

Increasing Reading Achievement for Students at Risk of Reading Failure

A Proposal to Implement a Walk to Strategies (W2S) Targeted Reading Intervention Program



Desiree Margo, Redmond School District, M.A. Lynch Elementary School

Introduction

A proposed change to reading support at M.A. Lynch
 In 2006-2007, M.A. Lynch, a Title I School, went into improvement status. Over the next three years, M.A. Lynch transformed itself. During the 2008-2009 year, the M.A. Lynch status was changed from "Unsatisfactory," to "Outstanding," from a "School in Improvement," to one of only seven ODE celebrated, "Champion Schools." Immediately following this success, a boundary change occurred and 50% of the student population changed. That year, though not required to publish AYP data, reading and math achievement fell. If current trends continue, M.A. Lynch may be headed back into Improvement status. With School Improvement Grant (SIG) dollars gone, new no/low cost innovations are needed to meet the needs of the new student population and increase achievement.

Types of Reading Intervention Systems

- The current school-wide literacy support system was supportive but not strategic. Literacy staff resources were equally distributed between 1st and 2nd grade. Kindergarten and grades 3-5 had limited support. Training for Literacy Staff varied and teachers determined how and what reading support materials were utilized. Special Education students received specially designed instruction (SDI) in the *most restrictive environment* vs. the *least restrictive environment* (LRE) which is required by the Individuals with Disabilities Education Act, or IDEA.
- Lynch staff investigated district literacy support / intervention programs. Two RSD **Walk to Read** models were observed and analyzed. One program was located at a school with similar demographics, yet with higher achievement. Both models provided a more strategic model than the Lynch model. Students "walked," to the group that met their reading level. Special education students participated alongside in an inclusion model when appropriate.
- With the 2010-2011 implementation of a new district-wide easyCBM systematic formative assessment model, M.A. Lynch decided to use this tool to develop a strategic, "Walk to Strategies," (W2S) reading intervention system with a focus on linking specific reading deficits to targeted strategies instead of grouping by reading levels alone.
- Existing resources were analyzed and a decision made to utilize all instructional assistants: Special Education, Title I, Literacy Assistants, and Instructional Assistants as one instructional team during W2S.
- Using easyCBM screening and progress monitoring data along with diagnostic Developmental Reading Assessment (DRA) data, students at high risk and some risk of reading failure are identified.
- Once identified, further analysis is done to determine specific reading deficits and then students are placed in targeted strategy groups to quickly remediate the deficit.
- Groups are small and fluid. Students move to a new group once they are no longer at risk.

Funding and Staffing

- Existing staff resources are reallocated to meet the needs of students at risk and at some risk for reading failure.
- Materials needed: Strategic and research based reading interventions and related equipment.
- General fund and Community Learning Center grant funds are accessed for needed purchases.
- W2S is based on a four-day (M-Thur.) delivery model. This provides weekly time for staff training and progress monitoring assessments. No additional costs are incurred.

Advantages of a Strategic W2S Reading Intervention System

Advantages of the Lynch W2S strategic reading intervention model

1. Entire intervention team is highly trained in small group instruction, reading interventions, and easyCBM and DRA assessments
2. Intervention team members may specialize in a specific intervention
3. Four-day model provides built in training and regular feedback on student progress using easyCBM progress monitoring
4. Model supports IDEA requirement of inclusion for special education students in the Least Restrictive Environment (LRE)
5. Student easy CBM and DRA data is regularly analyzed to determine students at high and some risk for reading failure which informs allocation of resources
6. easy CBM and DRA data is triangulated and analyzed to determine specific reading deficits
7. Research based interventions strategically target specific deficits
8. Based on data and teacher input, students are placed in fluid small Walk to Strategy (W2S) groups
9. Resources are used efficiently as students within a grade level "walk," to their strategy group when needed
10. All grade levels have benefit of resources. All students at risk for reading failure participate in strategic reading interventions
11. Groups are fluid. Students move out of a strategy group when no longer at risk in specific deficit area

