



**Board of Education
Instruction Work Group
January 5, 2015**

Reading Recovery in the context of a Multi-Tiered System of Supports

*Presentation for the BOE Instructional
Work Group*

January 5, 2015

MADISON



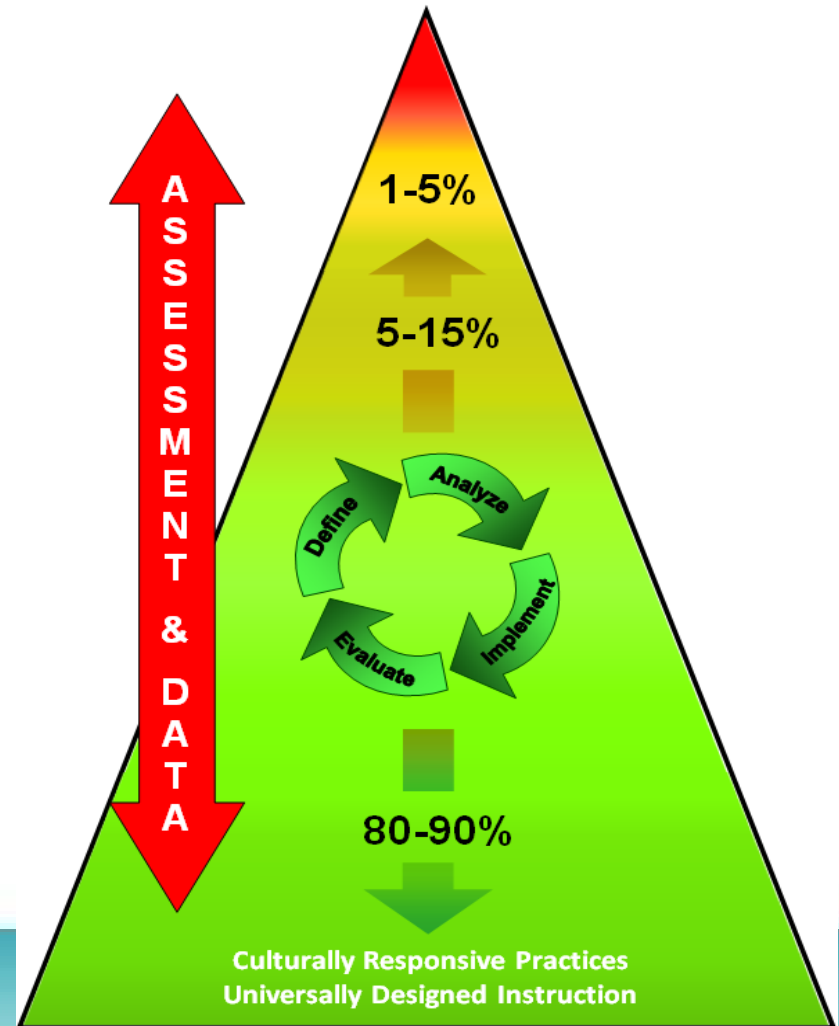
MTSS



Introduction & Overview

Multi-Tiered System of Supports

- Seamless system of high quality core instruction and Intervention
- Data-Based Decision Making
- Professional learning



Resources Across Tiers of Support

Tier 3 1-5%

Reading Mastery
Literacy Lessons™
Reading Recovery®/DLL
Evidence based strategies

