

FOREWORD

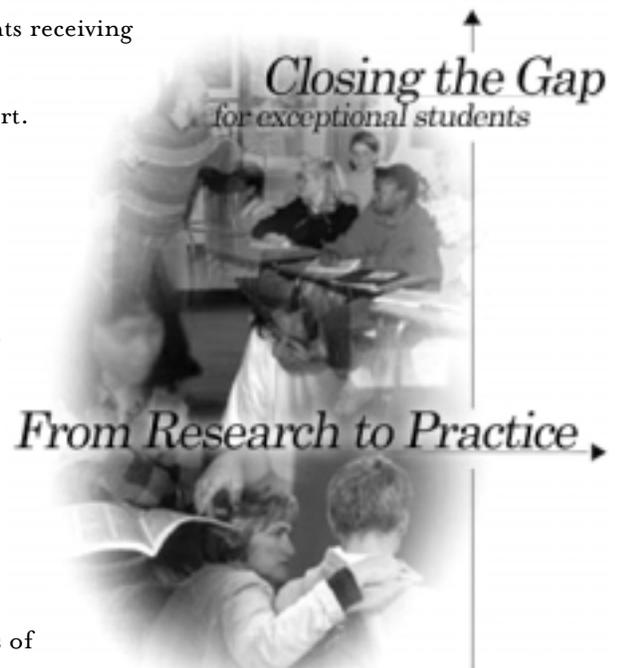
This report is the second in a series of evaluation reports on the effectiveness of the North Carolina State Improvement Project. With the assistance of funds from the U.S. Department of Education (Office of Special Education Programs), the Exceptional Children Division launched the North Carolina State Improvement Project (NC SIP) in the fall of 2000. The purpose of the project is to significantly improve the performance and success of students with disabilities in North Carolina's public schools.

The first report, *Effectiveness of the North Carolina State Improvement Project in Improving the Reading Performance of Students with Disabilities* presented the gains in reading performance of students with disabilities enrolled in the projects reading centers from the 2000-2001 through the 2001-2002 school years. This current report presents Adequate Yearly Progress data from the 2001-2002 through the 2002-2003 school year for students receiving reading instruction in the NC SIP reading centers. As readers of this report will see, the increases in the percentage of students who are receiving reading instruction through NC SIP are very impressive. These gains suggest that the Adequate Yearly Progress targets in reading performance for students with disabilities can be met and that the reading achievement gap between students with disabilities and the general population of students in North Carolina can be significantly narrowed, if not completely eliminated. These results are good news. They provide us with the motivation to renew our resolve to continue to improve instruction for all students receiving special education services across North Carolina.

I would like to acknowledge the work of our partners in this effort. The evaluation study has been conducted by the UNC Network Coordination Center, a program in the Center for School Leadership Development at the University of North Carolina. Dr. David Lillie directed the evaluation effort and was assisted by the coordination efforts of Jennifer Averett and with statistical analyses assistance by Dr. Ann Lehman of SAS. Reading consultants Dr. Rebecca Felton and Linda Miller also provided valuable recommendations and/or reviews. In addition, these evaluation efforts could not have taken place with out the data collection efforts of the coordinators and staff of the reading Best Practice Centers involved in the study.

Finally, I would like to recognize the leadership skills and efforts of Fred Baars, Director of the North Carolina State Improvement Project. Under his leadership NC SIP has become a major initiative in the Exceptional Children Division that has had a significant impact on improving the performance of students with disabilities in North Carolina.

Mary N. Watson, Director
Exceptional Children Division



EVALUATION REPORT 2: CLOSING THE GAP IN READING PERFORMANCE OF STUDENTS WITH DISABILITIES

NORTH CAROLINA STATE IMPROVEMENT PROJECT NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

I. INTRODUCTION

This report is the second in a series of reports addressing the effectiveness of the North Carolina State Improvement Project (NC SIP) in improving the basic reading skills performance of students with disabilities. The project was initiated in the fall of 2000 and is supported by the Office of Special Education Programs in the U.S. Department of Education. NC SIP currently supports five teaching of reading Best Practice Centers and thirty Reading Improvement Programs in public school systems across North Carolina. The Centers are designed to implement and demonstrate the use of research-proven instructional strategies for teaching reading for students with severe and persistent reading problems. The NC SIP Reading Programs focus on establishing and maintaining an effective, system-wide, reading program for students with disabilities.

