the world for our kids. Since every teacher uses *Reading Mastery*, we all speak the same instructional language as students move from one classroom to the next.”



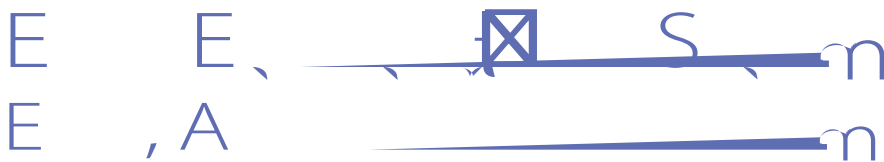








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## Reading Scores Rise at Alabama Elementary School

After only one year of *Reading Mastery* in Grades K–6, students' state reading scores at this small Alabama school began to rise. A second year proved to be just as promising.

*Reading Mastery* began in fall 2005. After two years, the percentage of Grade 3 students meeting or exceeding state reading standards on the Alabama Reading and Mathematics Test (ARMT) increased from 80 to 88. The Grade 4 score decreased in 2006 for two reasons: teacher turnover and a large number of incoming students who read poorly or couldn't read, according to school officials. Grade 5 students, however, increased from 71 to 83, and Grade 6 students rose from 88 to an impressive 94.

Curriculum Coordinator and Assistant Principal Gina Price said success lies in the program's strategy.

"The strategy within *Reading Mastery* is effective for both our teachers and students," she explained. "First, it helps

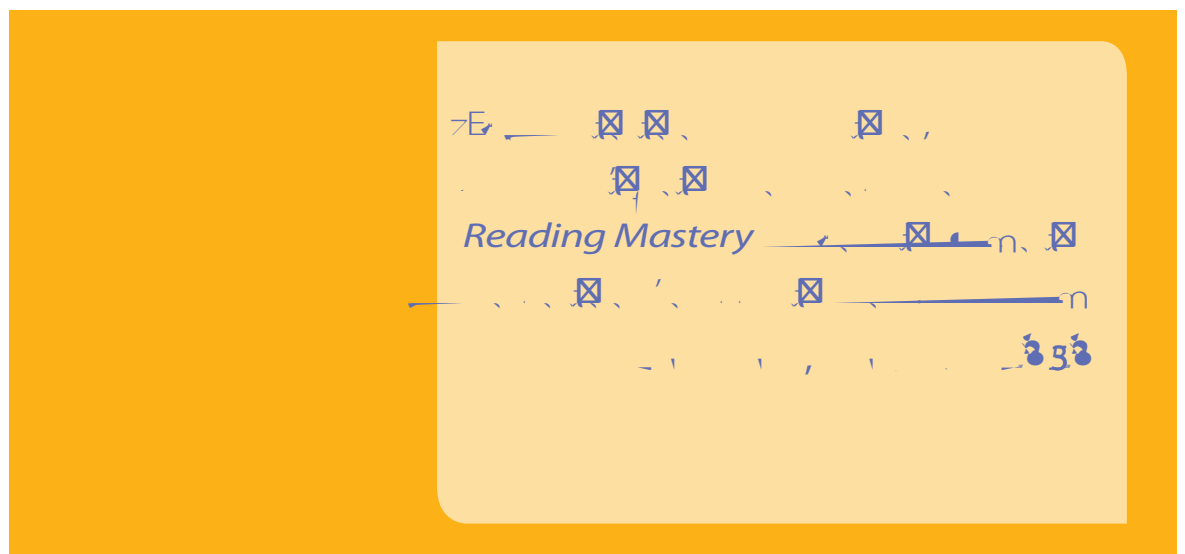
teachers deliver instruction in an organized, systematic manner to quiet, receptive students. We even see teachers using this Direct Instruction style in other subjects. Second, students know what is required of them and perform accordingly. Even with the daily routine, our kids don't get bored because *Reading Mastery* moves at a pace to which they're accustomed."

### Progress Monitoring Is Key

In fall 2006, a large number of new students enrolled at Elba Elementary School. Many read poorly or could not read. Principal Lakesha Brackins said *Reading Mastery* helped them a great deal through progress monitoring.

