



## PLATINUM PERFORMERS

Leaders in Implementation. Outstanding Results.

### Selbyville Middle School Indian River School District, Sussex County, Delaware

**Challenge:**

**Less than 1/3 of special education students met state reading standards.**

In 2002 less than one-third of special education students at Selbyville Middle School met state reading standards compared with 83% among their regular education peers in Grades 6–8. As a result, the Delaware Department of Education identified Selbyville Middle School as a “School Under Review.”



*Selbyville Middle School faced a challenge shared by schools and districts across the country: How to raise achievement for special education students, many of whom had been classified primarily because of their poor reading skills.*

- 40% Free and Reduced Lunch
- 19% Special Education

**Solution:**

**They’ve closed the gap between special and regular education on the Delaware State Testing Program.**

How would Selbyville narrow the gap between regular and special education students and meet the guidelines for *No Child Left Behind*? They needed a reading intervention solution that could engage struggling readers and reverse sub-standard reading scores.

**What is READ 180?** READ 180 is a research-based intervention program for struggling readers in Grades 4 and above. By combining small-group learning, adaptive software, independent reading, and direct teacher instruction, READ 180 provides a comprehensive solution that helps students become automatic, fluent readers. READ 180 meets the guidelines for *No Child Left Behind* and is now in use in over 7,000 classrooms across the country.

# Selbyville Middle School tried other approaches, but only **READ 180** delivered real results.



*“What do I think about READ 180? I think it is wonderful! . . . I failed reading but when I came to READ 180 I started passing! It was great.”*

—Ali Gutierrez  
Grade 7

## **A School at Risk**

In 2002, the Delaware Department of Education identified the Selbyville Middle School in the Indian River School District as a “school under review.” During that school year, over 80% of regular education students in Grades 6–8 met state standards for reading. However, less than one-third of special education students did. This considerable gap in achievement highlighted the need for a solution to improve reading achievement.

## **Other Approaches Failed to Make a Difference**

In 2002–03, Selbyville took an active approach to narrowing the achievement gap by implementing a small-group reading instruction program. “Our teachers met on a weekly basis with a special education coordinator and a district reading change agent to plan the instruction,” said Debbie Buffington, district Reading Change Agent. “But at the end of the year, we didn’t see the progress we expected. We simply didn’t focus enough on the individual needs of the student.”

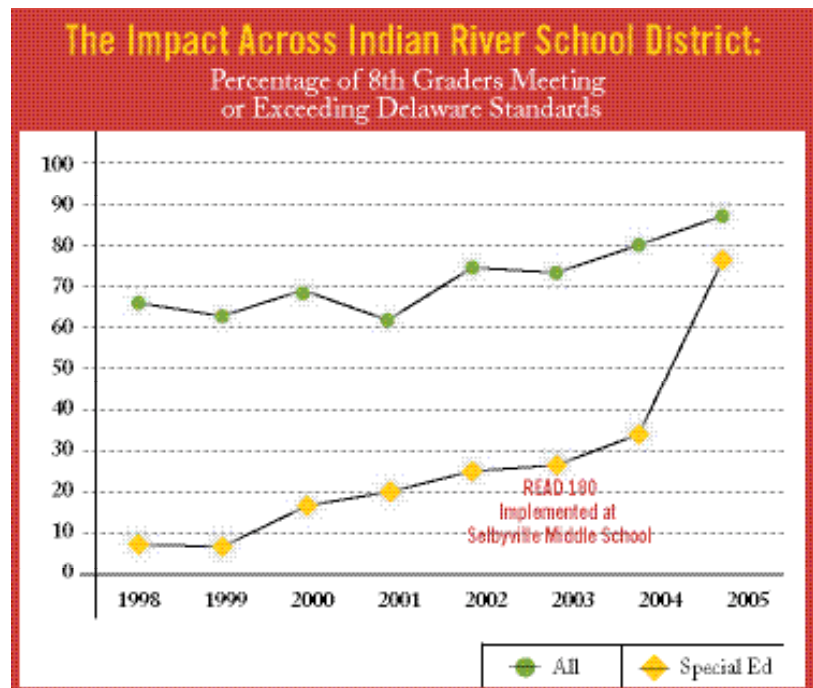
## **Choosing *READ 180*: The Decision-Making Process**