The NC SIP reading instruction component is responsive to several identified needs. The reading achievement gap, as measured by percentage of students at or above grade level, between students with disabilities and the total population of students is the largest for any of the NCLB student sub groups. This low level of reading performance has several serious negative consequences. Students not performing at or above grade level may be: (a) held back at grade level, (b) denied a diploma, or (c) shifted from a diploma curriculum track to a non-diploma curriculum track. These alternatives are associated with substantially higher drop out rates.

What is alarming is that there is substantial evidence that indicates that this low performance can be significantly improved. There is well-documented research evidence that the vast majority of students with disabilities can learn to read on grade level, if appropriate research-validated instruction and learning techniques are effectively employed.

The No Child Left Behind (NCLB) law requires

that the basic skills progress of students with disabilities be disaggregated and reported. Students with disabilities enrolled in the standard curriculum must meet the adequate yearly progress guidelines established by the U.S. Department of Education for all groups of students. Schools that do not meet the State established standards for adequate yearly progress across all groups of students, including students with disabilities, will face penalties and/or sanctions.

II. THE NC SIP PROCESS: RESEARCH TO PRACTICE

The NC SIP staff development program to improve reading instruction has been planned to reflect the basic principles gleaned from an extensive body of instructional research. The program reflects the findings of two recent National reports: *Teaching Children to Read*, a report of the National Reading Panel, and *Preventing Reading Problems of Young Children*, a report sponsored by the National Reading Council of the National Academy of Sciences. In addition, the program reflects the findings of a number of studies of the type of instruction needed to effectively remediate students who have failed to learn to read.

The Principles of Reading Instruction for Students with Reading Disabilities supported by research are as follows:

1. Use Assessment to Guide Instruction. Instruction is based on detailed and frequent assessment. Individual students' specific strengths and weaknesses in phonological awareness, decoding, encoding, fluency and comprehension must be appropriately evaluated and used to guide diagnostic teaching.
2. Use Systematic Instruction. Provide systematic and cumulative instruction. Teach skills in an organized sequence beginning

with the simplest and proceeding to the most complex. One finding of the National Reading Panel was that students with reading disabilities responded best to systematic phonics programs

3. Use Explicit and Direct Instruction. Teach all information directly with no assumptions that inferential learning will occur.
4. Use Guided Discovery. Use guided discovery within the context of direct and systematic instruction. By questioning, lead the student to discover concepts or information at the appropriate point in the sequence of instruction.
5. Use Multisensory Instruction. Multisensory instruction refers to the use of two or more sensory modalities (visual, auditory, kinesthetic and tactile) during instruction. Almost all comprehensive reading programs using instruction derived from research include extensive multisensory instructional procedures.
6. Guided Practice. After providing initial direct instruction, guide and supervise students as they practice skills to ensure that students practice making the correct responses rather than practicing errors.
7. Teach to Mastery and Automaticity. Provide practice activities until the student can independently use the skills being taught. Many skills should be taught to a level of automaticity. For Example, the student instantly recognizes spelling patterns without conscious attention to the process.

A. Staff Training: Teaching Reading for Students with Disabilities

The project provides research to practice foundation training for teachers involved in the delivery of the reading instruction in the centers and programs. The NC SIP training content and procedures are based on a staff development program previously developed by Rebecca Felton and David Lillie in collaboration with the Guilford County Schools. A multimedia CD entitled, *Teaching Students with Persistent Reading Problems* is used with the permission of the Guilford County Schools. The tran-

ing program consists of the following twelve units:

1. Introduction
2. Learning to Read, A National Problem
3. The Major Principles of Reading Instruction
4. The Structure of Language - What Teachers Need to Know
5. Assessment of Basic Reading Skills
6. Teaching Phonemic Awareness
7. Teaching Letter-Sound Associations
8. Teaching Word Identification: Decoding and Sight Words
9. Teaching Spelling
10. Developing Automaticity and Fluency
11. Teaching Reading Comprehension
12. Selecting and Implementing an Effective Reading Program

Usually, the training is provided across three, 1 1/2 day workshops. Learning resources are used interactively and include workshop presentations and discussions, online Internet resources using the Blackboard course authoring system and discussion board activities, and the multimedia CD. In addition to attending the workshop presentations, teachers involved in the NC SIP training are required to complete a series of "application" tasks as part of the training requirements. Teachers are expected to satisfactorily complete all assignments and tasks involved in the training to participate as a reading teacher in the project.

