

Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low Achieving Students

Program Descriptions for Board of Education

Disclaimers:

1. Recommendation of instructional methods or models/programs with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any model/program, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional methods or models/programs that are not recommended so long as they meet the Board of Education's criteria.
2. Some of the instructional models/programs have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of a model or instructional method should not be interpreted as endorsement of the associated textbook materials. Before adopting any model/program with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.
3. Products and services on the list may not be available in all areas of the commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Revised

December 19, 2003

Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low-Achieving Students

The revised *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective September 28, 2000, require schools accredited with warning in English or mathematics to adopt and implement instructional methods that have a proven track record of success at raising student achievement. The Board of Education is required to publish a list of recommended instructional methods, which may be amended from time to time. The following is a list of models/programs that incorporate instructional methods that have proven to be successful in working with low achieving students. Prior to or concurrently with adopting any model/program a school is expected to align its curriculum with the Standards of Learning.

School divisions are permitted to choose instructional methods or models/programs that are not on the Board of Education's published list so long as they meet the following criteria.

Criteria for Recommended Models/Programs

1. **Scientifically-based evidence of effectiveness:** The effectiveness of models/programs are justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the models/programs. The major components of the model/program include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the model/program intervention. The model's/program's effectiveness in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student achievement on Virginia's Standards of Learning tests have been sustained over time.
2. **Implementation and capacity for technical assistance:** The model/program has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.
3. **Replicability:** The model/program effectiveness has been demonstrated through multiple investigations in numerous locations with low-achieving students.
4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics:** The content of the model/program correlates with the Virginia Standards of Learning in English or mathematics or the model/program can be adapted to the Virginia Standards of Learning.

Virginia Board of Education Approved Models/Programs that Include Instructional Methods That Have Proven to Be Successful with Low-Achieving Students

Mathematics

Model/Program	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Cortez Management Mathematics Lab System	Cindy Hyman 757-722-2035 cortezmgmt@aol.com		X	X (through Algebra II)
Roots and Wings – Math Wings	Susan Boyer 800-548-4998 ext. 2471 sboyer@successforall.net	X	X (grades 4-6)	
Saxon Mathematics	Judy Meno 800-538-0896 jmeno@saxonpublishers.com	X	X	
SuccessMaker	Linda Berry/Troy Perry 877-EdTech1 Linda.berry@pearson.com	X	X	
Supplemental/Intervention:				
BoxerMath	Will Harvie 1-800-736-2824 ext. 5917 willh@boxerlearning.com		X	X
Cognitive Tutor	Tom Begandy 412-683-6284			X
Larson’s Elementary Math	Paul Zimmerman 888-840-9560 pzimmerman@meridiacg.com	X (grades K-2)		
Larson’s Intermediate Math	Paul Zimmerman 888-840-9560 pzimmerman@meridiacg.com	X (grade 3)	X (grades 4-6)	
Larson’s Prealgebra	Paul Zimmerman 888-840-9560 pzimmerman@meridiacg.com		X (grades 6-8)	

English/Reading

Model/Program	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Houghton Mifflin Reading: The Nation’s Choice	Deborah Denson (804) 355-5188 Debbie_denson@hmco.com	X		
Reading Mastery Plus	Linda Vinson 615-771-5027 Linda_vinson@mcgraw-hill.com	X	X (through grade 5)	
Success for All (New Version)	800-548-4998 sfa@successforall.net	X		
Voyager Universal Literacy System	Cheryl Visnich (703) 212-0756 cvisnich@voyagerlearning.com	X		

Model/Program	Contact Information	K - 3	4 - 8	9 - 12
Open Court	Linda Vinson 615-771-5027 Linda_vinson@mcgraw-hill.com	X	X (through grade 5)	
Supplemental/Intervention:				
Academy of Reading	Denis Eichhorn 202-296-1046 Denis.eichhorn@verizon.net	X	X	X
Be A Better Reader, 8 th Edition	Betty Amory 757-491-9152 Betty.amory@pearsonlearning.com		X	X (grades 9 - 10)
Breakthrough to Literacy	Rhonda May 434-251-7244 Rhonda_may@mcgraw-hill.com	X (grades K-2)		
CompassLearning Odyssey Reading	Doug Smith 804-346-0622 Dsmith1@compasslearning.com	X	X (through grade 5)	
Early Success	Debbie Denson 804-355-5188 Debbie_denson@hmco.com	X (grades K-2)		
Earobics	Mark O'Brien 804-340-7323 mark@obrienassociates.com	X		
Failure Free Reading	David Henderson 800-542-2170 david.Henderson@failurefree.com	X	X	X
QuickReads	Debbie Owens 804-794-8414 Debbie.owens@pearsonlearning.com	X (grades 2-4)	X (through grade 5)	
Plaid Phonics	Debbie Owens 804-797-8414 Debbie.owens@pearsonlearning.com	X	X (through grade 6)	
Read Naturally (Fluency)	(651) 452-4085 (800) 788-4085 info@readnaturally.com support@readnaturally.com	X (grades 1-3)		
Read Well	Sopris West (800) 547-6747 www.sopriswest.com	X (grades 2-3)		
Sing, Spell, Read & Write	Debbie Owens 804-794-8414 Debbie.owens@pearsonlearning.com	X (grades K-2)		
Soar To Success	Debbie Denson 804-355-5188 Debbie_denson@hmco.com	X (grade 3)	X (grades 4-5)	

Model/Program	Contact Information	K - 3	4 - 8	9 - 12
Waterford Early Reading Program	Tracy Gavin (757) 549-0568 tracy.gavin@electroniced.com	X (grades 1-3)		

Reform Models/Programs That Include Reading/English and Mathematics

Model/Program	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Direct Instruction*	Linda Vinson 615-771-5027 Linda_vinson@mcgraw-hill.com	X	X	
Success For All Roots and Wings	Susan Boyer 800-548-4998 ext. 2471 sboyer@successforall.net	X	X (through grade 5)	

*Supplementary material provided by the publisher should be used with the mathematics program.

**Reform Models/Programs That Do Not Include Reading/English and Mathematics
Schools Adopting These Models Must Also Adopt Core Programs in Reading/English and Mathematics**

Model/Program	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
The Comer Model – School Development Program	Dr. M. Ann Levett-Lowe 203-737-1006	X	X	X
Core Knowledge	Syndi Wells 434-977-7550 X 226 cyndi@coreknowledge.org	X	X (through grade 6)	
Modern Red Schoolhouse	Karen White 615-320-8804 kwhite@mrsh.org	X	X (through grade 5)	X
Onward To Excellence	Beth Sattes 304-347-0400 sattesb@ael.org 1-800-624-9120	X	X	X

Cortez Management Math Lab Program

IN BRIEF

Developer	Cortez Management Corporation
Year Established	1999
# of Schools Served	17 in 1999 and 22 in 2000
Level	Grade 4 – Algebra II
Primary Goal	To provide mastery based learning and individualized instruction in mathematics.
Main Features	Computers deliver the individualized instruction and the teachers act as “guides on the side” providing direct instruction in small groups of 5-7 students.
Results	In the 8 school divisions where the program was used, Standards of Learning scores showed significant increases. (119% in high school scores, 32 % in eighth grade scores, and 35% in fifth grade scores)
Impact on Instruction	Students are presented with content using technology and small group instruction.
Impact on Organizational Staffing	Usually requires a lab administrator
Impact on Schedule	None
Students Served	
Title I	No indication
English-language learners	No indication
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	Fully used
Materials	Program provides supporting materials needed for implementation.

Origin/Scope

The Cortez Management Math Lab was developed at the request of Virginia division superintendents, based on the Virginia Tech Math Emporium. The Cortez Management Corporation initiated the pilot in January 1999 with four schools in three school divisions. It is now being used in 22 schools in nine school divisions.

General Description

The Cortez Management Math Lab incorporates mastery based learning and individualized instruction appropriate for grades four through Algebra II. Computers deliver the individualized instruction and the teachers act as “guides on the side” providing direct instruction in small groups of 5-7 students.

All the essential elements of the program implementation and costs are fully described and readily available. The program requires computer utilization for each student each instructional day, software purchases, a lab administrator, management fees, three days teacher training per year, and two days staff development during the school year for one teacher per school.

For more information, contact:

Ms. Cindy Hyman
Vice President
Cortez Management
100 Bridge Street Building A
Hampton, VA 23669
Phone: 757-722-2035

Roots and Wings – MathWings

IN BRIEF

Developer	Johns Hopkins University’s Center for Social Organizations of Schools (CSOS)
Year Established	1987
# Schools Served	747
Level	K-6
Primary Goal	To provide all students, regardless of their background, skills, and experience, an opportunity to explore and develop their understanding of mathematical concepts with the whole class as well as have time for individual exploration of all requisite skills and objectives.
Main Features	<i>MathWings</i> incorporates problem solving, mathematical reasoning, communication – both oral and written, connections, and representation.
Results	Roots and Wings schools have consistently outperformed students in control schools on mathematics tests; effects have been even more pronounced for students in the bottom quartile.
Impact on Instruction	<i>MathWings</i> has prescribed curriculum and cooperative learning in mathematics classes.
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; and family support team
Impact on Schedule	Daily mathematics periods are scheduled.
Subject-Area Programs Provided by Developer	Yes, mathematics
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement.
Technology	Calculators
Materials	Detailed materials are provided.

Origin/Scope

MathWings is a comprehensive mathematics program originally developed at Johns Hopkins University’s Center for Social Organizations of Schools (CSOS). *MathWings* was founded on the belief that all students should not only be given the opportunity to establish a solid foundation in mathematics, but also the opportunity to extend and stretch their mathematical knowledge and world experience, thus ensuring that all students experience the depth, breadth, and beauty of mathematics.

General Description

MathWings combines the principles of cooperative learning with the National Council of Teachers of Mathematics (NCTM) Content and Process Standards to form a hands-on, constructivist, problem-solving, language-based approach to learning mathematics. *MathWings* has a clear focus on the mathematical skills that NCTM Content and Process Standards have determined are necessary to prepare our students to succeed in the increasingly complex world they face in the 21st century.

MathWings incorporates problem solving, mathematical reasoning (use of calculators), communication – both oral and written (use of manipulatives), connections (use of literature), and representation. These critical components, from the National Council of Teachers of Mathematics (NCTM) Process Standards, are the foundation of the *MathWings* curriculum and instruction. All math concepts are developed from concrete to abstract. Through guided practice and reinforcement, students are provided with a balance of problem solving and skills instruction. *MathWings* also meets the needs of learners at all different stages of development by providing a balance between whole-class, teamwork, and individualized instruction.