"We monitor students closely and work one-on-one with at-risk students," Brackins said. "Students are well aware of their progress, and when they hit the Benchmark level on DIBELS (Dynamic Indicators of Basic Early Literacy Skills), they are so proud. They immediately ask if they can tell Gina or me, and we shower them with praise."

Professional development also plays a key role in success.

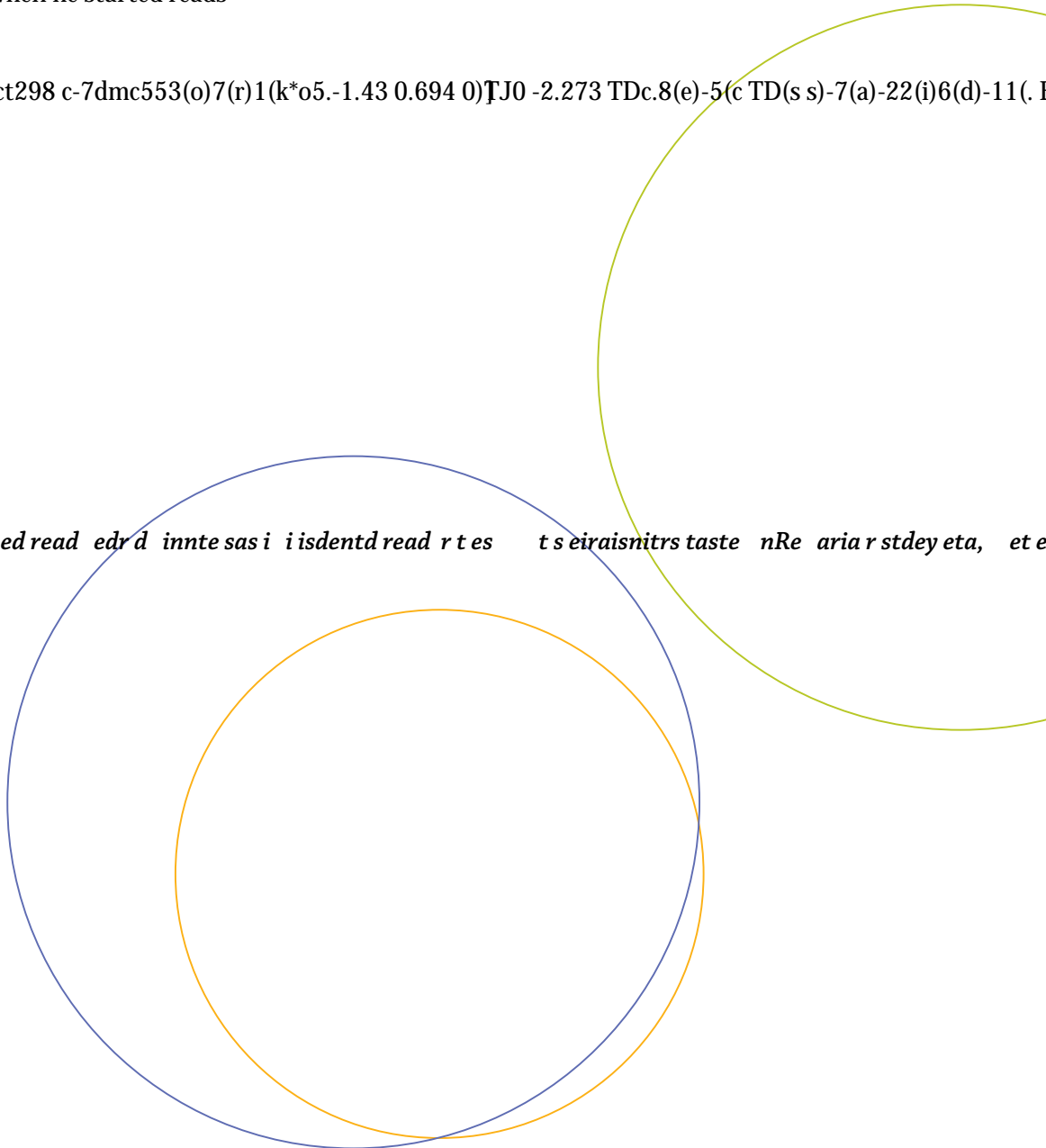


Professionals from Educational Resources Inc. provided the initial two-day training for faculty and now return monthly to observe each classroom for 30 minutes and provide feedback.