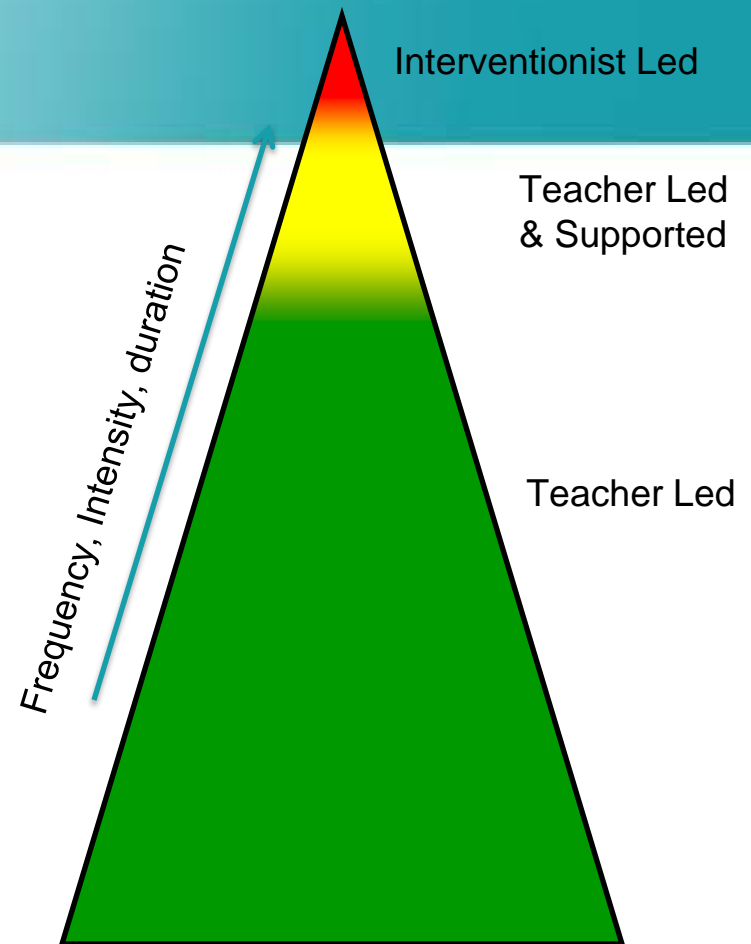


Tier 2 5-15%

Mondo Phonics & Oral Language
Leveled Literacy Intervention*
Passport*
Pasaporte*
Evidence based strategies

Tier 1 80-90%

CCSS
Mondo curricular materials and targeted
assessments, Calle, leveled bookroom books



* May also be used as a tier 3 intervention based on intensification



What is Reading Recovery®?

- A short-term, 1:1 intervention for 1st grade students who have the lowest achievement in literacy
 - Goal: the students to develop effective reading and writing strategies in order to work within an average range of classroom performance
- 18 schools implementing RR; 4 of these schools have DLL – 2 of which have both, and 2 only DLL
- Only in Title 1 schools for the past 2 years



Intervention Professional Development

–Training

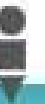
- Systems level perspective (core is key)
- Foundations of reading and writing
- Research based interventions (programs & strategies)
- Progress monitoring tools and goal setting
- Data-based decision making (with students & teams)
- Implementation issues
- Documentation

–Student-centered coaching cycles, technical assistance, and consultation for each school



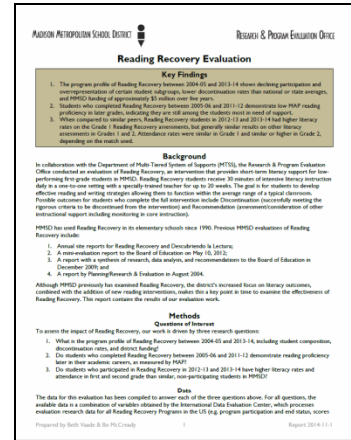
Reasons for RR Program Evaluation

- On-going evaluation of our efforts are important in making decisions
- Independent program evaluation to monitor our own progress
- Identify any patterns and trends that we didn't know
- Make decisions about next steps



Reading Recovery Evaluation

- **Purpose:** Conduct a summative evaluation of Reading Recovery
- **Key Design Elements:**
 - Evaluation design developed collaboratively with Reading Recovery leadership to identify appropriate data, outcomes, and comparison groups
 - Questions of interest vary intentionally by time covered and rigor of analysis – provides both a profile of the program over time and causal impacts
 - Combine Reading Recovery and Descubriendo la Lectura participants in the same analysis



Reading Recovery Evaluation – Question #1

Question: What is the program profile of Reading Recovery from 2004-05 to 2013-14, including student composition, discontinuation rates, and district funding?

Data and Methods:

- Reviewed enrollment and demographics of Reading Recovery participants from 2004-05 to 2013-14
- Compared end statuses for MMSD, Wisconsin, and nationwide Reading Recovery students from 2004-05 to 2013-14
- Reviewed MMSD costs for five years (FY11 - FY15) - no specific account code prior to FY11



Reading Recovery – Question #1 (con.)

Findings:

–Declining participation and overrepresentation of certain student subgroups – from 301 students in 2004-05 to 192 students in 2013-14; overwhelming majority of participants are students of color and low income