B. Selecting and Implementing a Direct Instruction Reading Program

One outcome of the Research to Practice Teaching of Reading Training is the selection and adoption of a remedial reading program by each participating school district. Instructional programs selected must include teaching the structure of the English language and the development of reading skills in a direct and systematic manner with frequent assessments to ensure mastery. Once a reading program is selected, the center staff receives additional training in the implementation of the specific reading program directly from the program developers.

Four of the six NC SIP Centers included in this evaluation study selected and implemented the Wilson Reading System. One center used the Language!

program and the sixth center the SRA Corrective and Mastery Reading programs. All three of these reading programs are based on instructional principles shown to be effective with students with persistent reading problems. A more detailed description of each of these programs can be found on the NC SIP website at <<http://www.ncsip.org>>

C. Monitoring Instructional Fidelity

To assure that the reading program selected is implemented correctly and effectively, NC SIP has established an “instructional fidelity” program component for all centers and programs in the network. Leadership staff that have completed the research to practice foundation training as well as the specific reading program training are trained to conduct periodic fidelity observations. A structured observation system is used that is designed specifically for the reading program that is being implemented (e.g., Wilson Reading System). All teachers teaching students who are included in the NC SIP evaluation data are observed at least three times during the school year to determine the extent to which they are implementing the reading instruction appropriately and with faithfulness to the original program design. A description of all NC SIP Centers and Programs can be found at www.ncsip.org.

III. EVALUATION PROCEDURES

Data were collected during the 2001-2002 and 2002-2003 school years to provide information to document the characteristics of students participating in the evaluation, characteristics of instructional settings across centers, level of fidelity in the delivery of the centers’ instructional models, and percentage of students scoring at or above grade level as determined by the North Carolina End-of-Grade Multiple Choice reading tests. Also, pre-and post-test data were collected using selected reading subtests of the Woodcock-Johnson III Tests of Achievement. The SAS JMP statistics software program was used to conduct statistical analyses.

Only students receiving the model reading instruction from teachers who completed the NC SIP Research to Practice training as well as additional training in the implementation of the center’s model instructional program were included in the evaluation population. In addition to the students in-

cluded in the evaluation effort, each center provides reading instruction to a larger number of students than reflected in the evaluation population.

A. Characteristics of the Student Sample

As indicated earlier, this evaluation study reports data collected across the NC SIP Centers during the 2001-2002 and 2002-2003 school years. The NC SIP evaluation plans call for adding the Reading Programs to these analyses beginning with data collected during the 2003-2004 school year.

The population enrolled in the centers changed from one year to the next with approximately 60% of the students continuing from year to year. For the Adequate Yearly Progress analyses only students participating both years were included to assure that the AYP data represented the same student population. Matching the student population data from 2001-2002 to 2002-2003 reduced the population included in the Adequate Yearly Progress analysis from 224 to 162. Characteristics of the students included in the analysis of Adequate Yearly Progress are presented in Table 1 below.

As can be seen in Table 1, approximately 73% of the students included in the Adequate Yearly Progress analysis were identified as having a specific learning disability. Another 16% were classified

TABLE 1: Characteristics of the Student Sample: Adequate Yearly Progress Analysis

DISABILITY	N	GENDER	N	ETHNICITY	N	GRADE	N
BED	3	F	54	White	117	G3	17
EMD	8	M	108	Black	33	G4	36
SLD	118			Hispanic	10	G5	39
OHI	26			Other	0	G6	13
Other	6			Nat Am	2	G7	32
*	1					G8	24
						G9	1
Total	162		162		162		162

* Type of disability not reported

as Other Health Impaired, which includes students with Attention Deficit Disorders. The other eleven percent includes Educable Mentally Handicapped (EMD), Behaviorally-Emotionally Handicapped and Other disabilities. The category of Other may include physically impaired, traumatic brain injury, and or trainable mentally impaired students). All

students included in the NC SIP program receive the North Carolina Standard Curriculum. Approximately 67% of the students included in the evaluation study were Male, with 72% White, 20% Black and 6% Hispanic.