“Student development helps our teachers prepare and perform their jobs exceptionally,” Brackins said. “The uniformity within *Reading Mastery* and the training we’ve received benefit all our students in the long run. We also use it with approximately 30 special education students. One fifth grader who couldn’t read the word ‘it’ when he started reads really well now,” she added.

Reading Coach Kim Gibson works directly with students who struggle with reading.

Reading Coach Kim Gibson works directly with students who struggle with reading.



## Title I Schools Meet All-State Reading Targets

Following the implementation of *Reading Mastery* as the intervention program in Kindergarten in three Title I Brunswick County elementary schools at the start of the 2004-2005 school year, each school met all reading targets for the very first time just two years later. Their overall scores on the state's End-of-Grade Test (EOG) have also improved. *Reading Mastery* was soon expanded to Grades K-5 for intervention.

Belville Elementary, Jessie Mae Monroe Elementary, and Lincoln Elementary all had been placed in the School Improvement category during the 2003-2004 school year because they had not achieved Adequate Yearly Progress.

By 2006-2007, both Belville Elementary and Lincoln Elementary exited the School Improvement category because students had met reading goals for two straight years. Jessie Mae Monroe Elementary met all reading targets in 2006-2007 and will exit the category if they meet their reading goals again during the 2007-2008 school year.

## Need for Intervention Phases Out

Faye Nelson, director of elementary education and Titytegorrae Mu 1



“It’s all because of the explicit instruction. I’ve seen students experience one to two years of growth in just one school year,” Child said.

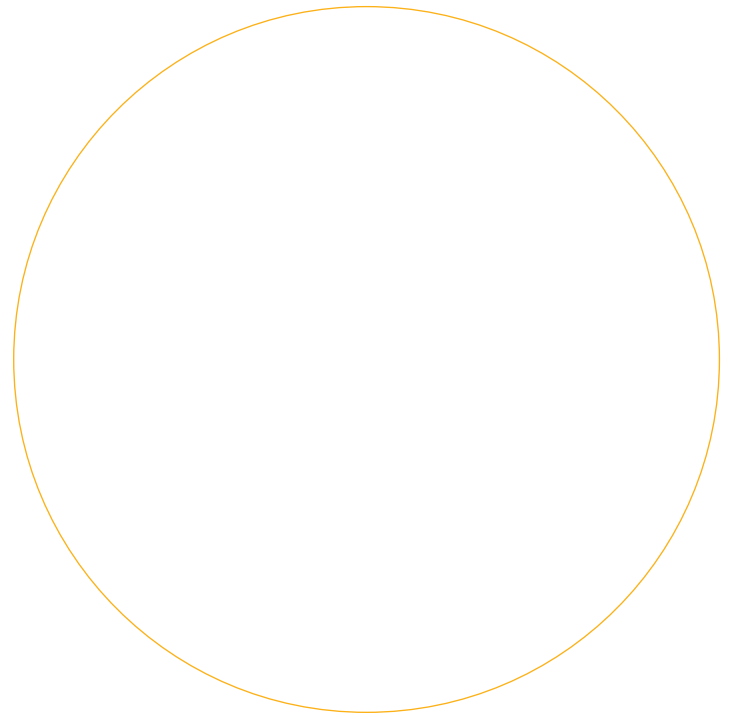
Since *Reading Mastery* has been so successful at these three schools, teachers have implemented it with at-risk students in all district elementary schools.