For more information, contact:

Susan Boyer

Success for All Foundation

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Baltimore, Maryland 21204-5200

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E-mail: sboyer@successforall.net

Saxon Mathematics

IN BRIEF

Developer	Saxon Publishers
Year Established	1980
# of Schools Served	Estimated 5500 school districts in US 23 schools in Virginia
Level	K-12
Primary Goal	To provide students an opportunity to learn mathematics through gradual development of concepts and the practice of those concepts extended over a considerable amount of time.
Main Features	K-12 mathematics program based upon incremental development, continual practice and review, and cumulative assessments at regular intervals.
Results	Schools that have used the program have shown increases on a variety of norm referenced and criterion referenced tests.
Impact on Instruction	Scripted lessons for teacher use.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes (Spanish version available)
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	No mention of use
Materials	Supplemental materials available through grade 8.

Origin/Scope

The Saxon publishers, founded in 1980 by John Saxon, offers a complete mathematics program for teachers for grades K-12. It is now being used by an estimated 5500 school divisions across the United States. There are a number of urban centers that have adopted the Saxon mathematics program for use with special populations.

General Description

The Saxon mathematics program seeks to improve student learning of mathematics through gradual development of concepts and the practice of those concepts extended over a considerable amount of time. These methods are called incremental development and continual review. The Saxon program began with the publication of John Saxon's first book for Algebra I in 1980. By 1993, the company had published thirteen books and programs for kindergarten through high school calculus.

Saxon's mathematics program provides teachers with step by step lesson explanations and examples to use with students. The K-4 program provides students experiences with manipulatives and mental mathematics. The remainder of the program is based in the incremental development and continual review method.

For more information, contact:

Saxon Publishers, Inc.
2450 John Saxon Blvd.
Norman, OK 73071
Phone: 800-284-7019
Fax: 405-360-4205

SuccessMaker

IN BRIEF

Developer	Pearson Learning System
Year Established	1988
# Schools Served	Over 1,000
Level	K-8
Primary Goal	<i>SuccessMaker</i> provides a research-based, balanced mathematics program for PreK-8 to use in combination with any adopted mathematics texts. Approaches draw from effective practices.
Main Features	Effective practices include: <ul style="list-style-type: none"> • cultivating early mathematics abilities, • building conceptual understanding, • building procedural fluency in mathematics operations, • complex problem solving, • transition to first-year algebra, and • supporting multiple means of assessment.
Results	When properly implemented, <i>SuccessMaker</i> produces consistent improvement in student performance.
Impact on Instruction	Feedback to teachers on students' needs are provided.
Impact on Organizational Staffing	Pull out program
Impact on Schedule	Pull out program
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	Software

Origin/Scope

SuccessMaker was developed by Pearson Learning System in 1988. More than 1,000 schools are served.

General Description

SuccessMaker provides a research-based, balanced mathematics program for PreK-8 to use in combination with any adopted mathematics tests. Approaches draw from effective practices, including:

- cultivating early mathematics abilities such as counting proficiency and experience with quantities;
- building conceptual understanding to allow students to represent and “figure out” mathematical ideas and relationships and “make sense” of procedural algorithms, using technology tools and simulated manipulatives;
- offering spiraling standards-based curriculum, building procedural fluency, and productive disposition;
- improving strategic competence and adaptive reasoning by complex problem solving, developing reasoning and proof, communications, connections, and representation, and inspiring interests in mathematics with technology tools, and collaboration and interdisciplinary connections;
- helping students transition to first-year algebra by preparing them properly and working with relationships, algebraic thinking, and expressions; and

- supporting multiple means of assessment to give teachers the information they need to help young people develop mathematical proficiency.

These approaches are described as effective in the National Council of Teachers of Mathematics standards (2000), the National Research Council's report *Adding It Up: Help Children Learn Mathematics* (2001), Vanderbilt University research, and content area specialist recommendations, such as those from Van de Walle and Bruner. These research-based approaches are best practices and are reflected in state and national standards.

For more information, contact:

Linda Berry/Troy Perry

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Mesa, AZ 85210

Phone: 877-EdTech1

E-mail: Linda.berry@pearson.com

Troy.perry@pearson.com

BoxerMath

IN BRIEF

Developer	Boxer Learning
Year Established	1995
# of Schools Served	Estimated 2165 schools in US 22 school districts in Virginia
Level	3-12
Primary Goal	To provide students an opportunity to learn mathematics through gradual development of concepts and the practice of those concepts extended over a considerable period of time.
Main Features	BoxerMath courses and lessons combine the purposeful use of technology and a consistent pedagogical design, Discovery-Confirmation-Practice, to provide to students multiple opportunities for learning.
Results	In Algebra I, Goochland High School noted a 20% gain at the end of 2001 school year implementation. Granby High School in Norfolk had a 9% higher geometry scores with students who used BoxerMath as compared to those who did not use the program. Prince Edward Algebra I students scored 35 points higher on the EOC test.
Impact on Instruction	Supplementary instruction model that gives students the opportunities to discover mathematical concepts in the context of structured instruction in a technology rich environment
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The program is available via the Internet. Parents can check student progress through reports available electronically.
Technology	Web based delivered via the Internet
Materials	Supplemental materials available via the Internet for grades 3-12.

Origin/Scope

The 1991 NCTM Standards for Teaching Mathematics included recommendations to incorporate technology as a tool for learning and instruction. Subsequent studies such as that published by Clements and McMillen (1996) confirmed the effectiveness of “computer manipulatives” in helping students to “clearly and easily see abstract concepts”. BoxerMath emphasizes conceptual understanding AND factual and procedural knowledge.

General Description

BoxerMath courses involve students actively in the learning process and allow them to tangibly interact with abstract concepts. The program generates student interest and highlights the relevance of material in cross-curricular areas, reaches students at all ability levels, and allows students to come to their own understanding in their own words. BoxerMath addresses a wide variety of learning styles and reinforces understanding.

Teachers, students, and parents can use the instructional materials and review student data from any Internet-enabled computer. The program provides accountability and control over the student experience.

For more information, contact:

Boxer Learning

Will Harvie

Phone: 1-800-736-2824 ext.5917

E-mail: willh@boxerlearning.com

Cognitive Tutor

IN BRIEF

Developer	Carnegie Learning
Year Established	1991
# of Schools Served	Estimated 150 schools in US 9 school districts in Virginia
Level	Secondary
Primary Goal	To provide students an opportunity to receive individualized attention, maximizing the amount of time spent actively learning and mastering fundamental sets of knowledge and skills
Main Features	Three of the most effective features of Cognitive Tutor are constant student monitoring, just-in-time help, and individualized skills tracking. Constant monitoring uses model tracing and compares student work against a model, much as a human tutor would. The model recognizes multiple solution paths and only interferes when the student is going astray. Just-in-time help offers a help button. Individualized skills tracking monitors student actions and proposes remediation when appropriate. The software monitors the status of the student's knowledge on a continual basis and tailors course material based on these continual assessments.
Results	Schools that have used the program have shown increases on a variety of norm referenced and criterion-referenced tests.
Impact on Instruction	Supplementary model that, on a traditional schedule, uses the computer lab for 2 days out of 5 and the regular classroom for the remaining 3 days.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family Algebra Nights are recommended. Software may be loaded on a home computer.
Technology	Local server based
Materials	School may reproduce books or may purchase books.

Origin/Scope

Carnegie Learning was formed after 15 years of cognitive research on teaching and learning at Carnegie Mellon University. Cognitive Tutor promotes active learning to improve students problem-solving and critical thinking skills.

General Description

Cognitive Tutor programs are designed to assist student thinking and problem-solving skills. The software employs a proprietary tutoring model that fosters the development of procedural and conceptual

knowledge by allowing students the opportunity to learn by doing. The Cognitive Tutor programs build a model of each student's strengths and weaknesses, and then provide instructional assistance in the context of problem-solving activities.

Carnegie Learning's curricula include yearlong programs for Algebra I, Geometry, and Algebra II. The programs are implemented by mixing three days of classroom curriculum with two days using the Cognitive Tutor software on the computers. Classroom activities include traditional lecture, collaborative problem-solving activities, and student presentations. Computer time is spent solving "real-life" problems that incorporate the active use of spreadsheets, graphs, equation solvers, and other tools, depending on the student's success.

For more information, contact:

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Suite 150
Pittsburgh, PA 15222
Phone: 412-683-6284

Larson's Elementary Math

IN BRIEF

Developer	Ron Larson/Meridian Creative Group
Year Established	2000
# Schools Served	More than 1,000
Level	K-2
Primary Goal	<i>Larson's Elementary Math</i> is a comprehensive program that covers the mathematics taught in Kindergarten, Grade 1, and Grade 2.
Main Features	<i>Larson's Elementary Math</i> is a supplementary mathematics program based around thirty topics.
Results	When properly implemented, student achievement has improved.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	The program is computer based.
Materials	<i>Larson's Elementary Math</i> – Grades K-2, a software program, and supplemental print materials are provided.

Origin/Scope

This program is written by Ron Larson, author of over 40 texts and 40 software programs. His presentation style and commitment to quality content ensure student satisfaction and success. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards.

General Description

Larson's Elementary Math is a comprehensive program that covers the mathematics taught in Kindergarten, Grade 1, and Grade 2. Its 30 topics include Number Sense and Numeration, Whole Number Operations, Measurement, Time, Money, Geometry and Spatial Sense, Fractions, Statistical Concepts, Estimation, Patterns and Relationships, Mathematic Reasoning, and Communication.

Larson's Elementary Math is designed to supplement classroom instruction and to ensure that students master and apply mathematics skills, become comfortable with a variety of problem presentations, and learn how the mathematics skills they are developing relate to real-life situations. Students enjoy the animation and interactivity, while parents and teachers recognize the educational value.

The program, which is available in both Windows and Macintosh versions, can be purchased in single user or network versions.

Each grade in the Elementary Series is a neighborhood of Frog Hollow, Lily's and Tad's hometown. The neighborhood contains ten locations. At each location, students learn a different mathematics topic. Each topic corresponds to a chapter in a basal program, and is subdivided into three to five activities, which cover specific concepts or skills.

While developing mathematics skills and concept comprehension, the real-life context of the activities help students see how mathematics concepts are applied in familiar situations. The variety of locations also adds an intercurricular dimension to the series.