| | Students | Asian | African-American | Hispanic | Two or more races | White | Female | Special Ed | ELL | Free/ Reduced Lunch |
|---------|----------|-------|------------------|----------|-------------------|-------|--------|------------|-----|---------------------|
| 2004-05 | 301 | 11% | 42% | 17% | 7% | 22% | 43% | 10% | 28% | 79% |
| 2005-06 | 285 | 8% | 37% | 18% | 8% | 27% | 49% | 9% | 21% | 72% |
| 2006-07 | 259 | 8% | 40% | 20% | 8% | 23% | 38% | 15% | 30% | 78% |
| 2007-08 | 259 | 8% | 40% | 22% | 8% | 20% | 40% | 14% | 32% | 80% |
| 2008-09 | 263 | 6% | 44% | 25% | 8% | 16% | 39% | 21% | 23% | 83% |
| 2009-10 | 229 | 5% | 41% | 26% | 7% | 20% | 36% | 19% | 30% | 83% |
| 2010-11 | 184 | 5% | 38% | 27% | 11% | 18% | 40% | 17% | 27% | 85% |
| 2011-12 | 199 | 6% | 49% | 21% | 10% | 14% | 44% | 20% | 25% | 88% |
| 2012-13 | 229 | 9% | 34% | 31% | 9% | 17% | 37% | 18% | 37% | 86% |
| 2013-14 | 192 | 6% | 35% | 38% | 9% | 12% | 42% | 19% | 44% | 92% |

Available on p. 3 of the report



Reading Recovery[®]/DLL Terminology

Discontinued: A child who successfully met the rigorous standard and guidelines criteria to have the status of discontinued within 16-20 weeks.

Recommended: A child who was recommended for additional assessment/consideration of other instructional support after receiving a complete intervention of 20 weeks. This may include another tier 3 or tier 2 intervention, or tier 1 with monitoring.

Incomplete Series: A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.

All Served: This is the total of all students served by Reading Recovery/DLL, even if for only one lesson and regardless of intervention status.

Complete programs: treatment group that received a full series of lessons; whether they were discontinued or recommended (16-20 weeks)



Reading Recovery – Question #1 (con.)

Findings:

–Lower discontinuation rates than national or state averages - discontinuation rates in MMSD have declined 18% for participants overall and 23% for completers, while national rates have stayed relatively constant

2013-14 Reading Recovery End Statuses

| | Discontinued | Recommended | Incomplete | Moved | Other | Discontinuation Rate (completers only) |
|-----------|--------------|-------------|------------|-------|-------|--|
| National | 55% | 22% | 17% | 4% | 2% | 72% |
| Wisconsin | 45% | 31% | 18% | 4% | 2% | 59% |
| MMSD | 38% | 38% | 17% | 6% | 2% | 50% |

Available on pp. 3-4 of the report



Discontinuation Rate History

| | National | | | MMSD | | |
|---------|-----------------|----------------------|--|-----------------|----------------------|--|
| | Students Served | Discontinuation Rate | Discontinuation Rate (completers only) | Students Served | Discontinuation Rate | Discontinuation Rate (completers only) |
| 2004-05 | 115,579 | 59% | 76% | 301 | 56% | 73% |
| 2005-06 | 107,744 | 59% | 76% | 285 | 61% | 76% |
| 2006-07 | 98,060 | 57% | 73% | 259 | 41% | 61% |
| 2007-08 | 89,765 | 59% | 75% | 259 | 50% | 68% |
| 2008-09 | 82,125 | 60% | 75% | 263 | 42% | 59% |
| 2009-10 | 73,161 | 60% | 75% | 229 | 51% | 67% |
| 2010-11 | 62,111 | 59% | 74% | 184 | 43% | 69% |
| 2011-12 | 53,125 | 58% | 74% | 199 | 27% | 44% |
| 2012-13 | 49,248 | 58% | 74% | 229 | 34% | 49% |
| 2013-14 | 47,263 | 55% | 72% | 192 | 38% | 50% |

Lower than national rates but improving over past 3 years

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Reading Recovery – Question #1 (con.)

Findings:

- MMSD funding of approximately \$5 million over the five years (FY11-FY15), or about \$1 million per year, with the bulk of that funding going toward staff costs
- **Funding shift** from mix of local and Title I to **almost exclusively Title I**

| Year | MMSD Operating Funds | Title I | Title IIA | i3 Grant | Other Districts | Donations | Total Expenditures |
|---------------------|----------------------|---------------------|-----------|-----------|-----------------|-----------|---------------------|
| FY11 | 328,836.50 | 454,326.06 | 73,690.07 | - | 14,611.00 | 18,752.57 | 890,216.20 |
| FY12 | 480,551.42 | 718,370.64 | - | 4,702.70 | 7,205.00 | - | 1,210,829.76 |
| FY13 | 349,901.64 | 729,675.45 | - | 27,814.81 | 41,460.00 | 157.50 | 1,149,009.40 |
| FY14 | 12,782.97 | 944,938.93 | - | 14,678.32 | 21,975.00 | - | 994,375.22 |
| FY15 Budget | - | 943,582.34 | - | 14,936.17 | 33,000.00 | - | 991,518.51 |
| 5-year Total | 1,172,072.53 | 3,790,893.42 | 73,690.07 | 62,132.00 | 118,251.00 | 18,910.07 | 5,235,949.09 |

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Reading Recovery Evaluation – Question #2

Question: Do students who completed Reading Recovery from 2005-06 to 2011-12 demonstrate reading proficiency later in their academic careers, as measured by MAP?