## **About Brunswick County Schools**

Serving more than 11,640 students in Grades Pre-K–12, the district’s student population is 70% Caucasian, 23% African American, 6% Hispanic, and less than 1 percent each Native American and Asian. Fifty-one percent qualify for free or reduced-price lunch. For more information, go to [Co.brunswick.k12.nc.us](http://Co.brunswick.k12.nc.us).



## Low-Performing School on Its





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## Nebraska District Outscores Peers Statewide

Before Direct Instruction programs were implemented in Gering Public Schools in autumn 2005, all Grade 4 student groups scored below the state average in writing on the School-based, Teacher-led, Assessment and Reporting System (STARS). By 2007, all Gering Grade 4 student groups, including subgroups, outscored their peers statewide.

Andrea Boden, the district’s Reading First coordinator, said all students can achieve reading and writing proficiency with effective instruction. In fact, special education referrals decreased significantly because of Direct Instruction: 80% during the first year of implementation. By the 2007-2008 school year, the number of students served by the district’s K-12 special education program was 5% below the state average.

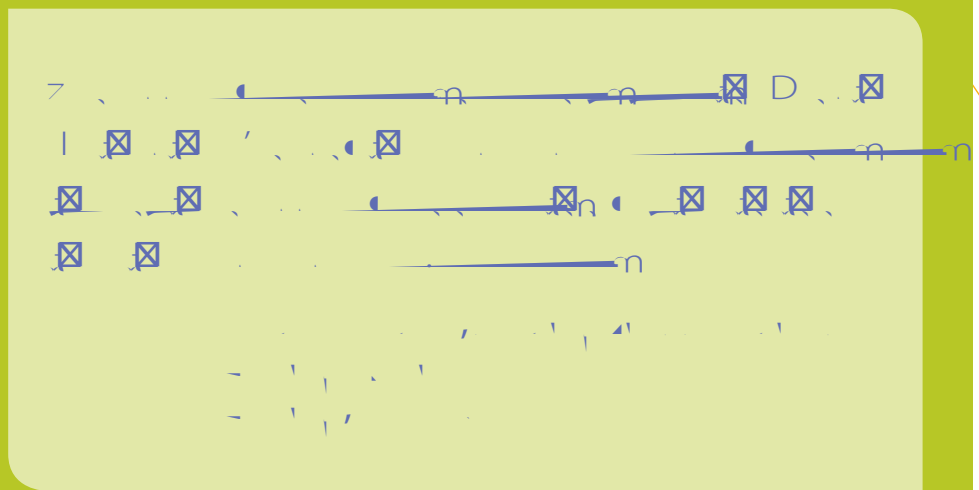
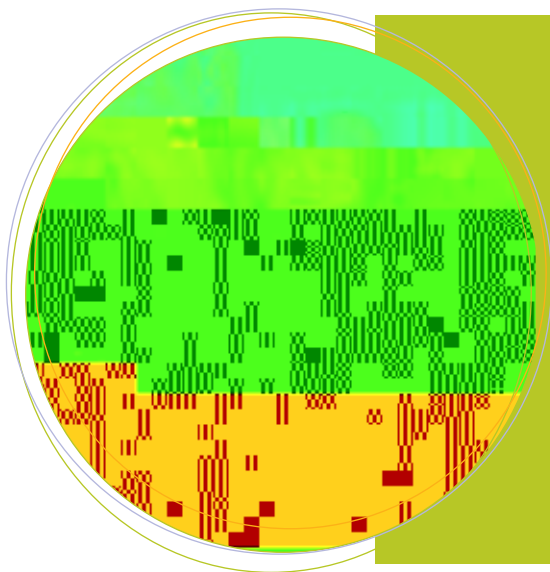
“We accomplish so much more now with Direct Instruction’s exceptional curriculum compared to what we accomplished in the past with the traditional curriculum,” she explained. “The programs are designed so well. Students are taught at their instructional level and reach mastery before moving ahead. Our teachers are very skilled, so they provide corrective feedback to ensure students don’t practice skills incorrectly.”