For more information, contact:

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Larson's Intermediate Math

IN BRIEF

Developer	Ron Larson/Meridian Creative Group
Year Established	2000
# Schools Served	More than 1,000
Level	3-6
Primary Goal	<i>Larson's Intermediate Math</i> is designed to supplement classroom instruction and ensure that students master and apply mathematics skills, become comfortable with a variety of problem presentations, and learn how the mathematics skills they are developing relate to real-life situations.
Main Features	<i>Larson's Intermediate Math</i> can be individualized to fit any curriculum and student proficiency level. Its twenty-five modules cover four years of mathematics instruction including Whole Numbers, Measurement, Fractions, Geometry, Decimals, Ratio and Proportion, Percents, Statistics and Probability, Integers, and Algebra.
Results	When properly implemented, student achievement has improved.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	A computer-based program.
Materials	<i>Larson's Intermediate Math</i> – Grades 3-6, software program, and supplemental print materials are provided.

Origin/Scope

This program is written by Ron Larson author of over 40 texts and 40 software programs. His presentation style and commitment to quality content ensure student satisfaction and success. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards.

General Description

Larson's Intermediate Math can be individualized to fit any curriculum and student proficiency level. Its 25 modules cover four years of mathematics instruction including Whole Numbers, Measurement, Fractions, Geometry, Decimals, Ratio and Proportion, Percents, Statistics and Probability, Integers, and Algebra.

Larson's Intermediate Math is designed to supplement classroom instruction and ensure that students master and apply mathematics skills, become comfortable with a variety of problem presentations, and learn how the mathematics skills they are developing relate to real-life situations.

Narrated training sections, called See Its, provide interactive instruction that helps children understand mathematics concepts and develop better problem-solving strategies. The colorful graphics, audio, and animation throughout the program create a stimulating, vibrant, and fun atmosphere in which students are motivated to learn. Students simply love the animation and interactivity, while parents and teachers recognize the educational value.

This program is written by Ron Larson, author of over 40 texts and 40 software programs. His presentation style and commitment to quality content ensure student satisfaction and success. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards.

For more information, contact:

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Larson's Prealgebra

IN BRIEF

Developer	Ron Larson/Meridian Creative Group
Year Established	2000
# Schools Served	More than 1,000
Level	6+
Primary Goal	The program will allow the instructor to customize each student's curriculum.
Main Features	<i>Larson's Prealgebra</i> is a multimedia mathematics program that can be individualized to fit any curriculum and student proficiency level. Its 23 models cover the prealgebra curriculum with middle school mathematics review.
Results	When properly implemented, student achievement has improved.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Programs are computer based.
Materials	<i>Larson's Prealgebra</i> – Grades 6+, software program, and supplemental print materials provided.

Origin/Scope

Written by Ron Larson, lead author of McDougal Littell's Passport Series, and Robyn Silbey, the authors' presentation style and commitment to quality content assure student satisfaction and success. Ron Larson has authored over 40 texts and 40 software programs.

General Description

Larson's Prealgebra is a multimedia mathematics program that can be individualized to fit any curriculum and student proficiency level. Its 23 modules cover the prealgebra curriculum with middle school mathematics review.

The program, which is available for computers running both Windows and Macintosh operating systems, can be purchased as a Network Site License. This program can be used in conjunction with *Larson's Algebra 1* multimedia mathematics program. Purchasing both *Larson's Algebra 1* and *Larson's Prealgebra* will allow the instructor to customize each student's curriculum using content from both products.

Teachers are able to choose from the complete range of topics. The powerful, user-friendly Classroom Management System allows teachers to customize curriculum, view student progress, and print student and class reports. The program includes a diagnostic and prescriptive component called the Pre-Test. Every topic has interactive tutorials for skill building and problem solving. These tutorials are designed to engage and motivate students while allowing them to progress at their own pace. The program is

written to support the National Council of Teachers of Mathematics (NCTM) Standards and includes standardized test practice.

For more information, contact:

Paul Zimmerman

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Houghton Mifflin Reading: The Nation's Choice

IN BRIEF

Developer	Houghton Mifflin
Year Established	2001
# Schools Served	Several hundred
Level	K-5
Primary Goal	Powerful, comprehensive instruction in the five strands of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension are presented in an explicit, systematic approach.
Main Features	<ul style="list-style-type: none"> • Assessment that diagnoses needs, informs instruction, and documents results. • Resources that meet the needs of all students. • Management tools that make teaching and planning easy.
Results	<p>With evidence of effectiveness, based on scientific research, <i>Houghton Mifflin Reading</i> is proven to work, based on research that meets the criteria of the <i>No Child Left Behind</i> and Reading First legislation. The research:</p> <ul style="list-style-type: none"> • Was conducted by an independent third party; • Was longitudinal-conducted for a period of more than three years across the grades; and • Included a control group and an experimental group.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Yes
Materials	Basal series provided by publisher.

Origin/Scope

Houghton Mifflin Reading: The Nation's Choice was designed to meet the requirements of Reading First and the *No Child Left Behind Act of 2001*.

General Description

Houghton Mifflin Reading: The Nation's Choice is a comprehensive reading program for kindergarten through third grade that incorporates the most current and significant research findings for effective reading instruction, including the criteria established by the National Reading Panel. This solid, research-based framework ensures reading success for students at every ability level and provides comprehensive instructional support for the five essential components of reading: phonemic awareness, phonics, fluency,

vocabulary, and comprehension.

Phonemic Awareness

Explicit instruction in *Houghton Mifflin Reading* clearly identifies letter sounds and provides multiple exemplars for teacher-led practice. Lessons provide a model of what research has confirmed to be critical attributes of effective instruction. These include:

- Clear and direct explanations with teacher modeling through Think Alouds and demonstration; and
- Teacher-led practice before students are asked to apply skills independently.

Phonics

A systematic, synthetic approach is used in all phonics lessons. The *Phonics Library* stories, *I Love Reading* stories, and *Student Anthology* stories provide immediate opportunities for students to apply what they've learned from phonics instruction. The *On My Way Practice Readers* provide additional opportunities for application.

Fluency

Frequent opportunities for fluency development are provided in the Teacher's Edition, with instructions for checking rate and accuracy. This includes the "Back to School" section, weekly lesson plan notes, and end of theme wrap-ups starting mid-year in Grade 1 and continuing through Grade 5.

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Reading Mastery Plus

IN BRIEF

Developer	SRA/McGraw-Hill
Year Established	1970
# Schools Served (Jan. 1968)	Several thousand
Level	K-5
Primary Goal	Core basal reading program.
Main Features	<i>Reading Mastery Plus</i> is a core basal program designed for all students in grades K-5. Because of its unique program design and Direct Instruction approach, <i>Reading Mastery Plus</i> is particularly appropriate for students who need additional support, such as students with low language development, or those traditionally identified as at risk or learning disabled.
Results	Scientific studies have demonstrated a consistent positive impact on student achievement.
Impact on Instruction	Teachers must adopt the Direct Instruction approach to teaching.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	No
Materials	Extensive material in K-5 reading are supplied by the publisher.

Origin/Scope

Led by Siegfried Engelmann, Director, National Institute for Direct Instruction and former Professor, College of Education, University of Oregon, the authorship team blends the talents of researchers and classroom educators. The team includes: Elaine Bruner, Karen Davis, Owen Engelmann, Susan Hanner, Jean Osborn, Steve Osborn, and Leslie Zoref.

General Description

Program Overview: *Reading Mastery Plus* is a core basal program designed for all students in grades K-5. Because of its unique program design and Direct Instruction approach, *Reading Mastery Plus* is particularly appropriate for students who need additional support, such as students with low language development, or those traditionally identified as at risk or learning disabled.

Reading Mastery Plus gives students the clear, explicit instruction and guidance they need in order to master the fundamentals of reading. This structure gradually diminishes as students learn key skills and strategies, helping them to become more independent learners.

Level K (kindergarten) teaches language concepts and vocabulary important to learning in school and provides a careful introduction to reading.

Levels 1 and 2 emphasize the process of learning to read by teaching decoding through systematic,

explicit phonics. By making reading “automatic” for young readers, they are able to concentrate on word meaning and comprehension.

Levels 3 and 4 emphasize reading to learn new information. These levels provide the structure and challenging materials that develop a strong vocabulary, multiple decoding skills, and word knowledge that enable students to understand, interpret and use new information. This provides the transition necessary for students to access the information presented in the more difficult content-area reading they begin to experience.

Levels 5 and 6 extend what students have learned to analyzing and interpreting literature. This transition involves learning to read new styles, new sentence forms, and new vocabulary in a wide variety of genres.

In *Reading Mastery Plus*, key concepts and strategies are identified, carefully sequenced according to their complexity, developed to mastery, and purposefully connected with authentic learning exercises. To maximize the amount of learning that takes place in the classroom, the program:

- Prioritizes and sequences essential skills and strategies in a logical, coherent manner and demonstrates the relationship between fundamental skills.
- Introduces skills and strategies through explicit instruction and carefully selected examples laid out in scripted lesson plans.
- Provides guided practice, cumulative review and constructive feedback, with high levels of student engagement.
- Incorporates strategies, procedures and tools for assessing what students know, how well they know it, and what they are able to do.

The result for students is very motivating. They develop an expectation that they will succeed, gain confidence in their ability to use their skills independently, and display enthusiasm for reading.

Research Base: An impressive body of research that has accumulated over the last 25 years establishes the effectiveness of *Reading Mastery Plus*. This research base includes a variety of studies that address different questions and provide different types of evidence. The research that supports *Reading Mastery Plus* includes:

- 1) use of current, research-confirmed practices
- 2) highly controlled studies that test effectiveness of instructional practices
- 3) studies that compare the effectiveness of *Reading Mastery* with other reading programs

The authors of *Reading Mastery Plus* did more than incorporate research-based features in the program. *Reading Mastery Plus* was developed according to the principles articulated in *Theory of Instruction* by Engelmann and Carnine. These principles address various details of program design, such as selection of examples to ensure generalization, and the type of feedback needed to reduce errors. Over 50 well-designed research studies have validated this core set of principles (Adams and Engelmann, 1996). Independent analyses and reports and research articles published in peer-reviewed journals support these studies. (American Institutes for Research, 1999; Ashworth, 1999; Gunn, 2000; Dowdell, 1996; Umbach, 1989; O’Connor, 1993; Kuder, 1990).