Data and Methods:

- Use reading data from the Grades 3-8 administrations of the MAP from 2012-13 and 2013-14 (excluding 2011-12 because first year of administration)
- Combine two years of data and identify all students who once completed Reading Recovery (Discontinued or Recommended)
- Present proficiency rates for these students, disaggregated by grade they were in when they took the test



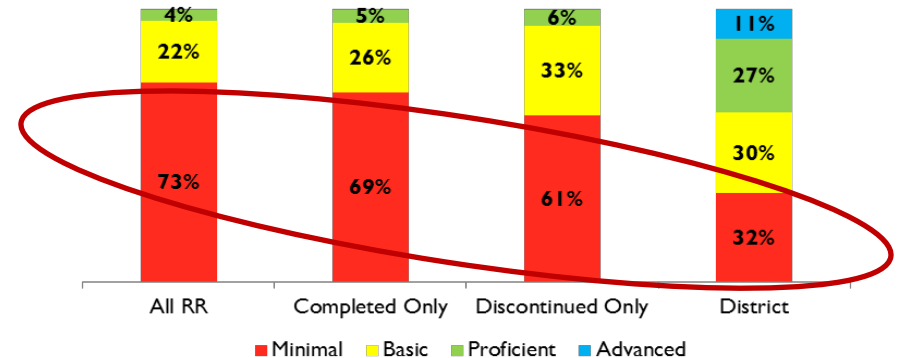
Reading Recovery – Question #2 (con.)

Findings:

- Students who completed Reading Recovery from 2005-06 to 2011-12 demonstrate **low MAP reading proficiency later** in their academic careers
- Former Reading Recovery students are also far off from proficiency

| Grade | All RR | Completed Only | Discontinued Only | District |
|------------|--------|----------------|-------------------|----------|
| 3 | 2% | 3% | 2% | 37% |
| 4 | 4% | 4% | 5% | 41% |
| 5 | 6% | 7% | 8% | 37% |
| 6 | 5% | 7% | 10% | 39% |
| 7 | 4% | 4% | 7% | 37% |
| 8 | 5% | 4% | 5% | 36% |
| All Grades | 5% | 5% | 6% | 38% |

MAP Spring Reading Result Levels



Available on p. 5 of the report



Reading Recovery Evaluation – Question #3

Question # 3: Do students who participated in Reading Recovery in 2012-13 and 2013-14 have higher literacy rates and attendance in first and second grade than similar, non-participating students in MMSD?

Data and Methods:

- Restrict Reading Recovery population to only students who completed the program (Discontinued or Recommended)
- Created two comparison groups:
 - Match 1 – RR Subset versus Tested Not Instructed Students
 - Match 2 – RR Completers versus Non-Completers
- Compared literacy assessments (OSELA, AIMSweb, and PALS) and attendance in Grade 1 and Grade 2

Reading Recovery – Question #3 (con.)

Findings: When compared to similar peers, Reading Recovery students in 2012-13 and 2013-14 had:

- **Slightly higher literacy rates on the Reading Recovery assessments in Grade 1**
- **Similar reading rates on other literacy assessments in Grades 1 and 2**
- **Similar attendance rates in Grade 1 and similar or higher attendance in Grade 2, depending on the match used.**

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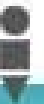


What Have We Learned?

-Nationally and internationally, large body of research on Reading Recovery with mixed evidence

-Locally, although some RR students in some schools have success during and after the program, results over time show no consistent positive effects at a systems level

What do these findings mean for interventions overall and for Reading Recovery?



Next Steps

In General for Interventions:

- Review current interventions on a cycle that is commensurate with core curriculum review
- Central office will provide guidance and support to schools as they select interventions based on student needs
- Tighten up system of documentation for all interventions (Oasys)
- Continue to identify effective research based interventions that may meet the needs of more students
- Continue with our expanded and enhanced professional development model as it is a comprehensive training model that supports coherent instruction



Next Steps

Specific to Reading Recovery:

- Based on capacity to implement with fidelity, history of student success, and alignment with School Improvement Plan, principals have discretion to offer Reading Recovery within their multi-tiered system of supports
 - Fits with district belief of flexibility within clear parameters
 - Keeps schools at the center of decision-making because they know their students and staff best
- Title 1 schools are no longer required to have Reading Recovery as an intervention
- Title 1 schools will not lose any funding if they choose not to implement Reading Recovery



Questions?