Table 2 presents the characteristics of the total population of students available for the analysis of gains in reading on selected reading subtests and cluster scores from the Woodcock Johnson III Achievement Tests. As can be seen, the population of students varied from 2001-2002 to 2002-2003 and approximately sixty percent of the students included in the 2001-2002 Woodcock Johnson data collection were also included in the 2002-2003 data collection.

B. Data Collection Procedures

Each of the six NC SIP Best Practice Centers was provided instructions for collection of evaluation information. Data and information were collected

TABLE 2: Characteristics of the Student Sample: Woodcock Johnson II Achievement Analysis of the Reading Performance Progress

Disability	N		Sex	N		Ethnicity	N		Grade	N	
	02	03		02	03		02	03		02	03
BED	1	4	F	33	73	White	80	151	G 1-3	16	44
EMD	4	12	M	100	147	Black	44	45	G4	24	40
SLD	107	156				Hispanic	8	19	G5	17	45
OHI	12	37				Other	1	0	G6	32	19
Other	9	9				Nat Am	0	5	G7	20	34
NR*		2							G8	16	26
									G9-128**		12
Total	133	220		133	220		133	220		133	220

* Not reported

by local school system personnel across the three categories of (a) student characteristics, (b) dimensions of the instructional situation, and (c) student reading performance. Coded data were submitted to NC SIP for analysis and reporting.

C. Evaluation Procedures Limitations

The procedures used in this evaluation study do not reflect the rigor and controls that characterize scientific research. Students included in the evaluation study were selected to participate in the reading center programs because of their lack of progress in reading achievement and their need for intense

and explicit reading instruction. Data were collected on students already placed in instructional groups. Random selection of students with disabilities for placement in the NC SIP project classrooms was not employed. In addition, analyses including all students in the evaluation study could not be conducted due to incomplete data for some students. These limitations, however, do not minimize the importance of these evaluation findings for making curriculum and instruction decisions for improving instruction.

IV. EVALUATION RESULTS AND DISCUSSION

The NC SIP evaluation results are presented below. These findings include (a) adequate yearly progress in reading as measured by the North Carolina Multiple Choice EOG Assessment, and (b) progress in reading as measured by student performance on the repeated administration of the reading subtests of the Woodcock Johnson III Tests of Achievement.

A. Adequate Yearly Progress in Reading

Table 3 presents the percentage of students performing at or above grade level in reading for the 2001-02 and the 2002-03 school years across all students, all students with disabilities (SWD), and students in the NC SIP evaluation population. Grade level percentages were calculated and provided by the North Carolina Department of Instruction based on student performance on the North Carolina Multiple Choice EOG Assessment. The 3 through 8 End of Grade Composite percentages were used for this analysis. (See <<http://disag.ncpublicschools.org/disag03.html>>)

As can be seen, the percentage of students in the total population at or above grade level improved by 5.4 percentage points. Students with disabilities (SWD) statewide gained 4.9 percentage points, and students with disabilities receiving instruction in the NC SIP reading centers gained 18.5 percentage points. These data indicate that the gains in improvement in the percentage of students at or above grade level for students receiving reading instruction in the North Carolina State Improvement Project Centers was approximately 3 1/2 times greater than all students, and approaching four times greater than students with disabilities statewide.

It is interesting to note that students in the NC SIP Centers, as a group, scored significantly lower than students with disabilities statewide before receiving specialized reading remediation instruction.

TABLE 3: Comparison Of Percentages Of Students With Disabilities At Or Above Grade Level In Reading: NC SIP Reading Centers And Statewide

Population	2002		2003		Gain
	N	%A/A* Grade Level	N	%A/A* Grade Level	
All NC Students	599057	79.5	617649	84.9	5.4
NC SWD**	66470	49.9	77541	54.8	4.9
NC SIP	162	42.6	162	61.1	18.5
Center A	33	51.5	33	78.8	27.3
Center B	18	61.1	18	83.3	22.2
Center C	47	44.7	47	63.8	19.1
Center D	24	20.8	24	37.5	16.7
Center E	14	50.0	14	63.8	13.8
Center F	26	30.7	26	38.5	7.8

* At or Above Grade Level as measured by the North Carolina Multiple Choice EOG Assessment

** SWD = Students with Disabilities

Note: North Carolina data represent student populations that changed from 2001-2 to 2002-03. The NC SIP data represent the same students from 2001-2002 to 2002-2003.