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Success for All

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1987
# Schools Served (Jan. 1998)	747
Level	PreK-6
Primary Goal	Ensuring that all children learn to read
Main Features	<ul style="list-style-type: none"> • Schoolwide reading curriculum • Cooperative learning • Grouping by reading level (reviewed by assessment every 8 weeks) • Tutoring for students in need of extra assistance • Family support team
Results	Students in Success for All schools have consistently outperformed students in control schools on reading tests; effects have been even more pronounced for students in the bottom quartile
Impact on Instruction	Prescribed curriculum and cooperative learning in reading classes; other subjects not affected (see <i>Roots & Wings</i> for a description of other curricular components that can be added)
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; family support team; tutors
Impact on Schedule	Daily 90-minute reading periods; tutoring
Subject-Area Programs Provided by Developer	Yes (reading)
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement
Technology	None required
Materials	Detailed materials provided

Origin/Scope

Success for All was founded by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University. It was first implemented in a single elementary school in Baltimore in 1987. The following year it expanded to six schools (five in Baltimore and one in Philadelphia). By January 1998, it had grown to 747 schools in 40 states.

General Description

Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often

work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

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Voyager Universal Literacy System

IN BRIEF

Developer	Voyager Expanded Learning
Year Established	1997
# Schools Served	More than 1,000
Level	K-3
Primary Goal	<i>Voyager Universal Literacy System</i> is a comprehensive K-3 reading system that includes an integrated curriculum for the following components: reading, writing and language arts, intervention and enrichment, progress monitoring, extended day and summer intervention, home study, strategies for English language learners, technology, and initial and ongoing professional development.
Main Features	<ul style="list-style-type: none"> • Detailed scope and sequence for skill development. • Materials for multi-sensory learning experiences. • Progress monitoring system.
Results	Several evaluation studies provide strong evidence of the efficiency of the Voyager program.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	No
Materials	Materials are provided by Voyager.

Origin/Scope

In 1994, a diverse group of Americans met to explore ways of converting their successful careers into lives of social significance. Voyager Expanded Learning emerged from those deliberations. The mission of Voyager is to focus the experience and resources of its founders, board members, and staff on helping public schools ensure that every child has a successful educational experience and that no child is left behind.

Following two years of research and a year of field-testing, Voyager began a national rollout in September of 1997. In less than three years, Voyager's research-based learning systems were operating in more than 1,000 of the nation's largest school districts across forty-five states, making Voyager the largest provider of extended-time reading intervention and adventure-based programs in America's public schools.

A team of more than 135 outstanding public school educators, researchers, and nationally known curriculum writers now comprise the Voyager organization. Voyager's three key content partners for its reading and adventure-based curricula are the Smithsonian Institution, Discovery Channel, and NASA.

General Description

Voyager Universal Literacy System is a comprehensive K-3 reading system that includes an integrated curriculum for the following components: reading, writing and language arts, intervention and enrichment, progress monitoring, extended day and summer intervention, home study, strategies for English language learners, technology, and initial and ongoing professional development. The curriculum offers a detailed scope and sequence for skill development and provides materials for multi-sensory learning experiences. Each grade level focuses on a different adventure theme chosen to increase the students' interest and knowledge base. Grade level teacher guides provide detailed lesson plans for daily two-hour reading period that include a 45-minute large group lesson, a 60-minute lesson for reading stations (three stations), and then a 15-minute writing, vocabulary, or spelling connection lesson. Daily lessons begin in a whole group setting with teacher-directed interactive activities that connect the key reading objectives to the literature selection and systematic instruction of writing, spelling or phonemic awareness. The reading stations follow with opportunities for collaborative learning and differentiated instruction. In two of the reading stations, students work together with a student team leader on previously introduced reading skills using manipulatives, literature books, activity books and decodable text that come with the system. In the third station, the teacher follows a detailed lesson plan for small group instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Procedures for immediate and specific error correction are prescribed for this small group instruction. Vocabulary expansion, monitoring and reviewing independent station activities and the home study assignment end the reading time.

The *Voyager Universal Literacy System* uses the progress monitoring system, Vital Indicators of Progress (VIP), to check a student's progress on critical developmental skills necessary for learning to read. All students at risk of failing are identified within the first month of school. These students are assessed using the VIP weekly so that progress can be monitored by the teacher and district staff. Every student is tested on specific benchmarks four times a year. Additional monitoring comes from the Assessment Checkpoints, a criterion referenced test, given at the end of each six-week unit.

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Open Court Reading

In Brief

Developer	SRA/McGraw Hill
Year Established	2000; Newest series
#Schools Served (December 2000)	200+
Level	K - 6
Primary Goal	To teach children to read through a well-designed, systematic program, balancing phonics and literature.
Main Features	<ul style="list-style-type: none"> • Children read authentic literature in the Student Anthology by the middle of Grade 1. • Carefully builds the foundations for reading • Engages students in Constructing meaning from text • Incorporates writing as a form of learning and personal communication • Provides teachers with tools to teach
Results	Many studies show gains in student performance
Impact on Instruction	<p>Three-part lesson plan:</p> <p>Preparing to Read: the first part of each lesson includes the decoding and word building skills of reading.</p> <p>Reading and Responding: The second part emphasizes comprehension skills and strategies as students read the lesson selected.</p> <p>Integrating the Curriculum: The third section engages students in the writing process and develops essential language arts skills.</p> <p>Independent Work Time: Meets individual needs through re-teaching.</p>
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes. In reading.
Students Served	
Title I	Yes
English-language learner	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Home Connection: Unit letters are sent to parents.
Technology	<p>CDROM Phonics for grades K, 1, 2, and 3.</p> <p>CDROM Lesson Planner for teachers</p> <p>CDROM Research Assistant for teachers</p>
Materials	Complete set of reading materials for each grade level.

Origin/Scope

Open Court Reading has provided an approach to beginning reading instruction since the early 1960s. The approach has recognized that if children are to learn to read with fluency and comprehension, they need explicit, systematic skills instruction and rich experiences with authentic literature.

General Description

Open Court Reading is built upon the following principles: high expectations and support for all students; research based teaching (37 years); systematic, explicit phonics instruction; authentic literacy experience; and meaningful comprehension and integrated instruction.

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Academy of Reading

In Brief

Developer	AutoSkill International Inc.
Year Established	1995
# Of Schools Served	100+
Level	K – 12; Emphasis on Middle School
Primary Goal	For emerging readers: to create a solid foundation to support higher skills; foundations include phonemic awareness, decoding skills, and comprehension abilities. For upper elementary and middle school students who struggle with reading: to give students a foundation in phonemic awareness and decoding skills that will improve comprehension.
Main features	Computer based instruction; battery of tests that provides teachers with the means to analyze in detail students' reading ability; a program designed for each student's reading profile.
Results	Research results from a wide range of studies show dramatic gains for middle school students; most schools in Virginia that have implemented the program have experienced solid gains in students' reading level; little data as of Spring 2000 on impact on SOL tests.
Impact on Instruction	Requires students to spend 30 minutes per day on Academy of Reading Program.
Impact on Organizational Staffing	None
Impact on Schedule	Time must be found for students to complete the program. Most schools that have adopted have developed a Middle School Reading block.
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	Significant use of computers required. Either in a computer lab format or enough computers in a classroom to allow students who need instruction to spend 30 minutes per day.
Material	Provided software

Origin/Scope

Academy of Reading was developed by two Canadian researchers, Dr. Christina Fiedorowicz and Dr. Ronald Trites, in the 1980s for use with learning disability students. By 1993 they recognized that their reading program would be useful to Reading Delayed students as well as Reading Disabled students.

General Description

The Academy of Reading builds the phonemic awareness of students, develops their decoding skills, and improves their comprehension abilities. The program's modular design allows teachers to customize the student's instruction in all three areas based on the student's individual requirements. The approach to instruction is based on a neuro-psychological theory on how the brain processes and retains information. Students working at the precise level at which they need instruction are immersed in the reading material until they obtain "automaticity" on a particular reading skill.

The program allows three levels of implementation. The first implementation model addresses the needs of students in grades K-3. This model utilizes the various training components of the Academy of Reading as an early intervention tool. In this approach, students master a variety of skills from phonemic awareness, visual matching, auditory visual matching and comprehension strategies. By mastering the battery of component skills, a student will have acquired the requisite basic skills to be a successful reader by the end of the third grade.

The second implementation model addresses the intervention needs of students in grades 4-8. This approach uses a Cloze paragraph assessment to determine the degree of reading delay. Based on this assessment the students are assigned into one of three streams: 1) Auditory – Visual Matching is assigned to students 1 – 2 grade levels behind; 2) Visual is assigned to students 3 or more grade levels behind; and 3) Students who require substantial motivation, or are learning English for the first time are supplemented with a course of phonemic awareness instruction. All students are gradually assigned higher-order tasks as they progress through the material of the Academy of Reading.

The third implementation approach addresses the needs of mature students in high school and adult education. The model uses the same logic as the Grade 4 – 8 model, but substitute adult for child content.

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Be A Better Reader, Eighth Edition

IN BRIEF

Developer	Pearson Learning/Globe Feron
Year Established	1970
# Schools Served (Jan. 1968)	More than 1,000
Level	4-10
Primary Goal	<i>Be A Better Reader</i> teaches students from Grade 4 through 10 the reading, comprehension, and study skills that apply specifically to social studies, science, mathematics, and literature.
Main Features	The <i>Be A Better Reader</i> series consists of eight leveled worktexts for content-area reading. This time-tested and research-based program makes it possible to provide students in the upper grades with reading selections and skills instruction at their appropriate instructional level.
Results	Several studies of <i>Be A Better Reader</i> show significant increases in students reading comprehension.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Software is available.
Materials	Materials supplied by publisher.

Origin/Scope

Dr. Nila Barton Smith, the author of the *Be A Better Reader* series, was the founder of the International Reading Association (IRA) and has made outstanding contributions to the teaching of reading. Dr. Smith was the leader in identifying the specialized skills that students need to read effectively in content-area texts. She recognized that the basis of reading comprehension is instruction in and reinforcement of those specialized skills essential to understanding each type of material that students encounter in school and in daily life.

General Description

The *Be A Better Reader* teaches students from Grade 4 through 10 the reading, comprehension, and study skills that apply specifically to social studies, science, mathematics, and literature. Each level retains the proven reading skills and strategies of the earlier editions while incorporating new features that make the program easier for teachers to teach and more engaging for students. The *Be A Better Reader* series consists of eight leveled worktexts for content-area reading. This time-tested and research-based program makes it possible to provide students in the upper grades with reading selections and skills instruction at their appropriate instructional level.

Each unit follows a proven pattern of instruction:

- Direct instruction of the needed skill prepares the student for success in reading the selections.
- Four reading selections per theme-based unit cover literature, social studies, science, and mathematics.
- Brief skill lessons, appropriate to the reading, teach student additional reading skills, such as using guide words and skimming information.
- The unit concludes with students learning a real-life skill, such as using the yellow pages (*Starting Out*) and completing an employment application (Level G).

