

Practices from Two *Reading First* Schools with Strong Intervention Outcomes



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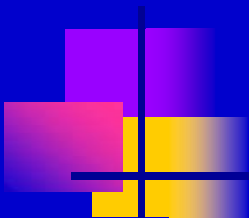
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Agenda

- Introduction
- Effective Interventions: What do we know from research?
- 7 Common Traits and Examples from 2 schools
- Two Principals' Summaries
- Questions and Answers
- Concluding Thoughts



Why must we work at the school level to provide effective interventions?

- Children enter school with very diverse instructional needs
- Some children may require instruction that is 4 or 5 times more powerful than the rest of the students
- The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students



What do we know about the characteristics of effective interventions?

- They always increase the intensity of instruction - they accelerate learning
- They always provide many more opportunities for re-teaching, review, and practice
- They are focused carefully on the most essential learning needs of the students.



How were effective schools identified?

We first identified the RF schools that had the highest Index of Effectiveness for Interventions (EI) across grades K-3 combined

- The EI (Effectiveness of Intervention) Index indicates the percentage of students who began the year at some level of risk for reading difficulties, based on their DIBELS performance, but who grew rapidly enough to meet grade level expectations by the end of the year as measured by the DIBELS tests.



Once the schools with the highest EI percentiles were identified, **four criteria** were used to identify 10 schools for visits:

- an ECI index score above the 60th percentile
- at least 50 students per grade level
- percentage of minority students above the state *Reading First* average of 66%
- percentage of students qualifying for free and reduced lunch above the state *Reading First* average of 74%

Data on 2 Schools Meeting the Effective School Criteria for consecutive years

School Name	EI %ile	ECI %ile	% min	% LEP	% FR lunch	K-3 Total
2004-2005						
Winegard	99	82	84	47	89	499
Lake Gem	97	79	83	22	80	455
2005-2006						
Winegard	98	88	86.1	62.2	84.1	466
Lake Gem	99	96	87.6	20.9	80.2	478
2006-2007						
Winegard						
Lake Gem						



7 Common Traits Observed in Successful Schools

- **Strong Leadership**
- **Positive Belief and Teacher Dedication**
- **Data Utilization and Analysis**
- **Effective Scheduling**
- **Professional Development**
- **Scientifically Based Intervention Programs**
- **Parent Involvement**



Strong Leadership

- Characterized by extensive **knowledge** of:
 - Children
 - Reading programs
 - Data
 - Schedules
 - Teachers' needs
- Involved in every aspect of their school's reading program
- Leadership was provided by principals, reading coaches and/or literacy teams



Leadership Examples

- Lake Gem
- Winegard



Positive Belief and Teacher Dedication

- Despite... teachers at successful schools believed ALL their students could read
 - language barriers
 - limited support at home
 - low socioeconomic status
- Teachers raised the bar, not lowered it
- Teachers committed to extra hours (planning, workshops, after school programs, etc.) to meet the needs of ALL of their students



Positive Belief Examples

- Lake Gem
- Winegard



Data Utilization and Analysis

Key characteristics of Data meetings:

- Held on a regular basis (bi-weekly or monthly)
- Attendees were able to make school level decisions and could make changes - usually principal
- Systems/worksheets used for structure
- Follow-up
- Data compiled from multiple sources

Data Utilization and Analysis

Examples

- Lake Gem
- Winegard



Effective Scheduling

- Teachers wanted, “More Time!”

An efficient schedule allows for:

- An uninterrupted period of time for reading instruction (90 minutes or more)
- Specific times when intensive reading interventions will be provided
- The most efficient use of support staff to help provide intensive interventions
- A common planning time to facilitate grade-level meetings



Scheduling Examples

- Lake Gem
- Winegard



One principal's comments about scheduling interventions during the small-group time of the reading block

- reduced student travel time to intervention classes
- increased coordination between the regular classroom and intervention teacher
- provided additional learning opportunities for the regular classroom teacher who is able to occasionally observe the intervention teacher working with a group of struggling readers



Professional Development

- It takes more knowledge and skill to teach students who struggle in learning to read than it does to for students who find it easier to learn
- Considerations when developing a professional development plan:
 - A combination of personnel to deliver trainings
 - High teacher turn-over rate
 - Time consumption from Coaches
 - Training for 'Special Area' teachers
 - Differentiated Professional Development for teachers
 - Follow up training

Professional Development

Examples

- Lake Gem
- Winegard



Scientifically Based Intervention Programs

- Published Intervention Programs
- Materials drawn from several sources
- Computer-based programs



Program Examples

- Lake Gem
- Winegard



Parent Involvement

- Make the parents feel “welcome” at the school and feel that they are a vital part of their child’s education
- Can be challenging when parents speak limited English
- Need to think “outside of the box” to plan a parent night
 - provide food and babysitting services
 - offer two meeting times – one during the day and one in the evening
 - bring the meeting to the communities



Parent Involvement Examples

- Lake Gem
- Winegard



Resources available free to all schools, principals and teachers

- Three documents related to this presentation are available at www.fcrr.org
 1. Complete report
 2. Executive summary for complete report
 3. "Principal's guide to intensive interventions for struggling readers in Reading First schools"
- To download 240 independent student learning activities for K-1 classrooms, and 170 activities for 2-3, go to <http://www.fcrr.org/activities/>
- To find objective, teacher-written reviews of commercially available intervention programs and materials, go to: <http://www.fcrr.org/FCRReports/>
 - About 70 supplemental/intervention program reviews are available



Lake Gem Elementary

- Mr. Raymond King – Principal
- ADD SCHOOL 2006-2007 DATA HERE



Winegard Elementary

- Dr. Ella Barnes – Principal
- ADD SCHOOL 2006-2007 DATA HERE



Questions and Discussion



Concluding Thoughts

- All 7 of the traits are important – they work interactively and cumulatively to sustain a successful program
- Even these relatively successful schools still have a long way to go in preventing reading difficulties in all students
- The place to start is with the things you have the most control over – leadership, scheduling, use of data, strong programs and professional development
- To make this complex system work, knowledgeable leaders and dedicated teachers need to work together to establish a school culture focused on high standards and confidence that goals can be achieved



Thank You

- To download this presentation please visit the Science of Reading section of www.fcrr.org after the leadership conference.