This finding suggests the student sample population receiving reading instruction in the NC SIP Centers is not an accurate representation of the statewide population of students with disabilities taking the North Carolina Multiple Choice EOG reading test. The difference in the two populations is due, in large part, to the process of the selection of students with disabilities for enrollment in the NC SIP reading centers' programs. The NC SIP population of students was selected because of persistent and severe reading difficulties. A significant number of students with disabilities included in the statewide data do not demonstrate serious reading problems. If the statewide group of students with disabilities reflected a similar low level of reading performance as the NC SIP population it is quite logical to assume that the gap between these two groups' rate of achievement would be larger, which suggests an even higher level of impact of the NC SIP instruction.

Perhaps more impressive than the rate of the in-

crease in the percentage of students at or above grade level skills is the comparison of the two populations in terms of meeting the Adequate Yearly Progress targets. Statewide, approximately one third of North Carolina public school systems met Adequate Yearly Progress criteria for the subgroup of students with disabilities. Using the NC SIP student population participating in the evaluation study in each center as a subgroup, all six centers met AYP criteria. Two of the centers met the AYP target of 68.9 percent and the other four centers met the AYP target using the Safe Harbor criteria.

It should be reiterated that not all of the students receiving instruction in each of the NC SIP centers were included in the evaluation population data. Decisions for including teachers and students in the NC SIP evaluation population were made prior to the actual data collection. Only students receiving instruction from teachers that completed the Best Practice Foundation Training and were trained in the delivery of a specific direct instruction reading program with fidelity observations feedback were included.

B. Woodcock Johnson III Achievement Tests Results

In addition to the analysis of Adequate Yearly Progress, reading subtests from the Woodcock Johnson III Test of Achievement (WJ III ACH) were administered in a pre- and post-test fashion during the 2001-2002 and 2002-2003 school years. As can be seen in Table 4, the population of students tested changed from the first to second year of the W-J III testing. Approximately 60 % of the students included in these analyses received reading instruction in the NC SIP centers across both school years. Missing data reduced the number of students included in the analyses.

The Woodcock Johnson Standard Scores are based on a mean of 100 and standard deviation of 15. A student achieving at an average level for his or her grade level will demonstrate a standard score in a range of 90 through 110. Gains in standard scores indicate progress above and beyond that expected from year to year. As can be seen in Table 3, gains in standard scores were made across all the reading subtests as well as across each of the pre and post administrations of the tests. These gains indicate that the NC SIP students included in the

TABLE 4: Pre- and Post-Test Standard Score Means and Mean Gains of Students Enrolled in the NC SIP Reading Centers Across Woodcock Johnson III Test of Achievement Reading Skills Subtest Areas

Reading Skills Sub Tests	2001-2002				2002-2003			
	N**	Pre Test Mean	Post Test Mean	Avg. Gain	N**	Pre Test Mean	Post Test Mean	Avg. Gain (2 yr. Gain)
Letter Word	121	80.25	82.41	2.16	205	83.08	85.21	2.13 (4.96)
Word Attack	122	83.04	87.28	4.24	207	87.68	92.55	4.87(9.51)
Spelling of Sounds	84	84.74	91.73	6.99	154	94.48	96.21	1.73(11.47)
Phonemic Knowledge*	84	83.60	89.77	6.17	154	91.59	93.83	2.24(10.23)
Basic Reading Skills*	117	82.47	85.44	2.97	203	84.20	87.30	3.10(4.83)

** Not all sub-tests were administered to the total sample.
* Cluster Score

evaluation are improving their reading abilities in the skills measured at a faster rate than the normal student population.