The *Annotated Teacher's Edition* for each level provides teaching support for every lesson and additional assessment material. *The Diagnostic and Placement Guide* helps teachers place students in the appropriate level of *Be A Better Reader*. This guide also identifies those students who require practice in specific reading skills such as making generalizations or using context clues. The *Progress Monitoring Package* keeps track of student learning on an ongoing basis.

With *Be A Better Reader, Eighth Edition*, students will:

- Learn specific reading skills with immediate application and reinforcement.
- Apply reading skills to high-interest, relevant content directly related to literature, social studies, science, and mathematics.
- Relate new reading skills to essential life skills.

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Breakthrough to Literacy

IN BRIEF

Developer	Carolyn Brown and Jerry Zimmermann, University of Iowa
Year Established	1981
# Schools Served	Over 1,850
Level	K-2
Primary Goal	To teach connection of oral language to print
Main Features	<ul style="list-style-type: none"> • Daily story reading • Interactive computer software • Print materials to integrate computer curriculum • Children progress at their own pace
Results	Breakthrough students in several districts have scored higher on standardized reading tests than students in control groups have
Impact on Instruction	Suggested routine for 10-15 minutes of reading interaction and 15-20 minutes on the computer (in reading classes only)
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	In the developmental stages
Urban	Yes
Rural	Yes
Parental Involvement	Parents are asked to read to their child and listen to the child "read" to them every night
Technology	Computer software is provided; 2-3 computers and 1 printer per classroom are necessary
Materials	Provided

Origin/Scope

Breakthrough to Literacy was founded by Carolyn Brown and Jerry Zimmermann in 1981 at the University of Iowa. Since its initial implementation in Dallas public schools in 1994, Breakthrough (previously called Foundations in Reading) has been adopted in over 1,100 schools in 19 states, serving over 25,000 children.

General Description

Breakthrough to Literacy focuses on teaching pre-kindergarten through second grade students to relate oral language and pictures to print. The program provides each child, at his or her level of language/literacy development, stories and access to direct and explicit instruction for phonemic awareness. This is achieved through the use of "big books," pupil books, and computer modules.

The typical Breakthrough classroom focuses on one big book per week (10-15 minutes per day). The book is read to the children every day with a different objective. On Monday, for example, the objective is introduction. The teacher introduces the author and illustrator and reads the book to the students. They discuss what they liked or disliked about it and then the teacher reads it again. On Tuesday, the objective is review. The teacher asks the children to recall what they learned the previous day and to role play based on the story's characters. Wednesday, integration is the focus. The children are asked to relate what they've learned to something in their own lives; and so on through Friday.

Children also spend 15-20 minutes per day at the computer making connections between what they have "read" and what they see on the computer screen, and vice versa. When the teacher chooses a new big book, the children have already seen those words on the computer several times. This combination of literature-based instruction and instructional technology is intended to help the children develop better phonemic awareness, enhance their vocabulary development, and promote an understanding of sound-symbol relationships. Children progress through the program at their own pace due to daily one-on-one sessions with teachers and computers.

The program does not end in the classroom, however. Parents are urged to read to their children and have stories "read" to them every night.

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CompassLearning Odyssey Reading

IN BRIEF

Developer	CompassLearning
Year Established	1995
# Schools Served	More than 1,000
Level	K-5
Primary Goal	Every student works on a personalized learning path toward mastering the Virginia Standards of Learning.
Main Features	The <i>CompassLearning Odyssey</i> curriculum merges the best instructional practices with effective instructional software design. <i>CompassLearning Odyssey</i> provides curriculum for students in grades K-8 in reading and language arts.
Results	Scientific research has documented a strong positive impact on student achievement.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Yes
Materials	Software is supplied by developer in a web-based system.

Origin/Scope

The *CompassLearning Odyssey* curriculum merges the best instructional practices with effective instructional software design. *CompassLearning Odyssey* provides curriculum for students in grades K–8 in reading and language arts.

General Description

Students will begin the program with Explorer. Explorer, the *CompassLearning Odyssey* assessment system, is correlated to NAEP, ITBS, SAT, TerraNova and Virginia Standards of Learning (SOL). Explorer diagnoses student strengths and weaknesses on reading and language arts objectives and then automatically prescribes a learning path and activities from *CompassLearning* curricula to focus each student on the areas in which he or she needs to improve. Every student works on a personalized learning path toward mastering the Virginia Standards of Learning.

As students progress through their learning paths, teachers generate reports that provide evidence of progress and mastery of objectives. These reports provide information about individual, class or subgroup performance and can be disaggregated by such factors as ethnicity, socioeconomic status, and English language proficiency. The reports can be shared with students, teachers, administrators and parents.

The instructional activities are modular, so curricular components can be mixed and matched to provide ultimate flexibility. The normal mode of delivery is diagnostic-prescriptive and linear-sequential, however, the easy-to-use management system supports restructuring of components to support other

instructional models.

Early Learning - The *CompassLearning Odyssey* PreK-K program provides research-based integrated solutions designed to balance computer-based learning with real world activities and materials that support early learning and reading development through cross-curricular thematic units. While early learning content includes coverage of all five of the Essential Components of Reading, special emphasis is placed on phonemic awareness activities. Activities and assignments require students to segment and blend phonemes, to delete or add phonemes to form new words and to substitute phonemes to make new words. The engaging activities support reading reform and are correlated to the National Association for the Education of Young Children (NAEYC) and High/Scope® early learning guidelines.

Reading and Language Arts - The *CompassLearning Odyssey* research-based reading and language arts curricula provide basic skills instruction and opportunities for open-ended exploration and discovery learning. The program is designed to extend and reinforce the interconnected skills of listening, speaking, reading, and writing.

CompassLearning provides curriculum based on the essential components of reading: phonemic awareness, phonics instruction, vocabulary, text comprehension, and building reading fluency. The program—aligned to the standards for National Council of Teachers of English, National Reading Panel, International Reading Association, and National Association for the Education of Young Children—is designed to extend and reinforce the interconnected skills of listening, speaking, reading, writing, and thinking to form good reading habits and achieve success in becoming an independent and fluent reader. Students expand their use of oral language, understand and manipulate phonemes, learn the relationship between the spoken and written language, expand and use decoding strategies, practice accurate and fluent reading in multiple texts, learn and apply comprehension strategies, and make writing, reading, and spelling connections.

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Early Success

IN BRIEF

Developer	Houghton Mifflin
Year Established	1990
# Schools Served	Several hundred
Level	1-2
Primary Goal	<i>Early Success</i> is an intervention program designed to accelerate literacy growth for students in grades 1 and 2 who are reading below level.
Main Features	<p><i>Early Success</i></p> <ul style="list-style-type: none"> • Is a supplemental reading intervention program; • Should be used in addition to a core reading/language arts program; • Delivers 30 minute blocks of daily instruction; • Has scripted, explicit, systematic lesson plans; • Is appropriate for small groups (5-7) of students; • Focuses on phonics and word learning activities within a meaning based context.
Results	Scientific studies have shown that <i>Early Success</i> improves students decoding and word recognition skills.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Software
Materials	Materials provided by publisher.

Origin/Scope

Early Success was developed by the Early Intervention in Reading Program in the 1990s.

General Description

Early Success is an intervention program designed to accelerate literacy growth for students in grades 1 and 2 who are reading below level. The program is based on the Early Intervention in Reading (EIR®) instructional model. The scientific studies of program efficacy are demonstrated in the research report *The Early Intervention in Reading Program (EIR®): Research and Development Spanning Twelve Years*. The EIR model is also included in the Catalog of School Reform Models published by the Northwest Regional Educational Laboratory.

Early Success

- Is a supplemental reading intervention program;
- Should be used in addition to a core reading/language arts program;
- Delivers 30 minute blocks of daily instruction;
- Has scripted, explicit, systematic lesson plans;
- Is appropriate for small groups (5-7) of students;

- Focuses on phonics and word learning activities within a meaning based context.

For more information, contact:

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Earobics Literacy Launch

IN BRIEF

Developer	Cognitive Concepts, Inc.
Year Established	1999
# of Schools Served	School districts in all 50 states, 3 school divisions in VA
Level	K-3
Primary Goal	Earobics is a supplemental reading program designed to improve the skills necessary for academic success in reading and literacy development.
Main Features	Software program that provides individualized, systematic instruction and practice in phonemic awareness and other early literacy skills. The software automatically adjusts to the skill level and progress of each student and collects performance data by class.
Results	Statistically significant gains on standardized tests have been made in phonological awareness, spelling and decoding.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	NA
Rural	NA
Parental Involvement	There is a parent component.
Technology	Uses a computer to run the software.
Materials	Supplemental big books and books on tape/video are available.

Origin/Scope

The Earobics Literacy Launch is based on 20 years of research in the area of literacy development. The program incorporates research findings that identify the crucial skills necessary for academic success in reading as well as proven techniques for providing instruction in those key areas of literacy development. The Earobics Literacy Launch has been proven effective in increasing teacher understanding of literacy and student performance on standardized assessments in a number of implementations across the country.

General Description

This is a supplemental program designed to assist students who have been identified with particular deficiencies. Students use Earobics software for a minimum of three 20-minute sessions per week and receive teacher guided instruction with correlated Earobics materials.