Disadvantages of a Strategic W2S Intervention System

Disadvantages of W2S

1. Some grade levels may experience decreased reading support over the previous model
2. Students not at risk for reading failure may not meet in small reading groups with an instructional team staff member
3. Teachers are required to meet this need
4. Some students will not receive their intervention within their own classroom- due to this some teachers may feel disconnected from their students who "walk," to an intervention
5. Teachers may feel less involved since they may not be providing the intervention materials
6. Time constraints may make it difficult for classroom teachers to discuss student progress with instructional team members

Research Based Interventions used in W2S

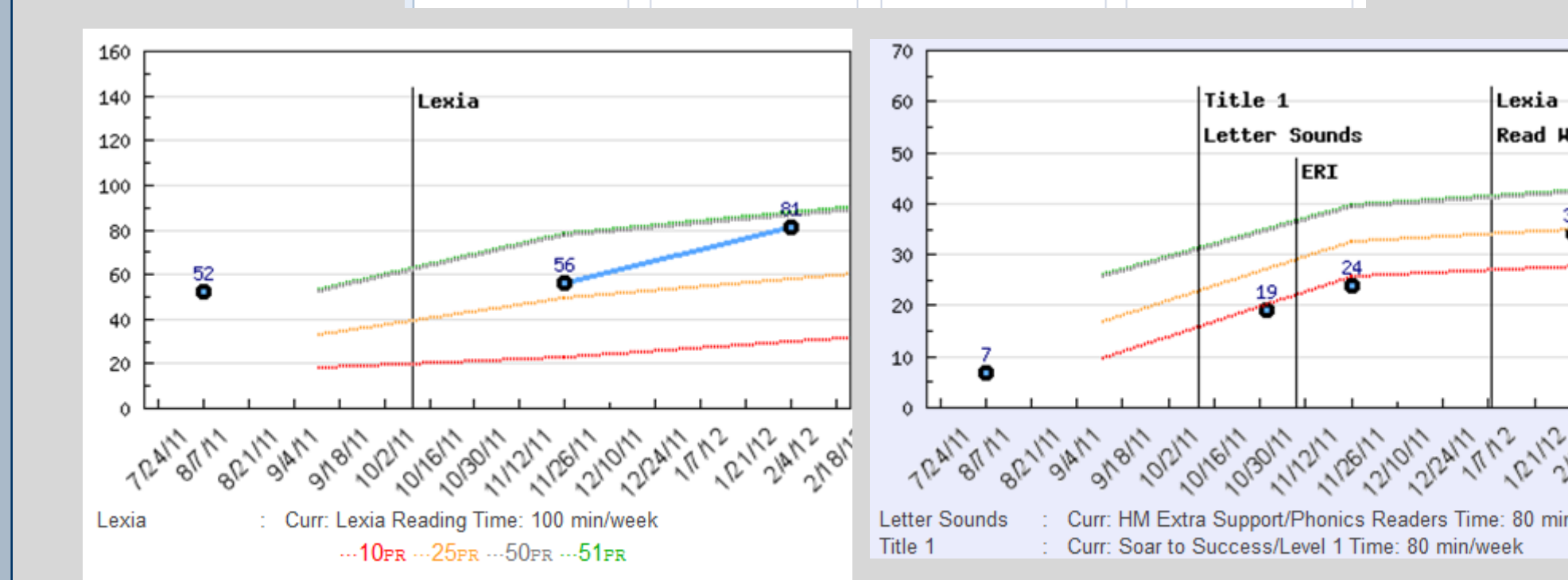
