



**DATE:** March 20, 2013

Appendix OOO-10-6  
April 29, 2013

**TO:** Board of Education

**FROM:** Jane Belmore, Superintendent

**RE:** Literacy Intervention Data Update: Reading Recovery

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## I. Introduction

**A. Title/topic:** Literacy Intervention Data Update on Reading Recovery

**B. Presenter/contact person:**

Sue Abplanalp

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**C. Background information:** MMSD's Reading Recovery program and professional development are in place largely due to the i3 Grant award that supports new and ongoing training and coaching for Reading Recovery teachers. This i3 Grant award funding extends through the end of the 2013-2014 school year. The i3 Grant was signed in 2012 by Superintendent Dan Nerad, Title I Director Jennifer Allen, building principals, and i3 teachers. By signing this i3 Grant, MMSD has committed to Reading Recovery as an intervention and will have received \$93,123 to support training and development. MMSD is in an i3 consortium with Sun Prairie, Edgerton, and Milton School Districts. If MMSD were to terminate the agreement with the i3 grant, we would be required to pay back all of this grant funding to National Louis University and potentially be responsible for other severance fees.

The Board asked MMSD administration to create a plan for evaluating literacy interventions and reporting findings to the Board. In response, Research & Program Evaluation staff constructed a plan for literacy intervention data updates and program evaluations (see Attachment 1). The first data update, which focuses on Reading Recovery, is presented here (see Attachment 2).

Reading Recovery is an intensive Tier III literacy intervention program. Reading Recovery has evolved within MMSD based on the needs of our students. Major changes in implementation have been made to include:

- Defining a much wider band of students to be identified. Students are not excluded from Reading Recovery due to behavior, attendance, language development or an already diagnosed learning disability. Reading Recovery is intended to serve the students who need the intervention the most, not necessarily those who will make the greatest gains from the support. Serving harder-to-teach and more mobile children, often with multiple challenges, impacts MMSD's discontinuation data.
- Redefining the definition of "discontinued" at the end of a child's time in Reading Recovery. Discontinuation is a term used within Reading Recovery to describe

“reading proficiency.” Criteria for discontinuation are now aligned with college and career readiness standards, resulting in a more rigorous benchmark goal of proficiency for students in Reading Recovery. \*\*\*For 2012-2013 and 2013-2014 we will also be examining end-of-year Text Reading Levels for all students who have had Reading Recovery as another measure of intervention success.

Reading Recovery has served as one component in a comprehensive system for intervention. As the only intervention within an MMSD elementary school, Reading Recovery interventions are primarily limited to only first grade students. By combining a Reading Recovery teacher position with an Interventionist position, schools were able to benefit from maximizing the potential of that teacher. Reading Recovery teachers receive intensive professional development that applies to work in Tier II and Tier III settings within an RTI model. These teachers that serve in both capacities often work with Reading Recovery students before and after their formal Reading Recovery intervention, providing an efficient continuity of service. These teachers play an integral role on the building RTI Leadership Team.

**D. BOE action requested:** Review and acceptance of this report.

## **II. Summary of Current Information**

**A. Summary:** The attached report (see Attachment 2) provides a data update on the Reading Recovery and Descubriendo la Lectura (DLL) programs. As the longest-operating literacy intervention, this program has the most comprehensive data of all interventions. This data update covers student enrollment and achievement in Reading Recovery/DLL from 2008-09 to 2011-12.

Discontinuation is the goal for students in Reading Recovery/DLL. Discontinuation means a student has made accelerated gains, reaching grade-level expectations in reading and writing, and has demonstrated strategic activities that will foster continuing achievement in the classroom without additional support.

Historically, MMSD’s discontinuation rate falls below national average discontinuation rates. MMSD’s 2011-12 discontinuation rate was particularly low relative to the national average for that year (28% versus 58%).

For the current 2012-13 school year:

- Total Reading Recovery FTE = 14.0
- Total Number of MMSD Elementary Schools with Reading Recovery = 23
- Number of MMSD Title I Funded Schools = 19/23
- Number of MMSD Non-Title I Schools = 5/23

**B. Recommendations and/or alternative recommendation(s):** It is recommended that the Board approve this report.

For the 2013-2014 school year, Reading Recovery, as a Tier III intervention, will be placed in only Title I schools and will be funded completely with federal Title I dollars. These are our highest poverty schools and therefore, Reading Recovery will be serving the greatest number of students across the district in poverty. In conjunction with Reading Recovery, all Title I schools will receive a locally funded 0.5 FTE for a K-5 Interventionist, creating a 1.0 FTE Interventionist position within a comprehensive

system that flexibly meets the needs of K-5 students in one-to-one, small group pull-out and push-in intervention times.

In Non-Title Schools a 0.5 Interventionist position will be allocated in place of the 0.5 former Reading Recovery, enabling these schools to implement interventions K-5 vs. only in 1st grade with the prior Reading Recovery only position.

Next year we will have Reading Recovery trained Interventionists in all of our Title I schools and in many of our Non-Title Schools. These highly trained teachers will flexibly meet the needs of K-5 students in a coordinated intervention model where Reading Recovery is not serving as the only stand-alone intervention.