Across the two years of instruction, standard score gains ranged from a 4.83 standard score gain on the Basic Reading Skill cluster score to 11.47 standard score gain on the Spelling of Sounds subtest. The largest gains were made in Spelling of Sounds (11.47) and Phonemic Knowledge (10.23). The smallest gains were made in Letter-Word Identification (4.96) and Basic Reading Skills. At the end of the 2002-2003 school year students included in the analyses demonstrated ability in the normal range of performance in three

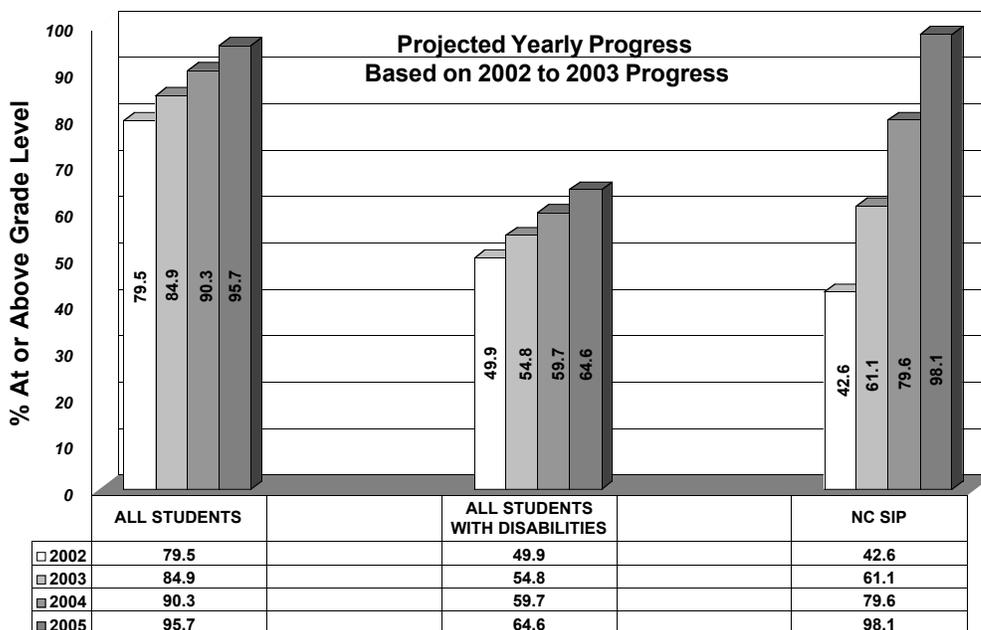
of the reading areas measured and are approaching a normal level of performance in the other two areas.

V. SUMMARY: CATCHING UP

The chart in Figure 1 below illustrates the comparative projections of the percentage of students performing at or above grade level across three groups of students; (1) all students in North Carolina, (2) all students with disabilities in North Carolina and (3) students with disabilities receiving reading instruction in the NC SIP centers.

As can be seen, in 2002, 79.5% of all students in grades 3 through 8 were performing at grade level

FIGURE 1: Comparison of Projected Percentages of Students Meeting AYP Through 2005



el in reading, and in 2003, 84.9% were performing at grade level. These scores reflect a gain, or a rate of progress, of 5.4 percentage points from 2002 to 2003. If this rate of progress were to continue approximately 95.7% of all students will be performing at or above grade level in the spring of 2005. In contrast, 49.9% of students with disabilities performed at or above grade level at the end of 2002 and 54.8% at the end of the 2003 school year. At this rate of progress approximately 64.6% of students with disabilities statewide will be performing at or above grade level at the end of the 2004-2005 school year.

These figures indicate that the gap between all students and students with disabilities statewide is slowly growing larger. However, when comparing the rate of progress of students receiving reading instruction in the NC SIP centers from 2002 to 2003 (18.5%), the projection for this group suggests that approximately 98.1% of students with disabilities receiving instruction through the NC SIP project will be performing at or above grade level by the end of the 2004-2005 school year. This projection suggests that students receiving NC SIP instruction would be performing at a level higher than the general population of students.

The rate of improvement of the students with disabilities receiving instruction in the NC SIP centers is surprisingly high and it will be difficult to sustain across the next two years. The rate of growth for these three groups of students is based on only one year of growth data. A more accurate prediction of growth could be made with several years of actual growth data. Early gains in reading skills may be easier to achieve than long range gains as instruction and the skills needed to stay at grade level become more complex. Nevertheless, these projections clearly support the assumption that the gap can be eliminated or significantly reduced. It should be reiterated that students participating in this project are not only identified as having a disability but they are selected because of serious reading difficulties. Yet, these results suggest that the gap can be eliminated if the appropriate rigorous, explicit and systematic instruction is provided for all students with disabilities achieving below grade level in reading.