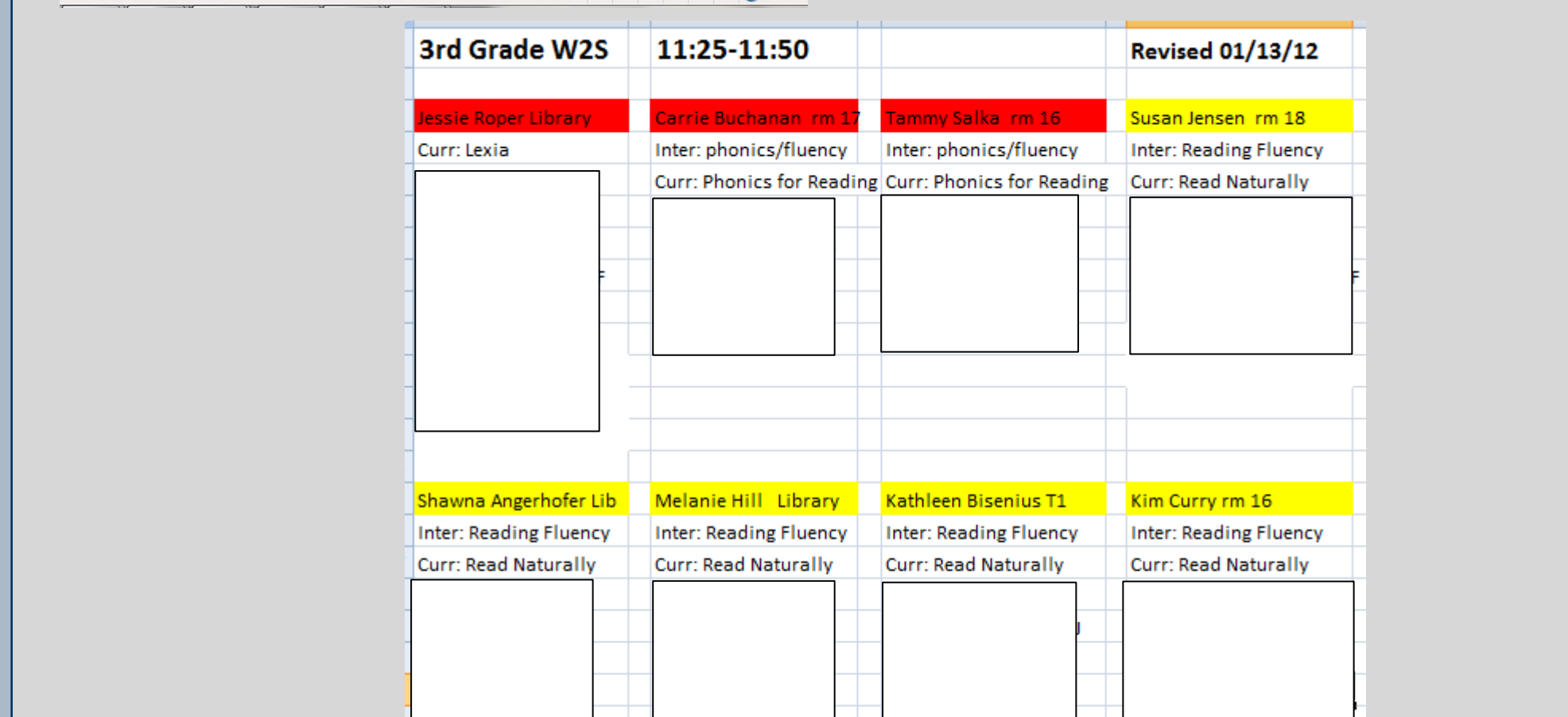
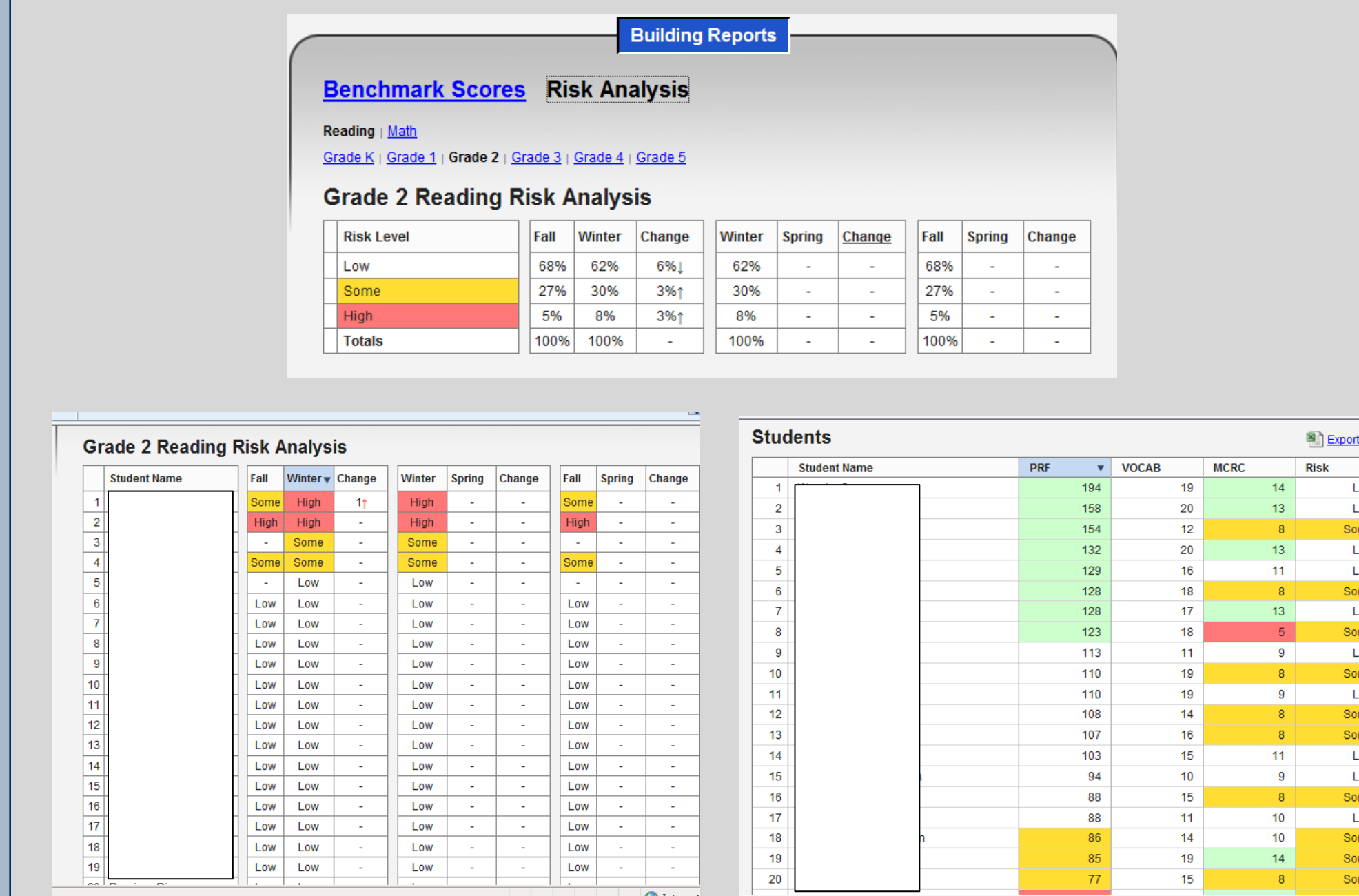
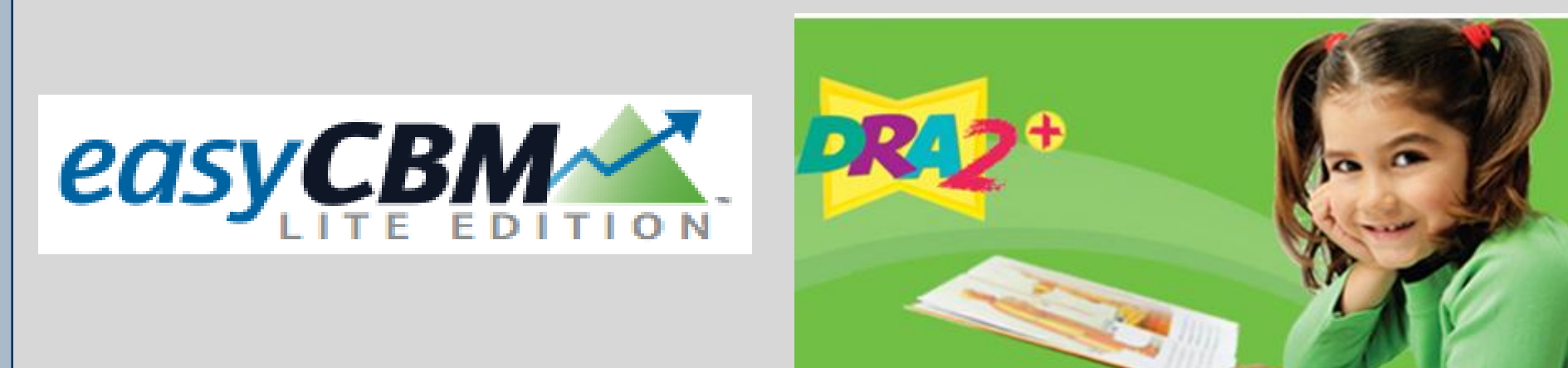
1. Read Naturally
2. Phonics for Reading
3. Lexia Reading (online)
4. Early Reading Intervention (ERI)
5. Leveled Literacy Intervention (LLI)
6. Houghton Mifflin SOAR
7. Reading Mastery
8. Road to the Code
9. Florida Reading Materials
10. The Comprehension Tool Kit

