

Arizona

WASHINGTON ELEMENTARY SCHOOL DISTRICT



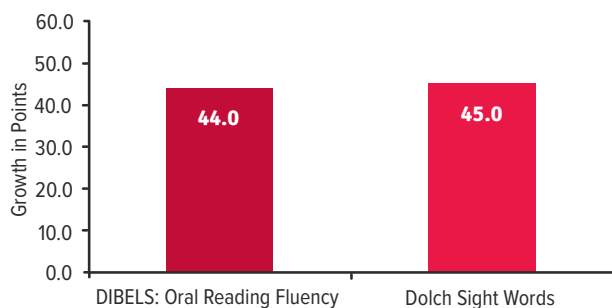
A second grade teacher at a Title I elementary school in Phoenix, Arizona’s Washington Elementary School District needed to meet the needs of her English language learners (67% ELLs of total, total n=24). Through the use of the Reading A-Z resources for guided reading groups and homework, she saw consistent and statistically significant ($p < .05$) gains on the DIBELS Oral Reading Fluency test, Dolch Sight Word List, and Reading A-Z levels.

“At the end of the year I found that most of my students gained a grade level in reading. While some of the students began the year below grade level, they still gained 5-6 Reading A-Z levels during that year. The majority of the students in my class were reading on grade level at the end of the year.”

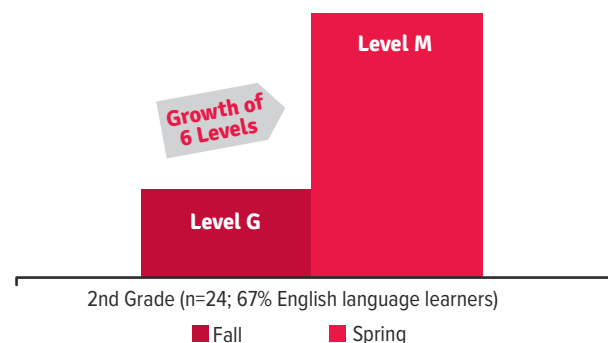
– Teacher, Washington Elementary School District

The amount of growth observed among this class of largely English language learners was in line with the growth that is typically observed among native English speakers.

Growth in Assessments



Reading A-Z



Research shows that English language learners tend to be below English-speaking peers in reading, and this achievement gap remains across grade levels, unless intervention is provided (National Center for Education Statistics, 2011). As shown above, the amount of growth observed among this class of largely ELL students was in line with the growth that is typically observed among native English speakers (a growth of 6 Reading A-Z Levels).