Although this study demonstrates what can be accomplished, there are formidable barriers to be addressed if the gap is to be closed statewide. These barriers include the public and educators' perceptions that most students identified as having a disability do not have the mental capacity to master the standard curriculum and therefore the curriculum must be simplified or "watered down." Recently, Education Week¹ reported the results of a national poll of special and general education teachers. The survey found "that 84 percent of teachers believe that most special education students should not be expected to meet the same set of academic-content standards as other children their age." At best, this perception is accurate for only a small percentage of students identified as eligible for special education services. In North Carolina most of these students are already receiving alternate assessment approaches.

Another serious barrier is the lack of teachers who are appropriately trained to provide effective reading instruction for students with disabilities. Currently, not enough teachers exit teacher education programs with the skills to implement instruction reflecting the principles gleaned from scientifically based reading research (See page 2). This barrier has recently been addressed by the North Carolina State Board of Education with the adoption of a restructured set of teaching standards for teacher certification in special education. However, quality teachers are essential but not sufficient if the gap is going to be closed. At the school district level a stronger commitment to restructuring the learning situation is needed to assure a high fidelity in the implementation of research based instruction in the classroom. NC SIP has demonstrated that this barrier can also be eliminated.

The importance of the results reported in this evaluation study can not be over emphasized. With intensive, explicit and systematic remedial reading instruction students with disabilities enrolled in the Standard State Curriculum can improve their reading skills at a faster rate than the general population of students and can perform at, or close to, a normal level of reading performance.

¹ Ranbom, S., and Maurer, M. (2004) States strive to include students with disabilities in testing and accountability systems, but huge achievement gaps remain. *Education Week*, Jan. 7, 2004 Press Release.

BEST PRACTICE CENTERS

Center	Focus of Center	Contact Information
<p>South Central NC Cumberland County Joyce Carter, Coordinator jcarter@ccs.k12.nc.us</p>	<p>Reading and Writing: Explicit code-based reading instruction using the Wilson Reading System</p>	<p>Chestnutt EC Office 2121 Skibo Rd Fayetteville, NC 28314</p>
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<p>Western NC Haywood County Sharon Burgin, Co-Coordinator sharonb@haywood.k12.nc.us Lynn Bailey, Co-Coordinator Lbailey@haywood.k12.nc.us</p>	<p>Reading and Writing: Explicit code-based reading instruction using the Wilson Reading System</p>	<p>Haywood County Schools 1230 North Main St. Waynesville, NC 28786</p>
<p>Eastern NC Onslow County Ann Spangler, Coordinator aspangler@onslow.k12.nc.us</p>	<p>Reading and Writing: Explicit code-based reading instruction using the Language! Literacy Intervention Curriculum Program</p>	<p>Onslow County Schools 200 Broadhurst Rd Jacksonville, NC 28540</p>
<p>North Central NC Wake County Connie Steigerwald, Coordinator csteigerwald@wcpss.net</p>	<p>Reading and Writing: Explicit code-based reading instruction using Corrective Reading/ Reading Mastery - <i>SRA/McGraw Hill</i></p>	<p>Wake County Schools 4401 Atlantic Ave Raleigh, NC 27604</p>
<p>Northwestern NC Watauga County Vickie Norris, Co-Coordinator norrisv@watauga.k12.nc.us Stamey Carter, Co-Coordinator carters@watauga.k12.nc.us</p>	<p>Reading and Writing: Explicit code-based reading instruction using the Wilson Reading System</p>	<p>Hardin Elementary School 361 Jefferson Rd Boone, NC 28607</p>