In the 2014-15 school year, our obligation to the i3 grant will end, and we will have greater flexibility in how we use these allocations and expertly trained teachers.

**C. Link to supporting detail:** N/A

### **III. Implications**

**A. Budget:** N/A

**B. Strategic Plan:** N/A

**C. Equity Plan:** N/A

**D. Implications for other aspects of the organization:** N/A

### **IV. Supporting Documentation**

**A.** Attachment 1 – *Literacy Intervention Update Plan*

**B.** Attachment 2 – *Literacy Data Update: Reading Recovery*



## Plan for Literacy Intervention Data Updates and Program Evaluations to the Board

The Board has asked MMSD administration to create a plan for evaluating literacy interventions and reporting findings to the Board. Curriculum & Assessment staff have identified eight literacy interventions that make up the core of district efforts (see Table 1).

**Table 1: Literacy Interventions Used by MMSD**

Intervention	Description	Implementation Year
Reading Recovery & Descubriendo la Lectura (DLL)	Reading Recovery is a short-term literacy intervention for the lowest-performing first-grade students. Reading Recovery students receive 30 minutes of intensive literacy instruction daily in a one-to-one setting with a specially-trained teacher for up to 20 weeks. The goal is for students to develop effective reading and writing strategies allowing them to function within the average range of a typical first-grade classroom. DLL is a reconstruction of Reading Recovery for Spanish-speaking children; as such, it shares the same goals and structure as Reading Recovery.	1990
READ 180	READ 180 is a technology-based reading program in which students with basic skills in decoding, but functioning at least two grade levels below their peers in reading, move through a series of instructional stations in order to develop their skills. The session begins and ends with whole-group teacher-directed instruction. This is followed by students breaking into three small groups that rotate among three stations. Students participate in READ 180 Stage B (middle school) or Stage C (high school) one class period per day.	2001 (pilot); 2011 (across all middle and high schools)
System 44	System 44 is a technology-based phonics curriculum designed to support older students who are still struggling with basic decoding skills. System 44 helps middle and high school students learn how to “crack the code” on the 44 sounds and 26 letters in the English language. A knowledgeable instructor, adaptive software and leveled text are used to develop skills of phonemic awareness, phonics, vocabulary, fluency and comprehension. It is intended to be a short term intervention, with students only remaining in the program until they have mastered the 44 sounds of the English language. When they do, they may advance to Read 180 or another intervention if appropriate.	2001 (pilot); 2011 (across all high schools)
Voyager & Voyager Passaporte	Voyager Passport is designed to accelerate the growth of students who are one to two years behind. It is a 24-week program comprised of 12 two-week “Adventures”. It is delivered in small groups of up to six students per group. Voyager Passport is available in 6 levels: Level A (Kindergarten), Level B (1 <sup>st</sup> grade), Level C (2 <sup>nd</sup> grade), Level D (3 <sup>rd</sup> grade), Level E (4 <sup>th</sup> grade), Level F (5 <sup>th</sup> grade). Voyager Passaporte is designed for K-3 Spanish speakers who are struggling in reading. Passaporte is a 26 week program. Intervention is delivered in small groups (no more than 5 students).	2012



Intervention	Description	Implementation Year
Leveled Literacy Intervention (LLI)	LLI is a short term intervention designed to bring children up to grade-level in 18-20 weeks. LLI groups (2-3) emphasize problem-solving strategies, comprehension, fluency, word-solving strategies, reading and writing links during guided reading instruction, LLI is available in four levels (kits): Orange (Kindergarten), Blue (1 <sup>st</sup> grade), Green (2 <sup>nd</sup> grade), and Red (3 <sup>rd</sup> grade and up).	2012
Reading Mastery	Reading Mastery is a Direct Instruction program designed for students in grades 1-6. MMSD uses Reading Mastery as an intensive invention for students primarily in special education. Access to Reading Mastery is dependent upon school and teacher training, and materials were given to specific schools that consistently use and are trained in Direct Instruction.	2012
REWARDS	REWARDS Secondary and companion components are designed for students in grades 6-12. REWARDS offers flexibility based on students' beginning reading level and area of need focus. REWARDS is non-computer based flexible intervention that can be delivered in 4-5 weeks within an intervention block or expanded to use all of the components. REWARDS Secondary is designed for students who read at a 2.5 grade level. The additional components are designed for students reading at a 4 <sup>th</sup> grade level and/or may be used following the completion of REWARDS Secondary.	2012
LANGUAGE!	LANGUAGE! is designed to rapidly accelerate students' reading achievement. LANGUAGE! is designed for multiple entry points based on a placement test/student's reading level. LANGUAGE! is proposed as a parallel option for students who are not well matched to System 44 or READ 180 due to the need for a smaller group learning environment.	2012

The plan is to provide the Board with annual data updates on the eight interventions, which provide a quick overview the Board can use to understand current progress on literacy. In addition, Research & Program Evaluation staff propose adding these interventions to the list of possible candidates for full-scale program evaluations, which would give detailed, rigorous analysis of a program to inform systemic changes. Details of both types of reports are listed below.