For more information, contact:

Mark O'Brien

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Failure Free Reading

IN BRIEF

Developer	Dr. Joseph Lockavitch
Year Established	1988
# Schools Served (Jan. 1968)	Several hundred
Level	K-12
Primary Goal	To turn the school into a “living, learning, language literacy machine” – giving all students the chance to succeed while holding all students to a high level of accountability.
Main Features	<p><i>Failure Free Reading</i> :</p> <ul style="list-style-type: none"> • Is designed to function within typical school environments with large numbers of at-risk and special education students; • Is based on a Language/Literacy Model with instruction in listening, speaking, reading, and writing and including content materials correlated to state standards in science, social studies, and health curricula; • Has a zero reject policy - no students will be denied access to the program because of a previous label or handicapping condition and no student will be discontinued for reasons other than success; • Has a unique blend of facilitator-directed classroom instruction, scripted lessons, print-based materials (student readers, booklets, activities, flash cards, parental communication packets, etc.), Diagnostic Prescriptive Talking Software and Instructional Talking Software; • Has 100 percent correlation between the print and talking software materials; • Has scripted materials that enable facilitators to be teachers, paraprofessionals, or reliable adult tutors; • Facilitates group instruction while achieving results with effect sizes comparable to one-on-one tutoring programs.
Results	<i>Failure Free Reading</i> produces consistent improvement in student performance.
Impact on Instruction	<i>Failure Free Reading</i> is designed to work within any instructional model from resource, pullout, self contained, inclusion with small group, medium group, or whole class instruction. <i>Failure Free</i> also correlates with other curriculum subject areas without changing teaching practices.
Impact on Organizational Staffing	<i>Failure Free</i> delivers a staff development model that trains existing staff on the <i>Failure Free</i> philosophy and methodology and enables teachers to more effectively use paraprofessionals, adult tutors, and university students in instructional capacities. The use of current classroom teachers, Title I teachers, special education teachers, and assistants is suggested. No additional staff is required.
Impact on Schedule	The implementation requires few changes to the current schedule and <i>Failure Free</i> consultants will assist schools in conforming to the existing school schedule.
Subject-Area Programs Provided by Developer	Reading, language arts, spelling, writing, science, social studies, and health curriculum materials are included.
Students Served	
Title I	Yes

English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	There is an automatic -branching, talking software assessment program called the Diagnostic Prescriptive which places students in the appropriate level. Joseph's Readers Talking software is 100 percent correlated to the <i>Failure Free Reading</i> Print Kits. Verbal Master talking software is 100 percent correlated to the Verbal Master Print Kits and serves as a vocabulary acceleration product. Rosen Real Readers Talking Software is 100 percent correlated to the Rosen Real Reader classroom books, giving students vocabulary, fluency, and reading comprehension instruction with state correlated science, social studies, and health curricula. Phonics for the REAL World Talking Software is 100 percent correlated to the Phonics for the REAL World books and provides structured, explicit phonemic awareness and phonics instruction based on state correlated science, social studies, and health curricula. Building Reading Skills Talking Software uses real life topics for vocabulary, fluency, and reading comprehension instruction accessible to older at-risk students reading as low as a 2.5 level. All programs include data management.
Materials	Joseph's Readers Print and Talking Software K-8 Verbal Master Print and Talking Software 5-12 Phonics for the Real World Print and Talking Software K-3 Rosen Real Readers Print and Talking Software K-4 Building Reading Skills Talking Software 5-12

Origin/Scope

Failure Free Reading was developed by Dr. Joseph Lockavitch in 1988. It is designed to work within any instructional model from resource, pullout, self contained, inclusion with small group, medium group, or whole class instruction. *Failure Free* also correlates with other curriculum subject areas without changing teaching practices.

General Description

Failure Free Reading is designed to function within typical school environments with large numbers of at-risk and special education students. *Failure Free Reading* is based on a Language/Literacy Model with instruction in listening, speaking, reading, and writing and including content materials correlated to state standards in science, social studies, and health curricula. There is a zero reject policy - no students will be denied access to the program because of a previous label or handicapping condition and no student will be discontinued for reasons other than success. *Failure Free Reading* has a unique blend of facilitator-directed classroom instruction, scripted lessons, print-based materials (student readers, booklets, activities, flash cards, parental communication packets, etc.), Diagnostic Prescriptive Talking Software and Instructional Talking Software. It provides 100 percent correlation between the print and talking software materials. *Failure Free Reading* facilitates group instruction while achieving results with effect sizes comparable to one-on-one tutoring programs. Scripted materials enable facilitators to be teachers, paraprofessionals, or reliable adult tutors.

For more information, contact:

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QuickReads

IN BRIEF

Developer	Pearson Learning System
Year Established	2000
# Schools Served	Several hundred
Level	2-5
Primary Goal	<i>QuickReads</i> ensures that children simultaneously develop three benchmarks of proficient reading identified by the National Reading Panel (2000): fluency, comprehension, and background knowledge.
Main Features	<i>QuickReads</i> consists of three levels, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in depth and build a body of knowledge they can use when they read their content-area texts.
Results	Scientific studies have demonstrated that <i>QuickReads</i> improves student fluency.
Impact on Instruction	No direct impact.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Reading materials and staff development provided.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Computer-based version is available.
Materials	Provided by publisher for grades 2-5. Software versions are available as of July 1, 2003.

Origin/Scope

QuickReads was developed by Pearson Learning System in 2000.

General Description

The *QuickReads* program, for Grades 2, 3, 4, and 5 consists of short texts designed to be read quickly and meaningfully. *QuickReads* ensures that children simultaneously develop three benchmarks of proficient reading identified by the National Reading Panel (2000): fluency, comprehension, and background knowledge. In addition, the choice of nonfiction reading material helps children become knowledgeable about critical topics in science and social studies.

QuickReads consists of three levels, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in-depth and build a body of knowledge they can use when they read their content-area texts. Review material for each topic ensures that students are reading with comprehension. The texts on each level emphasize fluency with content-rich vocabulary, consistent comprehension strategies, and critical knowledge. These texts support automaticity with the high-frequency words and phonic/syllabic patterns that readers need to succeed at a particular grade level.

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**Pearson Learning
Modern Curriculum Press
“Plaid” Phonics**

In Brief

Developer	Modern Curriculum Press
Year Established	1960
# Of Schools Served	100+
Level	K – 6
Primary Goal	“Plaid” Phonics is a supplemental program that includes systematic, explicit, intensive and comprehensive phonics instruction. The program matches the necessary elements of a successful reading program described in research from Chall, (1967) to Lyons (1998).
Main features	This program reflects instructional principles founded on scientific research relevant to direct instruction of phonics and the development of reading skills. The instructional strategies implemented in “Plaid” Phonics are based on four components of balanced reading instruction that have been identified by research: phonemic awareness, systematic phonics/decoding, fluency, and comprehension.
Results	Independent validation study was conducted and results show that “Plaid” Phonics was effective in teaching students phonics.
Impact on Instruction	“Plaid” Phonics is a supplemental program and is used at the teacher’s discretion
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	None
Material	Provided materials

Origin/Scope

The program was founded by Dr. Clarence E. Elwell who studied the problems of remedial readers at Harvard and noticed that many had not been taught phonics strategies. Over the years “Plaid” Phonics has been continuously revised to reflect the latest research on teaching reading in the classroom. Currently the program is in the tenth edition.

General Description

“Plaid” Phonics is based on four components of balanced reading instruction that have been identified by research: phonemic awareness, systematic phonics/decoding, fluency, and comprehension. Each component has a sequenced set of activities with appropriate material and a teacher resource guide.

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Read Naturally

IN BRIEF

Developer	Candyce Ihnot
Year Established	1989
# Schools Served	Several hundred
Level	1-3
Primary Goal	<i>Read Naturally</i> combines three research-proven strategies to develop the reading fluency of special education, English language learner, Title I, and mainstream students.
Main Features	<ul style="list-style-type: none"> • Teacher modeling • Repeated reading • Self-monitoring of progress
Results	Based on scientific research, <i>Read Naturally</i> has had a positive impact on student achievement.
Impact on Instruction	Teachers must learn the teaching methods.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	No
Materials	Materials provided by publisher.

Origin/Scope

The *Read Naturally* Strategy was developed by reading teacher Candyce Ihnot in 1989 and 1990 as a practical approach to fluency instruction. Since that time, *Read Naturally* has been the pioneer in fluency development and today we continue to provide teachers with all of the tools necessary to address the fluency needs of their students.

General Description

Read Naturally is a fluency intervention and/or supplemental program based on current scientific research on reading fluency. Its approach includes the recommended guided oral repeated reading (teacher modeling) and repeated reading (student practice) techniques, accompanied by immediate quantitative feedback. In addition, *Read Naturally* provides the *Reading Fluency Monitor*, a system for monitoring student progress and a useful assessment tool for periodic screening, assessment, and progress monitoring.

Read Naturally can provide the tools to move the reader stalled at a slow word-by-word reading stage into comfortable fluent reading where attention can be focused on meaning. After all, the goal of reading is to gain meaning from what is read. Thus, *Read Naturally* can be a critical bridge to meaning and ultimately, to reading success.

For more information, contact:

Read Naturally

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Read Well

IN BRIEF

Developer	Sopris West
Year Established	1999
# Schools Served (Jan. 1968)	Several hundred
Level	K-1, 2-3
Primary Goal	<i>Read Well</i> is a comprehensive beginning reading program designed for first grade students and for second and third grade students who are not fluent readers.
Main Features	<ul style="list-style-type: none"> • Whole class activities • Small group instruction lessons • Individual assessments • Individual practice activities
Results	<i>Read Well</i> suggests that once students successfully complete the curriculum, they can be placed in the regular school reading curriculum at a 2-1 to 2-2 reading level.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	No
Materials	Materials supplied by publisher.

Origin/Scope

Sopris West publishes the set of materials that cover all areas of beginning reading. Each set of materials is by a different author.

General Description

Read Well is a comprehensive beginning reading program designed for first grade students and for second and third grade students who are not fluent readers. This curriculum has also been used with kindergarten students with age-appropriate modifications. *Read Well* is a complete beginning reading program designed to provide the early foundations necessary to be successful in a second grade basal. *Read Well* suggests that once students successfully complete the curriculum, they can be placed in the regular school reading curriculum at a 2-1 to 2-2 reading level.

Read Well includes whole class activities, small group instruction lessons, individual assessments, and individual practice activities. Individual assessments and small group instruction are required by *Read Well*, whereas the whole class and individual activities are merely recommended. The main focus of this reading program is on small group instruction that is mastery based, flexible, and guided by the ongoing assessments. Clear directions accompany the individual assessments utilized to place students in groups and appropriate lessons.

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Sing, Spell, Read & Write

IN BRIEF

Developer	Modern Curriculum Press
Year Established	1975
# of Schools Served	26 school divisions in VA
Level	K-1
Primary Goal	To make every child an independent reader by the end of first grade
Main Features	The program features scientifically-based elements of balanced reading instruction that includes: phonemic awareness; systematic, explicit, intensive phonics, reinforced with connected decodable text; multiple readings (oral, silent, individual and shared) to provide practice and build fluency; and comprehension strategies that develop higher-order thinking skills. These fully-correlated elements are reinforced with research-based multimodal strategies that fully engage every child regardless of learning style.
Results	Schools that have used the program have shown significant increases in reading scores on norm referenced tests.
Impact on Instruction	Requires the use of movement, song, and game to provide a positive stimulation that allows for active participation that does not always occur in traditional instructional approaches. Lessons are scripted for teachers.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Included in teacher's edition
Technology	CD and audiocassettes
Materials	Curriculum is a package of necessary manuals and resources.