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Caldwell County Reba Walden, Coordinator rwalden@caa.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	Caldwell County Schools 1914 Hickory Blvd. SW Lenoir, NC 28645
Carteret County Pollye Pruitt, Coordinator ppruitt@co.carteret.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	Carteret County Schools PO Box 600 Beaufort, NC 28516
Caswell County Laura Slivka, Coordinator iamamouse2@yahoo.com	Reading and Writing: Explicit code-based reading instruction using the Language! System	Caswell County Schools EC Division P.O. Box 160 353 County Home Rd Yanceyville, NC 27379
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Edenton-Chowan County Margaret White, Coordinator mwhite@ecps.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using the Language! system	Edenton-Chowan Co. Schools EC Division PO Box 206 113 E. King St., Ste. 300 Edenton, NC 27932
Edgecombe County Karen Moore, Coordinator kmoore@ecps.us	Reading and Writing: Explicit code-based reading instruction using the Hill Center Methodology	Edgecombe County Schools EC Division 412 Pearl St. PO Box 7128 Tarboro, NC 27886
Winston-Salem Forsyth County Myrna Doernberg, Coordinator mdoernbe@wsfcs.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using SRA Reading Mastery, SRA Corrective Reading and The Wilson Reading system	Winston-Salem Forsyth Co. Schools EC Division 1605 Miller St. Winston-Salem, NC 27103

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Lincoln County Jill Eaddy, Coordinator jeaddy@lincoln.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	Lincoln County Schools PO Box 400 Lincoln, NC 28093
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Madison County Kathryn Zimmerman, Coordinator kzimmerman@madison.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using the Wilson Reading System	Madison County Schools EC Division 5738 US Hwy 25-70 Marshall, NC 28753
Martin County Angela Matthews, Coordinator amatthews@martin.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using the Language! system	Martin County Schools EC Division 300 N. Watts St. Williamston, NC 27892
Charlotte-Mecklenburg County Gina Smith, Coordinator gina.smith@cms.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using Corrective Reading/ Reading Mastery - <i>SRA/McGraw Hill</i>	Charlotte-Mecklenburg County Schools EC Division P.O. Box 30035 Charlotte, NC 28230-0035
Mitchell County Sherry Bell, Coordinator sbell@central.mitchell.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using the Language! system	Mitchell County Schools EC Division 72 Ledger School Rd

Bakersville, NC 28705-9533

Moore County Scott Smith, Coordinator scottsmith@mcs.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	Moore County Schools PO Box 1180 Carthage, NC 28327
McDowell County Chuck Aldridge, Coordinator caldrige@mcdownell.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	McDowell County Schools PO Box 1024 Marion, NC 28752
Northampton County/ Roanoke Rapids City Schools Linda Thomas, Coordinator thomasl.co@ncs.schoolink.net	Reading and Writing: Explicit code-based reading instruction using the Language! Literacy Intervention Curriculum Program	Northampton County Schools P.O. Box 158 Jackson, NC 27845
Orange County Trish Randall, Coordinator trandall@co.orange.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	Orange County Schools 200 East King Street Hillsborough, NC 27278
Rockingham County Ann Brady, Co-Coordinator abrady@rock.k12.nc.us Daphne Wall, Co-Coordinator dwall@rock.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using Corrective Reading/ Reading Mastery - <i>SRA/McGraw Hill</i>	Rockingham County Schools EC Division 511 Harrington Hwy Eden, NC 27288-7547
Scotland County Laura Britt, Coordinator lbritt@scsnc.org	Reading and Writing: Explicit code-based reading instruction using the SRA Reading Mastery	Scotland County Schools EC Division 322 S. Main St Laurinburg, NC 28352-3855
Swain County Glenda Callicutt, Coordinator gcallicu@dnet.net	Reading and Writing: Explicit code-based reading instruction using Corrective Reading/ Reading Mastery - <i>SRA/McGraw Hill</i>	Swain County Schools EC Division PO Box 2340 280 School Dr. Bryson City, NC 28713
Washington County Peggy Davenport, Coordinator pdavenport@washingtonco.k12.nc.us	Reading and Writing: Explicit code-based reading instruction, program to be selected	Washington County Schools 802 Washington Street Plymouth, NC 27962
Wilson County Diane Pevear, Coordinator diane.pevear@mail.wilson.k12.nc.us	Reading and Writing: Explicit code-based reading instruction using Corrective Reading/ Reading Mastery - <i>SRA/McGraw Hill</i>	Wilson County Schools EC Division 117 N. Tarboro St. PO Box 2048 Wilson, NC 27893
Yancey County Grace Whitson, Coordinator gcwhitson@yanceync.net	Reading and Writing: Explicit code-based reading instruction, program to be selected	Yancey County Schools PO Box 190 Burnsville, NC 28714