Expected Outcomes

Expected outcomes include:

1. An increase in students "on target" above 50th percentile according to the easyCBM fall, winter, and spring screener.
2. A decrease in students at high risk and some risk according to the easyCBM fall, winter, and spring screener.
3. An increase in students reading "on grade level," according to the diagnostic DRA assessment
4. All students reading by first grade
5. All students reading on grade level by 3rd grade
6. An increase in students meeting reading benchmark on the Oregon Assessment of Skills and Knowledge (OAKS)

Using Screening and Diagnostic Data



easyCBM graphs track student response to W2S strategy interventions. When a student is no longer at risk in one area or if they are not responding to the strategy group, a variety of decisions may occur: student is moved to a new strategy group, strategy group is changed, instructor receives additional training, further assessment occurs. **It is critical to look at not only student response to learning, but also to look at the instruction.**

Sample W2S schedule

Four-Day Walk to Strategy (W2S) Schedule

Intervention	1 st grade 9:40-10:10	1 st grade 10:15-10:30	2 nd grade 10:35-11:05	3 rd grade 11:10-11:40	4 th /5 th grade 11:45-12:15
Road to the Code	Ms. Ardts small group room	Ms. Ardts small group room	✕	✕	✕
Phonics for Reading	Title I Room	Title I Room	Title I Room	Title I Room	Title I Room
Lexia	Library	Library	Library	Library	Library Mrs. Calahan's Room
Reading Mastery	Ms. Reeve's small group room	Ms. Reeve's small group room	✕	✕	✕
SOAR	Title I room/west lobby	Title I room/west lobby	Title I room/west lobby	Library	Library
ERI	Ms. Neff's room	Ms. Neff's room	✕	✕	✕
LLI	Ms. Flora's room	Ms. Flora's room	✕	✕	✕
Read Naturally	✕	✕	West lobby Ms. Grant's room Ms. Nichi's room	West Lobby Ms. Gowdy's Small Group Room	West Lobby Ms. Wood's Room
Vocabulary	✕	✕	Ms. Gilbertson's Room	Ms. Jones Small Group Room	Mr. Wheeler's Room
Comp	✕	✕	Ms. Nichi's Room	Ms. Field's Small Group Learning Room West Lobby	Ms. Jenkins' Room Library West Lobby

References

1. Biancarosa, G, Snow, C. E (2004) Reading Next . New York: Alliance for Excellent Education <http://reading.uoregon.edu>, retrieved on 2/12/12
2. Deschenes, C, Ebeling, D G, Sprague, J (1994) Adapting Curriculum and Instruction in Inclusive Classrooms. Indiana: The Center for School and Community Integration.
3. Dufour R, Eaker R, Karhanek G (2004). Whatever it Takes. Indiana: National Education Service.
4. Reeve, D.B. (2009). Leading Change in Your School. Virginia: Association for Supervision and Curriculum Development.
5. Schmoker, M (2011). Focus, Elevating the Essentials To Radically Improve Student Learning. Virginia: Association for Supervision and Curriculum Development.
6. Tindal, G. & Nese, J. F. T. (n.d.). Applications of curriculum-based measures in making decisions with multiple reference points. In T. Scruggs & M. Mastropieri (Eds.), Advances in learning and behavioral disabilities, vol. 24: Assessment and intervention. Bingley, UK: Emerald.

Contact Information

For further information, or sources contact Desiree Margo.