Origin/Scope

The “Sing, Spell, Read & Write” program was developed more than 30 years ago by a primary school teacher. The program was originally published in 1975 and revised in 1997.

General Description

The primary goal is to make every child an independent reader by the end of first grade. This is accomplished through a carefully sequenced system of phonics-based instruction that builds upon previously taught skills. The infusion of music into the instructional strategies engages the child in a fun activity, creates a stimulating atmosphere, accelerates learning and helps to develop the automaticity required to achieve fluency and skill mastery.

There is a scope and sequence chart included for tracking individual student progress and for acting as a classroom management tool.

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Soar to Success

IN BRIEF

Developer	Houghton-Mufflin
Year Established	1990
# Schools Served	Several hundred
Level	3-5
Primary Goal	<i>Soar To Success</i> is an intervention program designed to accelerate literacy growth for students in grades 3-5 who are reading significantly below level.
Main Features	<p><i>Soar To Success</i>:</p> <ul style="list-style-type: none"> • Is a supplemental reading intervention program; • Should be used in addition to a core reading/language arts program; • Delivers 40-45 minute blocks of daily instruction; • Has scripted, explicit, systematic lesson plans; • Is appropriate for small groups (5-7) of students; • Focuses on comprehension and the application of phonics/decoding skills and strategies.
Results	Scientific studies have shown that <i>Soar to Success</i> improves students' fluency and comprehension.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Software
Materials	Materials provided by publisher.

Origin/Scope

Soar to Success was developed by the Early Intervention in Reading Program in the 1990's.

General Description

Soar To Success is an intervention program designed to accelerate literacy growth for students in grades 3-5 who are reading significantly below level. The program is based on the Project Success instructional model. The scientific studies of program efficacy are demonstrated in the research report "*Project Success: A Study of the Effectiveness of an Intervention Program Designed to Accelerate Reading for Struggling Readers in the Upper Grades.*" *Soar to Success* has been cited as a "Promising Practices Program" by the Education Commission of the States.

Soar To Success

- Is a supplemental reading intervention program
- Should be used in addition to a core reading/language arts program
- Delivers 40-45 minute blocks of daily instruction
- Has scripted, explicit, systematic lesson plans
- Is appropriate for small groups (5-7) of students
- Focuses on comprehension and the application of phonics/decoding skills and strategies

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Waterford Early Reading Program

IN BRIEF

Developer	Waterford Institute/Pearson Learning
Year Established	1994
# Schools Served	More than 4,200
Level	K-3
Primary Goal	The <i>Waterford Early Reading Program</i> (WERP) is a comprehensive early intervention curriculum designed to develop literacy for kindergarten through third grade students that includes the five components: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
Main Features	<ul style="list-style-type: none"> • Competency-based program that can operate from a lab or in a classroom. • Guidelines for teachers to follow. • Management and tracking system that allows teachers to easily follow student progress.
Results	Positive results on student performance and documented in a number of scientific studies.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	Materials provided by publisher.

Origin/Scope

The Waterford Institute's flagship product, the *Waterford Early Reading Program* (WERP) is a comprehensive early reading curriculum designed to help children learn to read through the use of state-of-art technology. WERP is based on 10 years of research by educational designers at the Waterford Institute. The program contains three levels for emergent, beginning, and fluent readers, combining to provide 225 hours of individualized reading instruction.

General Description

The *Waterford Early Reading Program* (WERP) is a comprehensive early intervention curriculum designed to develop literacy for kindergarten through third grade students that includes the five components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The three levels of the program are for emerging, developing, and fluent readers and include multi-media technology to provide daily, research-based, individualized instruction for every student in the classroom. Each of the three levels contains one school year's worth of instructional material so students work at their instructional level regardless of the grade level in which they are placed. *Waterford* provides all the materials necessary for implementation including the teacher guides (teacher-led or center-based off-line activities), CDs, videotapes, audiotapes, student materials, parent resources, hardware, software

(curriculum that students engage in on the computer), and earphones with microphones. The computers can be in a lab setting or at a center in the classroom that contains three to four computers. Guidelines for teachers to follow in order to place students at appropriate levels of the program are also delineated in the Waterford “Getting Started Guide”. For the software component, engaging tutorials regarding how to use the mouse are available for young children.

For more information, contact:

Waterford Early Learning

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Direct Instruction

IN BRIEF

Developer	Siegfried Englemann
Year Established	1968
# Schools Served	150
Level	K-6
Primary Goal	To improve academic performance so that by fifth grade, students are at least a year and a half beyond grade level
Main Features	<ul style="list-style-type: none"> • Field-tested reading, language arts, and math curricula • Highly scripted instructional strategies • Extensive training
Results	Numerous large- and small-scale evaluations have found significant positive effects on student achievement in reading, language arts, and/or mathematics
Impact on Instruction	To facilitate cross-class grouping, schools must coordinate schedules so that all teachers at a particular grade level teach major subjects at the same time
Impact on Organizational Staffing	Some teachers may be asked to serve as peer coaches
Impact on Schedule	To facilitate cross-class grouping, schools must coordinate schedules so that all teachers at a particular grade level teach major subjects at the same time
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Not emphasized
Technology	None required
Materials	Detailed materials provided by publisher

Origin/Scope

Direct Instruction has evolved from a theory of instruction developed by Siegfried Englemann of the University of Oregon. Englemann's early works focused on beginning reading, language, and math and were published by Science Research Associates in 1968 under the trade name DISTAR (Direct Instruction System for Teaching And Remediation). Over the past three decades, the original curricula have been revised and new ones developed through sixth grade (plus remedial programs and science programs for higher grades). These curricula have been incorporated into the comprehensive school reform model known as the Direct Instruction Model, which has been implemented in some 150 schools nationwide. Direct Instruction curricular materials have been used in hundreds more schools.

General Description

Englemann's theory of instruction is that learning can be greatly accelerated in any endeavor if instructional presentations are clear, rule out likely misinterpretations, and facilitate generalizations. He and his associates have developed over 50 instructional programs based on this theory. Each program is shaped through field tryouts. Student errors are carefully evaluated and lessons revised prior to publication. The lessons are carefully scripted and tightly sequenced.

The comprehensive Direct Instruction Model incorporates teacher development and organizational components needed to optimize use of these programs. Through substantial training and in-class coaching, teachers in the lower grades learn to present highly interactive lessons to small groups. Students make frequent oral responses, and teachers monitor and correct errors immediately. Students are placed at appropriate instructional levels based on performance, so those who learn rapidly are not held back and those who need additional assistance receive it. The model calls for inclusion of students with special needs except in the most extreme cases.

Although the Direct Instruction Model incorporates curricula for all areas, its reading, language arts, and math curricula can be implemented separately.

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Success for All

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1987
# Schools Served	747
Level	PreK-6
Primary Goal	Ensuring that all children learn to read
Main Features	<ul style="list-style-type: none"> • Schoolwide reading curriculum • Cooperative learning • Grouping by reading level (reviewed by assessment every 8 weeks) • Tutoring for students in need of extra assistance • Family support team
Results	Students in Success for All schools have consistently outperformed students in control schools on reading tests; effects have been even more pronounced for students in the bottom quartile
Impact on Instruction	Prescribed curriculum and cooperative learning in reading classes; other subjects not affected (see Roots & Wings for a description of other curricular components that can be added)
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; family support team; tutors
Impact on Schedule	Daily 90-minute reading periods; tutoring
Subject-Area Programs Provided by Developer	Yes (reading)
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement
Technology	None required
Materials	Detailed materials provided

Origin/Scope

Success for All was founded by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University. It was first implemented in a single elementary school in Baltimore in 1987. The following year it expanded to six schools (five in Baltimore and one in Philadelphia). By January 1998, it had grown to 747 schools in 40 states.

General Description

Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and

writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

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Roots & Wings

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1993
# Schools Served (Jan. 1998)	747 schools use Success for All; over 200 of these have added Roots & Wings components
Level	PreK-6
Primary Goal	To guarantee that every child will progress successfully through elementary school
Main Features	<ul style="list-style-type: none"> • Research-based curricula • One-to-one tutoring • Family support team • Cooperative learning • On-site facilitator • Building advisory team
Results	Students in Roots & Wings schools have outperformed students in control schools
Impact on Instruction	Combination of prescribed curriculum with teacher-developed instruction in the areas of literacy, math, and social and scientific problem-solving
Impact on Organizational Staffing	Family support team; full-time facilitator; building advisory committee; one-to-one tutoring
Impact on Schedule	Schedule may need to be adjusted to incorporate curricular requirements
Subject-Area Programs Provided by Developer	Yes (reading, math, science, social studies)
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase strong school-home connections
Technology	None required
Materials	Provided (as part of the cost of design)

Origin/Scope

Roots & Wings, created in 1993 by Robert Slavin, Nancy Madden, and a team of developers at Johns Hopkins University, is a comprehensive, whole-school reform model designed to place a high floor under the basic skills achievement of all students while building problem solving skills, creativity, and critical thinking. As of January 1998, Success for All, the reading component of Roots & Wings, is operating in 747 schools in 40 states. Over 200 of these schools have added the math, science, and social studies components that constitute Roots & Wings.

General Description

The purpose of Roots & Wings is to create well-structured curricular and instructional approaches for all elementary subjects, pre-kindergarten to grade 6, based on well-evaluated components and well-researched principles of instruction, assessment, classroom management, motivation, and professional

development.

Roots & Wings builds on the Success for All program, initiated in 1987, which provides research-based curricula for students in pre-kindergarten through grade six in reading, writing, and language arts; one-to-one tutoring for primary grade students struggling in reading; and extensive family support services (see description of Success for All). To these, Roots & Wings adds MathWings, a practical, constructivist approach to mathematics for grades 1-5, and WorldLab, an integrated approach to social studies and science emphasizing simulations and group investigations for grades 1-5.

Roots refers to strategies that every child needs in order to meet world-class standards and to have good language skills, reading skills, and health. It involves early intervention for at-risk children, research-based curricula with extensive training support, one-to-one tutoring, integrated health and social services, and family support. Wings refers to a curriculum and instruction strategy designed to let children soar. Each school has a full-time facilitator to help implement the program, a Family Support Team to foster community and parent involvement, and a Building Advisory Team to evaluate the entire school climate and advise the principal on general direction and goals.