During the 2002–03 school year, a committee of teachers, reading specialists, the principal, and outside consultants met weekly to research intervention programs. The school’s administrators reviewed many reading programs and were committed to choosing one that met *No Child Left Behind* guidelines. “*READ 180* was the only one that fit our needs,” said Regina Izzo, Special Education Coordinator for Selbyville Middle School. “The clincher was our visit to a *READ 180* school in Dover, Delaware. When we saw that all their students were on task and could verbalize the reading strategies, we knew that we’d found our solution.” In addition, *READ 180* includes significant features to support universal access, such as captioning, adjustable font size, and keyboard navigation ideal for students with special needs.

## Selbyville and Scholastic: Partners in Implementation

From the beginning, Selbyville understood that the effectiveness of *READ 180* was tied directly to the quality of implementation. Scholastic was committed to Selbyville's success and partnered closely with the school's leadership team to share best practices and develop an implementation plan. The two-pronged plan addressed both instructional and technology issues. Teacher training took place at the start of the school year. Follow-up training midway through the year maximized program effectiveness. Administrators and support staff scheduled regular "check-in" points to visit classrooms and to systematically and regularly review data. On a parallel track, Scholastic field engineers worked with the school technology team to conduct a technology audit and establish optimal hardware and networking specifications.

*READ 180's* impact was fast—and significant. In the spring of 2003, 24% of Selbyville's 8th graders receiving special education services met the state standard for reading. In the spring of 2004, that number rose to 55%. *This dramatic improvement occurred in just nine months.* Because of Selbyville Middle School's early success, the Indian River School District has implemented *READ 180* for three additional schools, including one middle and two high schools. All the results were impressive: 78% of Indian River's 8th graders receiving special education services met the standard in reading in 2005, narrowing the gap.



Regina Izzo  
Special Education Coordinator,  
Selbyville, MS

*"The clincher was our visit to a READ 180 school in Dover, Delaware. When we saw that all their students were on task and could verbalize the reading strategies, we knew that we'd found our solution."*

**Regina Izzo is happy to share her *READ 180* experience with you.  
Contact her at [rizzo@irsd.K12.de.us](mailto:rizzo@irsd.K12.de.us)**



# It Can Be Done.

**289%  
Increase**

in the number of special  
education 8th graders meeting  
state reading standards

**Complete  
Turnaround**

from a "School  
Under Review" to a  
"Superior Rating"

**To find out how to get results like these in *your* school  
visit [www.scholastic.com/read180](http://www.scholastic.com/read180) or call your regional Scholastic representative**

**Northeast Region**

CT, DC, DE, ME, MD, MA,  
NH, NJ, NY, PA, RI, VT  
(201) 633-2400  
(800) 878-8398

**Southeast Region**

AL, FL, GA, KY, NC, SC,  
TN, VA, WV  
(214) 414-3040  
(800) 348-3750

**Midwest Region**

IL, IN, IA, KS, MI, MN, MO,  
NE, ND, OH, SD, WI  
(630) 323-3700  
(800) 225-4625

**Southwest Region**

AR, LA, MS, NM, OK, TX  
(214) 414-3040  
(800) 221-5312

**Far West Region**

AK, AZ, CA, CO, HI, ID,  
MT, NV, OR, UT, WA, WY  
(818) 610-7272  
(800) 342-5331

---

## PLATINUM PERFORMERS: THE CRITERIA

- ✓Quantifiable results
- ✓Visionary Goal
- ✓On-Model Scheduling
- ✓On-Model Implementation
- ✓Principal, Teacher, and Student Satisfaction

**For a complete list of criteria, or to nominate your school as a PLATINUM PERFORMER,  
go to [www.scholastic.com/read180/research](http://www.scholastic.com/read180/research)**