

To: Tori Green  
Mary Lee Enfield

From: Elaine Russo  
Reading Specialist  
Fernbrook School  
Randolph, New Jersey

Date: 5-14-08

I would like to submit this data to show you the results we have found using your Project Read Phonology Program in our school as part of our Early Reading Intervention Program. This is our 8<sup>th</sup> year using Project Read and it has proven to be extremely successful with our diverse population of students. Many come into our school with little or no English background as well as from low economic status with no prior preschool experiences or enriched language environments. Our program is entitled "Rising Readers" and is exclusively designed for first grade students following Maria Clay's Reading Recovery model structure of servicing students in 12-week cycles. We supplement the program with intense instruction in kindergarten using Torgesen's Phonological Awareness Training for Reading. If those children are still found to need phonemic awareness instruction in first grade, they continue receiving phonemic awareness training.

All of our first grade students are assessed at the beginning of the school year in the fall using our First Grade Fall Assessment. The subtests are composed of parts of our regular Harcourt Brace Trophies reading components in addition to the Project Read assessments containing letter-sound inventory and Words to Read (first grade level). Based on the results of this assessment, the bottom 20% are earmarked to receive the Rising Readers (Project Read) program. There are 3 cycles in the school year and each runs approximately 12 weeks. At the end of each cycle, students are assessed using a teacher made Project Read assessment to determine progress made. If they meet the set criteria that we have set in place, they are then exited. If not, the students then take a second cycle of Rising Readers and continue to receive further instruction in Project Read following the scope and sequence of the program. The maximum number of cycles that students participate in Rising Readers is 2 because it is a general education program designed to give a boost to children's reading skills. In this process, we do identify students who will continue to need intensive instruction for a longer period of time. In essence, we are functioning as a Tier 2 approach to Response to Intervention.

I am proud to inform you that our school was recognized and honored with the "Literacy for All Award" sponsored by the New Jersey International Dyslexia Association this past year. Your representative, Barbara McCauliffe, encouraged me to send you any data that we have to support the integrity of your Project Read Program. I had the privilege of taking your training in Project Read Phonology and Linguistics back in the 80's and early 90's which both of you presented and I was instantly sold. I believe in its merits and because all of the years I have been using Project Read, I have experienced positive

transformation of children's lives, countless success stories, and positive feedback from parents.

The results that you see are based on the fall and spring First Grade Assessments. As you can see, all of them have made substantial improvement and these scores reflect progress made not only in the Rising Readers Program but also in the students' ability to generalize what they learned from Project Read and then were able to integrate these skills into the traditional Trophies reading program. The only difference between the two assessments is in one section where they are tested in listening comprehension and following directions in the fall. This part is then replaced with an independent reading comprehension section. I've included both the raw scores and percentages mastered on the tests. A few of the students did end up being classified while participating in the program due to parent concern over the difficulty their children were having in learning to read. They were classified based on the 15 point standard deviation discrepancy formula that is used in our district. They continue to receive the Wilson Program in the Resource Centers.

I hope this information is helpful to you and if you have any questions, please feel free to contact me.

Respectfully yours,

Elaine Russo  
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Rising Readers Pre and Post First Grade Assessment Results using the Project Read Program for Early R  
 School Year: 2006-2007

	Fall Testing Scores		262	Spring Testing Scores	
	Score	Percentage		Score	Percentage
Student A	102	39%	262	98%	
Student B	129	49%	257	96%	
Student C	99	38%	251	94%	
Student D	94	36%	250	94%	
Student E	114	44%	252	94%	
Student F	111	42%	247	93%	
Student G	108	41%	247	93%	
Student H	103	39%	249	93%	
Student I	101	39%	246	92%	
Student J	96	37%	245	92%	
Student K	99	38%	234	88%	
Student L	125	48%	232	87%	
Student M	97	37%	231	87%	
Student N	116	44%	228	85%	
Student O	120	46%	222	83%	
Student P	122	47%	216	81%	
Student Q	121	46%	217	81%	
Student R	113	43%	212	70%	
Student S	93	35%	168	63%	
Student T	94	36%	161	60%	