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The Comer Process - The School Development Program

IN BRIEF

Developer	Dr. James P. Comer
Year Established	1980
# Schools Served	Several hundred
Level	K-12
Primary Goal	<i>The Comer Process</i> , a school and system-wide intervention, aims to bridge child psychiatry and education.
Main Features	<i>The Comer Process</i> provides a structure as well as a process for mobilizing adults to support students' learning and overall development.
Results	Student performance is consistently improved.
Impact on Instruction	Determined by the planning process.
Impact on Organizational Staffing	Three structures comprise the basic framework on which <i>The Comer Process</i> operating system is built: <ul style="list-style-type: none"> • The School Planning and management Team, • The Student and Staff Support, and • The Parent Team.
Impact on Schedule	Determined by planning process.
Subject-Area Programs Provided by Developer	None
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes , a major component.
Technology	No
Materials	Yes

Origin/Scope

The School Development Program (SDP) is the organization charged with implementing *The Comer Process* in school communities. *The Comer Process*, a school- and system-wide intervention formulated by Dr. James P. Comer, and Maurice Falk, professor of child psychiatry at the Yale University School of Medicine's Child Study Center, aims to bridge child psychiatry and education.

The Comer Process provides a structure as well as a process for mobilizing adults to support students' learning and overall development. It is a different way of conceptualizing and working in schools and replaces traditional school organization and management with an operating system that works for schools and the students they serve.

General Description

Of all the prominent educational reformers, only James Comer talks about healthy child development as the keystone to academic achievement and life success. Dr. Comer uses a metaphor of six developmental pathways to characterize the lines along which children mature--physical, cognitive, psychological, language, social, and ethical. The SDP school community uses the six developmental pathways as a framework for making decisions that will benefit children.

In schools using *The Comer Process*, far more is expected from the students than just cognitive

development.

How it Works

The Comer Process provides a structure as well as a process for mobilizing adults to support students' learning and overall development. It is a different way of conceptualizing and working in schools and replaces traditional school organization and management with an operating system that works for schools and the students they serve.

The following three structures comprise the basic framework on which *The Comer Process* operating system is built:

The School Planning and Management Team develops a comprehensive school plan; sets academic, social and community relations goals; and coordinates all school activities, including staff development programs. The team creates critical dialogue around teaching and learning and monitors progress to identify needed adjustments to the school plan as well as opportunities to support the plan. Members of the team include administrators, teachers, support staff and parents.

The Student and Staff Support Team promotes desirable social conditions and relationships. It connects all of the school's student services, facilitates the sharing of information and advice, addresses individual student needs, accesses resources outside the school and develops prevention programs. Serving on this team are the principal and staff members with expertise in child development and mental health, such as a counselor, social worker, psychologist, or nurse.

The Parent Team involves parents in the school by developing activities through which the parents can support the school's social and academic programs. Composed of parents, this team also selects representatives to serve on the School Planning and Management Team.

All three teams adhere to the following three guiding principles throughout their work:

- **No Fault**—Maintains the focus on problem-solving rather than placing blame.
- **Consensus Decision-Making**—Through dialogue and understanding, builds consensus about what is good for children and adolescents.
- **Collaboration**—Encourages the principal and teams to work together.

This framework places the students' developmental needs at the center of the school's agenda and establishes shared responsibility. Concerned adults work together to provide students with the developmental activities that may be lacking outside the school. They also work together to make effective decisions about the program and curriculum of the school based on student needs

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Core Knowledge

IN BRIEF

Developer	E. D. Hirsch, Jr.
Year Established	1986
# Schools Served (Jan. 1998)	700+
Level	K-8
Primary Goal	To help students establish a strong foundation of core knowledge for higher levels of learning
Main Features	<ul style="list-style-type: none"> • Sequential program of specific grade-by-grade topics for core subjects • Rest of curriculum (approximately half) left for schools to design
Results	Single school quantitative and qualitative data demonstrate improved student achievement and equity -- specifically for students in lower performing schools
Impact on Instruction	Instructional methods (to teach core topics) are designed by individual teachers/schools
Impact on Organizational Staffing	Minimal
Impact on Schedule	Minimal
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Schools are expected to involve parents in planning and resource development
Technology	None required
Materials	Detailed material provided

Origin/Scope

The Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E. D. Hirsch, Jr. The foundation's essential program, a core curriculum titled the Core Knowledge Sequence, was first implemented in 1990. By January 1998, it was being used in more than 700 schools in 42 states.

General Description

Core Knowledge is an approach to curriculum based on the work of E. D. Hirsch, Jr. and described in his books Cultural Literacy and The Schools We Need and Why We Don't Have Them. The focus of the Core Knowledge approach is on teaching a common core of concepts, skills, and knowledge that characterize a "culturally literate" and educated individual. The purpose of the Core Knowledge approach is to increase academic performance as demonstrated on national and state norm- and criterion-referenced tests, to help narrow the gap between academic "haves" and "have nots," and to build consensus among teachers, parents, and administrators.

Core Knowledge is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining successful national and local core curricula and through consultation with education experts in each subject area, the Core Knowledge sequence provides a consensus-based model of specific content guidelines for students in the elementary grades. It offers a progression of detailed grade-by-grade topics of knowledge in history, geography, mathematics,

science, language arts, and fine arts, so that students build on knowledge from year to year in grades K-8. Instructional strategies are left to the discretion of teachers.

The Core Knowledge sequence typically comprises 50 percent of a school's curriculum; the other 50 percent allows schools to meet state and local requirements and teachers to contribute personal strengths. Teachers are also expected to provide effective instruction in reading and mathematics. The Core Knowledge curriculum is detailed in the Core Knowledge Sequence Content Guidelines for Preschool through Grade Eight and illustrated in a series of books entitled What Your (First-, Second- etc.) Grader Needs to Know.

Parental involvement and consensus building contribute to the success of the Core Knowledge sequence. Parents and community members are invited to be involved in obtaining resources, planning activities, and developing a schoolwide plan. The schoolwide plan integrates the Core Knowledge content with district and state requirements and assessment instruments. Additionally, parents and teachers are encouraged to cooperate in planning learning goals and lesson plans.

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Modern Red Schoolhouse

IN BRIEF

Developer	Hudson Institute
Year Established	1992
# Schools Served (Jan. 1998)	43
Level	K-12
Primary Goal	To combine the rigor and values of the little red schoolhouse with the latest classroom innovations
Main Features	<ul style="list-style-type: none"> • Challenging curriculum • Emphasis on character • Integral role of technology • High standards for all • Individual education compact for each student
Results	Test scores of students in MRSh elementary schools have increased at multiple sites
Impact on Instruction	Teachers vary time and teaching approaches to ensure that all students pass "watershed assessments" in order to advance from primary to intermediate to upper divisions
Impact on Organizational Staffing	Technology specialist must be added to the staff
Impact on Schedule	Teachers may need to reschedule their day to accommodate interdisciplinary lessons and long-term projects
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Parents agree to help take responsibility for student performance through Individual Education Compacts; community helps define character development component
Technology	Sophisticated computer technology is required
Materials	Provided

Origin/Scope

Modern Red Schoolhouse (MRSh) was developed in 1992 by the Hudson Institute, a private, non-profit research organization. There are 43 MRSh schools in 11 states.

General Description

MRSh works in partnership with schools throughout the country to reinvent the virtues of the little red schoolhouse in a modern context.

At an MRSh school, students master a rigorous curriculum, develop character, and promote the principles of democratic government. These elements of the traditional red schoolhouse are then

combined with innovative teaching methodologies and student groupings, flexibility in organizing instruction and deploying resources, and advanced technology as a learning and instructional management tool.

The core principle of MRSh is that all students can and will reach high academic standards. Mastery of subject matter is the only acceptable goal, regardless of a child's background, learning style, or pace. Because students learn at different rates and in different ways, instructional methodologies and time spent on lessons vary. This way, students progress through the curriculum in the ways that are best suited to their individual strengths and abilities.

MRSh strives to help all students achieve high standards through the construction of a standards-driven curriculum; traditional and performance-based assessments; effective organizational patterns and professional-development programs; and effective community-involvement strategies.

The primary tool for monitoring continuing progress is the Individual Education Compact, an agreement negotiated by the students, parents, and teacher. This "educational road map" establishes measurable goals, details parent and teacher responsibility for helping the student achieve, and lists services the school, parents, or community should provide.

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Onward To Excellence II

IN BRIEF

Developer	Northwest Regional Educational Laboratory
Year Established	Early 1980s
# Schools Served	More than 1,000
Level	K-12
Primary Goal	<i>Onward To Excellence II</i> (OTEII) helps school communities work together to (a) set goals for student achievement, (b) use data to drive decision making, and (c) build capacity for continuous improvement.
Main Features	<ul style="list-style-type: none"> • A school leadership team. • An external study team. • A facilitator.
Results	When properly implemented, OTE produces consistent improvement in student performance.
Impact on Instruction	Determined by the planning process.
Impact on Organizational Staffing	Determined by the planning process.
Impact on Schedule	Determined by the planning process.
Subject-Area Programs Provided by Developer	No
Students Served	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	No
Materials	No

Origin/Scope

Onward to Excellence (OTE) was developed at the Northwest Regional Educational Laboratory in the early 1980s. The model was piloted in 14 schools in three states between 1981 and 1984, then made available to schools across the country. Recently, certain aspects have been updated to incorporate new research on school improvement. Thus the model is now called OTE II. Overall, more than 1,000 schools have participated in the original or updated OTE process.

General Description

OTE II helps school communities work together to (a) set goals for student achievement, (b) use data to drive decision making, and (c) build capacity for continuous improvement. The model brings a broad base of research on effective practice into the school improvement process to maximize the potential for increases in student learning.

At each participating school, a school leadership team composed of the principal, selected school staff, community members, and students (secondary only) is formed to lead the school and community through the improvement process. An external study team (including representatives from other schools, the central office, local universities, and the community) is established to collect data and help monitor improvement. Finally, a facilitator is appointed at the school or district level to assure that the process moves forward.

The process itself consists of a series of workshops plus follow-up over a two-year period. Some of the workshops involve the school leadership or external study teams, and some involve the entire faculty. The workshops and assistance cover the following areas:

- Awareness-building activities for the faculty, district leadership, and school board
- "Getting-started" activities to form teams and organize resources
- Introducing OTE II and a consensus decision-making process
- Creating a school profile of student achievement
- Establishing a student achievement goal based on the profile and community input
- Conducting a more in-depth school improvement assessment to supplement the profile
- Aligning and mapping the curriculum in the goal area to state standards and tests
- Using research to decide on best practices in the goal area (through faculty study groups)
- Assessing current practice in goal-related areas
- Developing an implementation plan for meeting the goal
- Monitoring progress toward the goal

The final step is to prepare new leaders and renew the process, ensuring that each school sustains continuous improvement on its own.

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