## Commitment to Direct Instruction Pays Off

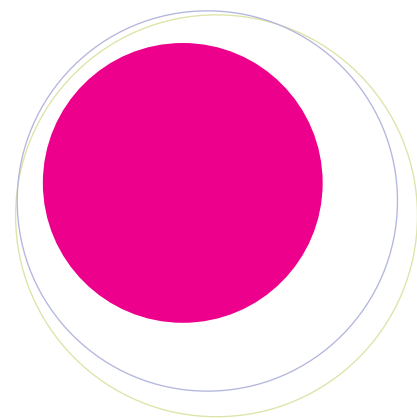
Gering Schools implemented Direct Instruction in Grades K-3 in fall 2004. Now the programs (*Reading Mastery*, *Concepts and Applications*, and *Language Mastery*) are used in Grades K-6. Gering was able to implement all of these Direct Instruction programs with a high degree of fidelity due to the outstanding quality and ongoing professional development provided by the National Institute for Direct Instruction.

“We saw Direct Instruction’s impact right away when our youngest students finished Kindergarten reading at a Grade 1 level. In the past, they didn’t reach that level until the middle of Grade 1. Now roughly 60% read on a Grade 2 level when they leave Kindergarten,” Boden said.

As expected, DIBELS scores have improved a great deal as well. Each grade in the district is comprised of 150 students, and by 2007, 206 students had moved from an at-risk status for reading failure to benchmark status. All three Gering elementary schools performed above the 85th percentile, according to a report based on 2007 DIBELS data compiled and distributed by the Western Regional Reading First Technical Center.



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## Tulsa Students Score Record Highs in Reading

Five Tulsa public schools are no longer on the state's improvement list, nor are they the lowest scoring schools in the district. It's because each school adopted *Reading Mastery* in Grades K-3 in spring 2004. By 2006, every single Grade 3 student at William Penn Elementary School scored Satisfactory or Advanced in reading on the

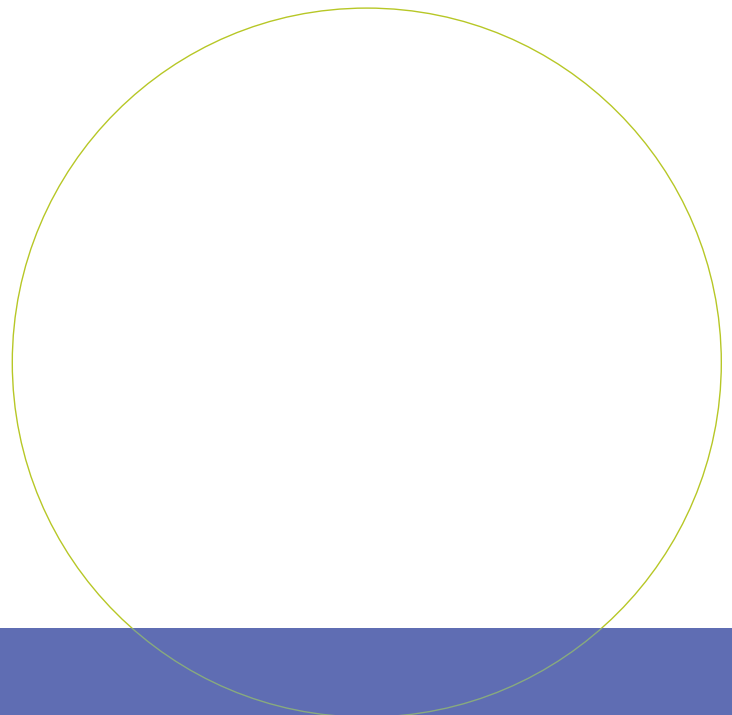




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## Students in Toledo School Score 100% on Reading Test

Teachers at Old West End Academy were delighted when



## About Old West End Academy

Since its opening at the start of the 2001-2002 school year, Old West End Academy has expanded from Grades Pre-K-3 to Pre-K-8 and serves roughly 264 students: 96% African American, 3% Caucasian, and 1% multicultural. Sixty percent of the children qualify for free or reduced-price lunch. For more information about the school, visit [TPS.org](http://TPS.org).

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