### DATA UPDATES

Consistent data updates will provide the Board with historical and current information on key literacy interventions.

#### Measures to Report

The Board update will include two types of measures. First, it will outline program participation. Second, it will show progress on a key program outcome. To select the appropriate outcome measure, Research & Program Evaluation staff will consider a variety of factors, including data availability, explanatory power, level of detail, and connection to larger district and evaluation goals. All measures will include a four-year rolling history, when possible. The table below gives a sense of the possible structure of this data.



Reading Recovery				
	2008-09	2009-10	2010-11	2011-12
Total	X	X	X	X
Female	X	X	X	X
African American	X	X	X	X
Hispanic	X	X	X	X
MMSD % Discontinued	X%	X%	X%	X%
National % Discontinued	X%	X%	X%	X%

In investigating the options for data to report for these programs for 2011-12 and for prior years, Research & Program Evaluation staff have not been able to find a consistent way that students were identified as participants in these literacy interventions in prior years. As such, there are serious data concerns that make the exact measures too difficult to secure at this time. Staff are working now with Curriculum & Assessment leads to find solutions. However, it is possible that this plan will need to be modified based on uncertain data availability prior to 2011-12.

### Resources to Report

When available, the update would include a short description of the inputs for the literacy interventions. These resources would be listed for the previous fiscal year and would include number of FTEs, salaries, and expenditures.

### Update Timeline

The data update for 2011-12 will be presented to the Student Achievement Committee in April. While data updates could be provided earlier in future years, updates will not include reporting for in-progress or partial years. These programs are designed to be full interventions, with students receiving treatments throughout the school year. As such, it would be invalid to examine gains from partial year as a way of determining the success of a particular intervention strategy.

The 2011-12 report to the Board this April will include an update for Reading Recovery, READ 180, and System 44. New initiatives—including Voyager, LLI, Reading Mastery, REWARDS, and LANGUAGE!—will be included in subsequent updates once sufficient data exists.

## PROGRAM EVALUATIONS

Full-scale program evaluations are a vital step towards understanding how well interventions are working and where improvements can be made. While data updates help provide a quick snapshot of the program, they do not give the robust look necessary for major changes in funding and implementation. A program evaluation would include quantitative and qualitative data, taking into account formative and summative questions. This kind of analysis would allow for a rigorous examination of program outcomes, fidelity of implementation, and comparison to state/national norms, when available.

Because program evaluations require rich and varied data, they take an average of one year to complete. Therefore, Research & Program Evaluation staff can only undertake one to two evaluations per year, given staff time and other obligations. Additional internal and external capacity would make more evaluation work possible.

**Schedule**

The Research & Program Evaluation Office has begun plans to implement a program evaluation schedule. The office plans to undertake a maximum of two full-scale program evaluations each year. Staff have begun to identify programs in the district that are at the top of the list based on a number of factors, including time operating in the district, total expenditure, relationship of program to district priorities, and data availability. Literacy interventions are understandably high on this list. Reading Recovery will likely be among one of the first programs to be evaluated. RPE staff have already begun to draft an evaluation plan for the program and will continue to refine this plan with district leadership and program staff.



# Literacy Data Update: Reading Recovery

2008-09 through 2011-12

This report contains basic historical information on the Reading Recovery program in MMSD. The Board of Education has requested annual data updates on literacy interventions, and this is the first of those updates.

## Reading Recovery & Descubriendo la Lectura (DLL)

Reading Recovery is a short-term literacy intervention for the lowest-performing first-grade students. Reading Recovery students receive 30 minutes of intensive literacy instruction daily in a one-to-one setting with a specially-trained teacher for up to 20 weeks. The goal is for students to develop effective reading and writing strategies allowing them to function within the average range of a typical first-grade classroom. DLL is a reconstruction of Reading Recovery for Spanish-speaking children; as such, it shares the same goals and structure as Reading Recovery. Reading Recovery began in MMSD in 1990.

Data is presented for enrollment and achievement in Reading Recovery/DLL. Enrollment is shown for all participants and disaggregated by gender and race. Achievement is measured by discontinuation rates. Discontinuation from Reading Recovery/DLL means that a student has made accelerated gains, reaching grade-level expectations in reading and writing, and has demonstrated strategic activities that will foster continuing achievement in the classroom without additional support.

All students who participated in the Reading Recovery program in MMSD are included in the table below, which is the approach used by the Reading Recovery program for reporting national discontinuation rates and in MMSD for past Reading Recovery reports. Because the methodologies used are the same, MMSD and national discontinuation rates should be comparable.

### Reading Recovery/DLL Historical Data

	2008-09	2009-10	2010-11	2011-12
Total Participants	263	229	184	185
Female	103	82	74	82
African American	138	106	73	92
Hispanic	62	55	49	39
MMSD % Discontinued	42%	51%	43%	28%
National % Discontinued*	60%	60%	59%	58%

*Note: 14 students in the participant list provided had invalid Student IDs and could not be linked to a student record. These 14 students are excluded from the table above.*

\*National discontinuation rates are drawn from annual statistical abstracts produced by the Reading Recovery International Data Evaluation Center.