

KEY FINDINGS

- *Inside* and *Edge* improve students' reading skills and district API rankings
- Data-driven reading intervention breaks the cycle of failure for adolescents
- Remediation across subgroups allows targeted skills development

Inside and Edge Provide the 6–12 Solution for Adolescents



Challenge

Val Verde Unified School District's underperforming students in grades 6-12 had not shown sufficient growth in academic performance with existing remedial programs. Over 65% of student subgroups (English-only struggling readers, English language learners, and special education students) from this California district's middle and high schools routinely scored below the "Proficient" level in English/Language Arts (ELA) on state standardized assessments.

“Implementing *Inside* and *Edge* ensures a seamless ELA intervention solution so more students can move toward proficiency.”

—Ms. Lee, Secondary Literacy Coordinator

Ms. Lee, then Val Verde's Secondary Literacy Coordinator, and her team sought a consistent and data-driven intervention curriculum for all students reading two or more years below grade level. Dr. Pospichal, March Middle School Principal and team member, knew that, "Grades 6–12 provide an important last opportunity to break the cycle of failure for students reading far below level."

Solution

Inside Language, Literacy, and Content and *Hampton-Brown Edge™* were selected as the core intervention reading/language arts programs for middle and high school students reading two years below grade level. Ms. Lee noted, "*Inside* and *Edge* provided seamless standards-based instruction for grades 6–12 that aligned with our curriculum yet also provided age-appropriate scaffolded support and systematic remediation." The team liked how the programs' ongoing assessment data enabled teachers to monitor student progress and target specific skills.

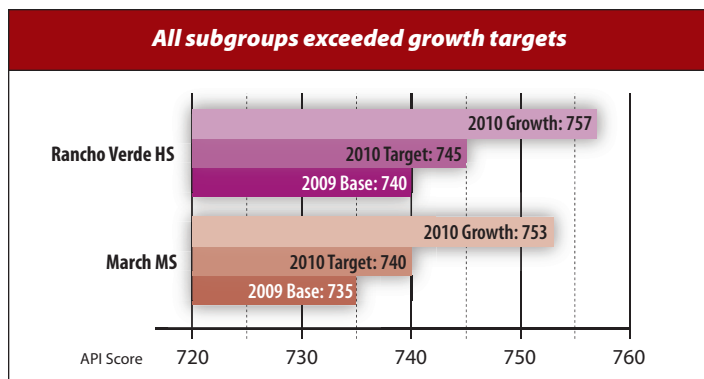
Val Verde reworked the master schedules to allow daily double-block (90 minutes) intervention classes that met ELA credit requirements. Students were

placed into classes by reading ability, regardless of their subgroup classification. Ms. Lee explained, "*Inside* and *Edge* provided sustained opportunities for targeted remediation in addition to covering the on-grade ELA (and English Language Development, as appropriate) Standards."

School teams met regularly to monitor students' progress using multiple data sources, adjust placement, and assign classes for the following school year. The *Inside/Edge* Placement Test, which yields a Lexile® measure, was given annually. Dr. Pospichal noted, "Students played a role, too—knowing the cut scores needed to advance to the next *Inside* or *Edge* level, or to exit intervention, motivated students to succeed."

Results

Inside and *Edge* helped motivate adolescents across subgroups to make substantial progress in reading. In 2010, most district middle and high schools exceeded targets set for the state's Academic Performance Index (API) rankings. Schools exceeding the growth target for all student subgroups included March Middle School, surpassing the API target by 13 points (target = 5, growth = 18), and Rancho Verde High School, surpassing the API target by 12 points (target = 5, growth = 17).



Academic Growth/API

Dr. Pospichal noted, "When adolescents experience success and know they are headed toward on-level reading, and when teachers feel successful with students who have long-struggled with learning and motivation, it is very powerful for the entire school culture."

Val Verde has experienced a paradigm shift in how underperforming students in grades 6–12 are considered, served, and supported as they work to improve their reading skills. Ms. Lee explained, "Implementing *Inside* and *Edge* as a district wide ELA intervention solution ensures seamless remedial support so more students can move toward grade level proficiency."

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